

# Accountability Reporting for the Community Colleges, 2012

**Presentation to the Board of Trustees**  
**February 4, 2013**



# ARCC Background

- In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC)
- Legislation authorized the California Community Colleges Chancellor's Office (CCCCO) to design and implement a performance measurement system
- The ARCC report relies on data sent to the system CCCCCO via our regular MIS submissions
- Outcomes are for the system as a whole and for individual colleges, but do NOT rank colleges

# ARCC Background

- College performance is based on eight indicators
- College peer groupings: institutions are compared to other institutions that have similar characteristics
  - Institutions are clustered into one of six peer groups
  - Peer group members change depending on the performance indicator
  - Environmental Factors and Institutional Characteristics (Student Count, Average Unit Load, Miles to Nearest UC/CSU, Poverty Index) determine which institutions are selected for peer grouping
- College data must be presented to local Board of Trustees

# Performance Indicators

- 1) **Student Progress & Achievement:** Percent of first-time students who attempt a degree, certificate or transfer course and within 6 years:
  - Earn an award (degree or certificate)
  - Transfer to a 4-year university
  - Achieve Transfer Directed (transfer level math and English)
  - Achieve Transfer Prepared (60 UC/CSU transferable units, >2.0 GPA)
  
- 2) **Completed 30 or More Units:** Percent of first-time students who attempt a degree, certificate or transfer course and within 6 years earned at least 30 units.

# Performance Indicators

- 3) **Fall to Fall Persistence:** Percent of first-time students (minimum of 6 units earned in first fall term) who enroll in a consecutive fall term anywhere in the CCC System.
- 4) **Vocational Course Completion:** Percent of students successfully completing any credit occupational course.
- 5) **Basic Skills Course Completion:** Percent of students successfully completing any credit basic skills course.

# Performance Indicators

- 6) **ESL Course Improvement:** Percent of students who successfully complete a non-transfer level credit ESL course and who go on to successfully complete a higher level ESL course (within same discipline: writing, reading, speaking/listening) or transfer level English course within 3 years.
  
- 7) **Basic Skills Course Improvement:** Percent of students who successfully complete a credit basic skills reading, writing or mathematics course and who go on to successfully complete a higher level or transfer level course in the same discipline within 3 years.

# Performance Indicators

- 8) Career Development and College Preparation (Non-Credit) Progress and Achievement:** Percent of first-time students who in their initial term complete 8 attendance hours in a single CDCP course and achieve any of the following within 3 years:
- Successfully completed a degree-applicable (credit) course
  - Earn a CDCP Certificate
  - Earn an award (degree or certificate)
  - Transfer to 4-year university
  - Achieve Transfer Directed (transfer level math and English)
  - Achieve Transfer Prepared (60 UC/CSU transferable units, >2.0 GPA)

