

COLLEGE OF

MARIN

Planning, Research & Institutional Effectiveness

ARCC 2010 Report
Accountability Reporting for the Community Colleges

DR. CHIALIN HSIEH
DIRECTOR OF PLANNING, RESEARCH &
INSTITUTIONAL EFFECTIVENESS

APRIL 20, 2010

Theme

2

- Why are we doing this report?
- What do we believe about our mission?
- What are our results?
 - Who are our students and employees?
 - How are we doing?
 - How are our peer groups doing?
 - What are our strengths and challenges?
 - Possible causes? Possible solutions?

Background

3

- **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?

4

- 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.

What do we believe?

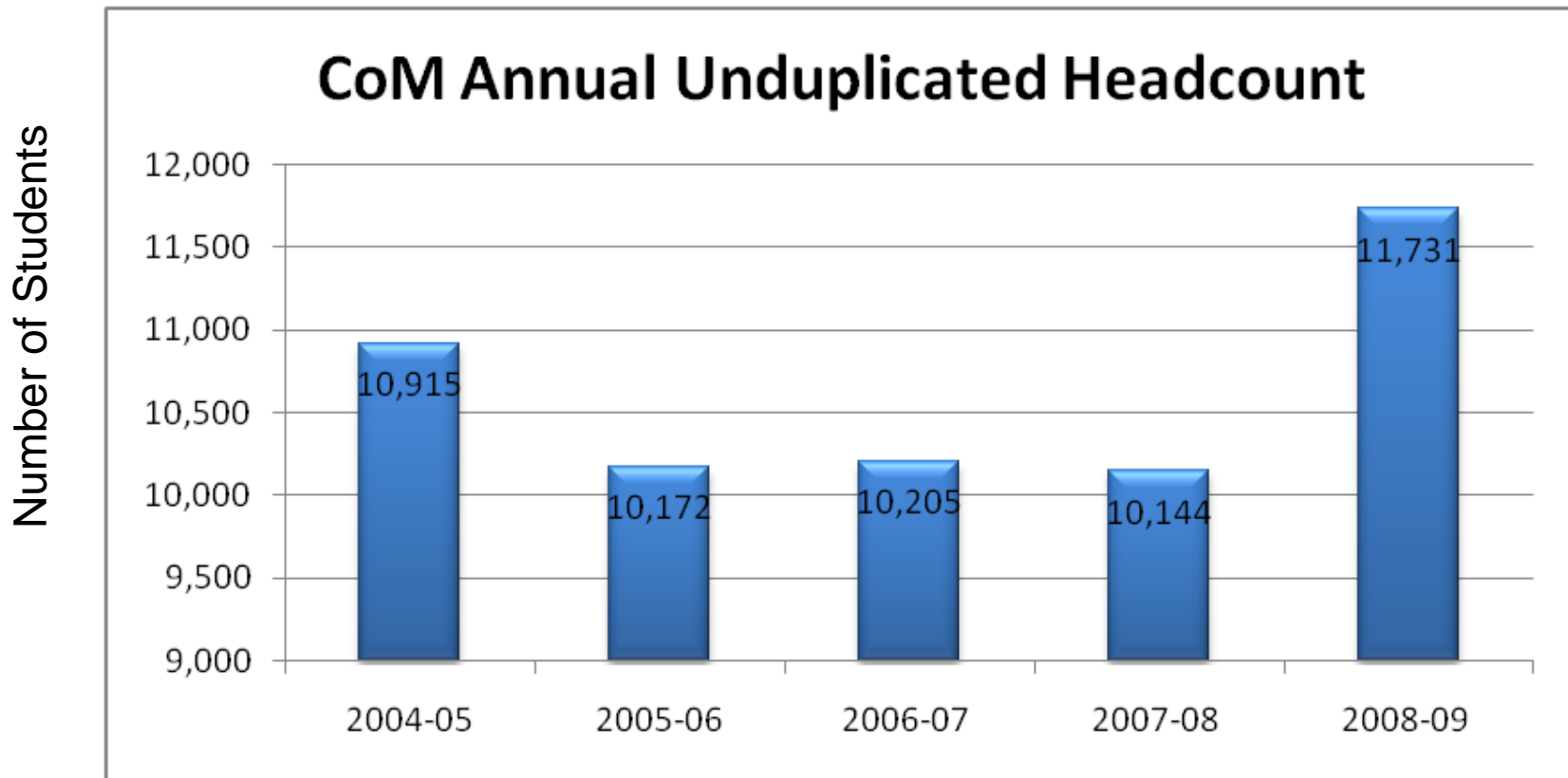
Mission

5

- 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?

