ARCC
Accountability Reporting for the Community Colleges
2012 Report
Presentation to the WVMCCD Board of Trustees
March 6, 2012
ARCC (Accountability Reporting for the Community Colleges)

- Annual statewide report providing system-wide analysis of core descriptive and performance indicators
- Includes both system and college level outcomes
- The report is used for information and understanding; at this time it is not tied to any funding at the system or college level
Origins of ARCC

- Initiated by 2004 Assembly Bill 1417
  - Required the System Office to develop an accountability model as a follow-up to the Partnership For Excellence (PFE) report
- Designed through a collaborative process with statewide leaders
  - Included panels of faculty, researchers, and Board of Trustees members from across the state
About the Report

- Pilot Report first released in 2007
- Subsequent reports have included modifications to improve accuracy and usability
- College ARCC data comes from data already submitted by districts to the state
- Additional data are used for some metrics from sources such as the UC and CSU system
About the Data

- Most metrics show 3 years of running data
- Calculation of some metrics has changed since the first report
- Data points may differ from report to report
  - Data review and “clean-up” projects occur at both the state and college level
Using the Data

- Level of statistical significance is not provided by the state
  - There is no clear determination whether a given difference is meaningful

- Although state averages are provided, peer groups provide a more meaningful comparison
  - Regional, student, and college characteristics vary widely
Peer Grouping

- For each core indicator, the System Office has derived 6 peer groups
- Regression analyses by indicator were performed to identify factors that are outside the control of the college
- Peer grouping is based on “clustering” of environmental factors that have linkage to (or association with) the indicator, to create groups of colleges that most closely resemble each other on this indicator
How Peer Grouping Works: An Example

For Instance:

Transfer Rates are affected by:

- Level of Academic Preparedness of student body
- Distance to nearest UC/CSU
- Income levels of areas you serve
- Percentage of older students you serve

Possible Peer Groups for Transfer Rate Indicator:

- Highly prepared, younger students served, high income area, <15 miles to CSU/UC
- Average preparedness, younger students served, lower income areas, close to transfer institutions
- Not highly prepared, large % older, low income areas, >100 miles to nearest CSU/UC
Peer Grouping: Key Points

- Colleges are grouped into different peer groups for **each** indicator
  - There is no single overall peer group for a college
  - Peer group names are arbitrarily assigned and do not represent rankings

- Peer groupings have historically changed from year to year with each new report
  - Peer groups have remained consistent in recent years, but are noted to be revised next year
Reporting Framework

Two levels:
- System (Statewide)
  - Usage
  - System wide student progress
- College
  - Demographics
  - Core Performance Indicators
  - Peer Group Comparison
Noteworthy System-level Findings for 10-11

- 83 of every 1,000 adults in California enrolled in a California Community College (CCC)
- Nearly 50% (43.4%) of all 2010-11 UC and CSU Baccalaureate graduates had attended a California Community College
  - 52.5% of CSU graduates
  - 28.2% of UC graduates
System-level Findings continued

- CCC system transferred nearly 73,000 students to the CSU and UC system in 2010-11
  - 56,959 to CSU and 15,976 to UC
- CCC system awarded over 66,000 credit awards in 2010-11
  - 28,363 AA/AS Degrees
  - 37,759 Certificates
College-level Indicators

- Individual colleges are not ranked, either as a whole or based on individual indicators

- Self-assessment is encouraged through examination of individual college history

- Peer grouping analysis is provided as a secondary level of evaluation
Mission College: Demographics

MC Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>42.5%</td>
</tr>
<tr>
<td>Female</td>
<td>56.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.2%</td>
</tr>
</tbody>
</table>
Mission College: Demographics

MC Age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>19 or less</td>
<td>16.9%</td>
</tr>
<tr>
<td>20 – 24</td>
<td>26.1%</td>
</tr>
<tr>
<td>25 – 49</td>
<td>43.9%</td>
</tr>
<tr>
<td>Over 49</td>
<td>13.0%</td>
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<tr>
<td>Unknown</td>
<td>0.1%</td>
</tr>
</tbody>
</table>
Mission College: Demographics

MC Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>4.4%</td>
</tr>
<tr>
<td>American Indian and Alaskan Native</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian and Filipino</td>
<td>43.8%</td>
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<tr>
<td>Hispanic</td>
<td>18.5%</td>
</tr>
<tr>
<td>Native Hawaiian and other Pacific Islander</td>
<td>0.7%</td>
</tr>
<tr>
<td>White non-Hispanic</td>
<td>21.5%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.1%</td>
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<tr>
<td>Unknown/Non-Respondent</td>
<td>8.8%</td>
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</tbody>
</table>
Mission College: Comparison to Region