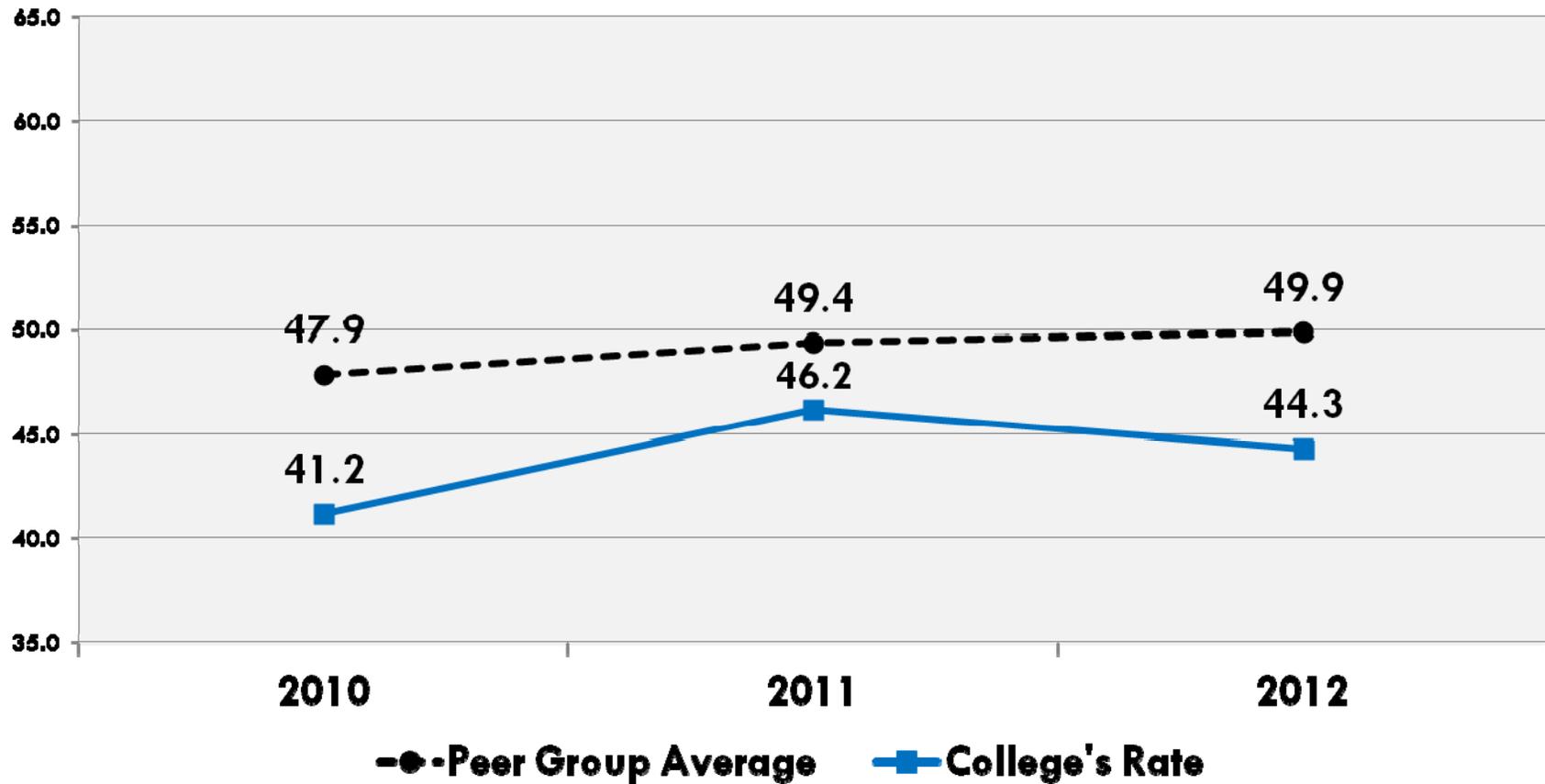
# Santiago Canyon College



**Santiago  
Canyon  
College**

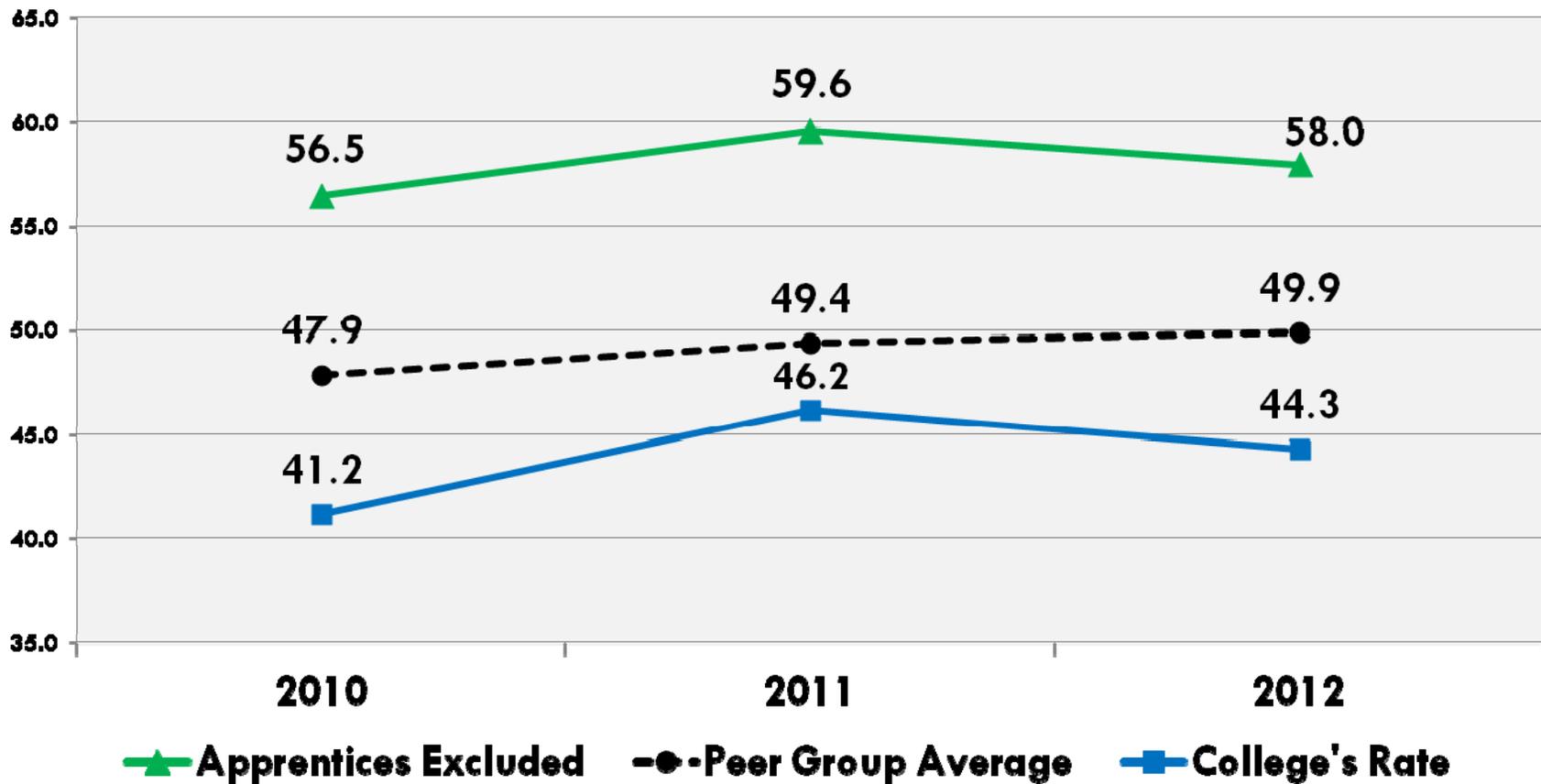
# Santiago Canyon College

## SCC Student Progress and Achievement Rate



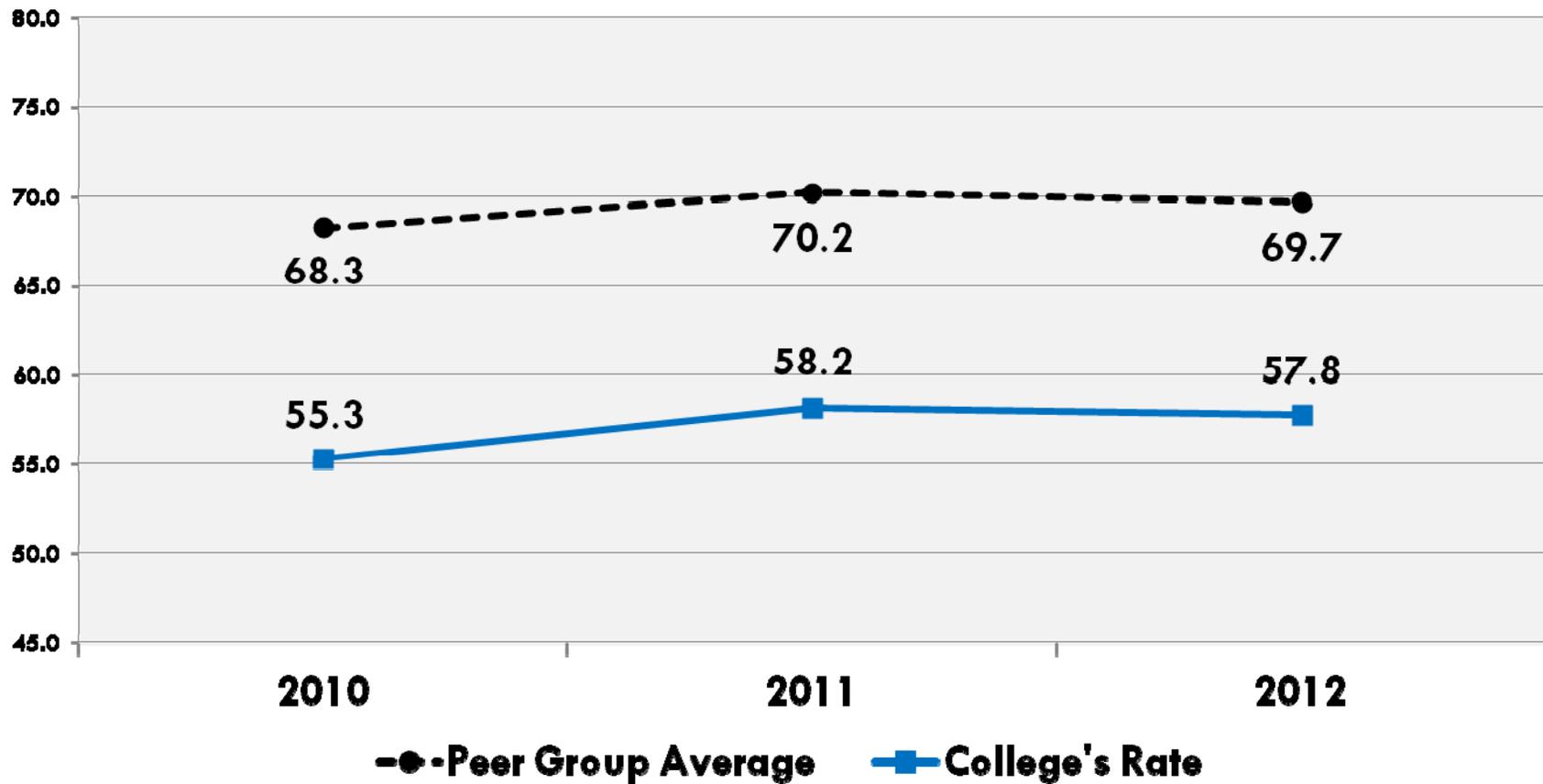
# Santiago Canyon College

## SCC Student Progress and Achievement Rate



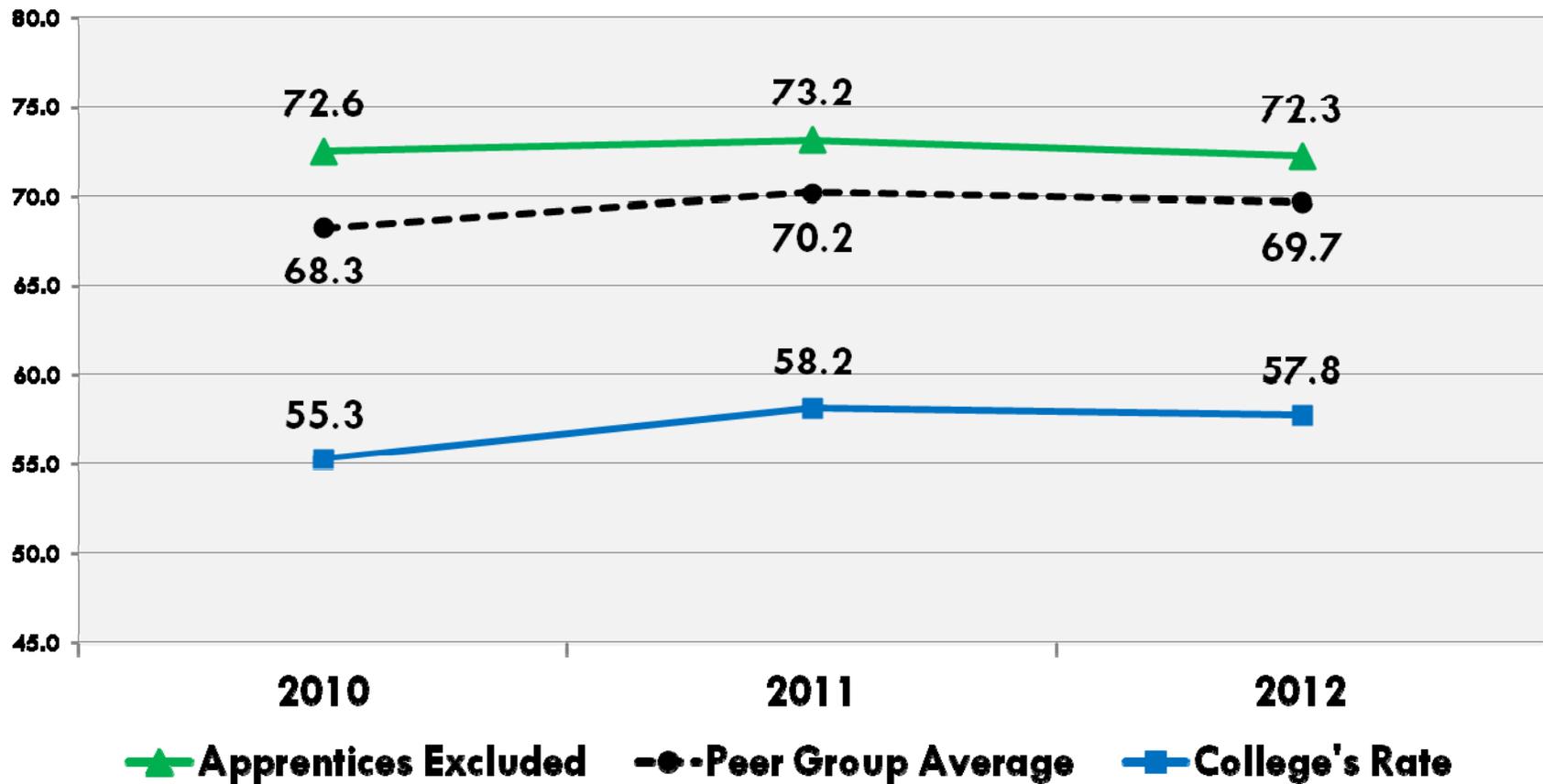
