



FOOTHILL-DE ANZA
Community College District

Board of Trustees Presentation



Foothill College



De Anza College

2012 ARCC Report Findings and District Metrics August 27, 2012

Presented by
Andrew LaManque, Ph.D.

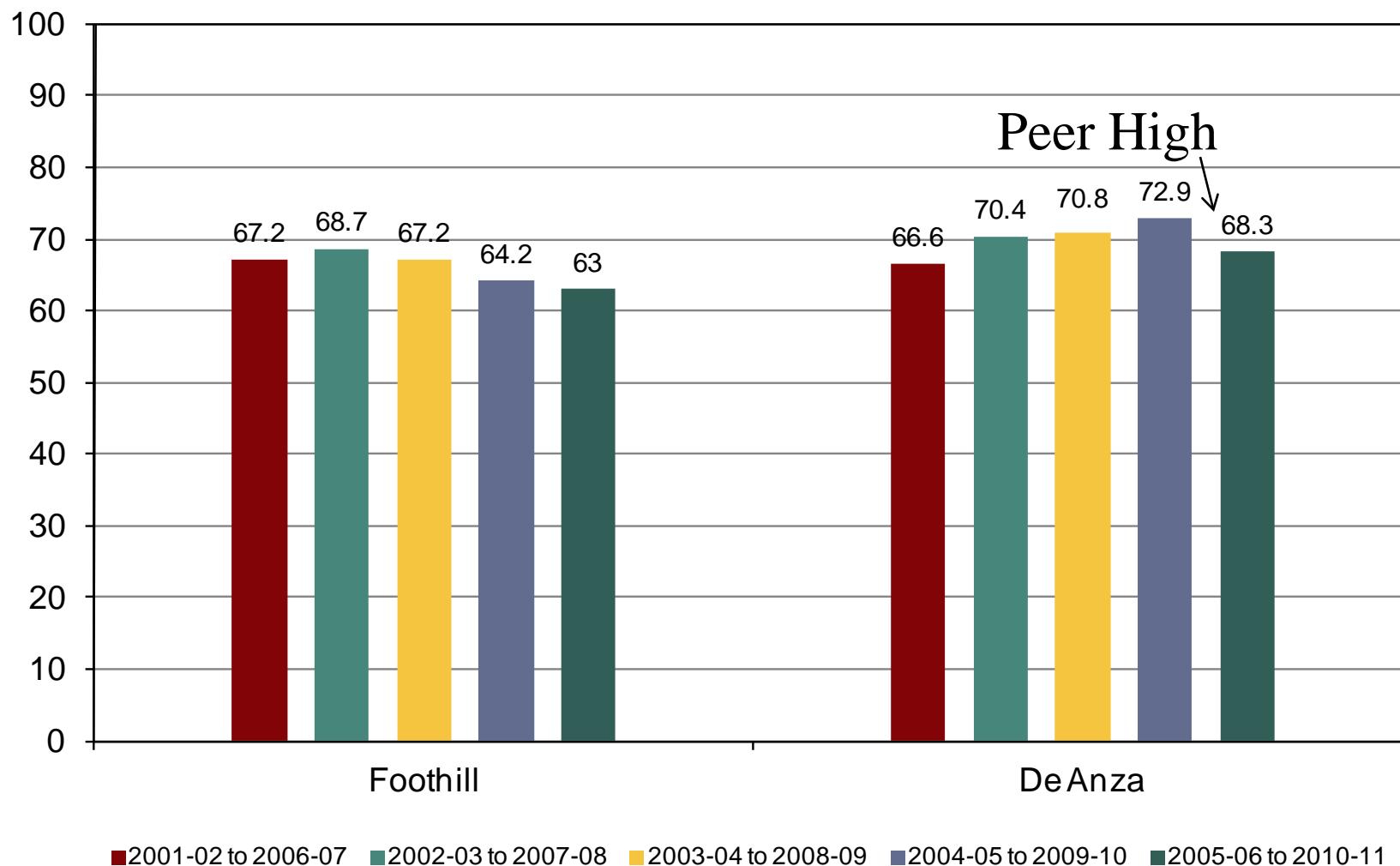


Purpose of Presentation

1. Provide an overview of the findings of the 2012 statewide Accountability Report for the Community College (ARCC)
2. Provide an update on District Metrics.