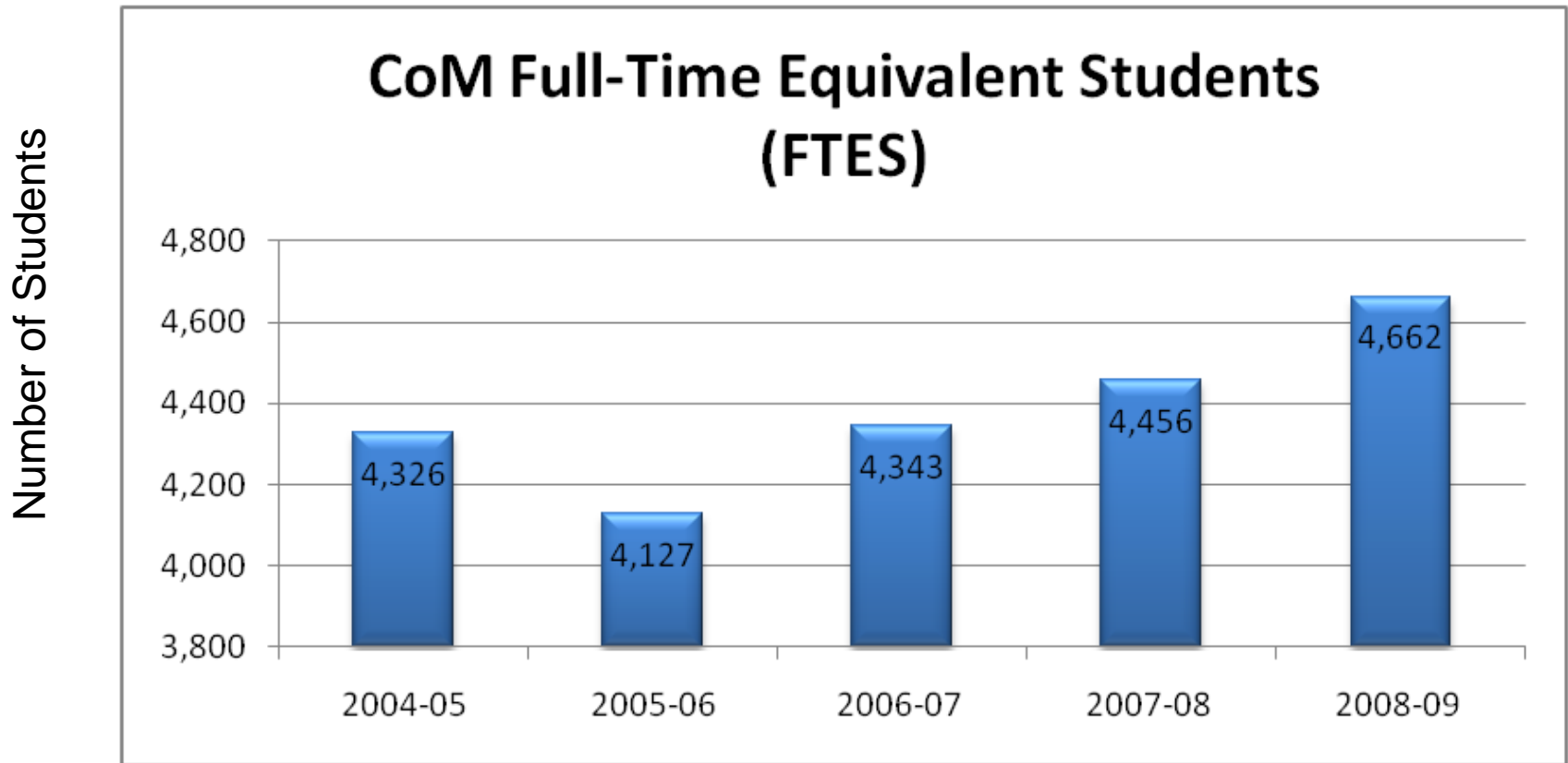
6



Data from ARCC 2010, 2009, & 2008

Who are we? Who are our students?

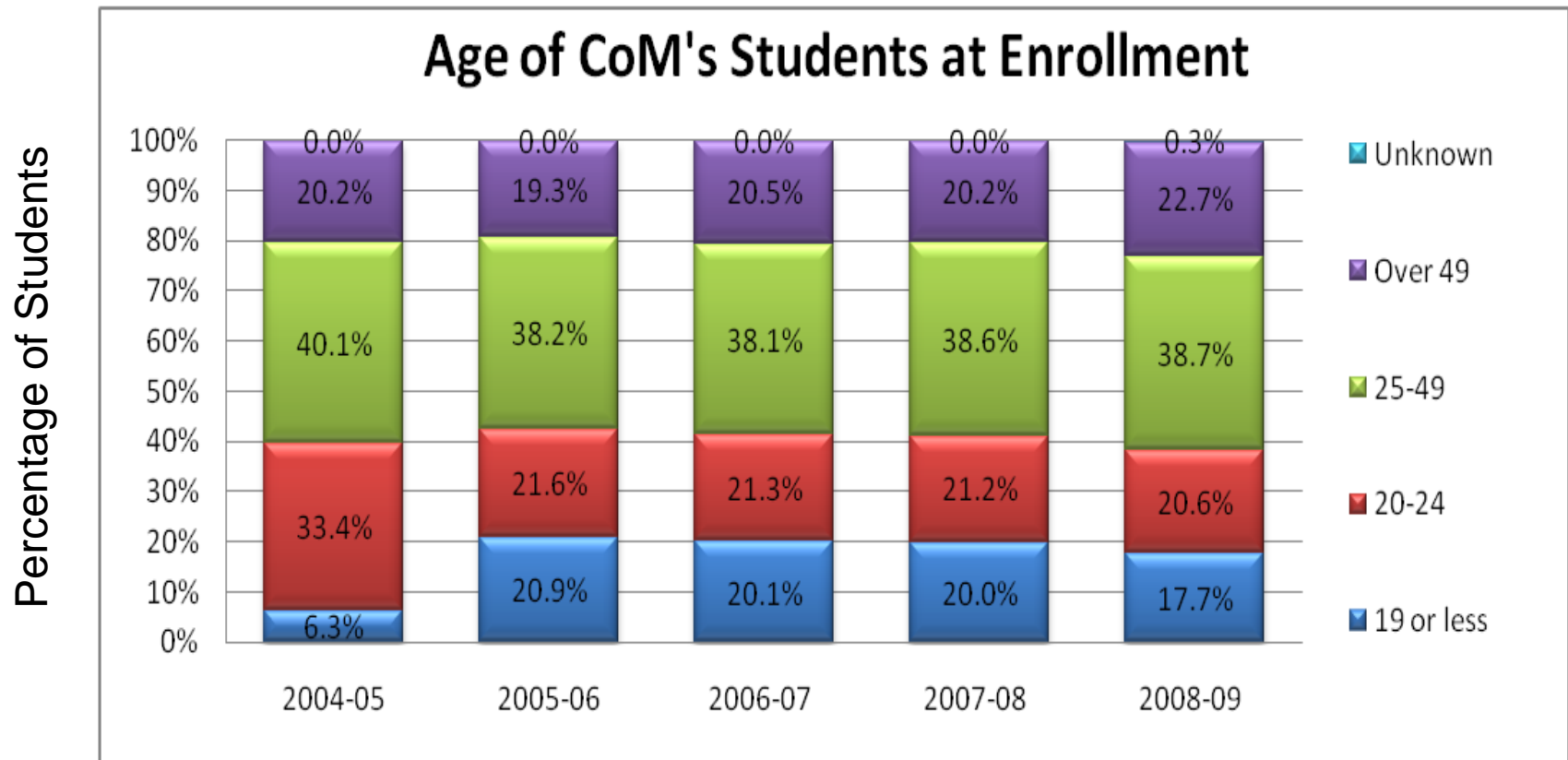
7



Data from ARCC 2010, 2009, & 2008

Who are we? Who are our students?

