

Board of Trustees Agenda Item**Board Meeting Date:** August 27, 2012**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 2012 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:

For information only.

Submitted by:	Andrew LaManque
Additional contact names:	Joe Moreau
Is backup provided?	Yes



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.

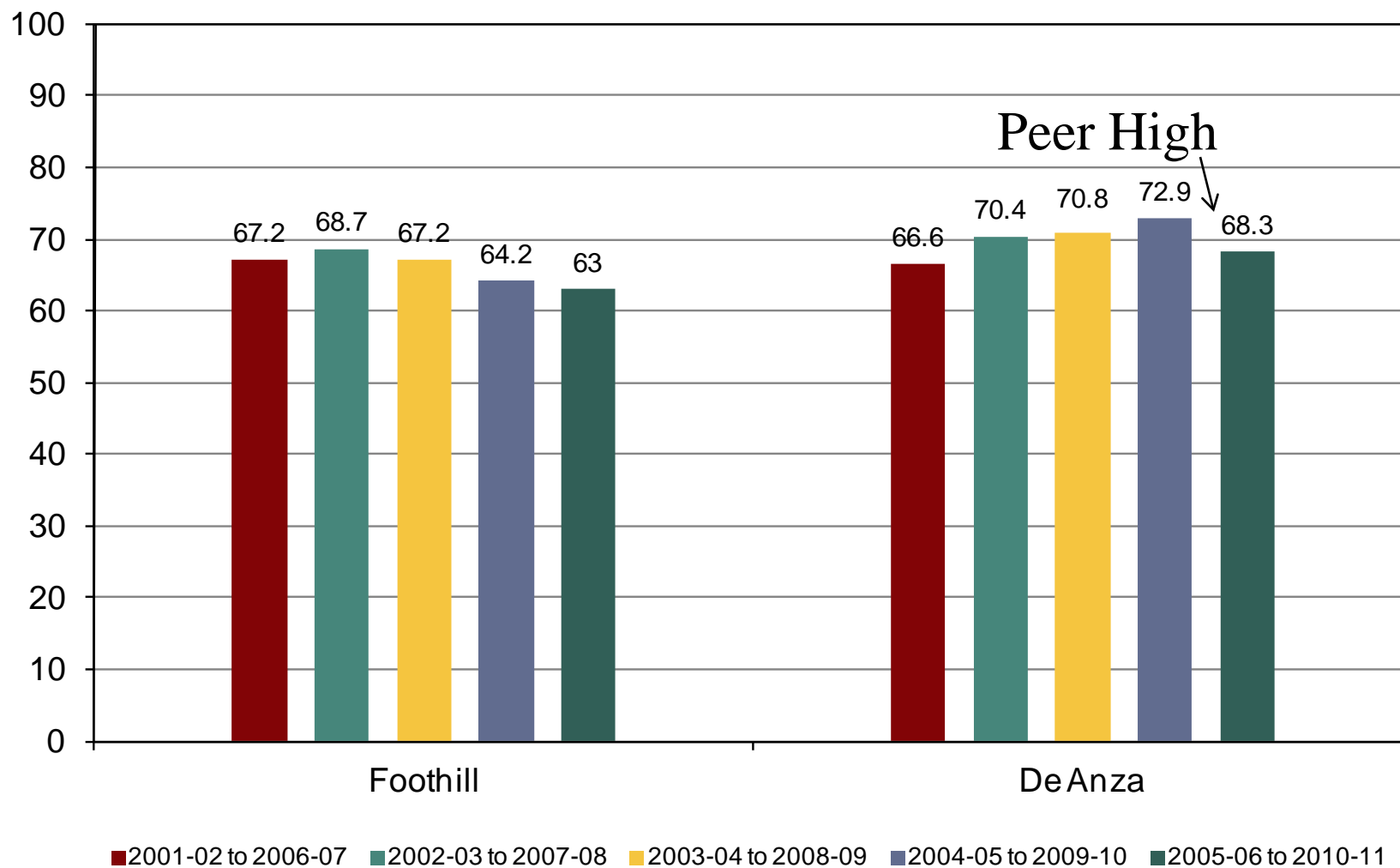


Purpose of Presentation

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

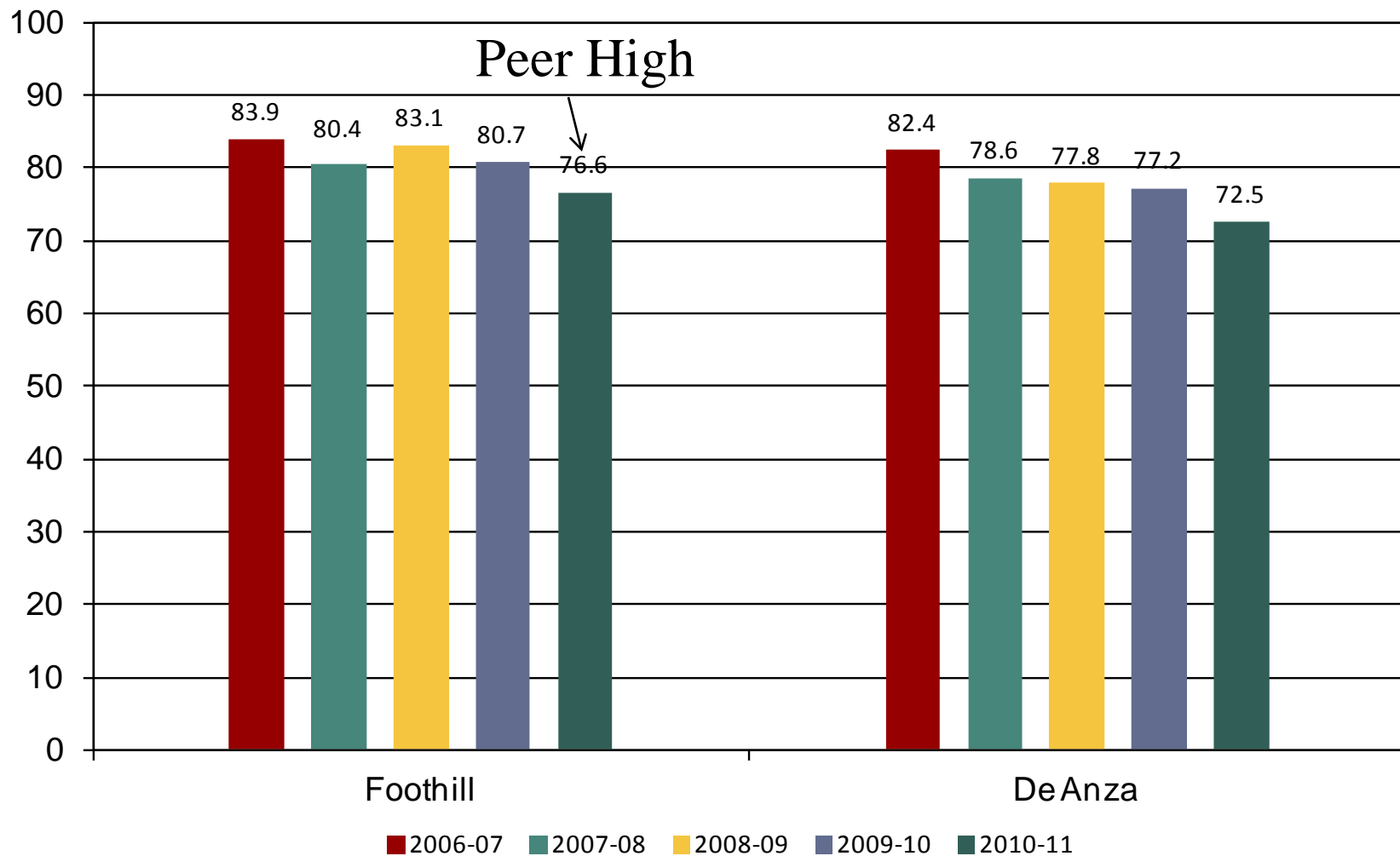
Student Success Metric: 75% or highest in peer group