# Santiago Canyon College

## SCC Percent of Students Who Earned at Least 30 Units



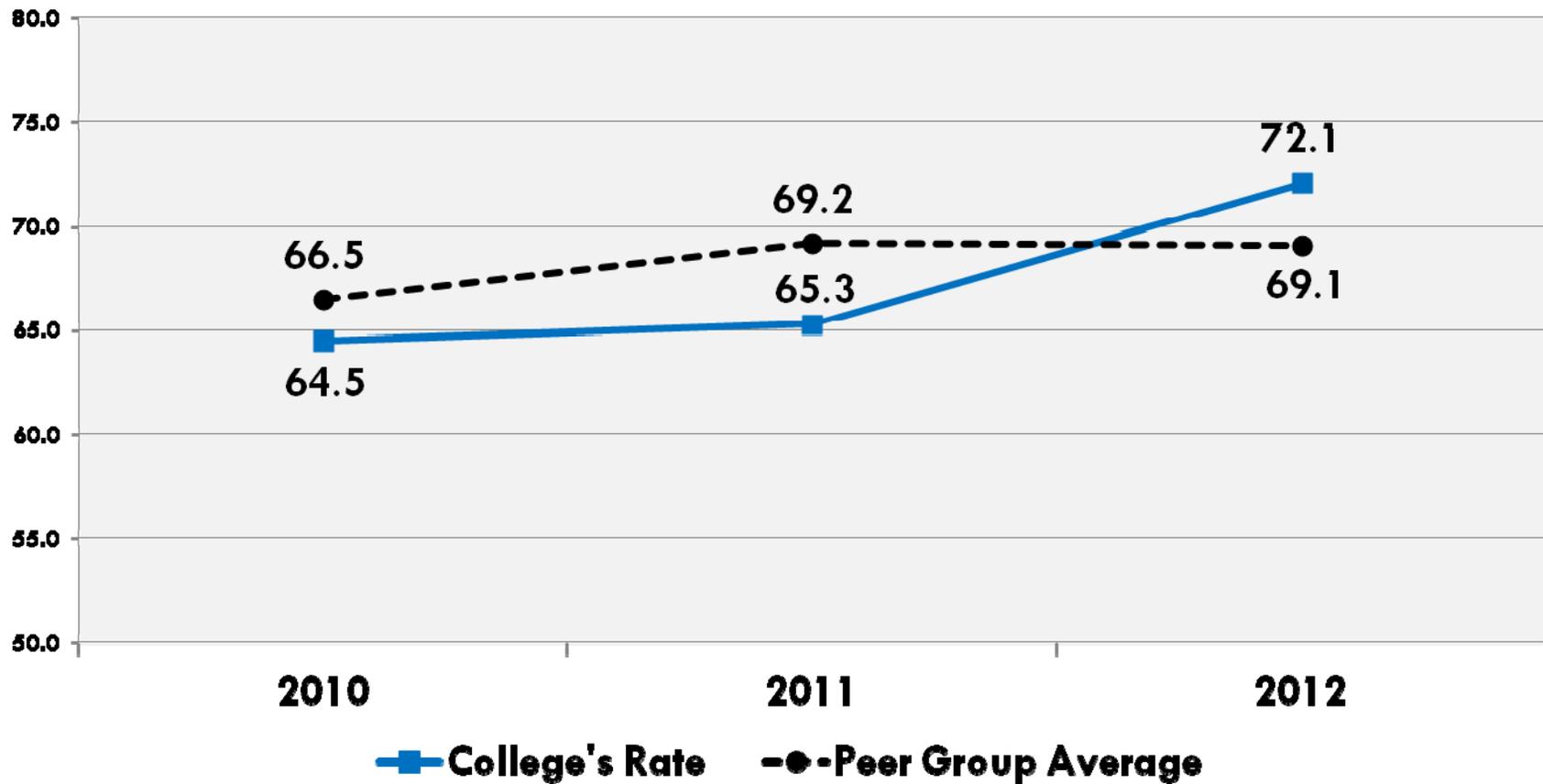
# Santiago Canyon College

## SCC Percent of Students Who Earned at Least 30 Units



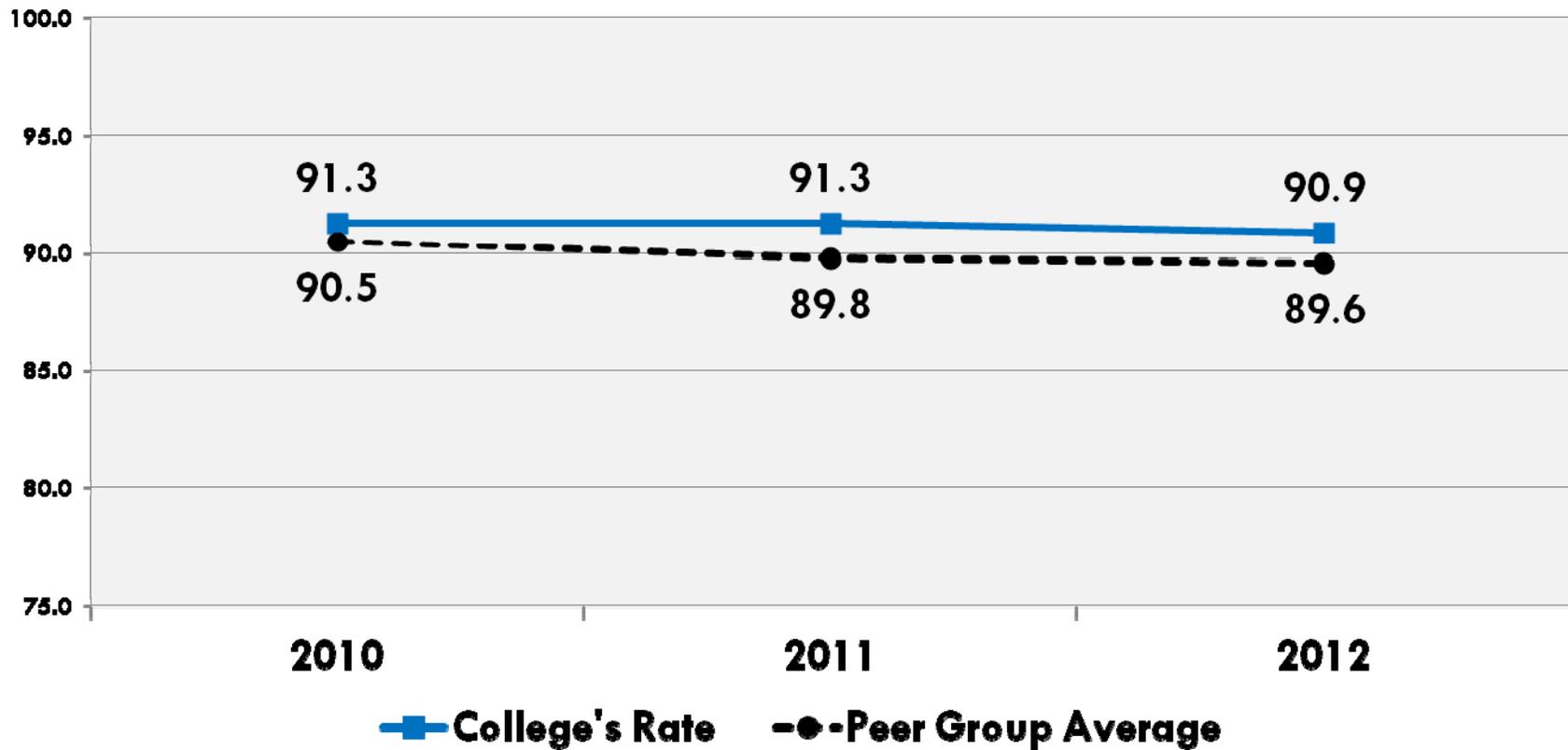
# Santiago Canyon College

## SCC Persistence Rate



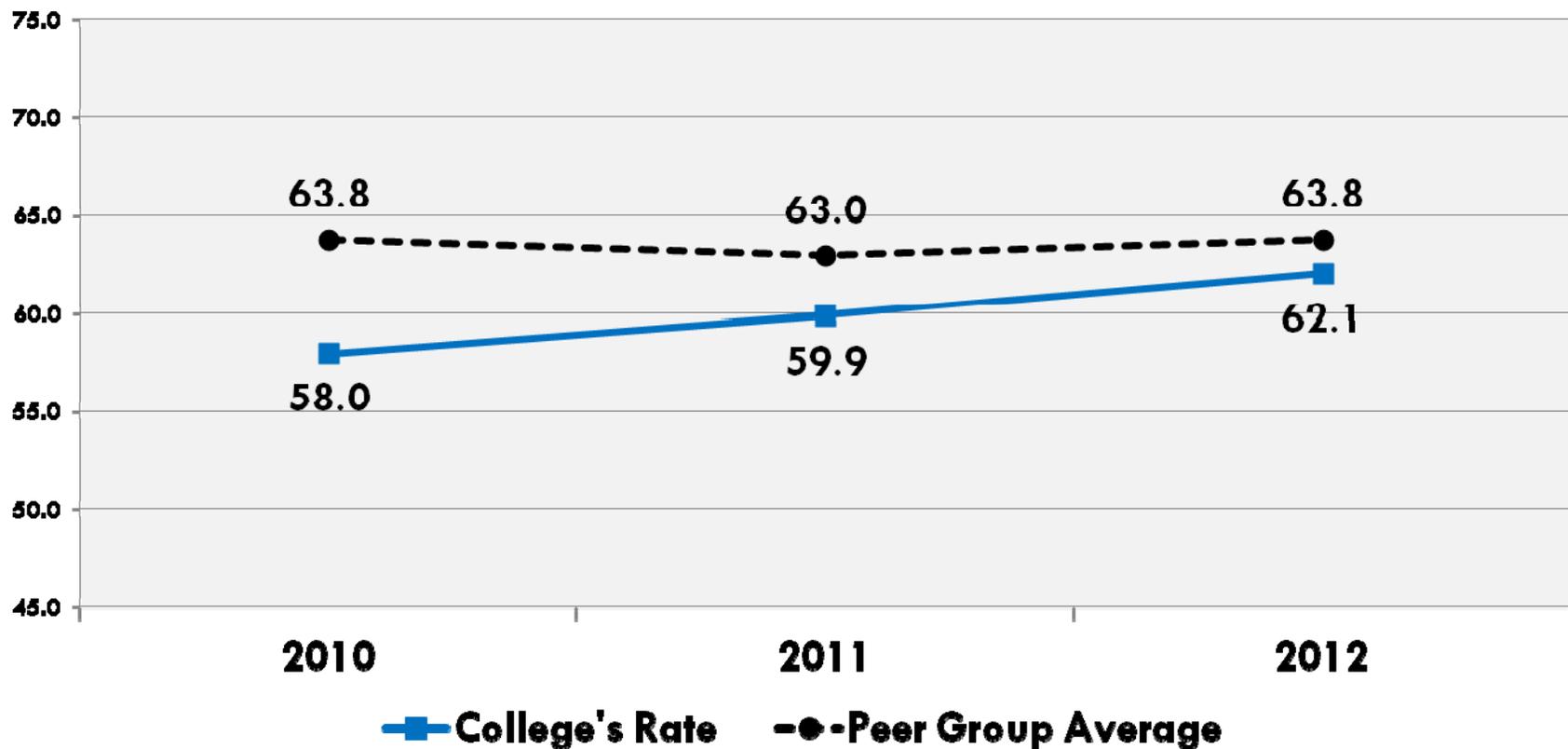
# Santiago Canyon College

**SCC Annual Successful Course Completion Rate for