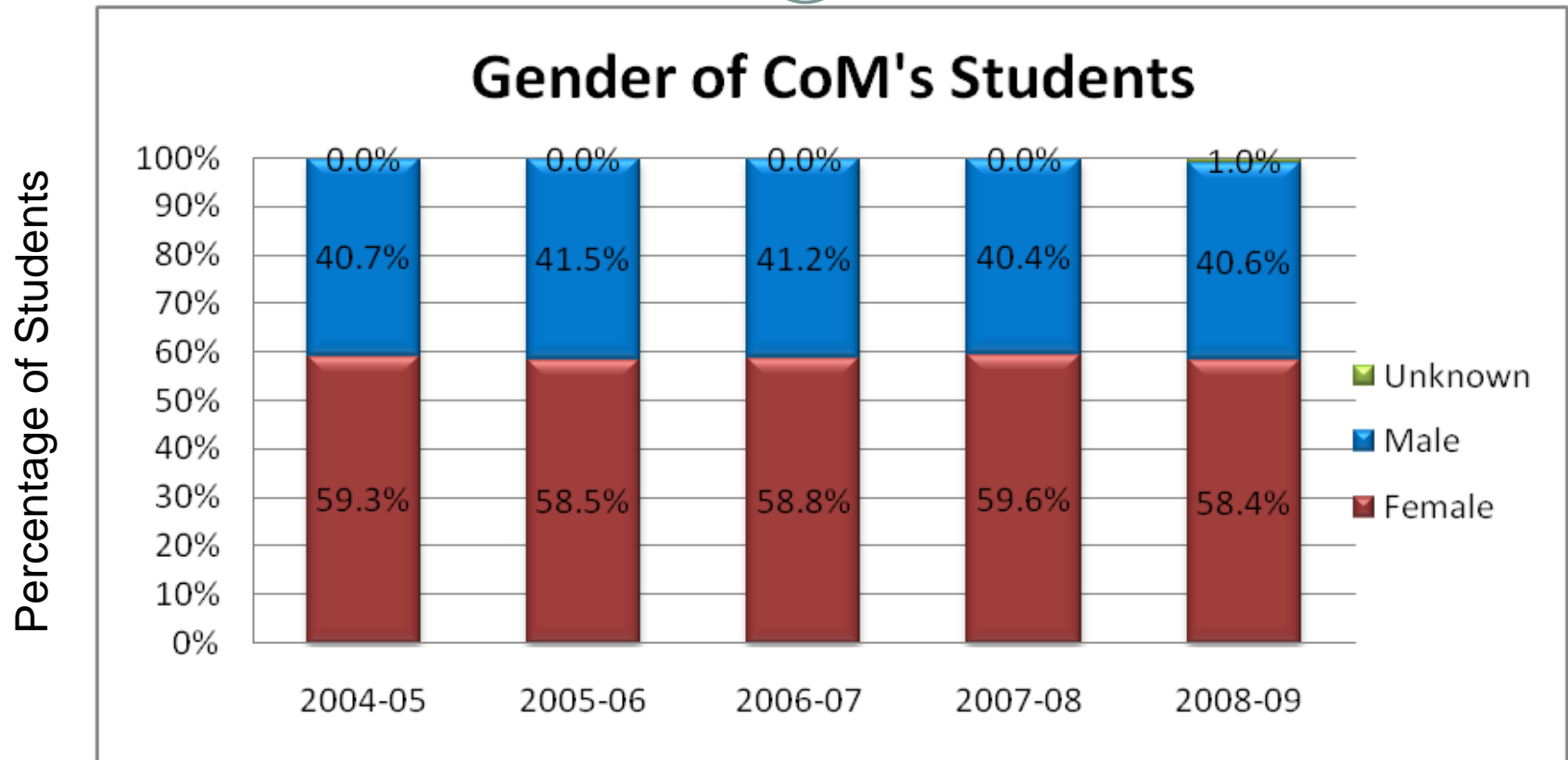
8



Data from ARCC 2010, 2009, & 2008

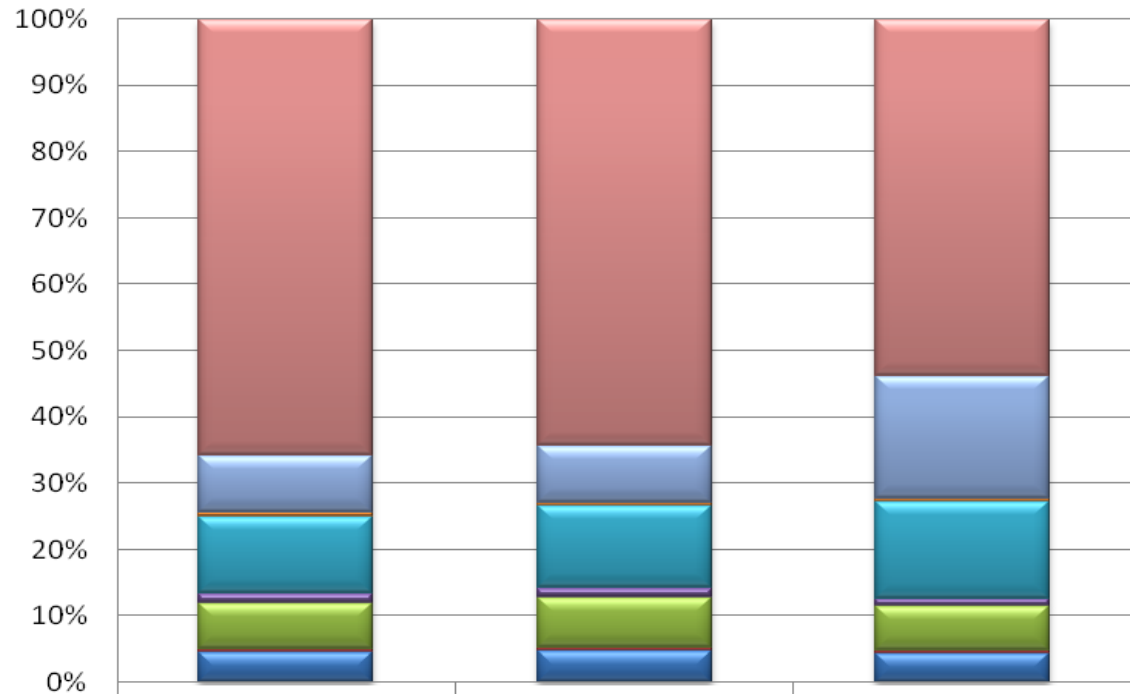
Who are we? Who are our students?

9



Data from ARCC 2010, 2009, & 2008

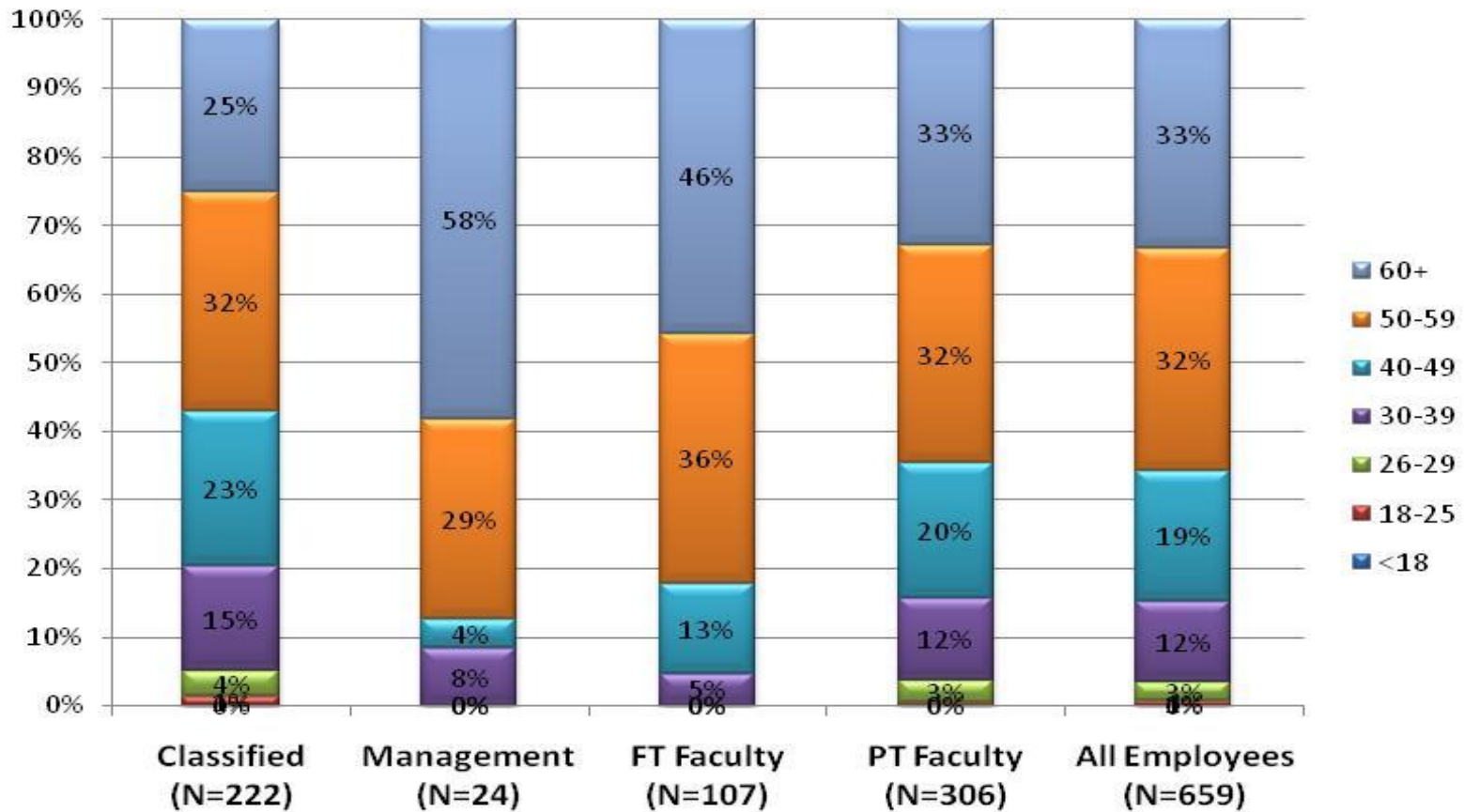
Ethnicity of CoM's Students



| | 2006-07 | 2007-08 | 2008-09 |
|--------------------------------|---------|---------|---------|
| White Non-Hispanic | 65.9% | 64.4% | 53.8% |
| Unknown/Non-Respondent | 8.5% | 8.6% | 18.5% |
| Pacific Islander | 0.6% | 0.5% | 0.5% |
| Hispanic | 11.7% | 12.4% | 14.5% |
| Filipino | 1.4% | 1.3% | 1.1% |
| Asian | 7.0% | 7.6% | 6.7% |
| American Indian/Alaskan Native | 0.4% | 0.5% | 0.4% |
| African American | 4.5% | 4.7% | 4.4% |

Who are we? Who are our employees?

