Table of Contents:

Focus On Results

Accountability
Reporting for the
California Community
Colleges

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

California Community Colleges Chancellor's Office

Jack Scott, Chancellor

Patrick Perry, Vice Chancellor
Technology, Research, and Information Systems

March 31, 2010

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 CCCCO 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

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.

Blank page inserted for reproduction purposes only.

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	25.1%	26.2%	26.0%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	54.3%	61.1%	53.9%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	33.8%	45.2%	55.0%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	69.9%	67.1%	64.5%

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

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

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	51.5%	46.2%	46.7%

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	23.2%	17.3%	42.9%
Basic Skills Improvement Rate	35.0%	37.3%	35.3%

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	.%	.%	.%

Compton Community Educational Center

El Camino 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	6,726	7,683	10,060
Full-Time Equivalent Students (FTES)*	2,695	3,347	5,000

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	29.2%	28.5%	29.3%
20 - 24	24.7%	26.7%	27.5%
25 - 49	40.4%	39.4%	37.7%
Over 49	5.5%	5.5%	5.3%
Unknown	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	63.6%	65.1%	62.9%
Male	34.5%	34.6%	36.9%
Unknown	2.0%	0.2%	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

	2006-2007	2007-2008	2008-2009
African American	48.3%	49.2%	49.5%
American Indian/Alaskan Native	0.2%	0.2%	0.3%
Asian	2.9%	3.0%	3.0%
Filipino	1.8%	1.9%	2.0%
Hispanic	36.6%	36.8%	35.6%
Pacific Islander	1.0%	1.4%	1.7%
Unknown/Non-Respondent	7.3%	4.8%	5.0%
White Non-Hispanic	1.8%	2.7%	3.0%

Source: Chancellor's Office, Management Information System

ARCC 2010 Report: College Level Indicators

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	26.0	42.5	26.0	54.1	*A6*
B	Percent of Students Who Earned at Least 30 Units	53.9	69.6	53.9	78.2	*B3*
C	Persistence Rate	55.0	59.9	39.8	74.9	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	64.5	74.7	64.5	81.9	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	46.7	52.7	46.7	58.5	*E6*
F	Improvement Rate for Credit Basic Skills Courses	35.3	49.2	32.9	64.2	*F1*
G	Improvement Rate for Credit ESL Courses	42.9	54.8	8.6	78.4	*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 (ECC) has provided a variety of educational opportunities at its Compton Community Educational Center (Compton Center) since August 2006. A short drive from El Camino College's main campus in Torrance, the Compton Center sits on an 83-acre campus and serves a population of primarily the African-American and Latino communities of Carson, Compton, Lynwood, Paramount, and surrounding areas.

Since the sharp decline experienced in 2006-07, enrollment has increased dramatically in the past 2 years, with headcount growing by 50% and FTES nearly doubling. The percentage of younger students and male students grew in 2008-09, the result of recent outreach efforts to high schools and special programs to attract more men to college. The Center experienced a decline in Latino students in 2008-09, despite continuing growth of this population in the service area. Recent community and student survey results suggest new approaches that may attract more Latinos.

The 2010 ARCC report for the Compton Center captures recent institutional improvements, dampened by the long-term effects of the accreditation revocation and early partnership with ECC. Nearly all longitudinal rates in this report are influenced by this history. The most recent year shows increases in three measures and declines in three measures, with one remaining stable. Compton Center's rates represent the peer group low on four of the seven rates; but two still span the years before and after the partnership began.

The Persistence rate underscores the importance of maintaining an institution of higher learning in the Compton community. The rate during the transition year was the peer group low. Two years later, persistence has grown by 21 points. And the Center is now near the peer group average.

Low course success rates still challenge the Compton Center, with no major increases in these rates over the past three years. Improving these rates is now a chief institutional priority, resulting in faculty reassignments for improving basic skills instruction and new leadership at both the main campus and the Center. The Center has expanded its research into successful interventions that enhance student success among its basic skills students.

The ESL improvement rate has varied dramatically due to curriculum changes necessitated by the partnership and a unique population of ESL students who are predominantly non-credit students (and are thus excluded from the rate). Therefore, the rate may not be a valid measure of institutional quality at this time. And while the latest cohort rate appears promising, it is based on extremely low numbers of students. Nonetheless, Compton Center acknowledges the need to expand the credit ESL program to better serve community needs and will explore approaches and resources directed specifically at ESL recruitment and counseling to increase enrollment in the credit ESL program.

