

**Chancellor's Office  
California Community Colleges**

**Accountability Reporting for the Community Colleges:**

**Draft Report**

**A Report to the Legislature, pursuant to AB 1417**

**October 2006**



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





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## **Introduction**

This document is part of the process to fulfill the Legislature's requirements for a report on the performance of community colleges. With this draft report, the California Community Colleges System Office continues its implementation of the proposal that the system completed in 2005 in response to Assembly Bill 1417 (AB 1417), chaptered in 2004. However, to help distinguish the current implementation phase from the proposal for AB 1417, we refer to the implementation as Accountability Reporting for the Community Colleges (or ARCC).

This draft will trigger a review of the data by staff in each college and district so that any erroneous data can be corrected for the official report through resubmission. As a draft report, this document should also help the colleges and districts to get an early glimpse of how their college indicators will appear in the first accountability report that the System Office will submit to the Legislature in March 2007.

We have expedited the dissemination of this draft report by creating a very spartan package here. The March official report will have much more content and a much more finished appearance. In particular, the March report will include the peer groups, narratives (college self-assessment) from each college, and extensive appendices to document matters such as methodology. With these points in mind, the college administrations should focus upon the data displayed in this draft report rather than upon report formatting or tables that will come in the final report.

## **Guidelines for Use**

- Each college has the responsibility to review its data as they appear in the draft report. The colleges will have sixty (60) days in which to submit new or revised data to the MIS unit of the System Office. The last day to complete data resubmission is December 15, 2006. We will not use any data resubmitted after December 15, 2006 in the final report. We advise colleges that want to resubmit data to do this as soon as possible. If you have questions about the resubmission process, please contact Debbie Toner at (916) 327-5903 or [dtoner@cccco.edu](mailto:dtoner@cccco.edu). If your college/district has no changes to make, then no further action is necessary at this point.
- In the current draft of the report, colleges are listed alphabetically. However, colleges that have "College of the..." in their titles will be found under "C." We plan to improve access in the next report draft. Also, we note that some of the district names are incomplete or have misspellings in the current draft. We will make corrections by the next draft.

- When the colleges/districts are reviewing the data and have specific questions related to how the data were pulled, please review our data specification document located at:

**College Indicator Specifications**

[http://www.cccco.edu/divisions/tris/rp/ab\\_1417/ARCC\\_CollegeSpecs.pdf](http://www.cccco.edu/divisions/tris/rp/ab_1417/ARCC_CollegeSpecs.pdf)

The data specifications will assist you in reviewing the data elements selected for each of the college indicators. Also refer to Appendix B in the draft report for the methodology and data sources.

- This draft document is for discussion and review by the colleges, districts, and other state officials. Therefore, it is not for distribution to the general public and the news media. It would be counter-productive to cause a public reaction with figures that may change after college officials submit corrections to their MIS data.
- Because many of the numbers in the draft report involve the manipulation of state-wide data sets and matches with other institutions, we anticipate that colleges will have difficulty replicating the numbers that appear in the report.
- In January 2007, the System Office will provide a final draft of the report so that the colleges and districts can prepare their written college self-assessment for inclusion in the final report due out in March 2007. The official college comment for the final draft is from January 22, 2007 to February 23, 2007.
- Other questions or comments should be sent to the ARCC mailbox at: [arcc@cccco.edu](mailto:arcc@cccco.edu).

## ARCC 2007 Report: An Introduction to the Systemwide Indicators

*The AB 1417 Performance Framework for the California Community Colleges* (the March 2005 report to the Legislature pursuant to AB 1417) specified that community college performance data would be aggregated and analyzed at two levels: the individual college level (college core indicators) and across the community college system (systemwide indicators). The Accountability Reporting for the Community Colleges (ARCC) program was developed from the AB 1417 performance framework.

Tables 1 through 17 and Figures 1 through 8 in the following section of the 2007 ARCC report present results 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.

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 program
5. The increase in total personal income as a result of receiving a vocational degree/certificate
6. The annual number of Basic Skills improvements
7. Statewide participation rate (by selected demographics).

The time periods and data sources differ across performance indicators so it is important to pay attention to the information specified in the title for each table or figure. The Data Source and Methodology for each of the indicators can be found in Appendix B. A brief Results summary immediately follows the table(s) or figure(s) for each indicator.

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 studies and their performance outcomes must be analyzed using data from several community colleges rather than from an individual college.

**Note for October 2006 draft:** The 2005-2006 University of California (UC) data for Figure 1, Table 1, and Table 3 were not available at the time the October draft was prepared. These UC data will be included in the final draft (January 2007) and final version of the report.

## ARCC 2007 Report: An Introduction to the College Level Indicators

The *AB 1417 Performance Framework for the California Community Colleges* (the March 2005 report to the Legislature pursuant to AB 1417) specified that community college performance data would be aggregated and analyzed at two levels: the individual college level (college core indicators) and across the community college system (systemwide indicators). The Accountability Reporting for the Community Colleges (ARCC) program was developed from the AB 1417 performance framework.

The following section of the 2007 ARCC report presents results for the performance indicators chosen for **college level** accountability reporting. Colleges are organized alphabetically (by college name). However, colleges that have “College of the...” in their titles will be found under “C.” In the October 2006 draft of the report, the numbering scheme for each college is 1.1 to 1.9. We anticipate additional tables and revised table numbering for the final draft of the report in January 2007.

The tables are organized under two main categories: College Performance Indicators and College Profile Summaries. College Performance Indicators are further categorized as Degree/Certificate/Transfer, Vocational/Occupational/Workforce Development and Pre-Collegiate Improvement (Basic Skills and ESL).

