



Accountability Reporting for the Community Colleges (ARCC) 2009

Presentation to Chabot-Las Positas Community
College District Board of Trustees
November 17, 2009



Presenters

- Institutional Researchers
 - Dr. Carolyn Arnold
 - Dr. Amber Machamer



Overview

- ARCC Background
- Methodology
- Colleges' Performance & Assessment
- Next Steps



ARCC Background

- Accountability Reporting for the Community Colleges (ARCC)
- Annual evaluation of community college performance compiled by CCC System Office
- Requires “Board interaction”
- Report goes to the State Legislature



ARCC College Reports

- Methodology
 - College measures
 - Peer groups
 - Self-Assessment



College Measures

- Progress and Achievement: Degree/Certificate/Transfer
 - Progress and Achievement Rate
 - Percentage of students earning 30 or more units
 - Fall to Fall Persistence Rate for new students
- Progress and Achievement: Workforce Development
 - Annual success rate for vocational courses
- Pre-Collegiate Improvement
 - Annual success rate for Basic Skills courses
 - Basic Skills Improvement Rate
 - ESL Improvement Rate



Peer Groups

- For each college outcome, college peer groups were developed statistically based on similar college or local characteristics
- Benchmarking within peer groups
- Not diagnostic within college (shows what not why)
- Chabot and Las Positas were usually in different peer groups



College Self-Assessment

- Each college composed a 1-page analysis of their performance
- Analyzed status within peer groups
- Identified college activities and local factors that could impact the numbers



ARCC

College Performance
Chabot College



Chabot College

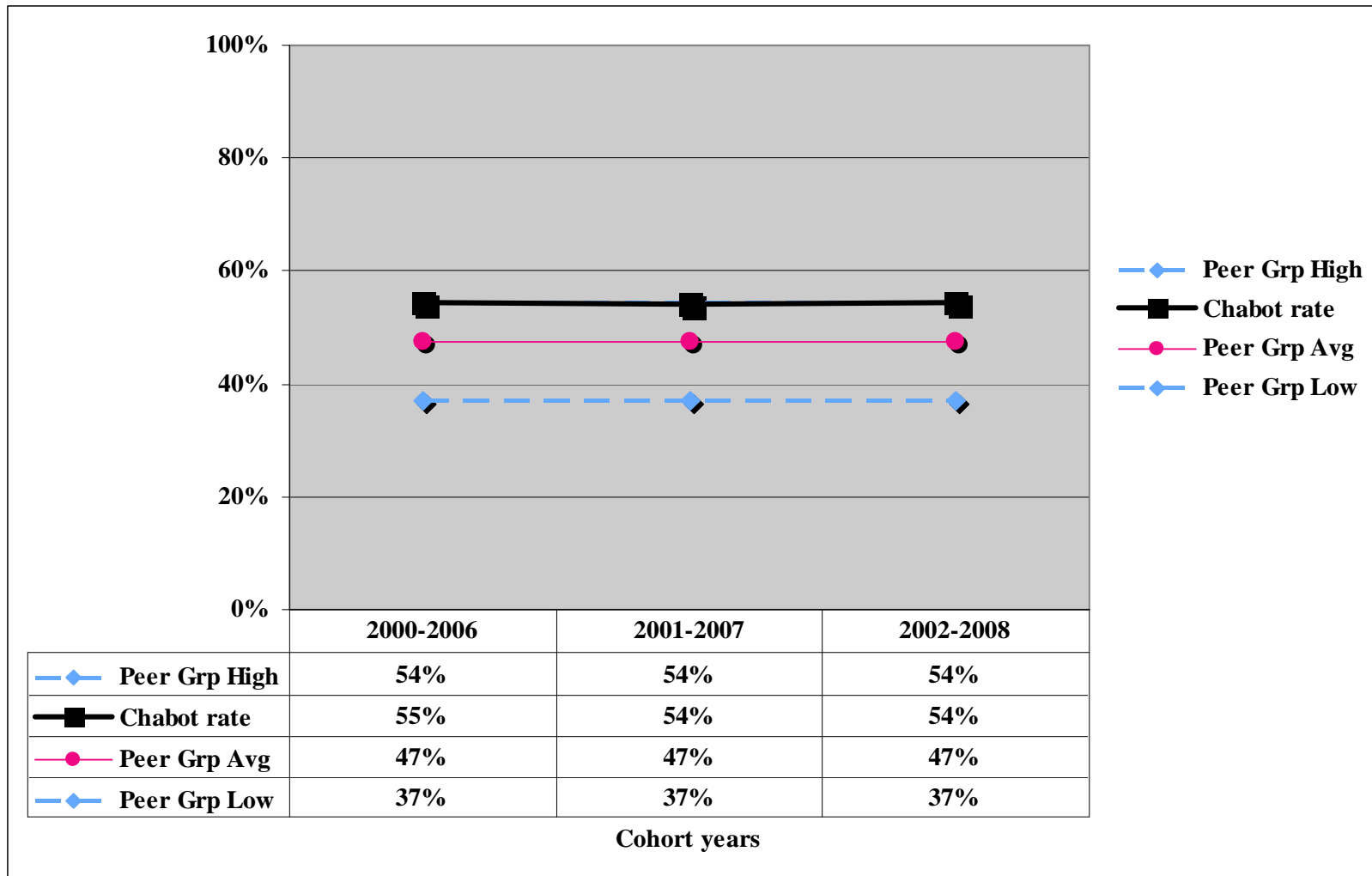
Student Progress and Achievement: Degree/Certificate/Transfer

Progress and Achievement Rate: Percent of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a 4-year college; earned an AA/AS; earned a Certificate (18 units or more); achieved "Transfer Directed" status; achieved "Transfer Prepared" status.

	2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08
Student Progress and Achievement Rate	55%	54%	54%

Chabot Peer Groups

Student Progress and Achievement Rate





Chabot College

Student Progress and Achievement: Degree/Certificate/Transfer

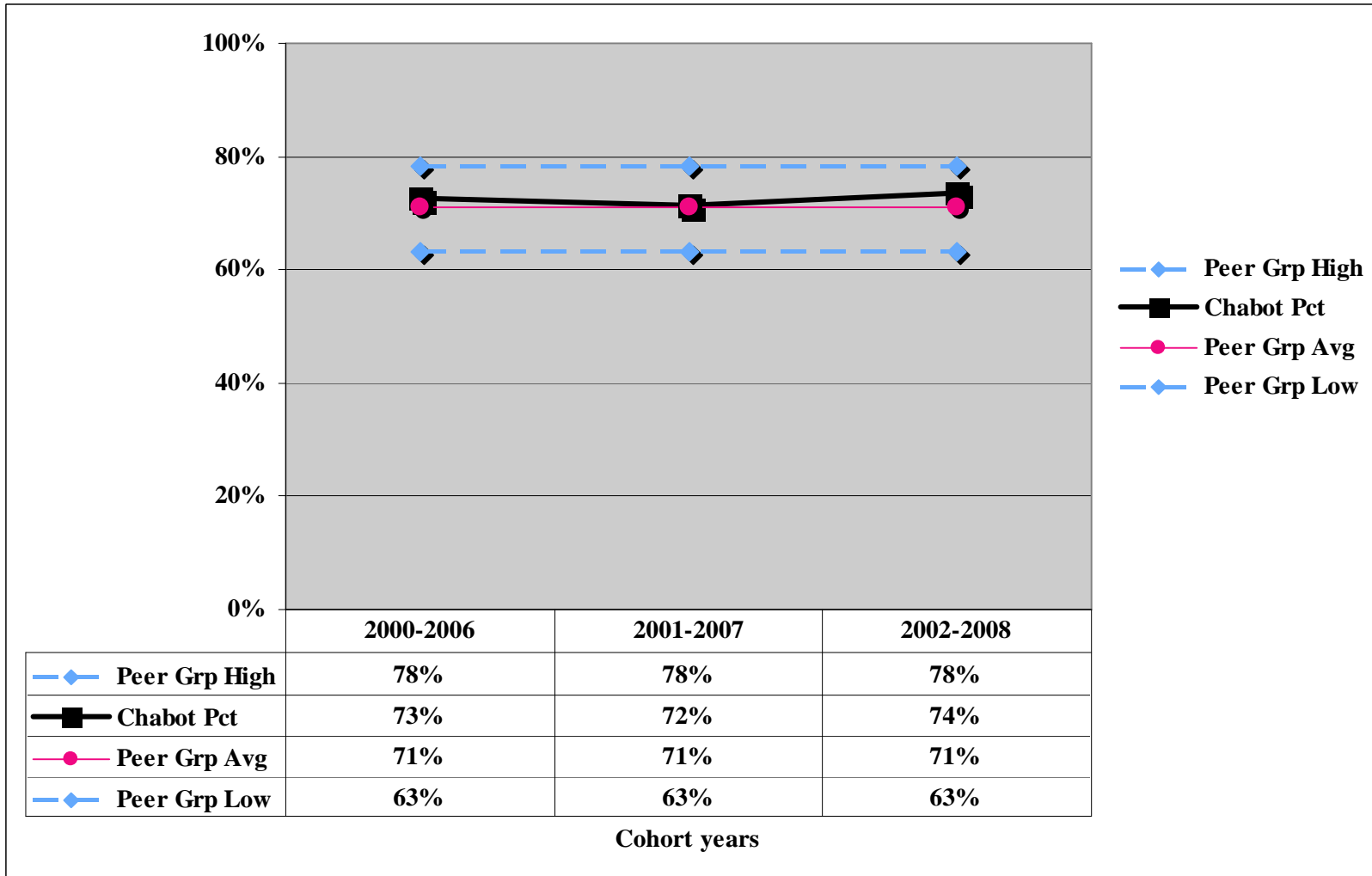
Percent of Students Who Earned at Least 30 Units:

Percent of first-time students who showed intent to complete and who earned at least 30 units while in the CCC System.

	2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08
Percent of Students Who Earned at Least 30 Units	73%	72%	74%

Chabot Peer Groups

Percent of Students who Earn at Least 30 Units





Chabot College

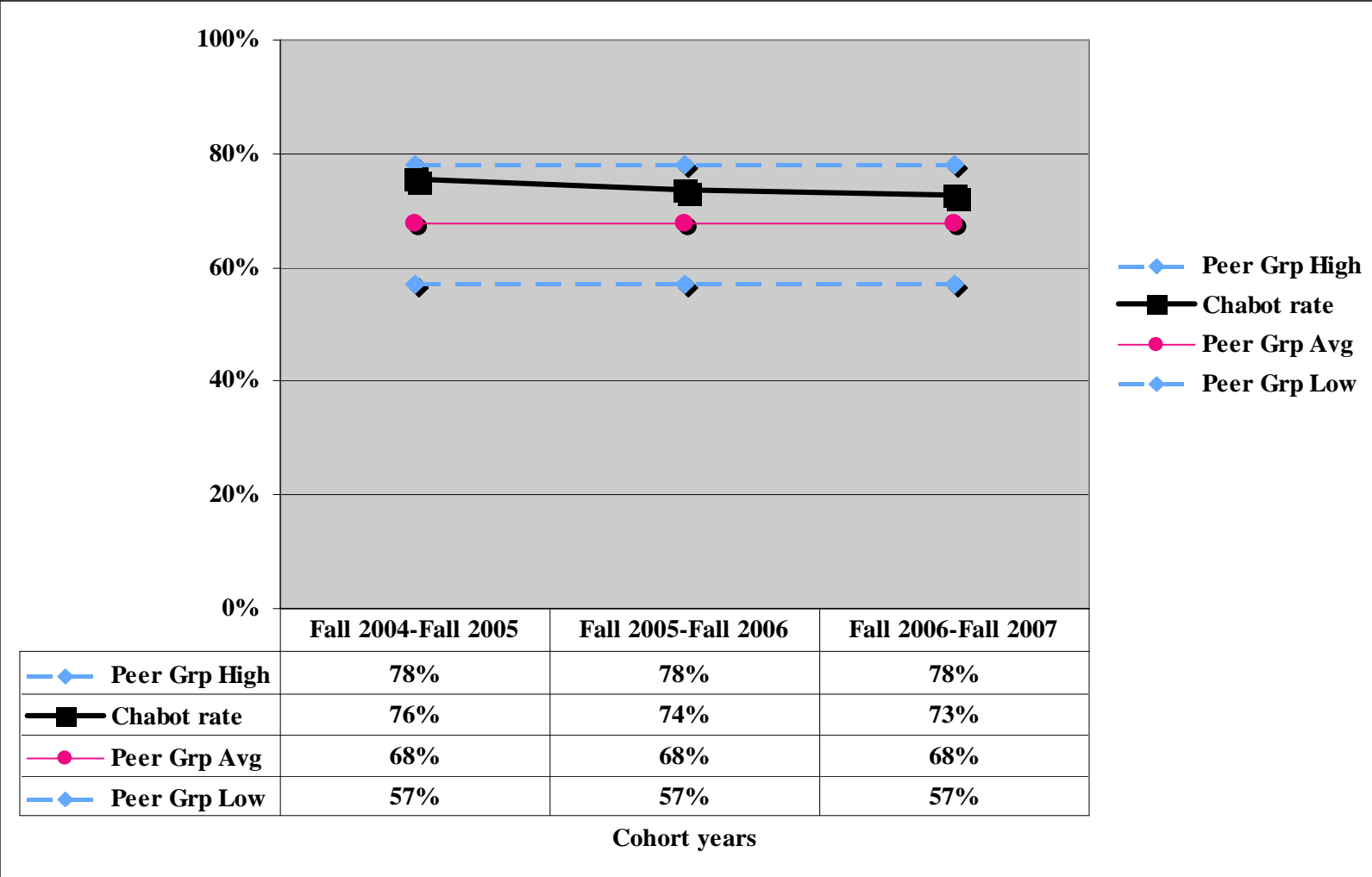
Student Progress and Achievement: Degree/Certificate/Transfer

Persistence Rate: Percent 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.

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Fall-to-Fall Persistence Rate	76%	74%	73%

Chabot Peer Groups

Fall to Fall Persistence Rate





Chabot College

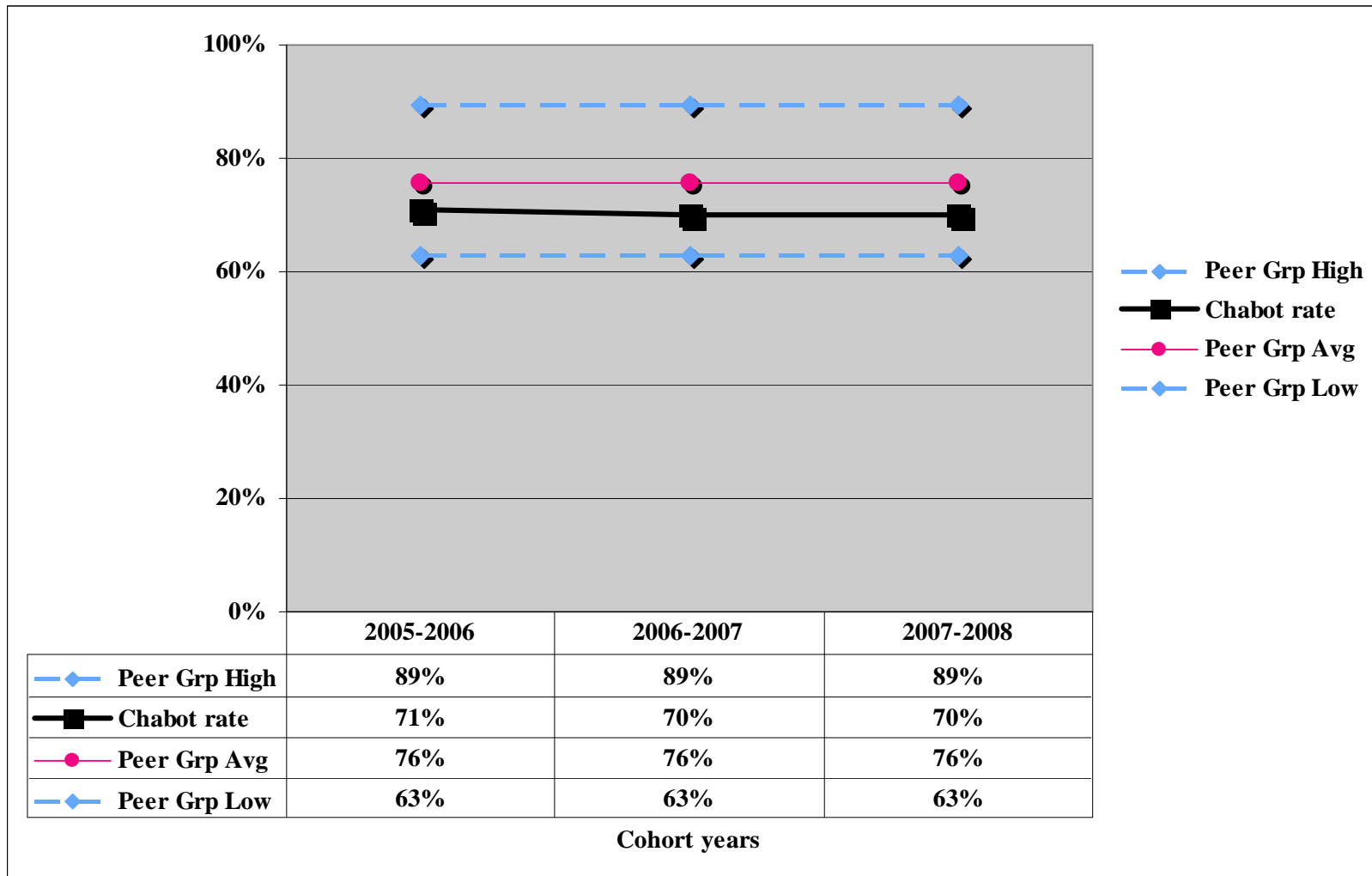
Student Progress and Achievement: Vocational/Occupational/Workforce

