

Institutional Effectiveness Report 2008

LONG BEACH CITY COLLEGE



OFFICE OF INSTITUTIONAL EFFECTIVENESS

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Table of Contents

Executive Summary	ii
A Framework for Monitoring Institutional Effectiveness	1
College Profile	5
Degrees / Certificates / Transfers	11
Workforce Development	28
Basic Skills, ESL, and Enhanced Noncredit	32
Student Learning Outcomes	47
Appendix A: Definitions of college-level performance indicators in the ARCC report	51
Appendix B: ARCC 2008 Report: College level Indicators, Long Beach City College	53
Appendix C: Peer Groups for 2008 ARCC Performance Measures	59



Executive Summary

Since 2007, Long Beach City College began reporting its institutional effectiveness largely in terms of the state-mandated Accountability Reporting for the Community Colleges (ARCC) performance indicators. For the academic year 2007-08, data on seven indicators for each of the community colleges in the state system were published in March 2008 by the California Community Colleges System Office. Preliminary data on an eighth indicator, enhanced non-credit progress and achievement rate, were presented in the report, but commentary on that measure will be postponed until the next annual report when the findings are expected to provide a more valid indicator of actual student performance.

As a reminder, the first ARCC report published in 2007 was considered by the state as reporting on a pilot study. In 2008, modifications were made to improve the overall quality of the data provided, one of which was to revise the peer group methodology. This change in methodology for 2008 has resulted in peer groupings for all of the performance indicators that are different from those that were published in the 2007 ARCC report. The System Office has cautioned colleges when using rankings within peer groups because these groupings are based on factors that continuously change and that are uncontrollable by any institution. Inclusion of peer groups in the ARCC report is intended to trigger conversation rather than to generate judgment statements.

For each of the seven ARCC performance indicators, the Office of Institutional Effectiveness at Long Beach City College has conducted analyses of student performance based on ethnicity, in accordance with the college's strategic focus on understanding and supporting equity of student outcomes. Furthermore, this report gives a brief overview of the college's progress in assessing student learning outcomes at the course, program and institution levels of the college's instructional programming as well as for its Student Support Services division.

The ARCC report uses four performance measures as indices of **student progress and achievement**; these include the *student progress and achievement rate*, the *percent of students who earn at least 30 units*, *persistence rate*, and the *annual successful course completion rate for credit vocational courses*. (See Appendix A for definitions of all of the ARCC measures.)



The first ARCC measure, the *student progress and achievement rate*, is the percentage of first-time students who show intent to complete and who achieve any of the following outcomes within six years: transfer to a four-year college; earn an AA/AS degree or Certificate (18 units or more); or achieve “transfer directed” or “transfer prepared” status. Less than half of first-time students at LBCC with the intent to complete a degree or certificate achieved any of the progress outcomes. For the 2001-2002 cohort, LBCC’s *student progress and achievement rate* was 42.3%, the lowest in the college’s peer group (average 53.4%) and somewhat lower than the rates for the previous cohorts tracked (44.9% for the 1999-2000 cohort and 43.6% for the 2000-2001 cohort). The average rate for the whole California Community College system was 51.2%. Analysis of the data for this performance indicator by ethnicity shows that far fewer Black/African American students achieved any of the progress outcomes (10%) than did other groups. Equally alarming, fewer and fewer Black/African American students ever show intent to earn a degree/certificate and earn at least 12 transfer/degree/advanced vocational units.

As a supplement to the ARCC *student progress and achievement rate*, this institutional effectiveness report provides data on LBCC student transfer activity. Over the past five years, an average of 105 and 844 LBCC students transferred to University of California (UC) and California State University (CSU) institutions each year. The number of students who transferred to a UC peaked in the 2002-2003 year (115); in the 2006-2007 academic year, only 102 LBCC students transferred to a UC. The number of students who transferred to a CSU peaked in the 2004-2005 year with 947 transfers; in the 2006-2007, 844 students transferred to a CSU. In 2006-2007, 370 students transferred to a private or out-of-state university (not including CSU and UC transfers).

The second ARCC measure is the percentage of first-time students who show intent to complete and who *earn at least 30 units* within six years of entry while in the California Community College System. Of the 2001-2002 cohort of first-time LBCC students, 70.2% earned at least 30 units. This outcome was slightly lower than the average for the college’s peer group (70.9%) and for the state as a whole (70.4%). A decline in performance for this indicator is evident over successive cohorts; the 1999-2000 cohort had 73.2% of students who earned at least 30 units, and the 2000-2001 cohort had 71.6%

LBCC’s best performance among the ARCC indicators has been for student fall-to-fall persistence. *Persistence* is defined as the percentage of first-time students with a minimum of six units earned in a fall term who return and enroll in the subsequent fall term anywhere in the system. The cohort of students enrolled in fall 2005 who persisted to fall 2006 was 73.7%. This outcome is higher than the average for its peer group (70.6%) and higher than the state average (68.3%).



The *successful course completion rate for credit vocational courses* is defined as the percentage of students enrolled in a credit vocational course who complete the course with a grade of A, B, C, or credit. LBCC's annual successful course completion rate for credit vocational courses for the 2006-2007 cohort was 69.8%. This was significantly lower than the college's peer group average for this indicator (79.8%) and the statewide average (78.2%). As with the first two indicators of student progress and achievement, a decline in outcome from earlier to later cohorts tracked also appears. The annual successful course completion rate for vocational courses was 75.2% for the 2004-2005 cohort and 72.7% for the 2005-2006 cohort. In addition, the Office of Institutional Effectiveness reports that approximately 16% of first-time students in fall 2007 stated a vocational goal on their college application.

The ARCC report presents four additional performance indicators to measure **Pre-Collegiate Improvement**; these include the *annual successful course completion rate for credit basic skills courses*, the *improvement rate for credit ESL courses*, the *improvement rate for credit basic skills courses*, and the *enhanced noncredit progress and achievement rate*.

The *improvement rate for credit ESL courses* is the percentage of students enrolled in credit ESL courses who successfully complete the initial course and who go on to successfully complete a higher-level ESL course or college-level English course within three academic years of completing the first ESL course. The outcome for this indicator for the 2004-2005 cohort of LBCC students was 37.3%, well below the peer group average (49.0%) and the statewide average (44.7%). Progress is seen, however, with successive cohorts tracked; the 2002-2003 group achieved 35.8% for this indicator, and the 2003-2004 group achieved only 32.5%.

The *improvement rate for credit basic skills courses* is defined as the percentage of students enrolled in a credit basic skills English or Mathematics course who successfully earn a grade of A, B, C, or Credit in that initial course and go on within three academic years to successfully complete a higher-level course in the same discipline of the first basic skills course. For the 2004-2005 cohort of LBCC students, the *improvement rate for credit basic skills courses* is 50.8%, somewhat below the peer group average (53.4%) and slightly higher than the statewide average (50.0%). Steady improvement for this outcome is evident for successive cohort groups; the 2002-2003 cohort shows a 47.7% improvement rate, and the 2003-2004 cohort a 48.8% rate.

Further analysis by the Office of Institutional Effectiveness on students taking basic skills and ESL courses reveals that approximately 95% of first-time students in fall 2007 were placed into basic skills English composition and 85% were placed into basic skills math. Disproportionately more Black/African American and Hispanic students were placed into basic skills math

when compared with other groups. Nearly half of first-time students in fall 2007 were placed into basic skills reading. Disproportionately more Asian/Pacific Islander and Black/African American students were placed into basic skills reading when compared with other groups. In general, more students who earned an associate degree were previously enrolled in basic skills (83%) than were transfer students (72%).

Long Beach City College continues to steadily advance its student learning outcomes assessment initiative. In spring 2008, the college piloted the assessment of the critical thinking core competency and is ready for fall 2008 implementation of a revised critical thinking instrument. Faculty worked in late spring 2008 through the following summer on developing a rubric for assessing the second core competency on communication. There are currently a total of eleven core competencies that the college officially adopted. Although nearly all courses have student learning outcomes documented on the course record of outline, the college has yet to develop a plan for assessing those outcomes. Nearly eighty percent of departments have begun to document at least one SLO, while just over a third of departments have collected SLO assessment results and just under a third have used assessment results to plan or implement change in pedagogy. Student Support Services have begun to develop student learning outcomes for all departments and approved use of a standardized template for documenting assessment progress across all departments in the division. The work of collecting assessment data, although already complete for some departments, is planned to take place systematically across the division during 2008-2009.





2008 Institutional Effectiveness Report

A Framework for Monitoring Institutional Effectiveness

An appropriate framework is essential for monitoring institutional effectiveness. The baseline report of institutional effectiveness is largely built around the framework of the Accountability Reporting for the Community Colleges (ARCC) report. In 2004, Assembly Bill 1417 spawned the development of a performance measurement system for California Community Colleges for the annual evaluation of college-level performance in meeting statewide educational outcome priorities. The ARCC report covers each college's performance on eight critical indicators in three areas: Degree/Certificate/Transfer, Vocational/Occupational/Workforce Development, and Basic Skills/ESL/Enhanced Noncredit.

We have cast the framework in the format of a matrix (see page 5). Vertically, we have employed the ARCC model with the three areas and eight critical performance indicators. The first area includes the college's demographic profile, a unique snapshot of the college population that will be the basis of the evaluation of access and overall enrollment. In addition to the ARCC indicators, the framework includes areas for student learning outcomes and economic development to address the Board of Trustee goals for the 2007-2009 years.

Horizontally, we have employed the assessment model proposed by Dr. Alexander Astin, the Senior Scholar and Founding Director of the Higher Education Research Institute at UCLA. Dr. Astin maintains that no assessment model will be complete if it misses any one of the three integral components: student inputs, educational environment/experience, and outcomes. This provides important context to our understanding of the outcomes, expectations about them and realistic appraisals.

Each of the outcome indicators covers three academic years of data and identifies any trends that may be occurring at Long Beach City College. Each outcome also provides peer grouping information that provides a useful base of comparison for the most recent time period. Peer colleges were grouped together on the basis of similar uncontrollable factors (for example, distance to closest CSU campus) that are related to the outcome. For a list of peer colleges, please see Appendix A.

Our framework is still in the formative stage and its construction will be evolving. The following matrix describes our conceptual framework. The cells that coordinate the dimensions specified by the two models pinpoint the measures or core indicators that have been developed to allow a comparison of results with purposes. Most of these core indicators are the



ARCC measures used by the California community colleges as specified by legislation. In addition to the clarification of the framework, a special effort has been made to include some historical data in most of the report segments.

The Framework: A Matrix of Institutional Effectiveness Indicators

ASTIN'S COMPLETE ASSESSMENT MODEL			
ARCC PERFORMANCE AREAS	Student Input	Educational Experience/ Environment	Outcomes
Student Progress and Achievement: DEGREE/ CERTIFICATE/ TRANSFER	First-time Student Goals: Degree/ Certificate/ Transfer	Revised UC/CSU Transfer Policies Transfer Study Long Beach College Promise	Student Progress and Achievement Rate Percent of Students Who Earned at Least 30 Units Persistence Rate
Student Progress and Achievement: WORKFORCE DEVELOPMENT	First-time Student Goals: Career/ Vocational	Enrollments in Non-Transfer Vocational Courses	Vocational Course Completion
Pre-Collegiate Improvement: BASIC SKILLS, ESL, AND ENHANCED NON-CREDIT	First-Time Student Placement into Reading, Composition, Math Courses	Graduates/Transfers who used Basic Skills	Basic Skills Course Completion Basic Skills Improvement ESL Improvement Enhanced Noncredit Progress & Achievement Rate
STUDENT LEARNING OUTCOMES	Activities of the Assessment of Student Learning Outcomes Committee		



THE PURPOSES AND GOALS WE PURSUE

During the spring of 1999 and fall of 2000 a task force, including community members, met to articulate the Vision Statement that might guide the college toward the year 2020. In the fall of 2005, the Education Master Planning Committee (EMPC) was charged with recommending revisions to the Mission Statement and restated the ways in which the college will assist students. The Board of Trustees adopted our Vision statement in the fall of 2000 and our revised Mission statement in spring 2006.

2020 Vision

Long Beach City College prepares students to be successful in the world of the 21st century. Sitting at a global crossroads, the college constantly crafts its educational programs to meet the needs of students living in a world of increased complexity and speed; a world both global and remarkably accessible and a world technologically advanced but intensely interdependent. A culturally diverse college nurtures a vibrant environment that cultivates a passion for learning, which continues for life.

Mission

Long Beach City College is comprehensive community college that provides open and affordable access to quality associate degree and certificate programs, workforce preparation, and opportunities for personal development and enrichment. The college develops student's college-level skills and expands their general knowledge, enables their transfer to four-year institutions, prepares them for successful careers or to advance in their current careers, and fosters their personal commitment to lifelong learning. Based upon a commitment to excellence, college programs foster and support the intellectual, cultural, economic and civic development of our diverse community.

The third Educational Master Plan contains four long-range goals and related objectives for 2005-2010. An initial Strategic Plan (1996) was formulated through a series of public forums to represent a consensus statement of our initiatives and objectives. Those initiatives were more process or facilitating statements than results or outcome goals. The related objectives listed with each of the strategic initiatives represent activities we conducted to advance those process goals. Our progress in advancing these strategic initiatives and accomplishing the objectives was captured in the *Long Beach City College Operational Plan for 1997-2000* and in annual update reports. The 1997-2000 Plan was replaced by the *Educational Master Plan 2000-2005*, which incorporated eight long-range goals. Both of those documents were separately published and have not been incorporated into this Institutional Effectiveness report.



As expressed in the latest *Educational Master Plan* (2005-2010), the College's long-range goals that have guided the formulation of our objectives, activities and resource allocations are:

- Learning
- Equity
- Teamwork/Organization
- Infrastructure

In spring of 2007, the Board of Trustees developed three over-arching goals for the 2007-2009 academic years: (1) measure and improve student success, (2) measure and improve fiscal and infrastructure stability, and (3) organizational development and creating a greater sense of community. The institutional effectiveness framework addresses the first goal, measuring and improving student success.

The following lists the specific board goals within the measuring and improving student success goal:

- Ensure that a college readiness (basic skills) program with timelines and performance measures is presented by Fall 2007, and monitor the program biannually
- Monitor implementation strategies and their results to improve LBCCD's standing on the ARCC student success measurements including results by ethnicity biannually
- Review a report with an action plan that assesses the effectiveness of student support services and its relationship to the LBCCD mission by Spring 2008
- Review progress on the LBCCD's Learning Outcomes Assessment Plan, including timelines and measurement criteria annually, concurrent with the Annual Accreditation Report in the Spring semester
- Review a report on LBCCD's transfer success programs such as the Honor's Program to ensure that the needs of transfer oriented students are being met by Spring 2008
- Review a report by Fall 2007 on the effectiveness of LBCCD Career Technical Education programs with an action plan and timeline to increase their effectiveness and alignment with the workforce needs of the region

The institutional effectiveness report aims to provide baseline data to address the Board of Trustees goals for 2007-2009.



College Profile

A college profile provides a fair and comprehensive picture of the performance and achievement on the institutional effectiveness indicators. The college demographic profile supplies a unique snapshot for the college's service population.

The following demographic variables are reported: (1) Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES); (2) Age of Students at Enrollment; (3) Gender of Students; (4) Ethnicity of Students; and, (5) LBUSD Students and Enrollment at LBCC.

ANNUAL UNDUPLICATED HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS

Table A1 describes the three-year trend of unduplicated student headcount and FTES. The unduplicated headcount has slightly increased from the 2004-05 and 2005-2006 in the last academic year.

TABLE A1: Headcount and FTES

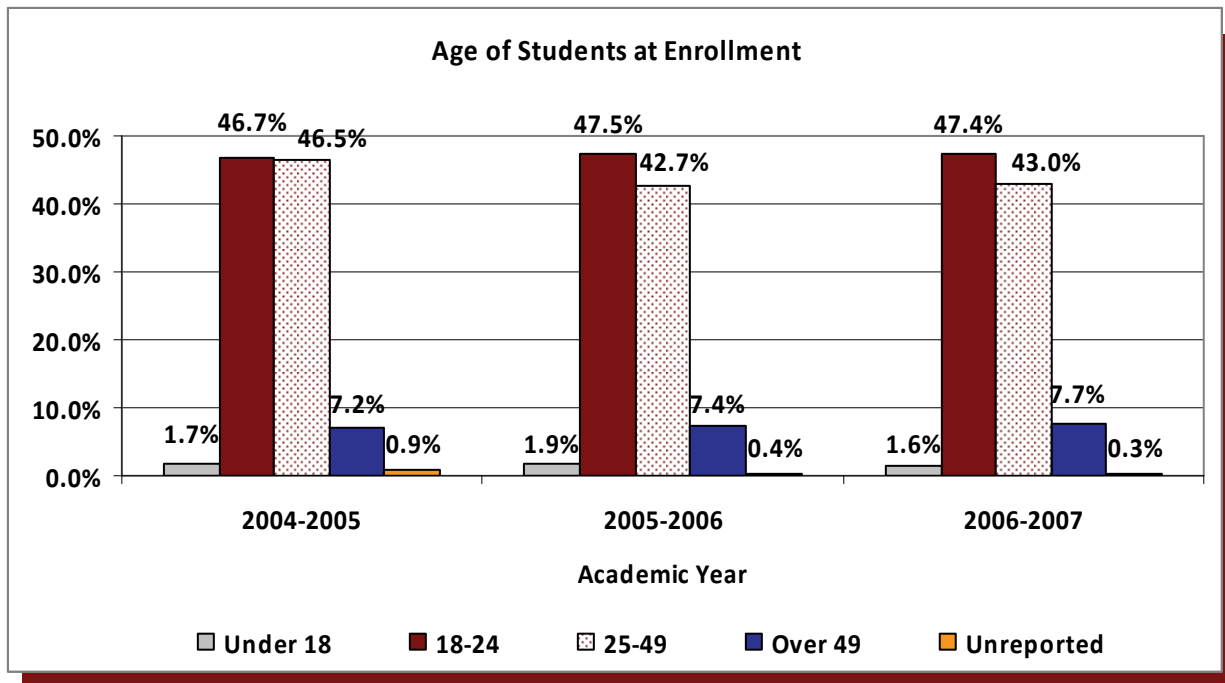
	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	39,116	39,116	40,094
Full-Time Equivalent Students (FTES)*	20,923	18,806	21,268

FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report. The FTES data are based on the FTES recalculation.

