LITTLE HOOVER COMMISSION

OPEN DOORS AND OPEN MINDS

Improving Access and Quality in California's Community Colleges

Little Hoover Commission

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Vice Chairman

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Senator

Sean Walsh*

Stanley R. Zax

Stanley M. Zimmerman

Former Commissioners Who Served During the Study

✦ ✦ ✦ ✦ ✦ ✦

Angie Papadakis*
Subcommittee Chair

Gary H. Hunt*

Gwen Moore*

**Served on study subcommittee*

Commission Staff

✦ ✦ ✦ ✦ ✦ ✦

James P. Mayer
Executive Director

Nancy M. Lyons
Deputy Executive Director

Toby Ewing
Project Manager

Chloe Bullard
Research Assistant

To Promote Economy and Efficiency

The Little Hoover Commission, formally known as the Milton Marks "Little Hoover" Commission on California State Government Organization and Economy, is an independent state oversight agency.

By statute, the Commission is a bipartisan board composed of five public members appointed by the Governor, four public members appointed by the Legislature, two Senators and two Assemblymembers.

In creating the Commission in 1962, the Legislature declared its purpose:

...to secure assistance for the Governor and itself in promoting economy, efficiency and improved services in the transaction of the public business in the various departments, agencies and instrumentalities of the executive branch of the state government, and in making the operation of all state departments, agencies and instrumentalities, and all expenditures of public funds, more directly responsive to the wishes of the people as expressed by their elected representatives...

The Commission fulfills this charge by listening to the public, consulting with the experts and conferring with the wise. In the course of its investigations, the Commission typically empanels advisory committees, conducts public hearings and visits government operations in action.

Its conclusions are submitted to the Governor and the Legislature for their consideration. Recommendations often take the form of legislation, which the Commission supports through the legislative process.

Contacting the Commission and Copies of Reports

All correspondence should be addressed to the Commission at:

- 925 L St., Suite 805, Sacramento CA 95814
- E-mail: [illegible]
- Telephone: (916) 445-2125 Fax: (916) 322-7709
- Worldwide Web: [illegible]

Additional copies of this report may be purchased for $5 per copy. The report is available on the Commission's website.

State of California

LITTLE HOOVER COMMISSION

March 28, 2000

The Honorable Gray Davis
Governor of California

The Honorable John Burton
President pro Tempore of the Senate
and members of the Senate

The Honorable Ross Johnson
Senate Minority Leader

The Honorable Antonio Villaraigosa
Speaker of the Assembly
and members of the Assembly

The Honorable Scott Baugh
Assembly Minority Leader

Dear Governor and Members of the Legislature:

For many years the Little Hoover Commission has heard complaints that community colleges were poorly funded and poorly governed. In the course of other studies, the Commission found that community colleges are routinely asked to offer more services to more people. And so the Commission undertook this study to determine if the colleges were being asked to do too much with too little, and to examine how well these community-based institutions were meeting state goals.

We found that for many Californians the community colleges are the gateway to self-sufficiency and a world class education. But for too many Californians the colleges are a false hope.

Many students are learning their way out of poverty and off public assistance, and for them the colleges are their only chance to get ahead. For some, the colleges are doing a noble job. At a machining program at Cerritos College, we found students developing the skills, the confidence and the hope to leave neighborhood gangs for jobs with a future. From other campuses, we heard from students who are the first in their families to attend college. These are wonderful accomplishments for the colleges and their students.

For others, particularly those facing multiple barriers to prosperity, the colleges too often do not provide the access, resources and support needed to overcome the hurdles. One college president tells of a student who drove through the parking lot seven times before stopping to ask about classes. How many more never make it past the parking lot?

In the course of this review, we learned that the success of the community colleges depends on the quality of teaching and true access to the educational services that individual students need.

While the colleges have multiple missions, their fundamental purpose is to teach. They are California's best opportunity to foster lifelong learning among adults. Unfortunately, quality teaching is not a universal priority.

Similarly, the community colleges are known for providing "universal access" to all who can benefit. To ensure access, the State maintains the lowest fees in the nation. In fact, millions of potential students do not enroll for reasons not associated with fees. Classes are unavailable or full. They are offered at inconvenient times and course schedules do not accommodate many people with jobs or families.

Equally troubling, many students enroll but do not benefit. Getting into a class is not the same as gaining knowledge, developing skills and learning how to learn. More than half the people who enroll in math courses do not finish them. Tens of thousands who enroll one semester, do not come back the next. Most of the students who enroll as "transfer" students never make it to the university.

The entrepreneurial colleges are working hard to identify the services their communities need, and provide those services in ways that are truly accessible. They are reshaping programs to simultaneously meet the needs of workers and employers. They are partnering with neighboring universities to create a smooth transition for transferring students.

But to look at a budget or a ballot or the Board of Governor's website, there is nothing to distinguish excellence from mediocrity, real opportunity from latent potential.

State funding mechanisms do not support desired outcomes – but they could. The governance structure has not created the accountability or facilitated the leadership necessary to develop the colleges – but it could.

The first step toward excellence is accountability. Employers, parents, civic leaders and students should know which services the colleges are providing for the funding they receive. Community leaders and voters should understand which services the colleges are offering, whom they are serving and how well they are doing their jobs.

Appropriations should reward growth, achievement and success – by colleges, by faculty and by students. In turn, we believe governance by the state and local boards will be reinvigorated.

The potential for the community colleges is to directly improve the well-being of most Californians. The hallmarks of each and every community college should be teaching quality, meaningful access and real benefit – and that would make it the jewel of the State's system of higher education.

The Little Hoover Commission stands ready to assist you in these efforts.

Sincerely,

Richard R. Terzian
Chairman

Open Doors and Open Minds:

Improving Access and Quality in California's Community Colleges

March 2000

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Executive Summary

California's community colleges are an essential component of the state's premier system of higher education. They guarantee our historical commitment to provide every Californian access to higher education.

The community colleges also are a public investment in the potential of all Californians. To protect that investment, state and college leaders need to strengthen systems of teaching and learning, quality assurance, responsibility and accountability to ensure that each college offers quality education to its entire community.

The future of our community colleges is being rapidly and profoundly reshaped by two inevitable trends – simply identified as "The New Economy" and "The New California."

First, as California enjoys an economic renaissance, the digital economy and global marketplace are breaking traditional ties between geography, jobs and wealth. For many, this new economy will require skills that do not exist now for jobs that do not exist now. Quality education will be the single greatest determinant in the long-term competitiveness of our residents and our regional economies. Some of California's foremost economists assert that our current prosperity provides an extraordinary opportunity to invest in education as a vaccination against economic uncertainty. We have a responsibility to seize this opportunity.

The second trend is the changing face of California and Californians. The children of yesterday's baby-boomers are now in the K-12 system and will soon be knocking at our college doors. They are joined by immigrants, former welfare recipients and refugees from the cold war economy – all seeking new skills to succeed in this new economy. At the same time, California is being profoundly redefined to reflect a global citizenry. "The New California" reflects traditional communities of Latinos, African-Americans, Asian-Americans and whites, along with growing numbers of distinct racial, ethnic, religious and cultural communities. We are Taiwanese, Filipino and Hmong, Christian, Hindu, Muslim and Sikh, Ukrainian and Iranian, Mexican and Brazilian and many others.

Analysts are debating whether the surge in college enrollments will be big or very big, and whether to build more classrooms or to limit enrollment. But for certain, these students will be far more diverse – in the languages

they speak, in their cultural frameworks, in how they learn and in what they need to know for their future success.

For the majority of Californians, their only viable option for post-secondary education is the system of community colleges. For significant numbers of California businesses, the community colleges are the primary source of much needed skilled and enthusiastic employees – our California workforce for the 21st century.

To effectively respond to each of these challenges, the Little Hoover Commission has concluded that we need to commit ourselves to one central strategy: The best way for our community colleges to deliver more education is to ensure they deliver better education for all.

- The state needs our community colleges to develop lifelong learners, yet teaching quality has too often taken a backseat. Fostering lifelong learners will require a more explicit commitment to developing quality teachers throughout our community college system. The Board of Governors of the California Community Colleges recognized in 1991 that few faculty come to our colleges prepared as skilled teachers, and few colleges devote resources to improve their faculty's teaching skills. Nearly 10 years later, University of California researchers assert that little has been done to remedy this critical problem.

- Access has been defined too narrowly as only low cost, when it must include attention to flexible schedules and teaching methods tailored to the needs of individual students. Limited research shows that many factors besides fees deter students from participation, including access to counselors and attractive course offerings. Overall, 19 percent of students who start classes do not finish them; 39 percent of the students who take a class one semester do not re-enroll the next.

- There is wide recognition that higher education funding should create incentives for quality improvement. Under the Partnership for Excellence program, the Governor and the Legislature offered the community colleges $2.8 billion in supplemental funding over seven years to increase the number of transfers and of courses, programs and degrees completed by community college students. Despite this years-long effort to tie funding to outcomes, the bulk of community college funding remains tied only to the number of seats occupied on a given day early in each semester.

- The perennial fight over governance has been about more collaboration without sufficient attention to student success and

accountability. In 1988 the Legislature directed the Board of Governors to establish an annual accountability report, yet the Board's *Effectiveness Report* presents data only for the state as a whole. It does not identify which colleges are excelling and which are not. As a result the report has not created accountability for student success.

Some of our community colleges are making giant strides – seeking out those who otherwise would have the narrowest hope of succeeding and giving them a real opportunity to participate in the new economy and contribute to our new society. For some students, our colleges are delivering a real chance to graduate from the University of California and the California State University. For other students, success amounts to a skill and a job, and the community college is the link between them. For their communities, these colleges are satisfying the demand for skilled workers and entrepreneurs – before those jobs and those paychecks leave the state.

These colleges are responsive and innovative. They are partnering with communities, businesses, universities and their students to develop meaningful educational programs. They teach skills that are needed in the marketplace to those who want to succeed in the workforce. And they do so in ways that empower people to become lifelong learners.

Yet other community colleges still function like the extension of the K-12 system that they once were. Classes are offered each semester based on what instructors want to teach to those fully prepared and capable of seeking out the opportunity. In the name of providing "access," fees are kept low, but the consequences of failure are kept low as well.

A professor at the University of California, Los Angeles, considered a premier scholar on community colleges, says one of our biggest problems is the casual student – who repeatedly enrolls and drops out – together with the colleges that assume the path to success is paved with tolerance and neglect rather than standards and support. Besides consuming scarce resources, these students and colleges create a culture of low expectations that infects all.

Unfortunately, students, voters, community leaders and policy-makers have a difficult time distinguishing the enterprising colleges from the stagnant ones. The State funds both equally based on the number of students in seats on the fourth Monday in each semester. The primary financial incentive for colleges is to enroll students, rather than to teach them.

Absent a huge scandal, when voters go to the polls to elect college trustees they do not know whether the local colleges are responding to community needs and providing quality services. Perhaps most importantly, students do not have the information necessary to make smart choices as consumers. They may find their opportunities limited by colleges that inadvertently create barriers to success. Some of the best educational institutions in our nation are known for not letting their students fail. Some community colleges function in ways that seem to accept failure.

The State recently realized in its Healthy Families program that it is not sufficient to "offer" health services to uninsured families with children. The benefits – to the children first, and to society over time – only accrue if the services are of high quality and are actually utilized. Our community colleges are in the same situation.

To live up to their potential, our colleges must identify teaching quality as their first priority and dedicate the time and resources necessary to ensure that faculty have the skills to offer the highest quality education. Our colleges must publicly and assertively work with their students, businesses and their communities to determine whom they are going to serve, what services they are going to deliver and how they are going to deliver those services. They must track and publicly report their progress on each of these fronts.

To encourage and enable our community colleges to live up to their potential, the State needs to provide financial incentives to colleges to design and deliver high quality programs. Students should also have incentives to participate in and complete those programs. The State needs to facilitate regional cooperation and ensure that statewide interests are served. And it needs to promote accountability of each of the community colleges by publicly reporting their individual performance.

Measuring educational performance is a complicated and controversial issue. But while success is elusive, barriers cannot be overcome without a clear understanding of what is or is not being accomplished.

With accurate information, students and voters and community and business leaders will be able to make smart decisions about their colleges and therefore about their lives and their futures. And over time, Californians will see colleges that better prepare individuals and communities for dealing with our new, evermore competitive economy.

Toward these ends – and a finer community college system and a healthier state – the Little Hoover Commission offers California these four guideposts:

1. **Make Teaching Count in Our Community Colleges.** The most essential and universal component for future success will be quality teaching. Regardless of the path students are on or the skills they need to acquire, faculty need the expertise to teach and inspire increasingly diverse Californians to become lifelong learners.

2. **Ensure Access and Benefit for All Californians.** California has taken pride in limiting financial barriers to higher education. Now our college leaders must also address other barriers that limit access, such as course schedules that do not reflect the complexities of modern life. Our colleges must ensure that all doors to education remain open.

3. **Align Funding with the Purposes of Our Colleges.** Every funding formula produces responses, intended or otherwise. We need to fund our community colleges in ways that promote continuous improvement in the quality of teaching and the development of lifelong learners.

4. **Reinvigorate the Governance of Our Colleges.** The needs of our various communities will not be met without strong local leadership. And our state goals will not be met without strong state leadership.

After much testimony, analysis and deliberation, and with the assistance of many persons dedicated to serving California's community college students, the Little Hoover Commission has reached the following findings and recommendations:

Making Teaching Count

Finding 1: While the fundamental mission of community colleges should be to help millions of Californians become lifelong learners, this opportunity is often lost because insufficient attention is given to the quality of teaching.

Our community colleges cannot teach the New Californians to succeed in the New Economy unless they provide excellence in teaching and learning. They must be prepared to teach a more diverse student body with a wider range of learning needs and levels of academic preparation than was true in the past.

Each college needs to pursue every opportunity to ensure that its faculty have the skills and expertise they need to provide teaching excellence. Some community college faculty bring exemplary teaching experience and skills to their jobs. Yet the Board of Governors has recognized that most faculty are hired with little or no teaching experience or teacher education. And research at the University of California on community college teaching reveals that few colleges offer effective teacher education programs for faculty. In this void, researchers concluded, trial and error has become the dominant way most faculty learn to teach.

The colleges have three distinct opportunities to improve teaching: at the point of hiring, through professional development activities and through tenure review. The Board of Governors establishes minimum standards for hiring. Currently the colleges are not encouraged to assess the capacity or potential of applicants to become quality teachers. The State pays for professional development, but research points out the money is often spent instead on personal development or ineffective seminars. And tenure reviews, which have the potential to set a standard for teaching excellence, seldom emphasize teaching skills in that permanent hiring decision.

To bolster the quality of teaching, the community colleges should pursue all avenues to attract, improve and recognize faculty with excellent teaching abilities, for full-time and part-time faculty. In some disciplines the colleges can hire experienced teachers. In others, such as emerging technologies, the colleges may have to rely more on professional development and only award tenure when instructors have demonstrated that they have developed the capacity to teach.

Nothing is more critical to preparing Californians for the New Economy than emphasizing quality teaching in our community colleges.

Recommendation 1: Policy-makers, college leaders and faculty should make quality teaching and learning the hallmark of the California community colleges. A policy focused on quality teaching should:

- ***Establish hiring qualifications that include teaching excellence.*** The Board of Governors should set minimum qualifications for full-time and part-time faculty hiring that require evidence of teaching skills as well as discipline-specific expertise. The Board should consider requiring education in pedagogy as a prerequisite to employment, or at least as a condition of continued employment.

- ***Develop teaching and learning centers.*** The Legislature should establish and the Board of Governors should administer a competitive grant program to encourage community college faculty

members to create learning communities, teaching centers, or other programs that promote teaching and learning excellence. Teaching and learning centers need to be responsive to the needs of full-time and part-time faculty.

- ***Transform tenure to motivate teaching excellence.*** No instructional faculty member should be awarded tenure without demonstrating teaching excellence. College leaders should transform the tenure process and other personnel decisions to motivate quality teaching.

- ***Create incentives for institutions and faculty to improve teaching and learning.*** The Board of Governors should establish incentives that are appropriate for full-time and part-time faculty, including:
  - ✓ Basing employment and tenure decisions primarily on teaching quality.
  - ✓ Subsidizing tuition for faculty participating in teacher education programs.
  - ✓ Rewarding faculty with recognized education in pedagogy.
  - ✓ Recognizing teaching excellence with annual awards.
  - ✓ Designating select faculty members as "Mentoring Teachers" based on validated teaching excellence.

- ***Hold the Board of Governors and local boards of trustees accountable for teaching and learning quality.*** The Legislature and Governor should fund periodic independent evaluations of efforts by local boards and the Board of Governors to improve the quality of teaching and learning in the community colleges. Evaluations should review the extent that teaching styles respond to the diverse learning needs of California's students and should apply to the work of full-time and part-time faculty.

Ensuring Access and Benefit For All

Finding 2: The promise of universal access to community college is unfulfilled. While State policy says that all who can benefit should have access, participation is limited by how resources are allocated, how, where and when courses are offered, and other administrative practices.

The Master Plan for Higher Education envisioned our community colleges offering every Californian access to higher education, including entry into a baccalaureate degree program as a transfer student. For more than a generation this goal was pursued by maintaining low fees and low eligibility requirements. Even so, experience and research show that many students are turned away. And many students who do enroll are thwarted in their efforts and do not complete their education.

Barriers to access are numerous. Funding caps limit the number of students admitted and semester-based schedules discourage people already in the workforce from taking classes. At Glendale College, which has one of the best reputations in the state, 40 percent of the admitted students do not enroll, most for reasons associated with how courses and services are offered or structured.

Many students who do enroll do not make progress. One reason is that counselors are overwhelmed. At Sacramento City College, the student to counselor ratio is 1,500-to-1. Retention efforts also fail to keep students on track; statewide just 22 percent of students who enroll in basic skills math courses advance to a higher level math course. Overall, one-fifth of the students who start classes does not finish them.

Some student progress is limited by funding choices. The Chancellor's Office has repeatedly stated that the colleges have to turn away students from English and other core academic courses, while the colleges offer more classes in physical education than in most other core academic disciplines.

College supporters maintain that low retention and advancement rates are signs of satisfaction – that the system is flexible enough to meet diverse student needs. Alternatively, it could mean the low cost of failure, rigid class schedules and poor support services discourage students from completing classes and programs. And without a doubt, dropouts consume limited resources and prevent other students from getting the classes they want.

Increasing access requires improving services to students. For students who want to transfer, barriers must be lowered. For those seeking marketable skills, programs need to be linked with regional economies. Colleges must identify potential students, provide the services necessary for their success and confirm that they benefit.

Recommendation 2: To make universal access a reality, each community college should determine which community members they should serve, what services they should provide and how those services will be provided.

- ***The Board of Governors should require each local board to annually, publicly identify community needs and establish goals to meet them.*** Each local board should assess – publicly, deliberately and within the context of state-established missions – how its colleges can best serve its communities. Each local board should publicly and clearly establish which services it will provide, such as transfer, workforce development and adult education.

- ***The Board of Governors should require each local board to determine which community members it will serve and how it will serve them.*** Each local board should identify its students and tailor services – including outreach, matriculation, scheduling, curriculum, and teaching – to ensure successful outcomes for those students.

- ***The Board of Governors should develop a plan for improving matriculation services.*** The Board of Governors should present a plan with annual updates to the Governor and Legislature for improving and funding matriculation services. The plan should identify ways for the State to improve availability and quality of services. The plan should pay particular attention to students who repeatedly drop classes or who are taking classes unrelated to their entrance goals and require them to attend academic counseling sessions to focus their efforts. The Chancellor's Office should develop a guide for individual colleges to aid in assessing when intervention is necessary.

- ***The Board of Governors should encourage regional cooperation, discourage inefficient duplication and ensure statewide access goals are met.*** The Board of Governors should periodically assess the regional availability of all mission-oriented services – such as undergraduate transfer and workforce development programs – and develop plans to close gaps and improve program effectiveness.

- ***The Governor and the Legislature should fund an evaluation process to determine which students our community colleges are serving and which they are not.*** The State should determine who has true access to the community colleges and who is left out and understand the opportunity costs of current access policies.

Aligning Funding With Purpose

Finding 3: Community colleges are not funded in a way that encourages universal access, teaching excellence or student success.

Community colleges are largely funded on a simple formula based on how many students are in class on a single day early in each semester. In fiscal year 1999-00, the colleges received approximately $4 billion through this process.

For the most part, local districts have discretion over which classes to offer and how to spend the resources. The shortcomings of this process are threefold: Funding is not tied to state or community priorities. The financial incentive is to enroll students, rather than to help them

complete courses or programs. And the funding system is not being used to account for and improve the performance of our colleges.

The State has tied some funding to specific programs, such as economic development. Yet overall, funding is not tied to goals established for the colleges. For example, the State puts a priority on preparing students for transfer to four-year universities and completing vocational education programs. In many communities, there is a shortage of nurses and electronics workers. But the colleges receive the same funding for students enrolled in physical education as students enrolled in biology or electronics. Given that it is more expensive to offer nursing classes, the formula can actually discourage colleges from proactively serving community needs.

By funding colleges based on enrollments early in the semester, the formula does not encourage colleges to help students complete classes and programs. There are no direct incentives to identify why students give up on classes or drop out of programs. And since those efforts would require resources, the colleges are actually discouraged from diverting funds from efforts to enroll students to efforts to retain them.

Finally, the funding formula limits the ability of the State to influence the performance of the colleges. And the performance of different colleges varies dramatically. Course completion rates, for example, range from 62 percent to 87 percent. Yet those numbers are not even considered when allocating scarce resources.

Policy-makers have agreed on the need to improve such outcomes as successful course completions and student transfers. The Governor and the Legislature have even been willing, through the Partnership for Excellence program, to give the colleges more resources to improve those outcomes. But the State is still a long way from a funding system that serves to align resources with priorities, that encourage colleges to improve outcomes, and directs resources to colleges that are truly serving students and communities.

Funding colleges based on the value they bring to their communities is controversial. Across the nation, educators and policy-makers are struggling with ways to reward outcomes and encourage improvement. To craft an effective and accepted funding policy for California would require significant analysis, extraordinary expertise, and persistent leadership. The Commission believes that task falls within the roles and responsibilities of the Chancellor and the Board of Governors.

The first step, however, is for state policy-makers and college leaders to commit themselves to a funding system that encourages colleges to meet

the needs of regional economies and individual students, and directs resources to those colleges doing the most to prepare all Californians for the New Economy.

Recommendation 3: The Governor and the Legislature should require the Board of Governors to develop a funding system that encourages universal access, teaching excellence and student success. Specifically the Board of Governors should:

- ***Revise the community college funding mechanism.*** Community college funding formulas should include variables that encourage colleges to expand educational opportunities and improve outcomes. Base funding should create incentives for each college to:
  - ✓ Recruit and serve educationally disadvantaged members of its communities;
  - ✓ Promote course and degree completion;
  - ✓ Transfer students to four-year colleges and universities;
  - ✓ Move students into high-wage employment.

- ***Create incentives for the colleges to improve their services.*** In addition to stable base funding linked to outcomes, the colleges need incentives that promote service improvement. Wherever feasible, the Board of Governors should build incentives into existing categorical funding and grant programs to leverage improvement in student outcomes.

- ***Establish compacts to fill unmet needs.*** When the Board of Governors determines that state-established missions are not adequately addressed in a given community or region, it should enter into funding compacts with community colleges in that region to provide targeted services.

- ***Establish incentives for students to complete a program of study.*** Among the options the Board of Governors should consider:
  - ✓ Gradual and moderate increases in student fees for students who repeatedly drop and re-enroll in courses. Targeted fee increases should create a disincentive to repeatedly drop courses.
  - ✓ Educational scholarships and workforce grants for students who obtain associate's degrees, who transfer with advanced standing to baccalaureate degree-granting institutions, or who obtain a certificate within a set timeframe.
  - ✓ Fee rebates for students who obtain degrees or certificates within set timeframes.

- ***Evaluate and refine incentives.*** Incentives for colleges and students should be designed to promote outcomes while ensuring that no student is prevented from attending a community college because of financial need or other barriers.

Reinvigorating Governance

Finding 4: The Board of Governors is not sufficiently ensuring that statewide goals are being met. Local boards are not universally ensuring community needs are being met. Policy-makers, community leaders, students and voters lack the information necessary to hold both local and State board members accountable.

The debate over how to govern the community colleges has bounced back and forth between calls for either a strong state-controlled system or a system of locally autonomous colleges. The existing structure is a hybrid in which authority, responsibility and accountability have become muddled, diminishing the ability of our community colleges – both as a system and individually – to respond to the challenges before them.

The Board of Governors has the authority to establish state policies and oversee the performance of the colleges. But the board has not provided the outcomes requested by the Governor and Legislature: including higher transfer rates, more degrees and certificates, and improved student retention and persistence. While the board is hobbled with a cumbersome decision-making process, its authority is further eroded when dissatisfied parties "appeal" its decisions to the Legislature.

The 71 locally elected boards are expected to administer the colleges, but their performance is as varied as they are numerous. Because voters do not have the information to judge their performance, election box accountability is diminished. Because students lack information, they cannot be smart consumers.

Some advocates, including the Citizens' Commission on Higher Education, recommend replacing locally elected trustees with appointed advisory boards and creating a strong "state" community college system. But as presently constituted the Board of Governors and the Chancellor do not have the capacity to administer 107 colleges. A strong state system also would diminish the ability of individual communities to shape the colleges to their distinct needs.

The challenge is to develop a governance system that ensures that statewide goals are met, that regional economies are understood, and that colleges respond to the diverse needs and learning styles of all

potential students. Those demands require a governance model that provides leadership and accountability both from the top down and from the bottom up.

The Board of Governors and the Chancellor's Office have statewide responsibilities, including setting standards for teaching quality, ensuring that all students have reasonable access to appropriate programs, and using the budget and other means to encourage colleges to improve services. If strengthened, they could set higher standards and inspire the colleges to exceed them.

The Chancellor's Office also has responsibilities that are regional in nature, including promoting economic development, curriculum development and transfer and articulation. These responsibilities are based on local relationships between the colleges, their communities and universities. The Chancellor's office needs to be reorganized to effectively administer these programs.

The colleges, meanwhile, are preparing the next Rhodes Scholar for transfer, supporting foster parents, teaching pre-collegiate English and educating the next wave of technology innovators. They respond to the needs of their respective communities by specializing. These efforts can best be led by local boards, provided they are sufficiently connected to their communities – business and civic leaders, students and voters. Given information, these constituencies can choose excellence and advocate for change.

California needs colleges that are individually responsive to the needs of their students and their communities. It also needs a system of colleges that meets the needs of all Californians. A State and local partnership is required – but one in which responsibilities and authorities are clear and all parties can be held accountable for their respective performance.

Recommendation 4: The Governor and the Legislature should reform the community college governance structure to increase the accountability and efficacy of college leaders. Specifically:

- ***Strengthen the state Board of Governors.*** The Board of Governors should be empowered to facilitate excellence in the community colleges, to establish statewide access and educational goals, and to enable voters and students to scrutinize their colleges. Two ways to strengthen the Board of Governors would be:

  - ✓ ***Revise the make-up of the Board of Governors.*** The board may be a more independent, robust and credible voice and force if it represents legislative as well as executive interests and concerns.

- ✓ ***Improve scrutiny of potential appointees.*** The appointing authorities should recruit to the Board of Governors high caliber persons who are willing to dedicate the time and resources necessary to lead our community colleges toward realizing their full potential.

- ❑ ***Align the Chancellor's Office with its various levels of responsibilities.*** The Board of Governors should replace the single statewide, central office with a smaller central office and several regional offices. The central office should handle statewide responsibilities where the Chancellor serves as the head of the system. Regional offices should handle those functions that are community-based and designed to support the needs and successes of the local colleges and college students.

- ❑ ***Create a California Community College Office of Accountability.*** The Office of Accountability should be created within the Chancellor's Office and charged with monitoring quality control in our community colleges. Its responsibilities should include performing oversight functions, assessing weaknesses and proposing improvements. The Office of Accountability should publish the annual accountability report that should be revised to include effectiveness data for each of our community colleges.

- ❑ ***Require all local boards to annually publish and disseminate information on their goals and results.*** Based on the assessments called for in Recommendation 2, all local boards should be required to publish an annual mission report that details the district's goals for the upcoming academic year. District goals should be based on the expertise of each college and address the needs of their economic, academic and business communities. The report should identify goals for transfer students, professional enhancement priorities and vocational education and establish which services will be provided to support these goals. To better aid the public in understanding, clearly and easily, how local districts are spending limited financial resources, and to better hold districts and individual colleges accountable, all local boards should be required to publicly release their mission reports in a press conference to be followed by an open meeting to discuss the elements of the district report with the public. The press conference/meeting should occur on the same day statewide to ensure maximum public focus and exposure. The public also should be well aware of which interests are supporting the election of each community college board member. Annual mission reports should refer the public to sources of information that identify campaign contributions received by community college trustees.

The Community Colleges
A Public Higher Education System to Benefit All Californians

California's community colleges are a tremendous resource. Their potential is not realized. Taken together, the Little Hoover Commission's recommendations would strengthen the Board of Governors to lead and serve the community colleges as a system and fortify the ability of local boards to respond to community needs.

The State Board of Governors

The Commission's recommendations would fortify the role of the Board of Governors and the Chancellor to:

- ❑ Ensure that the community colleges improve the quality of teaching.
- ❑ Ensure that all Californians are able to benefit from the range of college services.
- ❑ Ensure that funding rewards students and colleges for quality and efficiency.
- ❑ Ensure that the colleges perform their functions.
- ❑ Ensure that students, college board members, parents, business owners, taxpayers, voters and other constituencies have access to clear and compelling information on the quality and adequacy of their colleges.

Local Community College Boards

The Commission's recommendations challenge locally-elected boards to:

- ❑ Ensure that college faculty and students become lifelong learners.
- ❑ Ensure that colleges offer those services most needed by the community and actively pursue those who can benefit.
- ❑ Ensure that faculty, students and administrators are motivated and have incentives to work aggressively and efficiently toward outcome goals.
- ❑ Ensure that the public is well aware of the priorities the colleges have identified and the level of success the colleges have achieved.

Introduction

- **Number of technicians that Sacramento-area high-tech firms say they will need in 2002: 2,400.[1]**
- **At the present rate, amount of time it would take for Sacramento-area community colleges to graduate 2,400 students with associate's degrees in electronics: 24 years.[2]**
- **Rank of sports instructors and coaches on list of occupations with greatest growth in California: 46th of 50.[3]**
- **Rank of physical education classes in terms of community college course enrollments: 3rd.[4]**

For most Californians, community colleges offer the greatest opportunity for achieving economic and social well-being. Whether to get started on a four-year degree, hone job skills, make a career change or improve basic education, community colleges are an affordable path toward individual goals.

California's leadership in the digital economy has offered newfound wealth to record numbers of people. Yet more than one million Californians are still counted among the working poor. The labor market no longer pays high wages for those who can only offer hard work for long hours. The New Economy requires new skills and values "knowledge workers" – people employed for what they know and their ability to learn, rather than for their physical labor. The National Commission on Teaching and America's Future asserts that individuals will not succeed in a dynamic society and economy without a quality education.[5] In turn, society and the economy will not succeed without people who are well educated.

Paralleling change in California's economy, California's communities have evolved to reflect a global citizenry. Population growth has been matched with growth in population diversity. "The New California" reflects traditional communities of Latinos, African-Americans, Asian-Americans and whites, along with growing numbers of distinct racial, ethnic, religious and cultural communities. We are Taiwanese, Filipino and Hmong, Christian, Hindu, Muslim and Sikh, Ukrainian and Iranian, Mexican and Brazilian and many others.

Recognizing the value of education, California heavily invests in public colleges and universities. The University of California, California State University and California's community colleges comprise an

internationally recognized network offering educational opportunities for all Californians.

Meeting Educational Needs: Billy, Danny and Regina

The community colleges represent an immense infrastructure of talent, facilities and capacity to educate. The first three chapters of this report begin with vignettes describing the challenges students face with teaching quality, access and funding. The fourth chapter describes how the governance structure has failed to address the needs of these students.

Teaching Quality: Billy recently graduated from high school. He sees the community colleges as his link to a four-year degree and a good job. Some of his teachers have connected with him and helped him work through his learning disability. Others fail to even learn his name.

Access: Danny is looking for a new career. He is entering a private, professional study program and turned to the community colleges to take prerequisite courses. Course offerings that were limited to day classes and a rigid 17½-week semester schedule sent him to a private, for-profit school where he could take classes on weekends in 4-week segments.

Funding: Regina is married and has three young children. She is returning to school to improve her employability and earning power. The current structure of community college funding encourages inefficient decision-making that is costing her time and money.

Governance: Where do these students turn for relief? Who is responsible for the decisions that affect their education? Who is accountable? The present governance structure can provide clear answers to these questions and improve the quality of the community colleges, but it needs better leadership and accountability.

Billy, Danny and Regina come from different walks of life. Each represents a constituency the community colleges say they serve. Each has been disappointed and continues to face artificial challenges to their success. Taken together, the recommendations in the report would address those challenges.

The role of the community colleges in this network is growing in sophistication and significance as the California economy becomes more competitive, local communities become more diverse, and the population increases. The continuing strength of California's economy will require a skilled workforce capable of responding to turbulent economic times.

More students will rely on community colleges as a gateway to universities. More people who have relied on welfare will depend on learning new skills to gain financial independence. In short, the long-standing responsibility of the community colleges – education for all who can benefit, particularly those who have no place else to turn – is becoming increasingly important to the future prosperity of the State and its residents.

The Commission initiated this review to assess the effectiveness of California's most popular higher education segment. The Commission wanted to gauge the return on the public's multi-billion dollar investment in the community colleges. And the Commission wanted to determine the capacity of the community colleges to prepare themselves and California for the challenges ahead.

The Commission focused on two overarching issues:

First, the Commission wanted to understand the evolving mission of the community colleges. In a state that also invests heavily in the University of

California and the California State University systems, what roles do the community colleges play in post-secondary education?

Second, the Commission wanted to know if the colleges successfully realize that mission. The public spends more than $4 billion to support the community colleges each year. The consequences will be tremendous if the colleges do not succeed, but the payoff will be even greater if they do.

Overall, the Commission found that the colleges do an exemplary job in many ways, yet are challenged by leadership, bureaucratic and political barriers. For example, the colleges face multiple missions, and many campuses excel in their efforts to serve their communities. At the same time the attempt to "be all things to all comers" hampers the ability of some campuses to focus on a manageable number of goals. While teaching is the widely recognized function of the colleges, it is hard to identify how the colleges work to make teaching a priority.

Similarly, access to community colleges – as traditionally defined – is generally good. And access will likely improve as the colleges expand the use of distance learning opportunities. But having access to a service does not uniformly translate into benefiting from the opportunity. The courses that are offered, when they are offered and how they are taught limit accessibility to large numbers of students.

This report describes the potential of the California community colleges, and identifies measures that the Commission believes would strengthen the ability of the colleges to live up to that potential. The Commission challenges college leaders, policy-makers, students, and California communities to ensure the colleges fulfill their promise and promote educational opportunity for all.

This is the second time the Commission has examined community colleges. In 1986, the Commission urged the Governor and the Legislature to improve accountability within the colleges and improve the ability of the Board of Governors to exercise its leadership role. Today, those concerns remain. The colleges' funding and governance structures do little to promote desired outcomes and public accountability.

As part of this study, the Commission convened public hearings in January, March and April 1999. A list of the witnesses is included in Appendix A. The Commission also brought together an advisory committee representing community college leaders, faculty, students, policy-makers and other experts to discuss the roles of the colleges and the challenges they face. A list of advisory committee participants is included in Appendix B.

The Commission also visited community college programs, spoke with business owners employing community college-educated workers and talked with researchers and foundations striving to understand and improve the quality of educational opportunities. Throughout the eight months dedicated to this study, the Commission also reviewed research materials, attended conferences and spoke with hundreds of individuals who are working hard to ensure easy access to a world-class education through the community colleges. A bibliography of materials reviewed is attached at the end of this report.

The Commission's findings and recommendations are presented in four sections:

- ***Making Teaching Count***

  The community college system pursues multiple and divergent missions and consequently fails to emphasize teaching. Quality teaching is not prioritized in hiring, professional development or tenure decisions. Nor does the Board of Governor's promote teaching as a core competency of the colleges.

- ***Ensuring Access and Benefit For All***

  The community colleges were established to provide higher education access to all. Universal access continues as a goal and challenge of the colleges. Debates over broad student access focus on the affordability of college and the level of student fees. Meanwhile, many potential students are denied access by enrollment caps, restrictive course schedules and limited course offerings. The colleges fail to identify the potential students they intend to serve, the barriers that prevent those populations from benefiting from the colleges or how resource decisions can best serve access goals.

- ***Aligning Funding With Purpose***

  Community college funding is baseline and enrollment driven. Funding structures do little to encourage individual colleges or the colleges as a system to promote efficiency, cost-effectiveness or access. Similarly, funding mechanisms fail to provide incentives for students to make good progress toward their academic goals.

- ***Reinvigorating Governance***

  Community college governance has evolved over many years. Historically, independent local boards governed the colleges. Today, community college governance is bifurcated between state and local decision-makers, both of them bound by procedures intended to give all parties a seat at the table. In the absence of leadership, this muddled governance mutes responsibility and accountability for the quality and the cost-effectiveness of services offered.

Background

- **Number of course enrollments the community colleges will offer over the next five years: 45,000,000.**[6]
- **California adults who will enroll in a community college next year: 1 in 10.**[7]
- **Percent of students who declare transfer as their goal: 31.**[8]
- **Percent of students who transfer in a given year: 3.**[9]

The California community college system is the largest in the country: 107 campuses governed by 71 locally controlled districts with a combined budget of $4 billion for fiscal year 1999-00. The 2.2 million students enrolled in the community colleges during the course of a year account for seven out of 10 public college students in California and one out of 10 public college students in the United States.[10]

Beyond size, the community colleges are known for their multi-faceted mission and the broad access they afford students. Originally part of the K-12 school system, the colleges now serve anyone over age 18 who could benefit from post-secondary education. Historically, a primary purpose of the colleges has been to provide general education to students who ultimately transfer to four-year universities. Community colleges also have long provided vocational education in a variety of fields. As the economy has changed, so has the role of community colleges in helping workers to upgrade their skills. Most recently, the colleges have been given the task of helping welfare recipients develop the work-related skills to transition from public assistance to financial independence.

The traditional role of the community colleges was defined in the California Master Plan for Higher Education, which was formalized by the Donahoe Higher Education Act of 1960. This statute codified a system of higher education with three segments: the University of California, the California State University and the community colleges.[11] Much has changed since the master plan was crafted. K-14 education in California has shifted from being locally supported and controlled to being state-funded and controlled through the budget and legislative process. Student populations have changed and grown. Technology has created alternate venues for education, as well as increasing demands on students and faculty to develop new skills. Furthermore, California's higher education institutions will be challenged in the next few years by

a projected surge in student population. The majority of these new students are expected to enroll in community colleges.

This evolution of mission and governance are at the heart of many of the controversies that beset the colleges. Who are they to serve? How are California's students best served? And who should make these decisions?

From K-12 to Post-Secondary Education

The first public two-year institution was established in 1901 at a high school in Joliet, Chicago. The president of the University of Chicago promised advanced standing to high school students who completed the first two years of coursework there, initiating the transfer mission of community colleges. A 1932 report of the Carnegie Foundation for the Advancement of Teaching advocated that "junior colleges" also offer occupational education. Some trace the philosophy of universal access to the 1948 "Truman Report," produced by the President's Commission on Higher Education.[12]

The California community colleges date back to the late 1800s, when they were part of the local school districts and seen as an extension of high school into grades 13 and 14. California's first junior college program independent of K-12 schools began in 1920 in Fresno. In 1921, the Legislature authorized the creation of local community college districts, which were locally governed by a board of elected trustees.[13] Until 1960, the State Board of Education and the Superintendent of Public Instruction oversaw community colleges.

Overview of California's Public System of Higher Education

University of California (UC): The UC consists of eight general campuses and one health science campus. UC provides undergraduate education leading to baccalaureate degrees, master's, doctorates and professional degrees. UC also has exclusive jurisdiction over basic research and the professions of law, medicine, dentistry and veterinary medicine. In 1998, UC enrolled approximately 161,000 students.

California State University (CSU): The CSU consists of 22 campuses. CSU provides baccalaureate and master's degrees, and may award doctorates jointly with UC. In 1998, 350,000 students enrolled in CSU.

California Community Colleges (CCC): The CCC system contains 71 districts and 107 colleges. Admission to a community college is open to any high school graduate or person over the age of 18 who could benefit from instruction. CCCs offer associate degrees and academic programs designed to prepare students for transfer to four-year institutions. Additionally, certificates and degrees are awarded in various occupational and vocational areas. In 1998, the community colleges enrolled 2.2 million students.

Source: California Postsecondary Education Commission. 1998. *The Conditions of Higher Education in California.*

With the creation of the Master Plan for Higher Education, the community colleges became part of the State's post-secondary education system. The master plan was a landmark document. It formally declared the inherent right for all Californians to have access to affordable higher education. It delineated the tiered roles of the University of California, California State University, and California community colleges, in an attempt to reduce competition and improve the efficiency of higher education. And, it defined the community colleges as the gateway to advanced learning for many Californians, guaranteeing students who earn an associate's degree a place in a public university.

In 1967, the statewide responsibility for oversight of community colleges was transferred from the State Department of Education to the Community College Board of Governors and a state chancellor.

Since the master plan was created, three fundamental events have impacted community colleges:

- ***Proposition 13.*** In 1978, Proposition 13 reduced local property taxes by 57 percent and severely curtailed the ability of local districts to raise revenue. Funding control shifted to the State, with the Legislature increasingly involved in community college operations.

- ***Proposition 98.*** In 1988, Proposition 98 guaranteed K-14 schools funding equal to 40 percent of the state General Fund. Although the initiative was expected to stabilize funding for the colleges, it did not guarantee the colleges a set portion of Proposition 98 funds. In some years, Proposition 98 has defined a "ceiling" for educational funding rather than a "floor" – with community colleges competing with K-12 districts for a share of the pot.

- ***Economic Uncertainty.*** The recession of the early 1990s significantly reduced all education funds, including those for community colleges. Some students were unable to fulfill course requirements because classes were no longer offered. The number of teachers also was reduced, and community colleges accelerated a trend toward employing part-time faculty members. Finally, the recession reinvigorated discussions about the statewide role of community colleges.

These trends have required policy-makers and education leaders to reassess the mission, governance and funding of community colleges.

Who Attends the Community Colleges

The student body of California's community colleges reflects the growing diversity of the New California – in their ethnic heritage, in their lifestyles, and in their educational needs. More women (57 percent) take advantage of community college programs than men. The majority of students are under 30 (59 percent), they study on a part-time basis (62 percent), take courses during the day (67 percent), and receive some form of financial aid (58 percent). But the Commission was also told the bulk of course enrollments are taken by traditional students – day classes, taken by full-time students, who are recent high school graduates.[14]

Almost one-third of all community college students seek transfer opportunities (31 percent) while others pursue vocational skills (23 percent) or basic skills (5 percent) courses.

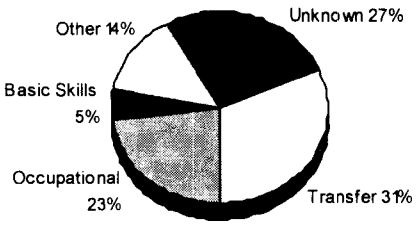
As is true with California's population in general, Latinos represent an increasing percentage of the community college student body.[15] Participation by other non-white ethnic groups has held steady.

One measure of student access to the community colleges is the number of "sections" offered. Sections represent the number of courses that are taught to multiple classes; each class referred to as a section. The community colleges offered close to 150,000 sections in 1997.[16]

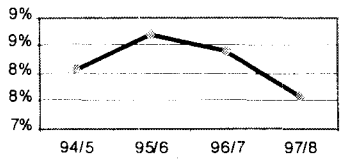
A measure of the access to the community colleges for low income Californians is the number of students who are on public assistance. The percentage of community college students on public assistance has hovered between 8 and 9 percent since 1994. During the 1997-98 academic year, however, the percentage of students on public assistance dropped slightly.[17]

Student Profiles

What Are Student Goals?

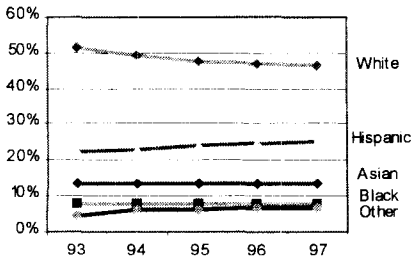


How Many Receive Public Assistance?



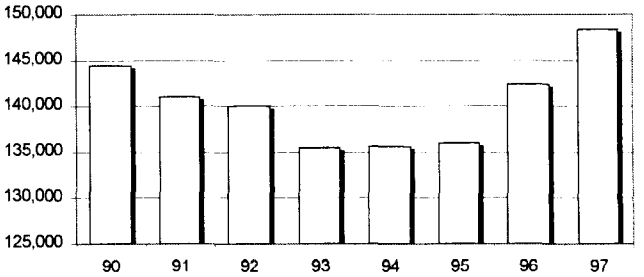
Source: Chancellor's Office, data on file.

