

Accountability Reporting for the Community Colleges ARCC 2011 Report

**Presented to the
West Valley - Mission Community College District
Board of Trustees
April 5, 2011**

Included Attachments:

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Page 2: Introduction from 2011 ARCC Statewide Report

Page 5: Summary Definitions for ARCC Indicators

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About ARCC: Accountability Reporting for the Community Colleges

ARCC Background

- Initiated by AB 1417 (Pacheco, Chapter 581, Statutes of 2004)
- Required the System Office to develop an accountability report/model
- 2011 Final Report is currently available online (the full state report runs 837 pages)
- ARCC website:
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

Reporting Framework

- Four categories:
 - Student Progress and Achievement: Degree/Certificate/Transfer
 - Student Progress and Achievement: Vocational/Occupational/Workforce Development
 - Pre-Collegiate Improvement – Basic Skills and ESL
 - Participation Rates
- Two levels:
 - By College (All college metrics are RATES)
 - Systemwide (Combination of VOLUMES and RATES)
- Peer Grouping:
 - Colleges are compared to “peer groups” of colleges with similar indicator characteristics
 - Peer groups differ for each indicator grouping A through G
 - Level of statistical significance is not provided by the State

Reporting Student Progress & Achievement: Degree/Cert/Transfer

- College:
 - Student Progress & Achievement Rate
 - Percent of students with at least 30 units
 - 1st year to 2nd year persistence rate
- System:
 - Annual volume of transfers
 - Transfer Rate for 6-year cohort of First Time Freshmen
 - Annual % of BA/BS grads at CSU/UC who attended a CCC

Reporting Student Progress & Achievement: Voc/Occ/Workforce Dev.

- College:
 - Successful Course Completion rate: Vocational courses
- System:
 - Annual volume of degrees/certificates by program
 - Increase in total personal income as a result of receiving degree/certificate

Reporting Pre-collegiate Improvement/Basic Skills/ESL

- College:
 - Successful Course Completion rate: Basic Skills courses
 - ESL Improvement Rate
 - Basic Skills Improvement Rate
- System:
 - Annual volume of basic skills improvements

Data Source

- All ARCC data comes from mandated data submitted by college districts to the state
 - Other data sources for statewide metrics: UC, CSU, National Student Clearinghouse, Dept. of Education, Dept. of Finance
 - All college-level metrics will show 3 years running data; Some metrics go back 6 years
 - Proper coding of all course data elements is crucial to accurate reporting

Introduction to the 2011 ARCC Report

Background

This report on a set of performance indicators for the California Community Colleges (CCC) meets a legislative requirement that resulted from Assembly Bill 1417 (Pacheco, Statutes of 2004, Chapter 581). The details of the legislation appear in Appendix F of this report. For clarity's sake, we have named this reporting system *Accountability Reporting for the Community Colleges* (or *ARCC*). The report itself has the title of "Focus On Results." As required by the Legislature, the CCC Chancellor's Office (CCCCO) will produce this report each year and disseminate it so that each college will share the report with its local board of trustees. The Chancellor's Office will also make the report available to state government policymakers and the public at large.

The report's objectives are to make policymakers, local college officials, and elected boards aware of system and college performance in specific areas of effort and to inform the public about overall system performance. Readers will observe that the 2011 report continues to cover noncredit courses as required by Senate Bill 361 (Scott, Statutes of 2006, Chapter 631). Again, this coverage of noncredit outcomes only extends across courses designated as part of the "Enhanced Noncredit" funding. For clarity, this report refers to this group of noncredit courses as CDCP (an acronym for the objective known as Career Development and College Preparation). Readers who want additional details on CDCP performance should refer to a supplemental report that the ARCC staff produce as a follow-up to *Focus On Results*. The CCCCCO will issue this supplemental report after it has released *Focus On Results* because of scheduling and resource limitations.

Focus On Results drew upon the contributions of many parties. The framework for ARCC used the expertise of a team of researchers from the Research and Planning Group for the California Community Colleges (i.e., the RP Group), a panel of nationally recognized researchers on college performance, a statewide technical advisory workgroup, and staff at the Chancellor's Office. In Appendix H we list the individuals who played important roles in producing the 2011 ARCC Report.

