



ARCC 2006/07



**Office of Institutional Research & Planning
February 2009**

Accountability Reporting for the Community College (ARCC)



Background

- Established by Assembly Bill AB 1417 (Pacheco) in 2004
- Framework for an annual evaluation of California community colleges
- Measurable performance indicators developed by the Chancellor's Office in consultation with researchers
- 2006/07 represents the third formal year of reporting ARCC indicators

ARCC Indicators



1. Student Progress and Achievement Rate for Associate Degree, Certificate, or Transfer
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Credit Basic Skills Courses
6. Improvement Rate for Credit Basic Skills Courses

Peer Groups



- One component of the ARCC data is peer groupings.
- This method creates groupings of colleges based on a statistical process called cluster analysis
- Colleges that have students with similar student bodies and environmental characteristics are compared to one another.
- In some cases the colleges may not customarily be considered similar (e.g., Mesa and Yuba)
- Peer groupings have been controversial because they are based on uncontrollable factors such as: per capita income and miles to nearest UC

Student Progress and Achievement Rate (SPAR)

Degree/Certificate/Transfer



Percentage of cohort of first-time students who:

- Earned minimum of 12 units
- Attempted a degree/certificate/transfer threshold course within six years
- Achieved ANY of the target outcomes within six years of entry

Target Outcomes

- Earned any AA/AS or Certificate
- Transferred to four-year institution
- Achieved “Transfer Directed” status (completed transfer level Math and English courses)
- Achieved “Transfer Prepared” status (completed 60 UC/CSU transferable units with a GPA of at least 2.0)

Student Progress and Achievement Rate *Degree/Certificate/Transfer (%)*

	1998-99 to 2003-04	1999-00 to 2004-05	2000-01 to 2005-06	2001-02 to 2006-07
City College	52.3	54.6	57.3	55.0
Mesa College	57.6	57.5	59.3	57.7
Miramar College	52.3	48.8	55.0	53.9

Student Progress and Achievement Rate *Degree/Certificate/Transfer (%)*

2006-07 Peer Group Comparisons

	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	55.0	53.4	42.3	64.3
Mesa College	57.7	53.4	42.3	64.3
Miramar College	53.9	57.4	50.1	65.6
Statewide	51.2			

Student Progress and Achievement Rate

Students Who Earned at Least 30 Units (%)

	1998-99 to 2003-04	1999-00 to 2004-05	2000-01 to 2005-06	2001-02 to 2006-07
City College	59.7	60.6	62.3	61.4
Mesa College	64.6	64.9	63.9	66.8
Miramar College	64.5	63.0	67.3	67.5

Student Progress and Achievement Rate

Students Who Earned at Least 30 Units (%)

2006-07 Peer Group Comparisons

	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	61.4	67.0	54.5	74.3
Mesa College	66.8	70.9	66.8	77.6
Miramar College	67.5	67.0	54.5	74.3
Statewide	70.4			

Persistence Rate (%)

Percent of first-time cohort students with minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system

	Fall 2003-04	Fall 2004-05	Fall 2005-06	Fall 2006-07
City College	58.9	60.6	55.0	54.2
Mesa College	66.4	69.7	69.0	62.3
Miramar College	57.9	61.7	68.1	61.6

Persistence Rate (%)

2006-07 Peer Group Comparisons

	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	54.2	56.8	31.1	71.4
Mesa College	62.3	70.6	62.3	77.0
Miramar College	61.6	68.9	61.6	76.1
Statewide	68.3			

Course Completion Rate for Vocational Courses (%)

- Successful course completion in credit Vocational courses
- Success = Grades A, B, C, or CR

	2003-2004	2004-2005	2005-2006	2006-2007
City College	70.6	70.8	70.8	71.7
Mesa College	68.6	69.7	69.3	69.8
Miramar College	82.6	86.1	82.8	81.5

**Miramar includes all Inservice/Public Safety courses*

Course Completion Rate for Vocational Courses (%)

2006-07 Peer Group Comparisons

	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	71.7	74.9	66.4	85.5
Mesa College	69.8	74.9	66.4	85.5
Miramar College	81.5	79.8	66.4	97.1
Statewide	78.2			

Pre-Collegiate Improvement – Credit Basic Skills & ESL *Completion Rate for Basic Skills Courses (%)*

- Successful course completion in credit basic skills courses
- Success = Grades A, B, C, or CR

	2003-2004	2004-2005	2005-2006	2006-2007
City College	52.3	54.8	52.4	51.8
Mesa College	62.3	66.7	67.7	57.2
Miramar College	64.5	64.8	63.7	66.1

Pre-Collegiate Improvement – Credit Basic Skills & ESL *Completion Rate for Basic Skills Courses (%)*

2006-07 Peer Group Comparisons

	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	51.8	57.8	37.3	68.8
Mesa College	57.2	57.2	49.4	66.1
Miramar College	66.1	63.2	50.5	74.0
Statewide	60.5			

Pre-Collegiate Improvement – Credit Basic Skills & ESL

Improvement Rate for Basic Skills Courses (%)

	1998-99 to 2003-04	1999-00 to 2004-05	2000-01 to 2005-06	2001-02 to 2006-07
City College	33.0	39.4	41.8	39.7
Mesa College	49.8	45.2	46.2	46.9
Miramar College	49.3	50.4	52.0	52.0

Pre-Collegiate Improvement – Credit Basic Skills & ESL

Improvement Rate for Basic Skills Courses (%)

2006-07 Peer Group Comparisons

	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	39.7	46.6	26.3	56.7
Mesa College	46.9	46.6	26.3	56.7
Miramar College	52.0	47.1	31.5	58.7
Statewide	50.0			

Pre-Collegiate Improvement – Credit Basic Skills & ESL *Improvement Rate for ESL Courses (%)*

	2001- 02 to 2003-04	2003-04 to 2004-05	2004-05 to 2005-06	2005-06 to 2006-07
City College	29.2	27.3	30.1	27.4
Mesa College	36.3	36.8	35.2	54.6
Miramar College	18.8	25.0	27.8	28.6



ARCC Data Exploration

Student Progress and Achievement Rate (SPAR)

Degree/Certificate/Transfer

(1998/99-2006/07)



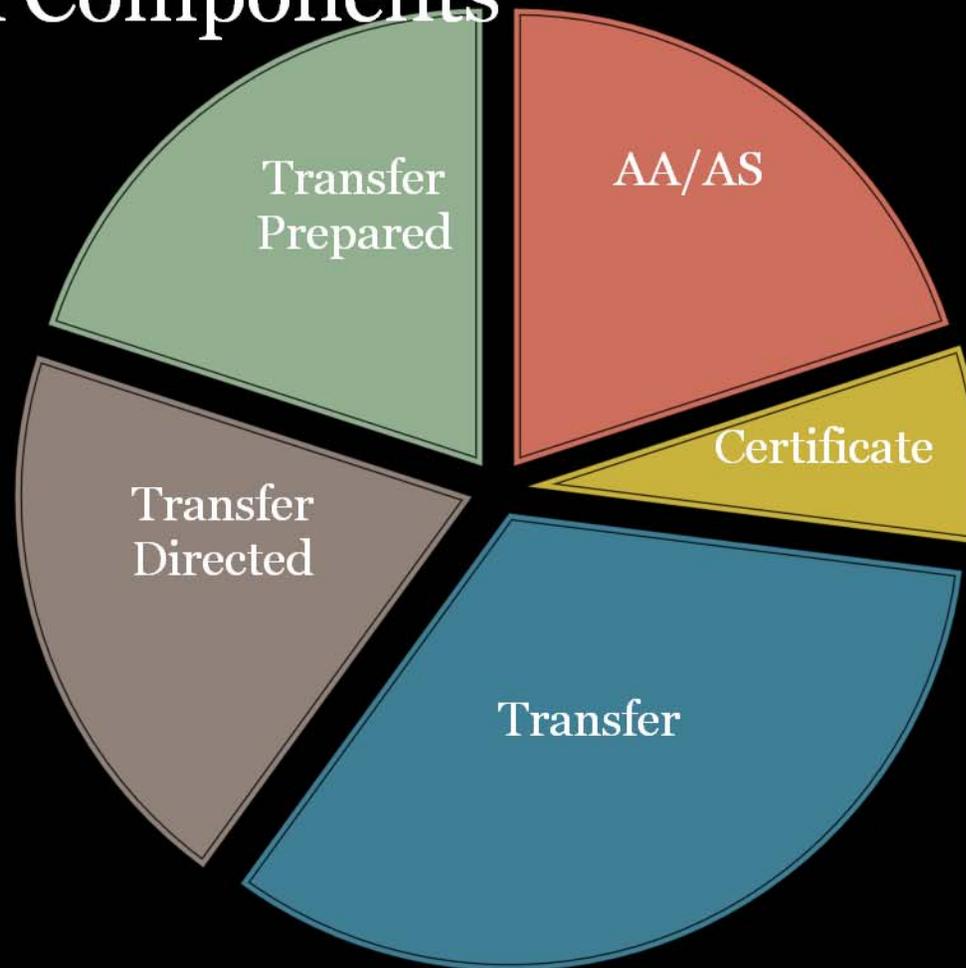
Student Progress & Achievement Rate (SPAR)



