

Board of Trustees Agenda Item

Board Meeting Date: May 3, 2010

Title of Item:

Annual “Accountability for Reporting for Community Colleges” Report

Background and Analysis:

AB 1417 requires all California community college boards of trustees to annually review and officially accept performance measurement data for their colleges that is included in the “Accountability for Reporting for Community Colleges” (ARCC) Report. The Report, which the State Chancellor’s Office provides to the state legislature, contains performance measurement both for individual colleges and system-wide in seven key areas:

- 1) Student progress and achievement in terms of degrees/certificates earned and transfer to four-year institutions
- 2) Percent of students who earned at least 30 units
- 3) Student 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 rate for ESL and
- 7) Improvement rate for Credit Basic Skills Courses.

The purpose of the Report is to encourage colleges to improve their student success-related outcomes over time. Interim Director of Institutional Research Andrew LaManque will present the 2010 ARCC Report for Foothill College and De Anza College.

Recommendation:

Interim Director of Institutional Research Andrew LaManque recommends that the Board accept the 2010 “Accountability for Reporting for Community Colleges” report for Foothill and De Anza.

Submitted by:	Andrew LaManque
Additional contact names:	Fred Sherman
Is backup provided?	Yes



Board of Trustees Presentation



Foothill College



De Anza College

2010 ARCC Report Findings May 3, 2010

Presented by
Andrew LaManque, Ph.D.



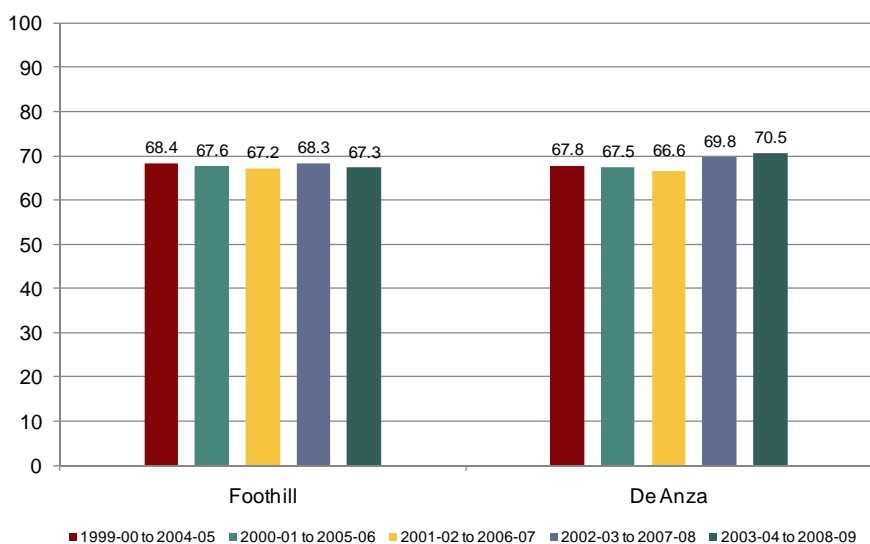
Purpose of Presentation

- Provide an overview of the findings of the 2010 statewide Accountability Report for the Community College (ARCC)
- The purpose of ARCC is to encourage colleges to improve their student success-related outcomes over time.

A Caution

- The following charts place Foothill and De Anza results on the same graphs to save time and space.
- It is inappropriate to compare the two Colleges directly as they have different student bodies and a different mix of academic programs.
- In fact, the Chancellor's Office indicates that they share only two peer groups among the seven measures.
- However, patterns of improvement (or decline) may be appropriately compared.

