

## **Introduction to the 2007 ARCC Report**

### **Background**

This report on a set of performance indicators for the California Community Colleges (CCC) meets a legislative requirement that resulted from Assembly Bill 1417. The details of the legislation appear in Appendix F of this report. For clarity's sake, we have named this new reporting system *Accountability Reporting for the Community Colleges* (or ARCC). As required by the Legislature, the CCC System Office (CCCSO) will produce this report each year and disseminate it so that each college will share it with its local board of trustees. The System Office will also make the report available to state government policymakers and the public at large.

The report's objectives are to make policymakers, local college officials, and elected boards aware of system and college performance in six specific areas of effort and to inform the public about overall system performance. Because the 2007 report is a pilot phase in ARCC, a seventh performance indicator, improvement in ESL (English as a Second Language), will not be usable for evaluation purposes until we have completed the 2008 report. In fact, it will help the reader of this report to remember that the entire 2007 report functions as a pilot phase to prepare the state for the first definitive report in 2008. Joint efforts by the colleges and the System Office are currently under way to improve the quality of the performance data, and many of the colleges will have changes to their data in 2008.

Furthermore, readers will observe that this pilot report omits coverage of noncredit courses. The System Office and the Legislature agree that reporting on noncredit instruction needs further examination, and the 2008 ARCC report will begin to address performance in the area of noncredit instruction as required by Senate Bill 361 (Scott, Statutes of 2006, Chapter 631).

This 2007 report drew upon the contributions of many parties. The framework for ARCC used the expertise of a team of researchers from the Research and Planning Group for the California Community Colleges (i.e., the RP Group), a panel of nationally recognized researchers on college performance, a statewide technical advisory workgroup, and staff at the System Office. We list in Appendix G the individuals who played these important roles in helping to formulate the ARCC.

### **How to Use This Report**

We acknowledge that a variety of people will see this pilot report, and we recognize that these viewers will differ widely in their reading objectives and in their familiarity with the report's topic. With this in mind, we have tried to design the report so that policy makers at both the state and local levels will have a clear presentation of essential performance indicators for the system and for each community college within it. The body of the report emphasizes tables of summary data that provide snapshots of system and college level performance. Readers should read the brief introductions to each of these sections (system and college level) to understand their contents. These introductions cover the framework for ARCC, and they should help most readers to understand the performance indicators cited in this report. Appendix E, which presents a short list of terms and abbreviations, may also help the general reader. However, as we noted earlier, readers should act cautiously with the 2007 report's results, given the pilot nature of this report.

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

The report's first section covers the system's overall performance over time, and this will help readers to see the broad context of the system's performance. The extensive section that follows system performance lists the community colleges alphabetically and presents six pages of information for each college. The first two pages for each college display how that college performed over time on seven basic indicators. Of the seven indicators shown on these first two pages, we emphasize that the sixth one, the ESL improvement rate, should not be used in any evaluation because of the incomplete information that existed for the ESL indicator during this pilot year. Therefore, year-to-year figures for six of these performance indicators should give readers a good idea of how any given college has done during the past few years, especially in terms of its progress, if any, in areas that are generally recognized as critical in community colleges.

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

The fifth page for each college shows the "peer grouping" information for the college. On this page, readers will find a comparison of a college's performance on each of the six indicators. For each performance indicator, we have performed a statistical analysis (peer grouping) to identify other California Community Colleges that most closely resemble the college in terms of environmental factors that have linkage to (or association with) the performance indicator. Interested readers should refer to Appendix A to see the names of the colleges that comprise each peer group. We emphasize that the peer group results are rough guides for evaluating college level performance because each college may have unique local factors that we could not analyze statistically for the peer group identification.

In fact, the sixth page for each college shows each college's own self-assessment, and this brief statement from the college administration may note, among other things, such unique factors that our statistical analysis may have missed. Therefore, readers should carefully review this self-assessment because it may help to explain the performance figures for a college.

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

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

Additional information about ARCC is available at the following website:  
[http://www.cccco.edu/divisions/tris/rp/ab\\_1417/ab\\_1417.htm](http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm)

If you have any questions or comments about the report, please e-mail them to: [arcc@cccco.edu](mailto:arcc@cccco.edu).

## ARCC 2007 Report: An Introduction to the Systemwide Indicators

*The AB 1417 Performance Framework for the California Community Colleges* (the March 2005 report to the Legislature pursuant to AB 1417) specified that community college performance data would be aggregated and analyzed at two levels: the individual college level (college core indicators) and across the community college system (systemwide indicators). The Accountability Reporting for the Community Colleges (ARCC) program was developed from the AB 1417 performance framework.

Tables 1 through 17 and Figures 1 through 8 in the following section of the 2007 ARCC report present results for the seven performance indicators chosen for **systemwide** accountability reporting. These performance indicators are organized into four major categories:

- Student Progress and Achievement – Degree/Certificate/Transfer
- Student Progress and Achievement – Vocational/Occupational/Workforce Development
- Pre-Collegiate Improvement – Basic Skills and ESL
- Participation Rates.

The seven performance indicators presented in this section are:

1. The annual number and percentage of baccalaureate students graduating from UC and CSU who attended a California Community College
2. The annual number of Community College transfers to four-year institutions
3. The transfer rate to four-year institutions from the California Community College System
4. The annual number of degrees/certificates conferred by program
5. The increase in total personal income as a result of receiving a vocational degree/certificate
6. The annual number of basic skills improvements
7. Statewide participation rate (by selected demographics).

The time periods and data sources differ across performance indicators so it is important to pay attention to the dates and information specified in the column headings and titles for each table or figure. The Data Source and Methodology for each of the indicators can be found in Appendix B. A brief Results summary immediately follows the table(s) or figure(s) for each indicator.

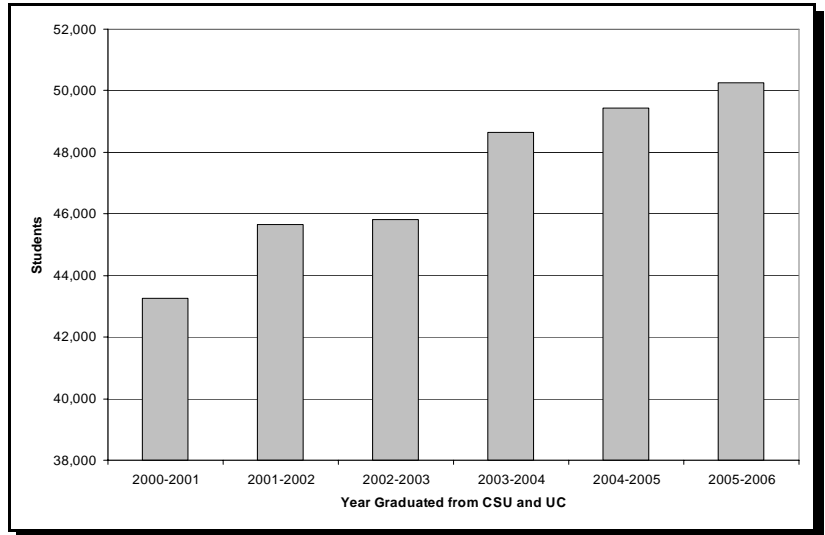
Note that these systemwide indicators are not simply statewide aggregations of the college level indicators presented elsewhere in this report. Some systemwide indicators cannot be broken down to a college level or do not make sense when evaluated on a college level. For example, students may transfer or attend courses across multiple community colleges during their studies and their performance outcomes must be analyzed using data from several community colleges rather than from an individual college.

# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Degree/Certificate/Transfer

**Figure 1:**

Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2000-2001 to 2005-2006 Who Attended a California Community College (CCC)



**Table 1:**

Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2000-2001 to 2005-2006 Who Attended a California Community College (CCC)

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>Total BA/BS (CSU &amp; UC)</b>	93,050	96,179	98,837	104,320	107,630	110,990
<b>Total Who Attended CCC</b>	43,253	45,641	45,826	48,657	49,439	50,248
<b>CSU and UC Percent</b>	46.5%	47.5%	46.4%	46.6%	45.9%	45.3%

**Table 2:**

Annual Number and Percentage of CSU Baccalaureate Students from 2000-2001 to 2005-2006 Who Attended a CCC

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>Total BA/BS from CSU</b>	59,983	61,463	61,712	65,741	66,768	69,350
<b>Total Who Attended CCC</b>	33,790	35,792	35,315	37,329	37,316	38,365
<b>CSU Percent</b>	59.3%	58.2%	57.2%	56.8%	55.9%	55.3%

**Table 3:**

Annual Number and Percentage of UC Baccalaureate Students from 2000-2001 to 2005-2006 Who Attended a CCC

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>Total BA/BS from UC</b>	33,067	34,716	37,125	38,579	40,862	41,640
<b>Total Who Attended CCC</b>	9,463	9,849	10,511	11,328	12,123	11,883
<b>UC Percent</b>	28.6%	28.4%	28.4%	29.4%	29.7%	28.5%

### Results:

Figure 1 presents an increasing six-year trend of the annual number of California State University (CSU) and University of California (UC) baccalaureate students who attended a California Community College (CCC). Table 1 shows the number of CSU and UC baccalaureate students, and of those, the total who attended a CCC. The table also reflects the percentage of graduates who originally attended a CCC across the six-year period. The percentage slightly decreases in 2002-2003 and 2004-2005. Table 2 displays the annual number and percentage of CSU students and Table 3 portrays the UC students.

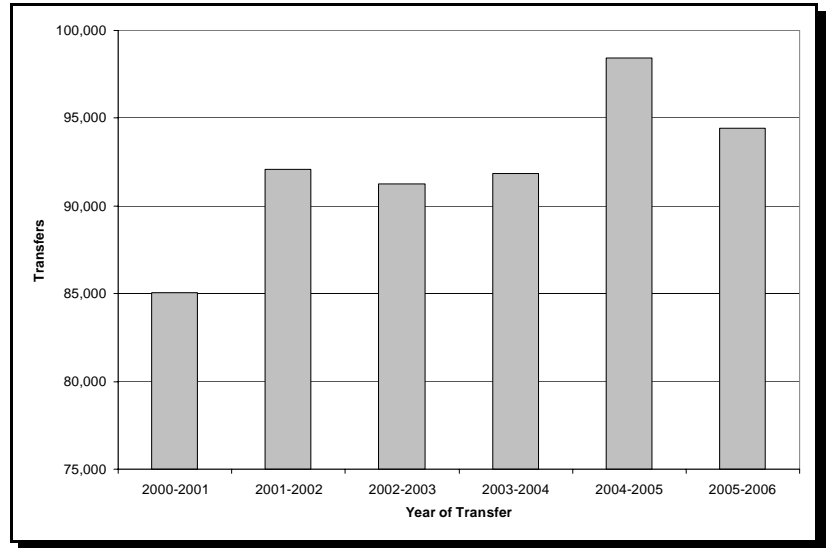
For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Degree/Certificate/Transfer

**Figure 2:**  
Annual Number of California Community College  
Transfers to Four-Year Institutions  
from 2000-2001 to 2005-2006



**Table 4:**  
Annual Number of California Community College  
Transfers to Four-Year Institutions  
from 2000-2001 to 2005-2006

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>Total Transfers</b>	85,035	92,082	91,246	91,870	98,414	94,418

**Table 5:**  
Annual Number of California Community College  
Transfers to California State University (CSU),  
University of California (UC), In-State Private (ISP) and  
Out-of-State (OOS) Four-Year Institutions

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>CSU</b>	47,900	50,473	50,746	48,321	53,695	52,642
<b>UC</b>	11,215	12,291	12,780	12,580	13,211	13,462
<b>ISP</b>	15,302	17,838	16,548	19,117	18,179	15,466
<b>OOS</b>	10,618	11,480	11,172	11,852	13,329	12,848

### Results:

Figure 2 and Table 4 feature the annual number of California Community College (CCC) transfers to four-year institutions across six years. Although there is a general increase over time, the overall number of transfers declines in 2002-2003 and 2005-2006. Table 5 displays the annual number of transfers for four segments: California State University (CSU), University of California (UC), In-State Private (ISP) and Out-of-State (OOS) four-year institutions.

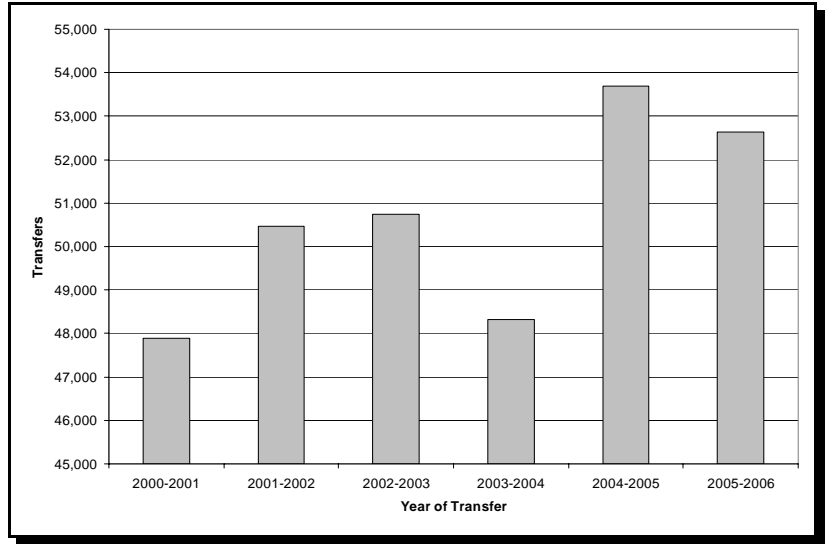
For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Degree/Certificate/Transfer

**Figure 3:**  
Annual Number of California Community College  
Transfers to California State University (CSU)  
from 2000-2001 to 2005-2006



**Table 6:**  
Annual Number of California Community College  
Transfers to California State University (CSU)  
from 2000-2001 to 2005-2006

	Year of Transfer					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>CSU Transfers</b>	47,900	50,473	50,746	48,321	53,695	52,642

### Results:

Figure 3 and Table 6 and display the annual number of California Community College (CCC) transfers to California State University (CSU). The number of transfers increases from 2000-2001 to 2002-2003 before decreasing in 2003-2004. A substantial increase of transfers is evident in 2004-2005 followed by a slight decline in 2005-2006.

For Methodology and Data Source, see Appendix B.