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 *

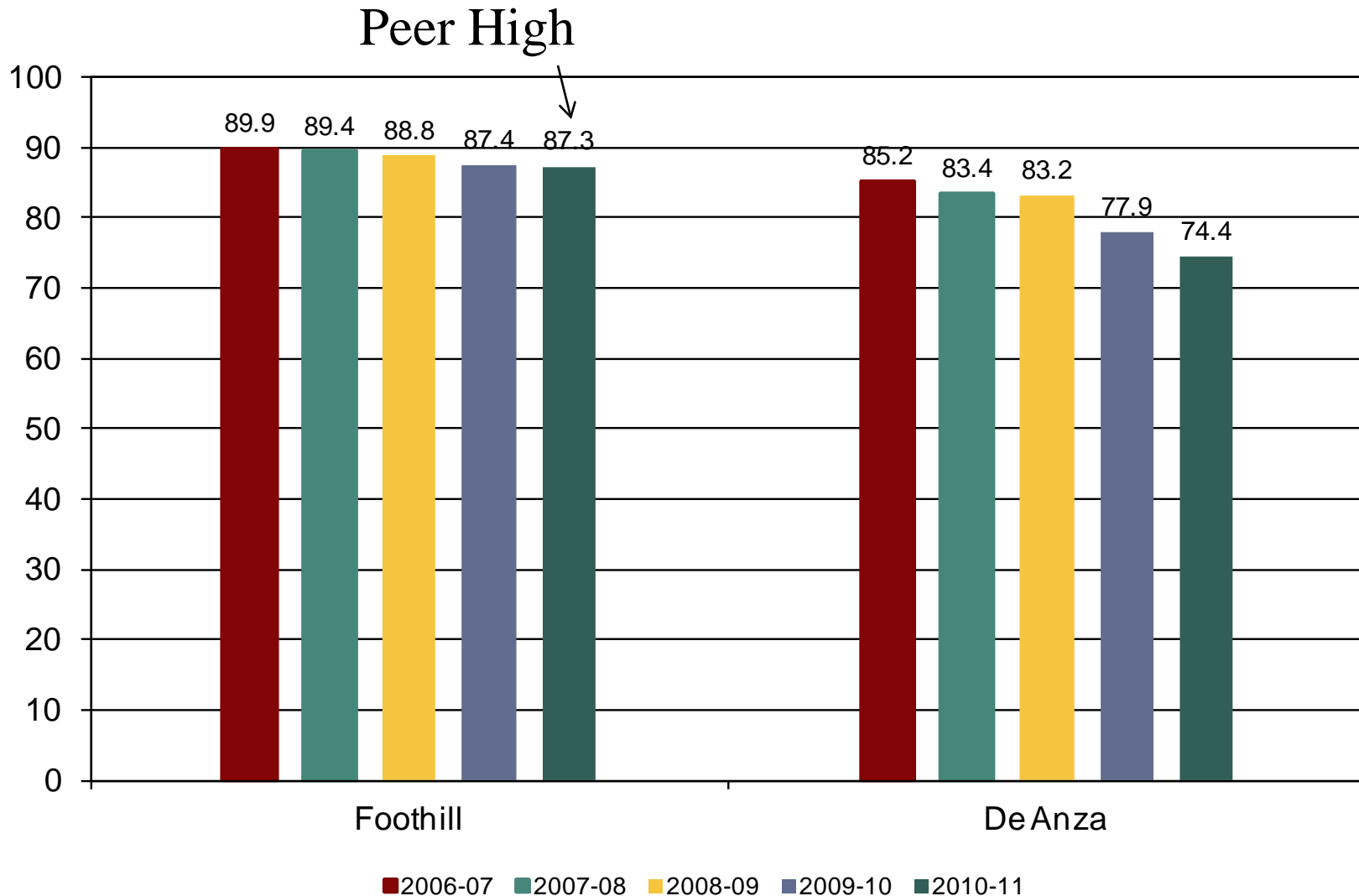
Student Success Metric: 85% or highest in peer group