Figure 1 – Student Progress and Achievement Rate

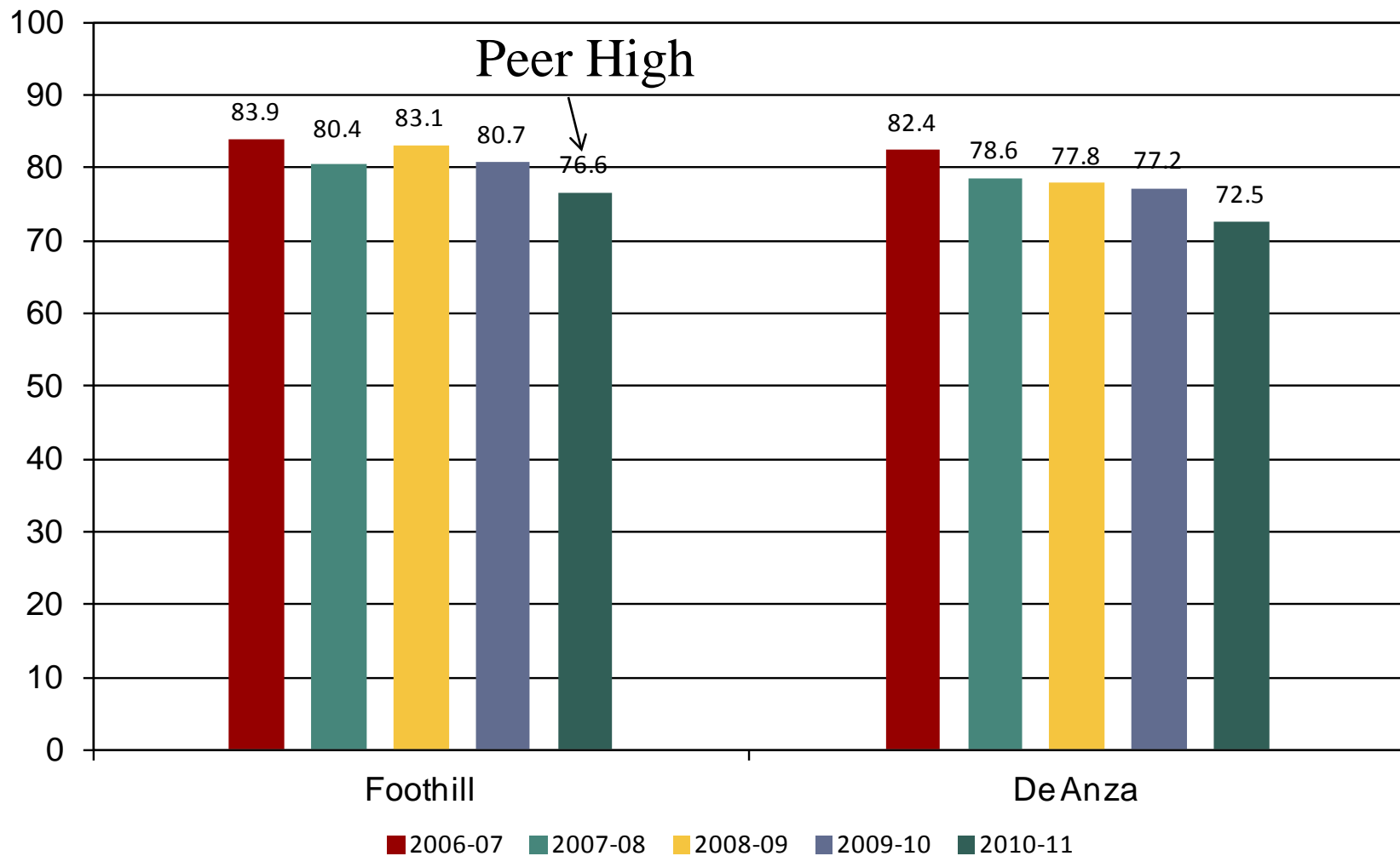
Student Success Metric: 75% or highest in peer group



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 *

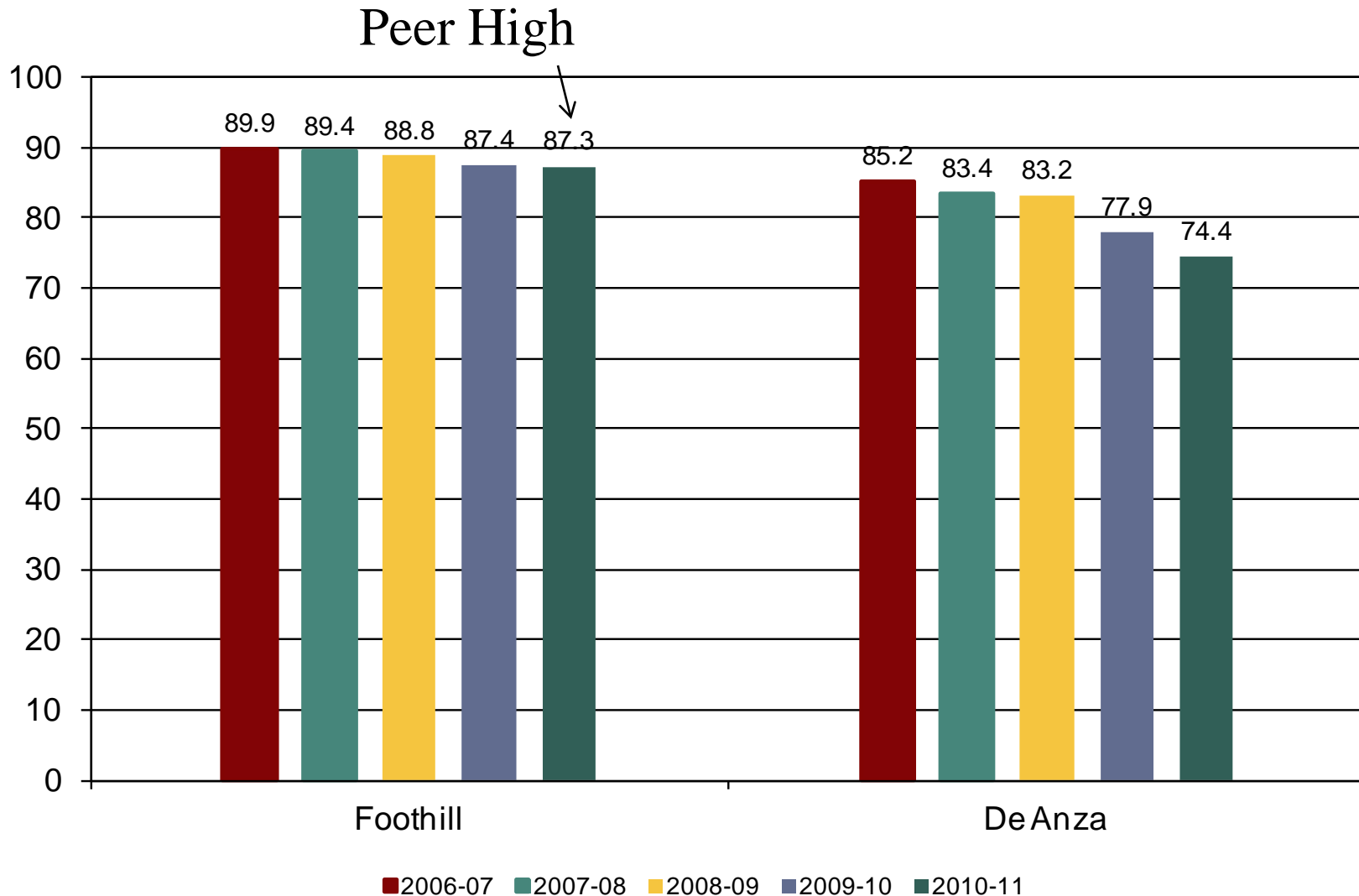
Student Success Metric: 85% or highest in peer group



