

Focus On Results

Accountability Reporting for the California Community Colleges

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



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March 31, 2010

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Executive Summary

Introduction

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges Chancellor's Office (CCCCO) to design and implement a performance measurement system that contained performance indicators for the system and its colleges. As per legislative intent, the CCCCCO collaborated with the system's colleges and advisory structure, a panel of national experts, the Legislative Analyst's Office, the Department of Finance, and the Secretary of Education to formulate this comprehensive system that has become known as "ARCC" (Accountability Reporting for the Community Colleges). In recognizing that the initial report in 2007 required the CCCCCO to test innovative ideas about performance measurement and to use a massive state database, the CCCCCO completed the 2007 ARCC report as a pilot report for the Legislature. The 2010 ARCC report builds upon the prior reports through various improvements in data quality and a new year of data.

Systemwide Performance

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

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

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- In 2008-2009, the system contributed to the state’s critical health care labor force, as 8,515 students earned degrees or certificates in nursing.
- The system’s contribution in 2008-2009 to the state’s workforce included 64,617 associate degrees and certificates in vocational/occupational areas.

College Level Performance

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

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

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2003-04 to 2008-09)	52.3%
2. Completed 30 or More Units (2003-04 to 2008-09)	72.4%
3. Fall to Fall Persistence (Fall 2007 to Fall 2008)	68.7%
4. Vocational Course Completion (2008-09)	77.5%
5. Basic Skills Course Completion (2008-09)	61.5%
6. ESL Course Improvement (2006-07 to 2008-09)	50.1%
7. Basic Skills Course Improvement (2006-07 to 2008-09)	53.2%

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

Each of the community colleges covered in this report has six pages of information to facilitate and stimulate discussions about college performance within each community. In these six pages per college, the report shows (1) the three-year trend for each of the

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

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

These six pages for each college deliver the essence of the ARCC's objective for local accountability. Ideally, each college's local governing board and local community will use this package of information for data-based policy discussions. This strategy will benefit communities throughout the state because it equips them with data to address their local priorities. To ensure that this process occurs in each community, the legislation for ARCC requires each college to submit to the CCCCO by March 14, 2011, documentation of interaction by each local board of trustees with the 2010 ARCC report.

Conclusion

This fourth year of the ARCC effort improves the annual report that provides the State Legislature and the Governor's Office an ongoing, cost-effective structure for performance improvement that respects and promotes local decision-making. All of the state's community colleges have already shared the 2009 report with their own local board of trustees, as required by law, and many college administrations have subsequently begun analyses to leverage the data and findings in the ARCC project. As evidenced by the self-assessments within this report, the community colleges have used the ARCC report in different ways to learn how they can improve their performances. Lastly, the ARCC reports for 2011 and 2012 will probably capture college performances more precisely than the 2010 report because the colleges will have completed extensive data quality improvement efforts (budgets permitting).

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Introduction to the 2010 ARCC Report

Background

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

The report's objectives are to make policymakers, local college officials, and elected boards aware of system and college performance in specific areas of effort and to inform the public about overall system performance. Readers will observe that the 2010 report continues to cover noncredit courses as required by Senate Bill 361 (Scott, Statutes of 2006, Chapter 631). Again, this coverage of noncredit outcomes only extends across courses designated as part of the "Enhanced Noncredit" funding. For clarity, this report refers to this group of noncredit courses as CDCP (an acronym for the objective known as Career Development and College Preparation). Readers who want additional details on CDCP performance should refer to a supplemental report that the ARCC staff produce as a follow-up to *Focus On Results*. The CCCCCO will issue this supplemental report after it has released *Focus On Results* because of scheduling and resource limitations.

Focus On Results drew upon the contributions of many parties. The framework for ARCC used the expertise of a team of researchers from the Research and Planning Group for the California Community Colleges (i.e., the RP Group), a panel of nationally recognized researchers on college performance, a statewide technical advisory workgroup, and staff at the Chancellor's Office. In Appendix H we list the individuals who played important roles in producing the 2010 ARCC Report.

