



FOOTHILL-DE ANZA
Community College District



Foothill College



De Anza College

Board of Trustees Presentation

2009 ARCC Report Findings October 5, 2009

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Presented by

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FOOTHILL-DE ANZA
Community College District

Purpose of Presentation

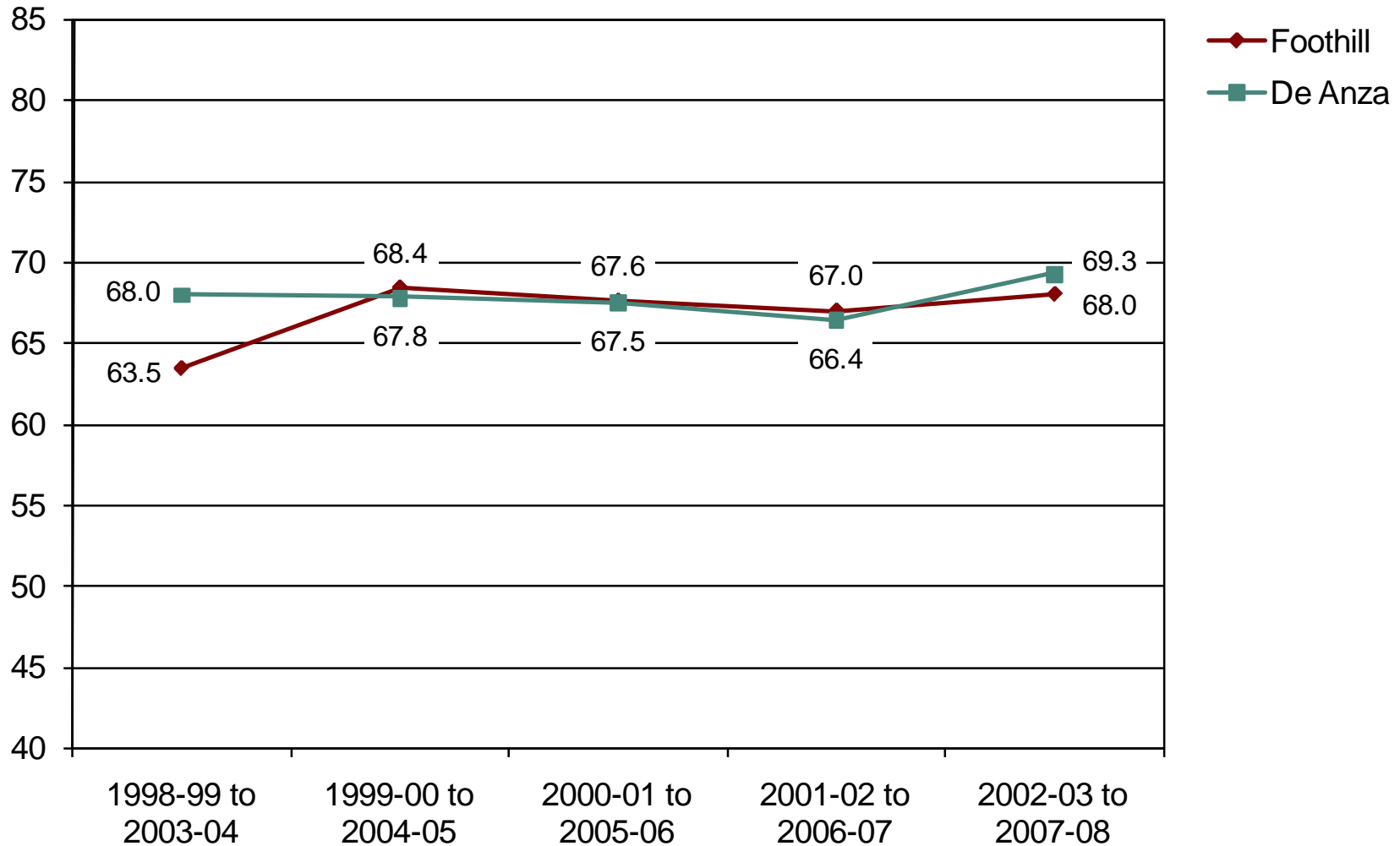
- Provide an overview of the findings of the 2009 statewide Accountability Report for the Community College (ARCC)
- The purpose of ARCC is to encourage colleges to improve their student success-related outcomes over time.



