

2009 Accountability Reporting for the Community Colleges (ARCC) for the SBCCCD Board of Trustees

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Accountability Reporting for the Community Colleges (ARCC)

■ Background

- In 2005 Assembly Bill AB1417 required the California Community College System Office develop a framework for evaluating community college performance
- The goal of the framework was to provide information to help improve instruction and programs for students
- The framework needed to reflect the breadth of the mission of the California community colleges

ARCC Data and Methods

■ Four areas of analysis

- Student Progress and Achievement Rate (SPAR) (Degrees/Certificates/Transfer)
- Student Progress and Achievement (Vocational/Occupational/Workforce Development)
- Pre-collegiate Improvement (Basic Skills and ESL)
- College profile (FTES, Age, Gender, Ethnicity)

■ Two methods of cohort comparison

- Self Comparison (trend analysis, change over time)
- Peer Group Campuses (comparison with similar campuses)

ARCC Cohorts

- **Six Year Cohort** – Percent of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within six years
 - Student Progress and Achievement Rate (SPAR)
 - Percent of students who earned at least 30 units
- **One Year Cohort** – Percent of cohort of first-time students with minimum of six units earned in their first Fall term who return and enroll in the subsequent Fall term
 - Persistence Rate
- **Three Year Cohort** – Percent of students who successfully completed a course in the initial cohort year and within three years successfully completed a higher level course in the same subject
 - ESL Improvement Rate
 - Basic Skills Improvement Rate

Annual Rates

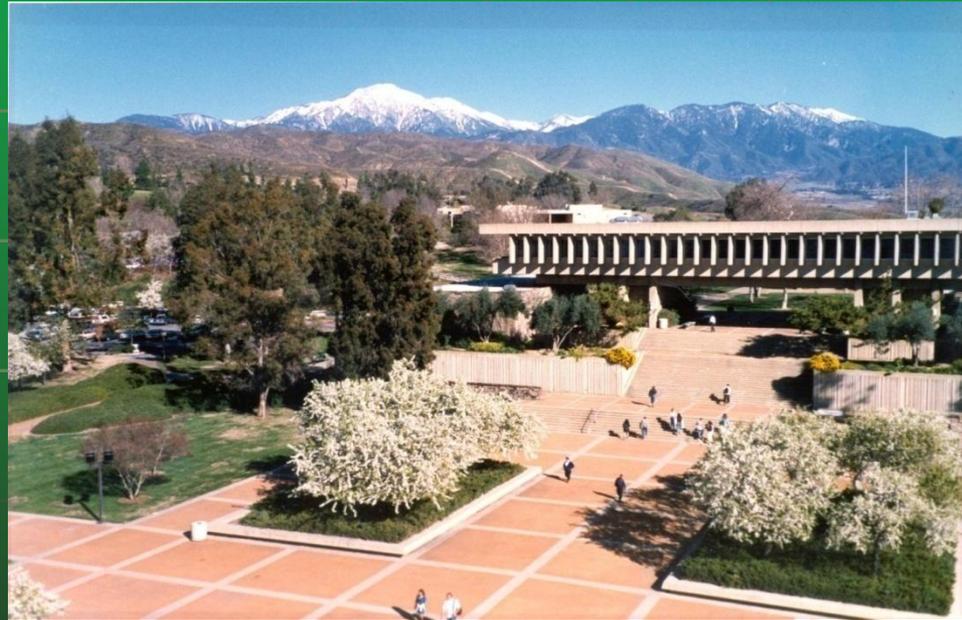
- **Annual Rates** – students enrolled in the specified courses in the following academic years (i.e. summer, fall, and spring): 2005-2006, 2006-2007, and 2008-2009.
 - Vocational course success rate
 - Basic skills course success rate

Crafton Hills College

2009 ARCC Report

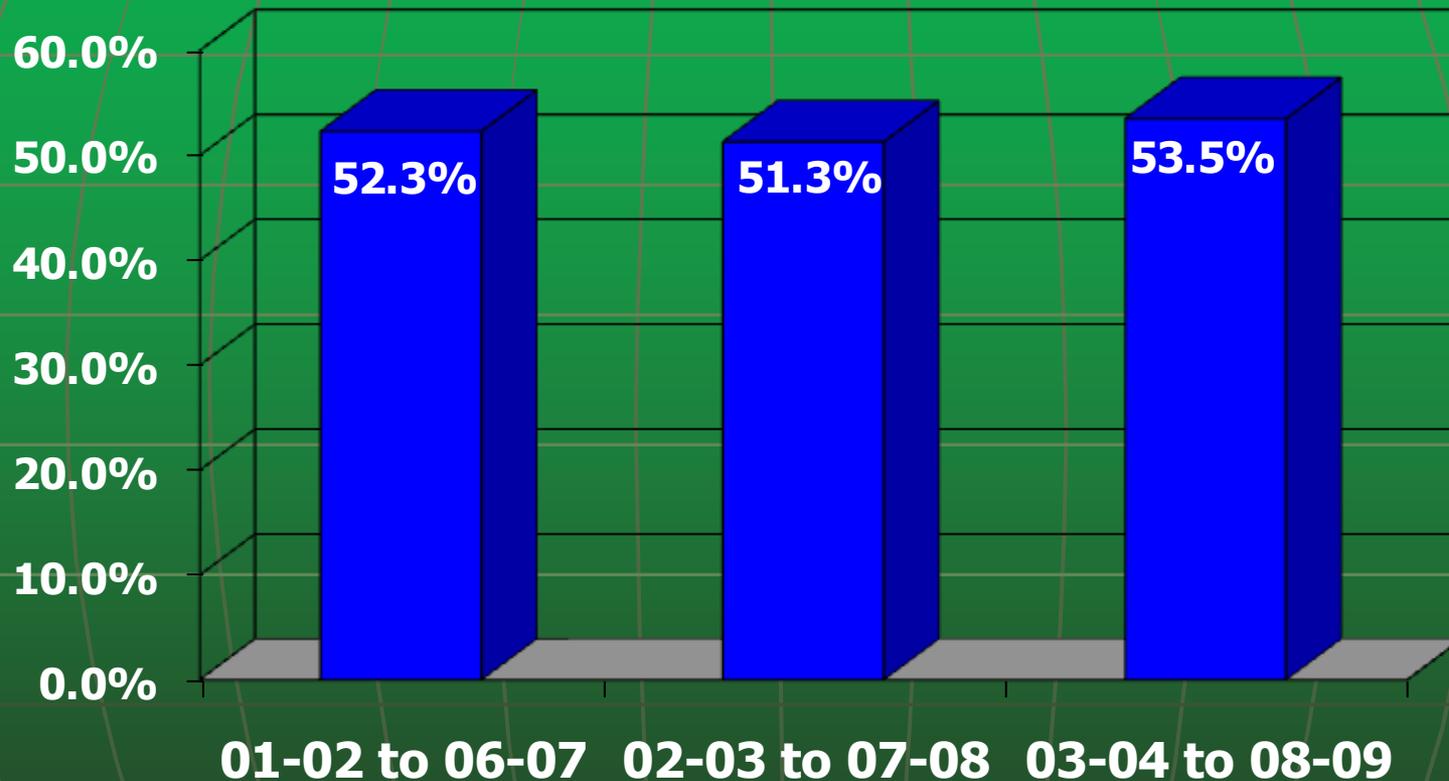
for the SBCCD Board of Trustees

Keith Wurtz, M.A.



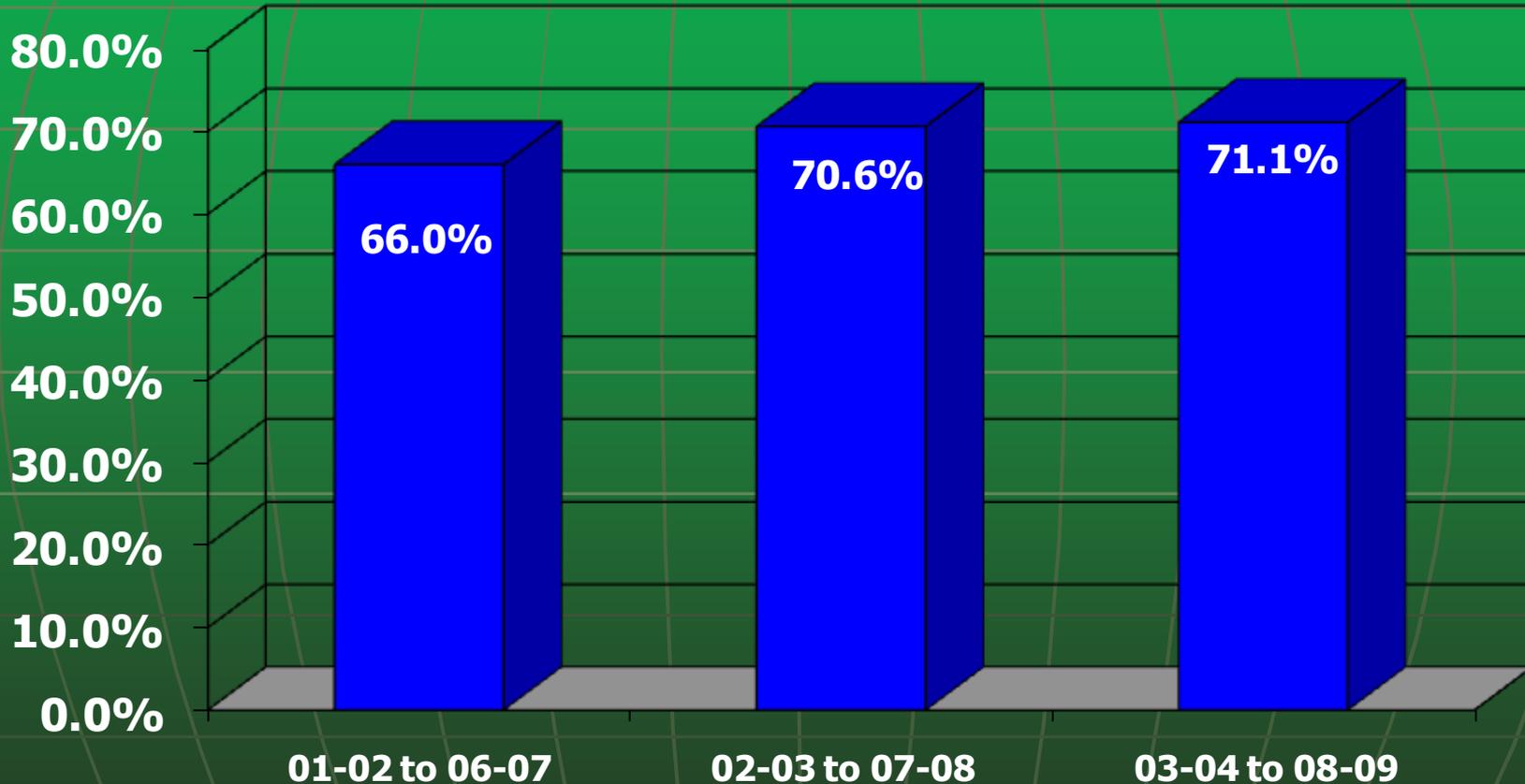
Targets for the following ARCC outcome measures presented here are currently being developed in Crafton's Educational Master Planning Committee and will be available next year.