Who Enrolls?



Source: Chancellor's Office, *Effectiveness* report, 1999.

How Many Course Sections Are Offered?

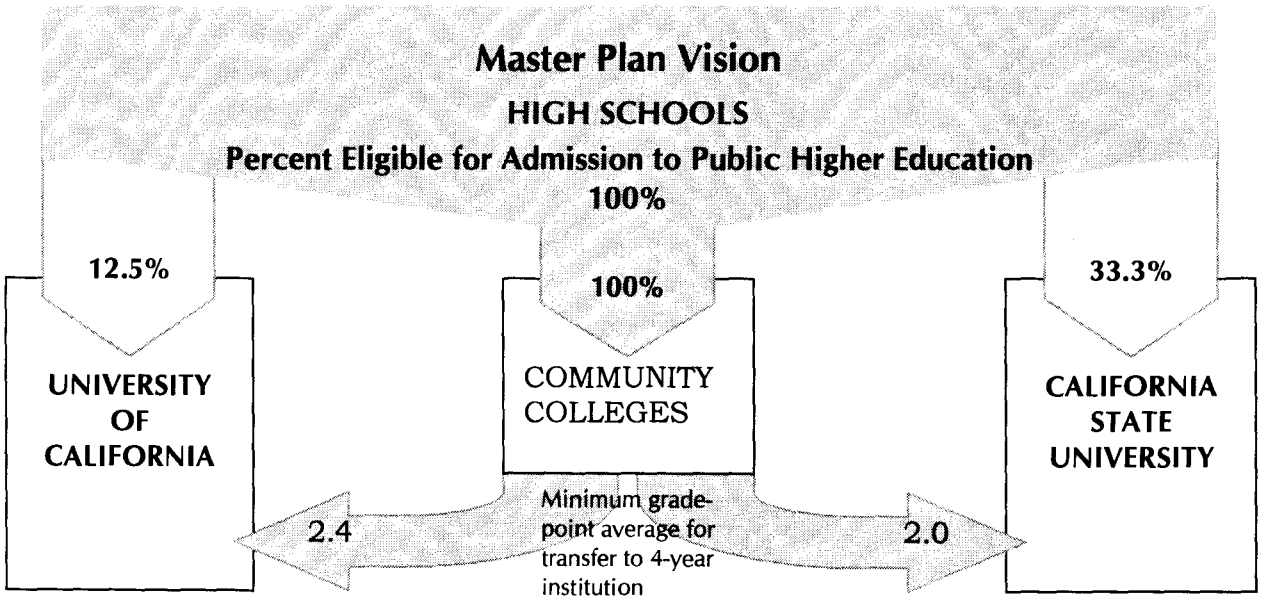


Source: Chancellor's Office, *Effectiveness* report, 1999.

The Master Plan for Higher Education

Preserving access to higher education has been a core goal of California's higher education system. The Master Plan envisioned a tripartite system in which the California State University drew from the top 33.3 percent of high school graduates and the University of California drew from the top 12.5 percent. With the community colleges offering open access, a strong transfer program from the community colleges to CSU and UC would provide all students opportunities to earn two-year and four-year degrees.

The Master Plan also recognized that the community colleges need to safeguard the public investment by adopting retention standards that "guarantee that taxpayers' money is not wasted on individuals who lack capacity or the will to succeed in their studies."[18] The Master Plan for Higher Education envisioned open access to the community colleges, but not inefficient, unrestricted use.



Source: California Postsecondary Education Commission. 1998. *A Master Plan for Higher Education in California, 1960-1975.*

Evolving Mission

The primary mission of the community colleges is to "offer academic

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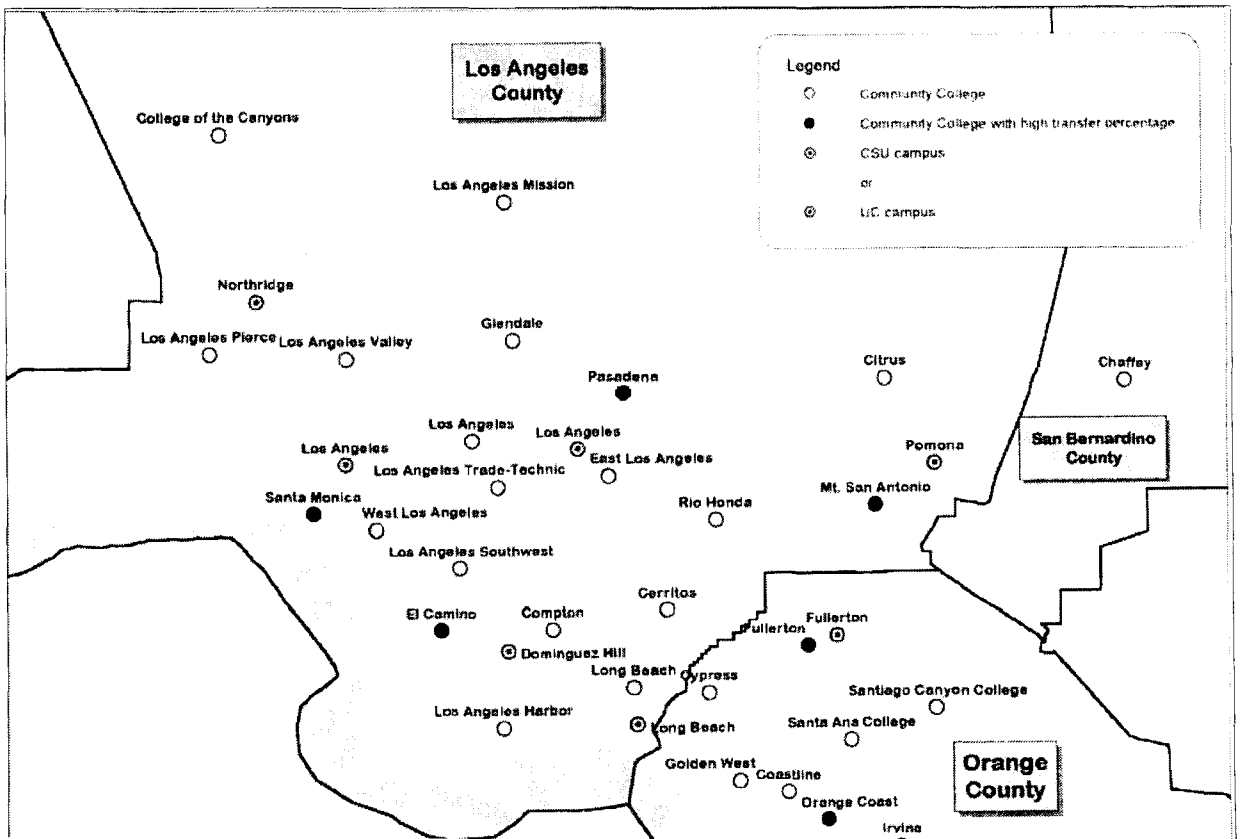
13 Community College Campuses Transfer 30% of all Transfer Students

Rank	College	UC	CSU	Total	Individual Percent	Cumulative Percent
1	De Anza	379	1,263	1,642	2.79	2.79
2	Orange Coast	412	1,153	1,565	2.66	5.45
3	Diablo Valley	453	1,106	1,559	2.65	8.10
4	Santa Monica	601	872	1,473	2.50	10.60
5	San Francisco	239	1,231	1,470	2.50	13.10
6	Fresno	87	1,212	1,299	2.21	15.31
7	San Diego Mesa	324	972	1,296	2.20	17.51
8	Pasadena	277	1,009	1,286	2.18	19.69
9	Mt. San Antonio	189	1,075	1,264	2.15	21.84
10	American River	211	1,023	1,234	2.10	23.94
11	El Camino	244	980	1,224	2.08	26.02
12	Palomar	172	1,030	1,202	2.04	28.06
13	Fullerton	134	1,015	1,149	1.95	30.01
	Total	**3,722**	**13,941**	**17,663**	**30.01**	**30.01**
	Other Campuses	6,770	34,408	41,178	69.99	100.00

Source: Chancellor's Office. 1998. *Report on Transfers and Degrees and Certificates Awarded, 1996-97.*



Ensuring access in an environment that does not provide unlimited funding for the community colleges requires college leaders to make decisions about whom will be served, what services will be provided and how to provide them. Some colleges have answered those questions with specialization. Unfortunately, specialization decisions are not always made explicit and they are often unsupported or discouraged by existing policy.

Evolving Governance

Governance is an issue in most college systems, and is particularly controversial among California's community colleges. This controversy reflects the evolving history of the schools, their size and diversity, and the size and diversity of the state.

At the district level, locally elected boards have responsibility for major policy decisions governing community colleges. They oversee academic programs and courses of instruction. They establish academic standards and personnel employment practices including benefits and salaries. And they oversee physical operations and facility development.[21] The local boards also are responsible for appointing the president or CEO of the college. If there is more than one college in a district, a district chancellor is often responsible for district-level affairs.

At the state level, the 16-member, state Board of Governors of the California Community Colleges guides the overall system. The Governor appoints members to the Board of Governors. The Board selects the chancellor. The Board provides leadership to the community college districts, establishes standards of operation, proposes the annual budget for the colleges and apportions state funding to local districts.

For policy issues, the Faculty Association of California Community Colleges represents faculty. For collective bargaining, the California Teachers Association, the American Federation of Teachers and the American Association of University Professors represent faculty in different districts. Some faculty are unrepresented. Part-time faculty members have organized their own union – the California Part-time Faculty Association (CPFA). Other organizations represent college administrators, trustees, students, and the CEOs of the colleges.

LITTLE HOOVER COMMISSION

state board also would establish system-wide performance standards and resolve labor issues.[29]

Evolving Funding

Prior to 1978, community college funding was similar to that of K-12 schools. Locally elected boards made policy and fiscal decisions and could levy taxes to implement those decisions. However, the passage of Proposition 13 affected community college funding much the way it did K-12 education: by making the local districts dependent on state funds, and more vulnerable to the instability of the state budget process.

Subsequently, Proposition 98 dedicated a portion of state funds for K-14 education, but did not necessarily establish the fiscal stability that many educators sought. The community colleges share has been approximately 10 percent of the Proposition 98 allocation, with the balance going to K-12 education. Given the complexity of the law that defines education spending, there is rarely agreement on appropriate funding levels. As one report says, appropriate funding levels are "whatever the Governor and Legislature say they are."[30]

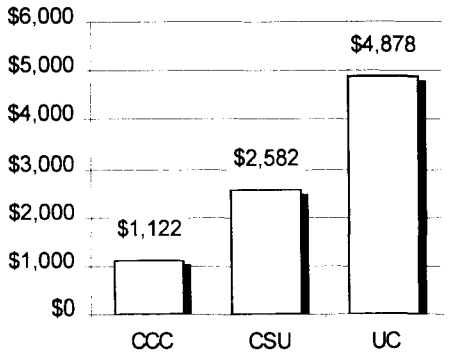
Community College Funding

How are the Colleges Funded? (in millions)

	1998-99	1999-2000
State Funds	$2,174	$2,307
Local Revenues	$1,442	$1,569
Student Fees	$155	$150
TOTAL	$3,771	$4,026

(Source: Chancellor's Office. 1999-2000 Budget Information Workshop, July 1999. Page 6.)

What Do Students Pay?



Sources: Sacramento City College, CSU Sacramento, UC Davis.

The majority of funding for community colleges – 93 percent – comes from the state General Fund and local property taxes. An additional 5 percent is collected from student fees and 3 percent from the California Lottery. One consequence of state funding for community colleges is that significant fiscal decisions are made at the state level and implemented locally. Like K-12 funding, community colleges have experienced "boom and bust" periods in funding, which is felt by students in the fees they pay and the courses that are available.

From the student perspective, the average annual cost of attending a community college is $1,122, including tuition, fees, books and supplies. Students also incur indirect costs, including transportation, housing, meals and other expenses.

Capital Outlay. Although considered as a separate budget, capital outlay funds for community colleges have similar state and local tensions. Most capital projects are funded with state general obligation and lease revenue bonds. Some facilities, such as student activity and health centers, have been funded from student fees. The statewide community college capital outlay plan is basically a compilation of the districts' five-year plans. The State has not had a system-wide method for assessing needs or establishing priorities. However, the state Chancellor's Office has committed to providing such a plan.[31]

Prior to Proposition 13, the state and local districts shared the cost of capital projects based on a formula that considered enrollment in the district and enrollment statewide. After the passage of Proposition 13, many districts could no longer afford these costs. According to the LAO, the State has funded 100 percent of capital projects since 1990. The LAO believes districts should share in capital outlay costs as a way to discipline spending.[32]

With the approval of Proposition 1A in November 1998, $2.5 billion is available for capital outlay at higher education campuses, a portion of which will help meet the needs of community colleges.

Impacts of State-controlled Funding. One outgrowth of state-controlled funding is the policy that allows any student to attend any community college – a policy known as "free-flow." Free-flow has changed the nature of community colleges from local institutions to ones that draw students from around the state.

Centralized funding also gave the Chancellor's Office an oversight function that it had not traditionally performed. The Chancellor's Office now requires local boards to file quarterly fiscal statements. Several "triggers" are intended to prompt closer monitoring by the Chancellor's Office. These include declines in general fund balances; a pattern of deficit spending over a period of several years; salary increases above COLA; a significant decline in enrollment or significant audit findings.

The Chancellor's Office assigns three "priority" levels to districts whose financial condition requires closer monitoring. Priority 3 is assigned to districts that have "displayed certain characteristics that we wish to analyze further and to discuss with district staff so as to avoid major problems in the future." Priority 2 is assigned to districts that "require a greater degree of involvement and action." Priority 1 is assigned to districts that are in "imminent danger of failure or bankruptcy and require immediate action." Based on data from the fourth quarter of the 1998-99 fiscal year, no districts were in priority 1 or priority 2. Three districts were in priority 3: Allan Hancock, Contra Costa, and Marin.[33]

State-controlled funding also has increased the role of the Legislature in setting policies guiding the community colleges. In turn, community college interest groups have hired lobbyists or directed staff to represent their interests in the legislative process.

Partnership for Excellence. The community colleges, like many other publicly funded institutions, are being asked by constituents and policy makers to document their effectiveness. As higher education enrollments increase faster than fiscal resources, there is an increasing need to assess whether public money is well spent. In response, the 1998-99 budget for community colleges contained $100 million for a program titled "Partnership for Excellence." The 1999-2000 budget provided $145 million for the program. And the Governor's 2000-01 budget provides $ 170 million.

The Partnership for Excellence is a step toward performance-based budgeting. Among the potential outcomes that will be measured: the number of students who transfer to four-year programs; the number of degrees or certificates awarded; successful course completion; successful completion of vocational and fee-based programs for workforce development; and the number of basic skills courses for students in welfare-to-work programs.[34]

For the first three years the colleges have discretion with how to spend Partnership funds and the money is distributed based on enrollments. After the third year, the Board intends to link funding to actual outcomes.

A Crosscutting Issue: Transfer

The Master Plan provides that students will be able to take the first two years of a baccalaureate program within the community college system, and if they perform adequately, transfer smoothly to UC or CSU. To provide for transfer students, the Legislature requires UC and CSU campuses to maintain more upper division than lower division slots. The Legislature also established that community college transfer students should be given "priority" admission to UC and CSU.[35]

The high number of four-year colleges and universities in California provides community college transfer students with a variety of choices. A major barrier to effective transfer, however, is the independence of each campus and each segment of higher education. Each CSU and UC department establishes its own degree requirements. To facilitate transfers, each community college campus must establish transfer agreements with every CSU and UC department. Transfer agreements

outline the coursework that must be completed before a student will be accepted into a CSU or UC major with advanced standing.

A transfer agreement must be negotiated to transfer into a history program at UC Berkeley. A separate agreement must be negotiated to transfer into history at CSU Hayward. Each individual community college must negotiate transfer agreements with every other college, for every major and every course. As course content and major requirements change over time, transfer agreements also must be updated.

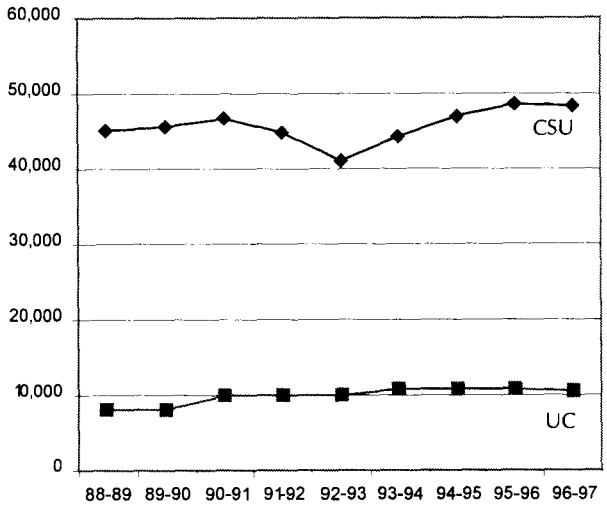
The number of transfers from the Community Colleges to the University of California, California State University and independent colleges and universities has remained relatively stable from 1989 to 1996. Determining transfer rates is more difficult because there is no uniform definition of a community college student for purposes of transfer.

But the number and percentage of community college students who successfully transfer is low, just 65,756 of 2,241,681 students transferred in 1996-97, or 3 percent of all community college students.[36] In short the number of students who transfer is below expectations – despite a steady stream of legislative efforts and despite the fact that nearly a third of all community college students say they want to transfer and 64 percent take transferable courses.[37]

While preparing students to transfer to four-year universities has been a primary purpose of the community colleges; the effectiveness of transfer programs is a persistent issue. One overriding concern is the number of classes that community college students must retake once they reach universities – adding to the costs of education and the time necessary to complete degrees. Another is ensuring that California residents have opportunities to transfer from a community college to a

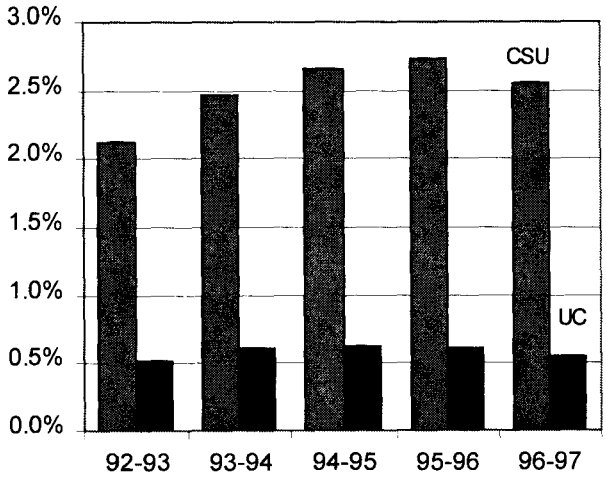
Transfers to UC & CSU

How Many Students Transfer Each Year?



An estimated 10,000 students transfer to private institutions each year.

What Percent of Community College Students Transfer to CSU or UC?



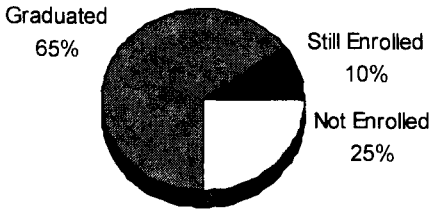
Source: Chancellor's Office. *Effectiveness* report. 1999.

University of California or California State University campus, regardless of where they live in the state.

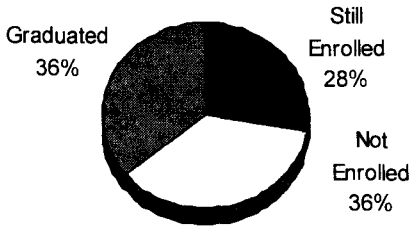
Outcomes For Transfer Students

3 Years After Transfer to a Four-Year Institution

University of California
Transfer Students



California State University
Transfer Students



Total: 60,000 Transfer Students

Source: CPEC, *Condition of Higher Education*, Fall 1998.

While a relatively small percentage of community college students transfer to the University of California and California State University (65,756 of 2,241,681 students or 3 percent), they make up a significant percentage of the student body at those institutions. The California Postsecondary Education Commission reports that in the 1997-98 academic year, 32.2 percent of the students awarded a bachelor's degree from the University of California had transferred from a community college (9,533 of 29,609 graduating students). That figure was 59.9 percent for 1997-98 graduates of California State University (32,040 of 53,496 graduating students).[38]

For community college students who had transferred to UC, three years after transferring, 65 percent have graduated, 10 percent are still enrolled and 25 percent have dropped out or moved to another university. Graduation rates for transfer students are consistent with those of other UC students.[39]

For students who transferred to CSU, after three years, 36 percent have graduated, 28 percent are still enrolled and another 36 percent have dropped out or moved to another university. The most recent data available from the California Postsecondary Education Commission tracks transfer students and non-transfer students at CSU over 12 years. The graduation rate over a 12-year period is slightly better for transfer students (63 percent) than it is for non-transfer students (60 percent).[40]

Several efforts have been made to improve transfers. Among them:

- ***Intersegmental General Education Transfer Curriculum (IGETC).*** IGETC is a set of courses that are recognized by UC and CSU as fulfilling lower-division, general education requirements. However, completion of the IGETC does not guarantee admission to a particular university or to the major a student wants to study. There are no system-wide agreements for transferring from one higher education segment to another that work for all majors.[41]

- ***The California Articulation Number System (CAN).*** CAN is a system of common course identifiers assigned to similar courses offered by the University of California, the California State University and the California community colleges. C-CAN is a parallel effort that is used to identify courses in common across community college districts.[42]

- ***ASSIST (Articulation System Stimulating Interinstitutional Student Transfer).*** ASSIST is a data system that stores articulation information for use by students, counselors, faculty, and staff.[43]

- ***Transfer Centers.*** Each of the 107 community colleges is required to have a transfer center to work with students to identify transfer requirements and assist their transfer efforts to the University of California, California State University, other community colleges and private colleges and universities.[44]

Despite these efforts, problems still exist. According to the staff at the California Post-Secondary Education Commission, the issue of transfer is either "extremely simple or extremely complex, depending on your perspective." Several problems define the issue. First, not all students attend a community college to transfer to a four-year degree program. Many pursue occupational goals, basic skills classes or attend for other reasons. The diversity of goals within the community college student body presents difficulties in determining how many should transfer and how adequately they are prepared. Secondly, some students enter community college with goals not related to transfer but decide later to pursue a baccalaureate degree, complicating efforts to serve them and to track how well they are served.

Measuring the effectiveness of transfer programs is difficult, whether it be by number or rates. CPEC advocates multiple measures to assess transfer, including absolute numbers as well as rates.[45] The issue then is the ability of

Improving Transfer

The State has made several investments to improve the ability of community college students to transfer to four-year colleges and universities.

- The State dedicated $3.37 million for the Transfer Center Pilot Program (1985).
- AB 1725 (Vasconcellos) required analysis of student transfer data (1988).
- The Board of Governors adopted minimum standards for transfer centers (1990).
- The Intersegmental General Education Transfer Curriculum (IGETC) was established (1990).
- SB 121 (Hart) required course acceptance agreements and community college transfer services (1992).
- The Board of Governor's Basic Agenda reiterated the significance of transfer (1992).
- SB 450 (Solis) required a general common course numbering system for the community colleges (1995).

In 1998 UC and the Chancellor established a Memorandum of Understanding (MOU) to increase transfers to 14,500 or more by the year 2005-06.

The Chancellor and CSU are working on a MOU to increase transfers to 64,200 by the year 2005.

The community college Partnership for Excellence targets a total of 92,500 transfers by the year 2005.

Community College Transfers to the University of California

The greatest concerns regarding transfer opportunities involve the University of California. Community college leaders argue that UC admissions policies often deny community college students access to particular campuses or coveted programs. Improving preparation at the community college level will do little good, they state, if UC refuses to accept students.

In response, UC argues that it gives priority to and admits all eligible community college transfer applicants. However, UC points out that it does not have adequate space to accommodate all applicants in their choice of majors.

By law, properly prepared community college students should receive priority access to UC above all other students, except those continuing their studies at those institutions. But in practice, these students are often denied access:

Definition of a Community College Student: Each UC campus establishes a definition of a "community college student" for purposes of awarding preferred admission. UC Riverside, for instance, defines community college students as follows: "Students must have been enrolled full-time in a California community college in the term previous to their enrollment at Riverside."

This definition denies preferred admission to the larger number of community college students who attend part-time. UC officials report the definition does not present a barrier to transfer students. Informally, UC staff report that it is a barrier. UC is working on a systemwide definition of community college student for purposes of transfer admission.[3]

Definition of "Priority": Each University of California campus establishes admissions targets for each year. Each school, program and department also establishes targets. Programs also identify the openings available to new students and those available to transfer students. The number of transfer students who will have junior standing and the number of new students that will be admitted is determined by the university's attempts to maintain a ratio of 60 percent upper division students to 40 percent lower division students. New students are admitted before transfer students. The only priority that community college transfer students receive is over transfer students from other UC campuses, CSU or other colleges.

Definition of Availability: Transfer into UC is problematic because of changes in the availability of space in particular programs. For impacted programs – which constitute the majority on some UC campuses – the GPA threshold for admission changes. It is common to require a 3.5 GPA for admission to programs that are popular in a given year. In other years, changes in the number of slots and the number of applicants may require the department to reduce the GPA requirement to meet admissions targets. As a result, community college students may have satisfied all of the requirements to transfer to a desired campus or major, but supply and demand may prevent their admissions.

Definition of Prepared: Although UC does offer admission to all eligible transfer applicants to an alternate campus or an alternate major if not their first choice, transfer preparation requirements often differ from campus to campus and from one major to the next. As a result, a student prepared for one program may not qualify for the same program at another campus where there is space.

The University of California was unable to respond to the Commission's request to clarify actual minimum GPA requirements for impacted programs and whether they differ for transfer and non-transfer students. UC was also unable to provide the Commission with data on the number of transfer students offered alternate admission or the rate of enrollment in alternate majors or on alternate campuses.

Source: Ensuring Transfer Success Counselor Institute. 1998. "The Most Often Asked Questions...And The Answers: A Transfer Q & A.

community colleges to document the transfer readiness of students. Once transferring students are identified, the next step is to track how many transfer students graduate with baccalaureate degrees.

To facilitate transfer into a specific major, individual community colleges must negotiate specific agreements with other campuses. Transfer agreements identify the compatibility of courses and the pattern of courses that must be taken before a student is eligible to transfer. For example, Sacramento City College has articulation agreements with UC Davis. Those agreements are course and major specific. They indicate that UC Davis will accept a course taken at Sacramento City College in lieu of its own course. Transfer agreements must be negotiated for each course, by each department for each campus before transfer can be facilitated between campuses and departments.

A separate factor complicating transfers is space availability. From the community college perspective, any student who is eligible should have the opportunity to enter a UC or CSU. However, community college transfer students compete with existing UC and CSU students as well as students wishing to transfer from other colleges and universities. Although CSU and UC are required to give priority to community college transfer students, transfer opportunities remain elusive. There is often not enough space in the four-year system for all the students who would like to attend. More specifically, popular UC and CSU campuses and majors are impacted by more demand than can be accommodated. Community college students often do not compete well against new UC and CSU applicants and other students for limited space in popular majors and on popular campuses. The Commission addresses this issue in Finding 2.

Legislative Efforts on Common Course Numbering

In 1994, the California Student Association of Community Colleges sponsored SB 150 (Solis) that required the Board of Governors of the California Community Colleges to develop, maintain and disseminate a system of common course numbering for community colleges. The measure passed, but language mandating the implementation of the system was removed during the legislative process because of an anticipated fiscal impact to the state General Fund. Task groups were formed to explore the policy implications of a common course numbering system, but faculty groups opposed the legislation and despite efforts to move this issue forward, little has been done.

Summary

The history of community colleges in California has been one of transition, from an extension of high schools to independent colleges. In turn, the colleges themselves have been expected to help Californians transition – from high school to universities, from one job to another, from welfare to financial independence. The governance and funding aspects of the colleges also have changed, but not always in

ways that encourage efficiency and provide for accountability. The colleges will continue to evolve. But a growing number of academicians and business interests question whether the colleges are evolving in ways that best meet the needs of the state's diverse communities.

Making Teaching Count

Finding 1: While the fundamental mission of community colleges should be to help millions of Californians become lifelong learners, this opportunity is often lost because insufficient attention is given to the quality of teaching.

Billy E. has never been the star student. He owns a car but can't afford to keep it running. Dressed in black clothing and tattoos, he pushes his skateboard to get to class on time. Most people on the street shy away – alerted by the scratching of his wheels, his baggy clothes and the long bright blue "tail" of hair falling from his otherwise closely cropped head.

Community college is Billy's chance to earn a college degree: "I don't know what I would do without college. I'm sort of counting on school to give me a ladder, or a rope to hold on to. It's the best path for me right now."

He has attended two community colleges. He considers some of his teachers excellent, and he calls some of them incompetent. One in particular, he suggests, is making him "dumber." He looks for teachers who reach out to him and make course materials come alive.

"Mr. Perry was the best teacher I ever had. He likes what he does and he makes his classes interesting. He made me want to read philosophy...and he knew everyone's name. Now in my classes, none of my professors know my name. My art teacher calls me Betty."

Billy has a learning disability and struggled in high school. He says he learns very well when his teachers can help him connect with new material, but does poorly when they cannot or do not. He is testimony to the significance that faculty play in student learning and success. The quality of community college teachers determines whether he, and millions of other community college students, learn new skills.

Our community colleges cannot teach the New Californians to succeed in the New Economy unless they provide excellence in teaching and learning. They must be prepared to teach a more diverse student body with a wider range of learning needs and levels of academic preparation than was true in the past. Who the colleges teach and what they teach will make little difference if faculty are not effective teachers and students are not encouraged to become lifelong learners. Yet the community college system fails to actively improve the quality of teaching or confirm that students are learning.

Our community colleges cannot teach the New Californians to succeed in the New Economy unless they provide excellence in teaching and learning.

Political, community, and business leaders assert that education is the most beneficial investment society can make to promote individual and

social achievement. California's communities, they argue, will be better prepared to respond to social, economic, and technological challenges if residents are well-educated, skilled and equipped to learn.

In turn, faculty are required to educate people with increasingly diverse learning needs. College leaders must respond to growing cultural diversity, changing student and social values, and an expanding range of skill levels.

The Significance of Teaching Quality

California's ability to promote lifelong learning rests heavily upon the shoulders of teachers. Concentrated attention on K-12 teaching demonstrates that teacher quality is the strongest indicator of student achievement.[46] What has been learned within K-12 can be applied to the community colleges. Teacher quality within the community colleges affects student learning. One expert noted:

> *Research shows that the single most important determinant of what students learn is the expertise of the teacher. ...We know that teachers need to know their content area. And it matters even more how much they know about student learning. They need to know how to design and develop curriculum and diagnose student needs, so they are scaffolding students' learning in careful steps.*[47]

Nationwide, 98 percent of faculty identify being a good teacher as a very important or essential personal goal.[48] And the California community colleges have faculty who demonstrate excellence in the classroom. Their skills allow them to recognize learning styles, identify students who are struggling and respond appropriately.

These faculty are the exception. The Board of Governors, in its 1991 Basic Agenda, recognized that most faculty have little teaching experience or teaching skills when they are hired and few colleges offer teacher education programs.[49] In this void, trial and error has emerged as the dominant way most faculty learn to teach.[50] Traditionally, tenure reviews allow colleges and universities to establish performance standards and motivate faculty toward distinguished service. In the community colleges, however, tenure does not effectively promote quality teaching.

Most faculty have little teaching experience or teaching skills when they are hired

Poor teaching can have consequences beyond the failure to educate students. Billy charged that one of his teachers is actually making him dumber. Robert Wolke, a professor emeritus of chemistry at the University of Pittsburgh, has written that "negative teaching" can have a

lasting adverse impact on students. Negative teaching extinguishes the fascination with learning, the enthusiasm for discovery and the motivation to stick with challenging material.[51]

The community colleges have a daunting challenge in offering education to all Californians who could benefit. It is important that the colleges are structured to identify and reward teachers who facilitate student achievement and nurture a sustained desire to learn.

Three Missed Opportunities to Instill Quality

The Legislature and the Governor have declared that faculty hiring, professional development and tenure policies should support student success. But their intentions have not made their way into practice. Hiring requirements focus on subject-specific knowledge; they do not recognize that community college teachers need to know their materials and know how to teach it. Professional development resources are limited, and are often spent on personal development instead of teacher development. Similarly, tenure decisions can be a mechanism to promote quality teaching throughout the colleges. However, the community college system of tenure does not prioritize teaching excellence.

The colleges have three opportunities to influence teaching quality: at the time of hiring, in professional development, and in awarding tenure.

1. Experience undervalued in hiring

California has several policies defining hiring qualifications for faculty. They place little emphasis on the teaching function of the colleges.

Prior to 1988, the Board of Governors issued teaching credentials to community college faculty. AB 1725 (Vasconcellos) replaced the credential process with a "minimum qualifications" requirement. The change was in response to difficulties that districts had hiring qualified instructors who possessed a

Minimum Qualifications for a Faculty Teaching Position

The Board of Governors has established faculty hiring qualifications that will attract quality instructors while providing flexibility to hiring committees.

1. Minimum qualifications have been established for each discipline. Applicants who do not meet these qualifications may still be eligible for the instructor positions if it can be shown that their education and experience are equivalent to the listed minimums. In many cases, a Bachelor's degree in the subject matter or related field and two years of occupational experience in that area may be considered equivalent.
2. A valid California Community College teaching credential (these are no longer issued) in the subject area meets the minimum qualifications.
3. To qualify for a teaching position, all applicants must demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Source: Title 5: Regulations on Minimum Qualifications.

community college credential, particularly in vocational fields. The change also aligned community college hiring procedures with those for CSU and UC faculty.

Under current law, the Board of Governors establishes minimum qualifications for community college faculty. Community college districts hire faculty and can adopt employment qualifications above state minimums.

In most disciplines, the Board of Governors requires a master's degree in the discipline to be taught. Applicants, however, can use work experience to satisfy the degree requirement. For some community college programs, an associate's degree with appropriate work experience can qualify an applicant for a tenured faculty position.[52]

In 1991 the Board of Governors recognized that few new faculty have experience as teachers.[53] Yet in the decade since AB 1725, minimum qualifications for new faculty have not been amended to require teaching skills or teaching background. In most cases, teaching experience and teacher education is a desirable qualification, but not required, for community college faculty.

The Academic Senate for the community colleges has encouraged faculty at local colleges to adopt broader hiring qualifications that address teaching abilities when reviewing faculty applicants for their departments.[54]

In an informal telephone survey of community college districts, no district reported using more stringent hiring standards. Staff from, Los Rios Community College District, for instance, reported that the district follows state minimum qualifications. Los Rios staff said that when teaching background is desired, potential faculty are encouraged to identify life experiences that are equivalent to teaching – in lieu of actual teaching background. Sierra College staff reported that the district follows state-established minimum qualifications, but added that potential faculty do generally need some

Part-Time Faculty Vacancy Notice: Child Development

Community college districts have the authority to establish hiring qualifications requiring teaching skills. In most cases, teaching experience or ability is a desired but not required skill for new faculty.

Long Beach Community College recently advertised for a child development faculty position with the following qualifications:

MINIMUM QUALIFICATIONS (1) Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, educational psychology with a specialization in child development/ early childhood education, or (2) Bachelor's degree in any of the above and a Master's degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies, or (3) Meet equivalent qualifications established by the district, or (4) Hold a valid credential in the discipline.

DESIRABLE QUALIFICATIONS: Teaching experience at the community college or secondary level. Evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of high school and community college students.

Source: Long Beach Community College District.

teaching experience to be hired and are asked to provide a presentation of their teaching.[55]

The use of teaching presentations as part of the hiring process is common in higher education. Faculty applicants are often asked to give 10- to 15-minute teaching presentations to a group of faculty and students, or even guest-teach an actual course.

UC Berkeley Professor Norton Grubb reports that while many departments require a teaching presentation as part of the interview process, these presentations do little to demonstrate effective teaching:[56]

> *It has become common to require a "teaching demonstration," but in every case we learned about, it is so short and artificial as to be laughable. Many colleges schedule a five- to fifteen-minute demonstration to the hiring committee; several instructors noted that they had no advance warning of the short lesson required. It's hard to imagine how even the most gifted instructor could strut her stuff in ten to fifteen minutes. The most active forms of instruction, like small-group discussion and projects, take longer than that to set up.*
>
> *Short demonstrations to educated adults (not students) cannot be good indications of the skill and control that constitutes good teaching.*

An additional hiring concern of the Chancellor's Office is the tendency for older, established faculty to hire new faculty who resemble their personal teaching style. Referred to as "clone your own," senior faculty, often those with the most "outdated" teaching styles, tend to hire those most like themselves. With no emphasis on teaching ability, the community colleges run the risk of hiring and awarding tenure to hundreds of new faculty ill prepared to take on the challenge of teaching new skills to students with diverse learning styles.

The greatest concern, claims Linda Serra Hagedorn, from the Center for Higher Education Policy Analysis at USC, is in the area of vocational education. She argues that vocational education presents the greatest challenge because many vocational faculty have no background in teaching.[57] Similarly, UC Berkeley's Professor Grubb found that unlike their academic colleagues, occupational instructors have fewer opportunities to discuss teaching strategies that are effective in their fields. And when those opportunities arise, occupational instructors fail to participate.[58]

The Significance of Effective Teaching

Many college leaders are acutely aware of the need for faculty with strong teaching skills. Cerritos College president Fred Gaskin argued that hiring quality faculty is the most effective way to serve students:

I don't believe I have a more important responsibility than determining who will teach at Cerritos college for the next 20 to 30 years.

Community college leaders – both in local districts and the Board of Governors – recognize the significance of quality teaching on student success and the productivity of the colleges. However, they have failed to uniformly establish teaching ability as a priority in faculty hiring decisions.

2. Professional Development does not support teaching

Faculty development activities began with the rapid expansion of the colleges in the 1960s and early 1970s. Many faculty were new to teaching and the colleges turned to professional development activities to address professional, personal and organizational needs.[59]

Community College Faculty and Staff Development Fund

As reprinted below, California's Education Code (section 87153) outlines how professional development funding can be used. Appropriate uses of funds include:

(a) Improvement of teaching.
(b) Maintenance of current academic and technical knowledge and skills.
(c) In-service training for vocational education and employment preparation programs.
(d) Retraining to meet changing institutional needs.
(e) Intersegmental exchange programs.
(f) Development of innovations in instructional and administrative techniques and program effectiveness.
(g) Computer and technological proficiency programs.
(h) Courses and training implementing affirmative action and upward mobility programs.
(i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

Today, the State and local community college districts fund professional development activities for college administrators, faculty and staff. Research demonstrates that well-guided professional development programs do improve faculty abilities and the quality of colleges.[60]

The annual budget process dedicates funds for a variety of professional development programs. The State also pays for "flex days" – paid days off from teaching responsibilities – to support professional development activities. The goals of each program differ slightly but all seek to improve the ability of faculty, staff and administrators to provide excellent learning opportunities to students.

For the most part, community college districts establish a committee of faculty, staff and administrators to decide how to spend their professional development money. Each district is required to submit a Human Resources Development Plan to the Chancellor's Office for review. The Chancellor's Office does not act on the plans other than to note that they have been submitted.

Additional professional development funding comes directly from the colleges, which draw from federal discretionary funding, private and community college foundation grants or other resources. In addition to providing funds, the Chancellor's Office sponsors an annual "Mega Conference" to promote innovations and provide a forum for faculty, staff

and administrators to network and share ideas on ways to enhance teaching and learning. A number of organizations also support professional development, such as California Community Colleges Council for Staff Development.

Professional development has the potential to educate and motivate faculty to employ exemplary teaching practices. Unfortunately, few professional development resources are used for activities that directly support the teaching function of the colleges. A review of human resource development plans reveals that much of the funding is spent on workshops, speakers, conferences and exchanges. Technology instruction also consumes a significant proportion of development money, primarily through the TTIP program.

Professional Development Funds

Professional Development Program	Description	Available Funding (in millions)*
Flex Days	Provides time (up to 15 days) for staff to participate in activities related to staff, student, and instructional improvement.	$135 (1997-98)
Faculty and Staff Development Fund	State funding to support locally developed and implemented faculty and staff development programs.	$5.34
Telecommunications and Technology Infrastructure Program (TTIP)	Provides funds to support locally developed instructional programs for faculty, staff and administrators in technology use, including technology to support teaching.	$6
Fund for Instructional Improvement (FII)	Revolving loan and direct grant program to support alternate educational programs and services.	$1.32 (Jan – Dec. 2000)
Fund for Student Success	Grant program to support planning and institutional efforts to support student success.	$3.25

*Fiscal Year 1999-2000 unless otherwise noted. Sources: Chancellor's Office. Human Resources Division.

While the Chancellor's Office collects fiscal and programmatic information on professional development activities, there are no efforts to analyze that information or report on the efficacy or adequacy of those activities.

In his study of community college teaching, W. Norton Grubb argues that workshops and conferences actually do little to improve teaching skills.

> *Another great failing of staff development days is that they are typically one-shot activities with outsiders, and do nothing to generate a culture within an institution supporting teaching....*

> *The upshot is that staff development is not taken seriously by many faculty. As one outstanding English instructor commented about the "contrived" in-service program, "A lot of people treat it as a pro forma activity; they're required to put in so many hours, and they make it clear that they're putting in the hours."*[61]

Other researchers cite similar findings:

> *On the whole, most researchers agree that local professional development programs typically have weak effects on practice because they lack focus, intensity, follow-up and continuity. In many cases, neither individual nor organizational activities are closely linked to district goals for student performance.*[62]

Furthermore, professional development funds are often spent on activities that are not teaching-oriented. Professional development funds are used to support discipline-specific education, tuition and book purchases for individual faculty, staff and even administrators earning advanced degrees. Many colleges choose to use professional development funds to pay for personal well-being seminars.

Los Angeles Valley College Staff Development Program Flyer

Flex days allow faculty time for professional development. As the flier reproduced below shows, not all flex activities support teaching.

GOLD CREEK WORKSHOP

"Botanical Techniques"

Professor George Hale

Learn how to identify, collect, press and mount local chapparal plants.

Saturday, March 14, 1998

9:00 – 1:00 PM

Bring a sack lunch. Drinks will be provided by the Gold Creek Committee. Available for flex credit.

Source: Los Angeles Valley College Faculty and Staff Development Expenditure Report.

In the case of flex days, for instance, the Education Code allows colleges to provide faculty time to attend personal wellness activities, language classes or other activities at best peripherally connected to building teaching capacity. Among the ways the money has been used:

- ***Tuition support.*** San Joaquin Delta Community College spent $8,000 to assist 15 classified staff with the costs of their books and tuition for college degrees. Another $34,000 was spent to send 73 faculty members to national conferences, with only three billed as teaching-oriented. Three administrators used development money to support the costs of their graduate degrees. The second largest expenditure for Delta College's campus-wide development activities for 1996-97 went to support glucose testing as part of a wellness fair.[63]

- ***Internet literacy.*** De Anza College's professional development plan outlines $81,500 in funding. According to the plan, $20,000 is used to teach faculty how to navigate the World-Wide-Web. An additional $20,000 supports a part-time clerical position. The bulk of the remaining funding paid for workshops, conferences and other activities - including $1,000 for a brown bag series, line dancing, a college social hour, a college picnic, and something called "Brake for Chocolate," as well as teaching-oriented activities.[64]

- ***Cooking classes.*** The 1997-2000 Human Resource Development Plan for Golden West College includes a cooking workshop as part of its flex calendar program,[65] and Los Angeles Valley College supported a visit by faculty to historical downtown Los Angeles.[66] College employees report that in theory the Chancellor's office has the authority to require community colleges to repay funds that were not spent according to professional development fund requirements. In practice, however, "nothing happens."

Some colleges frustrated by their inability to limit professional development funding to activities that directly support teaching quality have turned to private foundations to fund teaching-oriented projects. De Anza College, for instance, has received foundation funding for teaching programs.

Other colleges, such as Los Medanos, have made teaching quality an institutional priority and have successfully applied development funding to teaching activities. State Center Community College District has reduced the number of flex days available to faculty through its collective bargaining agreements because they were not used in productive ways.[67]

Faculty report that in the absence of a focused policy on teaching from the Chancellor's Office or elsewhere, community college constituencies have used professional development money to support an array of activities that are often unrelated to teaching.

3. Tenure not used to ensure teaching quality

Tenure has long earned the ire of critics, who claim it protects faculty who are lazy, incompetent or who are focused on esoteric topics of little practical use. Defenders of tenure cite its value in a society that honors open inquiry and critical discussion into new and unforeseen territories. Teaching quality, like faculty research, is impacted by tenure decisions. Tenure allows faculty the freedom to select course materials and teaching approaches without fear of retribution from administrators who disagree with their choices. If tenure decisions emphasized teaching skills, the community colleges could reward and retain the most qualified teaching

faculty and create incentives for probationary faculty to improve their teaching ability.

