Focus On Results

Accountability Reporting for the California Community Colleges

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

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March 31, 2012

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Executive Summary

Introduction

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges Chancellor's Office (CCCCO) to design and implement a performance measurement system that contained performance indicators for the system and its colleges. As per legislative intent, the CCCCO collaborated with the system's colleges and advisory structure, a panel of national experts, the Legislative Analyst's Office, the Department of Finance, and the Secretary of Education to formulate this comprehensive system that has become known as "ARCC" (Accountability Reporting for the Community Colleges). In recognizing that the initial report in 2007 required the CCCCO to test innovative ideas about performance measurement and to use a massive state database, the CCCCO completed the 2007 ARCC report as a pilot report for the Legislature. The 2012 ARCC report builds upon the prior reports through various improvements in data quality and a new year of data.

Systemwide Performance

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

- A large number of Californians access and use the CCC system; participation rates are high, with about 83 out of every 1,000 people (ages 18 to 65) in the state enrolled in a CCC in 2010-2011.

- The system enrolls almost one-fourth of all 20 to 24-year olds in California, with participation rates of 236 per 1,000 for 2010-2011.

- Community college students who earned a vocational degree or certificate in 2005-2006 saw their wages jump from $29,750 (for the last year before receipt of the award) to $58,777 four years after earning their degree (2009), an increase of almost 100 percent.

- In 2010-2011, the system transferred more than 112,000 students to four-year institutions (public, private, in-state, and out-of-state). The California State University (CSU) system continues as the most frequent transfer destination for community college students with the enrollment of almost 57,000 students from the community colleges. Nearly 16,000 community college students enrolled in the University of California (UC) system, the state's most selective public higher education system. This figure continues a six-year trend of increasing transfers to the UC system.

Executive Summary

- In 2010-2011, the system continued to contribute to the state's health care labor force, more than 8,000 students earned degrees or certificates in nursing.

- The system's contribution in 2010-2011 to the state's workforce included more than 66,000 associate degrees and certificates in vocational/occupational areas.

College Level Performance
The bulk of the ARCC report covers each college's performance on eight critical indicators.

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

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2005-06 to 2010-11)	53.6%
2. Completed 30 or More Units (2005-06 to 2010-11)	73.5%
3. Fall to Fall Persistence (Fall 2009 to Fall 2010)	71.3%
4. Vocational Course Completion (2010–11)	76.7%
5. Basic Skills Course Completion (2010-11)	62.0%
6. ESL Course Improvement (2008-09 to 2010-11)	54.6%
7. Basic Skills Course Improvement (2008-09 to 2010-11)	58.6%

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

Each of the community colleges covered in this report has six pages of information to facilitate and stimulate discussions about college performance within each community. In these six pages per college, the report shows (1) the three-year trend for each of the seven indicators; (2) the college profile (i.e., its enrollment demographics); (3) a comparison of its performance with a peer group (i.e., colleges that have similar

environments that affect an indicator); and (4) a self-assessment by each college. Together, this information provides readers with a fair and comprehensive picture of the achievements at any community college—a picture that simple scorecards or rankings would fail to present.

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

These six pages for each college deliver the essence of the ARCC's objective for local accountability. Ideally, each college's local governing board and local community will use this package of information for data-based policy discussions. This strategy will benefit communities throughout the state because it equips them with data to address their local priorities. To ensure that this process occurs in each community, the legislation for ARCC requires each college to submit to the CCCCO by March 15, 2013, documentation of interaction by each local board of trustees with the 2012 ARCC report.

Conclusion

This sixth year of the ARCC effort improves the annual report that provides the State Legislature and the Governor's Office an ongoing, cost-effective structure for performance improvement that respects and promotes local decision-making. Community colleges (except for Hartnell College, Gavilan College and College of the Sequoias) have already shared the 2011 report with their local board of trustees, as required, and many college administrations have subsequently begun analyses to leverage the data and findings in the ARCC project. As evidenced by the self-assessments within this report, the community colleges have used the ARCC report in different ways to learn how they can improve their performances.

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Introduction to the 2012 ARCC Report

Background

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

The report's objectives are to make policymakers, local college officials, and elected boards aware of system and college performance in specific areas of effort and to inform the public about overall system performance. Readers will observe that the 2012 report continues to cover noncredit courses as required by Senate Bill 361 (Scott, Statutes of 2006, Chapter 631). Again, this coverage of noncredit outcomes only extends across courses designated as part of the "Enhanced Noncredit" funding. For clarity, this report refers to this group of noncredit courses as CDCP (an acronym for the objective known as Career Development and College Preparation). Readers who want additional details on CDCP performance should refer to a supplemental report that the ARCC staff produce as a follow-up to *Focus On Results*. The CCCCO will issue this supplemental report after it has released *Focus On Results* because of scheduling and resource limitations.

Focus On Results drew upon the contributions of many parties. The framework for ARCC used the expertise of a team of researchers from the Research and Planning Group for the California Community Colleges (i.e., the RP Group), a panel of nationally recognized researchers on college performance, a statewide technical advisory workgroup, and staff at the Chancellor's Office. In Appendix H we list the individuals who played important roles in producing the 2012 ARCC Report.

How to Use This Report

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

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

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

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

The fifth page for each college shows the "peer grouping" information for the college. On this page, readers will find a comparison of a college's performance on each of the seven indicators that have adequate data for peer grouping. For each of these seven performance indicators, we have performed a statistical analysis (peer grouping) to identify other California Community Colleges that most closely resemble the college in terms of environmental factors that have linkage to (or association with) the performance indicator. Interested readers should refer to Appendix A to see the names of the colleges that comprise each peer group. We emphasize that the peer group results are rough guides for evaluating college level performance because each college may have unique local factors that we could not analyze statistically for the peer group identification. Because year-to-year stability in peer grouping facilitates local planning and analysis, the 2012 peer groups will remain the same as they were in the 2009 ARCC report. Also, this report will continue to omit from peer grouping the indicator for Career Development and College Preparation (CDCP, or Enhanced Noncredit) courses.

The sixth page for a college shows that college's self-assessment. This brief statement from the college administration may note, among other things, unique factors that our statistical analysis may have missed. The self-assessment is important because it may help to explain the performance figures for a college. The ARCC staff in the Chancellor's Office do not edit these self-assessments from the college administrators, and the only requirement for the content is that it stay within a 500-word limit. Because the word limit forces the self-assessment to focus upon a few basic points, some readers may wish to follow-up with a college that may have other analyses or data that it could not include in the ARCC's brief self-assessment.

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

The 2012 report contains numerous changes to past data as well as new data for the most recent academic year. For this reason, analysts should rely primarily upon the 2012 report instead of data from prior ARCC reports. The Chancellor's Office MIS (Management Information System) unit has continued to implement various data improvements that are virtually impossible to complete within a narrow time frame.

Additional information about ARCC is available on the ARCC website:
http://www.cccco.edu/OurAgency/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx

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

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ARCC 2012 Report:
An Introduction to the Systemwide Indicators

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

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

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

The seven performance indicators presented in this section are:

1. The annual number and percentage of baccalaureate students graduating from UC and CSU who attended a California Community College
2. The annual number of Community College transfers to four-year institutions
3. The transfer rate to four-year institutions from the California Community College System
4. The annual number of degrees/certificates conferred by vocational programs
5. The increase in wages following completion of a vocational degree/certificate
6. The annual number of basic skills improvements
7. Systemwide participation rates per 1,000 population (by selected demographics).

The data sources and methodology for each of the indicators can be found in Appendix B.

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

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

Beginning with the 2010 ARCC report, additional analysis revealed that a data-reporting artifact may occur for the year that an institution joins the National Student Clearinghouse (NSC). All of the matches that occur for that institution from previous

years (a cumulative count that spans pre-NSC membership years) would be reported by the NSC as transfers for that first year. To eliminate this artifact from the ARCC report, we zero out the transfer count for the first year that an institution joins the NSC.

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Student Progress and Achievement: Degree/Certificate/Transfer

Figure 1:
Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2005-2006 to 2010-2011 Who Attended a California Community College (CCC)

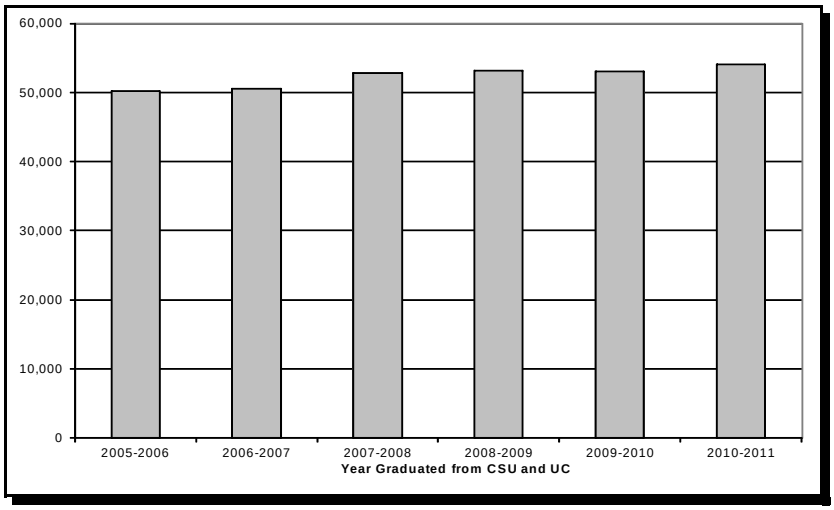


Table 1:
Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2005-2006 to 2010-2011 Who Attended a California Community College (CCC)

Year Graduated From CSU or UC

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total BA/BS (CSU & UC)	110,990	112,474	115,548	117,309	120,274	124,666
Total Who Attended CCC	50,248	50,611	52,825	53,238	53,124	54,090
CSU and UC Percent	45.3%	45.0%	45.7%	45.4%	44.2%	43.4%

Table 2:
Annual Number and Percentage of CSU Baccalaureate Students from 2005-2006 to 2010-2011 Who Attended a CCC

Year Graduated From CSU

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total BA/BS from CSU	69,350	70,887	73,132	74,643	75,418	77,731
Total Who Attended CCC	38,365	38,827	40,337	40,968	40,606	40,831
CSU Percent	55.3%	54.8%	55.2%	54.9%	53.8%	52.5%

Table 3:
Annual Number and Percentage of UC Baccalaureate Students from 2005-2006 to 2010-2011 Who Attended a CCC

Year Graduated From UC

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total BA/BS from UC	41,640	41,587	42,416	42,666	44,856	46,935
Total Who Attended CCC	11,883	11,784	12,488	12,270	12,518	13,259
UC Percent	28.5%	28.3%	29.4%	28.8%	27.9%	28.2%

Results:

Figure 1 and Table 1 present a slight increase in 2010-2011 of the annual number of California State University (CSU) and University of California (UC) baccalaureate degree recipients who attended a California Community College (CCC). However, Table 1 also reflects a small decrease in the percentage of graduates who originally attended a CCC beginning in 2008-20009. 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.

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 2:
Annual Number of California Community College Transfers to Baccalaureate Granting Institutions from 2005-2006 to 2010-2011

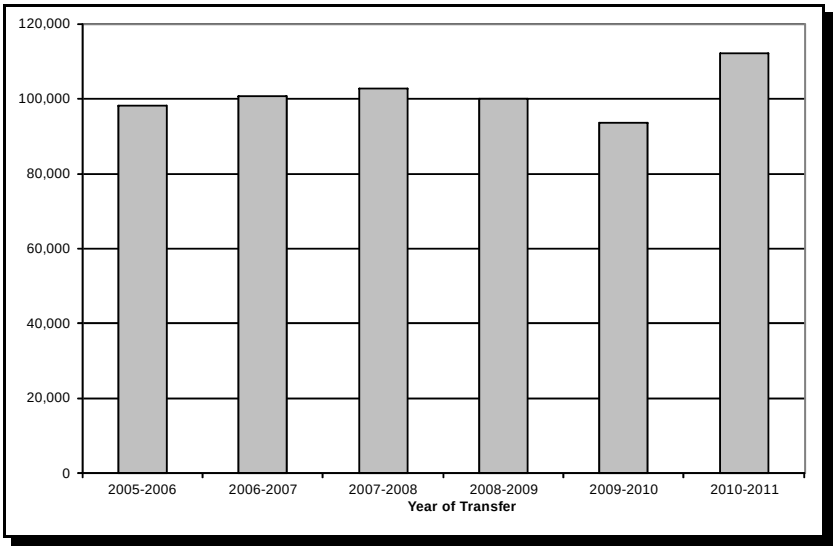


Table 4:
Annual Number of California Community College Transfers to Baccalaureate Granting Institutions from 2005-2006 to 2010-2011

Year of Transfer

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total Transfers	98,254	100,689	102,785	100,086	93,666	112,327

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

Year of Transfer

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
CSU Transfers	52,641	54,391	54,971	49,770	37,674	56,959
UC Transfers	13,510	13,871	13,909	14,059	14,702	15,976
ISP Transfers	19,433	19,338	19,996	20,919	23,812	20,428
OOS Transfers	12,670	13,089	13,909	15,338	17,478	18,964

Results:

Figure 2 and Table 4 feature the annual number of California Community College (CCC) transfers to four-year institutions across six years. Table 5 displays the annual number of transfers for four segments, California State University (CSU); University of California (UC); In-State Private (ISP); and Out-of-State (OOS) four-year institutions.

For Methodology and Data Source, see Appendix B.

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 3:
Annual Number of California Community College Transfers to California State University (CSU) from 2005-2006 to 2010-2011

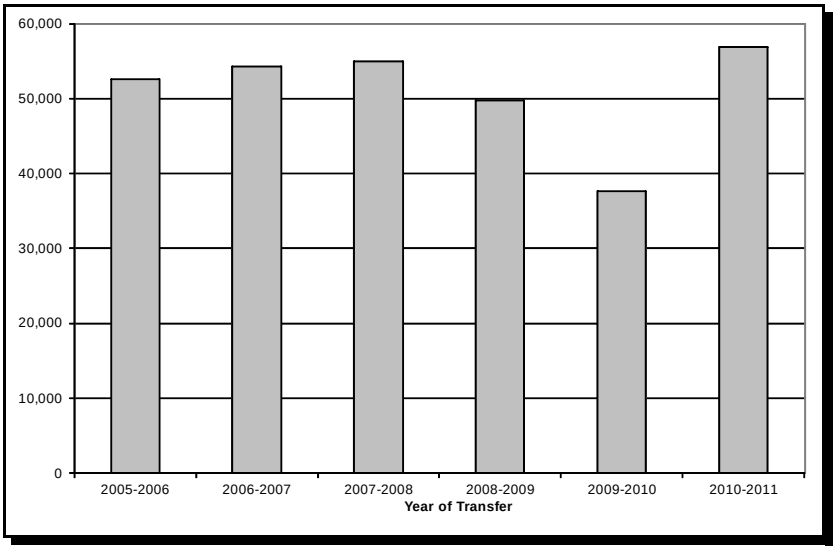


Table 6:
Annual Number of California Community College Transfers to California State University (CSU) from 2005-2006 to 2010-2011

Year of Transfer

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
CSU Transfers	52,641	54,391	54,971	49,770	37,674	56,959

Results:

Figure 3 and Table 6 display the annual number of California Community College (CCC) transfers to California State University (CSU). The number of transfers increased from 2005-2006 to 2007-2008 but decreases the subsequent two years (2008-2009 and 2009-2010) before increasing substantially in 2010-2011.

For Methodology and Data Source, see Appendix B.

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 4:
Annual Number of California Community College Transfers to the University of California (UC) from 2005-2006 to 2010-2011

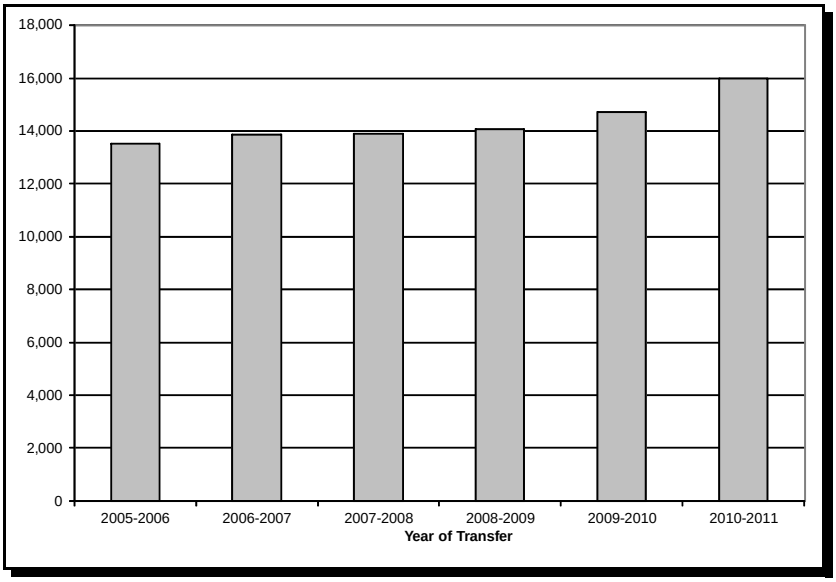


Table 7:
Annual Number of California Community College Transfers to the University of California (UC) from 2005-2006 to 2010-2011

Year of Transfer

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
UC Transfers	13,510	13,871	13,909	14,059	14,702	15,976

Results:

Figure 4 and Table 7 illustrate the annual number of California Community College (CCC) transfers to University of California (UC). The number of transfers increases across the six-year period.

For Methodology and Data Source, see Appendix B.

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 5:
Annual Number of California Community College Transfers to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions from 2005-2006 to 2010-2011

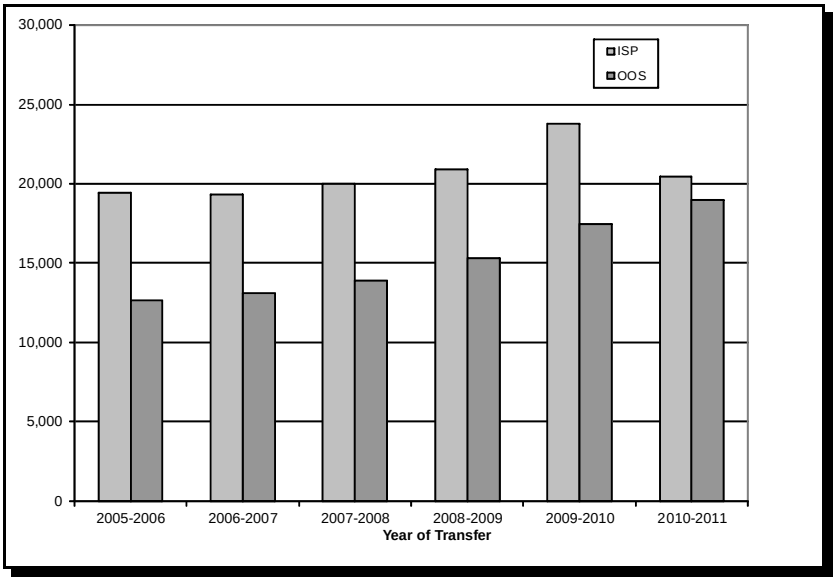


Table 8:
Annual Number of California Community College Transfers to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions from 2005-2006 to 2010-2011

Year of Transfer

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
ISP Transfers	19,433	19,338	19,996	20,919	23,812	20,428
OOS Transfers	12,670	13,089	13,909	15,338	17,478	18,964

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.

For Methodology and Data Source, see Appendix B.

Student Progress and Achievement: Degree/Certificate/Transfer

Table 9:
Transfer Rate to Baccalaureate Granting Institutions

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Transfer Rate	41.2%	41.2%	41.7%

Results:

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

For Methodology and Data Source, see Appendix B

Table 10: Annual Number of Vocational Awards by Program from 2008-2009 to 2010-2011 (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)		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Accounting	2,553	2,669	3,027	1,042	1,086	1,287	1,511	1,583	1,740
Administration of Justice	6,191	5,542	5,412	2,084	2,322	2,431	4,107	3,220	2,981
Aeronautical and Aviation Technology	332	387	491	51	48	71	281	339	420
Agricultural Power Equipment Technology	97	80	96	14	11	11	83	69	85
Agriculture Business, Sales and Service	98	73	87	63	64	77	35	9	10
Agriculture Technology and Sciences, General	50	29	51	26	22	34	24	7	17
Animal Science	495	477	505	324	286	313	171	191	192
Applied Design	21	9	11	5	7	8	16	2	3
Applied Photography	148	211	241	66	97	73	82	114	168
Architecture and Architectural Technology	444	400	439	212	196	227	232	204	212
Athletic Training and Sports Medicine	21	16	23	17	16	23	4	0	0
Automotive Collision Repair	173	139	234	27	26	24	146	113	210
Automotive Technology	1,889	2,044	2,689	328	307	312	1,561	1,737	2,377
Aviation and Airport Management and Services	173	212	240	116	119	140	57	93	100
Banking and Finance	57	67	56	34	25	27	23	42	29
Biotechnology and Biomedical Technology	101	188	161	27	46	43	74	142	118
Business Administration	2,703	3,180	3,500	2,360	2,746	3,010	343	434	490
Business and Commerce, General	1,459	1,646	1,644	1,296	1,462	1,459	163	184	185
Business Management	2,096	1,510	1,596	884	846	894	1,212	664	702
Cardiovascular Technician	142	159	70	62	54	38	80	105	32
Chemical Technology	5	10	4	3	5	2	2	5	2
Child Development/Early Care and Education	7,142	5,990	6,222	1,897	1,795	1,859	5,245	4,195	4,363
Civil and Construction Management Technology	552	515	477	120	123	128	432	392	349
Commercial Art	55	56	52	39	31	23	16	25	29
Commercial Music	312	241	307	56	66	80	256	175	227
Community Health Care Worker	8	17	67	3	3	4	5	14	63
Computer Information Systems	576	567	538	314	312	298	262	255	240
Computer Infrastructure and Support	561	677	716	201	245	238	360	432	478
Computer Software Development	357	285	312	92	121	122	265	164	190
Construction Crafts Technology	1,168	948	1,011	130	117	147	1,038	831	864

Table 10 *(continued)*

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Cosmetology and Barbering	1,538	1,552	1,453	91	108	113	1,447	1,444	1,340
Customer Service	5	8	19	1	0	1	4	8	18
Dental Occupations	927	1,021	898	426	417	382	501	604	516
Diagnostic Medical Sonography	74	71	95	47	25	40	27	46	55
Diesel Technology	261	248	236	49	36	33	212	212	203
Digital Media	558	614	719	241	220	261	317	394	458
Drafting Technology	528	575	472	174	194	177	354	381	295
Educational Aide (Teacher Assistant)	103	49	75	22	27	35	81	22	40
Educational Technology	2	3	10	1	1	0	1	2	10
Electro-Mechanical Technology	28	45	30	6	10	3	22	35	27
Electro-Neurodiagnostic Technology		19	2		19	2		0	0
Electrocardiography	20	20	67	0	0	0	20	20	67
Electronics and Electric Technology	956	938	889	232	216	235	724	722	654
Emergency Medical Services	1,934	1,534	1,540	6	2	4	1,928	1,532	1,536
Engineering Technology, General	20	25	30	12	14	21	8	11	9
Environmental Control Technology	479	533	620	56	73	110	423	460	510
Environmental Technology	120	206	159	10	22	43	110	184	116
Family and Consumer Sciences, General	116	91	89	115	89	83	1	2	6
Family Studies	43	9	23	42	8	19	1	1	4
Fashion	406	339	433	120	138	188	286	201	245
Fire Technology	2,786	2,921	2,910	883	985	1,095	1,903	1,936	1,815
Food Processing and Related Technologies		1	2		1	0		0	2
Forestry	50	29	53	21	12	18	29	17	35
Gerontology	75	98	103	16	16	18	59	82	85
Graphic Art and Design	350	447	406	160	213	217	190	234	189
Health Information Technology	175	297	363	49	99	121	126	198	242
Health Occupations, General	59	66	196	46	42	135	13	24	61
Health Professions, Transfer Core Curriculum	291	323	493	286	321	465	5	2	28
Horticulture	346	405	450	121	129	124	225	276	326
Hospital and Health Care Administration		2			1			1	
Hospital Central Service Technician	36	43	21	0	0	0	36	43	21

Table 10 *(continued)*

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Hospitality	403	344	395	116	112	133	287	232	262
Human Services	1,479	1,747	1,753	441	557	564	1,038	1,190	1,189
Industrial Systems Technology and Main.	91	121	125	8	21	17	83	100	108
Information Technology, General	156	136	110	2	1	17	154	135	93
Instrumentation Technology	2	2	2	1	1	2	1	1	0
Insurance	7	3	4	2	0	1	5	3	3
Interior Design and Merchandising	415	427	341	161	144	123	254	283	218
International Business and Trade	296	143	111	47	46	33	249	97	78
Journalism	90	108	106	66	80	73	24	28	33
Labor and Industrial Relations	11	22	12	3	2	2	8	20	10
Laboratory Science Technology	15	19	15	7	6	4	8	13	11
Legal and Community Interpretation	50	67	51	9	14	6	41	53	45
Library Technician (Aide)	143	173	147	32	33	43	111	140	104
Logistics and Materials Transportation	37	57	67	3	4	10	34	53	57
Manufacturing and Industrial Technology	889	793	869	146	149	164	743	644	705
Marine Technology		23	47		7	6		16	41
Marketing and Distribution	228	309	335	103	145	153	125	164	182
Mass Communications	5	2	7	4	1	7	1	1	0
Massage Therapy	40	42	68	9	8	20	31	34	48
Medical Assisting	922	1,025	978	130	175	233	792	850	745
Medical Laboratory Technology	126	110	114	16	20	21	110	90	93
Mortuary Science	51	55	58	51	55	58	0	0	0
Natural Resources	63	63	75	38	32	44	25	31	31
Nursing	8,519	8,388	8,077	5,974	6,233	5,869	2,545	2,155	2,208
Nutrition, Foods, and Culinary Arts	1,228	1,447	1,563	157	203	271	1,071	1,244	1,292
Occupational Therapy Technology	66	68	82	65	68	82	1	0	0
Ocean Technology	6	10	6	4	3	3	2	7	3
Office Technology/Office Computer Apps.	1,548	1,463	1,474	428	431	435	1,120	1,032	1,039
Orthopedic Assistant	12	8	11	5	4	3	7	4	8
Other Agriculture and Natural Resources	11	13	20	7	8	5	4	5	15
Other Architecture and Environmental Design	2	2	3	0	0	0	2	2	3

Table 10 *(continued)*

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Other Business and Management	290	298	309	258	270	252	32	28	57
Other Commercial Services	0	0	0	0	0	0	0	0	0
Other Engineering and Related Ind. Tech.	111	99	79	39	52	28	72	47	51
Other Family and Consumer Sciences	1			0			1		
Other Fine and Applied Arts	6	4	8	2	2	5	4	2	3
Other Health Occupations	89	99	133	0	0	0	89	99	133
Other Information Technology	126	65	76	0	2	0	126	63	76
Other Media and Communications	4	10	13	0	0	0	4	10	13
Other Public and Protective Services	95	58	6	2	0	1	93	58	5
Paralegal	841	928	1,003	357	404	432	484	524	571
Paramedic	439	395	424	73	80	100	366	315	324
Pharmacy Technology	188	234	267	53	72	66	135	162	201
Physical Therapist Assistant	103	83	87	103	83	87	0	0	0
Physicians Assistant	69	68	73	10	4	11	59	64	62
Plant Science	36	21	51	14	16	19	22	5	32
Polysomnography	8	1	14	8	1	14	0	0	0
Printing and Lithography	47	54	49	9	9	12	38	45	37
Psychiatric Technician	562	525	472	55	110	85	507	415	387
Public Administration	34	81	89	14	12	18	20	69	71
Public Relations	3	3		1	1		2	2	
Radiation Therapy Technician	9	3	4	7	0	4	2	3	0
Radio and Television	243	281	339	106	147	153	137	134	186
Radio, Motion Picture and Television	1			0			1		
Radiologic Technology	577	555	618	390	378	444	187	177	174
Real Estate	444	391	380	180	152	129	264	239	251
Respiratory Care/Therapy	588	550	532	424	426	414	164	124	118
Special Education	35	33	39	20	20	19	15	13	20
Speech/Language Pathology & Audiology	126	191	175	82	123	135	44	68	40
Surgical Technician	49	43	62	10	11	30	39	32	32
Technical Communication	14	34	2	3	5	0	11	29	2
Technical Theater	34	41	45	8	23	16	26	18	29

Table 10 *(continued)*

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Travel Services and Tourism	156	160	148	45	43	29	111	117	119
Viticulture, Enology, and Wine Bus.	29	38	64	18	14	28	11	24	36
Vocational ESL	0	0	0	0	0	0	0	0	0
Water and Wastewater Technology	225	275	335	70	76	79	155	199	256
World Wide Web Admin.	42	60	65	7	10	5	35	50	60
Total	64,800	63,747	66,122	25,529	27,151	28,363	39,271	36,596	37,759

Results:

Table 10 shows the numbers of awards issued by 128 vocational programs across the three most recent academic years, organized alphabetically by program title. The columns under “Total Credit Awards” (i.e., columns 2, 3, and 4) are the sums of degrees plus certificates for the specified years. Totals for all programs are presented in the last row of the table. Degrees make up about 39 to 43 percent of the credit awards issued, with certificates making up 57 to 61 percent.

For Methodology and Data Source, see Appendix B.

Table 11: "Top 25" Vocational Programs in 2010-2011, by Volume of Total Awards

Includes Certificates Requiring Fewer Than 18 Units

	Program Title	Total Credit Awards 2010-2011	AA/AS Degrees 2010-2011	All Certificates (Credit) 2010-2011
1	Nursing	8,077	5,869	2,208
2	Child Development/Early Care and Education	6,222	1,859	4,363
3	Administration of Justice	5,412	2,431	2,981
4	Business Administration	3,500	3,010	490
5	Accounting	3,027	1,287	1,740
6	Fire Technology	2,910	1,095	1,815
7	Automotive Technology	2,689	312	2,377
8	Human Services	1,753	564	1,189
9	Business and Commerce, General	1,644	1,459	185
10	Business Management	1,596	894	702
11	Nutrition, Foods, and Culinary Arts	1,563	271	1,292
12	Emergency Medical Services	1,540	4	1,536
13	Office Technology/Office Computer Applications	1,474	435	1,039
14	Cosmetology and Barbering	1,453	113	1,340
15	Construction Crafts Technology	1,011	147	864
16	Paralegal	1,003	432	571
17	Medical Assisting	978	233	745
18	Dental Occupations	898	382	516
19	Electronics and Electric Technology	889	235	654
20	Manufacturing and Industrial Technology	869	164	705
21	Digital Media	719	261	458
22	Computer Infrastructure and Support	716	238	478
23	Environmental Control Technology	620	110	510
24	Radiologic Technology	618	444	174
25	Computer Information Systems	538	298	240

Results:

As shown in Table 11, Nursing programs issued the highest total number of awards in 2010-2011 (i.e., degrees plus certificates), primarily in the form of AA/AS degrees. Child Development/Early Care and Education programs issued the second highest total number of awards, primarily certificates, followed by Administration of Justice programs. The highest number of AA/AS degrees was issued in Nursing, followed by Business Administration.

For Methodology and Data Source, see Appendix B.

Fig. 6a: Wages for Students Attaining Award in 2003-2004

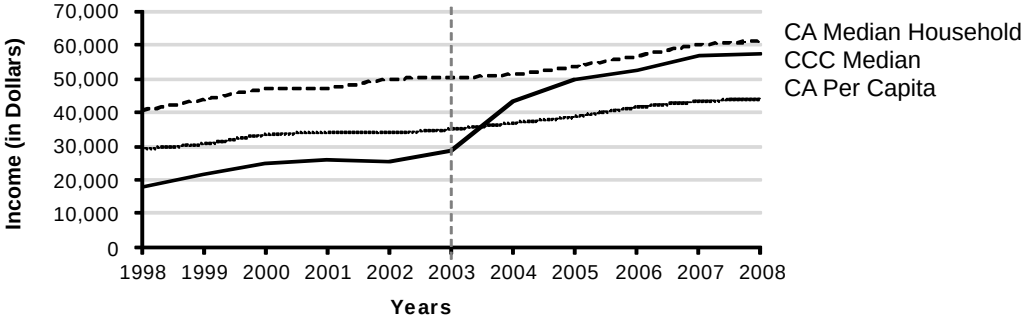


Fig. 6b: Wages for Students Attaining Award in 2004-2005

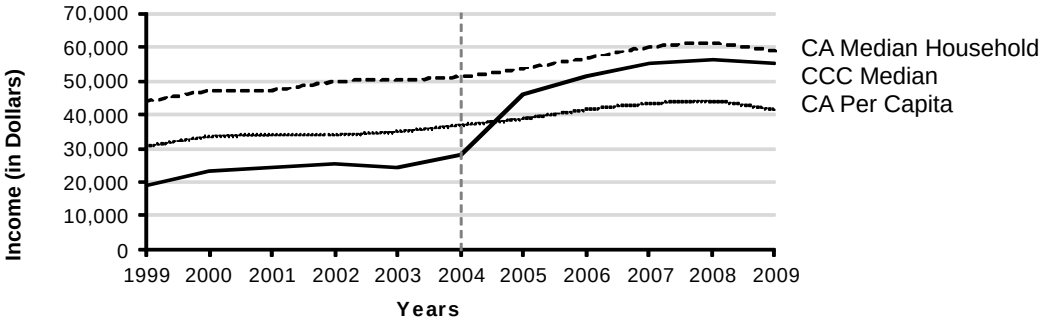
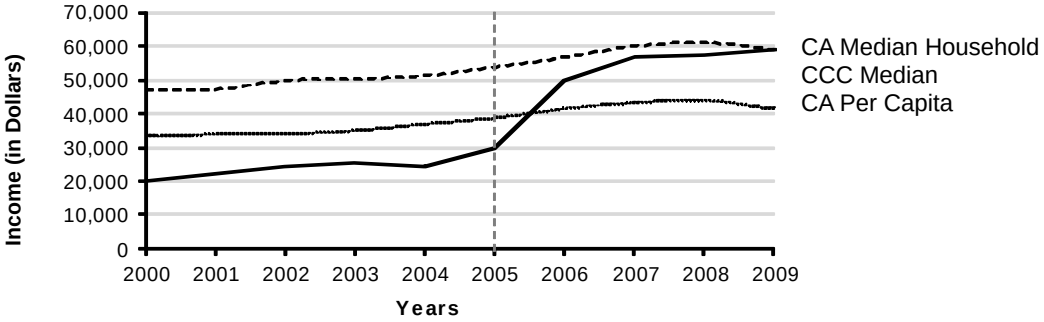


Fig. 6c: Wages for Students Attaining Award in 2005-2006



Results:

Figures 6a, 6b, and 6c represent wage trends for students attaining a vocational degree or certificate in (a) 2003-2004, (b) 2004-2005, and (c) 2005-2006. The dashed vertical line in each figure signifies the award year for each cohort. The trend lines for CCC Median Wages in Figure 6 (solid line) suggest that students receiving vocational awards from community college programs generally experience wage gains in the years following award attainment for which wage data are available. We include trend lines for California Median Household Income (dashed line) and California Per Capita Income (dotted line) to provide additional perspective.

While there are several important caveats to the CCC Median Wage trends shown in these figures, the lines indicate a noticeable “jump” in median wages that occurs following receipt of an award. This jump takes place for all three wage cohorts (2003-2004, 2004-2005, and 2005-2006). The wage trends continue at that higher level across the years for which we have post-award wage data.

For Methodology and Data Source, see Appendix B.

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

(N = 5,136)

(Data for Figure 6a)

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
CA Median Household Income	40,600	43,800	46,900	47,177	49,738	50,220	51,185	53,629	56,645	59,948	61,021
CA Per Capita Income	29,195	30,679	33,404	33,896	34,049	34,975	36,887	38,731	41,518	43,211	43,993
CCC Median Income	17,794	21,668	24,912	25,897	25,602	28,476	43,538	49,617	52,748	56,681	57,192

Table 12b: Income for Students Attaining a Degree or Certificate in 2004-2005

(N = 5,433)

(Data for Figure 6b)

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
CA Median Household Income	43,800	46,900	47,177	49,738	50,220	51,185	53,629	56,645	59,948	61,021	58,931
CA Per Capita Income	30,679	33,404	33,896	34,049	34,975	36,887	38,731	41,518	43,211	43,993	41,353
CCC Median Income	18,976	23,096	24,272	25,358	24,544	28,254	45,846	51,407	55,366	56,286	55,199

Table 12c: Income for Students Attaining a Degree or Certificate in 2005-2006

(N = 5,180)

(Data for Figure 6c)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
CA Median Household Income	46,900	47,177	49,738	50,220	51,185	53,629	56,645	59,948	61,021	58,931
CA Per Capita Income	33,404	33,896	34,049	34,975	36,887	38,731	41,518	43,211	43,993	41,353
CCC Median Income	20,164	22,299	24,322	25,148	24,371	29,750	49,898	56,566	57,580	58,777

Results:

The data in Tables 12a, 12b, and 12c above were used to develop the trend lines depicted in Figures 6a, 6b, and 6c of this report. The last data row of each table, CCC Median Wage, contains the annual median wages for a cohort of students who received any vocational award during a particular cohort year (2003-2004, 2004-2005, 2005-2006). Data on California Median Household Income and Per Capita Income are included to provide additional perspective on the income trends.

For Methodology and Data Source, see Appendix B.

Table 13:
Annual Number of Credit Basic Skills Improvements

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

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
Number of Students	104,343	111,858	124,522

Results:

As Table 13 indicates, the statewide annual number of students completing coursework at least one level above their prior credit basic skills enrollment coursework increased moderately from the first cohort (2006-2007 to 2008-2009) to the second cohort (2007-2008 to 2009-2010), with a considerably larger increase from the second cohort to the most recent cohort (2008-2009 to 2010-2011). Note that, as of 2010, changes in coding for Basic Skills courses (Course Prior to College Level, “CB21”) in the Chancellor’s Office Management Information System (MIS) and changes in the Taxonomy of Programs (TOP) codes for Basic Skills might have contributed to the marked changes in the numbers of basic skills improvements.

For Methodology and Data Source, see Appendix B.

Participation Rates

Table 14:
Systemwide Participation Rate Per 1,000 Population

	2008-2009	2009-2010	2010-2011
Systemwide Participation Rate	89.7	84.6	82.8

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

	2008-2009	2009-2010	2010-2011
18 to 19	339.4	319.7	310.5
20 to 24	242.9	237.2	236.4
25 to 29	124.8	117.2	115.4
30 to 34	78.6	74.2	73.7
35 to 39	55.9	50.5	49.4
40 to 49	42.3	37.9	36.1
50 to 65	28.8	24.7	22.3

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

	2008-2009	2009-2010	2010-2011
Female	98.1	91.8	89.2
Male	81.5	77.5	76.6

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

	2008-2009	2009-2010	2010-2011
Asian	115.9	105.1	98.9
Black/African American	128.2	117.9	114.2
Hispanic	92.8	89.2	89.6
Native American	137.6	100.7	82.7
Pacific Islander	210.6	162.1	133.4
White	76.0	69.7	66.4
Multirace	2.3	80.1	121.4

Results:

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

For Methodology and Data Source, See Appendix B.

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

Age	Gender	Ethnicity	2008-2009	2009-2010	2010-2011
18 to 19	Female	Asian	505.6	463.6	422.7
18 to 19	Female	Black/African American	417.9	350.0	314.7
18 to 19	Female	Hispanic	351.8	337.7	334.6
18 to 19	Female	Native American	507.9	341.5	214.4
18 to 19	Female	Pacific Islander	1,028.5	668.5	532.5
18 to 19	Female	White	328.5	300.0	278.8
18 to 19	Female	Multirace	10.8	333.2	496.5
18 to 19	Male	Asian	498.6	461.6	436.9
18 to 19	Male	Black/African American	383.5	319.9	293.0
18 to 19	Male	Hispanic	297.4	285.3	286.9
18 to 19	Male	Native American	431.2	276.9	183.2
18 to 19	Male	Pacific Islander	1,026.3	682.4	507.3
18 to 19	Male	White	298.9	271.6	254.8
18 to 19	Male	Multirace	8.5	287.9	448.5
20 to 24	Female	Asian	393.4	369.9	358.0
20 to 24	Female	Black/African American	315.8	291.0	279.6
20 to 24	Female	Hispanic	244.1	243.4	249.8
20 to 24	Female	Native American	350.9	266.1	222.6
20 to 24	Female	Pacific Islander	652.5	515.0	418.8
20 to 24	Female	White	238.4	225.2	215.2
20 to 24	Female	Multirace	5.2	173.2	263.4
20 to 24	Male	Asian	368.0	354.9	350.6
20 to 24	Male	Black/African American	255.1	242.1	235.4
20 to 24	Male	Hispanic	200.5	198.5	204.0
20 to 24	Male	Native American	274.3	215.9	182.6
20 to 24	Male	Pacific Islander	610.7	521.7	440.5
20 to 24	Male	White	215.8	207.0	201.4
20 to 24	Male	Multirace	5.0	144.0	224.0

Table 18 *(continued)*

Age	Gender	Ethnicity	2008-2009	2009-2010	2010-2011
25 to 29	Female	Asian	187.5	169.1	160.1
25 to 29	Female	Black/African American	191.0	177.5	172.0
25 to 29	Female	Hispanic	126.6	119.0	118.1
25 to 29	Female	Native American	215.6	156.3	130.1
25 to 29	Female	Pacific Islander	262.5	204.0	176.7
25 to 29	Female	White	131.3	118.7	113.6
25 to 29	Female	Multirace	2.3	95.2	136.8
25 to 29	Male	Asian	147.2	136.5	131.1
25 to 29	Male	Black/African American	138.0	130.6	126.3
25 to 29	Male	Hispanic	95.9	91.2	91.8
25 to 29	Male	Native American	174.7	123.9	107.3
25 to 29	Male	Pacific Islander	228.7	184.3	162.0
25 to 29	Male	White	116.9	109.2	108.0
25 to 29	Male	Multirace	2.0	79.0	116.1
30 to 34	Female	Asian	106.4	96.5	91.6
30 to 34	Female	Black/African American	143.6	131.9	128.1
30 to 34	Female	Hispanic	82.4	77.2	74.9
30 to 34	Female	Native American	153.2	115.4	100.2
30 to 34	Female	Pacific Islander	135.6	118.1	98.3
30 to 34	Female	White	79.4	74.6	74.9
30 to 34	Female	Multirace	1.4	64.1	93.3
30 to 34	Male	Asian	76.5	69.2	66.1
30 to 34	Male	Black/African American	105.5	102.5	103.4
30 to 34	Male	Hispanic	62.1	57.8	57.2
30 to 34	Male	Native American	139.2	103.6	92.1
30 to 34	Male	Pacific Islander	121.7	103.7	88.2
30 to 34	Male	White	71.9	69.0	70.9
30 to 34	Male	Multirace	0.8	50.4	77.3

Table 18 *(continued)*

Age	Gender	Ethnicity	2008-2009	2009-2010	2010-2011
35 to 39	Female	Asian	78.2	68.4	62.8
35 to 39	Female	Black/African American	108.6	99.0	100.6
35 to 39	Female	Hispanic	60.3	54.9	53.6
35 to 39	Female	Native American	115.8	81.5	72.8
35 to 39	Female	Pacific Islander	98.9	72.0	64.0
35 to 39	Female	White	54.8	48.5	47.1
35 to 39	Female	Multirace	1.1	39.5	60.0
35 to 39	Male	Asian	52.1	45.7	41.4
35 to 39	Male	Black/African American	82.7	78.6	79.6
35 to 39	Male	Hispanic	42.9	38.9	38.0
35 to 39	Male	Native American	101.7	72.5	67.9
35 to 39	Male	Pacific Islander	93.7	79.7	62.3
35 to 39	Male	White	48.8	44.0	44.1
35 to 39	Male	Multirace	0.6	28.3	45.7
40 to 49	Female	Asian	61.0	52.3	48.8
40 to 49	Female	Black/African American	82.6	76.3	75.5
40 to 49	Female	Hispanic	47.4	42.2	40.3
40 to 49	Female	Native American	83.1	65.9	54.5
40 to 49	Female	Pacific Islander	74.3	56.8	49.6
40 to 49	Female	White	45.6	39.7	36.5
40 to 49	Female	Multirace	0.7	26.0	40.5
40 to 49	Male	Asian	36.3	32.1	29.9
40 to 49	Male	Black/African American	61.5	58.5	59.2
40 to 49	Male	Hispanic	30.1	27.5	26.2
40 to 49	Male	Native American	74.7	55.8	49.6
40 to 49	Male	Pacific Islander	66.3	56.0	49.9
40 to 49	Male	White	33.9	30.7	29.4
40 to 49	Male	Multirace	0.5	16.5	26.6

Table 18 *(continued)*

Age	Gender	Ethnicity	2008-2009	2009-2010	2010-2011
50 to 65	Female	Asian	39.9	33.9	30.5
50 to 65	Female	Black/African American	46.9	42.8	41.0
50 to 65	Female	Hispanic	28.8	25.2	23.7
50 to 65	Female	Native American	53.3	38.2	29.9
50 to 65	Female	Pacific Islander	46.5	35.8	30.6
50 to 65	Female	White	35.5	29.3	25.2
50 to 65	Female	Multirace	0.6	13.1	19.0
50 to 65	Male	Asian	25.1	22.1	19.8
50 to 65	Male	Black/African American	35.7	32.6	32.9
50 to 65	Male	Hispanic	18.6	17.0	15.9
50 to 65	Male	Native American	43.2	31.0	27.9
50 to 65	Male	Pacific Islander	33.3	27.3	24.8
50 to 65	Male	White	22.2	18.7	17.0
50 to 65	Male	Multirace	0.1	8.3	12.1

Results:

For an explanation of population rates exceeding 1,000, see the Introduction to the Systemwide Indicators.

For Methodology and Data Source, See Appendix B.

ARCC 2012 Report:
An Introduction to the College Level Indicators

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

The following section of the 2012 ARCC report presents results for the performance indicators chosen for **college level** accountability reporting. Colleges and schools of continuing education are organized alphabetically (by college name). However, colleges that have "College of the…" in their titles will be found under "C."

Results for each college are presented in Tables 1.1 to 1.11. The methodology for performance indicators and college profile demographics is found in Appendix B. In the current draft, Tables 1.1 to 1.11 are organized under three main categories: College Performance Indicators, College Profiles, and College Peer Groups.

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

The tables present the following data for each college:

1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Credit Basic Skills Courses
6. Improvement Rates for Credit ESL Courses
7. Improvement Rates for Credit Basic Skills Courses
8. Career Development and College Preparation Progress and Achievement Rate
9. College profile summaries, (e.g., headcounts, percentages of student enrollments by various demographics) obtained from the CCCCO Data Mart for the 2012 report; prior ARCC report demographics came from the Chancellor's Office MIS
10. Summary of the college's peer groups for each indicator

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

Because analysts of state level policy often need to know how the entire system has performed on specific indicators, we report the total system rates on the ARCC college level indicators in the table below.

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2005-06 to 2010-11)	53.6%
2. Completed 30 or More Units (2005-06 to 2010-11)	73.5%
3. Fall to Fall Persistence (Fall 2009 to Fall 2010)	71.3%
4. Vocational Course Completion (2010–11)	76.7%
5. Basic Skills Course Completion (2010-11)	62.0%
6. ESL Course Improvement (2008-09 to 2010-11)	54.6%
7. Basic Skills Course Improvement (2008-09 to 2010-11)	58.6%

The rates in this table use the total number of students in the state that qualified for a specific cohort as the denominator. The numerator likewise uses the total number of outcomes in the state. Analysts should avoid using the rates in this table to evaluate the performance of an individual college because these overall rates ignore the local contexts that differentiate the community colleges. Evaluation of individual college performance should focus upon the college level information that appears on the separate pages that follow. On those pages, Tables 1.1 to 1.10 for each college explicitly enable analysts to evaluate a college in an equitable manner.

A Note About the Student Progress and Achievement Rate in the 2012 Report

Student Progress and Achievement Rate (SPAR) outcomes include transfer to a baccalaureate granting institution, which is determined by a student level data match with CSU, UC and National Student Clearinghouse (NSC). The NSC match captures the in-state (ISP) and out-of-state transfers (OOS) and the match traditionally takes place in the spring and fall. The fall match was not complete at the time MIS extracted the data for the report.

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

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

As of this report, we have partial or complete CDCP data for 41 community colleges/schools of continuing education. See Appendix B for a description of the methodology used to obtain data and calculate progress rates for the CDCP indicator and a list of the colleges with CDCP data available for this report.

Although there is no peer grouping for this indicator in the 2012 ARCC, colleges with CDCP funding should consider CDCP performance when they prepare their self-assessments for the final ARCC report.

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

A Note About the Peer Groups in the 2012 ARCC Report

The Chancellor's Office has decided to maintain stability in the peer groups by foregoing new peer group formation for this year's ARCC report. Because 2009 was the last year in which staff performed cluster analysis on the most current data available, the peer groups have remained intact for four consecutive years. However, the Chancellor's Office will probably need to revise the peer groups in a future ARCC report in order to account for the major shifts in data that have occurred since 2009 and for the emergence of new colleges in the system. Table 1.11 in the 2012 ARCC report retains the peer groups identified for the 2009 report. **However, the data in columns 3 through 6 of Table 1.11 have been updated to reflect the most recent performance data for the members of each peer group.**

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

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Allan Hancock College

Allan Hancock Joint Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	53.1%	56.8%	58.0%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	72.4%	74.2%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	70.5%	69.5%	69.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	78.2%	78.5%	76.9%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	62.7%	63.1%	59.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	47.5%	45.0%	41.9%
Basic Skills Improvement Rate	31.6%	28.8%	38.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	1.7%	1.7%	1.0%

Allan Hancock College

Allan Hancock Joint Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	26,486	24,474	24,589
Full-Time Equivalent Students (FTES)	10,126	10,001	10,059

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	19.4%	20.6%	20.2 %
20 - 24	22.5%	25.0%	27.0 %
25 - 49	39.6%	38.6%	39.3 %
Over 49	18.5%	15.8%	13.5 %
Unknown	0.0%	.%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.7%	51.9%	50.4%
Male	44.6%	47.3%	49.2%
Unknown	0.7%	0.7%	0.4%

Source: Chancellor's Office, Management Information System

Allan Hancock College

Allan Hancock Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.6%	2.5%	2.6%
American Indian/Alaskan Native	0.9%	0.8%	0.8%
Asian	2.4%	2.0%	2.4%
Filipino	1.8%	1.5%	1.9%
Hispanic	35.9%	38.3%	41.1%
Pacific Islander	0.4%	0.2%	0.4%
Two or More Races	.%	1.3%	1.5%
Unknown/Non-Respondent	17.3%	16.2%	8.1%
White Non-Hispanic	38.8%	37.0%	41.3%

Source: Chancellor's Office, Management Information System

Allan Hancock College

Allan Hancock Joint Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	58.0	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	75.1	69.7	57.8	80.0	*B1*
C	Persistence Rate	69.4	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.9	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.8	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	38.4	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	41.9	45.6	.0	78.6	*G1*

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

Allan Hancock College

Allan Hancock Joint Community College District

College Self-Assessment

Allan Hancock College, a cornerstone of the north Santa Barbara County community since 1920, is situated 75 miles north of the city of Santa Barbara and 30 miles south of San Luis Obispo. Allan Hancock has long served a primarily agricultural region. 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, Orcutt, Lompoc, Santa Ynez, Solvang, Buellton, and Guadalupe.

Enrollment growth at Allan Hancock College peaked in 2009-10, and is now challenged as the college cannot offer as many sections due to funding cuts. Students under the age of 25 and Hispanic students have seen increases from 41.9% to 47.2% and 35.9% to 41.1%, respectively. Allan Hancock College is committed to high student achievement and progress rates.

Younger students are more likely to pursue a degree or to transfer to a four-year institution. Cal Poly San Luis Obispo and UC Santa Barbara continue to be the state universities where most AHC students transfer. The majority of students transfer as upper division. The indicators for student progress and achievement rate (from 53.1% to 58.0%) and the "university transfer ready" (30 units) rate (from 72.4% to 75.1%) have been increasing over the last two years and are above the average in the statewide peer group. These rates are a testament to our quality instruction and superb student support programs such as the University Transfer Center, Counseling, EOPS, TRIO, and the MESA Center.

The college is committed to fostering student success with an emphasis on CTE, transfer programs, and basic skills. New and successful CTE programs are underway with support from a revamped career and technical education center, which provides mentoring and training for aspiring entrepreneurs. Allan Hancock College has rates above its peer group in vocational/occupational/workforce development student progress and achievement. The college is also promoting successful transfer with activities funded through grants from the Department of Education and National Institutes of Health.

With a continued increase in the number of traditionally underrepresented students, there is a growing increase in the number of students needing basic skill education. Despite state cut-backs, it will be necessary to dedicate time and resources to foster basic skills course completion and improvement rates. Limited Basic Skills funding is being directed in innovative ways, including additional math tutoring in the summer. A sequential curriculum in English is designed to help students whose skills have been assessed below transfer-level. The college is continuing to review and correct the coding of its courses, which has helped to capture more accurate improvement rate data for basic skills; This continues to be a priority of the new curriculum specialist.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	47.2%	50.2%	48.4%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.2%	71.1%	71.2%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	68.7%	71.1%	71.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	78.7%	77.3%	77.9%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	67.1%	69.6%	69.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	62.9%	62.2%	61.6%
Basic Skills Improvement Rate	54.5%	53.8%	55.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

American River College
Los Rios Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	56,400	54,229	52,652
Full-Time Equivalent Students (FTES)	24,751	24,436	23,010

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	17.3%	18.0%	17.0 %
20 - 24	28.0%	27.9%	27.9 %
25 - 49	46.9%	46.6%	47.4 %
Over 49	7.8%	7.5%	7.7 %
Unknown	.%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	50.8%	51.5%	50.7%
Male	48.1%	47.4%	48.3%
Unknown	1.1%	1.2%	1.0%

Source: Chancellor's Office, Management Information System

American River College
Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	9.5%	8.9%	8.8%
American Indian/Alaskan Native	1.2%	0.9%	0.8%
Asian	8.5%	8.1%	7.7%
Filipino	2.5%	2.0%	1.7%
Hispanic	11.4%	16.1%	16.4%
Pacific Islander	1.3%	0.9%	0.9%
Two or More Races	.%	3.8%	4.0%
Unknown/Non-Respondent	14.1%	14.1%	16.4%
White Non-Hispanic	51.6%	45.1%	43.3%

Source: Chancellor's Office, Management Information System

American River College

Los Rios Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	48.4	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	71.2	76.0	70.8	85.9	*B4*
C	Persistence Rate	71.3	74.7	69.3	82.1	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.9	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	69.0	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	55.8	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	61.6	54.8	45.0	71.6	*G4*

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

American River College

Los Rios Community College District

College Self-Assessment

American River College is one of the four colleges in the Los Rios District and primarily serves the residents of the six-county Greater Sacramento Region. Once considered suburban, ARC has become increasingly diverse with a student demographic mix that is more urban, underrepresented, and lower income. Close to 1,100 full-time (401) and adjunct (681) faculty members, 400 classified staff members, and 46 administrators address the educational needs of an unduplicated annual student enrollment of greater than 52,000. Unfortunately, planned reduction of courses and sections due to reduced funding from the state has resulted in a downturn in ARC enrollment. Also, reductions at UC and CSU have resulted in preventing a number of transfer-ready ARC students from gaining admission at these public universities.

American River College continues to work on improving the success of its students. Relying on institutional research data to identify services and pedagogical approaches that have proven effective at ARC in supporting student success, the college since 2003 has invested resources in those initiatives identified as most effective. In 2004 through 2007, the college enacted the Education Initiative to improve the success rates of first-time, full-time students. With more than 70 percent of students served by this Ed Initiative assessed at pre-collegiate skill levels, the work accomplished by the Ed Initiative laid the groundwork for the college's focus on its Basic Skills Initiative. Since these initiatives were implemented, ARC has seen its first-time freshmen student persistence, retention, and course success rates increase. The college also has seen a reduction in the achievement gap across ethnic groups.

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

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	56.3%	54.8%	57.8%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	73.2%	74.0%	75.9%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	67.8%	67.3%	69.6%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	74.4%	78.0%	77.4%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	56.0%	58.5%	59.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	51.1%	44.0%	47.2%
Basic Skills Improvement Rate	53.0%	56.9%	59.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	10.1%	9.3%	11.8%

Antelope Valley College
Antelope Valley Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	22,883	21,012	19,264
Full-Time Equivalent Students (FTES)	12,919	11,562	11,377

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	31.4%	31.6%	28.3 %
20 - 24	27.8%	29.5%	32.0 %
25 - 49	34.0%	32.8%	33.5 %
Over 49	6.8%	6.1%	6.1 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	59.0%	58.1%	57.8%
Male	39.8%	40.8%	41.0%
Unknown	1.2%	1.1%	1.2%

Source: Chancellor's Office, Management Information System

Antelope Valley College
Antelope Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	21.7%	18.9%	20.6%
American Indian/Alaskan Native	1.0%	0.8%	0.6%
Asian	2.7%	2.2%	2.1%
Filipino	2.3%	1.8%	1.9%
Hispanic	30.8%	26.6%	31.6%
Pacific Islander	0.5%	0.4%	0.3%
Two or More Races	.%	0.5%	2.0%
Unknown/Non-Respondent	8.4%	22.5%	12.7%
White Non-Hispanic	32.7%	26.4%	28.2%

Source: Chancellor's Office, Management Information System

Antelope Valley College

Antelope Valley Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	57.8	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	75.9	73.3	65.7	81.4	*B2*
C	Persistence Rate	69.6	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.4	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.4	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	59.2	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	47.2	48.8	10.1	67.5	*G2*

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

Antelope Valley College

Antelope Valley Community College District

College Self-Assessment

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

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

The rapid growth of housing and resulting population in the Antelope Valley over the past decade has halted due to the economic downturn of recent years, but has been supplanted by an influx to the district of displaced workers seeking affordable housing and additional education and training. Unfortunately, a dismal state budget has placed AVC in a position where it is unable to accommodate increased demand. AVC is currently offering fewer courses than it was 10 years ago, from 2,164 sections offered in fall 2001 to 1,936 sections offered in fall 2011. As expected, student enrollment has followed suit, falling to 14,311 (fall 2011), which is nearing fall 2007 enrollment levels. Though fewer course offerings can rarely be interpreted as good for students, it has changed the student body in a significant way. Over the last decade, AVC has observed a steady increase in its proportion of full-time students, growing from 27% in 2001 to nearly 35% in 2011.

Antelope Valley College scored near the peer group average in five out of seven, and in the top twentieth percentile in the remaining two, performance indicators in the ARCC 2012 report. Antelope Valley College showed increases in the Student Progress and Achievement Rate, the Percent of Students Who Earned at Least 30 Units, Persistence Rates, the Annual Successful Course Completion Rate for Credit Basic Skills Courses, and both the ESL and Basic Skills Improvement Rate. The only performance indicator in which a decrease from last year was observed (less than 1%) was the Completion Rate for Credit Vocational Courses. Campus resources are currently being focused on improving vocational course completion.

Antelope Valley College is dedicated to maintaining performance in all areas with a goal of continuously improving the quality and potential of its students. It is the goal of all campus constituencies to continue efforts to increase the success and term-to-term persistence of all Antelope Valley College students.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	48.7%	49.7%	46.1%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	74.9%	74.8%	74.9%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	67.6%	67.1%	73.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.1%	76.6%	75.5%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	53.3%	52.4%	53.7%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	53.4%	58.7%	52.8%
Basic Skills Improvement Rate	48.1%	49.1%	48.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	12.5%

Bakersfield College
Kern Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	28,760	27,391	26,717
Full-Time Equivalent Students (FTES)	14,220	13,787	13,881

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	28.8%	30.0%	28.3 %
20 - 24	29.9%	30.8%	32.8 %
25 - 49	36.3%	34.9%	34.6 %
Over 49	5.1%	4.2%	4.3 %
Unknown	.%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	55.3%	53.4%	54.1%
Male	44.5%	46.4%	45.6%
Unknown	0.3%	0.2%	0.3%

Source: Chancellor's Office, Management Information System

Bakersfield College
Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	7.4%	3.8%	7.6%
American Indian/Alaskan Native	1.4%	0.6%	0.9%
Asian	3.0%	1.5%	2.6%
Filipino	2.8%	1.4%	2.4%
Hispanic	44.3%	42.5%	50.9%
Pacific Islander	0.3%	0.2%	0.3%
Two or More Races	.%	0.4%	1.9%
Unknown/Non-Respondent	7.2%	34.1%	2.7%
White Non-Hispanic	33.5%	15.6%	30.6%

Source: Chancellor's Office, Management Information System

Bakersfield College
Kern Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	46.1	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	74.9	73.3	65.7	81.4	*B2*
C	Persistence Rate	73.3	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.5	74.8	72.5	77.5	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.7	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	48.5	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	52.8	57.9	40.8	69.2	*G5*

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

Bakersfield College

Kern Community College District

College Self-Assessment

Bakersfield College, founded in 1913, is among the oldest California community colleges. Within a 5,000 square mile geographic area, its service areas include the main campus, a campus in rural Delano 35 miles north, and several outreach locations. It is a comprehensive college offering transfer, basic skills, and career/technical education courses. In 2010-2011, the College served nearly 27,000 ethnically diverse students. Over 50 percent of these students are Hispanic, with increasing numbers of Hispanic students under age 24. In fall 2011, the College received a five-year Hispanic-Serving Institution (HSI) Science, Technology, Engineering, and Mathematics (STEM) grant.

Performance is average or slightly above average on most ARCC indicators. However, the performance trend for the Student Progress and Achievement Rate (SPAR) was relatively stable but decreased over three percent for the current report. This may reflect a slight age shift toward younger students, and increase in students taking basic skills classes since placement of incoming high school graduates into precollegiate mathematics and English courses increased for the most recent five years through 2010-2011. During 2011, the district institutional research team used SPAR data to examine factors that lead to SPAR success. Results from this study received acceptance for presentation at the 2012 CCC Research and Planning Group conference.

In contrast to the SPAR, the Persistence Rate increased five percent while the Percent of Students Who Earned at Least 30 Units increased three percent for the past five reporting periods.

Performance on the Annual Successful Course Completion Rate for Credit Vocational Courses remained slightly above average. The College attributes this to outstanding vocational programs in nursing, child development, fire technology, culinary arts, and industrial technology with active advisory committees and strong community partnerships.

Performance on the Pre-Collegiate Improvement rates for Basic Skills and English as a Second Language (ESL) courses was below average. The College continues its participation in the statewide CB21 (Course-Prior-To-College-Level) coding initiative to code more accurately Basic Skills and ESL courses. Fluctuation in the ESL improvement rates may be due in part to discontinuing the ESL placement essay in 2008-2009; ESL faculty members indicate the placement methodology needs review. In addition, more students are increasingly under-prepared for college level work and take longer to move through the ESL and Basic Skills sequences.

The Career Development and College Preparation Progress and Achievement Rate became available for the first time, and it reflects a three-year average for the ESL Certificate of Completion-Intermediate. The College is assessing the viability of the certificate this year.

Bakersfield College is committed to using self-evaluation and performance indicators for continuous improvement. As part of the self-evaluation process for reaffirmation of accreditation, the College is examining five-year trends of student educational need and achievement progress disaggregated by sociodemographic and educational characteristics. In addition, the College is reviewing performance on ARCC indicators for Hispanic-Serving Institutions of similar size. Dialogue about performance expectations has begun in College Council and Academic Senate, and the new strategic plan performance measurements will incorporate ARCC 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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	51.9%	48.3%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	62.7%	57.8%	60.3%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	42.5%	48.6%	46.8%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.0%	69.2%	64.0%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	63.6%	60.5%	70.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	8.3%	.%	.%
Basic Skills Improvement Rate	50.4%	53.0%	55.1%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Barstow Community College

Barstow Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	6,310	7,744	5,253
Full-Time Equivalent Students (FTES)	2,675	2,942	3,533

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	17.9%	21.0%	29.5 %
20 - 24	24.2%	24.4%	24.3 %
25 - 49	50.0%	47.8%	41.1 %
Over 49	7.6%	6.6%	5.0 %
Unknown	0.2%	0.2%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	57.8%	58.1%	55.3%
Male	40.0%	40.6%	43.8%
Unknown	2.2%	1.3%	0.9%

Source: Chancellor's Office, Management Information System

Barstow Community College

Barstow Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	12.9%	6.1%	13.5%
American Indian/Alaskan Native	1.6%	0.7%	0.8%
Asian	2.9%	0.5%	0.8%
Filipino	2.1%	0.6%	0.7%
Hispanic	24.3%	11.4%	25.9%
Pacific Islander	1.3%	0.3%	0.6%
Two or More Races	.%	.%	2.2%
Unknown/Non-Respondent	13.3%	64.5%	16.4%
White Non-Hispanic	41.6%	16.0%	39.0%

Source: Chancellor's Office, Management Information System

Barstow Community College

Barstow Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.4	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	60.3	69.7	57.8	80.0	*B1*
C	Persistence Rate	46.8	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	64.0	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	70.2	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	55.1	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	.	45.6	.0	78.6	*G1*

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

Barstow Community College

Barstow Community College District

College Self-Assessment

BCC looks forward to using the ARCC indicators along with other measures of institutional effectiveness to evaluate how successful the college is with its Student Learning Outcomes (SLOs) and where BCC needs to make decisions regarding changes that might be implemented to better serve our students and community. The 2010-2011 ARCC Report has many similarities to the 2009-2010 report. We are above the average of our peer groups in the Student Progress and Achievement Rates (SPAR). Our concern is still that only about 50% of our students live up to their expectations. BCC will be reviewing methods to try to improve this 50% SPAR score.

BCC is below our peer average in the Percent of Students Who Earned at Least 30 Units and in the Persistence Rate of students. Although these scores are below our peer group averages, it is not totally unexpected. Approximately twenty percent (20%) of our student population is employed by the military at Fort Irwin and 50% of our classes are taken as on-line classes with students all over California. Only about 35% of our on-line students are from the High Desert area. We have found over the years that our military students often are transferred to other military bases outside of this State before they can earn 30 units and our on-line students come all over California and other states. The expectations of these students earning 30 units or re-enrolling the next fall in a California Community College are somewhat questionable.

Annual Successful Course Completion Rate of Credit Vocational Courses is certainly a concern. We have tabulated our own data and believe the data is in question. The complication is the fact that even if the data is in question, it is the same questionable data over the last five years. BCC has progressively been increasing the course offerings in Career Technical Education (CTE) to satisfy the needs of a working class community. BCC is offering classes in many of the high schools in the area along with additional classes at the college. We will be investigating this discrepancy over the next year to review what is taking place and try to improve our Annual Successful Course Completion Rate of Credit Vocational Courses.

At present, BCC is in the process of establishing an ESL program and data is not available for any decision making at this point. The Improvement Rate for Credit Basic Skills Courses has progressively gone up over the last three years. The scores have gone from 50.4% in 2008, to 53.0% in 2009 to 55.1% in 2010. At the end of last year, from our quest to continue to try to increase our Improvement Rates for Credit Basic Skills Courses, we hired a different Basic Skills Coordinator and established a Basic Skills Committee to continue to enhance our Basic Skills Program.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	56.4%	56.5%	56.1%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.6%	70.3%	65.8%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	53.6%	65.0%	65.5%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	63.6%	59.7%	65.5%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	43.3%	52.0%	48.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	44.3%	37.5%	51.0%
Basic Skills Improvement Rate	52.8%	44.8%	50.7%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Berkeley City College
Peralta Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	11,572	12,723	12,326
Full-Time Equivalent Students (FTES)	3,850	4,194	3,952

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	22.0%	21.7%	19.9 %
20 - 24	28.6%	30.7%	32.7 %
25 - 49	38.6%	37.9%	38.5 %
Over 49	10.7%	9.7%	8.9 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	55.5%	54.4%	53.7%
Male	38.7%	38.6%	39.4%
Unknown	5.9%	7.0%	6.9%

Source: Chancellor's Office, Management Information System

Berkeley City College
Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	19.5%	16.4%	19.6%
American Indian/Alaskan Native	0.7%	0.5%	0.4%
Asian	15.8%	12.6%	16.5%
Filipino	1.8%	1.5%	2.0%
Hispanic	13.5%	11.6%	15.5%
Pacific Islander	0.6%	0.4%	0.4%
Two or More Races	.%	0.8%	3.4%
Unknown/Non-Respondent	21.5%	35.8%	15.0%
White Non-Hispanic	26.6%	20.5%	27.3%

Source: Chancellor's Office, Management Information System

Berkeley City College
Peralta Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	56.1	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	65.8	69.7	57.8	80.0	*B1*
C	Persistence Rate	65.5	57.8	46.3	74.5	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	65.5	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	48.5	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	50.7	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	51.0	45.6	.0	78.6	*G1*

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

Berkeley City College

Peralta Community College District

College Self-Assessment

Berkeley City College is continuing to experience enrollment growth, although mandated workload reductions have slowed the pace. From 2008/09 to 2010/11 the headcount increased by 7% and FTES generation increased by 2.6%. The demographic makeup of the student body has changed in certain categories: the percentage of students aged 20-24 rose from 28.6% to 32.7% of the student body, with students in the 19 or less and over 49 categories dropping in percentage. In terms of ethnicity, the Unknown/Non-Respondents dropped dramatically from 35.8% to 15% of the student body. The largest ethnic/racial groups are White (27.3%), African-American (19.6%) Asian (16.5%) and Hispanic (15.5%).

The student progress and achievement rate has remained relatively stable at 56%, while the percentage of students earning at least 30 units within five years decreased from 70.3% in the 2004-2005 class to 65.8% in the 2005-2006 class. The Persistence rate (65.5%) of 2009-2010 rose .5% from 2008-200, and significantly rose 11.9% from 2007-2008. In the career technical programs, course completion rates rose to 65.5% in 2010-2011 from 59.7% in 2009-2010. For students in basic skills courses, the completion rate dropped from 52% in 2009-2010 to 48.5% in 2010-2011. In the same period, improvement rates showed tremendous gains: 13.5% for ESL and 5.9% for Basic Skills.

Reviewing the Peer Grouping data, the following are apparent:

*Student Progress and Achievement rate: BCC aligns with its peer group average;
*Percent of Students who Earned at least 30 units: BCC is slightly under its peer group average;
*Persistence Rate: BCC is 7.7% over its peer group average;
*CTE Annual Successful Course Completion: BCC is 7.8% under its peer group average;
*Credit B.S. Successful Course Completion: BCC in 10% under its peer group average;
*Improvement Rate for Credit B.S. courses: BCC is slightly under its peer group average;
*Improvement Rate for Credit ESL courses: BCC is significantly higher than its peer group average.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	48.7%	49.4%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	71.3%	71.7%	74.1%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	65.8%	70.7%	67.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.0%	77.1%	77.5%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	59.1%	59.6%	59.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	0.0%	81.8%	50.0%
Basic Skills Improvement Rate	59.2%	62.8%	64.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	7.7%	8.9%	5.4%

Butte College

Butte-Glenn Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	21,348	21,017	19,836
Full-Time Equivalent Students (FTES)	11,681	11,556	12,130

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	25.1%	26.3%	26.7 %
20 - 24	30.8%	32.1%	33.5 %
25 - 49	32.6%	33.2%	33.6 %
Over 49	11.4%	8.4%	6.2 %
Unknown	0.1%	0.1%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.6%	52.4%	51.4%
Male	45.3%	46.4%	47.4%
Unknown	1.1%	1.2%	1.2%

Source: Chancellor's Office, Management Information System

Butte College

Butte-Glenn Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.7%	2.9%	3.1%
American Indian/Alaskan Native	2.5%	2.4%	2.2%
Asian	5.4%	5.4%	5.7%
Filipino	0.6%	0.6%	0.6%
Hispanic	13.8%	14.6%	15.1%
Pacific Islander	0.5%	0.6%	0.5%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	9.2%	8.9%	7.6%
White Non-Hispanic	65.3%	64.6%	65.1%

Source: Chancellor's Office, Management Information System

Butte College

Butte-Glenn Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.6	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	74.1	70.9	57.0	78.8	*B3*
C	Persistence Rate	67.3	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.5	74.8	72.5	77.5	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.9	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	64.2	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	50.0	48.8	10.1	67.5	*G2*

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

Butte College

Butte-Glenn Community College District

College Self-Assessment

Butte College is located in Oroville, 90 miles north of Sacramento, and serves Butte and Glenn Counties. It has centers in Chico in Butte County, and Orland in Glenn County. The college operates its own water and sewage systems and the largest community college transportation system in California. Its electricity expenses are offset from on-site solar, one of many sustainable practices.

With an annual unduplicated headcount of over 18,000 students, the college's demographics mirror its service area, with 65.1% White, 15.1% Hispanic, 5.7% Asian and 3.1% African American. Butte College provides quality instruction, counseling, and responsive student support services. Instructional programs include 50 career and transfer programs and a full slate of student support services.

According to the ARCC 2012 Report Butte College exceeded its peer group in five of seven indicators and was the peer group high in Improvement Rate for Credit Basic Skills, for the second year in a row, and Annual Successful Completion Rate for Credit Vocational Courses. The indicators in which Butte College lagged its peer group were Annual Successful Completion Rate for Credit Basic Skills and Persistence Rate. In basic skills the extremely high progression rate and relatively low success rate may indicate that the college's combination of rigor and support services is resulting in better overall progression. Factors that could have negatively impacted the Persistence Rate include schedule reductions, a relatively large number of short-term certificates, and the relative difficulty Butte College students have transferring to other community colleges based on distance and schedule reductions.

For this report Butte College improved in five of eight indicators. The indicators in which performance decreased were the Persistence Rate (described above), ESL Improvement Rate, and CDCP Progress and Achievement Rate. For Butte College the ESL Improvement Rate cohort is fewer than ten students making this percentage highly unstable. The CDCP Progress and Achievement Rate measures the progression of students from non-credit ESL into the college's credit program. This program has been primarily funded by CalWORKS and was negatively impacted by reductions in this funding. These changes have made this indicator unstable as well.

Over the past four years the college has implemented a number of strategies to improve student success. These include Supplemental Instruction, Learning Communities, the OnCourse student-centered teaching and learning model, student mentorship, and a student portal. Last year the college began implementing Applied Academics for career and technical education programs and this year it expanded its First Year Experience (FYE) program. Next year the college will pilot Degree Audit and E-Advising. The college's Student Success Committee, which is comprised of representatives from across campus, oversees implementation of these initiatives. The results from the 2012 ARCC Report suggest that these strategies are working.

The college obtains grants to support innovation. The most significant of these are a $2 million Title III grant and a $697,852 Funding for the Improvement of Post-Secondary Education (FIPSE) grant. The college continues to seek outside funding and is in the process of institutionalizing selected Title III programs.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	51.0%	52.8%	53.0%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	71.4%	69.2%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	74.3%	70.0%	71.8%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	74.2%	75.5%	76.0%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	61.1%	64.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	43.4%	38.5%	45.5%
Basic Skills Improvement Rate	56.8%	58.8%	58.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Cabrillo College
Cabrillo Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	24,170	21,811	20,223
Full-Time Equivalent Students (FTES)	13,472	12,799	11,601

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	25.2%	25.4%	24.2 %
20 - 24	25.2%	27.6%	29.1 %
25 - 49	35.0%	34.7%	34.6 %
Over 49	14.6%	12.2%	12.1 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.0%	53.1%	52.5%
Male	45.1%	46.1%	46.8%
Unknown	0.9%	0.7%	0.6%

Source: Chancellor's Office, Management Information System

Cabrillo College
Cabrillo Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.5%	1.5%	1.4%
American Indian/Alaskan Native	1.0%	0.8%	0.7%
Asian	3.0%	3.1%	2.8%
Filipino	1.3%	1.2%	1.0%
Hispanic	24.6%	27.4%	29.9%
Pacific Islander	0.5%	0.5%	0.4%
Two or More Races	.%	1.3%	2.7%
Unknown/Non-Respondent	8.4%	5.8%	3.9%
White Non-Hispanic	59.8%	58.5%	57.4%

Source: Chancellor's Office, Management Information System

Cabrillo College
Cabrillo Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	53.0	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	71.5	73.3	65.7	81.4	*B2*
C	Persistence Rate	71.8	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.0	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.2	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	58.4	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	45.5	48.8	10.1	67.5	*G2*

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

Cabrillo College

Cabrillo Community College District

College Self-Assessment

Insights from the ARCC Indicators

Table 1.1 Student Progress and Achievement Rate & 1.1a Percent of Students Who Earned at Least 30 Units. Cabrillo's student progress and achievement rate (SPAR) is at its highest level since the ARCC tracking began. The development of SB 1440 transfer Associate degrees (or AATs) has the potential to increase degree attainment and transfer despite impacted admissions at UCs and CSUs. The percentage of students achieving 30+ units is at 71.5%, improving from 69% last year. These trends are several years in the making and are associated with a shift in the student body toward more full time students over the same time period (from 28% to 32%).

Table 1.2 Persistence Rate. Cabrillo's first time students' persistence rate continues to be very high (at 71.8% it is higher than the statewide average and our peer group average). The persistence rate this year is somewhat higher than last year (70.0%), and somewhat lower than two years ago (74.3%). Due to budget cuts, the college underwent an approximate 6% drop in the number of sections offered in Fall 2010 relative to Fall 2008, providing fewer opportunities for students to persist. Even so, it is clear that Cabrillo remains exceptionally committed to assisting our first time students in staying enrolled and pursuing their educational goals.

Table 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses. Last year we noted that the rate at which students pass credit vocational coursework at Cabrillo had shown a slight upward trend over the past four years. We expected that an increased focus on CTE pathways (Goal C of the College Master Plan) would result in further improvements in this metric and we are gratified to see that it has.

Table 1.4 Annual Successful Course Completion Rate for Credit Basic Skills Courses. At 64.2% this metric is above the state average and our peer group average. The basic skills pass rate increased by 3.1% over last year. Our basic skills initiative (ACES) continues to focus on data driven evaluation of Cabrillo's grant-funded learning communities (e.g., ACE, REAL, STARS). Our new Learning Communities Center promotes collaboration and complementary offerings among the various specialized learning communities.

Table 1.5 Improvement Rates for ESL and Credit Basic Skills Courses. A recent reorganization of Cabrillo's ESL course offerings may have led to the marked improvement in this ESL improvement rate metric this year relative to last year (38.5% to 45.5%). A new ESL placement test, changes in cut scores, and other programmatic improvements will hopefully lead to even more improvement by next year. Our basic skills course improvement rate about the same as it was last year (58.4% vs. 58.8%) but higher than it was two years ago (56.8%). Improvements in tracking basic skills cohorts should support further innovation and improvement in basic skills.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	48.3%	45.8%	54.8%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	73.5%	73.1%	73.4%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	68.9%	63.6%	68.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.3%	77.0%	76.9%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	56.1%	56.2%	52.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	50.6%	46.8%	43.1%
Basic Skills Improvement Rate	57.9%	60.2%	60.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Canada College

San Mateo County Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	10,865	11,566	10,721
Full-Time Equivalent Students (FTES)	4,703	5,063	4,902

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	22.2%	22.6%	20.4 %
20 - 24	22.8%	23.4%	26.0 %
25 - 49	42.9%	42.0%	42.3 %
Over 49	12.0%	12.0%	11.3 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	63.1%	63.3%	63.4%
Male	34.7%	34.7%	34.7%
Unknown	2.2%	2.0%	1.9%

Source: Chancellor's Office, Management Information System

Canada College

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.4%	3.8%	4.2%
American Indian/Alaskan Native	0.4%	0.4%	0.3%
Asian	7.2%	8.6%	8.4%
Filipino	3.7%	3.6%	3.7%
Hispanic	41.4%	39.2%	41.0%
Pacific Islander	1.7%	1.7%	1.7%
Two or More Races	.%	1.2%	1.9%
Unknown/Non-Respondent	10.6%	8.3%	6.4%
White Non-Hispanic	31.7%	33.3%	32.5%

Source: Chancellor's Office, Management Information System

Canada College

San Mateo County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.8	43.3	25.0	54.8	*A6*
B	Percent of Students Who Earned at Least 30 Units	73.4	76.2	73.3	81.7	*B6*
C	Persistence Rate	68.4	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.9	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.3	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	60.4	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	43.1	45.6	.0	78.6	*G1*

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

Canada College

San Mateo County Community College District

College Self-Assessment

Students Served

Cañada College is a steadily growing community college located in the San Francisco Bay Area, and now serving approximately 11,500 students per year. Despite its location in one of the most affluent communities in the state, Cañada serves a diverse and largely underserved student population. Cañada enrolls disproportionately high levels of both Hispanic and Filipino students as well as first generation college students and those from low income households. Cañada supports the needs of these students through high quality, adaptive instruction and robust service support.

