

2012 Accountability Reporting for California Community Colleges (ARCC): *Analysis for Santa Monica College*

Prepared in Fall 2012 by the Office of Institutional Research

The current document provides a brief description of Santa Monica College’s (SMC) performance on the 2012 Accountability Reporting for the California Community Colleges (ARCC) data indicators. The ARCC report contains seven measures of student progress, success, and achievement as they relate to the broad mission of the California Community Colleges to support transfer, degree and certificate completion, career preparation, and basic skills development. The seven performance measures are categorized into two areas, student progress and achievement and pre-collegiate improvement. Three indicators measuring degree/certificate/transfer and one indicator measuring vocational/occupational/workforce development make up the student progress and achievement area. Three indicators measuring basic skills, ESL, and enhanced non-credit make up the pre-collegiate improvement area (see Table 1).

Table 1. College-Level Performance Indicators

Student Progress and Achievement		Pre-Collegiate Improvement
<i>Degree/Certificate/Transfer</i>	<i>Vocational/Occupational/ Workforce Development</i>	<i>Basic Skills, ESL, and Enhanced Noncredit</i>
1.1 Student Progress and Achievement Rate 1.1a Percent of Students Who Earned at Least 30 Units 1.2 Persistence Rate	1.3 Annual Successful Course Completion Rate for Credit Vocational Courses	1.4 Annual Successful Course Completion Rate for Credit Basic Skills Courses 1.5 Improvement Rates for ESL and Credit Basic Skills Courses 1.6 Career Development and College Preparation (CDCP) Progress and Achievement Rate

College Performance

An analyses and description of SMC’s performance on the seven indicators for the last three available years of data is discussed in this section. In addition, peer group and system-wide performance averages are provided for the last available year of data. Peer groupings cluster colleges together that are more alike than different in terms of environmental characteristics demonstrated to have a statistically significant effect in predicting each of the outcome measures. As a result, peer groups vary by measure and may not conform to a college’s perception of its peers based on geography or history. It is important to note, that the Chancellor’s Office does not intend for the peer groupings to be used as a ranking system among the colleges; instead, the clusters are designed to provide a benchmark for tracking performance on the measures¹.

¹ For a more detailed description of the peer group methodology, refer to Appendices A and D in the complete system-wide report:

<http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC/ARCC%202012%20March%20Final.pdf>

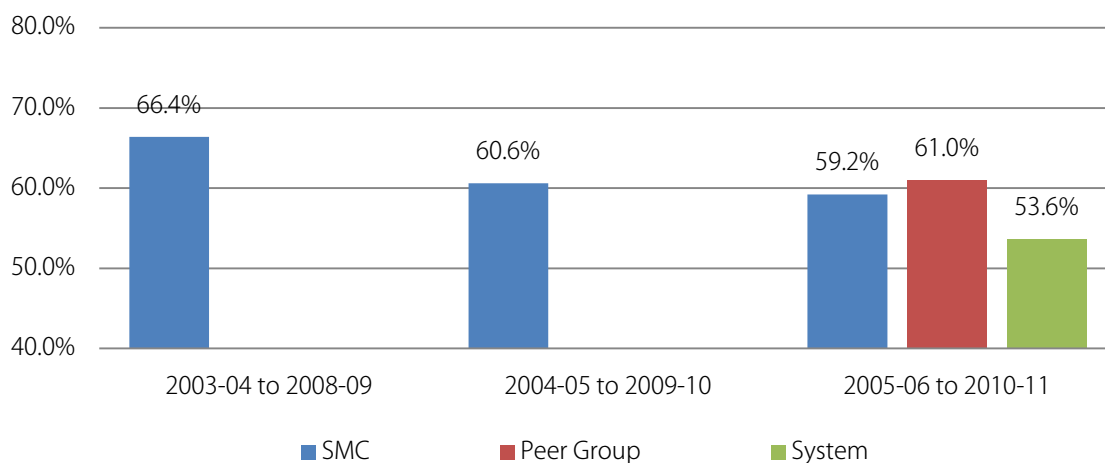
1.1: Student Progress and Achievement Rate

Student Progress and Achievement Rate was calculated by deriving the percent of students in a cohort who achieve one of the following outcomes within six years of initial enrollment:

- Transferred to a four-year institution;
- Earned an Associate Degree, anywhere in the California Community College (CCC) system;
- Earned a Career Certificate, anywhere in the CCC system;
- Achieved “Transfer Directed” status (successfully completed transferable math and English); or,
- Achieved “Transfer Prepared” status (successfully completed 60 or more transferable units with a minimum GPA of 2.0).

