

PERFORMANCE AND OUTCOMES

ACCOUNTABILITY REPORTING

Excerpts from the Accountability Reporting for the California Community Colleges— A Report to the Legislature, Pursuant to AB 1417. *Prepared by the California Community Colleges System Office, March 31, 2008.*

The full report with details and appendices is available at the following website:
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 (CCCSO) to design and implement a performance measurement system that contained performance indicators for the system and its colleges. As per Legislative intent, the CCCSO 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 CCCSO to test innovative ideas about performance measurement and to use a massive state database, the CCCSO 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.

How to Use the Report

We acknowledge that a variety of people will see this report, and we recognize that these individuals will differ widely in their reading objectives and in their familiarity with the report's topic. With this in mind, we have tried to design the report so that policy makers at both the state and local levels will have a clear presentation of essential performance indicators for the system and for each community college within it. The body of the report emphasizes tables of summary data that provide snapshots of system and college level performance. Readers should read the brief introductions to each of these sections (system and college level) to understand their contents. These introductions cover the framework for ARCC, and they should help most readers to understand the performance indicators cited in this report.

Readers should avoid comparing the results in the 2008 report to those shown in the 2007 report. The 2007 report acted as a pilot for the 2008 report, and the 2008 report uses recently corrected data from the colleges. Some of the data corrections resulted from the system's project to improve data quality (known as Curriculum Reporting for the Community Colleges, or CRCC). Other data changes have occurred, such as data resubmissions by individual colleges, and the array of data amendments since the 2007 report really makes it unproductive to compare the two reports.

The first two pages display how the college performed over time on eight basic indicators. The year-to-year figures for these performance indicators should give readers a good idea of how any given college has done during the past few years, especially in terms of its progress in areas that are generally recognized as critical in community colleges.

The third and fourth pages display basic demographic data for the college's enrollment. This information will help readers understand the student population served. For many readers, such information can indicate relevant aspects of a college's effectiveness (i.e., who does the college serve?), plus it can provide additional context for the reported performance indicators.

Source: California Community Colleges System Office
(<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>).

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How to Use the Report

The fifth page shows the “peer grouping” information for the college. On this page, readers will find a comparison of a college’s performance on each of the seven indicators. For each performance indicator, we have performed a statistical analysis (peer grouping) to identify other California Community Colleges that most closely resemble the college in terms of environmental factors that have linkage to (or association with) the performance indicator. Because the data from the colleges may have changed since the analysis shown in the 2007 report, colleges may fall into new peer groups in this report. The preliminary nature of the new indicator for Enhanced Noncredit courses compels us to omit college peer-grouping for this indicator. We believe that the data for the 2009 report will have higher quality and completeness than the pilot data that were available for the 2008 report.

The sixth page shows the college’s own self-assessment, and this brief statement from the college administration may note, among other things, unique factors that our statistical analysis may have missed. Therefore, readers should carefully review this self-assessment because it may help to explain the college’s performance figures. Please note that these self-assessments could not cover any tabulation of the pilot data for courses involved with Enhanced Noncredit funding because these tables were unavailable at the time that the colleges produced their self-assessments.

The best use of this report will require the integration of information from various parts of the report. Judgments about the performance of the college should especially pay attention to the sections on year-to-year performance, peer group comparison, enrollment demographics, and the college self-assessment. A focus upon only one of these pieces of information will probably provide an incomplete evaluation of college performance, and this may lead one to make unfair judgments about an institution. Consequently, we hope that users of this report maintain this multidimensional viewpoint (from the different report sections) as they draw their conclusions or as they communicate about the report to other people.

Readers should also note that the report refers to the System Office (abbreviated as CCCSO) and to the Chancellor’s Office (abbreviated as CCCCOC). These titles represent one and the same entity, and staff people have been using the two titles interchangeably in their communications.

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ARCC 2008 Report: College Level Indicators

LOS ANGELES HARBOR COLLEGE Los Angeles Community College District
College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieve 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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	51.1%	46.2%	43.7%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	69.2%	65.4%	66.5%

Table 1.2:
Persistence Rate

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

	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	68.3%	62.9%	64.8%

Source: California Community Colleges System Office
(<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>).

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LOS ANGELES HARBOR COLLEGE Los Angeles Community College District
College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: (See explanation in Appendix B.)
Annual Successful Course Completion Rate for Credit Vocational Courses

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.9%	78.5%	77.0%

Student Progress and Achievement: Basic Skills and ESL

Table 1.4: (See explanation in Appendix B.)
Annual Successful Course Completion Rate for Credit Basic Skills Courses

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	58.6%	56.0%	54.2%

Table 1.5: (See explanation in Appendix B.)
Improvement Rates for ESL and Credit Basic Skills Courses

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	53.5%	51.7%	68.0%
Basic Skills Improvement Rate	40.1%	43.2%	47.8%

Table 1.6: (See explanation in Appendix B.)
Enhanced Noncredit Progress and Achievement Rate

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
Enhanced Noncredit Progress and Achievement Rate	.%	.%	.%

Source: California Community Colleges System Office
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>.