Mission and Programs

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

ARCC Metrics

Cañada administrators, faculty and staff routinely review trends in the ARCC data. The 2012 ARCC Report highlights a significant increase in Cañada's Student Progress and Achievement Rate. This year's increase of nine percentage points reverses a modest decline and placed Cañada at the top of its peer group and above the statewide average. Much of this success can be attributed to Cañada's focus on strengthening its general education offerings. In Fall 2010 the college created the Center for Innovation and Excellence in Teaching and Learning (CIETL) with the primary purpose of creating a time and space for faculty and staff to regularly convene to share best practices. CIETL supports practitioner level research and curricular innovation and has begun to stimulate campus wide dialogue on the forces impacting student success.

Another area of improvement was the five percentage point increase in Canada's Fall to Fall Persistence Rate. Noticing a decline in persistence in previous years the college leadership developed strategies to increase the persistence rate for first-time students. The college continues to investigate the forces impacting student persistence to help identify warning signs that can alert college professionals that students may be facing challenges and respond to those challenges in an effective and timely manner.

One area of concern in the ARCC report is the continued decline in the college's Improvement Rates for ESL students. In response to local research findings the college has introduced a series of program innovations linking ESL courses with vocational courses to help foster greater contextual learning and develop stronger connections with our ESL students.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	45.1%	46.8%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	76.4%	75.5%	78.4%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	75.6%	72.8%	78.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.2%	72.0%	72.1%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	58.2%	60.2%	61.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	50.2%	49.3%	45.7%
Basic Skills Improvement Rate	61.8%	62.4%	61.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	9.1%	6.3%	9.1%

Cerritos College

Cerritos Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	38,028	35,260	32,376
Full-Time Equivalent Students (FTES)	17,359	18,076	17,558

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	27.6%	28.4%	26.1 %
20 - 24	30.4%	31.6%	33.6 %
25 - 49	32.7%	31.1%	31.2 %
Over 49	9.2%	8.6%	9.0 %
Unknown	0.2%	0.2%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.0%	53.7%	53.7%
Male	44.0%	43.8%	43.9%
Unknown	3.0%	2.5%	2.4%

Source: Chancellor's Office, Management Information System

Cerritos College
Cerritos Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	7.9%	5.6%	7.3%
American Indian/Alaskan Native	0.5%	0.3%	0.3%
Asian	9.8%	7.1%	8.0%
Filipino	3.3%	2.4%	2.9%
Hispanic	53.2%	43.2%	54.2%
Pacific Islander	0.7%	0.4%	0.5%
Two or More Races	.%	0.2%	0.9%
Unknown/Non-Respondent	11.5%	30.8%	14.2%
White Non-Hispanic	13.2%	10.0%	11.7%

Source: Chancellor's Office, Management Information System

Cerritos College

Cerritos Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.1	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	78.4	73.3	65.7	81.4	*B2*
C	Persistence Rate	78.4	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.1	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.9	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	61.2	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	45.7	57.9	40.8	69.2	*G5*

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

Cerritos College

Cerritos Community College District

College Self-Assessment

Cerritos College serves a diverse population of students, primarily from Artesia, Bellflower, Cerritos, Downey, Norwalk, and surrounding cities in southeast Los Angeles County. The college is also designated as a Hispanic Serving Institution with more than half of the student population indicating they are Hispanic. Over the past three years, the annual headcount has decreased from 38,028 (2008/09) to 32,376 (2010/11) students. While headcount declined from 2008/09 to 2010/11, full-time equivalent students (FTES) have fluctuated from a low 17, 359 FTES in 2008/09 to a high 18,076 in 2009/10 and dropped to 17,558 FTES in 2010/11. The FTES drop can be attributed to statewide budget cuts.

Cerritos College has demonstrated good or above average performance on four out of seven accountability indicators. The College has steadily improved in the last three reporting years. In 2010 the College had two indicators above the peer group, and in 2011 it had three indicators above the peer group average.

College-level success indicators found in the “ARCC 2012 Report” have increased when compared to the previous three academic years’ indicators with the exception of ESL and Credit Basic Skills Improvement Rates. Seventy-eight percent (78.4%) of Cerritos students who have shown intent to work towards a degree/certificate have earned at least 30 units in the California Community College System. Cerritos is above the peer group average of 73.3% for the most recent cohort of students. The Persistence Rate for first-time students who completed six units in the fall of 2009 at Cerritos College and returned to a California community college in the subsequent fall (2010) semester was 78.4%, a 5.6% increase from previous year. For Persistence Rate, Cerritos College was 7% higher than the peer group average (71.0%).

The Student Progress and Achievement Rate (SPAR) increased from 45.1% for the 2003-2004 to 2008-2009 cohort to 50.1% for the 2005-2006 to 2010-2011 cohort. For the first time since the inception of ARCC reporting in 2008, Cerritos College’s SPAR is above the peer group average.

The ESL Improvement Rate has declined from 50.2% to 45.7% in the past three years. The College has identified the cause of this decline to our ESL sequence and transition to English. Currently our ESL sequence places students who have successfully completed the highest level of ESL to two-level below College Level English, which is not the expected sequence for improvement based on Chancellor’s Office methodology, even though they are improving. The College is looking into possible curriculum changes to better transition our students from ESL to English. The Basic Skills Improvement Rate has been stable and ranged from 61.2% to 62.4%. The College’s Credit Basic Skills Improvement rate is 8.4% higher than the peer group average of 52.8%.

Cerritos College is dedicated to improving our accountability measures and overall improvement in student success. We continue to focus on our Student Success Plan and with the implementation of Mandatory Orientation, Counseling, and Assessment as well as degree audit, we are optimistic that the College will show even more improvements in future reports.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	50.5%	52.9%	50.5%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	64.0%	67.7%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	53.7%	60.0%	53.1%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	65.8%	68.8%	67.0%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	55.1%	50.8%	53.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	0.0%	22.2%	31.6%
Basic Skills Improvement Rate	53.0%	52.9%	53.1%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Cerro Coso Community College

Kern Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	8,568	9,424	9,301
Full-Time Equivalent Students (FTES)	3,140	3,592	3,464

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	19.9%	18.5%	18.6 %
20 - 24	19.5%	20.3%	23.7 %
25 - 49	43.4%	47.2%	47.6 %
Over 49	17.3%	14.0%	10.2 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	61.1%	58.6%	60.1%
Male	38.6%	41.2%	39.6%
Unknown	0.3%	0.2%	0.3%

Source: Chancellor's Office, Management Information System

Cerro Coso Community College
Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.3%	2.9%	4.7%
American Indian/Alaskan Native	3.1%	1.6%	2.4%
Asian	3.2%	1.5%	2.4%
Filipino	1.7%	1.0%	1.7%
Hispanic	13.2%	18.4%	21.4%
Pacific Islander	0.5%	0.3%	0.3%
Two or More Races	.%	0.9%	2.9%
Unknown/Non-Respondent	7.7%	39.6%	4.3%
White Non-Hispanic	66.5%	33.7%	59.9%

Source: Chancellor's Office, Management Information System

Cerro Coso Community College

Kern Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.5	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	68.9	69.7	57.8	80.0	*B1*
C	Persistence Rate	53.1	57.8	46.3	74.5	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.0	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.6	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	53.1	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	31.6	45.6	.0	78.6	*G1*

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

Cerro Coso Community College

Kern Community College District

College Self-Assessment

Established in 1973, Cerro Coso Community College is one of three colleges within the Kern Community College District. Cerro Coso serves a rural population scattered over 18,000 square miles, the largest community college service area in California. To serve its far reaching communities, Cerro Coso has been offering online classes since 1997 and offers 16 Associate degrees entirely online and as many as 160+ classes online each year.

In 2011, the college conducted a research project to examine factors contributing to our recent middle-of-the-pack outcomes in the SPAR. Better orientation and more expanded offerings of student success courses were determined to be the best intervention on the short-term the college could use to increase these numbers. On the longer term, additional changes include giving priority registration to those completing all matriculation components, more tightly integrating programs of study, and structuring academic pathways to facilitate completion.

These changes are expected to positively affect the 30 Unit and Persistence metrics. Some of the trends in these metrics date back to expansion of the online program, which caused the college to now serve more part-time students than full-time (81%-17%), and more students enrolled in fewer than six units than more (51%-49%). Other demographic factors—such as the large proportion of older students in the small rural communities Cerro Coso serves—means that fewer students are included in the ARCC cohort who complete all matriculation components and pursue a program through to completion. A recent external scan showed the college has a large number of local students 25-40 years old without a college or high school diploma. The college has plans to 1) better determine the educational needs of this population, 2) schedule courses at our local centers to serve those needs more effectively, 3) and reduce the number of full online offerings, creating more hybrid courses with an onsite component.

The study also revealed that Cerro Coso has proportionately fewer students included in the SPAR and 30 Unit cohort than other schools. In prior years, the college enrolled a large number of concurrent high school students. This decline in these enrollments in recent years corresponds with the decline in SPAR and Persistence rates since such students tend to be better completers down the line.

Basic Skills has concentrated efforts in the past two years on improving the instruction of learning/study and self-efficacy skills directly in the classroom resulting in a positive trend in both ARCC Basic Skills measures.

Vocational Education Completion rates continue to lag behind our cohort and are being addressed. A grant-funded initiative underway to more successfully integrate Basic Skills into the CTE curriculum—especially within the first semester—will positively impact future results.

The Improvement Rate for Credit ESL courses is unacceptably low. We run only six ESL classes a year taught by a single adjunct instructor. Though the score is higher than last year and trending in the right direction, special care will be taken to provide additional training and support for this individual.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	50.4%	49.8%	53.7%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	73.5%	72.1%	74.7%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	72.7%	72.3%	70.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	70.2%	70.7%	70.4%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	60.3%	60.0%	63.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	51.9%	51.0%	47.8%
Basic Skills Improvement Rate	66.1%	64.1%	65.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Chabot College

Chabot-Las Positas Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	23,193	22,824	20,874
Full-Time Equivalent Students (FTES)	10,912	11,315	10,756

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	25.7%	24.8%	24.8 %
20 - 24	30.3%	31.3%	32.4 %
25 - 49	36.0%	36.8%	36.2 %
Over 49	8.0%	7.1%	6.6 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.9%	53.8%	52.8%
Male	43.8%	44.4%	45.5%
Unknown	2.3%	1.8%	1.7%

Source: Chancellor's Office, Management Information System

Chabot College

Chabot-Las Positas Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	15.2%	15.3%	15.3%
American Indian/Alaskan Native	0.8%	0.5%	0.4%
Asian	18.2%	18.1%	17.1%
Filipino	9.0%	8.2%	8.0%
Hispanic	25.1%	26.8%	29.4%
Pacific Islander	2.5%	2.2%	2.1%
Two or More Races	0.2%	2.4%	3.8%
Unknown/Non-Respondent	8.5%	6.3%	4.1%
White Non-Hispanic	20.6%	20.2%	19.7%

Source: Chancellor's Office, Management Information System

Chabot College

Chabot-Las Positas Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	53.7	49.2	38.6	53.7	*A3*
B	Percent of Students Who Earned at Least 30 Units	74.7	73.3	65.7	81.4	*B2*
C	Persistence Rate	70.4	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.4	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.2	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	65.9	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	47.8	48.8	10.1	67.5	*G2*

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

Chabot College

Chabot-Las Positas Community College District

College Self-Assessment

Performance results for Chabot College are mostly positive: continuing high rates in overall progress and achievement and in persistence from Basic Skills courses, an increase in Basic Skills success rates, average rates in overall student persistence and in persistence from ESL courses, and lower than average success rates in Vocational courses that can be explained. These outcomes reflect our students' challenges and our efforts to mitigate those challenges.

A comprehensive, urban college in Hayward, we experience both the benefits and challenges of the Bay Area regional economy and nearby CSU and UC campuses. There are nearby transfer institutions and jobs. However, Hayward is a low-income area, and the high cost of living is challenging. Our economically disadvantaged, ethnically diverse student body has intense pressures that work against remaining in college. Fifty-eight percent (58%) work 20 hours or more per week, 64 percent live with their parents, 73 percent are first-generation college students, and 64 percent report family income either 'low' or 'very low' based on federal poverty guidelines. For over ten years, 87 to 95 percent of entering students who took the English and/or Math assessment tests have required remediation. The combination of low incomes and high needs for remediation means that many Chabot students struggle academically and are more likely to drop, particularly those who are first-generation college students from low-income ethnic communities.

Despite these challenges, Chabot students attained overall student progress and achievement rates that were the highest in their peer group, as well as persistence rates from Basic Skills courses that were almost the highest in their peer group. Their performances in earning at least 30 units and persisting from Fall to Fall were above their peer group averages. Increased success rates in Basic Skills courses and persistence rates from ESL courses were near the average. These levels may be the result of recent learning initiatives focusing on student engagement, success, and persistence that are finally showing up in the measures of college-wide long-term achievement and success rates. Increasing success rates in Basic Skills courses has been a goal at Chabot for many years, as reflected by the growth of learning communities, the increased number of federal, state, and private grants targeting Basic Skills, and the expansion in the number of Basic Skills classes containing a lab component. These initiatives seem to be having a positive influence on both Basic Skills success and improvement rates and long term overall achievement rates.

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

Chaffey College

Chaffey Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	46.7%	48.3%	48.8%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.4%	68.8%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	69.4%	71.6%	72.6%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	73.8%	76.6%	76.7%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	63.2%	66.4%	68.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	43.5%	51.6%	40.8%
Basic Skills Improvement Rate	59.3%	58.6%	62.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Chaffey College
Chaffey Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	29,323	29,377	25,929
Full-Time Equivalent Students (FTES)	14,841	14,848	14,528

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	30.8%	32.2%	30.0 %
20 - 24	32.2%	32.9%	35.6 %
25 - 49	32.7%	31.2%	30.9 %
Over 49	4.2%	3.7%	3.5 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	58.8%	57.8%	57.4%
Male	39.5%	40.7%	41.1%
Unknown	1.6%	1.5%	1.6%

Source: Chancellor's Office, Management Information System

Chaffey College
Chaffey Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	11.5%	9.5%	10.8%
American Indian/Alaskan Native	0.7%	0.4%	0.4%
Asian	5.7%	5.6%	4.9%
Filipino	3.0%	3.8%	2.3%
Hispanic	42.9%	43.1%	48.8%
Pacific Islander	0.6%	0.8%	0.3%
Two or More Races	.%	1.7%	2.4%
Unknown/Non-Respondent	10.4%	11.1%	6.8%
White Non-Hispanic	25.3%	23.9%	23.3%

Source: Chancellor's Office, Management Information System

Chaffey College
Chaffey Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	48.8	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	70.1	73.3	65.7	81.4	*B2*
C	Persistence Rate	72.6	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.7	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.6	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	62.4	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	40.8	57.9	40.8	69.2	*G5*

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

Chaffey College

Chaffey Community College District

College Self-Assessment

Founded in 1883, Chaffey College serves the residents of the San Bernardino County Inland Empire and was one of the first community colleges to be established in California. In Fall 2011, 19,432 students generated over 62,000 enrollments. To meet the transfer, occupational, general education, and foundation skills needs of students, Chaffey offered 1,792 sections in 81 subject areas, providing 556 unique course offerings. Because of the proportion of low-income Hispanic students served, the college has been designated a Hispanic Serving Institution; approximately 78% of Chaffey students are from historically underrepresented populations.

Chaffey College continues to emphasize and provide strong institutional support for innovative learning strategies (e.g., accelerated learning, supplemental instruction, and learning-to-learn); student support services (e.g., Success Guides, the Opening Doors to Excellence Program, Success Centers, and degree auditing); and cognitive indices associated with positive student outcomes (e.g., hope, self-efficacy, engagement, and well-being). Institutional strategic goals specifically focus on the district's "Completion Counts/Exceeding Expectations (C2/E2)" agenda (improving degree and certificate completion; transfer rates; and goal completion); on decreasing student achievement gaps; on expanding the capacity for student support; and on increasing opportunities for students in high-demand, emerging career technical education fields. Through various institutional processes such as the district's strategic goals, educational master plan, program & services review, and student learning outcomes, the district seamlessly integrates instruction and student services and provides a high level of instructional support to students. As part of the district's strategic planning process, Chaffey incorporates findings from the Accountability Report for Community Colleges (ARCC) into a number of district planning and evaluation processes.

Reflecting the institution's commitment to student success, Chaffey College observed annual improvements on six of the seven 2012 ARCC Report accountability indicators. Chaffey witnessed systemic improvements on the student progress and achievement rate (46.7% from 2003-04 to 2008-09; 48.8% from 2005-06 to 2010-11); percentage of students who earned at least 30 units (65.2% from 2000-01 to 2005-06; 70.1% from 2005-06 to 2010-11); persistence rate (64.3% from Fall 2005 to Fall 2006; 72.6% from Fall 2009 to Fall 2010); successful course completion rate in credit vocational courses (74.7% in 2004-05; 76.7% in 2010-11); successful course completion rate in credit basic skills courses (58.7% in 2005-06; 68.6% in 2010-11); and basic skill improvement rate (47.4% from 2003-04 to 2005-06; 62.4% from 2008-09 to 2010-11).

The only metric where Chaffey College did not demonstrate improvement was on the ESL improvement rate. From 2001-02 to 2003-04, the ESL improvement rate was 28.4%. This rate steadily improved through 2007-08 to 2009-10, when it peaked at 51.6%. However on the 2012 ARCC Report (2008-09 to 2010-11), the ESL improvement rate declined to 40.8%. Chaffey is currently examining six-year course progression rates of recent first-time, no prior college experience ESL students to identify potential course improvement barriers. Course offerings patterns are also being explored to determine whether section reductions necessitated by budget cuts are limiting ESL improvement and progression opportunities for students.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	53.5%	54.3%	50.2%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	73.8%	75.5%	74.6%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	68.4%	63.7%	70.9%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.6%	77.8%	78.2%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	70.4%	72.8%	71.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	54.3%	62.6%	63.3%
Basic Skills Improvement Rate	53.3%	57.3%	60.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	2.8%	5.8%	4.9%

Citrus College
Citrus Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	21,564	20,864	19,131
Full-Time Equivalent Students (FTES)	13,023	11,444	11,659

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	32.3%	37.7%	31.3 %
20 - 24	34.3%	32.3%	37.0 %
25 - 49	24.4%	21.6%	23.1 %
Over 49	9.0%	8.4%	8.7 %
Unknown	0.0%	0.1%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.2%	54.4%	54.8%
Male	43.1%	43.7%	43.7%
Unknown	2.7%	1.9%	1.5%

Source: Chancellor's Office, Management Information System

Citrus College
Citrus Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.2%	4.3%	5.4%
American Indian/Alaskan Native	0.7%	0.5%	0.3%
Asian	6.8%	3.3%	7.0%
Filipino	2.8%	2.2%	2.9%
Hispanic	38.5%	34.4%	49.4%
Pacific Islander	0.7%	0.4%	0.4%
Two or More Races	.%	0.5%	1.7%
Unknown/Non-Respondent	18.0%	32.6%	5.8%
White Non-Hispanic	27.4%	21.7%	26.9%

Source: Chancellor's Office, Management Information System

Citrus College

Citrus Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.2	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	74.6	73.3	65.7	81.4	*B2*
C	Persistence Rate	70.9	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.2	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	71.3	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	60.2	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	63.3	51.4	24.1	70.2	*G3*

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

ARCC 2012 Report: College Level Indicators

Citrus College

Citrus Community College District

College Self-Assessment

Citrus College is a nationally ranked community college that has been recognized as an outstanding institution of higher learning by publications such as Community College Week, The Hispanic Outlook in Higher Education and G.I. Jobs. In 2011, the college accomplished several milestones including the selection of nine STEM students to NASA's Microgravity University, a record number of associate degrees conferred, and progress in implementing sustainability initiatives.

The 2012 ARCC Report shows Citrus College ranking above its peer groups in all seven accountability indicators: Student Progress and Achievement Rate; Percent of Students Who Earned at Least 30 Units; Persistence Rate; Annual Successful Course Completion Rate for Credit Vocational Courses; Annual Successful Course Completion Rate for Credit Basic Skills Courses; Improvement Rate for Credit Basic Skills Courses; and Improvement Rate for Credit ESL Courses – a reflection of the college's effective instructional programs and student support services and special initiatives.

Citrus College experienced its most dramatic progress in the Persistence Rate category, a 7.2% increase compared to the fall 2008-fall 2009 cohort. This improvement can be attributed to several programs designed to increase matriculation, such as mandatory orientation and improved online counseling services. Academic programs such as the STEM Center, the Writing Café, the Learning Center and the Honors Program also provided opportunities aimed at enhancing students' academic success and increasing their educational goals attainment.

Although the 2005-2006 cohort experienced a decline of 4% in Student Progress and Achievement Rate (SPAR), the total number of degrees and certificates awarded to students collegewide increased 13% from 1,509 in 2009-2010 to 1,712 in 2010-2011. Data analysis indicates that the number of degrees and certificates awarded to the last cohort decreased compared to the previous cohort, contributing to the overall drop of the SPAR rate. Reductions to institutional course offerings commencing 2008 to present may be a contributing factor as relates to the decrease in degree/certificate completion.

In fall of 2011, Citrus College received an unprecedented $8 million in grants, which will enable the institution to provide programs and services to support students pursuing careers in the STEM and education fields and transfer to four-year colleges and universities.

A new, five-year Strategic Plan and a 10-Year Educational and Facilities Master Plan will guide the college in advancing its mission of enabling students to improve their basic skills, acquire a career/technical certificate and transfer to a four-year college or university.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	50.1%	52.9%	54.3%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	72.1%	73.7%	75.0%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	76.7%	75.1%	80.0%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	76.9%	76.8%	75.7%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	64.8%	61.7%	61.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	59.9%	65.9%	71.6%
Basic Skills Improvement Rate	64.3%	64.8%	64.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

City College of San Francisco

San Francisco Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	51,530	48,865	45,710
Full-Time Equivalent Students (FTES)	38,019	34,741	37,391

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	15.2%	16.0%	14.2 %
20 - 24	27.3%	29.1%	29.5 %
25 - 49	47.3%	45.5%	46.4 %
Over 49	10.1%	9.4%	9.9 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.4%	53.4%	52.2%
Male	44.6%	44.8%	46.1%
Unknown	0.9%	1.7%	1.7%

Source: Chancellor's Office, Management Information System

City College of San Francisco
San Francisco Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	8.2%	8.3%	9.0%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	29.7%	29.5%	28.9%
Filipino	6.8%	6.6%	6.4%
Hispanic	15.4%	17.6%	19.4%
Pacific Islander	1.0%	0.8%	0.8%
Two or More Races	.%	1.9%	2.8%
Unknown/Non-Respondent	12.0%	7.5%	5.3%
White Non-Hispanic	26.5%	27.3%	27.1%

Source: Chancellor's Office, Management Information System

City College of San Francisco

San Francisco Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.3	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	75.0	76.0	70.8	85.9	*B4*
C	Persistence Rate	80.0	74.7	69.3	82.1	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.7	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.9	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	64.4	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	71.6	54.8	45.0	71.6	*G4*

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

City College of San Francisco

San Francisco Community College District

College Self-Assessment

Founded in 1935, City College of San Francisco (CCSF) is among the oldest and largest community colleges, enrolling roughly 95,000 students each year. CCSF delivers over 4,500 courses at 12 campuses, 21 additional principal sites and nearly 200 other instructional sites citywide. The College's programmatic breadth and variety, combined with its image and prominence in the city's ethnic neighborhoods and the downtown business district, result in the highest market penetration of any community college in the country. Furthermore, CCSF provides educational access to an extremely diverse population of students across the city of San Francisco, including large immigrant and Asian populations as well as Latinos and older San Franciscans.
The extremely difficult financial conditions over the past three years are evident in this report. The credit student population shrank from 51,530 in 2008-09 to 45,710 in the most recent year, and the under 19 population dropped nearly 2 percentage points from 16.0% to 14.2%. Nonetheless, measures of success have held up well. We will address these success measures by:

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

In a comparison to the statewide averages, CCSF was above average on five of the seven of the measures in the last reporting year. For two measures, the college was lower by less than one percentage point. These two measures were Vocational Course Completion and Basic Skills Course Completion.

In comparison to its peer group, CCSF had the best ESL Improvement rate, and was near the top in Persistence. It was above average in Basic Skills Improvement and average in Vocational Course Completion. It was slightly below the peer group average for SPAR (by less than three percentage points), 30 Unit Completion (by one percentage point), and Basic Skills Course Completion (by less than two percentage points). In no instance was it at or near the bottom of each group.

Over the three year period of this report, four of the seven ARCC performance measures showed improvement, including Student Progress & Achievement Rate (SPAR), 30 Unit Completion, Persistence, and ESL Improvement. Additional examination of data underlying SPAR showed increasing percentages of students becoming transfer directed and transfer prepared.

Vocational Course Completion, Basic Skills Course Completion, and Basic Skills Improvement decreased slightly by one to three percentage points. However, in looking back further to a fourth year, Basic Skills Improvement has gone up and Vocational Course Completion is within one-half of a percentage point. Therefore, Basic Skills Course Completion may be the most concerning since the small but statistically significant decrease over three years is also evident in a longer, four-year look. When examined by subject, the downtrend occurs in mathematics and English. English recently instituted an intensified English sequence which may increase future success rates. While mathematics also recently added intensified classes, those do not extend down to arithmetic which is the only basic skills defined mathematics course.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	64.2%	52.4%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	71.7%	67.5%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	47.5%	44.4%	46.7%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.5%	70.3%	67.5%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	68.5%	69.7%	72.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	20.8%	23.2%	33.5%
Basic Skills Improvement Rate	47.4%	53.3%	48.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Coastline Community College

Coast Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	22,768	18,930	16,787
Full-Time Equivalent Students (FTES)	6,972	6,251	6,106

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	10.4%	10.6%	14.5 %
20 - 24	19.0%	19.0%	22.1 %
25 - 49	47.9%	46.2%	48.2 %
Over 49	22.6%	24.1%	15.1 %
Unknown	0.1%	0.1%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.4%	57.9%	55.9%
Male	45.1%	40.7%	42.6%
Unknown	1.6%	1.4%	1.5%

Source: Chancellor's Office, Management Information System

Coastline Community College

Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	7.5%	5.4%	5.4%
American Indian/Alaskan Native	1.2%	0.8%	0.7%
Asian	21.1%	26.4%	29.8%
Filipino	1.6%	1.7%	2.2%
Hispanic	13.9%	14.6%	17.2%
Pacific Islander	0.5%	0.4%	0.5%
Two or More Races	.%	1.4%	2.5%
Unknown/Non-Respondent	18.2%	12.8%	5.9%
White Non-Hispanic	36.0%	36.7%	35.9%

Source: Chancellor's Office, Management Information System

Coastline Community College

Coast Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	51.0	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	70.4	70.1	65.6	74.7	*B5*
C	Persistence Rate	46.7	57.8	46.3	74.5	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.5	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.6	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	48.6	55.0	48.6	62.3	*F6*
G	Improvement Rate for Credit ESL Courses	33.5	45.6	.0	78.6	*G1*

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

Coastline Community College

Coast Community College District

College Self-Assessment

Coastline Community College was founded in 1976 with the specific mission of serving students through alternative delivery and scheduling formats. In addition to its classroom-based programs, the college has strong departments in distance education and instructional system design. The college has produced more than 60 internationally-distributed, award-winning tele-courses and online courses. Coastline's creative scheduling and innovative instructional delivery formats are an excellent match for the educational needs and lifestyles for today's global students. Over eighty 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 ARCC reporting system.

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 completing 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 2010-11, Coastline served 9,873 military students. The number of course enrollments (seats) by military program students grew from 3,235 in 1999-00 to over 15,000 in 2010-11. When compared to most civilian students, military students' progress through our courses and programs at high rates, achieving almost a 90% rate of successful course completion; this success rate compares very favorably to the statewide distance education course success rate of 58%. Although highly successful students, military enrollment data are not included in all of Coastline's ARCC data tables. The college continues to work with the System's Office to include military enrollment data in future ARCC reports. As a result, of these efforts, we expect our program completion and transfer rates to reflect a steady increase over the coming years.

Coastline has initiated new programs and accelerated existing programs to serve students from a much broader range of circumstances. These programs include recruitment, instruction, and support services tailored to the needs of deployed military personnel, incarcerated students, and highly motivated students. The college is making a conscious effort to attract students who consider Coastline their home college and choose to achieve their educational goal in the quickest time possible. This effort manifests through new coordinated scheduling efforts to enhance degree and certificate completion. Coastline continues to foster partnerships with local school districts for programs such as our Early College High School recognized as a California Distinguished School. Coastline looks forward to continuing excellence learning centers In Garden Grove, Westminster and Newport Beach, and developing innovative technologies to support the design and delivery of high-quality distance learning courses.

College of Alameda

Peralta Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1: Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	54.4%	54.4%	54.4%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.9%	72.3%	70.8%

Table 1.2: Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	68.0%	67.7%	66.6%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	64.5%	63.8%	65.5%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	60.6%	61.8%	65.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	57.2%	51.6%	53.6%
Basic Skills Improvement Rate	48.9%	53.8%	43.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

College of Alameda

Peralta Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	11,525	12,976	11,850
Full-Time Equivalent Students (FTES)	3,791	4,204	3,877

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	23.4%	22.8%	22.5 %
20 - 24	30.5%	32.1%	34.3 %
25 - 49	39.3%	38.9%	37.7 %
Over 49	6.8%	6.3%	5.5 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.0%	52.7%	50.9%
Male	41.2%	41.3%	42.6%
Unknown	4.7%	6.0%	6.4%

Source: Chancellor's Office, Management Information System

College of Alameda

Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	21.8%	20.8%	22.5%
American Indian/Alaskan Native	0.7%	0.5%	0.4%
Asian	29.5%	24.8%	28.0%
Filipino	3.8%	2.8%	3.4%
Hispanic	12.5%	10.6%	13.7%
Pacific Islander	0.9%	0.7%	0.6%
Two or More Races	.%	0.4%	2.4%
Unknown/Non-Respondent	16.8%	28.1%	14.4%
White Non-Hispanic	13.9%	11.3%	14.6%

Source: Chancellor's Office, Management Information System

College of Alameda

Peralta Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	56.0	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	70.8	69.7	57.8	80.0	*B1*
C	Persistence Rate	66.6	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	65.5	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.8	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	43.2	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	53.6	48.8	10.1	67.5	*G2*

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

ARCC 2012 Report: College Level Indicators

College of Alameda

Peralta Community College District

College Self-Assessment

The College of Alameda's (COA) unduplicated headcount of 11,850 students during Academic Year 2010-2011 demonstrates a noticeable decrease of 9% in student enrollment from the previous year. This decrease is in stark contrast to the past two Academic years that totaled an approximate increase of 18%. From 2007/08 to 2008/09 the headcount increased by 9% and FTES increased by 7%, while from 2008/09 to 2009/10 the headcount increased by 9% and FTES increased by 10%; thus, totaling an 18% overall increase. However, from 2009/10 to 2010/11 the headcount decreased by 9% and FTES decreased by 9%, which, coupled with the state Governor's Office latest statement on reduction of funding, is most likely the start of a downward trend in enrollment. During years 2008-2009 to 20010-2011, the proportion of students younger than 25 increased by nearly 4%. Dominant ethnic groups are Asian/Pacific Islander/Filipino and African American, posting a slightly higher percentage than last Academic Year at 32%, and 22.5%, of the student body respectively. With the exception of English and Mathematics, the highest enrolled subjects in fall 2010 (duplicated headcounts at 500 or more) were: Psychology, ESL, Business, Physical Education, History, Biology, and Communications. There is a balance of enrollment between vocational and non-vocational classes. Over the past few years, mainly through external funding grants and projects, COA has developed multiple new programs to support students in obtaining transfer credits, degrees, and certificates. Six of these programs are: Alameda Science and Technology Institute (ASTI); Alameda Transportation and Logistics Academic Support (ATLAS); Direct Service Workers Program; Violence Prevention Initiative Certificate Program; the Youth Empowerment Strategies for Successful-Independent Living Program (YESS-IL) supporting pre-collegiate youth and special populations; and Toyota T-Ten Auto Mechanics Certification Program. Transfer is supported by a transfer/career center and college and university recruitment events. A six-year trend analysis of ARCC data from Peralta District Research Office through the ARCC 2012 report reveals the following:

• Student progress and achievement rate remains consistent at approximately 54%.
• The percent of student cohorts earning 30 or more credits shows stability at approximately 71%.
• The proportion of the students taking at least six units and persisting from Fall to Fall has stabilized at approximately 71%.
• While the percentage of students successfully completing vocational courses dropped from 68% in 2004/05 to 64% in 2009/10, student persistence is on the rise again at nearly 66% for 2010-2011.
• A similar pattern is found with the successful completion of basic skills courses; whereas in 2004/05 the rate was 68%, and in 2009/10 the rate dropped dramatically to 62%, CTE completion rate is back on the rise with a 4% increase at nearly 66% in 2010-2011. These programs continue to benefit from comprehensive program review aimed at improving student success as well as the Basic Skills Initiative research.
• While the basic skills improvement rate increased from 37% to 54% from 2003-04 to 2009-10, a noticeable decline shows the basic skills improvement rate has dropped considerably to 43%. Learning community cohorts have been implemented to address this decline.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	60.2%	55.2%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	69.6%	70.6%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	54.9%	59.6%	62.7%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	82.9%	80.2%	77.4%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	66.6%	65.0%	66.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	55.5%	45.2%	53.5%
Basic Skills Improvement Rate	58.8%	53.9%	59.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

College of Marin
Marin Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	11,729	12,385	12,483
Full-Time Equivalent Students (FTES)	4,662	5,461	5,385

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	17.7%	17.8%	17.7 %
20 - 24	20.6%	21.8%	22.1 %
25 - 49	38.7%	40.3%	40.0 %
Over 49	22.7%	19.9%	20.2 %
Unknown	0.3%	0.1%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	58.4%	57.3%	57.2%
Male	40.6%	41.2%	41.5%
Unknown	1.0%	1.6%	1.3%

Source: Chancellor's Office, Management Information System

College of Marin
Marin Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.4%	4.4%	5.7%
American Indian/Alaskan Native	0.4%	0.3%	1.1%
Asian	6.7%	5.5%	6.2%
Filipino	1.1%	1.0%	1.2%
Hispanic	14.5%	15.1%	16.9%
Pacific Islander	0.5%	0.5%	0.6%
Two or More Races	.%	1.4%	0.0%
Unknown/Non-Respondent	18.5%	21.8%	16.5%
White Non-Hispanic	53.9%	49.9%	51.9%

Source: Chancellor's Office, Management Information System

College of Marin

Marin Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	57.7	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	73.3	76.2	73.3	81.7	*B6*
C	Persistence Rate	62.7	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.4	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.3	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	59.6	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	53.5	45.6	.0	78.6	*G1*

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

ARCC 2012 Report: College Level Indicators

College of Marin

Marin Community College District

College Self-Assessment

Established in 1926, College of Marin (COM) is located approximately 15 miles north of San Francisco in Marin County. The college consists of two campuses in an area of slow population growth. Marin County's population is well-educated, aging, and predominately Caucasian. Because College of Marin is committed to serving underrepresented students, its student body is significantly more diverse than the population of Marin County as a whole.

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

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

A factor in the lower Persistence Rate compared to its peer group is Marin County's aging population. Approximately 60 percent of COM students are 25 years of age or older. In the statistical model used in the ARCC report, the percentage of students age 25 and older is negatively associated with student persistence rate. The demographics of having older students make it less likely that students persist from fall term to fall term.

When comparing percentages with the previous year's cohorts, the college showed improvement on all indicators with the one exception of the Annual Successful Course Completion Rate for Credit Vocational Courses. The college is exploring ways to help our students be more successful.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	62.9%	58.4%	58.0%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	75.1%	73.5%	75.2%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	77.7%	77.8%	76.5%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	80.9%	79.6%	78.8%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	59.9%	56.8%	59.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	54.1%	54.1%	52.5%
Basic Skills Improvement Rate	56.7%	57.6%	60.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

College of San Mateo

San Mateo County Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	18,647	18,566	16,106
Full-Time Equivalent Students (FTES)	9,071	9,154	8,325

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	27.7%	28.3%	27.5 %
20 - 24	24.3%	25.3%	27.5 %
25 - 49	36.5%	35.5%	35.3 %
Over 49	11.5%	10.9%	9.8 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	50.7%	51.5%	50.7%
Male	46.7%	45.9%	46.9%
Unknown	2.5%	2.6%	2.4%

Source: Chancellor's Office, Management Information System

College of San Mateo

San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.6%	3.4%	3.5%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	16.9%	17.3%	18.5%
Filipino	6.1%	6.3%	6.6%
Hispanic	18.7%	20.9%	22.9%
Pacific Islander	2.2%	2.2%	2.2%
Two or More Races	.%	1.7%	2.8%
Unknown/Non-Respondent	15.6%	11.2%	9.4%
White Non-Hispanic	36.5%	36.7%	33.8%

Source: Chancellor's Office, Management Information System

College of San Mateo

San Mateo County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	58.0	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	75.2	76.2	73.3	81.7	*B6*
C	Persistence Rate	76.5	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.8	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.5	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	60.2	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	52.5	48.8	10.1	67.5	*G2*

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

College of San Mateo

San Mateo County Community College District

College Self-Assessment

College of San Mateo, the oldest of the three colleges in the San Mateo County Community College District, opened in 1922 with 35 students. Located in a County with minimal population growth, CSM's enrollment has slowly declined over the past few decades. More recently, student enrollments have stabilized. Between 2008-2009 and 2010-2011, the number of students enrolled (annual unduplicated headcount) decreased: – 13.6%. During the same period of time, however, the number of Full-Time Equivalent students (FTES) at CSM decreased at a much smaller rate: -8.2%. These figures indicate that CSM students who enrolled in 2010 - 2011 carried slightly higher unit loads, on average, than their counterparts in the past. During this time, the demographic profile of CSM students has remained stable.

In terms of student success, CSM's performance on 5 of the 7 ARCC indicators remains consistently healthy in relation to both Statewide averages and its CCC peer groups. (1) The "first-time student progress and achievement rate" is considerably greater than Statewide and peer group averages. (2) The "percent of first-time students who have earned at least 30 units" is above the Statewide average and one point below our comparative peer group. (3) The "fall-to-fall persistence rate" is greater than the Statewide average and peer group averages. (4) The "annual successful course completion rate for vocational courses" exceeds the Statewide average by 2.1% and our peer groups average by 3 points. (5) The "annual successful course completion rate for credit basic skills courses" is below both Statewide and peer group averages. (6) The "improvement rate for ESL students" is slightly below the Statewide average but nearly 4 points above our peer group average. (7) The "improvement rate for basic skills students" is above the Statewide and peer group averages.

Although CSM ranks well above the Statewide average and its peer groups in terms on Fall-to-Fall persistence, the College remains keenly concerned that more than one-fifth (23.5%) of students are not returning and enrolling the subsequent year. The College has experienced an increasing number of students with skills below college-level and this population is at most risk to drop out. However, the College is encouraged by this year's ARCC report which shows in increase in the successful course completion rates for basic skills students.

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

Beyond the ARCC indicators, CSM is proud of its long tradition of preparing students for transfer. Each year, approximately 500 students transfer to the UC and CSU. Since 1995, CSM's transfer and degree/ certificate completion rates are consistently equivalent to or above Statewide averages.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	43.8%	44.3%	54.2%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	67.0%	57.8%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	72.2%	72.0%	72.9%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	96.7%	96.8%	96.7%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	56.7%	58.1%	61.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	38.5%	30.5%	45.0%
Basic Skills Improvement Rate	39.7%	39.5%	63.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	1.4%	2.4%	3.3%

College of the Canyons
Santa Clarita Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	39,659	36,399	33,568
Full-Time Equivalent Students (FTES)	16,603	16,587	15,294

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	27.8%	27.0%	22.6 %
20 - 24	18.7%	20.8%	21.8 %
25 - 49	44.2%	43.0%	46.7 %
Over 49	9.3%	9.1%	9.0 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	42.3%	42.0%	38.8%
Male	57.1%	57.9%	60.9%
Unknown	0.5%	0.1%	0.2%

Source: Chancellor's Office, Management Information System

College of the Canyons
Santa Clarita Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	6.2%	6.7%	7.0%
American Indian/Alaskan Native	0.6%	0.6%	0.5%
Asian	6.2%	6.1%	5.5%
Filipino	3.6%	3.5%	3.1%
Hispanic	27.6%	34.7%	37.2%
Pacific Islander	0.6%	0.5%	0.4%
Two or More Races	.%	0.7%	1.6%
Unknown/Non-Respondent	11.8%	1.8%	1.9%
White Non-Hispanic	43.4%	45.5%	42.9%

Source: Chancellor's Office, Management Information System

College of the Canyons
Santa Clarita Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.2	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	66.1	73.3	65.7	81.4	*B2*
C	Persistence Rate	72.9	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	96.7	89.6	83.1	96.7	*D6*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.9	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	63.8	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	45.0	54.8	45.0	71.6	*G4*

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

ARCC 2012 Report: College Level Indicators

College of the Canyons

Santa Clarita Community College District

College Self-Assessment

College of the Canyons (COC) has served the Santa Clarita Valley for over 40 years. COC currently serves over 15,000 students. Over 1,500 degrees and certificates were awarded in 2010/11.

Regarding the accountability measures, there appear to be data anomalies. Actual data may be more positive than the report indicates. COC's performance on the accountability measures has either remained consistent or increased over the past three years, and was higher on two measures and within 1-3 percent on three measures compared to our peer group average. Specifically,

•Credit Basic Skills Improvement Rate increased 24 percentage points over the past three years (5 percent higher than peer group average),
•Student Progress and Achievement Rate increased by 10 percentage points over the past three years (within 3 percent of peer group average),
•Annual Successful Course Completion Rate for Basic Skills Courses increased 5 percentage points over the past three years (within 2 percent of peer group average),
•Annual Successful Course Completion Rate for Credit Vocational Courses was consistent for the past three years (7 percent higher than peer group average),
•Persistence Rate remained consistently high over past three years (within 1 percent of peer group average),
•CDCP Progress and Achievement Rate increased two percentage points over the past three years (no peer group comparison available).

We are responding to areas that need improvement by implementing the following:

•Student Progress and Achievement Rate (consistent for the past three years but lower than peer group average). COC is
o Expanding the First-Year Experience (FYE) program to address the needs of all first time students by guaranteeing 12-13 units in fall and spring, including math, English and counseling classes.
o Continuing College to Career Day and implementing Career Coaches at the local high schools in Fall 2012, to help students identify career pathways available through community college programs and certificates,
o Offering fast-track training for high-demand jobs, and
o Increasing services for reentry and veterans.

•Annual Successful Course Completion Rate for Credit Basic Skills Courses increased for the past three years (lower than peer group average). COC is
o Aligning with the local high school district to develop resources for students including a sample transfer level writing prompts and assessment rubrics for distribution to high school faculty, a brochure and presentation for high school students, parents, and educators emphasizing the importance of continued math education throughout high school, and
o Expanding the Supplemental Learning program.

•While the College's performance on the Percent of Students Who Earned at Least 30 Units remained stable over the past three years and the Improvement Rate for Credit ESL increased 10 percentage points, we were lower than peer group average. COC is
o Offering accelerated curriculum in English and math,
o Redesigning course curriculum for English sequences, and
o Offering a Skilled Teacher Certificate program for full and part-time faculty.

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

College of the Desert

Desert Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	50.6%	50.6%	51.6%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	76.9%	77.6%	75.6%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	68.1%	68.4%	71.7%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	74.3%	73.6%	71.8%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	60.7%	63.5%	62.7%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	70.5%	70.3%	59.1%
Basic Skills Improvement Rate	57.0%	56.3%	57.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	1.7%	2.8%	2.7%

College of the Desert
Desert Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	16,084	16,200	15,259
Full-Time Equivalent Students (FTES)	8,724	9,051	8,609

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	25.5%	26.4%	24.9 %
20 - 24	28.7%	28.7%	30.2 %
25 - 49	39.1%	38.8%	39.0 %
Over 49	6.6%	5.9%	5.7 %
Unknown	0.1%	0.2%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	56.4%	56.1%	55.4%
Male	43.5%	43.9%	44.6%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

College of the Desert
Desert Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.2%	3.5%	3.4%
American Indian/Alaskan Native	0.9%	0.8%	0.7%
Asian	2.8%	2.7%	2.7%
Filipino	1.8%	1.9%	1.8%
Hispanic	54.8%	59.4%	58.8%
Pacific Islander	0.5%	0.3%	0.2%
Two or More Races	.%	0.1%	0.9%
Unknown/Non-Respondent	7.3%	5.2%	7.0%
White Non-Hispanic	28.6%	26.1%	24.6%

Source: Chancellor's Office, Management Information System

College of the Desert

Desert Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	51.6	49.2	38.6	53.7	*A3*
B	Percent of Students Who Earned at Least 30 Units	75.6	73.3	65.7	81.4	*B2*
C	Persistence Rate	71.7	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.8	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.7	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	57.5	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	59.1	51.4	24.1	70.2	*G3*

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

College of the Desert

Desert Community College District

College Self-Assessment

College of the Desert (COD) serves the geographical area known as the Coachella Valley, including the cities of Palm Springs, Cathedral City, Rancho Mirage, Desert Hot Springs, Palm Desert, Indian Wells, La Quinta, Indio, Coachella, Mecca, and Thermal. The population of the college's service area has grown 3% per year over the past decade, and the college's resources have been challenged to meet the community demand. The region is characterized by a large Latino population and long geographical distances. The central portion of the Coachella Valley is located about 60 miles from the nearest University of California and about 70 miles from the nearest California State University, and five miles from satellite centers of CSU San Bernardino and UC Riverside.

With an unduplicated headcount of 15,259 students in 2010-2011 year, COD matches its service area population with enrollment of 59% Hispanic students. 32% of students take a full load of classes and the remaining students attend part-time. 56% of enrolled students are female. The most students, 39%, are in the 25-49 age range. COD has since 1962 prepared students for transfer and in 2010-2011 transferred 373 students to CSU and 64 students to UC.

In 2004, voters approved a $346.5 million bond issue to enable the college to upgrade facilities. Many new buildings have been successfully completed, a new campus in Mecca-Thermal was built, and the plans are underway to build campuses in Indio and in Palm Springs.

According to the ARCC 2012 Report, COD has performed above its peer group average for five of the seven indicators. The college has performed below its peer group average for the Annual Successful Course Completion Rate for Credit Vocational Courses and Basic Skills Improvement Rate. On the other hand, the Basic Skills Improvement Rate has shown improvement in the last year. The college is determined to improve the rate above its peer group average through the joint efforts of the Basic Skills Initiative, support services, and faculty on improving pre-collegiate programs which give students the necessary preparation for succeeding in college level curriculum.

COD has also improved its performance over the past years in the Student Progress and Achievement Rate, Persistence Rate, and Annual Successful Course Completion Rate for Credit Basic Skills Courses. This may be attributed to many projects and strategies implemented to assist the underprepared students (Summer Bridge Project, Reading Across the Curriculum, Math In-class Lab Support, On Course, Accelerated Courses).

The college has shown decline in its performance in the last year for the Percent of Students Who Earned at Least 30 Units, Annual Successful Course Completion Rate for Credit Vocational Courses, and Improvement Rate for Credit ESL Courses. This may be partly due to the current economic conditions and rising trends in obtaining job related certificates only, and a change in the ESL improvement coding.

The college will make any effort to continue to improve in all indicators and be 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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	50.4%	47.4%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	71.3%	69.5%	71.9%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	60.2%	56.1%	56.0%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	78.3%	80.8%	77.2%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	56.5%	54.5%	53.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	100.0%	83.3%	66.7%
Basic Skills Improvement Rate	47.5%	52.5%	52.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

College of the Redwoods

Redwoods Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	9,595	10,841	9,320
Full-Time Equivalent Students (FTES)	5,273	5,542	5,221

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	23.0%	22.6%	23.9 %
20 - 24	27.4%	27.8%	29.0 %
25 - 49	38.2%	38.6%	38.0 %
Over 49	11.2%	10.8%	8.9 %
Unknown	0.2%	0.1%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	56.7%	55.3%	54.3%
Male	43.3%	44.7%	45.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

College of the Redwoods

Redwoods Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.4%	2.2%	2.2%
American Indian/Alaskan Native	7.4%	7.2%	6.9%
Asian	2.3%	2.7%	2.8%
Filipino	0.3%	0.3%	0.3%
Hispanic	7.6%	8.8%	10.0%
Pacific Islander	0.8%	0.6%	0.7%
Two or More Races	.%	1.8%	3.6%
Unknown/Non-Respondent	13.0%	9.7%	7.4%
White Non-Hispanic	66.1%	66.7%	66.1%

Source: Chancellor's Office, Management Information System

College of the Redwoods

Redwoods Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.2	49.2	38.6	53.7	*A3*
B	Percent of Students Who Earned at Least 30 Units	71.9	70.9	57.0	78.8	*B3*
C	Persistence Rate	56.0	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.2	77.4	75.9	79.1	*D5*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.5	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	52.0	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	66.7	48.8	10.1	67.5	*G2*

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

College of the Redwoods

Redwoods Community College District

College Self-Assessment

College of the Redwoods (CR) uses ARCC indicators as a key subset of indicators that make up the college's Institutional Effectiveness Scorecard. This scorecard informs the college's integrated planning initiatives.

ARCC Assessment Summary

The student progress and achievement rate (Table 1.1) has been fairly stable over the last three reporting years, and remains slightly higher than the peer group average. The percent of students who earned at least 30 units (Table 1.1a) shows a similar trend that is also slightly above the peer group average. These indicators are not concerning, but we expect that initiatives directed at improving persistence (Table 1.2 below) will eventually impact the extent to which students persist to earn at least 30 units and achieve a desired outcome.

The persistence rate (Table 1.2) is about the same as last year at 56%, and has declined by over 4% from fall 2007 to 2008. At five percent below CR's peer group average, persistence remains a major concern. The areas of Instruction and Student Services are working together to improve persistence by offering courses based on an annual schedule that is more closely based on student needs. Academic Advisors will also provide intrusive advising for all newly matriculating students.

The annual successful course completion rate for vocational courses (Table 1.3) has declined about three and a half percent from last year's rate, but at 77%, the rate remains strong compared to the peer group average. More focused course offerings (see Table 1.2 discussion above), and an advisor who is newly dedicated to vocational students, should lead to an improvement in success.

The annual successful course completion rate for credit basic skills courses (Table 1.4) is five percent below the peer group average and has decreased slightly since last year. Success of Basic Skills students is our second major area of concern, and is being included as a focal point in the new Strategic and Education Master plan. Dialogue between Basic Skills English and Math Faculty and Student Services is ongoing.

The improvement rates for ESL courses (Table 1.5) remains well above the peer group average. The rate has been inconsistent over the past years due to the very small number of students making up CR's ESL cohort. The Basic Skills improvement rate (Table 1.5) has been fairly stable over time, and is almost identical to the peer group average. Our focus on improving the success of basic skills students should lead to higher rates of students progressing through the sequence.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	48.5%	48.6%	47.6%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.2%	70.7%	71.3%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	65.4%	65.3%	64.2%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	74.4%	73.7%	74.4%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	57.7%	58.7%	60.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	57.3%	41.5%	55.6%
Basic Skills Improvement Rate	46.9%	48.1%	47.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	3.4%

College of the Sequoias
Sequoias Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	19,367	19,969	18,820
Full-Time Equivalent Students (FTES)	10,160	10,615	10,562

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	35.8%	34.0%	33.6 %
20 - 24	25.0%	27.1%	29.0 %
25 - 49	34.2%	33.7%	33.1 %
Over 49	5.0%	4.9%	3.8 %
Unknown	.%	0.1%	0.5 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	55.0%	53.6%	54.0%
Male	44.0%	45.3%	45.3%
Unknown	1.0%	1.1%	0.8%

Source: Chancellor's Office, Management Information System

College of the Sequoias
Sequoias Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.3%	2.6%	3.2%
American Indian/Alaskan Native	1.3%	0.7%	0.5%
Asian	3.4%	3.3%	3.4%
Filipino	1.5%	1.3%	1.3%
Hispanic	45.0%	42.3%	52.0%
Pacific Islander	0.4%	0.3%	0.2%
Two or More Races	.%	1.3%	2.4%
Unknown/Non-Respondent	12.4%	18.6%	3.4%
White Non-Hispanic	32.8%	29.4%	33.5%

Source: Chancellor's Office, Management Information System

College of the Sequoias

Sequoias Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	47.6	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	71.3	70.9	57.0	78.8	*B3*
C	Persistence Rate	64.2	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.4	74.8	72.5	77.5	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.4	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	47.8	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	55.6	51.4	24.1	70.2	*G3*

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

College of the Sequoias

Sequoias Community College District

College Self-Assessment

The Accountability Report for Community Colleges (ARCC) report for the College of the Sequoias (COS) for 2010-11 includes seven Performance Indicators of student progress. COS has improved rates in three. Three other rates changed by less than one percent.

The three Indicators showing improvement are:

- Annual Successful Course Completion for Basic Skills Courses
- ESL Improvement Rate
- Annual Successful Course Completion for Vocational Courses

The college's success rates for Basic Skills courses have increased 2.7% since the 2008-2009 year. The college is within one percent (1%) of the peer group indicator. It appears the efforts to strengthen our basic skills courses through ELI funded projects are having an important, positive effect on the success of students taking basic skills courses. The college's basic skills improvement rate remained at the previous year's level. Together, these two rates show that students are successfully completing their basic skills courses, but not progressing through the sequence at the same rate of successful course completion. This measure is about 5% less than that of the peer group.

The college's ESL "improvement" – increased to 55.6%, up nearly 15% from the previous year. However, as noted in last year's response, the issue for the low rates was directly related to a coding issue. This figure is comparable with the improvement rate for 2006-2007 to 2008-2009. The college's ESL improvement rates are over 4% greater than the peer group. This shows the college emphasizes our ESL program while the number of non-English speaking people in our student body continues to rise.

The vocational course success rate indicator increased back to the rate of the 2010-2011 year. The rate is the same as our peer-college average. Though vocational students are (and will be) aided by the strengthened programs mentioned above, a growing number of under 25 and males students are enrolling in vocational courses. The college works with the local entities and the Tulare County Office of Education to create support initiatives for vocational students.

The three Indicators showing no or little improvement are:

- Student Progress and Achievement Rate
- Percent of Students Who Earned at Least 30 Units
- Persistence Rate of First-Time Students

The college's Student Progress and Achievement Rate dropped 1% but remained within 2% of the indicator peer group. The percent of students who earned at least 30 units remained constant and is slightly above the peer group.

The persistence rate for First-Time Students is within 1% of the prior year. However, this rate is nearly 5% less than that of the peer group indicator. Additional services have been initiated to impact this particular measurement. Activities through Title V and Achieve the Dream initiatives have provided improved services relating to:

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

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	42.9%	41.5%	44.9%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	62.7%	65.2%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	62.0%	60.4%	61.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	85.4%	81.2%	75.9%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	47.6%	42.3%	50.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	21.4%	66.7%	54.5%
Basic Skills Improvement Rate	49.0%	50.9%	50.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

College of the Siskiyous

Siskiyou Joint Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	6,772	5,879	4,587
Full-Time Equivalent Students (FTES)	2,671	2,603	2,250

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	17.2%	20.8%	23.9 %
20 - 24	15.9%	18.1%	20.3 %
25 - 49	37.1%	37.8%	37.1 %
Over 49	29.7%	23.2%	18.5 %
Unknown	0.2%	0.0%	0.2 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	48.9%	51.7%	53.0%
Male	50.9%	48.0%	43.8%
Unknown	0.2%	0.3%	3.3%

Source: Chancellor's Office, Management Information System

College of the Siskiyous
Siskiyou Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.1%	2.8%	3.2%
American Indian/Alaskan Native	4.6%	2.3%	3.4%
Asian	1.8%	1.7%	1.5%
Filipino	0.4%	0.3%	0.2%
Hispanic	7.5%	9.2%	9.9%
Pacific Islander	0.9%	0.7%	0.9%
Two or More Races	.%	4.0%	4.0%
Unknown/Non-Respondent	9.1%	11.6%	9.4%
White Non-Hispanic	72.6%	67.3%	67.4%

Source: Chancellor's Office, Management Information System

College of the Siskiyous

Siskiyou Joint Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.9	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	68.5	69.7	57.8	80.0	*B1*
C	Persistence Rate	61.3	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.9	77.4	75.9	79.1	*D5*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	50.4	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	50.4	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	54.5	45.6	.0	78.6	*G1*

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

College of the Siskiyous

Siskiyou Joint Community College District

College Self-Assessment

College of the Siskiyous (COS) continues to provide excellent educational opportunities to our students despite severe fiscal and enrollment challenges. The challenges of the budget shortfall and enrollment decline are being addressed through efforts in careful planning and budgeting, reorganization, enrollment management, and the development of student success strategies.

College of the Siskiyous has completed its first Educational Master Plan in 2011, and identified the institutional goals for the next several years. Several institutional goals directly address the indicators reported through ARCC, including regularly assessing student learning and student support service outcomes, implementing a comprehensive enrollment management and revenue enhancement plan, and implementing an integrated Student Achievement Program.

COS currently consists of more part-time students than full-time students, and the overall headcounts and FTES have been declining in the past three years. The factors impacting this trend may include the demographic changes in Siskiyou County, and the disproportionate impact of increasing higher education costs on rural communities that have endured economic hardship in recent years. As part of the efforts to serve our community and students more effectively, distance learning is being redefined and new strategies developed.

College of the Siskiyous' performance has been fairly stable across most of the ARCC indicators. Several indicators, including Student Progress and Achievement Rate, Percent of Student Who Earned at Least 30 units, Persistence Rate, and Annual Successful Course Completion Rate for Credit Basic Skills Courses, have seen some improvement over the last year, reflecting the College's efforts in focusing on student retention and success.

COS continues to provide many vocational programs, training nurses, firefighters, emergency medical services personnel, and other skilled workers for the county. Some of our CTE programs have increased the requirements in math and English to meet graduation requirements and to increase the competitiveness of our students. COS acknowledges that the Successful Completion Rate for Vocational Courses has declined since 2008-2009 academic year. The College is committed to researching the factors that impact this indicator and to derive strategies to counter the decline.

COS recognizes that there is room for improvement in all of the ARCC indicators, and is working hard to reach higher student success and achievement rates. The College has formed a Student Achievement Committee to lead this effort. The Committee is hard at work in developing measurable objectives and activities to better prepare our students, to help Basic Skills students succeed, and to increase student success across retention and success milestones.

College of the Siskiyous is dedicated to educational excellence. In addition to the comprehensive programs, COS has added eight SB 1440 transfer programs that will provide our students a more streamlined transfer path to the CSU system. The College will follow its Educational Master Plan centered in making data-informed decisions that will help students achieve in the future.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	48.9%	51.6%	43.0%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	69.3%	71.4%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	62.4%	60.9%	62.8%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.8%	76.9%	72.7%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	58.8%	66.7%	57.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	0.0%	.%
Basic Skills Improvement Rate	52.4%	44.1%	38.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Columbia College

Yosemite Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	7,081	7,261	5,781
Full-Time Equivalent Students (FTES)	2,468	2,639	2,500

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	20.1%	19.8%	23.2 %
20 - 24	20.6%	21.6%	24.6 %
25 - 49	39.0%	38.6%	29.8 %
Over 49	20.3%	19.9%	22.4 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	43.9%	44.8%	53.0%
Male	55.4%	53.8%	45.8%
Unknown	0.7%	1.3%	1.2%

Source: Chancellor's Office, Management Information System

Columbia College
Yosemite Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.7%	5.8%	2.1%
American Indian/Alaskan Native	2.2%	1.6%	1.4%
Asian	1.1%	1.5%	1.2%
Filipino	0.4%	0.6%	0.4%
Hispanic	12.4%	14.1%	11.6%
Pacific Islander	0.6%	0.8%	0.6%
Two or More Races	.%	0.4%	2.0%
Unknown/Non-Respondent	22.5%	14.2%	10.0%
White Non-Hispanic	55.1%	60.8%	70.7%

Source: Chancellor's Office, Management Information System

Columbia College

Yosemite Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	43.0	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	68.7	69.7	57.8	80.0	*B1*
C	Persistence Rate	62.8	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.7	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.3	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	38.8	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	.	45.6	.0	78.6	*G1*

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

Columbia College

Yosemite Community College District

College Self-Assessment

Columbia College is a small, rural college located in the Central California Sierra Nevada region. Unlike many of the colleges in its ARCC cohort, CC's region is very large and spread out geographically, experiences high unemployment annually, and has a high proportion of first-generation college students living in poverty.

College Profile: While the student body is changing in attracting younger and more diverse students, particularly true of Hispanic students, many ratios reflect small numbers that can be misleading when comparing ratios alone—particularly true for Table 1.10. Another factor affecting the trends of the College Profile chart is the decrease in the “unknown/non-respondent” category where students are declaring their ethnicity, genders and ages more so than in the past.

Student Progress and Achievement: Columbia’s Achievement Rate tables have experienced a predictable curve for this indicator from between approximately 40% to 50% over the past eight years. For the ARCC 2012 reporting year for example, Table 1.1 reflects the lower side of the curve at 43.0% which coincides with 2002-03 where the Achievement Rate was 44.3%. Because the report is limited to 3 reporting years, it appears that the ratio declined from 51.6% in 2009-10 to 43.0% for 2010-11 when in fact, it was just cycling around the mean of 46.9. These cycles are also reflected in Tables 1.1 – 1.3.

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit: Tables 1.3 and 1.4 reflect the same trends as described above with the exception of Table 1.5, “Improvement Rates for ESL.” While Columbia offers three levels of non-credit ESL, Table 1.5 evaluates student progression through credit ESL courses only. As long as Columbia offers only one credit ESL course, this ratio will always be "0." Columbia’s ESL students do progress however. They progress into regular college credit coursework which is not tracked by ARCC. For example, there was a 90% success rate and 14% completion for ESL completers in English and Math credit courses (10% completed transfer level English and Math). Another qualifying factor for Columbia’s ratios is the report’s six year snapshot to track students to completion of their goals. For many Columbia College students, six years will not be enough time to complete goals given their financial situations, work and family schedules, geography and winter travel conditions, and/or the area’s limited public transportation.

Peer Grouping: In terms of comparing Columbia’s ratios to the CCCCO derived peer groups, Columbia’s averages are near, or slightly above the peer group’s average with the exception of “F-Improvement Rate for Credit Basic Skills Courses” and “G-Improvement for Credit ESL Courses” (explained above) categories. In regard to basic skills, Columbia performed a cleanup of its course data in 2009-10, specifically the CB08 Basic Skills Status codes, and then again in 2011 for the CB21 “Course Prior to College Level” and the CB22 “Course Noncredit Category” course coding. Corrections were submitted to the CCCCO in late December of 2011 and should be reflected in the coming 2013 ARCC report.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	25.8%	30.0%	25.0%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	54.3%	56.5%	57.0%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	55.4%	49.1%	55.9%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	64.5%	63.7%	62.6%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	46.7%	48.3%	52.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	24.1%	20.0%	66.7%
Basic Skills Improvement Rate	42.3%	57.0%	54.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Compton Community Educational Center

El Camino Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	10,060	12,902	16,203
Full-Time Equivalent Students (FTES)	5,000	5,303	6,626

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	29.3%	27.0%	29.3 %
20 - 24	27.5%	30.9%	32.5 %
25 - 49	37.7%	37.9%	34.5 %
Over 49	5.3%	4.1%	3.6 %
Unknown	0.1%	.%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	62.9%	62.8%	62.5%
Male	36.9%	37.1%	37.4%
Unknown	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Compton Community Educational Center

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	49.5%	46.3%	41.7%
American Indian/Alaskan Native	0.3%	0.2%	0.2%
Asian	3.0%	4.2%	5.1%
Filipino	2.0%	2.9%	3.2%
Hispanic	35.6%	33.8%	37.6%
Pacific Islander	1.7%	1.3%	1.2%
Two or More Races	.%	1.8%	2.7%
Unknown/Non-Respondent	5.0%	5.2%	2.8%
White Non-Hispanic	3.0%	4.3%	5.4%

Source: Chancellor's Office, Management Information System

Compton Community Educational Center

El Camino Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	25.0	43.3	25.0	54.8	*A6*
B	Percent of Students Who Earned at Least 30 Units	57.0	70.9	57.0	78.8	*B3*
C	Persistence Rate	55.9	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	62.6	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.2	52.2	46.7	57.2	*E6*
F	Improvement Rate for Credit Basic Skills Courses	54.6	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	66.7	51.4	24.1	70.2	*G3*

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

Compton Community Educational Center

El Camino Community College District

College Self-Assessment

El Camino College has provided a variety of educational opportunities at Compton Community Educational Center (CEC) since August 2006. CEC serves a population of primarily Latino and African-American communities from Carson, Compton, Lynwood, Paramount, and surrounding areas. Enrollment has increased dramatically, with a 61% increase in student headcount over the past two years.

The Student Progress and Achievement Rate and the percent of students earning at least 30 units have remained constant. These rates still involve cohorts of students who began college before the partnership but remain higher than earlier cohorts, suggesting that students are returning to CEC or other institutions to complete their education.

The performance indicator that showed the most improvement was the Persistence rate. In response to lower than average persistence in previous years, a special effort was established to encourage continuing students to register and apply for financial aid early and to stay on track to achieve their goals.

The Basic Skills Improvement Rate is above the peer group average. A much higher percentage of students in the most recent cohort of basic skills reading, writing and math showed successful progress to higher levels. In Spring 2011, CEC hired five new full-time faculty members who all focus on Basic Skills instruction. This expertise should promote additional success in basic skills courses.

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

During this period, CEC expanded its faculty development opportunities, with more than 50 participants in a collaborative partnership program and ongoing workshops for faculty teaching basic skills courses. Many faculty members are more knowledgeable than before about basic skills, more innovative in teaching, and share a passion for facilitating student learning and engagement. In addition, academic support services such as tutoring and learning communities have begun to help students succeed.

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

Overall, Compton Educational Center performance rates have shown improvement. Although three of CEC's performance rates remain the peer group lows of the seven ARCC indicators, two of these involve cohorts that began before the former Compton College's accreditation was revoked, and therefore less accurately reflect the performance and progress of current students.

The results from the 2012 ARCC performance indicators show that CEC students are progressing, graduating, and transferring at higher rates than in the past. With the guidance of the Student Success Task Force recommendations and student support initiatives, this trend should continue and improve in the years to come.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	50.7%	52.7%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	71.5%	71.2%	70.5%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	68.4%	70.4%	69.5%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.8%	76.3%	74.4%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	61.3%	62.8%	61.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	55.5%	53.8%	52.5%
Basic Skills Improvement Rate	44.4%	42.6%	42.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Contra Costa College

Contra Costa Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	13,645	14,056	12,913
Full-Time Equivalent Students (FTES)	5,831	6,633	6,586

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	31.0%	28.8%	26.9 %
20 - 24	22.5%	24.6%	27.5 %
25 - 49	33.8%	34.0%	35.3 %
Over 49	12.5%	12.0%	10.0 %
Unknown	0.3%	0.5%	0.2 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	58.8%	58.5%	59.7%
Male	36.6%	38.1%	37.9%
Unknown	4.6%	3.4%	2.5%

Source: Chancellor's Office, Management Information System

Contra Costa College
Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	24.3%	25.9%	26.9%
American Indian/Alaskan Native	0.5%	0.5%	0.4%
Asian	14.2%	13.1%	13.8%
Filipino	7.3%	6.7%	6.6%
Hispanic	26.8%	27.1%	28.8%
Pacific Islander	0.9%	0.8%	0.7%
Two or More Races	.%	0.7%	2.3%
Unknown/Non-Respondent	10.9%	10.8%	7.0%
White Non-Hispanic	15.1%	14.4%	13.6%

Source: Chancellor's Office, Management Information System

Contra Costa College

Contra Costa Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.3	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	70.5	69.7	57.8	80.0	*B1*
C	Persistence Rate	69.5	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.4	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.4	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	42.2	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	52.5	45.6	.0	78.6	*G1*

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

Contra Costa College

Contra Costa Community College District

College Self-Assessment

Contra Costa College continues its long-standing commitment to providing educational leadership and learning opportunities to communities in the western part of the county. Working against the continuing effects of the economic downturn, the college has maintained all its services to students, though it had to reduce its course offerings by 4 percent. This reduction in active course sections represents a continued decrease in available courses from the previous year as a result of decreasing funding from state apportionment. The communities that surround the college cope with some of the highest crime and foreclosure rates in the nation. The students who attend the college bring with them many challenges. Thirty-eight percent of them are the first in their family to attend college, and 68 percent of all new students require some form of basic skills remediation. Many are not native speakers of English. Most of the students who come from the immediate areas surrounding the college have felt the effects of being isolated in communities that are, in many ways, in crisis.

Responding to these challenges, the college continues to support an open, internal dialogue on how to provide students with a success-oriented educational experience characterized by accelerated learning modes, on interventional strategies to promote sustained learning, and on how to better connect elements of the college community to students so that relationships are developed that become key retention influences. Instructional and student services programs across the college are engaged in discussions about effective teaching that promotes improvement in student learning. This dialogue has resulted in a re-evaluation of how students learn and how instructors “instruct.” In addition to these efforts, the college has an active Achievement Gap Committee charged with the responsibility of improving successful outcomes for students who, for a variety of reasons, have not succeeded. The commitment to improve these existing gaps, whether they are by ethnicity, gender or age, is based on a strong college culture rooted in shared governance.

While the ARCC report data for this college indicates some declines, as predicted in last year’s narrative, improvements within various departments regarding student retention and success have been identified and should be realized by next year’s ARCC reporting. Two college departments were commended for their Student Learning Outcome designs. The college was awarded a Hispanic Serving Institution grant that will support students going into STEM (Science, Technology, Engineering, and Mathematics) course majors. Increasing minority student enrollment into science and math courses has long been a commitment of the college, and this grant will allow for more student-to-faculty engagement which research indicates is a major motivator for student success.

The college works within the East Bay Career Advancement Academies consortium which supports developing specific program improvements that will increase the completion outcomes for vocational students. Once again, the college acknowledges its declining basic skills outcomes. Unsuccessful attempts to improve these results have been frustrating, and a broader restructuring of these courses may be required in addition to a further evaluation of the various associated student support programs.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	38.9%	42.1%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	62.4%	64.9%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	52.6%	55.7%	53.9%

Copper Mountain College

Copper Mountain Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	78.7%	76.7%	80.1%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	59.5%	63.1%	60.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	50.5%	56.1%	52.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	7.8%

Copper Mountain College

Copper Mountain Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	3,330	3,317	3,305
Full-Time Equivalent Students (FTES)	1,580	1,618	1,701

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	21.1%	20.0%	19.5 %
20 - 24	30.5%	35.3%	34.5 %
25 - 49	37.5%	37.8%	38.6 %
Over 49	8.8%	6.3%	7.2 %
Unknown	2.1%	0.6%	0.2 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	52.8%	59.0%	59.0%
Male	30.5%	40.5%	40.9%
Unknown	16.7%	0.5%	0.1%

Source: Chancellor's Office, Management Information System

Copper Mountain College
Copper Mountain Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.5%	6.0%	6.8%
American Indian/Alaskan Native	1.2%	1.3%	1.4%
Asian	1.2%	1.9%	2.0%
Filipino	1.6%	1.6%	1.8%
Hispanic	9.6%	14.7%	21.9%
Pacific Islander	0.6%	0.8%	0.9%
Two or More Races	.%	2.1%	2.5%
Unknown/Non-Respondent	41.1%	20.4%	2.3%
White Non-Hispanic	40.1%	51.4%	60.3%

Source: Chancellor's Office, Management Information System

Copper Mountain College

Copper Mountain Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.2	49.2	38.6	53.7	*A3*
B	Percent of Students Who Earned at Least 30 Units	68.8	70.9	57.0	78.8	*B3*
C	Persistence Rate	53.9	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.1	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.6	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	52.2	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	.	48.8	10.1	67.5	*G2*

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

Copper Mountain College

Copper Mountain Community College District

College Self-Assessment

There are eight College Performance Indicators, seven of which are applicable to Copper Mountain College. For one of the indicators, this is the first year of reporting, so there is no comparative data. The college shows increases in three of the indicators and declines in three indicators. The college shows a two year ascending trend on Student Progress and Achievement measures with an 8.1% increase over last year. The college has also seen a 3.9% increase in the Percent of Students Who Earned at Least 30 Units. Student Persistence Rate is down from last year's measure to 53.9%, a 1.8% decrease. The Annual Successful Course Completion Rate for Credit Vocational Courses has reversed a two year trend, a 3.4% increase. The Annual Successful Course Completion Rate for Basic Skills Courses dropped to 60.6%. The Basic Skills Improvement Rate also decreased to 52.2%. The CDCP Progress and Achievement Rate is first time data for CMC. The college maintained head count and increased FTE by 5.1%, when compared to the previous year. Unknown Ethnicity figures dropped from 20.4% to 2.3%, which is a substantial improvement over the previous year. Peer Group comparisons of the six measures show the college above the average in three of the six indicators and below in three of the six indicators.

Analysis

The college can view several data elements in the context of the state's recent Student Success Task Force document, with momentum points tied to ARCC measures. These include successful course completion, successful completion of basic skills competencies, and successful completion of the first 30 semester units. Student Progress and Achievement Rate and Students Earning at Least 30 Units have shown an upward trend, the former increasing 11.3% in the last two years, and the latter increasing 6.4%. Annual successful Course Completion Rate for Basic Skills Courses, has been up and down. Persistence Rates continue to fluctuate, which may be related to economic factors affecting students. The Annual Successful Course Completion Rate for Vocational Courses increase from a two year decline may be attributed to increasing standards and support for students in our nursing programs. Improvement Rates for Basic Skill Courses shows a similar change as the Course Completion Rate for those students. Both of these areas bear further study. The CDCP Progress and Achievement Rate is new, including students in 5 GED topic preparation classes. Headcount and FTE figures continue to show the trend that though there is a minor reduction in the headcounts, students are enrolling in more credits. Again this may be indicative of the poor economy and reduced access to transfer options for students. Students may be staying in the Basin, due to costs of living outside the area. Also, the university systems have reduced access, leading to students both staying longer and acquiring more credits. We continue to do a good job of identifying unknown age, gender and ethnicity, with strongest improvement in identifying ethnicity.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	49.4%	48.9%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.1%	71.8%	73.4%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	73.1%	76.4%	74.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	62.5%	61.6%	65.1%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	66.5%	67.1%	68.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	70.6%	67.8%	65.4%
Basic Skills Improvement Rate	56.8%	54.5%	57.7%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Cosumnes River College

Los Rios Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	21,815	23,021	21,905
Full-Time Equivalent Students (FTES)	10,408	10,810	10,478

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	27.1%	26.4%	25.3 %
20 - 24	31.6%	32.4%	34.2 %
25 - 49	35.2%	35.3%	35.0 %
Over 49	6.1%	5.9%	5.5 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	57.0%	55.9%	55.9%
Male	42.1%	43.0%	43.1%
Unknown	1.0%	1.1%	1.0%

Source: Chancellor's Office, Management Information System

Cosumnes River College

Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	14.0%	13.0%	13.3%
American Indian/Alaskan Native	0.7%	0.5%	0.5%
Asian	22.0%	20.8%	20.6%
Filipino	5.6%	4.4%	4.3%
Hispanic	12.7%	19.1%	19.3%
Pacific Islander	2.7%	2.0%	1.9%
Two or More Races	.%	4.3%	4.5%
Unknown/Non-Respondent	9.6%	9.9%	11.3%
White Non-Hispanic	32.7%	25.9%	24.4%

Source: Chancellor's Office, Management Information System

Cosumnes River College

Los Rios Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	52.2	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	73.4	73.3	65.7	81.4	*B2*
C	Persistence Rate	74.3	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	65.1	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.2	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	57.7	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	65.4	48.8	10.1	67.5	*G2*

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

ARCC 2012 Report: College Level Indicators

Cosumnes River College

Los Rios Community College District

College Self-Assessment

The 2012 Cosumnes River College (CRC) ARCC report indicates substantive improvements in Student Progress and Achievement Rate, Percent of Students who Earned at Least 30 Units, Course Completion Rates for Credit Vocational and Basic Skills Courses, and Basic Skills Improvement Rate. Overall the college is satisfied by its performance in these areas, which is above the peer group averages for all but one of the ARCC metrics.

The college is particularly encouraged by the significant improvement in its Course Completion Rate for Credit Vocational Courses and is optimistic this outcome measure will continue to increase due to ongoing curriculum development, implementation of new teaching methodologies and the provision of in-class support to specific career and technical courses enrolling high numbers of basic skills students. The college will continue to monitor this metric to ensure it is effectively supporting the success of students in these programs.

These improvements are also reflected in local and supplemental college achievement data. In particular, in 2010-2011:
• Average course success rates improved by approximately 2%;
• Average course success rates disaggregated by age, gender and ethnicity and course level (Basic Skills, College level and Transfer level) showed similar increases across the different groups;
• The increase in average course success rates for male, African American, Native American, and Hispanic students exceeded the college-wide increase.

While still well above the statewide and peer group averages, the decreases in the college's Persistence Rate and ESL Improvement Rate will be analyzed over time to ensure these decreases are not indicative of a trend.

The meaning of the decreased Persistence Rate is difficult to ascertain, particularly since the college's actual fall-to-spring persistence rate increased 2% in 2010-2011 compared to 2009-2010. The decreased rate may reflect:
• Course reductions made at the college, which resulted in a decrease of 614 students (3.9%) in Fall 2010, and
• Increased numbers and percentages of CRC students who are continuing their education at in-state private schools, a trend the college is monitoring using the National Student Loan Clearinghouse dataset.

The decrease in the ESL Improvement Rate can be attributed to a 5% reduction in the number of sections of basic skills ESL offered in Fall 2010 implemented due to budget constraints. This reduction, due to the size and structure of the ESL program, resulted in a 50% decrease in the number of sections of one ESL basic skills course, essentially requiring students within this impacted program to enroll in subsequent courses at nearby institutions.

CRC continues to serve an increasingly diverse student population, with no majority population and significant numbers of students who are first generation, low income or below poverty level, non-native English language speakers, and who are unprepared for college-level writing and mathematics. These demographic indicators, which will be closely monitored as the college responds to significant changes in its environment, provide an important context, imparting tremendous encouragement and inspiring our continued commitment to student success.

Crafton Hills College

San Bernardino Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	53.2%	48.0%	49.8%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.7%	70.8%	69.8%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	65.9%	71.1%	70.8%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	78.9%	77.6%	75.2%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	59.4%	61.8%	66.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	67.6%	61.2%	55.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Crafton Hills College

San Bernardino Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	9,339	8,552	8,399
Full-Time Equivalent Students (FTES)	4,586	4,786	4,683

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	29.4%	30.5%	29.4 %
20 - 24	32.4%	35.5%	37.4 %
25 - 49	33.6%	30.3%	29.7 %
Over 49	4.6%	3.6%	3.5 %
Unknown	0.0%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	51.2%	51.2%	51.6%
Male	47.6%	48.4%	48.2%
Unknown	1.1%	0.5%	0.3%

Source: Chancellor's Office, Management Information System

Crafton Hills College

San Bernardino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.7%	4.9%	4.5%
American Indian/Alaskan Native	1.1%	0.9%	0.7%
Asian	4.3%	3.8%	4.2%
Filipino	1.8%	1.7%	1.7%
Hispanic	25.9%	30.4%	33.6%
Pacific Islander	0.6%	0.4%	0.3%
Two or More Races	.%	2.0%	3.4%
Unknown/Non-Respondent	7.6%	3.4%	1.5%
White Non-Hispanic	54.1%	52.5%	50.1%

Source: Chancellor's Office, Management Information System

Crafton Hills College

San Bernardino Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	49.8	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	69.8	70.9	57.0	78.8	*B3*
C	Persistence Rate	70.8	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.2	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.3	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	55.5	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	.	48.8	10.1	67.5	*G2*

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

Crafton Hills College

San Bernardino Community College District

College Self-Assessment

Crafton Hills College first opened in 1972, is the smaller of two colleges within the San Bernardino Community College District and primarily services the residents of Yucaipa and Redlands. The college offers 32 majors and 30 certificates, including several high-profile career and technical programs. For instance, the college's fire academy and emergency medical services/paramedic programs are considered to be some of the finest community college emergency services programs in the state. In Fall 2011, Crafton offered approximately 540 sections and 240 courses to a diverse student population of 5,626 students, a decrease of 9% from Fall 2010 due mostly to statewide budget cuts. The college has been designated as a Hispanic Serving Institution because of the proportion of low-income Hispanic Students served.