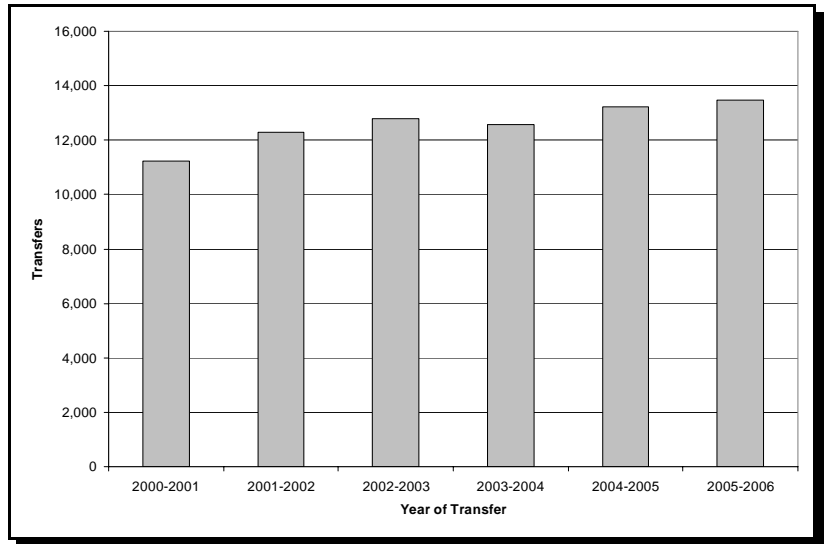
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# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Degree/Certificate/Transfer

**Figure 4:**  
Annual Number of California Community College  
Transfers to the University of California (UC)  
from 2000-2001 to 2005-2006



**Table 7:**  
Annual Number of California Community College  
Transfers to the University of California (UC)  
from 2000-2001 to 2005-2006

	Year of Transfer					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>UC Transfers</b>	11,215	12,291	12,780	12,580	13,211	13,462

### Results:

Figure 4 and Table 7 illustrate the annual number of California Community College (CCC) transfers to University of California (UC). With the exception of a slight decrease in 2003-2004, the numbers of transfers increase over the six-year period from 2000-2001 to 2005-2006.

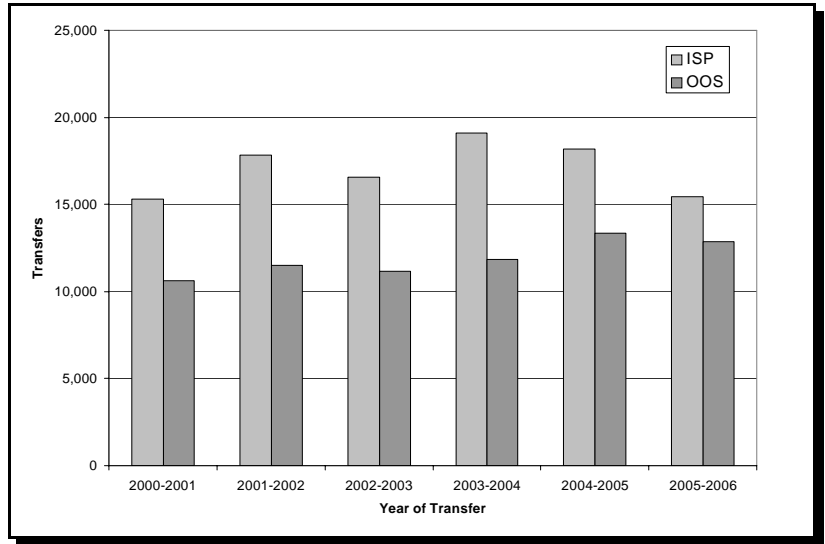
For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Degree/Certificate/Transfer

**Figure 5:**  
Annual Number of California Community College  
Transfers to In-State Private (ISP) and Out-of-State (OOS)  
Four-Year Institutions from 2000-2001 to 2005-2006



**Table 8:**  
Annual Number of California Community College  
Transfers to In-State Private (ISP) and Out-of-State (OOS)  
Four-Year Institutions from 2000-2001 to 2005-2006

	Year of Transfer					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>ISP Transfers</b>	15,302	17,838	16,548	19,117	18,179	15,466
<b>OOS Transfers</b>	10,618	11,480	11,172	11,852	13,329	12,848

### Results:

The annual number of California Community College (CCC) transfers to In-State Private (ISP) and Out-of-State (OOS) four-year institutions is displayed in Figure 5 and Table 8. The numbers for transfers decline for both segments for the most recent academic year, 2005-2006.

For Methodology and Data Source, see Appendix B.



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# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Degree/Certificate/Transfer

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**Table 9:**  
Transfer Rate to Four-Year Institutions

Percentage of first-time students with a minimum of 12 units earned who attempted transfer-level Math or English during enrollment who transferred to a four-year institution within six years.

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
Transfer Rate	40.9%	40.9%	40.7%

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### Results:

Table 9 reflects the statewide transfer rate to four-year institutions for three different cohorts of first-time students. The cohorts include students with at least 12 units earned who attempted transfer-level Math or English during the six-year enrollment period. The transfer rate is consistent at 40.9% for the 1998-1999 and 1999-2000 cohorts. The rate of transfer to four-year institutions for the 2000-2001 cohort decreased to 40.7%.

For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Vocational / Occupational / Workforce Development

**Table 10: Annual Number of Vocational Awards by Program from 2003-2004 to 2005-2006  
(Program Title based on four-digit TOP Code, Alphabetical Order)**

Includes Certificates Requiring Fewer Than 18 Units

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Accounting	2,308	2,472	2,500	968	1,060	995	1,340	1,412	1,505
Administration of Justice	5,814	5,969	5,612	1,686	1,675	1,736	4,128	4,294	3,876
Aeronautical and Aviation Technology	555	353	383	125	61	59	430	292	324
Agricultural Power Equipment Technology	216	33	39	10	4	11	206	29	28
Agriculture Business, Sales and Service	45	71	44	23	65	38	22	6	6
Agriculture Technology and Sciences, General	45	20	36	35	17	17	10	3	19
Animal Science	467	472	502	273	289	317	194	183	185
Applied Photography	187	174	191	66	65	63	121	109	128
Architecture and Architectural Technology	224	263	304	101	115	129	123	148	175
Athletic Training and Sports Medicine	7	20	25	7	14	18		6	7
Audio/Visual Technician	6						6		
Automotive Collision Repair	91	125	134	3	16	16	88	109	118
Automotive Technology	1,648	1,906	2,071	235	301	300	1,413	1,605	1,771
Aviation and Airport Management and Services	84	168	223	54	112	139	30	56	84
Banking and Finance	61	57	68	31	26	26	30	31	42
Biotechnology and Biomedical Technology	78	132	167	17	38	36	61	94	131
Business Administration		2,288	2,419		1,971	2,129		317	290
Business and Commerce, General	3,666	1,303	1,229	3,095	1,068	984	571	235	245
Business Management	1,595	1,446	1,737	904	767	920	691	679	817
Cardiovascular Technician	92	133	152	30	25	29	62	108	123
Chemical Technology	6	8	15	5	2		1	6	15
Child Development/Early Care and Education	6,597	7,494	7,943	1,783	1,932	1,926	4,814	5,562	6,017
Civil and Construction Management Technology	501	404	416	86	88	82	415	316	334
Commercial Art	43	28	27	31	16	15	12	12	12
Commercial Music	202	257	265	35	44	48	167	213	217
Community Health Care Worker		1	2					1	2
Computer Information Systems		805	612		461	409		344	203
Computer Infrastructure and Support		580	560		223	229		357	331
Computer Software Development	697	551	347	252	219	133	445	332	214



# ARCC 2007 Report: Systemwide Indicators

**Table 10** (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Construction Crafts Technology	846	870	914	76	85	95	770	785	819
Cosmetology and Barbering	1,187	1,409	1,365	46	58	71	1,141	1,351	1,294
Custodial Services	14						14		
Dance			2						2
Dental Occupations	773	817	833	268	314	336	505	503	497
Diagnostic Medical Sonography	48	52	55	15	9	13	33	43	42
Diesel Technology	104	183	195	23	28	43	81	155	152
Digital Media		616	536		229	203		387	333
Drafting Technology	523	540	579	169	171	190	354	369	389
Educational Aide (Teacher Assistant)	92	45	55	24	18	17	68	27	38
Educational Technology			4			2			2
Electro-Diagnostic Technology	36						36		
Electro-Mechanical Technology	20	34	33	4	10	6	16	24	27
Electro-Neurodiagnostic Technology		1	11					1	11
Electrocardiography		14	23					14	23
Electronics and Electric Technology	1,086	891	991	376	314	287	710	577	704
Emergency Medical Services	2,367	2,310	1,895	65	2	2	2,302	2,308	1,893
Engineering Technology, General	32	17	36	21	11	28	11	6	8
Environmental Control Technology (HVAC)	360	359	339	50	57	49	310	302	290
Environmental Technology	404	439	267	18	27	22	386	412	245
Family and Consumer Sciences, General	120	126	108	115	125	108	5	1	
Family Studies		26	16		18	10		8	6
Fashion	333	427	422	100	138	135	233	289	287
Film Studies		62	123		31	72		31	51
Fire Technology	2,591	3,011	2,904	702	830	896	1,889	2,181	2,008
Food Processing and Related Technologies			64			32			32
Forestry	28	31	48	20	19	27	8	12	21
Geography		49	57		12	17		37	40
Gerontology	49	37	45	14	11	15	35	26	30



