Executive Summary

1. Proposed EOPS Staff Reorganization which will result in a cost savings of $57,084 which includes a request to fill a new EOPS Technician position. – Marilynn Spaventa

EOPS/CARE/CalWORKs Reorganization

Background: In August 2011, the EOPS/CARE Student Program Advisor (SPA) position became vacant. This gave the EOPS program the opportunity to evaluate the staffing needs of the program. The CalWORKs SPA position reported to the Dean, Educational Programs and the office location was isolated from the other Student Support Services. We estimated that over 70% of the CARE caseload is also on the CalWORKs caseload. The EOPS Director and the Dean of Educational Programs met with Human Resources and CSEA to negotiate a three month evaluation period where the CalWORKs SPA would report to the EOPS Director and perform the SPA duties for both the CalWORKs and EOPS/CARE single parent program caseload. Staffing workload and program needs would be evaluated as well as the feasibility of the CalWORKs program reporting to the EOPS Director as an overload assignment for the Director. During this evaluation period an additional staffing change occurred with a medical leave of absence and the upcoming retirement of the EOPS part-time Senior Office Assistant effective December 30, 2011.

During the three month period the CalWORKs SPA, Chelsea Lancaster was trained on the maintenance of the EOPS/CARE caseload and met with both CalWORKs and EOPS/CARE single parent students. She had the assistance of a part-time hourly staff person. The CalWORKs program coordination responsibility to include regional meetings, budget management, and the completion of the proposed budget and program plan were completed by the EOPS Director. Program activities to include the Thanksgiving Dinner giveaway were organized by Chelsea with the assistance of the other EOPS staff. All CalWORKs caseload issues were handled by Chelsea. The total number of students on the CalWORKs, EOPS, and CARE single parent caseload for the fall semester is 189, or which 92 are EOPS single parent students (non CARE or CalWORKs). Comparatively, the three other EOPS SPAs caseloads are 258, 371, and 314 for this semester. It is understood that the single parent caseload may be more time consuming as referrals to community resources and providing advocacy for CalWORKs issues often are needed. Compared to other SPA positions and after evaluating the workload I do not believe the CalWORKs SPA position is a full-time position.

Evaluation of Trial Period: Having the CalWORKs program in the EOPS office provides the students the opportunity to receive the assistance and support from both programs at the same time. The coordination between CalWORKs and CARE has increased the numbers for the CARE program which positively impacts the CARE budget. The CalWORKs SPA has the daily support of the EOPS Director and when not available the other EOPS staff are available to serve students as needed. Providing caseload support for the EOPS/CARE single parent student primarily continues with the current EOPS SPAs and the part-time hourly staff person. I believe that the opportunity to have the CalWORKs program located in EOPS was embraced by Chelsea, however, I also believe that the consideration to combine the two SPA positions appeared overwhelming to Chelsea; and I concur. The workload normally completed by the Senior Office Assistant position was completed by the part-time hourly staff person and student workers. The primary responsibility of the Senior Office Assistant is to do caseload data entry.

Recommendations:

1) It is recommended that the CalWORKs program permanently report directly to the EOPS Director. This would be accomplished as an overload assignment for the EOPS Director, as the EOPS Director will remain a full-time EOPS Director in accordance with Title 5 EOPS regulations.
2) It is recommended that the CalWORKs program permanently relocate to the EOPS Office. Office space will be made available with the relocation of the Financial Aid Counselor currently housed in the EOPS Office.
3) CalWORKs SPA position would remain as the sole employee in the CalWORKs program providing all program caseload management to the CalWORKs students. The coordination responsibilities will be completed by the EOPS Director. In addition, the CalWORKs SPA would be the CARE SPA and the liaison with Department of Social Services and community resource person for all CalWORKs and CARE students. Currently 80% of the 78 fall 2011 CARE students are also CalWORKs students. The CalWORKs/CARE SPA would work with an EOPS SPA to coordinate the SPARC summer bridge program.
4) Eliminate the full-time SPA position assigned to the EOPS/CARE Single Parent caseload (Level 32) and create a new, full-time EOPS Technician (Level 23) position. This is a suggested level, knowing that a job description would be written and a job classification would occur. A reorganization of staff assignments and duties would occur. At the recommendation of the current EOPS SPAs, the EOPS single parent caseload management would be divided amongst the three EOPS SPAs. Each SPA would be responsible for one of the three summer bridge programs. In order to increase the EOPS SPA's caseloads, some of their other job duties would be assigned to the new position. These job

responsibilities would include coordination of all cultural events to include, but not limited to, the New Student Orientations, Priority Registration Workshops, Thanksgiving Dinner Giveaway, Winter Celebration, and the Year-end Recognition BBQ. The new position would provide support for the summer bridge programs by organizing and making the arrangements for all field trips. The new position would also supervise the Student Peer Advisors and would assist with student in-takes as needed. In addition, the new position would be responsible for all caseload data entry.

5) Eliminate the part-time, permanent, 12-month, Senior Office Assistant position.
6) Eliminate the hourly position.

Anticipated Outcomes:

1) Better coordinated service and improved caseload support for CalWORKs and CARE students.
2) Daily supervision and management support of CalWORKs staff.
3) Financial savings with the elimination of the full-time SPA, the part-time Senior Office Assistant position, and the hourly position with the hiring of one full-time new position. A total estimated annual savings is $57,084. These savings are in the Categorical EOPS and CARE budgets. Salary and benefit savings are calculated based on the new position being placed at a level 23, step 9 with estimated benefits and family medical coverage. (See attached spreadsheet.)
4) Improved caseload support for the EOPS single parent students.
5) Continuity of program support and services for all EOPS students.

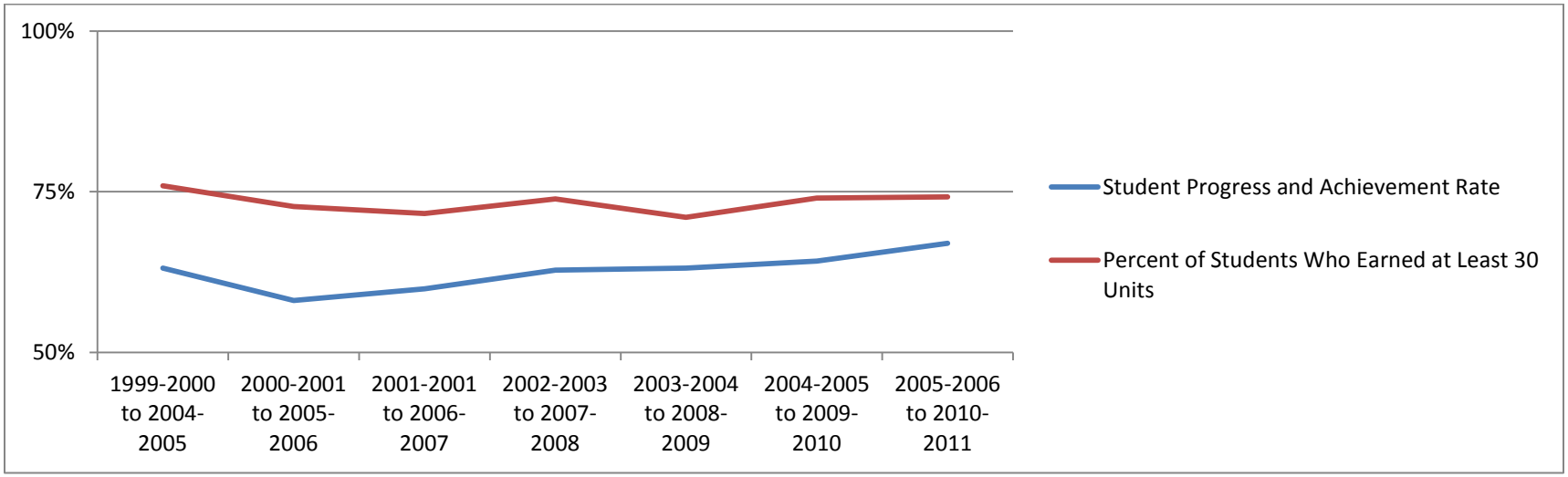
Submitted by: Marsha Wright, EOPS Director

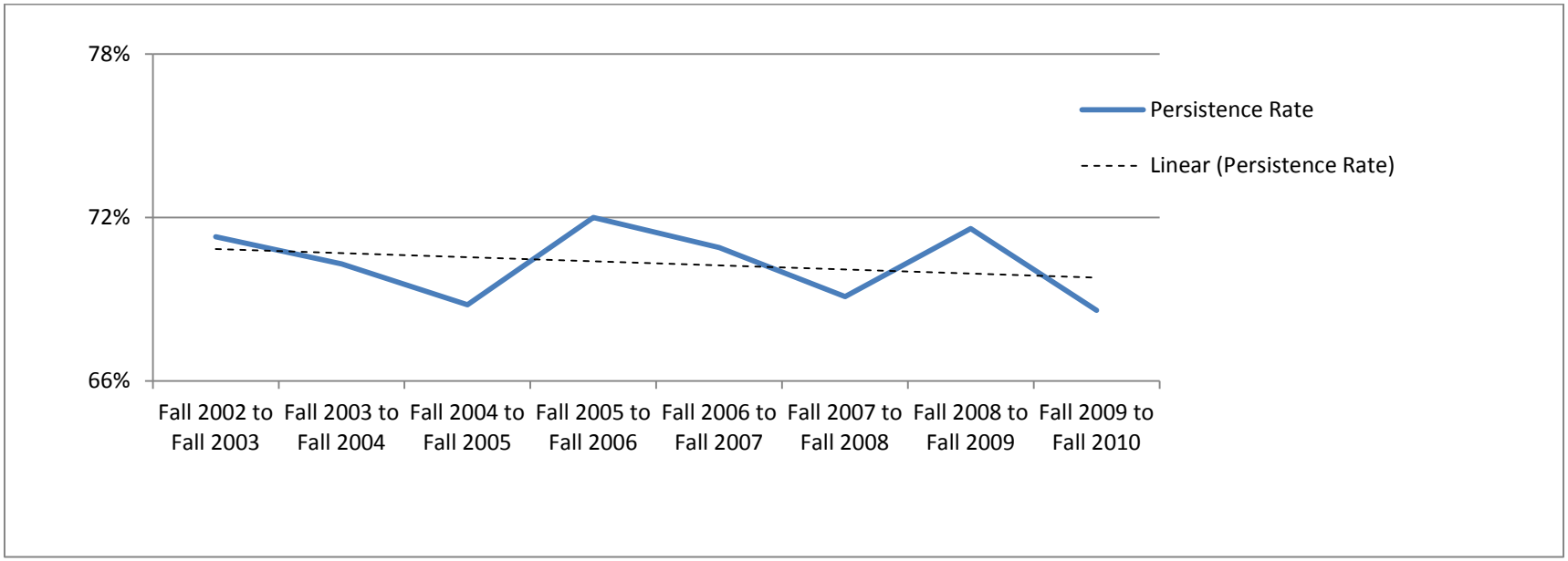
December 13, 2011

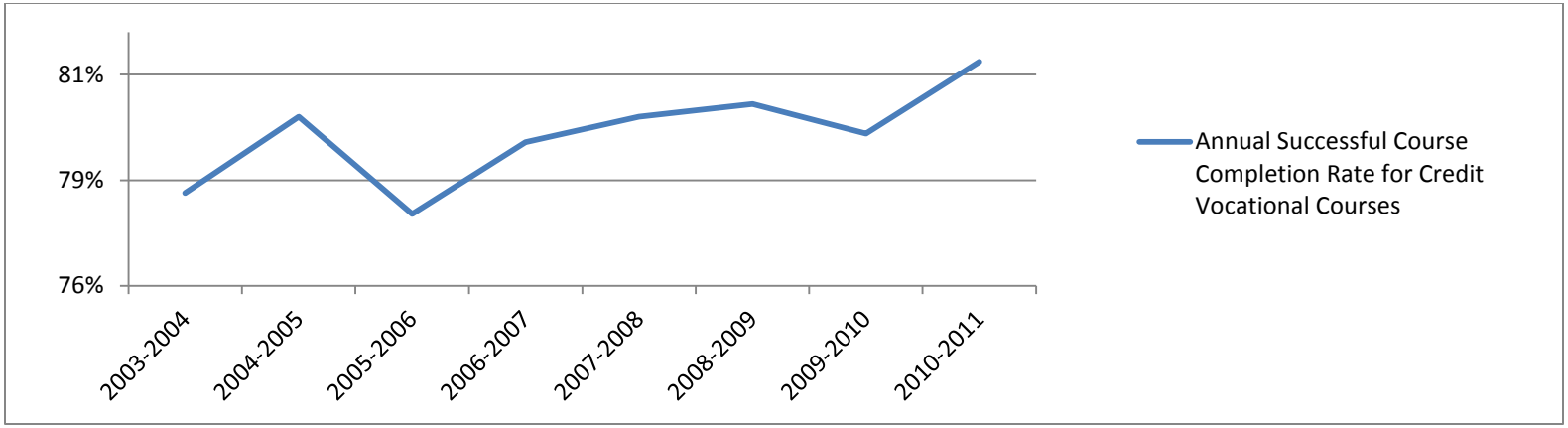
SBCC ARCC HISTORICAL DATA CHARTS

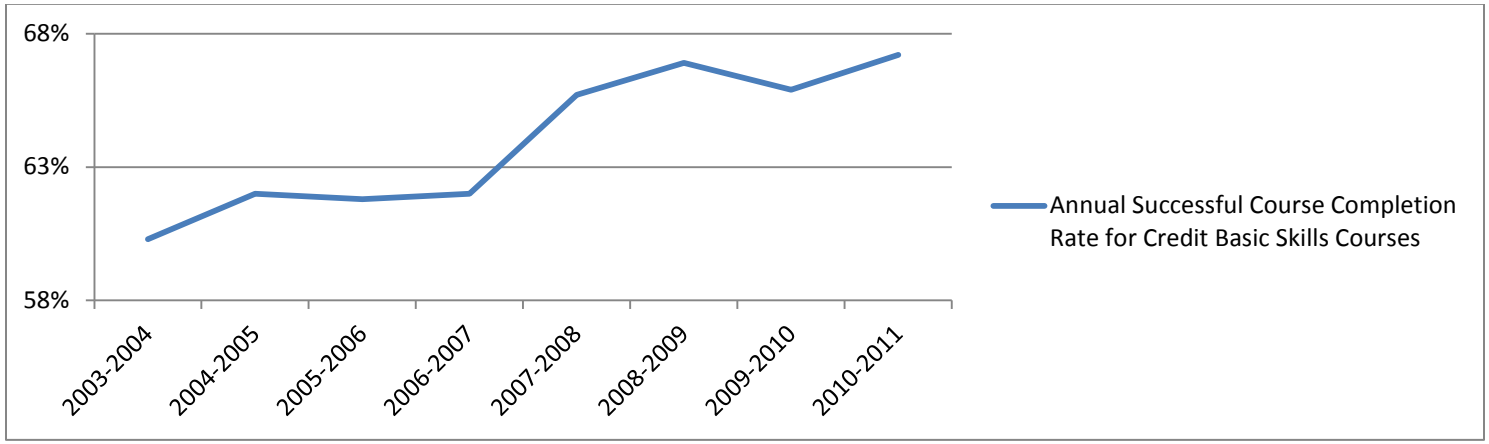
Data from the 2007 through 2012 ARCC Reports

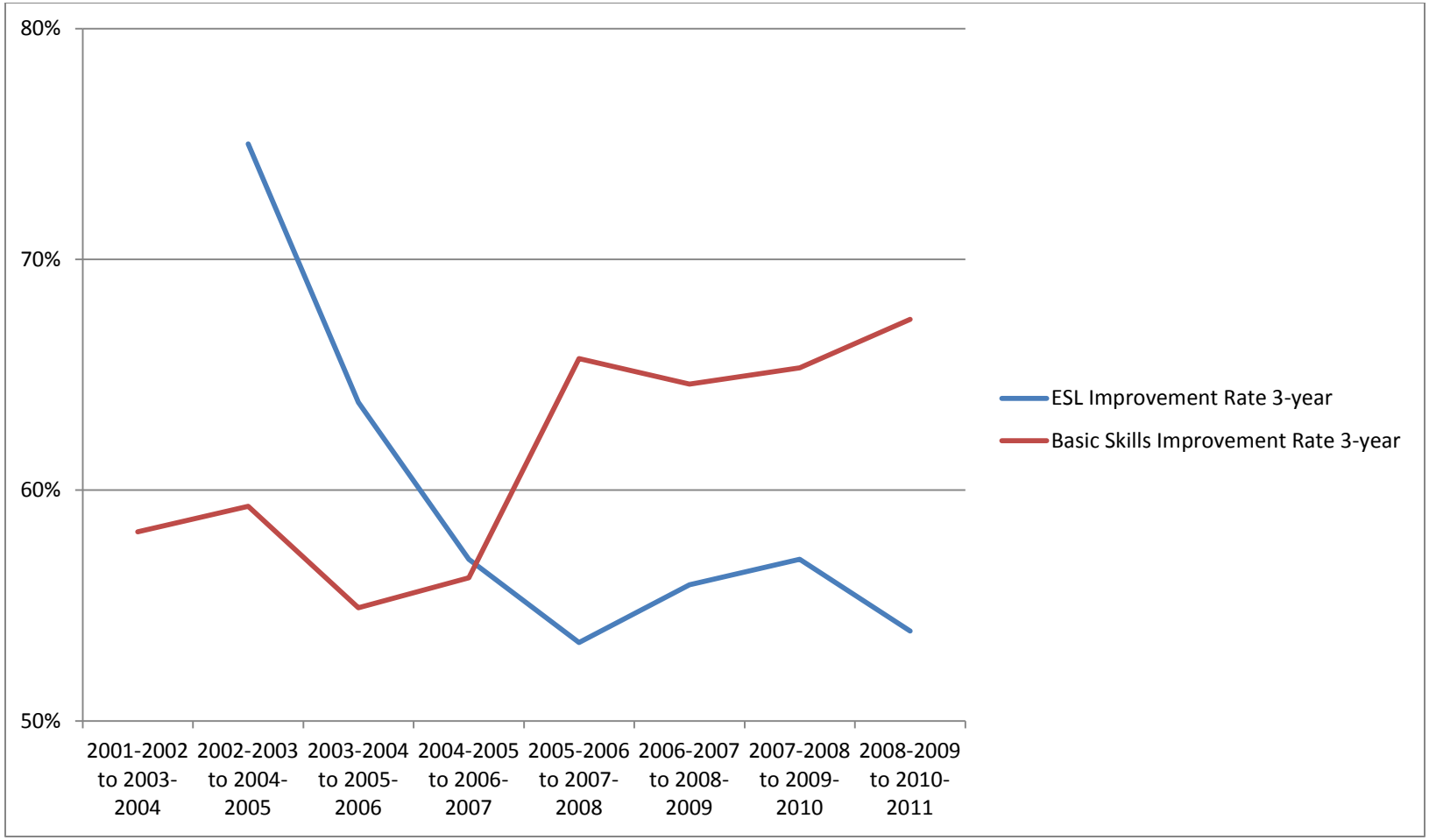
Last Updated February 16, 2012

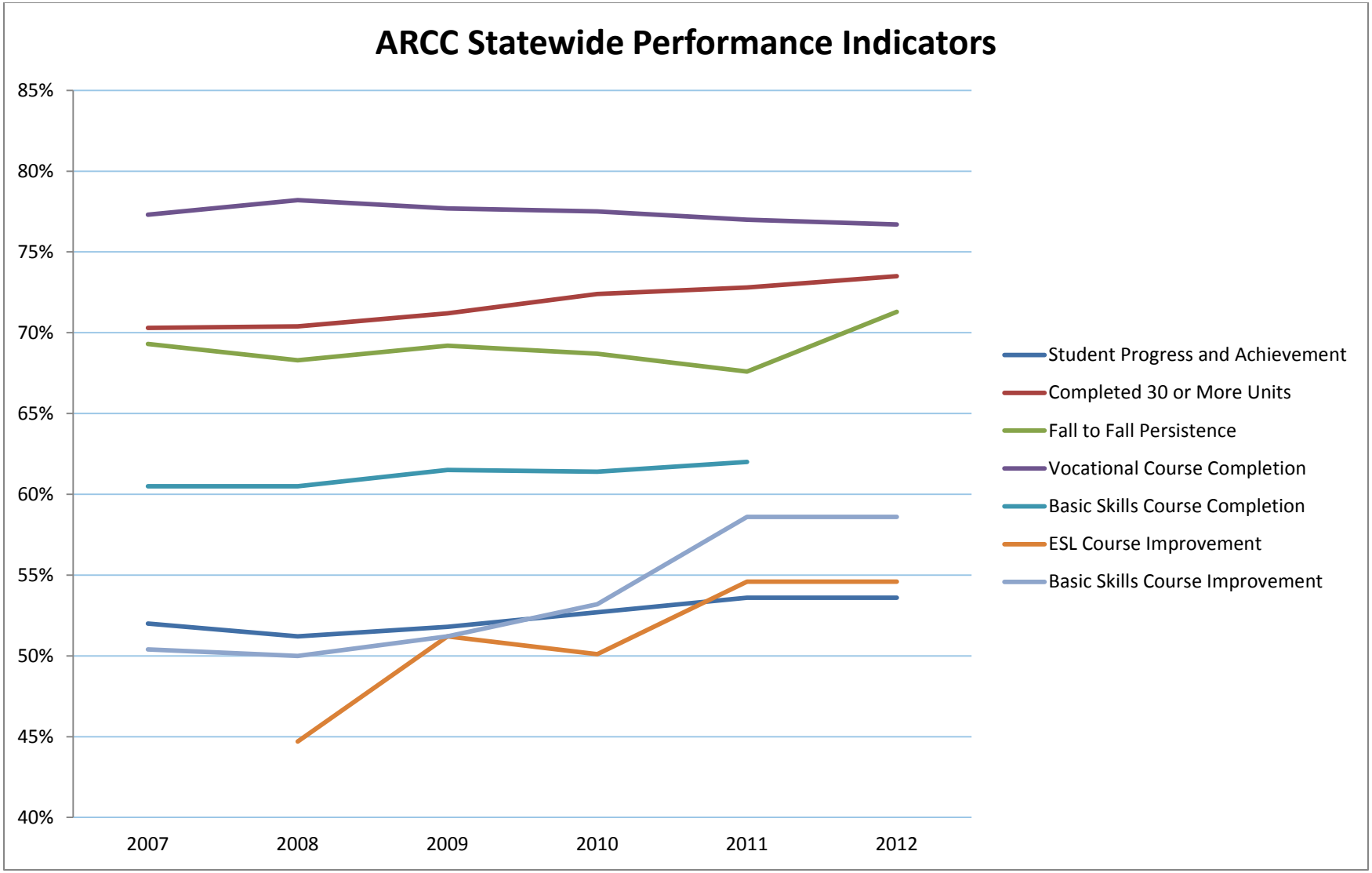





81%
79%
76%
2003-2004
2004-2005
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
Annual Successful Course Completion Rate for Credit Vocational Courses


68%
63%
58%
2003-2004
2004-2005
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
Annual Successful Course Completion Rate for Credit Basic Skills Courses


80%
70%
60%
50%
2001-2002 to 2003-2004
2002-2003 to 2004-2005
2003-2004 to 2005-2006
2004-2005 to 2006-2007
2005-2006 to 2007-2008
2006-2007 to 2008-2009
2007-2008 to 2009-2010
2008-2009 to 2010-2011
ESL Improvement Rate 3-year
Basic Skills Improvement Rate 3-year


ARCC Statewide Performance Indicators
85%
80%
75%
70%
65%
60%
55%
50%
45%
40%
2007
2008
2009
2010
2011
2012
Student Progress and Achievement
Completed 30 or More Units
Fall to Fall Persistence
Vocational Course Completion
Basic Skills Course Completion
ESL Course Improvement
Basic Skills Course Improvement

Santa Barbara City College

Committed to the Success of Each Student

Institutional Effectiveness Annual Report 2010-2011

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Institutional Effectiveness Annual Report

2010-2011

Office of the Superintendent/President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-2394
(805) 965-0581
www.sbcc.edu

The report is also available online at
www.sbcc.edu/institutionalresearch

February, 2012

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

The following citizens currently serve as members of the Santa Barbara Community College District Board of Trustees:

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Table of Contents

FROM THE SUPERINTENDENT/PRESIDENT

Santa Barbara City College is dedicated to excellence in providing higher education for the South Coast region. A key factor in ensuring educational quality is conducting an ongoing assessment of the College's effectiveness. Assessment gauges past performance and identifies areas for future improvement and growth.

This document contains SBCC's comprehensive assessment of institutional effectiveness. This ongoing evaluation reflects the commitment of many individuals within the college to examine our institutional strengths and identify areas for improvement. This data assessment also has larger implications. Because SBCC pays attention to how well we are achieving outcomes and identifying strategies on how to improve on those measures, our college was cited as one of the top 10 in the country in 2011 by the Aspen Institute College Excellence Program.

SBCC is making steady progress with our outcomes measures as witnessed by the new Express to Success and Express to Transfer programs. Through accelerated curriculums, learning communities and counseling services, Express to Success ensures that students complete their basic skills and pre-college English and math courses while Express to Success prepares students to transfer in no more than two years. Another example of our continuous improvement is the College's goal to develop a plan to enhance the effectiveness of our already highly success Career Technology Program. I look forward to seeing how these outcomes impact our institutional effectiveness in future reports.

Recognition should go to the following for their efforts in completing this project: Robert Else, Senior Director of Institutional Assessment, Research, Planning for data validation and project coordination; his staff including Melanie Rogers, Jordan Morris, and Martha Seagoe; the SBCC Executive Management team; and staff from various departments for their input into and support of the project.

The primary purposes of the Institutional Effectiveness Report are to guide the improvement of SBCC's instructional and student services programs and to support the development of initiatives designed to promote student success. In a period of austerity and financial challenges, SBCC remains fully committed to those goals.

Dr. Jack Friedlander
Acting Superintendent/President

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CHAPTER I: STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

ARCC: Accountability Reporting

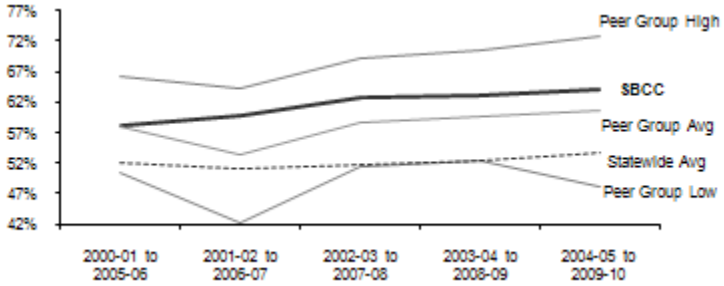
In response to AB 1417 (2004, Pacheco), *Performance Framework for the Community Colleges*, the California Community Colleges Chancellor's Office (CCCCO) developed a framework of accountability formally known as Accountability Reporting for the Community Colleges (ARCC). The primary focus of this assessment is tracking the success of students in meeting their educational goals. The ARCC report is published yearly by the Chancellor's Office; the first report was released in 2007. The report compares students at each college to statewide averages, and to peer-group colleges chosen on the basis of similarity in size, demographics, and other factors.

The following pages present results from the 2011 ARCC report, released in March 2011, which covers three years of data up through the 2009-10 academic year. Each of the seven measures presented (A through G) is based on different sets of cohorts covering various time periods, depending on the measure.

ARCC Measure A: Student Progress and Achievement

This is the percentage of first-time students who earned at least 12 units and who achieved any of the following outcomes within six years of entry: transferred to a four-year college, earned an AA/AS degree, earned a Certificate of 18 units or more, achieved "Transfer Directed" status (successful completion of both transfer-level Math and English courses) or "Transfer Prepared" status (successful completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher). SBCC's rate has steadily improved, is consistently well above the statewide average, and is above the peer group average in 4 out of 5 years.

Figure I.1 ARCC Measure A: Student Progress and Achievement



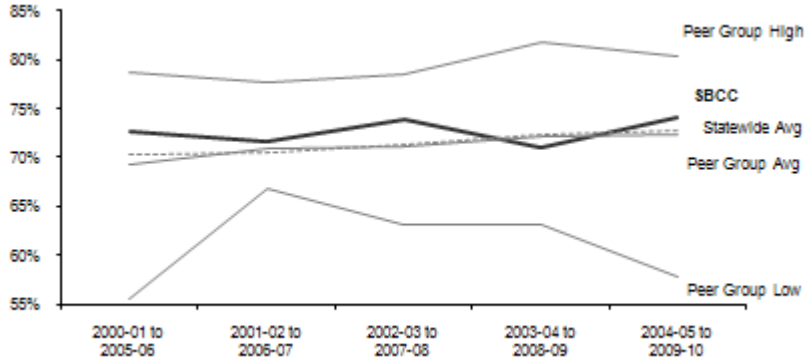
Report Year*	2009	2010	2011	2011	2011
Cohort Started In Year	2000-01	2001-02	2002-03	2003-04	2004-05
Cohort Tracked Over 6 Years	2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08	2003-04 to 2008-09	2004-05 to 2009-10
Cohort Size	2,294	2,471	2,316	2,242	N/A
SBCC	58.1%	59.9%	62.8%	63.1%	64.2%
Peer Group High	66.3%	64.3%	69.3%	70.5%	72.8%
Peer Group Low	50.3%	42.3%	51.3%	52.4%	48.0%
Peer Group Avg	58.1%	53.4%	58.8%	59.7%	60.7%
Statewide Avg	52.0%	51.2%	51.8%	52.3%	53.6%

* The data included for SBCC here and in the following tables are taken from the 2011, 2010 and 2009 ARCC reports. The peer group and statewide figures, however, are taken from each individual ARCC report year (2007, 2008, 2009, 2010 and 2011), because each report presents only a single year's peer group and statewide figures. Please note that data regarding the cohort size are no longer provided by ARCC due to limited resources.

ARCC Measure B: Earned at least 30 Units

This is the percentage of first-time students who earned at least 12 units and who, within six years, earned at least 30 units while in the California Community College System. SBCC tracked the statewide and peer group averages, exceeding them in 4 out of the 5 years.

Figure I.2 ARCC Measure B: Earned at Least 30 Units

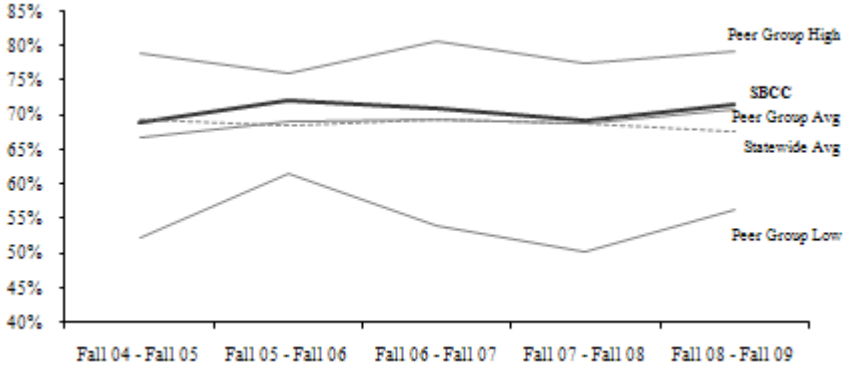


Report Year	2009	2010	2011	2011	2011
Cohort Started in Year	2000-01	2001-02	2002-03	2003-04	2004-05
Cohort Tracked Over 6 Years	2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08	2003-04 to 2008-09	2004-05 to 2009-10
Cohort Size	2,294	2,471	2,316	2,242	N/A
SBCC	72.7%	71.6%	73.9%	71.0%	74.0%
Peer Group High	78.6%	77.6%	78.4%	81.7%	80.3%
Peer Group Low	55.6%	66.8%	63.2%	63.0%	57.8%
Peer Group Avg	69.3%	70.9%	71.1%	72.1%	72.4%
Statewide Avg	70.3%	70.4%	71.2%	72.4%	72.8%

ARCC Measure C: Persistence Rate

This is the percentage of first-time students with a minimum of 6 units earned in a Fall term who returned and enrolled in the subsequent Fall term anywhere in the system. SBCC exceeded the statewide and peer group average in all 5 years, with the exception of being 1.1% under the statewide average in the most recent year.

Figure I.3 ARCC Measure C: Persistence Rate

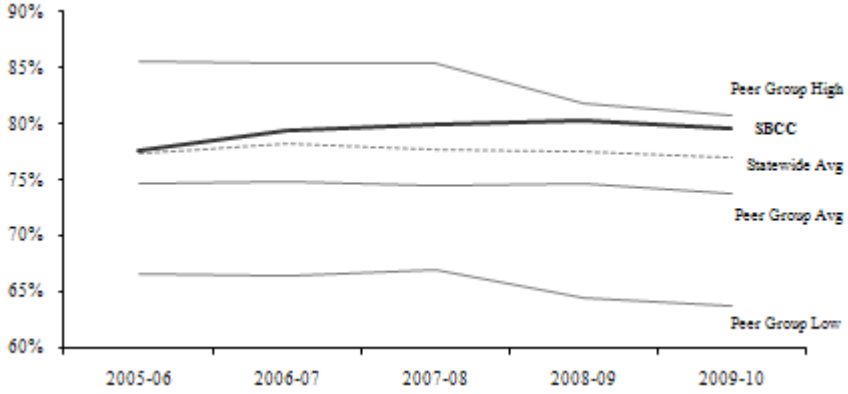


Report Year	2009	2010	2011	2011	2011
Cohort Persistence From-To Terms	Fall 04 - Fall 05	Fall 05 - Fall 06	Fall 06 - Fall 07	Fall 07 - Fall 08	Fall 08 - Fall 09
SBCC	68.8%	72.0%	70.9%	69.1%	71.6%
Peer Group High	78.9%	76.1%	80.6%	77.3%	79.2%
Peer Group Low	52.1%	61.6%	53.8%	50.1%	56.2%
Peer Group Avg	66.6%	68.9%	69.3%	68.8%	70.8%
Statewide Avg	69.3%	68.3%	69.2%	68.7%	67.6%

ARCC Measure D: Success Rate for Credit Vocational Courses

SBCC exceeded both the statewide and peer group average in all four reporting years, and showed an upward 3-year trend, leveling off in the last reporting year.

Figure I.4 ARCC Measure D: Success Rate for Vocational Courses

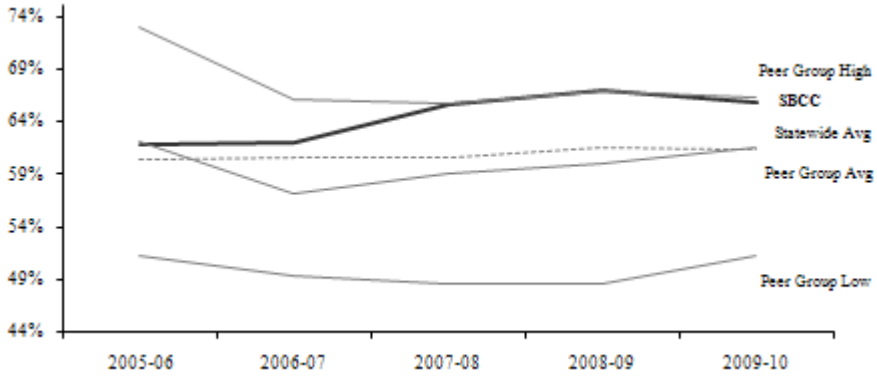


Report Year	2009	2010	2011	2011	2011
Grade Award Year	2005-06	2006-07	2007-08	2008-09	2009-10
SBCC	77.7%	79.4%	80.0%	80.3%	79.6%
Peer Group High	85.6%	85.5%	85.4%	81.9%	80.8%
Peer Group Low	66.7%	66.4%	67.0%	64.5%	63.7%
Peer Group Avg	74.6%	74.9%	74.5%	74.7%	73.8%
Statewide Avg	77.3%	78.2%	77.7%	77.5%	77.0%

ARCC Measure E: Success Rate for Credit Basic Skills Courses

SBCC exceeded the statewide average in all 5 years, exceeded the peer group average in the last 4 years, and was the peer group high in two of the reporting years.

Figure I.5 ARCC Measure E: Success Rate Credit Basic Skills Courses

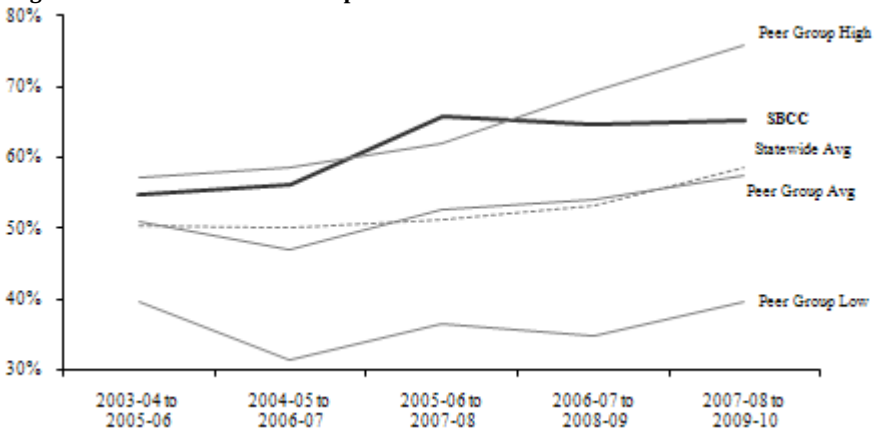


Report Year	2009	2010	2011	2011	2011
Grade Award Year	2005-06	2006-07	2007-08	2008-09	2009-10
SBCC	61.8%	62.0%	65.7%	66.9%	65.9%
Peer Group High	73.0%	66.1%	65.7%	66.9%	66.4%
Peer Group Low	51.3%	49.4%	48.6%	48.6%	51.2%
Peer Group Avg	62.2%	57.2%	59.1%	60.0%	61.5%
Statewide Avg	60.4%	60.5%	60.5%	61.5%	61.4%

ARCC Measure F: Improvement Rate for Credit Basic Skills Courses

This measure tracks students who successfully completed a credit basic skills English or Math course two or more levels below college/transfer. These students were followed across three academic years (including the year and term of the initial course) to see if they successfully completed a higher-level course in the same discipline. SBCC exceeded the peer group and statewide averages in all five reporting years.

Figure I.6 ARCC Measure F: Improvement Rate for Credit Basic Skills Courses

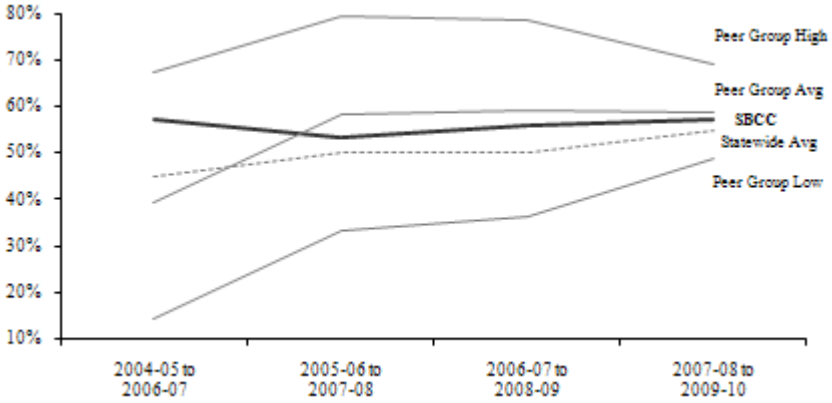


Report Year	2009	2010	2011	2011	2011
Cohort Started In Year	2003-04	2004-05	2005-06	2006-07	2007-08
Cohort Tracked Over 3 Years	2003-04 to 2005-06	2004-05 to 2006-07	2005-06 to 2007-08	2006-07 to 2008-09	2007-08 to 2009-10
SBCC	54.9%	56.2%	65.7%	64.6%	65.3%
Peer Group High	57.1%	58.7%	62.0%	69.5%	76.0%
Peer Group Low	39.6%	31.5%	36.5%	34.9%	39.5%
Peer Group Avg	50.9%	47.1%	52.6%	54.2%	57.6%
Statewide Avg	50.4%	50.0%	51.2%	53.2%	58.6%

ARCC Measure G: Improvement Rate for Credit ESL Courses

This measure tracks students who successfully completed a credit ESL courses two or more levels below college/transfer. These students were followed across three academic years (including the year and term of the initial course) to see if they successfully completed a higher-level ESL course or college level English course. SBCC was above the statewide average in all reporting years. The College was well above the peer group average in 2008, and very slightly below the peer group average in 2009, 2010 and 2011.

Figure I.7 ARCC Measure G: Improvement Rate for Credit ESL Courses



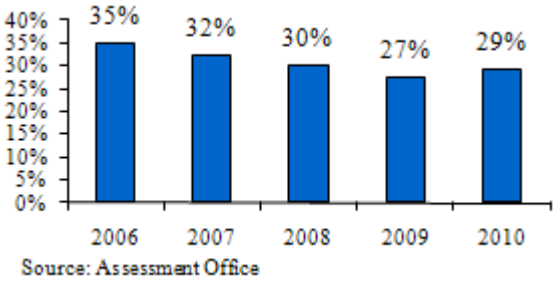
Report Year	2010	2011	2011	2011
Cohort Started In Year	2004-05	2005-06	2006-07	2007-08
Cohort Tracked Over 3 Years	2004-05 to 2006-07	2005-06 to 2007-08	2006-07 to 2008-09	2007-08 to 2009-10
SBCC	57.1%	53.4%	55.9%	57.0%
Peer Group High	67.3%	79.2%	78.4%	69.2%
Peer Group Low	14.4%	33.1%	36.2%	48.9%
Peer Group Avg	39.3%	58.4%	59.3%	58.7%
Statewide Avg	44.7%	50.1%	50.1%	54.6%

Preparation of Applicants

Students Eligible for College-Level Writing

From 2006 to 2009 there was a decrease in the percentage of applicants who took an assessment test and were eligible for college-level writing, from 35% to 27% (English 110: English Composition). In 2010, the percentage increased slightly to 29% (see Figure I.8).

Figure I.8 Percentage of Applicants Eligible for College-level English Writing Summer/Fall 2006 - Summer/Fall 2010

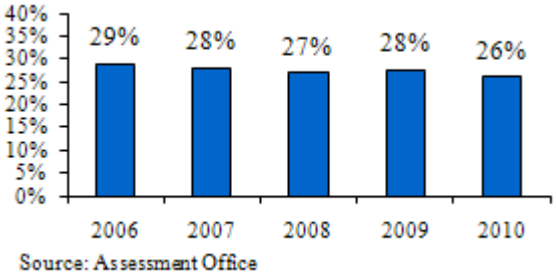


Source: Assessment Office

Students Eligible for College-Level Reading

The percentage of applicants who are eligible for college-level reading remained fairly stable between 29% and 26% (see Figure I.9).

Figure I.9 Percentage of Applicants Eligible for College-level English Reading Summer/Fall 2006 - Summer/Fall 2010

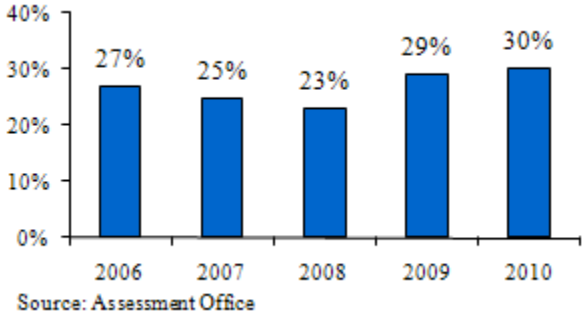


Source: Assessment Office

Students Eligible for College-Level Math

The percentage of applicants who are eligible for college-level math decreased from 27% in 2006 to 23% in 2008, but increased to 29% and 30% in 2009 and 2010, respectively (see Figure I.10).

Figure I.10 Percentage of Applicants Eligible for College-level Math Summer/Fall 2006 - Summer/Fall 2010



Source: Assessment Office

Successful Course Completion Rates

College-wide Successful Course Completion Rates

SBCC's successful course completion rate, defined as the percentage of students receiving a final grade of A, B, C, CR, or P, has steadily increased over the past 5 years, as shown in the two figures below. In addition, SBCC maintained higher successful course completion rates than the statewide average in all semesters, and this difference has grown over time. Spring rates are slightly higher than Fall in all but the most recent academic year.