A cohort of first-time students with a minimum of 12 units earned who attempted a degree/certificate/transfer threshold course within six years and who are shown to have achieved any of the following five outcomes:

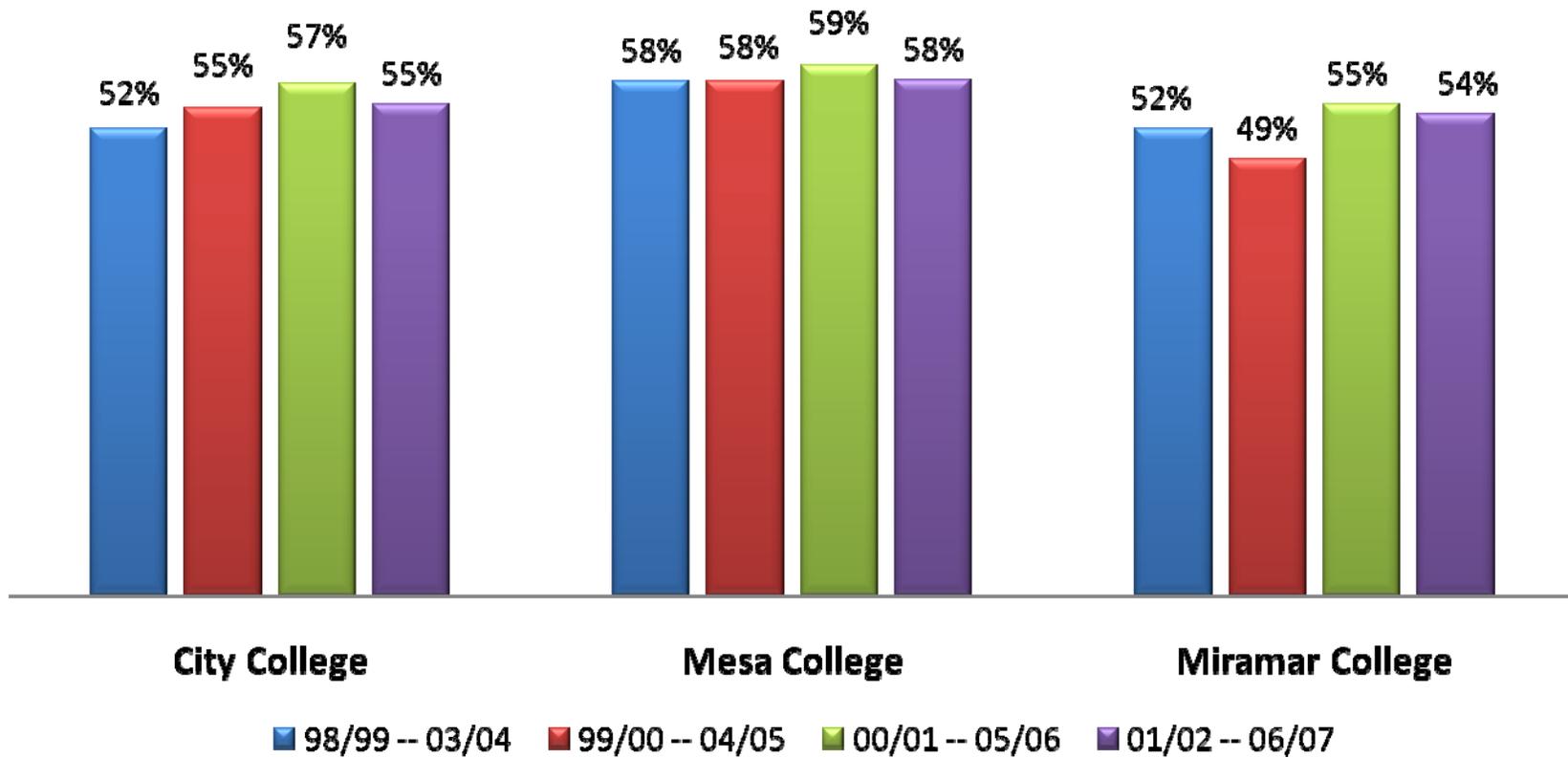
1. Earned an AA/AS
2. Earned a Certificate (18 or more units)
3. Transferred to a 4-year institution
4. Achieved “Transfer Directed” status (successful completion of both transfer-level Math and English courses)
5. Achieved “Transfer Prepared” status (successful completion of 60 UC /CSU transferable units with a GPA \geq 2.0 in those transferable courses)

SPAR Components



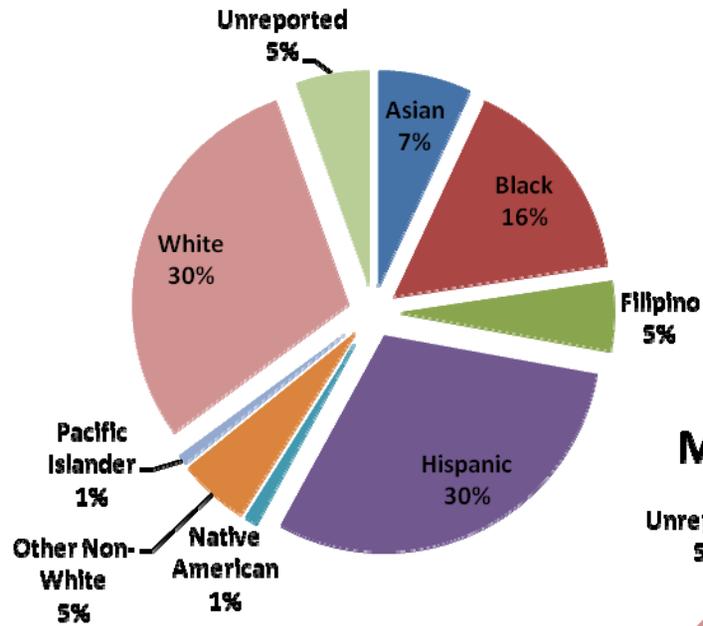
Student Progress and Achievement Rate (SPAR)

