

## **ARCC 2010 Report: An Introduction to the College Level Indicators**

The Accountability Reporting for the Community Colleges (ARCC) framework specifies that community college performance data should be aggregated, analyzed, and reported at two levels: the individual college level (college level indicators) and across the community college system (systemwide indicators).

The following section of the 2010 ARCC report presents results for the performance indicators chosen for **college level** accountability reporting. Colleges and schools of continuing education are organized alphabetically (by college name). However, colleges that have “College of the...” in their titles will be found under “C.”

Results for each college are presented in Tables 1.1 to 1.11. The methodology for performance indicators and college profile demographics is found in Appendix B. Tables 1.1 to 1.11 are organized under three main categories: College Performance Indicators, College Profiles, and College Peer Groups.

As in the previous year, we extracted demographic data for the college profiles from the Chancellor’s Office Data Mart. Therefore, the labels for Table 1.10 match the Data Mart’s labels.

College Performance Indicators are further categorized as Degree/Certificate/Transfer, Vocational/Occupational/Workforce Development, and Pre-Collegiate Improvement (Basic Skills, ESL, and Career Development and College Preparation).

The tables present the following data for each college:

1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
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 Courses
7. Improvement Rates for Credit Basic Skills Courses
8. Career Development and College Preparation Progress and Achievement Rate
9. College profile summaries, (e.g., headcounts, percentages of student enrollments by various demographics) obtained from the CCCCCO Data Mart for the 2010 report; prior ARCC report demographics came from the Chancellor’s Office MIS
10. Summary of the college’s peer groups for each indicator

## **An Introduction to the College Level Indicators**

This college level section includes data for each of the colleges in the system at the time of this report, although data for some earlier time periods may be missing for the newer colleges. Most of the college level tables include data for the most recent academic years; however, the time periods may differ for a few of the indicators. Thus, it is important to note the years specified in the titles or column headings for the tables.

Because analysts of state level policy often need to know how the entire system has performed on specific indicators, we report the total system rates on the ARCC college level indicators in the table below.

<b>College Level Performance Indicator</b>	<b>State Rate</b>
1. Student Progress & Achievement (2003-04 to 2008-09)	52.3%
2. Completed 30 or More Units (2003-04 to 2008-09)	72.4%
3. Fall to Fall Persistence (Fall 2007 to Fall 2008)	68.7%
4. Vocational Course Completion (2008-09)	77.5%
5. Basic Skills Course Completion (2008-09)	61.5%
6. ESL Course Improvement (2006-07 to 2008-09)	50.1%
7. Basic Skills Course Improvement (2006-07 to 2008-09)	53.2%

The rates in this table use the total number of students in the state that qualified for a specific cohort as the denominator. The numerator likewise uses the total number of outcomes in the state. Analysts should avoid using the rates in this table to evaluate the performance of an individual college because these overall rates ignore the local contexts that differentiate the community colleges. Evaluation of individual college performance should focus upon the college level information that appears on the separate pages that follow. On those pages, Tables 1.1 to 1.11 for each college explicitly enable analysts to evaluate a college in an equitable manner.

### **A Note About The Career Development and College Preparation Progress and Achievement Rate (CDCP)**

The Career Development and College Preparation Progress and Achievement Rate (Table 1.6) was added to the ARCC report in 2008 as a result of legislation (SB 361, Scott, Chapter 631, Statutes of 2006) that increased funding for specific noncredit courses (see Appendix F).

As of this report, we have partial or complete CDCP data for 37 community colleges/schools of continuing education. See Appendix B for a description of the

## **An Introduction to the College Level Indicators**

methodology used to obtain data and calculate progress rates for the CDCP indicator and a list of the colleges with CDCP data available for this report.

Given that the CDCP data collection is still in its early stages, there will be no peer grouping for this indicator in the 2010 ARCC. However, colleges with CDCP funding should consider CDCP performance when they prepare their self-assessments for the final ARCC report.

Adding the CDCP Progress and Achievement Rate to the ARCC report also meant adding CDCP performance data and demographic data for schools of continuing education (e.g., Marin Community Education, San Francisco Continuing Education, San Diego Continuing Education, etc.). Because they do not offer programs measured by the other ARCC indicators, Tables 1.1 through 1.5 and Table 1.10 are marked with “NA” (Not Applicable) for schools of continuing education. We have included demographic data for these schools, where available, in Tables 1.7 through 1.10.

### **A Note About Peer Groups in the 2010 ARCC Report**

The 2010 ARCC report uses the same peer groups identified for the 2009 ARCC report. That is, unlike the three previous ARCC reports, the 2010 report has omitted the *cluster analysis* step that used the most recent data available to identify and cluster new peer institutions for each performance indicator. The Chancellor’s Office has decided to stabilize the peer groups by foregoing new peer group formation for this year’s ARCC report. Table 1.11 in the 2010 ARCC report retains the peer groups identified for the 2009 report. **However, the data in columns 3 through 6 of Table 1.11 have been updated to reflect the most recent performance data for the members of each peer group.**

**The peer group comparison for basic skills improvement, as shown in the 2010 ARCC report, appears with the following special warning.** Our exploratory statistical analysis of the indicator for basic skills improvement has discovered a recent shift in the college-level data for this specific performance indicator compared to last year (the 2009 ARCC report). Therefore, the Chancellor’s Office notes that the peer groups for this performance indicator will probably change substantially the next time that the Chancellor’s Office calculates the peer groupings, and college administrators presenting to their trustees may choose to note the tentative nature of the peer group comparison for basic skills improvement in the 2010 ARCC report.

