

Institutional Effectiveness Report 2009

LONG BEACH CITY COLLEGE



OFFICE OF INSTITUTIONAL EFFECTIVENESS

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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 2008-2009, data on seven indicators for each of the community colleges in the state system were published in March 2009 by the California Community Colleges System Office. Preliminary data on an eighth indicator, career development and college preparation progress and achievement, 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 2009, 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 2009 has resulted in peer groupings for all of the performance indicators that are different from those that were published in the 2007 and 2008 ARCC reports. 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 three of the eight ARCC performance indicators, the Office of Institutional Effectiveness at Long Beach City College has conducted analyses of student performance based on ethnicity/race, 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 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 2002-2003 cohort, LBCC’s *student progress and achievement rate* was 41.4%, the lowest in the college’s peer group (average 47.7%) and somewhat lower than the rates for the previous cohorts tracked (43.6% for the 2000-2001 cohort and 42.6% for the 2001-2002 cohort). The average rate for the whole California Community College system was 50.8%. Analysis of the data for this performance indicator by ethnicity shows that disproportionately fewer Black/African American and Hispanic students (34.9% and 36.6%, respectively) achieved any of the progress outcomes within six years when compared with other groups.

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 98 and 860 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 2003-2004 year (105); in the 2007-2008 academic year, only 84 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 2007-2008 year, 881 students transferred to a CSU. In 2007-2008, 478 students transferred to a private or out-of-state university (not including CSU and UC transfers), more than any previous year.

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 2002-2003 cohort of first-time LBCC students, 69.9% earned at least 30 units. This outcome was slightly lower than the average for the college’s peer group (73.9%) and for the state as a whole (70.1%). A minimal decline in performance for this indicator is evident over successive cohorts; the 2000-2001 cohort had 71.5% of students who earned at least 30 units, and the 2001-2002 cohort had 70.2%

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 2006 who persisted to fall 2007 was 75.1%. This outcome is higher than the average for its peer group (69.3%) and higher than the state average (66.7%).



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 2007-2008 cohort was 67.8%. This was significantly lower than the college's peer group average for this indicator (75.7%) and the statewide average (76.0%). 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 72.7% for the 2005-2006 year and 69.8% for the 2006-2007 year. In addition, the Office of Institutional Effectiveness reports that approximately 17% of first-time students in fall 2008 stated a vocational goal on their college application.

The ARCC report presents four additional performance indicators to measure **Basic Skills 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 2005-2006 cohort of LBCC students was 33.1%, well below the peer group average (58.4%) and the statewide average (46.0%).

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 2005-2006 cohort of LBCC students, the *improvement rate for credit basic skills courses* is 59.5%, higher than the peer group average (52.6%) and the statewide average (51.3%). Steady improvement for this outcome is evident for successive cohort groups; the 2003-2004 cohort shows a 53.6% improvement rate, and the 2004-2005 cohort a 54.5% rate.

Further analysis by the Office of Institutional Effectiveness on students taking basic skills and ESL courses reveals that approximately 89% of first-time students in fall 2008 were placed into basic skills English composition and 86% 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 2008 were placed into basic skills reading. Disproportionately more 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 (81%) than were transfer students (69%).

Long Beach City College continues to focus on advancing its student learning outcomes assessment initiative. In fall 2008 the ASLO committee led the administration of a multiple-choice critical thinking assessment exam to a random sample of 731 students. The results show that students who attempted 45 or more units of credit, degree-applicable courses at LBCC (sophomores) performed better on the critical thinking test than did students who completed fewer than 20 credits, degree-applicable units at the college (freshmen). Despite this difference, the overall results showed that sophomores correctly answered only 58 percent of the questions and freshmen correctly answered 52 percent of the items.

Since LBCC received notice in February 2009 that it had been placed on warning by the Accrediting Commission for Community and Junior Colleges (ACCJC), it has responded with a number of coordinated efforts designed to fully address the recommendations outlined in the warning letter. Specifically, with regard to student learning outcomes assessment, LBCC created a new task force to oversee the systematic development and assessment of student learning outcomes for all courses, programs, degrees and certificates offered at LBCC. Targets for completing the “loop of assessment” at all levels have been developed and documented in a plan developed by the task force. Professional development opportunities have been provided to fully support faculty in reviewing and revising all course outlines to ensure that those outlines distinguish between course objectives and course SLOs. The task force, working in collaboration with the Assessment of Student Learning Outcomes (ASLO) Committee, developed a definition of a “program” for the purposes of SLO assessment that will use the curriculum guides that are published in the college catalog.

Another task force, the Program Planning / Program Review Implementation Team, redesigned the process of program planning and review to ensure the inclusion of student learning outcomes assessment as a key component of the evidence upon which program review is conducted. Based on the recommendation of this task force, a web-based software called TracDat was purchased to support the process of program planning and review, including the documentation of all SLOs and service unit outcomes and their assessment plans and results. The software is being configured for LBCC during the summer of 2009 and will be used for program planning under the revised process in fall 2009.

During the 2008-09 academic year, the ASLO committee led the refinement of what had previously been established as the college’s eleven core competencies into a set of five general

education student learning outcomes including aesthetics and creativity, civic engagement, communication, critical thinking, and wellness. The ASLO committee also completed, in collaboration with the Integrated Student Learning Outcomes Committee (a group with representation from faculty, student support and administrative units), the development of three institutional level student learning outcomes. These ILOs include diversity, personal development and critical thinking.



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Long Beach City College

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 2). 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 four year institution) that are related to the outcome. For a list of peer colleges, please see Appendix C.

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 Rate
Pre-Collegiate Improvement: BASIC SKILLS, ESL, AND ENHANCED NON-CREDIT	Student Placement into Reading, English Composition, Math, and ESL Courses	Graduates/Transfers Previously Enrolled in Basic Skills/ESL	Basic Skills Course Completion Rate Basic Skills Improvement Rate ESL Improvement Rate Career Development and College Preparation Progress and 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 taskforce, 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 2007-2008 unduplicated headcount has slightly increased from both the 2004-2005 and 2006-2007 academic years. The college collected 2,723 more FTES in the 2007-2008 academic year than the 2005-2006 year.

TABLE A1: Headcount and FTES

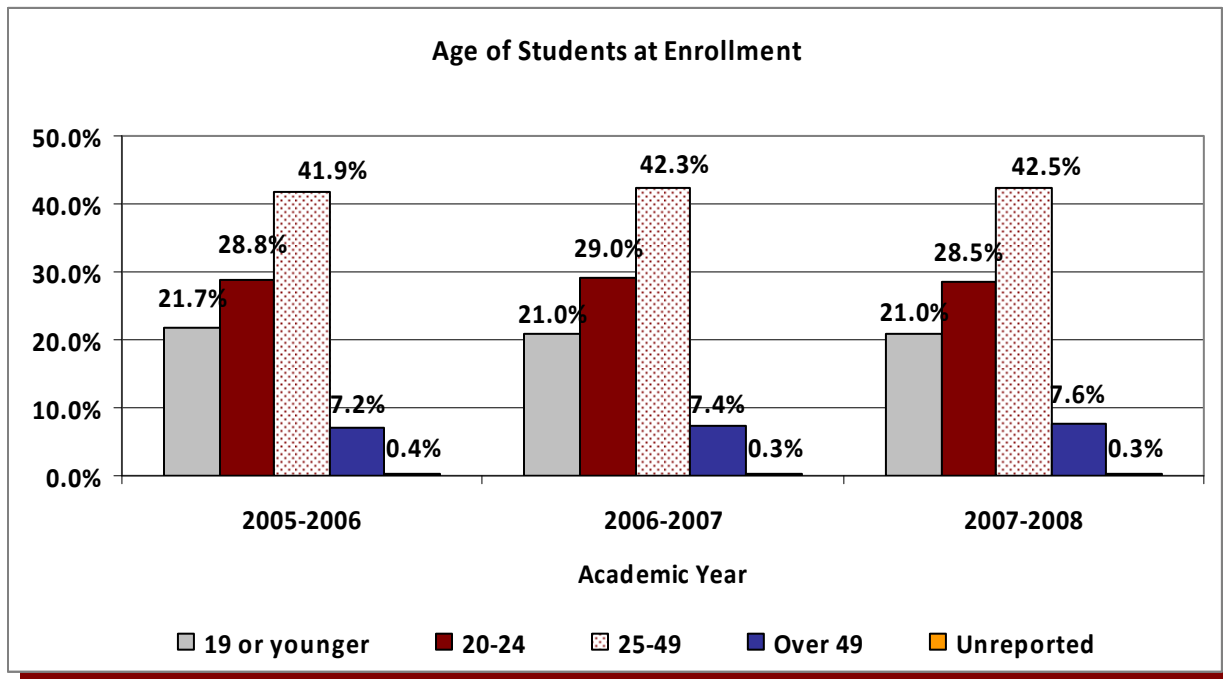
	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	38,256	39,104	40,671
Full-Time Equivalent Students (FTES)*	18,806	21,268	21,529

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 (24 years of age or younger). The next largest proportion of students are between the ages of 25 and 49 (42.5%). Approximately 8 percent of students are over the age of 49. See Figure A2.

FIGURE A2



Source: Chancellor’s Office, Management Information System

GENDER OF STUDENTS

Women represent approximately 53% of the student population. See Table A3.

TABLE A3: Gender of Students

	2005-2006	2006-2007	2007-2008
Female	53.5%	53.5%	52.7%
Male	45.9%	46.3%	47.2%
Unreported	0.6%	0.1%	0.1%

Source: Chancellor’s Office, Management Information System



ETHNICITY OF STUDENTS

The largest proportion of students report that they are Hispanic (35.2%). Approximately one-quarter of students report they are White and an additional 14% report they are Black. Nearly 17% of students report they are either Asian, Filipino, or Pacific Islander. See Table A4.

TABLE A4: Ethnicity of Students

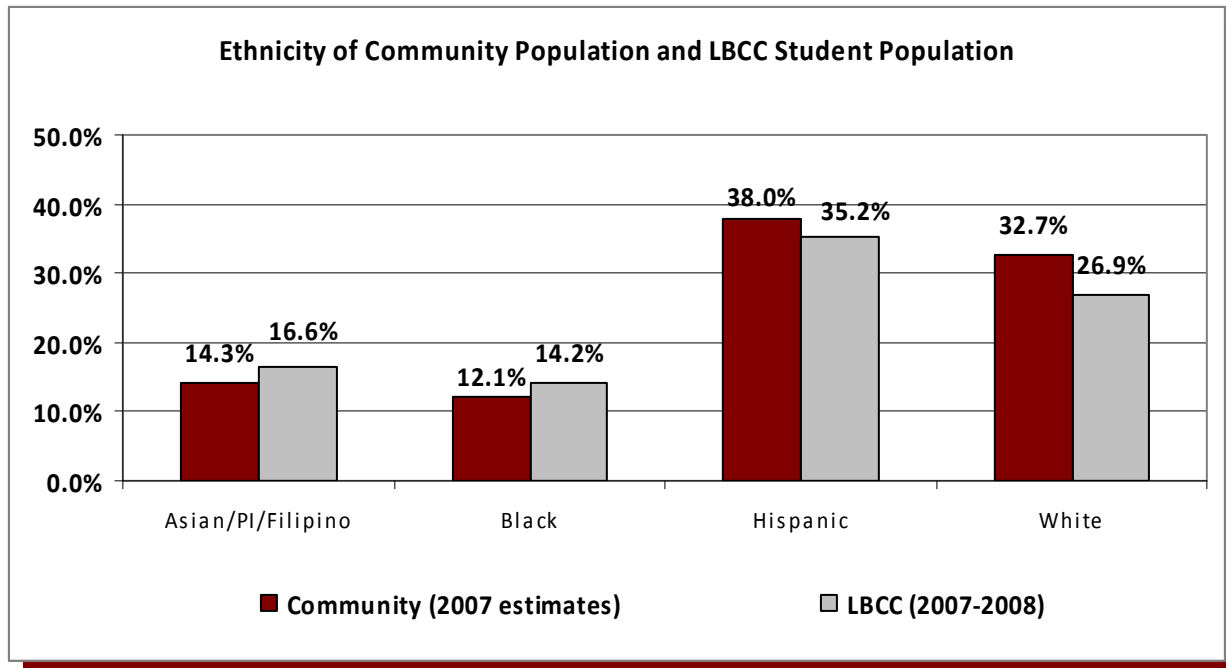
	2005-2006	2006-2007	2007-2008
Asian	12.3%	11.8%	11.3%
Black/African American	12.7%	13.5%	14.2%
Filipino	4.2%	4.1%	4.2%
Hispanic	33.8%	35.0%	35.2%
Native American	0.8%	0.8%	0.8%
Other Non-White	3.0%	3.1%	2.5%
Pacific Islander	1.0%	1.1%	1.1%
White Not Hispanic	25.6%	25.7%	26.9%
Unreported/Decline to State	6.7%	4.8%	3.8%

Source: Chancellor's Office, Management Information System

An analysis of Long Beach City College's service area in 2007 compared the population estimates in Long Beach and Lakewood¹ with the 2007-2008 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 the population in the service area (community) or LBCC students who reported Two or More Races, Native American/Alaskan Native, Other (Non-White), Decline to State, and Unreported. See Figure A5.

¹The service area for Long Beach City College also includes Signal Hill and Avalon, however, 2007 data was not available for these cities from the U.S. Census Bureau. The cities of Long Beach and Lakewood comprise 97% of the service area.