How to Use This Report

We acknowledge that a variety of people will see this report, and we recognize that individuals will differ widely in their reading objectives and in their familiarity with the report's topic. With this in mind, we have tried to design the report so that policy makers at both the state and local levels will have a clear presentation of essential performance indicators for the system and for each community college within it. The body of the report emphasizes tables of summary data that provide snapshots of system and college level performance. Readers should read the brief introductions to each of these sections (system and college level) to understand their contents. These introductions cover the framework for ARCC, and they should help most readers to understand the performance indicators cited in this report. Appendix E, which presents a short list of terms and abbreviations, may also help the general reader.

We recognize that researchers, analysts, and college officials will require documentation of the methodology for the performance indicators in this report. Such technical details appear in three of the appendices. Appendix B (methods for calculating the indicators), Appendix C (regression analyses for the peer grouping), and Appendix D (cluster analyses for the peer grouping) specifically address methodological issues, and they tend to require technical knowledge on the part of the reader.

The report's first section covers the system's overall performance over time, and this will help readers to see the broad context of the system's performance. The section that follows system performance presents specific information for each college. The first two pages of college-level tables display how that college performed over time on eight basic indicators. The year-to-year figures for these performance indicators should give readers a good idea of how any given college has done during the past few years, especially in terms of its progress in areas that are generally recognized as critical in community colleges.

The third and fourth pages for each college display basic demographic data for the college's enrollment. This information will help readers understand the student population served by that college. For many readers, such information can indicate relevant aspects of a college's effectiveness (i.e., who does the college serve?), plus it can provide additional context for the reported performance indicators.

The fifth page for each college shows the "peer grouping" information for the college. On this page, readers will find a comparison of a college's performance on each of the seven indicators that have adequate data for peer grouping. For each of these seven performance indicators, we have performed a statistical analysis (peer grouping) to identify other California Community Colleges that most closely resemble the college in terms of environmental factors that have linkage to (or association with) the performance indicator. Interested readers should refer to Appendix A to see the names of the colleges that comprise each peer group. We emphasize that the peer group results are rough guides for evaluating college level performance because each college may have unique local factors that we could not analyze statistically for the peer group identification. Because year-to-year stability in peer grouping facilitates local planning and analysis, the 2011 peer groups will remain the same as they were in the 2009 and 2010 ARCC reports. Also, this report will continue to omit from peer grouping the indicator for Career Development and College Preparation (CDCP, or Enhanced Noncredit) courses because the data for CDCP are still under development.

The sixth page for a college shows that college's own self-assessment. This brief statement from the college administration may note, among other things, unique factors that our statistical analysis may have missed. The self-assessment is important because it may help to explain the performance figures for a college. The ARCC staff members in the Chancellor's Office do not edit these self-assessments from the college administrators, and the only requirement for the content is that it stays within a 500-word limit. Because the word limit forces the self-assessment to focus upon a few basic points, some readers may wish to follow-up with a college that may have other analyses or data that it could not include in the ARCC's brief self-assessment.

The best use of the ARCC Report will require the integration of information from various parts of the report. Judgments about the performance of any particular college should especially pay attention to the sections on year-to-year performance, peer group comparison, enrollment demographics, and the college self-assessment. A focus upon only one of these pieces of information will probably provide an incomplete evaluation of college performance, and this may lead one to make unfair judgments about an institution. Consequently, we hope that users of this report will maintain this multidimensional viewpoint (from the different report sections) as they draw their conclusions or as they communicate about the report to other people.

The 2011 report will contain numerous changes to past data as well as new data for the most recent academic year. For this reason, analysts should rely primarily upon the 2011 report instead of data from prior ARCC reports. The Chancellor's Office MIS (Management Information

System) unit has continued to implement various data improvements that are virtually impossible to complete within a narrow time frame.

Additional information about ARCC is available at the following website:

<http://www.cccco.edu/OurAgency/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

If you have any questions or comments about the report, please e-mail them to:

arcc@cccco.edu.

