

SECTION 9



ACCOUNTABILITY

State-level Accountability

Excerpts from

Focus On Results Accountability Reporting for the Community Colleges A Report to the Legislature, Pursuant to AB1417

Prepared by the California Community Colleges System Office, March 31, 2008

The full report is available at:

http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2008_final.pdf

Introduction

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges System Office (CCCCSO) to design and implement a performance measurement system that contained performance indicators for the system and its colleges. As per Legislative intent, the CCCCCO collaborated with the system's colleges and advisory structure, a panel of national experts, the Legislative Analyst's Office, the Department of Finance, and the Secretary of Education to formulate this comprehensive system that has become known as "ARCC" (Accountability Reporting for the Community Colleges). In recognizing that the initial report in 2007 required the CCCCCO to test innovative ideas about performance measurement and to use a massive state database, the CCCCCO completed the 2007 ARCC report as a pilot report for the Legislature. The 2008 ARCC report builds upon the 2007 pilot report through various improvements in data quality, a new year of data, and the piloting of a new performance indicator for noncredit coursework.

The Accountability Reporting for the Community Colleges (ARCC) framework specifies that community college performance data should be aggregated, analyzed, and reported at two levels: the individual college level (college level indicators) and across the community college system (systemwide indicators).

The 2008 ARCC report presents results, where available by January 2008, for the seven performance indicators chosen for systemwide accountability reporting. These performance indicators are 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

Performance indicators for college level accountability reporting are organized under three main categories: College Performance Indicators, College Profiles, and College Peer Grouping. College Performance Indicators are further categorized as:

- Degree/ Certificate/ Transfer
- Vocational/ Occupational/ Workforce Development
- Pre-Collegiate Improvement (Basic Skills, ESL, and Enhanced Noncredit)

ARCC - Accountability Reporting for Community Colleges

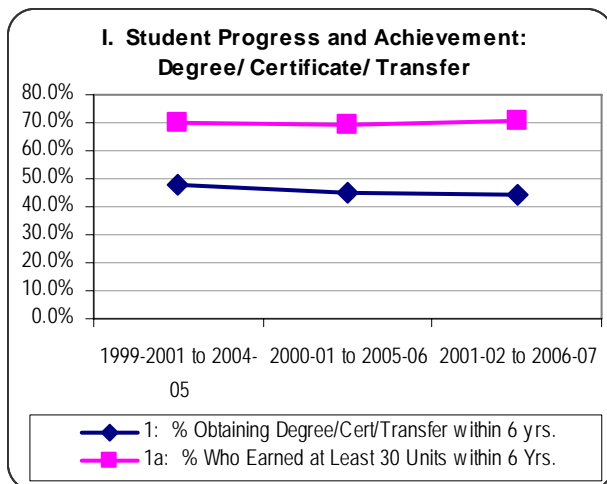
ARCC Indicators of Student Success

Longitudinal Measures

Los Angeles City College

Indicators of Student Achievements over Time

	1999-2001 to 2004-05	2000-01 to 2005-06	2001-02 to 2006-07
I. Student Progress and Achievement: Degree / Certificate / Transfer			
1: Percent Obtaining Degree/Certificate/Transfer within 6 years	48.0%	45.3%	44.5%
1a: Percent of Students Who Earned at Least 30 Units within 6 Years	70.3%	69.2%	70.5%
II. Student Progress and Achievement: Vocational/ Occupational/ Workforce Development			
	Fall 2004	Fall 2005	Fall 2006
2: Percent of New Students in Fall Term Who Returned the Following Fall	61.7%	60.6%	60.2%
3: Annual Successful Course Completion Rates for Vocational Courses	81.4%	77.8%	76.8%
4: Annual Successful Course Completion Rates for Credit Basic Skills Courses	60.9%	57.2%	59.8%
III. Pre-Collegiate Improvement: Basic Skills and ESL			
	2002-03 to 2004-05	2003-04 to 2005-06	2004-05 to 2006-07
5a: Improvement Rates for Basic Skills Courses	42.0%	44.2%	49.4%
5b: Improvement Rates for ESL Courses	61.2%	66.1%	70.0%



Methodology for College Level Indicators

Measure 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 threshold course within six years and who are shown to have achieved ANY& of the following outcomes within six years of entry:

