

# 2011 Accountability Reporting for the Community Colleges (ARCC) for the SBCCCD Board of Trustees (Year ending in 2009-2010)

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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 student success
- 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)

# ARCC Data and Methods

- Two methods of cohort comparison
  - Self Comparison (trend analysis, change over time)
  - Peer Group Comparison (comparison with similar campuses in the California Community College System—determined through a cluster analysis procedure)

# 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

# ARCC Cohorts

- **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** – **measure the progress of** students enrolled in the specified courses in the following academic years (i.e. summer, fall, and spring): 2007-2008, 2008-2009, and 2009-2010.
  - Vocational course success rate
  - Basic skills course success rate

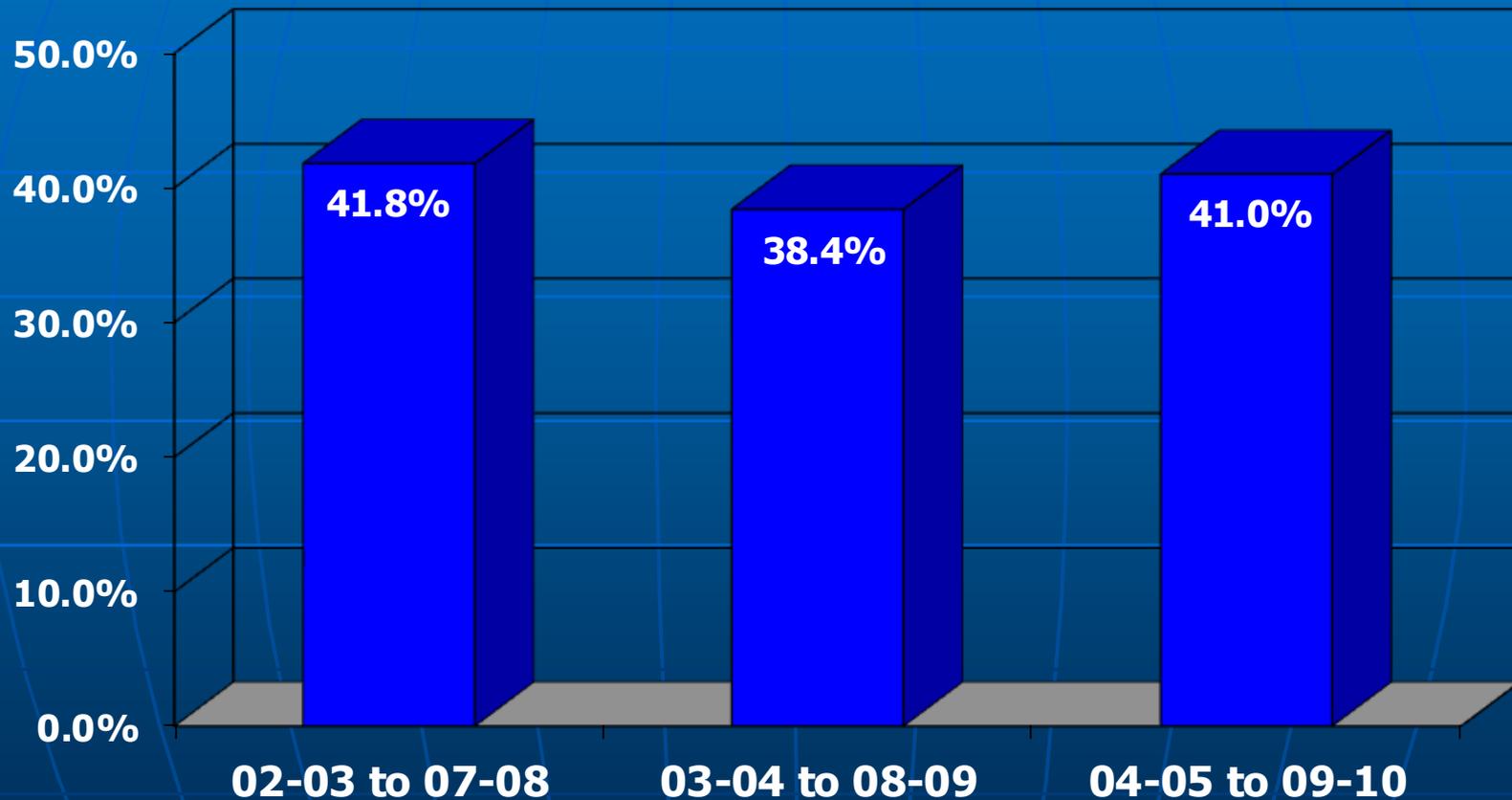
# San Bernardino Valley College 2011 ARCC Report SBCCD Board of Trustees

James E. Smith, Ph.D.



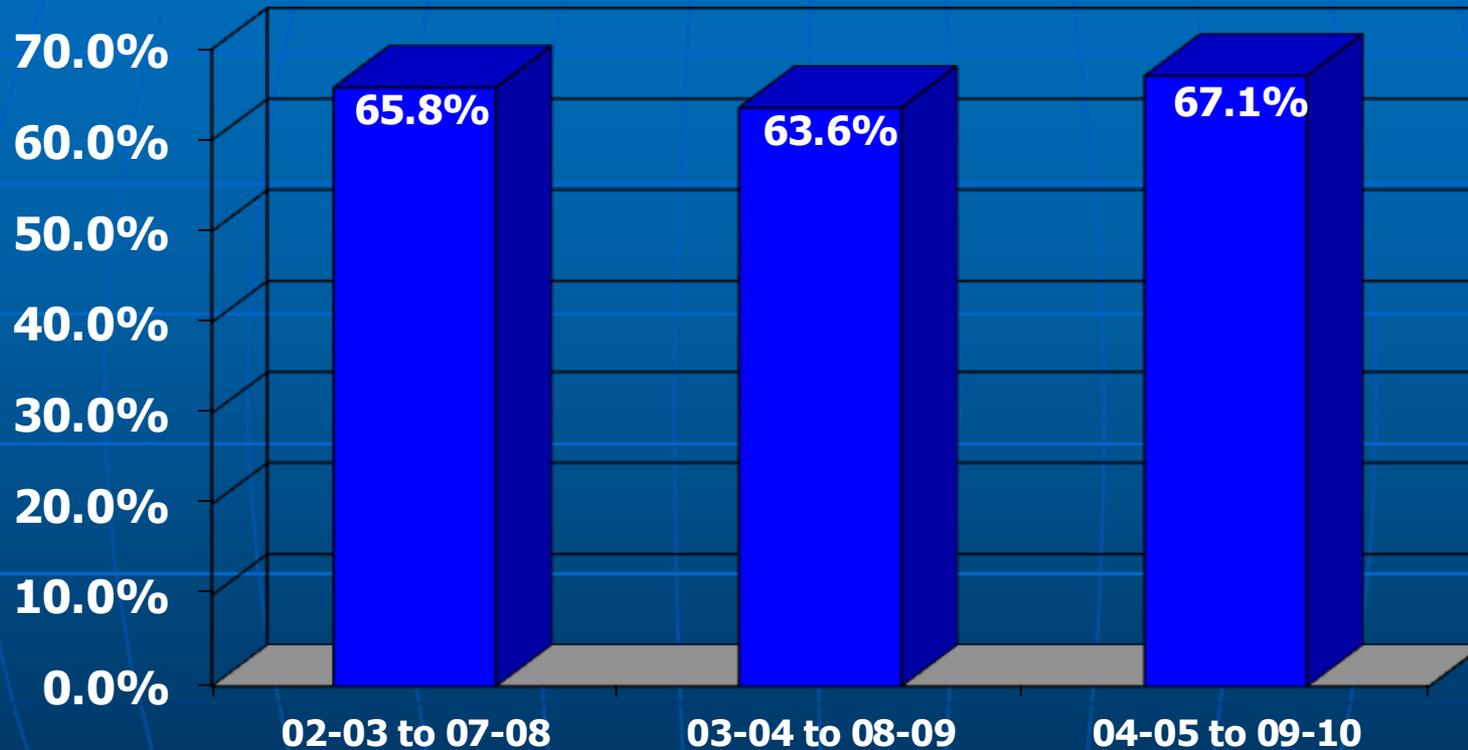
ARCC improvement target are integrated into the SBVC Strategic Plan and Strategic Initiatives with annual benchmarks and five year goals for each measure.

# Student Progress & Achievement Rate (SPAR) (2011 Cohorts Table 1.1)



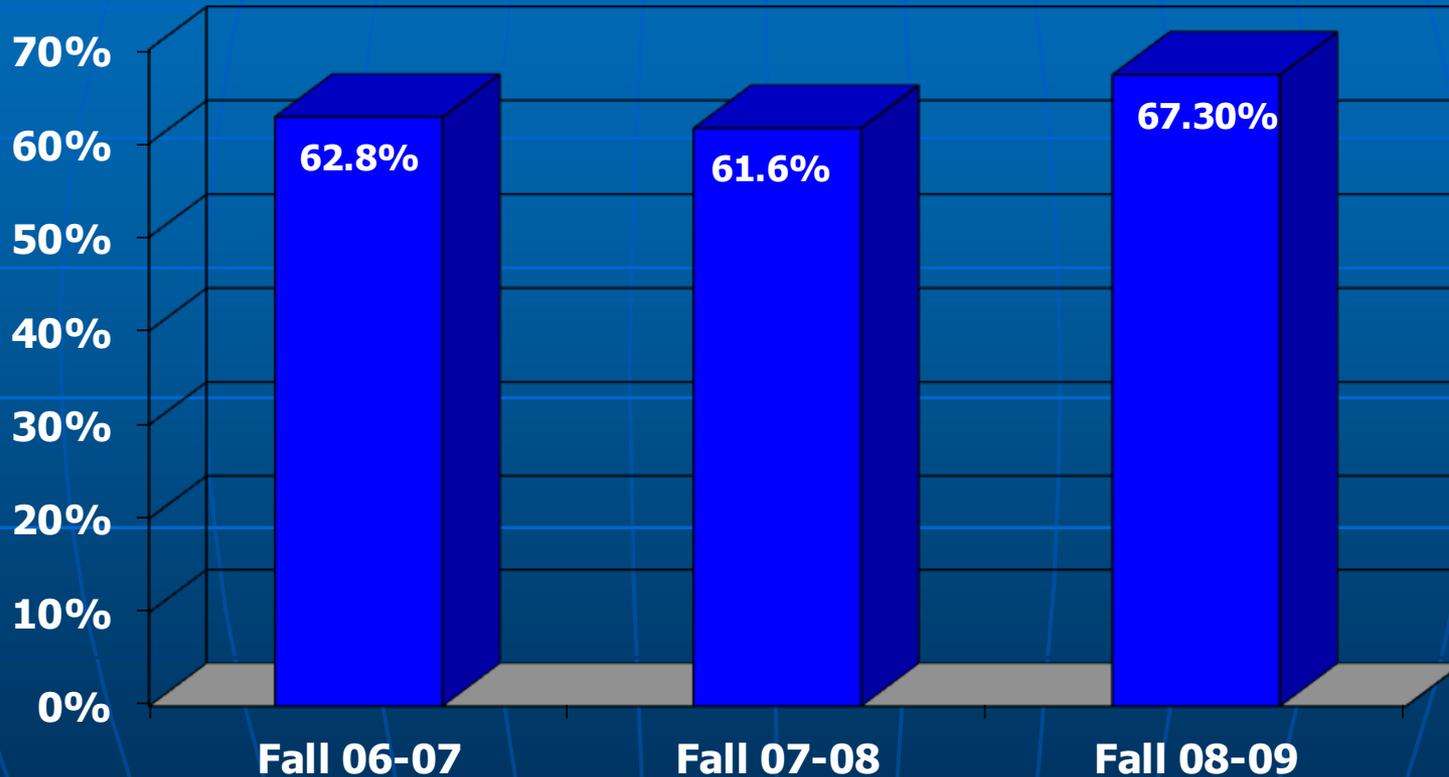
The SBVC SPAR rate has fluctuated between 38.5% and 42% over the last three cohort years with no defining trend.