Annual Successful Course Completion Rate for Vocational Courses: Percent of students completing for- credit vocational courses with a grade of “C” or better.

	2005-06	2006-07	2007-08
Annual Success Rate for Vocational Courses	71%	70%	70%

Chabot Peer Groups

Vocational Course Success Rate





Chabot College

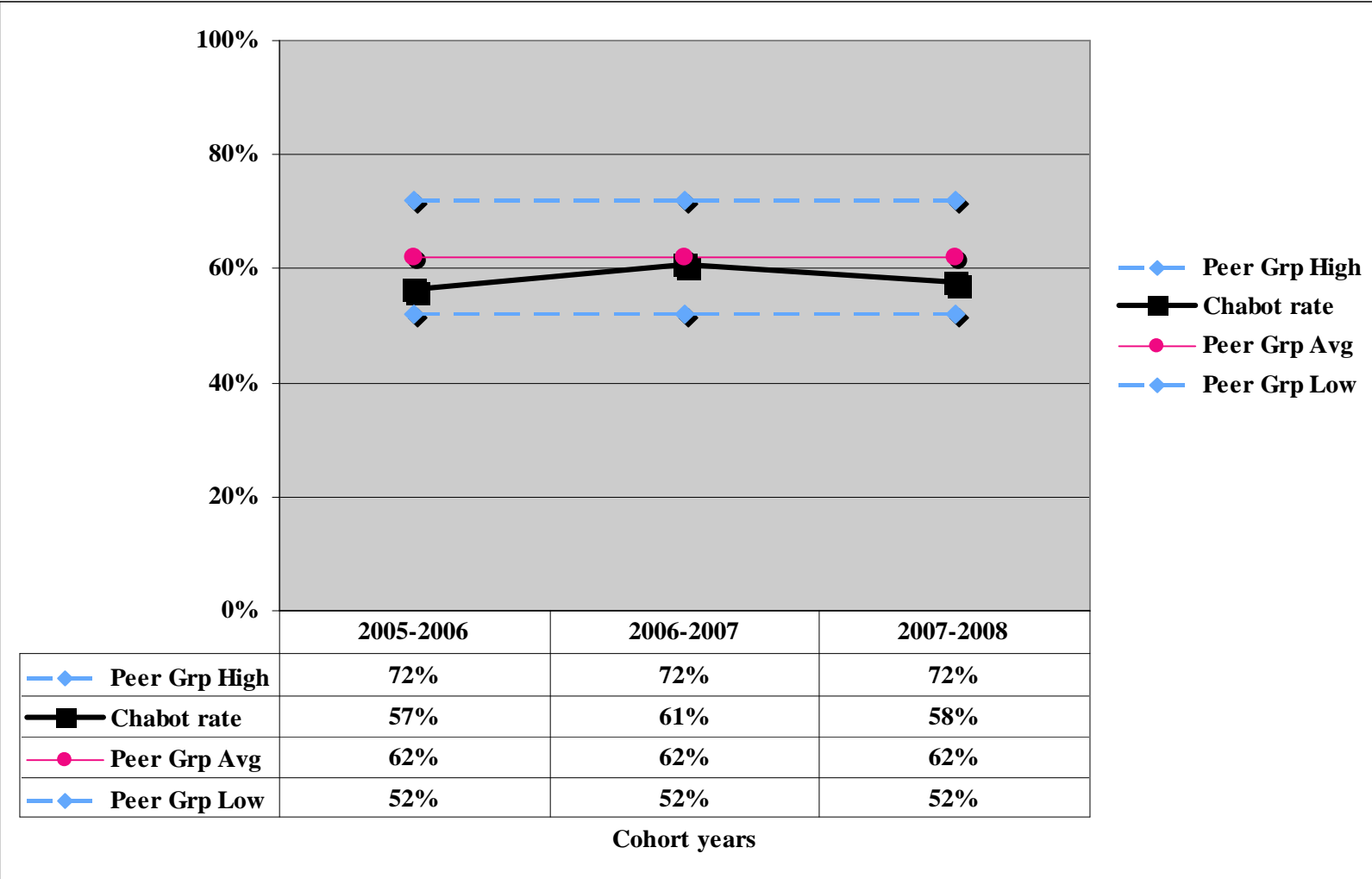
Pre-Collegiate Improvement: Course Success Rate for Basic Skills

Annual Successful Course Completion Rate for Basic Skill Courses: Percent of students completing for-credit basic skills courses with a grade of “C” or better.

	2005-06	2006-07	2007-08
Annual Success Rate for Basic Skills Courses	57%	61%	58%

Chabot Peer Groups

Basic Skills Course Success Rate





Chabot College

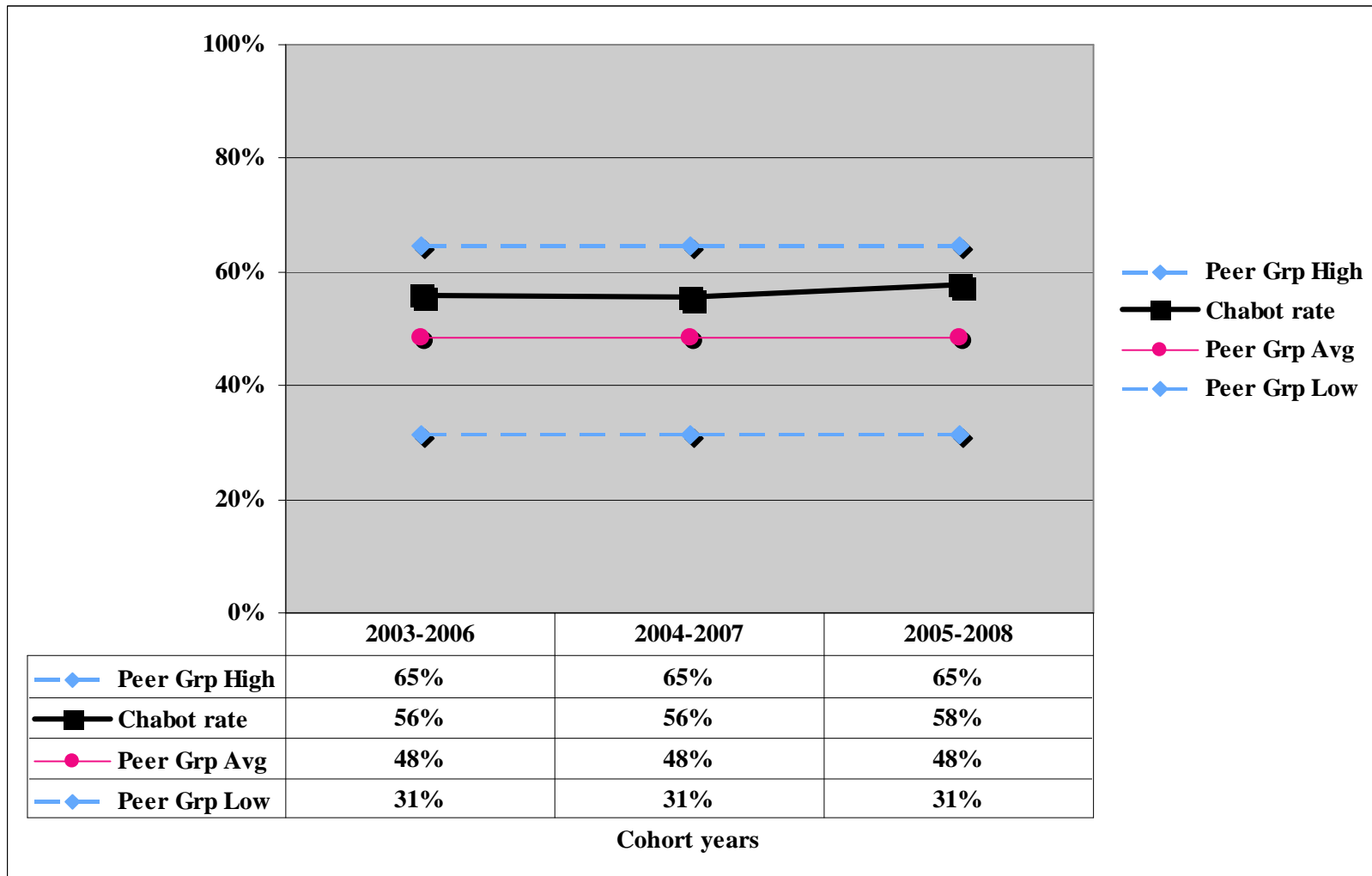
Pre-Collegiate Improvement: Improvement Rates for Basic Skills

