ARCC 2010 Report
Accountability Reporting for the Community Colleges

DR. CHIALIN HSIEH
DIRECTOR OF PLANNING, RESEARCH & INSTITUTIONAL EFFECTIVENESS
APRIL 20, 2010
• Why are we doing this report?
• What do we believe about our mission?
• What are our results?
  o Who are our students and employees?
  o How are we doing?
  o How are our peer groups doing?
  o What are our strengths and challenges?
  o Possible causes? Possible solutions?
The California Community College System is the largest higher education system in the nation.

- Comprised of 72 districts
- Contains 112 colleges
- Enrolls more than 2.9 million students

Community colleges provide:

- Courses that prepare students for transfer to four-year universities
- Workforce training
- Basic skills education
- Opportunities for personal enrichment and lifelong learning
Why are we doing this ARCC report?

- Accountability Reporting for the Community Colleges (ARCC)
- As required by law, all community colleges have to share the report with their local board of trustees and college administrations.
- Each college’s local governing board and local community is urged to use the information for data-based policy discussions to address our local priorities.
College of Marin’s mission reflects a commitment to educational excellence for all members of its diverse community by providing:

- preparation for transfer to four-year schools and universities
- workforce education
- basic skills improvement
- intellectual and physical development and lifelong learning
- cultural enrichment
Who are we? Who are our students?

CoM Annual Unduplicated Headcount

Data from ARCC 2010, 2009, & 2008

Number of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>10,915</td>
</tr>
<tr>
<td>2005-06</td>
<td>10,172</td>
</tr>
<tr>
<td>2006-07</td>
<td>10,205</td>
</tr>
<tr>
<td>2007-08</td>
<td>10,144</td>
</tr>
<tr>
<td>2008-09</td>
<td>11,731</td>
</tr>
</tbody>
</table>
Who are we? Who are our students?

Data from ARCC 2010, 2009, & 2008

CoM Full-Time Equivalent Students (FTES)

Number of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>4,326</td>
</tr>
<tr>
<td>2005-06</td>
<td>4,127</td>
</tr>
<tr>
<td>2006-07</td>
<td>4,343</td>
</tr>
<tr>
<td>2007-08</td>
<td>4,456</td>
</tr>
<tr>
<td>2008-09</td>
<td>4,662</td>
</tr>
</tbody>
</table>
Who are we? Who are our students?

Age of CoM's Students at Enrollment

Data from ARCC 2010, 2009, & 2008
Who are we? Who are our students?

Gender of CoM's Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>40.7%</td>
<td>41.5%</td>
<td>41.2%</td>
<td>40.4%</td>
<td>40.6%</td>
</tr>
<tr>
<td>Female</td>
<td>59.3%</td>
<td>58.5%</td>
<td>58.8%</td>
<td>59.6%</td>
<td>58.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Data from ARCC 2010, 2009, & 2008
### Ethnicity of CoM's Students

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Non-Hispanic</td>
<td>65.9%</td>
<td>64.4%</td>
<td>53.8%</td>
</tr>
<tr>
<td>Unknown/Non-Respondent</td>
<td>8.5%</td>
<td>8.6%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.6%</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11.7%</td>
<td>12.4%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.4%</td>
<td>1.3%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>7.0%</td>
<td>7.6%</td>
<td>6.7%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.4%</td>
<td>0.5%</td>
<td>0.4%</td>
</tr>
<tr>
<td>African American</td>
<td>4.5%</td>
<td>4.7%</td>
<td>4.4%</td>
</tr>
</tbody>
</table>
Who are we? Who are our employees?

Age Range of CoM Employees in 2010

Data from HR, April 2010

Office of Planning, Research, & Institutional Effectiveness
4/20/2010
Who are we? Who are our employees?