AGE OF STUDENTS AT ENROLLMENT

Nearly half of the student population are traditional-aged students (between 18 and 24 years of age). The percentage of traditional-aged students has slightly increased since 2004-2005. While the percentage of 25-49 year olds have slightly decreased in the last three years, the 50 and older group has slightly increased and represented nearly eight percent of the students population in the 2006-2007 academic year. See Figure A2.

FIGURE A2



Source: Chancellor’s Office, Management Information System

GENDER OF STUDENTS

Women represent approximately 54% of the student population. See Table A3.

TABLE A3: Gender of Students

	2004-2005	2005-2006	2006-2007
Female	53.1%	53.7%	53.7%
Male	45.6%	45.6%	46.1%
Unreported	1.2%	0.6%	0.1%

Source: Chancellor’s Office, Management Information System

ETHNICITY OF STUDENTS

The largest proportion of students report that they are Hispanic. The percentage of Hispanic students has slightly increased over the last three academic years, however, the increase may be related to the decline in percentage of students who do not report/decline to state their ethnicity. See Table A4.

TABLE A4: Ethnicity of Students

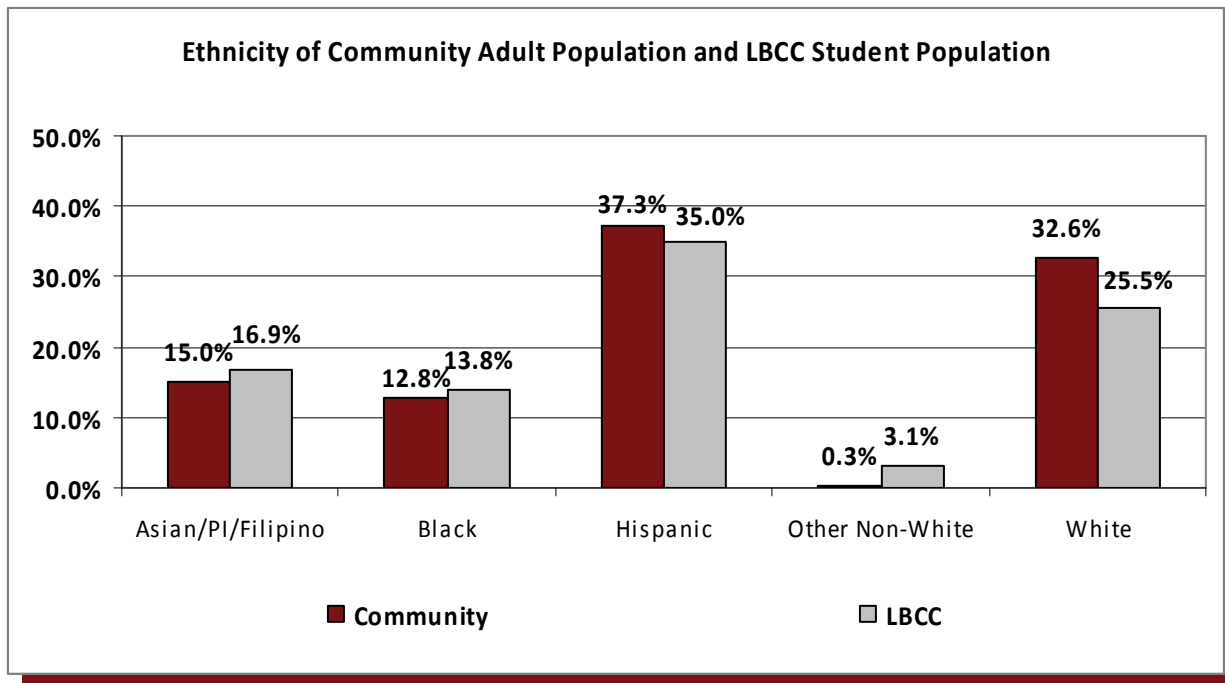
	2004-2005	2005-2006	2006-2007
Asian	12.4%	12.3%	11.7%
Black/African American	11.6%	12.9%	13.8%
Filipino	4.6%	4.1%	4.1%
Hispanic	31.8%	33.8%	35.0%
Native American	0.9%	0.8%	0.8%
Other Non-White	3.1%	3.0%	3.1%
Pacific Islander	1.0%	1.0%	1.1%
White	26.6%	25.5%	25.5%
Unreported/Decline to State	8.0%	6.8%	4.9%

Source: Chancellor's Office, Management Information System

An analysis of Long Beach City College's service area in 2006 compared the adult population in Long Beach and Lakewood¹ with the 2006-2007 college enrollment by ethnic group. The college enrollment of Black/African-American and Asian groups exceeds its proportion in the community. A large number of White senior citizens in the community may account for the percentage gap of Whites enrolled at LBCC and Whites in the community. The chart does not describe the percentage of adult population in the service area (community) or LBCC students who reported Two or More Races, Native American/Alaskan Native, Decline to State, and Unreported. See Figure A5.

¹The service area for Long Beach City College also includes Signal Hill and Avalon, however, 2006 data was not available for these cities in 2006 from the U.S. Census Bureau. The cities of Long Beach and Lakewood comprise 97% of the service area.

FIGURE A5



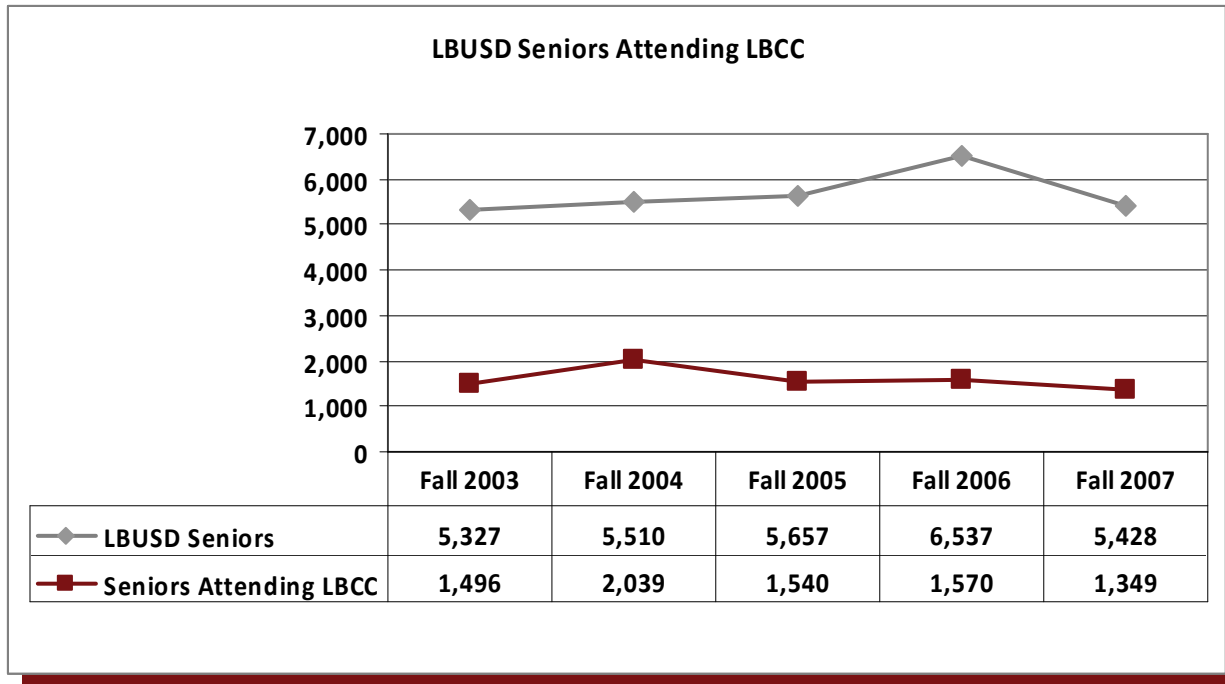
LBCC Source: Chancellor's Office, Management Information System; Community Source: U.S. Census Bureau

LONG BEACH UNIFIED SCHOOL DISTRICT STUDENTS AND ENROLLMENT AT LBCC

Over the last five years (2002 to 2006), on average, 37% of all Long Beach Unified School District (LBUSD) high school graduates attended a public higher education institution in California in the following fall term (California Postsecondary Education Commission). Of those who attend college, 16% on average pursue their studies at the University of California, 30% attend a California State University campus, and 54% attend a community college.

The number of LBUSD seniors who attend LBCC in the fall semester immediately after high school has averaged around 1,600 students each year for the last five senior classes. An average of 28% of LBUSD high school seniors enroll as LBCC freshmen in the fall semester after high school.

FIGURE A6



Source: LBCC Management Information Systems Database

The figure should be read with caution as many students do not report their high school of origin information on the college application; the data may represent deflated counts of students.

COLLEGE PROFILE SUMMARY

- LBCC serves nearly 40,000 unique students every academic year, generating about 20,000 FTES.
- The largest ethnic groups we serve are Hispanic and White, however, the student population is diverse, serving large numbers of Asian/Pacific Islanders and Black/African American students.
- Among LBUSD seniors who enrolled in a California public institution in the subsequent fall term as freshmen, 54% enrolled at a California Community College. Over one-quarter of LBUSD seniors attended LBCC.

Degrees / Certificates/ Transfers

Our purpose is to promote the award of a degree or certificate to those students who desire to concentrate in one of the over 200 fields of study offered by the college. Our faculty has defined the course requirements for these fields to represent at least 18 semester units of work, which the faculty judge to be appropriate preparation for employment. Another college purpose is to prepare students to transfer into a four-year institution and to encourage and facilitate the transfer process. The accomplishments of these achievements marks a milestone in the career of our students. Expressed as a goal, we seek to ensure student success while maintaining academic quality.

Three college performance indicators in ARCC have been selected for this dimension of our effectiveness model: (1) Student Progress and Achievement Rate; (2) Percent of Students Who Earned at Least 30 Units; and, (3) Persistence Rate.

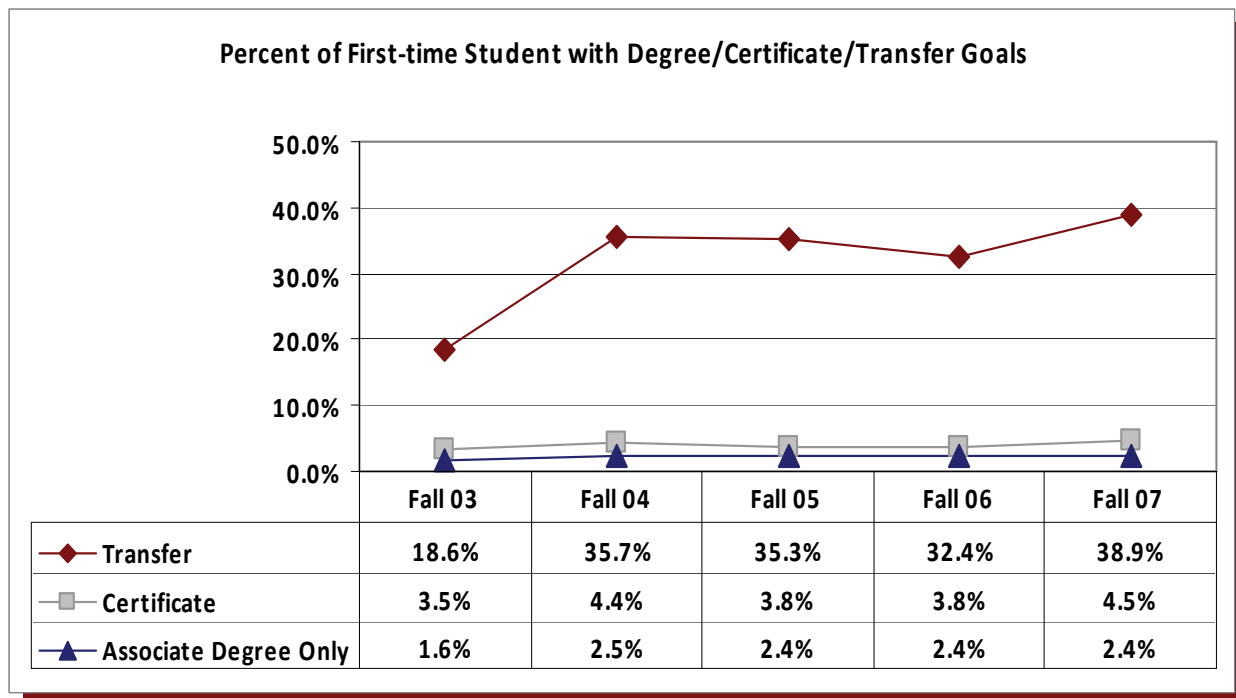
STUDENT INPUT: FIRST-TIME STUDENT GOALS

In part, the production of degrees and certificates is related to the numbers of students who are seeking those objectives as they enter the college. Students declare an educational goal on the admissions application and may revise their goal later, such as after a college orientation or after the placement exams and matriculation services.

As noted in Figure B1, among the first-time freshmen (FTF) students in fall terms, the percentage of students reporting a transfer goal (transfer with or without an associate degree) at admission varies from 19-39% from 2003-2007. However, in fall 2003, the large decrease in first-time students with degree goals may be associated with the sharp increase of “unreported” reported as the intended goal (see Table B2). Fewer students seek an associate degree without the intent to transfer (4-5%) and far fewer (2-3%) students declare a vocational certificate as their goal at admission. Students may select from three general education patterns, two of which facilitate transfer. State-approved certificates require at least 18 semester units of work in a specified field. The degree requires both the completion of a general education pattern and the completion of at least 18 semester units in a field of concentration. Transfer requirements generally vary by four-year institution, however, students who complete the general education pattern and the lower-division major work are qualified to transfer to the California State University and University of California institution.

The largest proportion of first-time students entering in the fall terms report they want to transfer to a 4-year institution, both with or without earning an associate degree. Figure B1 does not account for students who report a goal other than a transfer, certificate, or associate degree goal.

FIGURE B1



Source: LBCC Management Information Systems Database

TABLE B2: FIRST-TIME STUDENTS UNDECIDED AND UNREPORTED EDUCATIONAL GOALS

	Undecided	Uncollected	Total First-time Students
Fall 2003	2.6%	66.1%	9,279
Fall 2004	13.6%	17.9%	7,176
Fall 2005	13.4%	20.4%	6,823
Fall 2006	14.3%	24.1%	6,990
Fall 2007	7.4%	16.7%	5,369
Average, Fall 2003 to 2007	10.3%	29.0%	7,127

Source: LBCC Management Information Systems Database

Table B2 describes the number of first-time freshmen (FTF) each fall semester with undecided or uncollected educational goals at admission. During the last five years an average of 32% FTF have unidentified educational goals. There have been a disproportionately large number of uncollected goals for FTF in fall 2003, likely an effect of the conversion of the student information system from the Santa Rosa to PeopleSoft systems.

EDUCATIONAL EXPERIENCE/ENVIRONMENT: REVISED UC/CSU TRANSFER POLICIES

The University of California (UC) system has been adjusting its transfer policies over the past few years by announcing tighter and tighter requirements. Currently, the UC transfer policy requires:

- Successful completion of 60 UC transferable units with a minimum GPA of 2.4 and earned grade of "C" or better
- Successful completion of courses in the "Golden 3" areas: English Composition, Critical Thinking, and Mathematics with earned grade of "C" or better
- Successful completion of four transferable courses in two of these areas with earned grade of "C" or better:
 - Arts and Humanities
 - Social and Behavioral Sciences
 - Biological or Physical Sciences
- Lower division courses within major (not required but highly recommended)
- Personal statement

The California State University (CSU) system has also updated the changes of its transfer policies. Effective Fall 2005, the minimum course requirements for transfer to a CSU are:

- Completion of 60 CSU transferable units with a minimum GPA of 2.0
- Completion of 30 units of general education (part of 60 required units above)
- Successful completion of courses in the “Golden 4” areas: English Composition, Critical Thinking, Speech Communications, and Mathematics with earned grade of “C” or better

For both the UC and CSU transfer policies, certain majors may have higher GPA requirements.

EDUCATIONAL EXPERIENCE/ENVIRONMENT: **TRANSFER STUDY**

In Spring 2007, faculty and administrators from LBCC, in collaboration with the Center for Urban Education at the University of Southern California engaged in a research project to assess student transfer experiences and transfer services at LBCC. During the project, counselors and faculty interviewed 20 former LBCC students who: (1) were eligible to transfer but had not transferred; (2) were eligible to transfer to a UC but transferred elsewhere; and (3), students who transferred to a UC or highly selective university about their experiences navigating the transfer pathway at LBCC. Project team members also completed the Transfer Access Self-Assessment Inventory (SAI) by conducting campus observations (for example, the Transfer Center), peer interviews, and document analysis (for example, transfer website).

The project team members discovered the following findings about the transfer culture/experience at LBCC:

- Transfer facilities are difficult to find because of poor signage.
- The transfer website contains complex, detailed, and readable information about transfer; however, the website is difficult to navigate.
- There is abundant information about transfer (flyers, booklets, brochures, posters, handbooks, forms, guides), however, the information is not frequently accessed as noted by the dust on the materials.
- According to students, the most effective source of access to transfer information was an in-person meeting with a counselor, however counseling appointments are difficult to obtain because they are scheduled one to two weeks in advance.
- The more successful students actively sought out transfer information; students who experienced a less smooth transfer path reported they lacked the skills to seek help or did not have the confidence to ask questions.
- Transportation and finance were major barriers to transfer.

