



Board of Trustees Presentation



Foothill College



De Anza College

2008 ARCC Report Findings February 2, 2009

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Purpose of Presentation

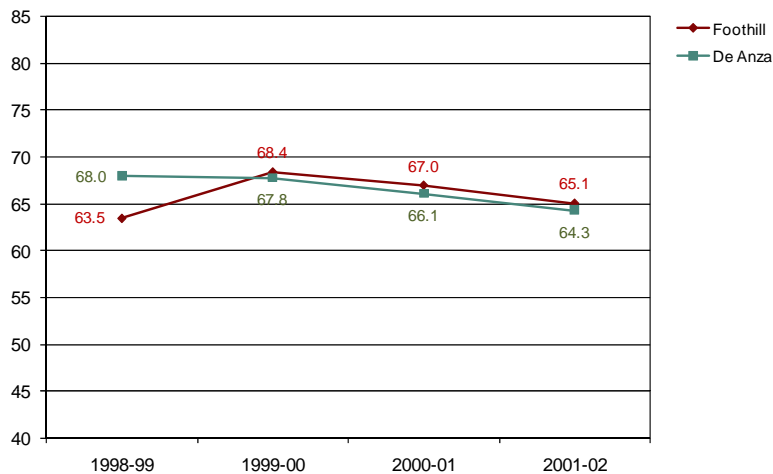
- Provide an overview of the findings of the 2008 statewide Accountability Report for the Community College (ARCC)
- The purpose of ARCC is to encourage colleges to improve their student success-related outcomes over time.



A Caution

- The following charts place Foothill and De Anza results on the same graphs to save time and space
- It is inappropriate to compare the two Colleges directly as they have different student bodies and a different mix of academic programs
- In fact, the Chancellor's Office indicates that they share only one peer group among the seven measures
- However, patterns of improvement (or decline) may be appropriately compared.

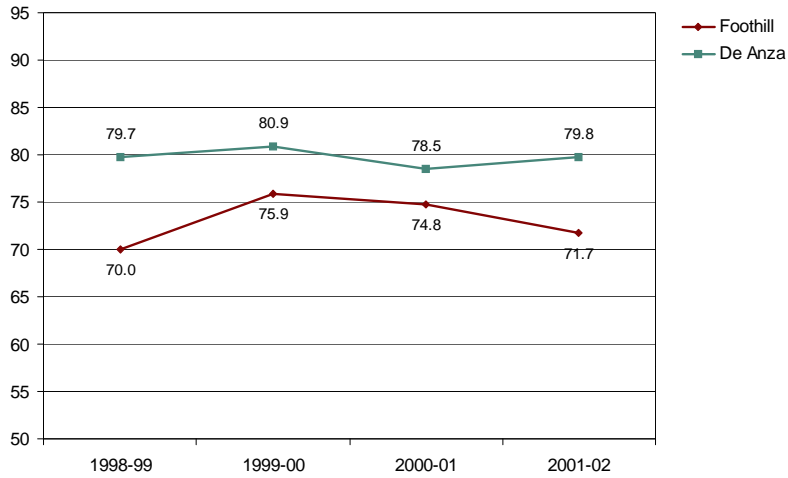
Figure 1 – Student Progress and Achievement Rate
Cohorts Tracked for Six Years



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

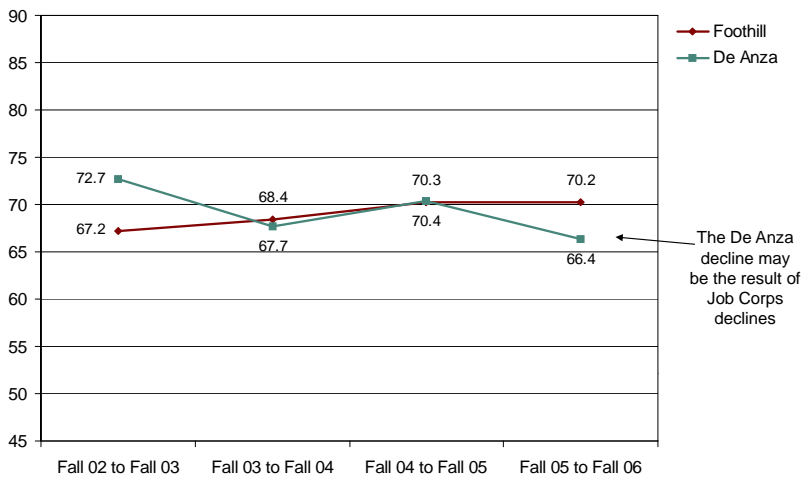
Source: First data point from 2007 ARCC Report; others from 2008 ARCC Final Report, p229, 271

