

Board of Trustees Agenda Item

Board Meeting Date: August 29, 2011

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 measures for each college.

The purpose of the Report is to encourage colleges to improve their student success-related outcomes over time. Executive Director of Institutional Research Andrew LaManque will present the 2011 ARCC Report for Foothill College and De Anza College.

Since several ARCC measures are included as District Metrics, the presentation will include progress on the metrics as outlined in the District Master Plan.

Recommendation:

Executive Director of Institutional Research Andrew LaManque recommends that the Board accept the 2011 “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



FOOTHILL-DE ANZA
Community College District



Foothill College



De Anza College

Board of Trustees Presentation

2011 ARCC Report Findings and District Metrics August 29, 2011

Presented by
Andrew LaManque, Ph.D.
Draft, Aug 15, 2011

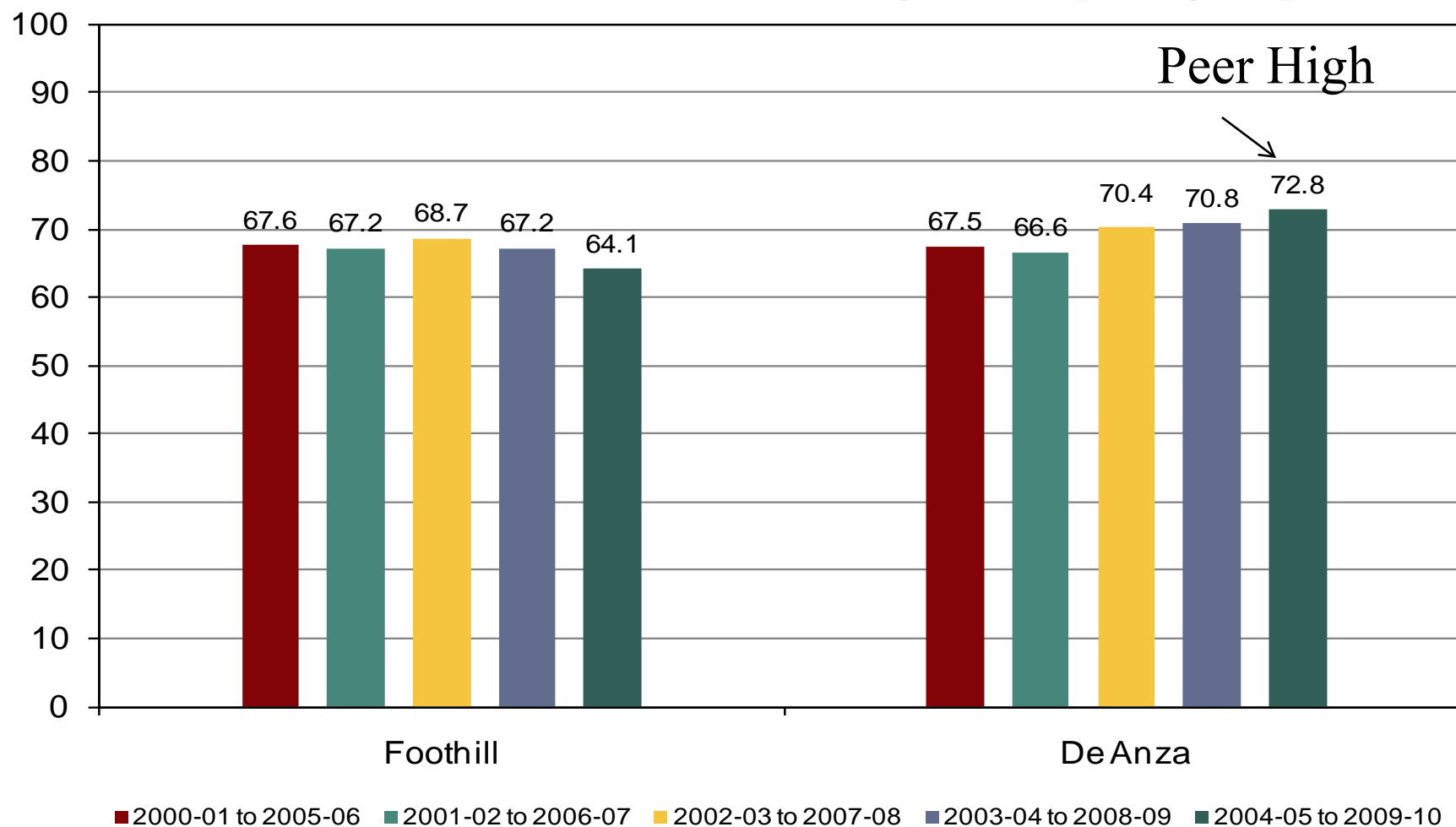


Purpose of Presentation

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

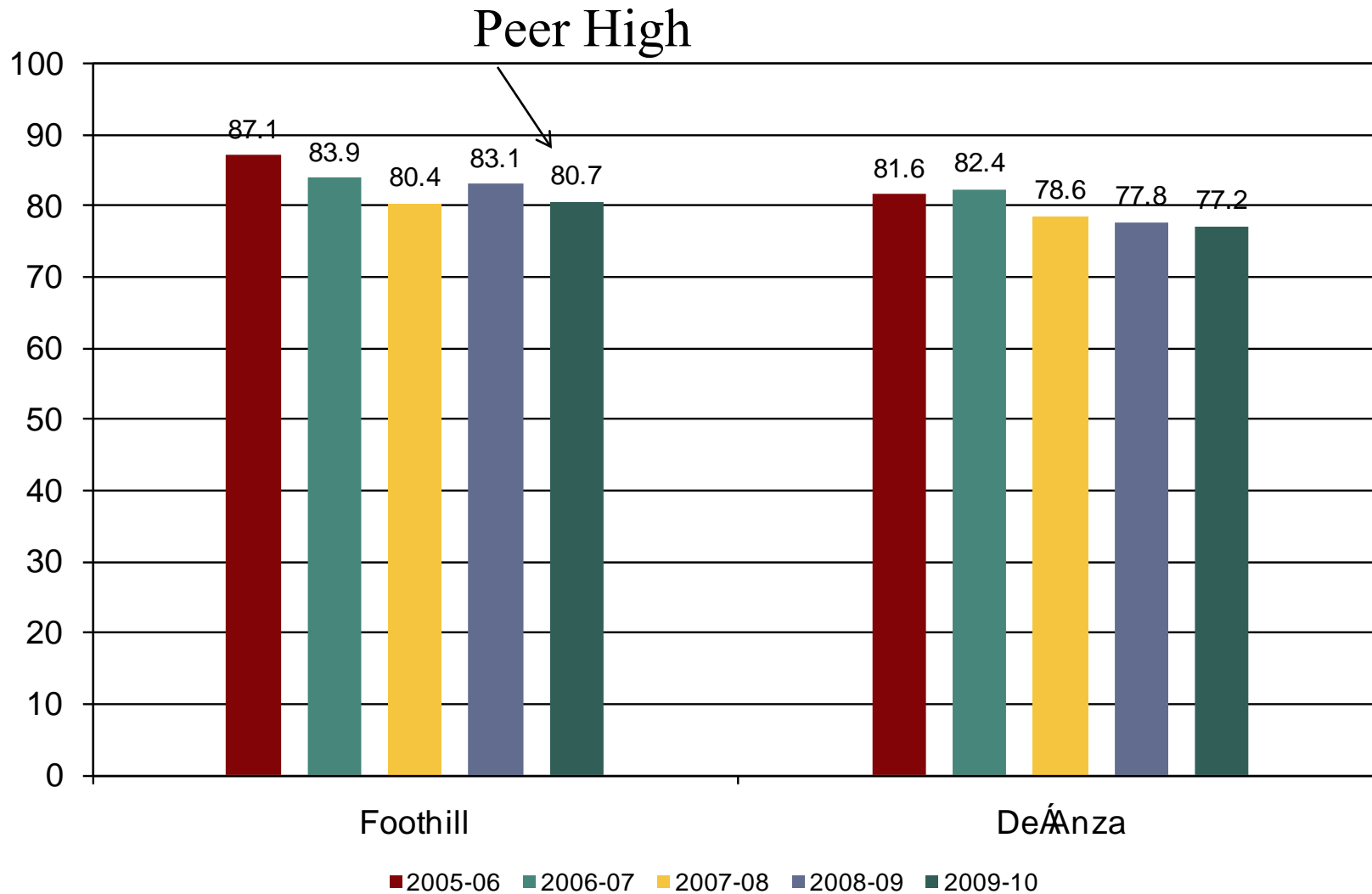
Student Success Metric: 75% or highest in peer group