The tables present data for the following performance indicators or demographics:

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 Vocational Courses
5. Annual Successful Course Completion Rate for Basic Skills Courses
6. Improvement Rates for ESL Courses
7. Improvement Rates for Basic Skills Courses
8. College profile summary (e.g., headcounts, percentages of student enrollments by various demographics)
9. Variables that may affect college performance, such as student preparedness, the economic status of students attending that college, distance to the nearest transfer institution, etc.). [Note: Tables with this information are not included in the October 2006 draft of the report.]

This college level section includes data for each of the 109 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 three most recent academic years (2003-04, 2004-05, and 2005-06); 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. The Methodology for each of these college level indicators can be found in Appendix B.

Please note the following about the data for improvement rates for ESL courses: Different methods of ESL course coding across colleges and anomalies in the existing ESL data mean that ESL data lack reliability. Thus, ESL improvement rates presented in this report are shown only to illustrate how future tables will appear. For example, ESL improvement rate data are missing for several of the colleges. This is more likely due to ESL course coding rather than to the absence of ESL courses and concomitant improvements in ESL courses. Planned data quality checks and future coding changes should improve this metric for analysis and inclusion in future ARCC reports.

**West Los Angeles College**

Los Angeles Community College District

Assembly District 47

Senate District 26

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.1%	43.4%	42.8%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	64.9%	63.9%	61.9%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	52.0%	58.2%	57.7%



**West Los Angeles College**

Los Angeles Community College District

Assembly District 47

Senate District 26

**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	84.3%	79.4%	81.7%

**Pre-Collegiate Improvement: Basic Skills and ESL****Table 1.4:**  
Annual Successful  
Course Completion Rate  
for Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	63.6%	55.9%	52.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate*</b>	49.2%	51.0%	38.5%
<b>Basic Skills Improvement Rate</b>	45.9%	45.3%	46.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



**West Los Angeles College**

Los Angeles Community College District

Assembly District 47

Senate District 26

**College Performance Indicators****For a listing of data sources, see Appendix B.****Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Unduplicated Headcount</b>	17,442	14,893	16,607
<b>FTES*</b>	6,951	6,489	

Source: Chancellor's Office, Management Information Systems and 320 Report

\*The final FTES numbers for 2005-2006 will be available in the next draft. We will be using the FTES numbers from the FTES recalculation, available in November 2006.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004 n=17,442	2004-2005 n=14,893	2005-2006 n=16,607
<b>Under 18</b>	6.8%	6.4%	7.0%
<b>18 - 24</b>	40.0%	39.9%	37.5%
<b>25 - 49</b>	45.5%	45.9%	46.2%
<b>Over 49</b>	7.7%	7.7%	9.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004 n=17,442	2004-2005 n=14,893	2005-2006 n=16,607
<b>Female</b>	62.8%	63.7%	63.4%
<b>Male</b>	37.2%	36.3%	36.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



**West Los Angeles College**

Los Angeles Community College District

Assembly District 47

Senate District 26

**College Performance Indicators**

For a listing of data sources, see Appendix B.

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b> n=17,442	<b>2004-2005</b> n=14,893	<b>2005-2006</b> n=16,607
<b>Asian</b>	7.6%	6.9%	7.0%
<b>Black/African American</b>	42.8%	43.7%	42.3%
<b>Filipino</b>	1.7%	1.6%	1.7%
<b>Hispanic</b>	22.8%	24.1%	23.2%
<b>Native American</b>	0.4%	0.5%	0.4%
<b>Other Non-White</b>	2.5%	2.4%	2.2%
<b>Pacific Islander</b>	0.6%	0.5%	0.6%
<b>White</b>	15.3%	14.1%	15.1%
<b>Unknown/Decline to State</b>	6.4%	6.1%	7.4%

Source: Chancellor's Office, Management Information Systems



**East Los Angeles College**

Los Angeles Community College District

Assembly District 49

Senate District 24

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.0%	43.6%	42.8%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	75.5%	70.0%	68.9%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	72.4%	74.2%	69.4%



**East Los Angeles College**

Los Angeles Community College District

Assembly District 49

Senate District 24

**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	83.8%	84.6%	85.6%

**Pre-Collegiate Improvement: Basic Skills and ESL****Table 1.4:**  
Annual Successful  
Course Completion Rate  
for Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	64.5%	62.4%	61.0%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate*</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	54.7%	53.0%	54.7%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



**East Los Angeles College**

Los Angeles Community College District

Assembly District 49

Senate District 24

**College Performance Indicators****For a listing of data sources, see Appendix B.****Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Unduplicated Headcount</b>	44,289	44,988	50,076
<b>FTES*</b>	17,382	18,758	

Source: Chancellor's Office, Management Information Systems and 320 Report

\*The final FTES numbers for 2005-2006 will be available in the next draft. We will be using the FTES numbers from the FTES recalculation, available in November 2006.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004 n=44,289	2004-2005 n=44,988	2005-2006 n=50,076
<b>Under 18</b>	7.6%	7.2%	10.2%
<b>18 - 24</b>	41.2%	40.5%	37.3%
<b>25 - 49</b>	46.1%	46.2%	45.8%
<b>Over 49</b>	5.1%	6.1%	6.7%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004 n=44,289	2004-2005 n=44,988	2005-2006 n=50,076
<b>Female</b>	55.5%	54.9%	52.3%
<b>Male</b>	44.5%	45.1%	47.7%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



**East Los Angeles College**

Los Angeles Community College District

Assembly District 49

Senate District 24

**College Performance Indicators**

For a listing of data sources, see Appendix B.

