Institutional Effectiveness **Report** 2010

LONG BEACH CITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS

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Executive Summary

Long Beach City College produces annually an Institutional Effectiveness report which includes data from the most current Accountability Reporting for Community Colleges (ARCC) report published by the California Community Colleges Chancellor's Office. The report here provides analyses of data from the 2010 ARCC report in addition to other key indicators of student learning and achievement. Here is a summary of the report's highlights.

College Profile Summary

- LBCC serves nearly 41,000 unique students every academic year. In terms of full-time equivalent students, the number is nearly 23,000.
- The largest ethnic groups served are Hispanic and White, however, the student population is diverse, with 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, about 63% enrolled at a California Community College. Approximately one-quarter of LBUSD seniors attended LBCC in the subsequent fall term.

Degree/Certificate/Transfer Summary

- About 40% of first-time students reported a transfer goal; 4% reported they want to earn an associate degree without transferring, and almost 3% reported they were enrolled at LBCC for a career certificate.
- Less than half (45.3%) 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 (37.8% and 40.4%, respectively) achieved any of the progress outcomes when compared with the overall rate.
  - About half of students who achieved any of the progress outcomes had transferred to a four-year institution.
- A total of 896 associate degrees and 354 certificates requiring 18 or more units were awarded in 2008-2009. Approximately 1,253 students transferred from LBCC to a four-year institution in 2008-2009.
- About 73% of first-time students in 2003-2004 with intent to complete a degree, certificate or transfer earned 30 or more credit units in six years. While Black/African American students experienced the lowest rate (70.4%) among ethnic groups, the rate for Black/African American students increased about 6% increase from the previous year's cohort.
- Approximately 76% of first-time students in fall 2007 persisted to any California Community College the subsequent fall term. Proportionately fewer Black/ African American students (69.4%) persisted from fall 2007 to fall 2008.

Accountability Reporting for Community Colleges (ARCC) Summary

The 2010 ARCC data for Long Beach City College (LBCC) shows, for the first time since the ARCC reporting began in 2007, trends of improvement for the latest cohorts compared to previous cohorts. This positive trend is evident for all of the college performance indicators except the annual successful course completion rate for basic skills courses. The decline in the past academic year for this indicator, however, was slight, only 2 percentage points (from 55.5% successful in 2007-08 to 53.5% successful in 2008-09).

- The college's strongest performance remains with **student persistence** (76.2%), which exceeds the statewide average by 10.2% and LBCC's peer group average by 7.4%.

- Despite relatively low **annual successful course completion rates in credit basic skills courses** (55.5%), which is below the statewide average by 5.6% and the peer group average by 4.5%, the college's **improvement rate for credit basic skills** (60.3%) exceeds both the statewide average and its peer group average by 7.6% and 6.1% respectively.

- While LBCC exceeds slightly the statewide average for the **percent of students who earned at least 30 units** (73.1%), it performed slightly below its peer group average for this indicator.

- Other comparatively low performance for LBCC appeared for the following indicators: **student progress and achievement rate** (45.3%), which was below the statewide average by 5.8% and below its peer group average by 2.6%, and the **annual successful course completion rate for credit vocational courses** (70.3%), which was below the statewide average by 5.7% and below its peer group average by 5.5%.

- The most disappointing comparative performance for LBCC is with its **improvement rate for credit ESL courses** (36.2%**)**. For this indicator the college performed below the statewide average by 11.3% and had the lowest rate among all colleges in its peer group.

It is still too soon for any impact of LBCC's student success initiative, and more specifically the launching of four student success centers and the development of supplemental learning activities (SLAs) that are completed in the centers and part of the host course requirements for students, to reflect significant changes in this year's ARCC data. The college's internal evaluation of relative successful course completion for students who participate in the SLAs compared to those who do not is promising; over 6 percent gains on average emerge for those taking advantage of the SLAs.

Background
Since 2007, Long Beach City College began reporting its institutional effectiveness largely in terms of the state-mandated ARCC performance indicators. For the academic year 2009-2010, data on seven indicators for each of the community colleges in the state system were published in March 2010 by the California Community Colleges Chancellor's Office.

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 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 2010 ARCC report uses the same peer groups that appeared in the 2009 ARCC report. This change in methodology was driven by the decision by the Chancellor's Office to stabilize peer groupings for near-term comparative purposes. Updates to peer groupings will take place with future reports, but for the present, LBCC can assume that the colleges belonging to its peer groupings for the 2009 ARCC report are the same as those reported in 2010. It is worth reminding the reader that the Chancellor's Office has cautioned colleges that inclusion of peer groups in the ARCC report is intended to trigger conversation rather than to generate judgment statements.

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.)

For five of the seven ARCC performance indicators, the LBCC Office of Institutional Effectiveness has conducted analyses of student performance based on ethnicity, in accordance with the college's strategic focus on understanding and supporting equity of student outcomes. Additional analyses intended to illuminate potential equity gaps among student groups are presented in the report. For example, analyses of degree and certificate completions and placement into basic skills courses are presented in the report.

Long Beach City College continues to steadily advance its student learning outcomes assessment initiative. All courses have student learning outcomes documented on the course record of outline, and assessment plans for nearly 90% of these are complete. At the program level, about 40% of student learning outcomes have assessment plans.

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 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/Career Development and College Preparation 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.

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. Modifications to the indicators presented in this annual report are anticipated after the college has in place its 2011-2016 Educational Master Plan which will include institutional core indicators for which annual performance data will be collected.

The Framework: A Matrix of Institutional Effectiveness Indicators

ARCC PERFORMANCE AREAS	ASTIN'S COMPLETE ASSESSMENT MODEL		
	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		

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 2009-2010 unduplicated headcount has slightly decreased from 2008-2009 but is still larger than both the 2007-2008 and 2008-2009 academic years. Despite this decrease in unduplicated headcount in the most recent year, the number of FTES has increased. This is attributed to the fact that more students enrolled in more units in 2009-2010.

TABLE A1: Headcount and FTES

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	41,138	42,973	41,833
Full-Time Equivalent Students (FTES)*	21,595	22,986	23,914

Source: The annual unduplicated headcount data and the FTES are produced by the Chancellor's Office, Management Information System. The methodology for generating the FTES data here is not the same as that used in calculating the FTES for the 320 report.

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 (43.7%). Approximately 9 percent of students are over the age of 49. The percentage of students 19 years or younger, most of whom are enrolling in college directly after high school, has steadily increased since 2007-08.

TABLE A2: Age of Students

	2006-2007	2007-2008	2008-2009	2009-2010
19 or younger	21.0%	20.8%	21.5%	23.0%
20—24	29.0%	28.6%	29.2%	30.2%
25—49	42.3%	42.7%	41.2%	39.5%
Over 49	7.4%	7.6%	7.8%	7.2%
Unknown	0.3%	0.3%	0.2%	0.1%

Source: Chancellor's Office, Management Information System

GENDER OF STUDENTS

Women continue to constitute more than half the student headcount at LBCC, but a moderate decline in their representation appears in the latest academic year reported here.

TABLE A3: Gender of Students

	2006-2007	2007-2008	2008-2009	2009-2010
Female	53.5%	53.0%	53.2%	51.8%
Male	46.3%	46.9%	46.6%	48.0%
Unreported	0.1%	0.1%	0.2%	0.2%

Source: Chancellor's Office, Management Information System

ETHNICITY OF STUDENTS

The largest proportion of students report that they are Hispanic (36.4%). Approximately one-quarter of students report they are White and an additional 15% report they are Black. Nearly 16% of students report they are either Asian, Filipino, or Pacific Islander. See Table A4.

TABLE A4: Ethnicity of Students

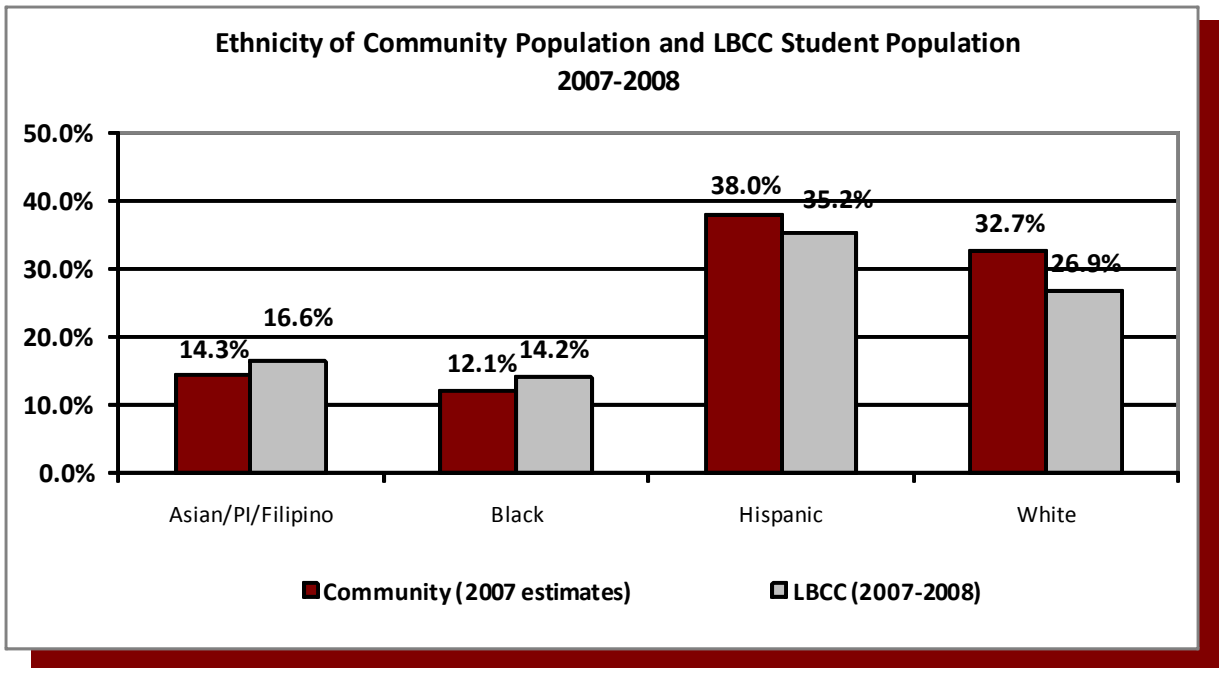
	2005-2006	2006-2007	2007-2008	2008-2009
Asian	12.3%	11.8%	11.3%	10.3%
Black/African American	12.7%	13.5%	14.2%	15.0%
Filipino	4.2%	4.1%	4.2%	4.1%
Hispanic	33.8%	35.0%	35.2%	36.4%
Native American	0.8%	0.8%	0.8%	0.8%
Other Non-White	3.0%	3.1%	2.5%	3.2%
Pacific Islander	1.0%	1.1%	1.1%	1.1%
White Not Hispanic	25.6%	25.7%	26.9%	25.9%
Unreported/Decline to State	6.7%	4.8%	3.8%	3.3%

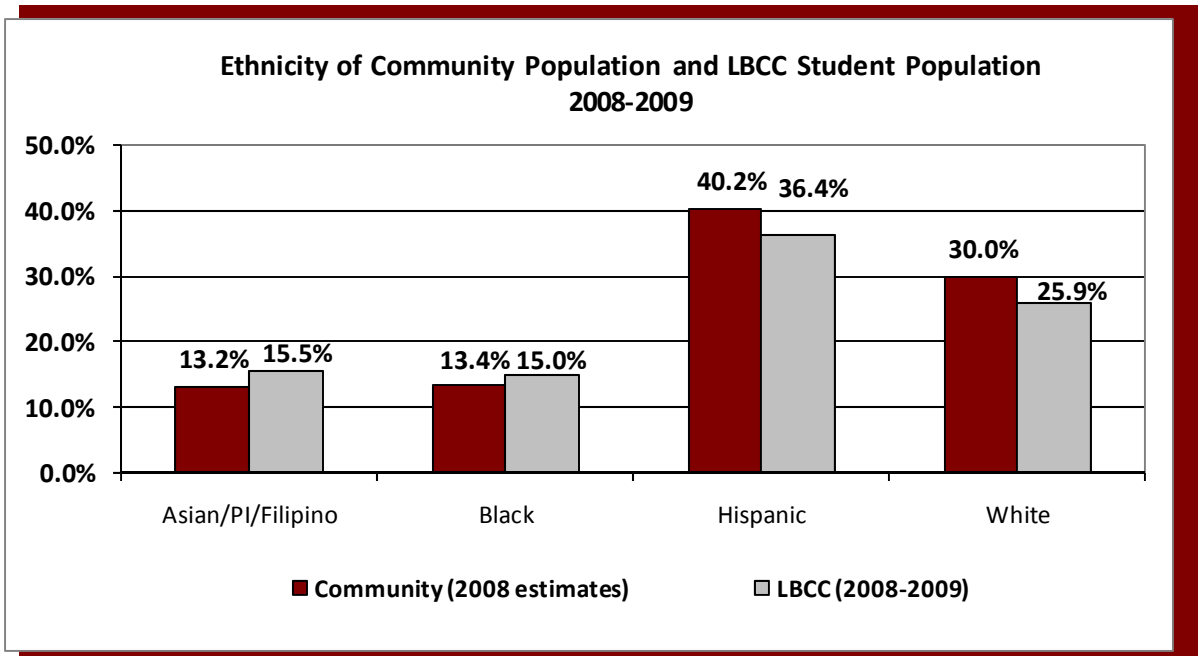
Source: Chancellor's Office, Management Information System

Analyses of the Long Beach City College District's service area in 2007 and 2008 compared the population estimates in Long Beach and Lakewood with the 2007-2008 and 2008-2009 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.