MC: 2012 ARCC Data
Metro Area: 2010 U.S. Census
Mission College
Demographic Observations

- Shifting student demographics
  - Increasingly younger population (up 10.7% compared to 2 years ago)
  - Increasingly likely to take a full-time load (up 6% compared to 2 years ago)
  - Increasingly likely to take daytime classes
    - Daytime classes make up 65% of traditional enrollment compared to 30% in the evening
- Consistent with national college enrollment trend, more female students than male
Mission College
Progress and Achievement

Student Progress and Achievement Rate: percentage of students who showed intent to complete who, within 6 years of entry: transferred to a 4 yr college; or earned an AA/AS; or earned a Certificate (18+ units); or achieved “Transfer Directed” status; or achieved “Transfer Prepared” status
## Indicator: Student Progress

<table>
<thead>
<tr>
<th>Mission College</th>
<th>Peer Group Average</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress and Achievement Rate</strong></td>
<td><strong>2003-2004 to 2008-2009</strong></td>
<td><strong>2004-2005 to 2009-2010</strong></td>
</tr>
<tr>
<td></td>
<td>54.4%</td>
<td>57.2%</td>
</tr>
</tbody>
</table>

![Graph showing student progress and achievement rate over years]
Mission College
Self Assessment and Response

- Student Progress and Achievement Rate
  - Increased by nearly 3%, then dropped by nearly 4.5%
  - Well above Peer Group average
  - Trend is inconclusive
  - Impact of reduced course offerings due to state imposed workload reductions
  - Area to monitor
Mission College
Students Earned 30 Units

- Percentage of Student who Earned at Least 30 Units: % of first-time students who showed intent to complete and who earned at least 30 units while in the CA community College System
Indicator: Earned 30+ Units

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<tbody>
<tr>
<td>Percent of Students Who Earned at Least 30 Units</td>
<td>73.4%</td>
<td>76.7%</td>
<td>73.7%</td>
<td>69.7%</td>
<td>73.5%</td>
</tr>
</tbody>
</table>


Peer Group Average: 69.7%
State Average: 73.5%
Mission College
Self Assessment and Response

- Percent of Students Earning at Least 30 Units
  - Went up 3%, then down 3%
  - Above Peer Group and State Averages
  - Trend is inconclusive
  - Impact of reduced course offerings due to state imposed workload reductions
- Area to monitor
Mission College
Persistence

 Persistence Rate: % of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system
**Indicator: Persistence**

<table>
<thead>
<tr>
<th>Mission College</th>
<th>Fall 2007 to Fall 2008</th>
<th>Fall 2008 to Fall 2009</th>
<th>Fall 2009 Fall 2010</th>
<th>Peer Group Average</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence Rate</td>
<td>64.9%</td>
<td>68.8%</td>
<td><strong>67.2%</strong></td>
<td>74.2%</td>
<td>71.3%</td>
</tr>
</tbody>
</table>

![Graph showing persistence rate trends over time](chart.png)
Mission College
Self Assessment and Response

- Persistence Rate
  - Again, trend is inconclusive but appears to be leveling off
  - Drop from last year of 1.6%
  - A primary college focus due to relative rates to Peer Group and State Averages
Mission College Voc Course Completion

- Annual Successful Course Completion Rate for Credit Vocational Courses: % of students who enrolled in credit vocational courses and were retained to the end of the course with a final course grade of A, B, C, or CR
## Indicator: Vocational Course Completion

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Annual Successful Course Completion Rate for Credit Vocational Courses</td>
<td>70.7%</td>
<td>72.9%</td>
<td><strong>72.3%</strong></td>
<td>73.3%</td>
<td>76.7%</td>
</tr>
</tbody>
</table>

![Graph showing annual successful course completion rates for credit vocational courses from 2003-2004 to 2005-2006 and peer group average and state average rates.]
Mission College
Self Assessment and Response

- Vocational Course Completion
  - Relatively stable (flat line)
  - Close to Peer Group average and below State average
  - An area to monitor closely
Mission College Basic Skills Course Completion

- Annual successful Course Completion Rate for Credit Basic Skills Courses: % of students who enrolled in credit basic skills courses and were retained to the end of the term (or the end of the course) with a final grade of A, B, C, or CR
Indicator: Basic Skills Course Completion

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Annual Successful Course Completion Rate for Credit Basic Skills Courses</td>
<td>64.6%</td>
<td>64.4%</td>
<td>64.9%</td>
<td>63.8%</td>
<td>62.0%</td>
</tr>
</tbody>
</table>