Credit Vocational Courses**



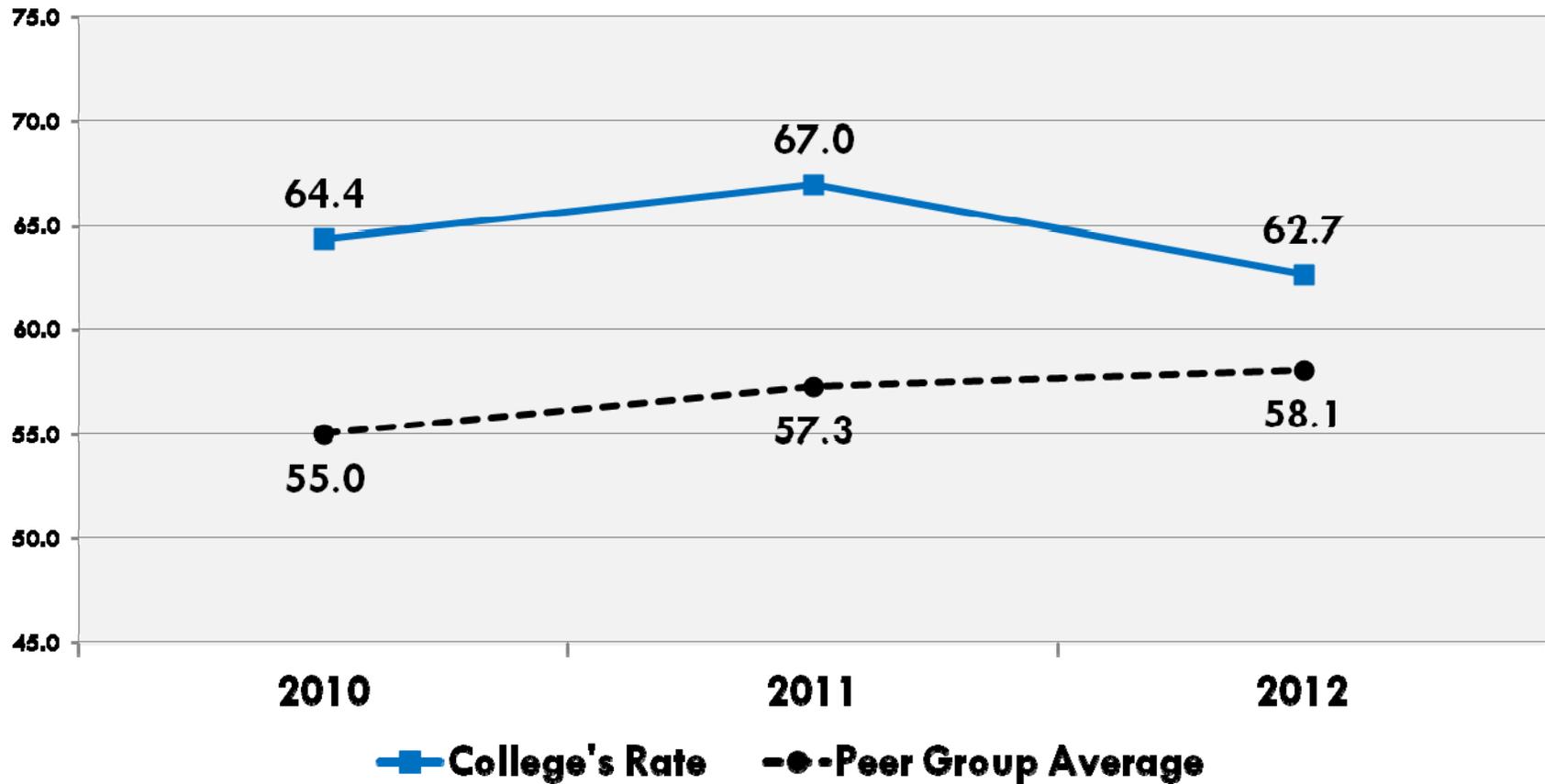
# Santiago Canyon College

## SCC Annual Successful Course Completion Rate for Credit Basic Skills Courses



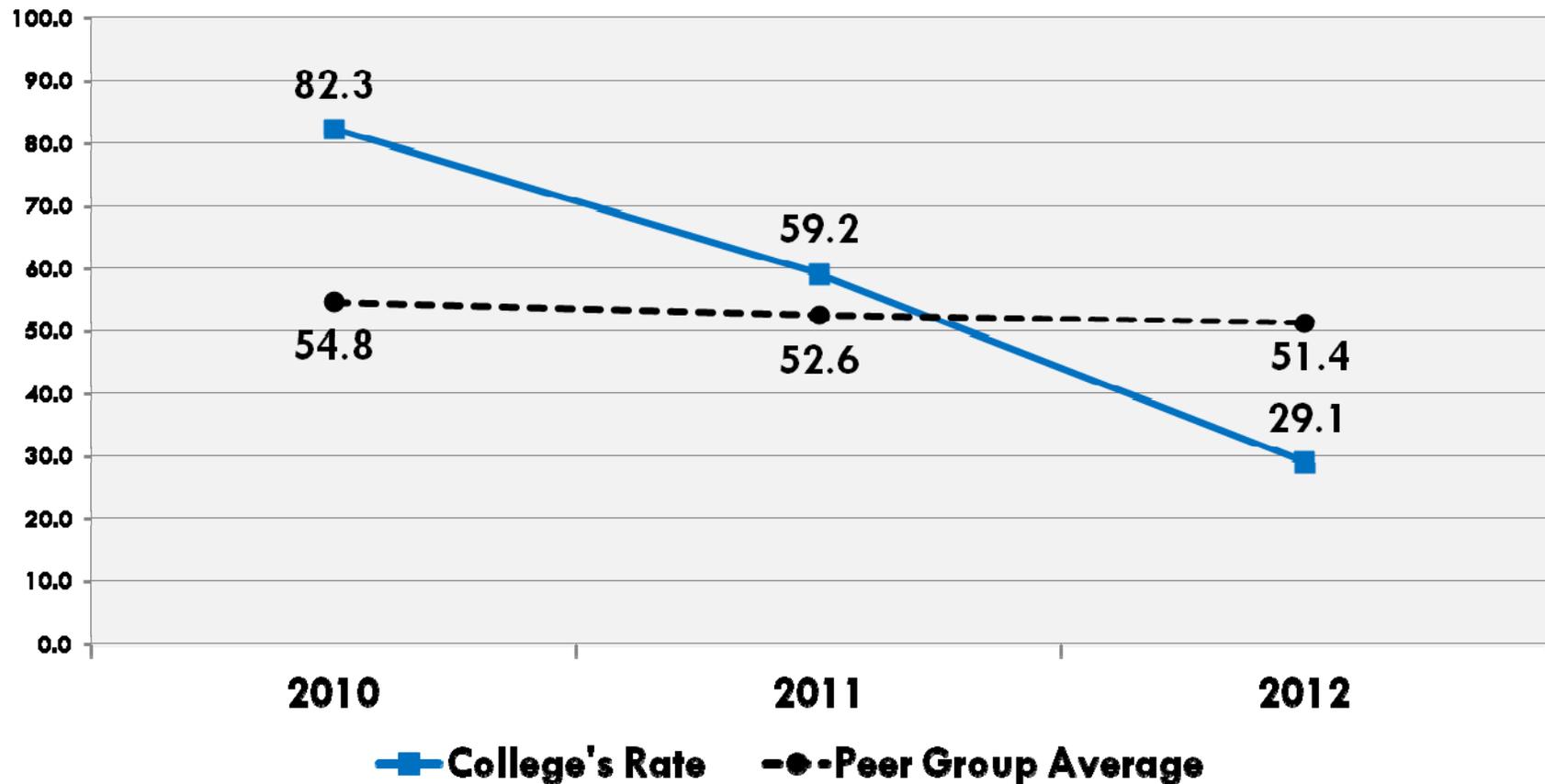
# Santiago Canyon College

## SCC Improvement Rate for Credit Basic Skills Courses



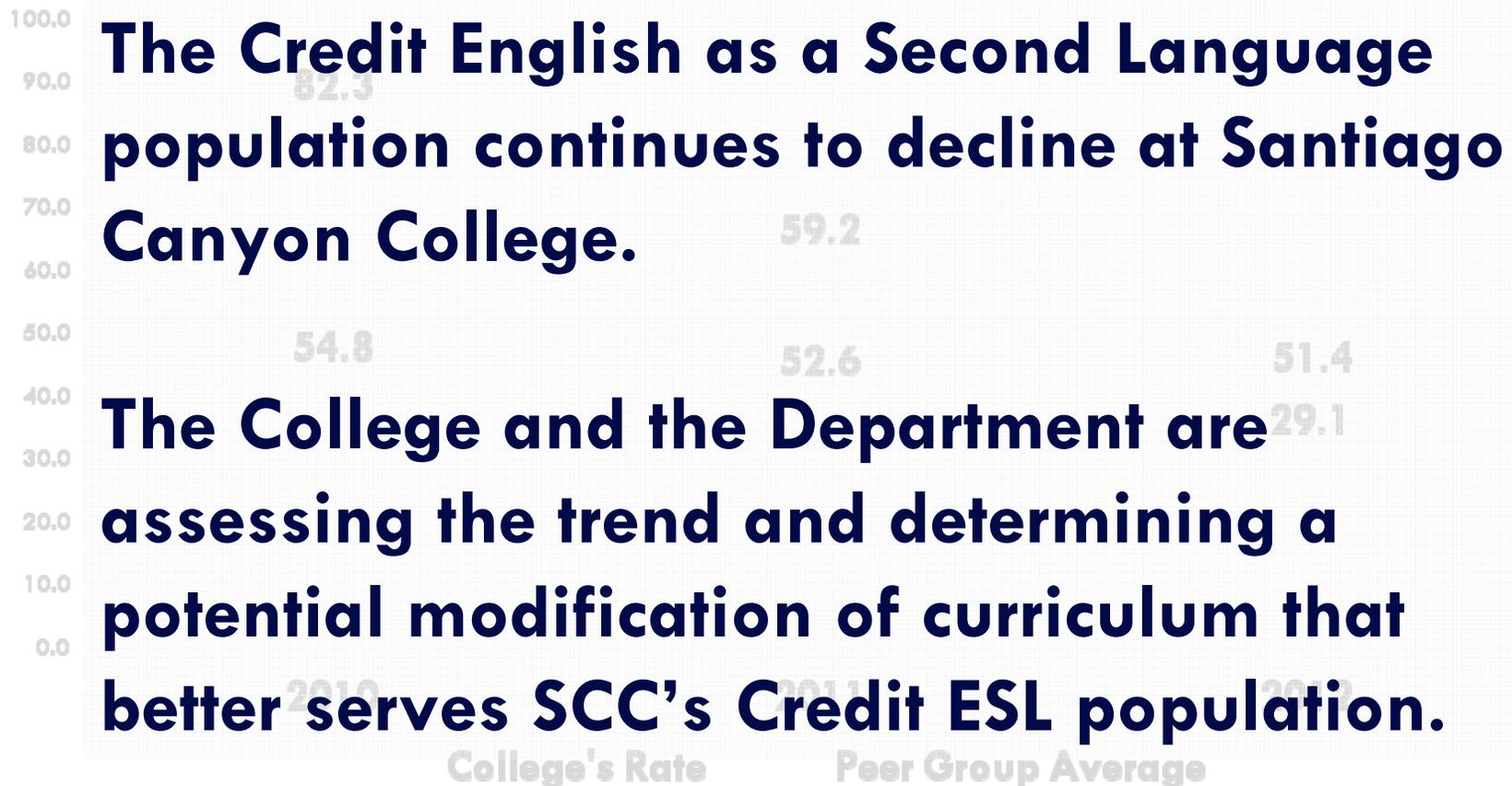
# Santiago Canyon College

## SCC Improvement Rate for Credit ESL Courses



# Santiago Canyon College

## SCC Improvement Rate for Credit ESL Courses



# Santiago Canyon College

- In Conclusion:
  - With the exception of the Improvement Rate for Credit ESL courses, slight drops in performance indicators are well within a **5% margin of error**.
  - In **5** out of **7** performance indicators, SCC has scored **above** its peer group average.