Degree/Certificate/Transfer/Transfer Directed/Transfer Prepared

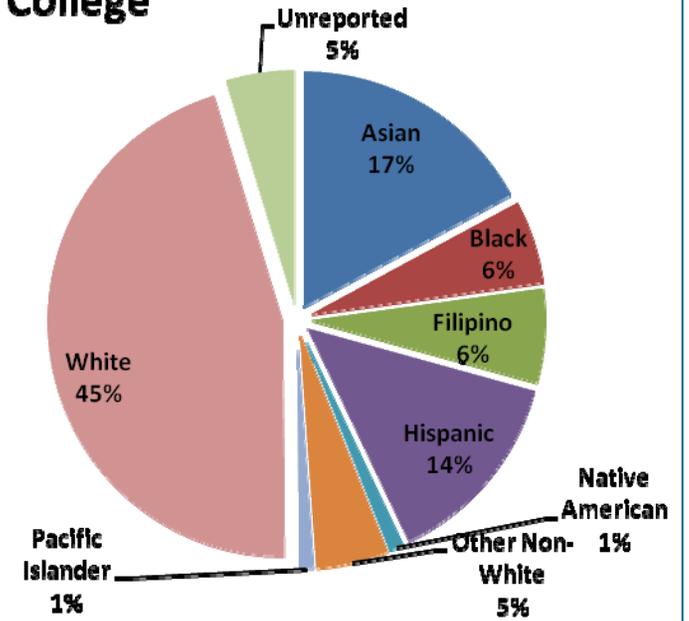


SPAR Cohort Average Ethnic Distribution

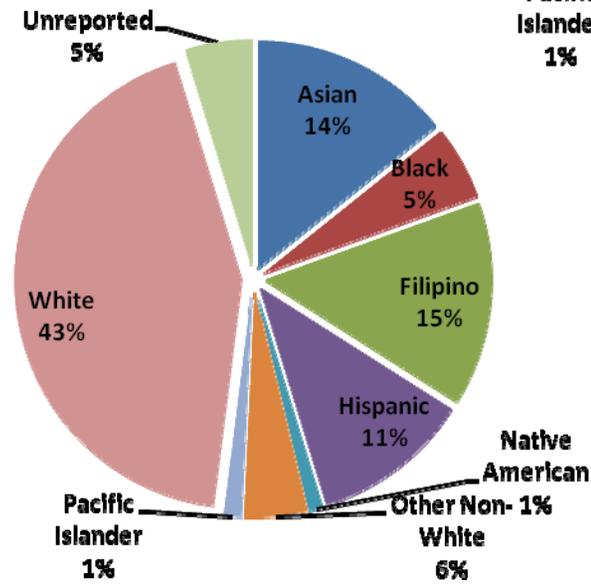
City College



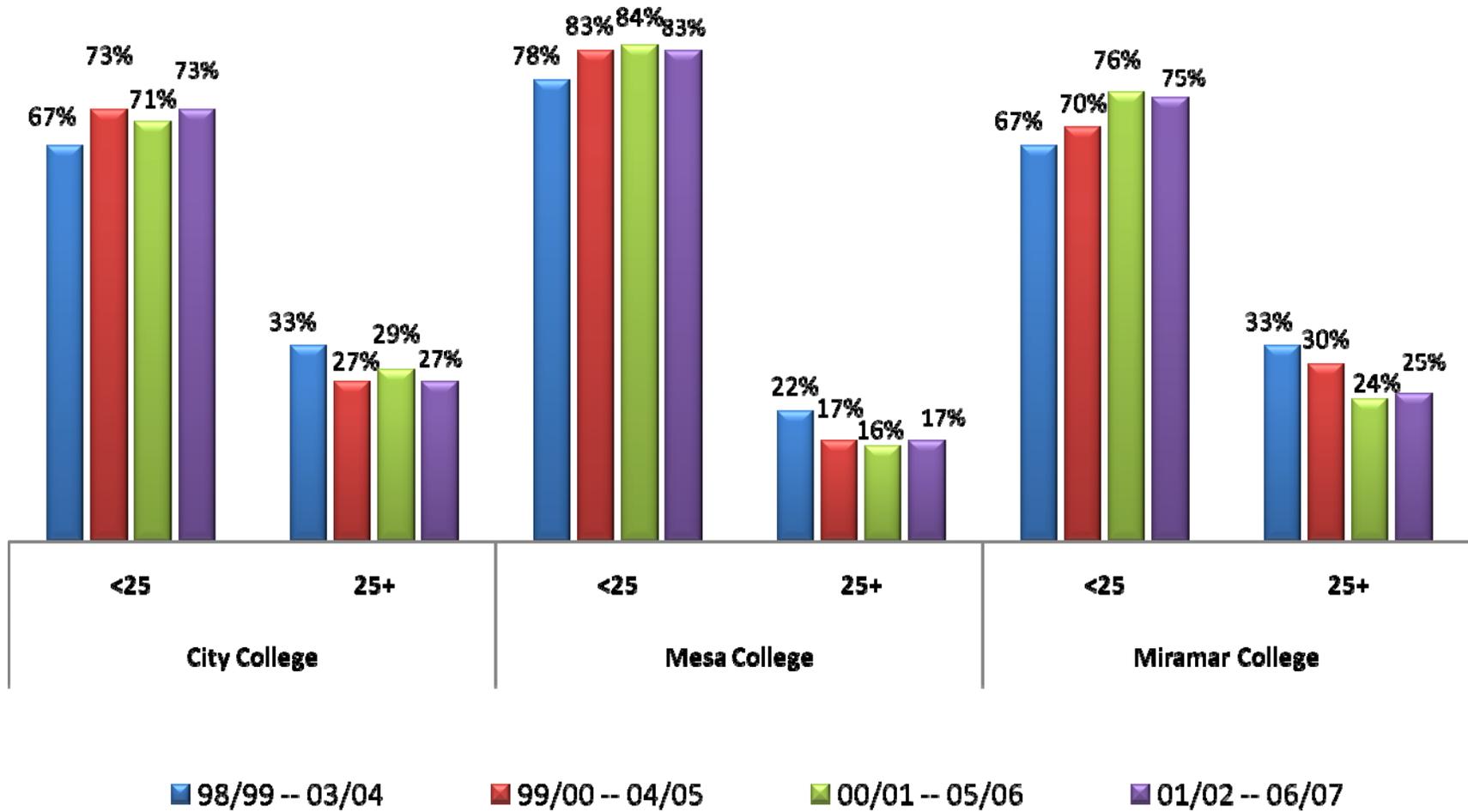
Mesa College



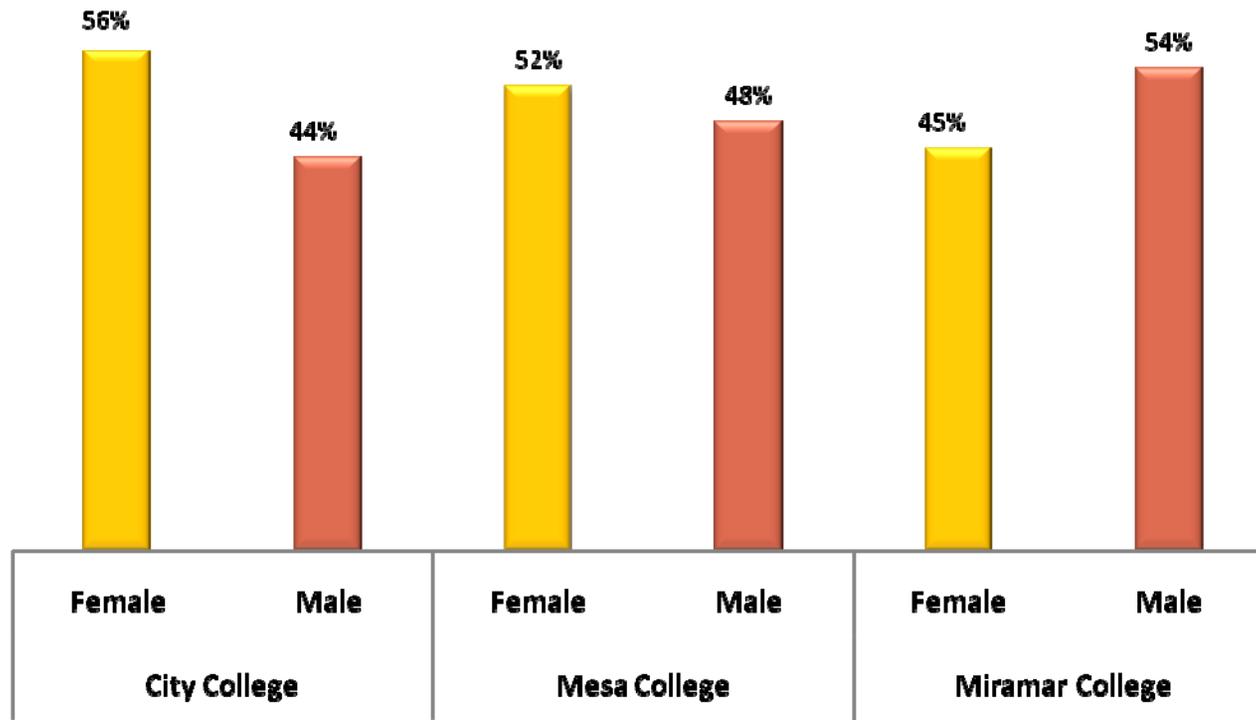
Miramar College



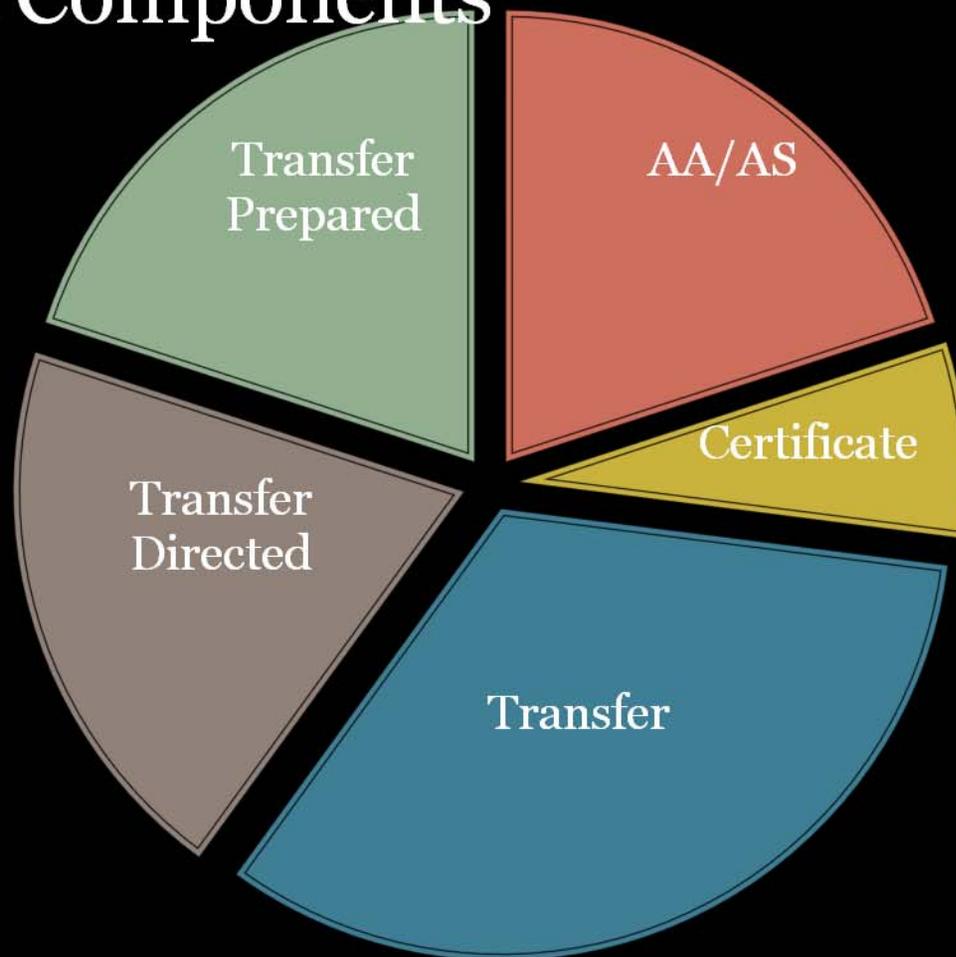