Figure I.14 Fall Successful Course Completion Rates

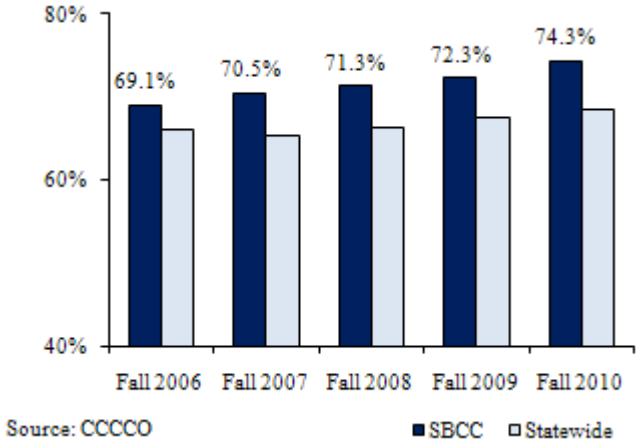
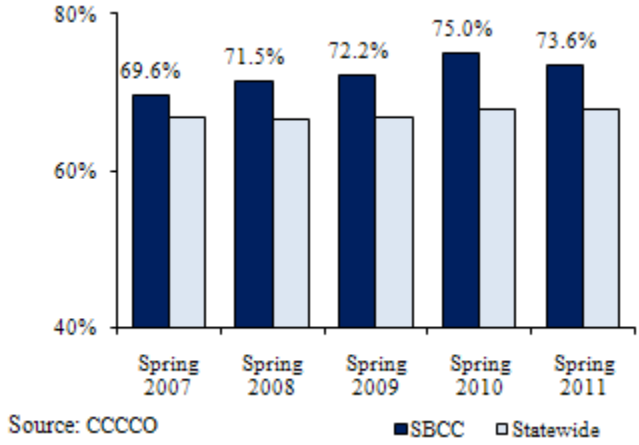


Figure I.15 Spring Successful Course Completion Rates



Successful Completion Rates in Transfer Courses

Successful completion rates in transfer courses increased from year to year in Fall and all but the most recent Spring semesters, ranging from a low of 68.4% in Spring 2007 to a high of 74.9% in Spring 2010. Successful completion rates in transfer courses were slightly higher for SBCC than the statewide average in all semesters. After having lower rates than the state in 2003 and 2004, the College's rates have consistently been higher than those seen statewide in more recent years (see Figures I.16 & I.17).

Figure I.16 Fall Successful Completion Rates in Transfer Courses

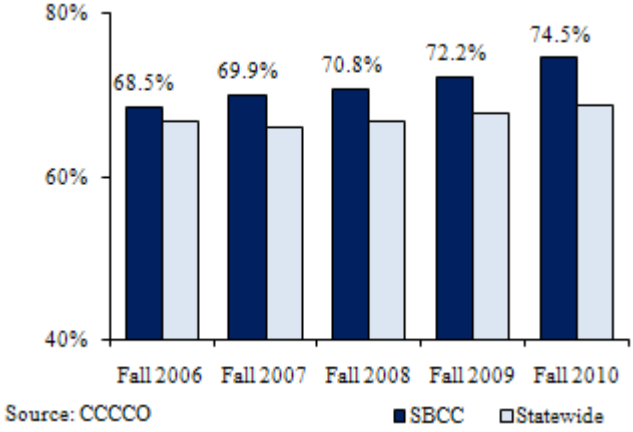
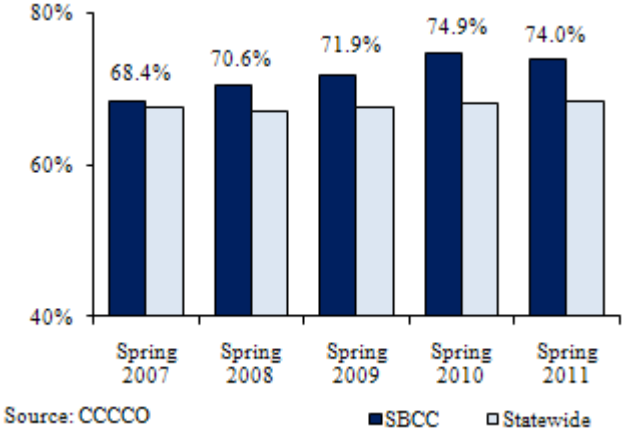


Figure I.17 Spring Successful Completion Rates in Transfer Courses



Successful Completion Rates in Basic Skills Courses

The successful completion rate in all Basic Skills courses has fluctuated from a low of 61.8% in Fall 2005 to 66.5% in Fall 2007. The basic skills completion rates fluctuated more across spring semesters, but show a general improvement from 60.4% in Spring 2006 to 64.2% in Spring 2010. Successful completion rates in basic skills courses were higher for SBCC than the statewide average in every semester (see Figures I.18 & I.19).

Figure I.18 Successful Completion Rates in Basic Skills Courses - Fall

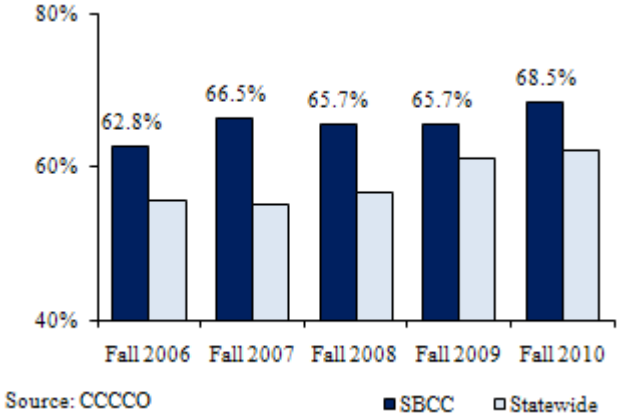
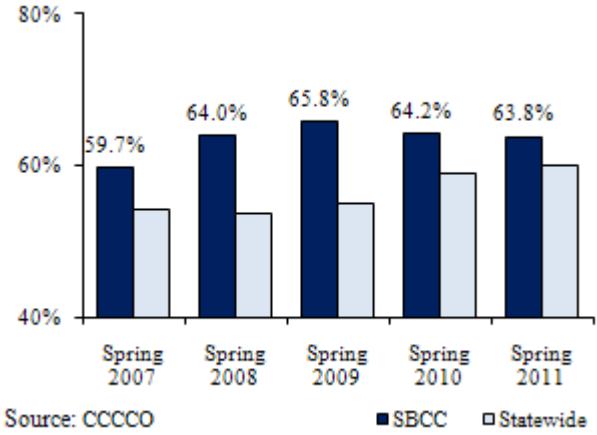


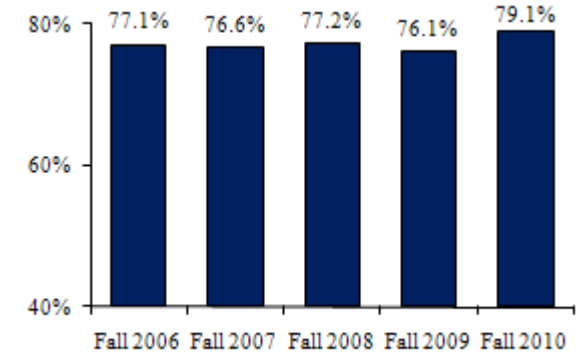
Figure I.19 Successful Completion Rates in Basic Skills Courses - Spring


80%
60%
40%
59.7%
64.0%
65.8%
64.2%
63.8%
Spring 2007
Spring 2008
Spring 2009
Spring 2010
Spring 2011
Source: CCCCO
SBCC
Statewide

Successful Completion Rates in Career Technical Courses

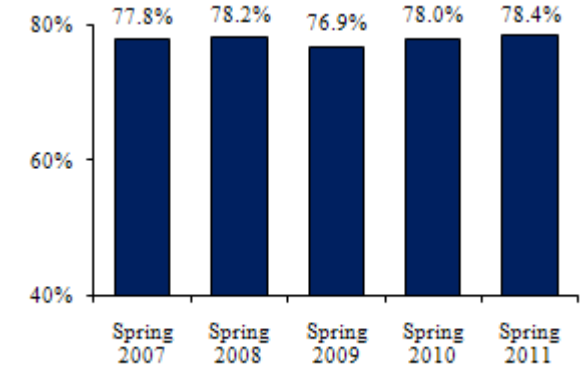
The successful completion rate in all career technical courses has remained fairly stable across fall terms, remaining between 76.1% and 77.2% from Fall 2005 to Fall 2009, but increasing to 79.1% in Fall 2010. The completion rate has also been fairly stable across spring semesters, ranging from 76.9% in Spring 2009 to 78.4% in Spring 2011 (see Figures I.20 & I.21). Statewide figures are not available at this time for comparison.

Figure I.20 Successful Completion Rates in Career Technical Courses - Fall



Source: SBCC Student Information System

Figure I.21 Successful Completion Rates in Career Technical Courses - Spring



Source: SBCC Student Information System

Successful Completion Rates in Alternative Instruction vs. Traditional Courses

The College has made a commitment to providing instruction in alternative delivery modes to meet the diverse educational needs of students. Our investment in best-practices training for instructors of online courses, and our focus on Human Presence technologies (e.g. Skype, video, chat) in these courses, has resulted in a marked improvement in online course success rates, although they are still below those of other methods. Accelerated courses, which include courses that meet for less than 16 weeks granting three or more units, continue to have a high rate of successful completion. Success rates in Work Experience/Independent Study courses decreased slightly in recent years, while success rates in Weekend courses have increased. Success rates in traditional courses have also increased over the last two years. Traditional courses include all courses that meet on weekdays for at least 16 weeks, and are not online or work experience/independent study.

Table I.22 Annual Successful Completion Rates in Alternative Instruction vs. Traditional Courses

Year	Online	Work Exp/ Ind Study	Accelerated	Weekend	Traditional
2006-07	57.8%	81.0%	72.4%	77.8%	70.5%
2007-08	61.4%	81.3%	75.5%	77.9%	70.5%
2008-09	63.7%	79.4%	75.8%	80.7%	71.5%
2009-10	63.6%	78.5%	75.6%	89.2%	73.1%
2010-11	66.5%	79.3%	77.7%	92.1%	74.2%

Source: SBCC Student Information System

In order to provide a more comparable view of success in the online courses, success rates were calculated for those online courses where the same course was also offered in the traditional face-to-face format. The success rates in this subset of online courses are then compared with the success rates in the comparable face-to-face classes. While success rates in online courses are consistently lower than in comparable courses offered face-to-face, the difference decreased from 17% in Fall 2009 to 13% in Fall 2010, and from 13% in Spring 2010 to 11% in Spring 2011 (see Figures I.23 & I.24).

Figure I.23 Successful Completion Rates in Online vs. Face-to-Face Courses - Fall

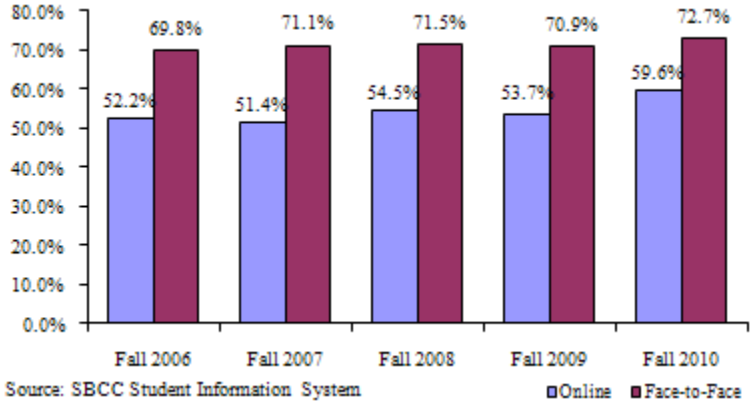
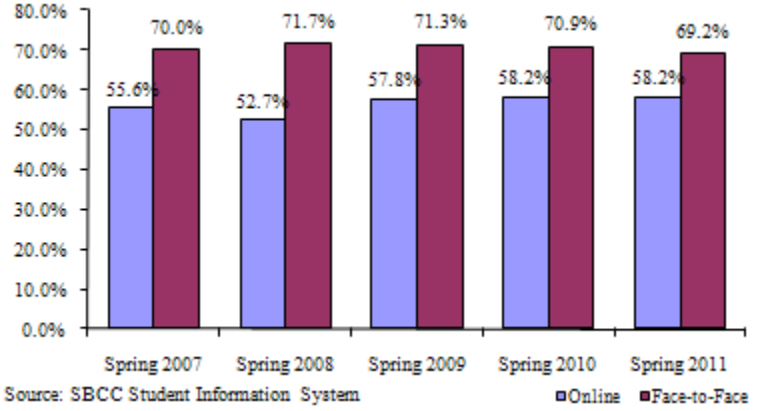


Figure I.24 Successful Completion Rates in Online vs. Face-to-Face Courses - Spring

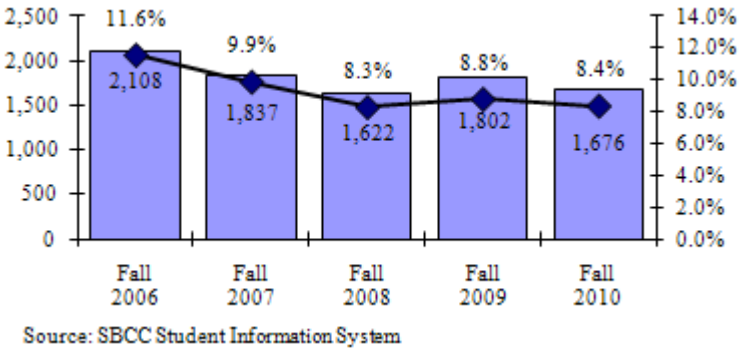


Source: SBCC Student Information System

Students on Academic or Progress Probation or Disqualification and Their Transition to Good Standing

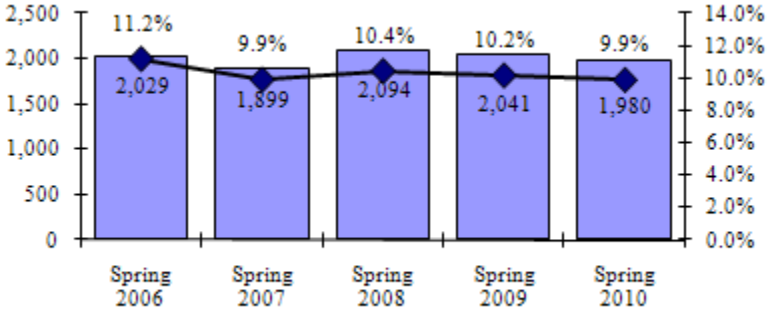
The percentage of all students who ended the term on academic or progress probation or disqualification decreased from 11.6% in Fall 2006 to 8.3% in Fall 2008, and has remained between 8%-9% through Fall 2010 (see Figure I.25). The percentage of students who ended spring semesters in such statuses remained fairly stable, ranging between 9.9% and 11.2% across the period (see Figure I.26).

Figure I.25 Students on Academic or Progress Probation or Disqualification - Total and Percentage of Overall Headcount – Fall



Source: SBCC Student Information System

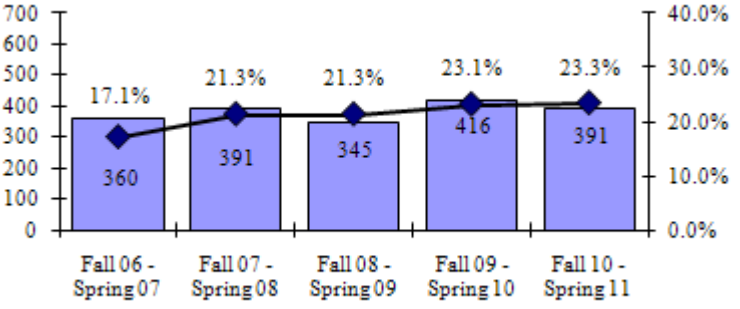
Figure I.26 Students on Academic or Progress Probation or Disqualification - Total and Percentage of Overall Headcount - Spring



Source: SBCC Student Information System

Of the 1,676 students on academic or progress probation or disqualification at the end of Fall 2010 who enrolled in Spring 2011, 391 (23.3%) transitioned to good standing at the end of Spring 2011 (see Figure I.27).

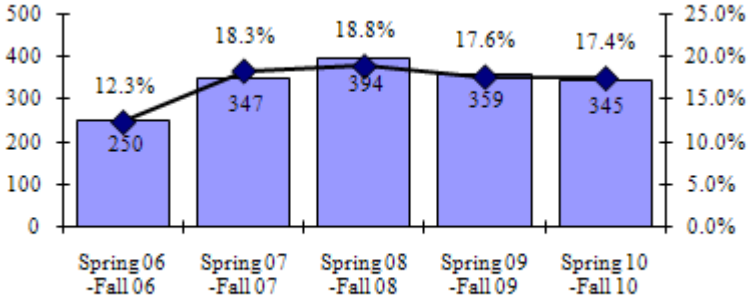
Figure I.27 Fall Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Spring Semester Fall 2006 - Fall 2010



Source: SBCC Student Information System

For students who were on academic or progress probation or disqualification at the end of Spring 2010 who enrolled in Fall 2010, 17.4% (345) transitioned to good standing in Fall 2010 (see Figure I.28). These data will continue to be monitored in future years to help determine whether there are any trends toward overall improvement.

Figure I.28 Spring Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Fall Semester Spring 2006 - Spring 2010

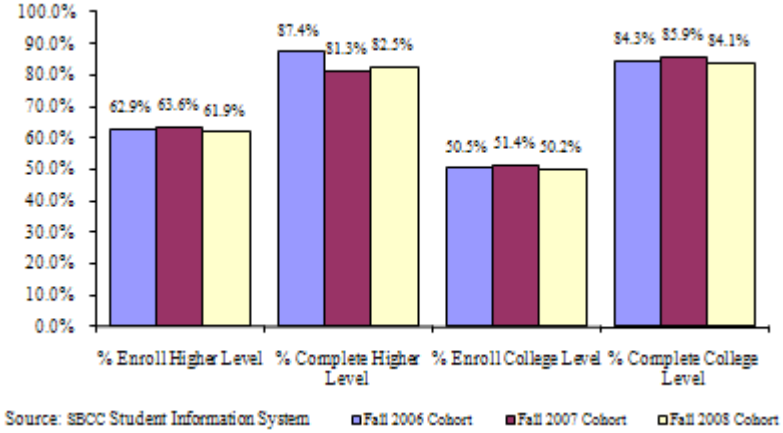


Source: SBCC Student Information System

Progression through and Completion of the Basic Skills Course Sequence (English, Math and ESL)

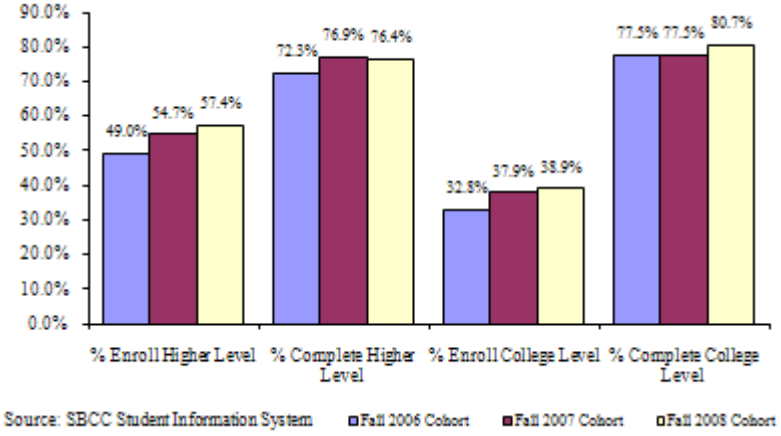
The percentage of students in basic skills courses who subsequently transition into college-level work remains an area of concern. In English, 61.9% of the students new to the College who enrolled in a basic skills course in Fall 2008 enrolled in a higher level course in the same area of study within three years. Of the 61.9% who enrolled in a higher level course, 82.5% successfully completed at least one higher level course within the same time frame. Of the Fall 2008 cohort, approximately 50% enrolled in the English college-level course (ENG 110) within three years, and of those students, 84% completed the course successfully (see Figure I.29).

Figure I.29 English Basic Skills Students Transition to College Level within 3 Years



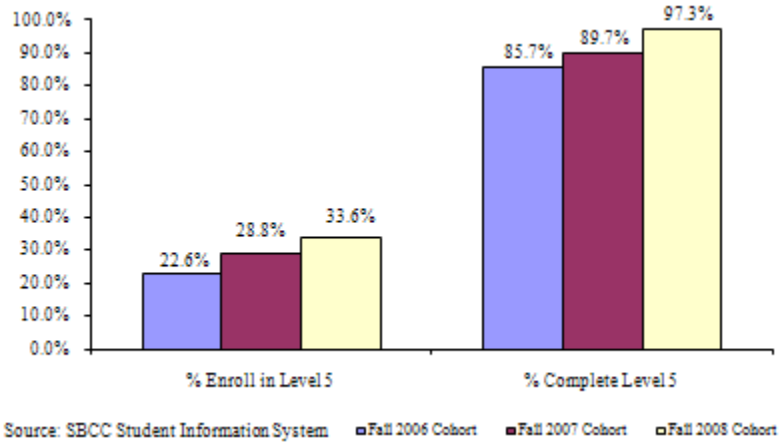
In mathematics, 57% of the students new to the College who enrolled in a basic skills math course in Fall 2008 enrolled in a higher level math course within three years. Of those, 76% successfully completed at least one such course. Of the Fall 2008 cohort, 39% enrolled in a college level math course within three years, and of those students, 80.7% completed the course successfully (see Figure I.30).

Figure I.30 Math Basic Skills Students Transition to College Level within 3 Years



In ESL, 33.6% of the students new to the College in Fall 2008 who enrolled in at least one ESL course in levels 1-4, subsequently enrolled in a level 5 ESL course within three years. Of those, 97.3% successfully completed this course within the same time frame (see Figure I.31).

Figure I.31 ESL Level 1-4 Students Transition to Level 5 within 3 Years



Semester and Cumulative GPA of Full-Time Students

The average semester GPAs of full-time students fluctuated slightly over the period, but showed an overall decrease from 2.52 to 2.50. The median semester GPA has remained consistent over the period, while the mean and median cumulative GPAs have shown consistent increases (see Table I.32).

Table I.32 Semester and Cumulative GPA of Full-time Students

	Semester GPA		Cumulative GPA at the End of Semester	
Term	Mean	Median	Mean	Median
Fall 2006	2.49	2.75	2.59	2.71
Fall 2007	2.50	2.75	2.61	2.75
Fall 2008	2.50	2.76	2.62	2.79
Fall 2009	2.50	2.75	2.67	2.83
Fall 2010	2.53	2.75	2.68	2.83

Source: SBCC Student Information System

Persistence Rates of First-Time, Full-Time Students

The first-to-second semester persistence rate of first-time, full-time students has remained fairly stable in recent years (see Figure I.33 and I.34).

Figure I.33 Persistence Rates of First-Time, Full-Time Students Fall to Next Spring

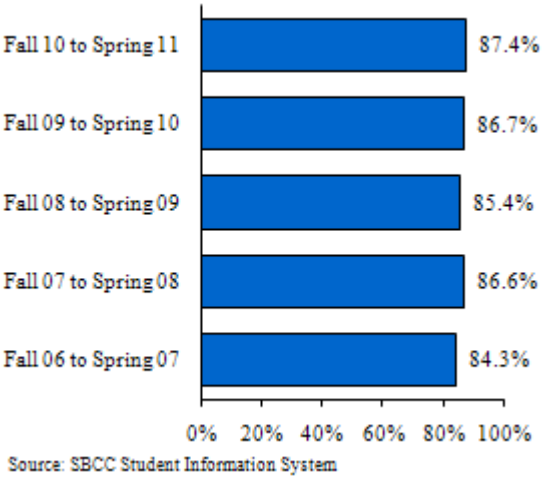
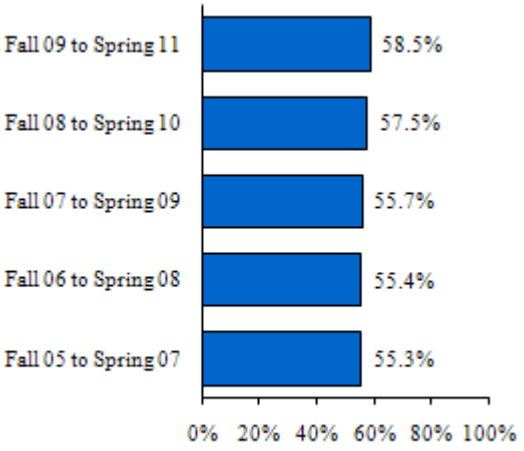


Figure I.34 Persistence Rates of First-Time, Full-Time Students First to Fourth Semester

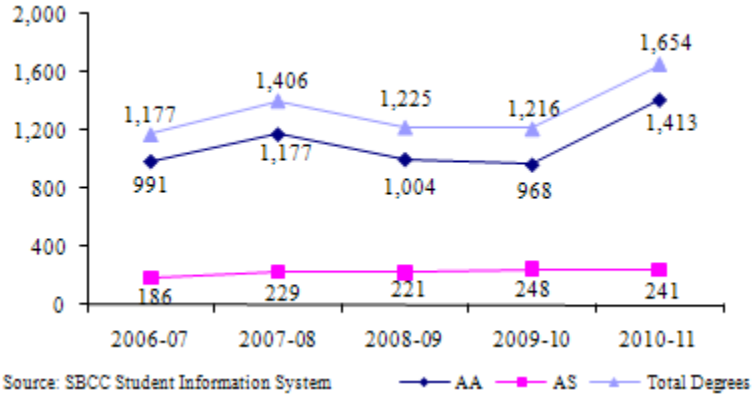


Source: SBCC Student Information System

Degrees and Certificates Awarded

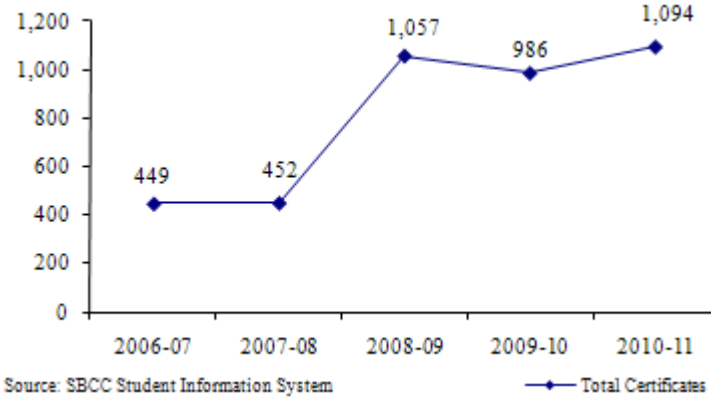
The total number of degrees awarded increased to 1,406 in 2007-08, then declined for two years, and increased again to 1,654 in 2010-11 (see Figure I.35). The large increase in 2007-08 of AA degrees is due in most part to the addition of a Liberal Studies Transfer degree, where over 400 degrees were awarded.

Figure I.35 Number of Degrees Awarded by Type
2006-07 to 2010-11



The number of certificates awarded increased to 1,057 in 2008-09, and has remained around 1,000 each year since (see Figure I.36). The large increase in 2008-09 is due to the addition of the IGETC and CSU Breadth certificates.

Figure I.36 Number of Certificates Awarded
2006-07 to 2010-11



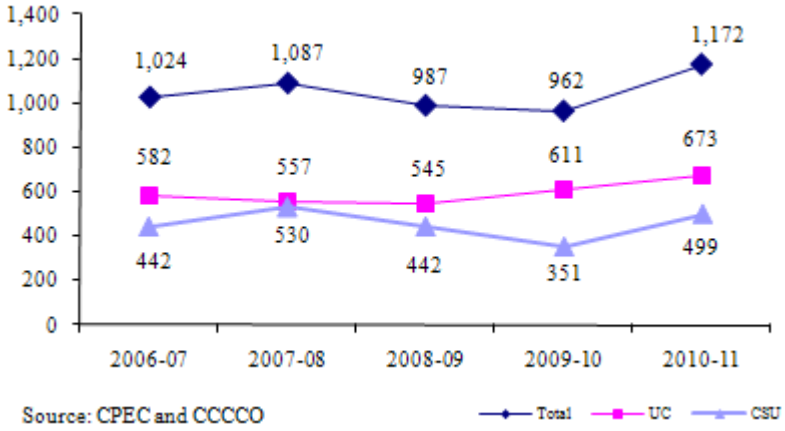
Transfers to UC and CSU

From 2006-07 to 2010-11, the total number of students transferring annually from SBCC to UC and CSU campuses increased by 14%, from 1,024 to 1,172. Declines in transfers to CSU occurred in 2008-09 and 2009-10 due to the budget-driven CSU trend towards regionalization, which gives preference to local applicants. However, transfers to CSU increased again in 2010-11 to previous levels (see Figure I.37).

In contrast to the decline in CSU transfers, the sharp increase in UC transfers can be attributed to the UC system adding an extra 500 transfer slots statewide in 2009-10. This was done "to help offset any impact the [freshman] enrollment limit may have on ethnic and socioeconomic diversity. Despite the reduction in entering-class numbers, the UC system [will] still find a space for every eligible California student who applies" according to a statement issued in January 2010 by UC President Mark G. Yudoff (see http://newsroom.ucla.edu/portal/ucla/regents-cap-uc-enrollment-for-78481.aspx).

Although transfers to UC schools increased dramatically in the last year, it was not enough to offset the decrease in CSU transfers. A special Transfer Task Force has been formed to address this trend.

Figure I.37 Annual Transfers to UC and CSU

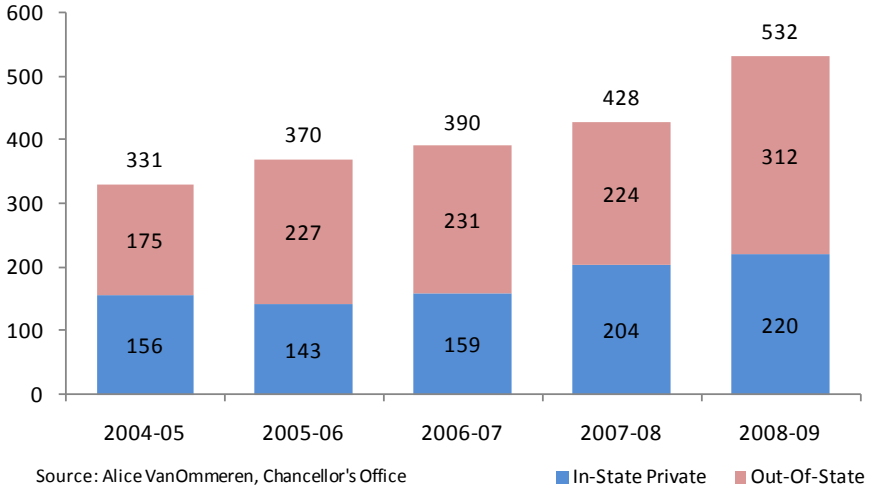


Transfers to Other Four-year Institutions

The number of students transferring to in-state private and out-of-state institutions has increased dramatically in the last five years, as shown in Figure 1.37a. This trend reflects the increasing challenges students face in transferring to the UC or CSU system as noted above. The University of Phoenix leads the list of in-state privates, followed by Antioch University. The top out-of-state transfer destination is Arizona State University.

The students counted in this report are those who took their first credit course at SBCC, then transferred to a 4-year institution after accumulating at least 12 units anywhere in the California Community College system (which most likely would have been SBCC as well).

Figure I.38 Transfers to In-state Private and Out-of-State Four-year Institutions



Student Right-to-Know Act Completion and Transfer Rates

In compliance with the Student-Right-to-Know and Campus Security Act of 1990, a federal reporting requirement, it is the policy of all California Community Colleges to make available completion and transfer rates to all current or prospective students. The rates are calculated based on cohorts of first-time students starting in a fall semester who were full-time and had a goal of obtaining a certificate, degree or transfer as self-reported on the college application. These cohorts are then tracked for a three-year period. In spite of fluctuations from year to year, SBCC consistently achieved levels higher than the statewide rates for the five cohorts in both completion and transfer rates calculated with this methodology. Figure I.39 shows completion rates and Figure I.40 transfer rates.

Figure I.39 Student Right-to-Know Completion Rates

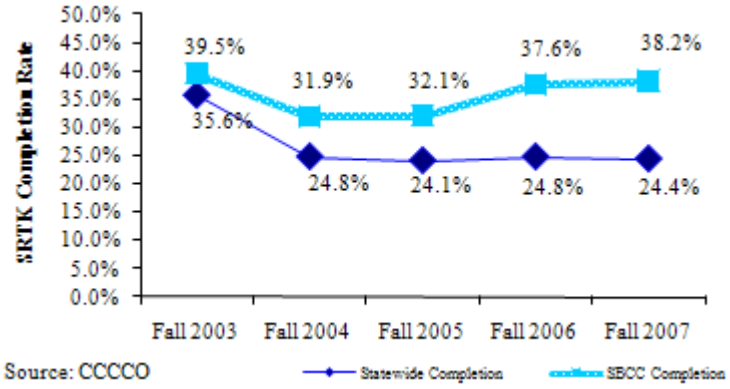
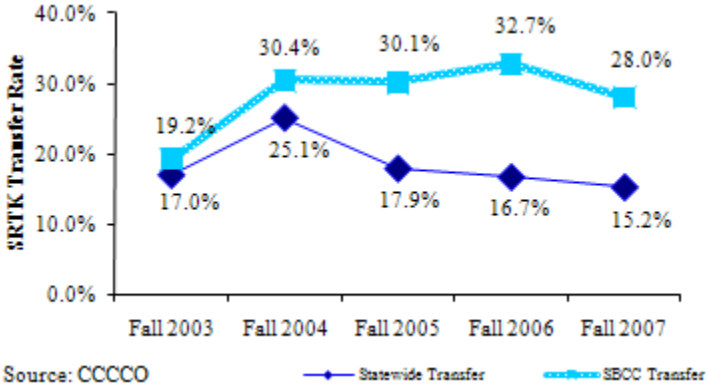


Figure I.40 Student Right-to-Know Transfer Rates



Number of Hours Students Study per Course per Week

Every three years, the College conducts a comprehensive survey of students' college experiences to determine the level of satisfaction with various aspects of the college life, including environment, instruction and services, and to determine student characteristics not available from the data gathered in the College's student information system. The last such surveys were conducted in Spring 2005 and Spring 2008. Students' self-reported hours of study per course per week decreased from Spring 2005 to Spring 2008. In Spring 2005, 39% of survey respondents indicated that they studied 5 or more hours per course per week, whereas only 26% of respondents in Spring 2008 indicated that they studied this many hours (see Table I.41).

Table I.41 Number of Study Hours per Course per Week

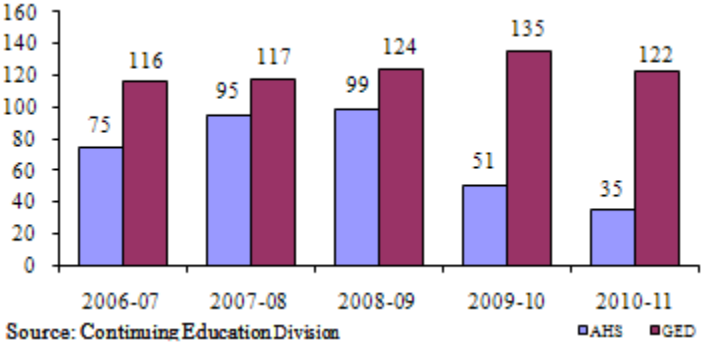
Study Hours Per Course Per Week	Spring 2005	Spring 2008
Less than 2 Hours	18%	27%
Between 2-4 Hours	43%	48%
Between 5-8 Hours	26%	20%
More than 8 Hours	13%	6%

Source: Spring 2008 & Spring 2005 Student Survey Data

Continuing Education Students Receiving General Educational Development (GED)

Overall, the number of GED completers remained fairly stable across the period, reaching a high of 135 in 2009-10. The number of Adult High School (AHS) completers reached a high of 99 in 2008-09. Due to changes in state requirements, no new students were admitted from July 1, 2009 - September 13, 2010. In Fall 2010, new requirements were instituted that increased the instructional hours required from 2.5 hours per credit to 14.7 hours per credit. These two changes resulted in large decreases in AHS completions in 2009-10 and 2010-11 (see Figure I.42).

Figure I.42 Number of Adult High School and GED Completers



Source: Continuing Education Division

Key Areas of Institutional Effectiveness in the Area of Student Learning, Achievement and Development

Over the past five years, the College maintained the levels of student success in the areas of persistence of newly matriculated students and overall course completions. SBCC made progress in the completion rates of basic skills courses in math and English. Students' progression through the sequence of basic skills courses and into college-level work has improved, but continues to be an area of concern. The annual transfers to UC and CSU campuses rebounded in 2007-08, as did the number of degrees and certificates awarded. Online overall success rates have steadily improved over the past five years, and the number of Continuing Education Adult High School and GED completers continues to grow.

College Action in the Area of Student Learning, Achievement and Development

The College will continue its sustained efforts to support quality instruction and promote student success. The College will continue its focus on increasing student successful course completion and persistence, progression and completion of basic skills course sequences, degree attainment, transfers to four-year institutions and workforce preparation.

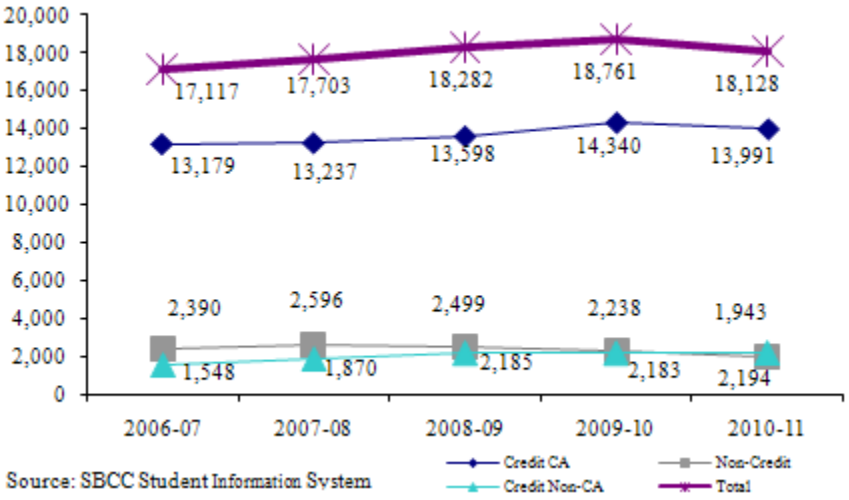
CHAPTER II: STUDENT OUTREACH AND RESPONSIVENESS TO THE COMMUNITY

In order to meet the needs of an increasingly diverse population, Santa Barbara City College is faced with the challenge of ensuring access to all students who can benefit from its courses and programs. The changing student population also requires high-quality instruction and support services responsive to the needs of all students, regardless of ethnicity, language, socioeconomic background, or disability.

Annual Full-Time Equivalent Students (FTES)

The College experienced significant growth in FTES over the past five years, having increased 6% since 2006-07. The downturn in the economy and cuts in enrollments at UC and CSU campuses has lead to an unprecedented demand for our courses. In 2009-10, despite a $2.6M cut in base enrollment funding, the Credit Division served 1,158 FTES over its apportionment base, reflecting our dedication to our mission of supporting student success, but also representing $5.21M in unfunded growth. Much of this growth was generated by online instruction, but demand for on-campus courses also spiked. Students are carrying higher unit loads, and the number of full-time students continues to increase.

Figure II.1 Annual FTES*



*As reported in the CC320.

Credit Division

Credit Student Headcount

The credit student headcount increased steadily, except for a slight decrease in Fall 2010. Fall 2010 represented a 2% decrease from Fall 2009, but a 10% increase over the period (see Figure II.2). With the exception of 2010, spring enrollment exceeds that of fall and shows the same steady increase over the period. However, the decline in Spring and Fall 2010 enrollment was intentional, due to the need to reduce section offerings as a result of state budget reductions (see Figure II.3).

Figure II.2 Credit Student Headcount
Fall 2006 - Fall 2010

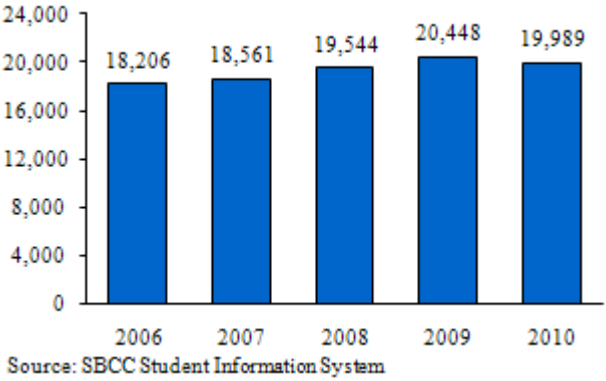
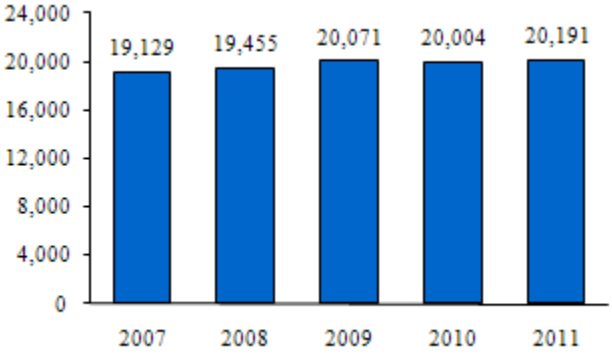


Figure II.3 Credit Student Headcount
Spring 2007 - Spring 2011



Source: SBCC Student Information System

Full-Time Credit Student Headcount

The number of full-time students (enrolled in 12 or more units) increased by 19% over the period in fall semesters and by 23% in spring semesters. The percentage of full-time students out of all SBCC students increased slightly across the period from around 37% to 40% in fall semesters, and more noticeably from 33% to 39% in spring semesters (see Figures II.4 & II.5). This comparison illustrates that the number of full-time students has not only kept pace with the overall growth the College has experienced, but the increase in the last two years indicates that more students are enrolling full-time than in previous years.

Figure II.4 Full-Time Student Headcount
Fall 2006 - Fall 2010

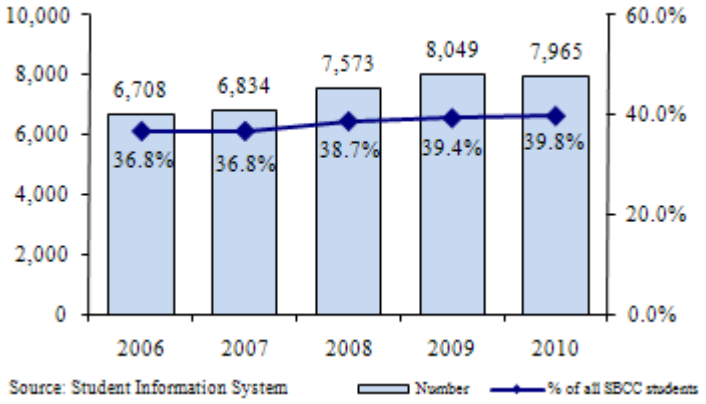
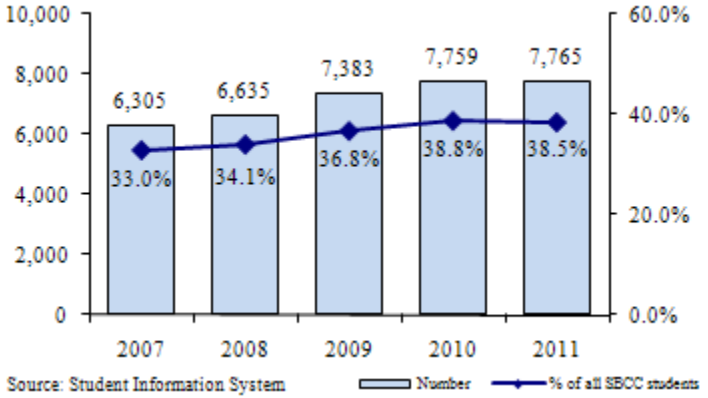


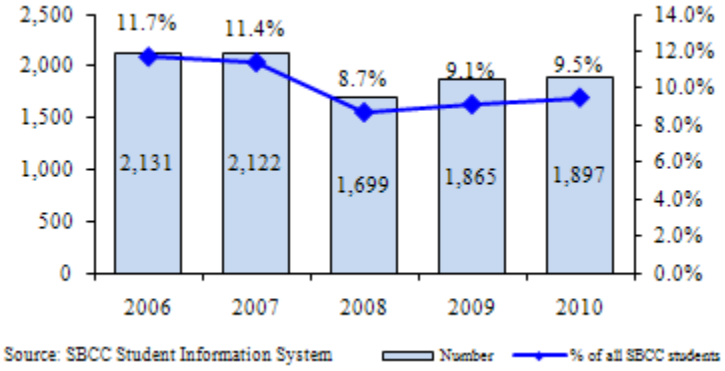
Figure II.5 Full-Time Student Headcount
Spring 2007 - Spring 2011



High School Students Attending SBCC Credit Division

The College has enhanced its outreach to local high schools, providing more opportunities for students to enroll in college-level courses while still in high school. The Dual Enrollment Program has been expanded significantly since its inception in Fall 1999. The number of high school students attending classes offered by SBCC ranged between 1,700 and 2,100 students across the five year period, representing 9% to 12% of the total unduplicated student headcount (see Figure II.6). The decline in the last few years is due to the overall decrease in enrollments in the local high schools.