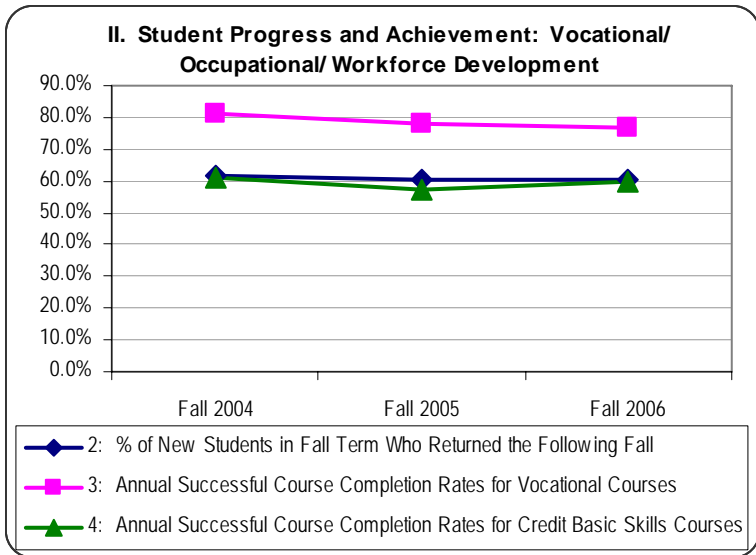
- Earned any AA/AS or Certificate (18 or more units)
- Actual transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Directed" (student successfully completed both transfer-level Math AND English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

Measure 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 threshold 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.)

Los Angeles City College
Indicators of Student Achievements over Time



Measure 2: Persistence Rate

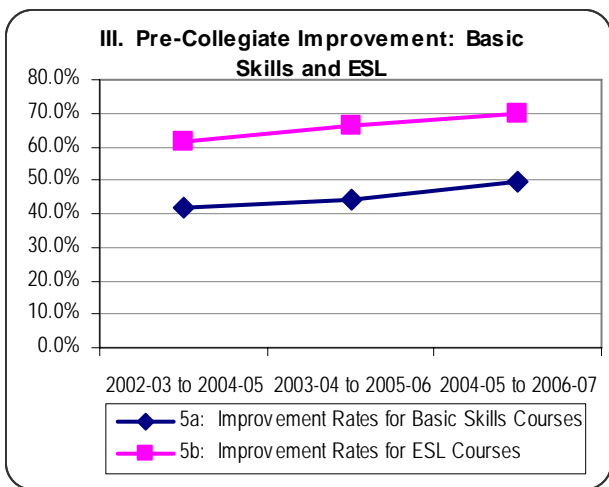
Definition: Percentage of cohort of first-time students with minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system.

Measure 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 (2004-05, 2005-06, 2006-07). 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 CR.

Measure 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 (2004-05, 2005-06, 2006-07). 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 P (pre-collegiate basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final grade of A, B, C, or CR.



Measure 5a and 5b: 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. Only students starting at two or more levels below college level/ transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final grade of A, B, C, or CR.

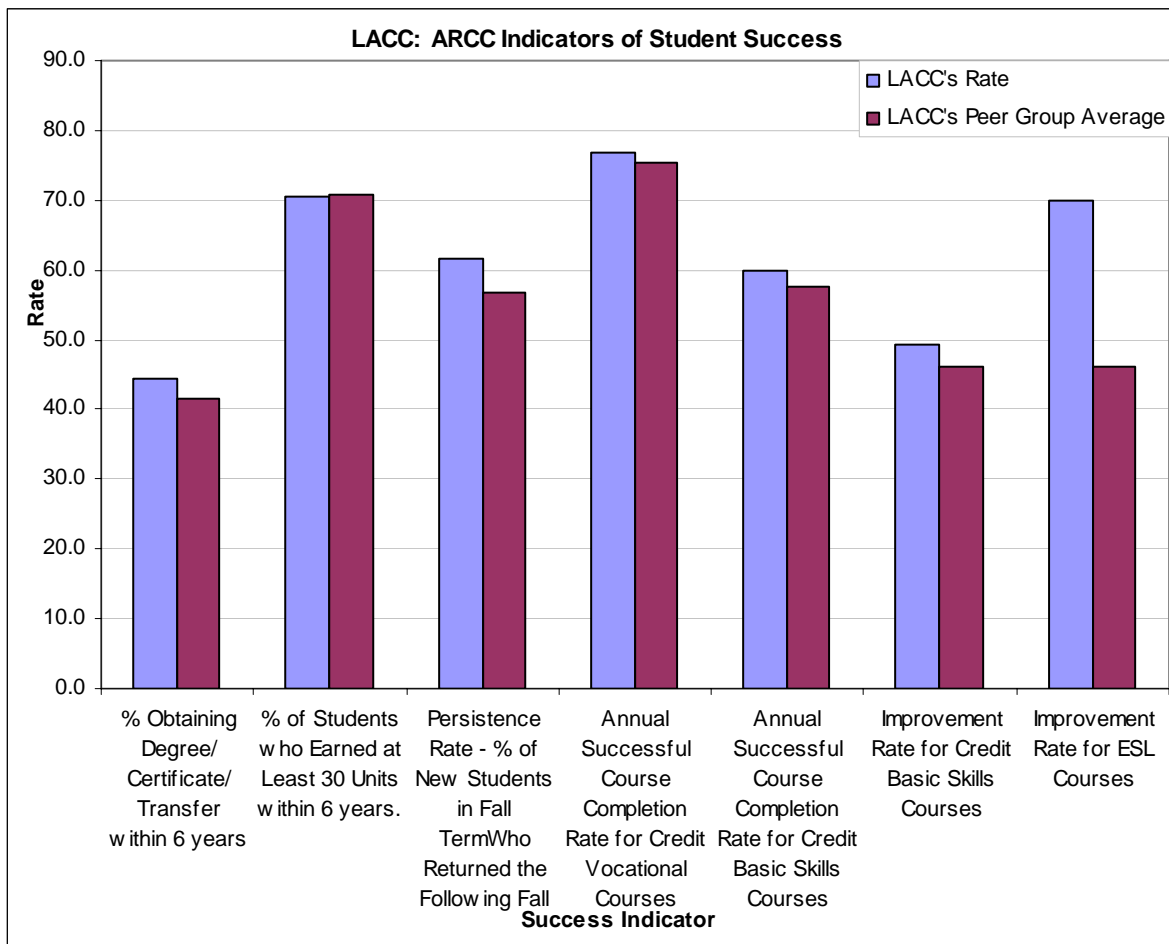
Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course or college level English course within three academic years of completing the first ESL course.