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

Figure 3 – Percent Successful in Vocational Education Courses

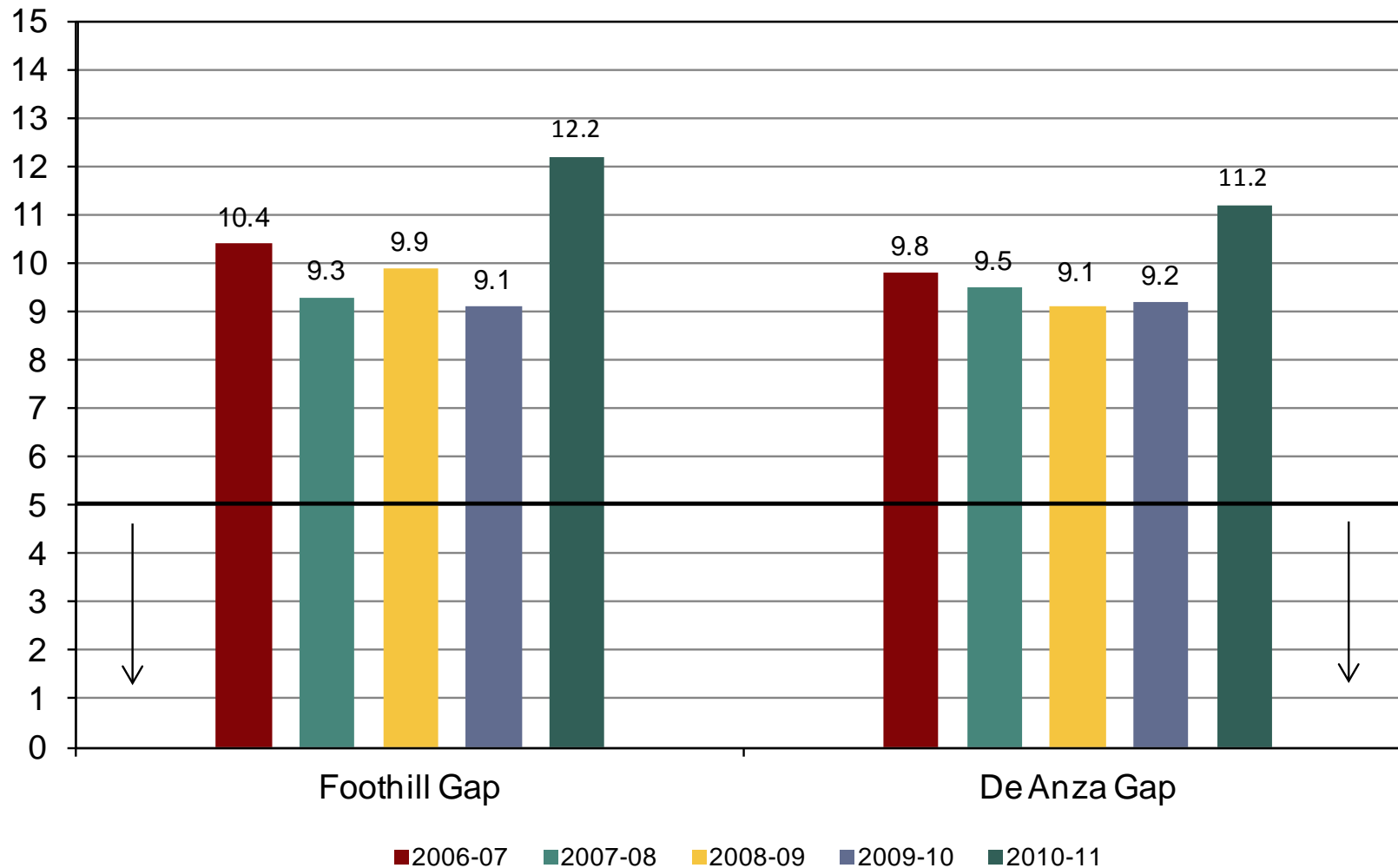
Student Success Metric: 90% or highest in peer group



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

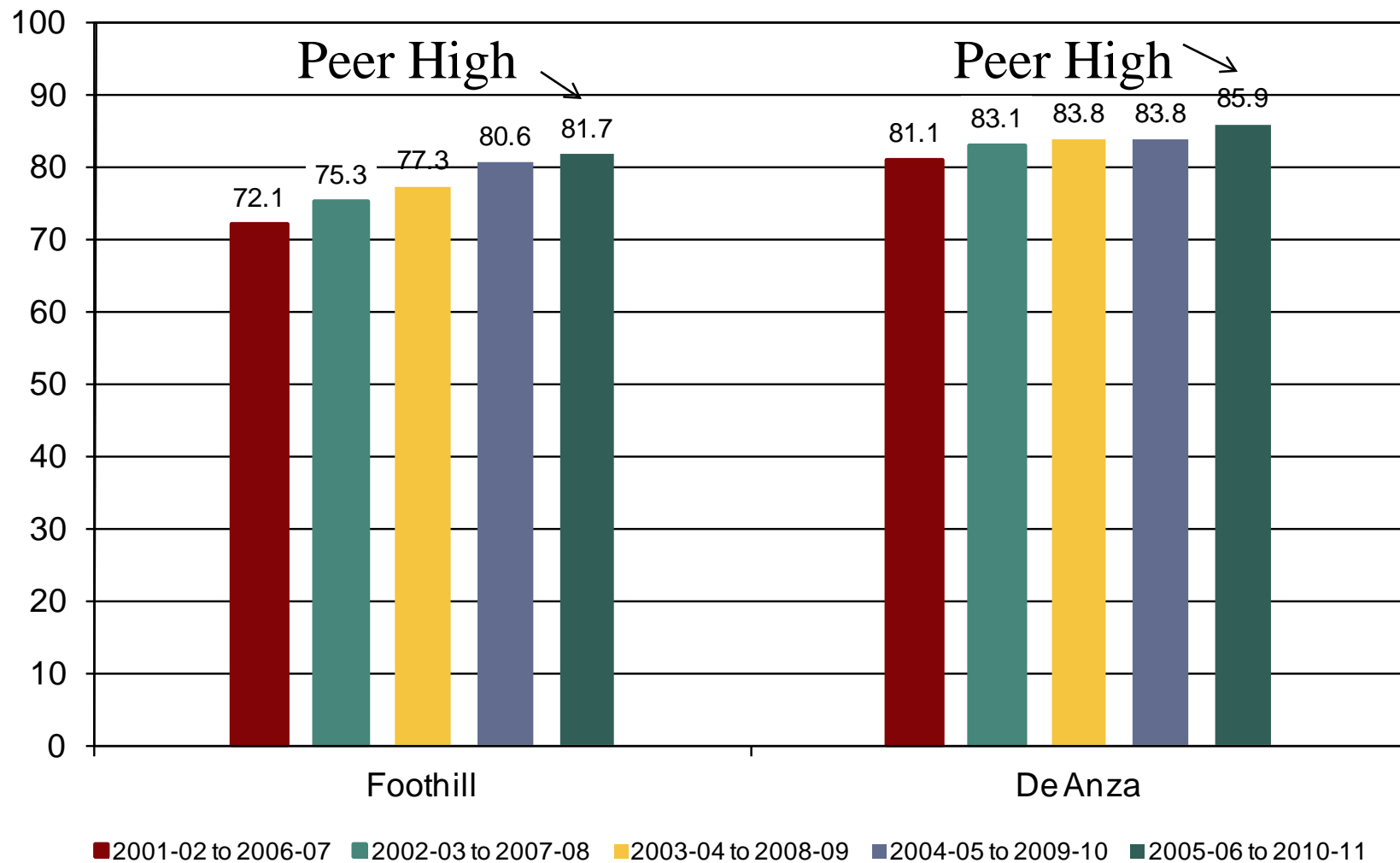
Figure 4 – Course Success Rates by Ethnicity

