



# **ARCC 2012 Executive Summary**

## **2010/11 Reporting Period**

*Prepared by:*  
Office of Institutional Research and Planning  
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## Introduction

Accountability Reporting for Community Colleges (ARCC) provides a framework for an annual evaluation of California community colleges with measurable performance indicators developed by the Chancellor's Office in consultation with researchers. The 2012 report represents the seventh formal year of reporting ARCC indicators<sup>1</sup>, including:

1. Student Progress and Achievement Rate (SPAR): Degree, Certificate or Transfer
2. Percent of Students Who Attempted a Degree/Certificate/Transfer Course and Earned at Least 30 Units
3. Annual Persistence Rate (Fall to Fall)
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Credit Basic Skills Courses
6. Improvement Rates for Credit ESL and Basic Skills Courses<sup>2</sup>
7. CDCP Progress and Achievement Rate for Continuing Education

The ARCC report includes statewide indicators and peer groups<sup>3</sup> as a frame of reference for benchmark reporting.

## Highlights

### Outcomes

- All three credit colleges have shown positive gains on the annual persistence indicator, the credit ESL improvement rates, and the improvement rates for credit basic skills courses.
- In the most recent cohort, all three colleges performed close to or above the statewide average on the Student Progress and Achievement Rate (SPAR) and credit ESL improvement rate, but below the statewide average on the percent of students with an intent to complete 30 units, annual persistence, and credit basic skills improvement rate. Performance on the remaining indicators varied by college.
- For 2010-11, the colleges varied in performance on most ARCC indicators compared to their peer groups. However, all colleges performed close to or above their peer groups on the Student Progress and Achievement Rate (SPAR), and below their peer groups on annual persistence and the credit basic skills improvement rate.
- The non-credit CDCP performance rate has increased slightly over the three cohorts and remained comparable to similar non-credit colleges. More importantly, this rate is expected to increase significantly when ARCC begins to track non-credit indicators.

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<sup>1</sup> See the 2012 ARCC report for detailed explanation of performance indicators.

<sup>2</sup> Note that this indicator has incomplete data and may not reflect accurate rates.

<sup>3</sup> Peer groups are groupings of colleges determined through cluster analysis that groups factors that have proven to affect or predict the outcome. Some factors used include: student demographics, proximity to a university, economic service area index of household income, average unit load, percentage of adult males in student population, percentage of students receiving financial aid, and number of English as a second language speakers.

### **Response**

- City College recognized its challenges toward improving student outcome measures and has implemented numerous academic and student support initiatives to foster student success such as student learning communities, early/middle high school programs, and supplemental instruction.
- Mesa College has committed to improving performance on ARCC indicators relative to peer-group colleges, and has undertaken several initiatives to improve the success of first-time students and basic skills students such as Student Success Day, Freshman Year Experience, accelerated pathways, and tutoring.
- Miramar College is dedicated to continually improving basic skills student achievement through the development of a culture of inquiry and implementation of strategies recommended by the Basic Skills Committee.
- Continuing Education redoubled efforts and collaborations across the District to transition non-credit students to credit programs and to make non-credit certificates more attainable.

### **Strategies for Improvement**

- City, Mesa, Miramar, and Continuing Education have created strategies for improving ARCC indicators. Some strategies include:
  - Statistics Pathway Project (Statway) and Learning Communities (e.g., First Year Experience, Puente, New Horizons, EOPS, and Umoja).
  - Services and activities to improve student persistence (e.g., Student Success Day, orientation, Welcome Week, Student Services Fair).
  - Comprehensive tutoring, supplemental instruction and instructional assistants for Basic Skills math, English and ESOL courses.
  - Professional staff development on best practices in student retention and basic skills instruction.
  - Campaigns, planning groups, and programs designed to increase student awareness of transfer opportunities and benefits of degree attainment.
  - New curriculum, re-aligned curriculum, and strategic initiatives (e.g., orientation, Transfer Academy, and Summer Bridge Program) to transition students from non-credit to credit classes.

### **City College**

- All of City College's performance indicators remained comparable or showed improvement from the initial cohort to the latest cohort, including: Student Progress and Achievement Rate (SPAR), percent of students earning at least 30 units, annual persistence rate, successful course completion rates for credit vocational and basic skills courses, and improvement rates for credit ESL and basic skills.
- One area for improvement is the college's performance on the peer-grouped indicators. In the most recent cohort, all indicators revealed rates that fell below the peer group average by 2.3% to 20.2%, with the exception of the Student Progress and Achievement Rate (SPAR), which was above the peer group average by 3.7%.
- In its recent ARCC self-assessment, City College recognized its challenges toward improving student outcome measures and has implemented a variety of special academic and student-support initiatives to foster student success.

### **Mesa College**

- Mesa College made positive gains from the initial cohort to the most recent cohort on the majority of the ARCC indicators: Student Progress and Achievement Rate (SPAR), annual persistence rate, and the improvement rates for credit ESL and basic skills courses.
- Mesa's completion rates for credit vocational and credit basic skills courses, and the percent of students earning at least 30 units saw a modest decrease from the initial cohort to the most recent cohort.
- Mesa performed above the peer group average on the Student Progress and Achievement Rate (SPAR) in each of the three most recent ARCC reports, and in the most recent ARCC report performed close to or above the peer group on the annual persistence rate and credit ESL improvement rate. However, the college performed below its peer group average on the remaining indicators.
- In its most recent ARCC self-assessment, Mesa committed to improving performance on ARCC indicators relative to the college's own past performance as well as to that of their peer-group colleges. Furthermore, Mesa has undertaken several initiatives specifically aimed at improving the success of first-time students and basic skills/ESL students, and offers a wide range of programs and activities designed to increase student awareness of transfer opportunities and benefits of degree attainment.

### **Miramar College**

- From the initial cohort to the last cohort being reported, Miramar College showed gains on four of seven ARCC indicators: annual persistence rate, successful course completion rate for credit basic skills courses, and improvement rates for credit ESL and basic skills courses
- The Student Progress and Achievement Rate (SPAR), percent of students earning at least 30 units, and successful course completion rate for credit vocational courses decreased from the initial cohort to the most recent cohort.
- Miramar performed at or above its peer group averages on the majority of performance indicators in the 2012 ARCC report: percent of students earning at least 30 units, successful course completion rate for credit vocational courses and basic skills courses, and the credit ESL improvement rate. However, while the previous three ARCC reports showed Miramar performing above its peer group averages on the Student Progress and Achievement Rate (SPAR) rate, in the most recent report, the SPAR rate dropped below its peer group average by 2.3%.
- In its most recent ARCC self-assessment, Miramar addressed its efforts toward increasing student achievement. Furthermore, Miramar has implemented strategies recommended by the Basic Skills Committee to enhance ESOL, and the developmental math and English programs and services.

### **Continuing Education**

- The Career Development and College Preparation (CDCP) Progress and Achievement Rate of the most recent cohort (5.9%) increased from the initial cohort (4.6%). Furthermore, the most recent cohort is comparable to other non-credit institutions.