

ARCC 2012 Report: College Level Indicators

Chabot College

Chabot-Las Positas Community College District

College Self-Assessment

Performance results for Chabot College are mostly positive: continuing high rates in overall progress and achievement and in persistence from Basic Skills courses, an increase in Basic Skills success rates, average rates in overall student persistence and in persistence from ESL courses, and lower than average success rates in Vocational courses that can be explained. These outcomes reflect our students' challenges and our efforts to mitigate those challenges.

A comprehensive, urban college in Hayward, we experience both the benefits and challenges of the Bay Area regional economy and nearby CSU and UC campuses. There are nearby transfer institutions and jobs. However, Hayward is a low-income area, and the high cost of living is challenging. Our economically disadvantaged, ethnically diverse student body has intense pressures that work against remaining in college. Fifty-eight percent (58%) work 20 hours or more per week, 64 percent live with their parents, 73 percent are first-generation college students, and 64 percent report family income either 'low' or 'very low' based on federal poverty guidelines. For over ten years, 87 to 95 percent of entering students who took the English and/or Math assessment tests have required remediation. The combination of low incomes and high needs for remediation means that many Chabot students struggle academically and are more likely to drop, particularly those who are first-generation college students from low-income ethnic communities.

Despite these challenges, Chabot students attained overall student progress and achievement rates that were the highest in their peer group, as well as persistence rates from Basic Skills courses that were almost the highest in their peer group. Their performances in earning at least 30 units and persisting from Fall to Fall were above their peer group averages. Increased success rates in Basic Skills courses and persistence rates from ESL courses were near the average. These levels may be the result of recent learning initiatives focusing on student engagement, success, and persistence that are finally showing up in the measures of college-wide long-term achievement and success rates. 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. These initiatives seem to be having a positive influence on both Basic Skills success and improvement rates and long term overall achievement rates.

Overall success rates in Vocational courses were below average compared to our peer groups. An analysis of the Vocational data indicates that below average success rates are due to lower success rates in first level Vocational courses rather than higher-level Vocational courses. Success rates in higher-level Vocational courses are above the peer group average for all Vocational courses. The lower success rates in the first level Vocational courses are likely the result of numerous factors, including students leaving the college for jobs, "experimenting" with career options, expecting less rigorous coursework, and lacking proficient college-level skills.



ARCC 2012 Report: College Level Indicators

Las Positas College

Chabot-Las Positas Community College District

College Self-Assessment

Las Positas College (LPC) serves the Tri-Valley area which encompasses the cities of Dublin, Livermore, and Pleasanton and enrolls an increasingly diverse student body. Between 2000 and 2011, the percentage of White Non-Hispanic students declined from 70% to below 50%; during the same time period, the percentage of students from all minority groups increased, with the largest increases seen in Hispanic students (12% to 22%), Asian students (7% to 12%), African American students (3% to 5%), and Filipino students (2% to 4%).

LPC also experienced an increase in the percentage of students from low-income households. In 2000, only 6% of LPC students were from low-income households. By 2011, nearly 40% of LPC students came from low-income household. In addition, between 2000 and 2011, 81% to 86% of entering first-time college students who took the assessment test(s) were not prepared for college-level work in English and/or math.

Despite the challenges faced by our students, LPC continues to provide high-quality instruction and services that help our students achieve success; this is evident by nearly all of the outcomes measured by the ARCC report. LPC students are above the peer-group average in Student Progress and Achievement Rates, Percentage of Students Who Earned at Least 30 Units, Persistence Rates, Improvement Rates for Credit Basic Skills Courses, and Improvement Rates for Credit ESL Courses. While we celebrate the continued achievement of our students, we also see opportunities for improvement.

LPC students are near the peer-group average on two metrics: the Annual Successful Course Completion Rates for Credit Basic Skills Courses and Credit Vocational Courses; LPC has worked aggressively to increase success rates in these areas. Through the Basic Skills Initiative, English and math faculty are conducting thorough reviews of the basic skills curriculum; the reviews include examining 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, instructional faculty are seeking additional ways to improve the curriculum, pedagogy, and support services in Basic Skills courses. 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.

With regard to vocational education, LPC has made efforts to improve retention in Distance Education Career courses. LPC 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, LPC increased counselor contact in face-to-face vocational courses. We believe these efforts will help improve Vocational Course Completions Rates, and LPC will continue to evaluate progress and implement strategies to improve outcomes for all of our students.





Accountability Reporting for the Community Colleges (ARCC) 2012

Presentation to
Chabot-Las Positas Community College District
Board of Trustees
November 13, 2012

Presenters

- Institutional Researchers
 - Dr. Carolyn Arnold, Chabot
 - Mr. Rajinder Samra, M.S., Las Positas



Overview

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

ARCC Background

- Accountability Reporting for the Community Colleges (ARCC)
- Annual evaluation of community college performance (on student outcome measures)
- Compiled by CCC Chancellor's Office
- Requires "Board interaction"
- Report goes to the State Legislature



ARCC College Reports

- Methodology
 - College-level student outcome measures
 - College peer groups
 - Self-Assessment



College Student Outcome 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



College Peer Groups

- For each of the seven outcome measures, college peer groups were developed statistically based on similar college or local characteristics.
- Chabot and Las Positas are in different peer groups for four out of the seven outcomes measures.
- Peer groups have remained the same for the 2009, 2010, 2011, and 2012 reports for consistency.
- Allows benchmarking within peer groups
- Not diagnostic within college (shows what, not why)
Broad measures, can't show imp details or WHY



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

The logo for Chabot College, featuring a teal circle with a white speech bubble icon containing three horizontal lines, positioned in the top-left corner.