Student Progress & Achievement Rate (SPAR) (2009 cohorts Table 1.1)



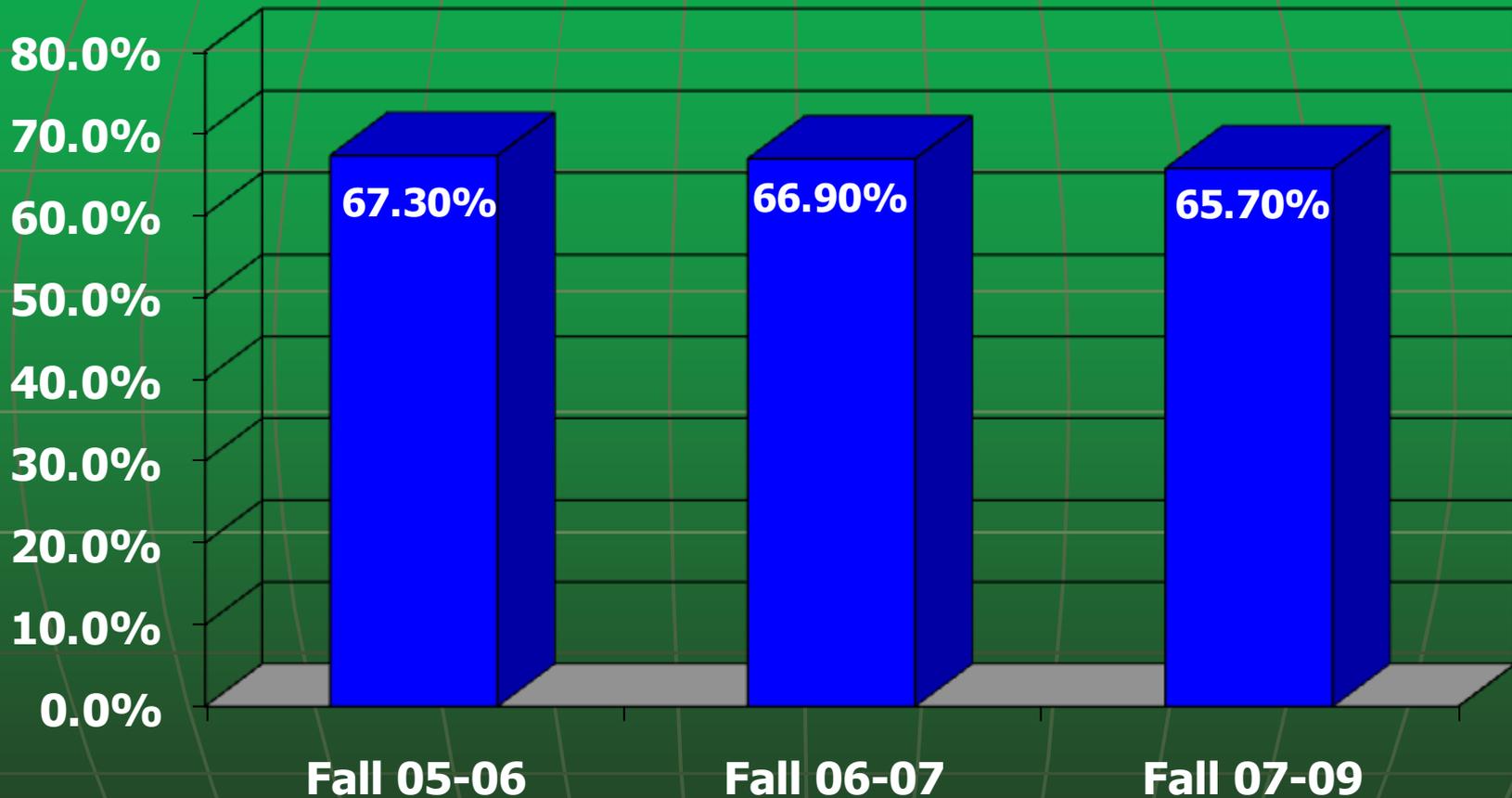
Essentially, the SPAR rate at Crafton has stayed the same over the last three cohort years. A strategy for increasing the SPAR rate involves focusing resources in basic skills improvement since most of Crafton's incoming students place into basic skills English, math, and reading courses.

Percent of Students Who Earned at Least 30 Units (2009 cohorts Table 1.1a)



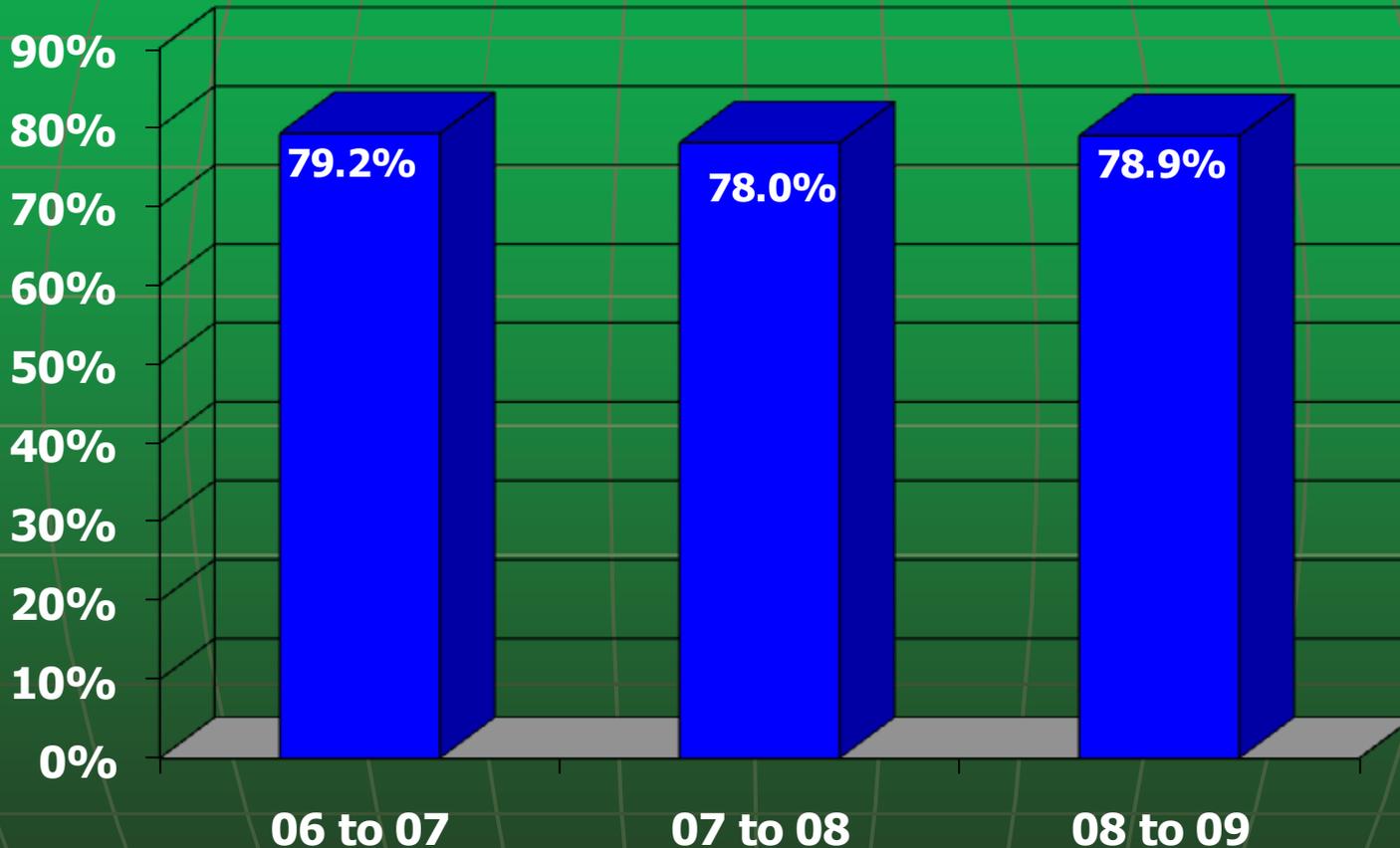
Research has indicated that earning 30 college units is related to a substantial increase in income. The CHC data indicates a sustained increase in the percent of first-time college students who earn at least 30 units.

Persistence Rate (2009 cohorts Table 1.2)