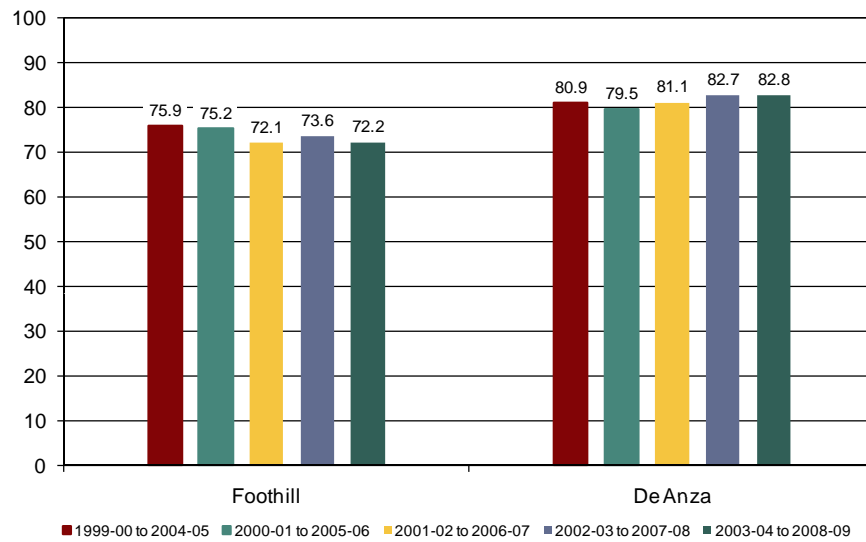
Figure 1 – Student Progress and Achievement Rate
Cohorts Tracked for Six Years



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.

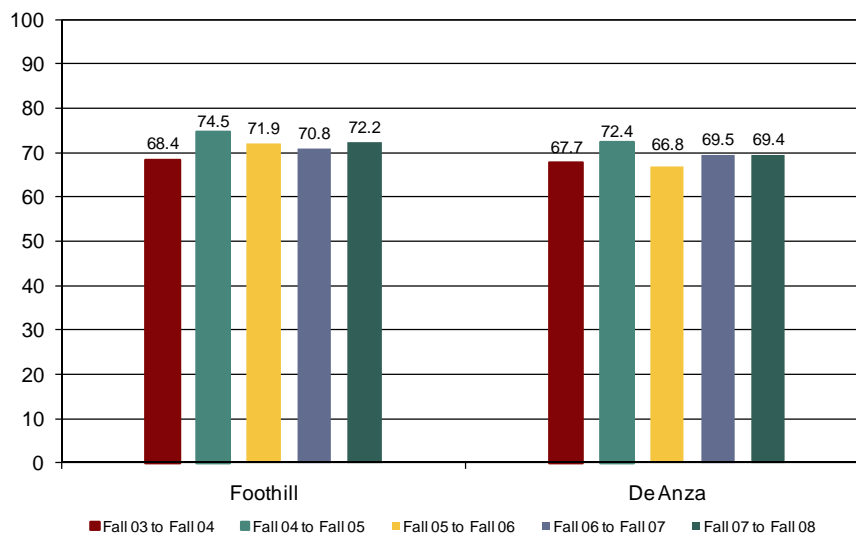
Source: First data point from 2008 ARCC, second from 2009 ARCC; others from 2010 ARCC Report

Figure 2 – Students Earning at Least 30 Units Rate
Cohorts Tracked for Six Years



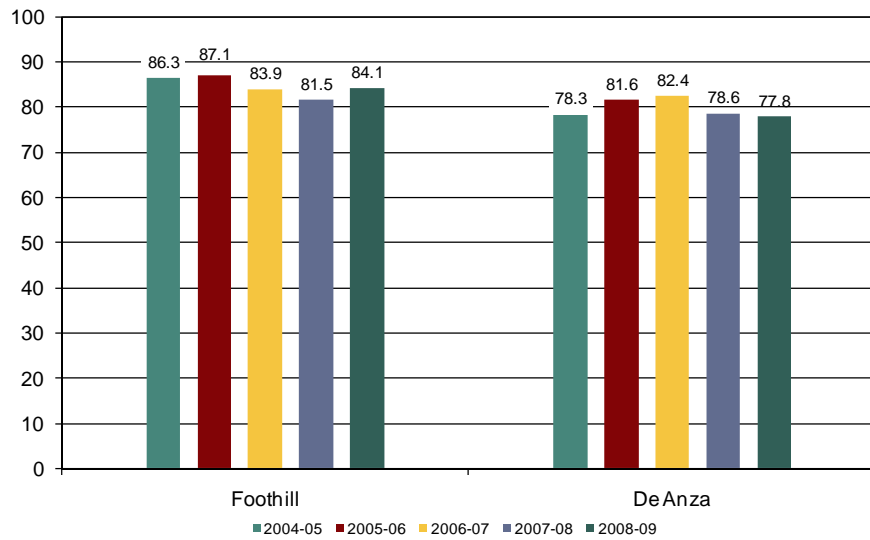
Definition: Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
Source: First data point from 2008 ARCC, second from 2009 ARCC; others from 2010 ARCC Report

