

# 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 System Office

Marshall Drummond, Chancellor

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March 19, 2007



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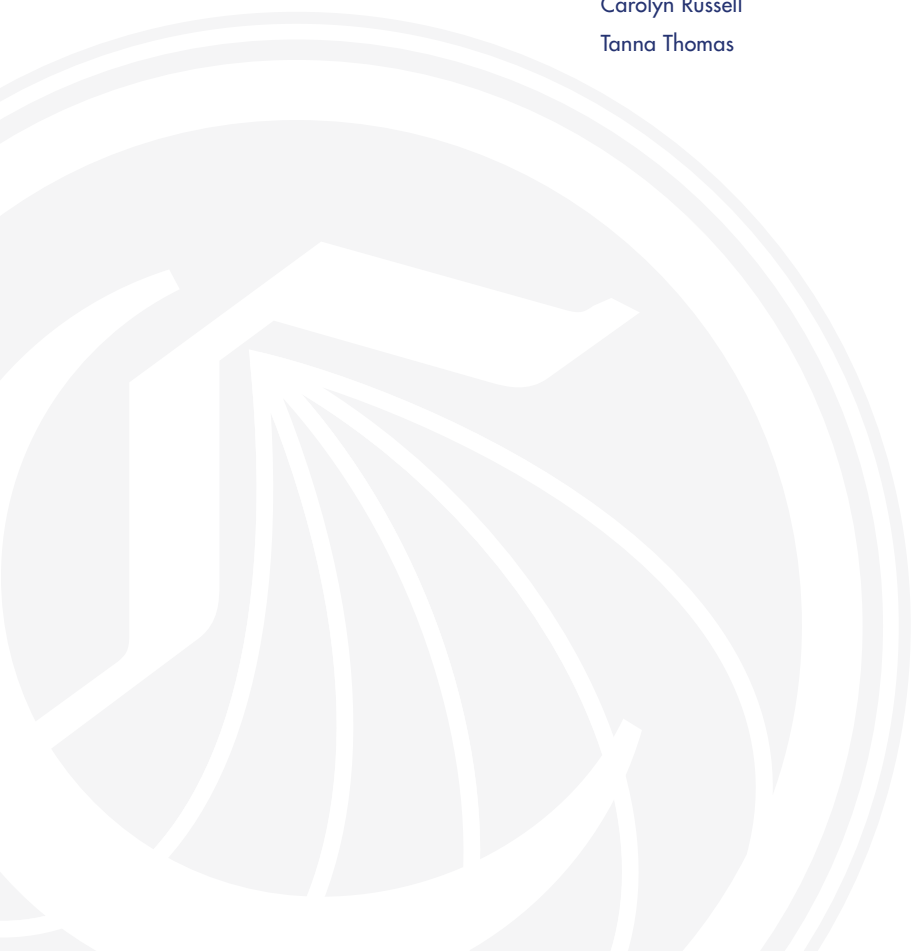
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## Executive Summary

### Introduction

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges System Office (CCCCSO) to design and implement a performance measurement system that contained performance indicators for the system and its colleges. As per Legislative intent, the CCCCCSO 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 this initial report required the CCCCCSO to test innovative ideas about performance measurement and to use a massive state database, the CCCCCSO completed the 2007 ARCC report as a pilot report for the Legislature.

### Systemwide Performance

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

- Community college students who earned a vocational degree or certificate saw their wages jump from \$25,600 (for the last year before receipt of the award) to \$47,571 three years after earning their degree, an increase of 86%.
- A large number of Californians access and use the CCC system; participation rates are high, with 66 out of every 1,000 people in the state enrolled in a CCC in 2005-2006.
- The system enrolls more than one-third of all 18-19 year olds in California, with participation rates of 352.5 per 1,000 for 2005-2006.
- In 2005-2006, the system transferred more than 94,000 students. The California State University (CSU) system continues as the most frequent transfer destination for community college students with the enrollment of 52,642 students from the community colleges. More than 13,000 community college students enrolled in the University of California (UC) system, the state's most selective public higher education system. This figure continues a three-year trend of increasing transfers to the UC system.
- For the first time, we report transfers to in-state-private institutions and all out-of-state institutions, and these account for 15,466 and 12,848 transfers in 2005-2006, respectively.
- In 2005-2006, the system contributed to the state's critical health care labor force, as more than 7,000 students earned degrees or certificates in nursing.

- The system’s contribution in 2005-2006 to the state’s workforce included more than 63,000 associate degrees and certificates in vocational/occupational areas.

**College Level Performance**

The bulk of the ARCC report covers each college’s performance on six critical indicators. A seventh indicator, which deals with English as a Second Language (ESL), is a prototype here for the final ESL indicator that will appear in the 2008 ARCC report. In addition, the CCCSO and the colleges have begun working on measures of performance in the noncredit curriculum, and the 2008 ARCC report will initiate coverage of this important element of the community college mission.

The table below lists the six indicators for which ARCC has complete data. These numbers are percentages of success among target populations that the colleges and the CCCSO jointly defined. As a quick snapshot of how the system has done on these indicators, this table displays the figures for the year in which the most recent data are available.

<b>College Level Performance Indicator</b>	<b>State Rate</b>
1. Student Progress & Achievement	52.0%
2. Completed 30 or More Units	70.3%
3. Fall to Fall Persistence	69.3%
4. Vocational Course Completion	77.3%
5. Basic Skills Course Completion	60.4%
6. Basic Skills Course Improvement	50.4%

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 109 colleges covered in this pilot 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 six 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 in terms of the college's service population, information that local officials can use to evaluate community access and the overall enrollment picture.

These six pages for each college deliver the essence of the ARCC's objective for local accountability. Ideally, each college's local governing board and local community will use this package of information for data-based policy discussions. This strategy will benefit communities throughout the state because it equips them with data to address their local priorities. To ensure that this process occurs in each community, the legislation for ARCC requires each college to submit to the CCCSO by March 19, 2008, documentation of interaction by each local board of trustees with the ARCC report.

### **Conclusion**

This inaugural ARCC effort paves the way for an annual report that allows the State Legislature and the Governor's Office to provide an ongoing cost-effective structure across the state for performance improvement that respects and promotes local decision-making. The ARCC report stands as an innovation to further the state's mission in higher education, and future research into improvements for student success will undoubtedly leverage the work conducted in this report.

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## **Introduction to the 2007 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. The details of the legislation appear in Appendix F of this report. For clarity's sake, we have named this new reporting system *Accountability Reporting for the Community Colleges* (or ARCC). As required by the Legislature, the CCC System Office (CCCSO) will produce this report each year and disseminate it so that each college will share it with its local board of trustees. The System Office will also make the report available to state government policymakers and the public at large.

The report's objectives are to make policymakers, local college officials, and elected boards aware of system and college performance in six specific areas of effort and to inform the public about overall system performance. Because the 2007 report is a pilot phase in ARCC, a seventh performance indicator, improvement in ESL (English as a Second Language), will not be usable for evaluation purposes until we have completed the 2008 report. In fact, it will help the reader of this report to remember that the entire 2007 report functions as a pilot phase to prepare the state for the first definitive report in 2008. Joint efforts by the colleges and the System Office are currently under way to improve the quality of the performance data, and many of the colleges will have changes to their data in 2008.

Furthermore, readers will observe that this pilot report omits coverage of noncredit courses. The System Office and the Legislature agree that reporting on noncredit instruction needs further examination, and the 2008 ARCC report will begin to address performance in the area of noncredit instruction as required by Senate Bill 361 (Scott, Statutes of 2006, Chapter 631).

This 2007 report drew upon the contributions of many parties. The framework for ARCC used the expertise of a team of researchers from the Research and Planning Group for the California Community Colleges (i.e., the RP Group), a panel of nationally recognized researchers on college performance, a statewide technical advisory workgroup, and staff at the System Office. We list in Appendix G 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 pilot report, and we recognize that these viewers 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. However, as we noted earlier, readers should act cautiously with the 2007 report's results, given the pilot nature of this report.

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

The report's first section covers the system's overall performance over time, and this will help readers to see the broad context of the system's performance. The extensive section that follows system performance lists the community colleges alphabetically and presents six pages of information for each college. The first two pages for each college display how that college performed over time on seven basic indicators. Of the seven indicators shown on these first two pages, we emphasize that the sixth one, the ESL improvement rate, should not be used in any evaluation because of the incomplete information that existed for the ESL indicator during this pilot year. Therefore, year-to-year figures for six of 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, if any, 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 six 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.

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

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

Additional information about ARCC is available at the following website:  
[http://www.cccco.edu/divisions/tris/rp/ab\\_1417/ab\\_1417.htm](http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm)

If you have any questions or comments about the report, please e-mail them to: [arcc@cccco.edu](mailto:arcc@cccco.edu).



## ARCC 2007 Report: An Introduction to the Systemwide Indicators

*The AB 1417 Performance Framework for the California Community Colleges* (the March 2005 report to the Legislature pursuant to AB 1417) specified that community college performance data would be aggregated and analyzed at two levels: the individual college level (college core indicators) and across the community college system (systemwide indicators). The Accountability Reporting for the Community Colleges (ARCC) program was developed from the AB 1417 performance framework.

Tables 1 through 17 and Figures 1 through 8 in the following section of the 2007 ARCC report present results for the seven performance indicators chosen for **systemwide** accountability reporting. These performance indicators are organized into four major categories:

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

The seven performance indicators presented in this section are:

1. The annual number and percentage of baccalaureate students graduating from UC and CSU who attended a California Community College
2. The annual number of Community College transfers to four-year institutions
3. The transfer rate to four-year institutions from the California Community College System
4. The annual number of degrees/certificates conferred by program
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. Statewide participation rate (by selected demographics).

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. The Data Source and Methodology for each of the indicators can be found in Appendix B. A brief Results summary immediately follows the table(s) or figure(s) for each indicator.

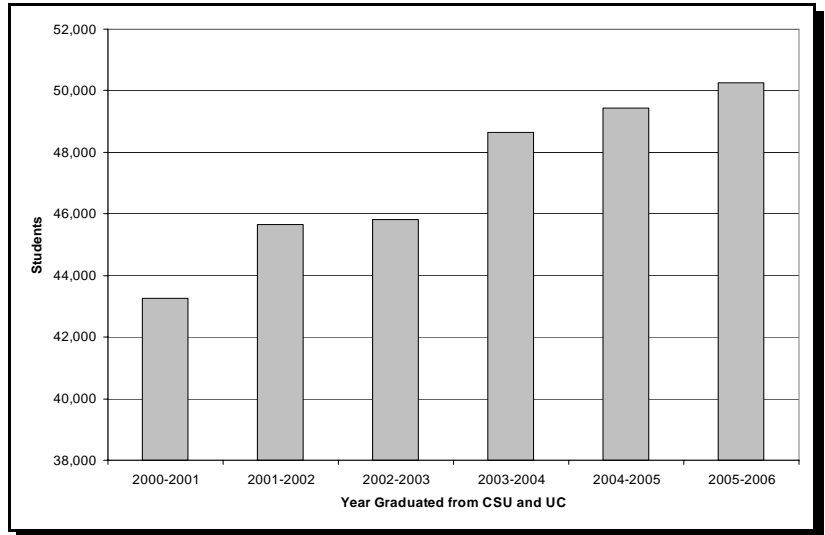
Note that these systemwide indicators are not simply statewide aggregations of the college level indicators presented elsewhere in this report. Some systemwide indicators cannot be broken down to a college level or do not make sense when evaluated on a college level. For example, students may transfer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

# ARCC 2007 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 2000-2001 to 2005-2006 Who Attended a California Community College (CCC)



**Table 1:**

Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2000-2001 to 2005-2006 Who Attended a California Community College (CCC)

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>Total BA/BS (CSU &amp; UC)</b>	93,050	96,179	98,837	104,320	107,630	110,990
<b>Total Who Attended CCC</b>	43,253	45,641	45,826	48,657	49,439	50,248
<b>CSU and UC Percent</b>	46.5%	47.5%	46.4%	46.6%	45.9%	45.3%

**Table 2:**

Annual Number and Percentage of CSU Baccalaureate Students from 2000-2001 to 2005-2006 Who Attended a CCC

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>Total BA/BS from CSU</b>	59,983	61,463	61,712	65,741	66,768	69,350
<b>Total Who Attended CCC</b>	33,790	35,792	35,315	37,329	37,316	38,365
<b>CSU Percent</b>	59.3%	58.2%	57.2%	56.8%	55.9%	55.3%

**Table 3:**

Annual Number and Percentage of UC Baccalaureate Students from 2000-2001 to 2005-2006 Who Attended a CCC

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>Total BA/BS from UC</b>	33,067	34,716	37,125	38,579	40,862	41,640
<b>Total Who Attended CCC</b>	9,463	9,849	10,511	11,328	12,123	11,883
<b>UC Percent</b>	28.6%	28.4%	28.4%	29.4%	29.7%	28.5%

### Results:

Figure 1 presents an increasing six-year trend of the annual number of California State University (CSU) and University of California (UC) baccalaureate students who attended a California Community College (CCC). Table 1 shows the number of CSU and UC baccalaureate students, and of those, the total who attended a CCC. The table also reflects the percentage of graduates who originally attended a CCC across the six-year period. The percentage slightly decreases in 2002-2003 and 2004-2005. Table 2 displays the annual number and percentage of CSU students and Table 3 portrays the UC students.

For Methodology and Data Source, see Appendix B.



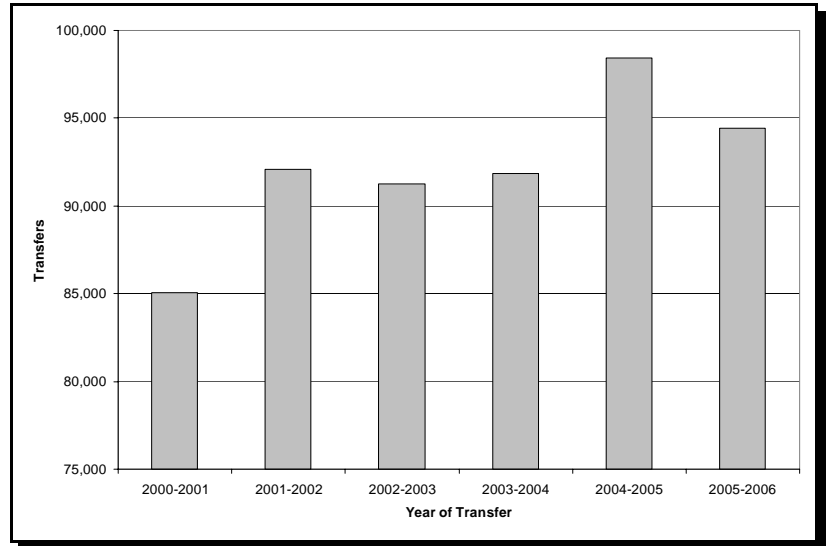
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# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Degree/Certificate/Transfer

**Figure 2:**  
Annual Number of California Community College  
Transfers to Four-Year Institutions  
from 2000-2001 to 2005-2006



**Table 4:**  
Annual Number of California Community College  
Transfers to Four-Year Institutions  
from 2000-2001 to 2005-2006

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>Total Transfers</b>	85,035	92,082	91,246	91,870	98,414	94,418

**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

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>CSU</b>	47,900	50,473	50,746	48,321	53,695	52,642
<b>UC</b>	11,215	12,291	12,780	12,580	13,211	13,462
<b>ISP</b>	15,302	17,838	16,548	19,117	18,179	15,466
<b>OOS</b>	10,618	11,480	11,172	11,852	13,329	12,848

### Results:

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

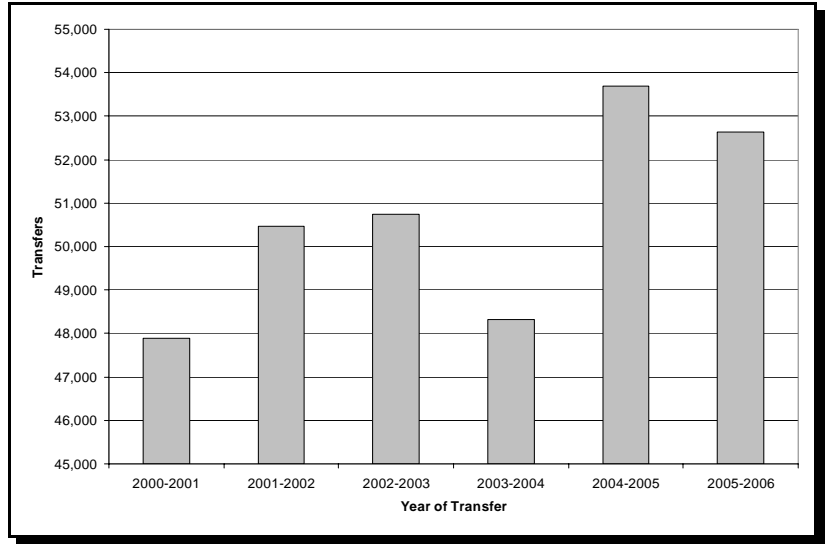
For Methodology and Data Source, see Appendix B.



# ARCC 2007 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 2000-2001 to 2005-2006



**Table 6:**  
Annual Number of California Community College  
Transfers to California State University (CSU)  
from 2000-2001 to 2005-2006

	Year of Transfer					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>CSU Transfers</b>	47,900	50,473	50,746	48,321	53,695	52,642

### Results:

Figure 3 and Table 6 and display the annual number of California Community College (CCC) transfers to California State University (CSU). The number of transfers increases from 2000-2001 to 2002-2003 before decreasing in 2003-2004. A substantial increase of transfers is evident in 2004-2005 followed by a slight decline in 2005-2006.

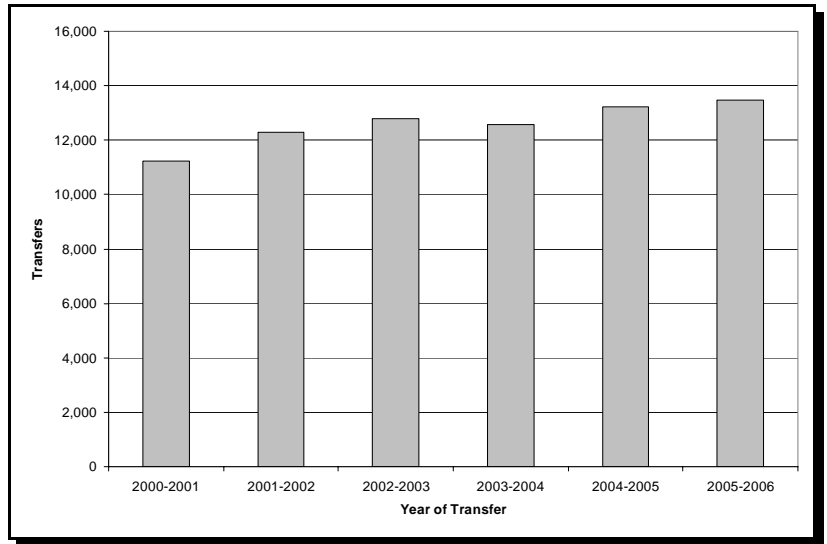
For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Degree/Certificate/Transfer

**Figure 4:**  
Annual Number of California Community College  
Transfers to the University of California (UC)  
from 2000-2001 to 2005-2006



**Table 7:**  
Annual Number of California Community College  
Transfers to the University of California (UC)  
from 2000-2001 to 2005-2006

	Year of Transfer					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
UC Transfers	11,215	12,291	12,780	12,580	13,211	13,462

### Results:

Figure 4 and Table 7 illustrate the annual number of California Community College (CCC) transfers to University of California (UC). With the exception of a slight decrease in 2003-2004, the numbers of transfers increase over the six-year period from 2000-2001 to 2005-2006.

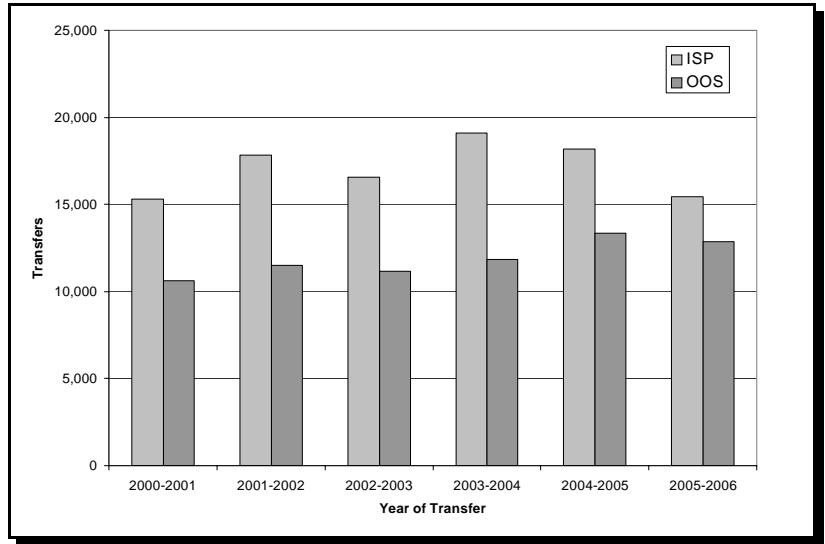
For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Degree/Certificate/Transfer

**Figure 5:**  
Annual Number of California Community College Transfers to In-State Private (ISP) and Out-of-State (OOS) Four-Year Institutions from 2000-2001 to 2005-2006



**Table 8:**  
Annual Number of California Community College Transfers to In-State Private (ISP) and Out-of-State (OOS) Four-Year Institutions from 2000-2001 to 2005-2006

	Year of Transfer					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>ISP Transfers</b>	15,302	17,838	16,548	19,117	18,179	15,466
<b>OOS Transfers</b>	10,618	11,480	11,172	11,852	13,329	12,848

### 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 numbers for transfers decline for both segments for the most recent academic year, 2005-2006.

For Methodology and Data Source, see Appendix B.



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# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Degree/Certificate/Transfer

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**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.

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
Transfer Rate	40.9%	40.9%	40.7%

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### Results:

Table 9 reflects the statewide transfer rate to four-year institutions for three different cohorts of first-time students. The cohorts include students with at least 12 units earned who attempted transfer-level Math or English during the six-year enrollment period. The transfer rate is consistent at 40.9% for the 1998-1999 and 1999-2000 cohorts. The rate of transfer to four-year institutions for the 2000-2001 cohort decreased to 40.7%.

For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Vocational / Occupational / Workforce Development

**Table 10: Annual Number of Vocational Awards by Program from 2003-2004 to 2005-2006**  
**(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)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Accounting	2,308	2,472	2,500	968	1,060	995	1,340	1,412	1,505
Administration of Justice	5,814	5,969	5,612	1,686	1,675	1,736	4,128	4,294	3,876
Aeronautical and Aviation Technology	555	353	383	125	61	59	430	292	324
Agricultural Power Equipment Technology	216	33	39	10	4	11	206	29	28
Agriculture Business, Sales and Service	45	71	44	23	65	38	22	6	6
Agriculture Technology and Sciences, General	45	20	36	35	17	17	10	3	19
Animal Science	467	472	502	273	289	317	194	183	185
Applied Photography	187	174	191	66	65	63	121	109	128
Architecture and Architectural Technology	224	263	304	101	115	129	123	148	175
Athletic Training and Sports Medicine	7	20	25	7	14	18		6	7
Audio/Visual Technician	6						6		
Automotive Collision Repair	91	125	134	3	16	16	88	109	118
Automotive Technology	1,648	1,906	2,071	235	301	300	1,413	1,605	1,771
Aviation and Airport Management and Services	84	168	223	54	112	139	30	56	84
Banking and Finance	61	57	68	31	26	26	30	31	42
Biotechnology and Biomedical Technology	78	132	167	17	38	36	61	94	131
Business Administration		2,288	2,419		1,971	2,129		317	290
Business and Commerce, General	3,666	1,303	1,229	3,095	1,068	984	571	235	245
Business Management	1,595	1,446	1,737	904	767	920	691	679	817
Cardiovascular Technician	92	133	152	30	25	29	62	108	123
Chemical Technology	6	8	15	5	2		1	6	15
Child Development/Early Care and Education	6,597	7,494	7,943	1,783	1,932	1,926	4,814	5,562	6,017
Civil and Construction Management Technology	501	404	416	86	88	82	415	316	334
Commercial Art	43	28	27	31	16	15	12	12	12
Commercial Music	202	257	265	35	44	48	167	213	217
Community Health Care Worker		1	2					1	2
Computer Information Systems		805	612		461	409		344	203
Computer Infrastructure and Support		580	560		223	229		357	331
Computer Software Development	697	551	347	252	219	133	445	332	214





# ARCC 2007 Report: Systemwide Indicators

**Table 10** (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Construction Crafts Technology	846	870	914	76	85	95	770	785	819
Cosmetology and Barbering	1,187	1,409	1,365	46	58	71	1,141	1,351	1,294
Custodial Services	14						14		
Dance			2						2
Dental Occupations	773	817	833	268	314	336	505	503	497
Diagnostic Medical Sonography	48	52	55	15	9	13	33	43	42
Diesel Technology	104	183	195	23	28	43	81	155	152
Digital Media		616	536		229	203		387	333
Drafting Technology	523	540	579	169	171	190	354	369	389
Educational Aide (Teacher Assistant)	92	45	55	24	18	17	68	27	38
Educational Technology			4			2			2
Electro-Diagnostic Technology	36						36		
Electro-Mechanical Technology	20	34	33	4	10	6	16	24	27
Electro-Neurodiagnostic Technology		1	11					1	11
Electrocardiography		14	23					14	23
Electronics and Electric Technology	1,086	891	991	376	314	287	710	577	704
Emergency Medical Services	2,367	2,310	1,895	65	2	2	2,302	2,308	1,893
Engineering Technology, General	32	17	36	21	11	28	11	6	8
Environmental Control Technology (HVAC)	360	359	339	50	57	49	310	302	290
Environmental Technology	404	439	267	18	27	22	386	412	245
Family and Consumer Sciences, General	120	126	108	115	125	108	5	1	
Family Studies		26	16		18	10		8	6
Fashion	333	427	422	100	138	135	233	289	287
Film Studies		62	123		31	72		31	51
Fire Technology	2,591	3,011	2,904	702	830	896	1,889	2,181	2,008
Food Processing and Related Technologies			64			32			32
Forestry	28	31	48	20	19	27	8	12	21
Geography		49	57		12	17		37	40
Gerontology	49	37	45	14	11	15	35	26	30



# ARCC 2007 Report: Systemwide Indicators

**Table 10** (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Graphic Art and Design	656	404	390	240	167	166	416	237	224
Health Information Technology	300	297	278	95	98	90	205	199	188
Health Occupations, General	49	4	9	9	1	2	40	3	7
Health Professions, Transfer Core Curriculum	88	104	150	88	104	146			4
Horticulture	569	499	517	172	138	141	397	361	376
Hospital and Health Care Administration			1						1
Hospital Central Service Technician	18	14	18				18	14	18
Hospitality	278	284	325	100	92	83	178	192	242
Human Services	1,842	1,673	1,639	474	441	462	1,368	1,232	1,177
Industrial Systems Technology and Maintenance	18	58	68	4	15	8	14	43	60
Information Technology, General	1,792	306	218	792	14	6	1,000	292	212
Instrumentation Technology	4	6	3	3	4	1	1	2	2
Interior Design and Merchandising	388	390	432	125	126	149	263	264	283
International Business and Trade	171	151	166	65	62	47	106	89	119
Journalism	76	66	77	57	51	55	19	15	22
Labor and Industrial Relations	18	16	17	3	4	6	15	12	11
Laboratory Science Technology	29	12	20	13	7	11	16	5	9
Legal and Community Interpretation		19	25		3	1		16	24
Library Technician (Aide)	191	174	149	34	33	39	157	141	110
Logistics and Materials Transportation	54	76	60	2	2	1	52	74	59
Manufacturing and Industrial Technology	832	830	831	112	108	121	720	722	710
Marine Technology	50	2	33	4	1	7	46	1	26
Marketing and Distribution	343	273	284	98	83	100	245	190	184
Mass Communications		6	3		6	2			1
Massage Therapy		82	62		11	15		71	47
Medical Assisting	670	949	876	129	135	125	541	814	751
Medical Laboratory Technology	22	16	62	14	9	18	8	7	44
Mortuary Science	78	89	58	14	40	23	64	49	35
Natural Resources	53	46	48	27	30	29	26	16	19



# ARCC 2007 Report: Systemwide Indicators

**Table 10** (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Nursing	6,551	6,859	7,080	4,068	4,442	4,726	2,483	2,417	2,354
Nutrition, Foods, and Culinary Arts	1,028	1,156	1,195	126	143	139	902	1,013	1,056
Occupational Therapy Technology	15	21	21	15	21	21			
Ocean Technology	1	6	9	1	3	4		3	5
Office Technology/Office Computer Applications	2,306	1,774	2,122	612	549	541	1,694	1,225	1,581
Optical Technology			1						1
Orthopedic Assistant	11	8	6	5	4	2	6	4	4
Other Agriculture and Natural Resources	32	9	4	14	4	1	18	5	3
Other Architecture and Environmental Design	10	3	1	1			9	3	1
Other Business and Management	19	176	276	6	113	216	13	63	60
Other Commercial Services	2	44	37				2	44	37
Other Education	189	4	1	81		1	108	4	
Other Engineering and Related Industrial Technologies	155	55	49	73	42	31	82	13	18
Other Family and Consumer Sciences	1						1		
Other Fine and Applied Arts	270	31	15	109	3	1	161	28	14
Other Health Occupations	146	131	104	21			125	131	104
Other Information Technology	1,085	95	96	339		4	746	95	92
Other Media and Communications	218	19	14	50			168	19	14
Other Public and Protective Services	112	52	61	14	1		98	51	61
Paralegal	761	898	885	328	385	396	433	513	489
Paramedic		373	402		85	75		288	327
Pharmacy Technology	155	152	176	42	43	52	113	109	124
Physical Education	1	87	96	1	10	10		77	86
Physical Therapist Assistant	71	76	67	71	76	66			1
Physicians Assistant	68	81	67	4	18	18	64	63	49
Plant Science	23	12	14	20	8	10	3	4	4
Polysomnography		9	1					9	1
Printing and Lithography	77	87	89	18	12	16	59	75	73
Psychiatric Technician	353	475	504	29	41	45	324	434	459



# ARCC 2007 Report: Systemwide Indicators

**Table 10** (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Public Administration	14	31	44	13	9	14	1	22	30
Radiation Therapy Technician		15	9		15	9			
Radio and Television		230	310		125	152		105	158
Radio, Motion Picture, and Television	381			175			206		
Radiologic Technology	534	598	679	315	379	426	219	219	253
Real Estate	463	502	593	109	168	198	354	334	395
Recreation	16		3	12			4		3
Respiratory Care/Therapy	251	420	511	171	275	353	80	145	158
School Health Clerk		2						2	
Sign Language		134	153		64	73		70	80
Special Education	42	32	48	8	8	12	34	24	36
Speech/Language Pathology and Audiology	31	45	55	22	31	37	9	14	18
Surgical Technician	43	36	46	2	5	13	41	31	33
Technical Communication	30	24	18	2	4	4	28	20	14
Technical Theater	43	21	29	14	7	8	29	14	21
Travel Services and Tourism	307	286	257	66	55	48	241	231	209
Viticulture, Enology, and Wine Business		36	28		17	18		19	10
Water and Wastewater Technology	97	98	164	16	31	43	81	67	121
World Wide Web Administration		45	65		16	16		29	49
<b>Total</b>	<b>60,749</b>	<b>61,993</b>	<b>63,167</b>	<b>21,608</b>	<b>22,188</b>	<b>23,133</b>	<b>39,141</b>	<b>39,805</b>	<b>40,034</b>

## Results:

Table 10 reflects the breadth of the System's vocational programs. This table shows the numbers of awards issued by 135 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 represent about 36 to 37 percent of the credit awards issued, with certificates making up the remaining 63 to 64 percent.

For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Vocational / Occupational / Workforce Development

**Table 11: "Top 25" Vocational Programs in 2005-2006, 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 2005-2006	AA/AS Degrees 2005-2006	All Certificates (Credit) 2005-2006
1	Child Development/Early Care and Education	7,943	1,926	6,017
2	Nursing	7,080	4,726	2,354
3	Administration of Justice	5,612	1,736	3,876
4	Fire Technology	2,904	896	2,008
5	Accounting	2,500	995	1,505
6	Business Administration	2,419	2,129	290
7	Office Technology/Office Computer Applications	2,122	541	1,581
8	Automotive Technology	2,071	300	1,771
9	Emergency Medical Services	1,895	2	1,893
10	Business Management	1,737	920	817
11	Human Services	1,639	462	1,177
12	Cosmetology and Barbering	1,365	71	1,294
13	Business and Commerce, General	1,229	984	245
14	Nutrition, Foods, and Culinary Arts	1,195	139	1,056
15	Electronics and Electric Technology	991	287	704
16	Construction Crafts Technology	914	95	819
17	Paralegal	885	396	489
18	Medical Assisting	876	125	751
19	Dental Occupations	833	336	497
20	Manufacturing and Industrial Technology	831	121	710
21	Radiologic Technology	679	426	253
22	Computer Information Systems	612	409	203
23	Real Estate	593	198	395
24	Drafting Technology	579	190	389
25	Computer Infrastructure and Support	560	229	331

### Results:

As shown in Table 11, Child Development/Early Care and Education programs issued the highest total number of awards in 2005-2006 (i.e., degrees plus certificates), primarily in the form of certificates. Nursing programs issued the second highest number of awards (degrees plus certificates), followed by Administration of Justice programs. The highest number of AA/AS degrees was issued in Nursing, followed by Business Administration.

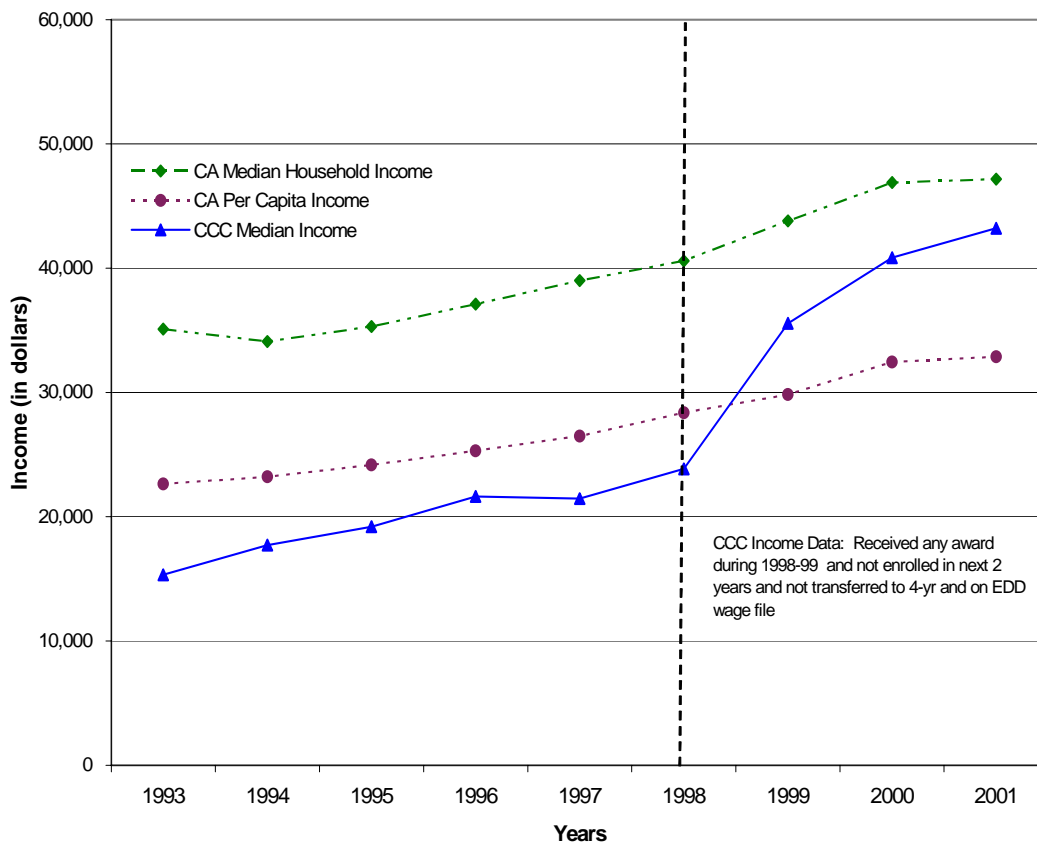
For Methodology and Data Source, see Appendix B.



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**Figure 6: Income Trend for Students Attaining Degree or Certificate in 1998-1999**  
(N = 4,253)



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

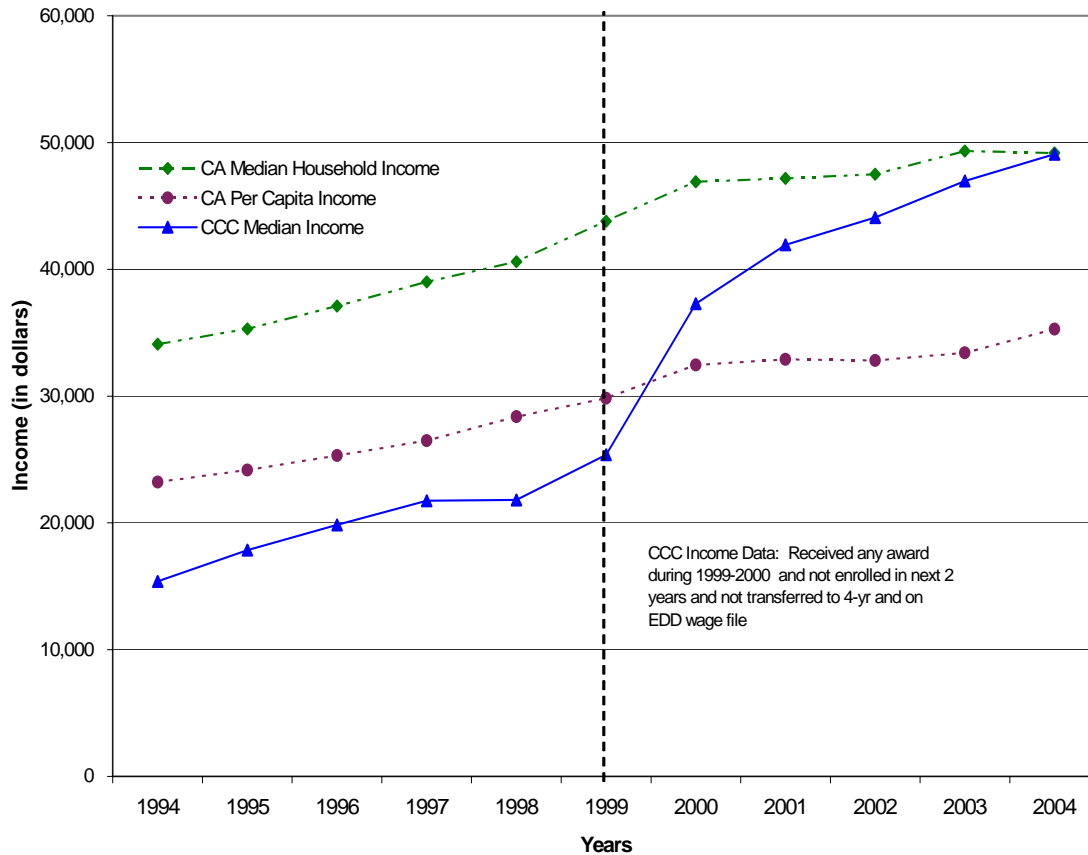
### Results:

The trend lines for CCC Median Income in Figures 6, 7, and 8 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. While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable “jump” in median income that occurs following receipt of an award. This “jump” takes place for all three wage cohorts (1998-1999, 1999-2000 and 2000-2001). The wage trends continue at that higher level across the years for which we have post-award wage data. We include trend lines for California Median Household Income and California Per Capita Income to provide additional perspective on wage gains following award attainment. The award year for each cohort is indicated by the dashed vertical line in each figure.

For Methodology and Data Source, see Appendix B.



**Figure 7: Income Trend for Students Attaining Degree or Certificate in 1999-2000**  
(N = 4,127)



CCC Income Data: Received any award during 1999-2000 and not enrolled in next 2 years and not transferred to 4-yr and on EDD wage file

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

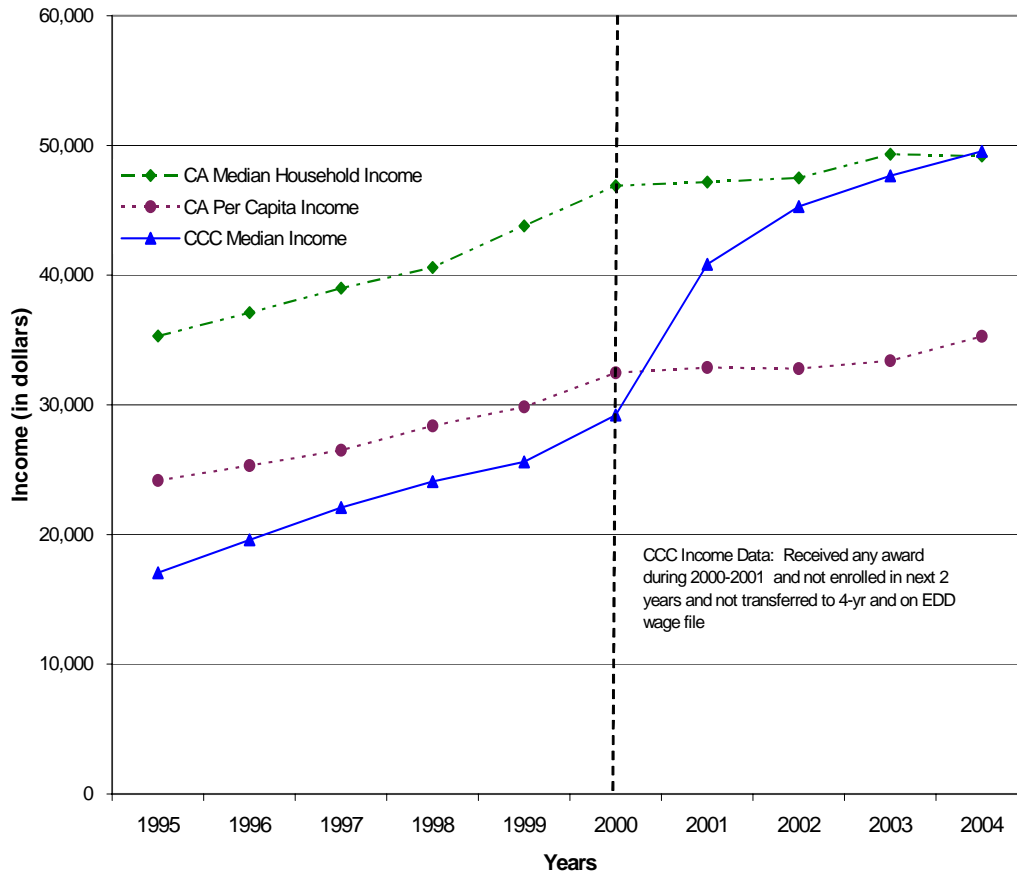
### Results:

The trend lines for CCC Median Income in Figures 6, 7, and 8 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. While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable “jump” in median income that occurs following receipt of an award. This “jump” takes place for all three wage cohorts (1998-1999, 1999-2000 and 2000-2001). The wage trends continue at that higher level across the years for which we have post-award wage data. We include trend lines for California Median Household Income and California Per Capita Income to provide additional perspective on wage gains following award attainment. The award year for each cohort is indicated by the dashed vertical line in each figure.

For Methodology and Data Source, see Appendix B.



**Figure 8: Income Trend for Students Attaining Degree or Certificate in 2000-2001**  
(N = 4,853)



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

### Results:

The trend lines for CCC Median Income in Figures 6, 7, and 8 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. While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable “jump” in median income that occurs following receipt of an award. This “jump” takes place for all three wage cohorts (1998-1999, 1999-2000 and 2000-2001). The wage trends continue at that higher level across the years for which we have post-award wage data. We include trend lines for California Median Household Income and California Per Capita Income to provide additional perspective on wage gains following award attainment. The award year for each cohort is indicated by the dashed vertical line in each figure.

For Methodology and Data Source, see Appendix B.





# ARCC 2007 Report: Systemwide Indicators

## Pre-Collegiate Improvement: Basic Skills and ESL

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**Table 12:**  
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.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>Number of Students</b>	124,362	128,408	125,670

---

### Results:

As Table 12 indicates, the statewide annual number of students completing credit coursework at least one level above their prior credit basic skills enrollment coursework peaked for the middle cohort (2002-2003 to 2004-2005), but declined by 2,738 students for the latest cohort (2003-2004 to 2005-2006).

For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Participation Rates

**Table 13:**  
Systemwide Participation Rate Per 1,000 Population

	2003-2004	2004-2005	2005-2006
<b>Systemwide Participation Rate</b>	67.7	66.0	66.2

**Table 14:**  
Participation Rates by Age Group Per 1,000 Population

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	14.5	14.1	15.5
<b>18 to 19</b>	354.7	353.5	352.5
<b>20 to 24</b>	257.3	252.5	248.5
<b>25 to 29</b>	124.4	121.6	122.1
<b>30 to 34</b>	79.5	75.8	75.2
<b>35 to 39</b>	62.0	59.5	59.6
<b>40 to 49</b>	52.2	49.0	48.2
<b>50 to 64</b>	35.5	33.7	34.0

**Table 15:**  
Participation Rates by Gender Per 1,000 Population

	2003-2004	2004-2005	2005-2006
<b>Female</b>	75.9	73.9	73.7
<b>Male</b>	59.5	58.1	58.6

**Table 16:**  
Participation Rates by Ethnicity Per 1,000 Population

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	95.7	91.1	89.4
<b>Black/African American</b>	75.0	74.1	74.5
<b>Hispanic</b>	55.1	54.0	54.3
<b>Native American</b>	85.0	77.3	72.1
<b>Pacific Islander</b>	128.3	125.2	126.7
<b>White</b>	58.2	56.3	56.4

### Results:

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

For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Participation Rates

**Table 17: Participation Rates by Age, Gender, and Ethnicity Per 1,000 Population**

Age	Gender	Ethnicity	2003-2004	2004-2005	2005-2006
Under 18	Female	Asian	30.6	30.3	33.3
Under 18	Female	Black/African American	16.5	16.9	19.3
Under 18	Female	Hispanic	8.8	9.4	10.8
Under 18	Female	Native American	18.5	17.1	17.2
Under 18	Female	Pacific Islander	29.6	28.0	31.0
Under 18	Female	White	17.5	16.5	17.3
Under 18	Male	Asian	24.7	24.8	27.0
Under 18	Male	Black/African American	12.4	11.8	13.8
Under 18	Male	Hispanic	6.6	6.9	7.9
Under 18	Male	Native American	13.3	12.8	12.2
Under 18	Male	Pacific Islander	24.2	21.9	24.4
Under 18	Male	White	13.4	12.2	12.6
18 to 19	Female	Asian	525.9	508.8	503.7
18 to 19	Female	Black/African American	374.4	374.9	372.8
18 to 19	Female	Hispanic	311.9	314.8	315.2
18 to 19	Female	Native American	366.7	354.1	331.8
18 to 19	Female	Pacific Islander	809.6	796.4	802.0
18 to 19	Female	White	367.0	358.4	348.2
18 to 19	Male	Asian	484.2	477.5	477.0
18 to 19	Male	Black/African American	306.0	310.0	317.2
18 to 19	Male	Hispanic	245.5	249.8	257.7
18 to 19	Male	Native American	288.5	272.1	253.8
18 to 19	Male	Pacific Islander	702.0	763.9	812.0
18 to 19	Male	White	312.0	309.9	305.2



# ARCC 2007 Report: Systemwide Indicators

**Table 17** (continued)

Age	Gender	Ethnicity	2003-2004	2004-2005	2005-2006
20 to 24	Female	Asian	415.1	401.6	388.3
20 to 24	Female	Black/African American	290.0	286.0	274.6
20 to 24	Female	Hispanic	217.5	215.6	213.5
20 to 24	Female	Native American	296.2	267.2	235.3
20 to 24	Female	Pacific Islander	510.3	504.0	505.6
20 to 24	Female	White	273.2	266.3	256.2
20 to 24	Male	Asian	374.0	361.4	352.1
20 to 24	Male	Black/African American	219.1	210.2	203.8
20 to 24	Male	Hispanic	157.5	156.6	160.1
20 to 24	Male	Native American	231.8	205.5	192.3
20 to 24	Male	Pacific Islander	477.5	469.9	477.5
20 to 24	Male	White	234.7	229.1	223.1
25 to 29	Female	Asian	196.9	188.0	184.3
25 to 29	Female	Black/African American	185.0	184.9	176.6
25 to 29	Female	Hispanic	107.5	104.1	104.7
25 to 29	Female	Native American	194.8	174.1	169.3
25 to 29	Female	Pacific Islander	210.5	207.5	200.5
25 to 29	Female	White	127.0	126.0	128.4
25 to 29	Male	Asian	157.8	145.5	138.4
25 to 29	Male	Black/African American	116.2	117.0	114.7
25 to 29	Male	Hispanic	77.4	74.6	75.5
25 to 29	Male	Native American	159.6	143.7	126.1
25 to 29	Male	Pacific Islander	193.8	175.4	178.6
25 to 29	Male	White	106.1	106.3	109.2



# ARCC 2007 Report: Systemwide Indicators

**Table 17** (continued)

Age	Gender	Ethnicity	2003-2004	2004-2005	2005-2006
30 to 34	Female	Asian	123.4	115.3	111.1
30 to 34	Female	Black/African American	128.0	124.5	123.1
30 to 34	Female	Hispanic	73.4	70.3	68.8
30 to 34	Female	Native American	123.3	116.8	104.0
30 to 34	Female	Pacific Islander	121.7	119.0	120.3
30 to 34	Female	White	75.8	72.3	71.2
30 to 34	Male	Asian	87.9	80.2	77.2
30 to 34	Male	Black/African American	78.9	76.1	78.6
30 to 34	Male	Hispanic	50.1	48.5	49.3
30 to 34	Male	Native American	109.6	100.0	98.3
30 to 34	Male	Pacific Islander	113.5	108.4	110.2
30 to 34	Male	White	61.5	59.5	59.9
35 to 39	Female	Asian	90.5	86.6	85.0
35 to 39	Female	Black/African American	102.3	99.3	100.4
35 to 39	Female	Hispanic	60.3	57.4	55.6
35 to 39	Female	Native American	91.9	89.9	88.7
35 to 39	Female	Pacific Islander	87.4	79.1	86.1
35 to 39	Female	White	60.9	58.3	58.3
35 to 39	Male	Asian	57.4	53.2	53.4
35 to 39	Male	Black/African American	58.7	58.6	61.3
35 to 39	Male	Hispanic	39.6	37.6	37.4
35 to 39	Male	Native American	78.0	75.4	79.0
35 to 39	Male	Pacific Islander	87.2	78.9	86.1
35 to 39	Male	White	45.4	44.5	45.9



# ARCC 2007 Report: Systemwide Indicators

**Table 17** (continued)

Age	Gender	Ethnicity	2003-2004	2004-2005	2005-2006
40 to 49	Female	Asian	70.6	65.7	63.5
40 to 49	Female	Black/African American	82.6	78.0	75.7
40 to 49	Female	Hispanic	51.0	48.1	46.8
40 to 49	Female	Native American	81.7	71.5	62.5
40 to 49	Female	Pacific Islander	73.9	69.6	70.2
40 to 49	Female	White	55.2	51.0	50.0
40 to 49	Male	Asian	41.1	37.3	35.6
40 to 49	Male	Black/African American	48.6	48.3	49.1
40 to 49	Male	Hispanic	31.0	29.5	29.5
40 to 49	Male	Native American	67.5	58.1	54.2
40 to 49	Male	Pacific Islander	66.5	60.9	57.7
40 to 49	Male	White	35.8	33.8	33.6
50 to 64	Female	Asian	44.3	41.6	41.6
50 to 64	Female	Black/African American	43.7	42.3	42.8
50 to 64	Female	Hispanic	29.3	28.4	27.9
50 to 64	Female	Native American	54.8	48.6	45.7
50 to 64	Female	Pacific Islander	43.8	38.2	36.9
50 to 64	Female	White	39.1	37.0	37.3
50 to 64	Male	Asian	29.0	26.7	26.0
50 to 64	Male	Black/African American	29.4	28.7	30.6
50 to 64	Male	Hispanic	18.3	17.8	17.9
50 to 64	Male	Native American	40.7	36.6	34.5
50 to 64	Male	Pacific Islander	36.2	38.0	34.7
50 to 64	Male	White	24.4	22.9	23.1

**Results:**

For Methodology and Data Source, see Appendix B.



## ARCC 2007 Report: An Introduction to the College Level Indicators

The *AB 1417 Performance Framework for the California Community Colleges* (the March 2005 report to the Legislature pursuant to AB 1417) specified that community college performance data would be aggregated and analyzed at two levels: the individual college level (college core indicators) and across the community college system (systemwide indicators). The Accountability Reporting for the Community Colleges (ARCC) program was developed from the AB 1417 performance framework.

The following section of the 2007 ARCC report presents results for the performance indicators chosen for **college level** accountability reporting, accompanied by the college self-assessment. Colleges 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 1.10. The methodology for performance indicators and college profile demographics is found in Appendix B. Appendix C specifies the uncontrollable variables and regression methodology. A list of the peer groups appears in Appendix A. Finally, Appendix D contains the methodology for peer grouping.

Tables 1.1 to 1.10 are organized under three main categories: College Performance Indicators, College Profile Summaries, and College Peer Grouping. College Performance Indicators are further categorized as Degree/Certificate/Transfer, Vocational/Occupational/Workforce Development, and Pre-Collegiate Improvement (Basic Skills and ESL).

The tables present the following data for each college:

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

For some performance indicators, a few colleges will lack a peer group. This is indicated by missing values in Table 1.10. 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.

The individual College Self-Assessment is included on the page that immediately follows Table 1.10 (College Peer Grouping).

This college level section includes data for each of the 109 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 (2003-04, 2004-05, and 2005-06); 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.

Please note the following about the data for improvement rates for ESL courses: Different methods of ESL course coding across colleges and anomalies in the existing ESL data mean that ESL data lack reliability. **Thus, ESL improvement rates presented in this report are shown only to illustrate how future tables will appear.** For example, ESL improvement rate data are missing for several of the colleges. This is more likely due to ESL course coding rather than to the absence of ESL courses. Planned data quality checks and future coding changes should improve this metric for analysis and inclusion in future ARCC reports.

Because analysts of state level policy often need to know how the entire system has performed on specific indicators, we report the total system rates on the ARCC college level indicators in the table below. The rates in this table use the total number of students in the state that qualified for a specific cohort as the denominator. The numerator 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 1.10 for each college and the college's self-assessment explicitly enable analysts to evaluate a college in an equitable manner.

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2000-01 to 2005-06)	52.0%
2. Completed 30 or More Units (2000-01 to 2005-06)	70.3%
3. Fall to Fall Persistence (Fall 2004 to Fall 2005)	69.3%
4. Vocational Course Completion (2005-06)	77.3%
5. Basic Skills Course Completion (2005-06)	60.4%
6. Basic Skills Course Improvement (2003-04 to 2005-06)	50.4%



# ARCC 2007 Report: College Level Indicators

## Allan Hancock College

Allan Hancock Joint Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	46.7%	48.7%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	67.9%	67.0%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	66.3%	63.5%	66.6%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	81.0%	79.5%	78.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	64.4%	66.9%	64.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	13.0%	10.0%	10.6%
<b>Basic Skills Improvement Rate</b>	48.2%	44.5%	47.2%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Allan Hancock College

Allan Hancock Joint Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	30,146	29,452	28,352
<b>FTES*</b>	9,278	9,696	9,360

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.2%	2.6%	2.9%
<b>18 - 24</b>	30.7%	33.1%	33.8%
<b>25 - 49</b>	45.4%	44.0%	42.5%
<b>Over 49</b>	20.6%	20.2%	20.6%
<b>Unknown</b>	0.2%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	55.2%	55.0%	54.6%
<b>Male</b>	44.6%	44.8%	44.8%
<b>Unknown</b>	0.2%	0.3%	0.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Allan Hancock College

Allan Hancock Joint Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	1.9%	1.7%	1.7%
<b>Black/African American</b>	3.0%	2.4%	2.4%
<b>Filipino</b>	1.9%	1.9%	1.7%
<b>Hispanic</b>	28.5%	27.8%	27.0%
<b>Native American</b>	1.1%	1.1%	1.0%
<b>Other Non-White</b>	1.1%	1.1%	1.1%
<b>Pacific Islander</b>	0.4%	0.3%	0.4%
<b>White</b>	40.8%	38.8%	38.2%
<b>Unknown/Decline to State</b>	21.4%	24.8%	26.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Allan Hancock College

Allan Hancock Joint Community College District

### College Peer Grouping

**Table 1.10: 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	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	68.3	65.4	56.5	72.8	B1
C	Persistence Rate	66.6	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.4	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.7	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	47.2	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Allan Hancock College

Allan Hancock Joint Community College District

### College Self-Assessment

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

In 2002/2003, the college experienced large growth in enrollment, reaching a peak level not seen since the early 1990s. Growth may have been partly fueled by those seeking improved job skills in response to hard economic times. Since that time, the college has seen a decline in enrollment. This may be related to rapid growth in housing costs, which arrived in the north Santa Barbara County area well after it had occurred elsewhere. Indeed, the area had remained the last bastion of affordable housing along the Central Coast. But the housing market changed dramatically following 2002 and may have displaced some traditional populations.

In contrast to the enrollment situation, in 2006 the college successfully saw the passage of a \$180 million bond measure that will allow the construction and modernization of many facilities. The college is very excited about the enhanced capabilities that the new buildings will provide. These will be a key element in its long-term enrollment management planning.

Allan Hancock is quite proud of its four-year college transfers/"transfer ready" status. While our rate is equal to our peer group average, considering that the college is situated in a city that is 65% Latino and has high poverty rates, having half of our students eligible to transfer is fairly remarkable. Our rate of students earning at least 30 units is higher than our peer group average.

The fall-to-fall persistence rate of our students is near the top range of our peer institutions at 66.6%. This is a testament to our quality instruction and superb student support programs such as the University Transfer Center, Counseling, and the MESA Center.

The completion rates for credit vocational and credit basic skills are both around 3% higher than our peer group average. The "Basic Skills improvement rate" is the only measure at which Allan Hancock is moderately below the peer group average by about 3%. However, Allan Hancock College has started evaluating student progress in basic skills to develop improved processes.

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



# ARCC 2007 Report: College Level Indicators

## American River College

Los Rios Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	51.7%	47.6%	47.0%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	68.4%	66.5%	69.7%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	68.1%	69.1%	68.1%



# ARCC 2007 Report: College Level Indicators

## American River College

Los Rios Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	86.0%	85.1%	87.6%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	65.6%	67.0%	68.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	44.2%	49.1%	57.2%
<b>Basic Skills Improvement Rate</b>	44.2%	49.8%	53.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## American River College

Los Rios Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	50,840	51,033	53,349
<b>FTES*</b>	19,008	20,643	20,593

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	2.0%	2.0%	2.0%
<b>18 - 24</b>	38.7%	40.0%	39.3%
<b>25 - 49</b>	50.5%	49.2%	49.6%
<b>Over 49</b>	8.8%	8.8%	9.1%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	48.7%	48.7%	48.6%
<b>Male</b>	50.5%	50.4%	50.5%
<b>Unknown</b>	0.8%	0.9%	0.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## American River College

Los Rios Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	7.9%	8.2%	8.5%
<b>Black/African American</b>	8.1%	8.6%	8.6%
<b>Filipino</b>	2.2%	2.4%	2.4%
<b>Hispanic</b>	12.3%	12.7%	13.3%
<b>Native American</b>	1.5%	1.3%	1.3%
<b>Other Non-White</b>	3.5%	3.1%	2.9%
<b>Pacific Islander</b>	0.9%	0.9%	1.0%
<b>White</b>	55.0%	52.1%	49.0%
<b>Unknown/Decline to State</b>	8.6%	10.5%	13.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## American River College

Los Rios Community College District

### College Peer Grouping

**Table 1.10: 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	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	69.7	72.0	66.3	80.8	B3
C	Persistence Rate	68.1	70.7	66.3	76.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	87.6	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.5	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	53.4	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## American River College

Los Rios Community College District

### College Self-Assessment

American River College (ARC) is the largest community college in the Los Rios Community College District and the fourth largest in California, serving over 53,000 unduplicated students in 2005-2006. The college faces an increasingly diverse student population resulting from a significant enrollment of English language learners, decreasing average student age at enrollment, declining number of first-time freshmen who have passed the high school exit exam, and growth in the number of distance education courses.

American River College has been recognized as a premier community college in California through established metrics such as degrees awarded, transfer rates and technical education completion rates. While the ARCC 2007 Report provides further evidence of the college's strong commitment to providing its students with a quality educational experience, three of the six College Level Indicators do not fully reflect the college's accomplishments.

The first three indicators, Student Progress and Achievement Rate (Table 1.1), Percent of Students Who Earned at Least 30 Units (Table 1.1a), and Persistence Rate (Table 1.2), do not fully recognize the unique nature of the work-related educational goals declared by two nontraditional student subgroups. The largest of these groups is ARC's Sacramento Regional Public Safety Training Center (SRPSTC), which trained over 20,000 unduplicated law enforcement, corrections, crime prevention, and fire technology students for the six cohort years of 2000-2001 to 2005-2006 and which represents approximately 22% of the total ARC student population.

While students in the SRPSTC program enroll in more than 12 units and qualify as first-time students with the ARCC-defined "intent to complete", they are not seeking a degree, certificate, or transfer. Rather, these students enroll with distinctly different educational goals of entry-level and technical enhancement training and do not need to complete the 30 units as shown in Table 1.1a or persist from fall to fall as shown in Table 1.2 to achieve their goals.

A second population with similar characteristics is ARC's Apprenticeship Program, which represents approximately 2-3 % of the student population. Students enrolled in this program are measured in the ARCC-defined outcome of "intent to complete" but also have distinctly different educational goals. Less than 3% of apprenticeship program students ever achieve the ARCC outcomes measured in the first three tables because their goal is to move directly into employment positions with apprenticeship sponsoring companies.

ARC's Research Office has simulated the first three indicators for the student population with SRPSTC students removed. Under these conditions, it is estimated that the Student Progress and Achievement Rate would increase from 47% to 55%, Students Who Earned at Least 30 Units from 69.7% to 76%, and the Persistence Rate from 68.1% to 74%.

These adjustments support the assertion that ARC's performance is, in fact, above the average of its peer institutions and affirms the faculty's and staff's consistent effort to ensure that American River College continues working effectively toward transforming and enriching people's lives.



# ARCC 2007 Report: College Level Indicators

## Antelope Valley College

Antelope Valley Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	47.8%	49.5%	51.0%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.3%	67.4%	70.0%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	61.9%	62.5%	63.0%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	74.0%	72.5%	72.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	47.8%	48.7%	49.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	14.1%	14.5%	16.2%
<b>Basic Skills Improvement Rate</b>	40.6%	38.4%	36.7%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Antelope Valley College

Antelope Valley Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	18,483	18,386	17,898
<b>FTES*</b>	9,696	9,986	9,922

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	5.3%	4.9%	5.4%
<b>18 - 24</b>	49.2%	51.7%	53.0%
<b>25 - 49</b>	39.0%	37.0%	35.1%
<b>Over 49</b>	6.4%	6.3%	6.4%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	61.4%	60.6%	60.5%
<b>Male</b>	38.0%	38.5%	38.6%
<b>Unknown</b>	0.6%	0.9%	0.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Antelope Valley College

Antelope Valley Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	2.8%	2.7%	2.7%
<b>Black/African American</b>	18.5%	19.4%	18.7%
<b>Filipino</b>	2.3%	2.2%	2.4%
<b>Hispanic</b>	24.4%	25.8%	26.8%
<b>Native American</b>	1.2%	1.1%	1.1%
<b>Other Non-White</b>	1.9%	1.8%	1.8%
<b>Pacific Islander</b>	0.4%	0.5%	0.5%
<b>White</b>	44.9%	42.9%	40.9%
<b>Unknown/Decline to State</b>	3.6%	3.7%	5.0%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Antelope Valley College

Antelope Valley Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	51.0	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	70.0	69.3	55.6	78.6	B2
C	Persistence Rate	63.0	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.2	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	49.1	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	36.7	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Antelope Valley College

Antelope Valley Community College District

### College Self-Assessment

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

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

With the rapid growth of housing (and population) in Antelope Valley over the past decade expected to continue into the next decade, the district is projected to grow from the current enrollment of 13,000 students to more than 20,000 students over the next decade. Successful outreach efforts to the local High Schools combined with the rapid growth of the high school-age population in the valley have led to a rapid decline in the median age of Antelope Valley College students over the past five years. AVC has responded to the changing needs of the younger student body with programs focused on increasing student success and retention.

Antelope Valley College scored in the peer group mid-range of each of the six performance indicators in the ARCC 2007 report. Antelope Valley College showed consistent increases in the Student Progress and Achievement Rate, the Percent of Students Who Earned at Least 30 Units, the Persistence Rate, and the Annual Successful Course Completion Rate for Credit Basic Skills Courses. AVC also showed steady improvement in the ESL Improvement Rate over the past three years, though this indicator is only reported for illustration this year. The Annual Successful Completion Rate for Credit Vocational Courses and the Basic Skills Improvement Rate have both shown a slight decline over the three years included in the ARCC report. Strong job demand in the local economy has drawn off a significant number of our students in the older age groups and they have been replaced by rapid growth in the under 20 age group who tend to have lower success rates.

Four performance indicators for Antelope Valley College show steady improvement over the past three years, with current levels on all six indicators comparable to its peer institutions. However, Antelope Valley College is dedicated to raising performance in all areas with a goal of continuously improving the success of our students.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	48.9%	46.8%	48.6%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.5%	70.9%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	70.8%	67.2%	70.6%



# ARCC 2007 Report: College Level Indicators

## Bakersfield College

Kern Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	80.9%	79.5%	80.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.6%	62.5%	63.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	35.4%	35.1%	37.5%
<b>Basic Skills Improvement Rate</b>	45.8%	48.0%	47.7%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Bakersfield College

Kern Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	23,916	22,803	22,338
<b>FTES*</b>	11,827	12,272	11,710

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	1.9%	2.0%	2.7%
<b>18 - 24</b>	52.7%	54.9%	56.7%
<b>25 - 49</b>	40.1%	38.2%	35.9%
<b>Over 49</b>	5.3%	4.9%	4.7%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	54.7%	56.0%	57.2%
<b>Male</b>	45.2%	44.0%	42.7%
<b>Unknown</b>	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Bakersfield College

Kern Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	3.0%	3.0%	3.0%
<b>Black/African American</b>	7.0%	7.2%	7.0%
<b>Filipino</b>	2.5%	2.7%	2.9%
<b>Hispanic</b>	37.0%	39.1%	41.6%
<b>Native American</b>	1.8%	1.6%	1.7%
<b>Other Non-White</b>	0.0%	0.0%	0.0%
<b>Pacific Islander</b>	0.2%	0.3%	0.4%
<b>White</b>	45.1%	42.7%	39.9%
<b>Unknown/Decline to State</b>	3.4%	3.4%	3.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Bakersfield College

Kern Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	48.6	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	74.0	69.3	55.6	78.6	B2
C	Persistence Rate	70.6	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.4	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.1	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	47.7	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## **Bakersfield College**

**Kern Community College District**

### **College Self-Assessment**

Bakersfield College (BC), founded in 1913, is the oldest continually operating community college in California. Within a service area of approximately 5000 square miles, students are served at the main Panorama campus, a campus in Delano (a rural town 35 miles to the north) and several outreach centers. BC typically serves over 15,000 students each term. The student population has become increasingly diverse in recent years with no single group comprising over 50% of the ethnic mix.

Programs and services at BC are aligned to fit under the state umbrella of professional-technical education and training, transfer to four-year institutions, personal and cultural enrichment, basic skills, and economic development. BC offers over 70 AA/AS degrees and more than 40 certificate programs in 25 general education disciplines and 18 career and technical areas, as well as full lower division general education certification in both IGETC and CSU Breadth.

Bakersfield College demonstrated consistent outcomes in all measured performance indicators over the three years of the study. Indicators for Student Progress and Achievement, Persistence and Successful Course Completion for Vocational Courses declined slightly, while the indicators for Students Who Earned at Least 30 Units, Successful Course Completion for Basic Skills and Improvement for both Basic Skills and ESL each improved. When compared to peer colleges, BC was above average in each indicator with the exception of the Basic Skills Improvement rate which was just slightly under the average. In this category, the Peer average was 48.0% and the college performance was 47.7%. This result, while below the peer group average, is an improvement from the initial year of the study which was 45.8% and the college is concentrating on continued progress in this area.

Throughout the recent accreditation self study, the college recognized areas in which it could improve performance. This self analysis led to the commitment to two additional internal reviews. First, having anticipated the need for basic skills for its increasingly academically under-prepared students, the college committed funds to participate in a basic skills review. This study, conducted by the National Council for Developmental Education, will result in an implementation plan for improvement of basic skills instruction and delivery. Second, the college is participating in the Foundations of Excellence (FOE) program. FOE, developed by the nationally renowned Policy Center on the First Year of College, is a process which enables the college to take a focused look at the experience of new students and to develop an action plan for improvement. Bakersfield College's collaboration with Cal State University, Bakersfield marks the first-time two-year and four-year colleges have worked together through the Foundations of Excellence process.

Bakersfield College takes most seriously its responsibility to the public to perform at a high level and welcomes the opportunity to share in California Community Colleges commitment to excellence.





# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	50.3%	54.0%	57.3%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	53.0%	56.5%	59.3%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	42.5%	39.5%	45.9%



# ARCC 2007 Report: College Level Indicators

## Barstow Community College

Barstow Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	71.4%	72.2%	66.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	64.7%	56.8%	55.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	44.9%	47.5%	45.9%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Barstow Community College

Barstow Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	6,241	5,437	5,593
<b>FTES*</b>	2,333	2,293	1,997

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.7%	3.4%	5.2%
<b>18 - 24</b>	39.2%	37.9%	36.3%
<b>25 - 49</b>	50.2%	50.7%	51.4%
<b>Over 49</b>	6.5%	7.5%	6.9%
<b>Unknown</b>	0.5%	0.4%	0.2%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	52.3%	56.1%	56.9%
<b>Male</b>	47.2%	43.2%	42.7%
<b>Unknown</b>	0.5%	0.7%	0.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Barstow Community College

Barstow Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	3.1%	2.8%	3.1%
<b>Black/African American</b>	15.7%	16.8%	17.1%
<b>Filipino</b>	1.8%	1.7%	1.5%
<b>Hispanic</b>	23.3%	24.5%	27.5%
<b>Native American</b>	1.6%	1.6%	1.6%
<b>Other Non-White</b>	2.9%	2.5%	2.5%
<b>Pacific Islander</b>	0.1%	0.2%	0.5%
<b>White</b>	50.4%	48.9%	45.6%
<b>Unknown/Decline to State</b>	1.1%	0.9%	0.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Barstow Community College

Barstow Community College District

### College Peer Grouping

**Table 1.10: 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	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	59.3	65.4	56.5	72.8	B1
C	Persistence Rate	45.9	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.2	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.5	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	45.9	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Barstow Community College

Barstow Community College District

### College Self-Assessment

Barstow Community College (BCC) has served the educational needs of the high desert region for over four decades. The college's educational program includes lower-division course work, vocational courses, and general education offerings for transfer to baccalaureate degree institutions; the college also offers occupational programs designed to prepare students for entry into the workforce.

The college continues to improve its services and programs for the surrounding communities. Many facility improvement projects have been completed, and new buildings will be added in the next few years. Significant improvements have been made in the quality of instructional programs, both in online and traditional courses. New career and technical education programs are being developed. College-wide student learning outcomes and institutional performance measures have been developed.

Coordinated efforts in both instructional and student services have resulted in a steady increase in student retention, and improved student satisfaction with course content, quality of instruction, student services, openness of the campus environment, and the overall attention given to student needs.

These improvements are reflected in several of the college performance indicators. The student progress and achievement rate, and the percent of students who earned at least 30 units have increased significantly during the three periods measured. The student progress and achievement rate is particularly strong compared to its peer institutions.

Although the college's persistence rate has increased overall during the measured periods, it is below the average of its peer group. A partial explanation for the low persistence rate may be found in the relatively high percentage of military and online students enrolled at BCC. These students may take only the courses they need through BCC and then move on. Additional analysis is in progress to develop plans to improve the persistence rate.

The successful course completion rate in credit basic skills courses is just below the average of its peer group, but has declined over the measured periods. The improvement rate for basic skills courses is also below the average, but has remained relatively stable. BCC has established performance goals for its basic skills program and is analyzing the instructional, institutional and motivational factors that affect student outcomes in these areas. Moreover, BCC will monitor the progress towards these goals as affirmative steps are taken to address student performance.

The college's vocational course completion rate declined in the third measured period, and is below the peer group average. Efforts underway to improve the success rate include integrating improvement of basic skills throughout the vocational curriculum, coordinating with local high schools to get the students engaged earlier in the program, and coordinating with employers to encourage their employees to complete courses taken.

BCC is pleased with the many improvements made in its programs and services, but recognizes that focused efforts are needed to improve basic skills development and help under-prepared students succeed in higher education. These efforts should result in improved performance indicators in those areas that are below the peer group average.



# ARCC 2007 Report: College Level Indicators

## Berkeley City College

Peralta Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	51.8%	57.1%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	59.1%	60.6%	57.7%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	61.5%	65.9%	62.2%



# ARCC 2007 Report: College Level Indicators

## Berkeley City College

Peralta Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	65.9%	66.4%	66.9%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	54.3%	54.6%	51.3%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	43.8%	42.1%	46.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Berkeley City College

Peralta Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	6,597	6,762	6,938
<b>FTES*</b>	2,090	2,234	2,272

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.0%	2.9%	4.1%
<b>18 - 24</b>	36.1%	37.6%	37.3%
<b>25 - 49</b>	48.6%	46.9%	45.2%
<b>Over 49</b>	12.4%	12.6%	13.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	59.0%	58.4%	60.5%
<b>Male</b>	37.8%	38.6%	38.0%
<b>Unknown</b>	3.2%	2.9%	1.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Berkeley City College

Peralta Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	15.3%	14.3%	14.8%
<b>Black/African American</b>	22.9%	23.9%	24.5%
<b>Filipino</b>	1.8%	1.8%	2.0%
<b>Hispanic</b>	11.7%	12.3%	12.8%
<b>Native American</b>	0.7%	0.7%	0.7%
<b>Other Non-White</b>	2.3%	2.4%	2.4%
<b>Pacific Islander</b>	0.4%	0.5%	0.5%
<b>White</b>	33.2%	31.7%	30.5%
<b>Unknown/Decline to State</b>	11.7%	12.3%	11.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Berkeley City College

Peralta Community College District

### College Peer Grouping

**Table 1.10: 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	60.7	57.0	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	57.7	65.4	56.5	72.8	B1
C	Persistence Rate	62.2	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.9	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.3	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	46.1	42.0	32.7	52.0	F2

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Berkeley City College

Peralta Community College District

### College Self-Assessment

#### History, Students and the College

Berkeley City College is a dynamic college that offers high quality transfer programs, innovative occupational programs and basic skills/ESL. In fall 2006, BCC moved to new, expanded facilities in downtown Berkeley, while simultaneously changing its name to Berkeley City College. BCC is creating a comprehensive educational experience and supportive learning environment.

Multiple specialty programs (ASL, PACE program, Multi-Media Arts) draw students with distinctive occupational needs. Academic programs serve broad and current academic interests. BCC also appeals to young students with transfer intent and basic skill/ ESL needs. Steady growth, with a jump of 20% in spring, 2007, reflects economical and high-quality educational value.

Berkeley City College continues to draw students from all ages, ethnicities and socio-economic strata. 40% of the students receive BOG fee waivers, indicating the economic needs of many students even within a relatively affluent service area.

#### College Performance Indicators

##### Student Progress and Achievement

All indicators show relative stability over time, mostly varying within a 3% range. Only 2 of the indicators showed a very slight decrease. The progress indicator showed a 6% jump.

The progress indicator rose to 57.7% from 51.8%, remaining slightly below the peer group mean (57.7 vs. 60.7%). While the College, like the peer group, is located in communities with high mean levels of education, the BCC area is heterogeneous. Many BCC students show socio-economic differences from the larger community. Socio-economic factors can be expected to affect the indicators, but such factors are not always comparable among peer group members.

The 30-unit indicator remains relatively stable, but BCC is below the peer average (57.7% vs. 65.4%). BCC is a small college, even relative to the small college peers (20% smaller than the peer student count). The small size and a previously fragmented facility have constrained services, but services are building. Students may select BCC for building job skills and other specialized purposes that do not require 30 units. For example, BCC offers a range of transfer level English courses, as well as ESL, computer and media skill courses.

The Persistence Indicator has remained relatively stable and BCC is above the peer average (62.2% vs. 59.6%). The Vocational Completion rate has increased very slightly, yet stands at 66.9% or below the peer average of 73.8%. BCC's vocational programs are challenging, e.g. biotechnology, CIS, multi-media art, since many are targeted to technical Bay Area industries.

BCC is planning to address and improve completion through improvements in services and learning methodologies.

Basic Skills Completion and Improvement rates are relatively stable. The completion rate remains below the peer average (51.3 to 62.2). The factors that determine basic skills completion are not well understood by community college analysts. Even though constrained by small size, BCC is involved in developing innovative programs for this growing segment of under-prepared students. Basic Skill Improvement rate is improving, growing 4% above last year and above the peer group (46% vs. 42%). ESL classes are offered, but are not coded as basic.



# ARCC 2007 Report: College Level Indicators

## Butte College

Butte-Glenn Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	54.0%	50.4%	53.0%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	71.8%	68.7%	71.4%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	62.9%	69.1%	66.2%



# ARCC 2007 Report: College Level Indicators

## Butte College

Butte-Glenn Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	78.9%	81.3%	80.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	64.2%	62.7%	66.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	50.0%	44.4%	27.8%
<b>Basic Skills Improvement Rate</b>	52.2%	51.9%	54.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Butte College

Butte-Glenn Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	21,537	22,962	22,628
<b>FTES*</b>	11,968	11,918	11,480

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.9%	4.8%	4.9%
<b>18 - 24</b>	46.7%	47.6%	47.8%
<b>25 - 49</b>	33.6%	32.9%	32.6%
<b>Over 49</b>	14.6%	14.7%	14.7%
<b>Unknown</b>	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	55.6%	56.4%	56.4%
<b>Male</b>	43.2%	43.3%	42.1%
<b>Unknown</b>	1.1%	0.3%	1.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Butte College

Butte-Glenn Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	4.7%	4.9%	5.0%
<b>Black/African American</b>	2.3%	2.4%	2.5%
<b>Filipino</b>	0.4%	0.4%	0.5%
<b>Hispanic</b>	11.6%	13.2%	12.8%
<b>Native American</b>	2.1%	2.2%	2.1%
<b>Other Non-White</b>	1.1%	1.0%	1.0%
<b>Pacific Islander</b>	0.4%	0.5%	0.4%
<b>White</b>	67.0%	66.6%	66.5%
<b>Unknown/Decline to State</b>	10.4%	8.9%	9.2%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Butte College

Butte-Glenn Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	53.0	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	71.4	69.3	55.6	78.6	B2
C	Persistence Rate	66.2	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.4	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.8	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	54.4	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Butte College

Butte-Glenn Community College District

### College Self-Assessment

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

Butte College, a single-campus district, was formed in 1966, and originally comprised of Butte County. It was expanded in 1976 to include Glenn County. It has centers in Chico, the largest city in Butte County, and Orland in Glenn County. Classes are also offered in surrounding cities and towns in its service area.

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

Butte College is committed to student success through quality instruction, and the faculty and staff are consistently exploring means to ensure a successful educational experience for our students. Instructional programs include 50 career as well as transfer programs. Learning communities, service learning, and an honors program are part of our curriculum.

The ARCC College Level Performance Indicators for 2007 provide an opportunity for Butte College to continue work towards its mission of student-centered learning. In this report, Butte College's performance on five of the six college-level indicators exceeds the average performance of the colleges in its peer grouping. Additionally, for the five indicators, there are no significant trends.

Butte's performance on one indicator, persistence rate, is slightly lower than the average in its peer group. Over the observation period, Butte's fall-to-fall persistence rate has moved from 62.9% to 69.1% to 66.2%. This could be attributed to a robust job market and a low unemployment rate in this area where unemployment has historically lagged behind state and national averages.

One indicator in the report, the ESL improvement rate, has anomalies in the data and is being reported for illustrative purposes this year. The number of students being tracked with this indicator for Butte is statistically insignificant - less than 20. There are also statewide issues with course coding that significantly impact this indicator. As these are corrected it will be possible to show actual performance in this area.

The college is currently embarking on a strategic planning and educational master planning initiative. Crucial to both exercises are five themes: student-centeredness for access and success; culture of learning; responsiveness, innovation and accountability; collaboration that incites passion; and sustainability. These themes respond to Butte's core value of putting students first and measuring the effectiveness of our efforts through benchmarks that include the six ARCC college level indicators. This planning and evaluation process continues Butte College's efforts to effect strategies that ensure future improvements in these measures of effectiveness.



# ARCC 2007 Report: College Level Indicators

## Cabrillo College

Cabrillo Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	51.4%	51.2%	50.3%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.3%	68.9%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	72.2%	68.9%	72.1%



# ARCC 2007 Report: College Level Indicators

## Cabrillo College

Cabrillo Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	73.8%	74.8%	75.3%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	72.5%	72.1%	72.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	52.0%	45.4%	29.7%
<b>Basic Skills Improvement Rate</b>	50.8%	51.1%	49.7%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Cabrillo College

Cabrillo Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	21,556	22,020	22,187
<b>FTES*</b>	11,411	11,159	11,159

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.4%	7.7%	8.1%
<b>18 - 24</b>	42.1%	42.3%	42.4%
<b>25 - 49</b>	40.1%	38.3%	37.1%
<b>Over 49</b>	11.3%	11.7%	12.4%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	54.9%	55.5%	55.5%
<b>Male</b>	45.0%	44.3%	44.2%
<b>Unknown</b>	0.1%	0.2%	0.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Cabrillo College

Cabrillo Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	3.5%	3.4%	3.3%
<b>Black/African American</b>	1.5%	1.6%	1.6%
<b>Filipino</b>	1.3%	1.4%	1.3%
<b>Hispanic</b>	23.7%	23.4%	24.7%
<b>Native American</b>	1.0%	1.0%	1.0%
<b>Other Non-White</b>	1.7%	1.7%	1.8%
<b>Pacific Islander</b>	0.4%	0.4%	0.4%
<b>White</b>	65.1%	64.0%	61.8%
<b>Unknown/Decline to State</b>	1.9%	3.2%	4.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Cabrillo College

Cabrillo Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.3	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	69.9	69.3	55.6	78.6	B2
C	Persistence Rate	72.1	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.3	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.6	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	49.7	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Cabrillo College

Cabrillo Community College District

### College Self-Assessment

Located in the middle of Santa Cruz county, recent growth in Cabrillo College's enrollments has come principally from the predominantly Latino city of Watsonville. Fall unduplicated headcount for the College as a whole has remained fairly stable since 2001. Our Watsonville center and our online sections, however, have shown strong growth while enrollments at our main campus have declined.

The Executive Administration, Planning & Research Office, and the Faculty Senate have reviewed the ARCC report. In general, Cabrillo College's accountability indicators demonstrate good levels of performance compared to its peer institutions. Cabrillo College has above average levels of performance on the majority of the accountability indicators, including: percent of students earning at least 30 units; persistence rate; success rate for vocational courses; and course completion rate for credit basic skills courses. Our basic skills improvement rate has declined slightly and is below the average for our peer group. Some of the decline is perhaps due to changes in student demographics as the institution prepares to apply for Hispanic Serving Institution status. We anticipate applying for a federal Title V grant that would allow us to target our basic skills and ESL success rates. We look forward to the inclusion of a reliable ESL improvement rate in next year's report.

The first college indicator – Student Progress and Achievement – sparked interest and discussion on campus, particularly with the faculty senate. This indicator showed that Cabrillo College was at the low end of its peer group and, moreover, that it had declined somewhat from 51.4% in 2003-2004 to 50.3% in 2005-2006. While this rate is equivalent to the state average, Cabrillo College has a strong tradition of preparing students for transfer to colleges and universities; in the same time period covered by ARCC our transfers to CSU and UC increased from 593 to 725 per year. Similarly, when the Planning & Research Office completed a local replication of the Student Progress and Achievement rate using a cohort design based on the ARCC methods we found that our Progress and Achievement rate had increased for each subsequent cohort from 46.4% to 47.5%, exclusive of students who had transferred. We offer this information not as an excuse but as an illustration of how seriously we examined ourselves as a result of the ARCC report. We are deeply committed to ensuring that every student has the opportunity and the support to succeed at their goals. An ongoing discussion of these issues has been engendered and we look forward to understanding our progress in this area even better.

Cabrillo College's students succeed at rates that compare favorably to the success rates of other colleges in the state. While the basic skills improvement rate and student progress and achievement rates are below the average of the peer groups, the college is above the average of its peer institutions on most of the indicators, with a high percentage of students earning at least 30 units, an exceptional persistence rate, and very good basic skills and vocational course success rates.





# ARCC 2007 Report: College Level Indicators

## Canada College

San Mateo County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	51.4%	52.6%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	64.1%	68.7%	72.4%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	71.5%	65.2%	69.6%



# ARCC 2007 Report: College Level Indicators

## Canada College

San Mateo County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	79.7%	76.6%	75.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	63.4%	61.9%	60.2%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	%	%	%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Canada College

San Mateo County Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	9,601	9,925	9,812
<b>FTES*</b>	3,673	4,354	3,753

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.4%	4.1%	4.8%
<b>18 - 24</b>	33.0%	34.5%	36.3%
<b>25 - 49</b>	49.9%	48.4%	46.4%
<b>Over 49</b>	13.7%	12.9%	12.5%
<b>Unknown</b>	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	64.2%	65.2%	64.6%
<b>Male</b>	35.3%	34.0%	33.9%
<b>Unknown</b>	0.5%	0.7%	1.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Canada College

San Mateo County Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	8.1%	8.4%	8.7%
<b>Black/African American</b>	3.8%	3.6%	3.3%
<b>Filipino</b>	2.9%	3.6%	3.7%
<b>Hispanic</b>	40.4%	40.5%	40.6%
<b>Native American</b>	0.4%	0.5%	0.3%
<b>Other Non-White</b>	1.6%	1.6%	1.7%
<b>Pacific Islander</b>	1.6%	1.7%	1.8%
<b>White</b>	38.5%	37.1%	34.3%
<b>Unknown/Decline to State</b>	2.9%	3.1%	5.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Canada College

San Mateo County Community College District

### College Peer Grouping

**Table 1.10: 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	48.1	33.7	56.5	A5
B	Percent of Students Who Earned at Least 30 Units	72.4	72.9	71.6	75.1	B5
C	Persistence Rate	69.6	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.5	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.2	67.2	60.2	83.1	E4
F	Improvement Rate for Credit Basic Skills Courses					

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Canada College

San Mateo County Community College District

### College Self-Assessment

Cañada College serves a diverse population of students drawn mainly from the southern portion of San Mateo County. While the County's population has declined slightly, Cañada's enrollment has increased more than 2%. Feeder high schools in the local high school district have shown much slower rates of growth than in the past, with a few showing isolated declines in enrollment from year to year.

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

Cañada College has a long tradition of excellence in its transfer programs and currently ranks 28th in the state community college system according to the most recent cohort in the Student Right To Know program. In addition to its transfer program, it has many successful vocation programs like Early Childhood Education, Interior Design and Fashion Design. Cañada College has been designated a Hispanic Serving Institution and its English as a Second Language program is very popular with the local community.

Based on the peer grouping, Cañada was above average on three indicators: Student Progress and Achievement Rate, Persistence Rate, and Annual Successful Course Completion Rate for Credit Vocational Courses. It was below average on two indicators: Percent of Students Who Earned at Least 30 Units and Annual Successful Course Completion Rate for Credit Basis Skills Courses. The data for Improvement Rate for Credit Basic Skills was not reported but will be in the future. Though it was below average, the Percentage of Students Who Earned at Least 30 Units increased from 64.1% to 68.7% to 72.4% over the three cohorts.

Cañada College's accountability indicators show good levels of performance when compared to its peer institutions. The College has institutionalized the metrics from the ARCC 2007 report and will be using them in future accreditation and strategic planning cycles. Cañada College takes great pride in the performance of its students and cares deeply about their continued success.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	42.0%	42.9%	43.5%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.3%	67.2%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	70.6%	69.7%	65.0%



# ARCC 2007 Report: College Level Indicators

## Cerritos College

Cerritos Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	74.7%	75.2%	74.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.7%	59.2%	57.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	47.4%	47.5%	47.6%
<b>Basic Skills Improvement Rate</b>	56.7%	53.4%	52.5%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Cerritos College

Cerritos Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	37,287	35,405	35,849
<b>FTES*</b>	17,181	17,167	16,621

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.0%	2.5%	2.6%
<b>18 - 24</b>	50.2%	50.9%	50.9%
<b>25 - 49</b>	37.0%	36.1%	35.7%
<b>Over 49</b>	9.7%	10.5%	10.6%
<b>Unknown</b>	0.0%	0.0%	0.3%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	57.9%	58.9%	55.2%
<b>Male</b>	42.1%	41.1%	43.4%
<b>Unknown</b>	0.0%	0.0%	1.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Cerritos College

Cerritos Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	10.0%	9.7%	9.4%
<b>Black/African American</b>	6.7%	7.1%	7.2%
<b>Filipino</b>	3.6%	3.6%	3.0%
<b>Hispanic</b>	46.9%	48.5%	48.3%
<b>Native American</b>	0.6%	0.6%	0.6%
<b>Other Non-White</b>	1.4%	1.3%	0.9%
<b>Pacific Islander</b>	0.4%	0.4%	0.4%
<b>White</b>	12.6%	12.9%	13.7%
<b>Unknown/Decline to State</b>	17.7%	15.8%	16.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Cerritos College

Cerritos Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	43.5	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	69.2	69.3	55.6	78.6	B2
C	Persistence Rate	65.0	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.2	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.5	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	52.5	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Cerritos College

Cerritos Community College District

### College Self-Assessment

Founded in 1955, Cerritos College is situated in southeastern Los Angeles County and serves a diverse population from the cities of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, La Mirada, Norwalk, and portions of Bell Gardens, Lakewood, Long Beach, Santa Fe Springs, and South Gate. With an annual headcount (unduplicated) of over 35,000 in 2005-06, Cerritos College's student population reflects the diversity in its service area. According to Hispanic Outlook (2004, March 8), Cerritos College ranks eighth among U.S. community colleges in the number of associate's degrees awarded to Hispanic students.

Cerritos College demonstrated average to good performance on most of the college performance indicators. On the student progress and achievement rate and percent of students who earned at least 30 units, Cerritos College experienced a steady increase in performance over the period. While the annual successful basic skills course completion rate and basic skills improvement rate declined slightly over the period, Cerritos College's performance on these two indicators was slightly above average compared to its peer colleges. The declines observed in these two indicators may be related to the slight increase in the number of entering (first-time) students with below-college level skills in English and math from Fall 2001 to Fall 2005. The annual successful vocational course completion rate, where strong performance was observed, and the ESL improvement rate remained relatively constant during the period. The persistence rate declined slightly each year over the period, which may reflect a trend of students enrolling in one year and not reenrolling the following year due to course section cuts and fee increases that occurred in 2003-04 and 2004-05.

In relation to its peer colleges, Cerritos College performed moderately well on most indicators. Specifically, Cerritos College's performance on the annual successful basic skills course completion rate and the basic skills improvement rate was slightly above the average of the peer group. On all three student progress and achievement indicators for degree/certificate/transfer and on the annual successful vocational course completion rate, Cerritos College rated slightly below the peer-group average.

To focus on and improve student success, Cerritos College has implemented a number of programs and services, including Project HOPE (Health Opportunities and Pipeline to Education), which offers supplemental instructional and tutoring to students in science and health; Teacher TRAC, which provides mentoring, tutoring, and internships for prospective teachers, many of whom begin college in basic skills; and a partnership with California State University, Dominguez Hills, to improve student success in math and science courses by working with faculty to create supportive learning environments and strategies for students in these historically difficult disciplines. In addition, a Carnegie Foundation for the Advancement of Teaching grant has provided staff development opportunities for faculty who teach basic skills courses. Finally, Cerritos College recently opened a state-of-the-art skills lab that supports health occupations students by offering supplemental instruction activities and other experiential learning opportunities outside the classroom. With these initiatives and the ongoing efforts of faculty, staff, and students, Cerritos College continues its commitment to improve student success.



# ARCC 2007 Report: College Level Indicators

## Cerro Coso Community College

Kern Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	46.1%	45.6%	47.0%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	57.5%	58.0%	58.0%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	54.6%	58.2%	57.1%



# ARCC 2007 Report: College Level Indicators

## Cerro Coso Community College

Kern Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	72.0%	67.2%	71.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	52.4%	52.9%	50.2%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	9.1%	%	%
<b>Basic Skills Improvement Rate</b>	37.4%	43.5%	42.9%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Cerro Coso Community College

Kern Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	9,456	8,631	8,869
<b>FTES*</b>	3,418	3,307	2,939

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	7.3%	6.7%	5.2%
<b>18 - 24</b>	26.5%	31.4%	30.3%
<b>25 - 49</b>	49.2%	47.4%	49.5%
<b>Over 49</b>	16.8%	14.6%	15.0%
<b>Unknown</b>	0.2%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.4%	60.7%	60.1%
<b>Male</b>	43.5%	39.2%	39.9%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Cerro Coso Community College

Kern Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	2.6%	2.9%	2.7%
<b>Black/African American</b>	4.6%	4.9%	5.6%
<b>Filipino</b>	1.4%	1.7%	1.7%
<b>Hispanic</b>	11.0%	12.1%	13.3%
<b>Native American</b>	2.3%	2.9%	2.6%
<b>Other Non-White</b>	0.1%	0.1%	0.1%
<b>Pacific Islander</b>	0.6%	0.7%	0.6%
<b>White</b>	69.6%	70.2%	69.0%
<b>Unknown/Decline to State</b>	7.9%	4.7%	4.6%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Cerro Coso Community College

Kern Community College District

### College Peer Grouping

**Table 1.10: 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	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	58.0	65.4	56.5	72.8	B1
C	Persistence Rate	57.1	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.8	79.4	71.8	83.2	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	50.2	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	42.9	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Cerro Coso Community College

Kern Community College District

### College Self-Assessment

Established in 1973, Cerro Coso Community College is one of three colleges within the Kern Community College District. Cerro Coso provides educational services to a population of approximately 85,000 distributed over a service area of over 18,000 square miles and is the largest community college service area in California. Cerro Coso offers instruction at the Indian Wells Valley Campus in Ridgecrest, the Eastern Sierra College Center serving both Mammoth Lakes and Bishop, the Kern River Valley campus in Lake Isabella, and the South Kern campus that is housed on Edwards Air Force Base and serves the military and civilian personnel on the base and the residents of Mojave and California City. The two closest Universities to Cerro Coso are CSU San Bernardino, 220 miles away, and UC Riverside, 248 miles away.

Across this vast service area, the College's demographics are not very ethnically diverse and much of our service area residents have some higher education experience. The enrollment reflects the makeup of the different communities it serves. The majority of students we serve are Caucasian (69%), 60% of our students are female, 49.5% of our students are between the ages of 25-49, 53% receive financial aid and a significant number are educationally disadvantaged. Over the last three year period Cerro Coso has experienced a decline in student enrollment and productivity. Two contributing factors are the military deployment due to the war in Iraq and an increase in employment opportunities. Cerro Coso has established a virtual campus, CC Online, to respond to the needs of our expansive service area. Students are provided comprehensive student services and can complete nine degree programs online.

In comparing Cerro Coso to its College Peer Grouping the College ranks somewhat below average on performance indicators on the majority of the accountability measures. However, the student progress and achievement rate, the percent of students who earned at least 30 units, the persistence rate, and the basic skills improvement rate have improved over the past three years. The annual successful course completion rate for credit vocational courses and the annual successful course completion rate for basic skills courses have slightly declined. The ESL improvement rate shows no data for Cerro Coso. We offer English as a Second Language, however these courses were not considered for inclusion due to coding errors. This will be reviewed for possible inclusion in future ARCC reports

The College's basic skills initiative entitled "Emerging Scholars" addresses some of the results. The initiative's main focus is to provide face-to-face tutoring to students at all sites using national best practices in an attempt to better equip the students with skills to increase their basic skills improvement rate, their persistence rate, and their student progress and achievement rate. Vocational faculty are engaged in articulating and developing career pathways with local feeder high schools to matriculate better prepared learners into the college vocational curriculum. The goal of this effort is to increase student enrollment, productivity, and to increase their success in completing their vocational credit courses.



# ARCC 2007 Report: College Level Indicators

## Chabot College

Chabot-Las Positas Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	51.9%	53.9%	51.1%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.8%	69.7%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	69.2%	73.8%	75.3%



# ARCC 2007 Report: College Level Indicators

## Chabot College

Chabot-Las Positas Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	72.1%	71.6%	71.0%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	58.3%	58.5%	55.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	33.7%	32.9%	29.8%
<b>Basic Skills Improvement Rate</b>	53.1%	54.6%	56.7%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Chabot College

Chabot-Las Positas Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	21,649	22,823	22,015
<b>FTES*</b>	10,326	10,480	10,334

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	1.3%	3.1%	4.1%
<b>18 - 24</b>	49.3%	47.9%	49.1%
<b>25 - 49</b>	41.3%	38.7%	36.9%
<b>Over 49</b>	8.1%	10.3%	9.9%
<b>Unknown</b>	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.6%	57.0%	56.1%
<b>Male</b>	41.6%	41.7%	41.7%
<b>Unknown</b>	1.8%	1.3%	2.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Chabot College

Chabot-Las Positas Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	18.5%	18.2%	18.6%
<b>Black/African American</b>	13.8%	14.4%	14.6%
<b>Filipino</b>	9.5%	9.4%	9.3%
<b>Hispanic</b>	21.7%	20.8%	21.7%
<b>Native American</b>	0.8%	0.8%	0.8%
<b>Other Non-White</b>	2.4%	2.2%	2.1%
<b>Pacific Islander</b>	2.1%	2.2%	2.4%
<b>White</b>	27.1%	26.2%	23.7%
<b>Unknown/Decline to State</b>	4.2%	5.8%	6.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Chabot College

Chabot-Las Positas Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	51.1	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	68.8	69.3	55.6	78.6	B2
C	Persistence Rate	75.3	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.0	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.7	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	56.7	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Chabot College

Chabot-Las Positas Community College District

### College Self-Assessment

Chabot College is a comprehensive, urban community college located in the heart of the well-diversified, healthy San Francisco Bay Area economy that includes a mix of traditional manufacturing, high technology, and service industries. The campus is located in Hayward, CA, a city in the East Bay Alameda County region.

Chabot College draws an ethnically and economically diverse student body from its surrounding cities with a total enrollment of 14,000 students: 14% are African American, 17% Asian, 10% Filipino, 22% Hispanic/Latino, and 25% White. The high cost of living in the Bay Area is a significant challenge for Chabot students. Eighty-four percent (84%) work over 20 hours per week, almost 60% live with their parents, and 57% report family income levels of either low or very low based on federal poverty rate guidelines. For more than ten years, 75-80% of our entering students have required remediation in basic math and/or basic English. The low income level of Chabot students coupled with a high proportion of students who need remediation results in a large proportion of financially needy and as well as under-prepared students.

Despite these challenges, Chabot College has demonstrated above average or average levels of performance on the majority of the accountability measures. In the area of student progress and achievement in degrees, certificates and transfers, Chabot's rates have either held steady or increased, and were either at the top or the average of the peer group. The Student Progress and Achievement Rate has held steady at about 51% over three years, which was near the top rate among Chabot's peer group colleges. Students who earned at least 30 units increased from 67% to 69% in three years, which was right at Chabot's peer group average. The persistence rate of first-time students from one Fall semester to the next increased from 69% to 75% in three years, moving from the average to near the top of Chabot's peer group. Among vocational courses, Chabot student success rates have held steady at about 71%, slightly below the peer group average. Due to higher levels of employment and responsibilities, vocational students are more likely to leave before finishing their coursework.

In the area of Pre-Collegiate Improvement, the student achievement results are mixed. Chabot's success rates for all Basic Skills courses have declined slightly from 58% to 56% in the last three years, which is slightly below the average rate for the peer group. However, the rate at which Chabot Basic Skills students have progressed to the next higher course level has increased from 53% to 57%, putting Chabot's Basic Skills Improvement Rate above the peer group average. These minor changes reflect Chabot's improved alignment of the Basic Skills curriculum so that successful students are better prepared for higher-level courses.

Chabot College is continuing to address basic skills with a curriculum emphasis on "learning pathways," using learning communities and grant-funded projects to strengthen access to learning support. In addition, a \$498 million capital improvement bond is revitalizing facilities to support student learning.





# ARCC 2007 Report: College Level Indicators

## Chaffey College

Chaffey Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.9%	49.2%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.1%	65.5%	64.6%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	65.5%	67.8%	64.8%



# ARCC 2007 Report: College Level Indicators

## Chaffey College

Chaffey Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	75.0%	74.6%	75.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	63.9%	63.1%	59.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	28.4%	29.0%	32.7%
<b>Basic Skills Improvement Rate</b>	48.0%	43.6%	47.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Chaffey College

Chaffey Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	28,987	28,002	27,807
<b>FTES*</b>	13,543	13,924	12,901

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.9%	5.2%	5.5%
<b>18 - 24</b>	53.2%	54.3%	55.4%
<b>25 - 49</b>	38.0%	36.1%	34.5%
<b>Over 49</b>	4.8%	4.4%	4.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	60.8%	61.0%	60.9%
<b>Male</b>	38.7%	38.4%	38.1%
<b>Unknown</b>	0.6%	0.6%	1.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Chaffey College

Chaffey Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	5.9%	6.2%	6.2%
<b>Black/African American</b>	12.7%	12.5%	12.1%
<b>Filipino</b>	2.9%	3.1%	3.1%
<b>Hispanic</b>	42.2%	42.9%	43.4%
<b>Native American</b>	0.6%	0.7%	0.6%
<b>Other Non-White</b>	1.4%	1.5%	1.5%
<b>Pacific Islander</b>	0.4%	0.4%	0.5%
<b>White</b>	29.5%	28.5%	27.5%
<b>Unknown/Decline to State</b>	4.3%	4.2%	5.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Chaffey College

Chaffey Community College District

### College Peer Grouping

**Table 1.10: 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	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	64.6	69.3	55.6	78.6	B2
C	Persistence Rate	64.8	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.8	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.7	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	47.4	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Chaffey College

Chaffey Community College District

### College Self-Assessment

Founded in 1883, Chaffey College serves the residents of the Inland Empire in the West End of San Bernardino County. Chaffey is one of the first community colleges to be established in California and in 2007 Chaffey will celebrate its 125th Anniversary. In Fall 2006, Chaffey offered approximately 1,900 courses to a diverse population of 18,598 students, an increase of 5% from Fall 2005. The college has been designated a Hispanic Serving Institution because of the proportion of low-income Hispanic Students served. In fact, approximately 70% of Chaffey students are non-traditional college students.

Chaffey College has a long tradition of preparing students for transfer to four-year colleges and universities. Over the past five years approximately 3,500 Chaffey students have transferred annually to a four-year institution.

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

Chaffey College has demonstrated good or above average performance on the majority of the accountability indicators. Compared to its peer institutions Chaffey has a higher student progress and achievement rate, a higher annual vocational course success rate, and a higher annual basic skills course success rate. Chaffey is just slightly below the peer group average on the basic skills improvement rate, the percent of students who earn 30 units or more, and student persistence. Chaffey continues to demonstrate gains in basic skills improvement.

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 focus on student success. Chaffey College is very proud of its performance and its continued effort to increase student success.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	50.9%	52.4%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	72.6%	72.3%	70.3%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	67.3%	68.4%	67.5%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	80.1%	80.7%	80.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	57.5%	64.1%	61.3%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	50.4%	45.0%	50.0%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Citrus College

Citrus Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	24,139	25,111	23,660
<b>FTES*</b>	11,110	11,296	11,564

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	16.3%	12.2%	11.5%
<b>18 - 24</b>	45.5%	48.3%	50.4%
<b>25 - 49</b>	24.6%	24.7%	25.6%
<b>Over 49</b>	9.3%	10.6%	10.8%
<b>Unknown</b>	4.2%	4.1%	1.7%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.4%	56.6%	56.8%
<b>Male</b>	42.3%	41.7%	42.7%
<b>Unknown</b>	1.3%	1.7%	0.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Citrus College

Citrus Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	8.2%	9.2%	9.0%
<b>Black/African American</b>	4.8%	5.7%	6.0%
<b>Filipino</b>	2.8%	3.2%	3.1%
<b>Hispanic</b>	31.9%	34.7%	36.6%
<b>Native American</b>	0.7%	0.7%	0.7%
<b>Other Non-White</b>	1.6%	2.4%	2.9%
<b>Pacific Islander</b>	0.0%	0.0%	0.0%
<b>White</b>	31.0%	34.7%	35.1%
<b>Unknown/Decline to State</b>	18.8%	9.5%	6.7%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Citrus College

Citrus Community College District

### College Peer Grouping

**Table 1.10: 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	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	70.3	69.3	55.6	78.6	B2
C	Persistence Rate	67.5	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.4	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.3	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	50.0	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Citrus College

Citrus Community College District

### College Self-Assessment

Citrus College is the oldest community college in Los Angeles County and the fifth oldest in California. Founded in 1915, Citrus is a comprehensive community college serving the residents of the eastern San Gabriel Valley. Citrus is dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

Citrus has a diverse student population with non-white students constituting about two-thirds of the total student body. The proportion of enrollment of Latino, Asian, and African American students exceeds the proportion in the district population. Citrus College offers a wide variety of degree programs in fine and performing arts, language arts, liberal arts, social and behavioral sciences, natural sciences, physical education, and 19 subject areas in applied arts. Citrus awards certificates in 23 career and technical areas.

Citrus College has demonstrated above average or good levels of performance on the majority of the accountability indicators. Most of the performance indicators have remained stable with minor variability over the past three years. The successful course completion rates for vocational courses have remained high and stable.

For this report, the data for English as a Second Language (ESL) improvement rate are not included due to the variations in Taxonomy of Programs (TOP) codes for the ESL courses. The college has updated TOP codes for all the courses for the Curriculum Reporting for the Community Colleges project, and this information will be available for the next year's report.

The successful course completion rate and the improvement rate for Basic Skills courses show some fluctuation over the years with a general trend of progress. Citrus College has always been devoted to serving a diverse student body, including under-prepared students. The college recently hired a Director of Basic Skills, an important step in the continued efforts to promote student success.

Citrus College's accountability indicators demonstrate good levels of performance compared to peer institutions. While the student progress and achievement rate is slightly below average, the college is above the average of its peer institutions on persistence rate and percent of students who earned at least 30 units. The successful course completion rate for credit vocational courses is almost 6 percentage points higher than the peer average.

Citrus College, as a Hispanic-serving institution, enjoys significant support from two Title V grants (Basic Skills and Teacher Preparation). These grants are currently providing much-needed resources for the college to better serve the community, especially historically under-represented students. The percent of Latino students on campus has increased significantly over the last two decades.

Citrus College is proud of its innovative educational programs and its recent award from the California Community College Chancellor's Office for its success in hiring a diverse faculty. The Board of Trustees, together with all faculty and staff at Citrus College, are dedicated to student learning and success. We will continue to deliver high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	55.6%	55.4%	57.0%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.9%	70.4%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	70.5%	73.0%	71.3%



# ARCC 2007 Report: College Level Indicators

## City College of San Francisco

San Francisco Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	77.7%	77.1%	76.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	57.8%	57.9%	57.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	59.0%	48.5%
<b>Basic Skills Improvement Rate</b>	55.9%	56.2%	51.3%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## City College of San Francisco

San Francisco Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	47,128	47,208	46,196
<b>FTES*</b>	35,931	36,003	34,471

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.2%	2.1%	1.5%
<b>18 - 24</b>	35.2%	36.4%	37.4%
<b>25 - 49</b>	52.4%	51.7%	50.8%
<b>Over 49</b>	9.3%	9.8%	10.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	55.6%	56.0%	56.1%
<b>Male</b>	42.8%	43.0%	43.2%
<b>Unknown</b>	1.6%	1.0%	0.7%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## City College of San Francisco

San Francisco Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	31.2%	30.0%	29.9%
<b>Black/African American</b>	8.8%	8.9%	9.0%
<b>Filipino</b>	7.8%	7.9%	7.7%
<b>Hispanic</b>	15.1%	15.3%	15.1%
<b>Native American</b>	0.5%	0.6%	0.6%
<b>Other Non-White</b>	3.1%	2.9%	2.9%
<b>Pacific Islander</b>	0.8%	0.8%	0.9%
<b>White</b>	27.7%	27.6%	27.5%
<b>Unknown/Decline to State</b>	5.2%	6.1%	6.5%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## City College of San Francisco

San Francisco Community College District

### College Peer Grouping

**Table 1.10: 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	60.7	57.0	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	72.2	72.0	66.3	80.8	B3
C	Persistence Rate	71.3	70.7	66.3	76.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.5	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.8	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	51.3	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## City College of San Francisco

San Francisco Community College District

### College Self-Assessment

Founded in 1935, 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 and nearly 200 other instructional sites citywide. CCSF's mission is to provide educational programs and services to meet the needs of its diverse community, including preparation for transfer to baccalaureate institutions; achievement of Associate Degrees; acquisition of career skills needed for success in the workplace; promotion of economic development and job growth; lifelong learning, life skills and cultural enrichment. Over one third of San Francisco residents have taken classes at CCSF. In 2004, CCSF received the MetLife Community College Excellence Award for reaching out to first-generation, immigrant, low-income, and working adults.

The value-added educational service that we provide our students is apparent in the ARCC 2007 College Level Indicators Report. In five of the six measures of educational attainment, the percentage of our students showing success is higher than the average of the 106 community colleges. Our Student Progress and Achievement Rate is 57% compared to an overall average of 51%. The percent of our students who earned at least 30 units is 72% compared to 69% for all colleges. Our persistence rate is 71% compared to 66% for others. Our vocational course completion rate is equivalent to other colleges at 77%.

CCSF's basic skills and ESL improvement rates also compare favorably to other colleges, however, since course identification elements for CCSF in the statewide database are of questionable validity, few conclusions should be drawn. CCSF is part of a statewide initiative to clean up course identifiers. By next year we anticipate basic skills and ESL improvement rates in the ARCC report will accurately reflect the gains our lower-level entering students are making.

In addition to comparing favorably to all other community colleges, our success over time has showed some increase. Success rates of CCSF students increased over the three year span of the ARCC report for Student Progress and Achievement, Students who earned at least 30 units, and Persistence to the following year.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	48.7%	56.4%	55.3%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	58.3%	61.2%	63.6%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	56.3%	65.0%	53.0%



# ARCC 2007 Report: College Level Indicators

## Coastline Community College

Coast Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	65.6%	67.6%	66.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	65.8%	67.4%	64.9%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	10.5%	8.8%	11.2%
<b>Basic Skills Improvement Rate</b>	37.5%	32.1%	32.7%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Coastline Community College

Coast Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	20,320	20,534	21,241
<b>FTES*</b>	4,473	5,007	4,356

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.0%	3.2%	3.4%
<b>18 - 24</b>	24.8%	25.4%	24.1%
<b>25 - 49</b>	46.6%	46.6%	47.2%
<b>Over 49</b>	25.6%	24.8%	25.2%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	61.3%	58.2%	56.8%
<b>Male</b>	37.6%	40.7%	42.4%
<b>Unknown</b>	1.1%	1.0%	0.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Coastline Community College

Coast Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	23.8%	21.1%	20.3%
<b>Black/African American</b>	4.0%	5.6%	7.0%
<b>Filipino</b>	1.6%	1.5%	1.4%
<b>Hispanic</b>	11.3%	12.5%	13.7%
<b>Native American</b>	0.9%	0.8%	1.0%
<b>Other Non-White</b>	0.6%	0.7%	0.8%
<b>Pacific Islander</b>	0.5%	0.5%	0.5%
<b>White</b>	43.4%	42.4%	40.8%
<b>Unknown/Decline to State</b>	13.9%	15.0%	14.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Coastline Community College

Coast Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	55.3	48.1	33.7	56.5	A5
B	Percent of Students Who Earned at Least 30 Units	63.6	59.0	54.3	63.6	B6
C	Persistence Rate	53.0	48.2	40.8	53.0	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.5	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.9	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	32.7	42.0	32.7	52.0	F2

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Coastline Community College

Coast Community College District

### College Self-Assessment

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

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

Coastline College also is successfully serving a growing number of military students. In 2005-06, Coastline served 9,198 military students. The number of course enrollments (seats) by military program students grew from 4,500 in 1999-00 to 17,544 in 2005-06. When compared to most civilian students, military students progress through our courses and programs at high rates, achieving a 76% 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 Coastline's ARCC report. The college is working with the System's Office to correct this for the 2007-08 report. As a result of our military program, we expect our ARCC program completion and transfer rates to reflect a steady increase over the coming years.

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

In the last six 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 Informatics (a collaborative program with UC Irvine offering a new branch of computer science), partnerships with local school districts for programs such as Early College High School, new community-based learning centers, and development of innovative technologies to support the design and delivery of high-quality online courses.





# ARCC 2007 Report: College Level Indicators

## College of Alameda

Peralta Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	53.4%	52.9%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	64.7%	66.7%	66.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	65.6%	67.9%	67.6%



# ARCC 2007 Report: College Level Indicators

## College of Alameda

Peralta Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	68.3%	68.3%	66.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	62.3%	61.5%	61.3%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	40.1%	51.6%	50.0%
<b>Basic Skills Improvement Rate</b>	39.4%	40.7%	40.5%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## College of Alameda

Peralta Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	10,959	9,681	10,178
<b>FTES*</b>	3,793	3,416	3,460

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.8%	5.5%	6.4%
<b>18 - 24</b>	46.3%	45.8%	45.2%
<b>25 - 49</b>	40.7%	40.7%	40.5%
<b>Over 49</b>	8.2%	7.9%	8.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	54.0%	54.2%	55.6%
<b>Male</b>	43.8%	43.7%	43.0%
<b>Unknown</b>	2.2%	2.1%	1.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of Alameda

Peralta Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	33.4%	33.4%	33.2%
<b>Black/African American</b>	25.3%	24.7%	25.2%
<b>Filipino</b>	4.4%	4.4%	4.3%
<b>Hispanic</b>	11.3%	11.8%	12.3%
<b>Native American</b>	0.6%	0.6%	0.6%
<b>Other Non-White</b>	2.1%	2.2%	2.0%
<b>Pacific Islander</b>	0.8%	0.8%	0.9%
<b>White</b>	16.2%	16.2%	15.6%
<b>Unknown/Decline to State</b>	5.9%	6.0%	6.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of Alameda

Peralta Community College District

### College Peer Grouping

**Table 1.10: 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	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	66.1	65.4	56.5	72.8	B1
C	Persistence Rate	67.6	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.7	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.3	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	40.5	42.0	32.7	52.0	F2

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## College of Alameda

Peralta Community College District

### College Self-Assessment

College of Alameda (COA) was founded in 1970, as one of the four colleges of the Peralta Community College District which had been created by the voters in 1963. The new college, built on the island city of Alameda, was designed to serve Alameda and its booming Navy base and the surrounding communities.

From its inception the college was proud of its strong occupational programs in transportation (diesel mechanics, aviation technology, auto mechanics and auto body and paint), dental assisting, and business and computer information systems. Transfer has also been a strong focus, with over 200 students per year transferring from COA to California colleges and universities.

During the past ten years College of Alameda has had more part-time students (79%) than fulltime students (fewer than 12 units). Always willing to experiment with non-traditional instructional delivery systems, to meet the needs of its student population, the college has begun to offer classes in compressed intercessions and on the weekend. The new delivery system has enabled the college to maintain an enrollment of approximately 3460 FTES, with about 6000 students per semester.

The demographics of the college reflect the larger community of the city of Alameda and adjacent neighborhoods of Oakland, enrolling approximately 35 % Asian students, 24% African American students, 12% Latino students, and 16 % White students and other. Approximately 40% of the students live in Alameda; the other 60% of students are primarily from surrounding communities. West Alameda and Oakland high schools serve as the main "feeder" schools for the college. College of Alameda serves a higher number of students in the 18 to 24 age group than its sister colleges.

Changes in the adjacent K-12 districts have translated into challenges for the college. The younger students entering COA are in need of intensive academic support and remediation, as more than 50% of the students assess at lower than college levels in English, math, and ESL. Feeder high schools have declined in enrollment due to high dropout rates in Oakland and changes in the city of Alameda after the base closure in the nineties decreased the numbers of families. With these challenges in mind, COA has pursued grants that address core issues of remediation and retention and has developed targeted recruitment activities.

The budget cuts of 2002 challenged College of Alameda, especially on its non-teaching side expenditures. Rather than layoff employees, the college reduced its budget by not filling administrative, non-teaching faculty and classified staff openings, and cutting discretionary funds for operating expenses.

In spite of these challenges student progress, as measured by the AB1417 statistics, has held steady at 52-53% for the last few years, comparable to Bay Area colleges with similar demographics. The same can be said of other measures of student performance, the percent of students who earned at least 30 units, the persistence rate, the annual successful course completion rate for credit vocational courses, and the annual successful course completion rate for credit basic skills course.



# ARCC 2007 Report: College Level Indicators

## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	54.7%	58.8%	58.3%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.3%	68.2%	71.6%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	62.8%	59.5%	60.7%



# ARCC 2007 Report: College Level Indicators

## College of Marin

Marin Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	81.4%	80.4%	79.6%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	60.5%	60.9%	61.4%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	38.8%
<b>Basic Skills Improvement Rate</b>	51.9%	50.5%	44.3%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## College of Marin

Marin Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	12,240	10,962	10,186
<b>FTES*</b>	5,150	4,326	4,110

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	8.4%	6.3%	7.3%
<b>18 - 24</b>	31.1%	33.3%	34.6%
<b>25 - 49</b>	41.3%	40.2%	38.4%
<b>Over 49</b>	19.2%	20.2%	19.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	59.0%	59.3%	58.5%
<b>Male</b>	41.0%	40.7%	41.5%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of Marin

Marin Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	7.0%	6.9%	7.1%
<b>Black/African American</b>	4.8%	4.9%	4.6%
<b>Filipino</b>	1.2%	1.3%	1.2%
<b>Hispanic</b>	10.6%	11.1%	11.6%
<b>Native American</b>	0.5%	0.5%	0.5%
<b>Other Non-White</b>	8.4%	8.4%	8.2%
<b>Pacific Islander</b>	0.5%	0.5%	0.6%
<b>White</b>	66.3%	65.9%	65.9%
<b>Unknown/Decline to State</b>	0.8%	0.4%	0.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of Marin

Marin Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	58.3	60.7	57.0	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	71.6	72.9	71.6	75.1	B5
C	Persistence Rate	60.7	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.6	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.4	67.2	60.2	83.1	E4
F	Improvement Rate for Credit Basic Skills Courses	44.3	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## College of Marin

Marin Community College District

### College Self-Assessment

Established in 1926, College of Marin (COM) is located approximately 15 miles north of San Francisco in Marin County. The College consists of two campuses. The Kentfield Campus located in Central Marin and the Indian Valley Campus located in North Marin. Marin County, the College's service area, has very 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.

College of Marin offers Associate of Arts and Associate of Science degrees as well as Career Certificates in many disciplines. 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, and courses for intellectual and cultural enrichment. In order to better serve its students and the community, the College is in the process of reviewing its programs, undergoing a multi-year building modernization project as well as acquiring and implementing a new integrated enterprise management system (Banner).

The data in the report for College of Marin shows consistency across the trend comparison period on all of the performance indicators with the one exception of a small decline in the Improvement Rate for Credit Basic Skills Courses indicator. College of Marin is very close to the peer group average on the Student Progress and Achievement Rate indicator and the Percent of Students Who Earned at Least 30 Units indicator. The College is above the average for its peer group on the Annual Successful Course Completion Rate for Credit Vocational Courses indicator.

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

The Annual Successful Course Completion Rate for Credit Basic Skills Courses indicator and the Improvement Rate for Credit Basic Skills Courses indicator were both below the average of their peer groups. College of Marin needs to examine the basic skills area more closely to determine where improvements can be made. The College may want to examine the different modes in which these courses are taught from the traditional lecture classes to self-paced classes to determine if there is a difference in completion and improvement rates.

The College strives to offer a wide-variety of services and courses in formats that meet the educational needs of the community. College of Marin is committed to offering high quality courses and services that meet the needs of its students to promote student achievement and success.



# ARCC 2007 Report: College Level Indicators

## College of San Mateo

San Mateo County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	63.3%	63.8%	59.8%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	72.2%	70.3%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	72.4%	75.3%	71.0%



# ARCC 2007 Report: College Level Indicators

## College of San Mateo

San Mateo County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	79.6%	79.5%	78.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	60.0%	56.4%	60.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	%	%	%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## College of San Mateo

San Mateo County Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	20,860	19,261	18,412
<b>FTES*</b>	9,195	9,560	7,322

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.9%	6.1%	7.7%
<b>18 - 24</b>	42.4%	42.9%	44.2%
<b>25 - 49</b>	40.9%	40.6%	37.8%
<b>Over 49</b>	9.8%	10.4%	10.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	52.2%	51.0%	52.1%
<b>Male</b>	47.2%	48.1%	46.2%
<b>Unknown</b>	0.6%	0.9%	1.7%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of San Mateo

San Mateo County Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	21.8%	20.3%	19.5%
<b>Black/African American</b>	3.7%	3.8%	3.7%
<b>Filipino</b>	6.4%	7.0%	6.9%
<b>Hispanic</b>	18.1%	18.7%	18.2%
<b>Native American</b>	0.5%	0.6%	0.6%
<b>Other Non-White</b>	2.5%	2.5%	2.7%
<b>Pacific Islander</b>	1.7%	1.9%	2.1%
<b>White</b>	41.9%	40.9%	39.7%
<b>Unknown/Decline to State</b>	3.4%	4.3%	6.8%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## College of San Mateo

San Mateo County Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	59.8	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	73.5	72.9	71.6	75.1	B5
C	Persistence Rate	71.0	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.8	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	67.2	60.2	83.1	E4
F	Improvement Rate for Credit Basic Skills Courses					

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 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, more than 18,000 students attend CSM and take 70,000 courses combined. Total College enrollment has slowly declined over the past few decades. More recently, total enrollment declined 16% between Fall 2002-Fall 2006. This decline reflects, in part, a stable or declining population in San Mateo County as a whole. Projections indicate that San Mateo County population will remain stable for the next two decades. In contrast, the neighboring counties of Santa Clara, Alameda, and Contra Costa Counties are expected to experience population growth at a rate more than three times that of San Mateo County through 2025.

One of the most dramatic changes for CSM is found in the ethnic composition of our students. In 1990, Whites comprised 66% of the total student population; today, the figure is 39%. The proportional enrollment of African-American and Asian/Pacific Islander students exceeds the proportion in San Mateo County as a whole. The proportion of Hispanic students is slightly less (-2%) than the service area population; White students are significantly underrepresented (-11%). CSM's student population continues to grow more heterogeneous each year.

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: nearly one-third of the College's curricular offerings are vocational or basic skills courses. Annually, CSM awards approximately 900 AA/AS degrees and certificates. Since 1995, Longitudinal tracking data of transfer and degree/certificate completion rates indicate that CSM's transfer and degree/certificate completion rates are consistently above the Statewide average for California Community Colleges.

CSM has demonstrated above average or good levels of performance on all accountability indicators compared to its peer institutions, Statewide. Although CSM's basic skills and vocational successful course completion rates are below the College's peer group average, the College is above the average of its peer institutions on the following indicators: student progress/achievement rates; persistence rates; the percent of students earning 30 units; and basic skills improvement rate.

Because of some technical reporting problems, credit basic skills data are not available to the State Chancellor's Office MIS and peer group comparisons are not currently available. However, in response to the College's student equity analyses, several curricular and pedagogical innovations have been introduced to improve student academic achievement in below college-level coursework. Providing accessible education to an ever-growing population of students underprepared for college coursework is a tremendous challenge. College of San Mateo is committed to increasing the use of alternative instructional delivery modes and student support services to meet the evolving needs and expectations of our students and community.

CSM is proud of its many accomplishments and is continuously working toward providing quality education in support of student access and success.



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	54.8%	54.6%	56.4%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	73.5%	73.0%	74.8%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	68.7%	57.5%	68.5%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	86.8%	90.7%	94.3%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	55.5%	51.1%	51.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	53.8%	53.0%	49.3%
<b>Basic Skills Improvement Rate</b>	57.0%	58.3%	57.3%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## College of the Canyons

Santa Clarita Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	21,838	24,338	30,440
<b>FTES*</b>	10,900	11,263	12,262

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	8.2%	7.4%	6.7%
<b>18 - 24</b>	47.9%	43.1%	36.7%
<b>25 - 49</b>	37.9%	42.9%	47.9%
<b>Over 49</b>	5.9%	6.5%	8.7%
<b>Unknown</b>	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	46.4%	42.7%	41.2%
<b>Male</b>	53.3%	56.9%	58.3%
<b>Unknown</b>	0.3%	0.3%	0.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of the Canyons

Santa Clarita Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	5.9%	5.7%	5.9%
<b>Black/African American</b>	4.6%	5.7%	6.6%
<b>Filipino</b>	3.2%	3.3%	3.4%
<b>Hispanic</b>	19.9%	23.1%	24.3%
<b>Native American</b>	0.7%	0.7%	0.7%
<b>Other Non-White</b>	5.7%	5.1%	4.2%
<b>Pacific Islander</b>	0.5%	0.5%	0.5%
<b>White</b>	52.1%	48.7%	45.6%
<b>Unknown/Decline to State</b>	7.4%	7.2%	8.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of the Canyons

Santa Clarita Community College District

### College Peer Grouping

**Table 1.10: 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	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	74.8	69.3	55.6	78.6	B2
C	Persistence Rate	68.5	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	94.3	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.8	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	57.3	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## College of the Canyons

Santa Clarita Community College District

### College Self-Assessment

College of the Canyons has served the Santa Clarita Valley for more than 37 years and is the fastest growing community college in the nation (Community College Week, 2006). Nearly 60 percent of the local high school graduates attend COC following their high school graduation (Meuschke & Gribbons, 2006). College of the Canyons currently serves more than 18,000 students. By 2010 the headcount at COC is expected to exceed 22,000 and exceed 27,000 by 2015.

The ethnic composition of students at College of the Canyons has changed dramatically since 1970 and is more diverse than the characteristics of the community. The most striking changes are increases in Latino students (5 to 25 percent), decreases in the proportion of White students (92 to 47 percent), and increases in the proportion of students identifying themselves as "other" or declining to state.

College of the Canyons offers 68 associate degree programs, 61 certificate programs and 26 certificates of completion. College of the Canyons has the highest transfer rate in L.A. County (42 percent) (CCCCO, 2002).

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

- Student progress and achievement rate
- Percent of students who earned at least 30 units,
- Persistence rate,
- Successful course completion rate for credit vocational courses, and
- Improvement rate for credit basic skills courses.

The basic skills completion rate has decreased slightly over the past three years. In response to the decline in the basic skills completion rate, the College will undertake a comprehensive review of its basic skills curriculum; continue increasing coordination and articulation with local high schools, increase access to computer labs and tutorials, provide funding for in-class tutors; purchase additional instructional materials to address learning issues; engage counselors in academic planning with basic skills students; and offer professional development workshops for faculty.

The majority of the accountability indicators for College of the Canyons show above average performance compared to its peer institutions. College of the Canyons is dedicated to enhancing its reputation as a leading two-year college, recognized locally, regionally, and statewide for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, and the sense of community that we provide to our students and staff.





## College of the Desert

Desert Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	48.8%	49.1%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	68.3%	76.5%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	67.0%	68.3%	69.5%



# ARCC 2007 Report: College Level Indicators

## College of the Desert

Desert Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	75.5%	74.7%	79.1%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	56.9%	56.3%	60.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	58.6%	55.3%	48.7%
<b>Basic Skills Improvement Rate</b>	52.1%	51.6%	50.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## College of the Desert

Desert Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	13,343	13,717	14,040
<b>FTES*</b>	6,844	7,150	7,193

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	1.2%	1.1%	1.2%
<b>18 - 24</b>	49.4%	50.7%	51.2%
<b>25 - 49</b>	41.9%	41.3%	40.8%
<b>Over 49</b>	7.2%	6.8%	6.8%
<b>Unknown</b>	0.4%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	59.1%	58.9%	59.1%
<b>Male</b>	40.1%	40.9%	40.9%
<b>Unknown</b>	0.7%	0.2%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of the Desert

Desert Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	3.1%	3.4%	3.2%
<b>Black/African American</b>	2.8%	3.0%	3.2%
<b>Filipino</b>	1.7%	1.8%	2.0%
<b>Hispanic</b>	51.3%	53.5%	54.8%
<b>Native American</b>	0.7%	0.8%	0.9%
<b>Other Non-White</b>	0.6%	0.8%	0.9%
<b>Pacific Islander</b>	0.2%	0.2%	0.3%
<b>White</b>	31.7%	31.8%	31.1%
<b>Unknown/Decline to State</b>	7.8%	4.6%	3.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of the Desert

Desert Community College District

### College Peer Grouping

**Table 1.10: 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	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	75.4	69.3	55.6	78.6	B2
C	Persistence Rate	69.5	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.1	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.7	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	50.1	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## College of the Desert

Desert Community College District

### College Self-Assessment

College of the Desert serves the large geographical region known as the Coachella Valley, which includes the cities of Palm Springs, Cathedral City, Rancho Mirage, Desert Hot Springs, Palm Desert, La Quinta, Indio, and Coachella. The population of College of the Desert's service area has grown about 3% per year over the past decade and the college's resources have been challenged to meet the community demand. The region is characterized by a larger than average population over 60 years of age, a large Latino population, and by long geographical distances. The central portion of Coachella Valley is located about 60 miles from the nearest University of California campus and about 70 miles from the nearest CSU, although there is a satellite center of CSU San Bernardino located 5 miles from the College of the Desert's site. The proportion of enrollment of African-American, Asian/Pacific Islander, and Hispanic students at College of the Desert matches the service area population, for example, the student Latino ethnicity matches the 53% composition of the population.

Fall 2006 head count was 10,234 students: like most community colleges 28% of the students take a full load of classes and the remaining students attend part-time. The average age of the students is 29.2 years. College of the Desert has since 1962 prepared students for transfer and annually sends approximately 550 transfers to UC, CSU, private and out-of-state universities and colleges. The college offers a comprehensive vocational program with both degree and certificate outcomes, a well populated non-credit program, and numerous lifelong learning opportunities.

In 2004, voters approved a \$346.5 million bond issue which will enable the college to upgrade all facilities and build as many as 12 new buildings, as well as expand an existing learning center in Indio to a larger, permanent site in the future. The college will begin to fully develop its Eastern Valley Center in the Fall of 2010. There are also future plans being developed for a similar site in the Western Valley. Each of these would be located approximately 12 to 25 miles from the current main campus.

In the ARCC report, College of the Desert shows excellent performance in all six indicators. The percentage of students earning at least 30 units, the persistence rate, the vocational course completion rate, and the basic skills course completion rate have all increased over the past three years. An overall pass rate for the credit educational program is 67.5%. The college is especially proud of its pre-collegiate programs which give students the necessary preparation for succeeding in the college level curriculum.

The college puts great emphasis on student services such as mandatory assessment testing and orientation, access to counseling and advising, and financial aid assistance. The Academic Skills Center is especially important to student success, and numerous special programs such as EOPS, MESA, and SPECC also contribute to successful student outcomes. The College considers itself 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	51.1%	51.4%	47.1%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.0%	71.6%	73.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	59.2%	58.9%	59.4%



# ARCC 2007 Report: College Level Indicators

## 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	77.3%	86.8%	81.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	68.5%	62.8%	66.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	47.6%	%	94.1%
<b>Basic Skills Improvement Rate</b>	51.6%	52.2%	51.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





## College of the Redwoods

Redwoods Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	10,329	10,068	9,026
<b>FTES*</b>	5,529	4,987	4,921

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.5%	4.5%	4.6%
<b>18 - 24</b>	44.1%	43.0%	45.1%
<b>25 - 49</b>	39.9%	39.9%	39.0%
<b>Over 49</b>	11.3%	12.5%	11.2%
<b>Unknown</b>	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	55.7%	55.5%	56.7%
<b>Male</b>	43.4%	43.5%	42.2%
<b>Unknown</b>	0.9%	1.1%	1.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of the Redwoods

Redwoods Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	2.0%	1.9%	2.4%
<b>Black/African American</b>	1.5%	1.8%	1.6%
<b>Filipino</b>	0.3%	0.2%	0.2%
<b>Hispanic</b>	6.4%	6.5%	6.8%
<b>Native American</b>	5.7%	6.3%	6.2%
<b>Other Non-White</b>	1.0%	1.1%	1.1%
<b>Pacific Islander</b>	0.4%	0.5%	0.6%
<b>White</b>	71.1%	71.6%	71.0%
<b>Unknown/Decline to State</b>	11.5%	9.9%	10.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of the Redwoods

Redwoods Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	47.1	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	73.1	69.3	55.6	78.6	B2
C	Persistence Rate	59.4	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.7	79.4	71.8	83.2	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.1	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	51.4	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## College of the Redwoods

Redwoods Community College District

### College Self-Assessment

College of the Redwoods (CR) is located on the northern coast of California and serves Del Norte County, Humboldt County, western Trinity County, and coastal Mendocino County. Despite its geographical challenges and the broad diversity of the communities it serves, College of the Redwoods has a long and successful history of providing comprehensive postsecondary educational opportunities that include university transfer programs, career and technical programs, workforce-development programs, and programs to support lifelong learning in this remote region of northern California.

College of the Redwoods has experienced a significant decline in enrollment over the last five years, linked in part to declining enrollments in local high schools. However, over this same time period, the percentage of students earning at least 30 units has increased, and successful course-completion rates in career and technical programs have also increased. The persistence rate and basic-skills-improvement rate have remained relatively constant, while decreases have occurred in the student-progress-and-achievement rate and in the basic-skills course-completion rate.

Compared to its ARCC-identified peer institutions, College of the Redwoods shows rates for student progress/achievement and for student persistence that are below the average of the peer group; however, the college is above the average of its ARCC-identified peer institutions on the rest of the indicators.

Indicators in the most recent year at College of the Redwoods are similar in comparison to those of the nine far-northern California colleges that are our geographic peers (Butte, Feather River, Lassen, Mendocino, Napa, Shasta, Solano, Siskiyou, and Yuba). CR's student progress and achievement rate is below the average, the persistence rate is within one percent, and all other indicators are from four percent to 7.5 percent above the averages of our nine comparable far-north colleges.

To improve our ability to track and analyze the data needed to strengthen decision making across all areas of the college, including the accountability reporting discussed above, the college applied for and received a federal Title III grant in 2005. The funding from this grant is being used to create an institutional research department that will enable a higher level of data-supported decision making throughout the college.

College of the Redwoods is committed to its mission of "maximizing the success of each student with the expectation that each student will meet her or his educational goal, achieve appropriate learning outcomes in his/her courses and programs, and develop an appreciation for life-long learning."



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	46.6%	46.5%	46.5%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.4%	70.6%	71.6%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	63.3%	65.0%	63.5%



# ARCC 2007 Report: College Level Indicators

## College of the Sequoias

Sequoias Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	75.3%	72.3%	73.9%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	56.9%	55.5%	54.3%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	47.4%	50.2%	52.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## College of the Sequoias

Sequoias Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	15,351	14,864	14,554
<b>FTES*</b>	8,511	8,620	7,582

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.8%	3.3%	4.4%
<b>18 - 24</b>	52.6%	53.9%	52.9%
<b>25 - 49</b>	37.6%	37.2%	36.6%
<b>Over 49</b>	6.0%	5.7%	6.1%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	58.7%	58.2%	57.0%
<b>Male</b>	40.7%	40.6%	41.6%
<b>Unknown</b>	0.6%	1.2%	1.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of the Sequoias

Sequoias Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	3.6%	4.0%	3.9%
<b>Black/African American</b>	3.5%	3.5%	4.0%
<b>Filipino</b>	1.3%	1.4%	1.3%
<b>Hispanic</b>	42.1%	42.1%	42.3%
<b>Native American</b>	1.4%	1.4%	1.4%
<b>Other Non-White</b>	1.6%	1.6%	1.6%
<b>Pacific Islander</b>	0.4%	0.4%	0.4%
<b>White</b>	40.1%	38.1%	37.2%
<b>Unknown/Decline to State</b>	5.9%	7.3%	8.1%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## College of the Sequoias

Sequoias Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	46.5	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	71.6	69.3	55.6	78.6	B2
C	Persistence Rate	63.5	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.9	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.3	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	52.1	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## College of the Sequoias

Sequoias Community College District

### College Self-Assessment

The ARCC report introduces six important Performance Indicators of college success and a new strategy for facilitating comparisons among similar (or "peer") colleges on each of these indicators. The College of the Sequoias (COS) is pleased that its performance indicator rates are above the peer-college indicator average or near that average on each of the six indicators. However, for several indicators the College suggests that factors used by the State to "explain" rates and define the composition of our "peer" groups do not fully reflect the adverse economic and educational reality in the District we serve.

Three of the ARCC Indicators focus on student progress and achievement in their academic programs:

- 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 scored above the average for its respective peer groups. The college's persistence rate is slightly below the average for the peer group for that indicator. Importantly, the college's rates in each of these indicators is consistent through the ARCC report study period despite economic downturns and other factors which negatively impact COS student progress success. Also significant is that the college peer group composition for each of these indicators are based on factors with a high statistical correlation (singly and together) to the college rates; the adjusted r-square scores for these three performance indicators range from 0.421 to a high of 0.715 in the State's regression model.

The College of the Sequoias places considerable program emphasis on Basic Skills and vocational course success, consistent with the needs of our student body. For the three Performance Indicators in these areas, COS rates were just below the average for its State-defined peer group in two, and above the average in the third. Significantly, COS' Basic Skills Improvement rate increased 4.7% over the three year study period.

These rates probably understate the overall effectiveness of College plans and programs in our Basic Skills and vocational course programs areas because:

- The models do not include relevant environmental and academic factors such as poverty, math and English preparation, language barriers, levels of parental education, the availability of transportation and day care, travel distances to the community college, and family economic stability. In our district each of these can be a major barrier to student success in Basic Skills and vocational courses.
- The State's peer grouping for these indicators are based on relatively low (.232 to .398) adjusted r-squares. This confirms that there are other factors/barriers to Basic Skills and vocational course success not accounted for in the models (see discussion above.) It also suggests (see page 626 of the report) that, for Basic Skills and vocational course success, COS is being compared with "peer" colleges whose students -- to the same degree -- may not face the same environmental and academic barriers as our students.