* Foothill and De Anza are in the same peer group for this measure

Figure 3 – Percent Successful in Vocational Education Courses

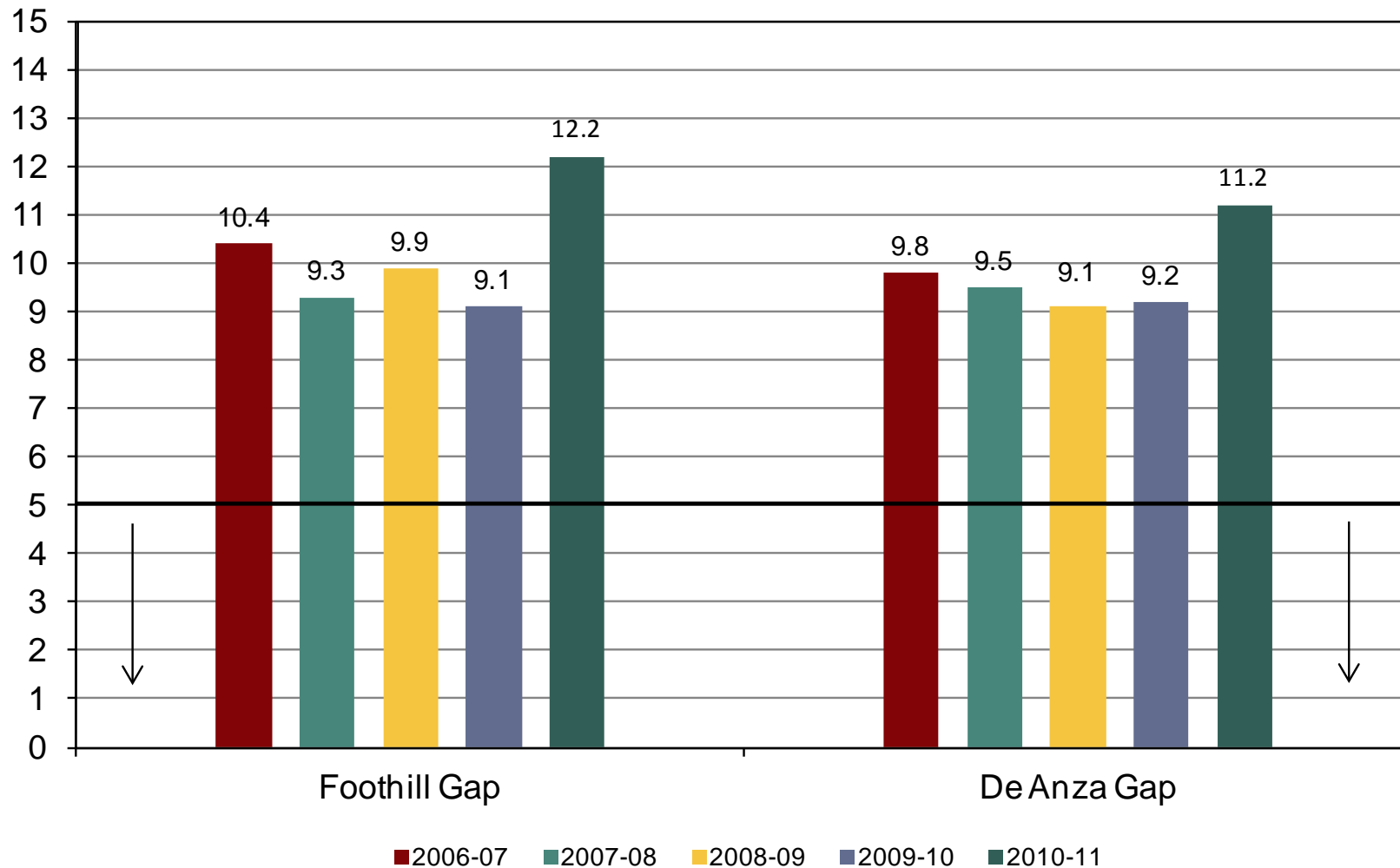
Student Success Metric: 90% or highest in peer group



Between 2008-09 and 2009-10 MCNC (Job Corps) enrollments went from 18% to 3% of the total.

