ARCC
Accountability Reporting for the Community Colleges
2012 Report

GAP
February 29, 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; 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 Data

- Most metrics show 3 years of running data
- 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 indication 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
  - This has made comparisons across time difficult, as the other colleges within a peer group may differ
  - Peer groups will remain more stable in future years
Reporting Framework

- Two levels:
  - System (Statewide)
  - College
    - Trend
    - Comparison

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

<table>
<thead>
<tr>
<th></th>
<th><strong>MC Gender</strong></th>
<th></th>
<th><strong>SJ/Sunnyvale/Santa Clara Metro Area Gender</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>42.5%</td>
<td>Male</td>
<td>50.3%</td>
</tr>
<tr>
<td>Female</td>
<td>56.3%</td>
<td>Female</td>
<td>49.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mission College: Demographics

<table>
<thead>
<tr>
<th>MC Age</th>
<th></th>
<th>SJ/Sunnyvale/Santa Clara Metro Area Age</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>19 or less</td>
<td>27.1%</td>
</tr>
<tr>
<td>19 or less</td>
<td>16.9%</td>
<td>20 - 24</td>
<td>6.2%</td>
</tr>
<tr>
<td>20 – 24</td>
<td>26.1%</td>
<td>25 – 34</td>
<td>15.5%</td>
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<tr>
<td>25 – 49</td>
<td>43.9%</td>
<td>35 – 44</td>
<td>15.9%</td>
</tr>
<tr>
<td>Over 49</td>
<td>13.0%</td>
<td>45 – 54</td>
<td>14.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.1%</td>
<td>Over 54</td>
<td>20.7%</td>
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</tbody>
</table>
### Mission College: Demographics

#### MC Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
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<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>
</tr>
<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>
</tr>
<tr>
<td>Unknown/Non-Respondent</td>
<td>8.8%</td>
</tr>
<tr>
<td>American Indian and Alaskan Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19.0%</td>
</tr>
<tr>
<td>African American</td>
<td>4.0%</td>
</tr>
<tr>
<td>Native Hawaiian and other Pacific Islander</td>
<td>1.0%</td>
</tr>
<tr>
<td>Asian and Filipino</td>
<td>44.0%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>9.0%</td>
</tr>
<tr>
<td>White non-Hispanic</td>
<td>21.0%</td>
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</tbody>
</table>
Mission College: Comparison to Region

MC: 2012 ARCC Data
Metro Area: 2010 U.S. Census
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

- Student Progress and Achievement Rate
  - Increased by nearly 3%, then dropped by nearly 4.5%
  - Not a clear trend
# Indicator: Student Progress

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<tbody>
<tr>
<td>Student Progress and</td>
<td>54.4%</td>
<td>57.2%</td>
<td>52.8%</td>
<td>43.3%</td>
<td>53.6%</td>
</tr>
<tr>
<td>Achievement Rate</td>
<td></td>
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</table>

![Graph showing student progress from 2003-2004 to 2008-2009]
Mission College
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
- Percent of Students Earning at Least 30 Units
  - Went up 3%, then down 3%
  - Still above Peer Group and State Averages
## 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>

![Graph showing the percentage of students who earned at least 30 units over different years and comparing to peer group and state averages.](image-url)
Mission College
Persistence

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

- Persistence Rate
  - Has leveled off
  - A focus due to relative rates to Peer Group and State Averages
## Indicator: Persistence

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<tbody>
<tr>
<td>Persistence Rate</td>
<td>64.9%</td>
<td>68.8%</td>
<td>67.2%</td>
<td>74.2%</td>
<td>71.3%</td>
</tr>
</tbody>
</table>

![Graph showing the persistence rate trend from 2003-2004 to 2005-2006 and then to 2008-2009 to 2010-2011.](image)
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

- Vocational Course Completion
  - Relatively flat
  - An Area to monitor closely
### Indicator: Vocational Course Completion

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<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 trend of annual successful course completion rates](chart.png)
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

- Basic Skills Course Completion
  - Essentially steady
  - Above Peer Group and State Averages
**Indicator: Basic Skills Course Completion**

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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>

![Line graph showing annual successful course completion rates for credit basic skills courses for Mission College and peer group average and state average from 2003-2004 to 2005-2006.](image)
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.
- Improvement Rate for Credit ESL Courses
  - Primary area for focus
  - Trend of decrease
  - Below Peer Group and State averages
**Indicator: ESL Improvement**

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<tbody>
<tr>
<td>Improvement Rate for Credit ESL Courses</td>
<td>42.6%</td>
<td>40.3%</td>
<td><strong>38.9%</strong></td>
<td>45.6%</td>
<td>58.6%</td>
</tr>
</tbody>
</table>

![Graph showing the improvement rate for credit ESL courses over different periods.](image-url)
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)

- Improvement Rate for Credit Basic Skills Courses: Basic Skills Committee
  - Trend of Growth
  - Above Peer Group and State Averages
## Indicator: Basic Skills Improvement

<table>
<thead>
<tr>
<th>Mission College</th>
<th>Improvement Rate for Credit Basic Skills Courses</th>
<th>Peer Group Average</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2003-2004 to 2008-2009</td>
<td>53.9%</td>
<td>58.1%</td>
</tr>
<tr>
<td></td>
<td>2004-2005 to 2009-2010</td>
<td>57.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2005-2006 to 2010-2011</td>
<td>59.7%</td>
<td></td>
</tr>
</tbody>
</table>

![Graph showing improvement rate trends](image)
Mission College
Summary Observations

- Several conflicting trends
  - Need monitor in many areas
- Two focused areas of concern: Persistence and ESL improvement
Discussion
ARCC Indicator Definitions

- **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

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- **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.

- **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.
ARCC Indicator Definitions

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