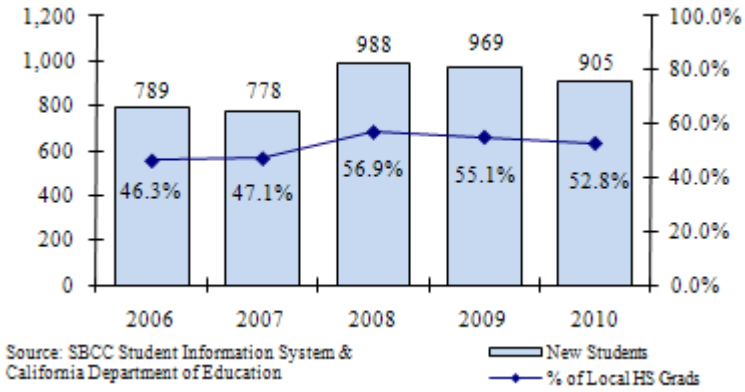
Figure II.6 High School Student Headcount
Fall 2006 - Fall 2010



First-Time Credit Division SBCC Students from the District's Local High Schools (San Marcos, Santa Barbara, Dos Pueblos, Carpinteria and Bishop)

The percentage of local high school graduates enrolling as first-time freshmen at SBCC in Fall 2010 was 52.8%, which is a 2% decrease from Fall 2009, and a 6% increase from Fall 2006 (see Figure II.7). The Fall semester in which these students enroll as first-time freshmen does not necessarily follow immediately after the semester in which they graduated from high school.

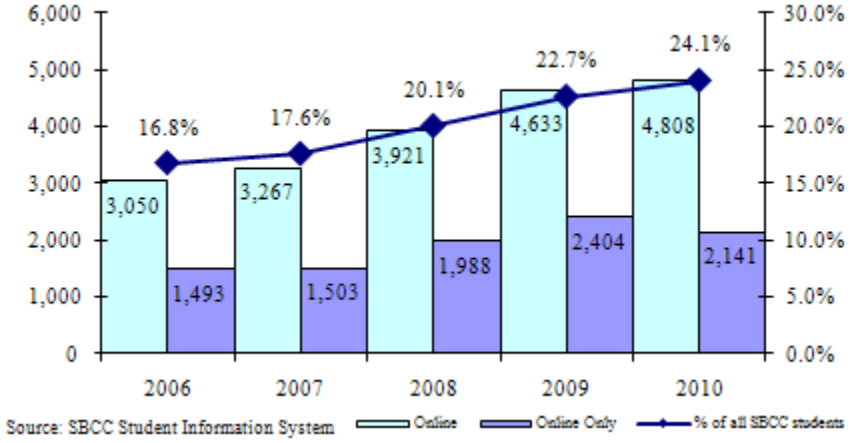
Figure II.7 New Students from the District's Local High Schools Fall 2006 - Fall 2010



Online Student Headcount - Credit Division

By Fall 2010, online students represented 24% of all SBCC students, showing an increase of 1,758 students, or 58% over the past five years (see Figure II.8). In Fall 2006, 1,493 students, or 8% of all students, were enrolled exclusively in online courses. By Fall 2010, 2,141, or 11% of all SBCC students, were enrolled fully online only.

Figure II.8 Online Student Headcount
Fall 2006 - Fall 2010



Percentage of District Adult Population Served by the Credit Program

The Fall 2009 credit students 18 years of age or older (18,162) represented 11% of the SBCC District adult population of 161,776. The information about the district adult population for the South Coast is included in the 2009 UCSB Economic Impact Report.

Credit Student Ethnic Composition

The Fall-to-Fall ethnic composition has remained fairly stable, except for an increase in those who do not state their ethnic origin, which is nearly matched by an apparent decrease in the proportion of whites. The "decline-to-state" percentage nearly doubled between Fall 2008 and Fall 2009, which may be related to the Summer 2009 introduction of the federally-mandated "multi ethnicity" question on the admission application. This is a 2-part question that provides more response options, allowing for the declaration of a multi-racial background. However, the question is more complex for the applicant to answer, possibly leading to more students skipping the question. Other schools have experienced a similar phenomenon, and we are examining this issue to determine the best course of action.

Figure II.9 Credit Student Ethnic Composition
Fall 2006 – Fall 2010

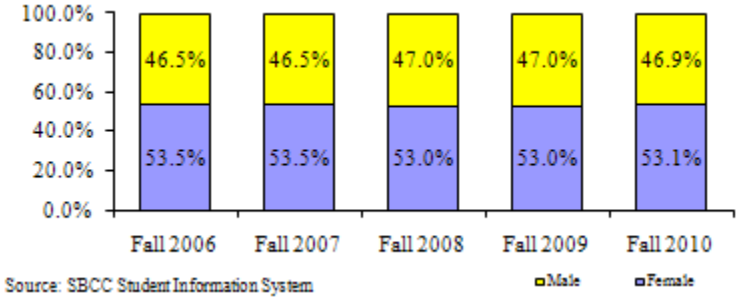
	Asian/Black	Hispanic	Other	White
Fall 2006	8.2%	28.4%	7.3%	56.2%
Fall 2007	8.9%	28.8%	9.7%	52.5%
Fall 2008	9.9%	28.1%	10.9%	51.0%
Fall 2009	9.0%	27.7%	14.6%	48.7%
Fall 2010	9.1%	31.7%	9.1%	50.0%

	Filipino	Native Amer	Pacific Islander	Other	Decline to State	TOTAL
Fall 2006	1.2%	1.0%	0.7%	2.1%	2.2%	7.3%
Fall 2007	1.5%	1.0%	0.7%	1.9%	4.6%	9.7%
Fall 2008	1.5%	1.0%	0.6%	1.6%	6.1%	10.9%
Fall 2009	1.3%	0.9%	0.5%	0.0%	12.0%	14.6%
Fall 2010	1.2%	0.6%	0.3%	0.0%	7.0%	9.1%

Credit Gender Composition

Over the past five years, the gender composition in SBCC's credit programs remained stable, with slightly more female students than males each semester (see Figure II.10).

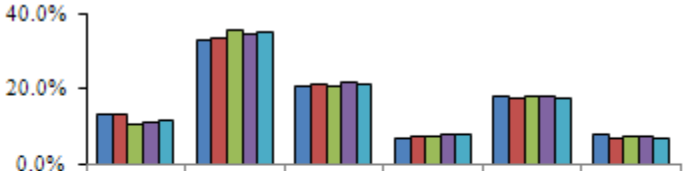
Figure II.10 Credit Student Gender Composition
Fall 2006 - Fall 2010



Credit Age Composition

In terms of age, the percentage of students in each age group has remained fairly stable over the last five years, fluctuating only slightly within each group. For example, the 26 to 29, and 50 and over age groups both remained between 7% and 8%, and the 30 to 49 age group hovered right around 18%. The largest category of students continues to be 18 to 20 year olds, representing between 33% and 35% of all credit students, followed by 21 to 25 year olds, at 21%. The 17 and under age group ranged from 11% to 13% across the period (see Figure II.11).

Figure II.11 Credit Student Age Composition
Fall 2006 - Fall 2010



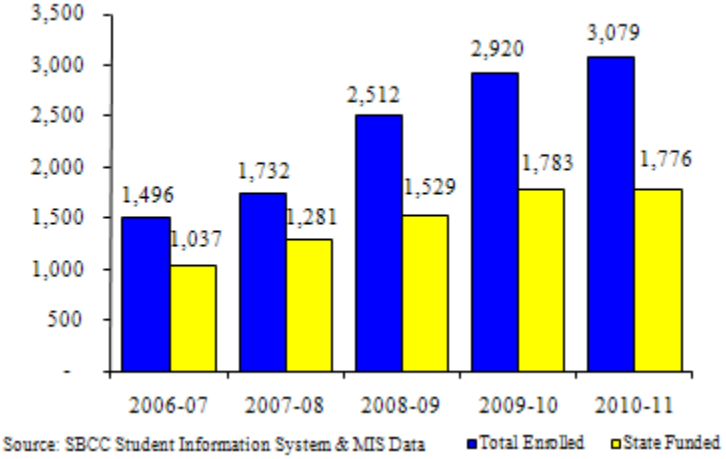
	17 & Under	18-20	21-25	26-29	30-49	50 & Over
Fall 2006	13.5%	33.2%	20.5%	7.0%	18.1%	7.7%
Fall 2007	13.5%	33.4%	21.3%	7.1%	17.6%	7.1%
Fall 2008	10.8%	35.5%	21.0%	7.6%	17.8%	7.4%
Fall 2009	11.2%	34.6%	21.5%	7.7%	17.8%	7.2%
Fall 2010	11.4%	35.1%	21.1%	7.7%	17.7%	7.0%

Source: SBCC Student Information System

Students with Disabilities Attending SBCC Credit Division

Over the past five years, the number of students with disabilities enrolled in credit programs has increased. In 2010-11, SBCC's Disabled Student Programs and Services qualified to receive state funding for 1,776 students. This represents a 71% increase from 2006-07, but a 0.4% decrease from 2009-10 (see Figure II.12). The total number of disabled students consists of all SBCC students who reported having a disability, whereas the College only receives state funding for those students who have had at least four contacts with the Disabled Student Programs and Services office within an academic year.

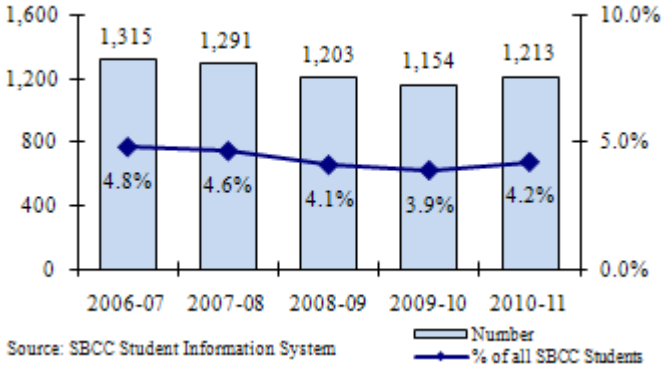
Figure II.12 Number of Students with Disabilities Enrolled and State Funded 2006-07 to 2010-11


3,500
3,000
2,500
2,000
1,500
1,000
500
-
1,496
1,037
1,732
1,281
2,512
1,529
2,920
1,783
3,079
1,776
2006-07
2007-08
2008-09
2009-10
2010-11
Source: SBCC Student Information System & MIS Data
Total Enrolled
State Funded

Extended Opportunity Programs and Services (EOPS) Credit Students

The number of EOPS students enrolled at SBCC decreased across the first four years of the period, from 1,315 in 2006-07 to 1,154 in 2009-10, with a small increase to 1,213 in 2010-11. EOPS students represented between 3.9% and 4.8% of all SBCC students over the period (see Figure II.13).

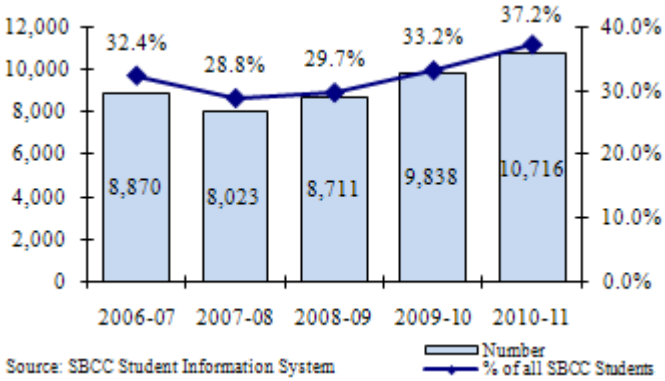
Figure II.13 EOPS Students
2006-07 to 2010-11



Economically Disadvantaged Students Attending SBCC

Overall, the number of economically disadvantaged students (defined as either in EOPS or receiving federal and/or state financial aid) increased by 21% over the last five years. The percentage of all SBCC students who are economically disadvantaged increased from 32% in 2006-07 to 37% in 2010-11 (see Figure II.14).

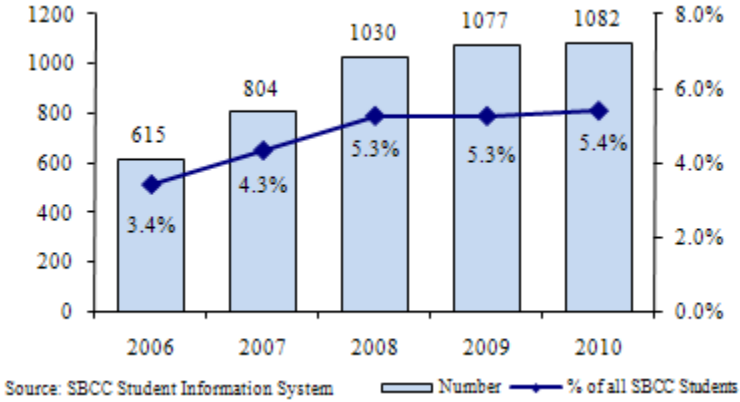
Figure II.14 Economically Disadvantaged Students
2006-07 to 2010-11



International Students Attending SBCC Credit Davison

The number of international students attending SBCC with student visas increased by 0.5% from Fall 2009 to Fall 2010. International students with student visas represented 5.4% of all credit students in Fall 2010, compared to 3.4% in Fall 2006 (see Figure II.15).

Figure II.15 Credit Students with Student Visas
Fall 2006 to Fall 2010

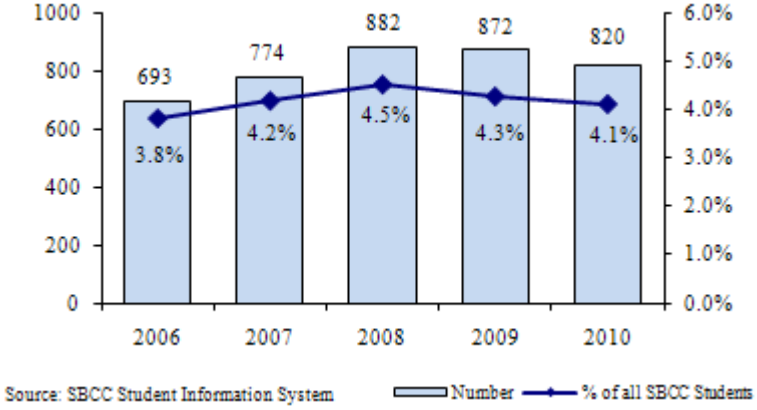


Out-of-State Students Attending SBCC

The number of out-of-state students attending SBCC has fluctuated over the past five years, but has remained at approximately 4% of the total student population (see Figure II.16).

Figure II.16 Credit Students with Out-of-State Residency

Fall 2006 to Fall 2010



Course Enrollments in Employer-based Training, Work Experience, and Service Learning

Since Fall 1999, the College has offered courses to employees of the county and later other employers in the area under the umbrella of the Employee University. In Summer 2001, the Board of Trustees approved the proposal to create the Professional Development Center, which includes professional development courses offered to employees of SBCC and county employers. The first classes for SBCC employees were offered in Spring 2002. All courses offered through the Employee University and the Professional Development Center are open to all members of the community.

Enrollment in the Employer-based Training program has fluctuated across the period, dropping from 6,943 duplicated course enrollments in 2006-07 to 3,912 in 2009-10, and increasing very slightly to 4,320 in 2010-11. The decreases in 2008-09 and 2009-10 can be attributed to the recent fiscal crisis and associated budget shortfalls, which resulted in significant reductions in employee training programs for both the City and County of Santa Barbara. The General Work Experience and Service Learning program remained fairly stable across the period, with some fluctuations from year to year (see Table II.17).

Table II.17 Annual Course Enrollments in Employer-based Training, Work Experience and Service Learning

Year	Employer-based Training	Work Experience and Service Learning
2006-07	6,943	1,165
2007-08	6,106	1,238
2008-09	4,951	1,300
2009-10	3,912	1,193
2010-11	4,320	1,381

Source: SBCC Student Information System

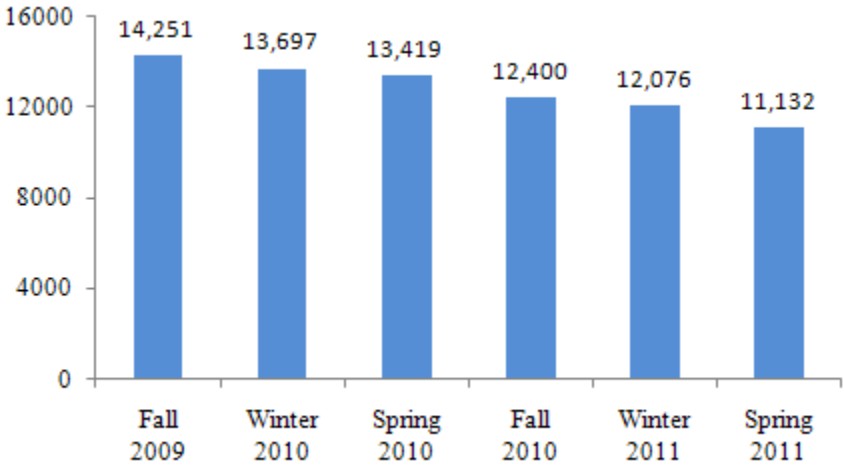
Continuing Education Division

Continuing Education Student Headcount

In 2009, the Continuing Education division adopted a new online registration system and student information database named Lumens, to replace its old paper-based registration process and out-dated computer software. Among many other improvements, the new Lumens system is far better at preventing the creation of duplicate student records, a problem that plagued the old system due to inaccuracies in scanning individual information from paper scan forms. This led to higher headcounts in the old system; thus the old data is not comparable to the more accurate headcounts from the new Lumens system. Therefore, we are presenting Continuing Education data here as of the advent of the Lumens system.

The unduplicated headcount of students participating in Continuing Education has decreased steadily over the last two years (see Figure II.18).

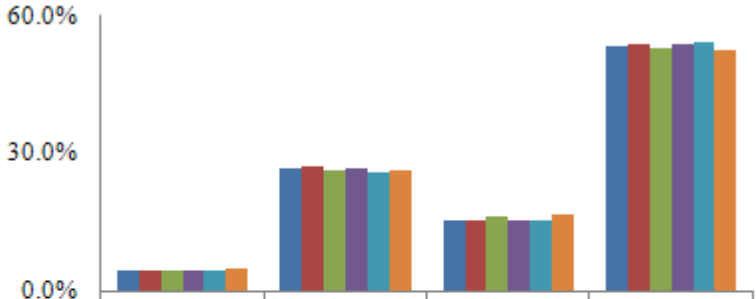
Figure II.18 Continuing Education Student Headcount
Fall 2009 to Spring 2011



Continuing Education Student Ethnic Composition

The ethnic makeup of the Continuing Education student body has remained fairly constant overall between Fall 2009 and Spring 2011 (See Figure II.19). Of the roughly 15.5% "Other" category, 12.5% are those who declined to state their ethnicity; the remaining 3% include Filipino 0.3%, Native American Eskimo 0.9%, Pacific Islander 0.2%, and Other 1.3%.

Figure II.19 Continuing Education Student Ethnic Composition
Fall 2009 to Spring 2011

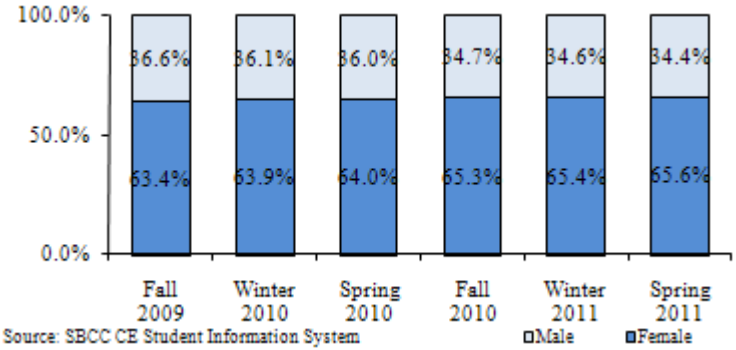


	Asian/Black	Hispanic	Other	White
Fall 2009	4.4%	26.8%	15.3%	53.4%
Winter 2010	4.2%	26.9%	15.3%	53.6%
Spring 2010	4.5%	26.3%	16.4%	52.9%
Fall 2010	4.5%	26.7%	15.3%	53.6%
Winter 2011	4.3%	25.9%	15.5%	54.3%
Spring 2011	4.6%	26.3%	16.5%	52.6%

Continuing Education Gender Composition

Between Fall 2009 and Spring 2011, the ratio of female to male students in SBCC's Continuing Education programs increased slightly, from roughly 64% female and 36% male to 66% female and 34% male (see Figure II.20).

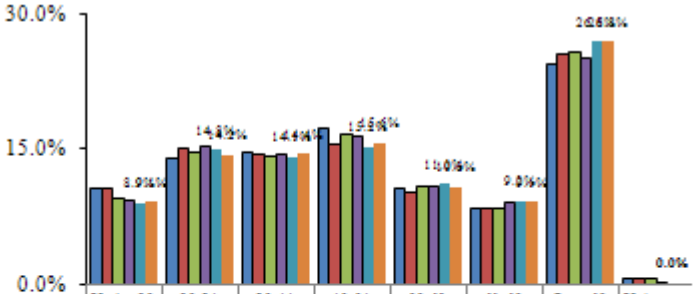
Figure II.20 Continuing Education Student Gender Composition
Fall 2009 to Spring 2011



Continuing Education Age Composition

The age groupings of Continuing Education students remained fairly constant from Fall 2009 to Spring 2011. The largest category is the over-65 age group, followed by those between 45 and 54 years old (see Figure II.21).

Figure II.21 Continuing Education Student Age Composition Fall 2009 to Spring 2011



	Under 25	25-34	35-44	45-54	55-60	61-65	Over 65	Unknown
Fall 2009	10.5%	14.0%	14.5%	17.1%	10.5%	8.4%	24.4%	0.6%
Winter 2010	10.6%	15.1%	14.4%	15.5%	10.0%	8.3%	25.5%	0.6%
Spring 2010	9.5%	14.6%	14.1%	16.5%	10.8%	8.3%	25.8%	0.5%
Fall 2010	9.3%	15.2%	14.3%	16.3%	10.7%	9.0%	25.1%	0.1%
Winter 2011	8.9%	14.8%	14.1%	15.2%	11.0%	9.2%	26.8%	0.0%
Spring 2011	9.1%	14.2%	14.4%	15.6%	10.8%	9.1%	26.8%	0.0%

Source: SBCC CE Student Information System

Key Areas of Institutional Effectiveness in the Area of Student Outreach and Responsiveness to the Community

Over the past five years, the College has made substantial progress in enhancing student access. The College has expanded instructional options through its Online College and Professional Development courses for employees to ensure that all segments of the population in the District can take advantage of an affordable higher education. SBCC has been successful in developing and maintaining a student body that reflects the diversity of the College's service area. The College's mix of credit and non-credit instructional programs enhances this diversity.

College Action in the Area of Student Outreach and Responsiveness to the Community

The College will continue its educational efforts for students, faculty, and staff in understanding and appreciating the social, demographic, and cultural diversity within the College community. SBCC will continue to fulfill its responsibilities to accommodate existing students, and reach out to the underserved segments of the population in our community, who seek the essential advantages that higher education provides.

As part of the comprehensive Institutional Self Study published in June 2009, prepared as part of our Reaffirmation of Accreditation, we have developed a number of planning agendas including increase the number of online degrees and certificates to 26 in all, of which at least 3 or 4 are relevant for this commentary.

The Distance Education Task Force was recently created to make recommendations for ensuring equivalent services for campus-based and distance education services at SBCC. A Transfer Task Force has been created to examine transfer rates and patterns in detail, and recommend strategies for increasing successful transfers among those students who indicate transfer to a 4-year institution as their goal.

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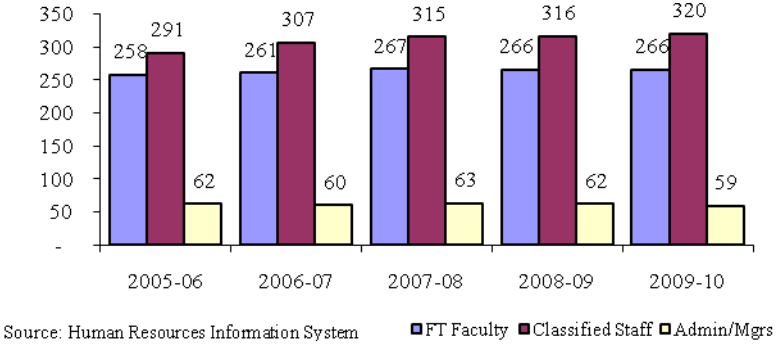
CHAPTER III: FACULTY, STAFF AND ADMINISTRATORS/MANAGERS

Regular Faculty, Staff and Administrators/Managers

Due to the reductions in state funding for community colleges, the full-time faculty obligation has been waived; thus the College did not hire new full-time faculty for 2008-09 or 2009-10. Regarding classified staff positions, a those that became vacant due to retirements or resignations were kept vacant for a period, due to the state fiscal crisis in 2008-09. However, by 2009-10, all classified vacancies have been filled, and several positions have been added. Regarding administrative and management positions, the college restructured its Continuing Education management positions, reducing the number of Deans from 2 to 1, and eliminating a Director position. In the Credit division, a Dean position that became vacant in August 2009 was not replaced; the workload has been effectively absorbed by the remaining Deans.

Figure III.1 Permanent Faculty, Staff and Administrators/Managers 2005-06 to 2009-10



Source: Human Resources Information System

In every year, the majority of new hires among regular faculty, staff and administrators/managers are replacement positions and not new positions (see Table III.2). Discrepancies between overall increases in headcount from year to year (Figure III.1) versus the number of new positions each year occur as a result of retirements, resignations, promotions, transfers, positions that are not replaced, temporary contracts, and replacements for leaves of absence and reduced workloads.

Table III.2 Replacement vs. New Positions Among Permanent Faculty, Staff and Administrator/Manager New Hires 2006-07 to 2010-11

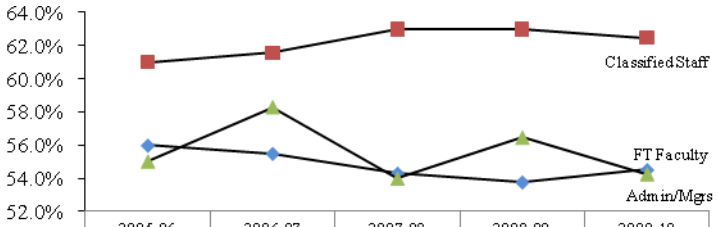
	2006-07	2007-08	2008-09	2009-10	2010-11
Faculty Hires	12	16	12	11	8
Replacements	9	11	9	11	8
New Positions	3	5	3	0	0
Staff Hires	53	38	33	26	23
Replacements	37	29	28	26	23
New Positions	16	9	5	0	0
Admin/Mgrs Hires	7	7	3	5	4
Replacements	5	5	2	5	4
New Positions	2	2	1	0	0

Source: Human Resources Information System

Gender Composition of Faculty and Staff

The proportion of women remained fairly stable over the past five years; ranging from 54% to 56% among faculty, from 61% to 63% among staff, and from 54% to 58% among administrators and managers (see Figure III.3).

Figure III.3 Percent Women among Permanent Faculty, Staff and Administrators/Managers 2005-06 to 2009-10



	2005-06	2006-07	2007-08	2008-09	2009-10
FT Faculty	56.0%	55.5%	54.3%	53.8%	54.5%
Classified Staff	61.0%	61.6%	63.0%	63.0%	62.5%
Admin/Mgrs	55.0%	58.3%	54.0%	56.5%	54.2%

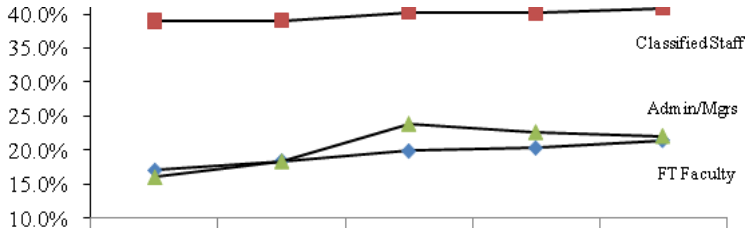
Source: Human Resources Information System

Ethnic Composition of Faculty and Staff

The percentage of minorities among regular classified staff increased from 39% to 41% over the last five years. An increase in minorities can also be seen among full-time faculty, from 17% to 21% during this same period. The proportion of minorities among administrators and managers increased from 16% to 22% between 2005-06 and 2009-10. The proportion of minorities among classified staff is about twice that of full-time faculty or administrators (see Figure III.4).

The college has made a concerted effort in the outreach and recruitment process for filling vacancies to increase the number of applications for qualified minorities and other underrepresented groups. The increase in the number of minorities has been steady. The college will continue its efforts in this important area.

Figure III.4 Percent Minorities among Permanent Faculty, Staff and Administrators/Managers 2005-06 to 2009-10



	2005-06	2006-07	2007-08	2008-09	2009-10
FT Faculty	17.0%	18.4%	19.9%	20.3%	21.4%
Classified Staff	39.0%	39.1%	40.3%	40.2%	40.9%
Admin/Mgrs	16.0%	18.3%	23.8%	22.6%	22.0%

Source: Human Resources Information System

Ethnic Composition of New College Hires

Over the past five years there was a fluctuating number of ethnic minorities hired to fill permanent faculty, classified staff and administrative/ management vacancies, as shown in the table below.

Table III.5 New Hires and Minority New Hires 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
Faculty	12	16	12	11	8
Minority Faculty	3	4	7	2	1
Staff	53	38	33	26	23
Minority Staff	15	16	16	7	9
Management	7	7	3	5	4
Minority Management	2	3	1	2	1

Source: Human Resources Information System

Opportunities for Professional Development

At SBCC, the Human Resources and Legal Affairs Division (HRLA) is responsible for coordinating professional development for classified and management employees. HRLA oversees the professional growth program, which is an incentive system that provides stipends to classified staff and classified managers. This system serves a similar purpose to the opportunities for faculty to advance on the salary schedule based on completed units. Courses offered in the Staff Resource Center (SRC), the Professional Development Center (PDC) and Online training courses can be the basis for employees to earn these stipends. The total number of both regular and hourly staff and managers served by these centers is shown in Table III.6.

SRC enrollments were highest between 2005-06 and 2007-08, when a large number of training classes were offered during our transition to the Banner student information system, followed by a planned reduction in offerings once the transition was complete. The decrease in PDC enrollment from 2008-09 to 2009-10 reflects the significant reduction in community employee training programs as a result of sharply reduced training budgets of local area employers. The decrease in Online Training from 2008-09 to 2009-10 is due to a reduced number of subscriptions available for this service.

Table III.6 SBCC Employee Participation in SRC, PDC and Online Training

	2005-06	2006-07	2007-08	2008-09	2009-10
SRC	424	342	317	213	191
PDC	149	116	136	120	82
Online	430	398	243	264	43

Source: SBCC Student Information System & IT

Percent Growth in FTES Compared to Percent Growth in Permanent Employees

New full-time faculty positions are determined by the state funded growth in FTES (known as the Full-Time Faculty Obligation). Due to the reductions in state funding for community colleges, the full-time faculty obligation has been waived, thus the College did not hire new full-time faculty for 2008-09 or 2009-10 (see Table III.7).

Table III.7 Percent Growth in FTES Compared to Percent Growth in Regular Employees

	% Growth Faculty	% Growth Staff	% Growth Managers	% Growth FTES
2005-06 to 2006-07	1.20%	5.50%	-3.23%	1.81%
2006-07 to 2007-08	2.30%	2.61%	5.00%	3.23%
2007-08 to 2008-09	-0.37%	0.32%	-1.59%	4.73%
2008-09 to 2009-10	0.00%	1.27%	-4.84%	1.55%

Source: Human Resources and SBCC Student Information System

Key Areas of Institutional Effectiveness in the Area of Faculty, Staff and Administrators/Managers

Over the past five years, the percentage of women increased for faculty and regular staff, and fluctuated from year to year for administrators/managers. The percentage of minorities among full-time faculty increased slightly, remained stable among staff, and fluctuated slightly over the period for management.

College Action in the Area of Faculty, Staff and Administrators/Managers

The College will continue to expand its efforts to hire highly qualified and diverse faculty and administrators. Due to the ongoing state fiscal crisis, the

College will also continue to analyze each vacancy as it occurs and decide on whether the position can remain unfilled for a period.

CHAPTER IV: APPLICATIONS OF TECHNOLOGY

Ratio of the Number of Computers Available on Campus per Full-Time Equivalent Students (FTES)

The growth in computers has resulted primarily from increases in faculty and computer lab development over the last seven years, including the implementation of the Digital Arts Center, a video production lab, assessment testing lab, the Earth and Biological Sciences computer classroom and labs, the Cyber Center, and expanded labs in the Library and in mathematics. In general, the increases in computers on campus have outpaced the growth in credit FTES over the preceding 4 years but declined in the 2009-10 school year due to a decrease in funding of new equipment(see Table IV.1).

Table IV.1 Ratio of Credit FTES to the Number of On-campus Computers

	2005-06	2006-07	2007-08	2008-09	2009-10
# Computers	1,645	1,723	2,084	2,363	2,374
Credit FTES	14,391	14,729	15,043	15,975	16,523
FTES/#Computers	8.7	8.5	7.2	6.8	7.0

Source: Information Technology & SBCC Student Information System

Ability to Renew and Replace Technology Equipment on a Regular Basis

The college measures its ability to renew and replace technology equipment on a regular basis in the following ways:

a. Average Age of Computers and Servers at Time of Replacement

b. Annual Expenditures for Technology Replacement as a Percentage of Technology Inventory

c. Technology Equipment Reserve Amounts for Committed Replacements and for Contingency Funding

The following sections include a detailed analysis of each of these measures.

a. Average Age of Computers and Servers at Time of Replacement

In 1999-2000, the District Technology Committee and the College Planning Council decided to move from a five-year to a four-year replacement cycle for faculty and staff computers, and to three-year and four-year replacement cycles for instructional computer classrooms and labs, respectively. During the budget reductions for 2002-03, the College moved to a four-year replacement cycle for all desktop machines and most computer labs. Due to the state fiscal crisis that started in 2008-09 and budget reductions for community colleges, the refresh period has been moved again to five years for 2009-10. At the server level, the increase in the average age of server replacements has resulted from not replacing servers in 2008-09, and reflects their age if they are replaced in 2009-10. The College will assess the fiscal situation and determine in 2010-11 whether to continue with the five-year replacement cycle or return to the four-year cycle. The larger servers for core administrative systems continue to have a useful life of five to six years (see Table IV.2).

Table IV.2 Average Age of Computers and Servers at Time of Replacement

	2005-06	2006-07	2007-08	2008-09	2009-10
Age of Computers (Years)	4.3	4.1	4.2	4.8	5
Age of Servers (Years)	4.8	4.5	4.1	5.1	5.4

Source: Information Technology

b. Annual Expenditures for Technology Replacement as a Percentage of Technology Inventory

The increase in expenditures for technology equipment replacement reflects both the growing inventory of equipment and the move to a four-year replacement cycle for desktop computers beginning in 1999-00. It is anticipated that replacement costs as a percentage of inventory will range between 20 and 25% of inventory, based on the number of computers in the replacement cycle each year (see Table IV.3). Due to budget reductions for the 2002-03 year, in 2003-04 the percentage replacement fell short of this target. By 2004-05, the refresh budget was restored and a normal refresh cycle is averaging between 20 and 25% of inventory with a little catch-up in 2005-06 and 2006-07, when a number of large student labs were refreshed. The 2007-08 replacement of campus network infrastructure was delayed due to ongoing redesign activities. Again because of budget shortfalls, refresh percentages declined in 2007-08 and continue forward representing the move to a 5 year replacement cycle.

Table IV.3 Annual Expenditures for Technology Replacement as a Percentage of Technology Inventory

	2005-06	2006-07	2007-08	2008-09	2009-10
Replacement Expenditures ($M)	$1.26	$1.30	$0.70	$0.24	$0.40
% of Inventory	26.1%	26.8%	18.6%	10.2%	17.0%

Source: Information Technology

c. Technology Equipment Reserve Amounts for Committed Replacements and for Contingency Funding

The College has increased its technology equipment replacement contingency in order to continue funding replacement costs during periods of shortfalls in state technology equipment replacement funding (see Table IV.4). The targeted level of $2.4 million provided for two years of equipment replacement funding without state revenue. These funds were reduced in 2002-03 due to budget cuts in the State Technology and Telecommunications Infrastructure Program. Due to the 2002-03 budget cuts, these reserve funds were reduced significantly to pay for needed computer renewals during that year. In 2005-06, all technology fund reserves were diverted to funding the Banner implementation project, thus reducing the reserve to zero. The 2007-08 budget year required a much smaller number of computers and other hardware that needed replacement and therefore there was $550,000 carried forward into the 2008-09 budget year. $600,000 was allocated in 2008-09 to the equipment fund, but budget shortfalls put a freeze on spending early into the budget year, resulting in a carry forward of $826,000 into the 2009-10 budget year. This carry forward was enough to carry us through the 2009-10 year without any additional funding. We are anticipating at least two more years of constrained budgets, and have planned a five-year replacement cycle for both the 2009-10 and 2010-11 budget years.

Table IV.4 Technology Equipment Reserve Amounts

	2005-06	2006-07	2007-08	2008-09	2009-10
Committed Replacements ($M)	$1.20	$1.20	$0.94	$0.60	$0.00
Contingency ($M)	$2.70	$0.00	$0.48	$0.55	$0.83

Source: Information Technology

Ability to Fund New Technology Initiatives Each Year

The College measures its ability to fund new technology initiatives each year by the amount of expenditures for new technology projects. Budget cuts in 2002-03 placed funding for new technology initiatives on hold, and required the College to seek private funding for several important technology projects, including the construction of a cyber support center for SBCC students in the Campus Center and the expansion of the Math Computer Lab in the IDC building. Categorical funds were used to fund the purchase and installation of a new document imaging system for student transcript information (see Table IV.5). In 2008-09, the Banner implementation was coming to an end, but because of state budget cuts to community colleges, no new funds were committed to technology projects.

Table IV.5 Expenditures for New Technology Projects

	2005-06	2006-07	2007-08	2008-09	2009-10
New Technology Projects ($ K)	$234	$18	$0	$0	$0
Banner Project ($ K)	$1,704	$2,174	$1,169	$149	$274

Source: Information Technology

Most of the campus instructional labs have been funded by new technology funding. In addition, funding for new technology-mediated classrooms has historically been from the general fund for new initiatives. New funds have also been used to support the development of the Online College and the implementation of the SBCC student portal. Most of the new funding in the last five years has been used for the conversion to the Banner ERP system.

Ability to Support and Maintain Instructional Computer Classrooms and Labs

The College measures its ability to support and maintain instructional computer classrooms and labs by the ratio of Instructional Computer Lab Coordinators (ICLCs) to the number of computers in such facilities. This ratio has remained fairly stable over the past five years (see Table IV.6). The opening of the student support CyberCenter in 2004-05 added 25 computers for direct student access, and a new ICLC position to provide technical support. In 2005-06, the implementation of a College-wide classification study of classified staff resulted in two more ICLC positions for a total of 12.

Table IV.6 Ratio of Computers in Classrooms and Labs/Instructional Computer Lab Coordinators

	2005-06	2006-07	2007-08	2008-09	2009-10
# Computers	1,135	1,167	1,211	1,211	1,371
# ICLCs	12	12	12	12	12
Ratio	94.6	97.3	100.9	100.9	114.3

Source: Information Technology

Ability of the Institution to Support and Maintain its Network and Telecommunications Infrastructure

The College measures its ability to support and maintain its network and telecommunications infrastructure in the following ways:

a. Ratio of Network Administrators to Number of Network Users and Servers

b. Utilization of Internet Bandwidth Capacity

c. Ratio of User Support and Training Staff to Total Faculty and Staff

The following sections include a detailed analysis of each of these measures.

a. Ratio of Network Administrators to Number of Network Users and Servers

The growth of network administrators has been driven by the increasing scope and complexity of the campus network and Internet structures (see Table IV.7). Management of network security has also increased significantly with the installation of a campus firewall and more Web services being made available to students, faculty and staff. The College is making efforts to consolidate the number of individual servers supporting networking and administrative applications, but the number continues to grow as we bring back to campus many of the services that had been remotely hosted in the past. The growth in the number of network users is primarily a result of increased use of the campus network environment by more adjunct faculty and the residents of temporary office space that has proliferated on campus. The large increase in the number of users in 2007-08 is due to a significant expansion of the campus wireless network, which provides campus network access to students with laptops and PDA's.

Table IV.7 Ratio of Network Administrators (FTE) to Number of Users and Servers

	2005-06	2006-07	2007-08	2008-09	2009-10
# Users	1,556	1,623	2,233	2,363	2,374
# FTE	6.0	6.0	6.0	6.0	6.0
Ratio Users/FTE	259	271	372	394	396
# Physical Servers	44	52	95	95	93
# Virtual Servers	0	0	0	10	87
# Total Servers	44	52	95	105	180
# FTE	6.0	6.0	6.0	6.0	6.0
Ratio Servers/FTE	7.3	8.7	15.8	17.5	30.0

Source: Information Technology

b. Utilization of Internet Bandwidth Capacity

These measures of peak Internet bandwidth capacity in Table IV.8 indicate the overall utilization of the SBCC network connectivity to the Internet. While the network may experience near capacity loading in very short periods during peak instructional hours, there is still room for growth in Internet use. This is due to the increase in available bandwidth. During the 2003-04 academic year, the College moved to a 45 megabit per second connection to the Internet, which resulted in an apparent decrease in the usage, but in actuality it simply reflects that the College took a couple of years to expand its usage to take advantage of the newly available capacity. This increased capacity was achieved through a conversion of all California Community Colleges to the new California Education Network Infrastructure Corporation (CENIC), which is a non-profit corporation supporting California educational institutions. However, with ever-increasing demands placed on bandwidth, both inbound and outbound, to the Internet, we were awaiting the addition of a second CENIC connection that will add a redundant link for availability with a speed of one gigabit per second. This circuit went live in March of 2009 and helped to eliminate times when we were hitting 100% of available inbound bandwidth. The following table compares bandwidth usage before and after the upgrade to the gigabit Internet circuit

Table IV.8a Percent Utilization of Internet Bandwidth Capacity

	Pre Gig Install (Pre March 2009)	**Post Gig Install (March 09-Present)**
Daily Avg. Utilization	31.73%	1.16%
Avg. Daily Low	1.80%	8.00%
Avg. Daily High	79.20%	8.41%

Source: Information Technology

Table IV.8b Percent Utilization of Internet Bandwidth Capacity Weekly

	2005-06	2006-07	2007-08	2008-09	2009-10
% Inbound	35.6%	47.4%	84.0%	87.6%	6.0%
% Outbound	11.7%	13.3%	33.0%	36.3%	1.8%

Source: Information Technology

c. Ratio of User Support and Training Staff to Total Faculty and Staff

The number of user support and training staff remained constant over the last five-year period, while the number of SBCC faculty and staff has increased (see Table IV.9). This growth has resulted in increased demands for support and training, and has stretched the capacity of the support staff to respond in a timely fashion and to provide all technical training desired by the institution. It should be noted that online, self-paced training options have mitigated to some degree the need for face-to-face training.

Table IV.9 Ratio of User Support and Training Staff (FTE) to Permanent Faculty and Staff

	2005-06	2006-07	2007-08	2008-09	2009-10
# Permanent Employees (hourly faculty and staff not included)	611	628	660	644	645
# Support FTE	8	8	8	8	8
Ratio	76	79	83	81	81

Source: Information Technology

Ability to Support 24/7 Access Year-Round to the College's Web Applications

The College measures its ability to support 24/7 access year-round to the College's web applications by the percentage of available "up-time." Over the last two years, the College has substantially improved this performance index to 99.9% availability by increasing network server, storage, and communications redundancy (see Table IV.10). The College engaged in a remodeling project of the campus server rooms to provide redundant electrical power, improved air conditioning capabilities, and a new backup generator to improve systems availability. In 2009 the college began off site monitoring of all enterprise services and can now report on availability both on and off campus.

Table IV.10 Ratio of "Up-Time" to Total Hours of Operation

Service	2009-10 % Uptime
Primary Web Server	99.9%
Xythos	99.7%
Moodle	99.8%
Pipeline	99.9%
CE Web Site	99.8%
Groupwise Web	99.2%

Source: Information Technology

Availability of Student Services Online

Students have had the ability to apply online since Fall 2000. With the campus-wide implementation of Campus Pipeline in Fall 2001, students gained improved access to information and instructional course content. This includes access to transfer information through the DARS degree audit system as well as course grade lookup capabilities. With the rollout of the Banner student system in Spring 2007 and the integration of Campus Pipeline into the Banner system, students now have online access to most student services from submitting a college application to registering for their classes to making payment for college courses.

Key Areas of Institutional Effectiveness in the Area of Applications of Technology

Over the past five years, the College has made significant progress in the deployment of new technologies in support of instruction, services, and overall operations. The Online College first offered classes in Fall 1998 and expanded very rapidly, becoming an important component of SBCC's instructional offerings. Initially, online courses were hosted on-campus, but were moved to an offsite hosting facility due to unreliable power and after-hours support issues. In 2008-09, we have begun the migration back to campus servers with the installation of a data center generator and better hardware. The College also moved from using WebCT in an off-site hosted environment to using Moodle, which is hosted on campus. This has increased the number of campus servers, as well as inbound and outbound bandwidth utilization. In terms of computer workstations, the College has expanded its infrastructure to support the growth in faculty, staff and students. The number of staff providing network maintenance, user support, and training has remained fairly stable over the period whereas the demands have increased significantly as a result of this growth. The deployment of campus-wide Wi-Fi access has made network resources available to thousands of additional users who bring laptops or PDAs to campus.

