2011 ARCC Report Findings and District Metrics
August 29, 2011

Presented by
Andrew LaManque, Ph.D.
1. Provide an overview of the findings of the 2011 statewide Accountability Report for the Community College (ARCC)

2. Provide an update on District Metrics.
Figure 1 – Student Progress and Achievement Rate

Student Success Metric: 75% or highest in peer group

Definition: Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status.
Figure 2 – Percent Successful in Basic Skills Courses *

Student Success Metric: 85% or highest in peer group

Peer High

* Foothill and De Anza are in the same peer group for this measure
Between 2008-09 and 2009-10 MCNC (Job Corps) enrollments went from 18% to 3% of the total.
Figure 4 – Course Success Rates by Ethnicity

Student Success Metric: less than 5 percentage point difference

The bars represent the difference in course success between the group of under-served students (African American, Filipino, and Latino) and all other students (as a group). Job Corps students excluded.
Figure 5 – Students Earning at Least 30 Units Rate

Definition: Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
Figure 6 – Fall to Fall Persistence Rate *
First-time Students with Six or More Units in First Fall Who Return

Definition: Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.

* Foothill and De Anza are in the same peer group for this measure
Figure 7 – Fall to Fall Persistence By Ethnicity

Student Access Metric: no gap between groups

The bars represent the difference in course success between the group of under-served students (African American, Filipino, and Latino) and all other students (as a group). Job Corps students excluded.
Figure 8 – Basic Skills Improvement Rate
Successful Completion of a Higher Course within Three Years
Figure 9 – ESL (Completion Credit) Improvement Rate
Successful Completion of a Higher Course within Three Years
Figure 10 – High School Participation Rate FHDA Service Area

Student Access Metric: 30%

Fremont Union, Mountain View - Los Altos, Palo Alto Districts
June 2009 Graduates – Latest available data from the Department of Education
Figure 11 – Multiple Stewardship Measures

Stewardship of Resources Metrics: Red arrows indicate targets (goals)

Appropriate Instructional Staffing
(FON Achieved / Obligation)

Appropriate Non-Instructional Staffing
(FTES / Non-instructional staff)

Source: Fred Sherman
Figure 12 – Multiple Stewardship Measures (continued)

Stewardship of Resources Metrics: Red arrows indicate targets (goals)

- Environmental Sustainability (Index of Cap Use Ratios)
- Align Facilities to Student Load (Index of Cap Use Ratios)
- Structurally Balanced Budget (Ongoing Revenues/Expenses)

Source: Fred Sherman
Figure 12 – Foothill College Performance Compared to Peer Groups
2011 ARCC Report

<table>
<thead>
<tr>
<th>Indicator</th>
<th>College’s Rate</th>
<th>Peer Group Average</th>
<th>Peer Group Low</th>
<th>Peer Group High</th>
<th>Status in the Peer Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>64.1</td>
<td>56.8</td>
<td>44.3</td>
<td>66.1</td>
<td>Above average</td>
</tr>
<tr>
<td>B</td>
<td>80.5</td>
<td>74.8</td>
<td>70.4</td>
<td>80.5</td>
<td>Highest</td>
</tr>
<tr>
<td>C</td>
<td>75.6</td>
<td>73.1</td>
<td>59.6</td>
<td>80.1</td>
<td>Above average</td>
</tr>
<tr>
<td>D</td>
<td>87.9</td>
<td>75.7</td>
<td>61.6</td>
<td>88.0</td>
<td>Above average</td>
</tr>
<tr>
<td>E</td>
<td>80.7</td>
<td>64.4</td>
<td>57.6</td>
<td>80.7</td>
<td>Highest</td>
</tr>
<tr>
<td>F</td>
<td>62.8</td>
<td>57.3</td>
<td>42.5</td>
<td>67.0</td>
<td>Above Average</td>
</tr>
<tr>
<td>G</td>
<td>57.4</td>
<td>51.7</td>
<td>30.5</td>
<td>66.6</td>
<td>Above average</td>
</tr>
</tbody>
</table>

