



ARCC 2009



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Accountability Reporting for Community College

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
- 2009 represents the fourth formal year of reporting ARCC indicators

ARCC Indicators



1. **Student Progress and Achievement Rate: Degree, Certificate or Transfer**
2. **Percent of Students Who Showed Intent to Complete and Earned 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**

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

Indicator #1

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**STUDENT PROGRESS AND ACHIEVEMENT RATE: DEGREE,
CERTIFICATE, OR TRANSFER
(SPAR)**

Student Progress and Achievement Rate (SPAR)



Cohort: Percentage of first-time students who:

- Earned a minimum of 12 units,
- Attempted a degree/certificate/transfer threshold course within six years and,
- 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

	2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08
City College	57.8%	55.8%	48.8%
Mesa College	59.9%	58.5%	62.3%
Miramar College	55.6%	54.3%	58.9%

Student Progress and Achievement Rate Degree/Certificate/Transfer

2007-08 Peer Group Comparisons

	College Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	48.8%	55.4%	42.6%	68.0%
Mesa College	62.3%	58.8%	51.3%	69.3%
Miramar College	58.9%	55.4%	42.6%	68.0%

Indicator #2



**PERCENT OF STUDENTS WHO SHOWED INTENT TO COMPLETE AND
WHO EARNED AT LEAST 30 UNITS**

Percent of Students Who Showed Intent to Complete



Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree, certificate, transfer course within six years of entry who are shown to have achieved the following value-added measure of progress within six years of entry:

Earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive effect on future earnings.)

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

	2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08
City College	62.4%	61.5%	62.0%
Mesa College	63.9%	67.1%	67.0%
Miramar College	67.5%	67.6%	72.3%

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

2007-08 Peer Group Comparisons

	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	62.0%	67.0%	56.2%	74.0%
Mesa College	67.0%	71.1%	63.2%	78.4%
Miramar College	72.3%	67.0%	56.2%	74.0%

Indicator #3



ANNUAL PERSISTENCE RATE

Annual Persistence Rate

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Percentage 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.

Annual Persistence Rate

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
City College	54.9%	54.3%	53.8%
Mesa College	69.3%	62.6%	65.5%
Miramar College	68.3%	61.8%	67.4%

Annual Persistence Rate

2007-08 Peer Group Comparisons

	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	53.8%	69.3%	53.8%	80.6%
Mesa College	65.5%	69.3%	53.8%	80.6%
Miramar College	67.4%	67.6%	57.1%	78.0%

Indicator #4



ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT VOCATIONAL COURSES

Success Rates for Credit Vocational Courses



The cohorts for vocational course completion rate consisted of students enrolled in credit vocational courses in the academic years of interest. These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the vocational course. Vocational courses were defined via their SAM (Student Accountability Model) priority code. SAM codes A, B, and C indicate courses that are clearly occupational. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Successful Course Completion Rate for Credit Vocational Courses

	2005-2006	2006-2007	2007-2008
City College	70.8%	71.7%	70.6%
Mesa College	69.3%	69.8%	68.7%
Miramar College	82.8%	81.5%	82.7%

Successful Course Completion Rate for Credit Vocational Courses

2007-08 Peer Group Comparisons

	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	70.6%	74.5%	67.0%	85.4%
Mesa College	68.7%	74.5%	67.0%	85.4%
Miramar College	82.7%	75.7%	62.8%	89.4%

Indicator #5



**ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR
CREDIT BASIC SKILLS COURSES**

Success Rates for Credit Basic Skills Courses



The cohorts for basic skills successful course completion rate consisted of students enrolled in credit basic skills courses in the academic years of interest. These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Success Rate for Credit Basic Skills Courses

	2005-2006	2006-2007	2007-2008
City College	52.4%	52.9%	52.7%
Mesa College	67.7%	58.4%	59.4%
Miramar College	63.7%	66.1%	61.8%

Success Rate for Credit Basic Skills

2007-08 Peer Group Comparisons

	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	52.7%	59.5%	48.9%	69.7%
Mesa College	59.4%	63.7%	53.9%	81.5%
Miramar College	61.8%	62.1%	52.0%	72.0%

Indicator #6



IMPROVEMENT RATES FOR CREDIT ESL AND BASIC SKILLS COURSES

Improvement Rate for Credit ESL & Basic Skills



The ESL and basic skills improvement rate cohorts consisted of students enrolled in a credit ESL or basic skills English or Mathematics course who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. **Only students starting at two or more levels below college level/transfer level were included in the cohorts.** Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR. Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

Improvement Rates for Credit ESL

	2003/04 to 2005/06	2004/05 to to 2006/07	2005/06 to 2007/08
City College	30.5%	29.7%	37.0%
Mesa College	35.2%	55.2%	57.3%
Miramar College	27.8%	29.0%	35.9%

Improvement Rates for Credit ESL

2007-08 Peer Group Comparisons

	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	37.0%	58.4%	33.1%	79.2%
Mesa College	57.3%	58.4%	33.1%	79.2%
Miramar College	35.9%	41.3%	7.9%	80.5%

Improvement Rates for Credit Basic Skills Courses

	2003/04 to 2005/06	2004/05 to to 2006/07	2005/06 to 2007/08
City College	42.0%	39.6%	44.3%
Mesa College	46.2%	46.7%	43.1%
Miramar College	51.8%	51.0%	47.2%

Improvement Rates for Credit Basic Skills Courses

2007/08 Peer Group Comparisons

	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
City College	44.3%	48.3%	31.4%	64.6%
Mesa College	43.1%	48.3%	31.4%	64.6%
Miramar College	47.2%	48.3%	31.4%	64.6%