Improvement Rates for Basic Skills Courses: Percent of students successfully completing a basic skills course 2 or more levels below college level, who successfully complete a higher-level course in the same discipline within 3 academic years.

	2003-04 to 2005-06	2004-05 to 2006-07	2005-06 to 2007-08
Annual Improvement Rate for Basic Skills Courses	56%	56%	58%

Chabot Peer Groups

Basic Skills Course Improvement Rate





Chabot College

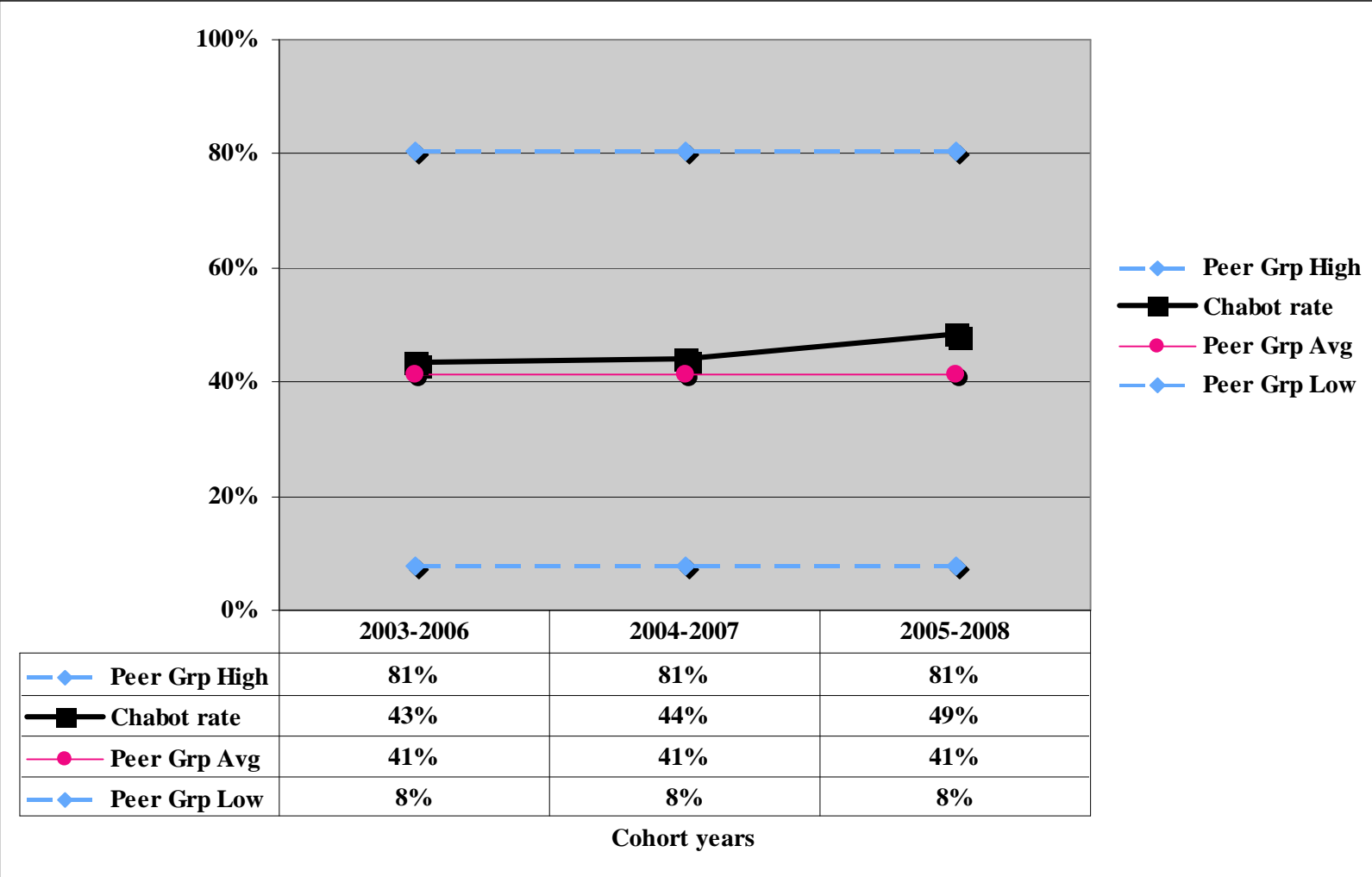
Pre-Collegiate Improvement: Improvement Rates for ESL

Improvement Rates for ESL Courses: Percent of students successfully completing an ESL course who successfully complete a higher-level ESL or English course within 3 academic years.

	2003-04 to 2005-06	2004-05 to 2006-07	2005-06 to 2007-08
Annual Improvement Rate for ESL Courses	43%	44%	49%

Chabot Peer Groups

ESL Course Improvement Rate





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College Performance
Las Positas College