College Action in the Area of Applications of Technology

During the past four years, a number of new initiatives have been planned and implemented including: the Banner ERP system, integration of the Campus Pipeline portal with the Banner student system, implementation of single-sign-on capability in the Campus Pipeline portal providing easy access to other third- party systems from a single login to the student portal, expansion of the campus wireless network, implementation and support for a new campus ID card system that provides debit card functionality, and the deployment of web-based file storage for all college faculty, staff, and students that is accessible from any networked computer anywhere in the world. During 2007-08, the College piloted a new learning management system, Moodle. Following the successful pilot, a production version was created with integration to the Banner student system, and the Online College migrated all distance learning courses from WebCT to Moodle during the 2008-09 year. In the 2009-10 year the college increased the number of online courses using Moodle and more than doubled the number of wireless access points installed on campus. In addition wireless access points were

installed at the Wake Center and at our Cosmetology Program located in the Magnolia shopping center.

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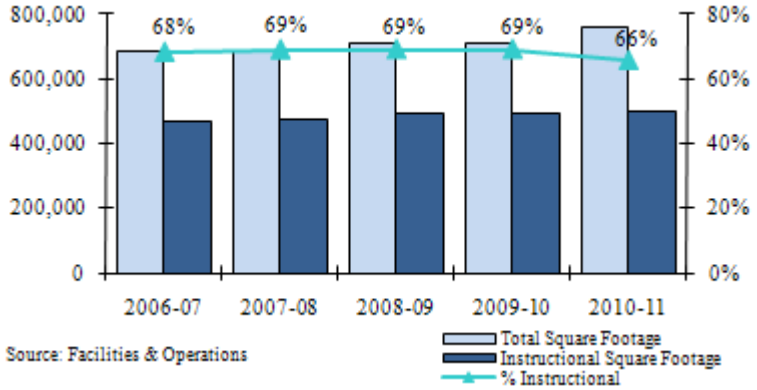
CHAPTER V: FACILITIES

Square Footage

The overall space available for instructional and non-instructional activities at the College (including the two Continuing Education centers), increased slightly in 2007-08, 2008-09 and 2010-11. The overall space available in 2010-11 was 760,365 square feet, of which 499,634 or 66% was dedicated to instruction (see Figure V.1).

Figure V.1 SBCC Building Space - Square Footage
2006-07 to 2010-11



Energy Utilization/Square Foot

The cost of electricity increased in 2006, and decreased again slightly each year thereafter. The cost of natural gas fluctuated, reaching its highest point in 2007. The cost of water reached its highest point in 2007 and 2008, and decreased in 2009 and 2010 (see Table V.2).

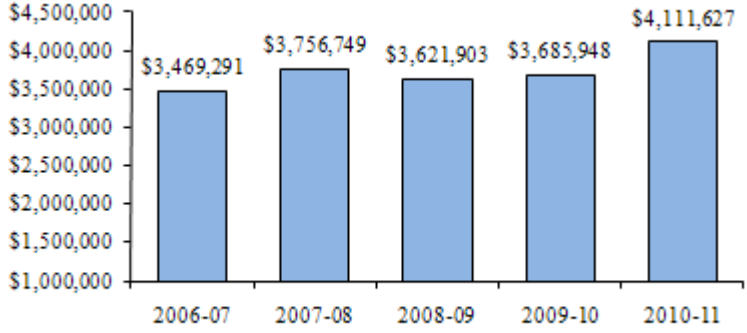
Table V.2 Cost of Electricity, Gas and Water per Square Foot
2006 to 2010

Calendar Yr	$Electricity/Sq. Foot	$Gas/Sq. Foot	$Water/Sq. Foot
2006	$1.64	$0.22	$0.22
2007	$1.61	$0.28	$0.29
2008	$1.54	$0.21	$0.29
2009	$1.40	$0.22	$0.24
2010	$1.35	$0.20	$0.21
Source: Facilities & Operations			

Annual Expenditures for Maintenance and Upkeep of Facilities

The annual expenditures for the maintenance and upkeep of facilities increased by 18.5% between 2006-07 and 2010-11. 2008-09 expenditures decreased by 3.6% from the previous year due to efforts to reduce expenditures as a result of reductions in state funding (see Figure V.3).

Figure V.3 Annual Expenditures for Maintenance and Upkeep of Facilities 2006-07 to 2010-11



Source: Facilities & Operations

Key Areas of Institutional Effectiveness in the Area of Facilities

The College is committed to maintaining a physical environment that provides the best possible conditions, within the resources available, for teaching and learning and for conducting the operations of various College services and units. The annual expenditures for maintenance and upkeep of facilities demonstrate this commitment.

College Action in the Area of Facilities

The College will need to continue its efforts to ensure an appropriate level of maintenance and upkeep of facilities and explore options for renewing and upgrading its infrastructure, especially as new facilities are added and existing facilities are renovated. The passage on June 3, 2008 of the Measure V bond for capital improvements includes $17 million for deferred maintenance projects. This infusion of money will allow the College to make significant improvements throughout the main campus, and the two

Continuing Education centers. The ongoing state fiscal challenges will continue to pose difficulties in this area.

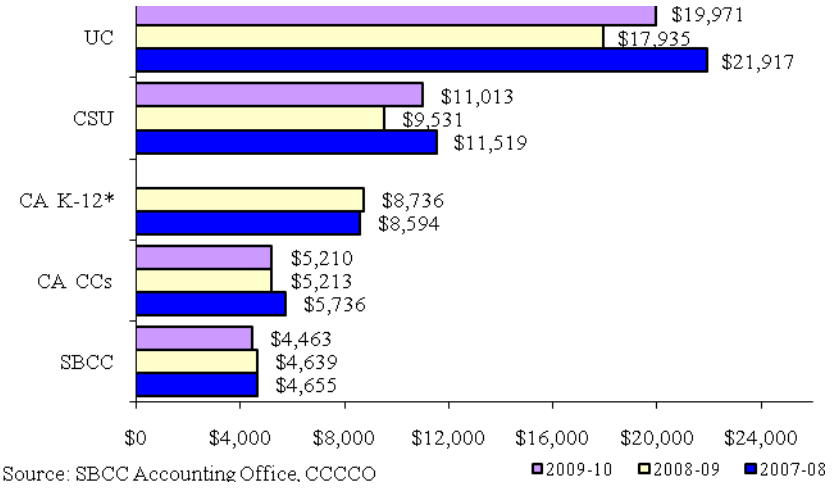
CHAPTER VI: FISCAL SUPPORT

The fiscal health of the College is an ongoing key area of emphasis for the Board of Trustees, administration, faculty, and staff of the institution.

Average Funding per FTES

The average state funding for the California Community Colleges continues to lag behind the funding provided to California K-12, CSU and UC systems, and the funding for SBCC specifically is lower than the statewide average (see Figure VI.1). SBCC experienced a more significant growth in per FTES funding in 2006-07 due to the implementation of SB361 funding mechanism, which provided equalization of funding across the community colleges. Average state funding per FTES for UC, CSU and California Community Colleges is provided by California Postsecondary Education Commission (CPEC). Data for SBCC is provided by the SBCC Accounting Office and K-12 data is from the California Department of Education (CDE). However, data for 2009-10 are not yet available for CA K-12.

Figure VI.1 Average State Funding per FTES
2007-08 to 2009-10



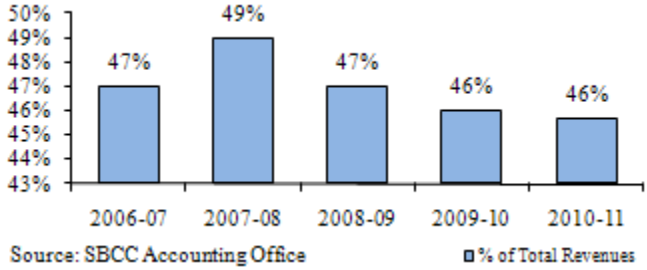
Source: SBCC Accounting Office, CCCCO

*These data are not yet available for 2009-10

State General Apportionment as a Percentage of Total Revenues

This percentage increased to its highest point (49%) in 2007-08, and declined again over the next two years (see Figure VI.2).

Figure VI.2 State General Apportionment as a Percentage of Total Revenues (Unrestricted and Restricted) 2006-07 to 2010-11



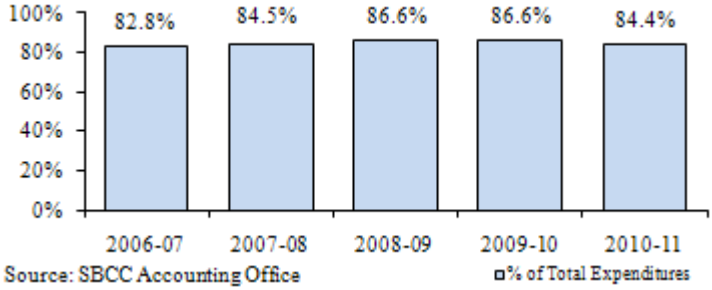
Restricted Revenues as a Percentage of Total Revenues (Unrestricted and Restricted)

Restricted revenues represented 14% of the total revenues in 2010-11, similar to 13% and 14% in the previous two years. However, a decrease from 16% in 2007-08 was a direct result of the significant reduction in funding for categorical programs that started in 2008-09.

Salaries and Fringe Benefits

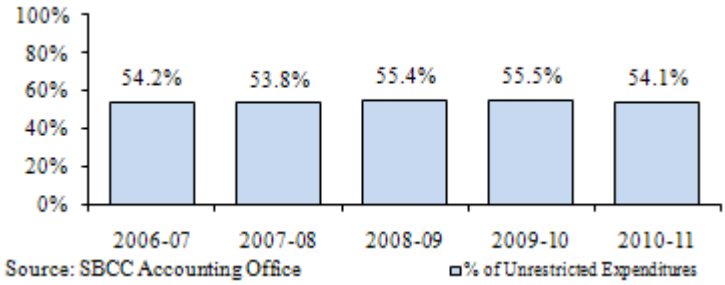
Fringe benefits (excluding STRS and PERS) represent 16% of salaries, and STRS and PERS constitute an additional 7% of salaries. Total salaries and benefits represented 84.4% of total expenditures from restricted and unrestricted funds in 2010-11; down from 86.6% in 2008-09 and 2009-10, which is the highest level of the period (see Figure VI.3). Because a high proportion of the expenditures is for salaries and benefits, discretionary unrestricted general funds that the College can spend on new initiatives or to enhance support of existing projects and programs are limited.

Figure VI.3 Salaries & Benefits as a Percentage of Total Restricted and Unrestricted Expenditures 2006-07 to 2010-11



Instructional salaries and benefits represented between 53.8% and 55.5% of total expenditures from unrestricted funds across the period (see Figure VI.4). The College is in compliance with Education Code Section 84362 (i.e., the 50% Law).

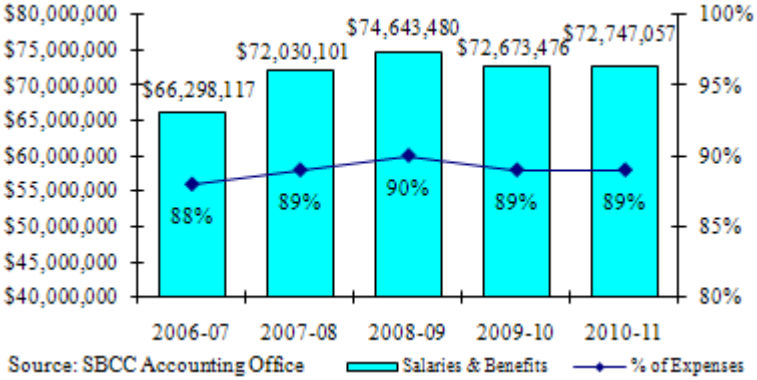
Figure VI.4 Instructional Salaries & Benefits as a Percentage of Total Unrestricted Expenditures 2006-07 to 2010-11



Unrestricted General Fund: Salaries and Benefits

The College's expenditures for unrestricted salaries and benefits grew by almost $18 million from 2004-05 to 2007-08, and decreased by almost $2M in 2009-10 compared to 2008-09. The decline was due to a combination of factors: a number of vacancies in management and administrative positions were not filled, the rates for hourly pay of short-term staff and students workers were restructured and brought to levels consistent with peer community colleges and similar pay, other vacancies were filled after keeping the positions open for longer periods, where possible. When examining salaries and benefits as a percentage of the unrestricted general fund, this percentage has remained fairly constant between 88% and 90% of the College's expenses (see Figure VI.5). However, this means that the College's ability to expend unrestricted general funds on projects and new initiatives is limited.

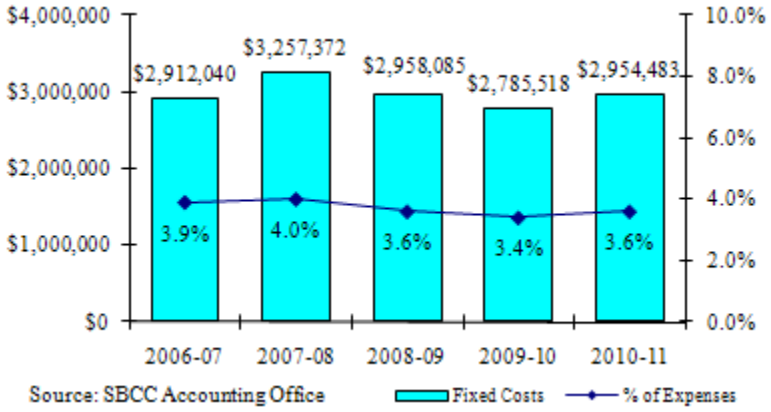
Figure VI.5 Unrestricted Salaries & Benefits as a Percentage of Unrestricted General Fund Expenses
2006-07 to 2010-11



Unrestricted General Fund: Fixed Costs

The College's expenditures for fixed costs have increased by over $42,000 in the past five years, which represents a 1.52% increase. Fixed costs are those expenses that the College must pay and there is little flexibility or control over the amounts. These include utilities, insurance, and audit and banking fees. When examining fixed costs as a percentage of the unrestricted general fund, this percentage has remained between 3.4% and 4% across the period (see Figure VI.6). The drop in recent years is due to efforts to slow down expenditures in 2008-09 and 2009-10 in light of the state fiscal crisis and reductions in state funding for community colleges, including SBCC.

Figure VI.6 Fixed Costs as a Percentage of Unrestricted General Fund Expenses 2006-07 to 2010-11



Unrestricted General Fund: Salaries, Benefits and Fixed Costs

That portion of the College's revenues and expenditures that is not salaries, benefits or fixed costs represents the discretionary portion of the College's budget. For most of the past five years, these combined costs have been between 83% and 88% of the unrestricted general fund revenues and between 92% and 93% of expenses. These figures indicate that only 12% to 17% of the revenues and 7% to 8% of the expenses are discretionary. The combined expenses for salaries and benefits and fixed costs grew by over $15M from 2005-06 to 2008-09, and decreased by over $2M in 2009-10 (see Figures VI.7 & VI.8).

Figure VI.7 Salaries, Benefits & Fixed Costs as a Percentage of Unrestricted General Fund Revenues 2006-07 to 2010-11

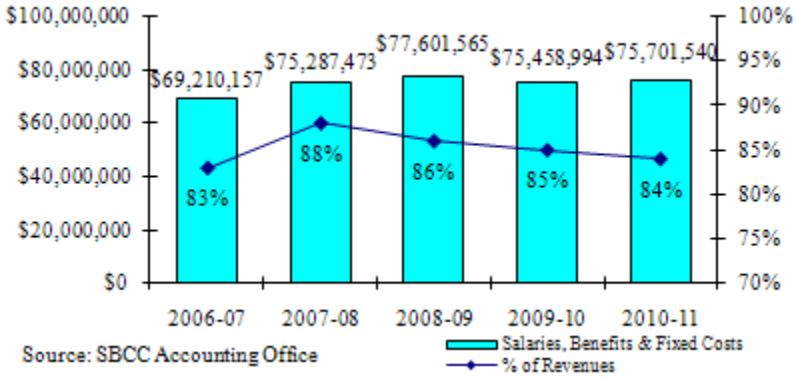
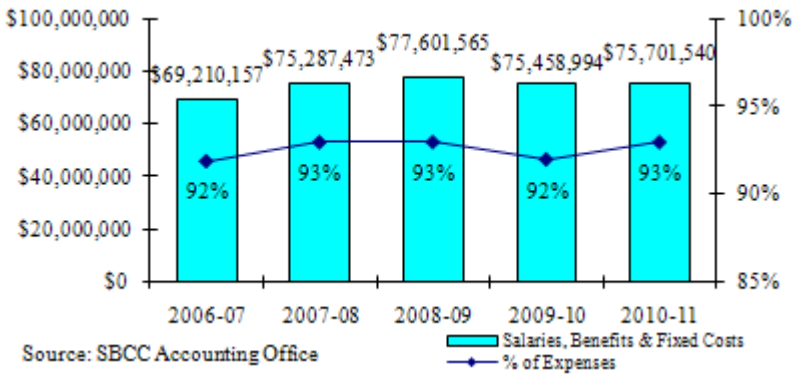


Figure VI.8 Salaries, Benefits & Fixed Costs as a Percentage of Unrestricted General Fund Expenses 2006-07 to 2010-11



State Cost of Living Adjustment (COLA) versus Consumer Price Index (CPI) Increases

The percentage increase in the annual CPI for all products for the Southern California region exceeded the state COLA in three of the four years between 2007-08 and 2010-11 (see Table VI.9).

Table VI.9 COLA and CPI 2007-08 to 2010-11

	2007-08	2008-09	2009-10	2010-11	4-Year Average
COLA	4.53%	0.00%	0.00%	0.00%	1.13%
CPI	5.38%	-2.22%	0.88%	2.86%	1.72%

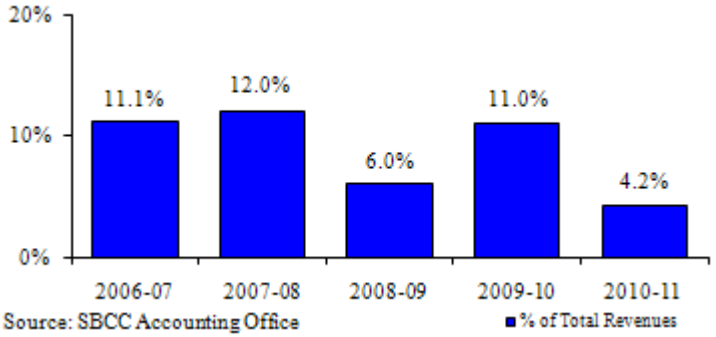
Source: SBCC Accounting Office

Capital Outlay Expenditures

Capital expenditures are for items that are not consumed or used up like a supply, but rather have a useful life that lasts for more than two years. Capital outlay will include equipment, land, buildings, ground improvements, and building construction, remodeling or additions.

The capital outlay expenditures as a percentage of total revenues (including general, equipment and construction funds) fluctuated only slightly between 11% and 12% in 2006-07, 2007-08 and 2009-10, but dropped to 6% in 2008-09 and 4% in 2010-11 (see Figure VI.10). These drops are due to the decision to reduce expenditures in 2008-09, and again in 2010-11, in light of the state fiscal crisis and the need to preserve cash reserves to deal with deferred payments and reduced funding from the state.

Figure VI.10 Capital Outlay Expenditures as a Percentage of Total Revenues (Restricted and Unrestricted Funds) 2006-07 to 2010-11



General Fund Balance as a Percentage of Total Unrestricted General Fund Expenses

Total general fund balances as a percentage of total unrestricted general fund expenses decreased from 36% in 2006-07 to 28% in 2007-08, and increased again to 44% in 2010-11. Figure VI.10 shows the fund balances as a percentage of unrestricted general fund expenditures and Table VI.11 shows actual fund balances.

Figure VI.10 Total Fund Balances as a Percentage of Unrestricted General Fund Expenditures Excluding Transfers 2006-07 to 2010-11

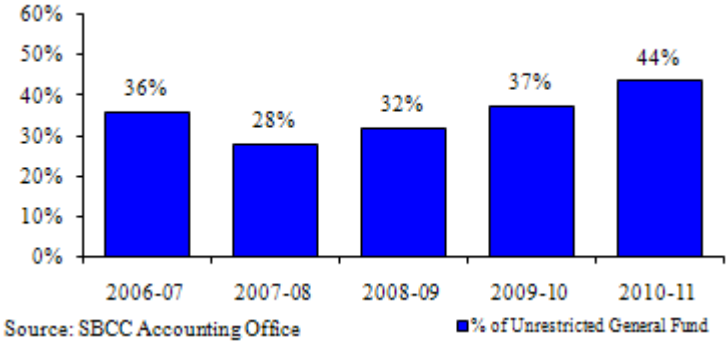


Table VI.11 Fund Balance (in Thousands) 2006-07 to 2010-11

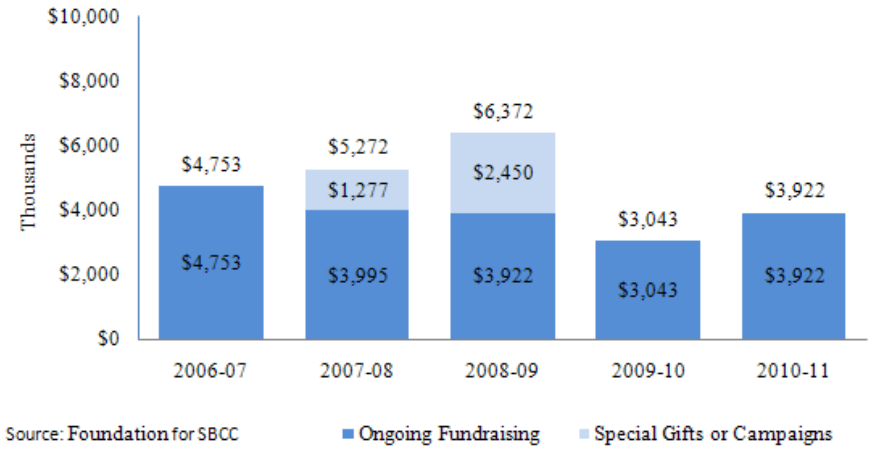
	2006-07	2007-08	2008-09	2009-10	2010-11
General	10,717	11,209	16,483	22,886	22,464
Equipment	5,020	4,307	4,192	2,675	5,699
Construction	11,153	7,085	6,240	4,883	7,431
Total	26,890	22,601	26,915	30,444	35,594
% of Expenses	36%	28%	32%	37%	44%

Source: SBCC Accounting Office

The Foundation for SBCC

The Foundation for SBCC was established in 1976 as a not-for-profit 501(c)(3) corporation with the purpose of supporting the College's mission. The primary mission of the Foundation is to provide financial support that aids SBCC in achieving a level of excellence beyond what is possible with state funding. Special gifts or campaigns include $1.277M raised by the SoMA (School of Media Arts) Capital Campaign in 2007-08 and a $2.45M estate gift in 2008-09. The decrease in donations received in 2009-10 reflects the downturn in the economy (see Figure VI.13).

Figure VI.13 Foundation Annual Funds Raised (In Thousands) 2006-07 to 2010-11



Key Areas of Institutional Effectiveness in the Area of Fiscal Support

During years of fiscal instability, the Board of Trustees and the administration avoided fiscal problems by diligently developing and administering the college budget. Between 2003-04 and 2007-08, California Community Colleges and SBCC experienced very good budgets with significant infusion of new money through the implementation of the SB 361 funding mechanism and the equalization of funding across the 72 California community college districts and 112 community colleges. From a total fund balance of over $30 million at the end of 2001-02, the College started 2008-09 with a total ending balance of $22.6 million and a bleak fiscal outlook. In 2008-09 and 2009-10, the College took deliberate and proactive measures to deal with the state fiscal crisis. As a result, the College was able to maintain employment of all regular employees and preserve core instruction and services.

College Action in the Area of Fiscal Support

In 2008-09 and 2009-10, the College has reduced its operating expenses to meet the budget reductions effected by the State. The College has made concerted efforts to continue ongoing unrestricted general fund expenditure reductions in 2009-10 and achieved a balanced budget, in spite of significant reductions in state funding. The College will engage in a systematic analysis of its budgeting practices, reduce ongoing unrestricted general fund expenditures, link program reviews to planning and budgeting, and aggressively pursue alternative sources of revenues. At the same time, as a college, our two most important commitments and efforts are towards maintaining 1) core instruction and programs that serve our students, and 2) employment of regular employees: full-time faculty, regular classified staff and administrators/managers.

2010-2011 Institutional Effectiveness Annual Report

From the Office of Acting Superintendent/President
Dr. Jack Friedlander

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The report is also available online at
www.sbcc.edu/institutionalresearch

Chancellor's Office
California Community Colleges

Accountability Reporting for the Community Colleges:

Draft Report

A Report to the Legislature, pursuant to AB 1417

February 2012

California Community Colleges Chancellor's Office
http://www.cccco.edu

DRAFT

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Appendices

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Introduction to the 2012 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 2012 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 CCCCO 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 2012 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.

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 2012 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.

In the final ARCC Report, which we will release in March 2012, the sixth page for a college will show 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. Self-assessments are not included in this ARCC draft because each college will issue a new self-assessment based upon this ARCC draft. The self-assessment in the final ARCC report is important because it may help to explain the

performance figures for a college. The ARCC staff in 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 final 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 2012 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 2012 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 2012 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 attended a California Community College
2. The annual number of Community College transfers to four-year institutions
3. The transfer rate to four-year institutions from the California Community College System
4. The annual number of degrees/certificates conferred by vocational programs
5. The increase in wages following completion of a vocational degree/certificate
6. The annual number of basic skills improvements
7. Systemwide participation rates per 1,000 population (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.

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 or attend courses across multiple community colleges during their period of enrollment and their performance outcomes must be analyzed using data from several community colleges rather than from an individual college.

Beginning with the 2010 ARCC report, additional analysis revealed that a data-reporting artifact may occur for the year that an institution joins the 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 ARCC reports prior to 2010.

A Note About The Annual Number of Transfers and the Transfer Rate

The Annual Number of California Community College Transfers to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions (Table 4, 5 and 8, Figure 2 and 5) and the Transfer Rate (Table 9) is determined by a student level data match with National Student Clearinghouse (NSC). The NSC match was not complete at the time MIS extracted the data for this draft report. The final report in March should have the updated figures.

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Student Progress and Achievement: Degree/Certificate/Transfer

Figure 1:
Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2005-2006 to 2010-2011 Who Attended a California Community College (CCC)

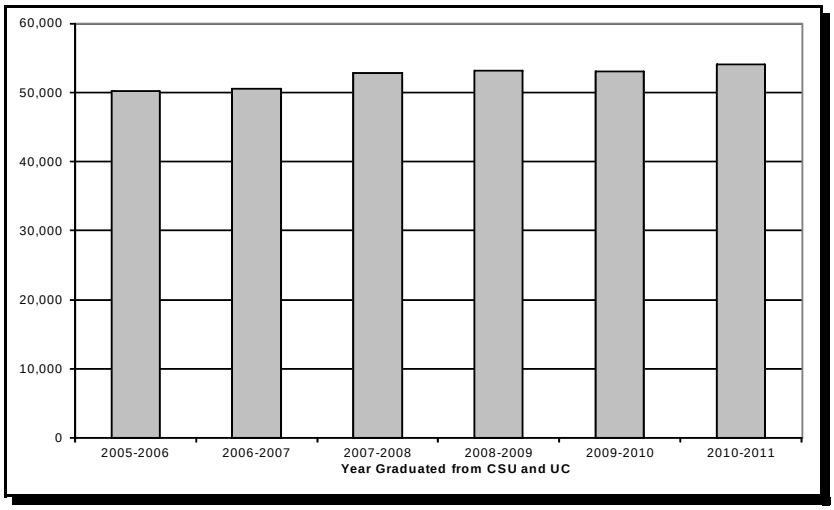


Table 1:
Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2005-2006 to 2010-2011 Who Attended a California Community College (CCC)

Year Graduated From CSU or UC

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total BA/BS (CSU & UC)	110,990	112,474	115,548	117,309	120,274	124,666
Total Who Attended CCC	50,248	50,611	52,825	53,238	53,124	54,090
CSU and UC Percent	45.3%	45.0%	45.7%	45.4%	44.2%	43.4%

Table 2:
Annual Number and Percentage of CSU Baccalaureate Students from 2005-2006 to 2010-2011 Who Attended a CCC

Year Graduated From CSU

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total BA/BS from CSU	69,350	70,887	73,132	74,643	75,418	77,731
Total Who Attended CCC	38,365	38,827	40,337	40,968	40,606	40,831
CSU Percent	55.3%	54.8%	55.2%	54.9%	53.8%	52.5%

Table 3:
Annual Number and Percentage of UC Baccalaureate Students from 2005-2006 to 2010-2011 Who Attended a CCC

Year Graduated From UC

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total BA/BS from UC	41,640	41,587	42,416	42,666	44,856	46,935
Total Who Attended CCC	11,883	11,784	12,488	12,270	12,518	13,259
UC Percent	28.5%	28.3%	29.4%	28.8%	27.9%	28.2%

Results:

Figure 1 and Table 1 present a slight increase in 2010-2011 of the annual number of California State University (CSU) and University of California (UC) baccalaureate degree recipients who attended a California Community College (CCC). However, Table 1 also reflects a small decrease in the percentage of graduates who originally attended a CCC beginning in 2008-20009. 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.

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 2:
Annual Number of California Community College Transfers to Baccalaureate Granting Institutions from 2005-2006 to 2010-2011

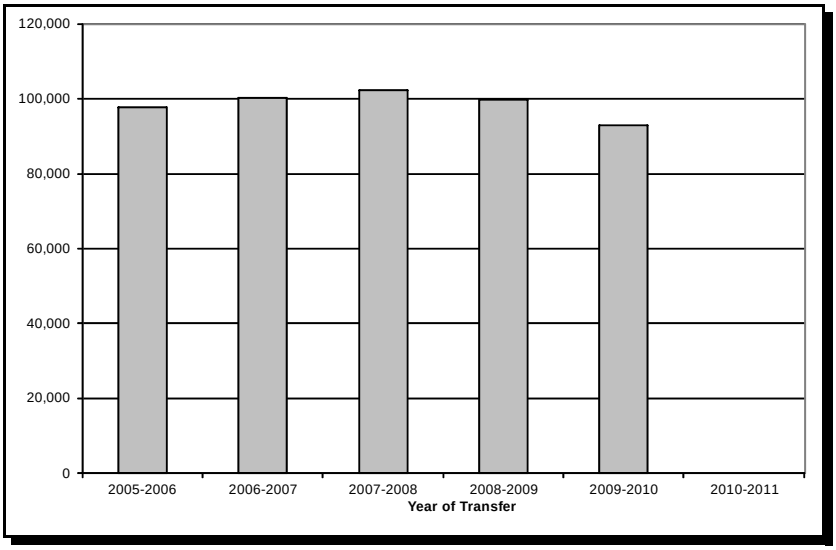


Table 4:
Annual Number of California Community College Transfers to Baccalaureate Granting Institutions from 2005-2006 to 2010-2011

Year of Transfer

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total Transfers	97,888	100,314	102,335	99,837	92,985	

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

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
CSU Transfers	52,641	54,391	54,971	49,770	37,674	56,959
UC Transfers	13,510	13,871	13,909	14,059	14,702	15,976
ISP Transfers	19,291	19,182	19,860	20,819	23,584	
OOS Transfers	12,446	12,870	13,595	15,189	17,025	

Results:

Figure 2 and Table 4 feature the annual number of California Community College (CCC) transfers to four-year institutions across six years. Table 5 displays the annual number of transfers for four segments, California State University (CSU); University of California (UC); In-State Private (ISP); and Out-of-State (OOS) four-year institutions. The data for 2010-2011 will be available in the final March report.

For Methodology and Data Source, see Appendix B.

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 3:
Annual Number of California Community College Transfers to California State University (CSU) from 2005-2006 to 2010-2011

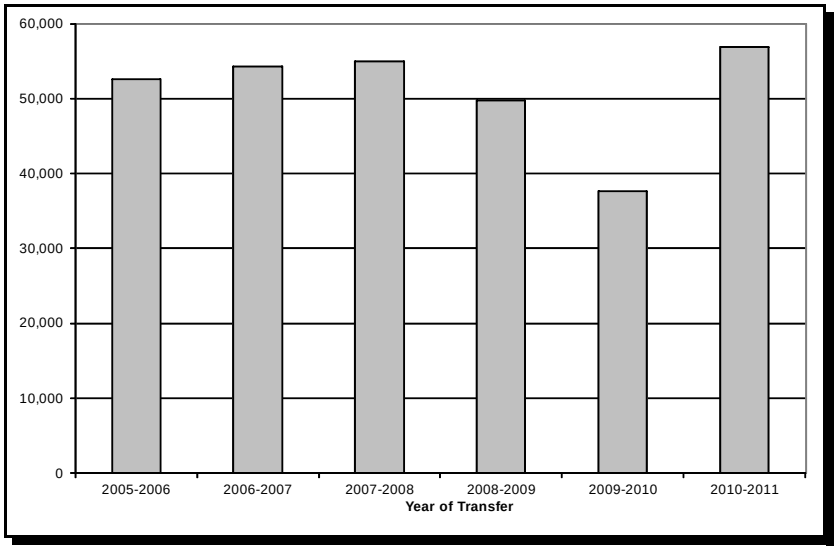


Table 6:
Annual Number of California Community College Transfers to California State University (CSU) from 2005-2006 to 2010-2011

Year of Transfer

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
CSU Transfers	52,641	54,391	54,971	49,770	37,674	56,959

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 increased from 2005-2006 to 2007-2008 but decreases the subsequent two years (2008-2009 and 2009-2010) before increasing substantially in 2010-2011.

For Methodology and Data Source, see Appendix B.

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 4:
Annual Number of California Community College Transfers to the University of California (UC) from 2005-2006 to 2010-2011

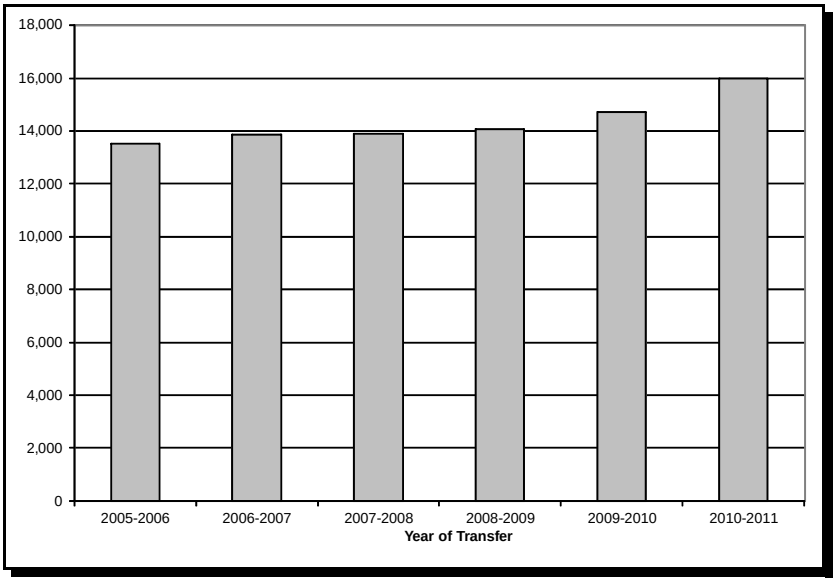


Table 7:
Annual Number of California Community College Transfers to the University of California (UC) from 2005-2006 to 2010-2011

Year of Transfer

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
UC Transfers	13,510	13,871	13,909	14,059	14,702	15,976

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 2005-2006 to 2010-2011

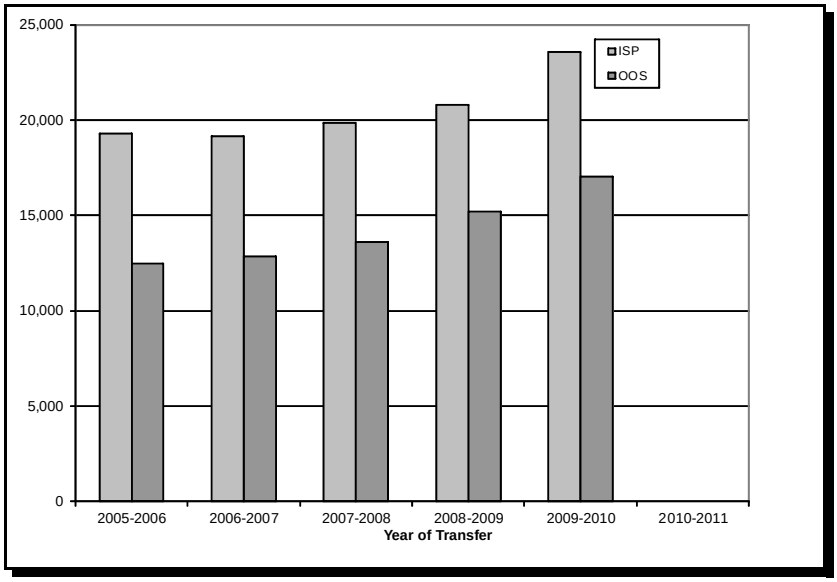


Table 8:
Annual Number of California Community College Transfers to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions from 2005-2006 to 2010-2011

Year of Transfer

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
ISP Transfers	19,291	19,182	19,860	20,819	23,584	
OOS Transfers	12,466	12,870	13,595	15,189	17,025	

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 data for 2010-2011 will be available in the final March report.

For Methodology and Data Source, see Appendix B.

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.

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Transfer Rate	40.8%	40.8%	

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 data for the 2005-06 cohort will be available in the final March report.

For Methodology and Data Source, see Appendix B

Table 10: Annual Number of Vocational Awards by Program from 2008-2009 to 2010-2011 (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)		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Accounting	2,553	2,669	3,027	1,042	1,086	1,287	1,511	1,583	1,740
Administration of Justice	6,191	5,542	5,412	2,084	2,322	2,431	4,107	3,220	2,981
Aeronautical and Aviation Technology	332	387	491	51	48	71	281	339	420
Agricultural Power Equipment Technology	97	80	96	14	11	11	83	69	85
Agriculture Business, Sales and Service	98	73	87	63	64	77	35	9	10
Agriculture Technology and Sciences, General	50	29	51	26	22	34	24	7	17
Animal Science	495	477	505	324	286	313	171	191	192
Applied Design	21	9	11	5	7	8	16	2	3
Applied Photography	148	211	241	66	97	73	82	114	168
Architecture and Architectural Technology	444	400	439	212	196	227	232	204	212
Athletic Training and Sports Medicine	21	16	23	17	16	23	4	0	0
Automotive Collision Repair	173	139	234	27	26	24	146	113	210
Automotive Technology	1,889	2,044	2,689	328	307	312	1,561	1,737	2,377
Aviation and Airport Management and Services	173	212	240	116	119	140	57	93	100
Banking and Finance	57	67	56	34	25	27	23	42	29
Biotechnology and Biomedical Technology	101	188	161	27	46	43	74	142	118
Business Administration	2,703	3,180	3,500	2,360	2,746	3,010	343	434	490
Business and Commerce, General	1,459	1,646	1,644	1,296	1,462	1,459	163	184	185
Business Management	2,096	1,510	1,596	884	846	894	1,212	664	702
Cardiovascular Technician	142	159	70	62	54	38	80	105	32
Chemical Technology	5	10	4	3	5	2	2	5	2
Child Development/Early Care and Education	7,142	5,990	6,222	1,897	1,795	1,859	5,245	4,195	4,363
Civil and Construction Management Technology	552	515	477	120	123	128	432	392	349
Commercial Art	55	56	52	39	31	23	16	25	29
Commercial Music	312	241	307	56	66	80	256	175	227
Community Health Care Worker	8	17	67	3	3	4	5	14	63
Computer Information Systems	576	567	538	314	312	298	262	255	240
Computer Infrastructure and Support	561	677	716	201	245	238	360	432	478
Computer Software Development	357	285	312	92	121	122	265	164	190
Construction Crafts Technology	1,168	948	1,011	130	117	147	1,038	831	864

Table 10 *(continued)*

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Cosmetology and Barbering	1,538	1,552	1,453	91	108	113	1,447	1,444	1,340
Customer Service	5	8	19	1	0	1	4	8	18
Dental Occupations	927	1,021	898	426	417	382	501	604	516
Diagnostic Medical Sonography	74	71	95	47	25	40	27	46	55
Diesel Technology	261	248	236	49	36	33	212	212	203
Digital Media	558	614	719	241	220	261	317	394	458
Drafting Technology	528	575	472	174	194	177	354	381	295
Educational Aide (Teacher Assistant)	103	49	75	22	27	35	81	22	40
Educational Technology	2	3	10	1	1	0	1	2	10
Electro-Mechanical Technology	28	45	30	6	10	3	22	35	27
Electro-Neurodiagnostic Technology		19	2		19	2		0	0
Electrocardiography	20	20	67	0	0	0	20	20	67
Electronics and Electric Technology	956	938	889	232	216	235	724	722	654
Emergency Medical Services	1,934	1,534	1,540	6	2	4	1,928	1,532	1,536
Engineering Technology, General	20	25	30	12	14	21	8	11	9
Environmental Control Technology	479	533	620	56	73	110	423	460	510
Environmental Technology	120	206	159	10	22	43	110	184	116
Family and Consumer Sciences, General	116	91	89	115	89	83	1	2	6
Family Studies	43	9	23	42	8	19	1	1	4
Fashion	406	339	433	120	138	188	286	201	245
Fire Technology	2,786	2,921	2,910	883	985	1,095	1,903	1,936	1,815
Food Processing and Related Technologies		1	2		1	0		0	2
Forestry	50	29	53	21	12	18	29	17	35
Gerontology	75	98	103	16	16	18	59	82	85
Graphic Art and Design	350	447	406	160	213	217	190	234	189
Health Information Technology	175	297	363	49	99	121	126	198	242
Health Occupations, General	59	66	196	46	42	135	13	24	61
Health Professions, Transfer Core Curriculum	291	323	493	286	321	465	5	2	28
Horticulture	346	405	450	121	129	124	225	276	326
Hospital and Health Care Administration		2			1			1	
Hospital Central Service Technician	36	43	21	0	0	0	36	43	21

Table 10 *(continued)*

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Hospitality	403	344	395	116	112	133	287	232	262
Human Services	1,479	1,747	1,753	441	557	564	1,038	1,190	1,189
Industrial Systems Technology and Main.	91	121	125	8	21	17	83	100	108
Information Technology, General	156	136	110	2	1	17	154	135	93
Instrumentation Technology	2	2	2	1	1	2	1	1	0
Insurance	7	3	4	2	0	1	5	3	3
Interior Design and Merchandising	415	427	341	161	144	123	254	283	218
International Business and Trade	296	143	111	47	46	33	249	97	78
Journalism	90	108	106	66	80	73	24	28	33
Labor and Industrial Relations	11	22	12	3	2	2	8	20	10
Laboratory Science Technology	15	19	15	7	6	4	8	13	11
Legal and Community Interpretation	50	67	51	9	14	6	41	53	45
Library Technician (Aide)	143	173	147	32	33	43	111	140	104
Logistics and Materials Transportation	37	57	67	3	4	10	34	53	57
Manufacturing and Industrial Technology	889	793	869	146	149	164	743	644	705
Marine Technology		23	47		7	6		16	41
Marketing and Distribution	228	309	335	103	145	153	125	164	182
Mass Communications	5	2	7	4	1	7	1	1	0
Massage Therapy	40	42	68	9	8	20	31	34	48
Medical Assisting	922	1,025	978	130	175	233	792	850	745
Medical Laboratory Technology	126	110	114	16	20	21	110	90	93
Mortuary Science	51	55	58	51	55	58	0	0	0
Natural Resources	63	63	75	38	32	44	25	31	31
Nursing	8,519	8,388	8,077	5,974	6,233	5,869	2,545	2,155	2,208
Nutrition, Foods, and Culinary Arts	1,228	1,447	1,563	157	203	271	1,071	1,244	1,292
Occupational Therapy Technology	66	68	82	65	68	82	1	0	0
Ocean Technology	6	10	6	4	3	3	2	7	3
Office Technology/Office Computer Apps.	1,548	1,463	1,474	428	431	435	1,120	1,032	1,039
Orthopedic Assistant	12	8	11	5	4	3	7	4	8
Other Agriculture and Natural Resources	11	13	20	7	8	5	4	5	15
Other Architecture and Environmental Design	2	2	3	0	0	0	2	2	3

Table 10 *(continued)*

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Other Business and Management	290	298	309	258	270	252	32	28	57
Other Commercial Services	0	0	0	0	0	0	0	0	0
Other Engineering and Related Ind. Tech.	111	99	79	39	52	28	72	47	51
Other Family and Consumer Sciences	1			0			1		
Other Fine and Applied Arts	6	4	8	2	2	5	4	2	3
Other Health Occupations	89	99	133	0	0	0	89	99	133
Other Information Technology	126	65	76	0	2	0	126	63	76
Other Media and Communications	4	10	13	0	0	0	4	10	13
Other Public and Protective Services	95	58	6	2	0	1	93	58	5
Paralegal	841	928	1,003	357	404	432	484	524	571
Paramedic	439	395	424	73	80	100	366	315	324
Pharmacy Technology	188	234	267	53	72	66	135	162	201
Physical Therapist Assistant	103	83	87	103	83	87	0	0	0
Physicians Assistant	69	68	73	10	4	11	59	64	62
Plant Science	36	21	51	14	16	19	22	5	32
Polysomnography	8	1	14	8	1	14	0	0	0
Printing and Lithography	47	54	49	9	9	12	38	45	37
Psychiatric Technician	562	525	472	55	110	85	507	415	387
Public Administration	34	81	89	14	12	18	20	69	71
Public Relations	3	3		1	1		2	2	
Radiation Therapy Technician	9	3	4	7	0	4	2	3	0
Radio and Television	243	281	339	106	147	153	137	134	186
Radio, Motion Picture and Television	1			0			1		
Radiologic Technology	577	555	618	390	378	444	187	177	174
Real Estate	444	391	380	180	152	129	264	239	251
Respiratory Care/Therapy	588	550	532	424	426	414	164	124	118
Special Education	35	33	39	20	20	19	15	13	20
Speech/Language Pathology & Audiology	126	191	175	82	123	135	44	68	40
Surgical Technician	49	43	62	10	11	30	39	32	32
Technical Communication	14	34	2	3	5	0	11	29	2
Technical Theater	34	41	45	8	23	16	26	18	29

Table 10 *(continued)*

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Travel Services and Tourism	156	160	148	45	43	29	111	117	119
Viticulture, Enology, and Wine Bus.	29	38	64	18	14	28	11	24	36
Vocational ESL	0	0	0	0	0	0	0	0	0
Water and Wastewater Technology	225	275	335	70	76	79	155	199	256
World Wide Web Admin.	42	60	65	7	10	5	35	50	60
Total	64,800	63,747	66,122	25,529	27,151	28,363	39,271	36,596	37,759

Results:

Table 10 shows the numbers of awards issued by 128 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 39 to 43 percent of the credit awards issued, with certificates making up 57 to 61 percent.