Students who achieved “transfer directed” or “transfer prepared” status may have completed part or all of the units at another CCC. Students in the cohort were first-time students showing intent to earn a certificate/degree or transfer by earning at least 12 credit units and attempting a transferable English or math course, or an advanced CTE (Career Technical Education) course.

Figure 1. Student Progress and Achievement Rate



The average Student Progress and Achievement Rate for the last three cohort years was 62.1%. The data reveal that, on average, approximately six in ten first-time freshmen who show intent to earn a certificate/degree or transfer (by enrolling in the defined courses) achieve an outcome or make progress towards an outcome within six years. The rate decrease slightly, by 1.4%, in the performance year (2005-06 cohort) when compared to the prior year (2004-05 cohort). However, the rate decreased by over 7% in the performance year when compared to the 2003-04 cohort. The higher rate for the 2003-04 cohort may partly be attributed to the sharp decrease in course offerings during the 2003 and 2004 years, which, in turn, reduced the total number of students in the cohort, making the cohort less variable (2003-04 cohort = 3,375; 2004-05 cohort = 4,450; 2005-06 cohort = 4,837).

The peer group clusters were formed by putting colleges who score similarly on three environmental variables: percent of students age 25 or older in fall 2005, percent of basic skills fall 2005, and the Bachelor Plus Index. Colleges in the peer group for this indicator include Crafton Hills, Cuesta, De Anza, Diablo Valley, Fullerton, Golden West, Grossmont, LA Pierce, Las Positas, Moorpark, Orange Coast, Pasadena City, Sacramento City, San Diego Mesa, Santa Barbara City, Sierra, Skyline, and Ventura. The peer group average Student Progress and Achievement Rate in for the

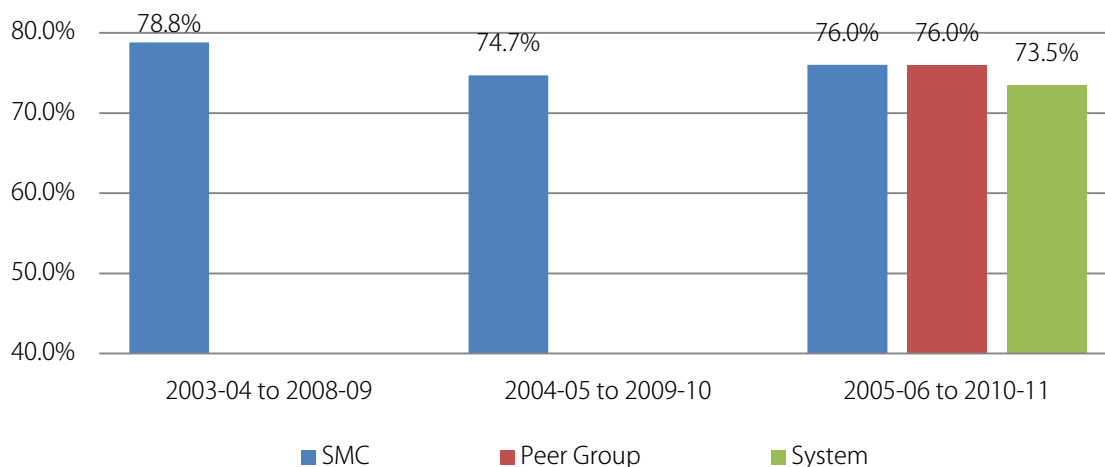
2005-06 cohort was 61.0%; SMC's performance was 59.2%. The data reveal that the college performed similar to the peer group average on this indicator.

The CCC system-wide average Student Progress and Achievement for 2005-06 was 53.6%, lower than SMC's rate of 59.2%. SMC performed better on indicator than the system's average.