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



* 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

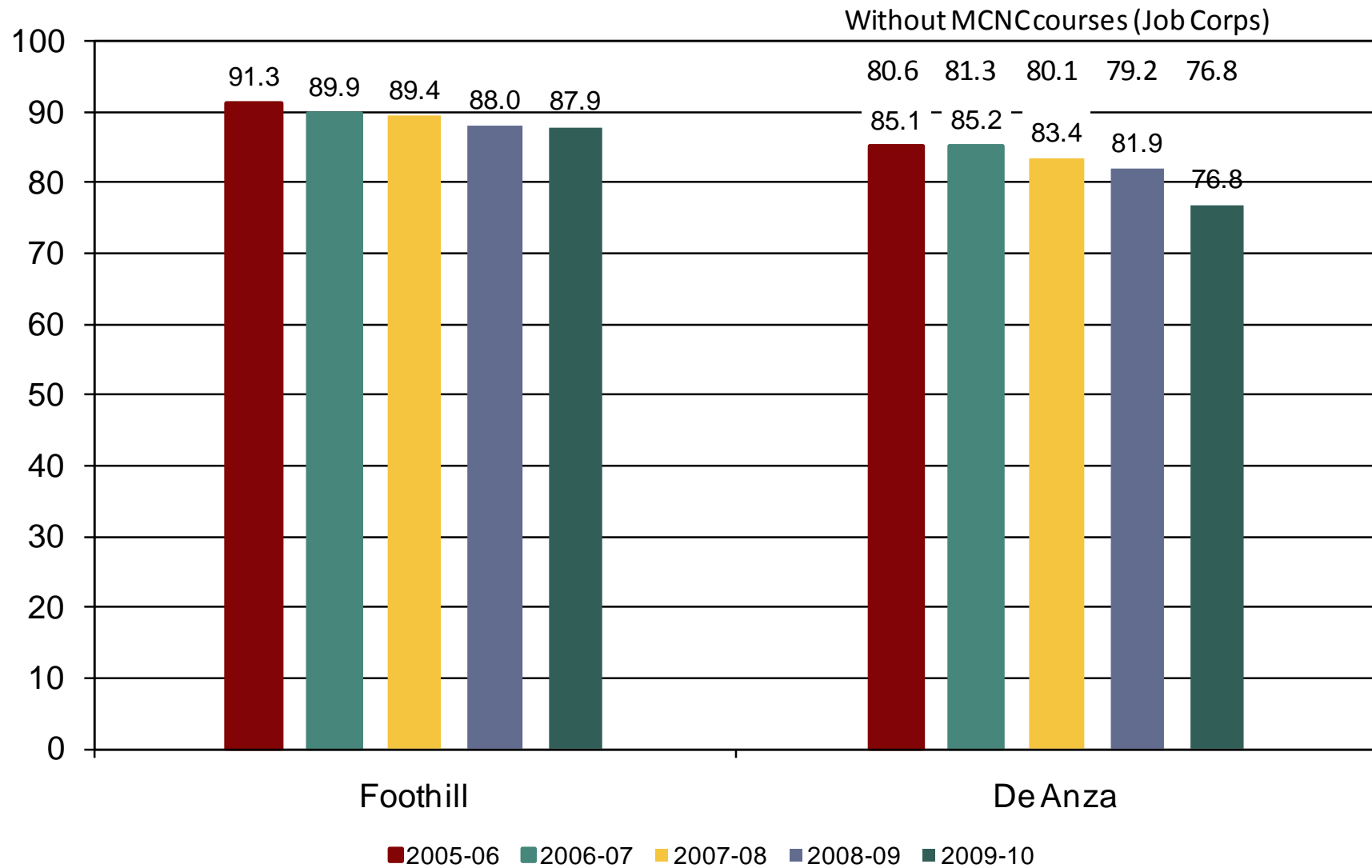
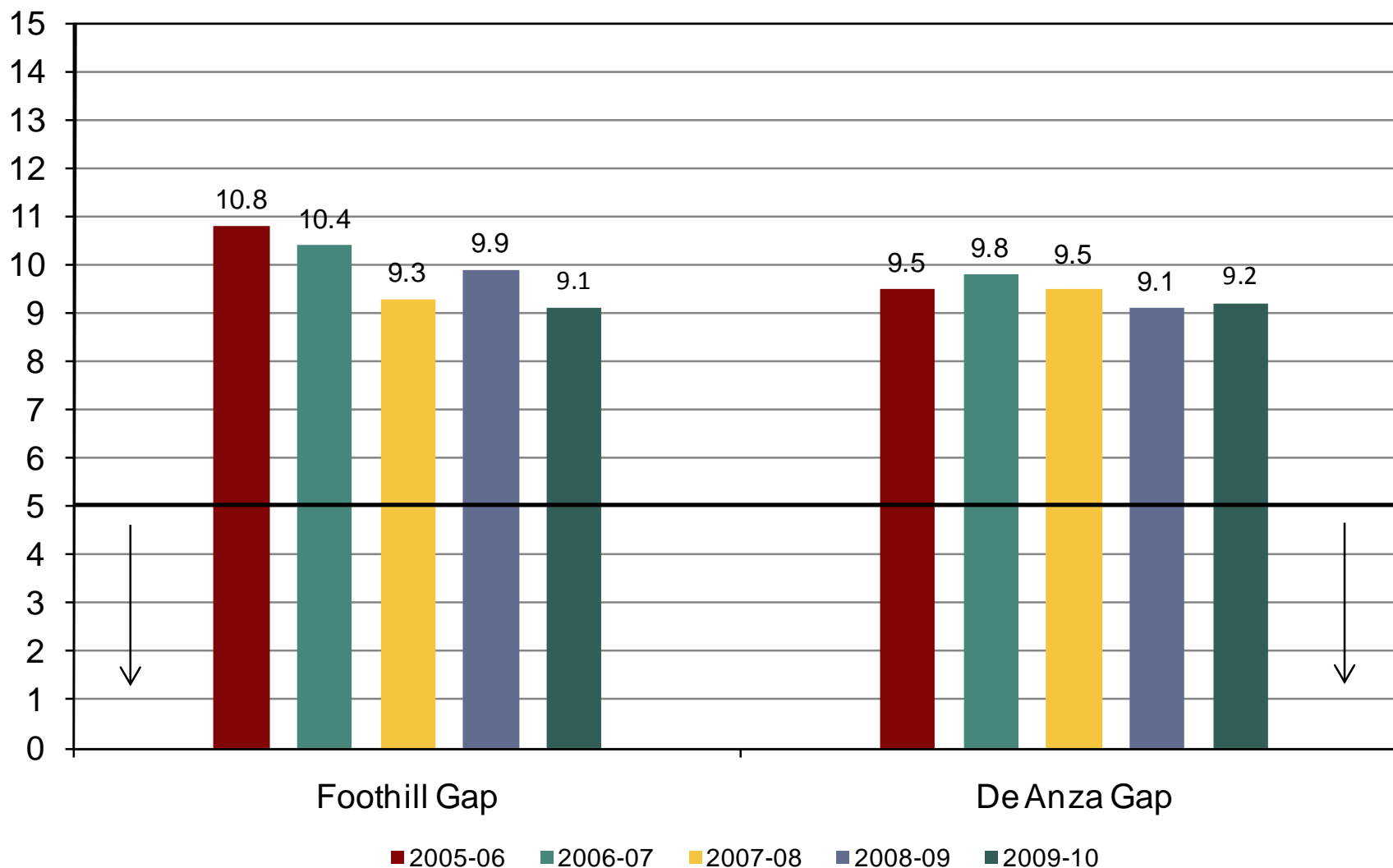