Las Positas College

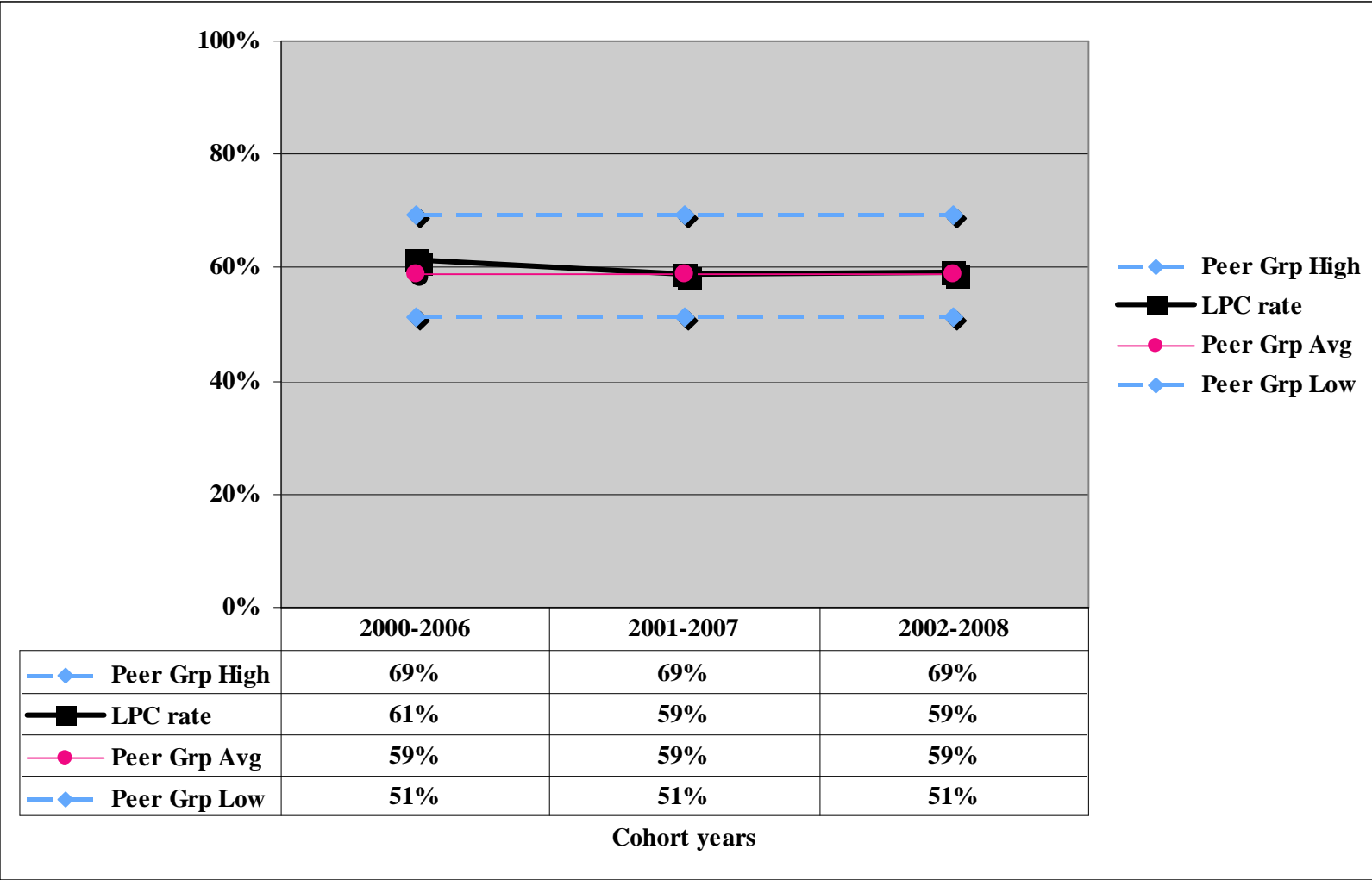
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	2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08
Student Progress and Achievement Rate	61%	59%	59%

Las Positas College Peer Groups

Student Progress and Achievement Rate





Las Positas College

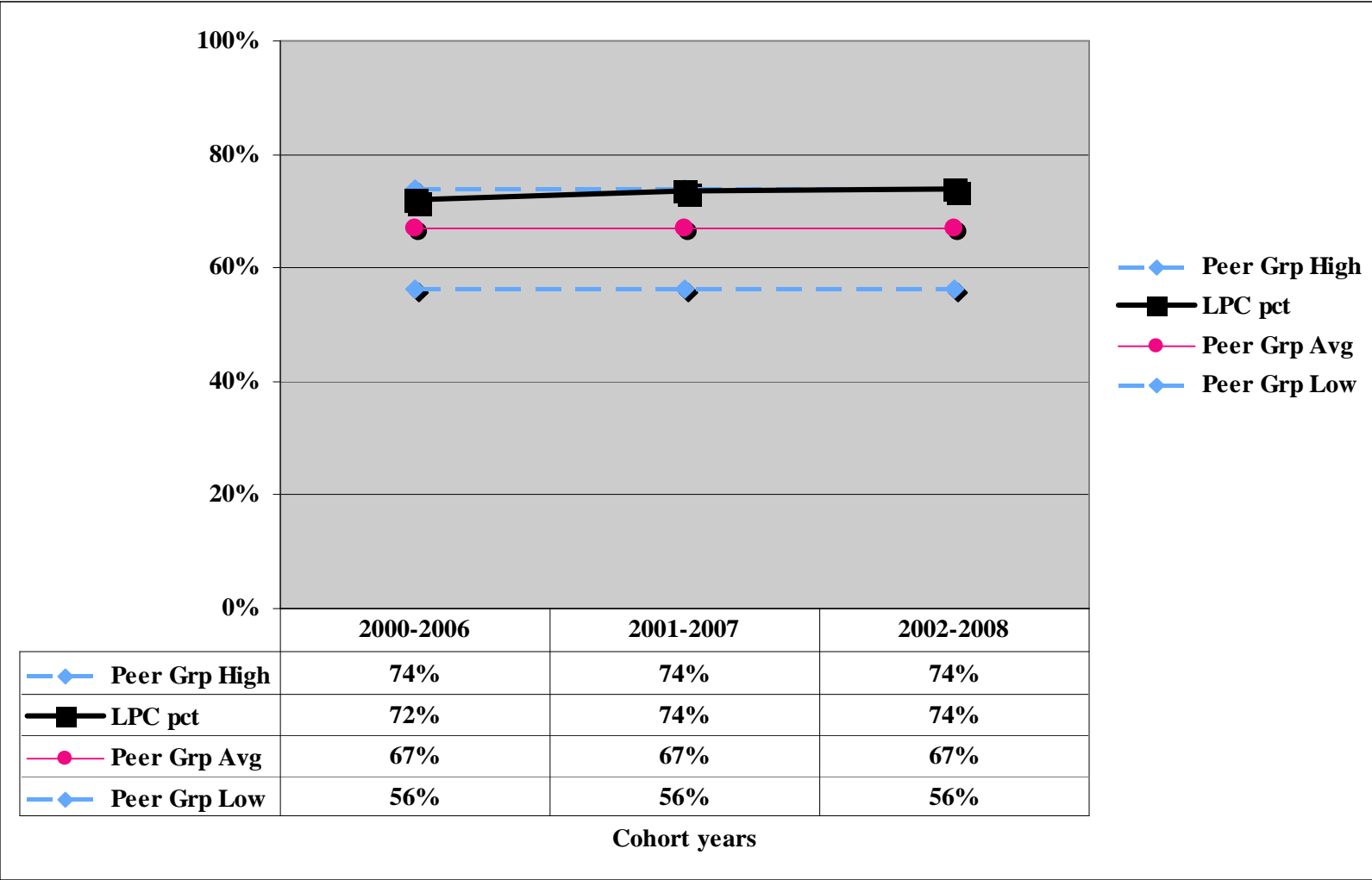
Student Progress and Achievement: Degree/Certificate/Transfer

Percent of Students Who Earned at Least 30 Units: Percent of first-time students who showed intent to complete and who earned at least 30 units while in the CCC System.

	1999-00 to 2004-05	2000-01 to 2005-06	2001-02 to 2006-07
Percent of Students Who Earned at Least 30 Units	72%	74%	74%

