ARCC 2011 Report

Dr. Chialin Hsieh

Director of Planning, Research & Institutional Effectiveness

April 19, 2011
Theme

Why are we doing this report?
What do we believe?
What are our results?
- Who are our students?
- How are we doing?
- How are our peer groups doing?
- What are our strengths and challenges?
- What’s next?
Why are we doing this ARCC report?

Accountability Reporting for the Community Colleges

- As required by Assembly Bill 1417, 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/English as a Second Language
- intellectual and physical development and lifelong learning
- cultural enrichment
Who are our students?

CoM Annual Unduplicated Headcount

Who are our students?


CoM Full-Time Equivalent Students (FTES)

<table>
<thead>
<tr>
<th>Year</th>
<th># of FTES</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>
<tr>
<td>2009-10</td>
<td>5,461</td>
</tr>
</tbody>
</table>
Who are our students?

Age of CoM's Students at Enrollment

Who are our students?

Gender of CoM's Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Unknown</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>0.0%</td>
<td>40.7%</td>
<td>59.3%</td>
</tr>
<tr>
<td>2005-06</td>
<td>0.0%</td>
<td>41.5%</td>
<td>58.5%</td>
</tr>
<tr>
<td>2006-07</td>
<td>0.0%</td>
<td>41.2%</td>
<td>58.8%</td>
</tr>
<tr>
<td>2007-08</td>
<td>0.0%</td>
<td>40.4%</td>
<td>59.6%</td>
</tr>
<tr>
<td>2008-09</td>
<td>1.0%</td>
<td>40.6%</td>
<td>58.4%</td>
</tr>
<tr>
<td>2009-10</td>
<td>1.6%</td>
<td>41.2%</td>
<td>57.3%</td>
</tr>
</tbody>
</table>

### Ethnicity of CoM's Students

#### 2006-07
- **White Non-Hispanic**: 65.9%
- **Unknown/Non-Respondent**: 8.5%
- **Hispanic**: 11.7%
- **Pacific Islander**: 0.6%
- **Filipino**: 1.4%
- **Asian**: 7.0%
- **American Indian/Alaskan Native**: 0.4%
- **African American**: 4.5%

#### 2007-08
- **White Non-Hispanic**: 64.4%
- **Unknown/Non-Respondent**: 8.6%
- **Hispanic**: 12.4%
- **Pacific Islander**: 0.5%
- **Filipino**: 1.3%
- **Asian**: 7.6%
- **American Indian/Alaskan Native**: 0.5%
- **African American**: 4.7%

#### 2008-09
- **White Non-Hispanic**: 53.8%
- **Unknown/Non-Respondent**: 18.5%
- **Hispanic**: 14.5%
- **Pacific Islander**: 0.5%
- **Filipino**: 1.1%
- **Asian**: 6.7%
- **American Indian/Alaskan Native**: 0.4%
- **African American**: 4.4%

#### 2009-10
- **White Non-Hispanic**: 49.9%
- **Unknown/Non-Respondent**: 21.8%
- **Hispanic**: 15.1%
- **Pacific Islander**: 0.5%
- **Filipino**: 1.0%
- **Asian**: 5.5%
- **American Indian/Alaskan Native**: 0.3%
- **African American**: 4.4%

#### Additional Note
- **Two or More Races (only for 2009-10)**: 1.4%


Planning, Research & Institutional Effectiveness

4/19/2011
1. Student progress and achievement
2. Completed 30 or more units
3. Fall-to-fall persistence
4. Successful vocational course completion
5. Successful basic skills course completion
6. Basic skills course improvement
7. ESL course improvement
1. Student Progress & Achievement: 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>2007-08</td>
<td>59.1</td>
<td>55.4</td>
<td>51.8</td>
</tr>
<tr>
<td>2008-09</td>
<td>60.5</td>
<td>55.7</td>
<td>52.3</td>
</tr>
<tr>
<td>2009-10</td>
<td>55.6</td>
<td>56.8</td>
<td>53.6</td>
</tr>
</tbody>
</table>
2. Completed 30 or More Units

2. Completed 30 or More Units: 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>2007-08</td>
<td>73.7</td>
<td>70.4</td>
<td>72.8</td>
</tr>
<tr>
<td>2008-09</td>
<td>69.3</td>
<td>74.6</td>
<td>72.4</td>
</tr>
<tr>
<td>2009-10</td>
<td>73.2</td>
<td>74.8</td>
<td>71.2</td>
</tr>
</tbody>
</table>

Percentage of Students
3. Fall-to-Fall Persistence

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

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoM</td>
<td>63.8</td>
</tr>
<tr>
<td>Peer Group</td>
<td>71.3</td>
</tr>
<tr>
<td>State</td>
<td>69.2</td>
</tr>
</tbody>
</table>

- 2007-08
- 2008-09
- 2009-10
4. Successful Vocational Course Completion

4. Successful Vocational Course Completion:
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>2007-08</td>
<td>78.8</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>
<tr>
<td>2009-10</td>
<td>80.2</td>
<td>73.8</td>
<td>77.0</td>
</tr>
</tbody>
</table>
5. Successful Basic Skills Course Completion:

CoM, Peer Group, & State

- **CoM**
  - 2007-08: 62.1%
  - 2008-09: 71.2%
  - 2009-10: 68.1%

- **Peer Group**
  - 2007-08: 62.1%
  - 2008-09: 63.8%
  - 2009-10: 63.0%

- **State**
  - 2007-08: 60.5%
  - 2008-09: 61.5%
  - 2009-10: 61.4%
6. Basic Skills Course Improvement:
CoM, Peer Group, & State
7. ESL Course Improvement

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

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>CoM</th>
<th>Peer Group</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>51.4</td>
<td>29.1</td>
<td>50.1</td>
</tr>
<tr>
<td>2008-09</td>
<td>55.5</td>
<td>33.8</td>
<td>50.1</td>
</tr>
<tr>
<td>2009-10</td>
<td>45.2</td>
<td>43.0</td>
<td>54.6</td>
</tr>
</tbody>
</table>
## Conclusions

<table>
<thead>
<tr>
<th>Critical Indicators</th>
<th>College of Marin*</th>
<th>Compare with Peer Group</th>
<th>Compare with State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student progress &amp; achievement</td>
<td>😞</td>
<td>😞</td>
<td>😊</td>
</tr>
<tr>
<td>2. Completed 30 or more units</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>3. Fall-to-fall persistence</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>4. Vocational course completion</td>
<td>😞</td>
<td>😊</td>
<td>😊</td>
</tr>
<tr>
<td>5. Basic skills course completion</td>
<td>😞</td>
<td>😊</td>
<td>😊</td>
</tr>
<tr>
<td>6. Basic skills course improvement</td>
<td>😞</td>
<td>😊</td>
<td>😊</td>
</tr>
<tr>
<td>7. ESL course improvement</td>
<td>😞</td>
<td>😊</td>
<td>😞</td>
</tr>
</tbody>
</table>

*College of Marin: Smiling faces indicate areas for which CoM has higher scores this year than last year. Sad faces indicate areas for which CoM has lower scores this year than last year.*
What’s Next?

- Institutional dialogue about the results
- May 2011: “Divided We Fail” (related to SB 1143)
- June 2011: Possible Actions/Interventions
- More to come!