1.1a: Percent of Students Who Earned at Least 30 Units

The Percent of Students Who Earned at Least 30 Units was calculated by dividing the total number students in a cohort who earned 30 or more credit units in the system within six years of initial enrollment. Students in the cohort were first-time students in academic years showing intent to earn a certificate/degree or transfer by earning at least 12 credit units and attempting at least one degree applicable or transferable English or math course, or an advanced CTE (Career Technical Education) course.

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



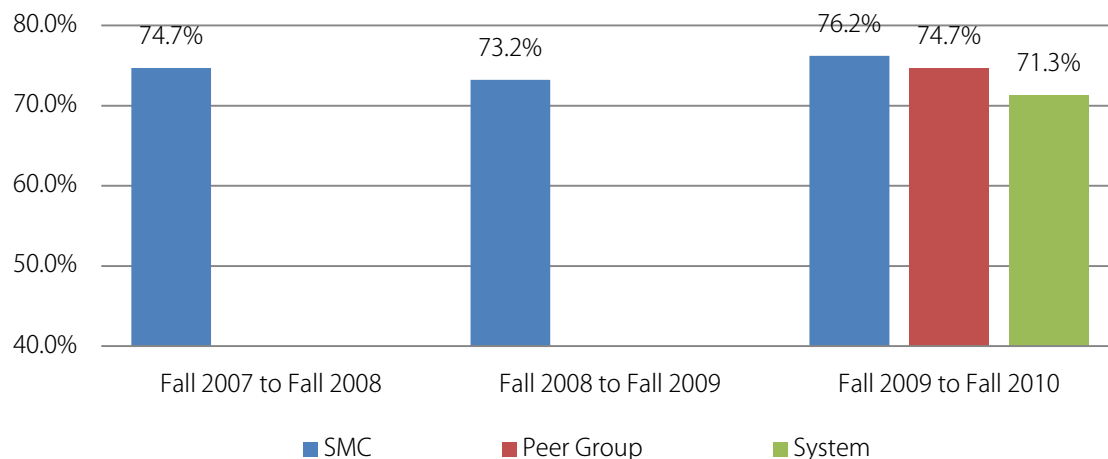
Overall, about three-quarters of students who showed intent to earn a certificate/degree or transfer made progress towards an award or transfer by earning at least 30 units. This measure is a good indicator for progress and success of students as wage studies have documented the positive effects of completing 30 college units on wage earnings. In the most recent cohort year, the rate increased slightly, by 1.3%, when compared with the prior year, and decreased by 2.8% when compared with the 2003-04 cohort.

The peer group clusters were formed by putting colleges who score similarly on three environmental variables: student count fall 2005, average unit load fall 2004, and ESAI (economic service area index) per capita income census 2000. Colleges in the peer group for this indicator include American River, DeAnza, Diablo Valley, El Camino, Long Beach City, Moorpark, Mt. San Antonio, Orange Coast, Palomar, Pasadena City, Riverside, Sacramento City, Saddleback, San Francisco City, Santa Ana, and Santa Rosa. SMC performed similarly to the peer group average on the Percent of Students Who Earned at Least 30 Units indicator but performed slightly better when compared with the system average (SMC, 76.0%; Peer group, 76.0%; System, 73.5%).

1.2: Persistence Rate

The Persistence Rate is the percent of first-time students in fall terms who earned six or more units who enrolled in at least one credit course in a subsequent fall term anywhere in the system. The rate excludes students who were exclusively enrolled in Physical Education (PE) courses and those who transferred or received a degree or certificate in their first year.