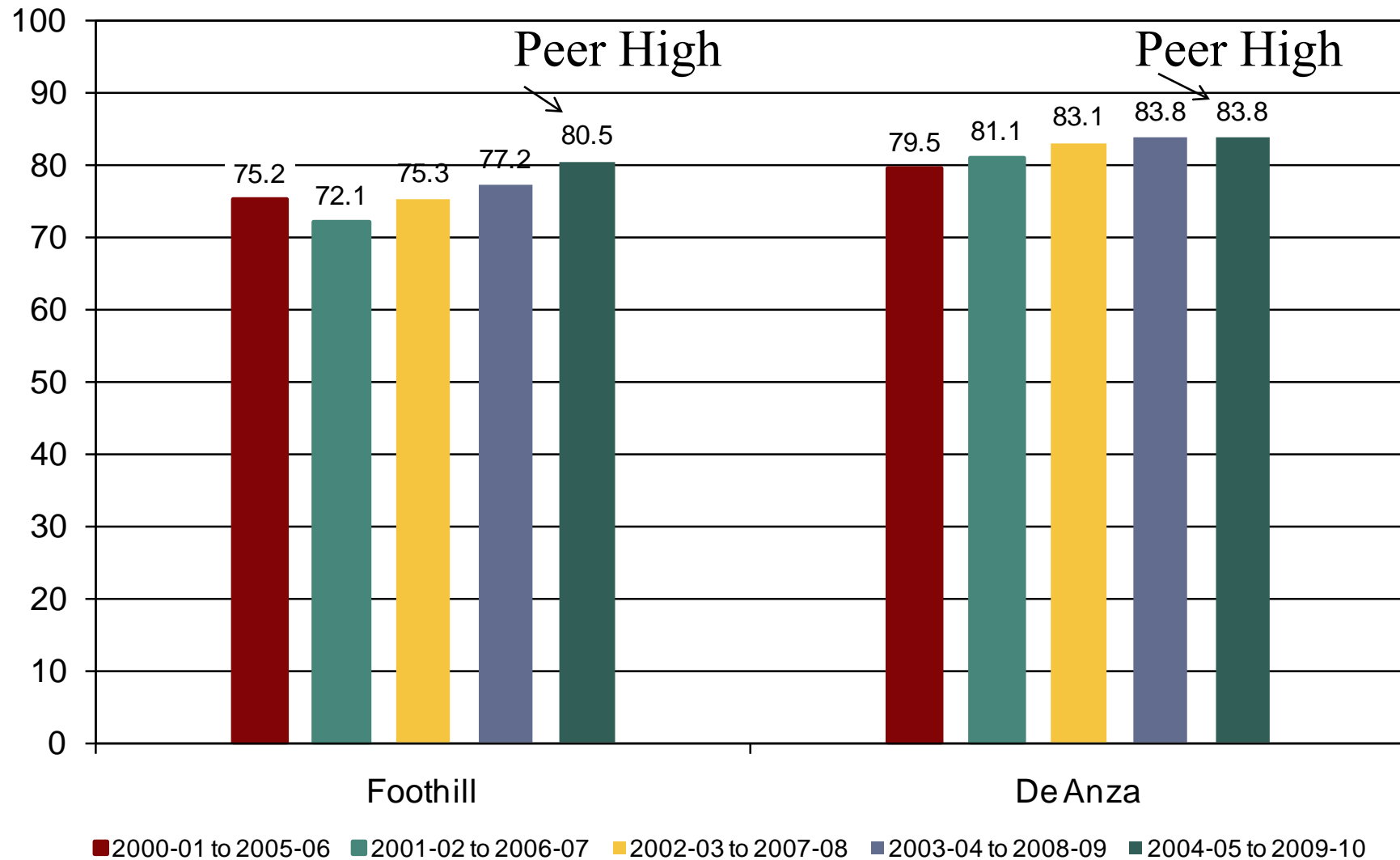
Figure 4 – Course Success Rates by Ethnicity

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.

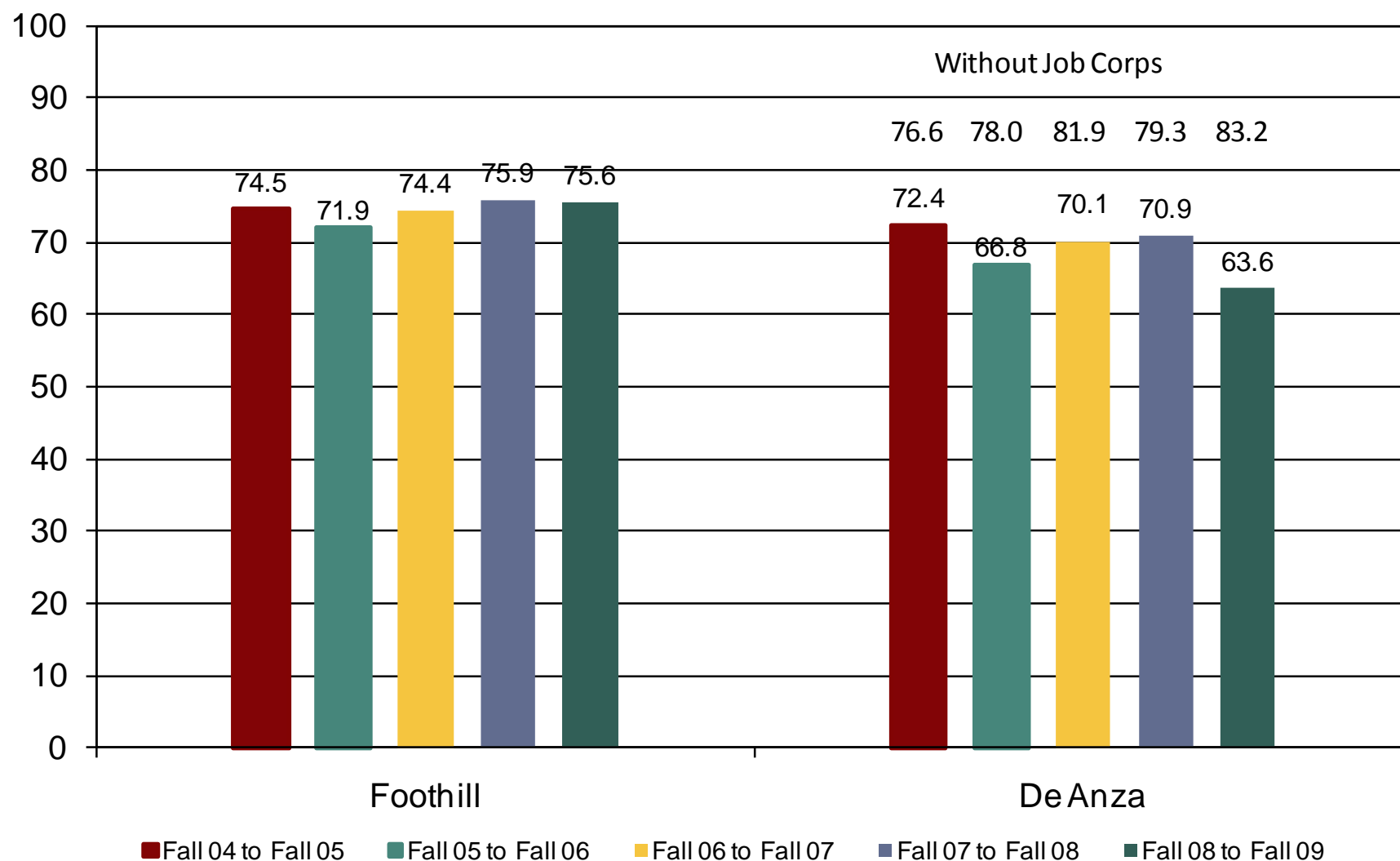
Figure 5 – Students Earning at Least 30 Units Rate