Age Range of CoM Employees in 2010

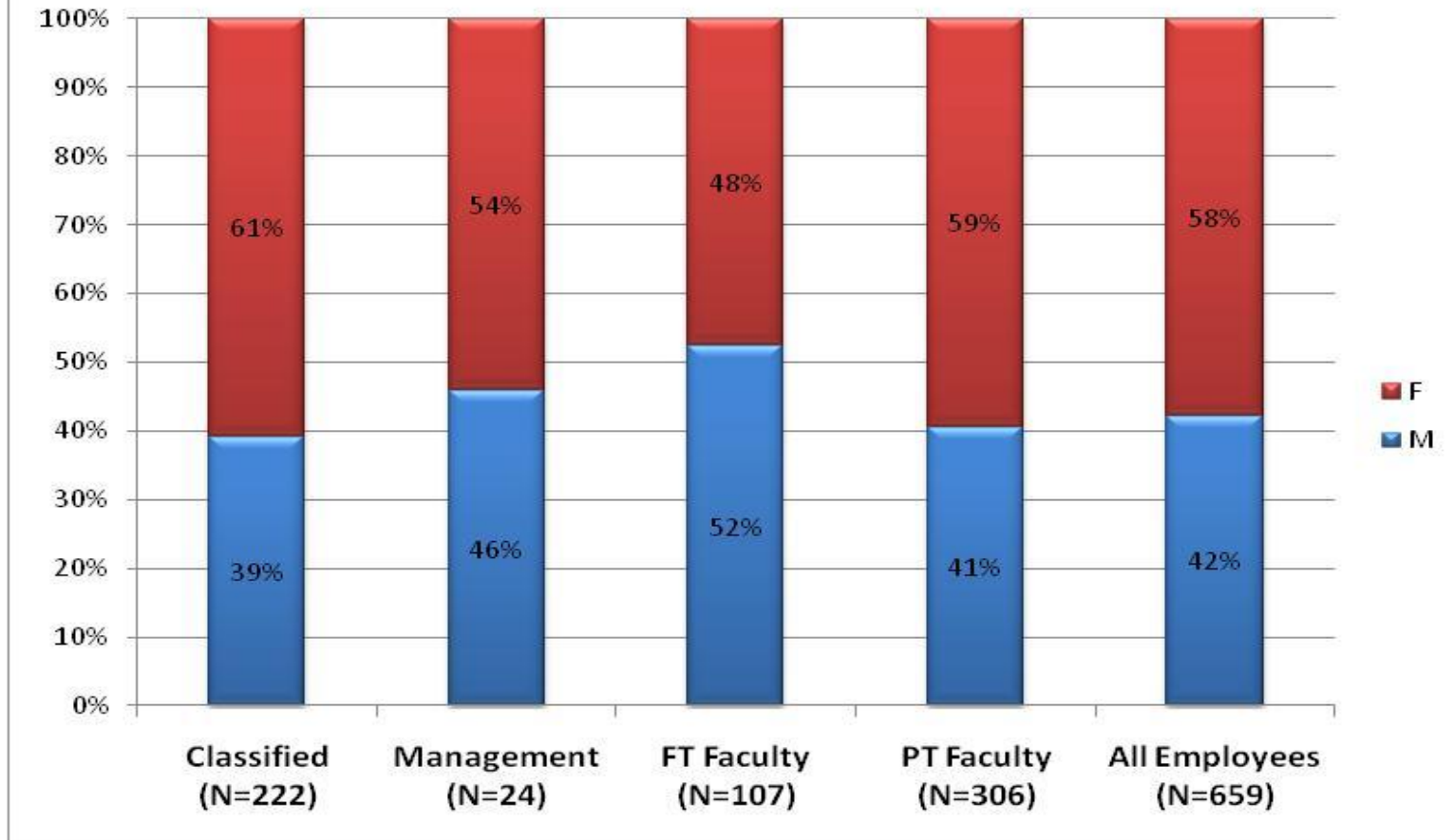


Data from HR, April 2010

Who are we? Who are our employees?