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b> n=44,289	<b>2004-2005</b> n=44,988	<b>2005-2006</b> n=50,076
<b>Asian</b>	16.8%	15.5%	14.4%
<b>Black/African American</b>	4.2%	4.5%	4.6%
<b>Filipino</b>	1.3%	1.5%	1.5%
<b>Hispanic</b>	61.5%	61.1%	57.6%
<b>Native American</b>	0.2%	0.3%	0.3%
<b>Other Non-White</b>	0.4%	0.4%	0.5%
<b>Pacific Islander</b>	0.4%	0.4%	0.4%
<b>White</b>	9.1%	10.3%	10.3%
<b>Unknown/Decline to State</b>	6.0%	6.0%	10.4%

Source: Chancellor's Office, Management Information Systems



**Los Angeles City College**

Los Angeles Community College District

Assembly District 55

Senate District 28

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.3%	50.8%	46.7%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	75.1%	73.7%	71.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	60.2%	61.3%	59.4%



## Los Angeles City College

Los Angeles Community College District

Assembly District 55

Senate District 28

## College Performance Indicators

## Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	83.1%	81.3%	78.0%

## Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	67.7%	64.3%	60.5%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate*</b>	54.8%	64.9%	65.4%
<b>Basic Skills Improvement Rate</b>	49.8%	46.9%	49.7%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



**Los Angeles City College**

Los Angeles Community College District

Assembly District 55

Senate District 28

**College Performance Indicators****For a listing of data sources, see Appendix B.****Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Unduplicated Headcount</b>	26,344	26,764	27,964
<b>FTES*</b>	14,798	15,221	

Source: Chancellor's Office, Management Information Systems and 320 Report

\*The final FTES numbers for 2005-2006 will be available in the next draft. We will be using the FTES numbers from the FTES recalculation, available in November 2006.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004 n=26,344	2004-2005 n=26,764	2005-2006 n=27,964
<b>Under 18</b>	5.5%	6.4%	6.9%
<b>18 - 24</b>	37.1%	36.3%	35.7%
<b>25 - 49</b>	48.3%	47.4%	46.4%
<b>Over 49</b>	9.1%	9.9%	10.9%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004 n=26,344	2004-2005 n=26,764	2005-2006 n=27,964
<b>Female</b>	56.9%	57.6%	58.6%
<b>Male</b>	43.1%	42.4%	41.4%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



**Los Angeles City College**

Los Angeles Community College District

Assembly District 55

Senate District 28

**College Performance Indicators**

For a listing of data sources, see Appendix B.

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b> n=26,344	<b>2004-2005</b> n=26,764	<b>2005-2006</b> n=27,964
<b>Asian</b>	14.7%	14.7%	14.5%
<b>Black/African American</b>	11.7%	11.7%	11.4%
<b>Filipino</b>	5.2%	5.4%	5.6%
<b>Hispanic</b>	38.9%	38.9%	40.0%
<b>Native American</b>	0.4%	0.4%	0.4%
<b>Other Non-White</b>	2.0%	2.1%	1.9%
<b>Pacific Islander</b>	0.2%	0.2%	0.3%
<b>White</b>	22.6%	22.3%	21.3%
<b>Unknown/Decline to State</b>	4.2%	4.2%	4.6%

Source: Chancellor's Office, Management Information Systems



**Los Angeles Harbor College**

Los Angeles Community College District

Assembly District 55

Senate District 28

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.8%	53.4%	47.6%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	69.9%	71.8%	68.3%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	68.0%	67.0%	62.3%



**Los Angeles Harbor College**

Los Angeles Community College District

Assembly District 55

Senate District 28

**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	79.9%	77.0%	78.1%

**Pre-Collegiate Improvement: Basic Skills and ESL****Table 1.4:**  
Annual Successful  
Course Completion Rate  
for Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.8%	58.2%	55.9%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate*</b>	37.5%	%	%
<b>Basic Skills Improvement Rate</b>	50.3%	52.4%	54.3%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



**Los Angeles Harbor College**

Los Angeles Community College District

Assembly District 55

Senate District 28

**College Performance Indicators****For a listing of data sources, see Appendix B.****Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Unduplicated Headcount</b>	14,943	13,908	14,441
<b>FTES*</b>	6,620	6,794	

Source: Chancellor's Office, Management Information Systems and 320 Report

\*The final FTES numbers for 2005-2006 will be available in the next draft. We will be using the FTES numbers from the FTES recalculation, available in November 2006.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004 n=14,943	2004-2005 n=13,908	2005-2006 n=14,441
<b>Under 18</b>	12.5%	11.5%	13.8%
<b>18 - 24</b>	44.2%	46.3%	46.6%
<b>25 - 49</b>	37.5%	36.8%	34.6%
<b>Over 49</b>	5.8%	5.4%	4.9%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004 n=14,943	2004-2005 n=13,908	2005-2006 n=14,441
<b>Female</b>	61.4%	62.6%	62.3%
<b>Male</b>	38.6%	37.4%	37.7%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



**Los Angeles Harbor College**

Los Angeles Community College District

Assembly District 55

Senate District 28

**College Performance Indicators**

For a listing of data sources, see Appendix B.