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.

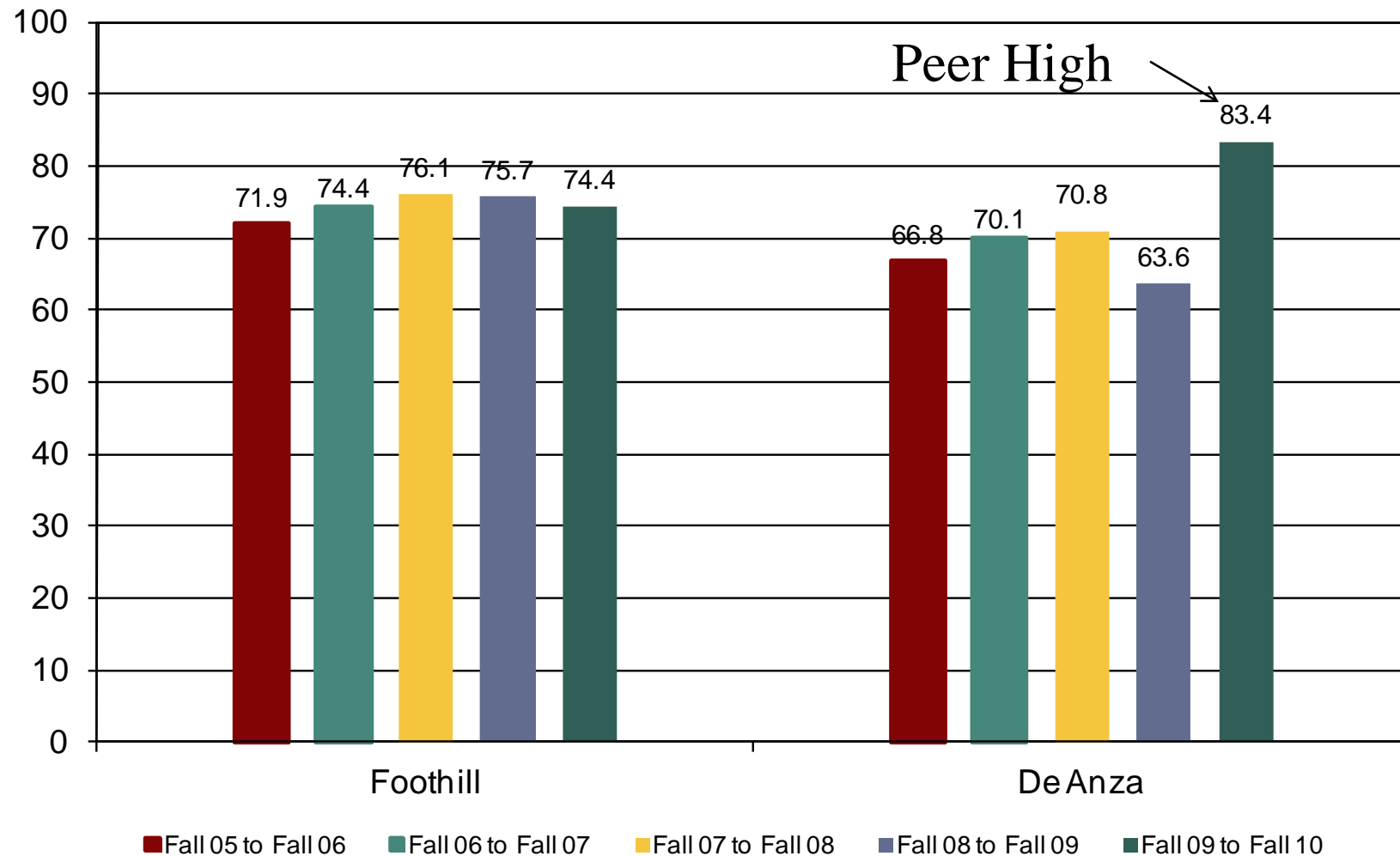
Figure 5 – Students Earning at Least 30 Units Rate