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	51.9%	48.0%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	68.7%	67.1%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	58.9%	55.7%	63.0%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	81.8%	84.1%	83.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	54.3%	57.2%	43.0%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	53.8%	45.8%	25.0%
<b>Basic Skills Improvement Rate</b>	56.2%	53.7%	54.0%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



## College of the Siskiyous

Siskiyou Joint Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	5,984	5,738	5,655
<b>FTES*</b>	2,603	2,428	2,384

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	7.9%	5.1%	6.3%
<b>18 - 24</b>	26.8%	27.5%	27.7%
<b>25 - 49</b>	38.8%	40.2%	38.8%
<b>Over 49</b>	26.3%	27.1%	26.9%
<b>Unknown</b>	0.1%	0.1%	0.3%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	51.3%	50.4%	52.7%
<b>Male</b>	47.7%	48.7%	46.5%
<b>Unknown</b>	1.0%	0.9%	0.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of the Siskiyous

Siskiyou Joint Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	2.1%	1.6%	1.7%
<b>Black/African American</b>	2.5%	2.8%	2.7%
<b>Filipino</b>	0.5%	0.4%	0.3%
<b>Hispanic</b>	7.0%	7.5%	7.3%
<b>Native American</b>	3.6%	3.8%	4.1%
<b>Other Non-White</b>	0.6%	0.4%	0.4%
<b>Pacific Islander</b>	0.5%	0.7%	0.7%
<b>White</b>	72.9%	73.1%	74.0%
<b>Unknown/Decline to State</b>	10.3%	9.8%	8.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## College of the Siskiyous

Siskiyou Joint Community College District

### College Peer Grouping

**Table 1.10: 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	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	68.7	69.3	55.6	78.6	B2
C	Persistence Rate	63.0	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	83.2	79.4	71.8	83.2	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	43.0	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	54.0	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## College of the Siskiyous

Siskiyou Joint Community College District

### College Self-Assessment

College of the Siskiyous, one of the most beautiful community college campuses in California, is located at the base of majestic Mount Shasta in northern California. With a main campus in Weed, a satellite campus in Yreka, and videoconferencing sites at the majority of high schools in Siskiyou County, College of the Siskiyous is a vibrant and contributing institution to the economic, cultural, environmental, and educational communities of Siskiyou County.

College of the Siskiyous (COS) has a solid base of comprehensive academic course offerings to meet the diverse needs of a geographically large district. The vocational education programs at COS are increasing in enrollment and have a very high success rate. The college's Fire/Emergency Response Technology and Nursing Programs have received numerous awards and recognition statewide. The voters of Siskiyou County approved a \$34.1 million bond issue that will energize the campus through four major projects – revitalized residence halls, a new Rural Health Science Institute in Yreka, a new Emergency Response Training Center, and a state-of-the-art videoconferencing system throughout the county. A Title III grant was recently awarded to College of the Siskiyous focusing attention on increasing the retention and success of students. The College of the Siskiyous Auxiliary Foundation also recently passed the \$1 million mark for contributions.

College of the Siskiyous performs near or above the peer group average on all the accountability indicators. The COS percentage of annual successful course completion rates for credit vocational courses was highest among the peer group. In the past three years, the persistence rate has increased approximately 6.9% demonstrating that the college is making progress towards a major goal of the institution. The college also has a higher than average rate for improvement for credit basic skills courses. It is anticipated that all of these indicators will increase over the next five years due to an increased recruiting and marketing effort at the college, as well as a major academic and student service intervention program being developed called My Navigator.

Overall, College of the Siskiyous accountability indicators demonstrate good levels of performance compared to its peer institutions. A major area of focus for improvement on these specific accountability indicators at COS is the basic skills courses. In the last three years, there has been a major drop in the success of credit basic skills courses. College committees and practices are looking at methods to improve service to the basic skills population.

College of the Siskiyous values its reputation as the single higher education institution in Siskiyou County and is taking every strategic action possible to increase retention and success of all its students.





# ARCC 2007 Report: College Level Indicators

## Columbia College

Yosemite Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	42.0%	46.5%	46.2%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	64.8%	65.2%	68.3%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	63.6%	66.4%	65.0%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	76.9%	77.0%	76.0%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	65.1%	57.1%	59.2%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	62.3%	59.2%	52.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Columbia College

Yosemite Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	6,358	5,469	5,256
<b>FTES*</b>	2,345	2,292	2,062

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.6%	4.2%	6.2%
<b>18 - 24</b>	32.1%	36.7%	38.4%
<b>25 - 49</b>	38.5%	34.3%	30.6%
<b>Over 49</b>	24.7%	24.6%	24.7%
<b>Unknown</b>	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	53.8%	53.2%	54.0%
<b>Male</b>	46.2%	45.8%	44.7%
<b>Unknown</b>	0.0%	1.0%	1.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Columbia College

Yosemite Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	1.1%	1.1%	1.2%
<b>Black/African American</b>	0.7%	0.6%	1.0%
<b>Filipino</b>	0.4%	0.4%	0.4%
<b>Hispanic</b>	7.5%	6.2%	6.9%
<b>Native American</b>	2.1%	2.0%	2.5%
<b>Other Non-White</b>	0.0%	0.1%	0.1%
<b>Pacific Islander</b>	0.5%	0.4%	0.3%
<b>White</b>	74.0%	71.4%	70.4%
<b>Unknown/Decline to State</b>	13.5%	17.8%	17.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Columbia College

Yosemite Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	46.2	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	68.3	65.4	56.5	72.8	B1
C	Persistence Rate	65.0	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.0	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.2	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	52.1	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Columbia College

Yosemite Community College District

### College Self-Assessment

Columbia College is a small, rural college in the foothills of the Sierra Nevada. The College is part of the Yosemite Community College District and primarily serves students from Tuolumne (64%), Calaveras (19%) and Stanislaus (6%) counties. The ethnicity of our student population is representative of our surrounding communities, and the average age of our neighboring population is 10 years older than that of the central valley. Similarly, 44.7% of our student population is over the age of 30, and 24.7% are over the age of 49. Over the past 3 years the proportion of 18 to 24 year old students has increased slightly, and the introduction of a middle college this coming fall will increase the number of younger students on our campus.

The College currently serves approximately 5300 students annually. High school enrollments have recently declined, as have the annual FTES and headcount for Columbia College over the past two years. Over this same period, Columbia College has increased its FTES/Headcount Ratio and is anticipating modest growth for the 2006-2007 academic year.

Columbia College is committed to a comprehensive program of academic and occupational education which focuses on the worth and dignity of each student. ARCC data shows increasing trends for both Student Progress and Achievement, and the Percent of Students Who Earned at Least 30 Units. Over the past 3 years, the number of Certificates and Degrees awarded by Columbia College has increased by more than 39%. Persistence rates for Columbia's degree, certificate and transfer students show an increasing trend, and currently reside at 65%. Retention rates are strong across all disciplines, with our spring 2006 semester demonstrating an overall retention rate of 86.51% for the College. Our Annual Successful Course Completion Rate for Credit Vocational Courses has remained fairly consistent over the past three years, fluctuating between 76 and 77%.

The comparative peer groupings show that Columbia College is above the Peer Group Average for 5 of the 7 indicators. The College was above average for indicators; (B) Students Who Earned at Least 30 Units, (C) Persistence Rate, (D) Annual Successful Course Completion Rate for Credit Vocational Courses and (F) Improvement Rate for Credit Basic Skills Courses. While Columbia was slightly below the peer average for (A) Student Progress and Achievement Rate, it should be noted that trends in this area are increasing, and over the past 3 years the College has increased the number of Associate Degrees awarded by 38%, and Certificates (18 units and above) by more than 60%.

The Successful Course Completion Rate for Credit Basic Skills was also slightly below the peer average. This was reflected in the trends for Pre-Collegiate (Basic Skills). A college-wide task force has focused on basic skills and learning support over the past year. Recommendations from the task force have resulted in increased staffing, and a new full-time faculty position for our Academic Achievement Center, as well as site visits to explore best practices and curriculum development relating to basic skills and learning support.



## Compton Community Educational Center

El Camino Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	29.5%	28.5%	30.3%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	55.2%	57.1%	55.6%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	48.4%	46.3%	54.1%



# ARCC 2007 Report: College Level Indicators

## Compton Community Educational Center

El Camino Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	60.7%	62.4%	68.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	66.8%	63.2%	62.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	24.0%	20.1%	18.2%
<b>Basic Skills Improvement Rate</b>	37.4%	38.0%	36.7%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Compton Community Educational Center

El Camino Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	12,904	10,920	10,504
<b>FTES*</b>	6,303	6,401	4,323

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	17.5%	19.6%	22.1%
<b>18 - 24</b>	32.4%	32.8%	32.4%
<b>25 - 49</b>	42.0%	41.8%	39.8%
<b>Over 49</b>	5.6%	5.4%	5.6%
<b>Unknown</b>	2.4%	0.3%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	62.3%	63.3%	62.7%
<b>Male</b>	36.2%	35.9%	36.5%
<b>Unknown</b>	1.5%	0.8%	0.7%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Compton Community Educational Center

El Camino Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	1.6%	1.6%	2.3%
<b>Black/African American</b>	50.4%	50.7%	48.2%
<b>Filipino</b>	0.7%	0.4%	0.6%
<b>Hispanic</b>	42.0%	43.5%	44.3%
<b>Native American</b>	0.1%	0.2%	0.2%
<b>Other Non-White</b>	0.7%	1.2%	1.3%
<b>Pacific Islander</b>	0.3%	0.2%	0.5%
<b>White</b>	1.1%	1.1%	1.0%
<b>Unknown/Decline to State</b>	3.0%	1.1%	1.7%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Compton Community Educational Center

El Camino Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	30.3	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	55.6	69.3	55.6	78.6	B2
C	Persistence Rate	54.1	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.5	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.1	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	36.7	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Compton Community Educational Center

El Camino Community College District

### College Self-Assessment

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

The El Camino College Compton Center sits on an eighty-three acre campus and serves a diverse population consisting primarily of the African-American and Latino communities of Carson, Compton, Lynwood, Paramount and surrounding areas. The El Camino College Center has experienced modest growth of its Latino student population, with a corresponding decline among African-Americans.

Due to recent challenges leading to the loss of its accreditation, the former Compton College experienced a sharp enrollment decline. Despite this overall decline, primarily found among working adults, enrollment of younger students is increasing. Multiple enrollment management strategies are being implemented to reverse the declining trend among working adults and accelerate enrollment growth of recent high school graduates.

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

The former Compton College demonstrated strong improvement across the three years of the study in 4 of the 6 accountability indicators. On two measures, persistence rate and vocational education course success rate, performance improved by about 6 percentage points! Even though the basic skills successful course completion rate declined over time, the Center performed well above average when compared to its peer institutions. The El Camino College Compton Center acknowledges the need to focus efforts on improvement rates both for ESL and credit basic skills courses. To this end, El Camino College's current and proposed Title V (Strengthening Hispanic Serving Institutions) grants, which focus on improving student achievement in mathematics, basic skills and other developmental courses, involve programs at the Compton Center.

Compared to similar institutions, the former Compton College underperformed on most of the accountability measures. However, signs of promise exist, especially the basic skills successful course completion rate. With only two exceptions, Compton has shown improvement, sometimes considerable, over the last 3 years.

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



## Contra Costa College

Contra Costa Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	46.4%	44.8%	50.4%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	64.5%	64.8%	67.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	59.6%	62.4%	66.4%



# ARCC 2007 Report: College Level Indicators

## Contra Costa College

Contra Costa Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	73.0%	71.5%	72.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	51.0%	58.4%	58.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	31.3%	8.6%	12.3%
<b>Basic Skills Improvement Rate</b>	40.1%	39.9%	39.6%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Contra Costa College

Contra Costa Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	13,651	13,083	13,025
<b>FTES*</b>	5,808	5,360	5,865

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	11.1%	11.4%	10.7%
<b>18 - 24</b>	36.7%	38.0%	38.3%
<b>25 - 49</b>	38.2%	37.2%	37.1%
<b>Over 49</b>	13.7%	13.0%	13.6%
<b>Unknown</b>	0.4%	0.4%	0.3%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	59.4%	58.5%	59.0%
<b>Male</b>	35.4%	34.9%	34.8%
<b>Unknown</b>	5.1%	6.6%	6.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Contra Costa College

Contra Costa Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	13.6%	13.5%	13.9%
<b>Black/African American</b>	26.8%	27.4%	27.3%
<b>Filipino</b>	6.6%	6.6%	6.8%
<b>Hispanic</b>	25.5%	25.8%	25.0%
<b>Native American</b>	0.5%	0.4%	0.5%
<b>Other Non-White</b>	2.6%	3.0%	3.1%
<b>Pacific Islander</b>	0.8%	0.9%	0.6%
<b>White</b>	18.7%	17.7%	17.5%
<b>Unknown/Decline to State</b>	4.9%	4.7%	5.3%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Contra Costa College

Contra Costa Community College District

### College Peer Grouping

**Table 1.10: 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	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	67.1	69.3	55.6	78.6	B2
C	Persistence Rate	66.4	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.4	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.5	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	39.6	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Contra Costa College

Contra Costa Community College District

### College Self-Assessment

Contra Costa College (CCC), the oldest of the three campuses of the Contra Costa Community College District (CCCCD), has as its service area the western part of the county and is located within the cities of Richmond and San Pablo.

The college's student profile is highly diverse with 27% African American, 25% Hispanic, 21% Asian and 17% Caucasian and the remainder Pacific Islander/Native American or unknown. The proportion of enrollment of all these ethnicities matches or slightly exceeds that of the western part of the county while the Caucasian student population is significantly less. Population growth in the service area will remain stable with a slight increase from Hispanics and Asians. Many residents have special needs including English language acquisition and financial aid.

Public high school graduates from West County represent the smallest percent of students in the county to continue furthering their education. Through our outreach efforts we have been able to increase the percentage of these students coming to the college by 5% since 2001. Our students bring with them some of the lowest Academic Preparedness Index (API) scores in the State. Though the college receives students with lower API scores it repeatedly transfers students within the median of the entire 109 colleges in the system.

The college either exceeds or is in the upper percentile of four of the six performance indicators. The college was above average, compared by peer review in:

1. Student progress and achievement rate (significant improvement in last three years).
2. Percent of students who earned at least 30 units (significant improvement in last three years).
3. Percent of students who earned at least 30 units (significant improvement in last three years).
4. Annual successful course completion rate for credit vocational courses.

The college has made efforts to improve successful course completion and retention in basic skills. Basic skills courses were organized into one department with a single focus- serving students who need assistance in improving English and math. The college also received a Title III grant that created a computerized intervention model integrating counselors and faculty to support students who are identified as at risk. The grant also provides for supplemental instruction. These efforts have resulted in improvement in retention and success. The college still faces low rates of movement from basic skills courses to college level compared with other peer colleges.

The college is developing an educational and facilities master plan as well as updating its strategic plan. Strategies addressing performance indicators affecting student persistence, success and the attainment of student goals will be included. Ongoing improvements to courses and programs that are the result of the college's student learning outcomes effort further improves a student's opportunity to succeed. The colleges' facility modernization will upgrade the ability to deliver instruction and student services. The college continues to achieve national attention for its excellence in science education and its Middle College High School.



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	%	60.9%	49.4%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	%	70.0%	63.4%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	58.0%	53.1%	52.1%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	82.6%	84.7%	85.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	64.7%	62.6%	62.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	39.2%	45.9%	51.3%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Copper Mountain College

Copper Mountain Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	3,585	3,484	3,213
<b>FTES*</b>	1,453	1,510	1,361

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.8%	4.0%	3.2%
<b>18 - 24</b>	42.9%	48.0%	50.8%
<b>25 - 49</b>	41.7%	38.4%	35.6%
<b>Over 49</b>	10.3%	9.0%	7.4%
<b>Unknown</b>	0.3%	0.5%	3.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	60.5%	57.1%	56.8%
<b>Male</b>	38.9%	42.3%	42.5%
<b>Unknown</b>	0.6%	0.6%	0.7%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Copper Mountain College

Copper Mountain Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	1.3%	2.2%	2.1%
<b>Black/African American</b>	7.4%	7.2%	5.7%
<b>Filipino</b>	2.0%	2.4%	2.5%
<b>Hispanic</b>	14.8%	15.2%	14.4%
<b>Native American</b>	2.0%	2.2%	2.1%
<b>Other Non-White</b>	1.1%	0.9%	0.5%
<b>Pacific Islander</b>	0.8%	0.7%	0.9%
<b>White</b>	64.5%	62.1%	53.3%
<b>Unknown/Decline to State</b>	6.3%	7.0%	18.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Copper Mountain College

Copper Mountain Community College District

### College Peer Grouping

**Table 1.10: 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	63.4	69.3	55.6	78.6	B2
C	Persistence Rate	52.1	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	85.4	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.8	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	51.3	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Copper Mountain College

Copper Mountain Community College District

### College Self-Assessment

Copper Mountain Community College District has a history of unusually strong community support. Uniquely founded in 1999 through community action and state legislation to achieve separation from the Desert Community College District, it became accredited in 2001. Continuing their tremendous support for CMC, the Morongo Basin community enthusiastically passed a General Obligation Bond in November 2004 that is now moving the College forward through physical plant build-out and technology system upgrades. In 2005 the College expanded its funding support through a Title V Cooperative Grant in conjunction with Victor Valley and Taft Colleges, which focuses on overcoming barriers to educational attainment for local students.

CMC enrollment demographics have not changed significantly in the measured years. Headcount has declined modestly; however, the percent of students carrying 12 or more units per term increased from 24% in spring 2003 to 33% in spring 2006.

Our "Persistence Rate" (C), at the lowest peer group level, has been influenced by demographic factors. We are in a low income rural area with transportation issues. Ongoing military deployments from the Twentynine Palms Marine Base during the years measured reduces persistence. For example, several hundred Marines have taken EMT courses in recent years just before they deployed, which skews continuity of their enrollment.

While the low fall-to-fall Persistence Rate and the below-midpoint rate of "Students Who Earned at Least 30 Units" (B) warrant our attention, it should be noted that within-term course retention and success rates match and often exceed the statewide rate in the last five years.

We have done well on completion rate measures, due to administrative and instructional collaboration. Since 2003 students have been held strictly to the Accuplacer course placement without exception, even for one-point differential scores. Rather than relying on secondary measures such as high school grades for borderline students, faculty provide a secondary assessment to all students on the first day of each credit basic skills class in English and reading. Thus we have a placement process that provides multiple measure placements for every student in English and reading basic skills courses. We believe this has positively influenced our high peer group score in the Credit Basic Skills Completion measure (F), and also our score above the peer group mean in Credit Vocational Courses Completion (E).

Our "Student Progress and Achievement Rate" (A) is highest across the statewide population. With TRiO and Title V grant programs and enhanced transfer activities on campus, our students' degree and certificate completion and transfer rates will increase. The "Annual Successful Course Completion Rate for Credit Vocational Courses" (D) places us at the highest level in our peer group, an accomplishment likely to continue with recent inauguration of our Registered Nursing program and grant enhancements to our Health Sciences and Nursing programs.

The ARCC results for Copper Mountain College confirm the effectiveness of our instructional and operational support of students. Impending infrastructure and technology enhancements, along with Board commitment to increase fulltime faculty significantly by 2012, will provide continued successes and increased student persistence.





# ARCC 2007 Report: College Level Indicators

## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	50.2%	53.1%	52.8%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.9%	69.0%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	63.7%	68.6%	69.7%



# ARCC 2007 Report: College Level Indicators

## Cosumnes River College

Los Rios Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	70.3%	70.1%	70.0%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	62.2%	60.7%	61.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	25.4%	29.8%	37.4%
<b>Basic Skills Improvement Rate</b>	38.7%	34.6%	42.6%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Cosumnes River College

Los Rios Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	27,646	17,956	18,413
<b>FTES*</b>	11,230	7,800	8,029

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.2%	3.2%	3.1%
<b>18 - 24</b>	46.5%	53.1%	53.8%
<b>25 - 49</b>	39.9%	37.6%	36.8%
<b>Over 49</b>	9.3%	6.2%	6.4%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	59.9%	57.9%	58.0%
<b>Male</b>	39.3%	41.2%	41.0%
<b>Unknown</b>	0.8%	0.9%	1.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Cosumnes River College

Los Rios Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	15.4%	21.6%	22.2%
<b>Black/African American</b>	10.0%	14.6%	14.7%
<b>Filipino</b>	3.8%	5.9%	6.0%
<b>Hispanic</b>	12.1%	14.3%	14.8%
<b>Native American</b>	1.4%	1.1%	0.9%
<b>Other Non-White</b>	2.5%	2.7%	2.5%
<b>Pacific Islander</b>	1.4%	1.8%	1.7%
<b>White</b>	48.5%	32.9%	31.4%
<b>Unknown/Decline to State</b>	4.9%	5.2%	5.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Cosumnes River College

Los Rios Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	52.8	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	68.2	69.3	55.6	78.6	B2
C	Persistence Rate	69.7	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.0	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.6	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	42.6	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Cosumnes River College

Los Rios Community College District

### College Self-Assessment

Cosumnes River College (CRC) serves a rapidly growing, increasingly diverse, student population in the Elk Grove and south Sacramento communities. The nature of this diversity is illustrated by data indicating that during fall 2005 a total of 85.9% of CRC students were from one or more of the following demographic groups that usually under-perform in the academic environment. In particular:

- 39% were first generation students;
- 50% lived in households that were low income or below the poverty line;
- 33.6% were between 18-20 years of age and over half (59.1%) were below the age of 25; and
- 29.4% belonged to ethnic minority groups that are traditionally under-represented in higher education (African American, Latino and Native American).

In addition,

- 39% of incoming students who completed an English writing assessment test placed into a transfer level writing class; and
- 17% of incoming students who completed a Math assessment test placed into a transfer level mathematics class.

In this context, it is exciting that the college's performance in each of the accountability indicators has improved or remained stable during this period of rapid growth and demographic change. In addition, the college's performance compared with its peers is also relatively strong, as indicated by the fact that the college's scores cluster around the average in each of the peer groups, with some scores slightly above the average, and an equal number slightly below the average.

It should be noted that the drop in FTES and headcount from 2003-2004 to 2004-2005 in Table 1.6 reflects the fact that the Folsom Lake Center achieved college status and began reporting data to the MIS system in 2004-05. This recent separation of data also accounts for some of the more dramatic changes in demographic information contained in Tables 1.7, 1.8, and 1.9. In addition, the accuracy of the Vocational, Basic Skills and ESL data reflected in Tables 1.3, 1.4, and 1.5 is suspect given coding errors existing for courses offered prior to summer 2005 that have since been corrected.

The data indicates the college faces some challenges with respect to student success, particularly in the area of basic skills. Although the long-term effects of this are somewhat mitigated by the college's strong persistence rates (as reflected in Table 1.2 and by the college's placement in the peer group for that measure), several initiatives at the college have been implemented to enhance student success. The college has enhanced its ability to understand students through the development of the Office of College Planning and Research and the Center for the Advancement of Staff and Student Learning. The college is endeavoring to better meet the needs of students by projects designed to: a) enhance the support of first-time freshman, African-American students and Latino students; b) strengthen the assessment of student learning outcomes; and c) modify the curriculum and delivery methods in beginning algebra. These efforts should help the college achieve its mission of providing opportunities for each student to achieve his or her maximum potential.



# ARCC 2007 Report: College Level Indicators

## Crafton Hills College

San Bernardino Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	53.5%	52.6%	50.2%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	67.5%	69.3%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	68.2%	69.1%	67.0%



# ARCC 2007 Report: College Level Indicators

## Crafton Hills College

San Bernardino Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	75.8%	74.3%	76.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	57.2%	54.5%	54.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	51.3%	52.4%	53.8%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Crafton Hills College

San Bernardino Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	8,402	7,791	7,397
<b>FTES*</b>	4,194	3,929	3,757

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	2.8%	2.5%	2.9%
<b>18 - 24</b>	54.4%	57.9%	60.5%
<b>25 - 49</b>	35.0%	34.3%	31.9%
<b>Over 49</b>	5.1%	4.3%	4.7%
<b>Unknown</b>	2.7%	0.9%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	46.5%	51.3%	54.3%
<b>Male</b>	43.5%	47.9%	45.1%
<b>Unknown</b>	10.0%	0.9%	0.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Crafton Hills College

San Bernardino Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	3.4%	3.7%	3.6%
<b>Black/African American</b>	4.5%	4.4%	4.6%
<b>Filipino</b>	1.6%	1.5%	1.7%
<b>Hispanic</b>	20.8%	22.7%	24.0%
<b>Native American</b>	1.5%	1.4%	1.4%
<b>Other Non-White</b>	1.1%	1.1%	1.1%
<b>Pacific Islander</b>	0.6%	0.6%	0.5%
<b>White</b>	58.2%	58.7%	57.2%
<b>Unknown/Decline to State</b>	8.5%	5.8%	5.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Crafton Hills College

San Bernardino Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.2	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	68.1	69.3	55.6	78.6	B2
C	Persistence Rate	67.0	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.7	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.6	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	53.8	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Crafton Hills College

San Bernardino Community College District

### College Self-Assessment

Crafton Hills College is the smaller of two colleges within the San Bernardino Community College District. It is located in a growing suburban area, primarily serving the cities of Yucaipa and Redlands. Serving over 5,000 students, the college offers 32 majors and 30 certificates, including several highly-renowned career and technical programs (emergency services, fire science, and respiratory care). After a period of declining enrollment (note the low persistence rate in 2004-2005 coincided with the low point in enrollment), the college is experiencing an enrollment upswing. In fact, the enrollment in spring 2007 is the largest of any spring semester in the college's history.

Located in a metropolitan area which has the lowest college-going rate in California, Crafton's student persistence and success rates are comparable to our peers. In an effort to enhance the college-going rates of local high school students by creating seamless transitions between educational segments, Crafton has been actively involved with the CalPASS (California Partnerships for Student Success) initiative for three years. Crafton faculty attend, and for two years co-chaired, the monthly meetings of CalPASS Intersegmental Councils in math, English, and counseling, all of which are developing collaborative projects between high schools and the college. Because we have not been satisfied with the completion rates for basic skills courses, the college is now placing increased emphasis on basic skills through this year's implementation of a Title V grant focusing on basic skills and developmental education.

As an open-access institution, Crafton Hills College, like other California community colleges, serves a population with diverse needs. Although many earn degrees and certificates and transfer to four-year institutions, others take classes to upgrade their skills, to pursue salary advancement, and/or to explore their options. Ethnically, the student body is a fairly good representation of the ethnic breakdown in the service area with the exception of the Hispanic population which has increased steadily over the study period. The Title V grant is specifically designed to expand the capacity of the college to serve Hispanic, low-income, and other at-risk students.

The college is in the design phase of two major construction projects. The Community Recreation Facility is a joint venture with the city of Yucaipa designed to house a 50-meter pool for both campus and community activities. The Learning Resource Center will house the library and the learning center as well as distributed education and technical services. The Title V grant has funded a 60-computer mall in the library for student use and a state-of-the-art Teaching and Learning Center for training faculty in the implementation of student learning outcome cycles and best practices in teaching. 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.



# ARCC 2007 Report: College Level Indicators

## Cuesta College

San Luis Obispo County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	55.4%	53.5%	55.2%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	71.9%	72.3%	73.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	69.1%	69.2%	69.9%



# ARCC 2007 Report: College Level Indicators

## Cuesta College

San Luis Obispo County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	78.6%	78.1%	76.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	56.3%	55.8%	58.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	41.9%	38.9%	33.8%
<b>Basic Skills Improvement Rate</b>	46.4%	43.5%	47.3%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Cuesta College

San Luis Obispo County Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	16,154	16,950	17,094
<b>FTES*</b>	9,102	9,178	8,753

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	5.9%	6.6%	7.4%
<b>18 - 24</b>	57.6%	58.6%	55.4%
<b>25 - 49</b>	28.3%	26.2%	27.2%
<b>Over 49</b>	8.1%	8.5%	9.9%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	53.9%	53.9%	53.7%
<b>Male</b>	44.8%	45.7%	45.4%
<b>Unknown</b>	1.3%	0.4%	0.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Cuesta College

San Luis Obispo County Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	2.6%	2.6%	2.4%
<b>Black/African American</b>	1.5%	1.5%	1.5%
<b>Filipino</b>	1.3%	1.4%	1.3%
<b>Hispanic</b>	15.4%	17.3%	19.2%
<b>Native American</b>	1.3%	1.4%	1.5%
<b>Other Non-White</b>	1.2%	1.3%	1.3%
<b>Pacific Islander</b>	0.4%	0.5%	0.4%
<b>White</b>	66.0%	63.1%	61.7%
<b>Unknown/Decline to State</b>	10.3%	10.9%	10.7%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Cuesta College

San Luis Obispo County Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	55.2	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	73.1	69.3	55.6	78.6	B2
C	Persistence Rate	69.9	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.4	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.5	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	47.3	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Cuesta College

San Luis Obispo County Community College District

### College Self-Assessment

Cuesta College applauds the Chancellor's Office for the time and care it took in developing the indicators and peer groups used in the first annual Accountability Reporting for Community Colleges (ARCC) report. We also appreciate the complex methodology used to identify variables that are outside of the control of colleges, thereby providing for more equitable comparisons across peer groups.

Although we feel that the methodology used is sound in general, Cuesta College may be unique among community colleges in both the students it attracts and the character of its local transfer institution (Cal Poly, San Luis Obispo). For example, the acceptance rate of transfers to the CSU system statewide is 72%. Cal Poly SLO's acceptance rate of transfer students was 23.8% in fall 2005. In other words, 1 out of 4 transfer students who apply to Cal Poly are accepted compared to nearly 3 out of 4 at all other CSUs in the state. Although we are in close physical proximity to Cal Poly SLO, the challenge in accepting additional local transfer-prepared students is hindered by Cal Poly SLO's desirability and national standing. It is interesting to note that in fall 2005 the lowest acceptance rate of community college transfer students among UC schools was 31.6%. This uniqueness may attenuate the predictive validity of the models for Cuesta College and, therefore, call into question the appropriateness of the peer groups in which it falls. We refer interested readers to the full ARCC report in which the Chancellor's Office states the limitations of the study.

Now turning our attention from methodological concerns, we would like to delineate our plans for making progress on all six of the ARCC indicators. First, building upon the Chancellor's Office study of salient, uncontrollable variables, Cuesta College will engage in additional local research to identify variables that are under the control of the college. Based upon the findings of these models and an examination of best practices from other exemplar institutions, Cuesta College will implement, on a pilot basis, relevant interventions aimed at increasing Cuesta's performance on each indicator. Each intervention will be evaluated empirically in order to verify its efficacy. Those interventions that are found to be effective will be implemented on a broader scale. This cycle of research, experimentation, and evaluation will continue at Cuesta College.

If you have questions about any of the Cuesta College data included in the ARCC report, please do not hesitate to contact the Vice President of Student Learning by phone (805-546-3122) or by email ([arccinfo@cuesta.edu](mailto:arccinfo@cuesta.edu)). Cuesta College is committed to helping students reach their educational goals of transfer, degree completion, certification, vocational training, basic skills improvement, and personal enrichment. Although we are above the peer group averages on several indicators, our commitment to our students is to improve on all six measures.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	47.4%	51.5%	55.0%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	63.3%	64.9%	68.6%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	69.9%	67.4%	65.3%



# ARCC 2007 Report: College Level Indicators

## Cuyamaca College

Grossmont-Cuyamaca Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	70.9%	71.3%	71.0%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.4%	58.3%	59.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	71.5%	68.6%	73.3%
<b>Basic Skills Improvement Rate</b>	46.8%	53.8%	55.5%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Cuyamaca College

Grossmont-Cuyamaca Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	23,058	22,747	22,116
<b>FTES*</b>	5,391	5,453	5,220

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	5.3%	4.7%	3.3%
<b>18 - 24</b>	29.7%	30.4%	30.4%
<b>25 - 49</b>	33.4%	31.6%	28.3%
<b>Over 49</b>	24.6%	24.2%	22.7%
<b>Unknown</b>	7.0%	9.1%	15.4%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.2%	54.5%	51.3%
<b>Male</b>	34.5%	33.9%	31.6%
<b>Unknown</b>	9.3%	11.7%	17.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Cuyamaca College

Grossmont-Cuyamaca Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	2.9%	3.0%	2.6%
<b>Black/African American</b>	5.9%	6.0%	4.9%
<b>Filipino</b>	2.4%	2.4%	2.5%
<b>Hispanic</b>	14.7%	15.1%	14.3%
<b>Native American</b>	1.1%	1.0%	0.9%
<b>Other Non-White</b>	3.4%	3.4%	2.9%
<b>Pacific Islander</b>	0.8%	0.8%	0.6%
<b>White</b>	54.1%	51.1%	45.3%
<b>Unknown/Decline to State</b>	14.6%	17.2%	25.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Cuyamaca College

Grossmont-Cuyamaca Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	55.0	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	68.6	65.4	56.5	72.8	B1
C	Persistence Rate	65.3	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.0	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.7	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	55.5	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Cuyamaca College

Grossmont-Cuyamaca Community College District

### College Self-Assessment

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

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

Although the Successful Course Completion Rate for Credit Vocational Courses was slightly lower for Cuyamaca College when compared to its peers, the aggregate core indicator information provided by Cuyamaca College for VTEA IC reporting for 2006-2007 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 compared to general education programs, any slight decrease in the completers for a particular class may translate to a comparatively large percentage. This may contribute to the college's slightly lower ranking in its peer group.

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

In regards to Completion Rates for Vocational and Basic Skills Courses, it is speculated that extensive college construction and decrease in enrollment have negatively impacted the college. Rising costs have affected the college's ability to replace retired faculty, especially vocational faculty, and provide critical academic support services. While many classes are being taught by part time faculty, the absence of full time faculty affects academic advisement, outreach and other student support services.

Finally, although there was a decrease in Cuyamaca College's "Persistence Rate" over three years, Cuyamaca College rated higher than its peers in this indicator than in any other, and actually neared the top score for this peer group.

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





# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	50.2%	52.7%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	71.2%	72.8%	69.4%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	71.9%	74.0%	72.2%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	72.9%	71.5%	72.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.8%	61.0%	61.4%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	50.7%	53.6%	50.5%
<b>Basic Skills Improvement Rate</b>	53.7%	55.4%	54.6%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Cypress College

North Orange County Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	19,109	19,900	18,944
<b>FTES*</b>	10,247	10,979	9,899

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	2.8%	2.7%	2.3%
<b>18 - 24</b>	57.8%	58.9%	59.3%
<b>25 - 49</b>	34.9%	34.4%	33.9%
<b>Over 49</b>	4.5%	4.1%	4.4%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	57.2%	57.6%	57.4%
<b>Male</b>	42.5%	42.4%	42.4%
<b>Unknown</b>	0.3%	0.1%	0.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Cypress College

North Orange County Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	20.5%	19.5%	19.8%
<b>Black/African American</b>	6.3%	6.7%	5.7%
<b>Filipino</b>	7.9%	7.7%	8.0%
<b>Hispanic</b>	25.5%	26.0%	26.0%
<b>Native American</b>	0.7%	0.7%	0.6%
<b>Other Non-White</b>	1.8%	1.7%	1.7%
<b>Pacific Islander</b>	0.9%	0.8%	0.9%
<b>White</b>	33.1%	32.1%	31.1%
<b>Unknown/Decline to State</b>	3.3%	4.8%	6.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Cypress College

North Orange County Community College District

### College Peer Grouping

**Table 1.10: 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	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	69.4	69.3	55.6	78.6	B2
C	Persistence Rate	72.2	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.2	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.4	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	54.6	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Cypress College

North Orange County Community College District

### College Self-Assessment

Cypress College serves the north Orange County cities of Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, Seal Beach and Stanton, although residents of any city are welcome. This primary service area of more than 82,000 adult residents is relatively diverse. The 2000 Census reported that the area had large populations of Latinos (33.3%) and Asians or Pacific Islanders (20.6%). Since 2000, the proportion of Whites has decreased as the proportions of Asian and Hispanic county residents have increased. Orange County is now a "minority majority" county where no single racial or ethnic group comprises more than 50% of the total population.

Over 60% of Cypress College students are from traditionally under-represented ethnic groups. The percentages of African-Americans and Asians/Pacific Islanders/Filipinos at Cypress College are much higher than in the population of Orange County. The proportions of Asian/Pacific Islander and Hispanic students at the college are growing.

Students enroll at Cypress College with various educational goals. Over 55% seek to transfer, with or without an associate's degree. Our students may select from over 100 majors. The top ten majors in fall 2006 were General Studies, Liberal Arts, Registered Nursing, Accounting, Business Administration, Human Services, Teacher Preparation, Art, Radiological Technology, and Management. Some unique programs include: Dental Hygiene; Educational Interpreter Training; Health Information Technology; Hotel, Restaurant and Culinary Arts; Human Services; and Mortuary Science. A recently completed Educational Master Plan will be used to ensure the instructional program stays up to date and responsive to student needs.

The college is being transformed by a major construction program, including a new Library/Learning Resource Center and Student Center and the renovation of many existing facilities.

The Cypress College data for the accountability measures show relatively high rates of improvement in basic skills and term-to-term persistence. The college matches its peer group averages on other measures with only the vocational successful course completion and student progress and achievement rates slightly below the average of the peer group.

The factors that contribute to the lower than expected student progress and achievement rates warrant further study; however, we know that most of our students work at least part time, over a third of our students are the first in their family to attend college, and many students enroll without a clear goal in mind. The college enhanced enrollment management strategies in recent years, resulting in tighter alignment between course offerings and areas of highest student demand. These changes should lead to improved student progress and achievement rates.

We attribute the higher than average improvement in basic skills rates to the success of several thoughtfully designed learning assistance and tutoring programs, and, of course, the excellence of our faculty and curricula. Cypress College prides itself on its warm, welcoming climate. We take measures to ensure that students feel connected to the college, and expect that these efforts contribute to more positive first year experiences and the higher than average term-to-term persistence rates.



# ARCC 2007 Report: College Level Indicators

## De Anza College

Foothill-De Anza Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	68.0%	68.3%	65.8%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	79.7%	80.9%	78.0%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	72.7%	67.6%	71.0%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	81.1%	83.1%	84.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	72.7%	74.5%	83.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	77.8%	72.1%	75.4%
<b>Basic Skills Improvement Rate</b>	65.7%	62.7%	64.3%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## De Anza College

Foothill-De Anza Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	44,357	40,559	40,876
<b>FTES*</b>	19,869	18,722	19,493

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	7.1%	6.7%	9.1%
<b>18 - 24</b>	46.8%	49.7%	49.5%
<b>25 - 49</b>	37.2%	36.7%	35.3%
<b>Over 49</b>	8.8%	6.8%	5.9%
<b>Unknown</b>	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	52.7%	53.0%	52.6%
<b>Male</b>	46.4%	46.5%	47.1%
<b>Unknown</b>	0.9%	0.5%	0.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## De Anza College

Foothill-De Anza Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	33.7%	34.7%	35.9%
<b>Black/African American</b>	3.8%	4.3%	5.2%
<b>Filipino</b>	4.8%	5.2%	5.0%
<b>Hispanic</b>	10.9%	11.8%	13.2%
<b>Native American</b>	0.5%	0.4%	0.5%
<b>Other Non-White</b>	0.9%	1.4%	2.3%
<b>Pacific Islander</b>	1.0%	0.7%	0.7%
<b>White</b>	26.9%	25.0%	24.7%
<b>Unknown/Decline to State</b>	17.6%	16.4%	12.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## De Anza College

Foothill-De Anza Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	65.8	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	78.0	75.6	73.7	78.0	B4
C	Persistence Rate	71.0	74.4	71.0	77.2	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	84.7	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	83.1	67.2	60.2	83.1	E4
F	Improvement Rate for Credit Basic Skills Courses	64.3	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## De Anza College

Foothill-De Anza Community College District

### College Self-Assessment

De Anza College, nationally recognized for excellence and innovation, serves approximately 23,500 students each fall. De Anza's Silicon Valley service area population is growing at about 1% per year while feeder high school graduates are expected to be stable over the next five years. Excluding those not reporting, the proportion of African-American, Asian/Pacific Islander, and Native American students at De Anza is substantially greater than the proportion in the population. The proportion of Hispanic and white students is substantially less than that of the population. Significantly, about 17% of De Anza's students possess a bachelor's or higher degree. De Anza was a pioneer in providing access through distance learning, currently enrolling more than 3,000 students each term. Students may complete more than half their coursework in 11 degree and 29 certificate programs by distance learning.

De Anza College offers 111 certificate and degree programs. De Anza's strong transfer program ranks in the top five for transfers to UC and CSU. Almost 2,500 students transfer each year to in-state and out-of-state public and private colleges and universities. De Anza also provides strong career and workforce education with especially strong programs in Nursing and Automotive Technology. Approximately 700 students earn career certificates each year and another 1,200 earn associate degrees.

Thanks to strong local citizen support for two recent bond measures, De Anza College has embarked on a multimillion-dollar renovation and construction program. Three new buildings have recently been completed: the Science Center, the Student and Community Services Building, and the Environmental Studies Building. An additional building is scheduled for construction by 2010. The recent reaffirmation of accreditation commended De Anza for its "commitment to construction of environmentally friendly buildings," the "success" of basic skills improvement projects, and its "vibrant, dynamic learning environment."

De Anza College, compared to peer groups, ranked above average on five of the six accountability indicators and ranked number one on three of the six indicators: Percent of Students Who Earned at Least 30 Units, Successful Course Complete Rate for Credit Basic Skills Courses, and Improvement Rate for Basic Skills Courses. De Anza ranked near the top for the Student Progress and Achievement Rate and the Successful Course Completion Rate for Vocational Courses indicators. In addition, the Successful Course Completion Rate for Credit Basic Skills Courses has improved significantly over the last three years from an already very high level. De Anza's 78% rate in Percent of Students Who Earned at Least 30 Units is one of the highest rates of any California Community College.

In sum, De Anza College demonstrates excellent levels of performance on these accountability indicators compared to peer institutions and achieves at the very highest levels among all California community colleges. Nevertheless, De Anza College is committed to further improvements in student learning and success.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	63.5%	66.6%	66.3%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.6%	73.8%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	78.5%	75.5%	77.2%



# ARCC 2007 Report: College Level Indicators

## Diablo Valley College

Contra Costa Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	79.3%	78.5%	80.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	60.8%	61.9%	64.3%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	22.2%
<b>Basic Skills Improvement Rate</b>	58.7%	52.7%	55.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Diablo Valley College

Contra Costa Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	35,606	33,230	33,117
<b>FTES*</b>	18,150	14,237	15,424

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	8.9%	8.0%	9.0%
<b>18 - 24</b>	51.6%	54.1%	54.2%
<b>25 - 49</b>	31.0%	29.4%	28.7%
<b>Over 49</b>	8.5%	8.4%	8.1%
<b>Unknown</b>	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	52.9%	52.4%	52.2%
<b>Male</b>	44.4%	44.8%	44.7%
<b>Unknown</b>	2.7%	2.8%	3.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Diablo Valley College

Contra Costa Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	13.4%	13.1%	12.5%
<b>Black/African American</b>	5.4%	5.7%	6.0%
<b>Filipino</b>	5.7%	5.9%	5.7%
<b>Hispanic</b>	11.8%	12.1%	12.5%
<b>Native American</b>	0.7%	0.7%	0.6%
<b>Other Non-White</b>	3.0%	3.1%	3.2%
<b>Pacific Islander</b>	0.6%	0.7%	0.8%
<b>White</b>	50.2%	49.9%	49.2%
<b>Unknown/Decline to State</b>	9.2%	8.9%	9.5%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Diablo Valley College

Contra Costa Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	66.3	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	73.7	75.6	73.7	78.0	B4
C	Persistence Rate	77.2	74.4	71.0	77.2	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.8	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.3	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	55.4	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Diablo Valley College

Contra Costa Community College District

### College Self-Assessment

Diablo Valley College has grown steadily in size and reputation since its establishment in 1949. The main campus is located in Pleasant Hill with a satellite campus in San Ramon. The primary service area of the college is central Contra Costa County. Additionally, 40% of the students commute from outside the service area. Courses are offered online and in traditional formats. The college has a large contingency of 800 international students from more than 60 countries. Several study abroad programs complement the college's offerings.

DVC has been a primary "feeder" college to the University of California, Berkeley; California State University, East Bay; and St Mary's College. Annually, the college ranks in the top five transfer institutions in the state. The college offers a comprehensive occupational program, with over 3,000 students enrolled in 98 associate degree and certificate programs.

The population of the County has grown steadily at the rate of 1.8% annually. To serve this growing population, the college has embarked on a major program of building and remodeling of its facilities.

Student diversity has increased steadily. The proportion of enrolled African-American, Asian, and Hispanic students exceeds their proportion in the service area population, while the proportion of White students falls below their representation in the service area population. Faculty and staff diversity falls far below that of students and the college is developing plans to address this issue. Changes in student demographics have implications for all programs.

The continuous reaffirmation of accreditation and the college's emphasis on assessing student learning outcomes complement the program review process and the work of the college in facilitating transfer. DVC has demonstrated high levels of performance on five out of six accountability indicators.

- The student progress and achievement rate is the highest among the college's peers and it reflects the college's leading role as a transfer institution.
- The percent of students who earned at least 30 units is slightly below the average for the peer group, but it has increased over the past three years, reflecting the addition of a number of associate degree and certificate programs.
- The persistence rate is the highest among the college's peers, although it declined slightly in 2004-05. This decline is mostly due to lower enrollment resulting from the higher tuition in 2003.
- The completion rate for vocational courses stood at a rate higher than the group average. This rate has increased in the past three years due to the addition of new programs.
- The completion rate for basic skills has increased steadily in the past three years and currently stands above the group average.
- The ESL improvement rate surpassed that of the peer group. However, the rate declined in the past three years due to changes in student demographics brought about by the budget cuts of 2003 along with the fee increase.

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



# ARCC 2007 Report: College Level Indicators

## East Los Angeles College

Los Angeles Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.0%	43.5%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	75.5%	70.0%	68.9%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	73.4%	75.5%	69.7%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	83.8%	84.6%	85.6%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	64.5%	62.4%	61.0%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	56.6%	54.2%	54.8%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



## East Los Angeles College

Los Angeles Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	44,289	44,988	50,076
<b>FTES*</b>	17,382	18,758	18,340

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	7.6%	7.2%	10.2%
<b>18 - 24</b>	41.2%	40.5%	37.3%
<b>25 - 49</b>	46.1%	46.2%	45.8%
<b>Over 49</b>	5.1%	6.1%	6.7%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	55.5%	54.9%	52.3%
<b>Male</b>	44.5%	45.1%	47.7%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## East Los Angeles College

Los Angeles Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	16.8%	15.5%	14.4%
<b>Black/African American</b>	4.2%	4.5%	4.6%
<b>Filipino</b>	1.3%	1.5%	1.5%
<b>Hispanic</b>	61.5%	61.1%	57.6%
<b>Native American</b>	0.2%	0.3%	0.3%
<b>Other Non-White</b>	0.4%	0.4%	0.5%
<b>Pacific Islander</b>	0.4%	0.4%	0.4%
<b>White</b>	9.1%	10.3%	10.3%
<b>Unknown/Decline to State</b>	6.0%	6.0%	10.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## East Los Angeles College

Los Angeles Community College District

### College Peer Grouping

**Table 1.10: 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	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	68.9	69.3	55.6	78.6	B2
C	Persistence Rate	69.7	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	85.6	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.0	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	54.8	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## East Los Angeles College

Los Angeles Community College District

### College Self-Assessment

East Los Angeles College (ELAC) was established in September 1945 with 380 students. In 1948, the college moved to its current site and in the spring semester of 2006, enrolled 26,344 students. The college's service area is predominately Latino with a large number of families who live at or below the poverty level and have low educational attainment. ELAC students are predominately Latino with a growing Asian and female population.

ELAC confers more associate degrees to Latino students than most colleges in the nation. It is also consistently recognized for its award-winning vocational educational programs. Over the last five years, the college Transfer and Student Success committees have stimulated college-wide dialogue, leading to strategies, programs, and services to improve student achievement and success. The college has worked diligently to secure support to advance its important role in the community. In 2000, ELAC received a five-year Title V grant that established the college's mathematics laboratory. In 2001, it received a Title V Cooperative Grant used to develop an endowment of over \$800,000. Also in 2001, the college received bond funds to renovate and build facilities. In 2006, it received another Title V grant to provide additional support and resources for students who lack college-level reading and writing skills.

The majority of ELAC's students come from the Los Angeles Unified School District (LAUSD) in which 2006 API scores averaged 658 out of 1000 possible points. LAUSD data show that by the 2004-2005 academic year, approximately 24.1% of students in the same cohort dropped out of school over the past four years. In 2004-2005, of LAUSD students who took the California High School Exit Exam (CAHSEE) 56% passed the English Language Arts section and 50% passed the Mathematics section.

The ARCC data confirm the strength of the college's vocational programs and provide measures of progress in other areas. The successful course completion rate for credit vocational courses grew from 83.3% in 2003-2004 to 85.6% in 2005-2006. The 2005-2006 rate of 85.6% is well above the ARCC peer group average (74.6%) and the district average (77.7%). Additionally, the annual successful course completion rate for credit basic skills courses at ELAC was 61.0% in 2005-2006 which exceeds the ARCC peer group average of 56.4%. On all other measures, ELAC rates are near the median when compared to ARCC peer group ratings and are comparable to other colleges in our district.

ELAC will continue efforts to meet the educational needs of its service area. Our district recently approved a strategic plan and launched a student success initiative to improve district-wide efforts. The college will help pilot a new basic skills assessment tool to improve student placement, will use the recent Title V funds to develop strategies to raise the reading and writing skills of our students and will continue on-going efforts to support student achievement and success.





# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.1%	50.2%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.2%	67.6%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	71.7%	73.6%	74.2%



# ARCC 2007 Report: College Level Indicators

## El Camino College

El Camino Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	72.1%	71.6%	70.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.8%	58.9%	57.4%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	58.6%	65.3%	63.1%
<b>Basic Skills Improvement Rate</b>	54.7%	48.6%	50.2%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## El Camino College

El Camino Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	39,469	37,368	35,487
<b>FTES*</b>	19,499	19,339	18,228

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.9%	6.9%	6.6%
<b>18 - 24</b>	51.8%	53.9%	55.6%
<b>25 - 49</b>	34.5%	33.3%	31.9%
<b>Over 49</b>	6.8%	5.9%	5.9%
<b>Unknown</b>	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	55.6%	56.1%	56.4%
<b>Male</b>	44.1%	43.7%	43.5%
<b>Unknown</b>	0.3%	0.2%	0.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## El Camino College

El Camino Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	15.3%	15.0%	14.9%
<b>Black/African American</b>	19.6%	20.3%	20.2%
<b>Filipino</b>	3.7%	3.9%	3.8%
<b>Hispanic</b>	28.2%	28.7%	29.7%
<b>Native American</b>	0.4%	0.4%	0.5%
<b>Other Non-White</b>	1.8%	1.9%	1.8%
<b>Pacific Islander</b>	0.8%	0.8%	0.9%
<b>White</b>	21.4%	20.3%	19.6%
<b>Unknown/Decline to State</b>	8.7%	8.6%	8.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## El Camino College

El Camino Community College District

### College Peer Grouping

**Table 1.10: 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	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	68.1	72.0	66.3	80.8	B3
C	Persistence Rate	74.2	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.5	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.4	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	50.2	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## El Camino College

El Camino Community College District

### College Self-Assessment

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

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

The College has recently experienced a modest enrollment decline, similar to patterns across the state. The decline is most notable among the working adult population. Growth in the traditional college-age population, however, continues to increase, reflecting modest local high school graduating class growth.

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

A recent survey of students gave high marks to El Camino College in the areas of instructional quality, library and computer services, and course content and variety. The most important concerns raised by ECC students were predominantly in non-instructional areas such as parking convenience. ECC plans to address infrastructure issues such as parking in the near future.

El Camino College performed well on most accountability measures both over time and as compared to similar institutions. Over the past 3 years, ECC has improved in student progress and achievement rates, percentage of students earning at least 30 units, and in the rate of one-year persistence. In addition, the basic skills improvement rate reflects recent efforts by the College to increase student progress through the basic skills series into college-level course work. Basic skills improvement in mathematics by the use of innovative classroom techniques and active student learning is the focus of a recently-awarded US Department of Education Title V grant. ECC is also seeking another Title V grant to concentrate exclusively on improving student achievement in developmental courses. Although El Camino College faces challenges in successful completion rates for both vocational and basic skills courses, the college was above average on basic skills success compared to similar institutions. Efforts are being made to reach out early to students struggling with course material and to ensure that available services are advertised to students.

Compared to peer institutions, El Camino College was above average on half the measures. These include student progress and achievement and, most notably, persistence rate, where ECC was among the highest in its peer group. ECC performed less well on the percentage of students earning 30 units or more; however, this rate has been climbing for the past 3 years. The level of this measure may reflect ECC's working adult population which may progress more slowly through an academic program due to family and work obligations.

El Camino College is proud of its long tradition of success in preparing both traditional and adult students for transfer and vocational, technical and other career training.



# ARCC 2007 Report: College Level Indicators

## Evergreen Valley College

San Jose-Evergreen Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	50.9%	53.6%	55.4%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.3%	67.5%	68.6%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	72.8%	74.3%	78.8%



# ARCC 2007 Report: College Level Indicators

## Evergreen Valley College

San Jose-Evergreen Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	84.1%	82.0%	85.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	70.6%	68.3%	65.0%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	57.2%	52.1%	58.7%
<b>Basic Skills Improvement Rate</b>	48.3%	50.4%	51.0%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Evergreen Valley College

San Jose-Evergreen Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	19,148	18,926	19,400
<b>FTES*</b>	7,498	6,829	7,251

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.6%	4.9%	6.4%
<b>18 - 24</b>	41.0%	41.2%	39.7%
<b>25 - 49</b>	46.6%	44.8%	44.6%
<b>Over 49</b>	7.6%	9.0%	9.2%
<b>Unknown</b>	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	43.6%	46.0%	46.3%
<b>Male</b>	51.4%	51.2%	50.6%
<b>Unknown</b>	5.0%	2.8%	3.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Evergreen Valley College

San Jose-Evergreen Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	27.4%	26.0%	25.4%
<b>Black/African American</b>	4.9%	5.3%	4.8%
<b>Filipino</b>	7.1%	7.7%	7.6%
<b>Hispanic</b>	25.2%	25.2%	25.5%
<b>Native American</b>	0.7%	0.7%	0.7%
<b>Other Non-White</b>	2.9%	2.2%	1.9%
<b>Pacific Islander</b>	0.9%	0.9%	0.9%
<b>White</b>	18.9%	16.7%	19.1%
<b>Unknown/Decline to State</b>	12.0%	15.3%	14.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Evergreen Valley College

San Jose-Evergreen Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	55.4	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	68.6	65.4	56.5	72.8	B1
C	Persistence Rate	78.8	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	85.4	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.0	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	51.0	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Evergreen Valley College

San Jose-Evergreen Community College District

### College Self-Assessment

Established in 1975, at the foothills of evergreen valley in East San José, Evergreen Valley College (EVC) serves a progressively diverse student population. The primary ethnic make up of students at EVC is Asian, Hispanic, and Caucasian. EVC is a federally identified Hispanic Serving Institution (HSI) and received a Title V grant for two consecutive terms since 2002. During 2005-2006, EVC welcomed a new Executive Team, consisting of: President, Vice President of Academic Affairs and Student Affairs and the Chancellor. Since 2005, this successful team has led the college in addressing Accreditation and other related significant challenges, which existed prior to the team's formation.

EVC offers a wide-range of courses in various disciplines, certificate programs, and degrees. A majority of EVC's students attend school in the day-time (81.3%) and the majority attend on a part-time basis (70.2%) (primarily receiving AA degrees with a transfer focus.) According to the accountability indicators, EVC's enrollment remained flat for the past three years. Three major factors contribute to stagnant enrollment. The rate of population growth in the same area is significantly below the state average (0.62%), a rapid increase in the aging population and fewer career education offerings than other community colleges in the area. In addition, household income levels of the service area are nearly 50% above the state-wide average of \$57,776. EVC is in the process of proactively responding to such conditions to increase enrollment by implementing a college-wide "Integrated Planning and Institutional Transformation" process facilitated by EVC's Institutional Effectiveness Committee.

EVC renovated its 30+ year old Student Services building in 2005-2006 and constructed four new buildings in the last six years. The college anticipates breaking ground for a new Visual and Performing Arts Complex by June 2007.

EVC demonstrates above average or good levels of performance on a majority of the accountability indicators; the percent of student progress and achievement, students who earn at least 30 units, persistence rates, successful course completion rates for credit vocational courses, and improvement rates for ESL and credit basic skills courses. This is almost consistent with the peer grouping data (group average in the College peer grouping indicator), except for an improvement rate for credit basic skills courses. While EVC recognizes successful percentages noted in the accountability indicators, the College is committed to expanding its course offerings, developing innovative pedagogy and services, all to ensure success among its diverse student population. This expansion includes Distance Education plan and continued collaboration with local feeder high schools, local businesses, and community agencies.

In 2007, EVC continues moving forward at a steady and strong pace with its goal of becoming the "College of Choice" for all students deserving equitable access to higher education in San José and the broader Santa Clara County.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	63.3%	59.8%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.5%	64.2%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	63.6%	60.0%	52.3%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	82.9%	81.3%	81.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	67.9%	64.0%	71.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	50.5%	52.0%	43.3%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Feather River College

Feather River Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	3,798	3,746	3,902
<b>FTES*</b>	1,326	1,418	1,397

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	12.6%	13.1%	13.0%
<b>18 - 24</b>	34.6%	37.4%	38.1%
<b>25 - 49</b>	33.5%	30.6%	30.2%
<b>Over 49</b>	18.4%	18.4%	17.9%
<b>Unknown</b>	0.9%	0.5%	0.8%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	58.1%	57.0%	55.3%
<b>Male</b>	41.8%	43.0%	44.6%
<b>Unknown</b>	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Feather River College

Feather River Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	1.6%	1.8%	1.7%
<b>Black/African American</b>	4.2%	4.0%	3.9%
<b>Filipino</b>	0.6%	0.5%	0.4%
<b>Hispanic</b>	18.8%	18.6%	18.6%
<b>Native American</b>	2.1%	2.3%	2.3%
<b>Other Non-White</b>	0.6%	0.5%	0.6%
<b>Pacific Islander</b>	0.3%	0.7%	0.8%
<b>White</b>	64.4%	64.4%	63.4%
<b>Unknown/Decline to State</b>	7.3%	7.3%	8.4%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Feather River College

Feather River Community College District

### College Peer Grouping

**Table 1.10: 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	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	64.4	69.3	55.6	78.6	B2
C	Persistence Rate	52.3	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.8	79.4	71.8	83.2	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	71.8	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	43.3	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Feather River College

Feather River Community College District

### College Self-Assessment

Feather River College is the second smallest community college by head-count in the state of California. Enrollments in the district's feeder schools have shown a steady decline in the last ten years. The demographics for the college indicate a much greater diversity than the surrounding service area, but these numbers have remained in the same proportions for several years.

Located in the mountains in northeastern California, the college's setting provides the opportunity to offer unique programs in the areas of Outdoor Recreation Leadership, Environmental Studies, and Equine Studies. FRC offers associate degree programs and certificate programs in both academic and vocational areas and includes transfer courses that articulate to both UC and CSU schools as well as to the University of Nevada, Reno. Many students also transfer to out of state schools. The school is in the process of making more effective use of the National Student Clearinghouse's capabilities to track all our transferring students.

Students' goals have changed over the last several years with the addition of athletic teams in the sports of football, soccer, and rodeo. To respond to these interests, a new associate degree in Health, Physical Education, and Exercise Studies has been recently approved by the Chancellor's Office, and work is in process on an Agriculture degree.

A review of the performance indicators shows a decline in the rate of student Progress and Achievement rate, although the college is still above the peer group average in this indicator. Over the period reported, fewer students are completing 30 units, and this statistic is below the rate of the peer group. Student persistence rate has also declined, but this figure is affected by the number of students who transfer out of state rather than to UC or CSU schools. The school has traditionally shown a high percentage of part-time students, ranging from 52% to 70% over the past years. This is reflected in the fact that although the school's Unduplicated Headcount has increased, FTES have declined. Another factor that has contributed to the FTES decline is the increasing number of out of state students that have come to FRC, both for the unique programs and athletics.

In the Vocational area, course completion rates have stayed consistent over the period of the study. Campus enrollments in areas such as Equine Studies and the Administration of Justice have increased steadily.

The college's USDOE Title III Strengthening Institutions grant has been focusing on student success, particularly in the basic skills areas. Revamping of the basic skills courses has been ongoing. Although the completion rate for basic skills courses has increased, the improvement rate has not. Changing this result will continue to be a priority for the college.

Reviewing the overall peer groupings, Feather River College is above the group average in three items and below it in three. The areas in which the school falls below have been a source of concern for the school and will continue to be addressed through grant activities, curriculum development, and student counseling.



# ARCC 2007 Report: College Level Indicators

## Folsom Lake College

Los Rios Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	%	%	%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	%	%	%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	%	%	65.5%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	%	71.9%	74.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	%	65.7%	68.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	%	%	%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Folsom Lake College

Los Rios Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>		9,830	10,293
<b>FTES*</b>		3,650	4,004

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	%	3.8%	3.9%
<b>18 - 24</b>	%	43.2%	45.5%
<b>25 - 49</b>	%	40.4%	38.8%
<b>Over 49</b>	%	12.7%	11.7%
<b>Unknown</b>	%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	%	64.6%	63.4%
<b>Male</b>	%	34.5%	35.7%
<b>Unknown</b>	%	0.9%	0.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Folsom Lake College

Los Rios Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	%	6.1%	6.7%
<b>Black/African American</b>	%	2.0%	2.2%
<b>Filipino</b>	%	1.3%	1.3%
<b>Hispanic</b>	%	8.7%	9.0%
<b>Native American</b>	%	1.6%	1.4%
<b>Other Non-White</b>	%	2.0%	2.1%
<b>Pacific Islander</b>	%	0.6%	0.6%
<b>White</b>	%	70.6%	69.0%
<b>Unknown/Decline to State</b>	%	7.2%	7.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Folsom Lake College

Los Rios Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate					
B	Percent of Students Who Earned at Least 30 Units					
C	Persistence Rate					
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.4	73.8	66.2	85.6	<i>DI</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses					
F	Improvement Rate for Credit Basic Skills Courses					

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



## Folsom Lake College

Los Rios Community College District

### College Self-Assessment

Folsom Lake College is California's second newest community college and, as a result, the ARCC report reflects performance statistics only for the 2004-05 and 2005-06 academic years. Statistics that require tracking student cohorts over several years, such as Degree/Certificate/Transfer progress in table 1.1 (also 30+ Units Earned in Table 1.1a and ESL improvement rates in Table 1.5) are therefore not available. However, note that between the 2003-04 and 2005-06 academic years Folsom Lake College (FLC) nearly tripled the number of degrees awarded from 160 to 425 and nearly quadrupled the number of certificates awarded from 38 to 146.

Fall-to-spring persistence rates shown in Table 1.2 reflect the fact that FLC has yet to develop some of the amenities that traditional students find particularly attractive (e.g., theater, music, athletics programs, gymnasium). The significance of such amenities is reflected in the marked increase of student persistence that immediately followed the opening of FLC's first ever cafeteria. Additional persistence gains are expected as FLC continues to expand its new program offerings, increases the comprehensiveness of its existing programs, and offers greater numbers of course sections throughout the week and across its three sites.

Vocational (career technical) course success rates in Table 1.3 show significant improvement over the two years for which statistics are available. While this table doesn't specify that these statistics were derived from relatively few students enrolled in the small number of career technical programs FLC currently offers, it should be noted that FLC is actively engaged in dramatically increasing the number of career technical programs it offers at all three of its sites.

Accuracy of the Basic Skills course success rate statistics shown in Table 1.4 are suspect given the numerous basic skills coding errors known to exist for courses offered prior to Summer 2005. Even so, the recent validation of FLC's English, ESL and math assessment tests have shown a marked decrease in the number of under prepared students in English and ESL classes, in particular, and is expected to result in significant course success rate improvements in future years.

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

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





# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	63.5%	68.4%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.0%	75.4%	75.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	67.2%	67.8%	70.4%



# ARCC 2007 Report: College Level Indicators

## Foothill College

Foothill-De Anza Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	87.3%	87.9%	93.1%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	82.6%	81.8%	80.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	69.7%	76.6%	44.5%
<b>Basic Skills Improvement Rate</b>	58.6%	58.1%	61.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Foothill College

Foothill-De Anza Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	34,158	31,937	32,528
<b>FTES*</b>	12,790	12,357	13,033

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.4%	6.5%	6.4%
<b>18 - 24</b>	31.5%	31.8%	31.3%
<b>25 - 49</b>	42.9%	40.8%	39.4%
<b>Over 49</b>	16.9%	18.1%	18.8%
<b>Unknown</b>	2.3%	2.9%	4.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	53.2%	54.0%	54.7%
<b>Male</b>	46.2%	45.4%	45.1%
<b>Unknown</b>	0.6%	0.6%	0.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Foothill College

Foothill-De Anza Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	22.8%	22.7%	23.6%
<b>Black/African American</b>	3.1%	3.4%	3.2%
<b>Filipino</b>	2.3%	2.5%	2.5%
<b>Hispanic</b>	10.4%	9.9%	10.8%
<b>Native American</b>	0.5%	0.4%	0.4%
<b>Other Non-White</b>	0.9%	1.4%	1.7%
<b>Pacific Islander</b>	0.9%	0.8%	0.8%
<b>White</b>	38.4%	39.4%	40.9%
<b>Unknown/Decline to State</b>	20.7%	19.5%	16.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Foothill College

Foothill-De Anza Community College District

### College Peer Grouping

**Table 1.10: 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	60.7	57.0	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	75.1	72.9	71.6	75.1	B5
C	Persistence Rate	70.4	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	93.1	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	80.7	67.2	60.2	83.1	E4
F	Improvement Rate for Credit Basic Skills Courses	61.1	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Foothill College

Foothill-De Anza Community College District

### College Self-Assessment

Foothill College, nationally recognized for excellence and innovation, serves approximately 17,500 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 be stable 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 the service area population. The proportion of Hispanic students is substantially less than that of the population. Significantly, about a third of Foothill's students possess a Bachelor's or higher degree. Foothill is a pioneer in providing access through online distance learning. Online enrollments are more than 4,500. Students may complete eight degree programs entirely online.

Foothill College has a very strong transfer program. 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 with especially strong programs in allied health and human performance. Approximately 700 students earn career Certificates each year and another 650 earn Associate Degrees in a wide variety of subjects.

Thanks to local citizen support of two recent bond measures, Foothill College has embarked on an ambitious \$400 million renovation and construction program. Most classroom buildings have been renovated and upgraded. Four buildings are currently under construction including a science classroom and lab building and a new student center. The recent reaffirmation of accreditation commended Foothill for its "exemplary practice of using both quantitative and qualitative data" for increasing institutional effectiveness, for its "attention to student development and success," and for its "statewide leadership" and support for "innovation and excellence in online learning."

Foothill College has achieved substantially above average or top-ranked levels of performance on each accountability indicator compared to peer groups. It has achieved the highest levels on two of the six indicators; Student Progress and Achievement Rate and Percent of Students Who Earned at Least 30 Units. The Fall-to-Fall Persistence Rate has increased over the last three years and is above the high average of its peer group. Foothill's Successful Course Completion Rate for Vocational Courses has historically been very high and yet Foothill increased it significantly last year to nearly the highest in its peer group, nine percentage points higher than the peer average and one of the very highest among California community colleges. While the Successful Course Completion Rate for Basic Skills Courses has declined some over the last two years, Foothill has achieved a rate 20% higher than its peer group average. Foothill's Improvement Rate for Basic Skills Courses is likewise very high and has improved over the last three years.

In sum, Foothill College's accountability indicators demonstrate excellent levels of performance compared to its peer institutions and are among the very highest among all California community colleges. Nevertheless, Foothill College is committed to further improvements in student learning and success.



# ARCC 2007 Report: College Level Indicators

## Fresno City College

State Center Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	48.2%	50.7%	52.4%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.6%	73.6%	77.2%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	67.7%	65.6%	65.7%



# ARCC 2007 Report: College Level Indicators

## Fresno City College

State Center Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	77.7%	77.0%	77.9%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	62.8%	63.3%	60.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	59.3%	62.5%	57.8%
<b>Basic Skills Improvement Rate</b>	45.3%	47.2%	48.2%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Fresno City College

State Center Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	32,203	31,785	32,646
<b>FTES*</b>	16,694	17,530	17,570

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	1.8%	1.7%	1.7%
<b>18 - 24</b>	54.5%	56.4%	56.6%
<b>25 - 49</b>	38.4%	37.0%	36.9%
<b>Over 49</b>	5.3%	4.8%	4.8%
<b>Unknown</b>	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	52.5%	54.0%	52.4%
<b>Male</b>	47.2%	45.9%	47.3%
<b>Unknown</b>	0.3%	0.1%	0.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Fresno City College

State Center Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	7.0%	6.9%	7.1%
<b>Black/African American</b>	7.7%	7.8%	8.0%
<b>Filipino</b>	1.2%	1.2%	1.3%
<b>Hispanic</b>	37.0%	37.8%	38.1%
<b>Native American</b>	1.1%	1.1%	1.1%
<b>Other Non-White</b>	1.5%	1.6%	1.7%
<b>Pacific Islander</b>	0.6%	0.7%	0.7%
<b>White</b>	31.8%	30.9%	29.9%
<b>Unknown/Decline to State</b>	12.1%	11.8%	12.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Fresno City College

State Center Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	52.4	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	77.2	69.3	55.6	78.6	B2
C	Persistence Rate	65.7	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.9	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	48.2	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Fresno City College

State Center Community College District

### College Self-Assessment

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

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

Unemployment has increased in the FCC service area relative to that of the state or of the nation. To meet this need, FCC is currently participating in a district-wide Workforce Development effort, including a career and technical programs self-audit that will help ensure that the College focuses its offerings in those programs and areas most appropriate to service area workforce needs.

The College also has a strong Liberal Arts program that prepares students for transfer to colleges and universities, resulting in approximately 1100 transfers to California State University annually. FCC's Liberal Arts program fulfills both the Associate of Arts degree requirements and the lower division general education requirements for transfer to the CSU system. Innovative programs for working students include Weekend College and a 25-month Business Administration degree with classes offered in the evenings and on Saturdays.

FCC shows solid performance on all of the accountability indicators relative to its peers. The College is at or above the peer group average for most measures, with particularly high scores on the Student Progress and Achievement Rate and the Percent of Students Who Earned at Least 30 Units. These two areas also show improvement over the past three years.