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b> n=14,943	<b>2004-2005</b> n=13,908	<b>2005-2006</b> n=14,441
<b>Asian</b>	8.3%	8.2%	8.9%
<b>Black/African American</b>	14.5%	14.6%	15.3%
<b>Filipino</b>	8.1%	8.7%	8.9%
<b>Hispanic</b>	39.1%	39.8%	39.2%
<b>Native American</b>	0.6%	0.6%	0.7%
<b>Other Non-White</b>	1.0%	1.0%	1.1%
<b>Pacific Islander</b>	1.6%	1.5%	1.5%
<b>White</b>	19.1%	19.3%	17.9%
<b>Unknown/Decline to State</b>	7.6%	6.3%	6.5%

Source: Chancellor's Office, Management Information Systems



**Los Angeles Mission College**

Los Angeles Community College District

Assembly District 59

Senate District 17

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	46.3%	39.9%	41.3%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	72.1%	69.1%	69.0%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	62.4%	54.9%	58.4%



**Los Angeles Mission College**

Los Angeles Community College District

Assembly District 59

Senate District 17

**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	82.3%	72.6%	73.2%

**Pre-Collegiate Improvement: Basic Skills and ESL****Table 1.4:**  
Annual Successful  
Course Completion Rate  
for Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	63.0%	63.9%	60.2%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate*</b>	50.5%	41.6%	32.1%
<b>Basic Skills Improvement Rate</b>	48.5%	48.7%	55.8%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



**Los Angeles Mission College**

Los Angeles Community College District

Assembly District 59

Senate District 17

**College Performance Indicators****For a listing of data sources, see Appendix B.****Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Unduplicated Headcount</b>	12,512	12,054	12,516
<b>FTES*</b>	6,353	6,251	

Source: Chancellor's Office, Management Information Systems and 320 Report

\*The final FTES numbers for 2005-2006 will be available in the next draft. We will be using the FTES numbers from the FTES recalculation, available in November 2006.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004 n=12,512	2004-2005 n=12,054	2005-2006 n=12,516
<b>Under 18</b>	8.0%	8.2%	10.0%
<b>18 - 24</b>	44.9%	47.3%	47.5%
<b>25 - 49</b>	41.1%	38.6%	36.9%
<b>Over 49</b>	6.0%	5.9%	5.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004 n=12,512	2004-2005 n=12,054	2005-2006 n=12,516
<b>Female</b>	63.6%	63.8%	63.9%
<b>Male</b>	36.4%	36.2%	36.1%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



**Los Angeles Mission College**

Los Angeles Community College District

Assembly District 59

Senate District 17

**College Performance Indicators**

For a listing of data sources, see Appendix B.

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b> n=12,512	<b>2004-2005</b> n=12,054	<b>2005-2006</b> n=12,516
<b>Asian</b>	5.1%	5.1%	4.7%
<b>Black/African American</b>	5.6%	5.6%	5.5%
<b>Filipino</b>	2.1%	2.3%	2.4%
<b>Hispanic</b>	64.6%	65.4%	65.5%
<b>Native American</b>	0.6%	0.5%	0.5%
<b>Other Non-White</b>	1.6%	1.5%	1.5%
<b>Pacific Islander</b>	0.2%	0.2%	0.3%
<b>White</b>	13.3%	12.7%	12.6%
<b>Unknown/Decline to State</b>	7.0%	6.8%	6.9%

Source: Chancellor's Office, Management Information Systems



## Los Angeles Pierce College

Los Angeles Community College District

Assembly District 41

Senate District 23

## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	58.4%	58.4%	58.1%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	74.2%	74.3%	73.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	72.8%	72.6%	71.2%



**Los Angeles Pierce College**

Los Angeles Community College District

Assembly District 41

Senate District 23

**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	84.3%	77.2%	77.6%

**Pre-Collegiate Improvement: Basic Skills and ESL****Table 1.4:**  
Annual Successful  
Course Completion Rate  
for Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	74.8%	66.4%	66.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate*</b>	62.2%	50.0%	42.4%
<b>Basic Skills Improvement Rate</b>	61.0%	56.1%	55.4%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



**Los Angeles Pierce College**

Los Angeles Community College District

Assembly District 41

Senate District 23

**College Performance Indicators****For a listing of data sources, see Appendix B.****Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Unduplicated Headcount</b>	27,252	27,152	29,013
<b>FTES*</b>	12,083	12,802	

Source: Chancellor's Office, Management Information Systems and 320 Report

\*The final FTES numbers for 2005-2006 will be available in the next draft. We will be using the FTES numbers from the FTES recalculation, available in November 2006.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004 n=27,252	2004-2005 n=27,152	2005-2006 n=29,013
<b>Under 18</b>	9.0%	9.3%	10.9%
<b>18 - 24</b>	49.6%	51.8%	52.2%
<b>25 - 49</b>	33.0%	30.4%	28.3%
<b>Over 49</b>	8.4%	8.5%	8.5%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004 n=27,252	2004-2005 n=27,152	2005-2006 n=29,013
<b>Female</b>	58.1%	58.5%	58.0%
<b>Male</b>	41.9%	41.5%	42.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



**Los Angeles Pierce College**

Los Angeles Community College District

Assembly District 41

Senate District 23

**College Performance Indicators**

For a listing of data sources, see Appendix B.

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b> n=27,252	<b>2004-2005</b> n=27,152	<b>2005-2006</b> n=29,013
<b>Asian</b>	13.2%	13.0%	12.7%
<b>Black/African American</b>	6.1%	6.5%	6.7%
<b>Filipino</b>	4.4%	4.6%	4.9%
<b>Hispanic</b>	23.6%	24.3%	25.8%
<b>Native American</b>	0.5%	0.6%	0.5%
<b>Other Non-White</b>	4.4%	4.4%	4.4%
<b>Pacific Islander</b>	0.5%	0.5%	0.4%
<b>White</b>	39.8%	38.6%	37.0%
<b>Unknown/Decline to State</b>	7.5%	7.6%	7.7%

Source: Chancellor's Office, Management Information Systems



## Los Angeles Southwest College

Los Angeles Community College District

Assembly District 48

Senate District 26

## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	43.2%	40.9%	38.9%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	67.7%	65.0%	62.4%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	61.9%	54.7%	50.2%