# Percent of Students Who Earned at Least 30 Units (2011 Cohorts Table 1.1a)



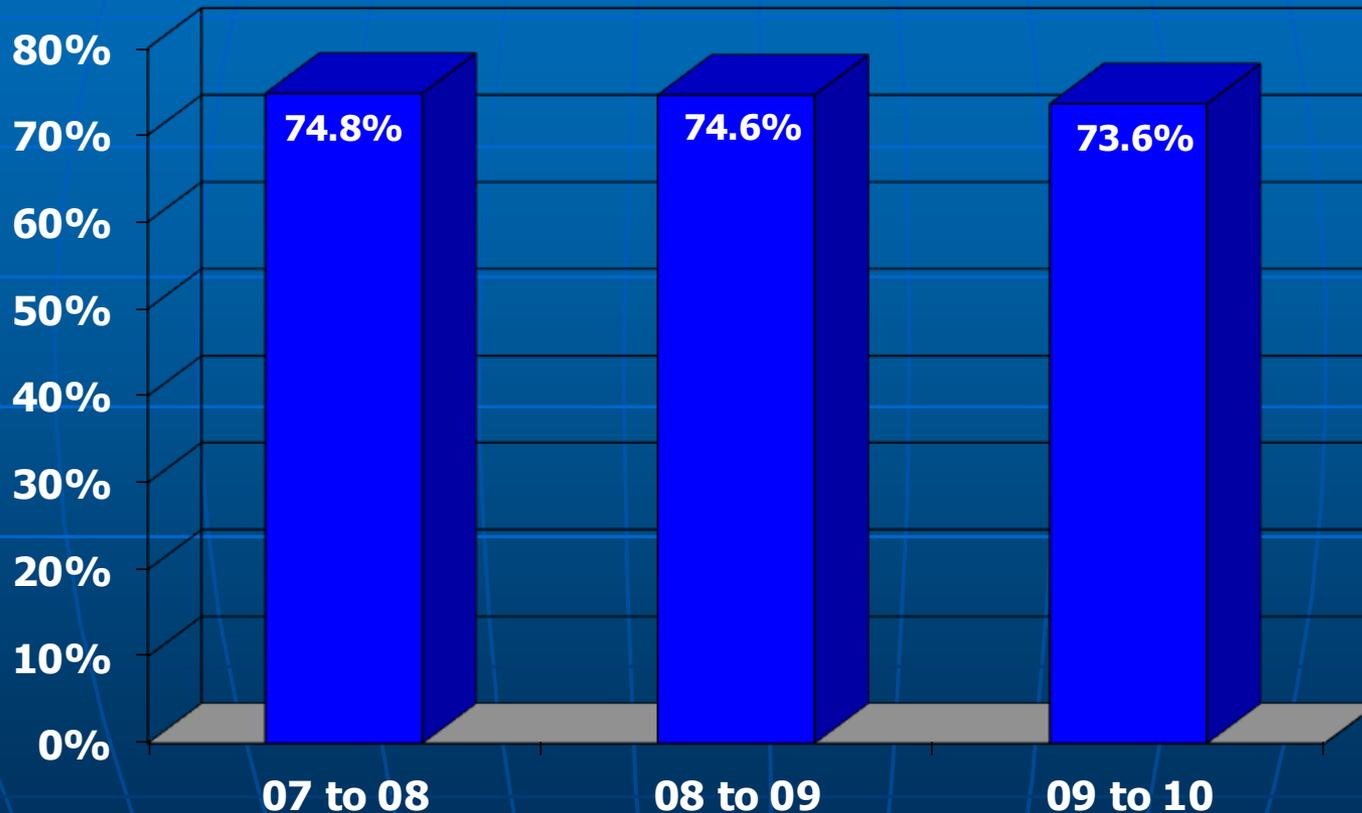
The percentage of students who earn at least 30 units has remained stable between 63.7 and 67.1—we need more data points with increases before we can call it a trend.

# Persistence Rate (2011 Cohorts Table 1.2)



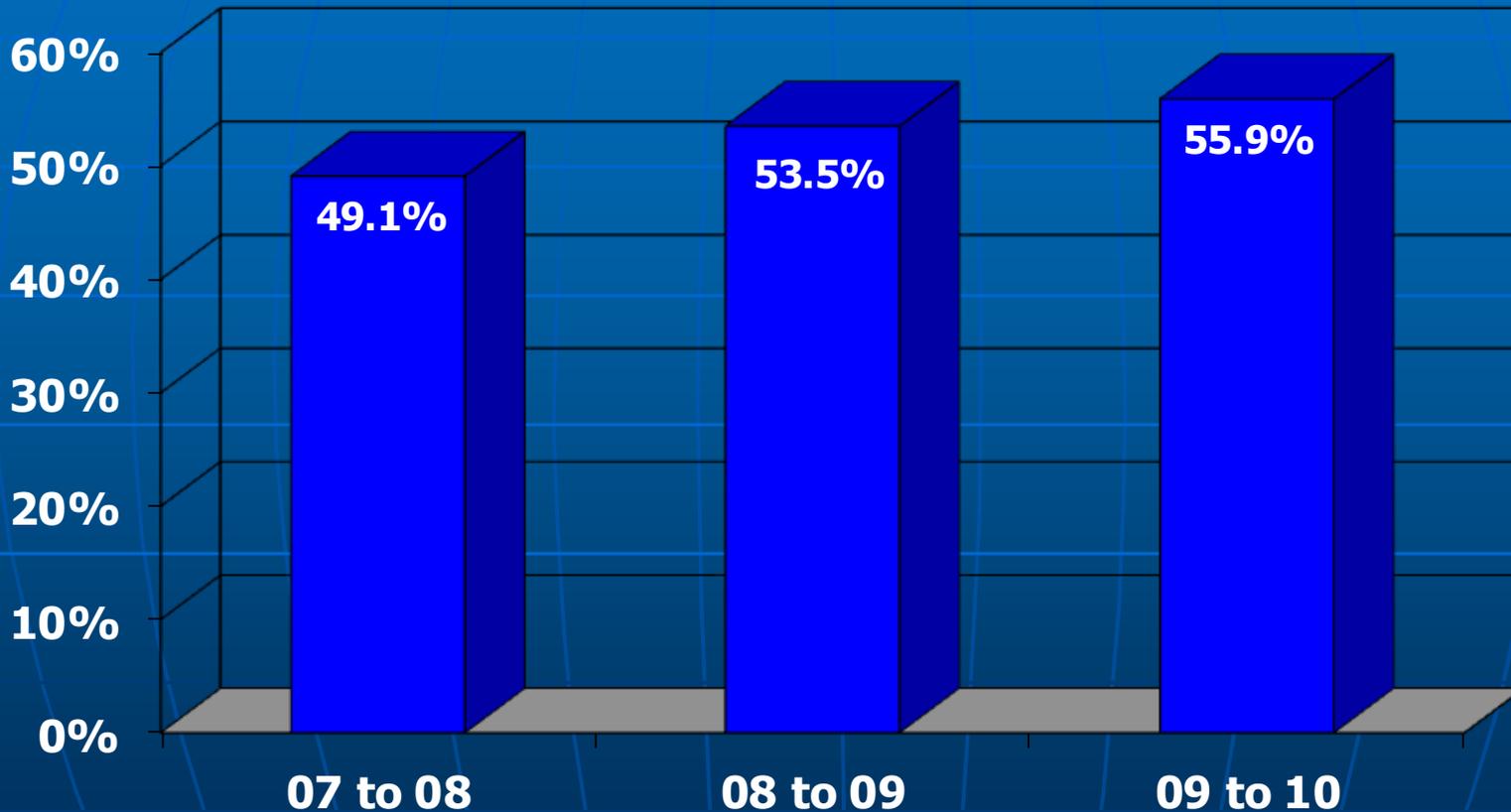
In past years, persistence measures have remained stable in the high 50% to low 60% range. This year, the rates have moved into the high 60% range.

# Course Completion Rate Vocational/Occupational & Workforce Development (2011 Cohorts Table 1.3)



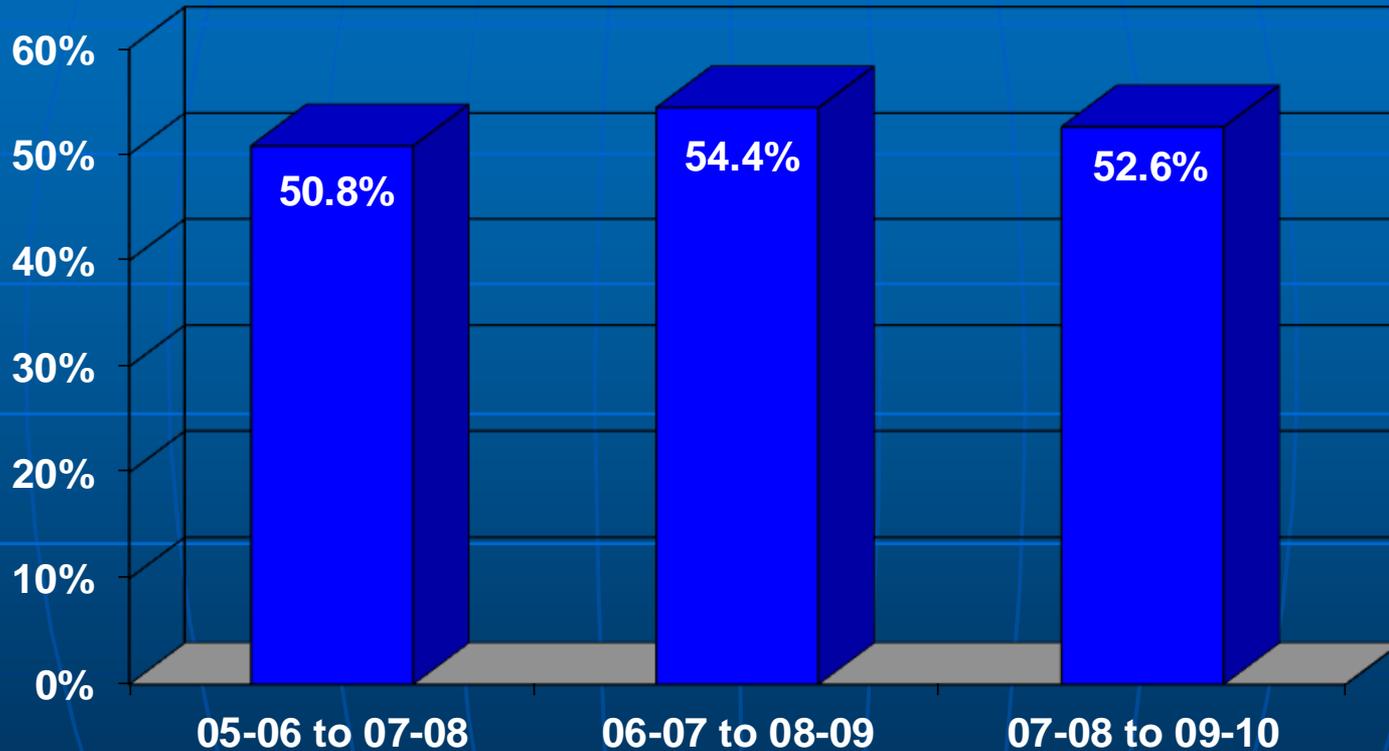
Course completion in vocational/occupational courses has been stable. There is a slight downward trend in very small increments over the period shown. This is the area with the highest pass-rates for SBVC .