For Methodology and Data Source, see Appendix B.

Table 11: "Top 25" Vocational Programs in 2010-2011, by Volume of Total Awards

Includes Certificates Requiring Fewer Than 18 Units

	Program Title	Total Credit Awards 2010-2011	AA/AS Degrees 2010-2011	All Certificates (Credit) 2010-2011
1	Nursing	8,077	5,869	2,208
2	Child Development/Early Care and Education	6,222	1,859	4,363
3	Administration of Justice	5,412	2,431	2,981
4	Business Administration	3,500	3,010	490
5	Accounting	3,027	1,287	1,740
6	Fire Technology	2,910	1,095	1,815
7	Automotive Technology	2,689	312	2,377
8	Human Services	1,753	564	1,189
9	Business and Commerce, General	1,644	1,459	185
10	Business Management	1,596	894	702
11	Nutrition, Foods, and Culinary Arts	1,563	271	1,292
12	Emergency Medical Services	1,540	4	1,536
13	Office Technology/Office Computer Applications	1,474	435	1,039
14	Cosmetology and Barbering	1,453	113	1,340
15	Construction Crafts Technology	1,011	147	864
16	Paralegal	1,003	432	571
17	Medical Assisting	978	233	745
18	Dental Occupations	898	382	516
19	Electronics and Electric Technology	889	235	654
20	Manufacturing and Industrial Technology	869	164	705
21	Digital Media	719	261	458
22	Computer Infrastructure and Support	716	238	478
23	Environmental Control Technology	620	110	510
24	Radiologic Technology	618	444	174
25	Computer Information Systems	538	298	240

Results:

As shown in Table 11, Nursing programs issued the highest total number of awards in 2010-2011 (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.

Fig. 6a: Wages for Students Attaining Award in 2003-2004

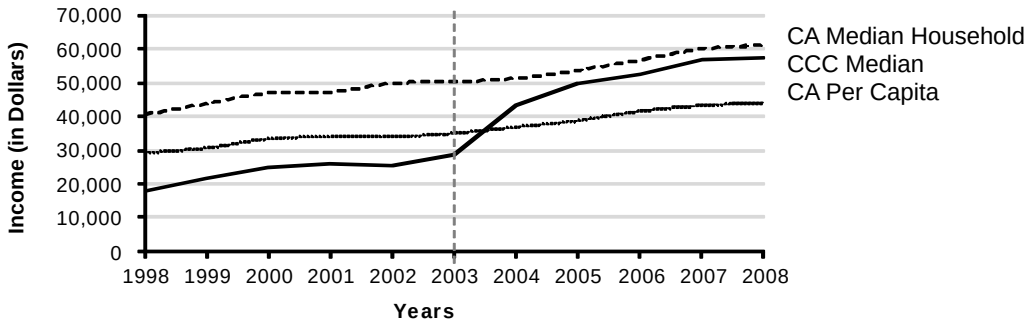


Fig. 6b: Wages for Students Attaining Award in 2004-2005

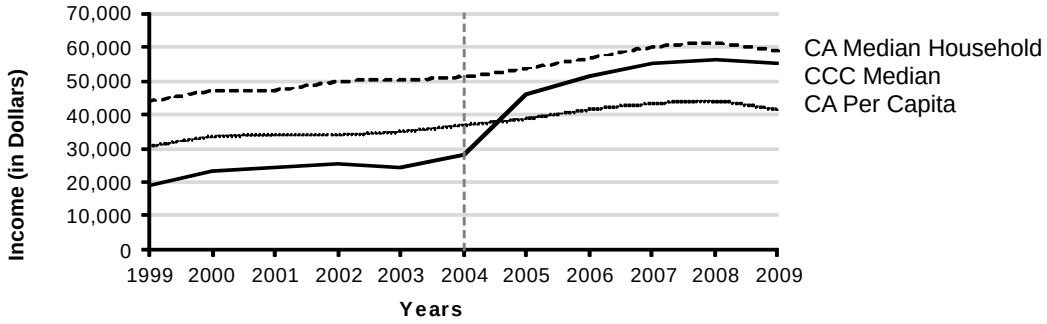
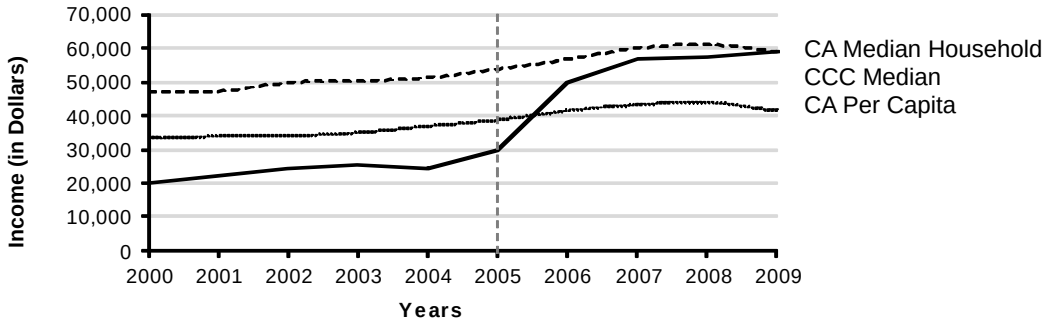


Fig. 6c: Wages for Students Attaining Award in 2005-2006



Results:

Figures 6a, 6b, and 6c represent wage trends for students attaining a vocational degree or certificate in (a) 2003-2004, (b) 2004-2005, and (c) 2005-2006. The dashed vertical line in each figure signifies the award year for each cohort. The trend lines for CCC Median Wages in Figure 6 (solid line) suggest that students receiving vocational awards from community college programs generally experience wage gains in the years following 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 Wage trends shown in these figures, the lines indicate a noticeable “jump” in median wages that occurs following receipt of an award. This jump takes place for all three wage cohorts (2003-2004, 2004-2005, and 2005-2006). 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.

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

(N = 5,136)

(Data for Figure 6a)

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
CA Median Household Income	40,600	43,800	46,900	47,177	49,738	50,220	51,185	53,629	56,645	59,948	61,021
CA Per Capita Income	29,195	30,679	33,404	33,896	34,049	34,975	36,887	38,731	41,518	43,211	43,993
CCC Median Income	17,794	21,668	24,912	25,897	25,602	28,476	43,538	49,617	52,748	56,681	57,192

Table 12b: Income for Students Attaining a Degree or Certificate in 2004-2005

(N = 5,433)

(Data for Figure 6b)

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
CA Median Household Income	43,800	46,900	47,177	49,738	50,220	51,185	53,629	56,645	59,948	61,021	58,931
CA Per Capita Income	30,679	33,404	33,896	34,049	34,975	36,887	38,731	41,518	43,211	43,993	41,353
CCC Median Income	18,976	23,096	24,272	25,358	24,544	28,254	45,846	51,407	55,366	56,286	55,199

Table 12c: Income for Students Attaining a Degree or Certificate in 2005-2006

(N = 5,180)

(Data for Figure 6c)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
CA Median Household Income	46,900	47,177	49,738	50,220	51,185	53,629	56,645	59,948	61,021	58,931
CA Per Capita Income	33,404	33,896	34,049	34,975	36,887	38,731	41,518	43,211	43,993	41,353
CCC Median Income	20,164	22,299	24,322	25,148	24,371	29,750	49,898	56,566	57,580	58,777

Results:

The 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 Wage, contains the annual median wages for a cohort of students who received any vocational award during a particular cohort year (2003-2004, 2004-2005, 2005-2006). 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.

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.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
Number of Students	104,343	111,858	124,522

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 moderately from the first cohort (2006-2007 to 2008-2009) to the second cohort (2007-2008 to 2009-2010), with a considerably larger increase from the second cohort to the most recent cohort (2008-2009 to 2010-2011). Note that, as of 2010, changes in coding for Basic Skills courses (Course Prior to College Level, "CB21") in the Chancellor's Office Management Information System (MIS) and changes in the Taxonomy of Programs (TOP) codes for Basic Skills might have contributed to the marked changes in the numbers of basic skills improvements.

For Methodology and Data Source, see Appendix B.

Participation Rates

Table 14:
Systemwide Participation Rate Per 1,000 Population

	2008-2009	2009-2010	2010-2011
Systemwide Participation Rate	89.7	84.6	82.8

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

	2008-2009	2009-2010	2010-2011
18 to 19	339.4	319.7	310.5
20 to 24	242.9	237.2	236.4
25 to 29	124.8	117.2	115.4
30 to 34	78.6	74.2	73.7
35 to 39	55.9	50.5	49.4
40 to 49	42.3	37.9	36.1
50 to 65	28.8	24.7	22.3

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

	2008-2009	2009-2010	2010-2011
Female	98.1	91.8	89.2
Male	81.5	77.5	76.6

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

	2008-2009	2009-2010	2010-2011
Asian	115.9	105.1	98.9
Black/African American	128.2	117.9	114.2
Hispanic	92.8	89.2	89.6
Native American	137.6	100.7	82.7
Pacific Islander	210.6	162.1	133.4
White	76.0	69.7	66.4
Multirace	2.3	80.1	121.4

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 Methodology and Data Source, See Appendix B.

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

Age	Gender	Ethnicity	2008-2009	2009-2010	2010-2011
18 to 19	Female	Asian	505.6	463.6	422.7
18 to 19	Female	Black/African American	417.9	350.0	314.7
18 to 19	Female	Hispanic	351.8	337.7	334.6
18 to 19	Female	Native American	507.9	341.5	214.4
18 to 19	Female	Pacific Islander	1,028.5	668.5	532.5
18 to 19	Female	White	328.5	300.0	278.8
18 to 19	Female	Multirace	10.8	333.2	496.5
18 to 19	Male	Asian	498.6	461.6	436.9
18 to 19	Male	Black/African American	383.5	319.9	293.0
18 to 19	Male	Hispanic	297.4	285.3	286.9
18 to 19	Male	Native American	431.2	276.9	183.2
18 to 19	Male	Pacific Islander	1,026.3	682.4	507.3
18 to 19	Male	White	298.9	271.6	254.8
18 to 19	Male	Multirace	8.5	287.9	448.5
20 to 24	Female	Asian	393.4	369.9	358.0
20 to 24	Female	Black/African American	315.8	291.0	279.6
20 to 24	Female	Hispanic	244.1	243.4	249.8
20 to 24	Female	Native American	350.9	266.1	222.6
20 to 24	Female	Pacific Islander	652.5	515.0	418.8
20 to 24	Female	White	238.4	225.2	215.2
20 to 24	Female	Multirace	5.2	173.2	263.4
20 to 24	Male	Asian	368.0	354.9	350.6
20 to 24	Male	Black/African American	255.1	242.1	235.4
20 to 24	Male	Hispanic	200.5	198.5	204.0
20 to 24	Male	Native American	274.3	215.9	182.6
20 to 24	Male	Pacific Islander	610.7	521.7	440.5
20 to 24	Male	White	215.8	207.0	201.4
20 to 24	Male	Multirace	5.0	144.0	224.0

Table 18 *(continued)*

Age	Gender	Ethnicity	2008-2009	2009-2010	2010-2011
25 to 29	Female	Asian	187.5	169.1	160.1
25 to 29	Female	Black/African American	191.0	177.5	172.0
25 to 29	Female	Hispanic	126.6	119.0	118.1
25 to 29	Female	Native American	215.6	156.3	130.1
25 to 29	Female	Pacific Islander	262.5	204.0	176.7
25 to 29	Female	White	131.3	118.7	113.6
25 to 29	Female	Multirace	2.3	95.2	136.8
25 to 29	Male	Asian	147.2	136.5	131.1
25 to 29	Male	Black/African American	138.0	130.6	126.3
25 to 29	Male	Hispanic	95.9	91.2	91.8
25 to 29	Male	Native American	174.7	123.9	107.3
25 to 29	Male	Pacific Islander	228.7	184.3	162.0
25 to 29	Male	White	116.9	109.2	108.0
25 to 29	Male	Multirace	2.0	79.0	116.1
30 to 34	Female	Asian	106.4	96.5	91.6
30 to 34	Female	Black/African American	143.6	131.9	128.1
30 to 34	Female	Hispanic	82.4	77.2	74.9
30 to 34	Female	Native American	153.2	115.4	100.2
30 to 34	Female	Pacific Islander	135.6	118.1	98.3
30 to 34	Female	White	79.4	74.6	74.9
30 to 34	Female	Multirace	1.4	64.1	93.3
30 to 34	Male	Asian	76.5	69.2	66.1
30 to 34	Male	Black/African American	105.5	102.5	103.4
30 to 34	Male	Hispanic	62.1	57.8	57.2
30 to 34	Male	Native American	139.2	103.6	92.1
30 to 34	Male	Pacific Islander	121.7	103.7	88.2
30 to 34	Male	White	71.9	69.0	70.9
30 to 34	Male	Multirace	0.8	50.4	77.3

Table 18 *(continued)*

Age	Gender	Ethnicity	2008-2009	2009-2010	2010-2011
35 to 39	Female	Asian	78.2	68.4	62.8
35 to 39	Female	Black/African American	108.6	99.0	100.6
35 to 39	Female	Hispanic	60.3	54.9	53.6
35 to 39	Female	Native American	115.8	81.5	72.8
35 to 39	Female	Pacific Islander	98.9	72.0	64.0
35 to 39	Female	White	54.8	48.5	47.1
35 to 39	Female	Multirace	1.1	39.5	60.0
35 to 39	Male	Asian	52.1	45.7	41.4
35 to 39	Male	Black/African American	82.7	78.6	79.6
35 to 39	Male	Hispanic	42.9	38.9	38.0
35 to 39	Male	Native American	101.7	72.5	67.9
35 to 39	Male	Pacific Islander	93.7	79.7	62.3
35 to 39	Male	White	48.8	44.0	44.1
35 to 39	Male	Multirace	0.6	28.3	45.7
40 to 49	Female	Asian	61.0	52.3	48.8
40 to 49	Female	Black/African American	82.6	76.3	75.5
40 to 49	Female	Hispanic	47.4	42.2	40.3
40 to 49	Female	Native American	83.1	65.9	54.5
40 to 49	Female	Pacific Islander	74.3	56.8	49.6
40 to 49	Female	White	45.6	39.7	36.5
40 to 49	Female	Multirace	0.7	26.0	40.5
40 to 49	Male	Asian	36.3	32.1	29.9
40 to 49	Male	Black/African American	61.5	58.5	59.2
40 to 49	Male	Hispanic	30.1	27.5	26.2
40 to 49	Male	Native American	74.7	55.8	49.6
40 to 49	Male	Pacific Islander	66.3	56.0	49.9
40 to 49	Male	White	33.9	30.7	29.4
40 to 49	Male	Multirace	0.5	16.5	26.6

Table 18 *(continued)*

Age	Gender	Ethnicity	2008-2009	2009-2010	2010-2011
50 to 65	Female	Asian	39.9	33.9	30.5
50 to 65	Female	Black/African American	46.9	42.8	41.0
50 to 65	Female	Hispanic	28.8	25.2	23.7
50 to 65	Female	Native American	53.3	38.2	29.9
50 to 65	Female	Pacific Islander	46.5	35.8	30.6
50 to 65	Female	White	35.5	29.3	25.2
50 to 65	Female	Multirace	0.6	13.1	19.0
50 to 65	Male	Asian	25.1	22.1	19.8
50 to 65	Male	Black/African American	35.7	32.6	32.9
50 to 65	Male	Hispanic	18.6	17.0	15.9
50 to 65	Male	Native American	43.2	31.0	27.9
50 to 65	Male	Pacific Islander	33.3	27.3	24.8
50 to 65	Male	White	22.2	18.7	17.0
50 to 65	Male	Multirace	0.1	8.3	12.1

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 2012 Report:
An Introduction to the College Level Indicators for the February Draft

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). We issue two drafts of the ARCC report. The first draft (issue date October 2011) included initial performance data for the college level indicators. Colleges use the October draft to check the data for their indicators and correct these data as necessary. This second draft, issued in February 2012, includes data for the college peer groups. Colleges use the February draft to prepare their self-assessments in response to performance data and peer grouping. The final version of the report (issue date March 2012) will include these self-assessments.

The following section of the February draft 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 CCCCO 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 independent and out-of-state transfers and traditionally takes place in the spring and fall . The fall match was not complete at the time MIS extracted the data for this draft report. Therefore, the SPAR for the 2012 ARCC Report uses an NSC match from the spring.

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 February 2012 draft, we have partial or complete CDCP data for 41 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.

Although there will be no peer grouping for this indicator in the 2012 ARCC, 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., 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 the Peer Groups in the 2012 ARCC Report

The Chancellor's Office has decided to maintain stability in the peer groups by foregoing new peer group formation for this year's ARCC report. Because 2009 was the last year in which staff performed cluster analysis on the most current data available, the peer groups have remained intact for four consecutive years. However, the Chancellor's Office will probably need to revise the peer groups in a future ARCC report in order to account for the major shifts in data that have occurred since 2009 and for the emergence of new colleges in the system. Table 1.11 in the 2012 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.**

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

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Santa Barbara City College

Santa Barbara 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	63.0%	64.2%	67.0%

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	70.9%	74.0%	74.2%

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	69.1%	71.6%	68.6%

Santa Barbara City College

Santa Barbara 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	80.3%	79.6%	81.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	66.9%	65.9%	67.2%

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	55.9%	57.0%	53.9%
Basic Skills Improvement Rate	64.6%	65.3%	67.4%

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	.%	.%	.%

Santa Barbara City College
Santa Barbara 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	28,457	28,543	27,030
Full-Time Equivalent Students (FTES)	16,097	16,578	15,934

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.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	32.0%	32.0%	32.7 %
20 - 24	28.0%	29.1%	30.2 %
25 - 49	31.7%	30.9%	29.7 %
Over 49	8.2%	8.0%	7.3 %
Unknown	0.1%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	52.5%	52.9%	53.2%
Male	45.9%	45.6%	45.7%
Unknown	1.6%	1.4%	1.2%

Source: Chancellor's Office, Management Information System

Santa Barbara City College
Santa Barbara Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	2.9%	2.7%	2.8%
American Indian/Alaskan Native	1.0%	0.7%	0.5%
Asian	6.9%	6.5%	6.5%
Filipino	1.5%	1.4%	1.2%
Hispanic	27.6%	29.9%	32.5%
Pacific Islander	0.6%	0.4%	0.3%
Two or More Races	.%	1.9%	2.7%
Unknown/Non-Respondent	9.1%	5.3%	3.5%
White Non-Hispanic	50.3%	51.2%	49.9%

Source: Chancellor's Office, Management Information System

Santa Barbara City College

Santa Barbara 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	67.0	61.0	49.8	68.8	*A2*
B	Percent of Students Who Earned at Least 30 Units	74.2	73.3	65.7	81.4	*B2*
C	Persistence Rate	68.6	71.0	57.3	80.8	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.3	73.3	62.6	81.3	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	67.2	63.0	57.3	68.7	*E5*
F	Improvement Rate for Credit Basic Skills Courses	67.4	58.4	38.8	76.9	*F2*
G	Improvement Rate for Credit ESL Courses	53.9	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.

Santa Barbara Continuing Education Division

Santa Barbara 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	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA %	NA %	NA %

Santa Barbara Continuing Education Division

Santa Barbara 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	NA %	NA %	NA %

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	NA %	NA %	NA %

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	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

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	1.3%	1.5%	0.6%

Santa Barbara Continuing Education Division

Santa Barbara 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	21,740	17,520	15,032
Full-Time Equivalent Students (FTES)	.	.	.

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.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	6.9%	5.9%	4.6 %
20 - 24	7.4%	7.6%	7.7 %
25 - 49	37.0%	41.5%	41.9 %
Over 49	45.8%	44.4%	45.9 %
Unknown	2.8%	0.6%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	62.4%	61.4%	60.5%
Male	35.5%	37.0%	36.7%
Unknown	2.0%	1.6%	2.9%

Source: Chancellor's Office, Management Information System

Santa Barbara Continuing Education Division

Santa Barbara Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.4%	1.4%	1.4%
American Indian/Alaskan Native	1.3%	0.9%	0.9%
Asian	3.6%	3.6%	3.6%
Filipino	0.5%	0.4%	0.4%
Hispanic	29.0%	31.9%	34.5%
Pacific Islander	0.2%	0.3%	0.3%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	11.8%	12.6%	12.3%
White Non-Hispanic	52.2%	48.8%	46.6%

Source: Chancellor's Office, Management Information System

Santa Barbara Continuing Education Division

Santa Barbara 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	.	.	.	.	
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.	
C	Persistence Rate	.	.	.	.	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	.	.	.	.	
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.	
G	Improvement Rate for Credit ESL Courses	.	.	.	.	

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.

Appendices

Appendix A: Peer Groups

Appendix B: Methodology for Deriving Counts and Rates for College Level Performance Indicators

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Appendix D: Peer Grouping Methodology

Appendix E: Terms and Abbreviations

Appendix F: Legislation Summary

Appendix G: Record of Interactions by Boards of Trustees

Appendix H: Acknowledgements

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Appendix A: Peer Groups

Introduction

The 2012 ARCC report uses the same peer groups that appeared in the previous three ARCC reports (2009, 2010 and 2011). That is, unlike the initial ARCC reports (2008, 2009), the 2012 report has omitted the *cluster analysis* step that used the most recent data available to identify peer institutions by each performance indicator. The Chancellor's Office has decided to maintain stability in the peer groups by foregoing new peer group formation for this year's ARCC report. For example, in Appendix A, the colleges in peer group A1 for the 2012 ARCC Report will be exactly the same colleges than the previous three ARCC reports.

There are several reasons why the Chancellor's Office has retained the peer groupings for the 2012 report. An analysis by the Chancellor's Office indicates that the data related to each performance indicator reflect considerable changes, presumably from re-submission and recoding of data by colleges to remedy past shortcomings. When substantial changes in data arose, the peer grouping analysis of prior ARCC reports would use statistical analyses to adjust the peer groups to match the new data. The instability of these peer groups for some institutions has meant that some colleges have faced a "moving target" in terms of performance evaluation. Some colleges that experienced year-to-year shifts in their peer groups noted that the shifts complicated their local analyses and planning processes. The change in peer institutions could produce an above-average performance one year but a below-average performance the next year even though the performance of the college on a specific indicator had not changed that much over the two years. In order to minimize this problem of the "moving target" with unstable peer groups, the Chancellor's Office has stabilized the peer groups by retaining the peer groupings from the 2009 report for the 2012 report.

The Chancellor's Office will still need to update the peer groupings in the 2013 report despite the importance of providing stability in the peer groupings. Such updating will probably occur to capture two events that we expect to substantially influence the statistical models behind the peer groupings. The first event is the completion of the statewide effort by the State Academic Senate to standardize the coding of the course-type variable known as "course prior to college level" (data element CB21). This standardization process is expected to alter the data for some performance indicators, and this in turn could result in a new set of environmental factors that ARCC will use to form peer groups for some performance indicators. We note that the effort to upgrade the CB21 element included changes in TOP codes (taxonomy of programs), and these additional changes in the data can also trigger shifts for peer groups and for specific college performance in the affected time period. A second event that will justify peer group updating will be the release of ZIP Code level data from the U.S. Census. Because ARCC peer grouping models use ZIP Code level U.S. Census data for a number of important environmental factors, the Chancellor's Office will take advantage of the new Census data to update its environmental factors.

Appendix A: Peer Groups

Because the Chancellor's Office values equity in between-college comparisons, the Chancellor's Office will continue to work on this important element of the ARCC report. We will continue to test for improvements in peer grouping methodology and to use the most appropriate data that are available.

The following paragraphs of this appendix describe the composition of the peer groups that the main report cites in the college level analysis (Table 1.11: Peer Grouping). There is one table for each of the seven performance indicators (excluding the CDCP indicator). For information about the peer grouping methodology, we refer readers to Appendix D, which gives the essential statistical specifications for the ARCC peer grouping. For information about the analysis that preceded and supported the peer grouping process, we refer readers to Appendix C, which documents the regression analyses that the Chancellor's Office research staff used for the 2009 ARCC report.

Appendix A should help readers by presenting them with four types of information. The first type of information is the average value for each of the uncontrollable factors (labeled as "Means of Predictors") that theoretically influence a given performance indicator in the ARCC. We show these averages for each peer group in the second, third, and fourth columns (reading from the left) of each of the seven tables in this appendix. These data have not changed from since the 2009 ARCC report.

The second type of information is the basic statistical summary of the performance indicator (the lowest rate, the highest rate, and the average rate) within each peer group. These figures appear in the three columns to the right of the shaded vertical border in each table. In the 2012 report, we have updated these figures to reflect the latest ARCC performance data for each peer group.

The third type of information concerns the composition of each peer group. The two rightmost columns of each table display the number of colleges within each peer group as well as the names of the colleges within each peer group. These data remain the same as in the 2009 ARCC report.

Finally, the fourth type of data is the state level figure for each of the uncontrollable factors and performance indicators. These state level figures appear in the last row of each of the tables in this appendix. Each statewide average in the last row is calculated as the sum of individual college values for that predictor or for that performance indicator (as specified by the column heading) divided by the number of colleges for which data were available for that predictor or performance indicator. For example, looking at Table A4, the statewide average for the predictor "Pct Male Fall 2007" is the sum of the percentage of males at each college in Fall 2007 divided by 110, where 110 represents the number of colleges for which those data were available. Similarly, the statewide average for Vocational Course Completion Rate in Table A4 is the sum of the Vocational Course Completion Rate for each college divided by the 110 colleges for which this rate was available. For the 2012 report, only the statewide average for the performance indicator

Appendix A: Peer Groups

(e.g., Vocational Course Completion Rate in Table A4) has changed. Statewide averages for the predictors have not changed from 2009.

We follow the approach described above primarily to facilitate any local efforts to compare peer group performances from previous ARCC reports to those in the 2012 edition.

The statewide averages reported in Appendix A differ from the system averages that we present in the Introduction to the College Level Indicators because the averages in the Introduction use student-level data rather than college-level data. For reporting how the system has performed on an indicator, analysts should use the system averages that appear in the Introduction to the College Level Indicators. For comparing how a peer group has done with respect to all of the colleges in the state, analysts should use the statewide averages that appear in Appendix A.

Users of this report may use these four types of information to help them establish a context for interpreting the peer group results in the main body of the report. The information about the uncontrollable factors, the performance indicators, and the peer group composition allows the user to weigh these different aspects of the peer grouping as they try to evaluate college performances.

Finally, we note some specific details for clarity's sake. The leftmost column of each table displays codes such as "A1" or "E5." These codes signify only a different peer group for each performance indicator. The letter in the code (A through G) denotes the specific performance indicator, and the number in the code (1 through 6) denotes a specific group of colleges for a specific performance indicator. Users should avoid attaching any further meaning to these codes. That is, the colleges in group "A1" are not higher or better than the colleges in group "A2" (and vice versa). For the 2012 report, the codes are comparable to those in previous ARCC reports because we have not conducted any new peer grouping. However, this is not necessarily the case for other previous reports. For example, group "B4" in this report differs from group "B4" in the 2008 ARCC report. We used this coding convention to facilitate the cross-referencing of results in the main report's college pages to this appendix and nothing more.

Users should also remember that the composition of each peer group resulted only from our statistical analysis of the available uncontrollable factors related to each outcome. Therefore, the peer groupings may list some colleges as peers when we customarily would consider them as quite dissimilar. For example, we often consider geographic location and level of population density as factors that distinguish colleges as different (or similar). So, in Table A1 users may note that our peer grouping for Student Progress and Achievement classifies Shasta as a peer for San Jose City, and this tends to clash with our knowledge of the high density setting of the Bay Area and the rural northern California setting of Shasta. However, population density and geographic location within the state are not predictors of this outcome in our statistical analyses (see Appendix C).

Appendix A: Peer Groups

Furthermore, our historical perception of similar colleges tends to rely upon many controllable factors (which we do not consider in our peer grouping procedure), and this perception can also make the reported peer groups seem counter-intuitive.

For some performance indicators, a few colleges will lack a peer group. This is indicated by missing values in Table 1.11. Also, for some colleges, there may be a peer group but no figure for a particular indicator. Both situations occurred in the ARCC peer grouping analysis as a result of insufficient data at the time of analysis. Naturally, some of these situations relate to newly established colleges that lack the operating history to produce sufficient data for the ARCC analyses.

Appendix A: Peer Groups

Table A1: Student Progress & Achievement: Degree/Certificate/Transfer

Student Progress and Achievement Rate Peer Group

	Means of Predictors			Student Progress and Achievement Rate*			Peer Group Colleges	
Peer Group Number	Pct Students Age 25+ Fall 2005	Pct Basic Skills Fall 2005	Bachelor Plus Index	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
A1	42%	15%	0.19	39.0	55.8	47.9	35	Antelope Valley; Bakersfield; Butte; Cerritos; Chaffey; Citrus; Contra Costa; Cosumnes River; Cuyamaca; Cypress; East L. A.; El Camino; Evergreen Valley; Fresno City; L.A. Harbor; L.A. Mission; L.A. Valley; Long Beach City; Los Medanos; Modesto; Mt. San Antonio; Mt. San Jacinto; Oxnard; Porterville; Reedley; Riverside; San Joaquin Delta; San Jose City; Santiago Canyon; Sequoias, Shasta; Solano; Victor Valley; West Hills Coalinga; Yuba.
A2	36%	10%	0.30	52.4	70.5	59.7	19	Crafton Hills; Cuesta; De Anza; Diablo Valley; Fullerton; Golden West; Grossmont; L.A. Pierce; Las Positas; Moorpark; Orange Coast; Pasadena City; Sacramento City; San Diego Mesa; Santa Barbara City; Santa Monica City; Sierra; Skyline; Ventura.
A3	44%	31%	0.18	37.8	54.9	47.0	7	Chabot; Copper Mountain; Desert; Gavilan; Imperial Valley; Redwoods; Southwestern.
A4	53%	11%	0.34	42.3	67.3	55.7	23	Alameda; American River; Berkeley City College; Cabrillo; Canyons; Foothill; Glendale; Irvine Valley; Laney; Marin; Merritt; MiraCosta; Monterey; Ohlone; Palomar; Saddleback; San Diego City; San Diego Miramar; San Francisco City; San Mateo; Santa Rosa; West L.A.; West Valley.
A5	62%	9%	0.18	37.5	62.4	47.9	15	Allan Hancock; Barstow; Cerro Coso; Coastline; Columbia; Feather River; Hartnell; Lake Tahoe; Lassen; Mendocino; Napa Valley; Palo Verde; Santa Bernardino; Siskiyous; Taft.
A6	57%	23%	0.20	26.0	54.1	42.5	9	Canada; Compton; L.A. City; L.A. Trade-Tech; Merced; Mission; Rio Hondo; Santa Ana; Southwest L.A.
Statewide Average	**47%**	**14%**	**0.24**			**52.5**	**N = 108**	

*** Student Progress and Achievement Rates reported for 2005-06 to 2010-11**

Appendix A: Peer Groups
Table A2: Student Progress & Achievement: Degree/Certificate/Transfer
Students Who Earned at Least 30 Units Rate Peer Group

	Means of Predictors			Students Who Earned at Least 30 Units Rate*			Peer Group Colleges	
Peer Group Number	Student Count Fall 2005	Average Unit Load Fall 2004	ESAI Per Capita Income	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
B1	8,212	7.2	$22,057	57.8	80.0	69.7	32	Alameda; Allan Hancock; Barstow; Berkeley City College; Cerro Coso; Columbia; Contra Costa; Cuyamaca; Evergreen Valley; Gavilan; Hartnell; Irvine Valley; L.A. Mission; Laney; Las Positas; Lassen; Los Medanos; Mendocino; Merritt; Mission; Monterey; Napa Valley; Ohlone; Oxnard; San Diego City; San Diego Miramar; San Jose City; Santiago Canyon; Siskiyous; Skyline; Southwest L.A.; West L.A
B2	15,849	8.4	$19,869	65.7	81.4	73.3	38	Antelope Valley; Bakersfield; Cabrillo; Canyons; Cerritos; Chabot; Chaffey; Citrus; Cosumnes River; Cuesta; Cypress; Desert; East L.A.; Fresno City; Fullerton; Glendale; Golden West; Grossmont; L.A. City; L.A. Harbor; L.A. Pierce; L.A. Trade-Tech; L.A. Valley; Merced; Mira Costa; Modesto; Mt. San Jacinto; Reedley; Rio Hondo; San Bernardino; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sierra; Solano; Southwestern; Ventura; Victor Valley
B3	6,763	9.2	$15,728	57.0	78.8	70.9	12	Butte; Compton; Copper Mountain; Crafton Hills; Feather River; Imperial Valley; Porterville; Redwoods; Sequoias; Shasta; West Hills Coalinga; Yuba
B4	26,521	8.1	$24,895	70.8	85.9	76.0	17	American River; De Anza; Diablo Valley; El Camino; Long Beach City; Moorpark; Mt. San Antonio; Orange Coast; Palomar; Pasadena City; Riverside; Sacramento City; Saddleback; San Francisco City; Santa Ana; Santa Monica City; Santa Rosa
B5	6,609	4.7	$20,031	65.6	74.7	70.1	4	Coastline; Lake Tahoe; Palo Verde; Taft
B6	10,758	7.2	$37,321	73.3	81.7	76.2	5	Canada; Foothill; Marin; San Mateo; West Valley.
Statewide Average	**13,613**	**7.9**	**$21,662**			**71.3**	**N = 108**	

*** Students Who Earned at Least 30 Units Rates reported for 2005-06 to 2010-11**

Appendix A: Peer Groups
Table A3: Student Progress & Achievement: Degree/Certificate/Transfer
Persistence Rate Peer Group

	Means of Predictors				Persistence Rate*			Peer Group Colleges	
Peer Group Number	Pct Students Age 25+ Fall 2006	Student Count Fall 2006	ESAI Household Income	Low est Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
C1	54%	7,534	$37,027	35.8	72.0	61.2	22	Alameda; Allan Hancock; Barstow; Columbia; Compton; Contra Costa; Copper Mountain; Cuyamaca; Feather River; Hartnell; L.A. City; L.A. Trade-Tech; Laney; Lassen; Mendocino; Merced; Porterville; Redwoods; San Bernardino; Siskiyous; Southwest L.A.; West L.A.
C2	48%	31,304	$49,184	69.3	82.1	74.7	9	American River; Mt. San Antonio; Palomar; Pasadena City; Riverside; San Francisco City; Santa Ana; Santa Monica City; Santa Rosa
C3	40%	20,026	$44,891	57.3	80.1	71.0	24	Antelope Valley; Bakersfield; Cerritos; Chaffey; East L.A.; El Camino; Fresno City; Fullerton; Glendale; Grossmont; L.A. Pierce; L.A. Valley; Long Beach City; Modesto; Mt. San Jacinto; Orange Coast; Rio Hondo; Sacramento City; San Diego City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sierra; Southwestern
C4	69%	7,589	$44,878	46.3	74.5	57.8	9	Berkeley City College; Cerro Coso; Coastline; Lake Tahoe; Merritt; Monterey; Napa Valley; Palo Verde; Taft
C5	41%	10,547	$45,974	60.4	79.7	69.2	27	Butte; Cabrillo; Chabot; Citrus; Cosumnes River; Crafton Hills; Cuesta; Cypress; Desert; Golden West; Imperial Valley; L.A. Harbor; L.A. Mission; Los Medanos; Mira Costa; Oxnard; Reedley; San Diego Miramar; Santiago Canyon; Sequoias; Shasta; Skyline; Solano; Ventura; Victor Valley; West Hills Coalinga; Yuba
C6	48%	13,196	$69,469	62.7	83.4	74.2	17	Canada; Canyons; De Anza; Diablo Valley; Evergreen Valley; Foothill; Gavilan; Irvine Valley; Las Positas; Marin; Mission; Moorpark; Ohlone; Saddleback; San Jose City, San Mateo, West Valley
Statewide Average	**47%**	**13,788**	**$ 47,786**			**68.3**	**N = 108**	

*** Persistence Rates reported for Fall 2009 to Fall 2010**

Appendix A: Peer Groups

Table A4: Student Progress & Achievement: Vocational/Occupational/Workforce Development
Vocational Course Completion Rate Peer Group

	Means of Predictors				Vocational Course Completion Rate*			Peer Group Colleges	
Peer Group Number	Pct Male Fall 2007	Pct Students Age 30+ Fall 2007	Miles to Nearest UC		Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
D1	40%	46%	43.2		64.0	88.3	73.3	27	Allan Hancock, Barstow, Berkeley City College, Canada, Cerro Coso, Coastline, Columbia, Contra Costa, Cuyamaca, Feather River, Gavilan, Irvine Valley, L.A. City, Lake Tahoe, Laney, Marin, Mendocino, Merced, Merritt, Mission, Monterey, Napa Valley, Saddleback, Santa Rosa, Southwest L.A., West L.A., West Valley
D2	42%	26%	30.5		62.6	81.3	73.3	41	Antelope Valley, Chaffey, Citrus, Compton, Copper Mountain, Crafton Hills, Cypress, De Anza, Desert, Diablo Valley, El Camino, Evergreen Valley, Folsom Lake, Fresno City, Fullerton, Glendale, Golden West, Grossmont, L.A. Harbor, L.A. Mission, L.A. Pierce, L.A. Valley, Los Medanos, Modesto, Moorpark, Mt. San Jacinto, Orange Coast, Oxnard, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara City, Santa Monica City, Solano, Southwestern, Ventura, Victor Valley, Yuba
D3	40%	28%	122.7		72.5	77.5	74.8	10	Bakersfield, Butte, Coalinga, Cuesta, Imperial Valley, Lemoore, Porterville, Reedley, Sequoias, Shasta
D4	46%	34%	25.6		65.1	87.4	75.8	23	Alameda, American River, Cabrillo, Cerritos, Chabot, Cosumnes River, East L.A., Foothill, Hartnell, L.A. Trade-Tech, Las Positas, Long Beach City, Mira Costa, Mt. San Antonio, Ohlone, Palomar, San Bernardino, San Diego Miramar, San Francisco City, San Jose City, San Mateo, Sierra, Skyline
D5	45%	46%	240.3		75.9	79.1	77.4	3	Lassen, Redwoods, Siskiyous
D6	65%	47%	60.9		83.1	96.7	89.6	6	Canyons, Palo Verde, Rio Hondo, Santa Ana, Santiago Canyon, Taft
Statewide Average	**43%**	**34%**	**48.3**				**74.9**	**N = 110**	

*** Vocational Course Completion Rates reported for 2010-11.**

Appendix A: Peer Groups
Table A5: Pre-Collegiate Improvement: Basic Skills and ESL
Basic Skills Course Completion Rate Peer Group

	Means of Predictors				Basic Skills Course Completion Rate*			Peer Group Colleges	
Peer Group Number	Student Count Fall 2007	Nearest CSU SAT Math 75th Pctl. 2007	Poverty Index		Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
E1	11630	569.2	0.09		52.3	72.6	63.8	36	Allan Hancock, Cabrillo, Canada, Chabot, Citrus, Coastline, Contra Costa, Cosumnes River, Cuesta, Cuyamaca, Cypress, Evergreen Valley, Gavilan, Golden West, Grossmont, Hartnell, Irvine Valley, Las Positas, Los Medanos, Marin, Mira Costa, Mission, Monterey, Moorpark, Napa Valley, Ohlone, Oxnard, San Diego Miramar, San Jose City, San Mateo, Santiago Canyon, Shasta, Skyline, Solano, Ventura, West Valley
E2	15283	545.9	0.20		50.8	73.1	60.7	17	Bakersfield, Butte, Coalinga, Fresno City, Imperial Valley, L.A. City, L.A. Trade-Tech, L.A. Valley, Long Beach City, Merced, Porterville, Reedley, Sacramento City, San Diego City, San Joaquin Delta, Sequoias, Taft
E3	26210	563.8	0.09		52.2	76.6	63.5	16	American River, Canyons, De Anza, Diablo Valley Foothill, Fullerton, Mt. San Antonio, Orange Coast Palomar, Saddleback, San Diego Mesa San Francisco City, Santa Ana, Santa Rosa Sierra, Southwestern
E4	6571	537.7	0.15		40.8	70.2	58.5	22	Alameda, Antelope Valley, Barstow, Berkeley City College, Cerro Coso, Columbia, Copper Mountain, Crafton Hills, Desert, Feather River, L.A. Mission, Lake Tahoe, Laney, Lassen, Mendocino, Merritt, Palo Verde, Redwoods, San Bernardino, Siskiyous, Victor Valley, Yuba
E5	23893	503.8	0.15		57.3	68.7	63.0	13	Cerritos, Chaffey, East L.A., El Camino, Glendale, L.A. Pierce, Modesto, Mt. San Jacinto, Pasadena City, Rio Hondo, Riverside, Santa Barbara City, Santa Monica City
E6	7707	450.0	0.22		46.7	57.2	52.2	4	Compton, L.A. Harbor, Southwest L.A., West L.A.
Statewide Average	**14512**	**546.1**	**0.13**				**61.7**	**N = 108**	

*** Basic Skills Course Completion Rates reported for 2010-11.**

Appendix A: Peer Groups

Table A6: Pre-Collegiate Improvement: Basic Skills and ESL

Basic Skills Improvement Rate Peer Group

	Means of Predictors			Basic Skills Improvement Rate*			Peer Group Colleges	
Peer Group Number	Pct. on Financial Aid Fall 2006	Avg Unit Load Fall 2006	Selectivity of Nearest 4-Year 2006	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
F1	8.5%	7.6	28.5	32.6	67.3	52.8	25	Alameda, Allan Hancock, American River, Berkeley City College, Cerritos, Chabot, Compton, Contra Costa, Cuesta, Cuyamaca, Diablo Valley, El Camino, Folsom Lake, L.A. Harbor, Laney, Los Medanos, Merritt, Ohlone, San Diego City, San Diego Mesa, San Diego Miramar, Santa Monica City, Southwest L.A., Ventura, West L.A.
F2	9.0%	8.4	62.0	38.8	76.9	58.4	47	Antelope Valley, Bakersfield, Barstow, Cabrillo, Canyons, Chaffey, Citrus, Columbia, Cosumnes River, Crafton Hills, Cypress, De Anza, Desert, Evergreen Valley, Fullerton, Gavilan, Golden West, Grossmont, L.A. City, L.A. Mission, L.A. Pierce, L.A. Valley, Las Positas, Lassen, Long Beach City, Mira Costa, Modesto, Moorpark, Mt. San Antonio, Mt. San Jacinto, Napa Valley, Orange Coast, Oxnard, Palo Verde, Palomar, Pasadena City, Riverside, Sacramento City, Saddleback, San Bernardino, San Francisco City, San Jose City, Santa Barbara City, Shasta, Sierra, Solano, Southwestern
F3	28.7%	12.4	43.9	60.3	60.3	60.3	1	Imperial Valley
F4	18.4%	8.9	67.1	25.0	72.1	52.8	15	Butte, Coalinga, Copper Mountain, Feather River, Fresno City, Glendale, Merced, Porterville, Redwoods, Reedley, San Joaquin Delta, Sequoias, Siskiyous, Victor Valley, Yuba
F5	6.5%	6.9	63.3	41.6	62.3	58.1	17	Canada, Cerro Coso, East L.A., Foothill, Hartnell, Irvine Valley, L.A. Trade-Tech, Marin, Mendocino, Mission, Monterey, Rio Hondo, San Mateo, Santa Rosa, Santiago Canyon, Skyline, West Valley
F6	3.7%	4.1	56.9	48.6	76.9	55.0	4	Coastline, Lake Tahoe, Santa Ana, Taft
Statewide Average	**9.8%**	**7.9**	**54.9**			**56.2**	**N = 109**	

*** Basic Skills Improvement Rates reported for 2008-09 to 2010-11**

Appendix A: Peer Groups
Table A7: Pre-Collegiate Improvement: Basic Skills and ESL
ESL Improvement Rate Peer Group

	Means of Predictors			ESL Improvement Rate*			Peer Group Colleges	
Peer Group Number	Student Count Fall 2006	Pct Students Age 30+ Fall 2006	English Not Spoken Well Index	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
G1	7414.2	49.2%	0.07	0.0	78.6	45.6	25	Allan Hancock, Barstow, Berkeley City College, Canada, Cerro Coso, Coastline, Columbia, Contra Costa, Cuyamaca, Feather River, Gavilan, Irvine Valley, Lake Tahoe, Laney, Lassen, Marin, Mendocino, Merritt, Mission, Monterey, Napa Valley, Palo Verde, Siskiyous, Taft, West Valley
G2	11213.9	30.2%	0.06	10.1	67.5	48.8	29	Alameda, Antelope Valley, Butte, Cabrillo, Chabot, Copper Mountain, Cosumnes River, Crafton Hills, Cuesta, Diablo Valley, Grossmont, Las Positas, Los Medanos, Mira Costa, Moorpark, Mt. San Jacinto, Ohlone, Oxnard, Redwoods, San Bernardino, San Diego Miramar, San Mateo, Shasta, Sierra, Skyline, Solano, Ventura, Victor Valley, Yuba
G3	10769.8	31.5%	0.17	24.1	70.2	51.4	22	Citrus,Coalinga, Compton, Cypress, Desert, Evergreen Valley, Glendale, Golden West, Hartnell, Imperial Valley, L.A. Harbor, L.A. Mission, L.A. Valley, Merced, Porterville, Reedley, Rio Hondo, San Jose City, Santiago Canyon, Sequoias, Southwest L.A., West L.A.
G4	27182.8	42.2%	0.09	45.0	71.6	54.8	8	American River,Canyons, Foothill, Palomar, Saddleback, San Francisco City, Santa Ana, Santa Rosa
G5	22833.0	25.5%	0.12	40.8	69.2	57.9	21	Bakersfield, Cerritos, Chaffey, De Anza, El Camino, Fresno City, Fullerton, L.A. Pierce, Long Beach City, Modesto, Mt. San Antonio, Orange Coast, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara City, Santa Monica City, Southwestern
G6	20357.0	40.8%	0.27	10.8	55.9	39.9	3	East L.A., L.A. City, L.A. Trade-Tech
Statewide Average	**13788.3**	**35.1%**	**0.10**			**50.8**	**N = 108**	

***ESL Improvement Rates reported for 2008-09 to 2010-11**

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APPENDIX B:
METHODOLOGY FOR DERIVING COUNTS AND RATES FOR SYSTEMWIDE AND COLLEGE LEVEL PERFORMANCE INDICATORS

METHODOLOGY FOR SYSTEMWIDE INDICATORS

TABLES 1-3: ANNUAL NUMBER AND PERCENTAGE OF BACCALAUREATE STUDENTS WHO ATTENDED A CCC

Definition: The annual number and percentage of Baccalaureate students graduating from CSU and UC from 2005-2006 to 2010-2011 who originally attended a California Community College (CCC).