# ARCC 2007 Report: Systemwide Indicators

**Table 10** (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Graphic Art and Design	656	404	390	240	167	166	416	237	224
Health Information Technology	300	297	278	95	98	90	205	199	188
Health Occupations, General	49	4	9	9	1	2	40	3	7
Health Professions, Transfer Core Curriculum	88	104	150	88	104	146			4
Horticulture	569	499	517	172	138	141	397	361	376
Hospital and Health Care Administration			1						1
Hospital Central Service Technician	18	14	18				18	14	18
Hospitality	278	284	325	100	92	83	178	192	242
Human Services	1,842	1,673	1,639	474	441	462	1,368	1,232	1,177
Industrial Systems Technology and Maintenance	18	58	68	4	15	8	14	43	60
Information Technology, General	1,792	306	218	792	14	6	1,000	292	212
Instrumentation Technology	4	6	3	3	4	1	1	2	2
Interior Design and Merchandising	388	390	432	125	126	149	263	264	283
International Business and Trade	171	151	166	65	62	47	106	89	119
Journalism	76	66	77	57	51	55	19	15	22
Labor and Industrial Relations	18	16	17	3	4	6	15	12	11
Laboratory Science Technology	29	12	20	13	7	11	16	5	9
Legal and Community Interpretation		19	25		3	1		16	24
Library Technician (Aide)	191	174	149	34	33	39	157	141	110
Logistics and Materials Transportation	54	76	60	2	2	1	52	74	59
Manufacturing and Industrial Technology	832	830	831	112	108	121	720	722	710
Marine Technology	50	2	33	4	1	7	46	1	26
Marketing and Distribution	343	273	284	98	83	100	245	190	184
Mass Communications		6	3		6	2			1
Massage Therapy		82	62		11	15		71	47
Medical Assisting	670	949	876	129	135	125	541	814	751
Medical Laboratory Technology	22	16	62	14	9	18	8	7	44
Mortuary Science	78	89	58	14	40	23	64	49	35
Natural Resources	53	46	48	27	30	29	26	16	19



# ARCC 2007 Report: Systemwide Indicators

**Table 10** (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Nursing	6,551	6,859	7,080	4,068	4,442	4,726	2,483	2,417	2,354
Nutrition, Foods, and Culinary Arts	1,028	1,156	1,195	126	143	139	902	1,013	1,056
Occupational Therapy Technology	15	21	21	15	21	21			
Ocean Technology	1	6	9	1	3	4		3	5
Office Technology/Office Computer Applications	2,306	1,774	2,122	612	549	541	1,694	1,225	1,581
Optical Technology			1						1
Orthopedic Assistant	11	8	6	5	4	2	6	4	4
Other Agriculture and Natural Resources	32	9	4	14	4	1	18	5	3
Other Architecture and Environmental Design	10	3	1	1			9	3	1
Other Business and Management	19	176	276	6	113	216	13	63	60
Other Commercial Services	2	44	37				2	44	37
Other Education	189	4	1	81		1	108	4	
Other Engineering and Related Industrial Technologies	155	55	49	73	42	31	82	13	18
Other Family and Consumer Sciences	1						1		
Other Fine and Applied Arts	270	31	15	109	3	1	161	28	14
Other Health Occupations	146	131	104	21			125	131	104
Other Information Technology	1,085	95	96	339		4	746	95	92
Other Media and Communications	218	19	14	50			168	19	14
Other Public and Protective Services	112	52	61	14	1		98	51	61
Paralegal	761	898	885	328	385	396	433	513	489
Paramedic		373	402		85	75		288	327
Pharmacy Technology	155	152	176	42	43	52	113	109	124
Physical Education	1	87	96	1	10	10		77	86
Physical Therapist Assistant	71	76	67	71	76	66			1
Physicians Assistant	68	81	67	4	18	18	64	63	49
Plant Science	23	12	14	20	8	10	3	4	4
Polysomnography		9	1					9	1
Printing and Lithography	77	87	89	18	12	16	59	75	73
Psychiatric Technician	353	475	504	29	41	45	324	434	459



# ARCC 2007 Report: Systemwide Indicators

**Table 10** (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Public Administration	14	31	44	13	9	14	1	22	30
Radiation Therapy Technician		15	9		15	9			
Radio and Television		230	310		125	152		105	158
Radio, Motion Picture, and Television	381			175			206		
Radiologic Technology	534	598	679	315	379	426	219	219	253
Real Estate	463	502	593	109	168	198	354	334	395
Recreation	16		3	12			4		3
Respiratory Care/Therapy	251	420	511	171	275	353	80	145	158
School Health Clerk		2						2	
Sign Language		134	153		64	73		70	80
Special Education	42	32	48	8	8	12	34	24	36
Speech/Language Pathology and Audiology	31	45	55	22	31	37	9	14	18
Surgical Technician	43	36	46	2	5	13	41	31	33
Technical Communication	30	24	18	2	4	4	28	20	14
Technical Theater	43	21	29	14	7	8	29	14	21
Travel Services and Tourism	307	286	257	66	55	48	241	231	209
Viticulture, Enology, and Wine Business		36	28		17	18		19	10
Water and Wastewater Technology	97	98	164	16	31	43	81	67	121
World Wide Web Administration		45	65		16	16		29	49
<b>Total</b>	<b>60,749</b>	<b>61,993</b>	<b>63,167</b>	<b>21,608</b>	<b>22,188</b>	<b>23,133</b>	<b>39,141</b>	<b>39,805</b>	<b>40,034</b>

## Results:

Table 10 reflects the breadth of the System's vocational programs. This table shows the numbers of awards issued by 135 vocational programs across the three most recent academic years, organized alphabetically by program title. The columns under "Total Credit Awards" (i.e., columns 2, 3, and 4) are the sums of degrees plus certificates for the specified years. Totals for all programs are presented in the last row of the table. Degrees represent about 36 to 37 percent of the credit awards issued, with certificates making up the remaining 63 to 64 percent.

For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Student Progress and Achievement: Vocational / Occupational / Workforce Development

**Table 11: "Top 25" Vocational Programs in 2005-2006, by Volume of Total Awards**

**(Program Title based on four-digit TOP Code)**

Includes Certificates Requiring Fewer Than 18 Units

	Program Title	Total Credit Awards 2005-2006	AA/AS Degrees 2005-2006	All Certificates (Credit) 2005-2006
1	Child Development/Early Care and Education	7,943	1,926	6,017
2	Nursing	7,080	4,726	2,354
3	Administration of Justice	5,612	1,736	3,876
4	Fire Technology	2,904	896	2,008
5	Accounting	2,500	995	1,505
6	Business Administration	2,419	2,129	290
7	Office Technology/Office Computer Applications	2,122	541	1,581
8	Automotive Technology	2,071	300	1,771
9	Emergency Medical Services	1,895	2	1,893
10	Business Management	1,737	920	817
11	Human Services	1,639	462	1,177
12	Cosmetology and Barbering	1,365	71	1,294
13	Business and Commerce, General	1,229	984	245
14	Nutrition, Foods, and Culinary Arts	1,195	139	1,056
15	Electronics and Electric Technology	991	287	704
16	Construction Crafts Technology	914	95	819
17	Paralegal	885	396	489
18	Medical Assisting	876	125	751
19	Dental Occupations	833	336	497
20	Manufacturing and Industrial Technology	831	121	710
21	Radiologic Technology	679	426	253
22	Computer Information Systems	612	409	203
23	Real Estate	593	198	395
24	Drafting Technology	579	190	389
25	Computer Infrastructure and Support	560	229	331

### Results:

As shown in Table 11, Child Development/Early Care and Education programs issued the highest total number of awards in 2005-2006 (i.e., degrees plus certificates), primarily in the form of certificates. Nursing programs issued the second highest number of awards (degrees plus certificates), followed by Administration of Justice programs. The highest number of AA/AS degrees was issued in Nursing, followed by Business Administration.