# Completion Rates for Credit Basic Skills Courses (2011 Cohorts Table 1.4)



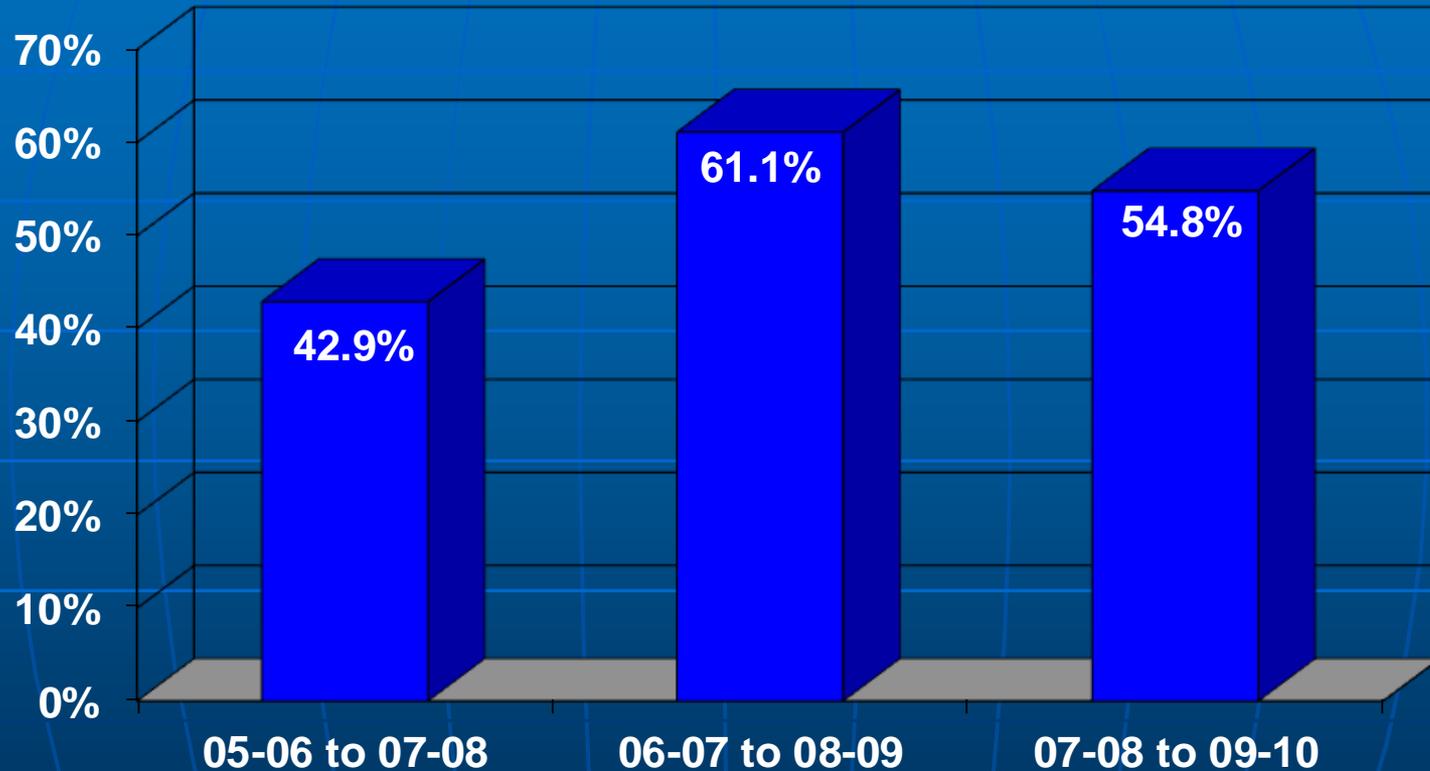
Basic skills completion rates have shown a steady increase over the entire period of ARCC reporting. The graph above shows a steady improvement trend over the three cohort years in this report.

# Improvement Rates Credit Basic Skills



Basic skills improvement at SBVC has fluctuated between 50 – 55% with no real trend over the last eight reporting years.

# Improvement Rates ESL Courses



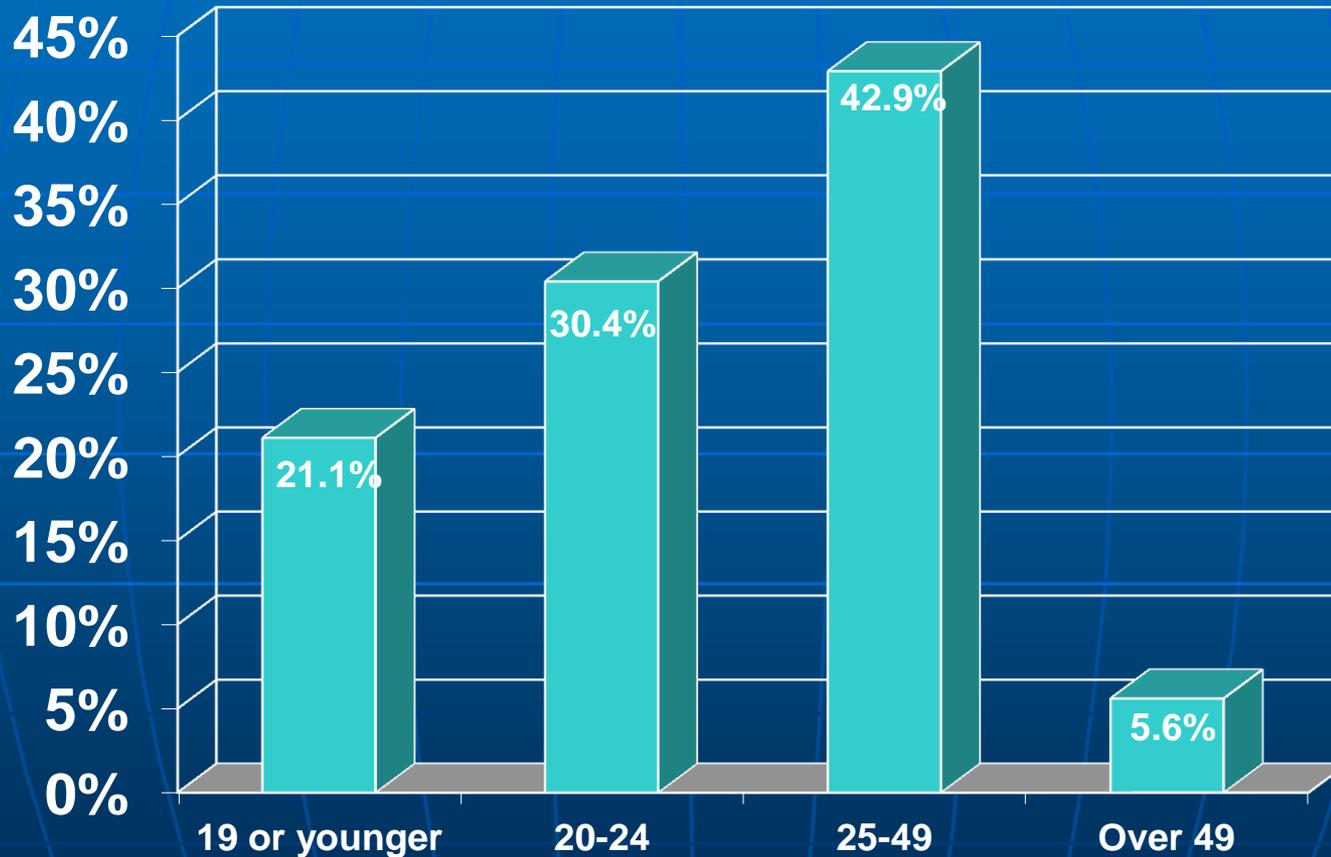
The ESL improvement rate at SBVC has shown dramatic fluctuations from the low 60% to the low 40% range. This is primarily due to a restructuring of the ESL curriculum. Non-credit courses are being planned for students with very weak skills; this is combined with ongoing efforts to build a stronger partnership with local adult schools. Faculty have been pleased with this transition from practical language skills to academic curriculum.

# Annual Unduplicated Headcount & FTES



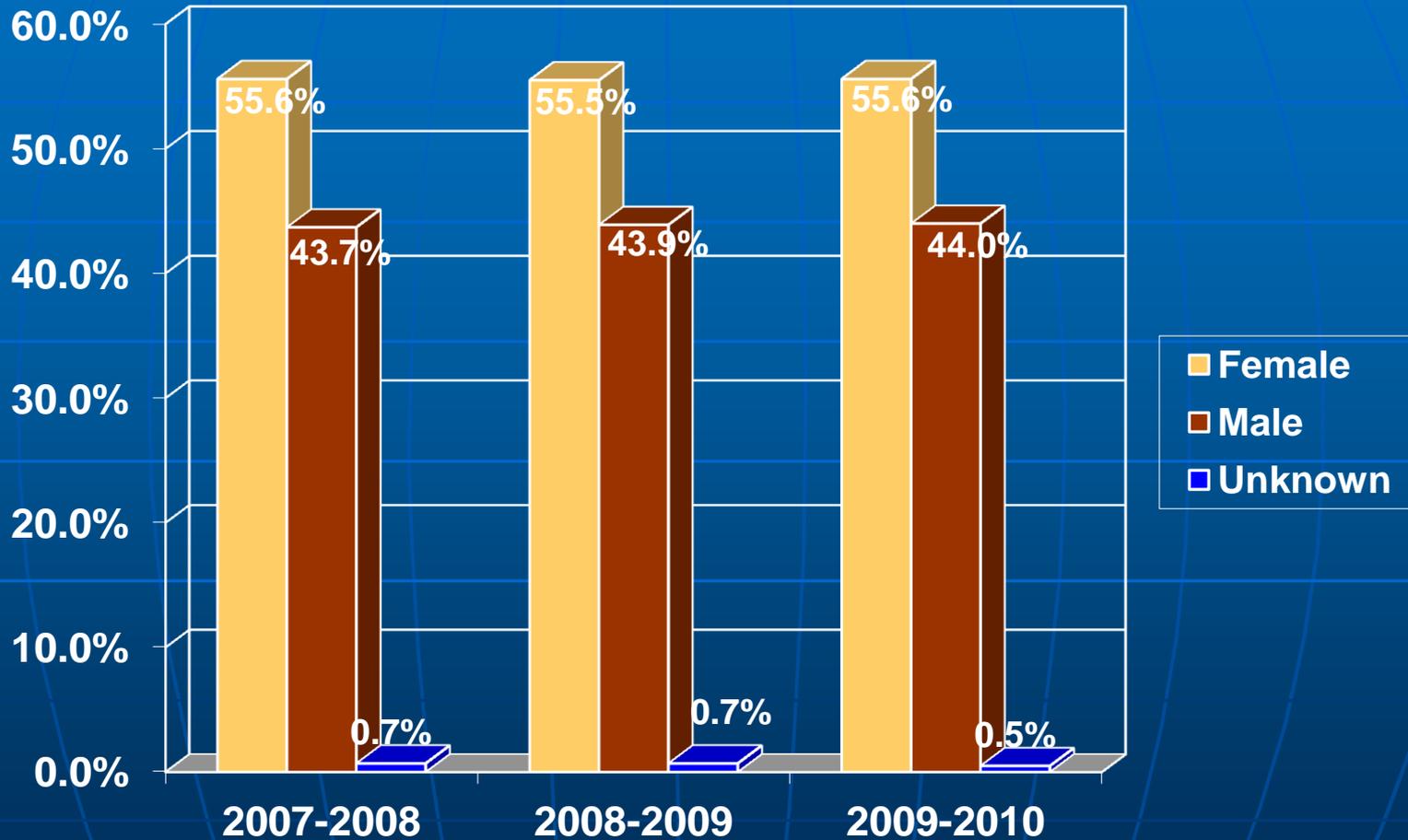
SBVC experienced a steady enrollment increase in the years before 08-09. Since 09-10, there has been a decline in headcount. FTES for this period has continued to increase because students are taking more units.