[1]The service area for Long Beach City College also includes Signal Hill and Avalon, however, 2007/2008 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: Comparison of District Population to LBCC Student Population





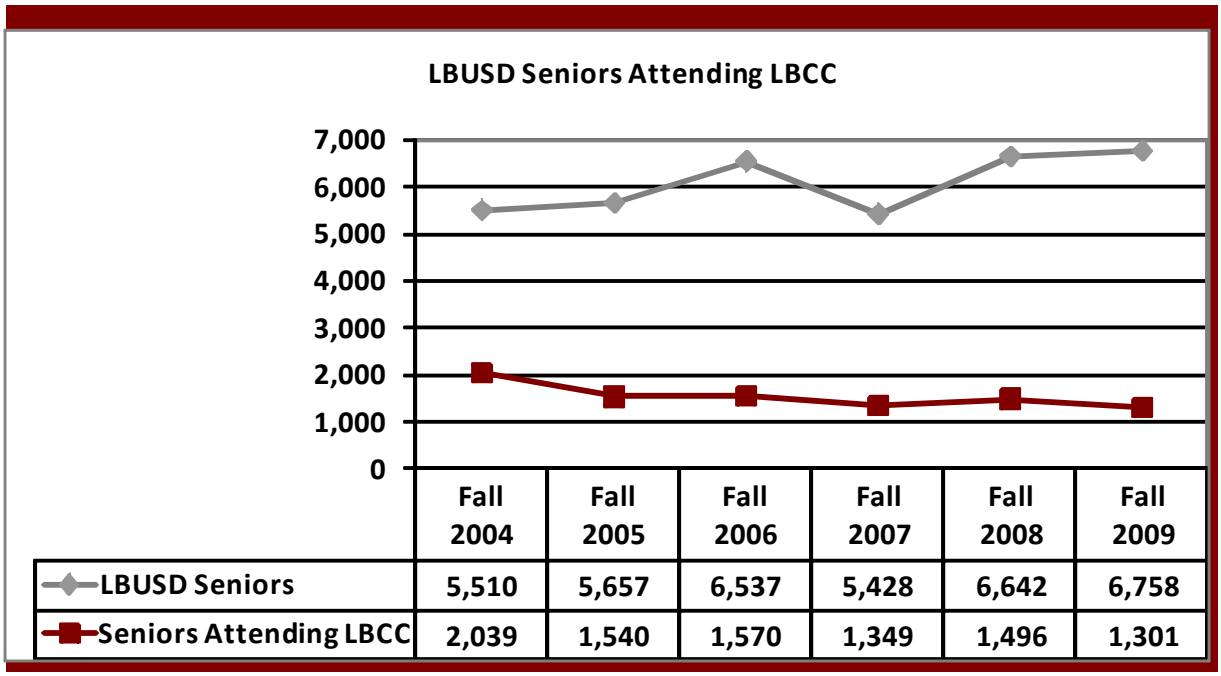
Source: Chancellor's Office, Management Information System; Community Source: U.S. Census Bureau

LONG BEACH UNIFIED SCHOOL DISTRICT STUDENTS AND ENROLLMENT AT LBCC

Based on data from the California Postsecondary Education Commission (CPEC), 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. 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. Data for 2009 graduates is not currently available at publication although it should appear soon at the following link (http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp)

The number of LBUSD seniors who attend LBCC in the fall semester immediately after high school has averaged around 1,500 students each year for the last six senior classes. An average of 25.4% of LBUSD high school seniors enroll as LBCC freshmen in the fall semester after high school. This count includes students who may have not officially graduated from their high school, but still enrolled at the college.

FIGURE A6: LBUSD Seniors Enrolled at LBCC the Fall Semester After High School



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
LBUSD Seniors	5,510	5,657	6,537	5,428	6,642	6,758
Seniors Attending LBCC	2,039	1,540	1,570	1,349	1,496	1,301

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 here and in CPEC may represent deflated counts of students.

COLLEGE PROFILE SUMMARY

- LBCC serves nearly 41,000 unique students every academic year. In terms of full-time equivalent students, the number is nearly 23,000.
- The largest ethnic groups served are Hispanic and White, however, the student population is diverse, with 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, about 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.

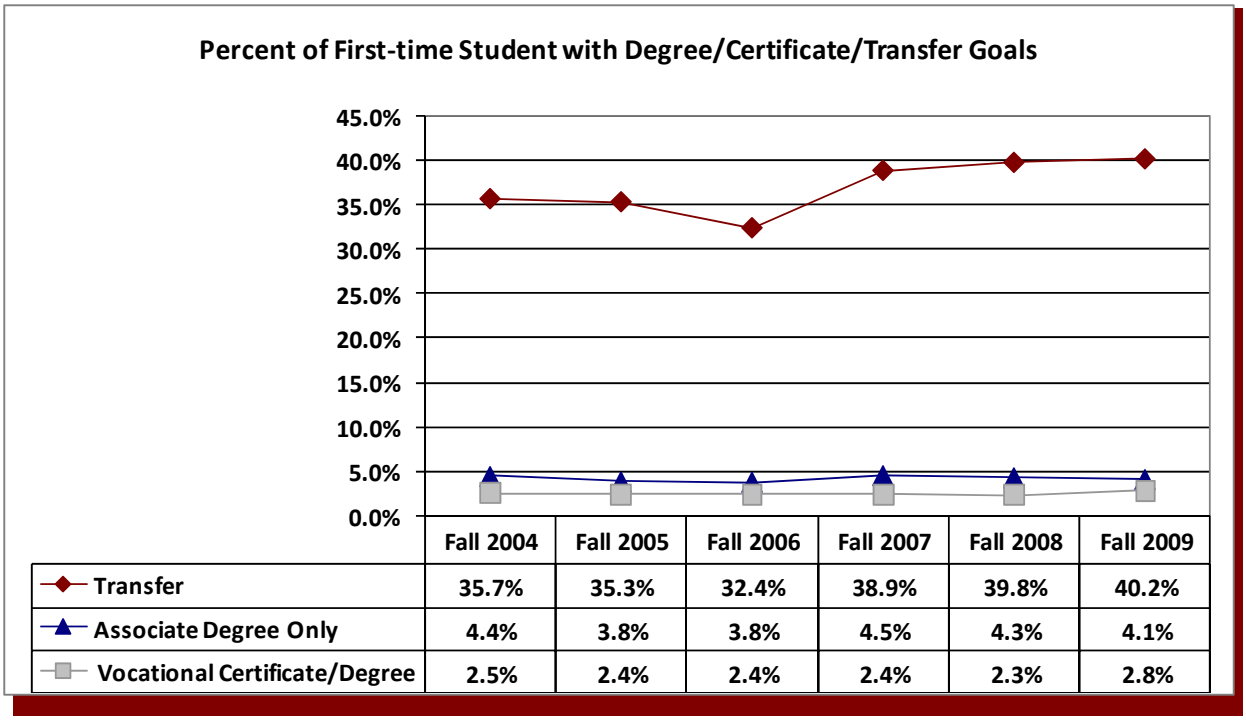
STUDENT INPUT**: FIRST-TIME STUDENT GOALS**

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 has risen slightly from 35.7% in 2004 to 40.2% in 2009. Only 4% of FTF seek an associate degree without the intent to transfer, and fewer (almost 3%) 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.

Figure B1 does not account for students who report a goal other than a transfer, certificate, or associate degree goal.

FIGURE B1: First-time Student Educational Goals



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Transfer	35.7%	35.3%	32.4%	38.9%	39.8%	40.2%
Associate Degree Only	4.4%	3.8%	3.8%	4.5%	4.3%	4.1%
Vocational Certificate/Degree	2.5%	2.4%	2.4%	2.4%	2.3%	2.8%

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 six fall terms, an average of 18% of FTF do not report an educational goal; an additional 11% on average report they are undecided on their educational goal. The percentage of undecided students had begun to drop in the fall of 2007 and 2008 but shows a concerning increase in fall 2009. The percentage of students who did not report any goal on the LBCC application for admission form has decreased in recent terms, but opportunity remains to capture more educational goal statements from entering freshmen (over 700 students).

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
Fall 2009	12.4%	14.2%	4,823
Average, Fall 2004 to 2009	11.6%	18.1%	- -

Source: LBCC Management Information Systems Database

EDUCATIONAL EXPERIENCE/ENVIRONMENT: REVISED UC/CSU TRANSFER POLICIES AND IMPACTED MAJORS AND CAMPUSES

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 4" areas: Oral communication, Written Communication, Critical Thinking and Mathematics/Quantitative Reasoning 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: Oral communication, Written Communication, Critical Thinking and Mathematics/Quantitative Reasoning with earned grade of "C" or better

Effective Fall 2009, increasing numbers of CSUs have become impacted campuses. As of fall 2010, 12 out of 23 CSU campuses are impacted, including CSULB. An undergraduate major or campus is designated as impacted when the number of applicants received during the initial filing period exceeds the number of available spaces. Such majors or campuses are authorized to use supplementary admission criteria to screen applications. For both the UC and CSU transfer policies, certain majors may have higher GPA requirements.

EDUCATIONAL EXPERIENCE/ENVIRONMENT: LBCC STUDENT SUCCESS PLAN

Serving a diverse community, LBCC began to examine how its students were succeeding by ethnicity. In 2004, through the participation in the Equity for All Project, the College examined data that reflected course completion, persistence, and transfer readiness. After gaining insights into disturbing student success trends of students of color, the College discovered through data analysis that a majority of LBCC students were assessing in at the pre-collegiate level, students were experiencing poor success rates in gateway transfer courses, and college programs were not aligned to support improved student outcomes. These findings prompted the college to create a Student Success Plan, which was adopted in fall 2007.

The LBCC Student Success Plan consists of 13 strategies that focus on matriculation and assessment, curriculum development, faculty professional development, career technical development, marketing and communication, course alignment, student success centers, and supplemental learning/learning communities. Key strategies focused on the creation of four Student Success Centers (two Multidisciplinary Success Centers, a Math Success Center, and a Writing/Reading Success Center) to provide students with supplemental learning assistance. The Centers were opened in fall 2008. However, while instructional activities in the Centers are central to the Student Success plan, equally important are efforts to improve the students' college experience and to remove barriers to learning in administrative and instructional

practices. The strategies are implemented through various instructional and student support areas and are championed by members of the Student Success Committee. The overall goal is to create a learning experience that is tailored to the needs of LBCC students.

The College created the Student Success Initiative Evaluation Plan, a comprehensive plan that combines process-based and outcomes-based evaluation strategies. The evaluation looks at each of the thirteen Student Success Plan strategies and also evaluates the integration of the strategies as a whole in order to capture the overall outcome of the Student Success Plan. Both qualitative and quantitative data are generated from the evaluation. Preliminary data on the impact of the additional supplementation learning assistance delivered at the Student Success Centers have been collected but are currently reported in a separate document.

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
Provide information, services, and resources to help Long Beach students and their families prepare for college. Help students successfully transition to and succeed in college and to provide opportunities in career and technical education. Provide the opportunity to earn a high-quality bachelor's or advanced degree to all LBUSD and LBCC students who successfully prepare for college.	Provide world-class education from preschool to graduate school. 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. Increase the percentage of CSULB students who graduate with a bachelor's degree and/or advanced degrees.

The revised transfer policies at the UC and CSU system, ongoing implementation of the Student Success Plan, 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:

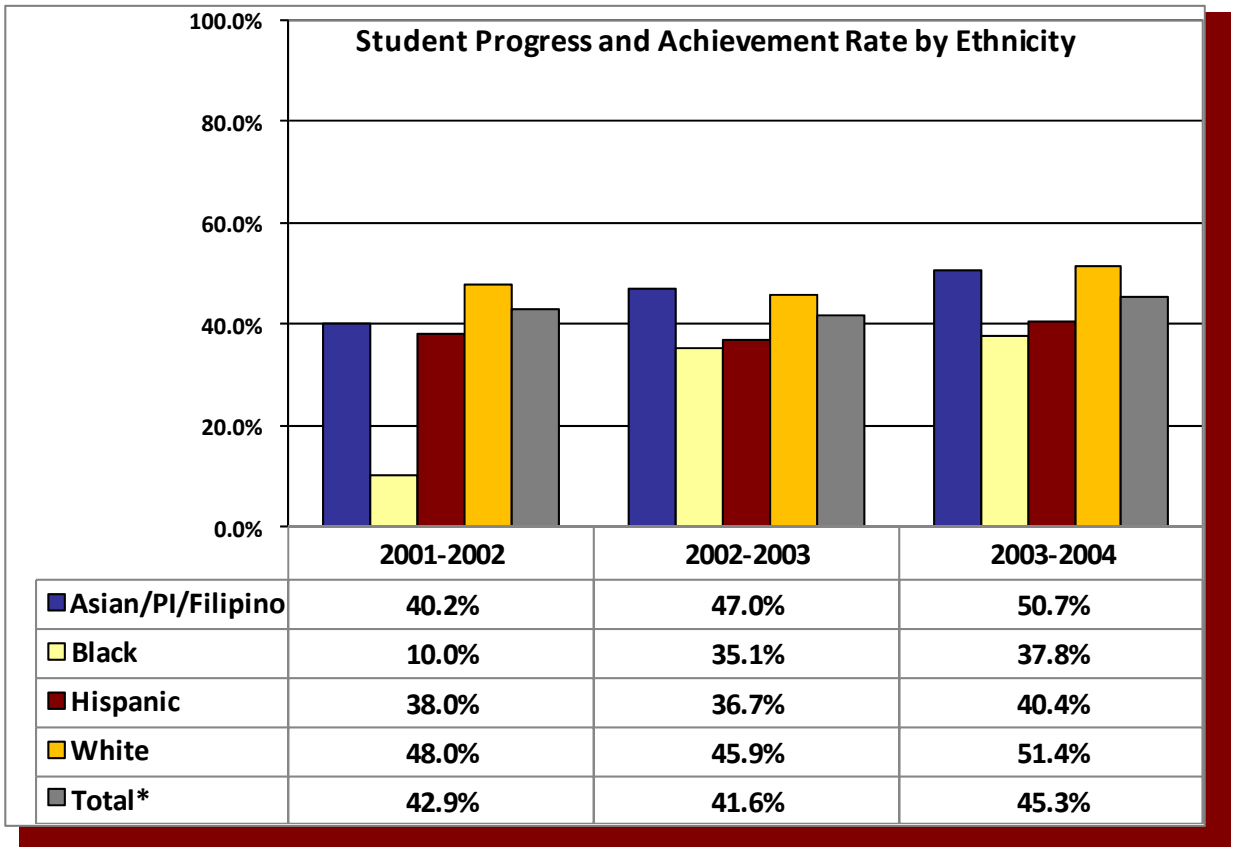
1. Transfer to a four-year college, or
2. Earn an associate degree, or
3. Earn a certificate (18 units or more), or
4. Achieve "Transfer Directed" status, or
5. Achieve "Transfer Prepared" status.

