Cañada College

Discussion of the latest ARCC Data

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Aggregate Metrics & Benchmarks

Accountability Report for Community Colleges

1. Released annually by the Chancellor’s Office
2. Set of seven College Performance Indicators
3. Peer Group Benchmarks (CCCs)
4. Includes a brief self-assessment
5. Report is shared with Board of Trustees & the Public
ARCC Indicators

1. Student Progress & Achievement
2. Completed 30 or More Units
3. Fall to Fall Persistence
4. Vocational Course Completion
5. Basic Skills Course Completion
6. ESL Course Improvement
7. Basic Skills Course Improvement

Note on Peer Groups: Peer Groups are determined by examining a set of institutional and program specific characteristics across the California Community College System. Peer groups are indicator specific, and therefore the list of colleges in the peer group changes for each indicator.
ARCC Table 1.1: Student Progress & Achievement Rate

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" or Transfer Prepared status.

Peer Group for Indicator: Cañada; Compton; L.A. City; L.A. Trade-Tech; Merced; Mission; Rio Hondo; Santa Ana; Southwest L.A.
ARCC Table 1.1a: Percent of Students Earning 30+ Units

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

State Ave: 73.8%
Peer Ave: 74.0%
Peer Leader: 77.2%

Peer Group for Indicator: Cañada; Foothill; Marin; San Mateo; West Valley.
**ARCC Table 1.2: Persistence Rate**

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.

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Cañada</th>
<th>CSM</th>
<th>Skyline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 to 2006</td>
<td>67.2%</td>
<td>65.1%</td>
<td></td>
</tr>
<tr>
<td>2006 to 2007</td>
<td>65.1%</td>
<td>67.3%</td>
<td></td>
</tr>
<tr>
<td>2007 to 2008</td>
<td>67.3%</td>
<td>64%</td>
<td></td>
</tr>
</tbody>
</table>

Peer Group for Indicator: Cañada; Canyons; De Anza; Diablo Valley; Evergreen Valley; Foothill; Gavilan; Irvine Valley; Las Positas; Marin; Mission; Moorpark; Ohlone; Saddleback; San Jose City, San Mateo, West Valley
## ARCC Table 1.3: Annual Successful Course Completion Rates

*(Vocational Courses)*

<table>
<thead>
<tr>
<th></th>
<th>2006 to 2007</th>
<th>2007 to 2008</th>
<th>2008 to 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cañada</td>
<td>78.2%</td>
<td>77.1%</td>
<td>77.3%</td>
</tr>
<tr>
<td>CSM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skyline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Leader</td>
<td></td>
<td></td>
<td>(84.8%)</td>
</tr>
<tr>
<td>State Ave</td>
<td>(77.5%)</td>
<td></td>
<td>(77.3%)</td>
</tr>
<tr>
<td>Peer Ave</td>
<td></td>
<td>(72.4%)</td>
<td></td>
</tr>
</tbody>
</table>

Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or P.

ARCC Table 1.4: Annual Successful Course Completion Rates

(Credit Basic Skills Courses)

<table>
<thead>
<tr>
<th></th>
<th>Cañada</th>
<th>CSM</th>
<th>Skyline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 to 2007</td>
<td>59.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 to 2008</td>
<td>60.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 to 2009</td>
<td>57.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or P.

Peer Leader: (66.8%)
State Ave: (61.5%)
Peer Ave: (57.6%)

ARCC Table 1.5: Improvement Rates for ESL

Students enrolled in a ESL course (two or more levels below college level/transfer level) who successfully completed the initial ESL course and then successfully completed a higher-level ESL course within three academic years.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Cañada</th>
<th>CSM</th>
<th>Skyline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/05 to 2006/07</td>
<td>42.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005/06 to 2007/08</td>
<td>40.8%</td>
<td></td>
<td>49.0%</td>
</tr>
<tr>
<td>2006/07 to 2008/09</td>
<td>39.5%</td>
<td></td>
<td>50.1%</td>
</tr>
</tbody>
</table>

ARCC Table 1.5: Improvement Rates for Credit Basic Skills

Students enrolled in a credit basic skills English or Mathematics course (two or more levels below college level/transfer level) who successfully completed the initial basic skills course and then successfully completed a higher-level course in the same discipline within three academic years.

Peer Leader: 65.9%
State Ave: 53.2%
Peer Ave: 35.6%

Peer Group for Indicator: Allan Hancock, Barstow, Berkeley City College, Canada, Cerro Coso, Coastline, Columbia, Contra Costa, Cuyamaca, Feather River, Gavilan, Irvine Valley, Lake Tahoe, Laney, Lassen, Marin, Mendocino, Merritt, Mission, Monterey, Napa Valley, Palo Verde, Siskiyous, Taft, West Valley
What do we want to be?

Characteristics of High Performing Colleges

1. Courageous, shared leadership
   - Not an earnest series of add-on programs, but fundamental reorientation of basic skills education.
   - Risk-taking is actively encourage by senior leadership.
   - Faculty constantly testing the pedagogical merits of new practices.
   - Successes are openly celebrated; failed experiments are cherished as powerful learning tools

2. Fearless engagement with data & reflective practice
   - Faculty & staff routinely collect & review granular data from the classroom & service area
   - Time specifically reserved for reflection and dialog on data is crucial
   - Simple, meaningful metrics are as powerful as large research undertakings
   - Faculty & staff display courage about the interpretation of research findings

3. Structured, integrated strategies
   - No existing processes or structures are immune to rethinking
   - Student goals are linked tightly to pathway models & pathway interventions
   - Multiple access points to academic & student service support

Source: RP Group: lessons for the Hewlett Leaders in Student Success Initiative
Let’s Get Busy