Figure 3. Persistence Rate



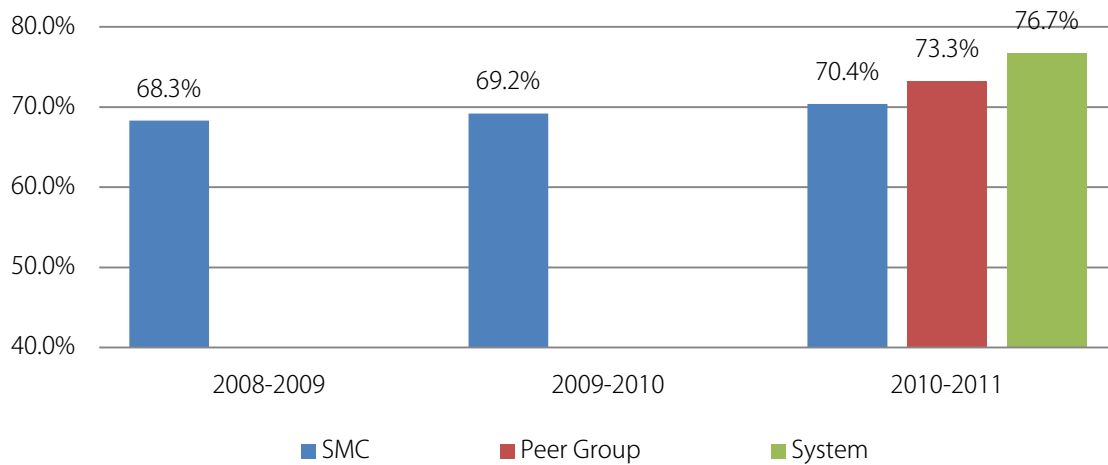
Overall, about three-quarters of first-time students in fall terms persisted to the subsequent term. The Persistence Rate has steadily increased over the last three cohorts.

The peer group clusters were formed by putting colleges who score similarly on three environmental variables: percent students age 25 or older fall 2006, student count fall 2006, and ESAI (economic service area index) median household income census 2000. Colleges in the peer group for this indicator include American River, Mt. San Antonio, Palomar, Pasadena City, Riverside, San Francisco City, Santa Ana, and Santa Rosa. On average, SMC had a persistence rate slightly higher (by 1.5%) rate when compared with the peer group average. SMC students persist at a higher rate when compared with the system-wide average (71.3%).

1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

The Annual Successful Course Completion Rate for Credit Vocational Courses was calculated by dividing the total number of A, B, C, CR, or P grades by the total number of earned grades, excluding RD (report delayed), in credit Career Technical Education (CTE) courses for the last three academic years. CTE courses were defined as courses with SAM (Student Accountability Model) priority codes A (apprenticeship), B (advanced occupational), or C (clearly occupational). Data for special admit students (those enrolled in K-12 when they took the course) were excluded from the analyses.

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



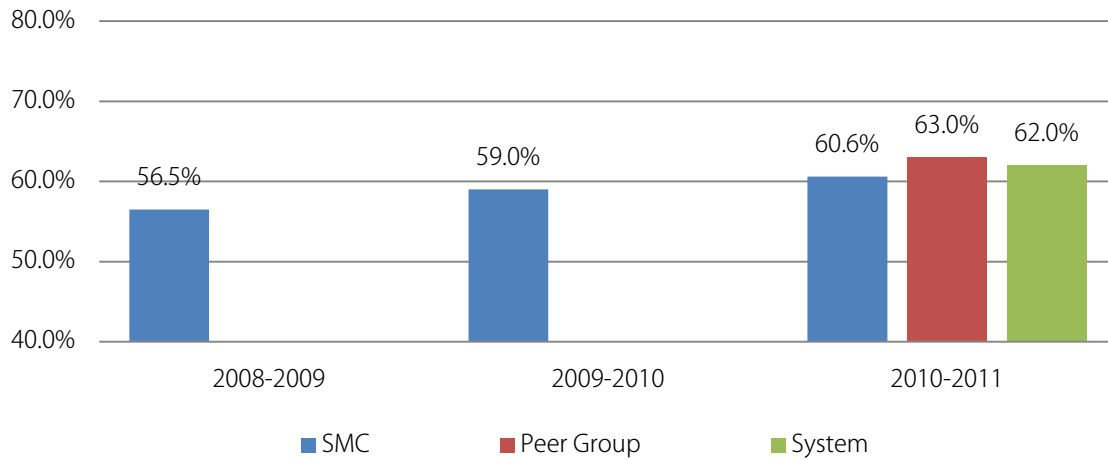
The success rate in CTE courses was 70.4% in 2010-11 which reflects 1.2% and 2.1% increase over the 2009-10 and 2008-09 years, respectively.