Crafton Hills has a long tradition of preparing students for transfer to four-year colleges and supporting their effort to earn a four-year degree. Specifically, in the 2010 – 2011 academic year, approximately 6,000 former Crafton Hills College students were actively enrolled at a four-year institution.

Crafton Hills College has demonstrated good or above average performance on three of the accountability indicators. Compared to its peer institutions Crafton has a higher persistence rate, a higher vocational course success rate, and a higher basic skills course success rate than the peer group average. Crafton is below the peer group average on the Student Progress and Achievement Rate (SPAR), the percent of students who earn at least 30 units, and the basic skills improvement rate. Even though the SPAR rate was lower than the peer group average, Crafton had an increase from the prior year in the SPAR rate.

As stated in Crafton's mission statement, Crafton continually strives to advance the education and success of students in a quality learning environment through creativity, inclusiveness, excellence, and learning centeredness. Crafton continues to employ a number of innovative strategies in student services and instruction, and to obtain additional funding through Federal and State grants to implement programs that research has shown to effectively increase the performance of Crafton students. For instance, the college recently applied for and received a $4.3 million Hispanic Serving Institutions (HSI) STEM (Science, Technology, Engineering, and Math) Pathways Grant which will support the acquisition of more up-to-date science equipment, an Alternative Learning Strategies Coordinator, and supplemental instruction. In addition, the college is in its second year of implementing a $3.1 million Title V HSI Transfer Prep Grant which is supporting the implementation of learning communities, supplemental instruction, an Honors Program, a Transfer Center, and a transfer advocacy program. Equally important, the Crafton Hills College Basic Skills Initiative continues to support learning communities, early alert, and professional development. Crafton Hills College is proud of its performance and its continued effort to increase student success.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	58.6%	60.9%	55.2%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	75.5%	77.0%	73.4%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	66.9%	69.1%	71.5%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	75.6%	75.5%	75.3%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	58.3%	58.5%	62.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	37.9%	39.6%	39.5%
Basic Skills Improvement Rate	49.8%	49.3%	47.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	0.5%	1.2%	0.3%

Cuesta College

San Luis Obispo County Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	20,373	18,841	15,625
Full-Time Equivalent Students (FTES)	10,040	9,630	9,380

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	28.8%	30.4%	31.7 %
20 - 24	29.2%	32.0%	32.9 %
25 - 49	24.2%	26.1%	29.0 %
Over 49	17.7%	11.4%	6.3 %
Unknown	0.1%	0.1%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.2%	52.0%	50.6%
Male	44.6%	46.9%	48.4%
Unknown	1.2%	1.1%	1.1%

Source: Chancellor's Office, Management Information System

Cuesta College
San Luis Obispo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.2%	1.0%	1.1%
American Indian/Alaskan Native	1.3%	0.8%	0.9%
Asian	2.5%	2.5%	2.2%
Filipino	1.1%	1.0%	1.0%
Hispanic	18.8%	21.7%	25.1%
Pacific Islander	0.5%	0.4%	0.3%
Two or More Races	0.4%	1.9%	2.7%
Unknown/Non-Respondent	16.5%	10.6%	5.2%
White Non-Hispanic	57.7%	60.1%	61.5%

Source: Chancellor's Office, Management Information System

Cuesta College

San Luis Obispo County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	55.2	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	73.4	73.3	65.7	81.4	*B2*
C	Persistence Rate	71.5	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.3	74.8	72.5	77.5	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.8	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	47.3	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	39.5	48.8	10.1	67.5	*G2*

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

ARCC 2012 Report: College Level Indicators

Cuesta College

San Luis Obispo County Community College District

College Self-Assessment

Founded in 1963, Cuesta College continues to fulfill its mission of serving the diverse educational needs of its service area. Classified as rural, San Luis Obispo County has experienced decreasing local high school graduation numbers, stagnant overall population growth, and a significant increase in the percentage of residents 65 years of age and older. Despite these external demographic factors and the significant reductions in funded workload, demand for courses remains high.

With respect to the 2012 ARCC indicators, Cuesta College performed above its peer groups in the areas of Persistence, Annual Successful Course Completion Rate for Credit Vocational Courses, and the Percentage of Students who earned at least 30 units. Cuesta College is strongly committed to improving its performance with respect to all ARCC indicators, especially in areas where the college falls below its peer groups.

As the college continues to absorb further state budget cuts, Cuesta College remains committed to preparing students to transfer to four-year institutions, providing career and technical education, as well as basic skills instruction in English, mathematics and ESL. In order to continue to provide services that increase student success and our performance on the ARCC measures, Cuesta College will be exploring additional grant and private funding opportunities.
In sum, Cuesta College remains committed to implementing strategies that increase student success vis-à-vis all of the ARCC indicators. If you have any questions, or would like further information, please don't hesitate to contact us by email at arccinfo@cuesta.edu.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	54.4%	58.1%	60.5%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	71.7%	72.2%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	65.9%	69.6%	69.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	69.7%	69.1%	70.0%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	63.6%	68.6%	68.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	63.5%	67.2%	76.8%
Basic Skills Improvement Rate	64.3%	61.1%	66.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Cuyamaca College

Grossmont-Cuyamaca Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	22,433	20,924	16,150
Full-Time Equivalent Students (FTES)	6,484	6,399	6,136

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	22.3%	22.9%	25.4 %
20 - 24	21.4%	25.3%	30.7 %
25 - 49	28.0%	29.6%	36.2 %
Over 49	17.4%	15.0%	7.7 %
Unknown	11.0%	7.3%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	50.5%	50.6%	53.8%
Male	34.6%	37.9%	43.9%
Unknown	14.8%	11.5%	2.4%

Source: Chancellor's Office, Management Information System

Cuyamaca College

Grossmont-Cuyamaca Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	6.1%	6.0%	7.0%
American Indian/Alaskan Native	0.8%	0.6%	0.6%
Asian	3.1%	3.8%	4.4%
Filipino	2.5%	2.5%	2.7%
Hispanic	17.7%	19.2%	24.4%
Pacific Islander	0.9%	0.8%	0.8%
Two or More Races	.%	2.0%	4.0%
Unknown/Non-Respondent	24.4%	18.6%	8.1%
White Non-Hispanic	44.4%	46.4%	47.9%

Source: Chancellor's Office, Management Information System

Cuyamaca College

Grossmont-Cuyamaca Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	60.5	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	73.1	69.7	57.8	80.0	*B1*
C	Persistence Rate	69.4	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.0	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.2	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	66.0	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	76.8	45.6	.0	78.6	*G1*

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

ARCC 2012 Report: College Level Indicators

Cuyamaca College

Grossmont-Cuyamaca Community College District

College Self-Assessment

Since 1978, Cuyamaca College has served a diverse student population in Rancho San Diego and the surrounding community, and remains responsive to the community's changing demographics. Among the diverse students served, is the growing population of refugee and Hispanic students. In fact, the Hispanic student population increased from 19.2% to 24.4% over the past year.

Cuyamaca College continues to be on the forefront of innovative programs that promote student success and prepare them for work in their chosen careers or transfer to the university. With its vision of "Learning for the Future," Cuyamaca College offers an array of degrees and certificates, and learning opportunities abound under the tutelage of highly-qualified, dynamic faculty and staff. We take pride in our comprehensive student support services and the careful guidance students are provided as they navigate the unknown avenues of academia. With a one-stop student services facility right at the college entrance, students are assured convenient, on-the-spot assistance from attentive staff.

Cuyamaca College is proud to report that six of the seven indicators reflect rates that exceed the peer average: Student Progress and Achievement, Percent of Students Who Earned at Least 30 Units, Persistence Rate, Annual Successful Course Completion Rate for Credit Basic Skills Courses, Improvement Rate for Credit Basic Skills Courses, and Improvement Rate for Credit ESL Courses. In fact, for one indicator- Student Progress and Achievement- Cuyamaca College set the standard, serving as the peer group high for the past three years.

These successful outcomes are reflective of the institutional commitment to student learning and achievement brought about by a number of effective practices. Among them are: First-Year Experience, robust co-curricular experiences, Faculty Inquiry Groups, Embedded Tutoring in math, English, Reading, ESL, and Career-Technical Education (CTE), Accelerated Courses in math and English, Workshops in AfterMath/Biology/Physics, Chemistry and Gear Up for Success in the STEM disciplines, expanded services in the Writing and STEM Achievement Centers, and improvements in the area of student learning outcomes assessment. The increase in the Improvement Rates for ESL and Credit Basic Skills Courses is particularly notable because it jumped almost 10% since the last reporting period (76.8% as compared to 67.2%). This is in large part due to the institutional commitment to using data to inform decisions and practice relative to ESL and basic skills learners.

Although one indicator, Annual Successful Course Completion Rate for Credit Vocational Courses, was slightly below its peer group average (70% as compared to 73.3%), the rate represents an increase from the last reporting period (70% as compared to 69.1%). The college recently launched a partnership between instruction and student services whereby new students seeking career training receive comprehensive matriculation services and are immediately connected with the career pathway of their choice. With this career pathway initiative, coupled with the addition of embedded tutors in most of the CTE programs, the college expects to see additional gains in CTE course completion.

Overall, Cuyamaca College's accountability report is very strong and positive, reflecting an on-going institutional commitment to student access, success, and equity.

Cypress College

North Orange County Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	55.7%	55.3%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	78.1%	78.3%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	75.6%	80.0%	79.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	72.6%	73.0%	74.5%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	57.4%	62.2%	65.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	35.3%	42.6%	40.2%
Basic Skills Improvement Rate	71.9%	71.9%	68.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Cypress College
North Orange County Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	21,410	22,125	21,385
Full-Time Equivalent Students (FTES)	11,803	12,428	11,891

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	27.1%	28.6%	29.5 %
20 - 24	36.5%	36.0%	36.3 %
25 - 49	32.1%	31.4%	30.4 %
Over 49	4.3%	4.0%	3.8 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	55.2%	54.6%	55.4%
Male	43.4%	44.1%	43.2%
Unknown	1.4%	1.3%	1.4%

Source: Chancellor's Office, Management Information System

Cypress College
North Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.5%	5.6%	5.6%
American Indian/Alaskan Native	0.6%	0.4%	0.3%
Asian	20.0%	19.1%	18.5%
Filipino	7.6%	6.9%	6.6%
Hispanic	28.2%	31.6%	33.9%
Pacific Islander	1.0%	0.9%	0.7%
Two or More Races	.%	2.2%	2.6%
Unknown/Non-Respondent	9.7%	5.8%	5.8%
White Non-Hispanic	27.5%	27.5%	25.9%

Source: Chancellor's Office, Management Information System

Cypress College

North Orange County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	58.3	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	80.8	73.3	65.7	81.4	*B2*
C	Persistence Rate	79.3	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.5	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.0	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	68.3	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	40.2	51.4	24.1	70.2	*G3*

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

ARCC 2012 Report: College Level Indicators

Cypress College

North Orange County Community College District

College Self-Assessment

Cypress College performance has improved in five of the seven parameters reported in ARCC 2012 compared to last year. All colleges within the peer group of Cypress College have shown a decline in persistence rate. Although Cypress College persistence rates declined marginally from 80% to 79.3%, they are still close to the highest (79.7%) within its peer group. Cypress College has ranked above the average in all but one parameter compared to the colleges in its peer group.

The improvement in SPAR (Student Progress and Achievement Rate) has been particularly noticeable. SPAR is a composite measure of transfer, degree, and certificate achievement. After experiencing a decline last year, the number of students transferring to CSUs increased from 418 (2009-10) to 690 (2010-11). Availability of seats and better preparation of students were the two most important factors contributing to such a significant increase in the number of students transferring. The Cypress College Transfer Center prepared students by frequently inviting 4-year institutions to the college campus, developing articulation agreements, and through coaching activities.

The College used the Title V grant funds received last year to establish learning centers and advise students about their scores using College Success Factor Index. Advisement included interaction between students and counselors, and developing strategies to improve study skills. Faculty actively engaged students in the classroom, identified students who were not taking part in teaching and learning, and took corrective actions. All these initiatives contributed to student success and helped increase SPAR.

Although overall course completion rates for basic skills courses has increased significantly over the last two years, the improvement rate for ESL and basic skills courses has declined. Improvement rate for basic skills courses, even after declining from last year, is well above the average of the peer group. However, ESL improvement rate poses a significant challenge for the College. A large proportion of students placed into ESL courses are not only academically underprepared, but also lack the strong motivation needed to progress through the series of courses. Some of the ESL students are believed to enroll with the objective of improving their knowledge of English and do not aspire for degree or certificate; however, no extensive research has been conducted to either confirm or refute this premise. Cypress College recognizes the achievement gap that exists among its student population and is committed to reducing the gap. The College Leadership Team discussed the achievement gap and explored potential solutions. Reducing the achievement gap is one of the strategic directions the College is pursuing.

Notwithstanding the overall progress in student performance, opportunity for improvement exists. As a part of its strategic initiative, the College is actively exploring options to refine its priority registration process. Students who develop an educational plan and complete the matriculation process will have a better chance of enrolling in classes they need. Improving basic skills success and reducing the achievement gap are other key initiatives undertaken by the College in its current Strategic Plan.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	70.8%	72.9%	68.3%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	83.8%	83.8%	85.9%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	70.8%	63.6%	83.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	83.2%	77.9%	74.4%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	77.8%	77.2%	72.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	67.2%	68.8%	68.0%
Basic Skills Improvement Rate	75.7%	76.0%	76.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

De Anza College

Foothill-De Anza Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	43,293	40,821	37,601
Full-Time Equivalent Students (FTES)	20,087	18,608	17,642

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	32.0%	29.8%	28.3 %
20 - 24	27.7%	30.1%	32.0 %
25 - 49	34.0%	33.8%	33.4 %
Over 49	6.3%	6.4%	6.2 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	51.3%	50.5%	49.7%
Male	48.7%	49.5%	49.4%
Unknown	0.0%	0.0%	0.9%

Source: Chancellor's Office, Management Information System

De Anza College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.0%	3.4%	3.6%
American Indian/Alaskan Native	0.8%	0.9%	0.4%
Asian	35.7%	37.9%	39.4%
Filipino	4.6%	4.8%	5.0%
Hispanic	15.2%	15.1%	17.6%
Pacific Islander	0.9%	0.6%	0.6%
Two or More Races	.%	2.3%	3.1%
Unknown/Non-Respondent	13.8%	11.9%	3.7%
White Non-Hispanic	24.1%	23.2%	26.5%

Source: Chancellor's Office, Management Information System

De Anza College

Foothill-De Anza Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	68.3	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	85.9	76.0	70.8	85.9	*B4*
C	Persistence Rate	83.4	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.4	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.5	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	76.9	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	68.0	57.9	40.8	69.2	*G5*

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

ARCC 2012 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Self-Assessment

De Anza College, nationally recognized for leadership and innovation, enrolls approximately 25,000 students each fall from a variety of ethnic backgrounds: 39% identify as Asian, 26% White, 18% Hispanic, 5% Filipino, 4% African Ancestry and 3% as multiple races. De Anza's strategic plan includes four initiatives: outreach to historically underrepresented populations; individualized attention to student success and retention; cultural competence; and community collaborations. In 2011, De Anza was a leader in spearheading the creation of The Democracy Commitment at community colleges nationwide, including 11 in California and dozens in 15 other states. The project promotes the development and expansion of community college programs, projects and curricula aimed at engaging students in civic learning and democratic practice.

The college has established institutional metrics using ARCC data, and for 2012 has achieved the highest score within the peer group for the Fall-to Fall Persistence Rate: 83.4%. Also for 2012, the Student Progress and Achievement Rate (68.3%) remains well above the peer group average. The Annual Successful Course Completion Rate for Credit Vocational Courses (74.4%) and the Annual Successful Course Completion Rate for Credit Basic Skills (72.5%) are above the peer group average as well. De Anza ranked highest in three of the seven accountability indicators (Students Earned 30 Units, Persistence Rate, and Improvement Rate for Credit Basic Skills) and substantially above average in the other four.

While the Student Progress and Achievement Rate is above the peer group average, it decreased in the past year from 72.9% to 68.3%. The drop corresponds with an increase in the size of the Job Corps program through 2007-08. Job Corps students included in the cohort grew from 2.14% for the 2004-05 to 2009-10 cohort to 5.34% for the 2005-06 to 2010-11 cohort. The college began to phase out Job Corps in 2008-09, resulting in an increase in De Anza's persistence rate from 63.6% to 83.4%. The program was three quarters in length. By design, most students met their goals within the year and did not enroll the following fall for additional credits needed to obtain a degree or transfer.

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

Almost 2,500 De Anza students transfer each year to in- and out-of-state public and private colleges and universities; for the 2010-11 academic year, the college transferred 699 students to a University of California campus and 1,422 students to a California State University campus. De Anza awards approximately 1,200 associate degrees annually and provides a broad range of workforce education opportunities; 500 career certificates are awarded each year. The college also provides access to a wide variety of courses through distance learning and uses next-generation technology to evaluate learning needs and deliver supplemental instruction.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	64.3%	65.4%	66.0%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	74.7%	75.7%	76.2%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	75.7%	79.0%	78.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	79.8%	80.2%	80.5%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	65.8%	62.0%	60.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	45.2%	52.0%	48.8%
Basic Skills Improvement Rate	57.5%	60.0%	58.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Diablo Valley College

Contra Costa Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	34,263	34,155	31,566
Full-Time Equivalent Students (FTES)	14,642	16,381	15,455

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	32.2%	31.6%	30.5 %
20 - 24	30.0%	31.5%	33.3 %
25 - 49	29.3%	29.2%	29.4 %
Over 49	8.4%	7.6%	6.8 %
Unknown	0.1%	0.1%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	50.9%	51.5%	51.5%
Male	44.4%	45.7%	46.4%
Unknown	4.7%	2.8%	2.1%

Source: Chancellor's Office, Management Information System

Diablo Valley College
Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.8%	5.4%	5.8%
American Indian/Alaskan Native	0.7%	0.6%	0.5%
Asian	13.2%	12.0%	11.9%
Filipino	5.2%	4.6%	4.6%
Hispanic	13.6%	13.9%	16.4%
Pacific Islander	0.9%	0.8%	0.6%
Two or More Races	.%	1.1%	3.1%
Unknown/Non-Respondent	13.5%	19.8%	14.0%
White Non-Hispanic	47.2%	41.9%	43.1%

Source: Chancellor's Office, Management Information System

Diablo Valley College

Contra Costa Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	66.0	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	76.2	76.0	70.8	85.9	*B4*
C	Persistence Rate	78.3	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.5	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.0	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	58.0	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	48.8	48.8	10.1	67.5	*G2*

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

ARCC 2012 Report: College Level Indicators

Diablo Valley College

Contra Costa Community College District

College Self-Assessment

Diablo Valley College (DVC), regionally recognized for academic excellence, served more than 31,600 students in academic year 2010-11. DVC's service area in Central Contra Costa County is a thriving, multicultural metropolis of approximately 600,000 persons who, on average, have one of the highest educational attainments in the nation. While the college has grown steadily in size and reputation for most of its history, and like other community colleges in California, DVC experienced a decline in both FTES and headcount since 2009-10, due to state-imposed workload reductions. Nevertheless, more than 1,800 sections are offered in traditional and online formats.

The college prides itself on its transfer program, perennially among the top ten in the state for numbers of transfers to UC (University of California) and CSU (California State University). Almost 2,500 DVC students transfer each year to in-state and out-of-state public and private colleges and universities. Furthermore, DVC offers a comprehensive workforce education program with approximately one-fourth of full-time equivalent students enrolled in 160 certificate and associate degree programs. DVC awards approximately 700 career certificates and 500 associate degrees each year.

Student diversity has increased steadily. Hispanic enrollment increased by 2.5% while students who identified themselves as two or more races increased by 2%. Major swings, which the college will research, were noted in White Non-Hispanic, up by 1.2% after a previous drop of 5.3% and Unknown with a drop of 5.8% after a previous rise of 6.3%. The college attracts young learners; over 63% of students are below the age of 25. In addition the college has a large contingent of 1,446 international students from more than 50 countries. This diversity enriches students' educational and cultural experiences and enhances learning, both in and out of the classroom.

The effectiveness of the educational services provided by DVC is apparent in the ARCC data. DVC demonstrated at or better than average performance in six of the seven performance measures, including student progress and achievement, percentage of students who earned at least 30 units, persistence rate, completion rates for vocational courses, and improvement rates for both credit basic skills courses and credit ESL (English as Second Language) courses.

Despite the challenge of four consecutive years of state budget reductions, the college is making every effort to minimize the impact on student access and success. However, significant reductions to the categorically funded student support programs had an adverse impact on student success and persistence in all areas, but most significantly in basic skills and ESL courses. The annual successful course completion rate for credit basic skills courses fell below the peer group average and the figures for the last two years. Although the recent implementation of a self-paced, basic skills mathematics sequence of courses has created a discontinuity in the longitudinal data, the college sees the implementation as an attempt to improve student success.

In summary, DVC takes great pride in maintaining high standards, embracing diversity, enhancing student learning, serving its community, and preparing students to become responsible citizens of California and the world.

East Los Angeles College

Los Angeles Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	44.1%	44.6%	38.0%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	72.2%	72.3%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	67.6%	67.7%	68.1%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	86.8%	88.0%	86.6%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	57.5%	55.5%	58.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	61.0%	65.1%	55.9%
Basic Skills Improvement Rate	56.1%	55.2%	52.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	16.5%	15.0%	8.7%

East Los Angeles College

Los Angeles Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	61,787	65,990	58,104
Full-Time Equivalent Students (FTES)	23,158	24,755	24,061

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	31.2%	31.2%	28.1 %
20 - 24	23.5%	22.9%	26.5 %
25 - 49	39.3%	39.0%	38.9 %
Over 49	6.0%	6.9%	6.6 %
Unknown	.%	.%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	52.4%	50.9%	51.0%
Male	47.6%	49.1%	49.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

East Los Angeles College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.4%	4.0%	4.1%
American Indian/Alaskan Native	0.3%	0.2%	0.2%
Asian	13.5%	12.7%	14.3%
Filipino	1.3%	1.1%	1.2%
Hispanic	55.5%	57.5%	62.8%
Pacific Islander	0.3%	0.2%	0.2%
Two or More Races	.%	0.1%	0.2%
Unknown/Non-Respondent	18.3%	17.2%	11.0%
White Non-Hispanic	7.4%	6.9%	6.0%

Source: Chancellor's Office, Management Information System

East Los Angeles College

Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	38.0	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	65.7	73.3	65.7	81.4	*B2*
C	Persistence Rate	68.1	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	86.6	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.6	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	52.5	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	55.9	39.9	10.8	55.9	*G6*

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

ARCC 2012 Report: College Level Indicators

East Los Angeles College

Los Angeles Community College District

College Self-Assessment

East Los Angeles College (ELAC) is a large urban college serving more Latino students annually than any other community college in the state. Since its establishment in 1945, ELAC has sought to provide and advance educational opportunities to its community. These efforts have led to extensive building projects on its Monterey Park campus and the establishment of the South Gate and Rosemead Educational Centers. Together with the expansion of the educational program and student support services, ELAC has served nearly 60,000 students annually.

ELAC is dedicated to supporting its students in reaching their educational goals. The ARCC reports are part of the college's larger efforts to examine trends in student progression and to develop innovative methods leading to improvement. The college experienced drops in both its rates of student progression and achievement, and the completion of 30 units. Though the college is concerned about any indicator showing decreased outcomes, internal data suggests that the 2005-2006 student cohort was comprised of a greater proportion of students enrolled in our Public Service Academies and that these students are not typically degree-seeking. More recent measures, such as student persistence, have shown continual has maintained a high number of awards, including 1,191 increases. In addition, the college degrees in 2010-2011.

In Fall 2011, ELAC began implementation of its new Strategic Plan, which calls for increases in Student Success, Equitable Student Outcomes, Community-Centered Access and Institutional Effectiveness. The plan is founded on continual use of student outcomes to guide programmatic improvement and evaluate the college's improvement efforts. The college annually reviews three-year graduation and transfer rates, and intermediate outcomes, such as retention, completion and persistence to inform college planning and determine the immediate impact of the changes that the college has implemented. Each of these factors has been defined in the Strategic Plan and has specific targets for improvements. The short-term outcomes of course completion, retention and persistence have already demonstrated continual improvements.

To aid the college in its efforts to improve student outcomes, ELAC has joined the Achieving the Dream initiative. As one of only several California Community Colleges engaged in Achieving the Dream, ELAC seeks to develop targeted data to inform institutional change and guide implementation. Through this work, the college has developed advanced pipeline data to investigate the barriers to student success and performed student focus groups to add insights to the standard data. The college has focused its efforts on gatekeeper courses in Mathematics and English, as well as student progression in the first year. To address these issues ELAC has already begun efforts to develop and pilot compression and acceleration models in basic skills areas and has begun efforts to design programs to improve first-year course completion. The college is supported in these efforts by the work of its dedicated faculty and staff and the acquisition of several federal grants. In the coming years the college will seek to evaluate its efforts and scale successful programs to effect collegewide change and increase successful student outcomes.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	49.8%	50.4%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	67.7%	69.4%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	78.5%	76.5%	75.7%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	73.5%	74.3%	72.0%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	54.3%	57.6%	57.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	61.4%	64.4%	60.9%
Basic Skills Improvement Rate	51.1%	62.7%	63.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

El Camino College

El Camino Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	41,700	39,753	35,416
Full-Time Equivalent Students (FTES)	20,472	20,533	19,491

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	32.8%	32.5%	30.0 %
20 - 24	31.5%	33.0%	35.3 %
25 - 49	30.0%	29.5%	29.7 %
Over 49	5.7%	5.0%	5.0 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.6%	53.1%	52.1%
Male	46.4%	46.9%	47.8%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

El Camino College
El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	19.3%	18.2%	18.5%
American Indian/Alaskan Native	0.5%	0.3%	0.3%
Asian	14.1%	13.8%	13.1%
Filipino	4.0%	3.8%	3.7%
Hispanic	31.8%	34.1%	38.2%
Pacific Islander	1.0%	0.9%	0.7%
Two or More Races	.%	2.1%	2.9%
Unknown/Non-Respondent	10.1%	8.3%	4.9%
White Non-Hispanic	19.2%	18.6%	17.8%

Source: Chancellor's Office, Management Information System

El Camino College

El Camino Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.0	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	71.5	76.0	70.8	85.9	*B4*
C	Persistence Rate	75.7	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.0	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.8	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	63.2	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	60.9	57.9	40.8	69.2	*G5*

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

ARCC 2012 Report: College Level Indicators

El Camino College

El Camino Community College District

College Self-Assessment

El Camino College (ECC) serves a large and diverse population of students at both El Camino College in Torrance and at ECC Compton Center. The College's service area is diverse and vibrant with a growing Latino community, reflected in ECC's status as a Hispanic-serving institution.

ECC provides comprehensive educational opportunities, serving both career-oriented and transfer students with a broad array of majors, many in career and technical education. ECC prepares many students for careers and transfer—a record 1,399 students graduated with associate degrees and at least 1,500 transferred to selected California public universities last year. ECC ranks ninth in UC transfers; and although ECC ranks eighth at CSUs, rankings were consistently higher in the past, suggesting negative effects of Local Service Area preferences.

Among the ARCC indicators, ECC performed better than previous years on three measures and was stable on a fourth. These include Student Progress and Achievement Rate, Students Who Earned 30+ Units, and Basic Skills Success and Improvement Rates. These increases occurred during a period of enrollment contraction, suggesting the strong influence of recent educational planning initiatives (described below).

ECC is above the peer average on three of seven measures, and near the average on a fourth. These include Student Progress and Achievement Rate, Basic Skills Successful Course Completion, and the Improvement Rates in ESL and Basic Skills. While Persistence is a consistently strong measure for ECC, the rate dropped for a second year in a row, likely due to further enrollment cuts required by recent budget restrictions. Performance has been especially strong in Basic Skills Success and Improvement. This growth follows the implementation of initiatives to promote basic skills success, including intrusive counseling to encourage student persistence, a robust Writing Center to build foundational skills, and expanded professional development to adopt new instructional approaches that work.

Research shows that students with educational plans and those familiar with career pathways are more likely to succeed. This year, more ECC students created educational plans and learned about careers before taking classes because of programs focused on these outcomes. This helps to ensure they are on the right path at the beginning. Reducing exit points also matters, and ECC has begun offering accelerated math and English courses in response. These courses offer the opportunity to work through developmental coursework rapidly and enroll in transfer-level math and English within two or three semesters regardless of starting preparation.

More than $11 million in new and continuing grant funding help support these efforts in lean times, including the Title V Graduation Initiative, which promotes graduation and transfer; the Title III STEM Project, which encourages enrollment and success in Science, Technology, Engineering and Mathematics; and the Career Pathways Project. These projects especially target Latinos and other underrepresented minorities.

Over the past few years, El Camino College has supported broad initiatives and bold interventions that assist students in meeting their educational goals, particularly in STEM fields. With adequate support, ARCC rates are expected to improve gradually over time as these initiatives affect more students.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	52.1%	56.5%	58.4%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	73.1%	74.4%	70.6%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	76.6%	74.4%	76.6%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	81.3%	80.8%	76.3%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	73.0%	70.7%	69.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	55.6%	61.5%	60.2%
Basic Skills Improvement Rate	61.3%	61.6%	61.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Evergreen Valley College

San Jose-Evergreen Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	18,160	18,213	15,275
Full-Time Equivalent Students (FTES)	7,385	7,569	7,560

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	26.6%	25.5%	28.7 %
20 - 24	26.6%	26.7%	31.3 %
25 - 49	37.9%	38.6%	33.3 %
Over 49	8.8%	9.2%	6.7 %
Unknown	0.1%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	48.3%	47.8%	52.0%
Male	50.7%	52.0%	47.9%
Unknown	0.9%	0.2%	0.1%

Source: Chancellor's Office, Management Information System

Evergreen Valley College

San Jose-Evergreen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.7%	4.0%	3.4%
American Indian/Alaskan Native	0.6%	0.6%	0.5%
Asian	27.6%	27.4%	30.7%
Filipino	7.1%	6.6%	7.0%
Hispanic	28.3%	29.9%	32.5%
Pacific Islander	0.9%	0.5%	0.7%
Two or More Races	.%	0.5%	1.2%
Unknown/Non-Respondent	17.5%	17.8%	14.2%
White Non-Hispanic	13.2%	12.6%	9.7%

Source: Chancellor's Office, Management Information System

Evergreen Valley College

San Jose-Evergreen Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	58.4	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	70.6	69.7	57.8	80.0	*B1*
C	Persistence Rate	76.6	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.3	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	69.3	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	61.3	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	60.2	51.4	24.1	70.2	*G3*

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

ARCC 2012 Report: College Level Indicators

Evergreen Valley College

San Jose-Evergreen Community College District

College Self-Assessment

Established in 1975, at the foothills of Evergreen Valley in East San Jose, Evergreen Valley College (EVC) continues to serve a growing diverse student population. Approximately, 80% of our student population is students of color representing 37 % Asian, 33% Latino, 10% White, 4% African American, 1% Native American, and 15% other/unknown. EVC offers a wide-range of courses in various disciplines, certificate programs and degrees. The college's programs are congruent with its mission. A majority of EVC's students attend school in the day-time (82%) and the majority attend on a part-time basis (63%), primarily receiving AA/AS degrees with a transfer focus. The 2012 ARCC data indicates that EVC served approximately three thousand (3000) fewer students with a slight increase in FTES and productivity. EVC continues to promote a collaborative and analytical student-centered enrollment management practice that sustains the college's enrollment productivity, establishes various effective institutional procedures, and develops a college-wide ongoing strategic planning process.

In addition to the campus-wide strategic planning process, the Facilities Master Plan (FMP) was updated in fall 2011. With additional Bond revenue, EVC (in an effort to save additional resources) approved the installation of a Solar Array system that will supply approximately 33% of the college's energy. In fall 2011, the college created a Mobile Computing for Education Pilot. Through a partnership with Apple and in alignment with the EVC Technology Plan 2011, the college purchased mobile devices to enhance student learning.

Per "College Level Indicators", EVC rated higher than the peer group average in each of the seven (7) categories. However, the "Percent of Students Who Earned at Least 30 Units" (Table 1.1a) and "Annual Successful Course Completion Rate for Credit Vocational Courses" (Table1.3) decreased slightly. EVC will continue to develop new vocational programs. In concert with regularly scheduled Program Reviews in the CTE programs, EVC aims to increase the completion rate in credit vocational courses, Certificate, and Degree programs. In addition, in collaboration with Student Services, EVC's faculty will continue to provide expanded interventions to encourage students to complete their AA/AS degrees. The college predicts that the campus-wide Early Alert System will yield increased success in these areas.

EVC is committed to maintaining student success and overall excellence. The Accreditation Steering Committee and the SLO Committee are leading the preparation for the 2112 Accreditation Follow-Up Visit. Supported by the Educational Master Plan (EMP), Facility Master Plan (FMP) and a new Strategic Plan, the college is moving steadily forward and a positive outcome is highly anticipated.

Feather River College

Feather River Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	57.8%	69.0%	65.6%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	72.5%	71.5%	74.4%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	59.5%	63.6%	57.0%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	82.0%	76.9%	79.0%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	46.9%	50.4%	63.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	.%	20.0%
Basic Skills Improvement Rate	45.5%	57.1%	25.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Feather River College

Feather River Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	4,026	3,846	3,066
Full-Time Equivalent Students (FTES)	1,792	1,603	1,627

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	28.7%	28.7%	28.3 %
20 - 24	21.6%	23.6%	27.0 %
25 - 49	34.5%	31.8%	31.1 %
Over 49	14.5%	15.2%	13.2 %
Unknown	0.8%	0.7%	0.4 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.5%	56.0%	58.9%
Male	46.0%	43.1%	40.7%
Unknown	0.5%	0.9%	0.4%

Source: Chancellor's Office, Management Information System

Feather River College

Feather River Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	8.1%	7.4%	7.1%
American Indian/Alaskan Native	2.8%	2.2%	2.5%
Asian	2.0%	1.8%	2.0%
Filipino	0.4%	0.9%	0.8%
Hispanic	19.4%	19.1%	22.1%
Pacific Islander	0.5%	0.6%	0.5%
Two or More Races	.%	.%	0.4%
Unknown/Non-Respondent	10.5%	10.5%	9.7%
White Non-Hispanic	56.2%	57.4%	54.7%

Source: Chancellor's Office, Management Information System

Feather River College

Feather River Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	65.6	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	74.4	70.9	57.0	78.8	*B3*
C	Persistence Rate	57.0	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.0	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.4	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	25.0	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	20.0	45.6	.0	78.6	*G1*

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

ARCC 2012 Report: College Level Indicators

Feather River College

Feather River Community College District

College Self-Assessment

For the time period reported in the ARCC Report, 2008-09 through 2011-11, Feather River College (FRC) had significant changes in headcount and full time equivalent students (FTES) and slight changes in demographics. During the 2010-2011 academic year, FTES counted in apportionment held steady. However, during the same period, unduplicated headcount declined by 20 percent. The annual decline is steeper than the statewide average of 5 percent. Taken in tandem, the headcount and FTES numbers indicate a changing student demographic resulting in fewer students taking larger instructional loads. Demographically, FRC's student population is becoming slightly younger. In 2008-2009, 50.3 percent of students were age 24 or less. In 2010-2011, 55.3 percent of students were 24 or less. Males are becoming a smaller percentage of FRC's student body, decreasing from 46.0 percent of known students in 2008-2009 to 40.7 percent in 2010-2011. Ethnically, the student body has also changed slightly.

In regard to the performance measures of student progress and achievement for degree/certificate/transfer students, FRC set the high mark of its peer group. Percent of students who earned at least 30 units and persistence of FRC students (which excludes those who earned an award) within the CCC system were slightly higher and lower than the peer group average, respectively. Student progress and achievement at FRC in the vocational/occupational/ workforce development category was above the state and peer group averages. Pre-collegiate improvement indicators are mixed.

FRC had better than average basic skills course completion rate. However, in the same study period, the basic skills improvement rate dropped precipitously. One factor in this drop was the inclusion of a cohort of credit basic skills ESL students. The college offered a credit ESL course for a limited time without a clear path of ESL progression. Therefore, the only way for these ESL students to show progression was for them to take college level English composition, a jump that may have had multiple course levels at other institutions.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	. %	53.4%	54.6%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	. %	73.6%	76.8%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	73.2%	71.9%	74.7%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	66.6%	66.3%	67.1%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	65.3%	62.6%	67.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	56.5%	54.6%	51.3%
Basic Skills Improvement Rate	65.2%	60.5%	61.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Folsom Lake College
Los Rios Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	13,381	13,500	12,835
Full-Time Equivalent Students (FTES)	5,898	6,043	5,863

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	27.6%	27.6%	26.6 %
20 - 24	26.9%	28.5%	30.0 %
25 - 49	34.6%	35.1%	35.5 %
Over 49	10.9%	8.7%	7.8 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	60.7%	58.8%	58.4%
Male	38.4%	40.1%	40.7%
Unknown	0.9%	1.1%	0.9%

Source: Chancellor's Office, Management Information System

Folsom Lake College
Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.2%	2.0%	2.1%
American Indian/Alaskan Native	1.5%	0.9%	0.8%
Asian	6.8%	6.3%	6.6%
Filipino	1.7%	1.3%	1.3%
Hispanic	7.7%	12.3%	12.6%
Pacific Islander	1.0%	0.5%	0.6%
Two or More Races	.%	3.5%	4.0%
Unknown/Non-Respondent	10.9%	12.6%	13.6%
White Non-Hispanic	68.2%	60.6%	58.2%

Source: Chancellor's Office, Management Information System

Folsom Lake College
Los Rios Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	.	.	.	.	
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.	
C	Persistence Rate	.	.	.	.	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.1	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	61.8	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	.	.	.	.	

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

ARCC 2012 Report: College Level Indicators

Folsom Lake College

Los Rios Community College District

College Self-Assessment

Folsom Lake College (FLC) received its initial accreditation in January 2004. As a result, the ARCC report reflects performance statistics for FLC only since 2004-05. Accountability indicators that require tracking student cohorts prior to 2004-05 such as Degree/Certificate and Transfer (Tables 1.1, 1.1a) show only two years of comparison data.

Tables 1.1 and 1.1a show improvement over the two cohort years shown with the student progress and achievement rate (Table 1.1) increasing 1.2 percentage points and the percentage of students earning at least 30 units (Table 1.1a) increasing 3.2 percentage points.

Table 1.2 shows FLC's fall-to-fall student persistence rate declining in 2008-09 but then rebounding in 2009-10 to a three year high (up 2.8 percentage points since 2009-10). Despite the fact that students have fewer class section enrollment opportunities due to state budget reductions, competition for classes has resulted in fewer students stopping out for fear of losing their registration priority.

Annual successful course completion rates for vocational and basic skills courses (Tables 1.3 and 1.4) are currently at their highest level in three years, reflecting program growth and refinement, student learning outcome assessment and the increased use of best practice learning strategies. Since 2009-10, FLC's vocational course completion rate (Table 1.3) has increased by 0.8 percentage points and its basic skills completion rate (Table 1.4) has increased by 5.3 percentage points.

The ongoing decline seen in the ESL improvement rates shown in Table 1.5 is of concern. However, the program is very small and thus has statistical reliability issues associated with computing such rates for the relatively few students enrolled in the program. While FLC's basic skills improvement rate declined last year, this year's rate has increased 1.3 percentage points.

In the peer grouping section of the report, statistics are available only for vocational course completion and basic skills improvement rates. FLC is well above its peer group average in terms of basic skills course completion rates and is slightly below its peer group average in terms of vocational course completion rates. Note that the State Chancellor's Office established individual ARCC peer groups via regression analyses in 2009 and has not re-selected peer groups since, despite the many economic and other impacts experienced by colleges over the last three years.

Future challenges affecting FLC's accountability statistics:

1) Despite the high socioeconomic standing of communities surrounding the main campus, FLC's two centers, the El Dorado Center and the Rancho Cordova Center, serve notably different demographics.

2) The Folsom-Cordova Unified School District (feeds FLC main campus and Rancho Cordova Center), reports tremendous growth in limited English speakers and students from low income families, possibly translating into greater numbers of under prepared students entering FLC.

3) Students 18 to 24 years of age account for an ever increasing proportion of student headcount, a group that historically has considerably lower course success rates and GPAs.

4) Current and future anticipated declines in available course sections are expected to impact students' ability to make timely progress toward educational goal completion.

Foothill College

Foothill-De Anza Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	67.2%	64.2%	63.0%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	77.3%	80.6%	81.7%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	76.1%	75.7%	74.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	88.8%	87.4%	87.3%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	83.1%	80.7%	76.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	55.4%	57.3%	58.9%
Basic Skills Improvement Rate	62.3%	62.9%	60.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Foothill College

Foothill-De Anza Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	35,633	34,513	30,032
Full-Time Equivalent Students (FTES)	14,157	14,380	13,046

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	22.7%	24.9%	24.8 %
20 - 24	21.4%	22.7%	24.5 %
25 - 49	37.5%	35.8%	35.7 %
Over 49	18.3%	16.4%	14.8 %
Unknown	0.1%	0.2%	0.2 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.4%	54.1%	53.9%
Male	46.5%	45.9%	45.4%
Unknown	0.0%	0.0%	0.8%

Source: Chancellor's Office, Management Information System

Foothill College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.2%	3.1%	3.5%
American Indian/Alaskan Native	1.1%	0.6%	0.4%
Asian	23.5%	22.3%	25.2%
Filipino	2.6%	2.6%	2.8%
Hispanic	10.3%	12.0%	15.1%
Pacific Islander	0.9%	0.8%	0.8%
Two or More Races	.%	2.1%	2.9%
Unknown/Non-Respondent	19.5%	20.3%	9.1%
White Non-Hispanic	39.1%	36.3%	40.0%

Source: Chancellor's Office, Management Information System

Foothill College

Foothill-De Anza Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	63.0	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	81.7	76.2	73.3	81.7	*B6*
C	Persistence Rate	74.4	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	87.3	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	76.6	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	60.4	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	58.9	54.8	45.0	71.6	*G4*

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

ARCC 2012 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Self-Assessment

Foothill College, nationally recognized for leadership in community college higher education, serves approximately 15,000 students each quarter. Students come from a wide variety of backgrounds: 38.1% identify themselves as White, 29.1% Asian/Filipino/Pacific Islander, 17.9% Hispanic, and 4.8% as African American.

Foothill is a pioneer in providing access through online education, offering eleven online degree programs with enrollment reaching over 7,000. While many colleges offer online courses, Foothill enables students to complete several entire degree programs fully online. Foothill has one of the state's strongest transfer programs, with over 600 students transferring to the California State University and University of California systems in 2010-11, presenting a six percentage point increase from 2009-10. San Jose State University, San Francisco State, UC Davis, UC San Diego, and UC Berkeley represent the top five public transfer destinations. According to the Chancellor's Office Transfer Velocity Data Mart, 57% of the 2005-06 cohort who were tracked for six years transferred, a figure 15% higher than the statewide transfer rate. Foothill also provides strong career and workforce education. Over 900 students in 2010-11 earned career certificates and associate degrees in a wide variety of disciplines.

Compared to its peers, Foothill ranks higher than the group average in all seven accountability indicators and the highest in three of the indicators—Students Earned 30 Units, Course Completion for Credit Vocational Courses, and Course Completion for Basic Skills Courses (81.7%, 87.3%, and 76.6% respectively for 2010-11). Some examples of Foothill's innovative efforts to provide support and address basic skills development include Math My Way, Pass the Torch, and the Summer Bridge Math Program. While Foothill's basic skills completion percentage rate moved from 80.7% in 2009-10 to 76.6% in 2010-11, this figure continues to be the peer group high. The Student Progress and Achievement Rate for the 2005-06 cohort (63.0%) reflect the effects of the recertification process for state-recognized certificate programs. While there appears to be a two percentage point difference among the certificates awarded to the 2003-04 and 2005-06 cohort, there is actually an increase in the number of earned certificates among the 2004-05 and 2005-06 cohorts. Foothill continues to monitor and make modifications to increase the number of certificates awarded and to increase its transfer rate, even as the public four-year systems become increasingly impacted and criteria for admission becomes more stringent.

To continue progress on student achievement, self-assessment, and quality improvement, Foothill has adopted an innovative integrated planning process reinforcing the college's core missions on basic skills, transfer, workforce development, and stewardship of resources. This commitment builds upon Foothill's tradition of excellence and innovation as it continues to increase student access and achievement.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	47.6%	47.0%	46.0%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	74.0%	72.3%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	68.3%	66.7%	66.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	78.4%	76.7%	77.2%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	65.2%	70.7%	68.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	65.6%	67.4%	66.4%
Basic Skills Improvement Rate	58.9%	62.6%	61.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	22.7%

Fresno City College
State Center Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	36,504	35,746	32,837
Full-Time Equivalent Students (FTES)	18,992	19,678	18,064

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	26.4%	27.6%	27.3 %
20 - 24	31.6%	31.4%	33.2 %
25 - 49	37.1%	36.5%	35.4 %
Over 49	4.8%	4.5%	4.1 %
Unknown	0.1%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	51.0%	51.0%	51.2%
Male	47.5%	47.8%	47.9%
Unknown	1.5%	1.1%	0.9%

Source: Chancellor's Office, Management Information System

Fresno City College
State Center Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	8.5%	8.2%	7.9%
American Indian/Alaskan Native	1.3%	1.0%	0.9%
Asian	9.5%	13.5%	14.2%
Filipino	1.4%	1.3%	1.3%
Hispanic	40.2%	38.6%	42.1%
Pacific Islander	0.5%	0.4%	0.3%
Two or More Races	.%	0.8%	1.6%
Unknown/Non-Respondent	12.3%	9.9%	5.7%
White Non-Hispanic	26.3%	26.2%	26.1%

Source: Chancellor's Office, Management Information System

Fresno City College
State Center Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	46.0	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	72.2	73.3	65.7	81.4	*B2*
C	Persistence Rate	66.3	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.2	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.5	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	61.9	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	66.4	57.9	40.8	69.2	*G5*

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

ARCC 2012 Report: College Level Indicators

Fresno City College

State Center Community College District

College Self-Assessment

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

The population of the FCC service area has increased by nearly 20% over the last decade. In recent years, this growth has shifted to a predominance of younger adults (aged 25 and younger). Concurrently, the profile of FCC's students shifted slightly toward a younger student. In addition, a slight increase of male students reflects changes in the FCC service area.

At roughly 16%, unemployment remains extremely high in the FCC service area. Many programs and classes show enrollments at or near capacity, higher than historical patterns, somewhat reducing the enrollment effect of cost-cutting measures resulting from state budget cuts; however, reduction of the total number of courses and sections offered resulted in declines in total enrollments, with the loss of approximately 3,000 students (unduplicated headcount).

FCC shows solid performance on most of the accountability indicators relative to its peers. While lower than the peer group average for student progress and achievement rate and persistence, FCC is at or above the peer group average for the remaining measures, with particularly high scores for the improvement rate for credit ESL courses and for both basic skills measures.

FCC's rate for student progress and achievement is lower than that of its peers, and declined slightly over the past three cohorts. This decline is a result of lower numbers of students receiving AA/AS degrees, transferring to 4-year schools, and being transfer directed. FCC has a strong Liberal Arts program that prepares students for transfer, which normally results in approximately 1100 annual transfers to the California State University system. According to the CSU System Office, however, CSU enrollments were reduced by over 20,000 students between 2009 and 2010. The effect of this reduction is evident in the drop in FCC's student progress and achievement rate.

FCC's persistence rate is also lower than that of its peers. Although both full and part time students show declines in persistence, the rate is largely driven by part time students, with an 8% drop in persistence between 2008 and 2010.

The annual successful course completion rate for credit vocational courses is higher than FCC's peers or the state. Although this rate is still lower than three years ago, it shows some improvement over the last year.

Although FCC shows a slight decline in basic skills successful course completion and improvement rates for ESL and basic skills, the rates are higher than three years ago and are higher than either the peer groups or the state. Of these areas, the lowest rates are for basic skills improvement, driven by lower rates in math; however, most recently math rates show some improvement.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	60.5%	59.7%	60.4%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	79.8%	78.7%	79.6%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	78.3%	79.0%	80.8%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	68.7%	69.6%	70.9%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	56.6%	59.2%	59.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	48.8%	52.1%	53.6%
Basic Skills Improvement Rate	62.2%	63.2%	62.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Fullerton College

North Orange County Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	32,241	32,428	31,143
Full-Time Equivalent Students (FTES)	18,502	19,478	19,891

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	34.0%	34.7%	34.0 %
20 - 24	38.3%	39.3%	39.9 %
25 - 49	23.8%	22.9%	23.0 %
Over 49	3.9%	3.1%	3.1 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	51.5%	51.0%	50.9%
Male	46.9%	47.4%	47.5%
Unknown	1.6%	1.6%	1.5%

Source: Chancellor's Office, Management Information System

Fullerton College
North Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.7%	3.6%	3.6%
American Indian/Alaskan Native	0.7%	0.5%	0.4%
Asian	15.7%	14.9%	14.4%
Filipino	3.1%	2.9%	2.8%
Hispanic	33.9%	37.2%	39.5%
Pacific Islander	0.7%	0.5%	0.4%
Two or More Races	.%	1.9%	2.0%
Unknown/Non-Respondent	9.3%	7.1%	7.8%
White Non-Hispanic	32.8%	31.5%	29.0%

Source: Chancellor's Office, Management Information System

Fullerton College

North Orange County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	60.4	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	79.6	73.3	65.7	81.4	*B2*
C	Persistence Rate	80.8	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.9	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.3	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	62.4	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	53.6	57.9	40.8	69.2	*G5*

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

ARCC 2012 Report: College Level Indicators

Fullerton College

North Orange County Community College District

College Self-Assessment

Fullerton College serves an increasingly diverse population of students drawn mainly from the north Orange County cities of Anaheim, Brea, Fullerton, La Habra, Placentia and Yorba Linda. The population of the Fullerton College service area has grown about 1% per year recently. Local feeder high school districts have shown slower rates of growth than in past years, with some actually experiencing a decline in enrollment. The enrollment of African-American, Asian/Pacific Islander, and Hispanic students at Fullerton College exceeds the proportion in the service area population, while the proportion of Caucasian students is significantly less than the service area population. Fullerton College experienced a decline in of over 1,000 students in headcount enrollment in 2010-2011 to 31,143. The percentage of Hispanic students continues to increase while the percentage of Caucasian students continues to decrease. Hispanic students are now a plurality at Fullerton College. Nearly 75 percent of all new students need to complete developmental level English and/or math when they begin. Fullerton College has a rich tradition of preparing students for transfer to colleges and universities, with approximately one thousand transfers to California State University, Fullerton annually, with a significant increase in 2010-2011. Fullerton College also offers a comprehensive vocational program, with over 6,000 students enrolled in 29 A.S. and 110 certificate programs.

Fullerton College has demonstrated above average or excellent levels of performance on the majority of the accountability indicators. The Student Progress and Achievement rate increased in the past year and is now over 60%, the percent of students earning at least 30 units improved to about 80% and the persistence rate increased to over 80%. The vocational education successful course completion rate improved to over 70%. The successful course completion rate in basic skills courses increased slightly to nearly 60%. The ESL improvement rate increased slightly while the basic skills improvement rate declined slightly. Fullerton College has instituted a number of projects aimed at increasing successful course completion and progression through the basic skills sequence of courses.

The significant changes in the peer groups for Fullerton College that were developed for the 2008 ARCC report, with the college grouped with higher performing colleges, have been retained for the 2011 ARCC report. For nearly all indicators, Fullerton College is at or above its peer group average and well above the peer group average for the percent of students who earned at least 30 units, the fall to fall persistence rate, and the improvement rate for basic skills courses. The successful course completion rates in both basic skills courses and vocational courses and the improvement rate for ESL courses are below the average of the peer groups. Additional analyses of these success rates have led to the creation of a variety of interventions designed to improve these success rates. Performance on these indicators will increase with the college's continuing commitment to and success in serving students in developmental education.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	46.3%	50.1%	51.6%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	77.0%	73.6%	76.2%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	72.2%	72.6%	70.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	87.3%	89.8%	88.3%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	52.4%	52.2%	57.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	60.3%	58.9%	59.9%
Basic Skills Improvement Rate	51.9%	52.4%	56.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	6.5%	3.3%	2.8%

Gavilan College

Gavilan Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	16,350	18,659	15,359
Full-Time Equivalent Students (FTES)	5,679	5,868	5,469

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	15.6%	13.8%	15.4 %
20 - 24	16.8%	14.6%	16.6 %
25 - 49	50.8%	56.1%	51.8 %
Over 49	16.6%	15.3%	16.2 %
Unknown	0.2%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	46.4%	40.7%	41.4%
Male	52.4%	57.8%	51.3%
Unknown	1.2%	1.5%	7.3%

Source: Chancellor's Office, Management Information System

Gavilan College
Gavilan Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.1%	4.0%	3.6%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	3.9%	4.5%	3.9%
Filipino	1.9%	2.0%	1.7%
Hispanic	38.0%	34.0%	34.9%
Pacific Islander	0.6%	0.6%	0.5%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	14.5%	17.2%	22.3%
White Non-Hispanic	37.3%	37.0%	32.4%

Source: Chancellor's Office, Management Information System

Gavilan College

Gavilan Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	51.6	49.2	38.6	53.7	*A3*
B	Percent of Students Who Earned at Least 30 Units	76.2	69.7	57.8	80.0	*B1*
C	Persistence Rate	70.4	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	88.3	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.4	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	56.3	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	59.9	45.6	.0	78.6	*G1*

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

ARCC 2012 Report: College Level Indicators

Gavilan College

Gavilan Community College District

College Self-Assessment

The Gavilan Community College District service region encompasses 2,700 square miles within southern Santa Clara and all of San Benito County. Gavilan's main campus in Gilroy and its off-campus sites in Hollister and Morgan Hill serve an ethnically-diverse population in this historically rural region. As other parts of the state, our service area has faced difficult economic circumstances combined with high unemployment. The dramatic enrollment increases seen over the past 5 years, however, seem to have stabilized. Annual enrollment for the 10/11 academic year decreased slightly .2% from the previous year while FTES decreased 7.1%.

The Gavilan District student demographics also saw slight shifts in the 10/11 academic year. The proportion of male students seemed to have dropped, with 51.3% of the student population reporting being male. Correspondingly, there was an increase in the proportion of students who did not identify a gender (7.3%). For ethnicity, the proportion of unidentified students also increased to 22.3%. An inquiry into the number of reported “unknowns” is underway and has uncovered a group of students who are less likely to enter ethnicity data. In Spring 12, the college will shift to an online application process which is anticipated to reduce the proportion of “unknowns” recorded.

The District provides curriculum and services that support students whether their educational goal is to pursue an Associate's degree, transfer to a 4-year institution, or develop new or improve on existing skills. In response to the needs of the community, the District has added new vocational courses in Water Resources. In addition to these offerings, the College has recently received substantial outside funding, which has helped to encourage innovation in curriculum and support services.

Most of Gavilan's District-level ARCC performance indicators were very encouraging. For the 10/11 academic year, Student Progress and Achievement rate increased (2.9%) for the second year in a row and was above the peer group average. As in previous years, the successful course completion rate for credit vocational courses increased and was the highest in the peer group. Other indicators, Percent of Students who earned at least 30 units and Improvement rate for ESL courses, were also above the peer group average.

Again this year, the main area of under-performance, in comparison to peers, was basic skills course completion and improvement rate. In contrast, both of these rates increased from the previous report with basic skills course completion rate increasing 9.7% and improvement rate increasing 7.4%. In an effort to address these indicators, the college has begun to offer an accelerated English course option and is strengthening its supplemental instruction program in basic skills areas.

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

Glendale Community College

Glendale Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	62.0%	61.8%	62.0%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	81.9%	80.3%	80.4%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	73.7%	75.4%	76.1%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	78.2%	77.5%	77.5%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	60.5%	64.1%	64.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	59.6%	61.7%	61.3%
Basic Skills Improvement Rate	59.7%	59.5%	59.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	12.1%	11.2%	12.2%

Glendale Community College

Glendale Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	35,619	35,103	30,918
Full-Time Equivalent Students (FTES)	18,612	19,261	16,164

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	20.7%	20.4%	22.9 %
20 - 24	21.3%	21.9%	25.1 %
25 - 49	23.4%	24.3%	37.9 %
Over 49	3.5%	3.5%	14.1 %
Unknown	31.2%	30.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	59.2%	58.0%	56.7%
Male	40.2%	41.4%	41.6%
Unknown	0.6%	0.6%	1.6%

Source: Chancellor's Office, Management Information System

Glendale Community College

Glendale Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.4%	2.1%	0.1%
American Indian/Alaskan Native	0.3%	0.2%	0.2%
Asian	10.1%	8.6%	8.1%
Filipino	4.6%	4.1%	3.8%
Hispanic	22.9%	20.7%	21.3%
Pacific Islander	0.3%	0.3%	0.1%
Two or More Races	.%	0.3%	1.5%
Unknown/Non-Respondent	4.5%	13.1%	15.5%
White Non-Hispanic	54.8%	50.7%	49.3%

Source: Chancellor's Office, Management Information System

Glendale Community College

Glendale Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	62.0	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	80.4	73.3	65.7	81.4	*B2*
C	Persistence Rate	76.1	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.5	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.2	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	59.9	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	61.3	51.4	24.1	70.2	*G3*

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

ARCC 2012 Report: College Level Indicators

Glendale Community College

Glendale Community College District

College Self-Assessment

Glendale Community College, located 11 miles north of downtown Los Angeles, has served students since 1927. It offers a comprehensive general education program, 112 certificate and degree programs, and a large noncredit program covering basic skills, high school completion, and occupational education. Additionally, it provides community services education and workforce training. The college serves over 30,000 students annually at its two facilities located in the city of Glendale.

Glendale serves an extremely diverse student population. Approximately 30% of its credit and noncredit students need extensive English as Second Language training. Approximately 32% of Glendale's students are of Armenian origin, 25% are Hispanic, and about 12% are Asian. Nearly 30% of credit students and 60% of noncredit students are over age 30. Approximately 80% of students entering the college directly from high school place below transfer level in English or mathematics.

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

Glendale Community College ranks high among its peers on the ARCC indicators. According to the most recent data, Glendale's indicators are higher than its peer group averages for all the indicators, and higher than the state averages for all the indicators as well. Glendale ranks third in its peer group of 38 colleges, and sixth in the state, for the percent of students earning at least 30 units. For basic skills improvement, which has been one focus of the college's attention, Glendale ranks third out of 15 in its peer group. On the other indicators with peer groups (student progress and achievement, persistence, vocational success, basic skills success, and ESL improvement), Glendale Community College's indicators exceed the peer group averages by between one and nine percentage points. On career development and college preparation progress and achievement, Glendale ranks seventh out of 41 colleges reporting data.

The ARCC indicators show areas of potential improvement. Glendale's basic skills course success and basic skills improvement rates are only three to four percentage points above the statewide averages, indicating the need for the college to continue its work on basic skills through its Basic Skills Committee and its two Federal Title V grants for Hispanic Serving Institutions, both awarded in 2011. Vocational course success is approximately two percentage points above the statewide average and has been declining slightly for several years. The college is addressing career and technical education through several new programs and partnerships as well as through the goals of its Educational Master Plan.

The ARCC performance indicators demonstrate Glendale Community College's success at preparing students for transfer and occupational success. The college is also working to address areas where the ARCC measures indicate improvements are warranted.

Golden West College

Coast Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	60.7%	60.5%	62.2%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	79.9%	79.6%	81.4%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	67.7%	70.5%	72.8%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.2%	76.3%	71.9%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	59.5%	62.5%	58.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	59.8%	54.4%	57.6%
Basic Skills Improvement Rate	62.1%	62.0%	63.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Golden West College
Coast Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	20,883	20,361	19,217
Full-Time Equivalent Students (FTES)	10,759	10,605	10,757

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	24.2%	25.2%	26.2 %
20 - 24	35.9%	37.3%	37.5 %
25 - 49	34.1%	33.0%	32.3 %
Over 49	5.8%	4.5%	4.0 %
Unknown	0.0%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.4%	54.3%	53.1%
Male	44.7%	44.8%	45.8%
Unknown	0.9%	0.9%	1.1%

Source: Chancellor's Office, Management Information System

Golden West College
Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.9%	1.9%	2.2%
American Indian/Alaskan Native	0.9%	0.6%	0.3%
Asian	27.9%	28.5%	27.3%
Filipino	2.9%	2.6%	2.4%
Hispanic	17.3%	20.8%	24.2%
Pacific Islander	1.0%	0.7%	0.6%
Two or More Races	.%	2.6%	3.6%
Unknown/Non-Respondent	10.8%	3.8%	1.7%
White Non-Hispanic	37.3%	38.4%	37.7%

Source: Chancellor's Office, Management Information System

Golden West College

Coast Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	62.2	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	81.4	73.3	65.7	81.4	*B2*
C	Persistence Rate	72.8	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.9	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.5	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	63.8	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	57.6	51.4	24.1	70.2	*G3*

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

ARCC 2012 Report: College Level Indicators

Golden West College

Coast Community College District

College Self-Assessment

Golden West College (GWC) is located in the county of Orange and the city of Huntington Beach. We are one of three community colleges of the Coast Community College District serving primarily the communities of Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach, and Westminster. Golden West College serves just over 20,000 students per year with 63% of those students under the age of 25. The ethnic composition of our students is 32% Asian, 21% Hispanic, 2% African American, 38% white and 7% other.

Although transfer preparation and degree achievement are primary to the mission of Golden West College, our mission also includes responding to specific community needs with respect to career and technical training, employment skills preparation, as well as, remedial activities and lifelong learning. At graduation, more than one-third of our 1,200+ awards are vocational certificates. GWC offers 23 career certificate programs, featuring our P.O.S.T. certified Police Academy, California Board of Registered Nursing (BRN) and National League of Nursing (NLN) accredited Registered Nursing, National Automotive Technicians Education Foundation (NATEF) certified Automotive Technology, and California State Board of Cosmetology (CSB) certified Cosmetology programs.

Golden West College was significantly higher (over 5% greater) than state-wide on the following indicators: “Student Progress and Achievement” (62.2%), “Percent of Student Earning 30 units” (81.4%), and “Basic Skills Improvement Rate” (63.8%). Additionally, GWC performed at or above state-wide averages on all accountability indicators except ‘’Vocational Successful Course Completion Rate” (71.9% compared to 76.7%) and Basic Skills Course Success Rate (58.5% compared to 62.0%).

Last year, our “ESL Course Level Improvement Rate” was below the state-wide rate. This year, it has rebounded and is above it (57.6% compared to 54.6%). Like many California community colleges, two-thirds of first-time GWC students come to the college under-prepared academically and place into math and/or English courses below transfer level. The Basic Skills Initiative and the associated funds continue to facilitate the College’s focus on improving students’ basic skills, and we are seeing the fruits of those efforts. The College’s Basic Skills Improvement Rate of 63.8% is significantly higher than our peer group average (over 12% higher) as well as the state-wide rate (over 5% higher).

The College is forming a team to study the root causes and craft solutions to address the continued declining vocational course success rates. Additionally, members of our District Student Success Committee and our Basic Skills subcommittee are studying potential barriers to student success and coordinating activities to provide the tools for students to be successful in college. Our goal is to improve our ability to identify students early on who are lacking the skills to succeed and to effectively schedule them for support and services they need. This will be a worthy challenge during times of historic budget cuts.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	60.0%	61.5%	59.6%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	74.9%	73.4%	74.5%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	67.6%	68.6%	69.0%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	72.6%	73.8%	74.5%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	59.6%	64.9%	70.1%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	44.9%	44.5%	55.8%
Basic Skills Improvement Rate	61.6%	65.2%	65.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Grossmont College

Grossmont-Cuyamaca Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	28,568	31,451	28,287
Full-Time Equivalent Students (FTES)	13,523	14,498	13,248

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	28.4%	26.3%	26.1 %
20 - 24	37.5%	38.0%	38.1 %
25 - 49	29.3%	31.1%	31.6 %
Over 49	4.8%	4.6%	4.1 %
Unknown	0.0%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	57.5%	56.7%	55.8%
Male	41.3%	42.2%	43.3%
Unknown	1.2%	1.1%	0.9%

Source: Chancellor's Office, Management Information System

Grossmont College

Grossmont-Cuyamaca Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	8.3%	8.2%	8.2%
American Indian/Alaskan Native	1.0%	0.8%	0.6%
Asian	7.0%	6.8%	6.6%
Filipino	4.7%	4.3%	4.2%
Hispanic	19.0%	21.9%	24.6%
Pacific Islander	1.5%	1.2%	1.0%
Two or More Races	.%	2.8%	4.2%
Unknown/Non-Respondent	11.2%	7.1%	4.7%
White Non-Hispanic	47.3%	47.0%	45.9%

Source: Chancellor's Office, Management Information System

Grossmont College

Grossmont-Cuyamaca Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	59.6	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	74.5	73.3	65.7	81.4	*B2*
C	Persistence Rate	69.0	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.5	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	70.1	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	65.0	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	55.8	48.8	10.1	67.5	*G2*

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

ARCC 2012 Report: College Level Indicators

Grossmont College

Grossmont-Cuyamaca Community College District

College Self-Assessment

Grossmont College is located in El Cajon and is part of the Grossmont-Cuyamaca Community College District. Grossmont is celebrating its 50th anniversary this year and as of Spring 2012, has an enrollment of 18,697. The College is changing lives through education by offering more than 150 degree and certificate programs, including university transfer, workforce and basic skills options. The College also offers a full range of student activities and clubs as well as 16 intercollegiate athletic teams. A majority of Grossmont students initially indicate they intend to transfer to public four-year universities. Grossmont boasts the largest number of transfer students to San Diego State University among the colleges in San Diego County.

The College serves a diverse community of students from suburban locations in East San Diego County, the City of San Diego, and locations across the state. A noteworthy enrollment trend is an increase in Hispanic students served from 21.9% (2009-2010) to 24.6% (2010-2011). Also contributing to our diversity is a large contingent of international students, and a growing population of refugees who have relocated to the area. As a result, demand for the college's ESL programs has significantly increased.

Grossmont College is above its peer group average in five out of seven categories, including: Percent of students who earned at least 30 units (74.5%); Annual successful course completion rate for credit vocational courses (74.5%); Annual successful course completion rate for credit basic skills courses (70.1%); Improvement rate for credit ESL (55.8%) and credit basic skills courses (65.0%). These improvements are due to innovative programs that accelerate and/or contextualize learning and the use of cohort models. Examples of these programs include a First-Year Experience, Summer Institute, Learning Communities, and Health and Science Pipeline Initiative.

The College continues to focus on student access and success at all levels. Students, faculty, staff and administration are working together and utilizing data to inform decision-making. Examples of efforts designed to focus on student learning and success include such initiatives as BRIC (Bridging Research Information and Culture), CLASS (California Leadership Alliance for Student Success), and CalPASS (California Partnership for Achieving Student Success). In addition, the Dreamkeepers Emergency Financial Assistance program, developed with support from the Lumina and Wal-Mart Foundations, provides students with emergency funding to allow them to remain in school when faced with unexpected financial hardships. Grossmont also is participating with Kingsborough Community College in New York on a Department of Education's Fund for the Improvement of Post-secondary Education (FIPSE) grant. The FIPSE grant, titled "The Community College Jigsaw: Putting the Pieces Together," involves the design of a flexible and adaptable model of programs that can have a positive impact on retention and graduation rates. Through all of these initiatives Grossmont College realizes its vision of "Changing Lives Through Education."

Hartnell College

Hartnell Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	42.4%	44.1%	39.6%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	69.9%	63.9%	64.1%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	76.4%	74.3%	72.0%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	80.5%	80.4%	81.2%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	61.1%	64.8%	61.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	54.0%	53.9%	54.2%
Basic Skills Improvement Rate	57.5%	59.7%	61.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Hartnell College

Hartnell Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	18,229	16,457	14,227
Full-Time Equivalent Students (FTES)	7,624	7,373	7,000

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	24.3%	26.6%	23.3 %
20 - 24	21.7%	24.1%	25.1 %
25 - 49	43.7%	39.8%	42.5 %
Over 49	9.8%	9.1%	8.9 %
Unknown	0.5%	0.4%	0.2 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	49.3%	48.4%	46.8%
Male	49.9%	51.2%	52.8%
Unknown	0.8%	0.4%	0.4%

Source: Chancellor's Office, Management Information System

Hartnell College
Hartnell Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.8%	2.6%	2.5%
American Indian/Alaskan Native	0.7%	0.5%	0.5%
Asian	3.1%	2.6%	2.4%
Filipino	3.1%	3.1%	2.6%
Hispanic	49.5%	53.1%	53.0%
Pacific Islander	0.7%	0.6%	0.6%
Two or More Races	.%	0.2%	0.8%
Unknown/Non-Respondent	19.7%	19.0%	18.2%
White Non-Hispanic	20.3%	18.2%	19.4%

Source: Chancellor's Office, Management Information System

Hartnell College

Hartnell Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	39.6	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	64.1	69.7	57.8	80.0	*B1*
C	Persistence Rate	72.0	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.2	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.9	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	61.0	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	54.2	51.4	24.1	70.2	*G3*

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

Hartnell College

Hartnell Community College District

College Self-Assessment

Hartnell College experienced a decrease of 16% in annual unduplicated headcount and 5%FTES. This decline is largely attributable to the reduced FTES funding provided from the State of California reflecting the State's current budget climate. Because the college did not offer summer school in summer 2010, this reduced the FTES for 2010-2011, also. Another factor affecting enrollments are concurrent enrollments (K-12) as the college restricts the number of enrollments.
The college experienced a 2.7% increase in the enrollment of the 25-49 age group and 3.3% decrease in the 19 or less age group in 2010-2011. The economic conditions in the Hartnell service area had an impact on the college's enrollments. Additionally, the college saw an increase in ratio of male to female students of 4%. This reflects the experience in Monterey County where family responsibilities, finding work and affordable childcare affect women's ability to pursue an education. The Over 49 age grouping is decreasing due to the college reducing the offerings in non-program /vocational related courses.

The persistence rate for Hartnell students decreased from 74.3% (fall 2008-2009) to 72.0% (fall 2010-11). The Hartnell rate is above the peer group average of 61% and the state average was 71.3%. Students, due to the economic conditions and higher per unit costs, are not persisting semester to semester.

The Annual Successful Course Completion rate for credit vocational courses increased from 80.4% to 81.2%. This rate is above the peer average of 75.8% and the state average of 76.7%. Hartnell opened the new Alisal Center containing new classrooms, equipment, and vocational courses. The college also has a strong nursing program and those who enroll in the program complete the program.

The annual successful course completion rate for credit basic skills (61.9%) is above the peer group average and just below the state average of 62.9%. The college allocated resources to meet and address completion rates through curriculum redesign, tutorial assistance and supplemental instruction. The Student Success Center helps to focus faculty inquiry by providing analytical tools that provide cohort tracking of students from a particular term. The tools are web-based which allows anyone in the campus community to access the tools. Faculty can track students who persist through a sequence of courses and their subsequent success through time. The data includes students who receive a degree or certificate, transfer ready students, and number of students who repeat courses. The availability of this data facilitates dialog among faculty, other disciplines, and review of course sequences and degree content.

Hartnell's improvement rate for ESL of 61% is above its peer group average of 51.4% and the state average of 54.6% for 2010-2011. One of the methods employed to affect this change was to require students to spend a fixed amount of time in the language lab.

Hartnell incorporates an improvement cycle in all of its processes and we continue to monitor the progress of students, develop and implement research tools, analyze and adjust curriculum and programs and enhance student services that result in improved student access and success.

Imperial Valley College

Imperial Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	40.3%	36.3%	38.6%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	78.2%	71.5%	74.5%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	75.1%	80.7%	79.7%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.6%	81.1%	75.4%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	64.2%	70.0%	67.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	50.7%	57.1%	60.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	3.4%	4.0%	11.0%

Imperial Valley College

Imperial Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	12,154	11,835	11,641
Full-Time Equivalent Students (FTES)	7,426	7,132	7,290

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	28.1%	29.7%	30.0 %
20 - 24	30.8%	33.4%	36.2 %
25 - 49	34.9%	31.8%	30.4 %
Over 49	6.2%	5.2%	3.4 %
Unknown	.%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	58.1%	55.8%	54.5%
Male	40.4%	42.5%	43.5%
Unknown	1.5%	1.6%	2.0%

Source: Chancellor's Office, Management Information System

Imperial Valley College
Imperial Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.4%	1.1%	0.6%
American Indian/Alaskan Native	0.1%	0.0%	0.1%
Asian	1.2%	1.0%	0.5%
Filipino	0.4%	0.4%	0.2%
Hispanic	84.9%	86.2%	93.4%
Pacific Islander	4.8%	0.1%	0.0%
Two or More Races	.%	0.1%	0.3%
Unknown/Non-Respondent	4.7%	4.1%	1.3%
White Non-Hispanic	2.5%	6.8%	3.7%

Source: Chancellor's Office, Management Information System

Imperial Valley College
Imperial Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	38.6	49.2	38.6	53.7	*A3*
B	Percent of Students Who Earned at Least 30 Units	74.5	70.9	57.0	78.8	*B3*
C	Persistence Rate	79.7	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.4	74.8	72.5	77.5	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.3	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	60.3	60.3	60.3	60.3	*F3*
G	Improvement Rate for Credit ESL Courses	.	51.4	24.1	70.2	*G3*

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

Imperial Valley College

Imperial Community College District

College Self-Assessment

Imperial Valley College (IVC) is geographically, educationally, and economically isolated from the more prosperous metropolitan areas in the southern California such as San Diego, located 120 miles away. The county's population of 174,528 is principally Hispanic (80.4%). Economic conditions are among some of the poorest in the country with over 25% unemployment rate and the lowest per capita income in the state. The San Diego State University-Calexico campus and IVC are the only public postsecondary institutions in the county; serve over a large rural area comprised of more than 4,600 square miles. IVC serves 11,500 unduplicated headcount students each year and over 7,200 full-time equivalent students. Approximately 86% of IVC students are Hispanic and 4% white. Currently, IVC's unduplicated count of students is down by 1,865 (from 8976 to 7111 – over 20%) compared to last year at the same time due to budget cuts. The college serves seven feeder high school districts, which yield approximately 2,000 graduates a year. Although the high school to college going rate is the third highest in the state (over 60%), the progress/achievement rate is a constant concern throughout the years.

According to the 2012 Accountability Report, IVC's persistence rate and basic skills improvement rate ranked the highest among the peer group. The percentage of students who earned at least 30 units success course rate in vocational courses and success course rate in basic skills courses were above peer group average. However, the student progress/achievement rate was at the peer group low. Cohort data was analyzed and results clearly showed that students who took college Math/English in their teens had much higher transfer/graduation rate than older students. This year we have made great strides and implemented several significant student-focused changes based on best practices, studies, and recommendations from Student Success Taskforce.

The English department has shortened the path through the Basic Skills sequences. By shrinking the number of classes in the English developmental sequences and reduce the exit points for students, we are confident that more students will reach transfer level reading/writing courses and, hopefully, succeed from there.

IVC also implemented an early access program that is designed to help students understand the college culture and introduce them to some of the services necessary to succeed in college. First time students will need to complete placement tests, make counseling appointment, complete online orientation, and complete admission application before priority registration is granted.

Students are introduced to DegreeWorks, a student-friendly online tool that facilitates the collaboration between student and counselor to develop balanced semester of courses that will lead to their educational goal. Students can request degree audit reports for the degree program in which they are enrolled or degree programs in which they are interested. This tool takes the guesswork out of selecting courses for future enrollment and frees up counselors' duties so that they can spend more time working with students with more complex issues.

It is our hope that these implementations will lead to greater success and show improvement in later years.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	67.8%	66.1%	67.7%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	74.4%	75.8%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	77.9%	77.2%	78.1%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	73.0%	73.6%	72.1%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	74.0%	70.4%	69.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	38.0%	42.8%	43.7%
Basic Skills Improvement Rate	63.4%	64.0%	72.1%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Irvine Valley College
South Orange County Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	24,680	26,544	25,499
Full-Time Equivalent Students (FTES)	9,018	9,420	10,070

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	24.8%	26.0%	27.5 %
20 - 24	25.3%	26.2%	28.0 %
25 - 49	28.8%	27.3%	26.9 %
Over 49	21.1%	20.5%	17.6 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	58.1%	57.6%	55.6%
Male	40.7%	41.5%	42.8%
Unknown	1.2%	1.0%	1.6%

Source: Chancellor's Office, Management Information System

Irvine Valley College
South Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.9%	1.9%	2.0%
American Indian/Alaskan Native	0.4%	0.2%	0.2%
Asian	26.6%	25.6%	26.7%
Filipino	2.7%	2.6%	2.4%
Hispanic	10.4%	11.8%	14.1%
Pacific Islander	0.5%	0.4%	0.3%
Two or More Races	0.0%	1.7%	3.1%
Unknown/Non-Respondent	6.7%	8.2%	6.6%
White Non-Hispanic	50.7%	47.5%	44.5%

Source: Chancellor's Office, Management Information System

Irvine Valley College

South Orange County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	67.7	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	75.1	69.7	57.8	80.0	*B1*
C	Persistence Rate	78.1	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.1	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	69.4	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	72.1	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	43.7	45.6	.0	78.6	*G1*

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

ARCC 2012 Report: College Level Indicators

Irvine Valley College

South Orange County Community College District

College Self-Assessment

Irvine Valley College (IVC) serves a diverse population of students in an above average socio-economic region in South Orange County. Cities in the service area of the college include Laguna Beach, Aliso Viejo, Tustin, Lake Forest, and Irvine. Student gender balance and ethnic and cultural demographics are stable and reflect demographics of the service area; our Latino student population is increasing slightly and we continue to serve students from a wide array of countries and cultures. Full time equivalent students experienced 25.6% growth since 2007-08 but is declining slightly in 2012 due to lack of growth funding.

IVC increased the number of basic skills sections offered between 2007-08 and 2010-11 by 197%, from approximately 5% of all sections offered to approximately 13%, respectively. The college has also increased transfer sections in humanities, math, computer science and engineering while reducing offerings in physical education and substituting fee based instruction for noncredit offerings for older adults. Enrollment in distance education courses has leveled off at approximately 10% of sections offered.

The number of AA/AS degrees awarded increased 200% in recent years, from 110 in 2007-08 to 331 in 2010-11. The number of certificates awarded increased 336%, from 81 in 2007-08 to 353 in 2010-11. This improvement can be credited primarily to the creation of AA/AS degrees with emphasis and IGETC and CSU certificates by our faculty. Using the CCCCO transfer rate methodology, IVC's average transfer rate to four-year institutions over the last 5 years is 3rd highest in the California Community College system, and it remains the highest for Orange County community colleges.

Irvine Valley College's ARCC 2011 Report accountability indicators demonstrate above average performance on six out of seven indicators compared to its peer institutions and is the peer group high on improvement rate for credit basic skills courses. While student progress and achievement rate, percentage of students completing at least 30 units, annual successful course completion rate for vocational courses, and completion rate for basic skills courses have each remained stable and relatively high, student persistence rate, ESL improvement rate, and basic skills improvement rate have each improved slightly in recent years. ESL improvement rate remains a concern for the college, and strategies have been implemented to improve this outcome. In addition, IVC is working to analyze the root cause of this lower than average rate.