# Age of Students at Enrollment 2009–2010



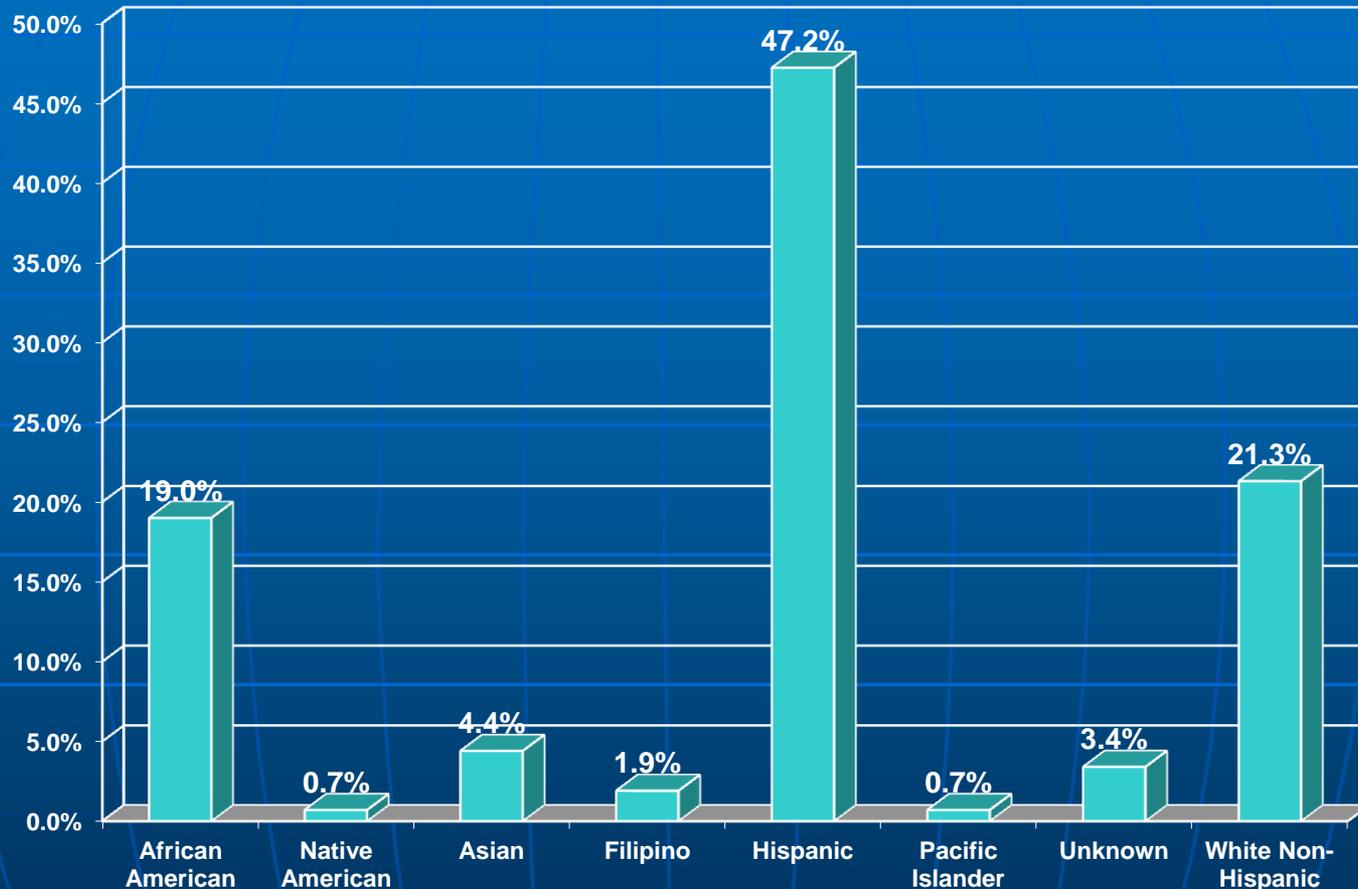
Ages of SBVC students have been stable from 2006 – 2007 to the present. There was a very slight increase in the percentage of students in the two lowest age groups. The average age of all SBVC students is approximately 29 years.

# Student Gender



The gap between male and female students has decreased over the last decade. The percentage of male students has increased in recent years.

# Student Ethnicity 2009-2010



Students who identify themselves as Hispanic now represent over 47% 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.

# 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 the same as last year for each ARCC outcome measure

# Academic Success Report 2009– 2010

## Summary of Evidence (ARCC Outcomes)

- **Purple:** Valley has a higher rate than the peer group average and improved over the prior year's cohort.
- **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	38.5%	41.0%	48.7%	37.5%	62.4%
2	Percent 30 Units or more	63.0%	67.1%	72.4%	63.0%	81.7%
3	Persistence	61.0%	67.3%	61%	39.8%	74.9%
4	Vocational Course Success	74.6%	73.6%	75.7%	62.2%	88.8%
5	Basic Skills Course Success	53.5%	55.9%	56.5%	39.1%	70.6%
6	Basic Skills Improvement	53.3%	52.6%	57.6%	34.9%	69.5%
7	ESL Improvement	41.9%	54.8%	49.4%	0.0%	100%

# Last Years' Recommendations for SBVC

- Strategies for increasing ARCC outcomes by improving data systems for student tracking and by implementing systems that encourage students to:
  - See counselors on a regular basis
  - Take the placement tests
  - Following placement recommendations promptly
  - Successfully complete prerequisite courses
  - Access tutorial resources
  - Participate in structured learning communities and study groups.

# New Students and Matriculation

- SBVC now has mandatory assessment and orientation
- SBVC continues to improve the Accuplacer system for:
  - English (cut-score adjustments)
  - Math (content review)
  - Reading (cut-score adjustments).

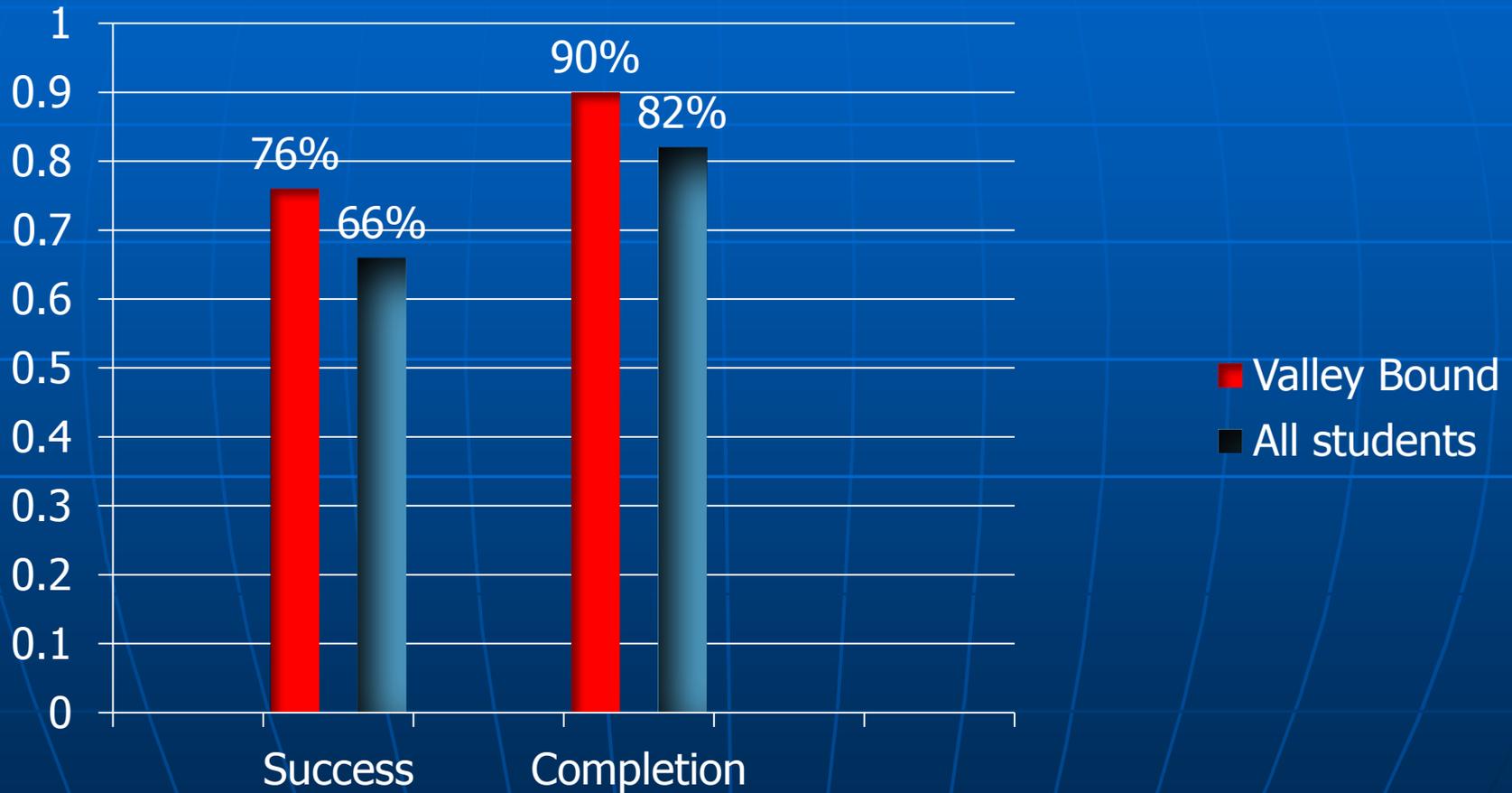
# Learning Communities have been Expanded through Grants

- HSI-STEM Grant funds the Pass Go Program
  - Moves students through math & science courses from basic skills to preparation for transfer to CSUSB and UCR
- HACU-Walmart Grant funds an accelerated basic skills project
  - Features team teaching in paired courses
- Basic Skills Grant from State
  - Advising and counseling
  - Supplemental instruction
  - Instructional materials and equipment

# Continued Support for Other Programs that Promote Success in Basic Skills

- Partnership between reading and Auto-technology
- CalWORKs
- MCHS
- Writing Center
- Student Success Center
- Tumaini
- STAR
- EOPS
- Puente
- Valley Bound Commitment

# Success and Completion Rate Comparison over all years of the program: Valley Bound Commitment with all SBVC Students



# Recommendations for Continued Improvement

- Maintain a data driven approach to all areas of student performance and success (upgrade the EIS data retrieval system).
- Expand partnerships with local educational and business institutions (business and community surveys are scheduled in conjunction with our strategic initiatives)
- Maintain or expand access to programs with proven success :
  - Tutorial services for all students (SSC, Writing Center, LRC, Math Tutoring);
  - Learning communities (Valley-Bound, Tumaini, MCHS, Puente, Pass Go STEM);
  - Greater access to basic skills courses (both credit and non-credit).

