

ARCC 2012 Report: College Level Indicators

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%



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Student 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%



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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



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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



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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.



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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.