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

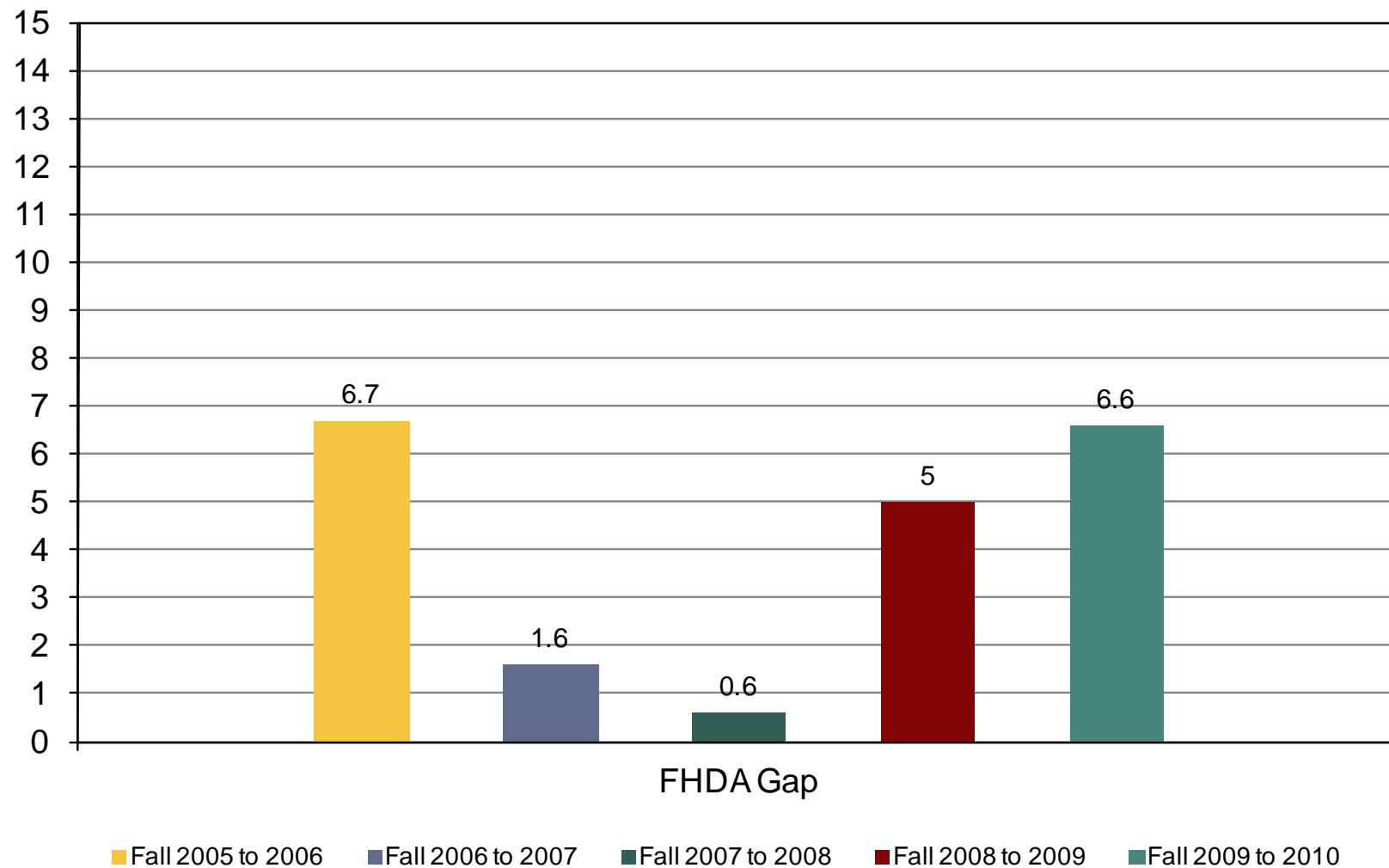


Definition: Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.

* 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 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