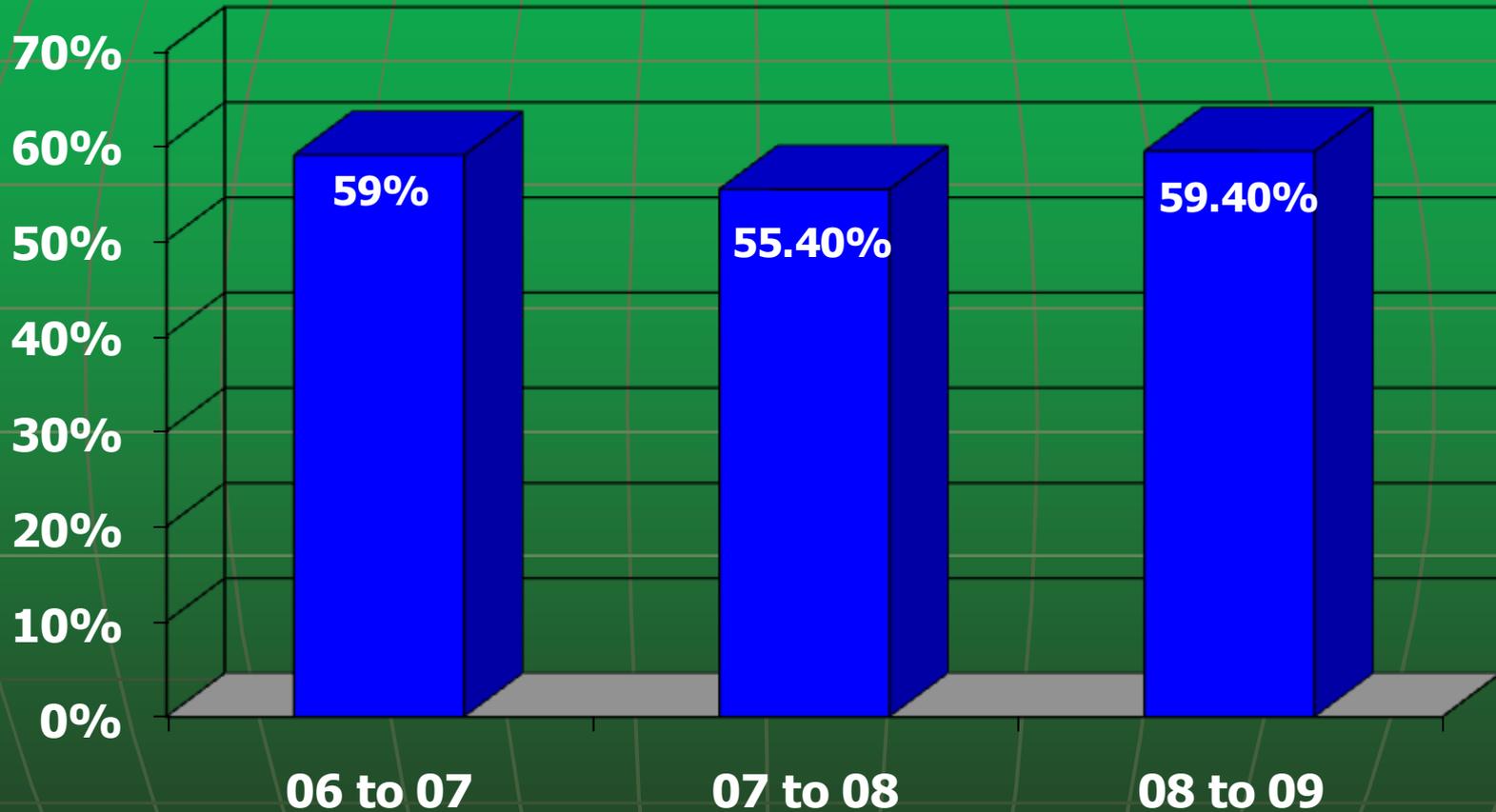
Fall 2007 to Fall 2008 persistence is not shown here because the Fall 2008 data was not available when the 2009 ARCC report was published. Essentially, the persistence rate at CHC has stayed the same over the last three cohort years.

Course Completion Rate for Vocational/Occupational and Workforce Development (2009 cohorts Table 1.3)



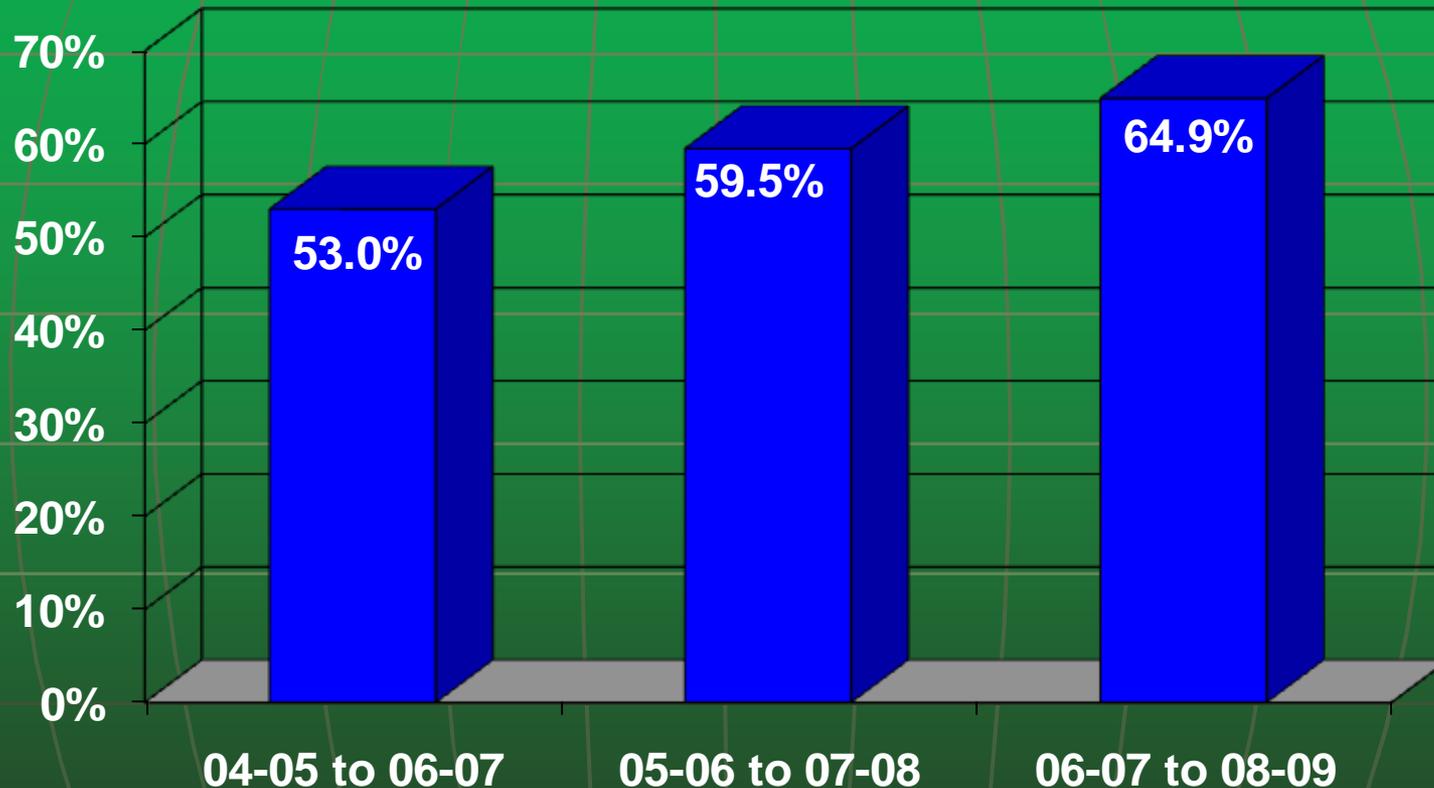
In the last two academic years the vocational course success rate has essentially remained at the same level. At the same time, from 2005 – 2006 to 2007 – 2008 there has been an increase from 76.7% to 78%, which may indicate that the vocational course success rate has increased.

Completion Rates for Credit Basic Skills Courses (2009 cohorts Table 1.4)



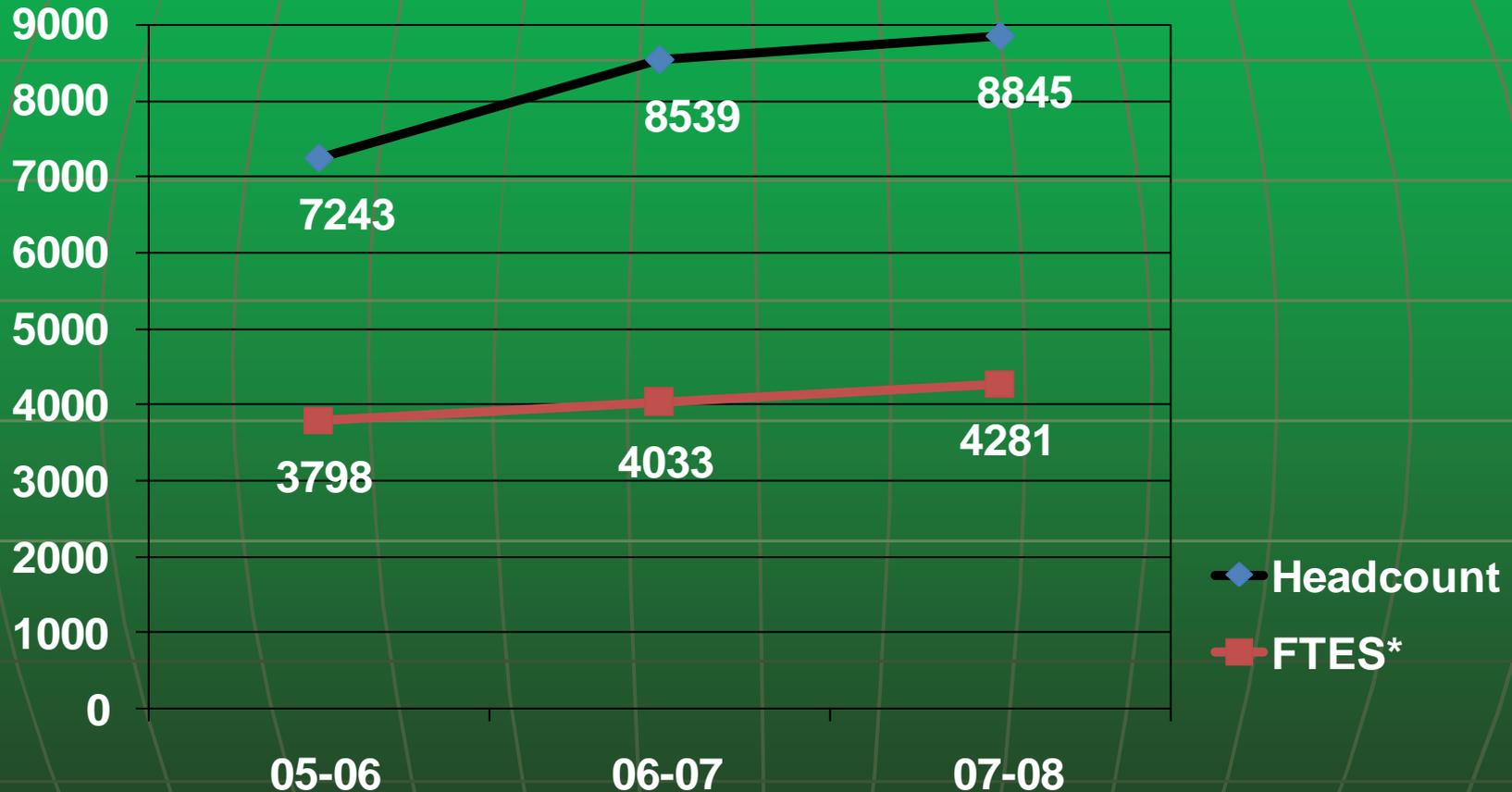
The basic skills success rate over the last three academic years may indicate a trend at CHC of there being an increase in success every other academic year.

Improvement Rates for Credit Basic Skills



This is one of the most important ARCC outcome measures because most Crafton students place into a basic skills reading, math, or English course. Accordingly, in order to have an impact on measures like the SPAR rate Crafton needs to successfully move students through the basic skills sequences. The basic skills improvement data indicate a substantial upward trend from 55.9% to 59.5%.