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.

In the 2010 ARCC report, the latest cohort for which progress and achievement rate is provided began at the college in 2003-2004 and their progress was captured in 2008-2009. For said cohort, the Student Progress and Achievement rate was 45.3%, slightly lower than the peer group (average 47.9%). (For more information on the peer grouping process, see Appendix C.) This rate, however is higher than the progress and achievement rate for the two previous cohorts tracked: 42.9% for the 2001-2002 cohort and 41.6% for the 2002-2003 cohort. The average rate for the whole California Community College system was 51.5%.

Table B3 describes the Progress and Achievement Rate by ethnicity in the academic years 2001-2002, 2002-2003 and 2003-2004 presented in the ARCC report. About four in ten of first-time freshmen 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 had been slightly decreasing, but rebounded with the 2003-2004 cohort. The four major ethnic groups at the college, Asian/Pacific Islanders/Filipinos, Black/African-American, Hispanic and White students all saw increases in their progress and achievement rate. White students had the highest increase in the last cohort year at 8.2%, with Black/African-Americans increasing at 2.7%.

FIGURE B3: **STUDENT PROGRESS AND ACHIEVEMENT BY ETHNICITY**



	2001-2002	2002-2003	2003-2004
Asian/PI/Filipino	40.2%	47.0%	50.7%
Black	10.0%	35.1%	37.8%
Hispanic	38.0%	36.7%	40.4%
White	48.0%	45.9%	51.4%
Total*	42.9%	41.6%	45.3%

**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 (37.8% and 40.4% for the 2003-2004 cohort, respectively) when compared with the Asian/Pacific Islander/Filipino and White groups of the same cohort (50.7% and 51.4%).

So despite increases in progress and achievement rates for all groups, equity gaps still exist among them. For the 2002-03 cohort he gap between the highest performing group (Asian/PI/Filipino) and the lowest (Black) was 11.9%. The gap between Asian/PI/Filipino and Hispanic groups was 10.3%. For the 2003-04 cohort, the performance gap between the highest and lowest performing groups was somewhat greater. The difference between Whites and Blacks was 13.6% and between Whites and Hispanics was 11.0%.

The large 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 10 Black/African American students in the 2001-2002 first-time freshmen cohorts, earned 12 or more units and attempted a degree/certificate/transfer course within six years (showed intent). However, the count of Black/African-American students who showed intent to transfer, earn an associate degree, and/or earn a certificate jumped to 390 for the 2002-2003 cohort year. Asian/Pacific Islanders/Filipino students, on the other hand, numbered 895 in the 2001-2002 cohort but had 361 fewer students in the 2002-2003 and 388 in the 2003-2004 cohort. The discrepancy in counts of students in the cohort for both groups cannot be explained by the raw data alone.

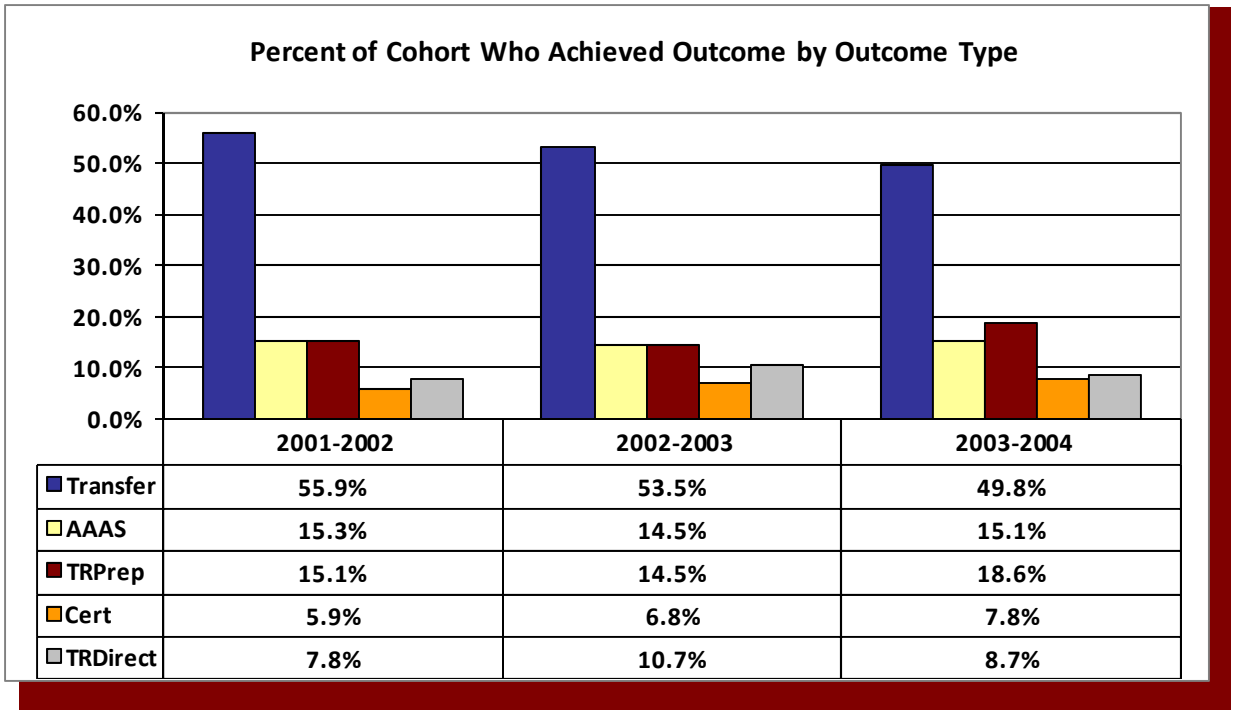
TABLE B4: COUNT OF STUDENTS IN COHORT AND ACHIEVED OUTCOME

	Cohort (Showed Intent)			Achieved Outcome		
	2001-2002	**2002-2003**	**2003-2004**	**2001-2002**	**2002-2003**	**2003-2004**
Asian/PI/Filipino	895	534	507	360	**251**	257
Black	10	390	230	1	137	87
Hispanic	885	940	673	336	345	272
Native American	18	24	7	5	11	2
White	830	870	440	398	399	226
Unreported	554	418	564	268	179	252
Total	3192	3176	2421	1368	1322	1096

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 was 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: PERCENT OF STUDENTS WHO ACHIEVED DIFFERENT OUTCOME TYPE



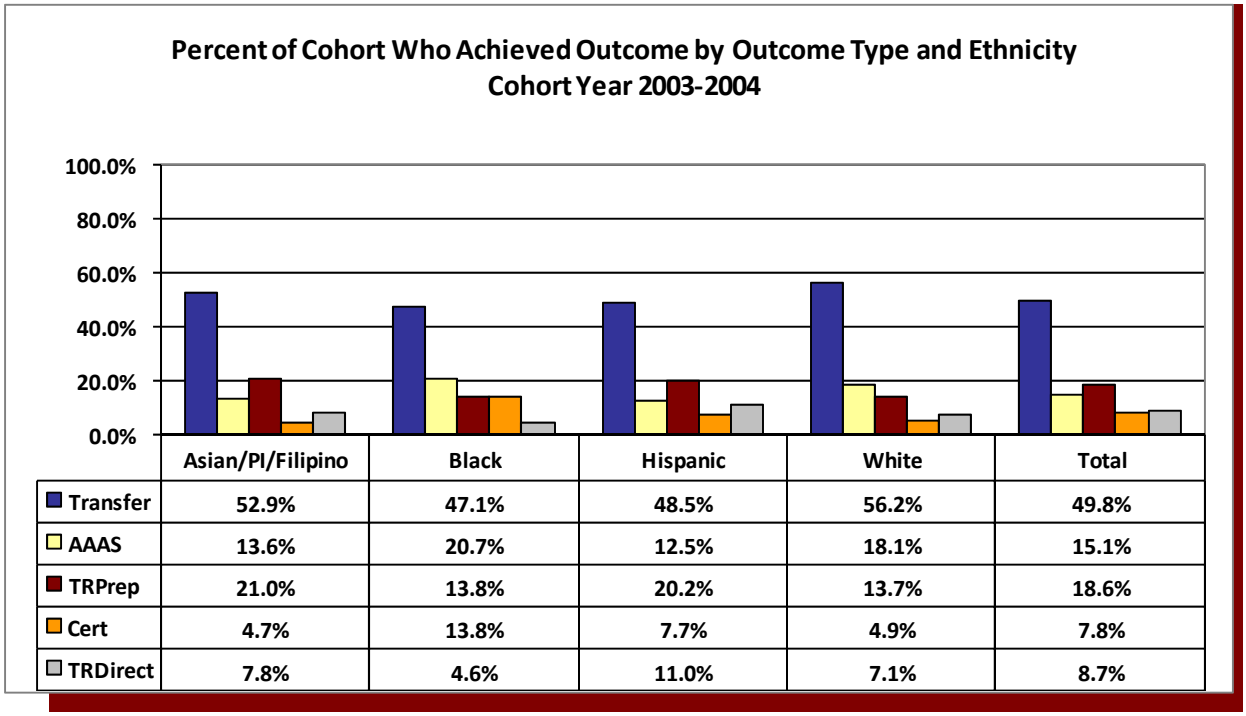
	2001-2002	2002-2003	2003-2004
Transfer	55.9%	53.5%	49.8%
AAAS	15.3%	14.5%	15.1%
TRPrep	15.1%	14.5%	18.6%
Cert	5.9%	6.8%	7.8%
TRDirect	7.8%	10.7%	8.7%

Source: Chancellor's Office, Management Information System

For the last three cohort years, about half of the first-time students who achieved an outcome within six years transferred to a four-year institution. On average, approximately 15% earned an associate degree and an additional 19% (about 200 students) were prepared to transfer (earned 60 or more transferable units) but had not transferred.

Figure B6 disaggregates by ethnicity the percentage of first-time students in the 2003-2004 cohort year who achieved the different types of outcomes. When compared with other groups, a larger proportion of Black/African American students who achieved an outcome earned an Associate Degree without transferring (20.7%). Disproportionately more Asian/Pacific Islander/Filipino and Hispanic students who achieved an outcome reached Transfer Prepared status within six years without transferring or earning an Associate Degree. The percentages of Black/African American and Hispanic students who earned a certificate were slightly higher than for other groups.

FIGURE B6: PERCENT OF STUDENTS WHO ACHIEVED DIFFERENT OUTCOME TYPE BY ETHNICITY



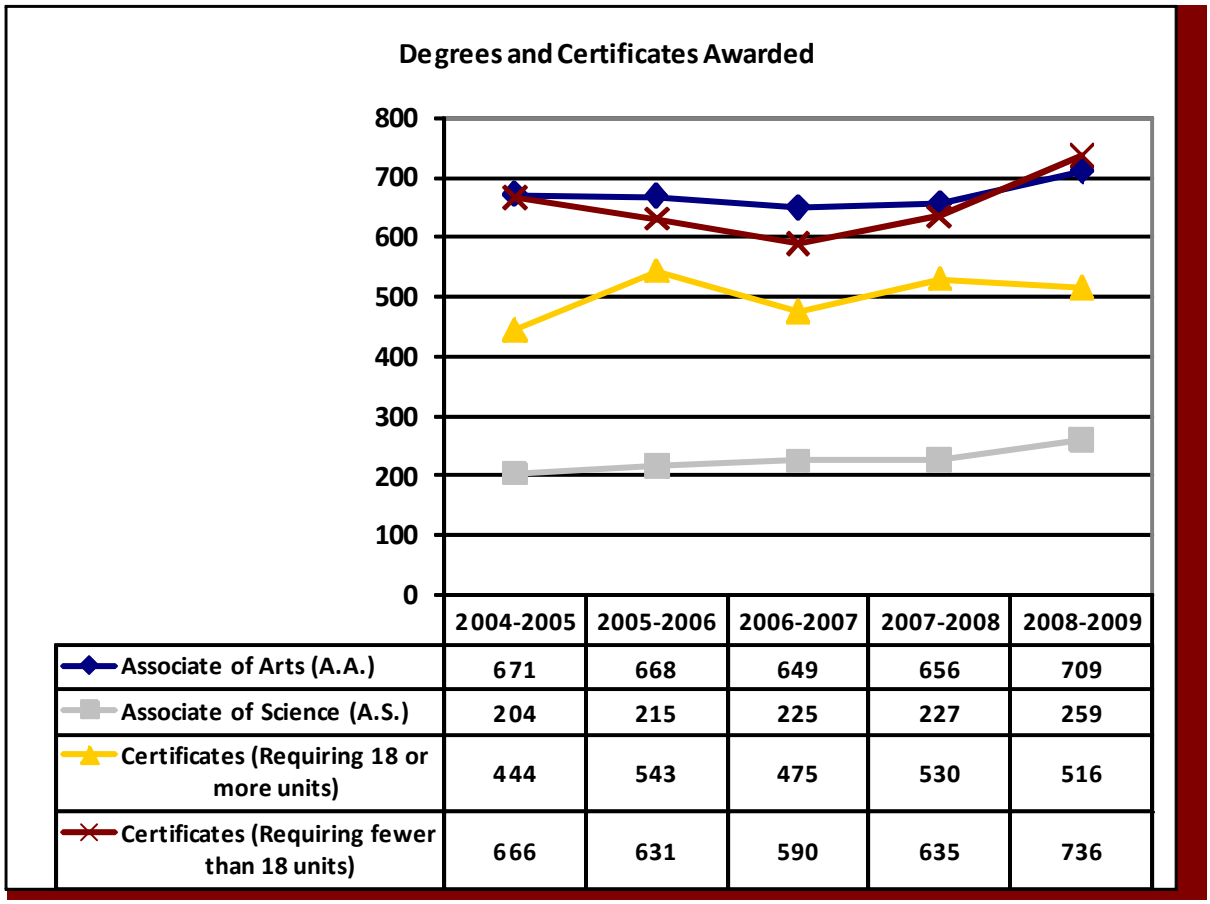
	Asian/PI/Filipino	Black	Hispanic	White	Total
Transfer	52.9%	47.1%	48.5%	56.2%	49.8%
AAAS	13.6%	20.7%	12.5%	18.1%	15.1%
TRPrep	21.0%	13.8%	20.2%	13.7%	18.6%
Cert	4.7%	13.8%	7.7%	4.9%	7.8%
TRDirect	7.8%	4.6%	11.0%	7.1%	8.7%

Source: Chancellor's Office, Management Information System
**Includes Native American, Other, and Unreported Ethnic Groups*

COUNT OF DEGREES AND CERTIFICATES AWARDED/TRANSFER

In relation to the Student Progress and Achievement Rate, the following section presents the count of LBCC students who earned an associate degree, certificate, and/or transferred to a four-year institution. This section also shows transfer numbers for the types of institutions to which LBCC students transferred. The counts do not consider when the students began their educational career at Long Beach City College.