Chabot College

Student Progress and Achievement: Degree/Certificate/Transfer

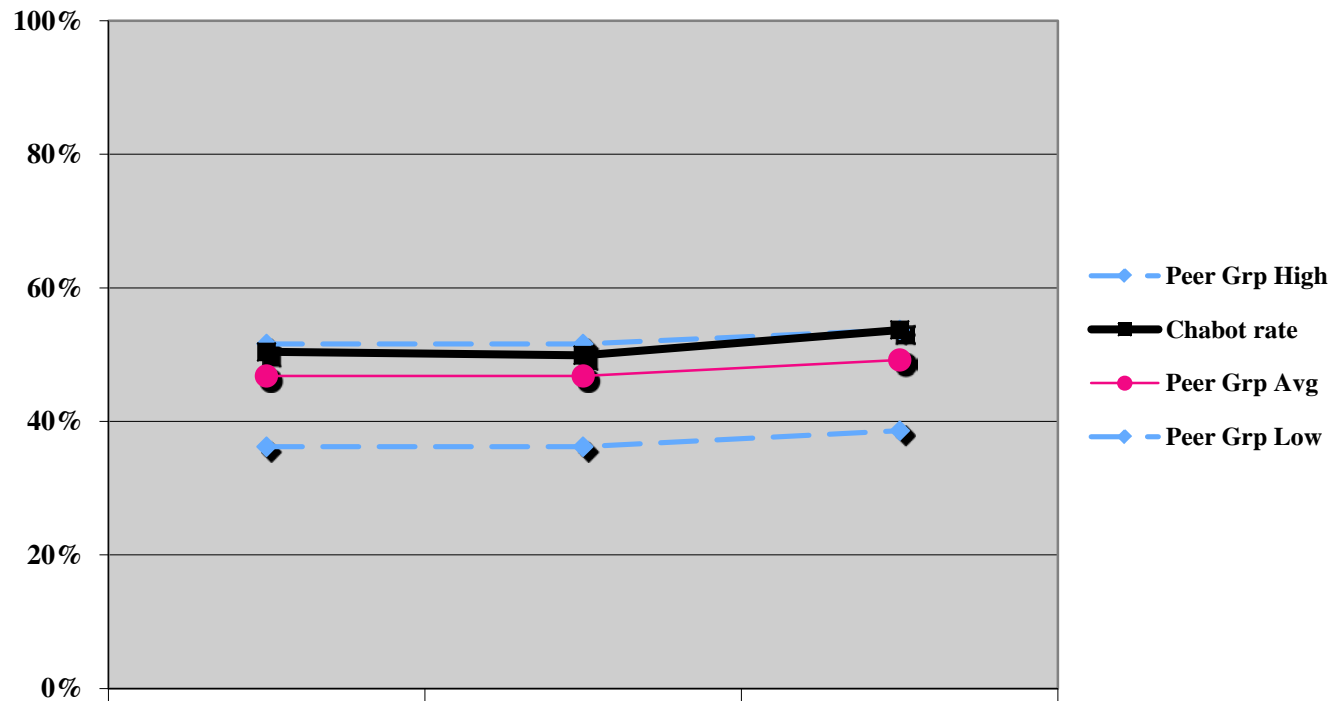
Progress and Achievement Rate: Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years:

Transferred to a 4-year college; earned an AA/AS; earned a Certificate (18 units or more); achieved “Transfer Directed” status; achieved “Transfer Prepared” status.

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11
Student Progress and Achievement Rate	50%	50%	54%

Chabot Peer Groups

Student Progress and Achievement Rate



	2003-2009	2004-2010	2005-2011
Peer Grp High	52%	52%	54%
Chabot rate	50%	50%	54%
Peer Grp Avg	47%	47%	49%
Peer Grp Low	36%	36%	39%

Cohort years



Chabot College

Student Progress and Achievement: Degree/Certificate/Transfer

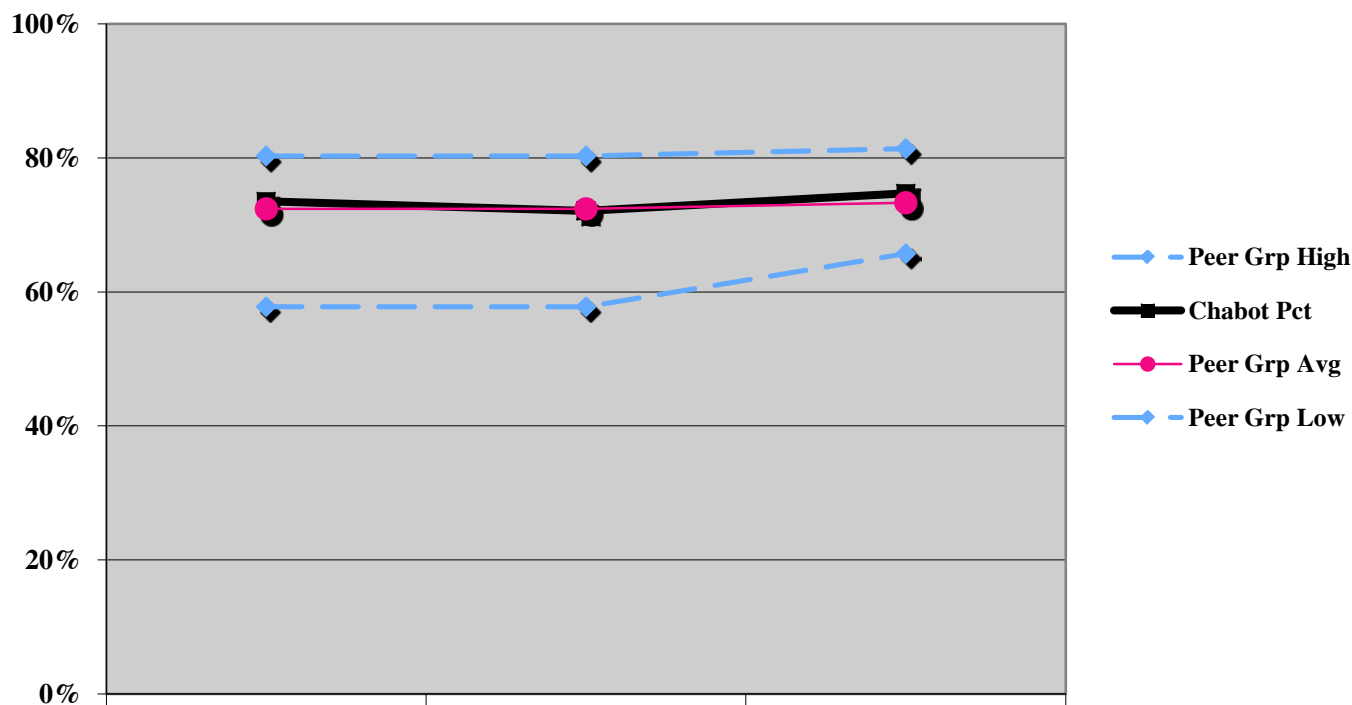
Percent of Students Who Earned at Least 30 Units:

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

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11
Percent of Students Who Earned at Least 30 Units	74%	72%	75%

Chabot Peer Groups

Percent of Students who Earn at Least 30 Units



	2003-2009	2004-2010	2005-2011
Peer Grp High	80%	80%	81%
Chabot Pct	74%	72%	75%
Peer Grp Avg	72%	72%	73%
Peer Grp Low	58%	58%	66%

Cohort years

The logo for Chabot College, featuring a teal circle and a light blue circle on the left side of the slide.