As a result of the project, a committee was created to address the findings, focusing on the creation of a “transfer academy” and improvement in marketing of transfer information. In addition, several actions have been taken to promote transfer, including:

- The transfer website was redesigned to make it more attractive, easy-to-navigate, and easy-to-comprehend.
- A series of PowerPoint presentations were created with pertinent transfer information and deadlines to be shown in classrooms by faculty (making transfer an integral part of classroom curriculum).

In Fall 2008, the Transfer Academy will be piloted for approximately 100 students. The purpose of the Transfer Academy is to bring a sense of structure, community, and support for students who wish to transfer, and to help students get admitted to the university of their choice. Students in the Transfer Academy will receive many benefits including directed and guaranteed counseling, priority for transfer tours and events, enrollment in orientation for college success course with transfer emphasis, and faculty mentors.

EDUCATIONAL EXPERIENCE/ENVIRONMENT: LONG BEACH COLLEGE PROMISE

In March 2008, the Long Beach Unified School District (LBUSD), Long Beach City College (LBCC), and California State University, Long Beach (CSULB) created a partnership to make higher education an attainable goal for every student in the Long Beach community. The “Long Beach College Promise” includes the following commitments and goals:

Commitments	Goals
<p>Provide information, services, and resources to help Long Beach students and their families prepare for college.</p> <p>Help students successfully transition to and succeed in college and to provide opportunities in career and technical education.</p> <p>Provide the opportunity to earn a high-quality bachelor’s or advanced degree to all LBUSD and LBCC students who successfully prepare for college.</p>	<p>Provide world-class education from preschool to graduate school.</p> <p>Increase the percentage of LBUSD students who are prepared for and attend college directly from high school, earn degrees, and/or career and technical certificates, and transfer to CSULB or another four-year college or university.</p> <p>Increase the percentage of CSULB students who graduate with a bachelor’s degree and/or advanced degrees.</p>



The revised transfer policies at the UC and CSU system, the Transfer Study at LBCC, and the Long Beach College Promise all affect the experience of students who wish to transfer from LBCC to a four-year institution.

DEGREE/CERTIFICATE/TRANSFER OUTCOME: STUDENT PROGRESS AND ACHIEVEMENT RATE

The Student Progress and Achievement Rate measures the percentage of first-time students who show intent to complete any of the following outcomes within six years:

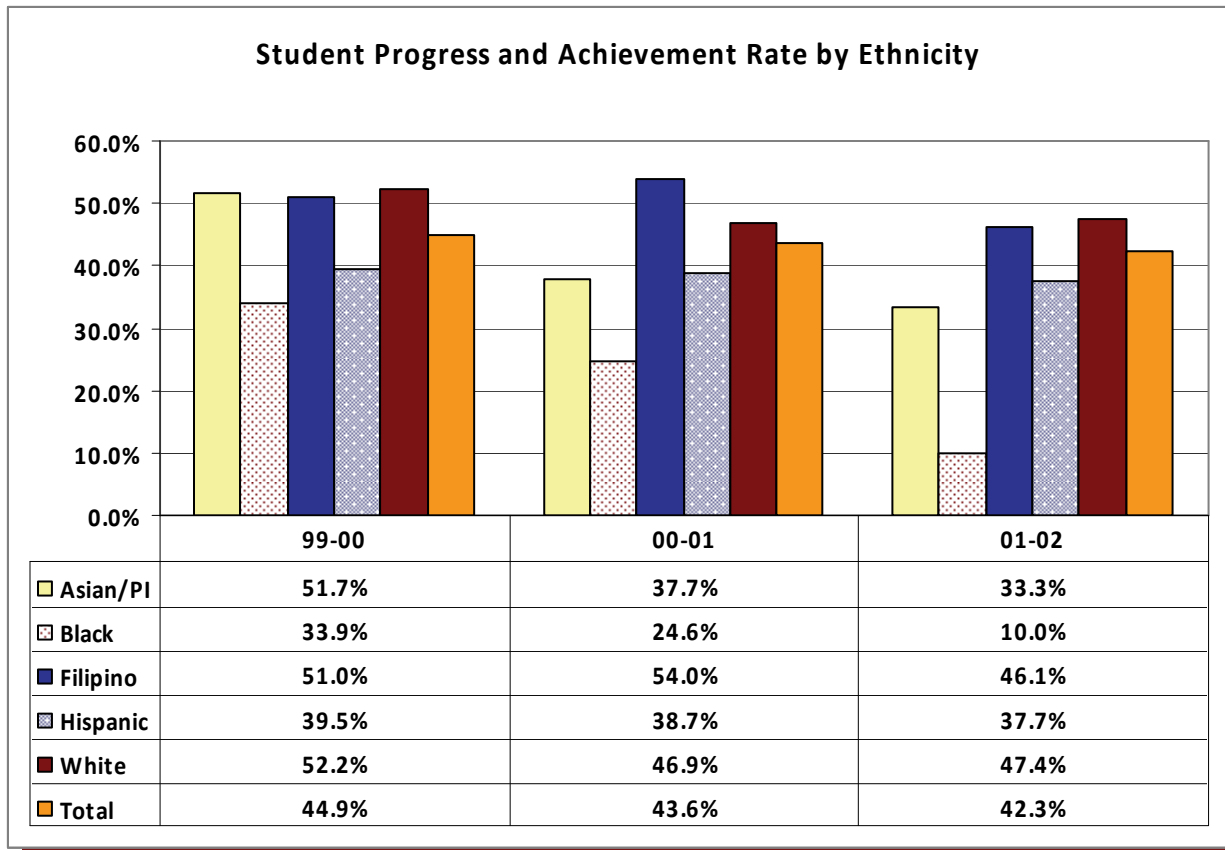
1. Transfer to a four-year college, or
2. Earn an associate degree, or
3. Earn a certificate (18 units or more), or
4. Achieve "Transfer Directed" status, or
5. Achieve "Transfer Prepared" status.

Intent to complete any of the outcomes was defined as first-time students who attempt 12 or more units in any degree-applicable, transfer, or advanced vocational course. Transfer Directed is defined as students who successfully complete both transfer-level Math and English. Transfer Prepared is defined as students who successfully complete 60 or more UC/CSU transferable units with a minimum 2.0 GPA.

For the 2001-2002 cohort, LBCC's Student Progress and Achievement Rate was 42.3%, the lowest in the peer group (average 53.4%). (For more information on the peer grouping process, see Appendix A.) This rate is also lower than the progress and achievement rate for the two previous cohorts tracked cohort: 43.6% for the 1999-2000 cohort and 44.9% for the 2000-2001 cohort. The average rate for the whole California Community College system was 51.2%.

Table B3 describes the Progress and Achievement Rate for first-time freshmen (FTF) by ethnicity in the academic years 1999-2000, 2000-2001, and 2001-2002. Less than half of first-time transfer/degree/certificate intended FTF achieved any of the progress and/or achievement outcomes within six years. While the rate has been slightly decreasing since the 1999-2000 cohort year, the Asian/Pacific Islander and Black/African American groups have experienced the largest decline. Among the Asian/Pacific Islander students, 51.7% of the 1999-2000 cohort achieved at least one of the progress and achievement outcomes, however, only 33.3% (18.5% difference) of the 2001-2002 cohort achieved any of the outcomes within six years. Among Black/African American students, 33.9% of the 1999-2000 cohort achieved at least one of the progress and achievement outcomes, however, only 10% (23.9% difference) of the 2001-2002 cohort achieved any of the outcomes within six years.

FIGURE B3



Source: Chancellor's Office, Management Information System

For the 1999-2000 cohort, Black/African American and Hispanic students had the lowest achievement rate (33.9% and 39.5%, respectively) when compared with other groups. For the 2000-2001 cohort, Asian/Pacific Islanders joined the Black/African American and Hispanic students as the groups with the lowest achievement rate (37.7%, 24.6%, and 38.7%, respectively). when compared with the average. The trend was consistent for the 2001-2002 cohort.

The drastic drop in achievement rate for Black/African American may be attributed to the small counts of students in the cohort (see Table B4). Although the decrease in rate deserves attention, the drastic drop in count of students in the cohort is alarming. Fewer Black/African American students who were first-time students in 2001-2002 attempted 12 or more units in any degree-applicable, transfer, or advanced vocational course. For example, 440 Black/African American students in the 1999-2000 cohort showed intent to achieve any of the outcomes, however only ten Black/African American students in the 2001-2002 cohort showed intent to achieve any of the outcomes.

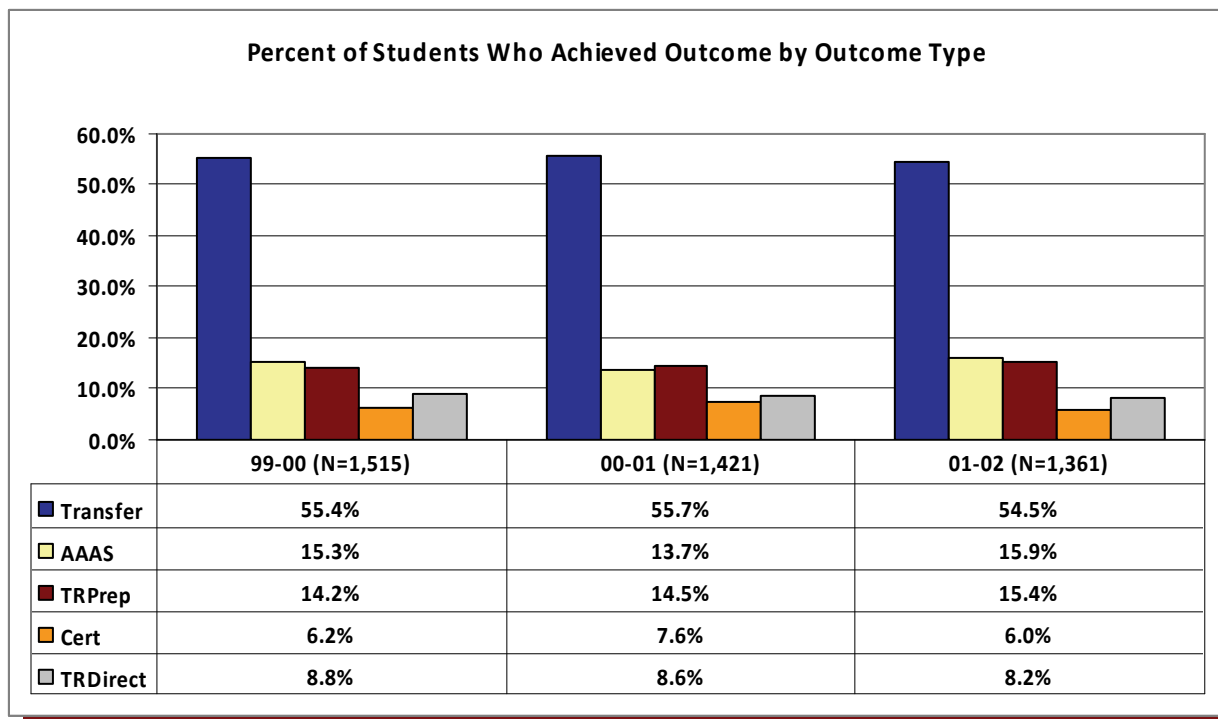
TABLE B4: COUNT OF STUDENTS IN COHORT AND ACHIEVED OUTCOME

	Cohort			Achieved Outcome		
	99-00	00-01	01-02	99-00	00-01	01-02
Asian/PI	518	424	478	268	160	159
Black	440	57	10	149	14	1
Filipino	208	348	425	106	188	196
Hispanic	830	830	889	328	321	335
Native American	19	21	18	4	6	5
Other Non-White	103	94	102	42	47	46
White	841	852	840	439	400	398
Unreported	415	634	456	179	285	221

Source: Chancellor’s Office, Management Information System

The following figure describes, among students in each cohort year who achieved one of the six outcomes, the percentage of type of outcome achieved. The achievement outcome is applied in hierarchical order and for students who achieved more than one outcome, the outcome requiring the most units were applied; students were only counted once in the percentage. For example, a student who transferred to a 4-year institution *and* earned an associate degree is counted towards the percentage of students who transferred, and not towards the percentage of students who earned an associate degree.

FIGURE B5

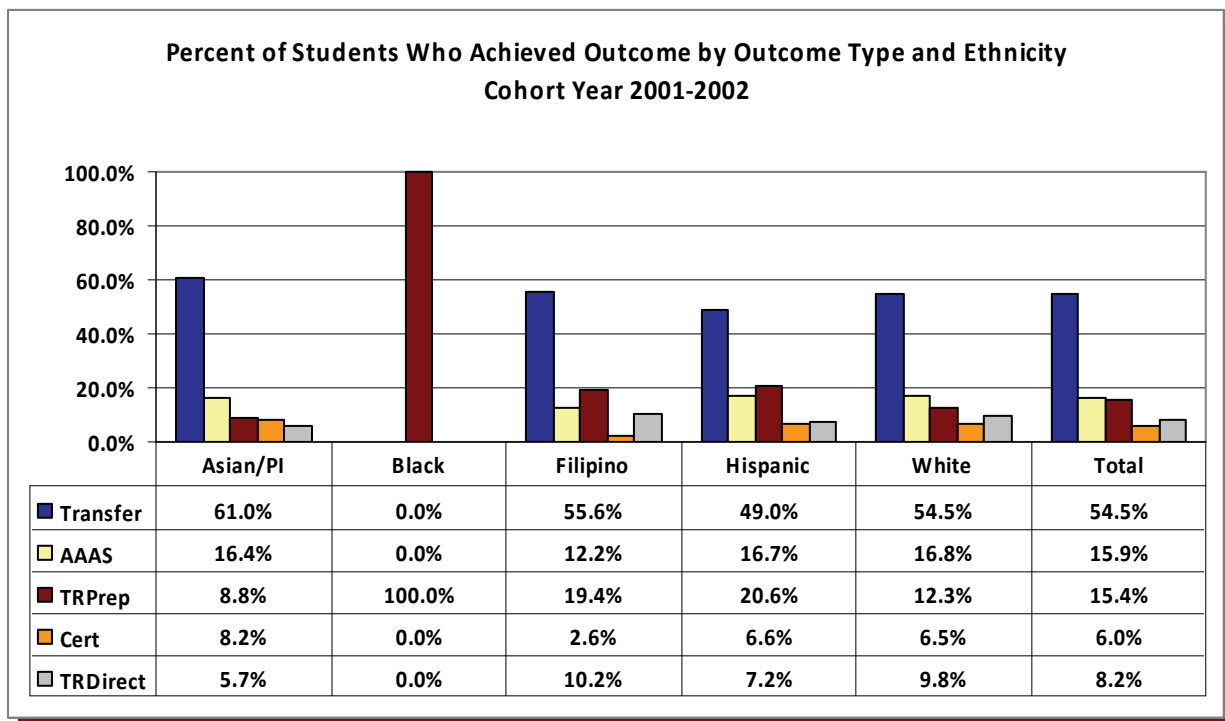


Source: Chancellor’s Office, Management Information System

For the last three cohort years, over half of first-time students who achieved an outcome within six years, more than half transferred to a four-year institution. Fourteen to 16% earned an associate degree and an additional 14 to 15% were prepared to transfer (earned 60 or more transferable units) but did not transfer.

Figure B6 describes the percentage of first-time students in the 2001-2002 cohort year (and showed intent to complete an outcome) who achieved an outcome by outcome type and ethnicity. Disproportionately more Asian/Pacific Islander students in the cohort (61.0%) transferred than achieving any other outcome when compared with the average (54.5%). Filipino students are more likely to achieve outcomes related to transfer (transfer, become transfer prepared, become transfer directed) than other non-transfer outcomes when compared with other groups.

FIGURE B6

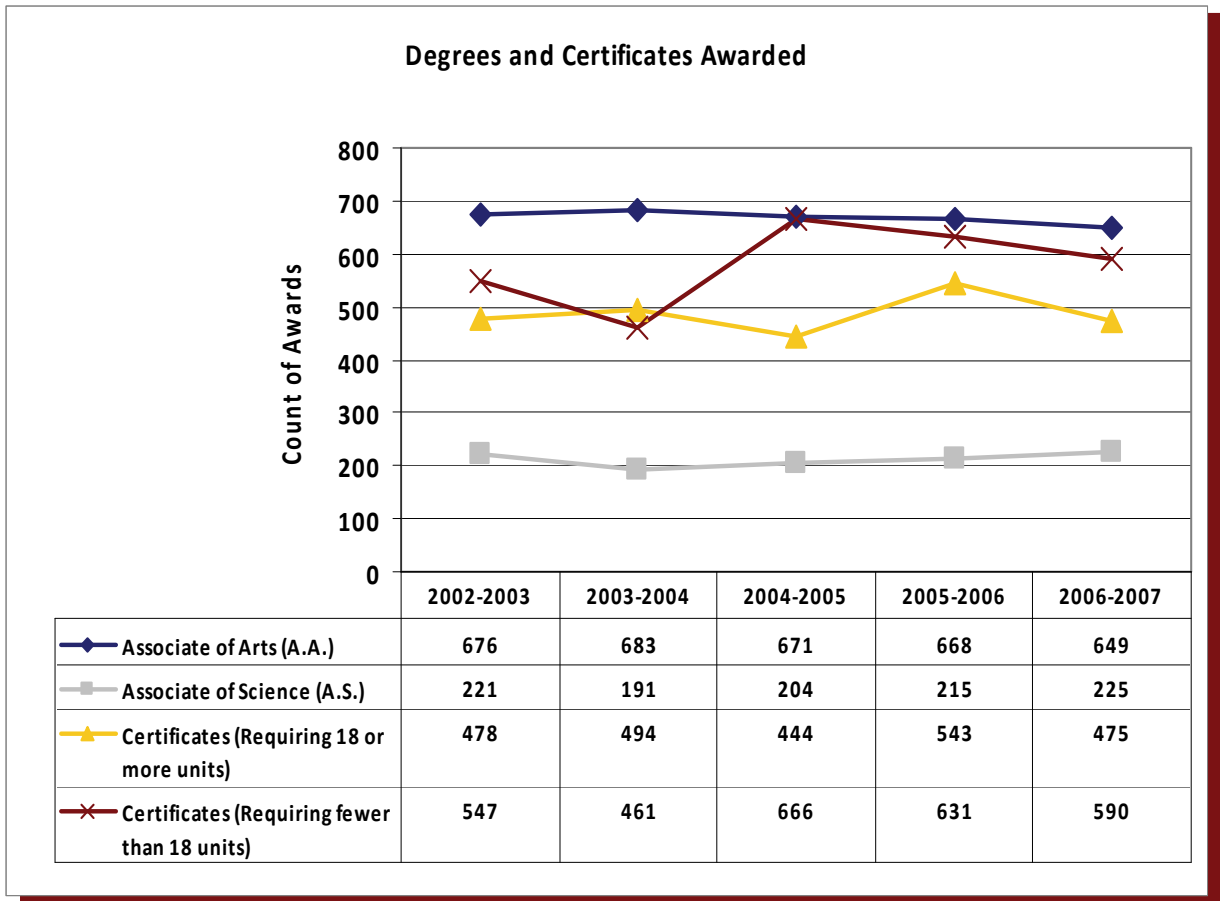


Source: Chancellor's Office, Management Information System

COUNT OF DEGREES AND CERTIFICATES AWARDED/TRANSFER

In relation to the Student Progress and Achievement Rate, the following section describes the count of LBCC students who earned an associate degree, certificate, and/or transferred to a four-year institution by institution type. The counts do not consider when the student began their educational career at Long Beach City College.