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

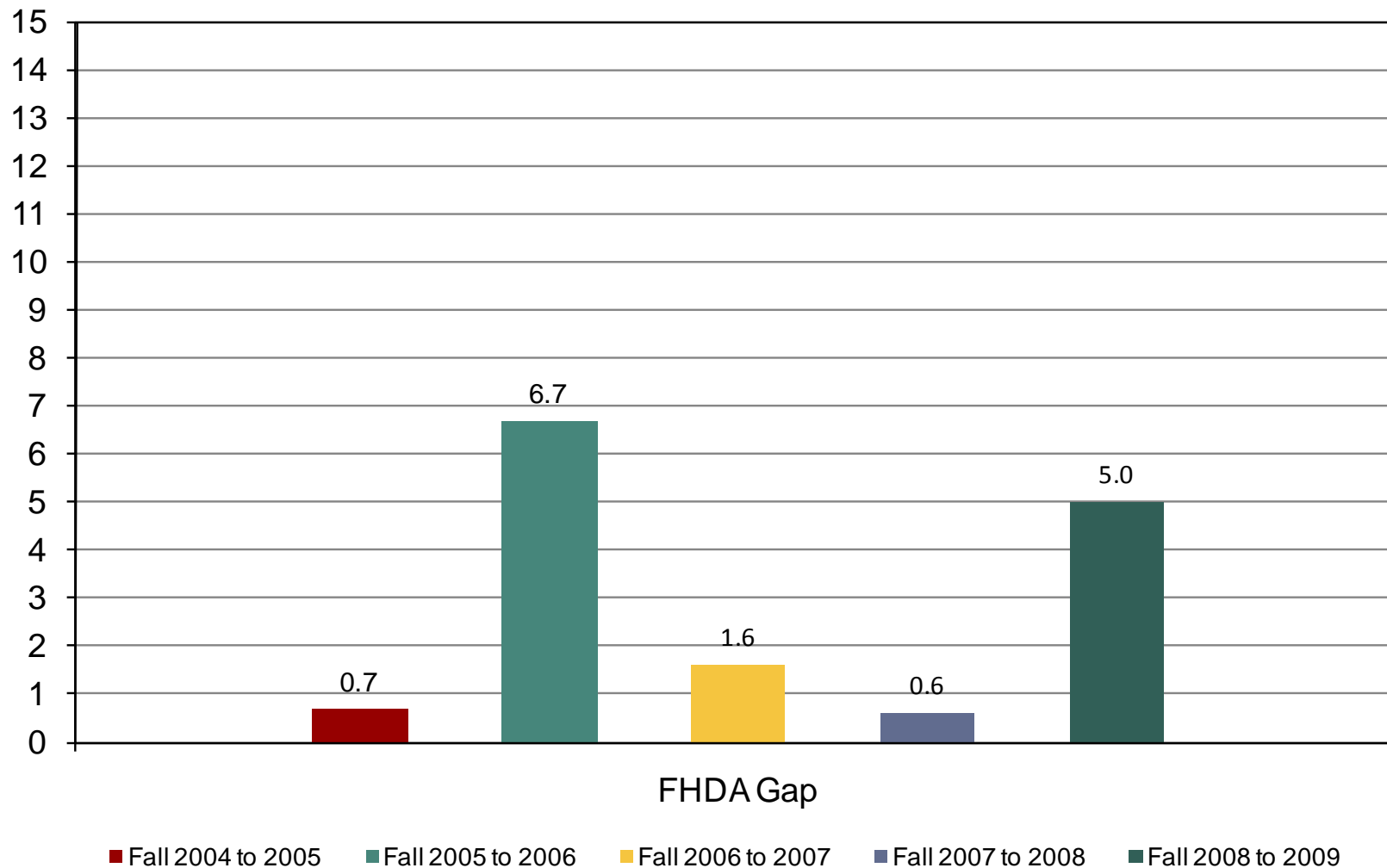


Definition: Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.

* 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

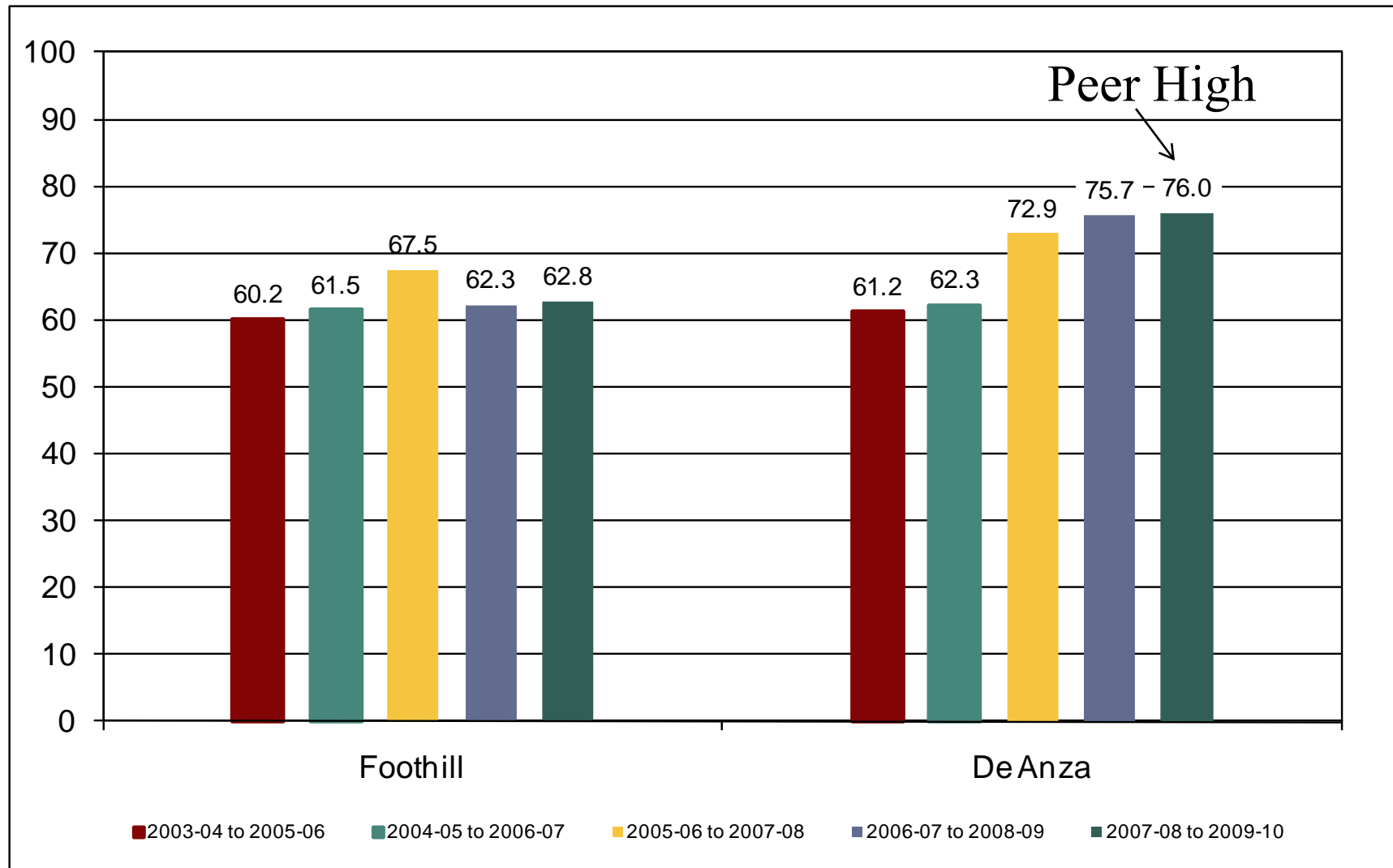


Figure 9 – ESL (Completion Credit) Improvement Rate
Successful Completion of a Higher Course within Three Years