A. California State University (CSU)

Data Source: California State University (CSU), Division of Analytical Studies

Total BA/BS:
Number of undergraduate degrees from 2005-2006 to 2010-2011 from the table titled: *Undergraduate and Graduate Degrees Granted, Systemwide from 1935-1936 to 2010-2011*.

Total from CCC:
Number of Baccalaureate students who attended a CCC from 2005-2006 to 2010-2011 is from the tables titled: *Baccalaureates Granted to Students Who Originally Transferred From California Community Colleges, by Campus.*

Note: The reports are based on data submitted by CSU campuses in the Enrollment Reporting System-Degrees (ERSD) system.

Calculation: CSU Percent = Total from CCC/Total BA/BS

B. University of California (UC)

Data Source: University of California Office of the President (UCOP)

Total BA/BS:
Number of Bachelor degrees received at UC from 2005-2006 to 2010-2011 from the On-Line Data System reports: *Degrees/Completion-Total Degrees*.

Total from CCC:
Number of Bachelor degrees received at UC from 2005-2006 to 2010-2011 from the On-Line Data System reports: *Degrees/Completion-Total Degrees-Community Colleges*.

Calculation: UC Percent = Total from CCC/Total BA/BS

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 4-7: ANNUAL NUMBER OF COMMUNITY COLLEGE TRANSFERS TO FOUR-YEAR INSTITUTIONS (CSU/UC)

Definition: The annual number of community college transfers to CSU and UC from 2005-2006 to 2010-2011.

A. California State University (CSU)

Data Source: California State University (CSU), Division of Analytical Studies

Total Transfers:
Number of transfers from 2005-2006 to 2010-2011 is from the tables titled: *California Community College Transfers to the California State University System.*

Note: The reports are based on data submitted by CSU campuses in the Student Enrollment File (ERSS) of the Enrollment Reporting System.

B. University of California (UC)

Data Source: University of California (UC)

Total Transfers:
Number of transfers from 2005-2006 to 2010-2011 is from the table titled: *Full-year enrollees: California community college transfers.*

Note: The full-year enrollees of California community college transfers are from all campuses combined and reflect an unduplicated count.

TABLES 4, 5 AND 8: ANNUAL NUMBER OF COMMUNITY COLLEGE TRANSFERS TO FOUR-YEAR INSTITUTIONS (ISP/OOS)

Definition: The annual number of community college transfers to In-State Private (ISP) and Out-of-State (OOS) four-year institutions from 2005-2006 to 2010-2011 were determined by aggregating a series of cohorts (1994-1995 to 2009-2010) consisting of first-time freshman within an academic year. The aggregated cohorts represent students that completed at least 12 units in the community college system. The data was disaggregated by the academic year the students transferred (transfer year) to an independent or out-of-state four-year institution.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohorts
First-Time Students Who Showed Intent to Complete:
1. Look systemwide* to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside CCC system are excluded.
AND
2. SX03 ENROLLMENT-UNITS-EARNED >= 12 at your college and/or anywhere in the system.

Outcome
A student must successfully achieve the following outcome by 2010-2011.
1. Transferred to Four-Year Institution
Match with National Student Clearinghouse (NSC), UC and CSU files

*Systemwide is defined as all California Community Colleges

Note: 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.

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 9: TRANSFER RATE TO FOUR-YEAR INSTITUTIONS

Definition: The cohorts for the transfer rate consisted of first-time students with minimum of 12 units earned who attempted a transfer level Math or English course during enrollment and who transferred to a four-year institution within 6 years. The cohorts consisted of first-time students from 2003-200 (Cohort 1), 2004-2005 (Cohort 2) and 2005-2006 (Cohort 3) who completed at least 12 units by 2008-2009 (Cohort 1), 2009-2010 (Cohort 2) and 2010-2011 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
First-Time Students
1. Look systemwide* to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside CCC system are excluded.
AND
2. SX03 ENROLLMENT-UNITS-EARNED >= 12 at your college and/or anywhere in the system
AND
3. One or more of the following:

1. Math Course
Attempted Enrollment in course(s) where:
CB03 COURSE-TOP-CODE = 17*
CB05 COURSE-TRANSFER-STATUS = A, B

2. English Course
Attempted Enrollment in course(s) where:
CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*, 1520*
CB05 COURSE-TRANSFER-STATUS = A, B

Outcome
A student must successfully achieve the following outcome within six years:
1. Transferred to Four-Year Institution
Match with NSC, UC, and CSU files

Calculation: Transfer Rate = Outcome/Cohort

*Systemwide is defined as all California Community Colleges

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 10 AND 11: ANNUAL NUMBER OF VOCATIONAL AWARDS BY PROGRAM AND "TOP 25" VOCATIONAL PROGRAMS BY VOLUME OF TOTAL AWARDS

Methodology: RA&A (Research, Analysis and Accountability Unit) and the CCCCO MIS staff extracted awards data by academic program (using the four-digit TOP* Code to identify the program) for those students earning awards in the three most recent academic years (2008-2009, 2009-2010, and 2010-2011). Only TOP Codes with vocational indicators were selected for this analysis. The analysis covered AA and AS degrees, and credit certificates ranging from those for less than 6 units to those for 60 units and above.

Total credit awards for each of the three academic years are the sum of AA/AS degrees plus credit certificates.

We present total credit awards, AA/AS degrees and credit certificates alphabetically in Table 10 and in descending order by Total Credit Awards (AA/AS degrees plus certificates) in Table 11.

Data Source: Chancellor's Office Management Information System (COMIS)

*The Taxonomy of Programs (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state that have similar outcomes. Using the four-digit TOP code to identify programs for this outcome indicator means that the awards numbers are aggregated at the subdiscipline level. For example, the four-digit TOP code for the nursing subdiscipline covers the fields of Registered Nursing, Licensed Vocational Nursing, Certified Nurse Assistant and Home Health Aide.

For further information on TOP codes, consult the most recent edition of *The California Community Colleges Taxonomy of Programs*, available at the CCCCO Web site.

Appendix B: Methodology for Systemwide and College Performance Indicators

FIGURES 6a-6c: INCREASE IN WAGES FOLLOWING RECEIPT OF DEGREE/CERTIFICATE

Methodology: RA&A (Research, Analysis and Accountability Unit) and the CCCCO MIS staff developed three cohorts from the COMIS for analysis of wage progression following award attainment. The cohorts consisted of non-special-admit students meeting the full-term reporting criteria who received any award during 2003-2004 (Cohort 1), 2004-2005 (Cohort 2), or 2005-2006 (Cohort 3).

We selected these cohort years to ensure sufficient data to track wages across time.

To be included in a cohort, these students could no longer be enrolled in a community college during the two years immediately after their awards and they could not have transferred out to a four-year institution. Cohort members were matched to the California Employment Development Department's (EDD's) wage file (even if zero wages were reported for some quarters or years) and their wage data extracted for up to five years before award and for as many years after award as the EDD data were available. For the 2003-2004 cohort, five complete years of post-award wage data were available. Five years of post-award wage data were also available for the 2004-2005 cohort, and four full years of post-award wage data were available for the 2005-2006 cohort.

From the combined COMIS and EDD wage data file, we selected students who received vocational education award(s) and had greater than zero wages reported in all years. We calculated median wages for each cohort and compared the trend for these wages with trends for California Median Household Income and California Per Capita Income for years that matched the EDD wage data as closely as possible. Figures 6a, 6b, and 6c present these trends for each wage cohort. Tables 12a, 12b, and 12c include the actual data used to develop the trend lines in Figures 6a to 6c. Wages for this analysis were not adjusted for inflation.

Data Source: Chancellor's Office Management Information System (COMIS); California Employment Development Department (EDD); California Department of Finance; U.S. Census Bureau; U.S. Department of Commerce, Bureau of Economic Analysis.

Note: More recent EDD wage data were unavailable as of the date of this report. The charts and tables reflect the most recent data available for use by the Chancellor's Office.

TABLES 12a-12c: INCREASE IN WAGES FOLLOWING RECEIPT OF DEGREE/CERTIFICATE

Methodology: RA&A (Research, Analysis and Accountability Unit) and the CCCCO MIS staff developed three cohorts from the COMIS for analysis of wage progression following award attainment. The cohorts consisted of non-special-admit students meeting the full-term reporting criteria who received any award during 2003-2004 (Cohort 1), 2004-2005 (Cohort 2), or 2005-2006 (Cohort 3).

We selected these cohort years to ensure sufficient data to track wages across time.

To be included in a cohort, these students could no longer be enrolled in a community college during the two years immediately after their awards, and they could not have transferred out to a four-year institution. Cohort members were matched to the California Employment Development Department's (EDD's) wage file (even if zero wages were reported for some quarters or years) and their wage data extracted for up to five years before award and for as many years after award as the EDD data were available. For the 2003-2004 cohort, five complete years of post-award wage data were available. Five years of post-award wage data were also available for the 2004-2005 cohort, and four full years of post-award wage data were available for the 2005-2006 cohort.

From the combined COMIS and EDD wage data file, we selected students who received vocational education award(s) and had greater than zero wages reported in all years. We calculated median wages for each cohort and compared the trend for these wages with trends for California Median Household Income and California Per Capita Income for years that matched the EDD wage data as closely as possible. Figures 6a, 6b, and 6c present these trends for each wage cohort. Tables 12a, 12b, and 12c include the actual data used to develop the trend lines in Figures 6a to 6c. Wages for this analysis were not adjusted for inflation.

Data Source: Chancellor's Office Management Information System (COMIS); California Employment Development Department (EDD); California Department of Finance; U.S. Census Bureau; U.S. Department of Commerce, Bureau of Economic Analysis

Note: More recent EDD wage data were unavailable as of the date of this report. The charts and tables reflect the most recent data available for use by the Chancellor's Office.

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 13: ANNUAL NUMBER OF CREDIT BASIC SKILLS IMPROVEMENTS

Methodology: RA&A and the CCCCO MIS staff extracted the annual statewide number of students completing credit coursework at least one level above their prior credit basic skills enrollment. Students in the cohorts for this indicator (2006-2007 to 2008-2009, 2007-2008 to 2009-2010, and 2008-2009 to 2010-2011) must have enrolled in a credit basic skills English, ESL, or Mathematics course, then in a subsequent term enrolled in a higher-level credit course (basic skills or not basic skills).

Basic skills courses are those with a COURSE-BASIC-SKILLS-STATUS (CB08) of "B".

To be counted as "improved" a student must have enrolled in a credit basic skills course, then in a subsequent term, the student must enroll in a credit course with a course program code in the same discipline (English, ESL, or Math), but which is at a higher level.

The criterion for improvement was that the student completed the higher level course with a grade of C or better.

A student is counted only once in Mathematics and/or English regardless of how many times they improve.

Data Source: Chancellor's Office Management Information System (COMIS)

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLES 14-18: PARTICIPATION RATES

Methodology: The Systemwide Participation Rate is the count of students enrolled in the California Community Colleges relative to California's population.

RA&A extracted statewide population projections for 18 to 65 year olds with demographic breakdowns by ethnicity, gender, and age from the Department of Finance's (DOF) website for 2008, 2009, 2010, and 2011.

CCCCO MIS staff extracted corresponding demographic data for the statewide community college system for Academic Years 2008-09, 2009-10, and 2010-2011.
RA&A calculated the rates of community college participation per 1,000 population by age group, gender, and ethnicity as follows:

$$\frac{\text{Community College Enrollment for Academic Year}}{\text{DOF Population for Year}} \times 1{,}000$$

RA&A used the DOF data that correspond to the Fall term of the academic year. For example, for CCCCO academic year 2008-2009, we used DOF annual data for 2008.

Data Sources: Chancellor's Office Management Information System (COMIS) and
State of California, Department of Finance, *Race/Ethnic Population Projections with Age and Sex Detail, 2000–2050.* Sacramento, CA, July 2007.

http://www.dof.ca.gov/html/DEMOGRAP/Data/RaceEthnic/Population-00-50/RaceData_2000-2050.asp

Appendix B: Methodology for College Performance Indicators

METHODOLOGY FOR COLLEGE LEVEL INDICATORS

TABLE 1.1: STUDENT PROGRESS AND ACHIEVEMENT RATE

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within six years and who are shown to have achieved ANY of the following outcomes within six years of entry:

- Earned any AA/AS or Certificate (18 or more units)
- Actual transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Directed" (student successfully completed both transfer-level Math AND English courses)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

The cohorts consisted of first-time students from 2003-2004 (Cohort 1), 2004-2005 (Cohort 2) and 2005-2006 (Cohort 3) who achieved outcomes by 2008-2009 (Cohort 1), 2009-2010 (Cohort 2) and 2010-2011 (Cohort 3). Transfer was determined by matching with a database generated by the Chancellor's Office that contains NSC, UC and CSU transfers.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
First-Time Students Who Showed Intent to Complete:
1. Look systemwide* to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
AND
2. SX03 ENROLLMENT-UNITS-EARNED >= 12 at your college and/or anywhere in the system
AND
3. One or more of the following:
1. Transfer/Degree Intent
Attempted Enrollment in course(s) where:
CB03 COURSE-TOP-CODE = 17*, 1501*, 1503*, 1504*, 1507*, 1520*
CB04 COURSE-CREDIT-STATUS = D
2. Certificate Intent
Attempted Enrollment in course(s) where:
CB09 COURSE-SAM-PRIORITY-CODE = A, B
CB04 COURSE-CREDIT-STATUS = C, D

*Systemwide is defined as all California Community Colleges

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.1: STUDENT PROGRESS AND ACHIEVEMENT RATE (continued)

Outcomes
A student must successfully achieve one or more of the following outcomes:

1. Associate of Arts or Sciences Degree
SP02 STUDENT-PROGRAM-AWARD = A, S

2. Certificate (18 plus units)
SP02 STUDENT-PROGRAM-AWARD = L, T, F

3. Transfer Directed
CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*, 1520*
CB05 COURSE-TRANSFER-STATUS = A, B
SX04 ENROLLMENT-GRADE = A, B, C, P
AND
CB03 COURSE-TOP-CODE = 17*
CB05 COURSE-TRANSFER-STATUS = A, B
SX04 ENROLLMENT-GRADE = A, B, C, P

4. Transfer Prepared
CB05 COURSE-TRANSFER-STATUS = A, B
SX03 ENROLLMENT-UNITS-EARNED >= 60 at your college and/or anywhere in the system
SX04 ENROLLMENT-GRADE = A, B, C, P

5. Transferred to Four-Year Institution
Match with NSC, UC, CSU file

Calculation: Student Progress and Achievement Rate = Outcomes/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.1a: PERCENT OF STUDENTS WHO EARNED AT LEAST 30 UNITS

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within six years of entry who are shown to have achieved the following value-added measure of progress within six years of entry:

- Earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive effect on future earnings.)

The cohorts consisted of first-time students from 2003-2004 (Cohort 1), 2004-2005 (Cohort 2) and 2005-2006 (Cohort 3) who achieved outcomes by 2008-2009 (Cohort 1), 2009-2010 (Cohort 2) and 2010-2011 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
First-Time Students Who Showed Intent to Complete:
1. Look systemwide to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
AND
2. SX03 ENROLLMENT-UNITS-EARNED >= 12 at your college and/or anywhere in the system
AND
3. One or more of the following:
1. Transfer/Degree Intent
Attempted Enrollment in course(s) where:
CB03 COURSE-TOP-CODE = 17*, 1501*, 1503*, 1504*, 1507*, 1520*
CB04 COURSE-CREDIT-STATUS = D
2. Certificate Intent
Attempted Enrollment in course(s) where:
CB09 COURSE-SAM-PRIORITY-CODE = A, B
CB04 COURSE-CREDIT-STATUS = C, D

Outcome
A student must successfully achieve the following outcome:

At Least 30 Units
CB04 COURSE-CREDIT-STATUS = C, D
SX03 ENROLLMENT-UNITS-EARNED >= 30 at your college and/or anywhere in the system

Calculation: Percent of Students Who Earned at Least 30 Units = Outcome/Cohort

TABLE 1.2: PERSISTENCE RATE

Definition: Percentage of cohort of first-time students with minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system.

The rate is based on three first-time student cohorts enrolled in Fall 2007 (Cohort 1), Fall 2008 (Cohort 2) and Fall 2009 (Cohort 3). Persistence was measured by their enrollment in Fall 2008 (Cohort 1), Fall 2009 (Cohort 2) and Fall 2010 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
First-Time Students Who Showed Intent to Persist:
1. Look systemwide to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Enrolled in Fall with prior Summer enrollment also qualifies.
AND
2. SX03 ENROLLMENT-UNITS-EARNED >= 6 at your college and/or anywhere in the system
AND
Remove Students taking only PE classes:
CB03 COURSE-TOP-CODE NE 083500 or 083510
AND
Remove students who transferred to a four-year institution or received an award prior to the subsequent Fall.

Outcome
A student must successfully achieve the following outcome:

Persisted in the Subsequent Fall
Attempted any credit course the subsequent Fall
CB04 COURSE-CREDIT-STATUS = C, D

Calculation: Persistence Rate = Outcome/ Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.3: ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT VOCATIONAL COURSES

Methodology: The cohorts for vocational course completion rate consisted of students enrolled in credit vocational courses in the academic years of interest (2008-2009, 2009-2010, and 2010-2011). These cohorts excluded "special admit" students, i.e., students currently enrolled in K-12 when they took the vocational course. Vocational courses were defined via their SAM (Student Accountability Model) priority code. SAM codes A, B, and C indicate courses that are clearly occupational. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or P.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
All of the following must be true:
1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C, D
3. CB09 COURSE-SAM-PRIORITY-CODE = A, B, C
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, P, NP, I*, W, DR

Outcome
The student must complete the course with:
SX04 ENROLLMENT-GRADE = A, B, C, or P

Calculation: Successful Course Completion Rate = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.4: ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT BASIC SKILLS COURSES

Methodology: The cohorts for basic skills course completion rate consisted of students enrolled in credit basic skills courses in the academic years of interest (2008-2009, 2009-2010, and 2010-2011). These cohorts excluded "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of B in CB08 (basic skills course). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or P.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
All of the following must be true:
1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C
3. CB08 COURSE-BASIC-SKILLS-STATUS = B
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, P, NP, I*, W, DR

Outcome
The student must complete the course with:
SX04 ENROLLMENT-GRADE = A, B, C, or P

Calculation: Successful Course Completion Rate = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.5: IMPROVEMENT RATE FOR CREDIT ESL COURSES

Methodology: The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were "special admit" students, i.e., students currently enrolled in K-12 when they took the ESL course. Students enrolled in any ESL course coded CB 21 prior to transfer level English were included in the cohort. Taxonomy of Programs (TOP) codes were used to identify ESL courses and disciplines within ESL (reading, writing, listening/speaking, integrated ESL). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or Pass (P).

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). For ESL writing, reading, speaking/listening, the outcome of interest was that group of students who successfully completed a higher-level ESL course in the same discipline (writing, reading, speaking/listening) or a transfer level English course within three academic years of completing the first ESL course. In the case where the qualifying cohort course was Integrated ESL (TOP Code 4930.87), improvement was signaled by progress in higher level integrated ESL or a higher level ESL course in writing or reading or speaking/listening, or transfer level English.

Cohorts were developed and followed for academic years 2006-2007 to 2008-2009, 2007-2008 to 2009-2010, and 2008-2009 to 2010-2011.

Data Source: Chancellor's Office Management Information System (COMIS)
For step-by-step improvement logic: See the MIS spreadsheet at:
http://www.cccco.edu/Portals/4/TRIS/research/ARCC/BSI_ESL_Specs_February_2011.xls

Cohort

All of the following must be true for cohort selection:
1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE = 4930.84, 4930.85, 4930.86, 4930.87
3. CB04 COURSE-CREDIT-STATUS = C
4. CB08 COURSE-BASIC-SKILLS-STATUS = B
5. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL =A, B, C, D, E, F
6. SX04 ENROLLMENT-GRADE = A, B, C, P

Outcome

For the ESL Writing Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and

CB03 COURSE-TOP-CODE = 4930.84, 1501.**, 1503.**, 1504.**, 1507.**,1520.00
-AND-

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort qualifying course. For example: F to E, D, C, B, A
E to D, C, B, A
D to C, B, A
C to B, A
B to A

-OR-
CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

For the ESL Reading Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and

CB03 COURSE-TOP-CODE = 4930.85, 1501.**, 1503.**, 1504.**, 1507.**, 1520.00

-AND-

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort qualifying course. For example: F to E, D, C, B, A
E to D, C, B, A
D to C, B, A
C to B, A
B to A

-OR-
CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

For the ESL Listening and Speaking Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and

CB03 COURSE-TOP-CODE = 4930.86, 1501.**, 1503.**, 1504.**, 1507.**, 1520.00

-AND-

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort qualifying course. For example: F to E, D, C, B, A
E to D, C, B, A
D to C, B, A
C to B, A
B to A

-OR-
CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

For the ESL Integrated Cohort: For Integrated ESL (TOP Code 4930.87), improvement is signaled by progress in higher level Integrated ESL or a higher level ESL course in writing or reading or listening/speaking, or English or Reading courses (as designated by TOP Codes).

Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and

CB03 COURSE-TOP-CODE = 4930.84, 4930.85, 4930.86, 4930.87, 1501.**, 1503.**, 1504.**, 1507.**, 1520.00

-AND-

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort qualifying course. For example: F to E, D, C, B, A
E to D, C, B, A
D to C, B, A
C to B, A
B to A

-OR-
CB04 COURSE-CREDIT-STATUS for subsequent course = D

-AND-

SX04 ENROLLMENT-GRADE = A, B, C, P

Calculation: Credit ESL Improvement Rate = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.5: IMPROVEMENT RATE FOR CREDIT BASIC SKILLS COURSES

Methodology: The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills Reading, Writing, or Mathematics course who successfully completed that initial course. Excluded were "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Students starting at one or more levels below transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math, Writing, and Reading courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or Pass (P).

Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

Cohorts were developed and followed for academic years 2006-2007 to 2008-2009, 2007-2008 to 2009-2010, and 2008-2009 to 2010-2011.

Data Source: Chancellor's Office Management Information System (COMIS)
For step-by-step improvement logic: See the MIS spreadsheet at:
http://www.cccco.edu/Portals/4/TRIS/research/ARCC/BSI_ESL_Data_Specs_July_2010.xls

Cohort

All of the following must be true for cohort selection:
1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE =
   - For Math: 1701.00
   - For Writing: 1501.00
   - For Reading: 1520.00
3. CB04 COURSE-CREDIT-STATUS = C
4. CB08 COURSE-BASIC-SKILLS-STATUS = B
5. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, D
6. SX04 ENROLLMENT-GRADE = A, B, C, P

Outcome

For Math Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and:

SX04 ENROLLMENT-GRADE = A, B, C, P

-AND-

CB03 COURSE-TOP-CODE = 1701.**
CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher Level than CB21 for cohort qualifying course. For example: D to C, B, A
C to B, A,
B to A

-OR-

CB03 COURSE-TOP-CODE = 1701.** or 1799.**
CB04 COURSE-CREDIT-STATUS for subsequent course = D

For Writing Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and:

SX04 ENROLLMENT-GRADE = A, B, C, P

- AND –

CB03 COURSE-TOP-CODE = 1501.**
CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher Level than CB21 for cohort qualifying course. For example: D to C, B, A
C to B, A,
B to A

-OR-

CB03 COURSE-TOP-CODE = 1501.**, 1503.**, 1504.**, 1507.**, 1520.00
CB04 COURSE-CREDIT-STATUS for subsequent course = D

For Reading Cohort: Subsequent course must be within 2 years of the qualifying enrollment (i.e., follow across 3 academic years, including year and term of qualifying enrollment) and:

SX04 ENROLLMENT-GRADE = A, B, C, P

-AND-

CB03 COURSE-TOP-CODE = 1520.00, 1501.**
CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher Level than CB21 for cohort qualifying course. For example: D to C, B, A
C to B, A,
B to A

-OR-

CB03 COURSE-TOP-CODE = 1520.00, 1501.**, 1503.**, 1504.**, 1507.**
CB04 COURSE-CREDIT-STATUS for subsequent course = D

Calculation: Credit Basic Skills Improvement Rate = Outcome/Cohort

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.6: CAREER DEVELOPMENT AND COLLEGE PREPARATION (CDCP) PROGRESS AND ACHIEVEMENT RATE

Definition: Percentage of a cohort of first-time students who in their initial term at a CCC or their initial term plus the successive term (fall to spring, spring to fall, fall to winter, etc.) completed a minimum of 8 attendance hours in any single Career Development and College Preparation (CDCP) course or series of CDCP courses and who did NOT enroll in any credit course(s) in their first term, who are shown to have achieved ANY of the following outcomes within three years of entry:

- Successfully completed at least one degree-applicable credit course (excluding PE) after the date of CDCP (AKA: Transition to credit).
- Earned a CDCP certificate (data not yet available as of January 2011 ARCC draft).
- Achieved "Transfer Directed" (successfully completed both transfer-level Math AND English courses).
- Achieved "Transfer Prepared" (successfully completed 60 UC/CSU transferable units with a GPA >= 2.0).
- Earned an associate degree (AA, AS) and/or Credit Certificate.
- Transferred to a four-year institution.

The cohorts consisted of first-time students from 2006-2007 (Cohort 1), 2007-2008 (Cohort 2) and 2008-2009 (Cohort 3) who achieved outcomes by 2008-2009 (Cohort 1), 2009-2010 (Cohort 2), and 2010-2011 (Cohort 3). Transfer was determined by matching with a database generated by the Chancellor's Office that contains NSC, UC, and CSU transfers.

Data Source: Chancellor's Office Management Information System (COMIS)

Cohort
First-Time Students Who Started in CDCP only or CDCP plus other noncredit courses:

1. Search systemwide (defined as all California Community Colleges) to determine first-time status. First-time students are defined as students taking CDCP course(s) for the first time at any CCC during the specified term. Exclude students with prior enrollments outside the CCC system.
   AND
2. Completed 8 or more positive attendance hours in course(s) designated as CDCP via a course control number or course ID by the CCCCO Academic Affairs Division, within two successive terms (e.g., if the student enrolled in more than one CDCP course, the sum of attendance hours for all CDCP courses in either term or accumulated across both terms must equal or exceed 8 hours).
   AND
3. Did not enroll in any credit courses during the first term they enrolled in CDCP (i.e., began in CDCP only or CDCP and other noncredit).

TABLE 1.6: CAREER DEVELOPMENT AND COLLEGE PREPARATION (CDCP) PROGRESS AND ACHIEVEMENT RATE (continued)

Outcomes
A student in the cohort must successfully achieve one or more of the following outcomes within the cohort period:

1. **Successfully completed at least one degree-applicable credit course (excluding PE) after the date of CDCP attendance**
   CB03COURSE-TOP- CODE NE 0835.**
   CB04 COURSE-CREDIT STATUS = D
   SX04 ENROLLMENT-GRADE = A, B, C, P

2. Became Transfer Directed
   CB03 COURSE-TOP-CODE = 1501*, 1503*, 1504*, 1507*
   CB05 COURSE-TRANSFER-STATUS = A, B
   SX04 ENROLLMENT-GRADE = A, B, C, P
   AND
   CB03 COURSE-TOP-CODE = 17*
   CB05 COURSE-TRANSFER-STATUS = A, B
   SX04 ENROLLMENT-GRADE = A, B, C, P

3. Became Transfer Prepared
   CB05 COURSE-TRANSFER-STATUS = A, B
      SX03 ENROLLMENT-UNITS-EARNED >= 60 at a college and/or anywhere in the system
   SX04 ENROLLMENT-GRADE = A, B, C, P

4. Earned Associate of Arts or Sciences Degree
   SP02 STUDENT-PROGRAM-AWARD = A, S

5. Earned Credit Certificate
   SP02 STUDENT-PROGRAM-AWARD = B, E, L, T, F, O

6. Transferred to Four-Year Institution
   Match with NSC, UC, CSU files

Note: The January 2012 ARCC report draft does not include CDCP Certificates in the outcome data. Data for CDCP certificates were not available at the time this report was published. Analysis of CDCP outcomes will include CDCP Certificates of Completion and Competency when certificate data become available.

Calculation: CDCP Progress and Achievement Rate = Outcome/Cohort

TABLE 1.6: CAREER DEVELOPMENT AND COLLEGE PREPARATION (CDCP) PROGRESS AND ACHIEVEMENT RATE (continued)

NOTE:

As of January 2012, data were available for one or more of the ARCC CDCP cohorts for the 41 colleges listed below.

Allan Hancock
Antelope Valley
Bakersfield *(New in 2012)*
Butte
Canyons
Cerritos
Citrus
Copper Mountain *(New in 2012)*
Cuesta
Desert
East L.A.
Fresno *(New in 2012)*
Gavilan
Glendale
Imperial Valley
L.A. City
L.A. Mission
L.A. Trade-Tech
L.A. Valley
Lake Tahoe
Long Beach City
Mendocino
Merced
Modesto
Mt. San Antonio
Mt. San Jacinto
Napa Valley
North Orange Continuing Education
Palomar
Pasadena City
Rancho Santiago CED
Rio Hondo
Saddleback
San Diego Continuing Education
San Francisco Continuing Education
Santa Barbara CED
Santa Monica City
Santa Rosa
Sequoias *(New in 2012)*
Southwest L.A.
Southwestern

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.7: ANNUAL UNDUPLICATED HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS

Definition:

Annual Unduplicated Headcount: Annual unduplicated headcount for Table 1.7 is based on students actively enrolled in Summer, Fall, Winter, and/or Spring terms. This headcount includes both credit and noncredit students. A student enrolled in multiple terms was counted only once for the year (i.e., not counted separately for each term). However, because this section of the ARCC report specifically addresses college level demographics, we counted the student at each college where he/she was actively enrolled during that year. For example, if a student enrolled at Yuba College in Summer and Fall 2006 and at American River College in Spring 2007, that student would be counted once at Yuba and once at American River for the 2006-2007 academic year. Students who meet the full-term reporting criteria in at least one of the terms during an academic year are included in this query. The full-term reporting criteria is defined as student headcount status (**STD7**) of A, B, C or F.

Full-Time Equivalent Students (FTES): The FTES figure includes both credit and noncredit students (including enhanced noncredit funding for Career Development and College Preparation). FTES is the major student workload measure, one of several, used in determining the eligibility for state funding of community colleges. The FTES does not reflect "headcount enrollment," but is the equivalent of 525 hours of student instruction per each FTES. FTES is derived by considering that one student could be enrolled in courses for 3 hours a day, 5 days a week, for an academic year of 35 weeks---so basically, a total of 525 hours per one FTES.

Methodology:

Annual Unduplicated Headcount: The annual unduplicated headcount was obtained from the Chancellor's Office Management Information System (COMIS) Data Mart for academic years 2008-2009, 2009-2010, and 2010-2011 (Summer, Fall, Winter, and Spring terms).

FTES: Fiscal Services calculates FTES under four different attendance accounting formulas:

- Positive attendance (actual attendance of each class meeting)
- Census week (e.g., weekly census) (coterminous course that lasts the full term)
- Daily census (a course that does not last the full term--example: summer and winter intersession)
- Independent study (distance education/work experience education)

Each method of attendance accounting ultimately calculates to a number of FTES (workload in hours) based on the number of students enrolled, the length of the course, and divided by 525.

The major numbers of FTES reported by the colleges are generated in weekly census procedure courses that are scheduled in the primary terms (quarter or semester system).

TABLE 1.7: ANNUAL UNDUPLICATED HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS (continued)

Courses that are scheduled as "weekly census" must be scheduled the same number of hours each week of the primary term. The terms usually equate to 35 weeks, but in some instances there are more weeks, or fewer weeks, than 35. However, in the calculation of FTES for any primary term weekly census course, the term-length-multiplier (TLM) may not exceed 17.5 (one-half of two terms totaling 35).

As per requirements in the California Code of Regulations, for weekly census courses, a census point is determined for purposes of accounting for enrolled students. To calculate FTES, the number of actively enrolled students in each course is multiplied by the number of scheduled hours as of the census day. The number of hours are then multiplied by 17.5 and divided by 525. (This calculation is made for each primary term.)

Data Source:

Annual Unduplicated Headcount: Chancellor's Office Management Information System (COMIS) Data Mart

FTES: 320 Report from CCCCO Fiscal Services (recalculation of annual data—known as "recal"). Recal data is used whenever possible. However, some annual data may be used due to data availability issues (if annual data is used, this is noted in the college profile).

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.8: AGE OF STUDENTS AT ENROLLMENT

Methodology: Counts of students by age at enrollment for each college were obtained from the Chancellor's Office Management Information System (COMIS) Data Mart for academic years 2008-2009, 2009-2010, and 2010-2011.

The percentages in Tables 1.8 through 1.10 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.7 Methodology for a definition of unduplicated annual headcount. We are using the age categories that the Data Mart uses.

Data Source: Chancellor's Office Management Information System (COMIS) Data Mart

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.9: GENDER OF STUDENTS

Methodology: Counts of students by gender for each college were obtained from the Chancellor's Office Management Information System (COMIS) Data Mart for academic years 2008-2009, 2009-2010, and 2010-2011.

The percentages in Tables 1.8 through 1.10 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.7 Methodology for a definition of unduplicated annual headcount.

Data Source: Chancellor's Office Management Information System (COMIS) Data Mart

Appendix B: Methodology for Systemwide and College Performance Indicators

TABLE 1.10: ETHNICITY OF STUDENTS

Methodology: Counts of students by ethnicity for each college were obtained from the Chancellor's Office Management Information System (COMIS) for academic years 2008-2009, 2009-2010, and 2010-2011.

The percentages in Tables 1.8 through 1.10 are calculated by dividing the number of students in each category by the unduplicated annual headcount for that college. See Table 1.7 Methodology for a definition of unduplicated annual headcount.

Data Source: Chancellor's Office Management Information System (COMIS)

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Appendix C: Uncontrollable Factors: Selection and Regression Methods

Introduction to Regression Methods

This section describes the basic methodology for work that research staff at the Chancellor's Office performed for the 2009, 2008, and 2007 ARCC reports. As noted in the introduction to Appendix A of the 2012 ARCC report, the Chancellor's Office has re-used the peer groupings that it produced for the 2009 ARCC report. Because the 2012 ARCC report relies upon the peer groupings previously produced for the 2009 ARCC report, the Chancellor's Office did not conduct new regression analyses for the 2012 ARCC report. Interested readers may wish to refer to Appendix A of this report for the detailed explanation.

The following text details the methodology used for the 2009, 2010, 2011, and 2012 ARCC reports. As a preliminary step to finding the peer group for each college and for each college performance indicator, the Chancellor's Office developed regression models to identify a parsimonious set of uncontrollable factors that predicted each college performance indicator. The Chancellor's Office then used the identified uncontrollable factors in a series of cluster analyses to find the specific peer colleges for each college performance indicator. Consequently, the regression models in the ARCC play an important role in our efforts to "level the playing field" for parties that will use the peer group comparisons.

Chancellor's Office researchers employed a hierarchical regression approach to identify the best set of uncontrollable factors that predict each of the seven college level performance indicators. Although we use the term "predict," these regression models are **not** causal models; these are adjustment models that adjust outcomes for factors beyond the control of college administrators.

Our extensive literature review and consultation with community college and higher education researchers helped us to identify a large set of potential predictor variables. The variable set was further limited by the availability of data for the predictor variables. The predictor variables that we tested for the models are listed in Table C1. Statistically significant correlations (where $p < .05$) with the most current outcome variable (the most recent cohort as of the 2009 ARCC report) provided a reduced set of variables considered for model development. For those predictor variables that included several years of data, the most appropriate time frame to the outcome variable was selected. For example, the ESL Improvement Rate covered the years 2005-06 to 2007-08, so we selected predictor variable data from the "middle years" of the cohort (e.g. Student Headcount as of Fall 2006).

At times, we found two or more predictor variables that were correlated with each other, as well as with the outcome (collinearity/multicollinearity). In this case, we selected the predictor variable with the highest correlation with the outcome variable. In other cases, the most logical variable was chosen for developing the final model. For example, Student Headcount based on the Chancellor's Office's data was highly correlated with the Carnegie Classification Fall Headcount based on IPEDS data and both were correlated with the outcome variable of persistence rate. We used the Chancellor's Office's data based on the immediacy to the outcome because the Carnegie Classification data included intervening steps that made it more removed from the outcome.

When exploratory data analysis indicated pronounced deviation from the normal distribution, we transformed the data as appropriate before estimating the regression equation.