# Santa Ana College



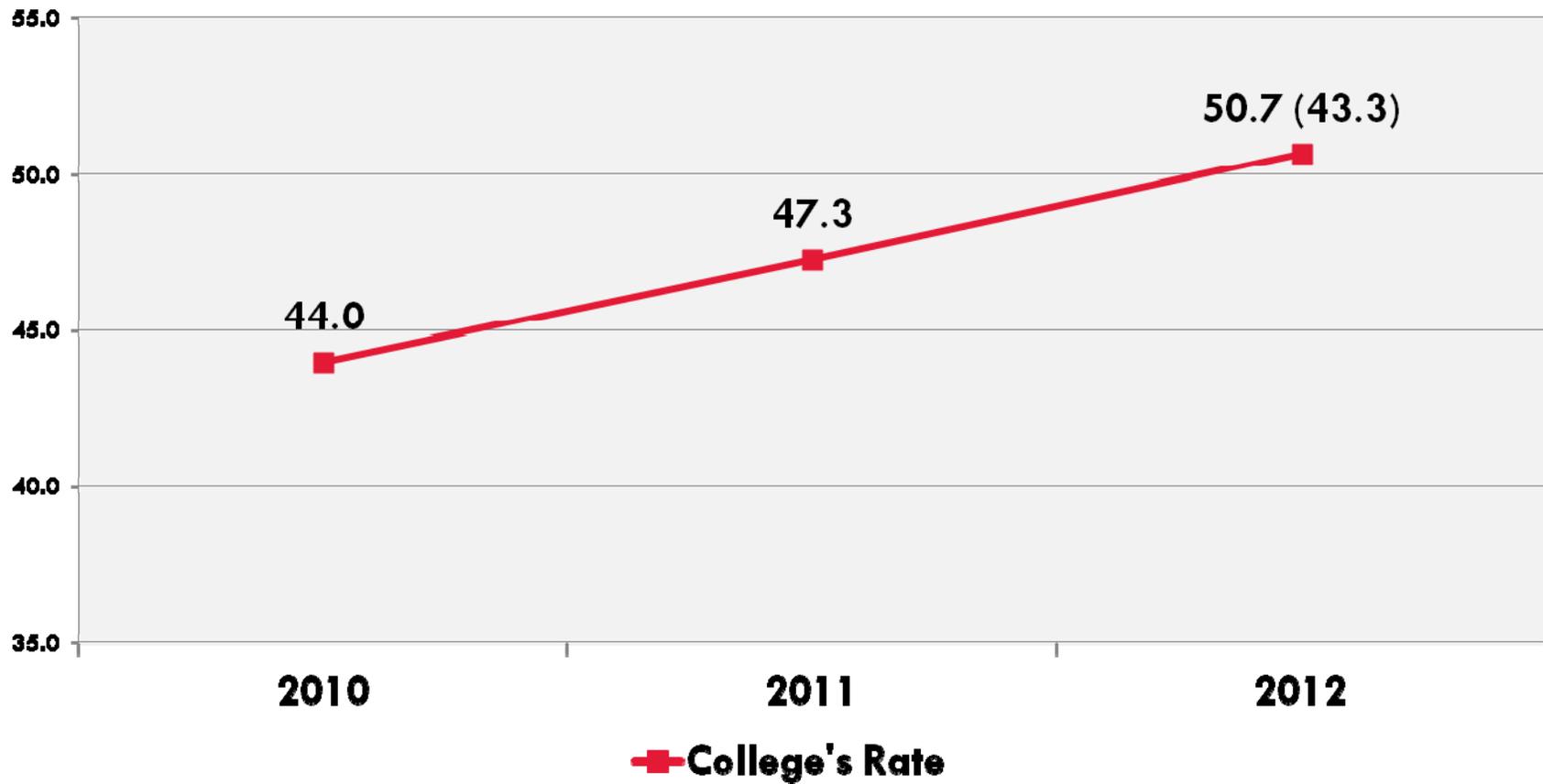
**SANTA ANA**  

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**C O L L E G E**

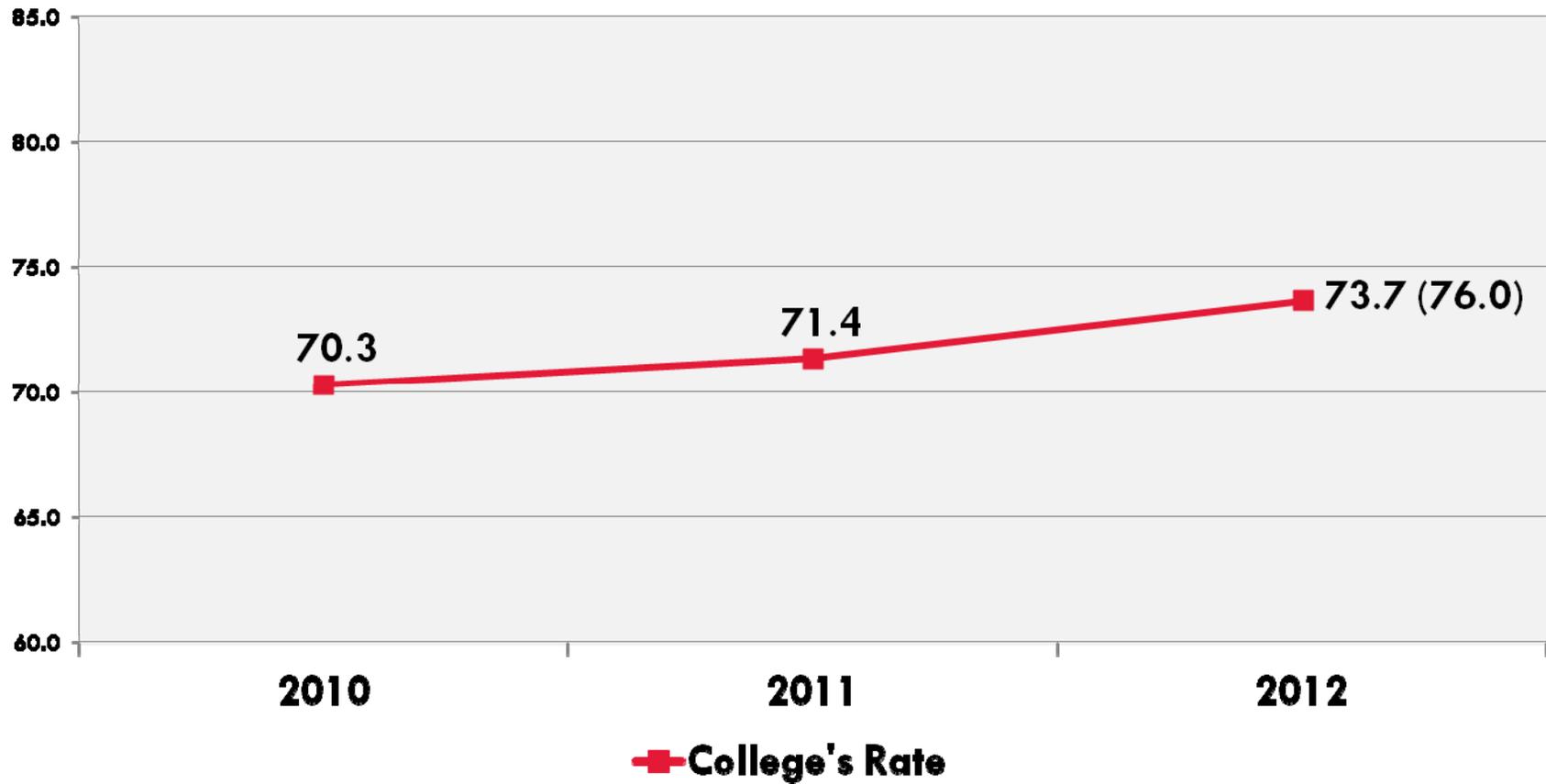
# Santa Ana College

## SAC Student Progress and Achievement Rate



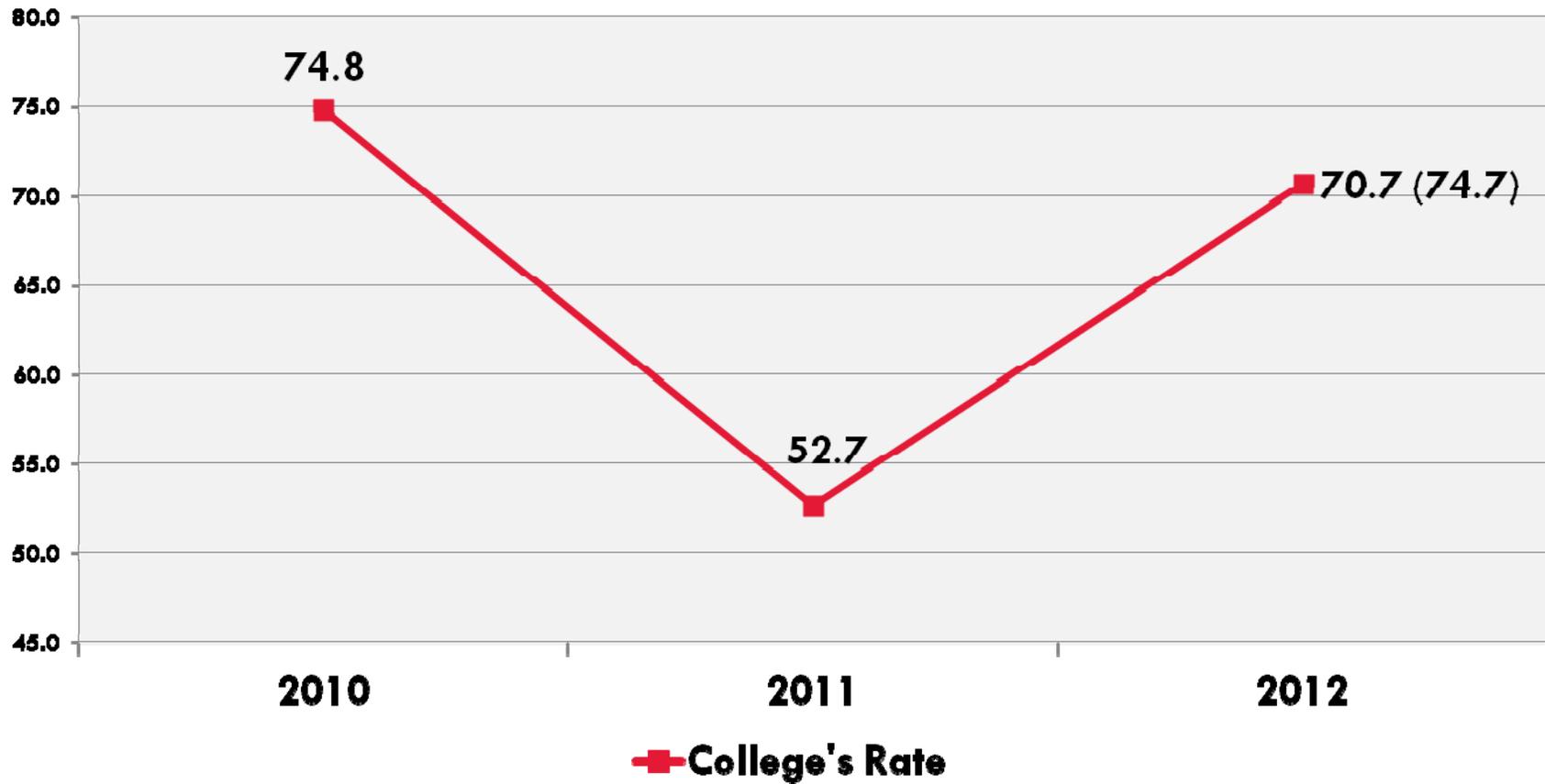
# Santa Ana College

**SAC Percent of Students Who Earned at Least 30 Units**



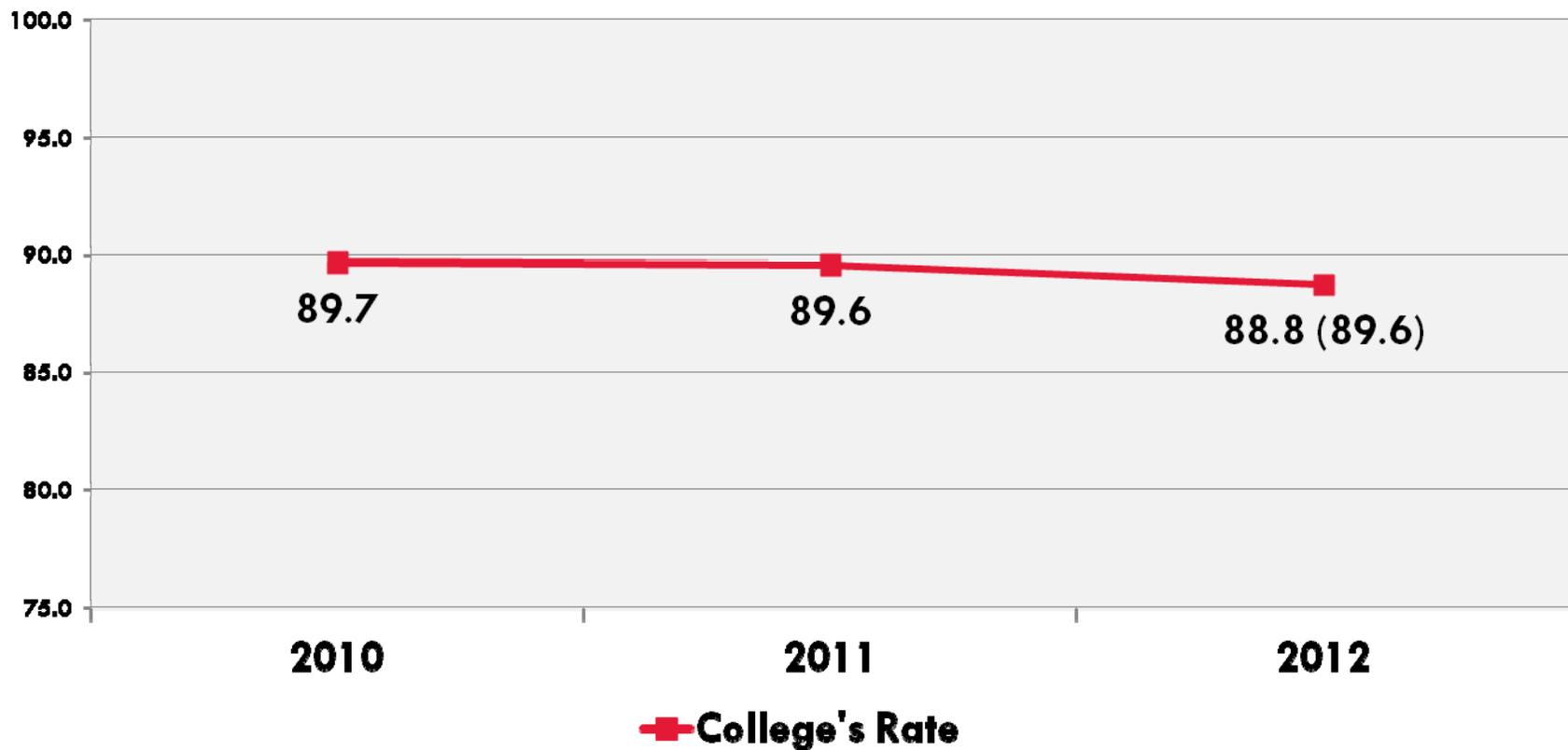
# Santa Ana College

## SAC Persistence Rate



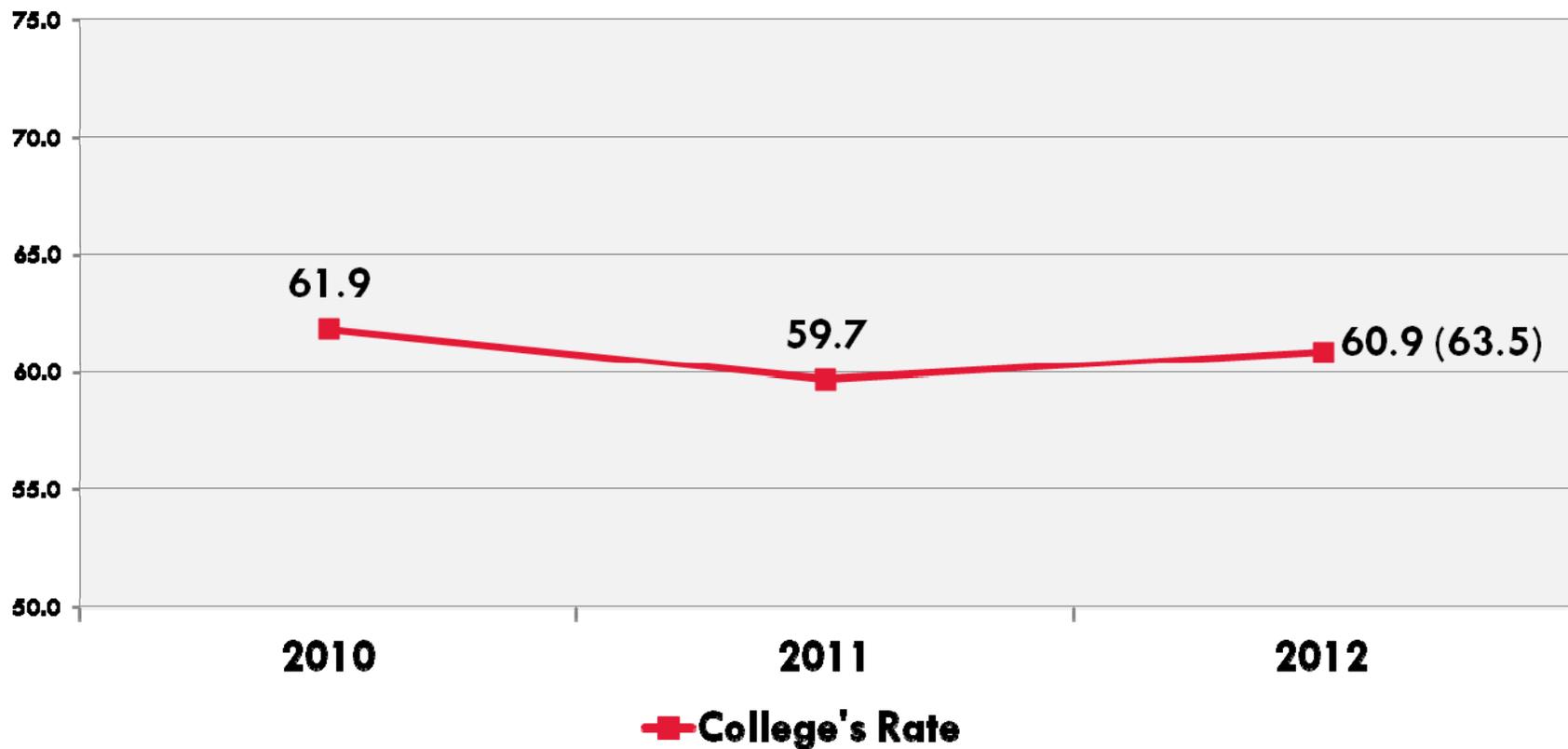
# Santa Ana College

**SAC Annual Successful Course Completion Rate for Credit Vocational Courses**



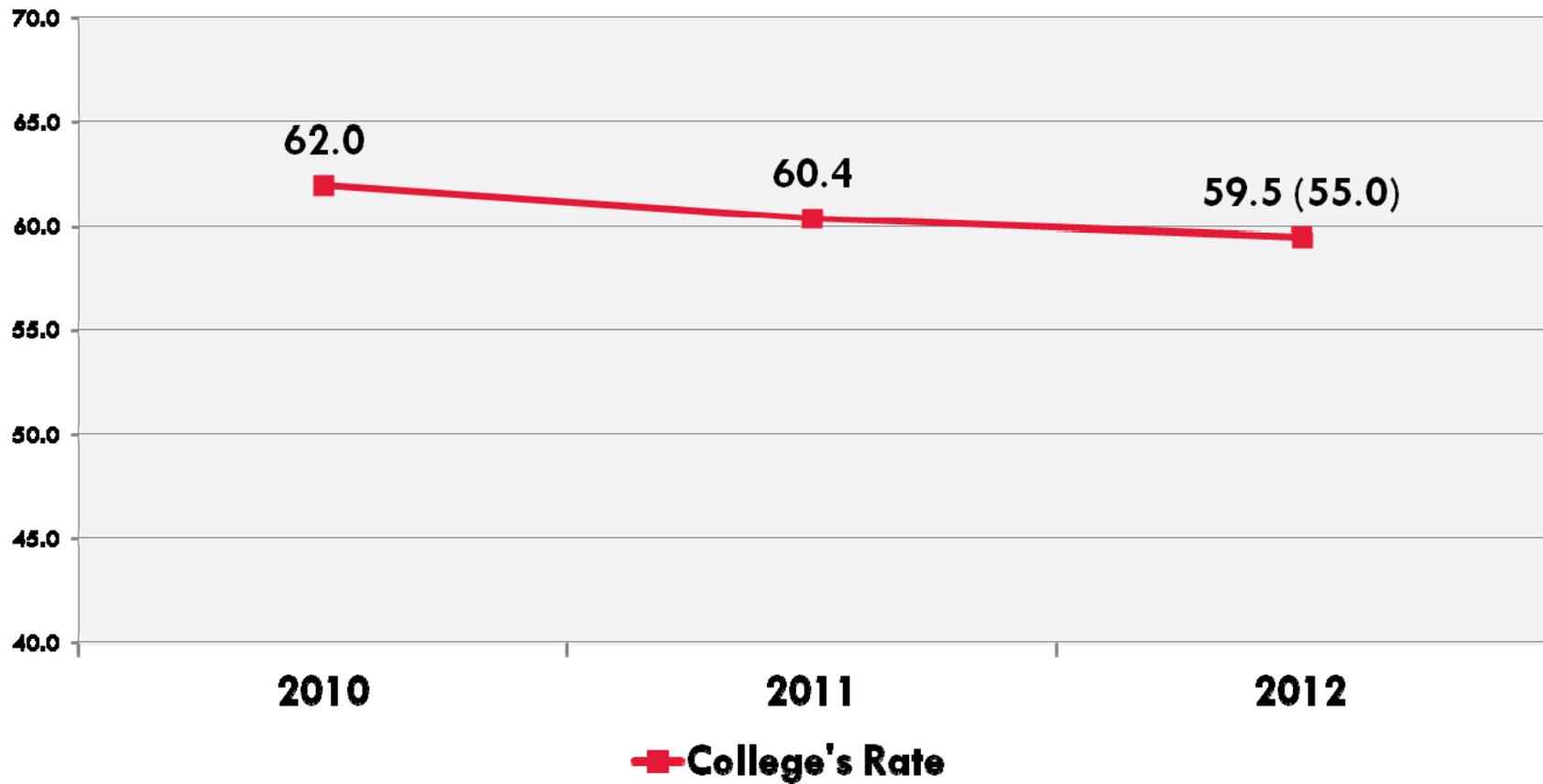
# Santa Ana College

**SAC Annual Successful Course Completion Rate for Credit Basic Skills Courses**



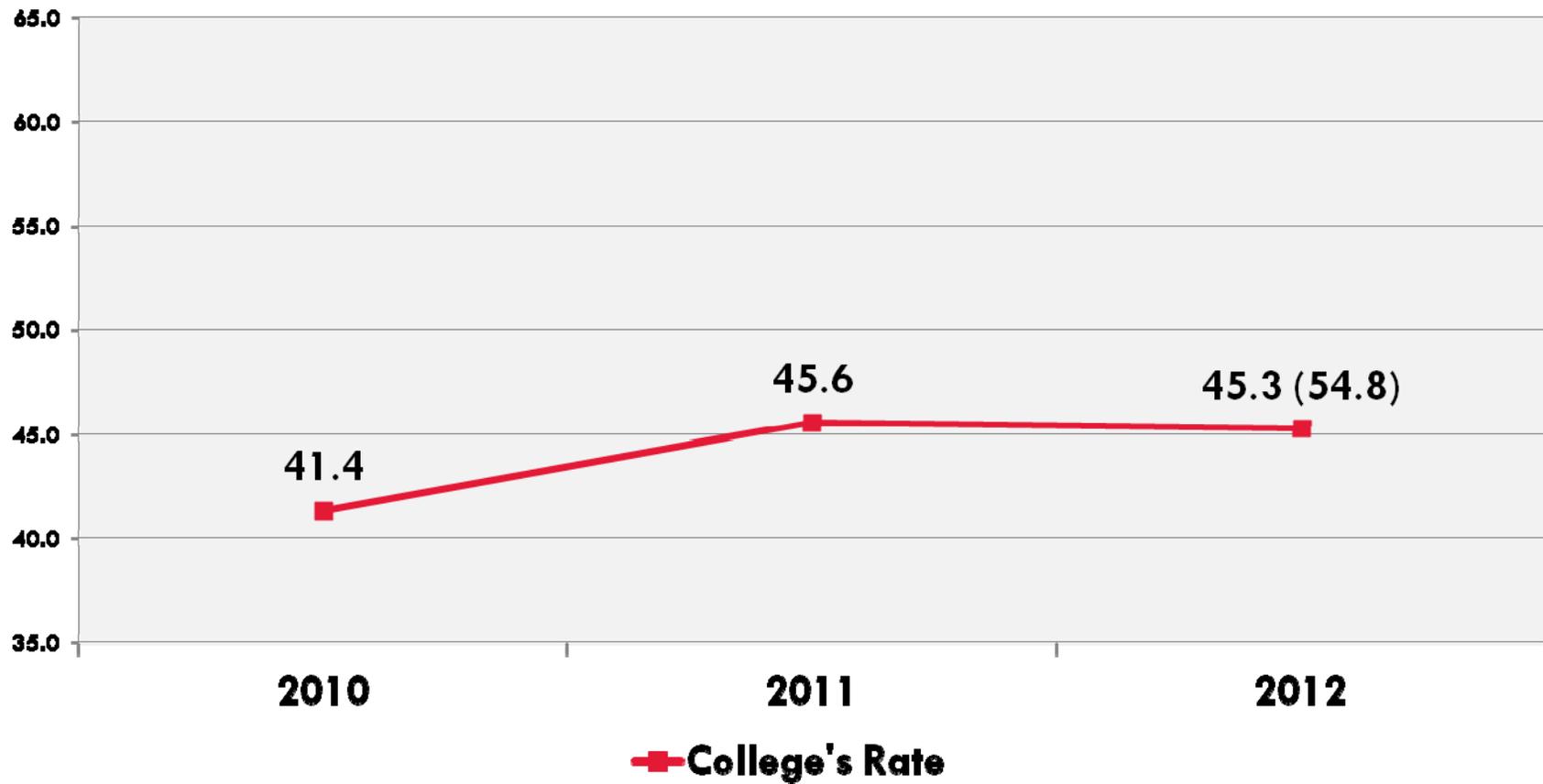
# Santa Ana College

## SAC Improvement Rate for Credit Basic Skills Courses



# Santa Ana College

## SAC Improvement Rate for Credit ESL Courses



# Santa Ana College

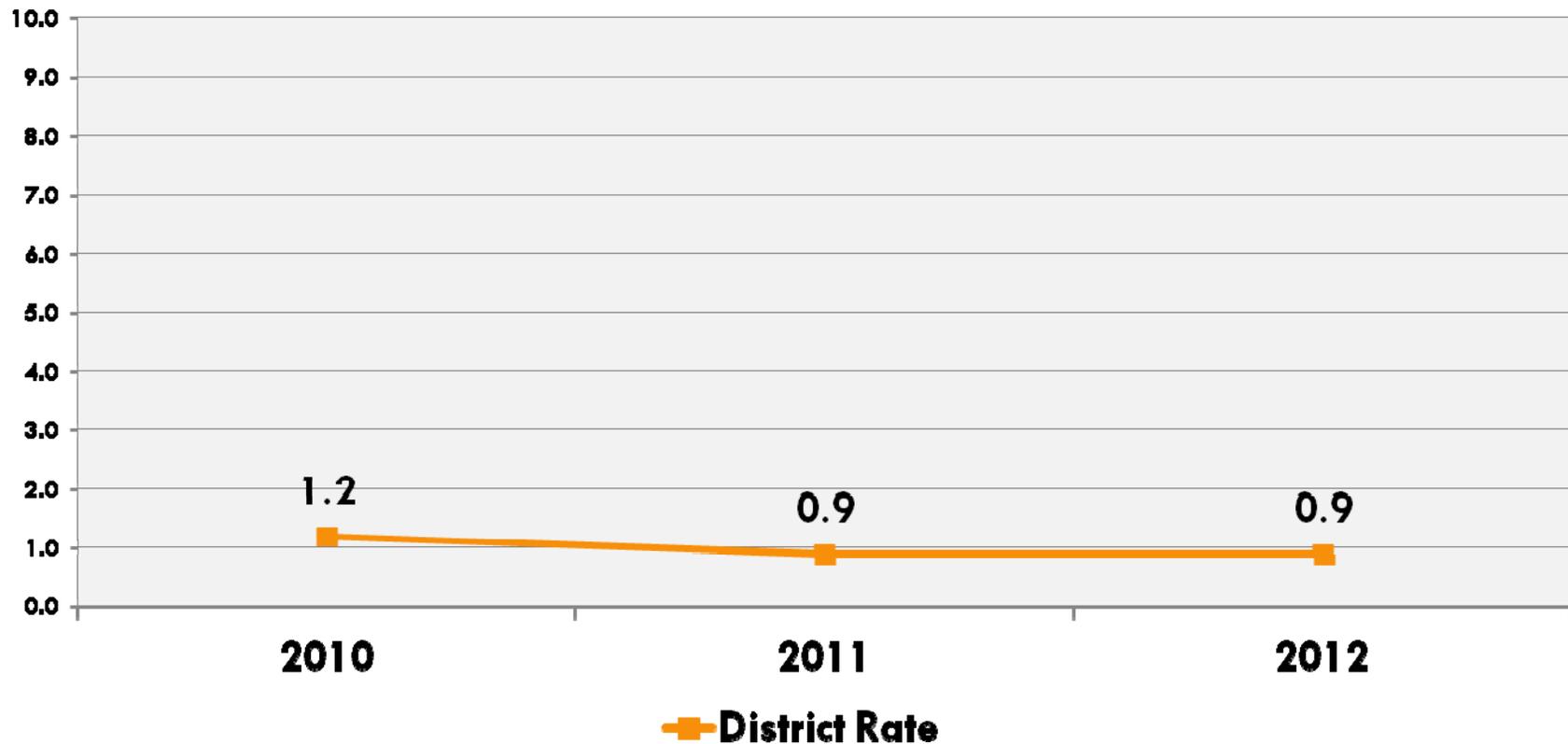
- In Conclusion:
  - Santa Ana College is committed to increasing student success and is working to sustain & expand practices that have proven impact through program effectiveness review, professional development workshops, Academic Senate dialogues, and peer mentoring.
  - We continue to focus our attention on all indicators to improve our interim and overall completion rates.

# Rancho Santiago Continuing Education Division



# Rancho Santiago Continuing Education Division

**Career Development and College Preparation (Non-Credit) Progress and Achievement Rate**



# In Conclusion

- ARCC is one tool, among many, that we use to assess the effectiveness of our institutions
- Comprehensive and continuous assessment includes data/information from different local sources and different perspectives, such as:
  - On-going classroom assessment
  - On-going planning and program review (academic, student services and administrative units)
  - On-going research carried out at district Research Department

# ARCC Scorecard

Craig Rutan  
Curriculum Chair, Santiago Canyon College

# Student Success Task Force

- Recommendation 7.3
  - Implement a student success scorecard
  - Build the scorecard based on the original ARCC report using data already available at the Chancellor's Office