ARCC - Accountability Reporting for Community Colleges

ARCC Indicators of Student Success

LACC's Peer Group Comparisons

Indicator		LACC's Rate	LACC's Peer Group Average
Student Progress and Achievement: Degree/ Certificate/ Transfer			
1	% Obtaining Degree/ Certificate/ Transfer within 6 years	44.5	41.6
1a.	% of Students who Earned at Least 30 Units within 6 years.	70.5	70.9
Student Progress and Achievement: Vocational/ Occupational/ Workforce Development			
2	Persistence Rate - % of New Students in Fall Term Who Returned the Following Fall	61.7	56.8
3	Annual Successful Course Completion Rate for Credit Vocational Courses	76.8	75.4
4	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.8	57.7
Pre-Collegiate Improvement: Basic Skills and ESL			
5a.	Improvement Rate for Credit Basic Skills Courses	49.4	46.1
5b.	Improvement Rate for ESL Courses	70.0	46.1



**Peer Groups: Predictive Factors for Each Indicator
Member Colleges for LACC's Peer Groups**

	Peer Group Number	Means of Predictors			Student Progress and Achievement Rate			LACC's Peer Group Colleges
		Students Age 25+ Fall 2005	% Basic Skills Fall 2005	Bachelor Plus Index	Lowest Peer	Highest Peer	Peer Avg.	
I. Student Progress and Achievement: Degree / Certificate / Transfer %								
1: Percent Obtaining Degree/Certificate/Transfer within 6 years	A4	56%	22%	0.19	24.4	50.5	41.6	11
1a: Percent of Students Who Earned at Least 30 Units within 6 Years	B2	18,284	840%	\$20,520	66.8	77.6	70.9	29
II. Student Progress and Achievement: Vocational/ Occupational/ Workforce Development								
2: Percent of New Students in Fall Term Who Returned the Following Fall	C1	59%	8,159	\$39,684	31.1	71.4	56.8	27
3: Annual Successful Course Completion Rates for Vocational Courses	D1	39%	46%	41.9	65.8	86.8	75.4	29
4: Annual Successful Course Completion Rates for Credit Basic Skills Courses	E4	14%	22%	50.3	70.1	57.7	17	
III. Pre-Collegiate Improvement: Basic Skills and ESL								
5a: Improvement Rates for Basic Skills Courses	F3	10,723.0	398	0.11	29.3	59.9	46.1	24
5b: Improvement Rates for ESL Courses	G1	10,303.9	23%	0.13	9.4	80.8	46.1	10

Canada; Compton; L.A. City; L.A. Trade-Tech; Lassen; Merced; Mission; Rio Hondo; San Bernardino; Santa Ana; L.A. Southwest

Bakersfield; Butte; Cabrillo; Canyons; Cerritos; Chabot; Chaffey; Citrus; Cuesta; Cypress; East L.A.; El Camino; Fresno City; Fullerton; Glendale; Grossmont; L.A. City; L.A. Pierce; L.A. Valley; Long Beach City; MiraCosta; Modesto; Rio Hondo; Sacramento City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sierra; Southwestern

Allan Hancock; Barstow; Berkeley City; Cerro Coso; Coastline; Columbia; Compton; Cuyamaca; Feather River; Hartnell; L.A. City; L.A. Trade-Tech; Lake Tahoe; Laney; Lassen; Mendocino; Merced; Merritt; Monterey; Napa Valley; Palo Verde; San Bernardino; San Diego City; Siskiyou; L.A. Southwest; Taft; West L.A.