Although slightly lower than its peers, FCC is within one percent of the average for Annual Successful Course Completion Rate for Credit Basic Skills Courses and for Persistence Rate. FCC's basic skills committee is currently considering best practices in basic skills as it focuses on finding ways to improve instruction to meet the needs of the basic skills student.

The College recently began a renewed enrollment management program with the assistance of the Noel-Levitz organization that will address persistence as one aspect of enrollment management. The initial phase of this project took place during the Fall-2006 term, and included a review of recent enrollment results and recommendations on enrollment planning, marketing, and persistence strategies.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	54.2%	54.7%	53.4%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.7%	70.5%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	69.1%	74.4%	73.2%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	69.2%	68.1%	67.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.9%	59.7%	59.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	58.4%	59.4%	60.3%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Fullerton College

North Orange County Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	28,813	29,065	29,151
<b>FTES*</b>	15,950	16,611	16,615

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	2.6%	2.9%	3.0%
<b>18 - 24</b>	64.9%	67.0%	66.6%
<b>25 - 49</b>	28.7%	26.7%	26.4%
<b>Over 49</b>	3.8%	3.3%	3.9%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	53.5%	53.3%	53.7%
<b>Male</b>	46.5%	46.6%	46.2%
<b>Unknown</b>	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Fullerton College

North Orange County Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	16.8%	16.7%	17.2%
<b>Black/African American</b>	3.5%	3.5%	3.5%
<b>Filipino</b>	3.3%	3.4%	3.3%
<b>Hispanic</b>	29.1%	30.5%	30.4%
<b>Native American</b>	0.7%	0.7%	0.7%
<b>Other Non-White</b>	1.9%	1.8%	1.9%
<b>Pacific Islander</b>	0.5%	0.6%	0.6%
<b>White</b>	40.4%	38.0%	37.0%
<b>Unknown/Decline to State</b>	3.8%	4.9%	5.6%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Fullerton College

North Orange County Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	53.4	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	72.5	69.3	55.6	78.6	B2
C	Persistence Rate	73.2	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.2	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.6	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	60.3	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Fullerton College

North Orange County Community College District

### College Self-Assessment

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

Fullerton College has 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 embarked on a daunting campus construction program which has engendered challenges to student access. The opening of a new parking structure last year alleviated some difficulties but challenges persist. The new Library and Learning Resource Center provides additional support for student success. Fullerton College has also enjoyed significant support from two USDOE Title V grants which have focused on student success. The recent reaffirmation of accreditation commended the program review process and the work of the college in facilitating transfer.

Fullerton College has demonstrated above average or excellent levels of performance on the majority of the accountability indicators. The percent of students earning at least 30 units, the persistence rate, and the basic skills improvement rate have each increased over the past three years. The student progress and achievement rate has remained high. (California State University, Fullerton significantly increased its acceptance of transfer students in the spring 2005 term, so 2004-05 data are higher than normal, with a concomitant decline in 2005-06 since students who would normally have transferred in fall 2005 had already transferred in the previous term). The basic skills successful course completion rate has remained constant, while the vocational education successful course completion rate has declined slightly. Some of the decline is due to changes in student demographics brought about by the budget (and course section) cuts of 2003 along with the fee increase. These changes resulted in fewer older students in evening vocational courses and that group of students normally has a higher than average course success rate.

The Fullerton College accountability indicators demonstrate excellent levels of performance compared to its peer institutions. While the basic skills and vocational successful course completion rates are slightly below the average of the peer groups, the college is above the average of its peer institutions on most of the indicators, with a good progress and achievement rate, a good percent of students earning at least 30 units, an excellent persistence rate, and a good basic skills improvement rate. Fullerton College takes great pride in its performance and the continued success of its students.



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	46.8%	47.8%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.2%	67.0%	70.7%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	69.3%	68.6%	71.6%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	77.7%	84.7%	85.6%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	63.7%	64.8%	65.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	32.9%	46.7%	26.9%
<b>Basic Skills Improvement Rate</b>	53.7%	55.2%	55.8%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Gavilan College

Gavilan Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	7,541	8,522	9,898
<b>FTES*</b>	4,563	4,675	4,711

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.2%	2.9%	2.9%
<b>18 - 24</b>	46.7%	41.8%	36.5%
<b>25 - 49</b>	40.2%	44.4%	47.1%
<b>Over 49</b>	10.0%	10.8%	13.5%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	58.7%	54.4%	52.6%
<b>Male</b>	41.0%	45.3%	47.2%
<b>Unknown</b>	0.3%	0.3%	0.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Gavilan College

Gavilan Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	3.9%	3.9%	4.1%
<b>Black/African American</b>	2.2%	2.6%	2.8%
<b>Filipino</b>	1.7%	2.0%	2.2%
<b>Hispanic</b>	44.1%	41.3%	39.2%
<b>Native American</b>	0.7%	0.7%	0.7%
<b>Other Non-White</b>	1.6%	1.4%	1.2%
<b>Pacific Islander</b>	0.5%	0.4%	0.7%
<b>White</b>	41.5%	43.5%	44.0%
<b>Unknown/Decline to State</b>	3.8%	4.1%	5.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Gavilan College

Gavilan Community College District

### College Peer Grouping

**Table 1.10: 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	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	70.7	69.3	55.6	78.6	B2
C	Persistence Rate	71.6	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	85.6	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.1	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	55.8	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Gavilan College

Gavilan Community College District

### College Self-Assessment

The Gavilan Community College District service region encompasses 2,700 square miles in southern Santa Clara County and San Benito County. Gavilan's campuses in Gilroy, Hollister, and Morgan Hill serve an ethnically-diverse and rapidly-growing population in a traditionally rural area of the County. Gavilan College student population is demographically representative of the region's adult population. As a result of outreach, marketing and course scheduling changes, enrollment increased by 11% in Fall 2006 and 12% in Spring 2007 compared to the semesters in the prior years.

Gavilan 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 college has vocational programs in aviation maintenance, early childhood development, nursing, and cosmetology as well as 22 Associate degree programs. A Biotechnology program was added in 2006. An Early College High School program will begin in Fall 2007 in partnership with local high schools.

Gavilan's college-level ARCC indicators demonstrate improvements in student performance for all cohorts and reflect Gavilan's commitment to fostering student success through program development and student services. Student progress and achievement have remained stable since 1998. The percentage of students earning at least 30 units, persistence rate, successful course completion for credit vocational and basic skills courses, and basic skills improvement rates have increased with every cohort studied. ARCC peer group indicators show that Gavilan student performance is above the average on all accountability measures. Basic skills course completion and success are of great importance to Gavilan's instructors and staff. Approximately 90% of incoming students who require placement in English and Math classes require some level of remedial course work. Gavilan's small size works to promote student success by providing personal attention and a sense of belonging. To promote success among Gavilan students faculty use creative pedagogies such Learning Communities, Distance Education, and Technology Enhanced Instruction. Of our annual student population of 9,898, a significant number participate in our student success programs, such as EOPS (509), DRC (750), TRIO (180), MESA (100), Athletics (145), Puente (60), among others. Gavilan administers Financial Aid for over 4,500 students annually. The colleges programs are also supported through its Foundation.

Gavilan's plans for the future are to expand student access by creating two educational centers one at the northern end of the District in Coyote Valley, and the other in San Benito County. It is expected that these two centers will eventually expand to full college status. In addition, Gavilan is addressing access and success for its under-prepared population by expanding non-credit courses as a bridge to vocational, ESL, basic skills, and collegiate courses. Gavilan has launched an older adult non-credit program to address the needs of our growing senior population and to give students the skills needed to pursue career technical and transfer track courses.





## Glendale Community College

Glendale Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	54.7%	57.9%	59.7%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	75.8%	77.7%	78.6%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	71.2%	75.5%	73.4%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	80.5%	80.5%	79.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	69.1%	68.5%	68.3%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	%	%	%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



## Glendale Community College

Glendale Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	34,835	35,810	37,179
<b>FTES*</b>	16,116	16,142	15,972

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.3%	3.6%	4.3%
<b>18 - 24</b>	39.9%	40.0%	40.2%
<b>25 - 49</b>	38.5%	38.0%	36.4%
<b>Over 49</b>	10.5%	11.4%	12.7%
<b>Unknown</b>	7.8%	6.9%	6.6%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	59.5%	59.8%	59.8%
<b>Male</b>	37.4%	37.2%	37.8%
<b>Unknown</b>	3.1%	2.9%	2.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Glendale Community College

Glendale Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	11.5%	12.3%	12.5%
<b>Black/African American</b>	2.5%	2.3%	2.4%
<b>Filipino</b>	5.0%	5.1%	5.0%
<b>Hispanic</b>	24.7%	25.0%	25.0%
<b>Native American</b>	0.3%	0.3%	0.3%
<b>Other Non-White</b>	0.7%	0.7%	0.9%
<b>Pacific Islander</b>	0.3%	0.2%	0.4%
<b>White</b>	49.8%	49.1%	48.6%
<b>Unknown/Decline to State</b>	5.2%	5.1%	5.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Glendale Community College

Glendale Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	59.7	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	78.6	69.3	55.6	78.6	B2
C	Persistence Rate	73.4	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.4	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.3	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses					

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Glendale Community College

Glendale Community College District

### College Self-Assessment

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

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

Despite many challenges, including the construction of a new parking structure that has caused the loss of much student parking, Glendale Community College has remained successful at preparing students for transfer and occupational success. Nearly 1,000 students transfer every year from Glendale Community College to the University of California and the California State University. The college awards approximately 1,000 degrees and certificates every year.

Glendale Community College ranks high among its peers on all of the ARCC performance indicators. The college's indicators are all above its peer group averages where data are available. Glendale is particularly strong in the percentage of students earning at least 30 units. The college ranks second in the state on this measure, and first in its peer group. Further, this indicator has been increasing over the past three years.

Glendale ranks first in its peer group on credit basic skills course completion rate. It also ranks first in its geographical region, reflecting the college's strong basic skills programs in English, mathematics, and English as a Second Language. These programs, among others, are being strengthened by a series of initiatives funded by the recent state budget allocation for activities to improve basic skills education. Glendale's success in vocational preparation is shown by its vocational course completion rate, which is also well above the state and peer group averages.

On the persistence rate indicator, Glendale is above both the state average and the peer group average; it ranks sixth among the 53 colleges in its peer group and third among the 14 colleges in its geographical region.

Student progress and achievement rate is slightly above the peer group average and substantially above the state average. This indicator has increased by five percentage points over the past three years.

Improvement rates in basic skills and ESL courses were not available for Glendale Community College due to inaccurate data reporting. This issue has been addressed and future reports should include improvement rate data.

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



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	55.4%	54.2%	54.1%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	72.5%	69.5%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	72.6%	74.3%	72.4%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	75.9%	76.5%	76.0%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	60.3%	60.9%	59.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	30.6%	27.9%	30.9%
<b>Basic Skills Improvement Rate</b>	50.8%	48.6%	46.8%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Golden West College

Coast Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	21,338	21,923	22,168
<b>FTES*</b>	10,233	11,034	9,933

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	2.1%	2.4%	2.7%
<b>18 - 24</b>	54.3%	54.9%	56.0%
<b>25 - 49</b>	36.9%	36.2%	35.0%
<b>Over 49</b>	6.7%	6.5%	6.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	53.2%	53.0%	54.1%
<b>Male</b>	46.3%	46.6%	45.5%
<b>Unknown</b>	0.5%	0.4%	0.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Golden West College

Coast Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	27.9%	28.6%	28.5%
<b>Black/African American</b>	2.0%	1.9%	2.2%
<b>Filipino</b>	2.4%	2.5%	2.6%
<b>Hispanic</b>	14.6%	14.7%	14.9%
<b>Native American</b>	1.1%	1.0%	0.9%
<b>Other Non-White</b>	0.8%	0.8%	0.9%
<b>Pacific Islander</b>	0.9%	0.8%	0.9%
<b>White</b>	42.4%	40.6%	40.3%
<b>Unknown/Decline to State</b>	7.9%	9.1%	8.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Golden West College

Coast Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.1	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	70.5	69.3	55.6	78.6	B2
C	Persistence Rate	72.4	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.0	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.6	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	46.8	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Golden West College

Coast Community College District

### College Self-Assessment

Golden West College (GWC), located in Huntington Beach, is one of three community colleges of the Coast Community College District located in Orange County, serving primarily the communities of Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach, and Westminster. Golden West College has approximately 22,000 students per year with 59% of those students under the age of 25. Our demographic composition currently is about 29% Asian, 15% Hispanic, 2% African American, 40% white and 14% other. The demographics of Orange County are reported as 15.5% Asian, 30.8% Hispanic, 2.1% African American, 51.3% white, and 0.3% other. Almost half of the Orange County residents do not speak English at home.

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

Golden West College performed above average on all accountability indicators except Basic Skills. Further, performance has remained steady over time on indicators measured by the percent of students who earned at least 30 units, persistence, and successful course completion rates for vocational and basic skills courses. While student achievement rates have declined ever so slightly (0.3% over the last two reporting periods), the rate is still substantially above our peer group average. Basic skills improvement rates have declined slightly over the period measured by the ARCC indicators. However, we are encouraged that our performance in the two Basic Skills indicators is still near the state average for all community colleges.

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. In 2004, a Student Equity and Access Committee was established and charged to study equity and access issues that contribute to barriers to student success. The committee identified five goal areas: access, course completion, ESL and Basic Skills course completion, degree and certificate completion, and transfer. Focus has been on expansion and/or improvement of student support services, community outreach, EOPS (Extended Opportunity Programs & Services), and increasing a general awareness so that the entire campus can work together to address these critical issues. The college is encouraged that our scores in the Basic Skills indicators will rise as a result of our continuing efforts.



# ARCC 2007 Report: College Level Indicators

## Grossmont College

Grossmont-Cuyamaca Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	54.5%	56.7%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.0%	69.8%	69.4%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	69.8%	69.8%	69.6%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	72.3%	71.7%	71.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	56.7%	57.7%	53.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	62.2%	65.7%
<b>Basic Skills Improvement Rate</b>	57.4%	58.6%	57.9%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Grossmont College

Grossmont-Cuyamaca Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	27,309	26,372	24,991
<b>FTES*</b>	12,551	12,596	11,876

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.1%	2.9%	2.9%
<b>18 - 24</b>	60.0%	60.6%	61.1%
<b>25 - 49</b>	32.5%	31.9%	31.4%
<b>Over 49</b>	4.3%	4.6%	4.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	58.8%	58.3%	57.9%
<b>Male</b>	40.7%	40.9%	41.2%
<b>Unknown</b>	0.6%	0.8%	0.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Grossmont College

Grossmont-Cuyamaca Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	7.5%	7.0%	7.0%
<b>Black/African American</b>	6.7%	7.2%	7.6%
<b>Filipino</b>	3.6%	4.0%	4.3%
<b>Hispanic</b>	16.3%	17.0%	17.8%
<b>Native American</b>	1.1%	1.1%	1.1%
<b>Other Non-White</b>	3.4%	3.2%	3.2%
<b>Pacific Islander</b>	1.2%	1.2%	1.2%
<b>White</b>	54.9%	52.8%	51.1%
<b>Unknown/Decline to State</b>	5.2%	6.5%	6.7%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Grossmont College

Grossmont-Cuyamaca Community College District

### College Peer Grouping

**Table 1.10: 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	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	69.4	69.3	55.6	78.6	B2
C	Persistence Rate	69.6	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.8	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.6	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	57.9	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Grossmont College

Grossmont-Cuyamaca Community College District

### College Self-Assessment

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

The Grossmont College student population of 16,700 reflects the general ethnic diversity of the service area population, with the exception of significant under representation of the Hispanic population, and slight over representations of White and African American populations. The Native American population is well represented.

The college strives to maintain its enviable transfer rate to CSU, especially to San Diego State University, securing an average of 620 transfer admits each fall from 2003 to 2006. Success rates in courses taken during transfer students' first semester at SDSU are high (86%). Grossmont College also provides a comprehensive curriculum of career and technical programs, including an array of health professions programs, and popular culinary arts. Overall, the college offers 80 associate degrees, 53 certificates of achievement, and 10 certificates of proficiency.

Grossmont College is an institution with a consistent performance record and commendable achievement in overall student persistence rate (69.6%); and percentage of students who earned at least 30 units (69.4 %). 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. Another high accountability rating is the Improvement Rate for Credit Basic Skills Courses (57.9%), although the Annual Successful Course Completion Rate for Basic Skills Courses has declined 3.1 % since 2003 to 53.6%. The percentage of students testing below college-level English has risen dramatically over the years, creating greater demand for basic skills classes and resources.

The college maintains outcomes within range of peer institutions on a majority of other accountability indicators, including Student Program and Achievement Rate (55.6 %), and Annual Successful Course Completion Rate for Credit Vocational Courses (71.8%).

Grossmont College takes pride in its reputation for academic rigor, transfer, and engagement with the local economic community. Students are well-served, as evidenced by accountability indicators in student progress and achievement, a good percentage of students earning at least 30 units, a commendable persistence rate, and a high rate of course completion for credit vocational courses.

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

Grossmont College has been continuously accredited by WASC throughout its history. It is notable that 95 percent of Grossmont College students surveyed in 2006 agree with the statement, "Grossmont College is a Premier Community College."



# ARCC 2007 Report: College Level Indicators

## Hartnell College

Hartnell Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	51.5%	49.9%	47.1%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	68.5%	68.6%	67.3%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	66.1%	69.9%	67.4%



# ARCC 2007 Report: College Level Indicators

## Hartnell College

Hartnell Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	80.8%	81.0%	78.3%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	60.6%	54.6%	57.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	43.9%	48.8%	65.6%
<b>Basic Skills Improvement Rate</b>	46.8%	49.6%	54.0%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Hartnell College

Hartnell Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	17,604	16,410	15,825
<b>FTES*</b>	7,038	6,498	5,988

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	9.1%	8.0%	8.9%
<b>18 - 24</b>	34.0%	36.3%	38.0%
<b>25 - 49</b>	47.5%	46.6%	44.2%
<b>Over 49</b>	9.1%	8.9%	8.7%
<b>Unknown</b>	0.2%	0.2%	0.3%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	51.7%	48.3%	50.0%
<b>Male</b>	47.6%	51.2%	49.4%
<b>Unknown</b>	0.7%	0.5%	0.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Hartnell College

Hartnell Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	3.2%	3.5%	3.1%
<b>Black/African American</b>	3.0%	3.1%	3.4%
<b>Filipino</b>	4.1%	3.7%	3.5%
<b>Hispanic</b>	47.7%	49.6%	52.5%
<b>Native American</b>	0.8%	0.8%	0.8%
<b>Other Non-White</b>	0.9%	0.9%	0.8%
<b>Pacific Islander</b>	0.6%	0.7%	0.6%
<b>White</b>	29.0%	27.5%	24.9%
<b>Unknown/Decline to State</b>	10.7%	10.3%	10.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Hartnell College

Hartnell Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	47.1	45.9	30.3	53.3	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	67.3	65.4	56.5	72.8	<i>B1</i>
C	Persistence Rate	67.4	59.6	45.6	67.4	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.3	84.4	74.8	94.3	<i>D4</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.7	61.4	52.4	69.0	<i>E1</i>
F	Improvement Rate for Credit Basic Skills Courses	54.0	51.4	36.8	76.5	<i>F1</i>

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Hartnell College

Hartnell Community College District

### College Self-Assessment

Hartnell College provides a comprehensive array of community college programs to the residents and businesses of the Salinas Valley, where agriculture is the dominant industry. Between 2003-04 and 2005-06, the College experienced a significant decrease in annual head count enrollment (-10%) and full-time equivalent students (FTES) (-15%). This decrease was the result of multiple factors, including increased tuition fees and the reduction of enrollments in some specific programs, such as nursing.

Student demographic changes during this two year period include: the proportion of 18-24 year old students increased by 4% while the proportion of 25-49 year olds decreased by 3%; the proportion of men increased by 2%; and the proportion of Latino students increased by 5% while the proportion of White students decreased by 4%. The ethnicity differences reflect changes in community demographics, age differences correspond to a decrease in the proportion of evening students, and gender differences are related to changes in out of district enrollments through the South Bay Regional Public Safety Training Consortium.

The performance of Hartnell students varied on the six college specific measures of performance across time and compared to peer colleges. The basic skills improvement rate increased significantly from the cohort of students entering Hartnell in 2001-02 (47%) to the 2003-04 cohort (54%), and was somewhat higher than the average for its peer group (51%). Support provided for basic skills students through a Title V grant and MESA program, curriculum development, prerequisite checking, and increased assessment test placement accuracy may have contributed to this improvement.

Hartnell's fall-to fall persistence rate varied somewhat over time, but the 2004 to 2005 rate (67%) was much higher than the peer group average (60%).

The successful course completion rate for basic skills courses was variable between 2003-04 and 2005-06, and the 2005-06 rate (58%) was below the average for the peer group colleges (61%). Similarly, the completion rate for vocational courses decreased slightly over time and the 2005-06 rate (78%) fell below the peer group average (84%). This variability appears to correspond to course withdrawal rates during this time period.

The percent of students who earned 30 or more units within six years of entry was relatively stable over time and slightly higher than the peer group average (67% v. 65%) in the most recent comparison.

Student progress and achievement rates (proportion of students earning degrees or certificates, transferring to four-year institutions, or showing intent to transfer within five years of initial enrollment) decreased steadily from the cohort of students entering Hartnell in 1998-99 (52%) to those entering in 2000-01 (47%). Despite this decline, Hartnell's rate is slightly higher than the average for its peer group (46%). One of the reasons for the decline may be that more students in the later cohorts were able to obtain jobs without completing an instructional program or receiving a credential.

Hartnell College will continue to follow the progress of its students and make adjustments to its programs and services that will maximize student access and success.





## Imperial Valley College

Imperial Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	34.5%	33.8%	35.3%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	73.5%	71.3%	70.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	69.1%	70.1%	65.1%



# ARCC 2007 Report: College Level Indicators

## Imperial Valley College

Imperial Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	73.2%	73.2%	73.6%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.7%	63.5%	56.0%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	10.1%	%	%
<b>Basic Skills Improvement Rate</b>	52.3%	51.1%	46.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Imperial Valley College

Imperial Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	10,877	10,500	10,581
<b>FTES*</b>	5,456	5,996	6,484

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	7.1%	1.8%	1.6%
<b>18 - 24</b>	52.7%	56.4%	56.6%
<b>25 - 49</b>	35.7%	36.8%	36.8%
<b>Over 49</b>	4.4%	5.0%	5.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	60.8%	60.7%	59.9%
<b>Male</b>	39.2%	39.1%	39.1%
<b>Unknown</b>	0.0%	0.3%	1.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Imperial Valley College

Imperial Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	0.9%	1.2%	1.2%
<b>Black/African American</b>	1.3%	1.3%	1.4%
<b>Filipino</b>	0.5%	0.5%	0.6%
<b>Hispanic</b>	85.8%	85.6%	84.8%
<b>Native American</b>	0.3%	0.5%	0.3%
<b>Other Non-White</b>	0.3%	0.2%	0.3%
<b>Pacific Islander</b>	0.1%	0.1%	0.2%
<b>White</b>	9.7%	9.1%	8.2%
<b>Unknown/Decline to State</b>	1.0%	1.6%	3.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Imperial Valley College

Imperial Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	<b>Indicator</b>	<b>College's Rate</b>	<b>Peer Group Average</b>	<b>Peer Group Low</b>	<b>Peer Group High</b>	<b>Peer Group</b>
A	Student Progress and Achievement Rate	35.3	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	70.1	69.3	55.6	78.6	B2
C	Persistence Rate	65.1	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.6	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.0	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	46.1	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Imperial Valley College

Imperial Community College District

### College Self-Assessment

Imperial Valley College serves approximately 160,000 residents over a large rural area of over 4600 square miles on a 160-acre plot of land in Imperial County at the southeast corner of California bordering Arizona and Mexico. In the last five years, the county population has experienced an increase of 20,000 along with a housing boom. Seven feeder high school districts yield about 2000 graduates a year. In the last three years, the percentage of these high school graduates who enroll at IVC immediately after graduation increased in three steps: 42%, 50.8%, and 54%. I attribute this phenomenon to the annual college outreach to the high schools for orientation, assessment/testing, and registration.

IVC transfer students to CSU, UC, and other 4-year universities averages 512 per year during spring 2000 to fall 2005 (six years) according to National Student Clearing House report. This is a 39% increase from the average of 368 per year for the last known six-year data from fall 1997 to spring 2003. IVC students are predominantly Hispanic at 85% compared with 76% Hispanic of the county population. While the annual headcount remain stable, FTES enrollment has a rapid annual increase in the last three years by 5%, 10%, and 8% despite the budget cut in 2003-2004. Perhaps, the hiring of forty new faculty members in the last two years provided more access to the deficient course offering the college suffered three years ago.

IVC's SPAR has demonstrated a good rebound in the third year. It is puzzling that the percent of students who earned at least 30 units continued to decrease. However, judging by the stable headcount during the last three years, the bottleneck that stifled student access was removed, more students were getting the courses they need initially but then that large unfulfilled group dwindled down. Other factors may have played an effect like the fee increases two years in a row during the last two years and classes were cut in 2003-2004. The persistence rate had a dip in fall 2005. This may be caused by economic recovery in terms of retail business and housing boom. The annual successful course completion rate for credit vocational courses had a slight increase helped by a 33% fulltime faculty increase in the last year. The dip of annual successful rate for basic skills courses may be caused by inaccurate coding. Improvement rate for credit basic skills courses continued to drop during the three three-year periods. The last period's dip, we believe, was caused by IVC's raising the bar of graduation mathematics requirement to MATH 90-Intermediate Algebra.

IVC's accountability indicators closely and consistently follow the peer group averages on the low side with the exception of the percent of students earning at least 30 units, which is on the high side. Before IVC rejoices its middle of the road performance, we really like to study the report more so to discover the triggers for student success.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	62.1%	66.3%	64.9%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.2%	68.1%	69.6%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	64.5%	67.3%	69.8%



# ARCC 2007 Report: College Level Indicators

## Irvine Valley College

South Orange County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	77.7%	78.5%	74.9%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	70.0%	69.9%	73.0%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	36.3%	45.7%	34.0%
<b>Basic Skills Improvement Rate</b>	54.7%	50.0%	52.0%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Irvine Valley College

South Orange County Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	21,142	21,061	21,876
<b>FTES*</b>	7,374	6,891	6,828

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.7%	4.7%	5.9%
<b>18 - 24</b>	39.9%	41.6%	41.0%
<b>25 - 49</b>	35.3%	34.0%	32.5%
<b>Over 49</b>	18.0%	19.6%	20.5%
<b>Unknown</b>	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	59.5%	60.1%	59.6%
<b>Male</b>	40.5%	39.9%	40.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Irvine Valley College

South Orange County Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	28.9%	27.8%	27.6%
<b>Black/African American</b>	1.9%	1.9%	1.9%
<b>Filipino</b>	2.8%	2.8%	2.9%
<b>Hispanic</b>	9.4%	9.7%	10.1%
<b>Native American</b>	0.3%	0.4%	0.3%
<b>Other Non-White</b>	1.2%	1.2%	1.4%
<b>Pacific Islander</b>	0.5%	0.6%	0.5%
<b>White</b>	45.9%	46.0%	45.8%
<b>Unknown/Decline to State</b>	9.1%	9.6%	9.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Irvine Valley College

South Orange County Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	64.9	60.7	57.0	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	69.6	65.4	56.5	72.8	B1
C	Persistence Rate	69.8	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.9	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	73.0	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	52.0	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Irvine Valley College

South Orange County Community College District

### College Self-Assessment

Irvine Valley College serves a changing population of students drawn mainly from the South Orange County area. Recent research projects a significant increase in the Asian, Hispanic and Persian populations in the service area by 2025. The proportion of enrollment of African-American, Asian/pacific Islander, Hispanic, and Caucasian students at Irvine Valley College is an accurate representation of the demographic distribution of these groups within the service area. The U.S. Department of Education projects a possible decrease of the traditional students (18-25 years old, full-time) from within the service area, as housing prices limit access to the service area for these students and for parents with school and college-aged students. This is exacerbated by the level of achievement in local K-12 students, and their willingness and ability to access four-year institutions immediately upon graduating from high school accordingly. Irvine Valley College is establishing partnerships among the college, K-12 and four-year institutions within this service area to adapt to the challenging needs of the community. For example, the college adjusted its course schedule to better fit the constituency of the service area. The change resulted in a higher course taking rate in the spring 2007 term.

Using the State System Office transfer rate methodology, Irvine Valley College's transfer rate to four-year institutions is 7th highest (out of 109) in the California Community College System, and the highest for Orange County Community Colleges. Student progress and achievement indicators show that enhanced technology and an increased number of transfer agreements obtained by Irvine Valley College have made it easier for Irvine Valley College's students to build a UC- or CSU- transferable transcripts by using courses from multiple education providers. According to the U.S. Department of Education it is likely that this trend, also called "a cafeteria approach to education," will continue for the foreseeable future.

Irvine Valley College has demonstrated above average levels of performance on the majority of accountability indicators. The percent of students earning at least 30 units in a six-year period, the persistence rate, and the basic skills improvement rate have each increased over the past three years. The student progress and achievement rate has remained high. (California State University significantly increased its acceptance of transfer students in the spring 2005 term, so 2004-2005 data are higher than normal, with a concomitant decline in 2005-2006 since students who would normally have transferred in fall 2005 had already transferred in the previous term). The vocational course completion rate has declined slightly under the influence of budget cuts in 2003. Nevertheless, Irvine Valley College's new program for electrician certification has increased enrollment in vocational courses.

Irvine Valley College's accountability indicators demonstrate above average performance on all indicators when compared to those of its peer institutions.

Inspired by the Accreditation Standards and the South Orange County Community District goals, the Irvine Valley College President and Academic Senate are jointly engaged in a strategic planning process to continue providing an excellent learning experience for our diverse and changing community.



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.5%	50.9%	50.7%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.9%	73.2%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	55.1%	55.9%	63.1%



# ARCC 2007 Report: College Level Indicators

## 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	80.6%	84.1%	82.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	66.6%	71.8%	72.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	27.5%	14.5%	7.1%
<b>Basic Skills Improvement Rate</b>	53.1%	50.7%	54.5%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



## Lake Tahoe Community College

Lake Tahoe Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	6,890	7,287	7,094
<b>FTES*</b>	1,754	1,701	1,598

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	5.8%	6.4%	6.1%
<b>18 - 24</b>	25.5%	24.8%	25.0%
<b>25 - 49</b>	47.3%	45.5%	43.2%
<b>Over 49</b>	21.3%	23.3%	25.7%
<b>Unknown</b>	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.8%	56.6%	56.2%
<b>Male</b>	43.2%	42.2%	43.7%
<b>Unknown</b>	0.0%	1.3%	0.1%

Source: Chancellor's Office, Management Information Systems



## Lake Tahoe Community College

Lake Tahoe Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	2.5%	3.4%	2.5%
<b>Black/African American</b>	0.6%	0.8%	0.8%
<b>Filipino</b>	1.0%	1.0%	1.2%
<b>Hispanic</b>	15.9%	14.7%	13.6%
<b>Native American</b>	1.1%	1.2%	1.2%
<b>Other Non-White</b>	1.3%	1.5%	1.3%
<b>Pacific Islander</b>	0.4%	0.3%	0.4%
<b>White</b>	72.8%	69.8%	71.3%
<b>Unknown/Decline to State</b>	4.4%	7.3%	7.8%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Lake Tahoe Community College

Lake Tahoe Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.7	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	72.8	65.4	56.5	72.8	B1
C	Persistence Rate	63.1	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.7	79.4	71.8	83.2	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.6	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	54.5	48.6	43.6	54.5	F5

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Lake Tahoe Community College

Lake Tahoe Community College District

### College Self-Assessment

Lake Tahoe Community College is situated in South Lake Tahoe, approximately 85 miles from the nearest California community college and 100+ miles to the nearest campus of the University of California or California State University. The district is located in the Sierra Nevada Mountains making it difficult for prospective students to attend another campus of the California higher education system without relocating. Thus the college plays a critical role in providing transfer, vocational, basic skills, and continuing education to an increasingly diverse population in this small mountain community. The community has recently experienced a dramatic increase in housing prices and a history of 80% of home sales going to second home owners and investment buyers. This has led to a 15 percent decline in full-time equivalent students between 2003-04 and 2005-06. The college has been forced to adjust the size of the full-time faculty and staff in order to maintain a balanced budget with adequate reserves for unanticipated expenses or further enrollment declines.

As a small institution of higher education, the college 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 economy is based on tourism and recreation, generally career fields that are low paying and seasonal. With small numbers of students it is not possible to provide the breadth of vocational programs that students desire or that local employers request. Despite these challenges the college is quite successful and student surveys reflect overwhelming satisfaction with the college. In such a small, isolated community the college serves as the intellectual and cultural center for the people who reside and work here.

Lake Tahoe Community College has fared extremely well in the six areas assessed in the ARCC 2007 Report. The college scored as the top college in three of the six accountability indicators, above the average in two, and at the average in one of the peer groupings. These results reflect an excellent faculty with extraordinary teachers and caring counselors. The Board of Trustees is stable, knowledgeable and supportive. The staff and administrators are dedicated to the success of our students and committed to providing high quality facilities; service and programs to the students and to assist the faculty with the tools, culture, and support necessary for an outstanding instructional program. The faculty and staff take great pride in the percentage of students who have persevered to complete their courses in all credit classes and become prepared to transfer to a four-year university or complete their program goals. With an average class size of less than 15 students, our students are able to access their teachers and obtain assistance on class assignments, advice on career or transfer decisions and help with tutoring and resources for those with identified disabilities.



# ARCC 2007 Report: College Level Indicators

## Laney College

Peralta Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	53.4%	54.8%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	62.9%	63.5%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	68.9%	67.9%	63.5%



# ARCC 2007 Report: College Level Indicators

## Laney College

Peralta Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	69.8%	68.9%	67.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	68.6%	63.4%	63.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	55.7%	54.5%	56.1%
<b>Basic Skills Improvement Rate</b>	33.7%	32.5%	37.2%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Laney College

Peralta Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	23,071	21,484	20,753
<b>FTES*</b>	8,141	7,818	7,842

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	7.7%	7.4%	8.9%
<b>18 - 24</b>	37.3%	37.6%	36.3%
<b>25 - 49</b>	46.2%	45.7%	45.3%
<b>Over 49</b>	8.7%	9.2%	9.4%
<b>Unknown</b>	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	55.7%	56.3%	56.1%
<b>Male</b>	41.9%	41.4%	42.4%
<b>Unknown</b>	2.4%	2.3%	1.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Laney College

Peralta Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	29.7%	30.0%	30.4%
<b>Black/African American</b>	29.1%	29.3%	29.7%
<b>Filipino</b>	2.4%	2.2%	2.1%
<b>Hispanic</b>	12.2%	12.2%	11.9%
<b>Native American</b>	0.6%	0.6%	0.6%
<b>Other Non-White</b>	1.9%	1.8%	1.9%
<b>Pacific Islander</b>	0.7%	0.6%	0.7%
<b>White</b>	15.6%	15.1%	15.2%
<b>Unknown/Decline to State</b>	7.8%	8.0%	7.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Laney College

Peralta Community College District

### College Peer Grouping

**Table 1.10: 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	48.1	33.7	56.5	A5
B	Percent of Students Who Earned at Least 30 Units	65.0	65.4	56.5	72.8	B1
C	Persistence Rate	63.5	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.4	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.1	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	37.2	42.0	32.7	52.0	F2

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Laney College

Peralta Community College District

### College Self-Assessment

Laney College provides transfer, vocational and basic skills education to very diverse, urban populations: Asian (32%), African American (28%), Latino (12%), and White (15%). At Laney, over 39% of students are ages 16-24; and 56% are female. More than 70% of the Laney faculty is adjuncts (302 part-timers compared to 128 contract faculty).

Almost a quarter of Laney students speak a primary language other than English. Sixty-five percent taking the ESL writing test require basic skills classes. Additionally, 49% of students taking the CELSA exam test at basic skills levels. Many in this group are referred to ESL classes at local adult schools before enrolling in the college, resulting in lower FTES and retention rates. A growing number of entering students show the need for basic skills classes. In general, results of the required college assessment tests reveal that 57% of entering students need basic mathematics skills; of these 45% test below 8th grade level. Similarly, 60% of these new students require Basic English skills to enroll in and successfully complete college level courses.

Due to these factors, student socio-economics, and the demand to accommodate a wide variety of learning styles, Laney has experienced fluctuations in FTES, basic skills improvement and successful course completion – all of which impact overall student persistence. Given the demographics, these trends are likely to continue. Our Asian student population is growing at double the rate of the service area population by 17%). Our African American student population is consistent with the Oakland population; over 40% of Laney students are economically disadvantaged and only 73% indicate that they are U.S. citizens.

Our commitment to access and to the success of our students requires that we constantly seek innovative, new ways to mobilize and use our resources. One method is Laney College's participation in the Carnegie Foundation for the Advancement of Teaching's Strengthening Pre-collegiate Education in Community College statewide partnership (SPECC). By way of the Laney Basic Skills Learning Collaborative, this SPECC enhances faculty's use of sound student-centered educational practices while facilitating a culture of inquiry and evidence-driven learning systems. Institutionally, Laney is developing a teaching and learning center to improve student efficacy across all disciplines and occupational programs.

Peralta is striving to improve internal and external information gathering, reporting, and dissemination. Currently, Laney struggles with an insufficient infrastructure—i.e., essential databases are not integrated, technical information is not readily available to faculty, staff, and administrators in meaningful, user-friendly ways. This condition results in marginal access to and the inefficient use of the data that is available. Developments are underway to address these constraints to facilitate timely dissemination and use of essential data in order to improve productivity throughout the college.

Given the concerted efforts of many, an integrated system – in part defined by its seamlessness from the Peralta colleges to the college and to the State Chancellor's Office – is within our grasp. Such a resource is essential as it will go a long way towards our better serving administrators, faculty, classified staff, and, most importantly, our students.





## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	60.5%	58.8%	60.7%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.6%	70.3%	71.6%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	72.5%	73.0%	75.4%



# ARCC 2007 Report: College Level Indicators

## Las Positas College

Chabot-Las Positas Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	76.6%	74.1%	72.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	68.3%	68.8%	69.0%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	33.0%	33.5%	35.4%
<b>Basic Skills Improvement Rate</b>	71.2%	72.9%	76.5%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Las Positas College

Chabot-Las Positas Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	11,066	11,512	11,672
<b>FTES*</b>	5,707	5,856	6,204

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	1.6%	2.8%	3.5%
<b>18 - 24</b>	50.1%	51.8%	52.2%
<b>25 - 49</b>	37.6%	35.3%	34.1%
<b>Over 49</b>	10.7%	10.1%	10.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	57.0%	55.9%	55.4%
<b>Male</b>	42.2%	43.6%	43.6%
<b>Unknown</b>	0.8%	0.4%	1.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Las Positas College

Chabot-Las Positas Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	9.3%	10.2%	11.0%
<b>Black/African American</b>	3.5%	3.9%	4.4%
<b>Filipino</b>	3.4%	4.0%	3.7%
<b>Hispanic</b>	13.5%	13.2%	13.7%
<b>Native American</b>	0.8%	0.8%	0.9%
<b>Other Non-White</b>	2.4%	2.4%	2.2%
<b>Pacific Islander</b>	0.8%	0.8%	1.1%
<b>White</b>	61.5%	58.2%	55.4%
<b>Unknown/Decline to State</b>	4.6%	6.4%	7.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Las Positas College

Chabot-Las Positas Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	60.7	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	71.6	72.9	71.6	75.1	B5
C	Persistence Rate	75.4	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.7	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	69.0	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	76.5	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Las Positas College

Chabot-Las Positas Community College District

### College Self-Assessment

Las Positas College (LPC), serving the Tri-Valley area which encompasses the cities of Dublin, Pleasanton, and Livermore, is located in one of California's fastest-growing regions for business and scientific industry. LPC currently enrolls approximately 8,100 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 number and delivery methods of student services.

While we are pleased by the high achievement of our students as evidenced by most of indicators, we also see opportunities for improvement. LPC's rates of: Student Progress and Achievement, Persistence, Basic Skills Course Completion, and Basic Skills Improvement are all above our peer group and state averages. LPC is slightly below our peer-group averages in: Earned at Least 30 Units and Vocational Course Completions.

In examining possible factors that contribute to our Vocational Course Completion Rate, we notice that two of our largest programs, Business and Computer Information Sciences (CIS), have more than 50% of their course offerings in Distance Education (web-based courses). Distance Education (DE) courses tend to have lower rates of completion across all institutions of higher education. We believe our lower completion rates in vocational education are, in part, the result of the heavy reliance on the DE format in those programs. LPC has already embarked on efforts to improve DE completion rates throughout the College. Some of those efforts include on-line DE orientation, on-line student services and additional faculty training focused on DE instruction. LPC is committed to maintaining the open access DE provides. The challenge is to create equitable outcomes for those students who take DE courses. The College will continue to evaluate our progress and implement strategies for improvement.

LPCs' Basic Skills Course Completion and Improvement Rates are very high yet we strive to achieve even greater success. Our English, Math and ESL faculty are continually developing new ways to improve student learning. LPC's Integrated Learning Center provides a lab setting in which students apply the skills they learn in class with additional assistance from faculty. Instructional faculty and Student Services are currently studying additional ways to improve the curriculum, pedagogy, and support services in Basic Skills courses. While we are encouraged by our high rates of completions and improvements in basic skills, we continually work to increase the success of our students.

The College regularly uses data to evaluate itself, assess quality, set priorities, implement changes, and plan for the future. A bond passed by local voters in 2004 allows the College to do more than construct buildings; it enables us to keep pace with our growing and changing population by providing the academic, vocational, and developmental opportunities our community deserves.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	44.3%	42.8%	39.5%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	67.1%	64.9%	63.0%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	52.6%	48.2%	45.6%



# ARCC 2007 Report: College Level Indicators

## Lassen College

Lassen Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	81.6%	82.2%	78.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	43.6%	62.8%	43.9%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	32.5%	30.7%	28.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Lassen College

Lassen Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	6,400	5,610	4,000
<b>FTES*</b>	2,151	1,860	1,634

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	26.0%	18.6%	6.5%
<b>18 - 24</b>	20.0%	22.2%	27.3%
<b>25 - 49</b>	34.5%	37.6%	44.8%
<b>Over 49</b>	19.0%	20.8%	21.5%
<b>Unknown</b>	0.5%	0.7%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	43.4%	46.3%	48.8%
<b>Male</b>	55.5%	52.8%	49.1%
<b>Unknown</b>	1.1%	0.9%	2.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Lassen College

Lassen Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	1.0%	1.2%	1.1%
<b>Black/African American</b>	1.8%	2.4%	4.2%
<b>Filipino</b>	0.3%	0.4%	0.5%
<b>Hispanic</b>	7.6%	8.6%	8.9%
<b>Native American</b>	3.4%	4.0%	3.9%
<b>Other Non-White</b>	0.7%	0.8%	0.9%
<b>Pacific Islander</b>	1.1%	1.1%	1.4%
<b>White</b>	82.1%	77.7%	75.5%
<b>Unknown/Decline to State</b>	2.1%	3.7%	3.7%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Lassen College

Lassen Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	39.5	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	63.0	65.4	56.5	72.8	B1
C	Persistence Rate	45.6	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.8	79.4	71.8	83.2	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	43.9	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	28.1	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Lassen College

Lassen Community College District

### College Self-Assessment

The forerunner of Lassen Community College began on May 4, 1925, when the Junior College Department of the Lassen Union High School District was established and began conducting classes on the Lassen High School Campus. A separate facility was created in 1941 with the remodeling of a Main Street garage into a classroom building. In 1945, because of increasing enrollment, a new building was built adjacent to the high school. The modern era of Lassen Community College began in March 1965 with the establishment of the Lassen Community College District and the separation from the high school district. A separate Board of Trustees was elected and planning began for a new campus.

The new campus, located on Highway 139, today consists of 165 acres and 39 structures, including 19 main buildings. It began operations in September 1971. In addition to classrooms, laboratories, and offices, it has a dormitory with a capacity of 129, a library, college union, computer rooms, a large gymnasium and outdoor recreation facilities.

Though distinctively rural, Lassen County's varied terrain encompasses forested plateaus, green mountains, snow-capped peaks and vast, open agricultural valleys. The county is approximately the size of Connecticut with 91,700 acres covered by inland water. Lassen County has grown from 28,600 in 1993 to 34,000 in 2000. Susanville has grown from 12,500 in 1993 to 17,500 in 2000. The median income of the citizens of Lassen County is \$36,310.

Lassen Community College has suffered from a significant decrease in student enrollment. Even with this decrease in enrollment the quality of education continues at the same high level. The college continues to offer nineteen (19) Associate Degree transfer programs and forty-one Certificate programs. The college also offers specialized courses designed to accommodate the needs of our EOP&S and DSPS students, as well as courses designed to support an ESL program.

Distance education offerings have added a significant increase in student enrollments. This new approach to delivering educational opportunities to time and place bound students have greatly enhanced the chances for more of the county and region's citizens to obtain a college degree.

The significant decline in enrollments has placed the district into a position of doing more with less. This loss of resources has contributed to the college sliding from the accreditation status of warning to probation. Our current status will be reversed over the next two years.

The ARCC 2007 Report indicates that the college is above the median value of its peers in all of the Performance Indicators. Even though this would indicate that the college is meeting its obligation to provide quality education to its citizens at an affordable price, the college continues to explore new delivery and pedagogical modalities for the purpose of moving the college to the next level of excellence.



# ARCC 2007 Report: College Level Indicators

## Long Beach City College

Long Beach Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	46.5%	45.4%	43.9%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	72.6%	73.4%	71.5%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	71.9%	72.6%	75.3%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	79.7%	75.1%	72.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.1%	60.3%	58.0%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	39.3%	36.9%	32.1%
<b>Basic Skills Improvement Rate</b>	50.8%	49.1%	48.9%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Long Beach City College

Long Beach Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	44,353	39,116	39,116
<b>FTES*</b>	20,786	20,923	18,692

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	1.6%	1.7%	1.9%
<b>18 - 24</b>	41.4%	46.7%	47.5%
<b>25 - 49</b>	46.3%	43.5%	42.7%
<b>Over 49</b>	7.6%	7.2%	7.4%
<b>Unknown</b>	3.2%	0.9%	0.4%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	49.2%	53.1%	53.7%
<b>Male</b>	46.8%	45.6%	45.6%
<b>Unknown</b>	4.0%	1.2%	0.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Long Beach City College

Long Beach Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	10.7%	12.4%	12.3%
<b>Black/African American</b>	9.6%	11.6%	12.9%
<b>Filipino</b>	3.8%	4.6%	4.1%
<b>Hispanic</b>	27.7%	31.8%	33.8%
<b>Native American</b>	0.8%	0.9%	0.8%
<b>Other Non-White</b>	2.8%	3.1%	3.0%
<b>Pacific Islander</b>	0.9%	1.0%	1.0%
<b>White</b>	26.8%	26.6%	25.5%
<b>Unknown/Decline to State</b>	16.9%	8.0%	6.8%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Long Beach City College

Long Beach Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	43.9	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	71.5	72.0	66.3	80.8	B3
C	Persistence Rate	75.3	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.7	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.0	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	48.9	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Long Beach City College

Long Beach Community College District

### College Self-Assessment

Long Beach City is one of the oldest community colleges in California serving an increasingly diverse population of students in a highly urban area where 20% of the households are living on incomes at or below the federal poverty level. The student body mirrors the ethnic diversity of the community and draws heavily from the traditional college age and younger working adult segments of the population.

Long Beach City has a proud tradition of preparing students for transfer to colleges and universities. In each of the last three years over 900 students annually completed a transfer to a public university in California and over 1,700 annually became prepared to transfer. Hundreds of other students transferred to private institutions in California or to institutions of higher learning out of the state.

In our student progress and achievement outcomes we have noticed a slight decrease in the achievement rates for degree/certificate/transfer. During the academic year 2005-06 we completed an intensive study of our student experiences and learned that many students were one or two courses away from meeting the transfer requirements while others had met those requirements but did not transfer. During academic year 2006-07 we are further investigating the reasons behind those findings with an intention of taking corrective action. An on-going federally funded set of grant activities is in place to help stimulate more transfers, promote greater student success and to retain more students from the groups that are traditionally under represented in higher education. We are pleased to see the slight increase in the persistence rate.

Over 100 Associate Degree or certificate programs are offered at Long Beach City. With respect to student progress and achievement in the vocational/occupational/workforce development area we notice that we are slightly below the norm for the peer group and have been experiencing a decline in the successful course completion rate for vocational offerings. We are investigating the success results in those offerings to determine if the experience is isolated to a few areas or if it is "across the board" in all areas.

Approximately 90% of the students entering the college assess into one or more pre-baccalaureate courses of instruction. We noticed a decline in the successful course completion rate and in the basic skills improvement rate over the last three years in the report. We have recently obtained a major federally funded grant dedicated to the improvement basic skills instruction and services. This fall we invited a team of community college experts in the basic skills disciplines to visit the campus for the purpose of helping us start a self-assessment. Armed with their report we are prepared to develop a plan for basic skills research and further interventions that will lead to improvement in these outcomes over time.



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.3%	50.8%	46.7%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	75.1%	73.8%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	61.0%	61.6%	60.6%



# ARCC 2007 Report: College Level Indicators

## 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	83.1%	81.3%	78.0%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	67.7%	64.3%	60.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	54.8%	64.9%	65.4%
<b>Basic Skills Improvement Rate</b>	48.7%	46.8%	49.7%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



## Los Angeles City College

Los Angeles Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	26,344	26,764	27,964
<b>FTES*</b>	14,798	15,221	13,658

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	5.5%	6.4%	6.9%
<b>18 - 24</b>	37.1%	36.3%	35.7%
<b>25 - 49</b>	48.3%	47.4%	46.4%
<b>Over 49</b>	9.1%	9.9%	10.9%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.9%	57.6%	58.6%
<b>Male</b>	43.1%	42.4%	41.4%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles City College

Los Angeles Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	14.7%	14.7%	14.5%
<b>Black/African American</b>	11.7%	11.7%	11.4%
<b>Filipino</b>	5.2%	5.4%	5.6%
<b>Hispanic</b>	38.9%	38.9%	40.0%
<b>Native American</b>	0.4%	0.4%	0.4%
<b>Other Non-White</b>	2.0%	2.1%	1.9%
<b>Pacific Islander</b>	0.2%	0.2%	0.3%
<b>White</b>	22.6%	22.3%	21.3%
<b>Unknown/Decline to State</b>	4.2%	4.2%	4.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles City College

Los Angeles Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	<b>Indicator</b>	<b>College's Rate</b>	<b>Peer Group Average</b>	<b>Peer Group Low</b>	<b>Peer Group High</b>	<b>Peer Group</b>
A	Student Progress and Achievement Rate	46.7	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	71.1	69.3	55.6	78.6	B2
C	Persistence Rate	60.6	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.0	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	49.7	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Los Angeles City College

Los Angeles Community College District

### College Self-Assessment

Los Angeles City College was established in 1929 on the former site of UCLA. The college is located on 48 acres near Hollywood, a community richly diverse in income, cultures and neighborhood character. LACC takes great pride in the accomplishments of its students: The debate team is a consistent national winner, and the Math Club regularly brings home top national awards. LACC is ranked among the top 100 community colleges nationally in associate's degrees awarded to Asian American students and to Hispanic students. In addition to a strong transfer curriculum, LACC has highly successful vocational programs, as well as extensive basic skills programs.

Most of LACC's students are not 'traditional'. The average age of the students is 29.5 years. Many – 12% - already have degrees. Over 21% earned their secondary diplomas abroad. Thirty-six percent declare a vocational goal; 25% hope to transfer. Academic preparation of many LACC students is lacking: 18% of students place into college-level English; 4% place into college-level mathematics. Five of the 7 major high schools sending students to LACC fall into the lowest 10% of high schools Statewide based on the Academic Performance Index (API).

Many LACC students also face poverty. The median household income, according to the 2000 census, of the immediate service area of LACC was \$31,397, far below the medians for Los Angeles County and for the State. Similarly, the unemployment rate for LACC's immediate service area was higher than L.A. County and the State (10.2% vs. 8.2% and 7.0%, respectively). Sixty-one percent of LACC students receive financial aid. Sixty-nine percent enroll part time, a cause of additional academic challenges.

LACC has embarked on a \$287 million dollar bond-supported renovation of the campus. Construction has begun on three new buildings: parking structure and athletic field, library, and child development center. Several additional buildings are slated for construction or substantial remodel. While offering hope for the future, construction creates challenges to keeping the academic program functioning smoothly with minimal disruption.

Accountability indicators for LACC demonstrate that students are succeeding at rates that exceed the average for LACC's peer group for every measure. While several measures reveal slight declines over the reported three-year periods—student progress and achievement in obtaining degree, certificate or transfer; successful course completion for vocational courses and for basic skills courses—it's too early to tell whether or not these changes represent the beginning of a trend or normal annual variation. However, building on our current successes, faculty, staff and administrators continue to explore ways to further enhance student outcomes. For example, a new Student Success Initiative taskforce is being formed to identify and remove obstacles to student success and to improve basic skills and transfer achievement rates. Career ladder programs have been developed to facilitate students moving from basic skills courses to credit, vocational preparation and transfer courses. Overall the accountability findings are a cause for pride and a sense that LACC students meet their goals despite the many life issues they must juggle as they attend college.





# ARCC 2007 Report: College Level Indicators

## Los Angeles Harbor College

Los Angeles Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.8%	53.4%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.9%	71.8%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	70.3%	68.2%	63.0%



# ARCC 2007 Report: College Level Indicators

## Los Angeles Harbor College

Los Angeles Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	79.9%	77.0%	78.1%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.8%	58.2%	55.9%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	37.5%	%	%
<b>Basic Skills Improvement Rate</b>	50.0%	52.3%	54.3%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Los Angeles Harbor College

Los Angeles Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	14,943	13,908	14,441
<b>FTES*</b>	6,620	6,794	6,186

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	12.5%	11.5%	13.8%
<b>18 - 24</b>	44.2%	46.3%	46.6%
<b>25 - 49</b>	37.5%	36.8%	34.6%
<b>Over 49</b>	5.8%	5.4%	4.9%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	61.4%	62.6%	62.3%
<b>Male</b>	38.6%	37.4%	37.7%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles Harbor College

Los Angeles Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	8.3%	8.2%	8.9%
<b>Black/African American</b>	14.5%	14.6%	15.3%
<b>Filipino</b>	8.1%	8.7%	8.9%
<b>Hispanic</b>	39.1%	39.8%	39.2%
<b>Native American</b>	0.6%	0.6%	0.7%
<b>Other Non-White</b>	1.0%	1.0%	1.1%
<b>Pacific Islander</b>	1.6%	1.5%	1.5%
<b>White</b>	19.1%	19.3%	17.9%
<b>Unknown/Decline to State</b>	7.6%	6.3%	6.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles Harbor College

Los Angeles Community College District

### College Peer Grouping

**Table 1.10: 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	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	68.3	69.3	55.6	78.6	B2
C	Persistence Rate	63.0	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.1	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.9	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	54.3	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Los Angeles Harbor College

Los Angeles Community College District

### College Self-Assessment

Since 1949 Los Angeles Harbor College has served the socio-economically and ethnically diverse communities adjacent to the Port of Los Angeles and the adjoining South Bay area of Los Angeles County. Our students represent proportions of African-American, Asian/Pacific Islander and Hispanic populations which exceed the equivalent proportions of the community. Each year the community population has continued to grow. Local feeder high schools have remained at or above their maximum capacity; however, the college experienced an enrollment decline from 9470 students in fall 2002 to 8470 students in fall 2005.

The focus of the college is on preparing students for transfer to four-year colleges and universities, and approximately 600 students transfer annually. The college also offers a limited vocational program with 31 A.S. degrees and 22 certificate programs. Additionally, it is focusing on expanding its student success, basic skills, and community services programs.

Among its recent achievements, the college has successfully competed for several grants including DOE Title V, DOE TRIO, Fund for Student Success, and Nursing Capacity Expansion. It has introduced several new programs including culinary arts, fiber optics, and network administration. The college has also expanded its distance learning and outreach programs. The college's Middle College High School has recently been acknowledged as one of the most successful in the United States. The community's generous support has provided funding for the construction of four new buildings and the renovation of several others.

Meanwhile, the college has faced on-going budget deficits which have resulted in a reduction of faculty, staff and other student success resources. While the ongoing construction project will result in a modern, state-of-the-art campus, the process has made it difficult to maximize our class offerings or to ensure easy access for our students.

Relative to the state average, Los Angeles Harbor College has demonstrated average or above average performance on the state's accountability indicators. The percentage of students completing at least 30 units, the persistence rate, and the basic skills improvement rate have remained constant over the past three years. The student progress and achievement rates have remained high. It also should be noted that local California State Universities increased their acceptance of transfer and new students in 2004-2005, thus impacting the college's student progress and the persistence rate for that period. The basic skills successful course completion rate has declined slightly. It is too early to determine if this is a trend; however, the college will continue to monitor this measure. The vocational education successful course completion rate has remained constant.

Los Angeles Harbor College's performance on the state's accountability indicators is comparable to its peers. While the persistence rate is slightly below the average of the peer group, the college is above the average on the student progress and achievement rate, successful course completion rate, and improvement rate for basic skills courses. The college meets the peer average for percentage of students who earned at least 30 units and successful course completion rate for basic skills courses.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	46.4%	39.9%	41.7%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	72.2%	69.1%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	62.8%	55.6%	58.7%



# ARCC 2007 Report: College Level Indicators

## Los Angeles Mission College

Los Angeles Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	82.3%	72.6%	73.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	63.0%	63.9%	60.2%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	50.5%	41.6%	32.1%
<b>Basic Skills Improvement Rate</b>	48.9%	48.9%	55.8%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Los Angeles Mission College

Los Angeles Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	12,512	12,054	12,516
<b>FTES*</b>	6,353	6,251	5,125

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	8.0%	8.2%	10.0%
<b>18 - 24</b>	44.9%	47.3%	47.5%
<b>25 - 49</b>	41.1%	38.6%	36.9%
<b>Over 49</b>	6.0%	5.9%	5.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	63.6%	63.8%	63.9%
<b>Male</b>	36.4%	36.2%	36.1%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles Mission College

Los Angeles Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	5.1%	5.1%	4.7%
<b>Black/African American</b>	5.6%	5.6%	5.5%
<b>Filipino</b>	2.1%	2.3%	2.4%
<b>Hispanic</b>	64.6%	65.4%	65.5%
<b>Native American</b>	0.6%	0.5%	0.5%
<b>Other Non-White</b>	1.6%	1.5%	1.5%
<b>Pacific Islander</b>	0.2%	0.2%	0.3%
<b>White</b>	13.3%	12.7%	12.6%
<b>Unknown/Decline to State</b>	7.0%	6.8%	6.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles Mission College

Los Angeles Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	41.7	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	69.0	69.3	55.6	78.6	B2
C	Persistence Rate	58.7	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.2	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.2	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	55.8	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Los Angeles Mission College

Los Angeles Community College District

### College Self-Assessment

Los Angeles Mission College is located in the Northeast San Fernando Valley and is one of nine in the Los Angeles Community College District. It was established in 1975 and for its first sixteen years offered classes in scattered storefronts and leased facilities. The permanent campus was completed in 1991 and since then enrollment has grown steadily, reaching 7,500 students in fall 2006. The college serves an economically and socially diverse student population which is predominately Hispanic (70%). Nearly 25% of students selected transfer as their educational goal while 35% have declared a vocational educational goal.

Mission College's focus is student success, through both expanding access and attainment of students' educational goals. There are a number of challenges that the college has encountered in pursuit of its educational mission: nearly three-quarters of students place below college level English or Math and are drawn from high schools characterized by low academic performance; the service area population exhibits comparatively low levels of educational attainment; and, the college is working hard to minimize disruptions to students and academic programs due to several major construction projects.

For Mission College, student progress and achievement measures (the proportion of students who obtained a degree, certificate or transfer and the proportion of students who earned at least 30 units within six years) declined between 1998-99 and 1999-00 and then increased in 2000-01. For these indicators, the college's peer group either declined or slightly increased. Mission is close to the peer group average, exceeding it in some years and being slightly below it in others. Mission College experienced declines between 2002-03 and 2003-04 in three indicators: the proportion of students persisting, the annual successful completion rate for vocational courses; and the annual successful course completion rate for basic skills. However, all three measures increased in 2004-05. Again, Mission College was slightly below the peer group average for these measures in some years and above it in others. The improvement rate for basic skills courses increased between 2003-04 and 2005-06 and the college exceeded the peer group average.

Mission College has been proactive in its effort to improve student success while expanding access. In October 2004 the college was awarded a five-year federal grant (Title 5, Hispanic Serving Institutions) which focused on improvement of course completion in basic skills mathematics and transition to college level mathematics. Moreover, in September 2005, the college also received a five-year federal TRIO grant focused on student support services. It has used this grant to design programs and activities which have supplemented and expanded existing student services (primarily in the areas of counseling and tutoring) to address the issues of improving student persistence, graduation, and transfer. In 2006, the college expanded its Transfer Center services, hiring a full-time transfer and articulation counselor, and received a major federal grant aimed at improving services to transfer students. The college's Educational Master Plan and recently completed Accreditation Self-Study have developed structured objectives for achieving improvements in student success measures.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	58.4%	58.4%	58.1%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	74.2%	74.3%	73.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	75.3%	75.1%	71.4%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	84.3%	77.2%	77.6%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	74.8%	66.4%	66.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	62.2%	50.0%	42.4%
<b>Basic Skills Improvement Rate</b>	59.3%	56.3%	55.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Los Angeles Pierce College

Los Angeles Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	27,252	27,152	29,013
<b>FTES*</b>	12,083	12,802	12,302

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	9.0%	9.3%	10.9%
<b>18 - 24</b>	49.6%	51.8%	52.2%
<b>25 - 49</b>	33.0%	30.4%	28.3%
<b>Over 49</b>	8.4%	8.5%	8.5%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	58.1%	58.5%	58.0%
<b>Male</b>	41.9%	41.5%	42.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles Pierce College

Los Angeles Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	13.2%	13.0%	12.7%
<b>Black/African American</b>	6.1%	6.5%	6.7%
<b>Filipino</b>	4.4%	4.6%	4.9%
<b>Hispanic</b>	23.6%	24.3%	25.8%
<b>Native American</b>	0.5%	0.6%	0.5%
<b>Other Non-White</b>	4.4%	4.4%	4.4%
<b>Pacific Islander</b>	0.5%	0.5%	0.4%
<b>White</b>	39.8%	38.6%	37.0%
<b>Unknown/Decline to State</b>	7.5%	7.6%	7.7%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Los Angeles Pierce College

Los Angeles Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	58.1	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	73.1	69.3	55.6	78.6	B2
C	Persistence Rate	71.4	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.6	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.6	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	55.4	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Los Angeles Pierce College

Los Angeles Community College District

### College Self-Assessment

In Fall 2006, Pierce College enrolled more than 18,500 credit students. Its student population is young (two-thirds under the age of 25) and increasingly ethnically diverse, with its proportion of Hispanic students more than doubling since 1992 from 13% to 28%. Transfer is the primary academic goal for the largest proportion of students, followed by career preparation. Many of the students require one or more basic skills classes. Therefore, the college is acutely aware of the importance of meeting the needs of students who enroll with a wide range of goals and preparation levels.

On five of the six college-level indicators in the Accountability Report, Pierce exceeds the average results of its designated peers. On the sixth measure, degree/certificate/transfer, Pierce matches the average rate for the group. However, the faculty and leadership of the college recognize the opportunity for continued growth in each of these areas.

The first three measures reflect the college's ability to retain students and assist them in achieving their goals. This requires colleges to offer the classes that students need, at convenient times and locations, and to provide them with appropriate support services. Pierce's results on these measures over the three years reported have remained stable. To build upon this foundation, Pierce has undertaken a concerted effort to better integrate classes and support services. Departments are coordinating efforts with the Learning Center to ensure appropriate tutoring and computer-based assistance; counselors and department chairs are working together to evaluate course and degree offerings; counseling has created an online option for students unable to access in-person counseling services; and the course scheduling process has become more focused on utilizing enrollment data to ensure that courses meet student needs.

The next three measures report specific course success rates and subsequent progress, particularly in basic skills classes. On each of these measures, the college's reported outcomes for 2003-04 are higher than for subsequent years. This discrepancy appears to be the result of LACCD reporting practices for MIS data in 2002-03 and 2003-04, which artificially inflated the success rates for those years. The 2004-05 and 2005-06 data, which are consistent with internal calculations, are above the average for the peer group.

To continue to improve basic skills outcomes, the college has been pushing ahead with new initiatives in this area through the work of its Student Success Committee. The committee includes the VPs for Student Services and Academic Affairs, faculty, counselors, and deans. Ongoing projects include professional development activities for faculty, the creation of linked classes that pair college success courses with lower-level math and English courses, the purchase of new software for the Learning Center to support basic skills courses, and the establishment of a mandatory Math Study Hall for students who perform poorly on exams early in the semester.

The campus-wide commitment to the success of all students is reflected in the collegewide indicators presented in this report. The faculty and staff of the college continue to work toward improving students' outcomes on these and other achievement measures.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	43.2%	40.9%	38.9%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	67.7%	65.0%	62.4%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	62.1%	54.5%	50.2%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	78.4%	75.9%	73.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	54.6%	46.6%	48.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	42.1%	54.9%	40.0%
<b>Basic Skills Improvement Rate</b>	47.2%	45.2%	55.0%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



## Los Angeles Southwest College

Los Angeles Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	11,745	11,937	12,571
<b>FTES*</b>	5,594	5,687	4,636

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.0%	6.9%	8.6%
<b>18 - 24</b>	35.9%	34.1%	33.5%
<b>25 - 49</b>	51.1%	51.5%	49.9%
<b>Over 49</b>	7.0%	7.5%	8.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	72.6%	72.2%	71.0%
<b>Male</b>	27.4%	27.8%	29.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles Southwest College

Los Angeles Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	0.8%	0.7%	0.9%
<b>Black/African American</b>	70.1%	68.6%	65.3%
<b>Filipino</b>	0.4%	0.4%	0.5%
<b>Hispanic</b>	25.4%	26.5%	28.8%
<b>Native American</b>	0.2%	0.3%	0.2%
<b>Other Non-White</b>	0.5%	0.6%	0.6%
<b>Pacific Islander</b>	0.2%	0.2%	0.2%
<b>White</b>	0.8%	0.7%	0.7%
<b>Unknown/Decline to State</b>	1.7%	1.9%	2.7%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles Southwest College

Los Angeles Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	38.9	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	62.4	69.3	55.6	78.6	B2
C	Persistence Rate	50.2	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.8	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	48.8	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	55.0	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Los Angeles Southwest College

Los Angeles Community College District

### College Self-Assessment

Los Angeles Southwest College is a comprehensive community college located in south-central Los Angeles. LASC is committed to providing an environment for quality learning which fosters successful pathways to enrich the lives of its diverse population. Out of 7,000 students, 65% are Black/African-American, 29% Hispanic, and 6% other.

LASC acknowledges challenges in retention, persistence, and success rates. Many students are working parents with financial and job obligations. Eighty-three percent of students come to the college at basic skills levels in the areas of English and math. In order to deal with these challenges, in 2006 the college developed a basic skills plan in collaboration with administrators, faculty, and staff.

The decline in student progress and achievement rates, as well as the percent of students who earn at least 30 units, are reflective of the need to better prepare students for college level courses. Although LASC shows above average performance in relationship to its peer group average in the area of credit basic skills, the college believes that a stronger basic skills program will better prepare students for success in college level courses. In the current academic year, LASC received a \$276,000 grant for basic skills improvement and support for its immigrant population. The college is using these funds to address success levels in English and math, enhance tutoring, and develop appropriate curriculum. The newly created Academic Center for Excellence will provide diagnostic assessment for students placing four levels below college level English and math. This center will offer these students support with customized educational plans along with curriculum in modular format utilizing one-on-one, small groups, and multimedia pedagogy. Upon mastering a learning module, students will be reassessed for placement in math and English courses.

A newly created Success Rates Pilot Program provides supplemental instruction and tutorial group sessions for students enrolled in typical college level courses, e.g. as science, history, etc., who need basic skills support. In addition, students are given diagnostic testing, provided workshops, and referred to other resources as needed.

In response to declining persistence rates, the college is strengthening its early alert program in order to provide additional assistance to struggling students early in the semester. Similarly, the college recently sent letters to all students with less than a 2.0 GPA, advising them to see a counselor and register early for the winter and spring semesters. For students on academic probation, an additional letter was sent advising them to see a counselor to help them review their academic plans and set realistic goals. As the percentage of younger students has increased, the college is currently applying for CAHSEE funding to better meet their needs.

LASC is committed to greater accountability and action in the areas of basic skills, retention, success and persistence. As a result, the college will continue to provide an environment for quality learning enriching the lives of its diverse population.





## Los Angeles Trade Technical College

Los Angeles Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	42.3%	41.7%	36.8%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	71.2%	70.7%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	58.0%	61.3%	60.1%



# ARCC 2007 Report: College Level Indicators

## 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	81.9%	76.5%	74.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	53.5%	48.4%	48.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	42.9%	39.6%	35.4%
<b>Basic Skills Improvement Rate</b>	41.4%	37.3%	41.6%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



## Los Angeles Trade Technical College

Los Angeles Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	23,162	22,842	23,922
<b>FTES*</b>	11,496	12,094	10,658

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	8.5%	9.5%	14.2%
<b>18 - 24</b>	35.3%	35.5%	35.4%
<b>25 - 49</b>	48.3%	47.2%	43.6%
<b>Over 49</b>	7.9%	7.8%	6.7%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	51.8%	52.8%	51.7%
<b>Male</b>	48.2%	47.2%	48.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles Trade Technical College

Los Angeles Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	5.1%	5.2%	5.0%
<b>Black/African American</b>	30.1%	29.7%	29.2%
<b>Filipino</b>	2.3%	2.2%	2.2%
<b>Hispanic</b>	50.6%	51.1%	52.0%
<b>Native American</b>	0.5%	0.5%	0.4%
<b>Other Non-White</b>	0.9%	0.8%	0.8%
<b>Pacific Islander</b>	0.2%	0.3%	0.3%
<b>White</b>	6.7%	6.6%	5.9%
<b>Unknown/Decline to State</b>	3.7%	3.6%	4.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles Trade Technical College

Los Angeles Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	36.8	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	68.0	65.4	56.5	72.8	B1
C	Persistence Rate	60.1	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.8	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	48.1	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	41.6	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Los Angeles Trade Technical College

Los Angeles Community College District

### College Self-Assessment

Los Angeles Trade Technical College (LATTC) has offered general education and career-technical courses to its predominantly minority (94.5%) population for over 80 years. LATTC offers courses in 65 different occupational areas in addition to traditional academic curricula. In 2005-06, LATTC programs ranked at the top in the state for conferring degrees and certificates. Overall, LATTC is the #1 community college in California for awarding AA/AS degrees in the Family and Consumer Sciences discipline. Additionally, 21 LATTC sub-disciplines and fields rank #1, and 53 rank in the top 10 (44 in the top 5) in the number of degrees and certificates conferred.