FIGURE A5



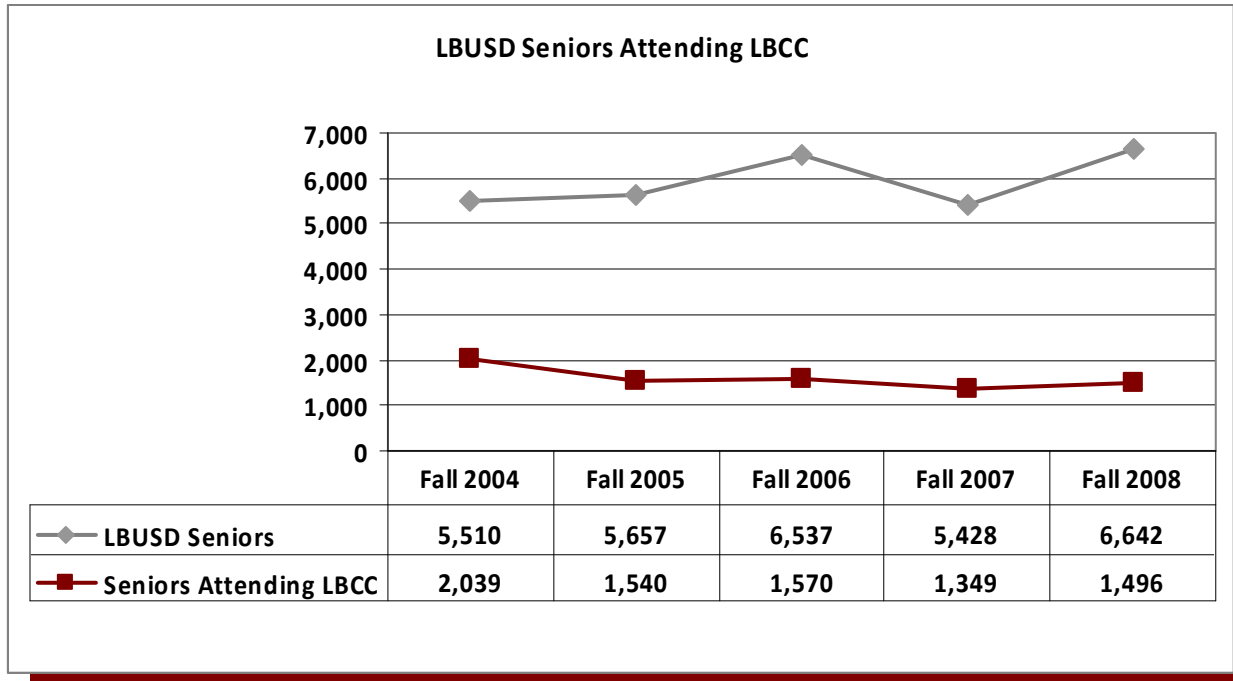
LBCC Source: Chancellor's Office, Management Information System; Community Source: U.S. Census Bureau

LONG BEACH UNIFIED SCHOOL DISTRICT STUDENTS AND ENROLLMENT AT LBCC

In 2008, 55.5% 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 the high school graduates who attended a public college, 10.2% enrolled at a University of California campus, 27.0% enrolled at a California State University campus, and 62.9% attended 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 26.8% 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 approximately 500 students 19 and younger 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 41,000 unique students every academic year, generating about 21,500 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 graduates who enrolled in a California public institution in the subsequent fall term as freshmen, 63% enrolled at a California Community College. Approximately one-quarter of LBUSD seniors attended LBCC in the subsequent fall term.

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

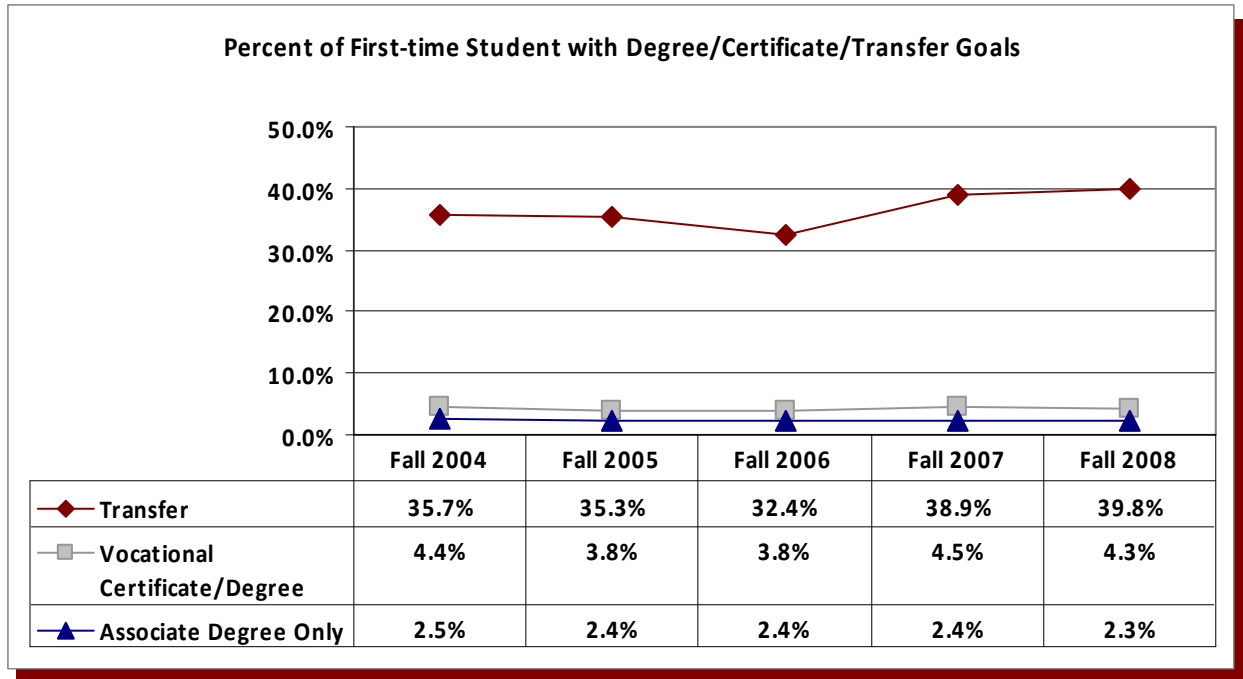
In part, the production of degrees and certificates is related to the numbers of students who are seeking those objectives as they enter the college. Students declare an educational goal on the admissions application and may revise their goal later, such as after a college orientation or after the placement 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 is approximately 40% between 2004-2008. Fewer students seek an associate degree without the intent to transfer (4%) and far fewer (2%) students declare a career certificate or degree 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	Unreported	Total First-time Students
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
Fall 2008	8.4%	15.0%	5,504
Average, Fall 2004 to 2008	11.4%	18.8%	--

Source: LBCC Management Information Systems Database

Table B2 describes the number of first-time freshmen (FTF) each fall semester with undecided or unreported educational goals at admission. Over the last five fall terms, an average of 19% of FTF do not report an educational goal; an additional 11% report they are undecided on their educational goal.

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 was 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:

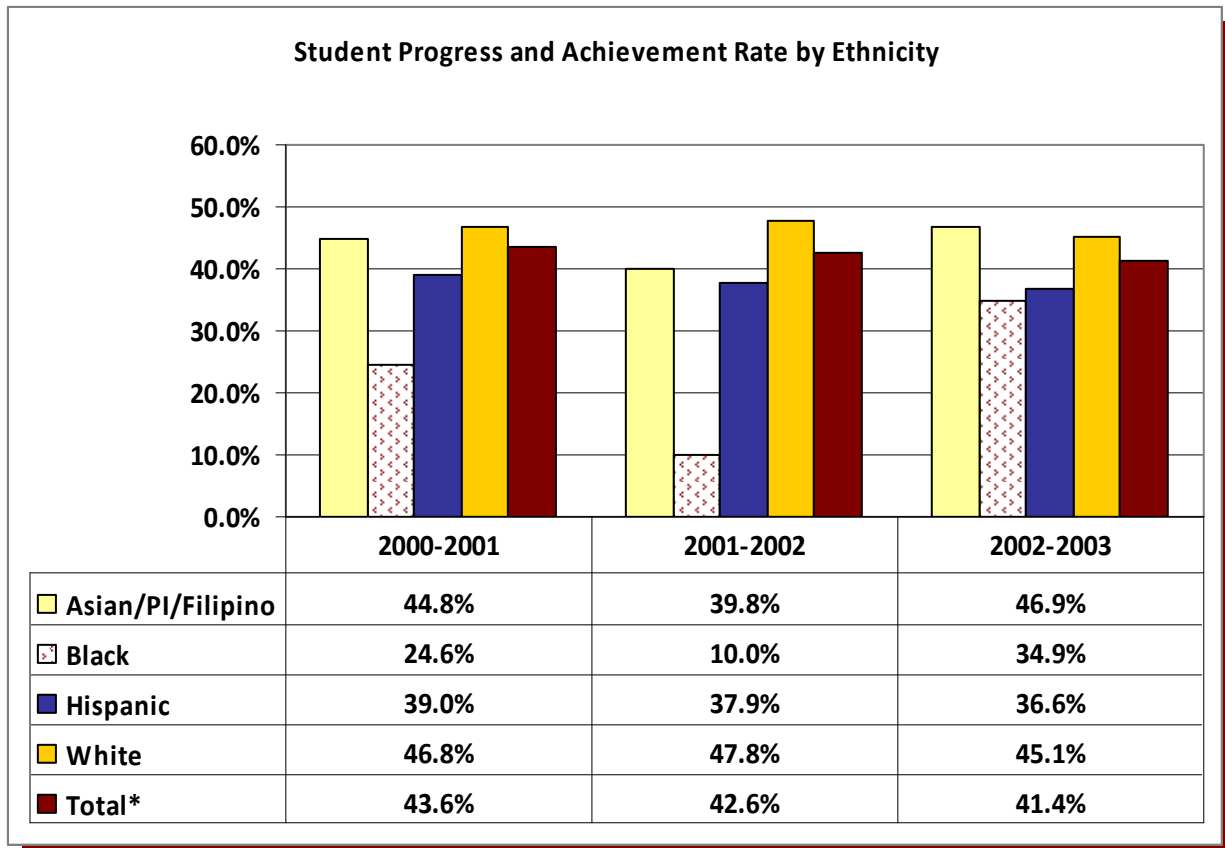
1. Transfer to a four-year college, or
2. Earn an associate degree, or
3. Earn a certificate (18 units or more), or
4. Achieve "Transfer Directed" status, or
5. Achieve "Transfer Prepared" status.

Intent to complete any of the outcomes was defined as first-time students who earned 12 or more units and attempted 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 2002-2003 cohort, LBCC's Student Progress and Achievement Rate was 41.4%, the lowest in the peer group (average 47.7%). (For more information on the peer grouping process, see Appendix C.) This rate is also lower than the progress and achievement rate for the two previous cohorts tracked cohort: 43.6% for the 2000-2001 cohort and 42.6% for the 2001-2002 cohort. The average rate for the whole California Community College system was 50.8%.

Table B3 describes the Progress and Achievement Rate for first-time freshmen (FTF) by ethnicity in the academic years 2000-2001, 2001-2002, and 2002-2003. Four in ten of first-time freshmen with showed intent to transfer, earn an associate degree, and/or earn a certificate achieved any of the progress and/or achievement outcomes within six years. The rate has been slightly decreasing since the 2000-2001 cohort year; Hispanic and White students experienced slight declines in progress and achievement rates (less than 2%) over the last three cohorts, however, Black/African American students have experienced a considerable increase in rate from the 2000-2001 to the 2002-2003 cohorts (25% to 35%). Asian/Pacific Islanders/Filipinos have experienced only a slight increase in rate.

FIGURE B3



**Includes Native American, Other, and Unreported Ethnic Groups*

Source: Chancellor's Office, Management Information System

Black/African American and Hispanic students experienced the lowest progress and achievement rates (34.9% and 36.6% for the 2002-2003 cohort, respectively) when compared with the Asian/Pacific Islander/Filipino and White groups (46.9% and 45.1% for the 2002-2003 cohort, respectively).

The huge increase in achievement rate for Black/African American over the last three cohort years may be related to the vast increase in counts of students in the cohort who showed intent to transfer, earn an associate degree, and/or certificate (see Table B4). Only 57 and 10 Black/African American students in the 2000-2001 and 2001-2002 first-time freshmen cohorts, respectively, earned 12 or more units and attempted a degree/certificate/transfer course within six years (showed intent to transfer, earn an associate degree, and/or earn a certificate). However, the count of students who showed intent to transfer, earn an associate degree, and/or earn a certificate jumped to 393 for the 2002-2003 cohort year. Asian/Pacific Islanders/Filipino, on the other hand, had 896 in the 2001-2002 cohort but had 361 fewer students in the 2002-2003 cohort. The discrepancy in counts of students in the cohort for both groups cannot be explained by the raw data alone.

