MISSION COLLEGE
SANTA CLARA

ARCC

Accountability Reporting for the Community Colleges

2012 Report

GAP

February 29, 2012

ARCC (**A**ccountability **R**eporting for the **C**ommunity **C**olleges)

- Annual statewide report providing system-wide analysis of core descriptive and performance indicators
- Includes both system and college level outcomes
- The report is used for information and understanding; it is **not** tied to any funding at the system or college level

Origins of ARCC

- Initiated by 2004 Assembly Bill 1417
  - Required the System Office to develop an accountability model as a follow-up to the Partnership For Excellence (PFE) report
- Designed through a collaborative process with statewide leaders
  - Included panels of faculty, researchers, and Board of Trustees members from across the state

About the Data

- Most metrics show 3 years of running data
- Data points may differ from report to report
  - Data review and "clean-up" projects occur at both the state and college level

Using the Data

- Level of statistical significance is not provided by the state
  - There is no clear indication whether a given difference is meaningful
- Although state averages are provided, peer groups provide a more meaningful comparison
  - Regional, student, and college characteristics vary widely

Peer Grouping

- For each core indicator, the System Office has derived 6 peer groups
- Regression analyses by indicator were performed to identify factors that are outside the control of the college
- Peer grouping is based on "clustering" of environmental factors that have linkage to (or association with) the indicator, to create groups of colleges that most closely resemble each other on this indicator

How Peer Grouping Works: An Example

- For Instance:
  - Transfer Rates are affected by:
    - Level of Academic Preparedness of student body
    - Distance to nearest UC/CSU
    - Income levels of areas you serve
    - Percentage of older students you serve
  - Possible Peer Groups for Transfer Rate Indicator:
    - Highly prepared, younger students served, high income area, <15 miles to CSU/UC
    - Average preparedness, younger students served, lower income areas, close to transfer institutions
    - Not highly prepared, large % older, low income areas, >100 miles to nearest CSU/UC

Peer Grouping: Key Points

- Colleges are grouped into different peer groups for **each** indicator
  - There is no single overall peer group for a college
  - Peer group names are arbitrarily assigned and do not represent rankings
- Peer groupings have historically changed from year to year with each new report
  - This has made comparisons across time difficult, as the other colleges within a peer group may differ
  - Peer groups will remain more stable in future years

Reporting Framework

- Two levels:
  - System (Statewide)
  - College
    - Trend
    - Comparison

- Four categories:
  - Student Progress and Achievement: Degree/Certificate/Transfer
  - Student Progress and Achievement: Vocational/Occupational/Workforce Development
  - Pre-Collegiate Improvement – Basic Skills and ESL
  - Participation Rates

College-level Indicators

- Individual colleges are not ranked, either as a whole or based on individual indicators
- Self-assessment is encouraged through examination of individual college history
- Peer grouping analysis is provided as a secondary level of evaluation