The peer group clusters were formed by putting colleges who score similarly on three environmental variables: percent male fall 2007, percent students age 30 or older fall 2007, and miles to nearest UC campus. Colleges in the peer group for this indicator include Antelope Valley, Chaffey, Citrus, Compton, Copper Mountain, Crafton Hills, Cypress, DeAnza, Desert, Diablo Valley, El Camino, Evergreen Valley, Folsom Lake, Fresno City, Fullerton, Glendale, Golden West, Grossmont, LA Harbor, LA Mission, LA Pierce, LA Valley, Los Medanos, Modesto, Moorpark, Mt. San Jacinto, Orange Coast, Oxnard, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara City, Solano, Southwestern, Venture, Victor Valley, and Yuba. When compared with both the peer group (73.3%) and system-wide (76.7%) averages, disproportionately fewer students at SMC are successful in their CTE courses (70.4%). The difference in course success when compared with the peer group and system-wide rates may reflect the academic rigor of CTE courses at SMC.

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

The Annual Successful Course Completion Rate for Credit Basic Skills Courses was calculated by dividing the total number of A, B, C, CR, or P grades by the total number of earned grades, excluding RD (report delayed), in credit basic skills courses for the last three academic years. Basic skills courses were defined as those that were non-transferable, including courses applicable towards the Associate Degree. Data for special admit students (those enrolled in K-12 when they took the course) were excluded from the analyses.

Figure 5. Annual Successful Course Completion Rate for Credit Basic Skills Courses



The success rate in basic skills courses was 61.6% in 2010-11. The course success rate has increased by 4.1% over the 2008-09 year.

The peer group clusters were formed by putting colleges who score similarly on three environmental variables: student count fall 2007, nearest CSU SAT math 75th percentile 2007, and poverty index. Colleges in the peer group for this indicator include Cerritos, Chaffey, East LA, El Camino, Glendale, LA Pierce, Modesto, Mt. San Jacinto, Pasadena City, Rio Hondo, Riverside, and Santa Barbara. SMC performs slightly below the peer group (63.0%) and system-wide (62.0%) averages on this indicator.

1.5: Improvement Rates for ESL and Credit Basic Skills Courses

The Improvement Rates for ESL and Credit Basic Skills Courses were calculated by dividing the number of students in the cohort, students who successfully completed (C or better) a basic skills course two or more levels below transfer, who successfully completed a higher-level course in the same discipline within three years by the total number of students in the cohort. Students were counted only once for each discipline, regardless of the number of times they ‘improved’ through the sequence of courses. Special admit students (those enrolled in K-12 when they took the course) were excluded from the analyses.

Table 2. Improvement Rates for ESL and Credit Basic Skills Courses

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011		
	SMC	SMC	SMC	Peer Group	System-wide
ESL Improvement	67.2%	68.2%	66.2%	57.9%	54.6%
Basic Skills Improvement	67.9%	67.5%	67.3%	52.8%	58.6%

The ESL Improvement Rate in the last cohort year was 66.2%, a decrease of 2% when compared with the prior year. The rate has remained relatively stable (within 2%) over the last three cohort years. The English and math

improvement rate experienced a decrease in the last cohort year when compared with previous cohorts, however, the decrease is minimal (<1%).

The peer group clusters for the ESL Improvement Rate were formed by putting colleges who score similarly on three environmental variables: student count fall 2006, percent students age 30 or older fall 2006, and English Not Spoken Well index. Colleges in the peer group for this indicator include Bakersfield, Cerritos, Chaffey, DeAnza, El Camino, Fresno City, Fullerton, LA Pierce, Long Beach City, Modesto, Mt. San Antonio, Orange Coast, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara City, and Southwestern. SMC (66.2%) outperforms both the peer group (57.9%) and system-wide (54.6%) on the ESL Improvement Rate indicator.

The peer group clusters for the Basic Skills Improvement Rate were formed by putting colleges who score similarly on three environmental variables: percent on financial aid fall 2006, average unit load fall 2006, and selectivity of nearest four-year institution 2006. Colleges in the peer group for this indicator include Alameda, Allan Hancock, American River, Berkeley City, Cerritos, Chabot, Compton, Contra Costa, Cuesta, Cuyamaca, Diablo Valley, El Camino, Folsom Lake, LA Harbor, Laney, Los Medanos, Merritt, Ohlone, San Diego City, San Diego Mesa, San Diego Miramar, Southwest LA, Ventura, and West LA. SMC (67.3%) outperforms both the peer group (52.8%) and system-wide (58.6%) on the Basic Skills Improvement Rate.

