

Accountability Reporting for the Community Colleges (ARCC)/AB 1417



Implementation Update



Presentation Objectives

- By the end of this presentation, participants should be able to:
 - Learn about current project status, draft analyses, and next steps
 - Know how to focus your review of the ARCC draft
 - Describe the colleges' and districts' reporting responsibilities and due dates for ARCC
 - Use all or part of today's presentation for local/internal presentations at their colleges and districts



ARCC/AB 1417 Staff

- **Willard Hom**, Director, Research & Planning
- **Catharine Liddicoat**, Specialist in Information Systems & Analysis
- **Alice van Ommeren**, Research Program Specialist II
- **LeAnn Fong-Batkin**, Community College Program Assistant II



Timeline

- ARCC Timelines developed to accommodate the Legislature, DOF, and the Governor's Office



Next Steps for the Colleges and Districts

- First draft issued October 16, 2006
- Review report (now)
- Review data and resubmit as necessary, due December 15, 2006
 - Changes accepted only through resubmission
 - We will not re-run any data after December 15, even if the college/district resubmits data after this date
- Receive e-mail with second draft on January 22, 2007
- Write college self-assessment based on the second draft (from January 22 – February 23, 2007) to be submitted online
- Final report will be issued in March 2007



College Self-Assessment (Response)

- Purpose
 - To give your side of the story that is not covered by the MIS data



College Self-Assessment

- Self-assessment due within 30 days of receiving the second draft of the report
 - January 2007 draft will only include your college's performance and the peer grouping analysis
 - Self-assessment must be approved by the college's president/CEO/superintendent
 - Self-assessment will be included in the public report



College Self-Assessment

- Audience:
 - Department of Finance
 - Legislature and Legislative Analyst's Office
 - Local Board of Trustees
- Author:
 - The college's president can delegate the responsibility for writing the self-assessment, but he/she must have final approval



College Self-Assessment

- Multi-college districts will need to prepare a separate response for each college
- Online submission process
- Limit of 500 words or less
- System Office may edit the response for any reason



College Self-Assessment

- Required topic
 - Self-assessment of college performance
- Suggested topics (achievements and contexts missed by ARCC indicators)
 - Transfer, vocational, basic skills, and ESL programs
 - Distance education
 - Accreditation
 - Special circumstances, including budget cuts, faculty turnover, and changes to UC/CSU policies



Board of Trustee Approval

- Your local board of trustees must approve the final report by March 2008
- Start early with the approval process, especially since there may be media coverage
- Colleges and districts need to submit a copy of the board of trustee minutes showing report interaction (review and adoption of the report at a public meeting, with public comment allowed) to the System Office.
- Send board minutes to arcc@cccoco.edu



ARCC Review

- Background of ARCC
- Purpose of ARCC
- Draft Report



Background of ARCC

- AB 1417 (Pacheco), Chapter 581, Statutes of 2004
- RP Group/Center for Student Success developed the performance framework and indicators
- An external panel of experts helped to guide the framework development



Purpose of ARCC

- Evaluate college performance on the state's educational outcome priorities
- Give a fair picture of college performance
- Provide colleges and districts with information to help them improve their programs



Staff Responsibilities

- Catharine Liddicoat
 - Vocational/occupational/workforce development
 - Basic Skills and ESL
- Alice van Ommeren
 - Degree/certificate/transfer
 - Persistence
- LeAnn Fong-Batkin
 - Participation rate
 - Project coordination

Current Performance Indicators



- We are accepting comments and suggestions for the 2008 report

Additional Performance Indicator



- SB 361
 - Authorizes the System Office to study non-credit courses and include specific outcome measures in the ARCC report (no timeline specified)
 - Not included in the 2007 report

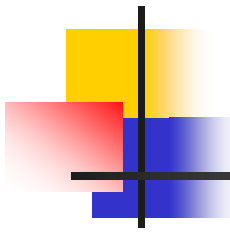


System Performance Indicators



Student Progress & Achievement: Degree/Certificate/Transfer

- System Performance Indicators
 - Annual Number/Percent of BA/BA Students Graduating at CSU/UC who attended a CCC
 - Annual Number of Transfers
 - Transfer Rate



Annual Number/Percent of BA/BA Students Graduating at CSU/UC who attended a CCC

Sources and Methodology:

- Numbers and definitions from CSU Analytical Studies Division and UC Office of the President
- Annual Number and Percentages from 2000 to 2006 for CSU, UC and total



Annual Number of Transfers

- For CSU/UC transfers:
 - Numbers and definitions from CSU Analytical Studies Division and UC Office of the President
- For ISP/OOS transfers:
 - System Office developed a cohort to match with NSC



Annual Transfer Rate

- First-time Freshman
- Completed 12 credit units
- Attempted Transfer Level Math/English
- Outcome within 6 years:
 - Transfer to 4-year institution



Student Progress & Achievement: Vocational/Occupational/Workforce Development

- System Performance Indicators
 - Annual Number of Vocational Awards by Program
 - Top 25 Vocational Programs
 - Income Trends



Annual Number of Vocational Awards by Program

- Used Chancellor's Office MIS data
- Obtained numbers of credit awards in Academic Years 03-04, 04-05, and 05-06
 - Degrees and Certificates
- Reported numbers only for awards issued for completion of Vocational Programs



Top 25 Vocational Programs

- Rank-ordered Vocational Programs by their total number of credit awards (degrees plus certificates).
- Listed the 25 programs issuing the highest numbers of awards.