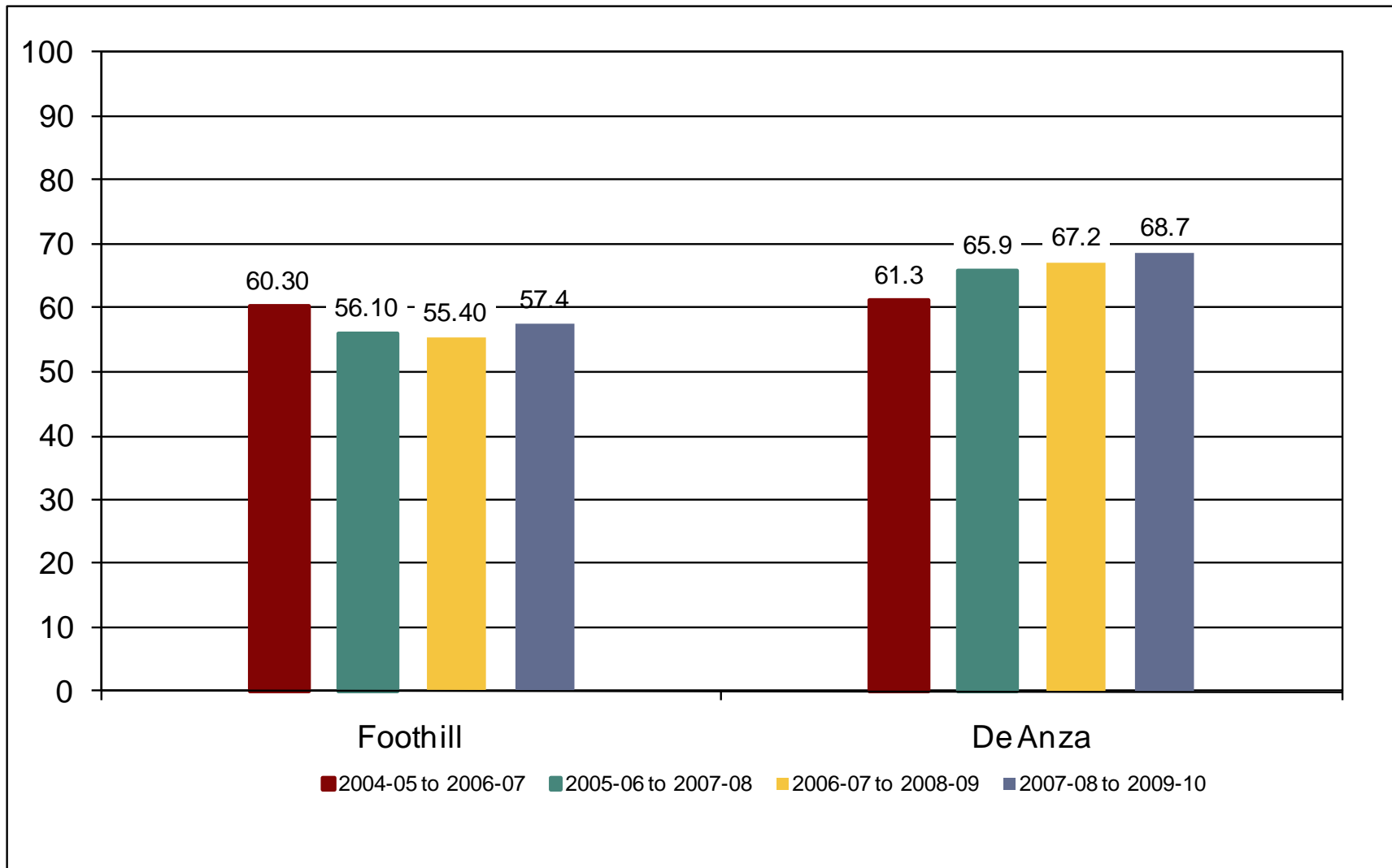
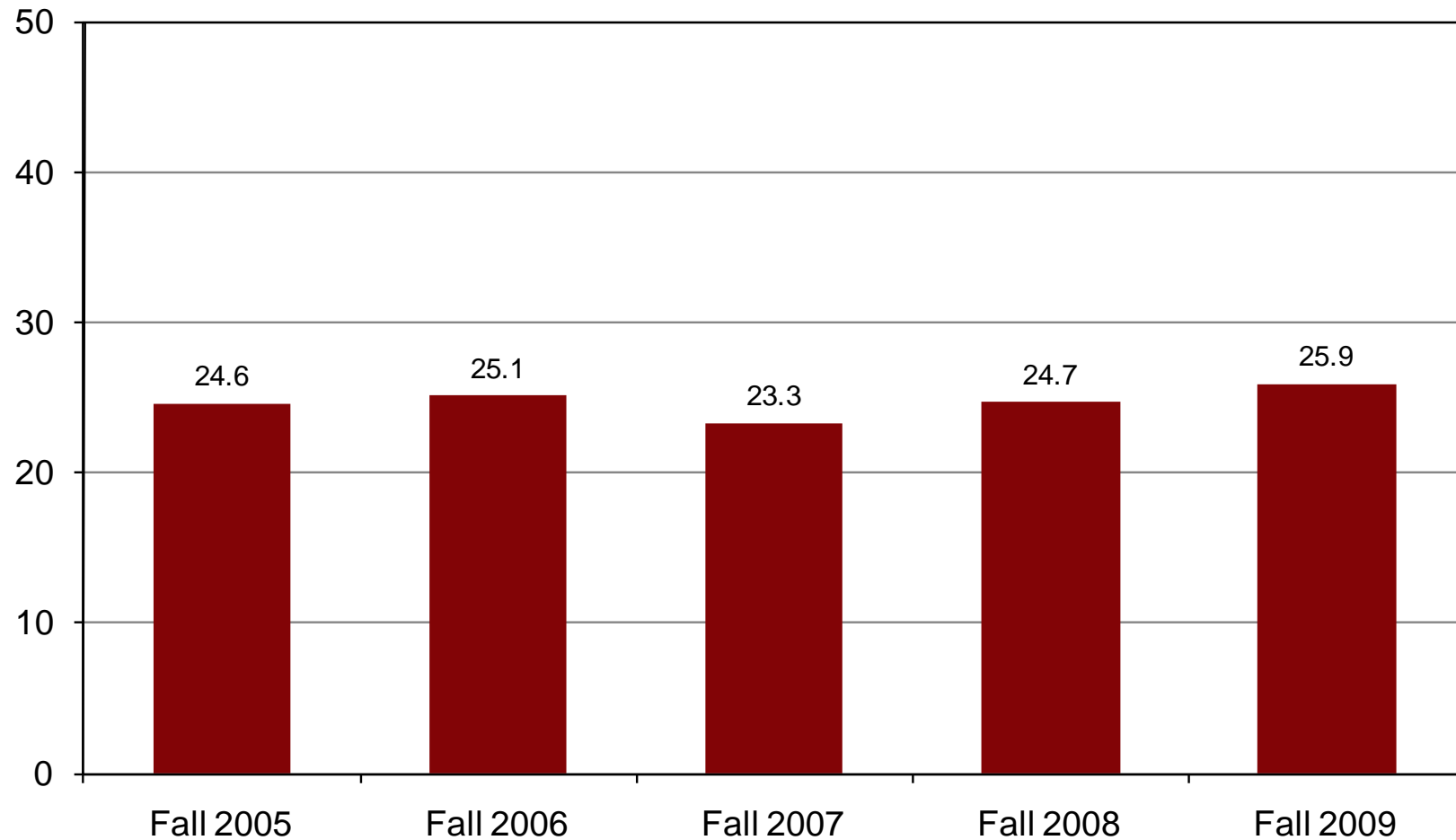


Figure 10 – High School Participation Rate FHDA Service Area

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)