Figure 3 – Fall to Fall Persistence Rate
First-time Students with Six or More Units in First Fall Who Return



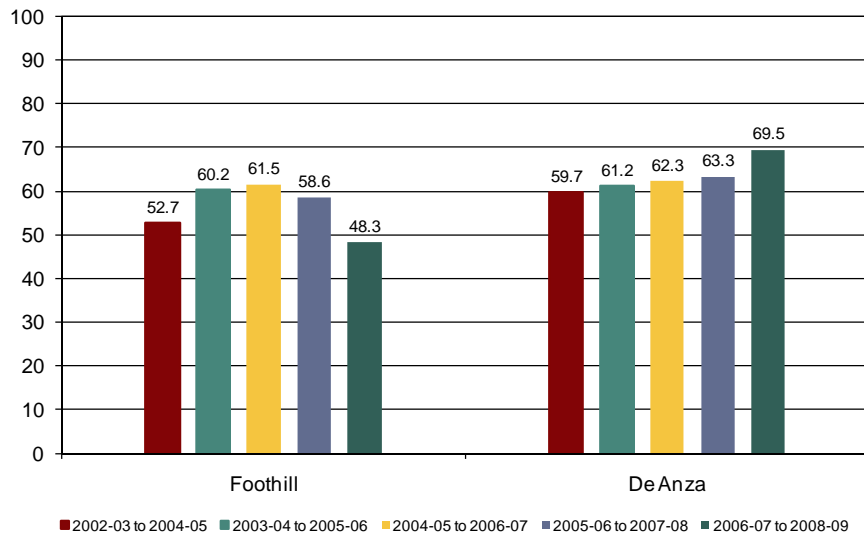
Definition: Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.
Source: First data point from 2008 ARCC, second from 2009 ARCC; others from 2010 ARCC Report

Figure 4 – Percent Successful in Basic Skills Courses



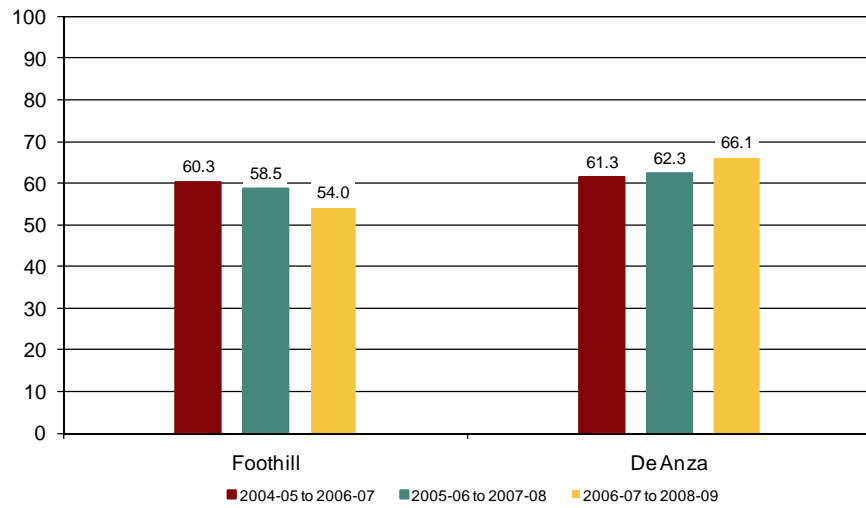
Source: First data point from 2008 ARCC, second from 2009 ARCC; others from 2010 ARCC Report