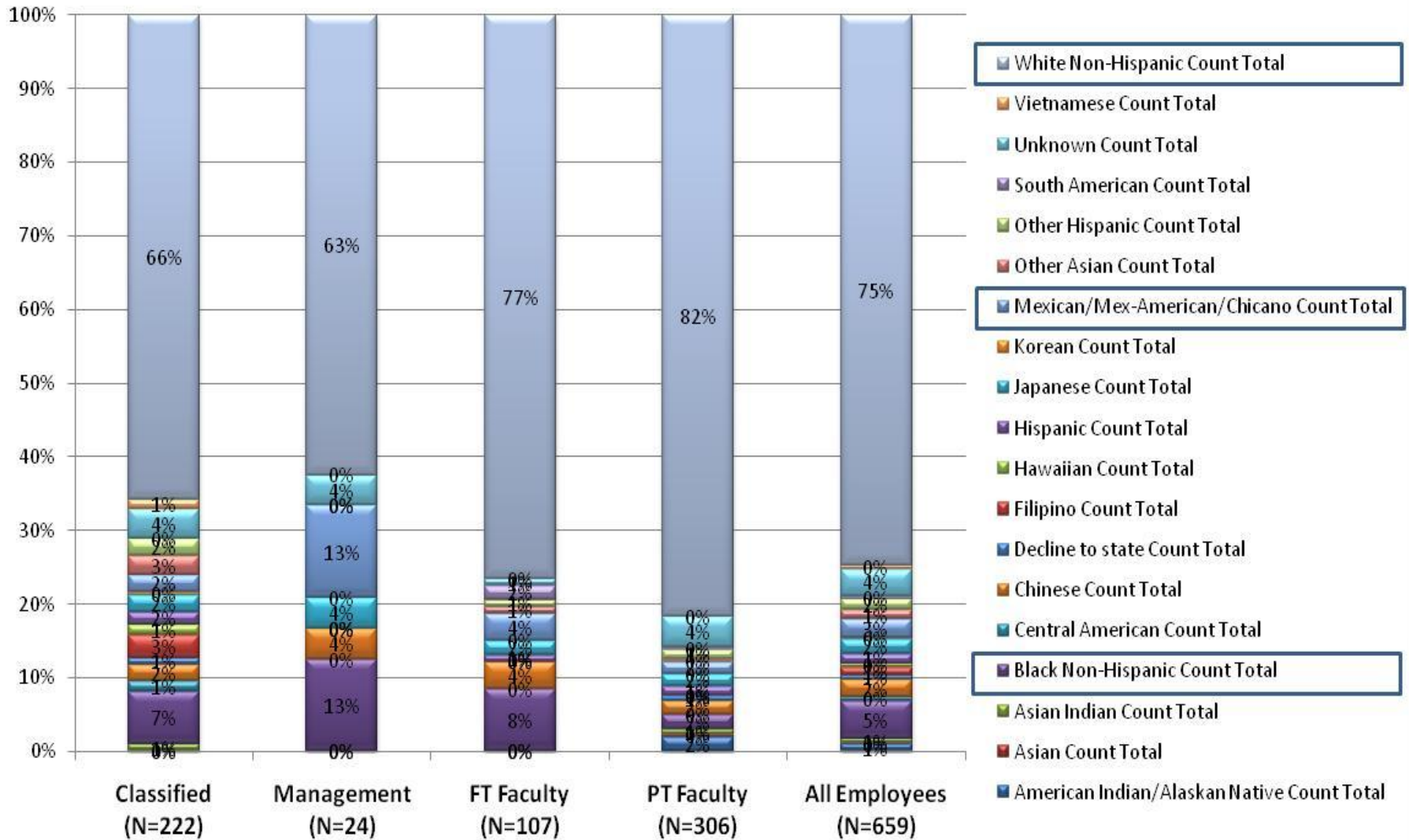
12

Gender of CoM Employees in 2010



Data from HR, April 2010

Ethnicity of CoM Employees in 2010



Data from HR, April 2010

Seven Critical Indicators