Within the California community colleges, tenure is awarded to a faculty member after the fourth consecutive year as a probationary employee. In essence, an employee who is offered a contract after working four consecutive years is tenured. Local districts, through the collective bargaining process, determine the composition of evaluation committees and the evaluation process for tenure review.

Many community colleges have established a rigorous faculty evaluation process that includes viewing faculty teaching sessions, videotaping classrooms, placing newer faculty with established instructors as mentors and forming teaching teams. Other districts, however, struggle to equate tenure decisions with hiring the most qualified teachers.

The Academic Senate has established faculty evaluation guidelines to assist community college districts in determining which faculty should receive tenure. Those guidelines identify an "effective" faculty member as an individual possessing the following qualities:[68]

a) Academic preparation
b) Sensitivity to a diverse student body
c) Creativity and innovation
d) Leadership potential
e) Communication skills
f) Collegial/community service
g) Teaching effectiveness

Teaching is one of several factors cited in the guidelines. While state policy and academic research emphasize teaching when making tenure decisions, evaluation guidelines place teaching effectiveness last of several factors apparently given equal weight.

The Legislature and the Board of Governors have established faculty evaluation procedures and minimum hiring requirements, but have refrained from establishing specific requirements for tenure. Local districts determine who evaluates faculty for tenure and the criteria used.[69]

The Commission discussed tenure procedures with several community college districts. One college reported that administrators delve into teaching issues in tenure evaluations but peer evaluators are less inclined to make teaching a priority. In fact, concern that collegiality drives tenure decisions has been raised throughout higher education.[70]

More than the criteria used, college administrators argue that evaluation procedures determine the effectiveness of tenure as a threshold for effective teaching. Some districts must provide notice to faculty prior to

an evaluator visiting a classroom. In other districts, the faculty member being evaluated can refuse to be evaluated by particular peers.[71] Equally significant, many long-time tenured faculty who participate in peer review sessions never studied pedagogy or how to perform teaching and student assessments. "No one asked them about their teaching when they were first hired," stated one college president.

California State University San Diego education professor Bill Piland argues that tenure decisions within the community colleges do rely on teaching performance, but teaching evaluations overall fail to motivate quality teaching. He charges that because the community colleges do not offer merit pay, faculty salaries rise with collective bargaining agreements that apply equally to the good and not-so-good teachers.[72]

Tenure reviews have the potential to motivate and identify the most qualified faculty to teach in the community colleges. Many colleges use the tenure process to retain only the most capable teachers. However, lack of clarity in tenure requirements, inconsistent rigor in faculty evaluations and the absence of best-practice models for teaching prevents the tenure process from systematically identifying the best teachers for the community colleges.

Opportunities for Making Teaching Count

Community college leaders have three distinct opportunities to make teaching quality a hallmark of the community colleges.

1. At the Time of Hiring

Teaching approaches have a significant impact on student retention and learning.[73] The time of hiring is the most significant opportunity for ensuring that faculty bring to the classroom the teaching techniques that will prepare students to be lifelong learners. The Academic Senate for the California Community Colleges recognizes that potential teachers can benefit from academic and professional instruction on learning theory, diverse learning styles and teaching approaches.[74]

The Community College League has called for laws and regulations that promote faculty hiring standards and processes that

Academic Senate for the California Community Colleges

The Academic Senate has issued the following challenge to hiring committees to raise the teaching standards for new faculty hires.

Potential faculty should demonstrate the ability to use their professional and interpersonal skills to teach... using a variety of teaching methodologies that satisfy the requirements of different student learning styles.... While the Education Code defines minimum qualifications, the hiring faculty may broaden the qualifications for hire.

Source: Academic Senate. 1991. *Hiring Effective Faculty: An Introduction.*

recognize teaching abilities for a diverse community college student body.[75] Making teaching experience and teaching skills a minimum qualification for community college teachers will promote better preparation of potential faculty members.

California needs to speak back to the market – get graduate schools to speak to teaching.

Much of the focus is on the middle of a faculty member's career – professional development – or at the end, denying tenure or removing faculty who are not productive. Instead, suggests Russell Edgerton with the Pew Charitable Trusts, California needs to speak back to the market – get graduate schools to speak to teaching.[76] Greater emphasis could be placed on hiring candidates who are prepared and creating a market for teaching skills. Minimum qualifications for community college faculty can include teaching experience or teacher education. Over time, established teaching criteria will encourage graduate schools and potential community college faculty to value teaching as much as they value discipline-specific education.

2. As Core Component of College Operations

Professional development resources have inconsistently been used to support quality teaching. While some districts and campuses have pioneered or adapted best practices to promote quality teaching through professional development, others lag behind. The Board of Governors is responsible for ensuring that teaching quality is internally valued by the community colleges. Too often, professional development dollars are used to support the individual needs of faculty rather than institutional priorities.[77] The Board can ensure that professional development resources are being used to support improved teaching quality.

The Board can explore ways to focus faculty on teacher development, while reigning in questionable uses of limited funding. The Board could shift current funding to support a competitive grant program that challenges faculty to establish teaching and learning centers that pioneer and disseminate best known approaches to teaching and learning excellence.

Research suggests that teaching and learning centers should be faculty-centered and create the long-term relationships among faculty, including the CSU and UC faculty, that are essential to working out common problems.[78] Particular attention should be paid to the needs of part-time faculty, which often do not benefit from professional development opportunities.

3. As Core Component of Tenure Awards and Evaluation

Tenure, as a mechanism to support academic freedom, could also be configured to support high-quality teaching. Current tenure evaluation guidelines include teaching effectiveness as one of several evaluative criteria. The Board could explore options to place teaching effectiveness at the core of tenure reviews. The Board could also explore other options to make quality teaching the hallmark of the community colleges.

Harvard University Professor Tom Kane cautions that to improve community college outcomes, the colleges must address the quality of their inputs. Some can be controlled, some cannot:

> *We know that the quality of student outcomes is determined by the quality of the students and the quality of the teaching. The community colleges cannot control the quality of the students who attend, but they can try to control whether good teachers get promoted.*[79]

Tenure is a motivating force in academia. Systems of tenure that prioritize teaching can encourage faculty to engage in thoughtful discussions with their peers about their teaching practices and raise the value of teaching in the colleges.

There are no formal incentives for colleges or faculty to improve the quality of teaching and learning in their classrooms. As stated earlier, salaries rise with collective bargaining, not quality. Still, faculty evaluation processes can improve teaching.[80] Opportunities include:

- ***Incentive for Additional Education.*** California's public and private universities offer multiple education programs designed for faculty. The University of Southern California, California State University San Diego and other universities offer courses targeting community college teachers. Yet faculty have little incentive to invest in continuing education that would improve their ability to teach. Incentives might take the form of one-time or on-going bonus pay, relief from other responsibilities to allow time to pursue curriculum development or other teaching oriented activities, or other incentives that would encourage faculty to pursue teacher education.

The Purpose of Tenure Review

The State Center Community College District collective bargaining agreement outlines the purpose of tenure review:

> ***The tenure review process should insure that students have access to the most knowledgeable, talented, creative, and student-oriented faculty available.***

Detailed evaluation criteria at State Center include classroom teaching skills, awareness of variety of learning styles and willingness and availability to assist students. Other criteria are also included, such as maintaining appropriate classroom records.

Source: Agreement for Fiscal Years 1997-98, 1998-99; 1999-2000 between State Center Community College District and State Center Federation of Teachers Local 1533, CFT/AFT, AFL-CIO.

Similarly, a competitive subsidy program could be developed to pay for advanced study of teaching and learning.

- ***Reward with Recognition.*** Higher education offers few awards of distinction for teaching excellence. Awards such as the *Professors of the Year* award sponsored by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education highlight the role of teaching in higher education.[81] The publicity and distinction such awards bring to faculty and their institutions make clear the centrality of teaching to the higher education mission. Similarly, California could identify and recognize faculty who bring innovation and excellence to their classrooms, which would also publicize exemplary teaching practices and the importance of quality teaching to the future of California.

- ***Designate with Distinction.*** An additional incentive for faculty and institutions to promote the centrality of teaching is to designate faculty with validated teaching skills as "Mentoring Teachers." Accountability measures for teaching quality might reflect the number of Mentoring Teachers at each college. Further, local districts could be encouraged to publicize the quality of their faculty by advertising the proportion of their faculty who hold the distinguished Mentoring Teacher status.

Full-time and Part-time Faculty

Significant numbers of community college faculty teach on a part-time basis. Research suggests that where teaching is not prioritized and faculty do not receive institutional support to improve their teaching, both full-time and part-time faculty are affected.

All faculty benefit when the community colleges prioritize and facilitate improved teaching quality. But researchers warn that as the community college begin to create institutional resources to improve teaching quality part-time faculty may have less access to those resources.

Every initiative to improve teaching quality in the community colleges needs to address the needs of full-time and part-time faculty members.

The Legislature and the Governor have established that the Board of Governors is ultimately responsible for the quality of teaching in the California community colleges.[82] However, the Board is not held accountable for teaching quality or student learning. The Education Code requires the Board of Governors to prepare a comprehensive educational and fiscal accountability report.[83] In response, the Chancellor's Office compiles and publishes a report titled, "The Effectiveness of California Community Colleges on Selected Performance Measures." The *Effectiveness* report provides information on student access, success, satisfaction, staff composition and the fiscal conditions of the colleges. No measures of teaching quality or efforts to address teaching quality are included in the accountability report.

It is unlikely the Board of Governors or local boards can or should directly evaluate teacher quality or student learning. However, the

challenge is theirs to create a system that promotes their most essential function – ensuring that quality teaching and student learning is taking place within the colleges. Independent faculty evaluations, student exit exams, and faculty credentialing or certifications could be considered to establish accountability for results.

The Board of Governors and local boards also could be subject to periodic and independent evaluations of their efforts to improve the quality of teaching and learning. Their charge is making sure that learning takes place in the colleges. Evaluations of their efforts to fulfill their responsibilities could be taken care of through the budget process, with performance audits or independent evaluations conducted by the National Center for Research in Vocational Education, the Center for Higher Education Policy Analysis at USC or similar higher education organizations.

Summary

The Legislature and the Governor have challenged the Board of Governors, the Chancellor's Office and local boards to make improvement of teaching quality a core component of their work. The Chancellor's Office reports that the response to that challenge is through the various professional development funds, the annual Mega Conference and internship programs.[84] While the Board of Governors recognized in backgrounds, no effort has been made to include teaching interest, background or qualifications in the minimum hiring qualifications. Similarly, the Board does not actively promote the use of professional development funds to support teaching. Finally, the Board has not used its influence to promote the use of the tenure system to retain only the most qualified instructors and motivate tenure-eligible faculty to aggressively develop teaching skills.

Nothing is more critical to preparing Californians for the New Economy than emphasizing quality teaching in our community colleges.

Recommendation 1: Policy-makers, college leaders and faculty should make quality teaching and learning the hallmark of the California community colleges. A policy focused on quality teaching should:

- ***Establish hiring qualifications that include teaching excellence.*** The Board of Governors should set minimum qualifications for full-time and part-time faculty hiring that require evidence of teaching skills as well as discipline-specific expertise. The Board should consider requiring education in pedagogy as a prerequisite to employment, or at least as a condition of continued employment.

- ***Develop teaching and learning centers.*** The Legislature should establish and the Board of Governors should administer a competitive grant program to encourage community college faculty members to create learning communities, teaching centers, or other programs that promote teaching and learning excellence. Teaching and learning centers need to be responsive to the needs of full-time and part-time faculty.

- ***Transform tenure to motivate teaching excellence.*** No instructional faculty member should be awarded tenure without demonstrating teaching excellence. College leaders should transform the tenure process and other personnel decisions to motivate quality teaching.

- ***Create incentives for institutions and faculty to improve teaching and learning.*** The Board of Governors should establish incentives that are appropriate for full-time and part-time faculty, including:
  - ✓ Basing employment and tenure decisions primarily on teaching quality.
  - ✓ Subsidizing tuition for faculty participating in teacher education programs.
  - ✓ Rewarding faculty with recognized education in pedagogy.
  - ✓ Recognizing teaching excellence with annual awards.
  - ✓ Designating select faculty members as "Mentoring Teachers" based on validated teaching excellence.

- ***Hold the Board of Governors and local boards of trustees accountable for teaching and learning quality.*** The Legislature and Governor should fund periodic independent evaluations of efforts by local boards and the Board of Governors to improve the quality of teaching and learning in the community colleges. Evaluations should review the extent that teaching styles respond to the diverse learning needs of California's diverse students and should apply to the work of full-time and part-time faculty.

Ensuring Access and Benefit for All

Finding 2: The promise of universal access to community college is unfulfilled. While State policy says that all who can benefit should have access, participation is limited by how resources are allocated, how, where and when courses are offered, and other administrative practices.

Danny B. is 32 years old. He has struggled with education for much of his life. He cites a learning disability and the onset of his mother's cancer as contributing to his flunking out of college. After working for several years, including developing a small business which he sold for $5,000, he returned to school to earn a bachelor's degree in psychology from a private university. With over $15,000 in school loans, he wants to become a chiropractor. But before he can begin chiropractic school, he needs to take courses in chemistry, organic chemistry and physics.

At $11 per credit, the six courses he needs would cost him $198 at a community college – a bargain for Danny. But he found the class schedule to be a barrier: "The community colleges usually offer morning classes, which is when I work. Plus, spending four months to take one class didn't work for me."

Because the courses are sequential, it would take Danny three years to finish the prerequisites. Instead, Danny enrolled in a private program that offered the classes in four-week formats with classes all day Saturday and Sunday. The school charges $200 per credit or $3,600 for six classes. He has borrowed the money.

"It's worth the money for me," Danny said. "I get to do three years worth of community college work in just 7 months. Why wait three years, you know? If I had gone to the community college I would have spent more time getting ready for my chiropractic classes than I will spend in those classes. That doesn't make any sense."

While the community colleges are touted as providing educational opportunities for all, they are operated in ways that limit access – and as a result, diminish the benefits to Californians. The debate over access is often limited to the link between college fees and enrollment. Recent efforts to expand access have focused on reducing tuition from $12 to $11 per credit. Yet the barriers to access are numerous, going well beyond affordability: Funding caps limit the number of students admitted. Course schedules limit which classes are offered and how frequently. Semester-based scheduling discourages people already in the workforce from enrolling. Limited counseling and outreach efforts inadequately serve potential students. Hiring and curriculum rules hinder efforts to develop new classes.

Community colleges do not gather data in ways that allow for comprehensive assessments of their performance on these indicators. But the available data and common experience show that overall the colleges offer slightly more physical education classes than English

classes – and students are frequently turned away from the core academic courses. Almost 20 percent of the students who start classes do not finish them.[85] And 39 percent of the students who take a class one semester do not re-enroll the next.[86] College supporters maintain this is a sign of satisfaction – that the system is flexible enough to meet student needs. Alternatively, it could mean the structure of courses and the quality of services discourages students from completing classes and staying in degree programs. And without a doubt, dropouts consume limited resources – both those of the colleges and those of the students – and prevent others who could benefit from getting the classes they want.

The economy is primarily producing jobs that require some college education – not necessarily a college degree, but at least one or two years of college.

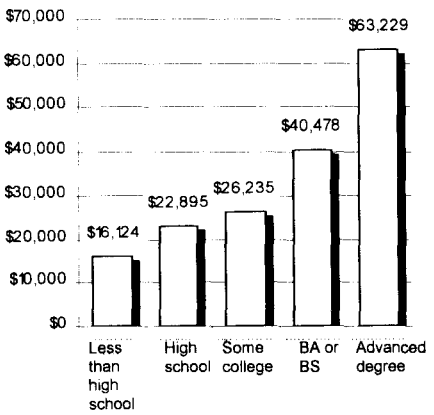
UCLA Professor Arthur Cohen testified before the Commission that low fees do encourage access, but also promote inefficient use – which restricts the access of others:

> *The miniscule tuition in California enhances access, but it also allows students to wander in and out of the community colleges to leave without completing any courses and to return with practically no fiscal penalty. A student may take a course at low cost merely for personal interest: signing up for a college-credit physical education class makes the college's swimming pool and weight room available for less than the cost of a private health club. California has a higher proportion of students in physical education than any other state.*

Significance of Educational Access in California

Broad access to quality higher education supports the long-term prosperity of California in the New Economy. Consider the following:

Average Annual Earnings, by Highest Degree Earned



Source: U.S. Depts. of Commerce, Education, & Labor, et al., *21st Century Skills for 21st Century Jobs*, 1999.

- In the 1990s, unskilled positions represent only 20 percent of jobs nationally.[87]
- Low-skill workers tend to hold only part-time or contingent jobs with low pay and inadequate benefits.[88]
- In 2015, when many of today's children will graduate, a high school education alone will provide 40 percent less in real earnings than it did 30 years ago.[89]
- The economy is primarily producing jobs that require some college education – not necessarily a college degree, but at least one or two years of college.[90]
- Workers with greater educational levels are less likely to experience unemployment, and when they do, they recover faster.[91]

- An educated workforce contributes to economic and social stability.[92]
- On average, a high school graduate earns $22,895 annually compared to a four-year degree holder, who earns $40,478.[93]

And as California's economy has become more competitive, more secondary students are poised for post-secondary education. As the table below shows, more high school students are taking college preparatory tests such as the SAT and AP exams.

More High School Students Are Preparing For College

	1990	1996
H.S. Dropout Rate	5.2%	⇩ 3.9%
H.S. Grads Taking SAT	46.5%	⇧ 51.2%
H.S. Seniors Taking AP Exams	10.0%	⇧ 13.2%
H.S. Students Taking College Prep	32.6%	⇧ 37.9%

Source: CPEC data, as reported in State Controller, *Controller's Quarterly*, Aug. 1998.

Yet proportionally, fewer high school graduates are eligible for, or enroll in college.

Fewer High School Graduates Attend California's Public Colleges and Universities

	1990				1996			
	UC	CSU	CCC	All	UC	CSU	CCC	All
High school grads going to college				56.0%				53.1%
CA public high school grads meeting all eligibility requirements	12.3%	34.6%			11.1%	29.6%		
CA first-time college students as % of CA high school grads	7.3%	10.4%	36.2%	53.9%	7.8%	9.9%	35.4%	53.0%

Source: CPEC data, as reported in State Controller, *Controller's Quarterly*, Aug. 1998

The community colleges can efficiently increase access to higher education and educational attainment.[94] They are often the only educational venue available for the state's diverse ethnic communities.[95] The community colleges also serve more women than men. On average, women have less money for higher education than men, making them more dependent on low-cost institutions such as the community colleges.[96]

Access Currently Defined

Access to community college is often measured based on the rate of participation among California's adults and the diversity of the community college student body. Popular perception is that the amount that students pay in fees determines access. High fees mean low access. Low fees mean high access.

In 1975, the statewide fall participation rate peaked at 88 enrollments per 1,000 adults. The 1999 fall participation rate was 63 per 1,000 adults.[97] In contrast, the full-year participation rate for the colleges is 99 per 1,000 adults.[98] In effect, one in 10 adults in California currently participates in a community college program in a given year.

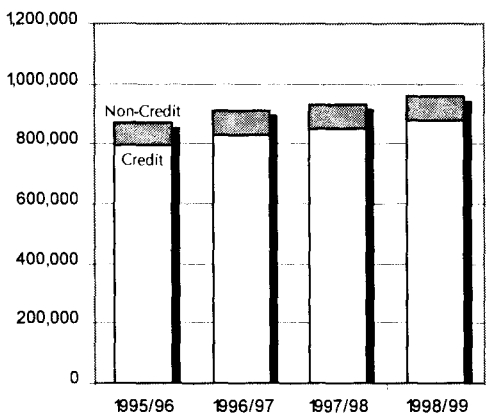
Community college leaders assert that historic changes in fees, including those as small as $1 per credit or $3 for a typical class, make the difference between thousands of students enrolling or not.[99] More significant to access than fees, others argue, is the rigidity of the community college schedules, the relevance of the coursework, the complexity of registration procedures and poor outreach in many communities.

Barriers to Access

Access to the community colleges is constrained by formal state policy, such as funding caps that act as enrollment caps, as well as by operating procedures such as a 17½-week semester calendar. Faculty hiring and curriculum rules, weak counseling and financial aid opportunities, inefficiencies in student programs and poorly defined missions further limit access. Most significantly, access to higher education is limited by an unwillingness of college leaders to recognize that improving access will require fundamental changes in the way the colleges and the Chancellor's Office operate.

The Commission has identified five specific barriers that prevent or limit student access to the community colleges.

Funding is Provided for a Limited Number of Community College Students



Source: Chancellor's Office. 1999-2000 Statewide Budget Information Workshop. Page 52.

1. Enrollment Caps

Prior to the 1970s, the community colleges operated without growth limits. Around 1975 the Legislature established funding caps to manage community college budgets. Although districts can enroll students beyond their funding cap, the caps act to limit enrollment. For example, in 1998-99, the State funded 960,081 full-time equivalent students (FTES). The colleges enrolled an additional 3,621 FTES without funding support, or just 0.3%.[100]

Under the present funding approach, the Governor proposes a funding level for the community colleges through the annual budget process. When the budget is finalized in June of each year, it includes

an appropriation that is translated into the number of full-time equivalent students the college can serve. The 1999-2000 budget allocated funding for 992,908 full-time equivalent students, a 3.5% increase over the previous year.[101]

The Chancellor's Office is charged with translating the statewide allocation into funding for each district. District funding is allocated according to a formula that takes into consideration the number of full-time equivalent students (FTES) currently being served, or the college's base allocation, and the need for additional services in the district, referred to as a growth allocation. The base allocation is determined by FTES enrollments. It can increase by no more than 3 percent every year and is reduced when enrollment levels drop for multiple years. Growth allocations are determined based on population growth rates within each district but are limited by the finite funding allocated for the state as a whole. Funding is discussed in more detail in Finding 3.

Enrollment caps allow the State to establish a finite budget for the community colleges. They also restrict the ability to the colleges to promote access, particularly in high growth areas of the state. The Community College League and individual college presidents have challenged the appropriateness of funding caps in a state that prioritizes open access.[102] Limiting the number of students who can be served by each school is an obvious barrier to community college access.

Finding Lost Students

Research at Glendale Community College found that students more frequently identified scheduling conflicts and limited course offerings, than the cost of tuition as barriers to access.

Each year Glendale Community College admits approximately 6,700 students but only 60 percent enroll. The college surveyed students who were accepted but failed to register.

Nearly two-thirds of the students surveyed reported that they had not spoken with a counselor prior to enrolling. Many were unable to get an appointment, others avoided such meetings.

In all, two-thirds of the reasons cited for not enrolling were related to college procedural problems, scheduling conflicts or lack of access to services, such as childcare. Only 11.2 percent of students cited financial barriers, and the majority of those students cited resistance to paying expensive non-resident tuition.

Source: Karpp, Edward. nd. "Draft: Finding Lost Students: Improving the Enrollment Rate of College Applicants." Unpublished paper.

2. Academic Calendars and Course Structures

The nature of the academic calendar and the structure of community college courses further limit access. The majority of community college classes are offered during the day over a 17½-week semester. As Danny B. stated, many potential students who work cannot attend classes during the day and are poorly served by a traditional semester. Most colleges offer some night courses, some colleges are on a quarter system and some offer courses are less than 17½ weeks. But the majority of classes are offered in a semester format that is 17½ weeks long.

The length of a community college semester was determined by calculating the number of days in the traditional K-12 academic year – and dividing by two. Course calendars are not structured around the

most appropriate learning formats, the schedules of potential students or the number of course days required to cover course materials. Quite the reverse, learning formats, student schedules and course curricula are adjusted to fit the established academic semester.

Private and proprietary colleges and universities have pioneered the use of more flexible calendars. And some community colleges have developed "short courses." National University, for instance, offers classes with multiple start dates to accommodate more diverse student schedules. Classes are offered at various times of the day, on various days of the week.[103] Colorado College, a private liberal arts college in Colorado Springs, follows a "block plan" in which the academic year is divided into three-and-a-half week segments, or blocks. The block plan allows courses to be offered more frequently and students make progress toward their degree faster.[104]

National University
One-Course-Per-Month Learning Format

National University recognizes and focuses on the special needs of adult learners. The unique, One-Course-Per-Month Format accommodates busy schedules, with classes held primarily in the evenings and on Saturdays. Select programs are available during the daytime as well. This concentrated, more-focused approach helps adult learners by promoting greater interest, motivation and better overall learning results. Our one-course-per-month format enables you to complete as many as 60 quarter units (12 courses) per year instead of the traditional 45 (nine courses).

Key to the University's success with adult learners is our development of programs which adapt to the changing circumstances of adult lives.

Source: National University brochure.

The Colorado College Block Plan

Colorado College began a unique program in 1970 by adopting the Block Plan. The plan divides the academic year into eight three-and-a-half week segments or blocks. Some courses may last for one block; others for two or three blocks, depending on the nature of the material.

The schedule has many advantages. Students can give full attention to one course. Classes are kept small. Formal lectures are rare with seminar discussions and active laboratories being the norm. The concentrated format and small classes are carefully designed with one vital educational principal in mind: at Colorado College the student is an active participant instead of a passive recipient in learning.

Courses under the Block Plan are designed to cover as much material as a course offered in a conventional semester or quarter.

Source: Colorado College webpage.

3. Student Support and Financial Aid Services

Limited student support and financial aid services also hamper community college access. The Commission received anecdotal reports and research conducted at Glendale College confirms that students often enroll without guidance counseling to evaluate course selection, explain registration guidelines or other campus policies. In some cases, students complete classes that do not provide credit toward their degree program. The need to repeat coursework adds to the public and student cost and time necessary to earn a degree or transfer.[105]

Poorly implemented financial aid policies also greatly restrict the ability of low-income students to access community colleges. While college officials frequently argue that the cost of tuition is the greatest barrier to community college education, many eligible students are not made aware that they are eligible for financial aid or tuition waivers.[106]

Data analyzed by the Chancellor's Office found that some 96,000 welfare recipients who enrolled in community college programs did not receive federal Pell Grants, often over $1,000, for which they were eligible. Similarly, some 34,000 students eligible for fee waivers did not benefit from the waiver program.[107]

4. Hiring and Curriculum Rules

Hiring rules and curriculum certification needs also limit access to community college services. Finding 1 explained how hiring practices do not guarantee quality teaching. At the same time, colleges experience difficulties attracting instructors with appropriate technical skills. The inability of the colleges to quickly respond to changing educational needs with the most qualified teachers means students do not have access to the courses they need for an evolving marketplace of jobs.

Colleges may also be slow to gear up new programs or courses that respond to student and community needs because new curriculum must be approved through the cumbersome shared-governance process. Similarly, changes in attendance patterns may prompt programs to be cut and limited resources redirected.

Hiring More Faculty to Serve More Students

Some access barriers could be removed with better attention by administrators.

When asked why Long Beach City College has not hired additional faculty to meet the demand for its precision machining program, a college administrator explained that the lone faculty member neglected to fill out the appropriate paperwork to approve hiring an additional instructor.

When asked why expansion of a program that leads to living wage jobs and is in high demand is dependent on the actions of a single faculty member, the administrator responded, "That's a good question."

Weak Transfer Opportunities: An Access Barrier to a Four-Year Degree

California's three higher education segments lack a fiscal incentive to support transfer activities. Some have argued that each segment faces a disincentive. When transfer students depart a community college they represent a revenue loss. Similarly, transfer students are less valuable to UC and CSU because they are more likely to take resource intensive, upper division courses compared to first-year and second-year students.

Despite legislation and attempts by the Board of Governors to promote transfer, many colleges do not make transfer a priority. In 1995, the last time it conducted a review of local transfer plans, the Chancellor's office found that some colleges had transfer programs in place and some did not.

Ninety-nine of the 106 community colleges operating at the time responded to a Chancellor's Office survey on transfer plans. Survey results include:

- 85 colleges recognized transfer as their primary mission.
- 65 colleges had a written transfer plan in place.
- 53 colleges reported providing transfer-specific academic advising.
- 25 reported their ability to monitor the progress of transfer students.

Overall, 60 colleges (60 percent of those responding) met at least 11 of the 13 areas outlined in the minimum standards for transfer programs adopted by the Board of Governors. In its transfer report, the Board made no statement on its attempts to encourage more colleges to comply with transfer standards.

Despite widespread criticism of the handling of the transfer function, many colleges have demonstrated success. On average, however, some 30 percent of transfer students originate in just 12 percent of the 106 Community Colleges.

The reasons for poor transfer rates are tied to the priorities of the community colleges and the priorities of CSU and UC campuses. One community college representative asserted that his college does not transfer significant numbers of students to the University of California or to California State University because few students in his community want baccalaureate degrees. Another community college board member testified that his board has not made transfer a priority, despite the priorities established by the Legislature and the Board of Governors. The Commission also heard testimony from a college administrator who reported that rather than emphasizing workforce education and job preparation or transfer, the community college supports programs for older residents looking for physical education and social venues.

Similarly, a UC campus admissions official reported that his efforts to promote community college transfers to his campus have limited effect. Many college deans and faculty chairpersons perceive a community college education to be of low quality. They work against the efforts of central admissions staff to prioritize community college transfer.

Source: Chancellor's Office. 1995. *Transfer Centers: Implementing Minimum Program Standards.* Sacramento, CA: CCCCO.

For example, the Commission visited two precision machining programs, one at Long Beach City College and the other at Cerritos College. The two colleges are located about six miles from each other. Long Beach has one instructor and can graduate 15 to 25 students each year. Cerritos has several instructors and a more developed program. But it, too, is unable to meet local demand for machinists.

Each college maintains expensive equipment and facilities, with an insufficient number of faculty members to address demand for classes and skilled graduates. There is no clear mechanism that would allow Long Beach and Cerritos to consolidate their programs and move resources and faculty from one district to the other to better serve the population in need.

5. Inefficiencies Restrict Access

The Chancellor recently reported that the community colleges have improved access as evidenced by projected enrollments that will reach 1.9 million students in the fall of 2005.[108] Yet the community colleges do not know whom they serve, if those are the most appropriate students to serve or how well they are being served.

In the typical mathematics course, a majority of enrolled students fail to complete the course. And an even higher proportion of female and non-white students fail to complete most math courses.

The Chancellor's Office pointed out in a draft budget proposal, that in the typical mathematics course, a majority of enrolled students fail to complete the course. And an even higher proportion of female and non-white students fail to complete most math courses.[109] A course completion rate of less than 50 percent is a cause for concern. An even lower completion rate for women and non-white students suggests students do not have access to coursework appropriate for their learning styles or needs.

California is not alone. The National Commission on Teaching and America's Future found that educational institutions are often narrowly conceived and fail to make their programs accessible to all learners.[110]

> *On some unconscious level schools tolerate student failure because they mistake it for a commitment to higher standards. Designed to support a very limited kind of learning and a very particular kind of learner, schools only rarely hold themselves responsible for the success of every student. And most are structured in ways that make it impossible for them to do so.*

The community colleges track who they serve in only limited ways. Age, race/ethnicity and gender are used for statewide reporting purposes. Colleges also routinely collect information on employment status

(displaced homemaker, laid off, etc.). But little of this information finds its way into policy discussions of access, participation and efficiency. The colleges also do not consistently use this information to evaluate outreach and determine if they are meeting the most appropriate needs of their communities.

The State of California provides the California community colleges with over $211 million per semester to fund students who fail to complete their coursework.

What is known is that precious and limited community college resources are spent for services that students never receive, either because they drop out of courses or because they fail to complete their program of study.

Overall, 19 percent of the students who take classes for credit do not finish them.[111] And 39 percent of the students who take a class one semester do not persist to take a course the following semester. Persistence rates are higher for full-time students (96 percent), who take the majority of the courses, but lower for part-time students (46 percent), who represent the bulk of community college students.[112]

Will Electronic Distance Education Increase Access?

Electronic distance learning opportunities offer the potential to expand the number of students served and improve outreach to underserved communities.

The promise that technology can bring to distance learning is uncertain.

Technology costs can be very high. Community college faculty report that their greatest frustration is learning to work with new technology. And educators are unsure of how technology use and the loss of classroom interaction affects the quality of student learning.

Posting a course syllabus on the Internet does not create a virtual university. The effects of electronic distance education on community college access remain unclear.

Source: Institute for Higher Education. 1999. "The Expanding Universe of Distance Learning." *Distance Learning in Higher Education.*

The high drop rate should be cause for alarm. One-fifth of the way through the academic term, or 17.5 days into the 87.5 day semester, the colleges count enrollments and report that figure to the State for purposes of calculating payments (apportionments). On average, the state provides the colleges $3,400-$3,600 for each full-time equivalent student.[113] Colleges are allocated funding even for students who fail to complete a course.

The colleges explain that calculating enrollments for purposes of state funding one-fifth of the way into the semester is necessary because they bear fixed costs. What the colleges are saying is that they should be paid whether students are enrolled in or attend the last 80 percent of a class or not.

There is no incentive for the colleges to ensure that students benefit from the course. The colleges are funded despite the number of students who complete a course or how well they are served.

The State funds the colleges at about $350 per course enrollment. And 19 percent of the 3,246,583 fall credit courses offered are dropped, or 603,425 course enrollments. The cost to the State to fund lost enrollment is approximately $211 million per semester. This figure fails to capture some lost state

allocation. For instance, faculty may have awarded a student a grade of "F" when the student failed to attend. Further, each district has the ability to set its own withdraw dates. Some campuses allow students to withdraw so far into the semester that the college is funded for the student's course attendance without the withdraw being reflected in the data reported by the Chancellor's Office. The $211 million figure is for a single semester, and is conservative.

Capturing the lost $211 million to serve additional students could improve community college access by allowing the colleges to reallocate these resources to provide more classes in ways that more students can enroll.

Career Development and Workforce Preparation

The community colleges provide career development and workforce preparation services. But so do many other entities: K-12 adult schools, regional occupation centers and programs, UC and CSU extension services, and hundreds of public-private partnerships, and private organizations. Some programs, such as those offered through the extension services, are fee-based. Others receive state and federal funding.

More than $1 billion is spent on these programs each year. Adult education, which refers to a particular set of services, received over $663 million in state and federal funding in 1996-97. Over 370 school districts and 94 community colleges operated adult education programs throughout the state. California also supports 70 regional occupational centers/programs, which received $320 million in 1999-00. Most UC and CSU campuses provide classes through university extension services. And thousands of community-based job preparation and career development organizations are funded to provide services under a wide variety of local, state and federal programs.

This web of services is so complex that it raises concerns whether residents are receiving maximum benefit for the investment. Economist Steve Levy testified that services are not targeted to the individuals most able to benefit from assistance and recommended that California rethink the goals of workforce and career development programs.

The efficiency, effectiveness and accountability of these programs is beyond the scope of this report. However, the Commission recognizes that college leaders have the responsibility to determine the most appropriate role for their colleges given the needs of their communities. Similarly, the Board of Governors should take a leadership role to ensure that workforce and job preparation needs are addressed throughout the state and that publicly supported education programs provide the best value for the public investment.

Sources: Joint Board Task Force on Noncredit and Adult Education. 1998. *Final Report: Challenges Opportunities Changes.* State Department of Education, *Directory of ROCPS,* (www.cde.ca.gov/cdwp/rocp/directory.html).

Basic Skills Courses. Participation in basic skills courses is a useful indicator of access for the community colleges. Basic skills courses are math and English courses that are below the level required to receive college credit. Basic skills courses promote higher education access when those students progress into college credit courses. From 1995 to 1998, over 444,000 students participated in basic skills courses offered by the community colleges.[114]

Seventy-five to 80 percent of the students who approached the community colleges to receive basic education in math and English did not progress beyond a single course.

The percentage of students who progressed from one basic skills level to a higher level in math or English is low. Of 270,872 students who participated in a basic skills English course, only 70,454, or just 26 percent, later registered in a higher level course. Similarly, of 173,453 students enrolled in a basic skills math course, only 38,112, or just 22 percent later enrolled in a higher course.

Seventy-five to 80 percent of the students who approached the community colleges to receive basic education in math and English did not progress beyond a single course. The retention rate includes students who progressed to collegiate level math and English as well as those who did progress but failed to reach college skill levels.[115]

Course Offerings. Access is further limited by the courses the colleges choose to offer. While the State requires the colleges to pursue various missions, each district determines which, when and how courses are offered. And course offerings have not met demand in general education disciplines such as math and English. The Chancellor's Office has reported that three of every four colleges have waiting lists for students interested in attending English or other core academic classes.[116]

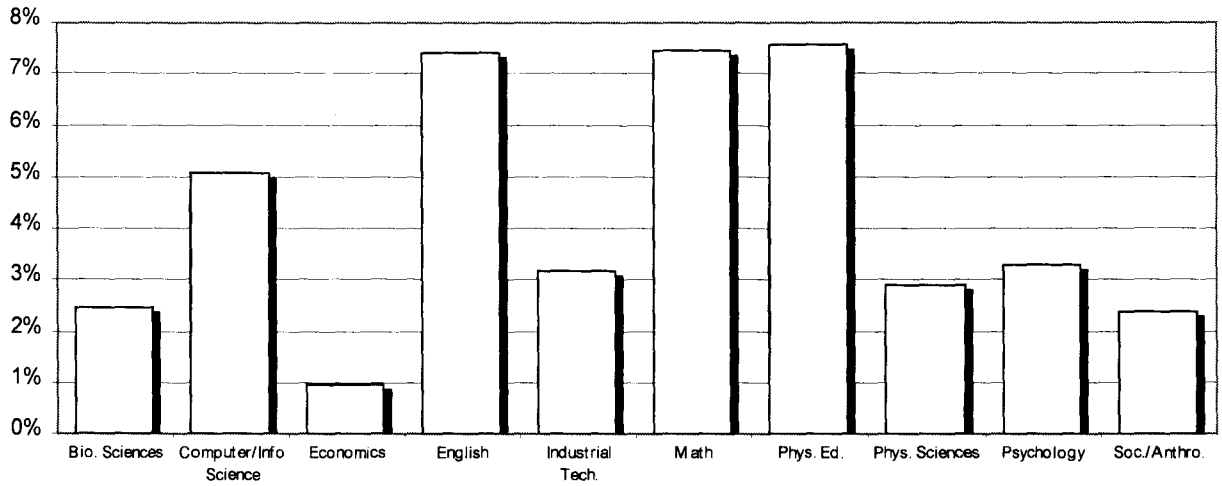
The State funds the colleges based on faculty-student contact hours. Faculty-student contact is funded the same for a physical education course as it is for a nursing course. Yet the colleges pay more to offer a nursing course than a physical education course. The disparate costs associated with offering different classes leads to enrollment management decisions that may not reflect community priorities. Administrators may limit course offerings in expensive disciplines and increase offerings in less expensive courses.

The Chancellor's Office reports that physical education classes are the third most frequently offered class.[117] In 1997 that State provide the community colleges approximately $214 million in apportionments for physical education classes.[118] It is unclear if physical education offerings are the right priorities for the community colleges.

In spite of the tendency of the community colleges to specialize and respond to regional economic and social dynamics, they are required to support a wide array of missions that can conflict. For instance, should the college use limited resources on a sequence of English literature courses required for students preparing to transfer into a competitive UC program or invest in a remedial English program?

The community colleges serve such a diverse range of students – from first-generation college students to the occasional Rhodes Scholar – and they offer such an array of programs, from providing basic skills courses to advanced engineering programs, that they have become specialized by default. Access is diminished, however, when that specialization is not made explicit and students turn to colleges for services they are poorly prepared to provide.

Course Enrollments in Selected Disciplines, Fall 1998



Course enrollments in select disciplines as a percentage of total course enrollments statewide.
Source: Chancellor's Office, data requested by Commission, 2000.

Improving Access

Reducing barriers to access will require doing a better job of identifying and pursuing potential students, encouraging specialization, making specialization decisions with the benefit from broad stakeholder input, establishing clear goals, publicizing results and ensuring that specialization does not limit access.

The Commission has identified five strategies to address the barriers that reduce access to the community colleges.

1. Identify and Pursue Potential Students

As stated earlier, current access discussions emphasize the effect of fee increases on student attendance and the number of students who enroll. Absent from those discussions is concern for whether the colleges are making good use of tax dollars by providing quality, effective services to the appropriate students.

By design, the community colleges have multiple missions. Each college has control over how it emphasizes particular missions. As a result, the colleges have developed specialties – programs that they are known for in their region or statewide. Making specialization decisions often starts with identifying the potential students the college intends to serve.

Metropolitan College

One example of actively pursuing and serving students can be seen in a collaboration between three public colleges in Kentucky. "Metropolitan College" is a program designed to meet the needs of 4,000 night workers in a local United Parcel Service distribution center. The state of Kentucky, U.P.S. and the colleges worked together to develop the college, which offers classes around the work schedules of employees. The company pays half the cost of tuition, the state the rest. Free tuition helps employees get an education and supports the company's retention efforts for its midnight to 4 a.m. shift.

Source: Gose, Ben. 1999. "Working Nights for $8.50 an Hour and a Free College Education." *Chronicle of Higher Education*. July 23, 1999.

From one semester to the next nearly 500,000 students fail to re-enroll. Yet for each semester, non-returning students are almost fully replaced by other students – new-students as well as students returning after an absence.

Evidence suggests that those colleges that are successful have identified their student base and packaged services to meet their needs. The marketing model from the private sector does just that. Successful private and proprietary colleges and universities identify their student base and develop attractive programs structured to meet students' needs. Data help determine factors that contribute to student retention and success. In fact, some argue, competition from private proprietary schools will force community colleges to become more student-centered.[119]

Pursing those who could benefit means knowing which community members should be served what services they need to succeed. Accessing a community college is just the beginning, particularly for those who have no other educational option. As in the Metropolitan College example, courses and other services can be offered at times and in ways that encourage enrollment, course completion and student success.

2. Encourage Community College Specialization

Where the colleges have specialized, as in the provision of transfer services or with regard to particular vocational fields, they often provide high-quality services. Cerritos College, for example, has collaborated

with a local employer, the Gulfstream Corporation, to develop a high-quality woodworking program that provides the skills students need and provides local industry with a qualified workforce. The college's precision machining program accomplishes similar goals.

The best available practices suggest that specialization can enable colleges to develop world-class education programs that meet the needs of students and regional economies. Specialization has not meant that colleges abandon all other missions. It allows them to identify what they do well and shed those programs that have few students and are not well operated.

3. Specialization Benefits from Explicit Local Decision-Making

The ability of the Chancellor's Office and the Legislature to direct the actions of local colleges has been limited. In response, the California Citizens Commission for Higher Education called for greater state control and replacing locally elected boards with appointed councils.[120] Increasing state control of the colleges is one option. Another is to encourage the colleges to specialize in ways that meet community needs. Doing so means making decisions explicitly and in conjunction with multiple local stakeholders.

Research demonstrates that strong links between community colleges and local labor markets support college and student success. Yet there are few systematic and formal efforts to explore and develop strong classroom-community relations. While vocational programs show clear benefit, there is less emphasis on developing community links for academic programs. Evidence suggests that strong community support is important for non-vocational programs as well. [121]

For example, the Community College of Denver (CCD) has attracted community college leaders from around the country interested in its success with remedial education. In 1998, 40 percent of students in remedial education at CCD graduated or transferred after three years. Community college leaders in Denver attribute their success to establishing strong links with community and business leaders and supporting a campus culture where remedial education is an opportunity rather than a burden.[122]

4. Establish Goals and Publicize Results

The Legislature directed the Board of Governors to establish accountability by measuring and reporting on access and outcomes for community college students.[123]

In enacting this legislation, the Legislature stated:

> *[The] accountability system [should] assist all participants in the community college system, including students, faculty, staff, administrators, local governing boards, the chancellor, the state board of governors, the public and other interested constituencies, in identifying the educational and fiscal strengths and weaknesses of colleges in order to improve educational quality in community colleges.*

The current accountability reporting system is the Chancellor's *Effectiveness* report. One limitation of the reporting system is that it does not reflect the strengths and weaknesses of colleges that have developed programs emphasizing particular missions. The *Effectiveness* report provides useful information for statewide analysis but fails to capture the nuances of local community college activities and efforts. The *Effectiveness* report is of little use to students or parents trying to decide which community college is best at promoting transfer to a CSU graphic design program or opening the door to a $30,000 a year precision machining position.

5. Ensure that Specialization Does Not Limit Access

While individual colleges and districts are often adept at forecasting and responding to community needs, policy-makers seldom discuss access beyond determining how many students will show up and how to manage them. The LAO has advised the Legislature that California can manage enrollments through fee increases, eligibility standards and improved coordination of transfer.[124] The Chancellor's Office in particular should play a leadership role in determining where students are and how the community colleges can serve them as a system.

The map on page 12 of this report represents the distribution of the community colleges across the Los Angeles area. The concentration of colleges in some areas suggests that many can further specialize – in vocational fields or as transfer centers – without reducing access to the comprehensive array of community college services. More isolated colleges, however, will likely be called upon by their communities to provide effective, efficient and comprehensive services. The Board of Governors, as the statewide oversight entity of the community colleges, can play a significant role in ensuring that ongoing efforts to specialize and other issues, such as inefficiencies, do not limit access to community college services.