Figure 2 – Students Earning at Least 30 Units Rate
Cohorts Tracked for Six Years



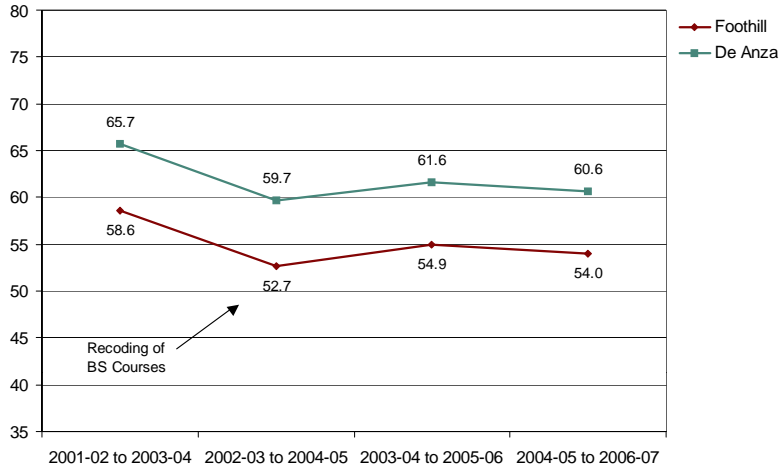
Definition: Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
Source: First data point from 2007 ARCC Report; others from 2008 ARCC Final Report, p229, 271

Figure 3 – Fall to Fall Persistence Rate
First-time Students with Six or More Units in First Fall Who Return



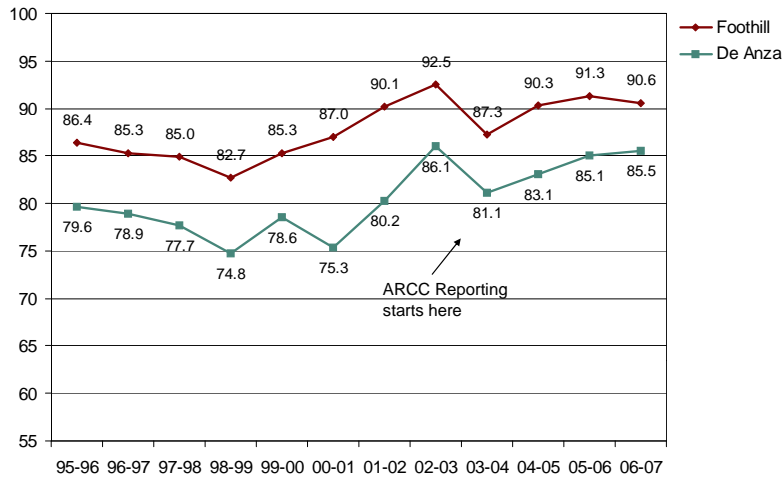
Definition: Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.
Source: First data point from 2007 ARCC Report; others from 2008 ARCC Final Report, p229, 271

Figure 4 – Basic Skills Improvement Rate
 Successful Completion of a Higher Course within Three Years