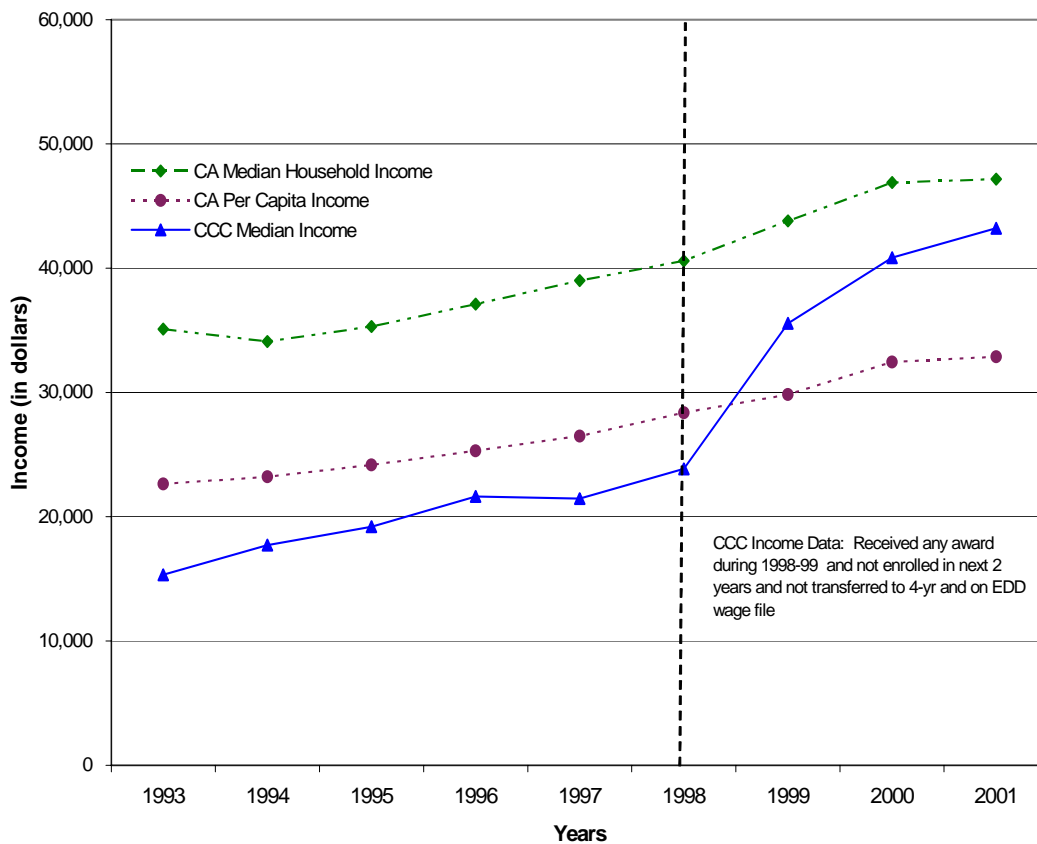
For Methodology and Data Source, see Appendix B.



Chancellor's Office  
California Community Colleges

1102 Q Street Sacramento, California 95814-6511 www.cccco.edu  
ARCC website: [http://www.cccco.edu/divisions/tris/rp/ab\\_1417/ab\\_1417.htm](http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm)

**Figure 6: Income Trend for Students Attaining Degree or Certificate in 1998-1999**  
(N = 4,253)



	1993	1994	1995	1996	1997	1998	1999	2000	2001
<b>CA Median Household Income</b>	35,100	34,100	35,300	37,100	39,000	40,600	43,800	46,900	47,177
<b>CA Per Capita Income</b>	22,635	23,203	24,161	25,312	26,490	28,374	29,828	32,463	32,882
<b>CCC Median Income</b>	15,337	17,715	19,188	21,626	21,464	23,841	35,565	40,850	43,206

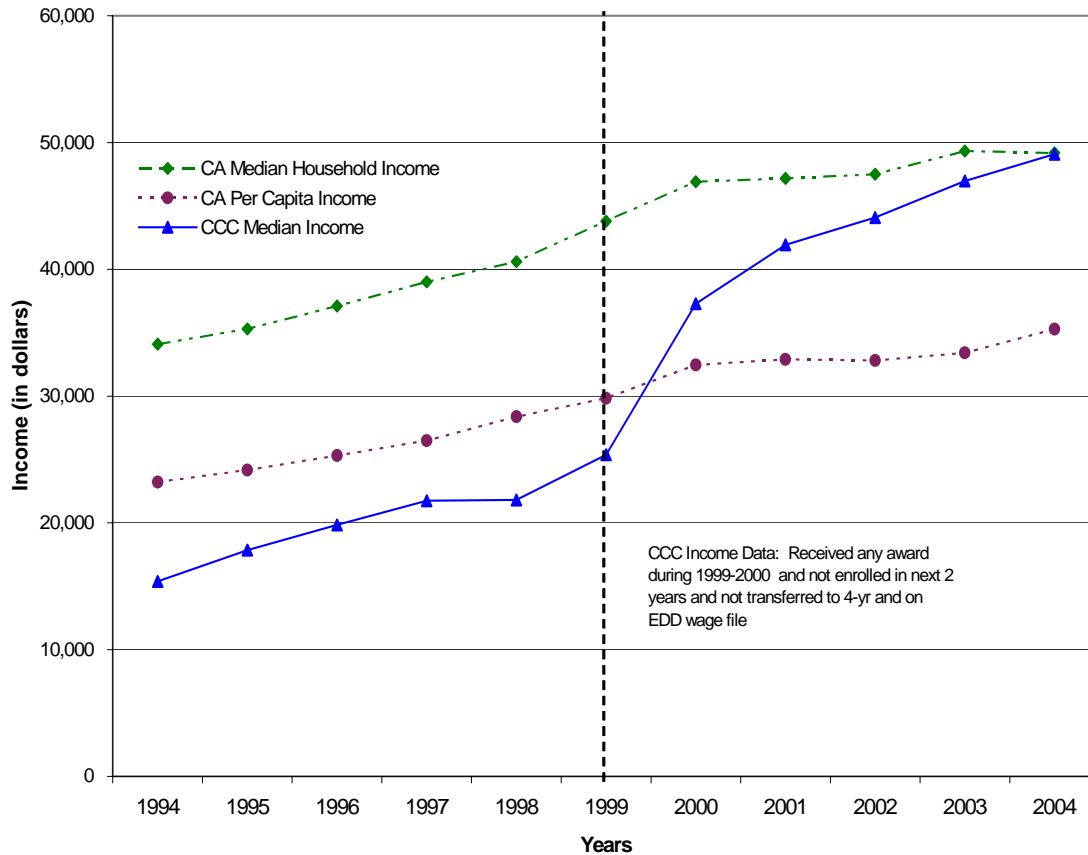
### Results:

The trend lines for CCC Median Income in Figures 6, 7, and 8 suggest that students receiving awards from community college programs generally experience wage gains in the years following vocational award attainment for which wage data are available. While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable “jump” in median income that occurs following receipt of an award. This “jump” takes place for all three wage cohorts (1998-1999, 1999-2000 and 2000-2001). The wage trends continue at that higher level across the years for which we have post-award wage data. We include trend lines for California Median Household Income and California Per Capita Income to provide additional perspective on wage gains following award attainment. The award year for each cohort is indicated by the dashed vertical line in each figure.

