



Accountability Reporting for the Community Colleges

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Introduction

- Background of ARCC
- Purpose of ARCC
- Staff and their responsibilities



Background of ARCC

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

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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

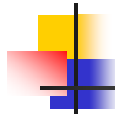
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ARCC/AB 1417 Staff

- 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

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Staff Responsibilities

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

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Technical Advisory Workgroup

- In Fall 2005, the System Office assembled a technical advisory workgroup
 - Advises on the data definitions of the framework metrics, report format, timelines, and various technical matters

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Technical Advisory Workgroup

- Membership consists of representatives from:
 - Colleges and districts
 - RP Group
 - CEO and CIO groups
 - Academic Senate
 - Department of Finance
 - Legislative Analyst's Office
 - Office of the Governor

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Framework Overview

- Four Categories
 - Student Progress & Achievement:
Degree/Certificate/Transfer
 - Student Progress & Achievement:
Vocational/Occupational/Workforce
Development
 - Pre-Collegiate Improvement/Basic Skills/ESL
 - Participation

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Framework Overview

- Two levels
 - College level
 - System level

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Student Progress & Achievement: Degree/Certificate/Transfer



Student Progress & Achievement: Degree/Certificate/Transfer


- College Performance Indicators
 - Student Progress and Achievement Rate
 - Persistence Rate
- System Performance Indicators
 - Annual Number of Transfers
 - Transfer Rate
 - Annual Number/Percent of BA/BA Students Graduating at CSU/UC who attended a CCC



Student Progress & Achievement: Degree/Certificate/Transfer Rate

- The Cohort (Denominator)
 - First-time Freshman in the System, and
 - No BA/BS, no prior 4-year enrollment but concurrent enrollment included
 - 12 credit units (within 6 years) and
 - Attempted degree applicable Math or English, or credit courses with SAM code A or B

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Student Progress & Achievement: Degree/Certificate/Transfer Rate

- Outcomes (Numerator) 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 (56+ transferable units)

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Student Progress & Achievement: Unit Indicator Rate

- Students “30 units or more” Rate
 - Value added threshold of units earned
 - Same Cohort as Progress Rate (denominator)
 - Outcome is “30 units or more” (numerator)

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Persistence Rate

- The Cohort (Denominator)
 - First-time Freshman in the System, and
 - No BA/BS, no prior 4-year enrollment, but concurrent enrollment included
 - Enrolled in the Fall semester, with 6+ units (credit courses) at First Census

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Persistence Rate

- Outcome (Numerator)
 - Persisted to enrollment in a credit course in the next Fall semester anywhere in the system
 - College of first enrollment gets the credit
 - Take out awards/transfers in “persisted semester”

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Annual Number of Transfers

Four-Year Institutions:

- California State University (CSU)
- University of California (UC)
- In-State-Private Institutions (ISP)
- Out-of-State Institutions (OOS)

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Annual Number of Transfers

Source and Methodology:

- Numbers and definitions from CSU Analytical Studies Division and UC Office of the President
- System Office development of a Leavers Cohort for ISP/OOS

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Leavers Cohort Methodology

- Leavers Cohort
 - First-time students
 - Minimum of 12 credit unit
 - Not enrolled in CCC in the subsequent year
- Count as Transfer
 - Transferred to 4-year institution
 - Transfer date used for “Year of Transfer”
 - Excluding concurrent enrollment

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Leavers Cohort (ISP and OOS)

- National Student Clearinghouse (NSC)
 - Colleges are members of NSC and submit data related to financial aid
 - CCC does a match with NSC to determine the transfer
 - Able to identify In-State-Private (ISP) and Out-of-State (OOS) institutions

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Transfer Rate (PLTC Definition)

- Cohort (Denominator)
 - First-time Freshman in the System, and
 - No BA/BS, no prior four-year enrollment, but concurrent enrollment included
 - Completed 12 credit units, and
 - Attempted Transfer Level Math or English
- Outcome (Numerator)
 - Transferred to 4-year institution within 6 years of enrollment

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Systemwide Indicators - Transfer

Annual Percentage of Baccalaureate Students Graduating from University of California (UC) and California State University (CSU) from 2000 to 2006 Who Attended a California Community College (CCC)

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Annual Number and Percent

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

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Student Progress & Achievement: Workforce Development



Workforce Development

- College Performance Indicator
 - Annual Successful Course Completion Rate (Vocational Courses)
- System Performance Indicators
 - Annual Number of Degrees/Certificates conferred – by Program
 - Increase in total personal income as a result of receiving degree/certificate



Annual Successful Course Completion Rate (Vocational)

- Most recent annual rate and two preceding years of successful course completion in Vocational courses (Credit)
- SAM A, B, and C only
- Successful = Retained to end of term with a final course grade of A, B, C, or CR
- By College

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Annual Successful Course Completion Rate (Vocational)

- Numerator: Count of Enrollments where Enrollment Grade (SX04) = A, B, C, or CR in courses with SAM A, B, or C
- Denominator: Count of Enrollments where Enrollment Grade (SX04) = A, B, C, D, F, CR, NC, I, W in courses with SAM A, B, or C

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Annual Number of Degrees and Certificates by Program

- Statewide number of most current full year and two preceding years Total Credit Awards subcategorized by:
 - AA/AS Degrees
 - Certificates (Credit) (includes under 18 units)
- By 4-digit TOP Code (to identify Program)
- Use only TOP Codes w/Vocational Indicators
- Alphabetical Table and “Top 25” Table