FIGURE B7 COUNT OF STUDENTS AWAREDED DEGREES AND CERTIFICATES

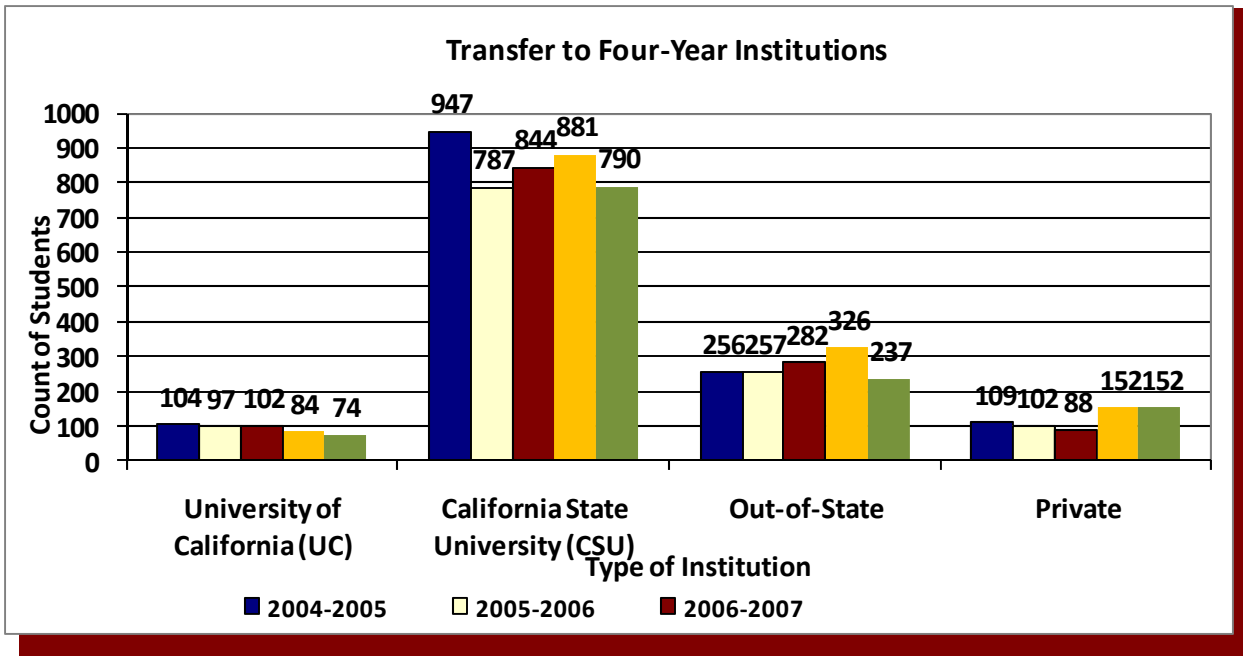


	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Associate of Arts (A.A.)	671	668	649	656	709
Associate of Science (A.S.)	204	215	225	227	259
Certificates (Requiring 18 or more units)	444	543	475	530	516
Certificates (Requiring fewer than 18 units)	666	631	590	635	736

Source: Chancellor's Office Data Mart

On average, for the past 5 academic years, about 896 associate degrees and 1,153 career certificates were awarded to LBCC students each year. For the 2008-2009 school year there were increases in A.A./A.S. degrees awarded, from 883 to 968 (the highest in five years). The number of certificates, particularly for those requiring fewer than 18 units, also increased from 1,165 to 1,252.

FIGURE B8 COUNT OF STUDENT TRANSFERS BY TYPE OF 4-YEAR INSTITUTION



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

Over the past five years, an average of about 92 and 850 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 2008-2009 year, 10 fewer than the previous year. A similar decrease is evident in transfers to the CSU system, there were 790 transfers in 2008-2009 , the lowest since 2005-2006.

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 3,300 participating colleges (92% of all U.S. colleges and universities) and more than 100 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 2008-2009, 389 students transferred to a private or out-of-state university (not including CSU and UC transfers).

TABLE B9: 2008-2009 UC/CSU TRANSFER COUNTS BY ETHNICITY

Institution Type	Asian/PI/ Filipino	Black	Hispanic	White	Total*
UC	25	1	29	14	74
	33.8%	1.4%	39.2%	19.0%	**5.9%**
CSU	177	79	254	171	790
	22.4%	10.0%	32.2%	21.6%	**63.0%**
Out-of-State	42	32	41	81	237
	17.7%	13.5%	17.3%	34.2%	**18.9%**
In-State Private	28	6	38	52	152
	18.4%	3.9%	25.0%	34.2%	**12.1%**
Total Group	272	118	362	318	1253
	21.7%	9.4%	28.9%	25.4%	**100%**

Source: California Postsecondary Education Commission;
**Includes Native American, Other, and Unreported Ethnic Groups*

The table above shows the count of students who transferred from LBCC to a four-year institution in the academic year 2008-2009 by institution type and ethnicity. The total count accounts for students who reported Native American/Alaskan Native, Other, or Unreported as their ethnicity.

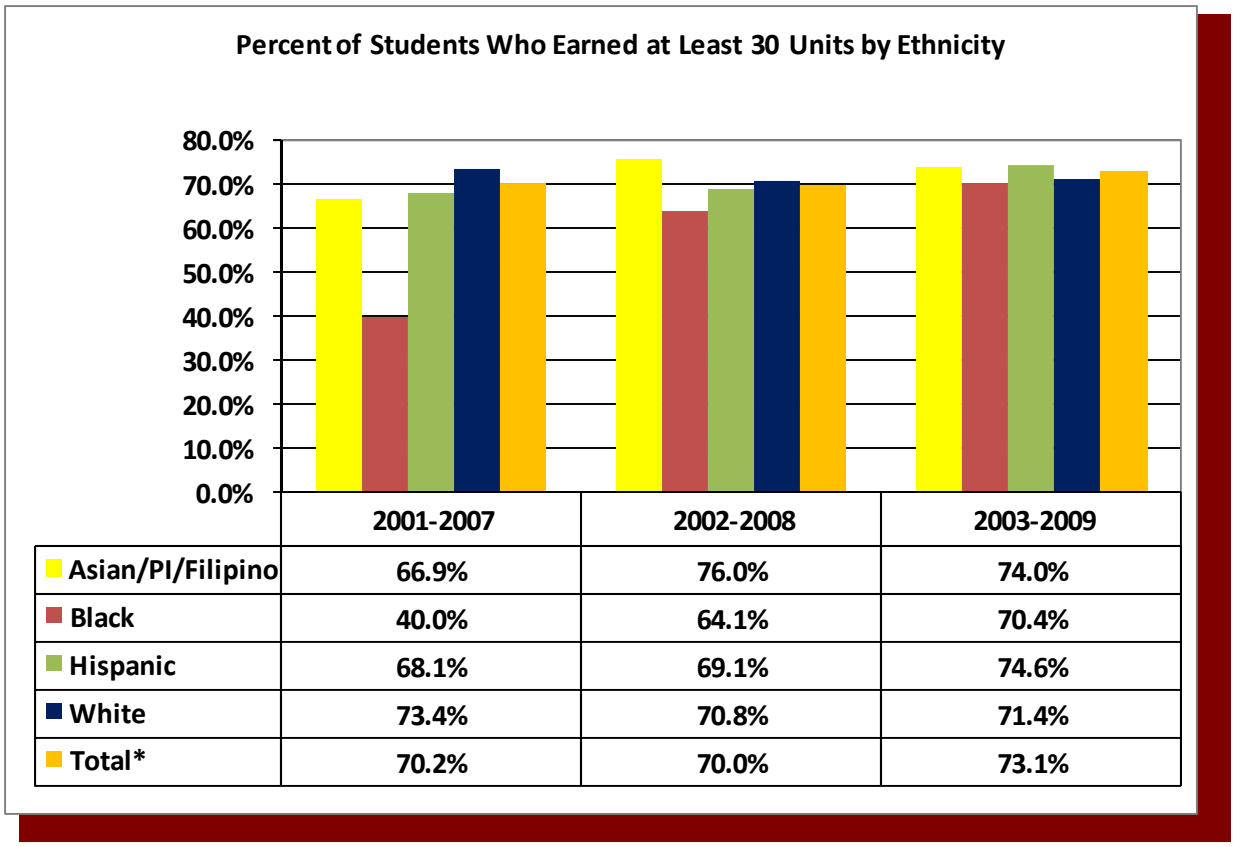
Disproportionately more students who transferred to a UC institution were Hispanic (39.2%) when compared with other groups. The same is true for CSU institutions, with 32.8% of transfers were Hispanic students. Black/African-American students are disproportionally represented in transfer counts, only 1.4% of UC transfers and 10% of CSU transfers were Black students. Transfer counts to out of state and privates may not reflect the true count of both total transfers and specific ethnicity counts. That said, White students have a higher percentage of Our-of –State and In-State private transfers than they do for the CSU/UC systems.

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 2001-2002, 2002-2003, and 2003-2004 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 the 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: PERCENT OF STUDENTS WHO EARNED 30 UNITS OR MORE BY ETHNICITY



	2001-2007	2002-2008	2003-2009
Asian/PI/Filipino	66.9%	76.0%	74.0%
Black	40.0%	64.1%	70.4%
Hispanic	68.1%	69.1%	74.6%
White	73.4%	70.8%	71.4%
Total*	70.2%	70.0%	73.1%

Source: Chancellor's Office, Management Information System
**Includes Native American, Other, and Unreported Ethnic Groups*

Overall, Black/African American students had the lowest percent of first-time students earning 30 or more units for the 2003-2004 cohort (70.4%), but that is an increase of about 6% from the 2002-2003 cohort. In fact, the rate of students who earned at least 30 units increased for all four of the major groups, with the total percentage (including Native Americans, Other, and Unreported ethnic groups) having increased almost 3% over the three cohort years.

For the 2003-2004 cohort, LBCC's percent of students who earned at least 30 units was 73.1%, lower than the peer group average (average 75.0%). The average rate for the whole California Community College system was 72.4%.

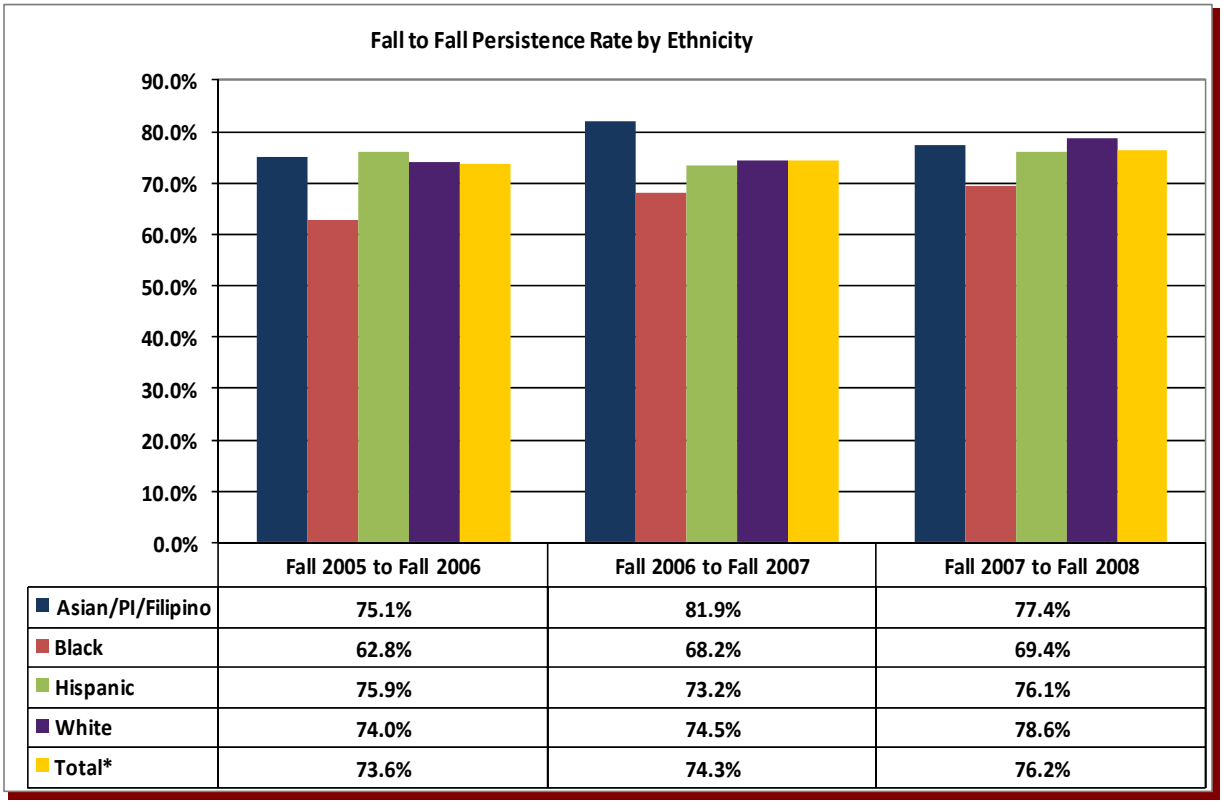
DEGREE/CERTIFICATE/TRANSFER OUTCOME: **PERSISTENCE RATE**

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

For the last three cohorts (Fall 2005, 2006, 2007), 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 other groups. The Black/African American students persisted from fall-to-fall at the lowest rate.