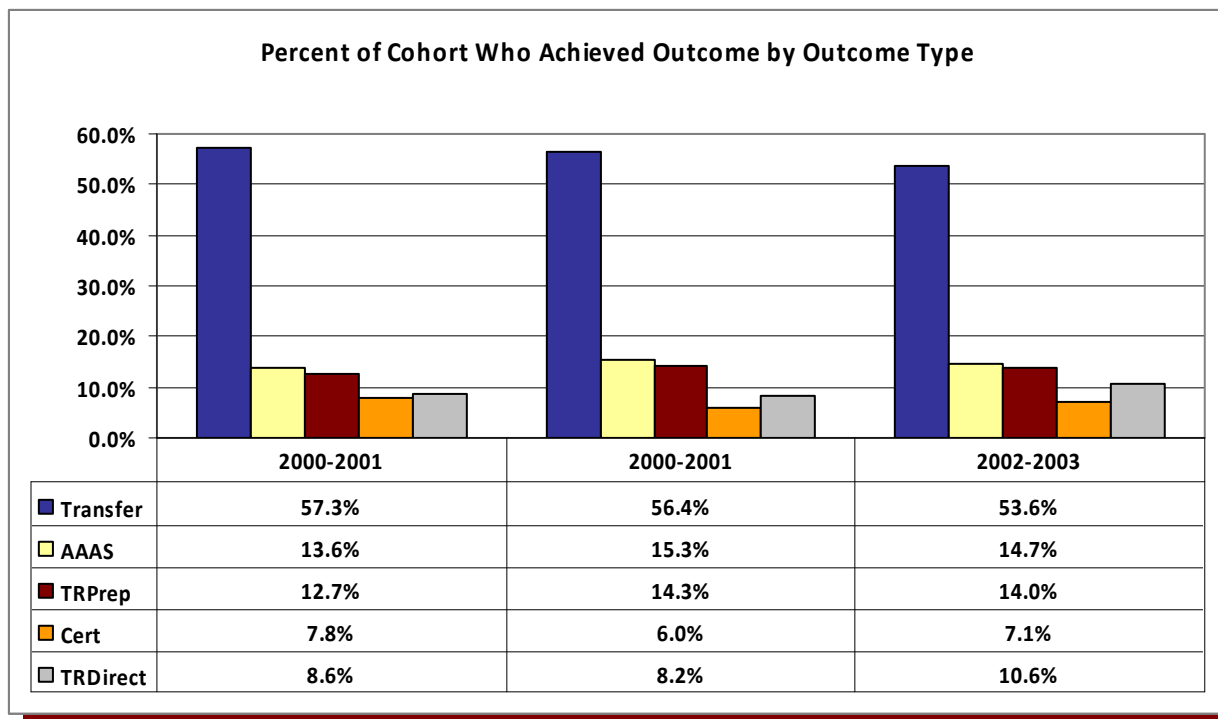
TABLE B4: COUNT OF STUDENTS IN COHORT AND ACHIEVED OUTCOME

	Cohort (Showed Intent)			Achieved Outcome		
	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-2003
Asian/PI/Filipino	765	896	535	343	357	251
Black	57	10	393	14	1	137
Hispanic	830	884	942	324	335	345
Native American	21	18	24	6	4	11
Other Non-White	94	100	94	47	45	36
White	846	830	876	396	397	395
Unreported	629	455	319	285	222	142
Total	3242	3193	3183	1415	1361	1317

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

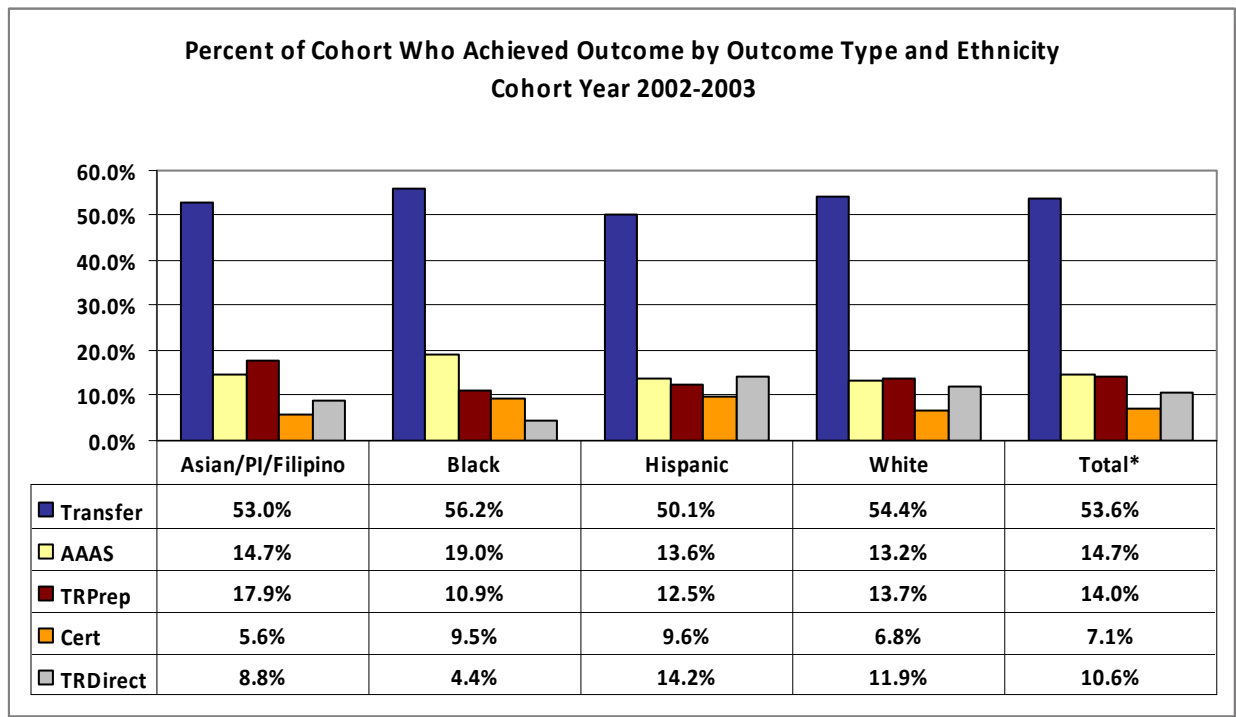


Source: Chancellor’s Office, Management Information System

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. Approximately 15% earned an associate degree and an additional 13 to 14% 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 2002-2003 cohort year (and showed intent to complete an outcome) who achieved an outcome by outcome type and ethnicity. When compared with other groups, a larger proportion of Black/African American students who achieved an outcome earned an Associate Degree without transferring (19%). Disproportionately more Asian/Pacific Islander/Filipino students who achieved an outcome reached Transfer Prepared status within six years without transferring or earning an Associate Degree. A slightly larger percentage of Black/African American and Hispanic students who achieved an outcome earned a certificate.

FIGURE B6



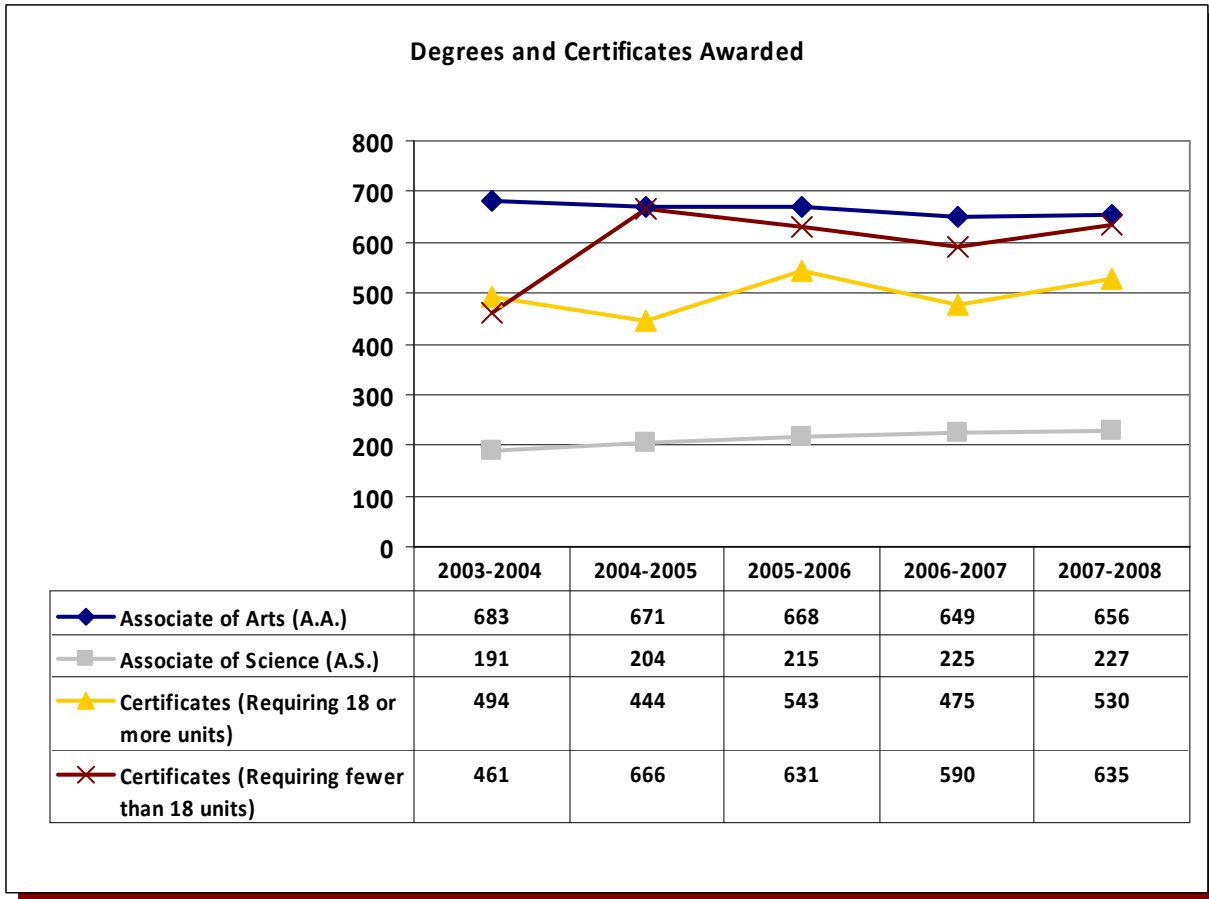
**Includes Native American, Other, and Unreported Ethnic Groups*

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 students began their educational career at Long Beach City College.

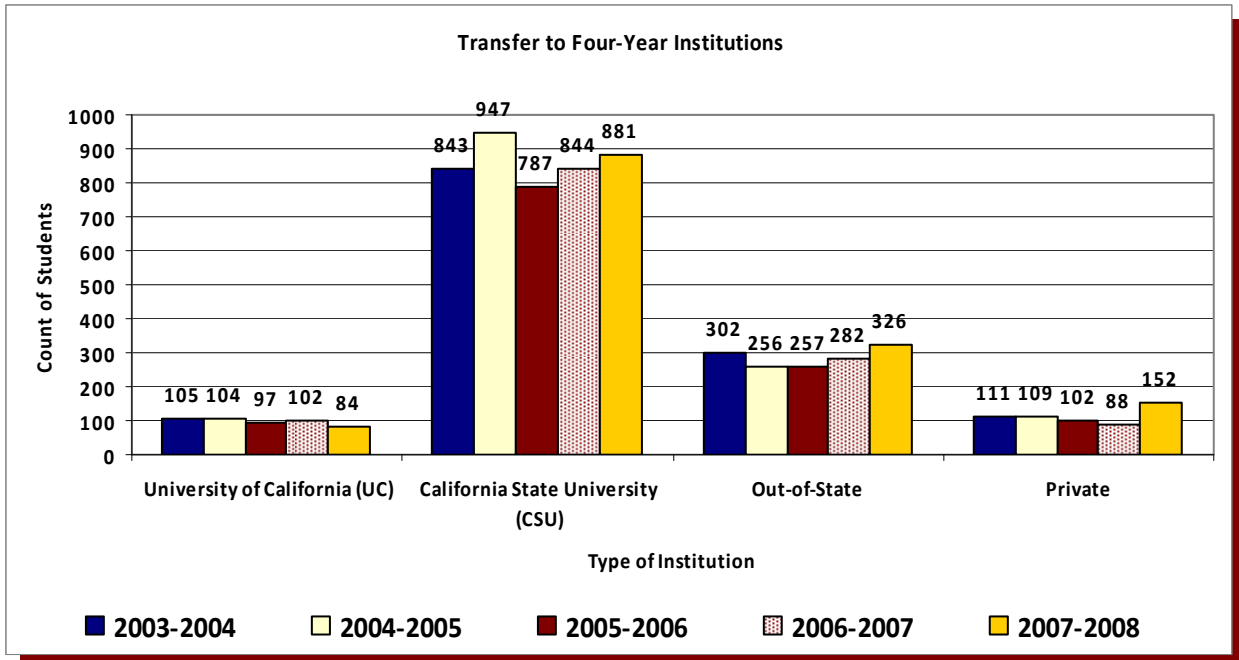
FIGURE B7



Source: Chancellor's Office Data Mart

On average, nearly 878 associate degrees and 1,094 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 98 and 860 LBCC students transferred to University of California (UC) and California State University (CSU) institutions each year. Fewer LBCC students transferred to the UC system in the 2007-2008 year (84) than the previous four academic years (94 to 105). However, 37 more students transferred to a CSU campus in the 2007-2008 than the 2006-2007 academic year.

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, attempted either a transfer math and/or English course, and subsequently enrolled in any private, for-profit, or out-of-state college/university. In 2007-2008, 478 students transferred to a private or out-of-state university (not including CSU and UC transfers).

TABLE B9: 2007-2008 TRANSFER COUNTS BY ETHNICITY

Institution Type	Asian/PI/ Filipino	Black	Hispanic	White	Total*
UC	19	3	36	23	84
	22.6%	3.6%	42.9%	27.4%	100%
CSU	193	92	253	227	881
	21.9%	10.4%	28.7%	25.8%	100%
Out-of-State	56	62	49	111	326
	17.2%	19.0%	15.0%	34.0%	100%
Private	22	17	40	51	152
	14.5%	11.2%	26.3%	33.6%	100%
Total Group	288	174	378	412	1,443
	20.0%	12.1%	26.2%	28.6%	100%

*Includes Native American, Other, and Unreported Ethnic Groups

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 2007-2008 by institution type and ethnicity. The total count accounts for students who reported Native American/Alaskan Native, Other, or Unreported as their ethnicity. Asian/Pacific Islander students account for 20.0% of the total transfers in 2007-2008; Black/African American students account for 12.1%, Hispanic students account for 26.2%, and White students account for 28.6% of students who transferred in 2007-2008.