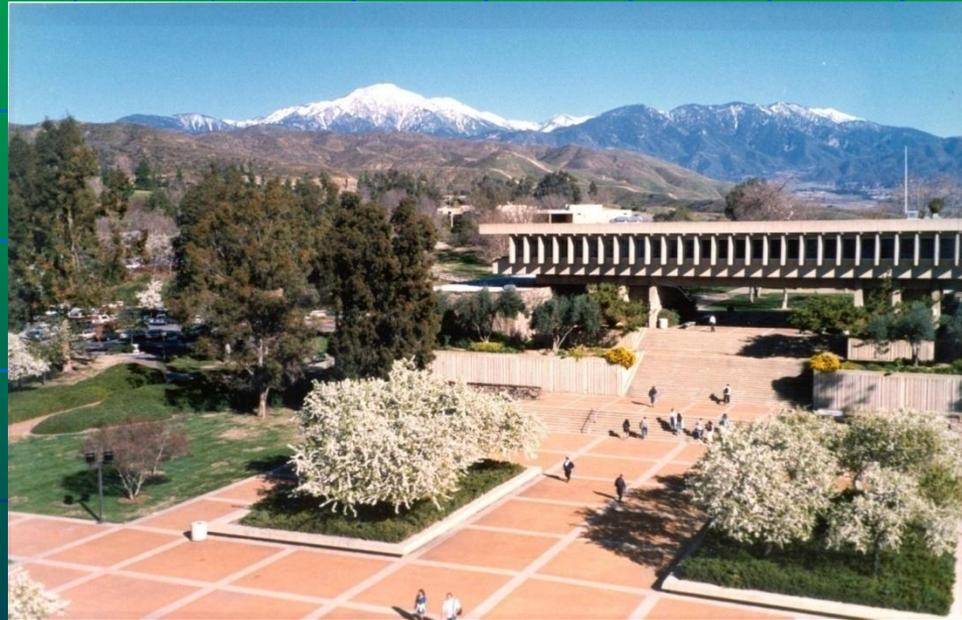
# Recommendations for Continued Improvement

- Continue to foster a campus culture that provides broad based input for problem solving that is integrated with the:
  - The SBVC Strategic Initiatives;
  - The SBVC Educational Master Plan;
  - Accreditation Standards.

# Crafton Hills College

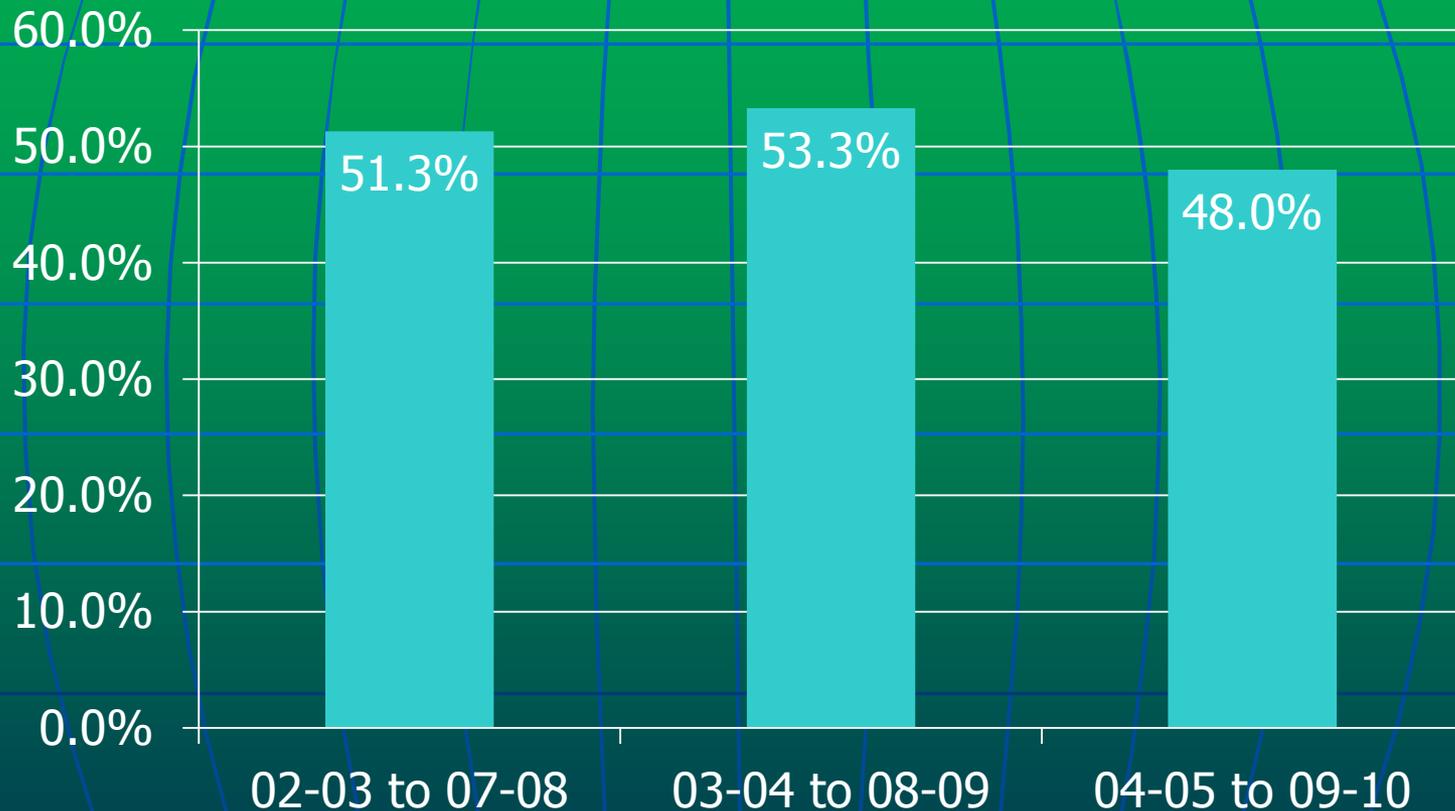
## 2011 ARCC Report

### for the SBCCCD Board of Trustees



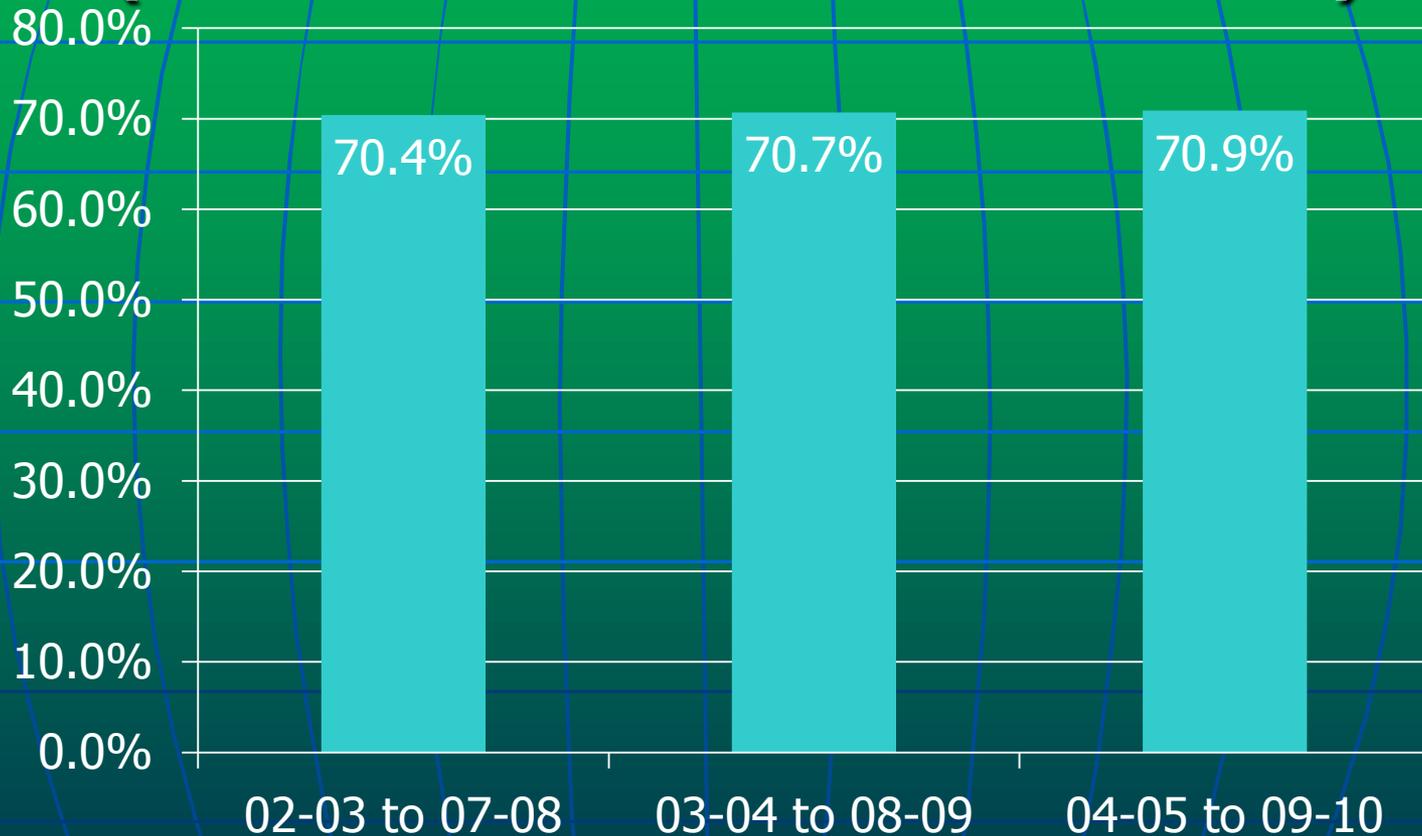
Targets for the following ARCC outcome measures presented here have been developed in Crafton's Educational Master Plan and are available in the plan.

# Student Progress & Achievement Rate (SPAR) (2011 cohorts Table 1.1)



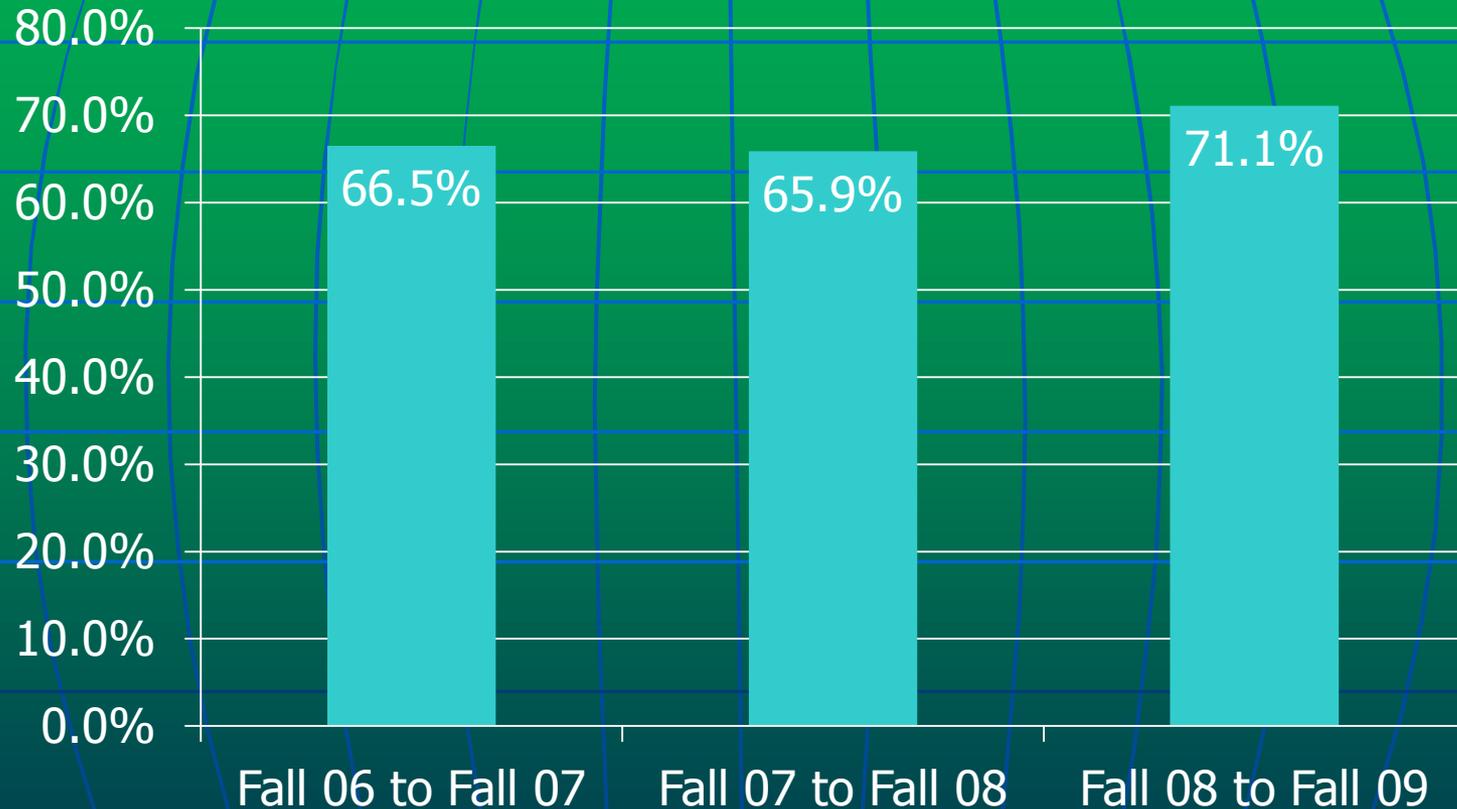
Crafton had a decrease in the SPAR rate from 53.3% in 2003 – 2004 cohort to 48.0% in the 2004-2005 cohort. There was also a decrease in the number of transfers from 295 to 255, a 16% decrease. This most likely due to four-year institutions lowering the number of students that they accept from community colleges.