How to Use This Report

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

Introduction to the 2010 ARCC Report

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

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

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

The fifth page for each college shows the "peer grouping" information for the college. On this page, readers will find a comparison of a college's performance on each of the seven indicators that have adequate data for peer grouping. For each of these seven performance indicators, we have performed a statistical analysis (peer grouping) to identify other California Community Colleges that most closely resemble the college in terms of environmental factors that have linkage to (or association with) the performance indicator. Interested readers should refer to Appendix A to see the names of the colleges that comprise each peer group. We emphasize that the peer group results are rough guides for evaluating college level performance because each college may have unique local factors that we could not analyze statistically for the peer group identification. Because year-to-year stability in peer grouping facilitates local planning and analysis, the 2010 peer groups will remain the same as they were in the 2009 ARCC report. Also, this report will continue to omit from peer grouping the indicator for Career Development and College Preparation (CDCP, or Enhanced Noncredit) courses because the data for CDCP are still under development.

The sixth page for a college shows that college's own self-assessment. This brief statement from the college administration may note, among other things, unique factors that our statistical analysis may have missed. The self-assessment is important because it may help to explain the performance figures for a college. The ARCC staff members in

Introduction to the 2010 ARCC Report

the Chancellor's Office do not edit these self-assessments from the college administrators, and the only requirement for the content is that it stay within a 500-word limit. Because the word limit forces the self-assessment to focus upon a few basic points, some readers may wish to follow-up with a college that may have other analyses or data that it could not include in the ARCC's brief self-assessment.

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

The 2010 report will contain numerous changes to past data as well as new data for the most recent academic year. For this reason, analysts should rely primarily upon the 2010 report instead of data from prior ARCC reports. The Chancellor's Office MIS (Management Information System) unit has continued to implement various data improvements that are virtually impossible to complete within a narrow time frame.

Additional information about ARCC is available at the following website:

<http://www.cccco.edu/OurAgency/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

If you have any questions or comments about the report, please e-mail them to:

arcc@cccco.edu.

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**ARCC 2010 Report:
An Introduction to the Systemwide Indicators**

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

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

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

The seven performance indicators presented in this section are:

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

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

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

For the 2010 report, systemwide participation rates per 1,000 population reflect community college participation by individuals ages 18 to 65 only, based on data from the Chancellor's Office Management Information System (COMIS) and the California Department of Finance (DOF). For a few demographic categories the participation rate

An Introduction to the Systemwide Indicators

per 1,000 exceeds 1,000. Possible reasons for these higher rates are as follows. Self reporting of demographics (e.g., student ethnicity) leads to higher community college counts for a particular group relative to DOF's Census-based projections. This is especially true for population groups with relatively small DOF counts. In addition, absence of a unique identifier (e.g., Social Security Number) for some students at the systemwide level might produce duplicate student counts thus increasing the systemwide numbers for certain demographics relative to DOF counts.

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

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

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ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 1:

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

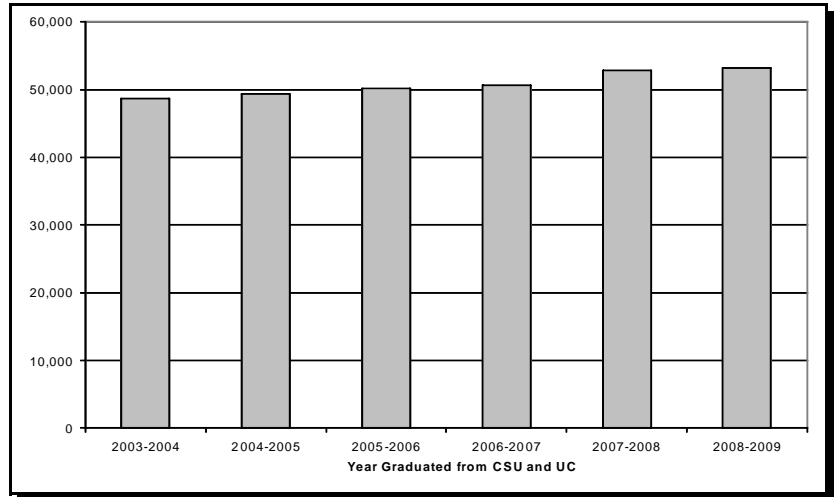


Table 1:

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

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

Table 2:

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

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

Table 3:

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

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

Results:

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

For Methodology and Data Source, see Appendix B.