Mission College ARCC 2012

Mission College: Demographics

MC Gender

Male	42.5%
Female	56.3%
Unknown	1.2%

SJ/Sunnyvale/Santa Clara Metro Area Gender

Male	50.3%
Female	49.7%

Mission College: Demographics

MC Age

19 or less	16.9%
20 – 24	26.1%
25 – 49	43.9%
Over 49	13.0%
Unknown	0.1%

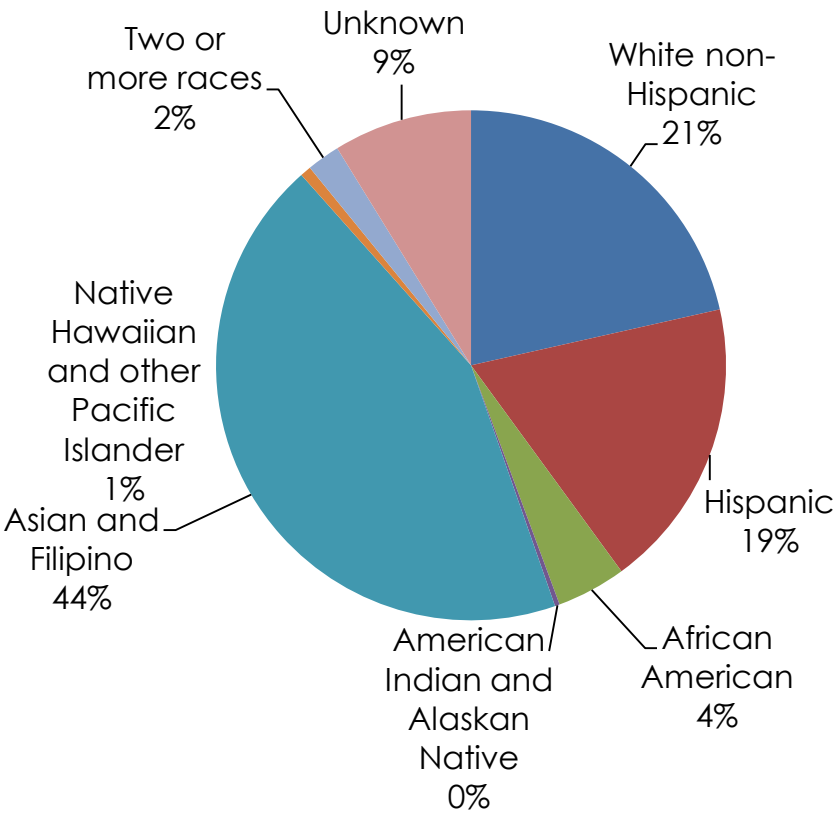
SJ/Sunnyvale/Santa Clara Metro Area Age

19 or less	27.1%
20 - 24	6.2%
25 – 34	15.5%
35 – 44	15.9%
45 – 54	14.6%
Over 54	20.7%

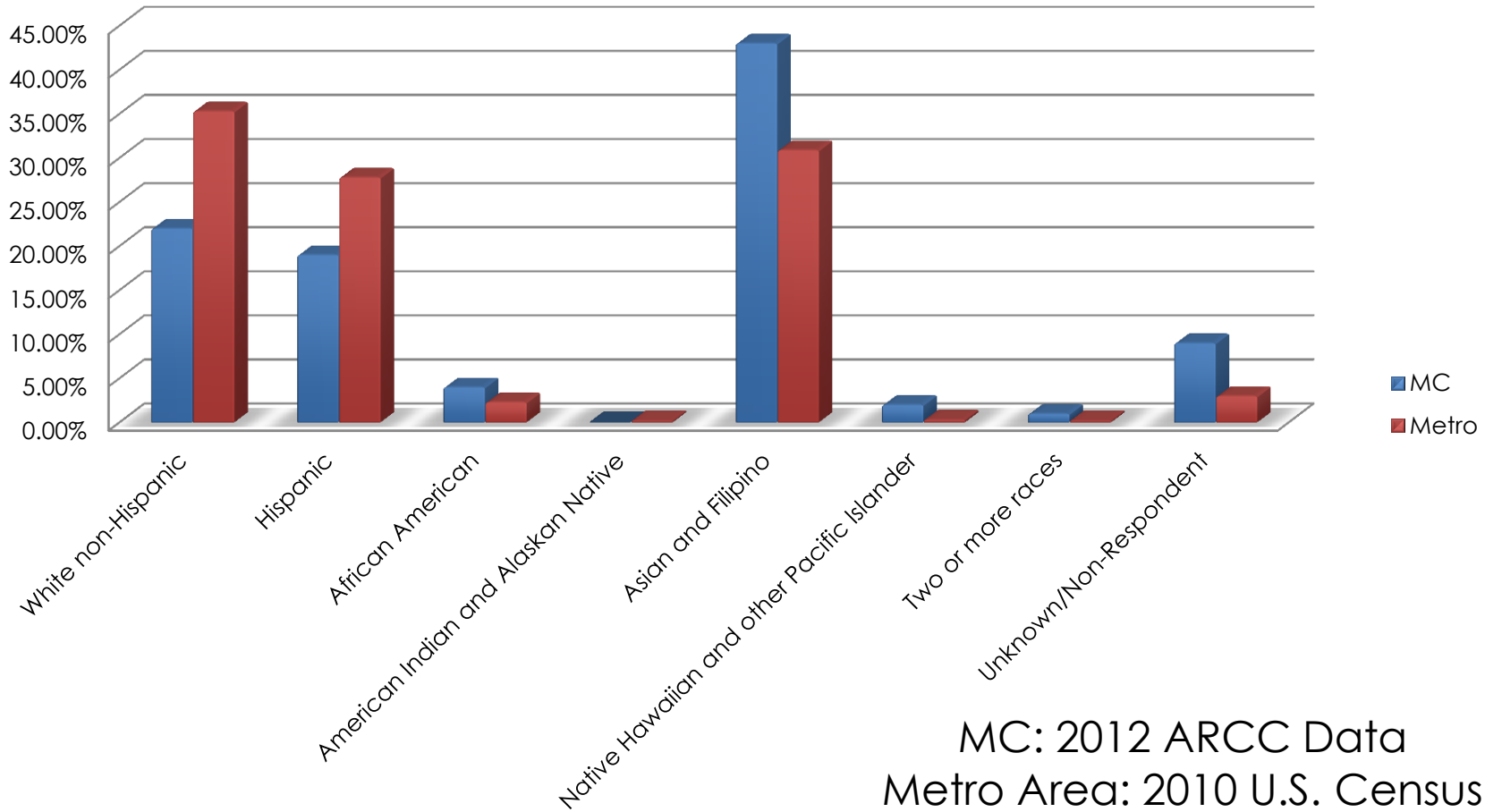
Mission College: Demographics

MC Ethnicity

African American	4.4%
American Indian and Alaskan Native	0.3%
Asian and Filipino	43.8%
Hispanic	18.5%
Native Hawaiian and other Pacific Islander	0.7%
White non-Hispanic	21.5%
Two or more races	2.1%
Unknown/Non-Respondent	8.8%



