



# ARCC 2012

## 2010/11 Reporting Period

January 2013



Office of Institutional Research and Planning

# Accountability Reporting for Community Colleges (ARCC)

## Background

- Established in 2004 as Assembly Bill AB 1417 (Pacheco)
- Framework for an annual evaluation of California community colleges
- Measurable performance indicators developed by the Chancellor's Office in consultation with researchers
- 2012 represents the seventh formal year of reporting ARCC indicators

# ARCC Indicators

1. Student Progress and Achievement Rate: Degree, Certificate or Transfer
2. Percent of Students Who Attempted a Degree/Certificate/Transfer Course and Earned at Least 30 Units
3. Annual Persistence Rate (Fall to Fall)
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. Career Development and College Preparation (CDCP) Progress and Achievement Rate

# Benchmarking

- For each ARCC indicator three cohort years are displayed to show college-level trends.
- Two groups may be used as benchmarks to further assess college-level performance.
  - Peer group average rates – reports performance within the context of comparable colleges in terms of several factors.
  - Statewide rates – reports how the entire system has performed.

# Peer Groups

- Groupings of colleges through a statistical process called *cluster analysis* which 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
  - Number of English as a second language speakers

# Summary of Outcomes

1. Cohort trend comparisons indicated that all three credit colleges have shown positive gains on three indicators: annual persistence, credit ESL improvement rates, and the improvement rates for credit basic skills courses.
2. Statewide average comparisons indicated that the three credit colleges performed close to or above average on the Student Progress and Achievement Rate (SPAR) and credit ESL improvement rate, but below the statewide average on the percent of students with intent to complete 30 units, annual persistence, and credit basic skills improvement rate.
3. Peer group comparisons indicated that the credit colleges performed close to or above their peer groups on the Student Progress and Achievement Rate (SPAR), but below their peer groups on annual persistence and the credit basic skills improvement rate.
4. The non-credit CDCP performance rate increased over the three cohorts and remained comparable to similar non-credit colleges.

# Summary of Responses

1. City College recognized its challenges toward improving student outcome measures and has implemented numerous academic and student support initiatives to foster student success (e.g., student learning communities, early/middle high school programs, supplemental instruction).
2. Mesa College has committed to improving performance on ARCC indicators relative to peer-group colleges, and has undertaken initiatives to improve the success of first-time students (e.g., Student Success Day, Freshman Year Experience) and basic skills students (e.g., accelerated pathways, tutoring)
3. Miramar College is dedicated to continually improving basic skills student achievement through the development of a culture of inquiry and implementation of strategies recommended by the Basic Skills Committee.
4. Continuing Education redoubled efforts and collaborations across the District to transition non-credit students to credit programs and to make non-credit certificates more attainable (e.g., orientation, Transfer Academy, and Bridge Program). Although not reflected in ARCC, CE is the largest producer of CDCP certificates in the state.

# Indicator #1

Student Progress and Achievement Rate:  
Degree, Certificate, or Transfer  
(SPAR)

# Student Progress and Achievement Rates Degree/Certificate/Transfer

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11
City College	53.2%	59.0%	60.6%
Mesa College	60.7%	65.2%	62.3%
Miramar College	58.4%	58.7%	54.6%

## 2010-11 Peer Group Three-Year Average Rates

City College Peer Group: 56.9%

Mesa College Peer Group: 61.0%

Miramar College Peer Group: 56.9%

**2010-11 Statewide Three-Year Average Rate: 53.6%**

# Student Progress and Achievement Rates Degree/Certificate/Transfer

1. City College showed improvement in the Student Progress and Achievement Rate (SPAR) from previous cohorts and was above the peer-group average.
2. Mesa College showed gains in the Student Progress and Achievement Rate (SPAR) from the initial cohort and was above the peer-group average on this indicator.
3. Miramar College showed declines in the Student Progress and Achievement Rate (SPAR) from previous cohorts and was slightly below the peer-group average on this indicator.