SPAR Cohort Average Age Distribution



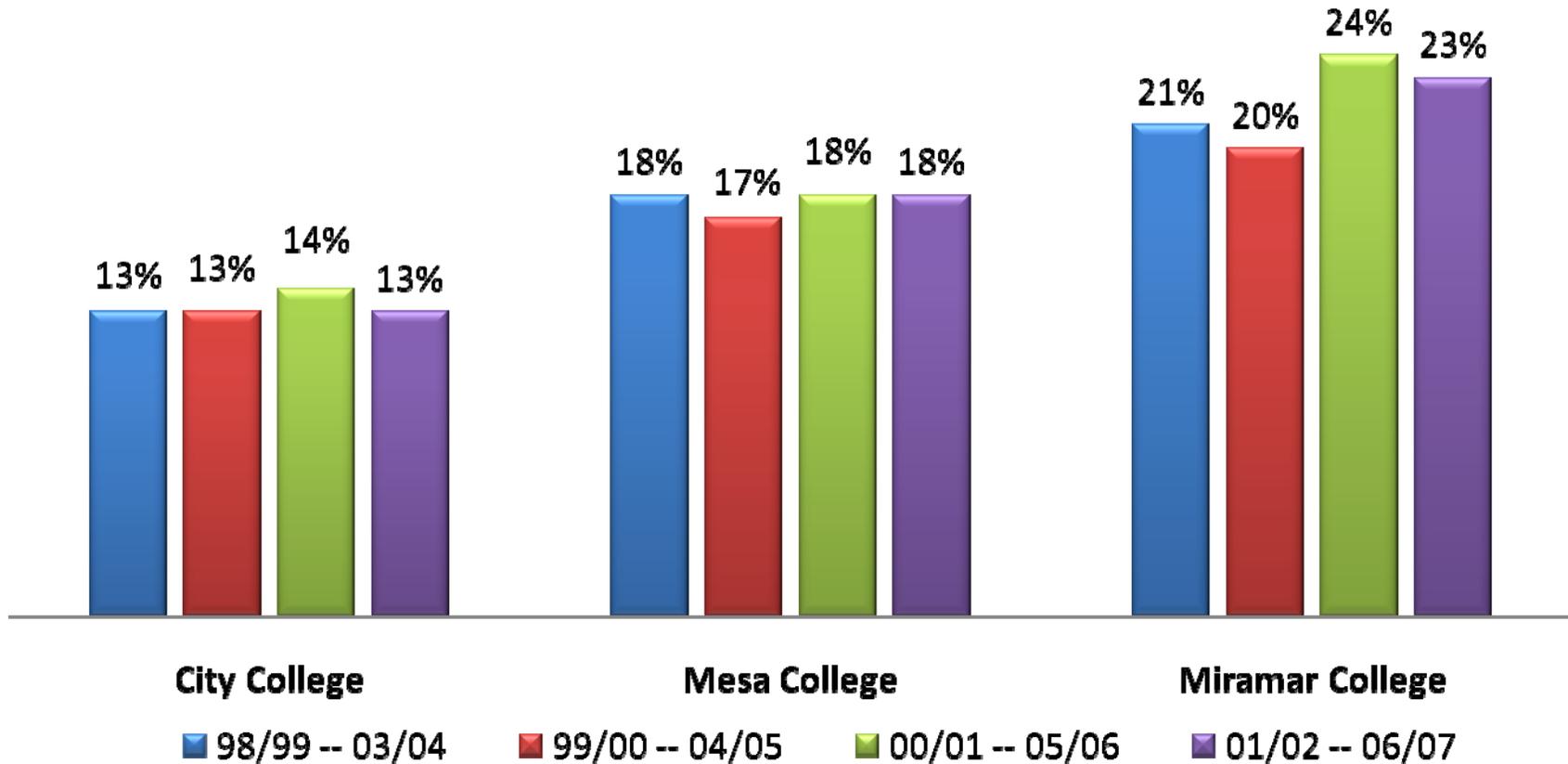
SPAR Cohort Average Gender Distribution



SPAR Components

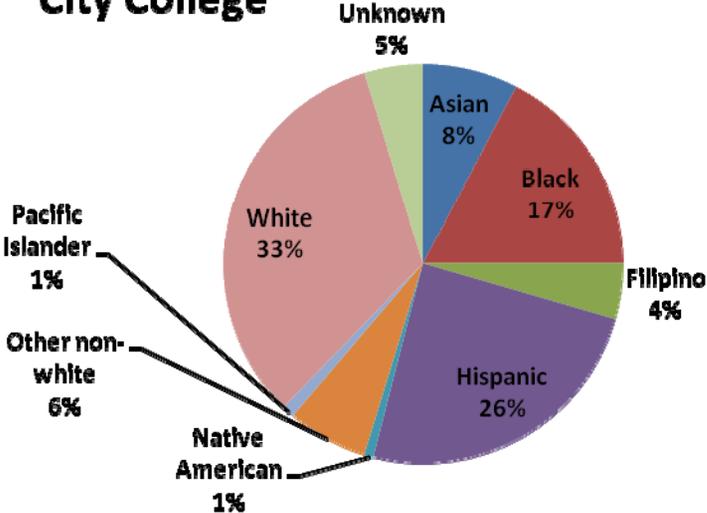


Percentage of SPAR Cohort with Earned AA/AS

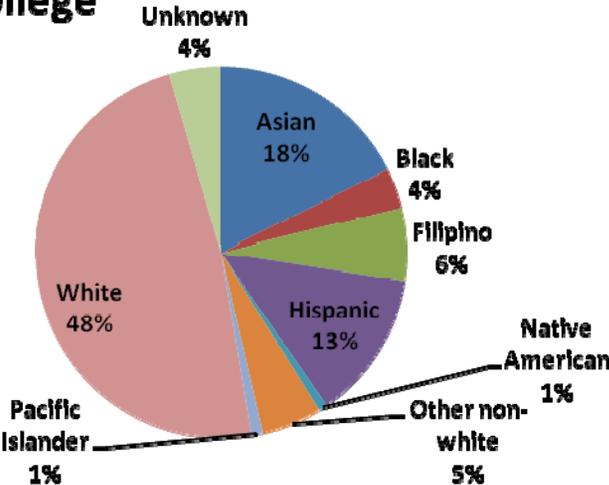


SPAR Cohort with Earned AA/AS Average Ethnic Distribution

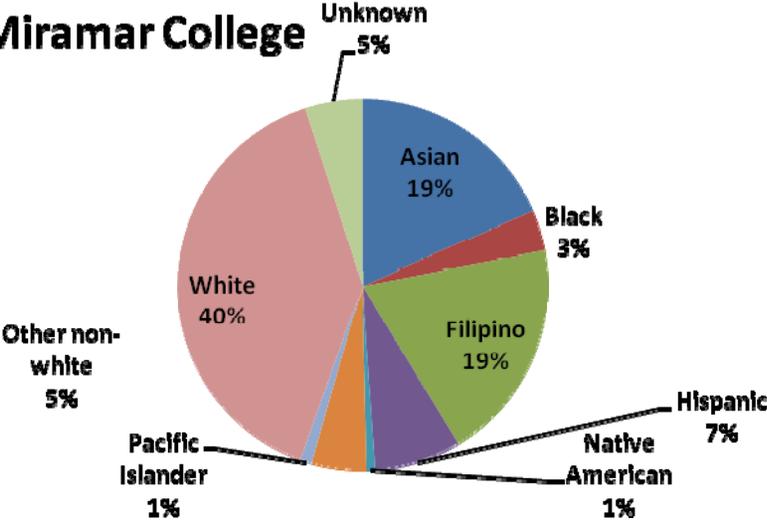