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ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

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

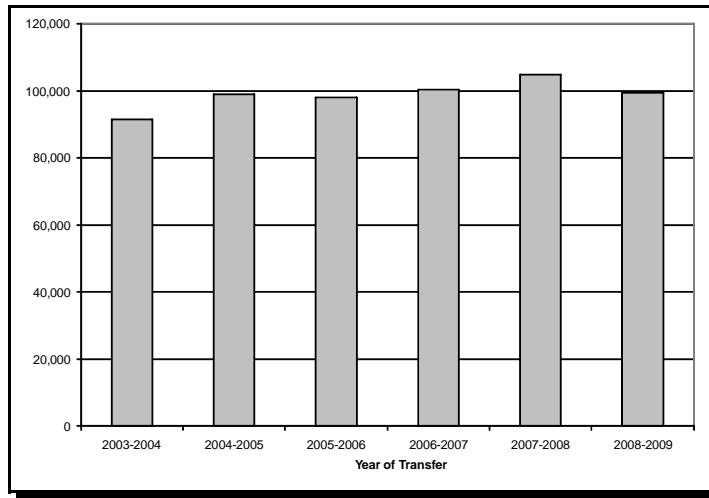


Table 4:
Annual Number of California Community College Transfers to Baccalaureate Granting Institutions from 2003-2004 to 2008-2009

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

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

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

Results:

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

For Methodology and Data Source, see Appendix B.



ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

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

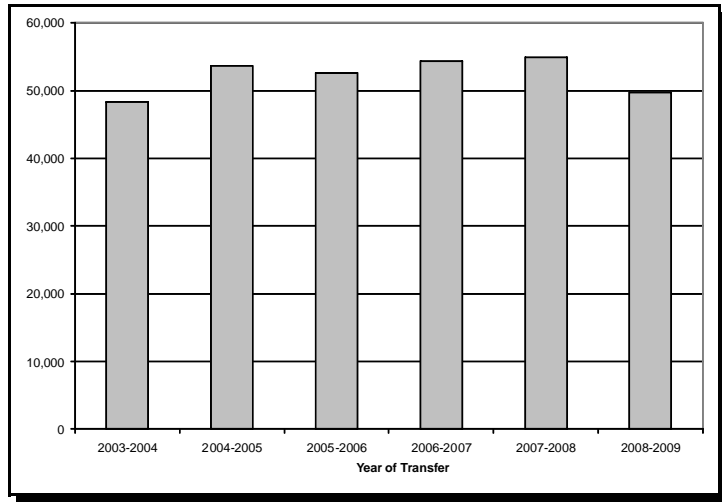


Table 6:
Annual Number of California Community College
Transfers to California State University (CSU)
from 2003-2004 to 2008-2009

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

Results:

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

For Methodology and Data Source, see Appendix B.



ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 4:
Annual Number of California Community College
Transfers to the University of California (UC)
from 2003-2004 to 2008-2009

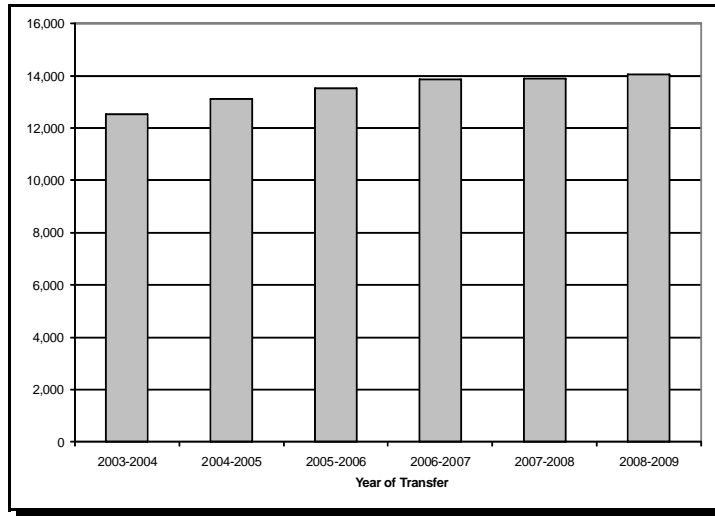


Table 7:
Annual Number of California Community College
Transfers to the University of California (UC)
from 2003-2004 to 2008-2009

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

Results:

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

For Methodology and Data Source, see Appendix B.