The tables in Appendix C reflect regression models developed with the data that became available within the 2009 ARCC timeframe, including data resubmitted during the college data review period (October to December 2008). Use of the most recent data was important in the 2009 report, as it was with the 2008 ARCC report, given the effects of the Chancellor's Office's data quality efforts such as master course file update and student identifier clean-up.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
1	Student Count Fall 2004	o	o	o				
2	Student Count Fall 2005	o	X	o				
3	Student Count Fall 2006	o	o	X			o	X
4	Student Count Fall 2007					X		
5	Average Unit Load for Fall 2004		X					
6	Average Unit Load for Fall 2005		o					
7	Average Unit Load for Fall 2006		o	o			X	
8	Average Unit Load for Fall 2007							
9	Percent Male Students Fall 2005							
10	Percent Male Students Fall 2006							
11	Percent Male Students Fall 2007				X			
12	Percent of Students Age 25+ Fall 2004	o	o	o				
13	Percent of Students Age 25+ Fall 2005	X	o	o				
14	Percent of Students Age 25+ Fall 2006	o	o	X				o
15	Percent of Students Age 25+ Fall 2007				o			
16	Percent of Students Age 30+ Fall 2004		o					
17	Percent of Students Age 30+ Fall 2005		o					
18	Percent of Students Age 30+ Fall 2006		o					X
19	Percent of Students Age 30+ Fall 2007				X			
20	Percent of Basic Skills Students Fall 2004	o						
21	Percent of Basic Skills Students Fall 2005	X						
22	Percent of Basic Skills Students Fall 2006	o						o
23	Percent of Basic Skills Students Fall 2007					o		
24	Percent of Students on Financial Aid Fall 2004	o		o				
25	Percent of Students on Financial Aid Fall 2005	o						
26	Percent of Students on Financial Aid Fall 2006	o					X	
27	Percent of Students on Financial Aid Fall 2007					o		
28	Percent Bachelor (25 plus) Index (Census)	X	o	o		o	o	
29	Percent Foreign Born Index (Census)							o
30	Percent Unemployed Index (Census)	o	o	o		o	o	
x--variable selected for final model; o--variable considered during model development but not selected for final model								

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
31	Percent Below Poverty Index (Census)	o	o	o		X	o	
32	English Speaking Index (Census)							o
33	English Second Language Index (Census)							o
34	English Not Spoken Well Index (Census)	o						X
35	Economic Service Area Index (Household)	o	o	X		o	o	
36	Economic Service Area Index (Per Capita)	o	X	o		o	o	
37	Student Average Academic Preparation Index	o	o	o		o	o	
38	Miles from College to the Nearest UC	o		o	X			o
39	Miles from College to the Nearest CSU	o		o				o
40	Miles from College to the Nearest 4-Year	o		o	o			o
41	Selectivity of the Nearest UC (2004)							
42	Selectivity of the Nearest CSU (2004)							
43	Selectivity of the Nearest 4-Year (2004)							
44	Selectivity of the Nearest UC (2005)							
45	Selectivity of the Nearest CSU (2005)							
46	Selectivity of Nearest 4-Year (2005)							
47	Selectivity of the Nearest UC (2006)							
48	Selectivity of the Nearest CSU (2006)							
49	Selectivity of Nearest 4-Year (2006)						X	
50	Selectivity of the Nearest UC (2007)							
51	Selectivity of the Nearest CSU (2007)					o		
52	Selectivity of Nearest 4-Year (2007)				o			
53	Selectivity of CCC to Nearest UC (2004)							
54	Selectivity of CCC to Nearest CSU (2004)							
55	Selectivity of CCC to Nearest 4Year (2004)							
56	Selectivity of CCC to Nearest UC (2005)							
57	Selectivity of CCC to Nearest CSU (2005)							
58	Selectivity of CCC to Nearest 4Year (2005)		o					
59	Selectivity of CCC to Nearest UC (2006)							
60	Selectivity of CCC to Nearest CSU (2006)							
x--variable selected for final model; o--variable considered during model development but not selected for final model								

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
61	Selectivity of CCC to Nearest 4Year (2006)						o	
62	Selectivity of CCC to Nearest UC (2007)							
63	Selectivity of CCC to Nearest CSU (2007)							
64	Selectivity of CCC to Nearest 4Year (2007)							
65	SAT Verbal 25th Pct of Nearest UC (2004)							
66	SAT Verbal 75th Pct of Nearest UC (2004)							
67	SAT Math 25th Pct of Nearest UC (2004)							
68	SAT Math 75th Pct of Nearest UC (2004)							
69	SAT Verbal 25th Pct of Nearest CSU (2004)	o						
70	SAT Verbal 75th Pct of Nearest CSU (2004)	o						
71	SAT Math 25th Pct of Nearest CSU (2004)	o	o					
72	SAT Math 75th Pct of Nearest CSU (2004)	o	o					
73	SAT Verbal 25th Pct of Nearest 4Yr (2004)	o						
74	SAT Verbal 75th Pct of Nearest 4Yr (2004)	o						
75	SAT Math 25th Pct of Nearest 4Yr (2004)	o						
76	SAT Math 75th Pct of Nearest 4Yr (2004)	o						
77	SAT Verbal 25th Pct of Nearest UC (2005)							
78	SAT Verbal 75th Pct of Nearest UC (2005)							
79	SAT Math 25th Pct of Nearest UC (2005)							
80	SAT Math 75th Pct of Nearest UC (2005)							
81	SAT Verbal 25th Pct of Nearest CSU (2005)	o						
82	SAT Verbal 75th Pct of Nearest CSU (2005)	o						
83	SAT Math 25th Pct of Nearest CSU (2005)	o	o					
84	SAT Math 75th Pct of Nearest CSU (2005)	o	o					
85	SAT Verbal 25th Pct of Nearest 4Yr (2005)	o						
86	SAT Verbal 75th Pct of Nearest 4Yr (2005)	o						
87	SAT Math 25th Pct of Nearest 4Yr (2005)	o						
88	SAT Math 75th Pct of Nearest 4Yr (2005)	o						
89	SAT Verbal 25th Pct of Nearest UC (2006)							
90	SAT Verbal 75th Pct of Nearest UC (2006)							
x--variable selected for final model; o--variable considered during model development but not selected for final model								

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
91	SAT Math 25th Pct of Nearest UC (2006)							
92	SAT Math 75th Pct of Nearest UC (2006)							
93	SAT Verbal 25th Pct of Nearest CSU (2006)	o						
94	SAT Verbal 75th Pct of Nearest CSU (2006)	o						
95	SAT Math 25th Pct of Nearest CSU (2006)	o	o					
96	SAT Math 75th Pct of Nearest CSU (2006)	o	o	o				
97	SAT Verbal 25th Pct of Nearest 4-Yr (2006)	o						
98	SAT Verbal 75th Pct of Nearest 4-Yr (2006)	o						
99	SAT Math 25th Pct of Nearest 4-Yr (2006)	o						
100	SAT Math 75th Pct of Nearest 4-Yr (2006)	o						
101	SAT Verbal 25th Pct of Nearest UC (2007)							
102	SAT Verbal 75th Pct of Nearest UC (2007)							
103	SAT Math 25th Pct of Nearest UC (2007)							
104	SAT Math 75th Pct of Nearest UC (2007)							
105	SAT Verbal 25th Pct of Nearest CSU (2007)					o		
106	SAT Verbal 75th Pct of Nearest CSU (2007)					o		
107	SAT Math 25th Pct of Nearest CSU (2007)					o		
108	SAT Math 75th Pct of Nearest CSU (2007)					X		
109	SAT Verbal 25th Pct of Nearest 4Yr (2007)					o		
110	SAT Verbal 75th Pct of Nearest 4Yr (2007)					o		
111	SAT Math 25th Pct of Nearest 4Yr (2007)					o		
112	SAT Math 75th Pct of Nearest 4Yr (2007)					o		
113	Carnegie Basic Classification (2003-04)							
114	Carnegie Size and Setting (2003-04)	o	o	o				
115	Carnegie Fall Headcount (2003-04)	o	o	o				
116	Carnegie Degree of Urbanization (2003-04)							
117	Carnegie Associate Degree Total (2003-04)	o	o	o				
118	Carnegie Two Digit Programs (2003-04)							
119	Carnegie Four Digit Programs (2003-04)			o				
120	Carnegie Pct Part-Time Students (2003-04)		o					
x--variable selected for final model; o--variable considered during model development but not selected for final model								

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C1: Potential Uncontrollable Factors (Predictors) for Regression Modeling								
		Progress Rate	30 Units Plus Rate	Persistence Rate	Vocational Completion Rate	Basic Skills Completion Rate	Basic Skills Improvement Rate	ESL Improve. Rate
		2002-03 to 2007-08	2002-03 to 2007-08	Fall 2006 to Fall 2007	2007-08	2007-08	2005-06 to 2007-08	2005-06 to 2007-08
121	Carnegie FTE Enrollment (2003-04)	o		o				
122	Percent Foreign Born in County							
123	Below Poverty in County							
124	BA Plus in County							
125	Unemployment in County							
126	Educational Needs Index Score (ENI)	o	o	o		o		
127	Difference in College Attainment (ENI Indicator)							
128	Unemployment Rate-2003 (ENI Indicator)	o						
129	Pct of Under 65 in Poverty-2000 (ENI Indicator)	o		o		o		
130	Median Family Income-2000 (ENI Indicator)	o	o			o		
131	Per Capita Income-2000 (ENI Indicator)	o		o		o		
132	Educational Factors (ENI Factor)	o	o	o		o		
133	Economic Factors (ENI Factor)	o	o	o		o		
134	Market Demand Factors (ENI Factor)	o			o			
135	Rate 18-64 with HS Diploma (ENI Indicator)	o				o		
136	Rate 18-64 with AA Degree (ENI Indicator)	o						
137	Rate 18-64 with BA Degree (ENI Indicator)	o	o	o		o		
138	Rate of Manufacturing Employ(ENI Indicator)				o	o		
139	Pop Rate, Ages 0-19 (2000) (ENI Indicator)	o	o	o				
140	Pop Rate, Ages 20-44 (2000) (ENI Indicator)							o
141	Rate of Minority Pop (2000) (ENI Indicator)	o				o		
x--variable selected for final model; o--variable considered during model development but not selected for final model								

Table C2: Regression Model Summary

	N	Adjusted R-square
A: Progress & Achievement		0.703
Progress Rate for 2007-08	108	
Pct Students Age 25+ Fall 2005	109	
Pct Basic Skills Students Fall 2005	109	
Bachelor Plus Index	108	
Valid N (listwise)	108	
B: 30 Units Plus		0.457
Plus 30 Units Rate for 2007-08	108	
Student Count Fall 2005	109	
Average Unit Load for Fall 2004	109	
ESAI Per Capita Income	108	
Valid N (listwise)	108	
C: Persistence		0.544
Persistence Rate from Fall06 to Fall07	110	
Pct Students Age 25+ Fall 2006	110	
Student Count Fall 2006	110	
ESAI Household Income	108	
Valid N (listwise)	107	
D: Voc Course Completion Rate		0.406
Rate of Successful Vocational Course Completion 2007-2008	110	
Pct Male Students Fall 2007	110	
Pct Students Age 30+ Fall 2007	110	
Miles to Nearest UC	110	
Valid N (listwise)	110	
E: Basic Skills Course Completion		0.248
Rate of Successful Basic Skills Course Completion 2007-2008	110	
Student Count Fall 2007	110	
Nearest CSU SAT Math 75th Percentile Fall 2007	109	
Poverty Index	108	
Valid N (listwise)	108	
F: Basic Skills Improvement Rate		0.231
Basic Skills Improvement Rate 2005-06 to 2007-08	107	
Pct Students on Need-Based Financial Aid Fall 2006	108	
Average Unit Load Fall 2006	108	
Selectivity of Nearest Four-Year Institution 2006	107	
Valid N (listwise)	107	
G: ESL Improvement Rate		0.311
ESL Improvement Rate 2005-06 to 2007-08	103	
Student Count Fall 2006	110	
Pct Students Age 30+ Fall 2006	110	
English Not Spoken Well Index	108	

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Student Progress and Achievement Rate

Results

The predictors for Student Progress and Achievement Rate (2002-2003 to 2007-2008) are:

- Pct Age 25+: The percentage of students at a community college in the Fall of 2005 that are age 25 years or older, obtained from the CCCCO MIS.

- Pct Basic Skills: The percentage of students at a community college in the Fall of 2005 taking at least one Credit Basic Skills Course (Basic and Pre-collegiate Basic), obtained from CCCCO MIS.

- BA Index: The Bachelor of Arts/Sciences Index represents the bachelor degree attainment of the population, 25 years or older in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with educational data for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

Table C3 below shows the regression weights for each step of the hierarchical model. The table also shows the zero-order correlation of the outcome variable with each predictor. The complete model has an adjusted $R^2 = .70$, $F(3, 104) = 85.49$, $p < .001$, with the regression weights for all predictors significant at the .05 level. Based on the standardized beta coefficients, the BA Index provides the largest relative contribution to the model. Multicollinearity is neglible in the final regression and the residuals appeared to be normally distributed.

Table C3: Hierarchical Regression Analysis Summary for the Progress and Achievement Rate (2002-03 to 2007-08)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	59.70	3.34		
	Pct Age25+	-18.92	6.90	-.26	-.26
2	(Constant)	65.82	3.43		
	Pct Age25+	-19.47	6.42	-.27	-.26
	Pct Basic Skills	-41.85	9.96	-.37	-.36
3	(Constant)	49.54	2.39		
	Pct Age25+	-23.00	3.88	-.31	-.26
	Pct Basic Skills	-20.14	6.22	-.18	-.36
	BA Index	62.00	4.57	.74	.77

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

The percent of students age 25 years old and over is negatively associated with the student progress and achievement rate. Possibly, colleges with greater percentages of "older" students focus on education that does not include a certificate, degree or outcomes related to transfer. For example, older students might already be in the workforce but continue to take courses to enhance their job skills or other interests without degree or transfer as their goal.

The next variable entered into the model was the percent of students taking basic skills courses. The negative correlation between a college's progress and achievement rate and its percentage of students taking basic skills courses may indicate that the college serves students that are less academically prepared. The research literature supports the proposition that the readiness of the entering student population of a college, as measured by the percent of student taking basic skills courses, is related to college performance.

A community based predictor variable, the BA Index, was entered last. This college level variable, also developed by the Chancellor's Office, reflects the educational attainment of the population 25 years old and over for the service area of the college. Research indicates that a major predictor of college success is the level of parent education. In addition, studies indicate that the socioeconomic background of an area has a link to educational outcomes of those who grow up in a neighborhood (the so-called "neighborhood effect"). This variable was highly correlated with several other community variables such as poverty, income, and unemployment. The BA Index might be considered a proxy for these other variables or a combination of such variables in the broader context of a community's socioeconomics.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of Students with At Least 30 Units Rate

Results

The predictors for Students with at Least 30 Units Rate (2002-2003 to 2007-2008) are:

- Student Count: The unduplicated number of students taking credit courses attending the college during the Fall of 2005.
- Average Unit Load: The average number of units carried by students at each college in Fall 2004.
- ESAI - Per Capita: The Economic Service Area Index - Per Capita represents the per capita income in a college's service area. Per capita is the mean income for every person in a particular group. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

Table C4 below shows the regression weights for each step of the model. There was no need to transform the outcome variables for this year's new cohort of data. The table also displays the zero-order correlation of the outcome variable with each predictor. The full model has an adjusted $R^2 = .46$, $F(3, 104) = 31.01$, $p < .001$, with the regression weights for every predictor significant at the .05 level. The standardized beta coefficients show that all three predictor variables provide similar contributions to the model. Multicollinearity is neglible in the final regression, and the residuals appeared to be normally distributed.

Table C4: Hierarchical Regression Analysis Summary for Students with At Least 30 Units Rate (2002-03 to 2007-08)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	66.54	0.82		
	Student Count	0.00	0.00	.43	.43
2	(Constant)	55.50	2.73		
	Student Count	0.00	0.00	.37	.43
	Average Unit Load	1.46	0.35	.35	.41
3	(Constant)	45.90	2.90		
	Student Count	0.00	0.00	.29	.43
	Average Unit Load	1.83	0.31	.44	.41
	ESAI - Per Capita	0.00	0.00	.43	.40

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

A campus- or college-based predictor variable, the student count, is positively associated with the rate of students completing at least 30 units. Theory suggests that economies of scale (which benefits larger colleges in comparison to smaller ones) enable larger colleges to have more resources to afford the special student services (i.e., orientation, counseling, and tutoring) that theoretically promote college success.

The average unit load at a college might serve as a proxy for full-time and part-time student status. Part-time students often must work or raise families. They are most likely older and enroll while maintaining other responsibilities. The assumption is that part-time students take longer to achieve an outcome and exhibit higher risk for non-completion.

The Economic Service Area Index - Per Capita represents the per capita, or individual income, of the area served by the college. This college index provides a measure of the economic conditions of the community served by the college (not just the neighborhoods geographically within any district boundaries). According to many studies, income plays a dramatic role in student achievement. Factors such as the ability to afford college, academic preparedness, and other challenges related to lower incomes present barriers to student success in college.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Persistence Rate

Results

The predictors for the Persistence Rate (Fall 2006 to Fall 2007) are:

- Pct Age 25+: The percentage of students at a community college in the Fall of 2006 that are age 25 years or older, obtained from the CCCCO MIS.
- Student Count: The unduplicated number of students taking credit courses attending the college during Fall 2006.
- ESAI - Median HH: The Economic Service Area Index - Median Household Income represents the median household income of the population in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

Table C5 illustrates the regression weights for each stage of the model. We transformed the persistence rate by squaring the data to reduce negative skewness and to approximate a normal distribution. This transformation changes the interpretation of the unstandardized coefficients (B) that we list below in Table C5, and this explains the relatively large number displayed for the unstandardized coefficient for the percentage of students age 25 or older (Pct Age25+). In plotting the residuals, we noticed Feather River College as an outlier. We decided to delete the college from the final model but included the college in the cluster analysis. The full model has an adjusted $R^2 = .54$, $F(3, 103) = 43.12$, $p < .001$, with the regression weights for every predictor significant at the .05 level. The standardized beta coefficients demonstrate that all three predictor variables provide comparable contributions to the model. The last column in the table contains the zero-order correlation of the persistence rate with each predictor. Multicollinearity is negligible in the final regression model and the residuals appear to be normally distributed.

Table C5: Hierarchical Regression Analysis Summary
for the Persistence Rate (Fall 2006 to Fall 2007)

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	6740.88	405.82		
	Pct Age25+	-4745.47	838.84	-.48	-.48
2	(Constant)	5558.85	449.04		
	Pct Age25+	-3741.42	796.05	-.38	-.48
	Student Count	0.05	0.01	.37	.48
3	(Constant)	3789.76	461.66		
	Pct Age25+	-3635.32	669.19	-.37	-.48
	Student Count	0.04	0.01	.30	.48
	ESAI - Median HH	0.04	0.01	.44	.52

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

The percentage of students age 25 and over is negatively associated with the student persistence rate. Possibly, colleges with greater percentages of "older" students focus on education that does not require persistent enrollment. For example, as with the student progress and achievement rate, older students might already be in the workforce and take several courses for job training or personal interests but not necessarily enroll in the subsequent year.

The student count is positively related with the rate of students persisting from a fall semester to a subsequent fall semester. This predictor reflects the college size. Theory suggests that economies of scale (which benefits larger colleges in comparison to smaller ones) enable larger colleges to have more resources to afford the special student services (i.e., orientation, counseling, and tutoring) that theoretically promote college success.

The Economic Service Area Index – Median Household Income provides a gauge of the economic conditions of the community served by the college. In the case of persistence, the higher the ESAI—Median HH for a college, the higher the persistence rate for that college. The theory is that income plays a vital role in student achievement. Factors such as the ability to afford college, academic preparedness, and other challenges related to lower incomes present barriers to student success in college. Colleges that serve areas with higher incomes may have the resources to encourage student persistence and may experience fewer economic barriers to persistence.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Vocational Course Completion Rate

Results

The predictors for 2007-2008 Vocational Course Completion Rate are:

- PctMale_F07: The percentage of males in each community college population as of Fall 2007, obtained from the CCCCO MIS.

- Pct_30_F07_Root: The percentage of students age 30 years or older as of Fall 2007, obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

- DistUC_Log: The distance in driving miles from the community college to the nearest University of California campus. Obtained from Yahoo Maps online service. Analysis of this variable indicated a skewed distribution. We used a LOG transformation for the version of this variable included in the regression model.

Table C6 shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted $R^2 = .41$, $F(3, 106) = 25.88$, $p < .001$, with the regression weights for all predictors significant at the .05 level. Based upon the standardized beta coefficients, the Pct Male predictor provides the largest relative contribution to the model.

We detected negligible multicollinearity in the final regression model and the residuals appeared to be normally distributed, with the exception of two "outlier" colleges which tended to have higher percentages of male students and students age 30 years or older. However, the residual statistics did not quite justify excluding these colleges or using another approach (e.g., weighted least squares).

Table C6: Hierarchical Regression Analysis Summary for Vocational Course Completion Rate 2007-08

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	52.68	3.16		
	PctMale_F07	53.93	7.21	.58	.58
2	(Constant)	44.89	4.29		
	PctMale_F07	51.33	7.09	.56	.58
	Pct_30_F07_Root	15.34	5.88	.20	.28
3	(Constant)	41.37	4.35		
	PctMale_F07	51.40	6.88	.56	.58
	Pct_30_F07_Root	13.32	5.75	.17	.28
	DistUC_Log	3.14	1.13	.21	.24

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

Based on this analysis, the percentage of males in a college's student population and the percentage of students age 30 and above in that population are positively associated with vocational course completion rates. Keep in mind that these predictors are not causal and that they are related to institutions rather than to individuals. Assumptions made about individuals based on aggregate/institutional data of the type used for this report are vulnerable to the error known as the ecological fallacy. The ecological fallacy surfaces when associations between two variables at the group (college) level differ from associations between analogous variables measured at the individual level, e.g., attributing greater likelihood of vocational course completion to individual male students or to older students while using *institutional* completion rates and demographic data.

With regard to the variable Pct Male, many CCCs specialize in the academic programs they offer (e.g., transfer emphasis versus nontransferable vocational education emphasis), and some of those colleges may offer more vocational courses in traditionally male occupations based on their local labor markets. Thus they attract a larger percentage of males taking and completing vocational courses. In addition, male students theoretically may experience fewer barriers to course completion (e.g., elder care and child care responsibilities that tend to affect male students to a lesser extent).

In terms of the relationship of the Pct Age 30+ predictor with vocational course completion, colleges that serve communities with older populations may tailor courses and/or delivery strategies to this demographic group, resulting in higher completion rates for older students. Colleges providing vocational courses to specific subsets of the older student population (e.g., those re-entering the job market, displaced workers seeking retraining) may customize course offerings for these students, thus affecting vocational course completion rates.

At first glance, distance to the nearest UC does not make intuitive sense as a predictor for vocational course completion. However, this metric might serve as a proxy for another predictor or set of predictors for which the data are less readily available (e.g., urban/rural distinction, proximity of certain community colleges to specific industries that encourage/support vocational programs). Also, colleges tend to tailor their programs to the needs of their communities. Community colleges closer to the UCs may emphasize transfer courses rather than vocational courses to meet local needs, while colleges further from the UCs focus on vocational programs.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Basic Skills Course Completion Rate

Results

The predictors for 2007-2008 Basic Skills Course Completion Rate are:

- St_Cnt_F07_Root: The student headcount for Fall 2007. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

- CSU_SATMath75_07: The Scholastic Aptitude Test (SAT) Math 75th Percentile score for the nearest CSU. Obtained from the Integrated Postsecondary Education Data System (IPEDS).

- PovertyIndex_Root: The Poverty Index represents the poverty rate of the population in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with the proportion of individuals under the age of 65 living in poverty for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

Table C7 below shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted $R^2 = .25$, $F(3, 104) = 12.78$, $p < .001$. Based upon the standardized beta coefficients, the Poverty Index provides the largest relative contribution to the model.

We detected negligible multicollinearity in the final regression model and the residuals appeared to be normally distributed.

Table C7: Hierarchical Regression Analysis Summary for Basic Skills Course Completion Rate 2007-08

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	55.20	2.13		
	St_Cnt_F07_Root	.04	.02	.22	.22
2	(Constant)	23.44	8.45		
	St_Cnt_F07_Root	.04	.02	.22	.22
	CSU_SATMath75_07	.06	.02	.34	.35
3	(Constant)	46.84	10.02		
	St_Cnt_F07_Root	.03	.02	.19	.22
	CSU_SATMath75_07	.04	.02	.22	.35
	PovertyIndex_Root	-32.00	8.35	-.35	-.44

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Discussion

The proportion of individuals living in poverty in a college's service area (Poverty Index) had a moderately negative correlation with the college's Basic Skills Course Completion Rate. That is, the higher the poverty index the lower the basic skills course completion rate, in general. The Poverty Index most likely reflects uncontrollable factors (e.g., academic preparedness, parental education) that influence college success.

Regarding CSU SAT Math 75th percentile scores -- the higher the SAT score, the higher the basic skills course completion rate. Other research has shown that completing higher level math in high school correlates with ultimate degree completion (i.e., postsecondary success). In this analysis, the SAT math score for the nearest CSU may reflect academic preparedness, quality of high schools that send students to the community college, etc. – all factors related to basic skills course completion. Alternatively, if students from the nearest CSU are attending the community college to obtain basic skills remediation/courses, those CSUs with higher SAT scores may be sending students that are relatively better prepared to succeed in basic skills courses.

The student headcount is positively correlated with basic skills course success. This predictor reflects the college size. Theory suggests that economies of scale (which benefits larger colleges in comparison to smaller ones) enable larger colleges to have more resources to afford the special student services (i.e., orientation, counseling, and tutoring) that theoretically promote college success.

Although this year's adjusted R^2 exceeds last year's value as well as the adjusted R^2 in the 2007 ARCC report for this indicator, the adjusted R^2 value remains low. A consistently low adjusted R^2 for this model suggests the need for additional research to identify additional uncontrollable factors that may help explain basic skills course completion rates. If we can identify such factors, our model will have greater predictive power, which, in turn, will improve the quality of the subsequent peer grouping (by cluster analysis). Of course, it is possible that the factors that determine this specific outcome:

(a) are not measured by our data system or
(b) are predominately characterized as "controllable" factors or
(c) are interacting in ways that we have not adequately tested in the current regression process.

For example, scenario (a) could include factors such as student motivation, student employment, and student family obligations. Scenario (b) could include factors such as highly effective tutoring programs on campus and highly successful placement programs. Scenario (c) could involve the testing of mediating and moderating variables and interactions between predictors. From a policy analysis perspective, the potential for scenario (b) to explain our results implies that an in-depth analysis of basic skills could result in a very productive identification of institutional needs in the area of basic skills success. Naturally, a new study that encompasses both (a) and (b) may be ideal.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the Basic Skills Improvement Rate

Results

The predictors for the Basic Skills Improvement Rate (2005-2006 to 2007-2008) are:

- Pct_FinAid_F06_Root: The percentage of students on need-based financial aid in Fall 2006, the "middle year" for the Basic Skills Improvement cohort. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

- AvgUnitLd_F06_Sqr: The average unit load at the community college as of 2006 calculated by summing the units attempted (by credit students) for the period of interest (Fall 2006) and dividing by the total count of credit students for this period. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We squared the original data for the version of this variable included in the regression model.

- Select4year06: Selectivity of nearest four-year institution in 2006, calculated as the number of first-time, degree/certificate-seeking undergraduate students admitted to the institution, divided by the number of students who applied to that institution in Fall 2006.

The distribution of the outcome variable also indicated non-normality. Given the negative skew of that distribution, we squared the Basic Skills Improvement Rate to transform it for use in the regression modeling.

Table C8 below shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted $R^2 = .23$, $F(3,103) = 11.63$, $p < .001$, with the regression weights for all predictors significant at the .05 level. We deleted two "outlier" colleges from the final regression model (Hair, et al., 2006), though they will still be included in the cluster analysis.

Based upon the standardized coefficients (beta), the percentage of students on need-based financial aid provides the largest contribution to the model relative to the other variables, followed by the selectivity of the nearest four-year college.

We detected negligible multicollinearity in the final regression model for this outcome and the residuals appeared to be normally distributed.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C8: Hierarchical Regression Analysis Summary for Basic Skills Improvement Rate 2005-06 to 2007-08

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	3488.00	240.99		
	Pct_Fin_Aid_F06_Root	-2700.06	779.84	-.32	-.32
2	(Constant)	3050.86	275.63		
	Pct_FinAid_F06_Root	-3611.79	813.40	-.43	-.32
	AvgUnitLd_F06_Sqr	11.28	3.82	.28	.12
3	(Constant)	2624.95	292.28		
	Pct_FinAid_F06_Root	-3793.30	778.19	-.45	-.32
	AvgUnitLd_F06_Sqr	10.21	3.66	.26	.12
	Select4year06	10.01	2.99	.29	.27

Discussion

The Percentage of Students on Need Based Financial Aid had the greatest impact in this model, and was negatively correlated with Basic Skills Improvement Rate. In general, the higher the percentage on need-based aid at the college, the lower the Basic Skills Improvement Rate for that institution, and vice versa. Keep in mind that these are not causal or explanatory models and that the predictors and outcomes are institution-based rather than individual-based. Thus it would not be valid to infer that students receiving need-based financial aid show less improvement in basic skills courses than those not receiving such aid. The negative correlation between a college's Basic Skills Improvement Rate and its financial aid percentage may indicate that the college serves an area where economic barriers and relative lack of academic preparation could affect students' basic skills course progress.

The correlation between nearest four-year college selectivity (2006), a possible proxy measure of academic preparedness, and Basic Skills Improvement proves more puzzling and may indicate that the selectivity score serves as a moderator or mediator variable in a more complex model that exceeds the scope of the ARCC analysis.

Average unit load is positively correlated with Basic Skills Improvement indicating that colleges with higher average unit loads among their students tend to have higher improvement rates. However, this relationship is weak. For the current model, unit load may be serving as a proxy measure for a more individual-based predictor such as motivation or academic goal, or for a set of predictors in a more complex model.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

The relatively low adjusted R^2 for this model suggests the need for additional research to identify additional uncontrollable factors that may help explain basic skills improvement rates. If we can identify such factors, our model will have greater predictive power, which, in turn, will improve the quality of the subsequent peer grouping (by cluster analysis). However, it is possible that the factors that determine this specific outcome

(a) are not measured by our data system or
(b) are predominately characterized as "controllable" factors or
(c) are interacting in ways that we have not adequately tested in the current regression process.

For example, scenario (a) could include factors such as student motivation, student employment, and student family obligations. Scenario (b) could include factors such as highly effective tutoring programs on campus and highly successful placement programs. Scenario (c) could involve the testing of mediating and moderating variables and interactions between predictors. From a policy analysis perspective, the potential for scenario (b) to explain our results implies that an in-depth analysis of basic skills could result in a very productive identification of institutional needs in the area of basic skills success. Naturally, a new study that encompasses both (a) and (b) may be ideal.

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Appendix C: Uncontrollable Factors: Selection and Regression Methods

Model Summary of the ESL Improvement Rate

Results

The predictors for the English as a Second Language (ESL) Improvement Rate (2005-2006 to 2007-2008) are:

- St_Cnt_F06_Root: The student headcount for Fall 2006, the "middle year" for the ESL improvement cohort. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. Thus, we used a square root transformation for the version of this variable included in the regression model.

- Pct_30_F06_Root: The percentage of students age 30 years or older as of Fall 2006, the "middle year" for the ESL improvement cohort. Obtained from the CCCCO MIS. Analysis of this variable indicated a skewed distribution. We used a square root transformation for the version of this variable included in the regression model.

- SpkEngNotWellIndex_Root: The "English Not Spoken Well or Not At All" Index represents the self-rating of ability to speak English of a Census sample in the college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with English language ability self-ratings data for ZCTA (ZIP Census Tabulation Area) codes obtained from Census 2000. The data used to create this index are based on the percentage of Census respondents who reported that they spoke a language other than English and were then asked to indicate their ability to speak English in one of the following categories: "Very well," "Well," "Not well," or "Not at all." The index includes only those who reported "Not Well" or "Not at all" in the 18 to 64-year old group. We used a square root transformation for the version of this variable included in the regression model.

Table C9 below shows the regression weights for the variables at each step of the hierarchical model, as well as the zero order correlation (Pearson) with the outcome variable for each predictor. The complete model had an adjusted R^2 =.31, $F(3,98) = 16.22$, $p < .001$, with the regression weights for all predictors significant at the .05 level. Based upon the standardized coefficients (beta), the Student Count predictor provides the largest contribution to the model relative to the other variables.

We detected negligible multicollinearity in the final regression model for this outcome and the residuals appeared to be normally distributed.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Table C9: Hierarchical Regression Analysis Summary for ESL Improvement Rate 2005-06 to 2007-08

Step	Variables	B	Std. Error	Standardized Coefficients	Correlation
1	(Constant)	11.52	6.55		
	St_Cnt_F06_Root	.30	.05	.48	.48
2	(Constant)	54.06	15.90		
	St_Cnt_F06_Root	.24	.06	.39	.48
	Pct_30_F06_Root	-62.25	21.35	-.26	-.39
3	(Constant)	38.24	16.72		
	St_Cnt_F06_Root	.23	.05	.36	.48
	Pct_30_F06_Root	-57.52	20.89	-.24	-.39
	SpkEngNotWellIndex_Root	47.94	19.09	.21	.31

Discussion

This regression model indicates that a combination of college size, age of student population, and self-rated English-speaking ability of the population in the college's service area achieved low-to-moderate prediction of ESL improvement rates. Larger college size and higher proportions of those stating that they speak English "Not Well" or "Not At All" were correlated with higher ESL improvement rates. In contrast, the negative correlation between ESL improvement and the percentage of students age 30 years or older indicates that colleges with relatively younger student populations tend to have higher improvement rates.

The student headcount predictor reflects college size. Theory suggests that economies of scale (which benefits larger colleges in comparison to smaller ones) enable larger colleges to have more resources to afford the special student services (i.e., orientation, counseling, and tutoring) that theoretically promote college success – in this case, ESL improvement.

A number of socioeconomic theories might help explain the negative correlation between ESL improvement and colleges with larger percentages of students 30 and over. For example, colleges serving older ESL students might also be located in areas with fewer economic and educational advantages that contribute to academic success.

The English Not Spoken Well or Not At All Index was added for the 2008 ARCC report. This variable continues to contribute to the model and may be a fertile area for exploration beyond the need to select clustering variables for the ARCC peer groups.

Appendix C: Uncontrollable Factors: Selection and Regression Methods

Note: The adjusted R^2 for this year's ESL regression model is considerably lower than the adjusted R^2 from the 2008 ARCC analysis (adjusted R^2 = .31 versus .47). There are several possible explanations for this change, none of which takes precedence or precludes other explanations. First, the colleges' percentages of students age 30 or older replaced last year's BA+ Index as a better predictor in the model. Second, the 2009 model's other predictors remained the same as last year's, but the student count variable was updated to reflect more recent data. Those updates could affect the latest regression model. Third, heteroscedasticity in the residuals for last year's model justified a weighted least squares (WLS) adjustment that contributed to a higher R^2. We did not detect heteroscedasticity this year and did not adjust the data.

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Appendix D: Peer Grouping Methodology

Introduction

This appendix documents the technical details of the peer grouping method used in the ARCC. Researchers and individuals with some background in statistical analysis will probably have little trouble understanding this material. We also assume that institutional researchers at each college or district will need to understand these technical details in order to help various local constituencies in their comprehension and usage of the peer group comparisons.

The Objective of Peer Grouping

To understand the methodology of the ARCC peer grouping, we should note the following objective that this analysis aimed to achieve.

> *Peer grouping will complement the other ARCC sources of information about college level performance by giving decision makers a way to compare each college's performance with the performances of other "like" colleges on each selected performance indicator (each ARCC outcome measure), in a fair and valid manner.*

General Strategy of ARCC Peer Grouping

The Chancellor's Office (CCCCO) implemented a strategy for peer grouping that used the following four basic steps in the sequence shown below.

1. For each performance indicator/outcome use prior research and input from college officials/researchers to identify those factors that affect the outcome but that lie beyond the control of each college administration. (These uncontrollable factors are often referred to as "environmental factors.")

2. For the environmental factors of each performance indicator identify a feasible data source that the CCCCO can use in its statistical analysis.

3. For each performance indicator, develop a regression model that will allow us to identify a parsimonious set of uncontrollable factors that the CCCCO can use to "level the playing field" in any between-college comparison of performances.

4. Using the parsimonious set of uncontrollable factors identified by regression modeling, use *cluster analysis* (a standard multivariate statistical tool) to identify for a college and for each performance indicator those colleges that most closely resemble it (the college of interest) in terms of these uncontrollable factors.

These four steps entailed a large amount of staff work, and in the interest of efficiency, we limit this appendix to only the fourth step, the cluster analysis. Appendix C includes a listing of the environmental factors collected and a summary of the regression models.

Appendix D: Peer Grouping Methodology

Cluster Analysis As A General Tool

Cluster analysis is a well-developed quantitative method of identifying groups of entities from a population of entities. Major references for cluster analysis became available to researchers as early as 1963 (Sokal & Sneath, 1963). This method can apply to any kind of entity, and past applications have clustered entities as diverse as colleges, states, cities, students, sports teams and players, patients, hospitals, and businesses, to mention a few. In past years, researchers have used it for developing taxonomies, especially with respect to the biological studies (i.e., horticulture, zoology, and entomology).

Depending upon the objective of the researcher, the cluster analysis chooses one or more measurements (aka "variables") of each entity in a population to produce a numerical indicator of "distance" between each entity in a given population. The researcher's objective is imperative in that this will drive the choice of measurements that more or less "determine" the eventual groupings or clusters. If the researcher chooses measurements that poorly reflect the researcher's objective, then the cluster analysis will probably produce a grouping that has marginal validity, if any.

Based upon the aforementioned inter-entity distances, cluster analysis then proceeds to identify sets of entities within a defined population by comparing sets of distances. In the vernacular of cluster analysis, these distances are also called "proximities." If the population under study contains a very unique entity in it, then the cluster analysis may produce, among its groupings, a cluster of one (i.e., a group containing only one case) to preserve the uniqueness of this one entity with respect to the population under study and the researcher's objective.

The development of computers greatly facilitated cluster analysis so that complex calculations for cluster analysis became very feasible for applied social research and evaluation. The major statistical software programs on the market today all offer routines to execute cluster analysis. In the ARCC analysis, CCCCO staff used one particular package known as *SPSS version 12*.

A procedure known as *hierarchical clustering* exploits computer power by moving through a large number of iterations to progressively "join" one college to another college that the computer finds is its "closest neighbor." The program will then join this resulting pair to the next most similar college (the next closest neighbor), and so on until no other colleges of sufficient similarity can be joined to this initial set. The procedure then repeats this "joining" process for each of the remaining colleges that the program has not already joined with some other college. Hierarchical clustering has great popularity among researchers because researchers can use the computer-generated record of the entire "joining" process as a tool to evaluate the quality of the cluster groupings (Everitt, Landau, & Leese, 2001). The ARCC peer grouping used this well-established procedure.

Appendix D: Peer Grouping Methodology

Cluster Analysis in the ARCC Peer Grouping

CCCCO staff reviewed the standard options for conducting a cluster analysis method and used the following four steps for the ARCC peer grouping:

1. Define a practical number of clusters to be identified.
2. Select a proximity measure that effectively captures the difference or "distance" between colleges on the basis of their levels of analyst-specified variables (the uncontrollable factors we had identified for each ARCC outcome).
3. Select and use a cluster identification algorithm that applies a specific decision rule (i.e., a type of logic) to cluster the colleges into mutually exclusive groups.
4. Prevent bias in the clustering that may result from using variables that use different scales of measurement (i.e., driving miles vs. student headcounts or percentage of students, and so forth).

The following section reports on how CCCCO implemented the four steps listed above.

1. The peer grouping identifies six distinct peer groups for all the community colleges in the system. This "target" of six groups addressed administrative concerns over the identification of too many peer groups and a plethora of single-college peer groups (that is, the finding of some colleges that lacked any statistical peers for comparison).

2. The chosen measure of distance between each community college in the system is the so-called *squared Euclidean distance*. This is the most common measure of proximity in cluster analysis. For the quantitatively inclined reader, the formula for computing the Euclidean distance is as follows:

$$d_{ij} = \left[\sum_{k=1}^{p} (x_{ik} - x_{jk})^2 \right]^{1/2}$$

   where x_{ik} and x_{jk} are, respectively, the kth variable value of the p-dimensional observations for individuals *i* and *j* (Everitt, Landau, & Leese, 2001).

3. In the peer grouping for all seven of the outcomes, CCCCO staff used *Ward's method* for clustering because staff found this method to work well with the ARCC data.

Appendix D: Peer Grouping Methodology

According to Bailey (1994), *Ward's method "begins with each objec*t treated as a cluster of one. Then objects are successively combined. The criterion for c*ombination is* that the within-cluster variation as measured by the sum of within-cluster deviation from cluster means (error sum of squares) is minimized. Thus, average distances among all members of the cluster are minimized." *Ward's method* has a tendency to produce clusters of approximately similar size (i.e., number of members in each cluster) (Everitt, Landau, & Leese, 2001).

1. The CCCCO staff converted the measures of the uncontrollable factors for each outcome so that their different units of measurement would have no effect upon the clustering solutions. Staff converted these measures by *standardizing the variables to unit variance* (also known as converting measurements to *z-scores*). Major statistical programs readily perform this conversion with the following formula:

z = (raw score for a case – mean of the sample) / (standard deviation of the sample)

(Snedecor & Cochran, 1980).

Concluding Thought

An excellent piece of advice that we constantly entertained during the peer group analysis covers the use of cluster analysis:

"Cluster analysis methods involve a mixture of imposing a structure on the data and revealing that structure which actually exists in the data…To a considerable extent a set of clusters reflects the degree to which the data set conforms to the structural forms embedded in the clustering algorithm…In the quest for clusters two possibilities are often overlooked…The data may contain no clusters…The data may contain only one cluster…" (Anderberg, 1973).

Appendix D: Peer Grouping Methodology

References

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Appendix E: Terms and Abbreviations

Abbreviation	Definition
AA AS	Associate of Arts Degree Associate of Science Degree An associate degree shall be awarded to any student who successfully completes the prescribed course of study for the degree while maintaining the requisite grade point average, the course of study required for the student's major, and any required academic elective courses. (California Code of Regulations, Title 5, §55800.5)
AB 1417	Assembly Bill (AB) 1417 legislation sponsored by Pacheco, Chapter 581, Statutes of 2004, that established ARCC
Academic Year	For purposes of COMIS this refers to all the terms in one year beginning with the summer term and ending with the spring term (Summer, Fall, Winter, Spring).
ARCC	Accountability Reporting for the Community Colleges, initially established by AB 1417 (Pacheco, Chapter 581, Statutes of 2004)
BA Plus Index	The Bachelor of Arts/Sciences Plus Index represents the bachelor degree attainment of the population, 25 years or older in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with educational data for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.

Appendix E: Terms and Abbreviations

Abbreviation	Definition
BA	Bachelor of Arts Degree For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Arts Degree, of which at least 40 shall be in the upper division credit, shall be 124 semester units. For candidates for the Bachelor of Arts degree who are meeting graduation requirements established during or after the 2000-01 academic year, a minimum of 120 semester units shall be required, including at least 40 semester units in upper-division courses or their equivalent. (California Code of Regulations, Title 5, §40500)
BS	Bachelor of Science Degree For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Science degree shall be 124 to 132 semester units, as determined by each campus, except that 140 semester units may be required in engineering. For candidates for the Bachelor of Science degree who are meeting graduation requirements established during or after the 2000-01 academic year, a minimum of 120 semester units shall be required. (California Code of Regulations, Title 5, §40501)

Appendix E: Terms and Abbreviations

Abbreviation	Definition
Basic Skills	Courses designed to develop reading or writing skills at or below the level required for enrollment in English courses one level below freshman composition, computational skills required in mathematics courses below Algebra, and ESL courses at levels consistent with those defined for English. (Based on a Basic Skills Study Session for the BOG.)
BOG	Board of Governors of the California Community Colleges
CAN	California Articulation Number: System of cross reference numbers designed to identify courses of comparable context
CDCP (Career Development and College Preparation) courses; referred to as Enhanced Noncredit courses (ENC) in the 2008 ARCC Report.	CDCP courses are noncredit courses that receive additional funding. The CDCP programs/sequences of courses are designed to achieve the following outcomes: 1. A noncredit certificate of completion leading to improved employability or job opportunities; 2. A noncredit certificate of competency in a recognized career field articulated with degree applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution. (California Code of Regulations, Title 5, §55151)
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office (also referred to as the System Office)
Certificate	The governing board of a community college district shall issue a certificate of achievement to any student whom the governing board determines has completed successfully any course of study or curriculum for which a certificate of achievement is offered. (California Code of Regulations, Title 5, §55808)

Appendix E: Terms and Abbreviations

Abbreviation	Definition
CCLC	Community College League of California The non-governmental, non-profit entity that serves community college districts, locally-elected governing boards, and college chief executive officers statewide.
Cohort	For the purpose of this report, we are using the MIS definition of a cohort, which refers to the establishment of a group of records based on specific criteria and tracked over time. Commonly used to refer to a specific set of students such as first-time freshmen who are tracked over a number of years, for example 6 years..
COMIS	Chancellor's Office Management Information System
Course	A series of lectures, labs, or other matter providing instruction on a specific subject
CPEC	California Postsecondary Education Commission
CSU	California State University
DED	Data Element Dictionary. The DED provides all specifications for all data elements collected by the Chancellor's Office and loaded into the COMIS database.
Degree	A degree shall be awarded to any student who successfully completes the prescribed course of study for the degree while maintaining the requisite grade point average, the course of study required for the student's major, and any required academic elective courses. (California Code of Regulations, Title 5, §55809)
Derived Data Elements	A data element that has been modified in programming to achieve some desired end
DOF	Department of Finance, State of California
Domain	The criteria describing the type of records included in a particular report or study.

Appendix E: Terms and Abbreviations

Abbreviation	Definition
EDD	Employment Development Department, State of California
Educational Needs Index (ENI)	The ENI is a county-level index representing the education, economic, and population pressures that influence education policy and planning. It uses fifteen unique indicators collapsed into three factor categories, as well as one measure of relative population size.
Enhanced noncredit courses (ENC)	See Career Development and College Preparation Definition
Enrollment	As used in our report, enrollment refers to one filled seat in a classroom per section.
ESAI	The Economic Service Area Index reflects the economic "composition" of geographic areas from which that college draws its students. This index, created by CCCCO, combines the enrollment patterns (Fall 2000) of students by ZIP code of residence with income data (1999) for ZCTA (ZIP Code Tabulation Area) codes obtained from Census 2000.
ESL	English as a Second Language
Fiscal Year	One year, beginning July 1 and ending June 30
FTES	Full-time equivalent student (FTES) is the major student workload measure, one of several, used in determining the eligibility for state funding of community colleges.
ISP	In-State Private Institution (four-year)
LAO	Legislative Analyst's Office, California's Nonpartisan Fiscal and Policy Advisor

Appendix E: Terms and Abbreviations

Abbreviation	Definition
NSC	National Student Clearinghouse
OOS	Out-of-State Institution (4-year)
Peer Group	In the ARCC, a peer group is the set of community colleges that have common characteristics with respect to a specific performance indicator. R&P staff derived a peer group for each college by indicator through a statistical method called cluster analysis. So each college will have a peer group for each performance indicator in ARCC. The basic objective of our peer grouping is to enable policy makers and administrators to make a relatively equitable and valid evaluation of a college's performance by comparing that performance to the performances of similar institutions.
RP Group	Research and Planning Group for California Community Colleges
R&P	Research and Planning Unit, CCCCO
SAAP	The Student Average Academic Preparation Index, created by CCCCO, measures the student average academic preparation for a particular college. The index was created by a match of Fall 2000 students with Stanford-9 scores from public high school students (1998-1999).
SAM Codes	Student Accountability Model: Codes reflecting the type of course
SAT	Scholastic Assessment Test Standardized test for college admissions in the United States.
Section	An offering of a course
System Office	California Community Colleges Chancellor's Office
Systemwide	All California Community Colleges

Appendix E: Terms and Abbreviations

Abbreviation	Definition
TOP Codes	Taxonomy of Programs: Used for course content as well as program identification. For further information on TOP codes, consult the most recent edition of *The California Community Colleges Taxonomy of Programs*, available at the CCCCO Web site.
Uncontrollable Factors	These are the variables in the ARCC analyses that "level the playing field" in the inter-institutional comparisons of performance (i.e., the peer group tables). People often also refer to these uncontrollable factors as "environmental factors," or "adjustment factors," or "exogenous variables." These factors are the variables that theoretically affect an outcome (i.e., a performance indicator) but fall outside of the control of college administrators. The ARCC analyses identify the most salient uncontrollable factors for each ARCC outcome, and the ARCC peer grouping uses these factors to create comparison groups of colleges that share similar environments. This process to "control" or adjust comparisons for these factors reduces the chance that a particular peer group will lead to a comparison of "apples to oranges."

Appendix E: Terms and Abbreviations

Abbreviation	Definition
Unduplicated Annual Headcount	This is the unique count of students enrolled in the California Community Colleges. Students are only counted once, even if they take courses at different colleges in the same year. (Systemwide definition). At the college level, (Table 1.7 of the College Profile) annual unduplicated headcount is based on students actively enrolled in Summer, Fall, Winter, and/or Spring terms. This headcount includes both credit and noncredit students. A student enrolled in multiple terms was counted only once for the year (i.e., not counted separately for each term). However, because this section of the ARCC report specifically addresses college level demographics, we counted the student at each college where he/she was actively enrolled during that year. For example, if a student enrolled at Yuba College in Summer and Fall 2005 and at American River College in Spring 2006, that student would be counted once at Yuba and once at American River for the 2005-2006 academic year.
UC	University of California
320 Report	Report used by districts to report FTES to CCCCO Fiscal Services

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Appendix F: Legislation Summary

2004-05 Final Budget Summary (Chapter 208, Statutes of 2004), September 16, 2004

Summary: The Governor reduced the funding for the Partnership for Excellence program by $31,409,000 to require the Chancellor's Office to produce a new accountability system.