Figure 5 – Basic Skills Improvement Rate
Successful Completion of a Higher Course within Three Years



Source: First data point from 2008 ARCC, second from 2009 ARCC; others from 2010 ARCC Report

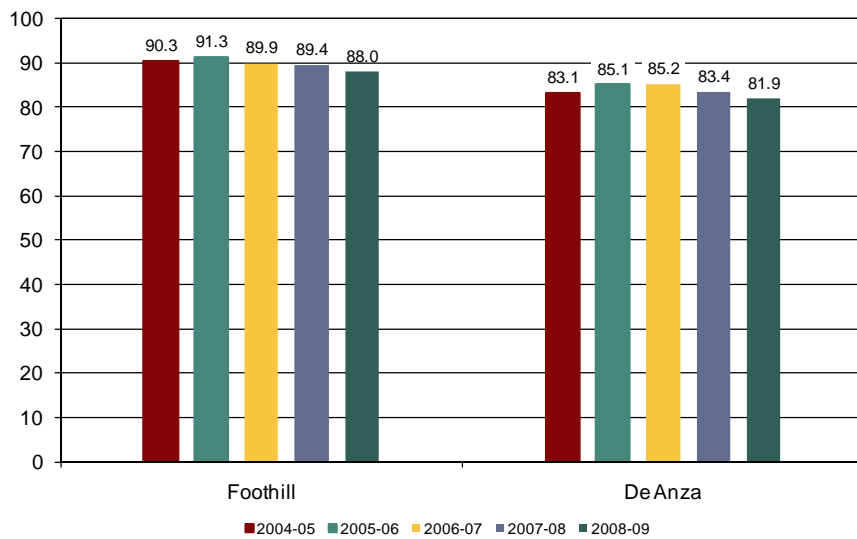
Figure 6 – ESL (Credit) Improvement Rate
Successful Completion of a Higher Course within Three Years



Note: the data was not considered reliable by CCCO prior to 2004-05.

Source: All data points from 2010 ARCC Report

Figure 7 – Percent Successful in Vocational Education Courses



Source: First data point from 2008 ARCC, second from 2009 ARCC; others from 2010 ARCC Report

Figure 7 – Foothill College Performance Compared to Peer Groups
2010 ARCC Report

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group	Status in the Peer Group
A	Student Progress and Achievement Rate	67.3	55.7	42.3	67.3	A4	Highest
B	Percent of Students Who Earned at Least 30 Units	77.2	74.6	69.7	77.8	B6	Above average
C	Persistence Rate	72.2	71.1	48.0	78.8	C6	Above average
D	Annual Successful Course Completion Rate for Credit Vocational Courses	88.0	75.8	62.2	88.8	D4	Above average
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	84.1	65.7	56.6	84.1	E3	Highest
F	Improvement Rate for Credit Basic Skills Courses	48.3	55.0	44.0	65.0	F5	Below Average
G	Improvement Rate for Credit ESL Courses	54.0	50.7	34.1	71.4	G4	Above average

Source: 2010 ARCC Final Report, p276, Mar 2010

Figure 8 – De Anza College Performance Compared to Peer Groups
2010 ARCC Report

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group	Status in the Peer Group
A	Student Progress and Achievement Rate	70.5	59.7	52.4	70.5	A2	Highest
B	Percent of Students Who Earned at Least 30 Units	83.8	75.0	68.1	83.8	B4	Highest
C	Persistence Rate	69.4	71.1	48.0	78.8	C6	Below average
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.9	74.7	64.5	81.9	D2	Highest
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	77.8	65.7	56.6	84.1	E3	Above average
F	Improvement Rate for Credit Basic Skills Courses	69.5	54.2	34.9	69.5	F2	Highest
G	Improvement Rate for Credit ESL Courses	66.1	59.3	36.2	78.4	G5	Above average

Source: 2010 ARCC Final Report, p234, March 2010



Summary

- Outside factors do have a substantial influence on some of the measures such as the Student Progress and Achievement Rate, i.e. if UC and CSU limit transfer opportunities this figure would decline, all else equal.
- These measures do not take into account changes in student preparation.
- The ARCC measures do provide a snap-shot of student success –overall both colleges are doing well but will need additional research on basic skills course success and progression