The Basic Skills Initiative is addressing needs in staff development, curriculum redesign, and student success centers. Inspired by the Accreditation Standards and South Orange County Community District goals, the Irvine Valley College President and administration, the Academic Senate, and all governance groups and committees are participating in a strategic planning process that is committed to providing an excellent learning experience for our diverse and changing communities.

Lake Tahoe Community College

Lake Tahoe Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1: Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	51.7%	51.1%	58.8%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	72.0%	72.4%	74.7%

Table 1.2: Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	67.3%	57.4%	58.8%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	81.6%	81.3%	80.3%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	70.6%	71.4%	63.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	32.8%	49.5%	49.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	2.4%	4.3%	1.4%

Lake Tahoe Community College

Lake Tahoe Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	7,103	6,674	5,905
Full-Time Equivalent Students (FTES)	1,935	2,021	1,890

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	14.6%	13.8%	13.5 %
20 - 24	17.6%	19.5%	21.7 %
25 - 49	41.5%	41.6%	40.7 %
Over 49	26.1%	25.0%	24.0 %
Unknown	0.2%	0.1%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	57.0%	56.7%	57.1%
Male	42.6%	42.0%	42.3%
Unknown	0.4%	1.3%	0.6%

Source: Chancellor's Office, Management Information System

Lake Tahoe Community College

Lake Tahoe Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	0.8%	0.9%	1.1%
American Indian/Alaskan Native	1.0%	0.7%	0.6%
Asian	2.3%	2.3%	2.9%
Filipino	1.1%	1.1%	1.5%
Hispanic	15.6%	16.6%	18.5%
Pacific Islander	0.5%	0.3%	0.3%
Two or More Races	.%	1.4%	2.3%
Unknown/Non-Respondent	11.3%	11.2%	6.1%
White Non-Hispanic	67.4%	65.5%	66.8%

Source: Chancellor's Office, Management Information System

Lake Tahoe Community College

Lake Tahoe Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	58.8	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	74.7	70.1	65.6	74.7	*B5*
C	Persistence Rate	58.8	57.8	46.3	74.5	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.3	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.3	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	49.6	55.0	48.6	62.3	*F6*
G	Improvement Rate for Credit ESL Courses	.	45.6	.0	78.6	*G1*

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

Lake Tahoe Community College

Lake Tahoe Community College District

College Self-Assessment

Lake Tahoe Community College is situated in South Lake Tahoe, approximately 85 miles from the next nearest California community College and 100+ miles from the nearest campus of the University of California or California State University. The District is located in the Sierra Nevada Mountains making it difficult for prospective students to attend another campus of the California higher education system without relocating. Thus, the College plays a critical role in providing transfer, vocational, basic skills, and lifelong learning to an increasingly diverse population. Additionally, the College serves as the intellectual and cultural center for the people who reside and work here. The recent downturn in the state, regional, and national economy contributed to an increase of 286 (16.5%) full-time equivalent students (FTES) between 2007-08 and 2009-10, as increasing numbers of individuals enrolled at LTCC seeking the opportunities afforded by higher education. However, due to state budget cuts, LTCC was forced to significantly reduce its course offerings in 2010-11, eliminating 233 class sections causing a drop of 131 (6.5%) FTES and a decline of 771 (11.3%) students served.

Despite these challenges the College is quite successful in meeting the educational needs of its students and the community, as evidenced in the ARCC report. The College has consistently fared relatively well in the seven areas assessed. Through continued efforts, including the establishment of a TRiO Student Success program to promote student success and achievement, and the award of a TRiO Talent Search grant to improve access in the local community, LTCC expects to increase the improvement rate for basic skills from the current rate of 49.6%; an area deserving of increased attention as the College is below its peer group average. Additionally, the College is working to develop a more coordinated basic skills program to focus on improving student success and persistence in its basic skills math sequence.

An area of particular pride for the College is its vocational programs, and the consistently strong successful course completion rate shown in the ARCC report is a reflection of the high quality instruction in the CTE programs offered at LTCC. A successful completion rate consistently over 80% is impressive especially given the rigor and challenging nature of the College's most popular CTE programs in Fire Science and Allied Health.

The indicators shown in the ARCC report reflect an excellent faculty, as well as a robust set of student support and intervention services. The Board of Trustees at LTCC is stable, knowledgeable, and supportive. The staff and administrators are dedicated to the success of our students and committed to providing high quality facilities, services and programs to those students, and to assisting the faculty with the tools and support necessary for outstanding instructional programs.

Laney College

Peralta Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1: Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	51.9%	54.0%	53.5%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	69.7%	72.5%	71.0%

Table 1.2: Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	59.4%	63.0%	66.7%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	64.0%	61.7%	67.5%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	60.9%	60.8%	68.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	58.7%	52.6%	53.6%
Basic Skills Improvement Rate	43.4%	45.9%	42.1%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Laney College
Peralta Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	23,010	24,123	22,240
Full-Time Equivalent Students (FTES)	8,389	9,041	7,957

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	21.8%	21.1%	19.4 %
20 - 24	25.3%	27.4%	29.1 %
25 - 49	42.6%	42.1%	42.5 %
Over 49	10.3%	9.4%	9.1 %
Unknown	.%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	52.1%	50.5%	50.9%
Male	41.3%	41.3%	40.7%
Unknown	6.6%	8.2%	8.4%

Source: Chancellor's Office, Management Information System

Laney College
Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	25.7%	23.1%	26.5%
American Indian/Alaskan Native	0.5%	0.4%	0.4%
Asian	27.0%	22.6%	25.5%
Filipino	2.0%	1.6%	1.9%
Hispanic	11.7%	10.1%	13.4%
Pacific Islander	0.8%	0.6%	0.6%
Two or More Races	.%	0.6%	2.5%
Unknown/Non-Respondent	18.5%	29.4%	13.9%
White Non-Hispanic	13.8%	11.5%	15.2%

Source: Chancellor's Office, Management Information System

Laney College
Peralta Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	53.5	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	71.0	69.7	57.8	80.0	*B1*
C	Persistence Rate	66.7	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.5	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.2	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	42.1	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	53.6	45.6	.0	78.6	*G1*

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

ARCC 2012 Report: College Level Indicators

Laney College

Peralta Community College District

College Self-Assessment

Laney College, a diverse urban community college in downtown Oakland, is adjusting its enrollment to meet the fiscal realities of state funding. During the 2010-11 year, the headcount decreased by 7.8% and FTES decreased by 12%.

The demographic makeup of the student body experienced minor shifts with continuing increases in the 20-24 and 25-49 year olds increasing from 27.4 to 29.1% of the student body, respectively. Students in the 19 years or less group dropped in percentage.

The dominant ethnic/racial groups are African American and Asian/Pacific Islander with 26.5 and 26.1%, respectively. There has been an increase in all groups, due to increased self-identification by the student body. The Unknown/Non-Respondents have been reduced from approximately 30% to 13.9%. The subjects with the highest enrollment at census in Fall 2011 were: ESL, Math, English, Culinary Arts, PE, Biology, Business, Music, Cosmetology, Art, CIS and Chemistry.

Laney's history of working with challenged populations has required the college to develop a wide variety of programs and services to support these students in obtaining degrees and certificates, transfer and entering the workforce. Examples are Career Advancement Academy; Project Bridge; Gateway to College; and Exploring Pathways in Digital Media Initiative. The Green Jobs Corps Program, the NSF-ATE and community-based Job Training Grant programs focus on workforce development in technical areas. Transfer is supported by a transfer center and college/university events sponsored by EOP/S,TRIO,Puente, APASS, learning communities and the CTE Advisory Council.

Student progress and achievement rates continues to remain relatively stable at 54% while the percentage of students earning at least 30 units within 5 years experienced a slight dipped from 72.5% in 2004-05 class to 71% in 2005-06 class. Persistence levels have consistently increased from 59.4% in 2007-08 to 63% in 2008-09 to 66.7% in 2009-10.

For students in basic skills courses, the completion rate rose significantly from 60.8% in 2009-10 to 68.2% in 2010-11. In that same period, the ESL improvement rate is higher than that of Basic Skills and increased from 52.6% during the last 2 years to 53.6% in 2008-09 -- 2010-11.

The completion rates of students in Career and Technical Education programs have experienced a significant jump from 61.7% in 2009-10 to 67.5% in 2010-11.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	61.5%	65.1%	63.9%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	77.5%	80.1%	80.0%

Table 1.2: Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	81.1%	78.0%	79.1%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	75.1%	75.8%	75.2%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	58.2%	65.4%	62.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	48.7%	46.5%	50.8%
Basic Skills Improvement Rate	64.0%	65.2%	64.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Las Positas College

Chabot-Las Positas Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	13,707	14,090	12,386
Full-Time Equivalent Students (FTES)	6,591	7,501	6,744

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	28.7%	29.0%	30.5 %
20 - 24	28.4%	30.0%	31.8 %
25 - 49	33.7%	31.6%	29.8 %
Over 49	9.2%	9.4%	8.0 %
Unknown	0.0%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	52.9%	53.3%	52.3%
Male	44.8%	44.6%	45.9%
Unknown	2.2%	2.0%	1.9%

Source: Chancellor's Office, Management Information System

Las Positas College

Chabot-Las Positas Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.9%	4.9%	5.0%
American Indian/Alaskan Native	1.0%	0.8%	0.5%
Asian	13.0%	13.5%	13.0%
Filipino	3.7%	3.4%	3.5%
Hispanic	15.2%	17.1%	20.0%
Pacific Islander	1.0%	0.8%	0.7%
Two or More Races	0.1%	2.3%	3.7%
Unknown/Non-Respondent	10.9%	7.4%	4.8%
White Non-Hispanic	50.1%	49.8%	48.7%

Source: Chancellor's Office, Management Information System

Las Positas College

Chabot-Las Positas Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	63.9	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	80.0	69.7	57.8	80.0	*B1*
C	Persistence Rate	79.1	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.2	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.2	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	64.2	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	50.8	48.8	10.1	67.5	*G2*

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

ARCC 2012 Report: College Level Indicators

Las Positas College

Chabot-Las Positas Community College District

College Self-Assessment

Las Positas College (LPC) serves the Tri-Valley area which encompasses the cities of Dublin, Livermore, and Pleasanton and enrolls an increasingly diverse student body. Between 2000 and 2011, the percentage of White Non-Hispanic students declined from 70% to below 50%; during the same time period, the percentage of students from all minority groups increased, with the largest increases seen in Hispanic students (12% to 22%), Asian students (7% to 12%), African American students (3% to 5%), and Filipino students (2% to 4%).

LPC also experienced an increase in the percentage of students from low-income households. In 2000, only 6% of LPC students were from low-income households. By 2011, nearly 40% of LPC students came from low-income household. In addition, between 2000 and 2011, 81% to 86% of entering first-time college students who took the assessment test(s) were not prepared for college-level work in English and/or math.

Despite the challenges faced by our students, LPC continues to provide high-quality instruction and services that help our students achieve success; this is evident by nearly all of the outcomes measured by the ARCC report. LPC students are above the peer-group average in Student Progress and Achievement Rates, Percentage of Students Who Earned at Least 30 Units, Persistence Rates, Improvement Rates for Credit Basic Skills Courses, and Improvement Rates for Credit ESL Courses. While we celebrate the continued achievement of our students, we also see opportunities for improvement.

LPC students are near the peer-group average on two metrics: the Annual Successful Course Completion Rates for Credit Basic Skills Courses and Credit Vocational Courses; LPC has worked aggressively to increase success rates in these areas. Through the Basic Skills Initiative, English and math faculty are conducting thorough reviews of the basic skills curriculum; the reviews include examining entrance and exit skills, assessment and placement of students into appropriate levels and determining whether or not additional basic skills course levels are needed in the curriculum. In close coordination with Student Services, instructional faculty are seeking additional ways to improve the curriculum, pedagogy, and support services in Basic Skills courses. In future years, we expect these efforts to greatly increase the success of our students, and we are committed to providing resources and conducting systematic evaluations needed to successfully implement our plans.

With regard to vocational education, LPC has made efforts to improve retention in Distance Education Career courses. LPC increased counseling to students enrolled in Distance Education Career courses through embedded counseling efforts and developed an on-line study-skills course for all Distance Education students. Additionally, LPC increased counselor contact in face-to-face vocational courses. We believe these efforts will help improve Vocational Course Completions Rates, and LPC will continue to evaluate progress and implement strategies to improve outcomes for all of our students.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	46.3%	45.0%	41.1%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	63.7%	62.7%	64.4%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	47.6%	54.9%	35.8%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	83.8%	79.4%	79.1%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	55.3%	47.4%	51.7%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	42.3%	50.6%	47.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Lassen College

Lassen Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	3,883	4,485	5,684
Full-Time Equivalent Students (FTES)	1,567	1,753	1,856

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	14.7%	13.4%	10.3 %
20 - 24	14.0%	14.1%	16.0 %
25 - 49	45.0%	49.1%	56.9 %
Over 49	26.0%	23.2%	16.7 %
Unknown	0.3%	0.2%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	36.7%	31.0%	23.8%
Male	62.8%	68.4%	76.2%
Unknown	0.5%	0.6%	0.0%

Source: Chancellor's Office, Management Information System

Lassen College
Lassen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.0%	8.5%	14.1%
American Indian/Alaskan Native	3.4%	3.0%	2.6%
Asian	1.0%	1.3%	2.1%
Filipino	0.4%	0.4%	0.8%
Hispanic	10.1%	11.6%	18.2%
Pacific Islander	1.0%	1.0%	0.8%
Two or More Races	0.1%	0.7%	1.6%
Unknown/Non-Respondent	4.7%	2.2%	1.6%
White Non-Hispanic	75.4%	71.2%	58.4%

Source: Chancellor's Office, Management Information System

Lassen College

Lassen Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	41.1	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	64.4	69.7	57.8	80.0	*B1*
C	Persistence Rate	35.8	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.1	77.4	75.9	79.1	*D5*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.7	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	47.0	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	.	45.6	.0	78.6	*G1*

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

ARCC 2012 Report: College Level Indicators

Lassen College

Lassen Community College District

College Self-Assessment

Lassen Community College (LCC) is a small rural college nestled in the Sierra Nevada Mountains in northeast California. Founded in 1925, LCC is the twelfth oldest community college in the state serving a sparsely populated yet vast geographic region. With a dedicated faculty and staff and a low faculty to student ratio (16:1), the college serves its county through transfer, career technical and basic skills programs. Expanded fire technology offerings and correspondence programs offered in the three regional prisons located close to Susanville contributed to a 26.7% increase in students over the prior academic year. While census data indicate a population of 18,648 in the Susanville area, fully 9,837 of these individuals reside in the prison facilities. These factors are unique to LCC and crucial to the college as we examine and respond to the college level indicator findings in the 2012 ARCC report.

LCC is dedicated to the use of data in efforts to improve student outcomes and reviews ARCC college-level indicators of success regularly to inform its decision-making processes. The ARCC indicators continue to depict LCC as above the peer group average for completion of vocational courses and among the highest in the state. Vocational programs are one of LCC's greatest institutional strengths. Our two year Instructional Program Review cycle contributes largely to this success. This process is also driving new vocational program development in Graphic Design, and the enhancement of three existing programs: Welding, Automotive Technology and Vocational Nursing.

The remainder of the ARCC measures indicates lower outcomes when compared to peer groups. As a result of the ARCC methodology, LCC has extremely small group numbers with incarcerated students representing one-third of each cohort. Incarcerated students, with limited opportunities for transfer to other colleges and access to only one degree program offered via correspondence exhibit lower success and achievement rates thus lowering the entire indicator percentages. For 2009-2010, the declining persistence rate was exacerbated by institutional decisions beyond the college that disallowed one-third of the students in the cohort from re-enrolling. Educational planning efforts are currently aimed at examining the role of the correspondence program in LCC's academic portfolio.

Data also suggest that a majority of students (73.8%) are underprepared for college-level coursework, yet most students have a goal of completing a two-year degree or transfer program (62.4%). As a result, the college continues the Transfer by Design initiatives and is developing innovative academic and support programs to address the needs of its students. These include:

- remodeling the Basic Skills Collaboratory to offer students learning opportunities in a state-of-the-art facility using modern educational technologies,
- implementing a strengths-based counseling and advisement pilot program for students, and
- evaluating college functions and assessing educational barriers and obstacles. These data will be used to enhance and revise academic programming and support services to better meet student needs.

These projects enable LCC to continue to represent the promise of new opportunities to the community and provide a gateway to success for our unique and changing student population.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	45.8%	44.5%	45.0%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	72.9%	73.4%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	74.6%	76.0%	68.6%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	70.3%	70.1%	73.2%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	55.5%	56.6%	60.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	46.9%	51.8%	52.9%
Basic Skills Improvement Rate	64.4%	64.2%	66.7%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	7.1%	9.3%	8.3%

Long Beach City College
Long Beach Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	42,973	41,833	36,376
Full-Time Equivalent Students (FTES)	21,500	21,162	21,036

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	21.5%	23.0%	23.5 %
20 - 24	29.2%	30.2%	31.0 %
25 - 49	41.2%	39.5%	38.7 %
Over 49	7.8%	7.2%	6.8 %
Unknown	0.2%	0.1%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.2%	52.5%	51.5%
Male	46.6%	47.3%	48.5%
Unknown	0.2%	0.2%	0.0%

Source: Chancellor's Office, Management Information System

Long Beach City College
Long Beach Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	15.1%	15.8%	15.4%
American Indian/Alaskan Native	0.8%	0.7%	0.5%
Asian	10.8%	10.8%	10.6%
Filipino	4.3%	4.0%	3.9%
Hispanic	35.8%	36.4%	40.0%
Pacific Islander	1.1%	1.1%	0.9%
Two or More Races	.%	0.6%	2.3%
Unknown/Non-Respondent	6.4%	6.4%	3.9%
White Non-Hispanic	25.8%	24.1%	22.5%

Source: Chancellor's Office, Management Information System

Long Beach City College
Long Beach Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	45.0	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	74.2	76.0	70.8	85.9	*B4*
C	Persistence Rate	68.6	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.2	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	66.7	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	52.9	57.9	40.8	69.2	*G5*

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

Long Beach City College

Long Beach Community College District

College Self-Assessment

Long Beach City College (LBCC) serves an ethnically diverse student population which continues to be reflected in the ARCC college profile. Noteworthy in the 2012 ARCC data is that the percentage of Hispanic students served crossed the 40 percent threshold, an increase of 3.4 points over the previous year's report. Concomitant with this increase is a steadily shrinking White Non-Hispanic student group and a growing group who report an ethnic identity of "two or more races." In terms of educational outcomes by ethnicity, the 2012 data shows mixed results. LBCC's Hispanic students realized a progress or achievement outcome at a higher rate (39.4% compared to last year's 34.6%) while the percent of African American students who achieved one of the SPAR outcomes decreased from 36.1% to 34.6%.

The trend reported last year toward a younger student body continues with a small increase in the percentage of students 24 years or younger and a corresponding decrease in students over 25. The long-standing overrepresentation of female students began a trend toward equalization starting in 2009-10, with females outnumbering males by only 3 percent in the 2010-11 data. The annual unduplicated headcount and Full-Time Equivalent Student values also reveal a recent and noteworthy trend. As headcount has dramatically declined, especially for the 2010-11 academic year (a 13% decrease from the previous academic year), FTES has remained nearly constant. This is likely due to more students attempting a greater number of units in recent years in conjunction with the economic downturn and high unemployment.

Although the Student Progress and Achievement rate appears to remain relatively flat and disappointingly still below LBCC's peer group and statewide averages, gains continue for the percent of students earning 30 units or more. The most unexpected observed change is in the persistence rate, which dropped from 76.0% to 68.6% for the latest cohort. One explanation for this drop is that an increasing number of students, unable to enroll in needed classes due to budget-driven cuts to class offerings, are leaving LBCC to find class openings elsewhere. Another hypothesis is that an increasing number of students admitted to California State University Long Beach are unable to get classes they need, also due budget cuts. Some are getting into courses at LBCC. As they gain priority enrollment, they leave LBCC to take their remaining courses at their target university. Despite the recent drop in persistence, LBCC still slightly exceeds the statewide average for this indicator. Nonetheless, it will be closely monitored and further investigated in the coming year.

Strong positive gains are observed in the area of pre-collegiate improvement. The annual successful basic skills course completion rate jumped from 56.6% in 2009-10 to 60.5% in 2010-11. Likewise, both the ESL and basic skills credit improvement rates increased with the most recent student cohort. These data suggest that LBCC's commitment to providing supplemental learning support through its redesigned student success centers is paying off with notable gains in pre-collegiate course success and sequential progress.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	44.3%	42.5%	37.4%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	73.6%	70.4%	68.9%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	61.9%	61.1%	64.8%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	73.5%	72.1%	69.6%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	51.3%	50.1%	53.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	52.5%	55.8%	52.9%
Basic Skills Improvement Rate	48.0%	49.6%	50.7%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	7.4%	10.4%	13.7%

Los Angeles City College
Los Angeles Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	33,726	29,636	31,234
Full-Time Equivalent Students (FTES)	15,184	13,621	14,925

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	25.7%	21.5%	19.8 %
20 - 24	24.7%	27.3%	28.1 %
25 - 49	39.0%	40.9%	41.1 %
Over 49	10.6%	10.3%	10.9 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	57.9%	57.4%	57.1%
Male	42.1%	42.6%	42.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles City College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	10.6%	10.5%	11.7%
American Indian/Alaskan Native	0.3%	0.3%	0.3%
Asian	14.7%	14.2%	11.9%
Filipino	5.1%	4.6%	4.0%
Hispanic	40.6%	42.5%	45.6%
Pacific Islander	0.2%	0.2%	0.2%
Two or More Races	.%	0.7%	1.1%
Unknown/Non-Respondent	12.0%	8.3%	7.0%
White Non-Hispanic	16.4%	18.8%	18.2%

Source: Chancellor's Office, Management Information System

Los Angeles City College
Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	37.4	43.3	25.0	54.8	*A6*
B	Percent of Students Who Earned at Least 30 Units	68.9	73.3	65.7	81.4	*B2*
C	Persistence Rate	64.8	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.6	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.4	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	50.7	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	52.9	39.9	10.8	55.9	*G6*

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

ARCC 2012 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

College Self-Assessment

Founded in 1929, Los Angeles City College (LACC) is one of the most diverse colleges in the world, with a service area that includes Koreatown, Little Armenia, Thai Town, Little Bangladesh and large concentrations of Mexican, Guatemalan and Salvadoran immigrants. Over 40% of our students speak a language other than English at home. More than 70% of our students are first generation college goers. This diversity is apparent in other aspects of LACC's student body. The average age of students is 30.1 years and over 17% earned their secondary diplomas abroad.

In addition to the college's rich diversity, LACC takes great pride in the accomplishments of its students. The Theater program, Journalism and Math Club regularly bring home top national awards. This year, one of our Cinema graduates received an Oscar nomination. In addition to a strong transfer curriculum, LACC offers highly successful career, technology and workforce education programs, as well as extensive basic skills offerings. The college offers 66 associate's degrees, over 80 certificates, and over 35 non-credit certificates of competency and completion.

While the persistence rate showed a slight rebound from last year and the numbers for vocation course success, credit basic skills success, basic skills improvement and ESL improvement remain relatively steady over three years, our primary concern is the decline in the SPAR rate. Last year, LACC reaffirmed its commitment to improving SPAR by joining the Achieving the Dream initiative, a national effort to increase the number of degrees certificates and transfers from community colleges. LACC is completing its first year of participation.

Review of recent data has shed some light on the SPAR rate. The college's Student Success committee identified over 40% of first-year students who are avoiding math assessment and math courses which in turn impedes progress towards completion. With such data analysis and strong District and nationwide support of student success behind it, LACC is on its way to implement interventions and strategies to continue improving the success of our students.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	44.4%	49.7%	44.3%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	69.5%	68.6%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	65.6%	66.9%	68.5%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	74.4%	74.2%	71.8%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	56.6%	54.4%	52.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	61.8%	69.0%	33.3%
Basic Skills Improvement Rate	44.6%	44.8%	45.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Los Angeles Harbor College
Los Angeles Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	16,883	15,229	15,628
Full-Time Equivalent Students (FTES)	7,466	7,388	7,853

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	37.5%	30.8%	30.9 %
20 - 24	27.0%	31.1%	32.3 %
25 - 49	30.6%	33.5%	32.2 %
Over 49	4.9%	4.6%	4.6 %
Unknown	.%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	60.2%	59.6%	59.2%
Male	39.8%	40.4%	40.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles Harbor College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	14.1%	14.1%	14.4%
American Indian/Alaskan Native	0.5%	0.5%	0.4%
Asian	8.3%	6.7%	6.1%
Filipino	8.5%	7.8%	6.9%
Hispanic	40.6%	44.7%	47.9%
Pacific Islander	1.6%	1.7%	1.3%
Two or More Races	.%	0.8%	2.0%
Unknown/Non-Respondent	10.6%	7.3%	5.2%
White Non-Hispanic	15.9%	16.5%	15.8%

Source: Chancellor's Office, Management Information System

Los Angeles Harbor College

Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.3	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	72.4	73.3	65.7	81.4	*B2*
C	Persistence Rate	68.5	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.8	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.6	52.2	46.7	57.2	*E6*
F	Improvement Rate for Credit Basic Skills Courses	45.8	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	33.3	51.4	24.1	70.2	*G3*

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

Los Angeles Harbor College

Los Angeles Community College District

College Self-Assessment

Los Angeles Harbor College recently celebrated 60 years of service to the socio-economically and ethnically diverse communities known as the South Bay of Los Angeles. Located adjacent to the Port of Los Angeles in Wilmington, CA, LAHC is a minority-majority serving institution. LAHC is a designated Hispanic Serving Institution (HSI) and is the recipient of Title V grants to promote student success. In the summer of 2011, LAHC joined the Achieving the Dream initiative to increase student success (retention and graduation) by its minority students. By focusing on equity, data analysis, and interventions that engage students, the college envisions seeing results reflected in our future ARCC reports.

The primary focus of Harbor College is on transfer and Career and Technical Education programs (CTE). We experienced a slight dip in 2010-2011 in completion rate for credit vocational courses (to 71.8% from 74.2%) which can be explained by our continued budget cuts reducing sections available; and one of our CTE programs suspended for a year while it underwent curriculum changes and re-certification from the State (Emergency Medical program). Additionally, we have had to reduce entry into the Nursing program by 20%, and as a result we are seeing an impact.

We saw a 3% gain in students completing 30 units. This 3% gain was also experienced in our 6 unit fall completion and Fall to Spring retention as well. We have undertaken an initiative called the “Fast Track” in order to help our students accelerate through the basic skills progression. We are hopeful to see this continue to improve in the future. We are within 1% of the peer group average in this category.

In examining our Improvement Rate for ESL and Credit Basic Skills Courses, we saw a significant decrease in enrollment in this area as it serves primarily our foreign student population. With budget cuts, we have offered fewer sections as we have had fewer students in this area to serve. The budget cuts, as referenced throughout this report, are expected to continue. As referenced in our 2010 report, the sample size of this population continues to be very small. We are within 1% of the peer group average for annual successful course completion for credit basic skills courses; our improvement rate is 7% below the peer group average, but is significantly above the peer group low.

Our annual unduplicated headcount and FTES have increased. Where we have seen the largest gain is by students between the ages of 20-24 and 25-29 years old. Our student population is still predominantly female (59.2%). We have also seen an increase in enrollment (7% increase over 3 years) by Latino students.

In the summer of 2012, the college will be opening two new high- tech buildings: the Library and Learning Center, and the new Science complex. We look forward to these new buildings supporting student learning and engagement.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	41.9%	43.0%	43.4%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	68.1%	70.1%	71.1%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	61.6%	57.2%	65.2%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	68.8%	69.7%	70.0%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	52.6%	51.1%	52.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	76.0%	77.1%	68.3%
Basic Skills Improvement Rate	54.0%	57.8%	52.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	1.4%	1.9%	1.2%

Los Angeles Mission College
Los Angeles Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	19,074	17,769	17,183
Full-Time Equivalent Students (FTES)	7,134	7,599	7,642

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	38.9%	33.7%	29.0 %
20 - 24	25.5%	29.3%	31.7 %
25 - 49	30.8%	32.1%	33.5 %
Over 49	4.8%	4.9%	5.8 %
Unknown	0.0%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	61.8%	61.6%	61.3%
Male	38.2%	38.4%	38.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles Mission College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.7%	4.4%	4.1%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	3.5%	3.8%	4.6%
Filipino	2.1%	2.4%	2.5%
Hispanic	62.4%	69.3%	71.5%
Pacific Islander	0.2%	0.3%	0.2%
Two or More Races	.%	0.5%	0.7%
Unknown/Non-Respondent	18.1%	9.4%	5.6%
White Non-Hispanic	8.5%	9.6%	10.4%

Source: Chancellor's Office, Management Information System

Los Angeles Mission College

Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	43.4	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	71.1	69.7	57.8	80.0	*B1*
C	Persistence Rate	65.2	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.0	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.6	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	52.0	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	68.3	51.4	24.1	70.2	*G3*

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

ARCC 2012 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

College Self-Assessment

Los Angeles Mission College is located in the Northeast San Fernando Valley and is one of nine in the Los Angeles Community College District. It was established in 1975 and for its first sixteen years offered classes in scattered storefronts and leased facilities. The permanent campus was completed in 1991 and since then enrollment has grown steadily, reaching over 10,000 students in fall 2011. The college serves a diverse student population which is predominately Hispanic (71%). Nearly 30% of students selected transfer as their educational goal while about the same proportion (30%) declared a career educational goal.

Mission College's focus is student success through both expanding access and attainment of students' educational goals. The college has encountered a number of challenges in pursuit of its educational mission: nearly three-quarters of students place below college level English or Math and are drawn from high schools characterized by low academic performance, and the service area population exhibits comparatively low levels of educational attainment.

The College shows a slight increase across 5 years but steady improvement in the area of "Student Progress & Achievement," moving from 41.1% in 2006-2007 to 43.4% in 2010-2011. The ongoing, campus-wide, classroom-assessment of student learning outcomes (SLOs), and updating of curriculum have reflected the positive effects of student achievement, course completion, and persistence. The incremental improvement is also evident in the "Percent of Students Who Earned at Least 30 Units," increasing from 69.9% to 71.1%, and in the "Fall-to-Fall Persistence Rate," increasing from 57.2% to 65.2%. This year, the College provided additional resources to the Counseling office to help sustain this improvement.

The nearly 6% decline in "Improvement Rate for Credit Basic Skills Courses" is of concern (57.8% to 52%). There is a similar downward drift of "Improvement Rates for Credit ESL Courses" from 77.1% to 68.3%. Both of these indicators relate to highest risk for educational failure. The college has acknowledged the declining of these two improvement indicators facing many of our students and is formulating strategies to address them. The college is using the evidence from ESL student focus groups to elicit suggestions for improvement, to enhance delivery and coordination of ESL and basic skills, align entry/exit skills among levels and track student learning outcomes, and encourage innovation in developing new approaches to ESL and basic skills through providing professional development opportunities to faculty and staff.

The Tile V Hispanic-Serving Institution grant and newly awarded STEM grant focus on developing and enhancing academic and student services to help students be successful at the college and then transfer to the university. The focus is on basic skills and on science, technology, engineering, and mathematics (STEM) areas. Cooperative efforts are also underway with the high schools. The college is implementing a college-wide planning process in which program review is linked with strategic goals, program learning outcomes, and resource allocation. The college anticipates that every measure in the ARCC report will increase as a result of these efforts.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	53.8%	52.3%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	72.8%	72.7%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	72.6%	72.0%	74.2%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	73.9%	71.9%	71.6%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	63.4%	64.9%	67.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	58.8%	59.2%	58.1%
Basic Skills Improvement Rate	60.6%	66.6%	65.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Los Angeles Pierce College
Los Angeles Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	37,126	33,264	31,780
Full-Time Equivalent Students (FTES)	16,079	15,489	15,246

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	35.5%	33.8%	31.4 %
20 - 24	29.4%	31.0%	31.8 %
25 - 49	26.7%	26.7%	26.8 %
Over 49	8.5%	8.5%	10.1 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	56.4%	55.6%	55.6%
Male	43.6%	44.4%	44.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles Pierce College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.9%	5.7%	5.8%
American Indian/Alaskan Native	0.4%	0.3%	0.3%
Asian	9.9%	10.3%	9.6%
Filipino	4.0%	4.1%	3.9%
Hispanic	27.3%	31.8%	34.7%
Pacific Islander	0.5%	0.4%	0.3%
Two or More Races	.%	1.3%	1.9%
Unknown/Non-Respondent	19.0%	11.2%	8.2%
White Non-Hispanic	33.0%	34.8%	35.3%

Source: Chancellor's Office, Management Information System

Los Angeles Pierce College
Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.5	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	74.0	73.3	65.7	81.4	*B2*
C	Persistence Rate	74.2	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.6	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.8	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	65.2	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	58.1	57.9	40.8	69.2	*G5*

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

ARCC 2012 Report: College Level Indicators

Los Angeles Pierce College

Los Angeles Community College District

College Self-Assessment

In Fall 2011, Pierce College enrolled almost 20,500 credit students. Its student population is young (two-thirds under the age of 25) and ethnically diverse, including 32% White, 31% Latino, 14% Asian, 8% multi-ethnic, and 6% African-American students. Transfer is the primary goal for more than half the students. Approximately 90% of our students require one or more basic skills classes.

For the most recent set of data reported, Pierce exceeds its peer group average for five of the seven college-level indicators, and the statewide average for six indicators. Over the last three years, Pierce's results have been consistent, with scores varying by three percentage points or less for five of the indicators. Larger changes between 2008-09 and 2010-11 were observed in our basic skills completion rate (increasing from 63.4% to 67.8%) and basic skills improvement rate (rising from 60.6% to 65.2%).

In the area of basic skills improvement, the college's results exceed the average scores for the peer group and the state by 8%. This can be attributed to a number of actions taken by the college. Pierce has developed and begun offering several programs, including accelerated math courses and summer bridge learning communities for incoming freshmen, which assist underprepared students. In addition, the college is actively participating in the Statway initiative, funded by the Carnegie Foundation, and the Achieving the Dream project, both of which are targeted at using research and data to move students from developmental to and through collegiate courses. A special emphasis is being placed on math classes, due to the large number of students who struggle to succeed in these important courses.

After a small drop in 2009-10, the SPAR increased in 2010-11, from 52.3% to 54.5%, a rate below its peer group average but above the state mean. Transfer numbers to the CSUs jumped from 723 to 845 and transfers to the UCs grew from 319 to 349, increases of 17% and 9%, respectively. The college also experienced an increase in the number of degrees and state-approved certificates awarded. This may be attributed to earlier decisions to transform many department-issued skills certificates into state-approved certificates and to create a general education certificate for students meeting IGETC requirements en route to transferring.

The number of students who persist to a second year and earn 30 units increased over the prior year. Given the challenges students face in finding jobs, the information that is provided to students about the link between earning a degree or certificate and higher salaries, and the recognition that consistent enrollment at the college allows students to register earlier for the classes they need to meet their goals, it is not surprising that students are demonstrating a greater commitment to their education.

The college's ARCC results reflect both the challenges experienced by today's students and the positive outcomes of the college's commitment to student success. Pierce faculty and staff continue to work toward improving students' outcomes on these and other important indicators.

Los Angeles Southwest College

Los Angeles Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	39.7%	40.8%	38.8%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	66.5%	69.1%	65.3%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	58.8%	47.8%	54.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	68.9%	71.7%	67.5%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	49.3%	47.4%	57.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	32.3%	22.7%	.%
Basic Skills Improvement Rate	51.4%	52.6%	48.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	1.4%	1.9%	1.2%

Los Angeles Southwest College

Los Angeles Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	15,814	14,181	12,968
Full-Time Equivalent Students (FTES)	5,723	5,610	5,331

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	32.9%	27.1%	23.8 %
20 - 24	21.4%	23.6%	24.3 %
25 - 49	38.8%	41.5%	43.1 %
Over 49	6.9%	7.8%	8.8 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	68.3%	68.7%	69.9%
Male	31.7%	31.3%	30.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles Southwest College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	54.3%	54.2%	54.2%
American Indian/Alaskan Native	0.2%	0.2%	0.2%
Asian	1.0%	1.3%	1.3%
Filipino	0.6%	0.8%	0.6%
Hispanic	33.7%	35.4%	36.7%
Pacific Islander	0.2%	0.3%	0.2%
Two or More Races	.%	0.8%	1.1%
Unknown/Non-Respondent	9.0%	6.1%	4.3%
White Non-Hispanic	0.9%	1.0%	1.3%

Source: Chancellor's Office, Management Information System

Los Angeles Southwest College

Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	38.8	43.3	25.0	54.8	*A6*
B	Percent of Students Who Earned at Least 30 Units	65.3	69.7	57.8	80.0	*B1*
C	Persistence Rate	54.4	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.5	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.2	52.2	46.7	57.2	*E6*
F	Improvement Rate for Credit Basic Skills Courses	48.6	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	.	51.4	24.1	70.2	*G3*

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

ARCC 2012 Report: College Level Indicators

Los Angeles Southwest College

Los Angeles Community College District

College Self-Assessment

Los Angeles Southwest College (LASC) is a comprehensive community college located in south Los Angeles. LASC is a learner-centered institution dedicated to meeting the needs of diverse learners and community whether they are degree/certificate/transfer seeking, pursuing general education goals or lifelong learners. In fall 2011, LASC educated 7,869 students, comprised of 52% Black/African-American, 40% Hispanic, and 8% other, with 49% of the student population over 24 years of age, 16% of the student population non-credit and many assessed into basic skills (92% of English placements and over 99% of math placements are below transfer level).

LASC continues its commitment to provide education and “strategies for success” to students through current initiatives and collaboration among campus offices. The Student Success Center is assigned to the Executive Vice-President making it a campus center giving all students access to its services. The DSPS Office reaches out to students in classrooms, and gives workshops to faculty on how to identify and work with students with disabilities. The college has restructured basic skills math and English, moving credit classes that are two levels below transfer into a Non-Credit Success Academy which is designed to better prepare students for a smooth transition into credit courses. This academy ensures that attempts to help students keep at least some of their financial aid will be fruitful while enrolled in non-credit classes and working toward matriculation into college level courses. Academic departments are developing interventions which foster student success through SLO assessments at the course and program levels. A Textbook Rental Program was initiated in spring 2012 to ensure that students have timely access to textbooks that they otherwise cannot afford to purchase.

LASC continues to see positive results in the institutionalization of initiatives such as Achieving the Dream (ATD), the PASSAGE Program, TRIO Scholars and STEM, as well as executing interventions developed in the Basic Skills Plan, the Strategic Student Success Plan, the California Benchmarking Project with USC, and the Student Success Center (SCC). As a result of ATD Focus Groups data on challenges/barriers to students success, LASC initiated a New Student Orientation in summer 2011 with over 800 students in attendance, restructured the tutoring program for math and English placing tutors inside instructor classrooms and involving instructors in the tutoring labs. In addition, a Faculty Academy has been established which focuses on equipping faculty to help the underprepared students be more successful.

The college continues to explore and institutionalize initiatives which address ARCC indicators. LASC is seeing an increase in indicators such as the Persistence Rate (6.6%) through the Passage Program and TRIO grants support of student success through. Also the increase in the Annual Successful Course Completion Rate for Credit Basic Skills (9.8%) is evidence of the SCC’s successful work in providing diagnostic assessment for students placing four levels below college level English and math. LASC is proud to be the Peer Group High in the Successful Course Completion rates for basic skills classes.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	38.4%	37.2%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	68.3%	70.6%	67.5%

Table 1.2: Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	53.7%	53.9%	57.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	72.4%	74.4%	74.3%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	44.7%	45.4%	50.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	16.1%	25.9%	10.8%
Basic Skills Improvement Rate	46.3%	43.0%	41.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	3.6%	6.5%	11.1%

Los Angeles Trade Technical College

Los Angeles Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	32,942	26,083	24,762
Full-Time Equivalent Students (FTES)	13,178	12,793	13,011

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	33.4%	23.1%	18.8 %
20 - 24	21.8%	25.7%	28.3 %
25 - 49	38.3%	43.7%	45.0 %
Over 49	6.5%	7.4%	7.9 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	48.0%	46.6%	48.2%
Male	52.0%	53.4%	51.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles Trade Technical College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	24.6%	26.1%	27.1%
American Indian/Alaskan Native	0.3%	0.3%	0.3%
Asian	4.3%	4.4%	4.4%
Filipino	1.7%	1.5%	1.6%
Hispanic	52.5%	51.3%	51.3%
Pacific Islander	0.2%	0.2%	0.2%
Two or More Races	.%	0.4%	0.7%
Unknown/Non-Respondent	10.5%	9.4%	7.9%
White Non-Hispanic	5.8%	6.4%	6.5%

Source: Chancellor's Office, Management Information System

Los Angeles Trade Technical College

Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	36.8	43.3	25.0	54.8	*A6*
B	Percent of Students Who Earned at Least 30 Units	67.5	73.3	65.7	81.4	*B2*
C	Persistence Rate	57.4	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.3	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	50.8	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	41.6	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	10.8	39.9	10.8	55.9	*G6*

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

Los Angeles Trade Technical College

Los Angeles Community College District

College Self-Assessment

LATTC's primary service area has the highest Educational Needs Index (ENI) score in the nation. This means it is the single most at-risk community for educational attainment. (Note: the education, economic, and population factors of the ENI identify regions with low levels of educational attainment, depressed local economies, and sustained population growth.) Other health and welfare indicators also reveal this is a community facing a dangerous existence with little economic opportunity. In a recent survey, about one-third of LATTC's students believed that current economic hardship or inadequate financial resources limited their academic success. It is within this context that LATTC works to improve the lives of individuals and the prosperity of the community it serves through postsecondary education.

LATTC has a high success rate of vocational course completion (74%), and its rank within the LA District increased to second in the latest (2012) ARCC report. This improvement is significant because it impacts a majority of LATTC's student population, which is proportionally larger than other community colleges in the state.

LATTC also improved in fall-to-fall persistence and in its success rate for credit basic skills courses. The increase in the credit basic skills rate is particularly noteworthy. Over the past few years LATTC has implemented a large scale intervention--a nine hour non-credit orientation course in which over 8,000 students have enrolled. Because credit basic skills improvement is based on the progress of student cohorts over a three academic year period, the outcomes resulting from this intervention would only become evident in the latest (2012) report. The impact of this intervention on success in credit basic skills is large (a five percentage point increase over prior year) and very promising for improvements in this ARCC measure.

ESL improvement rates were highly impacted by reduced course offerings (fewer students enrolling and fewer able to enroll in higher level courses). Reduced enrollments can contribute to large, unreliable percentage changes. Other outcome measures, such as the student progress and achievement rate (SPAR), are based on earlier cohorts of students tracked for six academic years. As such, student outcomes resulting from recent interventions at LATTC (such as English course acceleration and the development and implementation of stackable certificates and degrees) would not be evident in the most recent (2012) report.

Most recently LATTC is developing an innovative and transformational framework that promises to have significant impact on student attainment. The framework focuses on critical academic and career competencies required to enter and to complete a program of study (e.g., certificate, degree, transfer programs). This competency-based framework enables the college to identify targeted instructional and student support interventions to facilitate students' acquisition of these critical competencies based on their unique circumstances and educational goals. This competency-based framework will be completed in spring 2012 with targeted interventions being developed and implemented over the next three academic years. Results from these efforts should be initially reflected in the 2013-2014 ARCC report results.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	48.7%	51.6%	50.4%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	72.0%	72.0%	71.8%

Table 1.2: Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	64.4%	66.1%	70.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	75.1%	74.5%	72.6%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	64.9%	67.7%	68.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	68.1%	62.5%	64.0%
Basic Skills Improvement Rate	57.8%	56.0%	53.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	17.2%	13.9%	23.8%

Los Angeles Valley College
Los Angeles Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	33,979	30,764	30,531
Full-Time Equivalent Students (FTES)	13,799	13,328	13,606

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	30.6%	27.9%	26.3 %
20 - 24	28.1%	29.9%	31.2 %
25 - 49	35.2%	35.9%	35.9 %
Over 49	6.2%	6.3%	6.6 %
Unknown	.%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	59.2%	58.0%	58.4%
Male	40.8%	42.0%	41.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Los Angeles Valley College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.7%	5.6%	5.8%
American Indian/Alaskan Native	0.3%	0.3%	0.2%
Asian	5.9%	5.7%	5.8%
Filipino	3.8%	3.6%	3.6%
Hispanic	39.1%	41.3%	43.1%
Pacific Islander	0.4%	0.4%	0.3%
Two or More Races	.%	0.9%	1.3%
Unknown/Non-Respondent	17.8%	13.1%	9.3%
White Non-Hispanic	26.9%	29.2%	30.5%

Source: Chancellor's Office, Management Information System

Los Angeles Valley College
Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.4	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	71.8	73.3	65.7	81.4	*B2*
C	Persistence Rate	70.4	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.6	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.8	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	53.8	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	64.0	51.4	24.1	70.2	*G3*

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

ARCC 2012 Report: College Level Indicators

Los Angeles Valley College

Los Angeles Community College District

College Self-Assessment

In Fall 2011, Los Angeles Valley College (LAVC) served 18,571 credit students from various backgrounds. Feeder high school API scores are often low and service area income levels are lower than the greater San Fernando Valley. Many LAVC students are economically and financially challenged (59% low income). Most LAVC students attend part-time (77%) and are employed (64%). The majority of LAVC students are underprepared, placing below transfer level in English and Math.

LAVC has a diverse student population: 36% first-generation, 58% female, 57% younger than 24 and the majority from an ethnic minority. Fifty-five percent of students indicate an educational goal of transfer or associate's degree and 20% indicate vocational skills or certificate. The top award areas are Child Development, Nursing, General Studies: Social & Behavioral Sciences or Natural Sciences. In 2010-11, LAVC awarded 726 Associates degrees, 566 certificates and transferred 480 students to CSU and 138 to UC campuses. LAVC continues to promote a learning-centered culture focused on student success.

ARCC College Level Indicators are mixed, exceeding the peer and state averages on successful basic skills course completion and ESL improvement. However, LAVC average is below peer and state averages for successful credit vocational course completion, 30 units earned, basic skills improvement rate, and persistence. The cohort trend demonstrates an overall increase on progress and achievement rate, persistence, credit basic skills completion and CDCP progress and achievement and 30 units earned remains stable.

LAVC offers 86 Associate degrees (2 transfer), 56 credit certificates, and 12 noncredit certificates. Noncredit certificate opportunities (e.g. Certified Nursing Assistant/Home Health Aide, Microcomputer Literacy) should positively impact the CDCP progress and achievement rate in the future. Online and off-campus offerings support enrollment and degree completion options for many students. Federal and grant funding enhance job-related opportunities for students. Continued assessment of ARCC and college indicators is necessary for evaluation and improvement of learning, programs and services.

LAVC's positive outcomes are attributable to faculty, staff and administrative efforts promoting a successful and equitable learning environment. The Student Success Committee and the new Student Services Complex (housing all student support services) promote communication, collaboration and improve visibility of student success efforts and campus resources. Grants, including recently awarded Title III HSI for Math Accelerated Pathways to STEM, Title V for an online degree, TRiO, and Upward Bound continue to support student learning and achievement. The college has recently joined the Achieving the Dream (AtD) Initiative and continues its participation in the District Student Success Initiative and the State's Basic Skills Initiative to support student success. For example, LAVC offers students in below college level courses, counseling, embedded tutoring, learning communities and professional development, curriculum projects, faculty inquiry groups and Strategic Team for the Advancement and Retention of Students (STARS) workshops for the greater campus community. To achieve institutional effectiveness, student learning and service outcomes are assessed leading to improvements and enhancements in student success.

The accountability findings confirm areas of improvement and achievement. Despite adversity, LAVC students receive the necessary training and support to accomplish their goals.

Los Medanos College

Contra Costa Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	41.8%	47.2%	49.5%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	67.3%	68.0%	72.0%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	65.6%	71.1%	70.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.0%	76.6%	71.7%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	61.4%	61.4%	59.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	25.6%	33.2%	41.8%
Basic Skills Improvement Rate	54.5%	56.0%	58.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Los Medanos College
Contra Costa Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	16,585	16,836	14,698
Full-Time Equivalent Students (FTES)	8,093	9,232	8,543

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	32.8%	33.6%	32.3 %
20 - 24	25.1%	27.9%	31.1 %
25 - 49	35.8%	32.9%	31.8 %
Over 49	6.2%	5.5%	4.8 %
Unknown	0.1%	0.2%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.3%	54.5%	53.6%
Male	42.8%	42.8%	44.5%
Unknown	3.8%	2.6%	1.9%

Source: Chancellor's Office, Management Information System

Los Medanos College
Contra Costa Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	17.4%	18.1%	18.3%
American Indian/Alaskan Native	0.8%	0.6%	0.5%
Asian	4.8%	4.9%	5.1%
Filipino	5.5%	5.3%	5.2%
Hispanic	26.6%	27.1%	29.5%
Pacific Islander	1.0%	1.0%	1.0%
Two or More Races	.%	1.2%	3.2%
Unknown/Non-Respondent	7.9%	10.1%	6.9%
White Non-Hispanic	36.0%	31.6%	30.4%

Source: Chancellor's Office, Management Information System

Los Medanos College

Contra Costa Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	49.5	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	72.0	69.7	57.8	80.0	*B1*
C	Persistence Rate	70.3	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.7	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.0	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	58.5	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	41.8	48.8	10.1	67.5	*G2*

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

Los Medanos College

Contra Costa Community College District

College Self-Assessment

Los Medanos College (LMC) continues to experience significant demand for enrollment from East Contra Costa County; however, budgetary constraints have begun to reverse LMC's growth. In spite of recent enrollment declines, LMC has continued to achieve its goals to increase Hispanic and African American students and male students. Importantly, there was a significant increase in students in their early twenties, demonstrating that younger students are persisting with their educational goals.

Building on strategies that were initiated in 2010-11, LMC is committed to further developing and strengthening a gateway experience for incoming first-year students. Initial steps were implemented through a full-day, new student orientation that evolved over the past year into a two-day orientation for incoming high school graduates. With the participation of faculty and staff from across campus, students and their parents are presented with a comprehensive introduction to college life at LMC. This program will be expanded to students in Career/Technical Education (CTE).

The pilot project for implementing intervention strategies for Stage 2 probation students and students on academic dismissal has proven to be effective in helping students improve their academic status. As a result of these interventions, there has been a gradual reduction in the number of students who are on academic dismissal and an increase in retention.

With the support from the EXITO (Title V Hispanic-Serving Institutions) grant, the Transfer Center (Center) is being revitalized with the enhancement and expansion of activities offered through the Center and the development of the Transfer Academy Program (Academy). Efforts include increased support staff in the Center and Academy participation from both instructional and student services staff.

LMC's developmental education program continues to implement teaching and learning communities. Through the implementation of an outcome-based curriculum and the integration of student service activities in the classroom, basic skills improvement rates have continued to increase. Developmental education faculty have also devoted efforts in the assessment of student learning outcomes during the past few years. There has been a leveling in the Successful Course Completion Rate category for basic skills courses, which should lead to an inquiry.

After correcting the Course Basic Taxonomy of Program coding last year, the ESL (English as Second Language) Improvement category has continued to progress significantly. The newly established structure and prerequisites seem to be positively affecting the improvement rate. There are plans for establishing prerequisites for other levels within the ESL program. There is also great effort in the assessment of student learning outcomes.

The Successful Course Completion Rate for Credit Vocational Courses category dropped 5 percent in the last year. The college has several initiatives in early implementation to improve successful course and program completion of vocational students, such as improved student support services for CTE students, more program-specific academic counseling, college orientation that includes careers, career guidance, employment placement services, and establishing a collegewide approach to workforce development. New approaches are being implemented with grants, such as the Career Advancement Academy, and with private foundations to improve student support for CTE students.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	46.8%	43.6%	44.1%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	64.7%	71.0%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	59.9%	62.6%	61.1%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	75.2%	74.6%	75.4%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	66.3%	62.0%	65.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	20.9%	26.6%	33.8%
Basic Skills Improvement Rate	44.2%	57.0%	49.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	1.9%	4.1%	2.0%

Mendocino College

Mendocino-Lake Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	8,380	7,675	7,297
Full-Time Equivalent Students (FTES)	3,133	2,931	3,114

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	27.0%	27.5%	26.1 %
20 - 24	16.3%	19.0%	21.2 %
25 - 49	34.8%	34.7%	36.5 %
Over 49	21.9%	18.9%	16.2 %
Unknown	.%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	62.4%	61.7%	60.2%
Male	37.6%	38.0%	39.7%
Unknown	0.0%	0.3%	0.1%

Source: Chancellor's Office, Management Information System

Mendocino College

Mendocino-Lake Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.7%	1.3%	1.5%
American Indian/Alaskan Native	4.8%	4.1%	3.6%
Asian	1.8%	2.0%	1.7%
Filipino	0.3%	0.4%	0.4%
Hispanic	19.0%	21.9%	23.9%
Pacific Islander	0.4%	1.4%	0.9%
Two or More Races	.%	1.0%	2.4%
Unknown/Non-Respondent	8.8%	17.6%	9.0%
White Non-Hispanic	63.2%	50.5%	56.5%

Source: Chancellor's Office, Management Information System

Mendocino College

Mendocino-Lake Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.1	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	67.4	69.7	57.8	80.0	*B1*
C	Persistence Rate	61.1	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.4	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.2	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	49.0	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	33.8	45.6	.0	78.6	*G1*

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

Mendocino College

Mendocino-Lake Community College District

College Self-Assessment

Mendocino College is a comprehensive community college serving about 4,000 students each semester. From the main campus in Ukiah, centers in Willits and Lakeport, and through a growing online program, Mendocino College provides learning opportunities to approximately 100,000 residents of a 3,200 square mile area spanning Lake and Mendocino Counties. In June 2008, the College's accreditation was reaffirmed by ACCJC. Mendocino College embraces its mission to meet community needs by providing learning opportunities in lower division programs in Basic Skills, Transfer Preparation and Career and Technical Education.

Over the course of three academic years, Mendocino College has experienced a 12.9% decline in unduplicated headcount, from 8,380 in 2008-09 to 7,297 in 2010-11. Despite this drop, an emphasis on student success and a rededication to our mission has limited the loss of FTES to only 19 over the same period. Moreover, student diversity has increased over the past three years. In 2008-09, 28% of unduplicated students were members of an under-represented minority. In 2010-11, that percentage increased to 34.5%

Mendocino College remains at or near our peer group median in three of the four indicators of Student Progress and Achievement in the 2012 ARCC Report. With a Student Progress and Achievement Rate of 44.1%, Mendocino College is less than one percentage point below our peer group median. Similarly, the Persistence Rate of 61.1%, while down slightly from the prior year is about one percentage point below our peer group median. In 2010-11, the Annual Successful Course Completion Rate for Credit Vocational Courses increased from 74.9% in 2009-10 to 75.4% in 2010-11, a rate that is six percentage points above our peer group median. The single area which experienced a decline was the Percent of Students Who Earned at Least 30 Units. This percentage fell from 71.0% for the 2004-05 cohort to 67.4% for the 2005-06 cohort and is three percentage points below our peer group median. 67.4% is still nearly three percentage points above the 64.7% for the 2004-03 cohort.

A similar pattern is evident in the analysis of Pre-Collegiate Improvement at Mendocino College. The Annual Successful Course Completion Rate for Basic Skills Courses rose from 62.0% in 2009-10 to 65.2% in 2010-11, six percentage points above the median completion rate for our peer group. The ESL Improvement Rate also saw an increase from 26.6% to 33.8%, although Mendocino College stills falls about ten percentage points below our peer group median on this indicator. This reflects a continued challenge retaining students from a population principally engaged in the agricultural sector as well as curriculum alignment issues. Only the Basic Skills Improvement Rate of 49.0% for the 2008-09 cohort experienced both an absolute decline (from 57.0% for the previous cohort) and a position well below the median Improvement Rate for our peer group (59.7%).

Mendocino College continues to work toward student success in basic skills, CTE and transfer education. Improvements on the measures that address current year students indicate that our efforts will be reflected in future cohorts of students.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	41.4%	49.0%	46.8%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	68.7%	70.5%	74.6%

Table 1.2: Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	67.2%	67.6%	70.0%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	78.6%	77.0%	75.4%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	51.2%	57.4%	56.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	79.6%	30.6%	70.2%
Basic Skills Improvement Rate	57.1%	56.3%	58.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	6.7%	5.0%	5.9%

Merced College
Merced Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	21,081	19,651	18,198
Full-Time Equivalent Students (FTES)	10,290	10,196	10,470

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	25.6%	27.0%	27.3 %
20 - 24	23.5%	25.5%	29.0 %
25 - 49	34.6%	32.0%	31.1 %
Over 49	15.6%	15.0%	12.1 %
Unknown	0.7%	0.6%	0.5 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	58.0%	57.4%	57.8%
Male	38.9%	39.8%	40.1%
Unknown	3.2%	2.9%	2.1%

Source: Chancellor's Office, Management Information System

Merced College
Merced Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.7%	4.7%	4.7%
American Indian/Alaskan Native	1.1%	1.0%	0.7%
Asian	8.6%	8.9%	9.1%
Filipino	1.1%	1.0%	0.9%
Hispanic	38.0%	41.3%	45.9%
Pacific Islander	0.6%	0.6%	0.6%
Two or More Races	.%	0.6%	1.4%
Unknown/Non-Respondent	11.4%	8.6%	5.8%
White Non-Hispanic	34.6%	33.4%	30.7%

Source: Chancellor's Office, Management Information System

Merced College

Merced Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	46.8	43.3	25.0	54.8	*A6*
B	Percent of Students Who Earned at Least 30 Units	74.6	73.3	65.7	81.4	*B2*
C	Persistence Rate	70.0	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.4	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.9	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	58.4	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	70.2	51.4	24.1	70.2	*G3*

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

Merced College

Merced Community College District

College Self-Assessment

2010-2011 was a record-breaking year with many positive outcomes for Merced College and the students we serve. Our full-time equivalent students (FTES) counts fluctuated somewhat over the past three academic years, but closed with a record-breaking 10,470 FTES during 2010-2011, up from 10,196 FTES during 2009-2010, and 10,290 FTES during 2008-2009. Interestingly, Merced College's annual unduplicated headcount declined to a three year low of 18,198 students during 2010-2011, down from 19,651 during 2009-2010, and 21,081 students during 2008-2009. These figures suggest that while the number of students enrolled in Merced College has declined over the past three academic years, those students enrolled are taking higher unit loads resulting in greater FTES. The 2010-2011 FTES of 10,470 is a record-breaking high for Merced College's FTES.

Merced College's student body is becoming increasingly younger. Students age 24 or younger comprised 56.3% of total enrolled students during 2010-2011, compared with 52.5% of total enrolled students during 2009-2010, compared with 49.1% of students age 24 and younger during 2008-2009. There was a decrease in the age 25 or older enrolled student population from 43.2% during 2010-2011, down from 47.0% during 2009-2010, and down from 50.2% during 2008-2009. Enrollment among age "unknown" has decreased by 1 percent annually over the same period (.5% during 2010-2011; .6% during 2009-2010, and .7% during 2008-2009). Enrollment among males continued its upward trend, at 40.1% during 2010-2011; compared with 39.8% during 2009-2010, and 38.9% during 2008-2009. Females continue to comprise the larger proportion of students, at 57.8% during 2010-2011; compared with 57.4% during 2009-2010, and 58.0% during 2008-2009.

Serving a diverse population of Central Valley students, the College retained its ethnic majority of Hispanic students (45.9%), followed by White Non-Hispanic (30.7%) students during 2010-2011. Other student ethnicities included Asian (9.1%), African American (4.7%), American Indian/Alaskan Native (.7%), Filipino (.9%), Pacific Islander (0.6%), or were Unknown/Non-respondent (5.8%).

Hispanic Merced College student proportions are not yet reflective of Merced County's overall Hispanic population of 54.9% (U.S. Census, 2010). A Title III and Title V federally recognized minority serving institution for Hispanic, Asian American, Native American, and Pacific Islander ethnicities, Merced College seeks opportunities to increase student access and success based on the needs and rich diversity of the region.

During 2010-2011, Merced College students earned a record-breaking 794 awards (615 associate degrees, 179 certificates)—a significant increase over 2009-2010, during which Merced College students earned 714 awards (582 associate degrees, 132 certificates).

Merced College continues to focus on improving student outcomes. Our 2010-2011 performance was within our peer group range on all key indicators of student success, and we exceeded our peer average on six out of seven indicators: Student Progress and Achievement Rate, Percent of Students Who Earned at Least 30 Units, Persistence Rate, Annual Successful Course Completion Rate for Credit Vocational Courses, and Improvement Rate for Credit Basic Skills Courses, and Improvement Rate for Credit ESL Courses.

Merced College takes pride in student achievement. As our mission states, "Students are our focus and we are known by their success."

Merritt College

Peralta Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	48.6%	49.0%	45.1%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	67.5%	75.2%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	52.0%	71.6%	53.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	67.2%	66.2%	67.9%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	49.8%	53.5%	57.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	42.0%	37.0%	38.8%
Basic Skills Improvement Rate	45.1%	49.4%	44.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Merritt College
Peralta Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	11,801	12,839	11,468
Full-Time Equivalent Students (FTES)	4,329	4,740	4,085

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	15.8%	14.9%	12.6 %
20 - 24	22.7%	24.7%	26.4 %
25 - 49	48.1%	47.2%	48.5 %
Over 49	13.4%	13.1%	12.5 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	61.5%	59.3%	59.8%
Male	31.6%	32.3%	31.4%
Unknown	6.9%	8.4%	8.8%

Source: Chancellor's Office, Management Information System

Merritt College
Peralta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	28.5%	25.1%	29.6%
American Indian/Alaskan Native	0.7%	0.4%	0.5%
Asian	15.3%	12.9%	15.0%
Filipino	2.5%	2.1%	2.4%
Hispanic	16.0%	13.2%	16.9%
Pacific Islander	0.6%	0.5%	0.5%
Two or More Races	.%	0.6%	2.6%
Unknown/Non-Respondent	18.0%	29.5%	12.8%
White Non-Hispanic	18.4%	15.6%	19.6%

Source: Chancellor's Office, Management Information System

Merritt College

Peralta Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	45.1	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	70.0	69.7	57.8	80.0	*B1*
C	Persistence Rate	53.3	57.8	46.3	74.5	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.9	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.9	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	44.6	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	38.8	45.6	.0	78.6	*G1*

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

ARCC 2012 Report: College Level Indicators

Merritt College

Peralta Community College District

College Self-Assessment

No self-assessment available at time of publication.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	59.5%	62.8%	61.4%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	73.9%	75.6%	77.1%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	70.2%	70.3%	70.1%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.7%	72.7%	71.8%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	60.1%	59.7%	62.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	64.6%	63.0%	67.5%
Basic Skills Improvement Rate	52.9%	58.6%	58.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

MiraCosta College

MiraCosta Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	23,876	26,386	25,547
Full-Time Equivalent Students (FTES)	9,441	10,803	10,494

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	24.6%	23.7%	24.6 %
20 - 24	27.5%	27.7%	30.8 %
25 - 49	32.6%	33.2%	33.7 %
Over 49	15.3%	15.5%	11.0 %
Unknown	0.0%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	58.6%	58.9%	57.9%
Male	39.6%	40.7%	42.1%
Unknown	1.8%	0.3%	0.0%

Source: Chancellor's Office, Management Information System

MiraCosta College
MiraCosta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.0%	3.8%	3.9%
American Indian/Alaskan Native	1.0%	0.6%	0.5%
Asian	5.5%	5.7%	5.7%
Filipino	3.0%	2.4%	2.3%
Hispanic	24.0%	27.3%	29.1%
Pacific Islander	1.1%	0.7%	0.6%
Two or More Races	.%	3.1%	4.1%
Unknown/Non-Respondent	9.8%	4.5%	3.3%
White Non-Hispanic	50.7%	52.1%	50.5%

Source: Chancellor's Office, Management Information System

MiraCosta College

MiraCosta Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	61.4	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	77.1	73.3	65.7	81.4	*B2*
C	Persistence Rate	70.1	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.8	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.2	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	58.8	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	67.5	48.8	10.1	67.5	*G2*

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

MiraCosta College

MiraCosta Community College District

College Self-Assessment

Founded in 1934, MiraCosta College (MCC) serves the educational needs of coastal north San Diego County. MCC's learning programs include traditional academic associate degrees, general education and lower division coursework for transfer to baccalaureate degree institutions, basic skills courses, career and technical education, and an extensive noncredit program. In 2009-2010, the MiraCosta District enrolled approximately 21,000 credit and 6,700 noncredit students.

As part of its effort for continuous quality improvement, MiraCosta College has recently completed a new Comprehensive Master Plan which resulted in the adoption of a set of Institutional Goals intended to advance the mission of the college and address anticipated economic and demographic changes over the coming decade. A Strategic Plan is in place that identifies specific actions and timelines to meet the new college-wide goals.

Coordinated efforts in both instructional and student service areas have resulted in greater overall stability in MCC's performance on the ARCC indicators and improvement in several of the key metrics. The percent of students earning at least 30 units has increased steadily for the measuring periods and the college is above average compared to peer institutions. The Student Progress and Achievement Rate (SPAR) dipped slightly for the latest cohort group, but MCC remains above the peer group average for this indicator.

MiraCosta College is particularly strong in second language acquisition and is currently the peer group leader in the improvement rate for credit ESL courses. The vocational course completion rate has remained approximately the same for the reporting periods with the college slightly below the average of its peer group in career and technical education success. The Persistence Rate for each of the measuring periods has remained approximately the same and the college is slightly above the peer group average.

Basic skills course success and subsequent transition to college-level work have been ongoing areas of focus at the MiraCosta. The successful course completion rate for credit basic skills increased for the latest cohort group, but college remains slightly below the average for its peer group. The basic skills improvement rate has stabilized after a significant increase in the previous reporting period.

MCC is pleased with the institutional improvement reflected in college performance indicators, but recognizes that the increased access and use of evidence is needed to inform future improvements in institutional quality. Future areas of focus include basic skills program development to help underprepared students succeed in collegiate programs and an analysis of student equity data to assure satisfactory outcomes for all students at the institution.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	54.4%	57.2%	52.8%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	73.4%	76.7%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	64.9%	68.8%	67.2%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	70.7%	72.9%	72.3%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	64.6%	64.4%	64.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	42.6%	40.3%	38.9%
Basic Skills Improvement Rate	53.9%	57.5%	59.7%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Mission College

West Valley-Mission Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	21,167	20,268	17,258
Full-Time Equivalent Students (FTES)	7,732	7,786	7,581

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	12.5%	14.7%	16.9 %
20 - 24	19.8%	22.7%	26.1 %
25 - 49	49.7%	46.2%	43.9 %
Over 49	17.7%	16.2%	13.0 %
Unknown	0.4%	0.2%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.7%	56.0%	56.3%
Male	40.0%	41.5%	42.5%
Unknown	5.4%	2.5%	1.2%

Source: Chancellor's Office, Management Information System

Mission College

West Valley-Mission Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.0%	3.8%	4.4%
American Indian/Alaskan Native	0.4%	0.3%	0.3%
Asian	33.5%	32.3%	34.9%
Filipino	8.8%	7.8%	8.9%
Hispanic	14.8%	15.1%	18.5%
Pacific Islander	0.9%	0.8%	0.7%
Two or More Races	.%	0.8%	2.1%
Unknown/Non-Respondent	14.3%	17.7%	8.8%
White Non-Hispanic	23.4%	21.4%	21.5%

Source: Chancellor's Office, Management Information System

Mission College

West Valley-Mission Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	52.8	43.3	25.0	54.8	*A6*
B	Percent of Students Who Earned at Least 30 Units	73.7	69.7	57.8	80.0	*B1*
C	Persistence Rate	67.2	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.3	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.9	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	59.7	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	38.9	45.6	.0	78.6	*G1*

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

Mission College

West Valley-Mission Community College District

College Self-Assessment

Located in the city of Santa Clara, Mission College serves students from across Silicon Valley. Mission College enjoys a diverse student body representative of its location, with nearly 70% of students with known ethnicity comprised of under-represented groups. Even with relative growth among students age 19 or younger and age 20-24 (two year growth of 4.4% and 6.3%, respectively), Mission College students still embody a broad spectrum of ages with 68% of students age 25 or older.

A review of performance indicators shows the greatest improvement in Basic Skills Improvement Rate increasing 5.8% compared to two years ago. In contrast, the college's ESL Improvement Rate has decreased each of the last two years to 38.9%.

Knowing from internal data and previous ARCC reports that ESL was an area of concern, and knowing the importance of ESL skills to overall college achievement, Mission College wrote a Federal Strengthening Institutions AANAPISI grant with a core focus on ESL. Through this grant, the college has initiated a number of changes over the past year, including changes to curriculum, course sequencing and enhanced support services. These changes will be tracked for effectiveness internally, although it is not anticipated that progress will be reflected in the ARCC indicator until current student cohorts are followed through the three-year tracking period.

Successful Course Completions Rates for Vocational Courses and for Basic Skills courses remained essentially stable. Other indicators show less stability. Both Student Progress and Achievement Rate and Percent of Students Earning 30 Units show changing trends. One partial explanation for this fluctuation may be increased difficulty for students in accessing needed courses as a result of state-mandated workload reductions.

The college persistence rate also showed fluctuation, dropping 1.6% compared to the prior year—although it is still 2.3% higher than two years prior. More than any other measure, this is one that may be influenced by students' personal economic difficulties. Even with the inconsistent patterns noted above, the college is actively engaged in monitoring and improving performance in all of these areas.

Although Mission College faces the challenge of a particularly large basic skills needs population, the college is dedicated to providing support services and structures early in a student's college career. Mission has established the Welcome Center as a highly visible and easily accessible entry point for students to learn about and locate support services. In addition, the college has recently introduced several new initiatives specifically designed to increase persistence and progress which lead to achievement of an award and transfer. These include planning for a First Year Experience Program, an Honors Program, Project Based Learning, and training on integration of basic skills and ESL skills teaching in non-basic skills courses as well as explorations of models for accelerated pathways.

Mission College is committed to using data and analysis in improving effectiveness in teaching and learning. Mission is focused on student learning and success and is proud of the hard work and achievement of its students.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	47.1%	46.8%	44.5%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	72.9%	74.8%	74.2%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	72.9%	71.8%	75.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.8%	71.6%	71.9%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	57.7%	62.8%	59.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	61.8%	67.7%	69.2%
Basic Skills Improvement Rate	52.9%	55.9%	53.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	8.0%	7.5%	13.6%

Modesto Junior College
Yosemite Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	29,277	26,753	25,086
Full-Time Equivalent Students (FTES)	15,796	15,494	14,981

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	30.3%	30.8%	29.2 %
20 - 24	29.7%	31.5%	33.9 %
25 - 49	34.7%	32.8%	32.9 %
Over 49	5.4%	5.0%	4.0 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	57.6%	56.4%	55.3%
Male	39.9%	40.5%	42.5%
Unknown	2.6%	3.1%	2.2%

Source: Chancellor's Office, Management Information System

Modesto Junior College
Yosemite Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.6%	3.7%	3.9%
American Indian/Alaskan Native	1.1%	1.0%	0.9%
Asian	4.9%	5.0%	5.4%
Filipino	1.3%	1.3%	1.3%
Hispanic	28.1%	30.2%	33.9%
Pacific Islander	1.2%	1.2%	1.1%
Two or More Races	.%	0.3%	1.7%
Unknown/Non-Respondent	20.6%	17.5%	11.6%
White Non-Hispanic	39.2%	39.7%	40.5%

Source: Chancellor's Office, Management Information System

Modesto Junior College
Yosemite Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.5	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	74.2	73.3	65.7	81.4	*B2*
C	Persistence Rate	75.4	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.9	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.0	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	53.8	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	69.2	57.9	40.8	69.2	*G5*

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

ARCC 2012 Report: College Level Indicators

Modesto Junior College

Yosemite Community College District

College Self-Assessment

The students of Modesto Junior College continue to benefit from the strategic, integrated planning efforts of the college's faculty, staff, and administration. Efforts are ongoing to make decisions based on data developed and analyzed through program review, allocate funds toward meeting strategic goals, and dedicate our limited and shrinking resources to do the most good for the most students in pursuit of their needs for basic skills, career and technical education, and transfer preparation.

Notable highlights of this data include a continued increase in the improvement rate for ESL courses. Last year's jump from 61.8% to 67.7% was followed this year by another increase, ending at 69.2% for the 2008-09 to 2010-11 three-year period. This increase reflects the significant work done by the ESL faculty since 2009 to adopt best practices and innovative programs. The increased improvement rate provides evidence that their revisions to the curriculum constituting the ESL sequence have improved the course-to-course persistence of ESL students.

Most tables within the ARCC data show fairly constant values, differing by no more than standard variation would expect, with three notable exceptions. First, the persistence rate increased from 71.8% to 75.4%, almost a 4% increase. We are pleased by this increase, but attribute much of it to the workload reductions that began with the 2010-11 academic year. Our interpretation of this increase is that students are aware that course offerings and other resources are being rationed more tightly; consequently, they are choosing to stay with the college and complete their courses while they have the registration priority and the course variety available to them.

Secondly, and related to the first, the Student Progress and Achievement Rate has taken a notable decline, from 47.1% two years ago to 46.8% last year to 44.5% this year. This data element tracks the percentage of first-time students who showed intent to earn a degree or transfer and who did so within six years. A significant portion of this decrease can be traced to the fact that enrollments were increasing during the 2003-2006 years, yet now during the 2009-2011 years, the college has faced mandatory workload reductions. Since the denominator of this rate, the overall number of students, was increasing and now the numerator, the number able to complete their goals, is decreasing as our workload is reduced, the overall rate is declining.

Third, the Basic Skills success rate and improvement rates both took a slight downward turn, dropping from 62.8% to 59.0% and from 55.9% to 53.8% respectively. One likely contributor to this decline is an open entry, open exit math course designed to help students unable to enroll in a full term course to improve their skills via computerized learning modules. The large number of students enrolled in this program increases the denominator of students enrolled in basic skills courses, but our limited offerings do not allow them to progress as much as we would like.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	56.1%	52.6%	54.2%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.1%	67.5%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	69.9%	73.2%	74.5%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	80.0%	78.1%	77.9%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	64.7%	64.6%	67.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	55.9%	41.8%	43.3%
Basic Skills Improvement Rate	54.8%	60.8%	61.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Monterey Peninsula College

Monterey Peninsula Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	23,466	20,200	19,386
Full-Time Equivalent Students (FTES)	8,536	7,888	7,682

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	16.0%	17.7%	19.2 %
20 - 24	14.8%	17.0%	19.2 %
25 - 49	44.4%	42.8%	43.3 %
Over 49	24.8%	22.6%	18.4 %
Unknown	.%	.%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	51.3%	50.9%	47.1%
Male	48.7%	49.1%	52.7%
Unknown	0.0%	0.0%	0.2%

Source: Chancellor's Office, Management Information System

Monterey Peninsula College

Monterey Peninsula Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.7%	4.9%	4.4%
American Indian/Alaskan Native	0.8%	1.0%	0.9%
Asian	6.1%	7.0%	6.0%
Filipino	2.8%	3.3%	3.1%
Hispanic	19.0%	19.9%	25.4%
Pacific Islander	1.2%	1.3%	1.2%
Two or More Races	.%	1.0%	2.1%
Unknown/Non-Respondent	13.8%	5.5%	0.2%
White Non-Hispanic	52.7%	56.0%	56.8%

Source: Chancellor's Office, Management Information System

Monterey Peninsula College

Monterey Peninsula Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.2	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	66.3	69.7	57.8	80.0	*B1*
C	Persistence Rate	74.5	57.8	46.3	74.5	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.9	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.4	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	61.2	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	43.3	45.6	.0	78.6	*G1*

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

Monterey Peninsula College

Monterey Peninsula Community College District

College Self-Assessment

Monterey Peninsula College (MPC) is located on the central coast; the demographics on the peninsula illustrate a contrast between two diverse populations—a predominantly older, educated, white population in the south and a younger, more ethnically diverse, less educated populace in the north. MPC's student population reflects its diverse community. MPC recently opened an Education Center and a Regional Public Safety Officer Training Facility in the north region of the district, both of which have helped us broaden our offerings to better meet the community's educational needs.

We are proud that there continues to be an increase in the Persistence Rate of first-time students. We believe this increase is the result of the opening of the facilities in the north part of our district, efforts to expand the days and times that on-ground courses are offered, and an expansion of our distance education offerings.

Our college's Annual Successful Course Completion Rate for Credit Vocational Courses has been relatively high for the past few years. The college has a few impacted CTE programs, such as nursing and fire academy, that have had very stable staffing and resource levels for many years. This has enabled these programs to have the curriculum, technology and support needed for consistent course completion year after year. However, in spring 2011 several full-time faculty in smaller CTE programs retired, and the college has not been able to hire replacement faculty for these programs. This may negatively impact the course completion rates in future years.

The Annual Successful Course Completion Rate for Credit Basic Skills Courses reached a low in 2009-10. This was due, in part, to a change in the drop policy in fall 2008; specifically, more students are dropped from these courses now than in the past. In spring 2010 we made additional changes to the curriculum in this area; specifically, we added noncredit courses that are intended to support the credit basic skills courses. We believe this change resulted in the improvement in the successful completion rate for basic skills courses during 2010-11.

The Student Progress and Achievement Rate (SPAR) and the Percent of Students Who Earned at Least 30 Units have both fluctuated over time. These fluctuations appear to be related to year-to-year fluctuations in enrollments in our law enforcement program. The majority of the students (approximately 90%) enroll in these programs for ongoing training and do not achieve one of the outcomes associated with the indicator; thus our SPAR is affected by our police academy enrollments.

The Improvement Rate for ESL Courses continues to be an area of challenge. At the lower levels of ESL, our college offers students the option of enrolling in a credit ESL course or a concurrent noncredit option. Approximately 75% of ESL enrollments are in the noncredit option, primarily for financial or residence reasons. Thus, this performance indicator doesn't fully capture students' progress in our ESL program. However, the college has engaged in a review of our ESL curriculum; the new curriculum will be implemented Fall 2012.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	66.9%	66.8%	68.8%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	77.5%	77.6%	78.1%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	78.1%	80.0%	76.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.5%	75.2%	74.8%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	54.2%	49.6%	55.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	48.9%	33.3%	33.3%
Basic Skills Improvement Rate	51.4%	50.4%	51.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Moorpark College
Ventura County Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	24,491	24,073	22,232
Full-Time Equivalent Students (FTES)	12,801	12,808	11,812

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	39.0%	37.9%	37.2 %
20 - 24	32.9%	34.9%	36.2 %
25 - 49	23.8%	23.4%	23.0 %
Over 49	4.3%	3.9%	3.5 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Male	45.2%	45.4%	46.1%
Unknown	0.5%	0.4%	0.2%
Female	54.3%	54.2%	53.7%

Source: Chancellor's Office, Management Information System

Moorpark College
Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.4%	2.0%	2.1%
American Indian/Alaskan Native	0.7%	0.5%	0.5%
Asian	7.9%	7.1%	7.4%
Filipino	2.6%	2.3%	2.3%
Hispanic	18.8%	21.4%	23.4%
Pacific Islander	0.6%	0.4%	0.3%
Two or More Races	1.1%	3.4%	3.5%
Unknown/Non-Respondent	7.4%	3.2%	2.3%
White Non-Hispanic	58.5%	59.7%	58.2%

Source: Chancellor's Office, Management Information System

Moorpark College

Ventura County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	68.8	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	78.1	76.0	70.8	85.9	*B4*
C	Persistence Rate	76.4	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.8	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.6	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	51.0	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	33.3	48.8	10.1	67.5	*G2*

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

ARCC 2012 Report: College Level Indicators

Moorpark College

Ventura County Community College District

College Self-Assessment

Moorpark College is one of three colleges in the Ventura County Community College District. Our student profile has remained constant, with 73% of our students under the age of 25, a majority declaring transfer as their goal. 23% are between the ages of 25 and 49. Minority enrollment reflects the demographics of residents in our service area.

The college has lowered enrollment by 1,841 students in 2010-11 in effort to manage unfunded FTES in a time of budget constraints. Programs strategically reduced course sections while maintaining core curriculum offerings that enable students to complete degrees, certificates, and transfer requirements.