Mission College: Comparison to Region



MC: 2012 ARCC Data
Metro Area: 2010 U.S. Census

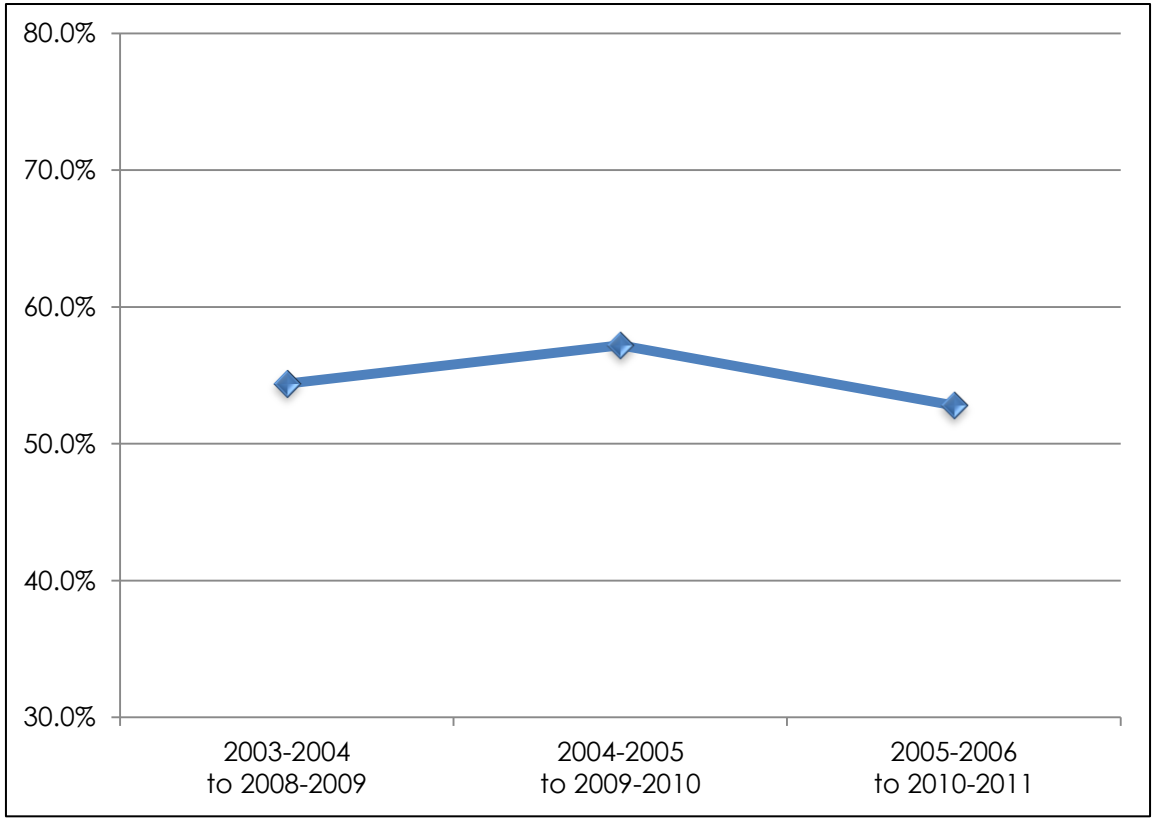
Mission College Progress and Achievement

- Student Progress and Achievement Rate: percentage of students who showed intent to complete who, within 6 years of entry: transferred to a 4 yr college; or earned an AA/AS; or earned a Certificate (18+ units); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status

- Student Progress and Achievement Rate
  - Increased by nearly 3%, then dropped by nearly 4.5%
  - Not a clear trend

Indicator: Student Progress

Mission College	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011		Peer Group Average	State Average
Student Progress and Achievement Rate	54.4%	57.2%	**52.8%**		43.3%	53.6%