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.

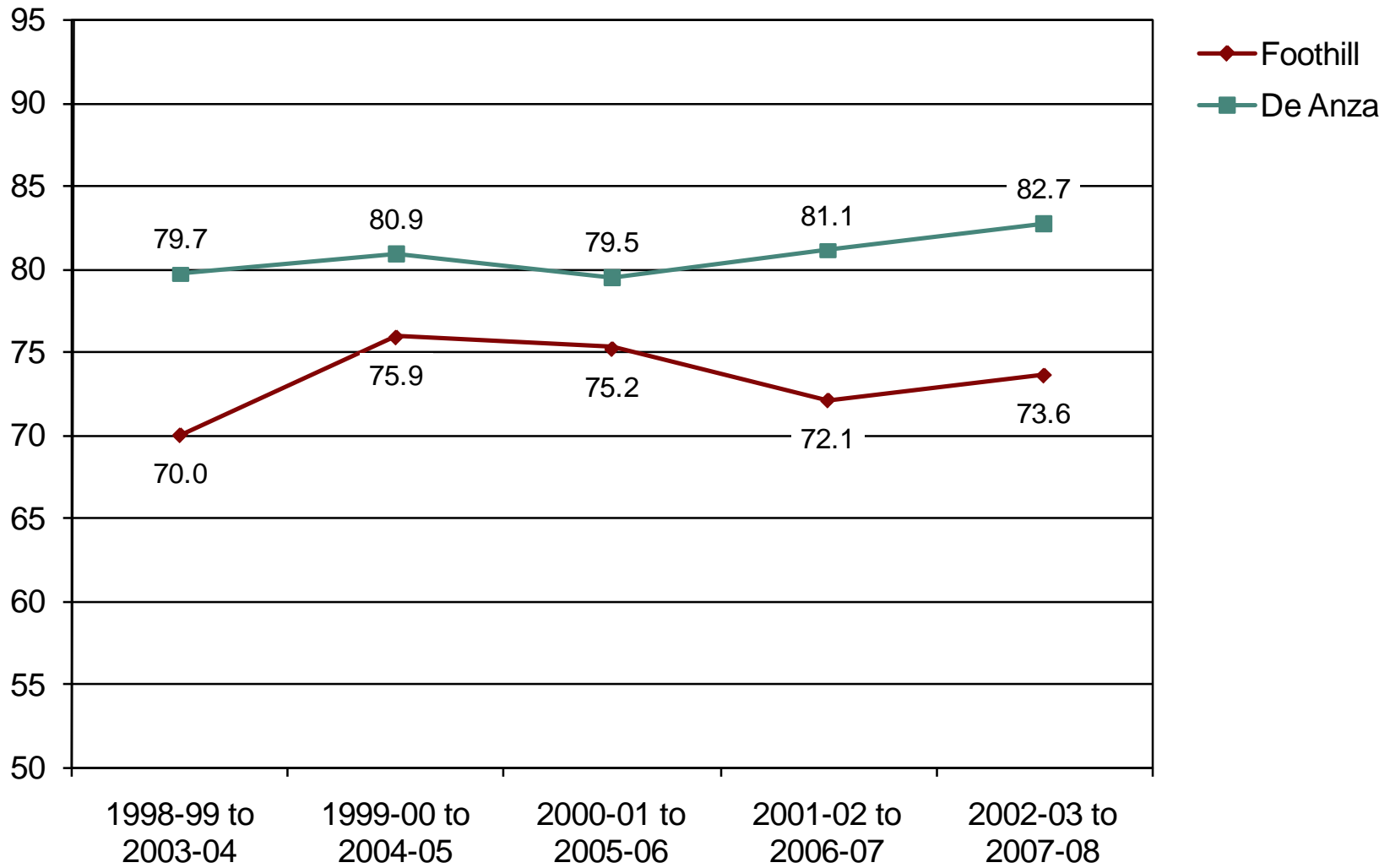
Figure 1 – Student Progress and Achievement Rate
Cohorts Tracked for Six Years