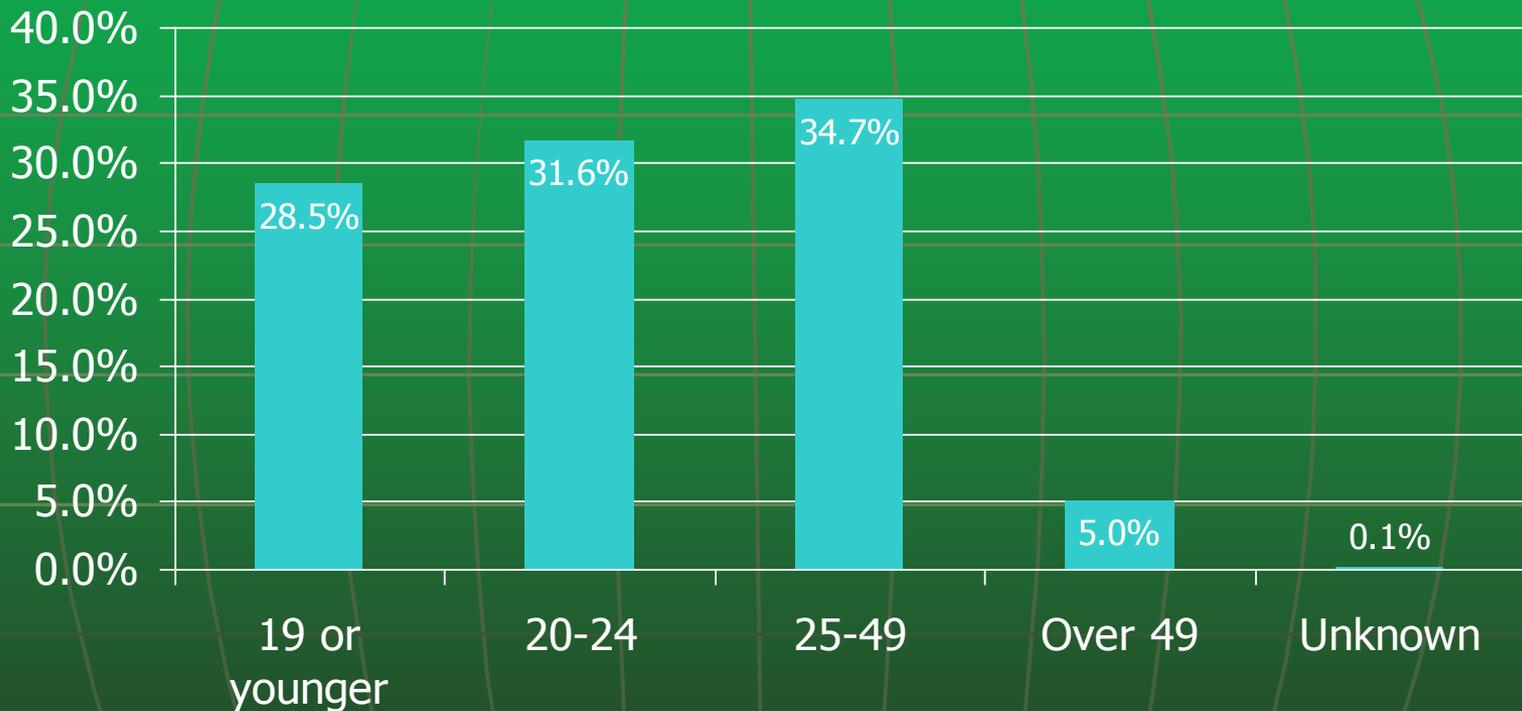
Annual Unduplicated Headcount and FTES



The data indicate that there is an upward trend in the annual number of unduplicated students and FTES at Crafton.

*The FTES shown is taken from the Chancellor's Office Data Mart and is the annual FTES that includes summer, fall, and spring of the academic year.

Age of Students at Enrollment 2007 – 2008



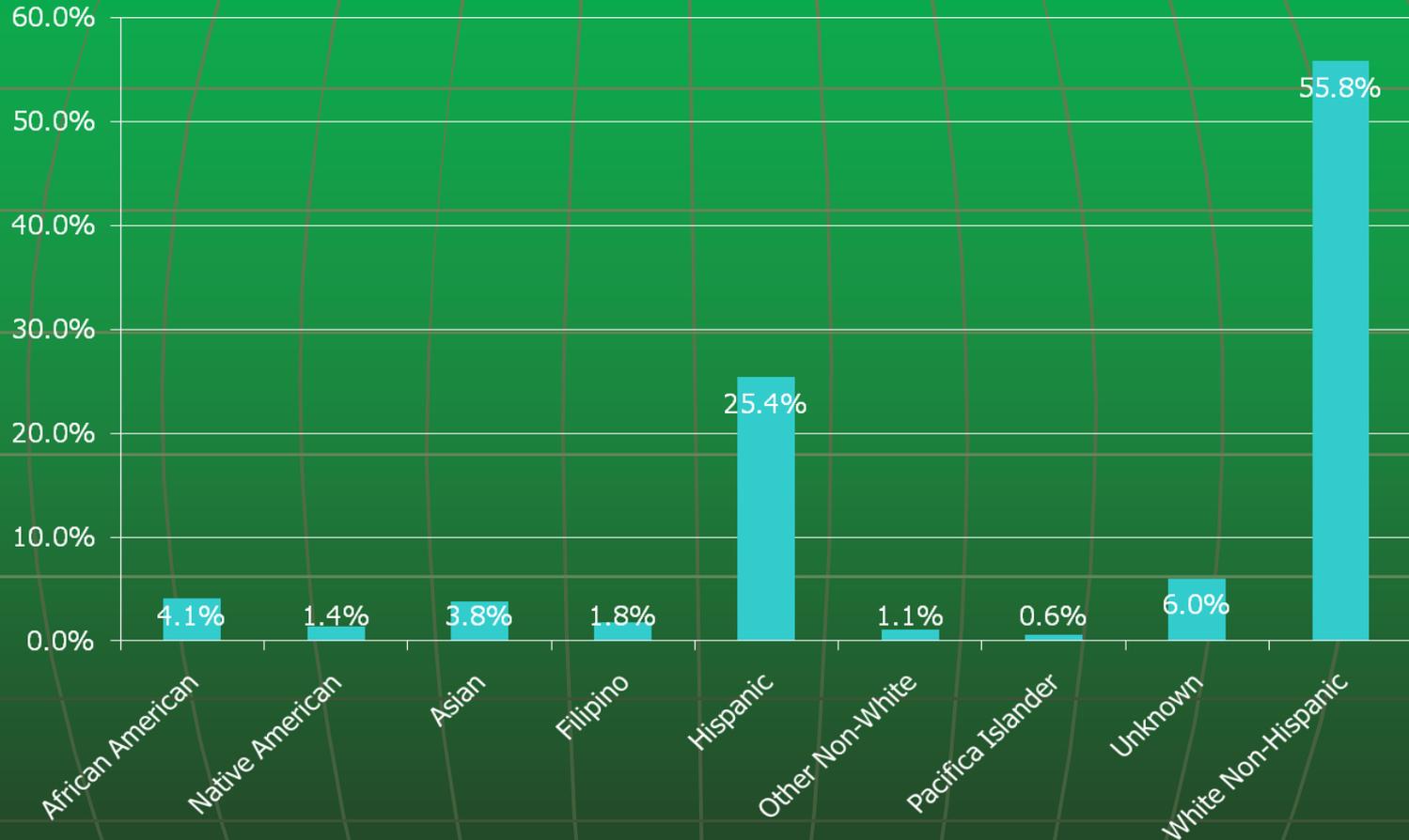
From 2006 – 2007 to 2008 – 2009 the age of students at Crafton has essentially stayed the same. However, there has been a slight decrease in the percent of students 24 years old or younger, as well as an increase in the percent of students who are 25 – 49 years old. Indicating that people in the workplace are enrolling at Crafton in higher numbers.

Gender of Students



In the last three years the percent of female students at Crafton has decreased while the percent of males has increased. Again, this may indicate that males from the workplace are enrolling at Crafton in higher numbers.

Ethnicity of Students 2007-2008



From 2005-2006 to 2007-2008 there has been a slight decrease in the number of White Non-Hispanic students from 57% to 55.8%, and a slight increase in the number of Hispanic students from 24.1% to 25.4%.

Peer Group Comparisons

- Grouping procedure employed cluster analysis techniques that employ four steps:
 - Identify all indicators that are beyond the control of the college (campus and community demographic factors)
 - Identify those indicators that are correlated with specific outcomes
 - Use these factors to level the playing field
 - Create a cluster analysis model to identify appropriate peer group campuses.
- Peer groups are different for each ARCC outcome measure and change every year

2008 – 2009

Academic Success Report

Summary of Evidence (ARCC Outcomes)

- **Blue** – Crafton has a higher rate than the peer group average and improved over the prior year's cohort.
- **Yellow** – Crafton has a higher rate than the peer group average.

#	Indicator	Prior Year	Crafton's Rate	Crafton's Peer Colleges		
				Average	Low	High
1	SPAR	51.3	53.5	59.7	52.4	70.5
2	Percent 30 Units or more	70.6	71.1	69.6	53.9	78.2
3	Persistence	66.9	65.7	66.5	59.0	74.6
4	Vocational Course Success	78.0	78.9	74.7	64.5	81.9
5	Basic Skills Course Success	55.4	59.4	56.3	36.1	70.6
6	Basic Skills Improvement	59.5	64.9	54.2	34.9	69.5

Addressing the Challenges

- Develop and facilitate a culture of research and development that helps to inform decision making
- Integration of Instruction and Student Support Services
- Programs and Services
 - Early Alert
 - Learning Communities
 - Faculty Mentorship
 - Continue and enhance professional development
 - Incorporate student mentors into the classroom