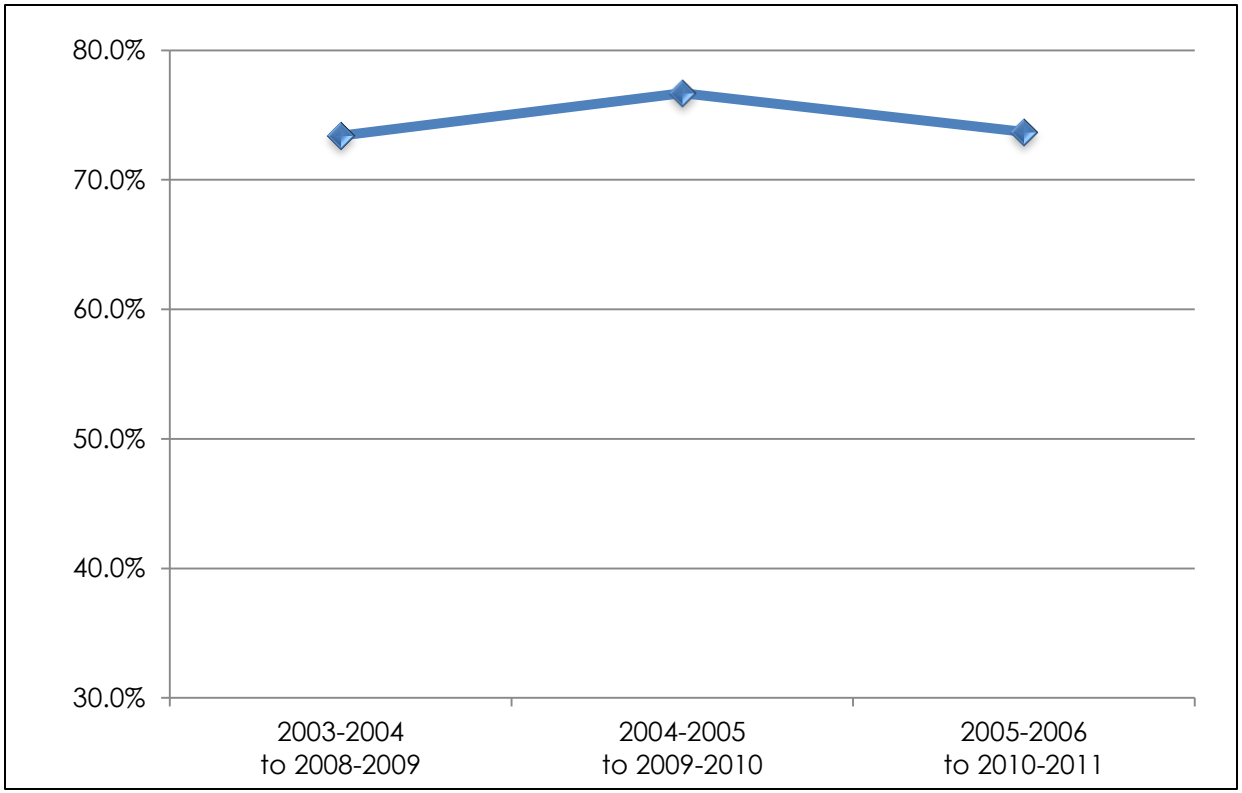


Mission College Earned 30 Units

- Percentage of Student who Earned at Least 30 Units: % of first-time students who showed intent to complete and who earned at least 30 units while in the CA community College System
- Percent of Students Earning at Least 30 Units
  - Went up 3%, then down 3%
  - Still above Peer Group and State Averages

Indicator: Earned 30+ Units

Mission College	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011		Peer Group Average	State Average
Percent of Students Who Earned at Least 30 Units	73.4%	76.7%	**73.7%**		69.7%	73.5%