Moorpark College performed above average in 4 out of 7 ARCC categories (Categories A-D). The college has improved its rates in Student Progress and Achievement and in the percentage of Students Who Earn at Least 30 Units.

The Annual Course Completion Rates for Basic Skills Courses and its Basic Skills Improvement Rate have shown improvement. The 6 percent increase in the Basic Skills Completion Rate is a direct result of the work plan of the Basic Skills Committee. Continuing with the strategies that have been in place for basic skills curriculum and service delivery since fall 2008, the college anticipates further improvement in these areas.

The College continues to monitor the Improvement Rate for ESL. The college's service area does not generate high enrollments in ESL courses; student enrollments are fewer than 125 in any given year. Of those enrolled, one-third opts to take the next level course.

As with last year, the current ARCC data validate the Strategic Objectives that emerge from the college's annual planning sessions each fall semester:

Objective: Improve Student Access: The college excels in preparing traditional students for transfer. There is opportunity for expansion in services to adult learners. We continue to build our distance education and evening/weekend options to provide access for adults returning to college.

Objective: Improve Student Retention and Success: A cross-functional Basic Skills workgroup has established performance indicators matching the ARCC Categories of E and F. Strategies in curriculum and learning support services continue to be refined, seeking an increase in higher student success.

Objective: Respond to the Marketplace through Career Training: The Vocational Education Course Completion Rate remains consistent with our peer average. Moorpark College is committed to providing appropriate vocational education to meet the needs of its student population. The college is participating in a statewide Career Technical Education Outcomes Survey and Research Project during spring 2012. Survey results will be utilized in vocational program and curriculum planning.

Moreno Valley 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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	. %	. %	. %

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	. %	. %	. %

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	. %	. %	. %

Moreno Valley 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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	. %	. %	87.2%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	. %	. %	64.7%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	.%	.%	.%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Moreno Valley Community College

Riverside Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	.	.	18,388
Full-Time Equivalent Students (FTES)	.	.	6,829

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	.%	.%	22.4 %
20 - 24	.%	.%	29.3 %
25 - 49	.%	.%	43.4 %
Over 49	.%	.%	4.8 %
Unknown	.%	.%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	0.0%	0.0%	48.7%
Male	0.0%	0.0%	50.8%
Unknown	0.0%	0.0%	0.6%

Source: Chancellor's Office, Management Information System

Moreno Valley Community College

Riverside Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	.%	.%	12.9%
American Indian/Alaskan Native	.%	.%	0.4%
Asian	.%	.%	3.9%
Filipino	.%	.%	2.4%
Hispanic	.%	.%	42.7%
Pacific Islander	.%	.%	0.4%
Two or More Races	.%	.%	2.9%
Unknown/Non-Respondent	.%	.%	4.0%
White Non-Hispanic	.%	.%	30.4%

Source: Chancellor's Office, Management Information System

Moreno Valley Community College

Riverside Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	.	.	.	.	
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.	
C	Persistence Rate	.	.	.	.	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	.	.	.	.	
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.	
G	Improvement Rate for Credit ESL Courses	.	.	.	.	

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

ARCC 2012 Report: College Level Indicators

Moreno Valley Community College

Riverside Community College District

College Self-Assessment

Moreno Valley College has been committed to serving the educational needs of its community for over 20 years. Students take classes at Moreno Valley College, and at an additional educational site known as the Ben Clark Training Center.

Consistent with its mission, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula. Life-long learning opportunities are provided in health and public service preparation. In the tradition of general education, students are prepared for intellectual and cultural awareness, critical and independent thought, and self-reliance. Among other services, the College provides tutorial and supplemental instruction.

Unduplicated student headcount for Moreno Valley College during the 2010-11 academic year was 18,388. The College granted 314 degrees and 292 certificates.

This is the first year that the ARCC indicators have been reported for the individual colleges of the Riverside Community College District, and the first time recently accredited Moreno Valley College is reflected in its own individual report. Many of the indicators, however, measure outcomes over multiple years. These multiyear, district-based indicators are therefore still included as part of Riverside City College's report. Measures of cohorts that began prior to 2010 are not included in this report; in fact, only two measures which began in 2010 are represented.

The Annual Successful Course Completion Rate for Credit Vocational Courses was 87.2% for 2010-11, which is largely caused by the disproportionately high rate of success for public service career students enrolled in courses designed for professional training and development at the Ben Clark Training Center.

The Annual Successful Course Completion Rate for Credit Basic Skills Courses was 64.7% for 2010-11. Because this is the first year these measures are available for Moreno Valley College, it is premature to draw any conclusions about college performance.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	51.4%	52.0%	52.1%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	76.4%	77.3%	76.2%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	78.1%	71.0%	76.1%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	75.6%	76.5%	78.0%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	61.5%	59.7%	61.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	67.3%	69.3%	61.1%
Basic Skills Improvement Rate	65.7%	69.6%	67.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	12.3%	5.0%	2.7%

Mt. San Antonio College

Mt. San Antonio Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	69,624	58,667	57,751
Full-Time Equivalent Students (FTES)	32,685	31,048	31,152

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	43.1%	38.9%	40.0 %
20 - 24	24.3%	27.3%	27.5 %
25 - 49	23.1%	24.0%	22.9 %
Over 49	9.4%	9.7%	9.4 %
Unknown	0.0%	0.2%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.6%	53.2%	52.5%
Male	45.4%	44.8%	45.5%
Unknown	1.0%	2.0%	2.0%

Source: Chancellor's Office, Management Information System

Mt. San Antonio College

Mt. San Antonio Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.6%	3.7%	4.6%
American Indian/Alaskan Native	0.4%	0.3%	0.3%
Asian	19.6%	15.8%	17.4%
Filipino	4.5%	3.6%	3.9%
Hispanic	42.5%	37.0%	48.1%
Pacific Islander	0.8%	0.5%	0.5%
Two or More Races	.%	0.4%	1.2%
Unknown/Non-Respondent	13.5%	27.0%	10.7%
White Non-Hispanic	14.1%	11.9%	13.3%

Source: Chancellor's Office, Management Information System

Mt. San Antonio College

Mt. San Antonio Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
F	Improvement Rate for Credit Basic Skills Courses	67.3	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	61.1	57.9	40.8	69.2	*G5*
A	Student Progress and Achievement Rate	52.1	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	76.2	76.0	70.8	85.9	*B4*
C	Persistence Rate	76.1	74.7	69.3	82.1	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.0	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.4	63.5	52.2	76.6	*E3*

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

Mt. San Antonio College

Mt. San Antonio Community College District

College Self-Assessment

The majority of Mt. San Antonio College (Mt. SAC) students attends part-time and has various goals. Many of the approximately 40,000 fall semester "traditional" students seek career/technical training, while others seek an associate degree and/or university transfer. The college also has students who are 25+ years of age, single parents, homemakers, and choose vocational majors. Some students come well prepared scholastically and pursue their goals through honors-level studies.

Mt. SAC remains committed to student success by providing continuous evaluation processes necessary to assess progress and improve programs and services. Mt. SAC is encouraged to see its ARCC results mostly improving each year. Overall, Mt. SAC students are above their peer college averages in almost all of the performance indicators cited in this report. In Table 1.6, the Career Development of College Program (CDCP), metric shows a decrease from last year that is explained by the higher enrollment of summer high school diploma students in each new "cohort"; these students cannot achieve the performance indicators due to their high school status at the time of enrollment into a new "cohort." Mt. SAC is participating on a statewide Noncredit Accountability Task Force that is proposing changes to CDCP progress indicators as well as the cohort definitions in order to accurately reflect the success of CDCP students. Additionally, the Chancellor's Office still lacks the collection processes to measure CDCP progress or completion of certificates. The College supports the convening of a new ARCC Task Force and suggests that it includes at least one noncredit practitioner. There continues to be a data coding issue for mathematics improvement that the College has addressed for the 2013 ARCC Report. Data issues to be explored include vocational successful completion rates, credit ESL course success rates, and basic skills English improvement rates.

The College assures that its curriculum is consistent with the demands of today's job market by establishing partnerships with local businesses and community leaders. Mt. SAC is also expanding agreements with K-12 and universities to further facilitate student success and transfers to the baccalaureate level.

Mt. SAC has maintained a tradition of achieving state and national distinction. Two Mt. SAC honor students were selected by Phi Theta Kappa to the 2011 All-California Academic teams. Two students were selected from a national pool to win the coveted Jack Kent Cooke Undergraduate Transfer Scholarships in 2011. In addition, the Forensics Team won the national speech/debate title.

The College offers programs and services, through various grants, to improve student success. Last year, Mt. SAC managed more than two dozen grants, totaling nearly $13.9 million dollars, including programs supported by the U. S. Department of Education, the National Science Foundation, the U. S. Department of Labor, the U. S. Department of Agriculture, the Health Resources and Services Administration, the California Community College Chancellor's Office, and other state and private agencies. These and other efforts support the College's longstanding commitment to promoting innovation in teaching and learning and giving priority to students' needs.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	48.0%	45.6%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	64.6%	64.1%	68.4%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	63.9%	66.9%	64.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	68.7%	67.5%	69.6%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	58.5%	63.2%	65.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	11.5%	13.1%	19.7%
Basic Skills Improvement Rate	55.7%	58.2%	58.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	2.7%	3.1%	2.7%

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	26,148	25,818	22,930
Full-Time Equivalent Students (FTES)	11,631	13,023	11,509

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	30.8%	29.1%	26.8 %
20 - 24	27.4%	28.4%	31.2 %
25 - 49	35.1%	36.0%	35.4 %
Over 49	6.7%	6.4%	6.6 %
Unknown	0.1%	0.1%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	59.4%	58.3%	57.5%
Male	38.7%	40.4%	41.3%
Unknown	1.9%	1.3%	1.2%

Source: Chancellor's Office, Management Information System

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	7.9%	7.5%	7.4%
American Indian/Alaskan Native	1.3%	1.1%	0.9%
Asian	3.1%	2.7%	3.1%
Filipino	3.4%	3.2%	3.1%
Hispanic	29.0%	28.6%	31.9%
Pacific Islander	0.8%	0.7%	0.6%
Two or More Races	.%	1.6%	2.8%
Unknown/Non-Respondent	11.4%	14.1%	9.6%
White Non-Hispanic	43.0%	40.6%	40.6%

Source: Chancellor's Office, Management Information System

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	49.1	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	68.4	73.3	65.7	81.4	*B2*
C	Persistence Rate	64.3	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.6	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.6	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	58.0	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	19.7	48.8	10.1	67.5	*G2*

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

ARCC 2012 Report: College Level Indicators

Mt. San Jacinto College

Mt. San Jacinto Community College District

College Self-Assessment

Founded in 1962, Mt. San Jacinto College has been the primary source of higher education in the Southwestern portion of Riverside County. Covering over 1,700 square miles the college district has grown dramatically in enrollment over the last few years and has two campuses in Menifee and San Jacinto as well as sites in Temecula and the San Gorgonio Pass area. In fall 2011 the college enrolled 16,151 students generating 5,266 FTES. Annually the college served 22,000 students and generated 11,500 FTES in AY10-11. Mt. San Jacinto College is designated as a Hispanic Serving Institution.

During the past academic year, Mt. San Jacinto College has implemented a very robust Institutional Planning and Effectiveness model that has integrated more efficiently the assessing of learning outcomes into program review and strategic planning. The ARCC report is taken seriously as a marker on MSJC's progress in support of the number one institutional priority of student success. ARCC indicators continue to be linked to the Student Success Matrix that tracks key performance indicators throughout all divisions of the college

As identified in the 2012 ARCC Report, Mt. San Jacinto College showed improvements in five of the seven accountability indicators. The district believes that this is due primarily to the expansion of student success initiatives three years ago coupled with a major emphasis on professional development among faculty. The credit basic skills completion rate (58.5% in 2008-2009; 65.6% in 2010-2011); student progress/achievement rate (48.0% in 2008-2009; 49.1% in 2010-2011); annual successful course completion rate for vocational courses (68.7% in 2008-2009; 69.6% in 2010-2011); percent of students who earned 30 units (64.6% in 2008-2009; 68.4% in 2010-2011) show slow but steady improvements and are evidence that the interventions are making a difference. These interventions include institutionalized programs in Supplemental Instruction (SI), Learning Communities, First Year Experience and strategies and interventions rooted in the college's STEM grant. The ESL program indicator is trending up due to much focused planning in this area.

The persistence rate for MSJC did not show improvement after hitting 66.9% in 2008-2009 and declining to 64.3%. This will become an action item with the instruction and student service divisions.

Despite the challenge of the state budget reductions, MSJC is making every effort to minimize the impact of these constraints on student access and success. Mt. San Jacinto College is proud to have recently received full re-affirmation of its accreditation from ACCJC.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	52.2%	58.3%	56.0%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	68.7%	71.3%	72.9%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	68.8%	71.4%	74.5%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	74.6%	77.1%	77.3%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	64.8%	70.0%	71.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	46.7%	52.4%	43.3%
Basic Skills Improvement Rate	62.6%	59.9%	60.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	0.5%	1.6%	0.5%

Napa Valley College

Napa Valley Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	15,142	14,101	11,109
Full-Time Equivalent Students (FTES)	6,477	6,661	5,877

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	21.7%	21.7%	23.4 %
20 - 24	19.5%	20.5%	24.4 %
25 - 49	34.8%	32.2%	34.5 %
Over 49	23.6%	25.3%	17.6 %
Unknown	0.3%	0.2%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	56.1%	57.3%	55.0%
Male	41.3%	39.8%	43.5%
Unknown	2.6%	2.8%	1.6%

Source: Chancellor's Office, Management Information System

Napa Valley College

Napa Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.8%	4.3%	5.3%
American Indian/Alaskan Native	0.8%	0.6%	0.5%
Asian	2.4%	2.3%	2.7%
Filipino	7.7%	6.6%	8.3%
Hispanic	20.7%	21.3%	26.9%
Pacific Islander	0.8%	0.7%	0.6%
Two or More Races	.%	0.4%	1.7%
Unknown/Non-Respondent	17.7%	22.6%	14.7%
White Non-Hispanic	45.0%	41.4%	39.3%

Source: Chancellor's Office, Management Information System

Napa Valley College

Napa Valley Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	56.0	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	72.9	69.7	57.8	80.0	*B1*
C	Persistence Rate	74.5	57.8	46.3	74.5	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.3	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	71.4	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	60.8	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	43.3	45.6	.0	78.6	*G1*

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

Napa Valley College

Napa Valley Community College District

College Self-Assessment

Napa Valley College (NVC) is located in a slow growth area and prides itself on the personal attention and services it affords its students. In response to the state budget situation of recent years, NVC has drastically reduced section offerings. Those reductions have, in turn, reduced the number of students served. Although this pattern has emerged across the state, as a small, slow-growth college, NVC has experienced particularly severe changes in its student population as a result of reducing credit and non-credit offerings. Over the past three years, NVC student headcount decreased by 26.6% (vs. 9.8% for the system), while the number of full-time-equivalent students decreased by 9.3% (vs. 2.6% for the system, according to the Chancellor's Office Data Mart).

NVC performed above the average of its peer group on six of the seven ARCC indicators. The only exception is the improvement rate for ESL courses. Between 2006-2007 and 2008-2009, NVC offered a total of 117 ESL sections for the first cohort tracked in the 2012 ARCC Report. Following two rounds of section reductions, NVC offered only 92 ESL sections to the third cohort tracked from 2008-2009 through 2010-2011. Thus, over the last three years, ESL section offerings have decreased by 21%. While NVC hopes to maintain its successful ARCC record, performance on several of the ARCC indicators is dependent on the college's ability to offer courses, programs, and services that support students in achieving the identified ARCC outcomes within a defined period of time.

Successful course completion rates in basic skills courses have increased in recent years. However, that success has yet to translate to the basic skills improvement rates, tracking students' progress through the math and English sequences. NVC is committed to continuous improvement in curriculum and uses the findings from ARCC data to guide discussions across campus. Translating course-level success into progress through the curriculum has been identified as the next priority for the college's Basic Skills Initiative (BSI) Committee.

A significant proportion of NVC students have traditionally not reported information pertaining to their racial/ethnic backgrounds. In 2009-2010, this proportion reached a high of 22.6%. In fall 2010, NVC began a campaign of contacting non-respondents and encouraging them to identify their respective backgrounds. The success of those efforts is reflected in the 2012 ARCC report, as the proportion of students of "unknown" background decreased by almost 8%. The population share claimed by Hispanic students increased by 5.6%, and as a result, NVC was able to secure a Title V Hispanic-Serving Institutions grant to provide innovative programs and services for students.

To ensure that ARCC results are shared with the campus community, the ARCC report is presented and discussed at meetings of the college Planning Committee, President's Staff, Matriculation Steering Committee, and BSI Committee each year.

As critical state funding sources decrease, it will be difficult to maintain the unique programs designed to increase student success, improve performance on ARCC indicators, and dedicate resources to address student needs and maintain the services that students have come to expect.

Norco 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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	. %	. %	. %

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	. %	. %	. %

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	. %	. %	. %

Norco 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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	. %	. %	70.3%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	. %	. %	64.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	.%	.%	.%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Norco Community College
Riverside Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	.	.	14,942
Full-Time Equivalent Students (FTES)	.	.	6,754

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	.%	.%	33.3 %
20 - 24	.%	.%	36.5 %
25 - 49	.%	.%	27.8 %
Over 49	.%	.%	2.4 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	0.0%	0.0%	54.8%
Male	0.0%	0.0%	44.6%
Unknown	0.0%	0.0%	0.6%

Source: Chancellor's Office, Management Information System

Norco Community College
Riverside Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	.%	.%	7.2%
American Indian/Alaskan Native	.%	.%	0.4%
Asian	.%	.%	6.2%
Filipino	.%	.%	2.6%
Hispanic	.%	.%	45.3%
Pacific Islander	.%	.%	0.4%
Two or More Races	.%	.%	2.6%
Unknown/Non-Respondent	.%	.%	5.2%
White Non-Hispanic	.%	.%	30.0%

Source: Chancellor's Office, Management Information System

Norco Community College

Riverside Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	.	.	.	.	
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.	
C	Persistence Rate	.	.	.	.	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	.	.	.	.	
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.	
G	Improvement Rate for Credit ESL Courses	.	.	.	.	

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

ARCC 2012 Report: College Level Indicators

Norco Community College

Riverside Community College District

College Self-Assessment

Norco College became the 112th accredited California Community College in January 2010; however, it has been serving the educational needs of its community for over 20 years. Norco College is the westernmost college within the three-college Riverside Community College District. It lies within a suburban region and the city of Norco is distinct in its legacy of equestrian activities and lifestyle.

The college 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. During the 2010-11 academic year, the college granted 399 degrees and 255 certificates. Norco College has been designated as the "technology college" within Riverside Community College District which is reflected in the diverse offering of CTE programs such as Computer Information Systems, Supply Chain Technology, Engineering, and Simulation and Gaming (including programming, game art/design, and game audio). Norco College is also diverse in its student population which has shown increased growth in Hispanic students, and a decrease in Caucasian student percentages. African American student body percentages are higher than the demographics of the surrounding cities including Corona, Norco, Riverside, and Eastvale. During the 2010-11 year, 90% of Norco College students placed into 1 or more basic skills classes in English, reading, or math. In addition to a full offering of basic skills courses, several strategies to address underprepared students are being piloted including accelerated courses in English, and a summer intensive, the Step Ahead program, which prepares students to take the placement test by brushing up on these skill areas.

[General note about this year's ARCC report: Since this is the first year that Norco College has reported in ARCC, multiyear indicators, as well as previous years' data have been left blank. Unfortunately, this will be the case for the next 4-6 years until enough longitudinal data exists to follow cohorts of students. Therefore, the 2010-11 year effectively acts as a baseline year for all subsequent indicators and comparisons.]

North Orange School of Continuing Education

North Orange Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	NA %	NA %	NA %

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	NA %	NA %	NA %

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	NA %	NA %	NA %

North Orange School of Continuing Education

North Orange Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	NA %	NA %	NA %

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	6.3%	7.1%	7.3%

North Orange School of Continuing Education

North Orange Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	45,388	30,892	25,504
Full-Time Equivalent Students (FTES)	8,247	6,795	5,951

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	18.3%	7.9%	5.3 %
20 - 24	17.1%	8.6%	9.4 %
25 - 49	31.4%	36.6%	36.8 %
Over 49	33.1%	46.8%	48.5 %
Unknown	0.1%	0.1%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	60.3%	65.0%	65.6%
Male	36.8%	32.0%	31.3%
Unknown	2.9%	3.1%	3.1%

Source: Chancellor's Office, Management Information System

North Orange School of Continuing Education

North Orange Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.4%	0.8%	1.2%
American Indian/Alaskan Native	0.4%	0.1%	0.1%
Asian	13.6%	6.1%	9.0%
Filipino	2.5%	0.8%	1.2%
Hispanic	37.5%	18.3%	25.2%
Pacific Islander	0.4%	0.2%	0.2%
Two or More Races	.%	0.1%	0.2%
Unknown/Non-Respondent	18.8%	64.8%	48.6%
White Non-Hispanic	24.3%	8.7%	14.3%

Source: Chancellor's Office, Management Information System

North Orange School of Continuing Education

North Orange Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	.	.	.	.	
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.	
C	Persistence Rate	.	.	.	.	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	.	.	.	.	
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.	
G	Improvement Rate for Credit ESL Courses	.	.	.	.	

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

North Orange School of Continuing Education

North Orange Community College District

College Self-Assessment

The School of Continuing Education (SCE), part of the North Orange County Community College District, is a large WASC-accredited noncredit institution offering a variety of courses that meet the unique needs of our community. These offerings consist of Career Development and College Preparation (CDCP) courses that include the adult high school diploma program, ESL, and various career technical education programs. These CDCP programs improve student basic skills, prepare students for transitioning to community colleges, and train students to gain employment in high demand industries in our region. SCE also offers skills development courses that train students to become educated, self-sustaining, and productive members in our community. Lastly, SCE offers community and contract education courses that benefit both community members and local industries.

SCE serves a very diverse community with important educational needs. SCE students reside in cities where a significant percentage of residents do not have a high school diploma, and speak a language other than English at home. As such, our High School Diploma and ESL programs are in especially high demand, particularly as local K-12 districts have closed adult education programs. In addition, incumbent workers or those re-entering the workforce found they needed to quickly update skills to remain competitive. Despite this unprecedented demand for courses in 2010-2011, SCE was forced to accommodate budget constraints and reduced 844 FTES compared to the previous year.

Despite these difficult setbacks, SCE students continue to be successful. The sole performance indicator for noncredit
institutions is the CDCP Progress and Achievement rate, and SCE's rate has increased across the cohort years. For the latest cohort, 7.3% of students transitioned to credit or 4 year institutions within 3 years. While this rate is lower than desired, SCE feels that the rate is not surprising giving that the cohort is only tracked for 3 years and noncredit students often begin at the very lowest levels of basic skills. Additionally, many students complete a CDCP certificate to obtain employment, not to transition to college. Most importantly, the Chancellor's Office methodology for calculating the CDCP rate is supposed to include the percentage of students completing a CDCP certificate, yet this count is still not included in calculating the rate. Due to these limitations (and others cited in previous self-assessments), we continue to feel that the CDCP rate is an imprecise representation of noncredit success outcomes.

Nevertheless, SCE continues to pioneer activities that have increased student success. We continue to bolster our Adult College and Career Transitions program, which assists students with transitioning to credit and/or obtaining employment. SCE also participates in a statewide pilot to document success at the course level. SCE has developed a formal program review process to evaluate the strengths and areas for improvement in our programs. Finally, SCE continues to offer premier educational opportunities that have led to a continued increase in students completing certificates and high school diplomas, and meeting their educational, professional, and personal goals. SCE is truly recognized by the community for excellence.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	66.5%	64.7%	68.3%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	73.5%	75.6%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	79.3%	78.2%	80.9%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	80.8%	80.9%	82.5%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	64.7%	67.4%	65.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	49.6%	61.7%	56.8%
Basic Skills Improvement Rate	62.7%	66.6%	66.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Ohlone College
Ohlone Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	19,532	17,260	17,728
Full-Time Equivalent Students (FTES)	8,447	8,154	8,363

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	37.4%	32.8%	36.9 %
20 - 24	21.1%	23.5%	21.7 %
25 - 49	34.4%	35.7%	35.3 %
Over 49	7.1%	8.0%	6.1 %
Unknown	0.1%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	49.6%	48.8%	47.6%
Male	48.6%	49.8%	50.9%
Unknown	1.8%	1.4%	1.5%

Source: Chancellor's Office, Management Information System

Ohlone College
Ohlone Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.3%	4.6%	4.5%
American Indian/Alaskan Native	0.4%	0.3%	0.4%
Asian	36.5%	35.1%	33.2%
Filipino	7.1%	7.1%	6.6%
Hispanic	11.4%	13.7%	15.2%
Pacific Islander	1.4%	1.2%	0.9%
Two or More Races	.%	1.5%	3.2%
Unknown/Non-Respondent	14.3%	10.1%	10.4%
White Non-Hispanic	24.6%	26.4%	25.7%

Source: Chancellor's Office, Management Information System

Ohlone College

Ohlone Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	68.3	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	75.4	69.7	57.8	80.0	*B1*
C	Persistence Rate	80.9	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.5	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.8	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	66.5	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	56.8	48.8	10.1	67.5	*G2*

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

Ohlone College

Ohlone Community College District

College Self-Assessment

After five years of consistently improving rates, Ohlone College is now, for the second consecutive year, above both the statewide average and the peer group average for all seven performance indicators, one of only two colleges systemwide to achieve such performance two years in a row. Additionally, Ohlone has one of the top three rates among peers in five of the seven success indicators.

1. Student Progress and Achievement: Degree/Certificate/Transfer

Ohlone College's degree/certificate/transfer rate increased almost 4% in the past year and remains well above the peer group and statewide averages. The effects of innovations such as learning communities, the learning college model, new transfer degrees, and the emphasis on achievement fostered by Title III and NSF grants are now reflected in the data.

2. Percent of Students Who Earned at Least 30 Units

The percent of students earning 30 units is above both the peer group and statewide averages. Over the past four years, the ratio of FTES to headcount has increased, indicative of students tending to take more units and to complete earlier. Consequently, the percentage of full-time students has also risen, reflecting the positive effects of recent academic innovations.

3. Persistence Rate

Ohlone had an increase of almost 3% in its persistence rate over the past year and continues to be above both the peer group and statewide averages. These gains reflect the results of innovations aimed at fostering retention and completion and are indicative of students who are satisfied with their education.

4. Annual Successful Course Completion Rate for Credit Vocational Courses

Vocational course completion rates continue to be strong, above both peer group and statewide averages. Addition of new departments in Environmental Science, Chemical Technology, and Engineering Technology, coupled with a successful department of Biotechnology, keep Ohlone's vocational programs both cutting edge and in line with emerging vocations within the district.

5. Annual Successful Course Completion Rates for Credit Basic Skills Courses

The good effects of the Basic Skills Initiative and the Title III grant—which includes improved placement testing and tracking, as well as innovations in tutoring and supplemental learning—are currently reflected in the Basic Skills completion rate, which is now above both the peer group and statewide averages.

6. Improvement Rates for ESL

A complete renewal of the ESL curriculum has produced substantial gains over the past five years in the ESL improvement rate, and the college is now above both the peer group and statewide averages.

7. Basic Skills Improvement Rate

Ohlone's rate continues to be above both the peer group and statewide averages. Recent additions of learning communities for basic skills students, Puente and Nishati programs, and new supplemental learning services, all specifically directed to support at risk students, will help maintain rates in the future.

Orange Coast College

Coast Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	64.2%	66.0%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	82.2%	81.4%	82.1%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	72.9%	79.2%	79.5%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	79.0%	80.2%	76.7%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	54.7%	54.3%	52.2%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	63.4%	54.2%	65.8%
Basic Skills Improvement Rate	59.4%	57.0%	57.1%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Orange Coast College
Coast Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	34,789	33,429	31,263
Full-Time Equivalent Students (FTES)	19,587	19,247	18,486

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	31.1%	32.4%	30.5 %
20 - 24	36.0%	35.6%	37.6 %
25 - 49	28.3%	27.4%	27.7 %
Over 49	4.6%	4.5%	4.1 %
Unknown	0.0%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	48.9%	48.2%	47.2%
Male	49.5%	49.9%	50.1%
Unknown	1.6%	1.8%	2.7%

Source: Chancellor's Office, Management Information System

Orange Coast College
Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.9%	1.7%	1.7%
American Indian/Alaskan Native	0.7%	0.5%	0.4%
Asian	22.1%	22.6%	22.6%
Filipino	2.1%	2.0%	1.9%
Hispanic	18.9%	22.2%	25.5%
Pacific Islander	1.0%	0.7%	0.5%
Two or More Races	.%	2.3%	3.2%
Unknown/Non-Respondent	11.1%	5.7%	3.1%
White Non-Hispanic	42.2%	42.4%	41.1%

Source: Chancellor's Office, Management Information System

Orange Coast College
Coast Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	66.1	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	82.1	76.0	70.8	85.9	*B4*
C	Persistence Rate	79.5	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.7	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.2	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	57.1	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	65.8	57.9	40.8	69.2	*G5*

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

ARCC 2012 Report: College Level Indicators

Orange Coast College

Coast Community College District

College Self-Assessment

Located in Costa Mesa, California, Orange Coast College (OCC) was founded in 1948. The college's current enrollment exceeds 24,000 students each semester and 31,000 students annually. OCC offers more than 130 academic and career programs. Nearly half of our students are enrolled in one of our career and technical programs. Over the past ten years, OCC's student population has become more ethnically diverse and exceeds the diversity of our service area. During this time the college also observed increases in students under 21. Currently, OCC ranks first statewide in the number of transfers to the California State University system, fifth to the University of California and first in overall transfers to CSU and UC combined. Many also transfer to private colleges and universities.

OCC has demonstrated above average levels of performance as compared to our peer groups on all accountability indicators, except on our pre-collegiate improvement indicators. Over the past three years, the college has increased its student progress and achievement rate from 64.2% to 66.1%. We remain consistently high on the percentage of students earning at least 30 units (82.1%). Although our vocational course completion declined from 80.2% (2009-10) to 76.7% (2010-11), the rates remain above statewide and peer group averages. Approximately 3% of the decline is attributed to the inclusion of student withdrawals prior to census date in 2010-11. These withdrawals were excluded in previous years. In 2008, OCC's lowered persistence rate (72.9%) was due to the migration of data systems. This rate rebounded to 79.2% in 2009 and remained strong at 79.5% in 2010, among the highest in our peer group.

OCC has observed large increases of students entering below college level in math, English and reading over the past five years. Our annual successful basic skills course completion rate in 2010-11 (52.2%) is below the peer group average, and has declined 2.1% since last year. The decline is fully attributed to the inclusion of student withdrawals prior to census date in 2010-11. These withdrawals were excluded in previous years. Our basic skills improvement rate declined in 2009-10, but remained consistent in 2010-11 at 57.1%. This rate is below our peer group average. We are addressing our students' continuing basic skills needs through tutoring, supplemental instruction, cohort-based programs and a variety of other strategies.

The college's ESL program is primarily comprised of transfer level courses. Ten out of fourteen courses in the program have CSU transfer status and are not included in this calculation. The ESL improvement rate only reflects progress in the four non-transferable courses, at the lowest levels of the ESL curriculum. The 2009-10 and 2010-11 cohorts reported improvement rates of 54.2% and 65.8%, respectively.

As these statistics demonstrate, our success and improvement rates remained fairly consistent on the majority of indicators over the past three years. Additionally, the college has performed above its peer group on most indicators. Orange Coast College is justly proud of the success rates of its students and the quality of instruction and support provided by its faculty and staff.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	48.2%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	68.2%	72.4%	71.2%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	64.6%	68.7%	61.5%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.1%	76.5%	77.2%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	61.8%	61.6%	66.1%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	46.0%	56.1%	52.5%
Basic Skills Improvement Rate	58.1%	52.0%	58.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Oxnard College

Ventura County Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	12,310	12,924	10,618
Full-Time Equivalent Students (FTES)	5,405	5,482	4,816

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	31.8%	31.0%	26.4 %
20 - 24	29.6%	30.8%	34.1 %
25 - 49	33.7%	33.6%	34.7 %
Over 49	4.9%	4.6%	4.7 %
Unknown	0.0%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	56.7%	56.1%	54.5%
Male	42.3%	43.6%	45.3%
Unknown	1.0%	0.3%	0.2%

Source: Chancellor's Office, Management Information System

Oxnard College

Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.8%	3.5%	3.5%
American Indian/Alaskan Native	0.7%	0.5%	0.4%
Asian	3.1%	2.8%	2.5%
Filipino	4.7%	4.4%	4.3%
Hispanic	64.0%	65.2%	66.0%
Pacific Islander	0.8%	0.5%	0.5%
Two or More Races	0.5%	1.9%	2.3%
Unknown/Non-Respondent	4.2%	2.0%	1.2%
White Non-Hispanic	18.2%	19.3%	19.3%

Source: Chancellor's Office, Management Information System

Oxnard College

Ventura County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.7	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	71.2	69.7	57.8	80.0	*B1*
C	Persistence Rate	61.5	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.2	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.1	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	58.4	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	52.5	48.8	10.1	67.5	*G2*

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

Oxnard College

Ventura County Community College District

College Self-Assessment

Oxnard College is one of three colleges in the Ventura County Community College District. The college serves a diverse population of students primarily from the Oxnard Plain, located in the southwest area of Ventura County. Nearly 80% of our students are from ethnic minority groups most of which are Hispanic. This diversity is reflective of our service area.

Oxnard College rates are higher than peer averages in five of seven areas and is equal to the average in another. Oxnard College's student progress and achievement rate is slightly above our peer average and continues to increase although just over 50% of first-time students show progress in obtaining associate's degrees or certificates, becoming transfer prepared, or transferring to a four-year institution. Of greater concern are drops in the percentage of students completing 30+ units and fall to fall persistence rate which fell seven percentage points. It may be that this phenomenon is a consequence of budget constraints and reduction in offerings and requires further review.

The Student Success Committee brings together key campus stakeholders from instruction, student services, and academic support. In response to accreditation recommendations, the committee will be focusing on benchmarking and the review and utilization of data to identify gaps and engage in ongoing dialogue to increase student success for all students by addressing those roadblocks. We see that students receiving special support services, through programs such as STEM, EOPS, DSPS and CalWORKs tend to yield higher persistence and achievement rates.

The successful course completion rate for vocational courses remains high (77.2%) and the successful completion of Basic Skills courses has jumped. Improvement rates in Basic Skills and ESL are areas that Oxnard College continues to address to better serve students. While the overall percentage of students in basic skills courses (reading, writing, math) going on to take higher level courses increased, the improvement rate for ESL fell this past year. The Transitional Studies Advisory Committee is aware of these trends and is working with departments to facilitate better alignment of entry/exit skills, tracking student learning outcomes, and innovative approaches, including community partnerships and professional development, to foster improvement.

Two Hispanic-Serving Institution cooperative grants (Title V, CCRAA) have been instrumental in cultivating partnerships with CSU Channel Islands and UC Santa Barbara and cooperative programs with local high schools to better serve students from admittance through transfer. Enhancements of many academic and student services designed to help students succeed at Oxnard College and transfer to the university have been developed and institutionalized. While the focus of these grants is on basic skills and STEM, the initiatives have ultimately contributed to identifying models of success for all students.

Although enrollment at Oxnard College has declined due to budget reductions we continue to implement facility and classroom technology improvements which, along with programs already mentioned, have greatly enhanced the student experience. The college remains committed to continual improvement of instruction, academic support, and student services to fully serve its diverse student population and increase graduation rates.

Palo Verde College

Palo Verde Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	39.7%	38.0%	45.5%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	59.9%	69.2%	69.9%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	36.5%	38.3%	46.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	84.4%	84.4%	84.1%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	39.1%	41.8%	40.8%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	25.0%	0.0%
Basic Skills Improvement Rate	50.5%	48.9%	45.3%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Palo Verde College

Palo Verde Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	6,290	6,724	5,712
Full-Time Equivalent Students (FTES)	1,917	1,916	1,794

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	12.2%	10.9%	9.5 %
20 - 24	11.5%	11.5%	9.6 %
25 - 49	59.0%	61.3%	63.3 %
Over 49	16.3%	15.1%	16.4 %
Unknown	1.0%	1.2%	1.2 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	33.3%	32.7%	28.1%
Male	66.1%	67.0%	71.6%
Unknown	0.6%	0.3%	0.3%

Source: Chancellor's Office, Management Information System

Palo Verde College
Palo Verde Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	9.7%	9.2%	9.5%
American Indian/Alaskan Native	1.4%	0.8%	0.8%
Asian	3.9%	2.6%	3.5%
Filipino	1.3%	1.1%	1.2%
Hispanic	27.0%	35.8%	27.1%
Pacific Islander	0.6%	0.5%	0.7%
Two or More Races	.%	0.7%	1.5%
Unknown/Non-Respondent	8.7%	8.4%	10.4%
White Non-Hispanic	47.3%	40.8%	45.3%

Source: Chancellor's Office, Management Information System

Palo Verde College

Palo Verde Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	45.5	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	69.9	70.1	65.6	74.7	*B5*
C	Persistence Rate	46.3	57.8	46.3	74.5	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	84.1	89.6	83.1	96.7	*D6*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	40.8	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	45.3	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	.0	45.6	.0	78.6	*G1*

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

Palo Verde College

Palo Verde Community College District

College Self-Assessment

Palo Verde College, established in 1947, is a small college with a diverse and complex student constituency. In addition to delivering instructional programs to students attending the Blythe main campus, the College provides instruction to students residing in Needles (100 miles north of Blythe), inmates incarcerated at two nearby state prison facilities, inmates located at fourteen other correctional facilities in California, students enrolled in noncredit programs in Blythe, and public safety personnel through instructional services agreements (ISAs) in Riverside and other locations in California.

Here follows our analysis of the ARCC-2012 performance indicators for Palo Verde College:

Table 1.1 Student Progress and Achievement Rate. We attribute the welcome turnaround in this rate to an increased emphasis on promoting the completion of degrees and certificates and transfer to four-year institutions. The fact we are slightly below average in our peer group, however, suggests we have room in which to improve.

Table 1.1a Percent of Students Who Earned at Least 30 Units. We are again pleased with our improving performance in this measure, but we recognize that we fell to a slightly below average position in our peer group. Nonetheless, the commitment of College personnel to improve retention and persistence seems to be meeting with continuing success.

Table 1.2 Persistence Rate. In the most recent cohort, the College showed considerable improvement over preceding cohorts, but fell to the low point in our peer group. The comparatively low rate can be explained partly by the substantial number of ISA students seeking skill enhancements, but who do not intend to re-enroll to complete a degree or certificate.

Table 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses. The completion rate for this measure declined slightly, but remains in about the same position—just above the low point—in our peer group, as it did in the preceding cohort.

Table 1.4 Annual Successful Course Completion Rate for Credit Basic Skills Courses. The College's performance in this measure is doubly disappointing: the rate declined slightly from the previous cohort, and it remains at the low point in our peer group. The College recognizes it has work to do in the credit basic skills program, especially in encouraging students to complete their initial basic skills courses.

Table 1.5 Improvement Rates for Credit Basic Skills Courses. The College's performance declined slightly in the most recent cohort, but maintained its position at slightly below average in our peer group. The performance in this measure remains consistently higher than that described in Table 1.4 above, suggesting students perform better once they have passed the hurdle of their initial basic skills courses.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	52.3%	55.9%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.2%	71.3%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	68.6%	69.3%	69.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	78.8%	78.0%	77.6%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	57.6%	58.3%	57.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	55.8%	55.7%	55.5%
Basic Skills Improvement Rate	54.6%	55.7%	53.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	2.5%	2.8%	1.8%

Palomar College
Palomar Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	49,336	47,575	42,576
Full-Time Equivalent Students (FTES)	20,461	20,958	20,251

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	27.9%	28.7%	28.9 %
20 - 24	27.3%	28.3%	31.5 %
25 - 49	30.7%	30.3%	32.0 %
Over 49	13.9%	12.7%	7.6 %
Unknown	0.1%	0.1%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	51.6%	51.0%	48.1%
Male	47.4%	48.1%	51.3%
Unknown	1.0%	0.9%	0.7%

Source: Chancellor's Office, Management Information System

Palomar College
Palomar Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.5%	3.1%	3.3%
American Indian/Alaskan Native	1.1%	0.7%	0.8%
Asian	5.5%	4.9%	4.9%
Filipino	2.9%	2.5%	2.5%
Hispanic	29.4%	32.0%	34.4%
Pacific Islander	0.9%	0.7%	0.7%
Two or More Races	.%	2.7%	3.1%
Unknown/Non-Respondent	7.8%	5.3%	3.9%
White Non-Hispanic	48.8%	48.1%	46.4%

Source: Chancellor's Office, Management Information System

Palomar College

Palomar Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	53.4	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	72.4	76.0	70.8	85.9	*B4*
C	Persistence Rate	69.3	74.7	69.3	82.1	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.6	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.4	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	53.0	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	55.5	54.8	45.0	71.6	*G4*

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

Palomar College

Palomar Community College District

College Self-Assessment

Palomar College serves a district of 2,500 square miles with a population of over 730,000. Approximately 42,500 students take classes at the San Marcos campus, one education center, and four outreach sites annually. The San Marcos campus is at capacity and the state budget crisis is a concern. While the college is attempting to ensure that budget cuts do not severely impact its core mission to provide GE/transfer, career and technical education, and basic skills curriculum, the magnitude of the cuts are now affecting Palomar's ability to offer the appropriate number of courses and services to meet student need and allow for timely completion of studies.

Palomar is examining the drop in its most recent SPAR rate. A higher percentage of students from the most recent cohort were still attending Palomar one semester after the SPAR term. This cohort has been subjected to reduced services and offerings at Palomar (and other local colleges) because of budget cuts. Continuing students are enrolled in transfer level courses. Palomar is closely reviewing its certificate and degree programs to facilitate timely completion. The number of certificates awarded to students in the current SPAR cohort increased significantly over the prior year. Palomar has received three federal grants to improve the number of STEM students who complete degrees and transfer to a university. Grant activities address the STEM pipeline from entry, to course success, to completion, and transfer.

Palomar's Vocational Course Success rate is above our peer's average and reflects the college's many successful career and technology programs such as nursing, dental assisting, administration of justice, and fire technology. Palomar annually awards more than 50 AA/AS degrees in Nursing Education. The college is investigating why our nursing students do not appear in our SPAR cohorts. The college corrected course coding in its ESL sequence and ESL Improvement rates are now above our peer group's average.

The college is concerned about its Basic Skills Success and Improvement rates. To better evaluate trends, Palomar re-examined Basic Skills Success rates using only valid transcript grades (the state's metric includes a code in the rate's denominator that is not a valid Title V course grade). The adjusted rates show that the Basic Skills Success rates have improved slightly over time. The college is assessing progression through Basic Skills course sequences and has identified areas where students are most likely to drop out of a sequence.

Palomar is focusing planning and resource allocation on addressing the needs of our basic skills students. The college's strategic plan includes an objective that seeks to improve success in basic skills curriculum through activities that affect significant numbers of students. Through college resources and federal grants, Palomar has implemented a successful summer math and reading bridge program. In addition, we are upgrading our math lab, strengthening supplemental instruction and tutoring, reviewing curriculum, and opening a teaching and learning center on our San Marcos campus. Addressing the needs of our basic skills students will have a long-term positive effect on student completion and transfer.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	58.6%	59.0%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	80.6%	78.0%	79.0%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	78.0%	80.9%	82.1%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	73.1%	74.7%	75.8%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	63.3%	64.7%	68.7%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	59.8%	60.0%	60.3%
Basic Skills Improvement Rate	56.4%	53.3%	56.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	9.7%	8.1%	5.7%

Pasadena City College

Pasadena Area Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	45,322	42,615	40,827
Full-Time Equivalent Students (FTES)	24,055	23,422	23,230

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	31.3%	30.6%	28.6 %
20 - 24	31.7%	32.8%	34.7 %
25 - 49	31.6%	31.5%	31.4 %
Over 49	5.3%	5.1%	5.4 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.1%	53.7%	53.3%
Male	45.3%	45.8%	46.3%
Unknown	0.6%	0.5%	0.4%

Source: Chancellor's Office, Management Information System

Pasadena City College

Pasadena Area Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.9%	5.4%	5.3%
American Indian/Alaskan Native	0.5%	0.3%	0.2%
Asian	26.6%	25.4%	24.1%
Filipino	3.8%	3.6%	3.4%
Hispanic	34.0%	36.1%	38.5%
Pacific Islander	0.5%	0.3%	0.3%
Two or More Races	.%	1.5%	2.1%
Unknown/Non-Respondent	11.3%	9.5%	8.0%
White Non-Hispanic	17.3%	18.0%	18.1%

Source: Chancellor's Office, Management Information System

Pasadena City College

Pasadena Area Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	58.1	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	79.0	76.0	70.8	85.9	*B4*
C	Persistence Rate	82.1	74.7	69.3	82.1	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.8	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.7	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	56.4	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	60.3	57.9	40.8	69.2	*G5*

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

ARCC 2012 Report: College Level Indicators

Pasadena City College

Pasadena Area Community College District

College Self-Assessment

Pasadena City College (PCC) was founded in 1924 in the spirit of innovation to respond to the needs of our community. Now in its 88th year of service to the Southern California area, the district includes the cities of: Altadena, Arcadia, La Canada Flintridge, Pasadena, Rosemead, San Marino, Sierra Madre, South Pasadena, Temple City, and a portion of El Monte. The dynamic and supportive learning environment the college provides draws nearly two thirds of our credit students from outside the district.

In December, 2010, Board of Trustees approved the Pasadena City College Educational Master Plan (EMP): Project 90 and Beyond. The purpose of the EMP is to guide the college's transformation to educate students for this global 21st century. The EMP establishes the college's most important priorities and goals and is a continuing guide to our actions and decisions about resource allocation.

In the 2012 ARCC report the college demonstrated gains in 6 of the 7 credit performance indicators. The college was able to show minimal growth on Indicator 1: Student Progress and Achievement despite the California State Universities reducing the number of seats available for transfer and increasing the transfer qualification qurements. This was especially impactful since CSU Los Angeles, Cal Poly Pomona, and CSU Northridge are the top transfer destinations for PCC students. The reduction in CSU transfer seats is reflected in an increasing number of students having to stay at PCC longer. PCC is responding to this by developing new SB1440 CSU transfer degrees.

Pasadena City College has placed considerable emphasis this past year in improving the success of our Basic Skills students. Through the introduction and expansion of supplemental education, Math JAM, revision of our basic skills course curriculum, and our early assessment program the college has targeted our basic skills students to improve their success rates and their progression through the basic skills sequence. In each of the three indicators: Annual Successful Course Completion rate for Basic Skills Courses, ESL Improvement Rate, and Basic Skills Improvement Rate the college has seen gains. This year the college has introduced an accelerated basic skills English composition series to further promote student progression to college level coursework.

Moreover in the Peer Group Analysis, PCC is again the peer group leader for fall to fall persistence for first-time students. Currently the college is undertaking a redesign of our registration and course scheduling priorities to ensure students are getting the courses they need when they need it. Additionally in fall 2011 PCC implemented a First Year Experience (FYE) program for 300 first time students and guaranteed the Math and English courses they need throughout their first year. In fall 2012 PCC intends to expand this program to 1000 first time students. The college is committed to the Student Success Task Force Recommendations and the states completion agenda. The FYE is designed to provide the success interventions needed as well as to lead to degrees, transfers, or career and technical education certificates in a much more timely fashion.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	49.0%	51.2%	51.3%

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

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

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	78.0%	76.3%	78.8%

Table 1.2:
Persistence Rate

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

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	63.2%	66.9%	70.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	75.9%	74.5%	75.1%

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

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

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	56.3%	57.4%	58.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	50.0%	53.8%	27.3%
Basic Skills Improvement Rate	53.1%	53.0%	54.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Porterville College
Kern Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	6,248	6,237	5,635
Full-Time Equivalent Students (FTES)	3,150	3,470	3,288

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	26.3%	27.6%	29.3 %
20 - 24	26.9%	29.7%	32.5 %
25 - 49	37.1%	35.0%	34.4 %
Over 49	9.7%	7.7%	3.8 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	64.1%	62.6%	62.1%
Male	35.4%	37.0%	37.7%
Unknown	0.5%	0.4%	0.2%

Source: Chancellor's Office, Management Information System

Porterville College
Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.9%	1.3%	1.6%
American Indian/Alaskan Native	2.0%	1.0%	1.1%
Asian	2.4%	1.6%	2.5%
Filipino	4.0%	1.9%	3.1%
Hispanic	51.5%	52.2%	61.6%
Pacific Islander	0.3%	0.1%	0.3%
Two or More Races	.%	0.4%	1.7%
Unknown/Non-Respondent	7.3%	25.1%	1.4%
White Non-Hispanic	30.6%	16.4%	26.9%

Source: Chancellor's Office, Management Information System

Porterville College
Kern Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	51.3	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	78.8	70.9	57.0	78.8	*B3*
C	Persistence Rate	70.3	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.1	74.8	72.5	77.5	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.6	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	54.4	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	27.3	51.4	24.1	70.2	*G3*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Porterville College

Kern Community College District

College Self-Assessment

The city of Porterville and surrounding communities represent a growing population of greater than 100,000 people. Porterville College has been serving the diverse region of Porterville and southeastern Tulare County since 1927. The College serves approximately 4,000 students each term and offers an array of educational opportunities, including associate degrees, transfer preparation, vocational and basic skills education as well as community service and economic development. Hispanic students comprise more than 60 percent of the student body, and the trend is toward increasing numbers of Hispanic students and a younger student body. Further, the college serves an economically depressed area with 16.2% unemployment, and more than three quarters of our students receive financial aid. Additionally, our students are increasingly under-prepared for college-level work.

Porterville College demonstrates average or good performance on most accountability measures. The Student Progress and Achievement Rate (SPAR) has improved for the past two years and is above the average for our peer group. The SPAR is a key indicator for PC, and our district research team recently conducted a study to examine factors that contribute to it. The results of this study are being used in college planning efforts and the research team is hoping to present them at the upcoming Research and Planning Group conference in April 2012.

The percentage of students who earn at least 30 units from the 2005-06 cohort increased after a decline the previous year, and remains the highest among our peer group.

The fall persistence rate showed improvement for the fourth consecutive year and is near the top for our peer group. Our vocational successful course completion rate remained stable and is slightly above the peer group average.

The basic skills improvement rate has improved for each of the past two years, but remains slightly below the peer group average. The college has implemented several basic skills initiatives including increased tutoring and peer mentoring through our Learning Center. We have also implemented a small number of learning communities—two or more linked classes, usually in different subject areas--that work together to enhance the overall learning experience.

The ESL improvement rate is of limited utility for PC. Because we have only one course that meets the ARCC definition for inclusion, all three cohorts combined comprise only 48 students. We have made curriculum changes in ESL which began in spring 2010. These will be partially reflected in our 2013 ARCC report and fully depicted in 2014.

The reader may note a large percentage of students with an “unknown” ethnicity in 2009-10 and a later increase in the percentage of Hispanic students in 2010-11. The large number of students with unknown ethnicities was due to technical problems with the implementation of the new ethnicity categories. Those categories are now properly implemented and we believe the 2010-11 data accurately reflect our college’s ethnic makeup.

Despite our average to good performance on most ARCC measures, PC plans to continue to improve results by continually reviewing our curricula and looking for ways to improve student learning.

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	NA %	NA %	NA %

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	NA %	NA %	NA %

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	NA %	NA %	NA %

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	NA %	NA %	NA %

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	1.2%	0.9%	0.9%

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	46,003	.	.
Full-Time Equivalent Students (FTES)	.	.	.

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	22.0%	.%	. %
20 - 24	14.0%	.%	. %
25 - 49	46.5%	.%	. %
Over 49	17.4%	.%	. %
Unknown	0.1%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	50.2%	0.0%	0.0%
Male	48.4%	0.0%	0.0%
Unknown	1.4%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	0.9%	.%	.%
American Indian/Alaskan Native	0.3%	.%	.%
Asian	5.2%	.%	.%
Filipino	0.4%	.%	.%
Hispanic	59.8%	.%	.%
Pacific Islander	0.2%	.%	.%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	24.3%	.%	.%
White Non-Hispanic	8.9%	.%	.%

Source: Chancellor's Office, Management Information System

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	.	.	.	.	
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.	
C	Persistence Rate	.	.	.	.	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	.	.	.	.	
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.	
G	Improvement Rate for Credit ESL Courses	.	.	.	.	

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Self-Assessment

Information reflected on The Rancho Santiago Community College District (RSCCD) Continuing Education Division (RSCED) is for two major sites located in the cities of Orange and Santa Ana, along with 64 satellite locations throughout its service area to serve the needs of diverse communities. The sites offer free, noncredit and Career Development and College Preparation (CDCP) classes and programs to more than 40,000 adult students, annually.

On July 1, 2009, RSCCD transitioned to a new student information system. At that time, information about students from Orange began to be reported under Santiago Canyon College (SCC) and information about students from Santa Ana began to be reported under Santa Ana College (SAC) and thus began the process of phasing out the RSCED. This transition is evidenced by the lack of data for years 2009-2010 and 2010-2011 on tables 1.7 - 1.10 of the RSCED section of the 2012 ARCC report. It is expected that data will begin to appear on Table 1.6 of each of the college's section of the 2013 ARCC report (the first cohort to be measured under each college will be the 2009-10 cohort). Consequently, no data will appear on the RSCED pages of the 2013 ARCC report for cohort 2009-10 and subsequent cohorts.

The Career Development and College Preparation Progress and Achievement Rates are low due to several factors:

- The figures do not yet reflect the number of students who successfully complete a CDCP program (one of the criteria listed on Appendix B). At the local level, the progress of students' achievement has increased and would reflect on this report if this measure was taken into account. In 2008-2009 RSCED awarded 274 CDCP certificates; 639 in 2009-2010; and 826 in 2010-2011.
- Students who enroll in a credit course before, or simultaneously, enrolling in a noncredit course are dropped from being part of a cohort and are therefore eliminated from the possibility of ever being counted as a CDCP success. Many of these students become aware about noncredit programs only after enrolling in a college credit course and performing poorly.
- The achievement rate for the 2006-07 cohort measures the success rate of students who enrolled prior to the identification and approval of CDCP courses (approved in spring 2007), yet the achievement rate continues to be measured for these students.
- CDCP students work and attend school on a part-time basis and are the least academically prepared, yet their achievement must occur on a more stringent timeline (within three years) compared to more academically prepared credit students who have six years to achieve a positive outcome.

It is believed that achievement rate data for the 2009-2010 cohort will increase compared to prior cohorts due to the ability of the new student information system to assign local unique student identification numbers that can be used to improve student tracking within the District.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	49.1%	49.6%	49.8%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.6%	69.9%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	66.5%	67.9%	66.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	70.4%	71.2%	72.8%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	62.6%	63.9%	64.6%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	64.0%	64.6%	63.5%
Basic Skills Improvement Rate	51.0%	54.6%	54.9%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Reedley College
State Center Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	20,851	21,423	20,616
Full-Time Equivalent Students (FTES)	10,702	11,800	11,050

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	33.6%	35.3%	35.5 %
20 - 24	33.2%	33.1%	34.5 %
25 - 49	29.4%	28.0%	26.6 %
Over 49	3.8%	3.5%	3.4 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	58.4%	58.1%	57.1%
Male	40.9%	41.2%	42.1%
Unknown	0.7%	0.6%	0.7%

Source: Chancellor's Office, Management Information System

Reedley College
State Center Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.0%	2.8%	2.6%
American Indian/Alaskan Native	1.2%	1.1%	0.8%
Asian	4.7%	5.9%	6.4%
Filipino	1.3%	1.1%	1.1%
Hispanic	45.1%	45.6%	49.1%
Pacific Islander	0.3%	0.3%	0.2%
Two or More Races	.%	0.8%	1.4%
Unknown/Non-Respondent	11.4%	9.5%	6.2%
White Non-Hispanic	32.9%	32.9%	32.2%

Source: Chancellor's Office, Management Information System

Reedley College
State Center Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	49.8	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	71.2	73.3	65.7	81.4	*B2*
C	Persistence Rate	66.3	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.8	74.8	72.5	77.5	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.6	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	54.9	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	63.5	51.4	24.1	70.2	*G3*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Reedley College

State Center Community College District

College Self-Assessment

Reedley College is a medium sized institution that includes a main campus, two centers and several satellite locations. Reedley College provides educational opportunities in an area that is below the state average in residents possessing bachelor's degrees, per capita income, and household income. Two-thirds of the college's students are under the age of25, Hispanic, receive financial aid and are part-time students averaging 8.4 units per semester.

Reedley promotes services to positively impact student success rates including a tutorial center, Writing Center, Math
Skills Center, embedded tutors, Early Alert programs to identify students who need help, and student workshops conducted in both English and Spanish.

Reedley's student progress and achievement rate has increased each year since 2010. It increased by .2% between the 2011 and 2012 reporting periods and is.1.9% above the peer group average. Approximately 4% of the students in this cohort earned a Certificate of Achievement, 20.2% earned an AA/AS degree, and 30% transferred to a four-year college. The percentage completing transfer level math and transfer level English was 28.5%. The percentage of students completing 60 transferable units was 24.5%.

Reedley increased the percent of students earning at least 30 units by 1.3% but remains slightly under the peer group average. According to the U.S. Census, 43.5% of Reedley's population reports an annual income of less than $34,999 compared to 29.2% of all Californians. Predictors of both student count and per capita income indicate that it is not unexpected for Reedley to be lower than average in this area.

Reedley's persistence rate decreased from 67.8% to 66.3% which is less than the peer group rate of 69.2%. Reedley's younger than average college population and less than average per capita income probably negatively influenced the persistence rate.

Reedley's successful course completion rate for credit vocational classes increased from 71.2% to 72.8%. Although increasing each year,. Reedley is still below the peer group average of 74.8% for this indicator. This is consistent with the college being below the peer group average in percent of male students (the strongest predictor variable) and percent students age 30+.

Reedley continues to make strides in course completion of credit basic skills courses and has increased over the three reporting periods by 2.00%. Reedley is higher than the peer group average by 3.9% and has made much progress since the last report in this area.

Reedley College has shown strong growth over the reporting periods with an improvement of 3.9% over the three reporting periods and for the first time since reporting began is above the peer group average.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	48.0%	46.4%	46.9%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	71.5%	71.0%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	66.1%	67.7%	65.0%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	85.1%	83.6%	83.1%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	48.6%	51.2%	57.3%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	51.2%	49.0%	50.7%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	1.1%	2.2%	0.0%

Rio Hondo College

Rio Hondo Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	37,861	37,050	32,468
Full-Time Equivalent Students (FTES)	14,533	14,666	13,519

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	22.1%	21.3%	21.7 %
20 - 24	25.1%	25.5%	27.6 %
25 - 49	45.0%	44.3%	42.9 %
Over 49	7.8%	8.9%	7.7 %
Unknown	.%	0.0%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	40.7%	41.6%	40.0%
Male	59.3%	57.8%	59.5%
Unknown	0.0%	0.5%	0.5%

Source: Chancellor's Office, Management Information System

Rio Hondo College

Rio Hondo Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.6%	2.5%	3.4%
American Indian/Alaskan Native	0.4%	0.4%	0.4%
Asian	5.7%	6.0%	7.3%
Filipino	1.3%	1.6%	1.8%
Hispanic	48.0%	52.3%	59.4%
Pacific Islander	0.3%	0.3%	0.2%
Two or More Races	.%	0.1%	0.6%
Unknown/Non-Respondent	31.6%	24.5%	12.1%
White Non-Hispanic	10.1%	12.4%	14.8%

Source: Chancellor's Office, Management Information System

Rio Hondo College

Rio Hondo Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	46.9	43.3	25.0	54.8	*A6*
B	Percent of Students Who Earned at Least 30 Units	72.1	73.3	65.7	81.4	*B2*
C	Persistence Rate	65.0	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	83.1	89.6	83.1	96.7	*D6*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.3	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	50.7	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	.	51.4	24.1	70.2	*G3*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Rio Hondo College

Rio Hondo Community College District

College Self-Assessment

Rio Hondo College (RHC), founded in 1963, serves El Monte, Pico Rivera, Santa Fe Springs, South El Monte, Whittier, and neighboring communities in southeastern Los Angeles County. Focusing on student transfer, career education, and basic skills, the college offers 42 associate degree programs and 58 certificate programs to a diverse student population.

In 2011, RHC was ranked in the Top 10 in the state of California for awarding associate degrees in Homeland Security, Law Enforcement, Firefighting, and Protective Services; Family and Consumer Science/Human Services; and Criminal Justice and Corrections; as well as associate degrees in all disciplines to Hispanic students. RHC was 68th in the nation for awarding associate degrees in all disciplines to minority students. Also in 2011, 100% of the students in the Licensed Vocational Nursing program passed the National Council Licensure Examination and 68% of the Wildland Fire Academy graduates were hired to work in the Angeles National Forest.

Rio Hondo College is a Hispanic Serving Institution. ARCC Ethnicity data show RHC with 59.4% Hispanic students and that 67.6% of students with known ethnicity are Hispanic. Other than a substantial migration of students from “Unknown/Non-Respondent” to stated ethnicities, RHC’s demographic figures have remained relatively stable over the past three academic years.

Reflecting statewide budget cuts for 2010-2011, Headcount and FTES declined by 14.2% and 6.9%, respectively, since 2008-2009. Despite the budget cuts, RHC’s ARCC performance indicators remained stable across the reporting period.

Rio Hondo’s ARCC data highlights were in Student Progress and Achievement (SPAR) and Annual Successful Course Completion Rate for Basic Skills Courses. RHC’s SPAR for 2010-2011 was 46.9%, above the peer group average of 43.3%.The RHC basic skills completion rate increased by 8.7% from 48.6% in 2008-2009 to 57.3% in 2010-2011.

The college does not have an “Improvement Rate for Credit ESL Courses.” This is due to improper coding in the Curriculum Inventory. The college will correct the coding of its ESL sequence during 2012.

The ARCC data appear to underestimate RHC’s Persistence Rate. Although ARCC shows 65.0% for the Fall 2009 semester, RHC campus data show 73.9%. This is likely due to ARCC’s inclusion of RHC’s many Public Safety students, who often do not intend to return for the following fall semester or complete a Chancellor’s Office-approved certificate. Also, RHC recently discovered that the state MIS files did not include proper social security numbers for many of its students. This reduces the college’s Persistence Rate due to not receiving credit for students who remained in the system but transferred to another college.

The college remained below peer group averages for credit vocational course completion, credit basic skills course completion rate, and credit basic skills course improvement rate. Although low in comparison to its peer group, RHC’s credit vocational course completion rate of 83.1% is well above the state average (74.9%) and most neighboring colleges. To improve student performance in basic skills courses, RHC is utilizing Title V funds and piloting programs for basic skills acceleration in math and English.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	46.7%	48.3%	46.4%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	71.0%	71.7%	70.8%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	66.7%	68.8%	70.8%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	75.8%	75.3%	69.2%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	63.6%	64.2%	62.3%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	45.2%	48.8%	51.2%
Basic Skills Improvement Rate	63.0%	62.9%	61.9%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Riverside Community College

Riverside Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	58,827	55,972	29,771
Full-Time Equivalent Students (FTES)	30,969	31,185	15,566

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	29.4%	30.3%	30.3 %
20 - 24	29.6%	31.5%	36.7 %
25 - 49	33.1%	30.9%	27.7 %
Over 49	7.9%	7.3%	5.4 %
Unknown	0.1%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.9%	55.2%	56.6%
Male	44.2%	44.1%	42.8%
Unknown	0.9%	0.7%	0.6%

Source: Chancellor's Office, Management Information System

Riverside Community College

Riverside Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	11.1%	10.7%	10.3%
American Indian/Alaskan Native	0.8%	0.5%	0.4%
Asian	5.2%	5.2%	5.8%
Filipino	2.8%	2.5%	2.4%
Hispanic	36.7%	39.5%	44.1%
Pacific Islander	0.7%	0.5%	0.4%
Two or More Races	.%	1.8%	3.1%
Unknown/Non-Respondent	10.4%	9.1%	5.5%
White Non-Hispanic	32.3%	30.2%	27.9%

Source: Chancellor's Office, Management Information System

Riverside Community College

Riverside Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	46.4	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	70.8	76.0	70.8	85.9	*B4*
C	Persistence Rate	70.8	74.7	69.3	82.1	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.2	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.3	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	61.9	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	51.2	57.9	40.8	69.2	*G5*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Riverside Community College

Riverside Community College District

College Self-Assessment

Riverside City College has been committed to serving the educational needs of its community for over 90 years. RCC's students take classes primarily at the Riverside City College, but also can take courses at the Rubidoux Annex, and the Innovative Learning Center at Stokoe Elementary School.

The college 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 college provides tutorial and supplemental instruction and basic skills courses for under-prepared students.

Enrollment during the 2010-11 academic year was 29,771 and the college granted 1,881 degrees and 927 certificates.

[General note about this year's ARCC report: This is the first year that the ARCC indicators have been reported for the individual District colleges, and the recently accredited Norco and Moreno Valley Colleges' indicators are reflected in their own individual reports. However, as many of the indicators measure outcomes over multiple years, these multiyear (and consequently, district-based) indicators are still included as part of RCC's report. For any of the measures that begin before 2010, readers should assume these are district figures. In the present report, only two measures begin in 2010, and these represent Riverside City College only, and not the district.]

On six of the seven ARCC measures, RCC has either remained stable or increased its score for the most recent three cohorts of data. In the Student Progress and Achievement Indicators for Degree/Certificate/Transfer and Vocational /Occupational, three of the four measures remained stable (with year-to-year variations of less than two percentage points). The only exception was for Annual Successful Course Completion Rate for Credit Vocational Courses. This decrease is an artifact of the disaggregating of colleges in the present report (as explained in the paragraph above), with the enrollments at Ben Clark Training Center now being accounted for at Moreno Valley College. As BCTC enrollments tend to have much higher rates of success, excluding them from RCC's rate necessarily decreases the success rate.

This year, two of the Pre-Collegiate Improvement measures remained stable, while the Improvement Rates for ESL Courses steadily increased. Improvements in these indicators demonstrate that while students are successful in both individual basic skills and ESL classes, they are also making significant progress through the pre-collegiate sequence, thereby paving the way for enrollment in college-level courses.

The college is committed to continuing the enhancement of basic skills education and to ensuring that all faculty members are equipped to facilitate learning for all of our students.

Sacramento City College

Los Rios Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	52.7%	57.1%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	73.9%	69.5%	71.8%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	71.5%	74.2%	72.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.1%	69.9%	71.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	61.7%	61.3%	61.1%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	57.9%	56.8%	59.0%
Basic Skills Improvement Rate	63.1%	62.2%	60.4%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Sacramento City College
Los Rios Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	40,307	40,417	37,404
Full-Time Equivalent Students (FTES)	17,844	18,677	17,148

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	26.2%	26.7%	26.1 %
20 - 24	31.1%	31.9%	33.3 %
25 - 49	35.5%	34.6%	34.6 %
Over 49	7.1%	6.9%	6.0 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	57.8%	57.3%	56.7%
Male	41.2%	41.6%	42.3%
Unknown	1.0%	1.0%	1.0%

Source: Chancellor's Office, Management Information System

Sacramento City College
Los Rios Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	13.7%	12.7%	12.4%
American Indian/Alaskan Native	0.9%	0.7%	0.6%
Asian	18.8%	17.6%	17.8%
Filipino	3.3%	2.7%	2.7%
Hispanic	14.2%	21.1%	22.3%
Pacific Islander	1.9%	1.4%	1.3%
Two or More Races	.%	4.3%	4.6%
Unknown/Non-Respondent	10.6%	10.2%	10.4%
White Non-Hispanic	36.4%	29.3%	27.9%

Source: Chancellor's Office, Management Information System

Sacramento City College

Los Rios Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	59.8	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	71.8	76.0	70.8	85.9	*B4*
C	Persistence Rate	72.4	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.9	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.1	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	60.4	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	59.0	57.9	40.8	69.2	*G5*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Sacramento City College

Los Rios Community College District

College Self-Assessment

Sacramento City College serves a large and very diverse population of students from the Sacramento urban area. The effects of changes to race/ethnicity categories are still evident in the 2012 data: the reported percent of Hispanic students continues to increase while reported percentages of White/non-Hispanic and African-American students decreased compared to previous years. College data show that the percentage of students with 'low income' or 'below the poverty line' income levels increased from about 50% to 60% as of Fall 2011. More than 47% of SCC first-time freshmen are first generation college students. Students report a wide range of educational goals, with transfer being the most widely reported goal (61%). However, the average unit load is 8 units and only 30% of students are enrolled in 12 or more units.

The 2012 ARCC report indicates a multifaceted picture of student achievement at SCC. There are areas of promise and areas of concern. College faculty and staff continue to discuss the ARCC and other data in order to better understand and respond to this intricate picture. Despite challenges facing the college and its students, SCC is committed to working together to pursue excellence and inspire achievement for all students.

The complexity of student progress is apparent in the data. The student progress and achievement rate increased from the 2011 report and hints at an upward trajectory. The percent of SCC students that completed at least 30 units rebounded slightly. Although more SSC students are moving toward milestones, the persistence rate of first-year SCC students has decreased slightly (it remains above the peer group average). This pattern suggests that while they are staying in school, SCC students are accumulating units slowly, a view that is supported by data showing that in Fall 2011 32% of SCC students enrolled in less than 6 units.

Looking at both college data and ARCC metrics demonstrates complicated patterns of course achievement. For example, the current ARCC report shows that SCC is somewhat below the peer group average in course completion rates in vocational courses. However, local data indicate that students completing vocational programs have high success rates on certification/licensure exams. In addition, while college data suggest that recent high school graduates have higher success rates than the SCC average, achievement gaps between student groups persist.

College efforts to improve the success of basic skills students may be working. For example, in the 2012 ARCC report SCC's basic skills course completion rate, improvement rate, and ESL improvement rate are all above the peer group averages. SCC is investing in initiatives suggested by the Student Success Task Force, including required orientation and learning communities. Preliminary results suggest that these types of interventions may be helpful. Students who participate in the full set of orientation activities appear to have higher success rates than those who do not, and students in learning communities have success rates that are higher than the college's overall success rate. We will continue in our efforts to improve student success.

Saddleback College

South Orange County Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	61.4%	63.2%	62.5%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	77.3%	79.5%	80.0%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	77.2%	79.3%	77.5%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	76.0%	78.1%	76.2%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	64.9%	65.0%	64.0%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	41.5%	46.4%	48.8%
Basic Skills Improvement Rate	61.7%	60.8%	60.7%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	10.1%	14.5%	13.6%

Saddleback College

South Orange County Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	38,254	40,527	39,600
Full-Time Equivalent Students (FTES)	16,934	16,742	18,113

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	24.0%	24.3%	23.7 %
20 - 24	24.9%	26.4%	28.7 %
25 - 49	26.4%	26.4%	26.7 %
Over 49	24.7%	22.9%	21.0 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	59.3%	58.3%	57.8%
Male	39.8%	40.8%	40.8%
Unknown	0.9%	0.9%	1.4%

Source: Chancellor's Office, Management Information System

Saddleback College

South Orange County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.6%	1.6%	1.8%
American Indian/Alaskan Native	0.7%	0.4%	0.3%
Asian	8.8%	8.8%	9.1%
Filipino	2.0%	2.0%	1.9%
Hispanic	12.6%	14.7%	16.7%
Pacific Islander	0.5%	0.4%	0.3%
Two or More Races	0.0%	2.0%	3.0%
Unknown/Non-Respondent	5.5%	4.5%	4.6%
White Non-Hispanic	68.1%	65.6%	62.3%

Source: Chancellor's Office, Management Information System

Saddleback College

South Orange County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	62.5	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	80.0	76.0	70.8	85.9	*B4*
C	Persistence Rate	77.5	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.2	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.0	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	60.7	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	48.8	54.8	45.0	71.6	*G4*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Saddleback College

South Orange County Community College District

College Self-Assessment

Saddleback College, located in Mission Viejo, is one of two colleges in the South Orange County Community College District and serves the southern half of Orange County. The college offers a comprehensive array of programs in academic and career technical areas with a combined total of 300 degrees and certificates. The college student body is approximately 62% White, 17% Hispanic and 9% Asian. Furthermore, Filipino, American Indian/Alaskan Native, Pacific Islander, and African American students account for approximately 4% of the student population. The student body is well represented by all age groups ranging from “19 or less” to “Over 49.” Additionally, the student body has consisted of approximately 58% females and 41% males over the past three academic years.

When examining the 2012 ARCC report, college data in the Student Progress and Achievement section shows that the college’s Student Progress and Achievement Rate is down .7%, the Percent of Students Who Earned at Least 30 Units is up .5%, the Persistence Rate is down 1.8%, and the Annual Successful Course Completion Rate for Credit Vocational Courses is down 1.9%. Collectively, these indicators demonstrate modest changes over the last three academic years. The college is committed to improving performance in these areas through targeted student success efforts.

Within the Pre-Collegiate Improvement segment of the report, the Annual Successful Course Completion Rate for Credit Basic Skills Courses shows a small decrease (-1%), The Basic Skills Improvement Rate for the college remained unchanged, and The Career Development and College Preparation Progress and Achievement Rate showed an approximate .9% decrease. These indicators demonstrate modest changes over the past three academic years. However, the Improvement Rate for ESL showed an increase of 2%. The ESL increase is particularly positive for the college since, in past academic years, this rate was an area of concern. When comparing Saddleback College to its Peer Groups, Saddleback performs higher than the peer group average in all but one indicator--the Improvement Rate for Credit ESL Courses. However, through focused attention and effort this rate increased over previous years. The college is confident this indicator will continue to show improvement

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	38.4%	41.0%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	63.6%	67.1%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	61.5%	67.3%	65.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	74.6%	73.7%	71.4%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	53.5%	55.9%	60.3%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	50.0%	54.5%	47.5%
Basic Skills Improvement Rate	54.4%	52.7%	50.5%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

San Bernardino Valley College

San Bernardino Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	22,494	21,305	19,169
Full-Time Equivalent Students (FTES)	10,728	11,052	10,506

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	20.9%	21.1%	21.7 %
20 - 24	27.8%	30.4%	33.4 %
25 - 49	44.9%	42.9%	39.6 %
Over 49	6.3%	5.6%	5.3 %
Unknown	0.0%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	55.5%	55.5%	56.4%
Male	43.9%	44.0%	43.4%
Unknown	0.7%	0.5%	0.2%

Source: Chancellor's Office, Management Information System

San Bernardino Valley College
San Bernardino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	19.4%	19.0%	17.4%
American Indian/Alaskan Native	0.9%	0.7%	0.5%
Asian	4.5%	4.4%	4.1%
Filipino	2.0%	1.9%	1.6%
Hispanic	43.9%	47.2%	52.9%
Pacific Islander	0.7%	0.6%	0.6%
Two or More Races	.%	1.4%	2.4%
Unknown/Non-Respondent	5.7%	3.4%	1.8%
White Non-Hispanic	23.0%	21.3%	18.7%

Source: Chancellor's Office, Management Information System

San Bernardino Valley College

San Bernardino Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	41.2	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	67.3	73.3	65.7	81.4	*B2*
C	Persistence Rate	65.4	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.4	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.3	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	50.5	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	47.5	48.8	10.1	67.5	*G2*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

San Bernardino Valley College

San Bernardino Community College District

College Self-Assessment

The college serves communities in San Bernardino County with extensive educational needs. It is a Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI) with a highly diverse population. In the surrounding community, household income is 75% of the state average with a weak economy. The high school dropout rate is above the state average with a low CAHSEE pass rate and low college attendance rate.

WASC/ACCJC recently accepted the mid-term accreditation report after reaffirming the college's accreditation and identified numerous strengths in approaches to student success cited in the original report.

SBVC improved over the previous year's ARCC performance on three of seven measures and placed above its peer group average in two areas. The recent decrease in enrollment is due to a reduction in course offerings resulting from budget constraints. In spite of reductions, enrollment at SBVC remains over cap.

Continuing fluctuations in performance for credit ESL courses are attributed to a transition from courses with a conversational focus to courses with a more academic focus. Furthermore, curriculum supporting ESL coursework has been reduced. These issues have been addressed this year through the adoption of new assessment tools and the introduction of non-credit courses. We are compiling data to assess the success of these efforts.

We continue to explore strategies to address the broader area of basic skills improvement. In addition to mandatory orientation and assessment, the Basic Skills Committee continues to identify strategies supporting access and success, as well as fund increases in: 1) basic skills sections, 2) training for non-basic skills faculty, 3) tutoring and counseling, and 4) contextualized learning. Challenges persist in areas of student-counselor ratios and a shortage of librarians.

The college continues to engage in formal dialogue to identify ways to address campus challenges. SBVC has met these and budget-related challenges by: 1) revising and refining assessment procedures for placement, 2) enforcing prerequisites, 3) requiring students to enroll in orientation courses within their first year, 4) expanding tutorial opportunities, 5) expanding online offerings, 6) approving non-credit basic skills offerings, and 7) developing paired courses with basic skills and content areas like reading and auto technology. This year, the campus was awarded federal and foundation grants to expand access to learning communities, team teaching, and tutoring. SBVC energetically promotes learning communities and first-year experience programs that utilize all available resources.

The college offers 60 AS/AA degrees, 86 certificates, and maintains a diverse and comprehensive vocational program. SBVC continues to offer flexible course selections, with evenings and weekends, and an AA degree available solely through online/hybrid coursework. SBVC transfers over 400 students annually to 4-year institutions.

SBVC partners with community and industry groups, including the Inland Empire Economic Partnership, San Manuel Band of Mission Indians, and Cisco Corporation. It has established partnerships with local high schools, including those with 2+2 vocational programs, and adult schools. The Middle College High School program is one of the most successful in the nation, with a 100% CAHSEE pass rate and 90th percentile ranking on California Standards Tests (CST).

San Diego City College

San Diego Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	53.2%	59.0%	60.6%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	65.2%	61.7%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	50.4%	56.2%	57.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.6%	72.1%	71.0%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	54.5%	56.4%	55.3%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	50.0%	53.0%	54.4%
Basic Skills Improvement Rate	32.2%	39.8%	32.6%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

San Diego City College
San Diego Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	29,836	28,289	28,069
Full-Time Equivalent Students (FTES)	17,786	16,632	16,860

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	22.4%	22.0%	21.1 %
20 - 24	30.5%	30.8%	32.0 %
25 - 49	41.7%	42.2%	42.0 %
Over 49	5.4%	5.1%	4.9 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	55.2%	54.1%	53.6%
Male	44.8%	45.9%	46.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

San Diego City College
San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	12.2%	13.1%	13.0%
American Indian/Alaskan Native	0.9%	0.9%	0.7%
Asian	7.0%	6.9%	6.8%
Filipino	4.6%	4.2%	4.1%
Hispanic	31.3%	33.4%	36.8%
Pacific Islander	0.9%	0.8%	0.6%
Two or More Races	.%	1.1%	2.7%
Unknown/Non-Respondent	12.2%	10.4%	7.0%
White Non-Hispanic	30.9%	29.2%	28.1%

Source: Chancellor's Office, Management Information System

San Diego City College

San Diego Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	60.6	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	65.0	69.7	57.8	80.0	*B1*
C	Persistence Rate	57.3	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.0	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.3	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	32.6	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	54.4	57.9	40.8	69.2	*G5*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

San Diego City College

San Diego Community College District

College Self-Assessment

San Diego City College enrolls approximately 17,000 students each semester in 110 associate degrees and 102 occupational areas. City's student demographics reveal that over half of its students are older than the traditional college-age student (18-22 years), with the largest cohort (19%) from 25-29 years of age and 29% over 30 years old. Seventy-one percent are non-white, 31% care for dependents, 77% have low to moderate incomes, and 80% enroll part-time. Most students work at least part-time, and nearly one-third are first generation students. More than one-half of the student body assesses at the remedial level in Mathematics and/or English. Many are English-language learners. The most common student educational objective is the achievement of a bachelor's degree after or without completing an associate degree (46%).