San Bernardino Valley College

2009 ARCC Report

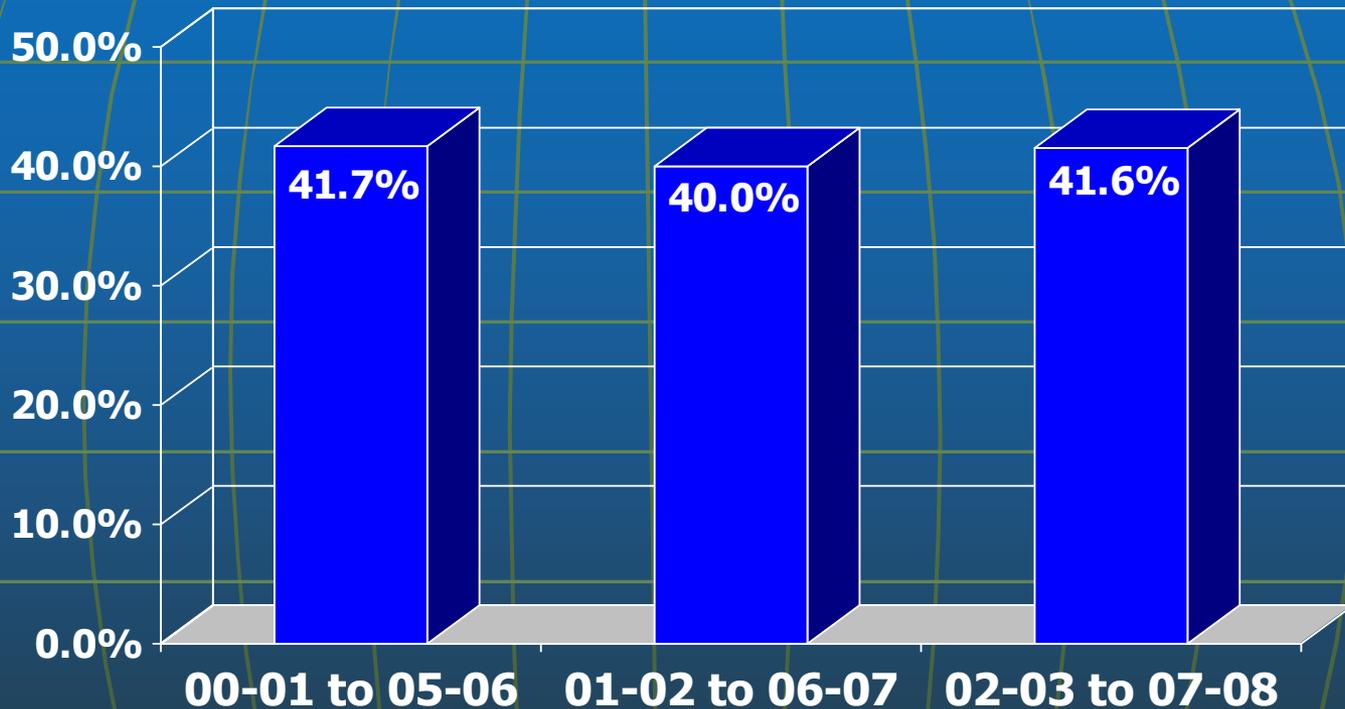
for the SBCCCD Board of Trustees

James E. Smith, Ph.D.



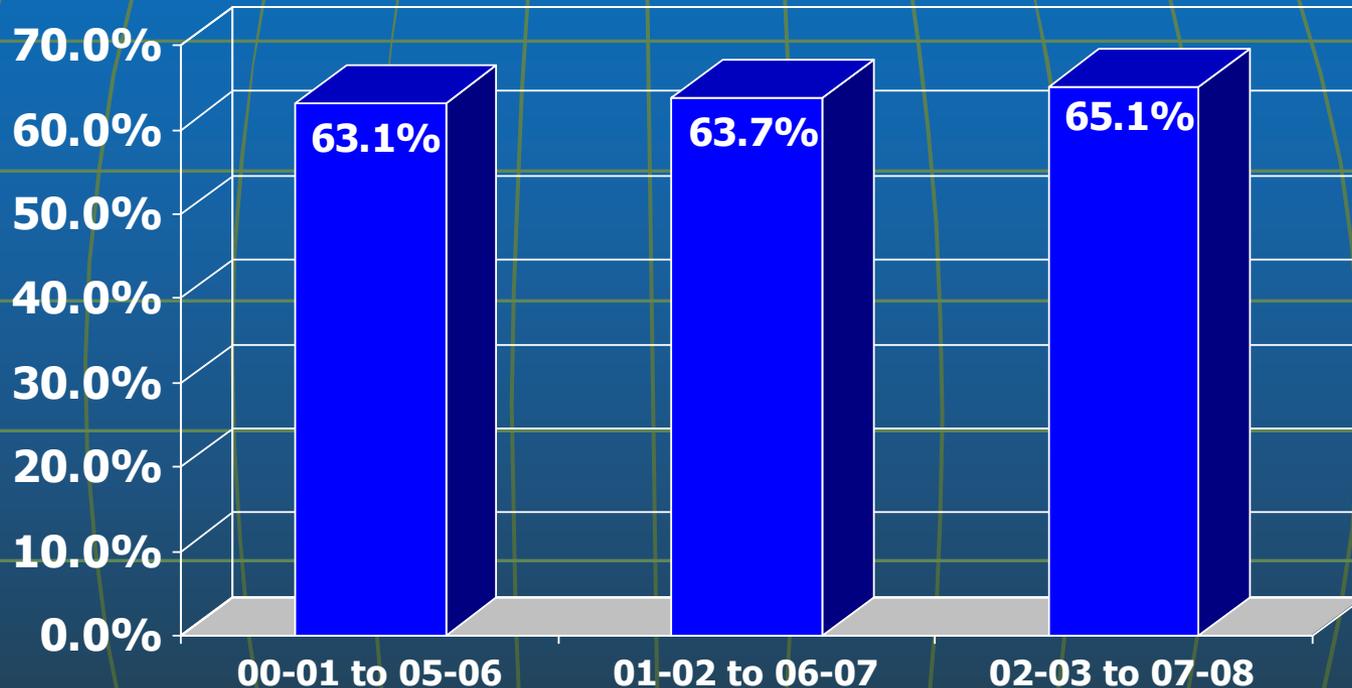
ARCC improvement target are integrated into the SBVC Strategic Plan and Strategic Initiatives with annual benchmarks and five year goals for each measure.

Student Progress & Achievement Rate (SPAR) (2009 cohorts Table 1.1)



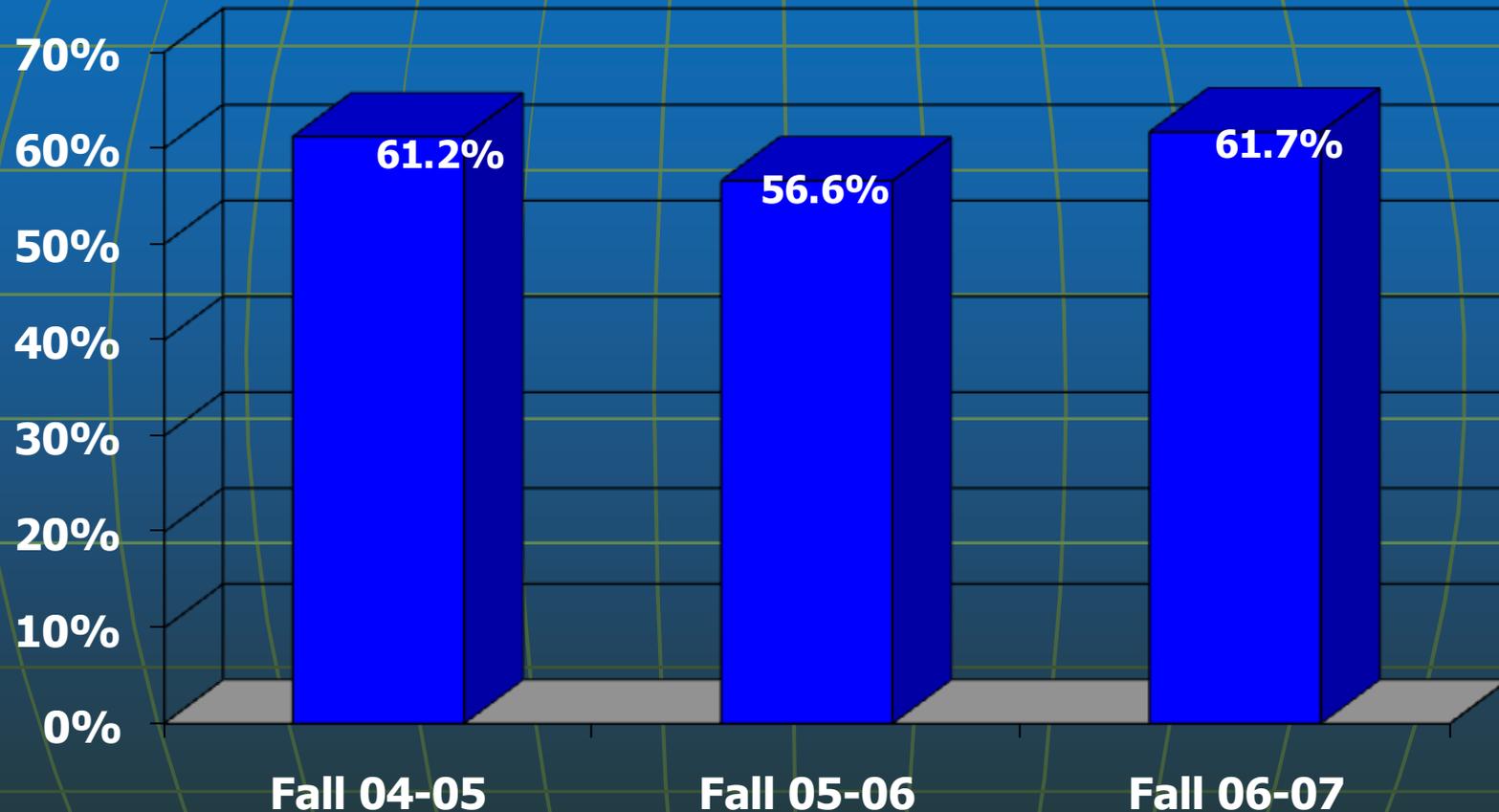
The SBVC SPAR rate has fluctuated slightly over the last three cohort years with a dip in the 01-02 to 06-07 cohort. The recovery can be attributed to a focus on basic skills and student support services.