A complete explanation of this year’s strategy can be found in the Introduction to Appendix A.

## 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
<b>Student Progress and Achievement Rate</b>	61.9%	61.7%	64.0%

**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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
<b>Percent of Students Who Earned at Least 30 Units</b>	72.1%	70.4%	72.0%

**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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
<b>Persistence Rate</b>	73.8%	78.0%	77.0%



# ARCC 2010 Report: College Level Indicators

## Ohlone College

Ohlone Community College District

### College Performance Indicators

#### 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.

	2006-2007	2007-2008	2008-2009
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	85.3%	81.7%	81.1%

#### 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.

	2006-2007	2007-2008	2008-2009
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	57.3%	60.8%	64.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
<b>ESL Improvement Rate</b>	36.6%	40.6%	37.2%
<b>Basic Skills Improvement Rate</b>	50.3%	52.7%	54.6%

**Table 1.6:**  
Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
<b>CDCP Progress and Achievement Rate</b>	.%	.%	.%



# ARCC 2010 Report: College Level Indicators

## Ohlone College

Ohlone Community College District

### College Profile

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

	2006-2007	2007-2008	2008-2009
<b>Annual Unduplicated Headcount</b>	18,802	18,097	19,532
<b>Full-Time Equivalent Students (FTES)*</b>	8,237	8,332	8,447

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

**Table 1.8:**  
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
<b>19 or less</b>	35.9%	36.8%	37.4%
<b>20 - 24</b>	18.8%	20.4%	21.1%
<b>25 - 49</b>	38.5%	35.7%	34.4%
<b>Over 49</b>	6.8%	7.1%	7.1%
<b>Unknown</b>	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2006-2007	2007-2008	2008-2009
<b>Female</b>	49.4%	50.7%	49.6%
<b>Male</b>	49.2%	47.6%	48.6%
<b>Unknown</b>	1.4%	1.7%	1.8%

Source: Chancellor's Office, Management Information System



# ARCC 2010 Report: College Level Indicators

## Ohlone College

Ohlone Community College District

### College Profile

**Table 1.10:**  
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
<b>African American</b>	4.5%	4.5%	4.3%
<b>American Indian/Alaskan Native</b>	0.5%	0.5%	0.4%
<b>Asian</b>	35.0%	36.5%	36.5%
<b>Filipino</b>	6.7%	6.9%	7.1%
<b>Hispanic</b>	11.8%	11.4%	11.4%
<b>Pacific Islander</b>	1.2%	1.2%	1.4%
<b>Unknown/Non-Respondent</b>	11.8%	12.0%	14.3%
<b>White Non-Hispanic</b>	28.6%	26.9%	24.6%

Source: Chancellor's Office, Management Information System



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Ohlone Community College District

### 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	64.0	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	72.0	68.3	52.2	77.3	B1
C	Persistence Rate	77.0	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.1	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.1	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	54.6	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	37.2	41.5	0.0	100.0	G2

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.



## Ohlone College

Ohlone Community College District

### College Self-Assessment

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

Ohlone College's degree/certificate/transfer rate jumped 2.3% and remains well above the peer group and statewide averages. The effects of innovations such as learning communities, the learning college model, 16 new transfer degrees, and the emphasis on achievement fostered by Title III and NSF grants are now reflected in the data for the first time. The currently strong student achievement rate should become stronger as the report continues to capture student data from more current terms.

#### 2. Percent of Students Who Earned at Least 30 Units

The percent of students earning 30 units increased 1.6% and is above both the peer group and statewide averages. Over the past three years, student headcount has declined while FTES has risen, indicative of students tending to take more units and to complete earlier. Consequently, the percentage of full-time students has also risen, reflecting the positive effects of recent academic innovations.

#### 3. Persistence Rate

Ohlone has remained steady in its persistence rate over the past three years and continues to be above both the peer group and statewide averages. These gains reflect the results of innovations aimed at fostering retention and completion and are indicative of students who are satisfied with their education.

#### 4. Annual Successful Course Completion Rate for Credit Vocational Courses

Vocational course completion rates continue to be strong, above both peer group and statewide averages. Addition of new departments in Environmental Science, Chemical Technology, and Engineering Technology, coupled with a successful department of Biotechnology, keep Ohlone's vocational programs both cutting edge and in line with emerging vocations within the district.

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

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—are currently reflected in the Basic Skills completion rate, which is now above both the peer group and statewide averages.

#### 6. Improvement Rates for ESL

A complete renewal of the ESL curriculum has produced noticeable gains over the past four years in the ESL improvement rate, but the college remains below both the peer group and statewide averages. The upcoming CB21 recoding project should begin to accurately capture data on students who have improved but have not been reported. As the successes of more recent cohorts, who have the benefit of these curricular innovations, are captured in the data, and as the recoding captures previously unreported improvement, the ESL improvement rate should increase.

#### 7. Basic Skills Improvement Rate

An increase in the basic skills improvement rate for 2010 has also moved Ohlone's rate above both the peer group and statewide averages. Recent additions of learning communities for basic skills students, Puente and Nishati programs, and new supplemental learning services, all specifically directed to support at risk students, should continue to improve rates in the future.