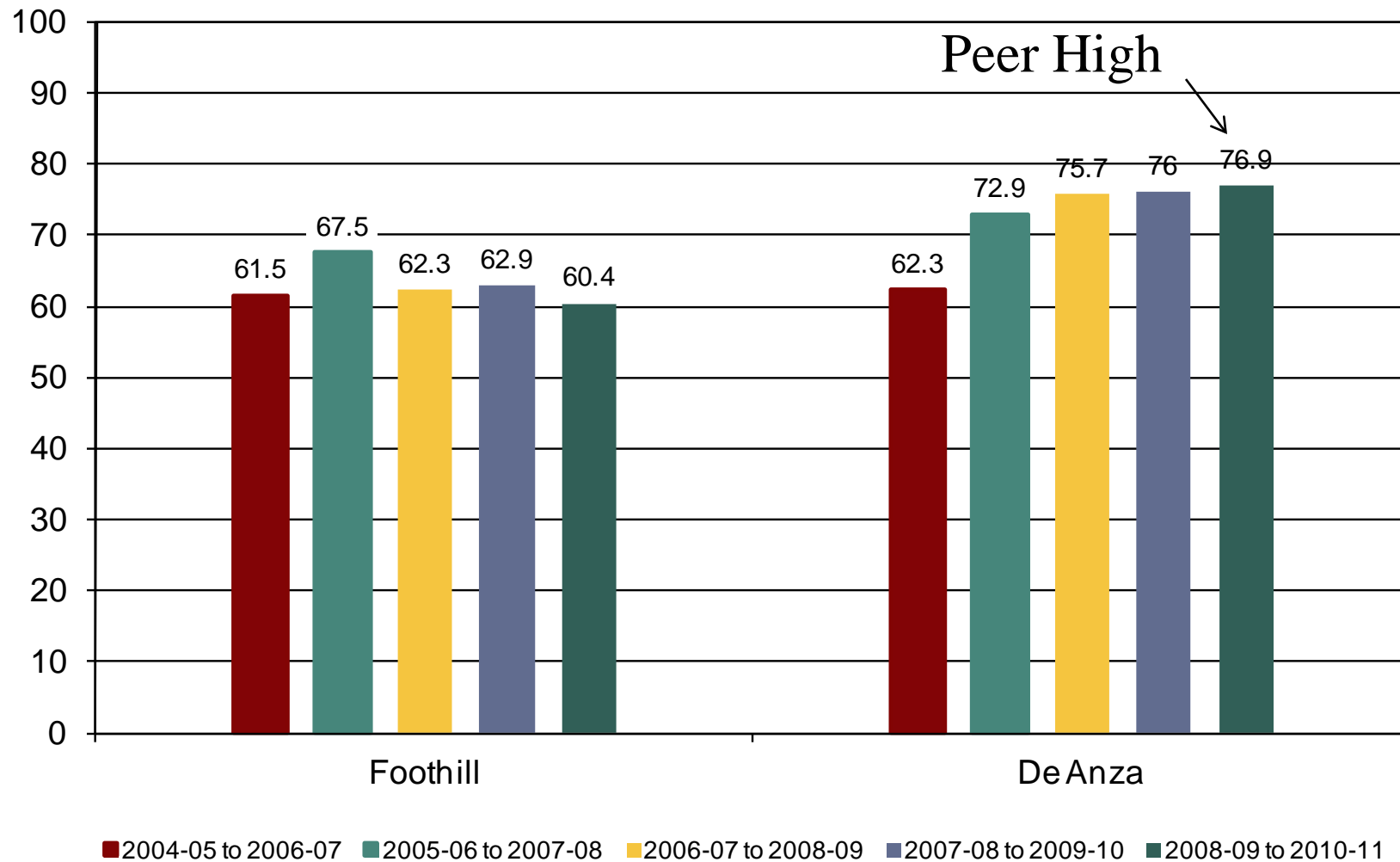


Figure 9 – ESL (Completion Credit) Improvement Rate
Successful Completion of a Higher Course within Three Years

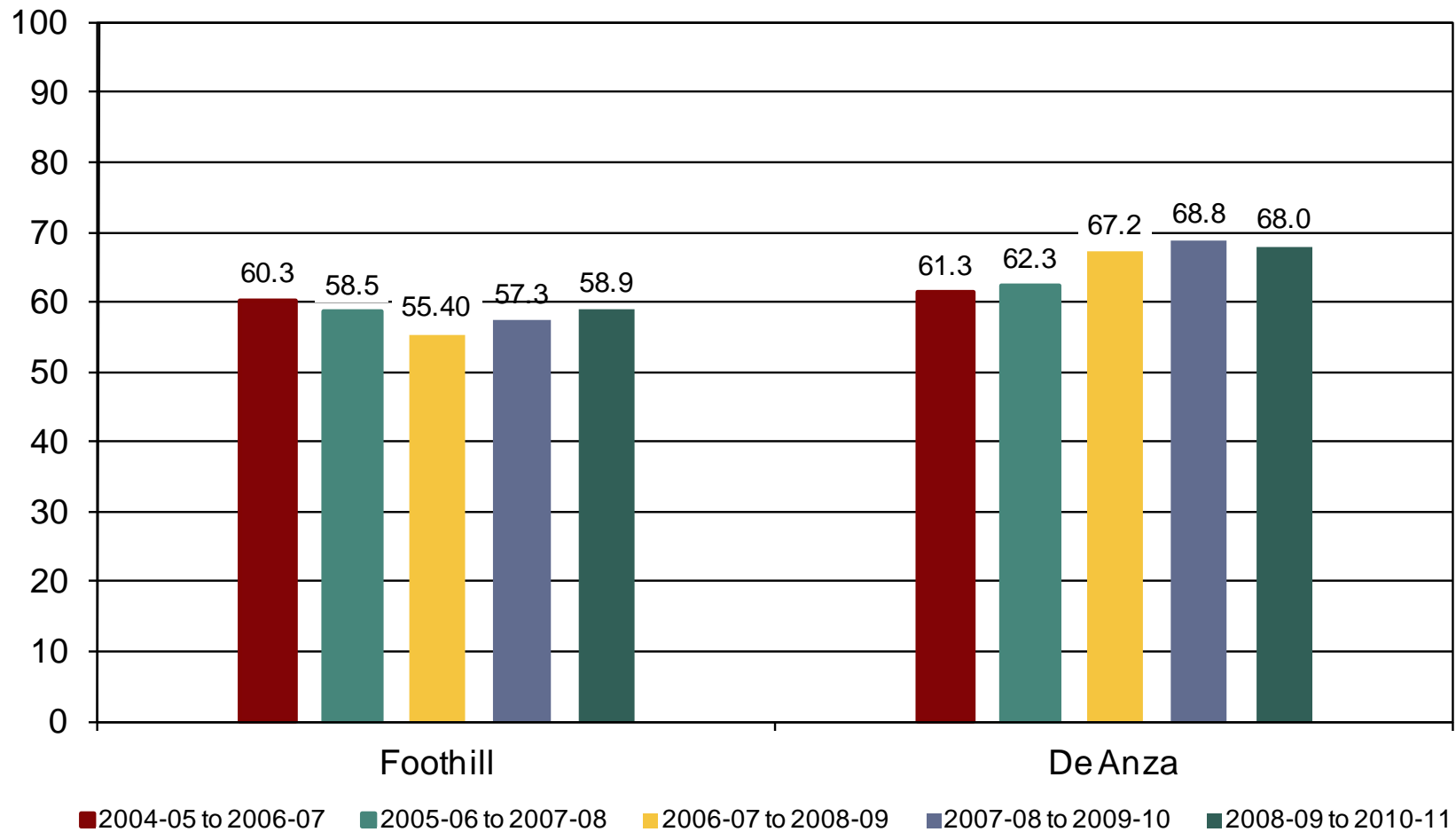
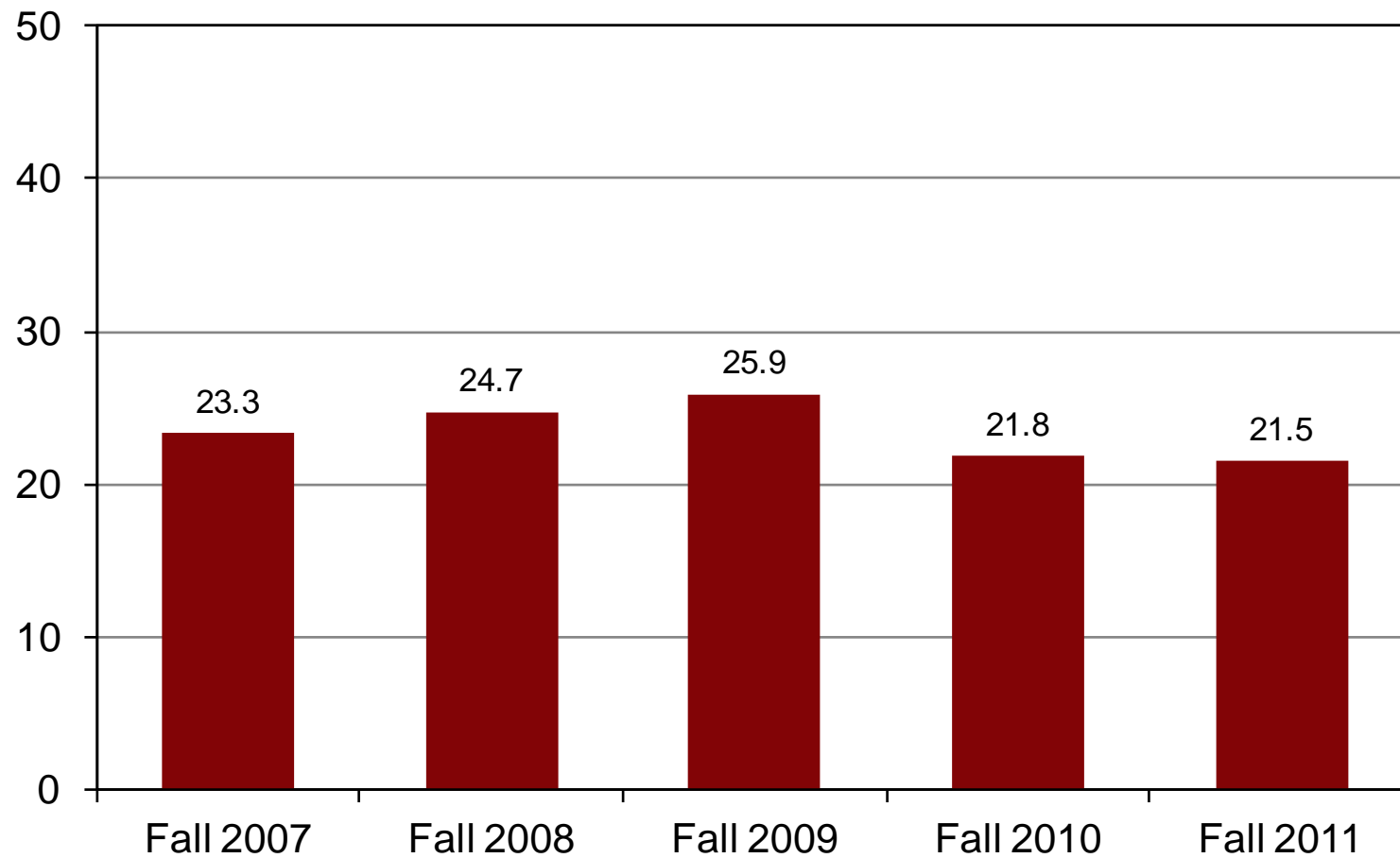