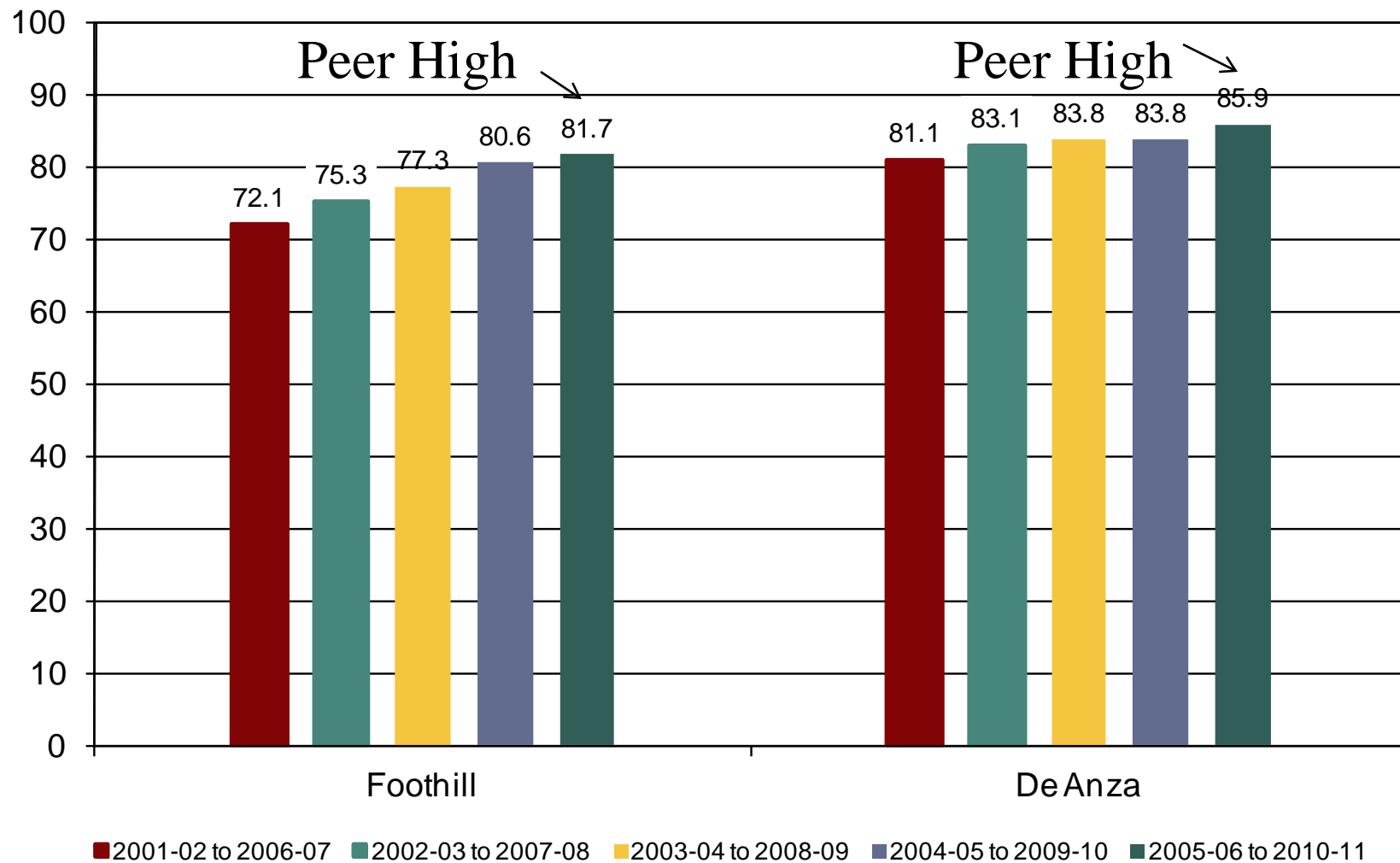
Figure 4 – Course Success Rates by Ethnicity

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.