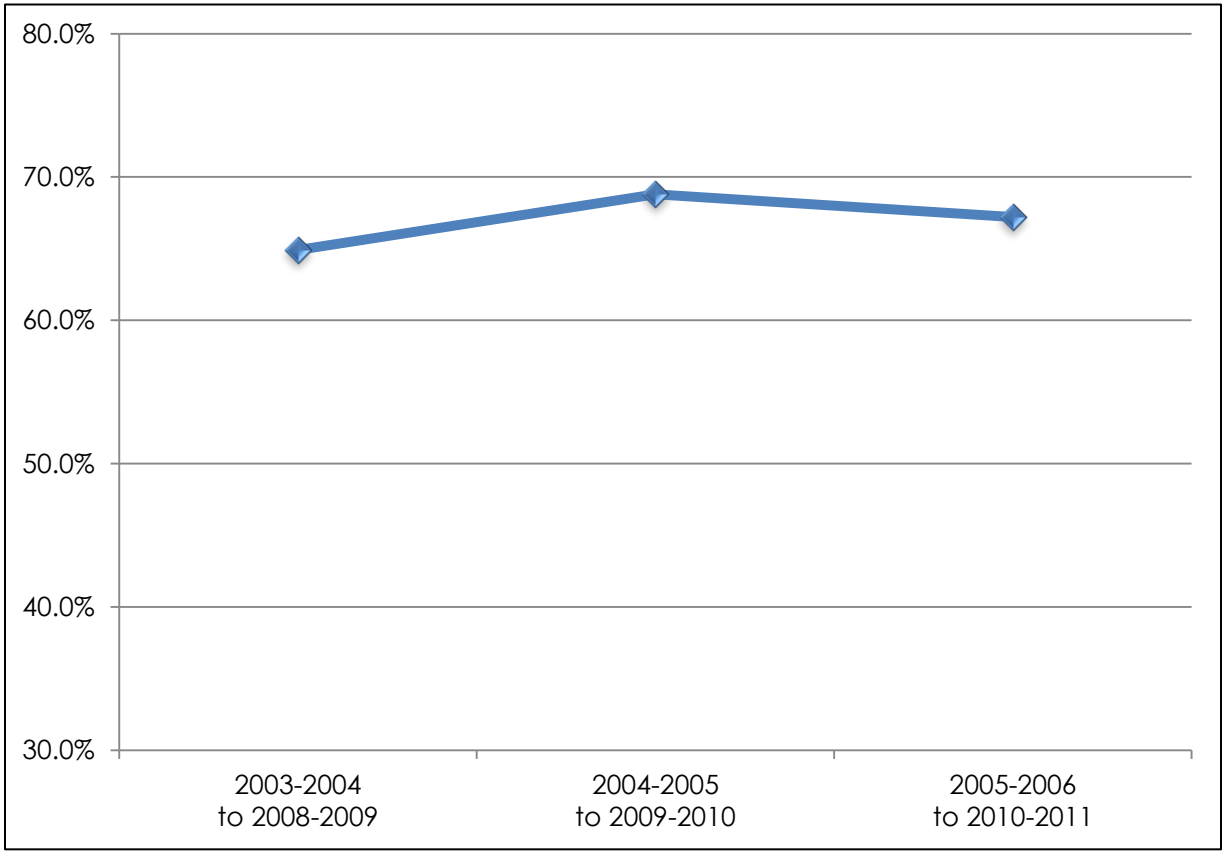


Mission College Persistence

- Persistence Rate: % of first-time students with a minimum of six units earned in a Fall terms and who returned and enrolled in the subsequent Fall term anywhere in the system
- Persistence Rate
  - Has leveled off
  - A focus due to relative rates to Peer Group and State Averages

Indicator: Persistence

Mission College	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011		Peer Group Average	State Average
Persistence Rate	64.9%	68.8%	**67.2%**		74.2%	71.3%