Figure 10 – High School Participation Rate FHDA Service Area

Student Access Metric: 30%



Fremont Union, Mountain View - Los Altos, Palo Alto Districts
June 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

2012 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 31, 2012

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 2012 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:

- A large number of Californians access and use the CCC system; participation rates are high, with about 83 out of every 1,000 people (ages 18 to 65) in the state enrolled in a CCC in 2010-2011.
- The system enrolls almost one-fourth of all 20 to 24-year olds in California, with participation rates of 236 per 1,000 for 2010-2011.
- Community college students who earned a vocational degree or certificate in 2005-2006 saw their wages jump from \$29,750 (for the last year before receipt of the award) to \$58,777 four years after earning their degree (2009), an increase of almost 100 percent.
- In 2010-2011, the system transferred more than 112,000 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 almost 57,000 students from the community colleges. Nearly 16,000 community college students enrolled in the University of California (UC) system, the state's most selective public higher education system. This figure continues a six-year trend of increasing transfers to the UC system.

Executive Summary

- In 2010-2011, the system continued to contribute to the state's health care labor force, more than 8,000 students earned degrees or certificates in nursing.
- The system's contribution in 2010-2011 to the state's workforce included more than 66,000 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 (2005-06 to 2010-11)	53.6%
2. Completed 30 or More Units (2005-06 to 2010-11)	73.5%
3. Fall to Fall Persistence (Fall 2009 to Fall 2010)	71.3%
4. Vocational Course Completion (2010-11)	76.7%
5. Basic Skills Course Completion (2010-11)	62.0%
6. ESL Course Improvement (2008-09 to 2010-11)	54.6%
7. Basic Skills Course Improvement (2008-09 to 2010-11)	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 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

Executive Summary

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 15, 2013, documentation of interaction by each local board of trustees with the 2012 ARCC report.

Conclusion

This sixth 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. Community colleges (except for Hartnell College, Gavilan College and College of the Sequoias) have already shared the 2011 report with their local board of trustees, as required, 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.

ARCC 2012 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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	67.2%	64.2%	63.0%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	77.3%	80.6%	81.7%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	76.1%	75.7%	74.4%



ARCC 2012 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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	88.8%	87.4%	87.3%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	83.1%	80.7%	76.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	55.4%	57.3%	58.9%
Basic Skills Improvement Rate	62.3%	62.9%	60.4%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2012 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)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	35,633	34,513	30,032
Full-Time Equivalent Students (FTES)	14,157	14,380	13,046

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	22.7%	24.9%	24.8 %
20 - 24	21.4%	22.7%	24.5 %
25 - 49	37.5%	35.8%	35.7 %
Over 49	18.3%	16.4%	14.8 %
Unknown	0.1%	0.2%	0.2 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.4%	54.1%	53.9%
Male	46.5%	45.9%	45.4%
Unknown	0.0%	0.0%	0.8%

Source: Chancellor's Office, Management Information System



ARCC 2012 Report: College Level Indicators

Foothill College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	3.2%	3.1%	3.5%
American Indian/Alaskan Native	1.1%	0.6%	0.4%
Asian	23.5%	22.3%	25.2%
Filipino	2.6%	2.6%	2.8%
Hispanic	10.3%	12.0%	15.1%
Pacific Islander	0.9%	0.8%	0.8%
Two or More Races	.%	2.1%	2.9%
Unknown/Non-Respondent	19.5%	20.3%	9.1%
White Non-Hispanic	39.1%	36.3%	40.0%

Source: Chancellor's Office, Management Information System



ARCC 2012 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	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	63.0	56.9	40.5	68.3	A4
B	Percent of Students Who Earned at Least 30 Units	81.7	76.2	73.3	81.7	B6
C	Persistence Rate	74.4	74.2	62.7	83.4	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	87.3	75.8	65.1	87.3	D4
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F	Improvement Rate for Credit Basic Skills Courses	60.4	58.1	41.6	72.1	F5
G	Improvement Rate for Credit ESL Courses	58.9	54.8	45.0	71.6	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 2012 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 15,000 students each quarter. Students come from a wide variety of backgrounds: 38.1% identify themselves as White, 29.1% Asian/Filipino/Pacific Islander, 17.9% Hispanic, and 4.8% as African American.