Percent of Students Who Earned at Least 30 Units (2009 cohorts Table 1.1a)



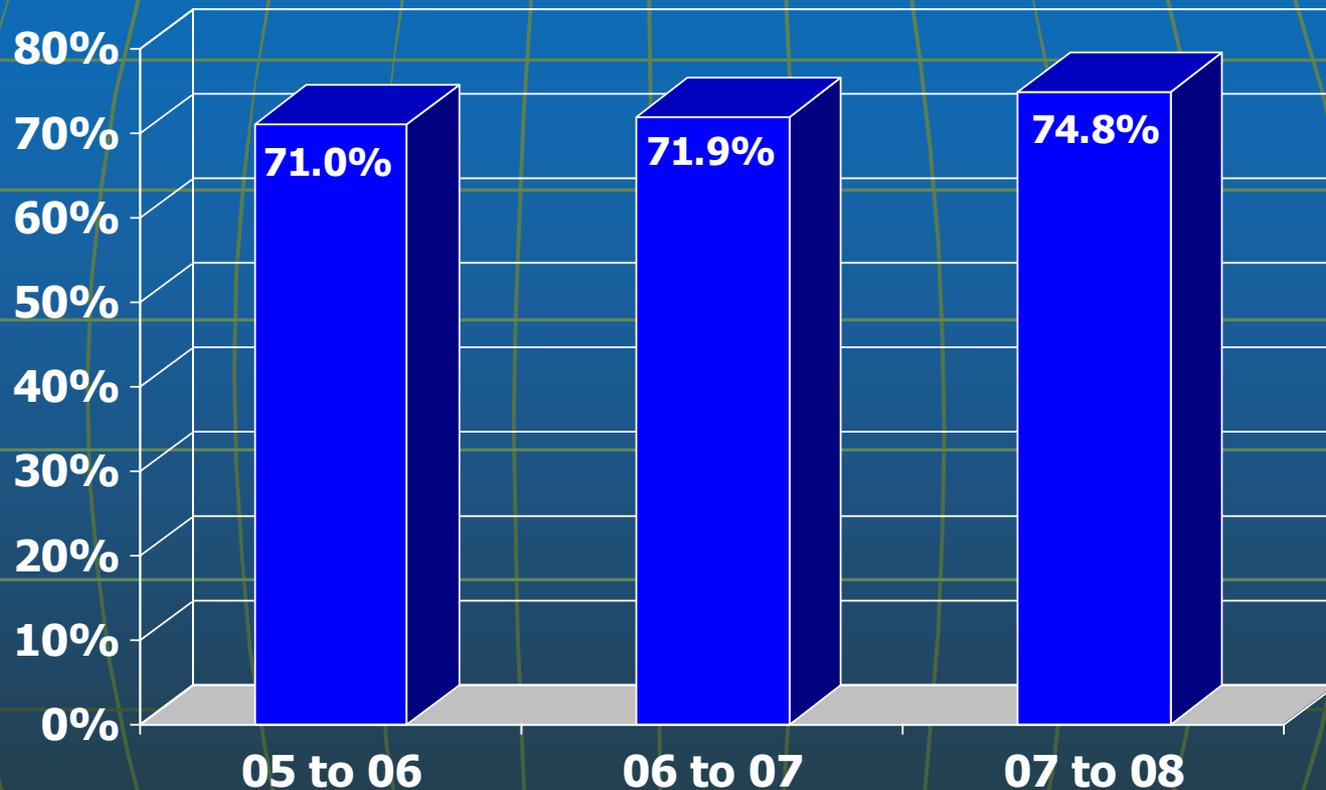
The percentage of students who earn at least 30 units has shown an increase with every cohort in this report. Because it is a percentage, this measure is not directly affected by enrollment trends.

Persistence Rate (2009 cohorts Table 1.2)



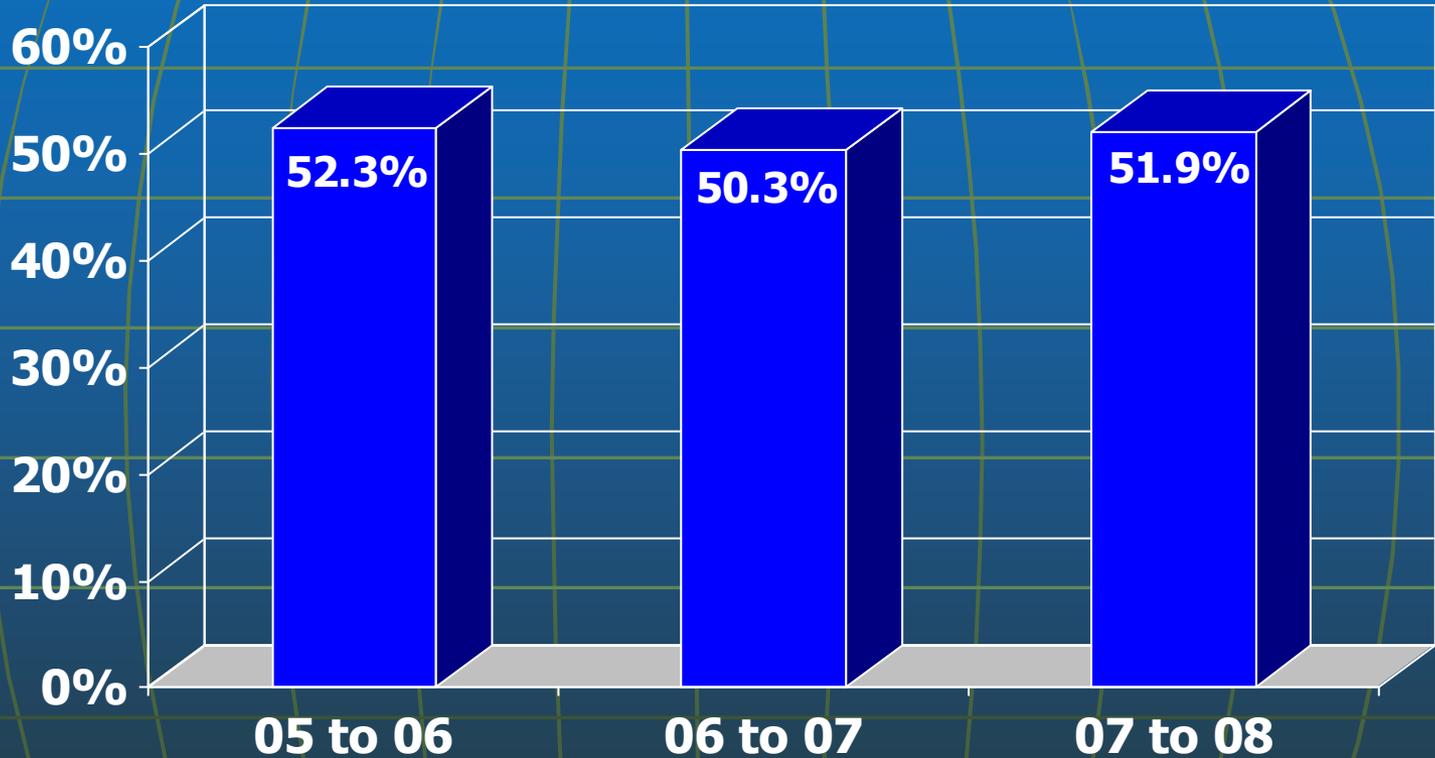
Persistence measures have remained stable in the high 50% and low 60% range. Persistence lags two years behind the reporting year because of data availability.

Course Completion Rate for Vocational/Occupational and Workforce Development (2009 cohorts Table 1.3)



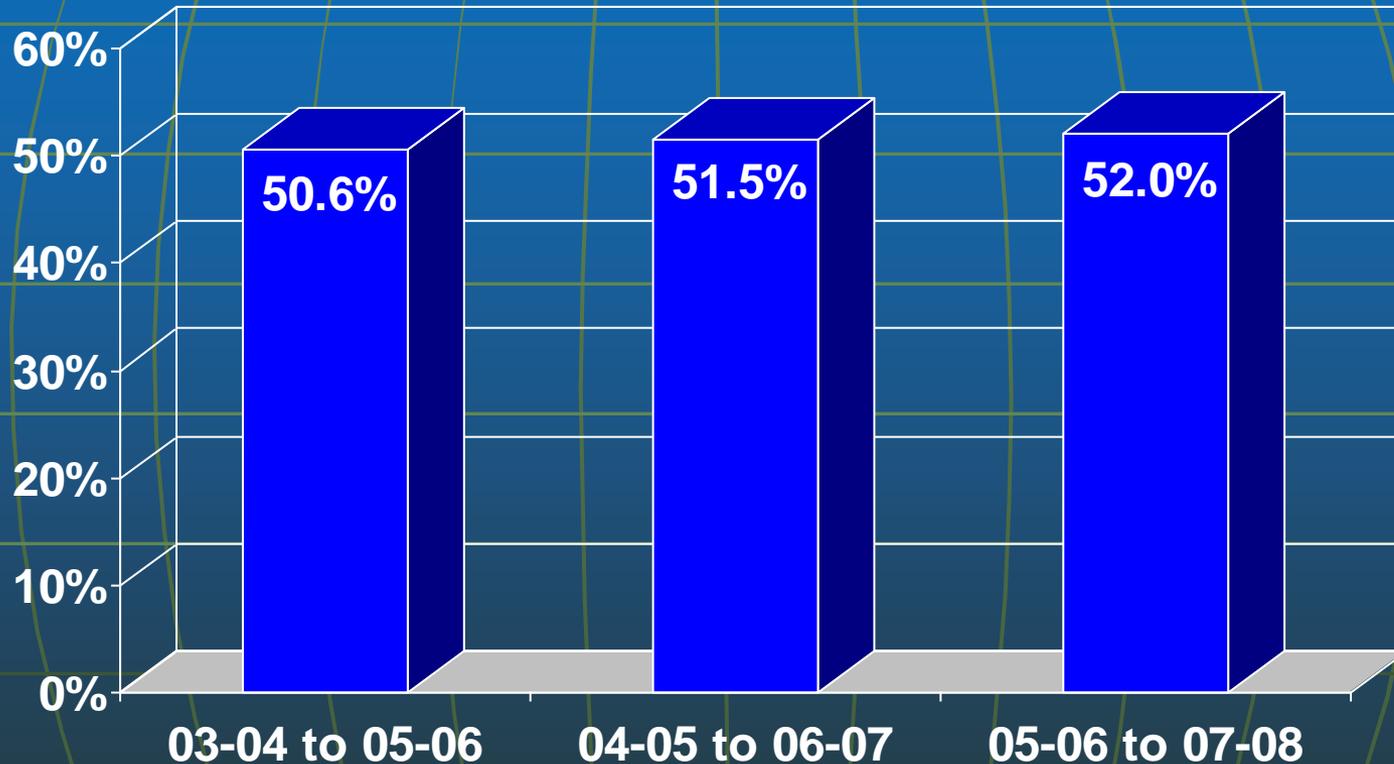
Course completion in vocational/occupational courses has been on an upward trend over the period shown; the trend continues with the data in the 2010 report.