# Percent of Students Who Earned at Least 30 Units (2011 cohorts Table 1.1a)



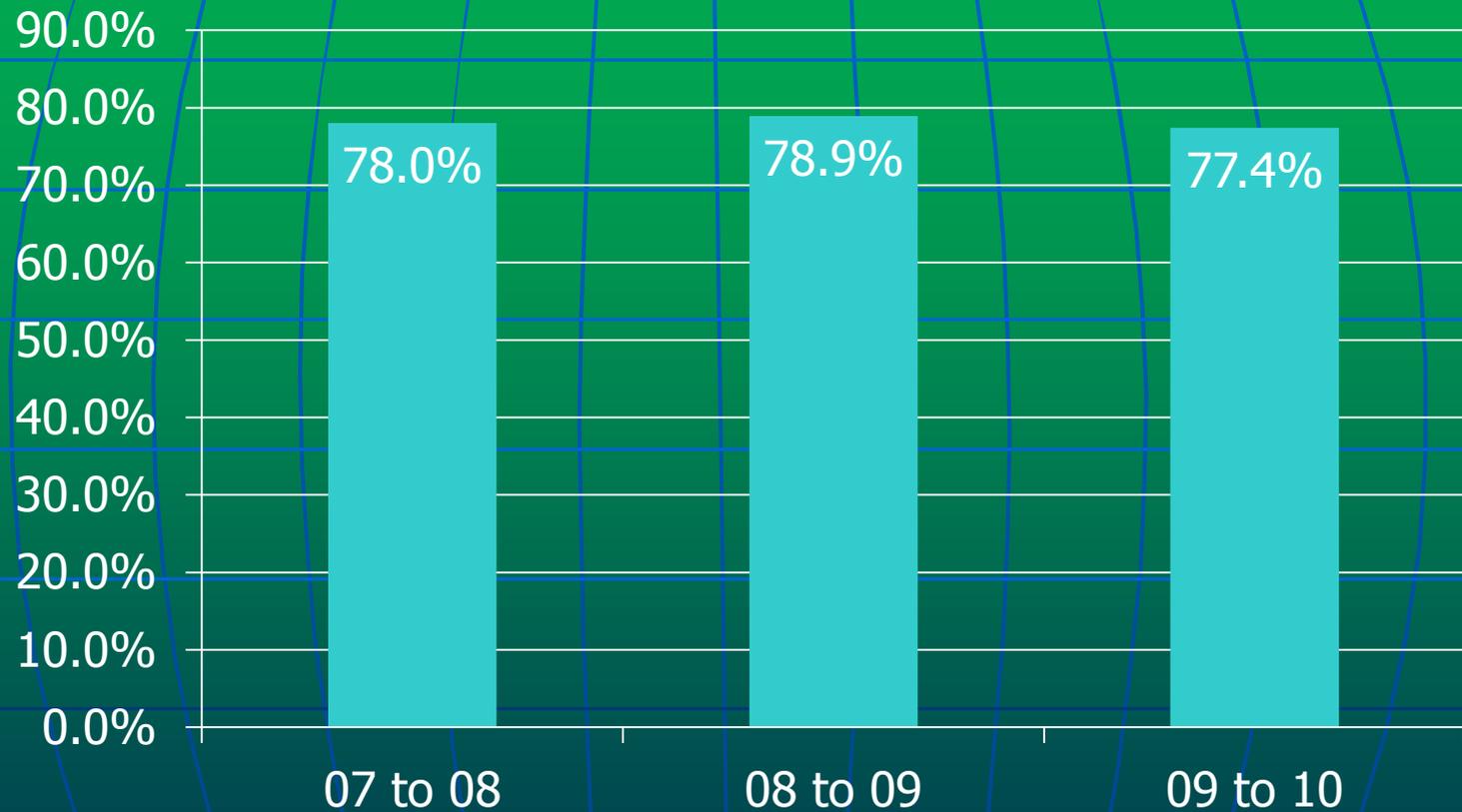
Research has indicated that earning 30 college units is related to a substantial increase in income. The CHC data indicates a sustained rate of 70% of first-time Crafton students who earn at least 30 units.

# Persistence Rate (2011 cohorts Table 1.2)



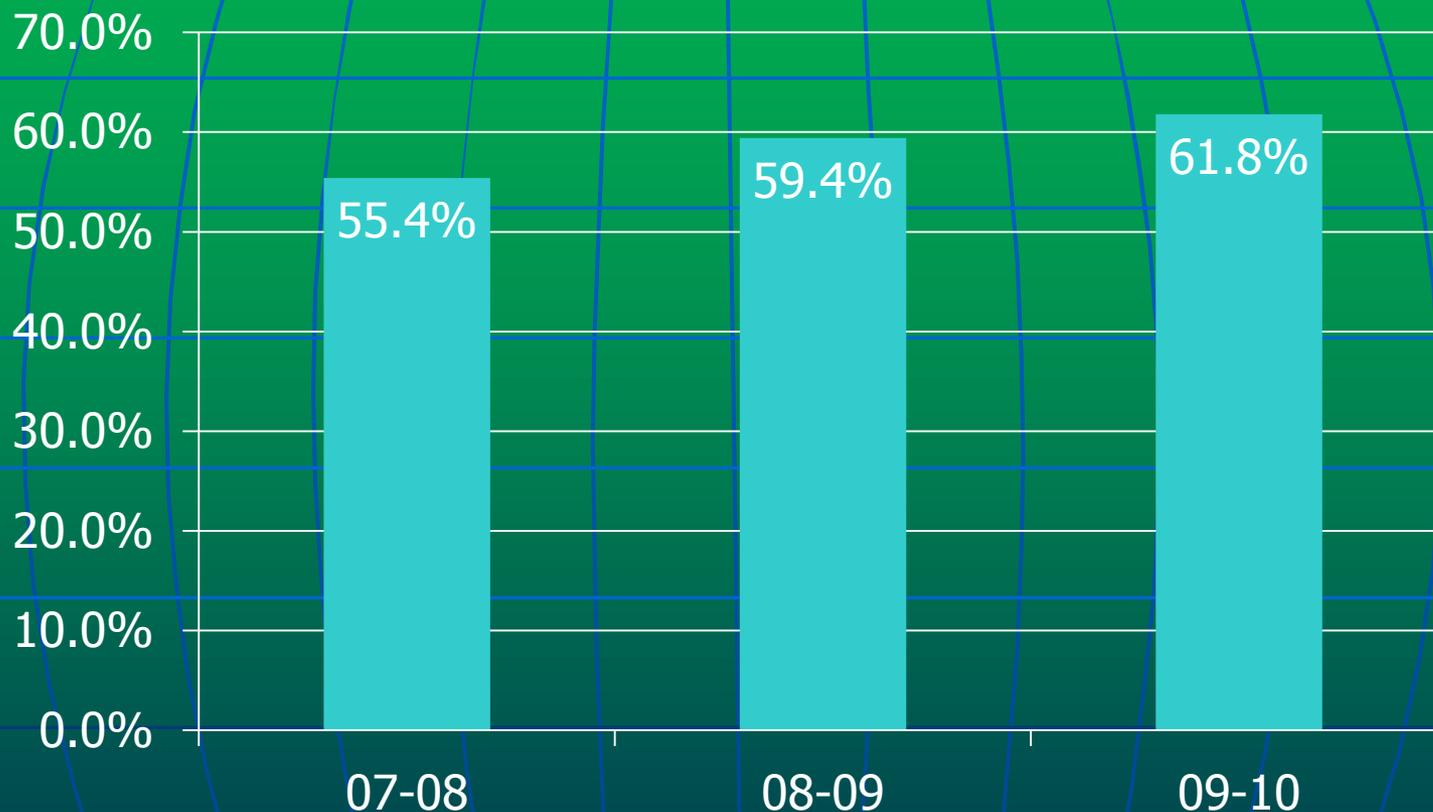
Fall 2009 to Fall 2010 persistence is not shown here because the Fall 2010 data was not available when the 2011 ARCC report was published. The persistence rate at CHC has increased from 65.9% to 71.1%.

# Course Completion Rate for Vocational/Occupational and Workforce Development (2011 cohorts Table 1.3)



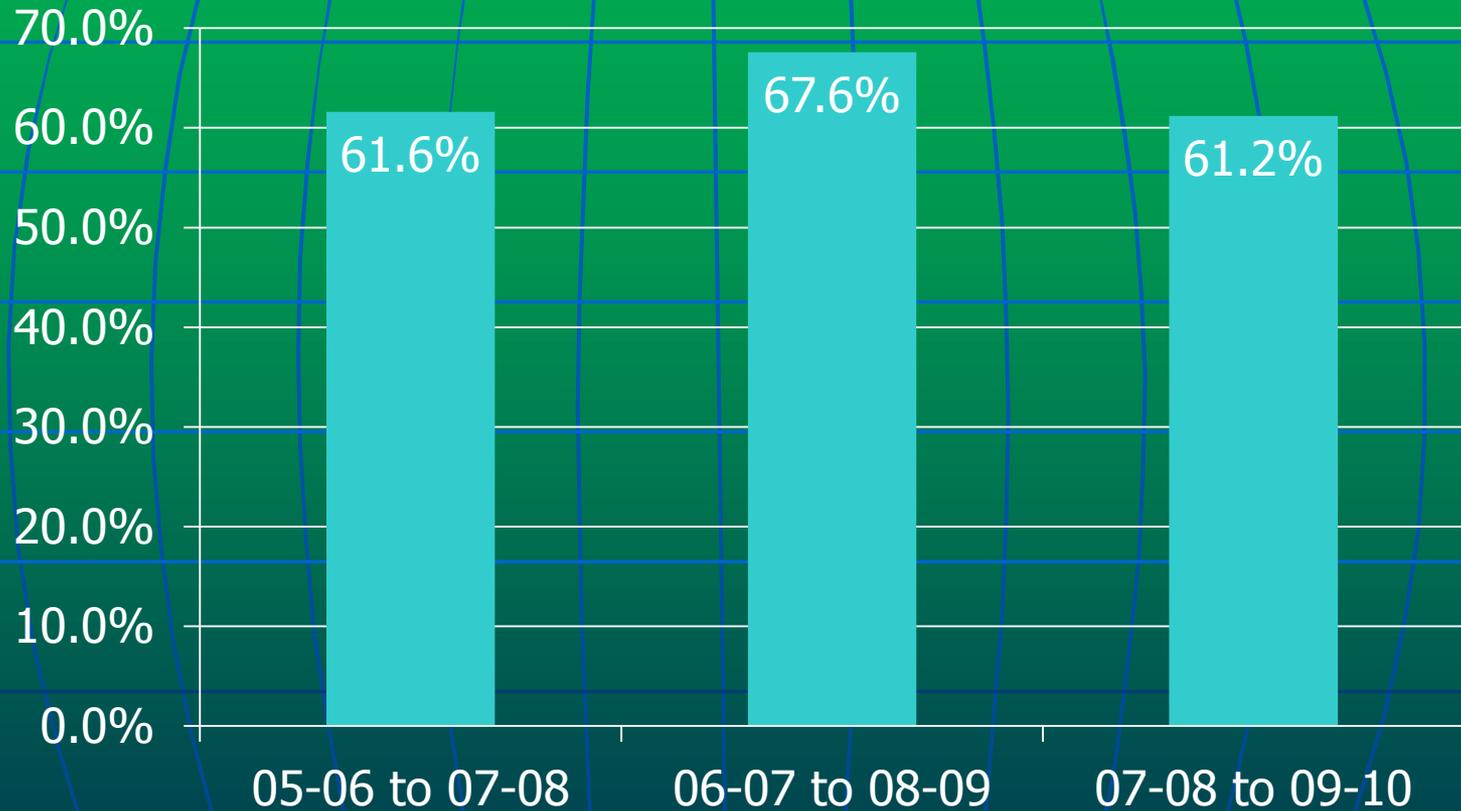
In the last three academic years the vocational course success rate has fluctuated from 77% to 79%. At the same time, from 2008 – 2009 to 2009 – 2010 there was a decline from 79% to 77%.