City College



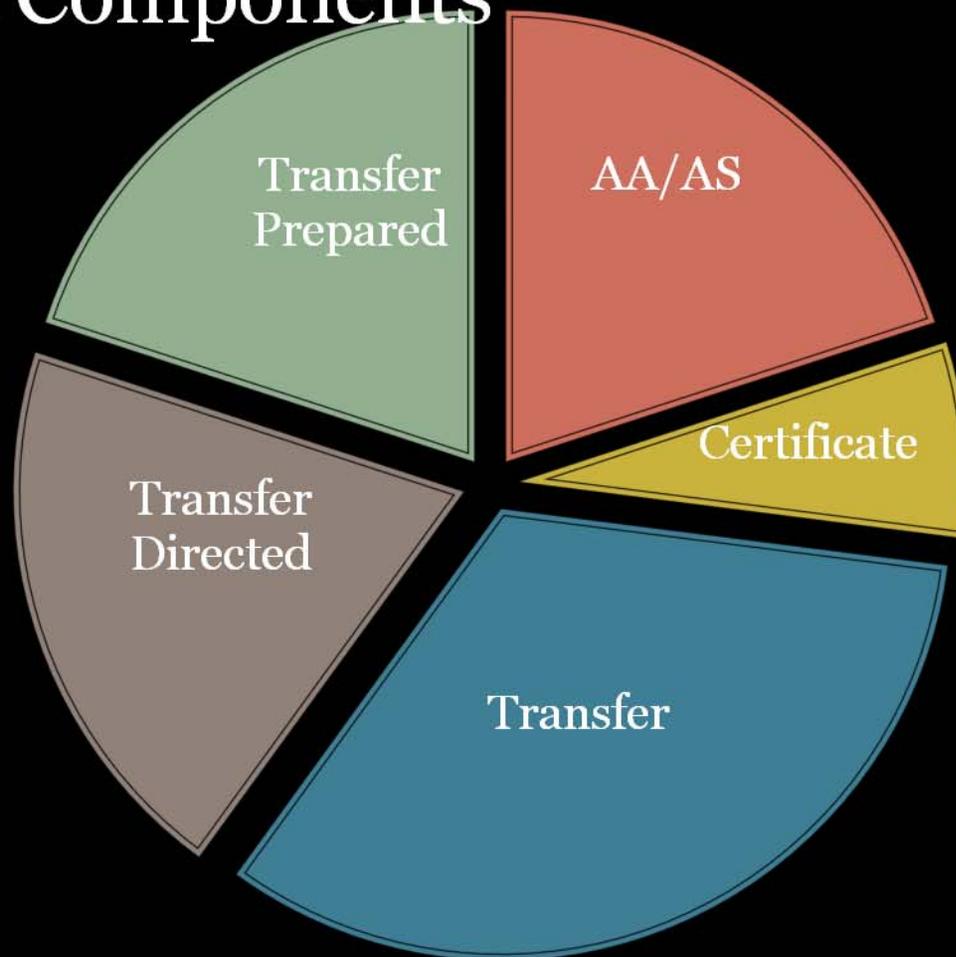
Mesa College



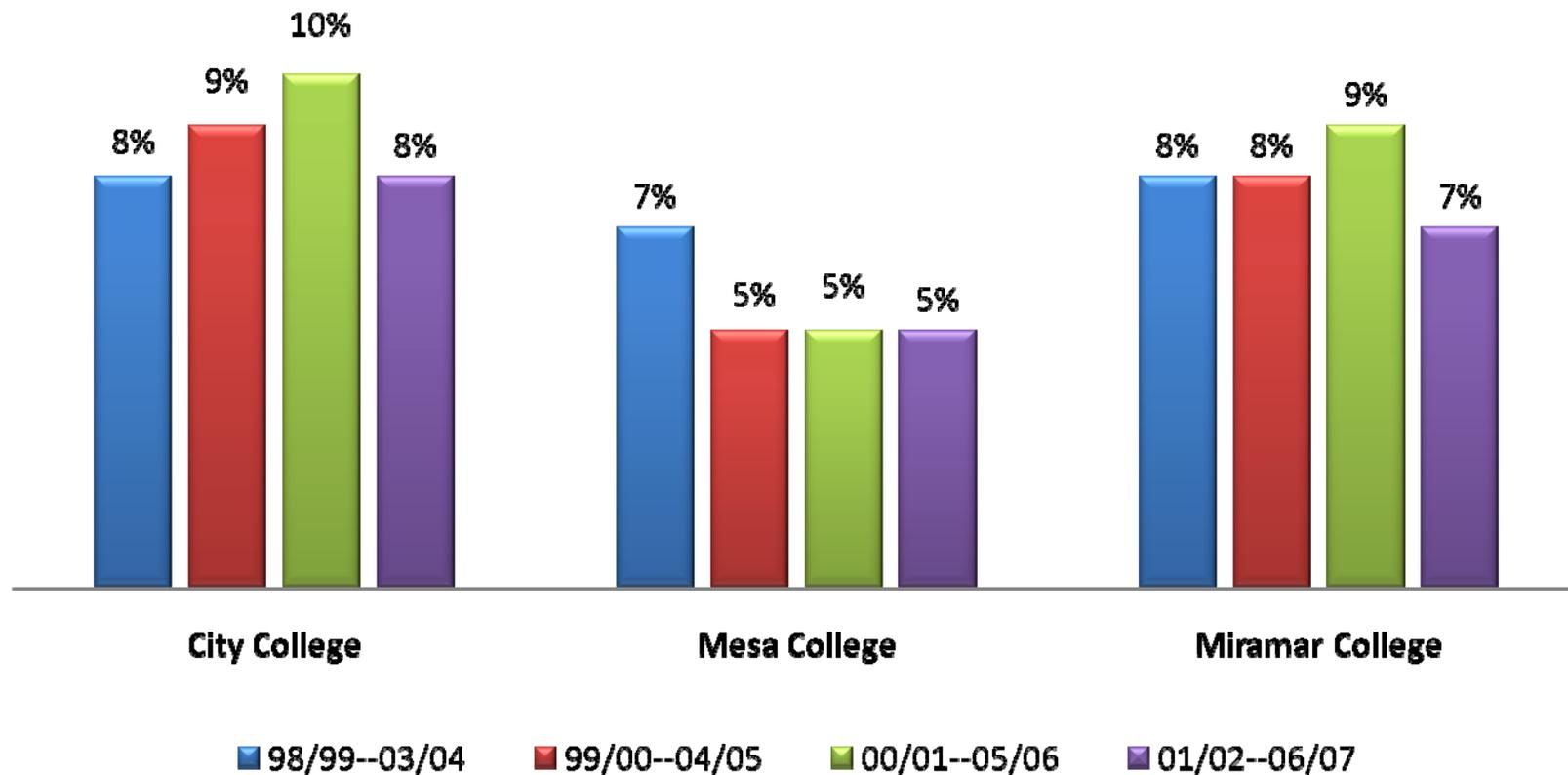
Miramar College



SPAR Components

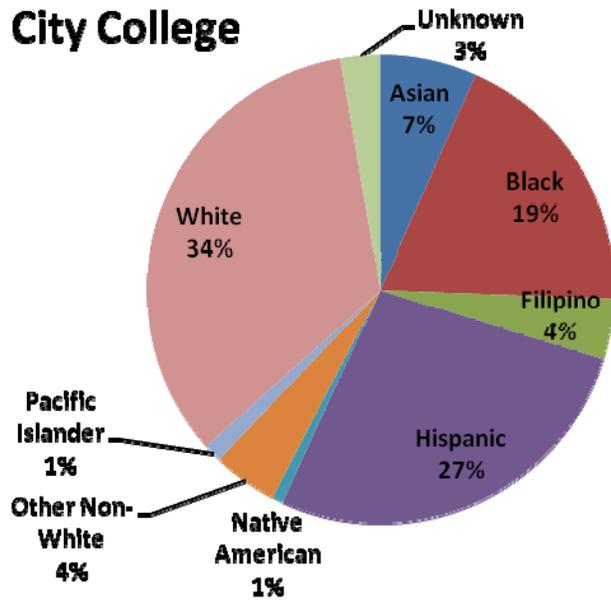


Percentage of SPAR Cohort with Earned Certificate

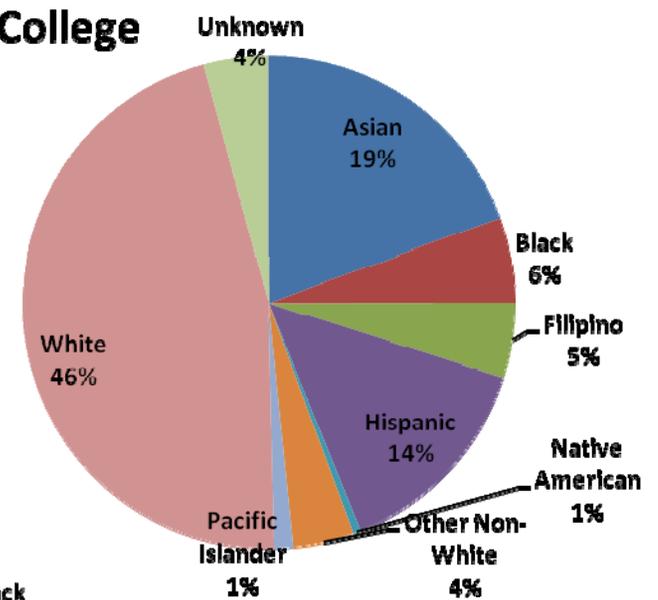


Average Percentage of SPAR Cohort w/Earned Certificate Average Ethnic Distribution