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Increase in Total Personal Income of Award Recipients

- Statewide increase in median personal income of AA/AS and Certificate students
- Income at 1, 3, and 5 years after award
- Limited to students for whom we can obtain EDD wage data (SSN Match)
 - Excludes self-employed

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Increase in Total Personal Income of Award Recipients

- Compare to other income measures:
 - Recipients' median income during the 5 years before award
 - State Per Capita Income
 - Possibly:
 - State Median Household Income
 - State or Federal Poverty Threshold
 - State Living Wage or Self-Sufficiency Wage

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Increase in Total Personal Income of Award Recipients

- Cohort development:
 - Non-special admit students *and*
 - Enrolled with Headcount Status (STD7) = A, B, C, or F who received award during the base (selection) year *and*
 - No longer enrolled in a CCC in the next 2 years *and*
 - Not transferred to a 4-year after the term preceding the award (to exclude concurrent enrollments and later transfers) *and*
 - On the EDD's wage file (even if zero wages reported)

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Pre-Collegiate Improvement: Basic Skills, ESL



Basic Skills, ESL

- College Performance Indicators
 - Annual Successful Course Completion Rate (Basic Skills Courses)
 - ESL Improvement Rate
 - Basic Skills Improvement Rate
- System Performance Indicator
 - Annual Number of Basic Skills Improvements



Annual Successful Course Completion Rate (Basic Skills)

- Most recent year and two preceding years of successful course completion in Basic Skills courses (Credit)
- Basic Skills Status = P or B
- SAM Code = D or E
- Successful= Retained to end of term with a final course grade of A, B, C, or CR
- By College

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Annual Successful Course Completion Rate (Basic Skills Courses)

- Numerator: Count of Basic Skills Enrollments with Enrollment Grade (SX04) = A, B, C, or CR
- Denominator: Count of Basic Skills Enrollments with Enrollment Grade (SX04) = A, B, C, D, F, CR, NC, I, W

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ESL Improvement Rate

- Percentage of students who successfully completed at least one credit ESL course in a term who then successfully completed a higher level ESL course or college level course in the same group within 2 years of the first ESL course
 - Noncredit ESL still pending
- Only students starting at 2 or more grade levels below college level/transfer level will be counted
- Successfully completed = Grade of C or better for credit courses
- By College

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ESL Improvement Rate

- Numerator = Count of students meeting criteria for “successfully completed” both first ESL and second ESL (or same group) courses
- Denominator = Count of students meeting criteria for “successfully completed” first ESL course (may not have attempted the second course)

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Basic Skills Improvement Rate

- Percentage of students who successfully completed at least one credit or noncredit Basic Skills course in a term who then successfully completed a higher level Basic Skills course in the same group or college level course in the same group within 2 years of the first Basic Skills course
- Only students starting at 2 or more grade levels below college level/transfer level will be counted
- Successfully completed = Grade of C or better for credit courses; attended at least 75% of total possible hours for noncredit courses
- By College

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Basic Skills Improvement Rate

- Numerator = Count of students meeting criteria for “successfully completed” both first and second Basic Skills (or same group college-level) courses
- Denominator = Count of students meeting criteria for “successfully completed” first Basic Skills course (may not have attempted the second course)

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Annual Number of Basic Skills Improvements

- The Statewide annual number of students completing coursework at least 1 level above their prior Basic Skills enrollment
- Will include numbers for two preceding years as well
- Student Headcount Status (STD7) = A, B, C, or F in at least one term during the base year
- Basic Skills courses: CB08 = P or B

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Annual Number of Basic Skills Improvements

- Must have enrolled in a Basic Skills course, then in a subsequent term must enroll in course with a course program code (CB03) in the same group but at a higher level
- Or enrolled in a course whose Course Prior to College Level (CB21) value was higher than a previous enrollment with a course program code (CB03) in the same group
- “Improved” = Higher level course completed with a grade of C or better, or for noncredit course, attended 75% of total possible hours of attendance in the higher level course

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Participation Rate



Participation Rate

- Statewide participation rates by various demographic elements
 - Ethnicity
 - Age group
 - Gender
- MIS data and DOF data



Report

- Systemwide Indicators
- College Indicators
 - Two levels of comparison
- College Profile

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Two Levels of Comparison

- Year-to-year change on an indicator, within a college---in main body of report
- Comparison between like colleges (a peer group) on an indicator---in appendix of report

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Peer Group Comparison

- 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

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Timeline

- Fall:
 - Colleges will have 60 days to review and resubmit data
- Spring:
 - Colleges will receive a draft report and submit to the System Office a written response within 30 days of receipt of the draft
 - Final report due March

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College and District Responsibilities

- Data submission
 - Submit data to System Office on-time
 - Spring end-of-term data due 30 days after the term ends
 - Program awards file due 9/15
 - National Student Clearinghouse membership/data submission

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College and District Responsibilities

- Data specifications
- Review data and resubmit as necessary
 - Replications of indicators and methodology
 - Changes accepted only through resubmission

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College Self-Assessment

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

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College Self-Assessment

- Self-assessment due within 30 days of receiving the second draft of the report
 - 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

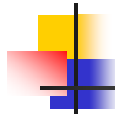
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College Self-Assessment

- 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

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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

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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 in UC/CSU policies

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Resources

- ARCC website
http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm
- Contact information
arcc@cccco.edu

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Questions and Comments

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