For the fall 2007 cohort, LBCC's persistence rate was 76.2%, higher than the peer group average (average 68.8%) and higher than the rate for the whole California Community College system average (66.0%).

FIGURE BII: STUDENT PERSISTENCE FROM FALL TO FALL BY ETHNICITY



	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Asian/PI/Filipino	75.1%	81.9%	77.4%
Black	62.8%	68.2%	69.4%
Hispanic	75.9%	73.2%	76.1%
White	74.0%	74.5%	78.6%
Total*	73.6%	74.3%	76.2%

Source: Chancellor's Office, Management Information System
**Includes Native American, Other, and Unreported Ethnic Groups*

DEGREE/CERITIFICATE/TRANSFER SUMMARY

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

- About 40% of first-time students reported a transfer goal; 4% reported they want to earn an associate degree without transferring, and almost 3% reported they were enrolled at LBCC for a career certificate.
- Less than half (45.3%) 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 (37.8% and 40.4%, respectively) achieved any of the progress outcomes when compared with the overall rate.
  - About half of students who achieved any of the progress outcomes had transferred to a four-year institution.
- A total of 896 associate degrees and 354 certificates requiring 18 or more units were awarded in 2008-2009. Approximately 1,253 students transferred from LBCC to a four-year institution in 2008-2009.
- About 73% of first-time students in 2003-2004 with intent to complete a degree, certificate or transfer earned 30 or more credit units in six years. While Black/African American students experienced the lowest rate (70.4%) among ethnic groups, the rate for Black/African American students increased about 6% increase from the previous year's cohort.
- Approximately 76% of first-time students in fall 2007 persisted to any California Community College the subsequent fall term. Proportionately fewer Black/African American students (69.4%) persisted from fall 2007 to fall 2008.

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 16% 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 and fall 2009 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 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Count of FTF Students with Voc Goal	946	931	861	950	1,052
Count of Total FTF	6,823	6,990	5,369	5,504	4,823
Percent Voc Goal (%)	13.9%	13.3%	16.0%	17.3%	21.8%

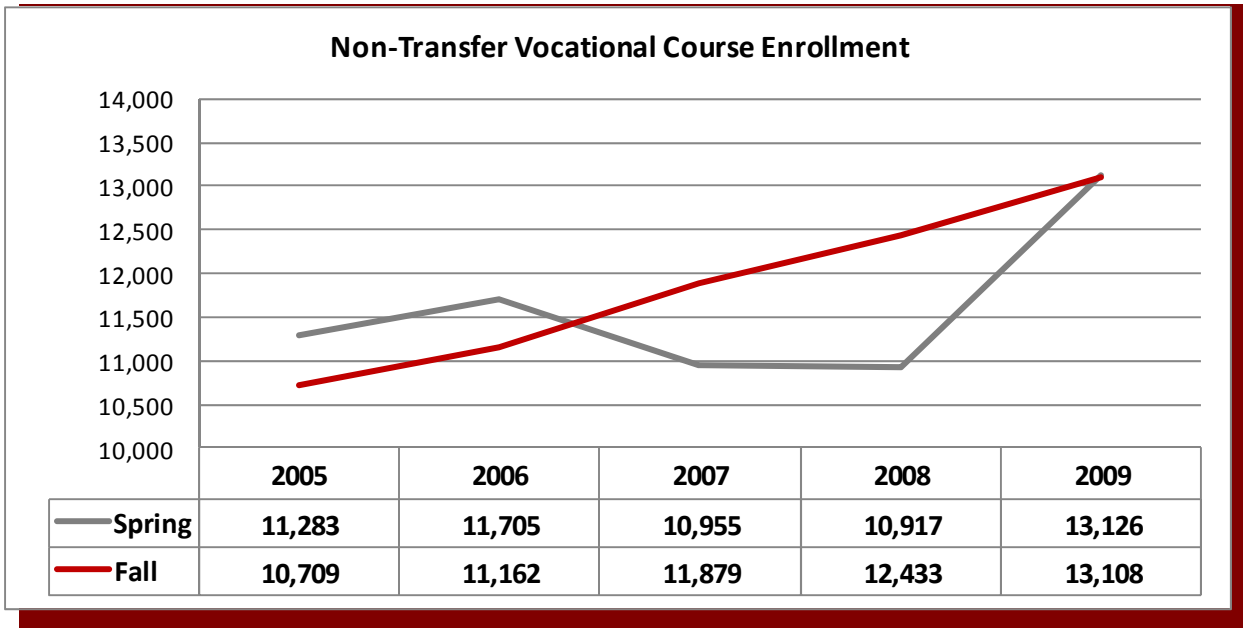
Source: LBCC Management Information Systems Database

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 were more vocational course enrollments in the spring terms than the fall terms, however, during the 2007 and 2008 academic years, there were more non-transfer vocational course enrollments in the fall. This changed somewhat in 2009 with spring enrollments virtually even with fall enrollments. See Figure C2.

***FIGURE C2:* COUNT OF NON-TRANSFER VOCATIONAL COURSE ENROLLMENTS**



	2005	2006	2007	2008	2009
Spring	11,283	11,705	10,955	10,917	13,126
Fall	10,709	11,162	11,879	12,433	13,108

Source: LBCC Management Information Systems Database

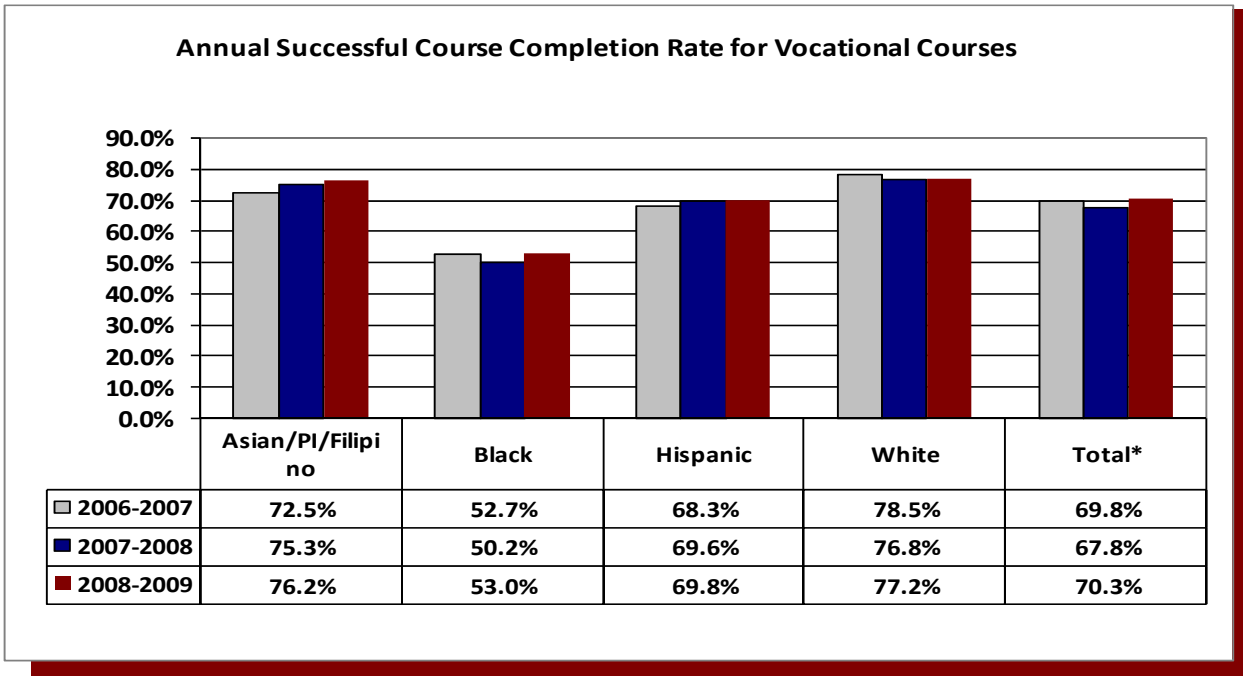
Some students enroll in vocational courses as they prepare for a promotion or change in job assignments without intending to complete the course. Other students sometimes enroll in these courses then find attractive job opportunities during the semester and therefore do not complete the course. The popularity 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:* ANNUAL SUCCESSFUL CREDIT VOCATIONAL COURSE COMPLETION RATE**



	Asian/PI/Filipino	Black	Hispanic	White	Total*
2006-2007	72.5%	52.7%	68.3%	78.5%	69.8%
2007-2008	75.3%	50.2%	69.6%	76.8%	67.8%
2008-2009	76.2%	53.0%	69.8%	77.2%	70.3%

Source: Chancellor's Office, Management Information System
**Includes Native American, Other, and Unreported Ethnic Groups*

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. In previous versions of this report, the overall successful course completion rate for vocational courses had been steadily decreasing, from 72.7% in 2005-2006 to 67.8% in 2007-2008. The new cohort year, 2008-2009, shows an increase over the previous to years with a successful course completion rate of 70.3%

Black/African American students achieved the lowest successful vocational course completion rate of all groups, followed by Hispanic/Latino students.

The annual course successful rate for vocational courses at LBCC in 2008-2009 was lower than the peer group average (75.8%). 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 22% of first-time students in Fall 2009 report having a vocational goal on the college application.

- The course success rate for vocational education has increased from 67.8% to 70.3% over the previous year, ending a downward trend.
  - Black/African American students experienced the lowest vocational course success rate in 2007-2008 (53.0%) when compared with the average rate (70.3%).

Basic Skills, ESL, and Career Development and College Preparation Noncredit

Our purposes are to promote success for those students who need a platform for college work 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) Career Development and College Preparation (CDCP) 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

Sequence of Reading Courses

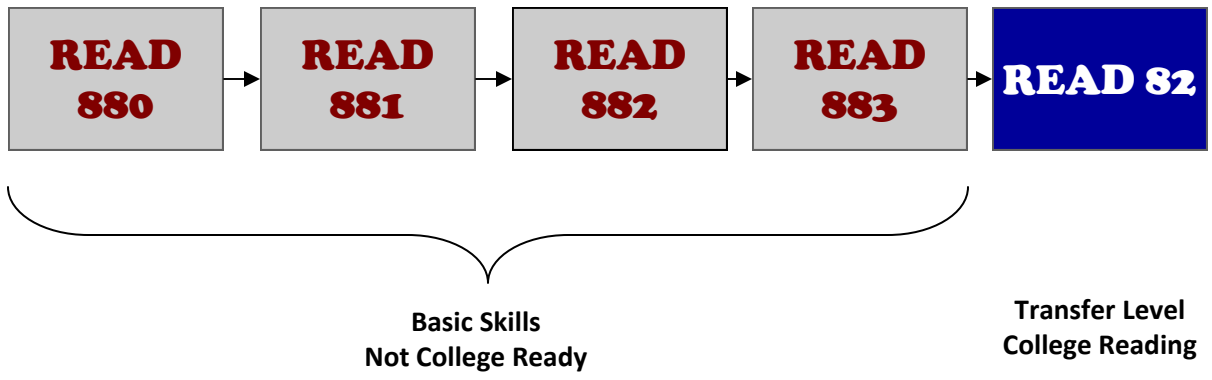
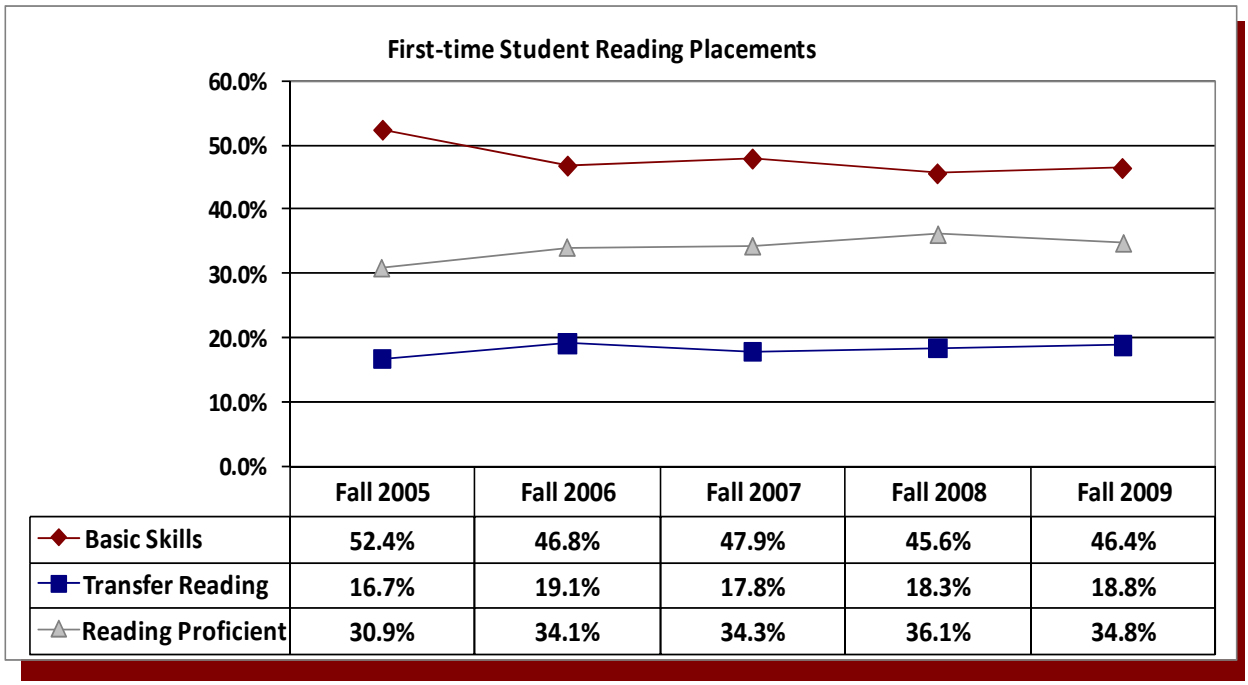


Figure D2 describes the percentage of first-time students in fall terms 2005 to 2009 and their reading placement scores. Among fall 2009 first-time students who took the reading placement test, about 46% were placed into classes within the READ 800 series of courses (basic skills). Instruction in these 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. Nearly 19% 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, 34.8% of the students, demonstrated proficient reading levels, and is not required to take any reading courses before graduating/transferring.