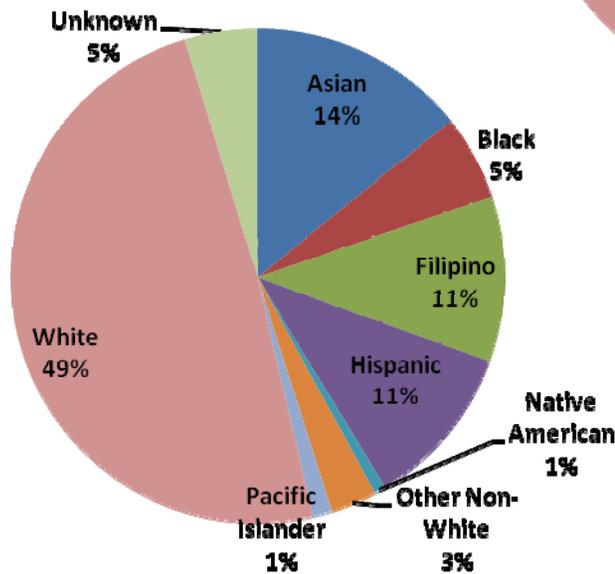
City College



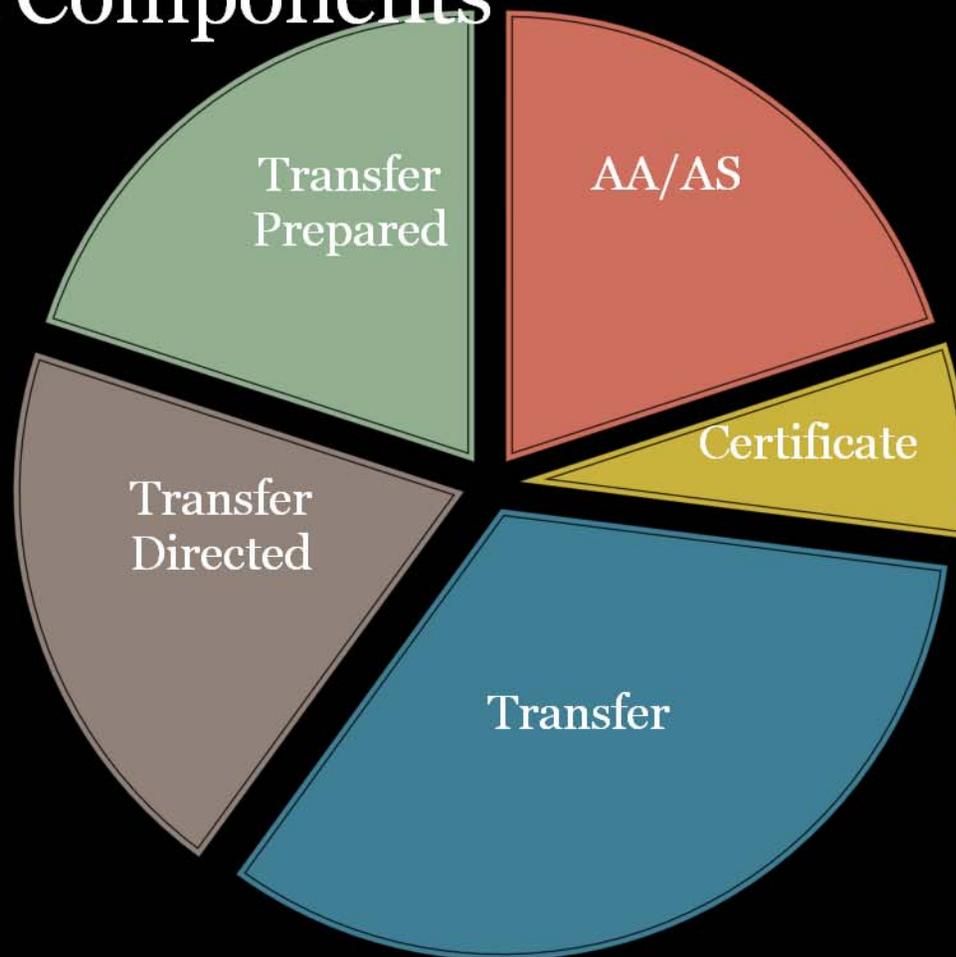
Mesa College



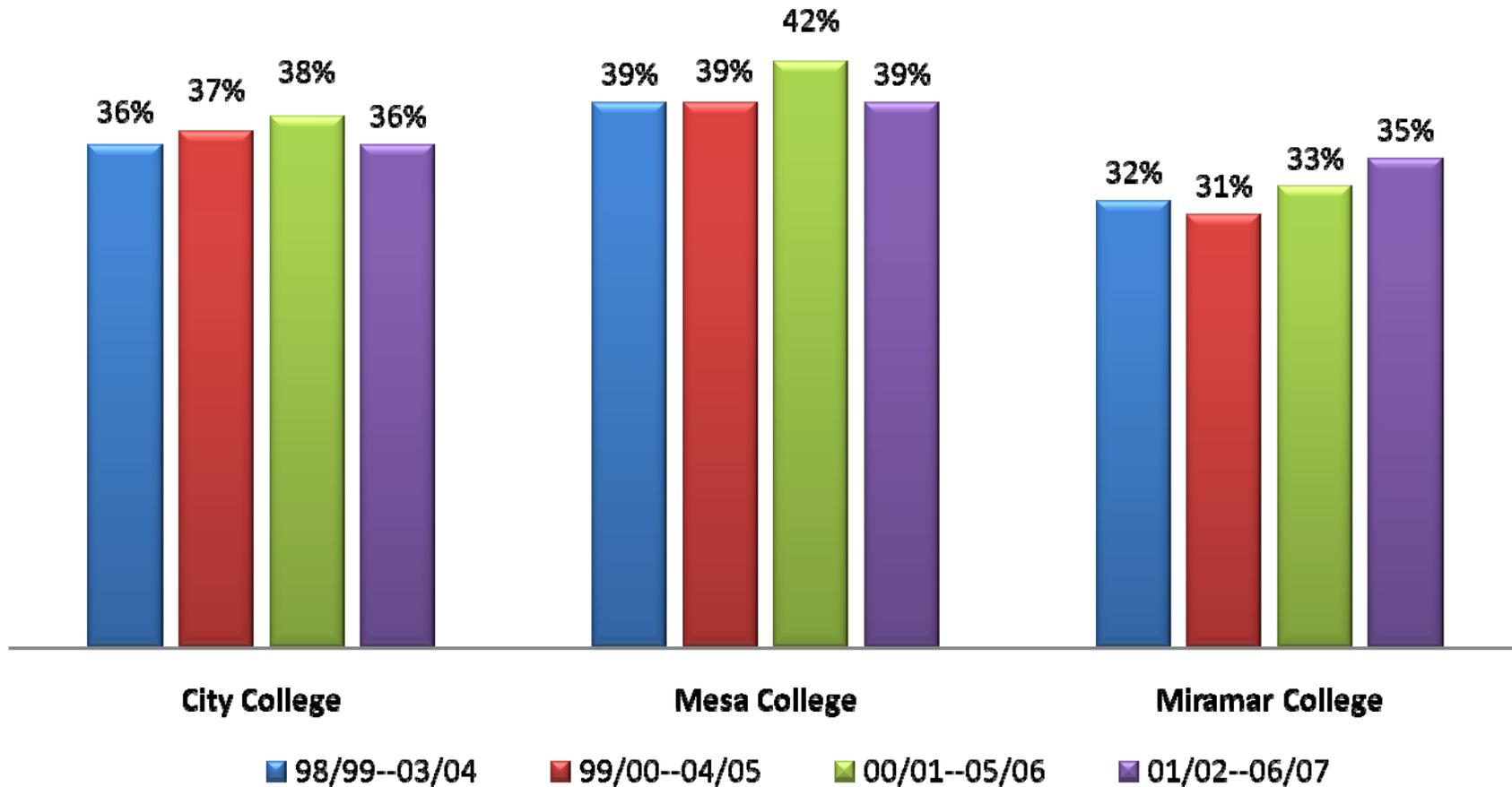
Miramar College



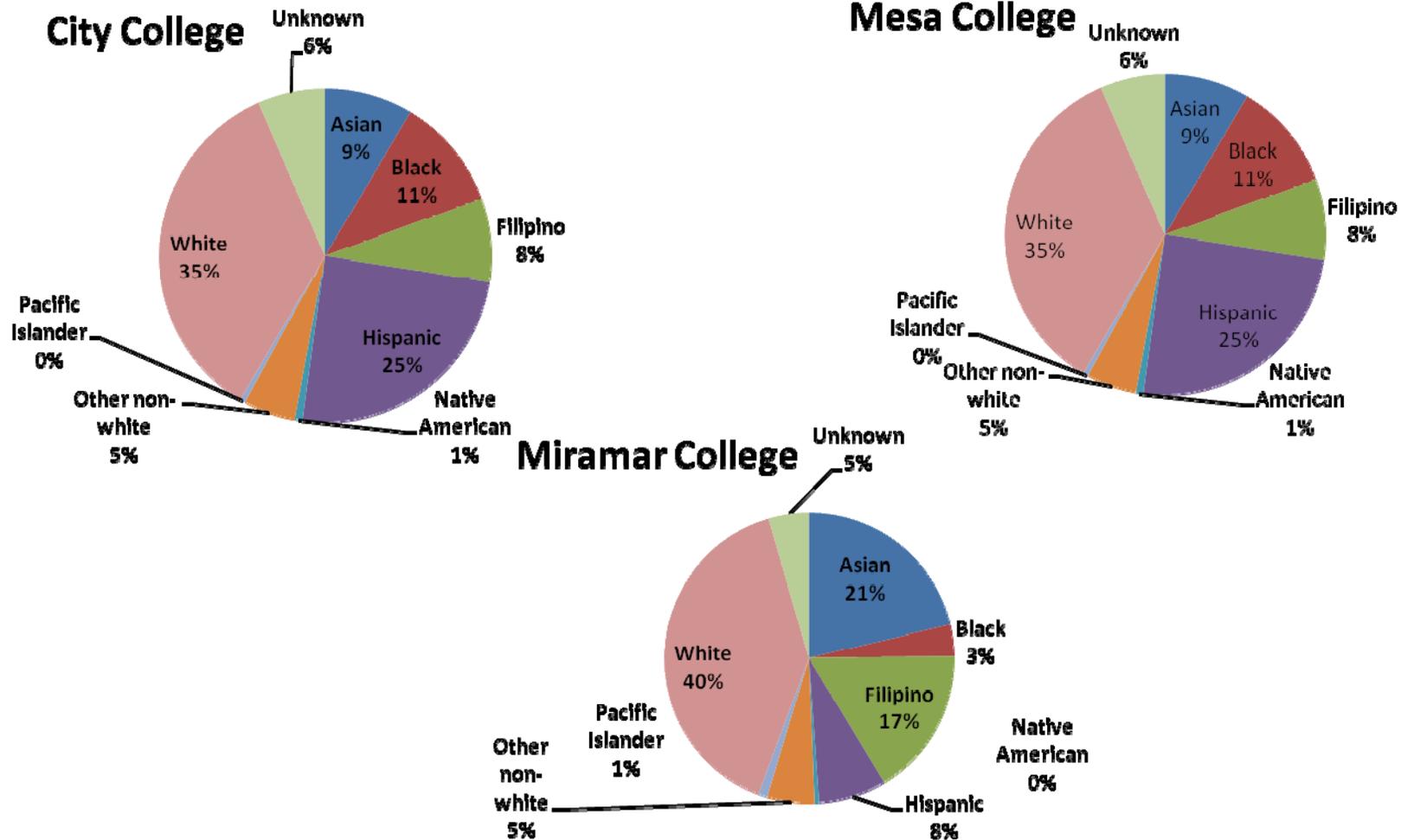