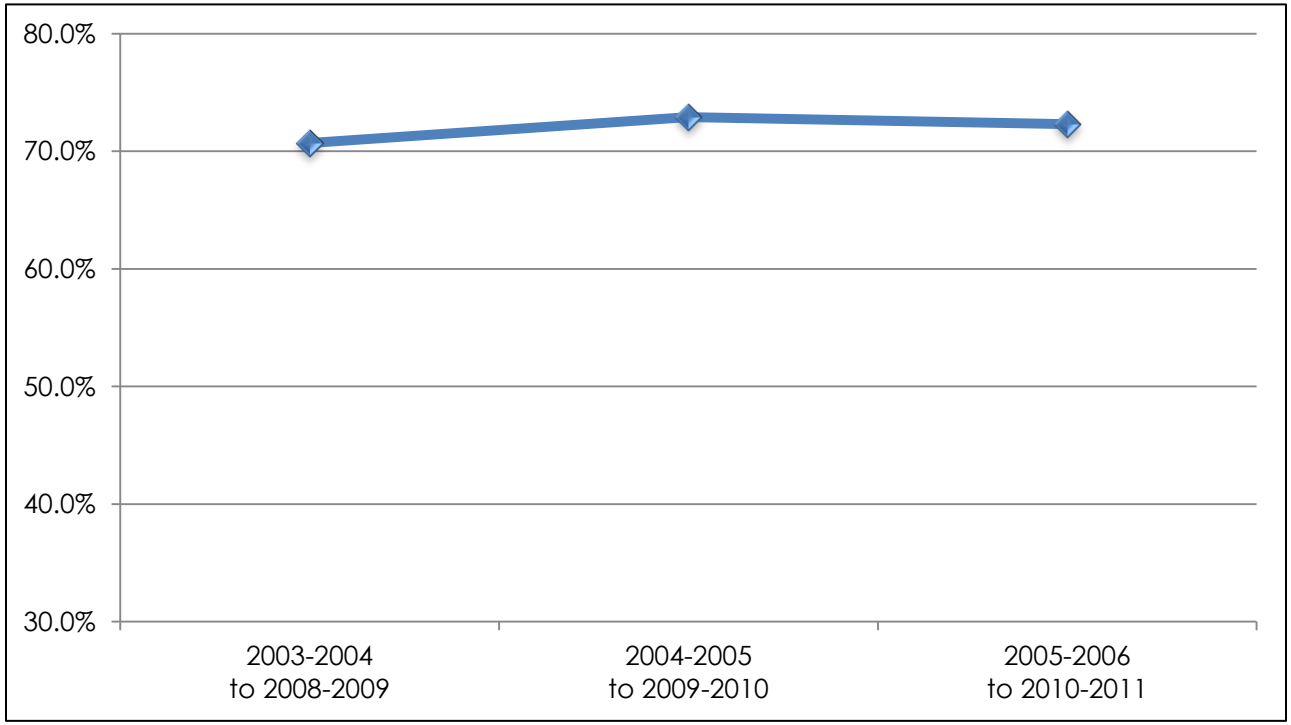


Mission College
Voc Course Completion

- Annual Successful Course Completion Rate for Credit Vocational Courses: % of students who enrolled in credit vocational courses and were retained to the end of the course with a final course grade of A, B, C, or CR
- Vocational Course Completion
  - Relatively flat
  - An Area to monitor closely

Indicator: Vocational Course Completion

Mission College	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011		Peer Group Average	State Average
Annual Successful Course Completion Rate for Credit Vocational Courses	70.7%	72.9%	**72.3%**		73.3%	76.7%

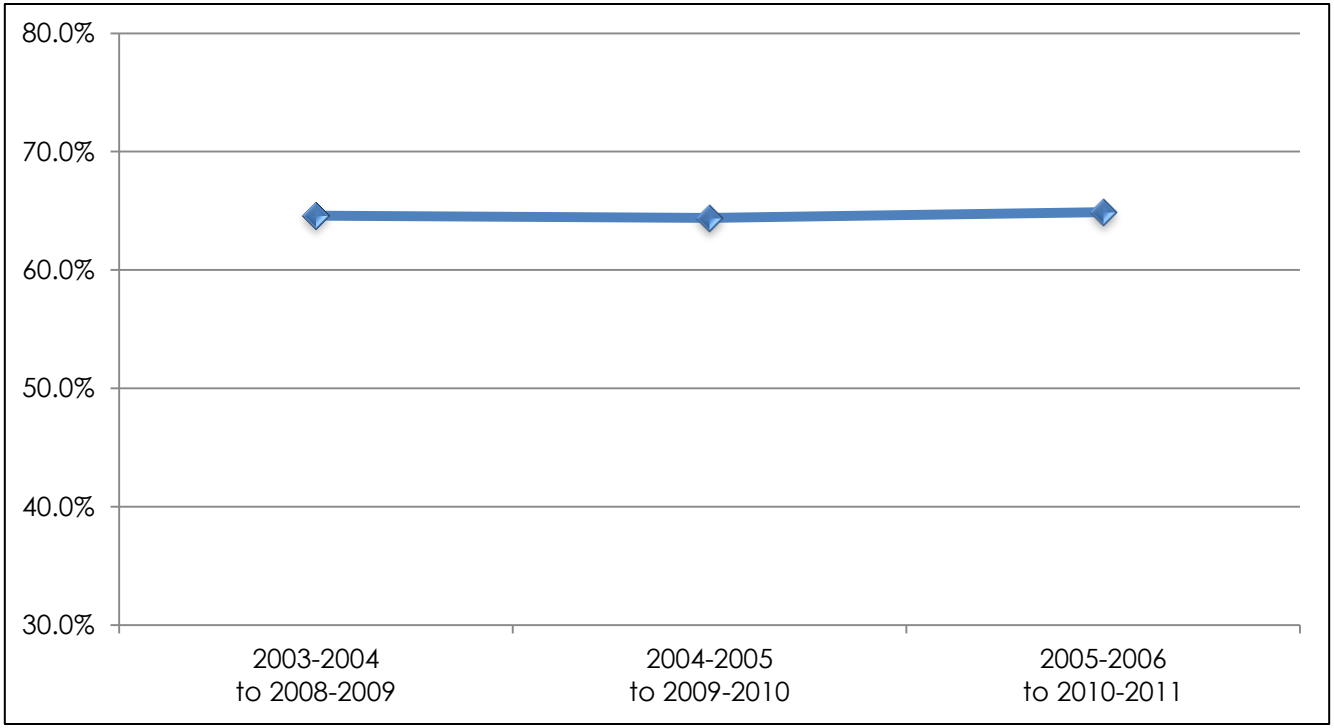


Mission College
Basic Skills Course Completion

- Annual successful Course Completion Rate for Credit Basic Skills Courses: % of students who enrolled in credit basic skills courses and were retained to the end of the term (or the end of the course) with a final grade of A, B, C, or CR
- Basic Skills Course Completion
  - Essentially steady
  - Above Peer Group and State Averages

Indicator: Basic Skills Course Completion

Mission College	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011		Peer Group Average	State Average
Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.6%	64.4%	64.9%		63.8%	62.0%