Student Progress and Achievement: Degree/Certificate/Transfer

Figure 5:
Annual Number of California Community College Transfers to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions from 2003-2004 to 2008-2009

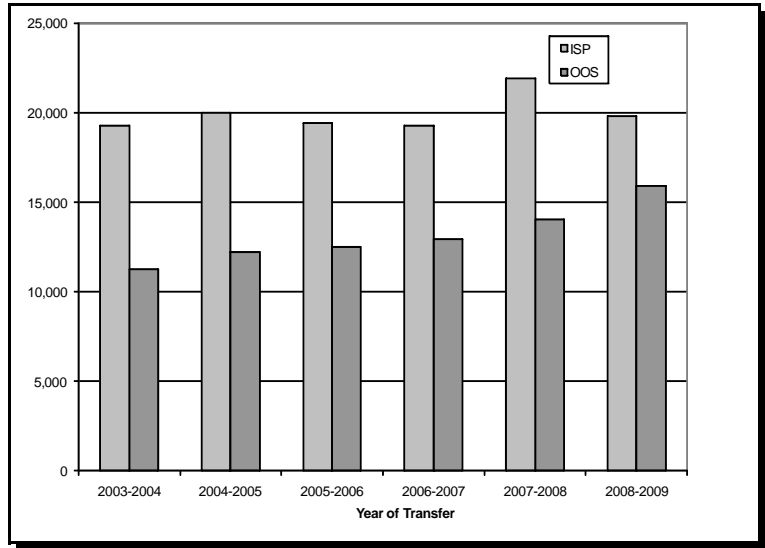


Table 8:
Annual Number of California Community College Transfers to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions from 2003-2004 to 2008-2009

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

Results:

The annual number of California Community College (CCC) transfers to In-State Private (ISP) and Out-of-State (OOS) four-year institutions is displayed in Figure 5 and Table 8. The transfer volume decreases for ISP four-year institutions and increases for OOS four-year institutions for the most recent academic year, 2008-2009.

For Methodology and Data Source, see Appendix B.



ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 9:
Transfer Rate to Baccalaureate Granting Institutions

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

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

Results:

Table 9 reflects the statewide transfer rate to four-year institutions for three different cohorts of first-time students. The cohorts include students who earned at least 12 units and who attempted transfer-level Math or English during the six-year enrollment period. The transfer rate increases slightly over time, with the rate of transfer to four-year institutions for the 2003-2004 cohort at 40.9%.

For Methodology and Data Source, see Appendix B



ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

**Table 10: Annual Number of Vocational Awards by Program from 2006-2007 to 2008-2009
(Program Title based on four-digit TOP Code, Alphabetical Order)**

Includes Certificates Requiring Fewer Than 18 Units

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



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Table 10 (continued)

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



ARCC 2010 Report: Systemwide Indicators

Table 10 (continued)

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



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Table 10 (continued)

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



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Table 10 (continued)

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

Results:

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

For Methodology and Data Source, see Appendix B.



ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

**Table 11: "Top 25" Vocational Programs in 2008-2009, by Volume of Total Awards
(Program Title based on four-digit TOP Code)**

Includes Certificates Requiring Fewer Than 18 Units

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

Results:

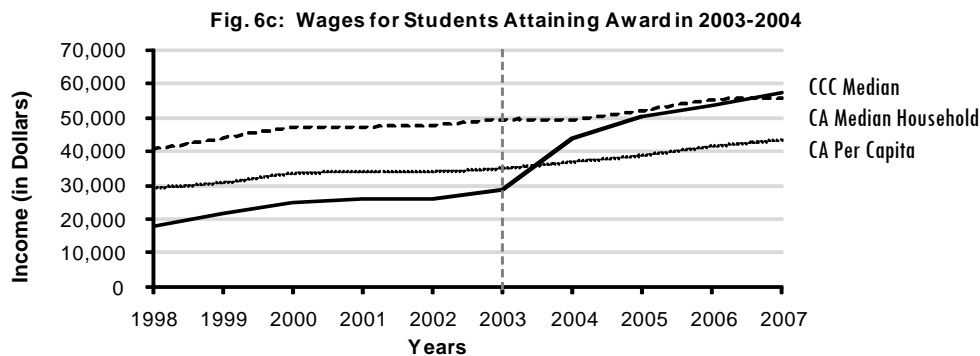
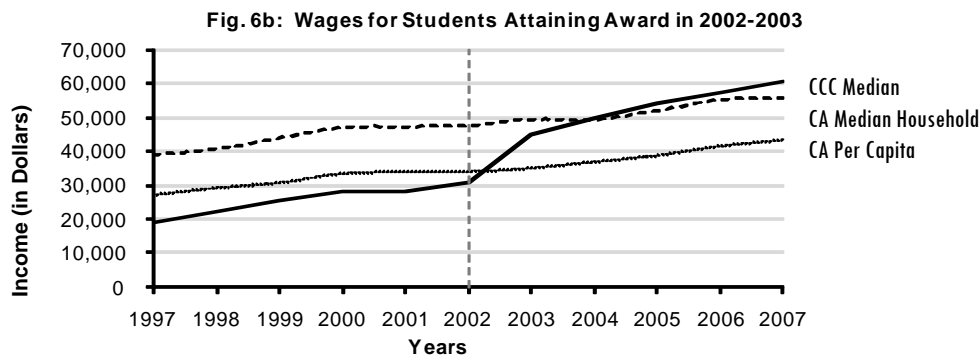
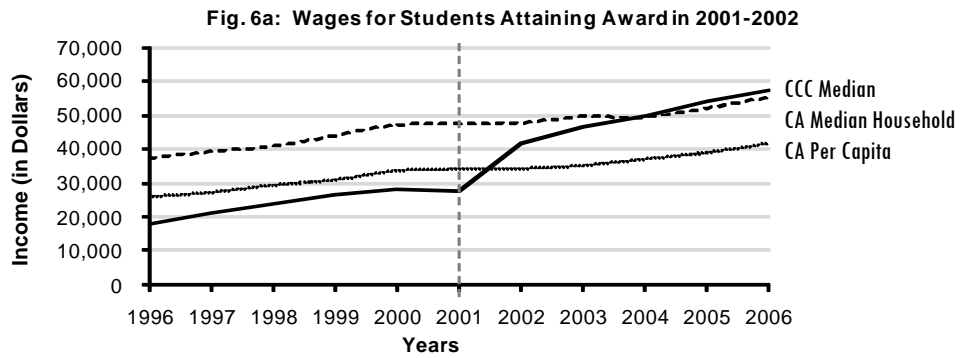
As shown in Table 11, Nursing programs issued the highest total number of awards in 2008-2009 (i.e., degrees plus certificates), primarily in the form of AA/AS degrees. Child Development/Early Care and Education programs issued the second highest total number of awards, primarily certificates, followed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

For Methodology and Data Source, see Appendix B.



ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development



Results:

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

While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable “jump” in median income that occurs following receipt of an award. This jump takes place for all three wage cohorts (2001-2002, 2002-2003, and 2003-2004). The wage trends continue at that higher level across the years for which we have post-award wage data.

For Methodology and Data Source, see Appendix B.



ARCC 2010 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

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

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

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

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

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

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
CA Median Household Income	39,000	40,600	43,800	46,900	47,177	47,500	49,320	49,185	51,831	55,000	55,450
CA Per Capita Income	27,063	29,195	30,679	33,394	33,869	34,006	34,922	36,830	38,670	41,404	43,221
CCC Median Income	18,669	22,047	25,415	28,083	28,215	31,022	44,843	49,711	54,386	57,370	60,880

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

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

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
CA Median Household Income	40,600	43,800	46,900	47,177	47,500	49,320	49,185	51,831	55,000	55,450
CA Per Capita Income	29,195	30,679	33,394	33,869	34,006	34,922	36,830	38,670	41,404	43,221
CCC Median Income	17,788	21,685	25,082	26,212	25,856	28,828	43,760	50,502	53,784	57,594

Results:

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

For Methodology and Data Source, see Appendix B.