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, second from 2008 ARCC; others from 2009 ARCC Report

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

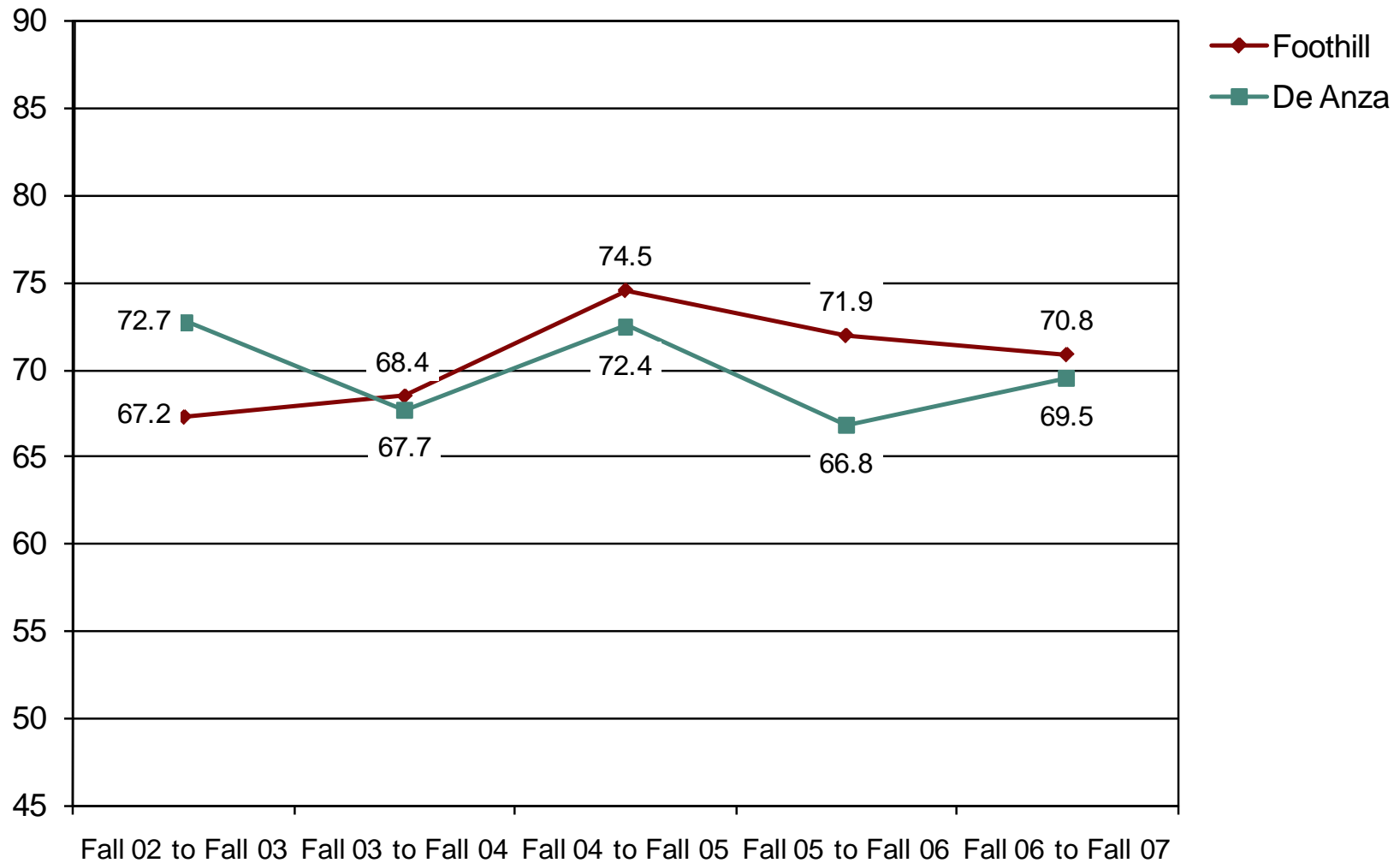


Definition: Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.