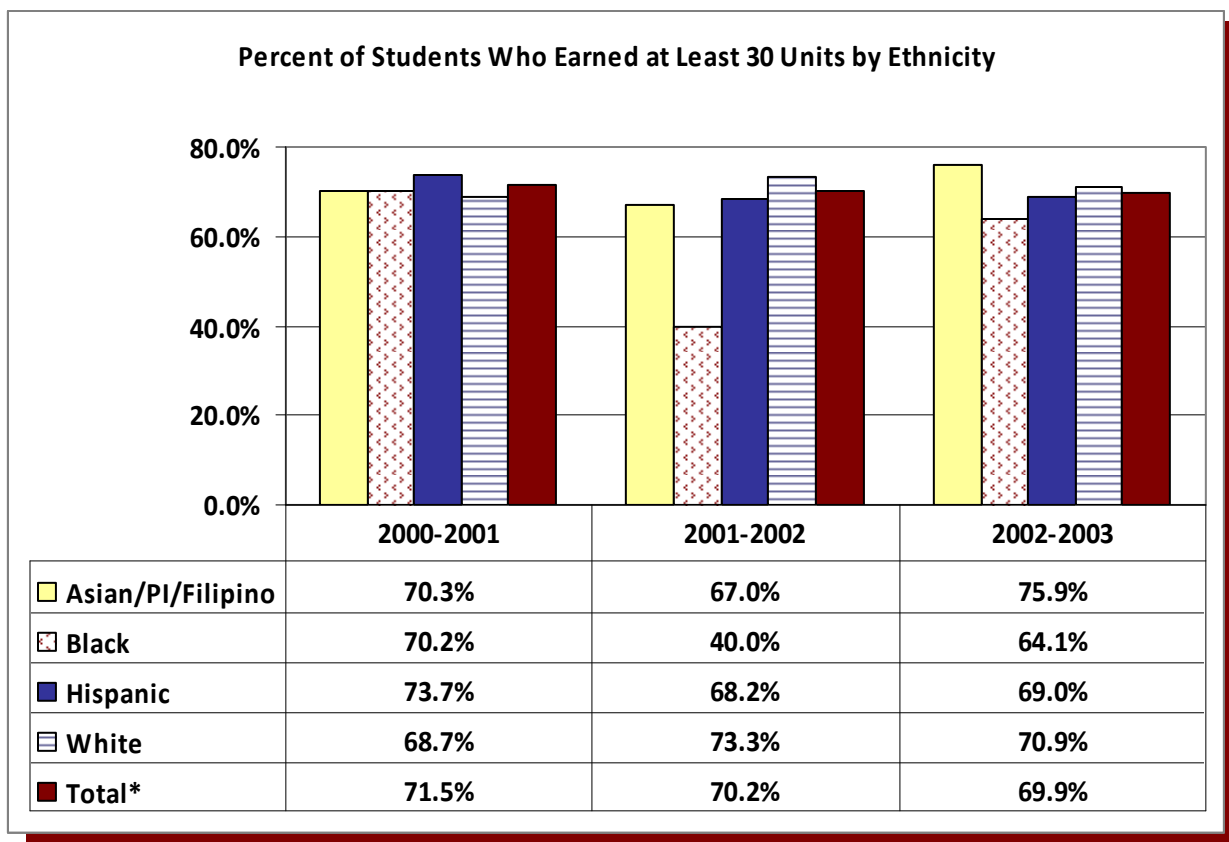
Disproportionately more students who transferred to a UC institution were Hispanic (42.9%) when compared with other groups. Disproportionately more Black/African American students transferred to an out-of-state institution (19.0%) when compared with other institution types (3.6%, UC; 10.4%, CSU; 11.2%, in-state private). Disproportionately more White students transferred to an out-of-state or in-state private institution (34.0% and 33.6%, respectively) when compared with public California institutions (27.4%, UC; 25.8%, CSU).

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 2000-2001, 2001-2002, and 2002-2003 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 71% 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



**Includes Native American, Other, and Unreported Ethnic Groups*

Source: Chancellor's Office, Management Information System

Overall, Black/African American students had the lowest percent of first-time students earning 30 or more units for the 2002-2003 cohort (64.1%). The rate of students who earned at least 30 units increased for the Asian/Pacific Islander/Filipino and White groups from the 2000-2001 to the 2002-2003 cohort years. The pattern is opposite for Black/African American and Hispanic groups; the rate has decreased.

For the 2002-2003 cohort, LBCC's percent of students who earned at least 30 units was 69.9%, lower than the peer group average (average 73.9%). The average rate for the whole California Community College system was 70.1%.

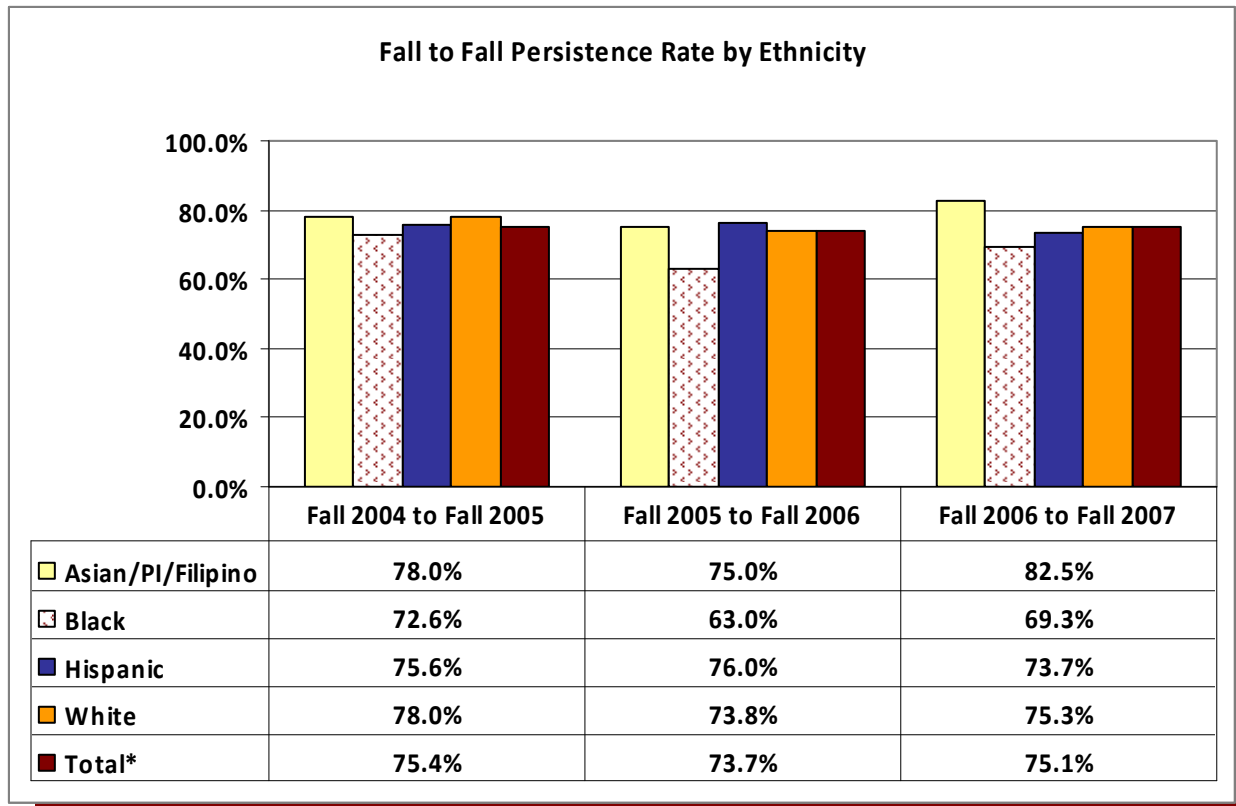
DEGREE/CERTIFICATE/TRANSFER OUTCOME: PERSISTENCE RATE

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 2004, 2005, 2006), an average of 74.7% of students persisted to the following fall term. As Figure B11 shows, on average, Asian/Pacific Islander/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.

For the fall 2006 cohort, LBCC's persistence rate was 75.1%, higher than the peer group average (average 69.3%) and the whole California Community College system (average 66.7%).

FIGURE BII



**Includes Native American, Other, and Unreported Ethnic Groups*

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; 4% reported they want to earn an associate degree without transferring, and 2% 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 (41.4%) of first-time students with the intent to complete a degree/certificate/transfer achieved any of the progress outcomes.
 - Disproportionately fewer Black/African American and Hispanic students (34.9% and 36.6%, respectively) achieved any of the progress outcomes when compared with the average rate.
 - More than half of students who achieved any of the progress outcomes had transferred to a four-year institution.
- A total of 883 associate degrees and 530 certificates requiring 18+ units were awarded in 2007-2008. Approximately 1,450 students transferred from LBCC to a four-year institution in 2007-2008
- Nearly 70% of first-time students in 2002-2003 with intent to complete a degree/certificate/transfer earned 30 or more credit units in six years. Black/African American students experienced the lowest rate (64.1%).
- Approximately 75% of first-time students in fall 2006 persisted to any California Community College the subsequent fall term. Fewer Black/African American students (69.3%) persisted from fall 2006 to fall 2007.

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 15% 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 increase in percentage of first-time students reporting a career/vocational goal in fall 2008 may be related to the decrease in percentage of uncollected/unreported goals (see page 13).

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

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Count of FTF Students with Voc Goal	989	946	931	861	950
Count of Total FTF	7,176	6,823	6,990	5,369	5,504
Percent Voc Goal (%)	13.8%	13.9%	13.3%	16.0%	17.3%

Source: LBCC Management Information Systems Database

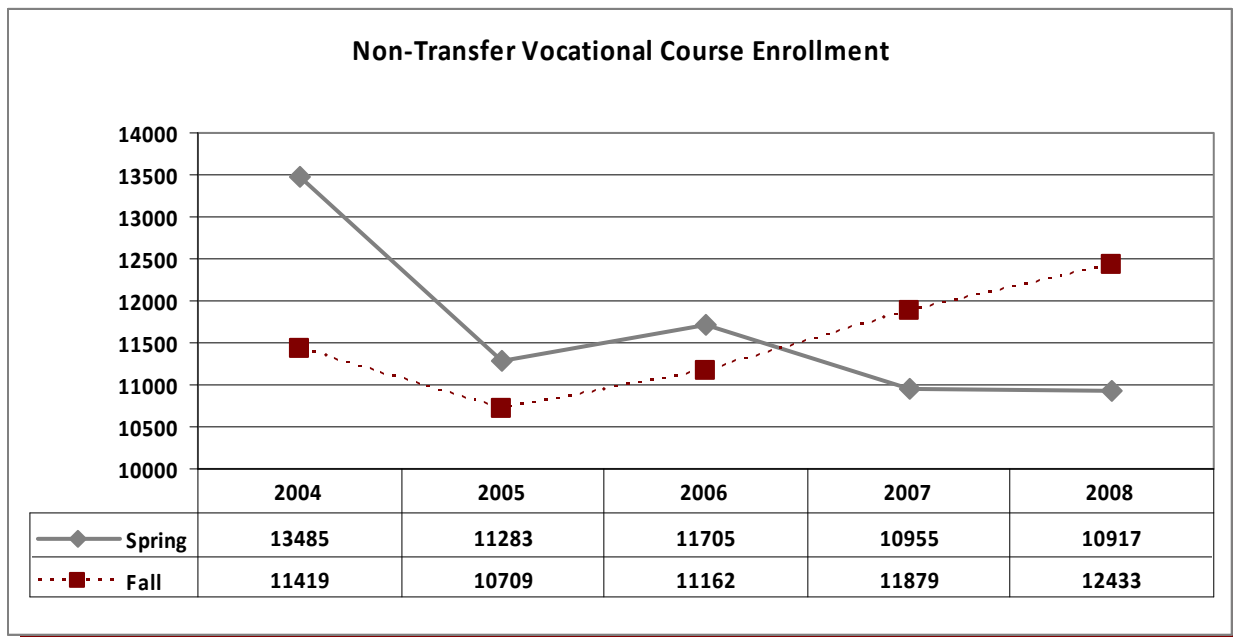


EDUCATIONAL EXPERIENCE/ENVIRONMENT: ENROLLMENTS IN NON-TRANSFER VOCATIONAL COURSES

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 two years (2007 and 2008) 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

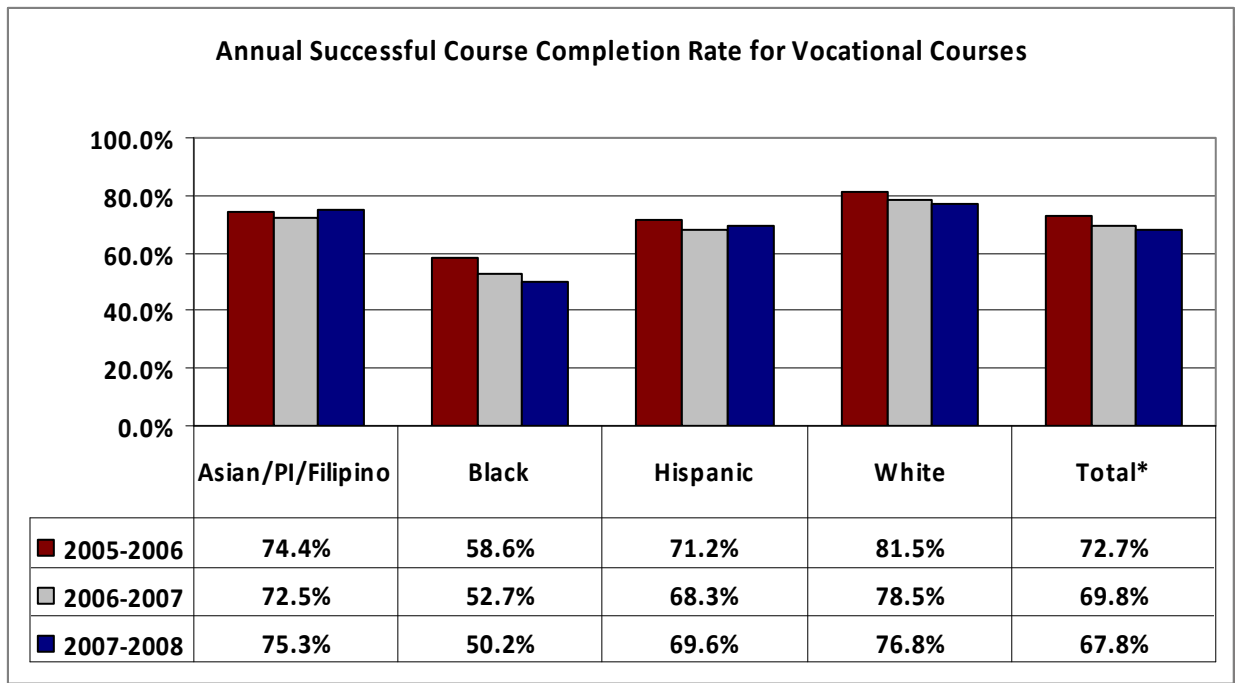
Some students enroll in our vocational courses as they prepare for a promotion or change in job assignments without intending to complete the course. Other students sometimes enroll in these courses then find attractive job opportunities during the semester and therefore do not complete the course. The 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



**Includes Native American, Other, and Unreported Ethnic Groups*

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 72.7% in 2005-2006 to 67.8% in 2007-2008.

