ARCC 2010
2008/09 Reporting Period

Prepared by:
Office of Institutional Research & Planning
October 2010
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
- 2010 represents the fifth formal year of reporting 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
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
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 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
Indicator #1

STUDENT PROGRESS AND ACHIEVEMENT RATE: DEGREE, CERTIFICATE, OR TRANSFER (SPAR)
# Student Progress and Achievement Rate

## Degree/Certificate/Transfer

<table>
<thead>
<tr>
<th></th>
<th>2001-02 to 2006-07</th>
<th>2002-03 to 2007-08</th>
<th>2003-04 to 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>City College</td>
<td>58.4%</td>
<td>50.9%</td>
<td>53.5%</td>
</tr>
<tr>
<td>Mesa College</td>
<td>59.7%</td>
<td>64.0%</td>
<td>60.9%</td>
</tr>
<tr>
<td>Miramar College</td>
<td>55.6%</td>
<td>59.9%</td>
<td>57.8%</td>
</tr>
</tbody>
</table>

## 2008-09 Peer Group Averages
- City College: 55.7%
- Mesa College: 59.7%
- Miramar College: 55.7%

## 2008-09 Statewide Rate: 52.3%
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

<table>
<thead>
<tr>
<th></th>
<th>2001-02 to 2006-07</th>
<th>2002-03 to 2007-08</th>
<th>2003-04 to 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>City College</td>
<td>63.8%</td>
<td>63.8%</td>
<td>64.3%</td>
</tr>
<tr>
<td>Mesa College</td>
<td>67.9%</td>
<td>68.4%</td>
<td>70.9%</td>
</tr>
<tr>
<td>Miramar College</td>
<td>68.3%</td>
<td>73.4%</td>
<td>71.2%</td>
</tr>
</tbody>
</table>

2008-09 Peer Group Averages
City College: 68.3%
Mesa College: 72.1%
Miramar College: 68.3%

2008-09 Statewide Rate: 72.4%
Indicator #3

ANNUAL PERSISTENCE RATE
# Annual Persistence Rate

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2005 to Fall 2006</th>
<th>Fall 2006 to Fall 2007</th>
<th>Fall 2007 to Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>City College</td>
<td>54.4%</td>
<td>53.8%</td>
<td>50.1%</td>
</tr>
<tr>
<td>Mesa College</td>
<td>62.5%</td>
<td>65.5%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Miramar College</td>
<td>62.0%</td>
<td>67.5%</td>
<td>60.5%</td>
</tr>
</tbody>
</table>

**2008-09 Peer Group Averages**
- City College: 68.8%
- Mesa College: 68.8%
- Miramar College: 66.5%

**2008-09 Statewide Rate:** 68.7%
Indicator #4

ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT VOCATIONAL COURSES
## Successful Course Completion Rate for Credit Vocational Courses

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>City College</td>
<td>71.7%</td>
<td>70.6%</td>
<td>71.6%</td>
</tr>
<tr>
<td>Mesa College</td>
<td>69.8%</td>
<td>68.7%</td>
<td>71.1%</td>
</tr>
<tr>
<td>Miramar College</td>
<td>81.5%</td>
<td>82.7%</td>
<td>83.1%</td>
</tr>
</tbody>
</table>

### 2008-09 Peer Group Averages
- City College: 74.7%
- Mesa College: 74.7%
- Miramar College: 75.8%

### 2008-09 Statewide Rate: 77.5%
Indicator #5

ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT BASIC SKILLS COURSES
Successful Course Completion Rate for Credit Basic Skills Courses

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>City College</td>
<td>52.9%</td>
<td>52.7%</td>
<td>54.5%</td>
</tr>
<tr>
<td>Mesa College</td>
<td>58.4%</td>
<td>59.4%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Miramar College</td>
<td>66.1%</td>
<td>61.8%</td>
<td>62.9%</td>
</tr>
</tbody>
</table>