Gender of CoM Employees in 2010

- Classified (N=222): 39% female, 61% male
- Management (N=24): 46% female, 54% male
- FT Faculty (N=107): 52% female, 48% male
- PT Faculty (N=306): 41% female, 59% male
- All Employees (N=659): 42% female, 58% male

Data from HR, April 2010

Office of Planning, Research, & Institutional Effectiveness
Ethnicity of CoM Employees in 2010

Data from HR, April 2010
Seven Critical Indicators

Data Source=ARCC 2010

1. Student progress and achievement
2. Completed 30 or more units
3. Fall-to-Fall persistence
4. Vocational course completion
5. Basic skills course completion
6. Basic skills course improvement
7. ESL course improvement
1. Student Progress and Achievement

1. Student Progress & Achievement: CoM, Peer Group, & State

Percentage of Students

CoM  Peer Group  State

2006-07 2007-08 2008-09

57.9 57.3 59.3
57.4 55.4 55.7
51.2 51.8 52.3

2. Completed 30 or More Units
3. Fall-to-Fall Persistence

Percentage of Students

3. Fall-to-Fall Persistence: CoM, Peer Group, & State

- CoM
  - 2006-07: 63.5%
  - 2007-08: 63.0%
  - 2008-09: 48%

- Peer Group
  - 2006-07: 70.7%
  - 2007-08: 71.3%
  - 2008-09: 71.1%

- State
  - 2006-07: 68.3%
  - 2007-08: 69.2%
  - 2008-09: 68.7%
4. Vocational Course Completion

Percentage of Students

CoM, Peer Group, & State

<table>
<thead>
<tr>
<th>Year</th>
<th>CoM</th>
<th>Peer Group</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>78.9</td>
<td>75.4</td>
<td>78.2</td>
</tr>
<tr>
<td>2007-08</td>
<td>77.9</td>
<td>75.1</td>
<td>77.7</td>
</tr>
<tr>
<td>2008-09</td>
<td>82.9</td>
<td>75.1</td>
<td>77.5</td>
</tr>
</tbody>
</table>
5. Basic Skills Course Completion

Percentage of Students

5. Basic Skills Course Completion: CoM, Peer Group, & State

CoM | Peer Group | State
---|------------|---
60.6 | 66.9 | 60.5
61.7 | 62.1 | 60.5
71.2 | 63.8 | 61.5

Office of Planning, Research, & Institutional Effectiveness

4/20/2010
6. Basic Skills Course Improvement

Percentage of Students

CoM | Peer Group | State
---|---|---
45.1 | 51.9 | 54.3
54.0 | 55.3 | 55.0
50.0 | 51.2 | 53.2

6. Basic Skills Course Improvement: CoM, Peer Group, & State
7. ESL Course Improvement

7. ESL Course Improvement: CoM, Peer Group, & State

Percentage of Students

CoM | Peer Group | State
---|---|---
31.1 | 39.3 | 50.1
44.3 | 29.1 | 44.7
45.1 | 33.8 | 50.1

2006-07 | 2007-08 | 2008-09
## Conclusions

<table>
<thead>
<tr>
<th>Critical Indicators</th>
<th>College of Marin</th>
<th>Compare CoM with State</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student progress &amp; achievement</td>
<td></td>
<td></td>
<td>Observing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Exceeded the state, upward trend)</td>
</tr>
<tr>
<td>2. Completed 30 or more units</td>
<td></td>
<td></td>
<td>Action needed</td>
</tr>
<tr>
<td>3. Fall-to-fall persistence</td>
<td></td>
<td></td>
<td>Action needed</td>
</tr>
<tr>
<td>4. Vocational course completion</td>
<td></td>
<td></td>
<td>Observing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Changed the trend in one data point)</td>
</tr>
<tr>
<td>5. Basic skills course completion</td>
<td></td>
<td></td>
<td>Observing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Big jump, exceeded the big environment—state and peer)</td>
</tr>
<tr>
<td>6. Basic skills course improvement</td>
<td></td>
<td></td>
<td>Observing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Slightly exceeded and stayed similar movement with the big environment)</td>
</tr>
<tr>
<td>7. ESL course improvement</td>
<td></td>
<td></td>
<td>Observing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Improving, but not yet exceeded the state)</td>
</tr>
</tbody>
</table>
“What gets us into trouble is not what we don’t know; it’s what we know for sure that just ain’t so” - Mark Twain
Questions