Source: First data point from 2007 ARCC, second from 2008 ARCC; others from 2009 ARCC Report

Figure 3 – Fall to Fall Persistence Rate

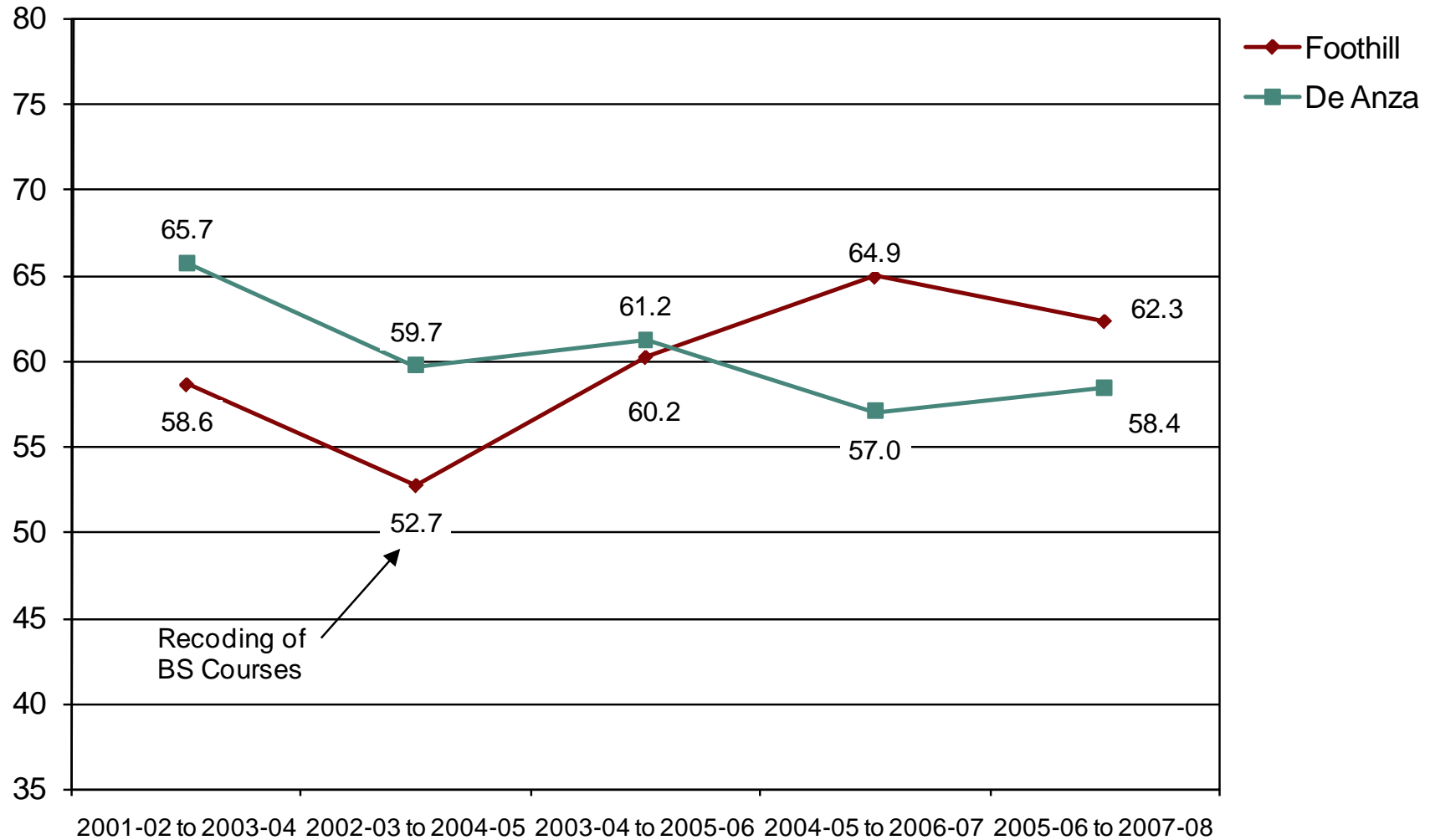
First-time Students with Six or More Units in First Fall Who Return