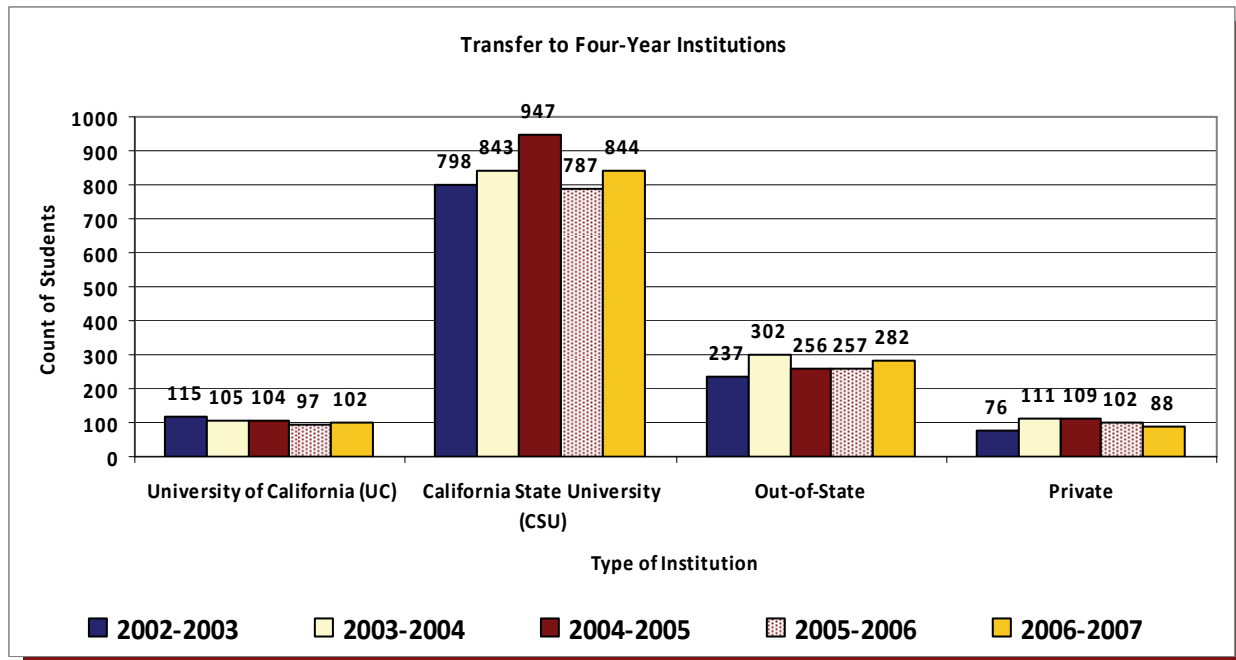
FIGURE B7



Source: Chancellor’s Office Data Mart

On average, nearly 881 associate degrees and 1,066 career certificates were awarded to LBCC students each year.

FIGURE B8



UC/CSU Source: California Postsecondary Education Commission; Out-of-State/Private Source: National Student Clearinghouse Database

Over the past five years, an average of 105 and 844 LBCC students transferred to University of California (UC) and California State University (CSU) institutions each year. The number of students who transferred to a UC peaked in the 2002-2003 year (115); in the 2006-2007 academic year, only 102 LBCC students transferred to a UC. The number of students who transferred to a CSU peaked in the 2004-2005 year with 947 transfers; in the 2006-2007, 844 students transferred to a CSU.

In fall 2005, Long Beach City College purchased a subscription to the National Student Clearinghouse (NSCH) database. NSCH is an industry-sponsored consortium with over 2,800 participating colleges (91% of all U.S. colleges and universities) and more than 75 million current and former post-secondary student enrollment data. By matching LBCC students and their subsequent enrollment in another institution, student transfers to private and out-of-state colleges and universities can be identified. Figure B8 describes the students who successfully completed 12 or more transferable units at LBCC and subsequently enrolled in any private, for-profit, or out-of-state college/university. In 2006-2007, 370 students transferred to a private or out-of-state university (not including CSU and UC transfers).

TABLE B9: 2006-2007 TRANSFER COUNTS BY ETHNICITY

Institution Type	Asian/PI	Black	Filipino	Hispanic	White
UC	25	6	3	39	22
CSU	116	85	48	236	228
Out-of-State	44	71	18	48	76
Private	6	11	8	17	38

UC/CSU Source: California Postsecondary Education Commission; Out-of-State/Private Source: National Student Clearinghouse Database

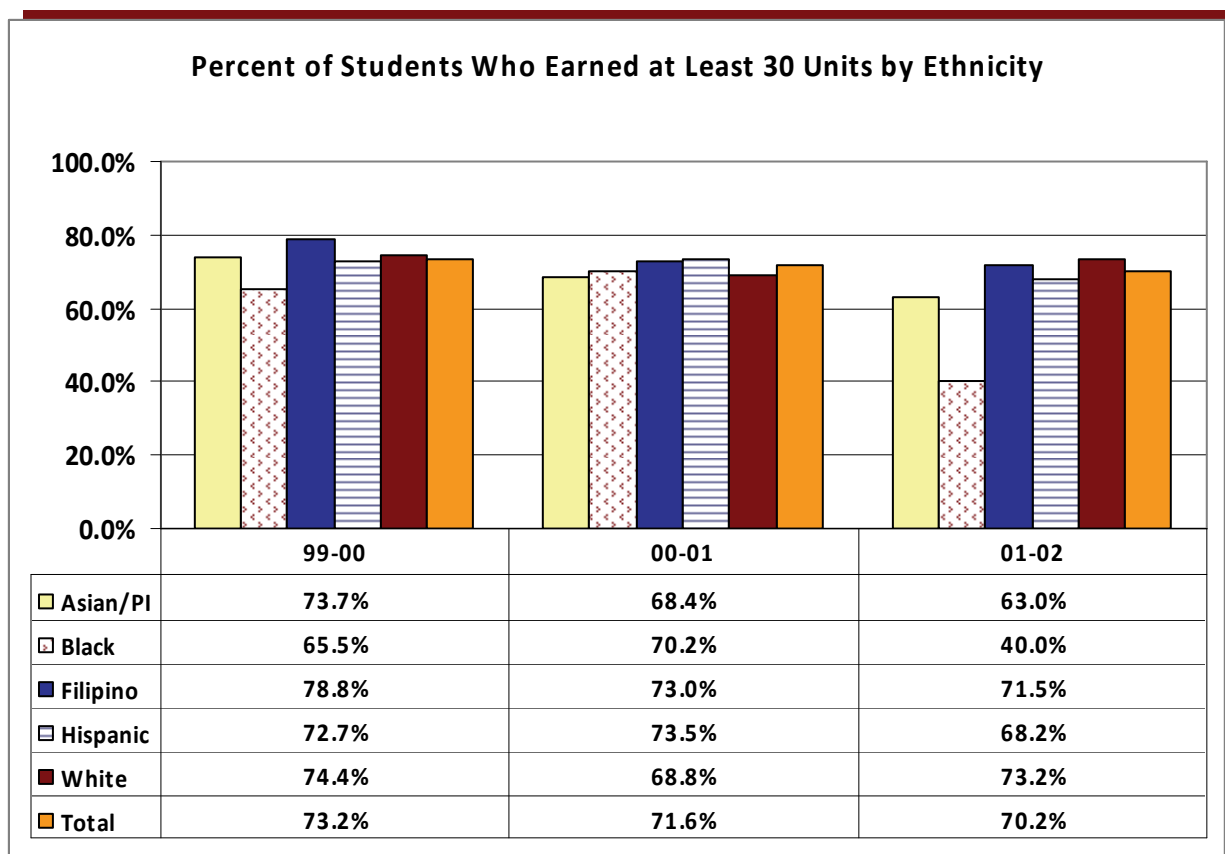
The table above shows the count of students who transferred from LBCC to a four-year institution in the academic year 2006-2007 by institution type and ethnicity. Among Asian/Pacific Islander students, the largest proportion of students transferred to a CSU institution. The pattern is the same for Filipino, Hispanic, and White students. However, nearly as many Black/African American students transferred to an out-of-state institution as to a CSU; the top out-of-state institution was University of Phoenix, a for-profit university. Only six Black/African American students transferred to a UC. The table above does not account for students who reported Native American/Alaskan Native, Other, Non Resident Alien, or Unknown as their ethnicity.

DEGREE/CERTIFICATE/TRANSFER OUTCOME: PERCENT OF STUDENTS WHO EARNED AT LEAST 30 UNITS

Wage studies suggest that earning 30 or more units at a college is likely to have a positive effect on future earnings. The percentage of students who earned at least 30 units was calculated by tracking first-time students in years 1999-2000, 2000-2001, and 2001-2002 with a minimum of 12 units earned who attempted a degree/certificate/transfer threshold course and who eventually earn 30 units or more at LBCC or anywhere else in California Community College System within 6 years of entry.

On average for the last three cohorts tracked, nearly 72% of first-time students who showed intent to complete a degree/certificate earned at least 30 units while in the California Community College system (see Figure B10).

FIGURE B10



Source: Chancellor's Office, Management Information System

All groups have declined in the percent of students who earned 30 or more units when comparing the 1999-2000 and the 2001-2002 cohorts. However, Asian/Pacific Islander and Black/African American students experienced the biggest decline (10.7% and 25.5% declines, respectively). Overall, Black/African American students have the lowest percent rate for this outcome.

For the 2001-2002 cohort, LBCC's percent of students who earned at least 30 units was 70.2%, slightly lower than the peer group average (average 70.9%). The average rate for the whole California Community College system was 70.4%.

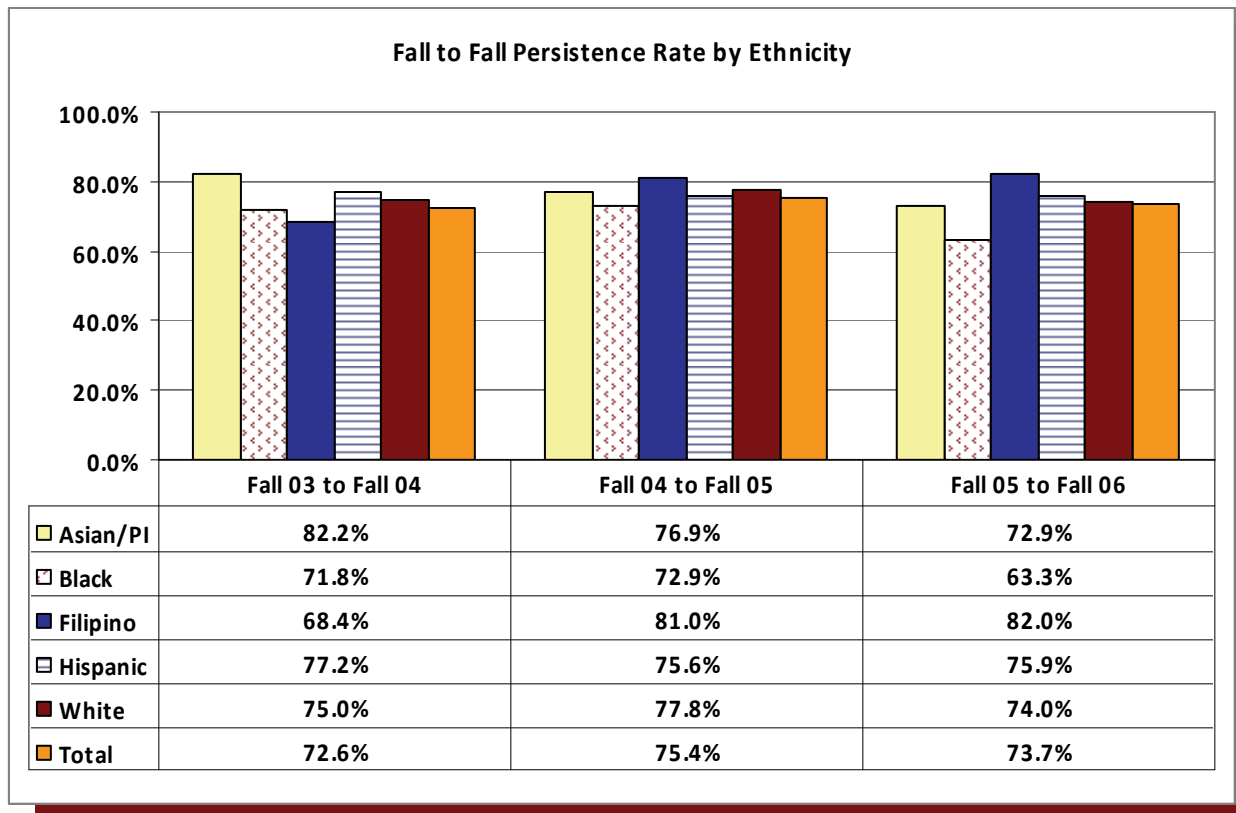
DEGREE/CERTIFICATE/TRANSFER OUTCOME: PERSISTENCE RATE

Persistence is a measure of endurance by students in their continued pursuit of studies (from term-to-term) towards the completion of an educational goal or training objective. Figure B11 shows the fall term-to-term persistence rate among first-time students who earned a minimum of six units in the first fall term. Persistence rate is computed as the percentage of first-time students in a fall term who enrolled in the subsequent fall term anywhere in the California Community College system (not necessarily Long Beach City College).

For the last three cohorts (Fall 2003, 2004, 2005), an average of 73.8% of students persisted to the following fall term. As Figure B11 shows, on average, Filipino students persisted from fall-to-fall at a higher rate than the average. The Black/African American students persisted from fall-to-fall at the lowest rate than the average. Over the past three cohorts, the fall-to-fall persistence rate for Asian/Pacific Islander and Black/African American students have been decreasing.

For the 2005 cohort, LBCC's persistence rate was 73.7%, higher than the peer group average (average 70.6%). The average rate for the whole California Community College system was 68.3%.

FIGURE BII



Source: Chancellor's Office, Management Information System

DEGREE/CERTIFICATE/TRANSFER SUMMARY

The performance of LBCC along the student progress dimension of our model may be summarized as follows.

- Nearly 40% of first-time students reported a transfer goal; 2% reported they want to earn an associate degree without transferring, and 5% reported they were enrolled at LBCC for a career certificate.
- The Transfer Study revealed some of the major barriers students who wish to transfer face at LBCC, however, the Long Beach College Promise partnership attempts to help students be successful in college and transfer.
- Less than half (41.3%) of first-time students with the intent to complete a degree/certificate achieved any of the progress outcomes.
 - Far fewer Black/African American students achieved any of the progress outcomes (10%). Equally alarming, fewer and fewer Black/African American students ever show intent to earn a degree/certificate and earn at least 12 transfer/degree/advanced vocational units.
 - More than half of students who achieved any of the progress outcomes had transferred to a four-year institution.
- A total of 874 associate degrees and 475 certificates requiring 18+ units were awarded in 2006-2007. Approximately 1,300 students transferred from LBCC to a four-year institution in 2006-2007.
- Approximately 73.7% of first-time students in fall 2005 persisted to any California Community College the subsequent fall term. Far fewer Black/African American students (63.3%) persisted from fall to fall.

Workforce Development

Our purpose is to promote success for those students who seek career training of any type. Expressed as a goal we seek to ensure student success in non-transfer, immediate job entry curriculum and to meet the training needs of business and industry while maintaining academic quality. Expressed as a process goal, we seek to implement and refine a comprehensive, integrated plan for outreach and marketing to the community and to business. Our purpose in doing so is to support and promote local economic and community development.

As the job market changes, career programs are not only growing in importance but are also constantly responding to shifting expectations. Fewer and fewer programs require exactly two years to complete and fewer career ladders relate neatly to associate degree preparation. Workforce readiness has become an ongoing task as students see initial preparation for work and later upgrading of job skills as part of a continuous process. State policy, in the form of the CalWORKs program, directs some students to limit their involvement in education to preparation for entry-level positions where the education can be completed in twelve or less months.

There is one indicator selected for the workforce development dimension of our institutional effectiveness model: Vocational Course Completion Rate.

STUDENT INPUT: FIRST-TIME STUDENT GOALS

Over the past five fall terms, approximately 11% of first-time students reported their educational goal as earn a vocational degree without transfer, earn a vocational certificate, new career preparation, update job skills, and maintain a certificate or license. The low percentage of students who reported a vocational goal in Fall 2003 is related to the large number of uncollected goals for that term (see page 16).