**Los Angeles Southwest College**

Los Angeles Community College District

Assembly District 48

Senate District 26

**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	78.4%	75.9%	73.8%

**Pre-Collegiate Improvement: Basic Skills and ESL****Table 1.4:**  
Annual Successful  
Course Completion Rate  
for Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	54.6%	46.6%	48.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate*</b>	42.1%	54.9%	40.0%
<b>Basic Skills Improvement Rate</b>	49.3%	44.8%	55.0%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



**Los Angeles Southwest College**

Los Angeles Community College District

Assembly District 48

Senate District 26

**College Performance Indicators****For a listing of data sources, see Appendix B.****Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Unduplicated Headcount</b>	11,745	11,937	12,571
<b>FTES*</b>	5,594	5,687	

Source: Chancellor's Office, Management Information Systems and 320 Report

\*The final FTES numbers for 2005-2006 will be available in the next draft. We will be using the FTES numbers from the FTES recalculation, available in November 2006.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004 n=11,745	2004-2005 n=11,937	2005-2006 n=12,571
<b>Under 18</b>	6.0%	6.9%	8.6%
<b>18 - 24</b>	35.9%	34.1%	33.5%
<b>25 - 49</b>	51.1%	51.5%	49.9%
<b>Over 49</b>	7.0%	7.5%	8.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004 n=11,745	2004-2005 n=11,937	2005-2006 n=12,571
<b>Female</b>	72.6%	72.2%	71.0%
<b>Male</b>	27.4%	27.8%	29.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



**Los Angeles Southwest College**

Los Angeles Community College District

Assembly District 48

Senate District 26

**College Performance Indicators**

For a listing of data sources, see Appendix B.

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b> n=11,745	<b>2004-2005</b> n=11,937	<b>2005-2006</b> n=12,571
<b>Asian</b>	0.8%	0.7%	0.9%
<b>Black/African American</b>	70.1%	68.6%	65.3%
<b>Filipino</b>	0.4%	0.4%	0.5%
<b>Hispanic</b>	25.4%	26.5%	28.8%
<b>Native American</b>	0.2%	0.3%	0.2%
<b>Other Non-White</b>	0.5%	0.6%	0.6%
<b>Pacific Islander</b>	0.2%	0.2%	0.2%
<b>White</b>	0.8%	0.7%	0.7%
<b>Unknown/Decline to State</b>	1.7%	1.9%	2.7%

Source: Chancellor's Office, Management Information Systems



**Los Angeles Trade Technical College**

Los Angeles Community College District

Assembly District 46

Senate District 22

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	42.3%	41.7%	36.7%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	71.2%	70.7%	68.0%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	58.1%	61.2%	59.5%



**Los Angeles Trade Technical College**

Los Angeles Community College District

Assembly District 46

Senate District 22

**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	81.9%	76.5%	74.8%

**Pre-Collegiate Improvement: Basic Skills and ESL****Table 1.4:**  
Annual Successful  
Course Completion Rate  
for Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	53.5%	48.4%	48.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate*</b>	42.9%	39.6%	35.4%
<b>Basic Skills Improvement Rate</b>	48.4%	38.9%	41.6%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



## Los Angeles Trade Technical College

Los Angeles Community College District

Assembly District 46

Senate District 22

## College Performance Indicators

For a listing of data sources, see Appendix B.

**Table 1.6:**  
Annual Unduplicated Headcount and  
Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Unduplicated Headcount</b>	23,162	22,842	23,922
<b>FTES*</b>	11,496	12,094	

Source: Chancellor's Office, Management Information Systems and 320 Report

\*The final FTES numbers for 2005-2006 will be available in the next draft. We will be using the FTES numbers from the FTES recalculation, available in November 2006.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004 n=23,162	2004-2005 n=22,842	2005-2006 n=23,922
<b>Under 18</b>	8.5%	9.5%	14.2%
<b>18 - 24</b>	35.3%	35.5%	35.4%
<b>25 - 49</b>	48.3%	47.2%	43.6%
<b>Over 49</b>	7.9%	7.8%	6.7%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004 n=23,162	2004-2005 n=22,842	2005-2006 n=23,922
<b>Female</b>	51.8%	52.8%	51.7%
<b>Male</b>	48.2%	47.2%	48.3%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



**Los Angeles Trade Technical College**

Los Angeles Community College District

Assembly District 46

Senate District 22

**College Performance Indicators**

For a listing of data sources, see Appendix B.

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b> n=23,162	<b>2004-2005</b> n=22,842	<b>2005-2006</b> n=23,922
<b>Asian</b>	5.1%	5.2%	5.0%
<b>Black/African American</b>	30.1%	29.7%	29.2%
<b>Filipino</b>	2.3%	2.2%	2.2%
<b>Hispanic</b>	50.6%	51.1%	52.0%
<b>Native American</b>	0.5%	0.5%	0.4%
<b>Other Non-White</b>	0.9%	0.8%	0.8%
<b>Pacific Islander</b>	0.2%	0.3%	0.3%
<b>White</b>	6.7%	6.6%	5.9%
<b>Unknown/Decline to State</b>	3.7%	3.6%	4.2%

Source: Chancellor's Office, Management Information Systems



## Los Angeles Valley College

Los Angeles Community College District

Assembly District 42

Senate District 21

## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	50.8%	53.4%	49.5%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.8%	71.9%	68.9%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	66.8%	68.7%	64.0%



**Los Angeles Valley College**

Los Angeles Community College District

Assembly District 42

Senate District 21

**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	83.5%	77.0%	76.5%

**Pre-Collegiate Improvement: Basic Skills and ESL****Table 1.4:**  
Annual Successful  
Course Completion Rate  
for Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	74.2%	68.7%	67.1%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate*</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	58.9%	42.7%	44.9%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



## Los Angeles Valley College

Los Angeles Community College District

Assembly District 42

Senate District 21

## College Performance Indicators

For a listing of data sources, see Appendix B.