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.

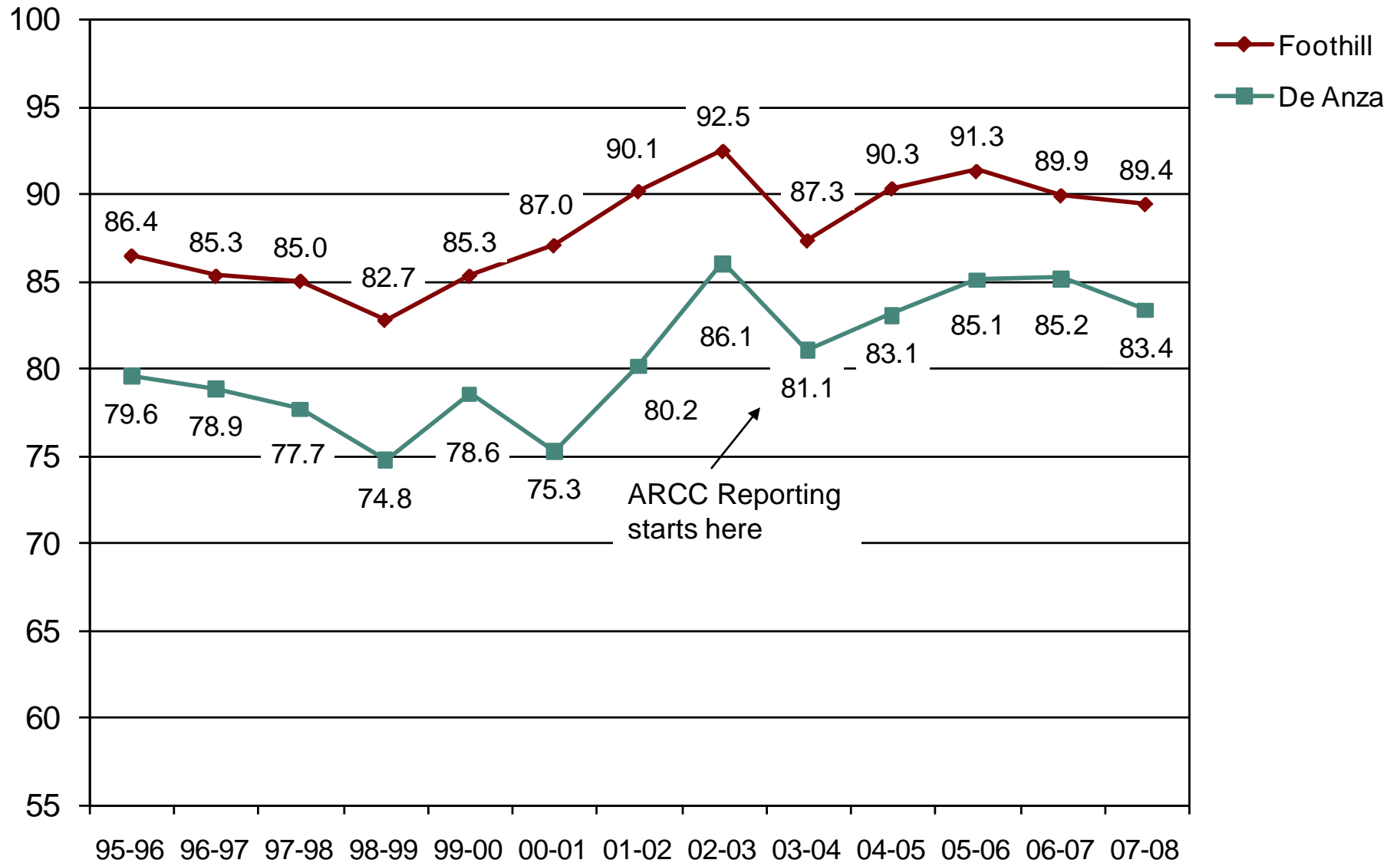
Source: First data point from 2007 ARCC, second from 2008 ARCC; others from 2009 ARCC Report