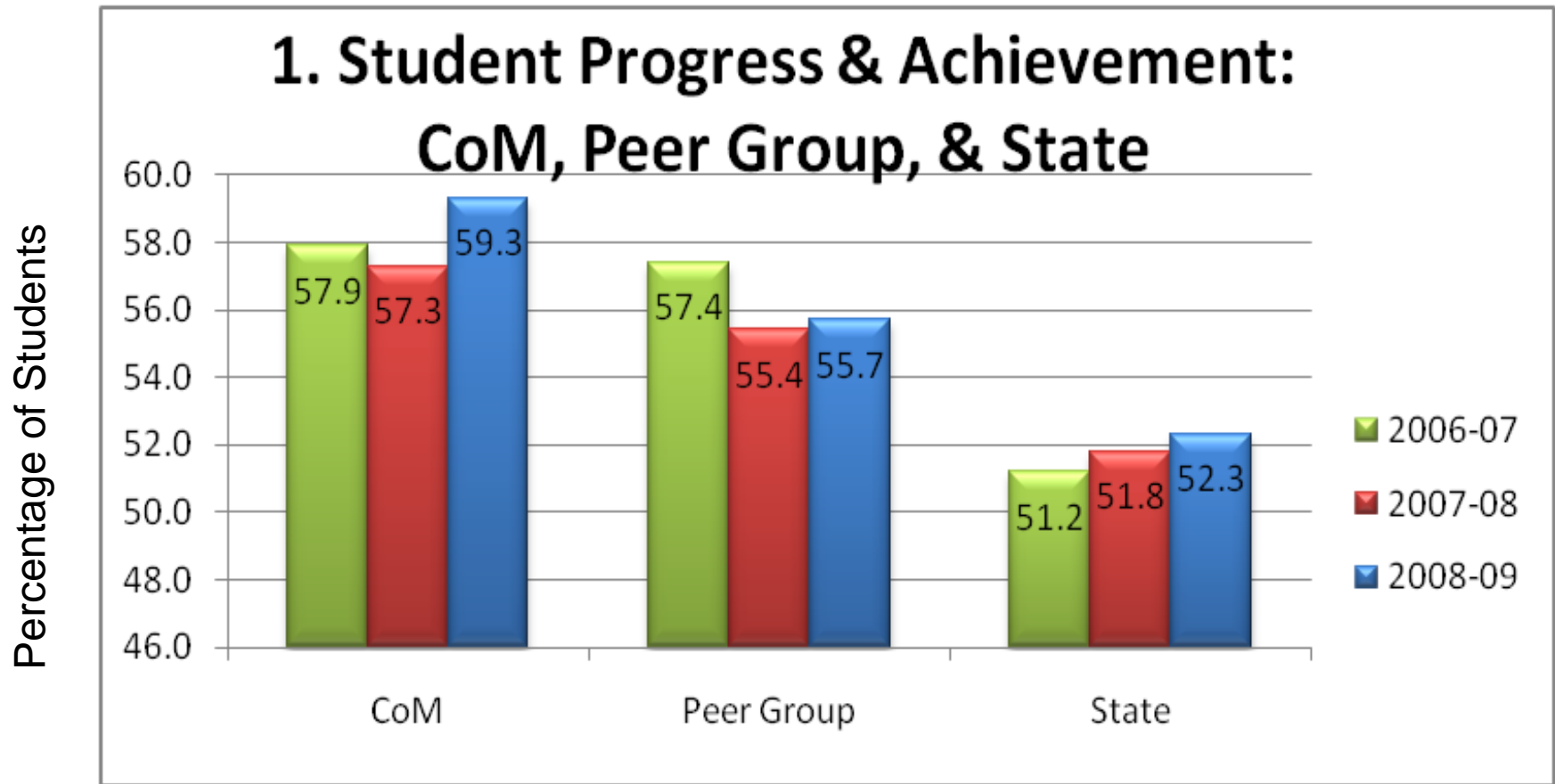
Data Source=ARCC 2010

14

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

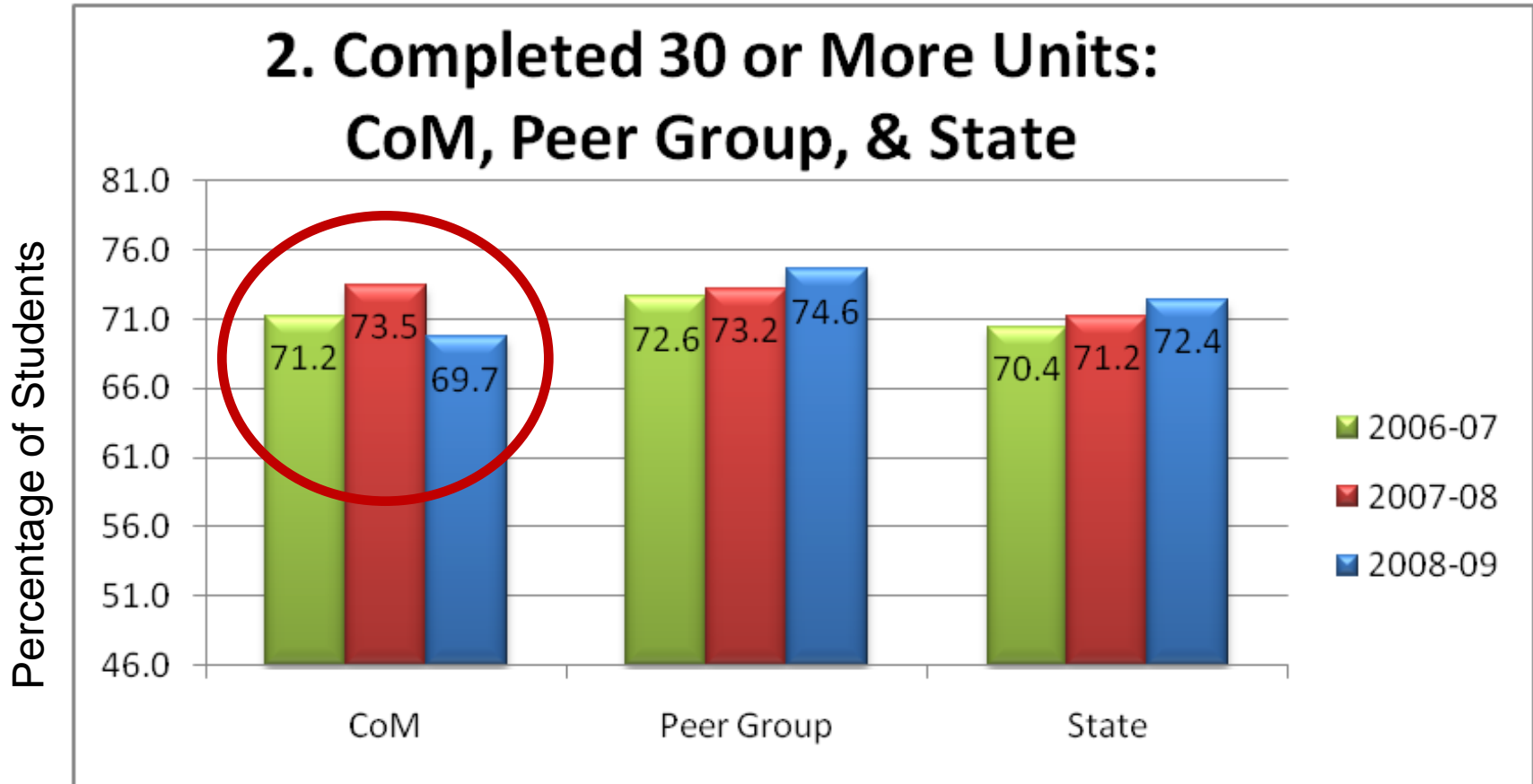