Las Positas College Peer Groups

Percent of Students who Earned at Least 30 Units





Las Positas College

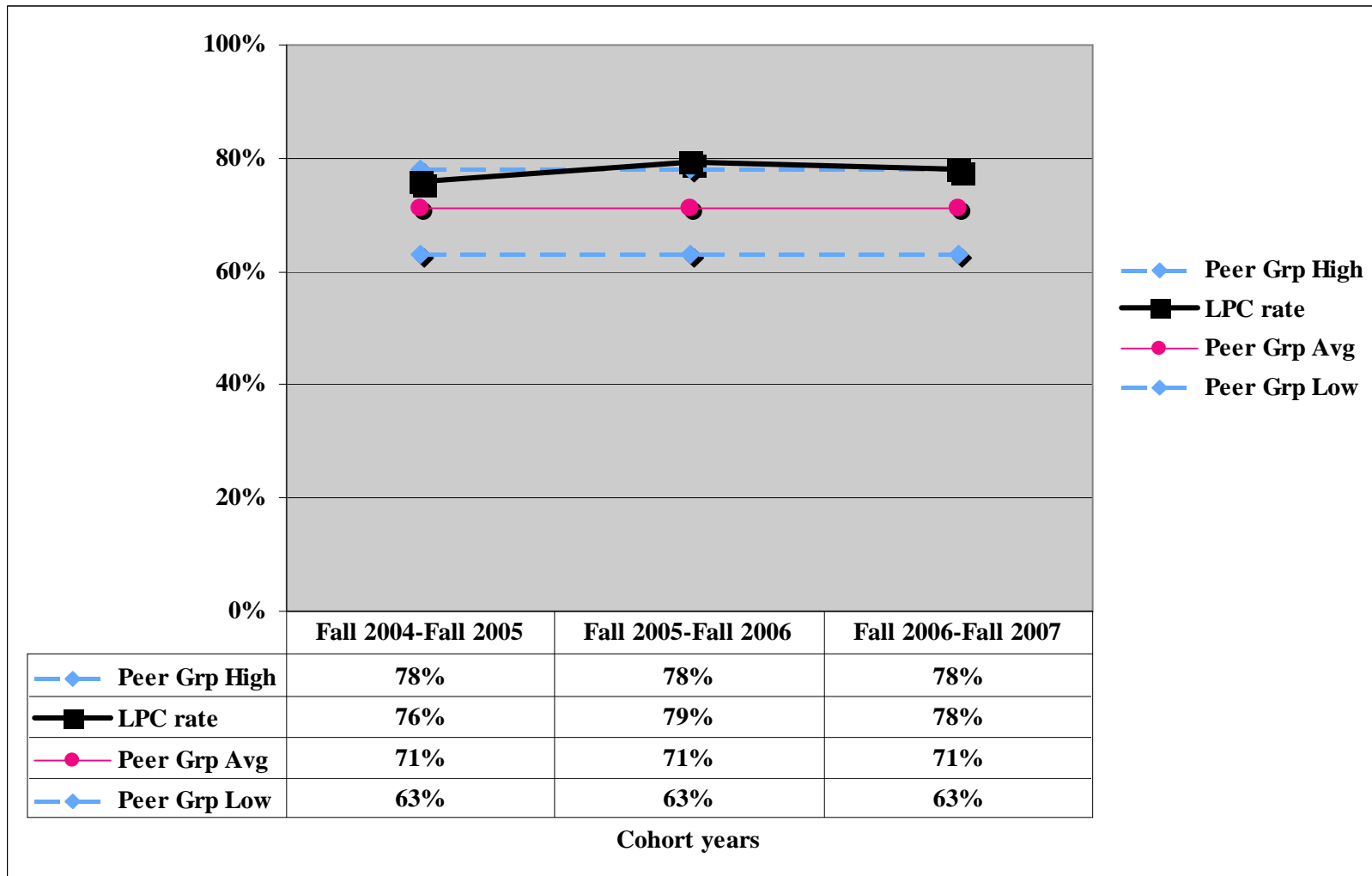
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Persistence Rate: Percent of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.

	2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08
Fall-to-Fall Persistence Rate	76%	79%	78%

Las Positas College Peer Groups

Fall to Fall Persistence Rate





Las Positas College

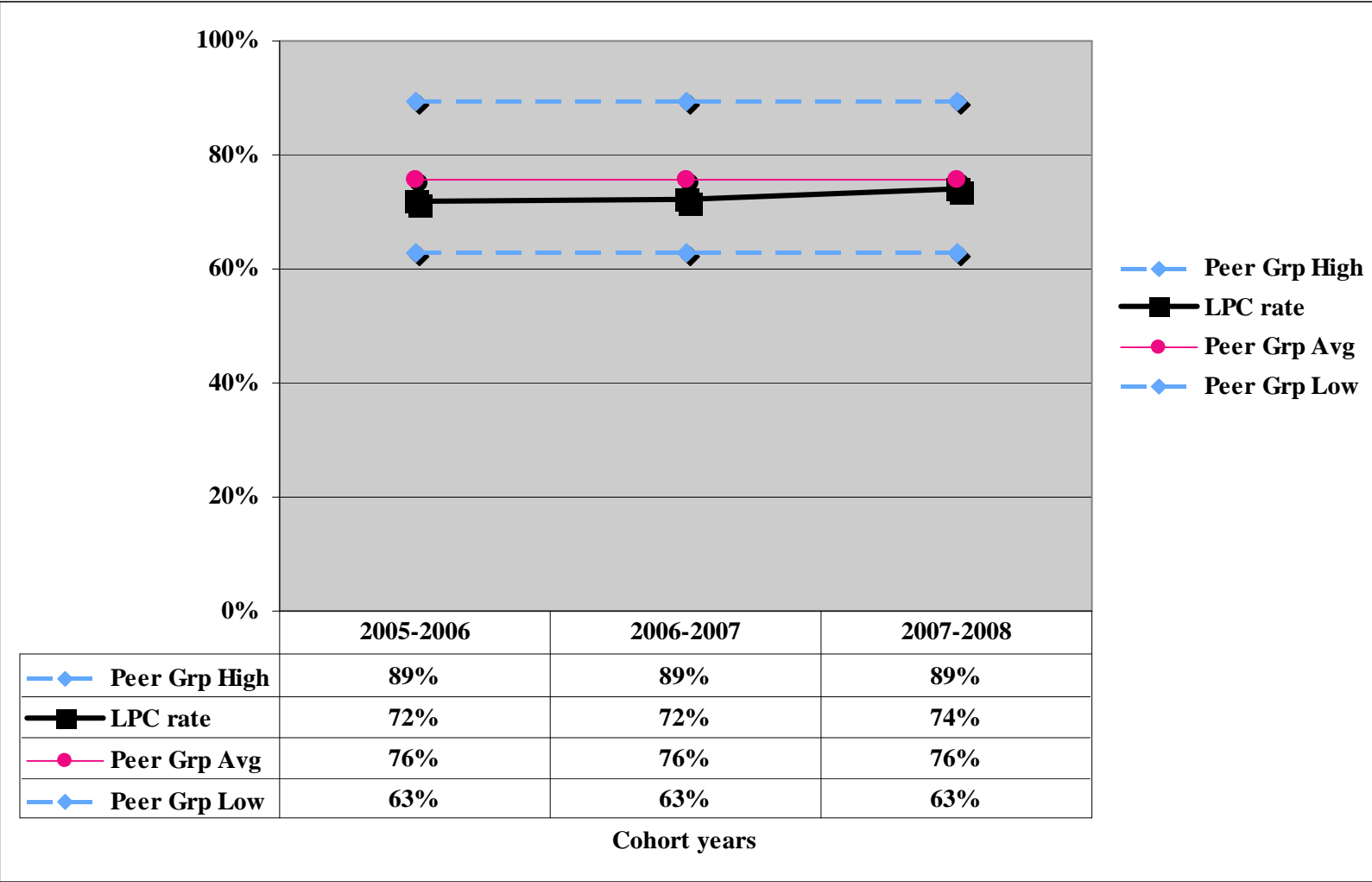
Student Progress and Achievement: Vocational/Occupational/Workforce

Annual Successful Course Completion Rate for Vocational Courses: Percent of students completing for- credit vocational courses with a grade of “C” or better.

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Annual Success Rate for Vocational Courses	72%	72%	74%