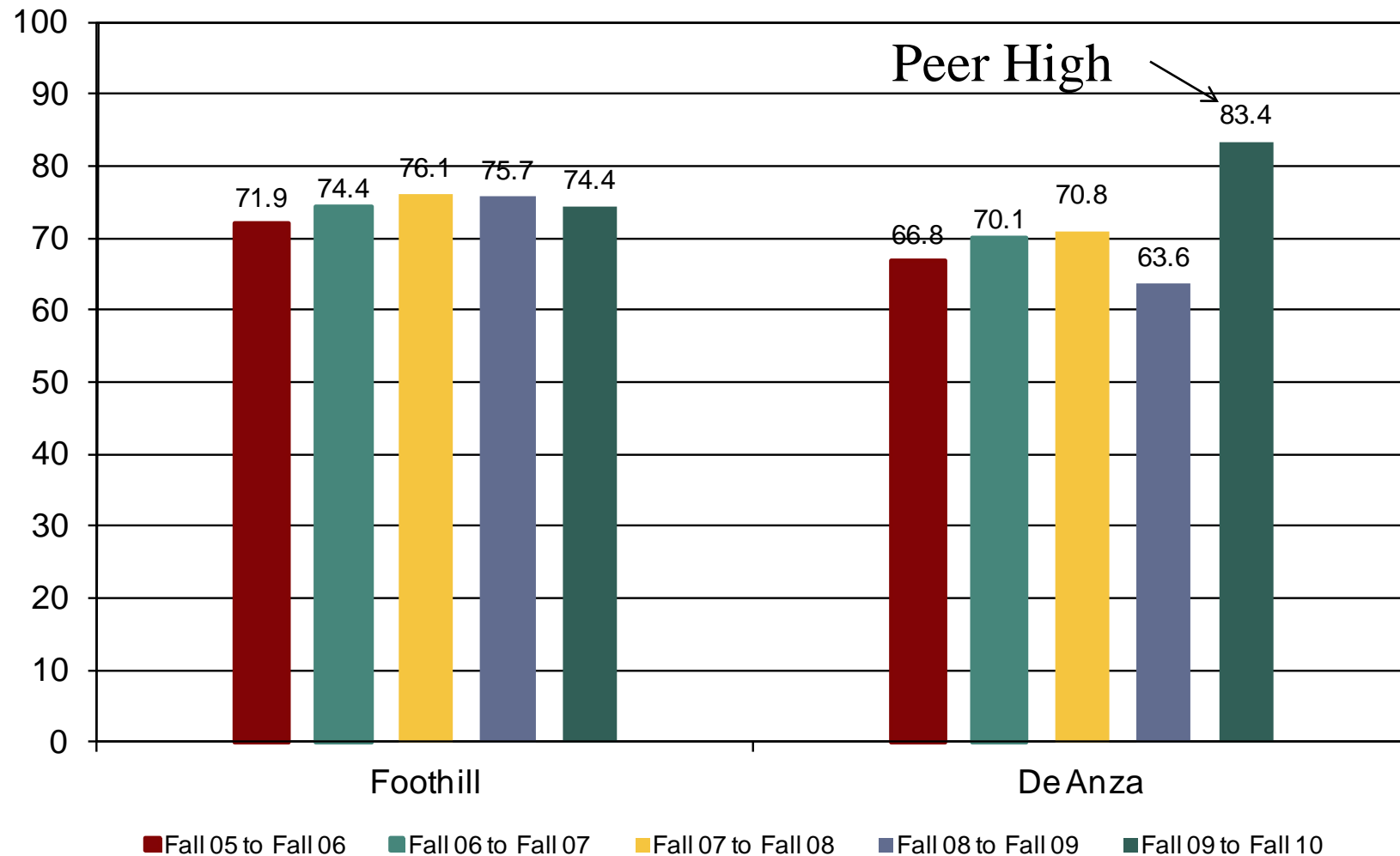
Figure 5 – Students Earning at Least 30 Units Rate