# Indicator #2

Percent of Students Who Attempted a Degree/Certificate/Transfer Course and Who Earned at Least 30 Units

# Percent of Students Who Showed Intent to Complete and Earned at Least 30 Units

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11
City College	65.2%	61.7%	65.0%
Mesa College	71.2%	69.6%	68.2%
Miramar College	71.6%	76.3%	69.8%

## 2010-11 Peer Group Three-Year Average Rates

City College Peer Group: 69.7%

Mesa College Peer Group: 73.3%

Miramar College Peer Group: 69.7%

**2010-11 Statewide Three-Year Average Rate: 73.5%**

# Percent of Students Who Showed Intent to Complete and Earned at Least 30 Units

1. At City College, the percent of students who showed intent to complete and earned at least 30 units remained steady compared to the initial cohort, however, fell below the peer-group average on this indicator.
2. Mesa College showed a slight decline in the percent of students who showed intent to complete and earned at least 30 units, and fell below the peer-group average.
3. At Miramar College, the percent of students who showed intent to complete and earned at least 30 units declined slightly compared to the initial cohort, but the college performed at the peer group average.

# Indicator #3

Annual Persistence Rate

# Annual Persistence Rates

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
<b>City College</b>	50.4%	56.2%	57.3%
<b>Mesa College</b>	64.3%	68.1%	70.2%
<b>Miramar College</b>	63.0%	68.6%	67.5%

## **2010-11 Peer Group Three-Year Average Rates**

City College Peer Group: 71.0%

Mesa College Peer Group: 71.0%

Miramar College Peer Group: 69.1%

**2010-11 Statewide Three Year Average Rate: 71.3%**

# Annual Persistence Rate

1. City College showed improvements in the annual persistence rate, but fell below the peer-group average on this indicator.
2. Mesa College made positive gains in the annual persistence rate, but fell slightly below the peer-group average on this indicator.
3. Miramar College showed improvements on the annual persistence rate indicator compared to the initial cohort, however, fell slightly below the peer-group average.

# Indicator #4

Annual Successful Course Completion Rate for  
Credit Vocational Courses

# Successful Course Completion Rates for Credit Vocational Courses

	2008-09	2009-10	2010-11
City College	71.6%	72.1%	71.0%
Mesa College	71.1%	71.2%	69.2%
Miramar College	83.1%	82.0%	79.2%

## 2010-11 Peer Group Three-Year Average Rates

City College Peer Group: 73.3%

Mesa College Peer Group: 73.3%

Miramar College Peer Group: 75.8%

**2010-11 Statewide Three-Year Average Rate: 76.7%**

# Successful Course Completion Rates for Credit Vocational Courses

1. On the successful course completion rates for credit vocational courses indicator, City College remained steady, however fell below the peer-group average .
2. Mesa College declined slightly in the successful course completion rates for credit vocational courses and fell below the peer-group average on this indicator.
3. Miramar College showed small declines in the successful course completion rates for credit vocational courses, however, performed above the peer group average on this indicator.

# Indicator #5

Annual Successful Course Completion Rate for  
Credit Basic Skills Courses

# Successful Course Completion Rates for Credit Basic Skills Courses

	2008-09	2009-10	2010-11
City College	54.5%	56.4%	55.3%
Mesa College	62.1%	59.0%	59.4%
Miramar College	62.9%	63.0%	64.1%

## 2010-11 Peer Group Three-Year Average Rates

City College Peer Group: 60.7%

Mesa College Peer Group: 63.5%

Miramar College Peer Group: 63.8%

**2010-11 Statewide Three-Year Average Rate: 62.0%**

# Successful Course Completion Rates for Credit Basic Skills Courses

1. At City College, the successful course completion rate for credit basic skills courses showed improvement compared to the initial cohort, however, fell below the peer-group average on this indicator.
2. At Mesa College, the successful course completion rate for credit basic skills courses has remained fairly steady, however fell below the peer-group average on this indicator.
3. Miramar College showed gains in the successful course completion rate for credit basic skills courses and performed slightly above the peer-group average on this indicator.