Indicator #7



CAREER DEVELOPMENT AND COLLEGE PREPARATION (CDCP) PROGRESS AND ACHIEVEMENT RATE

CDCP Progress and Achievement Rate



Percentage of a cohort of first-time students who in their initial term at a CCC or their initial term plus the successive term (fall to spring, spring to fall, fall to winter, etc.) completed a minimum of 8 attendance hours in any single Career Development and College Preparation (CDCP) course or series of CDCP courses and who did NOT enroll in any credit course(s) in their first term, who are shown to have achieved ANY of the following outcomes within three years of entry:

- Successfully completed at least one degree-applicable credit course (excluding PE) after the date of CDCP (AKA: Transition to credit).
- Earned a CDCP certificate (data not yet available as of January 2009 ARCC).
- Achieved “Transfer Directed” (successfully completed both transfer-level Math AND English courses).
- Achieved “Transfer Prepared” (successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0).
- Earned an associate degree (AA, AS) and/or Credit Certificate.
- Transferred to a four-year institution.

CDCP Progress and Achievement Rate

	2003/04 to 2005/06	2004/05 to 2006/07	2005-06 to 2007-08
Continuing Education	4.1 %	4.4 %	4.2 %

Data Exploration – 2009



Data Exploration Research Questions



1. How do the ARCC ESL and Basic Skills Improvement Rates compare to those reported by SDCCD IRP?
2. What are the historical ESL and Basic Skills Improvement Rates by subject area?
3. What is the ethnic breakdown of the cohorts by subject area within each Improvement Rate?
4. What are the overall ESL and Basic Skills Improvement Rates by ethnicity?

Critical Reporting Differences



- 1. IRP Report excluded remedial level English and Math courses (more than 2 courses below transfer), ARCC included them.**
- 2. IRP Report tracked student improvement within the SDCCD colleges only, ARCC tracked student improvement across the system.**
- 3. IRP Report used the District's course sequence, ARCC used an approximation of the sequence.**
- 4. IRP Report excluded the Basic Skills sections offered at SDSU and UCSD, ARCC included them.**

Improvement Rate Comparisons



Improvement Rates for Credit ESL ARCC Compared to IRP Report

	2003/04 to 2005/06		2004/05 to to 2006/07		2005/06 to 2007/08	
	ARCC	IRP	ARCC	IRP	ARCC	IRP
City College	30.5%	54.4%	29.7%	65.0%	37.0%	61.0%
Mesa College	35.2%	67.6%	55.2%	59.3%	57.3%	59.1%
Miramar College	27.8%	58.6%	29.0%	59.0%	35.9%	63.1%

Improvement Rates for Credit Basic Skills ARCC Compared to IRP Report

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	2003/04 to 2005/06		2004/05 to 2006/07		2005/06 to 2007/08	
	ARCC	IRP	ARCC	IRP	ARCC	IRP
City College	42.0%	50.3%	39.6%	47.5%	44.3%	52.8%
Mesa College	46.2%	49.0%	46.7%	50.2%	43.1%	46.6%
Miramar College	51.8%	51.2%	51.0%	54.7%	47.2%	50.5%

City College Credit Basic Skills & ESL Improvement Rate

	2003-04 to 2005-06	2004-05 to 2006-07	2005-06 to 2007-08	Cohort Average	% Difference
Math	48.4%	43.2%	49.1%	46.6%	0.7%
English	54.6%	57.6%	58.3%	57.0%	3.7%
ESL	54.4%	65.0%	61.0%	60.2%	6.6%

Mesa College Credit Basic Skills & ESL Improvement Rate

	2003-04 to 2005-06	2004-05 to 2006-07	2005-06 to 2007-08	Cohort Average	% Difference
Math	46.1%	46.1%	44.5%	45.6%	-1.6%
English	55.4%	63.2%	50.3%	55.2%	-5.1%
ESL	67.6%	59.3%	59.1%	61.4%	-8.5%

Miramar College Credit Basic Skills & ESL Improvement Rate

	2003-04 to 2005-06	2004-05 to 2006-07	2005-06 to 2007-08	Cohort Average	% Difference
Math	52.1%	54.4%	45.3%	50.1%	-6.8%
English	49.4%	55.2%	60.1%	55.5%	10.7%
ESL	58.6%	59%	63.1%	60.3%	4.5%

Improvement Rates By Ethnicity



Basic Skills English Improvement Rates by Ethnicity

	City	Mesa	Miramar
African American	49%	49%	49%
American Indian	17%	64%	67%
Asian-Pacific Islander	59%	57%	57%
Filipino	58%	57%	65%
Latino	60%	52%	47%
White	52%	58%	52%
Other	64%	55%	71%
Unreported	64%	55%	41%

Basic Skills Math Improvement Rates by Ethnicity

	City	Mesa	Miramar
African American	38%	33%	35%
American Indian	59%	47%	28%
Asian-Pacific Islander	56%	53%	60%
Filipino	55%	45%	62%
Latino	46%	43%	42%
White	50%	48%	52%
Other	50%	51%	48%
Unreported	48%	48%	47%

ESOL Improvement Rates by Ethnicity

	City	Mesa	Miramar
African American	60%	60%	43%
American Indian	100%	100%	n/a
Asian-Pacific Islander	70%	62%	61%
Filipino	25%	50%	55%
Latino	57%	55%	53%
White	62%	66%	67%
Other	57%	73%	48%
Unreported	67%	50%	62%

End