SPAR Components



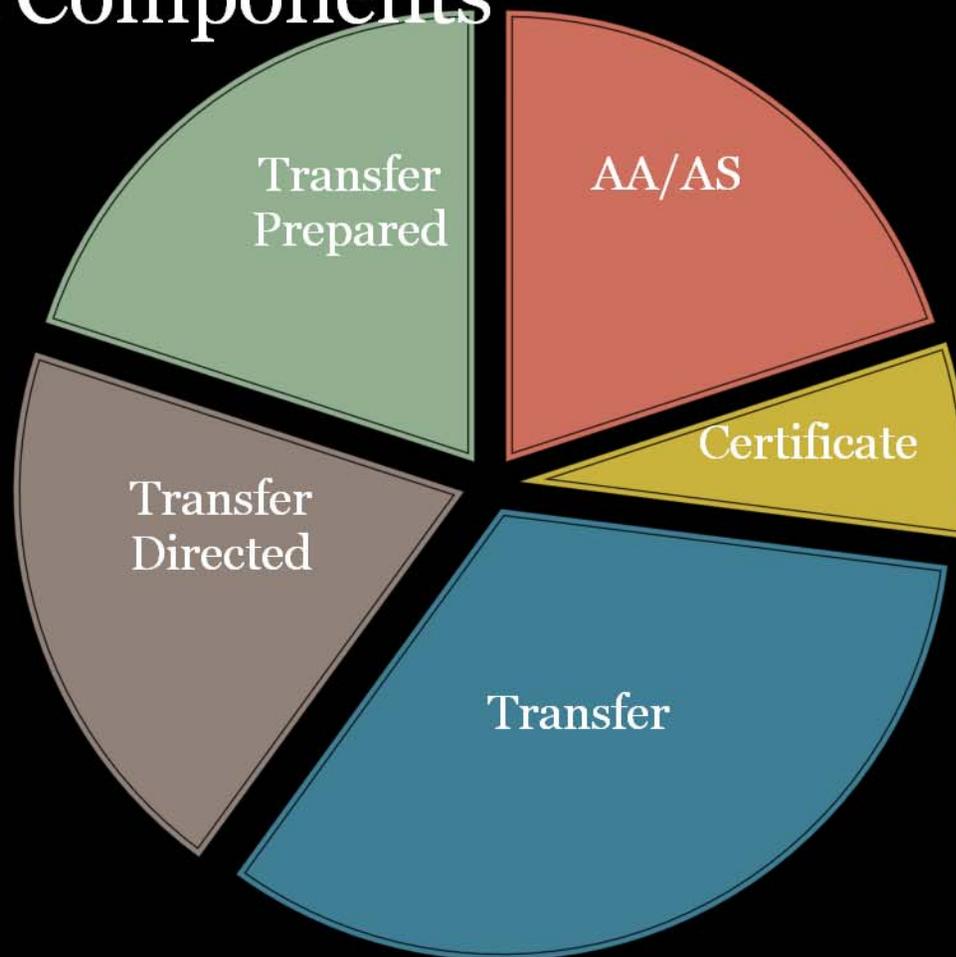
Percentage of SPAR Cohort with Transfer



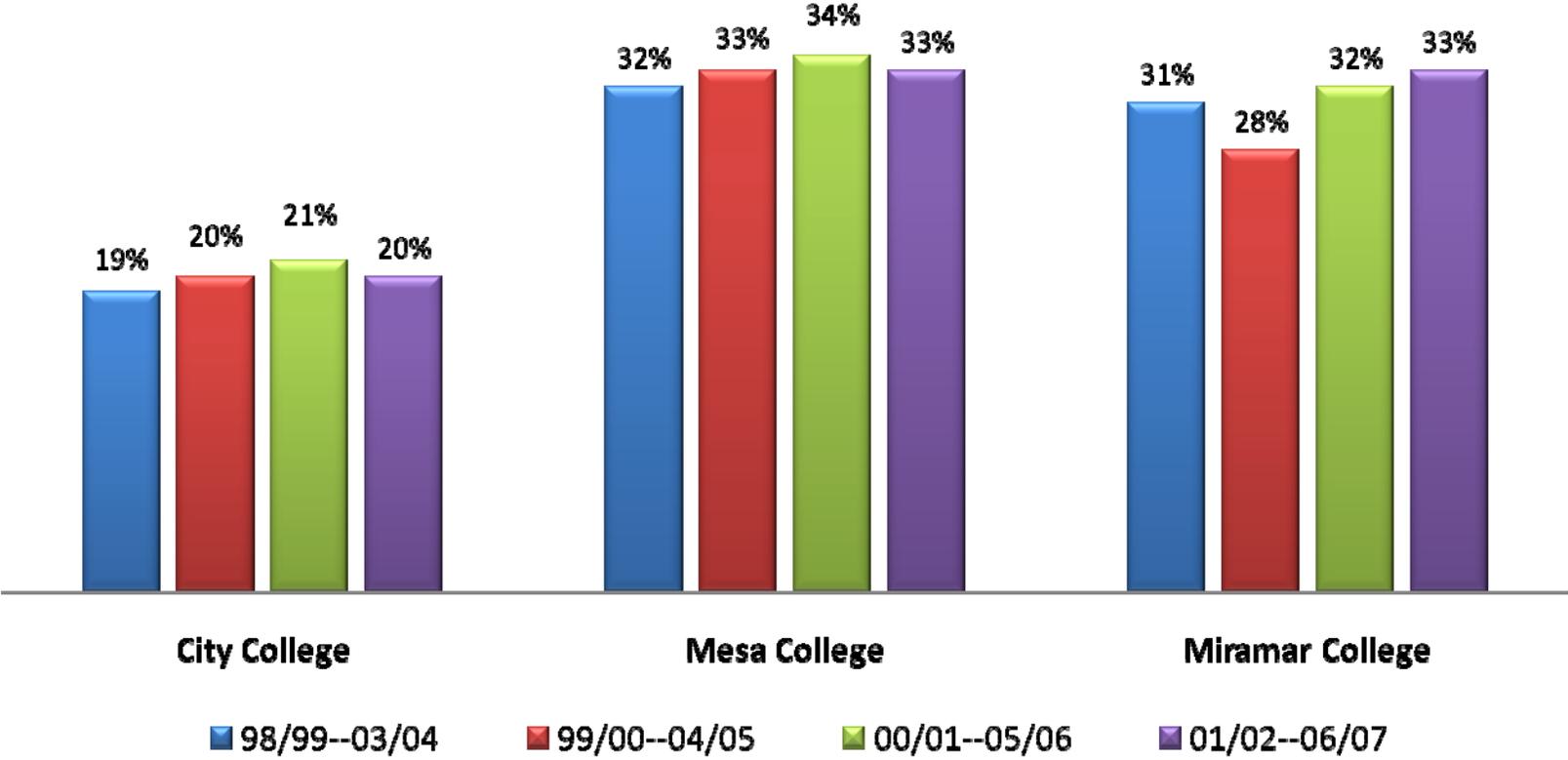
Percentage of SPAR Cohort with Transfer Average Ethnic Distribution