The college has shown much greater improvement in Percent of Students Who Earned at Least 30 Units; a modest improvement in Student Progress and Achievement Rate, Persistence Rate, Improvement Rates for ESL; a modest decline in Improvement Rates for Credit Basic Skills Courses; and steady performance in Annual Successful Course Completion Rate for Credit Vocational Courses, Annual Successful Course Completion Rate for Credit Basic Skills Courses, and Career Development and College Preparation (CDCP) Progress and Achievement Rate.

While City College has made a concerted effort each year to improve in all student outcome measures, the college has made only modest progress in most areas. The nature of its student body, with particular attention to its older, working, part-time, low to moderate income, and remedial-level characteristics, makes the achievement of high student outcomes a significant challenge.

City has implemented a variety of special academic and student-support initiatives to foster student success:

- First Year Student Success Initiative (Title V Grant): City has implemented college a First Year Student Success initiative for low-income and Hispanic students in their first year. The initiative focuses on First Year Experience (FYE); Accelerated Developmental Education; Structured Learning Assistance (SLA); and Professional Development.
- Statway: City has joined the Statistics Pathway (Statway) project funded by the Carnegie Foundation to help move developmental math students in non-STEM majors through to transferable college statistics courses in one year.
- Student Learning Communities: City has implemented a number of learning communities including: Puente, New Horizons, E.O.P.S., M.E.S.A., Umoja, Hermanos Unidos-Brothers United and the Freshman Year Experience Transfer Success program.
- Early/Middle High School programs: City has implemented four Early/Middle High School programs with San Diego Unified School District.
- On-line Tutoring: City has initiated on-line tutoring to supplement face-to-face tutoring on campus in the General Tutoring Center and the English Center.
- Supplemental Instruction: City offers supplemental instruction in key gatekeeper courses, particularly in basic skills English and Mathematics.
- Academic Success Center: City provides 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.

San Diego Continuing Education

San Diego Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	NA %	NA %	NA %

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	NA %	NA %	NA %

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	NA %	NA %	NA %

San Diego Continuing Education

San Diego Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	NA %	NA %	NA %

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	4.6%	5.4%	5.9%

San Diego Continuing Education

San Diego Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	20,547	17,038	43,915
Full-Time Equivalent Students (FTES)	.	.	.

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	4.9%	3.9%	4.7 %
20 - 24	9.7%	9.4%	10.7 %
25 - 49	42.8%	44.3%	47.2 %
Over 49	42.6%	42.4%	37.4 %
Unknown	0.0%	.%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	61.1%	62.1%	62.5%
Male	38.6%	37.7%	37.2%
Unknown	0.3%	0.2%	0.3%

Source: Chancellor's Office, Management Information System

San Diego Continuing Education

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	9.6%	7.3%	8.1%
American Indian/Alaskan Native	0.7%	0.6%	0.7%
Asian	14.3%	13.7%	14.8%
Filipino	3.1%	2.6%	2.7%
Hispanic	30.0%	31.9%	33.9%
Pacific Islander	0.5%	0.5%	0.5%
Two or More Races	.%	0.0%	0.2%
Unknown/Non-Respondent	5.6%	7.5%	5.9%
White Non-Hispanic	36.3%	35.9%	33.3%

Source: Chancellor's Office, Management Information System

San Diego Continuing Education

San Diego Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	.	.	.	.	
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.	
C	Persistence Rate	.	.	.	.	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	.	.	.	.	
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.	
G	Improvement Rate for Credit ESL Courses	.	.	.	.	

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

San Diego Continuing Education

San Diego Community College District

College Self-Assessment

San Diego Continuing Education is one of the largest separately accredited noncredit adult education institution in the nation. The institution is accredited by the Western Association of Schools and Colleges (WASC) under the Schools Commission and provides for a service area that includes the greater San Diego metropolitan region. Continuing Education serves over 90,000 students annually and comprises six primary campuses and over 250 off-site locations. Thirty-five program certificates are offered as well as basic skills, high school diploma/GED, ESL, Parent Education, and Older Adult classes.

Continuing Education currently offers two types of certificates: The Program Certificate of Completion and the Course Certificate of Completion. A Program Certificate of Completion is awarded to students who have completed all competencies of an entire program of study. A Course Certificate of Completion is awarded to students who have completed a designated module or course within a program. Both program and course level certificates are competency-based and are reported to state and federal agencies.

A primary noncredit performance metric is the “CDCP Progress and Achievement Rate,” which measures the percentage of students that transition from noncredit to credit coursework within a given time frame. It should be noted that the parameters for this metric encompass a very specific noncredit student population, which does not represent the greater student body served. Review of other noncredit institutions found in the ARCC Report indicated great variability and a low participation percentage among institutions with regard to this indicator. This low percentage may be due, in part, to the very metric used to generate this indicator, rather than noncredit student success.

The percentage of students transitioning from noncredit to credit instruction is a priority in the District. The “Continuing Education Advantage” initiative relates empirical evidence that students who start in Continuing Education and transition on to the Colleges have higher success rates. Strategies to improve this transition rates are ongoing, as District institutions redouble efforts and collaborations to migrate noncredit students to credit programs. Continuing Education and College orientations have been tremendous in helping students understand educational options. New curriculum inclusive of an ESL transition class designed to move students from ESL Level 7 noncredit to credit ESL classes at the District colleges and the creation of an ESL Transfer Academy which transitions student with foreign higher education degrees from noncredit ESL to credit coursework have been developed. Moreover, a “Bridge Program” has had good success as a pilot at Mesa College. Further, work to enhance existing curricular alignment between noncredit and credit classes through the revision of existing articulation agreements with the district colleges for specific CTE programs has been done, and there is a comprehensive review of all CDCP Certificate Programs and reconfiguring of noncredit programs into modular classes with shortened hours. This will make noncredit certificates more attainable and enable students to more quickly transition from noncredit to credit instruction.

San Diego Mesa College

San Diego Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	60.7%	65.2%	62.3%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	71.2%	69.6%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	64.3%	68.1%	70.2%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.1%	71.2%	69.2%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	59.0%	59.4%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	54.1%	56.0%	60.1%
Basic Skills Improvement Rate	41.5%	43.6%	48.3%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

San Diego Mesa College

San Diego Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	37,719	37,095	38,767
Full-Time Equivalent Students (FTES)	18,481	18,240	19,065

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	23.9%	22.2%	22.8 %
20 - 24	37.8%	37.7%	36.8 %
25 - 49	34.7%	36.4%	36.9 %
Over 49	3.7%	3.7%	3.5 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.4%	52.9%	52.5%
Male	45.6%	47.1%	47.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

San Diego Mesa College

San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	6.3%	6.9%	7.1%
American Indian/Alaskan Native	0.8%	0.7%	0.7%
Asian	14.5%	13.5%	13.6%
Filipino	5.4%	5.3%	5.2%
Hispanic	19.1%	20.8%	24.4%
Pacific Islander	1.2%	1.1%	0.8%
Two or More Races	.%	1.4%	3.4%
Unknown/Non-Respondent	13.1%	11.0%	6.7%
White Non-Hispanic	39.5%	39.1%	38.0%

Source: Chancellor's Office, Management Information System

San Diego Mesa College

San Diego Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	62.3	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	68.2	73.3	65.7	81.4	*B2*
C	Persistence Rate	70.2	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.2	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.4	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	48.3	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	60.1	57.9	40.8	69.2	*G5*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

San Diego Mesa College

San Diego Community College District

College Self-Assessment

San Diego Mesa College serves over 37,000 students per year and consistently ranks among California's top community colleges for transfer. As one of the fastest growing community colleges in the nation, Mesa College's student population is increasingly diverse. Even in an era of decreasing resources, the College's student population grew significantly in 2010-2011.

Although Mesa's Student Progress and Achievement Rate (SPAR) decreased slightly for the most recent cohort, the College's SPAR rate again exceeded the average for its peer group. To ensure high rates of student achievement, the College offers a wide range of programs and activities designed to increase student awareness of transfer opportunities and benefits of degree attainment. These activities include Transfer Planning Groups, Transfer Admission Guarantees for University of California and California State University campuses, and the Associate Degrees Rock campaign.

The percentage of Mesa students who earn at least 30 units decreased slightly over the three cohort years examined in this year's ARCC report, leaving Mesa five percentage points below the peer group average for the most recent cohort. Course reductions have made it more difficult for students to build stronger course schedule, however the College will analyze and discuss within various constituent groups in an effort improve this figure in the future.

On a positive note, the percentage of students who persist from fall to fall increased for each of the three cohorts examined, for a net increase of nearly 6%; this brings Mesa College within one percent of the peer group average. In recent years, the College has made a concerted effort to improve student persistence through a variety of services and activities, including Fall Student Success Day, a welcome/orientation for new students and parents, Fall Welcome Week, Spring Student Services Fair, which introduces students to the College's support systems, and the Freshman Year Experience.

Mesa's success rate for vocational courses decreased slightly from the previous two years' marks, leaving Mesa four percentage points below the peer group average. Within the past year, the College has taken several steps to improve student success in vocational courses, such as adding tutors for career technical courses and piloting hybrid courses for some career technical programs.

The College's successful course completion rate for basic skills courses remained at levels similar to the previous year's but still fell behind the peer group average. To improve basic skills student outcomes, the College now offers accelerated basic skills pathways and provides a comprehensive tutoring center to assist students in completing their basic skills courses. The fruits of these efforts are evidenced by the improvement rates for basic skills courses, which increased by 7% over the 2008-2009 figure, and ESL courses, which increased by 6% overall and surpassed the peer group average in 2010-2011.

Overall, Mesa College achieved success in the areas of student progress and achievement, persistence, and basic skills and ESL improvement rates; however, the College needs to make additional progress in terms of students who earn 30 units or more and vocational and basic skills course completion.

San Diego Miramar College

San Diego Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	58.4%	58.7%	54.6%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	71.6%	76.3%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	63.0%	68.6%	67.5%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	83.1%	82.0%	79.2%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	62.9%	63.0%	64.1%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	39.9%	48.1%	53.2%
Basic Skills Improvement Rate	35.6%	37.8%	51.4%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

San Diego Miramar College

San Diego Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	21,224	20,220	21,218
Full-Time Equivalent Students (FTES)	7,882	7,717	8,153

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	17.0%	16.7%	16.1 %
20 - 24	31.7%	30.2%	30.8 %
25 - 49	45.8%	47.6%	47.6 %
Over 49	5.5%	5.5%	5.5 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	45.0%	43.2%	44.0%
Male	55.0%	56.8%	56.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

San Diego Miramar College
San Diego Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.1%	5.4%	5.6%
American Indian/Alaskan Native	0.8%	0.8%	0.7%
Asian	13.8%	13.3%	13.1%
Filipino	8.7%	8.2%	8.0%
Hispanic	15.6%	16.3%	18.4%
Pacific Islander	1.5%	1.5%	1.2%
Two or More Races	.%	1.2%	2.9%
Unknown/Non-Respondent	12.8%	11.6%	8.2%
White Non-Hispanic	41.6%	41.7%	41.8%

Source: Chancellor's Office, Management Information System

San Diego Miramar College

San Diego Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.6	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	69.8	69.7	57.8	80.0	*B1*
C	Persistence Rate	67.5	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.2	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.1	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	51.4	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	53.2	48.8	10.1	67.5	*G2*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

San Diego Miramar College

San Diego Community College District

College Self-Assessment

San Diego Miramar College is located in the north city area of San Diego, in a region that is home to numerous high tech companies. The college serves approximately 13,000 students and offers over 120 certificates, associate degrees and comprehensive transfer programs. The college provides training for nearly all law enforcement officers and firefighters in San Diego County, as well as programs in aviation maintenance and operations (FAA-certified), heavy duty and automotive transportation technology, paralegal studies, military leadership studies, and biotechnology. Miramar College is also home to the Southern California Biotechnology Center, and serves as the hub for biotechnology training in the region.

For the 2010-2011 reporting period, Miramar College improved performance rates on Annual Successful Course Completion for Credit Basic Skills Courses (64.1%, a 1.1% increase), as well as Improvement Rates for ESL (53.2%, a 5.1% increase), and Improvement Rates for Credit Basic Skills Courses (51.4%, a 13.6% increase). The College experienced decreases in other indicators, including a 4.1% decrease in Student Progress and Achievement (54.6%), a 6.5% decrease in the Percent of Students Who Earned at Least 30 Units (69.8%), a 1.1% decrease in Persistence Rate (67.5%), and a 2.8% decrease in the Successful Course Completion for Credit Vocational Courses (79.2%). Miramar College was 2.3% below its peer group rate for Student Progress and Achievement and 1.6% below for Persistence Rate. However it was 0.1% above the peer group rate for students earning at least 30 units. The college was also above its peer group rates in Successful Course Completion for Vocational Courses (3.4%), Successful Course Completion for Credit Basic
Skills Courses (0.3%), Improvement Rate for Credit Basic Skills Classes (1.4%), and Improvement Rate for Credit ESL Classes (4.4%).

The college experienced a growth of 5.6% in full-time equivalent students (FTES) from 2009-2010 to 2010-2011, while reducing the number of sections offered due to state budget limitations. Furthermore, public four-year universities also decreased the number of available seats for incoming students, while simultaneously increasing entrance criteria. These combined factors resulted in increased competition for classes, and a decline in the number of students able to achieve their intended educational goals. It important to note, however, that while the college's Persistence Rate fell to 67.5%, the San Diego Community College District's Persistence Rate increased to 76% during this same period, indicating that students unable to find classes at San Diego Miramar College still persisted elsewhere in the district. Also, actions taken by the Basic Skills Committee to enhance ESOL, as well as the developmental math and English programs, by enhancing educational support services such as online counseling, tutoring, and supplemental instruction resulted in a 13.6% improvement in overall Basic Skills student achievement. This increase has been attributed to the successful implementation of campus based research methods and faculty inquiry in Basic Skills. As a result, the college plans to continue the development of a culture of inquiry across all disciplines and programs to further improve institutional effectiveness and enhance student learning.

San Francisco Continuing Education

San Francisco Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	NA %	NA %	NA %

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	NA %	NA %	NA %

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	NA %	NA %	NA %

San Francisco Continuing Education

San Francisco Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	NA %	NA %	NA %

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	7.2%	7.7%	7.6%

San Francisco Continuing Education

San Francisco Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	48,601	46,030	43,815
Full-Time Equivalent Students (FTES)	.	.	.

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	7.3%	6.3%	6.6 %
20 - 24	13.0%	13.1%	14.0 %
25 - 49	42.8%	43.5%	42.3 %
Over 49	36.6%	36.8%	36.6 %
Unknown	0.2%	0.2%	0.5 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.3%	55.5%	55.5%
Male	37.5%	37.3%	37.5%
Unknown	8.2%	7.2%	7.0%

Source: Chancellor's Office, Management Information System

San Francisco Continuing Education

San Francisco Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.4%	5.4%	5.6%
American Indian/Alaskan Native	0.3%	0.2%	0.2%
Asian	36.4%	38.8%	39.7%
Filipino	2.6%	2.6%	2.6%
Hispanic	23.8%	25.7%	25.3%
Pacific Islander	0.4%	0.3%	0.4%
Two or More Races	.%	0.4%	0.7%
Unknown/Non-Respondent	21.1%	15.6%	14.8%
White Non-Hispanic	10.0%	10.9%	10.8%

Source: Chancellor's Office, Management Information System

San Francisco Continuing Education

San Francisco Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	.	.	.	.	
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.	
C	Persistence Rate	.	.	.	.	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	.	.	.	.	
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.	
G	Improvement Rate for Credit ESL Courses	.	.	.	.	

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

San Francisco Continuing Education

San Francisco Community College District

College Self-Assessment

San Francisco's noncredit programs, referred to as Continuing Education in the ARCC Report, have a long history. The first adult school was established by the San Francisco Board of Education in 1856; this evening school, the first publicly funded education for adults in the State of California, served as the foundation for the emerging noncredit programs. In 1970, the San Francisco Community College District was formed, comprised of two divisions: credit and noncredit. The two divisions merged in 1990 into a single college: City College of San Francisco (CCSF).

As a whole, CCSF enrolls roughly 95,000 students each year. It delivers over 4,500 courses at 12 campuses, 21 additional principal sites and nearly 200 other instructional sites citywide. The College's programmatic breadth and variety, combined with its image and prominence in the city's ethnic neighborhoods and the downtown business district, result in the highest market penetration of any community college in the country.

In recent years, noncredit enrollment has been declining and as a consequence now has fewer students than credit. In 2010-11, noncredit served the needs of 43,815 students, down from 46,030 the prior year, and from 48,601 the year before that. Its largest populations were Asian (39.87%), female (55.5%) and the 50+ age group (36.6%).

The Career Development and College Preparation (CDCP) Progress and Achievement rate is the only measure of student success in the ARCC report for noncredit students. These students must be enrolled in CDCP programs in the noncredit division. The CDCP rate calculates the percent of students in CDPC courses who transitioned to credit, transferred to a 4-year institution or received a noncredit certificate of completion or competency. Noncredit certificates are starting to be issued. The CDCP rate has remained relatively constant for the last three years between 7.1% and 7.6%.

Our college remains concerned that current CDCP measures do not accurately measure our CDCP programs' contribution to student success. First, students who attempt a credit course before taking a CDCP course are not included in the cohort of students tracked, despite the fact that students may try a credit course either before or during their CDCP course before realizing a CDCP program is the best educational path for them. These students have been removed from ever being counted as a CDCP success. Second, CDCP students are only tracked for three years. We know that CDCP students are the least academically prepared yet they are given less time than most credit students to get their AA/AS degree or transfer to a 4-year institution. To expect them to transition to credit or transfer to a four-year college in three years is unrealistic. Third, we know most CDCP students are working and enrolled part-time yet all of their achievement must occur on a timeline geared for the fully prepared, full-time student. The relevance of the CDCP Progress and Achievement rate is constrained by these definitional limitations.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	56.6%	53.7%	57.5%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	75.9%	77.9%	79.0%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	74.4%	76.8%	76.9%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.6%	72.0%	70.3%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	60.9%	60.9%	58.8%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	65.8%	66.0%	61.5%
Basic Skills Improvement Rate	50.0%	50.1%	52.6%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

San Joaquin Delta College

San Joaquin Delta Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	30,430	27,995	24,796
Full-Time Equivalent Students (FTES)	17,740	16,953	16,300

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	32.0%	32.3%	29.5 %
20 - 24	29.6%	31.3%	33.6 %
25 - 49	33.0%	31.3%	32.4 %
Over 49	5.4%	5.1%	4.6 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	57.0%	56.5%	55.8%
Male	41.2%	41.9%	42.8%
Unknown	1.7%	1.7%	1.4%

Source: Chancellor's Office, Management Information System

San Joaquin Delta College

San Joaquin Delta Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	11.0%	10.8%	11.4%
American Indian/Alaskan Native	1.5%	1.0%	0.8%
Asian	12.5%	13.3%	13.7%
Filipino	5.8%	5.4%	5.0%
Hispanic	28.6%	31.1%	33.2%
Pacific Islander	1.3%	1.0%	0.8%
Two or More Races	.%	1.7%	3.1%
Unknown/Non-Respondent	9.8%	6.6%	4.3%
White Non-Hispanic	29.6%	29.0%	27.7%

Source: Chancellor's Office, Management Information System

San Joaquin Delta College

San Joaquin Delta Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	57.5	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	79.0	73.3	65.7	81.4	*B2*
C	Persistence Rate	76.9	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.3	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.8	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	52.6	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	61.5	57.9	40.8	69.2	*G5*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

San Joaquin Delta College

San Joaquin Delta Community College District

College Self-Assessment

San Joaquin Delta Community College District is a single college district that serves all of San Joaquin County and portions of four other adjacent counties. Its main campus is located in the city of Stockton and includes a center in Mountain House. The District covers a 2,400 square mile area and serves an increasingly diverse student population, many of whom come from disadvantaged backgrounds. The 2010 U.S. Census Bureau American Community Survey data estimates that the local unemployment rate in the area was 17.9%, and approximately 20% of the population had household incomes well below poverty levels. For the past four years, the District has served approximately 25,000 students annually with a full-time equivalent student population of roughly 16,000 FTES. The demographic make-up of the student population has shifted over the past three years with a slightly older student population (aged 20 to 24) enrolling at the college with a proportional decrease in the traditional-aged student population (19 years old and under); a shift that may be related to the high unemployment rates in the area and priority registration policies for students close to degrees or certificates completion.

In addition to regional challenges, the District has been experiencing budgetary constraints that have limited the number of course sections and services available to students. Despite these limitations, the District has been performing well above average in measures related to degree/certificate/transfer achievements as compared to its peer colleges.

On the other hand, the most recent data also show that the District is below the average of its peer colleges in both Vocational and Basic Skills annual course success rates. These two rates are expected to improve since the District was awarded federal grants to improve student success through programs to incorporate contextualized teaching and learning strategies in basic skills and vocational courses. The District has been awarded a 5-year Hispanic Serving Institution (HSI) grant to increase certificate/degree completions and transfers in the fields of science, technology, math, and engineering (STEM), is participating in the 5-year C6 Consortium Department of Labor grant to increase psychiatric technician certificates by over 200, and is also being funded by the Federal Receiver to support the production of additional needed psychiatric technicians for the prison hospital being built in San Joaquin County. These grants, along with the District's active participation with regional secondary schools in Tech Prep programs, annual articulation workshops, and counselor collaboration activities, have the potential to reflect positively in future iterations of the student progress and achievement rates (SPAR).

Although some ARCC areas need improvement, the District is actively addressing them; albeit with limited budget resources. Fortunately, the District has secured substantial grant monies that offset some of the costs associated with delivering specific services such as supplemental instruction and tutoring to help students succeed at the College.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	49.4%	48.4%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	71.0%	70.2%	71.1%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	67.2%	64.9%	65.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	70.5%	74.3%	72.2%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	65.4%	63.2%	61.1%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	54.0%	52.5%	44.7%
Basic Skills Improvement Rate	47.1%	52.3%	52.8%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

San Jose City College

San Jose-Evergreen Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	18,493	18,786	16,924
Full-Time Equivalent Students (FTES)	8,115	8,135	8,085

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	21.1%	21.0%	21.0 %
20 - 24	29.6%	30.4%	31.7 %
25 - 49	42.1%	41.4%	40.4 %
Over 49	7.1%	7.2%	6.9 %
Unknown	0.1%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	55.4%	54.9%	55.8%
Male	43.7%	44.8%	43.9%
Unknown	0.9%	0.3%	0.2%

Source: Chancellor's Office, Management Information System

San Jose City College

San Jose-Evergreen Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	8.5%	7.8%	7.0%
American Indian/Alaskan Native	0.9%	1.0%	0.7%
Asian	22.0%	21.6%	22.1%
Filipino	4.2%	3.7%	3.3%
Hispanic	32.8%	33.9%	34.8%
Pacific Islander	1.2%	0.9%	0.9%
Two or More Races	.%	0.8%	1.8%
Unknown/Non-Respondent	12.4%	13.3%	13.7%
White Non-Hispanic	18.1%	17.0%	15.6%

Source: Chancellor's Office, Management Information System

San Jose City College

San Jose-Evergreen Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	53.2	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	71.1	69.7	57.8	80.0	*B1*
C	Persistence Rate	65.3	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.2	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.1	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	52.8	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	44.7	51.4	24.1	70.2	*G3*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

San Jose City College

San Jose-Evergreen Community College District

College Self-Assessment

The current ARCC report for San Jose City College (SJCC) indicates a decline of approximately 10% in headcount as compared to the 2004-05/2009-10 reporting period. Considering the workload reductions that the college has endured, this decline in not unanticipated. The distribution by ethnicity of our students continues to show an increase in the enrollment of students of color. This cohort represents about 69% of the total population. The majority of SJCC students (73%) attend on a part-time basis.

An examination of each performance indicator from the ARCC report, demonstrates that, when compared to our previous outcomes, we have made much progress. SJCC's achievement rate grew from 48.4% to 53.2%; students completing more than 50 units moved from 70.2% to 71.1%; and persistence increased from 64.9% to 65.3%. However, opportunities for improvement exist in the area of ESL improvement. As well, when compared to our peer group, there were only two indicators where the college exceeded the average: student achievement and students earning more than 30 units.

The college continues to strengthen its efforts in meeting the educational needs of students, and does so through a number of collaborative initiatives involving faculty, staff and students. During the 2011-12 academic year, two programs excelled at increasing the retention and success of students: METAS and Avanzamos. METAS, our Title V program, provides innovative tutoring, supplemental instructions and learning communities. Avanzamos provides focused assistance and mentorship to students enrolled in sections of English and Reading. Both program student cohorts are showing tremendous results in student success and achievement.
SJCC continues efforts to build a culture of evidence. Recently, the college created a comprehensive Fact Book and Program Review Data Sheets. Ongoing training related to data collection has been scheduled for faculty and staff, and much work has gone into improving information systems. Our Power Users Group, including representatives from all areas of the college, provides leadership to campus-based research efforts. As well, the San Jose Evergreen Community College District has expanded district-wide research capacity with the addition of a full-time Executive Director of Research.

To further enhance college-wide dialogue regarding student success, the college has planned an all-day Student Success Symposium which will include a review of current data, exploration of best practices, and open dialogue among faculty, staff and students about institutional effectiveness.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	44.0%	47.3%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.3%	71.4%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	74.8%	52.7%	70.7%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	89.7%	89.6%	88.8%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	61.9%	59.7%	60.9%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	41.4%	45.6%	45.3%
Basic Skills Improvement Rate	62.0%	60.4%	59.5%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Santa Ana College

Rancho Santiago Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	51,325	68,629	68,251
Full-Time Equivalent Students (FTES)	24,470	21,689	21,717

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	15.1%	16.9%	17.0 %
20 - 24	21.6%	18.7%	18.8 %
25 - 49	53.9%	52.2%	52.8 %
Over 49	9.4%	12.0%	11.5 %
Unknown	.%	0.2%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	37.9%	41.1%	41.1%
Male	62.1%	57.5%	58.5%
Unknown	0.0%	1.4%	0.4%

Source: Chancellor's Office, Management Information System

Santa Ana College

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.6%	1.7%	1.6%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	10.9%	8.1%	7.7%
Filipino	1.3%	0.9%	0.9%
Hispanic	40.2%	49.9%	50.3%
Pacific Islander	0.5%	0.4%	0.3%
Two or More Races	.%	0.4%	0.7%
Unknown/Non-Respondent	9.8%	17.3%	18.5%
White Non-Hispanic	34.2%	21.0%	19.8%

Source: Chancellor's Office, Management Information System

Santa Ana College

Rancho Santiago Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.7	43.3	25.0	54.8	*A6*
B	Percent of Students Who Earned at Least 30 Units	73.7	76.0	70.8	85.9	*B4*
C	Persistence Rate	70.7	74.7	69.3	82.1	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	88.8	89.6	83.1	96.7	*D6*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.9	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	59.5	55.0	48.6	62.3	*F6*
G	Improvement Rate for Credit ESL Courses	45.3	54.8	45.0	71.6	*G4*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Santa Ana College

Rancho Santiago Community College District

College Self-Assessment

Santa Ana College is part of the Rancho Santiago Community College District. The college was established in 1915 and is the third oldest community college in the California Community College system. The college is located on approximately 56 acres in a 27 square mile area of central Orange County, with a population density (according to the 2010 Census) of 11,900 persons per square mile. Seventy-eight percent of the City's population is of Hispanic or Latino decent compared to 34 percent for Orange County, and 38 percent for California. Eighty-two percent of the population speaks a language other than English at home compared to 44 percent in Orange County and 43 percent for California. Only 12 percent of the population, 25 and older, hold a Bachelors degree or higher compared to 36 percent for Orange County and 30 percent for California. In fall 2011, Santa Ana College enrolled 17,681 students in credit courses compared to 18,089 in fall 2010. The demographics of Santa Ana College represent the community it serves.

The college has developed an excellent reputation, nationwide, as a community college dedicated to helping students succeed and complete an array of academic, career, and technical programs. Despite budget cuts during the past two years, and a decrease in the number of course offerings in credit programs, during the 2010-2011 period, the college showed substantial improvement, above the peer group average, in two of the seven accountability indicators (Progress and Achievement Rate, and Improvement Rate for Credit Basic Skills). The college showed significant improvement in one (Persistence Rate), and some improvement in two (Completion for Credit Basic Skills, Students Who Earned at Least 30 Units). Even though the College completion rate for Credit Vocational Courses is high at 88.8 percent, it is slightly below the peer group average of 89.6 percent but above the peer group low of 83.1 percent. The Improvement for Credit ESL also shows a slight decrease. During 2010-2011 Santa Ana College awarded 1,445 AA/AS degrees, 1,206 Certificates, and 2,096 students transferred to four-year institutions. Students seeking education and training in Public Safety; such as Fire Technology and Criminal Justice, Allied Health; Nursing, Emergency Medical Technician, Occupational Therapy Assistant, and Pharmacy Technology programs continue to enroll in and successfully complete these programs, which are accredited or approved by state and local agencies.

Strategic planning initiatives are in place and targeted to increase student success in each of the seven accountability indicators. Santa Ana College is committed to student success. The college has invested resources to support an array of faculty development activities designed to maximize student academic achievement in the classroom, and to retain students as they progress through their academic, career, and technical programs through completion. There is a college wide goal to increase completion and semester to semester retention rates. This goal unites members of the college community who believe that, taken as a whole, these strategies will increase student success in each of the ARCC accountability indicators.

Santa Barbara City College

Santa Barbara Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	63.0%	64.2%	67.0%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.9%	74.0%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	69.1%	71.6%	68.6%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	80.3%	79.6%	81.3%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	66.9%	65.9%	67.2%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	55.9%	57.0%	53.9%
Basic Skills Improvement Rate	64.6%	65.3%	67.4%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Santa Barbara City College

Santa Barbara Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	28,457	28,543	27,030
Full-Time Equivalent Students (FTES)	16,097	16,578	15,934

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	32.0%	32.0%	32.7 %
20 - 24	28.0%	29.1%	30.2 %
25 - 49	31.7%	30.9%	29.7 %
Over 49	8.2%	8.0%	7.3 %
Unknown	0.1%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	52.5%	52.9%	53.2%
Male	45.9%	45.6%	45.7%
Unknown	1.6%	1.4%	1.2%

Source: Chancellor's Office, Management Information System

Santa Barbara City College

Santa Barbara Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.9%	2.7%	2.8%
American Indian/Alaskan Native	1.0%	0.7%	0.5%
Asian	6.9%	6.5%	6.5%
Filipino	1.5%	1.4%	1.2%
Hispanic	27.6%	29.9%	32.5%
Pacific Islander	0.6%	0.4%	0.3%
Two or More Races	.%	1.9%	2.7%
Unknown/Non-Respondent	9.1%	5.3%	3.5%
White Non-Hispanic	50.3%	51.2%	49.9%

Source: Chancellor's Office, Management Information System

Santa Barbara City College

Santa Barbara Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	67.0	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	74.2	73.3	65.7	81.4	*B2*
C	Persistence Rate	68.6	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.3	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.2	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	67.4	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	53.9	57.9	40.8	69.2	*G5*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Santa Barbara City College

Santa Barbara Community College District

College Self-Assessment

The 2012 ARCC report reflects many successes, as well as areas where we must work to improve. Our Annual Successful Course Completion Rate for Vocational Courses reached a 7-year high, and sets the Peer Group High for this measure. We exceeded both the statewide average and our peer group average in 5 out of 7 performance measures. We have had 5 years of steady improvement in our Student Progress and Achievement Rate, which reached a 7-year high. We have 3 years of steady improvement in both the Percent of Students Who Earned At Least 30 Units (an important predictor of success in reaching the goal of transfer and/or attainment of a degree) and our Basic Skills Improvement Rate. We also reached new highs in the Annual Successful Course Completion Rate for Credit Basic Skills Courses and our Basic Skills Improvement Rate.

Our Fall-to-Fall Persistence Rate was 71.6% for Fall 2008 to Fall 2009, but dropped to 68.6% for Fall 2009 to Fall 2010, perhaps due to the combination of the increase in international students attending the college for one year before returning to their home country, and the economic pressures forcing more students to enter or return to the workforce instead of continuing their studies. Our unduplicated headcount was about flat over this same period, but dropped by 5.3% in the 2010-2011 academic year.

Our ESL Improvement Rate remains an area of concern. The ARCC report measures the percent of students who successfully complete an initial ESL course, then progress to and successfully complete a higher-level ESL course in the same discipline (writing, reading, speaking/listening) or transfer-level ESL within three years of completing the initial course. Our ESL Improvement Rate has steadily declined, and dropped from 57% for the 2007-08 to 2009-10 cohort, to 53.9% for the 2008-09 to 2010-11 cohort. We are aware that “time is the enemy” and students find it increasingly difficult to complete these and other long course sequences. Our new Express to Success Program (ESP), launched in Fall 2011 as part of the Federal Title V Hispanic Serving Institution Grant, uses Learning Communities to get students through sequences more quickly using Learning Communities. Initially directed towards Math and English Basic Skills sequences and showing excellent results there, there are discussions to include ESL as well as we expand the program over the next 4 years.

We are encouraged by the upward trend in the majority of our ARCC measures, and are working to improve student success in other areas.

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	NA %	NA %	NA %

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	NA %	NA %	NA %

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	NA %	NA %	NA %

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	NA %	NA %	NA %

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	1.3%	1.5%	0.6%

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	21,740	17,520	15,032
Full-Time Equivalent Students (FTES)	.	.	.

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	6.9%	5.9%	4.6 %
20 - 24	7.4%	7.6%	7.7 %
25 - 49	37.0%	41.5%	41.9 %
Over 49	45.8%	44.4%	45.9 %
Unknown	2.8%	0.6%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	62.4%	61.4%	60.5%
Male	35.5%	37.0%	36.7%
Unknown	2.0%	1.6%	2.9%

Source: Chancellor's Office, Management Information System

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.4%	1.4%	1.4%
American Indian/Alaskan Native	1.3%	0.9%	0.9%
Asian	3.6%	3.6%	3.6%
Filipino	0.5%	0.4%	0.4%
Hispanic	29.0%	31.9%	34.5%
Pacific Islander	0.2%	0.3%	0.3%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	11.8%	12.6%	12.3%
White Non-Hispanic	52.2%	48.8%	46.6%

Source: Chancellor's Office, Management Information System

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	.	.	.	.	
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.	
C	Persistence Rate	.	.	.	.	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	.	.	.	.	
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.	
G	Improvement Rate for Credit ESL Courses	.	.	.	.	

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Self-Assessment

The Continuing Education Division is part of the Santa Barbara Community College District. Founded in 1918, the Division offers non-credit classes at over 75 community locations, including two county jails. The majority of the classes are state-supported and tuition-free, and modest student fees support the remaining classes. Offerings include ESL, citizenship, short-term vocational programs with high employment potential, parenting, elementary and secondary basic skills, education programs for older adults, family and consumer sciences, and health and safety for all who can benefit from lifelong learning. We also provide a wide range of student support services.

Regarding the 2012 ARCC data, we note with concern the drop in our Career Development and College Preparation (CDCP) Progress and Achievement Rate. This is the percentage of first-time CE students who complete a CDCP certificate, transition to credit, or transfer to a 4-year institution within 3 years. Our rate fell from 1.5% for the three-year cohort entering in Fall 2007, to 0.6% for the three-year cohort entering in Fall 2008. However, this drop largely reflects the absence of a common student ID between our two data systems to report in our MIS data (upon which the ARCC metrics are based) that would allow tracking students between our non-credit and credit programs, and matching data at the Chancellor's Office and other systems. In the past, SSN was a somewhat reliable common identifier, but under 5% of our CE students supply their SSN (down from 40% in Fall 07). We know that many more students transition from non-credit to credit than are reflected by the published CDCP Progress and Achievement Rate, and we need better tracking in order to supply the appropriate support services as well as improving the accuracy of our MIS reporting. The Continuing Education and Credit Divisions are working together on two goals: (2) increasing the number of students who transition from non-credit to credit, and (2) evaluating and implementing practices that will allow us to track and report a common ID in our MIS data.

We anticipate a significant increase in certificate completions with the recent addition of the Medical Assistant Program and program changes to the ESL enhanced funded certificates. New certificates are pending approval in Vocational ESL (VESL). We continue to examine our processes and data to ensure we are accurately recording certificate completions. We note the increase in the number of older students and the increasing Hispanic proportion percentage of our student population. A major factor in the apparent drop in Annual Unduplicated Headcount over the past three years is the improved de-duplication of student records when we implemented our new Student Information System (Lumens) in Winter 2009.

We experience increased demand for Student Support Services, and foresee positive effects on our ability to continue to provide essential non-credit matriculation services that support Career Development and College Preparation areas. We continue our dedication to student success.

Santa Monica College

Santa Monica Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	66.4%	60.6%	59.2%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	78.8%	74.7%	76.0%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	74.7%	73.2%	76.2%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	68.3%	69.2%	70.4%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	56.5%	59.0%	60.6%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	67.2%	68.2%	66.2%
Basic Skills Improvement Rate	67.9%	67.5%	67.3%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	15.3%	11.5%	8.1%

Santa Monica College

Santa Monica Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	54,878	53,515	50,476
Full-Time Equivalent Students (FTES)	23,662	23,339	22,545

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	27.7%	29.0%	29.3 %
20 - 24	31.7%	32.8%	33.8 %
25 - 49	30.6%	29.0%	27.7 %
Over 49	10.0%	9.2%	9.1 %
Unknown	0.0%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	57.8%	57.1%	56.6%
Male	42.2%	42.9%	43.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Santa Monica College
Santa Monica Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	9.9%	10.1%	9.4%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	16.0%	16.3%	15.7%
Filipino	2.2%	1.5%	1.6%
Hispanic	22.5%	25.7%	28.8%
Pacific Islander	0.6%	0.5%	0.6%
Two or More Races	.%	1.5%	2.9%
Unknown/Non-Respondent	12.5%	8.2%	5.4%
White Non-Hispanic	35.9%	35.7%	35.4%

Source: Chancellor's Office, Management Information System

Santa Monica College

Santa Monica Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	59.2	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	76.0	76.0	70.8	85.9	*B4*
C	Persistence Rate	76.2	74.7	69.3	82.1	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.4	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.6	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	67.3	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	66.2	57.9	40.8	69.2	*G5*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Santa Monica College

Santa Monica Community College District

College Self-Assessment

Established in 1929, Santa Monica College serves a diverse population of over 50,000 students annually, including a large population of international students and historically underrepresented groups. The college has one of the strongest reputations for transfer in California and transfers the highest number of students to the University of California, University of Southern California, and other four-year institutions. While a majority of students indicate a career or degree educational goal, many are not prepared for the rigors of college-level work and are placed into pre-collegiate English and mathematics courses.

SMC demonstrates improvement over its baseline year in three indicators: persistence rate, and successful course completion rates for credit vocational and basic skills courses (improvement of 1.5%, 2.1%, and 4.1%, respectively). The improved performance of these measures reflects SMC's mandatory student orientation and assessment policy for incoming students, the coordination of the tutor center tracking systems, and the support of inquiry and research projects focused on student experience, such as the Career Technical Education Student Leavers Survey. In addition, despite the recent budget cuts, the college has sustained the level of resources for student support and counseling programs and has expanded the Supplemental Instruction Program.

When compared with the baseline year, the college performance has remained relatively stable (within one percentage point) on the Improvement Rates for ESL and Credit Basic Skills Rates. The college strives to improve the success of basic skills students through the implementation of innovative strategies, including professional development activities focused on student learning and engagement and the development of accelerated basic skills courses.

SMC's performance on the Student Progress and Achievement Rate and Percent of Students Who Earned at Least 30 Units measures have decreased by 7.2 and 2.8%, respectively, when compared with the baseline year. Budget cuts have led to reductions in course offerings which impacted the cohort used to calculate the measures and the general progress of students. The latter measure (students earning 30 or more units) increased by 1.3% when compared with the prior year performance which suggests improvement on this indicator. SMC performs higher than the system-wide averages on these two measures.

SMC's performance on Career Development and College Preparation (CDCP) rate has experienced a decline. CDCP courses offered at SMC are non-credit ESL courses; these courses represent only 0.5% of course enrollments. The reduction of the Adult Education programs in the local K12 districts has increased the number of non-credit ESL students enrolled at SMC. These students typically do not have a goal of migrating to credit courses. In addition, funding for non-credit matriculation services, including counseling, have been reduced. These factors may have contributed to the decline in the CDCP rate.

The college continues to monitor ARCC performance through the Institutional Effectiveness Report which systematically measures the performance relative to the college mission and goals and supports college-wide dialogue around student success and college effectiveness. The report is aligned with most of the ARCC measures, therefore, the report serves as a vehicle to review and improve SMC's performance in ARCC.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	59.0%	59.4%	58.9%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	79.7%	78.0%	77.4%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	73.0%	74.1%	75.6%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	76.6%	77.2%	76.5%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	72.7%	70.2%	68.4%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	49.6%	50.7%	51.6%
Basic Skills Improvement Rate	58.7%	60.4%	56.5%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	1.7%	2.4%	3.5%

Santa Rosa Junior College

Sonoma County Junior College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	49,223	45,982	43,744
Full-Time Equivalent Students (FTES)	21,263	21,197	21,316

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	23.4%	23.3%	23.0 %
20 - 24	21.6%	24.0%	25.9 %
25 - 49	34.0%	34.1%	34.9 %
Over 49	21.0%	18.6%	16.1 %
Unknown	0.0%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	56.2%	55.5%	54.3%
Male	40.9%	42.1%	43.5%
Unknown	2.9%	2.3%	2.2%

Source: Chancellor's Office, Management Information System

Santa Rosa Junior College

Sonoma County Junior College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.3%	2.2%	2.4%
American Indian/Alaskan Native	1.1%	0.9%	0.8%
Asian	3.6%	3.4%	3.6%
Filipino	0.9%	0.8%	0.7%
Hispanic	18.8%	19.1%	23.3%
Pacific Islander	0.6%	0.5%	0.4%
Two or More Races	.%	1.3%	2.6%
Unknown/Non-Respondent	15.3%	18.4%	10.7%
White Non-Hispanic	57.4%	53.4%	55.5%

Source: Chancellor's Office, Management Information System

Santa Rosa Junior College

Sonoma County Junior College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	58.9	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	77.4	76.0	70.8	85.9	*B4*
C	Persistence Rate	75.6	74.7	69.3	82.1	*C2*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.5	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.4	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	56.5	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	51.6	54.8	45.0	71.6	*G4*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Santa Rosa Junior College

Sonoma County Junior College District

College Self-Assessment

Serving students for nearly 95 years, Santa Rosa Junior College (SRJC) continues to evolve in response to the changing academic and career training needs of its diverse students and the communities it serves. With approximately 50,000 students enrolled annually in credit, noncredit and community education courses, SRJC is one of the largest single-college districts in California. Major facilities include the Santa Rosa and Petaluma campuses, the Public Safety Training Center, the 365-acre Robert Shone Agricultural Center, and a new Culinary Arts Center.

SRJC's current student population mirrors the ethnicity of the College's service area, which includes all of Sonoma County and part of Mendocino and Marin counties. As with the overall service area population, the proportion of Latinos at SRJC continues to increase at the rate of nearly 1% per year and currently stands at approximately 18% of the total student population. Partially in response to this growing student population's needs, the District offers ESL at a site in Southwest Santa Rosa, an area heavily populated with Latinos and immigrants. Also in response to student need, the District has expanded on-line educational offerings to nearly 500 sections annually, representing over 7% of units enrolled.

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 two thousand vocational certificates are awarded annually. Compared to the statewide average, SRJC posts a higher Student Right to Know "Completion Rate," measured by the US Department of Education as the percentage of first-time, full time degree or certificate seeking students who earn a certificate or degree or become "transfer prepared" within a three-year period. SRJC's "Completion Rate" is 33%, significantly higher than the statewide rate of 24%.

The 2012 "Accountability Reporting for the Community Colleges" (ARCC) report presents data and statistics about community college student progress and achievement statewide. It indicates that SRJC has stable and relatively high rates; on five of the seven measures, SRJC's rates are virtually the same or higher than the state average and the peer group average. The two measures where SRJC's rates are slightly lower than the state and peer group averages, "Improvement Rates" for credit basic skills and ESL courses, are a focus for improvement for the District.

Although SRJC posts relatively high outcomes, even in the face of imposed budget cuts, the College is on a continual quest for improvement. The District launched its first annual Institutional Effectiveness study in 2011, to better understand areas for improvement. Partially in response, and to plan responsibly for the future, the District adopted nine Initiatives aimed at increasing institutional effectiveness: Re-engineering; Multi-Campus Coordination; Institutional Planning; Accreditation; Student Learning Outcomes and Assessment; Basic Skills/Immigrant Education; Enrollment Management and Retention; Integrated Environmental Planning; and Emergency and Disaster Preparedness.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	41.2%	46.2%	44.3%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	55.3%	58.2%	57.8%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	64.5%	65.3%	72.1%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	91.3%	91.3%	90.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	58.0%	59.9%	62.1%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	82.3%	59.2%	29.1%
Basic Skills Improvement Rate	64.4%	67.0%	62.7%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Santiago Canyon College
Rancho Santiago Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	24,671	33,420	33,566
Full-Time Equivalent Students (FTES)	9,840	8,875	8,798

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	20.5%	18.5%	18.5 %
20 - 24	27.5%	24.6%	25.0 %
25 - 49	44.3%	44.7%	45.9 %
Over 49	7.8%	12.1%	10.6 %
Unknown	0.0%	0.1%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	31.2%	37.7%	36.3%
Male	68.8%	60.9%	62.6%
Unknown	0.0%	1.4%	1.1%

Source: Chancellor's Office, Management Information System

Santiago Canyon College
Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.3%	2.3%	2.2%
American Indian/Alaskan Native	1.0%	0.8%	0.7%
Asian	6.3%	5.8%	5.6%
Filipino	1.5%	1.1%	0.9%
Hispanic	41.0%	43.1%	43.2%
Pacific Islander	0.6%	0.5%	0.4%
Two or More Races	.%	0.6%	1.1%
Unknown/Non-Respondent	8.3%	13.9%	15.6%
White Non-Hispanic	39.0%	31.9%	30.2%

Source: Chancellor's Office, Management Information System

Santiago Canyon College

Rancho Santiago Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.3	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	57.8	69.7	57.8	80.0	*B1*
C	Persistence Rate	72.1	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	90.9	89.6	83.1	96.7	*D6*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.1	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	62.7	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	29.1	51.4	24.1	70.2	*G3*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Santiago Canyon College

Rancho Santiago Community College District

College Self-Assessment

Accredited in 2000 as the second college in the Rancho Santiago Community College District, Santiago Canyon College serves a diverse population of approximately 8,000 full-time equivalent students. The college offers a comprehensive curriculum and is recognized as the home of the largest apprenticeship program in the state. The college serves a majority of credit students that are relatively well-prepared for college level work and are transfer oriented.

Analysis of SCC local performance indicates improved performance over the baseline year and that local performance exceeds or is equal to state benchmarks in four of the seven ARCC measures. Improvement was observed in all three measures related to the core community college mission of producing degrees, certificates, and transfer. In addition, performance in the area of fall to fall persistence is also higher than the state benchmark. The college attributes its improved performance in these areas to budget augmentations related to grant funds in the areas of basic skills, academic support, and teaching and learning. These funds enabled the college to establish and further develop its Academic Success Center and the Math Study Hall. In addition, grant funds allowed the college to focus its efforts on teaching and learning by providing faculty with resources to support outcomes assessment activities.

Although performance on these three ARCC measures improved over the baseline year, performance in the areas of student progress and achievement and the percent of students attaining 30 units is lower than the state benchmark. Having the largest apprenticeship program in the state affects SCC's local performance on the student progress and achievement rate. Apprenticeship students meet the threshold for inclusion in the ARCC cohort but are not captured by the measure's definition of success. Success for apprenticeship students is locally recognized as the achievement of journeyman status rather than earning a degree or certificate, transferring, or becoming transfer prepared. Because the current definition of this measure captures all of the college's apprenticeship students without capturing their success, local performance on this measure appears lower than it should and is not considered an accurate representation of the college's performance. As this is an issue unique to SCC, the college is looking for a way to remove its apprenticeship students from this measure so that progress can be accurately tracked.

The college also improved by four percentage points in the area of basic skills successful course completion. The college attributes its success in this area to alignment of its curriculum with academic support resources. Through these efforts, the college has achieved performance on par with the state.

SCC also exceeded the statewide benchmark in the successful course completion rate for credit vocational courses. For the last three years, college performance in this area has been above 90%.

The college recently established an Office of Institutional Effectiveness and Assessment. The office supports outcomes assessment and evaluation of achievement of institutional learning outcomes, mission, and goals. It is anticipated that ARCC performance will be a part of a systematic evaluation of effectiveness.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	46.6%	44.5%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	63.7%	66.8%	67.9%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	60.0%	64.5%	60.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	74.2%	74.6%	75.0%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	62.6%	63.2%	64.3%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	30.0%	30.0%	38.5%
Basic Skills Improvement Rate	51.5%	51.8%	57.0%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	17,119	15,406	14,040
Full-Time Equivalent Students (FTES)	7,935	8,235	7,783

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	27.5%	28.5%	28.4 %
20 - 24	22.8%	26.2%	27.1 %
25 - 49	37.4%	35.7%	36.3 %
Over 49	11.9%	9.5%	8.1 %
Unknown	0.4%	0.1%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	55.8%	58.0%	57.6%
Male	42.1%	40.8%	41.6%
Unknown	2.1%	1.2%	0.8%

Source: Chancellor's Office, Management Information System

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.3%	1.3%	1.2%
American Indian/Alaskan Native	3.9%	3.4%	3.3%
Asian	2.5%	2.7%	3.1%
Filipino	0.5%	0.6%	0.6%
Hispanic	8.7%	9.9%	10.7%
Pacific Islander	0.5%	0.5%	0.5%
Two or More Races	.%	0.9%	1.9%
Unknown/Non-Respondent	8.6%	7.1%	6.3%
White Non-Hispanic	74.1%	73.7%	72.5%

Source: Chancellor's Office, Management Information System

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.3	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	67.9	70.9	57.0	78.8	*B3*
C	Persistence Rate	60.4	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.0	74.8	72.5	77.5	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.3	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	57.0	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	38.5	48.8	10.1	67.5	*G2*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Shasta College

Shasta-Tehama-Trinity Joint Community College District

College Self-Assessment

The Shasta-Tehama-Trinity Joint Community College District is located in the northern Central Valley of California and serves a population of over 256,000 residents across six counties or nearly 10,500 square miles. Our service area includes the City of Redding and the surrounding rural communities. There are many farms, as well as mountains and lakes, with an increasing number of retirement aged home owners. The district has one college campus, Shasta College, with four satellite sites and provides adult basic skills, relevant career training, transfer preparation and lifelong learning along with Economic Workforce Development to support local and regional employment. Our main industries are healthcare, government, retail, and natural resources with few manufacturing jobs, high unemployment (20%) and limited opportunities above minimum wage. Thirty percent of our service area lives at or below poverty. Many lack Internet services or reliable transportation.

Shasta College values access to higher education and enrolls more than 15,000 students each year in basic skills, vocational and general education/transfer courses that lead to increased literacy, enhanced job skills, and credentials such as certificates and associate degrees across 85 majors. Our student body is over 55% traditional aged (18-24) with 58% female. Our student body is 73% White and 11% Hispanic with other groups 1% to 3% each. The population growth rate is relatively stable with 0.6% a year increase in total population; thus our ethnic diversity is changing slowly. More than half of all students are on financial aid with increasing numbers requesting disabled student services. We face an increased demand for student support.

With a new focus on student success, Shasta College has improved two indicators over the last year. Both are slightly above our peer group average. The Student Progress and Achievement Rate (SPAR) is now 50.3% with half of our students meeting one or more of the milestones. The college is committed to continuing its efforts to increase the number of students earning awards and transferring.

The Basic Skills Improvement Rate (BSIR) also shows improvement each year. Research shows our basic skills math completion rates are ten percent higher than statewide averages, while our rates for moving students to transfer level math are much lower. Additionally, our fall persistence rate has dropped. More than 41% of our basic skills students leave college after the first year. The college plans to make basic skills research a priority for the upcoming year.

Shasta College faces increased challenges with reduced state funding. We watch the changing legislation closely and support most of the recommendations from the Student Success Task Force. We plan to be involved in the efforts to manage and implement change in ways that truly support students. Shasta College also faces internal changes as we develop new ways of making decisions through integrated planning that communicates clearly with the public. This response is one of many steps we will take to keep our stakeholders informed of how we intend to improve.

Joe Wyse, Superintendent/President
Shasta College
Redding, CA

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	57.3%	59.3%	61.7%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	73.1%	73.3%	75.2%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	72.6%	74.6%	74.5%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.5%	78.0%	77.8%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	68.2%	72.0%	71.5%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	60.2%	58.7%	65.5%
Basic Skills Improvement Rate	60.4%	61.6%	60.7%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Sierra College
Sierra Joint Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	30,862	29,463	27,498
Full-Time Equivalent Students (FTES)	15,763	15,522	15,608

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	29.4%	30.7%	29.0 %
20 - 24	29.7%	30.2%	31.1 %
25 - 49	30.9%	30.2%	31.9 %
Over 49	10.0%	8.9%	8.1 %
Unknown	.%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.4%	52.5%	52.3%
Male	44.3%	45.3%	45.9%
Unknown	2.2%	2.1%	1.8%

Source: Chancellor's Office, Management Information System

Sierra College
Sierra Joint Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.1%	1.9%	2.1%
American Indian/Alaskan Native	1.3%	1.1%	0.9%
Asian	4.5%	3.9%	3.7%
Filipino	1.4%	1.3%	1.1%
Hispanic	8.7%	13.8%	18.3%
Pacific Islander	0.7%	0.6%	0.4%
Two or More Races	.%	1.7%	3.0%
Unknown/Non-Respondent	12.9%	10.4%	6.3%
White Non-Hispanic	68.4%	65.4%	64.2%

Source: Chancellor's Office, Management Information System

Sierra College
Sierra Joint Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	61.7	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	75.2	73.3	65.7	81.4	*B2*
C	Persistence Rate	74.5	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.8	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	71.5	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	60.7	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	65.5	48.8	10.1	67.5	*G2*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Sierra College

Sierra Joint Community College District

College Self-Assessment

Sierra College serves the growing population of Placer and Nevada counties, offering 90 degrees and certificates and enrolling almost 30,000 students each year. In order to provide quality education, the College takes seriously the measurement of outcomes. This ARCC Report indicates that the College is doing very well, when compared with overall state results, with those of its peer groups, and with its own efforts in previous years.

When compared with its peer colleges, (all of which tend to perform above overall state rates), Sierra's results are above the peer average in all seven ARCC categories for the first time since ARCC was instituted. The key "SPAR" rate (Student Progress and Achievement) shows a welcome increase of 4%, even after a 3.5% increase in last year's report. This score is a combination of measures of transfer status and receipt of degrees and certificates. All of the other ARCC measures, save one, either improved or remained steady. The only internal rate to go down more than one-half a percentage point in the past year is the "Improvement Rate" for Basic Skills courses, a measure of progress through two or more courses in the Basic Skills series. Although the rate fell 1%, it remains 5% higher than the average for its peer group of colleges.

The most robust improvement of all of the ARCC measures this year was in the "ESL Improvement Rate," which gauges the percentage of students succeeding in ESL by climbing two or more levels. While the peer group average was 49% improvement, Sierra's reached 66% last year. The ESL Department believes that its increased use of and training for tutors, which began in spring 2010, has contributed to this progress.

The College continues on several fronts to work to increase student success and achievement, in spite of the funding difficulties that affect the public higher education system. The College continues with its joint project with California State University and with district feeder high schools to track students' performance on the Early Admission Program (EAP) testing and intervention process. This project seeks to reduce remediation at the college level by improving students' college placement rates in English and mathematics, while at the same time reducing district assessment costs. Results of this collaboration have shown that this assessment is a reliable placement measure into Sierra courses, with the benefit of incurring no costs to the District.

While the College's performance has been commendable as evidenced by these ARCC results, the fact remains that the number of students served in the last year is 7% lower than the previous year and 11% lower than two years ago. These community members, whose service is our mission, have not moved away, or thrived without us, but rather have endured a difficult economic time without our help.

Sierra College remains committed to increasing student access, retention, success, and persistence and to facilitating students' progress in higher education.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	56.9%	53.8%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	74.9%	74.0%	74.7%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	74.9%	76.3%	73.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	73.4%	73.4%	73.7%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	60.7%	63.3%	64.9%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	58.9%	53.5%	52.4%
Basic Skills Improvement Rate	60.3%	55.1%	58.3%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Skyline College

San Mateo County Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	16,239	17,377	16,189
Full-Time Equivalent Students (FTES)	8,076	8,704	8,485

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	26.5%	26.9%	25.1 %
20 - 24	31.5%	32.2%	33.8 %
25 - 49	34.0%	33.5%	33.9 %
Over 49	8.0%	7.4%	7.1 %
Unknown	0.0%	.%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.3%	53.2%	52.6%
Male	44.6%	44.6%	45.5%
Unknown	2.1%	2.2%	1.9%

Source: Chancellor's Office, Management Information System

Skyline College
San Mateo County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.8%	3.8%	3.6%
American Indian/Alaskan Native	0.4%	0.3%	0.2%
Asian	23.6%	23.8%	24.8%
Filipino	17.9%	16.7%	16.0%
Hispanic	18.6%	20.5%	23.1%
Pacific Islander	2.2%	1.9%	1.6%
Two or More Races	.%	1.7%	2.9%
Unknown/Non-Respondent	11.4%	8.7%	6.2%
White Non-Hispanic	22.0%	22.5%	21.7%

Source: Chancellor's Office, Management Information System

Skyline College

San Mateo County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	59.3	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	74.7	69.7	57.8	80.0	*B1*
C	Persistence Rate	73.4	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.7	75.8	65.1	87.3	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.9	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	58.3	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	52.4	48.8	10.1	67.5	*G2*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Skyline College

San Mateo County Community College District

College Self-Assessment

Located near San Francisco in San Bruno, Skyline College is one of three colleges in the San Mateo County Community College District (SMCCCD) and primarily serves northern San Mateo County. Skyline College enjoys a unique ethnic diversity in its student body, with its four main ethnic groups each near 20 percent of the student body - 25 percent Asian, 23 percent Hispanic, 22 percent White, and 17 percent Filipino in fall 2010.

Overall, Skyline College's ARCC 2012 data suggest a strong, healthy campus, as evidenced by performance on the peer-grouped indicators. On three of the seven indicators – Students Earning 30+ Units, Persistence Rate, and ESL Improvement rate, Skyline College again outperformed its peer average by five, four, and four percentage points, respectively. On two of the other four indicators - Basic Skills Course Completion & Basic Skills Improvement Rate - Skyline College slightly outperformed the peer group average. On the remaining two indicators – SPAR and Vocational Course Completion, Skyline was within two points of the peer average. This represents a significant improvement from last year for the SPAR rate, which was seven points below the peer average in the 2011 report.

The ARCC annual trend data reveal that the College is holding steady on most of its indicators; four of the seven indicators have three year trends that vary by two points or less. Our Basic Skills Improvement Rate, which had dropped five points last year from 60% to 55%, improved to 58% in the most recent report. This finding is consistent with internal campus data showing modest improvements in course success rates and cohort tracking / completion rates.
This year also evidences a slight drop in persistence rate for the Fall 2009 to Fall 2010 group, falling to 73% from 76% in last year's report. This finding is not surprising, given that Fall 2009 represented Skyline's highest headcount and FTES figures in the history of the college. Much of this increase in enrollment came from students flooding into the college from a weakened economy as well as constricted CSU programs; we expected to see a persistence drop associated with this group.

Finally, and most notably, the college's SPAR rate soared 5.5 points from 53.8% last year to 59.3% this year. In last year's self-assessment, we had noted that the drop in our SPAR rate was puzzling, given that the related metric of Percentage of Students Earning 30+ units has remained steady – and five points above our peer group average - at nearly 75%. The SPAR rate increase is consistent with a recent internal study the college conducted of the Bay 25 community colleges, revealing that when accounting for Fall Semester headcount, Skyline is 2nd out of 25 in the number of certificates awarded and 6th in the number of degrees awarded.

In sum, while Skyline College is pleased with the progress we have made that is evidenced by strong performance on the ARCC indicators, we are moving forward with new thinking and initiatives to significantly improve our outcomes.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	52.4%	53.6%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.2%	67.8%	70.5%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	71.0%	69.4%	69.9%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.0%	67.4%	68.0%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	64.4%	59.3%	58.7%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	75.3%	76.0%	63.5%
Basic Skills Improvement Rate	64.6%	66.1%	57.0%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Solano Community College

Solano Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	18,742	18,617	17,888
Full-Time Equivalent Students (FTES)	9,314	9,544	9,321

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	31.2%	29.2%	27.8 %
20 - 24	27.9%	29.2%	31.1 %
25 - 49	33.7%	34.5%	34.6 %
Over 49	7.2%	7.1%	6.4 %
Unknown	0.0%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	59.0%	58.4%	58.3%
Male	39.1%	40.1%	40.2%
Unknown	1.9%	1.4%	1.4%

Source: Chancellor's Office, Management Information System

Solano Community College

Solano Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	15.4%	15.9%	16.0%
American Indian/Alaskan Native	0.9%	0.7%	0.5%
Asian	4.8%	4.6%	4.8%
Filipino	10.7%	9.1%	8.3%
Hispanic	13.9%	14.5%	15.3%
Pacific Islander	1.8%	1.2%	1.0%
Two or More Races	.%	2.4%	3.8%
Unknown/Non-Respondent	19.6%	22.9%	21.8%
White Non-Hispanic	32.9%	28.7%	28.4%

Source: Chancellor's Office, Management Information System

Solano Community College

Solano Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.5	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	70.5	73.3	65.7	81.4	*B2*
C	Persistence Rate	69.9	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	68.0	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.7	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	57.0	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	63.5	48.8	10.1	67.5	*G2*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Solano Community College

Solano Community College District

College Self-Assessment

The district shows a slight downturn in enrollment over the last 3 years as section offerings reduced to meet state workload reduction measures. However, this has not reflected as decreasing FTES. This is indicative of more students returning to the district on a full time basis, and may be symptomatic of the recent economic downturn. This means greater efficiency for the district.

The age of students increased in the 20-24 age group by 3% in the study period. This appears to be largely at the expense of the 19 or less group which has decreased by 3% in the same period. Again, it is possible that this shift is a result of economic conditions.

The demographic spread illustrates the diverse population served by the district. Hispanic and White students are slightly under-represented compared to 2010 county census information.

The student progress and achievement rate has demonstrated a slight increase in the last 3 years of approximately 2%. The rate is almost 5% above the peer group average

Hand in hand with the increased progress and achievement rate is the stability in persistence rates and percent of students who earned at least 30 units. While the persistence rate is slightly above the peer average, percent of students who earned at least 30 units is below the peer average and represents an area for improvement.

Another area where the district shows relative success compared to peers is the improvement rate for ESL classes, the district being well above the peer average. The flip side of this is that this metric has shown a marked decline from the previous years' value. It is not entirely clear if this is the result of course re-coding since the study year represents the change from the legacy student information system to Banner system.

Possibly related to decline in ESL Improvement Rate is the similar decline in Basic Skills Improvement Rate. Again, this could be a manifestation of coding changes or curricular changes for math graduation requirements. The district is currently working in conjunction with the Center for Urban Excellence (CUE) to implement the Benchmarking Equity Student Success Tool (BESST). This will specifically look at progression through both English and math basic skills milestones. This will give the district a better understanding of the root cause of non-completion of basic skills sequences.

Course completion rate for credit vocational courses represents an area of concern to the district. Although the figure has remained relatively stable, the district is approximately 5% below its peer group average. The district is currently analyzing data relevant to this metric and has signed as a pilot on the statewide CTE Outcomes survey.

Like almost every other college in the system, this set of metrics represents areas of success and areas for improvement. The challenge is to build on success and address weaknesses in time of severe financial hardship. The college is taking on new initiatives in resource based planning and SLO curriculum alignments that will better help us progress in a meaningful fashion.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	49.4%	51.6%	48.3%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	75.2%	74.8%	73.8%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	69.1%	74.3%	69.0%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.8%	74.6%	75.4%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	61.7%	59.4%	59.1%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	58.4%	52.2%	53.9%
Basic Skills Improvement Rate	46.7%	48.9%	59.7%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	10.4%	11.4%	4.8%

Southwestern College
Southwestern Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	29,620	30,478	27,989
Full-Time Equivalent Students (FTES)	16,178	16,107	15,934

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	29.5%	31.5%	26.6 %
20 - 24	31.2%	31.8%	33.7 %
25 - 49	31.1%	30.2%	32.0 %
Over 49	8.2%	6.5%	7.6 %
Unknown	.%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	56.7%	54.5%	54.4%
Male	43.3%	45.4%	45.3%
Unknown	0.0%	0.1%	0.3%

Source: Chancellor's Office, Management Information System

Southwestern College
Southwestern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.2%	5.2%	5.6%
American Indian/Alaskan Native	0.5%	0.6%	0.7%
Asian	2.7%	2.8%	2.7%
Filipino	11.5%	11.1%	10.4%
Hispanic	60.3%	59.4%	57.6%
Pacific Islander	0.9%	1.0%	1.1%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	5.4%	6.4%	5.6%
White Non-Hispanic	13.5%	13.6%	16.4%

Source: Chancellor's Office, Management Information System

Southwestern College

Southwestern Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	48.3	49.2	38.6	53.7	*A3*
B	Percent of Students Who Earned at Least 30 Units	73.8	73.3	65.7	81.4	*B2*
C	Persistence Rate	69.0	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.4	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.1	63.5	52.2	76.6	*E3*
F	Improvement Rate for Credit Basic Skills Courses	59.7	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	53.9	57.9	40.8	69.2	*G5*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Southwestern College

Southwestern Community College District

College Self-Assessment

Southwestern College serves the southern region of San Diego County, providing a substantial contribution to the quality of economic, social and cultural life within the border communities who regard SWC as their primary portal to higher education. In addition to its main campus, located in the city of Chula Vista, the college includes four satellite campuses.

Current Student Demographics:
- Approximately 20,000 students served per semester
- Average age 25 years old
- 48% employed full or part time
- Over 80% ethnic minorities; Largest single ethnic group is Hispanic at 59%
- Approximately 25% speak a language other than English as their primary language

SWC ARCC Outcomes:
SWC performed above their peer average in three of the seven indicators:
- Percent of Students Who Earned 30 Units (SWC was also above the state average)
- Annual Successful Completion Rate for Credit Vocational Courses
- Improvement Rate for Credit Basic Skills Courses

SWC improved over the previous year in three of the seven indicators:
- Annual Successful Completion Rate for Credit Vocational Courses
- Improvement Rate for Credit Basic Skills Courses
- Improvement Rate for Credit ESL

Factors Affecting SWC Performance:
Severe budget cuts/workload fluctuations during three prior academic years.
- Reduction in academic resources, including tutoring, which negatively impacts student success.
- Reduction in the number of basic skills sections, which negatively impacts students' ability to progress.

District focused on addressing accreditation sanctions during two prior academic years, resulting in full reaffirmation.

Actions Taken to Improve SWC's Performance:
- ESL Program re-designed with a content-based approach (2010-11)
- Assessment of ESL students began in 2010 leading to more accurate placement
- Reading lecture and lab courses integrated into a single course taught by one instructor to provide greater cohesiveness and student interaction - also done with English lecture and lab courses
- Intermediate algebra split into two sequential courses to provide a lower level graduation requirement and higher level, more rigorous preparation for science-based majors
- Longitudinal study of student performance conducted by the Mathematics Department to identify areas for curricular and teaching improvement
- Basic Skills learning communities paired an academic course with a new Student Seminar course, both taught by the same academic instructor, to provide students with a strong foundation in academics and student learning strategies
- District re-affirmed student success as one of its strategic priorities
- District achieved sustainable cycle of assessing SLOs to improve student success and teaching

Planned Actions to Improve SWC's Performance:
- Submission of Title V proposal to scale-up Basic Skills learning communities and online student support services
- Investigation of the impact of gatekeeper courses on ARCC outcomes in order to develop/enhance interventions that improve student success
- On-going assessment of student learning outcomes to improve teaching, curricula, and student success
- Enhanced enrollment management efforts to provide adequate course sections for basic skills students

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	38.3%	38.6%	34.9%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	66.2%	64.0%	65.6%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	58.7%	29.3%	47.6%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	96.5%	93.0%	93.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	61.7%	58.0%	60.5%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	70.6%	63.4%	78.6%
Basic Skills Improvement Rate	61.3%	59.6%	62.3%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Taft College

West Kern Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	24,253	14,256	15,977
Full-Time Equivalent Students (FTES)	2,551	2,566	2,481

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	10.3%	11.8%	12.5 %
20 - 24	20.8%	20.9%	22.1 %
25 - 49	58.2%	56.3%	54.7 %
Over 49	10.7%	10.9%	10.8 %
Unknown	0.0%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	17.8%	24.0%	21.5%
Male	82.1%	75.7%	78.3%
Unknown	0.1%	0.3%	0.3%

Source: Chancellor's Office, Management Information System

Taft College
West Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	7.3%	4.8%	5.5%
American Indian/Alaskan Native	1.5%	1.2%	0.9%
Asian	1.3%	1.0%	1.1%
Filipino	1.2%	0.7%	1.0%
Hispanic	46.7%	39.7%	50.6%
Pacific Islander	0.4%	0.4%	0.4%
Two or More Races	0.0%	0.4%	1.3%
Unknown/Non-Respondent	3.3%	15.7%	1.9%
White Non-Hispanic	38.3%	36.3%	37.4%

Source: Chancellor's Office, Management Information System

Taft College

West Kern Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	34.9	48.3	34.9	65.6	*A5*
B	Percent of Students Who Earned at Least 30 Units	65.6	70.1	65.6	74.7	*B5*
C	Persistence Rate	47.6	57.8	46.3	74.5	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	93.9	89.6	83.1	96.7	*D6*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	62.3	55.0	48.6	62.3	*F6*
G	Improvement Rate for Credit ESL Courses	78.6	45.6	.0	78.6	*G1*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Taft College

West Kern Community College District

College Self-Assessment

Table 1.1: Student Progress and Achievement Rate.
TC's progress rate is hovering around 35% to 39% for three years running and is about 13 points below the peer group average. TC has a high rate of unprepared students: over 99% of students place below college level in math, and of those, 70% place two or more levels below college level. Consequently, it takes TC students longer to progress.

Table 1.1a: Percent of Students Who Earned at Least 30 Units.
TC's rate is consistently 64% to 66% for the three cohorts and is only 4 points below the peer group average. TC students take a long time to earn 30 units due to a high rate of working students.

Table 1.2: Persistence Rate.
The drop in TC's persistence rate to 47.6% for the fall 2009 cohort is due to the loss of several hundred incarcerated students at a local prison, which changed its population during that time period. The 29.4% rate in fall 2008 is due to a data reporting error.

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses.
TC has frequently topped the state on vocational course completion rates. The small drop to 93% in the 09/10 cohort is due to a huge drop in enrollments for a one day oil field safety course offered by the off-campus center which affects the overall successful completion rate.

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses.
TC's 2010-2011 60.5% BS course completion rate is right at the peer group average; nonetheless, attempts are being made to increase this rate by new programs focused on basic skills math, in particular.

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses.
TC's BS improvement rate increased from the lowest in the system a decade ago to the highest in its peer group at present. Likewise, the ESL improvement rate of 78.6% for the 08-09 cohort is the peer group highest. TC has made numerous changes in its BS and ESL programs in recent years that are reflected in these outcomes.

Table 1.7: Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES).
The large drop in headcount in 09/10 is not a data reporting error; it is due to a very large drop in enrollments for the one day oil field safety course following a slowdown in the local oilfield economy. On-campus FTES has remained fairly steady over the observed time period.

Table 1.8: Age of Students at Enrollment.
The age distribution tends to reflect the older age of the oil field safety program students mentioned in Table 1.7. The actual age distribution of on-campus and distance learning students is similar to statewide trends across all three time periods.

Table 1.9: Gender of Students.
Same as Table 1.8.

Table 1.10: Ethnicity of Students.
Same as Table 1.8.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	55.8%	55.9%	56.4%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	71.6%	71.5%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	70.6%	71.1%	70.0%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	69.3%	68.9%	71.3%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	65.9%	67.7%	69.9%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	5.3%	9.6%	10.1%
Basic Skills Improvement Rate	61.5%	56.0%	59.9%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Ventura College

Ventura County Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	23,060	22,602	20,755
Full-Time Equivalent Students (FTES)	11,141	10,928	10,705

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	35.3%	36.7%	33.3 %
20 - 24	27.3%	28.9%	32.0 %
25 - 49	30.1%	28.3%	29.1 %
Over 49	7.2%	6.0%	5.6 %
Unknown	0.0%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	56.5%	56.0%	55.6%
Male	42.6%	43.2%	44.0%
Unknown	0.9%	0.9%	0.3%

Source: Chancellor's Office, Management Information System

Ventura College
Ventura County Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.8%	2.6%	2.6%
American Indian/Alaskan Native	1.1%	0.7%	0.7%
Asian	3.4%	3.1%	2.9%
Filipino	2.7%	2.6%	2.6%
Hispanic	42.6%	45.2%	47.3%
Pacific Islander	0.6%	0.5%	0.4%
Two or More Races	0.9%	2.5%	3.1%
Unknown/Non-Respondent	5.8%	3.0%	1.9%
White Non-Hispanic	40.1%	39.8%	38.4%

Source: Chancellor's Office, Management Information System

Ventura College

Ventura County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	56.4	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	71.2	73.3	65.7	81.4	*B2*
C	Persistence Rate	70.0	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.3	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	69.9	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	59.9	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	10.1	48.8	10.1	67.5	*G2*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Ventura College

Ventura County Community College District

College Self-Assessment

Ventura College, the oldest of the three colleges in the Ventura County Community College District, serves a diverse population of students. While enrollment and course offerings are down due to the current budget situation, VC still generates over 10,000 FTES and continues to be classified as a medium-sized college. Over 47% of our students are Hispanic, an increase of 2.1 points.

We currently have two five-year U.S. Department of Education Hispanic Serving Institution grants: an individual grant for basic skills and a cooperative grant for student services redesign, enhancement of professional development, and improvement of services via technology, including distance education.

Over the past year, we have increased our research capacity significantly through continued assessment of student learning outcomes, a new institutional effectiveness report, and new program review and integrated planning processes. Our efforts in these areas will increase our knowledge of student performance and student need as well as assist us in making improvements in instruction and services. We anticipate that the decisions and initiatives created through analysis of research will help the institution improve in the areas noted in this report, among others.

For this past year in the area of Student Progress and Achievement, there have been small improvements in two categories. Our Student Progress and Achievement Rate increased by .5 point, and the Annual Successful Course Completion Rate for Credit Vocational Courses increased by 2.4 points. The Percent of Students Who Earned at Least 30 units was approximately the same, and the Persistence Rate went down by 1.1 points although we are .9 point ahead of our peer group in this area. Efforts to enhance these rates are associated with our Title V grants and our increased focus on institutional effectiveness.

We continue to improve in the area of basic skills. Our Annual Successful Course Completion Rate for Basic Skills Courses increased by 2.2 points. For this indicator, we are also 6.1 points ahead of our peer group. In the Improvement Rate for Credit Basic Skills Courses, we are 7.1 points ahead of our peer group. We attribute our success in these areas to the initiatives from our Title V Grant for Basic Skills (including ESL) and from state Basic Skills Initiative funding. These initiatives include supplemental instruction, a Reading/Writing Center, themed classes, accelerated instruction for basic skills Math and English, and learning communities. The Improvement Rate for Credit ESL Courses, which shows the college to be substantially lower than the peer group average, is incorrect due to CB21 coding errors. These errors have been corrected but will take some time to be reflected accurately in the report.

A comparison of the seven indicators in the College Peer Grouping shows VC with higher percentages in three of the seven areas.

The college remains committed to providing a supportive and accessible learning environment that is responsive to the needs of our highly diverse student body. We are also committed to continuous self improvement in all instructional and service areas.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	45.5%	43.6%	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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.3%	68.9%	69.5%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	61.0%	59.9%	61.6%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.5%	71.2%	70.2%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	56.0%	52.8%	55.3%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	49.3%	48.7%	42.3%
Basic Skills Improvement Rate	58.2%	54.4%	51.9%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Victor Valley College
Victor Valley Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	20,831	20,156	18,780
Full-Time Equivalent Students (FTES)	10,027	10,002	10,006

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	31.4%	31.7%	29.8 %
20 - 24	23.7%	25.8%	28.1 %
25 - 49	37.0%	34.9%	35.1 %
Over 49	7.7%	7.4%	6.9 %
Unknown	0.1%	0.2%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	55.6%	56.7%	55.7%
Male	41.9%	41.6%	42.9%
Unknown	2.5%	1.7%	1.5%

Source: Chancellor's Office, Management Information System

Victor Valley College
Victor Valley Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	12.4%	13.5%	13.9%
American Indian/Alaskan Native	1.0%	0.7%	0.5%
Asian	2.4%	2.0%	1.8%
Filipino	1.5%	1.2%	1.0%
Hispanic	32.9%	35.8%	37.9%
Pacific Islander	0.6%	0.4%	0.4%
Two or More Races	0.0%	1.6%	2.6%
Unknown/Non-Respondent	8.4%	6.5%	4.7%
White Non-Hispanic	40.8%	38.3%	37.0%

Source: Chancellor's Office, Management Information System

Victor Valley College

Victor Valley Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	47.0	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	69.5	73.3	65.7	81.4	*B2*
C	Persistence Rate	61.6	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.2	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.3	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	51.9	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	42.3	48.8	10.1	67.5	*G2*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Victor Valley College

Victor Valley Community College District

College Self-Assessment

Our service area is centered in a transitional suburban region that has experienced severe economic declines during the last three years:

? Regional median household values declined to $40k less than county average ($160k v. $200k).
? Regional median household income declined to $5k less than county average ($50k v. $55k).
? Regional unemployment is 15%.

Challenges include unprecedented student demand for classes and services, as well as ongoing restrictions on state funding. Rationed scheduling in 2010-2011 resulted in fewer unduplicated headcounts but with little negative impact on FTEs production. In comparison with regional demographics, student population under-represents white non-Hispanics (37% v. 43%) and males (42.9% v. 50%), and over-represents African Americans (13.9% v. 10%).

ARCC 2012 shows that VVCCD performance has shown growth but continues to be below peers all six indicators.

1. At 47%, VVCCD increased by 3.4 percentage points over last year on Student Progress and Achievement (SPAR). Performance is now 2.9 percentage points below the peer group average.
2. VVCCD's Percentage of Students Who Earned at Least 30 Units is 69.5%, an increase of 0.6 percentage points over the 2009-2010 cohort and 3.8 percentage points below peers.
3. The Persistence Rate for VVCCD increased 1.7 percentage points from last year, but is 7.5 percentage points below peers.
4. Vocational Course Completion Rate declined 1.0 percentage point and is 3.1 percentage points below peers.
5. The Basic Skills Successful Course Completion Rate increased by 2.5 percentage points from last year and is below peers by 3.2 percentage points.
6. Improvement Rates show declines and are below peer performance: Basic Skills Improvement declined 2.5 percentage points and is 0.9 percentage points below peers; ESL Improvement decreased by 6.4 percentage points and is 6.5 percentage points below peers.

Our improvement goals for 2012 were to match or exceed the ARCC peer group averages for all six indicators. At present, we have not met those targets. The district continues to underperform most notably on Persistence and key progress achievements such as ESL Improvement and Earned 30+ Units. Gains made last year on SPAR and course success in Credit Basic Skills and Credit Vocational will continue, as we identify improvements campus-wide to increase success in credit vocational courses as part of our Perkins planning efforts. Each CTE program will be required to review and analyze core indicator data, and include improvement plans in their individual Title IC application for 2012-2013

Through the annual program review and planning process, the division of student services has discussed ARCC indicators as well as recommendations from the Student Success Task Force Report and, as a result, formulated its goals and an action plan to improve persistence and student progress overall. In addition, relevant strategic objectives and priorities will be incorporated into VVC's Educational Master Plan, underway at this writing. Progress on all action plans will be monitored throughout deployment using ARCC indicators, among others, to represent part of the summative view on the overall impact of our collective efforts on improving institutional performance.