**Table 1.6:**  
Annual Unduplicated Headcount and  
Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Unduplicated Headcount</b>	28,275	27,292	27,566
<b>FTES*</b>	12,744	12,915	

Source: Chancellor's Office, Management Information Systems and 320 Report

\*The final FTES numbers for 2005-2006 will be available in the next draft. We will be using the FTES numbers from the FTES recalculation, available in November 2006.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004 n=28,275	2004-2005 n=27,292	2005-2006 n=27,566
<b>Under 18</b>	7.6%	7.7%	9.0%
<b>18 - 24</b>	47.3%	48.2%	47.8%
<b>25 - 49</b>	39.3%	38.3%	37.2%
<b>Over 49</b>	5.8%	5.8%	6.1%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004 n=28,275	2004-2005 n=27,292	2005-2006 n=27,566
<b>Female</b>	59.9%	60.2%	60.3%
<b>Male</b>	40.1%	39.8%	39.7%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



**Los Angeles Valley College**

Los Angeles Community College District

Assembly District 42

Senate District 21

**College Performance Indicators**

For a listing of data sources, see Appendix B.

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b> n=28,275	<b>2004-2005</b> n=27,292	<b>2005-2006</b> n=27,566
<b>Asian</b>	7.7%	7.3%	7.4%
<b>Black/African American</b>	6.7%	7.0%	6.8%
<b>Filipino</b>	4.7%	4.7%	4.8%
<b>Hispanic</b>	37.9%	37.8%	37.9%
<b>Native American</b>	0.5%	0.5%	0.3%
<b>Other Non-White</b>	4.5%	4.5%	4.5%
<b>Pacific Islander</b>	0.4%	0.4%	0.4%
<b>White</b>	31.7%	31.7%	32.0%
<b>Unknown/Decline to State</b>	6.0%	6.1%	5.9%

Source: Chancellor's Office, Management Information Systems



**College of the Canyons**

Santa Clarita Community College District

Assembly District 38

Senate District 19

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	54.8%	54.5%	56.4%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	73.5%	73.0%	74.8%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	67.2%	56.3%	68.4%



**College of the Canyons**

Santa Clarita Community College District

Assembly District 38

Senate District 19

**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	86.8%	90.7%	94.3%

**Pre-Collegiate Improvement: Basic Skills and ESL****Table 1.4:**  
Annual Successful  
Course Completion Rate  
for Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	55.5%	51.1%	51.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate*</b>	53.8%	53.0%	49.3%
<b>Basic Skills Improvement Rate</b>	57.1%	58.3%	57.3%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



## College of the Canyons

Santa Clarita Community College District

Assembly District 38

Senate District 19

## College Performance Indicators

For a listing of data sources, see Appendix B.

**Table 1.6:**  
Annual Unduplicated Headcount and  
Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Unduplicated Headcount</b>	21,838	24,338	30,440
<b>FTES*</b>	10,900	11,263	

Source: Chancellor's Office, Management Information Systems and 320 Report

\*The final FTES numbers for 2005-2006 will be available in the next draft. We will be using the FTES numbers from the FTES recalculation, available in November 2006.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004 n=21,838	2004-2005 n=24,338	2005-2006 n=30,440
<b>Under 18</b>	8.2%	7.4%	6.7%
<b>18 - 24</b>	47.9%	43.1%	36.7%
<b>25 - 49</b>	37.9%	42.9%	47.9%
<b>Over 49</b>	5.9%	6.5%	8.7%
<b>Unknown</b>	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004 n=21,838	2004-2005 n=24,338	2005-2006 n=30,440
<b>Female</b>	46.4%	42.7%	41.2%
<b>Male</b>	53.3%	56.9%	58.3%
<b>Unknown</b>	0.3%	0.3%	0.5%

Source: Chancellor's Office, Management Information Systems



**College of the Canyons**

Santa Clarita Community College District

Assembly District 38

Senate District 19

**College Performance Indicators**

For a listing of data sources, see Appendix B.

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b> n=21,838	<b>2004-2005</b> n=24,338	<b>2005-2006</b> n=30,440
<b>Asian</b>	5.9%	5.7%	5.9%
<b>Black/African American</b>	4.6%	5.7%	6.6%
<b>Filipino</b>	3.2%	3.3%	3.4%
<b>Hispanic</b>	19.9%	23.1%	24.3%
<b>Native American</b>	0.7%	0.7%	0.7%
<b>Other Non-White</b>	5.7%	5.1%	4.2%
<b>Pacific Islander</b>	0.5%	0.5%	0.5%
<b>White</b>	52.1%	48.7%	45.6%
<b>Unknown/Decline to State</b>	7.4%	7.2%	8.8%

Source: Chancellor's Office, Management Information Systems



**El Camino College**

El Camino Community College District

Assembly District 51

Senate District 25

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	49.1%	50.2%	51.4%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.2%	67.6%	68.1%

**Table 1.2:**  
Persistence Rate

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

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	70.8%	72.0%	73.9%



**El Camino College**

El Camino Community College District

Assembly District 51

Senate District 25

**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	72.1%	71.6%	70.5%

**Pre-Collegiate Improvement: Basic Skills and ESL****Table 1.4:**  
Annual Successful  
Course Completion Rate  
for Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.8%	58.9%	57.4%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate*</b>	58.6%	65.3%	63.1%
<b>Basic Skills Improvement Rate</b>	54.7%	48.6%	50.2%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