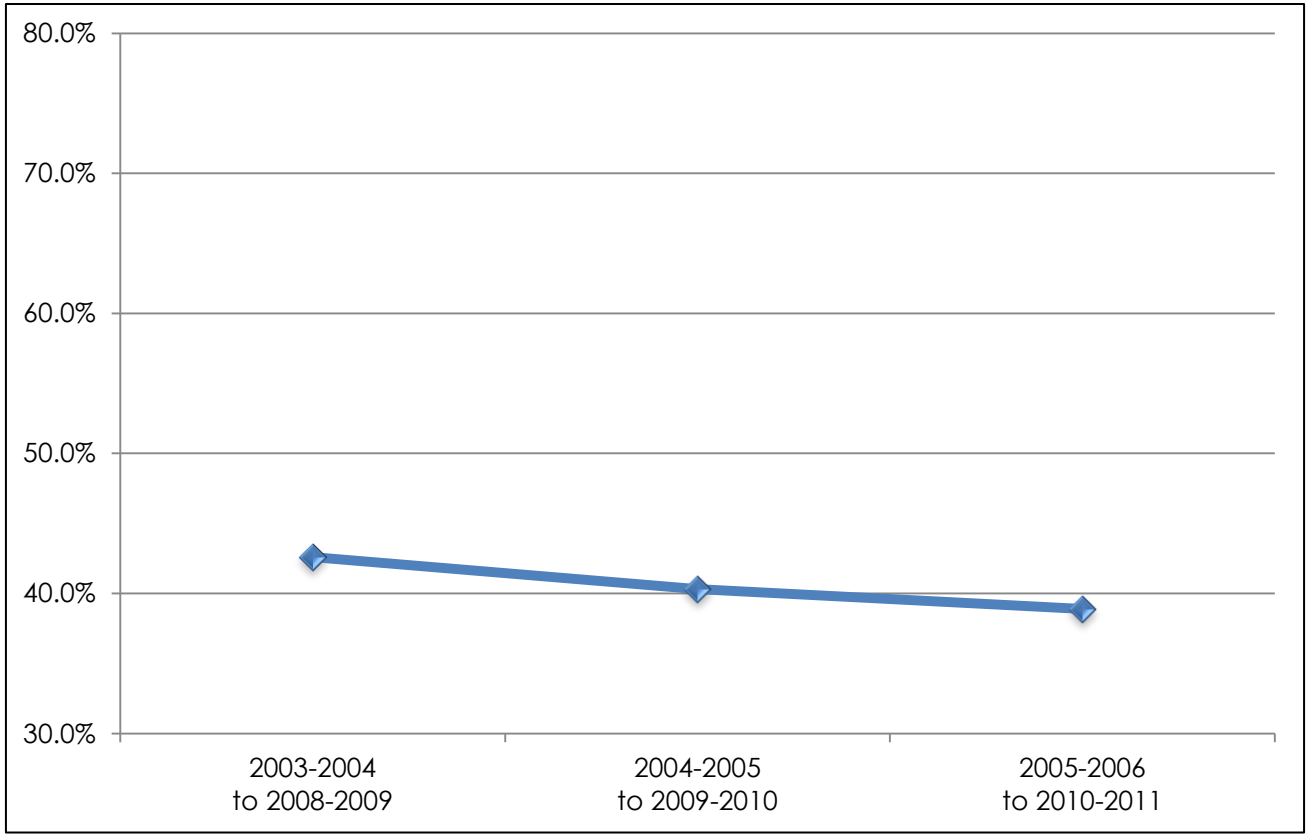


Mission College
ESL Improvement

- Improvement Rate for Credit ESL Courses: % of students who successfully completed an initial credit ESL course and also successfully completed a higher-level ESL course or college-level English course within three academic years
- Improvement Rate for Credit ESL Courses
  - Primary area for focus
  - Trend of decrease
  - Below Peer Group and State averages

Indicator: ESL Improvement

Mission College	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011		Peer Group Average	State Average
Improvement Rate for Credit ESL Courses	42.6%	40.3%	**38.9%**		45.6%	58.6%