About ARCC: Accountability Reporting for the Community Colleges Indicator Definitions

Student Progress and Achievement Rate

Percentage of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer threshold course within six years and who are shown to have achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or Certificate (18 or more units)
- Actual transfer to four-year institution
- Achieved “Transfer Directed” (student successfully completed both transfer-level Math AND English courses)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Transfer was determined by matching with a database generated by the Chancellor’s Office Management Information System (COMIS).

Data Source: Chancellor’s Office Management Information System (COMIS)

Percent of Students Who Earned at least 30 Units

Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer threshold course within six years of entry who are shown to have achieved any of the following outcomes within six years of entry:

- Earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive effect on future earnings).

Data Source: Chancellor’s Office Management Information System (COMIS)

Persistence Rate

Percentage of cohort of first-time students with minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system.

Data Source: Chancellor’s Office Management Information System (COMIS)

Annual Successful Course Completion Rate for Credit Vocational Courses

The cohorts for vocational course completion rate consisted of students enrolled in credit vocational courses in the academic years of interest. These cohorts excluded “special admit” students, *i.e.* students currently enrolled in K-12 when they took the vocational course. Vocational courses were defined via their SAM (Student Accountability Model) priority code. SAM codes A, B, and C indicate courses that are clearly occupational. 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.

Data Source: Chancellor’s Office Management Information System (COMIS)

Annual Successful Course Completion Rate for Credit Basic Skills Courses

The cohorts for basic skills course completion rate consisted of students enrolled in credit basic skills courses in the academic years of interest. These cohorts excluded “special admit” students, *i.e.* students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of B in CB08 (basic skills course). 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.

Data Source: Chancellor’s Office Management Information System (COMIS)

Improvement Rate for Credit ESL Courses

The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were “special admit” students, *i.e.* students currently enrolled in K-12 when they took the ESL course. Students enrolled in any ESL course coded CB 21 prior to transfer level English were included in the cohort. Taxonomy of Programs (TOP) codes were used to identify ESL courses and disciplines within ESL (reading, writing, listening/speaking, integrated ESL). 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.

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course or college level English course within three academic years of completing the first ESL course.

Data Source: Chancellor’s Office Management Information System (COMIS)

Improvement Rate for Credit Basic Skills Courses

The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills Reading, Writing, or Mathematics course who successfully completed that initial course. Excluded were “special admit” students, *i.e.* students currently enrolled in K-12 when they took the basic skills course. Students starting at one or more levels below transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math, Writing, and Reading courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). 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.

Students who successfully completed the initial basic skills course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

Data Source: Chancellor’s Office Management Information System (COMIS)

Regional Profile: San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area

American Community Survey: 2009 Estimates

U.S. Census website: March 27, 2011

Ethnicity

White Non-Hispanic	37.1%
Hispanic	27.1%
African American or Black	2.3%
American Indian and Alaska Native	0.2%
Asian (includes Filipino)	30.0%
Native Hawaiian and Other Pacific Islander	0.3%
Some other race	0.3%
Two or more races	2.7%