**El Camino College**

El Camino Community College District

Assembly District 51

Senate District 25

**College Performance Indicators****For a listing of data sources, see Appendix B.****Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Unduplicated Headcount</b>	39,469	37,368	35,487
<b>FTES*</b>	19,499	19,339	

Source: Chancellor's Office, Management Information Systems and 320 Report

\*The final FTES numbers for 2005-2006 will be available in the next draft. We will be using the FTES numbers from the FTES recalculation, available in November 2006.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004 n=39,469	2004-2005 n=37,368	2005-2006 n=35,487
<b>Under 18</b>	6.9%	6.9%	6.6%
<b>18 - 24</b>	51.8%	53.9%	55.6%
<b>25 - 49</b>	34.5%	33.3%	31.9%
<b>Over 49</b>	6.8%	5.9%	5.9%
<b>Unknown</b>	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004 n=39,469	2004-2005 n=37,368	2005-2006 n=35,487
<b>Female</b>	55.6%	56.1%	56.4%
<b>Male</b>	44.1%	43.7%	43.5%
<b>Unknown</b>	0.3%	0.2%	0.1%

Source: Chancellor's Office, Management Information Systems



**El Camino College**

El Camino Community College District

Assembly District 51

Senate District 25

**College Performance Indicators**

For a listing of data sources, see Appendix B.

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b> n=39,469	<b>2004-2005</b> n=37,368	<b>2005-2006</b> n=35,487
<b>Asian</b>	15.3%	15.0%	14.9%
<b>Black/African American</b>	19.6%	20.3%	20.2%
<b>Filipino</b>	3.7%	3.9%	3.8%
<b>Hispanic</b>	28.2%	28.7%	29.7%
<b>Native American</b>	0.4%	0.4%	0.5%
<b>Other Non-White</b>	1.8%	1.9%	1.8%
<b>Pacific Islander</b>	0.8%	0.8%	0.9%
<b>White</b>	21.4%	20.3%	19.6%
<b>Unknown/Decline to State</b>	8.7%	8.6%	8.6%

Source: Chancellor's Office, Management Information Systems



**Santa Monica City College**

Santa Clarita Community College District

Assembly District 41

Senate District 23

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	54.9%	55.0%	57.3%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	70.1%	72.5%	73.7%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	68.7%	70.7%	71.6%



**Santa Monica City College**

Santa Clarita Community College District

Assembly District 41

Senate District 23

**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	72.8%	69.4%	67.5%

**Pre-Collegiate Improvement: Basic Skills and ESL****Table 1.4:**  
Annual Successful  
Course Completion Rate  
for Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	52.3%	54.3%	53.8%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate*</b>	68.0%	70.8%	71.7%
<b>Basic Skills Improvement Rate</b>	50.9%	49.7%	52.1%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



**Santa Monica City College**  
 Santa Clarita Community College District  
**College Performance Indicators**

Assembly District 41  
 Senate District 23

For a listing of data sources, see Appendix B.

**Table 1.6:**  
 Annual Unduplicated Headcount and  
 Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Unduplicated Headcount</b>	43,081	47,886	49,977
<b>FTES*</b>	15,727	21,041	

Source: Chancellor's Office, Management Information Systems and 320 Report

\*The final FTES numbers for 2005-2006 will be available in the next draft. We will be using the FTES numbers from the FTES recalculation, available in November 2006.

**Table 1.7:**  
 Age of Students at Enrollment

	2003-2004 n=43,081	2004-2005 n=47,886	2005-2006 n=49,977
<b>Under 18</b>	4.2%	7.6%	8.4%
<b>18 - 24</b>	54.2%	51.8%	51.4%
<b>25 - 49</b>	31.2%	30.4%	29.8%
<b>Over 49</b>	10.5%	10.2%	10.4%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
 Gender of Students

	2003-2004 n=43,081	2004-2005 n=47,886	2005-2006 n=49,977
<b>Female</b>	57.9%	58.3%	58.9%
<b>Male</b>	41.9%	41.7%	41.0%
<b>Unknown</b>	0.2%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



**Santa Monica City College**

Santa Clarita Community College District

Assembly District 41

Senate District 23

**College Performance Indicators**

For a listing of data sources, see Appendix B.

**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b> n=43,081	<b>2004-2005</b> n=47,886	<b>2005-2006</b> n=49,977
<b>Asian</b>	17.5%	16.1%	15.8%
<b>Black/African American</b>	9.0%	10.0%	10.5%
<b>Filipino</b>	2.3%	2.4%	2.6%
<b>Hispanic</b>	21.3%	22.7%	23.2%
<b>Native American</b>	0.5%	0.5%	0.5%
<b>Other Non-White</b>	2.8%	2.8%	2.9%
<b>Pacific Islander</b>	0.5%	0.5%	0.6%
<b>White</b>	36.4%	35.3%	34.6%
<b>Unknown/Decline to State</b>	9.6%	9.7%	9.5%

Source: Chancellor's Office, Management Information Systems



## 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 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  $\geq$  2.0 in those transferable courses)

The cohorts consisted of first-time students from 1998-99 (Cohort 1), 1999-00 (Cohort 2) and 2000-01 (Cohort 3) who achieved outcomes by 2003-04 (Cohort1), 2004-05 (Cohort 2) and 2005-06 (Cohort3). 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<sup>1</sup> 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  $\geq$  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\*

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

<sup>1</sup> Systemwide is defined as all California Community Colleges

**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\*

CB05 COURSE-TRANSFER-STATUS = A, B

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

AND

CB03 COURSE-TOP-CODE = 17\*

CB05 COURSE-TRANSFER-STATUS = A, B

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

**4. Transfer Prepared**

CB05 COURSE-TRANSFER-STATUS = A, B

SX03 ENROLLMENT-UNITS-EARNED  $\geq$  60 at your college and/or anywhere in the system

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

**5. Transferred to Four-Year Institution**

Match with NSC, UC, CSU file

**Calculation: Student Progress and Achievement Rate = Outcomes/Cohort**

**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 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 earning)

The cohorts consisted of first-time students from 1998-99 (Cohort 1), 1999-00 (Cohort 2) and 2000-01 (Cohort 3) who achieved outcomes by 2003-04 (Cohort1), 2004-05 (Cohort 2) and 2005-06 (Cohort3).