A significant driving force for LATTC's mission is its service area population demographics: 55.2% of the adult population does not possess a high school diploma or equivalency; 20.2% have between a 9th and 12th grade education; and 35% have less than a 9th grade education. Further, nearly one-third (32.4%) of the service area population lives at or below the Federal Poverty Level, highest among all nine colleges in the LA Community College District and nearly 20% higher than LA County and California rates.

Despite these challenging demographics, LATTC's persistence rates have remained relatively stable and are slightly higher than the peer group average. While lower than the peer group average, successful course completion rates for Vocational Courses and for Credit Basic Skills Courses have remained consistent over the past 2 years. The sharp spike in these data shown in 2003-2004 can be attributed, at least in part, to inconsistencies in data calculations that occurred during that year.

Forty percent of LATTC students take less than 6 units and approximately half of all students' (49.1%) educational goals are career-related. Further, while over one-third (35.9%) of students have educational goals that are unknown, transitional, or basic skills related, only 15% of students have transfer-related educational goals. Because the number of students wanting to either improve basic skills or complete a high school diploma has continued to increase, LATTC has expanded the number, quality, and access to credit and noncredit Basic Skills courses and Vocational Skills Certificates. In fact, from 2002-2003 to 2005-2006, the number of Skills Certificates (18 or less units) awarded increased from 436 to 557 (28%). Accountability data show increases in Basic Skills Improvement Rates over the same time period. This increase has been accompanied by a decrease in Certificates of Completion (over 18 units), and Student Progress and Achievement, both of which are contingent upon students completing over 18 units.

While LATTC faces extreme socioeconomic challenges, the college continues to work toward meeting the diverse needs of the community. LATTC is expanding the size of its Learning Skills computer lab, curricula, and support services; creating contextualized basic skills and VESL curricula; implementing multiple student retention and success initiatives; and developing a comprehensive first-year experience - all aimed at greatly improving student educational outcomes.



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	50.8%	53.4%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.8%	71.9%	68.9%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	68.4%	70.1%	64.3%



# ARCC 2007 Report: College Level Indicators

## Los Angeles Valley College

Los Angeles Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	83.5%	77.0%	76.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	74.2%	68.7%	67.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	56.0%	41.3%	44.6%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Los Angeles Valley College

Los Angeles Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	28,275	27,292	27,566
<b>FTES*</b>	12,744	12,915	11,674

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	7.6%	7.7%	9.0%
<b>18 - 24</b>	47.3%	48.2%	47.8%
<b>25 - 49</b>	39.3%	38.3%	37.2%
<b>Over 49</b>	5.8%	5.8%	6.1%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	59.9%	60.2%	60.3%
<b>Male</b>	40.1%	39.8%	39.7%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles Valley College

Los Angeles Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	7.7%	7.3%	7.4%
<b>Black/African American</b>	6.7%	7.0%	6.8%
<b>Filipino</b>	4.7%	4.7%	4.8%
<b>Hispanic</b>	37.9%	37.8%	37.9%
<b>Native American</b>	0.5%	0.5%	0.3%
<b>Other Non-White</b>	4.5%	4.5%	4.5%
<b>Pacific Islander</b>	0.4%	0.4%	0.4%
<b>White</b>	31.7%	31.7%	32.0%
<b>Unknown/Decline to State</b>	6.0%	6.1%	5.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Angeles Valley College

Los Angeles Community College District

### College Peer Grouping

**Table 1.10: 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	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	68.9	69.3	55.6	78.6	B2
C	Persistence Rate	64.3	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.5	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.1	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	44.6	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Los Angeles Valley College

Los Angeles Community College District

### College Self-Assessment

Los Angeles Valley College (LAVC) students commute from local and distant communities of the San Fernando Valley, Los Angeles, and other areas. Many LAVC students are financially challenged, and income levels in the service area (North Hollywood and Van Nuys) are lower than the overall area of the San Fernando Valley. Of the 80% of our students who are employed, about 30% work full-time and therefore most students (77%) attend LAVC part-time.

LAVC has a very diverse student population. The median age is 23. The proportion of Hispanic students has steadily grown over the years but is less than the service area population, whereas the proportion of White, Asian, African-American, and female students at LAVC exceeds the proportion in the service area population. Forty-five percent of our students are the first person in their family to attend college.

The majority of students indicate that their educational goal is to gain job related skills/certificate or to transfer/obtain an associate's degree; however, many students attend LAVC for personal development reasons. Our top areas of study which lead to a certificate or associate's degree are Liberal Arts, Child Development, Nursing, and Economics.

Since our enrollment peak in 2002, LAVC, along with the District and the state, has experienced enrollment declines during California's period of economic recovery and period of low unemployment rates. These enrollment declines have affected our budget.

We are proud of our progress and achievement rates and our successful course completion rates for both vocational education and basic skills courses. While our rates have fluctuated or decreased over the three year period, our rates are above average compared to our peer groups for these three indicators. We attribute our success in these areas to our tutoring and support services which help students with transfer, degrees and certificates, and successful course completion. In addition, our Title V cooperative grant has helped Latino students to transfer, our WINGS (Water Improvement by the Next Generation of Scientists) grant recruits students into the environmental sciences to obtain a certificate or associate's degree, and our Nursing grants have improved curriculum alignment with current professional standards and continues to offer tutoring to ensure successful passing of the licensing exam.

LAVC's accountability indicators in the areas of persistence, the percent of students who earned at least 30 units, and basic skills improvement rates fluctuated each year and were below the average compared to our peer groups. We have several programs which we can utilize to make improvements. Our STARS (Strategic Team for the Advancement and Retention of Students) FIPSE grant program engages students and faculty in a dialog about learning in a workshop environment. We plan to expand this program to focus on improving our persistence rates.

The Enrollment Management Team brought new ideas into existence and the college recently implemented a New Student Welcome Day and an additional Faculty Orientation Day which included issues of persistence/retention. We also have newly funded basic skills programs to help our students become more successful and achieve their educational goals.



# ARCC 2007 Report: College Level Indicators

## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	42.9%	43.7%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	59.7%	66.2%	61.9%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	59.5%	59.4%	57.9%



# ARCC 2007 Report: College Level Indicators

## Los Medanos College

Contra Costa Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	78.8%	77.7%	78.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	56.3%	58.1%	57.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	50.0%	26.1%
<b>Basic Skills Improvement Rate</b>	38.7%	35.0%	44.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Los Medanos College

Contra Costa Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	14,198	14,086	13,976
<b>FTES*</b>	7,053	6,355	6,726

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	9.2%	8.4%	8.7%
<b>18 - 24</b>	41.8%	43.2%	44.1%
<b>25 - 49</b>	41.1%	40.2%	39.4%
<b>Over 49</b>	7.8%	8.1%	7.5%
<b>Unknown</b>	0.2%	0.1%	0.2%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.5%	56.1%	55.4%
<b>Male</b>	40.4%	41.2%	41.0%
<b>Unknown</b>	3.1%	2.8%	3.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Los Medanos College

Contra Costa Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	5.7%	5.8%	5.4%
<b>Black/African American</b>	13.6%	14.0%	14.6%
<b>Filipino</b>	6.0%	6.1%	6.0%
<b>Hispanic</b>	21.8%	22.6%	22.8%
<b>Native American</b>	0.9%	0.8%	0.9%
<b>Other Non-White</b>	2.5%	2.5%	2.9%
<b>Pacific Islander</b>	0.8%	0.8%	0.9%
<b>White</b>	44.0%	42.7%	41.2%
<b>Unknown/Decline to State</b>	4.6%	4.8%	5.3%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Los Medanos College

Contra Costa Community College District

### College Peer Grouping

**Table 1.10: 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	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	61.9	65.4	56.5	72.8	B1
C	Persistence Rate	57.9	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.8	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.6	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	44.1	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Los Medanos College

Contra Costa Community College District

### College Self-Assessment

Los Medanos College, established in 1974 and one of three colleges of the Contra Costa Community College District, serves an increasingly diverse population of students that continues to reflect the ethnic composition of the community as well as its changes. Latino students have increased as white students have decreased in proportion. Student unduplicated headcount has remained relatively constant with a slight decrease per academic year, ranging from 14,198 in 2003-2004 to 13,976 in 2005-2006. The slight decrease in enrollment over the past three years may be attributed to the lengthy construction period of new facilities.

To better serve the needs of its population and improve the learning environment, Los Medanos College is in the process of completing construction of three new buildings, library, math and science, which adds 109,132 square feet to its facility, and remodeling its existing plant to mitigate its extremely high space utilization rates.

The College has also increased and improved outreach; established an Honors Transfer program; provided additional counseling; developed and implemented new curricula; offered additional professional development opportunities, focusing on Student Learning Outcomes; and developed "learning communities" in order to improve student achievement and persistence rates.

The College has demonstrated significant success in student achievement in the vocational course completion rate and certificate attainment. Contributing factors for the success include strong partnerships with business and industry, short-term courses, job placement contacts, informal advising and improved program "packaging."

Los Medanos College has responded to its concerns about low rates in various achievement indicators such as achievement of degrees, certificates and transfers; the proportion of students who earned at least 30 units; persistence; and the improvement rates in Basic Skills by recently updating its master plan for the next ten years, where institutional and program strategies are emphasized that address student persistence, course completion and educational goal attainment along with the establishment, implementation and evaluation of Student Learning Outcomes.

To address the performance indicators, Los Medanos College has made student improvement an institutional priority. Specifically, Los Medanos College has devoted significant institutional and grant resources (Title III and Title V) to its developmental education and English as a Second Language programs. Within the last five years, the developmental education program has implemented innovative outcome-based curriculum, integrated student support services into the pre-collegiate classroom, sponsored intensive professional development, and developed a systematic program evaluation process. The College is implementing a comprehensive and integrated ESL program to support students in meeting their personal, academic and vocational goals.

The College has noted the following factors about its service community that has led to these new planning and programmatic efforts: a large number of part-time and older students; some transfer-bound students who choose nearby community colleges; a low percentage of parents who are college graduates resulting in many first-generation college students; a high percentage of developmental students who are not ready for college-level work; socio-economic factors in the feeder area that cause many students to need financial aid and/or to work full-time; and the physical distance to four-year college options.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	53.8%	45.1%	52.9%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.4%	60.6%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	59.3%	54.4%	61.0%



# ARCC 2007 Report: College Level Indicators

## Mendocino College

Mendocino-Lake Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	76.3%	75.7%	75.6%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	65.8%	61.7%	66.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	21.8%	14.4%	6.5%
<b>Basic Skills Improvement Rate</b>	23.7%	43.9%	36.8%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Mendocino College

Mendocino-Lake Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	7,972	7,915	7,844
<b>FTES*</b>	2,783	2,953	2,654

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	10.9%	11.8%	13.6%
<b>18 - 24</b>	28.3%	29.1%	29.4%
<b>25 - 49</b>	38.2%	37.1%	34.9%
<b>Over 49</b>	22.5%	22.0%	22.1%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	62.8%	63.2%	62.9%
<b>Male</b>	37.2%	36.8%	37.0%
<b>Unknown</b>	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Mendocino College

Mendocino-Lake Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	1.7%	1.5%	1.7%
<b>Black/African American</b>	1.2%	1.3%	1.5%
<b>Filipino</b>	0.4%	0.4%	0.4%
<b>Hispanic</b>	15.7%	16.3%	15.5%
<b>Native American</b>	4.3%	3.9%	4.3%
<b>Other Non-White</b>	0.5%	0.6%	0.3%
<b>Pacific Islander</b>	0.3%	0.3%	0.3%
<b>White</b>	73.3%	71.2%	70.6%
<b>Unknown/Decline to State</b>	2.8%	4.5%	5.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Mendocino College

Mendocino-Lake Community College District

### College Peer Grouping

**Table 1.10: 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	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	71.2	65.4	56.5	72.8	B1
C	Persistence Rate	61.0	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.6	79.4	71.8	83.2	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.1	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	36.8	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Mendocino College

Mendocino-Lake Community College District

### College Self-Assessment

Mendocino College, established in 1973, serves an extensive geographic district comprised of parts of two northern California counties, Lake and Mendocino. The main campus is located in Ukiah while two smaller centers occupy rented facilities in Lakeport and Willits. In 2007, the annual FTES number is approaching 3000 although the district's population growth has slowed to 1% and the K-12 population has begun to decline. The percentage of Latino residents, however, is growing, as is the number of retirees moving into the area. Another significant demographic group is Native Americans from approximately 12 tribal entities, who account for more than 4% of the college's students.

Mendocino College offers a full range of vocational and transfer programs, including nursing, culinary arts, business, psychology and theatre. It continues to increase its fire science and administration of justice programs to meet local needs, and has added courses that are transferable to the CSU and UC systems as well. Many students attend the college intending to transfer to Sonoma State (70 miles away) and other four-year schools. As the only institution of higher education within driving distance for most district residents, Mendocino College takes seriously its mission to provide educational choices for traditional students, lifelong learners and incumbent workers.

Due partly to an institutional dedication to excellent teaching and student support, Mendocino College outperforms its peer group in most indicator categories. More than 60% of students persist from one fall semester to the next; more than 70% of first-time students who show intent to complete earn more than 30 units; and student progress and achievement tops 50%. These strong numbers result from the individualized attention to students that a smaller school can provide; a focus on high-quality instruction and support of faculty; and outreach by counselors and financial aid staff. These same factors help explain the 66% completion rate in basic skills courses. A slightly weaker area, successful course completion in vocational skills courses, may be due to the difficulty finding well-qualified faculty in this area as well as a de-emphasis on vocational skills in district high schools (causing entering students to be underprepared). Finally, the lowest performance level – for improvement rate in basic skills courses – is being addressed this year with dedicated funding from the system and should improve over the next several semesters.

Following the passage of its first-ever bond measure in November 2006, Mendocino College has begun planning for the next twenty years. A library/learning resource center for the main campus and permanent facilities for the two off-campus centers are the first projects scheduled to be built. More than a dozen other bond projects will address infrastructure issues, support for distance learning and technology upgrades in all classrooms. The college is financially strong and well-staffed, and looks forward to even greater accomplishments for students in the future.





# ARCC 2007 Report: College Level Indicators

## Merced College

Merced Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	43.9%	42.5%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.4%	66.8%	70.2%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	63.4%	64.1%	67.0%



# ARCC 2007 Report: College Level Indicators

## Merced College

Merced Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	77.8%	76.9%	73.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	50.0%	52.8%	54.0%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	23.5%	26.9%	27.6%
<b>Basic Skills Improvement Rate</b>	45.1%	44.6%	46.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Merced College

Merced Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	19,357	19,834	19,893
<b>FTES*</b>	9,054	9,234	9,162

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.4%	4.4%	5.1%
<b>18 - 24</b>	40.4%	41.6%	41.3%
<b>25 - 49</b>	37.1%	35.8%	35.0%
<b>Over 49</b>	17.3%	17.0%	17.4%
<b>Unknown</b>	0.9%	1.3%	1.2%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	60.2%	60.3%	59.9%
<b>Male</b>	36.6%	36.5%	36.9%
<b>Unknown</b>	3.2%	3.3%	3.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Merced College

Merced Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	7.2%	7.7%	8.1%
<b>Black/African American</b>	5.4%	5.5%	5.4%
<b>Filipino</b>	1.0%	1.0%	1.1%
<b>Hispanic</b>	35.3%	36.2%	37.2%
<b>Native American</b>	1.4%	1.2%	1.2%
<b>Other Non-White</b>	0.0%	0.0%	0.0%
<b>Pacific Islander</b>	0.6%	0.6%	0.7%
<b>White</b>	40.9%	39.5%	38.0%
<b>Unknown/Decline to State</b>	8.3%	8.3%	8.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Merced College

Merced Community College District

### College Peer Grouping

**Table 1.10: 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	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	70.2	69.3	55.6	78.6	B2
C	Persistence Rate	67.0	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.8	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.0	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	46.4	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Merced College

Merced Community College District

### College Self-Assessment

Merced College, established in 1962, serves an increasingly diverse student population from the San Joaquin Valley (Table 1.9). While Merced College's Caucasian population has declined by 3 percent, its Hispanic population grew by 2 percent and its Asian population grew by 1 percent. The College's Hispanic population is underrepresented (37.2% in 2005-2006) when compared to the county demographic (51.4% in 2005). Merced College's student population increased as the student unit load declined during the reporting period (Table 1.6). Merced County's population has grown by about 3 percent per year during the reporting period, contrasted with the College's headcount increase of 1 percent per year for the same period.

Historically, Merced County's unemployment rates have been approximately twice the state average (Federal, State, Merced Co – Ca LMI). Additionally, household income for Merced County is 76% of the state average (U.S. Census Bureau). Students who obtain employment in occupations offered through representative Merced College programs earned about 11 percent more than the Merced County median household income (C/O UI Wage Data, Ca LMI).

A large percentage of the College's student population is enrolled in Basic Skills courses. For 2005-2006, Basic Skills enrollments represented approximately 31% of credit student enrollments at Merced College (C/O Basic Skills data).

Merced College transferred 581 students to 105 institutions (public, private, in-state and out-of-state) in fiscal year 2004-2005 (CPEC), including 32 students who transferred to UC Merced in fall 2006 (CPEC). Additionally, 109 students received certificates of completion in 27 programs and 412 students received associate of Arts Degrees in 50 different programs (IPEDES). Merced College has more than 100 transfer, career, and technical programs that students may choose from in order to meet their educational goals.

County voters approved a \$65 million construction bond in fall 2002. These funds have been leveraged with state construction funds to provide new classroom buildings, a new library, Los Banos off-campus education center, nursing facility, a downtown business resource building, an Ag/IT facility, and a number of secondary remodels, including the science building.

Merced College has performed comparably well to its peer institutions on the six accountability measures. Although student progress and achievement dropped by 2 percent, the percentage of students earning at least 30 units has increased. Persistence rates were on par with peer grouping and have increased by 3.5 percent. While the successful completion rate for vocational courses decreased by 4 percent, college budget constraints in section offerings and enrollment fee increases may be to blame. Successful completion rates in credit basic skill courses increased by 4 percent during the past three years, although Merced College remains below the peer group value. Improvement rates for credit basic skill courses increased slightly and were just below the peer group.

Merced College's mission statement demonstrates its continuing commitment to student success: "Students are our focus and we are known by their success." It is a mission the institution fully embraces and one by which we can measure our own success.



# ARCC 2007 Report: College Level Indicators

## Merritt College

Peralta Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	53.1%	50.9%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	62.9%	61.6%	59.8%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	61.8%	61.8%	62.5%



# ARCC 2007 Report: College Level Indicators

## Merritt College

Peralta Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	72.6%	75.1%	74.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	54.3%	57.5%	56.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	14.6%	12.4%	18.2%
<b>Basic Skills Improvement Rate</b>	36.3%	40.8%	43.9%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Merritt College

Peralta Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	13,343	12,432	12,174
<b>FTES*</b>	4,411	4,307	4,399

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	1.8%	1.7%	1.9%
<b>18 - 24</b>	31.9%	32.4%	33.2%
<b>25 - 49</b>	53.0%	52.5%	51.6%
<b>Over 49</b>	13.2%	13.4%	13.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	65.7%	66.0%	67.6%
<b>Male</b>	31.9%	31.6%	30.8%
<b>Unknown</b>	2.4%	2.4%	1.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Merritt College

Peralta Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	16.8%	16.7%	16.3%
<b>Black/African American</b>	35.2%	35.2%	35.9%
<b>Filipino</b>	3.2%	3.1%	3.2%
<b>Hispanic</b>	13.8%	14.1%	14.4%
<b>Native American</b>	0.7%	0.7%	0.6%
<b>Other Non-White</b>	1.6%	1.7%	1.6%
<b>Pacific Islander</b>	0.7%	0.8%	0.7%
<b>White</b>	20.1%	19.3%	19.9%
<b>Unknown/Decline to State</b>	7.8%	8.4%	7.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Merritt College

Peralta Community College District

### College Peer Grouping

**Table 1.10: 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	48.1	33.7	56.5	A5
B	Percent of Students Who Earned at Least 30 Units	59.8	65.4	56.5	72.8	B1
C	Persistence Rate	62.5	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.2	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.6	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	43.9	42.0	32.7	52.0	F2

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Merritt College

Peralta Community College District

### College Self-Assessment

Nestled in the hills above San Francisco Bay, Merritt College offers students the opportunity to study in one of the most dramatic natural settings and within acclaimed programs. The celebrated programs include Community Social Services, Registered Nursing, Child Development, Nutrition and Dietetics, Environmental Studies, 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 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 Colleges service area. No one ethnic group is in the majority. Most students are low-income and more than half receive financial aid. A majority (60%) of students are seeking to obtain a degree or certificate.

Student performance may have been impacted by institutional factors. There was a reduction in state funding that impacted the colleges ability to provide adequate staffing. Most recently, community colleges have been provided funding to improve basic skills programs. Merritt College has established a basic skills taskforce to develop a system wide program that will be used across the curriculum to assist students in becoming proficient in English and math. The college continues to maintain its accreditation status.

An examination of Merritt College's performance indicators across three time periods show favorable results overall. While there has been a net decline in the student progress and achievement rate as well as the percent of students earning at least 30 units, there have been net increases in the following rates:

- the vocational education successful course completion rate,
- the annual successful course completion rate for credit basic skills,
- the persistence rate,
- the esl improvement rates, and
- the credit basic skill courses improvement rate.

For the most part, Merritt College has performed on par with its peer group on the performance indicators. Merritt College's persistence rate, annual successful course completion rate for credit vocational courses, and improvement rate for credit basic skills courses are above its peer group average. However, there is opportunity for improvement. The percent of students who earned at least 30 units as well as the annual successful course completion rate for credit basic skills is below the peer group average. Merritt College's student progress and achievement rate is slightly below the peer group average.

The implementation of the basic skills and retention initiatives demonstrates Merritt Colleges commitment to student performance.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	55.7%	58.7%	53.0%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.3%	68.4%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	55.9%	60.6%	65.8%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	67.7%	71.7%	71.1%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.2%	60.6%	59.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	44.7%	40.6%	48.6%
<b>Basic Skills Improvement Rate</b>	49.3%	45.7%	48.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## MiraCosta College

MiraCosta Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	22,586	21,802	22,716
<b>FTES*</b>	7,447	7,319	7,730

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	8.6%	9.1%	8.8%
<b>18 - 24</b>	42.5%	44.0%	43.8%
<b>25 - 49</b>	34.4%	32.9%	33.0%
<b>Over 49</b>	14.0%	13.6%	13.9%
<b>Unknown</b>	0.5%	0.5%	0.5%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	58.4%	58.0%	57.4%
<b>Male</b>	41.1%	40.8%	41.3%
<b>Unknown</b>	0.5%	1.2%	1.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## MiraCosta College

MiraCosta Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	7.2%	5.5%	5.7%
<b>Black/African American</b>	4.5%	4.1%	3.9%
<b>Filipino</b>	1.0%	2.5%	2.5%
<b>Hispanic</b>	24.7%	26.3%	26.1%
<b>Native American</b>	0.7%	0.7%	0.7%
<b>Other Non-White</b>	0.2%	1.1%	1.2%
<b>Pacific Islander</b>	0.3%	0.9%	0.9%
<b>White</b>	56.9%	53.4%	53.1%
<b>Unknown/Decline to State</b>	4.6%	5.5%	6.0%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## MiraCosta College

MiraCosta Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	53.0	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	68.1	69.3	55.6	78.6	B2
C	Persistence Rate	65.8	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.1	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.6	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	48.1	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## MiraCosta College

MiraCosta Community College District

### College Self-Assessment

MiraCosta College has served the needs of North San Diego County for more than 73 years. The college has grown from 122 students in 1934 to more than 16,000 in credit and noncredit programs in 2006. Each semester, approximately 70% of MiraCosta students indicate a desire to earn some kind of a degree/certificate, and approximately 58% intend to transfer to a four-year institution.

In the last few years, the college has experienced significant growth, resulting in the expansion of college programs and facilities. Through grant funding the college has created a state-of-the-art biotechnology facility, and hopes to do the same with a new LVN to RN program.

Recently, the college began moving to a more data-driven model of operation, using benchmarks to gauge productivity. Central to the model is the review of existing data for accuracy. This review process has not been without challenges. In the spring of 2002, the college migrated its student data to a new student administration system, limiting the ability to make corrections to past files. In spite of this limitation, it is believed that the overall quality of the data is sound. The figures contained in the ARCC report closely match other reports produced internally at the college.

In 2005-2006, the college published its first "Key Performance Indicators" (KPI) report. The indicators are tied to the mission and core values of the institution. The metrics presented in the ARCC report complement the work already being done at MiraCosta College.

The "Student Progress and Achievement" section of the report is of particular interest. Variations in the percentages in Table 1.1 are explained by an unusually high number of certificates awarded in 2000-2001. A concerted effort was made to encourage vocational education students to apply to receive the certifications they had earned. The number of certificates in the cosmetology program, for example, jumped from nine in 1999-2000, to 108 in 2000-2001. The following year the certificates were not as greatly emphasized, and the figures for cosmetology dropped to seven.

When reviewing this report, it is important to take into account that the cohort data spans a six-year time frame. Outcomes of recent initiatives designed to improve student success such as the hiring of the Director of Retention Services are not reflected in this first version of the report.

The factors related to the peer grouping process provided us with valuable comparison data, however it is hoped that other relevant factors are taken into consideration in future versions of this report. The proximity of MiraCosta College to Camp Pendleton, for example, may also have played a role in our outcomes, as both military personnel and their families were impacted by troop deployment.

The information contained within this document is considered to be an important tool for evaluation of future initiatives. MiraCosta College applauds the efforts of the ARCC committee.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	53.3%	55.8%	53.4%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.5%	71.6%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	61.7%	64.1%	63.1%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	73.6%	73.5%	73.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.5%	64.2%	65.4%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	71.8%	58.8%	32.5%
<b>Basic Skills Improvement Rate</b>	52.7%	50.7%	57.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Mission College

West Valley-Mission Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	18,110	16,957	16,993
<b>FTES*</b>	8,631	8,120	7,557

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	2.2%	2.8%	3.0%
<b>18 - 24</b>	31.9%	32.3%	31.7%
<b>25 - 49</b>	54.7%	50.8%	51.4%
<b>Over 49</b>	11.0%	13.8%	13.5%
<b>Unknown</b>	0.3%	0.4%	0.4%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	52.7%	54.4%	55.4%
<b>Male</b>	45.3%	43.9%	42.6%
<b>Unknown</b>	2.0%	1.6%	2.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Mission College

West Valley-Mission Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	37.9%	34.9%	34.4%
<b>Black/African American</b>	4.2%	4.4%	4.4%
<b>Filipino</b>	10.6%	10.2%	9.9%
<b>Hispanic</b>	16.1%	17.1%	16.5%
<b>Native American</b>	0.5%	0.5%	0.5%
<b>Other Non-White</b>	1.4%	1.4%	1.2%
<b>Pacific Islander</b>	0.9%	1.0%	0.9%
<b>White</b>	23.0%	24.1%	24.3%
<b>Unknown/Decline to State</b>	5.4%	6.4%	7.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Mission College

West Valley-Mission Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	53.4	48.1	33.7	56.5	A5
B	Percent of Students Who Earned at Least 30 Units	69.5	65.4	56.5	72.8	B1
C	Persistence Rate	63.1	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.2	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.4	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	57.1	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Mission College

West Valley-Mission Community College District

### College Self-Assessment

Mission College is celebrating its 30th year of providing educational opportunities to an increasingly diverse and economically dynamic region. Because of its location in the heart of Silicon Valley, the College is exceptionally sensitive to demographic and economic shifts. The 2001 dot-com bust had a significant impact on the College. The loss of 200,000 jobs, primarily in the high-tech sector, the emigration of a large number of workers and their families, and high housing costs have contributed to an 8% decline in headcount since 2003. This drop also reflects a general decline in community college enrollment regionally and statewide. Enrollment in many of Mission's technology programs, once in high demand, has decreased markedly. Another worrisome statistic is an increase in the region's high school dropout rate.

Mission College is above average in four out of six indicators. In respect to successful completion of credit vocational courses, it is only slightly (.60) below average. It is not clear whether this difference is statistically significant. The one area in which the College is below average is persistence rate. These two indicators may reflect the fact that, until recently, Mission College served an older adult working population that largely enrolled in evening classes to upgrade specific job skills. In response, Mission is in the process of conducting program review to determine future directions. In some cases, the needs are clear and the College has taken proactive steps; for example, it will be adding an LVN-to-RN program in 07-08. The College has added organic chemistry to its curriculum and expanded the number of science sections as more students prepare for health care and related fields.

Mission College serves a highly diverse population, including 40% Asian, 19% Hispanic, and 5% African-American enrollees. Many students are second language learners or are the first in their families to attend college. Most have to work one or more jobs to afford the high cost of living in the Valley. All of these factors profoundly impact instructional programs, plus Silicon Valley's demographics have required the College to expand its outreach activities to attract under-represented populations in the region. In 2004, the College received a Title V grant to increase Hispanic enrollment, provide expanded support services to under-represented students, and improve student performance in basic skills. The College developed a comprehensive outreach, recruitment and marketing plan and hired a recruitment coordinator. Recent student equity data indicate that the College is making progress. Enrollment of Hispanic and African-American students has increased. In addition, ARCC data show significant increases over time in both successful course completion and improvement rates for credit basic skills courses. These data indicate that the College is moving in the right direction, and we are proud of our continuing commitment and efforts to improve the access and academic success of our students.





# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.0%	46.4%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.4%	70.2%	73.3%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	68.7%	71.8%	72.1%



# ARCC 2007 Report: College Level Indicators

## Modesto Junior College

Yosemite Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	72.5%	73.0%	72.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.9%	59.2%	59.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	36.9%	38.6%	39.1%
<b>Basic Skills Improvement Rate</b>	51.1%	49.7%	48.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Modesto Junior College

Yosemite Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	26,527	25,434	25,907
<b>FTES*</b>	14,910	14,928	14,477

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	5.3%	4.0%	4.3%
<b>18 - 24</b>	53.9%	56.0%	55.4%
<b>25 - 49</b>	35.5%	34.6%	34.5%
<b>Over 49</b>	5.2%	5.4%	5.8%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	59.0%	59.7%	59.6%
<b>Male</b>	41.0%	40.1%	39.9%
<b>Unknown</b>	0.0%	0.2%	0.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Modesto Junior College

Yosemite Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	6.5%	6.1%	6.0%
<b>Black/African American</b>	3.5%	3.4%	3.5%
<b>Filipino</b>	1.4%	1.3%	1.4%
<b>Hispanic</b>	29.7%	29.2%	28.6%
<b>Native American</b>	1.4%	1.3%	1.4%
<b>Other Non-White</b>	0.1%	0.1%	0.2%
<b>Pacific Islander</b>	1.4%	1.4%	1.3%
<b>White</b>	48.8%	46.0%	45.2%
<b>Unknown/Decline to State</b>	7.1%	11.2%	12.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Modesto Junior College

Yosemite Community College District

### College Peer Grouping

**Table 1.10: 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	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	73.3	69.3	55.6	78.6	B2
C	Persistence Rate	72.1	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.8	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.1	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	48.1	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Modesto Junior College

Yosemite Community College District

### College Self-Assessment

Since 1998, both the Yosemite Community College District's and Modesto Junior College (MJC)'s Research and Planning Offices have been reconfigured several times with more than nine different employees assigned, including five different Directors. In the midst of all these personnel changes, the District moved from an outdated, homegrown data collection system to Datatel in 2004. As a result, the collection, access, analyses, reporting out, and use of data to identify the current status and increase of student success and institutional effectiveness, as well as to consistently and confidently inform MJC decision-making, has been very challenging.

Under the leadership of MJC's current President, the college is beginning to move with confidence into the future. MJC has become increasingly involved in coding, correcting, and validating MIS data with the District's Information Technology (IT) office. Through this invaluable collaborative approach, MJC and IT have been able to submit MIS data that are more accurate than ever before. Data accuracy is anticipated to increase each year as the process is continually improved.

At this time, MJC has developed an Educational Master Plan and is revising its Facilities Master Plan. Enrollment management is being strategically addressed with a plan under development. During Spring 2007, a strategic plan for the college will be developed with its goal to encompass all other plans, including not only those completed recently but those needing further development and revisions. The Student Learning Outcomes Initiative is beginning to become institutionalized as well as the recognition of the important role of data in decision-making and policy formation.

Even though it has over 80 years of experience serving its diverse community well, MJC wants to continue finding ways to improve that service. As its community's demographic composition, academic needs and desires, and student service requirements evolve, MJC recognizes it needs to position itself on the forefront of the change. In other words, MJC will become more proactive. With strategically designed plans, effective budget allocations, and immediate access to clean and reliable data, MJC should have little trouble improving the rates of student progress, achievement, and course completion. With new facilities coupled with permanent, visionary leadership, MJC is on its way to be a model institution in the California Community College System.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	58.3%	55.4%	56.5%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.9%	66.1%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	60.1%	60.8%	50.9%



# ARCC 2007 Report: College Level Indicators

## Monterey Peninsula College

Monterey Peninsula Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	84.7%	81.9%	83.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	64.1%	68.7%	67.9%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	64.7%	60.5%	60.2%
<b>Basic Skills Improvement Rate</b>	48.8%	50.0%	54.7%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Monterey Peninsula College

Monterey Peninsula Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	25,206	23,990	22,912
<b>FTES*</b>	8,766	8,599	8,291

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	9.2%	7.6%	7.6%
<b>18 - 24</b>	19.5%	21.1%	21.2%
<b>25 - 49</b>	45.2%	44.2%	43.8%
<b>Over 49</b>	26.2%	27.0%	27.4%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	53.2%	52.9%	53.2%
<b>Male</b>	46.7%	47.0%	46.7%
<b>Unknown</b>	0.1%	0.1%	0.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Monterey Peninsula College

Monterey Peninsula Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	6.2%	6.0%	6.1%
<b>Black/African American</b>	3.8%	3.7%	3.6%
<b>Filipino</b>	2.6%	2.6%	2.6%
<b>Hispanic</b>	10.8%	11.9%	11.7%
<b>Native American</b>	0.7%	0.8%	0.8%
<b>Other Non-White</b>	1.9%	1.7%	1.8%
<b>Pacific Islander</b>	1.1%	1.0%	1.1%
<b>White</b>	58.4%	57.3%	57.5%
<b>Unknown/Decline to State</b>	14.6%	15.0%	14.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Monterey Peninsula College

Monterey Peninsula Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	56.5	48.1	33.7	56.5	A5
B	Percent of Students Who Earned at Least 30 Units	66.0	65.4	56.5	72.8	B1
C	Persistence Rate	50.9	48.2	40.8	53.0	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	83.7	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.9	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	54.7	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Monterey Peninsula College

Monterey Peninsula Community College District

### College Self-Assessment

Monterey Peninsula College (MPC) is located on the central coast, which is touted as a visitors' paradise; however, the reliance on tourism creates a seasonal, fluctuating economic and population base. The demographics on the peninsula illustrate a contrast between two diverse populations—a predominantly older, educated, white population in the south and a younger, more ethnically diverse, less educated populace in the north. MPC's student population reflects its diverse community. MPC has plans to open a satellite Education Center next year and a Regional Public Safety Officer Training Facility in the future, which will help us broaden our program and course offerings to better meet the community's varied educational needs and goals.

MPC has demonstrated good levels of performance on the indicators. MPC performed well on the student progress and achievement rate, compared to its peer colleges and statewide. MPC's performance fluctuated slightly over time, dipping slightly in the second year, then rising again. Similarly, MPC's performance fluctuated slightly on the annual successful course completion rate for vocational courses. On this indicator, MPC performed well among its peer colleges and statewide. In contrast, MPC has shown steady performance on the percent of students who earned at least 30 units. On this indicator, MPC is just above the average for its peer group, but it is slightly below the statewide average. MPC students are older than the statewide average and typically carry smaller unit loads, which tends to extend their timeline for completion. With regard to basic skills, MPC has demonstrated improvement over time on the basic skills improvement rate. In addition, MPC performed above its peers and above the statewide average on both the basic skills improvement rate and the annual successful course completion rate for credit basic skills courses.

There is one performance indicator that is a concern. The fall-to-fall persistence rate dropped sharply for the cohort of students that began in fall 2004. Although MPC is above the average among its peer colleges, the drop in persistence warrants investigation. There are two possible explanations for this decline. First, the enrollment fee increased from \$18 per unit to \$26 per unit in fall 2005. This may have discouraged students from returning to school that semester. A second possible explanation for the decrease in the persistence rate is that MPC was unable to continue one of its high enrollment police academy programs in fall 2005 due to a closure of the training facility. The future Public Safety Officer Training Facility and the reduced enrollment fees in spring 2007 should help MPC boost and retain students.

To summarize, MPC has performed well on the accountability measures. The drop in persistence in fall 2005 appears to be an anomaly that year. MPC is committed to reviewing and improving its performance. The college has an enrollment committee that is implementing recruitment and retention strategies that will help students. In addition, MPC is participating in the statewide CRCC project which will help ensure our data quality and help us better monitor our performance.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	61.4%	62.1%	63.8%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	73.4%	75.0%	75.3%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	76.7%	74.7%	75.0%



# ARCC 2007 Report: College Level Indicators

## Moorpark College

Ventura County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	75.4%	78.7%	77.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	56.8%	59.2%	60.4%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	35.8%	%	%
<b>Basic Skills Improvement Rate</b>	46.3%	44.9%	46.8%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Moorpark College

Ventura County Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	21,978	22,037	22,315
<b>FTES*</b>	11,425	11,556	10,927

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.8%	7.5%	7.6%
<b>18 - 24</b>	61.2%	61.6%	62.0%
<b>25 - 49</b>	27.2%	26.1%	25.6%
<b>Over 49</b>	4.8%	4.8%	4.8%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	54.2%	54.5%	54.2%
<b>Male</b>	44.5%	44.0%	43.7%
<b>Unknown</b>	1.3%	1.5%	2.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Moorpark College

Ventura County Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	8.9%	8.4%	8.2%
<b>Black/African American</b>	2.0%	2.2%	2.1%
<b>Filipino</b>	2.0%	2.1%	2.3%
<b>Hispanic</b>	14.8%	14.8%	15.4%
<b>Native American</b>	0.9%	1.0%	1.0%
<b>Other Non-White</b>	1.7%	1.8%	2.0%
<b>Pacific Islander</b>	0.5%	0.5%	0.6%
<b>White</b>	60.3%	59.3%	58.5%
<b>Unknown/Decline to State</b>	9.0%	9.9%	9.9%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Moorpark College

Ventura County Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	63.8	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	75.3	75.6	73.7	78.0	B4
C	Persistence Rate	75.0	74.4	71.0	77.2	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.4	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.4	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	46.8	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Moorpark College

Ventura County Community College District

### College Self-Assessment

Moorpark College is one of three colleges in the Ventura County Community College District. The college is located in the eastern part of Ventura County, flanked on the west by suburbs of Los Angeles. 70% of our students are under the age of 24 and a majority declare transfer as their educational goal. 25% are between the ages of 25 and 49. Minority enrollment has held steady over time, with a slight rise in 2005-2006 of less than one percent, reflecting the demographics of residents in our service area.

The enrollment trend over time reflects slow and periodic gain, with 2005-2006 demonstrating a slight decline in FTES despite a gain in headcount of 278. The demographic trend predicts a slight gain for the population entering college in the next decade. High costs of living in the county contribute to the flattening of enrollment.

These data affirm the college's self-assessment that the programs and services provide access to higher education and support student success. Improvement over time is demonstrated in 5 out of 6 ARCC indicators. Where growth is not indicated (fall-to-fall persistence), Moorpark College still remains 1.6% above peer average.

The indicator with the greatest improvement over time is the Annual Course Completion Rate for Basic Skills (a 3.6% gain). We plan to close the 1.8% performance gap to match the peer average over the next two years.

Our Basic Skills/ESL Improvement Rate shows a 4.1% performance gap when benchmarked against the peer group average, but a disproportionate 28% when compared with the peer group high. We concur with the footnote in this section that there is data reliability may be an issue for this indicator.

The ARCC data validate the Strategic Directions that emerged from the college's annual planning session in September 2006:

**Flexible Options for Education:** One of our strengths is in serving a traditional college population of young adults in the area of transfer. There is opportunity for expansion in services to adults, ages of 24-49. We are increasing distance education, PACE, and evening/weekend options to provide access for adults returning to college.

**Basic Skills:** In the coming year Moorpark College will implement learning support measures to support a high success rates in foundational English, ESL, and Mathematics, including establishing a Learning Center with dedicated writing and mathematics specialists to provide supplemental instruction and peer tutoring. The college plans to further improve the 3.6% gain in improvement rate over the next two years.

**Market Awareness and Outreach:** New program development is encouraged through annual program planning. Advisory committees and environmental scans shape these discussions. For example, three potential programs in health sciences are being researched and may be proposed in response to marketplace trends. Our Vocational Education Course Completion Rate has improved over time, and is above peer average (2% improvement over time). Moorpark College is committed to maintaining this rate of student success as we develop and deliver innovative and timely programs to our students.



# ARCC 2007 Report: College Level Indicators

## Mt. San Antonio College

Mt. San Antonio Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	48.3%	49.2%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	71.3%	72.3%	74.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	76.1%	79.3%	76.3%



# ARCC 2007 Report: College Level Indicators

## Mt. San Antonio College

Mt. San Antonio Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	75.3%	74.5%	74.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.5%	57.9%	56.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	69.7%	74.5%	73.9%
<b>Basic Skills Improvement Rate</b>	61.4%	61.1%	62.2%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Mt. San Antonio College

Mt. San Antonio Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	58,488	58,850	59,133
<b>FTES*</b>	24,149	26,371	28,278

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	9.2%	12.3%	15.0%
<b>18 - 24</b>	46.2%	44.0%	43.8%
<b>25 - 49</b>	31.5%	30.4%	28.4%
<b>Over 49</b>	13.1%	13.3%	12.8%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.6%	56.5%	56.3%
<b>Male</b>	43.3%	43.5%	43.6%
<b>Unknown</b>	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Mt. San Antonio College

Mt. San Antonio Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	21.0%	21.4%	21.9%
<b>Black/African American</b>	5.5%	5.5%	5.4%
<b>Filipino</b>	4.7%	4.6%	4.6%
<b>Hispanic</b>	38.5%	39.4%	40.0%
<b>Native American</b>	0.6%	0.5%	0.4%
<b>Other Non-White</b>	3.9%	3.0%	3.8%
<b>Pacific Islander</b>	0.5%	0.5%	0.5%
<b>White</b>	20.2%	19.9%	19.1%
<b>Unknown/Decline to State</b>	5.2%	5.3%	4.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Mt. San Antonio College

Mt. San Antonio Community College District

### College Peer Grouping

**Table 1.10: 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	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	74.1	72.0	66.3	80.8	B3
C	Persistence Rate	76.3	70.7	66.3	76.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.7	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.5	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	62.2	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## **Mt. San Antonio College**

**Mt. San Antonio Community College District**

### **College Self-Assessment**

Mt. San Antonio College (Mt. SAC) is California's largest single-campus community college, with a total student population of almost 60,000 annually and a campus of over 420 acres. Located in the city of Walnut in eastern Los Angeles County, the College serves over a million residents within a 189-square-mile district, comprising nearly 20 cities and unincorporated areas. Founded in 1946, the college is currently celebrating its 60th anniversary of educational excellence and distinction.

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 underprepared for the rigors of college and must begin by taking pre-college English and math courses and using tutorial and student support services to progress. Other Mt. SAC students come very 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.

Mt. SAC students have maintained the College's tradition of achieving statewide and national distinction. Recently the forensics team won its sixth national speech/debate title; a team of journalism students earned 15 Journalism Association of Community Colleges awards; the flying team ranks No. 1 nationally; Singcopation was named the nation's top community college vocal jazz group by Downbeat magazine; and two students were selected in 2005 to Phi Theta Kappa's All-USA Academic First Team—only the second time a dual selection was made from the same college.

Mt. SAC offers many programs and services through various grants to improve student success. Currently, the College has a Title V grant, "Addressing Acute Student Needs at Mt. SAC," which will improve student success through increased support of writing and critical literacy, learning communities and expanded student services. Mt. SAC is one of a select few colleges across the nation that received the Student Support Partnership Integrating Education and Resources grant, funded by MDRC and the James Irvine Foundation. The grant has allowed the college to develop a model environment to improve student success rates in pre-nursing courses.

Mt. SAC remains committed to student success by providing continuous evaluation processes necessary to assess progress. A comprehensive Student Learning Outcomes process and professional development activities demonstrates that faculty are committed to instructional excellence and innovation. The College assures that its curriculum is consistent with the demands of today's job market by establishing partnerships with local businesses and community leaders. It is also expanding articulation agreements with universities to further facilitate student transfers to the baccalaureate level.

The menu of counseling and student services has been expanded to help students accelerate their matriculation and academic progress. In addition, the academic calendar has been adjusted to provide shorter semesters and a new winter session, offering students greater options and flexibility.

Mt. SAC is also advancing its campus master plan to provide state-of-the-art facilities and cutting-edge technology. These and other efforts support the College's longstanding commitment to promote innovation in teaching and learning and to put students first.





# ARCC 2007 Report: College Level Indicators

## Mt. San Jacinto College

Mt. San Jacinto Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	43.8%	45.6%	43.7%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	60.2%	60.6%	61.1%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	63.5%	65.8%	60.0%



# ARCC 2007 Report: College Level Indicators

## Mt. San Jacinto College

Mt. San Jacinto Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	67.2%	65.9%	66.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	57.6%	56.4%	57.4%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	12.7%	10.5%	15.8%
<b>Basic Skills Improvement Rate</b>	43.3%	44.8%	47.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Mt. San Jacinto College

Mt. San Jacinto Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	18,463	18,830	18,954
<b>FTES*</b>	7,970	8,558	8,712

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.9%	3.3%	3.5%
<b>18 - 24</b>	45.5%	48.7%	49.6%
<b>25 - 49</b>	40.2%	39.1%	38.1%
<b>Over 49</b>	10.0%	8.5%	8.4%
<b>Unknown</b>	0.4%	0.4%	0.4%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	60.0%	61.7%	62.2%
<b>Male</b>	34.4%	37.5%	36.9%
<b>Unknown</b>	5.6%	0.7%	0.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Mt. San Jacinto College

Mt. San Jacinto Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	2.5%	2.7%	3.1%
<b>Black/African American</b>	5.4%	6.1%	6.5%
<b>Filipino</b>	2.5%	3.0%	3.2%
<b>Hispanic</b>	25.2%	25.9%	27.1%
<b>Native American</b>	1.5%	1.4%	1.4%
<b>Other Non-White</b>	1.0%	0.9%	1.1%
<b>Pacific Islander</b>	0.5%	0.6%	0.6%
<b>White</b>	52.7%	51.2%	48.5%
<b>Unknown/Decline to State</b>	8.8%	8.2%	8.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Mt. San Jacinto College

Mt. San Jacinto Community College District

### College Peer Grouping

**Table 1.10: 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	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	61.1	69.3	55.6	78.6	B2
C	Persistence Rate	60.0	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.7	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.4	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	47.1	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## **Mt. San Jacinto College**

**Mt. San Jacinto Community College District**

### **College Self-Assessment**

Mt. San Jacinto College serves a large geographic area (1,700 square miles) encompassing a diverse population with distinct needs. Instructional programs are currently offered at two main campuses, one site, and ancillary locations such as high schools, community centers, and online in order to provide for our service area. The San Jacinto campus serves as the hub for administrative services yet our Menifee Valley campus now has the greater number of students (6,000 in Fall 2005, compared with 5,000 students at the San Jacinto campus). It takes an hour to commute for services or classes between the separate campuses. Thus, each campus must replicate services and courses, as well as specialize in certain instructional areas. As a multi-campus college, we are challenged to provide complete services to students to a large geographic region.

Mt. San Jacinto College is one of the fastest growing community colleges in California. Riverside County is the second fastest growing county in California with a population increase of 26% since 2000, yet some cities in our service area have experienced a much larger population growth (49%). Our enrollment growth (22% increase in FTE since 2001-2002) has not matched the area population explosion primarily due to a limited number of available classrooms. Taking into account growth, our accountability indicators are remarkably stable, especially considering budget cuts that required us to scale back instructional offerings and services to students in the Fall of 2004. Despite enrollment increases, the number of administrators has not changed since 2000; administration is consistent with a single-campus college notwithstanding our dual-campus responsibilities.

As calculated in this report, our achievement rate and persistence rate are above the state average. Similarly, our success and improvement rates for basic skills courses are above the state average. Vocational course completions are on target with the state average, yet our vocational course success rates vary widely by discipline.

District facilities for instruction and services are operating at maximum capacity, restricting the number of sections that can be offered each term. Currently there is not enough space for classrooms, faculty offices, or student services. Instructional and office space is being allocated to portables to accommodate the enrollment growth. The fiscal demands of upkeep on our aging facilities also have a negative impact; catastrophic facility difficulties due to age have impeded instruction. With the dramatic growth in the region and our enrollment increases, the limited improvement and expansion of our facilities has influenced student achievement.

Despite these difficulties, the college has achieved successive growth in our improvement rates for basic skills courses and maintained achievement rates for other performance indicators. In addition, the college was awarded a Title V grant which has aided in the initiation of programs devoted to student success beginning in the Fall of 2003. The writing and math centers and expanded tutorial services are examples of current programs that support student success.



# ARCC 2007 Report: College Level Indicators

## Napa Valley College

Napa Valley Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	58.7%	59.2%	55.8%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	67.1%	66.1%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	69.0%	66.5%	63.7%



# ARCC 2007 Report: College Level Indicators

## Napa Valley College

Napa Valley Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	79.0%	78.9%	77.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	62.8%	59.3%	62.3%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	%	%	%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Napa Valley College

Napa Valley Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	17,145	16,131	16,726
<b>FTES*</b>	5,883	5,856	5,703

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.7%	5.8%	4.3%
<b>18 - 24</b>	28.3%	30.8%	28.5%
<b>25 - 49</b>	39.9%	37.6%	35.1%
<b>Over 49</b>	24.8%	25.6%	31.0%
<b>Unknown</b>	0.3%	0.2%	1.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	57.0%	57.0%	53.6%
<b>Male</b>	42.4%	42.0%	39.5%
<b>Unknown</b>	0.6%	1.0%	6.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Napa Valley College

Napa Valley Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	2.9%	2.7%	2.5%
<b>Black/African American</b>	4.7%	4.7%	4.0%
<b>Filipino</b>	6.7%	7.2%	6.5%
<b>Hispanic</b>	17.9%	18.9%	16.1%
<b>Native American</b>	0.9%	0.8%	0.7%
<b>Other Non-White</b>	0.4%	0.3%	0.5%
<b>Pacific Islander</b>	0.7%	0.7%	0.7%
<b>White</b>	53.1%	51.1%	46.5%
<b>Unknown/Decline to State</b>	12.7%	13.5%	22.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Napa Valley College

Napa Valley Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	55.8	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	69.3	65.4	56.5	72.8	B1
C	Persistence Rate	63.7	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.4	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.3	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses					

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Napa Valley College

Napa Valley Community College District

### College Self-Assessment

Napa Valley College (NVC) is located in a slow growth area. While the California population increased by 4.2% between 2000 and 2005, the population of Napa County increased by 2.5%. The number of credit students attending NVC decreased by 3% between fall 2000 and fall 2005. The decrease in the student population might be explained by the consecutive system-wide fee increases as well as changes in the demographics of the service area. According to the American Community Survey estimates, the number of Napa County residents holding at least a Bachelor's degree increased by 17% between 2000 and 2005.

NVC has identified increasing the persistence of students (between academic terms), the retention of students (within academic terms), and successful course completion rates as institutional goals in its Strategic Plan. The college obtained a Title III Strengthening Institutions Grant, which spans 2003-2004 through 2007-2008. Many of the projects implemented through the grant are designed to target under-prepared students in basic skills classes, offer additional supports to those students, and improve the delivery of instruction to all students by implementing Student Learning Outcomes, offering staff development opportunities, and securing new technology. Between 2004-2005 and 2005-2006, successful course completion rates in basic skills courses increased by 3%. The recent decline in persistence has been a concern, and the Fall 2006 Instructional Excellence Day was devoted to brainstorming strategies for increasing persistence and retention. The decrease in the successful completion rate among vocational courses reflects the decrease seen in this measure among all courses at NVC between 2004-2005 and 2005-2006.

The 2.6% decrease in FTES between 2004-2005 and 2005-2006 might account for some of the decrease in the degree/certificate/transfer rate. Napa experienced a major flood in January 2006, just prior to walk-in registration for spring semester. Beginning in 2004-2005, access to parts of campus and parking was affected by campus construction made possible by a facilities bond. Increased traffic congestion in what has always been a bottlenecked area has made accessing campus difficult for some students. These factors likely resulted in the loss of some enrollments among students who would have completed degrees or transferred. The 3.4% decrease in the degree/certificate transfer rate is balanced by a 3.2% increase in the percent of students who earned at least 30 units. The combination of these two indicators suggests that even though a smaller proportion of students completed NVC degree/certificate requirements or transferred, a larger proportion obtained the skills they needed to succeed and advance in their careers.

Basic skills improvement rates are not reported for NVC. This is due to issues surrounding basic skills course coding rather than the absence of such courses. Efforts to address the coding issues are currently underway as part of the Curriculum Reporting for Community Colleges Project.

NVC has performed above the average of its peer group on all five accountability indicators for which data is available. NVC has also performed above the state average on all indicators except persistence. NVC will use the accountability data to guide its planning efforts.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	62.5%	61.3%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.1%	67.0%	68.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	72.7%	66.9%	70.0%



# ARCC 2007 Report: College Level Indicators

## Ohlone College

Ohlone Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	82.0%	85.4%	85.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	62.1%	60.1%	59.3%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	37.1%	37.4%	33.5%
<b>Basic Skills Improvement Rate</b>	52.2%	51.5%	51.9%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Ohlone College

Ohlone Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	18,342	18,137	17,704
<b>FTES*</b>	8,074	6,769	8,114

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	15.2%	15.2%	17.3%
<b>18 - 24</b>	35.9%	35.2%	35.5%
<b>25 - 49</b>	42.0%	42.5%	40.2%
<b>Over 49</b>	6.9%	7.0%	7.1%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	53.5%	50.8%	51.7%
<b>Male</b>	46.3%	48.3%	47.3%
<b>Unknown</b>	0.3%	1.0%	1.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Ohlone College

Ohlone Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	37.0%	34.1%	34.5%
<b>Black/African American</b>	4.0%	4.1%	4.3%
<b>Filipino</b>	6.6%	6.5%	6.8%
<b>Hispanic</b>	11.0%	11.8%	11.4%
<b>Native American</b>	0.5%	0.5%	0.5%
<b>Other Non-White</b>	1.4%	1.5%	1.7%
<b>Pacific Islander</b>	1.0%	1.0%	1.0%
<b>White</b>	29.2%	30.8%	30.2%
<b>Unknown/Decline to State</b>	9.3%	9.6%	9.6%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Ohlone College

Ohlone Community College District

### College Peer Grouping

**Table 1.10: 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	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	68.1	65.4	56.5	72.8	B1
C	Persistence Rate	70.0	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	85.2	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.3	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	51.9	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Ohlone College

Ohlone Community College District

### College Self-Assessment

On five of the six accountability indicators, Ohlone is above its peer group average and anticipates further improvement as recent innovations begin to be captured in the data.

#### 1. Student Progress and Achievement: Degree/Certificate/Transfer

Ohlone College's degree/certificate/transfer rate declined during the reporting period. Ohlone has a long tradition, with its 166 vocational degrees and certificates, of preparing students for vocational success, and completion of the Newark Center for Health Sciences and Technology in Spring 2008 will strengthen that goal. GE options and 14 new degrees focusing on transfer students were not available to cohorts starting 1998-2000. Ohlone is now building upon its strong transfer successes. Recent Title III and NSF grants, the development of learning communities, and a move to a learning college model are enhancing success rates.

#### 2. Percent of Students Who Earned at Least 30 Units

Ohlone was in a place and time between 1998-2001 where the exploding high tech industry enticed students toward careers before they had completed their education. That influence is reflected in both the degree/certificate/transfer decline and in the 30 unit measure, even though Ohlone is again above the peer average for 30 units and for persistence rates.

#### 3. Persistence Rate

The persistence rate indicator reflects a decline, but there was also a 16% decline in calculated FTES between Fall 2003 and Fall 2004, so an attendant drop in persistence might be expected. As enrollment increased in Fall 2005, so did persistence rates.

#### 4. Annual Successful Course Completion Rate for Credit Vocational Courses

Vocational course completion rates have traditionally been strong at Ohlone. Growth in biotechnology and nursing programs has strengthened those rates in the past two years as the College remains above our peer average.

#### 5. Annual Successful Course Completion Rate and Improvement Rate for Credit Basic Skills Courses

As a result of this study, we have revised our coding data for all Basic Skills courses. The new data will become evident in subsequent reports and will include our large Deaf Studies Program in which most courses are Basic Skills and have a significantly higher than average completion rate (over 84%). Additionally, other Basic Skills course coding has been revised to meet State guidelines. For the last three years, Ohlone has embarked on a long term project to strengthen our Basic Skills Program including the development of Learning Communities (University Express). This year several faculty have release time to further strengthen this program promoting student success.

Overall, Ohlone's accountability indicators reflect good levels of performance compared both to peers and to statewide averages. Both the College's Strategic Plan and the Title III grant focus on transfer, vocational programs, and basic skills, and recent changes to programs and their delivery should assure continued student success.



## Orange Coast College

Coast Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	59.6%	59.9%	60.0%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	76.7%	77.4%	76.4%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	77.4%	80.2%	78.9%



# ARCC 2007 Report: College Level Indicators

## Orange Coast College

Coast Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	76.7%	77.6%	78.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	65.3%	62.8%	65.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	45.8%	%	%
<b>Basic Skills Improvement Rate</b>	53.4%	55.1%	53.5%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Orange Coast College

Coast Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	31,633	32,076	30,710
<b>FTES*</b>	17,131	18,176	16,144

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	1.7%	2.2%	2.2%
<b>18 - 24</b>	63.4%	64.0%	65.3%
<b>25 - 49</b>	30.7%	29.6%	28.3%
<b>Over 49</b>	4.3%	4.2%	4.2%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	50.6%	50.6%	50.5%
<b>Male</b>	49.1%	49.3%	49.4%
<b>Unknown</b>	0.3%	0.2%	0.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Orange Coast College

Coast Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	22.4%	22.6%	22.8%
<b>Black/African American</b>	1.7%	1.8%	1.8%
<b>Filipino</b>	2.1%	2.1%	2.0%
<b>Hispanic</b>	17.1%	18.0%	18.4%
<b>Native American</b>	0.7%	0.7%	0.6%
<b>Other Non-White</b>	1.1%	1.3%	1.5%
<b>Pacific Islander</b>	0.7%	0.7%	0.8%
<b>White</b>	49.4%	48.0%	46.0%
<b>Unknown/Decline to State</b>	4.7%	4.8%	6.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Orange Coast College

Coast Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	60.0	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	76.4	75.6	73.7	78.0	B4
C	Persistence Rate	78.9	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.7	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.1	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	53.5	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Orange Coast College

Coast Community College District

### College Self-Assessment

Located in Costa Mesa, California, Orange Coast College (OCC) was founded in 1948 with an opening day enrollment of 500 students. The college has grown significantly since its founding, currently enrolling more than 22,000 students each semester. 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 the students on campus are enrolled in one of the college's career and technical programs.

Orange Coast College ranks first statewide in the number of students it transfers to California State University system and fifth in transfers to the University of California. Over the past decade, nearly 16,000 OCC students have transferred to UC and CSU campuses. Additionally, many Orange Coast students go on to transfer to private colleges and universities within California and across the nation.

Thanks to a voter-passed bond measure in 2002, the college currently has a number of new buildings under construction, along with major classroom remodeling and upgrades, a complete new utility-delivery system, and general improvements to the campus grounds and parking lots.

In terms of student success, Orange Coast College has demonstrated above average levels of performance on all of the accountability indicators. A brief review of the indicators are discussed below:

- A slight and consistent upward trend has been observed in the both college's student progress and achievement rate and its successful course completion rate for vocational courses over the past three years. The student progress and achievement rate increased to 60.0% while the successful vocational course completion rate increased to 78.7%. Both of these indicators are above the peer group averages.
- The percent of students who earned at least 30 units has fluctuated slightly over the past three years between 76.4% to 77.4%, but remains almost a percent above the peer group average.
- While the persistence rate has fluctuated between 77.4% and 80.2% over the past three years, it remains among the top persistence rates in the peer group.
- The annual successful course completion rate for credit basic skills courses dipped in 2004-05 to 62.8%, but rebounded to 65.1% in 2005-06 and was above the peer group average of 62.2%.

As these statistics demonstrate, the college's success rates have remained fairly consistent over the past three years. Performance on the indicators have increased or only slightly fluctuated downward during that period. Additionally, the college has performed above its peer group average on all six accountability indicators. In summary, Orange Coast College is justly proud of the success rates of its students and the quality of instruction and support provided by its faculty and staff.





# ARCC 2007 Report: College Level Indicators

## Oxnard College

Ventura County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	53.4%	47.1%	50.8%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	73.4%	71.7%	73.3%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	64.3%	60.1%	58.9%



# ARCC 2007 Report: College Level Indicators

## Oxnard College

Ventura County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	77.2%	78.0%	77.9%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	65.6%	65.2%	63.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	49.2%	29.3%	28.3%
<b>Basic Skills Improvement Rate</b>	42.6%	43.0%	46.7%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Oxnard College

Ventura County Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	11,245	10,608	10,463
<b>FTES*</b>	4,875	4,777	4,351

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	7.0%	8.7%	8.8%
<b>18 - 24</b>	48.6%	48.3%	48.5%
<b>25 - 49</b>	38.9%	37.8%	37.2%
<b>Over 49</b>	5.4%	5.2%	5.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	57.7%	57.6%	58.4%
<b>Male</b>	40.8%	40.9%	40.2%
<b>Unknown</b>	1.5%	1.4%	1.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Oxnard College

Ventura County Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	3.8%	3.8%	3.9%
<b>Black/African American</b>	5.0%	4.3%	4.2%
<b>Filipino</b>	5.7%	5.9%	5.5%
<b>Hispanic</b>	58.1%	58.8%	59.1%
<b>Native American</b>	0.8%	0.9%	0.9%
<b>Other Non-White</b>	0.5%	0.4%	0.6%
<b>Pacific Islander</b>	0.6%	0.6%	0.7%
<b>White</b>	22.1%	21.1%	21.2%
<b>Unknown/Decline to State</b>	3.5%	4.1%	3.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Oxnard College

Ventura County Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.8	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	73.3	69.3	55.6	78.6	B2
C	Persistence Rate	58.9	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.9	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.6	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	46.7	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 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.

Oxnard College has experienced enrollment decreases over the last few years. Factors include budget cuts, reduction in course offerings, student fee increases, as well as students' need to seek employment. The college, however, is currently seeing an increase in student enrollments as well as a number of facility and classroom technology improvements. We are optimistic that enrollment increases will continue.

The "Student Progress and Achievement Rate" shows a decline over time. Although Oxnard College's rate is above its peer group average, it is of concern that only approximately 50% of the first-time students show progress in obtaining an associate's degree or certificate, completing transfer-level courses, or transferring to a four-year institution. Of equal concern is the fact that the "Persistence Rate" of first-time students has decreased over the past three years. A significant percentage of students (approximately 40%) are not returning and enrolling in the subsequent year. However, Oxnard College is encouraged to see that the successful course completion rate for Vocational courses is relatively high (approximately 80%) and is above the peer group average. The college has acknowledged the achievement and persistence issues and is formulating strategies to address them. Some of these strategies are described below.

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 go on to take higher level courses has increased slightly in the last three years (to almost 50%), there is a great deal of work that needs to be done. The college has made this a priority and is creating a Basic Skills learning center that will help students be successful by emphasizing a "High Tech, High Touch" approach. An expanded ESL program is also being developed to better serve the needs of students in the community.

In addition, Oxnard College has recently received a Title V grant from the U.S. Department of Education. The grant focuses on developing and enhancing academic and student services to help Hispanic students come to the college and then transfer to one of our partner universities (CSU Channel Islands and UC Santa Barbara). Cooperative efforts are also underway with the local high school district. The college anticipates that student progress and achievement rates, as well as persistence rates, will increase over the next few years through the efforts of this grant.

Oxnard College is committed to improving its instructional and student services to fully serve its diverse student population.



# ARCC 2007 Report: College Level Indicators

## Palo Verde College

Palo Verde Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	23.2%	24.9%	33.7%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	54.2%	49.8%	58.1%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	45.9%	45.1%	40.8%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	94.4%	93.9%	93.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	54.8%	52.6%	48.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	42.5%	45.7%	43.6%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Palo Verde College

Palo Verde Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	7,406	7,585	7,914
<b>FTES*</b>	1,637	1,624	1,753

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	9.0%	7.8%	5.5%
<b>18 - 24</b>	13.9%	13.1%	12.5%
<b>25 - 49</b>	61.5%	63.5%	65.7%
<b>Over 49</b>	15.3%	15.2%	15.4%
<b>Unknown</b>	0.4%	0.4%	0.8%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	32.0%	29.9%	28.7%
<b>Male</b>	67.7%	70.1%	71.2%
<b>Unknown</b>	0.3%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Palo Verde College

Palo Verde Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	2.1%	2.3%	2.5%
<b>Black/African American</b>	6.2%	7.3%	8.5%
<b>Filipino</b>	1.3%	1.1%	1.3%
<b>Hispanic</b>	25.0%	25.8%	24.8%
<b>Native American</b>	1.4%	1.6%	1.7%
<b>Other Non-White</b>	0.0%	0.0%	0.0%
<b>Pacific Islander</b>	0.5%	0.7%	0.6%
<b>White</b>	50.1%	52.0%	51.3%
<b>Unknown/Decline to State</b>	13.4%	9.1%	9.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Palo Verde College

Palo Verde Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	33.7	48.1	33.7	56.5	A5
B	Percent of Students Who Earned at Least 30 Units	58.1	65.4	56.5	72.8	B1
C	Persistence Rate	40.8	48.2	40.8	53.0	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	93.4	94.9	93.4	96.5	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	48.8	48.8	48.8	48.8	E6
F	Improvement Rate for Credit Basic Skills Courses	43.6	48.6	43.6	54.5	F5

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Palo Verde College

Palo Verde Community College District

### College Self-Assessment

Palo Verde College, established in 1947, is a small college with a diverse and complex student constituency. In addition to delivering instructional programs to students attending the Blythe main campus, the College provides instruction to students residing in Needles (100 miles north of Blythe), inmates incarcerated at two nearby state prison facilities, inmates located at nine other correctional facilities in California, students enrolled in noncredit programs in Blythe, and firefighters and police officers (through instructional service agreements) in Riverside and other locations in California.

Of nearly 8,000 students (unduplicated count), about half are enrolled through instructional services agreements. The balance of enrollments is distributed approximately as follows: Blythe main campus, 2,000 students; Needles Center, 500; all prison facilities, 800; and noncredit programs, 700.

The ratio of male to female students college-wide is approximately 70%-30%, principally because of the preponderance of male police officers and firefighters enrolled through instructional services agreements, and the nearly-100% male population represented among incarcerated students. As for the Blythe main campus, Needles Center, and noncredit programs, the ratio of male to female students is approximately 45%-55%.

Here follows our analysis of the ARCC performance indicators for Palo Verde College:

Table 1.1 Student Progress and Achievement Rate. While the College's performance rate is low for its peer group, there is a significant increase in this indicator in the most recent cohort. We attribute the increase to better transfer staffing and advisement, revamping of certain certificates, and the growth in inmate student populations where there is strong commitment to program completion.

Table 1.1a Percent of Students Who Earned at Least 30 Units. This measure is below the peer group average, but demonstrates an upward trend in the most recent cohort.

Table 1.2 Persistence Rate. The College's persistence rate is not only the lowest in its peer group, but as well, shows a decline in the most recent cohort. In any event, this is a trend that is of concern to us, and calls for further study on our part.

Table 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses. The rate for this indicator exceeds the statewide average and remained consistently high throughout the three cohorts. We attribute this favorable performance to the high level of motivation among students—police officers and firefighters seeking career advancement and skills upgrade—enrolled through instructional services agreements.

Table 1.4 Annual Successful Course Completion for Credit Basic Skills Courses. The downward trend in the three cohorts is of particular concern to us, and calls for further study.

Table 1.5 Improvement Rate for Credit Basic Skills Courses. This indicator is low in the College's peer group, but remained stable in the three cohorts. We are encouraged that students are making the transition to college-level courses, once they clear the hurdle of basic skills.



