

Introduction, page 1

Compton Center, page 5

El Camino College (Torrance), page 11

Focus On Results



California Community Colleges Chancellor's Office

Jack Scott, Chancellor

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

March 30, 2011

ARCC 2011 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 2011 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.
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 (2004-05 to 2009-10)	53.6%
2. Completed 30 or More Units (2004-05 to 2009-10)	72.8%
3. Fall to Fall Persistence (Fall 2008 to Fall 2009)	67.6%
4. Vocational Course Completion (2009-10)	77.0%
5. Basic Skills Course Completion (2009-10)	61.4%
6. ESL Course Improvement (2007-08 to 2009-10)	54.6%
7. Basic Skills Course Improvement (2007-08 to 2009-10)	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 1.11 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 2011 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 1.11 are marked with “NA” (Not Applicable) for schools of continuing education. We have included demographic data for these schools, where available, in Tables 1.7 through 1.10.

A Note About Peer Groups in the 2011 ARCC Report

The 2011 ARCC report uses the same peer groups identified for the 2009 and 2010 ARCC reports. That is, unlike the first three ARCC reports, the 2011 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 continuing to forego new peer group formation for this year’s ARCC report. Table 1.11 in the 2011 ARCC report retains the peer groups identified for the 2010 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 2011 ARCC report, appears with the following special warning. 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 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	26.6%	25.7%	30.3%

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

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

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	61.2%	54.3%	56.3%

Table 1.2:
Persistence Rate

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

	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	44.6%	55.1%	49.0%



ARCC 2011 Report: College Level Indicators

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	67.1%	64.5%	63.7%

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

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

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	46.2%	46.7%	48.3%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	.%	24.1%	20.0%
Basic Skills Improvement Rate	12.0%	40.3%	56.1%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	7,683	10,060	12,902
Full-Time Equivalent Students (FTES)*	3,347	5,000	5,303

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	28.5%	29.3%	27.0%
20 - 24	26.7%	27.5%	30.9%
25 - 49	39.4%	37.7%	37.9%
Over 49	5.5%	5.3%	4.1%
Unknown	0.0%	0.1%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	65.1%	62.9%	62.8%
Male	34.6%	36.9%	37.1%
Unknown	0.2%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	49.2%	49.5%	46.3%
American Indian/Alaskan Native	0.2%	0.3%	0.2%
Asian	3.0%	3.0%	4.2%
Filipino	1.9%	2.0%	2.9%
Hispanic	36.8%	35.6%	33.8%
Pacific Islander	1.4%	1.7%	1.3%
Two or More Races	.%	.%	1.8%
Unknown/Non-Respondent	4.8%	5.0%	5.2%
White Non-Hispanic	2.7%	3.0%	4.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Compton Community Educational Center

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	30.3	43.9	30.3	57.3	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	56.3	69.2	56.3	76.4	<i>B3</i>
C	Persistence Rate	49.0	61.0	47.7	74.3	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	63.7	73.8	63.7	80.8	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	48.3	49.1	46.4	54.4	<i>E6</i>
F	Improvement Rate for Credit Basic Skills Courses	56.1	52.5	30.3	67.4	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	20.0	52.6	20.0	77.1	<i>G3</i>

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 2011 Report: College Level Indicators

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 (CEC) since August 2006. A short drive from El Camino College's main campus in Torrance, CEC sits on an 83-acre campus and serves a population of primarily African-American and Latino communities from Carson, Compton, Lynwood, Paramount, and surrounding areas. Enrollment has increased dramatically with a 68% increase in student headcount over two years.

The Student Progress and Achievement Rate and the percent of students earning at least 30 units have increased from the previous cohorts. These rates still involve cohorts of students who began college before the partnership, suggesting that students are returning to Compton or other institutions to complete their education.

Performance indicators increased or remained stable in all but one area: persistence rate. In response to lower than average persistence, a special effort was recently inaugurated to encourage continuing students to register and apply for financial aid early and to stay on track to achieve their goals.

The successful course completion rate for vocational and basic skills courses have remained fairly stable with a slight uptick for basic skills, a rate that is now near the peer group average.

Overall, CEC performance rates remain the peer group lows on four of the seven ARCC indicators. However, three of these involve cohorts that began before the accreditation revocation of Compton College and therefore less accurately reflect the performance and progress of current students.

The good news is that CEC students are improving. The Basic Skills Improvement Rate is now well 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.