![Graph showing annual successful course completion rates from 2003-2004 to 2008-2009, 2004-2005 to 2009-2010, and 2005-2006 to 2010-2011. The rates are consistently around 64%.]
Mission College
Self Assessment and Response

- Basic Skills Course Completion
  - Virtually no change (flat line)
  - Above Peer Group and State Averages
  - An area to monitor due to lack of change
Mission College
ESL Improvement

- Improvement Rate for Credit ESL Courses: % of students who successfully completed an initial credit ESL course and also successfully completed a higher-level ESL course or college-level English course within three academic years.
## Indicator: ESL Improvement

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Mission College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement Rate for Credit ESL Courses</td>
<td>42.6%</td>
<td>40.3%</td>
<td>38.9%</td>
<td>45.6%</td>
<td>54.6%</td>
</tr>
</tbody>
</table>

![Graph showing improvement rate from 2003-2004 to 2008-2009](graph.png)
Mission College
Self Assessment and Response

- Improvement Rate for Credit ESL Courses
  - Metric does not capture the full ESL sequence at Mission College
    - Only includes two levels due to MC ESL structure
  - Trend of decrease
  - Below Peer Group and State averages
  - A primary college focus due to decreases and relative rates to Peer Group and State Averages
Mission College
Basic Skills Improvement

- Improvement Rate for Credit Basic Skills Courses:  % of students who successfully completed an initial credit basic skills English or mathematics course (starting at two or more levels below college-level) and also successfully completed a higher-level course in the same discipline within three academic years (this indicator was not used in the 2007 report due to data coding issues)
**Indicator: Basic Skills Improvement**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Improvement Rate for Credit Basic Skills Courses</td>
<td>53.9%</td>
<td>57.5%</td>
<td>59.7%</td>
<td>58.1%</td>
<td>58.6%</td>
</tr>
</tbody>
</table>

![Graph showing the improvement rate for credit basic skills courses from 2003-2004 to 2005-2006]
Mission College
Self Assessment and Response

- Improvement Rate for Credit Basic Skills Courses
  - Trend of year-to-year growth
  - Above Peer Group and State Averages
  - Positive impact of grant and program activities initiated over the last five years
  - Continues to be an area of importance for improvement
Mission College
Summary Observations

- Several inconclusive trends
  - Impact of reduced course offerings
  - Impact of the economy on students directly
- Continued monitoring and improvement needed across the indicators
- Two focused areas of concern and response: Fall to Fall Persistence and ESL Improvement
West Valley College
ARCC 2012
West Valley College: Demographics

WVC Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>44.4%</td>
</tr>
<tr>
<td>Female</td>
<td>54.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.2%</td>
</tr>
</tbody>
</table>
## West Valley College: Demographics

### WVC Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or less</td>
<td>21.6%</td>
</tr>
<tr>
<td>20 – 24</td>
<td>25.3%</td>
</tr>
<tr>
<td>25 – 49</td>
<td>32.5%</td>
</tr>
<tr>
<td>Over 49</td>
<td>20.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

![Pie chart showing age distribution]

- 19 or less: 21.6%
- 20 – 24: 25.3%
- 25 – 49: 32.5%
- Over 49: 20.4%
- Unknown: 0.2%
West Valley College: Demographics

**WVC Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3.3%</td>
</tr>
<tr>
<td>American Indian and Alaskan Native</td>
<td>0.5%</td>
</tr>
<tr>
<td>Asian and Filipino</td>
<td>16.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17.6%</td>
</tr>
<tr>
<td>Native Hawaiian and other Pacific Islander</td>
<td>0.5%</td>
</tr>
<tr>
<td>White non-Hispanic</td>
<td>47.3%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.3%</td>
</tr>
<tr>
<td>Unknown/Non-Respondent</td>
<td>12.0%</td>
</tr>
</tbody>
</table>
West Valley College: Comparison to Region

WVC: 2012 ARCC Data
Metro Area: 2010 U.S. Census
West Valley College: Demographic Observations

- Population of students under 25 has increased 3.7% in the past 3 years
- Population of male students has increased 1.6% over three years
- Hispanic student population has increased 3.6% over three years, to 17.6%
### Indicator: Student Progress

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Progress and</td>
<td>63.4%</td>
<td>64.3%</td>
<td>64.3%</td>
<td>56.9%</td>
<td>53.6%</td>
</tr>
<tr>
<td>Achievement Rate</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Graph:**
- **Y-axis:** 50.0% to 80.0%
- **X-axis:**
  - 2004-2005 to 2009-2010
  - 2005-2006 to 2010-2011
West Valley College
Self Assessment and Response: Student Progress and Achievement