TABLE C1: PERCENTAGE FIRST-TIME STUDENT GOALS, CAREER/VOCATIONAL

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Count of FTF Students with Voc Goal	355	989	946	931	861
Count of Total FTF	9,279	7,176	6,823	6,990	5,369
Percent Voc Goal (%)	4%	14%	14%	13%	16%

Source: LBCC Management Information Systems Database

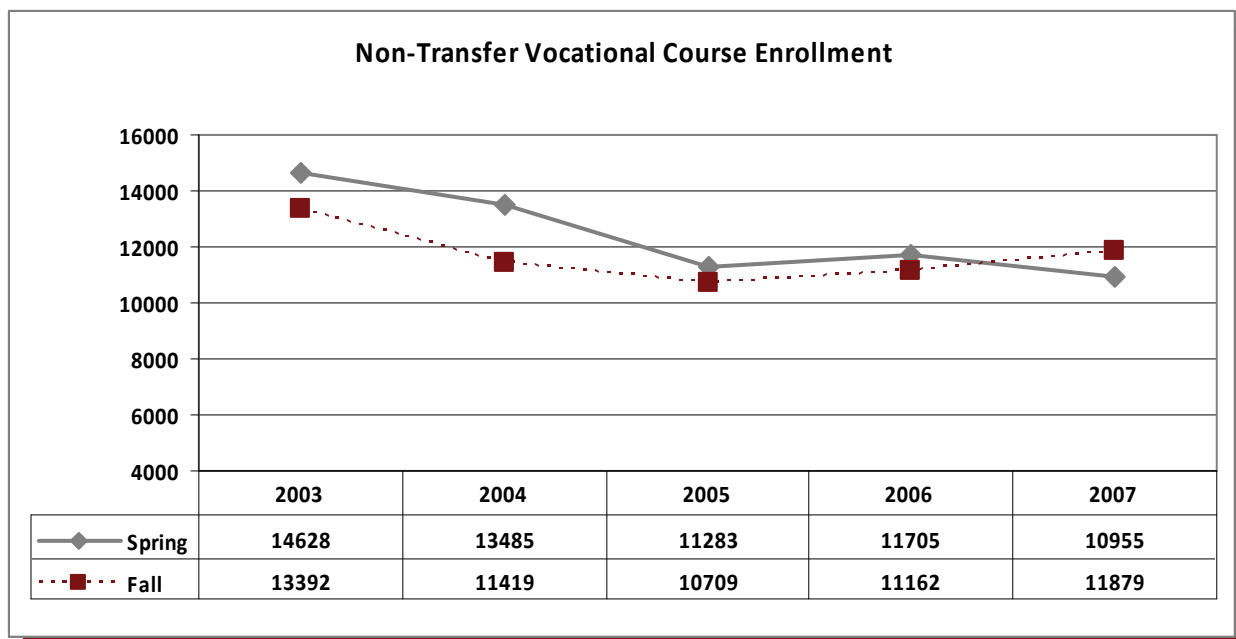


EDUCATIONAL EXPERIENCE/ENVIRONMENT: ENROLLMENTS IN NON-TRANSFER VOCATIONAL COURSES

Vocational education curricula provide the foundation for additional occupational education or the “bare bones” talent for some entry-level employment opportunities. Figure C2 describes the count of course enrollments in occupational courses (SAM codes A, B, or C) that are advanced, apprenticeship, or clearly occupational and not transfer level.

In the past, there more vocational course enrollments in the spring terms than the fall terms, however, in the last year (2007) there were more non-transfer vocational course enrollments in the fall. There was a slight increase in public safety vocational enrollments in the wake of the September 11, 2001 tragedy, but budget reductions and a slightly improved economy translated into fewer offerings and enrollments during 2004-2005. See Figure C2.

FIGURE C2



Source: LBCC Management Information Systems Database

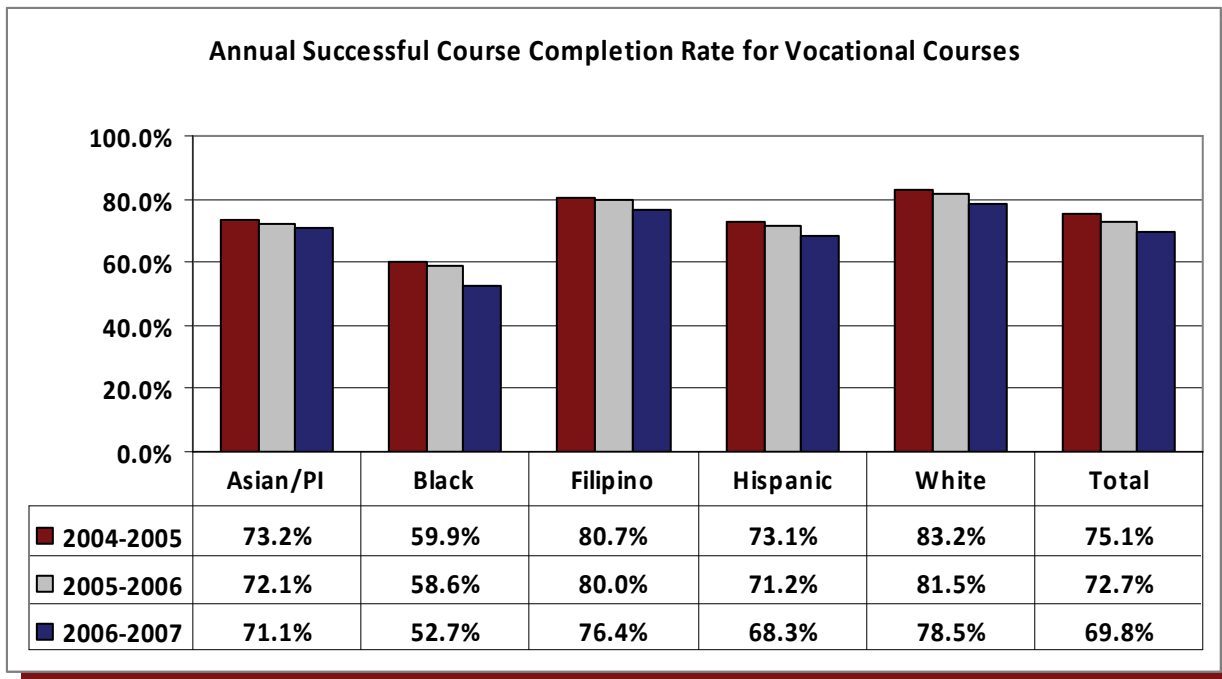
Some students enroll in our vocational courses as they prepare for a promotion or change in job assignments without intending to complete the course. Other students sometimes enroll in these courses then find attractive job opportunities during the semester and therefore do not complete the course. The popularity of these courses and the basic completion rate are to some extent a function of the economy. The disciplines with the highest enrollment counts in this

general curriculum area include the following:

- Trade and Industrial programs
- Vocational Nursing and Certified Nursing Assistant
- Computer Application and Office Technology
- Electricity

WORKFORCE DEVELOPMENT OUTCOME: VOCATIONAL COURSE COMPLETION

FIGURE C3



Source: Chancellor’s Office, Management Information System

As noted earlier, the success rate in vocational courses is somewhat related to the health of the economy and the purpose for which the student has enrolled in the course. In some instances the student has a successful experience without completing the course.

Successful course completion was calculated by dividing the number of A, B, C, and CR grades by the total number of A, B, C, CR, D, F, NC, I, and W grades. Over the last three academic years, the overall successful course completion rate for vocational courses has been steadily decreasing, from 75.1% in 2004-2005 to 69.8% in 2006-2007.

All ethnic groups have experienced a decrease in successful course completion rates; they did worse in 2006-2007 than 2004-2005. Black/ African American students achieved the lowest successful vocational course completion rate of all groups.

The annual course successful rate for vocational courses in 2006-2007 was 69.8%, 10% lower than the peer group average (79.8%). State-wide, the overall average success rate was 78.2%.

WORKFORCE DEVELOPMENT SUMMARY

The performance of LBCC along the workforce development dimension of our model may be summarized as follows:

- Approximately 16% of first-time students in Fall 2007 report having a vocational goal on the college application.
- The course success rate for vocational education has decreased from 75.1% to 69.8% in recent years.
 - Black/African American students fare worse in vocational courses than other groups.

Basic Skills, ESL, and Enhanced Noncredit

Our purposes are to promote success for those students who need a platform for college work, seek to complete the General Education Development (GED) certificate, and acquire basic education for “survival.” Expressed as a goal, we seek to ensure student success while maintaining academic quality. By enhancing and reinforcing the skills of under-prepared students, the Basic Skills curriculum supports the college's ability to achieve its mission.

Four college performance indicators in ARCC have been selected for this dimension of our effectiveness model: (1) Credit Basic Skills Successful Course Completion; (2) Credit Basic Skills Improvement Rate; (3) Credit ESL Improvement Rate; and, (4) Enhanced Noncredit Progress and Achievement Rate.

STUDENT INPUT: FIRST-TIME STUDENT PLACEMENT INTO READING, COMPOSITION, AND MATH COURSES

Reading

The following figure describes the sequence of reading courses offered at Long Beach City College.

FIGURE D1

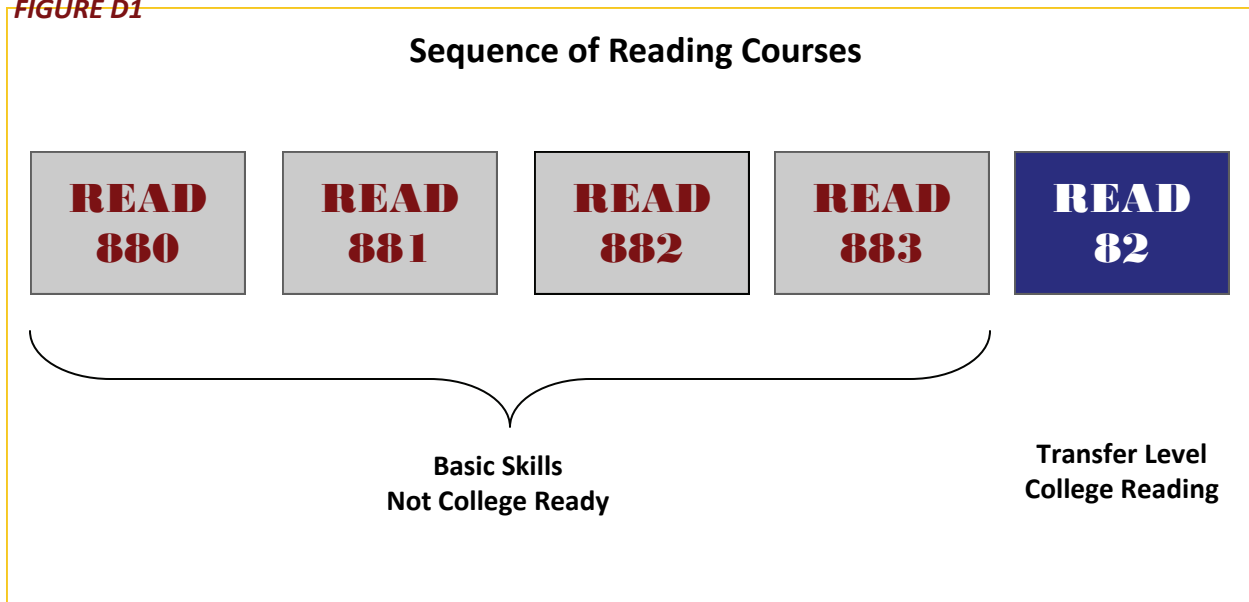
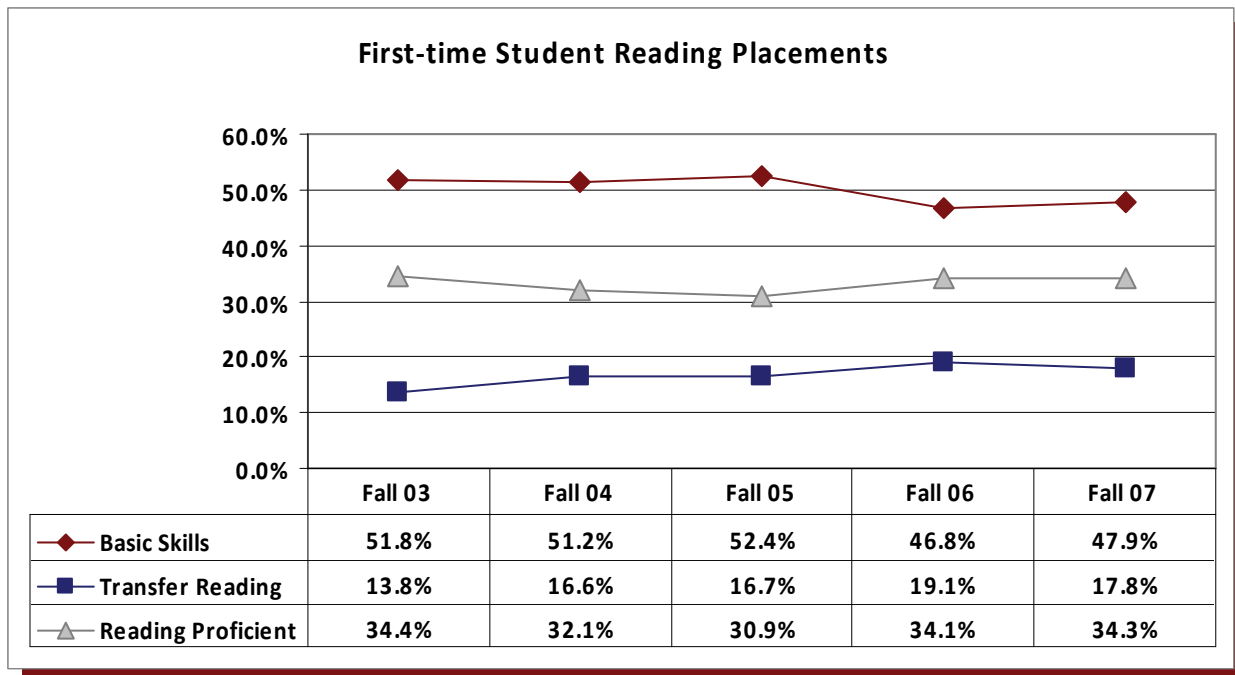


FIGURE D2

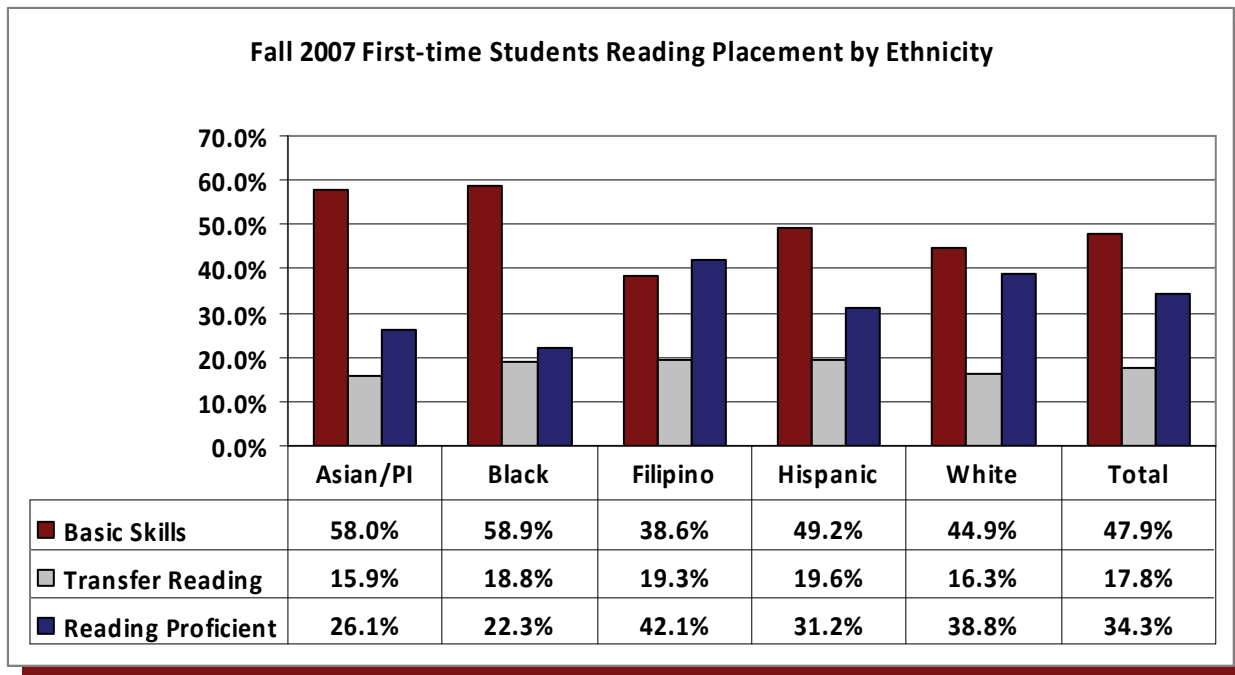


Source: LBCC Matriculation Office

Figure D2 describes the percentage of first-time students in fall terms 2003 to 2007 and their reading placement scores. Among fall 2007 first-time students who took the reading placement test, nearly 48% were placed into classes within the READ 800 series of courses (basic skills). Instruction in these courses seeks to develop reading talent that normally is fostered in grade school through the middle school years. These students have difficulty with phonics, word attack skills, and poor dictionary use skills. They commonly read at a slow pace, are unable to draw inferences from a reading passage and have difficulty making meaning from materials they read. The percentage of first-time students placed into basic skills reading have slightly decreased over the past few years. About 18% of the students were placed into the READ 82 course (an associate degree graduation requirement course, transfer reading). The goal of this course is to develop reading ability at the 9th or 10th grade level. The rest, 34% of the students, demonstrated proficient reading levels, and is not required to take any reading courses before graduating/transferring.

The figure above does not account for students who take the English as a Second Language (ESL) placement exam.