Focus On Results

Accountability Reporting for the California Community Colleges

A Report to the Legislature,
Pursuant to AB 1417
(Pacheco, Stat. 2004, Ch. 581)



California Community Colleges Chancellor's Office

Jack Scott, Chancellor

Patrick Perry, Vice Chancellor
Technology, Research, and Information Systems

March 31, 2010

ARCC 2010 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	67.2%	68.3%	67.3%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	72.1%	73.6%	77.2%

Table 1.2:
Persistence Rate

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. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	71.4%	70.8%	72.2%



ARCC 2010 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	89.9%	89.4%	88.0%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	83.9%	81.5%	84.1%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	60.3%	58.5%	54.0%
Basic Skills Improvement Rate	61.5%	58.6%	48.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	32,669	34,832	35,638
Full-Time Equivalent Students (FTES)*	13,146	13,610	14,157

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	18.0%	23.3%	22.7%
20 - 24	20.1%	20.5%	21.4%
25 - 49	37.7%	37.3%	37.5%
Over 49	19.0%	18.9%	18.3%
Unknown	5.2%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	54.5%	54.6%	53.4%
Male	45.4%	45.4%	46.5%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.2%	3.3%	3.2%
American Indian/Alaskan Native	0.4%	0.4%	1.1%
Asian	24.2%	24.9%	23.5%
Filipino	2.6%	2.6%	2.6%
Hispanic	11.0%	10.9%	10.3%
Pacific Islander	0.8%	0.8%	0.9%
Unknown/Non-Respondent	16.7%	16.7%	19.5%
White Non-Hispanic	41.1%	40.4%	39.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	67.3	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	77.2	74.6	69.7	77.8	B6
C	Persistence Rate	72.2	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	88.0	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	84.1	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	48.3	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	54.0	50.7	34.1	71.4	G4

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2010 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Self-Assessment

Foothill College, nationally recognized for leadership in innovation, serves approximately 20,000 students each fall. Foothill's northern Silicon Valley service area population is growing at about 1% per year while graduates of feeder high schools are expected to remain constant over the next five years. Excluding those not reporting, the proportion of African-American, Asian/Pacific Islander, Native American, and White students at Foothill is equal to or greater than the proportion in Santa Clara County. Recognizing that the proportion of Hispanic students is substantially less than that of the county—although it matches the surrounding communities of Los Altos and Palo Alto—Foothill has recently adopted a new Strategic Initiative focused on access and outreach.

Foothill has been a pioneer in providing access through online distance learning, with enrollments reaching 5,000 in Fall 2009. While many colleges offer online courses, few enable students to complete entire degree programs online. Foothill College currently offers eleven online degree programs. Foothill has one of the state's strongest transfer programs, including a renowned collaboration with UCLA which results in UCLA being the second-highest transfer destination behind nearby San Jose State University. Over one thousand students transfer each year to four-year colleges and universities, including over six hundred to UC and CSU universities. Foothill also provides strong career and workforce education. More than 700 students earn career Certificates and Associate Degrees each year in a wide variety of disciplines.

Foothill College ranked higher than the peer group average for six out of the seven accountability indicators, representing the highest rank for two of the indicators. These two indicators, Student Progress and Achievement Rate and Credit Basic Skills Successful Course Completion Rate, both show modest year-to-year increases. A notable increase is evident for the Percent of Students Who Earned At Least 30 units, which experienced a year-to-year growth from 73.6% to 77.2%. Improvement Rates for ESL and for Basic Skills both show declines as a result of dramatic program changes and recoding of basic skills courses. The 2006-07 cohort represents the first cohort of an innovative new program, Math My Way, which re-launched the entire entry level basic skills math program to provide students with a self-paced pathway suited to individual learning needs. These changes, along with changes within ESL, have altered course sequences and coding, resulting in a lack of continuity from previous ARCC reports. Foothill will continue to assess the effectiveness of these changes and make modifications as needed to sustain and improve student progress.