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

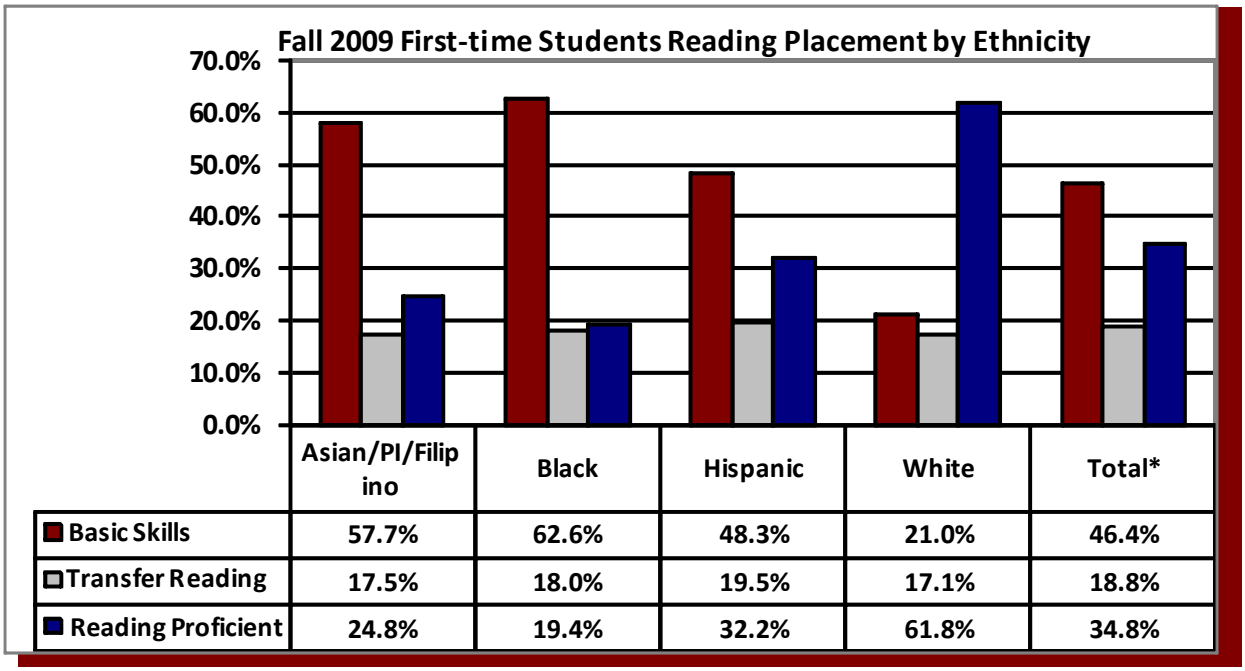
FIGURE D2: **FIRST-TIME STUDENT PLACEMENT LEVEL IN READING**



	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Basic Skills	52.4%	46.8%	47.9%	45.6%	46.4%
Transfer Reading	16.7%	19.1%	17.8%	18.3%	18.8%
Reading Proficient	30.9%	34.1%	34.3%	36.1%	34.8%

Source: LBCC Matriculation Office

FIGURE D3: **FIRST-TIME STUDENT PLACEMENT LEVEL IN READING BY ETHNICITY**



	Asian/PI/Filipino	Black	Hispanic	White	Total*
Basic Skills	57.7%	62.6%	48.3%	21.0%	46.4%
Transfer Reading	17.5%	18.0%	19.5%	17.1%	18.8%
Reading Proficient	24.8%	19.4%	32.2%	61.8%	34.8%

Source: LBCC Matriculation Office
**Includes Native American, Other, and Unreported Ethnic Groups*

The figure above describes the percentage of first-time students in fall 2009 who took the reading placement test by reading level and ethnicity.

When compared with other groups, disproportionately more Black/African American (62.1%) students were placed into basic skills reading courses. Disproportionately more White students(61.8%) were assessed as being proficient in reading without needing 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

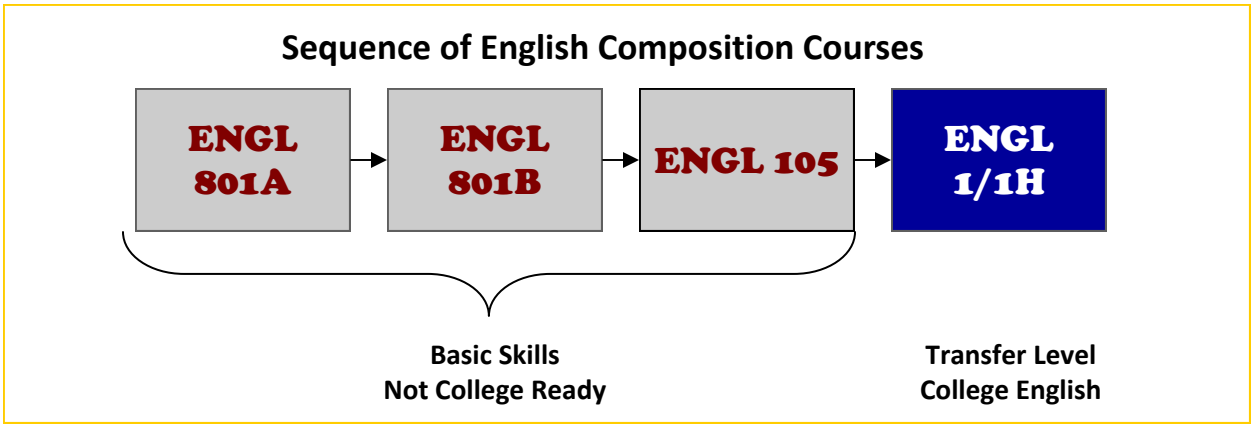
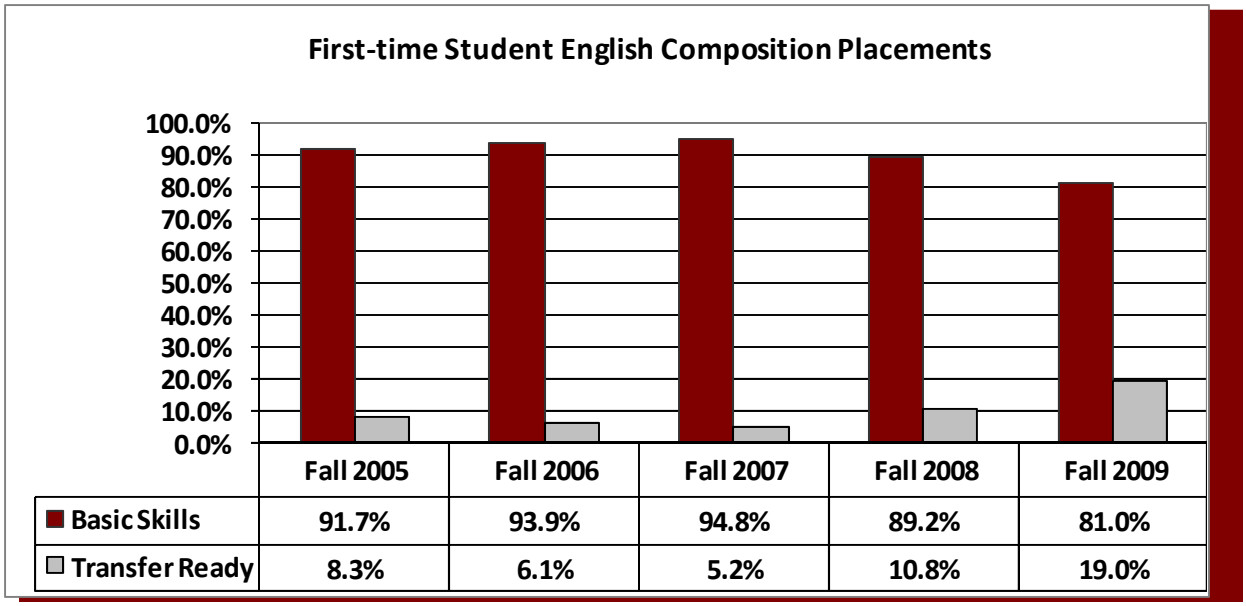


FIGURE D5: **FIRST-TIME STUDENT PLACEMENT LEVEL IN ENGLISH**



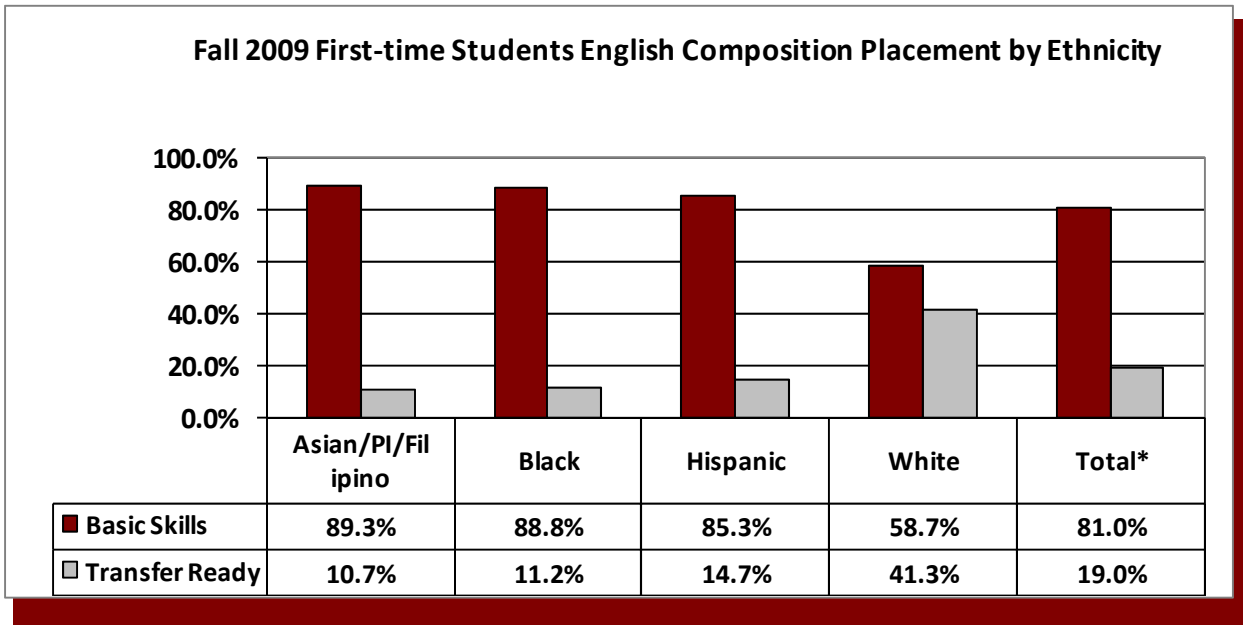
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Basic Skills	91.7%	93.9%	94.8%	89.2%	81.0%
Transfer Ready	8.3%	6.1%	5.2%	10.8%	19.0%

Source: LBCC Matriculation Office

For the past five first-time fall student cohorts, approximately 90% 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 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 of almost 10% 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 is 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: **FIRST-TIME STUDENT PLACEMENT LEVEL IN ENGLISH BY ETHNICITY**



	Asian/PI/Filipino	Black	Hispanic	White	Total*
Basic Skills	89.3%	88.8%	85.3%	58.7%	81.0%
Transfer Ready	10.7%	11.2%	14.7%	41.3%	19.0%

Source: LBCC Matriculation Office
**Includes Native American, Other, and Unreported Ethnic Groups*

For the fall 2009 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

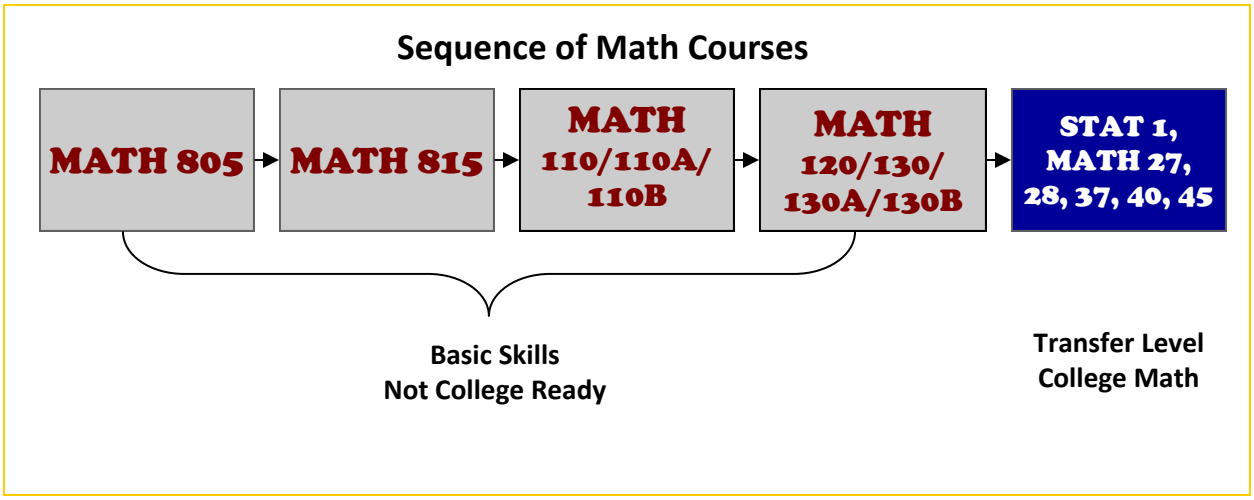
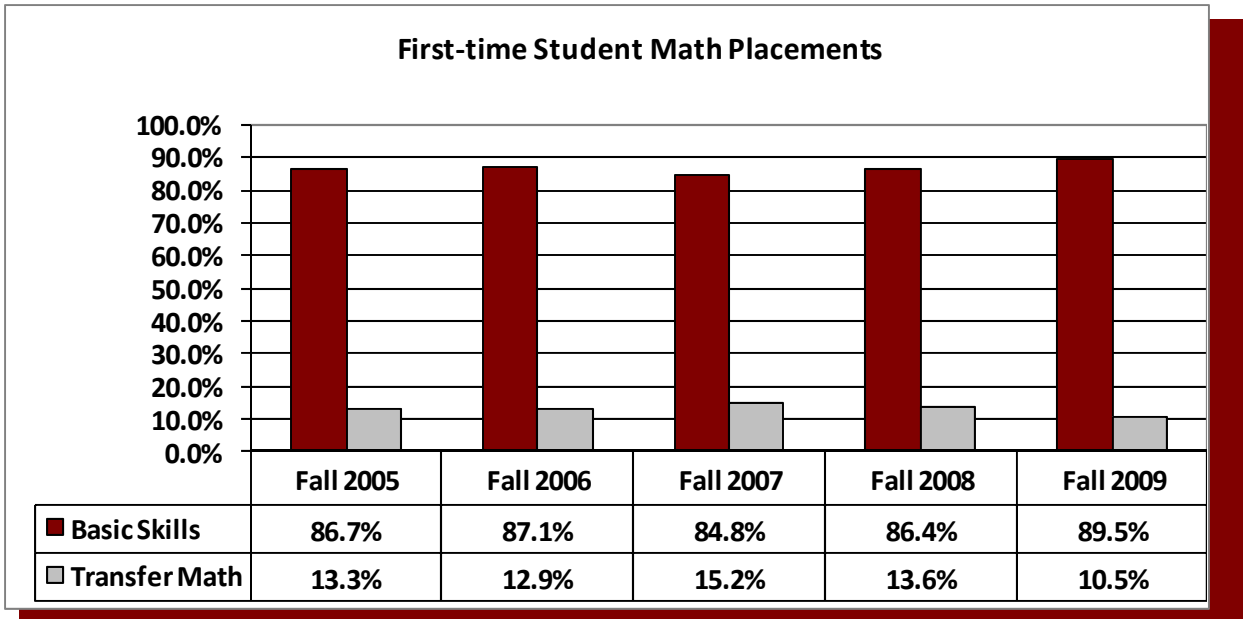