Figure 13 – De Anza College Performance Compared to Peer Groups
2011 ARCC Report

<table>
<thead>
<tr>
<th>Indicator</th>
<th>College's Rate</th>
<th>Peer Group Average</th>
<th>Peer Group Low</th>
<th>Peer Group High</th>
<th>Peer Group Status in the Peer Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Student Progress and Achievement Rate</td>
<td>72.8</td>
<td>60.7</td>
<td>48.0</td>
<td>72.8</td>
<td>Highest</td>
</tr>
<tr>
<td>B Percent of Students Who Earned at Least 30 Units</td>
<td>83.8</td>
<td>75.1</td>
<td>69.4</td>
<td>83.8</td>
<td>Highest</td>
</tr>
<tr>
<td>C Persistence Rate</td>
<td>63.6</td>
<td>73.1</td>
<td>59.6</td>
<td>80.1</td>
<td>Below average</td>
</tr>
<tr>
<td>D Annual Successful Course Completion Rate for Credit Vocational Courses</td>
<td>76.8</td>
<td>73.8</td>
<td>63.7</td>
<td>80.8</td>
<td>Above average</td>
</tr>
<tr>
<td>E Annual Successful Course Completion Rate for Credit Basic Skills Courses</td>
<td>77.2</td>
<td>64.4</td>
<td>57.6</td>
<td>80.7</td>
<td>Above average</td>
</tr>
<tr>
<td>F Improvement Rate for Credit Basic Skills Courses</td>
<td>76.0</td>
<td>57.6</td>
<td>39.5</td>
<td>76.0</td>
<td>Highest</td>
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<td>G Improvement Rate for Credit ESL Courses</td>
<td>68.7</td>
<td>58.7</td>
<td>48.9</td>
<td>69.2</td>
<td>Above average</td>
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</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Metric</th>
<th>Target</th>
<th>Progress Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student outcomes &amp; close the achievement gap</td>
<td>Student Progress and Achievement Rate (ARCC)</td>
<td>By college, achieve 75% or the highest score within the peer group</td>
<td>+ *</td>
</tr>
<tr>
<td>2</td>
<td>Overall Course Success Rate</td>
<td>By college, less than a 5 percentage point difference between the rate for historically under-served groups and all other groups</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Improve basic skills</td>
<td>Basic Skills Course Success Rate (ARCC)</td>
<td>+ *</td>
</tr>
<tr>
<td>4</td>
<td>Improve the outcomes of vocational students</td>
<td>Course Success Rate for Vocational Courses (ARCC)</td>
<td>=</td>
</tr>
<tr>
<td>5</td>
<td>Sustain the Fall-to-Fall persistence rate of students in selected populations</td>
<td>Persistence rate of selected historically under-served groups</td>
<td>=</td>
</tr>
<tr>
<td>6</td>
<td>Improve the participation rate of high school graduates within the District Service</td>
<td>% of June high school graduates from District Service Area attending FHDA in the fall</td>
<td>=</td>
</tr>
<tr>
<td>7</td>
<td>Achieve structurally balanced budget</td>
<td>Ongoing revenue / Ongoing expense</td>
<td>=</td>
</tr>
<tr>
<td>8</td>
<td>Provide appropriate staffing</td>
<td>FTES / Non-instructional support staff</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Faculty Obligation</td>
<td>1</td>
<td>=</td>
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<tr>
<td>10</td>
<td>Achieve environmental sustainability practices ...</td>
<td>Index of sustainability metrics</td>
<td>+</td>
</tr>
<tr>
<td>11</td>
<td>Align facilities with student load</td>
<td>Index of “cap use” ratios</td>
<td>+</td>
</tr>
</tbody>
</table>

* One or both colleges achieved the target this year
Notes for Figures

Figure 1 – Student Progress and Achievement Rate
Cohorts Tracked for Six Years, N = 1,448 (FH); 2,644 (DA)

Figure 2 – Percent Successful in Basic Skills Courses
Enrollment = 6,643 (FH); 24,872 (DA)

Figure 3 – Percent Successful in Vocational Education Courses
Enrollment = 26,487 (FH); 31,487 (DA)

Figure 4 – Course Success Rates by Ethnicity
2009-10 Grades: Foothill N = 20,095 (under-served groups); N = 104,139 (all other groups)
De Anza N = 43,364 (under-served groups); N = 171,229 (all other groups)

Figure 5 – Students Earning at Least 30 Units Rate
Cohorts Tracked for Six Years, N = 1,448 (FH); 2,644 (DA)

Figure 6 – Fall to Fall Persistence Rate
N = 948 (FH); 3,559 (DA) – 846 Job Corps Students

Figure 7 – Fall to Fall Persistence By Ethnicity
Fall 2008 Cohort: N = 816 (under-served groups); N = 2,154 (all other groups)

Figure 8 – Basic Skills Improvement Rate
N = 1,840 (FH); 16,135 (DA)

Figure 9 – ESL (Completion Credit) Improvement Rate
Successful of a Higher Course within Three Years
N = 3,254 (FH); 10,961 (DA)

Figure 10 – High School Participation Rate FHDA Service Area
June 2009 Graduates: 4,036; Attending FHDA in Fall 2009: 1,044

Figure 11 – Instructional and Non-Instructional Staffing:
2010-11 data, Adopted Budget Book

Figure 12 – Sustainability Index and Cap Use Index:
2009-10 data

Source for ARCC Data: First data point from 2009 ARCC, second from 2010 ARCC; others from 2011 ARCC Report