For Methodology and Data Source, see Appendix B.



**Figure 7: Income Trend for Students Attaining Degree or Certificate in 1999-2000**  
(N = 4,127)



CCC Income Data: Received any award during 1999-2000 and not enrolled in next 2 years and not transferred to 4-yr and on EDD wage file

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
<b>CA Median Household Income</b>	34,100	35,300	37,100	39,000	40,600	43,800	46,900	47,177	47,500	49,320	49,185
<b>CA Per Capita Income</b>	23,203	24,161	25,312	26,490	28,374	29,828	32,463	32,882	32,803	33,406	35,278
<b>CCC Median Income</b>	15,378	17,840	19,824	21,750	21,797	25,360	37,287	41,925	44,084	46,955	49,083

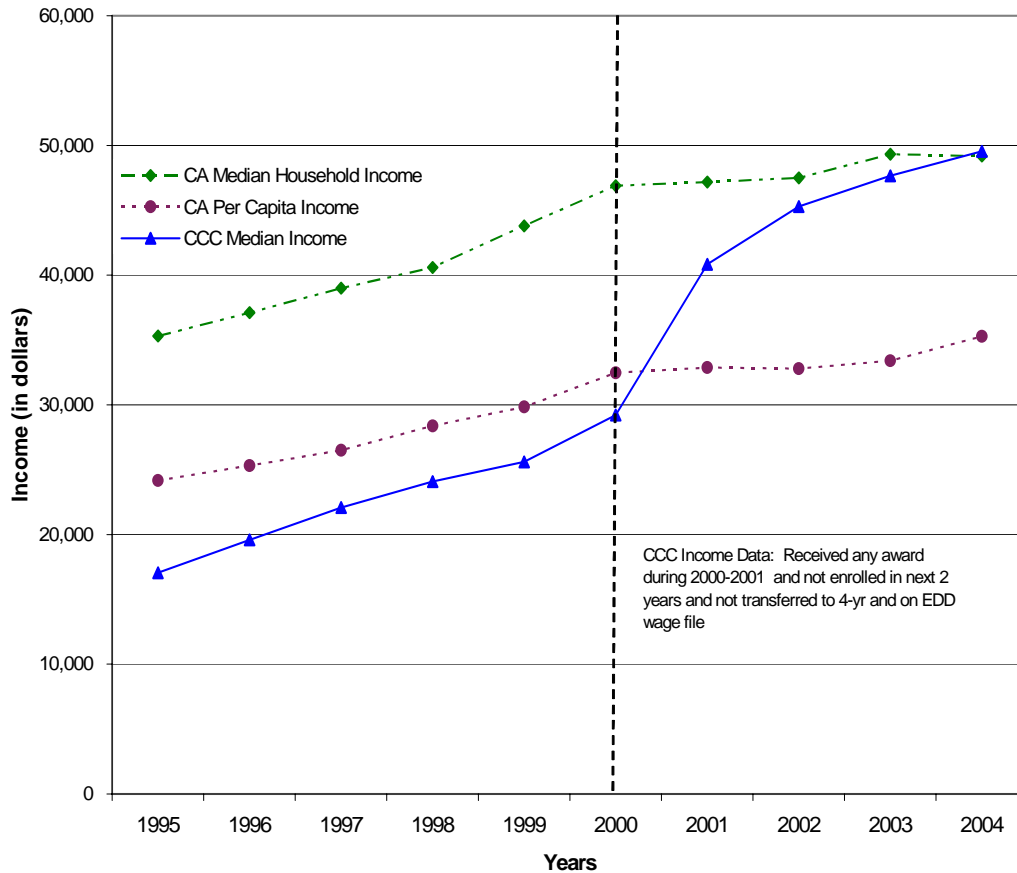
### Results:

The trend lines for CCC Median Income in Figures 6, 7, and 8 suggest that students receiving awards from community college programs generally experience wage gains in the years following vocational award attainment for which wage data are available. While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable “jump” in median income that occurs following receipt of an award. This “jump” takes place for all three wage cohorts (1998-1999, 1999-2000 and 2000-2001). The wage trends continue at that higher level across the years for which we have post-award wage data. We include trend lines for California Median Household Income and California Per Capita Income to provide additional perspective on wage gains following award attainment. The award year for each cohort is indicated by the dashed vertical line in each figure.

For Methodology and Data Source, see Appendix B.



**Figure 8: Income Trend for Students Attaining Degree or Certificate in 2000-2001**  
(N = 4,853)



	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
<b>CA Median Household Income</b>	35,300	37,100	39,000	40,600	43,800	46,900	47,177	47,500	49,320	49,185
<b>CA Per Capita Income</b>	24,161	25,312	26,490	28,374	29,828	32,463	32,882	32,803	33,406	35,278
<b>CCC Median Income</b>	17,059	19,591	22,094	24,099	25,600	29,211	40,845	45,284	47,571	49,534

### Results:

The trend lines for CCC Median Income in Figures 6, 7, and 8 suggest that students receiving awards from community college programs generally experience wage gains in the years following vocational award attainment for which wage data are available. While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable “jump” in median income that occurs following receipt of an award. This “jump” takes place for all three wage cohorts (1998-1999, 1999-2000 and 2000-2001). The wage trends continue at that higher level across the years for which we have post-award wage data. We include trend lines for California Median Household Income and California Per Capita Income to provide additional perspective on wage gains following award attainment. The award year for each cohort is indicated by the dashed vertical line in each figure.

For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Pre-Collegiate Improvement: Basic Skills and ESL

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**Table 12:**  
Annual Number of Credit Basic Skills Improvements

The number of students completing coursework at least one level above their prior basic skills enrollment within the three-year cohort period.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>Number of Students</b>	124,362	128,408	125,670

---

### Results:

As Table 12 indicates, the statewide annual number of students completing credit coursework at least one level above their prior credit basic skills enrollment coursework peaked for the middle cohort (2002-2003 to 2004-2005), but declined by 2,738 students for the latest cohort (2003-2004 to 2005-2006).

For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Participation Rates

**Table 13:**  
Systemwide Participation Rate Per 1,000 Population

	2003-2004	2004-2005	2005-2006
<b>Systemwide Participation Rate</b>	67.7	66.0	66.2

**Table 14:**  
Participation Rates by Age Group Per 1,000 Population

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	14.5	14.1	15.5
<b>18 to 19</b>	354.7	353.5	352.5
<b>20 to 24</b>	257.3	252.5	248.5
<b>25 to 29</b>	124.4	121.6	122.1
<b>30 to 34</b>	79.5	75.8	75.2
<b>35 to 39</b>	62.0	59.5	59.6
<b>40 to 49</b>	52.2	49.0	48.2
<b>50 to 64</b>	35.5	33.7	34.0

**Table 15:**  
Participation Rates by Gender Per 1,000 Population

	2003-2004	2004-2005	2005-2006
<b>Female</b>	75.9	73.9	73.7
<b>Male</b>	59.5	58.1	58.6

**Table 16:**  
Participation Rates by Ethnicity Per 1,000 Population

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	95.7	91.1	89.4
<b>Black/African American</b>	75.0	74.1	74.5
<b>Hispanic</b>	55.1	54.0	54.3
<b>Native American</b>	85.0	77.3	72.1
<b>Pacific Islander</b>	128.3	125.2	126.7
<b>White</b>	58.2	56.3	56.4

### Results:

These participation rates show how the community colleges provide access to higher education for all segments of the state's population. The participants include substantial numbers from all categories of age, gender, and race/ethnicity.