Chabot College

Student Progress and Achievement: Degree/Certificate/Transfer

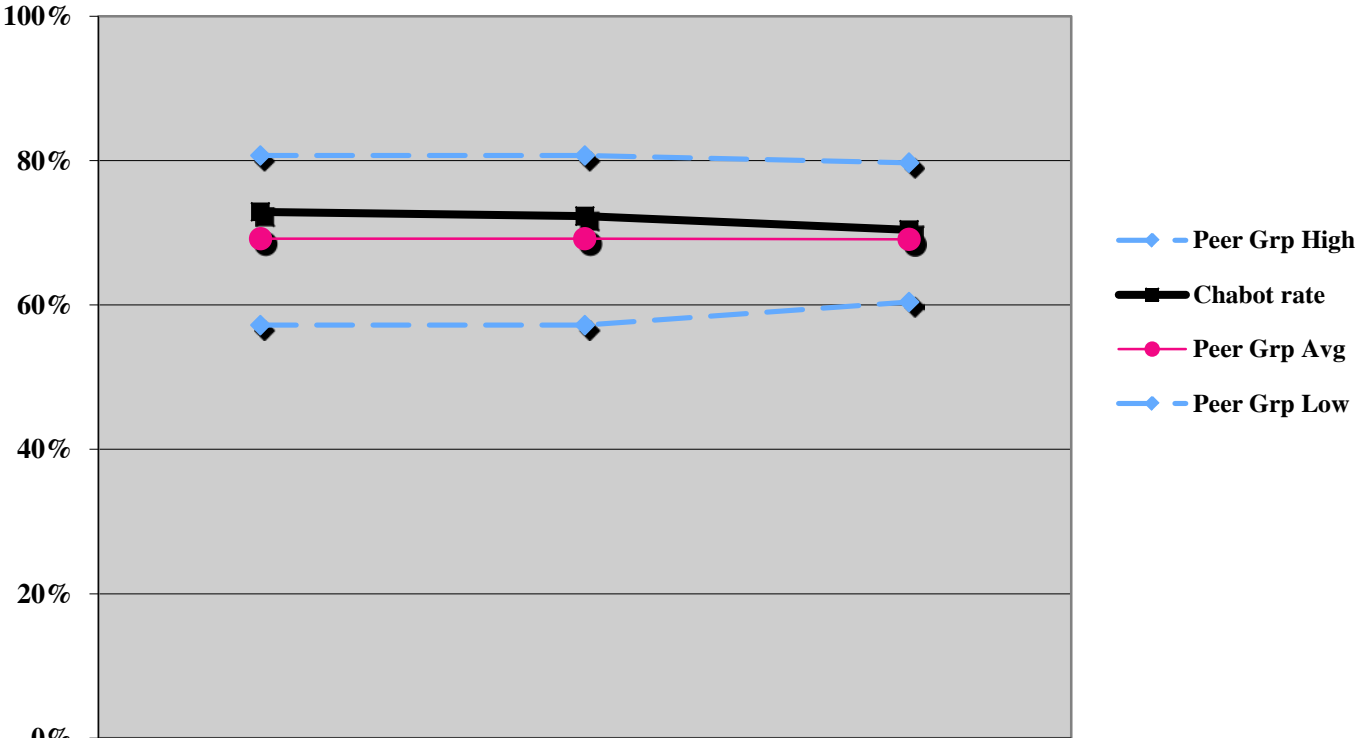
Persistence Rate:

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.

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Fall-to-Fall Persistence Rate	73%	72%	70%

Chabot Peer Groups

Fall to Fall Persistence Rate



	Fall 2007-Fall 2008	Fall 2008-Fall 2009	Fall 2009-Fall 2010
Peer Grp High	81%	81%	80%
Chabot rate	73%	72%	70%
Peer Grp Avg	69%	69%	69%
Peer Grp Low	57%	57%	60%

Cohort years

A decorative graphic on the left side of the slide, consisting of a teal circle partially overlapping a light blue circle, with a small orange speech bubble icon above it.

Chabot College

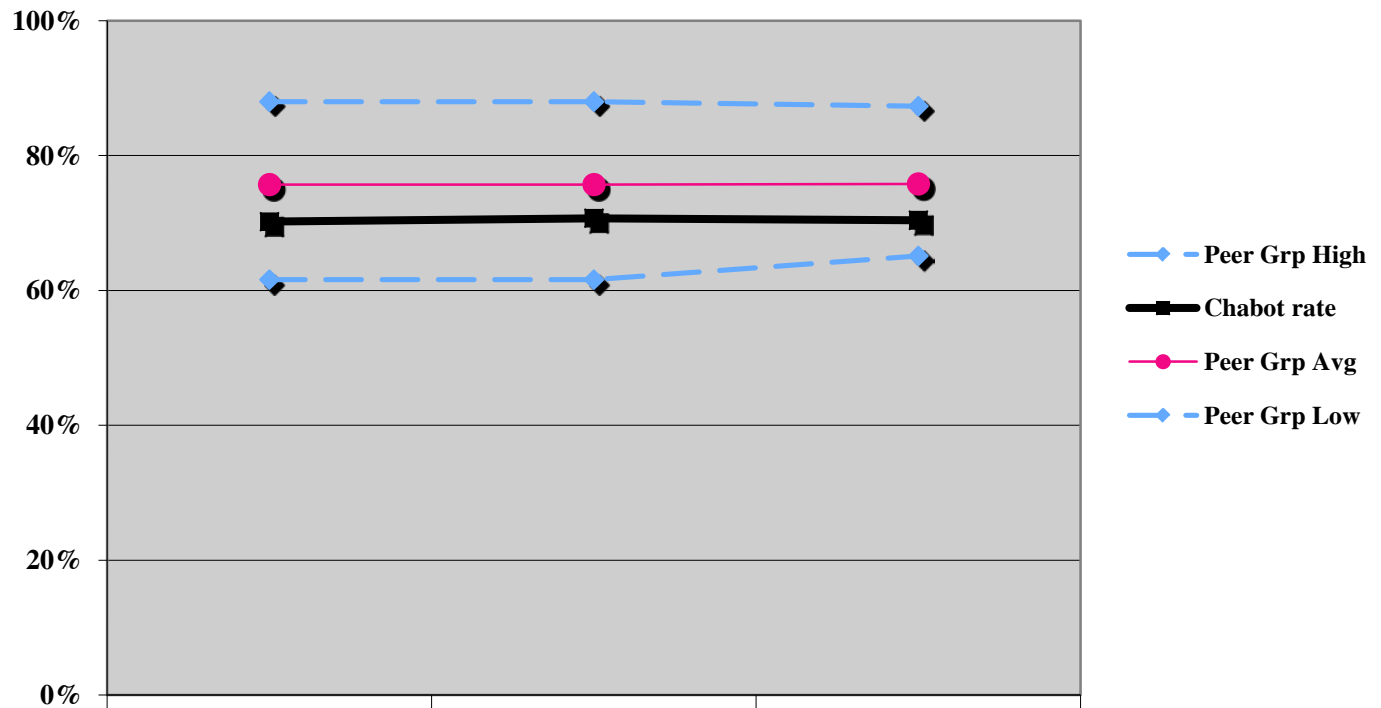
Student Progress and Achievement: Vocational/Occupational/Workforce

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

	2008-09	2009-10	2010-11
Annual Success Rate for Vocational Courses	70%	71%	70%

Chabot Peer Groups

Vocational Course Success Rate



Peer Grp High
Chabot rate
Peer Grp Avg
Peer Grp Low

	2008-2009	2009-2010	2010-2011
Peer Grp High	88%	88%	87%
Chabot rate	70%	71%	70%
Peer Grp Avg	76%	76%	76%
Peer Grp Low	62%	62%	65%