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

**Cohort**

**First-Time Students who Showed Intent to Complete:**

1. Look system-wide 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. Transfer/Degree Intent**

Attempted Enrollment in course(s) where:

CB03 COURSE-TOP-CODE = 17\*, 1501\*, 1503\*, 1504\*, 1507\*

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 2002 (Cohort 1), Fall 2003 (Cohort 2) and Fall 2004 (Cohort 3). Persistence was measured by their enrollment in Fall 2003 (Cohort 1), Fall 2004 (Cohort 2) and Fall 2005 (Cohort 3).

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

**Cohort**

**First Time Students who Showed Intent to Persist:**

1. Look system-wide 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 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**

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

**Methodology:** The cohorts for vocational course completion rate consisted of students enrolled in credit vocational courses in the academic years of interest (2003-04, 2004-05, 2005-06). 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.

**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, CR, NC, I\*, W

**Outcome**

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

**Calculation:** Successful Course Completion Rate = Outcome/Cohort

**TABLE 1.4: ANNUAL SUCCESSFUL COURSE COMPLETION RATE IN 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 (i.e., 2003-04, 2004-05, 2005-06). 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 course grade of A, B, C, or CR.

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

**Cohort**

All of the following must be true:

1. SB11 STUDENT-EDUCATION-STATUS NE10000
2. CB04 COURSE-CREDIT-STATUS = C
3. CB08 COURSE-BASIC-SKILLS-STATUS = P, B
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, CR, NC, I\*, W

**Outcome**

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

**Calculation:** Successful Course Completion Rate = Outcome/Cohort

**TABLE 1.5: ESL IMPROVEMENT RATE**

**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 basic skills 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 course 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.

Cohorts were developed and followed for academic years 2001-02 to 2003-04, 2002-03 to 2004-05, and 2004-05 to 2005-06.

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

**Cohort**

All of the following must be true for cohort selection:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE = 4930.80, 4930.81, 4930.82, 4931.00
3. CB04 COURSE-CREDIT-STATUS = C
4. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A
5. SX04 ENROLLMENT-GRADE = A, B, C, CR

**Outcome**

Within 2 years from the qualifying enrollment for the cohort, the student completes a course with:

CB03 COURSE-TOP-CODE = 4930.80, 4930.81, 4930.82, 4931.00, 1501.\*\*, 1503.\*\*,  
1504.\*\*, 1507.\*\*

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort course

SX04 ENROLLMENT-GRADE = A, B, C, or CR

**Calculation:** Credit ESL Improvement Rate = Outcome/Cohort

**TABLE 1.5: BASIC SKILLS IMPROVEMENT RATE**

**Methodology:** The Basic Skills improvement rate cohorts consisted of students enrolled in a credit Basic Skills English 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. 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 Math and English courses. 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 course grade of A, B, C, or CR.

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 2001-02 to 2003-04, 2002-03 to 2004-05, and 2004-05 to 2005-06.

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

**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: 17\*\*.\*\*, 4930.40, 4930.41,  
 For English: 1501.\*\*, 1503.\*\*, 1504.\*\*, 1507.\*\*, 4930.21,4930.70, 4930.71
3. CB04 COURSE-CREDIT-STATUS = C
4. CB08 COURSE-BASIC-SKILLS-STATUS = P, B
5. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A
6. SX04 ENROLLMENT-GRADE = A, B, C, CR

**Outcome**

Within 2 years from the qualifying enrollment for the cohort, the student completes a course with:

CB03 COURSE-TOP-CODE =  
 For Math: 17\*\*.\*\*, 4930.40, 4930.41  
 For English: 1501.\*\*, 1503.\*\*, 1504.\*\*, 1507.\*\*, 4930.21,4930.70, 4930.71

CB04 COURSE-CREDIT-STATUS = C, D

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort course.

SX04 ENROLLMENT-GRADE = A, B, C, or CR

**Calculation: Credit Basic Skills Improvement Rate = Outcome/Cohort**

## TABLE 1.6: ANNUAL UNDUPLICATED HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS

### Definition:

**Annual Unduplicated Headcount:** The annual unduplicated headcount 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.

**Full-Time Equivalent Students (FTES):** 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) for academic years 2003-04, 2004-05, and 2005-06.

**FTES:** The FTES reports were obtained from Fiscal Services. 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 number of FTES reported by the colleges are generated in weekly census procedure courses that are scheduled in the primary terms (quarter or semester system)

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 are 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)

**FTES:** 320 Report from CCCCO Fiscal Services (recalculation of annual data).

**TABLE 1.7: 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) for academic years 2003-04, 2004-05, and 2005-06.

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

**TABLE 1.8: GENDER OF STUDENTS**

**Methodology:** Counts of students by gender for each college were obtained from the Chancellor’s Office Management Information System (COMIS) for academic years 2003-04, 2004-05, and 2005-06.

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

**TABLE 1.9: 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 2003-04, 2004-05, and 2005-06.

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