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



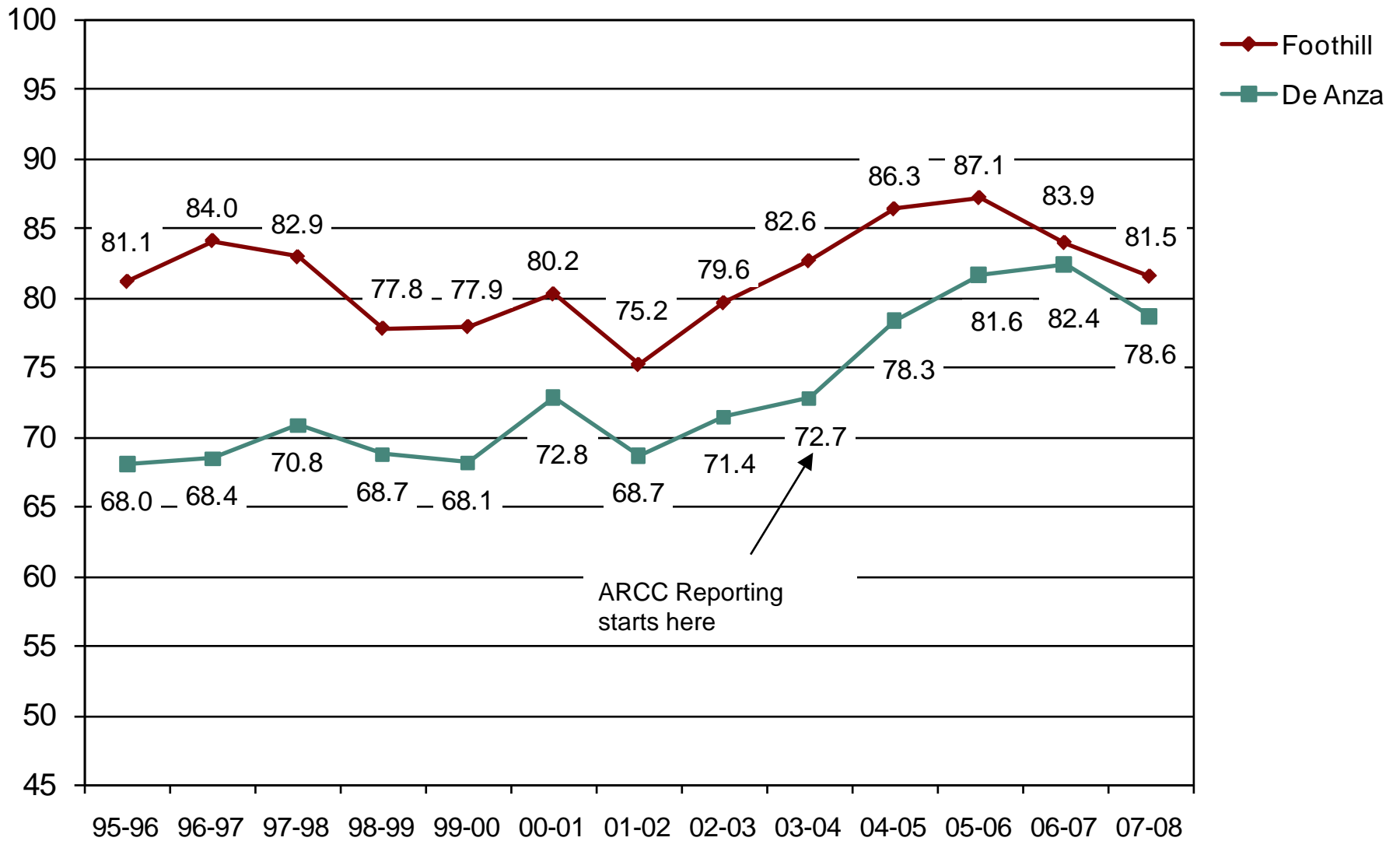
Source: First data point from 2007 ARCC, second from 2008 ARCC; others from 2009 ARCC Report