ARCC 2010 Report: Systemwide Indicators

Pre-Collegiate Improvement: Basic Skills and ESL

Table 13:
Annual Number of Credit Basic Skills Improvements

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

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

Results:

As Table 13 indicates, the statewide annual number of students completing coursework at least one level above their prior credit basic skills enrollment coursework increased slightly from the first cohort (2004-2005 to 2006-2007) to the second cohort (2005-2006 to 2007-2008), with a relatively larger increase from the second cohort to the most recent cohort (2006-2007 to 2008-2009).

For Methodology and Data Source, see Appendix B.



ARCC 2010 Report: Systemwide Indicators

Participation Rates

Table 14:
Systemwide Participation Rate Per 1,000 Population

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

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

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

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

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

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

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

Results:

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

For Methodology and Data Source, See Appendix B.



ARCC 2010 Report: Systemwide Indicators

Participation Rates

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

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



ARCC 2010 Report: Systemwide Indicators

Table 18 (continued)

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



ARCC 2010 Report: Systemwide Indicators

Table 18 (continued)

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



ARCC 2010 Report: Systemwide Indicators

Table 18 (continued)

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

Results:

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

For Methodology and Data Source, See Appendix B.



ARCC 2010 Report: An Introduction to the College Level Indicators

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

The following section of the 2010 ARCC report presents results for the performance indicators chosen for **college level** accountability reporting. Colleges and schools of continuing education are organized alphabetically (by college name). However, colleges that have “College of the...” in their titles will be found under “C.”

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

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

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

The tables present the following data for each college:

1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Credit Basic Skills Courses
6. Improvement Rates for Credit ESL Courses
7. Improvement Rates for Credit Basic Skills Courses
8. Career Development and College Preparation Progress and Achievement Rate
9. College profile summaries, (e.g., headcounts, percentages of student enrollments by various demographics) obtained from the CCCCCO Data Mart for the 2010 report; prior ARCC report demographics came from the Chancellor’s Office MIS
10. Summary of the college’s peer groups for each indicator

An Introduction to the College Level Indicators

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

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

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2003-04 to 2008-09)	52.3%
2. Completed 30 or More Units (2003-04 to 2008-09)	72.4%
3. Fall to Fall Persistence (Fall 2007 to Fall 2008)	68.7%
4. Vocational Course Completion (2008-09)	77.5%
5. Basic Skills Course Completion (2008-09)	61.5%
6. ESL Course Improvement (2006-07 to 2008-09)	50.1%
7. Basic Skills Course Improvement (2006-07 to 2008-09)	53.2%

The rates in this table use the total number of students in the state that qualified for a specific cohort as the denominator. The numerator likewise uses the total number of outcomes in the state. Analysts should avoid using the rates in this table to evaluate the performance of an individual college because these overall rates ignore the local contexts that differentiate the community colleges. Evaluation of individual college performance should focus upon the college level information that appears on the separate pages that follow. On those pages, Tables 1.1 to 1.11 for each college explicitly enable analysts to evaluate a college in an equitable manner.

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

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

As of this report, we have partial or complete CDCP data for 37 community colleges/schools of continuing education. See Appendix B for a description of the

An Introduction to the College Level Indicators

methodology used to obtain data and calculate progress rates for the CDCP indicator and a list of the colleges with CDCP data available for this report.

Given that the CDCP data collection is still in its early stages, there will be no peer grouping for this indicator in the 2010 ARCC. However, colleges with CDCP funding should consider CDCP performance when they prepare their self-assessments for the final ARCC report.

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

A Note About Peer Groups in the 2010 ARCC Report

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

The peer group comparison for basic skills improvement, as shown in the 2010 ARCC report, appears with the following special warning. Our exploratory statistical analysis of the indicator for basic skills improvement has discovered a recent shift in the college-level data for this specific performance indicator compared to last year (the 2009 ARCC report). Therefore, the Chancellor’s Office notes that the peer groups for this performance indicator will probably change substantially the next time that the Chancellor’s Office calculates the peer groupings, and college administrators presenting to their trustees may choose to note the tentative nature of the peer group comparison for basic skills improvement in the 2010 ARCC report.