Gender

Male	51.1%
Female	48.9%

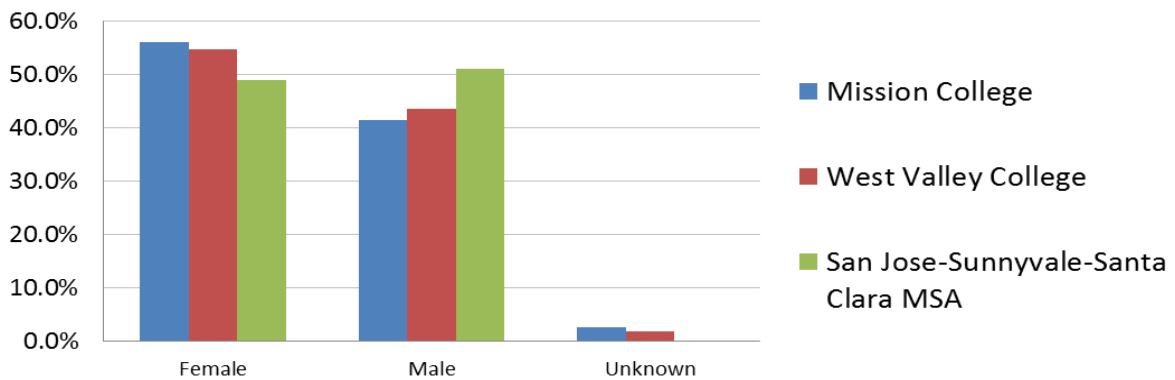
Age

19 or less	27.1%
20 to 24 years	6.2%
25 to 34 years	15.5%
35 to 44 years	15.9%
45 to 54 years	14.6%
over 54 years	20.7%

Comparison of Student Gender to Regional Population

MC and WVC: 2009-10 from ARCC Report

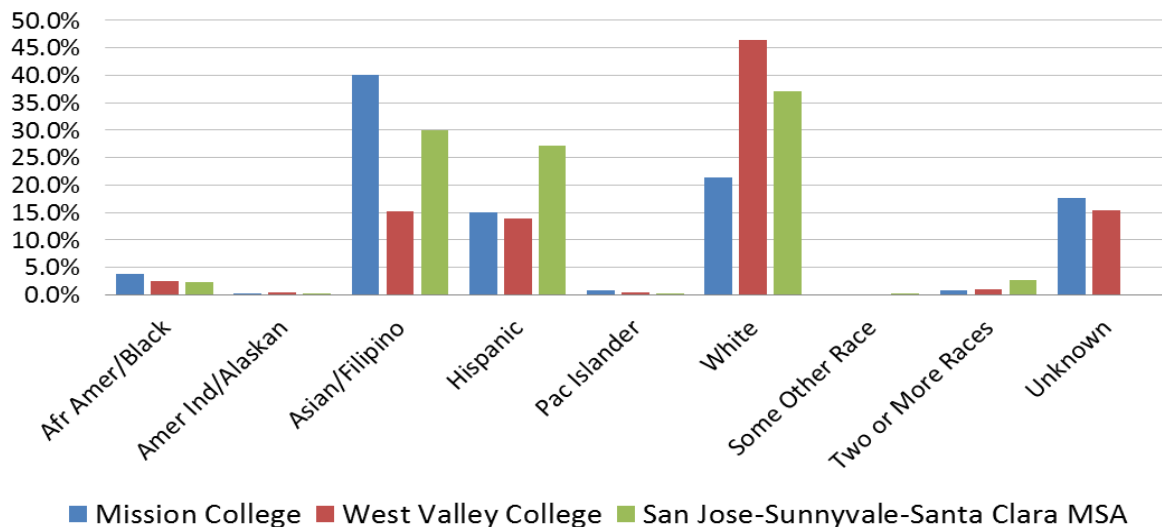
Metropolitan Statistical Area (MSA) from 2009 American Community Survey



Comparison of Student Ethnicity to Regional Population

MC and WVC: 2009-10 from ARCC Report

Metropolitan Statistical Area (MSA) from 2009 American Community Survey



ARCC 2011 Report: College Level Indicators

Mission College

West Valley-Mission 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	52.8%	54.5%	57.3%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.5%	73.4%	76.7%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	65.2%	64.8%	68.8%



ARCC 2011 Report: College Level Indicators

Mission College

West Valley-Mission 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	68.8%	70.7%	72.9%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	62.0%	64.6%	64.4%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	43.2%	42.6%	40.3%
Basic Skills Improvement Rate	54.2%	50.7%	54.1%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

Mission College

West Valley-Mission Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	19,965	21,167	20,268
Full-Time Equivalent Students (FTES)*	6,808	7,732	7,786

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	12.6%	12.5%	14.7%
20 - 24	20.6%	19.8%	22.7%
25 - 49	49.8%	49.7%	46.2%
Over 49	16.7%	17.7%	16.2%
Unknown	0.3%	0.4%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.9%	54.7%	56.0%
Male	40.9%	40.0%	41.5%
Unknown	4.2%	5.4%	2.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Mission College