# Completion Rates for Credit Basic Skills Courses (2011 cohorts Table 1.4)



In the last three academic years there has been a consistent increase in the basic skills success rate from 55% to 62%.

# Improvement Rates for Credit Basic Skills



There was a decline in the basic skills improvement rate from 2006 – 2007 cohort to 2007 – 2008 cohort from 68% to 61%. This may be a result of a coding error that was found and corrected but not currently reflected in the 2007 – 2008 cohort data.

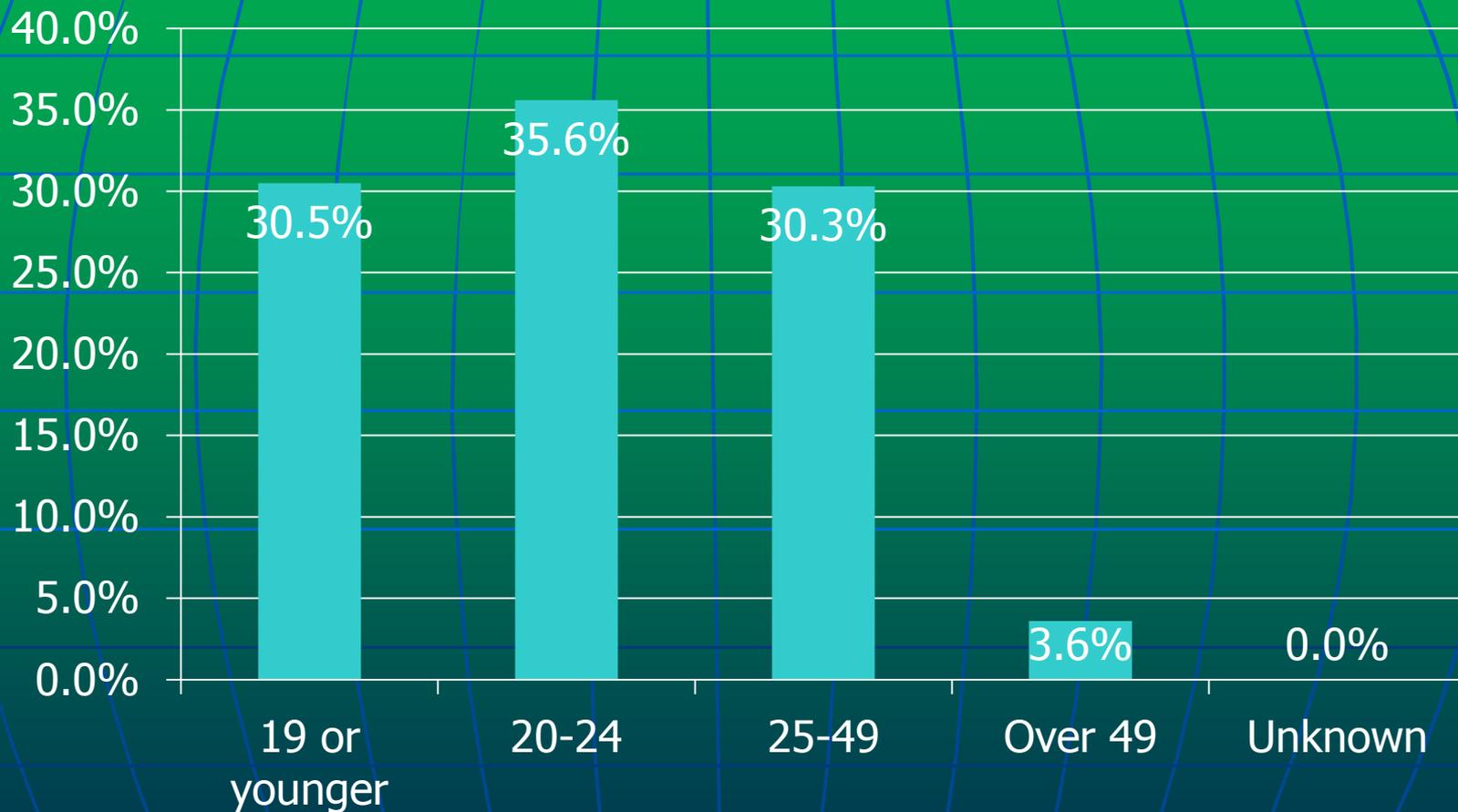
# Annual Unduplicated Headcount and FTES



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

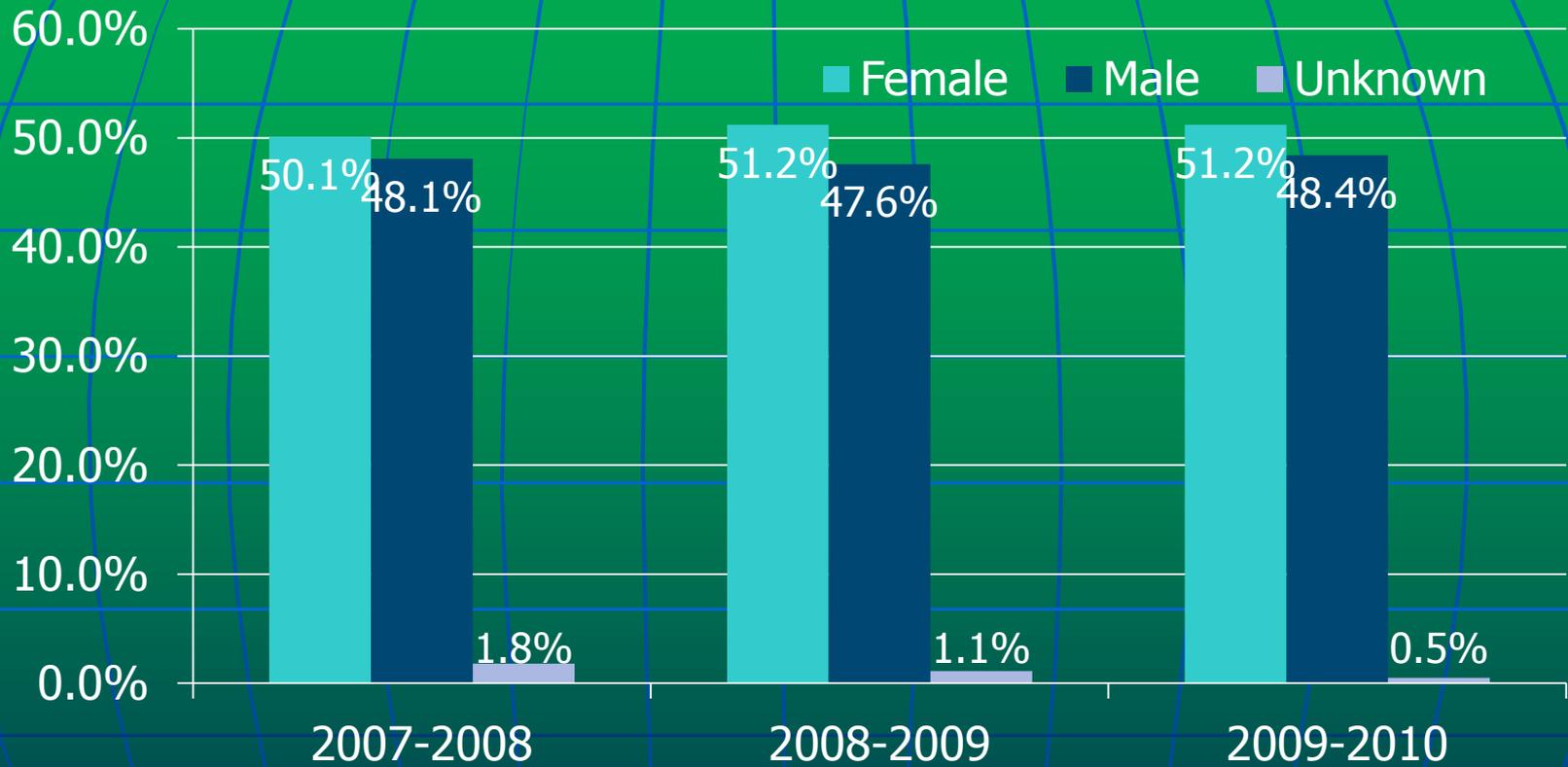
\*The FTES shown is taken from the Chancellor's Office Data Mart and is the annual FTES that includes summer, fall, and spring of the academic year.