FIGURE D3



Source: LBCC Matriculation Office

The figure above describes the percentage of first-time students in fall 2007 who took the reading placement test by reading level and ethnicity.

When compared with other groups, disproportionately more Asian/Pacific Islander (58.0%) and Black/African American (58.9%) students were placed into basic skills reading courses. Disproportionately more Filipino (42.1%) and White (38.8%) students were assessed as being proficient in reading and do not need any reading course to fulfill the requirements of the associate degree.

English Composition

The following figure describes the sequence of English composition courses offered at Long Beach City College.

FIGURE D4

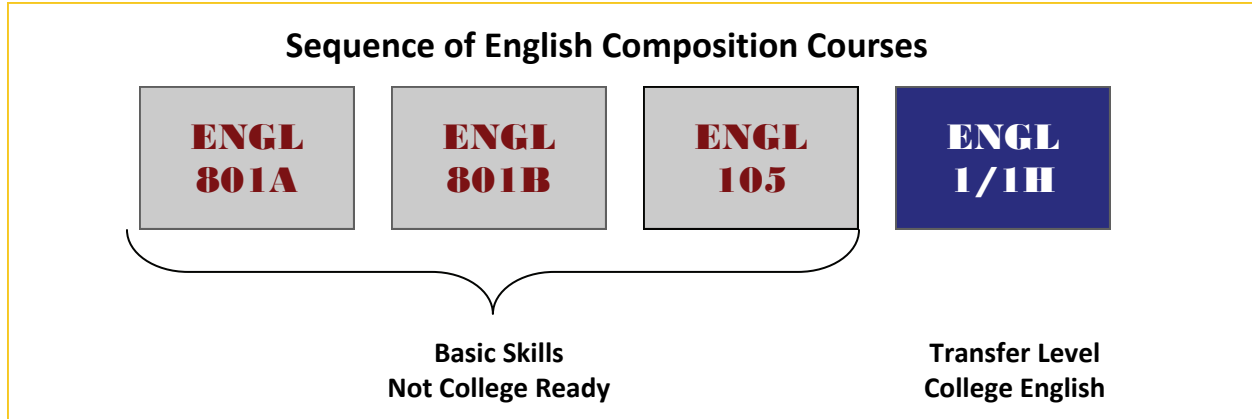
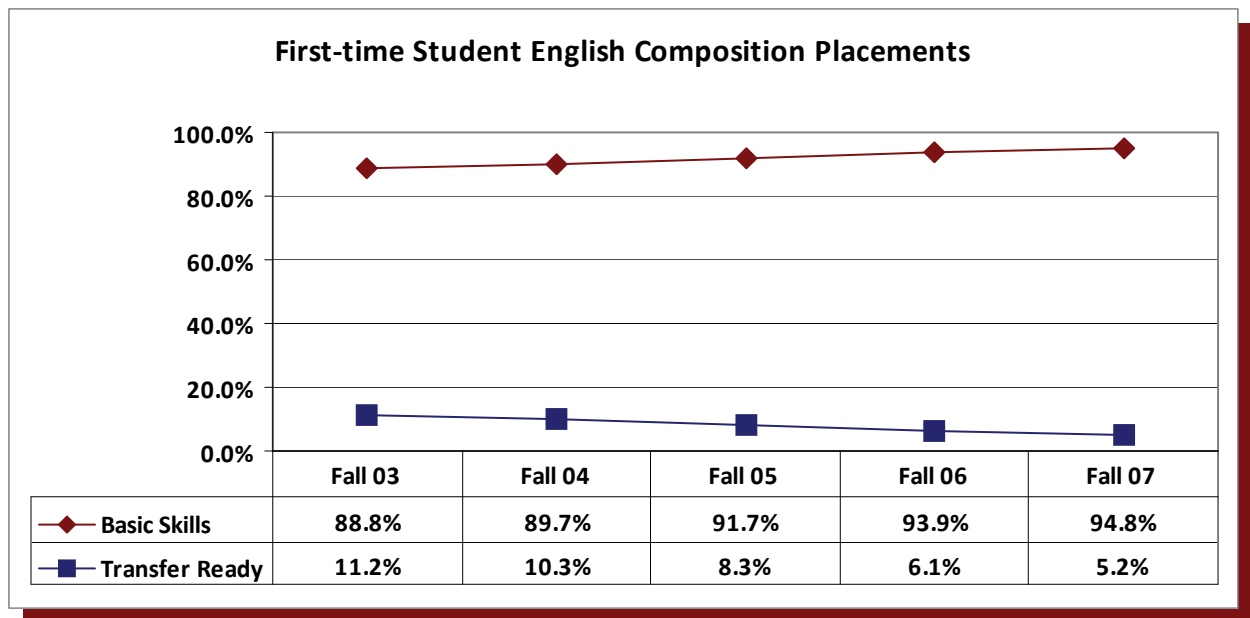


FIGURE D5



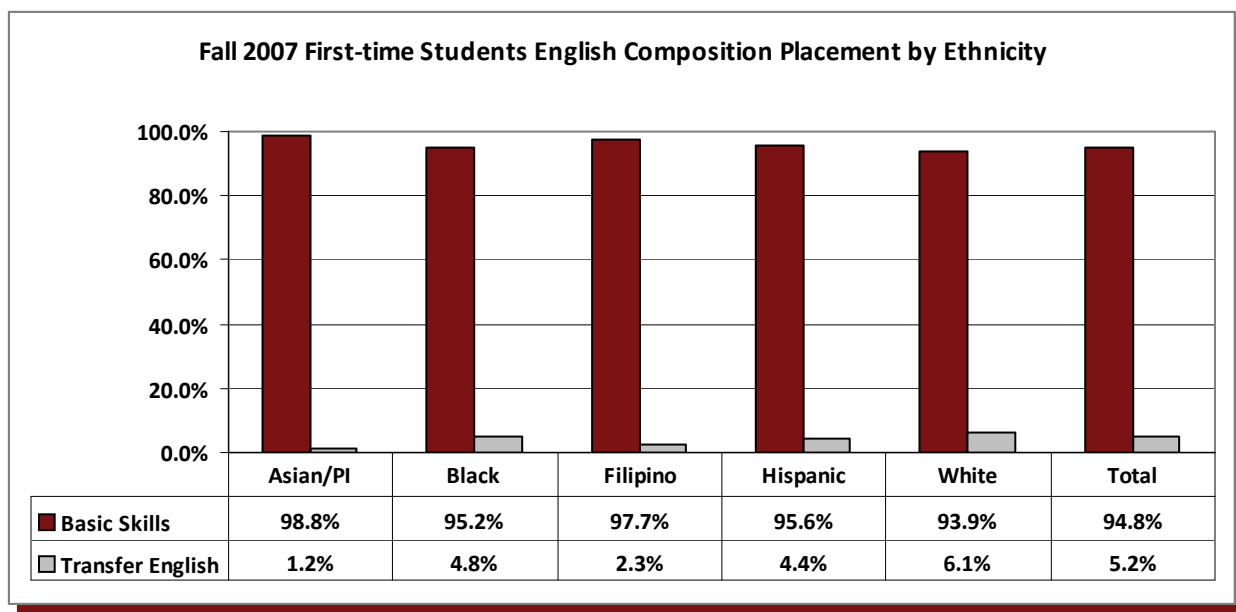
Source: LBCC Matriculation Office

For the past five first-time fall student cohorts, approximately 92% placed into courses within the pre-transfer (basic skills) curriculum. The goal of instruction in the ENGL 800 series of courses is to produce paragraphs and a one-page essay. ENGL 105 is currently the graduation requirement and the prerequisite for the transferable (college-level) course; this course seeks to develop competence to write short essays of approximately two-pages in length. English as a Second Language students are not among these placements.

On average 8% of first-time students were placed into the ENGL 1 course, which is transferable to UC and CSU. Beginning with the fall 2009 first-time student cohort, ENGL 1 will be the minimum requirement for the associate degree. Students in this course write a variety of longer essays and learn how to prepare a term research paper.

The proportion of first-time freshmen students who place into the transfer-ready course (ENGL 1) has steadily decreased over the years. More students each year will have to attempt to move through at least one Basic Skills course to meet the prerequisite for the transferable-level English course.

FIGURE D6



Source: LBCC Matriculation Office

For the fall 2007 first-time student cohort, disproportionately more Asian/Pacific Islander and Filipino students were placed into basic skills English composition.

Mathematics

The following figure describes the sequence of math courses offered at Long Beach City College.

FIGURE D7

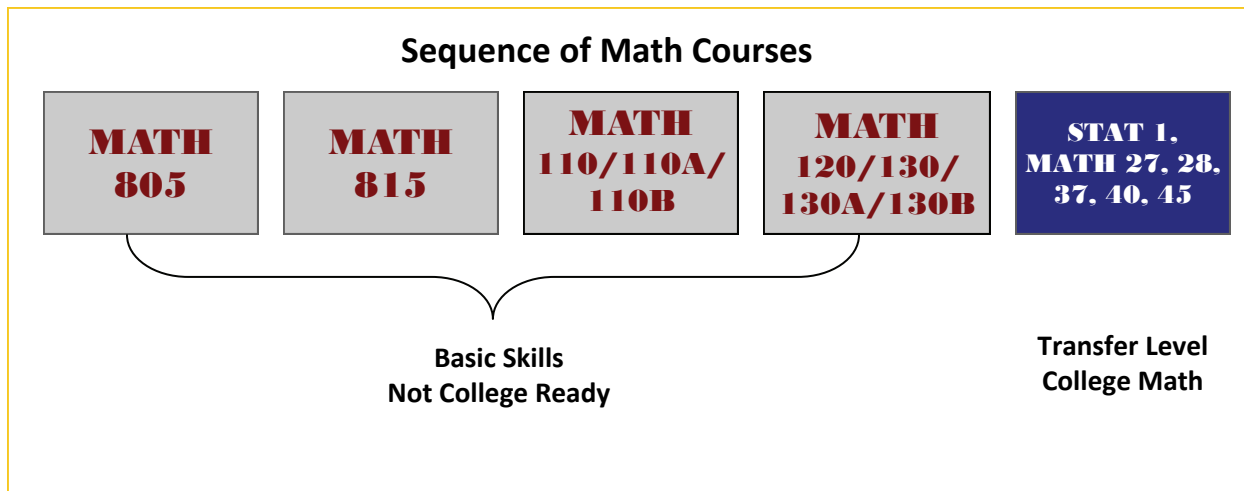
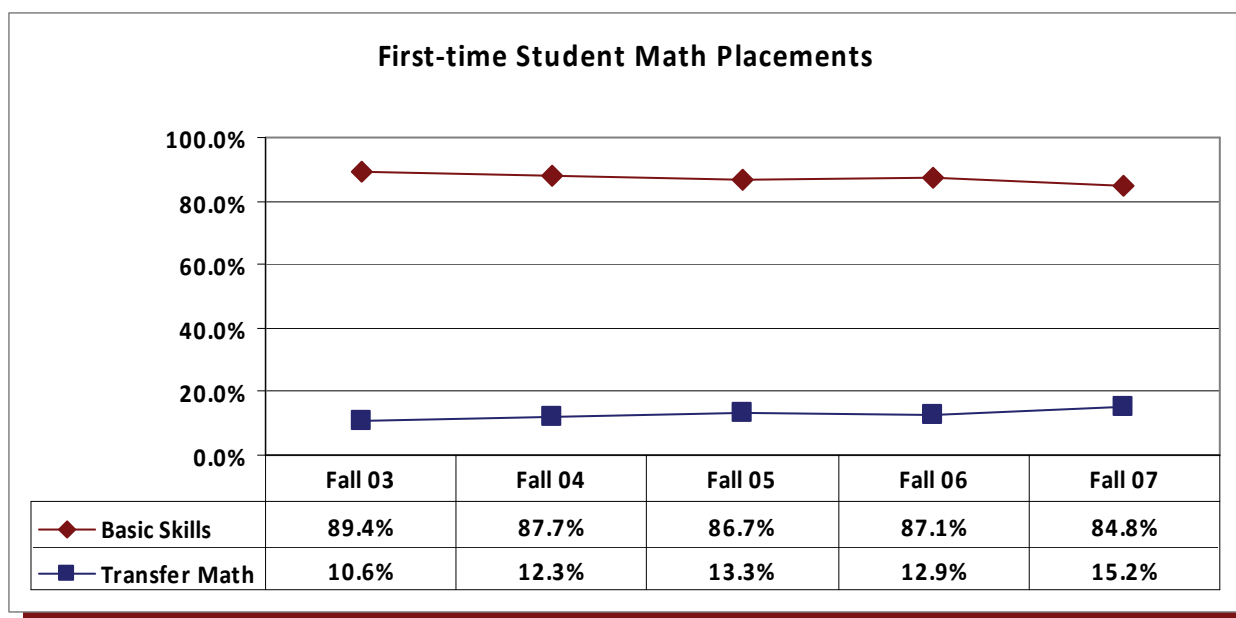


FIGURE D8



Source: LBCC Matriculation Office

For the past five first-time fall student cohorts, approximately 87% placed into courses within the pre-transfer (basic skills) curriculum. MATH 805 and MATH 815 concentrates on arithmetic and pre-algebra, respectively. The MATH 100 series courses (beginning and intermediate algebra and geometry) are commonly taught between the 8th and 10th grades as the curriculum is sequenced in the Long Beach Unified School District. Currently, MATH 110 is the minimum requirement for graduation.

Approximately 13% of first-time students were placed into math courses which are transferable to UC and CSU. These courses, and some of the higher-level math offerings, are commonly taught to juniors and seniors in high school as they complete their college preparatory instruction.

The percent of first-time students placing into transfer-level math has been steadily increasing over the past few years.

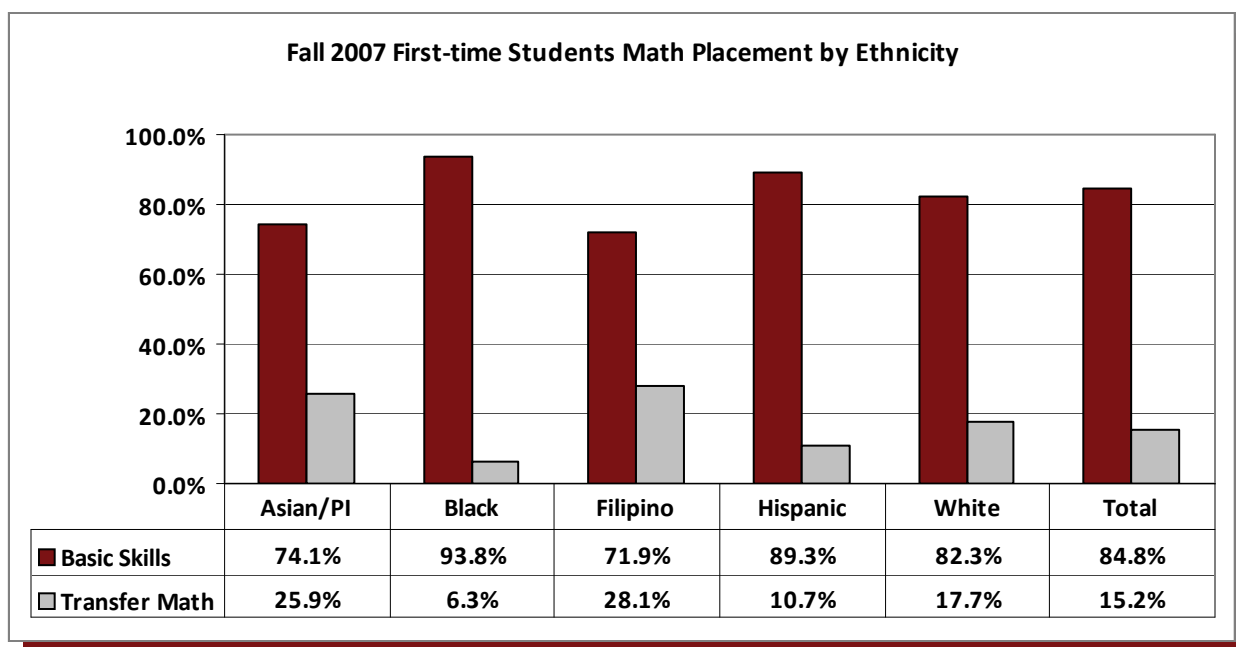


FIGURE D9

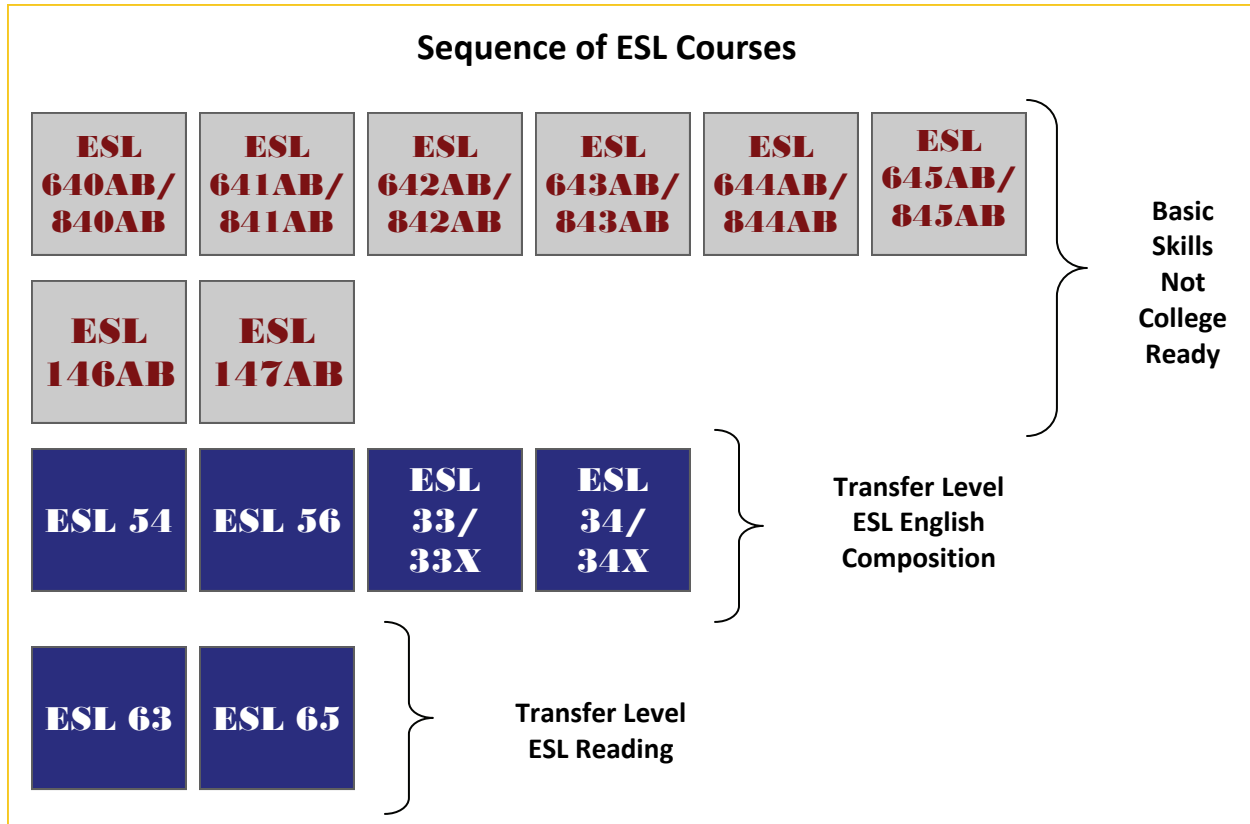
Source: LBCC Matriculation Office

Among first-time students in fall 2007 who took the math placement exam, disproportionately more Black/African American and Hispanic students were placed into basic skills math courses.