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

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Los Angeles City College

Los Angeles Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	44.8%	43.4%	43.7%

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

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.5%	70.0%	72.6%

Table 1.2:
Persistence Rate

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

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	60.4%	52.6%	61.4%



ARCC 2010 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	77.2%	78.5%	77.9%

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

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

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	56.8%	55.3%	53.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	69.9%	67.6%	68.8%
Basic Skills Improvement Rate	47.5%	46.8%	47.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	7.9%	8.3%	7.4%



Los Angeles City College

Los Angeles Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	29,881	32,614	33,726
Full-Time Equivalent Students (FTES)*	15,193	15,368	15,184

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

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

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	20.8%	23.7%	25.7%
20 - 24	24.2%	24.0%	24.7%
25 - 49	43.2%	41.0%	39.0%
Over 49	11.7%	11.2%	10.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	59.3%	59.4%	57.9%
Male	40.7%	40.6%	42.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	10.8%	10.4%	10.6%
American Indian/Alaskan Native	0.4%	0.4%	0.3%
Asian	15.2%	14.0%	14.7%
Filipino	5.4%	5.4%	5.1%
Hispanic	41.1%	42.8%	40.6%
Pacific Islander	0.2%	0.3%	0.2%
Unknown/Non-Respondent	7.0%	8.0%	12.0%
White Non-Hispanic	19.9%	18.6%	16.4%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	43.7	42.5	26.0	54.1	A6
B	Percent of Students Who Earned at Least 30 Units	72.6	72.1	63.0	81.7	B2
C	Persistence Rate	61.4	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.9	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.6	60.0	49.5	75.5	E2
F	Improvement Rate for Credit Basic Skills Courses	47.0	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	68.8	51.6	37.0	68.8	G6

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



ARCC 2010 Report: College Level Indicators

Los Angeles City College

Los Angeles Community College District

College Self-Assessment

Los Angeles City College (LACC) was established in 1928 and opened its doors in 1929. The college is located on 48 acres near Hollywood, a community richly diverse in income, cultures and neighborhood character. LACC has one of the most diverse student populations of any college in America – over 40% of students speak a language other than English at home. The average age of the students is 30.1 years. Over 17% earned their secondary diplomas abroad and over 10% have already earned a Bachelor's degree. However, the academic preparation of many entering students is lacking: 91% of students assessed place into below college-level English; 97% place into below college-level mathematics. Approximately 74% of our students are first generation college students. Five of the 7 major feeder high schools fall into the lowest 10% of high schools Statewide based on the Academic Performance Index (API).

Our diversity has created great successes - LACC takes pride in the accomplishments of its students: the Theater program, Debate Team and the Math Club regularly bring home top national awards. LACC is ranked among the top 100 community colleges nationally in associate's degrees awarded to Asian American students and to Hispanic students. In addition to a strong transfer curriculum, LACC has highly successful vocational programs as well as extensive basic skills programs. The college offers programs for 66 associate's degrees, over 80 degree-applicable, career-technical and skills certificates and over 35 non-credit certificates of competency and completion.

LACC exceeds peer averages in 5 out of 7 ARCC measures and State averages in 3 of 7 measures. The College's performance is below peer averages in the Basic Skills Completion and Improvement measures. At the same time, the College's ESL Improvement and Vocational Completion rates are among the highest in the State. On a three year basis, LACC's performance increased in 3 of 7 measures; 4 of 7 measures show no increase or a less than 3% decline over the 3 years. This diversity of results reflects the special challenges that LACC faces in providing the high quality educational services. The College is actively addressing Basic Skills issues through the College's Student Success committee and partnerships with local and state initiatives and organizations.

As a result of recent bond measures, the College has opened a new science and technology building, a new library and new child development center and renovated 2 additional buildings and is currently in the process of building a student union, a student services center and more athletics facilities. All of these improvements enable LACC to be an urban oasis of learning that educates minds, opens hearts, and celebrates community.