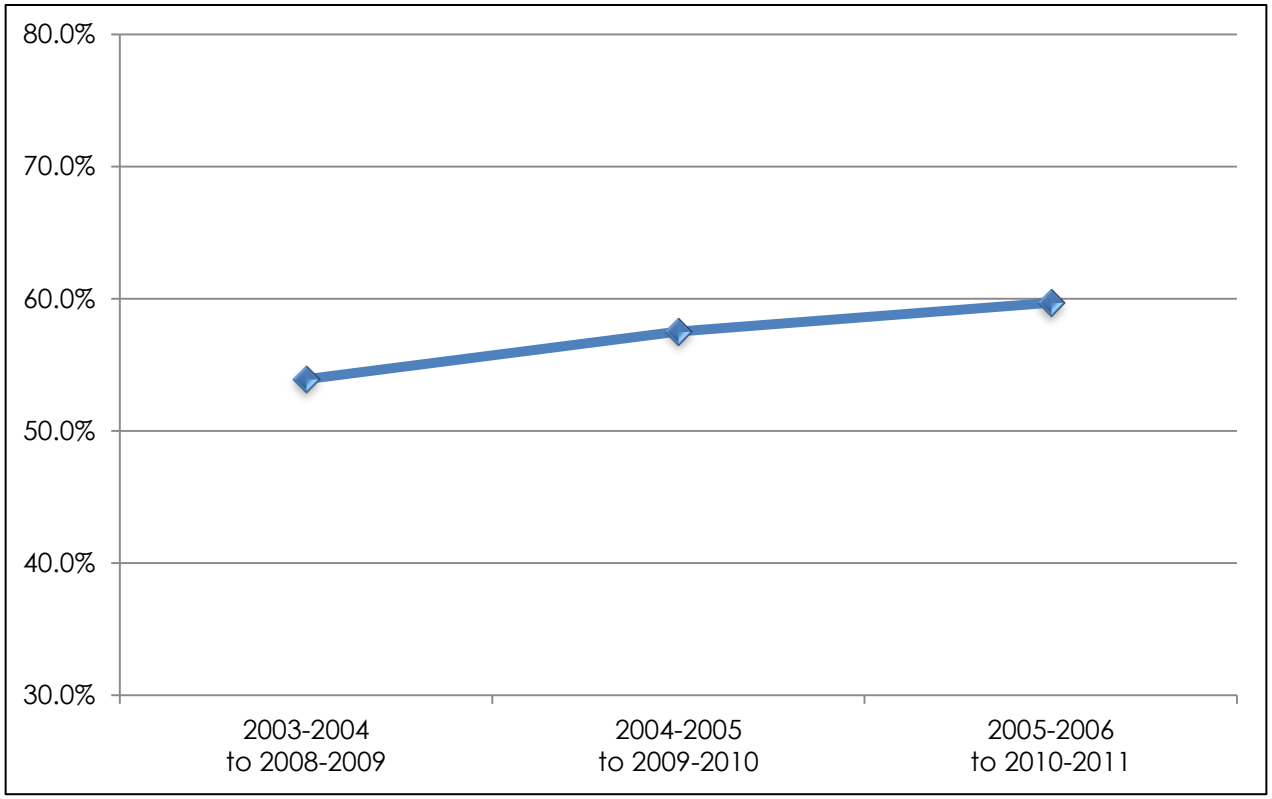


Mission College
Basic Skills Improvement

- Improvement Rate for Credit Basic Skills Courses: % of students who successfully completed an initial credit basic skills English or mathematics course (starting at two or more levels below college-level) and also successfully completed a higher-level course in the same discipline within three academic years (*this indicator was not used in the 2007 report due to data coding issues*)
- Improvement Rate for Credit Basic Skills Courses: Basic Skills Committee
  - Trend of Growth
  - Above Peer Group and State Averages

Indicator: Basic Skills Improvement

Mission College	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011		Peer Group Average	State Average
Improvement Rate for Credit Basic Skills Courses	53.9%	57.5%	59.7%		58.1%	58.6%



Mission College Summary Observations

- Several conflicting trends
  - Need monitor in many areas
- Two focused areas of concern: Persistence and ESL improvement

Discussion

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ARCC Indicator Definitions

- Student Progress and Achievement Rate: percentage of students who showed intent to complete who, within 6 years of entry: transferred to a 4 yr college; or earned an AA/AS; or earned a Certificate (18+ units); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status
- Percentage of Student who Earned at Least 30 Units: % of first-time students who showed intent to complete and who earned at least 30 units while in the CA community College System
- Persistence Rate: % of first-time students with a minimum of six units earned in a Fall terms and who returned and enrolled in the subsequent Fall term anywhere in the system

ARCC Indicator Definitions

- Annual Successful Course Completion Rate for Credit Vocational Courses: % of students who enrolled in credit vocational courses and were retained to the end of the course with a final course grade of A, B, C, or CR
- Annual successful Course Completion Rate for Credit Basic Skills Courses: % of students who enrolled in credit basic skills courses and were retained to the end of the term (or the end of the course) with a final grade of A, B, C, or CR
- Improvement Rate for Credit ESL Courses: % of students who successfully completed an initial credit ESL course and also successfully completed a higher-level ESL course or college-level English course within three academic years

ARCC Indicator Definitions

- Improvement Rate for Credit Basic Skills Courses: % of students who successfully completed an initial credit basic skills English or mathematics course (starting at two or more levels below college-level) and also successfully completed a higher-level course in the same discipline within three academic years (*this indicator was not used in the 2007 report due to data coding issues*)