With the exception of the Asian/Pacific Islander/Filipino group, all ethnic groups have experienced a decrease in successful course completion rates; they did worse in 2007-2008 than 2005-2007. Black/African American students achieved the lowest successful vocational course completion rate of all groups.

The annual course successful rate for vocational courses in 2007-2008 was 67.8%, 8% lower than the peer group average (75.7%). State-wide, the overall average success rate was 76.0%.

WORKFORCE DEVELOPMENT SUMMARY

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

- Approximately 17% of first-time students in Fall 2008 report having a vocational goal on the college application.
- The course success rate for vocational education has decreased from 72.7% to 67.8% in recent years.
 - Black/African American students experienced the lowest vocational course success rate in 2007-2008 (50.2%) when compared with the average rate (67.8%).

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

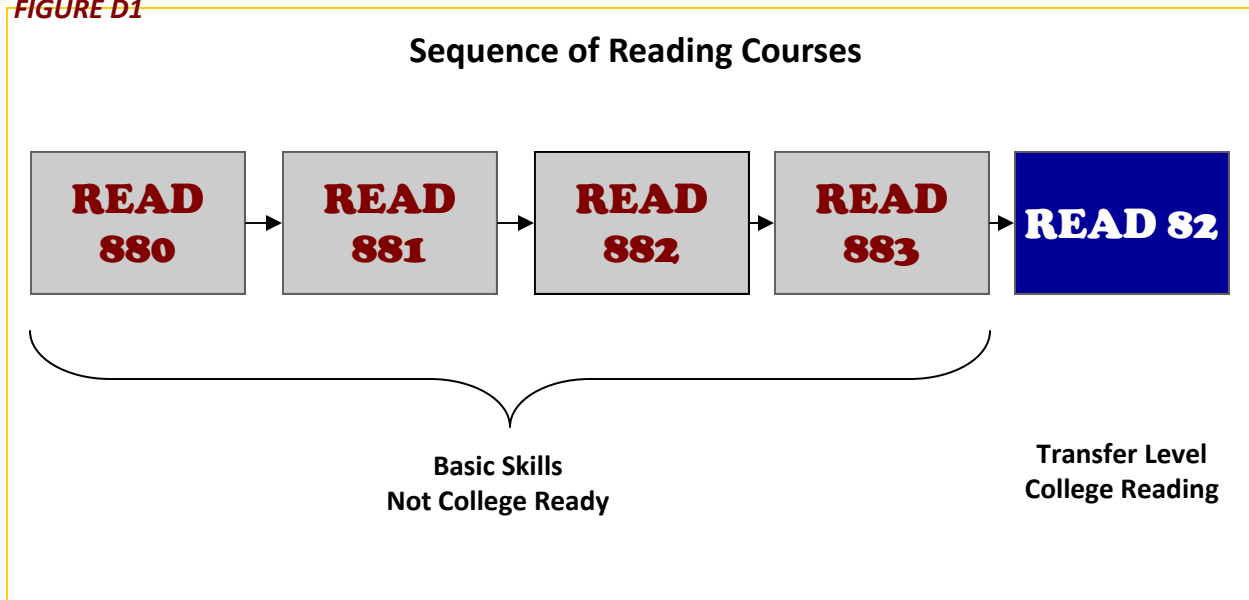
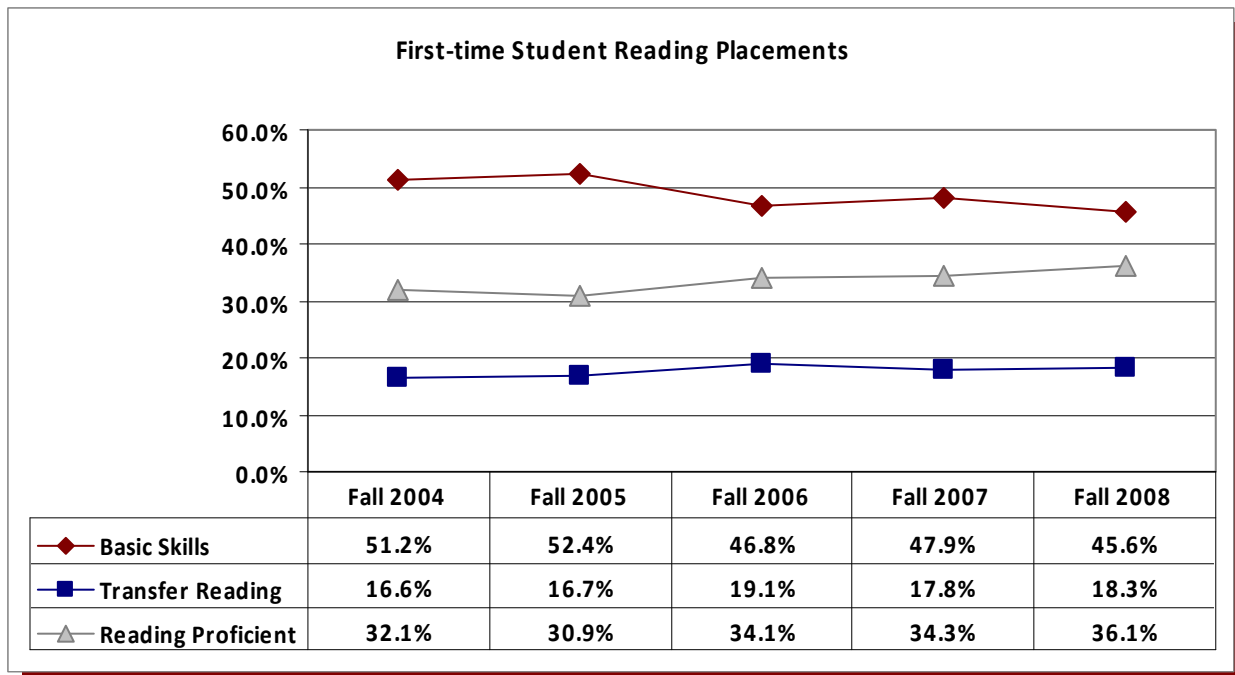


FIGURE D2

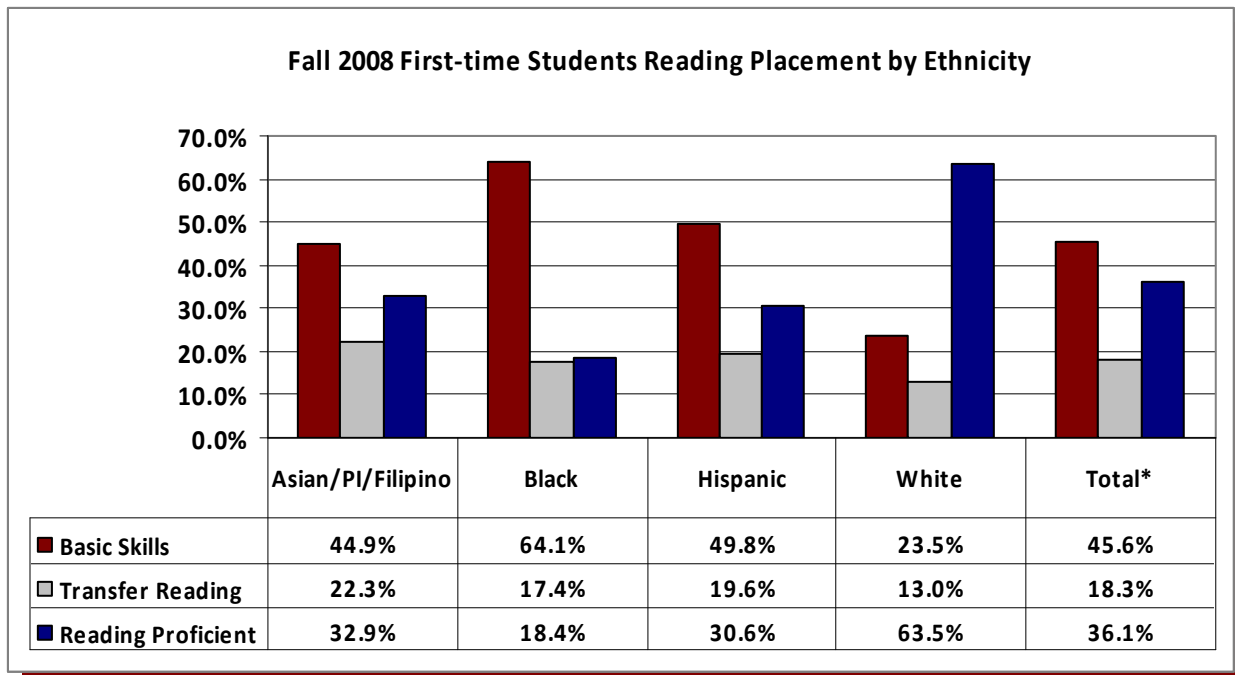


Source: LBCC Matriculation Office

Figure D2 describes the percentage of first-time students in fall terms 2004 to 2008 and their reading placement scores. Among fall 2008 first-time students who took the reading placement test, nearly 46% 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 remainder, 36% 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



**Includes Native American, Other, and Unreported Ethnic Groups*

Source: LBCC Matriculation Office

The figure above describes the percentage of first-time students in fall 2008 who took the reading placement test by reading level and ethnicity.

When compared with other groups, disproportionately Black/African American (64.1%) students were placed into basic skills reading courses. Disproportionately more White students (63.5%) 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

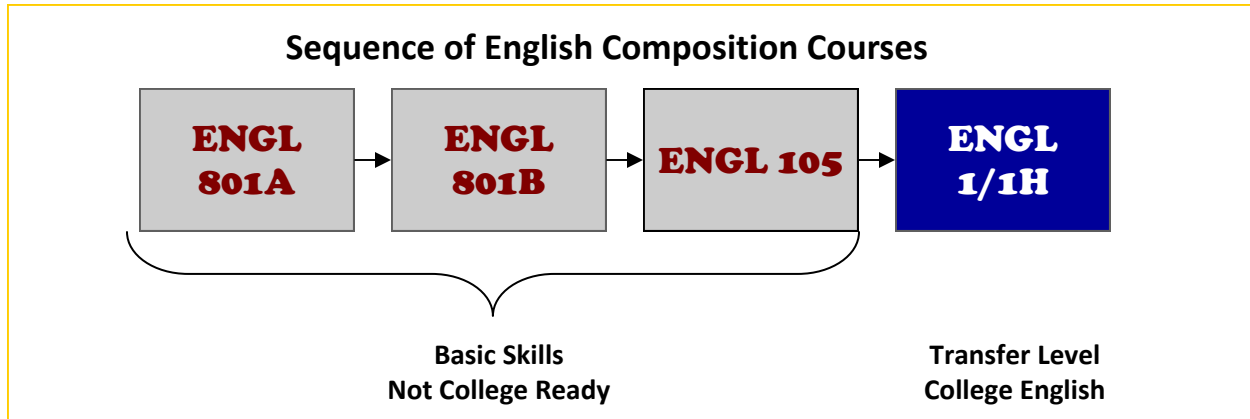
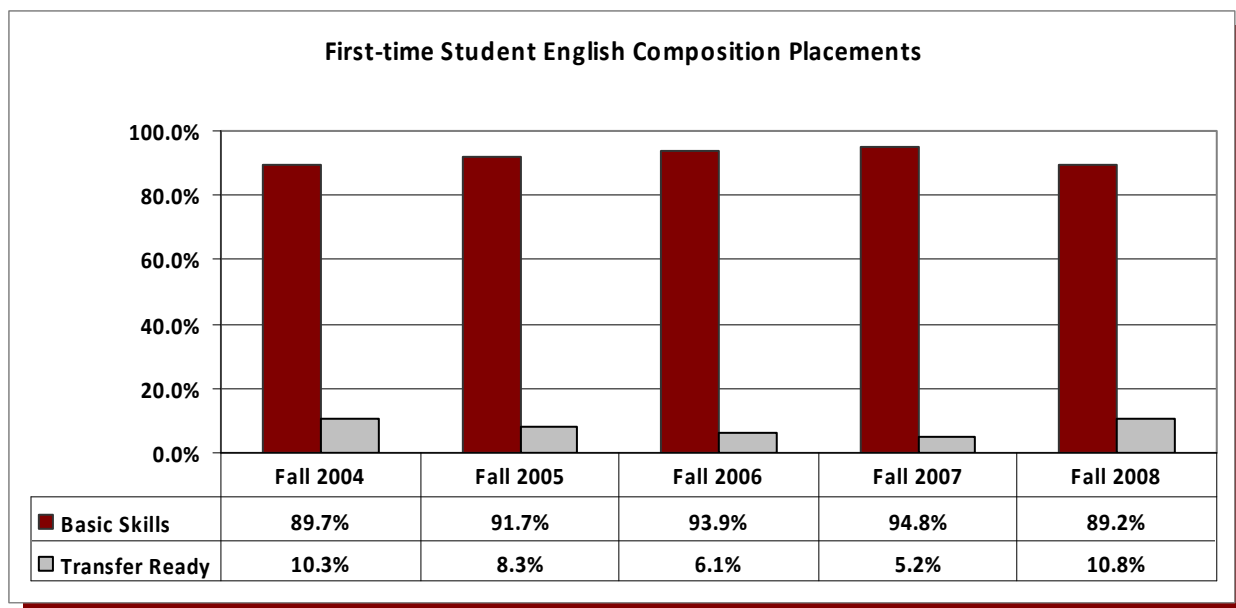