Cohort years



Chabot College

Pre-Collegiate Improvement: Course Success Rate for Basic Skills

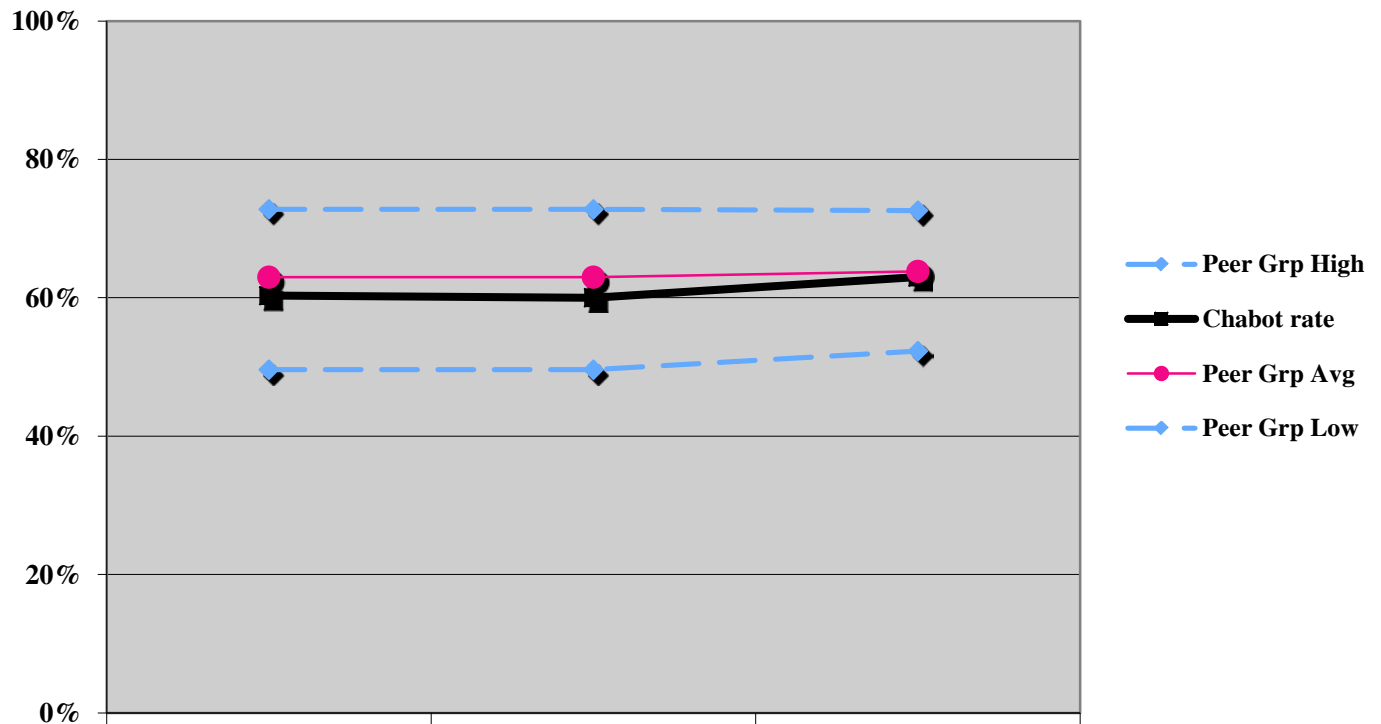
Annual Successful Course Completion Rate for Basic Skills

Courses: Percentage of students completing for-credit basic skills courses with a grade of “C” or better.

	2008-09	2009-10	2010-11
Annual Success Rate for Basic Skills Courses	60%	60%	63%

Chabot Peer Groups

Basic Skills Course Success Rate



	2008-2009	2009-2010	2010-2011
Peer Grp High	73%	73%	73%
Chabot rate	60%	60%	63%
Peer Grp Avg	63%	63%	64%
Peer Grp Low	50%	50%	52%

Cohort years

Chabot College

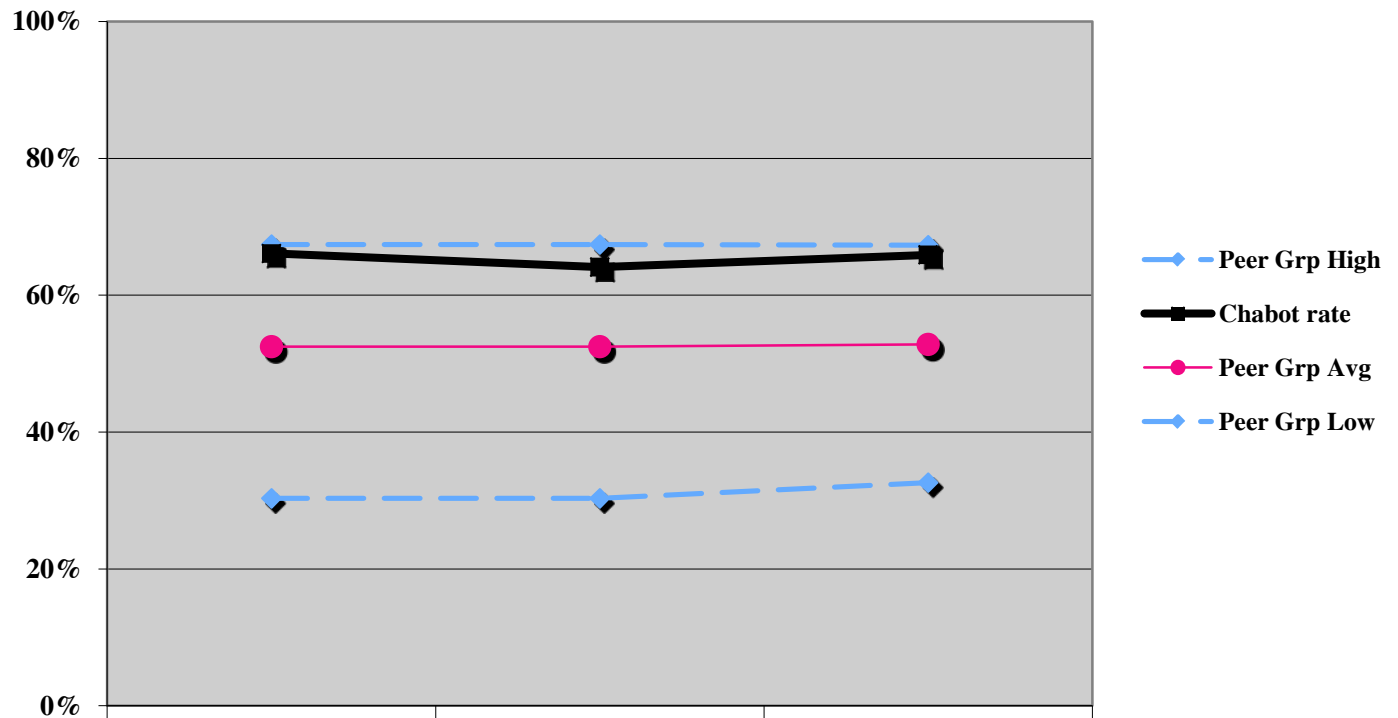
Pre-Collegiate Improvement: Improvement Rates for Basic Skills

Improvement Rates for Basic Skills Courses: Percentage 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.