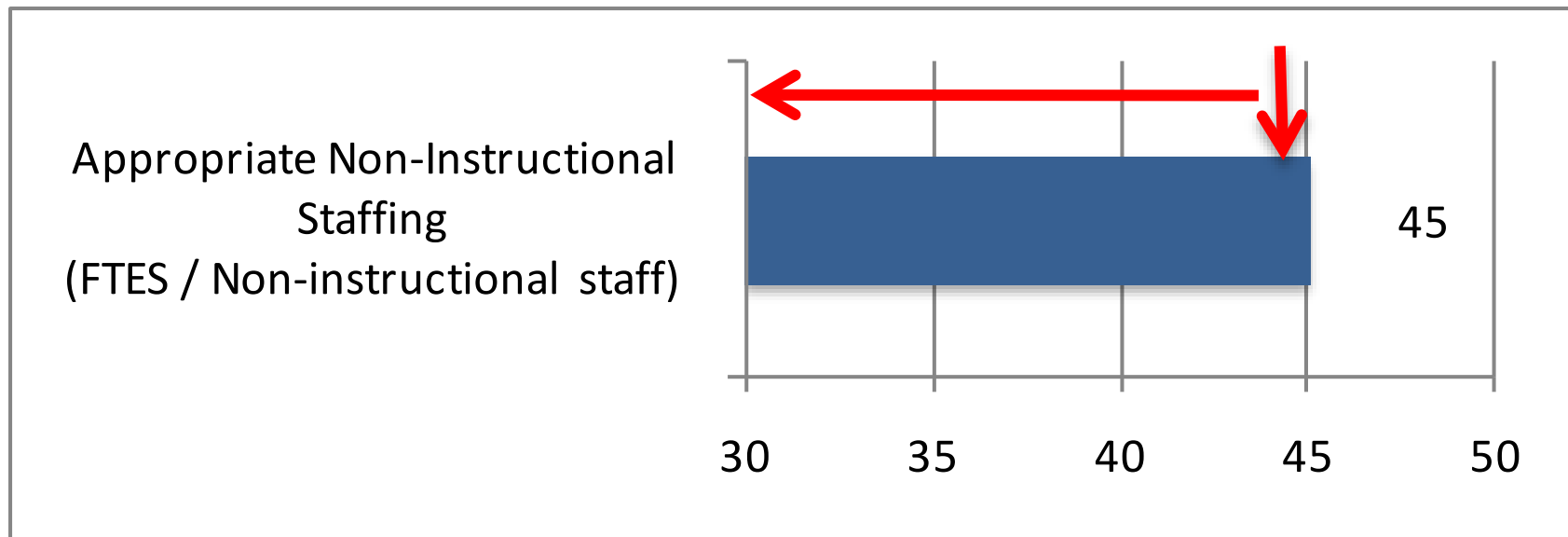
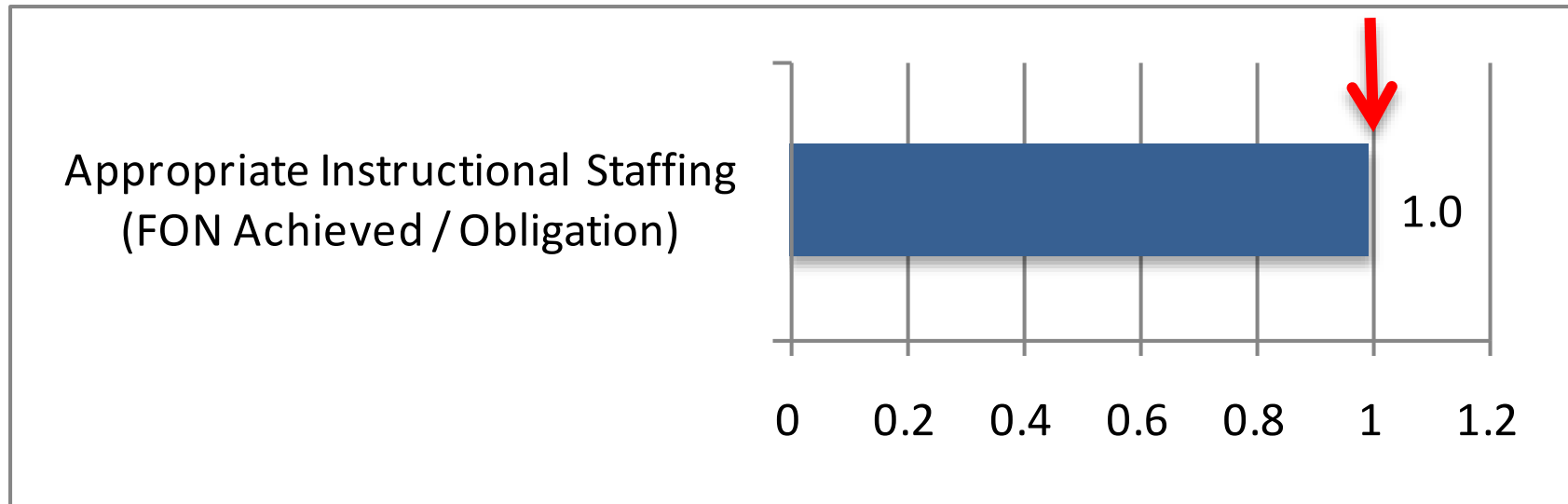
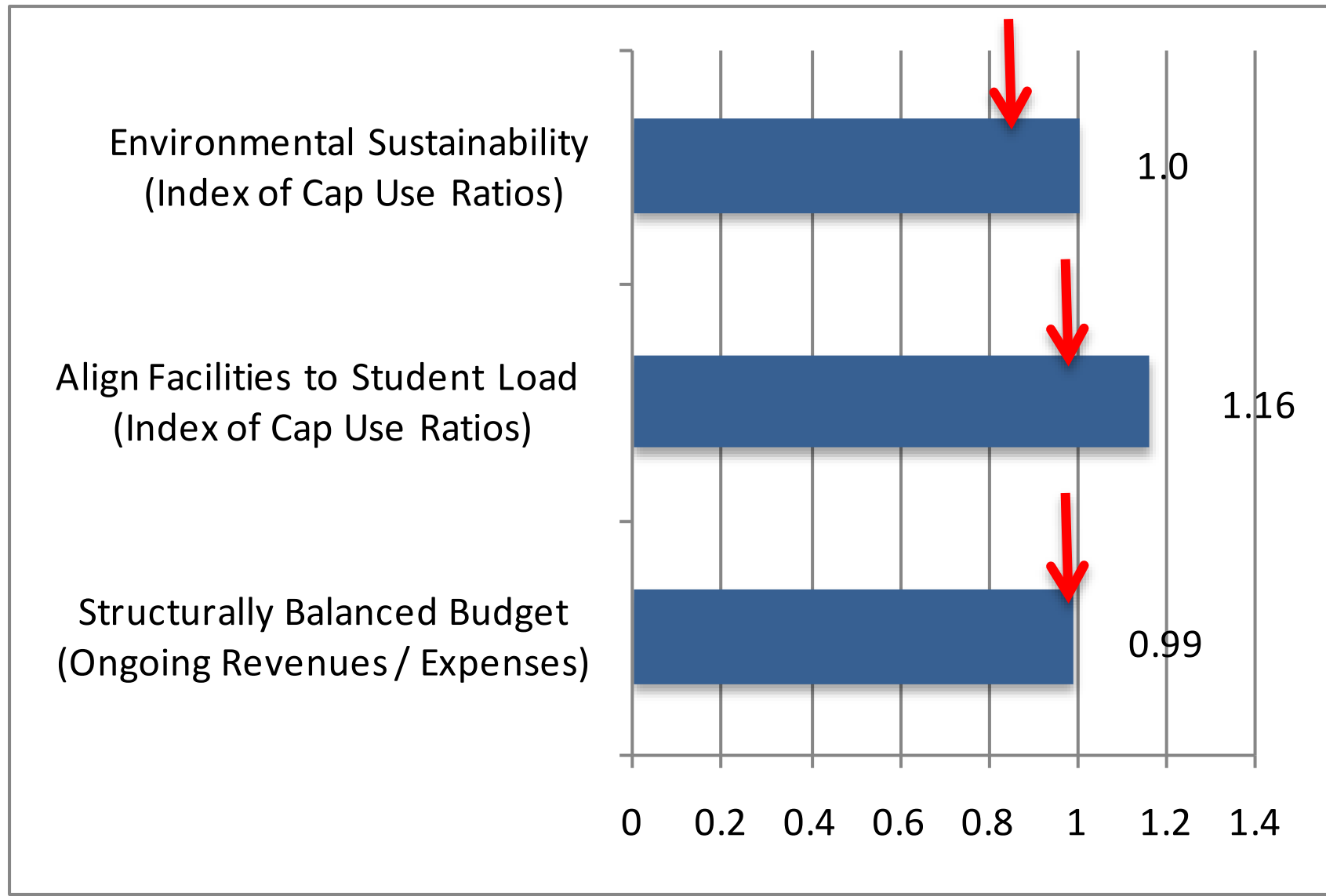


Figure 12 – Multiple Stewardship Measures (continued)

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



Source: Fred Sherman

Figure 12 – Foothill College Performance Compared to Peer Groups
2011 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	64.1	56.8	44.3	66.1	A4	Above average
B	Percent of Students Who Earned at Least 30 Units	80.5	74.8	70.4	80.5	B6	Highest
C	Persistence Rate	75.6	73.1	59.6	80.1	C6	Above average
D	Annual Successful Course Completion Rate for Credit Vocational Courses	87.9	75.7	61.6	88.0	D4	Above average
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	80.7	64.4	57.6	80.7	E3	Highest
F	Improvement Rate for Credit Basic Skills Courses	62.8	57.3	42.5	67.0	F5	Above Average
G	Improvement Rate for Credit ESL Courses	57.4	51.7	30.5	66.6	G4	Above average

Source: 2011 ARCC Final Report, p236, Mar 2011

Figure 13 – De Anza College Performance Compared to Peer Groups
2011 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	72.8	60.7	48.0	72.8	A2	Highest
B	Percent of Students Who Earned at Least 30 Units	83.8	75.1	69.4	83.8	B4	Highest
C	Persistence Rate	63.6	73.1	59.6	80.1	C6	Below average
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.8	73.8	63.7	80.8	D2	Above average
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	77.2	64.4	57.6	80.7	E3	Above average
F	Improvement Rate for Credit Basic Skills Courses	76.0	57.6	39.5	76.0	F2	Highest
G	Improvement Rate for Credit ESL Courses	68.7	58.7	48.9	69.2	G5	Above average

Source: 2011 ARCC Final Report, p201, March 2011

FHDA Institutional Metrics 2010-2015, Status as of August 2011

Progress Status: = Met Expectations + Exceeded Expectations - Below Expectations

	Goal	Metric	Target	Progress Status
1	Improve student outcomes & close the achievement gap	Student Progress and Achievement Rate (ARCC)	By college, achieve 75% or the highest score within the peer group	+ *
2		Overall Course Success Rate	By college, less than a 5 percentage point difference between the rate for historically under-served groups and all	-
3	Improve basic skills	Basic Skills Course Success Rate (ARCC)	By college, achieve 85% or the highest score within the peer group	+ *
4	Improve the outcomes of vocational students	Course Success Rate for Vocational Courses (ARCC)	By college, achieve 90% or the highest score within the peer group	=
5	Sustain the Fall-to-Fall persistence rate of students in selected populations	Persistence rate of selected historically under-served groups	Under-served groups will persist at a rate at least as high as all other groups	=
6	Improve the participation rate of high school graduates within the District Service	% of June high school graduates from District Service Area attending FHDA in the fall	The participation rate will increase to 30%	=
7	Achieve structurally balanced budget	Ongoing revenue / Ongoing expense	1	=
8	Provide appropriate staffing	FTES / Non-instructional support staff	44	-
9		Faculty Obligation	1	=
10	Achieve environmental sustainability practices ...	Index of sustainability metrics	0.9	+
11	Align facilities with student load	Index of “cap use” ratios	1	+
	* 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