West Hills College Coalinga

West Hills Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	49.9%	51.4%	49.0%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.9%	71.4%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	60.9%	65.1%	61.1%

West Hills College Coalinga

West Hills Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.4%	70.4%	72.5%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	75.5%	71.2%	73.1%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	16.1%	27.8%	24.1%
Basic Skills Improvement Rate	49.1%	51.5%	49.9%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

West Hills College Coalinga

West Hills Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	5,717	5,058	4,894
Full-Time Equivalent Students (FTES)	2,286	2,420	2,229

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	30.2%	31.2%	29.5 %
20 - 24	28.9%	29.6%	29.0 %
25 - 49	37.0%	35.3%	37.8 %
Over 49	3.8%	3.6%	3.5 %
Unknown	0.1%	0.2%	0.3 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	58.2%	54.9%	52.9%
Male	40.9%	43.8%	46.0%
Unknown	0.9%	1.3%	1.1%

Source: Chancellor's Office, Management Information System

West Hills College Coalinga

West Hills Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	6.9%	7.5%	8.5%
American Indian/Alaskan Native	1.1%	0.9%	0.7%
Asian	4.6%	4.4%	4.1%
Filipino	1.7%	1.7%	1.6%
Hispanic	50.3%	51.3%	54.1%
Pacific Islander	0.5%	0.6%	0.6%
Two or More Races	.%	0.6%	0.7%
Unknown/Non-Respondent	7.4%	6.9%	6.2%
White Non-Hispanic	27.4%	26.0%	23.5%

Source: Chancellor's Office, Management Information System

West Hills College Coalinga

West Hills Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	49.0	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	70.4	70.9	57.0	78.8	*B3*
C	Persistence Rate	61.1	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.5	74.8	72.5	77.5	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	73.1	60.7	50.8	73.1	*E2*
F	Improvement Rate for Credit Basic Skills Courses	49.9	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	24.1	51.4	24.1	70.2	*G3*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

West Hills College Coalinga

West Hills Community College District

College Self-Assessment

West Hills College Coalinga (WHCC) has served the educational needs of the San Joaquin Valley's rural west side for eighty years. In 2002, West Hills College Coalinga was named by the MetLife Foundation as the best small community college in the nation for serving the needs of a diverse student population. In 2004, the California Community Colleges Chancellor's Diversity Award was presented to WHCCD and in 2006 WHCCD was selected as a national model for student engagement by the Campus Compact. In 2007, the Community College Survey of Student Engagement identified WHCCD as a high-performing institution in comparison to its cohort of 525 colleges.

The college made a slight increase in student progress and achievement; however, is slightly below the peer group average. Basic skills have been a focus of a college-wide committee since 2009. The group has worked diligently to identify and implement appropriate interventions to help improve student retention, persistence, and completion rates. The basic skills committee has also instituted a series of support workshops to improve student progress and achievement. The college experienced a slight decline in percent of students who earned at least 30 units and persistence after an increase in the prior year, the declines are likely due to deteriorating economic conditions and high unemployment bringing a large number of 25-49 year old students seeking short term training options.

West Hills College Coalinga demonstrated increases in areas of annual successful course completion rate for credit vocational courses and annual course completion rate for credit basic skills. We are the peer group high for annual successful course completion for credit basic skills due primarily to the student success in our ESL courses. Review of section level data reveals markedly high student success in all levels of credit ESL. WHCC ESL courses have high success rates of approximately 86%; however, the college improvement rates for ESL courses fall far below the peer group average. Under the existing coding system, WHCC ESL courses are at least seven levels below college level English and therefore not included in the measure of this indicator. Because of this, only WHCC ESL students who reach college level English within three years after completing ESL are considered as having improved.

Basic skills success rates for WHCC are above the peer-group average; however, the improvement rate for basic skills courses fell below the peer-group average despite a slight rise. The WHCC basic skills success rate is the highest among its peer group. This success is attributed to strong faculty commitment and student engagement that support the college's goal to increase success rates among academically under-prepared students. Despite the continued efforts in this area, there was a slight decline to basic skills improvement rate in the last year.

West Hills College Coalinga's administration is committed to ensuring that strategic planning is linked to the Accountability Reporting for the Community Colleges. WHCC has included ARCC measurements into its performance indicators for institutional goals and integrated a periodic review of ARCC indicators into its strategic planning cycle.

West Hills College Lemoore

West Hills Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	. %	. %	. %

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	. %	. %	. %

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	61.5%	67.3%	64.1%

West Hills College Lemoore

West Hills Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	66.3%	74.3%	74.3%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	63.5%	65.2%	61.8%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	9.1%	58.3%	36.1%
Basic Skills Improvement Rate	47.0%	52.2%	48.6%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

West Hills College Lemoore

West Hills Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	7,372	6,295	6,143
Full-Time Equivalent Students (FTES)	3,171	3,022	3,135

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	28.4%	30.1%	27.2 %
20 - 24	30.1%	30.9%	30.9 %
25 - 49	37.5%	34.9%	37.6 %
Over 49	4.0%	4.1%	4.2 %
Unknown	0.0%	0.1%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	61.0%	60.2%	60.6%
Male	37.9%	38.8%	38.1%
Unknown	1.1%	1.0%	1.2%

Source: Chancellor's Office, Management Information System

West Hills College Lemoore

West Hills Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	7.4%	7.9%	7.7%
American Indian/Alaskan Native	1.1%	1.1%	1.0%
Asian	3.8%	3.3%	2.8%
Filipino	3.8%	3.6%	3.7%
Hispanic	40.2%	42.1%	45.1%
Pacific Islander	0.6%	0.6%	0.6%
Two or More Races	.%	0.7%	1.2%
Unknown/Non-Respondent	8.1%	6.8%	5.8%
White Non-Hispanic	35.0%	33.9%	32.2%

Source: Chancellor's Office, Management Information System

West Hills College Lemoore

West Hills Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	.	.	.	.	
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.	
C	Persistence Rate	.	.	.	.	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.3	74.8	72.5	77.5	*D3*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.	
G	Improvement Rate for Credit ESL Courses	.	.	.	.	

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

West Hills College Lemoore

West Hills Community College District

College Self-Assessment

West Hills College Lemoore has been serving the educational needs as an accredited college since 2006, thus becoming the second college in the West Hills Community College District (WHCCD) along with West Hills College Coalinga.

WHCCD has received very commendable accolades in the last decade. In 2002, the MetLife Foundation named WHCCD as the best small community college in the nation for serving the needs of a diverse student population and moving people into "livable wage jobs." In 2004, the California Community Colleges Chancellor's Diversity Award was presented to WHCCD and in 2006 WHCCD was selected as a national model for student engagement by the Campus Compact. In 2007, the Community College Survey of Student Engagement identified WHCCD as high-performing in comparison to its cohort of 525 other colleges.

ARCC data reveals that the college's persistence rate for 2010-2011 is on par with its average of the previous two years due to strong matriculation efforts on campus. This effort is best exemplified by a student teams based initiative and by dedicating staff to each student team for consistency. However, the annual successful course completion rate for credit Basic Skills courses is at its lowest point in three years likely due to two factors: 1) larger class sizes, and 2) a declining economic environment with unemployed citizens attending college to upgrade skills (evidenced by an increase in 25-49 year-olds on campus). ESL and credit Basic Skills course improvement rates declined for possibly the same reasons.

West Hills College Lemoore as a new college does not contain sufficient historical data for most peer group comparisons. The only peer grouping indicator for West Hills College Lemoore is its annual successful completion rate for vocational courses. This value held steady from the previous year and allowed West Hills College Lemoore to be in line with the peer group average. This is satisfying to the college and district as it reflects our efforts in several campus activities. First, the college eliminated business and computer science courses delivered in an open entry format and moved these classes to a more traditional schedule pattern. Second, the work experience program has used a web-based learning management system (Blackboard) to improve course completion. The work experience program has also made numerous presentations to the counseling staff and provided them with information on how student scheduling decisions can be improved. Third, online vocational courses benefitted from significant training and online best practices to improve student course completion and success rates.

The college's administration has evaluated and remediated instructors who seem to regularly produce lower successful completion rates. When remediation fails, the administration has elected to dismiss instructors from further teaching opportunities, or move them to a situation where they can be more successful.

West Hills College Lemoore's administration is committed to ensure that strategic planning is linked to the Accountability Reporting for the Community Colleges. West Hills College Lemoore has included ARCC measurements into its institutional goals and integrated a periodic review of ARCC indicators into its strategic planning cycle.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	42.2%	46.5%	40.5%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	66.3%	64.2%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	57.3%	57.1%	59.7%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	76.6%	72.5%	70.2%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	51.2%	46.4%	46.7%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	38.5%	64.0%	33.3%
Basic Skills Improvement Rate	46.5%	45.8%	45.2%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

West Los Angeles College
Los Angeles Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	21,330	17,933	17,040
Full-Time Equivalent Students (FTES)	8,209	7,541	7,674

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	26.7%	21.7%	21.2 %
20 - 24	24.7%	27.7%	29.3 %
25 - 49	40.1%	42.3%	42.8 %
Over 49	8.5%	8.3%	6.7 %
Unknown	0.0%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	61.6%	61.0%	61.1%
Male	38.4%	39.0%	38.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

West Los Angeles College
Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	35.5%	35.1%	35.5%
American Indian/Alaskan Native	0.4%	0.3%	0.3%
Asian	6.4%	6.3%	6.1%
Filipino	1.6%	1.7%	1.4%
Hispanic	25.0%	28.1%	30.6%
Pacific Islander	0.4%	0.4%	0.3%
Two or More Races	.%	1.3%	2.2%
Unknown/Non-Respondent	17.0%	12.1%	8.8%
White Non-Hispanic	13.7%	14.7%	14.8%

Source: Chancellor's Office, Management Information System

West Los Angeles College
Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	40.5	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	62.0	69.7	57.8	80.0	*B1*
C	Persistence Rate	59.7	61.2	35.8	72.0	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.2	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	46.7	52.2	46.7	57.2	*E6*
F	Improvement Rate for Credit Basic Skills Courses	45.2	52.8	32.6	67.3	*F1*
G	Improvement Rate for Credit ESL Courses	33.3	51.4	24.1	70.2	*G3*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

West Los Angeles College

Los Angeles Community College District

College Self-Assessment

West Los Angeles College was founded in 1969 and is one of the nine colleges of the Los Angeles Community College District. The College's location is unique in the nation: it is nearby the LAX airport and at the crossroads of a bustling international economy. The campus in Culver City is in the heart of the entertainment industry represented by Sony, Fox, Univision, NPR, ABC, and many other media companies.

West's feeder high schools form a service region remarkable for its economic and ethnic diversity. The College's top ten feeder schools are: Hamilton, Culver City, Dorsey, Los Angeles, Venice, Crenshaw, Westchester, University, Palisades Charter, and Palos Verdes. This makes for a rich diversity that is central to a West education: over 35% of students are African-American and over 30% are Latino.

In 2006, the Accrediting Commission for Community and Junior Colleges reaffirmed West's accreditation for six years. Among its four major commendations, the Commission cited the College's Accelerated College Transfer Program (ACT) for its creative and smart use of scheduling that provides students with the optimum chance for achieving an associate degree in two years. ACT is one example of the College's commitment to its mission of university transfer. West ranks among the top five community colleges for African-American transfer students to UC and CSU.

West is a leader in workforce education for the 21st century. West's ARCC indicator for successful course completion rates for vocational courses is close to the average for its peer group. This good performance is due to cohort programs and intensive student support, and a curriculum of unique workforce programs such as aviation technology, entertainment industry trades training, ABA-approved paralegal, ADA-approved dental hygiene, and certified nursing assistant and home health aide.

West's performance on other ARCC indicators has decreased; however, the college is participating in Achieving the Dream, a national initiative that focuses on the completion agenda and student equity and student success. Efforts to bolster degree completion and transfer are underway: all degree programs are mapped, a Transfer Model Curriculum has been developed for three programs, with three more in preparation. The degree and certificate application process has been streamlined using the online DegreeWorks system. New transfer agreements have been finalized with four-year institutions.

Over 80% of the College's entering students do not assess at college level. West has initiated new cohorted programs to assist its pre-collegiate students. These programs include improved counseling and learning skills under the umbrella of the Student Success Initiative and Achieving the Dream. Core indicators in this area are expected to improve in the future.

In 2010 the College completed the construction of a state-of-the-art building for science/math/allied health. In 2012, a new general classroom building and a student services center opened. These new facilities, combined with West's innovative programs will empower West's students to succeed.

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	63.4%	64.3%	64.3%

Table 1.1a: Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	78.1%	76.8%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	72.1%	78.5%	72.9%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	75.6%	72.5%	73.4%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	59.5%	54.1%	56.9%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	53.7%	53.8%	64.3%
Basic Skills Improvement Rate	63.8%	67.0%	69.0%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

West Valley College

West Valley-Mission Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	22,839	22,205	20,391
Full-Time Equivalent Students (FTES)	10,035	9,502	10,000

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	21.5%	22.3%	21.6 %
20 - 24	21.7%	24.3%	25.3 %
25 - 49	34.0%	31.8%	32.5 %
Over 49	22.3%	21.3%	20.4 %
Unknown	0.5%	0.3%	0.2 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	54.7%	54.7%	54.4%
Male	42.8%	43.5%	44.4%
Unknown	2.5%	1.8%	1.2%

Source: Chancellor's Office, Management Information System

West Valley College

West Valley-Mission Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.2%	2.6%	3.3%
American Indian/Alaskan Native	0.6%	0.5%	0.5%
Asian	13.8%	13.5%	14.4%
Filipino	2.1%	1.7%	2.1%
Hispanic	14.0%	14.0%	17.6%
Pacific Islander	0.6%	0.5%	0.5%
Two or More Races	.%	1.0%	2.3%
Unknown/Non-Respondent	15.4%	19.7%	12.0%
White Non-Hispanic	50.2%	46.4%	47.3%

Source: Chancellor's Office, Management Information System

West Valley College

West Valley-Mission Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	64.3	56.9	40.5	68.3	*A4*
B	Percent of Students Who Earned at Least 30 Units	77.2	76.2	73.3	81.7	*B6*
C	Persistence Rate	72.9	74.2	62.7	83.4	*C6*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.4	73.3	64.0	88.3	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.9	63.8	52.3	72.6	*E1*
F	Improvement Rate for Credit Basic Skills Courses	69.0	58.1	41.6	72.1	*F5*
G	Improvement Rate for Credit ESL Courses	64.3	45.6	.0	78.6	*G1*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

West Valley College

West Valley-Mission Community College District

College Self-Assessment

West Valley College continues to perform well on the annual accountability measures, with year-to-year increases in five of the seven ARCC indicators: Student Performance and Achievement, Percent of Students Who Earned at Least 30 Units, Annual Successful Course Completion Rate in Credit Vocational Courses, Improvement Rate in Credit Basic Skills Courses, and Annual Successful Course Completion Rate in Credit Basic Skills Courses.

West Valley's performance on the Student Performance and Achievement measure is particularly noteworthy, with rates that were 8.6% and 11.8% higher than the peer group and statewide averages, respectively. This performance reflects a college-wide commitment to student success, from matriculation through completion. This commitment is further confirmed by the college's impressive 77.2% mark on the Percent of Students Who Earned at Least 30 Units.

The college is proud of its gains in the area of developmental education – on the improvement measures in both ESL and Basic Skills, the college has posted improvements in each of the last three years (10.6% and 5.2%, respectively). The Basic Skills Task Force supports a number of initiatives across campus including student mentors, supervised tutoring and professional development.

The College's performance on the Successful Course Completion Rate in Credit Basic Skills Courses improved nearly 3% following the modification of a co-requisite lab for English courses; a new pre-collegiate English course has been designed to incorporate the writing elements previously supported in the lab.

West Valley performed 4.6% better than the state average on the Persistence measure, but its performance declined from last year. This could be due to instability in the labor market and the corresponding effect on students' ability to stay enrolled, or to reductions in course offerings. Like community colleges across the state, West Valley College was affected by the workload reduction implemented by the state to address budget shortfalls.

Workload reduction has also led to a decrease in enrollment at West Valley College, although the College is pleased to note that its student population is increasingly reflecting the diversity of the population of its service area. In particular, the percentage of Hispanic students at the College is the highest it has ever been, at 17.6%.

Despite the severe fiscal challenges faced by both the California community college system and its students, West Valley continues to offer accessible, quality education to students from a variety of backgrounds and with a variety of needs. West Valley College is deeply committed to the academic and personal success of all our students.

Woodland Community College

Yuba Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	. %	. %	. %

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	. %	. %	. %

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	. %	69.7%	68.3%

Woodland Community College

Yuba Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	71.7%	70.1%	72.5%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	57.2%	56.0%	58.6%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	.%	30.5%
Basic Skills Improvement Rate	.%	.%	61.5%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Woodland Community College

Yuba Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	4,367	4,863	4,469
Full-Time Equivalent Students (FTES)	1,840	1,955	1,917

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	27.0%	29.8%	27.7 %
20 - 24	31.4%	30.6%	33.1 %
25 - 49	36.9%	34.9%	34.7 %
Over 49	4.5%	4.4%	4.2 %
Unknown	0.2%	0.3%	0.2 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	64.3%	63.2%	62.7%
Male	35.7%	36.4%	36.9%
Unknown	0.0%	0.4%	0.4%

Source: Chancellor's Office, Management Information System

Woodland Community College

Yuba Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.3%	2.0%	2.5%
American Indian/Alaskan Native	1.2%	0.9%	0.9%
Asian	8.4%	7.5%	8.4%
Filipino	1.2%	0.6%	0.9%
Hispanic	42.4%	32.8%	43.5%
Pacific Islander	0.6%	1.1%	0.8%
Two or More Races	.%	1.1%	2.1%
Unknown/Non-Respondent	8.1%	21.6%	5.7%
White Non-Hispanic	35.7%	32.4%	35.2%

Source: Chancellor's Office, Management Information System

Woodland Community College

Yuba Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	.	.	.	.	
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.	
C	Persistence Rate	.	.	.	.	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	.	.	.	.	
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.	
G	Improvement Rate for Credit ESL Courses	.	.	.	.	

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Woodland Community College

Yuba Community College District

College Self-Assessment

Woodland Community College (WCC), a Hispanic Serving Institution, has provided educational opportunities for Yolo and Colusa County since 1975 as a Center and since 2008 as a full college. WCC has well-established academic programs, a strong commitment to developing student services, high levels of student satisfaction, and a proven history of fiscal stability. WCC offers courses for Associate in Arts and Science Degrees in 33 areas, along with 26 Certificate programs. Given that 53% of students attending WCC state their intent to transfer, course offerings allow for students to complete that goal. The new Colusa County Outreach Facility opened in January 2011 serves over 350 students per term and offers more than 20 courses. Addressing the achievement gap between Hispanic and non-Hispanic students remains an absolute priority for WCC as reflected in the college planning documents. To this end, the college diligently pursues grants and community partnerships in order to implement various strategies to bolster the success of its Hispanic, low income and at-risk students.

Before discussing 2012 data, it is important to note that the WCC ethnicity data for 2009-2010 was under-reported due to errors arising from coding conversions during that year. The correct percentage of Hispanic students is 44% rather than 32.8%. These coding errors have since been addressed and ethnicity reported for 2010-2011 is correct.

Owing to the fact that this is only the third year WCC's data has been presented; historical data is not complete in the ARCC Report. However, some statistics are presented in the following text.

The fall 2009-2010 persistence rate for WCC students was 68% compared to the system-wide average of 71%. WCC's emphasis on vocational programs is noted with its successful course completion rate of 73%, which is just slightly lower than the system-wide average of 77%. While WCC's improvement rates for credit basic skills (62%) is slightly higher than the system-wide average (59%), the rate for ESL improvement (31%) is considerably lower than the state average of 55% due to the fact that many of WCC's ESL students are first-generation, migrant workers, or children of migrant workers, whose singular goal is to improve their English. The ESL program is investigating the reasons for low success rates and revising the codes and course offerings to better reflect the true progression of students in the ESL program at WCC.

Related to program growth, Woodland was awarded two TRiO Student Support Services (SSS) grants in fall 2010 for a total of $2.2 million dollars over 4 years to support students at both the main campus in Woodland and the Colusa County Outreach Facility.

Finally, in a survey administered during fall 2011 that garnered nearly 700 responses, the majority of students reported they rely on CalGrants and BOG waivers to afford to attend classes. Additionally, the most frequent comment/suggestion was to increase course availability, guaranteed transfer options, and access to technology (Wi-Fi, computer labs and printers).

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	46.8%	45.4%	48.4%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	70.0%	69.1%	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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	61.5%	67.1%	64.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	73.1%	71.8%	72.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	57.2%	59.2%	59.4%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	37.8%	40.0%	50.0%
Basic Skills Improvement Rate	57.0%	58.8%	56.9%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Yuba College

Yuba Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	13,762	11,913	10,315
Full-Time Equivalent Students (FTES)	6,621	6,580	6,122

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	27.3%	26.1%	25.1 %
20 - 24	26.6%	28.5%	30.7 %
25 - 49	39.3%	39.3%	38.2 %
Over 49	6.6%	5.9%	5.8 %
Unknown	0.2%	0.2%	0.2 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	61.1%	60.3%	59.3%
Male	38.9%	39.7%	40.5%
Unknown	0.0%	0.1%	0.2%

Source: Chancellor's Office, Management Information System

Yuba College
Yuba Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.6%	3.3%	4.1%
American Indian/Alaskan Native	2.1%	1.5%	1.7%
Asian	10.4%	8.6%	10.0%
Filipino	1.5%	0.5%	1.0%
Hispanic	22.5%	16.7%	22.9%
Pacific Islander	0.8%	1.3%	0.7%
Two or More Races	.%	1.8%	3.0%
Unknown/Non-Respondent	6.9%	25.6%	7.3%
White Non-Hispanic	51.2%	40.7%	49.3%

Source: Chancellor's Office, Management Information System

Yuba College
Yuba Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	48.4	49.9	38.0	60.5	*A1*
B	Percent of Students Who Earned at Least 30 Units	72.1	70.9	57.0	78.8	*B3*
C	Persistence Rate	64.4	69.1	60.4	79.7	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.9	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.4	58.5	40.8	70.2	*E4*
F	Improvement Rate for Credit Basic Skills Courses	56.9	52.8	25.0	64.2	*F4*
G	Improvement Rate for Credit ESL Courses	50.0	48.8	10.1	67.5	*G2*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Yuba College

Yuba Community College District

College Self-Assessment

Yuba College, located in Marysville in Yuba County, opened in 1927 and by 1928 had become the first countywide community college in the state. In 1962, Yuba College moved from its previous location, on the campus of Marysville High School to its current 70 acre location. By 1975, the Yuba Community College District (YCCD) service area had expanded to cover 4,192 square miles, and includes all or parts of eight counties in north central California. In fall 2008, Yuba College changed from a single, multi-campus college to a two college district with educational centers and outreach programs divided between the original Yuba College and the newly accredited Woodland Community College. The current iteration of Yuba College encompasses the main campus in Marysville, the Beale Air Force Base Outreach Center, and the Clear Lake Center in Lake County. In addition, thanks to bond funding, Yuba College is constructing a new outreach center in Sutter County, just north of Yuba City, which is scheduled to open for fall 2012.

As in previous years, this version of the ARCC report only partially distinguishes between Yuba College and Woodland Community College (WCC), which continue for the next five years. In last year's data, the state MIS calculation of headcount for Yuba College was short nearly 2,000 students; that same error has reappeared and seems to result from MIS headcount failing to account for students who attend classes at both Yuba College and WCC. When using our internal data, and following the directions for calculating headcount as outlined in Appendix B, the Office of Planning, Research, and Student Success calculated the headcount for Yuba College to be 13,785 students for 2009, and recalculating student headcount directly from reports submitted to the state MIS showed a similar discrepancy. By comparison, the FTES data, which draws on a different source, is a better indicator of the relative change in our student population.

Despite the problems in reporting the numbers, headcount enrollment at Yuba College dropped to approximately 11,800 students for the 2010-11 school year. This represents over a 13% drop in the number of students attending Yuba College in a single year, while FTES only dropped by 7%. What is not shown in the ARCC data is which students are leaving and at Yuba College those are largely part-time students.

The ethnicity distributions for Yuba College show significant variation during the three year time span shown in the report. The data storage error in 2009 that led to this error has been addressed internally, but was not fixed in time to resubmit the data to the state MIS for recalculation. As seen in Table 1.10 the proportion of students within different ethnic categories between the 2008-9 and 2010-11 years are relatively similar and show the data artifact has been addressed.

Finally, despite the continued financial turmoil that surrounds the state, Yuba College is working hard to ensure students success by shifting curriculum and priorities to best address the diverse needs of our students.

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Appendices

Appendix A: Peer Groups

Appendix B: Methodology for Deriving Counts and Rates for College Level Performance Indicators

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Appendix D: Peer Grouping Methodology

Appendix E: Terms and Abbreviations

Appendix F: Legislation Summary

Appendix G: Record of Interactions by Boards of Trustees

Appendix H: Acknowledgements

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Appendix A: Peer Groups

Introduction

The 2012 ARCC report uses the same peer groups that appeared in the previous three ARCC reports (2009, 2010 and 2011). That is, unlike the initial ARCC reports (2007, 2008), the 2012 report has omitted the *cluster analysis* step that used the most recent data available to identify peer institutions by each performance indicator. The Chancellor's Office has decided to maintain stability in the peer groups by foregoing new peer group formation for this year's ARCC report. For example, in Appendix A, the colleges in peer group A1 for the 2012 ARCC Report will be exactly the same colleges than the previous three ARCC reports.

There are several reasons why the Chancellor's Office has retained the peer groupings for the 2012 report. An analysis by the Chancellor's Office indicates that the data related to each performance indicator reflect considerable changes, presumably from re-submission and recoding of data by colleges to remedy past shortcomings. When substantial changes in data arose, the peer grouping analysis of prior ARCC reports would use statistical analyses to adjust the peer groups to match the new data. The instability of these peer groups for some institutions has meant that some colleges have faced a "moving target" in terms of performance evaluation. Some colleges that experienced year-to-year shifts in their peer groups noted that the shifts complicated their local analyses and planning processes. The change in peer institutions could produce an above-average performance one year but a below-average performance the next year even though the performance of the college on a specific indicator had not changed that much over the two years. In order to minimize this problem of the "moving target" with unstable peer groups, the Chancellor's Office has stabilized the peer groups by retaining the peer groupings from the 2009 report for the 2012 report.

The Chancellor's Office will still need to update the peer groupings in the 2013 report despite the importance of providing stability in the peer groupings. Such updating will probably occur to capture two events that we expect to substantially influence the statistical models behind the peer groupings. The first event is the completion of the statewide effort by the State Academic Senate to standardize the coding of the course-type variable known as "course prior to college level" (data element CB21). This standardization process is expected to alter the data for some performance indicators, and this in turn could result in a new set of environmental factors that ARCC will use to form peer groups for some performance indicators. We note that the effort to upgrade the CB21 element included changes in TOP codes (taxonomy of programs), and these additional changes in the data can also trigger shifts for peer groups and for specific college performance in the affected time period. A second event that will justify peer group updating will be the release of ZIP Code level data from the U.S. Census. Because ARCC peer grouping models use ZIP Code level U.S. Census data for a number of important environmental factors, the Chancellor's Office will take advantage of the new Census data to update its environmental factors.

Appendix A: Peer Groups

Because the Chancellor's Office values equity in between-college comparisons, the Chancellor's Office will continue to work on this important element of the ARCC report. We will continue to test for improvements in peer grouping methodology and to use the most appropriate data that are available.

The following paragraphs of this appendix describe the composition of the peer groups that the main report cites in the college level analysis (Table 1.11: Peer Grouping). There is one table for each of the seven performance indicators (excluding the CDCP indicator). For information about the peer grouping methodology, we refer readers to Appendix D, which gives the essential statistical specifications for the ARCC peer grouping. For information about the analysis that preceded and supported the peer grouping process, we refer readers to Appendix C, which documents the regression analyses that the Chancellor's Office research staff used for the 2009 ARCC report.

Appendix A should help readers by presenting them with four types of information. The first type of information is the average value for each of the uncontrollable factors (labeled as "Means of Predictors") that theoretically influence a given performance indicator in the ARCC. We show these averages for each peer group in the second, third, and fourth columns (reading from the left) of each of the seven tables in this appendix. These data have not changed from since the 2009 ARCC report.

The second type of information is the basic statistical summary of the performance indicator (the lowest rate, the highest rate, and the average rate) within each peer group. These figures appear in the three columns to the right of the shaded vertical border in each table. In the 2012 report, we have updated these figures to reflect the latest ARCC performance data for each peer group.

The third type of information concerns the composition of each peer group. The two rightmost columns of each table display the number of colleges within each peer group as well as the names of the colleges within each peer group. These data remain the same as in the 2009 ARCC report.

Finally, the fourth type of data is the state level figure for each of the uncontrollable factors and performance indicators. These state level figures appear in the last row of each of the tables in this appendix. Each statewide average in the last row is calculated as the sum of individual college values for that predictor or for that performance indicator (as specified by the column heading) divided by the number of colleges for which data were available for that predictor or performance indicator. For example, looking at Table A4, the statewide average for the predictor "Pct Male Fall 2007" is the sum of the percentage of males at each college in Fall 2007 divided by 110, where 110 represents the number of colleges for which those data were available. Similarly, the statewide average for Vocational Course Completion Rate in Table A4 is the sum of the Vocational Course Completion Rate for each college divided by the 110 colleges for which this rate was available. For the 2012 report, only the statewide average for the performance indicator

Appendix A: Peer Groups

(e.g., Vocational Course Completion Rate in Table A4) has changed. Statewide averages for the predictors have not changed from 2009.

We follow the approach described above primarily to facilitate any local efforts to compare peer group performances from previous ARCC reports to those in the 2012 edition.

The statewide averages reported in Appendix A differ from the system averages that we present in the Introduction to the College Level Indicators because the averages in the Introduction use student-level data rather than college-level data. For reporting how the system has performed on an indicator, analysts should use the system averages that appear in the Introduction to the College Level Indicators. For comparing how a peer group has done with respect to all of the colleges in the state, analysts should use the statewide averages that appear in Appendix A.

Users of this report may use these four types of information to help them establish a context for interpreting the peer group results in the main body of the report. The information about the uncontrollable factors, the performance indicators, and the peer group composition allows the user to weigh these different aspects of the peer grouping as they try to evaluate college performances.

Finally, we note some specific details for clarity's sake. The leftmost column of each table displays codes such as "A1" or "E5." These codes signify only a different peer group for each performance indicator. The letter in the code (A through G) denotes the specific performance indicator, and the number in the code (1 through 6) denotes a specific group of colleges for a specific performance indicator. Users should avoid attaching any further meaning to these codes. That is, the colleges in group "A1" are not higher or better than the colleges in group "A2" (and vice versa). For the 2012 report, the codes are comparable to those in previous ARCC reports because we have not conducted any new peer grouping. However, this is not necessarily the case for other previous reports. For example, group "B4" in this report differs from group "B4" in the 2008 ARCC report. We used this coding convention to facilitate the cross-referencing of results in the main report's college pages to this appendix and nothing more.

Users should also remember that the composition of each peer group resulted only from our statistical analysis of the available uncontrollable factors related to each outcome. Therefore, the peer groupings may list some colleges as peers when we customarily would consider them as quite dissimilar. For example, we often consider geographic location and level of population density as factors that distinguish colleges as different (or similar). So, in Table A1 users may note that our peer grouping for Student Progress and Achievement classifies Shasta as a peer for San Jose City, and this tends to clash with our knowledge of the high density setting of the Bay Area and the rural northern California setting of Shasta. However, population density and geographic location within the state are not predictors of this outcome in our statistical analyses (see Appendix C).

Appendix A: Peer Groups

Furthermore, our historical perception of similar colleges tends to rely upon many controllable factors (which we do not consider in our peer grouping procedure), and this perception can also make the reported peer groups seem counter-intuitive.

For some performance indicators, a few colleges will lack a peer group. This is indicated by missing values in Table 1.11. Also, for some colleges, there may be a peer group but no figure for a particular indicator. Both situations occurred in the ARCC peer grouping analysis as a result of insufficient data at the time of analysis. Naturally, some of these situations relate to newly established colleges that lack the operating history to produce sufficient data for the ARCC analyses.

Appendix A: Peer Groups
Table A1: Student Progress & Achievement: Degree/Certificate/Transfer
Student Progress and Achievement Rate Peer Group

	Means of Predictors			Student Progress and Achievement Rate*			Peer Group Colleges	
Peer Group Number	Pct Students Age 25+ Fall 2005	Pct Basic Skills Fall 2005	Bachelor Plus Index	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
A1	42%	15%	0.19	38.0	60.5	49.9	35	Antelope Valley; Bakersfield; Butte; Cerritos; Chaffey; Citrus; Contra Costa; Cosumnes River; Cuyamaca; Cypress; East L. A.; El Camino; Evergreen Valley; Fresno City; L.A. Harbor; L.A. Mission; L.A. Valley; Long Beach City; Los Medanos; Modesto; Mt. San Antonio; Mt. San Jacinto; Oxnard; Porterville; Reedley; Riverside; San Joaquin Delta; San Jose City; Santiago Canyon; Sequoias, Shasta; Solano; Victor Valley; West Hills Coalinga; Yuba.
A2	36%	10%	0.30	49.8	68.8	61.0	19	Crafton Hills; Cuesta; De Anza; Diablo Valley; Fullerton; Golden West; Grossmont; L.A. Pierce; Las Positas; Moorpark; Orange Coast; Pasadena City; Sacramento City; San Diego Mesa; Santa Barbara City; Santa Monica City; Sierra; Skyline; Ventura.
A3	44%	31%	0.18	38.6	53.7	49.2	7	Chabot; Copper Mountain; Desert; Gavilan; Imperial Valley; Redwoods; Southwestern.
A4	53%	11%	0.34	40.5	68.3	56.9	23	Alameda; American River; Berkeley City College; Cabrillo; Canyons; Foothill; Glendale; Irvine Valley; Laney; Marin; Merritt; MiraCosta; Monterey; Ohlone; Palomar; Saddleback; San Diego City; San Diego Miramar; San Francisco City; San Mateo; Santa Rosa; West L.A.; West Valley.
A5	62%	9%	0.18	34.9	65.6	48.3	15	Allan Hancock; Barstow; Cerro Coso; Coastline; Columbia; Feather River; Hartnell; Lake Tahoe; Lassen; Mendocino; Napa Valley; Palo Verde; Santa Bernardino; Siskiyous; Taft.
A6	57%	23%	0.20	25.0	54.8	43.4	9	Canada; Compton; L.A. City; L.A. Trade-Tech; Merced; Mission; Rio Hondo; Santa Ana; Southwest L.A.
Statewide Average	**47%**	**14%**	**0.24**			**52.5**	**N = 108**	

*** Student Progress and Achievement Rates reported for 2005-06 to 2010-11**

Appendix A: Peer Groups
Table A2: Student Progress & Achievement: Degree/Certificate/Transfer
Students Who Earned at Least 30 Units Rate Peer Group

	Means of Predictors			Students Who Earned at Least 30 Units Rate*			Peer Group Colleges	
Peer Group Number	Student Count Fall 2005	Average Unit Load Fall 2004	ESAI Per Capita Income	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
B1	8,212	7.2	$22,057	57.8	80.0	69.7	32	Alameda; Allan Hancock; Barstow; Berkeley City College; Cerro Coso; Columbia; Contra Costa; Cuyamaca; Evergreen Valley; Gavilan; Hartnell; Irvine Valley; L.A. Mission; Laney; Las Positas; Lassen; Los Medanos; Mendocino; Merritt; Mission; Monterey; Napa Valley; Ohlone; Oxnard; San Diego City; San Diego Miramar; San Jose City; Santiago Canyon; Siskiyous; Skyline; Southwest L.A.; West L.A
B2	15,849	8.4	$19,869	65.7	81.4	73.3	38	Antelope Valley; Bakersfield; Cabrillo; Canyons; Cerritos; Chabot; Chaffey; Citrus; Cosumnes River; Cuesta; Cypress; Desert; East L.A.; Fresno City; Fullerton; Glendale; Golden West; Grossmont; L.A. City; L.A. Harbor; L.A. Pierce; L.A. Trade-Tech; L.A. Valley; Merced; Mira Costa; Modesto; Mt. San Jacinto; Reedley; Rio Hondo; San Bernardino; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sierra; Solano; Southwestern; Ventura; Victor Valley
B3	6,763	9.2	$15,728	57.0	78.8	70.9	12	Butte; Compton; Copper Mountain; Crafton Hills; Feather River; Imperial Valley; Porterville; Redwoods; Sequoias; Shasta; West Hills Coalinga; Yuba
B4	26,521	8.1	$24,895	70.8	85.9	76.0	17	American River; De Anza; Diablo Valley; El Camino; Long Beach City; Moorpark; Mt. San Antonio; Orange Coast; Palomar; Pasadena City; Riverside; Sacramento City; Saddleback; San Francisco City; Santa Ana; Santa Monica City; Santa Rosa
B5	6,609	4.7	$20,031	65.6	74.7	70.1	4	Coastline; Lake Tahoe; Palo Verde; Taft
B6	10,758	7.2	$37,321	73.3	81.7	76.2	5	Canada; Foothill; Marin; San Mateo; West Valley.
Statewide Average	**13,613**	**7.9**	**$21,662**			**71.3**	**N = 108**	

*** Students Who Earned at Least 30 Units Rates reported for 2005-06 to 2010-11**

Appendix A: Peer Groups
Table A3: Student Progress & Achievement: Degree/Certificate/Transfer Persistence Rate Peer Group

	Means of Predictors			Persistence Rate*			Peer Group Colleges	
Peer Group Number	Pct Students Age 25+ Fall 2006	Student Count Fall 2006	ESAI Household Income	Low est Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
C1	54%	7,534	$37,027	35.8	72.0	61.2	22	Alameda; Allan Hancock; Barstow; Columbia; Compton; Contra Costa; Copper Mountain; Cuyamaca; Feather River; Hartnell; L.A. City; L.A. Trade-Tech; Laney; Lassen; Mendocino; Merced; Porterville; Redwoods; San Bernardino; Siskiyous; Southwest L.A.; West L.A.
C2	48%	31,304	$49,184	69.3	82.1	74.7	9	American River; Mt. San Antonio; Palomar; Pasadena City; Riverside; San Francisco City; Santa Ana; Santa Monica City; Santa Rosa
C3	40%	20,026	$44,891	57.3	80.1	71.0	24	Antelope Valley; Bakersfield; Cerritos; Chaffey; East L.A.; El Camino; Fresno City; Fullerton; Glendale; Grossmont; L.A. Pierce; L.A. Valley; Long Beach City; Modesto; Mt. San Jacinto; Orange Coast; Rio Hondo; Sacramento City; San Diego City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sierra; Southwestern
C4	69%	7,589	$44,878	46.3	74.5	57.8	9	Berkeley City College; Cerro Coso; Coastline; Lake Tahoe; Merritt; Monterey; Napa Valley; Palo Verde; Taft
C5	41%	10,547	$45,974	60.4	79.7	69.2	27	Butte; Cabrillo; Chabot; Citrus; Cosumnes River; Crafton Hills; Cuesta; Cypress; Desert; Golden West; Imperial Valley; L.A. Harbor; L.A. Mission; Los Medanos; Mira Costa; Oxnard; Reedley; San Diego Miramar; Santiago Canyon; Sequoias; Shasta; Skyline; Solano; Ventura; Victor Valley; West Hills Coalinga; Yuba
C6	48%	13,196	$69,469	62.7	83.4	74.2	17	Canada; Canyons; De Anza; Diablo Valley; Evergreen Valley; Foothill; Gavilan; Irvine Valley; Las Positas; Marin; Mission; Moorpark; Ohlone; Saddleback; San Jose City, San Mateo, West Valley
Statewide Average	**47%**	**13,788**	**$ 47,786**			**68.3**	**N = 108**	

*** Persistence Rates reported for Fall 2009 to Fall 2010**

Appendix A: Peer Groups

Table A4: Student Progress & Achievement: Vocational/Occupational/Workforce Development Vocational Course Completion Rate Peer Group

	Means of Predictors				Vocational Course Completion Rate*			Peer Group Colleges	
Peer Group Number	Pct Male Fall 2007	Pct Students Age 30+ Fall 2007	Miles to Nearest UC		Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
D1	40%	46%	43.2		64.0	88.3	73.3	27	Allan Hancock, Barstow, Berkeley City College, Canada, Cerro Coso, Coastline, Columbia, Contra Costa, Cuyamaca, Feather River, Gavilan, Irvine Valley, L.A. City, Lake Tahoe, Laney, Marin, Mendocino, Merced, Merritt, Mission, Monterey, Napa Valley, Saddleback, Santa Rosa, Southwest L.A., West L.A., West Valley
D2	42%	26%	30.5		62.6	81.3	73.3	41	Antelope Valley, Chaffey, Citrus, Compton, Copper Mountain, Crafton Hills, Cypress, De Anza, Desert, Diablo Valley, El Camino, Evergreen Valley, Folsom Lake, Fresno City, Fullerton, Glendale, Golden West, Grossmont, L.A. Harbor, L.A. Mission, L.A. Pierce, L.A. Valley, Los Medanos, Modesto, Moorpark, Mt. San Jacinto, Orange Coast, Oxnard, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara City, Santa Monica City, Solano, Southwestern, Ventura, Victor Valley, Yuba
D3	40%	28%	122.7		72.5	77.5	74.8	10	Bakersfield, Butte, Coalinga, Cuesta, Imperial Valley, Lemoore, Porterville, Reedley, Sequoias, Shasta
D4	46%	34%	25.6		65.1	87.4	75.8	23	Alameda, American River, Cabrillo, Cerritos, Chabot, Cosumnes River, East L.A., Foothill, Hartnell, L.A. Trade-Tech, Las Positas, Long Beach City, Mira Costa, Mt. San Antonio, Ohlone, Palomar, San Bernardino, San Diego Miramar, San Francisco City, San Jose City, San Mateo, Sierra, Skyline
D5	45%	46%	240.3		75.9	79.1	77.4	3	Lassen, Redwoods, Siskiyous
D6	65%	47%	60.9		83.1	96.7	89.6	6	Canyons, Palo Verde, Rio Hondo, Santa Ana, Santiago Canyon, Taft
Statewide Average	**43%**	**34%**	**48.3**				**74.9**	**N = 110**	

*** Vocational Course Completion Rates reported for 2010-11.**

Appendix A: Peer Groups
Table A5: Pre-Collegiate Improvement: Basic Skills and ESL
Basic Skills Course Completion Rate Peer Group

	Means of Predictors			Basic Skills Course Completion Rate*			Peer Group Colleges	
Peer Group Number	Student Count Fall 2007	Nearest CSU SAT Math 75th Pctl. 2007	Poverty Index	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
E1	11630	569.2	0.09	52.3	72.6	63.8	36	Allan Hancock, Cabrillo, Canada, Chabot, Citrus, Coastline, Contra Costa, Cosumnes River, Cuesta, Cuyamaca, Cypress, Evergreen Valley, Gavilan, Golden West, Grossmont, Hartnell, Irvine Valley, Las Positas, Los Medanos, Marin, Mira Costa, Mission, Monterey, Moorpark, Napa Valley, Ohlone, Oxnard, San Diego Miramar, San Jose City, San Mateo, Santiago Canyon, Shasta, Skyline, Solano, Ventura, West Valley
E2	15283	545.9	0.20	50.8	73.1	60.7	17	Bakersfield, Butte, Coalinga, Fresno City, Imperial Valley, L.A. City, L.A. Trade-Tech, L.A. Valley, Long Beach City, Merced, Porterville, Reedley, Sacramento City, San Diego City, San Joaquin Delta, Sequoias, Taft
E3	26210	563.8	0.09	52.2	76.6	63.5	16	American River, Canyons, De Anza, Diablo Valley Foothill, Fullerton, Mt. San Antonio, Orange Coast Palomar, Saddleback, San Diego Mesa San Francisco City, Santa Ana, Santa Rosa Sierra, Southwestern
E4	6571	537.7	0.15	40.8	70.2	58.5	22	Alameda, Antelope Valley, Barstow, Berkeley City College, Cerro Coso, Columbia, Copper Mountain, Crafton Hills, Desert, Feather River, L.A. Mission, Lake Tahoe, Laney, Lassen, Mendocino, Merritt, Palo Verde, Redwoods, San Bernardino, Siskiyous, Victor Valley, Yuba
E5	23893	503.8	0.15	57.3	68.7	63.0	13	Cerritos, Chaffey, East L.A., El Camino, Glendale, L.A. Pierce, Modesto, Mt. San Jacinto, Pasadena City, Rio Hondo, Riverside, Santa Barbara City, Santa Monica City
E6	7707	450.0	0.22	46.7	57.2	52.2	4	Compton, L.A. Harbor, Southwest L.A., West L.A.
Statewide Average	**14512**	**546.1**	**0.13**			**61.7**	**N = 108**	

*** Basic Skills Course Completion Rates reported for 2010-11.**

Appendix A: Peer Groups
Table A6: Pre-Collegiate Improvement: Basic Skills and ESL
Basic Skills Improvement Rate Peer Group

	Means of Predictors			Basic Skills Improvement Rate*			Peer Group Colleges	
Peer Group Number	Pct. on Financial Aid Fall 2006	Avg Unit Load Fall 2006	Selectivity of Nearest 4-Year 2006	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
F1	8.5%	7.6	28.5	32.6	67.3	52.8	25	Alameda, Allan Hancock, American River, Berkeley City College, Cerritos, Chabot, Compton, Contra Costa, Cuesta, Cuyamaca, Diablo Valley, El Camino, Folsom Lake, L.A. Harbor, Laney, Los Medanos, Merritt, Ohlone, San Diego City, San Diego Mesa, San Diego Miramar, Santa Monica City, Southwest L.A., Ventura, West L.A.
F2	9.0%	8.4	62.0	38.8	76.9	58.4	47	Antelope Valley, Bakersfield, Barstow, Cabrillo, Canyons, Chaffey, Citrus, Columbia, Cosumnes River, Crafton Hills, Cypress, De Anza, Desert, Evergreen Valley, Fullerton, Gavilan, Golden West, Grossmont, L.A. City, L.A. Mission, L.A. Pierce, L.A. Valley, Las Positas, Lassen, Long Beach City, Mira Costa, Modesto, Moorpark, Mt. San Antonio, Mt. San Jacinto, Napa Valley, Orange Coast, Oxnard, Palo Verde, Palomar, Pasadena City, Riverside, Sacramento City, Saddleback, San Bernardino, San Francisco City, San Jose City, Santa Barbara City, Shasta, Sierra, Solano, Southwestern
F3	28.7%	12.4	43.9	60.3	60.3	60.3	1	Imperial Valley
F4	18.4%	8.9	67.1	25.0	64.2	52.8	15	Butte, Coalinga, Copper Mountain, Feather River, Fresno City, Glendale, Merced, Porterville, Redwoods, Reedley, San Joaquin Delta, Sequoias, Siskiyous, Victor Valley, Yuba
F5	6.5%	6.9	63.3	41.6	72.1	58.1	17	Canada, Cerro Coso, East L.A., Foothill, Hartnell, Irvine Valley, L.A. Trade-Tech, Marin, Mendocino, Mission, Monterey, Rio Hondo, San Mateo, Santa Rosa, Santiago Canyon, Skyline, West Valley
F6	3.7%	4.1	56.9	48.6	62.3	55.0	4	Coastline, Lake Tahoe, Santa Ana, Taft
Statewide Average	**9.8%**	**7.9**	**54.9**			**56.2**	**N = 109**	

*** Basic Skills Improvement Rates reported for 2008-09 to 2010-11**

Appendix A: Peer Groups
Table A7: Pre-Collegiate Improvement: Basic Skills and ESL
ESL Improvement Rate Peer Group

	Means of Predictors			ESL Improvement Rate*			Peer Group Colleges	
Peer Group Number	Student Count Fall 2006	Pct Students Age 30+ Fall 2006	English Not Spoken Well Index	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
G1	7414.2	49.2%	0.07	0.0	78.6	45.6	25	Allan Hancock, Barstow, Berkeley City College, Canada, Cerro Coso, Coastline, Columbia, Contra Costa, Cuyamaca, Feather River, Gavilan, Irvine Valley, Lake Tahoe, Laney, Lassen, Marin, Mendocino, Merritt, Mission, Monterey, Napa Valley, Palo Verde, Siskiyous, Taft, West Valley
G2	11213.9	30.2%	0.06	10.1	67.5	48.8	29	Alameda, Antelope Valley, Butte, Cabrillo, Chabot, Copper Mountain, Cosumnes River, Crafton Hills, Cuesta, Diablo Valley, Grossmont, Las Positas, Los Medanos, Mira Costa, Moorpark, Mt. San Jacinto, Ohlone, Oxnard, Redwoods, San Bernardino, San Diego Miramar, San Mateo, Shasta, Sierra, Skyline, Solano, Ventura, Victor Valley, Yuba
G3	10769.8	31.5%	0.17	24.1	70.2	51.4	22	Citrus,Coalinga, Compton, Cypress, Desert, Evergreen Valley, Glendale, Golden West, Hartnell, Imperial Valley, L.A. Harbor, L.A. Mission, L.A. Valley, Merced, Porterville, Reedley, Rio Hondo, San Jose City, Santiago Canyon, Sequoias, Southwest L.A., West L.A.
G4	27182.8	42.2%	0.09	45.0	71.6	54.8	8	American River,Canyons, Foothill, Palomar, Saddleback, San Francisco City, Santa Ana, Santa Rosa
G5	22833.0	25.5%	0.12	40.8	69.2	57.9	21	Bakersfield, Cerritos, Chaffey, De Anza, El Camino, Fresno City, Fullerton, L.A. Pierce, Long Beach City, Modesto, Mt. San Antonio, Orange Coast, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara City, Santa Monica City, Southwestern
G6	20357.0	40.8%	0.27	10.8	55.9	39.9	3	East L.A., L.A. City, L.A. Trade-Tech
Statewide Average	**13788.3**	**35.1%**	**0.10**			**50.8**	**N = 108**	

***ESL Improvement Rates reported for 2008-09 to 2010-11**

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APPENDIX B:
METHODOLOGY FOR DERIVING COUNTS AND RATES FOR SYSTEMWIDE AND COLLEGE LEVEL PERFORMANCE INDICATORS

METHODOLOGY FOR SYSTEMWIDE INDICATORS

TABLES 1-3: ANNUAL NUMBER AND PERCENTAGE OF BACCALAUREATE STUDENTS WHO ATTENDED A CCC

Definition: The annual number and percentage of Baccalaureate students graduating from CSU and UC from 2005-2006 to 2010-2011 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 2005-2006 to 2010-2011 from the table titled: *Undergraduate and Graduate Degrees Granted, Systemwide from 1935-1936 to 2010-2011*.

Total from CCC:
Number of Baccalaureate students who attended a CCC from 2005-2006 to 2010-2011 is from the tables titled: *Baccalaureates Granted to Students Who Originally Transferred From California Community Colleges, by Campus.*

Note: The reports are based on data submitted by CSU campuses in the Enrollment Reporting System-Degrees (ERSD) system.

Calculation: CSU Percent = Total from CCC/Total BA/BS

B. University of California (UC)

Data Source: University of California Office of the President (UCOP)

Total BA/BS:
Number of Bachelor degrees received at UC from 2005-2006 to 2010-2011 from the On-Line Data System reports: *Degrees/Completion-Total Degrees*.

Total from CCC:
Number of Bachelor degrees received at UC from 2005-2006 to 2010-2011 from the On-Line Data System reports: *Degrees/Completion-Total Degrees-Community Colleges*.

Calculation: UC Percent = Total from CCC/Total BA/BS

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 2005-2006 to 2010-2011.

A. California State University (CSU)

Data Source: California State University (CSU), Division of Analytical Studies

Total Transfers:
Number of transfers from 2005-2006 to 2010-2011 is from the tables titled: *California Community College Transfers to the California State University System.*

Note: The reports are based on data submitted by CSU campuses in the Student Enrollment File (ERSS) of the Enrollment Reporting System.

B. University of California (UC)

Data Source: University of California (UC)

Total Transfers:
Number of transfers from 2005-2006 to 2010-2011 is from the table titled: *Full-year enrollees: California community college transfers.*

Note: The full-year enrollees of California community college transfers are from all campuses combined and reflect an unduplicated count.

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 4, 5 AND 8: ANNUAL NUMBER OF COMMUNITY COLLEGE TRANSFERS TO FOUR-YEAR INSTITUTIONS (ISP/OOS)

Definition: The annual number of community college transfers to In-State Private (ISP) and Out-of-State (OOS) four-year institutions from 2005-2006 to 2010-2011 were determined by aggregating a series of cohorts (1994-1995 to 2009-2010) consisting of first-time freshman within an academic year. The aggregated cohorts represent students that completed at least 12 units in the community college system. The data was disaggregated by the academic year the students transferred (transfer year) to an independent or out-of-state four-year institution.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohorts
First-Time Students Who Showed Intent to Complete:
1. Look systemwide* to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside CCC system are excluded.
AND
2. SX03 ENROLLMENT-UNITS-EARNED >= 12 at your college and/or anywhere in the system.

Outcome
A student must successfully achieve the following outcome by 2010-2011.
1. Transferred to Four-Year Institution
Match with National Student Clearinghouse (NSC), UC and CSU files

*Systemwide is defined as all California Community Colleges

Note: A data-reporting artifact may occur for the year that an institution joins National Student Clearinghouse (NSC). All of the matches that occur for that institution from previous years (a cumulative count that spans pre-NSC membership years) would be reported by the NSC as transfers for that first year. To eliminate this artifact from the ARCC report, we zero out the transfer count for the first year that an institution joins the NSC. Therefore, the volume of transfer counts for Tables 4, 5 and 8 (ISP and OOS) is lower for the same years from previous ARCC reports.

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 9: TRANSFER RATE TO FOUR-YEAR INSTITUTIONS

Definition: The cohorts for the transfer rate consisted of first-time students with minimum of 12 units earned who attempted a transfer level Math or English course during enrollment and who transferred to a four-year institution within 6 years. The cohorts consisted of first-time students from 2003-200 (Cohort 1), 2004-2005 (Cohort 2) and 2005-2006 (Cohort 3) who completed at least 12 units by 2008-2009 (Cohort 1), 2009-2010 (Cohort 2) and 2010-2011 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
First-Time Students
1. Look systemwide* to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside CCC system are excluded.
AND
2. SX03 ENROLLMENT-UNITS-EARNED >= 12 at your college and/or anywhere in the system
AND
3. One or more of the following:

1. Math Course
Attempted Enrollment in course(s) where:
CB03 COURSE-TOP-CODE = 17*
CB05 COURSE-TRANSFER-STATUS = A, B

2. English Course
Attempted Enrollment in course(s) where:
CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*, 1520*
CB05 COURSE-TRANSFER-STATUS = A, B

Outcome
A student must successfully achieve the following outcome within six years:
1. Transferred to Four-Year Institution
Match with NSC, UC, and CSU files

Calculation: Transfer Rate = Outcome/Cohort

*Systemwide is defined as all California Community Colleges

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 10 AND 11: ANNUAL NUMBER OF VOCATIONAL AWARDS BY PROGRAM AND "TOP 25" VOCATIONAL PROGRAMS BY VOLUME OF TOTAL AWARDS

Methodology: RA&A (Research, Analysis and Accountability Unit) and the CCCCO MIS staff extracted awards data by academic program (using the four-digit TOP* Code to identify the program) for those students earning awards in the three most recent academic years (2008-2009, 2009-2010, and 2010-2011). Only TOP Codes with vocational indicators were selected for this analysis. The analysis covered AA and AS degrees, and credit certificates ranging from those for less than 6 units to those for 60 units and above.

Total credit awards for each of the three academic years are the sum of AA/AS degrees plus credit certificates.

We present total credit awards, AA/AS degrees and credit certificates alphabetically in Table 10 and in descending order by Total Credit Awards (AA/AS degrees plus certificates) in Table 11.

Data Source: Chancellor's Office Management Information System (COMIS)

*The Taxonomy of Programs (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state that have similar outcomes. Using the four-digit TOP code to identify programs for this outcome indicator means that the awards numbers are aggregated at the subdiscipline level. For example, the four-digit TOP code for the nursing subdiscipline covers the fields of Registered Nursing, Licensed Vocational Nursing, Certified Nurse Assistant and Home Health Aide.

For further information on TOP codes, consult the most recent edition of *The California Community Colleges Taxonomy of Programs*, available at the CCCCO Web site.

Appendix B: Methodology for Systemwide and College Performance Indicators

FIGURES 6a-6c: INCREASE IN WAGES FOLLOWING RECEIPT OF DEGREE/CERTIFICATE

Methodology: RA&A (Research, Analysis and Accountability Unit) and the CCCCO MIS staff developed three cohorts from the COMIS for analysis of wage progression following award attainment. The cohorts consisted of non-special-admit students meeting the full-term reporting criteria who received any award during 2003-2004 (Cohort 1), 2004-2005 (Cohort 2), or 2005-2006 (Cohort 3).

We selected these cohort years to ensure sufficient data to track wages across time.

To be included in a cohort, these students could no longer be enrolled in a community college during the two years immediately after their awards and they could not have transferred out to a four-year institution. Cohort members were matched to the California Employment Development Department's (EDD's) wage file (even if zero wages were reported for some quarters or years) and their wage data extracted for up to five years before award and for as many years after award as the EDD data were available. For the 2003-2004 cohort, five complete years of post-award wage data were available. Five years of post-award wage data were also available for the 2004-2005 cohort, and four full years of post-award wage data were available for the 2005-2006 cohort.

From the combined COMIS and EDD wage data file, we selected students who received vocational education award(s) and had greater than zero wages reported in all years. We calculated median wages for each cohort and compared the trend for these wages with trends for California Median Household Income and California Per Capita Income for years that matched the EDD wage data as closely as possible. Figures 6a, 6b, and 6c present these trends for each wage cohort. Tables 12a, 12b, and 12c include the actual data used to develop the trend lines in Figures 6a to 6c. Wages for this analysis were not adjusted for inflation.

Data Source: Chancellor's Office Management Information System (COMIS); California Employment Development Department (EDD); California Department of Finance; U.S. Census Bureau; U.S. Department of Commerce, Bureau of Economic Analysis.

Note: More recent EDD wage data were unavailable as of the date of this report. The charts and tables reflect the most recent data available for use by the Chancellor's Office.

TABLES 12a-12c: INCREASE IN WAGES FOLLOWING RECEIPT OF DEGREE/CERTIFICATE

Methodology: RA&A (Research, Analysis and Accountability Unit) and the CCCCO MIS staff developed three cohorts from the COMIS for analysis of wage progression following award attainment. The cohorts consisted of non-special-admit students meeting the full-term reporting criteria who received any award during 2003-2004 (Cohort 1), 2004-2005 (Cohort 2), or 2005-2006 (Cohort 3).

We selected these cohort years to ensure sufficient data to track wages across time.

To be included in a cohort, these students could no longer be enrolled in a community college during the two years immediately after their awards, and they could not have transferred out to a four-year institution. Cohort members were matched to the California Employment Development Department's (EDD's) wage file (even if zero wages were reported for some quarters or years) and their wage data extracted for up to five years before award and for as many years after award as the EDD data were available. For the 2003-2004 cohort, five complete years of post-award wage data were available. Five years of post-award wage data were also available for the 2004-2005 cohort, and four full years of post-award wage data were available for the 2005-2006 cohort.

From the combined COMIS and EDD wage data file, we selected students who received vocational education award(s) and had greater than zero wages reported in all years. We calculated median wages for each cohort and compared the trend for these wages with trends for California Median Household Income and California Per Capita Income for years that matched the EDD wage data as closely as possible. Figures 6a, 6b, and 6c present these trends for each wage cohort. Tables 12a, 12b, and 12c include the actual data used to develop the trend lines in Figures 6a to 6c. Wages for this analysis were not adjusted for inflation.

Data Source: Chancellor's Office Management Information System (COMIS); California Employment Development Department (EDD); California Department of Finance; U.S. Census Bureau; U.S. Department of Commerce, Bureau of Economic Analysis

Note: More recent EDD wage data were unavailable as of the date of this report. The charts and tables reflect the most recent data available for use by the Chancellor's Office.

TABLE 13: ANNUAL NUMBER OF CREDIT BASIC SKILLS IMPROVEMENTS

Methodology: RA&A and the CCCCO MIS staff extracted the annual statewide number of students completing credit coursework at least one level above their prior credit basic skills enrollment. Students in the cohorts for this indicator (2006-2007 to 2008-2009, 2007-2008 to 2009-2010, and 2008-2009 to 2010-2011) must have enrolled in a credit basic skills English, ESL, or Mathematics course, then in a subsequent term enrolled in a higher-level credit course (basic skills or not basic skills).

Basic skills courses are those with a COURSE-BASIC-SKILLS-STATUS (CB08) of "B".

To be counted as "improved" a student must have enrolled in a credit basic skills course, then in a subsequent term, the student must enroll in a credit course with a course program code in the same discipline (English, ESL, or Math), but which is at a higher level.

The criterion for improvement was that the student completed the higher level course with a grade of C or better.

A student is counted only once in Mathematics and/or English regardless of how many times they improve.

Data Source: Chancellor's Office Management Information System (COMIS)

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 14-18: PARTICIPATION RATES

Methodology: The Systemwide Participation Rate is the count of students enrolled in the California Community Colleges relative to California's population.

RA&A extracted statewide population projections for 18 to 65 year olds with demographic breakdowns by ethnicity, gender, and age from the Department of Finance's (DOF) website for 2008, 2009, 2010, and 2011.

CCCCO MIS staff extracted corresponding demographic data for the statewide community college system for Academic Years 2008-09, 2009-10, and 2010-2011.
RA&A calculated the rates of community college participation per 1,000 population by age group, gender, and ethnicity as follows:

$$\frac{\text{Community College Enrollment for Academic Year}}{\text{DOF Population for Year}} \times 1{,}000$$

RA&A used the DOF data that correspond to the Fall term of the academic year. For example, for CCCCO academic year 2008-2009, we used DOF annual data for 2008.

Data Sources: Chancellor's Office Management Information System (COMIS) and
State of California, Department of Finance, *Race/Ethnic Population Projections with Age and Sex Detail, 2000–2050.* Sacramento, CA, July 2007.

http://www.dof.ca.gov/html/DEMOGRAP/Data/RaceEthnic/Population-00-50/RaceData_2000-2050.asp

Appendix B: Methodology for College Performance Indicators

METHODOLOGY FOR COLLEGE LEVEL INDICATORS

TABLE 1.1: STUDENT PROGRESS AND ACHIEVEMENT RATE

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within six years and who are shown to have achieved ANY of the following outcomes within six years of entry:

- Earned any AA/AS or Certificate (18 or more units)
- Actual transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Directed" (student successfully completed both transfer-level Math AND English courses)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

The cohorts consisted of first-time students from 2003-2004 (Cohort 1), 2004-2005 (Cohort 2) and 2005-2006 (Cohort 3) who achieved outcomes by 2008-2009 (Cohort 1), 2009-2010 (Cohort 2) and 2010-2011 (Cohort 3). Transfer was determined by matching with a database generated by the Chancellor's Office that contains NSC, UC and CSU transfers.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
First-Time Students Who Showed Intent to Complete:
1. Look systemwide* to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
AND
2. SX03 ENROLLMENT-UNITS-EARNED >= 12 at your college and/or anywhere in the system
AND
3. One or more of the following:
1. Transfer/Degree Intent
Attempted Enrollment in course(s) where:
CB03 COURSE-TOP-CODE = 17*, 1501*, 1503*, 1504*, 1507*, 1520*
CB04 COURSE-CREDIT-STATUS = D
2. Certificate Intent
Attempted Enrollment in course(s) where:
CB09 COURSE-SAM-PRIORITY-CODE = A, B
CB04 COURSE-CREDIT-STATUS = C, D

*Systemwide is defined as all California Community Colleges

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.1: STUDENT PROGRESS AND ACHIEVEMENT RATE (continued)

Outcomes
A student must successfully achieve one or more of the following outcomes:

1. Associate of Arts or Sciences Degree
SP02 STUDENT-PROGRAM-AWARD = A, S

2. Certificate (18 plus units)
SP02 STUDENT-PROGRAM-AWARD = L, T, F

3. Transfer Directed
CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*, 1520*
CB05 COURSE-TRANSFER-STATUS = A, B
SX04 ENROLLMENT-GRADE = A, B, C, P
AND
CB03 COURSE-TOP-CODE = 17*
CB05 COURSE-TRANSFER-STATUS = A, B
SX04 ENROLLMENT-GRADE = A, B, C, P

4. Transfer Prepared
CB05 COURSE-TRANSFER-STATUS = A, B
SX03 ENROLLMENT-UNITS-EARNED >= 60 at your college and/or anywhere in the system
SX04 ENROLLMENT-GRADE = A, B, C, P

5. Transferred to Four-Year Institution
Match with NSC, UC, CSU file

Calculation: Student Progress and Achievement Rate = Outcomes/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.1a: PERCENT OF STUDENTS WHO EARNED AT LEAST 30 UNITS

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within six years of entry who are shown to have achieved the following value-added measure of progress within six years of entry:

- Earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive effect on future earnings.)

The cohorts consisted of first-time students from 2003-2004 (Cohort 1), 2004-2005 (Cohort 2) and 2005-2006 (Cohort 3) who achieved outcomes by 2008-2009 (Cohort 1), 2009-2010 (Cohort 2) and 2010-2011 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
First-Time Students Who Showed Intent to Complete:
1. Look systemwide to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
AND
2. SX03 ENROLLMENT-UNITS-EARNED >= 12 at your college and/or anywhere in the system
AND
3. One or more of the following:
1. Transfer/Degree Intent
Attempted Enrollment in course(s) where:
CB03 COURSE-TOP-CODE = 17*, 1501*, 1503*, 1504*, 1507*, 1520*
CB04 COURSE-CREDIT-STATUS = D
2. Certificate Intent
Attempted Enrollment in course(s) where:
CB09 COURSE-SAM-PRIORITY-CODE = A, B
CB04 COURSE-CREDIT-STATUS = C, D

Outcome
A student must successfully achieve the following outcome:

At Least 30 Units
CB04 COURSE-CREDIT-STATUS = C, D
SX03 ENROLLMENT-UNITS-EARNED >= 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 2007 (Cohort 1), Fall 2008 (Cohort 2) and Fall 2009 (Cohort 3). Persistence was measured by their enrollment in Fall 2008 (Cohort 1), Fall 2009 (Cohort 2) and Fall 2010 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
First-Time Students Who Showed Intent to Persist:
1. Look systemwide to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Enrolled in Fall with prior Summer enrollment also qualifies.
AND
2. SX03 ENROLLMENT-UNITS-EARNED >= 6 at your college and/or anywhere in the system
AND
Remove Students taking only PE classes:
CB03 COURSE-TOP-CODE NE 083500 or 083510
AND
Remove students who transferred to a four-year institution or received an award prior to the subsequent Fall.

Outcome
A student must successfully achieve the following outcome:

Persisted in the Subsequent Fall
Attempted any credit course the subsequent Fall
CB04 COURSE-CREDIT-STATUS = C, D

Calculation: Persistence Rate = Outcome/ Cohort

Appendix B: Methodology for 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 (2008-2009, 2009-2010, and 2010-2011). These cohorts excluded "special admit" students, i.e., students currently enrolled in K-12 when they took the vocational course. Vocational courses were defined via their SAM (Student Accountability Model) priority code. SAM codes A, B, and C indicate courses that are clearly occupational. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or P.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
All of the following must be true:
1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C, D
3. CB09 COURSE-SAM-PRIORITY-CODE = A, B, C
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, P, NP, I*, W, DR

Outcome
The student must complete the course with:
SX04 ENROLLMENT-GRADE = A, B, C, or P

Calculation: Successful Course Completion Rate = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.4: ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT BASIC SKILLS COURSES

Methodology: The cohorts for basic skills course completion rate consisted of students enrolled in credit basic skills courses in the academic years of interest (2008-2009, 2009-2010, and 2010-2011). These cohorts excluded "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of B in CB08 (basic skills course). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or P.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
All of the following must be true:
1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C
3. CB08 COURSE-BASIC-SKILLS-STATUS = B
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, P, NP, I*, W, DR

Outcome
The student must complete the course with:
SX04 ENROLLMENT-GRADE = A, B, C, or P

Calculation: Successful Course Completion Rate = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.5: IMPROVEMENT RATE FOR CREDIT ESL COURSES

Methodology: The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were "special admit" students, i.e., students currently enrolled in K-12 when they took the ESL course. Students enrolled in any ESL course coded CB 21 prior to transfer level English were included in the cohort. Taxonomy of Programs (TOP) codes were used to identify ESL courses and disciplines within ESL (reading, writing, listening/speaking, integrated ESL). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or Pass (P).

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). For ESL writing, reading, speaking/listening, the outcome of interest was that group of students who successfully completed a higher-level ESL course in the same discipline (writing, reading, speaking/listening) or a transfer level English course within three academic years of completing the first ESL course. In the case where the qualifying cohort course was Integrated ESL (TOP Code 4930.87), improvement was signaled by progress in higher level integrated ESL or a higher level ESL course in writing or reading or speaking/listening, or transfer level English.

Cohorts were developed and followed for academic years 2006-2007 to 2008-2009, 2007-2008 to 2009-2010, and 2008-2009 to 2010-2011.

Data Source: Chancellor's Office Management Information System (COMIS)
For step-by-step improvement logic: See the MIS spreadsheet at:
http://www.cccco.edu/Portals/4/TRIS/research/ARCC/BSI_ESL_Specs_February_2011.xls

Cohort

All of the following must be true for cohort selection:
1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE = 4930.84, 4930.85, 4930.86, 4930.87
3. CB04 COURSE-CREDIT-STATUS = C
4. CB08 COURSE-BASIC-SKILLS-STATUS = B
5. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL =A, B, C, D, E, F
6. SX04 ENROLLMENT-GRADE = A, B, C, P

Outcome

For the ESL Writing Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and

CB03 COURSE-TOP-CODE = 4930.84, 1501.**, 1503.**, 1504.**, 1507.**,1520.00
-AND-

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort qualifying course. For example: F to E, D, C, B, A
E to D, C, B, A
D to C, B, A
C to B, A
B to A

-OR-

CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

For the ESL Reading Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and

CB03 COURSE-TOP-CODE = 4930.85, 1501.**, 1503.**, 1504.**, 1507.**, 1520.00

-AND-

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort qualifying course. For example: F to E, D, C, B, A
E to D, C, B, A
D to C, B, A
C to B, A
B to A

-OR-

CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

For the ESL Listening and Speaking Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and

CB03 COURSE-TOP-CODE = 4930.86, 1501.**, 1503.**, 1504.**, 1507.**, 1520.00

-AND-

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort qualifying course. For example:

F to E, D, C, B, A
E to D, C, B, A
D to C, B, A
C to B, A
B to A

-OR-

CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

For the ESL Integrated Cohort: For Integrated ESL (TOP Code 4930.87), improvement is signaled by progress in higher level Integrated ESL or a higher level ESL course in writing or reading or listening/speaking, or English or Reading courses (as designated by TOP Codes).

Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and

CB03 COURSE-TOP-CODE = 4930.84, 4930.85, 4930.86, 4930.87, 1501.**, 1503.**, 1504.**, 1507.**, 1520.00

-AND-

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort qualifying course. For example:

F to E, D, C, B, A
E to D, C, B, A
D to C, B, A
C to B, A
B to A

-OR-

CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

Calculation: Credit ESL Improvement Rate = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.5: IMPROVEMENT RATE FOR CREDIT BASIC SKILLS COURSES

Methodology: The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills Reading, Writing, or Mathematics course who successfully completed that initial course. Excluded were "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Students starting at one or more levels below transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math, Writing, and Reading courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or Pass (P).

Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

Cohorts were developed and followed for academic years 2006-2007 to 2008-2009, 2007-2008 to 2009-2010, and 2008-2009 to 2010-2011.

Data Source: Chancellor's Office Management Information System (COMIS)
For step-by-step improvement logic: See the MIS spreadsheet at:
http://www.cccco.edu/Portals/4/TRIS/research/ARCC/BSI_ESL_Data_Specs_July_2010.xls

Cohort

All of the following must be true for cohort selection:
1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE =
   For Math: 1701.00
   For Writing: 1501.00
   For Reading: 1520.00
3. CB04 COURSE-CREDIT-STATUS = C
4. CB08 COURSE-BASIC-SKILLS-STATUS = B
5. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, D
6. SX04 ENROLLMENT-GRADE = A, B, C, P

Outcome

For Math Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and:

SX04 ENROLLMENT-GRADE = A, B, C, P

-AND-

CB03 COURSE-TOP-CODE = 1701.**
CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher Level than CB21 for cohort qualifying course. For example: D to C, B, A
C to B, A,
B to A

-OR-

CB03 COURSE-TOP-CODE = 1701.** or 1799.**
CB04 COURSE-CREDIT-STATUS for subsequent course = D

For Writing Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and:

SX04 ENROLLMENT-GRADE = A, B, C, P

- AND –

CB03 COURSE-TOP-CODE = 1501.**
CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher Level than CB21 for cohort qualifying course. For example: D to C, B, A
C to B, A,
B to A

-OR-

CB03 COURSE-TOP-CODE = 1501.**, 1503.**, 1504.**, 1507.**, 1520.00
CB04 COURSE-CREDIT-STATUS for subsequent course = D

For Reading Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and:

SX04 ENROLLMENT-GRADE = A, B, C, P

-AND-

CB03 COURSE-TOP-CODE = 1520.00, 1501.**
CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher Level than CB21 for cohort qualifying course. For example: D to C, B, A
C to B, A,
B to A

-OR-

CB03 COURSE-TOP-CODE = 1520.00, 1501.**, 1503.**, 1504.**, 1507.**
CB04 COURSE-CREDIT-STATUS for subsequent course = D

Calculation: Credit Basic Skills Improvement Rate = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.6: CAREER DEVELOPMENT AND COLLEGE PREPARATION (CDCP) PROGRESS AND ACHIEVEMENT RATE

Definition: Percentage of a cohort of first-time students who in their initial term at a CCC or their initial term plus the successive term (fall to spring, spring to fall, fall to winter, etc.) completed a minimum of 8 attendance hours in any single Career Development and College Preparation (CDCP) course or series of CDCP courses and who did NOT enroll in any credit course(s) in their first term, who are shown to have achieved ANY of the following outcomes within three years of entry:

- Successfully completed at least one degree-applicable credit course (excluding PE) after the date of CDCP (AKA: Transition to credit).
- Earned a CDCP certificate (data not yet available as of January 2011 ARCC draft).
- Achieved "Transfer Directed" (successfully completed both transfer-level Math AND English courses).
- Achieved "Transfer Prepared" (successfully completed 60 UC/CSU transferable units with a GPA >= 2.0).
- Earned an associate degree (AA, AS) and/or Credit Certificate.
- Transferred to a four-year institution.

The cohorts consisted of first-time students from 2006-2007 (Cohort 1), 2007-2008 (Cohort 2) and 2008-2009 (Cohort 3) who achieved outcomes by 2008-2009 (Cohort 1), 2009-2010 (Cohort 2), and 2010-2011 (Cohort 3). Transfer was determined by matching with a database generated by the Chancellor's Office that contains NSC, UC, and CSU transfers.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
First-Time Students Who Started in CDCP only or CDCP plus other noncredit courses:

1. Search systemwide (defined as all California Community Colleges) to determine first-time status. First-time students are defined as students taking CDCP course(s) for the first time at any CCC during the specified term. Exclude students with prior enrollments outside the CCC system.
   AND
2. Completed 8 or more positive attendance hours in course(s) designated as CDCP via a course control number or course ID by the CCCCO Academic Affairs Division, within two successive terms (e.g., if the student enrolled in more than one CDCP course, the sum of attendance hours for all CDCP courses in either term or accumulated across both terms must equal or exceed 8 hours).
   AND
3. Did not enroll in any credit courses during the first term they enrolled in CDCP (i.e., began in CDCP only or CDCP and other noncredit).

TABLE 1.6: CAREER DEVELOPMENT AND COLLEGE PREPARATION (CDCP) PROGRESS AND ACHIEVEMENT RATE (continued)

Outcomes
A student in the cohort must successfully achieve one or more of the following outcomes within the cohort period:

1. **Successfully completed at least one degree-applicable credit course (excluding PE) after the date of CDCP attendance**
   CB03COURSE-TOP- CODE NE 0835.**
   CB04 COURSE-CREDIT STATUS = D
   SX04 ENROLLMENT-GRADE = A, B, C, P

2. Became Transfer Directed
CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*
CB05 COURSE-TRANSFER-STATUS = A, B
SX04 ENROLLMENT-GRADE = A, B, C, P
AND
CB03 COURSE-TOP-CODE = 17*
CB05 COURSE-TRANSFER-STATUS = A, B
SX04 ENROLLMENT-GRADE = A, B, C, P

3. Became Transfer Prepared
CB05 COURSE-TRANSFER-STATUS = A, B
SX03 ENROLLMENT-UNITS-EARNED >= 60 at a college and/or anywhere in the system
SX04 ENROLLMENT-GRADE = A, B, C, P

4. Earned Associate of Arts or Sciences Degree
SP02 STUDENT-PROGRAM-AWARD = A, S

5. Earned Credit Certificate
SP02 STUDENT-PROGRAM-AWARD = B, E, L, T, F, O

6. Transferred to Four-Year Institution
Match with NSC, UC, CSU files

Note: The January 2012 ARCC report draft does not include CDCP Certificates in the outcome data. Data for CDCP certificates were not available at the time this report was published. Analysis of CDCP outcomes will include CDCP Certificates of Completion and Competency when certificate data become available.

Calculation: CDCP Progress and Achievement Rate = Outcome/Cohort

TABLE 1.6: CAREER DEVELOPMENT AND COLLEGE PREPARATION (CDCP) PROGRESS AND ACHIEVEMENT RATE (continued)

NOTE:

As of January 2012, data were available for one or more of the ARCC CDCP cohorts for the 41 colleges listed below.

Allan Hancock
Antelope Valley
Bakersfield *(New in 2012)*
Butte
Canyons
Cerritos
Citrus
Copper Mountain *(New in 2012)*
Cuesta
Desert
East L.A.
Fresno *(New in 2012)*
Gavilan
Glendale
Imperial Valley
L.A. City
L.A. Mission
L.A. Trade-Tech
L.A. Valley
Lake Tahoe
Long Beach City
Mendocino
Merced
Modesto
Mt. San Antonio
Mt. San Jacinto
Napa Valley
North Orange Continuing Education
Palomar
Pasadena City
Rancho Santiago CED
Rio Hondo
Saddleback
San Diego Continuing Education
San Francisco Continuing Education
Santa Barbara CED
Santa Monica City
Santa Rosa
Sequoias *(New in 2012)*
Southwest L.A.
Southwestern

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.7: ANNUAL UNDUPLICATED HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS

Definition:

Annual Unduplicated Headcount: Annual unduplicated headcount for Table 1.7 is based on students actively enrolled in Summer, Fall, Winter, and/or Spring terms. This headcount includes both credit and noncredit students. A student enrolled in multiple terms was counted only once for the year (i.e., not counted separately for each term). However, because this section of the ARCC report specifically addresses college level demographics, we counted the student at each college where he/she was actively enrolled during that year. For example, if a student enrolled at Yuba College in Summer and Fall 2006 and at American River College in Spring 2007, that student would be counted once at Yuba and once at American River for the 2006-2007 academic year. Students who meet the full-term reporting criteria in at least one of the terms during an academic year are included in this query. The full-term reporting criteria is defined as student headcount status (**STD7**) of A, B, C or F.

Full-Time Equivalent Students (FTES): The FTES (Resident only) figure includes both credit and noncredit students (including enhanced noncredit funding for Career Development and College Preparation). FTES is the major student workload measure, one of several, used in determining the eligibility for state funding of community colleges. The FTES does not reflect "headcount enrollment," but is the equivalent of 525 hours of student instruction per each FTES. FTES is derived by considering that one student could be enrolled in courses for 3 hours a day, 5 days a week, for an academic year of 35 weeks---so basically, a total of 525 hours per one FTES.

Methodology:

Annual Unduplicated Headcount: The annual unduplicated headcount was obtained from the Chancellor's Office Management Information System (COMIS) Data Mart for academic years 2008-2009, 2009-2010, and 2010-2011 (Summer, Fall, Winter, and Spring terms).