West Valley-Mission Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.2%	4.0%	3.8%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	33.9%	33.5%	32.3%
Filipino	8.4%	8.8%	7.8%
Hispanic	15.0%	14.8%	15.1%
Pacific Islander	1.0%	0.9%	0.8%
Two or More Races	.%	.%	0.8%
Unknown/Non-Respondent	12.5%	14.3%	17.7%
White Non-Hispanic	24.5%	23.4%	21.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Mission College

West Valley-Mission 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	57.3	43.9	30.3	57.3	A6
B	Percent of Students Who Earned at Least 30 Units	76.7	70.2	57.8	80.0	B1
C	Persistence Rate	68.8	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.9	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.4	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	54.1	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	40.3	43.0	0.0	67.2	G1

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.



ARCC 2011 Report: College Level Indicators

Mission College

West Valley-Mission Community College District

College Self-Assessment

Located in the city of Santa Clara, Mission College serves the heart of Silicon Valley. Situated off the 101 corridor linking San Jose and San Francisco, Mission College not only serves the Western part of Santa Clara County, but also students from across the Valley. Mission College enjoys a diverse student body representative of its location, with over 60% of students with known ethnicity composed of under-represented groups. Mission College students also embody a broad spectrum of ages, with over 62% of students entering at the age of 25 or older, and over 16% entering at over the age of 49. Students under the age of 25, however, have been increasing relative to other ages, increasing by 5.1% in 2009-10 compared to the prior year.

Although the unduplicated count of students had been increasing in prior years, the total number of students decreased by 899 students in 2009-10. This may be due in part to a somewhat accelerated economic rebound in Silicon Valley compared to other regions within the state. Even as the unduplicated count of students decreased, however, the count of Full-Time Equivalent Students (FTES) increased by 54 FTES. Students are increasingly likely to carry a full-time load (up 8% compared to two years ago) and daytime classes now make up 62% of total enrollment compared to 33% in the evening—a significant shift for this historically evening-centered campus.

A review of Mission's college level performance indicators indicates both areas of strength and areas for improvement. On the positive side, the Student Progress and Achievement Rate has consistently increased over recent years, increasing by 5% relative to two years ago and representing the peer group high. Similarly, the percent of students earning at least 30 units shows a two-year increase of 9%, close to the peer group high.

The remaining indicators remained relatively steady or showed modest increases. Three indicators are a focus as each were below the peer group average: Persistence Rate, Improvement Rate for Credit Basic Skills Courses, and Improvement Rate for Credit ESL Courses.

Addressing the possible factors which contribute to student persistence, the College recently created a new Welcome Center and Student Ambassador program designed to assist students in navigating student services. During peak times, the Welcome Center serves as a "triage point" to get students the help they need. Additionally, the College has initiated K-16 Bridge programs and a new Summer Bridge program for first-time students, which includes a college survival course, as well as math and reading fundamentals.

Through the Basic Skills Advisory Committee and the assistance of external grants, Mission is focused on improving the long-term success of Basic Skill students. Although Mission faces the challenge of a particularly large basic skills population (over 6,000 enrollments in basic skills courses in Fall 2010), faculty and staff have been working to revise curriculum, better align content across programs and improve the assessment process.

Mission is proud of the success of its students, and is committed to using data to guide improvement.