Item 6870-101-0001—For local assistance, Board of Governors of the California Community Colleges (Proposition 98). I reduce this item from $2,810,212,000 to $2,778,803,000 by reducing: (4) 10.10.040-Partnership for Excellence from $225,000,000 to $193,591,000; and by revising Provision 4.

I am reducing this item by reducing the funding for the Partnership for Excellence program by $31,409,000 to maintain the May Revision Proposition 98 spending level for community colleges. Instead, funds were provided to support additional student enrollments and to maintain lower fees for Bachelor degree holders. With this reduction, $193,591,000 will still be available for this program through the general apportionments pursuant to Provision 4(a) of this item. The Legislature reduced the rigor of the accountability structure for this program proposed in the Governor's Budget. Because this program lacks accountability at the district level, it is appropriate that this funding be reduced. However, given my strong commitment to the Community Colleges and the extraordinary work they do in educating over a million full-time equivalent students seeking transfer, technical and basic skills every year, I am willing to restore this funding in the 2005–06 budget provided that district level goals and performance evaluations are incorporated into the accountability structure as had been proposed.

I revise provision 4(a) as follows to conform to this action: ''4. (a) The amount appropriated in Schedule (4) shall be made available to districts in the same manner as the general apportionment funding in Schedule (1), and shall be made available in the same amount provided to each district for the Partnership for Excellence program in the 2003–04 fiscal year, including the funding deferred for this program pursuant to Section 84321 of the Education Code, and notwithstanding the basic aid status of any district. As a condition of receiving these funds, the districts shall first agree to assure that courses related to student needs for transfer, basic skills, and vocational and workforce training are accorded the highest priority and are provided to the maximum extent possible within the budgeted funds.''

Appendix F: Legislation Summary

Assembly Bill 1417, Pacheco (Chapter 581, Statutes of 2004), September 18, 2004

Summary: Assembly Member Pacheco authored the bill that created ARCC.

BILL NUMBER: AB 1417 CHAPTERED
BILL TEXT

CHAPTER 581
FILED WITH SECRETARY OF STATE SEPTEMBER 18, 2004
APPROVED BY GOVERNOR SEPTEMBER 18, 2004
PASSED THE SENATE AUGUST 27, 2004
PASSED THE ASSEMBLY AUGUST 27, 2004
AMENDED IN SENATE AUGUST 23, 2004
AMENDED IN SENATE JANUARY 13, 2004
AMENDED IN SENATE JANUARY 5, 2004
AMENDED IN ASSEMBLY JUNE 4, 2003

INTRODUCED BY Assembly Member Pacheco

FEBRUARY 21, 2003

An act relating to community colleges, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

LEGISLATIVE COUNSEL'S DIGEST

AB 1417, Pacheco. Community colleges: funding.
(1) Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state. An item of the Budget Act of 2004 appropriated, among other amounts, $193,591,000 from the General Fund to the board of governors for allocation to community college districts for general apportionment funding.

This bill would require the board of governors to provide recommendations, based on information to be developed in a study to be conducted by the Chancellor of the California Community Colleges, to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including the priorities consistent with the appropriation referenced above.

Appendix F: Legislation Summary

(2) An item of the Budget Act of 2004 appropriated, among other amounts, $27,345,000 from the General Fund to the board of governors for allocation to community college districts for physical plant and instructional support.

This bill would set forth criteria in accordance with which a community college district could utilize a portion of these funds for the purpose of maintaining prior investments made for program enhancements for student success, provided that the district reports its planned expenditures to the chancellor on or before November 30, 2004, as prescribed.

(3) An item of the Budget Act of 2004 appropriated, among other amounts, $50,828,000 from the General Fund to the board of governors for allocation to community college districts for part-time faculty compensation.

This bill would require that the amount appropriated in the Budget Act of 2004 for allocation to community college districts for part-time faculty compensation be allocated, as prescribed, solely to increase the compensation of part-time faculty from the amounts previously authorized. The bill would prohibit the use of these funds by a district to exceed the achievement of parity of compensation for part-time and full-time faculty in that district. The bill would authorize a district that has achieved parity to use
these funds for any educational purpose.

(4) Because this bill would authorize the expenditure of funds previously appropriated to the board of governors for new purposes, it would make an appropriation.
(5) The bill would declare that it is to take effect immediately as an urgency statute.

Appropriation: yes.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. (a) The Board of Governors of the California Community Colleges shall provide recommendations to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including priorities consistent with Provision (4) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004. These recommendations shall be based on information and data provided by a study to be completed by the Chancellor of the California Community Colleges, with the input of institutional representatives of community college districts.

(b) In preparing the study referenced in subdivision (a), the Chancellor of the California Community Colleges may, as he or she judges necessary, consult with individuals with demonstrated expertise in higher education accountability and evaluation. The chancellor also shall consult with the Department of Finance and the Legislative Analyst's Office on an ongoing basis during the conduct of the study. The study process shall also afford community college organizations, and interested parties and individuals, the opportunity to review and comment

on the proposed recommendations before their consideration and adoption by the Board of Governors of the California Community Colleges. The board of governors shall provide copies of the study and recommendations on or before March 25, 2005, to the Governor, the fiscal committees of the Legislature, and the higher education policy committees of the Legislature.

SEC. 2. (a) Notwithstanding any other provision of law, this section shall apply only to a community college district that meets either of the following criteria:

(1) The sum of funds allocated to that district from Schedule (1) of, pursuant to Provision (6) of, and from Schedule (3) of, pursuant to subdivision (b) of Provision (10) of, Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004, equals zero.

(2) The amount of the reduction in the district's Partnership for Excellence funds during the 2004-05 fiscal year, divided by the sum of funds allocated to that district from Schedule (1) of, pursuant to Provision (6) of, and from Schedule (3) of, pursuant to subdivision (b) of Provision (10) of, Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004, exceeds 50 percent.

(b) A district meeting the criteria in subdivision (a) may use all or a portion of the funds allocated to that district from Schedule (19) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 for the purpose of maintaining prior investments made for program enhancements for student success that otherwise would be jeopardized by the reduction in Partnership for Excellence funding, notwithstanding any other restriction upon the use of these funds. In no event may the amount of funds used by an applicable district for maintaining program enhancements exceed the amount of the reduction in Partnership for Excellence allocations realized by the district in the 2004-05 fiscal year.

(c) As a condition of utilizing the flexibility authorized by this section, each participating community college district shall report to the chancellor on its planned expenditures from Schedule (19) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 on or before November 30, 2004, in a format prescribed by the chancellor. The chancellor shall provide a summary report of these planned expenditures to the Governor, the Director of Finance, and the fiscal committees of the Legislature on or before December 31, 2004.

SEC. 3. (a) The funds allocated in Schedule (14) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 shall be allocated solely to increase the compensation of part-time faculty from the amounts previously authorized. These funds shall be distributed to community college districts based on the total of actual full-time equivalent students served in the previous fiscal year, and shall include a small district factor as determined by the chancellor. These funds shall be used to assist districts in making part-time faculty salaries more comparable to full-time salaries for similar work, as determined through each district's local collective bargaining process.

Appendix F: Legislation Summary

(b) The funds shall not supplant the amount of resources each district uses to compensate part-time faculty, and shall not be used to exceed the achievement of parity in compensation for each part-time faculty employed by each district with regular full-time faculty of that district, as certified by the chancellor. If a district has achieved parity, its allocation under Schedule (14) of Item 6870-101-0001 of Section 2.00 of the Budget Act of 2004 may be used for any other educational purpose.

SEC. 4. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to implement, in a timely fashion, a necessary revision to the community college funding priorities adopted pursuant to the Budget Act of 2004, it is necessary that this act take effect immediately.

Appendix F: Legislation Summary

Budget Act of 2005 (AB 90), May 27, 2005

Summary: The Budget Act of 2005 provided four positions to the Chancellor's Office to support ARCC.

6870-001-0001—For support of Board of Governors of the California Community Colleges..... ~~8,814,000~~ *9,231,000*
Schedule:
(1) 10-Apportionments..... 853,000
(2) 20-Special Services and Operations..... ~~15,343,000~~ *15,760,000*
(3) 30.01-Administration..... 4,088,000
(4) 30.02-Administration—Distributed..... - 4,088,000
(5) 97.20.001-Unallocated Reduction..... - 137,000
(6) Reimbursements..... - 7,245,000

Provisions:
1. Funds appropriated in this item may be expended or encumbered to make one or more payments under a personal services contract of a visiting educator pursuant to Section 19050.8 of the Government Code, a long-term special consultant services contract, or an employment contract between an entity that is not a state agency and a person who is under the direct or daily supervision of a state agency, only if all of the following conditions are met:

(a) The person providing service under the contract provides full financial disclosure to the Fair Political Practices Commission in accordance with the rules and regulations of the commission.
(b) The service provided under the contract does not result in the displacement of any represented civil service employee.
(c) The rate of compensation for salary and health benefits for the person providing service under the contract does not exceed by more than 10 percent the current rate of compensation for salary and health benefits determined by the Department of Personnel Administration for civil service personnel in a comparable position. The payment of any other compensation or any reimbursement for travel or per diem expenses shall be in accordance with the State Administrative Manual and the rules and regulations of the Department of Personnel Administration.
(d) Of the amount appropriated in this item, $417,000 is appropriated for four positions to support workload associated with a district specific accountability program. These positions are contingent upon the enactment of legislation in the 2005-06 Regular Session that establishes a program for district specific reporting and evaluation of educational outcomes in response to Chapter 581 of the Statutes of 2004. It is intended that the first report for the district-specific accountability system be provided in January 2007, reflecting outcomes from the 2005-06 fiscal year in context as specified in the enacted legislation.

Appendix F: Legislation Summary

Senate Bill 63, Chapter 73, Committee on Budget and Fiscal Review, July 19, 2005

Summary: SB 63 added on a trailer bill that specified ARCC's requirements.

Senate Bill No. 63
CHAPTER 73

An act to amend Sections 2558.46, 8484.7, 8484.8, 41203.1, 42238.146, 44219, 44227, 44244, 52055.600, 52055.605, 52055.610, 52055.650, 52058, 56504.5, 56836.11, 56836.155, 56836.165, and 69522 of, to add Sections 44242.3 and 84754.5 to, and to add Article 5.6 (commencing with Section 69616) to Chapter 2 of Part 42 of, the Education Code, to amend Section 17581.5 of the Government Code, to amend Section 1529.2 of the Health and Safety Code, to amend Section 270 of the Public Utilities Code, and to amend Section 903.7 of the Welfare and Institutions Code, relating to education finance, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor July 19, 2005. Filed with Secretary of State July 19, 2005.]

SB 63, Committee on Budget and Fiscal Review. Education finance.

[Selection from the Legislative Counsel's Digest]

(19) Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state. An item of the Budget Act of 2004 appropriated, among other amounts, $193,591,000 from the General Fund to the board of governors for allocation to community college districts for general apportionment funding. Existing law requires the board of governors to provide recommendations, based on information to be developed in a study to be conducted by the Chancellor of the California Community Colleges, to the Legislature and the Governor regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities, including the priorities consistent with the appropriation referenced above.

This bill would require that, as a condition of receiving specified funds in the annual Budget Act to encourage district-level accountability efforts, community college districts provide data, in a format and according to a schedule to be specified by the chancellor's office, for the purpose of an annual report that the bill would require the chancellor to provide to the Legislature, the Governor, the Department of Finance, and the Office of the Legislative Analyst. This data would also be provided for purposes of providing the means for both internal and external assessment of the district's educational offerings in meeting the high-priority educational goals of the state. The bill would authorize the chancellor to withhold, delay, or reduce specified funds provided in the annual Budget Act to encourage district-level accountability efforts.

Appendix F: Legislation Summary

SEC. 21. Section 84754.5 is added to the Education Code, to read: 84754.5. Pursuant to provisions of Chapter 581 of the Statutes of 2004, the board of governors provided the Governor and the Legislature recommendations regarding the design of a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities. The Legislature recognizes that these recommendations were based on a study process that included input from institutional representatives of community college districts, nationally regarded experts in community college accountability, the Department of Finance, the Office of the Legislative Analyst, community college organizations, and other interested parties. In enacting this section the
Legislature hereby establishes a program for the annual reporting and evaluation of district-level performance in achieving priority educational outcomes consistent with the intent of Chapter 581 of the Statutes of 2004.

The program includes the following components:
(a) As a condition of receiving specified funds in the annual Budget Act to encourage district-level accountability efforts, community college districts shall provide data, in a format and according to a schedule to be specified by the Office of the Chancellor of the California Community Colleges, for the purpose of the annual report to the Legislature specified in subdivision (b) and for purposes of providing the means for both internal and external assessment of the district's educational offerings in meeting the high-priority educational goals of the state. The chancellor shall withhold, delay, or reduce funds specified in the annual Budget Act to encourage district-level accountability efforts from a district that fails to provide needed data by specified deadlines. If a district's failure to report by specified deadlines results in the omission of required data from, or inclusion of erroneous data in, the annual report required by subdivision (b), the chancellor shall reduce that district's funding as specified in regulations for the implementation of this section.

(b) With data available through its management information system and other data provided pursuant to subdivision (a), and utilizing resources provided for this purpose in the annual Budget Act, the chancellor shall prepare an annual report to the Legislature, the Governor, the Department of Finance, and the Office of the Legislative Analyst evaluating the achievement of educational outcomes for each community college district and, as warranted, each college. This report shall be provided to the Legislature annually on or before March 31, beginning in 2007. Preliminary data reported from the districts shall be provided to the Department of Finance and the Office of the Legislative Analyst by January 31 of each year, beginning in 2007. For each district, and college as warranted, the report shall: (1) include performance data for the immediately preceding fiscal year, reflecting all measures specified in subdivision (c); (2) compare each district's and college's achievement with peer groups within the system as applicable to specific metrics; and (3) compare each district's and college's achievements with that of the system as a whole. The report shall further include a profile with summary background information on each district's or college's educational programs, missions, students, and service area demographics.

Appendix F: Legislation Summary

(c) (1) The report shall include, but not be limited to, district or college-level performance on outcome measures in the following categories:
(A) Student progress and achievement: degrees, certificates, and transfers.
(B) Student progress and achievement: vocational, occupational, and workforce development.
(C) Pre-collegiate improvement, including basic skills and English-as-a-second language.

(2) The specific measures to be included in the report shall reflect the April 2005 board of governors recommendations as refined and amended in consultation with the Department of Finance and the Office of the Legislative Analyst, and shall be periodically reviewed, in consultation with the Department of Finance and the Office of the Legislative Analyst, and, if necessary, modified by the chancellor. It is the intent of the Legislature that specific performance metrics and annual reporting requirements may be specified in annual Budget Acts, if warranted, by changes in state needs, legislative priorities, or the availability of data.

(d) As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segmentwide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited.

(e) The board of governors shall adopt regulations that it deems necessary to carry out this section no sooner than 30 days after notification in writing by the chancellor to the Director of Finance and the Chairperson of the Joint Legislative Budget Committee.

Appendix F: Legislation Summary

Senate Bill 361, Chapter 631, Statutes of 2006, September 29, 2006

Summary: SB 361 requires the Chancellor's Office to develop specific outcome measures for career development and college preparation courses.

BILL NUMBER: SB 361 CHAPTERED
BILL TEXT

CHAPTER 631
FILED WITH SECRETARY OF STATE SEPTEMBER 29, 2006
APPROVED BY GOVERNOR SEPTEMBER 29, 2006
PASSED THE SENATE AUGUST 29, 2006
PASSED THE ASSEMBLY AUGUST 23, 2006
AMENDED IN ASSEMBLY AUGUST 21, 2006
AMENDED IN ASSEMBLY AUGUST 10, 2006
AMENDED IN ASSEMBLY JUNE 15, 2006
AMENDED IN ASSEMBLY JULY 13, 2005
AMENDED IN ASSEMBLY JUNE 29, 2005
AMENDED IN SENATE APRIL 5, 2005

INTRODUCED BY Senator Scott
(Principal coauthor: Senator Runner)
(Principal coauthor: Assembly Member Laird)

FEBRUARY 17, 2005

An act to amend and repeal Sections 84750 and 84760 of, and to add Sections 84750.5 and 84760.5 to, the Education Code, relating to community colleges, and declaring the urgency thereof, to take effect immediately.

[Excerpt of SB 361 follows]

SEC. 4. Section 84760.5 is added to the Education Code, to read:
84760.5. (a) For purposes of this chapter, the following career development and college preparation courses and classes for which no credit is given, and that are offered in a sequence of courses leading to a certificate of completion, that lead to improved employability or job placement opportunities, or to a certificate of competency in a recognized career field by articulating with college-level coursework, completion of an associate of arts degree, or for transfer to a four-year degree program, shall be eligible for funding subject to subdivision (b):

(1) Classes and courses in elementary and secondary basic skills.
(2) Classes and courses for students, eligible for educational services in workforce preparation classes, in the basic skills of speaking, listening, reading, writing, mathematics, decision-making,

and problem solving skills that are necessary to participate in job-specific technical training.
(3) Short-term vocational programs with high employment potential, as determined by the chancellor in consultation with the Employment Development Department utilizing job demand data provided by that department.
(4) Classes and courses in English as a second language and vocational English as a second language.

(b) The board of governors shall adopt criteria and standards for the identification of career development and college preparation courses and the eligibility of these courses for funding, including the definition of courses eligible for funding pursuant to subdivision (a). The criteria and standards shall be based on recommendations from the chancellor, the statewide academic senate, and the statewide association of chief instructional officers. The career and college preparation courses to be identified for this higher rate of funding should include suitable courses that meet one or more of the qualifications described in subdivision (a).
(c) A district that offers courses described in subdivision (a), but that is not eligible for funding under subdivision (b), shall be eligible for funding under Section 84757.
(d) The chancellor, in consultation with the Department of Finance and the Office of the Legislative Analyst, shall develop specific outcome measures for career development and college preparation courses for incorporation into the annual report required by subdivision (b) of Section 84754.5.
(e) The chancellor shall prepare and submit to the Department of Finance and the Legislature, on or before March 1, 2007, and March 1 of each year thereafter, a report that details, at a minimum, the following:

(1) The amount of FTES claimed by each community college district for career development and college preparation courses and classes.
(2) The specific certificate programs and course titles of career development and college preparation courses and classes receiving additional funding pursuant to this section, as well as the number of those courses and classes receiving additional funding.

SEC. 5. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to allocate funds appropriated in the Budget Act of 2006 to community college districts for the 2006-07 academic year, which has already commenced, in a manner that is consistent with the community college funding reforms made by this act, and in order for the districts to incorporate these allocations, as soon as is feasible, into their operating budgets, it is necessary that this act take effect immediately.

Appendix F: Legislation Summary

Assembly Bill 798, Chapter 272, Statutes of 2007, October 5, 2007

Summary: AB 798 amends the Unemployment Insurance Code to allow the Employment Development Department to perform a wage match for ARCC.

BILL NUMBER: AB 798 CHAPTERED
BILL TEXT

CHAPTER 272
FILED WITH SECRETARY OF STATE OCTOBER 5, 2007
APPROVED BY GOVERNOR OCTOBER 5, 2007
PASSED THE SENATE SEPTEMBER 5, 2007
PASSED THE ASSEMBLY SEPTEMBER 7, 2007
AMENDED IN SENATE AUGUST 21, 2007
AMENDED IN SENATE JULY 18, 2007
AMENDED IN SENATE JUNE 20, 2007

INTRODUCED BY Committee on Insurance Coto (Chair), Benoit (Vice Chair), Berg, Carter, De Leon, Duvall, Garrick, and Parra)

FEBRUARY 22, 2007

An act to amend Sections 1095 and 1281 of the Unemployment Insurance Code, relating to unemployment insurance.

[Excerpt of AB 798 follows]

(y) To enable the Chancellor of the California Community Colleges, in accordance with the requirements of Section 84754.5 of the Education Code, to obtain quarterly wage data, commencing January 1, 1993, on students who have attended one or more community colleges, to assess the impact of education on the employment and earnings of students, to conduct the annual evaluation of district-level and individual college performance in achieving priority educational outcomes, and to submit the required reports to the Legislature and Governor. The information shall be provided to the extent permitted by federal statutes and regulations.

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Appendix G: Record of Interactions by Boards of Trustees (as of 2/3/12)

As required by Education Code 84754.5(d) (Pursuant to provisions of Chapter 581 of the Statutes of 2004), the California Community College System Office provides below a summary of the presentation dates of the 2011 ARCC report to the colleges' boards of trustees. This documents the System's fulfillment of the above requirement for the 2011 ARCC Report.

	College Name	Date of College Presentation to its Board of Trustees	Date When Documentation Received by the CCCCO System Office
1	Allan Hancock College	6/21/2011	7/15/2011
2	American River College	3/12/2001	3/30/2011
3	Antelope Valley College		
4	Bakersfield College	4/14/2011	10/18/2011
5	Barstow Community College	1/11/2012	1/17/2012
6	Berkeley City College		
7	Butte College		
8	Cabrillo College		
9	Canada College	12/14/2001	1/24/2012
10	Cerritos College	1/18/2012	1/24/2012
11	Cerro Coso Community College	4/14/2011	10/18/2011
12	Chabot College	10/4/2011	12/23/2011
13	Chaffey College	4/27/2011	1/25/2012
14	Citrus College	5/17/2011	11/3/2011
15	City College of San Francisco		
16	Coastline Community College		
17	College of Alameda		
18	College of Marin	4/19/2011	5/19/2001
19	College of San Mateo	12/14/2011	1/24/2012
20	College of the Canyons		
21	College of the Desert	12/16/2011	1/24/2012
22	College of the Redwoods		
23	College of the Sequoias		
24	College of the Siskiyous		
25	Columbia College	12/14/2011	1/17/2012
26	Compton Community Educational Center	5/10/2011	6/10/2011
27	Contra Costa College	11/9/2011	12/13/2011
28	Copper Mountain College		
29	Cosumnes River College	3/12/2001	3/30/2011
30	Crafton Hills College		
31	Cuesta College		
32	Cuyamaca College		
33	Cypress College		
34	DeAnza College		
35	Diablo Valley College	11/9/2011	12/13/2011
36	East Los Angeles College	9/21/2011	11/22/2011
37	El Camino College	5/16/2011	6/10/2011
38	Evergreen Valley College		
39	Feather River College		

Appendix G: Record of Interactions by Boards of Trustees (as of 2/3/12)

	College Name	Date of College Presentation to its Board of Trustees	Date When Documentation Received by the CCCCO System Office
40	Folsom Lake College	3/12/2001	3/30/2011
41	Foothill College		
42	Fresno City College	4/5/2011	5/6/2011
43	Fullerton College		
44	Gavilan College		
45	Glendale Community College		
46	Golden West College		
47	Grossmont College		
48	Hartnell College		
49	Imperial Valley College	10/19/2011	11/14/2011
50	Irvine Valley College	11/16/2011	12/12/2011
51	Lake Tahoe Community College		
52	Laney College		
53	Las Positas College	10/4/2011	12/23/2011
54	Lassen College		
55	Long Beach City College	7/26/2011	12/19/2011
56	Los Angeles City College	9/21/2011	11/22/2011
57	Los Angeles Harbor College	9/21/2011	11/22/2011
58	Los Angeles Mission College	9/21/2011	11/22/2011
59	Los Angeles Pierce College	9/21/2011	11/22/2011
60	Los Angeles Southwest College	9/21/2011	11/22/2011
61	Los Angeles Trade-Technical College	9/21/2011	11/22/2011
62	Los Angeles Valley College	9/21/2011	11/22/2011
63	Los Medanos College	11/9/2011	12/13/2011
64	Marin Community Education	-	-
65	Mendocino College	5/4/2011	6/7/2011
66	Merced College	3/1/2011	12/2/2011
67	Merritt College		
68	MiraCosta College		
69	Mission College	4/5/2011	5/26/2011
70	Modesto Junior College		
71	Monterey Peninsula College	3/22/2011	4/18/2011
72	Moorpark College		
73	Mt. San Antonio College	6/22/2011	1/5/2012
74	Mt. San Jacinto College	11/10/2011	1/25/2012
75	Napa Valley College	12/7/2011	1/20/2012
76	North Orange School of Continuing Education		
77	Ohlone College	3/9/2011	4/18/2011
78	Orange Coast College		
79	Oxnard College		

Appendix G: Record of Interactions by Boards of Trustees (as of 2/3/12)

	College Name	Date of College Presentation to its Board of Trustees	Date When Documentation Received by the CCCCO System Office
80	Palo Verde College		
81	Palomar College		
82	Pasadena City College		
83	Porterville College	4/14/2011	10/18/2011
84	Rancho Santiago Continuing Education Division		
85	Reedley College	4/5/2011	5/6/2011
86	Rio Hondo College	7/29/2011	1/24/2012
87	Riverside Community College	4/5/2011	6/7/2011
88	Sacramento City College	3/12/2001	3/30/2011
89	Saddleback College	11/16/2011	12/12/2011
90	San Bernardino Valley College		
91	San Diego City College	11/10/2011	12/14/2011
92	San Diego Continuing Education Division	11/10/2011	12/14/2011
93	San Diego Mesa College	11/10/2011	12/14/2011
94	San Diego Miramar College	11/10/2011	12/14/2011
95	San Francisco Continuing Education		
96	San Joaquin Delta College		
97	San Jose City College		
98	Santa Ana College		
99	Santa Barbara City College		
100	Santa Barbara Continuing Education Division		
101	Santa Monica College	11/1/2011	11/9/2011
102	Santa Rosa Junior College	3/8/2011	6/20/2011
103	Santiago Canyon College		
104	Shasta College	4/13/2011	5/13/2011
105	Sierra College	7/12/2011	8/19/2011
106	Skyline College	12/14/2001	1/24/2012
107	Solano Community College		
108	Southwestern College		
109	Taft College		
110	Ventura College		
111	Victor Valley College		
112	West Hills College-Coalinga		
113	West Hills College-Lemoore		
114	West Los Angeles College	9/21/2011	11/22/2011
115	Woodland Community College	6/8/2011	8/11/2011
116	West Valley College	4/5/2011	5/26/2011
117	Yuba College		

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Appendix H: Acknowledgements

We would like to acknowledge the following individuals who contributed their knowledge and time towards creating the ARCC report.

Representatives from the Research and Planning Group for California Community Colleges (RP Group) developed the initial framework.

Research and Planning Group/Center for Student Success
Panel for California Community College Performance Framework Study

Judith A. Beachler, Cosumnes River College
Robert Gabriner, City College of San Francisco
Craig Hayward, Cabrillo College
Kenneth Meehan, Fullerton College
Brad C. Phillips, Cal-PASS
Andreea M. Serban, South Orange County Community College District
Patrick Perry, Chancellor's Office
Willard Hom, Chancellor's Office

After the RP Group met to develop the initial accountability framework, the Chancellor's Office obtained feedback from an external panel of nationwide researchers.

External Panel for California Community College Performance Framework Study

Trudy Bers, Oakton Community College, Illinois
Joseph Burke, State University of New York
Peter Ewell, National Center for Higher Education Management Systems
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Appendix H: Acknowledgements

The Chancellor's Office began the ARCC Technical Advisory Workgroup (TAG) in the fall of 2005. The ARCC TAG helped to refine the metrics and format for the ARCC report. The ARCC TAG included representatives from the community colleges, state government, and the Chancellor's Office.

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SBCC College Plan 2011-14

STUDENT LEARNING, ACHIEVEMENT, AND DEVELOPMENT

Goal 1. Increase the success of students enrolled in credit courses.

Objective	Comments
Objective 1.1 The percentage of students that successfully complete their courses with a grade of "C" or higher or "P" will increase from 74.58% in Fall 2010 to 78% in Fall 2013 and from 73.77% in Spring 2011 to 78% in Spring 2014.	A bit ambitious but we hope ESP will help in a significant way. What are the budget implications?
Objective 1.2 The percentage of students that successfully complete fully online classes will increase from 65.28% in Fall 2010 to 68.25% in Fall 2013 and from 65.52% in Spring 2011 to 68.52% in Spring 2014.	DH suggests an increase of 1% point per year.
Objective 1.3 The first-to-second semester persistence rates of new non-exempt (non-exempt from the matriculation processes) first-time, full-time students (12 or more units) will increase from 87.4% from Fall 2010 to Spring 2011 to 90% from Fall 2013 to Spring 2014. The first-to-second semester persistence rates of new non-exempt half-time students (6-11.9 units) will increase from 73.8% from Fall 2010 to Spring 2011 to 78% from Fall 2013 to Spring 2014.	

Objective 1.4 The first-to-fourth semester persistence rates for new non-exempt first-time, full-time students will increase from 58.5% from Fall 2009 to Spring 2011 to 63% from Fall 2012 to Spring 2014. The first-to-fourth semester persistence rates for new half-time students will increase from 37.9% from Fall 2009 to Spring 2011 to 42% from Fall 2012 to Spring 2014.	
Objective 1.5 The number of Associate Degrees awarded will increase by 15% from 1,684 in 2010-11 to 1,902 in 2013-14.	Transfer Degrees – separate Transfer Model Curriculum (TMC) degree stats from other degrees Is the bar too high? In some cases taking more classes to obtain a degree may impact the student negatively in terms of ability to transfer.
Objective 1.6 The number of certificates awarded will increase by 10% from 1094 in 2010-11 to 1,203 in 2013-14. **Objective 1.6.1** The number of skills competency awards earned will increase by x% from y in 2010-11 to z in 2013-14.	Add objective about Skill Competency Awards Effective Summer 2011 Admissions & Records processes and tracks Skills Competency Awards. Grace Twedt has the historical information for prior semesters. Robert will get the data.

Objective 1.7 The number of students who transfer from the college to UC or CSU will increase by a minimum of 10% from 1,172 in 2009-10 to 1,289 in 2013-14. The number of students that transfer to other four-year colleges or universities will increase by a minimum of X% from 532 in 2008-09 to 800 in 2013-14. <u>OR change to</u> The number of students who transfer to a four-year college or university will increase by 15% from 1,519 in 2008-09 to 1,747 in 2013-14.	Deans recommend that "or" version. Associate degree rate = 15% increase. Deans recommend that a rate no higher than 15% be used and that a lower rate be strongly considered.
Objective 1.8 By January 2012, establish baseline data for the number of Transfer Directed students from 2011-12 to 2013-14. Transfer Directed students are those who enrolled in and earned a grade of "A", "B", "C" or "P" in a transferable Mathematics course **and** a UC transferable English course: ***2011-12***: Some time between Summer term 2004 & Spring term 2012 ***2012-13:*** Some time between Summer term 2005 & Spring term 2013 ***2013-14:*** Some time between Summer term 2006 & Spring term 2014	Chancellor's Office no longer publishes these metrics.
Objective 1.9 By January 2012, establish baseline data for the number of Transfer Prepared students from 2011-12 to 2013-14. Transfer Prepared students are those who earned, within a six-year period, 60 UC or CSU transferable units with a minimum GPA of 2.40 and who enrolled in and earned a grade of "A", "B", "C" or "P" in a transferable Mathematics course **and** 2 UC transferable English composition courses as of: ***2011-12:*** Spring term 2010 ***2012-13:*** Spring term 2011 ***2013-14:*** Spring term 2012	Chancellor's Office no longer publishes these metrics.

Objective 1.10 The number of students who complete certificates or degrees in career technical programs will increase by a minimum of 10% from 546 in 2010-11 to 600 in 2013-14.	
Objective 1.11 The percentage of new-to-SBCC students who enroll in a Basic Skills English course and that progress to a higher level English course within a three-year period will increase from 63.6% in the Fall 2007 cohort to 72% in Fall 2010 cohort. The percentage of those students that enroll in a higher level English course and receive a successful grade will increase from 81.3% in the Fall 2007 cohort to 84% in Fall 2010 cohort. The percentage of those students that enroll in and successfully complete English 110 within a three-year period will increase from 85.9% in the Fall 2007 cohort to 89% in the Fall 2010 cohort.	
Objective 1.12 The percentage of new-to-SBCC students who enroll in a Basic Skills math course and that progress to a higher level math class within a three-year period will increase from 54.7% in the Fall 2007 cohort to 57% in the Fall 2010 cohort. The percentage of those students that enroll in a higher level math course and receive a successful grade will increase from 76.9% in the Fall 2007 cohort to 80% in the Fall 2010 cohort. The percentage of those students that enroll in a college-level math course and successfully complete within a three-year period will increase from 77.5% in the Fall 2007 cohort to 81% in the Fall 2010 cohort.	

Objective 1.13 The percentage of new to SBCC students who enroll in at least one ESL level 1-4 course and who later enroll in an ESL level 5 course or higher within a three-year period will increase from 28.8% in the Fall 2007 cohort to 31% in the Fall 2010 cohort. The percentage of those students that enroll in an ESL level 5 course and successfully complete will increase from 89.7% in the Fall 2007 cohort to 91% in the Fall 2010 cohort. The percentage of students from the Fall 2010 cohort that enroll in and successfully complete English 100 or higher within three years will exceed the average success rate of the Fall 2005, 2006 and 2007 cohorts of 92.3%.	
The College will improve its performance on each of the ARCC measures and exceed the state and its peer group averages on each of these measures.	
Objective 1.15 The College will exceed its peer group average and the state average on each of the ARCC measures and it will increase by a minimum of three percentage points from the 2011 ARCC Report to the 2014 ARCC Report on each of the following measures:	
Objective 1.16 The Student Progress and Achievement Rate will increase from 64.2% in the 2011 ARCC Report to 68% in the 2014 ARCC Report. (Measure defined as the percentage of first-time students who showed intent to complete and achieved any one of the following within six years: earned a degree; earned a certificate; transferred to a four-year institution; became transfer directed; or became transfer prepared.)	
Objective 1.17 The percentage of students who earn at least 30 units will increase from 74% in 2011 to 78% in 2014. (Measure defined as the percentage of first-time students who showed intent to complete and earned at least 30 units within six years.)	

Objective 1.18 The Fall-to-Fall Persistence rate will increase from 71.6% in the 2011 ARCC Report to 75% in the 2014 ARCC Report. (Measure defined as the percentage of first-time students with a minimum of 6 units earned in a Fall term who returned and enrolled in the subsequent Fall term anywhere in the CCC system.)	
Objective 1.19 The annual successful course completion rate for credit Basic Skills courses will increase from 65.9% in the 2011 ARCC Report to 70% in the 2014 ARCC Report. (Measure defined as the percentage of students enrolled in basic skills courses who earn a grade of "A", "B", "C" or "P").	
Objective 1.20 The annual successful completion rate for vocational courses (Career Technical Education) will increase from 79.6% in the 2011 ARCC Report to 82% in the 2014 ARCC Report. (Measure defined as the percentage of students enrolled in courses with SAM Codes of A, B or C who earn a grade of "A", "B", "C" or "P".)	
Objective 1.21 The improvement rate in credit Basic Skills will increase from 65.3% in the 2011 ARCC Report to 70% in the 2014 ARCC Report. (Measure defined as the percentage of students who successfully complete their initial basic skills course in English or math that is two or more levels below college/transfer level and earn a grade of "A", "B", "C" or "P" in a higher-level course in the same discipline within three years.)	
Objective 1.22 Improvement rate in credit ESL will increase from 57% in the 2011 ARCC Report to 59% in the 2014 ARCC Report. (Measure defined as the percentage of students who successfully complete their initial ESL course that is two or more levels below college/transfer level and earn a grade of "A", "B", "C" or "P" in a higher-level ESL course or a college-level English course within three years.)	

By the start of the Spring 2012 semester, the College will establish the baseline rates for its objectives for increasing the percentage of students that meet or exceed the performance criteria for achieving its course, program, and institutional SLOs.	
Objective 1.23 By June 2012, establish baseline data for student performance in course, program and institutional student learning outcomes (SLOs).	
~~**Objective 1.24** By December 2012, establish annual objectives for the percentage of students expected to meet or exceed standards established in course, program and institutional SLOs.~~	Delete - Mark Ferrer
Objective 1.25 By Spring 2014, evaluate the degree to which the objectives in the Transfer Effectiveness Plan have been achieved.	
Objective 1.26 By Spring 2014, evaluate the degree to which the objectives in the Career Technical Education Plan have been achieved.	Career Technical Education plan will be done by end of Spring 2012.
Objective 1.27 Achieve the outcomes specified in the Title V grant for the Express to Success Foundation Program for 2011-12, 2012-13 and 2013-14.	Delete this objective? Deans are unsure that this objective belongs in the College Plan. - This is a grant objective.
Objective 1.28 Complete the development of the Degree/Transfer Express to Success Program by April 2012, field test the Program in 2012-13, fully implement and evaluate it in 2013-14.	This is accurate for the STEM Transfer Program. Planning for the Social Science/Business Degree/Transfer Program begins in Spring 2012 with first level of implementation in Fall 2012.

Objective 1.29 By Spring 2013, implement and evaluate the agreed-upon actionable recommendations from the 2010-11 Distance Education Workgroup Report.	Delete? This objective does not need to be included in the College Plan.

Goal 2. Maximize the utilization of the resources and courses of the Continuing Education Division.

WE NEED TO SEPARATE ENHANCED FROM NON-ENHANCED COURSES

Develop a plan for the transition of selected courses from state-supported to fee-based

Objective	Comments during July 22 and 25, 2011 CPC
Objective 2.1 Establish a baseline definition and data for student success in state supported Education Programs for Older Adults courses by 2012.	
Objective 2.2 Increase the efficiency of older adult courses by increasing student retention in all course offerings by 5% by 2013-14.	
Objective 2.3 In 2011-12, establish baseline definition and data of current offerings in Short term Vocational Programs and Workforce Preparation courses.	
Objective 2.4 Complete review of Short-term Vocational Certificates and Workforce Preparation courses to ensure alignment with state priorities by 2013-14.	We have only 6 enhanced short-term certificates
Objective 2.5 Increase the number of students who complete Short Term Vocational Certificates by 17% FROM X% to Z% by 2013-14.	Need the baseline data
Objective 2.6 Increase student retention in ESL, Elementary and Secondary Basics Skills courses by 5% FROM X% to Z% by 2013-14.	Need the baseline data
Objective 2.7 Establish baseline definition and data for student success in Parenting Education, Health and Safety, Education Programs for Individuals with Substantial Disabilities, and Family and Consumer Sciences by 2013-14.	
Objective 2.8. Increase the percent of non-credit students receiving academic counseling/advising and career counseling by Student Services (STEP) to non-credit students by 2% by 2013-14.	
Objective 2.9 Establish method for measuring student transition from non-credit to credit by 2012 from Adult High School, General Education Diploma (GED), Adult Basic Education and vocational certificate programs.	

Objective 2.10 Implement Student Learning Outcomes (SLO) cycle for all applicable courses in non-credit by 2013-14 in accordance with accreditation standards. 2.10a Complete and implement an annual faculty training process for non-credit by Fall 2012. 2.10b Train all non-credit faculty in the SLO curriculum process by 2013-14	

OUTREACH, ACCESS AND RESPONSIVENESS TO THE COMMUNITY

Goal 3. Optimize access to education for all segments of the community that can benefit from the college's programs and services within the constraints of state budget reductions

Objective	Comments during July 22 and 25, 2011 CPC
Objective 3.1. Implement the reduction in FTES to meet and not exceed the state funded FTES by 2013-14 as a result of reduction in state budget while minimizing the impact on students in core areas based on alignment with state priorities and incorporating local needs to the extent possible.	
Objective 3.2. By Fall 2012, revise the 2008-11 Enrollment Management Plan to take into account the reduction in state-funded FTES and its emphasis on offering courses that are aligned with state priorities.	Isn't this an action and not an objective?
Objective 3.3 Increase the percentage of used textbook sales, book rentals and/ or e-books as a percentage of total textbook sales from 23% in 2010-11 to a minimum of 31% in 2013-14.	
Objective	Comments during July 22 and 25, 2011 CPC

Objective 3.4 Increase the number of course offerings in Community Service (fee based or donor funded) based on the needs and demand of our service area within available facilities.	If this objective refers to CE, it should be under Goal 2.
Objective 3.5 Establish baseline definition and data for first time Continuing Education students and increase by 5% by 2013-14. OR CHANGE TO Develop an enrollment management plan to maximize outreach to the community and opportunities for new students to enroll	Is this feasible? Registration priority would be needed. Shouldn't this be in Goal 2.
Objective 3.6 Increase the Continuing Education scholarship fund by 50% by 2013-14 using the 2010-11 donation baseline.	
Objective 3.7 Increase partnerships with organizations and community members to sponsor fee-based classes through donations by 10% by 2013-14.	"appropriate businesses" struck by deans to eliminate confusion with objective 3.8 All district fundraising initiatives are routinely developed in collaboration with the Foundation.
Objective 3.8 Develop Contract Education partnerships with area businesses through the Professional Development Center.	Deans added this objective.

FACULTY, STAFF AND ADMINISTRATION

Goal 4. Strengthen programs for students of the college by utilizing best practices for recruitment, workplace satisfaction and professional development of faculty, staff and administrators.

Objective	Comments during July 22 and 25, 2011 CPC
Objective 4.1 In Fall 2011, implement the revised Professional Growth Program for college managers and supervisors and annually assess participation, satisfaction, and skills enhancement.	
Objective 4.2 Develop and implement an Equal Employment Opportunity (EEO) Plan consistent with the recommended Chancellor's Office Model EEO Plan.	
Objective 4.3 In Spring 2012 complete the upgrade of PeopleAdmin to 7.X and by Spring 2013, expand use of PeopleAdmin to include student and hourly employee college job listings, and application, processing and tracking of hourly and student employees.	
Objective 4.4 Once Objective 4.3 is implemented, initiate a systematic tracking/ assessment of college utilization of hourly employees.	
Objective 4.5 In collaboration with managers and supervisors, assess best practices to review and revise the administrator evaluation process to ensure relevance of measurements, consistency of evaluation processes, and maximization of electronic tracking, processing, and storage of records.	
Objective 4.6 Beginning in Spring 2012, systematically phase in electronic retention of employment records including evaluations and routine employment and benefits records.	

Objective 4.7 All employment work flow processes will be automated including self-serve benefits by Spring 2014.	
Objective 4.8 By Spring 2012, implement the Continuing Education faculty evaluation process that aligns with provisions in Education Code (section 1341.05).	
Objective 4.9 Complete the evaluations of 25% of the Continuing Education faculty by 2013-14.	
Objective 4.10 In 2011-12, establish baseline definition and data for student satisfaction with the Continuing Education programs as measured through a survey instrument.	
Objective 4.11 Increase employee workplace satisfaction by x% from y in Fall 2008 to z in Fall 2014.	Should this be part of the plan? EVP to ask CPC. Suggested by deans

GOVERNANCE, DECISION-SUPPORT AND FISCAL MANAGEMENT

Goal 5. Establish college-wide accountability systems that are based on quantitative and qualitative data and linked to planning and budgeting.

Objective	Comments during July 22, 2011 CPC
Objective 5.1 Develop and implement an institutional comprehensive decision support system to provide enhanced user access to data.	
Objective 5.2 Develop and implement a system to provide user access to data for tracking the transition of non-credit students completing the Adult High School, GED or Continuing Education short-term vocational certificates to credit programs.	
Objective 5.3 Complete the implementation of SCT Banner and associated third party software applications and refine business processes in the context of this implementation as follows: • Complete the implementation of payroll in SCT Banner using the Santa Barbara County Education Office interface. • Complete the implementation of the Faculty Load and Compensation (FLAC) module in SCT Banner. • Complete the implementation of the purchase requisition function. • Complete the transition to Lumens and Banner of all Continuing Education data capture and reporting.	
Objective 5.4 Complete the upgrade of the Financial Reports Application to provide reporting of FTES integrated with balances and expenditures and a comprehensive revenue and expense report	
Objective 5.5 Implement the 2011-14 Technology Plan.	
Objective	Comments during July 22, 2011 CPC

Objective 5.6 Annually evaluate and where appropriate modify the program review process	Is this an ongoing business practice rather than an objective?
Objective 5.7 Review and evaluate the participatory governance structure currently in place in the Continuing Education Division and modify as appropriate	

FACILITIES, CAPITAL PROJECTS, AND MAINTENANCE

Goal 6. Implement the long range capital construction plan.

Objective	Comments during July 22 and 25, 2011 CPC
Objective 6.1 As funding allows, complete the remaining deferred maintenance projects included in the bond funding by June 2014	
Objective 6.2 Revise the long-range development plan to meet the current needs and fiscal realities of the college	
Objective 6.3 Revise the Educational Master Plan to reflect changes in the future direction of the college's instructional and student support services	

Goal 7. Create an optimal physical and technological environment that ensures the best service to students and the local community.

Objective	Comments during July 22 and 25, 2011 CPC	Comments Management Retreat July 28, 2011
Objective 7.1 Evaluate and make progress towards enhancing universal accesss.		
Objective 7.2 Optimize the utilization of facilities and other college resources in classroom instruction and student support programs.		
Objective 7.3 Provide media enhanced instructional technology tools in 75% of applicable classrooms at both the Wake and Schott Centers by 2013-14.		