FIGURE D8: **FIRST-TIME STUDENT PLACEMENT LEVEL IN MATH**



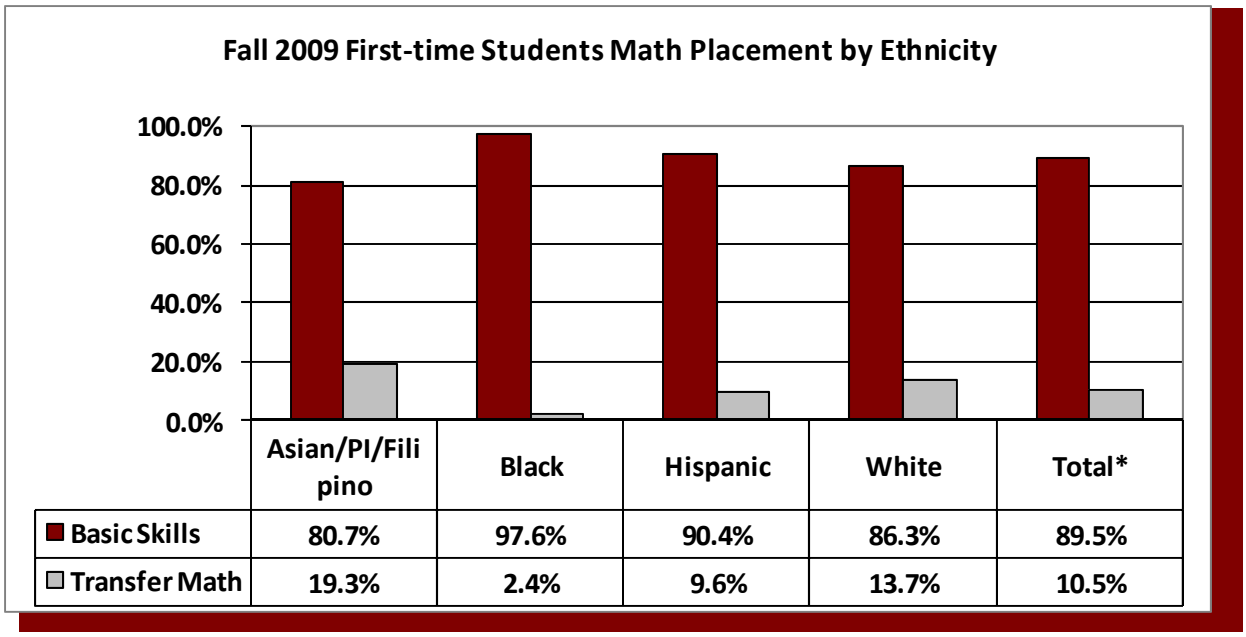
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Basic Skills	86.7%	87.1%	84.8%	86.4%	89.5%
Transfer Math	13.3%	12.9%	15.2%	13.6%	10.5%

Source: LBCC Matriculation Office

For the past five first-time fall student cohorts, approximately 87% of first-time students 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. MATH 110 had been the minimum requirement for graduation, but beginning with the fall 2009 first-time student cohort, MATH 120/130 is the minimum requirement for the associate degree.

In fall 2009, approximately 11% 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: **FIRST-TIME STUDENT PLACEMENT LEVEL IN MATH BY ETHNICITY**



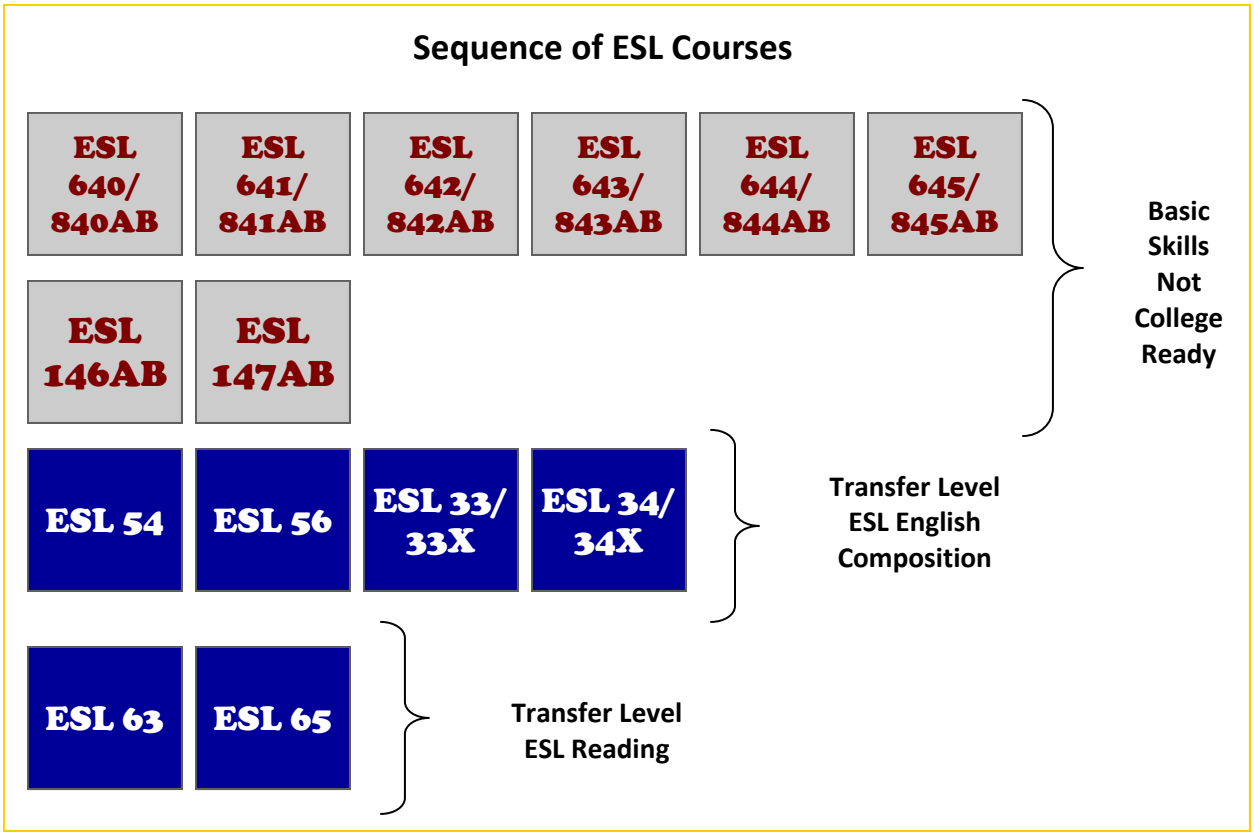
	Asian/PI/Filipino	Black	Hispanic	White	Total*
Basic Skills	80.7%	97.6%	90.4%	86.3%	89.5%
Transfer Math	19.3%	2.4%	9.6%	13.7%	10.5%

Source: LBCC Matriculation Office
**Includes Native American, Other, and Unreported Ethnic Groups*

Among first-time students in fall 2009 who took the math placement exam, disproportionately more Black/African American and Hispanic students were placed into basic skills math courses.

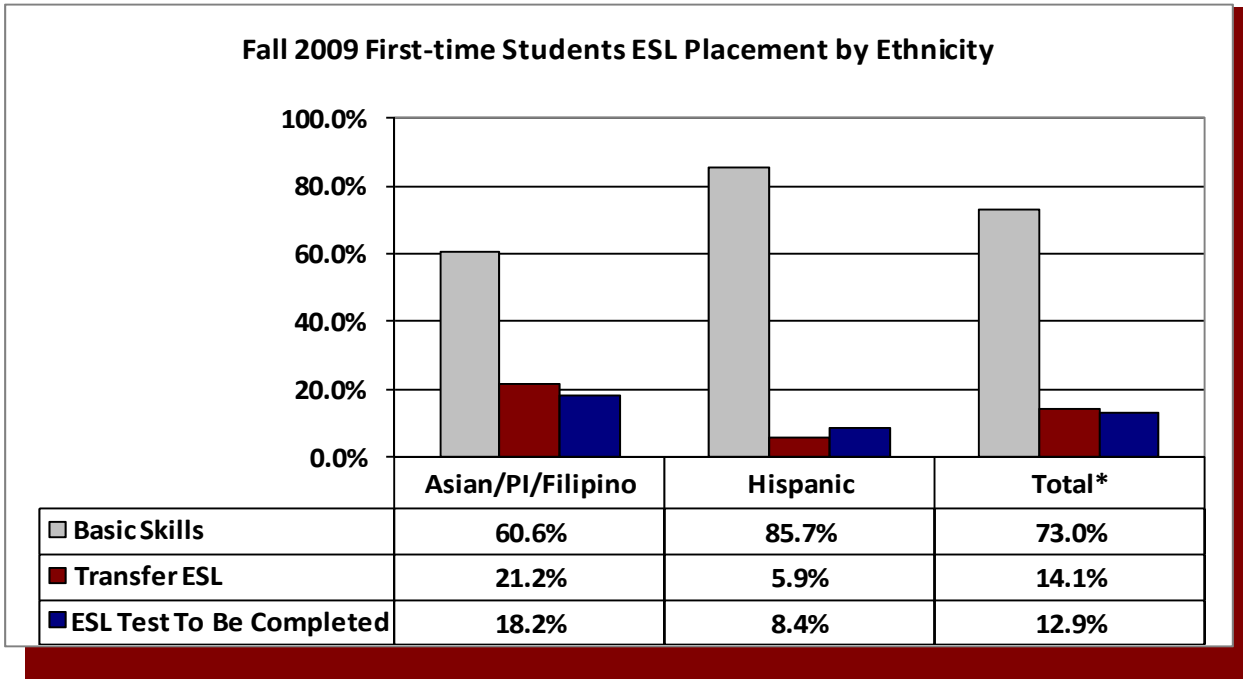
English as a Second Language (ESL)
The following figure describes the sequence of ESL courses offered at Long Beach City College for the pre-academic and academic track.

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 2009, only 195 took the ESL placement test. Figure D11 describes the percent of first-time students in fall 2009 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: FIRST-TIME STUDENT PLACEMENT LEVEL IN ESL



	Asian/PI/Filipino	Hispanic	Total*
Basic Skills	60.6%	85.7%	73.0%
Transfer ESL	21.2%	5.9%	14.1%
ESL Test To Be Completed	18.2%	8.4%	12.9%

Source: LBCC Matriculation Office
**Includes Native American, Other, and Unreported Ethnic Groups*

Exactly 73% of students who took the ESL placement exam were assessed into basic skills ESL courses, including courses in the ESL 640/840 series or ESL 140 series. 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.

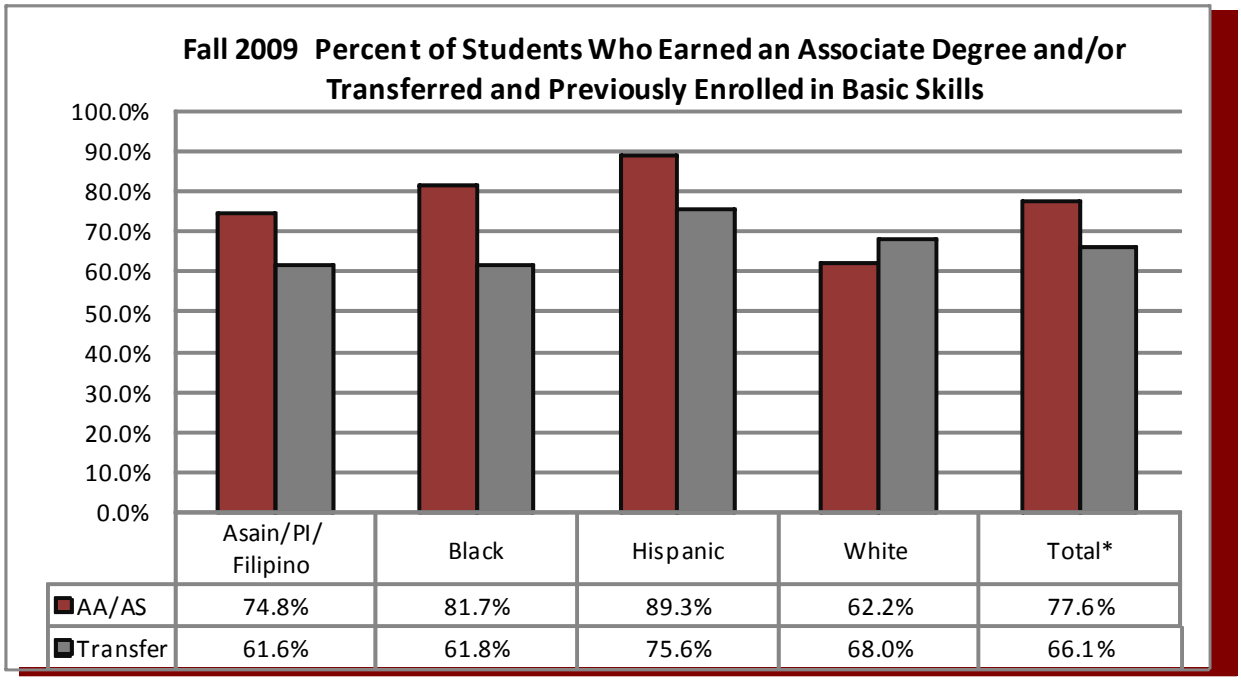
Currently, ESL 34/34X fulfills the English Composition requirement for graduation. This course is an intensive study of reading and writing focusing on the academic language skills needed for entrance into ENGL 1. ESL 65 emphasizes strategies for effective reading and lecture comprehension, listening 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 2008-2009 academic year who were previously enrolled in a basic skills course at Long Beach City College. On average, 77.6% of students who earned an associate degree in 2008-2009 were previously enrolled in at least one reading, English, math, and/or ESL course. Fewer students who transferred (66.1%) were previously enrolled in a basic skills course.