	2006-07 to 2008-09	2007-08 to 2009-10	2008-09 to 2010-11
Annual Improvement Rate for Basic Skills Courses	66%	64%	66%

Chabot Peer Groups

Basic Skills Course Improvement Rate



	2006-2009	2007-2010	2008-2011
Peer Grp High	67%	67%	67%
Chabot rate	66%	64%	66%
Peer Grp Avg	53%	53%	53%
Peer Grp Low	30%	30%	33%

Cohort years

Chabot College

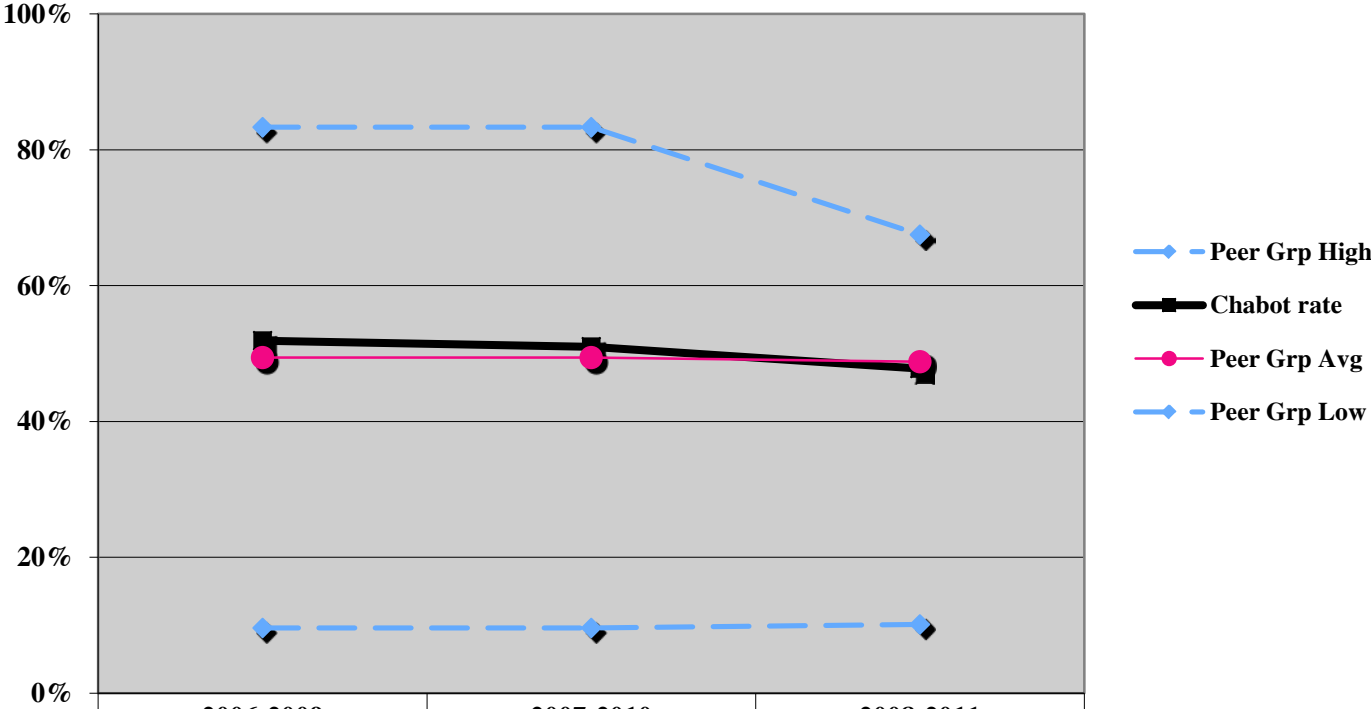
Pre-Collegiate Improvement: Improvement Rates for ESL

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

	2006-07 to 2008-09	2007-08 to 2009-10	2008-09 to 2010-11
Annual Improvement Rate for ESL Courses	52%	51%	48%

Chabot Peer Groups

ESL Course Improvement Rate



	2006-2009	2007-2010	2008-2011
Peer Grp High	83%	83%	68%
Chabot rate	52%	51%	48%
Peer Grp Avg	49%	49%	49%
Peer Grp Low	10%	10%	10%

Cohort years



ARCC

College Performance

Las Positas College

Las Positas College

Student Progress and Achievement: Degree/Certificate/Transfer

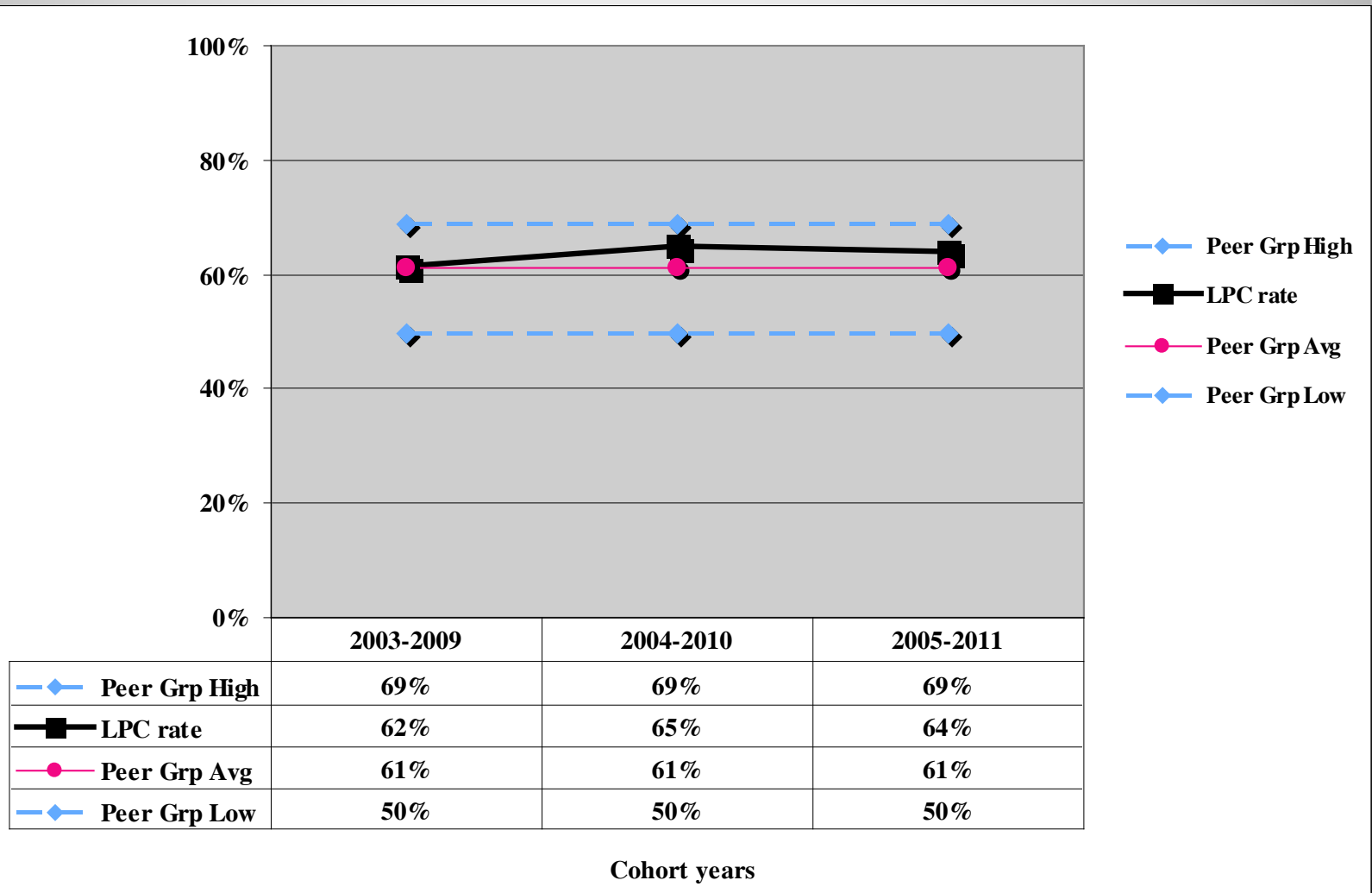
Progress and Achievement Rate: Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years:

Transferred to a 4-year college; earned an AA/AS; earned a Certificate (18 units or more); achieved “Transfer Directed” status; achieved “Transfer Prepared” status.