# Indicator #6

Improvement Rates for Credit ESL and Basic Skills Courses

# Improvement Rates for Credit ESL Courses

	2006-07 to 2008-09	2007-08 to 2009-10	2008-09 to 2010-11
City College	50.0%	53.0%	54.4%
Mesa College	54.1%	56.0%	60.1%
Miramar College	39.9%	48.1%	53.2%

## 2010-11 Peer Group Three-Year Average Rates

City College Peer Group: 57.9%

Mesa College Peer Group: 57.9%

Miramar College Peer Group: 48.8%

**2010-11 Statewide Three-Year Average Rate: 54.6%**

*Note that this indicator has incomplete data and may not reflect accurate rates.*

# Improvement Rates for Credit ESL Courses

1. City College showed gains in the improvement rate for credit ESL courses, but fell below the peer-group average on this indicator.
2. At Mesa College, the improvement rate for credit ESL courses made positive gains and was above the peer-group average on this indicator.
3. Miramar College showed gains in the improvement rate for credit ESL courses and performed above the peer-group average on this indicator.

# Improvement Rates for Credit Basic Skills Courses

	2006-07 to 2008-09	2007-08 to 2009-10	2008-09 to 2010-11
City College	32.2%	39.8%	32.6%
Mesa College	41.5%	43.6%	48.3%
Miramar College	35.6%	37.8%	51.4%

## 2010-11 Peer Group Three-Year Average Rates

City College Peer Group: 52.8%

Mesa College Peer Group: 52.8%

Miramar College Peer Group: 52.8%

**2010-11 Statewide Three-Year Average Rate: 58.6%**

*Note that this indicator has incomplete data and may not reflect accurate rates.*

# Improvement Rates for Credit Basic Skills Courses

1. At City College, the improvement rate for credit basic skills courses has fluctuated, however fell below the peer-group average on this indicator.
2. Mesa College showed gains in the improvement rate for credit basic skills courses, but performed below the peer-group average on this indicator.
3. Miramar College showed gains in the improvement rate for credit basic skills courses, however, performed slightly below the peer-group average on this indicator.

# Indicator #7

Career Development and College Preparation (CDCP) Progress and  
Achievement Rate

# Career Development and College Preparation Progress and Achievement Rates

	2006-07 to 2008-09	2007-08 to 2009-10	2008-09 to 2010-11
Continuing Education	4.6%	5.4%	5.9%

## 2010-11 CDCP Rates for Other Non-Credit Institutions

North Orange: 7.3%

San Francisco: 7.6%

# Career Development and College Preparation Progress and Achievement Rates

1. Continuing Education had a Career Development and College Preparation (CDCP) Progress and Achievement Rate that showed improvements.

# Strategies for Continued Improvement

# Strategies Being Used for Improving Student Outcomes

1. Statistics Pathway Project (Statway) and Learning Communities, i.e., First Year Experience, Puente, New Horizons, EOPS, and Umoja). (City, Mesa, Miramar & Continuing Ed)
2. Services and activities to improve student persistence, i.e., Student Success Day, orientation, Welcome Week, Student Services Fair. (City, Mesa, Miramar & Continuing Ed)
3. Comprehensive tutoring, supplemental instruction and instructional assistants for Basic Skills math, English and ESOL courses. (City, Mesa & Miramar)

# Strategies Being Used for Improving Student Outcomes (cont.)

4. Professional staff development on best practices in student retention and basic skills instruction. (City, Mesa, Miramar & Continuing Ed)
5. Campaigns, planning groups, and programs designed to increase student awareness of transfer opportunities and benefits of degree attainment. (City, Mesa & Miramar)
6. New curriculum, re-aligned curriculum, and strategic initiatives (orientation, Transfer Academy, and Summer Bridge Program) to transition students from non-credit to credit classes. (City, Mesa, Miramar & Continuing Ed.)
7. Accelerated Basic Skills English and mathematics. (City & Mesa)

# IRRP

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