- No change from last year to this

- Significantly higher than both peer group and state averages
## Indicator: Earned 30+ Units

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Percent of Students Who Earned at Least 30 Units</td>
<td>78.1%</td>
<td>76.8%</td>
<td><strong>77.2%</strong></td>
</tr>
<tr>
<td>Peer Group Average</td>
<td>76.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Average</td>
<td>73.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The graph shows the trend in the percentage of students who earned at least 30 units from 2003-2004 to 2008-2009, with a peak in 2004-2005. The percentage slightly decreased in subsequent years, with 2005-2006 to 2010-2011 showing a higher percentage compared to the years preceding it.
West Valley College
Self Assessment and Response: Students Earning 30+ Units

- Consistently strong performance
- Above both peer group and state averages
## Indicator: Persistence

<table>
<thead>
<tr>
<th>West Valley College</th>
<th>Fall 2007 to Fall 2008</th>
<th>Fall 2008 to Fall 2009</th>
<th>Fall 2009 Fall 2010</th>
<th>Peer Group Average</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence Rate</td>
<td>72.1%</td>
<td>78.5%</td>
<td>72.9%</td>
<td>74.2%</td>
<td>71.3%</td>
</tr>
</tbody>
</table>

![Graph showing persistence rate trends from Fall 2007 to Fall 2010](image_url)
West Valley College
Self Assessment and Response: Persistence

- Higher than state average, lower than peer group
- Pattern fluctuates over time
Indicator: Vocational Course Completion

<table>
<thead>
<tr>
<th>West Valley College</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>Peer Group Average</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Successful Course Completion Rate for Credit Vocational Courses</td>
<td>75.6%</td>
<td>72.5%</td>
<td><strong>73.4%</strong></td>
<td>73.3%</td>
<td>76.7%</td>
</tr>
</tbody>
</table>

![Graph showing annual successful course completion rates for credit vocational courses at West Valley College from 2008-2009 to 2010-2011 compared to peer group and state averages.](image-url)
West Valley College
Self Assessment and Response: Vocational Course Completion

- Vocational course completion consistent with peer group and slightly lower than state
## Indicator: Basic Skills Course Completion

<table>
<thead>
<tr>
<th>West Valley College</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>Peer Group Average</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Successful Course Completion Rate for Credit Basic Skills Courses</td>
<td>59.5%</td>
<td>54.1%</td>
<td><strong>56.9%</strong></td>
<td>63.8%</td>
<td>62.0%</td>
</tr>
</tbody>
</table>

![Graph showing the annual successful course completion rate for credit basic skills courses over the years 2008-2011. The rates are 59.5% in 2008-2009, 54.1% in 2009-2010, and 56.9% in 2010-2011. The graph also shows the peer group average of 63.8% and the state average of 62.0%.](image)
West Valley College
Self Assessment and Response
Basic Skills Course Completion

- Lower than state or peer group averages
- Increased from last year
- Basic Skills Advisory Committee drill-down study on basic skills success
  - Identified issue – low completion rate in co-requisite labs
  - English department restructuring course co-reqs
Indicator: Basic Skills Improvement

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</thead>
<tbody>
<tr>
<td>Improvement Rate for Credit Basic Skills Courses</td>
<td>53.7%</td>
<td>53.8%</td>
<td>64.3%</td>
<td>58.1%</td>
<td>58.6%</td>
</tr>
</tbody>
</table>

![Graph showing improvement rates over time](chart.png)
West Valley College
Self Assessment and Response:
Basic Skills Improvement

- Substantial increase due to CB21 course coding cleanup
- Higher than peer group and state
## Indicator: ESL Improvement

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Improvement Rate for Credit ESL Courses</td>
<td>63.8%</td>
<td>67.0%</td>
<td>69.0%</td>
<td>45.6%</td>
<td>54.6%</td>
</tr>
</tbody>
</table>

![Graph showing improvement rates over years](image)
West Valley College
Self Assessment and Response: ESL Improvement

- Year-by-year increase

- Significantly higher than peer group or state
West Valley College
Summary Observations

- Outcomes higher than peer group on 5/7 measures
- Outcomes higher than state on 5/7 measures
- Increasing focus on student equity
  - Student Equity and Success: writing new student equity plan this year
  - Program review performance data will be disaggregated by data ethnicity
- Overall: satisfied with WVC performance on the ARCC, but continue to work to evaluate and improve our programs, always with the goal of improving student learning.
Discussion