  - Create a set of student metrics that identify achievement gaps in the three primary areas of the community college mission: transfer, basic skills, and career technical education
  - Compare the college against its own past performance.

# Making the scorecard reality

- A group of 30+ individuals came together at the Chancellor's Office for five meetings between April 2012 through July 2012.
- The groups represented were the CCCCCO, Department of Finance, LAO, CEOs, CIOs, CSSOs, RP Group, VERATAC, SSCCC, and the ASCCC.

# Differences between the scorecard and ARCC 1.0

- The original ARCC report used **peer groups** to compare one college's results with another. **This means that some colleges must always be below average.**
- The scorecard will show how your college performs on each of the metrics over a 5-year period. There are **no comparisons with other colleges.**
- The scorecard will provide a **better opportunity to identify areas of strength and areas that need improvement** than the original ARCC report.

# Concerns going in?

- Could/will the scorecard be used for performance based funding?
- How can the metrics from ARCC 1.0 be changed to improve student success?
- Does calling it a scorecard imply that there are winners and losers?

# Each of the metrics

***Number of CCC students  
who accomplish their educational goal***

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***Number of CCC students  
who intend to pursue a particular educational goal***

# SPAR (Student Progress & Achievement Rate)

- Cohort (denominator)
  - Within 3 years complete 6 units and attempted any Math or English
  - First Time Students
  - Only Students with Valid SSN
- Outcomes (numerator)
- Within 6 years
  - Completion of Degree or Certificate of Achievement
  - Transfer
  - Transfer Prepared (60 transferable units, 2.0 GPA)

# SPAR has Three Different Groups of Students

- Overall SPAR – All students in the cohort
- Collegiate – students with no attempts of remedial courses in math (2 levels or more below transfer) and English (1 level or more below transfer)
- Remedial – students with attempts in remedial Math and/or English

# 30 Unit Rate

- Cohort
  - Within 3 years complete 6 units and attempted any Math or English
  - First Time Students
- Outcome
  - Completion of at least 30 units in a 6 year period