FIGURE D5

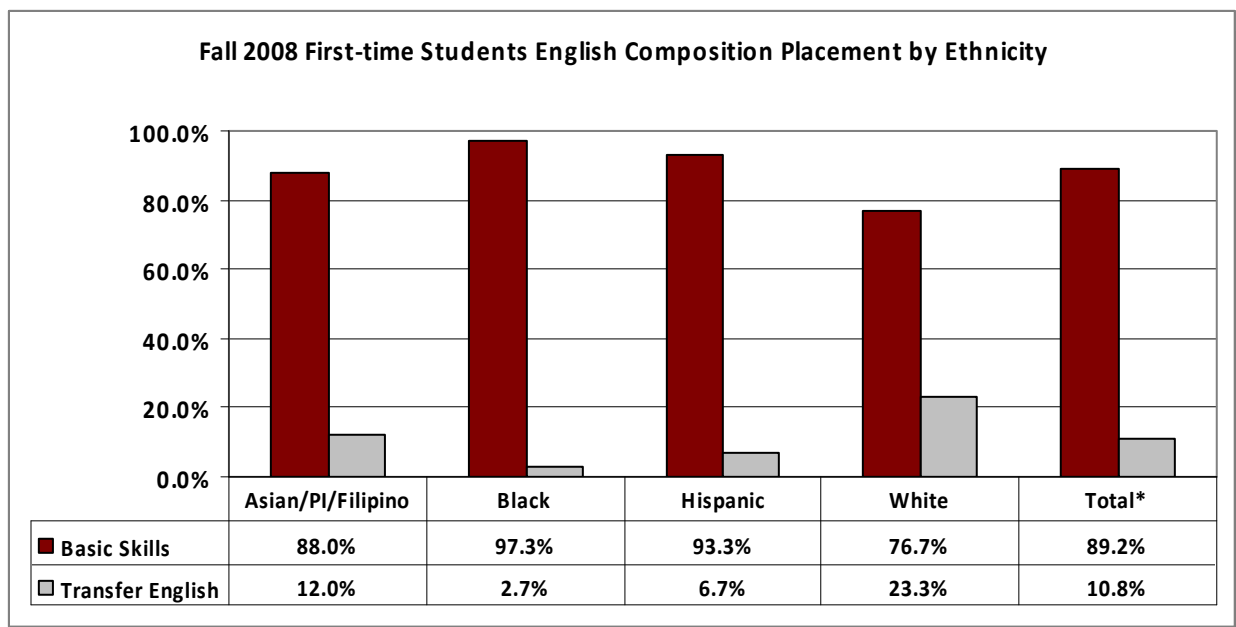


Source: LBCC Matriculation Office

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.

FIGURE D6



**Includes Native American, Other, and Unreported Ethnic Groups*

Source: LBCC Matriculation Office

For the fall 2008 first-time student cohort, disproportionately more Black/African American and Hispanic students were placed into basic skills English composition courses when compared with other groups.

Mathematics

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

FIGURE D7

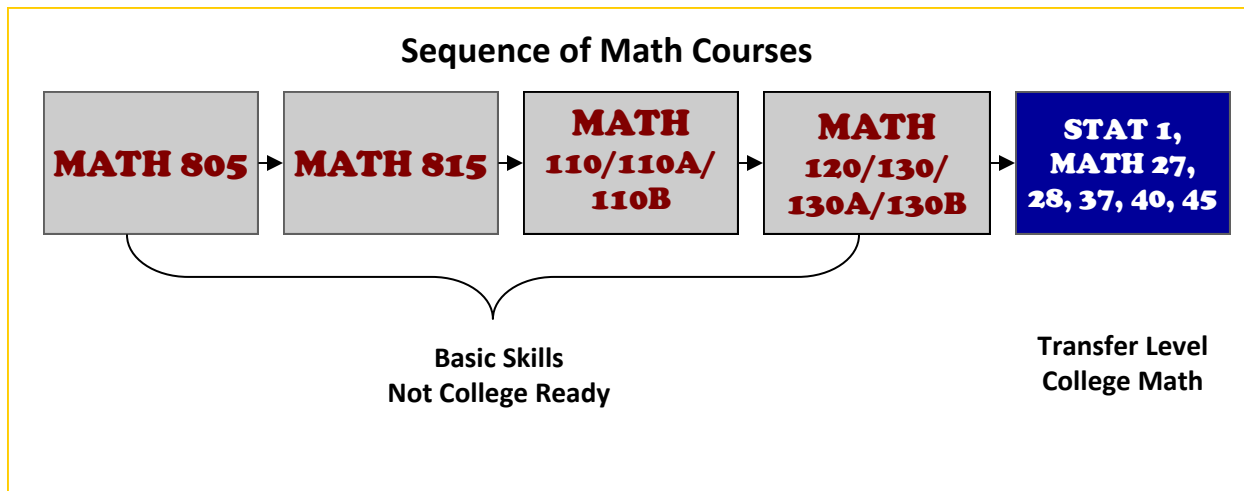
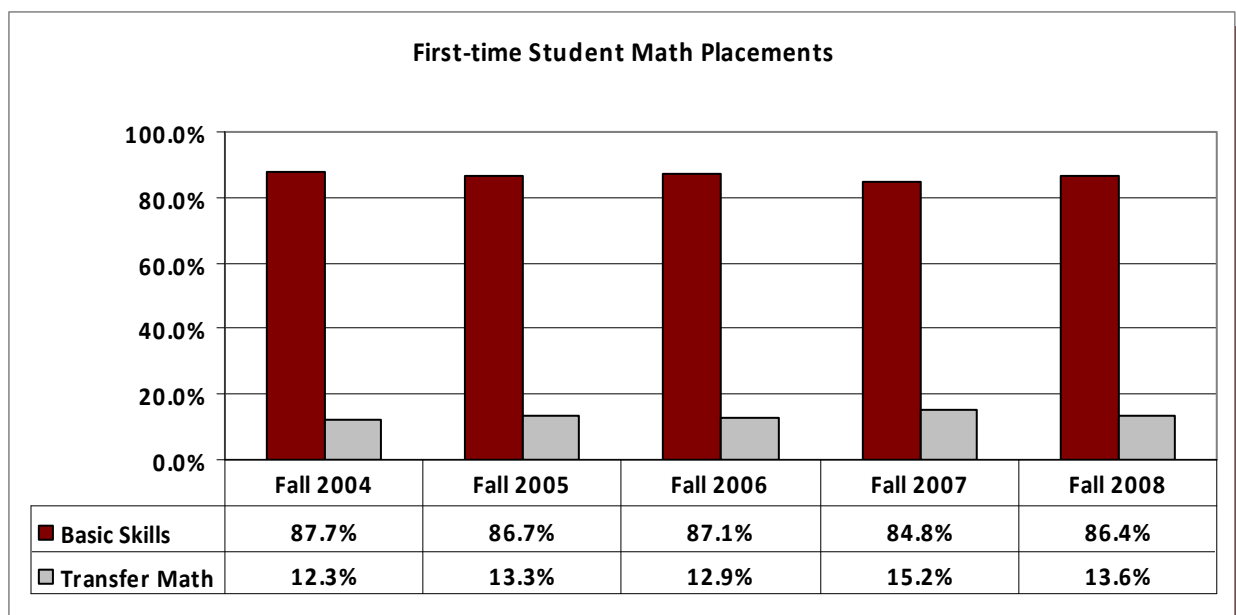


FIGURE D8

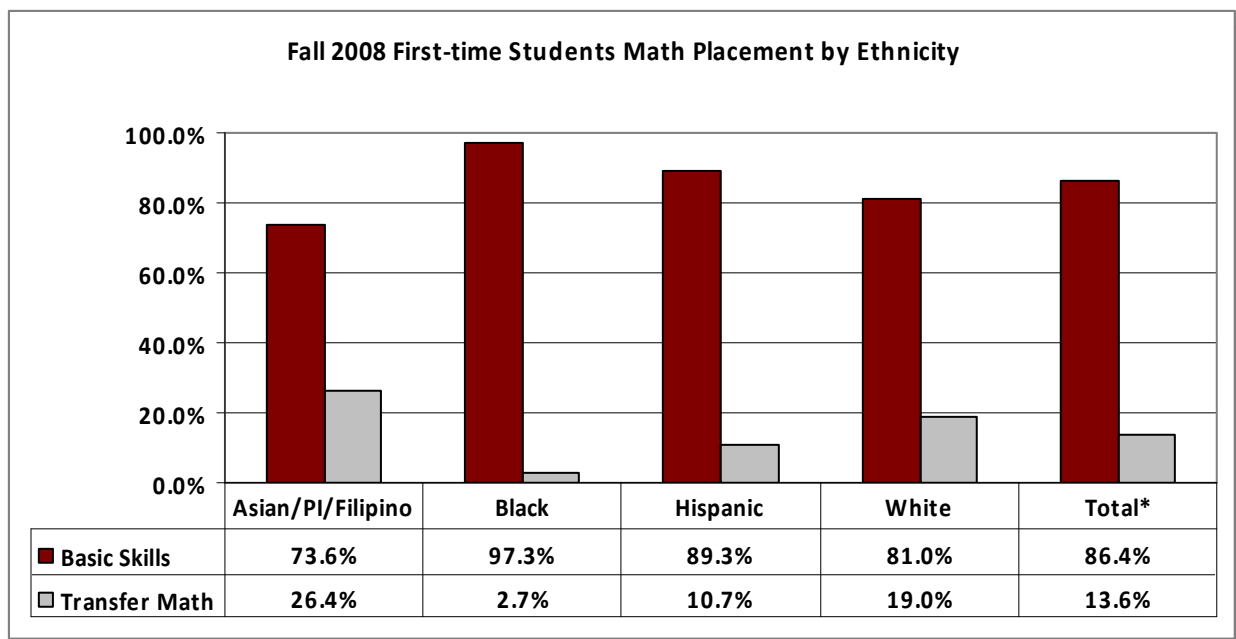


Source: LBCC Matriculation Office

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 but beginning with the fall 2009 first-time student cohort, MATH 120/130 will be the minimum requirement for the associate degree.

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.

FIGURE D9



**Includes Native American, Other, and Unreported Ethnic Groups*

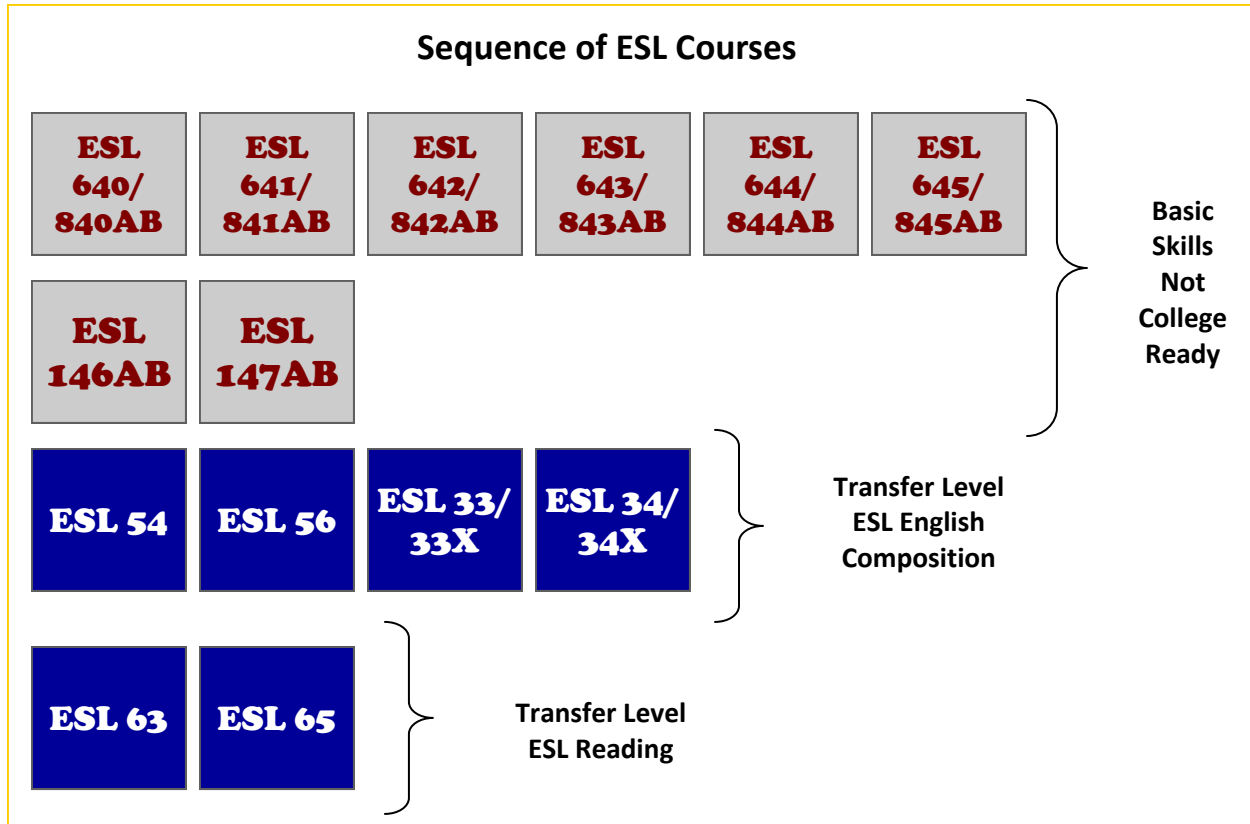
Source: LBCC Matriculation Office

Among first-time students in fall 2008 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)