English as a Second Language (ESL)

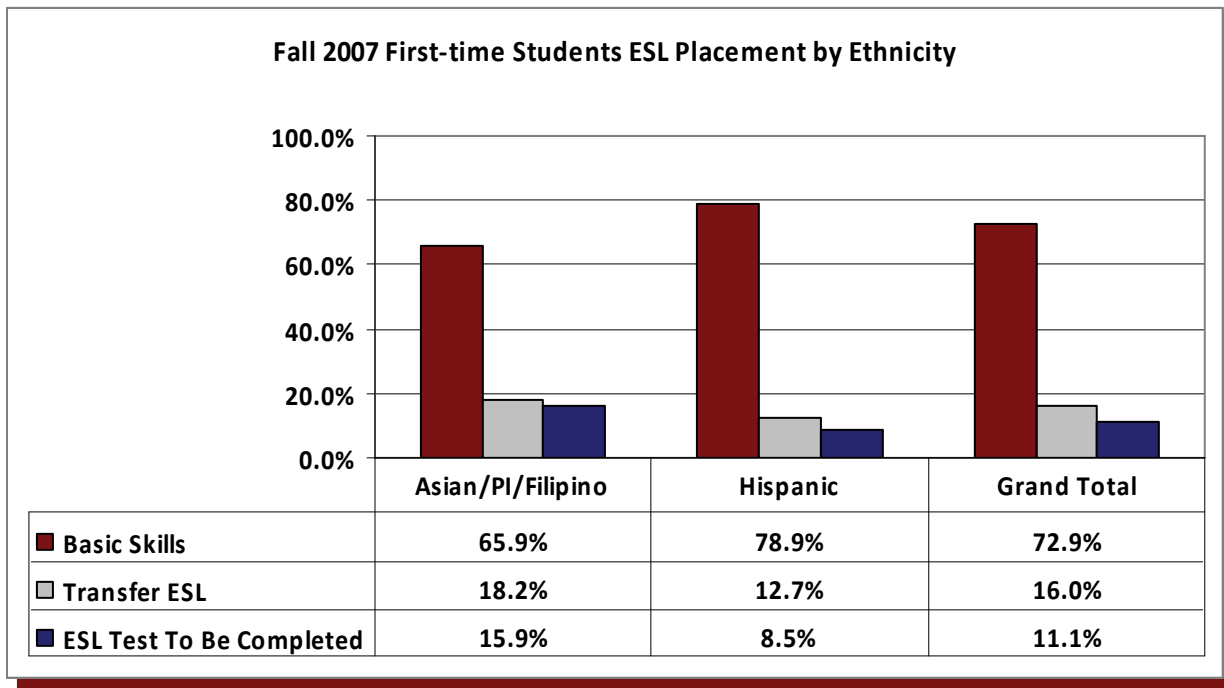
The following figure describes the sequence of ESL courses offered at Long Beach City College for the pre-academic and academic track.

FIGURE D10



Non-native speakers of English who take the placement test in English composition and/or reading may be recommended to take the ESL placement test. Among the first-time students in fall 2007, only 144 took the ESL placement test. Figure D11 describes the percent of first-time students in fall 2007 by ESL placement and ethnicity. Only Asian/Pacific Islander/Filipino and Hispanic students were included in the graph; there were too few students in other ethnic groups who took the ESL placement to calculate a percentage rate.

FIGURE D11



Source: LBCC Matriculation Office

Nearly 73% of students who took the ESL placement exam were assessed into basic skills ESL courses, including courses in the ESL 640/840 series or ESL 140 series. More Hispanic students (78.9%) placed into basic skills ESL when compared with Asian/Pacific Islander/Filipino students (65.9%). Courses in the ESL 640/840 series are designed for those with basic English skills; the courses emphasize mastery of productive grammatical features, accurate pronunciation, and comprehension of spoken English and correct written expression. Students who complete the ESL 640/840 series are prepared to enroll in the ESL 140 series. ESL 146AB and ESL 147 AB are designed to be a comprehensive study of the grammatical features and basic sentence patterns of English which students must command in order to succeed in transfer-level courses; these courses are prerequisites for transfer-level ESL English composition and reading courses.

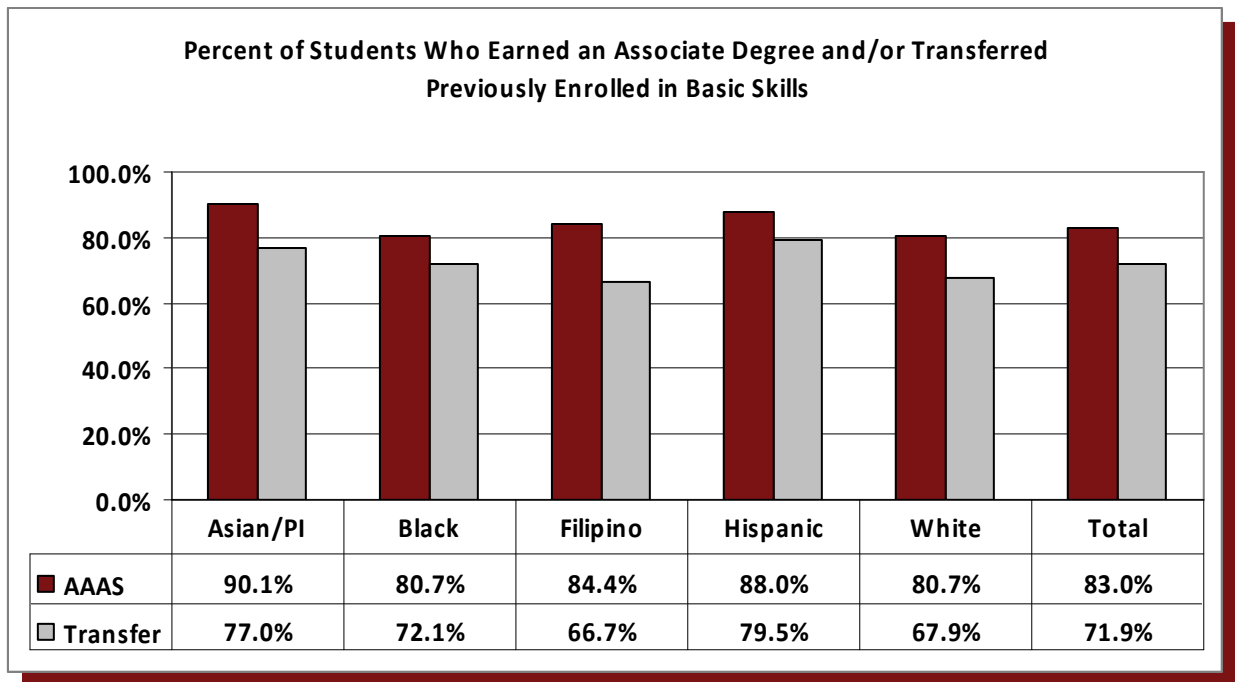
Currently, ESL 34/34X fulfills the English Composition requirement for graduation. This course is an intensive study of reading and writing focusing on the academic language skills needed for entrance into ENGL 1. ESL 65 emphasizes strategies for effective reading and lecture comprehension, listening and note-taking, and enhancement of critical reading.

EDUCATIONAL EXPERIENCE/ENVIRONMENT: GRADUATES/TRANSFER WHO USED BASIC SKILLS

Given the large numbers of students who are placed into basic skills reading, English composition, and math courses and the large number of first-time students who indicate an associate degree/transfer goal, many students will need to enroll in and successfully complete basic skills courses. The following figure describes the percent of students who earned an associate degree or transferred to a four-year institution in the 2006-2007 academic year who were previously enrolled in a basic skills course at Long Beach City College. On average, 83% of students who earned an associate degree in 2006-2007 was previously enrolled in at least one reading, English, math, and/or ESL course. Fewer students who transferred (71.9%) was previously enrolled in a basic skills course.

Disproportionately fewer Black/African American and White students who earned an associate degree were previously enrolled in basic skills courses when compared with the average. Disproportionately fewer Filipino and White students who transferred to a four-year institution were enrolled in basic skills courses when compared with other groups.

FIGURE D12



Source: LBC Management Information Systems Database, National Student Clearinghouse

Table D13 describes the percent of students who earned an associate degree and/or transferred in 2006-2007 who previously enrolled in a basic skills course by basic skills discipline and ethnicity.

On average, more students who earned an associate degree (59.9%) when compared with students who transferred (48.6%) needed remediation in English composition. The pattern is the same for students who needed remediation in math and reading. Overall, more students who graduated/transferred needed basic skills in math than any other discipline.

Among associate degree earners and transfers, disproportionately more Hispanic students (68.8% and 59.1%, respectively) needed basic skills English when compared with the average (59.9% and 48.6%, respectively). Disproportionately more Black students who graduated and more Hispanic students who graduated/transferred needed remediation in math when compared with the average. About one-third of Asian/Pacific Islander and Black/African American students who graduated was previously enrolled in basic skills reading, higher than the average (20%). Among students who transferred, more Asian/Pacific Islander (18.7%), Filipino (21.8%), and Hispanic (16.1%) students needed basic skills reading when compared with the average (11.5%).

TABLE D13: PERCENT OF STUDENTS WHO EARNED AN ASSOCIATE DEGREE AND/OR TRANSFERRED PREVIOUSLY ENROLLED IN BASIC SKILLS BY DISCIPLINE AND ETHNICITY

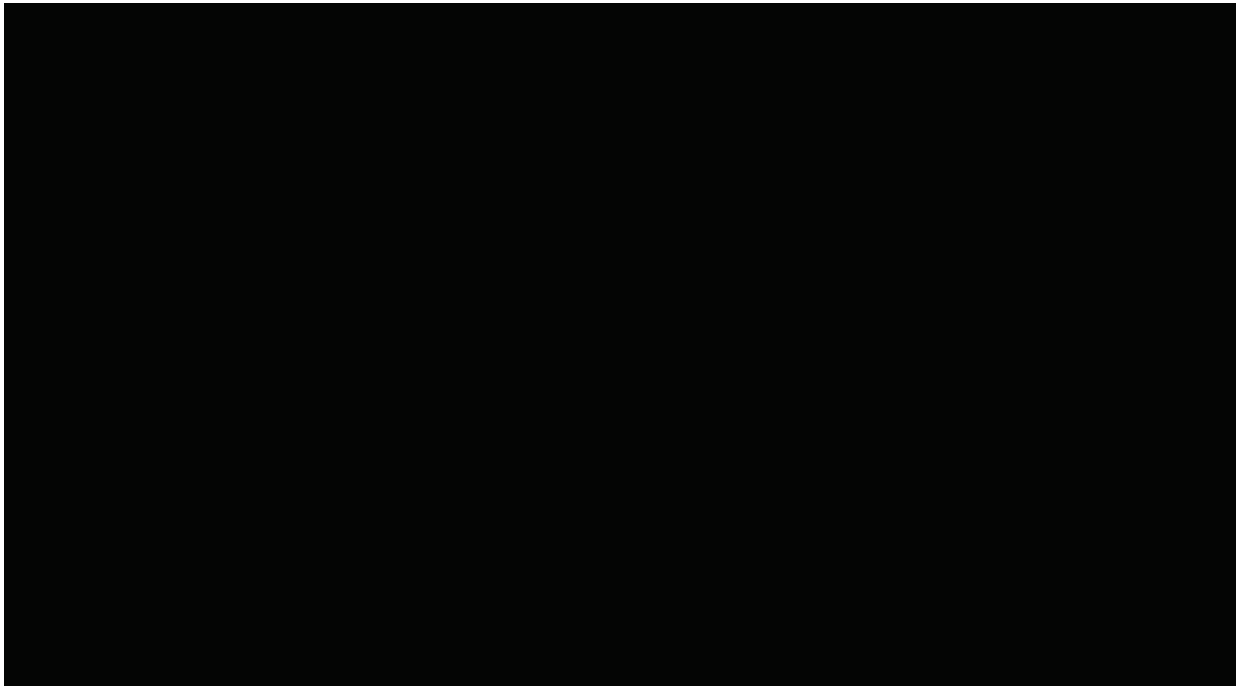
	ENGL		ESL		MATH		READ	
	AAAS	Transfer	AAAS	Transfer	AAAS	Transfer	AAAS	Transfer
Asian/PI	59.5%	47.4%	13.7%	8.1%	68.7%	57.4%	38.2%	18.7%
Black	62.5%	51.3%	0%	0.5%	75%	61.7%	31.8%	12.3%
Filipino	57.8%	44.9%	15.6%	3.8%	46.7%	43.6%	28.9%	21.8%
Hispanic	68.8%	59.1%	8.1%	7.7%	79.5%	69.0%	22.2%	16.1%
White	58.1%	44.7%	0.4%	1.9%	65.9%	53.8%	7.0%	3.5%
Total	59.9%	48.6%	5.7%	22.5%	68.9%	58%	20%	11.5%

Source: LBCC Management Information Systems Database, National Student Clearinghouse

BASIC SKILLS/ESL/ENHANCED NONCREDIT OUTCOME: ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR BASIC SKILLS COURSES

The first indicator for the Basic Skills, ESL, and Enhanced Noncredit dimension of institutional effectiveness is “Annual Successful Course Completion Rate for Credit Basic Skills Courses.” Basic skills courses in the 800-band series are included in the analysis, including basic skills courses outside of the reading, English, math, and ESL disciplines. The success rate is a ratio that compares the count of all students enrolled after the add/drop period to the count of students with a successful grade. Credit grades are considered successful.

FIGURE D14



Source: Chancellor’s Office, Management Information System

In general, the successful course completion rate for credit basic skills courses have decreased from 60.3% in the 2004-2005 year to 53.5% in the 2006-2007 year. When compared with other groups, disproportionately fewer Black/African American and Hispanic students are successful in credit basic skills courses.

In 2006-2007, LBCC’s success rate for credit basic skills courses was 53.5%, slightly lower than the peer group average (57.8%) and lower than the statewide average (60.5%).

BASIC SKILLS/ESL/ENHANCED NONCREDIT OUTCOMES: ESL AND BASIC SKILLS IMPROVEMENT RATE

The second and third indicators for the Basic Skills, ESL, and Enhanced Noncredit dimension of institutional effectiveness are “ESL Course Improvement Rate” and “Basic Skills Course Improvement Rate.” In addition to successfully completing basic skills courses, it is vital that students are able to move through the basic skills/ESL sequence of courses into higher levels of basic skills/ESL and/or transfer-level courses. The ESL cohort includes students who enrolled in and successfully completed a credit non-transfer ESL course, then in a subsequent term, enrolled in a higher-level ESL course. The basic skills cohort includes students who enrolled in a credit basic skills English, reading, and/or math course, then in a subsequent term, enrolled in a higher-level course in the same discipline (basic skills or not basic skills). The improvement rates are calculated by dividing the number of students in the cohort by the number of students who enrolled in a credit ESL/English/reading/math course and:

- Successfully completed the initial course (CR)
- Started at 2 or more levels below transfer level
- Within 3 years, successfully completed a higher-level course in the same discipline.

A student is only counted once in the areas of ESL, English/reading, and/or math, regardless of how many times they improved through the sequence.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	35.8%	32.5%	37.3%
Basic Skills Improvement Rate	47.7%	48.8%	50.8%

TABLE D15: IMPROVEMENT RATES FOR ESL AND CREDIT BASIC SKILLS COURSES

Source: Chancellor’s Office, Management Information System

*Rates cannot be disaggregated by discipline nor ethnicity; the Chancellor’s Office did not provide access to this data

In general, the ESL and basic skills course improvement rates have been slightly increasing. For the 2004-2005 cohort, the ESL improvement rate was 37.3%, significantly lower than the peer group average (49.0%) and the statewide average (44.7%). However, the basic skills improvement rate (50.8%) was similar to the peer group average (53.4%) and the statewide average (50.0%).



BASIC SKILLS/ESL/ENHANCED NONCREDIT OUTCOMES: **ENHANCED NONCREDIT PROGRESS AND ACHIEVEMENT RATE**

The Enhanced Noncredit (ENC) Progress and Achievement Rate was added to the 2008 ARCC report as a response to the recent legislation (SB 361, Scott, Chapter 631, Statutes of 2006) that increased funding for specific noncredit courses. As of March 2008, only 38 of the 109 California Community Colleges had applied for and received approval for enhanced noncredit programs (ENC). Data for 29 of these colleges, including LBCC, were available for the 2008 ARCC report, only as a prototype. Given that the ENC data collection is in its early stages, the results for this indicator are not described in this report. It is expected that the 2009 ARCC report will have a higher quality and completeness than the pilot data that were available for the 2008 report.

