

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, 2009.*

The full report with details and appendices is available at the following website:
http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2009_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 2009 ARCC report builds upon the prior reports through various improvements in data quality and a new year of data.

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. Appendix E, which presents a short list of terms and abbreviations, may also help the general reader.

We recognize that researchers, analysts, and college officials will require documentation of the methodology for the performance indicators in this report. Such technical details appear in three of the appendices. Appendix B (methods for calculating the indicators), Appendix C (regression analyses for the peer grouping), and Appendix D (cluster analyses for the peer grouping) specifically address methodological issues, and they tend to require technical knowledge on the part of the reader.

The report's first section covers the system's overall performance over time, and this will help readers to see the broad context of the system's performance. The section that follows system performance presents specific information for each college. The first two pages of college-level tables display how that college performed over time on eight basic indicators. The year-to-year figures for these performance indicators should give readers a good idea of how any given college has done during the past few years, especially in terms of its progress in areas that are generally recognized as critical in community colleges.

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

The fifth page for each college shows the "peer grouping" information for the college. On this page, readers will find a comparison of a college's performance on each of the seven indicators. 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. Interested readers should refer to Appendix A to see the names of the colleges that

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comprise each peer group. We emphasize that the peer group results are rough guides for evaluating college level performance because each college may have unique local factors that we could not analyze statistically for the peer group identification. Because the data from the colleges may have changed since the analysis shown in the 2008 report, colleges may fall into new peer groups in this report. The developmental nature of the indicator for CDCP (or Enhanced Noncredit) courses again compels us to omit college peer-grouping for this indicator. The sixth page for a college shows that college's own self-assessment, and this brief statement from the college administration may note, among other things, such unique factors that our statistical analysis may have missed. Therefore, readers should carefully review this self assessment because it may help to explain the performance figures for a college. The ARCC staff in the Chancellor's Office do not edit these self-assessments from the college administrators, and the only requirement for the content is that it stay within a 500-word limit. Because the word limit forces the self-assessment to focus upon a few basic points, some readers may wish to follow-up with a college that may have other analyses or data that it could not include in the ARCC's brief self-assessment.

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

The 2009 report will contain numerous data changes for past data as well as new data for the most recent academic year. For this reason, analysts should rely primarily upon the 2009 report instead of data from prior ARCC reports. The Chancellor's Office MIS (Management Information System) unit has continued to implement various data improvements that are virtually impossible to complete within a narrow time frame.

Recognizing how important it is to have accurate data, the Chancellor's Office MIS unit offered college districts the opportunity to review and correct their historical course data. In October of 2006, this unit launched a statewide project to clean-up course data that had been reported to the COMIS (Chancellor's Office MIS) system over the years. In conjunction with the clean-up project, much more stringent data quality requirements were implemented especially for basic skills courses. The official course clean-up project concluded in October 2007, but the review and correction process is ongoing. The MIS unit installed a course master file process that allows the colleges to correct their course data whenever they discover a problem. TOP code (CB03), Basic skills status (CB08), and Prior to College Level (CB21) are three COMIS data elements critical to Basic Skills courses. These three data elements are continually being reviewed and corrected by the colleges. As a result of these efforts, data for a performance indicator in the 2009 ARCC report will differ from the figures for the corresponding indicator that appeared in the 2008 ARCC Report.

Additional information about ARCC is available at the following website:

<http://www.cccco.edu/OurAgency/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

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ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	46.4%	44.0%	48.5%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	65.3%	66.6%	67.9%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	63.1%	65.2%	60.2%

Source: California Community Colleges System Office
<http://www.cccco.edu/OurAgency/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

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	78.5%	77.5%	76.3%

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

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

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	56.0%	53.6%	54.3%

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

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	51.7%	68.0%	38.5%
Basic Skills Improvement Rate	43.2%	46.8%	49.4%

Table 1.6: (See explanation in Appendix B.)
 Career Development and College Preparation (CDCP) Progress and Achievement Rate

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
Enhanced Noncredit Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
 0% in cell = CDCP cohort data, but no outcome data as of report due

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

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Los Angeles Community College District

College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	14,103	14,574	15,290
Full-Time Equivalent Students (FTES)*	6,186	6,964	6,923

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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students
at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	32.1%	34.4%	36.3%
20-24	29.0%	27.9%	27.5%
25-49	34.0%	32.7%	31.5%
Over 49	4.8%	5.0%	4.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	62.3%	61.5%	61.1%
Male	37.7%	38.5%	38.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

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

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LOS ANGELES HARBOR COLLEGE Los Angeles Community College District
College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African America	15.0%	14.6%	15.3%
American Indian/ Alaskan Native	0.6%	0.7%	0.6%
Asian	9.0%	8.9%	8.9%
Filipino	9.0%	9.7%	9.4%
Hispanic	39.2%	40.4%	40.7%
Other Non-White	1.2%	1.3%	1.3%
Pacific Islander	1.5%	1.4%	1.5%
Unknown/Non-Resident	6.6%	6.2%	6.2%
White Non-Hipanic	17.9%	16.7%	16.0%

Source: Chancellor's Office, Management Information Systems

Source: California Community Colleges System Office
 (<http://www.cccco.edu/OurAgency/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	48.5	47.7	41.4	55.6	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	67.9	71.1	63.2	78.4	<i>B2</i>
C	Persistence Rate	60.2	67.6	57.1	78.0	<i>C5</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.3	74.5	67.0	85.4	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.3	49.9	46.2	54.3	<i>E6</i>
F	Improvement Rate for Credit Basic Skills Courses	49.4	48.3	31.4	64.6	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	38.5	53.6	15.7	75.0	<i>G3</i>

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

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

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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. Although local feeder high schools have remained at or above their maximum capacity, the college experienced an enrollment decline from 9470 students in fall 2002 to 8086 students in fall 2007. However, there is evidence that this trend is changing for academic year 2008-9.

The focus of the college is on preparing students for transfer to four-year colleges and universities; approximately 600 students transfer annually. The college also offers a limited Career and Technical Education program with 32 A.S. degrees and 25 certificate programs. However, the college has begun exploring several different career/technical programs to better serve the community. 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 opened for the spring 2009 semester. Our new college Welcome Center is thriving and increasing services. We are implementing online versions of the college orientation, assessment and counseling appointments.

With one exception, relative to the state 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 persistence rate. This has declined slightly 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, and 3) limited basic skills offerings. However, the college leadership has identified this trend and initiated activities to improve the college's persistence rate. 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.

In terms of student support services, counseling services are being expanded. In addition, the college will be setting up Student Success Centers and providing increased services and support to first time students. The college's ESL improvement rate also appears low. However, this rate was based upon a cohort of 15 students and thus is limited in its utility for planning and decision making. To the extent that the college is able to expand its ESL offering, this data will be more meaningful in the future.

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