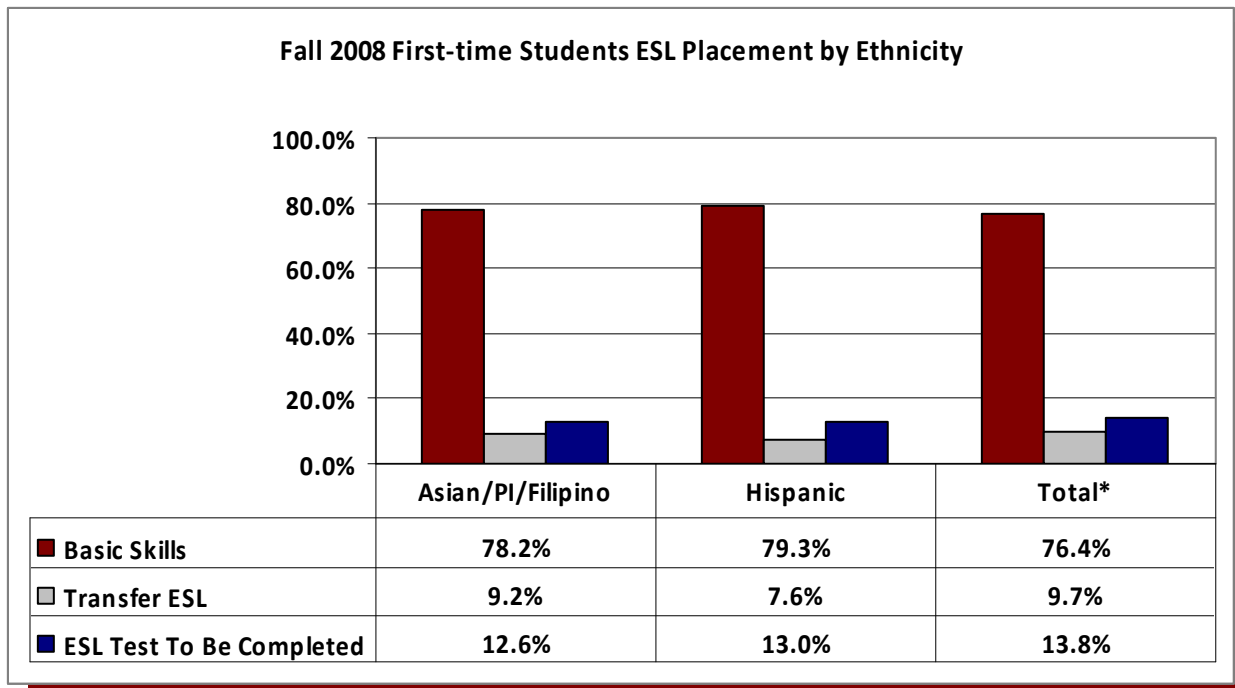
The following figure describes the sequence of ESL courses offered at Long Beach City College for the pre-academic and academic track.

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 2008, only 195 took the ESL placement test. Figure D11 describes the percent of first-time students in fall 2008 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



**Includes Native American, Other, and Unreported Ethnic Groups*

Source: LBCC Matriculation Office

Over 76% 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. 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.

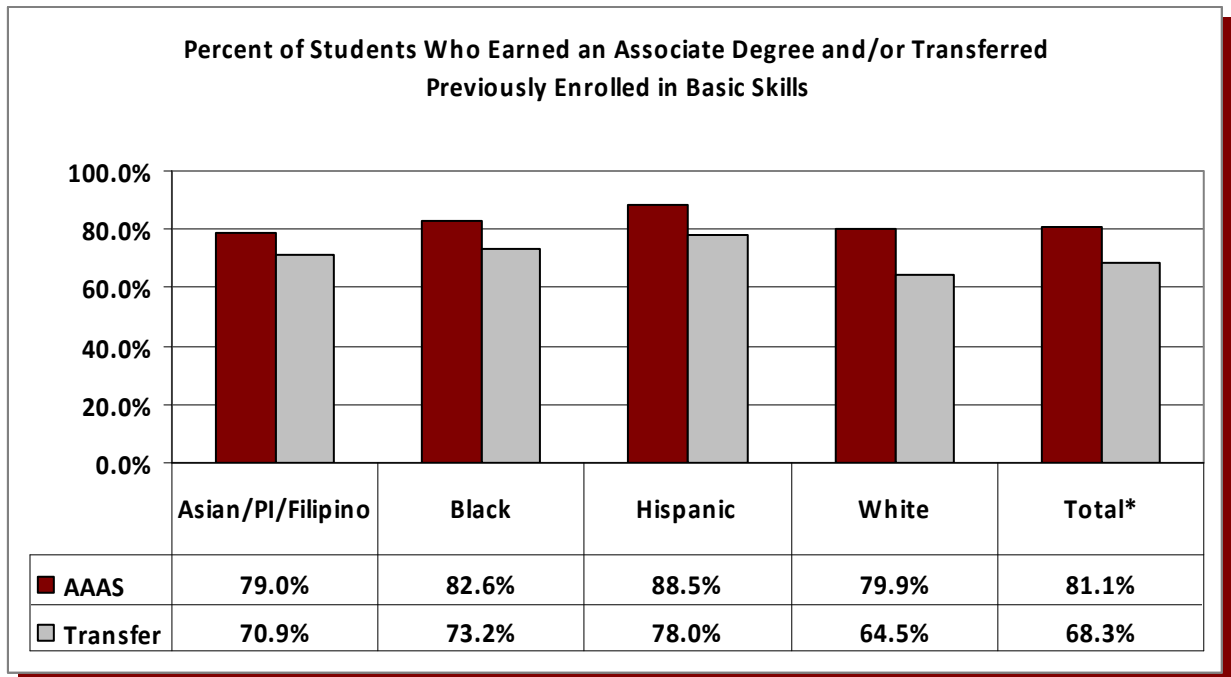
Currently, ESL 34/34X fulfills the English Composition requirement for graduation. This course is an intensive study of reading and writing focusing on the academic language skills needed for entrance into ENGL 1. ESL 65 emphasizes strategies for effective reading and lecture comprehension, listening 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 2007-2008 academic year who were previously enrolled in a basic skills course at Long Beach City College. On average, 82% of students who earned an associate degree in 2007-2008 was previously enrolled in at least one reading, English, math, and/or ESL course. Fewer students who transferred (71%) was previously enrolled in a basic skills course.

Disproportionately more Hispanic students who earned an associate degree were previously enrolled in basic skills courses when compared with the average. Disproportionately fewer White students who transferred to a four-year institution were enrolled in basic skills courses when compared with other groups.

FIGURE D12



**Includes Native American, Other, and Unreported Ethnic Groups*

Source: LBCC Management Information Systems Database, National Student Clearinghouse

Table D13 describes the percent of students who earned an associate degree and/or transferred in 2007-2008 who previously enrolled in a basic skills course by basic skills discipline and ethnicity.

On average, more students who earned an associate degree (55.3%) when compared with students who transferred (44.9%) 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 (69.0% and 57.7%, respectively) needed basic skills English when compared with the average (55.3% and 44.9%, respectively). Disproportionately more Black/African American and Hispanic students who graduated/transferred needed remediation in math when compared with the average. About one-third of Asian/Pacific Islander/Filipino and Hispanic students who graduated was previously enrolled in basic skills reading, higher than the average (23.7%). Among students who transferred, fewer White students (4.6%) needed basic skills reading when compared with the average (11.6%).

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/ Filipino	47.7%	48.1%	15.0%	5.3%	61.2%	54.0%	33.2%	20.0%
Black	59.4%	51.7%	1.4%	0.7%	76.8%	64.4%	26.1%	18.8%
Hispanic	69.0%	57.7%	5.6%	1.1%	77.0%	67.2%	30.6%	15.3%
White	53.0%	39.5%	2.6%	--	68.4%	53.4%	10.7%	4.6%
Total*	55.3%	44.9%	6.5%	1.4%	68.7%	56.9%	23.7%	11.6%

*Includes Native American, Other, and Unreported Ethnic Groups

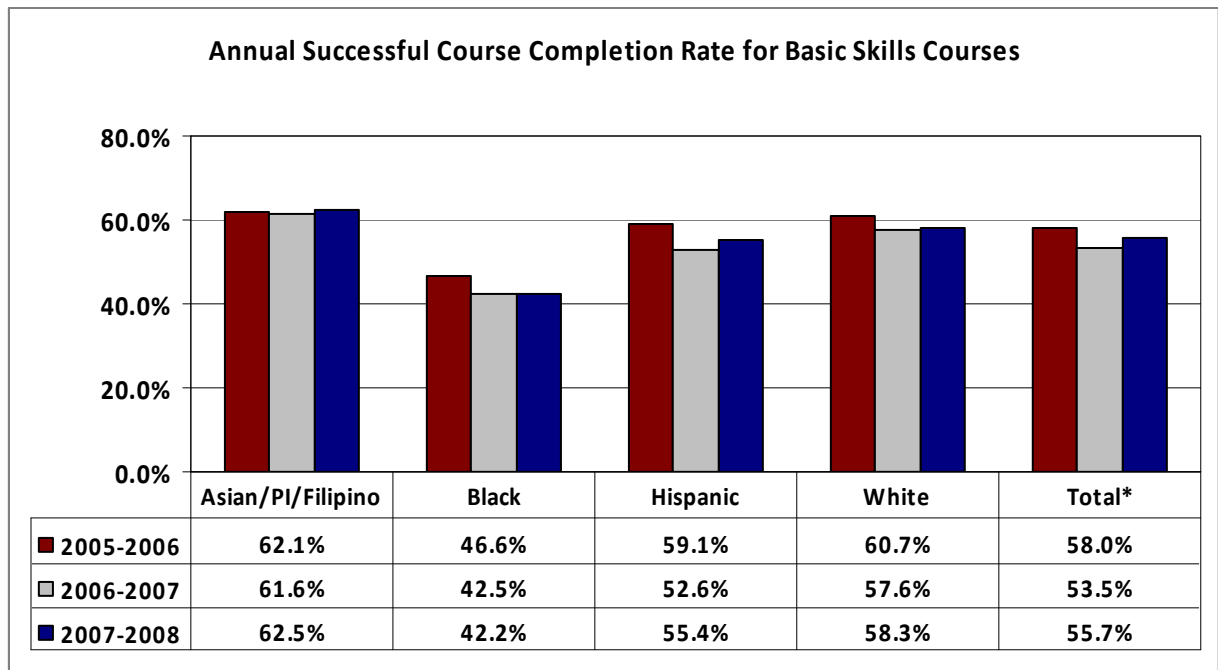
Source: LBCC Management Information Systems Database, National Student Clearinghouse



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



*Includes Native American, Other, and Unreported Ethnic Groups

Source: Chancellor’s Office, Management Information System

On average, the successful course completion rate for credit basic skills courses was 57% in the past three academic years. In 2007-2008 Black/ African American students successfully complete credit basic skills courses at a lower rate (42.2%) than other groups.

In 2007-2008, LBCC’s success rate for credit basic skills courses was 55.7%, slightly lower than the peer group average (59.5%) and the statewide average (60.0%).

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.

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

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	30.7%	35.5%	33.1%
Basic Skills Improvement Rate	53.6%	54.5%	59.5%

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 increasing. For the 2005-2006 cohort, the ESL improvement rate was 33.1%, significantly lower than the peer group average (58.4%) and the statewide average (46.0%). LBCC had the lowest ESL improvement rate in the peer group. However, the basic skills improvement rate (59.5%) was higher than the peer group average (52.6%) and the statewide average (51.3%).



BASIC SKILLS/ESL/ENHANCED NONCREDIT OUTCOMES: CAREER DEVELOPMENT AND COLLEGE PREPARATION (CDPC) PROGRESS AND ACHIEVEMENT RATE

The Career Development and College Preparation (CDPC) 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 32 of these colleges, including LBCC, were available for the 2009 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 2010 ARCC report will have a higher quality and completeness than the pilot data that were available for the 2009 report.

The cohort tracked in the CDPC 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 a credit 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, 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 46% of first-time students in fall 2008 were placed into basic skills reading. Disproportionately more Black/African American students were placed into basic skills reading when compared with other groups.
- Approximately 89% of first-time students in fall 2008 were placed into basic skills English composition; 86% 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 (81%) than were transfer students (69%).
- The basic skills successful course completion rate has decreased from 58.0% in 2005-2006 to 55.7% in 2007-2008.
- 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.

In fall of 2008, the Assessment of Student Learning Outcomes (ASLO) Committee administered an assessment of three of the college's institutional core competencies: critical thinking, science literacy, and numeric literacy. LBCC has defined critical thinking as the ability to analyze, synthesize, and evaluate a spectrum of ideas that are represented by theories, images, and concepts. Science literacy is defined as the ability to apply the scientific method to gain an evidence-based understanding of contemporary issues. Numeric literacy is the mathematical and arithmetic skills necessary to solve everyday problems. Faculty who taught classes with a large proportion of freshmen or sophomore students was invited to administer the assessment to the students in their classes. A freshman student was identified as one who, as of fall 2008, had attempted 20 or fewer credit, degree-applicable units at LBCC. A sophomore student was identified as one who, as of fall 2008, had attempted 45 or more credit, degree applicable units at LBCC. Twenty-four faculty members volunteered their classes for administration of the critical thinking, science & numeric literacy assessment test.

A total of 731 students participated in the study. Students who, as of fall 2008, had attempted between 20.5 to 44.5 credit, degree-applicable units at LBCC were identified as the "in between" group. Nearly half of the cohort who took the test was freshmen. Twenty percent were sophomores.