Completion Rates for Credit Basic Skills Courses (2009 cohorts Table 1.4)



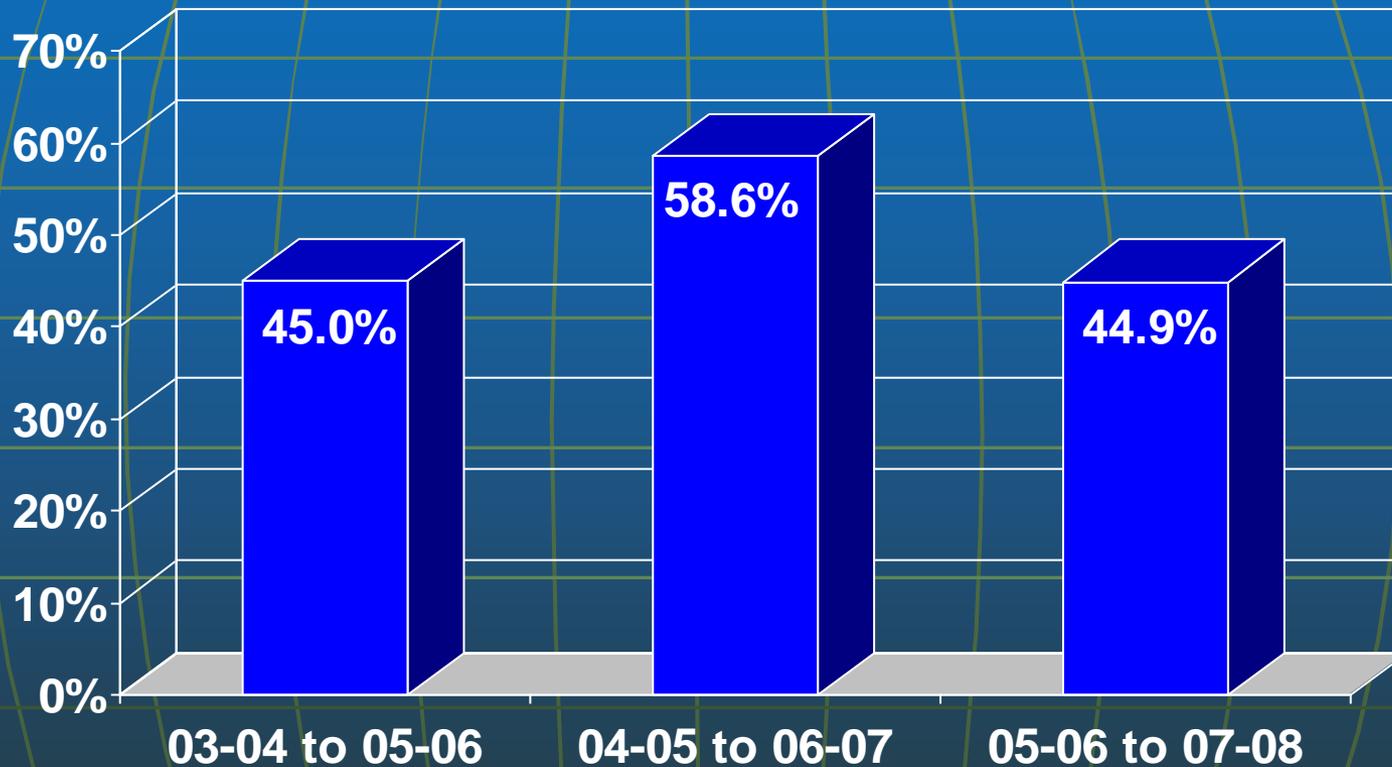
Basic skills completion rates have been stable over the five reporting years with minor fluctuations that are due, in part, to enrollment fluctuation. Improvement rates do not tend to be directly affected by enrollment fluctuation.

Improvement Rates for Credit Basic Skills



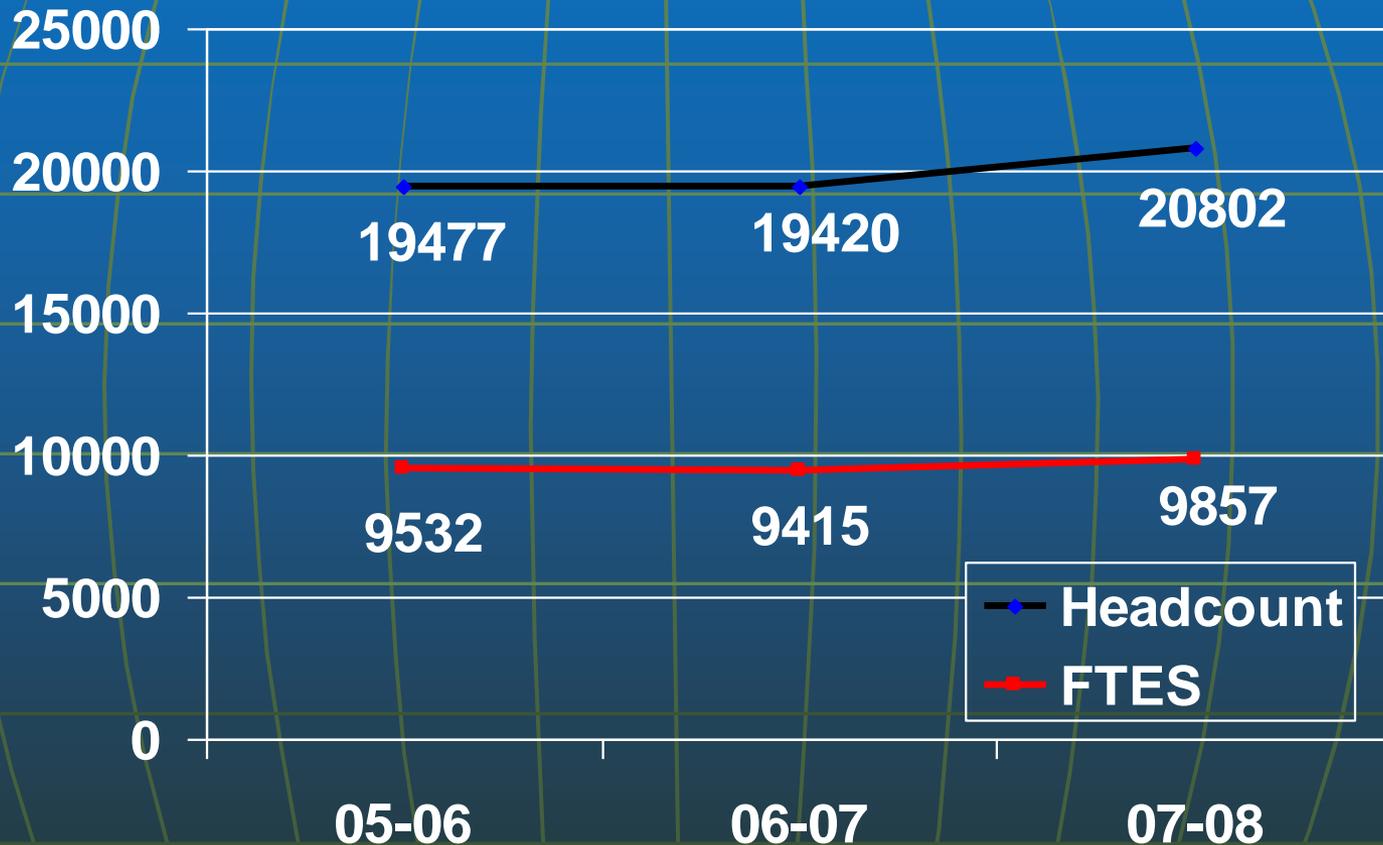
Basic skills improvement at SBVC has shown an upward trend over the entire period that ARCC data has been reported. This trend continues into the next reporting year with an even greater increase in the 2010 report. This upward trend is due, in part, to the institution's commitment to the basic skills initiative.

Improvement Rates for ESL Courses



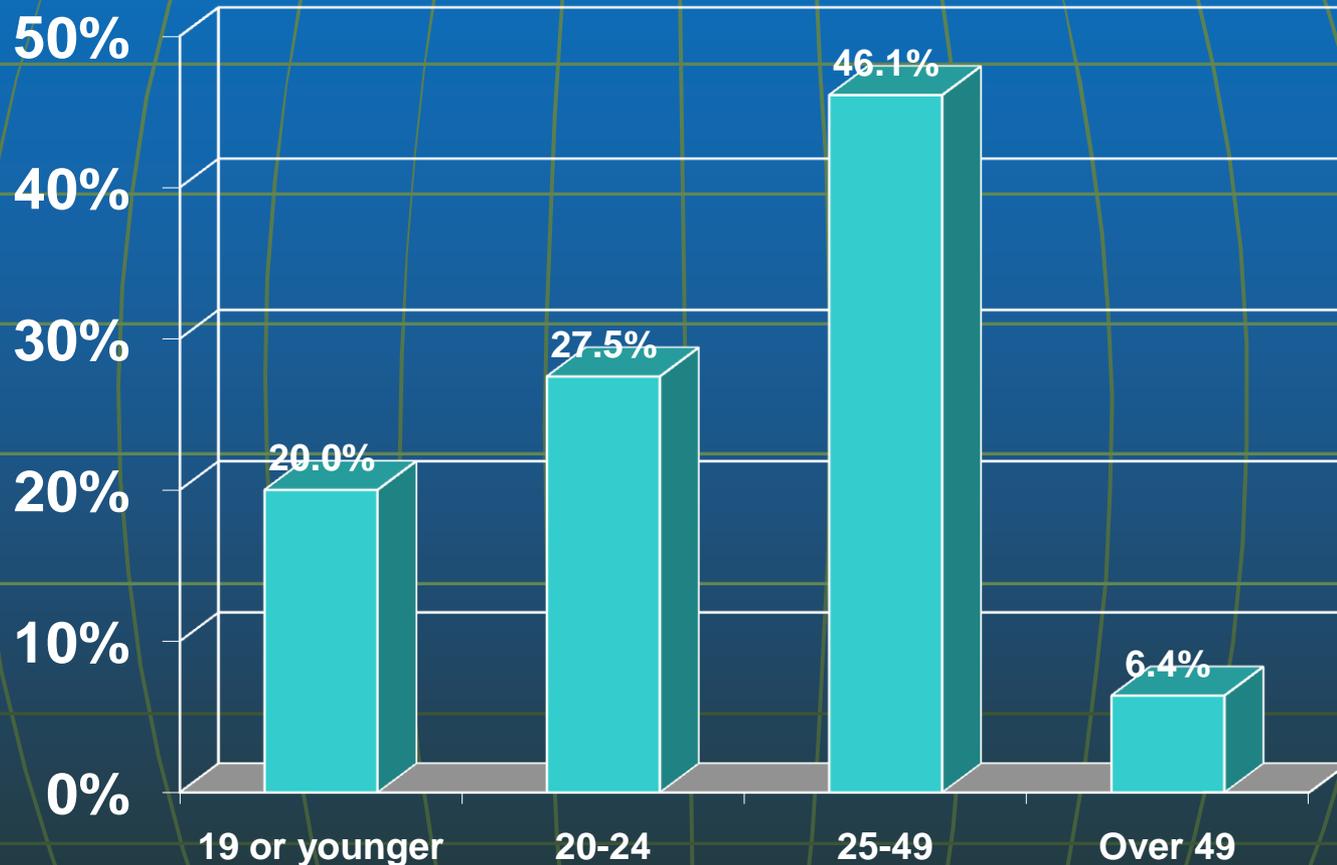
The ESL improvement rate at SBVC has shown dramatic fluctuations from the high 50% to the mid 40% range. This is primarily due to a restructuring of the ESL curriculum. Non-credit courses are being planned for students with very weak skills; this is combined with ongoing efforts to build a stronger partnership with local adult schools.