FTES: Fiscal Services calculates FTES under four different attendance accounting formulas:

- Positive attendance (actual attendance of each class meeting)
- Census week (e.g., weekly census) (coterminous course that lasts the full term)
- Daily census (a course that does not last the full term--example: summer and winter intersession)
- Independent study (distance education/work experience education)

Each method of attendance accounting ultimately calculates to a number of FTES (workload in hours) based on the number of students enrolled, the length of the course, and divided by 525.

The major numbers of FTES reported by the colleges are generated in weekly census procedure courses that are scheduled in the primary terms (quarter or semester system).

TABLE 1.7: ANNUAL UNDUPLICATED HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS (continued)

Courses that are scheduled as "weekly census" must be scheduled the same number of hours each week of the primary term. The terms usually equate to 35 weeks, but in some instances there are more weeks, or fewer weeks, than 35. However, in the calculation of FTES for any primary term weekly census course, the term-length-multiplier (TLM) may not exceed 17.5 (one-half of two terms totaling 35).

As per requirements in the California Code of Regulations, for weekly census courses, a census point is determined for purposes of accounting for enrolled students. To calculate FTES, the number of actively enrolled students in each course is multiplied by the number of scheduled hours as of the census day. The number of hours are then multiplied by 17.5 and divided by 525. (This calculation is made for each primary term.)

Data Source:

Annual Unduplicated Headcount: Chancellor's Office Management Information System (COMIS) Data Mart

FTES: 320 Report from CCCCO Fiscal Services (recalculation of annual data—known as "recal"). Recal data is used whenever possible. However, some annual data may be used due to data availability issues (if annual data is used, this is noted in the college profile).

TABLE 1.8: AGE OF STUDENTS AT ENROLLMENT

Methodology: Counts of students by age at enrollment for each college were obtained from the Chancellor's Office Management Information System (COMIS) Data Mart for academic years 2008-2009, 2009-2010, and 2010-2011.

The percentages in Tables 1.8 through 1.10 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.7 Methodology for a definition of unduplicated annual headcount. We are using the age categories that the Data Mart uses.

Data Source: Chancellor's Office Management Information System (COMIS) Data Mart

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.9: GENDER OF STUDENTS

Methodology: Counts of students by gender for each college were obtained from the Chancellor's Office Management Information System (COMIS) Data Mart for academic years 2008-2009, 2009-2010, and 2010-2011.

The percentages in Tables 1.8 through 1.10 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.7 Methodology for a definition of unduplicated annual headcount.

Data Source: Chancellor's Office Management Information System (COMIS) Data Mart

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.10: ETHNICITY OF STUDENTS

Methodology: Counts of students by ethnicity for each college were obtained from the Chancellor's Office Management Information System (COMIS) for academic years 2008-2009, 2009-2010, and 2010-2011.

The percentages in Tables 1.8 through 1.10 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.7 Methodology for a definition of unduplicated annual headcount.

Data Source: Chancellor's Office Management Information System (COMIS)

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Appendix C: Uncontrollable Factors: Selection and Regression Methods

Introduction to Regression Methods

This section describes the basic methodology for work that research staff at the Chancellor's Office performed for the 2009, 2008, and 2007 ARCC reports. As noted in the introduction to Appendix A of the 2012 ARCC report, the Chancellor's Office has re-used the peer groupings that it produced for the 2009 ARCC report. Because the 2012 ARCC report relies upon the peer groupings previously produced for the 2009 ARCC report, the Chancellor's Office did not conduct new regression analyses for the 2012 ARCC report. Interested readers may wish to refer to Appendix A of this report for the detailed explanation.

The following text details the methodology used for the 2009, 2010, 2011, and 2012 ARCC reports. As a preliminary step to finding the peer group for each college and for each college performance indicator, the Chancellor's Office developed regression models to identify a parsimonious set of uncontrollable factors that predicted each college performance indicator. The Chancellor's Office then used the identified uncontrollable factors in a series of cluster analyses to find the specific peer colleges for each college performance indicator. Consequently, the regression models in the ARCC play an important role in our efforts to "level the playing field" for parties that will use the peer group comparisons.

Chancellor's Office researchers employed a hierarchical regression approach to identify the best set of uncontrollable factors that predict each of the seven college level performance indicators. Although we use the term "predict," these regression models are **not** causal models; these are adjustment models that adjust outcomes for factors beyond the control of college administrators.

Our extensive literature review and consultation with community college and higher education researchers helped us to identify a large set of potential predictor variables. The variable set was further limited by the availability of data for the predictor variables. The predictor variables that we tested for the models are listed in Table C1. Statistically significant correlations (where $p < .05$) with the most current outcome variable (the most recent cohort as of the 2009 ARCC report) provided a reduced set of variables considered for model development. For those predictor variables that included several years of data, the most appropriate time frame to the outcome variable was selected. For example, the ESL Improvement Rate covered the years 2005-06 to 2007-08, so we selected predictor variable data from the "middle years" of the cohort (e.g. Student Headcount as of Fall 2006).

At times, we found two or more predictor variables that were correlated with each other, as well as with the outcome (collinearity/multicollinearity). In this case, we selected the predictor variable with the highest correlation with the outcome variable. In other cases, the most logical variable was chosen for developing the final model. For example, Student Headcount based on the Chancellor's Office's data was highly correlated with the Carnegie Classification Fall Headcount based on IPEDS data and both were correlated with the outcome variable of persistence rate. We used the Chancellor's Office's data based on the immediacy to the outcome because the Carnegie Classification data included intervening steps that made it more removed from the outcome.

When exploratory data analysis indicated pronounced deviation from the normal distribution, we transformed the data as appropriate before estimating the regression equation.

The tables in Appendix C reflect regression models developed with the data that became available within the 2009 ARCC timeframe, including data resubmitted during the college data review period (October to December 2008). Use of the most recent data was important in the 2009 report, as it was with the 2008 ARCC report, given the effects of the Chancellor's Office's data quality efforts such as master course file update and student identifier clean-up.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
1	Student Count Fall 2004	o	o	o				
2	Student Count Fall 2005	o	X	o				
3	Student Count Fall 2006	o	o	X			o	X
4	Student Count Fall 2007					X		
5	Average Unit Load for Fall 2004		X					
6	Average Unit Load for Fall 2005		o					
7	Average Unit Load for Fall 2006		o	o			X	
8	Average Unit Load for Fall 2007							
9	Percent Male Students Fall 2005							
10	Percent Male Students Fall 2006							
11	Percent Male Students Fall 2007				X			
12	Percent of Students Age 25+ Fall 2004	o	o	o				
13	Percent of Students Age 25+ Fall 2005	X	o	o				
14	Percent of Students Age 25+ Fall 2006	o	o	X				o
15	Percent of Students Age 25+ Fall 2007				o			
16	Percent of Students Age 30+ Fall 2004		o					
17	Percent of Students Age 30+ Fall 2005		o					
18	Percent of Students Age 30+ Fall 2006		o					X
19	Percent of Students Age 30+ Fall 2007				X			
20	Percent of Basic Skills Students Fall 2004	o						
21	Percent of Basic Skills Students Fall 2005	X						
22	Percent of Basic Skills Students Fall 2006	o						o
23	Percent of Basic Skills Students Fall 2007					o		
24	Percent of Students on Financial Aid Fall 2004	o		o				
25	Percent of Students on Financial Aid Fall 2005	o						
26	Percent of Students on Financial Aid Fall 2006	o					X	
27	Percent of Students on Financial Aid Fall 2007					o		
28	Percent Bachelor (25 plus) Index (Census)	X	o	o		o	o	
29	Percent Foreign Born Index (Census)							o
30	Percent Unemployed Index (Census)	o	o	o		o	o	
x--variable selected for final model; o--variable considered during model development but not selected for final model								

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
31	Percent Below Poverty Index (Census)	o	o	o		X	o	
32	English Speaking Index (Census)							o
33	English Second Language Index (Census)							o
34	English Not Spoken Well Index (Census)	o						X
35	Economic Service Area Index (Household)	o	o	X		o	o	
36	Economic Service Area Index (Per Capita)	o	X	o		o	o	
37	Student Average Academic Preparation Index	o	o	o		o	o	
38	Miles from College to the Nearest UC	o		o	X			o
39	Miles from College to the Nearest CSU	o		o				o
40	Miles from College to the Nearest 4-Year	o		o	o			o
41	Selectivity of the Nearest UC (2004)							
42	Selectivity of the Nearest CSU (2004)							
43	Selectivity of the Nearest 4-Year (2004)							
44	Selectivity of the Nearest UC (2005)							
45	Selectivity of the Nearest CSU (2005)							
46	Selectivity of Nearest 4-Year (2005)							
47	Selectivity of the Nearest UC (2006)							
48	Selectivity of the Nearest CSU (2006)							
49	Selectivity of Nearest 4-Year (2006)						X	
50	Selectivity of the Nearest UC (2007)							
51	Selectivity of the Nearest CSU (2007)					o		
52	Selectivity of Nearest 4-Year (2007)				o			
53	Selectivity of CCC to Nearest UC (2004)							
54	Selectivity of CCC to Nearest CSU (2004)							
55	Selectivity of CCC to Nearest 4Year (2004)							
56	Selectivity of CCC to Nearest UC (2005)							
57	Selectivity of CCC to Nearest CSU (2005)							
58	Selectivity of CCC to Nearest 4Year (2005)		o					
59	Selectivity of CCC to Nearest UC (2006)							
60	Selectivity of CCC to Nearest CSU (2006)							
x--variable selected for final model; o--variable considered during model development but not selected for final model								

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
61	Selectivity of CCC to Nearest 4Year (2006)						o	
62	Selectivity of CCC to Nearest UC (2007)							
63	Selectivity of CCC to Nearest CSU (2007)							
64	Selectivity of CCC to Nearest 4Year (2007)							
65	SAT Verbal 25th Pct of Nearest UC (2004)							
66	SAT Verbal 75th Pct of Nearest UC (2004)							
67	SAT Math 25th Pct of Nearest UC (2004)							
68	SAT Math 75th Pct of Nearest UC (2004)							
69	SAT Verbal 25th Pct of Nearest CSU (2004)	o						
70	SAT Verbal 75th Pct of Nearest CSU (2004)	o						
71	SAT Math 25th Pct of Nearest CSU (2004)	o	o					
72	SAT Math 75th Pct of Nearest CSU (2004)	o	o					
73	SAT Verbal 25th Pct of Nearest 4Yr (2004)	o						
74	SAT Verbal 75th Pct of Nearest 4Yr (2004)	o						
75	SAT Math 25th Pct of Nearest 4Yr (2004)	o						
76	SAT Math 75th Pct of Nearest 4Yr (2004)	o						
77	SAT Verbal 25th Pct of Nearest UC (2005)							
78	SAT Verbal 75th Pct of Nearest UC (2005)							
79	SAT Math 25th Pct of Nearest UC (2005)							
80	SAT Math 75th Pct of Nearest UC (2005)							
81	SAT Verbal 25th Pct of Nearest CSU (2005)	o						
82	SAT Verbal 75th Pct of Nearest CSU (2005)	o						
83	SAT Math 25th Pct of Nearest CSU (2005)	o	o					
84	SAT Math 75th Pct of Nearest CSU (2005)	o	o					
85	SAT Verbal 25th Pct of Nearest 4Yr (2005)	o						
86	SAT Verbal 75th Pct of Nearest 4Yr (2005)	o						
87	SAT Math 25th Pct of Nearest 4Yr (2005)	o						
88	SAT Math 75th Pct of Nearest 4Yr (2005)	o						
89	SAT Verbal 25th Pct of Nearest UC (2006)							
90	SAT Verbal 75th Pct of Nearest UC (2006)							
x--variable selected for final model; o--variable considered during model development but not selected for final model								

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
91	SAT Math 25th Pct of Nearest UC (2006)							
92	SAT Math 75th Pct of Nearest UC (2006)							
93	SAT Verbal 25th Pct of Nearest CSU (2006)	o						
94	SAT Verbal 75th Pct of Nearest CSU (2006)	o						
95	SAT Math 25th Pct of Nearest CSU (2006)	o	o					
96	SAT Math 75th Pct of Nearest CSU (2006)	o	o	o				
97	SAT Verbal 25th Pct of Nearest 4-Yr (2006)	o						
98	SAT Verbal 75th Pct of Nearest 4-Yr (2006)	o						
99	SAT Math 25th Pct of Nearest 4-Yr (2006)	o						
100	SAT Math 75th Pct of Nearest 4-Yr (2006)	o						
101	SAT Verbal 25th Pct of Nearest UC (2007)							
102	SAT Verbal 75th Pct of Nearest UC (2007)							
103	SAT Math 25th Pct of Nearest UC (2007)							
104	SAT Math 75th Pct of Nearest UC (2007)							
105	SAT Verbal 25th Pct of Nearest CSU (2007)					o		
106	SAT Verbal 75th Pct of Nearest CSU (2007)					o		
107	SAT Math 25th Pct of Nearest CSU (2007)					o		
108	SAT Math 75th Pct of Nearest CSU (2007)					X		
109	SAT Verbal 25th Pct of Nearest 4Yr (2007)					o		
110	SAT Verbal 75th Pct of Nearest 4Yr (2007)					o		
111	SAT Math 25th Pct of Nearest 4Yr (2007)					o		
112	SAT Math 75th Pct of Nearest 4Yr (2007)					o		
113	Carnegie Basic Classification (2003-04)							
114	Carnegie Size and Setting (2003-04)	o	o	o				
115	Carnegie Fall Headcount (2003-04)	o	o	o				
116	Carnegie Degree of Urbanization (2003-04)							
117	Carnegie Associate Degree Total (2003-04)	o	o	o				
118	Carnegie Tw o Digit Programs (2003-04)							
119	Carnegie Four Digit Programs (2003-04)			o				
120	Carnegie Pct Part-Time Students (2003-04)		o					
x--variable selected for final model; o--variable considered during model development but not selected for final model								

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
121	Carnegie FTE Enrollment (2003-04)	o		o				
122	Percent Foreign Born in County							
123	Below Poverty in County							
124	BA Plus in County							
125	Unemployment in County							
126	Educational Needs Index Score (ENI)	o	o	o		o		
127	Difference in College Attainment (ENI Indicator)							
128	Unemployment Rate-2003 (ENI Indicator)	o						
129	Pct of Under 65 in Poverty-2000 (ENI Indicator)	o		o		o		
130	Median Family Income-2000 (ENI Indicator)	o	o			o		
131	Per Capita Income-2000 (ENI Indicator)	o		o		o		
132	Educational Factors (ENI Factor)	o	o	o		o		
133	Economic Factors (ENI Factor)	o	o	o		o		
134	Market Demand Factors (ENI Factor)	o			o			
135	Rate 18-64 with HS Diploma (ENI Indicator)	o				o		
136	Rate 18-64 with AA Degree (ENI Indicator)	o						
137	Rate 18-64 with BA Degree (ENI Indicator)	o	o	o		o		
138	Rate of Manufacturing Employ(ENI Indicator)				o	o		
139	Pop Rate, Ages 0-19 (2000) (ENI Indicator)	o	o	o				
140	Pop Rate, Ages 20-44 (2000) (ENI Indicator)							o
141	Rate of Minority Pop (2000) (ENI Indicator)	o				o		
x--variable selected for final model; o--variable considered during model development but not selected for final model								

Table C2: Regression Model Summary

	N	Adjusted R-square
A: Progress & Achievement		0.703
Progress Rate for 2007-08	108	
Pct Students Age 25+ Fall 2005	109	
Pct Basic Skills Students Fall 2005	109	
Bachelor Plus Index	108	
Valid N (listwise)	108	
B: 30 Units Plus		0.457
Plus 30 Units Rate for 2007-08	108	
Student Count Fall 2005	109	
Average Unit Load for Fall 2004	109	
ESAI Per Capita Income	108	
Valid N (listwise)	108	
C: Persistence		0.544
Persistence Rate from Fall06 to Fall07	110	
Pct Students Age 25+ Fall 2006	110	
Student Count Fall 2006	110	
ESAI Household Income	108	
Valid N (listwise)	107	
D: Voc Course Completion Rate		0.406
Rate of Successful Vocational Course Completion 2007-2008	110	
Pct Male Students Fall 2007	110	
Pct Students Age 30+ Fall 2007	110	
Miles to Nearest UC	110	
Valid N (listwise)	110	
E: Basic Skills Course Completion		0.248
Rate of Successful Basic Skills Course Completion 2007-2008	110	
Student Count Fall 2007	110	
Nearest CSU SAT Math 75th Percentile Fall 2007	109	
Poverty Index	108	
Valid N (listwise)	108	
F: Basic Skills Improvement Rate		0.231
Basic Skills Improvement Rate 2005-06 to 2007-08	107	
Pct Students on Need-Based Financial Aid Fall 2006	108	
Average Unit Load Fall 2006	108	
Selectivity of Nearest Four-Year Institution 2006	107	
Valid N (listwise)	107	
G: ESL Improvement Rate		0.311
ESL Improvement Rate 2005-06 to 2007-08	103	
Student Count Fall 2006	110	
Pct Students Age 30+ Fall 2006	110	
English Not Spoken Well Index	108	

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Student Progress and Achievement Rate

Results

The predictors for Student Progress and Achievement Rate (2002-2003 to 2007-2008) are:

- Pct Age 25+: The percentage of students at a community college in the Fall of 2005 that are age 25 years or older, obtained from the CCCCO MIS.

- Pct Basic Skills: The percentage of students at a community college in the Fall of 2005 taking at least one Credit Basic Skills Course (Basic and Pre-collegiate Basic), obtained from CCCCO MIS.

- BA Index: The Bachelor of Arts/Sciences Index represents the bachelor degree attainment of the population, 25 years or older in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with educational data for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

Table C3 below shows the regression weights for each step of the hierarchical model. The table also shows the zero-order correlation of the outcome variable with each predictor. The complete model has an adjusted $R^2 = .70$, $F(3, 104) = 85.49$, $p < .001$, with the regression weights for all predictors significant at the .05 level. Based on the standardized beta coefficients, the BA Index provides the largest relative contribution to the model. Multicollinearity is neglible in the final regression and the residuals appeared to be normally distributed.

Table C3: Hierarchical Regression Analysis Summary for the Progress and Achievement Rate (2002-03 to 2007-08)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	59.70	3.34		
	Pct Age25+	-18.92	6.90	-.26	-.26
2	(Constant)	65.82	3.43		
	Pct Age25+	-19.47	6.42	-.27	-.26
	Pct Basic Skills	-41.85	9.96	-.37	-.36
3	(Constant)	49.54	2.39		
	Pct Age25+	-23.00	3.88	-.31	-.26
	Pct Basic Skills	-20.14	6.22	-.18	-.36
	BA Index	62.00	4.57	.74	.77

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

The percent of students age 25 years old and over is negatively associated with the student progress and achievement rate. Possibly, colleges with greater percentages of "older" students focus on education that does not include a certificate, degree or outcomes related to transfer. For example, older students might already be in the workforce but continue to take courses to enhance their job skills or other interests without degree or transfer as their goal.

The next variable entered into the model was the percent of students taking basic skills courses. The negative correlation between a college's progress and achievement rate and its percentage of students taking basic skills courses may indicate that the college serves students that are less academically prepared. The research literature supports the proposition that the readiness of the entering student population of a college, as measured by the percent of student taking basic skills courses, is related to college performance.

A community based predictor variable, the BA Index, was entered last. This college level variable, also developed by the Chancellor's Office, reflects the educational attainment of the population 25 years old and over for the service area of the college. Research indicates that a major predictor of college success is the level of parent education. In addition, studies indicate that the socioeconomic background of an area has a link to educational outcomes of those who grow up in a neighborhood (the so-called "neighborhood effect"). This variable was highly correlated with several other community variables such as poverty, income, and unemployment. The BA Index might be considered a proxy for these other variables or a combination of such variables in the broader context of a community's socioeconomics.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of Students with At Least 30 Units Rate

Results

The predictors for Students with at Least 30 Units Rate (2002-2003 to 2007-2008) are:

- Student Count: The unduplicated number of students taking credit courses attending the college during the Fall of 2005.

- Average Unit Load: The average number of units carried by students at each college in Fall 2004.

- ESAI - Per Capita: The Economic Service Area Index - Per Capita represents the per capita income in a college's service area. Per capita is the mean income for every person in a particular group. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

Table C4 below shows the regression weights for each step of the model. There was no need to transform the outcome variables for this year's new cohort of data. The table also displays the zero-order correlation of the outcome variable with each predictor. The full model has an adjusted $R^2 = .46$, $F(3, 104) = 31.01$, $p < .001$, with the regression weights for every predictor significant at the .05 level. The standardized beta coefficients show that all three predictor variables provide similar contributions to the model. Multicollinearity is neglible in the final regression, and the residuals appeared to be normally distributed.

Table C4: Hierarchical Regression Analysis Summary for Students with At Least 30 Units Rate (2002-03 to 2007-08)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	66.54	0.82		
	Student Count	0.00	0.00	.43	.43
2	(Constant)	55.50	2.73		
	Student Count	0.00	0.00	.37	.43
	Average Unit Load	1.46	0.35	.35	.41
3	(Constant)	45.90	2.90		
	Student Count	0.00	0.00	.29	.43
	Average Unit Load	1.83	0.31	.44	.41
	ESAI - Per Capita	0.00	0.00	.43	.40

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

A campus- or college-based predictor variable, the student count, is positively associated with the rate of students completing at least 30 units. Theory suggests that economies of scale (which benefits larger colleges in comparison to smaller ones) enable larger colleges to have more resources to afford the special student services (i.e., orientation, counseling, and tutoring) that theoretically promote college success.

The average unit load at a college might serve as a proxy for full-time and part-time student status. Part-time students often must work or raise families. They are most likely older and enroll while maintaining other responsibilities. The assumption is that part-time students take longer to achieve an outcome and exhibit higher risk for non-completion.

The Economic Service Area Index - Per Capita represents the per capita, or individual income, of the area served by the college. This college index provides a measure of the economic conditions of the community served by the college (not just the neighborhoods geographically within any district boundaries). According to many studies, income plays a dramatic role in student achievement. Factors such as the ability to afford college, academic preparedness, and other challenges related to lower incomes present barriers to student success in college.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Persistence Rate

Results

The predictors for the Persistence Rate (Fall 2006 to Fall 2007) are:

- Pct Age 25+: The percentage of students at a community college in the Fall of 2006 that are age 25 years or older, obtained from the CCCCO MIS.

- Student Count: The unduplicated number of students taking credit courses attending the college during Fall 2006.

- ESAI - Median HH: The Economic Service Area Index - Median Household Income represents the median household income of the population in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

Table C5 illustrates the regression weights for each stage of the model. We transformed the persistence rate by squaring the data to reduce negative skewness and to approximate a normal distribution. This transformation changes the interpretation of the unstandardized coefficients (B) that we list below in Table C5, and this explains the relatively large number displayed for the unstandardized coefficient for the percentage of students age 25 or older (Pct Age25+). In plotting the residuals, we noticed Feather River College as an outlier. We decided to delete the college from the final model but included the college in the cluster analysis. The full model has an adjusted $R^2 = .54$, $F(3, 103) = 43.12$, $p < .001$, with the regression weights for every predictor significant at the .05 level. The standardized beta coefficients demonstrate that all three predictor variables provide comparable contributions to the model. The last column in the table contains the zero-order correlation of the persistence rate with each predictor. Multicollinearity is negligible in the final regression model and the residuals appear to be normally distributed.

Table C5: Hierarchical Regression Analysis Summary
for the Persistence Rate (Fall 2006 to Fall 2007)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	6740.88	405.82		
	Pct Age25+	-4745.47	838.84	-.48	-.48
2	(Constant)	5558.85	449.04		
	Pct Age25+	-3741.42	796.05	-.38	-.48
	Student Count	0.05	0.01	.37	.48
3	(Constant)	3789.76	461.66		
	Pct Age25+	-3635.32	669.19	-.37	-.48
	Student Count	0.04	0.01	.30	.48
	ESAI - Median HH	0.04	0.01	.44	.52

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

The percentage of students age 25 and over is negatively associated with the student persistence rate. Possibly, colleges with greater percentages of "older" students focus on education that does not require persistent enrollment. For example, as with the student progress and achievement rate, older students might already be in the workforce and take several courses for job training or personal interests but not necessarily enroll in the subsequent year.

The student count is positively related with the rate of students persisting from a fall semester to a subsequent fall semester. This predictor reflects the college size. Theory suggests that economies of scale (which benefits larger colleges in comparison to smaller ones) enable larger colleges to have more resources to afford the special student services (i.e., orientation, counseling, and tutoring) that theoretically promote college success.

The Economic Service Area Index – Median Household Income provides a gauge of the economic conditions of the community served by the college. In the case of persistence, the higher the ESAI—Median HH for a college, the higher the persistence rate for that college. The theory is that income plays a vital role in student achievement. Factors such as the ability to afford college, academic preparedness, and other challenges related to lower incomes present barriers to student success in college. Colleges that serve areas with higher incomes may have the resources to encourage student persistence and may experience fewer economic barriers to persistence.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Vocational Course Completion Rate

Results

The predictors for 2007-2008 Vocational Course Completion Rate are:

- PctMale_F07: The percentage of males in each community college population as of Fall 2007, obtained from the CCCCO MIS.

- Pct_30_F07_Root: The percentage of students age 30 years or older as of Fall 2007, obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

- DistUC_Log: The distance in driving miles from the community college to the nearest University of California campus. Obtained from Yahoo Maps online service. Analysis of this variable indicated a skewed distribution. We used a LOG transformation for the version of this variable included in the regression model.

Table C6 shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted $R^2 = .41$, $F(3, 106) = 25.88$, $p < .001$, with the regression weights for all predictors significant at the .05 level. Based upon the standardized beta coefficients, the Pct Male predictor provides the largest relative contribution to the model.

We detected negligible multicollinearity in the final regression model and the residuals appeared to be normally distributed, with the exception of two "outlier" colleges which tended to have higher percentages of male students and students age 30 years or older. However, the residual statistics did not quite justify excluding these colleges or using another approach (e.g., weighted least squares).

Table C6: Hierarchical Regression Analysis Summary for Vocational Course Completion Rate 2007-08

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	52.68	3.16		
	PctMale_F07	53.93	7.21	.58	.58
2	(Constant)	44.89	4.29		
	PctMale_F07	51.33	7.09	.56	.58
	Pct_30_F07_Root	15.34	5.88	.20	.28
3	(Constant)	41.37	4.35		
	PctMale_F07	51.40	6.88	.56	.58
	Pct_30_F07_Root	13.32	5.75	.17	.28
	DistUC_Log	3.14	1.13	.21	.24

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

Based on this analysis, the percentage of males in a college's student population and the percentage of students age 30 and above in that population are positively associated with vocational course completion rates. Keep in mind that these predictors are not causal and that they are related to institutions rather than to individuals. Assumptions made about individuals based on aggregate/institutional data of the type used for this report are vulnerable to the error known as the ecological fallacy. The ecological fallacy surfaces when associations between two variables at the group (college) level differ from associations between analogous variables measured at the individual level, e.g., attributing greater likelihood of vocational course completion to individual male students or to older students while using *institutional* completion rates and demographic data.

With regard to the variable Pct Male, many CCCs specialize in the academic programs they offer (e.g., transfer emphasis versus nontransferable vocational education emphasis), and some of those colleges may offer more vocational courses in traditionally male occupations based on their local labor markets. Thus they attract a larger percentage of males taking and completing vocational courses. In addition, male students theoretically may experience fewer barriers to course completion (e.g., elder care and child care responsibilities that tend to affect male students to a lesser extent).

In terms of the relationship of the Pct Age 30+ predictor with vocational course completion, colleges that serve communities with older populations may tailor courses and/or delivery strategies to this demographic group, resulting in higher completion rates for older students. Colleges providing vocational courses to specific subsets of the older student population (e.g., those re-entering the job market, displaced workers seeking retraining) may customize course offerings for these students, thus affecting vocational course completion rates.

At first glance, distance to the nearest UC does not make intuitive sense as a predictor for vocational course completion. However, this metric might serve as a proxy for another predictor or set of predictors for which the data are less readily available (e.g., urban/rural distinction, proximity of certain community colleges to specific industries that encourage/support vocational programs). Also, colleges tend to tailor their programs to the needs of their communities. Community colleges closer to the UCs may emphasize transfer courses rather than vocational courses to meet local needs, while colleges further from the UCs focus on vocational programs.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Basic Skills Course Completion Rate

Results

The predictors for 2007-2008 Basic Skills Course Completion Rate are:

- St_Cnt_F07_Root: The student headcount for Fall 2007. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

- CSU_SATMath75_07: The Scholastic Aptitude Test (SAT) Math 75th Percentile score for the nearest CSU. Obtained from the Integrated Postsecondary Education Data System (IPEDS).

- PovertyIndex_Root: The Poverty Index represents the poverty rate of the population in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with the proportion of individuals under the age of 65 living in poverty for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

Table C7 below shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted $R^2 = .25$, $F(3, 104) = 12.78$, $p < .001$. Based upon the standardized beta coefficients, the Poverty Index provides the largest relative contribution to the model.

We detected negligible multicollinearity in the final regression model and the residuals appeared to be normally distributed.

Table C7: Hierarchical Regression Analysis Summary for Basic Skills Course Completion Rate 2007-08

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	55.20	2.13		
	St_Cnt_F07_Root	.04	.02	.22	.22
2	(Constant)	23.44	8.45		
	St_Cnt_F07_Root	.04	.02	.22	.22
	CSU_SATMath75_07	.06	.02	.34	.35
3	(Constant)	46.84	10.02		
	St_Cnt_F07_Root	.03	.02	.19	.22
	CSU_SATMath75_07	.04	.02	.22	.35
	PovertyIndex_Root	-32.00	8.35	-.35	-.44

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

The proportion of individuals living in poverty in a college's service area (Poverty Index) had a moderately negative correlation with the college's Basic Skills Course Completion Rate. That is, the higher the poverty index the lower the basic skills course completion rate, in general. The Poverty Index most likely reflects uncontrollable factors (e.g., academic preparedness, parental education) that influence college success.

Regarding CSU SAT Math 75th percentile scores -- the higher the SAT score, the higher the basic skills course completion rate. Other research has shown that completing higher level math in high school correlates with ultimate degree completion (i.e., postsecondary success). In this analysis, the SAT math score for the nearest CSU may reflect academic preparedness, quality of high schools that send students to the community college, etc. – all factors related to basic skills course completion. Alternatively, if students from the nearest CSU are attending the community college to obtain basic skills remediation/courses, those CSUs with higher SAT scores may be sending students that are relatively better prepared to succeed in basic skills courses.

The student headcount is positively correlated with basic skills course success. This predictor reflects the college size. Theory suggests that economies of scale (which benefits larger colleges in comparison to smaller ones) enable larger colleges to have more resources to afford the special student services (i.e., orientation, counseling, and tutoring) that theoretically promote college success.

Although this year's adjusted R^2 exceeds last year's value as well as the adjusted R^2 in the 2007 ARCC report for this indicator, the adjusted R^2 value remains low. A consistently low adjusted R^2 for this model suggests the need for additional research to identify additional uncontrollable factors that may help explain basic skills course completion rates. If we can identify such factors, our model will have greater predictive power, which, in turn, will improve the quality of the subsequent peer grouping (by cluster analysis). Of course, it is possible that the factors that determine this specific outcome:

(a) are not measured by our data system or
(b) are predominately characterized as "controllable" factors or
(c) are interacting in ways that we have not adequately tested in the current regression process.

For example, scenario (a) could include factors such as student motivation, student employment, and student family obligations. Scenario (b) could include factors such as highly effective tutoring programs on campus and highly successful placement programs. Scenario (c) could involve the testing of mediating and moderating variables and interactions between predictors. From a policy analysis perspective, the potential for scenario (b) to explain our results implies that an in-depth analysis of basic skills could result in a very productive identification of institutional needs in the area of basic skills success. Naturally, a new study that encompasses both (a) and (b) may be ideal.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Basic Skills Improvement Rate

Results

The predictors for the Basic Skills Improvement Rate (2005-2006 to 2007-2008) are:

- Pct_FinAid_F06_Root: The percentage of students on need-based financial aid in Fall 2006, the "middle year" for the Basic Skills Improvement cohort. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

- AvgUnitLd_F06_Sqr: The average unit load at the community college as of 2006 calculated by summing the units attempted (by credit students) for the period of interest (Fall 2006) and dividing by the total count of credit students for this period. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We squared the original data for the version of this variable included in the regression model.

- Select4year06: Selectivity of nearest four-year institution in 2006, calculated as the number of first-time, degree/certificate-seeking undergraduate students admitted to the institution, divided by the number of students who applied to that institution in Fall 2006.

The distribution of the outcome variable also indicated non-normality. Given the negative skew of that distribution, we squared the Basic Skills Improvement Rate to transform it for use in the regression modeling.

Table C8 below shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted $R^2 = .23$, $F(3,103) = 11.63$, $p < .001$, with the regression weights for all predictors significant at the .05 level. We deleted two "outlier" colleges from the final regression model (Hair, et al., 2006), though they will still be included in the cluster analysis.

Based upon the standardized coefficients (beta), the percentage of students on need-based financial aid provides the largest contribution to the model relative to the other variables, followed by the selectivity of the nearest four-year college.

We detected negligible multicollinearity in the final regression model for this outcome and the residuals appeared to be normally distributed.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C8: Hierarchical Regression Analysis Summary for Basic Skills Improvement Rate 2005-06 to 2007-08

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	3488.00	240.99		
	Pct_Fin_Aid_F06_Root	-2700.06	779.84	-.32	-.32
2	(Constant)	3050.86	275.63		
	Pct_FinAid_F06_Root	-3611.79	813.40	-.43	-.32
	AvgUnitLd_F06_Sqr	11.28	3.82	.28	.12
3	(Constant)	2624.95	292.28		
	Pct_FinAid_F06_Root	-3793.30	778.19	-.45	-.32
	AvgUnitLd_F06_Sqr	10.21	3.66	.26	.12
	Select4year06	10.01	2.99	.29	.27

Discussion

The Percentage of Students on Need Based Financial Aid had the greatest impact in this model, and was negatively correlated with Basic Skills Improvement Rate. In general, the higher the percentage on need-based aid at the college, the lower the Basic Skills Improvement Rate for that institution, and vice versa. Keep in mind that these are not causal or explanatory models and that the predictors and outcomes are institution-based rather than individual-based. Thus it would not be valid to infer that students receiving need-based financial aid show less improvement in basic skills courses than those not receiving such aid. The negative correlation between a college's Basic Skills Improvement Rate and its financial aid percentage may indicate that the college serves an area where economic barriers and relative lack of academic preparation could affect students' basic skills course progress.

The correlation between nearest four-year college selectivity (2006), a possible proxy measure of academic preparedness, and Basic Skills Improvement proves more puzzling and may indicate that the selectivity score serves as a moderator or mediator variable in a more complex model that exceeds the scope of the ARCC analysis.

Average unit load is positively correlated with Basic Skills Improvement indicating that colleges with higher average unit loads among their students tend to have higher improvement rates. However, this relationship is weak. For the current model, unit load may be serving as a proxy measure for a more individual-based predictor such as motivation or academic goal, or for a set of predictors in a more complex model.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

The relatively low adjusted R^2 for this model suggests the need for additional research to identify additional uncontrollable factors that may help explain basic skills improvement rates. If we can identify such factors, our model will have greater predictive power, which, in turn, will improve the quality of the subsequent peer grouping (by cluster analysis). However, it is possible that the factors that determine this specific outcome

(a) are not measured by our data system or
(b) are predominately characterized as "controllable" factors or
(c) are interacting in ways that we have not adequately tested in the current regression process.

For example, scenario (a) could include factors such as student motivation, student employment, and student family obligations. Scenario (b) could include factors such as highly effective tutoring programs on campus and highly successful placement programs. Scenario (c) could involve the testing of mediating and moderating variables and interactions between predictors. From a policy analysis perspective, the potential for scenario (b) to explain our results implies that an in-depth analysis of basic skills could result in a very productive identification of institutional needs in the area of basic skills success. Naturally, a new study that encompasses both (a) and (b) may be ideal.

References

Hair, J., Black, W., Babin, B., Anderson, R., & Tatham, R. (2006). *Multivariate data analysis*, (6th ed.). New Jersey: Prentice Hall.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the ESL Improvement Rate

Results

The predictors for the English as a Second Language (ESL) Improvement Rate (2005-2006 to 2007-2008) are:

- St_Cnt_F06_Root: The student headcount for Fall 2006, the "middle year" for the ESL improvement cohort. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. Thus, we used a square root transformation for the version of this variable included in the regression model.

- Pct_30_F06_Root: The percentage of students age 30 years or older as of Fall 2006, the "middle year" for the ESL improvement cohort. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

- SpkEngNotWellIndex_Root: The "English Not Spoken Well or Not At All" Index represents the self-rating of ability to speak English of a Census sample in the college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with English language ability self-ratings data for ZCTA (ZIP Census Tabulation Area) codes obtained from Census 2000. The data used to create this index are based on the percentage of Census respondents who reported that they spoke a language other than English and were then asked to indicate their ability to speak English in one of the following categories: "Very well," "Well," "Not well," or "Not at all." The index includes only those who reported "Not Well" or "Not at all" in the 18 to 64-year old group. We used a square root transformation for the version of this variable included in the regression model.

Table C9 below shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted R^2 =.31, $F(3,98) = 16.22$, $p < .001$, with the regression weights for all predictors significant at the .05 level. Based upon the standardized coefficients (beta), the Student Count predictor provides the largest contribution to the model relative to the other variables.

We detected negligible multicollinearity in the final regression model for this outcome and the residuals appeared to be normally distributed.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C9: Hierarchical Regression Analysis Summary for ESL Improvement Rate 2005-06 to 2007-08

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	11.52	6.55		
	St_Cnt_F06_Root	.30	.05	.48	.48
2	(Constant)	54.06	15.90		
	St_Cnt_F06_Root	.24	.06	.39	.48
	Pct_30_F06_Root	-62.25	21.35	-.26	-.39
3	(Constant)	38.24	16.72		
	St_Cnt_F06_Root	.23	.05	.36	.48
	Pct_30_F06_Root	-57.52	20.89	-.24	-.39
	SpkEngNotWellIndex_Root	47.94	19.09	.21	.31

Discussion

This regression model indicates that a combination of college size, age of student population, and self-rated English-speaking ability of the population in the college's service area achieved low-to-moderate prediction of ESL improvement rates. Larger college size and higher proportions of those stating that they speak English "Not Well" or "Not At All" were correlated with higher ESL improvement rates. In contrast, the negative correlation between ESL improvement and the percentage of students age 30 years or older indicates that colleges with relatively younger student populations tend to have higher improvement rates.

The student headcount predictor reflects college size. Theory suggests that economies of scale (which benefits larger colleges in comparison to smaller ones) enable larger colleges to have more resources to afford the special student services (i.e., orientation, counseling, and tutoring) that theoretically promote college success – in this case, ESL improvement.

A number of socioeconomic theories might help explain the negative correlation between ESL improvement and colleges with larger percentages of students 30 and over. For example, colleges serving older ESL students might also be located in areas with fewer economic and educational advantages that contribute to academic success.

The English Not Spoken Well or Not At All Index was added for the 2008 ARCC report. This variable continues to contribute to the model and may be a fertile area for exploration beyond the need to select clustering variables for the ARCC peer groups.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Note: The adjusted R^2 for this year's ESL regression model is considerably lower than the adjusted R^2 from the 2008 ARCC analysis (adjusted R^2 = .31 versus .47). There are several possible explanations for this change, none of which takes precedence or precludes other explanations. First, the colleges' percentages of students age 30 or older replaced last year's BA+ Index as a better predictor in the model. Second, the 2009 model's other predictors remained the same as last year's, but the student count variable was updated to reflect more recent data. Those updates could affect the latest regression model. Third, heteroscedasticity in the residuals for last year's model justified a weighted least squares (WLS) adjustment that contributed to a higher R^2. We did not detect heteroscedasticity this year and did not adjust the data.

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Appendix D: Peer Grouping Methodology

Introduction

This appendix documents the technical details of the peer grouping method used in the ARCC. Researchers and individuals with some background in statistical analysis will probably have little trouble understanding this material. We also assume that institutional researchers at each college or district will need to understand these technical details in order to help various local constituencies in their comprehension and usage of the peer group comparisons.

The Objective of Peer Grouping

To understand the methodology of the ARCC peer grouping, we should note the following objective that this analysis aimed to achieve.

> *Peer grouping will complement the other ARCC sources of information about college level performance by giving decision makers a way to compare each college's performance with the performances of other "like" colleges on each selected performance indicator (each ARCC outcome measure), in a fair and valid manner.*

General Strategy of ARCC Peer Grouping

The Chancellor's Office (CCCCO) implemented a strategy for peer grouping that used the following four basic steps in the sequence shown below.

1. For each performance indicator/outcome use prior research and input from college officials/researchers to identify those factors that affect the outcome but that lie beyond the control of each college administration. (These uncontrollable factors are often referred to as "environmental factors.")

2. For the environmental factors of each performance indicator identify a feasible data source that the CCCCO can use in its statistical analysis.

3. For each performance indicator, develop a regression model that will allow us to identify a parsimonious set of uncontrollable factors that the CCCCO can use to "level the playing field" in any between-college comparison of performances.

4. Using the parsimonious set of uncontrollable factors identified by regression modeling, use *cluster analysis* (a standard multivariate statistical tool) to identify for a college and for each performance indicator those colleges that most closely resemble it (the college of interest) in terms of these uncontrollable factors.

These four steps entailed a large amount of staff work, and in the interest of efficiency, we limit this appendix to only the fourth step, the cluster analysis. Appendix C includes a listing of the environmental factors collected and a summary of the regression models.

Appendix D: Peer Grouping Methodology

Cluster Analysis As A General Tool

Cluster analysis is a well-developed quantitative method of identifying groups of entities from a population of entities. Major references for cluster analysis became available to researchers as early as 1963 (Sokal & Sneath, 1963). This method can apply to any kind of entity, and past applications have clustered entities as diverse as colleges, states, cities, students, sports teams and players, patients, hospitals, and businesses, to mention a few. In past years, researchers have used it for developing taxonomies, especially with respect to the biological studies (i.e., horticulture, zoology, and entomology).

Depending upon the objective of the researcher, the cluster analysis chooses one or more measurements (aka "variables") of each entity in a population to produce a numerical indicator of "distance" between each entity in a given population. The researcher's objective is imperative in that this will drive the choice of measurements that more or less "determine" the eventual groupings or clusters. If the researcher chooses measurements that poorly reflect the researcher's objective, then the cluster analysis will probably produce a grouping that has marginal validity, if any.

Based upon the aforementioned inter-entity distances, cluster analysis then proceeds to identify sets of entities within a defined population by comparing sets of distances. In the vernacular of cluster analysis, these distances are also called "proximities." If the population under study contains a very unique entity in it, then the cluster analysis may produce, among its groupings, a cluster of one (i.e., a group containing only one case) to preserve the uniqueness of this one entity with respect to the population under study and the researcher's objective.

The development of computers greatly facilitated cluster analysis so that complex calculations for cluster analysis became very feasible for applied social research and evaluation. The major statistical software programs on the market today all offer routines to execute cluster analysis. In the ARCC analysis, CCCCO staff used one particular package known as *SPSS version 12*.

A procedure known as *hierarchical clustering* exploits computer power by moving through a large number of iterations to progressively "join" one college to another college that the computer finds is its "closest neighbor." The program will then join this resulting pair to the next most similar college (the next closest neighbor), and so on until no other colleges of sufficient similarity can be joined to this initial set. The procedure then repeats this "joining" process for each of the remaining colleges that the program has not already joined with some other college. Hierarchical clustering has great popularity among researchers because researchers can use the computer-generated record of the entire "joining" process as a tool to evaluate the quality of the cluster groupings (Everitt, Landau, & Leese, 2001). The ARCC peer grouping used this well-established procedure.

Appendix D: Peer Grouping Methodology

Cluster Analysis in the ARCC Peer Grouping

CCCCO staff reviewed the standard options for conducting a cluster analysis method and used the following four steps for the ARCC peer grouping:

1. Define a practical number of clusters to be identified.
2. Select a proximity measure that effectively captures the difference or "distance" between colleges on the basis of their levels of analyst-specified variables (the uncontrollable factors we had identified for each ARCC outcome).
3. Select and use a cluster identification algorithm that applies a specific decision rule (i.e., a type of logic) to cluster the colleges into mutually exclusive groups.
4. Prevent bias in the clustering that may result from using variables that use different scales of measurement (i.e., driving miles vs. student headcounts or percentage of students, and so forth).

The following section reports on how CCCCO implemented the four steps listed above.

1. The peer grouping identifies six distinct peer groups for all the community colleges in the system. This "target" of six groups addressed administrative concerns over the identification of too many peer groups and a plethora of single-college peer groups (that is, the finding of some colleges that lacked any statistical peers for comparison).

2. The chosen measure of distance between each community college in the system is the so-called *squared Euclidean distance*. This is the most common measure of proximity in cluster analysis. For the quantitatively inclined reader, the formula for computing the Euclidean distance is as follows:

$$d_{ij} = \left[\sum_{k=1}^{p} (x_{ik} - x_{jk})^2 \right]^{1/2}$$

   where x_{ik} and x_{jk} are, respectively, the kth variable value of the p-dimensional observations for individuals i and j (Everitt, Landau, & Leese, 2001).

3. In the peer grouping for all seven of the outcomes, CCCCO staff used *Ward's method* for clustering because staff found this method to work well with the ARCC data.

Appendix D: Peer Grouping Methodology

According to Bailey (1994), *Ward's method "begins with each objec*t treated as a cluster of one. Then objects are successively combined. The criterion for c*ombination is* that the within-cluster variation as measured by the sum of within-cluster deviation from cluster means (error sum of squares) is minimized. Thus, average distances among all members of the cluster are minimized." *Ward's method* has a tendency to produce clusters of approximately similar size (i.e., number of members in each cluster) (Everitt, Landau, & Leese, 2001).

1. The CCCCO staff converted the measures of the uncontrollable factors for each outcome so that their different units of measurement would have no effect upon the clustering solutions. Staff converted these measures by *standardizing the variables to unit variance* (also known as converting measurements to *z-scores*). Major statistical programs readily perform this conversion with the following formula:

z = (raw score for a case – mean of the sample) / (standard deviation of the sample)

(Snedecor & Cochran, 1980).

Concluding Thought

An excellent piece of advice that we constantly entertained during the peer group analysis covers the use of cluster analysis:

> "Cluster analysis methods involve a mixture of imposing a structure on the data and revealing that structure which actually exists in the data…To a considerable extent a set of clusters reflects the degree to which the data set conforms to the structural forms embedded in the clustering algorithm…In the quest for clusters two possibilities are often overlooked…The data may contain no clusters…The data may contain only one cluster…" (Anderberg, 1973).

Appendix D: Peer Grouping Methodology

References

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Appendix E: Terms and Abbreviations

Abbreviation	Definition
AA AS	Associate of Arts Degree Associate of Science Degree An associate degree shall be awarded to any student who successfully completes the prescribed course of study for the degree while maintaining the requisite grade point average, the course of study required for the student's major, and any required academic elective courses. (California Code of Regulations, Title 5, §55800.5)
AB 1417	Assembly Bill (AB) 1417 legislation sponsored by Pacheco, Chapter 581, Statutes of 2004, that established ARCC
Academic Year	For purposes of COMIS this refers to all the terms in one year beginning with the summer term and ending with the spring term (Summer, Fall, Winter, Spring).
ARCC	Accountability Reporting for the Community Colleges, initially established by AB 1417 (Pacheco, Chapter 581, Statutes of 2004)
BA Plus Index	The Bachelor of Arts/Sciences Plus Index represents the bachelor degree attainment of the population, 25 years or older in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with educational data for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

Appendix E: Terms and Abbreviations

Abbreviation	Definition
BA	Bachelor of Arts Degree For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Arts Degree, of which at least 40 shall be in the upper division credit, shall be 124 semester units. For candidates for the Bachelor of Arts degree who are meeting graduation requirements established during or after the 2000-01 academic year, a minimum of 120 semester units shall be required, including at least 40 semester units in upper-division courses or their equivalent. (California Code of Regulations, Title 5, §40500)
BS	Bachelor of Science Degree For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Science degree shall be 124 to 132 semester units, as determined by each campus, except that 140 semester units may be required in engineering. For candidates for the Bachelor of Science degree who are meeting graduation requirements established during or after the 2000-01 academic year, a minimum of 120 semester units shall be required. (California Code of Regulations, Title 5, §40501)

Appendix E: Terms and Abbreviations

Abbreviation	Definition
Basic Skills	Courses designed to develop reading or writing skills at or below the level required for enrollment in English courses one level below freshman composition, computational skills required in mathematics courses below Algebra, and ESL courses at levels consistent with those defined for English. (Based on a Basic Skills Study Session for the BOG.)
BOG	Board of Governors of the California Community Colleges
CAN	California Articulation Number: System of cross reference numbers designed to identify courses of comparable context
CDCP (Career Development and College Preparation) courses; referred to as Enhanced Noncredit courses (ENC) in the 2008 ARCC Report.	CDCP courses are noncredit courses that receive additional funding. The CDCP programs/sequences of courses are designed to achieve the following outcomes: 1. A noncredit certificate of completion leading to improved employability or job opportunities; 2. A noncredit certificate of competency in a recognized career field articulated with degree applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution. (California Code of Regulations, Title 5, §55151)
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office (also referred to as the System Office)
Certificate	The governing board of a community college district shall issue a certificate of achievement to any student whom the governing board determines has completed successfully any course of study or curriculum for which a certificate of achievement is offered. (California Code of Regulations, Title 5, §55808)

Appendix E: Terms and Abbreviations

Abbreviation	Definition
CCLC	Community College League of California The non-governmental, non-profit entity that serves community college districts, locally-elected governing boards, and college chief executive officers statewide.
Cohort	For the purpose of this report, we are using the MIS definition of a cohort, which refers to the establishment of a group of records based on specific criteria and tracked over time. Commonly used to refer to a specific set of students such as first-time freshmen who are tracked over a number of years, for example 6 years..
COMIS	Chancellor's Office Management Information System
Course	A series of lectures, labs, or other matter providing instruction on a specific subject
CPEC	California Postsecondary Education Commission
CSU	California State University
DED	Data Element Dictionary. The DED provides all specifications for all data elements collected by the Chancellor's Office and loaded into the COMIS database.
Degree	A degree shall be awarded to any student who successfully completes the prescribed course of study for the degree while maintaining the requisite grade point average, the course of study required for the student's major, and any required academic elective courses. (California Code of Regulations, Title 5, §55809)
Derived Data Elements	A data element that has been modified in programming to achieve some desired end
DOF	Department of Finance, State of California
Domain	The criteria describing the type of records included in a particular report or study.

Appendix E: Terms and Abbreviations

Abbreviation	Definition
EDD	Employment Development Department, State of California
Educational Needs Index (ENI)	The ENI is a county-level index representing the education, economic, and population pressures that influence education policy and planning. It uses fifteen unique indicators collapsed into three factor categories, as well as one measure of relative population size.
Enhanced noncredit courses (ENC)	See Career Development and College Preparation Definition
Enrollment	As used in our report, enrollment refers to one filled seat in a classroom per section.
ESAI	The Economic Service Area Index reflects the economic "composition" of geographic areas from which that college draws its students. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.
ESL	English as a Second Language
Fiscal Year	One year, beginning July 1 and ending June 30
FTES	Full-time equivalent student (FTES) is the major student workload measure, one of several, used in determining the eligibility for state funding of community colleges.
ISP	In-State Private Institution (four-year)
LAO	Legislative Analyst's Office, California's Nonpartisan Fiscal and Policy Advisor

Appendix E: Terms and Abbreviations

Abbreviation	Definition
NSC	National Student Clearinghouse
OOS	Out-of-State Institution (4-year)
Peer Group	In the ARCC, a peer group is the set of community colleges that have common characteristics with respect to a specific performance indicator. R&P staff derived a peer group for each college by indicator through a statistical method called cluster analysis. So each college will have a peer group for each performance indicator in ARCC. The basic objective of our peer grouping is to enable policy makers and administrators to make a relatively equitable and valid evaluation of a college's performance by comparing that performance to the performances of similar institutions.
RP Group	Research and Planning Group for California Community Colleges
R&P	Research and Planning Unit, CCCCO
SAAP	The Student Average Academic Preparation Index, created by CCCCO, measures the student average academic preparation for a particular college. The index was created by a match of Fall 2000 students with Stanford-9 scores from public high school students (1998-1999).
SAM Codes	Student Accountability Model: Codes reflecting the type of course
SAT	Scholastic Assessment Test Standardized test for college admissions in the United States.
Section	An offering of a course
System Office	California Community Colleges Chancellor's Office
Systemwide	All California Community Colleges

Appendix E: Terms and Abbreviations

Abbreviation	Definition
TOP Codes	Taxonomy of Programs: Used for course content as well as program identification. For further information on TOP codes, consult the most recent edition of *The California Community Colleges Taxonomy of Programs*, available at the CCCCO Web site.
Uncontrollable Factors	These are the variables in the ARCC analyses that "level the playing field" in the inter-institutional comparisons of performance (i.e., the peer group tables). People often also refer to these uncontrollable factors as "environmental factors," or "adjustment factors," or "exogenous variables." These factors are the variables that theoretically affect an outcome (i.e., a performance indicator) but fall outside of the control of college administrators. The ARCC analyses identify the most salient uncontrollable factors for each ARCC outcome, and the ARCC peer grouping uses these factors to create comparison groups of colleges that share similar environments. This process to "control" or adjust comparisons for these factors reduces the chance that a particular peer group will lead to a comparison of "apples to oranges."

Appendix E: Terms and Abbreviations

Abbreviation	Definition
Unduplicated Annual Headcount	This is the unique count of students enrolled in the California Community Colleges. Students are only counted once, even if they take courses at different colleges in the same year. (Systemwide definition). At the college level, (Table 1.7 of the College Profile) annual unduplicated headcount is based on students actively enrolled in Summer, Fall, Winter, and/or Spring terms. This headcount includes both credit and noncredit students. A student enrolled in multiple terms was counted only once for the year (i.e., not counted separately for each term). However, because this section of the ARCC report specifically addresses college level demographics, we counted the student at each college where he/she was actively enrolled during that year. For example, if a student enrolled at Yuba College in Summer and Fall 2005 and at American River College in Spring 2006, that student would be counted once at Yuba and once at American River for the 2005-2006 academic year.
UC	University of California
320 Report	Report used by districts to report FTES to CCCCO Fiscal Services

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Appendix F: Legislation Summary

2004-05 Final Budget Summary (Chapter 208, Statutes of 2004), September 16, 2004

Summary: The Governor reduced the funding for the Partnership for Excellence program by $31,409,000 to require the Chancellor's Office to produce a new accountability system.

Item 6870-101-0001—For local assistance, Board of Governors of the California Community Colleges (Proposition 98). I reduce this item from $2,810,212,000 to $2,778,803,000 by reducing: (4) 10.10.040-Partnership for Excellence from $225,000,000 to $193,591,000; and by revising Provision 4.

I am reducing this item by reducing the funding for the Partnership for Excellence program by $31,409,000 to maintain the May Revision Proposition 98 spending level for community colleges. Instead, funds were provided to support additional student enrollments and to maintain lower fees for Bachelor degree holders. With this reduction, $193,591,000 will still be available for this program through the general apportionments pursuant to Provision 4(a) of this item. The Legislature reduced the rigor of the accountability structure for this program proposed in the Governor's Budget. Because this program lacks accountability at the district level, it is appropriate that this funding be reduced. However, given my strong commitment to the Community Colleges and the extraordinary work they do in educating over a million full-time equivalent students seeking transfer, technical and basic skills every year, I am willing to restore this funding in the 2005–06 budget provided that district level goals and performance evaluations are incorporated into the accountability structure as had been proposed.

I revise provision 4(a) as follows to conform to this action: ''4. (a) The amount appropriated in Schedule (4) shall be made available to districts in the same manner as the general apportionment funding in Schedule (1), and shall be made available in the same amount provided to each district for the Partnership for Excellence program in the 2003–04 fiscal year, including the funding deferred for this program pursuant to Section 84321 of the Education Code, and notwithstanding the basic aid status of any district. As a condition of receiving these funds, the districts shall first agree to assure that courses related to student needs for transfer, basic skills, and vocational and workforce training are accorded the highest priority and are provided to the maximum extent possible within the budgeted funds.''

Appendix F: Legislation Summary

Assembly Bill 1417, Pacheco (Chapter 581, Statutes of 2004), September 18, 2004

Summary: Assembly Member Pacheco authored the bill that created ARCC.

BILL NUMBER: AB 1417 CHAPTERED
BILL TEXT

CHAPTER 581
FILED WITH SECRETARY OF STATE SEPTEMBER 18, 2004
APPROVED BY GOVERNOR SEPTEMBER 18, 2004
PASSED THE SENATE AUGUST 27, 2004
PASSED THE ASSEMBLY AUGUST 27, 2004
AMENDED IN SENATE AUGUST 23, 2004
AMENDED IN SENATE JANUARY 13, 2004
AMENDED IN SENATE JANUARY 5, 2004
AMENDED IN ASSEMBLY JUNE 4, 2003

INTRODUCED BY Assembly Member Pacheco

FEBRUARY 21, 2003

An act relating to community colleges, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

LEGISLATIVE COUNSEL'S DIGEST

AB 1417, Pacheco. Community colleges: funding.
(1) Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state. An item of the Budget Act of 2004 appropriated, among other amounts, $193,591,000 from the General Fund to the board of governors for allocation to community college districts for general apportionment funding.

This bill would require the board of governors to provide recommendations, based on information to be developed in a study to be conducted by the Chancellor of the California Community Colleges, to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including the priorities consistent with the appropriation referenced above.

(2) An item of the Budget Act of 2004 appropriated, among other amounts, $27,345,000 from the General Fund to the board of governors for allocation to community college districts for physical plant and instructional support.

This bill would set forth criteria in accordance with which a community college district could utilize a portion of these funds for the purpose of maintaining prior investments made for program enhancements for student success, provided that the district reports its planned expenditures to the chancellor on or before November 30, 2004, as prescribed.

(3) An item of the Budget Act of 2004 appropriated, among other amounts, $50,828,000 from the General Fund to the board of governors for allocation to community college districts for part-time faculty compensation.

This bill would require that the amount appropriated in the Budget Act of 2004 for allocation to community college districts for part-time faculty compensation be allocated, as prescribed, solely to increase the compensation of part-time faculty from the amounts previously authorized. The bill would prohibit the use of these funds by a district to exceed the achievement of parity of compensation for part-time and full-time faculty in that district. The bill would authorize a district that has achieved parity to use
these funds for any educational purpose.

(4) Because this bill would authorize the expenditure of funds previously appropriated to the board of governors for new purposes, it would make an appropriation.
(5) The bill would declare that it is to take effect immediately as an urgency statute.

Appropriation: yes.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. (a) The Board of Governors of the California Community Colleges shall provide recommendations to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including priorities consistent with Provision (4) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004. These recommendations shall be based on information and data provided by a study to be completed by the Chancellor of the California Community Colleges, with the input of institutional representatives of community college districts.

(b) In preparing the study referenced in subdivision (a), the Chancellor of the California Community Colleges may, as he or she judges necessary, consult with individuals with demonstrated expertise in higher education accountability and evaluation. The chancellor also shall consult with the Department of Finance and the Legislative Analyst's Office on an ongoing basis during the conduct of the study. The study process shall also afford community college organizations, and interested parties and individuals, the opportunity to review and comment

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.

(b) The funds shall not supplant the amount of resources each district uses to compensate part-time faculty, and shall not be used to exceed the achievement of parity in compensation for each part-time faculty employed by each district with regular full-time faculty of that district, as certified by the chancellor. If a district has achieved parity, its allocation under Schedule (14) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 may be used for any other educational purpose.

SEC. 4. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to implement, in a timely fashion, a necessary revision to the community college funding priorities adopted pursuant to the Budget Act of 2004, it is necessary that this act take effect immediately.

Appendix F: Legislation Summary

Budget Act of 2005 (AB 90), May 27, 2005

Summary: The Budget Act of 2005 provided four positions to the Chancellor's Office to support ARCC.

6870-001-0001—For support of Board of Governors of the California Community Colleges…… ~~8,814,000~~ *9,231,000*
Schedule:
(1) 10-Apportionments…… 853,000
(2) 20-Special Services and Operations…… ~~15,343,000~~ *15,760,000*
(3) 30.01-Administration…… 4,088,000
(4) 30.02-Administration—Distributed…… - 4,088,000
(5) 97.20.001-Unallocated Reduction…… - 137,000
(6) Reimbursements…… - 7,245,000

Provisions:
1. Funds appropriated in this item may be expended or encumbered to make one or more payments under a personal services contract of a visiting educator pursuant to Section 19050.8 of the Government Code, a long-term special consultant services contract, or an employment contract between an entity that is not a state agency and a person who is under the direct or daily supervision of a state agency, only if all of the following conditions are met:

(a) The person providing service under the contract provides full financial disclosure to the Fair Political Practices Commission in accordance with the rules and regulations of the commission.
(b) The service provided under the contract does not result in the displacement of any represented civil service employee.
(c) The rate of compensation for salary and health benefits for the person providing service under the contract does not exceed by more than 10 percent the current rate of compensation for salary and health benefits determined by the Department of Personnel Administration for civil service personnel in a comparable position. The payment of any other compensation or any reimbursement for travel or per diem expenses shall be in accordance with the State Administrative Manual and the rules and regulations of the Department of Personnel Administration.
(d) Of the amount appropriated in this item, $417,000 is appropriated for four positions to support workload associated with a district specific accountability program. These positions are contingent upon the enactment of legislation in the 2005-06 Regular Session that establishes a program for district specific reporting and evaluation of educational outcomes in response to Chapter 581 of the Statutes of 2004. It is intended that the first report for the district-specific accountability system be provided in January 2007, reflecting outcomes from the 2005-06 fiscal year in context as specified in the enacted legislation.

Appendix F: Legislation Summary

Senate Bill 63, Chapter 73, Committee on Budget and Fiscal Review, July 19, 2005

Summary: SB 63 added on a trailer bill that specified ARCC's requirements.

Senate Bill No. 63
CHAPTER 73

An act to amend Sections 2558.46, 8484.7, 8484.8, 41203.1, 42238.146, 44219, 44227, 44244, 52055.600, 52055.605, 52055.610, 52055.650, 52058, 56504.5, 56836.11, 56836.155, 56836.165, and 69522 of, to add Sections 44242.3 and 84754.5 to, and to add Article 5.6 (commencing with Section 69616) to Chapter 2 of Part 42 of, the Education Code, to amend Section 17581.5 of the Government Code, to amend Section 1529.2 of the Health and Safety Code, to amend Section 270 of the Public Utilities Code, and to amend Section 903.7 of the Welfare and Institutions Code, relating to education finance, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor July 19, 2005. Filed with Secretary of State July 19, 2005.]

SB 63, Committee on Budget and Fiscal Review. Education finance.

[Selection from the Legislative Counsel's Digest]

(19) Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state. An item of the Budget Act of 2004 appropriated, among other amounts, $193,591,000 from the General Fund to the board of governors for allocation to community college districts for general apportionment funding. Existing law requires the board of governors to provide recommendations, based on information to be developed in a study to be conducted by the Chancellor of the California Community Colleges, to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including the priorities consistent with the appropriation referenced above.

This bill would require that, as a condition of receiving specified funds in the annual Budget Act to encourage district-level accountability efforts, community college districts provide data, in a format and according to a schedule to be specified by the chancellor's office, for the purpose of an annual report that the bill would require the chancellor to provide to the Legislature, the Governor, the Department of Finance, and the Office of the Legislative Analyst. This data would also be provided for purposes of providing the means for both internal and external assessment of the district's educational offerings in meeting the high-priority educational goals of the state. The bill would authorize the chancellor to withhold, delay, or reduce specified funds provided in the annual Budget Act to encourage district-level accountability efforts.

Appendix F: Legislation Summary

SEC. 21. Section 84754.5 is added to the Education Code, to read: 84754.5. Pursuant to provisions of Chapter 581 of the Statutes of 2004, the board of governors provided the Governor and the Legislature recommendations regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities. The Legislature recognizes that these recommendations were based on a study process that included input from institutional representatives of community college districts, nationally regarded experts in community college accountability, the Department of Finance, the Office of the Legislative Analyst, community college organizations, and other interested parties. In enacting this section the
Legislature hereby establishes a program for the annual reporting and evaluation of district-level performance in achieving priority educational outcomes consistent with the intent of Chapter 581 of the Statutes of 2004.

The program includes the following components:
(a) As a condition of receiving specified funds in the annual Budget Act to encourage district-level accountability efforts, community college districts shall provide data, in a format and according to a schedule to be specified by the Office of the Chancellor of the California Community Colleges, for the purpose of the annual report to the Legislature specified in subdivision (b) and for purposes of providing the means for both internal and external assessment of the district's educational offerings in meeting the high-priority educational goals of the state. The chancellor shall withhold, delay, or reduce funds specified in the annual Budget Act to encourage district-level accountability efforts from a district that fails to provide needed data by specified deadlines. If a district's failure to report by specified deadlines results in the omission of required data from, or inclusion of erroneous data in, the annual report required by subdivision (b), the chancellor shall reduce that district's funding as specified in regulations for the implementation of this section.

(b) With data available through its management information system and other data provided pursuant to subdivision (a), and utilizing resources provided for this purpose in the annual Budget Act, the chancellor shall prepare an annual report to the Legislature, the Governor, the Department of Finance, and the Office of the Legislative Analyst evaluating the achievement of educational outcomes for each community college district and, as warranted, each college. This report shall be provided to the Legislature annually on or before March 31, beginning in 2007. Preliminary data reported from the districts shall be provided to the Department of Finance and the Office of the Legislative Analyst by January 31 of each year, beginning in 2007. For each district, and college as warranted, the report shall: (1) include performance data for the immediately preceding fiscal year, reflecting all measures specified in subdivision (c); (2) compare each district's and college's achievement with peer groups within the system as applicable to specific metrics; and (3) compare each district's and college's achievements with that of the system as a whole. The report shall further include a profile with summary background information on each district's or college's educational programs, missions, students, and service area demographics.

Appendix F: Legislation Summary

(c) (1) The report shall include, but not be limited to, district or college-level performance on outcome measures in the following categories:
(A) Student progress and achievement: degrees, certificates, and transfers.
(B) Student progress and achievement: vocational, occupational, and workforce development.
(C) Pre-collegiate improvement, including basic skills and English-as-a-second language.

(2) The specific measures to be included in the report shall reflect the April 2005 board of governors recommendations as refined and amended in consultation with the Department of Finance and the Office of the Legislative Analyst, and shall be periodically reviewed, in consultation with the Department of Finance and the Office of the Legislative Analyst, and, if necessary, modified by the chancellor. It is the intent of the Legislature that specific performance metrics and annual reporting requirements may be specified in annual Budget Acts, if warranted, by changes in state needs, legislative priorities, or the availability of data.

(d) As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segmentwide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited.

(e) The board of governors shall adopt regulations that it deems necessary to carry out this section no sooner than 30 days after notification in writing by the chancellor to the Director of Finance and the Chairperson of the Joint Legislative Budget Committee.

Appendix F: Legislation Summary

Senate Bill 361, Chapter 631, Statutes of 2006, September 29, 2006

Summary: SB 361 requires the Chancellor's Office to develop specific outcome measures for career development and college preparation courses.

BILL NUMBER: SB 361 CHAPTERED
BILL TEXT

CHAPTER 631
FILED WITH SECRETARY OF STATE SEPTEMBER 29, 2006
APPROVED BY GOVERNOR SEPTEMBER 29, 2006
PASSED THE SENATE AUGUST 29, 2006
PASSED THE ASSEMBLY AUGUST 23, 2006
AMENDED IN ASSEMBLY AUGUST 21, 2006
AMENDED IN ASSEMBLY AUGUST 10, 2006
AMENDED IN ASSEMBLY JUNE 15, 2006
AMENDED IN ASSEMBLY JULY 13, 2005
AMENDED IN ASSEMBLY JUNE 29, 2005
AMENDED IN SENATE APRIL 5, 2005

INTRODUCED BY Senator Scott
(Principal coauthor: Senator Runner)
(Principal coauthor: Assembly Member Laird)

FEBRUARY 17, 2005

An act to amend and repeal Sections 84750 and 84760 of, and to add Sections 84750.5 and 84760.5 to, the Education Code, relating to community colleges, and declaring the urgency thereof, to take effect immediately.

[Excerpt of SB 361 follows]

SEC. 4. Section 84760.5 is added to the Education Code, to read:
84760.5. (a) For purposes of this chapter, the following career development and college preparation courses and classes for which no credit is given, and that are offered in a sequence of courses leading to a certificate of completion, that lead to improved employability or job placement opportunities, or to a certificate of competency in a recognized career field by articulating with college-level coursework, completion of an associate of arts degree, or for transfer to a four-year degree program, shall be eligible for funding subject to subdivision (b):

(1) Classes and courses in elementary and secondary basic skills.
(2) Classes and courses for students, eligible for educational services in workforce preparation classes, in the basic skills of speaking, listening, reading, writing, mathematics, decision-making,

and problem solving skills that are necessary to participate in job-specific technical training.
(3) Short-term vocational programs with high employment potential, as determined by the chancellor in consultation with the Employment Development Department utilizing job demand data provided by that department.
(4) Classes and courses in English as a second language and vocational English as a second language.

(b) The board of governors shall adopt criteria and standards for the identification of career development and college preparation courses and the eligibility of these courses for funding, including the definition of courses eligible for funding pursuant to subdivision (a). The criteria and standards shall be based on recommendations from the chancellor, the statewide academic senate, and the statewide association of chief instructional officers. The career and college preparation courses to be identified for this higher rate of funding should include suitable courses that meet one or more of the qualifications described in subdivision (a).
(c) A district that offers courses described in subdivision (a), but that is not eligible for funding under subdivision (b), shall be eligible for funding under Section 84757.
(d) The chancellor, in consultation with the Department of Finance and the Office of the Legislative Analyst, shall develop specific outcome measures for career development and college preparation courses for incorporation into the annual report required by subdivision (b) of Section 84754.5.
(e) The chancellor shall prepare and submit to the Department of Finance and the Legislature, on or before March 1, 2007, and March 1 of each year thereafter, a report that details, at a minimum, the following:

(1) The amount of FTES claimed by each community college district for career development and college preparation courses and classes.
(2) The specific certificate programs and course titles of career development and college preparation courses and classes receiving additional funding pursuant to this section, as well as the number of those courses and classes receiving additional funding.

SEC. 5. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to allocate funds appropriated in the Budget Act of 2006 to community college districts for the 2006-07 academic year, which has already commenced, in a manner that is consistent with the community college funding reforms made by this act, and in order for the districts to incorporate these allocations, as soon as is feasible, into their operating budgets, it is necessary that this act take effect immediately.

Appendix F: Legislation Summary

Assembly Bill 798, Chapter 272, Statutes of 2007, October 5, 2007

Summary: AB 798 amends the Unemployment Insurance Code to allow the Employment Development Department to perform a wage match for ARCC.

BILL NUMBER: AB 798 CHAPTERED
BILL TEXT

CHAPTER 272
FILED WITH SECRETARY OF STATE OCTOBER 5, 2007
APPROVED BY GOVERNOR OCTOBER 5, 2007
PASSED THE SENATE SEPTEMBER 5, 2007
PASSED THE ASSEMBLY SEPTEMBER 7, 2007
AMENDED IN SENATE AUGUST 21, 2007
AMENDED IN SENATE JULY 18, 2007
AMENDED IN SENATE JUNE 20, 2007

INTRODUCED BY Committee on Insurance Coto (Chair), Benoit (Vice Chair), Berg, Carter, De Leon, Duvall, Garrick, and Parra)

FEBRUARY 22, 2007

An act to amend Sections 1095 and 1281 of the Unemployment Insurance Code, relating to unemployment insurance.

[Excerpt of AB 798 follows]

(y) To enable the Chancellor of the California Community Colleges, in accordance with the requirements of Section 84754.5 of the Education Code, to obtain quarterly wage data, commencing January 1, 1993, on students who have attended one or more community colleges, to assess the impact of education on the employment and earnings of students, to conduct the annual evaluation of district-level and individual college performance in achieving priority educational outcomes, and to submit the required reports to the Legislature and Governor. The information shall be provided to the extent permitted by federal statutes and regulations.

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Appendix G: Record of Interactions by Boards of Trustees

As required by Education Code 84754.5(d) (Pursuant to provisions of Chapter 581 of the Statutes of 2004), the California Community College Chancellor's Office provides below a summary of the presentation dates of the 2011 ARCC report to the colleges' boards of trustees. This documents the Chancellor Office's fulfillment of the above requirement for the 2011 ARCC Report.

	College Name	Date of College Presentation to its Board of Trustees	Date When Documentation Received by the CCC Chancellor's Office
1	Allan Hancock College	6/21/11	7/15/11
2	American River College	3/12/11	3/30/11
3	Antelope Valley College	7/11/11	3/1/12
4	Bakersfield College	4/14/11	10/18/11
5	Barstow Community College	1/11/12	1/17/12
6	Berkeley City College	2/14/12	3/6/12
7	Butte College	7/13/11	2/27/12
8	Cabrillo College	6/13/11	3/16/12
9	Canada College	12/14/11	1/24/12
10	Cerritos College	1/18/12	1/24/12
11	Cerro Coso Community College	4/14/11	10/18/11
12	Chabot College	10/4/11	12/23/11
13	Chaffey College	4/27/11	1/25/12
14	Citrus College	5/17/11	11/3/11
15	City College of San Francisco	2/23/12	3/13/12
16	Coastline Community College	3/7/12	3/13/12
17	College of Alameda	2/14/12	3/6/12
18	College of Marin	4/19/11	5/19/11
19	College of San Mateo	12/14/11	1/24/12
20	College of the Canyons	2/22/12	3/15/12
21	College of the Desert	12/16/11	1/24/12
22	College of the Redwoods	2/7/12	2/21/12
23	College of the Sequoias	*	*
24	College of the Siskiyous	5/3/11	3/1/12
25	Columbia College	12/14/11	1/17/12
26	Compton Community Educational Center	5/10/11	6/10/11
27	Contra Costa College	11/9/11	12/13/11
28	Copper Mountain College	2/9/12	3/9/12
29	Cosumnes River College	3/12/11	3/30/11
30	Crafton Hills College	2/9/12	2/23/12
31	Cuesta College	3/7/12	3/15/12
32	Cuyamaca College	5/17/11	2/7/12
33	Cypress College	11/8/11	3/1/12
34	DeAnza College	8/29/11	2/8/12
35	Diablo Valley College	11/9/11	12/13/11
36	East Los Angeles College	9/21/11	11/22/11
37	El Camino College	5/16/11	6/10/11
38	Evergreen Valley College	2/28/12	3/9/12
39	Feather River College	2/16/12	3/2/12

Note: - (*) Present to the Board of Trustees in April 2012

Appendix G: Record of Interactions by Boards of Trustees

	College Name	Date of College Presentation to its Board of Trustees	Date When Documentation Received by the CCC Chancellor's Office
40	Folsom Lake College	3/12/11	3/30/11
41	Foothill College	8/29/11	2/8/12
42	Fresno City College	4/5/11	5/6/11
43	Fullerton College	11/8/11	3/2/12
44	Gavilan College	*	*
45	Glendale Community College	1/17/12	2/27/12
46	Golden West College	3/7/12	3/13/12
47	Grossmont College	5/17/11	2/7/12
48	Hartnell College	*	*
49	Imperial Valley College	10/19/11	11/14/11
50	Irvine Valley College	11/16/11	12/12/11
51	Lake Tahoe Community College	7/12/11	2/7/12
52	Laney College	2/14/12	3/6/12
53	Las Positas College	10/4/11	12/23/11
54	Lassen College	3/13/12	3/14/12
55	Long Beach City College	7/26/11	12/19/11
56	Los Angeles City College	9/21/11	11/22/11
57	Los Angeles Harbor College	9/21/11	11/22/11
58	Los Angeles Mission College	9/21/11	11/22/11
59	Los Angeles Pierce College	9/21/11	11/22/11
60	Los Angeles Southwest College	9/21/11	11/22/11
61	Los Angeles Trade-Technical College	9/21/11	11/22/11
62	Los Angeles Valley College	9/21/11	11/22/11
63	Los Medanos College	11/9/11	12/13/11
64	Marin Community Education	N/A	N/A
65	Mendocino College	5/4/11	6/7/11
66	Merced College	3/1/11	12/2/11
67	Merritt College	2/14/12	3/6/12
68	MiraCosta College	2/21/12	3/14/12
69	Mission College	4/5/11	5/26/11
70	Modesto Junior College	11/9/11	1/5/12
71	Monterey Peninsula College	3/22/11	4/18/11
72	Moorpark College	2/14/12	3/14/12
73	Mt. San Antonio College	6/22/11	1/5/12
74	Mt. San Jacinto College	11/10/11	1/25/12
75	Napa Valley College	12/7/11	1/20/12
76	North Orange School of Continuing Education	11/8/11	3/1/12
77	Ohlone College	3/9/11	4/18/11
78	Orange Coast College	3/7/12	3/13/12
79	Oxnard College	2/14/12	3/14/12

Note: - (*) Present to the Board of Trustees in April 2012
- (N/A) Marin Community Education no longer exists as a separate entity.

Appendix G: Record of Interactions by Boards of Trustees

	College Name	Date of College Presentation to its Board of Trustees	Date When Documentation Received by the CCC Chancellor's Office
80	Palo Verde College	2/28/12	1/3/12
81	Palomar College	4/26/11	2/27/12
82	Pasadena City College	5/18/11	2/27/12
83	Porterville College	4/14/11	10/18/11
84	Rancho Santiago Continuing Education Division	1/17/12	2/8/12
85	Reedley College	4/5/11	5/6/11
86	Rio Hondo College	7/29/11	1/24/12
87	Riverside Community College	4/5/11	6/7/11
88	Sacramento City College	3/12/11	3/30/11
89	Saddleback College	11/16/11	12/12/11
90	San Bernardino Valley College	2/9/12	2/23/12
91	San Diego City College	11/10/11	12/14/11
92	San Diego Continuing Education Division	11/10/11	12/14/11
93	San Diego Mesa College	11/10/11	12/14/11
94	San Diego Miramar College	11/10/11	12/14/11
95	San Francisco Continuing Education	2/23/12	3/13/12
96	San Joaquin Delta College	4/5/11	2/20/12
97	San Jose City College	2/28/12	3/9/12
98	Santa Ana College	1/17/12	2/8/12
99	Santa Barbara City College	2/9/12	3/15/12
100	Santa Barbara Continuing Education Division	2/9/12	3/15/12
101	Santa Monica College	11/1/11	11/9/11
102	Santa Rosa Junior College	3/8/11	6/20/11
103	Santiago Canyon College	1/17/12	2/8/12
104	Shasta College	4/13/11	5/13/11
105	Sierra College	7/12/11	8/19/11
106	Skyline College	12/14/11	1/24/12
107	Solano Community College	2/15/12	3/9/12
108	Southwestern College	3/14/12	3/15/12
109	Taft College	3/8/12	3/14/12
110	Ventura College	2/14/12	3/14/12
111	Victor Valley College	10/11/11	2/27/12
112	West Hills College-Coalinga	7/26/11	2/21/12
113	West Hills College-Lemoore	7/26/11	2/21/12
114	West Los Angeles College	9/21/11	11/22/11
115	Woodland Community College	6/8/11	8/11/11
116	West Valley College	4/5/11	5/26/11
117	Yuba College	7/13/11	3/2/12

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Appendix H: Acknowledgements

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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 Chancellor's Office obtained feedback from an external panel of nationwide researchers.

External Panel for California Community College Performance Framework Study

Trudy Bers, Oakton Community College, Illinois
Joseph Burke, State University of New York
Peter Ewell, National Center for Higher Education Management Systems
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James Jacobs, Columbia University

Appendix H: Acknowledgements

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