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

FIGURE D12: PERCENT OF STUDENTS WHO EARNED ASSOCIATE DEGREE AND/OR TRANSFERRED AND PREVIOUSLY ENROLLED IN BASIC SKILLS



	Asain/PI/ Filipino	Black	Hispanic	White	Total*
AA/AS	74.8%	81.7%	89.3%	62.2%	77.6%
Transfer	61.6%	61.8%	75.6%	68.0%	66.1%

Source: LBCC Management Information Systems Database, National Student Clearinghouse
**Includes Native American, Other, and Unreported Ethnic Groups*

Table D13 describes the percent of students who earned an associate degree and/or transferred in 2008-2009 who previously enrolled in a basic skills course by basic skills discipline and ethnicity.

On average, more students who earned an associate degree (54.9%) when compared with students who transferred (44.1%) enrolled in basic skills English courses. The pattern is the same for students who enrolled in basic skills courses in math and reading. Overall, more students who graduated/transferred took basic skills in math than any other discipline.

Among associate degree earners and transfers, disproportionately more Hispanic students (68.3% and 52.2%, respectively) enrolled in basic skills English when compared with the average (54.9% and 44.0%, respectively). Disproportionately more Black/African American and Hispanic students who graduated/transferred took basic skills courses in math when compared to 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 (21.4%). Among students who transferred, fewer White students (4.3%) took basic skills reading when compared with the average (9.6%).

TABLE D13: 2008-2009 PERCENT OF STUDENTS WHO EARNED AN ASSOCIATE DEGREE AND/OR TRANSFERRED PREVIOUSLY ENROLLED IN BASIC SKILLS BY DISCIPLINE AND ETHNICITY

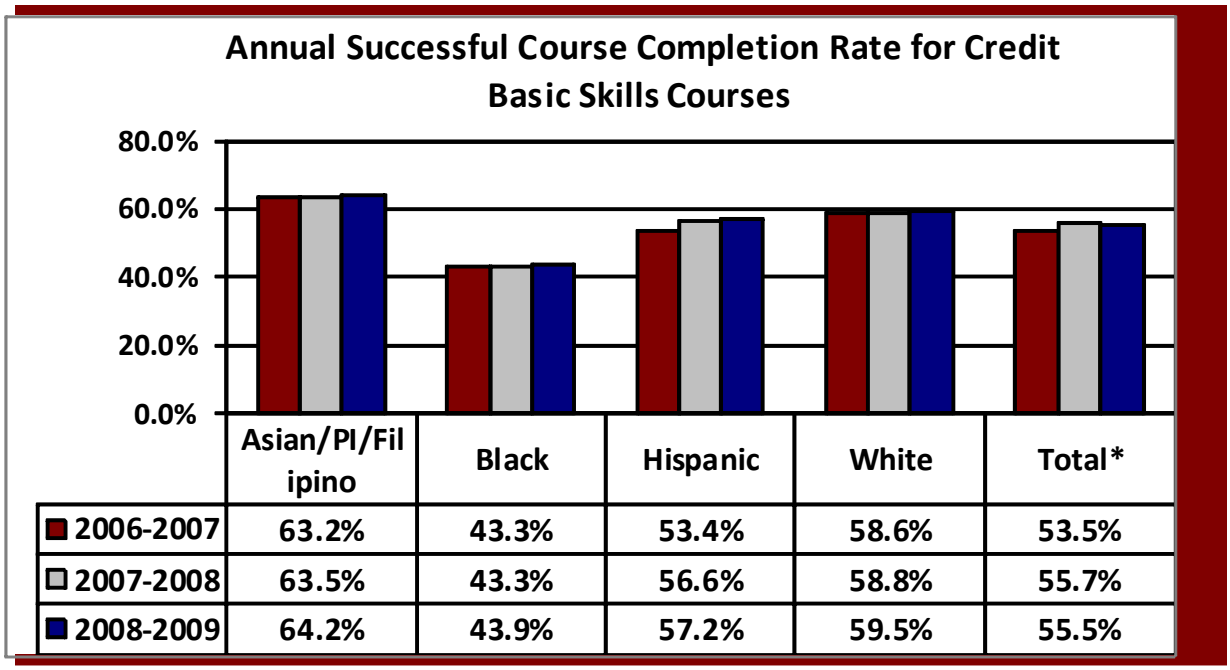
	ENGL		ESL		MATH		READ	
	AAAS	Transfer	AAAS	Transfer	AAAS	Transfer	AAAS	Transfer
Asian/PI/ Filipino	48.2%	43.8%	13.1%	5.6%	52.7%	40.7%	32.9%	14.8%
Black	59.8%	37.6%	0.6%	-	73.2%	52.8%	30.5%	11.8%
Hispanic	68.3%	52.2%	7.4%	2.3%	74.5%	64.3%	27.7%	11.5%
White	72.8%	41.6%	0.7%	0.9%	54.6%	47.3%	6.3%	4.3%
Total*	54.9%	44.1%	5.9%	2.3%	62.3%	51.8%	21.4%	9.6%

Source: LBCC Management Information Systems Database, National Student Clearinghouse
**Includes Native American, Other, and Unreported Ethnic Groups*

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

The first ARCC indicator for the Basic Skills, ESL, and Career Development and College Preparation 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: ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT BASIC SKILLS COURSES



	Asian/PI/Filipino	Black	Hispanic	White	Total*
2006-2007	63.2%	43.3%	53.4%	58.6%	53.5%
2007-2008	63.5%	43.3%	56.6%	58.8%	55.7%
2008-2009	64.2%	43.9%	57.2%	59.5%	55.5%

Source: Chancellor's Office, Management Information System
**Includes Native American, Other, and Unreported Ethnic Groups*

On average, the successful course completion rate for credit basic skills courses was 55% in the past three academic years. In 2008-2009 Black/African American students successfully completed credit basic skills courses at a lower rate (43.9%) than other groups.

In 2008-2009, LBCC's success rate for credit basic skills courses was 55.5%, lower than the peer group average (60.0%) and the statewide average (61.1%).

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

The second and third indicators for the Basic Skills, ESL, and Career Development and College Preparation 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
- 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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	35.5%	33.8%	36.2%
Basic Skills Improvement Rate	54.0%	59.1%	60.3%

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

Source: Chancellor's Office, Management Information System

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

In general, the ESL and basic skills course improvement rates have been increasing. For the 2006-2007 cohort, the ESL improvement rate was 36.2%, which continues a trend of being significantly lower than the peer group average (59.3%) and the statewide average (47.5%). LBCC had the lowest ESL improvement rate in the peer group. However, the basic skills improvement rate (60.3%) was higher than the peer group average (54.2%) and the statewide average (52.7%).

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

The Career Development and College Preparation (CDCP) 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 January 2010, only 37 of the 109 California Community Colleges had applied for and received approval for enhanced noncredit programs (CDCP). Data for 37 of these colleges, including LBCC, were available for the 2010 ARCC report. Given that the CDCP data collection is in its early stages, the detailed results for this indicator are not described in this report.

The cohort tracked in the CDCP 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 CDCP course or series of CDCP 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 CDCP 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.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	8.0%	5.9%	7.0%

BASIC SKILLS/ESL/CAREER DEVELOPMENT AND COLLEGE PREPARATION NONCREDIT SUMMARY

The performance of LBCC along the basic skills, ESL, and Career Development and College Preparation dimension of our model may be summarized as follows.

- About 46% of first-time students in fall 2009 were placed into basic skills reading. Disproportionately more Black/African American students were placed into basic skills reading when compared with other groups.
- Approximately 81% of first-time students in fall 2009 were placed into basic skills English composition; 89.5% 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 (77.6%) than were transfer students (66.1%).
- The 2008-2009 credit basic skills successful course completion rate of 55.5% is nearly identical to the rate for 2007-2008, which was 55.7%.
- The ESL and credit basic skills improvement rates have been increasing over the past three years.
- THE CDCP Progress and Achievement Rate is currently at 7.0%, though it is currently approved for only 37 colleges, and there are no peer groups to help gauge this value.

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.

Beginning spring 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) required member institutions to report annual progress on student learning outcomes assessment at the course, program and degree levels. It also required that institutions document progress in assessing learning outcomes for student and learning support activities. 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 2009, ACCJC recommended to the college, as part of its action based on the comprehensive evaluation conducted in fall 2008, that it: 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 the evaluations of faculty and others responsible for student learning; 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 recommended that the college establish student

learning outcomes for general education and align those outcomes with its general education philosophy.

LBCC has made remarkable progress in advancing its efforts to assess and improve student learning in accordance with ACCJC standards. This progress was commended by the team appointed to conduct the college's follow-up visit in 2009.

> *The college is to be commended for its renewed commitment to SLOs and their assessment. This commitment was evident in interviews that the visiting team conducted with various committees and individuals and the evidence provided with the progress report. As a result, the college has made significant progress in meeting the Standards and has in place a schedule to meet the Commission's 2012 deadline.*

At the writing of this report, the following results have been documented as demonstration of this continuing effort to assess and improve student learning at the course, program and degree levels. All courses have Student Learning Outcomes developed and documented. Faculty have written and documented assessment plans for nearly 90% of the courses. Of the approximately 100 instructional programs offered by Long Beach City College, nearly 40% have SLOs and their attendant plans for assessment documented. Significant progress is also noted for SLOs at the general education degree level. A report on the course to degree mapping project undertaken through a collaboration of the Assessment of Student Learning Outcomes (ASLO) and the Associate Degree/ General Education (AD/GE) subcommittees is forthcoming in early fall 2010.

Since the college made the strategic decision to focus on developing and documenting assessment plans for all courses and programs no later than the end of the fall 2010 semester, relatively limited data on actual assessment results currently exists. By spring 2011, a rush of results for courses and programs are expected in line with the aggressive goals the college has set for itself with regard to SLO assessment and improvement. These results will be reported in the next annual edition of the Institutional Effectiveness report.

Appendix A
Definitions of College-Level Performance Indicators in the ARCC Report

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

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

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

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

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

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

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

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 2010 report and additional information about ARCC go to:
http://www.cccco.edu/Portals/4/TRIS/research/ARCC/ARCC%202010,%20March%202010.pdf

Appendix B

ARCC 2010: 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. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	42.9%	41.6%	45.3%

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

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

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.2%	70.0%	73.1%

Table 1.2: Persistence Rate

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

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	73.7%	74.3%	76.2%

Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	69.8%	67.8%	70.3%

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

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

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	53.5%	55.7%	55.5%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	35.5%	33.8%	36.2%
Basic Skills Improvement Rate	54.0%	59.1%	60.3%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	8.0%	5.9%	7.0%

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	39,104	41,138	42,973
Full-Time Equivalent Students (FTES)*	21,268	21,529	21,500

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	21.0%	20.8%	21.5%
20 - 24	29.0%	28.6%	29.2%
25 - 49	42.3%	42.7%	41.2%
Over 49	7.4%	7.6%	7.8%
Unknown	0.3%	0.3%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	53.5%	53.0%	53.2%
Male	46.3%	46.9%	46.6%
Unknown	0.1%	0.1%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	13.5%	14.4%	15.1%
American Indian/Alaskan Native	0.8%	0.8%	0.8%
Asian	11.8%	11.2%	10.8%
Filipino	4.1%	4.2%	4.3%
Hispanic	35.0%	35.1%	35.8%
Pacific Islander	1.1%	1.1%	1.1%
Unknown/Non-Respondent	7.9%	6.4%	6.4%
White Non-Hispanic	25.7%	26.7%	25.8%

Source: Chancellor's Office, Management Information System

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	45.3	47.9	39.0	55.8	*A1*
B	Percent of Students Who Earned at Least 30 Units	73.1	75.0	68.1	83.8	*B4*
C	Persistence Rate	76.2	68.8	50.1	77.3	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.3	75.8	62.2	88.8	*D4*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.5	60.0	49.5	75.5	*E2*
F	Improvement Rate for Credit Basic Skills Courses	60.3	54.2	34.9	69.5	*F2*
G	Improvement Rate for Credit ESL Courses	36.2	59.3	36.2	78.4	*G5*

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

Appendix C
Peer Groups for 2010 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	39.0	55.8	47.9	45.3	51.1	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	68.1	83.8	75.0	73.1	71.1	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	50.1	77.3	68.8	76.2	66.0	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	62.2	88.8	75.8	70.3	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	49.5	75.5	60.0	55.5	61.1	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	34.9	69.5	54.2	60.3	52.7	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 Antonion; Mt. San Jacinto; Napa Valley; Orange Coast; Oxnard; Palo Verde; Palomar; Pasadena City; Riverside; Sacramento City; Saddleback; San Bernarding; San Franciso City; San Jose City; Santa Barbara City; Shasta; Sierra; Solano; Southwestern
Improvement Rate for Credit ESL Courses						
21	36.2	78.4	59.3	36.2	47.5	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