Which Schools are Transfer Schools?

UCLA Professor Arthur Cohen for many years has collected data on transfer rates for community colleges around the country. Although the information he analyzes is public information, the community colleges share their information with him under an agreement that prevents him from revealing the transfer rates of particular colleges.

The rationale? College presidents don't want to be called by the local newspaper to explain low transfer rates when compared with neighboring colleges.

Summary

Barriers to community college access are more than the cost of attending a community college. Enrollment caps, the academic calendar and course schedules, weak transfer opportunities, weak student support and financial aid services, hiring and curriculum development rules, inefficiencies, course offerings and less than explicit community college specialization all limit student access to the community colleges and the benefits students and the public receive.

When the community colleges discuss student access, they fail to include in those discussions the quality of the services students receive, the effect those services had on a student's life and the efficiency with which the services were offered. The community colleges measure access through course enrollments, not indicators of student benefit. Access without benefit is of little value.

Recommendation 2: To make universal access a reality, each community college should determine which community members they should serve, what services they should provide and how those services will be provided.

- ***The Board of Governors should require each local board to annually, publicly identify community needs and establish goals to meet them.*** Each local board should assess – publicly, deliberately and within the context of state-established missions – how its colleges can best serve its communities. Each local board should publicly and clearly establish which services it will provide, such as transfer, workforce development and adult education.

- ***The Board of Governors should require each local board to determine which community members it will serve and how it will serve them.*** Each local board should identify its students and tailor services - including outreach, matriculation, scheduling, curriculum, and teaching - to ensure successful outcomes for those students.

- ***The Board of Governors should develop a plan for improving matriculation services.*** The Board of Governors should present a plan with annual updates to the Governor and Legislature for improving and funding matriculation services. The plan should identify ways for the State to improve availability and quality of services. The plan should pay particular attention to students who repeatedly drop classes or who are taking classes unrelated to their entrance goals and require them to attend academic counseling sessions to focus their efforts. The Chancellor's Office should develop a guide for individual colleges to aid in assessing when intervention is necessary.

- ***The Board of Governors should encourage regional cooperation, discourage inefficient duplication and ensure statewide access goals are met.*** The Board of Governors should periodically assess the regional availability of all mission-oriented services – such as undergraduate transfer and workforce development programs – and develop plans to close gaps and improve program effectiveness.

- ***The Governor and the Legislature should fund an evaluation process to determine which students our community colleges are serving and which they are not.*** The State should determine who has true access to the community colleges and who is left out and understand the opportunity costs of current access policies.

Aligning Funding With Purpose

Finding 3: Community colleges are not funded in a way that encourages universal access, teaching excellence or student success.

Regina and Tom married in their early twenties and have three school-age boys. For several years Regina stayed home with their children while Tom worked. Her oldest is now eight and she has returned to work on a part-time basis. She has also returned to school – at a community college.

"I am going back to school because I don't want to stay in entry-level jobs," she said. "I want to be able to access those jobs that require a two-year or a four-year degree. If I am going to spend my time working, I want to enjoy my job and earn decent money."

Regina has been taking general education courses for five years. She takes most of her classes in the evenings or on weekends. It's hard to spend so much time away from her family. There are days when she is up and out before her youngest is off to school and not home again until he is down for bed. Regina's experience highlights the promise and perils of the California community colleges.

In early 1999, Regina was taking a four-credit math class required in her program. The class began in January and would end in May. After making successful progress, Regina faced a family emergency in April. Even though she only had six more class meetings, she withdrew from the course.

"I withdrew because I thought that was my only option. I didn't know that I could take an incomplete and finish the course at a later time. I do not have much contact with counselors or any other college representative other than the instructors. I was not familiar with the system. I withdrew to maintain my good standing with the college."

Regina's math class only cost her $50. It cost the taxpayers $350. If she re-enrolls in that class it will cost her another $50 and taxpayers another $350. If the college had provided Regina with the option of taking an incomplete and finishing the materials on her own or with assistance from a math support center or the instructor, it would have saved her and the state time and money. A simple registration procedure in use throughout higher education could have allowed her to deal with her family emergency without costing her or the State the time and money it will take to repeat the course.

But this scenario is indicative of larger issues. The community colleges are funded based on the number of students who enroll. There is little financial incentive for students to make good progress or invest the time and effort necessary to make good course selection decisions. Low tuition encourages students to pick and choose courses knowing they can be dropped with little financial impact.

Similarly, the colleges recognize that their funding is driven by the number of students enrolled in each class, not the number who learn, who complete their courses or who realize their goals for transfer or graduation. There is little incentive for the community colleges or their students to identify their goals, develop a program to realize them and dedicate themselves to getting through that program. Enrollment-based funding motivates the colleges to fill their classrooms early in the semester with less attention to enrollment at graduation.

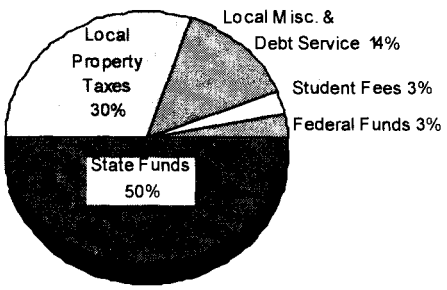
The quality, efficiency and effectiveness of the community colleges have concerned college leaders, policy-makers and consumers for many years. A number of proposals have been offered to address those concerns. One statement seems consistent – the community colleges will not change without change in how community colleges are funded. Local colleges need revenue consistency to aid in long-term planning and the State needs improved incentives for efficiency and effectiveness.

The Present Finance Structure

Community college funding draws primarily on state funds, property taxes and other local sources, student fees and federal funds.

In 1998-99, the total community college budget was just over $4 billion. The budget is established based on the number of students the colleges are expected to serve. The 1999-2000 budget included funding for 992,908 full-time equivalent students, a 3.5 percent increase from the prior year.[125]

Sources of Revenue
1999-2000



Source: *Governor's Budget, 1999-2000.* May Revision.

Funding is allocated to the colleges under a finance structure referred to as program-based funding. The formula includes the number of full-time equivalent students (FTES), credit student headcount, square footage of owned or leased space, plus a percentage for administrative overhead. Program-based funding allows the Board of Governors to determine the distribution of funds to the community colleges. It does not dictate how the colleges should spend their funds. The funding formulas allow for annual adjustment based on adult population and workload growth and inflation. The colleges also receive categorical funding for specific programs.

Much of the concern for community college finance has been directed to overall funding levels. For instance, the California Citizen's Commission

encouraged policy-makers to level the wide swings of higher education funding.[126] The overall level of available funding is driven by a number of factors, including the effects of Propositions 13 and 98. Community college representatives frequently criticize the disparity in per-student funding between the community colleges, UC and CSU.

Funding by Full-Time Equivalent Student

University of California	$7,000
California State University	$5,760
California community colleges	$3,400

Under program-based funding, the primary driver of revenue is the number of students served. For funding purposes, the student services component is based on the actual number of students served. The instructional-based component is funded based on FTES. Generally, FTES is calculated based on a student census taken 20 percent into the semester or quarter. On most campuses, under a semester calendar, the census occurs on the Monday of the fourth week. Classes which operate on less than a semester or quarter basis have their FTES calculated differently, but ultimately produce a measure of the number of full-time equivalent students being served based on the number of faculty-student contact hours.

For example, one course with 40 students that meets three hours per week would have a census week calculation of 120 hours of faculty student contact. The colleges operate on a 17.5 week semester, meaning (120 x 17.5) 2,100 hours of enrollment for the semester. One full-time equivalent student is the equivalent of 525 contact hours, therefore (2100 ÷ 525) the class constitutes 4 FTES. With a per FTES allocation of $3,400, the class would generate $13,600. The colleges employ similar formulas to calculate funding allocations for distance learning, independent study/work credit, or other course formats.[127]

During the census week, faculty are asked to clear course rolls of students who have not shown up. Anecdotal reports suggest that rolls are not uniformly cleared and often include students who do not actively participate in the course.

Additional funding for the colleges is identified in the budget for categorical programs, such as the Foster Care Education Program, Faculty and Staff Development Fund, Partnership for Excellence and other programs.

Partnership for Excellence (PFE)

The Partnership for Excellence is an agreement between the State and the community colleges to expand and improve community college services. SB 1564 (Schiff) established a program in 1998 to provide additional funding to increase performance of the community colleges in the following areas: 1) student transfers, 2) degrees and certificates awarded, 3) successful course completion, 4) work force development and 5) basic skills improvement.[128]

The community colleges have adopted the following goals for the program:

- ***Transfer.*** Increase in the number of students who transfer from community colleges to baccalaureate institutions from 69,574 to 92,500.
- ***Degrees and certificates.*** Increase the number of degrees and certificates awarded from 80,799 to 110,500.
- ***Successful course completion.*** Increase the overall rate of successful course completions from 68.1 percent to 70.6.
- ***Workforce development.*** Increase the number of successfully completed apprenticeship courses and advanced level and introductory vocational courses. Increase in the number of California businesses and employees benefiting from training through contract education and the number of individuals receiving fee-based employment training.
- ***Basic skill improvement.*** Increase the number of students completing coursework at least one level above their prior basic skills enrollment from 108,566 to 150,754.

The 1998-99 Budget Act allocated $100 million for the Partnership for Excellence program.[129] The 1999-2000 Budget Act provided $145 million for the program. Under the original terms of the program, the State would increase its commitment by an additional $100 million each year. From 1998-99 to 2005-06, the annual augmentation would grow to $700 million over the base 1997-98 budget, for a total of $2.8 billion over seven years.[130]

What is unclear, from the perspective of local college leaders and faculty, is the commitment of the colleges toward the goals should the State not provide $100 million annual augmentations. In the second year of the program, the State provided $145 million, suggesting it would not keep its commitment through 2005-06. The expectation is that reduced funding will reduce the colleges' commitment to meeting outcome targets.

The first three years of the program, funding is to be distributed to the colleges on an FTE basis without regard to progress toward goals. In years beyond the third year, the Board of Governors intends to allocate the additional resources in ways that reward success and create incentives for sustained improvement.

Uses of PFE Funding

While the Board of Governors and the Chancellor's Office have placed few or no limitations on how PFE support can be spent, legislative and budget language suggest that PFE-funded activities should have a strong nexus with target outcomes. Several faculty organizations told the Commission that PFE funding is not being used to change community college behavior or improve services to students. Rather, it is being used to increase reserves, perform routine maintenance and increase salaries.

A parallel concern is the way in which the community colleges will measure progress towards PFE goals. Progress is calculated on a statewide basis. Individual college progress will not be differentiated. The colleges specifically resisted efforts to track the progress of each college.

Early reports of PFE-related spending show that the majority of colleges have hired additional faculty and staff.[131] Given that PFE funding will sunset in 2005-06, some administrators worry they will have to identify a new funding source to fund contracts initially supported with PFE revenue.

Under the PFE program, the Department of Finance, the Legislative Analyst's Office and the California Postsecondary Education Commission will analyze and evaluate progress and make recommendations to the Governor and Legislature for continued budget support. The Chancellor's Office has cautioned district officials that continued funding is contingent on colleges making demonstrable progress toward outcomes.

Potentially, the colleges are being set up for controversy. The State is investing hundreds of millions of dollars with high expectations that performance will be improved. But the dollars are not directly tied to performance and individual colleges are not being held accountable for how they are spending the money. Seven years and $2.8 billion from now, the colleges may well be embroiled in controversy – debating funding formulas and governance structures, and distracted from their assignment of making Californians lifelong learners.

Limitations of the Funding Structure

A fundamental criticism of community college funding is that it rewards large enrollments at a single point in time and provides no incentive for course completion, persistence toward goals or innovation. Funding is allocated based on the number of occupied seats on the fourth Monday of the semester. Funding can be a powerful motivator for the colleges and individual students to make the best use of their time and resources.

As in Regina's case, neither the student nor the college had a financial incentive to complete the course. UCLA education professor Arthur Cohen testified that low fees are one contributor to high student turnover. Fees do not create an incentive to complete classes.

Community college funding provides college faculty and administrators no incentive to work with students to explore more efficient ways of addressing family emergencies or other realities that affect their ability to complete their courses. Fiscal incentives can be used to encourage and reward colleges to innovate and identify successful ways of improving student benefit. Greater efficiency and improved services can improve access tremendously without additional budget augmentations.

The California Citizens Commission on Higher Education recommends that the colleges receive financial incentives for the number of courses completed.[132] The number of completed courses and credit awarded could drive a portion of FTE allocation. The Community College League opposes any such incentives, stating that the colleges have little control over the causes of low course completion. In cases such as Regina's, however, the colleges do have control.[133]

The Citizens Commission also recommended that colleges receive funding for the number of students who receive their degree. Such an approach would encourage colleges to help students make timely progress and make appropriate course selection decisions.

Proposals such as these suggest that college funding can motivate innovation and encourage the community colleges to grow and strengthen their programs and success rates. Incentives begin with identifying appropriate college goals, measurement mechanisms and linking funding with outcomes.

Creating Incentives for Outcomes

Across the country, political and education leaders recognize that higher education is resistant to change. The 1990s dip in public enrollment encouraged private universities to rethink their operations and do more to attract and retain students. Historically, many colleges and universities were content with growing enrollments and did little to actively ensure they provided value for the cost of tuition. Value was assumed. National economic uncertainty paired with increasing tuition caused all but the most premiere institutions to re-examine their operations in light of the satisfaction of their students and parents as customers.

Many universities recognized that their largest costs were opportunities lost when students failed to return from one year to the next or failed to complete degrees. At Syracuse University, at $25,000 in annual tuition and fees, a student who failed to complete the last three years of a four-year degree represented a loss of $75,000. With this new perspective on their ledgers, Syracuse and other colleges and universities began to take retention much more seriously. The burden of responsibility for successful educational outcomes began to shift from the student to a shared student-university burden.

For the State of California, the lost opportunities are much greater: lost wages, lost tax revenue and lost employees and entrepreneurs. California's funding structure for the community colleges could shift a portion of the responsibility for student success from the student to the colleges. Presently, the high replacement rate for community college students who fail to persist from one semester to the next, combined with enrollment caps, act as disincentives for colleges to aggressively pursue course completion or student retention. Under enrollment caps, if every student persisted to complete a degree, certificate or transfer, the colleges could only accept new students at the rate at which they graduated existing students. Regina has spent five years working on her associate's degree. With little incentive to make faster progress, she occupies a seat that is unavailable to a new student.

Creating Value-based Funding Formulas

Several states have moved toward incentive funding that shares the burden of educational success between students and colleges.[134] Virginia's Higher Education Council has adopted a "Virginia Plan." The plan links spending discretion with accountability for student outcomes. Colleges will undergo improved program evaluation tied to mission-specific goals.[135]

Clarifying Expectations and Responsibilities with Funding

Historically, education funding has been only loosely linked with expectations. Recently, legislators have begun to require connections between funding and outcomes.

"As long as I can remember, legislators financed higher education by poking money through a hole in the fence", says Alexander M. Sanders, who spent 15 years as a state lawmaker before becoming president of the College of Charleston in 1992. "Lately," he says, "they have started looking over the fence to see what was on the other side."

Source: Peter Schmidt, "A State Transforms Colleges with 'Performance Funding.'" *Chronicle of Higher Education*. July 2, 1999.

California has made a step in a similar direction with the Partnership for Excellence program. The step forward could be larger, however. The Partnership for Excellence has provided $245 million in its first two years of implementation in an attempt to influence a program that receives $4 billion annually. In other words, the State is attempting to leverage outcomes with just 2.5 percent of additional funding that is only loosely associated with outcomes. A greater portion of community college funding could also be dedicated to student outcomes in the spirit of PFE.

Funding formulas also could be altered to promote better access and improved quality. The annual budget act specifies a number of students who will be served, but when 20 percent of courses are dropped and almost half of all students do not persist from one semester to the next, significant opportunities are lost. Altering funding formulas to drive allocation at least partially based on course completion, persistence and program completion would reduce opportunity costs, improve the number of students served and the quality of that service.

Creating Incentives for Institutional Innovation

Creating incentives through the funding base would motivate the colleges to think more clearly about who they serve, what services they provide and how well students are served. Innovation with base funding, however, is risky. Administrators may be hesitant to jeopardize funding through innovation. Existing categorical funds, such as the Fund for Faculty and Staff Development and the Fund for Instructional Improvement could be redefined to encourage innovation that leads to improved teaching. Other categorical funds could be redefined to promote improved research into barriers to access.

Research done at Glendale College argues that course scheduling is the greatest barrier to community college access. Regina's experience is that course offerings have prevented her from finishing her degree. The final course she needs to finish her associate's degree is only offered in a neighboring town or on Saturdays, neither of which is attractive to her. She will have to wait until next semester to see if the class schedule fits her schedule. Meanwhile, she is a non-persister and she is not eligible for a better paying, more interesting job.

Creating Incentives for Students

Similarly, California can create fiscal incentives that would motivate students to more actively pursue their education and to challenge the colleges to provide quality services in efficient and effective ways.

The example of Regina's withdrawing from her math class suggests that the course fee is not sufficient incentive for her to seek out options to avoid having to repeat the class. Because she was not aware of the rules, she was not able to use them to benefit her situation. The Commission heard multiple stories of students enrolling and dropping repeatedly, either because of indecision, poor counseling or for other reasons. The Commission also heard that many students were required to repeat coursework after transferring to CSU or UC. Although the Chancellor's Office has the capacity to determine the percentage of students who repeat courses, at the community colleges or once they have transferred to UC or CSU, that analysis is not done currently.

Motivating students to make good and efficient progress toward their goals has two advantages. First, it encourages them to take responsibility for their share of the educational burden. Second, and perhaps more significantly, it motivates them to challenge the colleges to improve and expand.

Regina will wait another year to complete her degree because her local college district does not package the class in a way that works for her. She has no plans to complain or teach her college how she can best be served. With appropriate incentive, Regina and potentially millions of other students would become active participants in the process of improving the colleges. Gradual and moderate fee increases could reduce the willingness with which students drop or withdraw after fee-refund dates. Tuition and fee rebates would encourage students to make appropriate progress towards degrees. Educational scholarships and workforce grants could encourage students to become transfer ready and to earn degrees and certificates.

Providing financial incentives to students is not new. Miller Brewing Company in Irwindale, California provided tools and scholarship awards to students who successfully completed technical training. Miller's incentives were structured to encourage completion and employment in the technical fields in which they were trained.[136]

Providing incentives without strong attention to the behavior they motivate is also risky. California has an obligation to community college students and taxpayers to ensure that incentives have the desired effect. The Board of Governors could continually challenge the appropriateness

of incentives and review other options for motivating improved student access and the provision of efficient and effective services.

Recommendation 3: The Governor and the Legislature should require the Board of Governors to develop a funding system that encourages universal access, teaching excellence and student success. Specifically the Board of Governors should:

- ***Revise the community college funding mechanism.*** Community college funding formulas should include variables that encourage colleges to expand educational opportunities and improve outcomes. Base funding should create incentives for each college to:
  - ✓ Recruit and serve educationally disadvantaged members of its communities;
  - ✓ Promote course and degree completion;
  - ✓ Transfer students to four-year colleges and universities;
  - ✓ Move students into high-wage employment.

- ***Create incentives for the colleges to improve their services.*** In addition to stable base funding linked to outcomes, the colleges need incentives that promote service improvement. Wherever feasible, the Board of Governors should build incentives into existing categorical funding and grant programs to leverage improvement in student outcomes.

- ***Establish compacts to fill unmet needs.*** When the Board of Governors determines that state-established missions are not adequately addressed in a given community or region, it should enter into funding compacts with community colleges in that region to provide targeted services.

- ***Establish incentives for students to complete a program of study.*** Among the options the Board of Governors should consider:
  - ✓ Gradual and moderate increases in student fees for students who repeatedly drop and re-enroll in courses. Targeted fee increases should create a disincentive to repeatedly drop courses.
  - ✓ Educational scholarships and workforce grants for students who obtain associate's degrees, who transfer with advanced standing to baccalaureate degree-granting institutions, or who obtain a certificate within a set timeframe.
  - ✓ Fee rebates for students who obtain degrees or certificates within set timeframes.

- ***Evaluate and refine incentives.*** Incentives for colleges and students should be designed to promote outcomes while ensuring that no student is prevented from attending a community college because of financial need or other barriers.

Reinvigorating Governance

Finding 4: The Board of Governors is not sufficiently ensuring that statewide goals are being met. Local boards are not universally ensuring community needs are being met. Policy-makers, community leaders, students and voters lack the information necessary to hold both local and State board members accountable.

Billy E. has had great teachers and some not so great – including the teacher who calls him Betty. While he hopes to transfer to UCLA, he does not know if he will be able to.

Danny B. swore off the community colleges because they could not provide him with the classes he needs in the format he needs them. As a result, he has borrowed $3,400 to pay private college tuition for classes the community colleges could offer in more accessible formats.

Regina is sitting through last year's math class all over again. She had to repay the cost of tuition. The class will cost her 34 more evenings away from her children and husband. And the seat she is filling is not available to someone else.

All three are grateful that the colleges are available to them. They recognize the value the colleges bring at such low cost. They also are disappointed. Each of them is paying, as students and as taxpayers, for a service that could be improved. And they are not sure where to turn.

"Surely the guy in charge – who's that, the college president?" was Billy's response.

Regina remembers a counselor being helpful when she first enrolled – five years ago. "I don't know if I would go to a counselor, the admissions office or a dean. It's not real clear who is in charge – the dean would be logical but a counselor would be more supportive... You're pretty much on your own in the community colleges," she said.

Whether it is a problem with a class schedule or teaching quality, the answer to who is in charge is often confusing – and not just to students.

The Board of Governors establishes minimum standards for hiring, but the local colleges make selection decisions. A dean might be able to resolve long-term schedule issues, but a counselor could have helped Regina avoid retaking the class she was unable to finish the first time. The larger issue about how the colleges can best serve the diversity of students involves campus, district and state officials – each shares responsibility and authority, and none of them are held accountable for missed opportunities.

The Present Governance Structure

After a decade of practice, the community college governance structure formed in 1988 by AB 1725 (Vasconcellos) receives mixed reviews. For some – particularly formerly disenfranchised stakeholders – AB 1725 gave them a voice in decision-making. For college administrators and the Chancellor's Office, it has created a process that is meaningful but difficult to manage.

The structure is so confusing that analysts debate its very nature – it is at times a state system, a collection of independent local systems, a federation and a dual-board system. Previous findings on teaching quality and community college access suggest that regardless of what the structure is called, it has failed to encourage efficiency and provide for accountability based on outcomes.

From a practical standpoint, each community college has two boards. Locally elected boards administer local institutions that provide educational programs responsive to community priorities. In 1967 the Legislature created the Community College Board of Governors to bring coherence to the 107 colleges statewide. The tension between the local nature of the colleges and the statewide interests at stake in the performance of the colleges challenges the ability of both boards to govern effectively.

California's Appointed State Board of Governors

The Governor appoints the 16-member Board of Governors of the California Community Colleges. The Board has broad authority and responsibility for establishing community college standards, fiscal oversight, accountability and program review. "To the maximum degree permissible," reads the law, the Board of Governors is to maintain local authority and control in the administration of the colleges.[137]

The Board has significant tools at its disposal to perform its duties. It establishes the conditions under which local colleges can receive state aid and has the authority to review and evaluate district operations. The Board is charged with formulating a proposed system budget, determining how funding is allocated among the districts and establishing district budgeting and accounting standards. The Board can direct the Chancellor to intervene and assume control of a district during times of fiscal crisis. In general terms, the Board of Governors is charged with seeking adequate fiscal resources for the community colleges, providing leadership and ensuring that public resources are used appropriately.

Chancellor's Office

The Community College Chancellor is the chief executive officer of the community colleges. Appointed by the Board of Governors and armed with all of the authorities and responsibilities granted by the Board, the Chancellor is the primary administrator of the colleges as a system.

The Chancellor's Office facilitates and oversees statutorily created programs. With a $19.5 million budget and 226 employees, the Chancellor's Office supports the Board of Governors, administers categorical grant programs, certifies new programs, provides student support, facilitates campus services, and apportions funding to districts.

The Chancellor's Office also issues the annual *Effectiveness* report, an accountability mechanism required by the Legislature. The Chancellor's Office maintains a management information system, to analyze data reported by the individual districts and colleges, and produce the *Effectiveness* report. While the Chancellor's Office is able to present statewide data, the data are actually reported to the Chancellor by the colleges themselves.

Locally Elected District Boards

Each community college has a locally elected board of trustees. The boards administer the colleges. They implement state policy and they are the entity most accountable to local citizens for the quality of community college services. Local boards provide leadership, oversight and direction to the colleges. They control the hiring and firing of administrators, negotiate with employees for compensation agreements and set district priorities.

Historically, locally elected community college boards both determined the priorities of the community colleges and levied taxes to support them. The passage of Proposition 13 began the shift of funding authority from local boards to the State. A greater number of directives from the Legislature and increased use of categorical funding to accomplish legislatively determined priorities accompanied this shift in fiscal control. For example, the Legislature requires colleges to have transfer centers and provides funding dedicated to economic development activities.

Increased legislative involvement in the operations of the community colleges contributes to the conflicts inherent in a governance system that includes locally elected district board members and a state board appointed by the Governor. The result is what the current Chancellor has referred to as a Gordian knot of governance.[138]

Challenges Facing Community College Governance

The California Citizens Commission on Higher Education identified a number of contradictions in the present governance structure that diminish its effectiveness. It described these contradictions as competing interests, or "forces":[139]

Forces on One Side	Forces on the Other Side
The need to be an equal partner in statewide higher education.	A governance structure which is not collegiate but similar to secondary schools with geographical districts and elected boards of trustees.
A rigid state-determined finance system with limited ability to raise monies locally.	Trustees can sign contracts and make commitments without the realistic ability to fund them or the means to raise money.
State-established student fees.	Trustees are charged with creating programs and educational services that are tailored to their constituents but have no ability to determine charges for them.
State requirements that students may attend any college, not just those within their geographic district.	Trustees are elected only by voters within their districts and are responsible only for colleges within district boundaries. Many students, especially in urban areas, live "out of district" and cannot vote for the trustees who govern their college.
The State's *Education Code* imposes a mass of provisions with expensive activities, complicated restrictions and inappropriate controls on local institutions.	Colleges need to be flexible, diverse, responsive, unbureaucratic and productive.
The statewide Chancellor has statutory responsibility to represent the colleges statewide and general responsibility for their financial viability but is often only one voice among many official voices and has little authority to act before a crisis.	District administrators are selected by local trustees and have allegiance and accountability only to the district. Many representatives and groups compete for statewide prominence as the leader and voice for the colleges.

The Citizens Commission suggested replacing community college districts boards with college-level Governance Councils, which generated heady and emotional debate.

The California Postsecondary Education Commission (CPEC) also has examined community college governance and signaled a need to strengthen the role of the Chancellor and the Board of Governors. CPEC stated that the Legislature has increasingly turned to the Board and the Chancellor's Office to address concerns with the colleges, but questions whether the Chancellor and the Board have the appropriate tools at their disposal.[140]

CPEC also confirmed that the Legislature's interest in the colleges has encouraged various constituents to lobby the Legislature to address specific community college issues. This is a concern that others have shared, describing the Legislature as a "super board" to the colleges.

The challenges confronting the community college governance system are multiple. Three problems significantly impair the governance structure:

- ***The Board of Governors is ineffective.*** The governance activities of the Board are ineffective because they rely on the cooperation of local boards and must contend with multiple constituencies that frequently turn to the Legislature for relief. The Board has limited leverage over local boards and no leverage with the Legislature.

- ***The structure of the Chancellor's Office is not aligned with its responsibilities.*** The Chancellor's Office has responsibilities as the head of a statewide system, such as governmental affairs, external relations and fiscal policy. It also has responsibilities at the community level, such as promoting curriculum-related decisions, transfer, and supporting economic development. But the organization of the office does not distinguish the difference, and as a result its performance is limited.

- ***Information is not used to inform decision-making.*** Local boards and the Chancellor's Office collect and maintain information that could be used by multiple parties to inform decision-making. However, that information is not readily available. Local boards, the Board of Governors, the Chancellor, community college administrators, faculty, students, taxpayers, business owners and voters could all benefit from clearer and more readily available information on community activities.

Board of Governors is Ineffective

It is a common refrain, but a clear example. The Legislature has established that transfer is a priority mission of the community colleges. Yet the Chancellor's Office reports that it has no leverage to intercede when a local board member states that transfer is not a priority mission for his district.[141]

The Legislature and Governor have established that quality teaching should be a hallmark of the community colleges. The Board of Governors has established minimum qualifications for faculty hiring and provides $150 million each year to support professional development activities, but the colleges have not consistently made teaching quality their priority.

The Legislature allocated $34 million to the Board of Governors to distribute to colleges for economic development. The Department of Finance and the Legislative Analyst's Office were sufficiently critical of the Board's analysis of how those grants were used that the analysis is being redone.

The Challenge of Effective Governance

In 1987 the Commission for the Review of the Master Plan highlighted the challenges facing the Board of Governors – maintaining legislative support and exercising its authority:

The community colleges have a weak central governing body that has not enjoyed the confidence of the Governor and the Legislature and that has, at best, unclear lines of authority with respect to the colleges.

Source: Commission for the Review of the Master Plan for Higher Education, July 1987.

As testimony before the Little Hoover Commission made clear, the present governance structure does not prevent disaster. Many witnesses testified that there is little the Board can do if a community college is not performing adequately.

Analysis of the Board's situation points to two issues. First, local districts – not the state board – hold administrative authority over the colleges. Second, community college interest groups have direct access to the Legislature, which has been willing to weigh in on community college governance issues. The Board of Governors must function under the threat that unsatisfied or disgruntled stakeholders will "go over its head" to the Legislature for relief.

The Citizens Commission recommended strengthening the state board by replacing local boards with governance councils. The recommendation is intended to remove a layer of governance – addressing the first problem. Legislative intervention, however, may still hinder the leadership abilities of the board. Governance reform must also address the tendency of stakeholders to seek out the Legislature as a mediator and champion in community college disputes.

Another approach is to strengthen the Board of Governors to shoulder its leadership responsibilities and exercise the authorities it currently holds over local districts. In turn, reform must also hold local boards accountable for recognizing community needs and delivering educational services.

Structure is Not Aligned with Responsibilities

Related to the ability of the Board of Governors to exercise its authority, is the ability of the Chancellor's Office to lead and serve the colleges. The Chancellor's Office is the head of a statewide, community college system. Located in Sacramento, the office represents the colleges before the Legislature and federal authorities. It implements statewide fiscal policies and reviews legal policy for the colleges. A central office allows the Chancellor to lead the colleges on issues that affect them all as a system.

At the same time, the Chancellor's Office provides services directly to colleges that respond to the unique needs of divergent communities. The Chancellor's Office provides leadership in the design and review of curriculum and instructional support activities, it provides technical assistance with economic development activities, and it works to enhance student access, retention, equity and successful goal fulfillment.[142] These services respond to the distinct needs of California's multiple and diverse communities.

The statewide function of the Chancellor's Office appears well served by a central, statewide office in Sacramento. However, critics question the ability of the Chancellor's staff to serve community colleges from Sacramento, far away from the needs and realities the colleges face every day and inaccessible to many community college students and potential employers.

For example, during the Commission's visit to a community college, one high-level administrator expressed frustration with grant awards coming out of the Chancellor's Office. He stated that grants seem to be distributed based on the persuasiveness of the grant writer rather than the level of need and the appropriateness of the proposal.

Based on its own review of economic development grants distributed by the Chancellor's Office, the Commission questioned how competing priorities are evaluated. For instance, the Chancellor's Office awarded $55,000 to Santa Monica College to fund a public relations campaign for a local mall.[143] The mall is owned by a nationally recognized, publicly traded holding company with over $5 billion in assets.[144] The administrator responsible for the grant explained that the public funds

were used to support a public relations program endorsing a mall-wide "frequent shopper" program. The program would bring more customers to the mall and therefore promotes employment opportunities for those on public assistance – a goal of the economic development program. It was important that the community college bring this service to the mall, argued the administrator, because the mall was not capable of performing the function itself and the mall is a key employer in the area.

The Commission asked the Chancellor's Office how it evaluates the extent to which a $55,000 allocation to support a mall frequent-shopper program is a more important use of economic development funds than supporting all other uses of a limited resource. The staff person responsible for this grant explained that she is not familiar with Santa Monica. Grant award decisions, she explained, are made using a point system based on the comments of grant application readers from around the state, many of whom may be unfamiliar with the needs of colleges outside their immediate area.

The Commission asked the Chancellor's Office if this $55,000 would be better spent supporting an organization such as the Gateway Cities Partnership, an organization of community colleges, employers and local governments promoting instructional programs that opens doors to jobs offering $55,000 - $75,000 annual salaries. Staff replied that the grant program can only respond to applicants, and cannot necessarily determine which areas have the greatest needs.

The Gateway Cities Partnership

The Gateway Cities Partnership includes Cerritos College, Long Beach City College as well as other community colleges and local governments. The Partnership is working to address the shortage of qualified machinists in the region.

The service area of the Partnership boasts the second largest concentration of machinists in the country, second only to Detroit. For experienced machinists, these jobs offer $55,000 - $75,000 annual salaries.

Entry level positions require approximately two years of occupational instruction. The average age of machinists in the region is 50 and it is expected that 15,000 machinists will retire over the next 10 years. Just to meet replacement needs, 1,500 new machinists will need to be hired each year for the next 10 years. Area community colleges currently graduate fewer than 200 machinists each year.

Source: Gateway Cities Partnership.

In other words, the Chancellor's Office does not have a mechanism for working with the colleges and organizations that would allow staff to understand local economies and community issues and facilitate the best use of resources across competing districts. The Chancellor's Office is poorly equipped to track regional needs. Therefore, it has limited ability to work with the colleges to facilitate success through informed, strategic decision-making that best pairs grant funding with statewide and community college priorities.

With a small travel budget and 107 separate community colleges, the Chancellor's Office asserts that it has a limited ability to track local needs. To the extent that the

Chancellor's Office is uninformed of the realities the colleges and their communities face, their ability to facilitate strategic responses to local needs is also limited. Restructuring the Chancellor's Office to bring staff closer to the communities they intend to serve could alleviate the gap between community-based functions of the Chancellor's Office and communities.

Insufficient Information Makes Decision-Making Difficult

The Board of Governors, local boards, college administrators, taxpayers, voters, businesses and most importantly students, all need valid and reliable information to make good decisions about how they should invest their time, resources and expertise in the community colleges. The effectiveness of the governance structure is limited because each party does not have the information it needs to fulfill its responsibilities.

Quality information is essential for oversight and administration, voting and funding decisions, whether to support local bond initiatives, where to seek out qualified employees or where to attend college. While some argue that existing information and the multiple layers of oversight and review are adequate, they have not resulted in high quality, efficient services or informed decisions.[145]

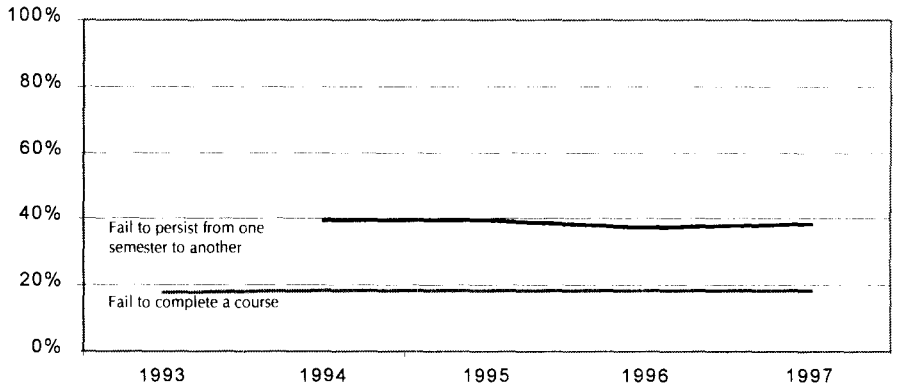
The opportunity costs for the community colleges and for community college students are tremendous when information is not used to improve results. Recognizing that nearly one-fifth of all classes are dropped prior to completion and nearly one-half of all students fail to persist from one semester to the next, these opportunity costs are more than California or its residents can afford.

Seeking to improve accountability, the Legislature directed the Board of Governors to establish an accountability mechanism and to annually report indicators of success.[146] In response, the Chancellor's Office routinely reports data in a report titled, *The Effectiveness of California Community Colleges on Selected Performance Measures.* However, the information is reported for the state as a whole, rather than for individual colleges. And the *Effectiveness* report is of little value if the Chancellor does not use the information to improve services.

For example, persistence and retention rates for part-time students, the majority of community college students, have not changed appreciably with the adoption of accountability measures. Retention rates reflect the number of students who complete their courses. Persistence rates measure the number of students who return from one semester to the next, reflecting continued pursuit of studies toward an educational goal or occupational objective.

The *Effectiveness* report offers little analysis as to why particular measures are low or high. Nor does it suggest options for responding. The *Effectiveness* report is not effective as an accountability and analysis tool that can inform decision-making. There is little evidence that it has generated improvements in student outcomes.

Student Persistence & Retention Show No Improvement



Source: Chancellor's Office, *Effectiveness* report, January 1999.

One problem, the advisory committee told the Commission, is that the State has multiple performance measures that lack coordination and clarity. Transfer rates, participation rates, student success rates and improvements in earnings are all used to track community college efforts yet it is unclear what they demonstrate.

The usefulness of that information is further limited because it is not readily available in formats that facilitate decision-making. While the colleges report and maintain information on their services and activities, students, parents and voters are hard pressed to find it and interpret it.

The clarity and efficacy of accountability reports is further constrained by the Chancellor's dependence on the colleges for data. A 1999 study reported that community college financial information fails to present a clear and reliable picture of the fiscal integrity of the colleges.[147] A lack of consistency in reporting standards prevents taxpayers, students and others from comparing the value of their investment from one college to the next.

Improving access to clear, reliable and valid information on the community colleges could improve decision-making, strengthen services and reduce opportunity costs.

Improving Community College Governance

Community college governance could be reinvigorated by strengthening the role of the State board, aligning the structure of the Chancellor's Office with its statewide and community-based functions, making information readily available to inform decision-making and holding local boards more accountable for addressing community needs. Opportunities for improving governance include:

- ❑ Strengthening the Board of Governors
- ❑ Aligning structure with responsibilities
- ❑ Improving the use of information in decision-making by:
  - ✓ Creating an Office of Accountability
  - ✓ Informing stakeholders on community college performance

Strengthening the Board of Governors

The Board of Governors has significant tools at its disposal to influence the operation of the community colleges. The Board adopts minimum conditions that entitle a community college to state funding. The Board has the authority to evaluate and report on the activities of individual colleges. The Board establishes a community college budget and apportions state funding. Finally, the Board is the central point of contact between the colleges and the Governor and Legislature and routinely sponsors legislation and budget changes. But the Board seldom uses these tools to improve the performance of the colleges.

While some argue that the Legislature "mettles" into the affairs of the community colleges and hamstrings the Board of Governors, it is just as likely that legislative involvement originates from dissatisfaction with the performance of the colleges. Legislative involvement may be a consequence of the poorly functioning governance structure rather than a cause. Regardless, the Legislature has established itself as a participant in community college governance and it is unlikely to yield control without assurances that its concerns will be addressed.

How then, can the Board of Governors be prodded to exercise its authorities and its leadership? How can the Legislature have greater confidence in the Board and avoid taking on a community college governance role itself? One approach is to alter the structure of the Board of Governors to include legislative representation as well as gubernatorial appointments.

Including legislative representation on the Board would increase the Board's authority while providing the Legislature with a strong voice independent of legislative action. The governing boards of the University

of California and the California State University each have legislative representatives as ex officio members. Their involvement raises the level of attention, accountability and authority with which those boards act. Legislative representation on the Board of Governors could include ex officio members or legislative appointees.

Changes to the structure of the Board might also examine other ways to strengthen its leadership. Any effort to strengthen the Board should look at the appropriateness of term lengths and whether the present structure provides adequate time for the Board to make informed decisions and to govern effectively.

Aligning Structure with Responsibilities

As stated above, the Chancellor's Office has statewide responsibilities, such as setting fiscal policy. Those responsibilities appear adequately served by a central, statewide office in Sacramento. The Chancellor's Office also has functions that respond to community needs, such as facilitating access and equity. The ability of the Chancellor's staff to support community college needs is hampered because staff are located in Sacramento, far from communities they serve. Aligning the structure of the Chancellor's Office with its functions would improve the quality of its work.

The Chancellor's Office
Statewide Responsibilities

Divisions that function as the head of a statewide higher education system:

- Fiscal Policy
- Legal Affairs and Contracts
- Governmental Affairs and External Relations
- Policy Analysis and Management Information Systems
- Human Resources*

*Includes some statewide functions and some community-based functions.

The social, economic and educational climates in California vary from one region to another.[148] The concerns of a community college working with the biotechnology sector in San Diego differ significantly from those working with agribusiness in the Central Valley and the diverse needs of northern communities surrounding Weed's College of the Siskiyous.

The challenge of the community colleges is to work within their communities to respond to the educational, occupational and economic development needs of residents, businesses and communities. Steve Levy, of the Center for Continuing Study of the California Economy, testified that the potential of the community colleges as the largest postsecondary education institution in the state is enormous and essential, but "insuring performance is the key" to the usefulness of the colleges.[149]

The ability of the Chancellor's office to facilitate and support successful community college initiatives depends on the ability of staff to understand the complexities of competing priorities and competing

needs. Research supports the need for improved coordination and communication between the community colleges and regional stakeholders.[150] The Chancellor's Office has a difficult if not impossible challenge as a facilitator and consultant unless it can track and participate in discussions of regional and community priorities and responses.

One way to improve the Board's understanding of the needs of the community colleges would be to shift a portion of its staff from a centralized Sacramento office into offices located closer to the colleges, even on college campuses. Shifting the Chancellor's outreach and facilitation activities from Sacramento to the various regions of the state would improve the ability of the Chancellor to understand local dynamics and community needs.

The Chancellor's Office
Community-Level Responsibilities

The Chancellor's Office maintains two divisions that work through the community colleges. The *Educational Services and Economic Development Division* provides guidance and leadership to local programs. The *Student Services and Special Programs Division* supports student success. The effectiveness of both divisions is tied to their ability to address local needs.

Educational Services and Economic Development

- ✓ Contracts and Grants
- ✓ Economic Development/ED > Net
- ✓ Vocational Education/JTPA
- ✓ Tech-Prep
- ✓ Gender Equity
- ✓ Competitive Technology
- ✓ International Trade
- ✓ Environmental Technology
- ✓ Small Business Programs
- ✓ Workplace Learning Resources
- ✓ Contract Education
- ✓ Health Programs
- ✓ Curriculum and Instructional Resource Development
- ✓ Non-Credit Courses/Community Service
- ✓ Intersegmental Joint Projects/ USSP
- ✓ Library Planning and Development
- ✓ Transfer Policy (Curriculum)
- ✓ Immigrant Workforce Training
- ✓ Distance Education and Technology

Student Services and Special Programs

- ✓ Matriculation
- ✓ DSPS
- ✓ Transfer and Articulation
- ✓ Student Government
- ✓ Counseling
- ✓ EOPS/CARE
- ✓ Admissions/Records
- ✓ Foster Care
- ✓ Child Development
- ✓ Student Financial Aid
- ✓ CalWORKs/GAIN
- ✓ Health Services
- ✓ Career Placement Services
- ✓ Agency/Library Resources

The fiscal implications of aligning the Chancellor's Office to its functions need to be explored, but could be funded by reallocating existing resources. The analysis should consider the costs and consequences of poorly informed service decisions resulting from insufficient awareness of community needs.

Improve the Use of Information in Decision-making

Information that can be used to inform decision-making is inaccessible, inconsistent and not reported for individual colleges. Information can be a powerful tool for college leaders, voters, taxpayers and students. Improving the use of information in decision-making requires charging a single entity with ensuring that information is accurate, reliable, available and understandable. An Office of Accountability charged with a quality control function could meet this requirement. Requiring local boards to widely disseminate community college service information would improve the ability of local constituencies, particularly students, to make informed decisions when they elect trustees, vote on local bond measures, and decide which community college is best geared to meeting their learning needs.

Creating an Office of Accountability. The Board of Governors and the Chancellor are the leadership and accountability authorities for the community colleges. The Chancellor could establish an Office of Accountability as a division charged with quality control. The office could identify effective accountability measures for each college mission and disseminate them to the colleges. The revised organizational charts on the following pages shift research and analysis and performance planning activities from within the policy analysis unit in the Chancellor's Office into a separate Office of Accountability.