Las Positas College Peer Groups

Vocational Course Success Rate





Las Positas College

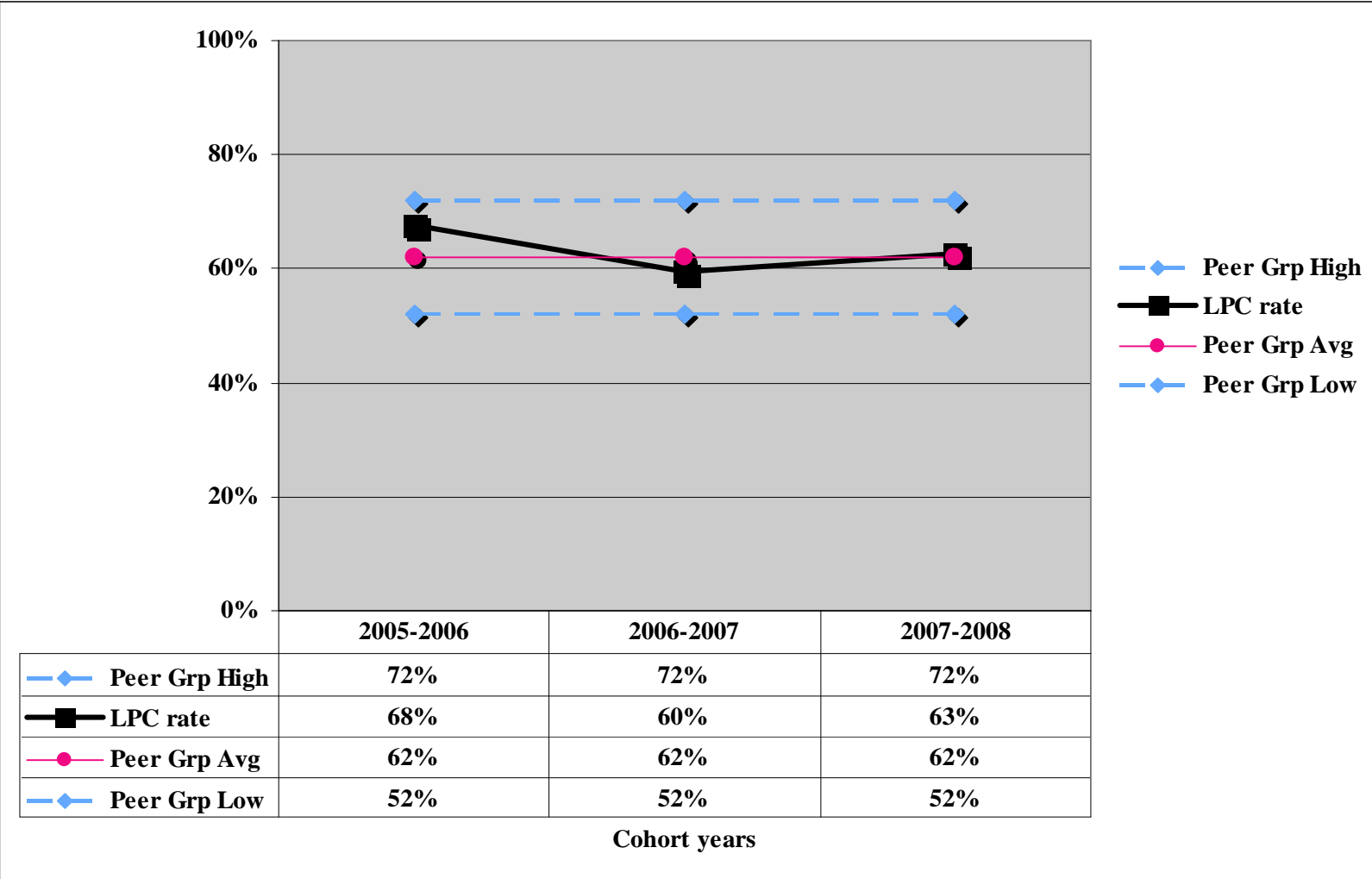
Pre-Collegiate Improvement: Course Success Rate for Basic Skills

Annual Successful Course Completion Rate for Basic Skill Courses: Percent of students completing for- credit basic skills courses with a grade of “C” or better.

	2005-06	2006-07	2007-08
Annual Success Rate for Basic Skills Courses	68%	60%	63%

Las Positas College Peer Groups

Basic Skills Course Success Rate





Las Positas College

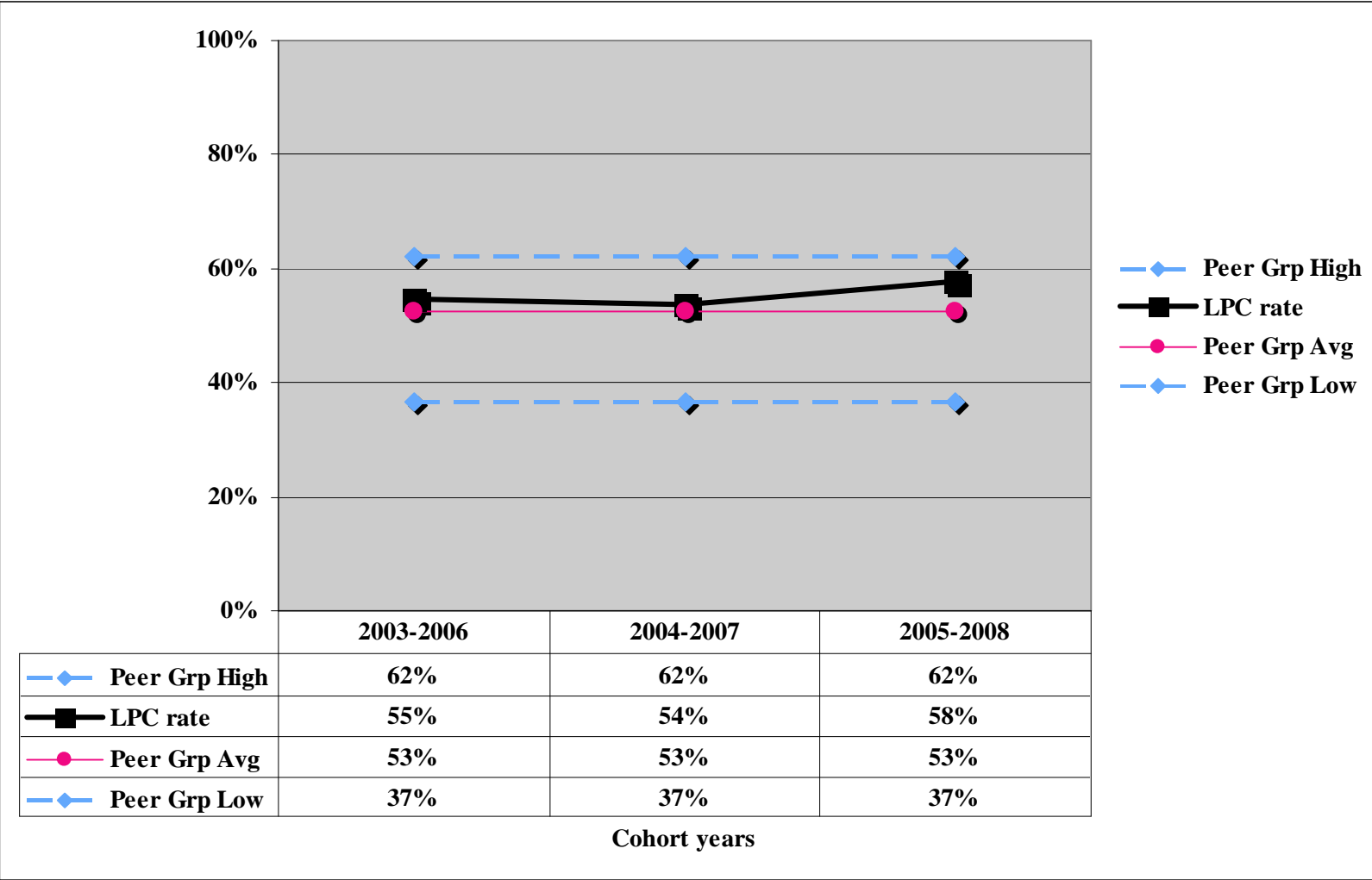
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Annual Improvement Rate for Basic Skills Courses	55%	54%	58%