2011 ARCC Peer Groups

Measure	Foothill	De Anza
Student Progress and Achievement Rate	Alameda; American River; Berkeley City College; Cabrillo; Canyons; Foothill; Glendale; Irvine Valley; Laney; Marin; Merritt; MiraCosta; Monterey; Ohlone; Palomar; Saddleback; San Diego City; San Diego Miramar; San Francisco City; San Mateo; Santa Rosa; West L.A.; West Valley.	Crafton Hills; Cuesta; De Anza; Diablo Valley; Fullerton; Golden West; Grossmont; L.A. Pierce; Las Positas; Moorpark; Orange Coast; Pasadena City; Sacramento City; San Diego Mesa; Santa Barbara City; Santa Monica City; Sierra; Skyline; Ventura.
Students Earning at Least 30 Units Rate	Canada; Foothill; Marin; San Mateo; West Valley.	American River; De Anza; Diablo Valley; El Camino; Long Beach City; Moorpark; Mt. San Antonio; Orange Coast; Palomar; Pasadena City; Riverside; Sacramento City; Saddleback; San Francisco City; Santa Ana; Santa Monica City; Santa Rosa
Fall to Fall Persistence Rate	Canada; Canyons; De Anza; Diablo Valley; Evergreen Valley; Foothill; Gavilan; Irvine Valley; Las Positas; Marin; Mission; Moorpark; Ohlone; Saddleback; San Jose City, San Mateo, West Valley	same as Foothill
Percent Successful in Basic Skills Courses	American River, Canyons, De Anza, Diablo Valley Foothill, Fullerton, Mt. San Antonio, Orange Coast Palomar, Saddleback, San Diego Mesa San Francisco City, Santa Ana, Santa Rosa Sierra, Southwestern	same as Foothill
Basic Skills Improvement Rate	Canada, Cerro Coso, East L.A., Foothill, Hartnell, Irvine Valley, L.A. Trade-Tech, Marin, Mendocino, Mission, Monterey, Rio Hondo, San Mateo, Santa Rosa, Santiago Canyon, Skyline, West Valley	Antelope Valley, Bakersfield, Barstow, Cabrillo, Canyons, Chaffey, Citrus, Columbia, Cosumnes River, Crafton Hills, Cypress, De Anza, Desert, Evergreen Valley, Fullerton, Gavilan, Golden West, Grossmont, L.A. City, L.A. Mission, L.A. Pierce, L.A. Valley, Las Positas, Lassen, Long Beach City, Mira Costa, Modesto, Moorpark, Mt. San Antonio, Mt. San Jacinto, Napa Valley, Orange Coast, Oxnard, Palo Verde, Palomar, Pasadena City, Riverside, Sacramento City, Saddleback, San Bernardino, San Francisco City, San Jose City, Santa Barbara City, Shasta, Sierra, Solano, Southwestern
ESL Improvement Rate	American River, Canyons, Foothill, Palomar, Saddleback, San Francisco City, Santa Ana, Santa Rosa	Bakersfield, Cerritos, Chaffey, De Anza, El Camino, Fresno City, Fullerton, L.A. Pierce, Long Beach City, Modesto, Mt. San Antonio, Orange Coast, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara City, Santa Monica City, Southwestern
Percent Successful in Vocational Education Courses	Alameda, American River, Cabrillo, Cerritos, Chabot, Cosumnes River, East L.A., Foothill, Hartnell, L.A. Trade-Tech, Las Positas, Long Beach City, Mira Costa, Mt. San Antonio, Ohlone, Palomar, San Bernardino, San Diego Miramar, San Francisco City, San Jose City, San Mateo, Sierra, Skyline	Antelope Valley, Chaffey, Citrus, Compton, Copper Mountain, Crafton Hills, Cypress, De Anza, Desert, Diablo Valley, El Camino, Evergreen Valley, Folsom Lake, Fresno City, Fullerton, Glendale, Golden West, Grossmont, L.A. Harbor, L.A. Mission, L.A. Pierce, L.A. Valley, Los Medanos, Modesto, Moorpark, Mt. San Jacinto, Orange Coast, Oxnard, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara City, Santa Monica City, Solano, Southwestern, Ventura, Victor Valley, Yuba

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 30, 2011

Executive Summary

Introduction

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges Chancellor's Office (CCCCO) to design and implement a performance measurement system that contained performance indicators for the system and its colleges. As per legislative intent, the CCCCCO collaborated with the system's colleges and advisory structure, a panel of national experts, the Legislative Analyst's Office, the Department of Finance, and the Secretary of Education to formulate this comprehensive system that has become known as "ARCC" (Accountability Reporting for the Community Colleges). In recognizing that the initial report in 2007 required the CCCCCO to test innovative ideas about performance measurement and to use a massive state database, the CCCCCO completed the 2007 ARCC report as a pilot report for the Legislature. The 2011 ARCC report builds upon the prior reports through various improvements in data quality and a new year of data.

Systemwide Performance

This report will benefit policy makers by detailing many of the critical contributions that the California Community Colleges have made in recent years. The most notable findings at the state level include the following:

- Community college students who earned a vocational degree or certificate in 2004-2005 saw their wages jump from \$28,238 (for the last year before receipt of the award) to \$56,397 three years after earning their degree (2008), an increase of almost 100 percent.
- A large number of Californians access and use the CCC system; participation rates are high, with about 84 out of every 1,000 people (ages 18 to 65) in the state enrolled in a CCC in 2009-2010.
- The system enrolls almost one-fourth of all 20 to 24-year olds in California, with participation rates of 237 per 1,000 for 2009-2010.
- In 2009-2010, the system transferred nearly 93,000 students to four-year institutions (public, private, in-state, and out-of-state). The California State University (CSU) system continues as the most frequent transfer destination for community college students with the enrollment of nearly 38,000 students from the community colleges. Nearly 15,000 community college students enrolled in the University of California (UC) system, the state's most selective public higher education system. This figure continues a four-year trend of increasing transfers to the UC system.
- Transfers during 2009-2010 to in-state-private institutions and all out-of-state institutions account for more than 23,000 and more than 17,000 transfers, respectively.

Executive Summary

- In 2009-2010, the system contributed to the state's critical health care labor force, as about 8,400 students earned degrees or certificates in nursing.
- The system's contribution in 2009-2010 to the state's workforce included nearly 64,000 associate degrees and certificates in vocational/occupational areas.

College Level Performance

The bulk of the ARCC report covers each college's performance on eight critical indicators.

The table below lists the seven indicators for which ARCC has complete data. These numbers are percentages of success among target populations that the colleges and the CCCCCO jointly defined. As a quick snapshot of how the system has done on these indicators, this table displays the figures for the year in which the most recent data are available. If a person needs to analyze the performance of a specific community college, he/she should refer to the individual college rates that appear in the section for "College Level Indicators" rather than to these systemwide rates.

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2004-05 to 2009-10)	53.6%
2. Completed 30 or More Units (2004-05 to 2009-10)	72.8%
3. Fall to Fall Persistence (Fall 2008 to Fall 2009)	67.6%
4. Vocational Course Completion (2009-10)	77.0%
5. Basic Skills Course Completion (2009-10)	61.4%
6. ESL Course Improvement (2007-08 to 2009-10)	54.6%
7. Basic Skills Course Improvement (2007-08 to 2009-10)	58.6%

Because the ARCC indicators have unique definitions, we cannot compare these indicators to those generated for other states or by other studies of the California Community Colleges. The evaluation of individual college performance requires the use of the extensive tabulations that we cover next.

Each of the community colleges covered in this report has six pages of information to facilitate and stimulate discussions about college performance within each community. In these six pages per college, the report shows (1) the three-year trend for each of the

Executive Summary

seven indicators; (2) the college profile (i.e., its enrollment demographics); (3) a comparison of its performance with a peer group (i.e., colleges that have similar environments that affect an indicator); and (4) a self-assessment by each college. Together, this information provides readers with a fair and comprehensive picture of the achievements at any community college—a picture that simple scorecards or rankings would fail to present.

The ensemble of information in the six pages must act jointly as the inputs for any evaluation of a college's performance. Each piece of information contributes something to an evaluation of performance. For example, the year-to-year information alerts us to any trends that may be occurring at a college. The peer grouping information gives us a useful base of comparison (across equally advantaged institutions) for the most recent time period. The college's self-assessment substantially enhances both the year-to-year information and the peer group information by identifying the unique factors of a college that affect its performance. The college demographic profile, in turn, supplies a unique snapshot of the college's service population, information that local officials can use to evaluate community access and the overall enrollment picture.

These six pages for each college deliver the essence of the ARCC's objective for local accountability. Ideally, each college's local governing board and local community will use this package of information for data-based policy discussions. This strategy will benefit communities throughout the state because it equips them with data to address their local priorities. To ensure that this process occurs in each community, the legislation for ARCC requires each college to submit to the CCCCCO by March 14, 2011, documentation of interaction by each local board of trustees with the 2010 ARCC report.