- Broken into the same 3 groups as SPAR (Overall, Collegiate, and Remedial)

# Persistence

- Same cohort of students as SPAR and 30 Unit Rate
- Outcome
  - Enrolled in three consecutive semesters
  - Summer Session (and Intersession if it returns) are not included
- Will have the same three categories as SPAR and 30 Unit Rate (Overall, Collegiate, and Remedial)

# CTE Rate

- Cohort
  - First time in a CTE course (defined by TOP code)
  - Completed at least 8 units in a single CTE discipline in 3 years
  - At least one course is Advanced Occupational or Clearly Occupational
- Outcomes (within 6 years)
  - Completed Degree or Certificate of Achievement
  - Transfer
  - Transfer Prepared

# Remedial Education Progress Rate (3 Separate Rates)

- Cohort
  - Attempted a remedial course in English, Math, or ESL for the first time
  - Tracking level below transfer
    - English: 1 – 4 levels below
    - Math: 2 – 4 levels below
    - ESL: 1 – 6 levels below
- Desired Outcomes
  - Within 6 years, complete a degree applicable or transfer level course within the same discipline.

# Career Development College Preparation (CDCP) Rate

- Cohort
  - Students attempting 2 or more CDCP courses in 3 years
    - Complete at least 4 attendance hours in each of the courses.
    - Can be enrolled in credit courses as well
  - Desired Outcomes (within 6 years)
    - Complete CDCP Certificate, Certificate of Achievement, or Degree
    - Transfer
    - Transfer Prepared

# Institutional Profile

- Description of College
- College Population
  - Annual Unduplicated Headcount
  - FTES
  - Age, Gender, and Race/Ethnicity of Students
  - Contextual Metrics
    - Course Sections (credit/non-credit)
    - Median Section Size
    - Percentage of Full Time Faculty (this is a RSCCD value)
    - Student to Counselor Ratio
    - **These contextual metrics are only a current year value not the five year trend shown in the performance metrics!**

# Final Details

- The first ARCC Scorecard will be released on March 30<sup>th</sup>.
- Scorecard for each college must be presented to the Board of Trustees within one year.

- Detailed information on the performance metrics can be found at:

[http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2\\_0/Profile\\_College\\_Specs\\_Final.pdf](http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/Profile_College_Specs_Final.pdf)