Foothill recently adopted an innovative integrated planning system that is built around the college's three strategic initiatives of student access, student success, and collaborative decision making. By making these initiatives the foundation of planning and assessment, Foothill will build upon its tradition of excellence and innovation as it continues to increase student success and achievement.



ARCC 2010 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	66.6%	69.8%	70.5%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	81.0%	82.7%	83.8%

Table 1.2:
Persistence Rate

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. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	66.8%	69.9%	69.4%



ARCC 2010 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	85.2%	83.4%	81.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	82.4%	78.6%	77.8%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	61.3%	62.3%	66.1%
Basic Skills Improvement Rate	62.3%	63.3%	69.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2010 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	40,529	41,235	43,294
Full-Time Equivalent Students (FTES)*	19,215	19,766	20,087

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	32.9%	32.9%	32.0%
20 - 24	28.0%	27.7%	27.7%
25 - 49	33.4%	33.5%	34.0%
Over 49	5.8%	5.8%	6.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	51.7%	51.6%	51.3%
Male	48.3%	48.4%	48.7%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	5.8%	5.4%	5.0%
American Indian/Alaskan Native	0.5%	0.6%	0.8%
Asian	36.5%	37.7%	35.7%
Filipino	4.9%	4.8%	4.6%
Hispanic	14.9%	16.4%	15.2%
Pacific Islander	0.9%	0.9%	0.9%
Unknown/Non-Respondent	11.9%	9.3%	13.8%
White Non-Hispanic	24.6%	24.8%	24.1%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
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C	Persistence Rate	69.4	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.9	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	77.8	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	69.5	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	66.1	59.3	36.2	78.4	G5

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2010 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Self-Assessment

De Anza College, nationally recognized for leadership and innovation, enrolls approximately 25,000 students each fall. De Anza's Silicon Valley service area population is growing at about 1% per year while the number of feeder high school graduates is not expected to grow over the next five years. Excluding those not reporting, the proportion of African American, Asian/Pacific Islander and Native American students at De Anza is substantially greater than their proportion in the population. De Anza has a strategic initiative aimed at increasing the proportion of historically underrepresented students. The college was also a pioneer in providing access through distance learning. Students may complete more than half their coursework in 111 degree and 29 certificate programs through distance learning.

De Anza offers 111 certificate and degree programs. The college's transfer program is among the top five in the state for numbers of transfers to UC and CSU. Almost 2,500 students transfer each year to in-state and out-of-state public and private colleges and universities. De Anza also provides strong career and workforce education. The college awards approximately 500 career certificates and 1,200 associate degrees each year.

Local citizen support for bond measures enabled De Anza to embark upon a multimillion-dollar construction program. Three new buildings have recently been completed, including a state-of-the-art Visual and Performing Arts Center. The Mediated Learning Center is scheduled for completion by 2011. The accreditation reaffirmation commended De Anza for the success of basic skills improvement projects and its "vibrant, dynamic learning environment." The college was also honored by the Hewlett Leaders in Student Success initiative for its work in basic skills.

De Anza, compared to its peers, ranked the highest in four of the seven accountability indicators, substantially above average in two, and just slightly below average on a seventh. De Anza's Persistence Rate ranking held steady from last year to this year and stands at just below the peer group average. The Student Progress and Achievement rate dropped one percentage point but is still ranked highest compared to peers. De Anza's Percent of Students Who Earned at Least 30 Units has improved slightly and is also highest compared to peers. The Credit Basic Skills Improvement Rate is the highest for the peer group. The Successful Course Completion Rates for Basic Skills rate dropped slightly but remains above the peer group average.

De Anza's strategic plan has four major goals; these include reaching out to historically underrepresented populations in its service area and improving student success and retention. Among many new initiatives are new programs to improve success in basic skills and to ease the transition to college.

In sum, De Anza College accountability results display high levels of performance compared to peer institutions. De Anza has put in place and is planning initiatives that are intended to result in further upward trends in these measures, with the obvious caveat that dramatic cuts in state funding threaten all achievement.