Presently, each district controls the data it sends to the Chancellor's Office for statewide accountability reports. Inconsistencies in how data are identified, collected and presented present difficulties in the preparation of those reports.[151] Further, the *Effectiveness* report has the ingredients necessary to motivate the colleges to improve their service quality and operating efficiency, but the Chancellor's Office provides no indication that it will aggressively challenge the colleges to improve services. Under the Partnership for Excellence program, for instance, the Chancellor proposes to use a $2.8 billion investment over seven years to leverage a 2.4 percent increase in the rate of successful course completion.[152]

An Office of Accountability, charged with collecting and disseminating data, developing accountability strategies and issuing report cards on the

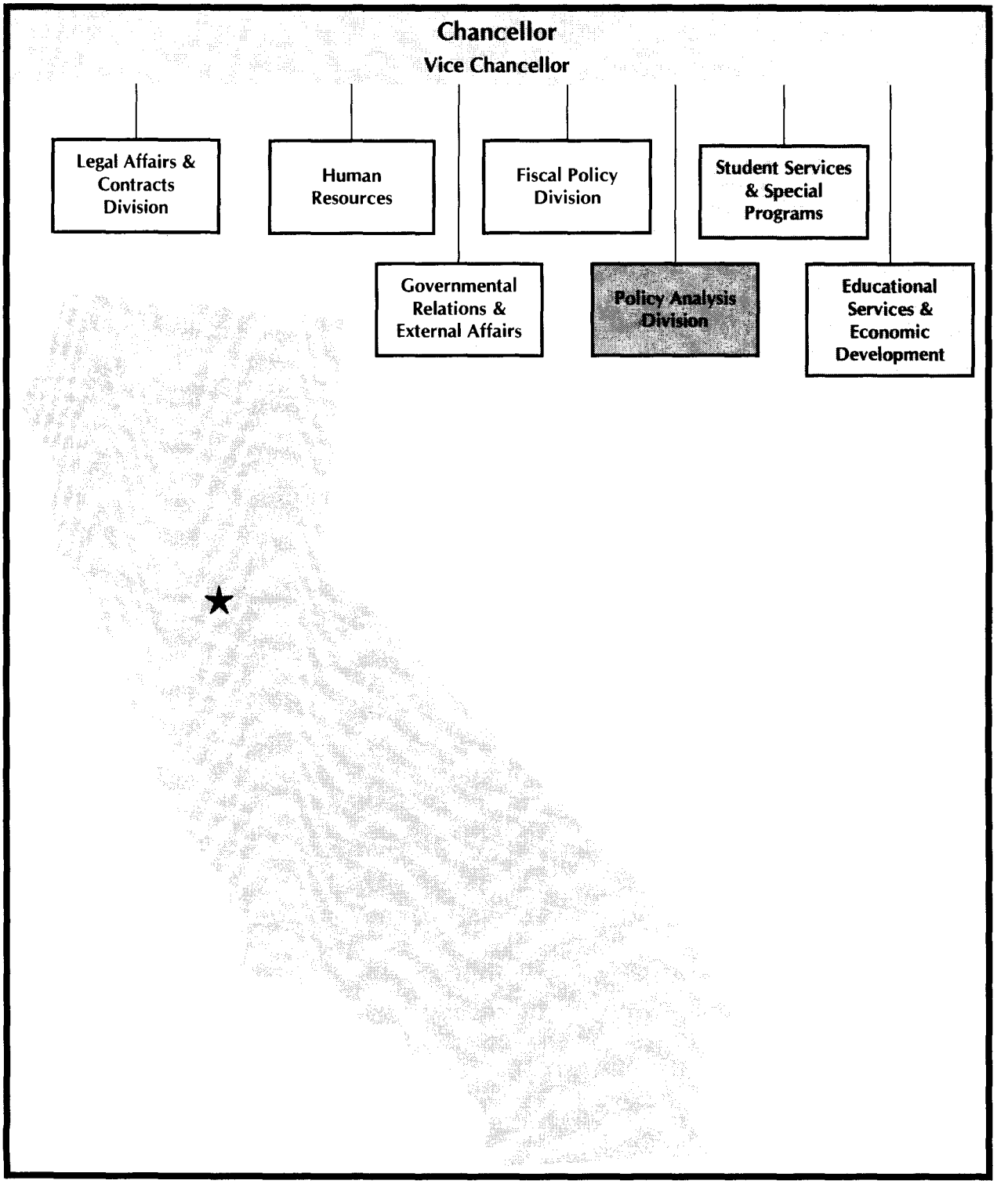
operations of each college, could improve accountability and increase the Board's ability to bring statewide leadership to the community colleges. The Office of Accountability could establish uniform effectiveness and fiscal management report requirements that would allow college leaders, community members, and potential students to clearly understand the pay-off that comes with the investment of their time and money.

Part of the quality control function could be generating information on opportunities and strategies for service improvement. The Office of Accountability could be charged with improving the ability of the Chancellor's Office to use data to motivate behavioral change.

The charts on the following pages describe the current organizational structure of the Chancellor's Office and how it could be reorganized to put community-based functions closer to the colleges they serve.

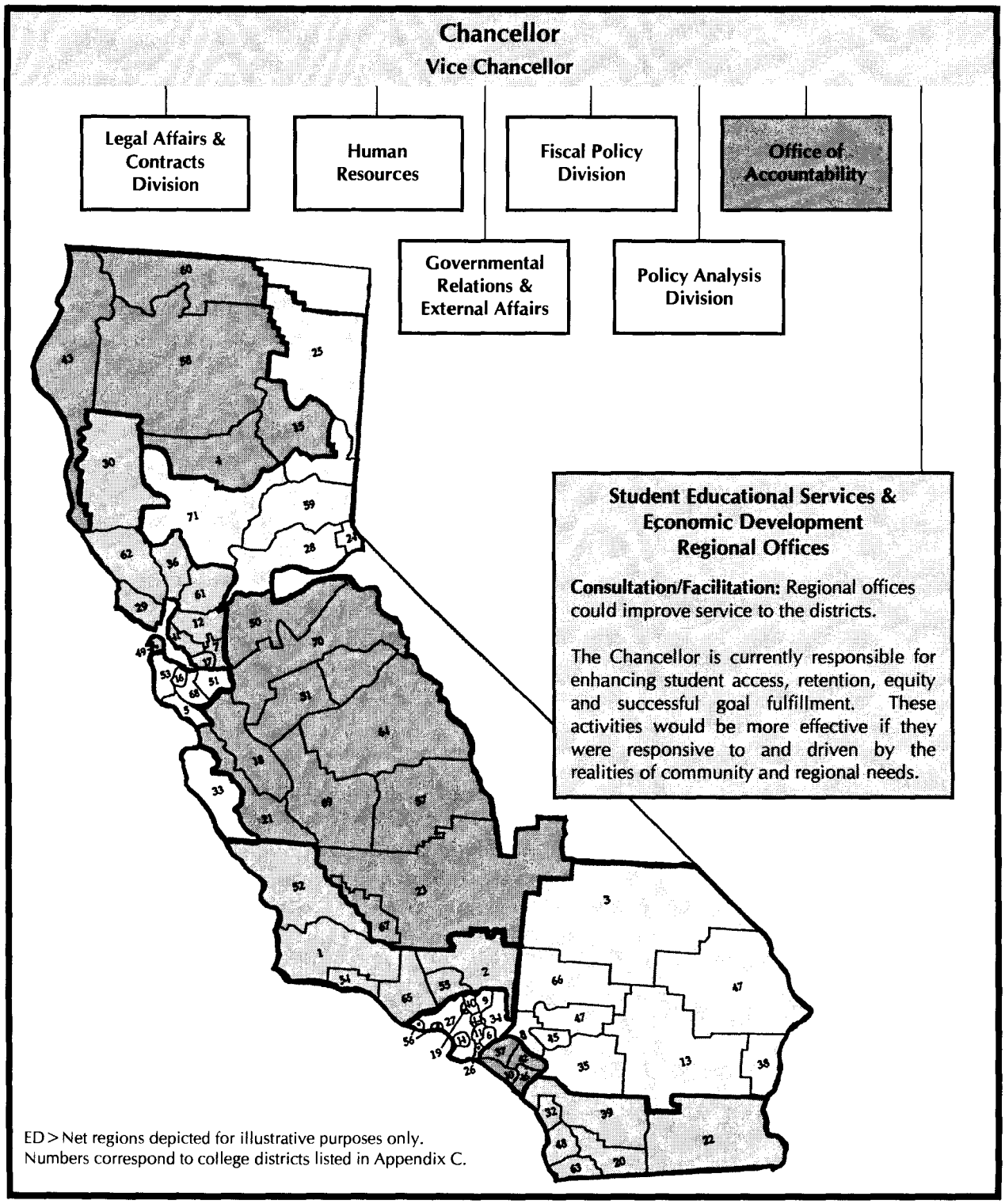
Governing from Sacramento...

As currently organized, the Chancellor's Office struggles to respond to the needs of local community colleges. Statewide functions, such as legal affairs and external relations, and community-based functions, such as student services and economic development, are all located in Sacramento.



Bringing the Chancellor's Office closer to communities...

An alternative organizational structure would move community-based functions into local offices to better respond to the needs of the various regions of the state. The Office of Accountability could be established as a separate division to handle quality control and better inform decision-making.



Informing stakeholders on community college performance. Collecting information is only effective if decision-makers have access to and understand that information. An Office of Accountability could make the information available. In turn, local boards could be charged with widely disseminating information on their colleges throughout their communities. This information would enable voters, taxpayers and students to hold locally elected community college boards accountable, by making decisions at the ballot box as well as decisions about which college to attend. Increased accountability could improve the quality of community college services, such as teaching quality, and could improve access to the colleges.

Federal student right-to-know regulations require the community colleges to inform potential students of particular characteristics of their institutions, including availability of financial assistance, course completion and graduate rates and time-to-degree information. Similarly, California requires the colleges to report information that could be used to help students and voters make choices about their colleges.

While this information is available, it is not presented in a way that allows clear comparisons and encourages public accountability. As an example of how this information could be used to inform the public, data gathered by the Chancellor's Office has been presented for each college in Appendix D.

An expanded annual report card would inform students, voters, and community leaders about college activities and their effectiveness. Efforts to inform the public and potential customers about the services they receive for their tuition and taxes will improve their ability to shop around and to inform their elected leaders of their satisfaction with community college services.

Under state law, each district is required to conduct an annual, independent fiscal audit. The colleges could be subject to an annual performance audit that expresses to their consumer base the most pertinent information, in clear and easy-to-read formats, regarding where community college funding originates and what services and outcomes are provided in exchange for tuition and taxpayer support.

The following page lists potential performance data that could be used to inform community college constituencies on the adequacy, efficiency and effectiveness of individual community colleges.

Potential Performance Report Data

Several states collect and disseminate data on community college services, including California. This list of potential indicators was compiled from data currently collected in California, North Carolina or recommended elsewhere in this report. Any report card should be clear, uniform, easy-to-understand and present a valid and reliable image of the services available from a particular community college.

Student Success

- ☐ Course and program completion rates.
- ☐ Passing rates for basic skills and general education courses.
- ☐ Rate of success on licensure exams.
- ☐ Percent of enrollees transferring or receiving degree.
- ☐ Time to degree.
- ☐ Performance of transfers after two years.
- ☐ Time to employment.
- ☐ Percent of enrollees receiving bachelor's or advanced degrees.
- ☐ Percent of enrollees finding employment or other outcomes.
- ☐ Increase in earnings of enrollees.
- ☐ Employer satisfaction with graduates.

Teaching Quality

- ☐ Student/faculty ratio.
- ☐ Faculty with recognized pedagogy education or independent teaching awards.
- ☐ Teaching and learning support services for faculty and students.

Instructional Resources

- ☐ Library and computing resources.
- ☐ Faculty salaries as a percent of regional average.
- ☐ Percent of revenue dedicated to instructional services.

Access

- ☐ Articulated missions and areas of specialization.
- ☐ Targeted student population.
- ☐ Student body as percent of targeted population.
- ☐ Student retention and persistence.
- ☐ Course offerings by educational and vocational disciplines.
- ☐ Enrollment by educational degrees held, employment status, income and demographics.

Fiscal Management

- ☐ Annual audit summary.
- ☐ Annual revenue source and expenditure information.
- ☐ Number of programs given performance review as percent of total.
- ☐ Performance review findings.

Recommendation 4: The Governor and the Legislature should reform the community college governance structure to increase the accountability and efficacy of college leaders. Specifically:

- ***Strengthen the state Board of Governors.*** The Board of Governors should be empowered to facilitate excellence in the community colleges, to establish statewide access and educational goals, and to enable voters and students to scrutinize their colleges. Two ways to strengthen the Board of Governors would be:

  - ✓ ***Revise the make-up of the Board of Governors.*** The board may be a more independent, robust and credible voice and force if it represents legislative as well as executive interests and concerns.

  - ✓ ***Improve scrutiny of potential appointees.*** The appointing authorities should recruit to the Board of Governors high caliber persons who are willing to dedicate the time and resources necessary to lead our community colleges toward realizing their full potential.

- ***Align the Chancellor's Office with its various levels of responsibilities.*** The Board of Governors should replace the single statewide, central office with a smaller central office and several regional offices. The central office should handle statewide responsibilities where the Chancellor serves as the head of the system. Regional offices should handle those functions that are community-based and designed to support the needs and successes of the local colleges and college students.

- ***Create a California Community College Office of Accountability.*** The Office of Accountability should be created within the Chancellor's Office and charged with monitoring quality control in our community colleges. Its responsibilities should include performing oversight functions, assessing weaknesses and proposing improvements. The Office of Accountability should publish the annual accountability report that should be revised to include effectiveness data for each of our community colleges.

- ***Require all local boards to annually publish and disseminate information on their goals and results.*** Based on the assessments called for in Recommendation 2, all local boards should be required to publish an annual mission report that details the district's goals for the upcoming academic year. District goals should be based on the expertise of each college and address the needs of their economic, academic and business communities. The report should identify goals for transfer students, professional enhancement priorities and vocational education and establish which services will be provided to support these goals. To better aid the public in understanding,

clearly and easily, how local districts are spending limited financial resources, and to better hold districts and individual colleges accountable, all local boards should be required to publicly release their mission reports in a press conference to be followed by an open meeting to discuss the elements of the district report with the public. The press conference/meeting should occur on the same day statewide to ensure maximum public focus and exposure. The public also should be well aware of which interests are supporting the election of each community college board member. Annual mission reports should refer the public to sources of information that identify campaign contributions received by community college trustees.

Conclusion

- **Percentage of jobs in U.S. economy that are unskilled: 20.**[153]
- **Percentage difference in average earnings between a high school graduate and college graduate: 76.**[154]
- **Rank of the California community colleges, among all higher education institutions, according to capacity to serve large numbers of students with diverse needs: 1st.**[155]
- **Number of independent research reports recently issued addressing the unfulfilled promise of the California community colleges: 7.**[156]

California has developed an educational infrastructure that can provide a solid link between the New Economy and the New California. Properly managed, the education offerings of the community colleges will broaden participation in California's prosperity, efficiently provide for a growing and ambitious population, and prepare the state for an increasingly competitive marketplace.

California can continue the present course, investing billions of dollars in the community colleges – and debating, complaining, and attempting to cajole them into providing quality opportunities for personal and societal success. Or the state's political, educational, business and community leaders – including students – could reform the culture of the colleges to recognize and reward leadership, accountability and clarity of purpose.

The question is whether the return on the public investment in community colleges will increase, and who will accrue those benefits. The Commission's recommendations would fortify the community aspect of community colleges while ensuring that statewide interests are met, as well. While the task is difficult and the challenges are sophisticated, the principles are not.

California is made up of diverse economies, cultures and communities. Delivering appropriate services requires the community colleges to have local leaders at the helm who are attentive and responsive. Individual colleges are best positioned to understand and respond to their communities, to build programs that deliver needed skills and create lifelong learners.

The individual community colleges should:

- Communicate with the public – their students as their customers and their communities as their investors – the goals they will pursue, the services they will provide and how they will provide them.
- Assess how well they are meeting those goals and communicate their progress continuously and aggressively.

The State, too, must play a role, in large part because it has become by default the funder and rulemaker. It has proven impossible for the Legislature to dictate solutions to management problems – to legislate will. As a result, the State should steer the investment of public funds to maximize public benefit and ensure adequate access, particularly for those without other opportunities.

The State should:

- Provide financial incentives to teachers who provide quality instruction, to students who are persistent, and to colleges that continuously identify and remove long-standing barriers to student success.
- Provide the leadership necessary to ensure that all adults truly have access to worthwhile programs, and those programs are aligned with the regional economic and social interests they are intended to serve.

This strategy would improve accountability by giving students the information to be smart consumers of educational services. Employers would know where to turn to develop a stream of skilled employees. And voters would be able to provide valuable feedback to elected boards – informally and at the ballot box.

Under these conditions, quality community colleges will flourish and struggling colleges will be identified, picked up by new leaders – innovators and entrepreneurs – and turned around. Under these conditions, community college access will mean universal participation and benefit and quality teaching will produce lifelong learners. The jewel of California's educational systems could, and perhaps should, be the community colleges.

Appendices

Appendix A

Little Hoover Commission Public Hearing Witnesses

Witnesses Appearing at Little Hoover Commission Community College Public Hearing on January 28, 1999

Thomas J. Nussbaum, Chancellor
California Community Colleges

William H. Pickens, Director
California Citizen's Commission on Higher Education

Augustine P. Gallego, Chancellor
San Diego Community College District

Guy F. Lease, Superintendent/President
Lake Tahoe CommunityCollege

Terrence Burgess, President
Chabot College

Kathleen O'Connell Hodge
Vice Chancellor of Educational Services
South Orange County Community College District

Barbara Davis-Lyman
Academic Senate for California Community Colleges

Lin Fraser, Central Region Representative
California Part-time Faculty Association

Margaret Quan, Founding Member
California Part-time Faculty Association

Michele Bonds, Director,
State/Governmental Relations for
Associated Student Body Government
Los Angeles City College

Fred Fontino, Student Trustee
San Bernardino Community College District

Louis Reyes, Policy Director
California Student Association of Community Colleges (CALSACC) and State Student Senate

Witnesses Appearing at Little Hoover Commission Community College Public Hearing on March 25, 1999

Arthur M. Cohen, Professor
Higher Education and Work
Unviersity of California, Los Angeles

Glee Johnson, Chief Deputy Chancellor
California Community Colleges

Betty Sundberg
Transfer and Articulation Specialist
Office of the Chancellor
California Community Colleges

Margaret Heisel, Director
Outreach, Admissions and Student Affairs
University of California President's Office

Allison G. Jones
Senior Director, Access and Retention
Office of the Chancellor
California State University

Mark G. Edelstein, President
Diablo Valley College

Fred Gaskin, President/Superintendent
Cerritos College

Linda Case, Coordinator
Transfer Opportunity Program
University of California, Davis

Donna Mekis, Transfer Center Director
Cabrillo College

Donald P. Wagner, Trustee
South Orange County Community College District

Witnesses Appearing at Little Hoover Commission Community College Public Hearing on April 22, 1999

Stephen Levy, Director/Senior Economist
Center for Continuing Study of the California Economy

Kurt A. Chilcott, President/CEO
CDC Small Business Finance Corporation

Susan M. Gamage
Community Relations Manager
NEC Electronics, Inc.

David Goodreau, Chairman
Southern California Small Manufacturers Association

Brice W. Harris, Chancellor
Los Rios Community College District

Nick Kremer, Dean of Instruction
Cosumnes River College

Jesus (Jess) Carreon
Superintendent/President
Rio Hondo College

Victoria P. Morrow, Vice Chancellor
California Community Colleges

Lyla A. Eddington, Dean
Education Development Program
Rio Hondo College

Patrick Ainsworth
Assistant Superintendent
Department of Education
State of California

Robert J. Hotchkiss
Acting Assistant Secretary
Department of Education
Stateof California

Edward K. Kawahara, Deputy Secretary
Trade and Commerce Agency
State of California

Appendix B

Little Hoover Commission Community College Advisory Committee

The following people served on the Community College Advisory Committee. Under the Little Hoover Commission's process, advisory committee members provide expertise and information but do not vote on the final product. The list below reflects the titles and positions of committee members at the time of the advisory committee meetings in 1998 and 1999.

Gary W. Adams
Chancellor's Office
California Community Colleges

The Honorable Dede Alpert
Member of the Senate
State of California

Daniel Alvarez
Assistant to the Speaker of the Assembly
State of California

Nancy Anton
Consultant, Senate Education Committee
State of California

John Avakian
Director, Multimedia/Entertainment Initiative
Ed>Net

Arnold Bray
School Services of California, Inc.

Terrence Burgess
President
Chabot College

Patrick M. Callan
National Center for Public Policy and Higher Education

Linda Collins
Academic Senate for
California Community Colleges

Bob Cumming
Director of Economic Development
Ed Net

Timothy A. Dave
Community College Faculty Member

Bill Davis
Vice President
California Association for Local Economic Development

Barbara Davis-Lyman
President of Academic Senate
Sacramento City College

John Davitt
Superintendent/President
Glendale Community College

The Honorable Denise Ducheny
Member of the Assembly
State of California

Lyla A. Eddington
Dean, Education Program
Rio Hondo College

Warren Fox
Executive Director
California Postsecondary Education Commission

Lin Fraser
Central Regional Representative
CPFA

Fred Frontino
Associated Students
San Bernardino Valley College

Diana Fuentes-Michel
Assistant Secretary of Education
State of California

Elaine Gaertner
Director, Organizational Development
Ed>Net, Institute for Business Performance

Marlene Garcia
Senate Office of Research
State of California

Murray Haberman
Assistant Director
California Research Bureau

Scott Hammer
Director, Contract Education/South
Ed>Net

Gerald C. Hayward
Director
Policy Analysis for California Education
(PACE)

Margaret Heisel
Office of the President
University of California

Kathleen O'Connell Hodge
Vice Chancellor of Educational Services
South Orange County Community College
District

Gloria Hom
Interested Individual

Glee Johnson
Deputy Chancellor
California Community Colleges

Sandy Kirschenmann
Ed Net Coordination Network
Los Rios Community College District

Dorothy Knoell, Ph.D.
Consultant in Higher Education

Nick Kremer
Dean
Cosumnes River College

George Kurtz
Interested Individual

Robert Laffoon-Villegas
Director, Research & Communication
California Citizen's Commission on Higher
Education

Debra A. Landre
President
Community College Association

Wess Larson
Assembly Republican Caucus
State of California

Estelle Lemieux
California Teacher's Association

The Honorable Ted Lempert
Chair
Assembly Higher Education Committee

David E. Leveille
California Postsecondary Education
Commission

Jonathan Lightman
Executive Director
Faculty Association of California
Community Colleges

Stuart Marshall
Legislative Analyst's Office
State of California

Katherine Martinez
Communications Director
FACCC, Inc.

Vera M. Martinez
Vice Chancellor
Instructional Services, North Orange
County Community College District

Judy Michaels
California Federation of Teachers

David Militzer
Coordinator
Bay Area Partnership

Rita Mize
Director, State Policy and Research
Community College League of California

Victoria P. Morrow
Vice Chancellor of Educational Services and
Economic Development, California
Community Colleges Chancellor's Office

Peggy S. Olivier
Vocational Education
California Community Colleges

Nancy Padberg
Interested Individual

William Pickens
Executive Director
California Citizen's Commission on Higher Education

Lynn Podesto
Principal Program Budget Analyst
California Department of Finance,
Education Systems Unit

Len Price
President, California Community College Association of Occupational Education
Los Medanos College

Margaret Quan
Founding Member
California Part-time Faculty Association

Charles Ratliff
California Postsecondary Education Commission

Louis Reyes
Policy Director
California Student Association of Community Colleges

Encarnacion Ruiz
Interested Individual

Bill Scroggins
President, Academic Senate
California Community Colleges

David Viar
Executive Director
Community College League of California

Judy Walters
Vice Chancellor
California Community Colleges

Vicki Warner
Dean, Vocational Education
Chancellor's Office, California Community Colleges

Paul Warren
Legislative Analyst's Office
State of California

Evelyn Weiss
President
Faculty Association of California Community Colleges

Norval L. Wellsfry
Dean of Instruction
Sacramento City College

Barbara Whitney
Chancellor's Office
California Community Colleges

Robert Yoshioka
Part-time Representative
(Southern California) FACCC

Pamela Zanelli
Acting Director, District Public Affairs
SOCCCD

Appendix C

California Community College Districts and Colleges

1 Allan Hancock Joint
2 Antelope Valley
3 Barstow
4 Butte
5 Cabrillo
6 Cerritos
7 Chabot-Las Positas
  Chabot College
  Las Positas College
8 Chaffey
9 Citrus
10 Coast
  Coastline CC
  Golden West College
  Orange Coast College
11 Compton
12 Contra Costa
  Contra Costa College
  Diablo Valley College
  Los Medanos College
13 Desert
14 El Camino
15 Feather River
16 Foothill-De Anza
  De Anza College
  Foothill College
17 Fremont-Newark
  Ohlone College
18 Gavilan
19 Glendale
20 Grossmont-Cuyamaca
  Cuyamaca College
  Grossmont College
21 Harnell
22 Imperial
23 Kern
  Bakersfield College
  Cerro Coso College
  Porterville College
24 Lake Tahoe
25 Lassen
26 Long Beach
27 Los Angeles
  East Los Angeles College
  Los Angeles City College
  Los Angeles Harbor College
  Los Angeles Mission College
  Los Angeles Pierce College
  Los Angeles Southwest College
  Los Angeles TradeTechnical College
  Los Angeles Valley College
  West Los Angeles College
28 Los Rios
  American River College
  Cosumnes River College
  Sacramento College
29 Marin
30 Mendocino-Lake
31 Merced
32 Mira Costa
33 Monterey Peninsula
34 Mt. San Antonio
35 Mt. San Jacinto
36 Napa Valley
37 North Orange County
  Cypress College
  Fullerton College
38 Palo Verde
39 Palomar
40 Pasadena Area
41 Peralta
  College of Alameda
  Laney College
  Merritt College
  Vista College
42 Rancho Santiago
  Santa Ana College
  Santiago Canyon College
43 College of the Redwoods
44 Rio Honda
45 Riverside
46 South Orange County
  Irvine Valley College
  Saddleback College
47 San Bernardino
  Crafton Hills College
  San Bernardino Valley College

48 San Diego
- San Diego City College
- San Diego Mesa College
- San Diego Miramar College

49 San Francisco
- City College of San Francisco

50 San Joaquin Delta

51 San Jose/Evergreen Valley
- Evergreen Valley College
- San Jose City College

52 San Luis Obispo County
- Cuesta

53 San Mateo
- Cañada College
- College of San Mateo
- Skyline College

54 Santa Barbara

55 Santa Clarita
- College of the Canyons

56 Santa Monica

57 Sequoias

58 Shasta-Tehama-Trinity

59 Sierra Joint

60 Siskiyous

61 Solano

62 Sonoma
- Santa Rosa Jr. College

63 Southwestern

64 State Center
- Fresno City College
- Reedley College

65 Ventura County
- Moorpark College
- Oxnard College
- Ventura College

66 Victor Valley

67 West Kern
- Taft

68 West Valley-Mission
- Mission College
- West Valley College

69 West Hills

70 Yosemite
- Columbia College
- Modesto Junior College

71 Yuba

Appendix D

Community College Effectiveness Data

Quality information helps consumers and administrators make informed choices about where they invest their time and money. When students and parents know how successfully the colleges serve students, they can make informed decisions about where to attend college. College administrators also benefit from good information that allows them to see where they need to focus attention. Policy-makers and oversight entities benefit from data that enable them to compare performance over time and one institution with another.

Federal and state laws require the community colleges to collect information on their performance. Much of this information is inaccessible or unwieldy. Where available, it is generally published in the aggregate, representing statewide performance. The most widely referenced source of performance data for the community colleges is a report titled *The Effectiveness of California Community Colleges on Selected Performance Measures.* It is available from the Chancellor's Office or via the Chancellor's Website at http://www.cccco.edu/cccco/mis/effect21.htm.

The information contained in this appendix is drawn from the data sources used to prepare the *Effectiveness* report and other reports. The information presented here is disaggregated to reflect the Chancellor's *Effectiveness* indicators for individual colleges.

The Commission presents this data as an example of information that is presently available and that could be used to better inform students, parents, voters and policy-makers on the priorities and performances of each college. The following information on each college is an illustration of the usefulness of data. This presentation is not a report card for the colleges. Other data may provide a clearer or more representative image of the efforts of particular colleges.

All Colleges — 1998-99 Enrollment: 2,261,451 Headcount 988,724 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	5,678,785	4,695,264 (83%)	3,922,798 (69%)
Vocational	577,495	515,637 (89%)	455,177 (79%)
Basic Skills	478,782	383,167 (80%)	280,804 (59%)
Total	7,571,551	6,260,450 (83%)	5,178,841 (68%)

Student Goals

Transfer	733,886 (31%)	Career planning	400,681 (17%)
AA or AS degree	114,823 (5%)	Personal develop.	213,629 (9%)
Voc. degree/cert.	134,219 (6%)	Unsure	625,278 (27%)
Basic skills	123,922 (5%)		

Basic Skills

Program	Enrolled	Advancement
English	270,872	70,454 (26%)
Mathematics	173,453	38,112 (22%)
Total	444,325	108,566 (24%)

Enrollment by Course Type*

Transfer	63.6%	Basic Skills	10.4%
Vocational	27.7%	Non-Credit	10.4%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.5%	History	3.1%
Business & Mgmt	7.8%	Industrial Tech.	3.2%
Computer/Info Science	5.1%	Mathematics	7.4%
Economics	0.9%	Physical Education	7.6%
Education	1.9%	Physical Sciences	2.9%
English	7.4%	Political Science	1.5%
Fine & Applied Arts	8.0%	Psychology	3.3%
Foreign Language	2.4%	Sociology/Anthro	2.4%
Health	2.1%	Remaining	30.6%

Enrollment:

FTES (Full Time Equivalent Students): A measure of the number of students a college serves that accounts for variation in the number of classes students take. One FTES is roughly equivalent to one student taking five 3-credit courses each semester for two semesters.

Headcount: Sum of individual students actually enrolled for all terms in the academic year.

Student Performance:

Enrolled: Represents the number of students who enrolled in the course.
Completed: Represents the number who finished the course.
Successful: Refers to students who earned a grade of A, B, C or Credit.

Basic Skills:

Basic skills courses are pre-collegiate level courses. Data reflect only basic skills math and English courses.

Enrolled: Represents the number of students who began course.
Advancement: Represents students who later successfully completed a higher level course.

Enrollment by Course Type:

Percentage of course enrollments by type. Totals do not equal 100 percent. Some courses are counted as vocational and as transfer.

Student Goals:

Information on student goals is used to determine whether the college programs and services match student needs.

Transfer: Transfer to a four-year university.
AA or AS degree: Obtain an Associate's degree.
Vocational degree/cert.: Obtain a vocational education degree or certificate.
Basic skills: Improve basic skills.
Career planning: Plan for or learn about a new career or improve skills.
Personal development: Complete credits for high school diploma or personal interests.
Unsure: Undecided or unreported.

Course Enrollments:

Represents course enrollments in various disciplines as a percentage of all course enrollments.

Alameda — 1998-99 Enrollment: 10,040 Headcount 3,462 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	17,249	13,570 (79%)	11,934 (69%)
Vocational	2,060	1,678 (81%)	1,426 (69%)
Basic Skills	3,134	2,497 (80%)	1,660 (53%)
Total	26,623	20,991 (79%)	17,620 (66%)

Student Goals

Transfer	3,351 (38%)	Career planning	1,195 (14%)
AA or AS degree	472 (5%)	Personal develop.	773 (9%)
Voc. degree/cert.	378 (4%)	Unsure	1,729 (20%)
Basic skills	927 (11%)		

Basic Skills

Program	Enrolled	Advancement
English	1,442	458 (32%)
Mathematics	669	111 (17%)
Total	2,111	569 (27%)

Enrollment by Course Type*

Transfer	60.2%	Basic Skills	11.1%
Vocational	25.2%	Non-Credit	7.4%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.4%	History	1.9%
Business & Mgmt	6.7%	Industrial Tech.	4.4%
Computer/Info Science	8.1%	Mathematics	8.2%
Economics	1.6%	Physical Education	6.5%
Education	0.5%	Physical Sciences	1.1%
English	6.5%	Political Science	2.2%
Fine & Applied Arts	4.1%	Psychology	4.8%
Foreign Language	2.0%	Sociology/Anthro	1.9%
Health	2.2%	Remaining	34.9%

Allan Hancock — 1998-99 Enrollment: 21,537 Headcount 8,054 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	40,351	34,799 (86%)	29,476 (73%)
Vocational	11,543	10,682 (93%)	9,577 (83%)
Basic Skills	2,631	2,221 (84%)	1,641 (62%)
Total	59,135	51,461 (87%)	43,479 (74%)

Student Goals

Transfer	5,242 (26%)	Career planning	4,182 (20%)
AA or AS degree	663 (3%)	Personal develop.	2,348 (11%)
Voc. degree/cert.	1,537 (7%)	Unsure	5,629 (27%)
Basic skills	955 (5%)		

Basic Skills

Program	Enrolled	Advancement
English	663	155 (23%)
Mathematics	1,056	317 (30%)
Total	1,719	472 (27%)

Enrollment by Course Type*

Transfer	52.9%	Basic Skills	4.0%
Vocational	31.7%	Non-Credit	24.4%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.6%	History	3.1%
Business & Mgmt	5.8%	Industrial Tech.	2.1%
Computer/Info Science	3.7%	Mathematics	5.8%
Economics	0.6%	Physical Education	10.1%
Education	1.5%	Physical Sciences	2.1%
English	5.6%	Political Science	1.0%
Fine & Applied Arts	11.8%	Psychology	1.9%
Foreign Language	1.7%	Sociology/Anthro	2.5%
Health	2.3%	Remaining	36.8%

American River — 1998-99 Enrollment: 42,970 Headcount 16,055 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	102,491	83,559 (82%)	70,772 (69%)
Vocational	16,855	15,847 (94%)	15,069 (89%)
Basic Skills	7,617	6,182 (81%)	4,796 (63%)
Total	143,321	118,487 (83%)	101,033 (70%)

Student Goals

Transfer	16,019 (46%)	Career planning	6,005 (17%)
AA or AS degree	950 (3%)	Personal develop.	1,715 (5%)
Voc. degree/cert.	3,437 (10%)	Unsure	5,538 (16%)
Basic skills	896 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	2,039	656 (32%)
Mathematics	2,253	439 (19%)
Total	4,292	1,095 (26%)

Enrollment by Course Type*

Transfer	70.0%	Basic Skills	5.6%
Vocational	36.0%	Non-Credit	2.3%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.4%	History	3.2%
Business & Mgmt	5.9%	Industrial Tech.	3.3%
Computer/Info Science	8.7%	Mathematics	8.5%
Economics	1.4%	Physical Education	6.6%
Education	1.9%	Physical Sciences	3.0%
English	7.3%	Political Science	1.4%
Fine & Applied Arts	6.2%	Psychology	4.9%
Foreign Language	1.8%	Sociology/Anthro	2.4%
Health	0.7%	Remaining	30.4%

Antelope Valley — 1998-99 Enrollment: 17,968 Headcount 7,519 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	48,236	40,063 (83%)	34,114 (71%)
Vocational	4,716	4,144 (88%)	3,222 (68%)
Basic Skills	5,600	4,261 (76%)	2,978 (53%)
Total	65,694	54,042 (82%)	44,081 (67%)

Student Goals

Transfer	6,146 (37%)	Career planning	2,795 (17%)
AA or AS degree	726 (4%)	Personal develop.	1,120 (7%)
Voc. degree/cert.	642 (4%)	Unsure	4,477 (27%)
Basic skills	744 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	1,381	344 (25%)
Mathematics	1,522	341 (22%)
Total	2,903	685 (24%)

Enrollment by Course Type*

Transfer	72.6%	Basic Skills	6.9%
Vocational	27.3%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	4.2%	History	3.5%
Business & Mgmt	6.0%	Industrial Tech.	3.0%
Computer/Info Science	6.4%	Mathematics	11.5%
Economics	0.8%	Physical Education	7.2%
Education	2.9%	Physical Sciences	4.3%
English	9.3%	Political Science	1.3%
Fine & Applied Arts	9.8%	Psychology	3.7%
Foreign Language	3.1%	Sociology/Anthro	2.4%
Health	2.3%	Remaining	18.2%

Bakersfield — 1998-99 Enrollment: 20,386 Headcount 9,982 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	62,413	51,665 (83%)	40,198 (64%)
Vocational	7,825	7,100 (91%)	6,275 (80%)
Basic Skills	6,078	4,752 (78%)	3,218 (53%)
Total	82,892	68,299 (82%)	53,311 (64%)

Student Goals

Transfer	9,733 (49%)	Career planning	3,282 (17%)
AA or AS degree	1,776 (9%)	Personal develop.	1,262 (6%)
Voc. degree/cert.	644 (3%)	Unsure	2,814 (14%)
Basic skills	289 (1%)		

Basic Skills

Program	Enrolled	Advancement
English	694	94 (14%)
Mathematics	112	7 (6%)
Total	806	101 (13%)

Enrollment by Course Type*

Transfer	73.4%	Basic Skills	10.3%
Vocational	25.5%	Non-Credit	0.6%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.7%	History	6.4%
Business & Mgmt	4.2%	Industrial Tech.	3.4%
Computer/Info Science	3.9%	Mathematics	7.0%
Economics	0.9%	Physical Education	8.6%
Education	0.8%	Physical Sciences	2.1%
English	5.5%	Political Science	1.6%
Fine & Applied Arts	5.6%	Psychology	4.4%
Foreign Language	2.3%	Sociology/Anthro	3.5%
Health	2.5%	Remaining	35.5%

Barstow — 1998-99 Enrollment: 5,473 Headcount 1,827 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	9,646	8,226 (85%)	6,774 (70%)
Vocational	3,369	3,079 (91%)	2,622 (78%)
Basic Skills	571	427 (75%)	323 (57%)
Total	15,313	13,202 (86%)	10,901 (71%)

Student Goals

Transfer	1,665 (34%)	Career planning	1,099 (23%)
AA or AS degree	583 (12%)	Personal develop.	228 (5%)
Voc. degree/cert.	618 (13%)	Unsure	190 (4%)
Basic skills	452 (9%)		

Basic Skills

Program	Enrolled	Advancement
English	362	68 (19%)
Mathematics	433	82 (19%)
Total	795	150 (19%)

Enrollment by Course Type*

Transfer	53.0%	Basic Skills	3.4%
Vocational	29.9%	Non-Credit	15.5%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.2%	History	3.6%
Business & Mgmt	8.9%	Industrial Tech.	1.8%
Computer/Info Science	6.1%	Mathematics	6.6%
Economics	2.0%	Physical Education	5.7%
Education	1.7%	Physical Sciences	1.6%
English	7.7%	Political Science	0.0%
Fine & Applied Arts	5.1%	Psychology	5.4%
Foreign Language	1.0%	Sociology/Anthro	0.0%
Health	3.5%	Remaining	36.2%

Butte — 1998-99 Enrollment: 24,346 Headcount 10,677 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	54,279	49,867 (92%)	40,127 (74%)
Vocational	3,397	3,316 (98%)	3,177 (94%)
Basic Skills	3,297	3,045 (92%)	2,289 (69%)
Total	80,689	74,832 (93%)	62,016 (77%)

Student Goals

Transfer	7,388 (32%)	Career planning	3,377 (14%)
AA or AS degree	1,134 (5%)	Personal develop.	1,641 (7%)
Voc. degree/cert.	958 (4%)	Unsure	7,373 (32%)
Basic skills	1,443 (6%)		

Basic Skills

Program	Enrolled	Advancement
English	2,278	688 (30%)
Mathematics	1,715	395 (23%)
Total	3,993	1,083 (27%)

Enrollment by Course Type*

Transfer	59.4%	Basic Skills	6.1%
Vocational	23.9%	Non-Credit	14.7%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.7%	History	2.4%
Business & Mgmt	6.3%	Industrial Tech.	2.8%
Computer/Info Science	3.6%	Mathematics	7.9%
Economics	0.9%	Physical Education	15.9%
Education	0.0%	Physical Sciences	2.0%
English	4.8%	Political Science	1.6%
Fine & Applied Arts	5.1%	Psychology	2.2%
Foreign Language	1.7%	Sociology/Anthro	2.6%
Health	1.6%	Remaining	36.8%

Cabrillo — 1998-99 Enrollment: 19,554 Headcount 9,811 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	57,144	48,813 (85%)	40,318 (71%)
Vocational	9,775	8,458 (87%)	7,243 (74%)
Basic Skills	3,246	2,700 (83%)	2,089 (64%)
Total	83,855	70,994 (85%)	58,234 (69%)

Student Goals

Transfer	5,920 (30%)	Career planning	5,756 (30%)
AA or AS degree	1,061 (5%)	Personal develop.	3,273 (17%)
Voc. degree/cert.	820 (4%)	Unsure	1,896 (10%)
Basic skills	783 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	1,496	548 (37%)
Mathematics	1,290	266 (21%)
Total	2,786	814 (29%)

Enrollment by Course Type*

Transfer	64.5%	Basic Skills	3.3%
Vocational	25.3%	Non-Credit	4.3%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.7%	History	1.9%
Business & Mgmt	7.5%	Industrial Tech.	1.3%
Computer/Info Science	6.9%	Mathematics	7.7%
Economics	0.5%	Physical Education	6.9%
Education	1.1%	Physical Sciences	2.4%
English	10.0%	Political Science	1.4%
Fine & Applied Arts	12.3%	Psychology	1.6%
Foreign Language	5.7%	Sociology/Anthro	2.5%
Health	2.2%	Remaining	25.4%

Canada — 1998-99 Enrollment: 10,161 Headcount 3,248 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	24,128	19,707 (82%)	17,557 (73%)
Vocational	2,021	1,718 (85%)	1,147 (57%)
Basic Skills	3,581	2,693 (75%)	2,212 (62%)
Total	32,995	26,681 (81%)	22,319 (68%)

Student Goals

Transfer	2,406 (24%)	Career planning	2,083 (21%)
AA or AS degree	980 (10%)	Personal develop.	1,711 (17%)
Voc. degree/cert.	827 (8%)	Unsure	1,808 (18%)
Basic skills	202 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	1,575	592 (38%)
Mathematics	418	104 (25%)
Total	1,993	696 (35%)

Enrollment by Course Type*

Transfer	71.5%	Basic Skills	12.0%
Vocational	34.1%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.6%	History	2.6%
Business & Mgmt	15.7%	Industrial Tech.	0.0%
Computer/Info Science	2.8%	Mathematics	6.2%
Economics	1.0%	Physical Education	11.7%
Education	0.3%	Physical Sciences	2.5%
English	9.0%	Political Science	0.4%
Fine & Applied Arts	5.8%	Psychology	2.0%
Foreign Language	2.3%	Sociology/Anthro	1.4%
Health	0.9%	Remaining	33.7%

Canyons

1998-99 Enrollment: 14,077 Headcount 6,318 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	42,295	36,479 (86%)	29,628 (70%)
Vocational	1,374	1,175 (86%)	935 (68%)
Basic Skills	4,422	3,707 (84%)	2,473 (56%)
Total	53,678	46,126 (86%)	36,500 (68%)

Student Goals

Transfer	1,090 (10%)	Career planning	1,006 (9%)
AA or AS degree	199 (2%)	Personal develop.	204 (2%)
Voc. degree/cert.	229 (2%)	Unsure	8,685 (76%)
Basic skills	38 (0%)		

Basic Skills

Program	Enrolled	Advancement
English	689	210 (30%)
Mathematics	1,851	560 (30%)
Total	2,540	770 (30%)

Enrollment by Course Type*

Transfer	71.8%	Basic Skills	8.1%
Vocational	23.8%	Non-Credit	8.2%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.4%	History	5.6%
Business & Mgmt	6.8%	Industrial Tech.	2.7%
Computer/Info Science	0.7%	Mathematics	10.9%
Economics	0.9%	Physical Education	6.2%
Education	1.0%	Physical Sciences	2.8%
English	10.9%	Political Science	2.8%
Fine & Applied Arts	7.3%	Psychology	4.5%
Foreign Language	1.9%	Sociology/Anthro	3.4%
Health	2.0%	Remaining	27.2%

Cerritos

1998-99 Enrollment: 32,535 Headcount 15,294 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	87,726	66,730 (76%)	54,551 (62%)
Vocational	10,854	9,294 (86%)	8,121 (75%)
Basic Skills	9,759	7,457 (76%)	5,945 (61%)
Total	119,395	91,447 (77%)	74,770 (63%)

Student Goals

Transfer	15,792 (52%)	Career planning	6,153 (20%)
AA or AS degree	1,985 (6%)	Personal develop.	(0%)
Voc. degree/cert.	4,638 (15%)	Unsure	2,078 (7%)
Basic skills	(0%)		

Basic Skills

Program	Enrolled	Advancement
English	6,119	2,343 (38%)
Mathematics	4,125	879 (21%)
Total	10,244	3,222 (31%)

Enrollment by Course Type*

Transfer	66.1%	Basic Skills	11.5%
Vocational	30.9%	Non-Credit	2.4%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.9%	History	3.9%
Business & Mgmt	8.4%	Industrial Tech.	5.2%
Computer/Info Science	5.0%	Mathematics	9.7%
Economics	1.1%	Physical Education	5.5%
Education	2.4%	Physical Sciences	2.7%
English	10.6%	Political Science	2.6%
Fine & Applied Arts	8.9%	Psychology	4.0%
Foreign Language	1.6%	Sociology/Anthro	3.1%
Health	3.6%	Remaining	19.9%