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	51.7%	51.7%	51.5%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.8%	68.6%	70.4%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	68.0%	68.5%	67.7%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	73.9%	81.8%	81.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	55.9%	58.8%	61.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	44.2%	42.1%	40.5%
<b>Basic Skills Improvement Rate</b>	54.5%	52.4%	52.5%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Palomar College

Palomar Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	46,399	46,115	46,771
<b>FTES*</b>	18,779	19,349	19,337

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.3%	5.8%	6.6%
<b>18 - 24</b>	45.6%	46.7%	46.7%
<b>25 - 49</b>	33.5%	32.3%	31.8%
<b>Over 49</b>	14.5%	15.2%	14.8%
<b>Unknown</b>	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	52.8%	52.6%	51.8%
<b>Male</b>	46.5%	46.6%	47.1%
<b>Unknown</b>	0.7%	0.9%	1.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Palomar College

Palomar Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	5.0%	4.8%	4.7%
<b>Black/African American</b>	3.3%	3.2%	3.2%
<b>Filipino</b>	2.6%	2.7%	2.8%
<b>Hispanic</b>	25.8%	25.5%	26.7%
<b>Native American</b>	1.2%	1.3%	1.2%
<b>Other Non-White</b>	0.0%	0.0%	0.0%
<b>Pacific Islander</b>	0.8%	0.8%	0.7%
<b>White</b>	52.4%	52.9%	51.8%
<b>Unknown/Decline to State</b>	8.9%	8.8%	8.8%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Palomar College

Palomar Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	51.5	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	70.4	72.0	66.3	80.8	B3
C	Persistence Rate	67.7	70.7	66.3	76.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.5	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.7	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	52.5	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Palomar College

Palomar Community College District

### College Self-Assessment

Palomar Community College serves a district of 2,500 square miles with a population of over 700,000. Each year more than 45,000 students attend the college and take classes at the San Marcos campus, one education center, or seven outreach sites. Over the past six years, as the region's population has grown by 9%, the college has experienced increased enrollment and the San Marcos campus is at capacity.

Palomar is recognized for the breadth and quality of its educational program offerings. Palomar provides over 250 AA degree and certificate programs and awards over 2,000 degrees and certificates annually. Each year, more than 1,000 students transfer to a CSU or UC, approximately 800 continue their studies at an in-state private or out-of-state university, and 2,000 become transfer prepared.

Overall, Palomar has demonstrated good levels of performance on all of the accountability indicators. The progress and achievement rate has remained stable over time and is similar to the system average. In 2004, a CSU within the county redefined its service area and Palomar transfer students are no longer defined as local transfers. As a result, Palomar students must now meet a different G.P.A. transfer criterion, affecting current and future students intending to transfer to this university.

For the most recent year, Palomar's level of performance on all other indicators is good and above the system average. Palomar's percentage of students earning at least 30 units or more, vocational course success rates, and basic skills success rates have increased over time. The persistence rate has remained relatively stable.

While the basic skills improvement rate experienced a slight decrease from 2003-04 to 2004-05, it is of note that both the basic skills improvement and course completion rates for the college are at or above its peer groups' averages. The progress and achievement rates, percentage of students earning 30 units or more, persistence, and vocational course success rates are lower than its peer groups' averages. Palomar's large and diverse district and vocational offerings make comparisons to its peers challenging. In 1999, Palomar implemented the PeopleSoft® Enterprise Resource Planning system with some difficulty. As a result, earlier data submitted to the system office for this report is not as accurate as more recent data. The college has implemented quality control procedures, and future reports based on more recent data will provide for a better assessment of the indicators.

As part of Palomar's planning process, the college is implementing strategies to improve its performance. These strategies include developing a plan to provide enhanced instruction and support services for basic skills students. Targeted outcomes are persistence, course success rates, and basic skills improvement rates. Over time, program completion and transfer rates for students needing to strengthen their foundational skills should improve as well. Finally, the college is implementing its facilities master plan and is working to increase instructional capacity. New and improved facilities will help Palomar meet student demand and support its students in achieving their educational goals. Palomar remains committed to its students and their success.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	57.2%	57.4%	59.3%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	77.7%	78.9%	80.8%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	76.7%	77.9%	76.6%



# ARCC 2007 Report: College Level Indicators

## Pasadena City College

Pasadena Area Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	73.5%	72.5%	70.6%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	63.7%	62.5%	60.2%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	66.2%	67.1%	61.3%
<b>Basic Skills Improvement Rate</b>	52.8%	52.9%	55.0%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Pasadena City College

Pasadena Area Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	42,938	42,486	42,840
<b>FTES*</b>	22,022	22,107	21,782

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	2.9%	3.1%	3.6%
<b>18 - 24</b>	53.4%	55.7%	56.2%
<b>25 - 49</b>	36.9%	34.9%	34.3%
<b>Over 49</b>	6.7%	6.3%	6.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.7%	56.4%	55.9%
<b>Male</b>	43.2%	43.6%	43.9%
<b>Unknown</b>	0.0%	0.1%	0.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Pasadena City College

Pasadena Area Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	25.5%	25.4%	26.2%
<b>Black/African American</b>	6.5%	6.6%	6.3%
<b>Filipino</b>	4.0%	4.2%	4.2%
<b>Hispanic</b>	32.5%	33.0%	33.5%
<b>Native American</b>	0.6%	0.7%	0.6%
<b>Other Non-White</b>	4.9%	4.7%	4.4%
<b>Pacific Islander</b>	0.3%	0.3%	0.4%
<b>White</b>	18.3%	17.9%	17.8%
<b>Unknown/Decline to State</b>	7.4%	7.2%	6.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Pasadena City College

Pasadena Area Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	59.3	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	80.8	72.0	66.3	80.8	B3
C	Persistence Rate	76.6	70.7	66.3	76.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.6	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.2	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	55.0	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Pasadena City College

Pasadena Area Community College District

### College Self-Assessment

#### THE COLLEGE

Founded in 1924, Pasadena City College (PCC) is now in its 82nd year of service to the Southern California area. The official district service area includes the cities of: Altadena, Arcadia, La Canada Flintridge, Pasadena, Rosemead, San Marino, Sierra Madre, South Pasadena, Temple City, and a portion of El Monte. However, in the fall of 2006, 66% of the enrolled credit students came from communities outside the College's service area.

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 service area.

#### THE 2007 REPORT FOR PASADENA CITY COLLEGE

The 2007 Accountability Report for Community Colleges (ARCC) provides data on six College Performance Indicators. Data are also presented on how the College performed on each indicator relative to a peer group of colleges (determined by the Chancellor's Office staff). Pasadena City College's performance was reported as follows:

- Student Progress and Achievement Rate
  - PCC had the highest rate in the peer group.
- Percent of Students Who Earned at Least 30 Units
  - PCC had the highest rate in the peer group.
- Persistence Rate
  - PCC had the highest rate in the peer group.
- Annual Successful Course Completion Rate for Credit Vocational Courses
  - PCC was below the average of the peer group, but was not the lowest rate in the peer group.
- Annual Successful Course Completion Rate for Credit Basic Skills Courses
  - PCC was above the average of the peer group, but was not the highest rate in the peer group.
- Improvement Rate for Credit Basic Skills Courses
  - PCC had the highest rate in the peer group.

#### THE COLLEGE ASSESSMENT OF THE 2007 REPORT

The College was pleased to learn that, in four of the six indicators, PCC has the highest rate in its respective peer groups. Much of the success in these areas is directly attributable to the College's dedicated and effective use of Partnership for Excellence funds to support projects that promoted student success over the last ten years.

The College, under the direction of the Associate Dean for Career and Technical Education, and working with those division deans and faculty who have vocational programs within their curriculum, will develop a Focused Strategic Plan for reversing the declining rate of successful course completion in the College's vocational programs. In developing that plan, the College will explore, among other options, successful strategies that are being used by other colleges in the peer group.

The College, under the direction of the Vice President for Instruction, has already convened an Ad-Hoc Basic Skills Task Force to develop a Focused Strategic Plan in the areas of English, ESL, and especially Mathematics, and including appropriate student support services, to reverse the declining rate of successful course completion in the College's basic skills courses.





## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	45.8%	42.9%	45.6%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.8%	67.1%	67.8%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	61.8%	63.8%	65.6%



# ARCC 2007 Report: College Level Indicators

## Porterville College

Kern Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	77.4%	79.1%	78.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	56.6%	54.9%	53.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	41.1%	45.3%	49.3%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Porterville College

Kern Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	6,121	6,143	6,108
<b>FTES*</b>	3,075	3,186	2,959

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	5.3%	6.1%	6.7%
<b>18 - 24</b>	45.1%	48.6%	47.9%
<b>25 - 49</b>	37.3%	35.0%	34.9%
<b>Over 49</b>	12.3%	10.3%	10.4%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	62.6%	64.3%	64.7%
<b>Male</b>	37.3%	35.7%	35.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Porterville College

Kern Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	3.0%	2.9%	2.7%
<b>Black/African American</b>	1.9%	2.1%	2.3%
<b>Filipino</b>	2.7%	3.1%	3.1%
<b>Hispanic</b>	45.2%	48.6%	50.6%
<b>Native American</b>	1.5%	1.8%	2.0%
<b>Other Non-White</b>	0.0%	0.0%	0.0%
<b>Pacific Islander</b>	0.2%	0.2%	0.2%
<b>White</b>	42.5%	38.6%	36.3%
<b>Unknown/Decline to State</b>	3.0%	2.6%	2.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Porterville College

Kern Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	45.6	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	67.8	69.3	55.6	78.6	B2
C	Persistence Rate	65.6	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.2	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.5	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	49.3	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Porterville College

Kern Community College District

### College Self-Assessment

Now in its 80th year of continuous operation, Porterville College serves the diverse population of Porterville and southeastern Tulare County. The college's service area is rapidly growing. The city of Porterville and the surrounding small communities comprise a population of greater than 100,000 people. The College serves approximately 4,000 students each term.

Porterville College 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, a majority (50.6%) of our students are Hispanic and almost two-thirds (64.7%) are female. Recent trends are for increased numbers of Hispanic students. The college also serves a population that comes from an economically depressed area and its students are increasingly under-prepared for college-level work.

In 2003, the College was awarded a five-year, \$2,100,000 Title V Hispanic Serving Institutions grant by the US Department of Education. This grant is helping us improve educational advising, basic skills programs, and provides funding for faculty training in measurement of student learning outcomes. It also includes funding of a new vocational program in industrial maintenance and new distance education courses.

One other factor may affect the ARCC measures. A recent enrollment decline was sparked by changing economic conditions in Tulare County. As local employment prospects for young people improved, the College saw a decline in enrollment. How this will affect the ARCC measures is unknown.

Porterville College demonstrates average or good performance on most accountability measures. In recent years, the college has shown improvement in a number of measures including the persistence rate, the course completion rate for credit vocational courses and the basic skills improvement rate.

The ESL improvement rate shows no data for Porterville College. We offer English as a Foreign Language, but these courses are not currently considered in the ARCC definition of ESL for inclusion here. We will review the coding of these courses in the future at the college level, in addition to the coding changes that are planned at the system level. The effect of possible coding changes, if any, is unknown at this time.

Lastly, Porterville College compares well to colleges in its peer groups. Despite our challenges, we are near the peer group averages for five of the six measures. We are slightly above average for two of those: course completion rate for credit vocational courses and improvement rate for credit basic skills courses.

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.



# ARCC 2007 Report: College Level Indicators

## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.1%	52.7%	53.3%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	68.3%	72.0%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	63.0%	63.5%	64.4%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	71.8%	69.7%	68.0%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	55.5%	56.8%	55.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	64.1%
<b>Basic Skills Improvement Rate</b>	50.3%	47.0%	44.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Reedley College

State Center Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	17,049	17,316	17,582
<b>FTES*</b>	8,104	8,624	8,729

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.0%	3.5%	3.1%
<b>18 - 24</b>	59.2%	61.0%	62.0%
<b>25 - 49</b>	32.0%	30.9%	30.6%
<b>Over 49</b>	4.7%	4.5%	4.4%
<b>Unknown</b>	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	60.6%	60.9%	61.2%
<b>Male</b>	38.6%	38.6%	38.6%
<b>Unknown</b>	0.8%	0.5%	0.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Reedley College

State Center Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	3.0%	2.9%	3.6%
<b>Black/African American</b>	2.7%	2.9%	2.9%
<b>Filipino</b>	1.0%	1.1%	1.1%
<b>Hispanic</b>	43.4%	43.8%	44.4%
<b>Native American</b>	1.3%	1.1%	1.2%
<b>Other Non-White</b>	1.0%	1.1%	1.2%
<b>Pacific Islander</b>	0.4%	0.4%	0.4%
<b>White</b>	36.0%	35.7%	35.1%
<b>Unknown/Decline to State</b>	11.3%	11.0%	10.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Reedley College

State Center Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	53.3	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	74.2	69.3	55.6	78.6	B2
C	Persistence Rate	64.4	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.0	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.1	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	44.1	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Reedley College

State Center Community College District

### College Self-Assessment

Reedley College registered its first student on September 20, 1926. Today, it is an institution overseeing three centers (Clovis, Madera, and Oakhurst) and several other satellite locations. Reedley College provides educational opportunities in four counties, all of which are below the state average in residents possessing bachelor's degrees, per capita income, and household income. A majority of the students served by the institution are under the age of 25, Hispanic, receive financial aid and are progressing toward their educational goals as part-time students. While there is a CSU campus within close proximity, the closest fully-developed UC campus is 167 miles from any Reedley College location.

Reedley's student progress and achievement rate was first in its peer group and has been increasing. The percent of students who earned at least 30 units ranked fifth in its peer group and is increasing.

Reedley's persistence rate is slightly below the peer group average; however, it has slightly increased over the three cohorts. Factors influencing this rate include the number of students who take classes while in high school or during the summer after their senior year and the numerous one-year career and technical education programs offered by the college. Reedley has been researching the gap between success and retention for first time students and will be using this data to develop strategies to close this gap which in all probability will have a positive impact on persistence rates as well. Reedley recently began a renewed enrollment management program with the assistance of the Noel-Levitz organization that will address persistence as one aspect of enrollment management.

Reedley's successful course completion rate for credit vocational classes is below the peer group average and is declining. Reedley is currently assessing all vocational programs to ensure that courses are scheduled to maximize access; that workplace knowledge, skills and attributes are appropriately reflected in the curriculum; and that instructional support services are provided to improve basic reading, writing and math skills.

Reedley's annual successful course completion for credit basic skills classes is average as compared to the cohort group of colleges. This completion rate for basic skill classes has remained constant. The college plans to improve these basic skill rates by utilizing such strategies as learning communities in the basic skills, expanded tutoring through the Extended Writing Centers, investigating basic skill software that will supplement what students are learning in class and developing contextualized basic skills courses.

Reedley is slightly below average in the credit basic skills course improvement rate, and the figure is declining. The college recently examined success and retention rates for students taking basic skills English and math classes. The data indicates that while the retention rate is slightly above the college average, the success rate is below the college average, thereby impacting the improvement rate. The college has convened a Basic Skills Workgroup to research effective practices for closing the success and retention gap, with the expected outcome of improving the basic skills improvement rate.



# ARCC 2007 Report: College Level Indicators

## Rio Hondo College

Rio Hondo Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	41.6%	42.4%	44.6%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	62.1%	64.9%	68.4%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	68.7%	70.1%	65.6%



# ARCC 2007 Report: College Level Indicators

## Rio Hondo College

Rio Hondo Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	84.1%	80.0%	81.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	54.8%	54.2%	51.9%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	49.6%	47.4%	51.9%
<b>Basic Skills Improvement Rate</b>	53.9%	53.1%	50.2%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Rio Hondo College

Rio Hondo Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	28,815	29,746	34,743
<b>FTES*</b>	12,652	12,503	12,201

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.0%	3.8%	3.7%
<b>18 - 24</b>	43.7%	45.0%	40.5%
<b>25 - 49</b>	46.8%	45.5%	48.5%
<b>Over 49</b>	6.4%	5.7%	7.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	46.2%	43.9%	41.0%
<b>Male</b>	53.7%	56.1%	59.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Rio Hondo College

Rio Hondo Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	10.3%	9.4%	8.7%
<b>Black/African American</b>	3.5%	3.8%	4.4%
<b>Filipino</b>	1.6%	1.8%	1.8%
<b>Hispanic</b>	55.3%	56.9%	56.8%
<b>Native American</b>	0.6%	0.5%	0.6%
<b>Other Non-White</b>	1.1%	1.1%	1.2%
<b>Pacific Islander</b>	0.3%	0.3%	0.4%
<b>White</b>	14.2%	14.5%	16.7%
<b>Unknown/Decline to State</b>	13.2%	11.6%	9.3%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Rio Hondo College

Rio Hondo Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.6	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	68.4	65.4	56.5	72.8	B1
C	Persistence Rate	65.6	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.2	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.9	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	50.2	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Rio Hondo College

Rio Hondo Community College District

### College Self-Assessment

The Rio Hondo Community College District (RHCCD), established in 1961, primarily serves the residents of Whittier, El Monte, South El Monte, Pico Rivera, and Santa Fe Springs. The area had experienced a high growth rate of 18% in the 1980s, but new growth has been limited to around 1.5%. Half of the residents are under 40 years of age, and 15% are under 19, which could contribute to possible increased enrollment over the next 10 years.

The 18-24 year old population has been decreasing since the 1980s. Seventy percent of the service area is Hispanic, which is a higher concentration than either LA County or California. Thirty percent of the adult residents speak Spanish at home. Forty-one percent of the residents have not completed high school, compared to 23% statewide. For nearly a quarter of our residents, their highest level of education is a high school diploma. The proportion of district residents that have completed a bachelor's degree is half that of LA County and the State.

Although the median household income is around \$42,000, which is similar to LA County, it is \$5000 below the state average. The poverty level is 16.3%, which is higher than the California average of 14.2% and the national average of 12.4%. The RHCCD service area includes pockets of severe poverty, such as El Monte where poverty levels are as high as 26%. Students attending Rio Hondo College face many obstacles in attending college including transportation, economic hardship, child care responsibilities, family issues and work schedules. The college continues to assist students with many of these issues.

The college has experienced declining course completion rates in credit vocational education courses and credit basic skills courses over the past three years. We have specifically noticed declining success rates in our basic skills math courses. Most students place into the lowest math classes and very few place into intermediate algebra or higher or a transferable level math course. To address these issues, the college has been working in collaboration with the Equity Scorecard at the Center for Urban Education, University of Southern California. We are designing research that will help us specifically identify the reasons for the decrease in math completion rates. We are continually looking for strategies and methods to approach the teaching of basic skills. Faculty also participate in numerous staff development activities, professional training and continuing education to better serve the basic skills population.

The college will continue to address completion rates for the students with the lowest skill sets and remains committed to increasing success rates in the basic skills and vocational education areas. The campus continuously deliberates and constructs various components to address low performing areas and disproportionate impact. A continuing challenge for the college will be to have students move successfully from lower basic skills courses to the next level, and eventually to transfer level courses. In spite of this, in 2005-2006, 718 students completed an AA degree and 890 completed a certificate for a total of 1608 awards.



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	44.4%	44.6%	46.3%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	63.3%	65.1%	66.3%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	65.4%	65.3%	66.3%



# ARCC 2007 Report: College Level Indicators

## Riverside Community College

Riverside Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	75.3%	75.8%	75.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	64.0%	62.0%	61.4%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	37.0%	37.4%	41.1%
<b>Basic Skills Improvement Rate</b>	49.5%	53.0%	53.6%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Riverside Community College

Riverside Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	48,348	48,076	47,424
<b>FTES*</b>	23,001	24,666	26,258

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.7%	3.1%	3.2%
<b>18 - 24</b>	53.1%	55.1%	55.9%
<b>25 - 49</b>	36.5%	35.5%	34.8%
<b>Over 49</b>	6.6%	6.1%	6.0%
<b>Unknown</b>	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.6%	55.6%	55.6%
<b>Male</b>	43.1%	44.0%	43.9%
<b>Unknown</b>	0.3%	0.4%	0.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Riverside Community College

Riverside Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	5.5%	5.8%	5.8%
<b>Black/African American</b>	11.4%	11.4%	11.4%
<b>Filipino</b>	2.9%	3.0%	3.1%
<b>Hispanic</b>	31.5%	32.7%	34.0%
<b>Native American</b>	0.8%	0.8%	0.8%
<b>Other Non-White</b>	2.5%	2.2%	2.3%
<b>Pacific Islander</b>	0.6%	0.6%	0.6%
<b>White</b>	41.2%	38.9%	36.9%
<b>Unknown/Decline to State</b>	3.5%	4.6%	5.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Riverside Community College

Riverside Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	46.3	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	66.3	72.0	66.3	80.8	B3
C	Persistence Rate	66.3	70.7	66.3	76.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.5	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.4	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	53.6	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Riverside Community College

Riverside Community College District

### College Self-Assessment

Riverside Community College District has been committed to serving the educational needs of its community for over 90 years. RCCD's students take classes at three primary locations, Riverside City College, Moreno Valley and Norco campuses and at the off campus sites of Ben Clark Training Center, Rubidoux Annex and March Education Center. Currently, Norco and Moreno Valley are seeking accreditation as independent colleges.

The District provides transfer programs, occupational and technical programs, and career preparation leading to the Associate of Arts and/or Sciences degrees and a variety of certificates. In the tradition of general education, students are prepared for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides tutorial and supplemental instruction, and basic skills courses for under prepared students.

The District's service area over 440 square miles is socially, economically and ethnically diverse and includes urban and rural communities. In 2003, the County's estimated population of 1,766,831 was projected to grow 22.5% by 2010. The majority of that growth will be in RCCD's service area. Raising the college-going rate for RCCD's feeder high schools continues to be a challenge and these recent high school students are increasingly under-prepared for college.

Enrollment rose from 21,003 in fall 1996 to 30,709 in 2006, an increase of 46%. RCCD typically grants over 2,000 AA/AS degrees and 1,500 certificates yearly. For 2005-06, RCCD transferred over 350 students to the University of California and over 1,000 to the California State University.

RCCD showed improvement in four of the accountability measures (Student Achievement and Progress, Percent of Students Earning at Least 30 Units, Persistence Rate, and Basic Skills Improvement Rate), during the past three years. Annual Successful Course Completion Rate for Credit Vocational Education courses stayed stable at 75%.

Annual Successful Course Completion Rate for Credit Basic Skills Courses was the only indicator where RCCD decreased during the previous three years. Although the rate went from 64% to 61%, it was still higher than the peer group average of 56%. Even though the successful basic skills course completion rate decreased slightly, the Basic Skills Improvement Rate increased. Although slightly fewer students were completing the individual basic skills courses, more students were subsequently completing higher levels of the basic skills sequence, thereby paving the way for later success in college-level courses. Special efforts are underway at each campus to enhance Basic Skills Education. A diagnostic-prescriptive modular approach to basic skills remediation allows students to build requisite skills by completing a single module rather than an entire course.

RCCD's accountability indicators demonstrate good levels of performance when compared to the peer groups. For the two indicators lower than the peer group average (Percent of Students who Earned at Least 30 units and Persistence rates), RCCD showed progress or stability. Two of the main Strategic Initiatives for RCCD for 2005-2010 are increasing student persistence, increasing awards, and building transfer readiness.





# ARCC 2007 Report: College Level Indicators

## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	56.5%	55.6%	55.8%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.7%	66.1%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	69.2%	69.4%	71.0%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	71.9%	72.5%	72.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	63.2%	63.5%	65.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	43.7%	50.0%	54.8%
<b>Basic Skills Improvement Rate</b>	45.2%	47.4%	54.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Sacramento City College

Los Rios Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	35,202	34,352	35,129
<b>FTES*</b>	15,172	15,008	15,864

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.0%	4.1%	4.5%
<b>18 - 24</b>	52.9%	53.1%	53.4%
<b>25 - 49</b>	36.8%	36.2%	35.1%
<b>Over 49</b>	6.3%	6.6%	7.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	59.5%	59.5%	59.3%
<b>Male</b>	39.7%	39.7%	39.8%
<b>Unknown</b>	0.8%	0.8%	0.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Sacramento City College

Los Rios Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	21.3%	21.5%	21.5%
<b>Black/African American</b>	12.3%	12.9%	13.4%
<b>Filipino</b>	3.5%	3.7%	3.6%
<b>Hispanic</b>	16.0%	16.0%	16.0%
<b>Native American</b>	1.2%	1.2%	1.1%
<b>Other Non-White</b>	3.3%	3.0%	2.7%
<b>Pacific Islander</b>	1.2%	1.2%	1.3%
<b>White</b>	36.0%	34.7%	33.6%
<b>Unknown/Decline to State</b>	5.1%	5.9%	6.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Sacramento City College

Los Rios Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	55.8	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	68.5	69.3	55.6	78.6	B2
C	Persistence Rate	71.0	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.5	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.6	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	54.4	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



## Sacramento City College

Los Rios Community College District

### College Self-Assessment

Sacramento City College serves a diverse population of students coming primarily from the greater Sacramento region. SCC's annual enrollment has been increasing by an average of 2% per year over the last 10 years despite challenges due to fee increases, lack of parking, and construction on campus. SCC is fortunate to have a light rail station right on campus since Fall 2005 and the opening of a new parking structure this spring provides students with increased access to the campus.

SCC students come to college with many barriers to success. While over 80% of SCC's students declare that they want to earn a degree or transfer, 85% test skill deficient in some combination of math or English. Seventy percent (70%) of SCC students are part-time, enrolling in fewer than 12 credit hours per semester. Twenty percent (20%) of SCC students' primary language is not English; 42% of all students are on some form of financial aid; and 38% of students are first-generation college.

In spite of these factors which present challenges for the students, SCC is committed to inspiring academic and economic success for all students. SCC has established goals with target outcomes for student access and success. SCC is engaged in several initiatives to support student success including targeting support services for first-time 18-20 year old students, increasing success in Basic Skills courses, and creating a welcoming environment through the Cultural Democracy initiative. SCC's pro-active enrollment management team includes strategies for both recruitment and retention.

SCC has demonstrated stability or improvement in all seven of the accountability indicators. SCC is above the peer group average on three measures and is 0.8 to 2.7 percentage points below the peer group average on three measures. While all indicators demonstrate good levels of performance, SCC is committed to improving our students' success on all indicators. We look forward to seeing the results of our initiatives reflected in future college-level indicators.

Some data notes:

- The Vocational, Basic Skills, and ESL data reflected in Tables 1.3, 1.4, and 1.5 contain a few errors in the coding of basic skills courses and vocational courses prior to Summer 2005. These errors have now been corrected and will be reflected in next year's report.
- A new student records system was implemented and corrected in AY2002-03, which impacts the accuracy of the data in the 2002-03 year and the reliability of any comparative data which cross this time period.



## Saddleback College

South Orange County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	57.6%	59.2%	60.1%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	73.8%	75.4%	76.4%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	69.8%	72.0%	74.1%



# ARCC 2007 Report: College Level Indicators

## Saddleback College

South Orange County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	77.6%	77.4%	77.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	63.5%	62.1%	63.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	37.2%	29.3%	28.9%
<b>Basic Skills Improvement Rate</b>	52.9%	53.7%	56.5%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Saddleback College

South Orange County Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	34,019	34,963	34,817
<b>FTES*</b>	15,216	14,719	14,182

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.9%	3.6%	3.8%
<b>18 - 24</b>	40.3%	42.2%	42.2%
<b>25 - 49</b>	30.6%	29.7%	28.7%
<b>Over 49</b>	24.9%	24.4%	25.2%
<b>Unknown</b>	0.2%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	60.3%	60.3%	59.8%
<b>Male</b>	39.6%	39.7%	40.1%
<b>Unknown</b>	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Saddleback College

South Orange County Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	8.7%	8.6%	8.5%
<b>Black/African American</b>	1.6%	1.6%	1.7%
<b>Filipino</b>	1.9%	2.0%	2.1%
<b>Hispanic</b>	11.9%	12.3%	12.5%
<b>Native American</b>	0.5%	0.5%	0.6%
<b>Other Non-White</b>	1.0%	1.1%	1.0%
<b>Pacific Islander</b>	0.6%	0.6%	0.6%
<b>White</b>	65.2%	65.1%	64.9%
<b>Unknown/Decline to State</b>	8.7%	8.3%	8.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Saddleback College

South Orange County Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	60.1	60.7	57.0	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	76.4	75.6	73.7	78.0	B4
C	Persistence Rate	74.1	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.5	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.8	67.2	60.2	83.1	E4
F	Improvement Rate for Credit Basic Skills Courses	56.5	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Saddleback College

South Orange County Community College District

### College Self-Assessment

Saddleback College, located in the city of Mission Viejo, is one of two colleges in the South Orange County Community College District, which serves the southern half of Orange County. Although the service area ranks among the wealthiest in the state in per household income, approximately 7% of the households have an annual income of less than \$15,000. The college student body is approximately 65% White, 12.4% Hispanics and 8.8% Asians. Filipino and Black students account for 2 % and 1.5% of the student body respectively.

Saddleback College ranks 14th in the state among community colleges preparing students to transfer to the CSU and UC systems and other four-year private and public institutions in and out of state. In 2005, it transferred students to colleges and universities in 41 states. Saddleback College offers a comprehensive array of programs in both academic and vocational areas with a combined total of 134 degrees and certificates. Saddleback College participates in 19 intercollegiate sports. Saddleback College also offers solid Emeritus and Continuing Education programs. It has a highly qualified faculty, with a significant number having completed doctoral degrees. The accreditation agency (WASC) reaffirmed the college's accreditation in 2004-2005; the next accreditation visit will occur in 2010-2011.

Saddleback College is currently renovating one of its major classroom buildings (more than 85,000 square feet). This necessitated the building of a temporary modular swing space in the lower part of the campus. Once this renovation is complete, Saddleback College will begin the renovation of the Library and the Advanced Technology and Applied Science buildings while continuing to utilize the modular swing space. The college is also submitting proposals to the state for a new Sciences Building as part of the 2007-2014 Facilities Construction Plan.

Saddleback College has demonstrated above average performance levels on the majority of the accountability indicators. In the field of student progress and achievement rate, although the college is 0.6% below the peer group average, the college has shown consistent growth in the past three years, going from 57.6% to 60.1%. The college also performed below the peer group average in annual successful course completion rate for credit basic skills courses. However, an analysis of the three-year pattern indicates that the percentage completion rate is gradually increasing. Saddleback College has a strong persistence rate of more than 74%, with more than 76% of students earning in excess of 30 credits.

Overall, Saddleback College's accountability indicators demonstrate a solid and healthy performance compared to the peer institutions. They also show that the college has a very strong balance of academic and career-oriented programs and does extremely well in both areas. The college is committed to ensuring that students persist in their effort and will continue in its path to create an even stronger transfer frame of mind. The latest cohort study for transfer indicates that the college exceeded the expected rate set by the state chancellor's office. Saddleback College is proud to continue the task of solidifying and justifying the mission of California community colleges.



# ARCC 2007 Report: College Level Indicators

## San Bernardino Valley College

San Bernardino Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	41.7%	41.5%	41.2%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	62.4%	61.1%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	59.3%	63.3%	61.0%



# ARCC 2007 Report: College Level Indicators

## San Bernardino Valley College

San Bernardino Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	68.1%	67.5%	71.0%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	52.5%	55.1%	52.3%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	53.1%	49.6%	49.7%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## San Bernardino Valley College

San Bernardino Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	17,160	18,645	19,535
<b>FTES*</b>	9,810	10,174	9,532

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	2.4%	3.3%	3.7%
<b>18 - 24</b>	42.3%	42.7%	41.6%
<b>25 - 49</b>	46.9%	46.9%	48.3%
<b>Over 49</b>	6.3%	6.2%	6.4%
<b>Unknown</b>	2.1%	0.9%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	58.9%	59.5%	57.3%
<b>Male</b>	39.2%	40.0%	41.7%
<b>Unknown</b>	1.9%	0.6%	1.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## San Bernardino Valley College

San Bernardino Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	5.3%	4.7%	4.5%
<b>Black/African American</b>	23.5%	23.4%	21.5%
<b>Filipino</b>	1.8%	2.0%	1.8%
<b>Hispanic</b>	38.4%	38.7%	39.3%
<b>Native American</b>	1.2%	1.0%	1.0%
<b>Other Non-White</b>	1.3%	1.2%	1.2%
<b>Pacific Islander</b>	0.7%	0.7%	0.8%
<b>White</b>	24.6%	24.5%	25.3%
<b>Unknown/Decline to State</b>	3.2%	3.8%	4.7%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## San Bernardino Valley College

San Bernardino Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	41.2	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	63.2	69.3	55.6	78.6	B2
C	Persistence Rate	61.0	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.0	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.3	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	49.7	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## San Bernardino Valley College

San Bernardino Community College District

### College Self-Assessment

Established in 1926, San Bernardino Valley College primarily serves the communities in western San Bernardino County. The student body is diverse: 40% Hispanic/Latino, 24% White Non-Hispanic, 20% African American, 7% Asian/Pacific Islander. This ethnic makeup is very close to that of the surrounding communities, which suggests that we are approaching equal access to the college's services. In addition, our Hispanic/Latino plurality also qualifies the college as a Hispanic Serving Institution. A number of specific challenges are presented by the service area. The population has a low college-going rate, and the per capita income is 76% of the national average. The average age of our students is 29, indicating that a significant portion of our students are returning to school after a number of years away from education.

San Bernardino Valley College has an average enrollment of 11,500 students for fall semesters and 12,000 for spring semesters. The college offers 57 AS/AA degree programs and 83 certificate programs. The college maintains the most diverse and comprehensive vocational program in our region with 11 programs, from Aeronautics to Water Supply Technology. In addition, the college now has 83 distributed education courses (TV/hybrid/online) and offers an Associates degree that enables students to obtain the degree solely through online and hybrid coursework. The college also transfers almost 500 students each year to 4-year institutions, three-quarters of whom transfer to California State University institutions. San Bernardino Valley College has actively cultivated partnerships with a wide variety of community and industry groups, including The Inland Empire Economic Partnership and companies such as Cisco. WASC (Western Association of Schools and Colleges) accredited the college in 2002 and complimented the college on its progress in the focused mid-term report in 2006 — requiring no follow-up visit until our next accreditation review in 2008.

To mitigate seismic issues impacting a major portion of the campus, within the past four years five new buildings have been constructed (Library, Administration/Student Services, Campus Center, Health & Life Sciences, and Art), three buildings have been seismically retrofit, and eventually, five buildings will be demolished. This major construction effort has resulted in class scheduling, parking, and pathway disruptions. This phase of the seismic mitigation plan will be completed by summer, 2007.

Despite challenges unique to the college, including construction, and state-wide impacts such as the budget cuts at the beginning of the period surveyed, as well as fee increases (which, though recently decreased, have not returned to their original level) that particularly impact our student population, San Bernardino Valley College has maintained steady performance in all areas of the College Performance Indicators, with changes generally within 3 percentage points. The lack of data on the ESL Improvement Rate is being remedied with a change in the coding of these courses so that they may be tracked in the future.

The institution is in the process of reviewing the ARCC data and will submit a plan to the College President and District Chancellor noting areas of satisfactory progress and areas addressing goals for further improvement.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	52.3%	55.2%	58.7%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	59.7%	61.6%	63.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	58.9%	60.6%	55.0%



# ARCC 2007 Report: College Level Indicators

## San Diego City College

San Diego Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	70.6%	70.8%	70.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	52.3%	54.8%	52.4%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	29.2%	26.0%	29.4%
<b>Basic Skills Improvement Rate</b>	33.0%	35.9%	38.9%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## San Diego City College

San Diego Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	24,363	24,732	26,094
<b>FTES*</b>	15,768	15,881	15,788

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	2.0%	1.7%	1.8%
<b>18 - 24</b>	45.2%	46.8%	47.9%
<b>25 - 49</b>	47.7%	46.2%	45.0%
<b>Over 49</b>	5.1%	5.4%	5.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	54.0%	54.8%	54.7%
<b>Male</b>	45.9%	45.2%	45.3%
<b>Unknown</b>	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## San Diego City College

San Diego Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	6.9%	6.9%	7.1%
<b>Black/African American</b>	14.9%	14.4%	13.9%
<b>Filipino</b>	4.4%	4.4%	4.6%
<b>Hispanic</b>	26.8%	27.9%	27.8%
<b>Native American</b>	1.1%	1.1%	1.0%
<b>Other Non-White</b>	5.1%	4.5%	4.0%
<b>Pacific Islander</b>	0.9%	0.9%	1.0%
<b>White</b>	32.2%	31.8%	32.2%
<b>Unknown/Decline to State</b>	7.6%	8.1%	8.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## San Diego City College

San Diego Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	58.7	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	63.1	65.4	56.5	72.8	B1
C	Persistence Rate	55.0	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.8	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.4	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	38.9	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of 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), serving the urban area of the city of San Diego since 1914, enrolls approximately 15,000 students each semester in 80 associate degree and 90 occupation certification areas. City's student demographics reveal that more than half of its students are older than the traditional college-age student (18-22 years), with the largest cohort (16%) from 25-29 years of age and 28% over the age of 30. Approximately 69% of students are non-white, 30% care for dependents, 80% have low to moderate incomes, and 78% enroll part-time. Most students work at least part-time, and many are first generation students. Of those who were assessed, more than half of the students placed at the remedial level in Mathematics. Many are English-language learners. The most common student educational objective is the achievement of an associate degree (40%), while the majority of students are pursuing a variety of other educational goals.

In reviewing City's performance on the seven student outcome measures, the college has shown steady and consistent improvement in six outcome measures. Only Student Persistence Rate has declined in the most recent student cohort, following a modest increase in performance by the first and second cohorts considered. In reviewing City's performance with the Peer Group Comparison, the college performed below average on five of the six indicators, only exceeding the group average in Student Progress and Achievement Rate.

While City College has made a concerted effort each year to improve in all student outcome measures (as evidenced by the college's longitudinal performance), the college continues to lag behind its peer institutions in most areas. The nature of its student body, with particular attention to its older, working, part-time, low to moderate income, and remedial-level characteristics, makes the achievement of high student outcomes a significant challenge. In recognition of this important fact, City has implemented a variety of special academic and student-support initiatives to foster student success:

- **Student Learning Communities:** City College has implemented a Puente Program, New Horizons Program, TRIO/Aspire Program, M.E.S.A. Program, and is developing a Daraja Program (modeled after Puente and targeting African-American students).
- **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.
- **Academic Success Center:** City is undertaking the construction of a one-stop academic support center for students.
- **Basic Skills Plan:** City has developed a basic skills plan that focuses on improvement of student retention and performance in basic skills classes.
- **Full-time Faculty Hiring:** City is adding 14 new full-time faculty members for Fall 2007 in key instructional and student-support areas.
- **Professional Development:** City has conducted a two-day professional development program for faculty focusing on best-practices in student retention and persistence.
- **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 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	57.6%	58.2%	60.2%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	64.6%	65.7%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	66.4%	69.7%	69.3%



# ARCC 2007 Report: College Level Indicators

## San Diego Mesa College

San Diego Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	68.6%	69.7%	69.3%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	62.3%	66.7%	67.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	36.3%	35.1%	33.8%
<b>Basic Skills Improvement Rate</b>	49.8%	45.5%	46.6%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## San Diego Mesa College

San Diego Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	37,416	38,074	36,193
<b>FTES*</b>	18,368	18,066	17,677

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	3.2%	3.6%	3.4%
<b>18 - 24</b>	56.3%	56.7%	57.9%
<b>25 - 49</b>	37.3%	36.5%	35.6%
<b>Over 49</b>	3.2%	3.2%	3.1%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	54.3%	54.7%	54.8%
<b>Male</b>	45.6%	45.3%	45.2%
<b>Unknown</b>	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## San Diego Mesa College

San Diego Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	14.7%	14.9%	14.7%
<b>Black/African American</b>	6.1%	6.4%	6.5%
<b>Filipino</b>	6.2%	6.2%	5.9%
<b>Hispanic</b>	15.5%	16.2%	17.3%
<b>Native American</b>	0.9%	0.9%	0.9%
<b>Other Non-White</b>	3.5%	3.1%	2.9%
<b>Pacific Islander</b>	1.1%	1.1%	1.1%
<b>White</b>	42.5%	40.9%	40.6%
<b>Unknown/Decline to State</b>	9.6%	10.4%	10.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## San Diego Mesa College

San Diego Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	60.2	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	64.3	69.3	55.6	78.6	B2
C	Persistence Rate	69.3	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.3	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.7	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	46.6	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## San Diego Mesa College

San Diego Community College District

### College Self-Assessment

San Diego Mesa College is committed to excellence in student learning, as reflected in its mission to ensure access, increase retention, and maximize student success. More than 21,000 students are enrolled each semester in Mesa's 176 Associate in Arts, Associate in Science, and Certificate degree programs. Mesa consistently earns the reputation of being a top transfer institution, as demonstrated by last year's transfer volume of 1,089 CSU and 330 UC transfers (CPEC).

Mesa has demonstrated increasingly strong, steady, and above-average performance relative to its peers on the critical indicators of Student Progress and Achievement Rate, Student Persistence Rate, and Successful Course Completion Rate in Credit Basic Skills Courses. Mesa's success in these critical indicators may be due to our faculty and staff who are committed to student learning, strengthened student support, extensive availability of instructional technology for teaching and learning, a well-established participatory governance structure, and growing campus-wide commitment to student learning outcomes.

According to the ARCC report, the proportion of students who Earned at Least 30 Units increased and then decreased slightly. The Annual Successful Course Completion Rate for Credit Vocational Courses remained steady. However, both are below the peer group average. To improve these rates, Mesa is placing renewed emphasis on student support such as advising, counseling, articulation, tutoring and learning communities.

To increase the Improvement Rates for ESOL and Credit Basic Skills Courses, which both show a net decline over the three-year period and are below the peer group average, Mesa is developing an ESOL bridging program and a Basic Skills Initiative. This initiative includes administration of the Community College Survey of Student Engagement (CCSSE) in Spring 2007 with special attention to Basic Skills, a series of research-based reforms and interventions spearheaded by the Mesa Basic Skills Task Force, and the Silver Process, a series of focus groups with students who are successful in gatekeeper Basic Skills Math courses to discover what knowledge, skills, and dispositions they used to succeed. The findings from these focus groups are now being used by Math faculty to foster student success in Basic Skills Math classes. The Silver Process will be implemented again in Fall 2007 with students in gatekeeper Basic Skills English courses.

Additionally, Mesa offers a number of Learning Communities: a Puente Program, the Mesa Academy for African-American students, and the Freshman Success program that combines an introductory English or math course with a personal growth counseling course.

To improve access to student support, three tutorial centers have been consolidated into one location on campus with expanded space and services. A fulltime Writing Center Coordinator was hired in Fall 2006; this center now operates for more hours. Online tutoring is being offered as a pilot program during Spring 2007 and plans are to expand the program next year.

Through the college's program review process, all programs are developing and assessing student learning outcomes. The recently-hired College Based Researcher provides performance data to programs to assist in assessing and improving outcomes at all levels of the curriculum and college-wide.



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	52.3%	49.7%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	64.5%	63.5%	67.4%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	57.9%	61.6%	68.2%



# ARCC 2007 Report: College Level Indicators

## San Diego Miramar College

San Diego Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	82.6%	86.1%	82.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	64.5%	64.9%	63.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	18.8%	24.8%	27.1%
<b>Basic Skills Improvement Rate</b>	49.3%	51.1%	52.0%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## San Diego Miramar College

San Diego Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	19,561	19,886	20,330
<b>FTES*</b>	6,423	6,874	7,298

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	1.4%	1.1%	1.4%
<b>18 - 24</b>	43.0%	43.0%	44.8%
<b>25 - 49</b>	50.1%	50.4%	48.8%
<b>Over 49</b>	5.5%	5.5%	5.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	43.7%	43.0%	44.8%
<b>Male</b>	56.2%	56.9%	55.1%
<b>Unknown</b>	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## San Diego Miramar College

San Diego Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	12.9%	12.3%	13.2%
<b>Black/African American</b>	6.0%	5.7%	5.8%
<b>Filipino</b>	9.6%	9.6%	9.3%
<b>Hispanic</b>	13.0%	14.1%	14.5%
<b>Native American</b>	1.0%	1.1%	1.0%
<b>Other Non-White</b>	3.6%	3.4%	3.5%
<b>Pacific Islander</b>	1.2%	1.3%	1.4%
<b>White</b>	44.5%	43.7%	42.2%
<b>Unknown/Decline to State</b>	8.2%	8.8%	9.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## San Diego Miramar College

San Diego Community College District

### College Peer Grouping

**Table 1.10: 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	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	67.4	65.4	56.5	72.8	B1
C	Persistence Rate	68.2	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.8	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.6	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	52.0	42.0	32.7	52.0	F2

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## San Diego Miramar College

San Diego Community College District

### College Self-Assessment

San Diego Miramar College, serves a diverse student population drawn from a suburban area in San Diego about 20 miles north of downtown. Nearly 9,000 students are enrolled in the 17 associate degree and certificate programs at the college.

The career and technical programs at Miramar College—aviation technology, diesel technology, automotive technology, and public safety programs, in particular—are excellent and are well-known throughout San Diego. In the past 5 years, Miramar College has also made it a priority to develop a comprehensive transfer curriculum and now transfers over 325 students to the University of California and California State University annually.

A new science building opened two years ago and supports biology and chemistry transfer programs as well as biotechnology. New construction at the college in the next 3 years will give the campus needed classrooms and the infrastructure needed to support the growth that is planned over the next 15 years. The opening of the new Library and Learning Resource Center in 2009 and the development of facilities for student services will enable the college to provide more support services to students.

Miramar College has made good progress in improving its performance on several accountability indicators: the Student Progress and Achievement Rate (moving from 52.3% in the 1998-2004 period to 55.6% in the 2000-2006 period); the Percent of Students Who Earned at Least 30 Units (moving from 64.5% in the 1998-2004 period to 67.4% in the 2000-2006 period); and the Persistence Rate (moving from 57.9% Fall 2002-Fall 2003 to 68.2% in Fall 2004-Fall 2005).

The Annual Successful Completion Rate for Basic Skills declined to 63.6% in 2005-06 after increasing slightly from 64.5% to 64.9% between 2003-04 and 2004-05. This performance is still above average for our peer group.

The Improvement Rates for ESL and Basic Skills have increased each year, and the improvement of the Basic Skills students represents a peer group high.

Miramar College has had significant support from a USDOE Title III Strengthening Institutions grant and a TRIO Student Support Services program, which have focused on improving student success. Some of the most successful Title III projects are a Faculty Mentoring Program and support for identifying and assessing student learning outcomes.

In addition, Miramar College has focused its planning efforts on improving the evaluation of programs and improving student learning. With state funding from the Basic Skills Initiative and the Faculty and Staff Development Program, the college intends to assess student learning and student persistence across all disciplines, develop strategies to support and improve student learning, particularly in Basic Skills courses in English, ESOL, and Mathematics, and develop student support strategies to improve student outcomes.



# ARCC 2007 Report: College Level Indicators

## San Joaquin Delta College

San Joaquin Delta Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	52.2%	49.9%	50.7%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.2%	66.4%	70.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	69.5%	70.8%	74.8%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	68.9%	70.7%	70.3%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.7%	63.2%	63.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	34.0%	30.8%	26.4%
<b>Basic Skills Improvement Rate</b>	39.1%	38.2%	41.2%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## San Joaquin Delta College

San Joaquin Delta Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	30,484	29,757	29,088
<b>FTES*</b>	15,318	15,102	15,264

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	9.7%	6.9%	5.8%
<b>18 - 24</b>	50.8%	53.6%	54.6%
<b>25 - 49</b>	34.1%	34.1%	33.7%
<b>Over 49</b>	5.4%	5.4%	6.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	59.6%	59.7%	58.9%
<b>Male</b>	40.4%	39.5%	39.9%
<b>Unknown</b>	0.1%	0.9%	1.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## San Joaquin Delta College

San Joaquin Delta Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	12.8%	13.0%	12.8%
<b>Black/African American</b>	10.0%	10.4%	10.3%
<b>Filipino</b>	5.4%	5.9%	5.9%
<b>Hispanic</b>	25.9%	26.1%	26.9%
<b>Native American</b>	1.2%	1.4%	1.3%
<b>Other Non-White</b>	1.4%	1.4%	1.6%
<b>Pacific Islander</b>	1.0%	1.1%	1.2%
<b>White</b>	36.5%	33.4%	32.3%
<b>Unknown/Decline to State</b>	5.8%	7.4%	7.8%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## San Joaquin Delta College

San Joaquin Delta Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.7	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	70.1	69.3	55.6	78.6	B2
C	Persistence Rate	74.8	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.3	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.8	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	41.2	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## San Joaquin Delta College

San Joaquin Delta Community College District

### College Self-Assessment

Founded in 1932, San Joaquin Delta College provides high quality programs and services for urban, suburban, and rural residents of San Joaquin, Calaveras, and portions of Alameda, Sacramento, and Stanislaus counties. The population of Delta College's service area is highly diverse. In San Joaquin County, home to the overwhelming majority of our student population, over one third of the residents speak a language other than English in the home; 34.5% of the residents are Hispanic, 13.8% are Asian, and 7.9% are African American. San Joaquin County is more than \$20,000 below California's median income of \$42,749, and nearly 15% of its residents live below the poverty level. Educational attainment is below state averages on such indicators as percent of high school graduates completing college preparatory courses and percent with a bachelor's degree. Recently, more than 73% of our entering students were assessed as below college level in mathematics; 67% in composition, and 76% in reading.

In light of these daunting statistics and recognizing the need for continuous improvement in educational outcomes for our students, San Joaquin Delta College is proud of its accomplishments. Delta College is average to above average in our peer group on most of the ARCC 2007 measures including student progress and achievement rate, percent of students earning at least 30 units, persistence rate, and annual successful basic skills course completion rate. The College is somewhat below average in our peer group on annual successful vocational course completion rate and improvement rates for basic skills courses.

With limited resources Delta College has embarked on a number of initiatives to enhance our students' educational experiences and improve their academic achievement and earning potential. A comprehensive building program, funded by a facilities bond, will refurbish and update the Stockton campus and better serve our outlying areas through state-of-the-art educational centers. Despite declining headcounts, a focus on degree and certificate attainment has led to consistent growth in awards and certificates granted and a 5% increase in student persistence. Efforts to improve the course completion rates among entry-level vocational students include strong Tech Prep school-college partnerships and targeted communication of College services. Long-standing EOPS and DSPS programs, more recent grants such as a TRIO-program Student Services grant and a Title V grant for Hispanic-serving Institutions, and a thorough review of our basic skills programs acknowledge Delta's need to improve student achievement in basic skills and developmental bridging courses. Data-driven projects such as University of Southern California-sponsored Equity for All have closely examined student achievement data, heightened the awareness of the College community that traditionally-underserved students' outcomes fall below the College averages, and sparked staff development and program review and revision efforts that will lead to improved outcomes for all of our students. Delta College continues to develop strong partnerships with local school districts and surrounding colleges and universities to enhance students' educational experiences and outcomes at all levels. Finally, given additional resources, we could expand upon our current initiatives, thereby advancing our institutional effectiveness while improving student learning.



# ARCC 2007 Report: College Level Indicators

## San Jose City College

San Jose-Evergreen Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.7%	45.8%	50.8%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.4%	67.5%	66.7%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	55.0%	61.2%	66.9%



# ARCC 2007 Report: College Level Indicators

## San Jose City College

San Jose-Evergreen Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	73.0%	74.0%	71.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	65.1%	65.2%	64.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	42.6%	36.3%	40.7%
<b>Basic Skills Improvement Rate</b>	41.6%	41.5%	43.6%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## San Jose City College

San Jose-Evergreen Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	15,855	16,470	16,610
<b>FTES*</b>	7,135	6,475	7,305

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.8%	5.1%	5.2%
<b>18 - 24</b>	41.9%	42.3%	43.1%
<b>25 - 49</b>	45.8%	45.0%	44.2%
<b>Over 49</b>	7.6%	7.5%	7.5%
<b>Unknown</b>	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	54.3%	53.6%	53.0%
<b>Male</b>	43.6%	44.4%	41.9%
<b>Unknown</b>	2.1%	1.9%	5.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## San Jose City College

San Jose-Evergreen Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	29.4%	26.7%	25.2%
<b>Black/African American</b>	7.5%	7.9%	8.2%
<b>Filipino</b>	4.3%	4.2%	4.1%
<b>Hispanic</b>	28.6%	29.2%	30.4%
<b>Native American</b>	0.8%	0.8%	0.8%
<b>Other Non-White</b>	2.7%	3.1%	2.9%
<b>Pacific Islander</b>	0.8%	0.8%	1.0%
<b>White</b>	17.9%	18.6%	19.5%
<b>Unknown/Decline to State</b>	7.9%	8.7%	8.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## San Jose City College

San Jose-Evergreen Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.8	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	66.7	65.4	56.5	72.8	B1
C	Persistence Rate	66.9	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.2	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.7	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	43.6	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## San Jose City College

San Jose-Evergreen Community College District

### College Self-Assessment

Celebrating an existence that spans almost a century, San Jose City College provides post-secondary education of the highest quality to San Jose and Milpitas residents as well as to the South Bay. In recent years, the college's student body has remained relatively stable in terms of age and gender; however, the ethnic balance of the student population has shifted slightly, reflecting a growth in Hispanic students that mirrors the demography of San Jose and surrounding regions. Responding aggressively to unprecedented variations in the local technology-related economy and increasing its emphasis on access and service to its communities with high immigrant populations, the college has seen growth in unduplicated head count of almost 5% and in total FTES of approximately 2.5 % between 2003 and 2006. That growth has become even more pronounced in academic year 2006-07.

San Jose City College has a long tradition of preparing students for transfer to California state colleges and universities; the college enjoys a particularly strong relationship with its neighboring institution, San Jose State University. In addition, the college offers multiple certificate and degree opportunities in a variety of career preparation areas and houses one of the more technologically advanced English as a Second Language programs among community colleges in the Bay area. The college has recently reaffirmed its accreditation and instituted a new strategic planning process. In 2005, vice presidential positions--absent since the 1990's--have been reinstated in the college's administrative structure.

Faced with an aging campus in a relatively land-locked urban environment, San Jose City College has undertaken a rebuilding project of extensive and enthusiastic proportions. Beginning in the final years of the 20th century, voter-approved general obligation bonds funded the construction of campus buildings that have allowed the college to maintain and promote a robust learning environment. New facilities completed to date include the Cesar Chavez Library and Learning Resource Center, a landmark Technology Center, a multi-functional Student Center, and, most recently, a Science Complex containing state of the art equipment and facilities. Complimenting these structural additions, a vigorous program of landscape renewal, extending even to campus athletic facilities, has resulted in a setting highly conducive to effective student, faculty, and staff interaction.

San Jose City College's accountability indicators demonstrate average levels of performance compared to peer institutions. While student progress and achievement rates as well as the improvement rates for credit basic skills courses fall below the norms for the peer group, the percent of students who earned at least 30 units and the annual successful course completion rate for credit basic skills courses rank higher than the peer average. The persistence rate--which has increased markedly since 1988, from 55% to almost 67%, reflecting the college's vigorous efforts to retain students--and the rate for successful completion of credit vocational courses hover near the mid-point of peer institution numbers.

San Jose City College is proud of its long record of achievement and continues to work tirelessly to provide improved access and enhanced educational opportunities to the communities it serves.





# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	43.3%	43.7%	44.6%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	71.9%	72.7%	73.9%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	70.7%	69.6%	68.2%



# ARCC 2007 Report: College Level Indicators

## Santa Ana College

Rancho Santiago Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	82.6%	85.3%	88.3%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.5%	61.7%	61.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	60.5%	62.2%	62.7%
<b>Basic Skills Improvement Rate</b>	48.9%	46.6%	45.2%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Santa Ana College

Rancho Santiago Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	40,867	45,370	52,572
<b>FTES*</b>	21,308	21,774	21,976

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	2.1%	2.1%	2.6%
<b>18 - 24</b>	36.9%	34.2%	32.9%
<b>25 - 49</b>	52.0%	54.2%	54.7%
<b>Over 49</b>	9.0%	9.5%	9.8%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	41.3%	38.3%	37.8%
<b>Male</b>	58.7%	61.7%	62.1%
<b>Unknown</b>	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Santa Ana College

Rancho Santiago Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	12.9%	11.2%	10.3%
<b>Black/African American</b>	3.2%	3.4%	3.3%
<b>Filipino</b>	1.8%	1.7%	1.7%
<b>Hispanic</b>	42.2%	40.3%	39.2%
<b>Native American</b>	0.9%	0.9%	0.9%
<b>Other Non-White</b>	2.6%	2.6%	2.9%
<b>Pacific Islander</b>	0.6%	0.7%	0.6%
<b>White</b>	30.7%	33.8%	35.5%
<b>Unknown/Decline to State</b>	5.2%	5.5%	5.6%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Santa Ana College

Rancho Santiago Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.6	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	73.9	72.0	66.3	80.8	B3
C	Persistence Rate	68.2	70.7	66.3	76.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	88.3	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.6	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	45.2	48.6	43.6	54.5	F5

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## **Santa Ana College**

**Rancho Santiago Community College District**

### **College Self-Assessment**

Santa Ana College (SAC) in the City of Santa Ana, was the second community college founded in Orange County and the fourth oldest in California. The college serves over 50,000 students each year from Santa Ana, Garden Grove, Orange and throughout Orange County. SAC is home to the newly created Digital Media Center and one of the nation's top-ranked student journalism programs.

Santa Ana College is one of two colleges in the Rancho Santiago Community College District and provides education for academic transfer and careers, training for business and industry and courses for personal and professional development. SAC offers over 300 subjects leading to the Associate Degree in science or arts or a vocational certificate of competency. The college also provides one of the largest and most comprehensive continuing education programs in the State.

SAC is located in a very dense urban area with the second largest number of foreign-born residents (55%) in the country. The highest percentage of whom are Spanish speakers (62%); 24% are considered "linguistically isolated" because no one in the home speaks English. The population faces many social challenges, such as low educational attainment, scarce financial resources, as well as cultural differences.

SAC demonstrated average or above average levels of performance on all indicators compared to its peer institutions, with a slight dip in the basic skills improvement rate. The college provides many additional resources and services outside of classes to assist students in improving their skills and meeting their educational goals. Those services include cost-free centers and laboratories (e.g. Writing Center, Reading Center, ESL Lab, and the Success Center). Students are supported in their progress through the math sequence by the Math Study Center (MSC). The MSC is a tutorial center that addresses the diverse learning styles of the students. Individualized support is provided to potential course drop-outs at a peer level. A computer assisted instruction for basic math is incorporated in our award winning Success Center.

SAC students performed very well in areas of student achievement. The annual successful course completion rate for credit vocational courses is 88.3%; well above the state-negotiated levels for the VTEA Core Indicators. In 2005-2006, SAC awarded 633 AA degrees, 210 certificates and 1,287 students transferred to four-year universities. Public safety and allied health continue to be our preeminent programs for enrollment growth and program completions. In addition, all career technical programs are experiencing significant growth due to students' demands for training to upgrade skills and enter the workforce.

SAC celebrates our students' accomplishments and is proud to be their educational partner. We are committed to "being a leader and partner in meeting the academic, cultural, work force and economic development needs of our diverse 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	61.6%	61.8%	57.4%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	73.8%	74.1%	69.7%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	71.3%	70.5%	68.5%



# ARCC 2007 Report: College Level Indicators

## Santa Barbara City College

Santa Barbara Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	78.2%	79.1%	76.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	60.3%	62.1%	61.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	40.8%
<b>Basic Skills Improvement Rate</b>	58.2%	59.2%	57.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Santa Barbara City College

Santa Barbara Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	25,029	24,923	25,767
<b>FTES*</b>	14,790	14,983	15,340

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	10.9%	10.2%	11.1%
<b>18 - 24</b>	49.2%	50.2%	49.7%
<b>25 - 49</b>	32.2%	31.6%	31.0%
<b>Over 49</b>	7.7%	8.0%	8.2%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	51.4%	52.3%	52.5%
<b>Male</b>	47.7%	46.9%	46.5%
<b>Unknown</b>	0.8%	0.9%	0.9%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Santa Barbara City College

Santa Barbara Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	5.8%	6.0%	6.0%
<b>Black/African American</b>	2.3%	2.4%	2.6%
<b>Filipino</b>	1.2%	1.2%	1.2%
<b>Hispanic</b>	26.8%	26.9%	26.9%
<b>Native American</b>	1.0%	0.8%	0.9%
<b>Other Non-White</b>	2.4%	2.4%	2.2%
<b>Pacific Islander</b>	0.4%	0.5%	0.6%
<b>White</b>	59.6%	59.0%	58.6%
<b>Unknown/Decline to State</b>	0.6%	0.7%	1.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Santa Barbara City College

Santa Barbara Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	57.4	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	69.7	69.3	55.6	78.6	B2
C	Persistence Rate	68.5	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.8	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.8	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	57.1	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Santa Barbara City College

Santa Barbara Community College District

### College Self-Assessment

In examining the college's performance on the six accountability measures, the college is higher than the statewide average on all six measures and is the highest among its peer group on the basic skills improvement rate. Overall in comparison to its peer groups, the college is above the average on four of the six indicators. On the remaining two measures, the college's performance is below the peer group average by less than one percentage point. While the college's performance was slightly lower in the last year measured, the college is confident that with the efforts described below and a comprehensive research agenda to assess the effectiveness of these interventions, our performance will soon be above the average on all measures.

Santa Barbara City College (SBCC) has been very successful in attracting, preparing, and transferring students to the University of California and California State University systems, achieving an all-time high in 2005-2006 of 1,076 students. In addition, the college ranked third in the state in transfers to UC campuses despite the fact that the two institutions that transferred more students are substantially larger than SBCC.

Several years ago, the college established a new Transfer Academy and Transfer Achievement Program (TAP) to increase the number of students that achieve their transfer objective. These and other initiatives have resulted in substantial increases in each of the past two years in both the number of total students and underrepresented students that transferred to a four-year college or university.

In 2006, SBCC developed and launched a comprehensive program to increase students' success, particularly those students entering college in need of remediation. The Board of Trustees, President, and College Planning Council entitled this effort the Partnership for Student Success (PSS) and made it the college's number one priority. This program incorporates many of the interventions that have been shown to work both at the college and elsewhere to increase student success. Key among these strategies were the implementation of the Gateway to Success Program, expansions to the Writing Center and Math Lab, introduction of the Academic Achievement Zone for student athletes, initiation of a Math, Engineering, Science Achievement (MESA) program, and the incorporation of student learning outcomes in courses and programs.

A cornerstone of the PSS initiative is the Gateway Program. This program was recognized by the State Academic Senate and Chancellor's Office as an exemplary program. This program assigns instructional aides to specific faculty and classes to work directly with students needing assistance. These aides receive initial and ongoing training on effective strategies to assist students and make appropriate referrals to the faculty member or student service. Faculty are required to work closely with the aides to discuss and implement strategies to help students succeed. Finally, faculty participates in ongoing professional development activities to learn strategies to address the challenges affecting student performance.

Preliminary results from the first semester of these programs indicate that the college is well on its way to making substantial gains in student success.



## Santa Monica College

Santa Monica Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	54.9%	55.0%	57.3%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.1%	72.5%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	72.8%	75.1%	72.8%



# ARCC 2007 Report: College Level Indicators

## Santa Monica College

Santa Monica Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	72.8%	69.4%	67.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	52.3%	54.3%	53.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	68.0%	70.8%	71.7%
<b>Basic Skills Improvement Rate</b>	50.9%	49.7%	52.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Santa Monica College

Santa Monica Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	43,081	47,886	49,977
<b>FTES*</b>	15,727	21,041	21,066

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.2%	7.6%	8.4%
<b>18 - 24</b>	54.2%	51.8%	51.4%
<b>25 - 49</b>	31.2%	30.4%	29.8%
<b>Over 49</b>	10.5%	10.2%	10.4%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	57.9%	58.3%	58.9%
<b>Male</b>	41.9%	41.7%	41.0%
<b>Unknown</b>	0.2%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Santa Monica College

Santa Monica Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	17.5%	16.1%	15.8%
<b>Black/African American</b>	9.0%	10.0%	10.5%
<b>Filipino</b>	2.3%	2.4%	2.6%
<b>Hispanic</b>	21.3%	22.7%	23.2%
<b>Native American</b>	0.5%	0.5%	0.5%
<b>Other Non-White</b>	2.8%	2.8%	2.9%
<b>Pacific Islander</b>	0.5%	0.5%	0.6%
<b>White</b>	36.4%	35.3%	34.6%
<b>Unknown/Decline to State</b>	9.6%	9.7%	9.5%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Santa Monica College

Santa Monica Community College District

### College Peer Grouping

**Table 1.10: 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	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	73.7	75.6	73.7	78.0	B4
C	Persistence Rate	72.8	70.7	66.3	76.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.5	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.8	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	52.1	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Santa Monica College

Santa Monica Community College District

### College Self-Assessment

Santa Monica College opened in 1929 with just 153 students and has now grown to a thriving campus with approximately 30,000 students and course offerings in more than 80 fields of study. The college draws its extremely diverse students from throughout Southern California and boasts one of the largest international and out of state student populations in the system. SMC has a strong reputation for transfer of all student populations to the University of California, the California State University, the University of Southern California and other four-year universities.

In Fall 2003 due to a severe budget crisis, course offerings were reduced by 27% (compared to Fall 2002) and this included the discontinuance of several vocational programs. The 2003-2004 annual successful course completion rate for credit vocational programs appears to be an anomaly due to the smaller cohort of students taking vocational courses because of the program discontinuance. The continued downward trend, however, is of concern and the college recognizes the need to more closely monitor these rates as we continue to add new vocational curriculum. Additionally, given the dramatic cuts in course offerings enrollment naturally declined, which more harshly affected students with later enrollment priority. This resulted in a serious decline in the under-18 population during 2003-2004, since high school concurrent students are required to receive the lowest priority. The college profile indicates an increase – a near doubling – in enrollment of students under the age of 18, which can be attributed to college's enrollment recovery efforts and re-growing of high school dual and concurrent enrollment programs.

The basic skills improvement rate declined slightly for the period 2002-2003 to 2004-2005 as a result of the change in demographics produced by the enrollment decline caused by the budget cuts. By the following period 2003-2004 to 2005-2006 not only had the rate stabilized, it improved over the base year. While there was the one year of decline, Santa Monica College's performance level in this area is above the peer group average in this area.

The student progress and achievement rate, percent of students who earned at least 30 units, and improvement rate for ESL have each increased over the past six years. SMC's excellent counseling programs focus efforts on the first-year experience. Programs such as the Welcome Center, the Title V First Year Institute, and the Student Success Seminar assist students through the transition to the college as well as proper educational planning to meet future goals. The steady improvements in these three performance indicators can be directly attributed to the implementation of innovative and effective student service delivery.

Santa Monica College's performance indicators show progressive improvement in most areas over the last three to six years. Although the college's persistence rate in year three is equal to the rate in year one, when compared to its peer institutions it is well above average. Santa Monica College is very proud of its long history of academic excellence and student success and embraces every opportunity to evaluate programs and improve performance.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	56.3%	56.1%	54.5%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	73.8%	75.2%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	71.1%	68.2%	69.1%



# ARCC 2007 Report: College Level Indicators

## Santa Rosa Junior College

Sonoma County Junior College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	76.8%	77.2%	76.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	66.9%	69.5%	69.2%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	43.8%	39.4%	44.9%
<b>Basic Skills Improvement Rate</b>	60.5%	60.6%	57.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Santa Rosa Junior College

Sonoma County Junior College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	50,773	48,487	49,892
<b>FTES*</b>	20,434	20,427	20,338

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.3%	5.5%	6.1%
<b>18 - 24</b>	34.5%	35.9%	35.5%
<b>25 - 49</b>	36.8%	36.0%	35.7%
<b>Over 49</b>	22.4%	22.5%	22.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	57.9%	58.3%	57.5%
<b>Male</b>	41.7%	41.2%	42.0%
<b>Unknown</b>	0.5%	0.5%	0.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Santa Rosa Junior College

Sonoma County Junior College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	3.7%	3.5%	3.5%
<b>Black/African American</b>	1.9%	2.0%	2.0%
<b>Filipino</b>	0.9%	0.9%	0.9%
<b>Hispanic</b>	16.3%	16.9%	18.1%
<b>Native American</b>	1.1%	1.1%	1.1%
<b>Other Non-White</b>	1.1%	1.1%	1.2%
<b>Pacific Islander</b>	0.4%	0.5%	0.5%
<b>White</b>	62.9%	61.3%	59.8%
<b>Unknown/Decline to State</b>	11.6%	12.7%	12.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Santa Rosa Junior College

Sonoma County Junior College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.5	50.7	39.5	57.3	A2
B	Percent of Students Who Earned at Least 30 Units	73.2	72.0	66.3	80.8	B3
C	Persistence Rate	69.1	70.7	66.3	76.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.7	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	69.2	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	57.4	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Santa Rosa Junior College

Sonoma County Junior College District

### College Self-Assessment

Serving students for nearly 90 years, Santa Rosa Junior College (SRJC) continues to grow and evolve in response to the changing academic and career training needs of its diverse students and the communities it serves. With approximately 50,000 students enrolled annually, SRJC is one of the largest single-college districts in California. Major facilities include the Santa Rosa and Petaluma campuses, a Public Safety Training Center, a 365-acre farm, and a Culinary Arts Center. The passage of a local bond measure in 2002 has allowed SRJC to build new facilities and to remodel existing structures that include cutting edge technology to support student and faculty educational activities.

While SRJC can be characterized by its stability at the board, faculty, staff, and administrative levels, one aspect that has changed over time is the ethnic composition of the student population: in the past decade, the proportion of Latino students increased from 12 to 17 percent, the proportion of White students decreased, and the proportions of other ethnic groups remained stable. 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.

SRJC has a strong tradition of providing the solid foundation that prepares students to transfer to four-year colleges and universities, with over one thousand students transferring to the University of California or California State University systems annually. Over a thousand associate degrees and over three thousand vocational certificates are awarded annually. Compared to the statewide average, SRJC posts a higher Student Right to Know "Completion Rate," as measured by the US Department of Education as the percentage of students who earn a certificate or degree or become "transfer prepared" within a three-year period (by successfully completing 56 transferable units). SRJC's "Completion Rate" is 46.2 percent, significantly higher than the statewide rate of 36 percent.

The "Accountability Reporting for the Community Colleges" (ARCC) report presents data and statistics about student progress and achievement statewide. It indicates that SRJC has consistently stable and relatively high rates. When compared to peer groups on six specific accountability indicators, SRJC posts higher rates than the peer groups in five of the six measures (and higher than the statewide average rate in all six). The one measure where SRJC's rate is below that of the six peer group averages is in "Persistence" (the percentage of first-time students with a minimum of six units earned in their first fall term who return and enroll in a subsequent fall term). The persistence rate for SRJC is 69.1 percent; the peer group rate is 70.7 percent, and the statewide rate is 65.8 percent.

