

ARCC 2008 Report: College Level Indicators

Ohlone College

Ohlone Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
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" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	61.3%	60.5%	60.5%

Table 1.1a:
Percent of Students Who
Earned at Least 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. (See explanation in Appendix B.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	67.2%	67.9%	71.1%

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. (See explanation in Appendix B.)

	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	67.0%	69.7%	73.7%



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Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	85.3%	85.2%	85.4%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	59.2%	59.4%	57.3%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	21.2%	22.6%	29.0%
Basic Skills Improvement Rate	51.0%	54.6%	55.1%

Table 1.6:
Enhanced Noncredit
Progress and Achievement Rate

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
Enhanced Noncredit Progress and Achievement Rate	.%	.%	.%



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Table 1.7:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	18,137	17,704	19,050
Full-Time Equivalent Students (FTES)*	6,769	8,114	8,237

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2004-2005, 2005-2006, and 2006-2007 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2004-2005	2005-2006	2006-2007
Under 18	15.2%	17.3%	18.5%
18 - 24	35.2%	35.5%	35.6%
25 - 49	42.5%	40.2%	38.9%
Over 49	7.0%	7.1%	6.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	50.8%	51.7%	49.5%
Male	48.3%	47.3%	49.1%
Unknown	1.0%	1.0%	1.4%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	34.1%	34.5%	35.0%
Black/African American	4.1%	4.3%	4.5%
Filipino	6.5%	6.8%	6.7%
Hispanic	11.8%	11.4%	11.7%
Native American	0.5%	0.5%	0.5%
Other Non-White	1.5%	1.7%	1.6%
Pacific Islander	1.0%	1.0%	1.2%
White	30.8%	30.2%	28.5%
Unknown/Decline to State	9.6%	9.6%	10.2%

Source: Chancellor's Office, Management Information System



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College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	60.5	57.4	50.1	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	71.1	67.0	54.5	74.3	B1
C	Persistence Rate	73.7	70.7	63.5	78.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	85.4	79.8	66.4	97.1	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.3	66.9	57.3	81.9	E6
F	Improvement Rate for Credit Basic Skills Courses	55.1	54.3	44.6	62.4	F4
G	Improvement Rate for Credit ESL Courses	29.0	39.3	14.4	67.3	G6

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



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College Self-Assessment

On five of the seven accountability indicators, Ohlone College is above its peer group average, and six of the seven indicators for 2006-07 are above or at 2005-06 rates.

1. Student Progress and Achievement: Degree/Certificate/Transfer

Ohlone College's Degree/Certificate/Transfer rate has stabilized after two previous years of decline, and it remains above the peer average. The recent innovations enabled through the Title III and NSF grants, the development of learning communities, 14 new transfer-oriented degrees, and the move to a learning college model should bolster the already strong rate, and the effects of those innovations are also evident in the following indicators.

2. Percent of Students Who Earned at Least 30 Units

The successes of innovations to strengthen degree/certificate/transfer rates are more quickly captured in this 30 unit measure. The number of students who could be half way to a degree has increased by almost 4% in just two years, and in this area Ohlone is again above the peer average.

3. Persistence Rate

An almost 7% increase in persistence for the past two years reverses a previous decline and also highlights the effects of innovations aimed at fostering retention and completion. Significant enrollment gains in the past two years are both cause and effect of increasing persistence rates, which remain above the peer average.

4. Annual Successful Course Completion Rate for Credit Vocational Courses

Vocational course completion rates have remained strong at Ohlone College, and the opening of the new, vocationally-oriented Newark Center for Health Sciences and Technology in Spring 2008 should further strengthen these rates and keep the college above the peer average.

5. Annual Successful Course Completion Rates for Credit Basic Skills Courses

Although the college has had consistently strong rates in vocational and general education indicators, it has not been at the peer average in Basic Skills. It is anticipated that the good effects of the Basic Skills Initiative and the Title III grant—which includes improved placement testing and tracking, as well as innovations in tutoring and supplemental learning—will soon provoke higher rates within the Basic Skills areas.

6. Improvement Rates for ESL

A complete renewal of the ESL curriculum has produced noticeable gains over the past two years in the ESL improvement rate, but the college remains below the peer average. As the successes of more recent cohorts, who have the benefit of the curricular innovations, are captured in the data, the ESL improvement rate should show further improvement.

7. Basic Skills Improvement Rate

The college is above the peer average for Basic Skills improvement, indicating that those students who are completing the Basic Skills courses are successfully moving on to, and completing, the higher level courses. As improvements are made in the completion rates, this indicator could also increase.