# Age of Students at Enrollment 2008 – 2009



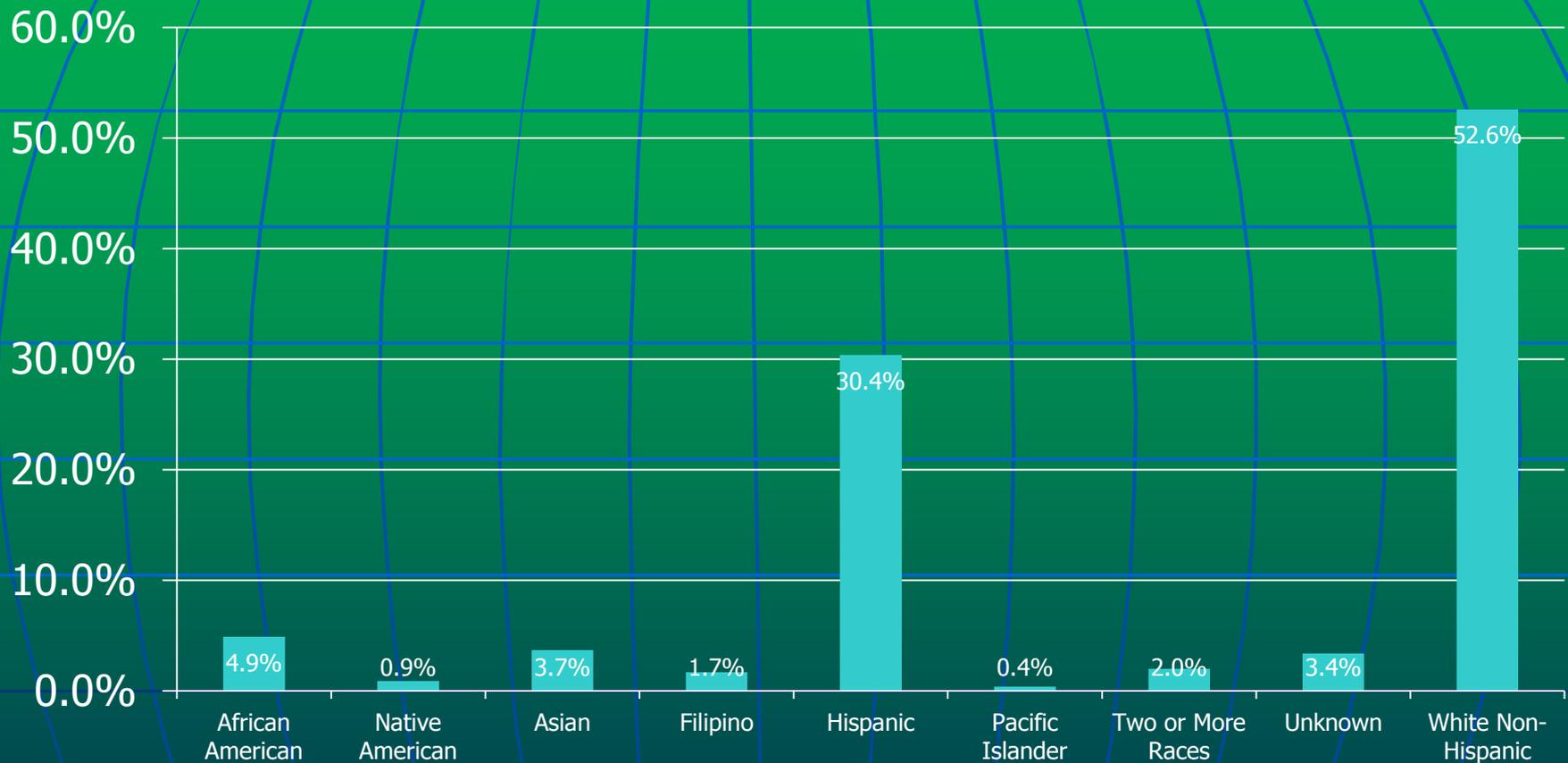
There was a slight increase in the percent of students 19 years old or younger and 20 – 24 years old.

# Gender of Students



The percent of females and males over the last five years has remained relatively the same. 51% of Crafton students are female and 48% are male.

# Ethnicity of Students 2007-2008



From 2008-2009 to 2009-2010 there was a decrease in the percent of White Non-Hispanic students from 54.1% to 52.6%, and an increase in the percent of Hispanic students from 25.9% to 30.4%.

# 2009 – 2010 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	53.3	48.0	60.7	48.0	72.8
2	Percent 30 Units or more	70.7	70.9	69.2	56.3	76.4
3	Persistence	65.9	71.1	69.2	57.2	80.7
4	Vocational Course Success	78.9	77.4	73.8	63.7	80.8
5	Basic Skills Course Success	59.4	61.8	56.5	41.8	71.4
6	Basic Skills Improvement	67.6	61.2	57.6	39.5	76.0

# Addressing the Challenges

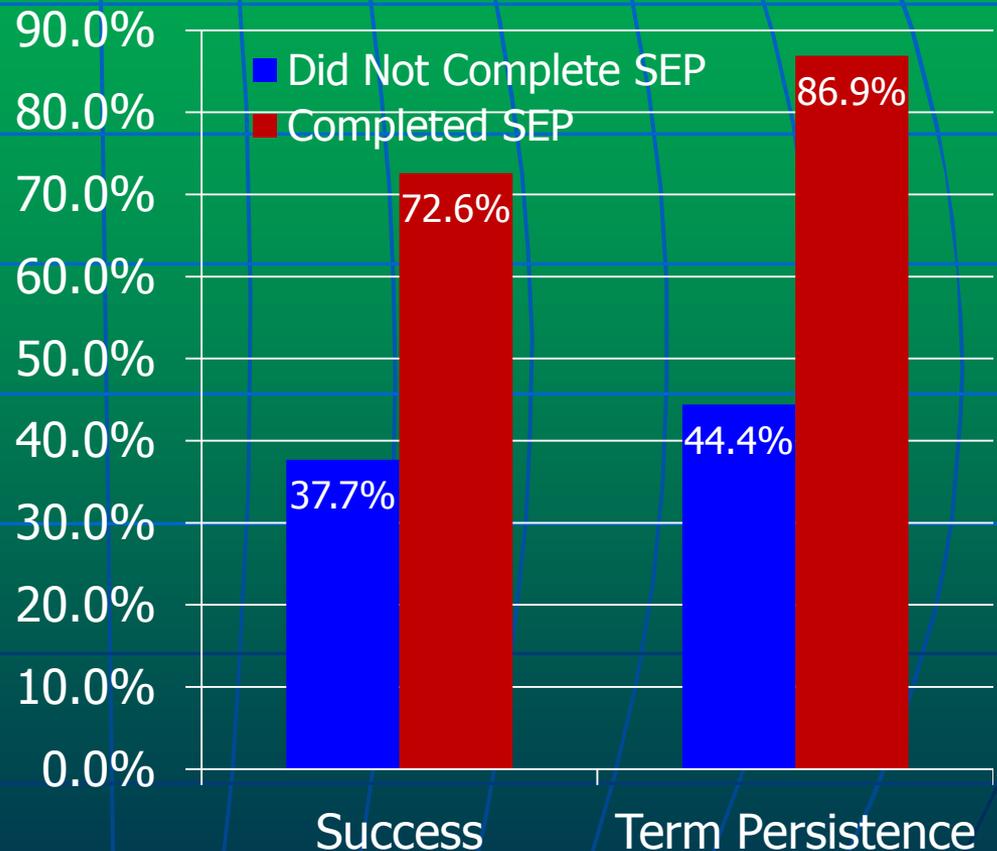
- Continue to develop and facilitate a culture of research and development that helps to inform decision making
- Integration of Instruction and Student Support Services

# Addressing the Challenges

- Programs and Services
  - Learning Communities
  - Supplemental Instruction
  - Transfer Advocates
  - Counseling Services
  - Continue and enhance professional development
  - Incorporate student mentors into the classroom
  - Santos Manuel Program
  - Title V *Transfer Prep* Grant
  - HSI STEM Grant

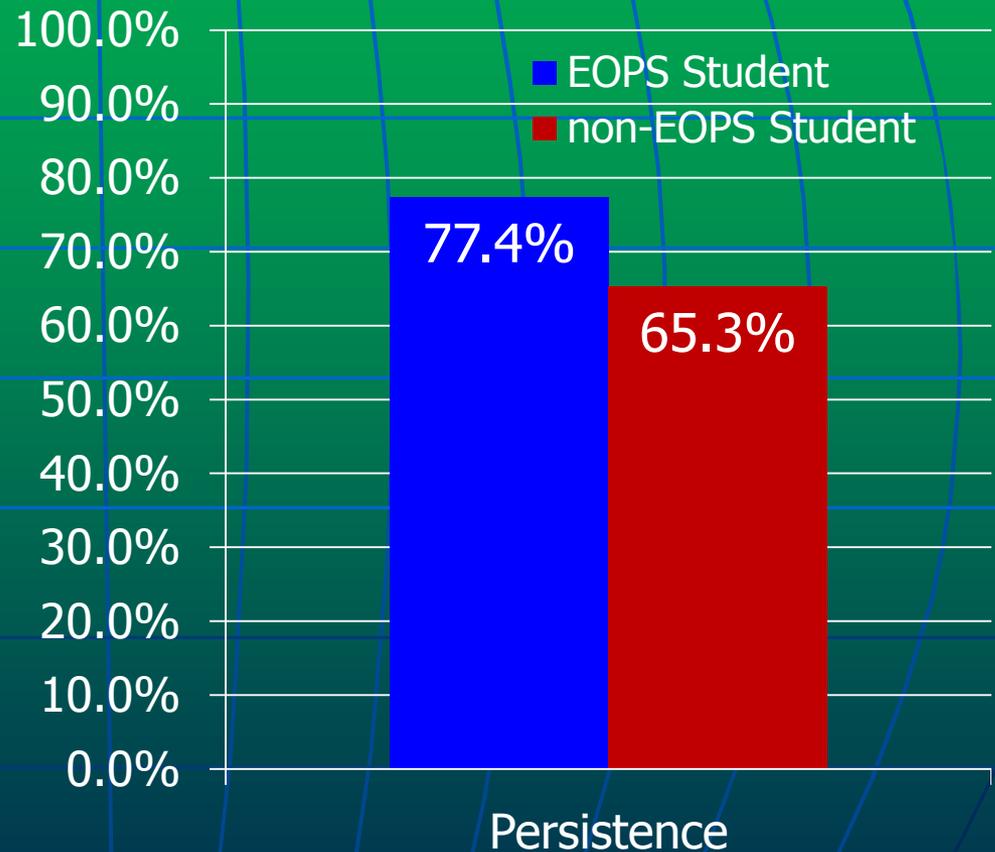
# Research Supporting Effectiveness of Completing a Student Education Plan (SEP)

- Students who complete a Student Education Plan (SEP) are more likely to successfully complete course with "C" grade or better and persist from one term to the next than students who do not complete an SEP



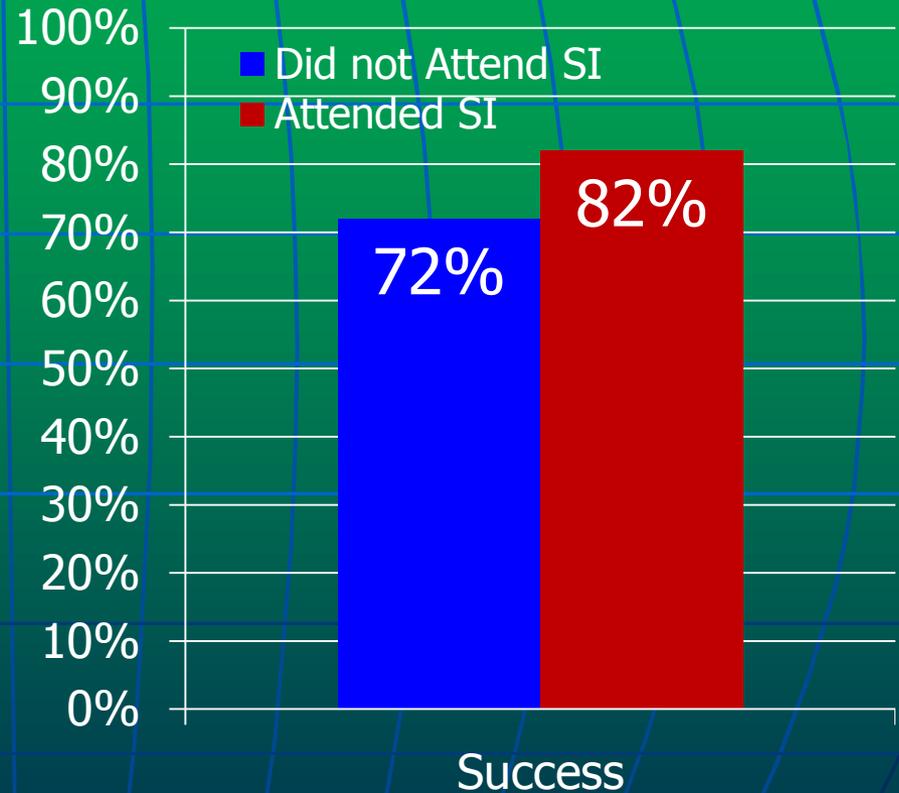
# Research Supporting Effectiveness of Extended Opportunity Programs and Services (EOPS)

- EOPS Students are more likely to persist from one term to the next than Non-EOPS students enrolled in the same sections



# Research Supporting Effectiveness of Supplemental Instruction Program (Pilot Study)

- Students who attended one or more sessions of Supplemental Instruction (SI) are more likely to successfully complete course with a "C" grade or better than students in the same section who did not attend an SI session.



# Questions?