2008-09 Peer Group Averages*
- City College: 60.0%
- Mesa College: 65.7%
- Miramar College: 63.8%

2008-09 Statewide Rate: 61.5%

*Due to a recent shift in college-level data peer groups for this indicator are likely to change.
Indicator #6

IMPROVEMENT RATES FOR CREDIT ESL AND BASIC SKILLS COURSES
## Improvement Rates for Credit ESL

<table>
<thead>
<tr>
<th></th>
<th>2004/05 to 2006/07</th>
<th>2005/06 to 2007/08</th>
<th>2006/07 to 2008/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>City College</td>
<td>30.5%</td>
<td>37.0%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Mesa College</td>
<td>55.6%</td>
<td>58.1%</td>
<td>53.9%</td>
</tr>
<tr>
<td>Miramar College</td>
<td>29.0%</td>
<td>36.2%</td>
<td>32.5%</td>
</tr>
</tbody>
</table>

**2008-09 Peer Group Averages**
- City College: 59.3%
- Mesa College: 59.3%
- Miramar College: 41.5%

**2008-09 Statewide Rate:** 50.1%
# Improvement Rates for Credit Basic Skills Courses

<table>
<thead>
<tr>
<th></th>
<th>2004/05 to 2006/07</th>
<th>2005/06 to 2007/08</th>
<th>2006/07 to 2008/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>City College</td>
<td>41.0%</td>
<td>45.5%</td>
<td>46.5%</td>
</tr>
<tr>
<td>Mesa College</td>
<td>47.6%</td>
<td>45.2%</td>
<td>49.1%</td>
</tr>
<tr>
<td>Miramar College</td>
<td>51.6%</td>
<td>50.8%</td>
<td>47.3%</td>
</tr>
</tbody>
</table>

### 2008-09 Peer Group Averages
- City College: 49.2%
- Mesa College: 49.2%
- Miramar College: 49.2%

### 2008-09 Statewide Rate: 53.2%
Indicator #7

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

- **CDCP courses** = career development & college prep courses
  - Career Development – CTE, Voc-Ed
  - College Prep – Basic Skills, Transfer, Awards

- **CDCP Percentage** = first-time noncredit students who completed 8+ CDCP attendance hours and subsequently achieved any of the following outcomes within 3 years:
  - Successfully completed a degree-applicable credit course
  - Earned a CDCP certificate*
  - Achieved “Transfer Directed” or “Transfer Prepared” status
  - Earned an AA, AS, and/or credit certificate
  - Transferred to a 4-year institution

- DOF and LAO expect rates to be low, the key is improvement.

*2010 ARCC report does not include CDCP certificates. Future reports will include this data.
### Career Development and College Preparation

#### Progress and Achievement Rate

<table>
<thead>
<tr>
<th></th>
<th>2004/05 to 2006/07</th>
<th>2005/06 to 2007/08</th>
<th>2006-07 to 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Education</td>
<td>7.1 %</td>
<td>6.7 %</td>
<td>5.8 %</td>
</tr>
</tbody>
</table>

#### 2008-09 CDCP Rates for other Non-Credit Institutions

- Rancho Santiago: 1.7%
- North Orange County: 4.6%
- Santa Barbara: 3.0%
- San Francisco: 4.8%
Strategies for Continued Improvement
Strategies Being Used for Improving Student Outcomes

1. Use of information from Program Review and SLO assessments to improve programs and services.
2. On-line tutoring, supplemental instruction and instructional assistants for Basic Skills math, English and ESOL courses.
3. First Year Experience program and other Learning Communities (i.e., Puente, New Horizons, TRIO, and Umoja)
4. Academic Success Center (one-stop academic support center)
5. Proactive awarding of degrees: students with 45+ units contacted to meet w/ counselor to begin application process for graduation.
6. Professional staff development on best practices in student retention and basic skills instruction.
7. Making certificates more attainable by breaking required non-credit hours into reasonable hour blocks.