For Methodology and Data Source, see Appendix B.



# ARCC 2007 Report: Systemwide Indicators

## Participation Rates

**Table 17: Participation Rates by Age, Gender, and Ethnicity Per 1,000 Population**

Age	Gender	Ethnicity	2003-2004	2004-2005	2005-2006
Under 18	Female	Asian	30.6	30.3	33.3
Under 18	Female	Black/African American	16.5	16.9	19.3
Under 18	Female	Hispanic	8.8	9.4	10.8
Under 18	Female	Native American	18.5	17.1	17.2
Under 18	Female	Pacific Islander	29.6	28.0	31.0
Under 18	Female	White	17.5	16.5	17.3
Under 18	Male	Asian	24.7	24.8	27.0
Under 18	Male	Black/African American	12.4	11.8	13.8
Under 18	Male	Hispanic	6.6	6.9	7.9
Under 18	Male	Native American	13.3	12.8	12.2
Under 18	Male	Pacific Islander	24.2	21.9	24.4
Under 18	Male	White	13.4	12.2	12.6
18 to 19	Female	Asian	525.9	508.8	503.7
18 to 19	Female	Black/African American	374.4	374.9	372.8
18 to 19	Female	Hispanic	311.9	314.8	315.2
18 to 19	Female	Native American	366.7	354.1	331.8
18 to 19	Female	Pacific Islander	809.6	796.4	802.0
18 to 19	Female	White	367.0	358.4	348.2
18 to 19	Male	Asian	484.2	477.5	477.0
18 to 19	Male	Black/African American	306.0	310.0	317.2
18 to 19	Male	Hispanic	245.5	249.8	257.7
18 to 19	Male	Native American	288.5	272.1	253.8
18 to 19	Male	Pacific Islander	702.0	763.9	812.0
18 to 19	Male	White	312.0	309.9	305.2



# ARCC 2007 Report: Systemwide Indicators

**Table 17** (continued)

Age	Gender	Ethnicity	2003-2004	2004-2005	2005-2006
20 to 24	Female	Asian	415.1	401.6	388.3
20 to 24	Female	Black/African American	290.0	286.0	274.6
20 to 24	Female	Hispanic	217.5	215.6	213.5
20 to 24	Female	Native American	296.2	267.2	235.3
20 to 24	Female	Pacific Islander	510.3	504.0	505.6
20 to 24	Female	White	273.2	266.3	256.2
20 to 24	Male	Asian	374.0	361.4	352.1
20 to 24	Male	Black/African American	219.1	210.2	203.8
20 to 24	Male	Hispanic	157.5	156.6	160.1
20 to 24	Male	Native American	231.8	205.5	192.3
20 to 24	Male	Pacific Islander	477.5	469.9	477.5
20 to 24	Male	White	234.7	229.1	223.1
25 to 29	Female	Asian	196.9	188.0	184.3
25 to 29	Female	Black/African American	185.0	184.9	176.6
25 to 29	Female	Hispanic	107.5	104.1	104.7
25 to 29	Female	Native American	194.8	174.1	169.3
25 to 29	Female	Pacific Islander	210.5	207.5	200.5
25 to 29	Female	White	127.0	126.0	128.4
25 to 29	Male	Asian	157.8	145.5	138.4
25 to 29	Male	Black/African American	116.2	117.0	114.7
25 to 29	Male	Hispanic	77.4	74.6	75.5
25 to 29	Male	Native American	159.6	143.7	126.1
25 to 29	Male	Pacific Islander	193.8	175.4	178.6
25 to 29	Male	White	106.1	106.3	109.2



# ARCC 2007 Report: Systemwide Indicators

**Table 17** (continued)

Age	Gender	Ethnicity	2003-2004	2004-2005	2005-2006
30 to 34	Female	Asian	123.4	115.3	111.1
30 to 34	Female	Black/African American	128.0	124.5	123.1
30 to 34	Female	Hispanic	73.4	70.3	68.8
30 to 34	Female	Native American	123.3	116.8	104.0
30 to 34	Female	Pacific Islander	121.7	119.0	120.3
30 to 34	Female	White	75.8	72.3	71.2
30 to 34	Male	Asian	87.9	80.2	77.2
30 to 34	Male	Black/African American	78.9	76.1	78.6
30 to 34	Male	Hispanic	50.1	48.5	49.3
30 to 34	Male	Native American	109.6	100.0	98.3
30 to 34	Male	Pacific Islander	113.5	108.4	110.2
30 to 34	Male	White	61.5	59.5	59.9
35 to 39	Female	Asian	90.5	86.6	85.0
35 to 39	Female	Black/African American	102.3	99.3	100.4
35 to 39	Female	Hispanic	60.3	57.4	55.6
35 to 39	Female	Native American	91.9	89.9	88.7
35 to 39	Female	Pacific Islander	87.4	79.1	86.1
35 to 39	Female	White	60.9	58.3	58.3
35 to 39	Male	Asian	57.4	53.2	53.4
35 to 39	Male	Black/African American	58.7	58.6	61.3
35 to 39	Male	Hispanic	39.6	37.6	37.4
35 to 39	Male	Native American	78.0	75.4	79.0
35 to 39	Male	Pacific Islander	87.2	78.9	86.1
35 to 39	Male	White	45.4	44.5	45.9



# ARCC 2007 Report: Systemwide Indicators

**Table 17** (continued)

Age	Gender	Ethnicity	2003-2004	2004-2005	2005-2006
40 to 49	Female	Asian	70.6	65.7	63.5
40 to 49	Female	Black/African American	82.6	78.0	75.7
40 to 49	Female	Hispanic	51.0	48.1	46.8
40 to 49	Female	Native American	81.7	71.5	62.5
40 to 49	Female	Pacific Islander	73.9	69.6	70.2
40 to 49	Female	White	55.2	51.0	50.0
40 to 49	Male	Asian	41.1	37.3	35.6
40 to 49	Male	Black/African American	48.6	48.3	49.1
40 to 49	Male	Hispanic	31.0	29.5	29.5
40 to 49	Male	Native American	67.5	58.1	54.2
40 to 49	Male	Pacific Islander	66.5	60.9	57.7
40 to 49	Male	White	35.8	33.8	33.6
50 to 64	Female	Asian	44.3	41.6	41.6
50 to 64	Female	Black/African American	43.7	42.3	42.8
50 to 64	Female	Hispanic	29.3	28.4	27.9
50 to 64	Female	Native American	54.8	48.6	45.7
50 to 64	Female	Pacific Islander	43.8	38.2	36.9
50 to 64	Female	White	39.1	37.0	37.3
50 to 64	Male	Asian	29.0	26.7	26.0
50 to 64	Male	Black/African American	29.4	28.7	30.6
50 to 64	Male	Hispanic	18.3	17.8	17.9
50 to 64	Male	Native American	40.7	36.6	34.5
50 to 64	Male	Pacific Islander	36.2	38.0	34.7
50 to 64	Male	White	24.4	22.9	23.1

**Results:**

For Methodology and Data Source, see Appendix B.



## ARCC 2007 Report: An Introduction to the College Level Indicators

The *AB 1417 Performance Framework for the California Community Colleges* (the March 2005 report to the Legislature pursuant to AB 1417) specified that community college performance data would be aggregated and analyzed at two levels: the individual college level (college core indicators) and across the community college system (systemwide indicators). The Accountability Reporting for the Community Colleges (ARCC) program was developed from the AB 1417 performance framework.

The following section of the 2007 ARCC report presents results for the performance indicators chosen for **college level** accountability reporting, accompanied by the college self-assessment. Colleges are organized alphabetically (by college name). However, colleges that have “College of the...” in their titles will be found under “C.”