SRJC takes persistence and retention seriously as evidenced by the College's Institutional Initiatives and continual quest to improve support services and systems that promote student success and persistence to goal completion. To ensure that Santa Rosa Junior College is positively responding to the changing needs of the communities it serves, SRJC is currently conducting a broad Regional Community Needs Assessment.





# ARCC 2007 Report: College Level Indicators

## Santiago Canyon College

Rancho Santiago Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	38.2%	37.3%	39.9%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	53.8%	51.2%	56.5%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	61.1%	62.6%	57.6%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	87.1%	85.5%	86.3%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	60.8%	60.1%	57.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	56.9%	57.9%	52.0%
<b>Basic Skills Improvement Rate</b>	54.2%	51.8%	54.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Santiago Canyon College

Rancho Santiago Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	21,282	21,161	22,101
<b>FTES*</b>	7,496	7,962	8,442

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	2.3%	2.5%	2.6%
<b>18 - 24</b>	42.5%	45.0%	46.8%
<b>25 - 49</b>	47.0%	45.1%	43.4%
<b>Over 49</b>	8.3%	7.4%	7.2%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	34.7%	35.4%	36.6%
<b>Male</b>	65.3%	64.5%	63.4%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Santiago Canyon College

Rancho Santiago Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	8.9%	8.2%	8.6%
<b>Black/African American</b>	2.2%	2.4%	2.4%
<b>Filipino</b>	1.3%	1.6%	1.4%
<b>Hispanic</b>	36.6%	37.4%	38.7%
<b>Native American</b>	1.1%	1.1%	1.1%
<b>Other Non-White</b>	3.0%	3.1%	3.2%
<b>Pacific Islander</b>	0.5%	0.5%	0.5%
<b>White</b>	40.8%	40.7%	39.6%
<b>Unknown/Decline to State</b>	5.6%	4.9%	4.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Santiago Canyon College

Rancho Santiago Community College District

### College Peer Grouping

**Table 1.10: 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	56.5	65.4	56.5	72.8	<i>B1</i>
C	Persistence Rate	57.6	69.3	57.6	78.8	<i>C3</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	86.3	84.4	74.8	94.3	<i>D4</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.7	61.4	52.4	69.0	<i>E1</i>
F	Improvement Rate for Credit Basic Skills Courses	54.1	51.4	36.8	76.5	<i>F1</i>

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## **Santiago Canyon College**

Rancho Santiago Community College District

### **College Self-Assessment**

Santiago Canyon College (SCC) located in the City of Orange is one of the newest community colleges in the state and is one of two colleges in the Rancho Santiago Community College District. The college serves over 20,000 students each year from Orange, Villa Park, Anaheim Hills and surrounding communities. The college was accredited in January 2000, and full accreditation was reaffirmed in January, 2006. The newness of the college within state databases precludes the availability of sufficient data with which to calculate valid, comparable long-term trends.

SCC completed its first comprehensive Education Master Plan in 2002; re-organized its administrative and collegiate planning and allocation structure; linked educational planning and resource allocation; and significantly increased its course and degree offerings.

While feeder high schools in SCC's service area have shown a 3% increase in the number of graduating seniors since 2002, the number of SCC's new freshmen who graduated from those high schools has increased 20%. During this time SCC has increased its enrollment by an average of 2% annually. The gender and ethnic distribution of SCC's student body is representative of its local community. SCC students are mostly young (under 25 years of age), Caucasian and Latino and attend only day classes. About two-thirds are enrolled in fewer than 12 units a semester.

Transfers to universities have more than doubled in number since 2000-01 (+112%), as have the numbers of degrees (+120%) and certificates (+159%) awarded. Student Progress and Achievement Rate has had a slight increase over the past few years. Successful Course Completion Rate for Credit Vocational Courses and Improvement Rate for Credit Basic Skills Courses are better than the peer group averages. Percent of Students Who Earned at Least 30 Units, Persistence Rate and Successful Course Completion Rate for Credit Basic Skills Courses are below the peer group averages. As SCC matures, comparable rates with peer group colleges will become more meaningful.

It is difficult to analyze SCC's accountability measures also because of the fact that SCC supports a large apprenticeship program. Enrollment can exceed 6000 students per semester and is dynamically influenced by the amount of construction activity in the area at any given moment (as much of the apprenticeship enrollment is construction-industry-related). In addition, the apprenticeship enrollment period is not coterminous with the college semester, resulting in skewed student progress rates for semester timeframes.

It was not until 2004, following the passage of Bond Measure E, when an additional state-of-the-art permanent building with classrooms was constructed. Since then, a 40,000 square foot library was completed in the summer of 2006. Two large classroom buildings, including a science facility are scheduled for construction in the next few years.

The faculty and staff have been commended for their noteworthy high morale and are innovative and committed to developing and providing high quality educational and support programs to ensure student learning.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	47.3%	48.2%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.6%	64.3%	65.7%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	58.9%	57.4%	59.6%



# ARCC 2007 Report: College Level Indicators

## Shasta College

Shasta-Tehama-Trinity Joint Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	74.6%	73.7%	72.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.7%	62.8%	57.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	10.2%	7.6%	16.1%
<b>Basic Skills Improvement Rate</b>	36.4%	37.9%	38.0%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Shasta College

Shasta-Tehama-Trinity Joint Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	14,996	14,636	14,140
<b>FTES*</b>	7,176	7,561	7,760

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	7.7%	6.9%	7.6%
<b>18 - 24</b>	43.1%	43.6%	43.5%
<b>25 - 49</b>	37.4%	37.2%	36.5%
<b>Over 49</b>	11.4%	11.8%	12.1%
<b>Unknown</b>	0.4%	0.4%	0.4%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	53.0%	54.0%	56.8%
<b>Male</b>	33.0%	32.7%	36.1%
<b>Unknown</b>	14.0%	13.4%	7.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Shasta College

Shasta-Tehama-Trinity Joint Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	1.9%	1.7%	1.8%
<b>Black/African American</b>	0.9%	0.8%	1.0%
<b>Filipino</b>	0.3%	0.3%	0.4%
<b>Hispanic</b>	5.6%	5.6%	5.7%
<b>Native American</b>	3.1%	2.8%	3.2%
<b>Other Non-White</b>	0.8%	0.7%	1.0%
<b>Pacific Islander</b>	0.2%	0.2%	0.3%
<b>White</b>	68.4%	62.3%	69.1%
<b>Unknown/Decline to State</b>	18.8%	25.5%	17.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Shasta College

Shasta-Tehama-Trinity Joint Community College District

### College Peer Grouping

**Table 1.10: 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	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	65.7	69.3	55.6	78.6	B2
C	Persistence Rate	59.6	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.4	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.6	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	38.0	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Shasta College

Shasta-Tehama-Trinity Joint Community College District

### College Self-Assessment

Serving an area of nearly 10,000 square miles, Shasta College is committed to providing open access and opportunity for success to students who have diverse backgrounds, interests, and abilities. Shasta College offers students programs to prepare for university transfer as well as programs to train for employment and career success.

Because of the extensive geographic area served, extended education is an important approach to taking education and training opportunities to those who cannot come to the main college campus. The college has four outlying sites and an extensive portfolio of ITV and online courses. Since 2003-2004, census enrollment in ITV courses has increased 31% and online courses 90%.

Shasta College is committed to regional workforce development by providing strong vocational and technical training programs. Graduates of the Shasta College dental hygiene program ranked fourth nationally (out of 268 programs) on the dental hygiene board test. Ninety-eight percent of graduates of the RN/VN programs pass the state board examination. Shasta College was recently awarded a grant and is taking leadership in developing the Small Business Development Center for the north state. In this role, it has been innovative in partnering with regional vocational and training programs and publishing a combined schedule of training opportunities for the 3-county area.

Shasta College provides strong academic programs that prepare students for transfer to 4-year colleges and universities. In 2005, nearly 400 students transferred to UC and CSU campuses, with UC-Davis and CSU-Chico receiving the most in their respective systems; over 300 students transferred to out-of-state schools or private 4-year institutions in California.

In reviewing the past performance of the college and in recognition of current and future trends, Shasta College is undergoing a reorganization that will strengthen its programs and better enable student success. Specifically, vocational programs will be brought together to take advantage of synergies, grant funding opportunities and economies of scale. Transfer level and basic skills courses will be in one division, allowing for a direct flow up the curricular ladder. Basic skills will have dedicated leadership to encourage instructional innovation. By bringing together these programs, faculty and students will have more opportunity to work together and benefit from a more integrated approach to learning.

The college performance indicators presented in the ARCC report confirm what has been recognized by Shasta College, that is, among our peers, the college is a solid performer. However, our Basic Skills improvement rates could be better. Our performance is measured using data submitted to the state, and we expect to see improvement as we improve the accuracy of our data reporting. The cohorts used for student progress and achievement span a period of time during which we installed a new MIS. Performance measures using data reported after 2003 are more consistent with our peers. As already mentioned, the college has recognized that it has to rededicate its efforts to improve the basic skills of the students it serves. The reorganization is one step, and hiring an associate dean to provide leadership in this area is another.



# ARCC 2007 Report: College Level Indicators

## Sierra College

Sierra Joint Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	55.9%	57.7%	59.7%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.2%	70.0%	72.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	72.2%	71.0%	73.6%



# ARCC 2007 Report: College Level Indicators

## Sierra College

Sierra Joint Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	77.3%	77.2%	77.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	63.6%	64.7%	61.0%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	64.6%	62.5%	58.6%
<b>Basic Skills Improvement Rate</b>	53.7%	54.0%	54.0%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Sierra College

Sierra Joint Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	28,825	28,330	28,735
<b>FTES*</b>	13,566	13,668	14,026

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.1%	3.9%	3.7%
<b>18 - 24</b>	49.4%	51.2%	52.2%
<b>25 - 49</b>	34.4%	33.0%	31.9%
<b>Over 49</b>	12.1%	11.9%	12.2%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.0%	56.1%	56.5%
<b>Male</b>	44.0%	43.9%	42.9%
<b>Unknown</b>	0.0%	0.0%	0.7%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Sierra College

Sierra Joint Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	3.4%	3.8%	4.2%
<b>Black/African American</b>	1.5%	1.8%	2.0%
<b>Filipino</b>	1.1%	1.2%	1.3%
<b>Hispanic</b>	7.6%	7.9%	8.1%
<b>Native American</b>	1.4%	1.5%	1.5%
<b>Other Non-White</b>	7.5%	7.4%	6.1%
<b>Pacific Islander</b>	0.6%	0.5%	0.6%
<b>White</b>	75.9%	74.9%	72.3%
<b>Unknown/Decline to State</b>	1.0%	1.0%	3.9%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Sierra College

Sierra Joint Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	59.7	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	72.1	69.3	55.6	78.6	B2
C	Persistence Rate	73.6	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.2	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.0	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	54.0	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Sierra College

Sierra Joint Community College District

### College Self-Assessment

Sierra College has a long history of efforts to evaluate and improve student success, from its institution of a strong Matriculation program, through its internal Program Accountability process, and through its participation in the Partnership for Excellence. The data released in this report will guide the College in further efforts to make a difference in Sierra students' lives.

The specific results of this report indicate that the College is doing well. Sierra students' progress and achievement rate, "30 unit" rate, and persistence rate are high, both in comparison with the state as a whole and within the College's peer group. These results are likely at least partly a product of initiatives on the part of college staff, including increasing the number of students assessed, oriented, and counseled prior to registration; enforcing English and mathematics prerequisites more strongly; and augmenting offerings of basic skills courses.

Nevertheless, the College is challenged to improve in all areas, particularly in the success and persistence of students in basic skills and ESL courses. The College will track future ARCC data while it begins to put several new actions into place:

- A regular "Program Outcomes Review" of all academic and service programs, building upon infusing "Learner Outcomes" into all curriculum and service activities.
- A project to align all student success programs and activities with national and state "Best Practices."
- An agreement to put specific goals aimed at increasing student success into every department's annual plan.

While the data selected for distribution are key to analyzing the College's performance, it will not lose sight of other measures of success or missions of the College that are not reflected in the report's data. There is a need also to continue to seek, at both the local and state level, more evidence of how to more effectively impact student success; particularly since the external influences outside colleges' control are so strong, as so aptly uncovered in this report.

The information provided in this report will help focus more clearly the College's tasks ahead. The System Office has given the colleges and their students real service in providing this research.



# ARCC 2007 Report: College Level Indicators

## Skyline College

San Mateo County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	57.0%	56.6%	56.3%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	65.5%	68.4%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	67.3%	72.9%	70.7%



# ARCC 2007 Report: College Level Indicators

## Skyline College

San Mateo County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	76.3%	77.1%	73.8%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	62.6%	61.9%	62.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	%	%	%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Skyline College

San Mateo County Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	15,181	14,201	14,213
<b>FTES*</b>	6,976	7,674	5,922

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	4.2%	2.7%	3.5%
<b>18 - 24</b>	49.5%	51.1%	51.2%
<b>25 - 49</b>	38.9%	38.6%	37.5%
<b>Over 49</b>	7.4%	7.5%	7.9%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	53.0%	54.4%	53.2%
<b>Male</b>	46.7%	45.2%	45.6%
<b>Unknown</b>	0.3%	0.4%	1.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Skyline College

San Mateo County Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	25.9%	26.5%	26.1%
<b>Black/African American</b>	3.8%	3.8%	3.6%
<b>Filipino</b>	17.6%	17.9%	17.6%
<b>Hispanic</b>	18.5%	18.3%	17.8%
<b>Native American</b>	0.5%	0.5%	0.5%
<b>Other Non-White</b>	2.9%	2.7%	2.7%
<b>Pacific Islander</b>	1.9%	1.9%	2.0%
<b>White</b>	26.7%	25.5%	24.0%
<b>Unknown/Decline to State</b>	2.3%	3.0%	5.7%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Skyline College

San Mateo County Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	56.3	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	69.3	65.4	56.5	72.8	B1
C	Persistence Rate	70.7	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.8	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.5	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses					

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Skyline College

San Mateo County Community College District

### College Self-Assessment

Skyline College primarily serves northern San Mateo County and residents drawn from the southern portion of San Francisco whose boundary is five miles north of the College. Skyline offers more than 80 associate degree and certificate programs and in the fall 2006 over 900 course sections were offered. Skyline College is engaged in essential thinking about its future and its contributions to its service area, the State of California, the nation, and an increasingly global world. In November 2001, the voters of San Mateo County passed Measure C, authorizing SMCCCD to issue \$207 million in general obligation bonds to fund facilities capital improvements. An additional \$100 million in other funding was secured from various sources, including redevelopment funds; State Chancellor's Office program funds, grants, donations, fees, and other miscellaneous funding sources, resulting in a construction program valued at \$307 million. Subsequently, in November 2005, Measure A was passed, authorizing the District to issue an additional \$468 million in general obligation bonds to continue to execute facilities capital improvements. These resources provide Skyline College with an opportunity to engage its future in new ways.

Reflecting the Bay Area's increasing racial and ethnic diversity, Skyline College enrolled a student body that is 20 percent White, 28 percent Asian, 19 percent Hispanic, 19 percent Filipino, and 3 percent African American in fall 2006. Projections developed for the Education Master Plan in spring 2006 showed that the College will experience even more diversity in its service area in coming years. Overall headcount enrollment at Skyline College has decreased over the past two years while the number of student contact hours has increased.

Skyline College demonstrated slightly above average or good levels of performance on the majority of the accountability indicators. The percent of students earning at least 30 units, the persistence rate, and annual successful course completion rate in credit basic skills courses have either increased or remained steady over the past three years. The one area where the college has seen a slight decrease is in the annual successful course completion rate for credit vocational courses. However, the college averages remain consistent with the peer group averages and Skyline continues to provide increasing numbers of certificates in the vocational programs (i.e., Auto Technology and Cosmetology). Some of the increase may be due to changes in the economy in which an increasing number of students are returning to the college for retooling and short-term certificates.

Skyline College's accountability indicators demonstrate good levels of performance compared to its peer institutions. While the student progress and achievement and the vocational successful course completion rates are slightly below the average of the peer groups, the college is above the average or on par with its peer institutions on the other indicators. Skyline College continues to focus on student learning and student success and incorporates a myriad of outcome measures that are tracked and used for improvement and for providing a holistic view of institutional performance.





## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	51.6%	52.6%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	65.5%	66.2%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	69.4%	69.2%	68.7%



# ARCC 2007 Report: College Level Indicators

## Solano Community College

Solano Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	77.0%	77.7%	75.9%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	63.8%	65.4%	60.9%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	66.2%	60.3%	61.3%
<b>Basic Skills Improvement Rate</b>	58.3%	58.7%	56.9%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Solano Community College

Solano Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	20,120	18,920	19,253
<b>FTES*</b>	8,747	8,681	9,182

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	14.5%	10.8%	9.5%
<b>18 - 24</b>	43.8%	47.1%	47.3%
<b>25 - 49</b>	35.2%	35.3%	35.9%
<b>Over 49</b>	6.5%	6.8%	7.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	57.9%	59.7%	59.6%
<b>Male</b>	42.0%	40.3%	40.4%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Solano Community College

Solano Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	5.8%	5.6%	5.8%
<b>Black/African American</b>	16.7%	17.2%	17.6%
<b>Filipino</b>	11.2%	11.7%	12.2%
<b>Hispanic</b>	13.9%	14.3%	14.7%
<b>Native American</b>	1.0%	0.8%	0.9%
<b>Other Non-White</b>	1.9%	1.7%	1.6%
<b>Pacific Islander</b>	1.9%	1.8%	1.9%
<b>White</b>	44.2%	42.4%	41.0%
<b>Unknown/Decline to State</b>	3.5%	4.5%	4.2%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Solano Community College

Solano Community College District

### College Peer Grouping

**Table 1.10: 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	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	68.2	69.3	55.6	78.6	B2
C	Persistence Rate	68.7	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.9	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.9	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	56.9	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Solano Community College

Solano Community College District

### College Self-Assessment

Solano Community College (SCC) is located off Interstate 80, between San Francisco and Sacramento, and serves most of Solano County (estimated population of 416,500) and Winters, Yolo County. SCC offers classes at three additional sites, two of which, Vallejo and Vacaville, are scheduled to become permanent with completion of new buildings. The new Vallejo Center will open in October 2007; the new Vacaville Center in 2009. SCC also will have a new Student Services Center and a new faculty office building, opening in fall 2007.

About 1,000 of the 12,000 SCC students enroll directly from high school. SCC serves six public school districts (twelve high schools), representing a range of academic preparation and achievement. In 2006, nearly two-thirds of the eleventh graders county-wide scored "below basic" or "far below basic" on the California Standardized Testing in Algebra I (71%), Geometry (62%), and Algebra II (59%). Between one-quarter and one-third of students tested scored in the same ranges on English-Language Arts (36%), U.S. History (33%), Biology/Life Science (25%), and Chemistry (23%). Of the little more than 1,000 of Solano County's 12th graders who took the California High School Exit Exam in 2006, only about one-third passed in Mathematics (33%) and in English Language Arts (38%). The College is working closely with the superintendents and principals of all high schools to address their needs, including bridging and basic skills.

Since 2000, the College has carefully developed online and hybrid (classroom-&-online) classes. This delivery mode has been well received by students, many of whom work, commute, and/or live outside of the County. This presents a challenge in providing the full range of educational support services to these students. SCC is responding with online services, including book purchases, counseling, and degree audit.

The College shows incremental yet steady improvement in the area of "Student Progress & Achievement," moving from 51.6% to 53.2%. This year, the College provided additional resources to the Transfer Center to help sustain this improvement. Similar incremental improvement is also evident in the "Percent of Students Who Earned at Least 30 Units," increasing from 65.5% to 68.2%.

The fall-to-fall "Persistence Rate" for first-time students remains steady at around 69%. The rate in "Annual Successful Course Completion Rate for Credit Vocational Courses" drifted from 77.0% to 75.9%, losing about 1% over the three-year period. Much of this could be due to the strengthening local job market and consequent "job-outs" in which students drop out of vocational classes/programs to begin work.

The nearly 3% decline (63.8% to 60.9%) in "Annual Successful Course Completion Rate for Credit Basic Skills Courses" is of concern. There is a similar downward drift of "Improvement Rates for ESL and Credit Basic Skills Courses" from 58.3% to 56.9%. Both of these measures relate to students who are the highest risk for educational failure. SCC recently developed a Basic Skills Program Plan to begin addressing this issue.



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	47.7%	49.3%	50.6%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	71.5%	71.6%	71.5%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	70.4%	69.3%	70.1%



# ARCC 2007 Report: College Level Indicators

## Southwestern College

Southwestern Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	75.8%	75.4%	76.0%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	56.9%	57.3%	56.9%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	37.2%	39.6%	39.2%
<b>Basic Skills Improvement Rate</b>	32.4%	32.2%	37.2%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## Southwestern College

Southwestern Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	31,478	31,554	32,326
<b>FTES*</b>	14,804	14,299	15,040

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	2.4%	3.4%	5.1%
<b>18 - 24</b>	51.5%	51.5%	50.8%
<b>25 - 49</b>	38.4%	36.7%	35.1%
<b>Over 49</b>	7.6%	8.3%	9.1%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.6%	57.6%	57.4%
<b>Male</b>	43.4%	42.4%	42.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Southwestern College

Southwestern Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	3.0%	3.1%	2.8%
<b>Black/African American</b>	5.4%	5.2%	5.1%
<b>Filipino</b>	13.4%	13.1%	12.8%
<b>Hispanic</b>	54.1%	55.0%	55.8%
<b>Native American</b>	0.5%	0.5%	0.5%
<b>Other Non-White</b>	0.3%	0.3%	0.3%
<b>Pacific Islander</b>	0.9%	0.8%	0.9%
<b>White</b>	17.4%	16.6%	16.4%
<b>Unknown/Decline to State</b>	5.0%	5.3%	5.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Southwestern College

Southwestern Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.6	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	71.5	69.3	55.6	78.6	B2
C	Persistence Rate	70.1	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.0	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.9	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	37.2	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Southwestern College

Southwestern Community College District

### College Self-Assessment

Southwestern College serves as the primary source of college education for approximately 400,000 residents of the South San Diego County area, which extends to the U.S.-Mexico border. In addition to its main campus, located in the rapidly growing city of Chula Vista, the college includes three satellite campuses. The Education Center at San Ysidro is a full-service center providing instruction, student services, and instructional support programs. The Higher Education Center at National City offers a wide spectrum of credit and noncredit courses and is the home of the nationally acclaimed Dental Hygiene Program. This year, Southwestern College will open its third satellite campus, a new Higher Education Center at Otay Mesa. In addition, Southwestern College also provides off-campus classes at various extension sites through South San Diego County. Current enrollment at all locations exceeds 19,000 students. More than a half-million students have attended Southwestern College over the past 44 years.

As the southernmost California Community College, well over half the Southwestern College student body identifies themselves as Hispanic. The proportion of Hispanic students has increased consistently over the years while the percent of Caucasian students has steadily decreased. Meanwhile, proportions of minority groups other than Hispanic have stabilized or slightly decreased as well. Still, in comparison with the College's service area, Southwestern College students include considerably higher proportions of African-American, Asian/Pacific Islander, and Hispanic students than represented in the surrounding region.

The reported basic skills course success and improvement rates presented for Southwestern College are below the average peer group rates. The basic skills success rates were consistently low across the three years. Examination of these rates, by discipline, revealed that the low success rates are due to substantially high withdrawal rates (i.e., 25% - 27%) found for the basic skills math courses in particular. Meanwhile, basic skills courses from other disciplines show relatively low withdrawal rates and corresponding high success rates. The college also demonstrated poor performance on the basic skills improvement indicator. However, although this rate was substantially below that of the peer group ratings, it showed the greatest increase during the target years in comparison with the other five indicators. The low performance of the basic skills-related indicators will be examined in more depth by the Southwestern College Student Success Committee, which is currently tasked with identifying the underlying causes and determining optimal solutions to resolve these low rates.

Southwestern College has performed above average with respect to the remaining four accountability indicators. Moreover, the College has consistently maintained this higher than average level of performance for these four indicators across all three years included in the report. The student progress and achievement rate shows steady increases across the three years, ultimately nearing the upper limit of the peer group rates. The percent of students earning at least 30 units, persistence rates, and vocational course success rates remained fairly stable across the past three years. These high performance rates are encouraging and suggest that Southwestern College continues to head in a positive direction.



## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	39.8%	40.7%	35.5%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	59.4%	62.1%	54.3%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	56.6%	65.2%	58.8%



# ARCC 2007 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	97.3%	96.9%	96.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	67.2%	62.3%	52.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	0.0%	0.0%	7.1%
<b>Basic Skills Improvement Rate</b>	38.4%	43.7%	50.9%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Taft College

West Kern Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	15,642	18,067	19,634
<b>FTES*</b>	1,844	2,070	2,260

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	1.1%	1.2%	1.0%
<b>18 - 24</b>	26.5%	28.3%	29.6%
<b>25 - 49</b>	61.6%	59.4%	58.9%
<b>Over 49</b>	10.8%	11.2%	10.5%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	21.9%	22.4%	20.0%
<b>Male</b>	78.0%	77.6%	80.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Taft College

West Kern Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	1.2%	1.2%	1.5%
<b>Black/African American</b>	8.0%	7.4%	8.0%
<b>Filipino</b>	0.9%	0.9%	1.1%
<b>Hispanic</b>	39.6%	41.4%	43.6%
<b>Native American</b>	2.1%	1.8%	1.6%
<b>Other Non-White</b>	0.7%	0.6%	0.8%
<b>Pacific Islander</b>	0.4%	0.5%	0.6%
<b>White</b>	45.9%	44.5%	40.9%
<b>Unknown/Decline to State</b>	1.1%	1.7%	2.0%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## Taft College

West Kern Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	35.5	48.1	33.7	56.5	A5
B	Percent of Students Who Earned at Least 30 Units	54.3	59.0	54.3	63.6	B6
C	Persistence Rate	58.8	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	96.5	94.9	93.4	96.5	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.7	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	50.9	48.6	43.6	54.5	F5

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Taft College

West Kern Community College District

### College Self-Assessment

The student demographic profile (pages 548 to 549) of the ARCC 2007 report is misleading because the vast majority of the more than 19,000 students in the demographics tables is enrolled in one day oil field safety courses. These students are mostly male and thus misrepresent the demographic profile of Taft College's on-campus population, which is otherwise similar to other California Community Colleges. The demographic profile of Taft College's on-campus student population is similar to the comparable-age profile of the service community. The actual annual headcount of on-campus students is closer to 3,000 students.

Because of Taft College's small size, the percentages shown in Tables 1.1 (Student Progress), 1.2 (Students who Earned 30 Units), and 1.3 (Persistence Rates) can show large fluctuations from year to year due to changes in small numbers of students. Given this, the profiles for these indicators across the three time spans are relatively flat. The values of the student progress rate, 30-units-earned rate, and persistence rate are either somewhat lower or comparable to the peer group rates (Table 1.10) due primarily to the factors previously mentioned and to several other factors such as a change in community and student demographic profiles toward higher percentages of non-native English speakers. Also, the college peer groups were formed based on the high percentage of vocational students which do not accurately reflect Taft College's on-campus population, as previously noted. Taft College's high vocational program success and completion rates shown in Table 1.3 have consistently been among the highest in the state (Table 1.10) and reflect the dedication and excellence of Taft College's vocational education programs' staff and students.

The Annual Successful Course Completion Rates for basic skills (Table 1.4) were of concern to Taft College faculty and staff due to a 10 point drop in the most recent academic year. It is impossible to isolate the cause of the drop because, unlike the Partnership for Excellence reports, the ARCC Report does separate results for math and English. Two factors may be driving this outcome: First, in the earlier years where success rates are higher, one adjunct instructor (who is no longer employed at Taft College) may have been inflating course grades; and second, in 2005-2006 when course success rates dropped, there was a large influx of migrant students that may have impacted the outcome particularly at lower levels.

The outcomes in Table 1.5 showing ESL improvement rates reflects the new ESL program which began in 2005-2006. The improvement rate for basic skills courses (Table 1.5) shows consistent and large improvements across the three time periods. Numerous interventions were implemented during these times that could account for this positive trend, including the implementation of a math lab, increased availability of tutoring, and a thorough evaluation of course sequencing within the Liberal Arts and Math/Sciences Divisions. Taft College is very proactive at facilitating student success and improvement at all levels, and is continuing to do so with innovative, new approaches.



# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.3%	52.6%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	68.2%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	66.6%	65.4%	67.3%



# ARCC 2007 Report: College Level Indicators

## Ventura College

Ventura County Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	72.2%	73.8%	72.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	70.1%	67.1%	69.0%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	39.6%	13.3%	9.2%
<b>Basic Skills Improvement Rate</b>	47.2%	48.6%	48.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Ventura College

Ventura County Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	20,393	19,741	20,230
<b>FTES*</b>	9,491	9,105	8,885

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	8.6%	9.1%	11.3%
<b>18 - 24</b>	47.9%	48.2%	48.4%
<b>25 - 49</b>	35.9%	34.8%	32.6%
<b>Over 49</b>	7.7%	7.9%	7.7%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.4%	56.2%	56.7%
<b>Male</b>	42.5%	42.5%	41.8%
<b>Unknown</b>	1.0%	1.3%	1.5%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Ventura College

Ventura County Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	3.9%	3.8%	3.6%
<b>Black/African American</b>	2.6%	2.4%	2.5%
<b>Filipino</b>	2.5%	2.7%	2.6%
<b>Hispanic</b>	36.7%	36.5%	38.3%
<b>Native American</b>	1.3%	1.4%	1.2%
<b>Other Non-White</b>	0.9%	0.9%	0.9%
<b>Pacific Islander</b>	0.5%	0.5%	0.6%
<b>White</b>	45.3%	44.6%	43.2%
<b>Unknown/Decline to State</b>	6.4%	7.3%	7.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Ventura College

Ventura County Community College District

### College Peer Grouping

**Table 1.10: 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	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	69.8	69.3	55.6	78.6	B2
C	Persistence Rate	67.3	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.5	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	69.0	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	48.4	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Ventura College

Ventura County Community College District

### College Self-Assessment

Ventura College is the oldest of three colleges in the Ventura County Community College District (VCCCD), having celebrated its 80th anniversary in 2006. The college is located in the western part of Ventura County, which is adjacent to the Pacific Ocean. Students attending Ventura College come from communities that are diverse where projected population growth is expected. Sixty percent of our students are under the age of 24 and a significant percentage indicate university transfer or completion of a career technology certificate as one of their educational goals. Thirty-three percent are between the ages of 25 and 49. Minority enrollment has remained relatively constant with a slight increase in the number of Hispanic students. Additionally, the percentage difference between female and male students is now fifteen percent.

Enrollment trends show a slight decline in student headcount, which is reflected in a decrease of FTES. In a recent report by the California Economic Forecast, the decline in enrollment for VCCCD is primarily limited to older students. The report states "tuition has a larger adverse impact on part time enrollment." To address the tuition challenge for graduating high school students, the college, together with the Ventura College Foundation, has implemented the "Ventura College Promise." For any Ventura County high school graduate, this initiative will pay tuition and fees for the first year. Two other factors impacting enrollments in the county are: 1) low unemployment rates and a tight labor market, which are responsible for the slowdown in full-time enrollment, and 2) home price appreciation, which appears to have a negative impact on part-time enrollment.

Based upon analysis of these data and the college's self-assessment, improvement over time is demonstrated in 5 out of 6 ARCC indicators. Although no growth occurred in the Annual Successful Course Completion Rate for Credit Basic Skills Courses indicator, Ventura College is 7.6% above the peer average. The following initiatives will be used to increase course completion rates for credit basic skills: 1) expansion of Supplemental Instruction in English and Mathematics, 2) computerized assessment to assist in course placement, 3) web-enhanced instructional materials, 4) collaboration with high school faculty for alignment of curriculum, 5) pilot testing of learning communities and 6) professional development for staff on best practices for teaching basic skills courses.

The indicator with the greatest improvement during the reporting period is the Student Progress and Achievement Rate (a 3.9% gain). Over the next two years, the college plans to continue growth by: 1) establish a centralized Student Services Center, 2) coordinate outreach efforts to local high schools and businesses, 3) expand and enhance the college's on-line instructional program, and 4) a renewed focus on career technology education.

The ARCC data reaffirm some of the major initiatives found in the college's Educational Master Plan:

- Develop and maintain excellent educational programs and services.
- Access to post-secondary education.
- Expanded use of instructional and administrative technology.
- Continuous improvement of institutional effectiveness.





# ARCC 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	46.1%	42.4%	46.6%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	65.0%	66.5%	67.4%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	65.4%	60.4%	58.0%



# ARCC 2007 Report: College Level Indicators

## Victor Valley College

Victor Valley Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	66.9%	67.0%	66.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	43.2%	47.3%	44.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	47.4%	47.0%	49.2%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Victor Valley College

Victor Valley Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	16,553	17,028	17,140
<b>FTES*</b>	8,331	9,308	9,154

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.6%	7.3%	7.7%
<b>18 - 24</b>	43.9%	45.5%	46.4%
<b>25 - 49</b>	40.3%	38.6%	37.7%
<b>Over 49</b>	9.2%	8.4%	8.2%
<b>Unknown</b>	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	61.5%	57.9%	59.0%
<b>Male</b>	38.5%	37.2%	37.3%
<b>Unknown</b>	0.0%	4.9%	3.7%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Victor Valley College

Victor Valley Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	2.1%	2.1%	2.3%
<b>Black/African American</b>	10.0%	11.2%	12.1%
<b>Filipino</b>	1.3%	1.2%	1.5%
<b>Hispanic</b>	25.6%	26.7%	28.5%
<b>Native American</b>	0.9%	1.0%	1.0%
<b>Other Non-White</b>	0.5%	0.7%	1.0%
<b>Pacific Islander</b>	0.5%	0.5%	0.5%
<b>White</b>	57.6%	53.2%	49.1%
<b>Unknown/Decline to State</b>	1.7%	3.4%	4.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Victor Valley College

Victor Valley Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	46.6	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	67.4	69.3	55.6	78.6	B2
C	Persistence Rate	58.0	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.4	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	44.7	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	49.2	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Victor Valley College

Victor Valley Community College District

### College Self-Assessment

Victor Valley College serves a rapidly urbanizing district that has experienced significant economic and demographic growth and diversification since 2000. The availability of affordable housing has attracted many new residents to the area, resulting in major increases in local school district enrollment, the construction industry, and retail business opportunities. As a result, the age of students at enrollment has steadily declined, while the ethnic diversity of students has steadily increased. Notably, nearly half (46.4%) of students are 18-24 at enrollment, and less than half (49.1%) of students identify themselves as "white."

Over the past two and one half years efforts have focused on increasing district FTES. More recently, institutional strategies have been implemented to better connect our efforts with those of the community. For example, outreach efforts to the high schools, the changing Hispanic population, and students who are under-prepared for college level work, are being implemented through Title V and SSPIRE grants. We believe that our efforts to better understand our community will enable us to provide targeted services to our students. Implementation of the next phase in this approach is to track student outcome data from these targeted groups.

Student Progress and Achievement Rates varied from a low of 42.4% to a high of 46.6% with the highest cohort rate being within one standard deviation of the peer average (51.3%). The percentage of our students who earned at least thirty units has increased steadily to 67.4%, which approaches the peer average of 69.3%. Therefore, students do complete a significant number of units at Victor Valley College and achieve their goal. However, the initial educational goal of many of our students is not transfer, the Associate degree, or certification completion and the majority of students don't achieve these goals within six years.

During the last three years, the Persistence Rate for students has declined steadily to 58.0%, which is well below the peer average (66.6%). The Annual Successful Course Completion Rate for Credit Vocational Courses and for Credit Basic Skills Courses reveal rates below the peer average (73.8%) and (56.4%), respectively. It is important to note our plans to address these lower-than-average course success rates include both instructional practices as well as business practices—the curriculum review project (CRCC) clearly indicates the need for proper coding.

A steady increase in the number of local employment opportunities explains, at least in part, why an increasing percentage of students decline to continue with their studies. Even though Improvement Rates for ESL and Basic Skills courses have increased and are near the peer average (48.0%), additional information is needed regarding the reasons for non-persistence, perhaps through the administration of a "Leavers Survey." Likewise, additional analysis, including entry skills assessment, is needed in order to determine antecedent conditions that account for comparatively low course completion rates, particularly in light of the high demand for and high student retention demonstrated by many programs.



# ARCC 2007 Report: College Level Indicators

## West Hills College

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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	42.6%	44.9%	49.3%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	62.3%	63.9%	64.7%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	61.6%	68.3%	63.7%



# ARCC 2007 Report: College Level Indicators

## West Hills College

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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	66.7%	67.8%	66.2%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	64.8%	63.2%	61.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	15.5%	12.2%	11.1%
<b>Basic Skills Improvement Rate</b>	46.4%	46.3%	52.8%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.





# ARCC 2007 Report: College Level Indicators

## West Hills College

West Hills Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	7,137	7,606	7,900
<b>FTES*</b>	4,166	4,703	4,805

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	7.5%	8.2%	8.1%
<b>18 - 24</b>	50.4%	51.7%	51.2%
<b>25 - 49</b>	37.2%	35.2%	36.4%
<b>Over 49</b>	4.9%	4.9%	4.2%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	61.5%	61.8%	59.9%
<b>Male</b>	38.5%	38.2%	39.7%
<b>Unknown</b>	0.0%	0.0%	0.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## West Hills College

West Hills Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	3.3%	3.9%	4.9%
<b>Black/African American</b>	6.4%	6.2%	6.2%
<b>Filipino</b>	2.7%	2.9%	2.8%
<b>Hispanic</b>	45.4%	44.1%	42.4%
<b>Native American</b>	1.2%	1.3%	1.1%
<b>Other Non-White</b>	0.9%	1.0%	1.2%
<b>Pacific Islander</b>	0.5%	0.5%	0.6%
<b>White</b>	36.5%	36.3%	36.0%
<b>Unknown/Decline to State</b>	3.1%	3.9%	4.7%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## West Hills College

West Hills Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	49.3	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	64.7	69.3	55.6	78.6	B2
C	Persistence Rate	63.7	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.2	75.7	66.2	85.4	D3
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.5	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	52.8	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## West Hills College

West Hills Community College District

### College Self-Assessment

West Hills Community College District (WHCCD) has been serving the educational needs of the San Joaquin Valley's rural west side for seventy-five years. The district encompasses a 3,464 square mile region that includes portions of five surrounding counties: Fresno, Kings, Madera, Monterey and San Benito. WHCCD has been designated as a Hispanic Serving Institution. Approximately 27% of the WHCCD service area high school graduates enroll at West Hills Community College composing 74% of the freshmen enrollment. Significantly 8% of adult residents in the district attend West Hills Community College.

West Hills Community College District demonstrates above average levels of performance on the majority of the accountability indicators. Student progress and achievement rates as well as the percent of students earning at least 30 units have each increased over the past three years. Since 2001, the number of degrees and certificates awarded by WHCCD has increased by 50%. During the same time period, the number of transfers to public California four-year institutions increased by 65.8%. During the 2005-2006 academic year, WHCCD awarded 593 degrees and certificates and transferred 325 students to in-state and out-of-state four-year institutions.

The WHCCD persistence rate is slightly below the peer group average. To improve student persistence, an aggressive marketing campaign aimed at non-returning students has been implemented. In addition, WHCCD will conduct a study to identify specific persistence strategies that can be implemented by reviewing best practices at other colleges and initiating appropriate interventions.

The district's annual successful course completion rate for vocational courses is below the peer group average. It is important to note that the structured, short term vocational programs such as Agriculture, Casino Management, Heavy Equipment, Hospital Police Officer Training, Nurse Assistant, and Psychiatric Technician have success rates well above the peer group average. Many of the vocational courses that are not part of a comprehensive vocational program are experiencing low success rates because they are not tied to clear career paths. The administrative teams at the district and colleges are currently evaluating all vocational courses and will make recommendations for improvements including: development of new vocational certificate programs, changing delivery systems, and alternative scheduling for some classes.

Both basic skills success and improvement rates are above the peer-group average. This success is accredited to strong faculty and student commitment that supports the WHCCD and college missions to increase success rates among academically under-prepared students. The WHCCD Learning Communities program has played an active role in improving student success in developmental and pre-collegiate classes.

WHCCD administration is committed to ensure that strategic planning is linked to the Accountability Reporting for the Community Colleges. WHCCD has included a periodic review of the ARCC into its strategic planning cycle. Also, the colleges are aligning their goals and performance indicators with the college level indicators provided by ARCC. The use of institutional research to strengthen programs and improve accountability measures will benefit the WHCCD colleges and students.



# ARCC 2007 Report: College Level Indicators

## West Los Angeles College

Los Angeles Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.1%	43.4%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	64.9%	63.9%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	56.4%	61.7%	58.3%



# ARCC 2007 Report: College Level Indicators

## West Los Angeles College

Los Angeles Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	84.3%	79.4%	81.7%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	63.6%	55.9%	52.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	49.2%	51.0%	38.5%
<b>Basic Skills Improvement Rate</b>	44.0%	44.8%	46.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## West Los Angeles College

Los Angeles Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	17,442	14,893	16,607
<b>FTES*</b>	6,951	6,489	5,887

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.8%	6.4%	7.0%
<b>18 - 24</b>	40.0%	39.9%	37.5%
<b>25 - 49</b>	45.5%	45.9%	46.2%
<b>Over 49</b>	7.7%	7.7%	9.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	62.8%	63.7%	63.4%
<b>Male</b>	37.2%	36.3%	36.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## West Los Angeles College

Los Angeles Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	7.6%	6.9%	7.0%
<b>Black/African American</b>	42.8%	43.7%	42.3%
<b>Filipino</b>	1.7%	1.6%	1.7%
<b>Hispanic</b>	22.8%	24.1%	23.2%
<b>Native American</b>	0.4%	0.5%	0.4%
<b>Other Non-White</b>	2.5%	2.4%	2.2%
<b>Pacific Islander</b>	0.6%	0.5%	0.6%
<b>White</b>	15.3%	14.1%	15.1%
<b>Unknown/Decline to State</b>	6.4%	6.1%	7.4%

Source: Chancellor's Office, Management Information Systems





# ARCC 2007 Report: College Level Indicators

## West Los Angeles College

Los Angeles Community College District

### College Peer Grouping

**Table 1.10: 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	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	62.0	65.4	56.5	72.8	B1
C	Persistence Rate	58.3	59.6	45.6	67.4	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.7	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.8	56.4	44.7	68.3	E5
F	Improvement Rate for Credit Basic Skills Courses	46.4	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## West Los Angeles College

Los Angeles Community College District

### College Self-Assessment

West Los Angeles College ("West") recently celebrated the 38th anniversary of its founding as one of the nine colleges of the Los Angeles Community College District. The College's location on the Westside of Los Angeles is unique in the nation: it is nearby the LAX airport and at the crossroads of a vibrant international economy. The main West Los Angeles College campus in Culver City is in the heart of the entertainment industry represented by Sony, Fox and many other media companies.

West's feeder high schools form a service region remarkable for its economic and ethnic diversity. The College's top ten feeder schools are: Culver City, Crenshaw, Hamilton, Westchester, Dorsey, Palisades, University, Venice, Los Angeles and Beverly Hills. This makes for a rich diversity that is central to a West education: Over 40% of students are African-American while, as an official Hispanic-serving institution, 25% of its students are Latino.

In 2006, the Accrediting Commission for Community and Junior Colleges reaffirmed West's accreditation for seven years. Among its four major commendations, the Commission cited the College's Accelerated College Transfer Program (ACT) "for its creative and smart use of scheduling that provides students with the optimum chance for achieving an associate degree in two years." ACT is one example of the College's commitment to its mission of university transfer. West ranks third of all California community colleges for African-American transfer students to the CSU and ranks in the top ten for African-American transfer students to UC.

West is a leader in workforce education for the jobs of the 21st century. West's ARCC indicator for successful course completion rates for vocational courses is 81.7%, among the very highest in its peer group. This excellent performance is due to two factors: a skilled and nurturing faculty and a curriculum of unique workforce programs such as aviation technology, entertainment industry union 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 2002, West completed an Educational Master Plan to guide it through 2008. This plan included the deliberate and increased effort to embrace West's feeder schools and expand access to college for all, regardless of educational achievement. This outreach had the expected effect of increasing the number of entering students who assess at the pre-collegiate level in English and math: over 80% of the College's entering students do not assess at the freshman level. The College sees this as an opportunity for service rather than a burden and has initiated new programs to assist its pre-collegiate students. These programs include improved counseling, tutoring and class scheduling under the umbrella of its Student Success Initiative.

West's campus is one of the most physically beautiful campuses in the area. Under its current bond construction program, the College will soon add 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 2007 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	64.3%	62.5%	61.3%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	74.4%	75.0%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	72.6%	74.3%	76.6%



# ARCC 2007 Report: College Level Indicators

## West Valley College

West Valley-Mission Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	69.4%	69.7%	69.9%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.3%	62.0%	60.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	26.0%
<b>Basic Skills Improvement Rate</b>	59.2%	57.7%	56.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## West Valley College

West Valley-Mission Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	19,189	18,709	17,965
<b>FTES*</b>	9,582	9,533	9,231

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	7.2%	6.0%	5.3%
<b>18 - 24</b>	43.6%	45.0%	43.7%
<b>25 - 49</b>	29.5%	29.8%	28.7%
<b>Over 49</b>	18.8%	18.6%	21.6%
<b>Unknown</b>	0.8%	0.6%	0.7%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	58.7%	59.6%	59.5%
<b>Male</b>	39.2%	38.8%	38.1%
<b>Unknown</b>	2.1%	1.6%	2.4%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## West Valley College

West Valley-Mission Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	15.7%	15.6%	14.6%
<b>Black/African American</b>	2.7%	2.8%	3.0%
<b>Filipino</b>	2.1%	2.3%	2.4%
<b>Hispanic</b>	12.9%	12.6%	12.9%
<b>Native American</b>	0.7%	0.6%	0.7%
<b>Other Non-White</b>	1.8%	2.0%	1.8%
<b>Pacific Islander</b>	0.8%	0.7%	0.7%
<b>White</b>	54.2%	54.1%	53.6%
<b>Unknown/Decline to State</b>	9.1%	9.4%	10.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## West Valley College

West Valley-Mission Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	61.3	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	72.8	72.9	71.6	75.1	B5
C	Persistence Rate	76.6	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.9	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.7	67.2	60.2	83.1	E4
F	Improvement Rate for Credit Basic Skills Courses	56.1	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## West Valley College

West Valley-Mission Community College District

### College Self-Assessment

West Valley College's performance on the accountability indicators reflects its efforts to support student achievement, address student retention and success, and serve the needs of its students and community.

Reflecting its strong history of serving students intending to transfer to four-year institutions and/or earn degrees and certificates, the College had slightly above average performance on the Student Progress and Achievement indicator. Activities of the recently reorganized Transfer Center and Career Programs focus on the needs of these students. The percentage of students who earned at least 30 units reflects the peer group average and the College improved its persistence rate to near the peer group high. Recent matriculation mini-grants and increased counseling activities are focusing on continued student retention and success.

The successful completion rate for credit-bearing vocational courses has remained high although somewhat below the peer group average. Vocational programs have increased their coordination with the tutorial center and modified specific courses to include more practical experience to support student success in vocational courses.

The rate of successful completion of credit basic skills courses is also stable but near the peer group low. The rate of basics skills improvement shows a slight decline while reflecting the average of its peer group. Efforts to address basic skills completion and success rates include validation of placement testing for English and reading, implementation of a math placement test, and a renewed Early Alert process. A change in ESL course numbering and other coding problems are likely to be influencing the low ESL improvement rate. However, the ESL department recently added a lower-level course to address needs of some of its prospective students and is validating its placement processes.

The College's 2005 Student Equity Plan identified four target groups: males, under-represented ethnic minorities, students between the ages of 21-25, and students between 35-39. The goals and activities of the plan focus on access, ESL and basic skills course completion, degree and certificate completion, and transfer rates and are expected to positively influence future performance on the ARCC indicators.

West Valley experienced a three-year decline in its enrollment. This decline was not unique in the community college system. Decreased feeder high school populations, increased fees, and increases in employment rates (traditionally inversely related to enrollment), may have contributed to the decline. To address enrollment, the College added financial aid workshops to its Early Admission efforts in 29 high schools; opened an off-campus center; and increased outreach to several of its neighboring communities. Marketing efforts also have increased and are better focused on communicating with student audiences.

The College's demographics have remained stable. However, to increase diversity, the College has expanded its recruitment of international students. In addition, The Coalition for Student Success initiative, begun in spring 2005, is developing collaborative efforts to prepare the institution for expected changes in California's demographics.

West Valley College takes pride in its ability to serve the varied needs of its students while continuing to seek ways to improve student achievement and success.





# ARCC 2007 Report: College Level Indicators

## Yuba College

Yuba Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	47.4%	46.7%	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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	64.6%	66.6%	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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	61.0%	65.6%	62.1%



# ARCC 2007 Report: College Level Indicators

## Yuba College

Yuba Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	70.7%	70.4%	71.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	57.9%	55.3%	54.9%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	28.8%	28.3%	28.0%
<b>Basic Skills Improvement Rate</b>	49.5%	49.2%	49.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Yuba College

Yuba Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	14,541	14,710	14,293
<b>FTES*</b>	6,856	7,769	6,876

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.9%	5.2%	5.3%
<b>18 - 24</b>	45.2%	45.9%	47.0%
<b>25 - 49</b>	41.1%	41.6%	40.8%
<b>Over 49</b>	6.8%	7.0%	6.9%
<b>Unknown</b>	0.1%	0.3%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	61.8%	62.2%	62.1%
<b>Male</b>	38.1%	37.6%	37.8%
<b>Unknown</b>	0.0%	0.2%	0.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Yuba College

Yuba Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	8.7%	9.2%	9.3%
<b>Black/African American</b>	3.9%	4.0%	3.9%
<b>Filipino</b>	1.1%	1.2%	1.3%
<b>Hispanic</b>	27.3%	26.4%	26.7%
<b>Native American</b>	2.0%	2.1%	2.1%
<b>Other Non-White</b>	1.9%	1.8%	1.7%
<b>Pacific Islander</b>	0.8%	0.9%	0.8%
<b>White</b>	53.1%	52.5%	51.9%
<b>Unknown/Decline to State</b>	1.3%	2.0%	2.3%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Yuba College

Yuba Community College District

### College Peer Grouping

**Table 1.10: 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	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	68.5	69.3	55.6	78.6	B2
C	Persistence Rate	62.1	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.4	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.9	57.0	43.0	72.6	E3
F	Improvement Rate for Credit Basic Skills Courses	49.4	48.0	28.1	55.0	F6

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Yuba College

Yuba Community College District

### College Self-Assessment

Yuba College, located in Marysville in Yuba County, opened in 1927 and by 1928 had become the first countywide community college in the state. By 1975, the Yuba Community College District (YCCD) service area had expanded to its present configuration, stretching from the foothills of the Sierra Nevada on the east to the Coast Range on the west. YCCD covers 4,192 square miles, and includes all or parts of eight counties in north central California. The college's goal of meeting educational needs of district residents in such a large geographic area led to the development of educational centers in Woodland and Clearlake, as well as outreach services in Colusa County and on Beale Air Force Base. A robust Distributive Education Program is also in place.

The demographic information provided reflects little change over time, which, consistent with our Student Equity Plan data, shows that student demographics continue to mirror community demographics. Yuba College offers comprehensive assistance to financial aid students, which comprise approximately fifty percent of the student population. Expansion of the Distributive Education Program is allowing the college to provide diverse modes of instruction to students with geographic, time, and financial barriers. This has increased both access and the number of students completing course work for transfer.

Yuba College displays a steady level of performance in most of the accountability measures. Student progress and achievement, persistence, and completion rates for credit vocational courses all show a continuous slow climb. The majority of Yuba College students attend in order to expand existing skills, or to meet individual achievement goals. The current transfer rate to baccalaureate institutions is less than ten percent, although this figure is rising as is reflected in the increase of students earning at least thirty units and the increase in persistence levels. Successful course completion of basic skills courses warrants further study; however, we are pleased with the improvement rates for credit basic skills courses.

While there is no doubt that budget cuts in 2003, which resulted in reduced course offerings, and the fee increase in 2005 had an effect on some of the performance measures, this was offset by the commitment of the college to provide the best education possible to the students. This is reflected in the solid outcomes displayed in the report. Recent passage of a local Proposition 39 bond will provide the college with the funds needed to improve facilities and provide the technology needed to continue to offer the best possible education to students. These funds will also enhance Distributive Education and provide outreach facilities in both Sutter and Colusa Counties.

Yuba College's accountability indicators show a commendable level of performance. While college indicators were slightly below the peer group in some areas (less than 2.5 percent on average), in the areas of progress and achievement, and improvement rates for basic skills, Yuba College exceeds the peer group averages. Yuba College's commitment to student success and continuous improvement is exhibited in the results of this study.



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## **Appendices**

**Appendix A:** Peer Groups

**Appendix B:** Methodology for Deriving Counts and Rates for Systemwide and College Level Performance Indicators

**Appendix C:** Uncontrollable Factors: Selection and Regression Methods

**Appendix D:** Peer Grouping Methodology

**Appendix E:** Terms and Abbreviations

**Appendix F:** Legislation Summary

**Appendix G:** 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 1.10: Peer Grouping). There is one table for each of the six performance indicators (outcomes). For information about the peer grouping methodology, we refer readers to Appendix D, which gives the essential statistical specifications for the ARCC peer grouping. For information about the analysis that preceded and supported the peer grouping process, we refer readers to Appendix C, which documents the regression analyses that the System Office research staff used.

Appendix A should help readers by presenting them with four types of information. The first type of information is the average value for each of the uncontrollable factors (labeled as “Means of Predictors”) that theoretically influence a given performance indicator in the ARCC. We show these averages for each peer group in the second, third, and fourth columns (reading from the left) of each of the six tables in this appendix. The second type of information is the basic statistical summary of the outcome (the lowest rate, the highest rate, and the average rate) within each peer group. These figures appear in the three columns to the right of the shaded border in each table. The third type of information concerns the composition of each peer group. The two rightmost columns of each table display the number of colleges within each peer group as well as the names of the colleges within each peer group. Finally, the fourth type of data is the state level figures for each of the uncontrollable factors and performance indicators. These state level figures will appear in the last row of each of the tables in this appendix.

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 only signify a different peer group for each performance indicator. The letter in the code (A through F) denotes the specific performance indicator, and the number in the code (1 through 6) denotes a specific group of colleges for a specific performance indicator. Users should avoid attaching any further meaning to these codes. That is, the colleges in group “A1” are not higher or better than the colleges in group “A2” (and vice versa). We used this coding convention to facilitate the cross-referencing of results in the main report’s college pages to this appendix and nothing more.

## Appendix A: Peer Groups

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 & Achievement classifies Yuba as a peer for L.A. City, and this tends to clash with our knowledge of the high density southern California setting of L.A. City and the rural northern California setting of Yuba. 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 1.10. 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 2003	SAAP Index	Bachelor Plus Index	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
A1	47%	42.44	0.17	30.3	53.3	45.9	34	Alameda; Bakersfield; Cerritos; Chabot; Chaffey; Compton; Contra Costa; Desert; East L.A.; Fresno City; Gavilan; Hartnell; Imperial Valley; L.A. City; L.A. Harbor; L.A. Mission; L.A. Trade-Tech; L.A. Valley; Long Beach City; Merced; Oxnard; Porterville; Reedley; Rio Hondo; Riverside; San Bernardino; San Joaquin Delta; Santa Ana; Sequoias; Southwest L.A.; Southwestern; West Hills; West L.A.; and Yuba.
A2	60%	50.07	0.20	39.5	57.3	50.7	13	Allan Hancock; American River; Barstow; Cerro Coso; Columbia; Cuyamaca; Feather River; Lake Tahoe; Lassen; Mendocino; Napa Valley; Santa Rosa; and Siskiyou.
A3	43%	52.43	0.33	50.3	66.3	58.1	23	Cabrillo; Cuesta; De Anza; Diablo Valley; Glendale; Grossmont; L.A. Pierce; Las Positas; MiraCosta; Moorpark; Ohlone; Orange Coast; Palomar; Sacramento City; San Diego Mesa; San Diego Miramar; San Jose City; San Mateo; Santa Barbara City; Santa Monica City; Sierra; Skyline; and West Valley.
A4	59%	52.55	0.44	57.0	66.1	60.7	6	Berkeley City College; Foothill; Irvine Valley; Marin; Saddleback; and San Francisco City.
A5	69%	43.70	0.28	33.7	56.5	48.1	8	Canada; Coastline; Laney; Merritt; Mission; Monterey; Palo Verde; and Taft.
A6	43%	49.22	0.22	42.8	59.3	51.3	22	Antelope Valley; Butte; Canyons; Citrus; Cosumnes River; Crafton Hills; Cypress; El Camino; Evergreen Valley; Fullerton; Golden West; Los Medanos; Modesto; Mt. San Antonio; Mt. San Jacinto; Pasadena City; Redwoods; San Diego City; Shasta; Solano; Ventura; and Victor Valley.
Statewide Average	49%	47.60	0.24			51.1	N = 106	

**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 2003	Average Unit Load, Fall 2003	ESAI Per Capita Income	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
B1	9,398.2	6.8	\$21,938	56.5	72.8	65.4	29	Alameda; Allan Hancock; Barstow; Berkeley City College; Cerro Coso; Columbia; Cuyamaca; Evergreen Valley; Hartnell; Irvine Valley; L.A. Trade-Tech; Lake Tahoe; Laney; Lassen; Los Medanos; Mendocino; Merritt; Mission; Monterey; Napa Valley; Ohlone; Palo Verde; Rio Hondo; San Diego City; San Diego Miramar; San Jose City; Santiago Canyon; Skyline; and West L.A.
B2	13,125.6	8.4	\$18,993	55.6	78.6	69.3	55	Antelope Valley; Bakersfield; Butte; Cabrillo; Canyons; Cerritos; Chabot; Chaffey; Citrus; Compton; Contra Costa; Copper Mountain; Cosumnes River; Crafton Hills; Cuesta; Cypress; Desert; East L.A.; Feather River; Fresno City; Fullerton; Gavilan; Glendale; Golden West; Grossmont; Imperial Valley; L.A. City; L.A. Harbor; L.A. Mission; L.A. Pierce; L.A. Valley; Merced; MiraCosta; Modesto; Mt. San Jacinto; Oxnard; Porterville; Redwoods; Reedley; Sacramento City; San Bernardino; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sequoias; Shasta; Sierra; Siskiyou; Solano; Southwest L.A.; Southwestern; Ventura; Victor Valley; West Hills; and Yuba.
B3	29,917.7	7.5	\$21,725	66.3	80.8	72.0	10	American River; El Camino; Long Beach City; Mt. San Antonio; Palomar; Pasadena City; Riverside; San Francisco City; Santa Ana; and Santa Rosa.
B4	22,588.8	8.7	\$30,839	73.7	78.0	75.6	6	De Anza; Diablo Valley; Moorpark; Orange Coast; Saddleback; and Santa Monica City.
B5	11,005.2	7.2	\$36,081	71.6	75.1	72.9	6	Canada; Foothill; Las Positas; Marin; San Mateo; and West Valley.
B6	7,816.5	4.1	\$19,980	54.3	63.6	59.0	2	Coastline and Taft.
Statewide Average	13,989.0	7.7	\$21,662			68.9	N = 108	

**Appendix A: Peer Groups**

**Table A3: Student Progress & Achievement: Degree/Certificate/Transfer**

**Persistence Rate Peer Group**

Peer Group Number	Means of Predictors			Persistence Rate			Peer Group Colleges	
	Pct Students Age 25+ Fall 2004	Student Count Fall 2004	ESAI Household Income	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
C1	60%	7,440.7	\$ 39,110	45.6	67.4	59.6	20	Allan Hancock; Barstow; Berkeley City College; Cerro Coso; Columbia; Cuyamaca; Feather River; Hartnell; L.A. City; L.A. Trade-Tech; Lake Tahoe; Laney; Lassen; Mendocino; Merritt; Napa Valley; Siskiyou; Southwest L.A.; Taft; and West L.A.
C2	41%	14,100.6	\$ 43,032	52.1	78.9	66.6	53	Alameda; Antelope Valley; Bakersfield; Butte; Canyons; Cerritos; Chaffey; Citrus; Compton; Contra Costa; Copper Mountain; Cosumnes River; Crafton Hills; Cuesta; Cypress; Desert; East L.A.; El Camino; Fresno City; Fullerton; Glendale; Golden West; Grossmont; Imperial Valley; L.A. Harbor; L.A. Mission; L.A. Pierce; L.A. Valley; Long Beach City; Merced; Modesto; Mt. San Jacinto; Orange Coast; Oxnard; Porterville; Redwoods; Reedley; Rio Hondo; Sacramento City; San Bernardino; San Diego City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sequoias; Shasta; Sierra; Solano; Southwestern; Ventura; Victor Valley; West Hills; and Yuba.
C3	51%	11,306.3	\$ 64,805	57.6	78.8	69.3	20	Cabrillo; Canada; Chabot; Evergreen Valley; Foothill; Gavilan; Irvine Valley; Las Positas; Los Medanos; Marin; MiraCosta; Mission; Ohlone; Saddleback; San Diego Miramar; San Jose City; San Mateo; Santiago Canyon; Skyline; and West Valley.
C4	48%	30,357.7	\$ 49,184	66.3	76.6	70.7	9	American River; Mt. San Antonio; Palomar; Pasadena City; Riverside; San Francisco City; Santa Ana; Santa Monica City; and Santa Rosa.
C5	35%	19,627.0	\$ 71,123	71.0	77.2	74.4	3	De Anza; Diablo Valley; and Moorpark.
C6	76%	9,448.0	\$ 48,614	40.8	53.0	48.2	3	Coastline; Monterey; and Palo Verde.
<b>Statewide Average</b>	<b>48%</b>	<b>13,660.0</b>	<b>\$ 47,786</b>			<b>65.8</b>	<b>N = 108</b>	

## 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 2005	Pct Students Age 30+ Fall 2005	Miles to Nearest UC	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
D1	38%	42%	28.8	66.2	85.6	73.8	34	Allan Hancock; Barstow; Berkeley City College; Canada; Coastline; Columbia; Compton; Contra Costa; Cuyamaca; Folsom Lake; Gavilan; Glendale; Irvine Valley; L.A. City; L.A. Mission; Laney; Marin; Merced; Merritt; MiraCosta; Mission; Monterey; Mt. San Jacinto; Napa Valley; Saddleback; San Bernardino; San Francisco City; San Jose City; Santa Rosa; Southwest L.A.; Victor Valley; West L.A.; West Valley; and Yuba.
D2	43%	27%	24.2	66.7	85.6	74.6	40	Alameda; Cabrillo; Cerritos; Chabot; Chaffey; Citrus; Cosumnes River; Crafton Hills; Cypress; De Anza; Diablo Valley; East L.A.; El Camino; Fullerton; Golden West; Grossmont; L.A. Harbor; L.A. Pierce; L.A. Valley; Las Positas; Long Beach City; Los Medanos; Modesto; Moorpark; Mt. San Antonio; Orange Coast; Oxnard; Pasadena City; Riverside; Sacramento City; San Diego City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Santa Monica City; Sierra; Skyline; Solano; Southwestern; and Ventura.
D3	40%	28%	108.1	66.2	85.4	75.7	13	Antelope Valley; Bakersfield; Butte; Copper Mountain; Cuesta; Desert; Fresno City; Imperial Valley; Porterville; Reedley; Sequoias; Shasta; and West Hills.
D4	53%	38%	27.5	74.8	94.3	84.4	13	American River; Canyons; Evergreen Valley; Foothill; Hartnell; L.A. Trade-Tech; Ohlone; Palomar; Rio Hondo; San Diego Miramar; San Mateo; Santa Ana; and Santiago Canyon.
D5	42%	48%	176.1	71.8	83.2	79.4	7	Cerro Coso; Feather River; Lake Tahoe; Lassen; Mendocino; Redwoods; and Siskiyou.
D6	74%	60%	140.9	93.4	96.5	94.9	2	Palo Verde and Taft.
<b>Statewide Average</b>	<b>43%</b>	<b>35%</b>	<b>48.0</b>			<b>76.4</b>	<b>N = 109</b>	

**Appendix A: Peer Groups**

**Table A5: Pre-Collegiate Improvement: Basic Skills  
Basic Skills Course Completion Rate Peer Group**

Peer Group Number	Means of Predictors			Basic Skills Course Completion Rate			Peer Group Colleges	
	Miles to Nearest CSU	Nearest CSU SAT Math 75 Percentile	ESAI Per Capita Income	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
E1	10.6	573.4	\$ 20,126	52.4	69.0	61.4	32	Allan Hancock; American River; Bakersfield; Butte; Chabot; Citrus; Coastline; Cosumnes River; Cuesta; Cuyamaca; Cypress; Fresno City; Fullerton; Golden West; Grossmont; Hartnell; L.A. Mission; L.A. Valley; Long Beach City; Modesto; Mt. San Antonio; Oxnard; Palomar; Redwoods; Sacramento City; San Diego City; San Diego Mesa; San Diego Miramar; Santa Ana; Santiago Canyon; Southwestern; and Ventura.
E2	21.5	554.0	\$ 25,900	51.3	73.0	62.2	30	Alameda; Berkeley City College; Cabrillo; Canyons; Columbia; Contra Costa; Diablo Valley; Evergreen Valley; Gavilan; Irvine Valley; L.A. Pierce; Laney; Las Positas; Los Medanos; Merritt; MiraCosta; Mission; Monterey; Moorpark; Napa Valley; Ohlone; Orange Coast; San Francisco City; San Jose City; Santa Barbara City; Santa Monica City; Santa Rosa; Sierra; Skyline; and Solano.
E3	71.5	550.5	\$ 16,614	43.0	72.6	57.0	20	Antelope Valley; Barstow; Cerro Coso; Copper Mountain; Desert; Feather River; Imperial Valley; Lake Tahoe; Lassen; Mendocino; Merced; Porterville; Reedley; San Joaquin Delta; Sequoias; Shasta; Siskiyou; Taft; West Hills; and Yuba.
E4	18.9	564.3	\$ 36,139	60.2	83.1	67.2	7	Canada; De Anza; Foothill; Marin; Saddleback; San Mateo; and West Valley.
E5	13.9	493.3	\$ 17,485	44.7	68.3	56.4	18	Cerritos; Chaffey; Compton; Crafton Hills; East L.A.; El Camino; Glendale; L.A. City; L.A. Harbor; L.A. Trade-Tech; Mt. San Jacinto; Pasadena City; Rio Hondo; Riverside; San Bernardino; Southwest L.A.; Victor Valley; and West L.A.
E6	228.0	550.0	\$ 18,529	48.8	48.8	48.8	1	Palo Verde
<b>Statewide Average</b>	<b>28.0</b>	<b>550.0</b>	<b>\$ 21,663</b>			<b>60.3</b>	<b>N = 108</b>	



**Appendix A: Peer Groups**

**Table A6: Pre-Collegiate Improvement: Basic Skills**

**Basic Skills Improvement Rate Peer Group**

Peer Group Number	Means of Predictors			Basic Skills Improvement Rate			Peer Group Colleges	
	Pct on Need Based Fin'l Aid F04	Average Unit Load Fall 04	Nearest 4 Yr SAT Verbal 25 Pctl.	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
F1	8%	7.4	405.8	36.8	76.5	51.4	38	American River; Barstow; Canada; Canyons; Cerritos; Cerro Coso; Chabot; Chaffey; Cuyamaca; East L.A.; El Camino; Evergreen Valley; Folsom Lake; Foothill; Hartnell; L.A. Harbor; L.A. Mission; L.A. Pierce; L.A. Trade-Tech; L.A. Valley; Las Positas; Marin; Mendocino; Mission; Monterey; Napa Valley; Ohlone; San Diego City; San Diego Mesa; San Francisco City; San Jose City; San Mateo; Santa Rosa; Santiago Canyon; Skyline; Southwest L.A.; Ventura; and West L.A.
F2	9%	6.2	558.3	32.7	52.0	42.0	6	Alameda; Berkeley City College; Coastline; Laney; Merritt; and San Diego Miramar.
F3	7%	8.2	532.5	39.6	57.1	50.9	12	Allan Hancock; Cabrillo; Contra Costa; Cuesta; Diablo Valley; Irvine Valley; Los Medanos; Orange Coast; Saddleback; Santa Barbara City; Santa Monica City; and Solano.
F4	10%	8.6	429.1	37.2	64.3	50.9	23	Citrus; Cosumnes River; Crafton Hills; Cypress; De Anza; Desert; Feather River; Fullerton; Gavilan; Golden West; Grossmont; MiraCosta; Modesto; Moorpark; Mt. San Antonio; Mt. San Jacinto; Oxnard; Palomar; Riverside; Shasta; Sierra; Southwestern; and West Valley.
F5	4%	4.8	415.0	43.6	54.5	48.6	4	Lake Tahoe; Palo Verde; Santa Ana; and Taft.
F6	18%	8.6	406.9	28.1	55.0	48.0	26	Antelope Valley; Bakersfield; Butte; Columbia; Compton; Copper Mountain; Fresno City; Glendale; Imperial Valley; L.A. City; Lassen; Long Beach City; Merced; Pasadena City; Porterville; Redwoods; Reedley; Rio Hondo; Sacramento City; San Bernardino; San Joaquin Delta; Sequoias; Siskiyou; Victor Valley; West Hills; and Yuba.
Statewide Average	10%	7.9	434.0			49.8	N = 109	

**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 2000-2001 to 2005-2006 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 2000-2001 to 2005-2006 from the table titled:  
*Undergraduate and Graduate Degrees Granted, Systemwide from 1935-1936 to 2005-2006.*

**Total from CCC:**

Number of Baccalaureate students who attended a CCC from 2000-2001 to 2005-2006 is from the tables titled: *Baccalaureates Granted to Students Who Originally Transferred From California Community Colleges, by Campus (2000-2001 to 2005-2006).*

**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 2000-2001 to 2005-2006 from the On-Line Data System reports: *Degrees/Completion-Total Degrees.*

**Total from CCC:**

Number of Bachelor degrees received at UC from 2000-2001 to 2005-2006 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 2000 to 2006.

