



**ARCC 2009  
Executive Summary  
2007/08 Reporting Period**

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## Introduction

Accountability Reporting for Community Colleges (ARCC) provides a framework for an annual evaluation of California community colleges with measurable performance indicators developed by the Chancellor's Office in consultation with researchers. The 2009 report represents the fourth formal year of reporting ARCC indicators<sup>1</sup>, including:

1. Student Progress and Achievement Rate: degree, certificate or transfer
2. Percent of students who showed intent to complete and earn at least 30 units
3. Annual Persistence Rate
4. Annual Successful Course Completion Rate for credit vocational courses
5. Annual Successful Course Completion Rate for credit Basic Skills courses
6. Improvement Rates for credit ESL and Basic Skills courses
7. CDCP Progress and Achievement Rate for Continuing Education

The ARCC report includes peer groups<sup>2</sup> as a frame of reference for benchmark reporting.

The purpose of this report is to present the findings of the 2009 ARCC report and to further enhance the findings by providing comparison research based on proposed changes in ARCC reporting methodology for Basic Skills ESL course levels. These changes are expected to affect improvement rates in subsequent ARCC reports and are exemplified in the data exploration section of this report.

## City College

The City College student progress and achievement rate (SPAR) declined by 9% from the initial cohort to the last cohort being reported. In the most recent cohort being reported, the City College SPAR rate (48.8%) fell below the peer group average of 55.4%. Performance indicators 2, 3, 4, and 5 remained steady across cohorts. Among the same indicators, the most recent cohort averages (62.0%, 53.8%, 70.6%, and 52.7%, respectively) fell below the peer group averages of 67.0%, 69.3%, 74.5%, and 59.5, respectively. While improvement rates for credit ESL and Basic Skills courses (37.0% and 44.3%) were below the peer group averages (58.4% and 48.3%) in the most recent cohort, the same improvement rates increased 6.5% and 2.3%, respectively, over time. Further exploration into the credit ESL and Basic Skills Improvement rates revealed that the criterion difference for reporting basic skills is more similar for ARCC and IRP than it is for reporting ESL. While both ARCC and IRP results showed an upward trend in Basic Skills Improvement Rates, ARCC and IRP ESL Improvement Rates displayed varied results.

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<sup>1</sup> See the 2009 ARCC report for detailed explanation of performance indicators.

<sup>2</sup> Peer groups are groupings of colleges determined through cluster analysis that groups factors that have proven to affect or predict the outcome. Some of the factors used include: student demographics, proximity to a university, economic service area index of household income, average unit load, percentage of adult males in the student population, percent of student population receiving financial aid, and number of English as a second language speakers.

## Mesa College

The Mesa College student progress and achievement rate (SPAR), the percent of students who showed intent to complete and the ESL improvement rates increased by 2.4%, 3.1%, and 22.1%, respectively from the initial cohort to the last cohort being reported. In the most recent cohort being reported, the Mesa College SPAR rate (62.3%) was higher than the peer group average of 58.8%, the Mesa College ESL improvement rate (57.3%) was comparable to the peer group average of 58.4%, and the percent of students at Mesa College who showed intent to complete (67.0%) was lower than the peer group average of 71.1%. The successful course completion rate for vocational courses at Mesa College remained steady across cohorts. However, the most recent cohort average (68.7%) fell below the peer group average of 74.5%. The annual persistence rates, the Basic Skills Success Rates, and the Basic Skills Improvement Rates fell from the initial cohort to the last cohort being reported. Among the same indicators (3, 5, and 6), the rates in the most recent cohort being reported (65.5%, 59.4%, and 43.1%, respectively) were lower than the peer groups (69.3%, 63.7%, and 48.3%, respectively). Further exploration into the credit ESL and Basic Skills Improvement rates revealed that the criterion difference for reporting basic skills is more similar for ARCC and IRP than it is for reporting ESL. While both ARCC and IRP results showed a downward trend in Basic Skills Improvement Rates, ARCC and IRP ESL Improvement Rates displayed varied results.

## Miramar College

The Miramar College student progress and achievement rate (SPAR) declined by 3.3% from the initial cohort to the last cohort being reported. In the most recent cohort being reported, the Miramar College SPAR rate (58.9%) was above the peer group average of 55.4%. Performance indicator 2 increased by 4.8%, while performance indicators 3 and 4 remained steady across cohorts. Among the same indicators, the most recent cohort averages (72.3%, 67.4%, and 82.7%, respectively) were higher than or comparable to the peer group averages of 67.0%, 67.6%, and 75.7%, respectively. The success rates for credit Basic Skills course decreased by 1.9%. However, the most recent cohort average (61.8%) was comparable to the peer group average of 62.1%. Improvement rates for credit ESL increased by 8.1%, while improvement rates for Basic Skills courses decreased by 4.6% over time. Both improvement rates for Credit ESL and Basic Skills courses in the most recent cohort (35.9% and 47.2%) was below or comparable to the peer group averages of 41.3% and 48.3%, respectively. Further exploration into the credit ESL and Basic Skills Improvement rates revealed that the criterion difference for reporting basic skills is more similar for ARCC and IRP than it is for reporting ESL. While both ARCC and IRP results showed an upward trend in ESL Improvement Rates, ARCC and IRP Basic Skills Improvement Rates displayed varied results.

## Continuing Education

The Career Development and College Preparation (CDCP) Progress and Achievement Rate remained stable from the initial cohort (4.1%) to the last cohort being reported (4.2%).