Income Trends



- Used Chancellor's Office MIS data and wage data from the CA Employment Development Department (EDD)
- Three cohorts: Students who received awards (degrees and certificates) in 98-99, 99-00, and 00-01
- Excluded transfers to 4-year institutions and continuing CCC students
 - Designed to look at students who went into the workforce upon receiving award
- Tracked their wages up to 5 years before and 5 years after award



Student Progress & Achievement: Basic Skills and ESL

- System Performance Indicators
 - Annual Number of Basic Skills Improvements

Annual Number of Basic Skills Improvements



- Used Chancellor's Office MIS data
- Three cohorts:
 - 01-02 to 03-04
 - 02-03 to 04-05
 - 03-04 to 05-06
- Enrolled in a Basic Skills course (credit or noncredit)
- Then successfully completed higher level course (Basic Skills or other, credit or noncredit) in subsequent term
 - Credit: Completed with C grade or better,
 - Noncredit: Attended 75% of total possible hours of attendance



Participation Rate

- System Performance Indicators
 - Participation rates declined slightly from 2003-04 (67.7) to 2005-06 (66.2)
 - Age
 - Students under 18 slightly increased, but the rest of the age groups slightly decreased
 - Gender
 - Participation rates declined for both genders
 - Ethnicity
 - All ethnicities declined. Native Americans declined the most (from 85.1 to 72.0).



College Performance Indicators



Student Progress & Achievement: Degree/Certificate/Transfer

- College Performance Indicators
 - Student Progress and Achievement Rate
 - Percent of Students Who Earned at Least 30 Units
 - Persistence Rate



Student Progress and Achievement Rate

- First-time Freshman completing 12 credit units
- Cohorts 1998-99, 1999-00, 2000-01
- Attempted Degree Applicable Math or English, or credit courses with SAM code A or B
- Outcomes within 6 years:
 - Associate of Arts/Sciences, or
 - Certificate (18 plus units), or
 - Transfer to 4-Year Institution, or
 - Transfer Directed (Xfer Math and English), or
 - Transfer Prepared (60+ transferable units)



Percent of Students Who Earned at Least 30 Units

- Value added threshold
- Same Cohorts as Progress Rate
- Outcome is "30 units or more"



Persistence Rate

- Fall to Fall (02-03, 03-04, 04-05)
- First-time Freshman with 6+ units (credit courses) at First Census
- Persisted to enrollment in a credit course in the next Fall semester anywhere in the system



Student Progress and Achievement: Vocational/Occupational/ Workforce Development

- College Performance Indicator
 - Annual Successful Course Completion Rate (Vocational Courses)



Annual Successful Course Completion Rate – Vocational Courses

- Academic Years 03-04, 04-05, 05-06
- Enrolled in Credit Vocational courses
- Earned Enrollment Grade of A, B, C, or CR



Pre-Collegiate Improvement: Basic Skills and ESL

- College Performance Indicators
 - Annual successful course completion rate in Basic Skills
 - Improvement rates for ESL and Basic Skills courses



Annual Successful Course Completion Rate -- Basic Skills Courses

- Academic Years 03-04, 04-05, 05-06
- Enrolled in Credit Basic Skills courses
- Earned Enrollment Grade of A, B, C, or CR



Improvement Rate - ESL

- For Academic Year cohorts 01-02 to 03-04, 02-03 to 04-05, and 04-05 to 05-06
- Successfully completed Credit ESL course
 - 2 or more levels below college level/transfer level
- Then successfully completed a higher level ESL or college-level English course within the cohort period

Improvement Rate – Basic Skills



- For Academic Year cohorts 01-02 to 03-04, 02-03 to 04-05, and 04-05 to 05-06
- Successfully completed Credit Basic Skills or Pre-Collegiate Basic Skills course
 - English or Mathematics
 - 2 or more levels below college level/transfer level
- Then successfully completed a higher level course in the same discipline within the cohort period



Coming Attractions



Pending Peer Group Comparison (for Jan. draft)

- Constructed to avoid a simple state-wide “ranking” of the colleges on an indicator
- Based on
 - (a) “uncontrollable” factors
 - (b) with a theoretical link to an indicator
and
 - (c) with a statistically supported
link to an indicator



Reporting Peer Group Comparisons

- Along with college indicators, each college will have a page showing its performance in the peer group for each indicator.
- The appendix will report the colleges in each peer group.



Peer Group Page Example

ALTURAS COLLEGE

ARCC 2007 Report: College Level Indicators

| | | Alturas Rate | Peer Group Average | Peer Group Low | Peer Group High | Peer Group |
|---|--|-----------------|-----------------------|-------------------|--------------------|---------------|
| A | Student Progress and Achievement Rate | 53.1 | 57.0 | 52.2 | 62.6 | A2 |
| B | Percent of Students Who Earned at Least 30 Units | 67.1 | 69.9 | 64.2 | 73.6 | B5 |
| C | Persistence Rate | 34.1 | 33.0 | 30.1 | 35.7 | C1 |
| D | Annual Successful Course Completion Rate for Vocational Courses | 78.7 | 79.1 | 78.2 | 81.4 | D5 |
| E | Annual Rate of Successful Course Completion in Basic Skills Courses | 59.7 | 60.3 | 56.2 | 64.0 | E2 |
| F | Basic Skills Improvement Rate | 29.1 | 29.0 | 26.5 | 34.8 | F1 |



Ancillary Analyses

- *We may be able* to perform some ancillary analyses after the report is issued in March 2007 (as time and staff permit)
- Other report requests can be sent to:
arcc@cccco.edu



Resources

- ARCC website

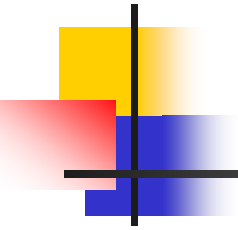
http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm

- Contact information

arcc@cccco.edu

- Field Presentations

- Nov. 6 at Los Rios CCD (Sacramento)
- Nov. 8 at N. Orange CCD (Anaheim)
- E-mail arcc@cccco.edu to RSVP



Questions?