Results for each college are presented in Tables 1.1 to 1.10. The methodology for performance indicators and college profile demographics is found in Appendix B. Appendix C specifies the uncontrollable variables and regression methodology. A list of the peer groups appears in Appendix A. Finally, Appendix D contains the methodology for peer grouping.

Tables 1.1 to 1.10 are organized under three main categories: College Performance Indicators, College Profile Summaries, and College Peer Grouping. College Performance Indicators are further categorized as Degree/Certificate/Transfer, Vocational/Occupational/Workforce Development, and Pre-Collegiate Improvement (Basic Skills and ESL).

The tables present the following data for each college:

1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Credit Basic Skills Courses
6. Improvement Rates for Credit ESL Courses
7. Improvement Rates for Credit Basic Skills Courses
8. College profile summaries (e.g., headcounts, percentages of student enrollments by various demographics)
9. Summary of the college’s peer groups for each indicator

For some performance indicators, a few colleges will lack a peer group. This is indicated by missing values in Table 1.10. Also, for some colleges, there may be a peer group but no figure for a particular indicator. Both situations occurred in the ARCC peer grouping analysis as a result of insufficient data at the time of this report’s release. Naturally, some of these situations relate to newly established colleges that lack the operating history to produce sufficient data for the ARCC analyses.

The individual College Self-Assessment is included on the page that immediately follows Table 1.10 (College Peer Grouping).

This college level section includes data for each of the 109 colleges in the system at the time of this report, although data for some earlier time periods may be missing for the newer colleges. Most of the college level tables include data for the three most recent academic years (2003-04, 2004-05, and 2005-06); however, the time periods may differ for a few of the indicators. Thus, it is important to note the years specified in the titles or column headings for the tables.

Please note the following about the data for improvement rates for ESL courses: Different methods of ESL course coding across colleges and anomalies in the existing ESL data mean that ESL data lack reliability. **Thus, ESL improvement rates presented in this report are shown only to illustrate how future tables will appear.** For example, ESL improvement rate data are missing for several of the colleges. This is more likely due to ESL course coding rather than to the absence of ESL courses. Planned data quality checks and future coding changes should improve this metric for analysis and inclusion in future ARCC reports.

Because analysts of state level policy often need to know how the entire system has performed on specific indicators, we report the total system rates on the ARCC college level indicators in the table below. The rates in this table use the total number of students in the state that qualified for a specific cohort as the denominator. The numerator likewise uses the total number of outcomes in the state. Analysts should avoid using the rates in this table to evaluate the performance of an individual college because these overall rates ignore the local contexts that differentiate the community colleges. Evaluation of individual college performance should focus upon the college level information that appears on the separate pages that follow. On those pages, Tables 1.1 to 1.10 for each college and the college's self-assessment explicitly enable analysts to evaluate a college in an equitable manner.

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2000-01 to 2005-06)	52.0%
2. Completed 30 or More Units (2000-01 to 2005-06)	70.3%
3. Fall to Fall Persistence (Fall 2004 to Fall 2005)	69.3%
4. Vocational Course Completion (2005-06)	77.3%
5. Basic Skills Course Completion (2005-06)	60.4%
6. Basic Skills Course Improvement (2003-04 to 2005-06)	50.4%

## Palomar College

Palomar Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	51.7%	51.7%	51.5%

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

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

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	66.8%	68.6%	70.4%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	68.0%	68.5%	67.7%



# ARCC 2007 Report: College Level Indicators

## Palomar College

Palomar Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	73.9%	81.8%	81.5%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	55.9%	58.8%	61.7%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	44.2%	42.1%	40.5%
<b>Basic Skills Improvement Rate</b>	54.5%	52.4%	52.5%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



# ARCC 2007 Report: College Level Indicators

## Palomar College

Palomar Community College District

### College Profile

**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	46,399	46,115	46,771
<b>FTES*</b>	18,779	19,349	19,337

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	6.3%	5.8%	6.6%
<b>18 - 24</b>	45.6%	46.7%	46.7%
<b>25 - 49</b>	33.5%	32.3%	31.8%
<b>Over 49</b>	14.5%	15.2%	14.8%
<b>Unknown</b>	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	52.8%	52.6%	51.8%
<b>Male</b>	46.5%	46.6%	47.1%
<b>Unknown</b>	0.7%	0.9%	1.1%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Palomar College

Palomar Community College District

### College Profile

**Table 1.9:**  
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
<b>Asian</b>	5.0%	4.8%	4.7%
<b>Black/African American</b>	3.3%	3.2%	3.2%
<b>Filipino</b>	2.6%	2.7%	2.8%
<b>Hispanic</b>	25.8%	25.5%	26.7%
<b>Native American</b>	1.2%	1.3%	1.2%
<b>Other Non-White</b>	0.0%	0.0%	0.0%
<b>Pacific Islander</b>	0.8%	0.8%	0.7%
<b>White</b>	52.4%	52.9%	51.8%
<b>Unknown/Decline to State</b>	8.9%	8.8%	8.8%

Source: Chancellor's Office, Management Information Systems



# ARCC 2007 Report: College Level Indicators

## Palomar College

Palomar Community College District

### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	51.5	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	70.4	72.0	66.3	80.8	B3
C	Persistence Rate	67.7	70.7	66.3	76.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.5	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.7	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	52.5	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



# ARCC 2007 Report: College Level Indicators

## Palomar College

Palomar Community College District

### College Self-Assessment

Palomar Community College serves a district of 2,500 square miles with a population of over 700,000. Each year more than 45,000 students attend the college and take classes at the San Marcos campus, one education center, or seven outreach sites. Over the past six years, as the region's population has grown by 9%, the college has experienced increased enrollment and the San Marcos campus is at capacity.

Palomar is recognized for the breadth and quality of its educational program offerings. Palomar provides over 250 AA degree and certificate programs and awards over 2,000 degrees and certificates annually. Each year, more than 1,000 students transfer to a CSU or UC, approximately 800 continue their studies at an in-state private or out-of-state university, and 2,000 become transfer prepared.

Overall, Palomar has demonstrated good levels of performance on all of the accountability indicators. The progress and achievement rate has remained stable over time and is similar to the system average. In 2004, a CSU within the county redefined its service area and Palomar transfer students are no longer defined as local transfers. As a result, Palomar students must now meet a different G.P.A. transfer criterion, affecting current and future students intending to transfer to this university.

For the most recent year, Palomar's level of performance on all other indicators is good and above the system average. Palomar's percentage of students earning at least 30 units or more, vocational course success rates, and basic skills success rates have increased over time. The persistence rate has remained relatively stable.

While the basic skills improvement rate experienced a slight decrease from 2003-04 to 2004-05, it is of note that both the basic skills improvement and course completion rates for the college are at or above its peer groups' averages. The progress and achievement rates, percentage of students earning 30 units or more, persistence, and vocational course success rates are lower than its peer groups' averages. Palomar's large and diverse district and vocational offerings make comparisons to its peers challenging. In 1999, Palomar implemented the PeopleSoft® Enterprise Resource Planning system with some difficulty. As a result, earlier data submitted to the system office for this report is not as accurate as more recent data. The college has implemented quality control procedures, and future reports based on more recent data will provide for a better assessment of the indicators.

As part of Palomar's planning process, the college is implementing strategies to improve its performance. These strategies include developing a plan to provide enhanced instruction and support services for basic skills students. Targeted outcomes are persistence, course success rates, and basic skills improvement rates. Over time, program completion and transfer rates for students needing to strengthen their foundational skills should improve as well. Finally, the college is implementing its facilities master plan and is working to increase instructional capacity. New and improved facilities will help Palomar meet student demand and support its students in achieving their educational goals. Palomar remains committed to its students and their success.