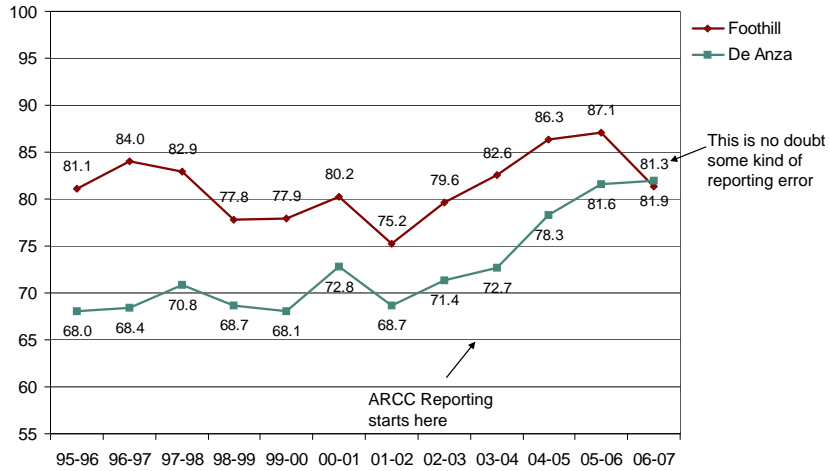
Source: First data point from 2007 ARCC Report; others from 2008 ARCC Final Report, p230, 272

Figure 5 – Percent Successful in Vocational Education Courses
 1995-96 to 2006-07



Source: 2007 & 2008 ARCC Final Reports; PFE Report for 2002-03 and prior years

Figure 6 – Percent Successful in Basic Skills Courses
1995-96 to 2006-07



Source: 2007 & 2008 ARCC Final Reports; PFE Report for 2002-03 and prior years

Figure 1 – Foothill College Performance Compared to Peer Groups
2008 ARCC Report

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group	Status in the Peer Group
A	Student Progress and Achievement Rate	65.1	57.4	50.1	65.6	A5	Almost highest
B	Percent of Students Who Earned at Least 30 Units	71.7	72.6	71.2	75.0	B5	Just below average
C	Persistence Rate	70.2	70.7	63.5	78.1	C6	Just below average
D	Annual Successful Course Completion Rate for Credit Vocational Courses	90.6	79.8	66.4	97.1	D4	Greatly above average
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	81.3	66.9	57.3	81.9	E6	Almost highest
F	Improvement Rate for Credit Basic Skills Courses	54.0	54.3	44.6	62.4	F4	Average
G	Improvement Rate for Credit ESL Courses	59.7	51.6	28.9	71.6	G5	Greatly above average

Source: 2008 ARCC Final Report, p275, April 2008

Figure 2 – De Anza College Performance Compared to Peer Groups
2008 ARCC Report

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group	Status in the Peer Group
A	Student Progress and Achievement Rate	64.3	53.4	42.3	64.3	A1	Highest
B	Percent of Students Who Earned at Least 30 Units	79.8	74.0	67.6	79.8	B6	Highest
C	Persistence Rate	66.4	73.8	66.4	78.9	C5	Lowest
D	Annual Successful Course Completion Rate for Credit Vocational Courses	85.5	74.9	66.4	85.5	D2	Highest
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	81.9	66.9	57.3	81.9	E6	Highest
F	Improvement Rate for Credit Basic Skills Courses	60.6	54.3	44.6	62.4	F4	Almost highest
G	Improvement Rate for Credit ESL Courses	60.3	51.6	28.9	71.6	G5	Greatly above average

Source: 2008 ARCC Final Report, p233, April 2008



Summary

- Both Colleges have performed very, very well on virtually all indicators compared to peer groups.
- Foothill was just below the highest among peers on two of the seven measures and substantially above average on two others.
- De Anza was the highest on four and just below the highest on a fifth of the seven measures.
- Foothill results were average for one indicator and just below average for two others.
- De Anza results were the lowest among its peers on one indicator.



Summary

- Patterns that are the same over time for the two colleges suggest that outside factors are having a substantial influence, such as in the Student Progress and Achievement Rate declines and the Basic Skills Improvement Rate changes.
- Large one-year changes suggest significant external factors, such as the Job Corps loss on De Anza Fall to Fall Persistence Rate, or a reporting/coding error, such as the drop in Foothill's Basic Skills Improvement Rate.
- Overall, there is evidence of improvement over time in Basic Skills and Voc Ed course success rates while other indicators have remained constant.
- However, compared to peers, Foothill and De Anza are among the very best again this year.