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	13,908	14,441	14,861
FTEs*	6,794	6,185	6,964

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTEs data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTEs data for 2004-2005, 2005-2006, and 2006-2007 are based on the FTEs recalculation.

Table 1.8:
Age of Students
at Enrollment

	2004-2005	2005-2006	2006-2007
Under 18	11.5%	13.8%	14.9%
18-24	46.3%	46.6%	46.7%
25-49	36.8%	34.6%	33.3%
Over 49	5.4%	4.9%	5.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	62.6%	62.3%	61.5%
Male	37.4%	37.7%	38.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

Source: California Community Colleges System Office
(<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>).

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Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	8.2%	8.9%	8.8%
Black/African American	14.6%	15.3%	14.9%
Filipino	8.7%	8.9%	9.7%
Hispanic	39.8%	39.2%	40.3%
Native American	0.6%	0.7%	0.7%
Other Non-White	1.0%	1.1%	1.3%
Pacific Islander	1.5%	1.5%	1.4%
White	19.3%	17.9%	16.6%
Unknown/ Decline to State	6.3%	6.5%	6.3%

Source: Chancellor's Office, Management Information Systems

Source: California Community Colleges System Office
 (<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>).

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LOS ANGELES HARBOR COLLEGE Los Angeles Community College District
College Peer Grouping

Table 1.1f: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	43.7	53.4	42.3	64.3	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	66.5	67.0	54.5	74.3	<i>B2</i>
C	Persistence Rate	64.8	68.9	61.6	76.1	<i>C2</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.2	57.8	37.3	68.8	<i>E5</i>
F	Improvement Rate for Credit Basic Skills Courses	47.8	46.1	29.3	59.9	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	68.0	43.2	7.6	79.9	<i>G2</i>

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

Source: California Community Colleges System Office
 (<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>).

ARCC 2008 Report: College Level Indicators

LOS ANGELES HARBOR COLLEGE
Los Angeles Community College District

College Self-Assessment

Since 1949 Los Angeles Harbor College has served the socio-economically and ethnically diverse communities adjacent to the Port of Los Angeles and the adjoining South Bay area of Los Angeles County. Our students represent proportions of African-American, Asian/Pacific Islander and Hispanic populations which exceed the equivalent proportions of the community. Each year the community population has continued to grow. Local feeder high schools have remained at or above their maximum capacity; however, the college experienced an enrollment decline from 9470 students in fall 2002 to 8611 students in fall 2006.

The focus of the college is on preparing students for transfer to four-year colleges and universities, and approximately 600 students transfer annually. The college also offers a limited Career and Technical Education program with 31 A.S. degrees and 22 certificate programs. Additionally, it is focusing on expanding its student success, basic skills, and community services programs.

The college has continued to experience on-going budget deficits which have resulted in a reduction of full time faculty, support staff and other student success resources. The college leadership is deeply concerned about the projected budget cuts for the next two fiscal years.

In spite of these issues, there have been positive developments. Three new buildings are scheduled to open in fall 2008. Our student services area has successfully competed for a grant to assist students who have not passed the CAHSEE (High School Exit Exam). Our new college Welcome Center is thriving and increasing services. We are implementing online versions of the college orientation, assessment, counseling appointments and College Survival classes. A well staffed Life Skills Center is assisting students with coping skills to be more successful in completing classes.

With one exception, relative to the state, district and peer group averages, Los Angeles Harbor College has demonstrated average or close to average performance on the state's accountability indicators. The trends on all but one measure are also encouraging: these are either constant over the past three years or show slight improvement.

The exception to these trends is the student progress and achievement rates. These have declined over the past three years and the college's rate is below both the state and peer group averages. This may be partly due to factors such as 1) a strong local labor market, 2) the college's budget deficit 3) limited basic skills offerings and 4) the impact of the college's construction projects. However, the college leadership has identified this trend and initiated activities to improve the college's SPAR.

These activities have focused on both the College's course offerings and student support services. In the area of course offerings, the college has expanded its basic skills, tutoring, distance education and non-traditional programs as well as adding sections of classes during peak demand times.

In terms of student support services, the transfer center and counseling services are being expanded. In addition, the college will be setting up Student Success Centers. The staff development and flex committees are developing activities to introduce and reinforce writing across the curriculum.

Source: California Community Colleges System Office
(<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>).