Cerro Coso

1998-99 Enrollment: 9,993 Headcount 2,856 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	19,366	16,904 (87%)	13,715 (71%)
Vocational	2,866	2,771 (97%)	2,560 (89%)
Basic Skills	1,093	871 (80%)	658 (60%)
Total	27,318	24,117 (88%)	19,230 (70%)

Student Goals

Transfer	2,699 (26%)	Career planning	2,037 (19%)
AA or AS degree	407 (4%)	Personal develop.	2,872 (27%)
Voc. degree/cert.	219 (2%)	Unsure	1,933 (18%)
Basic skills	341 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	621	95 (15%)
Mathematics	818	205 (25%)
Total	1,439	300 (21%)

Enrollment by Course Type*

Transfer	74.3%	Basic Skills	3.8%
Vocational	33.5%	Non-Credit	1.1%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	4.6%	History	3.8%
Business & Mgmt	2.9%	Industrial Tech.	2.7%
Computer/Info Science	16.1%	Mathematics	8.8%
Economics	1.0%	Physical Education	9.2%
Education	2.2%	Physical Sciences	2.2%
English	6.8%	Political Science	1.1%
Fine & Applied Arts	8.2%	Psychology	4.5%
Foreign Language	2.2%	Sociology/Anthro	1.2%
Health	3.5%	Remaining	18.8%

Chabot — 1998-99 Enrollment: 21,342 Headcount 9,990 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	68,720	54,454 (79%)	46,355 (67%)
Vocational	2,046	1,901 (93%)	1,684 (82%)
Basic Skills	6,543	4,911 (75%)	3,485 (53%)
Total	79,486	63,188 (79%)	53,371 (67%)

Student Goals

Transfer	8,614 (43%)	Career planning	2,172 (11%)
AA or AS degree	2,576 (13%)	Personal develop.	973 (5%)
Voc. degree/cert.	1,033 (5%)	Unsure	4,384 (22%)
Basic skills	402 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	3,093	919 (30%)
Mathematics	2,021	502 (25%)
Total	5,114	1,421 (28%)

Enrollment by Course Type*

Transfer	85.7%	Basic Skills	9.2%
Vocational	26.8%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.6%	History	5.4%
Business & Mgmt	5.7%	Industrial Tech.	4.6%
Computer/Info Science	4.4%	Mathematics	11.3%
Economics	1.4%	Physical Education	11.7%
Education	3.0%	Physical Sciences	2.6%
English	5.6%	Political Science	1.3%
Fine & Applied Arts	6.7%	Psychology	6.0%
Foreign Language	1.4%	Sociology/Anthro	3.6%
Health	4.1%	Remaining	18.6%

Chaffey — 1998-99 Enrollment: 24,374 Headcount 11,117 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	69,194	55,208 (80%)	45,350 (66%)
Vocational	5,429	4,779 (88%)	4,232 (78%)
Basic Skills	5,007	4,011 (80%)	2,915 (58%)
Total	90,760	72,191 (80%)	58,953 (65%)

Student Goals

Transfer	9,706 (43%)	Career planning	3,167 (14%)
AA or AS degree	2,749 (12%)	Personal develop.	2,029 (9%)
Voc. degree/cert.	2,046 (9%)	Unsure	1,059 (5%)
Basic skills	1,868 (8%)		

Basic Skills

Program	Enrolled	Advancement
English	2,713	514 (19%)
Mathematics	1,961	411 (21%)
Total	4,674	925 (20%)

Enrollment by Course Type*

Transfer	64.9%	Basic Skills	9.7%
Vocational	28.5%	Non-Credit	10.1%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.4%	History	4.0%
Business & Mgmt	7.4%	Industrial Tech.	2.6%
Computer/Info Science	4.4%	Mathematics	7.6%
Economics	1.5%	Physical Education	5.7%
Education	0.0%	Physical Sciences	3.5%
English	7.2%	Political Science	1.8%
Fine & Applied Arts	5.5%	Psychology	3.3%
Foreign Language	1.9%	Sociology/Anthro	4.4%
Health	2.7%	Remaining	33.2%

Citrus — 1998-99 Enrollment: 20,655 Headcount 10,249 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	47,950	42,501 (89%)	31,838 (66%)
Vocational	4,011	3,735 (93%)	3,196 (80%)
Basic Skills	4,025	3,477 (86%)	2,188 (54%)
Total	68,791	60,825 (88%)	44,987 (65%)

Student Goals

Transfer	9,120 (49%)	Career planning	1,352 (7%)
AA or AS degree	888 (5%)	Personal develop.	37 (0%)
Voc. degree/cert.	2,063 (11%)	Unsure	5,138 (28%)
Basic skills	(0%)		

Basic Skills

Program	Enrolled	Advancement
English	1,873	519 (28%)
Mathematics	2,177	495 (23%)
Total	4,050	1,014 (25%)

Enrollment by Course Type*

Transfer	56.9%	Basic Skills	17.1%
Vocational	22.0%	Non-Credit	6.1%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.3%	History	3.1%
Business & Mgmt	5.2%	Industrial Tech.	3.0%
Computer/Info Science	2.7%	Mathematics	9.2%
Economics	0.0%	Physical Education	8.1%
Education	0.0%	Physical Sciences	2.7%
English	7.7%	Political Science	1.9%
Fine & Applied Arts	11.1%	Psychology	4.9%
Foreign Language	1.5%	Sociology/Anthro	2.5%
Health	3.3%	Remaining	30.7%

Coastline

1998-99 Enrollment: 19,628 Headcount 4,417 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	31,348	27,135 (87%)	22,127 (71%)
Vocational	768	694 (90%)	642 (84%)
Basic Skills	2,797	2,449 (88%)	1,925 (69%)
Total	37,194	32,210 (87%)	26,224 (71%)

Student Goals

Transfer	7,053 (34%)	Career planning	2,557 (12%)
AA or AS degree	681 (3%)	Personal develop.	3,107 (15%)
Voc. degree/cert.	1,337 (6%)	Unsure	5,287 (26%)
Basic skills	556 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	2,584	518 (20%)
Mathematics	651	146 (22%)
Total	3,235	664 (21%)

Enrollment by Course Type*

Transfer	58.2%	Basic Skills	4.7%
Vocational	40.6%	Non-Credit	31.1%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.7%	History	2.8%
Business & Mgmt	5.0%	Industrial Tech.	2.1%
Computer/Info Science	30.9%	Mathematics	2.7%
Economics	0.9%	Physical Education	5.2%
Education	0.8%	Physical Sciences	2.0%
English	2.7%	Political Science	1.6%
Fine & Applied Arts	10.2%	Psychology	2.0%
Foreign Language	4.2%	Sociology/Anthro	1.6%
Health	0.0%	Remaining	21.5%

Columbia

1998-99 Enrollment: 4,743 Headcount 1,857 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	11,903	10,048 (84%)	8,373 (70%)
Vocational	1,228	1,038 (85%)	810 (66%)
Basic Skills	311	237 (76%)	179 (58%)
Total	14,897	12,547 (84%)	10,288 (69%)

Student Goals

Transfer	1,442 (35%)	Career planning	519 (13%)
AA or AS degree	241 (6%)	Personal develop.	1,167 (28%)
Voc. degree/cert.	334 (8%)	Unsure	269 (7%)
Basic skills	155 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	74	7 (9%)
Mathematics	52	2 (4%)
Total	126	9 (7%)

Enrollment by Course Type*

Transfer	68.9%	Basic Skills	2.6%
Vocational	32.1%	Non-Credit	13.7%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.8%	History	2.6%
Business & Mgmt	8.6%	Industrial Tech.	1.8%
Computer/Info Science	6.2%	Mathematics	5.5%
Economics	0.3%	Physical Education	12.5%
Education	0.0%	Physical Sciences	3.5%
English	7.0%	Political Science	1.2%
Fine & Applied Arts	9.3%	Psychology	4.1%
Foreign Language	1.4%	Sociology/Anthro	1.5%
Health	3.5%	Remaining	27.2%

Compton

1998-99 Enrollment: 10,653 Headcount 4,934 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	23,072	18,254 (79%)	16,072 (70%)
Vocational	3,596	2,769 (77%)	2,478 (69%)
Basic Skills	7,193	5,287 (74%)	4,358 (61%)
Total	35,098	27,243 (78%)	23,728 (68%)

Student Goals

Transfer	3,071 (32%)	Career planning	2,582 (27%)
AA or AS degree	504 (5%)	Personal develop.	510 (5%)
Voc. degree/cert.	952 (10%)	Unsure	349 (4%)
Basic skills	1,755 (18%)		

Basic Skills

Program	Enrolled	Advancement
English	2,724	531 (19%)
Mathematics	2,102	236 (11%)
Total	4,826	767 (16%)

Enrollment by Course Type*

Transfer	62.1%	Basic Skills	18.3%
Vocational	31.4%	Non-Credit	5.2%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.5%	History	4.1%
Business & Mgmt	5.6%	Industrial Tech.	2.7%
Computer/Info Science	3.9%	Mathematics	7.9%
Economics	0.0%	Physical Education	9.4%
Education	0.4%	Physical Sciences	1.9%
English	8.5%	Political Science	1.1%
Fine & Applied Arts	4.6%	Psychology	5.6%
Foreign Language	1.7%	Sociology/Anthro	1.2%
Health	1.0%	Remaining	39.1%

Contra Costa

1998-99 Enrollment: 13,660 Headcount 5,622 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	27,144	23,056 (85%)	20,070 (74%)
Vocational	3,449	3,165 (92%)	2,828 (82%)
Basic Skills	2,829	2,100 (74%)	1,609 (57%)
Total	44,904	38,130 (85%)	32,188 (72%)

Student Goals

Transfer	3,215 (23%)	Career planning	1,884 (14%)
AA or AS degree	310 (2%)	Personal develop.	2,955 (21%)
Voc. degree/cert.	1,303 (9%)	Unsure	2,996 (22%)
Basic skills	1,265 (9%)		

Basic Skills

Program	Enrolled	Advancement
English	1,972	509 (26%)
Mathematics	1,254	224 (18%)
Total	3,226	733 (23%)

Enrollment by Course Type*

Transfer	55.8%	Basic Skills	6.8%
Vocational	24.6%	Non-Credit	8.1%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.6%	History	2.0%
Business & Mgmt	7.0%	Industrial Tech.	2.4%
Computer/Info Science	7.8%	Mathematics	7.3%
Economics	0.7%	Physical Education	12.8%
Education	1.4%	Physical Sciences	2.3%
English	6.0%	Political Science	1.3%
Fine & Applied Arts	9.4%	Psychology	1.5%
Foreign Language	1.3%	Sociology/Anthro	1.7%
Health	5.4%	Remaining	27.3%

Cosumnes River

1998-99 Enrollment: 24,434 Headcount 9,054 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	61,453	50,907 (83%)	43,041 (70%)
Vocational	3,948	3,254 (82%)	2,836 (72%)
Basic Skills	4,683	3,844 (82%)	2,570 (55%)
Total	76,038	62,489 (82%)	51,846 (68%)

Student Goals

Transfer	9,834 (42%)	Career planning	4,633 (20%)
AA or AS degree	642 (3%)	Personal develop.	1,609 (7%)
Voc. degree/cert.	1,886 (8%)	Unsure	3,836 (17%)
Basic skills	736 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	1,980	531 (27%)
Mathematics	1,663	372 (22%)
Total	3,643	903 (25%)

Enrollment by Course Type*

Transfer	75.8%	Basic Skills	6.7%
Vocational	34.6%	Non-Credit	4.8%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.1%	History	3.2%
Business & Mgmt	7.2%	Industrial Tech.	2.8%
Computer/Info Science	12.7%	Mathematics	8.5%
Economics	1.2%	Physical Education	8.0%
Education	1.2%	Physical Sciences	2.7%
English	8.9%	Political Science	0.9%
Fine & Applied Arts	6.9%	Psychology	2.6%
Foreign Language	2.2%	Sociology/Anthro	2.8%
Health	1.2%	Remaining	24.8%

Crafton Hills

1998-99 Enrollment: 8,335 Headcount 3,769 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	20,083	15,895 (79%)	12,918 (64%)
Vocational	2,978	2,759 (93%)	2,558 (86%)
Basic Skills	1,229	853 (69%)	650 (53%)
Total	29,240	23,308 (80%)	19,041 (65%)

Student Goals

Transfer	3,124 (38%)	Career planning	1,487 (18%)
AA or AS degree	469 (6%)	Personal develop.	1,750 (21%)
Voc. degree/cert.	188 (2%)	Unsure	1,125 (14%)
Basic skills	107 (1%)		

Basic Skills

Program	Enrolled	Advancement
English	394	88 (22%)
Mathematics	758	220 (29%)
Total	1,152	308 (27%)

Enrollment by Course Type*

Transfer	68.4%	Basic Skills	5.0%
Vocational	25.1%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	4.3%	History	3.0%
Business & Mgmt	7.8%	Industrial Tech.	0.0%
Computer/Info Science	3.6%	Mathematics	11.5%
Economics	1.7%	Physical Education	8.0%
Education	3.4%	Physical Sciences	4.3%
English	8.9%	Political Science	1.7%
Fine & Applied Arts	5.3%	Psychology	7.5%
Foreign Language	2.5%	Sociology/Anthro	3.5%
Health	5.7%	Remaining	17.4%

Cuesta — 1998-99 Enrollment: 12,505 Headcount 7,350 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	47,105	39,617 (84%)	33,497 (71%)
Vocational	2,558	2,290 (90%)	2,081 (81%)
Basic Skills	2,685	2,277 (85%)	1,630 (61%)
Total	58,828	49,377 (84%)	41,124 (70%)

Student Goals

Transfer	6,805 (59%)	Career planning	1,389 (12%)
AA or AS degree	1,006 (9%)	Personal develop.	666 (6%)
Voc. degree/cert.	607 (5%)	Unsure	878 (8%)
Basic skills	188 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	365	95 (26%)
Mathematics	1,131	376 (33%)
Total	1,496	471 (31%)

Enrollment by Course Type*

Transfer	78.1%	Basic Skills	4.8%
Vocational	23.6%	Non-Credit	2.9%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	4.1%	History	5.0%
Business & Mgmt	7.2%	Industrial Tech.	3.5%
Computer/Info Science	2.5%	Mathematics	10.3%
Economics	0.0%	Physical Education	6.7%
Education	2.9%	Physical Sciences	5.9%
English	7.5%	Political Science	3.3%
Fine & Applied Arts	7.2%	Psychology	2.5%
Foreign Language	2.6%	Sociology/Anthro	3.0%
Health	1.9%	Remaining	24.0%

Cuyamaca — 1998-99 Enrollment: 10,716 Headcount 4,312 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	29,833	23,716 (79%)	19,491 (65%)
Vocational	153	145 (95%)	94 (61%)
Basic Skills	1,517	1,189 (78%)	933 (62%)
Total	33,805	26,893 (80%)	21,933 (65%)

Student Goals

Transfer	4,514 (44%)	Career planning	1,695 (17%)
AA or AS degree	776 (8%)	Personal develop.	502 (5%)
Voc. degree/cert.	407 (4%)	Unsure	2,186 (21%)
Basic skills	171 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	376	108 (29%)
Mathematics	1,282	376 (29%)
Total	1,658	484 (29%)

Enrollment by Course Type*

Transfer	86.7%	Basic Skills	5.0%
Vocational	27.7%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.2%	History	3.0%
Business & Mgmt	6.8%	Industrial Tech.	3.6%
Computer/Info Science	7.9%	Mathematics	10.1%
Economics	2.1%	Physical Education	15.5%
Education	0.9%	Physical Sciences	3.3%
English	8.1%	Political Science	0.7%
Fine & Applied Arts	4.1%	Psychology	3.2%
Foreign Language	3.9%	Sociology/Anthro	2.0%
Health	0.0%	Remaining	21.4%

Cypress — 1998-99 Enrollment: 20,395 Headcount 10,282 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	52,750	41,111 (78%)	33,544 (64%)
Vocational	20,964	17,173 (82%)	14,601 (70%)
Basic Skills	3,895	2,878 (74%)	2,269 (58%)
Total	88,735	69,826 (79%)	57,362 (65%)

Student Goals

Transfer	8,287 (44%)	Career planning	2,896 (15%)
AA or AS degree	904 (5%)	Personal develop.	797 (4%)
Voc. degree/cert.	877 (5%)	Unsure	4,837 (26%)
Basic skills	333 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	2,789	1,277 (46%)
Mathematics	1,736	460 (26%)
Total	4,525	1,737 (38%)

Enrollment by Course Type*

Transfer	58.4%	Basic Skills	5.4%
Vocational	29.0%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.7%	History	3.7%
Business & Mgmt	9.1%	Industrial Tech.	2.0%
Computer/Info Science	3.8%	Mathematics	8.5%
Economics	1.7%	Physical Education	9.6%
Education	0.4%	Physical Sciences	3.4%
English	9.1%	Political Science	2.1%
Fine & Applied Arts	10.4%	Psychology	3.9%
Foreign Language	2.3%	Sociology/Anthro	1.7%
Health	8.9%	Remaining	17.7%

De Anza — 1998-99 Enrollment: 40,180 Headcount 19,342 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	139,189	120,686 (87%)	106,044 (76%)
Vocational	9,360	8,654 (92%)	6,998 (75%)
Basic Skills	5,762	5,124 (89%)	3,956 (69%)
Total	180,135	157,841 (88%)	136,236 (76%)

Student Goals

Transfer	15,238 (39%)	Career planning	8,027 (20%)
AA or AS degree	1,729 (4%)	Personal develop.	4,194 (11%)
Voc. degree/cert.	1,385 (4%)	Unsure	7,626 (19%)
Basic skills	1,305 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	3,448	1,972 (57%)
Mathematics	2,175	610 (28%)
Total	5,623	2,582 (46%)

Enrollment by Course Type*

Transfer	81.2%	Basic Skills	2.9%
Vocational	28.0%	Non-Credit	0.1%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.3%	History	3.7%
Business & Mgmt	7.1%	Industrial Tech.	2.8%
Computer/Info Science	8.8%	Mathematics	10.1%
Economics	1.7%	Physical Education	8.4%
Education	0.4%	Physical Sciences	3.4%
English	10.0%	Political Science	1.7%
Fine & Applied Arts	6.3%	Psychology	2.9%
Foreign Language	2.4%	Sociology/Anthro	2.5%
Health	3.1%	Remaining	22.4%

Desert — 1998-99 Enrollment: 14,738 Headcount 7,219 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	36,811	31,287 (85%)	26,811 (73%)
Vocational	3,340	2,958 (89%)	2,536 (76%)
Basic Skills	8,532	6,815 (80%)	5,006 (59%)
Total	51,935	43,713 (84%)	36,372 (70%)

Student Goals

Transfer	4,380 (32%)	Career planning	3,074 (22%)
AA or AS degree	373 (3%)	Personal develop.	1,517 (11%)
Voc. degree/cert.	630 (5%)	Unsure	2,627 (19%)
Basic skills	1,071 (8%)		

Basic Skills

Program	Enrolled	Advancement
English	3,607	939 (26%)
Mathematics	2,798	635 (23%)
Total	6,405	1,574 (25%)

Enrollment by Course Type*

Transfer	57.3%	Basic Skills	29.9%
Vocational	22.4%	Non-Credit	1.9%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.1%	History	2.3%
Business & Mgmt	3.7%	Industrial Tech.	1.6%
Computer/Info Science	7.3%	Mathematics	10.2%
Economics	0.9%	Physical Education	6.9%
Education	0.3%	Physical Sciences	2.3%
English	10.9%	Political Science	1.3%
Fine & Applied Arts	5.7%	Psychology	3.8%
Foreign Language	2.8%	Sociology/Anthro	2.4%
Health	2.6%	Remaining	33.0%

Diablo Valley — 1998-99 Enrollment: 36,062 Headcount 16,094 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	109,215	89,138 (82%)	78,471 (72%)
Vocational	12,923	11,892 (92%)	10,583 (82%)
Basic Skills	4,009	3,302 (82%)	2,707 (68%)
Total	137,118	113,189 (83%)	99,357 (72%)

Student Goals

Transfer	15,049 (43%)	Career planning	4,820 (14%)
AA or AS degree	1,054 (3%)	Personal develop.	4,573 (13%)
Voc. degree/cert.	2,069 (6%)	Unsure	4,673 (13%)
Basic skills	2,568 (7%)		

Basic Skills

Program	Enrolled	Advancement
English	1,459	409 (28%)
Mathematics	1,820	423 (23%)
Total	3,279	832 (25%)

Enrollment by Course Type*

Transfer	79.7%	Basic Skills	3.1%
Vocational	24.0%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.3%	History	5.0%
Business & Mgmt	6.0%	Industrial Tech.	3.6%
Computer/Info Science	7.6%	Mathematics	10.1%
Economics	1.3%	Physical Education	7.3%
Education	1.9%	Physical Sciences	5.5%
English	8.8%	Political Science	1.1%
Fine & Applied Arts	6.6%	Psychology	4.6%
Foreign Language	2.3%	Sociology/Anthro	2.8%
Health	0.7%	Remaining	22.4%

El Camino — 1998-99 Enrollment: 37,168 Headcount 17,807 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	108,217	86,021 (79%)	71,290 (66%)
Vocational	2,832	2,419 (85%)	2,186 (77%)
Basic Skills	10,427	8,337 (80%)	5,832 (56%)
Total	135,584	107,052 (79%)	86,746 (64%)

Student Goals

Transfer	16,992 (46%)	Career planning	5,005 (14%)
AA or AS degree	1,580 (4%)	Personal develop.	1,904 (5%)
Voc. degree/cert.	1,409 (4%)	Unsure	8,667 (24%)
Basic skills	1,110 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	2,937	1,015 (35%)
Mathematics	3,370	750 (22%)
Total	6,307	1,765 (28%)

Enrollment by Course Type*

Transfer	70.2%	Basic Skills	14.1%
Vocational	21.6%	Non-Credit	3.7%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.1%	History	3.0%
Business & Mgmt	4.7%	Industrial Tech.	2.8%
Computer/Info Science	4.2%	Mathematics	10.9%
Economics	0.9%	Physical Education	6.7%
Education	0.7%	Physical Sciences	3.5%
English	10.5%	Political Science	1.7%
Fine & Applied Arts	10.0%	Psychology	3.2%
Foreign Language	3.3%	Sociology/Anthro	2.7%
Health	1.5%	Remaining	27.5%

Evergreen Valley — 1998-99 Enrollment: 19,245 Headcount 6,319 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	34,544	28,150 (81%)	23,093 (67%)
Vocational	4,792	4,669 (97%)	4,464 (93%)
Basic Skills	6,860	5,616 (82%)	4,260 (62%)
Total	53,278	43,979 (83%)	36,107 (68%)

Student Goals

Transfer	2,532 (13%)	Career planning	682 (3%)
AA or AS degree	132 (1%)	Personal develop.	77 (0%)
Voc. degree/cert.	9,844 (50%)	Unsure	3,198 (16%)
Basic skills	3,293 (17%)		

Basic Skills

Program	Enrolled	Advancement
English	2,969	1,269 (43%)
Mathematics	1,282	271 (21%)
Total	4,251	1,540 (36%)

Enrollment by Course Type*

Transfer	62.7%	Basic Skills	14.1%
Vocational	26.3%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.7%	History	3.3%
Business & Mgmt	7.3%	Industrial Tech.	3.0%
Computer/Info Science	3.3%	Mathematics	8.4%
Economics	1.5%	Physical Education	6.0%
Education	1.2%	Physical Sciences	2.6%
English	9.6%	Political Science	1.3%
Fine & Applied Arts	4.8%	Psychology	2.6%
Foreign Language	1.3%	Sociology/Anthro	0.5%
Health	1.6%	Remaining	39.0%

Feather River — 1998-99 Enrollment: 2,882 Headcount 1,119 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	7,243	6,469 (89%)	5,748 (79%)
Vocational	1,033	865 (84%)	757 (73%)
Basic Skills	578	402 (70%)	286 (49%)
Total	9,239	8,062 (87%)	7,054 (76%)

Student Goals

Transfer	850 (28%)	Career planning	464 (16%)
AA or AS degree	80 (3%)	Personal develop.	528 (18%)
Voc. degree/cert.	88 (3%)	Unsure	933 (31%)
Basic skills	50 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	147	30 (20%)
Mathematics	252	34 (13%)
Total	399	64 (16%)

Enrollment by Course Type*

Transfer	74.8%	Basic Skills	9.8%
Vocational	30.4%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	4.4%	History	4.5%
Business & Mgmt	11.1%	Industrial Tech.	1.5%
Computer/Info Science	0.4%	Mathematics	5.2%
Economics	0.0%	Physical Education	16.9%
Education	1.4%	Physical Sciences	2.2%
English	6.2%	Political Science	1.4%
Fine & Applied Arts	2.7%	Psychology	2.0%
Foreign Language	0.8%	Sociology/Anthro	2.6%
Health	1.3%	Remaining	35.4%

Foothill

1998-99 Enrollment: 29,834 Headcount 12,870 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	72,919	65,157 (89%)	59,665 (82%)
Vocational	2,841	2,560 (90%)	2,350 (83%)
Basic Skills	869	762 (88%)	676 (78%)
Total	99,459	89,238 (90%)	82,235 (83%)

Student Goals

Transfer	5,854 (21%)	Career planning	4,934 (17%)
AA or AS degree	647 (2%)	Personal develop.	5,536 (20%)
Voc. degree/cert.	1,564 (6%)	Unsure	8,694 (31%)
Basic skills	1,102 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	1,757	829 (47%)
Mathematics	659	186 (28%)
Total	2,416	1,015 (42%)

Enrollment by Course Type*

Transfer	68.2%	Basic Skills	1.0%
Vocational	35.0%	Non-Credit	0.8%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.0%	History	2.5%
Business & Mgmt	3.2%	Industrial Tech.	8.8%
Computer/Info Science	9.6%	Mathematics	6.8%
Economics	1.2%	Physical Education	10.1%
Education	0.0%	Physical Sciences	4.2%
English	2.9%	Political Science	0.7%
Fine & Applied Arts	9.4%	Psychology	2.1%
Foreign Language	2.7%	Sociology/Anthro	1.5%
Health	4.7%	Remaining	26.5%

Fresno City

1998-99 Enrollment: 27,932 Headcount 14,896 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	93,720	80,677 (86%)	57,817 (62%)
Vocational	10,378	9,503 (92%)	7,271 (70%)
Basic Skills	4,737	4,062 (86%)	2,865 (60%)
Total	116,005	100,299 (86%)	71,739 (62%)

Student Goals

Transfer	12,511 (44%)	Career planning	4,087 (14%)
AA or AS degree	2,267 (8%)	Personal develop.	553 (2%)
Voc. degree/cert.	1,683 (6%)	Unsure	7,174 (25%)
Basic skills	319 (1%)		

Basic Skills

Program	Enrolled	Advancement
English	1,639	619 (38%)
Mathematics	2,624	650 (25%)
Total	4,263	1,269 (30%)

Enrollment by Course Type*

Transfer	83.5%	Basic Skills	6.3%
Vocational	30.3%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.6%	History	3.5%
Business & Mgmt	11.3%	Industrial Tech.	7.5%
Computer/Info Science	0.6%	Mathematics	7.8%
Economics	1.2%	Physical Education	7.0%
Education	1.9%	Physical Sciences	2.1%
English	7.1%	Political Science	0.2%
Fine & Applied Arts	7.1%	Psychology	5.0%
Foreign Language	3.1%	Sociology/Anthro	4.5%
Health	2.5%	Remaining	24.1%

Fullerton

1998-99 Enrollment: 30,295 Headcount 14,195 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	77,786	60,473 (78%)	50,207 (65%)
Vocational	15,165	11,912 (79%)	9,789 (65%)
Basic Skills	6,170	4,722 (77%)	3,488 (57%)
Total	119,075	92,350 (78%)	75,717 (64%)

Student Goals

Transfer	13,609 (48%)	Career planning	3,771 (13%)
AA or AS degree	816 (3%)	Personal develop.	1,253 (4%)
Voc. degree/cert.	677 (2%)	Unsure	2,386 (8%)
Basic skills	5,778 (20%)		

Basic Skills

Program	Enrolled	Advancement
English	2,003	685 (34%)
Mathematics	2,236	554 (25%)
Total	4,239	1,239 (29%)

Enrollment by Course Type*

Transfer	63.6%	Basic Skills	5.5%
Vocational	22.7%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.2%	History	4.0%
Business & Mgmt	5.4%	Industrial Tech.	3.1%
Computer/Info Science	6.3%	Mathematics	9.8%
Economics	1.3%	Physical Education	7.9%
Education	0.7%	Physical Sciences	5.1%
English	8.1%	Political Science	2.7%
Fine & Applied Arts	12.7%	Psychology	3.5%
Foreign Language	2.3%	Sociology/Anthro	4.5%
Health	0.0%	Remaining	20.3%

Gavilan

1998-99 Enrollment: 8,577 Headcount 3,983 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	18,974	15,765 (83%)	13,369 (70%)
Vocational	1,207	1,069 (89%)	980 (81%)
Basic Skills	3,373	2,751 (82%)	1,987 (59%)
Total	26,275	21,690 (83%)	17,971 (68%)

Student Goals

Transfer	1,730 (23%)	Career planning	2,552 (34%)
AA or AS degree	309 (4%)	Personal develop.	796 (10%)
Voc. degree/cert.	455 (6%)	Unsure	1,382 (18%)
Basic skills	361 (5%)		

Basic Skills

Program	Enrolled	Advancement
English	784	204 (26%)
Mathematics	469	117 (25%)
Total	1,253	321 (26%)

Enrollment by Course Type*

Transfer	62.5%	Basic Skills	14.1%
Vocational	24.7%	Non-Credit	10.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.0%	History	2.6%
Business & Mgmt	8.9%	Industrial Tech.	1.7%
Computer/Info Science	0.4%	Mathematics	2.4%
Economics	1.0%	Physical Education	8.8%
Education	0.9%	Physical Sciences	1.9%
English	7.8%	Political Science	0.9%
Fine & Applied Arts	7.2%	Psychology	3.0%
Foreign Language	1.7%	Sociology/Anthro	2.6%
Health	1.4%	Remaining	45.0%

Glendale

1998-99 Enrollment: 31,170 Headcount 13,648 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	64,772	57,536 (89%)	44,961 (69%)
Vocational	2,466	2,295 (93%)	1,979 (80%)
Basic Skills	4,236	3,843 (91%)	2,807 (66%)
Total	84,935	75,609 (89%)	58,769 (69%)

Student Goals

Transfer	9,424 (30%)	Career planning	3,535 (11%)
AA or AS degree	1,677 (5%)	Personal develop.	2,070 (7%)
Voc. degree/cert.	1,301 (4%)	Unsure	9,972 (32%)
Basic skills	3,136 (10%)		

Basic Skills

Program	Enrolled	Advancement
English	7,141	1,052 (15%)
Mathematics	1,413	289 (20%)
Total	8,554	1,341 (16%)

Enrollment by Course Type*

Transfer	54.5%	Basic Skills	15.4%
Vocational	22.5%	Non-Credit	17.1%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.1%	History	2.3%
Business & Mgmt	11.7%	Industrial Tech.	1.5%
Computer/Info Science	4.1%	Mathematics	6.9%
Economics	1.3%	Physical Education	4.1%
Education	2.3%	Physical Sciences	2.7%
English	6.9%	Political Science	2.1%
Fine & Applied Arts	7.2%	Psychology	1.8%
Foreign Language	1.4%	Sociology/Anthro	1.8%
Health	1.0%	Remaining	38.9%

Golden West

1998-99 Enrollment: 21,636 Headcount 8,478 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	53,223	43,527 (82%)	36,038 (68%)
Vocational	7,315	6,831 (93%)	6,412 (88%)
Basic Skills	6,164	5,043 (82%)	3,410 (55%)
Total	73,555	60,712 (83%)	49,825 (68%)

Student Goals

Transfer	10,056 (52%)	Career planning	2,132 (11%)
AA or AS degree	775 (4%)	Personal develop.	1,859 (10%)
Voc. degree/cert.	1,226 (6%)	Unsure	3,033 (16%)
Basic skills	331 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	3,384	983 (29%)
Mathematics	1,249	326 (26%)
Total	4,633	1,309 (28%)

Enrollment by Course Type*

Transfer	67.7%	Basic Skills	12.1%
Vocational	31.2%	Non-Credit	6.6%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.4%	History	2.7%
Business & Mgmt	16.4%	Industrial Tech.	1.8%
Computer/Info Science	2.3%	Mathematics	7.2%
Economics	0.5%	Physical Education	9.0%
Education	6.3%	Physical Sciences	2.4%
English	8.4%	Political Science	1.9%
Fine & Applied Arts	9.4%	Psychology	3.1%
Foreign Language	2.5%	Sociology/Anthro	2.2%
Health	0.8%	Remaining	19.6%

Grossmont — 1998-99 Enrollment: 26,057 Headcount 12,341 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	92,348	72,293 (78%)	59,867 (65%)
Vocational	327	269 (82%)	244 (75%)
Basic Skills	4,420	3,324 (75%)	2,483 (56%)
Total	109,332	85,516 (78%)	70,444 (64%)

Student Goals

Transfer	14,737 (58%)	Career planning	2,916 (12%)
AA or AS degree	1,745 (7%)	Personal develop.	756 (3%)
Voc. degree/cert.	730 (3%)	Unsure	4,017 (16%)
Basic skills	417 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	1,136	452 (40%)
Mathematics	2,922	870 (30%)
Total	4,058	1,322 (33%)

Enrollment by Course Type*

Transfer	85.3%	Basic Skills	4.3%
Vocational	22.3%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.3%	History	4.1%
Business & Mgmt	6.9%	Industrial Tech.	0.0%
Computer/Info Science	5.0%	Mathematics	10.5%
Economics	2.1%	Physical Education	8.4%
Education	1.2%	Physical Sciences	3.7%
English	9.5%	Political Science	1.2%
Fine & Applied Arts	8.0%	Psychology	3.7%
Foreign Language	4.6%	Sociology/Anthro	3.3%
Health	2.0%	Remaining	22.5%

Hartnell — 1998-99 Enrollment: 15,585 Headcount 6,231 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	40,682	33,491 (82%)	29,485 (72%)
Vocational	3,270	2,959 (90%)	2,832 (87%)
Basic Skills	5,072	3,547 (70%)	2,857 (56%)
Total	53,155	43,059 (81%)	37,542 (71%)

Student Goals

Transfer	3,994 (29%)	Career planning	2,829 (21%)
AA or AS degree	1,049 (8%)	Personal develop.	2,056 (15%)
Voc. degree/cert.	1,298 (9%)	Unsure	1,549 (11%)
Basic skills	975 (7%)		

Basic Skills

Program	Enrolled	Advancement
English	1,773	646 (36%)
Mathematics	3,154	654 (21%)
Total	4,927	1,300 (26%)

Enrollment by Course Type*

Transfer	76.6%	Basic Skills	10.7%
Vocational	23.8%	Non-Credit	0.9%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.5%	History	3.5%
Business & Mgmt	4.4%	Industrial Tech.	3.6%
Computer/Info Science	3.8%	Mathematics	10.6%
Economics	0.9%	Physical Education	11.2%
Education	0.8%	Physical Sciences	2.7%
English	10.1%	Political Science	1.7%
Fine & Applied Arts	9.6%	Psychology	3.9%
Foreign Language	2.4%	Sociology/Anthro	2.7%
Health	2.4%	Remaining	23.0%

Imperial Valley — 1998-99 Enrollment: 9,166 Headcount 4,892 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	n/a	n/a	n/a
Vocational	n/a	n/a	n/a
Basic Skills	n/a	n/a	n/a
Total	n/a	n/a	n/a

Student Goals

Transfer	3,940 (44%)	Career planning	859 (10%)
AA or AS degree	1,437 (16%)	Personal develop.	92 (1%)
Voc. degree/cert.	420 (5%)	Unsure	1,865 (21%)
Basic skills	409 (5%)		

Basic Skills

Program	Enrolled	Advancement
English	3,486	886 (25%)
Mathematics	946	283 (30%)
Total	4,432	1,169 (26%)

Enrollment by Course Type*

Transfer	64.3%	Basic Skills	10.1%
Vocational	39.3%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.4%	History	5.5%
Business & Mgmt	6.0%	Industrial Tech.	1.8%
Computer/Info Science	4.8%	Mathematics	7.7%
Economics	0.0%	Physical Education	8.3%
Education	4.3%	Physical Sciences	1.8%
English	12.9%	Political Science	1.4%
Fine & Applied Arts	3.2%	Psychology	3.8%
Foreign Language	3.4%	Sociology/Anthro	1.7%
Health	3.1%	Remaining	28.9%

Irvine Valley — 1998-99 Enrollment: 18,118 Headcount 7,590 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	44,199	37,583 (85%)	29,487 (67%)
Vocational	3,991	3,499 (88%)	2,602 (65%)
Basic Skills	2,120	1,843 (87%)	1,387 (65%)
Total	55,156	46,925 (85%)	36,416 (66%)

Student Goals

Transfer	5,873 (32%)	Career planning	4,686 (26%)
AA or AS degree	179 (1%)	Personal develop.	3,437 (19%)
Voc. degree/cert.	1,699 (9%)	Unsure	1,689 (9%)
Basic skills	786 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	847	189 (22%)
Mathematics	903	189 (21%)
Total	1,750	378 (22%)

Enrollment by Course Type*

Transfer	79.9%	Basic Skills	3.7%
Vocational	24.3%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	7.3%	History	4.4%
Business & Mgmt	13.7%	Industrial Tech.	0.9%
Computer/Info Science	6.5%	Mathematics	10.3%
Economics	2.3%	Physical Education	6.6%
Education	0.0%	Physical Sciences	4.3%
English	5.6%	Political Science	1.8%
Fine & Applied Arts	6.8%	Psychology	3.1%
Foreign Language	3.7%	Sociology/Anthro	3.9%
Health	0.7%	Remaining	18.3%

Lake Tahoe — 1998-99 Enrollment: 6,755 Headcount 1,551 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	14,121	12,398 (88%)	10,789 (76%)
Vocational	1,955	1,778 (91%)	1,463 (75%)
Basic Skills	1,000	846 (85%)	644 (64%)
Total	19,411	17,098 (88%)	14,720 (76%)

Student Goals

Transfer	1,177 (18%)	Career planning	1,871 (29%)
AA or AS degree	199 (3%)	Personal develop.	1,789 (28%)
Voc. degree/cert.	134 (2%)	Unsure	993 (15%)
Basic skills	259 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	504	35 (7%)
Mathematics	304	60 (20%)
Total	808	1,410 (21%)

Enrollment by Course Type*

Transfer	73.5%	Basic Skills	5.3%
Vocational	35.8%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.6%	History	1.6%
Business & Mgmt	5.9%	Industrial Tech.	0.0%
Computer/Info Science	9.1%	Mathematics	10.3%
Economics	0.4%	Physical Education	12.6%
Education	1.0%	Physical Sciences	1.8%
English	6.4%	Political Science	0.9%
Fine & Applied Arts	12.6%	Psychology	1.5%
Foreign Language	4.7%	Sociology/Anthro	1.3%
Health	5.1%	Remaining	21.9%

Laney — 1998-99 Enrollment: 20,802 Headcount 8,210 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	37,319	28,530 (76%)	24,817 (66%)
Vocational	8,500	6,920 (81%)	6,080 (72%)
Basic Skills	5,916	4,607 (78%)	3,762 (64%)
Total	60,120	46,303 (77%)	39,921 (66%)

Student Goals

Transfer	6,445 (32%)	Career planning	2,963 (15%)
AA or AS degree	983 (5%)	Personal develop.	2,110 (10%)
Voc. degree/cert.	834 (4%)	Unsure	4,359 (22%)
Basic skills	2,483 (12%)		

Basic Skills

Program	Enrolled	Advancement
English	2,893	918 (32%)
Mathematics	2,084	302 (14%)
Total	4,977	781 (22%)

Enrollment by Course Type*

Transfer	61.4%	Basic Skills	10.3%
Vocational	25.8%	Non-Credit	0.8%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.3%	History	1.4%
Business & Mgmt	6.1%	Industrial Tech.	6.1%
Computer/Info Science	5.1%	Mathematics	6.0%
Economics	1.4%	Physical Education	10.4%
Education	0.5%	Physical Sciences	2.7%
English	5.0%	Political Science	1.2%
Fine & Applied Arts	8.7%	Psychology	2.9%
Foreign Language	1.9%	Sociology/Anthro	2.3%
Health	0.1%	Remaining	34.7%

Las Positas — 1998-99 Enrollment: 10,656 Headcount 4,681 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	32,268	26,729 (83%)	23,457 (73%)
Vocational	1,474	1,339 (91%)	1,261 (86%)
Basic Skills	2,368	2,025 (86%)	1,676 (71%)
Total	38,017	31,739 (83%)	27,901 (73%)

Student Goals

Transfer	3,946 (39%)	Career planning	1,348 (13%)
AA or AS degree	1,174 (12%)	Personal develop.	801 (8%)
Voc. degree/cert.	529 (5%)	Unsure	1,974 (20%)
Basic skills	222 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	991	311 (31%)
Mathematics	687	169 (25%)
Total	1,678	37 (24%)

Enrollment by Course Type*

Transfer	85.6%	Basic Skills	5.1%
Vocational	21.9%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.5%	History	5.7%
Business & Mgmt	2.9%	Industrial Tech.	3.1%
Computer/Info Science	6.7%	Mathematics	11.9%
Economics	1.4%	Physical Education	11.1%
Education	3.2%	Physical Sciences	4.2%
English	8.1%	Political Science	1.0%
Fine & Applied Arts	6.8%	Psychology	7.2%
Foreign Language	1.7%	Sociology/Anthro	3.0%
Health	1.8%	Remaining	17.7%

Lassen — 1998-99 Enrollment: 6,479 Headcount 2,244 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	13,341	12,080 (91%)	10,633 (80%)
Vocational	1,784	1,657 (93%)	1,382 (77%)
Basic Skills	184	141 (77%)	110 (60%)
Total	18,140	16,469 (91%)	14,468 (80%)

Student Goals

Transfer	1,486 (22%)	Career planning	826 (12%)
AA or AS degree	160 (2%)	Personal develop.	2,928 (43%)
Voc. degree/cert.	350 (5%)	Unsure	664 (10%)
Basic skills	339 (5%)		

Basic Skills

Program	Enrolled	Advancement
English	191	50 (26%)
Mathematics	166	17 (10%)
Total	357	530 (21%)

Enrollment by Course Type*

Transfer	77.4%	Basic Skills	1.9%
Vocational	42.2%	Non-Credit	0.5%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.4%	History	3.7%
Business & Mgmt	6.8%	Industrial Tech.	9.1%
Computer/Info Science	4.8%	Mathematics	3.3%
Economics	0.7%	Physical Education	19.0%
Education	0.2%	Physical Sciences	1.3%
English	4.5%	Political Science	1.4%
Fine & Applied Arts	4.8%	Psychology	3.6%
Foreign Language	1.0%	Sociology/Anthro	1.7%
Health	3.7%	Remaining	27.9%

Long Beach City — 1998-99 Enrollment: 36,469 Headcount 18,498 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	101,520	79,348 (78%)	69,898 (69%)
Vocational	12,438	10,252 (82%)	9,582 (77%)
Basic Skills	10,725	8,875 (83%)	6,677 (62%)
Total	135,945	106,615 (78%)	92,773 (68%)

Student Goals

Transfer	11,581 (35%)	Career planning	5,558 (17%)
AA or AS degree	1,693 (5%)	Personal develop.	2,187 (7%)
Voc. degree/cert.	974 (3%)	Unsure	8,279 (25%)
Basic skills	3,281 (10%)		

Basic Skills

Program	Enrolled	Advancement
English	5,815	2,202 (38%)
Mathematics	3,297	556 (17%)
Total	9,112	1,271 (32%)

Enrollment by Course Type*

Transfer	67.7%	Basic Skills	12.9%
Vocational	31.6%	Non-Credit	2.5%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.5%	History	3.0%
Business & Mgmt	7.9%	Industrial Tech.	3.4%
Computer/Info Science	3.9%	Mathematics	5.1%
Economics	1.3%	Physical Education	6.0%
Education	1.9%	Physical Sciences	2.3%
English	4.2%	Political Science	2.1%
Fine & Applied Arts	8.9%	Psychology	2.2%
Foreign Language	2.2%	Sociology/Anthro	2.6%
Health	3.9%	Remaining	35.7%

Los Angeles City

1998-99 Enrollment: 24,213 Headcount 13,662 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	61,173	48,359 (79%)	40,950 (67%)
Vocational	4,063	3,529 (87%)	2,974 (73%)
Basic Skills	17,144	14,451 (84%)	9,976 (58%)
Total	89,160	71,236 (80%)	57,491 (64%)