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11
Student Progress and Achievement Rate	62%	65%	64%

Las Positas College Peer Groups

Student Progress and Achievement Rate



Las Positas College

Student Progress and Achievement: Degree/Certificate/Transfer

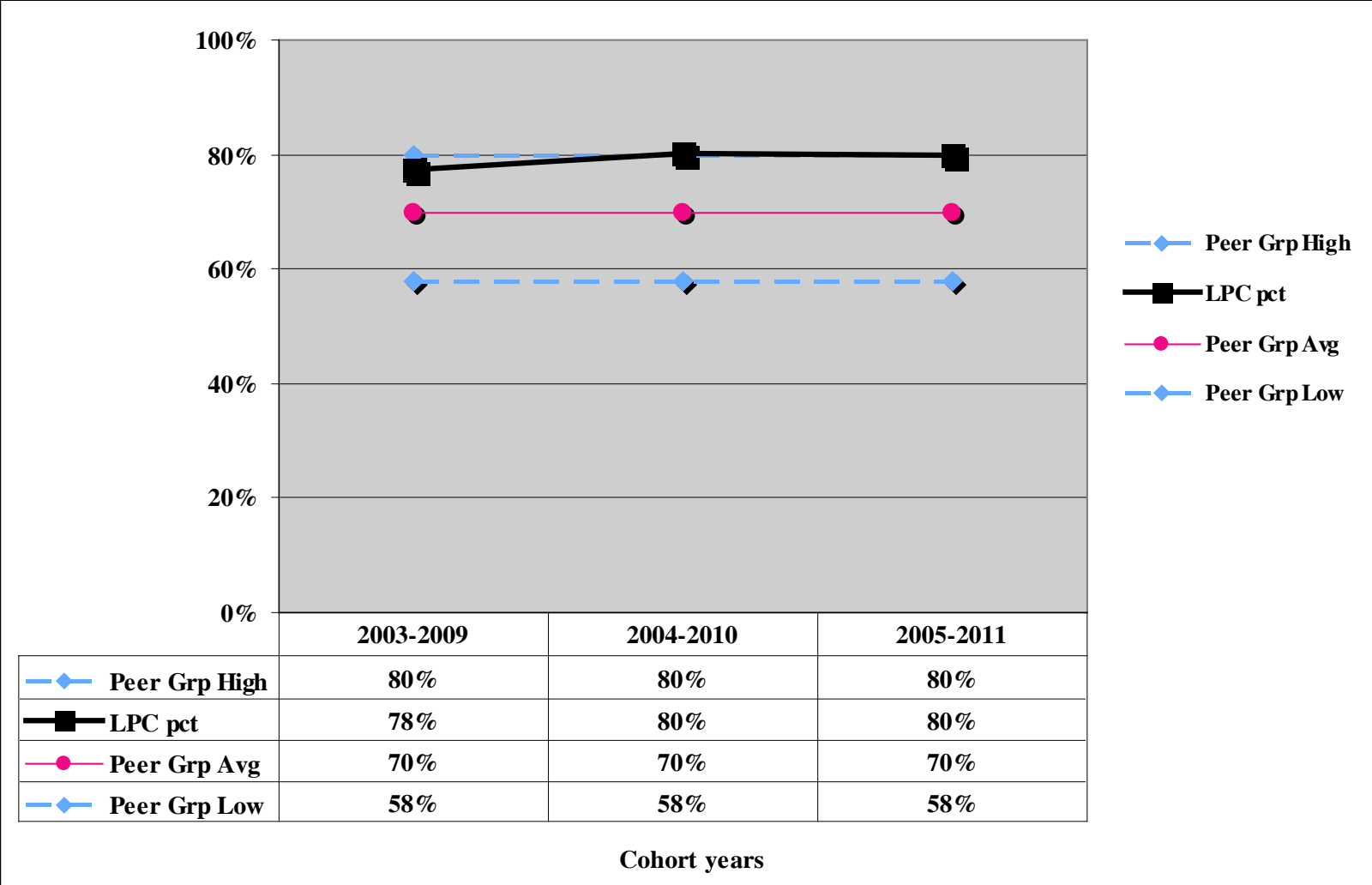
Percent of Students Who Earned at Least 30 Units:

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

	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11
Percent of Students Who Earned at Least 30 Units	78%	80%	80%

Las Positas College Peer Groups

Percent of Students who Earned at Least 30 Units



Las Positas College

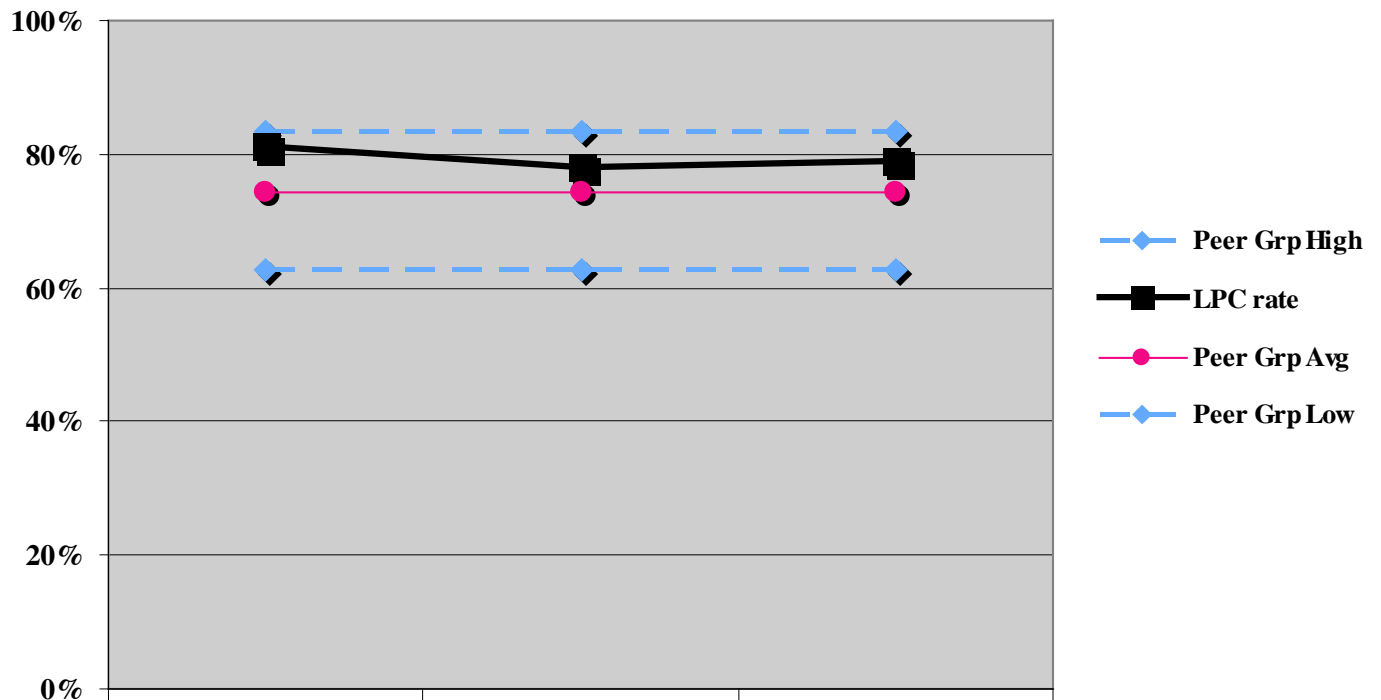
Student Progress and Achievement: Degree/Certificate/Transfer

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.