Figure 5 – Percent Successful in Vocational Education Courses
1995-96 to 2007-08



Source: 2007, 2008, & 2009 ARCC Final Reports; PfE Report for 2002-03 and prior years

Figure 6 – Percent Successful in Basic Skills Courses
1995-96 to 2007-08



Source: 2007, 2008, & 2009 ARCC Final Reports; PfE Report for 2002-03 and prior years

Figure 7 – Foothill College Performance Compared to Peer Groups
2009 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	68.0	55.4	42.6	68.0	44	Highest Improved from last year's peer rating
B	Percent of Students Who Earned at Least 30 Units	73.6	73.2	72.2	73.6	86	Highest Improved from just below average
C	Persistence Rate	70.8	71.3	63.0	78.1	66	Just below average No change
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.4	75.7	62.8	89.4	04	Highest Improved from greatly above average
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	81.5	63.7	53.9	81.5	63	Highest Improved from almost highest
F	Improvement Rate for Credit Basic Skills Courses	62.3	55.3	42.2	62.3	15	Highest Improved from average
G	Improvement Rate for Credit ESL Courses	58.4	49.7	32.4	68.2	64	Greatly above average No change

Source: 2009 ARCC Final Report, p275, Mar 2009

Figure 8 – De Anza College Performance Compared to Peer Groups
2009 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	69.3	58.8	51.3	69.3	12	Highest No change compared to peers
B	Percent of Students Who Earned at Least 30 Units	82.7	73.9	67.9	82.7	84	Highest No change
C	Persistence Rate	69.5	71.3	63.0	78.1	66	Somewhat below average Improved from lowest
D	Annual Successful Course Completion Rate for Credit Vocational Courses	83.4	74.5	67.0	85.4	02	Almost highest Drop from highest
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	78.6	63.7	53.9	81.5	63	Almost highest Drop from highest
F	Improvement Rate for Credit Basic Skills Courses	58.4	52.6	36.5	62.0	12	Greatly above average Drop from highest
G	Improvement Rate for Credit ESL Courses	61.2	58.4	33.1	79.2	65	Above average Drop from greatly above average

Source: 2009 ARCC Final Report, p233, March 2009



Summary

- Both Colleges have performed very, very well on virtually all indicators compared to peer groups.
- Foothill was the highest among peers on five of the seven measures and substantially above average on another.
- De Anza was the highest on two and almost the highest on a two others of the seven measures.
- Foothill and De Anza were both just below average for fall to fall persistence compared to their peer group.
- Foothill improved its standing compared to peers groups on five indicators and showed no change on two others.
- De Anza improved its standing on one indicator, showed no change on two, and had modest drops on four others.



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, Fall to Fall Persistence, and Basic Skills and Voc Ed success rates.
- Large one-year changes suggest significant external factors or a reporting/coding error, such as the 2002-03 drop in Foothill's Basic Skills Improvement Rate.
- Overall, there is evidence of improvement over time in Student Progress and Students Earning 30 Units while other indicators have remained stable.
- However, compared to peers, Foothill and De Anza are among the very best again this year.