During this period, the Center expanded its faculty development opportunities, with over 50 participants in a collaborative partnership program and on-going workshops for faculty teaching basic skills courses. Many faculty are more knowledgeable about basic skills and share a passion for teaching their students. 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.

The ESL Improvement Rate 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.

The results from the 2011 ARCC performance indicators show that CEC students are progressing, graduating, and transferring at higher rates than in the past. Recent professional development and student support initiatives should help this trend continue and improve in the years to come.



ARCC 2011 Report: College Level Indicators

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	48.7%	49.8%	50.4%

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

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

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.1%	67.8%	69.4%

Table 1.2:
Persistence Rate

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

	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	76.5%	78.2%	76.5%



ARCC 2011 Report: College Level Indicators

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	71.6%	73.5%	74.3%

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

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

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	53.8%	54.3%	57.6%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	63.5%	61.4%	64.4%
Basic Skills Improvement Rate	47.5%	51.0%	62.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

El Camino College

El Camino Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	39,388	41,700	39,755
Full-Time Equivalent Students (FTES)*	19,337	20,472	20,533

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	32.8%	32.8%	32.5%
20 - 24	30.9%	31.5%	33.0%
25 - 49	30.8%	30.0%	29.5%
Over 49	5.5%	5.7%	5.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.4%	53.6%	53.1%
Male	45.5%	46.4%	46.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

El Camino College

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	19.4%	19.3%	18.2%
American Indian/Alaskan Native	0.5%	0.5%	0.3%
Asian	13.9%	14.1%	13.8%
Filipino	4.0%	4.0%	3.8%
Hispanic	31.0%	31.8%	34.1%
Pacific Islander	1.0%	1.0%	0.9%
Two or More Races	.%	.%	2.1%
Unknown/Non-Respondent	10.4%	10.1%	8.3%
White Non-Hispanic	19.9%	19.2%	18.6%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	50.4	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	69.4	75.1	69.4	83.8	B4
C	Persistence Rate	76.5	70.8	56.2	79.2	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.3	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.6	61.5	51.2	66.4	E5
F	Improvement Rate for Credit Basic Skills Courses	62.7	52.5	30.3	67.4	F1
G	Improvement Rate for Credit ESL Courses	64.4	58.7	48.9	69.2	G5

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



ARCC 2011 Report: College Level Indicators

El Camino College

El Camino Community College District

College Self-Assessment

El Camino College (ECC) serves a large population of students, at both 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 – ECC sent more students to CSUs last year than any other California community college.

In terms of ARCC performance indicators, ECC is above the peer average on five of the seven measures, with three ranking near the top of the peer group. These include Persistence Rate and the Improvement Rates in ESL and basic skills courses. And with one exception (Persistence), all of ECC's ARCC measures increased over the previous year. While Persistence is a consistently strong measure for ECC, the rate dropped slightly last year, likely due to the restricted course offerings in Fall 2009. The growth in improvement rates has been especially strong in ESL and Basic Skills courses. This growth follows the implementation of recent campus initiatives to increase success for basic skills students.

These initiatives, partially supported by the Basic Skills Initiative and external grants, are numerous. Several use professional development as a springboard for future improvements. For example, over 100 faculty campuswide have already benefited from the Faculty Inquiry Partnership Program (FIPP), a year-long training to help faculty incorporate student success skills and engagement techniques into regular classroom instruction. In addition, both the Humanities and Mathematics divisions have promoted a variety of professional development opportunities specifically focused on basic skills student success. Many faculty, especially those in the adjunct ranks, are more knowledgeable about basic skills and share a passion for teaching their students.

Other initiatives have improved services provided directly to students. These include: 1) the Basic Skills Counseling Intervention Program, which provides in-class counseling and educational planning for lower-level math students; 2) the Writing Center, which has increased its tutoring support and has been more active in identifying and assisting basic skills students; and 3) Learning Communities and Supplemental Instruction, an enhanced tutoring model, both of which were expanded in recent years. All these programs have been effective in improving student success, persistence and improvement.

Student learning outcomes (SLOs) may also show a positive effect on students through their comprehensive assessment and evaluation. Nearly all courses at ECC now have SLOs and many have completed at least one full cycle of assessment and evaluation. This process has given faculty a better understanding of what needs to be accomplished in courses to support student success.

Over the past few years, El Camino College has supported broad faculty development initiatives and implemented bold interventions that assist students in meeting their educational goals. With continuing support, the college hopes to further expand these efforts to serve more students in the future.