In recent surveys, 85% of students and 71% of community members felt that a Compton Center education was as good as or better than at other institutions. Several recent initiatives should continue to enhance the success of students at the Center, such as a First Year Experience program and learning communities.

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	49.7%	49.0%	50.1%

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

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	67.9%	69.6%	68.1%

Table 1.2:
Persistence Rate

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

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	75.3%	74.0%	76.9%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	71.1%	71.6%	73.5%

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

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

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	58.7%	53.8%	54.3%

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	67.5%	65.2%	63.7%
Basic Skills Improvement Rate	44.2%	43.8%	45.4%

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	.%	.%	.%

El Camino College

El Camino 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	35,652	39,388	41,700
Full-Time Equivalent Students (FTES)*	19,312	19,337	20,472

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	31.4%	32.8%	32.8%
20 - 24	31.6%	30.9%	31.5%
25 - 49	31.8%	30.8%	30.0%
Over 49	5.3%	5.5%	5.7%
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	54.8%	54.4%	53.6%
Male	45.2%	45.5%	46.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

El Camino College
El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	19.4%	19.4%	19.3%
American Indian/Alaskan Native	0.4%	0.5%	0.5%
Asian	14.2%	13.9%	14.1%
Filipino	3.7%	4.0%	4.0%
Hispanic	30.8%	31.0%	31.8%
Pacific Islander	0.9%	1.0%	1.0%
Unknown/Non-Respondent	10.3%	10.4%	10.1%
White Non-Hispanic	20.2%	19.9%	19.2%

Source: Chancellor's Office, Management Information System

ARCC 2010 Report: College Level Indicators

El Camino College
El Camino 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	50.1	47.9	39.0	55.8	*A1*
B	Percent of Students Who Earned at Least 30 Units	68.1	75.0	68.1	83.8	*B4*
C	Persistence Rate	76.9	68.8	50.1	77.3	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.5	74.7	64.5	81.9	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.3	60.0	48.6	66.9	*E5*
F	Improvement Rate for Credit Basic Skills Courses	45.4	49.2	32.9	64.2	*F1*
G	Improvement Rate for Credit ESL Courses	63.7	59.3	36.2	78.4	*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

Located in southwest Los Angeles County, El Camino College (ECC) serves a large population of students, both at the college in Torrance and at 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.

El Camino College provides comprehensive educational opportunities, serving both career-oriented and transfer students in a broad array of programs and majors, many in career technical education. Evidence shows that El Camino College prepares students well for careers and transfers – among top California transfer colleges, ECC has the highest admission rate to UCLA.

In terms of ARCC performance indicators, the most recent year shows increases across five measures and modest declines on two measures. The Student Progress and Achievement Rate (SPAR) rebounded after a one-year dip and remains above the peer group average. While many ECC students continue to complete degrees and transfer, other students take advantage of new skill-based certificates designed to translate into job opportunities. In 2008-09 alone, certificates awarded increased by 20 percent, building confidence and careers for area students.

However, the same cohort of students that is above average on SPAR is below average in earning 30 or more units in six years. The College has already taken steps to examine this trend, including a comprehensive class schedule review to identify issues of adequate course offerings.   And a recent survey showed that about 40 percent of students attribute a lack of college success skills as a potential barrier to success. Research has focused recently on evaluating college success programs to determine which could be scaled up to serve more students.

Persistence remains well above average, suggesting that quality curriculum, instruction, and student support services enable students to continue their education.

The successful course completion rate for vocational courses continued to increase in 2008-09 and is close to the peer group average. The addition of more lower-unit, skill-based certificates may be keeping students more motivated to succeed.

The ESL improvement rate remains well above average but has declined for the last two years. The declines are likely an artifact of course and coding changes associated with this rate during the period. These coding issues should be resolved by the statewide recoding project currently underway.

The latest data show that the basic skills completion rate witnessed a slight uptick while the improvement rate through the basic skills series increased by nearly two points, but both rates remain below average. In response, El Camino College continues to explore bold interventions that assist students in meeting their educational goals, particularly the third of our students who begin at the basic skills level. Initiatives aimed at these students include intrusive counseling; teaching that supports participative learning; academic support labs; and college success courses. A goal of basic skills administrators and faculty is that those pilot projects shown by campus research to enhance success and persistence might be institutionalized.