2011 ARCC Peer Groups for Mission College

Peer Group Number	Indicator	Peer Group Colleges
<i>A6</i>	Student Progress and Achievement Rate	Canada; Compton; L.A. City; L.A. Trade-Tech; Merced; Mission; Rio Hondo; Santa Ana; Southwest L.A.
<i>B1</i>	Percent of Students Who Earned at Least 30 Units	Alameda; Allan Hancock; Barstow ; Berkeley City College; Cerro Coso; Columbia; Contra Costa; Cuyamaca; Evergreen Valley; Gavilan; Hartnell; Irvine Valley; L.A. Mission; Laney; Las Positas; Lassen; Los Medanos; Mendocino; Merritt; Mission; Monterey; Napa Valley; Ohlone; Oxnard; San Diego City; San Diego Miramar; San Jose City; Santiago Canyon; Siskiyou; Skyline; Southwest L.A.; West L.A
<i>C6</i>	Persistence Rate	Canada; 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
<i>D1</i>	Annual Successful Course Completion Rate for Credit Vocational Courses	Allan Hancock; Barstow ; Berkeley City College; Canada; Cerro Coso; Coastline; Columbia; Contra Costa; Cuyamaca; Feather River; Gavilan; Irvine Valley; L.A. City; Lake Tahoe; Laney; Marin; Mendocino; Merced; Merritt; Mission; Monterey; Napa Valley; Saddleback; Santa Rosa; Southwest L.A.; West L.A.; West Valley
<i>E1</i>	Annual Successful Course Completion Rates for Credit Basic Skills Courses	Allan Hancock; Cabrillo; Canada; Chabot; Citrus; Coastline; Contra Costa; Cosumnes River; Cuesta; Cuyamaca; Cypress; Evergreen Valley; Gavilan; Golden West; Grossmont; Hartnell; Irvine Valley; Las Positas; Los Medanos; Marin; Mira Costa; Mission; Monterey; Moorpark; Napa Valley; Ohlone; Oxnard; San Diego Miramar; San Jose City; San Mateo; Santiago Canyon; Shasta; Skyline; Solano; Ventura; West Valley
<i>F5</i>	Improvement Rate for Credit Basic Skills Courses	Canada; Cerro Coso; East L.A.; Foothill; Hartnell; Irvine Valley; L.A. Trade-Tech; Marin; Mendocino; Mission; Monterey; Rio Hondo; San Mateo; Santa Rosa; Santiago Canyon; Skyline; West Valley
<i>G1</i>	Improvement Rate for Credit ESL Courses	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; Siskiyou; Taft; West Valley

Source: California Community Colleges Chancellor's Office: ARCC

ARCC 2011 Report: College Level Indicators

West Valley College

West Valley-Mission 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	61.4%	63.4%	64.3%

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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	73.7%	78.0%	76.8%

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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	78.1%	72.3%	78.5%



ARCC 2011 Report: College Level Indicators

West Valley College

West Valley-Mission 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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	73.9%	75.6%	72.5%

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.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.6%	59.5%	54.1%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	50.6%	53.7%	53.8%
Basic Skills Improvement Rate	60.6%	63.8%	67.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2011 Report: College Level Indicators

West Valley College

West Valley-Mission Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	20,894	22,839	22,205
Full-Time Equivalent Students (FTES)*	9,112	10,035	9,502

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	21.8%	21.5%	22.3%
20 - 24	21.8%	21.7%	24.3%
25 - 49	33.4%	34.0%	31.8%
Over 49	22.5%	22.3%	21.3%
Unknown	0.5%	0.5%	0.3%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	56.0%	54.7%	54.7%
Male	41.9%	42.8%	43.5%
Unknown	2.1%	2.5%	1.8%

Source: Chancellor's Office, Management Information System



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College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.3%	3.2%	2.6%
American Indian/Alaskan Native	0.6%	0.6%	0.5%
Asian	14.1%	13.8%	13.5%
Filipino	2.2%	2.1%	1.7%
Hispanic	14.8%	14.0%	14.0%
Pacific Islander	0.6%	0.6%	0.5%
Two or More Races	.%	.%	1.0%
Unknown/Non-Respondent	13.3%	15.4%	19.7%
White Non-Hispanic	51.1%	50.2%	46.4%

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	64.3	56.8	44.3	66.1	A4
B	Percent of Students Who Earned at Least 30 Units	76.8	74.8	70.4	80.5	B6
C	Persistence Rate	78.5	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.5	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.1	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	67.0	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	53.8	43.0	0.0	67.2	G1

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

The 2011 ARCC report confirms that West Valley College continues to perform favorably on the majority of the annual accountability measures, with outcomes higher than its peer group in five of seven measures and higher than the state average in four of seven. The College performed especially well on the Student Progress and Achievement and Fall-to-Fall Persistence indicators, with rates more than 10% higher than the statewide average on each measure, indicating the strength of our instruction and the student support services that are available to help ensure retention and student goal attainment.