The cohort tracked in the Enhanced Noncredit Progress and Achievement Rate includes first-time students who, in their initial term plus the subsequent term, completed a minimum of 8 attendance hours in any single ENC course or series of ENC courses and did not enroll in any credit course in their first term. The rate is calculated by dividing the number of students in a cohort by the number of students in a cohort who achieve any of the following outcomes within three years of entry:

1. Transition to credit: successfully completed at least one degree-applicable credit course (excluding physical education) after the date of the first ENC course, or
2. Earned an ENC certificate, or
3. Achieved "Transfer Directed" status (successfully completed both transfer-level math and English courses), or
4. Achieved "Transfer Prepared" status (successfully completed 60 UC/CSU transferable units with a minimum GPA 2.0), or
5. Earned an associate degree and/or credit certificate, or
6. Transferred to a four-year institution.

BASIC SKILLS/ESL/ENHANCED NONCREDIT SUMMARY

The performance of LBCC along the basic skills, ESL, and enhanced noncredit dimension of our model may be summarized as follows.

- Nearly 48% of first-time students in fall 2007 were placed into basic skills reading. Disproportionately more Asian/Pacific Islander and Black/African American students were placed into basic skills reading when compared with other groups.
- Approximately 95% of first-time students in fall 2007 were placed into basic skills English composition; 85% were placed into basic skills math. Disproportionately more Black/African American and Hispanic students were placed into basic skills math when compared with other groups.
- In general, more students who earned an associate degree were previously enrolled in basic skills (83%) than were transfer students (72%).
- The basic skills successful course completion rate has been steadily declining from 60.3% in 2004-2005 to 53.5% in 2006-2007.
- However, the ESL and basic skills improvement rates have been increasing over the past three years.

Student Learning Outcomes

The overarching purpose of the college is to facilitate learning. It is therefore appropriate to consider learning outcomes as a measure of institutional effectiveness. Assessment of learning outcomes involves, first, articulating what faculty intend students to learn through the experiences of courses and programs, gathering information to measure what students know, and can do with that set of knowledge and skills they have acquired, and reflect on the results of those measurements to discern potential ways in which the learning experiences can be modified to improve student learning.

The college has been investigating and engaging in dialogue about student learning outcomes since 1997. By fall 2001 a student learning outcomes task force had recommended the creation of a standing Assessment of Student Learning Outcomes (ASLO) committee. By 2003, this recommendation came to fruition when the ASLO became a subcommittee of the college's Curriculum Committee which in turn reports to the Academic Senate. By spring of 2005 resources became available through a Title V Cooperative Grant and district funding to support 60 percent reassign time for a dedicated Student Learning Outcomes coordinator and to sponsor summer institutes for faculty to engage in assessment projects at the program and institutional levels of SLO assessment. A major achievement of the ASLO committee was to guide the college in the development of its eleven core competencies which were approved by the Academic Senate in spring 2006. An assessment instrument was developed by faculty to assess critical thinking, the first of the core competencies the faculty decided to assess. The instrument was piloted in spring 2008, modifications to the instrument were made the next summer and administration of the instrument is scheduled for early fall 2008. Work on the assessment of communication, the second core competency, also began during summer 2008. Communication as a core competency has been defined by the college as "the ability to read, write, listen and speak clearly."

Beginning spring 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) required member institutions to report annual progress on student learning outcomes assessment at the course, program and degree levels. It also required that institutions document progress in assessing learning outcomes for student support services. The Commission provided a framework for all institutions to report progress for each of the phases of learning outcomes assessment, including identifying SLOs, identifying assessment methodologies for those SLOs, collecting assessment data, analyzing the results of assessment, and planning and implementing changes in order to improve learning.

In its 2007-08 report to ACCJC, Long Beach City College documented that 99.4% (1822 of 1833 active courses) have stated student learning outcomes on the course outline of record. While course-level assessment and improvements based on assessments of those outcomes has occurred (most notably for History, Psychology, Sociology and English), the college has not yet developed a formalized and systematic plan for course-level assessment and documentation of the assessment results. Further, and as articulated in the college's 2008 accreditation self study, there is disagreement among faculty concerning whether the student learning outcomes documented in the course outlines are indeed outcomes or content-level learning objectives. This disagreement must be addressed in order to advance progress for assessment at this level.

The college has been diligent in supporting efforts to define and assess student learning outcomes at levels higher than that of the course. Through program planning, faculties in departments have developed these outcomes. Numerous summer stipends have been awarded to faculty to support this work. In addition, flex day activities with follow-up work and expanded dialogue has further contributed to the college's progress with assessment of student learning outcomes at this level. With support from the ASLO committee, faculty has defined SLOs at the level they find meaningful for their own assessment efforts. This has resulted in SLOs written for departments, and in some cases, for disciplines within departments. Most departmental SLOs support certificate and degree programs awarded to students, but the college has not defined its program SLOs in this manner.

In reporting to ACCJC, the college has based its percentages on departmental assessment work. Nearly eighty percent of the departments (26 out of 33) have defined at least some expected student learning outcomes, and seventy-three percent have identified appropriate assessment methodologies for the outcomes. Thirty-six percent of the departments have collected assessment data, thirty-three percent have documentation showing analysis of the data, and thirty percent have either planned for or implemented changes based on assessment results to improve student learning outcomes. It should be noted that for most of the percentages reported only some, but not all, of the SLOs for each department have been defined and assessed. In other words, if a department has defined only one or two outcomes but intends to define and assess additional outcomes, that department has been included in the count of programs that has identified SLOs. Further, LBCC currently has a task force working to develop recommendations to modify the college's program planning and review process. A key component of the task force's work is to ensure inclusion of student learning outcomes for program planning and review in a manner that automates the capture, archival and tracking of all phases of SLO assessment at the program level.

In 2007-08, LBCC reported to ACCJC that all of its instructional support courses have defined student learning outcomes. SLOs for most departments and programs within the division of Student Support Services have been drafted and linked to the institutional core competencies.

Some departments, notably DSPS, have completed a full cycle of SLO assessment while others are beginning to identify assessment methodologies. During the summer of 2008 the division refined program and department SLOs using a new template that was approved by the division late spring of 2008. Assessment is planned for all Student Support Services departments for the 2008-09 year. The college has acknowledged in its accreditation self study that it must more effectively integrate Student Support Services and Instruction in the assessment of student learning outcomes. Integration has been considered, to this point, to mean shared principles of assessment, a shared vocabulary for assessment, the common set of core competencies, a shared framework or template for documenting SLO assessment progress, and a body that will oversee learning outcomes assessment across the institution.



2008 Institutional Effectiveness Report

Appendix A

Definitions of College-Level Performance Indicators in the ARCC Report

Student Progress and Achievement = Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate transfer course within 6 years and who are shown to have achieved ANY of the following within 6 years of entry:

- a) Earned any AA/AS or certificate (18 units or more)
- b) Actual transfer to a 4-year institution
- c) Achieved “transfer directed” status (successful completion of both transfer-level Math AND English courses)
- d) Achieved “transfer prepared” status (successful completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher)

Percent Students Achieving 30 Units = Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within six years of entry who are shown to have achieved the following value-added measure of progress within 6 years of entry:

- a) Earned at least 30 units while in the CCC system (this value-added threshold of units earned has been determined from wage studies to have a positive effect on future earnings)

Persistence Rate = Percentage of cohort of first-time students with a minimum of 6 units earned in their first fall term in the CCC system who return and enroll in the *subsequent fall term anywhere in the system*.

Annual Successful Course Completion Rate for Credit Vocational Courses = Percentage of students enrolled in credit vocation courses during the academic years of interest who complete the course with a grade of A, B, C or Credit. “Special admit” students (those currently enrolled in K-12 when they took the vocational course) are excluded from these cohorts.

Successful Course Completion Rate for Credit Basic Skills Courses = Percentage of students enrolled in credit basic skills courses in the academic years of interest who complete the course with a grade of A, B, C, or Credit. “Special admit” students are excluded from this cohort.



Enhanced Noncredit Progress and Achievement Rate = Percentage of a cohort of first-time students who, in their initial term at a CCC or their initial term plus the successive term (fall to spring, spring to fall), completed a minimum of 8 attendance hours in any single enhanced noncredit (ENC) course or series of ENC courses and who did NOT enroll in any credit course(s) in their first term, who achieved ANY of the following within 3 years of entry:

- a) Completed at least one degree-applicable credit course (excluding PE) after date of first ENC course
- b) Earned an ENC certificate
- c) Achieved "Transfer Directed" status (successfully completed 60 UC/CSU transferable units with a GPA >+ 2.0)
- d) Earned an AA or AS degree and/or Credit Certificate
- e) Transferred to a 4-year institution

A Note About Enhanced Noncredit

Enhanced noncredit indicators will be added to the 2008 ARCC report as a result of recent legislation (SB 361, Scott, Chapter 631, Statutes of 2006) that increased funding for specific non-credit courses. Given that the community colleges only implemented enhanced noncredit in 2007 and data collection is in its early stages, the enhanced noncredit indicator should be considered a pilot for the 2008 ARCC report. Further, there will be no peer grouping requirement for enhanced noncredit performance. Adding enhanced noncredit to the ARCC report may also mean adding enhanced noncredit performance data and demographic data for schools of continuing education (e.g., Marin Community Education, San Francisco Continuing Education, San Diego Continuing Education, etc.).

To access a complete copy of the 2008 report and additional information about ARCC go to:
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

Appendix B

ARCC 2008 Report: College Level Indicators

Long Beach City College Long Beach Community College District
College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	44.9%	43.6%	42.3%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	73.2%	71.6%	70.2%

Table 1.2:
Persistence Rate

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

	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	72.6%	75.4%	73.7%



ARCC 2008 Report: College Level Indicators

Long Beach City College Long Beach Community College District
College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	75.1%	72.7%	69.8%

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

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

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	60.3%	58.0%	53.5%

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

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	35.8%	32.5%	37.3%
Basic Skills Improvement Rate	47.7%	48.8%	50.8%

Table 1.6:
Enhanced Noncredit
Progress and Achievement Rate

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
Enhanced Noncredit Progress and Achievement Rate	8.1%	6.9%	6.8%



ARCC 2008 Report: College Level Indicators

Long Beach City College

Long Beach Community College District

College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	39,116	39,116	40,094
Full-Time Equivalent Students (FTES)*	20,923	18,806	21,268

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	1.7%	1.9%	1.6%
18 - 24	46.7%	47.5%	47.4%
25 - 49	43.5%	42.7%	43.0%
Over 49	7.2%	7.4%	7.7%
Unknown	0.9%	0.4%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	53.1%	53.7%	53.7%
Male	45.6%	45.6%	46.1%
Unknown	1.2%	0.6%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

Long Beach City College Long Beach Community College District
College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	12.4%	12.3%	11.7%
Black/African American	11.6%	12.9%	13.8%
Filipino	4.6%	4.1%	4.1%
Hispanic	31.8%	33.8%	35.0%
Native American	0.9%	0.8%	0.8%
Other Non-White	3.1%	3.0%	3.1%
Pacific Islander	1.0%	1.0%	1.1%
White	26.6%	25.5%	25.5%
Unknown/Decline to State	8.0%	6.8%	4.9%

Source: Chancellor's Office, Management Information System

ARCC 2008 Report: College Level Indicators

Long Beach City College Long Beach Community College District
College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	42.3	53.4	42.3	64.3	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	70.2	70.9	66.8	77.6	<i>B2</i>
C	Persistence Rate	73.7	70.6	62.3	77.0	<i>C4</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.8	79.8	66.4	97.1	<i>D4</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.5	57.8	37.3	68.8	<i>E5</i>
F	Improvement Rate for Credit Basic Skills Courses	50.8	53.4	47.7	60.2	<i>F5</i>
G	Improvement Rate for Credit ESL Courses	37.3	49.0	14.7	74.0	<i>G4</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.

ARCC 2008 Report: College Level Indicators

Long Beach City College

Long Beach Community College District

College Self-Assessment

In its 2007 self-assessment, Long Beach City College noted concern regarding a downward trend in its student progress and achievement rate. This trend appears again in the 2008 data, although the underperformance of Long Beach City College relative to its peers for this measure appears to be largely attributable to a significant change in the composition of the peer group for this reporting period. Nonetheless, the college acknowledges the need to respond to this trend and reports continuing aggressive interventions designed to improve student achievement.

The college has modified its transfer website to make it more accessible to students, has begun counselor-faculty collaborations in presenting transfer information, and has created a Transfer Culture Group whose purpose is to create a Transfer Academy program. This program will be designed to improve the marketing of transfer opportunities and resources to students and to increase the college's transfer agreements with four-year institutions. An on-going federally funded set of grant activities is also in place to stimulate more transfers and increase student success in gateway courses which focus on traditionally underrepresented groups of students.

Another area of particular concern is the college's successful completion rate for credit vocational courses. Long Beach City College continues to show a downward trend for this performance indicator, and the gap between its performance and the average of its peer group has significantly widened. Currently, the college operates a Career Tech Center designed to assist vocational students achieve success in their courses. Workshops and tutoring are offered in the Career Tech Center for students who are enrolled in vocational courses. As part of a major student success initiative underway at Long Beach City College, the Career Tech Center will be retooled as one of the Multidisciplinary Success Centers with special emphasis on meeting the needs of vocational/workforce development students. Curricular changes will require students enrolled in vocational courses to utilize the Success Center to complete directed learning activities designed to build content-specific math and reading skills.

The college continues to closely monitor its performance on credit basic skills course completion and basic skills improvement rates. Despite changes in peer grouping for the former indicator, Long Beach City College continues to perform below the average of its peer group and to decline in relation to itself over time. While the college is below the peer average with respect to the basic skills improvement rate, its performance in relation to itself has shown a slight increase during this reporting period. The college is responding aggressively to these negative trends and is in the process of implementing a comprehensive Student Success Plan which includes four new Success Centers to begin operation in fall 2008. The college recognizes that the impact of these instructional and support changes are not likely to be reflected in the data in the next few accountability reporting periods, however, it is confident that it is taking critical steps to improve success rates across all student groups.

Appendix C

Peer Groups for 2008 ARCC Performance Measures

# of Peers	Lowest Peer	Highest Peer	Peer Group Average	LBCC	State-Wide Average	Colleges in the Peer Group
Student Progress and Achievement Rate						
39	42.3	64.3	53.4	42.3	51.2	Butte; Canyons; Citrus; Contra Costa; Cosumnes River; Crafton Hills; Cuesta; Cuyamaca; Cypress; De Anza; Diablo Valley; El Camino; Evergreen Valley; Fullerton; Glendale; Golden West; Grossmont; L.A. Harbor; L.A. Pierce; L.A. Valley; Las Positas; Long Beach City ; Los Medanos; Moorpark; Mt. San Antonio; Orange Coast; Palomar; Pasadena City; Sacramento City; San Diego City; San Diego Mesa; San Jose City; Santa Barbara City; Santa Monica City; Santiago Canyon; Sierra; Skyline; Solano; Ventura.
Percent of Students Who Earned at Least 30 Units						
29	66.8	77.6	70.9	70.2	70.4	Bakersfield; Butte; Cabrillo; Canyons; Cerritos; Chabot; Chaffey; Citrus; Cuesta; Cypress; East L.A.; El Camino; Fresno City; Fullerton; Glendale; Grossmont; L.A. City; L.A. Pierce; L.A. Valley; Long Beach City ; MiraCosta; Modesto; Rio Hondo; Sacramento City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sierra; Southwestern.
Fall-to-Fall Persistence Rate						
21	62.3	77.0	70.6	73.7	68.3	American River; Cerritos; East L.A.; El Camino; Fresno City; Glendale; Long Beach City ; Modesto; Mt. San Antonio; Palomar; Pasadena City; Rio Hondo; Riverside; Sacramento City; San Diego Mesa; San Francisco City; San Joaquin Delta; Santa Ana; Santa Monica City; Santa Rosa; Southwestern.

# of Peers	Lowest Peer	Highest Peer	Peer Group Average	LBCC	State-Wide Average	Colleges in the Peer Group
Annual Successful Completion Rate for Credit Vocational Courses						
22	66.4	97.1	79.8	69.8	78.2	Alameda; American River; Cabrillo; Canyons; Chabot; East L.A.; Foothill; Gavilan; Hartnell; L.A. Trade-Tech; Long Beach City ; MiraCosta; Ohlone; Palomar; Rio Hondo; San Bernardino; San Diego Miramar; San Francisco City; San Jose City; San Mateo; Santa Ana; Santiago Canyon
Annual Successful Credit Completion Rate Basic Skills Courses						
12	37.3	68.8	57.8	53.5	60.5	Butte; Cuesta; El Camino; Glendale; L.A. Harbor; L.A. Valley; Long Beach City ; Pasadena City; Redwoods; Sacramento City; San Diego City; Siskiyou
Improvement Rate for Credit Basic Skills Courses						
18	47.7	60.2	53.4	50.8	50.0	American River; Cerritos; Chaffey; East L.A.; El Camino; Glendale; L.A. Pierce; L.A. Valley; Long Beach City ; Mt. San Antonio; Palomar; Pasadena City; Rio Hondo; Riverside; Sacramento City; San Francisco City; Santa Ana; Santa Rosa
Improvement Rate for Credit ESL Courses						
17	14.7	74.0	49.0	37.3	44.7	Cerritos; Chaffey; El Camino; Fresno City; Fullerton; Glendale; L.A. Pierce; Long Beach City ; Modesto; Mt. San Antonio; Orange Coast; Pasadena City; Rio Hondo; Riverside; San Joaquin Delta; Santa Ana; Southwestern