Conclusion

This fifth year of the ARCC effort improves the annual report that provides the State Legislature and the Governor's Office an ongoing, cost-effective structure for performance improvement that respects and promotes local decision-making. All of the state's community colleges (except for Lassen College) have already shared the 2010 report with their own local board of trustees, as required by law, and many college administrations have subsequently begun analyses to leverage the data and findings in the ARCC project. As evidenced by the self-assessments within this report, the community colleges have used the ARCC report in different ways to learn how they can improve their performances. Lastly, the ARCC report for 2012 will probably capture college performances a little more precisely than the 2011 report because all of the colleges will have completed extensive data quality improvement efforts (budgets permitting).

ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	68.7%	67.2%	64.1%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	75.3%	77.2%	80.5%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	74.4%	75.9%	75.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	89.4%	88.0%	87.9%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	80.4%	83.1%	80.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	56.1%	55.4%	57.4%
Basic Skills Improvement Rate	67.5%	62.3%	62.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 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)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	34,832	35,638	34,527
Full-Time Equivalent Students (FTES)*	13,610	14,157	14,380

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	23.3%	22.7%	24.9%
20 - 24	20.5%	21.4%	22.7%
25 - 49	37.3%	37.5%	35.8%
Over 49	18.9%	18.3%	16.4%
Unknown	0.0%	0.1%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.6%	53.4%	54.1%
Male	45.4%	46.5%	45.9%
Unknown	0.1%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.3%	3.2%	3.1%
American Indian/Alaskan Native	0.4%	1.1%	0.6%
Asian	24.9%	23.5%	22.2%
Filipino	2.6%	2.6%	2.6%
Hispanic	10.9%	10.3%	12.0%
Pacific Islander	0.8%	0.9%	0.8%
Two or More Races	.%	.%	2.1%
Unknown/Non-Respondent	16.7%	19.5%	20.3%
White Non-Hispanic	40.4%	39.1%	36.3%

Source: Chancellor's Office, Management Information System



ARCC 2011 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	64.1	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	80.5	74.8	70.4	80.5	B6
C	Persistence Rate	75.6	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	87.9	75.7	61.6	88.0	D4
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F	Improvement Rate for Credit Basic Skills Courses	62.8	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	57.4	51.7	30.5	66.6	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 2011 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Self-Assessment

Foothill College, nationally recognized for leadership in community college higher education, serves approximately 18,000 students each fall. In the 2009-10 academic year, students represented a wide variety of backgrounds: 36.3% identified themselves as White, 25.6% Asian/Filipino/Pacific Islander, 12.0% Hispanic, 3.1% African American, and 2.1% Multi-Ethnic.

Foothill is a pioneer in providing access through online distance learning, offering eleven online degree programs with enrollments reaching 5,000. While many colleges offer online courses, few enable students to complete entire degree programs online. Foothill has one of the state's strongest transfer programs, with over 1,000 students transferring to four-year institutions in 2009-10. While UC Davis and UC San Diego are the second and third highest transfer destinations behind San Jose State University, over 500 students also transfer to private and out-of-state institutions. According to the Chancellor's Office Transfer Velocity Data Mart, 53% of the 2004-05 cohort who were tracked for six years transferred, a figure 12% higher than the statewide transfer rate. Foothill also provides strong career and workforce education. Over 600 students earn career certificates and associate degrees each year in a wide variety of disciplines.

Compared to its peers, Foothill ranks higher than the group average in all seven accountability indicators and the highest in two of the indicators—Students Earned 30 Units and Course Completion for Basic Skills Courses (80.5% and 80.7% respectively for 2009-10). Some examples of Foothill's innovative efforts to provide support and address basic skills development include Math My Way, Pass the Torch, and Adaptive Learning's Summer Academy. The decline in Student Progress and Achievement Rate (67.2% in 2008-09 to 64.1% in 2009-10) reflects a drop in the percentage of the cohort that earned a certificate and transferred to four-year institutions. The decline in certificates awarded stems in part from the change in state regulations requiring a minimum number of units for a state approved certificate. The number of certificates awarded will likely increase as new certificates are approved in the next couple years. The transfer rate is impacted by the number of seats available at the CSU and UC systems; Foothill will continue its efforts to increase the number of students completing a certificate and transferring.

To continue progress on student achievement, self assessment, and quality improvement, Foothill has adopted an innovative integrated planning system built around the college's strategic initiatives of building a community of scholars, promoting a collaborative decision-making environment, and putting access into action. The college's core missions reflect its emphasis on basic skills, transfer, workforce development, and stewardship of resources. This commitment builds upon Foothill's tradition of excellence and innovation as it continues to increase student access and achievement. In the current academic year, the planning model is being used to focus resources on the core missions and to create further focus, innovation, and new initiatives in these areas.



ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	70.4%	70.8%	72.8%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	83.1%	83.8%	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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	70.1%	70.9%	63.6%



ARCC 2011 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	83.4%	81.9%	76.8%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	78.6%	77.8%	77.2%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	65.9%	67.2%	68.7%
Basic Skills Improvement Rate	72.9%	75.7%	76.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

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Foothill-De Anza Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	41,235	43,294	40,822
Full-Time Equivalent Students (FTES)*	19,766	20,087	18,608

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	32.9%	32.0%	29.8%
20 - 24	27.7%	27.7%	30.1%
25 - 49	33.5%	34.0%	33.8%
Over 49	5.8%	6.3%	6.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	51.6%	51.3%	50.5%
Male	48.4%	48.7%	49.5%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

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College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	5.4%	5.0%	3.4%
American Indian/Alaskan Native	0.6%	0.8%	0.9%
Asian	37.7%	35.7%	37.9%
Filipino	4.8%	4.6%	4.8%
Hispanic	16.4%	15.2%	15.1%
Pacific Islander	0.9%	0.9%	0.6%
Two or More Races	.%	.%	2.3%
Unknown/Non-Respondent	9.3%	13.8%	11.9%
White Non-Hispanic	24.8%	24.1%	23.2%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

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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	72.8	60.7	48.0	72.8	A2
B	Percent of Students Who Earned at Least 30 Units	83.8	75.1	69.4	83.8	B4
C	Persistence Rate	63.6	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.8	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	77.2	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	76.0	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	68.7	58.7	48.9	69.2	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 2011 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 from a variety of ethnic backgrounds: 38% identify as Asian, 23% White, 15% Hispanic, 5% Filipino, 3% African Ancestry, and 2% as multiple races. De Anza's strategic plan includes four major initiatives: outreach to historically underrepresented populations; individualized attention to student success and retention; cultural competence; and community collaborations. Direct results include the Office of Outreach and Relations with Schools developing ties to more than 70 area high schools. Attendees of the Outreach-sponsored annual open house for new students and parents increased from 300 attendees in 2006 to more than 4,000 in 2010 for a total of 12,000 thus far; eight conferences for more than 2,600 Latina/o, African American and Filipino and Pacific Islander high school students will have been conducted by spring 2011.

The college has established institutional metrics using ARCC data and, for 2011, has achieved the highest score within the peer group for the Student Progress and Achievement Rate: 72.8%. The college is on its way to achieving additional metrics; also for 2011, the Successful Course Completion Rates for Basic Skills (77.2%) remains above the peer group average, and the Credit Basic Skills Improvement Rate (76.0%) remains the highest. The vocational course success rate (76.8%) is also well above the average.

Compared to its peers, De Anza ranked highest in three of the seven accountability indicators (Achievement Rate, Students Earned 30 Units, and Improvement Rate for Credit Basic Skills), substantially above average in three, and just below average in one. De Anza's persistence rate decreased from last year; however, through targeted initiatives, the college aims to achieve the highest score within the peer group.

The college is engaged in a six-year planning cycle, including outcomes-based program review incorporating campuswide Student Learning Outcomes (SLOs) and assessment planning. De Anza has as its highest priority the improvement of student learning and achievement through institutional planning and assessment.

Almost 2,500 De Anza students transfer each year to in- and out-of-state public and private colleges and universities; for the 2004-2005 cohort tracked for six years, the college's transfer rate was ranked second in the state according to the Chancellor's Office Transfer Velocity Data Mart. De Anza awards approximately 1,200 associate's degrees annually and provides a broad range of workforce education opportunities; 500 career certificates are awarded each year. The college has been a pioneer in providing access through distance learning; students may complete more than half of their coursework in 111 degree and 29 certificate programs in that manner. The college also uses next-generation technology to evaluate learning needs and deliver supplemental instruction.

De Anza College accountability results demonstrate high levels of performance and its strategic planning initiatives are aimed at increasing this achievement and meeting institutional metrics. It must be noted that continued dramatic cuts in funding to community colleges threaten the education of students statewide.