Student Goals

Transfer	6,492 (29%)	Career planning	5,652 (25%)
AA or AS degree	1,785 (8%)	Personal develop.	1,214 (5%)
Voc. degree/cert.	1,182 (5%)	Unsure	3,995 (18%)
Basic skills	2,188 (10%)		

Basic Skills

Program	Enrolled	Advancement
English	3,937	1,025 (26%)
Mathematics	2,888	385 (13%)
Total	6,825	1,127 (17%)

Enrollment by Course Type*

Transfer	63.6%	Basic Skills	19.6%
Vocational	27.5%	Non-Credit	4.3%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.3%	History	1.7%
Business & Mgmt	8.7%	Industrial Tech.	0.3%
Computer/Info Science	5.6%	Mathematics	9.4%
Economics	0.7%	Physical Education	6.0%
Education	2.1%	Physical Sciences	1.9%
English	9.7%	Political Science	1.3%
Fine & Applied Arts	8.4%	Psychology	4.1%
Foreign Language	2.9%	Sociology/Anthro	2.8%
Health	0.9%	Remaining	32.2%

Los Angeles East

1998-99 Enrollment: 34,623 Headcount 13,972 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	89,113	73,602 (83%)	63,007 (71%)
Vocational	2,244	1,852 (83%)	1,470 (66%)
Basic Skills	6,627	5,259 (79%)	4,106 (62%)
Total	107,388	87,783 (82%)	73,883 (69%)

Student Goals

Transfer	7,142 (22%)	Career planning	8,175 (25%)
AA or AS degree	1,069 (3%)	Personal develop.	1,039 (3%)
Voc. degree/cert.	614 (2%)	Unsure	11,962 (37%)
Basic skills	2,214 (7%)		

Basic Skills

Program	Enrolled	Advancement
English	3,437	627 (18%)
Mathematics	2,170	252 (12%)
Total	5,607	879 (16%)

Enrollment by Course Type*

Transfer	73.9%	Basic Skills	5.5%
Vocational	23.2%	Non-Credit	10.9%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.9%	History	2.5%
Business & Mgmt	5.0%	Industrial Tech.	1.0%
Computer/Info Science	3.1%	Mathematics	8.8%
Economics	0.9%	Physical Education	11.6%
Education	3.1%	Physical Sciences	3.4%
English	8.9%	Political Science	2.8%
Fine & Applied Arts	5.9%	Psychology	4.9%
Foreign Language	2.4%	Sociology/Anthro	4.5%
Health	2.0%	Remaining	27.2%

Los Angeles Harbor

1998-99 Enrollment: 13,935 Headcount 5,727 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	36,732	29,576 (81%)	25,295 (69%)
Vocational	1,822	1,472 (81%)	1,267 (70%)
Basic Skills	4,013	3,029 (75%)	2,170 (54%)
Total	45,720	36,335 (79%)	30,415 (67%)

Student Goals

Transfer	3,461 (25%)	Career planning	3,741 (27%)
AA or AS degree	556 (4%)	Personal develop.	802 (6%)
Voc. degree/cert.	327 (2%)	Unsure	4,101 (30%)
Basic skills	786 (6%)		

Basic Skills

Program	Enrolled	Advancement
English	1,259	417 (33%)
Mathematics	2,248	364 (16%)
Total	3,507	1,265 (28%)

Enrollment by Course Type*

Transfer	74.7%	Basic Skills	8.6%
Vocational	27.1%	Non-Credit	6.1%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.7%	History	3.5%
Business & Mgmt	6.5%	Industrial Tech.	2.6%
Computer/Info Science	6.0%	Mathematics	7.8%
Economics	0.9%	Physical Education	7.7%
Education	1.9%	Physical Sciences	2.9%
English	9.2%	Political Science	2.2%
Fine & Applied Arts	9.4%	Psychology	3.2%
Foreign Language	1.6%	Sociology/Anthro	4.1%
Health	3.8%	Remaining	23.1%

Los Angeles Mission — 1998-99 Enrollment: 12,272 Headcount 5,279 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	24,348	20,134 (83%)	16,509 (68%)
Vocational	885	790 (89%)	689 (78%)
Basic Skills	4,892	4,010 (82%)	2,898 (59%)
Total	33,488	27,365 (82%)	21,886 (65%)

Student Goals

Transfer	2,408 (21%)	Career planning	3,797 (34%)
AA or AS degree	417 (4%)	Personal develop.	467 (4%)
Voc. degree/cert.	271 (2%)	Unsure	3,174 (28%)
Basic skills	787 (7%)		

Basic Skills

Program	Enrolled	Advancement
English	1,258	310 (25%)
Mathematics	1,318	220 (17%)
Total	2,576	1,220 (25%)

Enrollment by Course Type*

Transfer	60.4%	Basic Skills	12.7%
Vocational	24.6%	Non-Credit	15.3%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.6%	History	2.4%
Business & Mgmt	5.4%	Industrial Tech.	0.8%
Computer/Info Science	4.0%	Mathematics	8.0%
Economics	0.9%	Physical Education	2.6%
Education	3.7%	Physical Sciences	1.5%
English	8.0%	Political Science	2.6%
Fine & Applied Arts	3.3%	Psychology	3.1%
Foreign Language	2.6%	Sociology/Anthro	4.0%
Health	0.0%	Remaining	45.6%

Los Angeles Pierce — 1998-99 Enrollment: 20,598 Headcount 9,266 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	61,911	50,541 (82%)	42,813 (69%)
Vocational	2,387	2,059 (86%)	1,802 (75%)
Basic Skills	3,117	2,520 (81%)	2,017 (65%)
Total	73,412	59,804 (81%)	50,523 (69%)

Student Goals

Transfer	9,220 (42%)	Career planning	5,771 (26%)
AA or AS degree	754 (3%)	Personal develop.	1,729 (8%)
Voc. degree/cert.	496 (2%)	Unsure	3,245 (15%)
Basic skills	856 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	2,526	999 (40%)
Mathematics	1,487	272 (18%)
Total	4,013	480 (29%)

Enrollment by Course Type*

Transfer	74.6%	Basic Skills	4.2%
Vocational	23.4%	Non-Credit	10.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.0%	History	3.6%
Business & Mgmt	6.3%	Industrial Tech.	2.0%
Computer/Info Science	5.3%	Mathematics	9.0%
Economics	1.7%	Physical Education	5.2%
Education	3.2%	Physical Sciences	5.6%
English	9.2%	Political Science	2.1%
Fine & Applied Arts	7.6%	Psychology	3.6%
Foreign Language	2.0%	Sociology/Anthro	4.5%
Health	1.1%	Remaining	24.9%

Los Angeles Southwest — 1998-99 Enrollment: 10,514 Headcount 4,418 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	21,538	17,482 (81%)	14,426 (67%)
Vocational	507	411 (81%)	383 (76%)
Basic Skills	7,105	5,508 (78%)	3,707 (52%)
Total	31,554	25,246 (80%)	19,860 (63%)

Student Goals

Transfer	2,190 (22%)	Career planning	3,273 (33%)
AA or AS degree	710 (7%)	Personal develop.	331 (3%)
Voc. degree/cert.	295 (3%)	Unsure	2,421 (24%)
Basic skills	827 (8%)		

Basic Skills

Program	Enrolled	Advancement
English	1,224	216 (18%)
Mathematics	1,482	217 (15%)
Total	2,706	433 (16%)

Enrollment by Course Type*

Transfer	56.9%	Basic Skills	19.4%
Vocational	21.0%	Non-Credit	16.6%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.1%	History	2.0%
Business & Mgmt	4.4%	Industrial Tech.	1.3%
Computer/Info Science	3.6%	Mathematics	9.2%
Economics	0.5%	Physical Education	5.6%
Education	2.3%	Physical Sciences	2.1%
English	6.6%	Political Science	2.1%
Fine & Applied Arts	4.6%	Psychology	2.8%
Foreign Language	1.5%	Sociology/Anthro	2.4%
Health	2.6%	Remaining	44.3%

Los Angeles Trade-Tech — 1998-99 Enrollment: 19,516 Headcount 9,948 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	35,681	28,854 (81%)	25,133 (70%)
Vocational	14,335	12,121 (85%)	10,810 (75%)
Basic Skills	7,981	5,920 (74%)	3,971 (50%)
Total	67,599	53,979 (80%)	45,732 (68%)

Student Goals

Transfer	2,674 (14%)	Career planning	9,515 (48%)
AA or AS degree	967 (5%)	Personal develop.	550 (3%)
Voc. degree/cert.	1,044 (5%)	Unsure	3,559 (18%)
Basic skills	1,319 (7%)		

Basic Skills

Program	Enrolled	Advancement
English	2,313	537 (23%)
Mathematics	4,217	590 (14%)
Total	6,530	67 (19%)

Enrollment by Course Type*

Transfer	46.4%	Basic Skills	11.1%
Vocational	48.7%	Non-Credit	8.3%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.0%	History	2.4%
Business & Mgmt	9.9%	Industrial Tech.	18.1%
Computer/Info Science	3.0%	Mathematics	8.4%
Economics	0.4%	Physical Education	4.4%
Education	1.7%	Physical Sciences	2.0%
English	7.7%	Political Science	0.6%
Fine & Applied Arts	2.9%	Psychology	1.7%
Foreign Language	1.1%	Sociology/Anthro	1.8%
Health	3.0%	Remaining	29.8%

Los Angeles Valley — 1998-99 Enrollment: 26,349 Headcount 10,917 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	73,454	59,196 (81%)	50,127 (68%)
Vocational	2,317	2,069 (89%)	1,680 (73%)
Basic Skills	7,566	6,103 (81%)	4,649 (61%)
Total	91,021	73,108 (80%)	60,738 (67%)

Student Goals

Transfer	7,314 (28%)	Career planning	7,965 (31%)
AA or AS degree	951 (4%)	Personal develop.	2,042 (8%)
Voc. degree/cert.	569 (2%)	Unsure	5,593 (21%)
Basic skills	1,638 (6%)		

Basic Skills

Program	Enrolled	Advancement
English	2,859	1,028 (36%)
Mathematics	1,667	237 (14%)
Total	4,526	2,758 (30%)

Enrollment by Course Type*

Transfer	77.4%	Basic Skills	8.2%
Vocational	22.5%	Non-Credit	3.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.6%	History	2.9%
Business & Mgmt	5.6%	Industrial Tech.	1.6%
Computer/Info Science	3.2%	Mathematics	7.9%
Economics	1.3%	Physical Education	5.1%
Education	2.7%	Physical Sciences	3.5%
English	13.8%	Political Science	1.6%
Fine & Applied Arts	8.3%	Psychology	3.3%
Foreign Language	2.1%	Sociology/Anthro	6.1%
Health	1.5%	Remaining	27.0%

Los Angeles West — 1998-99 Enrollment: 15,744 Headcount 5,305 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	32,629	26,641 (82%)	21,904 (67%)
Vocational	3,957	3,737 (94%)	3,285 (83%)
Basic Skills	3,440	2,783 (81%)	2,198 (64%)
Total	43,782	36,144 (83%)	29,608 (68%)

Student Goals

Transfer	3,691 (27%)	Career planning	4,803 (35%)
AA or AS degree	607 (4%)	Personal develop.	961 (7%)
Voc. degree/cert.	294 (2%)	Unsure	2,666 (19%)
Basic skills	677 (5%)		

Basic Skills

Program	Enrolled	Advancement
English	1,267	370 (29%)
Mathematics	1,557	159 (10%)
Total	2,824	529 (19%)

Enrollment by Course Type*

Transfer	67.7%	Basic Skills	8.9%
Vocational	28.1%	Non-Credit	6.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	4.4%	History	3.2%
Business & Mgmt	6.6%	Industrial Tech.	2.9%
Computer/Info Science	5.2%	Mathematics	7.2%
Economics	2.2%	Physical Education	7.4%
Education	1.8%	Physical Sciences	2.9%
English	10.3%	Political Science	1.4%
Fine & Applied Arts	4.3%	Psychology	3.1%
Foreign Language	3.8%	Sociology/Anthro	2.7%
Health	2.7%	Remaining	27.9%

Los Medanos — 1998-99 Enrollment: 16,891 Headcount 6,106 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	24,336	19,843 (82%)	16,811 (69%)
Vocational	11,690	10,604 (91%)	9,354 (80%)
Basic Skills	360	317 (88%)	233 (65%)
Total	46,236	38,401 (83%)	32,748 (71%)

Student Goals

Transfer	3,214 (19%)	Career planning	4,383 (26%)
AA or AS degree	709 (4%)	Personal develop.	1,453 (9%)
Voc. degree/cert.	2,162 (13%)	Unsure	2,973 (18%)
Basic skills	1,831 (11%)		

Basic Skills

Program	Enrolled	Advancement
English	778	261 (34%)
Mathematics	1,156	188 (16%)
Total	1,934	449 (23%)

Enrollment by Course Type*

Transfer	50.6%	Basic Skills	0.8%
Vocational	45.6%	Non-Credit	0.2%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	4.5%	History	1.2%
Business & Mgmt	9.5%	Industrial Tech.	3.9%
Computer/Info Science	9.9%	Mathematics	8.5%
Economics	0.8%	Physical Education	7.4%
Education	0.0%	Physical Sciences	2.8%
English	8.3%	Political Science	0.0%
Fine & Applied Arts	10.3%	Psychology	3.9%
Foreign Language	1.3%	Sociology/Anthro	0.0%
Health	5.9%	Remaining	21.8%

Marin — 1998-99 Enrollment: 14,604 Headcount 6,497 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	42,157	37,829 (90%)	30,187 (72%)
Vocational	79	70 (89%)	64 (81%)
Basic Skills	2,064	1,703 (83%)	1,101 (53%)
Total	48,153	42,951 (89%)	33,722 (70%)

Student Goals

Transfer	3,510 (24%)	Career planning	3,728 (26%)
AA or AS degree	362 (2%)	Personal develop.	1,928 (13%)
Voc. degree/cert.	344 (2%)	Unsure	4,229 (29%)
Basic skills	486 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	1,931	583 (30%)
Mathematics	997	185 (19%)
Total	2,928	768 (26%)

Enrollment by Course Type*

Transfer	85.6%	Basic Skills	5.9%
Vocational	23.9%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.2%	History	2.2%
Business & Mgmt	6.6%	Industrial Tech.	1.9%
Computer/Info Science	9.8%	Mathematics	8.2%
Economics	0.8%	Physical Education	9.8%
Education	0.8%	Physical Sciences	2.9%
English	7.7%	Political Science	1.3%
Fine & Applied Arts	14.3%	Psychology	3.2%
Foreign Language	3.6%	Sociology/Anthro	2.3%
Health	3.6%	Remaining	18.0%

Mendocino — 1998-99 Enrollment: 7,618 Headcount 2,404 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	16,213	13,935 (86%)	11,162 (69%)
Vocational	1,195	1,084 (91%)	885 (74%)
Basic Skills	1,596	1,424 (89%)	1,105 (69%)
Total	22,867	19,769 (86%)	15,758 (69%)

Student Goals

Transfer	1,452 (21%)	Career planning	1,261 (18%)
AA or AS degree	167 (2%)	Personal develop.	1,829 (26%)
Voc. degree/cert.	788 (11%)	Unsure	1,261 (18%)
Basic skills	195 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	124	32 (26%)
Mathematics	552	111 (20%)
Total	676	143 (21%)

Enrollment by Course Type*

Transfer	67.1%	Basic Skills	7.2%
Vocational	36.2%	Non-Credit	5.1%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.4%	History	2.6%
Business & Mgmt	10.9%	Industrial Tech.	1.7%
Computer/Info Science	10.3%	Mathematics	6.8%
Economics	0.4%	Physical Education	11.0%
Education	0.0%	Physical Sciences	2.8%
English	5.5%	Political Science	0.9%
Fine & Applied Arts	10.3%	Psychology	1.4%
Foreign Language	4.9%	Sociology/Anthro	2.3%
Health	3.0%	Remaining	22.7%

Merced

1998-99 Enrollment: 19,258 Headcount 8,073 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	41,562	34,520 (83%)	28,464 (68%)
Vocational	6,318	5,939 (94%)	5,665 (90%)
Basic Skills	5,472	4,231 (77%)	2,871 (52%)
Total	59,687	49,140 (82%)	40,132 (67%)

Student Goals

Transfer	4,183 (23%)	Career planning	3,780 (21%)
AA or AS degree	1,174 (6%)	Personal develop.	296 (2%)
Voc. degree/cert.	818 (4%)	Unsure	7,686 (42%)
Basic skills	438 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	847	113 (13%)
Mathematics	538	77 (14%)
Total	1,385	190 (14%)

Enrollment by Course Type*

Transfer	56.3%	Basic Skills	30.1%
Vocational	21.1%	Non-Credit	0.5%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.3%	History	3.6%
Business & Mgmt	5.5%	Industrial Tech.	2.1%
Computer/Info Science	2.0%	Mathematics	6.2%
Economics	0.0%	Physical Education	11.3%
Education	2.4%	Physical Sciences	1.2%
English	4.7%	Political Science	0.1%
Fine & Applied Arts	5.8%	Psychology	2.2%
Foreign Language	1.2%	Sociology/Anthro	0.3%
Health	2.4%	Remaining	46.9%

Merritt

1998-99 Enrollment: 12,048 Headcount 3,771 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	21,375	17,333 (81%)	15,209 (71%)
Vocational	1,924	1,737 (90%)	1,551 (81%)
Basic Skills	2,176	1,578 (73%)	1,217 (56%)
Total	28,978	23,548 (81%)	20,299 (70%)

Student Goals

Transfer	3,115 (27%)	Career planning	2,098 (18%)
AA or AS degree	515 (5%)	Personal develop.	1,666 (15%)
Voc. degree/cert.	502 (4%)	Unsure	1,554 (14%)
Basic skills	1,975 (17%)		

Basic Skills

Program	Enrolled	Advancement
English	1,257	321 (26%)
Mathematics	1,021	152 (15%)
Total	2,278	473 (21%)

Enrollment by Course Type*

Transfer	69.5%	Basic Skills	8.7%
Vocational	41.3%	Non-Credit	6.6%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.5%	History	0.8%
Business & Mgmt	4.8%	Industrial Tech.	0.0%
Computer/Info Science	8.6%	Mathematics	5.3%
Economics	0.7%	Physical Education	6.2%
Education	0.0%	Physical Sciences	1.9%
English	5.3%	Political Science	0.7%
Fine & Applied Arts	3.9%	Psychology	2.5%
Foreign Language	0.7%	Sociology/Anthro	3.2%
Health	5.1%	Remaining	47.7%

Mira Costa

1998-99 Enrollment: 19,725 Headcount 6,784 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	39,271	31,407 (80%)	26,171 (67%)
Vocational	5,020	4,278 (85%)	3,664 (73%)
Basic Skills	2,734	2,172 (79%)	1,661 (61%)
Total	53,195	41,010 (77%)	33,796 (64%)

Student Goals

Transfer	5,130 (28%)	Career planning	2,396 (13%)
AA or AS degree	440 (2%)	Personal develop.	4,960 (27%)
Voc. degree/cert.	845 (5%)	Unsure	1,339 (7%)
Basic skills	3,474 (19%)		

Basic Skills

Program	Enrolled	Advancement
English	3,628	538 (15%)
Mathematics	2,973	766 (26%)
Total	6,601	1,304 (20%)

Enrollment by Course Type*

Transfer	58.2%	Basic Skills	11.8%
Vocational	22.1%	Non-Credit	16.5%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.5%	History	3.5%
Business & Mgmt	4.7%	Industrial Tech.	1.2%
Computer/Info Science	6.1%	Mathematics	8.4%
Economics	1.3%	Physical Education	7.1%
Education	2.2%	Physical Sciences	2.8%
English	8.3%	Political Science	1.7%
Fine & Applied Arts	11.6%	Psychology	3.8%
Foreign Language	3.0%	Sociology/Anthro	2.5%
Health	1.4%	Remaining	27.8%

Mission — 1998-99 Enrollment: 19,942 Headcount 7,061 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	44,373	36,567 (82%)	29,958 (68%)
Vocational	1,162	1,116 (96%)	1,085 (93%)
Basic Skills	3,686	2,993 (81%)	2,058 (56%)
Total	54,806	45,404 (83%)	36,743 (67%)

Student Goals

Transfer	5,828 (31%)	Career planning	2,108 (11%)
AA or AS degree	1,173 (6%)	Personal develop.	2,481 (13%)
Voc. degree/cert.	857 (5%)	Unsure	5,840 (31%)
Basic skills	345 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	2,223	1,130 (51%)
Mathematics	2,044	474 (23%)
Total	4,267	1,604 (38%)

Enrollment by Course Type*

Transfer	68.0%	Basic Skills	5.7%
Vocational	31.7%	Non-Credit	15.7%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.4%	History	1.6%
Business & Mgmt	11.1%	Industrial Tech.	5.9%
Computer/Info Science	6.2%	Mathematics	8.0%
Economics	1.1%	Physical Education	5.5%
Education	5.4%	Physical Sciences	2.6%
English	7.2%	Political Science	1.2%
Fine & Applied Arts	8.2%	Psychology	1.7%
Foreign Language	2.2%	Sociology/Anthro	1.2%
Health	3.1%	Remaining	26.3%

Modesto Junior — 1998-99 Enrollment: 24,607 Headcount 12,501 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	71,015	57,883 (82%)	47,362 (67%)
Vocational	8,490	6,165 (73%)	5,520 (65%)
Basic Skills	5,737	4,680 (82%)	3,439 (60%)
Total	96,134	76,898 (80%)	62,317 (65%)

Student Goals

Transfer	10,440 (45%)	Career planning	3,219 (14%)
AA or AS degree	1,599 (7%)	Personal develop.	1,527 (7%)
Voc. degree/cert.	1,247 (5%)	Unsure	3,577 (15%)
Basic skills	1,790 (8%)		

Basic Skills

Program	Enrolled	Advancement
English	3,945	901 (23%)
Mathematics	2,009	447 (22%)
Total	5,954	1,348 (23%)

Enrollment by Course Type*

Transfer	68.0%	Basic Skills	9.5%
Vocational	27.4%	Non-Credit	3.4%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.0%	History	4.8%
Business & Mgmt	6.0%	Industrial Tech.	2.2%
Computer/Info Science	3.3%	Mathematics	8.3%
Economics	0.6%	Physical Education	8.0%
Education	2.5%	Physical Sciences	2.5%
English	9.2%	Political Science	0.9%
Fine & Applied Arts	8.0%	Psychology	5.0%
Foreign Language	1.2%	Sociology/Anthro	3.0%
Health	1.1%	Remaining	30.5%

Monterey Peninsula — 1998-99 Enrollment: 20,802 Headcount 7,092 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	30,105	25,032 (83%)	23,019 (76%)
Vocational	7,919	7,092 (90%)	6,621 (84%)
Basic Skills	2,957	2,456 (83%)	2,067 (70%)
Total	46,365	39,072 (84%)	35,752 (77%)

Student Goals

Transfer	3,996 (17%)	Career planning	7,527 (33%)
AA or AS degree	786 (3%)	Personal develop.	7,194 (31%)
Voc. degree/cert.	972 (4%)	Unsure	1,925 (8%)
Basic skills	609 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	2,719	936 (34%)
Mathematics	1,081	331 (31%)
Total	3,800	1,267 (33%)

Enrollment by Course Type*

Transfer	50.9%	Basic Skills	13.3%
Vocational	19.6%	Non-Credit	18.5%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.2%	History	1.7%
Business & Mgmt	5.1%	Industrial Tech.	1.4%
Computer/Info Science	2.2%	Mathematics	5.5%
Economics	0.7%	Physical Education	11.6%
Education	3.5%	Physical Sciences	2.3%
English	10.6%	Political Science	1.1%
Fine & Applied Arts	13.1%	Psychology	1.8%
Foreign Language	2.6%	Sociology/Anthro	2.7%
Health	2.3%	Remaining	29.6%

Moorpark — 1998-99 Enrollment: 21,034 Headcount 9,832 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	70,370	57,860 (82%)	49,757 (71%)
Vocational	3,262	2,910 (89%)	2,645 (81%)
Basic Skills	4,956	3,621 (73%)	2,879 (58%)
Total	85,696	70,164 (82%)	60,146 (70%)

Student Goals

Transfer	8,947 (47%)	Career planning	2,056 (11%)
AA or AS degree	587 (3%)	Personal develop.	550 (3%)
Voc. degree/cert.	884 (5%)	Unsure	5,282 (28%)
Basic skills	794 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	482	100 (21%)
Mathematics	3,045	797 (26%)
Total	3,527	897 (25%)

Enrollment by Course Type*

Transfer	79.2%	Basic Skills	6.7%
Vocational	20.1%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.5%	History	5.8%
Business & Mgmt	6.2%	Industrial Tech.	0.9%
Computer/Info Science	4.8%	Mathematics	10.8%
Economics	1.2%	Physical Education	6.2%
Education	4.2%	Physical Sciences	4.7%
English	7.7%	Political Science	1.8%
Fine & Applied Arts	9.0%	Psychology	3.9%
Foreign Language	2.5%	Sociology/Anthro	4.3%
Health	2.4%	Remaining	20.9%

Mt. San Antonio — 1998-99 Enrollment: 47,703 Headcount 22,291 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	111,718	95,420 (85%)	77,624 (69%)
Vocational	11,300	10,306 (91%)	8,996 (80%)
Basic Skills	15,160	12,956 (85%)	9,201 (61%)
Total	159,783	136,542 (85%)	108,697 (68%)

Student Goals

Transfer	15,211 (35%)	Career planning	4,873 (11%)
AA or AS degree	3,479 (8%)	Personal develop.	1,566 (4%)
Voc. degree/cert.	3,807 (9%)	Unsure	13,103 (30%)
Basic skills	1,361 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	5,335	1,532 (29%)
Mathematics	3,656	977 (27%)
Total	8,991	2,509 (28%)

Enrollment by Course Type*

Transfer	50.9%	Basic Skills	15.2%
Vocational	23.7%	Non-Credit	18.9%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.8%	History	2.5%
Business & Mgmt	5.4%	Industrial Tech.	3.6%
Computer/Info Science	2.9%	Mathematics	7.8%
Economics	0.0%	Physical Education	8.6%
Education	1.4%	Physical Sciences	2.4%
English	9.3%	Political Science	1.5%
Fine & Applied Arts	8.4%	Psychology	2.6%
Foreign Language	2.7%	Sociology/Anthro	1.9%
Health	2.8%	Remaining	34.4%

Mt. San Jacinto — 1998-99 Enrollment: 14,945 Headcount 5,551 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	38,073	30,408 (80%)	25,665 (67%)
Vocational	1,724	1,417 (82%)	1,211 (70%)
Basic Skills	2,703	2,024 (75%)	1,424 (53%)
Total	48,040	37,881 (79%)	31,316 (65%)

Student Goals

Transfer	4,759 (34%)	Career planning	3,140 (23%)
AA or AS degree	815 (6%)	Personal develop.	577 (4%)
Voc. degree/cert.	467 (3%)	Unsure	3,571 (26%)
Basic skills	570 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	1,044	262 (25%)
Mathematics	1,358	340 (25%)
Total	2,402	602 (25%)

Enrollment by Course Type*

Transfer	78.8%	Basic Skills	6.4%
Vocational	23.2%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	4.2%	History	4.8%
Business & Mgmt	5.6%	Industrial Tech.	0.5%
Computer/Info Science	9.4%	Mathematics	12.8%
Economics	1.5%	Physical Education	4.2%
Education	2.5%	Physical Sciences	2.2%
English	11.2%	Political Science	2.8%
Fine & Applied Arts	9.7%	Psychology	4.2%
Foreign Language	2.7%	Sociology/Anthro	4.1%
Health	1.6%	Remaining	16.0%

Napa Valley

1998-99 Enrollment: 14,158 Headcount 5,247 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	29,800	24,318 (82%)	21,343 (72%)
Vocational	1,554	1,422 (92%)	1,358 (87%)
Basic Skills	2,498	1,820 (73%)	1,454 (58%)
Total	35,826	28,797 (80%)	25,101 (70%)

Student Goals

Transfer	2,399 (17%)	Career planning	3,918 (27%)
AA or AS degree	487 (3%)	Personal develop.	951 (7%)
Voc. degree/cert.	1,392 (10%)	Unsure	4,796 (33%)
Basic skills	561 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	984	200 (20%)
Mathematics	481	117 (24%)
Total	1,465	317 (22%)

Enrollment by Course Type*

Transfer	68.7%	Basic Skills	6.7%
Vocational	26.4%	Non-Credit	17.5%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.2%	History	2.0%
Business & Mgmt	4.4%	Industrial Tech.	1.7%
Computer/Info Science	2.4%	Mathematics	7.7%
Economics	0.7%	Physical Education	15.5%
Education	0.4%	Physical Sciences	9.1%
English	5.3%	Political Science	1.5%
Fine & Applied Arts	13.0%	Psychology	3.2%
Foreign Language	2.4%	Sociology/Anthro	1.3%
Health	3.5%	Remaining	23.8%

Ohlone

1998-99 Enrollment: 18,513 Headcount 7,176 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	38,713	32,307 (83%)	27,846 (72%)
Vocational	6,858	6,448 (94%)	6,244 (91%)
Basic Skills	4,195	3,321 (79%)	2,613 (62%)
Total	60,404	50,744 (84%)	43,905 (73%)

Student Goals

Transfer	4,771 (33%)	Career planning	3,258 (22%)
AA or AS degree	753 (5%)	Personal develop.	985 (7%)
Voc. degree/cert.	282 (2%)	Unsure	3,942 (27%)
Basic skills	559 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	1,820	655 (36%)
Mathematics	921	187 (20%)
Total	2,741	842 (31%)

Enrollment by Course Type*

Transfer	61.7%	Basic Skills	13.6%
Vocational	34.1%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.7%	History	4.1%
Business & Mgmt	8.2%	Industrial Tech.	2.6%
Computer/Info Science	10.2%	Mathematics	12.6%
Economics	0.0%	Physical Education	7.0%
Education	2.4%	Physical Sciences	2.8%
English	9.4%	Political Science	1.3%
Fine & Applied Arts	7.3%	Psychology	2.2%
Foreign Language	1.1%	Sociology/Anthro	1.6%
Health	2.9%	Remaining	20.6%

Orange Coast

1998-99 Enrollment: 35,315 Headcount 16,915 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	128,448	107,366 (84%)	90,457 (70%)
Vocational	0	-	-
Basic Skills	3,159	2,611 (83%)	1,991 (63%)
Total	139,820	115,920 (83%)	96,964 (69%)

Student Goals

Transfer	20,592 (58%)	Career planning	4,051 (11%)
AA or AS degree	1,460 (4%)	Personal develop.	3,187 (9%)
Voc. degree/cert.	1,845 (5%)	Unsure	4,055 (11%)
Basic skills	439 (1%)		

Basic Skills

Program	Enrolled	Advancement
English	2,071	952 (46%)
Mathematics	1,235	272 (22%)
Total	3,306	1,224 (37%)

Enrollment by Course Type*

Transfer	84.8%	Basic Skills	3.4%
Vocational	25.3%	Non-Credit	5.5%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	5.6%	History	3.2%
Business & Mgmt	5.7%	Industrial Tech.	3.6%
Computer/Info Science	3.6%	Mathematics	8.6%
Economics	1.5%	Physical Education	6.9%
Education	0.6%	Physical Sciences	4.7%
English	5.3%	Political Science	2.5%
Fine & Applied Arts	10.8%	Psychology	7.7%
Foreign Language	2.1%	Sociology/Anthro	3.3%
Health	2.3%	Remaining	22.0%

Oxnard — 1998-99 Enrollment: 11,508 Headcount 4,558 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	24,995	20,803 (83%)	17,860 (71%)
Vocational	5,196	4,654 (90%)	3,873 (75%)
Basic Skills	5,544	4,257 (77%)	3,171 (57%)
Total	39,220	32,644 (83%)	27,290 (70%)

Student Goals

Transfer	2,673 (25%)	Career planning	1,315 (12%)
AA or AS degree	319 (3%)	Personal develop.	314 (3%)
Voc. degree/cert.	839 (8%)	Unsure	4,276 (40%)
Basic skills	977 (9%)		

Basic Skills

Program	Enrolled	Advancement
English	2,524	771 (31%)
Mathematics	1,104	272 (25%)
Total	3,628	1,043 (29%)

Enrollment by Course Type*

Transfer	61.6%	Basic Skills	15.5%
Vocational	32.8%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.7%	History	4.6%
Business & Mgmt	8.7%	Industrial Tech.	3.0%
Computer/Info Science	6.2%	Mathematics	6.0%
Economics	0.8%	Physical Education	7.6%
Education	3.2%	Physical Sciences	3.1%
English	4.6%	Political Science	1.1%
Fine & Applied Arts	4.3%	Psychology	2.0%
Foreign Language	2.7%	Sociology/Anthro	3.7%
Health	1.5%	Remaining	33.3%

Palo Verde — 1998-99 Enrollment: 4,526 Headcount 979 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	2,503	2,239 (89%)	1,809 (72%)
Vocational	3,835	3,803 (99%)	3,763 (98%)
Basic Skills	600	513 (86%)	340 (57%)
Total	8,228	7,643 (93%)	6,773 (82%)

Student Goals

Transfer	541 (18%)	Career planning	889 (30%)
AA or AS degree	171 (6%)	Personal develop.	135 (4%)
Voc. degree/cert.	213 (7%)	Unsure	651 (22%)
Basic skills	411 (14%)		

Basic Skills

Program	Enrolled	Advancement
English	217	38 (18%)
Mathematics	171	14 (8%)
Total	388	52 (13%)

Enrollment by Course Type*

Transfer	28.8%	Basic Skills	10.3%
Vocational	59.1%	Non-Credit	11.7%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.8%	History	0.0%
Business & Mgmt	5.7%	Industrial Tech.	6.7%
Computer/Info Science	8.1%	Mathematics	5.3%
Economics	0.0%	Physical Education	2.6%
Education	7.3%	Physical Sciences	0.3%
English	5.8%	Political Science	0.0%
Fine & Applied Arts	0.5%	Psychology	1.9%
Foreign Language	1.2%	Sociology/Anthro	0.0%
Health	1.7%	Remaining	51.1%

Palomar — 1998-99 Enrollment: 42,879 Headcount 16,067 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	109,605	99,436 (91%)	78,803 (72%)
Vocational	800	763 (95%)	656 (82%)
Basic Skills	5,005	4,415 (88%)	2,821 (56%)
Total	129,032	116,796 (91%)	91,035 (71%)

Student Goals

Transfer	10,567 (25%)	Career planning	8,513 (20%)
AA or AS degree	6,758 (16%)	Personal develop.	2,831 (7%)
Voc. degree/cert.	1,792 (4%)	Unsure	10,287 (24%)
Basic skills	1,782 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	5,191	1,039 (20%)
Mathematics	2,656	578 (22%)
Total	7,847	1,617 (21%)

Enrollment by Course Type*

Transfer	70.9%	Basic Skills	6.6%
Vocational	24.5%	Non-Credit	13.1%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.4%	History	3.4%
Business & Mgmt	5.2%	Industrial Tech.	6.2%
Computer/Info Science	2.0%	Mathematics	8.9%
Economics	1.1%	Physical Education	6.5%
Education	0.0%	Physical Sciences	3.5%
English	5.9%	Political Science	1.1%
Fine & Applied Arts	9.0%	Psychology	3.6%
Foreign Language	3.4%	Sociology/Anthro	2.1%
Health	1.8%	Remaining	33.9%

Pasadena City

1998-99 Enrollment: 40,909 Headcount 21,105 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	112,140	89,344 (80%)	75,547 (67%)
Vocational	12,119	10,067 (83%)	9,074 (75%)
Basic Skills	7,906	6,205 (78%)	4,695 (59%)
Total	146,979	117,145 (80%)	98,357 (67%)

Student Goals

Transfer	17,386 (42%)	Career planning	5,893 (14%)
AA or AS degree	2,692 (7%)	Personal develop.	3,581 (9%)
Voc. degree/cert.	1,668 (4%)	Unsure	7,369 (18%)
Basic skills	2,602 (6%)		

Basic Skills

Program	Enrolled	Advancement
English	7,028	1,996 (28%)
Mathematics	2,657	847 (32%)
Total	9,685	2,843 (29%)

Enrollment by Course Type*

Transfer	67.1%	Basic Skills	12.3%
Vocational	25.3%	Non-Credit	3.4%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.6%	History	3.8%
Business & Mgmt	5.2%	Industrial Tech.	2.0%
Computer/Info Science	2.6%	Mathematics	3.6%
Economics	1.2%	Physical Education	4.4%
Education	1.8%	Physical Sciences	3.2%
English	6.3%	Political Science	2.4%
Fine & Applied Arts	11.6%	Psychology	3.0%
Foreign Language	3.6%	Sociology/Anthro	2.8%
Health	2.4%	Remaining	37.7%

Porterville

1998-99 Enrollment: 5,699 Headcount 2,747 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	16,498	13,827 (84%)	10,115 (61%)
Vocational	2,845	2,574 (90%)	2,224 (78%)
Basic Skills	904	661 (73%)	383 (42%)
Total	24,613	20,187 (82%)	14,874 (60%)

Student Goals

Transfer	1,674 (34%)	Career planning	802 (16%)
AA or AS degree	333 (7%)	Personal develop.	592 (12%)
Voc. degree/cert.	312 (6%)	Unsure	1,103 (22%)
Basic skills	91 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	513	189 (37%)
Mathematics	561	55 (10%)
Total	1,074	244 (23%)

Enrollment by Course Type*

Transfer	56.4%	Basic Skills	0.0%
Vocational	32.1%	Non-Credit	13.7%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.7%	History	1.9%
Business & Mgmt	3.5%	Industrial Tech.	1.1%
Computer/Info Science	13.2%	Mathematics	7.8%
Economics	0.0%	Physical Education	12.6%
Education	2.7%	Physical Sciences	1.0%
English	8.3%	Political Science	0.0%
Fine & Applied Arts	5.5%	Psychology	1.6%
Foreign Language	1.1%	Sociology/Anthro	1.6%
Health	5.9%	Remaining	29.4%

Redwoods

1998-99 Enrollment: 10,400 Headcount 5,631 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	36,978	34,011 (92%)	27,363 (74%)
Vocational	1,910	1,807 (95%)	1,584 (83%)
Basic Skills	3,551	3,100 (87%)	2,293 (65%)
Total	47,649	43,482 (91%)	34,286 (72%)

Student Goals

Transfer	3,398 (32%)	Career planning	2,156 (21%)
AA or AS degree	521 (5%)	Personal develop.	1,308 (12%)
Voc. degree/cert.	392 (4%)	Unsure	2,429 (23%)
Basic skills	305 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	212	35 (17%)
Mathematics	968	246 (25%)
Total	1,180	281 (24%)

Enrollment by Course Type*

Transfer	75.9%	Basic Skills	10.3%
Vocational	28.7%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.0%	History	2.2%
Business & Mgmt	4.6%	Industrial Tech.	4.8%
Computer/Info Science	10.5%	Mathematics	6.7%
Economics	0.7%	Physical Education	7.4%
Education	0.5%	Physical Sciences	5.1%
English	7.5%	Political Science	1.7%
Fine & Applied Arts	10.1%	Psychology	2.8%
Foreign Language	1.9%	Sociology/Anthro	2.7%
Health	2.9%	Remaining	25.9%

Reedley

1998-99 Enrollment: 11,513 Headcount 6,372 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	39,066	33,639 (86%)	26,649 (68%)
Vocational	1,430	1,295 (91%)	1,163 (81%)
Basic Skills	2,108	1,753 (83%)	1,192 (57%)
Total	49,055	41,938 (85%)	32,604 (66%)

Student Goals

Transfer	4,235 (38%)	Career planning	1,505 (13%)
AA or AS degree	662 (6%)	Personal develop.	169 (2%)
Voc. degree/cert.	527 (5%)	Unsure	3,839 (34%)
Basic skills	246 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	836	281 (34%)
Mathematics	946	218 (23%)
Total	1,782	499 (28%)

Enrollment by Course Type*

Transfer	78.3%	Basic Skills	3.9%
Vocational	23.3%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.7%	History	5.5%
Business & Mgmt	5.5%	Industrial Tech.	1.6%
Computer/Info Science	4.7%	Mathematics	11.4%
Economics	1.3%	Physical Education	6.7%
Education	4.7%	Physical Sciences	1.1%
English	14.6%	Political Science	3.5%
Fine & Applied Arts	5.3%	Psychology	4.1%
Foreign Language	2.5%	Sociology/Anthro	1.5%
Health	0.1%	Remaining	24.2%

Rio Hondo

1998-99 Enrollment: 36,061 Headcount 10,412 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	57,468	44,515 (77%)	32,523 (57%)
Vocational	33,657	31,925 (95%)	30,838 (92%)
Basic Skills	11,599	8,460 (73%)	5,508 (47%)
Total	108,655	88,595 (82%)	71,498 (66%)

Student Goals

Transfer	8,197 (28%)	Career planning	7,000 (24%)
AA or AS degree	793 (3%)	Personal develop.	900 (3%)
Voc. degree/cert.	1,710 (6%)	Unsure	9,048 (31%)
Basic skills	1,320 (5%)		

Basic Skills

Program	Enrolled	Advancement
English	4,029	1,378 (34%)
Mathematics	3,248	829 (26%)
Total	7,277	2,207 (30%)

Enrollment by Course Type*

Transfer	45.7%	Basic Skills	18.9%
Vocational	41.4%	Non-Credit	1.8%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.0%	History	2.2%
Business & Mgmt	3.1%	Industrial Tech.	3.5%
Computer/Info Science	2.4%	Mathematics	7.9%
Economics	0.8%	Physical Education	6.5%
Education	1.3%	Physical Sciences	1.9%
English	8.0%	Political Science	1.2%
Fine & Applied Arts	4.5%	Psychology	2.1%
Foreign Language	1.3%	Sociology/Anthro	1.5%
Health	1.2%	Remaining	48.7%

Riverside

1998-99 Enrollment: 42,753 Headcount 18,376 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	93,902	87,913 (94%)	66,456 (71%)
Vocational	19,099	18,616 (97%)	13,624 (71%)
Basic Skills	5,009	4,738 (95%)	3,042 (61%)
Total	129,930	122,402 (94%)	90,628 (70%)

Student Goals

Transfer	15,839 (38%)	Career planning	5,859 (14%)
AA or AS degree	2,725 (6%)	Personal develop.	1,829 (4%)
Voc. degree/cert.	3,722 (9%)	Unsure	11,015 (26%)
Basic skills	1,096 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	1,548	342 (22%)
Mathematics	1,811	330 (18%)
Total	3,359	672 (20%)

Enrollment by Course Type*

Transfer	68.9%	Basic Skills	3.9%
Vocational	32.1%	Non-Credit	3.6%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.1%	History	3.4%
Business & Mgmt	5.5%	Industrial Tech.	3.2%
Computer/Info Science	10.6%	Mathematics	8.8%
Economics	1.1%	Physical Education	8.0%
Education	2.1%	Physical Sciences	2.9%
English	7.7%	Political Science	1.6%
Fine & Applied Arts	5.9%	Psychology	4.1%
Foreign Language	3.3%	Sociology/Anthro	3.7%
Health	2.1%	Remaining	23.0%

Sacramento City — 1998-99 Enrollment: 31,388 Headcount 13,327 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	82,158	65,923 (80%)	54,778 (67%)
Vocational	3,832	3,318 (87%)	2,996 (78%)
Basic Skills	7,433	5,289 (71%)	4,031 (54%)
Total	107,924	85,831 (80%)	70,520 (65%)

Student Goals

Transfer	14,481 (42%)	Career planning	5,590 (16%)
AA or AS degree	784 (2%)	Personal develop.	1,850 (5%)
Voc. degree/cert.	2,397 (7%)	Unsure	6,757 (19%)
Basic skills	2,802 (8%)		

Basic Skills

Program	Enrolled	Advancement
English	2,860	863 (30%)
Mathematics	2,054	453 (22%)
Total	4,914	1,316 (27%)

Enrollment by Course Type*

Transfer	71.6%	Basic Skills	7.4%
Vocational	26.4%	Non-Credit	3.3%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.0%	History	3.8%
Business & Mgmt	5.6%	Industrial Tech.	4.3%
Computer/Info Science	5.7%	Mathematics	9.5%
Economics	1.3%	Physical Education	7.9%
Education	1.7%	Physical Sciences	4.3%
English	9.8%	Political Science	1.3%
Fine & Applied Arts	7.2%	Psychology	3.8%
Foreign Language	2.4%	Sociology/Anthro	2.7%
Health	2.4%	Remaining	24.3%

Saddleback — 1998-99 Enrollment: 34,580 Headcount 13,674 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	79,248	64,648 (82%)	55,614 (70%)
Vocational	6,267	5,474 (87%)	4,820 (77%)
Basic Skills	2,476	1,817 (73%)	1,398 (56%)
Total	101,949	82,797 (81%)	71,251 (70%)

Student Goals

Transfer	8,098 (24%)	Career planning	8,832 (27%)
AA or AS degree	270 (1%)	Personal develop.	9,823 (30%)
Voc. degree/cert.	2,650 (8%)	Unsure	3,070 (9%)
Basic skills	542 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	1,404	292 (21%)
Mathematics	1,484	400 (27%)
Total	2,888	692 (24%)