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Fall-to-Fall Persistence Rate	81%	78%	79%

Las Positas College Peer Groups Fall to Fall Persistence Rate



	Fall 2007-Fall 2008	Fall 2008-Fall 2009	Fall 2009-Fall 2010
Peer Grp High	83%	83%	83%
LPC rate	81%	78%	79%
Peer Grp Avg	74%	74%	74%
Peer Grp Low	63%	63%	63%

Cohort years

Las Positas College

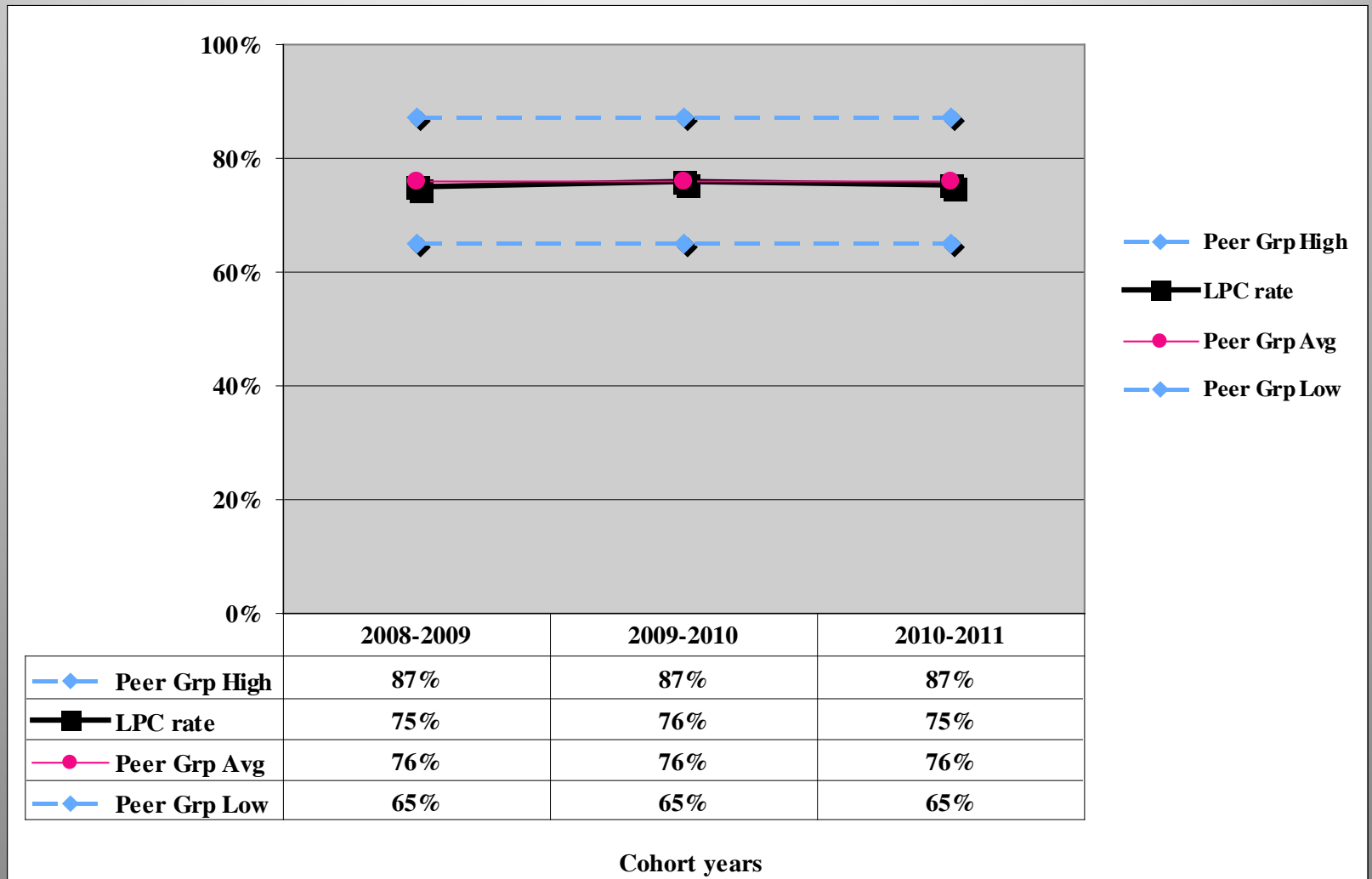
Student Progress and Achievement: Vocational/Occupational/Workforce

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

	2008-09	2009-10	2010-11
Annual Success Rate for Vocational Courses	75%	76%	75%

Las Positas College Peer Groups

Vocational Course Success Rate



Las Positas College

Pre-Collegiate Improvement:

Course Success Rate for Basic Skills

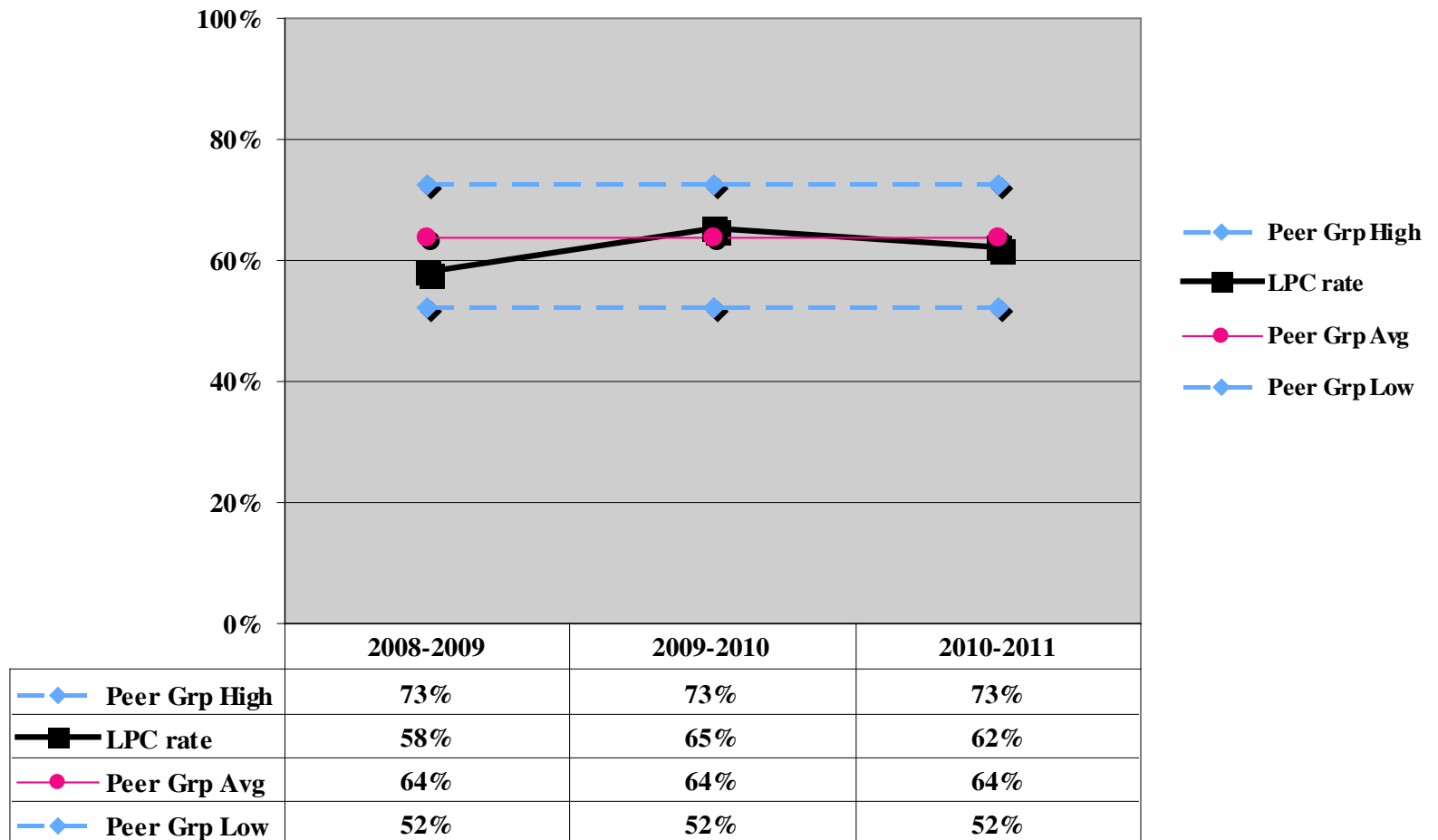
Annual Successful Course Completion Rate for Basic Skill

Courses: Percentage of students completing for-credit basic skills courses with a grade of “C” or better.

	2008-09	2009-10	2010-11
Annual Success Rate for Basic Skills Courses	58%	65%	62%

Las Positas College Peer Groups

Basic Skills Course Success Rate



Cohort years



Las Positas College

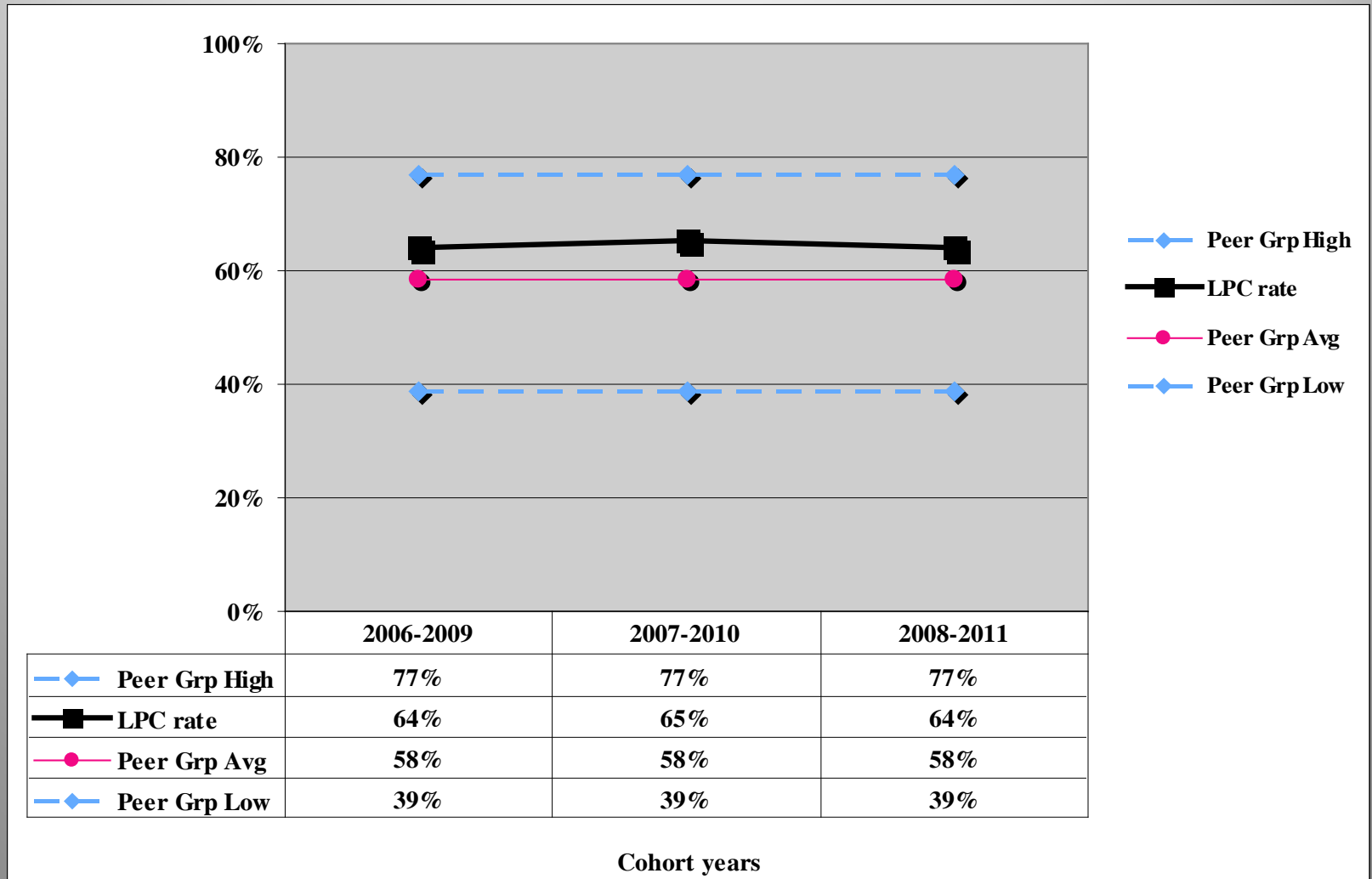
Pre-Collegiate Improvement: Improvement Rates for Basic Skills

Improvement Rates for Basic Skills Courses: Percentage 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.

	2006-07 to 2008-09	2007-08 to 2009-10	2008-09 to 2010-11
Annual Improvement Rate for Basic Skills Courses	64%	65%	64%

Las Positas College Peer Groups

Basic Skills Course Improvement Rate



Las Positas College

Pre-Collegiate Improvement: Improvement Rates for ESL

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

	2006-07 to 2008-09	2007-08 to 2009-10	2008-09 to 2010-11
Annual Improvement Rate for ESL Courses	49%	47%	51%

Las Positas College Peer Groups

ESL Course Improvement Rate



Cohort years

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