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

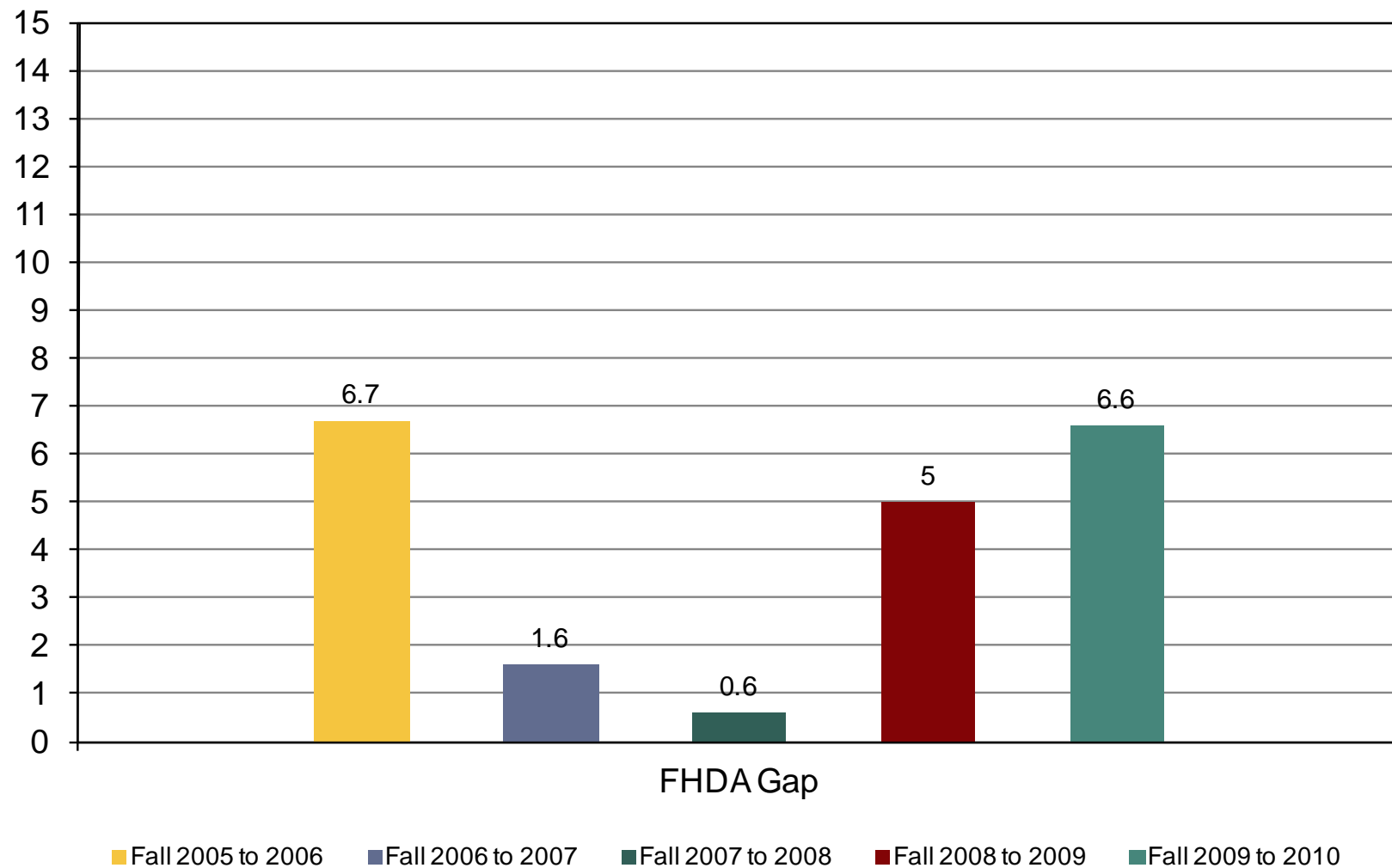


Definition: Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.

* 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 persistence 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

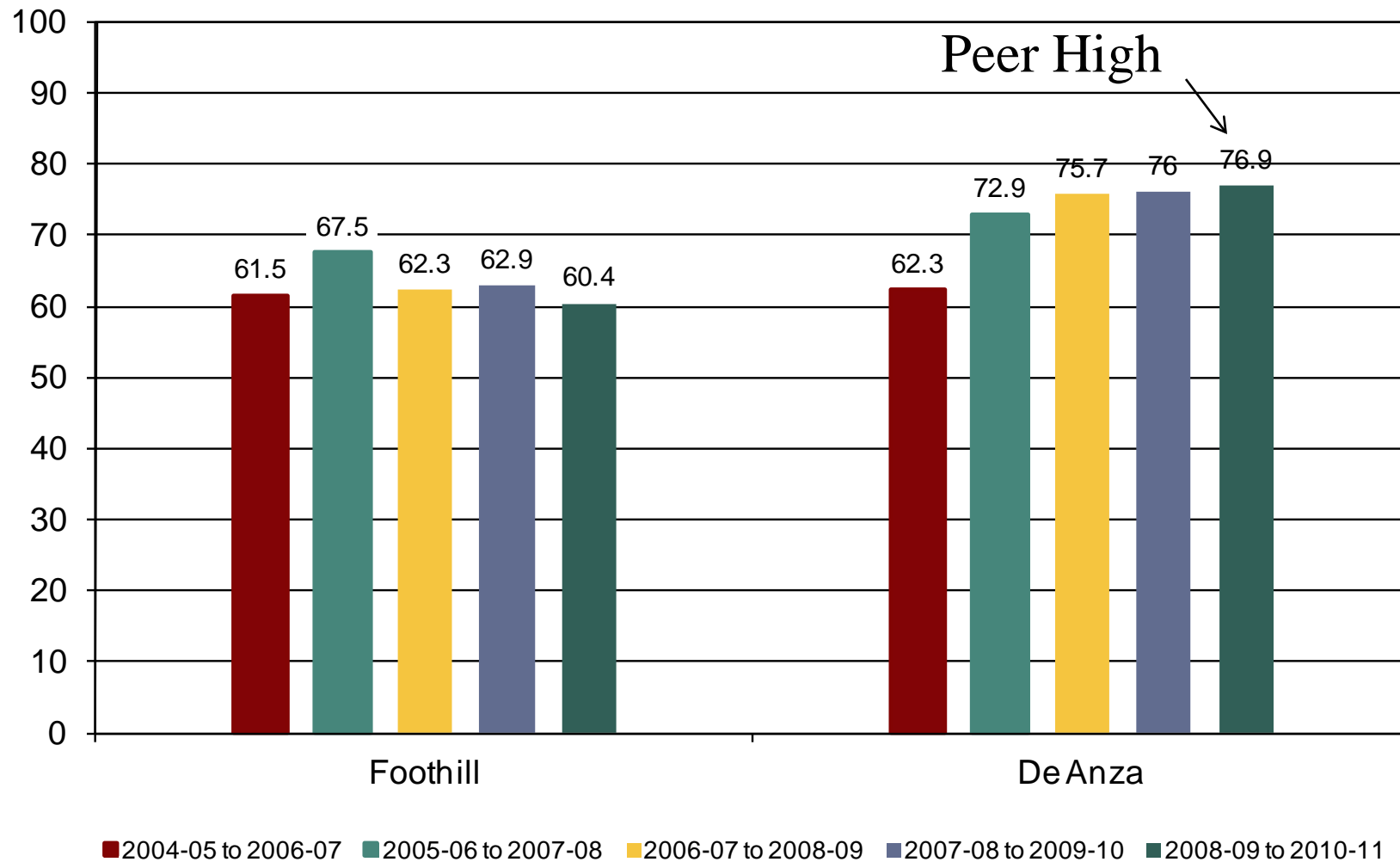


Figure 9 – ESL (Completion Credit) Improvement Rate
Successful Completion of a Higher Course within Three Years

