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Focus On Results



California Community Colleges Chancellor's Office

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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 CCCCCO 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.

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.



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.



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.