Annual Unduplicated Headcount and FTES



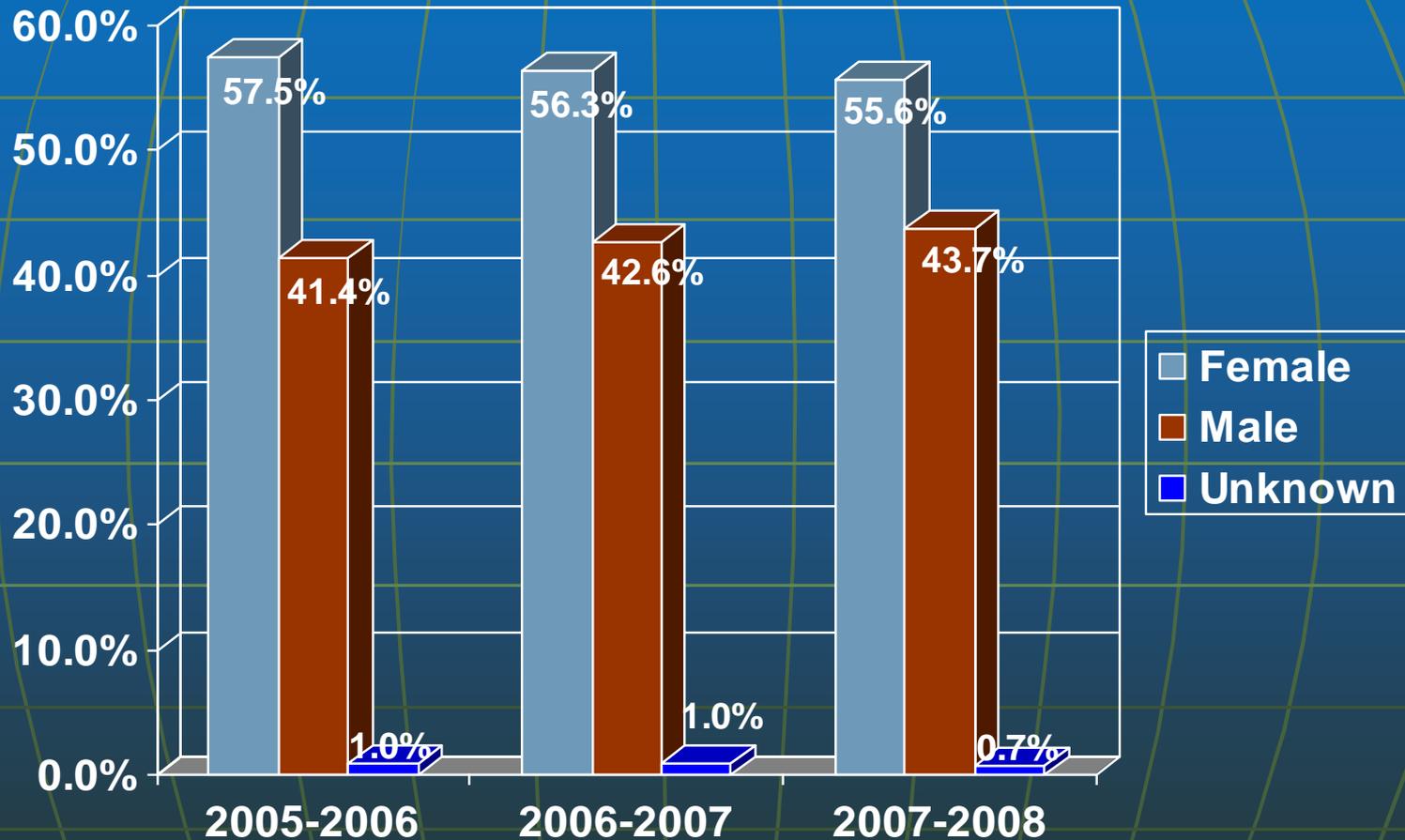
SBVC experienced an enrollment increase between 06-07 and 07-08 that was larger than changes in previous years. We can expect this trend to increase. The increase in FTES is not as dramatic because the number of part-time students is greater than the number of full-time students.

Age of Students at Enrollment 2007 – 2008



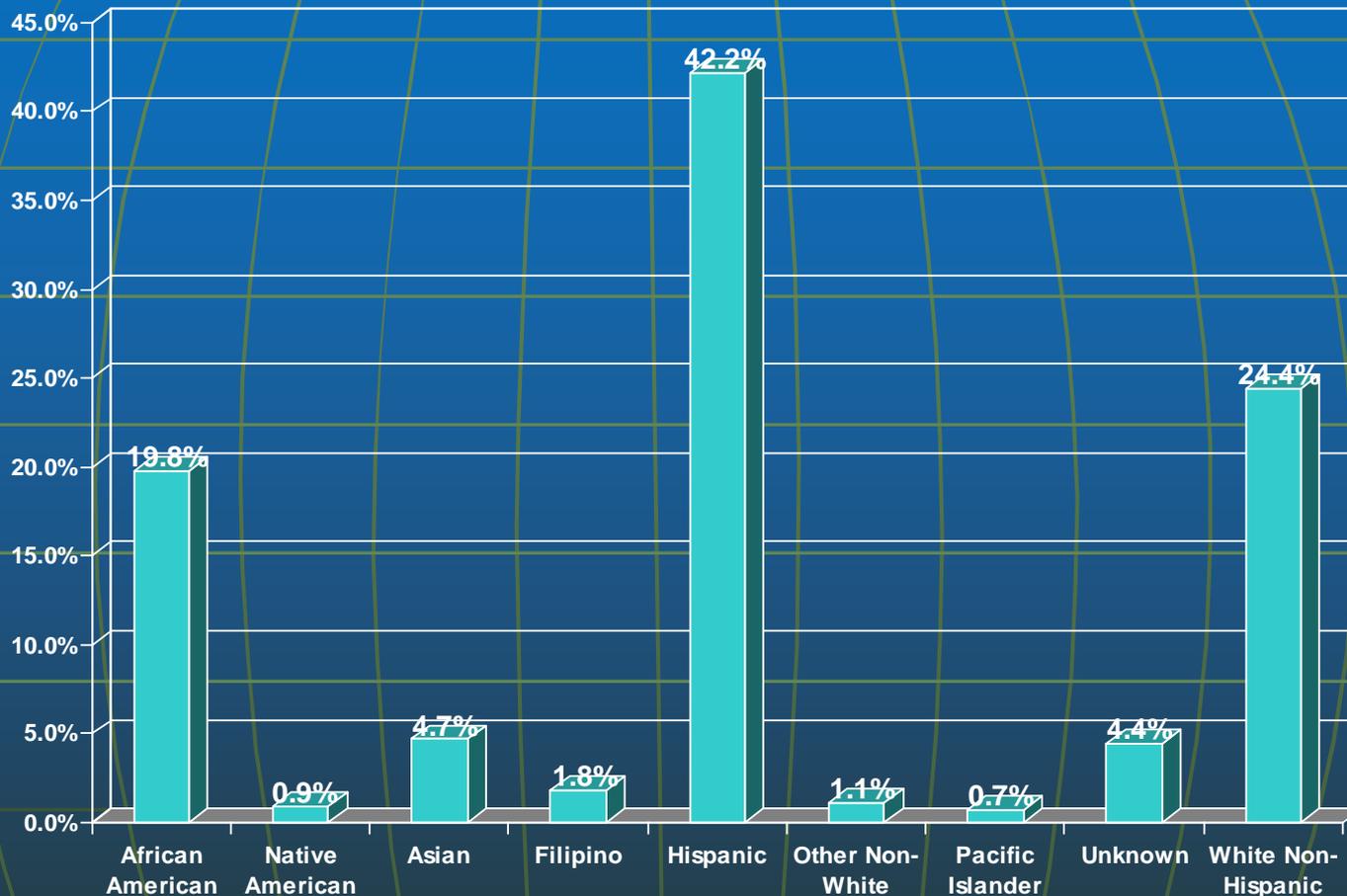
Ages of SBVC students have been stable from 2006 – 2007 to 2007 – 2008. There was a very slight increase in the percentage of students in the two lowest age groups. The average age of all SBVC students is approximately 29 years—this has been stable over the last decade.

Gender of Students



The gap between male and female students has decreased over the last decade. It reached a high point after the welfare-to-work legislation and is now closing in part because of trends in unemployment that disproportionately affect men.

Ethnicity of Students 2007 – 2008



Students who identify themselves as Hispanic now represent over 42% of the SBVC population. Hispanic students gradually increased over the last decade as a percentage of SBVC population. This increase has been matched by a decline of White students as a percentage. Other groups have remained stable. This trend matches the ethnic composition of the surrounding community.

2007 – 2008

Academic Success Report

Summary of Evidence (ARCC Outcomes)

- **Green** – Valley has a higher rate than the peer group average and improved over the prior year's cohort.
- **Purple** – Valley has a higher rate than the peer group average
- **Yellow** – Valley has improved over the prior year's cohort.

#	Indicator	Prior Year	Valley's Rate	Valley's Peer Colleges		
				Average	Low	High
1	SPAR	40.0	41.6	47.4	36.3	64.7
2	Percent 30 Units or more	63.7	65.1	71.1	63.2	78.4
3	Persistence	56.6	61.7	60.2	42.8	77.7
4	Vocational Course Success	71.9	74.8	75.7	62.8	89.4
5	Basic Skills Course Success	50.3	51.9	56.0	42.8	65.9
6	Basic Skills Improvement	51.5	52.0	52.6	36.5	62.0
7	ESL Improvement	58.6	44.9	41.3	7.9	80.5

Addressing the Challenges

- Maintain a data driven approach to all areas of student performance and success
- Expand partnerships with local educational and business institutions
- Expand access to
 - Tutorial services for all students
 - Learning communities
 - Basic skills courses (both credit and non-credit)
 - Accurate assessment tools for placement
 - Basic training for non-basic skills faculty
- Create a campus culture that provides broad based input for problem solving and integrates this action plan with
 - The SBVC Strategic Initiatives
 - The SBVC Educational Master Plan
 - Accreditation Standards

The Future and Success

- Identification of strategies related to increased chance of achieving ARCC outcomes by improving student tracking and conducting research in the following areas:
 - Seeing a counselor
 - Following placement recommendations
 - Successfully completing prerequisite course
 - Accessing the Learning Resource Center
 - Alternative Learning Strategies (e.g.: learning communities, Middle College High School, Valley Bound Commitment, etc.)

Summary

- Both colleges placed an emphasis on basic skills improvements and both had increases in the basic skills improvement rates
- Both colleges had two substantial (higher than 2%) improvements in the ARCC outcomes over the prior year
- Both colleges have higher rates than two or more of their peer group averages

Questions