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

The Career Development and College Preparation Progress and Achievement Rate 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. The 2012 ARCC document reports CDCP data for only 37 community colleges/schools of continuing education; therefore, there was no peer grouping for this indicator. Of the seven measures in the ARCC report, the CDCP Progress and Achievement Rate indicator is the least developed. However, performance on this measure should be addressed in discussions of student success.

The CDCP Progress and Achievement Rate was calculated by deriving the percent of students in the cohort who achieved one of the following outcomes within three years:

- Successfully completed a degree-applicable credit course;
- Earned a CDCP certificate, anywhere in the CCC system;
- Transferred to a four-year institution;
- Earned an Associate Degree, anywhere in the California Community College (CCC) system;
- Achieved "Transfer Directed" status (successfully completed transferable math and English); or,
- Achieved "Transfer Prepared" status (successfully completed 60 or more transferable units with a minimum GPA of 2.0).

Students in the cohort were first-time students in academic years who accrued at least eight hours of attendance in a CDCP course within a year and who *did not* enroll in a credit course. This indicator is currently in the development stage and has not been consistently reported for all colleges in previous years.

Table 3. Career Development and College Preparation (CDCP) Progress and Achievement Rate

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	15.3%	11.5%	8.1%

Overall, approximately 12% of non-credit first-time students made progress towards an outcome or achieved an outcome within three years of initial enrollment in the latest cohort. The rate has decreased by 3.4% when compared with the prior cohort year.

Summary

SMC demonstrates improvement on four of seven performance indicators (Percent of Students Who Earned at Least 30 Units, Persistence Rate, Annual Successful Course Completion Rate for Vocational Courses, and Annual Successful Course Completion Rates for Basic Skills Courses) when compared with the prior year’s performance. Performance on two indicators has remained relatively stable (within approximately 2% or less of the prior year performance). Performance on the seventh indicator (CDCP Progress and Achievement Rate) has decreased by 3.4% in the performance year when compared with the prior year performance.

SMC outperforms its peer groups on two of the performance indicators (Persistence Rate and Improvement Rates for ESL and Credit Basic Skills Courses) and the state-wide averages on four of the performance indicators (Student Progress and Achievement Rate, Percent of Students Who Earned at Least 30 Units, Persistence Rate, and Improvement Rates for ESL and Credit Basic Skills Courses). These indicators measure progress towards a goal or completion. The college performs similarly to the peer group average on the Percent of Students Who Earned at Least 30 Units indicator. SMC performs below the peer group and state-wide averages in the two indicators related to course success rates (Vocational and Basic Skills Courses). Peer group and system-wide data for the seventh indicator (CDCP Progress and Achievement Rate) is not available.

While the ARCC report has its value, for example, the ability to compare performance on measures to peer colleges, the report is not without its limitations. The ARCC report currently provides aggregate percentages for the college performance measures. The report does not provide performance data by student subgroup. Secondly, the ARCC report relies on MIS data for analyses; data accuracy is dependent on how local colleges code their courses. SMC has found errors in MIS codes for its courses (primarily in basic skills and CTE). Lastly, the peer group methodology used in the ARCC group is unstable; peer colleges vary depending on the reporting year for the same indicators. In addition, the Chancellor’s Office does not report on the reliability or validity of the statistical models used to group peer colleges.

The ARCC report is aligned with the college’s Institutional Effectiveness (IE) Report. Five of the seven ARCC indicators are addressed in the IE report. The ARCC data, however, is reported separately from the college’s annual discussion of institutional effectiveness as the legislation for ARCC requires that a college’s local Board of Trustees annually review the college’s ARCC report. No action is required by the Board; this narrative fulfills this legislative requirement. The ARCC report, when paired with the more comprehensive IE report, is intended to stimulate dialogue about local

trends, SMC students, educational practice and programs among various campus constituents. SMC's performance on the ARCC measures is best understood within the context of local conditions. Therefore, the ARCC report is only the starting point in assessing college performance related to student learning and achievement.