Enrollment by Course Type*

Transfer	50.5%	Basic Skills	2.8%
Vocational	38.0%	Non-Credit	34.1%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.2%	History	2.7%
Business & Mgmt	26.6%	Industrial Tech.	1.0%
Computer/Info Science	1.5%	Mathematics	5.6%
Economics	0.7%	Physical Education	10.8%
Education	0.6%	Physical Sciences	2.6%
English	4.9%	Political Science	1.8%
Fine & Applied Arts	9.2%	Psychology	2.7%
Foreign Language	3.3%	Sociology/Anthro	3.0%
Health	2.3%	Remaining	19.5%

San Bernardino Valley — 1998-99 Enrollment: 19,523 Headcount 9,242 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	51,932	42,078 (81%)	34,525 (66%)
Vocational	4,741	4,350 (92%)	4,014 (85%)
Basic Skills	4,255	3,035 (71%)	2,208 (52%)
Total	66,533	53,464 (80%)	43,501 (65%)

Student Goals

Transfer	6,361 (32%)	Career planning	4,552 (23%)
AA or AS degree	1,314 (7%)	Personal develop.	2,727 (14%)
Voc. degree/cert.	768 (4%)	Unsure	3,467 (18%)
Basic skills	546 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	1,776	416 (23%)
Mathematics	796	95 (12%)
Total	2,572	511 (20%)

Enrollment by Course Type*

Transfer	76.6%	Basic Skills	7.1%
Vocational	37.5%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	4.7%	History	4.1%
Business & Mgmt	7.7%	Industrial Tech.	7.0%
Computer/Info Science	3.2%	Mathematics	6.2%
Economics	1.4%	Physical Education	7.4%
Education	0.9%	Physical Sciences	1.8%
English	8.2%	Political Science	1.5%
Fine & Applied Arts	5.1%	Psychology	3.6%
Foreign Language	2.2%	Sociology/Anthro	2.6%
Health	2.8%	Remaining	29.7%

San Diego City — 1998-99 Enrollment: 23,222 Headcount 17,653 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	56,408	42,129 (75%)	36,207 (64%)
Vocational	7,525	6,144 (82%)	5,435 (72%)
Basic Skills	4,650	3,222 (69%)	2,367 (51%)
Total	79,786	60,045 (75%)	49,937 (63%)

Student Goals

Transfer	11,668 (51%)	Career planning	3,611 (16%)
AA or AS degree	2,250 (10%)	Personal develop.	808 (4%)
Voc. degree/cert.	678 (3%)	Unsure	3,017 (13%)
Basic skills	627 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	1,539	491 (32%)
Mathematics	2,614	437 (17%)
Total	4,153	928 (22%)

Enrollment by Course Type*

Transfer	67.7%	Basic Skills	5.5%
Vocational	27.7%	Non-Credit	3.5%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.1%	History	2.0%
Business & Mgmt	8.0%	Industrial Tech.	6.5%
Computer/Info Science	3.3%	Mathematics	10.4%
Economics	1.4%	Physical Education	6.6%
Education	2.3%	Physical Sciences	4.2%
English	5.8%	Political Science	1.2%
Fine & Applied Arts	5.3%	Psychology	2.9%
Foreign Language	4.4%	Sociology/Anthro	2.9%
Health	0.9%	Remaining	29.9%

San Diego Mesa — 1998-99 Enrollment: 35,240 Headcount 18,771 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	106,408	79,316 (75%)	70,551 (66%)
Vocational	3,882	3,351 (86%)	3,071 (79%)
Basic Skills	3,039	2,214 (73%)	1,703 (56%)
Total	125,567	93,615 (75%)	82,106 (65%)

Student Goals

Transfer	20,266 (58%)	Career planning	4,559 (13%)
AA or AS degree	2,903 (8%)	Personal develop.	1,474 (4%)
Voc. degree/cert.	962 (3%)	Unsure	4,197 (12%)
Basic skills	461 (1%)		

Basic Skills

Program	Enrolled	Advancement
English	1,296	434 (33%)
Mathematics	2,166	560 (26%)
Total	3,462	994 (29%)

Enrollment by Course Type*

Transfer	81.7%	Basic Skills	2.9%
Vocational	20.0%	Non-Credit	2.4%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.7%	History	3.6%
Business & Mgmt	7.0%	Industrial Tech.	2.2%
Computer/Info Science	3.5%	Mathematics	10.1%
Economics	1.8%	Physical Education	8.0%
Education	2.2%	Physical Sciences	5.9%
English	7.1%	Political Science	2.2%
Fine & Applied Arts	6.3%	Psychology	3.9%
Foreign Language	8.2%	Sociology/Anthro	3.2%
Health	1.5%	Remaining	20.7%

San Diego Miramar — 1998-99 Enrollment: 15,264 Headcount 5,354 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	27,422	22,534 (82%)	20,452 (75%)
Vocational	5,485	5,233 (95%)	5,033 (92%)
Basic Skills	1,260	963 (76%)	776 (62%)
Total	36,727	30,551 (83%)	27,656 (75%)

Student Goals

Transfer	6,634 (41%)	Career planning	4,291 (26%)
AA or AS degree	1,283 (8%)	Personal develop.	395 (2%)
Voc. degree/cert.	587 (4%)	Unsure	2,813 (17%)
Basic skills	239 (1%)		

Basic Skills

Program	Enrolled	Advancement
English	718	205 (29%)
Mathematics	941	233 (25%)
Total	1,659	438 (26%)

Enrollment by Course Type*

Transfer	72.2%	Basic Skills	3.9%
Vocational	40.9%	Non-Credit	5.3%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.8%	History	3.1%
Business & Mgmt	5.3%	Industrial Tech.	7.8%
Computer/Info Science	3.5%	Mathematics	7.7%
Economics	1.5%	Physical Education	3.2%
Education	2.2%	Physical Sciences	2.6%
English	5.1%	Political Science	2.5%
Fine & Applied Arts	2.9%	Psychology	2.3%
Foreign Language	2.4%	Sociology/Anthro	2.7%
Health	0.6%	Remaining	40.9%

San Francisco City — 1998-99 Enrollment: 43,405 Headcount 35,651 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	140,380	116,457 (83%)	97,391 (69%)
Vocational	2,388	2,053 (86%)	1,695 (71%)
Basic Skills	6,351	5,229 (82%)	3,513 (55%)
Total	161,189	133,446 (83%)	110,061 (68%)

Student Goals

Transfer	11,094 (26%)	Career planning	6,694 (16%)
AA or AS degree	1,659 (4%)	Personal develop.	1,909 (4%)
Voc. degree/cert.	1,525 (4%)	Unsure	18,896 (44%)
Basic skills	1,009 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	5,208	2,218 (43%)
Mathematics	3,321	539 (16%)
Total	8,529	2,757 (32%)

Enrollment by Course Type*

Transfer	79.5%	Basic Skills	10.6%
Vocational	26.8%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	4.3%	History	2.9%
Business & Mgmt	4.1%	Industrial Tech.	1.6%
Computer/Info Science	8.0%	Mathematics	6.4%
Economics	1.8%	Physical Education	8.0%
Education	1.7%	Physical Sciences	4.5%
English	6.6%	Political Science	1.9%
Fine & Applied Arts	8.2%	Psychology	2.5%
Foreign Language	5.5%	Sociology/Anthro	1.4%
Health	3.1%	Remaining	27.6%

San Joaquin Delta — 1998-99 Enrollment: 26,468 Headcount 12,880 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	83,714	65,445 (78%)	53,732 (64%)
Vocational	2,904	2,464 (85%)	2,012 (69%)
Basic Skills	6,666	4,826 (72%)	3,567 (54%)
Total	104,721	80,649 (77%)	65,305 (62%)

Student Goals

Transfer	7,397 (26%)	Career planning	6,821 (24%)
AA or AS degree	1,378 (5%)	Personal develop.	1,206 (4%)
Voc. degree/cert.	1,776 (6%)	Unsure	7,249 (26%)
Basic skills	2,331 (8%)		

Basic Skills

Program	Enrolled	Advancement
English	2,995	829 (28%)
Mathematics	1,503	205 (14%)
Total	4,498	1,034 (23%)

Enrollment by Course Type*

Transfer	67.4%	Basic Skills	17.7%
Vocational	24.1%	Non-Credit	2.5%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.2%	History	3.6%
Business & Mgmt	4.2%	Industrial Tech.	3.7%
Computer/Info Science	5.1%	Mathematics	6.9%
Economics	0.9%	Physical Education	5.7%
Education	0.7%	Physical Sciences	2.2%
English	8.8%	Political Science	1.4%
Fine & Applied Arts	6.2%	Psychology	2.7%
Foreign Language	2.1%	Sociology/Anthro	2.1%
Health	1.9%	Remaining	39.4%

San Jose City — 1998-99 Enrollment: 17,239 Headcount 6,915 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	35,933	29,732 (83%)	25,985 (72%)
Vocational	1,710	1,589 (93%)	1,456 (85%)
Basic Skills	7,411	6,009 (81%)	4,158 (56%)
Total	51,006	41,881 (82%)	35,033 (69%)

Student Goals

Transfer	2,301 (14%)	Career planning	674 (4%)
AA or AS degree	181 (1%)	Personal develop.	102 (1%)
Voc. degree/cert.	6,195 (38%)	Unsure	3,128 (19%)
Basic skills	3,694 (23%)		

Basic Skills

Program	Enrolled	Advancement
English	3,287	1,203 (37%)
Mathematics	1,279	292 (23%)
Total	4,566	1,495 (33%)

Enrollment by Course Type*

Transfer	68.3%	Basic Skills	15.1%
Vocational	28.6%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.6%	History	2.8%
Business & Mgmt	5.8%	Industrial Tech.	7.6%
Computer/Info Science	7.1%	Mathematics	8.5%
Economics	1.0%	Physical Education	8.3%
Education	1.2%	Physical Sciences	2.4%
English	9.0%	Political Science	0.4%
Fine & Applied Arts	4.7%	Psychology	2.2%
Foreign Language	1.8%	Sociology/Anthro	0.3%
Health	2.0%	Remaining	33.4%

San Mateo — 1998-99 Enrollment: 19,500 Headcount 8,802 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	56,871	45,607 (80%)	38,849 (68%)
Vocational	4,430	4,094 (92%)	3,825 (86%)
Basic Skills	3,656	2,892 (79%)	2,194 (60%)
Total	71,016	57,034 (80%)	48,300 (68%)

Student Goals

Transfer	7,241 (39%)	Career planning	3,062 (16%)
AA or AS degree	1,869 (10%)	Personal develop.	1,916 (10%)
Voc. degree/cert.	1,216 (6%)	Unsure	3,150 (17%)
Basic skills	298 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	2,342	919 (39%)
Mathematics	726	134 (18%)
Total	3,068	1,053 (34%)

Enrollment by Course Type*

Transfer	77.8%	Basic Skills	5.9%
Vocational	32.8%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.2%	History	2.8%
Business & Mgmt	12.0%	Industrial Tech.	4.3%
Computer/Info Science	6.3%	Mathematics	8.7%
Economics	1.4%	Physical Education	7.1%
Education	1.8%	Physical Sciences	3.7%
English	11.4%	Political Science	1.8%
Fine & Applied Arts	5.8%	Psychology	2.8%
Foreign Language	3.6%	Sociology/Anthro	0.8%
Health	2.0%	Remaining	20.5%

Santa Ana — 1998-99 Enrollment: 39,993 Headcount 20,548 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	71,071	56,708 (80%)	47,593 (67%)
Vocational	19,759	19,048 (96%)	17,708 (90%)
Basic Skills	9,279	7,436 (80%)	5,679 (61%)
Total	121,296	101,330 (84%)	85,269 (70%)

Student Goals

Transfer	8,488 (20%)	Career planning	10,847 (25%)
AA or AS degree	2,525 (6%)	Personal develop.	4,625 (11%)
Voc. degree/cert.	2,411 (6%)	Unsure	13,107 (31%)
Basic skills	644 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	5,932	2,403 (41%)
Mathematics	4,364	1,468 (34%)
Total	10,296	3,871 (38%)

Enrollment by Course Type*

Transfer	57.2%	Basic Skills	7.7%
Vocational	43.9%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.5%	History	1.2%
Business & Mgmt	14.6%	Industrial Tech.	5.2%
Computer/Info Science	4.1%	Mathematics	4.8%
Economics	0.9%	Physical Education	7.5%
Education	0.0%	Physical Sciences	1.8%
English	4.1%	Political Science	1.6%
Fine & Applied Arts	6.5%	Psychology	1.6%
Foreign Language	1.8%	Sociology/Anthro	1.1%
Health	3.2%	Remaining	37.5%

Santa Barbara City — 1998-99 Enrollment: 18,335 Headcount 13,135 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	73,946	63,659 (86%)	52,709 (71%)
Vocational	3,571	3,159 (88%)	2,828 (79%)
Basic Skills	3,693	3,026 (82%)	2,153 (58%)
Total	85,298	73,273 (86%)	59,898 (70%)

Student Goals

Transfer	7,505 (41%)	Career planning	2,618 (14%)
AA or AS degree	1,650 (9%)	Personal develop.	2,045 (11%)
Voc. degree/cert.	1,351 (7%)	Unsure	1,235 (7%)
Basic skills	1,733 (10%)		

Basic Skills

Program	Enrolled	Advancement
English	1,600	766 (48%)
Mathematics	1,893	534 (28%)
Total	3,493	86 (20%)

Enrollment by Course Type*

Transfer	85.9%	Basic Skills	5.4%
Vocational	25.4%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.8%	History	3.2%
Business & Mgmt	5.8%	Industrial Tech.	3.7%
Computer/Info Science	4.2%	Mathematics	5.8%
Economics	1.0%	Physical Education	4.9%
Education	1.0%	Physical Sciences	6.0%
English	11.2%	Political Science	1.6%
Fine & Applied Arts	8.8%	Psychology	2.5%
Foreign Language	2.6%	Sociology/Anthro	3.8%
Health	4.9%	Remaining	27.4%

Santa Monica City

1998-99 Enrollment: 46,002 Headcount 22,378 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	142,509	113,991 (80%)	95,235 (67%)
Vocational	6,450	5,018 (78%)	4,150 (64%)
Basic Skills	9,336	7,195 (77%)	5,313 (57%)
Total	167,267	132,271 (79%)	109,258 (65%)

Student Goals

Transfer	15,017 (37%)	Career planning	5,875 (14%)
AA or AS degree	538 (1%)	Personal develop.	8,206 (20%)
Voc. degree/cert.	1,332 (3%)	Unsure	8,485 (21%)
Basic skills	1,211 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	2,808	1,281 (46%)
Mathematics	4,458	1,044 (23%)
Total	7,266	2,325 (32%)

Enrollment by Course Type*

Transfer	79.4%	Basic Skills	6.1%
Vocational	20.5%	Non-Credit	6.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.6%	History	4.5%
Business & Mgmt	7.4%	Industrial Tech.	0.8%
Computer/Info Science	3.4%	Mathematics	9.3%
Economics	0.0%	Physical Education	5.2%
Education	0.4%	Physical Sciences	3.3%
English	10.9%	Political Science	2.2%
Fine & Applied Arts	16.5%	Psychology	4.7%
Foreign Language	3.6%	Sociology/Anthro	3.6%
Health	0.5%	Remaining	21.1%

Santa Rosa

1998-99 Enrollment: 50,151 Headcount 18,607 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	114,336	96,043 (84%)	82,783 (72%)
Vocational	14,509	12,906 (89%)	11,278 (78%)
Basic Skills	7,787	6,085 (78%)	4,853 (62%)
Total	155,270	128,766 (83%)	110,258 (71%)

Student Goals

Transfer	11,834 (24%)	Career planning	11,719 (24%)
AA or AS degree	1,398 (3%)	Personal develop.	11,351 (23%)
Voc. degree/cert.	4,044 (8%)	Unsure	6,778 (14%)
Basic skills	2,581 (5%)		

Basic Skills

Program	Enrolled	Advancement
English	6,422	2,061 (32%)
Mathematics	1,793	519 (29%)
Total	8,215	2,580 (31%)

Enrollment by Course Type*

Transfer	63.6%	Basic Skills	7.9%
Vocational	32.2%	Non-Credit	13.2%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.0%	History	1.6%
Business & Mgmt	10.8%	Industrial Tech.	3.8%
Computer/Info Science	5.7%	Mathematics	4.9%
Economics	0.5%	Physical Education	9.6%
Education	3.6%	Physical Sciences	2.8%
English	5.3%	Political Science	1.2%
Fine & Applied Arts	9.3%	Psychology	2.0%
Foreign Language	2.7%	Sociology/Anthro	2.1%
Health	1.7%	Remaining	30.4%

Santiago Canyon

1998-99 Enrollment: 16,196 Headcount 6,085 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	25,599	20,460 (80%)	16,884 (66%)
Vocational	10,481	10,285 (98%)	8,454 (81%)
Basic Skills	1,303	1,048 (80%)	810 (62%)
Total	40,957	34,611 (85%)	28,281 (69%)

Student Goals

Transfer	2,916 (21%)	Career planning	3,392 (24%)
AA or AS degree	712 (5%)	Personal develop.	1,286 (9%)
Voc. degree/cert.	1,282 (9%)	Unsure	4,349 (31%)
Basic skills	159 (1%)		

Basic Skills

Program	Enrolled	Advancement
English	Not available	
Mathematics	Not available	
Total	Not available	

Enrollment by Course Type*

Transfer	65.0%	Basic Skills	3.6%
Vocational	42.4%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.4%	History	2.7%
Business & Mgmt	8.5%	Industrial Tech.	22.5%
Computer/Info Science	3.4%	Mathematics	6.0%
Economics	1.0%	Physical Education	4.1%
Education	0.0%	Physical Sciences	2.3%
English	5.4%	Political Science	2.7%
Fine & Applied Arts	6.7%	Psychology	2.8%
Foreign Language	2.5%	Sociology/Anthro	2.0%
Health	0.0%	Remaining	23.8%

Sequoias — 1998-99 Enrollment: 14,635 Headcount 8,061 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	49,736	43,332 (87%)	34,813 (70%)
Vocational	1,926	1,713 (89%)	1,486 (77%)
Basic Skills	4,242	3,678 (87%)	2,153 (51%)
Total	66,347	57,822 (87%)	45,193 (68%)

Student Goals

Transfer	6,933 (49%)	Career planning	1,825 (13%)
AA or AS degree	2,358 (17%)	Personal develop.	363 (3%)
Voc. degree/cert.	1,056 (8%)	Unsure	1,323 (9%)
Basic skills	176 (1%)		

Basic Skills

Program	Enrolled	Advancement
English	1,205	371 (31%)
Mathematics	1,888	430 (23%)
Total	3,093	801 (26%)

Enrollment by Course Type*

Transfer	59.9%	Basic Skills	5.6%
Vocational	28.8%	Non-Credit	17.3%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.0%	History	3.0%
Business & Mgmt	4.0%	Industrial Tech.	2.4%
Computer/Info Science	4.7%	Mathematics	10.3%
Economics	0.0%	Physical Education	5.2%
Education	2.4%	Physical Sciences	1.5%
English	11.5%	Political Science	1.8%
Fine & Applied Arts	6.5%	Psychology	2.9%
Foreign Language	2.4%	Sociology/Anthro	0.0%
Health	1.4%	Remaining	38.0%

Shasta — 1998-99 Enrollment: 18,006 Headcount 7,342 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	43,938	38,394 (87%)	32,674 (74%)
Vocational	5,670	5,062 (89%)	4,245 (75%)
Basic Skills	2,587	2,289 (88%)	1,715 (66%)
Total	61,449	54,184 (88%)	46,024 (75%)

Student Goals

Transfer	3,651 (22%)	Career planning	2,040 (12%)
AA or AS degree	253 (2%)	Personal develop.	2,906 (17%)
Voc. degree/cert.	1,547 (9%)	Unsure	5,884 (35%)
Basic skills	494 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	1,150	259 (23%)
Mathematics	1,312	277 (21%)
Total	2,462	536 (22%)

Enrollment by Course Type*

Transfer	73.9%	Basic Skills	4.9%
Vocational	34.5%	Non-Credit	5.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	5.4%	History	3.8%
Business & Mgmt	10.1%	Industrial Tech.	4.9%
Computer/Info Science	3.2%	Mathematics	6.5%
Economics	1.1%	Physical Education	9.4%
Education	2.2%	Physical Sciences	3.4%
English	6.4%	Political Science	2.1%
Fine & Applied Arts	6.6%	Psychology	3.3%
Foreign Language	1.8%	Sociology/Anthro	2.3%
Health	2.3%	Remaining	25.3%

Sierra — 1998-99 Enrollment: 27,262 Headcount 11,240 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	85,806	69,448 (81%)	59,047 (69%)
Vocational	4,005	3,438 (86%)	3,211 (80%)
Basic Skills	1,706	1,253 (73%)	963 (56%)
Total	101,802	81,943 (80%)	69,384 (68%)

Student Goals

Transfer	7,290 (29%)	Career planning	4,231 (17%)
AA or AS degree	3,771 (15%)	Personal develop.	2,601 (11%)
Voc. degree/cert.	833 (3%)	Unsure	5,936 (24%)
Basic skills	64 (0%)		

Basic Skills

Program	Enrolled	Advancement
English	574	170 (30%)
Mathematics	947	265 (28%)
Total	1,521	435 (29%)

Enrollment by Course Type*

Transfer	82.2%	Basic Skills	1.9%
Vocational	31.2%	Non-Credit	3.6%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.5%	History	5.4%
Business & Mgmt	5.3%	Industrial Tech.	3.5%
Computer/Info Science	8.2%	Mathematics	7.4%
Economics	1.3%	Physical Education	7.9%
Education	0.8%	Physical Sciences	4.5%
English	7.9%	Political Science	1.4%
Fine & Applied Arts	8.3%	Psychology	4.2%
Foreign Language	1.8%	Sociology/Anthro	2.6%
Health	1.6%	Remaining	25.5%

Siskiyous — 1998-99 Enrollment: 7,000 Headcount 2,293 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	14,571	13,061 (90%)	11,548 (79%)
Vocational	1,172	1,147 (98%)	996 (85%)
Basic Skills	2,506	2,292 (91%)	1,652 (66%)
Total	19,707	17,673 (90%)	15,009 (76%)

Student Goals

Transfer	1,333 (19%)	Career planning	743 (11%)
AA or AS degree	218 (3%)	Personal develop.	2,615 (37%)
Voc. degree/cert.	242 (3%)	Unsure	1,682 (24%)
Basic skills	163 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	254	79 (31%)
Mathematics	498	121 (24%)
Total	752	200 (27%)

Enrollment by Course Type*

Transfer	66.1%	Basic Skills	17.8%
Vocational	25.0%	Non-Credit	4.4%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.3%	History	2.6%
Business & Mgmt	7.8%	Industrial Tech.	1.6%
Computer/Info Science	5.5%	Mathematics	1.7%
Economics	0.9%	Physical Education	19.6%
Education	1.0%	Physical Sciences	2.0%
English	5.4%	Political Science	0.7%
Fine & Applied Arts	9.7%	Psychology	2.8%
Foreign Language	1.6%	Sociology/Anthro	1.5%
Health	2.0%	Remaining	31.4%

Skyline — 1998-99 Enrollment: 15,747 Headcount 6,337 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	40,903	32,626 (80%)	27,811 (68%)
Vocational	1,617	1,440 (89%)	1,302 (81%)
Basic Skills	2,783	2,107 (76%)	1,660 (60%)
Total	49,834	39,323 (79%)	33,153 (67%)

Student Goals

Transfer	5,735 (39%)	Career planning	2,300 (16%)
AA or AS degree	1,655 (11%)	Personal develop.	1,398 (9%)
Voc. degree/cert.	795 (5%)	Unsure	2,613 (18%)
Basic skills	270 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	1,795	620 (35%)
Mathematics	765	185 (24%)
Total	2,560	805 (31%)

Enrollment by Course Type*

Transfer	80.3%	Basic Skills	6.4%
Vocational	26.9%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	3.6%	History	4.3%
Business & Mgmt	13.1%	Industrial Tech.	4.6%
Computer/Info Science	3.8%	Mathematics	11.2%
Economics	1.0%	Physical Education	7.6%
Education	2.9%	Physical Sciences	3.4%
English	10.6%	Political Science	1.0%
Fine & Applied Arts	7.1%	Psychology	3.7%
Foreign Language	2.4%	Sociology/Anthro	0.6%
Health	1.2%	Remaining	17.9%

Solano — 1998-99 Enrollment: 16,994 Headcount 7,329 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	45,740	39,545 (86%)	32,910 (72%)
Vocational	3,139	2,908 (93%)	2,584 (82%)
Basic Skills	3,871	3,092 (80%)	2,022 (52%)
Total	57,251	49,237 (86%)	40,334 (70%)

Student Goals

Transfer	6,963 (42%)	Career planning	3,371 (20%)
AA or AS degree	807 (5%)	Personal develop.	1,373 (8%)
Voc. degree/cert.	1,025 (6%)	Unsure	2,434 (15%)
Basic skills	729 (4%)		

Basic Skills

Program	Enrolled	Advancement
English	2,207	723 (33%)
Mathematics	1,620	292 (18%)
Total	3,827	1,015 (27%)

Enrollment by Course Type*

Transfer	75.4%	Basic Skills	8.3%
Vocational	34.0%	Non-Credit	6.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.3%	History	3.4%
Business & Mgmt	7.1%	Industrial Tech.	3.9%
Computer/Info Science	9.6%	Mathematics	9.2%
Economics	0.9%	Physical Education	7.8%
Education	0.2%	Physical Sciences	3.0%
English	9.2%	Political Science	1.4%
Fine & Applied Arts	7.0%	Psychology	3.3%
Foreign Language	2.5%	Sociology/Anthro	1.6%
Health	1.5%	Remaining	26.0%

Southwestern — 1998-99 Enrollment: 23,991 Headcount 12,962 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	85,970	72,586 (84%)	61,437 (71%)
Vocational	2,420	2,239 (93%)	1,977 (82%)
Basic Skills	7,825	6,264 (80%)	4,836 (62%)
Total	103,105	86,172 (84%)	71,985 (70%)

Student Goals

Transfer	10,367 (45%)	Career planning	3,867 (17%)
AA or AS degree	1,625 (7%)	Personal develop.	944 (4%)
Voc. degree/cert.	848 (4%)	Unsure	4,417 (19%)
Basic skills	732 (3%)		

Basic Skills

Program	Enrolled	Advancement
English	2,838	1,165 (41%)
Mathematics	2,649	690 (26%)
Total	5,487	1,855 (34%)

Enrollment by Course Type*

Transfer	83.0%	Basic Skills	8.7%
Vocational	24.6%	Non-Credit	0.1%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	4.3%	History	4.3%
Business & Mgmt	6.9%	Industrial Tech.	2.1%
Computer/Info Science	4.5%	Mathematics	2.7%
Economics	1.4%	Physical Education	6.0%
Education	2.8%	Physical Sciences	3.0%
English	8.6%	Political Science	1.3%
Fine & Applied Arts	7.9%	Psychology	3.5%
Foreign Language	3.0%	Sociology/Anthro	2.8%
Health	1.5%	Remaining	33.3%

Taft — 1998-99 Enrollment: 7,891 Headcount 1,037 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	5,150	4,676 (91%)	3,974 (77%)
Vocational	8,405	8,360 (99%)	8,264 (98%)
Basic Skills	579	477 (82%)	314 (54%)
Total	14,715	14,008 (95%)	12,861 (87%)

Student Goals

Transfer	638 (12%)	Career planning	429 (8%)
AA or AS degree	109 (2%)	Personal develop.	3,673 (70%)
Voc. degree/cert.	274 (5%)	Unsure	86 (2%)
Basic skills	45 (1%)		

Basic Skills

Program	Enrolled	Advancement
English	147	43 (29%)
Mathematics	234	33 (14%)
Total	381	76 (20%)

Enrollment by Course Type*

Transfer	38.4%	Basic Skills	4.1%
Vocational	62.0%	Non-Credit	3.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.4%	History	2.0%
Business & Mgmt	2.5%	Industrial Tech.	44.2%
Computer/Info Science	2.8%	Mathematics	4.9%
Economics	0.0%	Physical Education	2.5%
Education	1.7%	Physical Sciences	0.6%
English	5.1%	Political Science	0.0%
Fine & Applied Arts	1.0%	Psychology	0.0%
Foreign Language	1.3%	Sociology/Anthro	0.0%
Health	4.4%	Remaining	24.7%

Ventura — 1998-99 Enrollment: 19,683 Headcount 8,624 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	54,712	44,685 (82%)	38,269 (70%)
Vocational	4,248	3,749 (88%)	3,141 (74%)
Basic Skills	3,785	3,123 (83%)	2,503 (66%)
Total	68,019	55,677 (82%)	47,154 (69%)

Student Goals

Transfer	5,214 (27%)	Career planning	2,047 (11%)
AA or AS degree	532 (3%)	Personal develop.	725 (4%)
Voc. degree/cert.	1,576 (8%)	Unsure	7,672 (40%)
Basic skills	1,257 (7%)		

Basic Skills

Program	Enrolled	Advancement
English	1,566	276 (18%)
Mathematics	1,380	267 (19%)
Total	2,946	543 (18%)

Enrollment by Course Type*

Transfer	79.8%	Basic Skills	5.8%
Vocational	21.7%	Non-Credit	0.0%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.7%	History	4.4%
Business & Mgmt	8.6%	Industrial Tech.	4.0%
Computer/Info Science	2.1%	Mathematics	9.4%
Economics	1.1%	Physical Education	10.2%
Education	6.8%	Physical Sciences	6.2%
English	7.2%	Political Science	2.1%
Fine & Applied Arts	9.6%	Psychology	4.1%
Foreign Language	2.8%	Sociology/Anthro	3.4%
Health	1.5%	Remaining	13.7%

Victor Valley

1998-99 Enrollment: 15,030 Headcount 6,783 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	16,787	13,055 (78%)	10,465 (62%)
Vocational	9,775	7,961 (81%)	6,913 (71%)
Basic Skills	3,257	2,610 (80%)	1,670 (51%)
Total	54,734	42,128 (77%)	33,918 (62%)

Student Goals

Transfer	2,898 (21%)	Career planning	2,383 (17%)
AA or AS degree	306 (2%)	Personal develop.	167 (1%)
Voc. degree/cert.	1,920 (14%)	Unsure	5,386 (39%)
Basic skills	802 (6%)		

Basic Skills

Program	Enrolled	Advancement
English	2,931	619 (21%)
Mathematics	2,506	734 (29%)
Total	5,437	1,353 (25%)

Enrollment by Course Type*

Transfer	26.7%	Basic Skills	16.5%
Vocational	27.5%	Non-Credit	4.8%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.2%	History	3.5%
Business & Mgmt	11.3%	Industrial Tech.	4.3%
Computer/Info Science	4.0%	Mathematics	8.5%
Economics	0.9%	Physical Education	8.4%
Education	0.0%	Physical Sciences	2.1%
English	11.3%	Political Science	1.6%
Fine & Applied Arts	4.5%	Psychology	3.1%
Foreign Language	1.7%	Sociology/Anthro	0.0%
Health	3.9%	Remaining	28.8%

Vista

1998-99 Enrollment: 6,995 Headcount 1,931 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	11,343	9,008 (79%)	7,600 (67%)
Vocational	3,370	2,768 (82%)	2,209 (66%)
Basic Skills	884	612 (69%)	511 (58%)
Total	17,124	13,535 (79%)	11,188 (65%)

Student Goals

Transfer	1,770 (34%)	Career planning	974 (19%)
AA or AS degree	170 (3%)	Personal develop.	1,293 (25%)
Voc. degree/cert.	226 (4%)	Unsure	467 (9%)
Basic skills	248 (5%)		

Basic Skills

Program	Enrolled	Advancement
English	431	103 (24%)
Mathematics	480	71 (15%)
Total	911	174 (19%)

Enrollment by Course Type*

Transfer	66.7%	Basic Skills	5.5%
Vocational	33.2%	Non-Credit	1.4%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.4%	History	5.0%
Business & Mgmt	6.9%	Industrial Tech.	0.0%
Computer/Info Science	13.5%	Mathematics	5.7%
Economics	0.6%	Physical Education	1.4%
Education	7.4%	Physical Sciences	1.7%
English	11.4%	Political Science	2.0%
Fine & Applied Arts	12.5%	Psychology	1.7%
Foreign Language	4.9%	Sociology/Anthro	3.1%
Health	0.3%	Remaining	19.6%

West Hills

1998-99 Enrollment: 7,329 Headcount 3,062 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	17,434	14,357 (82%)	11,710 (67%)
Vocational	2,159	1,709 (79%)	1,400 (65%)
Basic Skills	1,945	1,679 (86%)	1,328 (68%)
Total	24,944	20,450 (82%)	16,570 (66%)

Student Goals

Transfer	2,446 (36%)	Career planning	911 (13%)
AA or AS degree	419 (6%)	Personal develop.	697 (10%)
Voc. degree/cert.	207 (3%)	Unsure	1,630 (24%)
Basic skills	473 (7%)		

Basic Skills

Program	Enrolled	Advancement
English	640	97 (15%)
Mathematics	469	132 (28%)
Total	1,109	229 (21%)

Enrollment by Course Type*

Transfer	68.1%	Basic Skills	9.4%
Vocational	28.5%	Non-Credit	0.7%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.1%	History	3.7%
Business & Mgmt	8.4%	Industrial Tech.	2.8%
Computer/Info Science	5.1%	Mathematics	8.0%
Economics	0.2%	Physical Education	13.3%
Education	4.4%	Physical Sciences	0.9%
English	6.8%	Political Science	1.4%
Fine & Applied Arts	3.3%	Psychology	2.4%
Foreign Language	2.1%	Sociology/Anthro	1.1%
Health	0.6%	Remaining	33.3%

West Valley

1998-99 Enrollment: 23,798 Headcount 9,034 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	59,278	49,574 (84%)	41,100 (69%)
Vocational	5,518	4,988 (90%)	4,083 (74%)
Basic Skills	3,571	2,942 (82%)	2,137 (60%)
Total	75,122	63,333 (84%)	52,131 (69%)

Student Goals

Transfer	10,994 (46%)	Career planning	1,786 (8%)
AA or AS degree	835 (4%)	Personal develop.	4,281 (18%)
Voc. degree/cert.	855 (4%)	Unsure	4,597 (19%)
Basic skills	464 (2%)		

Basic Skills

Program	Enrolled	Advancement
English	2,301	970 (42%)
Mathematics	548	115 (21%)
Total	2,849	1,085 (38%)

Enrollment by Course Type*

Transfer	62.0%	Basic Skills	4.0%
Vocational	20.1%	Non-Credit	23.3%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	1.6%	History	3.1%
Business & Mgmt	10.0%	Industrial Tech.	0.1%
Computer/Info Science	2.2%	Mathematics	6.4%
Economics	1.3%	Physical Education	8.6%
Education	12.2%	Physical Sciences	2.7%
English	8.8%	Political Science	1.2%
Fine & Applied Arts	14.2%	Psychology	1.9%
Foreign Language	3.2%	Sociology/Anthro	2.2%
Health	0.6%	Remaining	19.7%

Yuba

1998-99 Enrollment: 17,827 Headcount 7,360 FTES

Student Performance

Course Type	Enrolled	Completed	Successful
Transfer	45,539	38,164 (84%)	32,480 (71%)
Vocational	5,478	4,693 (86%)	4,088 (75%)
Basic Skills	5,859	4,600 (79%)	3,161 (54%)
Total	62,818	52,066 (83%)	43,313 (69%)

Student Goals

Transfer	4,893 (28%)	Career planning	3,657 (21%)
AA or AS degree	831 (5%)	Personal develop.	917 (5%)
Voc. degree/cert.	1,652 (9%)	Unsure	4,529 (26%)
Basic skills	1,007 (6%)		

Basic Skills

Program	Enrolled	Advancement
English	2,303	519 (23%)
Mathematics	1,597	209 (13%)
Total	3,900	728 (19%)

Enrollment by Course Type*

Transfer	66.2%	Basic Skills	10.9%
Vocational	40.7%	Non-Credit	4.7%

*Some courses are counted both as vocational and transfer.

Course Enrollments, Fall 1998

Biological Sciences	2.9%	History	1.7%
Business & Mgmt	22.2%	Industrial Tech.	2.7%
Computer/Info Science	1.4%	Mathematics	7.5%
Economics	1.1%	Physical Education	7.0%
Education	1.9%	Physical Sciences	1.7%
English	7.3%	Political Science	0.0%
Fine & Applied Arts	4.1%	Psychology	6.5%
Foreign Language	1.8%	Sociology/Anthro	1.8%
Health	2.5%	Remaining	25.8%

Methodology

The data presented in this appendix come from reports issued by the California Community Colleges Chancellor's Office: *The Effectiveness of California Community Colleges on Selected Performance Measures (1999) and Partnership for Excellence Fact Book.*

Student Performance

The data are course enrollments. Course types of exclusive. Transfer reflects all transferable courses. Vocational reflects all vocational courses excluding those that are transferable. Basic skills reflect pre-collegiate level courses

Enrolled: Represents the number of course enrollments in which the student received a letter grade of A, B, C, CR, D, NC, F, I, W or MW as the official record at the completion of the course. Excluded are noncredit course enrollments with a reported grade of RD, UD, UG and XX.

Completed: Course completion refers to the course enrollment receiving an end-of-term official letter grade of A, B, C, D, CR, NC, F or I out of the total course enrollment attempting the course. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade A, B, C, CR, D, NC, F, I, W or MW. Excluded are noncredit course enrollments and those with a reported grade of RD, UD, UG and XX.

Successful: Successful course completion refers to the sum of course enrollments receiving an official end-of-term letter grade of A, B, C or CR

Basic Skills

Basic skills data are reported for each college as part of the Partnership for Excellence. Data are from a three year period (1995/96 – 1997/98). Basic skills courses are those with a Course Basic Skills Status (CB08) or "P" or "B" as defined in the Chancellor's Office Management Information System Data Element Dictionary.

English courses are those that have a Course Program Code (CB03) of: 1501.**, 1503.00, 1504.**, 1507.**, 4930.21, 4930.70, 4930.71.
Mathematics courses are those that have a Course Program Code (CB03) of 17**.**, 4930.40, 4930.41, 4930.42.

Enrolled: Refers to student with a Student Headcount Status (STD7) of "A", "B", "C" or "F" in at least one term during the 1995/96 academic year. Students are associated with the college where they were enrolled during the 1995/96 year.

Advancement: To be counted as "Advancement" a student must have enrolled in a basic skills course, then in a subsequent term, they must enroll in a course with a course program code in the same group but which is at a higher level and successfully complete the class.

Enrollment by Course Type

Measures reflect course enrollments as percent of all enrollments. Course type designation is based on TOP codes.

Student Goals

Information on student goals is collected through college matriculation services or on student applications. The information is used to determine the match of student goals with the instructional services provided.

Goal Categories: The Chancellor's Office reports 14 categories of student goals. They have been grouped into the following categories for reporting purposes.

Transfer:	obtain AA and transfer, transfer without AA
AA or AS degree:	obtain AA without transfer
Voc. degree/cert.:	obtain vocational education degree without transfer, earn vocational certificate without transfer
Basic skills:	improve basic skills
Career Planning:	formulate career interest, prepare for new career, advance in current career, maintain license or certificate
Personal develop.:	educational development, complete credits for high school diploma
Unsure:	undecided, unreported

Course Enrollments

Community college courses are identified with a numeric coding system referred to as a Taxonomy of Programs (TOP) code. TOP codes are six digit identifiers that begin with a two digit root that is used to classify courses into disciplines. The Chancellor's Office maintains the Taxonomy of Programs.

The following TOP codes were used in this Appendix.

Biological Sciences: 0400.00 - 0499.00
Business & Mgmt: 0500.00 - 0599.00
Computer/Info Science: 0701.00 - 0799.00
Economics: 2204.00
Education: 0800.00 - 0809.00, 0837.00 - 0899.00
English: 1501.00, 1503.00, 1504.00, 1506.00, 1507.00.
Fine & Applied Arts: 1000.00 - 1099.00
Foreign Language: 1100.00 - 1199.00
Health: 1200.00 - 1299.00
History: 2205.00
Industrial Technology: 0924.00 - 0999.00
Mathematics: 1700.00, 1701.00, 1701.10, 1701.70, 1799.00
Physical Education: 0835.00, 0835.10, 0835.30, 0835.50.
Physical Sciences: 1900.00 - 1999.00
Political Science: 2207.00
Psychology: 2000.00, 2001.00, 2099.00
Sociology/Anthro: 2202.00, 2208.00
Remaining: All other course enrollments.

These disciplines and the TOP codes they represent were selected for presentation based on the statewide distribution of course offerings and the relevance of the discipline to general academic preparation. Disciplines which are not reported but are available from the Chancellor's Office, include: agriculture and natural resources, architecture and environmental design, communications, consumer education and home economics, law, humanities (other than English, which includes philosophy and religion only), library science, military studies, public affairs and services, social sciences (other than those listed above), commercial services, and interdisciplinary studies.

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LITTLE HOOVER COMMISSION MEMBERS

CHAIRMAN RICHARD R. TERZIAN *(R-Los Angeles)* Originally appointed to the Little Hoover Commission by Governor George Deukmejian in May 1986. Reappointed by Governor Pete Wilson in March 1994 and in March 1998. Partner in the law firm of LeBoeuf, Lamb, Greene & MacRae. Chairman of the Commission since March 1994. Served as Vice Chairman from 1992 to 1994.

VICE CHAIRMAN MICHAEL E. ALPERT *(D-Coronado)* Originally appointed to the Little Hoover Commission by Assembly Speaker Willie L. Brown, Jr. in May 1994. Reappointed by the Senate Rules Committee in August 1997. Retired partner in the law firm of Gibson, Dunn & Crutcher. Former Chief Deputy Commissioner of the California Department of Corporations.

ASSEMBLYMEMBER BILL CAMPBELL *(R-Villa Park)* Appointed to the Little Hoover Commission by Assembly Speaker Antonio Villaraigosa in January 1999. Elected to the 71st State Assembly District in 1996. Vice Chair of the Assembly Education Committee.

CARL COVITZ *(R-Los Angeles)* Appointed to the Little Hoover Commission by Governor Pete Wilson in October 1993. Reappointed in March 1996. Owner and President of Landmark Capital, Inc. Served as Secretary of the Business, Transportation and Housing Agency from 1991 to 1993 and Undersecretary for the U.S. Department of Housing and Urban Development from 1987 to 1989.

DANIEL W. HANCOCK *(D-Milpitas)* Appointed to the Little Hoover Commission by Assembly Speaker Cruz Bustamante in July 1997. President of Shapell Industries of Northern California since 1985.

ASSEMBLYMEMBER SALLY HAVICE *(D-Cerritos)* Appointed to the Little Hoover Commission by Assembly Speaker Antonio Villaraigosa in April 1998. Elected to the 56th State Assembly District in 1996. Chair of the Assembly International Trade & Development Committee.

SENATOR CHARLES S. POOCHIGIAN *(R-Fresno)* Appointed to the Little Hoover Commission by Assembly Speaker Curt Pringle in March 1996. Reappointed by Speaker Antonio Villaraigosa in November 1997, and reappointed by the Senate Rules Committee in February 1999. Elected to the 14th State Senate District in 1998. Vice Chair of the Senate Revenue and Taxation Committee.

H. ERIC SCHOCKMAN *(D-Sherman Oaks)* Appointed to the Little Hoover Commission by Assembly Speaker Antonio Villaraigosa in January 2000. Associate Dean and Associate Professor of Political Science at the University of Southern California. Former administrator and consultant to the California State Assembly and to the City Council of Los Angeles.

SENATOR JOHN VASCONCELLOS *(D-Santa Clara)* Appointed to the Little Hoover Commission by the Senate Rules Committee in February 1997. Elected to the 13th State Senate District in 1996 after serving in the Assembly for 30 years. Chair of the Senate Public Safety Committee, the Subcommittee on Aging and Long-Term Care, and the Select Committee on Economic Development.

SEAN WALSH *(R-Sacramento)* Appointed to the Little Hoover Commission by Governor Pete Wilson in December 1998. Former Deputy Chief of Staff, Communications & Press for Governor Wilson.

STANLEY R. ZAX *(I-Beverly Hills)* Appointed to the Little Hoover Commission by the Senate Rules Committee in March 1994. Reappointed in January 1998. Chairman and President of Zenith Insurance Company.

STANLEY M. ZIMMERMAN *(D-Beverly Hills)* Appointed to the Little Hoover Commission by Governor Gray Davis in January 2000. President of Home Budget Loans in Los Angeles, escrow officer for DEC Finance, and involved with Mortgage Mart, Inc., a property management firm.

"Democracy itself is a process of change, and satisfaction and complacency are enemies of good government."

Governor Edmund G. "Pat" Brown,
addressing the inaugural meeting of the Little Hoover Commission,
April 24, 1962, Sacramento, California

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