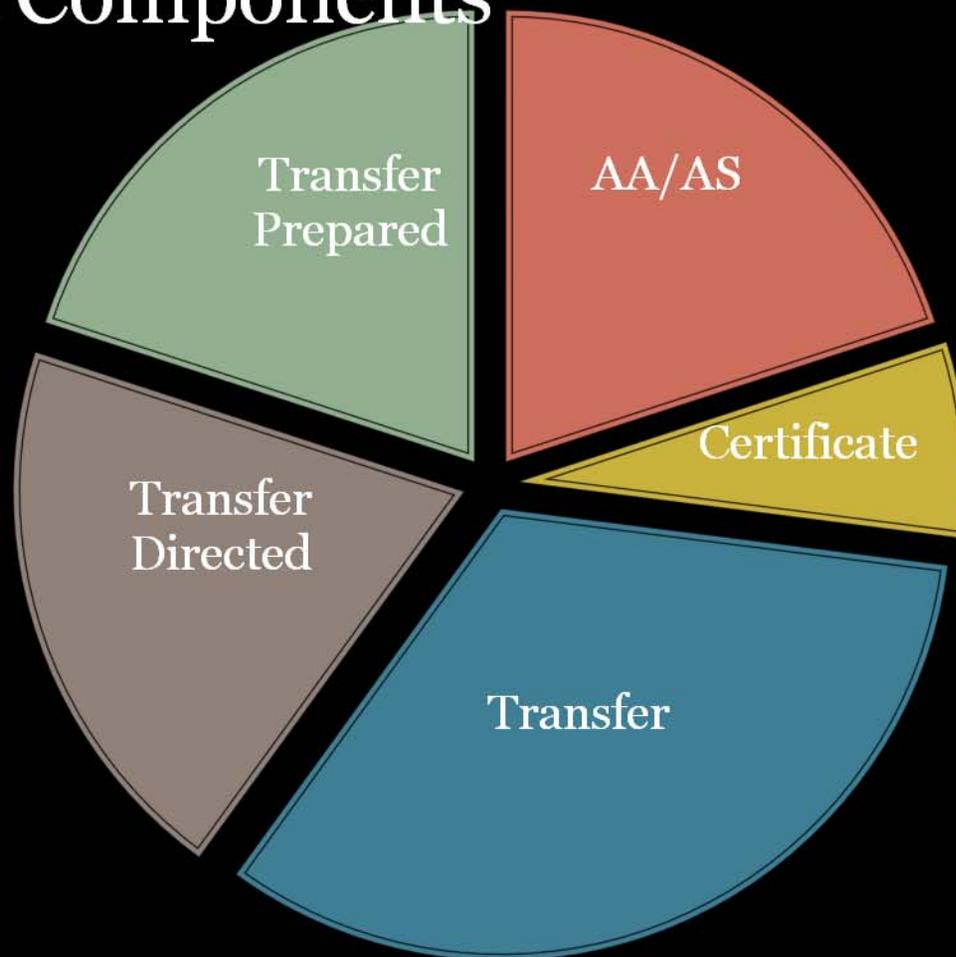
SPAR Components



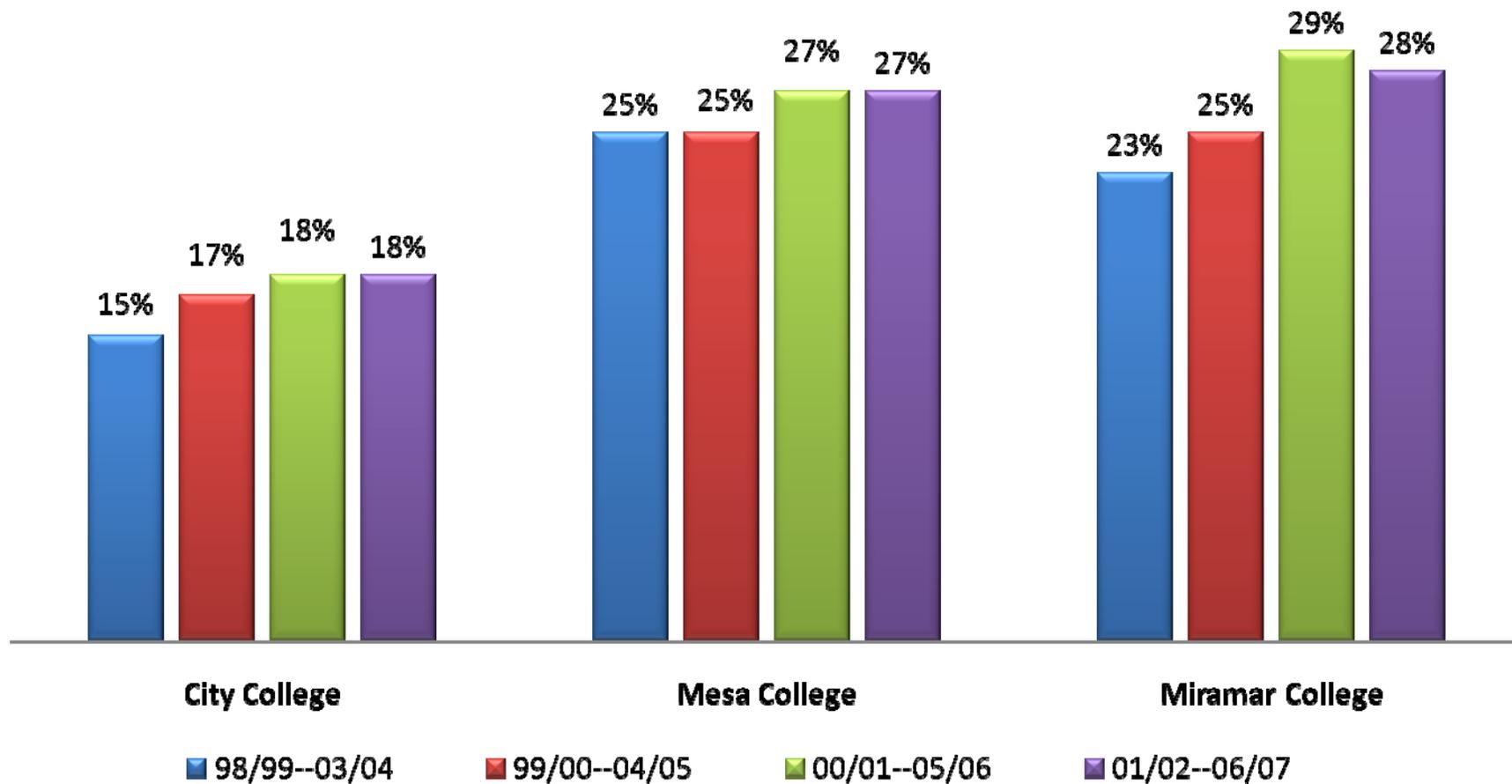
Percentage of SPAR Cohort w/ Achieved Transfer Directed



SPAR Components



Percentage of SPAR Cohort w/ Transfer Prepared Status





- Student Learning Communities
 - Puente
 - New Horizons
 - Trio/Aspire
 - M.E.S.A.
 - Umoja
 - Freshman Year Experience

- Early/Middle High School
 - Four programs in place
 - Garfield
 - San Diego High Visual and Performing Arts
 - San Diego High Business Technology
 - Early College High School



- Online Tutoring in math
- Supplemental instruction in key “gatekeeper,” courses, particularly in basic skills
- Academic Success Center (Planned)
- Professional development for faculty focusing on best practices in student retention and basic skills instruction
- Student Learning Outcomes
 - The Instructional Assessment Committee is guiding the development and measurement of student learning outcomes throughout the institutions



Six institution-wide Student Learning Outcomes have emerged as a central organizing theme for addressing the ARCC outcomes

1) Critical Thinking

- Supplemental instruction for English and math
- Tutoring Center has been reorganized and services expanded, including a Bridging Lab and “walk-in” algebra workshops
- Expanded tutorial services in DSPS

2) Communication

- “Silver Process” focus groups on identifying and overcoming barriers to success in basic skills math

3) Self-Awareness and Interpersonal Skills

- Student Success Day orientation for new students and parents
- Matriculation Program
- Freshman Year Experience
- Expanded Learning Communities



4) Personal Actions and Civic Responsibility

- Community College Survey of Student Engagement (CCSSEE)
- Community College Faculty Survey of Engagement (CCFSSE)

Results of surveys will be used to develop strategies to help students take more responsibility for their learning

5) Global Awareness

- Learning communities from a multi-college perspective
- Annual African-American Male Leadership Summit

6) Technological Awareness

- Online Tutoring



- Expansion of Freshman Year Experience
- Regular, systematic review of student records by Evaluations staff
- Frequent contact with students who are on transfer or degree/certificate track, with individual follow-up by counselors
- Enhanced staffing in the Transfer Center
- Increase in transfer-preparation workshops and other activities



- Individual contact with all students who have declared degree, certificate and transfer goals, but have not applied for Financial Aid
- Enhanced Supplemental Instruction (SI) in basic skills, English, Math and ESOL courses
- Counseling workshops for basic skills students
- Additional tutoring services offered in English, Math, and ESOL disciplines
- Faculty alert system and counseling intervention and referral to support services

Presidents' Perspective



QUESTIONS

End