West Valley College continues its dedication to student success, with a renewed focus on issues of student equity. This year the Student Equity and Success committee - comprised of faculty, staff, students, and administrators – was created to identify obstacles to student equity and success and work towards implementing strategies to increase the retention and success of underrepresented students. Measures of student success currently included in the college program review process will be expanded to include data disaggregated by ethnicity and gender.

Upon discussion of the decline in the College's performance on the Annual Successful Course Completion in Credit Basic Skills courses, the Basic Skills Advisory Committee (which includes several faculty from the English department) requested that the college researcher conduct further study. The resulting analysis determined that the low success rate in co-requisite writing labs has a strong negative effect on the overall success measure. The English department faculty is engaged in conversations and planning with the goal of addressing this area of concern.

With the CB21 recoding process completed, this is the first year that complete trend and comparative data on the Improvement in Credit ESL Courses and Improvement in Credit Basic Skills Courses measures have been available. West Valley performed ~10% higher than its peer groups on both measures, confirmation of our continuing commitment to the needs of students in ESL and developmental education courses.

About three quarters of students enrolled in credit vocational coursework complete it successfully, a figure which has remained relatively stable over the past three years.

Demographically, notable changes to the West Valley College student population include a 2.5% increase in the number of students in the 20-24 age group, which is likely a result of the high unemployment rate among the young. Similarly, the number of male students enrolled at West Valley College increased for a third successive year, as males have also suffered disproportionate levels of unemployment due to the recession. The indicators also display a sharp increase in the percentage of students who reported their ethnicity as unknown, which reflects the confusion that has resulted from implementation of the new federal reporting rules.

West Valley College's continuing strong performance on the ARCC measures reflects our ongoing commitment to learning and success for every student we serve.



2011 ARCC Peer Groups for West Valley College

Peer Group Number	Indicator	Peer Group Colleges
<i>A4</i>	Student Progress and Achievement Rate	Alameda; American River; Berkeley City College; Cabrillo; Canyons; Foothill; Glendale; Irvine Valley; Laney; Marin; Merritt; MiraCosta; Monterey; Ohlone; Palomar; Saddleback; San Diego City; San Diego Miramar; San Francisco City; San Mateo; Santa Rosa; West L.A.; West Valley
<i>B6</i>	Percent of Students Who Earned at Least 30 Units	Canada; Foothill; Marin; San Mateo; West Valley
<i>C6</i>	Persistence Rate	Canada; 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
<i>D1</i>	Annual Successful Course Completion Rate for Credit Vocational Courses	Allan Hancock; Barstow ; Berkeley City College; Canada; Cerro Coso; Coastline; Columbia; Contra Costa; Cuyamaca; Feather River; Gavilan; Irvine Valley; L.A. City; Lake Tahoe; Laney; Marin; Mendocino; Merced; Merritt; Mission; Monterey; Napa Valley; Saddleback; Santa Rosa; Southwest L.A.; West L.A.; West Valley
<i>E1</i>	Annual Successful Course Completion Rates for Credit Basic Skills Courses	Allan Hancock; Cabrillo; Canada; Chabot; Citrus; Coastline; Contra Costa; Cosumnes River; Cuesta; Cuyamaca; Cypress; Evergreen Valley; Gavilan; Golden West; Grossmont; Hartnell; Irvine Valley; Las Positas; Los Medanos; Marin; Mira Costa; Mission; Monterey; Moorpark; Napa Valley; Ohlone; Oxnard; San Diego Miramar; San Jose City; San Mateo; Santiago Canyon; Shasta; Skyline; Solano; Ventura; West Valley
<i>F5</i>	Improvement Rate for Credit Basic Skills Courses	Canada; Cerro Coso; East L.A.; Foothill; Hartnell; Irvine Valley; L.A. Trade-Tech; Marin; Mendocino; Mission; Monterey; Rio Hondo; San Mateo; Santa Rosa; Santiago Canyon; Skyline; West Valley
<i>G1</i>	Improvement Rate for Credit ESL Courses	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; Siskiyou; Taft; West Valley

Source: California Community Colleges Chancellor's Office: ARCC