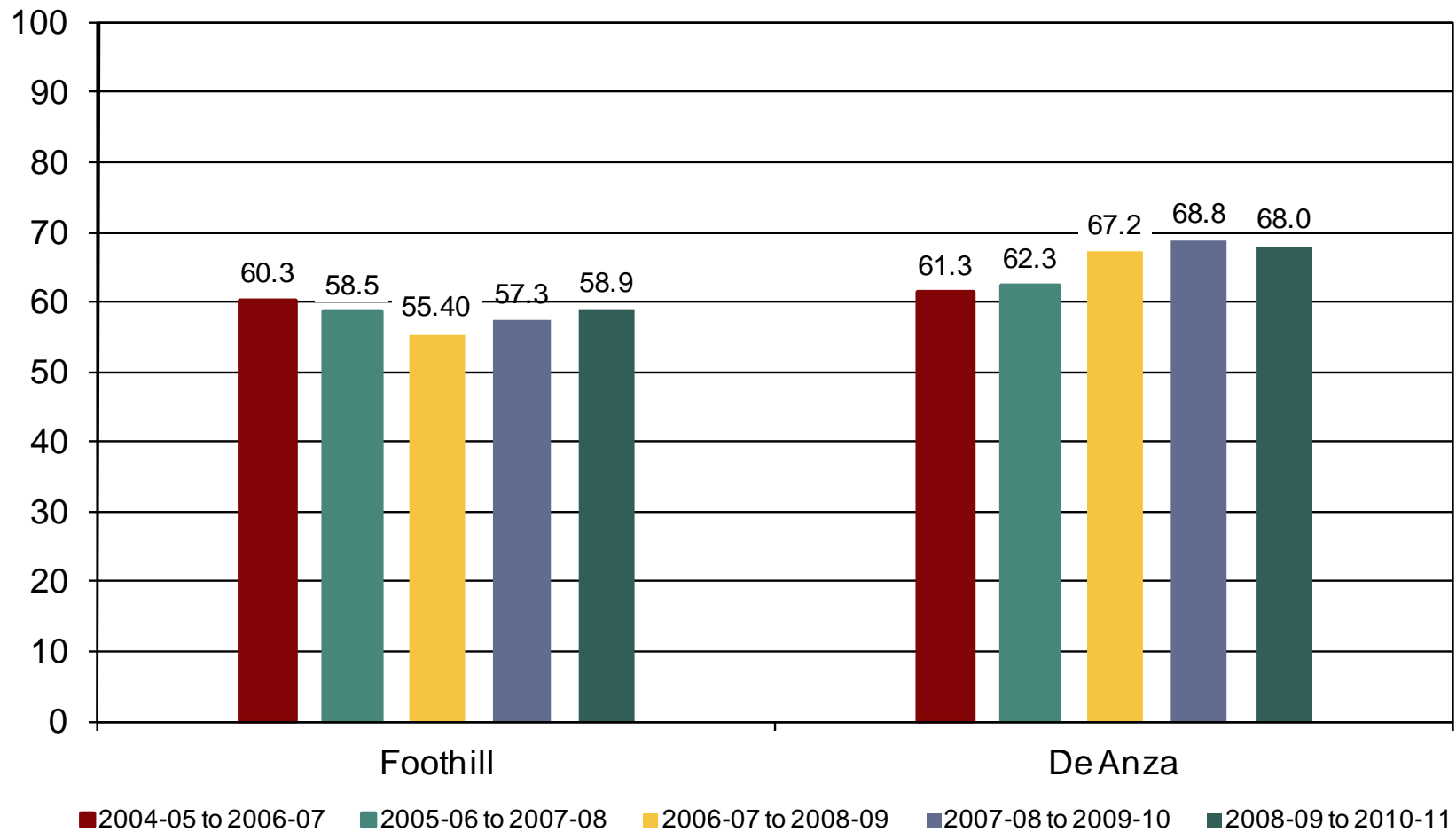
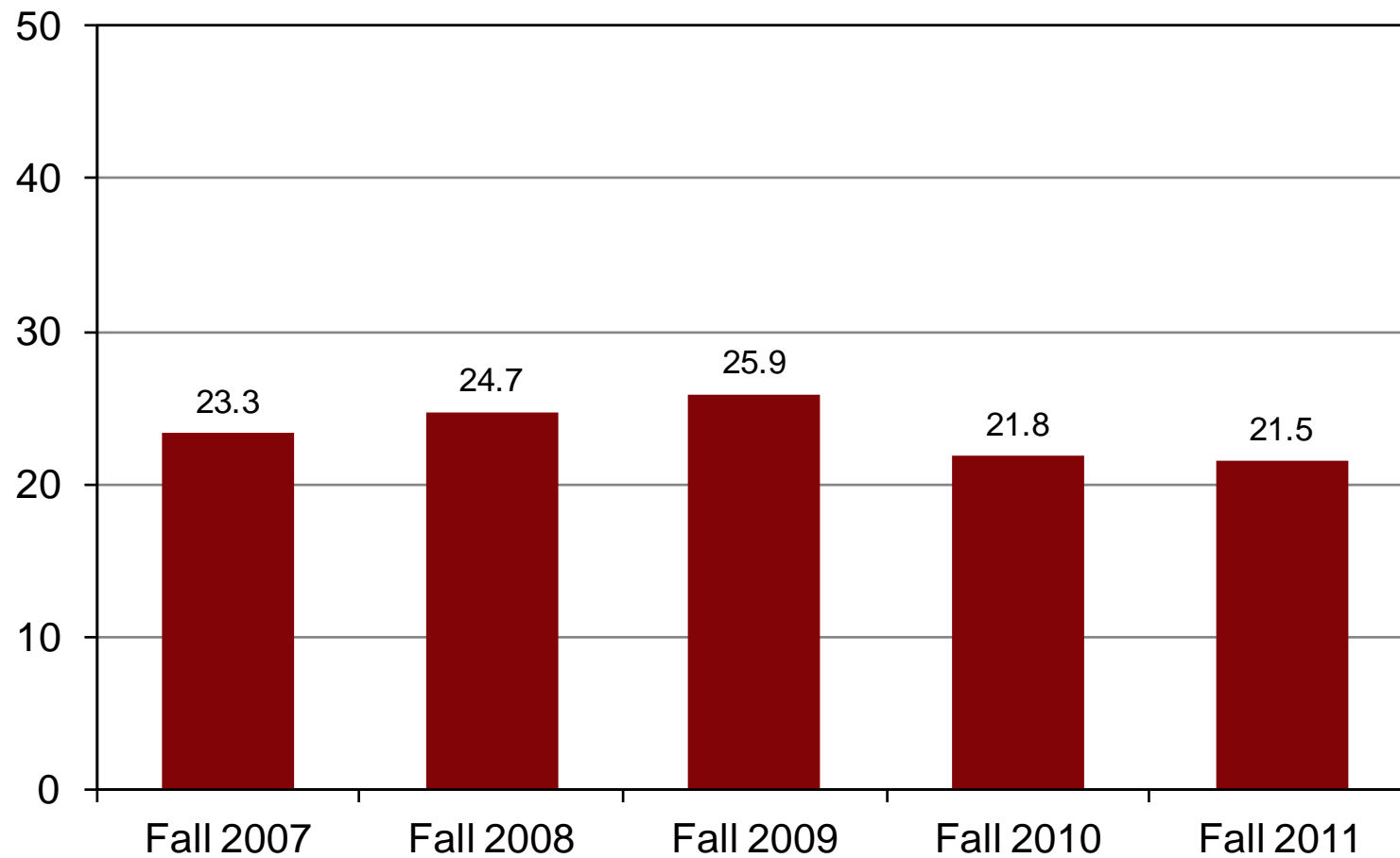