Las Positas College Peer Groups

Basic Skills Course Success Rate





Las Positas College

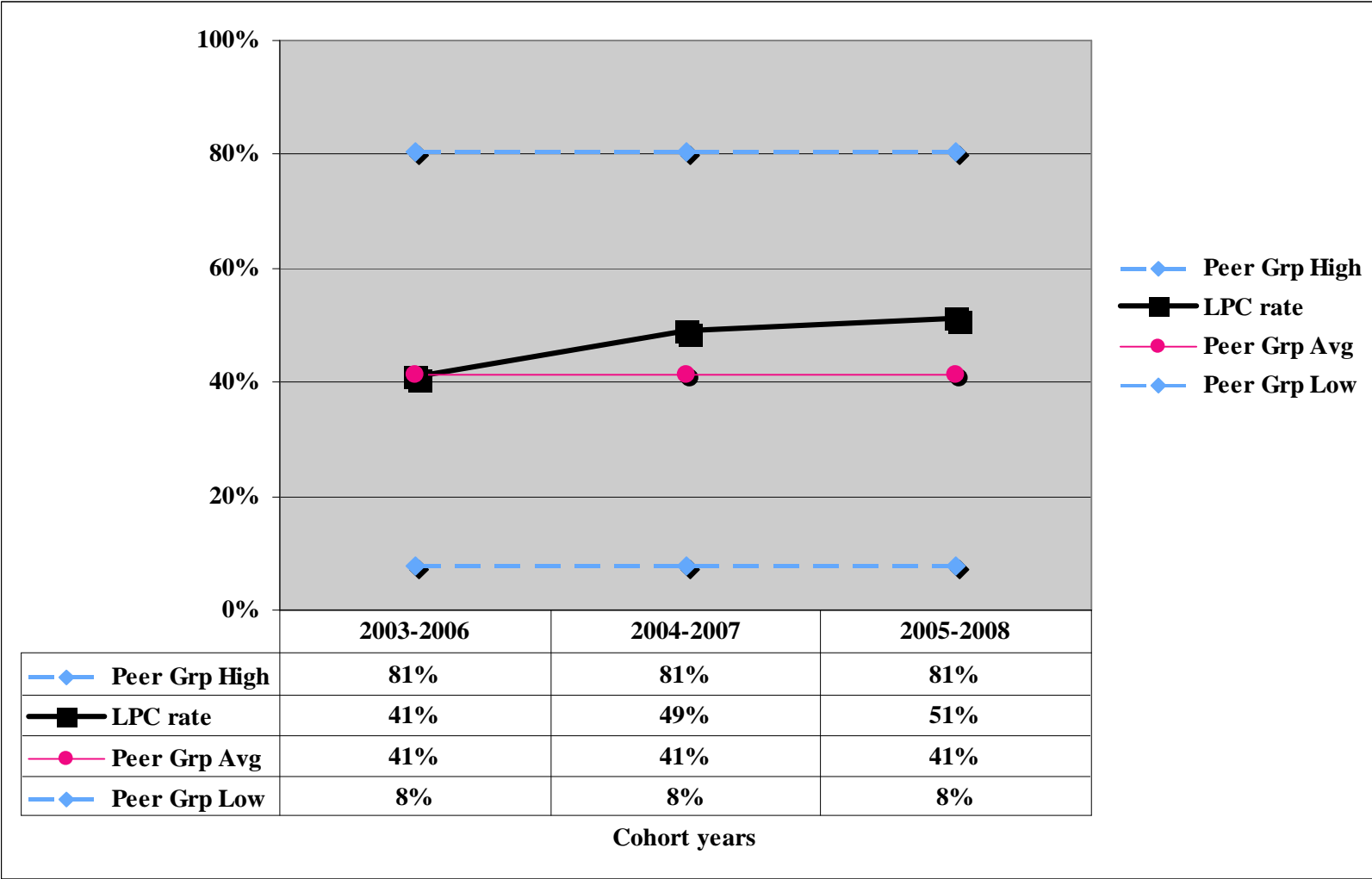
Pre-Collegiate Improvement: Improvement Rates for ESL

Improvement Rates for ESL Courses: Percent of students successfully completing an ESL course who successfully complete a higher-level ESL or English course within 3 academic years.

	2003-04 to 2005-06	2004-05 to 2006-07	2005-06 to 2007-08
Annual Improvement Rate for ESL Courses	41%	49%	51%

Las Positas College Peer Groups

Basic Skills Course Success Rate





What's Next?

- Review and monitor data for accuracy and consistency
- Use results in program and strategic planning
- Participate in state review of measures



ARCC

Questions & Discussion

ARCC 2009 Report: College Level Indicators

Chabot College

Chabot-Las Positas Community College District

College Self-Assessment

The performance results for Chabot College are mixed: strong long-term success and persistence of new students and above average long-term improvement rates in Basic Skills and ESL courses, but weaker success in initial Basic Skills and Vocational courses. These outcomes reflect our students' challenges, and our efforts to mitigate those challenges.

A comprehensive, urban college in Hayward, Chabot and its students experience both the benefits and challenges of the regional economy and nearby CSU and UC campuses. On the one hand, there are nearby transfer institutions and jobs. On the other, Hayward is a low-income area, and the high cost of the Bay Area is challenging. Our economically, ethnically diverse student body (14% African American, 18% Asian American, 9% Filipino, 24% Latino, 22% White) has financial pressures that work against remaining in college. Sixty-two percent (62%) work over 20 hours a week, 59 percent live with their parents, 70 percent are first-generation college students, and 56 percent report family income either 'low' or 'very low' based on federal poverty guidelines. For over ten years, 87 to 92 percent of entering students who took the assessment test(s) have required remediation in basic math and/or English. The low-income level coupled with the high proportion of students who need remediation means that many Chabot students struggle academically and are more likely to drop, particularly those from low-income ethnic communities who are more likely to be first-generation college students.

Despite these challenges, Chabot students demonstrated average or above average performance on the rates for student progress and achievement, earning at least 30 units, persistence from Fall to Fall, and improvements in Basic Skills and ESL courses. These levels may be the result of recent learning initiatives focusing on student engagement, success, and persistence. Since these initiatives have all increased the engagement, success, or persistence of their target groups, perhaps they are finally showing up in the measures of college-wide long-term achievement.

However, reflecting the challenges students face, success rates in Basic Skills and Vocational courses were below average compared to our peer groups. Increasing success rates in Basic Skills courses has been a goal at Chabot for many years, as reflected by the growth of learning communities, the increased number of federal, state, and private grants targeting Basic Skills, and the expansion in the number of Basic Skills classes containing a lab component. Many of these initiatives began in recent years, and we hope they will soon have a positive influence on overall Basic Skills success rates.

An analysis of the Vocational data indicates that below average success rates in Vocational courses are primarily due to lower success rates of students who are taking beginning and intermediate Vocational courses rather than students taking advanced Vocational courses. In addition, apprenticeship courses have much higher success rates than beginning or intermediate Vocational courses. More research is needed to determine whether the beginning/intermediate students need basic skills or support services to succeed at higher rates, or whether they have instead found jobs before completing their courses.



Las Positas College

Chabot-Las Positas Community College District

College Self-Assessment

Las Positas College (LPC), serving the Tri-Valley area which encompasses the cities of Dublin, Pleasanton, and Livermore, is located in one of California's fastest-growing regions for business and scientific industry. LPC currently enrolls approximately 9,000 day and evening students who can choose any of 22 Occupational Associate Degrees, 16 Transfer Associate Degrees, and over 35 Certificate Programs. LPC continues to experience growth in both the number and diversity of our students. Due to this growing and changing demographic, LPC continues to hire new faculty members, expand our programs of study, and increase the quality, number and delivery methods of student services.

While we are gratified by the continued achievement of our students as evidenced by most of indicators, we also see opportunities for improvement. LPC is pleased with rates of: Student Progress and Achievement, Earned at Least 30 Units and Persistence which are above our peer-group averages. Additionally, our rates of Improvement in Basic Skills and ESL courses are both trending up and above our peer group average. While still somewhat below the peer group average, we are pleased to see our Vocational Course Completion increasing in the most recent year. Our Successful Course Completion Rate for Basic Skills has increased in the most recent year and is equal to our peer group average. Major foci of improvement are: Basic Skills Course Completions the Vocation Course Completion Rate.

Addressing the possible factors that contribute to our Vocational Course Completion Rate, LPC made improvements to retention efforts in Distance Education career courses. We increased counseling to students enrolled in Distance Education Career courses through embedded counseling efforts and developed an on-line study-skills course for all Distance Education students. Additionally, we increased counselor contact in face-to-face vocational courses. We believe these efforts contributed to our improved Vocational Course Completions. The College will continue to evaluate our progress and implement strategies for improvement in vocational education.

Through the Basic Skills Initiative, Math and English faculty are conducting thorough reviews of the basic skills curriculum including entrance and exit skills, assessment and placement of students into appropriate levels and determining whether or not additional basic skills course levels are needed in the curriculum. In close coordination with Student Services, LPC's instructional faculty are seeking additional ways to improve the curriculum, pedagogy, and support services in Basic Skills courses such as embedded counseling and learning communities. In future years we expect these efforts to greatly increase the success of our students and we are committed to providing resources and conducting systematic evaluations needed to successfully implement our plans.

The College regularly uses data to evaluate itself, assess quality, set priorities, implement changes, and plan for the future. As part of our current Accreditation self-study we will use this and other data to ensure continued access, success, and equity in transfer, career and basic skills courses.