Allan Hancock; Barstow; Berkeley City; Canada; Cerro Coso; Coastline; Columbia; Compton; Contra Costa; Cuyamaca; Feather River; Folsom Lake; Glendale; Irvine Valley; L.A. City; Lake Tahoe; Laney; Marin; Mendocino; Merced; Merritt; Mission; Monterey; Napa Valley; Saddleback; Santa Rosa; L.A. Southwest; West L.A.; West Valley

Bakersfield; Compton; East L.A.; Fresno City; Imperial Valley; L.A. City; L.A. Trade-Tech; Merced; Porterville; Reedley; San Bernardino; San Joaquin Delta; Sequoias; L.A. Southwest; Taft; West Hills Coalinga; West L.A.

Antelope Valley; Bakersfield; Barstow; Cerro Coso; Compton; Fresno City; Imperial Valley; L.A. City; L.A. Harbor; L.A. Mission; L.A. Trade-Tech; Merced; Modesto; Porterville; Reedley; San Bernardino; San Joaquin Delta; Sequoias; L.A. Southwest; Taft; Victor Valley; West Hills Coalinga; West L.A.; Yuba

Compton; East L.A.; Hartnell; Imperial Valley; L.A. City; L.A. Mission; L.A. Trade-Tech; Porterville; Southwest L.A.; West Hills Coalinga

ARCC 2008 Report: College Level Indicators Self-Assessment

Los Angeles City College

Los Angeles Community College District

College Self-Assessment / Response

Los Angeles City College was established in 1929 on the former site of UCLA. The college is located on 48 acres near Hollywood, a community richly diverse in income, cultures and neighborhood character. LACC takes great pride in the accomplishments of its students: The debate team is a consistent national winner, and the Math Club regularly brings home top national awards. LACC is ranked among the top 100 community colleges nationally in associate's degrees awarded to Asian American students and to Hispanic students. In addition to a strong transfer curriculum, LACC has highly successful vocational programs, as well as extensive basic skills programs.

Most of LACC's students are not 'traditional'. The average age of the students is 30.3 years. Many – 14% - already have degrees. Over 19% earned their secondary diplomas abroad. Academic preparation of many LACC students is lacking: 18% of students place into college-level English; 4% place into college-level mathematics. Many LACC students also face poverty. The median household income, according to the 2000 census, of the immediate service area of LACC was \$31,397, far below the medians for Los Angeles County and for the State. Sixty-one percent of LACC students receive financial aid.

Accountability indicators for LACC demonstrate that students are succeeding at rates that exceed the average for LACC's peer group for 5 out of 6 measures, and that exceed the State average on the remaining measure. While several measures reveal slight declines over the reported three-year periods—student progress and achievement in obtaining degree, certificate or transfer; persistence; and successful course completion for vocational courses—it's too early to tell whether or not these changes represent the beginning of a trend or normal annual variation.

However, building on our current successes, faculty, staff and administrators continue to explore ways to further enhance student learning and student outcomes. For example, the Basic Skills Taskforce, involving many faculty and staff campus-wide, assessed the programs and services offered at LACC, evaluated best practices and obstacles to accomplishing desired goals, and developed new and enhanced programs to meet the needs of students. Career ladder programs have been developed to facilitate students moving from basic skills courses to credit, vocational preparation and transfer courses. Partnerships with State and County agencies have been formed to address the workforce training needs of the community. Transfer-oriented programs have been re-invigorated, including the Honors Program and the Theater Academy. Responses to concerns with engaging the African-American student population remain to be further developed. In addition, LACC has an array of vital processes that involve faculty and administrators engaged in dialog focused on student success: planning is on-going and keeps the college focused on students; enrollment management focuses on keeping the class schedule aligned with needs; student services offers exciting programs that keep students engaged on campus.

Overall the accountability findings are a cause for pride and a sense that LACC students meet their goals despite the many life issues they must juggle as they attend college.



Chancellor's Office
California Community Colleges

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ARCC website: http://www.cccco.edu/divisions/tris/tp/ab_1417/ab_1417.htm

State of California