Figure 10 – High School Participation Rate FHDA Service Area

Student Access Metric: 30%



Fremont Union, Mountain View - Los Altos, Palo Alto Districts
June 2011 Graduates – Latest available data from the Department of Education

Figure 11 – Multiple Stewardship Measures

Goal	Metric	Target	Most Recent Result
Achieve structurally balanced budget	Ongoing revenue / Ongoing expense (adopted budget)	1.00	$173,796,409 / 181,437,125 = 0.96$ (for 11-12)
Provide appropriate staffing	FTES / Non- instructional support staff	Less than or equal to 44	$33,531 / 784 = 43$
	Faculty Obligation Number (FON)	FON + 5	<i>FON 480; Actual 485 = +5</i>
Achieve environmental sustainability practices in accordance with Board Policy Statement 3214 and the Presidents' Climate Commitment	Index of sustainability metrics	0.90	.75 ("Good")
Align facilities (capacity) with student load	Index of "cap use" ratios	1.00	1.14 ("Good")

Figure 12 – Foothill College Performance Compared to Peer Groups
2012 ARCC Report

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group	Status in the Peer Group
A	Student Progress and Achievement Rate	63.0	56.9	40.5	68.3	A4	Above average
B	Percent of Students Who Earned at Least 30 Units	81.7	76.2	73.3	81.7	B6	Highest
C	Persistence Rate	74.4	74.2	62.7	83.4	C6	Above average
D	Annual Successful Course Completion Rate for Credit Vocational Courses	87.3	75.8	65.1	87.3	D4	Highest
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	76.6	63.5	52.2	76.6	E3	Highest
F	Improvement Rate for Credit Basic Skills Courses	60.4	58.1	41.6	72.1	F5	Above average
G	Improvement Rate for Credit ESL Courses	58.9	54.8	45.0	71.6	G4	Above average

Source: 2012 ARCC Final Report, p276, Mar 2012

Figure 13 – De Anza College Performance Compared to Peer Groups
2012 ARCC Report

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group	Status in the Peer Group
A	Student Progress and Achievement Rate	68.3	61.0	49.8	68.8	A2	Highest
B	Percent of Students Who Earned at Least 30 Units	85.9	76.0	70.8	85.9	B4	Highest
C	Persistence Rate	83.4	74.2	62.7	83.4	C6	Highest
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.4	73.3	62.6	81.3	D2	Above average
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.5	63.5	52.2	76.6	E3	Above average
F	Improvement Rate for Credit Basic Skills Courses	76.9	58.4	38.8	76.9	F2	Highest
G	Improvement Rate for Credit ESL Courses	68.0	57.9	40.8	69.2	G5	Above average

Source: 2012ARCC Final Report, p234, March 2012



Summary

- Colleges remain above state averages on all measures
- Gaps between ethnic groups persist
- To address gaps college planning processes (e.g Program Review) include similar data dis-aggregated by course and program



Implications / Board Opportunities

- Advocacy to policy makers on unintended consequences of state policy changes
- Assistance in resource development for scholarships
- Leverage personal and professional networks for expanding awareness of District accomplishments