Foothill is a pioneer in providing access through online education, offering eleven online degree programs with enrollment reaching over 7,000. While many colleges offer online courses, Foothill enables students to complete several entire degree programs fully online. Foothill has one of the state's strongest transfer programs, with over 600 students transferring to the California State University and University of California systems in 2010-11, presenting a six percentage point increase from 2009-10. San Jose State University, San Francisco State, UC Davis, UC San Diego, and UC Berkeley represent the top five public transfer destinations. According to the Chancellor's Office Transfer Velocity Data Mart, 57% of the 2005-06 cohort who were tracked for six years transferred, a figure 15% higher than the statewide transfer rate. Foothill also provides strong career and workforce education. Over 900 students in 2010-11 earned career certificates and associate degrees 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 three of the indicators—Students Earned 30 Units, Course Completion for Credit Vocational Courses, and Course Completion for Basic Skills Courses (81.7%, 87.3%, and 76.6% respectively for 2010-11). Some examples of Foothill's innovative efforts to provide support and address basic skills development include Math My Way, Pass the Torch, and the Summer Bridge Math Program. While Foothill's basic skills completion percentage rate moved from 80.7% in 2009-10 to 76.6% in 2010-11, this figure continues to be the peer group high. The Student Progress and Achievement Rate for the 2005-06 cohort (63.0%) reflect the effects of the recertification process for state-recognized certificate programs. While there appears to be a two percentage point difference among the certificates awarded to the 2003-04 and 2005-06 cohort, there is actually an increase in the number of earned certificates among the 2004-05 and 2005-06 cohorts. Foothill continues to monitor and make modifications to increase the number of certificates awarded and to increase its transfer rate, even as the public four-year systems become increasingly impacted and criteria for admission becomes more stringent.

To continue progress on student achievement, self-assessment, and quality improvement, Foothill has adopted an innovative integrated planning process reinforcing the college's core missions 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.



ARCC 2012 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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	70.8%	72.9%	68.3%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	83.8%	83.8%	85.9%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	70.8%	63.6%	83.4%



ARCC 2012 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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	83.2%	77.9%	74.4%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	77.8%	77.2%	72.5%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	67.2%	68.8%	68.0%
Basic Skills Improvement Rate	75.7%	76.0%	76.9%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%



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College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	43,293	40,821	37,601
Full-Time Equivalent Students (FTES)	20,087	18,608	17,642

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	32.0%	29.8%	28.3 %
20 - 24	27.7%	30.1%	32.0 %
25 - 49	34.0%	33.8%	33.4 %
Over 49	6.3%	6.4%	6.2 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	51.3%	50.5%	49.7%
Male	48.7%	49.5%	49.4%
Unknown	0.0%	0.0%	0.9%

Source: Chancellor's Office, Management Information System



ARCC 2012 Report: College Level Indicators

De Anza College

Foothill-De Anza Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	5.0%	3.4%	3.6%
American Indian/Alaskan Native	0.8%	0.9%	0.4%
Asian	35.7%	37.9%	39.4%
Filipino	4.6%	4.8%	5.0%
Hispanic	15.2%	15.1%	17.6%
Pacific Islander	0.9%	0.6%	0.6%
Two or More Races	.%	2.3%	3.1%
Unknown/Non-Respondent	13.8%	11.9%	3.7%
White Non-Hispanic	24.1%	23.2%	26.5%

Source: Chancellor's Office, Management Information System



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College Peer Grouping

Table 1.11: Peer Grouping

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



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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: 39% identify as Asian, 26% White, 18% Hispanic, 5% Filipino, 4% African Ancestry and 3% as multiple races. De Anza's strategic plan includes four initiatives: outreach to historically underrepresented populations; individualized attention to student success and retention; cultural competence; and community collaborations. In 2011, De Anza was a leader in spearheading the creation of The Democracy Commitment at community colleges nationwide, including 11 in California and dozens in 15 other states. The project promotes the development and expansion of community college programs, projects and curricula aimed at engaging students in civic learning and democratic practice.

The college has established institutional metrics using ARCC data, and for 2012 has achieved the highest score within the peer group for the Fall-to Fall Persistence Rate: 83.4%. Also for 2012, the Student Progress and Achievement Rate (68.3%) remains well above the peer group average. The Annual Successful Course Completion Rate for Credit Vocational Courses (74.4%) and the Annual Successful Course Completion Rate for Credit Basic Skills (72.5%) are above the peer group average as well. De Anza ranked highest in three of the seven accountability indicators (Students Earned 30 Units, Persistence Rate, and Improvement Rate for Credit Basic Skills) and substantially above average in the other four.

While the Student Progress and Achievement Rate is above the peer group average, it decreased in the past year from 72.9% to 68.3%. The drop corresponds with an increase in the size of the Job Corps program through 2007-08. Job Corps students included in the cohort grew from 2.14% for the 2004-05 to 2009-10 cohort to 5.34% for the 2005-06 to 2010-11 cohort. The college began to phase out Job Corps in 2008-09, resulting in an increase in De Anza's persistence rate from 63.6% to 83.4%. The program was three quarters in length. By design, most students met their goals within the year and did not enroll the following fall for additional credits needed to obtain a degree or transfer.

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 2010-11 academic year, the college transferred 699 students to a University of California campus and 1,422 students to a California State University campus. De Anza awards approximately 1,200 associate degrees annually and provides a broad range of workforce education opportunities; 500 career certificates are awarded each year. The college also provides access to a wide variety of courses through distance learning and uses next-generation technology to evaluate learning needs and deliver supplemental instruction.