The overall critical thinking assessment results show that students correctly answered only half of the test items. Fewer than 50 percent of students correctly answered 40 percent of the items. Despite these disappointing overall results, analysis of the responses show that sophomores who had attempted 45 or

more credit, degree applicable units at LBCC demonstrated better critical thinking skills, as measured by the assessment instrument, than did freshmen who had completed fewer units at LBCC. More specifically, sophomores answered more items correctly, on average, than freshmen; there was a statistically significant difference in percent of correct responses between the two groups (freshmen, 52%; sophomores, 58%). Sophomores also answered more items correctly, on average, than freshmen (61% and 55%, respectively) on science literacy items, however, there was no difference in percent of correct responses between the two groups on numeric literacy items (freshmen, 52%; sophomores, 55%). Seven of the 30 items (23%) statistically discriminated between freshmen and sophomores in percent of students who answered correctly. (See the report produced by the Office of Institutional Effectiveness in November 2008 entitled "Assessment of Student Learning Outcomes: Critical Thinking, Science Literacy, & Numeric Literacy.")

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, degree, and institutional 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 September 2007 ACCJC developed and distributed to member colleges a rubric to be used in the evaluation of institutional effectiveness in the areas of program review, planning and student learning outcomes assessment. More specifically, the rubric provides a framework that enables institutions to map their actions in a sequence of developmental levels leading toward the achievement of full compliance with ACCJC standards. Further communications from ACCJC made clear that institutions were expected to achieve a level of "proficiency" in student learning outcomes assessment, as well as the other dimensions of institutional effectiveness, by 2012, ten years after adoption of the new accreditation standards.

Long Beach City College had its accreditation evaluation visit in October of 2008. Based on the evaluation team's findings and report, in February 2009 ACCJC issued a warning to LBCC and noted four recommendations for resolution, one of which concerns student learning outcomes assessment.

The team strongly recommends, as did the visiting team in 2002, that the college strengthen its commitment to a comprehensive student learning outcomes (SLOs) process that includes the development of outcomes at the course, degree, program, and institutional levels; assess the student attainment of SLOs; include SLOs in course syllabi; include the attainment of these SLOs in faculty evaluation; and integrate the assessment of SLOs into the planning, decision-making, and resource allocation processes and that it develop a plan to complete this task by 2012. Further, the team recommends that the college establish student- learning outcomes for general education and align those outcomes with its general education philosophy.

Based on a clearer understanding of ACCJC expectations, the team evaluation report and the Commission's action, the college created a special task force, the Process Oversight Group, comprising faculty leaders and the Accreditation Liaison Officer, to refocus the institution and provide a plan to address all aspects of the ACCJC recommendation and to bring the college to the level of proficiency by 2012 on all components of the Institutional Effectiveness rubric. This plan was approved by the college's Academic Council in March 2009, and faculty and staff have worked in earnest to meet the aggressive targets set forth in that plan.

At the time of the writing of this report, the following progress has been achieved with student learning outcomes assessment. At the course level of assessment, agreement was reached on defining SLOs in a manner that clearly distinguishes them from course objectives. Training workshops and special meetings with faculty in departments across the college were conducted during spring 2009. This effort resulted to date in the revision of 70% of all course outlines so that each contain both course objectives and course SLOs. Training was also provided on the development of assessment plans for course SLOs. Work continues through summer 2009 with select faculty who are participating in summer projects to collect assessment data on course and program-level SLOs. Courses in the general education curriculum were identified as priority for these summer projects.

Another significant accomplishment initiated by the Process Oversight Group in spring 2009 involved defining a "program" for the purposes of both SLO assessment at the program level and for program planning and review. The group's recommendation was approved by the Academic Council May 19, 2009. This collaborative decision had not been reached prior to this time which inhibited the college from advancing its assessment at this level in a systematic and consistent manner across the curriculum. The college's comprehensive definition of a "program" is as follows.

The organization of the college's curriculum guides will define a program. Pre-collegiate, noncredit, and stand-alone courses align with the originating department, and the department will be defined as a program. Hybrid programs encompass student experiences delivered by instructional and service components within a department, and the department will be defined as a program. Cross-curricular programs encompass integrated student experiences that extend beyond the instructional component and across departments.

The rationale behind focusing on the college's curriculum guides in defining a program was to guide the college toward developing program-level SLOs most closely aligned with those guides published in the college catalog and presented to students as the clustering of courses that result in a certificate or degree. This meets accreditation requirements and promises the development of SLOs that can ultimately be published in the catalog as further commitment to students about the learning results they can expect upon completion of the requirements delineated in each curriculum guide. At the time of the writing of this report, only a few programs have SLOs developed at the program level. The college's new SLO Coordinator, who was appointed in May 2009, has set the development of program SLOs and their assessment plans as a top priority for 2009-10.

Finally, the Assessment of Student Learning Outcomes (ASLO) committee reviewed and revised what had previously been eleven “core competencies” to become five general education program SLOs. These general education student learning outcomes include: aesthetics and creativity, civic engagement, communication, critical thinking, and wellness. At the same time, the ASLO committee led the development of three new institutional-level learning outcomes (ILOs), which were approved by the Curriculum Committee in May 2009. The institutional-level outcomes (ILOs) are an umbrella set of outcomes that are intended to guide learning outcomes assessment for the entire college, including courses within the GE program and courses that are outside of the GE program, as well as support services. These ILOs include diversity, personal development (comprising academic skills, self-management skills, wellness education and interpersonal skills), and critical thinking.

During the 2008-09 academic year, Student Support Services continued to refine its student learning outcomes and developed service unit outcomes (SUOs). Assessment plans were created and refined for both SLOs and SUOs for all Student Support Services. Data collection to assess student learning and the effectiveness of service processes is already underway for some Student Support Services. Administrative units of the college received training on the development of SUOs in the context of program planning and review and are scheduled to complete the development of their SUOs and include them as part of their program planning in fall 2009.



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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.

Improvement Rate for Credit ESL Courses = 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 3 academic years of completing the first ESL course. (“Special admit” students are excluded from this cohort.)

Improvement Rate for Credit Basic Skills Courses = Percentage of students enrolled in a credit basic skills English or Mathematics course (two or more levels below college level/transfer level) who successfully earn a grade of A, B, C, or Credit in that initial course and go on within 3 academic years to successfully *complete a higher-level course in the same discipline* of the first basic skills course. (Again, “special admit” students are excluded from this cohort.)

Career Development and College Preparation 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

To access a complete copy of the 2009 report and additional information about ARCC go to:
<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

Appendix B

ARCC 2009: College-Level Indicators and Profile Long Beach City College

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.

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	43.6%	42.6%	41.4%

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

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

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	71.5%	70.2%	69.9%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	75.4%	73.7%	75.1%

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	72.7%	69.8%	67.8%

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

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

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	58.0%	53.9%	55.7%

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

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	30.7%	35.5%	33.1%
Basic Skills Improvement Rate	53.6%	54.5%	59.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	7.1%	8.0%	5.8%

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

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	38,256	39,104	40,671
Full-Time Equivalent Students (FTES)*	18,806	21,268	21,529

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

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

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	21.7%	21.0%	21.0%
20 - 24	28.8%	29.0%	28.5%
25 - 49	41.9%	42.3%	42.5%
Over 49	7.2%	7.4%	7.6%
Unknown	0.4%	0.3%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	53.5%	53.5%	52.7%
Male	45.9%	46.3%	47.2%
Unknown	0.6%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	12.7%	13.5%	14.2%
American Indian/Alaskan Native	0.8%	0.8%	0.8%
Asian	12.3%	11.8%	11.3%
Filipino	4.2%	4.1%	4.2%
Hispanic	33.8%	35.0%	35.2%
Other Non-White	3.0%	3.1%	2.5%
Pacific Islander	1.0%	1.1%	1.1%
Unknown/Non-Respondent	6.7%	4.8%	3.8%
White Non-Hispanic	25.6%	25.7%	26.9%

Source: Chancellor's Office, Management Information System

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	41.4	47.7	41.4	55.6	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	69.9	73.9	67.9	82.7	<i>B4</i>
C	Persistence Rate	75.1	69.3	53.8	80.6	<i>C3</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.8	75.7	62.8	89.4	<i>D4</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.7	59.5	48.9	69.7	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	59.5	52.6	36.5	62.0	<i>F2</i>
G	Improvement Rate for Credit ESL Courses	33.1	58.4	33.1	79.2	<i>G5</i>

Long Beach City College

Long Beach Community College District

College Self-Assessment

Long Beach City College continues to observe declining trends for four of the seven performance indicators reported in the 2009 ARCC report: these include the student progress and achievement rate, percent of students who earned at least 30 units, the annual successful course completions rate for vocational courses, the annual successful course completion rate for basic skills courses, and the ESL improvement rate. The college continues to show an increase in its basic skills improvement rate with the most significant incremental improvement appearing between the 2004-05 to 2006-07 cohorts and with the most recent cohort achieving a 4.4 point gain. The college continues to perform relatively well on the persistence rate indicator, and it shows movement of recovery from a slight downward trend noticed in the 2008 ARCC report.

Over the past reporting periods, the college has responded to declining performance indicator trends by conducting further analyses that disaggregate the data by ethnicity. In fact, the college has studied and discussed how each of the major ethnic groups compare in performance on each of the five ARCC indicators for which data on ethnicity was available. The college responded, in part, to this analysis in spring 2008 with the establishment of Sankofa Scholars, a learning community designed to support the learning needs of its African-American students.

The college is disappointed to see its ESL improvement rate drop from that realized with the previous cohort and the latest cohort. Furthermore, LBCC ranks the lowest in its peer group for this indicator. The college has responded by initiating a more detailed analysis of the successful transition of students through its noncredit ESL sequence of offerings to credit-level ESL courses and transfer-level English. The report of this analysis is expected before the end of the spring 2009 semester.

The most significant change initiative that LBCC has begun in an attempt to begin the process of improving the performance indicators highlighted in the ARCC report is outlined in its Student Success Plan which was approved by the LBCC Board of Trustees in 2007. This plan includes thirteen strategies that involve organizational restructuring, curricular redesign, the establishment of new multidisciplinary success centers and the enhancement of previously existing discipline-specific success centers for math and for reading and writing, the hiring of four full-time faculty instructional specialists and numerous support staff, and the establishment of a Teaching / Learning Center to enhance the institution's professional development program. Concomitant to implementation of the Student Success Plan, the college has just completed an evaluation plan that directs longitudinal research studies of the college's progress in achieving the goals of each of the thirteen strategies as well as the integrated performance outcomes that are partially captured by the ARCC performance indicators. This evaluation plan notably calls for qualitative studies of student experiences at LBCC and SLO achievement at the course and program levels that will inform the college at a micro-level where and how the college should modify its learning experiences in ways that ultimately deliver improved student success.

Appendix C

Peer Groups for 2009 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						
35	41.4	55.6	47.7	41.4	50.8	Antelope Valley; Bakersfield; Butte; Cerritos; Chaffey; Citrus; Contra Costa; Cosumnes River; Cuyamaca; Cypress; East L.A.; El Camino; Evergreen Valley; Fresno City; L.A. Harbor; L.A. Mission; L.A. Valley; Long Beach City ; Los Medanos; Modesto; Mt. San Antonio; Mt. San Jacinto; Oxnard; Porterville; Reedley; Riverside; San Joaquin Delta; San Jose City; Santiago Canyon; Sequoias; Shasta; Solano; Victor Valley; West Hills Coalinga; Yuba
Percent of Students Who Earned at Least 30 Units						
17	67.9	82.7	73.9	69.9	70.1	American River; De Anza; Diablo Valley; El Camino; Long Beach City ; Moorpark; Mt. San Antonio; Orange Coast; Palomar; Pasadena City; Riverside; Sacramento City; Saddleback; San Francisco City; Santa Ana; Santa Monica City; Santa Rosa
Fall-to-Fall Persistence Rate						
24	53.8	80.6	69.3	75.1	66.7	Antelope Valley; Bakersfield; Cerritos; Chaffey; East L.A.; El Camino; Fresno City; Fullerton; Glendale; Grossmont; L.A. Pierce; L.A. Valley; Long Beach City ; Modesto; Mt. San Jacinto; Orange Coast; Rio Hondo; Sacramento City; San Diego City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sierra; 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						
23	62.8	89.4	75.7	67.8	76.0	Alameda; American River; Cabrillo; Cerritos; Chabot; Cosumnes River; East L.A.; Foothill; Hartnell; L.A. Trade-Tech; Las Positas; Long Beach City ; Mira Costa; Mt. San Antonio; Ohlone; Palomar; San Bernardino; San Diego Miramar; San Francisco City; San Jose City; San Mateo; Sierra; Skyline
Annual Successful Credit Completion Rate Basic Skills Courses						
17	48.9	69.7	59.5	55.7	60.0	Bakersfield; Butte; Coalinga; Fresno City; Imperial Valley; L.A. City; L.A. Trade-Tech; L.A. Valley; Long Beach City ; Merced; Porterville; Reedley; Sacramento City; San Diego City; San Joaquin Delta; Sequoias; Taft
Improvement Rate for Credit Basic Skills Courses						
47	36.5	62.0	52.6	59.5	51.3	Antelope Valley; Bakersfield; Barstow; Cabrillo; Canyons; Chaffey; Citrus; Columbia; Cosumnes River; Crafton Hills; Cypress; De Anza; Desert; Evergreen Valley; Fullerton; Gavilan; Golden West; Grossmont; L.A. City; L.A. Mission; L.A. Pierce; L.A. Valley; Las Positas; Lassen; Long Beach City ; Mira Costa; Modesto; Moorpark; Mt. San Antonio; Mt. San Jacinto; Napa Valley; Orange Coast; Oxnard; Palo Verde; Palomar; Pasadena City; Riverside; Sacramento City; Saddleback; San Bernardino; San Francisco City; San Jose City; Santa Barbara City; Shasta; Sierra; Solano; Southwestern
Improvement Rate for Credit ESL Courses						
21	33.1	79.2	58.4	33.1	46.0	Bakersfield; Cerritos; Chaffey; De Anza; El Camino; Fresno City; Fullerton; L.A. Pierce; Long Beach City ; Modesto; Mt. San Antonio; Orange Coast; Pasadena City; Riverside; Sacramento City; San Diego City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Santa Monica City; Southwestern