#### A. California State University (CSU)

**Data Source:** California State University (CSU), Division of Analytical Studies

**Total Transfers:**

Number of transfers from 2000 to 2006 is from the tables titled: *California Community College Transfers to CSU*.

**Note:** The reports are based on data submitted by CSU campuses in the Enrollment Reporting System-Degrees (ERSD) system.

#### B. University of California (UC)

**Data Source:** University of California (UC), Office of the President

**Total Transfers:**

Number of transfers from 2000 to 2006 is from the tables titled: *Full Year Transfer Data*.

**Note:** The full-year data refer to all students who attended a California community college and applied to a UC campus. This includes California residents as well as non-residents. It also includes lower- and upper-division transfer students from California community colleges.

**Appendix B: Methodology for Systemwide and College Performance Indicators**

**TABLES 4, 5 AND 8: ANNUAL NUMBER OF COMMUNITY COLLEGE TRANSFERS TO FOUR-YEAR INSTITUTIONS (ISP/OOS)**

**Definition:** The annual number of community college transfers to In-State Private (ISP) and Out-of-State (OOS) four-year institutions from 2000 to 2006 were determined by aggregating a series of cohorts (1993-1994 to 2004-2005) 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 2005-2006.

**1. Transferred to Four-Year Institution**

Match with National Student Clearinghouse (NSC), UC, CSU file

First-Time Freshman Cohorts												Transfer by
93-94	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	05-06
	94-95	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	05-06
		95-96	-----	-----	-----	-----	-----	-----	-----	-----	-----	05-06
			96-97	-----	-----	-----	-----	-----	-----	-----	-----	05-06
				97-98	-----	-----	-----	-----	-----	-----	-----	05-06
					98-99	-----	-----	-----	-----	-----	-----	05-06
						99-00	-----	-----	-----	-----	-----	05-06
							00-01	-----	-----	-----	-----	05-06
								01-02	-----	-----	-----	05-06
									02-03	-----	-----	05-06
										03-04	-----	05-06
											04-05	05-06

\* 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 1998-1999 (Cohort 1), 1999-2000 (Cohort 2) and 2000-2001 (Cohort 3) who completed at least 12 units by 2003-2004 (Cohort 1), 2004-2005 (Cohort 2) and 2005-2006 (Cohort 3).

**Data Source:** Chancellor's Office Management Information System (COMIS)

#### Cohort

##### First-Time Students

1. Look systemwide\* to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside CCC system are excluded.

AND

2. SX03 ENROLLMENT-UNITS-EARNED  $\geq$  12 at your college and/or anywhere in the system

AND

3. One or more of the following:

##### 1. Math Course

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 17\*

CB05 COURSE-TRANSFER-STATUS = A, B

##### 2. English Course

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 1501\*, 1503\*, 1504\*, 1507\*

CB05 COURSE-TRANSFER-STATUS = A, B

#### Outcome

A student must successfully achieve the following outcome within six years:

##### 1. Transferred to Four-Year Institution

Match with NSC, UC, CSU file

**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 CCCCCO 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 (2003-2004, 2004-2005, and 2005-2006). 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 CCCCCO Web site.

## **Appendix B: Methodology for Systemwide and College Performance Indicators**

### **FIGURES 6-8: INCREASE IN TOTAL PERSONAL INCOME AS A RESULT OF RECEIVING DEGREE/CERTIFICATE**

**Methodology:** R&P (Research and Planning Unit) and the CCCCCO MIS staff developed three cohorts from the COMIS for analysis of wage progression following award attainment. The cohorts consisted of non-special-admit students meeting the full-term reporting criteria who received any award during 1998-1999 (Cohort 1), 1999-2000 (Cohort 2), or 2000-2001 (Cohort 3).

We selected these cohort years to ensure sufficient data to track wages across time.

To be included in a cohort, these students could no longer be enrolled in a community college during the two years immediately after their awards, and they could not have transferred out to a four-year institution. Cohort members were matched to the California Employment Development Department's (EDD's) wage file (even if zero wages were reported) and their wage data extracted for up to five years before award and for as many years after award as the EDD data were available. For the 1998-1999 cohort, three complete years of post-award wage data were available. Five years of post-award wage data were available for the 1999-2000 cohort, and four years of post-award wage data were available for the 2000-2001 cohort.

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 6, 7, and 8 present these trends for each wage cohort. 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 12: 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 (2001-2002 to 2003-2004, 2002-2003 to 2004-2005, and 2003-2004 to 2005-2006) must have enrolled in a credit basic skills English, ESL, or Mathematics course, then in a subsequent term enrolled in a higher-level credit course (basic skills or not basic skills).

Basic skills courses are those with a COURSE-BASIC-SKILLS-STATUS (CB08) of "P" or "B".

To be counted as "improved" a student must have enrolled in a credit basic skills course, then in a subsequent term, the student must enroll in a credit course with a course program code in the same discipline (English, ESL, or Math), but which is at a higher level.

The criterion for improvement was that the student completed the higher level course with a grade of C or better.

A student is only counted 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 13-17: 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 2003, 2004, and 2005.

The Systemwide Participation Rate is the unique count of students enrolled in the California Community Colleges. Students are only counted once, even if they take courses at different colleges in the same year.

CCCCO MIS staff extracted corresponding demographic data for the statewide community college system for Academic Years 2003-2004, 2004-2005, and 2005-2006.

R&P calculated the rates of community college participation per 1,000 population by age group, gender, and ethnicity as follows:

$(\text{Community College Enrollment for Academic Year} / \text{DOF Population for Year}) \times 1,000$ .

R&P used the DOF data that corresponds to the Fall term of the academic year. For example, for CCCCCO academic year 2003-2004, we used DOF annual data for 2003.

**Data Sources:** Chancellor's Office Management Information System (COMIS) and State of California, Department of Finance, *Race/Ethnic Population with Age and Sex Detail, 2000–2050*. Sacramento, CA, May 2004.

[http://www.dof.ca.gov/HTML/DEMOGRAP/DRU\\_datafiles/Race/RaceData\\_2000-2050](http://www.dof.ca.gov/HTML/DEMOGRAP/DRU_datafiles/Race/RaceData_2000-2050)

## Appendix B: Methodology for Systemwide and College Performance Indicators

### METHODOLOGY FOR COLLEGE LEVEL INDICATORS

**TABLE 1.1: STUDENT PROGRESS AND ACHIEVEMENT RATE**

**Definition:** Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer threshold course within six years and who are shown to have achieved ANY of the following outcomes within six years of entry:

- Earned any AA/AS or Certificate (18 or more units)
- Actual transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved “Transfer Directed” (student successfully completed both transfer-level Math AND English courses)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$ )

The cohorts consisted of first-time students from 1998-1999 (Cohort 1), 1999-2000 (Cohort 2) and 2000-2001 (Cohort 3) who achieved outcomes by 2003-2004 (Cohort 1), 2004-2005 (Cohort 2) and 2005-2006 (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  $\geq 12$  at your college and/or anywhere in the system

AND

3. One or more of the following:

##### **1. Transfer/Degree Intent**

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 17\*, 1501\*, 1503\*, 1504\*, 1507\*

CB04 COURSE-CREDIT-STATUS = D

##### **2. Certificate Intent**

Attempted Enrollment in course(s) where:

CB09 COURSE-SAM-PRIORITY-CODE = A, B

CB04 COURSE-CREDIT-STATUS = C, D

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\* Systemwide is defined as all California Community Colleges

## Appendix B: Methodology for Systemwide and College Performance Indicators

**TABLE 1.1: STUDENT PROGRESS AND ACHIEVEMENT RATE (continued)**

### Outcomes

A student must successfully achieve one or more of the following outcomes:

**1. Associate of Arts or Sciences Degree**

SP02 STUDENT-PROGRAM-AWARD = A, S

**2. Certificate (18 plus units)**

SP02 STUDENT-PROGRAM-AWARD = L, T, F

**3. Transfer Directed**

CB03 COURSE-TOP-CODE = 1501\*, 1503\*, 1504\*, 1507\*

CB05 COURSE-TRANSFER-STATUS = A, B

SX04 ENROLLMENT-GRADE = A, B, C, CR

AND

CB03 COURSE-TOP-CODE = 17\*

CB05 COURSE-TRANSFER-STATUS = A, B

SX04 ENROLLMENT-GRADE = A, B, C, CR

**4. Transfer Prepared**

CB05 COURSE-TRANSFER-STATUS = A, B

SX03 ENROLLMENT-UNITS-EARNED  $\geq$  60 at your college and/or anywhere in the system

SX04 ENROLLMENT-GRADE = A, B, C, CR

**5. Transferred to Four-Year Institution**

Match with NSC, UC, CSU file

**Calculation: Student Progress and Achievement Rate = Outcomes/Cohort**

## Appendix B: Methodology for Systemwide and College Performance Indicators

**TABLE 1.1a: PERCENT OF STUDENTS WHO EARNED AT LEAST 30 UNITS**

**Definition:** Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer threshold course within six years of entry who are shown to have achieved the following value-added measure of progress within six years of entry:

- Earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive effect on future earnings.)

The cohorts consisted of first-time students from 1998-1999 (Cohort 1), 1999-2000 (Cohort 2) and 2000-2001 (Cohort 3) who achieved outcomes by 2003-2004 (Cohort 1), 2004-2005 (Cohort 2) and 2005-2006 (Cohort 3).

**Data Source:** Chancellor's Office Management Information System (COMIS)

### Cohort

#### **First-Time Students Who Showed Intent to Complete:**

1. Look systemwide to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.

AND

2. SX03 ENROLLMENT-UNITS-EARNED  $\geq$  12 at your college and/or anywhere in the system

AND

3. One or more of the following:

#### **1. Transfer/Degree Intent**

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 17\*, 1501\*, 1503\*, 1504\*, 1507\*

CB04 COURSE-CREDIT-STATUS = D

#### **2. Certificate Intent**

Attempted Enrollment in course(s) where:

CB09 COURSE-SAM-PRIORITY-CODE = A, B

CB04 COURSE-CREDIT-STATUS = C, D

### Outcome

A student must successfully achieve the following outcome:

#### **At Least 30 Units**

CB04 COURSE-CREDIT-STATUS = C, D

SX03 ENROLLMENT-UNITS-EARNED  $\geq$  30 at your college and/or anywhere in the system

**Calculation: Percent of Students Who Earned at Least 30 Units = Outcome/Cohort**

## Appendix B: Methodology for Systemwide and College Performance Indicators

**TABLE 1.2: PERSISTENCE RATE**

**Definition:** Percentage of cohort of first-time students with minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system.

The rate is based on three first-time student cohorts enrolled in Fall 2002 (Cohort 1), Fall 2003 (Cohort 2) and Fall 2004 (Cohort 3). Persistence was measured by their enrollment in Fall 2003 (Cohort 1), Fall 2004 (Cohort 2) and Fall 2005 (Cohort 3).

**Data Source:** Chancellor's Office Management Information System (COMIS)

### Cohort

#### **First Time Students Who Showed Intent to Persist:**

1. Look systemwide to determine first time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Enrolled in Fall with prior Summer enrollment also qualifies.

AND

2. SX03 ENROLLMENT-UNITS-EARNED  $\geq 6$  at your college and/or anywhere in the system

AND

Remove Students taking only PE classes:

CB03 COURSE-TOP-CODE NE 083500 or 083510

AND

Remove students who transferred to a four-year institution or received an award prior to the subsequent Fall.

### Outcome

A student must successfully achieve the following outcome:

#### **Persisted in the Subsequent Fall**

Attempted any credit course the subsequent Fall

CB04 COURSE-CREDIT-STATUS = C, D

**Calculation: Persistence Rate = Outcome/ Cohort**

## Appendix B: Methodology for Systemwide and College Performance Indicators

### TABLE 1.3: ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT VOCATIONAL COURSES

**Methodology:** The cohorts for vocational course completion rate consisted of students enrolled in credit vocational courses in the academic years of interest (2003-2004, 2004-2005, 2005-2006). These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the vocational course. Vocational courses were defined via their SAM (Student Accountability Model) priority code. SAM codes A, B, and C indicate courses that are clearly occupational. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

**Data Source:** Chancellor’s Office Management Information System (COMIS)

#### Cohort

All of the following must be true:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C, D
3. CB09 COURSE-SAM-PRIORITY-CODE = A, B, C
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, CR, NC, I\*, W

#### Outcome

The student must complete the course with:

SX04 ENROLLMENT-GRADE = A, B, C, or CR

**Calculation:**  $\text{Successful Course Completion Rate} = \text{Outcome} / \text{Cohort}$

## Appendix B: Methodology for Systemwide and College Performance Indicators

### TABLE 1.4: ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT BASIC SKILLS COURSES

**Methodology:** The cohorts for basic skills course completion rate consisted of students enrolled in credit basic skills courses in the academic years of interest (2003-2004, 2004-2005, 2005-2006). These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of P (pre-collegiate basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

**Data Source:** Chancellor’s Office Management Information System (COMIS)

#### Cohort

All of the following must be true:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C
3. CB08 COURSE-BASIC-SKILLS-STATUS = P, B
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, CR, NC, I\*, W

#### Outcome

The student must complete the course with:

SX04 ENROLLMENT-GRADE = A, B, C, or CR

**Calculation:** Successful Course Completion Rate = Outcome/Cohort

## Appendix B: Methodology for Systemwide and College Performance Indicators

**TABLE 1.5: IMPROVEMENT RATE FOR CREDIT ESL COURSES**

**Methodology:** The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the ESL course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course or college level English course within three academic years of completing the first ESL course.

Cohorts were developed and followed for academic years 2001-2002 to 2003-2004, 2002-2003 to 2004-2005, and 2003-2004 to 2005-2006.

**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, 4931.00
3. CB04 COURSE-CREDIT-STATUS = C
4. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A
5. SX04 ENROLLMENT-GRADE = A, B, C, CR

### Outcome

Within 2 years from the qualifying enrollment for the cohort, the student completes a course with:

CB03 COURSE-TOP-CODE = 4930.80, 4930.81, 4930.82, 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, or CR

**Calculation: Credit ESL Improvement Rate = Outcome/Cohort**



## Appendix B: Methodology for Systemwide and College Performance Indicators

**TABLE 1.5: IMPROVEMENT RATE FOR CREDIT BASIC SKILLS COURSES**

**Methodology:** The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills English or Mathematics course who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math and English courses. Basic skills courses were those having a course designation of P (pre-collegiate basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

Cohorts were developed and followed for academic years 2001-2002 to 2003-2004, 2002-2003 to 2004-2005, and 2003-2004 to 2005-2006.

**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: 17\*\*.\*\*, 4930.40, 4930.41,  
For English: 1501.\*\*, 1503.\*\*, 1504.\*\*, 1507.\*\*, 4930.21,4930.70, 4930.71
3. CB04 COURSE-CREDIT-STATUS = C
4. CB08 COURSE-BASIC-SKILLS-STATUS = P, B
5. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A
6. SX04 ENROLLMENT-GRADE = A, B, C, CR

### Outcome

Within 2 years from the qualifying enrollment for the cohort, the student completes a course with:

- CB03 COURSE-TOP-CODE =  
For Math: 17\*\*.\*\*, 4930.40, 4930.41  
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, or CR

**Calculation: Credit Basic Skills Improvement Rate = Outcome/Cohort**

## Appendix B: Methodology for Systemwide and College Performance Indicators

### TABLE 1.6: ANNUAL UNDUPLICATED HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS

#### Definition:

**Annual Unduplicated Headcount:** Annual unduplicated headcount for Table 1.6 is based on students actively enrolled in Summer, Fall, Winter, and/or Spring terms. This headcount includes both credit and noncredit students. A student enrolled in multiple terms was counted only once for the year (i.e., not counted separately for each term). However, because this section of the ARCC report specifically addresses college level demographics, we counted the student at each college where he/she was actively enrolled during that year. For example, if a student enrolled at Yuba College in Summer and Fall 2005 and at American River College in Spring 2006, that student would be counted once at Yuba and once at American River for the 2005-2006 academic year.

**Full-Time Equivalent Students (FTES):** FTES is the major student workload measure, one of several, used in determining the eligibility for state funding of community colleges. The FTES does not reflect "headcount enrollment," but is the equivalent of 525 hours of student instruction per each FTES. FTES is derived by considering that one student could be enrolled in courses for 3 hours a day, 5 days a week, for an academic year of 35 weeks---so basically, a total of 525 hours per one FTES.

#### Methodology:

**Annual Unduplicated Headcount:** The annual unduplicated headcount was obtained from the Chancellor's Office Management Information System (COMIS) for academic years 2003-2004, 2004-2005, and 2005-2006 (Summer, Fall, Winter, and Spring terms).

**FTES:** The FTES reports were obtained from Fiscal Services. Fiscal Services calculates FTES under four different attendance accounting formulas:

- Positive attendance (actual attendance of each class meeting)
- Census week (e.g., weekly census) (coterminal 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 1.6: ANNUAL UNDUPLICATED HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS (continued)**

Courses that are scheduled as "weekly census" must be scheduled the same number of hours each week of the primary term. The terms usually equate to 35 weeks, but in some instances there are more weeks, or fewer weeks, than 35. However, in the calculation of FTES for any primary term weekly census course, the term-length-multiplier (TLM) may not exceed 17.5 (one-half of two terms totaling 35).

As per requirements in the California Code of Regulations, for weekly census courses, a census point is determined for purposes of accounting for enrolled students. To calculate FTES, the number of actively enrolled students in each course are multiplied by the number of scheduled hours as of the census day, the number of hours are then multiplied by 17.5 and divided by 525. (This calculation is made for each primary term.)

**Data Source:**

**Annual Unduplicated Headcount:** Chancellor's Office Management Information System (COMIS)

**FTES:** 320 Report from CCCCO Fiscal Services (recalculation of annual data).

## **Appendix B: Methodology for Systemwide and College Performance Indicators**

### **TABLE 1.7: AGE OF STUDENTS AT ENROLLMENT**

**Methodology:** Counts of students by age at enrollment for each college were obtained from the Chancellor's Office Management Information System (COMIS) for academic years 2003-2004, 2004-2005, and 2005-2006.

The percentages in Tables 1.7 through 1.9 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.6 Methodology for a definition of unduplicated annual headcount.

**Data Source:** Chancellor's Office Management Information System (COMIS)

## **Appendix B: Methodology for Systemwide and College Performance Indicators**

### **TABLE 1.8: GENDER OF STUDENTS**

**Methodology:** Counts of students by gender for each college were obtained from the Chancellor's Office Management Information System (COMIS) for academic years 2003-2004, 2004-2005, and 2005-2006.

The percentages in Tables 1.7 through 1.9 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.6 Methodology for a definition of unduplicated annual headcount.

**Data Source:** Chancellor's Office Management Information System (COMIS)

## **Appendix B: Methodology for Systemwide and College Performance Indicators**

### **TABLE 1.9: 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 2003-2004, 2004-2005, and 2005-2006.

The percentages in Tables 1.7 through 1.9 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.6 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 find the peer group for each college and for each college performance indicator, the System Office developed regression models to identify a parsimonious set of uncontrollable factors that predicted each college performance indicator. The System Office then used the identified uncontrollable factors in a series of cluster analyses to find the specific peer colleges for each college performance indicator. Consequently, the regression models in the ARCC play an important role in our efforts to “level the playing field” for parties who will use the peer group comparisons.

System Office researchers employed a hierarchical regression approach to find the best set of uncontrollable factors that predict each of the six college level outcomes. Although we use the term “predict,” these regression models are not causal models; these are adjustment models that adjust outcomes for factors beyond the control of college administrators.

Our extensive literature review and consultation with community college researchers identified a large set of potential predictor variables. The variable compilation was further limited by the availability of data for the variables. The predictor variables that we tested for the models are listed in Table C1. Statistically significant correlations (where  $p < .05$ ) with the most current outcome variable (the most recent cohort) provided a reduced set of variables considered for model development. For those predictor variables that included several years of data, the most appropriate time frame to the outcome variable was selected. For example, the Basic Skills Improvement Rate covered the years 2003-04 to 2005-06, so we selected predictor variable data from the “middle years” of the cohort (e.g. Average Unit Load in 2004).

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 Chancellor’s Office data was highly correlated with Carnegie Fall Headcount based on IPEDS data and both were correlated with the outcome variable of persistence rate. We used Chancellor’s Office data based on the immediacy to the outcome because the Carnegie data included intervening steps that made it more removed from the outcome.

When exploratory data analysis indicated pronounced deviation from the normal distribution, we transformed the data as appropriate before regression analysis.

Due to the time constraints for the 2007 report, we developed regression models with the original data submissions for 2005-06. Our comparison of the regression models from the original data versus models from resubmitted/corrected data indicated no substantial differences in identifying the predictor variables. Tables in Appendix C reflect the original regression models.



## 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
		2000-01 to 2005-06	2000-01 to 2005-06	Fall 2004 to Fall 2005	2005-06	2005-06	2003-04 to 2005-06
1	Age of the College						
2	Student Count Fall 2003	o	X				
3	Student Count Fall 2004	o	o	X			o
4	Student Count Fall 2005			o		o	
5	FullTime Equivalent Students 2003-2004	o	o	o			
6	FullTime Equivalent Students 2004-2005		o	o			o
7	FullTime Equivalent Students 2005-2006		o	o		o	
8	Average Unit Load for Fall 2003		X				
9	Average Unit Load for Fall 2004		o	o			X
10	Average Unit Load for Fall 2005				o		
11	Percent Female Students Fall 2003						
12	Percent Female Students Fall 2004						o
13	Percent Female Students Fall 2005						
14	Percent Male Students Fall 2005				X		
15	Percent of Students Age 25+ Fall 2003	X	o	o			
16	Percent of Students Age 25+ Fall 2004	o	o	X			o
17	Percent of Students Age 25+ Fall 2005			o	o		
18	Percent of Students Age 30+ Fall 2003		o				
19	Percent of Students Age 30+ Fall 2004		o	o			o
20	Percent of Students Age 30+ Fall 2005			o	X		
21	Percent of Basic Skills Student Fall 2003	o					
22	Percent of Basic Skills Student Fall 2004	o					
23	Percent of Basic Skills Student Fall 2005	o				o	
24	Percent of Students on Financial Aid Fall 2003	o					
25	Percent of Students on Financial Aid Fall 2004	o		o			X
26	Percent of Students on Financial Aid Fall 2005				o	o	
27	Percent Bachelor (25 plus) Index (Census)	X	o	o		o	
28	Percent Foreign Born Index (Census)		o	o			
29	Percent Unemployed Index (Census)	o	o	o		o	o
30	Percent Below Poverty Index (Census)	o	o	o		o	o
31	Economic Service Area Index (Household)	o	o	X		o	o
32	Economic Service Area Index (Family Median)	o	o	o			
33	Economic Service Area Index (NonFamily)	o	o	o			
34	Economic Service Area Index (Per Capita)	o	X	o		X	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 (continued): 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	
		2000-01 to 2005-06	2000-01 to 2005-06	Fall 2004 to Fall 2005	2005-06	2005-06	2003-04 to 2005-06	
35	Student Average Academic Preparation Index	X	o	o		o	o	
36	Miles from College to the Nearest UC	o		o	X			
37	Miles from College to the Nearest CSU	o		o		X	o	
38	Miles from College to the Nearest 4Year	o		o		o	o	
39	Selectivity of the Nearest UC (2004)							
40	Selectivity of the Nearest CSU (2004)							
41	Selectivity of the Nearest 4Year (2004)							
42	Selectivity of the Nearest UC (2003)							
43	Selectivity of the Nearest CSU (2003)	o						
44	Selectivity of Nearest 4Year (2003)							
45	SAT Verbal 25th Percentile of the Nearest UC			o				
46	SAT Verbal 75th Percentile of the Nearest UC			o				
47	SAT Math 25th Percentile of the Nearest UC	o		o		o		
48	SAT Math 75th Percentile of the Nearest UC							
49	SAT Verbal 25th Percentile of the Nearest CSU					o		
50	SAT Verbal 75th Percentile of the Nearest CSU	o				o		
51	SAT Math 25th Percentile of the Nearest CSU	o				o		
52	SAT Math 75th Percentile of the Nearest CSU	o				X		
53	SAT Verbal 25th Percentile of the Nearest 4Yr	o					X	
54	SAT Verbal 75th Percentile of the Nearest 4Yr	o					o	
55	SAT Math 25th Percentile of the Nearest 4Yr	o				o	o	
56	SAT Math 75th Percentile of the Nearest 4Yr	o						
57	Number of Colleges in District							
58	Multiple Colleges (yes/no)							
59	Carnegie Basic Classification (2003-04)							
60	Carnegie Size and Setting (2003-04)	o	o	o				
61	Carnegie Fall Headcount (2003-04)	o	o	o		o	o	
62	Carnegie Degree of Urbanization (2003-04)							
63	Carnegie Associate Degree Total (2003-04)	o	o	o				
64	Carnegie TwoDigit Programs (2003-04)		o	o				
65	Carnegie FourDigit Programs (2003-04)		o	o				
66	Carnegie Percent Parttime Students (2003-04)		o	o				
67	Carnegie FTE Enrollment (2003-04)	o	o	o			o	

x--variable selected for final model; o--variable considered during model development but not selected for final model

## Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C2: Regression Model Summary

	N	Adjusted R-square
<b>A: Progress &amp; Achievement</b>		0.715
<i>Progress Rate for 2005-06</i>	108	
Pct Students Age 25+ Fall 2003	108	
SAAP index	106	
Bachelor Plus Index	108	
Valid N (listwise)	106	
<b>B: 30 Units Plus</b>		0.421
<i>Plus 30 Rate for 2005-06</i>	108	
Student Count Fall 2003	108	
Average Unit Load for Fall 2003	108	
ESAI Per Capita Income	108	
Valid N (listwise)	108	
<b>C: Persistence</b>		0.605
<i>Persistence Rate from Fall04 to Fall05</i>	109	
Pct Students Age 25+ Fall 2004	109	
Student Count Fall 2004	109	
ESAI Household Income	108	
Valid N (listwise)	108	
<b>D: Voc Course Completion Rate</b>		0.398
<i>Rate of Successful Vocational Course Completion 2005-2006</i>	109	
Percent Male Students Fall 2005	109	
Pct Students Age 30+ Fall 2005	109	
Miles to Nearest UC	109	
Valid N (listwise)	109	
<b>E: Basic Skills Course Completion</b>		0.237
<i>Rate of Successful Basic Skills Course Completion 2005-2006</i>	109	
Miles to Nearest CSU	109	
Nearest CSU SAT Math 75th Percentile	109	
ESAI Per Capita Income	108	
Valid N (listwise)	108	
<b>F: Basic Skills Improvement Rate</b>		0.232
<i>Basic Skills Improvement Rate 2003-04 to 2005-06</i>	103	
Pct on Need Based Financial Aid F04	109	
Average Unit Load for Fall 2004	109	
Nearest 4-Year SAT Verbal 25th Percentile	109	
Valid N (listwise)	103	

## 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 (2000-01 to 2005-06) are:

- Pct Age 25+: The percentage of students at a community college in the Fall of 2003 that are age 25 years or older, obtained from the CCCCCO MIS.
- SAAP Index: Student Average Academic Preparation Index, created by CCCCCO, measures the student average academic preparation for a particular college. The index was created by a match of Fall 2000 students with Stanford-9 scores from public high school students (1998-1999).
- 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 CCCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with educational data for ZCTA (ZIP Census 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  $R^2 = .72$ ,  $F(3, 102) = 88.62$ ,  $p < .001$ , with the regression weights for all predictors significant at the .05 level. Based on the standardized beta coefficients, the BA Index provides the largest relative contribution to the model. Multicollinearity is negligible in the final regression and the residuals appeared to be normally distributed.

Table C3: Hierarchical Regression Analysis Summary for the Progress and Achievement Rate (2000-01 to 2005-06)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	59.25	3.37		
	Pct Age25+	-16.35	6.73	-.23	-.23
2	(Constant)	10.81	6.17		
	Pct Age25+	-6.53	5.27	-.09	-.23
	SAAP Index	0.92	0.11	.65	.67
3	(Constant)	25.71	4.65		
	Pct Age25+	-14.36	3.85	-.20	-.23
	SAAP Index	0.44	0.09	.31	.67
	BA Index	47.74	4.78	.62	.76

## **Appendix C: Uncontrollable Factors: Selection and Regression Methods**

### **Discussion**

The percent of students age 25 years old and over, is negatively associated with the student progress and achievement rate. Possibly, colleges with greater percentages of “older” students focus on education that does not include a certificate, degree or outcomes related to transfer. For example, older students might already be in the workforce but continue to take courses to enhance their job skills or other interests without degree or transfer as their goal.

The next variable entered into the model was the SAAP Index. This college level measure developed by the Chancellor’s Office represents the relative academic preparedness of entering students at each college. The research literature supports the proposition that the readiness of the entering student population of a college, as measured by the SAAP index, is positively related to college performance, including progress and achievement rates.

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. 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 (2000-01 to 2005-06) are:

- Student Count: The unduplicated number of students taking credit courses attending the college during the Fall of 2003.
- Average Unit Load: The average number of units carried by students at each college in Fall 2003.
- ESAI - Per Capita: The Economic Service Area Per Capita Index represents the per capita income in a college's service area. Per capita is the mean income for every person in a particular group. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Census Tabulation Area) codes obtained from Census 2000.

Table C4 below shows the regression weights for each step of the model. We transformed the outcome variable by squaring the data to reduce negative skewness and to approximate a normal distribution. This transformation alters the interpretation of the unstandardized coefficients (B) that we list below in Table C4, and this explains the relatively large number displayed for the unstandardized coefficient of average student load. The table also displays the zero-order correlation of the outcome variable with each predictor. The full model has an adjusted  $R^2 = .42$ ,  $F(3, 104) = 26.94$ ,  $p < .0001$ , with the regression weights for every predictor significant at the .05 level. The standardized beta coefficients show that all three predictor variables provide similar contributions to the model. Multicollinearity is negligible in the final regression, and the residuals appeared to be normally distributed.

Table C4: Hierarchical Regression Analysis Summary for Students with At Least 30 Units Rate (2000-01 to 2005-06)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant )	4182.65	118.31		
	Student Count	0.04	0.01	.48	.48
2	(Constant)	2635.98	412.29		
	Student Count	0.04	0.01	.43	.48
	Average Unit Load	208.03	53.40	.32	.39
3	(Constant)	1479.74	458.94		
	Student Count	0.03	0.01	.36	.48
	Average Unit Load	258.61	50.42	.39	.39
	ESAI - Per Capita	0.04	0.01	.34	.33

## **Appendix C: Uncontrollable Factors: Selection and Regression Methods**

### **Discussion**

A campus- or college-based predictor variable, the student count, is positively associated with the rate of students completing at least 30 units. Theory suggests that economies of scale (which benefits larger colleges in comparison to smaller ones) enable larger colleges to have more resources to afford the special student services (i.e., orientation, counseling, and tutoring) that theoretically promote college success.

The average unit load at a college might serve as a proxy for full-time and part-time student status. Part-time students often must work or raise families. They are most likely older and enroll while maintaining other responsibilities. The assumption is that part-time students take longer to achieve an outcome and exhibit higher risk for non-completion.

The ESAI - Per Capita represents the per capita, or individual income, of the area served by the college. This college index provides a measure of the economic conditions of the community served by the college (not just the neighborhoods geographically within any district boundaries). According to many studies, income plays a dramatic role in student achievement. Factors such as the ability to afford college, academic preparedness, and other challenges related to lower incomes present barriers to student success in college.

## Appendix C: Uncontrollable Factors: Selection and Regression Methods

### Model Summary of the Persistence Rate

#### Results

The predictors for the Persistence Rate (Fall 2005 to Fall 2006) are:

- Pct Age 25+: The percentage of students at a community college in the Fall of 2004 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 2004.
- ESAI - Median HH: The Economic Service Area Index (ESAI) - Median Household Income represents the median household income of the population in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Census Tabulation Area) codes obtained from Census 2000.

Table C5 illustrates the regression weights for each stage of the model. We transformed the persistence rate by squaring the data to reduce negative skewness and to approximate a normal distribution. This transformation changes the interpretation of the unstandardized coefficients (B) that we list below in Table C5, and this explains the relatively large number displayed for the unstandardized coefficient for the percentage of students age 25 or older (Pct Age25+). The full model has an adjusted  $R^2 = .61$ ,  $F(3, 104) = 55.62$ ,  $p < .0001$ , with the regression weights for every predictor significant at the .05 level. The standardized beta coefficients demonstrate that all three predictor variables provide comparable contributions to the model. The last column in the table contains the zero-order correlation of the persistence rate with each predictor. Multicollinearity is negligible in the final regression model and the residuals appear to be normally distributed.

Table C5: Hierarchical Regression Analysis Summary  
for the Persistence Rate (Fall 2005 to Fall 2006)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	6585.56	325.24		
	Pct Age25+	-5018.71	664.00	-.59	-.59
2	(Constant)	5493.03	365.30		
	Pct Age25+	-3972.89	634.25	-.47	-.59
	Student Count	0.04	0.01	.38	.53
3	(Constant)	4249.74	373.48		
	Pct Age25+	-3924.98	545.60	-.46	-.59
	Student Count	0.04	0.01	.31	.53
	ESAI - Median HH	0.03	0.01	.38	.47



## **Appendix C: Uncontrollable Factors: Selection and Regression Methods**

### **Discussion**

The percentage of students age 25 and over is negatively associated with the student persistence rate. Possibly, colleges with greater percentages of “older” students focus on education that does not require persistent enrollment. For example, as with the student progress and achievement rate, older students might already be in the workforce and take several courses for job training or personal interests but not necessarily enroll in the subsequent year.

The student count is positively related with the rate of students persisting from a fall semester to a subsequent fall semester. This predictor reflects the college size. Theory suggests that economies of scale (which benefits larger colleges in comparison to smaller ones) enable larger colleges to have more resources to afford the special student services (i.e., orientation, counseling, and tutoring) that theoretically promote college success.

The ESAI – Median HH provides a gauge of the economic conditions of the community served by the college. In the case of persistence, the higher the ESAI-Median HH for a college, the higher the persistence rate for that college. The theory is that income plays a vital role in student achievement. Factors such as the ability to afford college, academic preparedness, and other challenges related to lower incomes present barriers to student success in college. Colleges that serve areas with higher incomes may have the resources to encourage student persistence. Also, students coming from higher income service areas may experience fewer economic barriers to persistence.

## Appendix C: Uncontrollable Factors: Selection and Regression Methods

### Model Summary of the Vocational Course Completion Rate

#### Results

The predictors for 2005-2006 Vocational Course Completion Rate are:

- Pct Male: The percentage of males in each community college population as of Fall 2005, obtained from the CCCCCO MIS.
- Pct Age 30+: The percentage of students age 30 years or older as of Fall 2005, obtained from the CCCCCO MIS.
- Dist UC : The distance in driving miles from the community college to the nearest University of California campus. Obtained from Yahoo Maps online service.

Table C6 shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted  $R^2 = .40$ ,  $F(3, 105) = 24.76$ ,  $p < .001$ , with the regression weights for all predictors significant at the .05 level. Based upon the standardized beta coefficients, the Pct Male predictor provides the largest relative contribution to the model.

We detected negligible multicollinearity in the final regression model and the residuals appeared to be normally distributed.

Table C6: Hierarchical Regression Analysis Summary for Vocational Course Completion Rate 2005-06

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant )	53.81	3.00		
	Pct Male	52.72	6.92	.59	.59
2	(Constant)	49.85	3.23		
	Pct Male	50.94	6.74	.58	.59
	Pct Age 30+	13.41	4.81	.21	.27
3	(Constant)	49.76	3.20		
	Pct Male	50.65	6.67	.57	.59
	Pct Age 30+	11.68	4.86	.18	.27
	Dist UC	0.02	0.01	.14	.20

## Appendix C: Uncontrollable Factors: Selection and Regression Methods

### Discussion

Based on this analysis, the percentage of males in a college's student population and the percentage of students age 30 and above in that population are positively associated with vocational course completion rates. Keep in mind that these predictors are not causal and that they are related to institutions rather than to individuals. Assumptions made about individuals based on aggregate/institutional data of the type used for this report are vulnerable to the research error known as 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, resulting in higher completion rates for older students. Colleges providing vocational courses to specific subsets of the older student population (e.g., those re-entering the job market, displaced workers seeking retraining) may customize course offerings for these students, thus affecting vocational course completion rates.

At first glance, distance to the nearest UC may not make intuitive sense as a predictor for vocational course completion. However, this metric might serve as a proxy for another predictor or set of predictors for which the data are less readily available (e.g., urban/rural distinction, proximity of certain community colleges to specific industries that encourage/support vocational programs). Also, colleges tend to tailor their programs to the needs of their communities. Community colleges closer to the UCs may emphasize transfer courses rather than vocational courses to meet local needs, while colleges further from the UCs focus on vocational programs.

## Appendix C: Uncontrollable Factors: Selection and Regression Methods

### Model Summary of the Basic Skills Course Completion Rate

#### Results

The predictors for 2005-2006 Basic Skills Course Completion Rate are:

- Dist CSU: The distance in driving miles from the community college to the nearest California State University campus. Obtained from Yahoo Maps online service.
- CSU SAT Math 75: The 2003 75<sup>th</sup> percentile Scholastic Aptitude Test (SAT) Math score for the CSU nearest to the community college. Obtained from the Integrated Postsecondary Education Data System (IPEDS).
- ESAI Per Capita: an economic service area index (ESAI) that reflects the socioeconomic “composition” (in per capita income) of the geographic areas from which a college draws its students. Calculated for each community college by combining the enrollment patterns of its students by ZIP Code of residence with income data for related ZIP Code Tabulation Areas (ZCTAs) obtained from the Census 2000.

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  $R^2 = .24$ ,  $F(3, 104) = 12.07$ ,  $p < .001$ , with the regression weights for all predictors significant at the .05 level. Based upon the standardized beta coefficients, the ESAI Per Capita predictor provides the largest relative contribution to the model.

We detected negligible multicollinearity in the final regression model and the residuals appeared to be normally distributed.

Table C7: Hierarchical Regression Analysis Summary for  
Basic Skills Course Completion Rate 2005-06

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant )	61.73	.82		
	Dist CSU	-0.05	.02	-.27	-.27
2	(Constant)	34.50	9.62		
	Dist CSU	-0.06	.02	-.28	-.27
	CSU SAT Math 75th	0.05	.02	.26	.24
3	(Constant)	33.78	8.97		
	Dist CSU	-0.04	0.02	-.19	-.27
	CSU SAT Math 75	0.03	0.02	.17	.24
	ESAI Per Capita	0.00042	0.0001	.37	.45

## Appendix C: Uncontrollable Factors: Selection and Regression Methods

### Discussion

Of the variables in this model, ESAI Per Capita contributed most to predicting colleges' basic skills course completion rates. Higher ESAI Per Capita correlated with higher basic skills course completion rates. Previous CCCCO research identified income (county level per capita) as a significant adjustment variable in another basic skills model, which provides support for the use of the ESAI in the model specified above. Possibly the ESAI reflects other uncontrollable factors (e.g., academic preparedness, parental education) that influence college success and may even serve as a proxy for one or more of them.

What about Dist CSU? In this model, the closer the community college is to the nearest CSU, the higher the basic skills course completion rate, whereas the farther to a CSU, the lower the rate. Proximity to a CSU may increase the quality and availability of basic skills tutoring and instruction (e.g., by CSU upper division/graduate students or faculty) leading to higher course completion rates. Other research has shown that students who receive tutoring are more successful in basic skills courses than those who do not. As with the other variables discussed here, Dist CSU may be part of a more complex model (e.g., serving as mediator or moderator variable) beyond the scope of this regression analysis.

As for the CSU SAT Math 75 -- 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.

The relatively low adjusted  $R^2$  for this model suggests the need for future research to identify additional uncontrollable factors that may help explain basic skills course completion rates. If we can find such factors, our model will show greater predictive power than we currently have, 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.

## 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 (2003-04 to 2005-06) are:

- Pct Fin Aid: The percentage of students on need-based financial aid in Fall 2004, the “middle year” for the basic skills improvement cohort. Obtained from the CCCCCO MIS.
- Avg Unit Ld: The average unit load at the community college as of 2004 calculated by summing the units attempted (by credit students) for the period of interest (Fall 2004) and dividing by the total count of credit students for this period. Obtained from the CCCCCO MIS.
- Fr Year SAT Verbal 25: The Scholastic Aptitude Test (SAT) Verbal 25<sup>th</sup> Percentile score for the nearest four-year college. Obtained from the Integrated Postsecondary Education Data System (IPEDS).

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  $R^2 = .23$ ,  $F(3,99) = 11.27$ ,  $p < .001$ , with the regression weights for all predictors significant at the .05 level. Based upon the standardized coefficients (beta), the Pct Fin Aid predictor provides the largest contribution to the model relative to the other variables.

We detected negligible multicollinearity in the final regression model for this outcome and the residuals appeared to be normally distributed.

Table C8: Hierarchical Regression Analysis Summary for Basic Skills Improvement Rate 2003-04 to 2005-06

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	53.59	1.45		
	Pct Fin Aid	-39.24	12.26	-.30	-.30
2	(Constant)	39.69	4.62		
	Pct Fin Aid	-56.44	12.96	-.44	-.30
	Avg Unit Ld	1.99	0.63	.32	.13
3	(Constant)	55.98	6.66		
	Pct Fin Aid	-60.54	12.43	-.47	-.30
	Avg Unit Ld	1.88	0.60	.30	.13
	Fr Year SAT Verbal 25	-0.03	0.01	-.29	-.26

## Appendix C: Uncontrollable Factors: Selection and Regression Methods

### Discussion

Pct Fin Aid had the greatest impact in this model, and was negatively correlated with basic skills improvement rate. That is, the higher the percentage of students receiving need-based financial aid awards at a 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 with need-based financial aid awards show less improvement in basic skills courses than those not receiving such financial aid.

The negative correlation between a college's basic skills improvement rate and its percentage of students on need-based financial aid may indicate that the college serves an area where students have economic barriers and less academic preparation that could affect their basic skills course progress. Past research shows that both of these factors affect academic outcomes. Further, Pct Fin Aid has a high negative correlation with the ESAI Per Capita predictor used in the ARCC ( $r = -.62$ ), indicating that colleges with higher Pct Fin Aid serve economic areas with lower per capita income. Previous CCCCO research on an adjustment model for basic skills improvement indicated a similar relationship between basic skills improvement and county-level per capita income.

The negative correlation between Fr Year SAT Verbal 25 (a possible proxy measure of academic preparedness) and basic skills improvement proves more puzzling and may indicate that the SAT score serves as a moderator or mediator variable in a more complex model that exceeds the scope of the ARCC analysis. Intuitively, we would presume a positive relationship here, i.e., the higher the SAT score, the higher the basic skills improvement rate, but the data show otherwise.

Avg Unit Ld has a weak positive correlation with basic skills improvement rate, yet it was retained as a significant predictor in the model. Colleges with higher average unit loads tend to have higher improvement rates, but 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.

The relatively low adjusted  $R^2$  for this model suggests the need for future research to identify additional uncontrollable factors that may help explain basic skills improvement rates. If we can find such factors, our model will show greater predictive power than we currently have, 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.

## Appendix D: Peer Grouping Methodology

### Introduction

This appendix documents the technical details of the peer grouping method used in the ARCC. Researchers and individuals with some background in statistical analysis will probably have little trouble understanding this material. We also assume that institutional researchers at each college or district will need to understand these technical details in order to help various local constituencies in their comprehension and usage of the peer group comparisons.

### The Objective of Peer Grouping

To understand the methodology of the ARCC peer grouping, we should note the following objective that this analysis aimed to achieve.

*Peer grouping will complement the other ARCC sources of information about college level performance by giving decision makers a way to compare each college's performance with the performances of other "like" colleges on each selected performance indicator (each ARCC outcome measure), in a fair and valid manner.*

### General Strategy of ARCC Peer Grouping

The System Office (CCCSO) implemented a strategy for peer grouping that used the following four basic steps in the sequence shown below.

1. For each performance indicator/outcome use prior research and input from college officials/researchers to identify those factors that affect the outcome but that lie beyond the control of each college administration. (These uncontrollable factors are often referred to as "environmental factors.")
2. For the environmental factors of each performance indicator identify a feasible data source that the CCCSO can use in its statistical analysis.
3. For each performance indicator, develop a regression model that will allow us to identify a parsimonious set of uncontrollable factors that the CCCSO can use to "level the playing field" in any between-college comparison of performances.
4. Using the parsimonious set of uncontrollable factors identified by regression modeling, use *cluster analysis* (a standard multivariate statistical tool) to identify for a college and for each performance indicator those colleges that most closely resemble it (the college of interest) in terms of these uncontrollable factors.

These four steps entailed a large amount of staff work, and in the interest of efficiency, we limit this appendix to only the fourth step, the cluster analysis. Appendix C includes a listing of the environmental factors collected and a summary of the regression models.



## Appendix D: Peer Grouping Methodology

### Cluster Analysis As A General Tool

Cluster analysis is a well-developed quantitative method of identifying groups of entities from a population of entities. Major references for cluster analysis became available to researchers as early as 1963 (Sokal & Sneath, 1963). This method can apply to any kind of entity, and past applications have clustered entities as diverse as colleges, states, cities, students, sports teams and players, patients, hospitals, and businesses, to mention a few. In past years, researchers have used it for developing taxonomies, especially with respect to the biological studies (i.e., horticulture, zoology, and entomology).

Depending upon the objective of the researcher, the cluster analysis chooses one or more measurements (aka “variables”) of each entity in a population to produce a numerical indicator of “distance” between each entity in a given population. The researcher’s objective is imperative in that this will drive the choice of measurements that more or less “determine” the eventual groupings or clusters. If the researcher chooses measurements that poorly reflect the researcher’s objective, then the cluster analysis will probably produce a grouping that has marginal validity, if any.

Based upon the aforementioned inter-entity distances, cluster analysis then proceeds to identify sets of entities within a defined population by comparing sets of distances. In the vernacular of cluster analysis, these distances are also called “proximities.” If the population under study contains a very unique entity in it, then the cluster analysis may produce, among its groupings, a cluster of one (i.e., a group containing only one case) to preserve the uniqueness of this one entity with respect to the population under study and the researcher’s objective.

The development of computers greatly facilitated cluster analysis so that complex calculations for cluster analysis became very feasible for applied social research and evaluation. The major statistical software programs on the market today all offer routines to execute cluster analysis. In the ARCC analysis, CCCSO staff used one particular package known as *SPSS version 12*.

A procedure known as *hierarchical clustering* exploits computer power by moving through a large number of iterations to progressively “join” one college to another college that the computer finds is its “closest neighbor.” The program will then join this resulting pair to the next most similar college (the next closest neighbor), and so on until no other colleges of sufficient similarity can be joined to this initial set. The procedure then repeats this “joining” process for each of the remaining colleges that the program has not already joined with some other college. Hierarchical clustering has great popularity among researchers because researchers can use the computer-generated record of the entire “joining” process as a tool to evaluate the quality of the cluster groupings (Everitt, Landau, & Leese, 2001). The ARCC peer grouping used this well-established procedure.

## Appendix D: Peer Grouping Methodology

### Cluster Analysis in the ARCC Peer Grouping

CCCSO staff reviewed the standard options for conducting a cluster analysis method and used the following four steps for the ARCC peer grouping:

1. Define a practical number of clusters to be identified.
2. Select a proximity measure that effectively captures the difference or “distance” between colleges on the basis of their levels of analyst-specified variables (the uncontrollable factors we had identified for each ARCC outcome).
3. Select and use a cluster identification algorithm that applies a specific decision rule (i.e., a type of logic) to cluster the colleges into mutually exclusive groups.
4. Prevent bias in the clustering that may result from using variables that use different scales of measurement (i.e., miles vs. student headcounts or percentage of students, and so forth).

The following section reports on how CCCSO implemented the four steps listed above.

1.

The peer grouping identifies six distinct peer groups for the 109 community colleges in the system. This “target” of six groups addressed administrative concerns over the identification of too many peer groups and a plethora of single-college peer groups (that is, the finding of some colleges that lacked any statistical peers for comparison).

2.

The chosen measure of distance between each community college in the system is the so-called *squared Euclidean distance*. This is the most common measure of proximity in cluster analysis. For the quantitatively inclined reader, the formula for computing the Euclidean distance is as follows:

$$d_{ij} = \left[ \sum_{k=1}^p (x_{ik} - x_{jk})^2 \right]^{1/2}$$

where  $x_{ik}$  and  $x_{jk}$  are, respectively, the  $k$ th variable value of the  $p$ -dimensional observations for individuals  $i$  and  $j$  (Everitt, Landau, & Leese, 2001).

3.

The preferred method of cluster formation in the ARCC analysis is *average linkage between groups*. However, in the peer grouping for four of the outcomes, CCCSO staff switched to *Ward’s method* because average linkage between groups produced too many clusters containing only one college. These two methods of cluster formation basically use a search process to find the combination of colleges that satisfies a specific decision rule. The decision rules for these two different cluster formation methods can appear a bit complex, but we will give a conceptual summary of them below.

## Appendix D: Peer Grouping Methodology

Average linkage between groups works by iteratively comparing the distance between any two clusters to see if they should join (or merge) to form a single cluster. This method computes the “average of the distance between all pairs of individuals that are made up of one individual from each group” to determine if a joining of two clusters should occur. Average linkage is relatively robust (i.e., it is less sensitive to outlying values) (Everitt, Landau, & Leese, 2001).

According to Bailey (1994), *Ward's method* “begins with each object treated as a cluster of one. Then objects are successively combined. The criterion for combination is that the within-cluster variation as measured by the sum of within-cluster deviation from cluster means (error sum of squares) is minimized. Thus, average distances among all members of the cluster are minimized.” *Ward's method* has a tendency to produce clusters of approximately similar size (i.e., number of members in each cluster) (Everitt, Landau, & Leese, 2001).

4.

The CCCSO staff converted the measures of the uncontrollable factors for each outcome so that their different units of measurement would have no effect upon the clustering solutions. Staff converted these measures by *standardizing the variables to unit variance* (also known as converting measurements to *z-scores*). Major statistical programs readily perform this conversion by dividing the original values in the data set by their corresponding *standard deviations* (Everitt, Landau, & Leese, 2001).

### 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).

### References

- Anderberg, M.R. (1973). *Cluster analysis for applications*. New York: Academic Press.
- Bailey, K.D. (1994). *Typologies and taxonomies: an introduction to classification techniques*. Thousand Oaks, CA: Sage.
- Everitt, B.S., Landau, S., and Leese, M. (2001) *Cluster analysis*. New York: Oxford.
- Sokal, R.R., and Sneath, P.H. (1963). *Principles of numerical taxonomy*. Freeman: London.

## Appendix E: Terms and Abbreviations

Abbreviation	Definition
AA AS	<p>Associate of Arts Degree Associate of Science Degree</p> <p>An associate degree shall be awarded to any student who successfully completes the prescribed course of study for the degree while maintaining the requisite grade point average, the course of study required for the student's major, and any required academic elective courses. (California Code of Regulations, Title 5, §55800.5)</p>
AB 1417	<p>Assembly Bill (AB) 1417 legislation sponsored by Pacheco, Chapter 581, Statutes of 2004, that established ARCC.</p>
Academic Year	<p>For purposes of COMIS this refers to all the terms in one year beginning with the summer term and ending with the spring term (Summer, Fall, Winter, Spring).</p>
ARCC	<p>Accountability Reporting for the Community Colleges, initially established by AB 1417 (Pacheco, Chapter 581, Statutes of 2004).</p>
BA Index	<p>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 Census Tabulation Area) codes obtained from Census 2000.</p>

## Appendix E: Terms and Abbreviations

<b>Abbreviation</b>	<b>Definition</b>
BA	<p>Bachelor of Arts Degree</p> <p>For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Arts Degree, of which at least 40 shall be in the upper division credit, shall be 124 semester units. For candidates for the Bachelor of Arts degree who are meeting graduation requirements established during or after the 2000-01 academic year, a minimum of 120 semester units shall be required, including at least 40 semester units in upper-division courses or their equivalent. (California Code of Regulations, Title 5, §40500)</p>
BS	<p>Bachelor of Science Degree</p> <p>For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Science degree shall be 124 to 132 semester units, as determined by each campus, except that 140 semester units may be required in engineering. For candidates for the Bachelor of Science degree who are meeting graduation requirements established during or after the 2000-01 academic year, a minimum of 120 semester units shall be required. (California Code of Regulations, Title 5, §40501)</p>

## Appendix E: Terms and Abbreviations

<b>Abbreviation</b>	<b>Definition</b>
Basic Skills	Courses designed to develop reading or writing skills at or below the level required for enrollment in English courses one level below freshman composition, computational skills required in mathematics courses below Algebra, and ESL courses at levels consistent with those defined for English. (Based on a Basic Skills Study Session for the BOG.)
BOG	Board of Governors of the California Community Colleges
CAN	California Articulation Number: System of cross reference numbers designed to identify courses of comparable context.
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office
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-profit entity that serves community college districts, locally-elected governing boards, and college chief executive officers statewide.
Cohort	We recognize there are other definitions for cohort, but for the purpose of this report, we are using the MIS definition, which refers to the establishment of a group of records based on specific criteria and tracked over time. Commonly used to refer to a specific set of students such as first-time freshmen who are tracked over a number of years.

## Appendix E: Terms and Abbreviations

Abbreviation	Definition
COMIS	Chancellor's Office Management Information System
Course	A series of lectures, labs, or other matter providing instruction on a specific subject.
CPEC	California Postsecondary Education Commission
CSU	California State University
DED	Data Element Dictionary. The DED provides all specifications for all data elements collected by the Chancellor's Office and loaded into the COMIS database.
Degree	A degree shall be awarded to any student who successfully completes the prescribed course of study for the degree while maintaining the requisite grade point average, the course of study required for the student's major, and any required academic elective courses. (California Code of Regulations, Title 5, §55809)
Derived Data Elements	A data element that has been modified in programming to achieve some desired end.
DOF	Department of Finance, State of California
Domain	The criteria describing the type of records included in a particular report or study.
EDD	Employment Development Department, State of California
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 Census Tabulation Area) codes obtained from Census 2000.
ESL	English as a Second Language

## Appendix E: Terms and Abbreviations

Abbreviation	Definition
Fiscal Year	One year, beginning July 1 and ending June 30.
FTES	Full-time equivalent student (FTES) is the major student workload measure, one of several, used in determining the eligibility for state funding of community colleges.
ISP	In-State Private Institution
LAO	Legislative Analyst's Office, California's Nonpartisan Fiscal and Policy Advisor
NSC	National Student Clearinghouse
OOS	Out-of-State Institution
Peer Group	In the ARCC, a peer group is the set of community colleges that have common characteristics with respect to a specific performance indicator. R&P staff derived a peer group for each college by indicator through a statistical method called cluster analysis. So each college will have a peer group for each performance indicator in ARCC. The basic objective of our peer grouping is to enable policy makers and administrators to make a relatively equitable and valid evaluation of a college's performance by comparing that performance to the performances of similar institutions.
RP Group	Research and Planning Group for California Community Colleges
R&P	Research and Planning Unit, 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
Section	An offering of a course
System Office	California Community Colleges Chancellor's Office



## Appendix E: Terms and Abbreviations

Abbreviation	Definition
Systemwide	All California Community Colleges
TOP Codes	Taxonomy of Programs: Used for course content as well as program identification. For further information on TOP codes, consult the most recent edition of <i>The California Community Colleges Taxonomy of Programs</i> , available at the CCCCCO Web site.
Uncontrollable Factors	These are the variables in the ARCC analyses that “level the playing field” in the inter-institutional comparisons of performance (i.e., the peer group tables). People often also refer to these uncontrollable factors as “environmental factors,” or “adjustment factors,” or “exogenous variables.” These factors are the variables that theoretically affect an outcome (i.e., a performance indicator) but fall outside of the control of college administrators. The ARCC analyses identify the most salient uncontrollable factors for each ARCC outcome, and the ARCC peer grouping uses these factors to create comparison groups of colleges that share similar environments. This process to “control” or adjust comparisons for these factors reduces the chance that a particular peer group will lead to a comparison of “apples to oranges.”

## Appendix E: Terms and Abbreviations

Abbreviation	Definition
Unduplicated Annual Headcount	<p>This is the unique count of students enrolled in the California Community Colleges. Students are only counted once, even if they take courses at different colleges in the same year. (Systemwide definition).</p> <p>At the college level, (Table 1.6 of the College Profile) annual unduplicated headcount is based on students actively enrolled in Summer, Fall, Winter, and/or Spring terms. This headcount includes both credit and noncredit students. A student enrolled in multiple terms was counted only once for the year (i.e., not counted separately for each term). However, because this section of the ARCC report specifically addresses college level demographics, we counted the student at each college where he/she was actively enrolled during that year. For example, if a student enrolled at Yuba College in Summer and Fall 2005 and at American River College in Spring 2006, that student would be counted once at Yuba and once at American River for the 2005-2006 academic year.</p>
UC	University of California
320 Report	Report used by districts to report FTES to CCCCCO Fiscal Services.

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## Appendix F: Legislation Summary

### 2004-05 Final Budget Summary (Chapter 208, Statutes of 2004), September 16, 2004

**Summary:** The Governor reduced the funding for the Partnership for Excellence program by \$31,409,000 to require the System Office to produce a new accountability system.

Item 6870-101-0001—For local assistance, Board of Governors of the California Community Colleges (Proposition 98). I reduce this item from \$2,810,212,000 to \$2,778,803,000 by reducing: (4) 10.10.040-Partnership for Excellence from \$225,000,000 to \$193,591,000; and by revising Provision 4.

I am reducing this item by reducing the funding for the Partnership for Excellence program by \$31,409,000 to maintain the May Revision Proposition 98 spending level for community colleges. Instead, funds were provided to support additional student enrollments and to maintain lower fees for Bachelor degree holders. With this reduction, \$193,591,000 will still be available for this program through the general apportionments pursuant to Provision 4(a) of this item. The Legislature reduced the rigor of the accountability structure for this program proposed in the Governor's Budget.

Because this program lacks accountability at the district level, it is appropriate that this funding be reduced. However, given my strong commitment to the Community Colleges and the extraordinary work they do in educating over a million full-time equivalent students seeking transfer, technical and basic skills every year, I am willing to restore this funding in the 2005–06 budget provided that district level goals and performance evaluations are incorporated into the accountability structure as had been proposed.

I revise provision 4(a) as follows to conform to this action: ‘‘4. (a) The amount appropriated in Schedule (4) shall be made available to districts in the same manner as the general apportionment funding in Schedule (1), and shall be made available in the same amount provided to each district for the Partnership for Excellence program in the 2003–04 fiscal year, including the funding deferred for this program pursuant to Section 84321 of the Education Code, and notwithstanding the basic aid status of any district. As a condition of receiving these funds, the districts shall first agree to assure that courses related to student needs for transfer, basic skills, and vocational and workforce training are accorded the highest priority and are provided to the maximum extent possible within the budgeted funds.’’

## Appendix F: Legislation Summary

### Assembly Bill 1417, Pacheco (Chapter 581, Statutes of 2004), September 18, 2004

**Summary:** Assembly Member Pacheco authored the bill that created ARCC.

BILL NUMBER: AB 1417 CHAPTERED  
BILL TEXT

CHAPTER 581

FILED WITH SECRETARY OF STATE SEPTEMBER 18, 2004

APPROVED BY GOVERNOR SEPTEMBER 18, 2004

PASSED THE SENATE AUGUST 27, 2004

PASSED THE ASSEMBLY AUGUST 27, 2004

AMENDED IN SENATE AUGUST 23, 2004

AMENDED IN SENATE JANUARY 13, 2004

AMENDED IN SENATE JANUARY 5, 2004

AMENDED IN ASSEMBLY JUNE 4, 2003

INTRODUCED BY Assembly Member Pacheco

FEBRUARY 21, 2003

An act relating to community colleges, making an appropriation therefor, and declaring the urgency thereof, to take effect immediately.

#### LEGISLATIVE COUNSEL'S DIGEST

AB 1417, Pacheco. Community colleges: funding.

(1) Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state. An item of the Budget Act of 2004 appropriated, among other amounts, \$193,591,000 from the General Fund to the board of governors for allocation to community college districts for general apportionment funding.

This bill would require the board of governors to provide recommendations, based on information to be developed in a study to be conducted by the Chancellor of the California Community Colleges, to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including the priorities consistent with the appropriation referenced above.

## **Appendix F: Legislation Summary**

(2) An item of the Budget Act of 2004 appropriated, among other amounts, \$27,345,000 from the General Fund to the board of governors for allocation to community college districts for physical plant and instructional support.

This bill would set forth criteria in accordance with which a community college district could utilize a portion of these funds for the purpose of maintaining prior investments made for program enhancements for student success, provided that the district reports its planned expenditures to the chancellor on or before November 30, 2004, as prescribed.

(3) An item of the Budget Act of 2004 appropriated, among other amounts, \$50,828,000 from the General Fund to the board of governors for allocation to community college districts for part-time faculty compensation.

This bill would require that the amount appropriated in the Budget Act of 2004 for allocation to community college districts for part-time faculty compensation be allocated, as prescribed, solely to increase the compensation of part-time faculty from the amounts previously authorized. The bill would prohibit the use of these funds by a district to exceed the achievement of parity of compensation for part-time and full-time faculty in that district. The bill would authorize a district that has achieved parity to use these funds for any educational purpose.

(4) Because this bill would authorize the expenditure of funds previously appropriated to the board of governors for new purposes, it would make an appropriation.

(5) The bill would declare that it is to take effect immediately as an urgency statute.

Appropriation: yes.

**THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:**

**SECTION 1.** (a) The Board of Governors of the California Community Colleges shall provide recommendations to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including priorities consistent with Provision (4) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004. These recommendations shall be based on information and data provided by a study to be completed by the Chancellor of the California Community Colleges, with the input of institutional representatives of community college districts.

(b) In preparing the study referenced in subdivision (a), the Chancellor of the California Community Colleges may, as he or she judges necessary, consult with individuals with demonstrated expertise in higher education accountability and evaluation. The chancellor also shall consult with the Department of Finance and the Legislative Analyst's Office on an ongoing basis during the conduct of the study. The study process shall also afford community college organizations, and interested parties and individuals, the opportunity

## Appendix F: Legislation Summary

to review and comment on the proposed recommendations before their consideration and adoption by the Board of Governors of the California Community Colleges. The board of governors shall provide copies of the study and recommendations on or before March 25, 2005, to the Governor, the fiscal committees of the Legislature, and the higher education policy committees of the Legislature.

SEC. 2. (a) Notwithstanding any other provision of law, this section shall apply only to a community college district that meets either of the following criteria:

(1) The sum of funds allocated to that district from Schedule (1) of, pursuant to Provision (6) of, and from Schedule (3) of, pursuant to subdivision (b) of Provision (10) of, Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004, equals zero.

(2) The amount of the reduction in the district's Partnership for Excellence funds during the 2004-05 fiscal year, divided by the sum of funds allocated to that district from Schedule (1) of, pursuant to Provision (6) of, and from Schedule (3) of, pursuant to subdivision (b) of Provision (10) of, Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004, exceeds 50 percent.

(b) A district meeting the criteria in subdivision (a) may use all or a portion of the funds allocated to that district from Schedule (19) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 for the purpose of maintaining prior investments made for program enhancements for student success that otherwise would be jeopardized by the reduction in Partnership for Excellence funding, notwithstanding any other restriction upon the use of these funds. In no event may the amount of funds used by an applicable district for maintaining program enhancements exceed the amount of the reduction in Partnership for Excellence allocations realized by the district in the 2004-05 fiscal year.

(c) As a condition of utilizing the flexibility authorized by this section, each participating community college district shall report to the chancellor on its planned expenditures from Schedule (19) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 on or before November 30, 2004, in a format prescribed by the chancellor. The chancellor shall provide a summary report of these planned expenditures to the Governor, the Director of Finance, and the fiscal committees of the Legislature on or before December 31, 2004.

SEC. 3. (a) The funds allocated in Schedule (14) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 shall be allocated solely to increase the compensation of part-time faculty from the amounts previously authorized. These funds shall be distributed to community college districts based on the total of actual full-time equivalent students served in the previous fiscal year, and shall include a small district factor as determined by the chancellor. These funds shall be used to assist districts in making part-time faculty salaries more comparable to full-time salaries for similar work, as determined through each district's local collective bargaining process.

## **Appendix F: Legislation Summary**

(b) The funds shall not supplant the amount of resources each district uses to compensate part-time faculty, and shall not be used to exceed the achievement of parity in compensation for each part-time faculty employed by each district with regular full-time faculty of that district, as certified by the chancellor. If a district has achieved parity, its allocation under Schedule (14) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 may be used for any other educational purpose.

SEC. 4. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to implement, in a timely fashion, a necessary revision to the community college funding priorities adopted pursuant to the Budget Act of 2004, it is necessary that this act take effect immediately.



## Appendix F: Legislation Summary

### Budget Act of 2005 (AB 90), May 27, 2005

**Summary:** The Budget Act of 2005 provided four positions to the System Office to support ARCC.

6870-001-0001—For support of Board of Governors of the California Community Colleges..... ~~8,814,000~~ 9,231,000

Schedule:

- (1) 10-Apportionments..... 853,000
- (2) 20-Special Services and Operations..... ~~15,343,000~~ 15,760,000
- (3) 30.01-Administration..... 4,088,000
- (4) 30.02-Administration—Distributed..... - 4,088,000
- (5) 97.20.001-Unallocated Reduction..... - 137,000
- (6) Reimbursements..... - 7,245,000

Provisions:

1. Funds appropriated in this item may be expended or encumbered to make one or more payments under a personal services contract of a visiting educator pursuant to Section 19050.8 of the Government Code, a long-term special consultant services contract, or an employment contract between an entity that is not a state agency and a person who is under the direct or daily supervision of a state agency, only if all of the following conditions are met:

- (a) The person providing service under the contract provides full financial disclosure to the Fair Political Practices Commission in accordance with the rules and regulations of the commission.
- (b) The service provided under the contract does not result in the displacement of any represented civil service employee.
- (c) The rate of compensation for salary and health benefits for the person providing service under the contract does not exceed by more than 10 percent the current rate of compensation for salary and health benefits determined by the Department of Personnel Administration for civil service personnel in a comparable position. The payment of any other compensation or any reimbursement for travel or per diem expenses shall be in accordance with the State Administrative Manual and the rules and regulations of the Department of Personnel Administration.
- (d) *Of the amount appropriated in this item, \$417,000 is appropriated for four positions to support workload associated with a district specific accountability program. These positions are contingent upon the enactment of legislation in the 2005-06 Regular Session that establishes a program for district specific reporting and evaluation of educational outcomes in response to Chapter 581 of the Statutes of 2004. It is intended that the first report for the district-specific accountability system be provided in January 2007, reflecting outcomes from the 2005-06 fiscal year in context as specified in the enacted legislation.*

## Appendix F: Legislation Summary

### Senate Bill 63, Chapter 73, Committee on Budget and Fiscal Review, July 19, 2005

**Summary:** SB 63 added on a trailer bill that specified ARCC's requirements.

Senate Bill No. 63

CHAPTER 73

An act to amend Sections 2558.46, 8484.7, 8484.8, 41203.1, 42238.146, 44219, 44227, 44244, 52055.600, 52055.605, 52055.610, 52055.650, 52058, 56504.5, 56836.11, 56836.155, 56836.165, and 69522 of, to add Sections 44242.3 and 84754.5 to, and to add Article 5.6 (commencing with Section 69616) to Chapter 2 of Part 42 of, the Education Code, to amend Section 17581.5 of the Government Code, to amend Section 1529.2 of the Health and Safety Code, to amend Section 270 of the Public Utilities Code, and to amend Section 903.7 of the Welfare and Institutions Code, relating to education finance, making an appropriation therefor, 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

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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

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the system as a whole. The report shall further include a profile with summary background information on each district's or college's educational programs, missions, students, and service area demographics.

(c) (1) The report shall include, but not be limited to, district or college-level performance on outcome measures in the following categories:

(A) Student progress and achievement: degrees, certificates, and transfers.

(B) Student progress and achievement: vocational, occupational, and workforce development.

(C) Pre-collegiate improvement, including basic skills and English-as-a-second language.

(2) The specific measures to be included in the report shall reflect the April 2005 board of governors recommendations as refined and amended in consultation with the Department of Finance and the Office of the Legislative Analyst, and shall be periodically reviewed, in consultation with the Department of Finance and the Office of the Legislative Analyst, and, if necessary, modified by the chancellor. It is the intent of the Legislature that specific performance metrics and annual reporting requirements may be specified in annual Budget Acts, if warranted, by changes in state needs, legislative priorities, or the availability of data.

(d) As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segmentwide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited.

(e) The board of governors shall adopt regulations that it deems necessary to carry out this section no sooner than 30 days after notification in writing by the chancellor to the Director of Finance and the Chairperson of the Joint Legislative Budget Committee.

## **Appendix F: Legislation Summary**

### **Senate Bill 361, Chapter 631, Statutes of 2006, September 29, 2006**

**Summary:** SB 361 requires the System Office to develop specific outcome measures for career development and college preparation courses.

(Note: SB 361 (Scott) Chapter 631, Statutes of 2006, will be included in the ARCC 2008 report.)

## **Appendix G: Acknowledgements**

We would like to acknowledge the following individuals who have contributed their knowledge and time towards creating the 2007 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**

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After the RP Group met to develop the initial accountability framework, the System Office obtained feedback from an external panel of nationwide researchers.

### **External Panel for California Community College Performance Framework Study**

Trudy Bers, Oakton Community College, Illinois  
Joseph Burke, State University of New York  
Peter Ewell, National Center for Higher Education Management Systems  
Andrew M. Gill, California State University, Fullerton  
James Jacobs, Columbia University

## **Appendix G: Acknowledgements**

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