1. Student Progress and Achievement

15



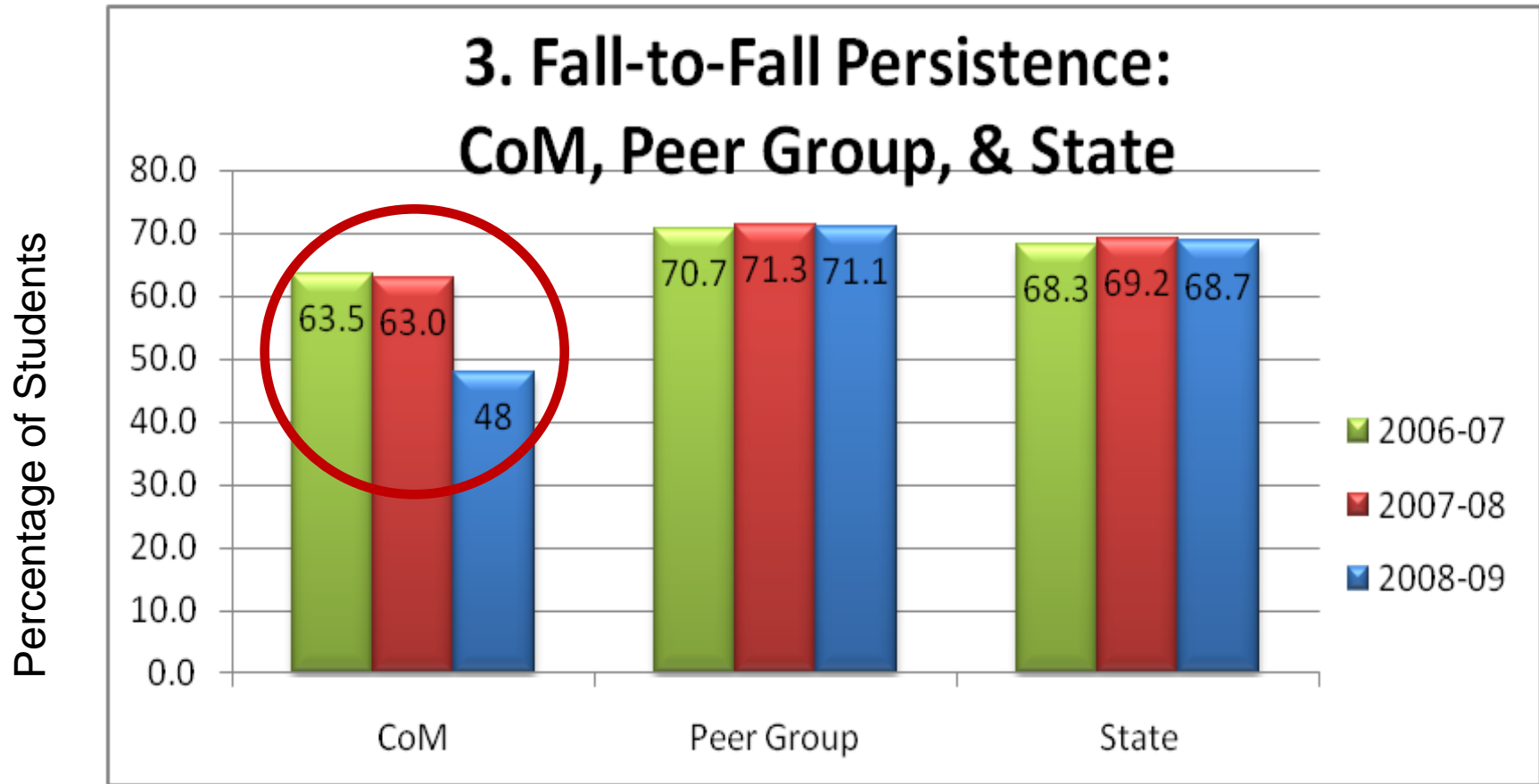
2. Completed 30 or More Units

16



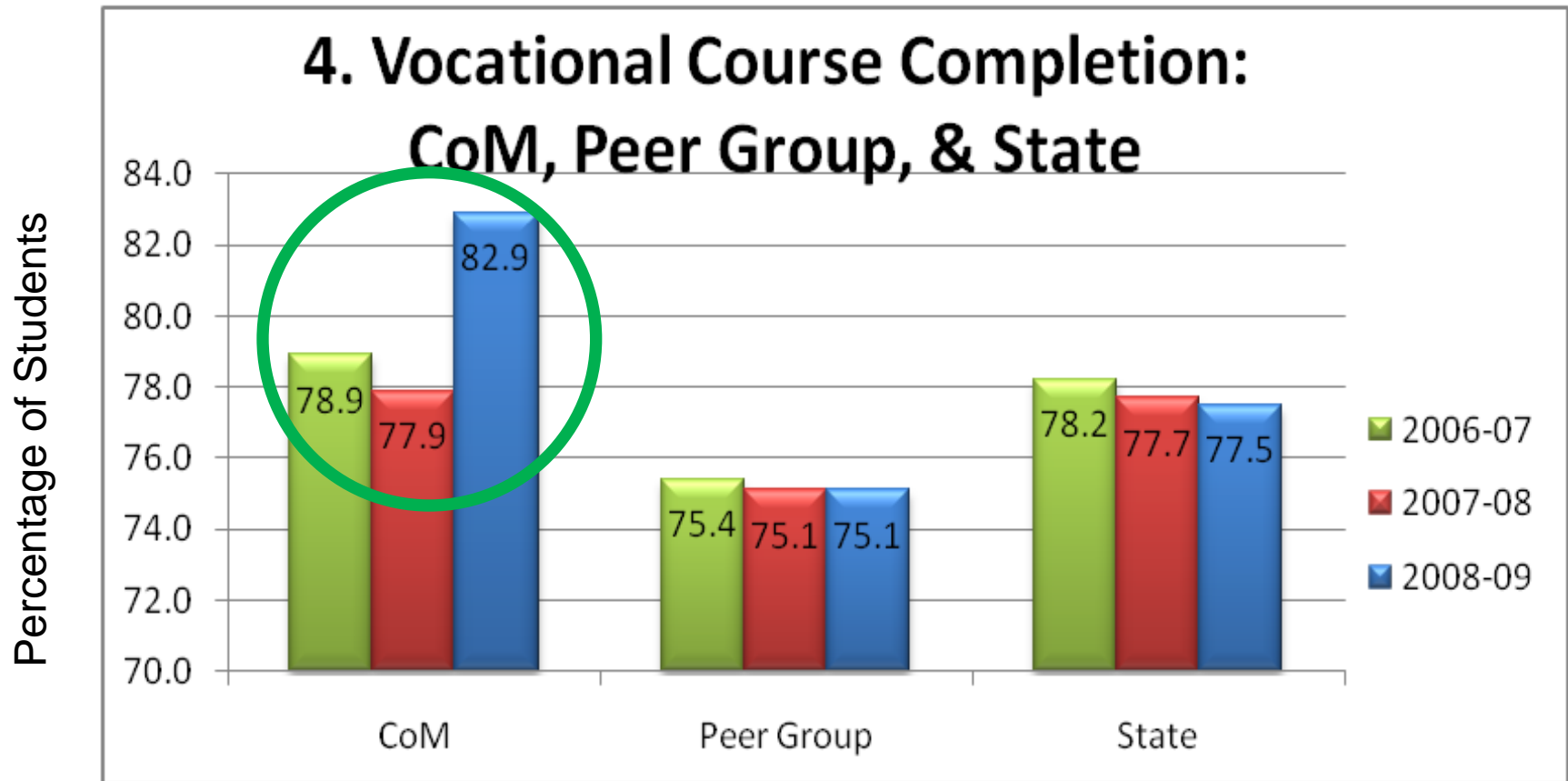
3. Fall-to-Fall Persistence

17



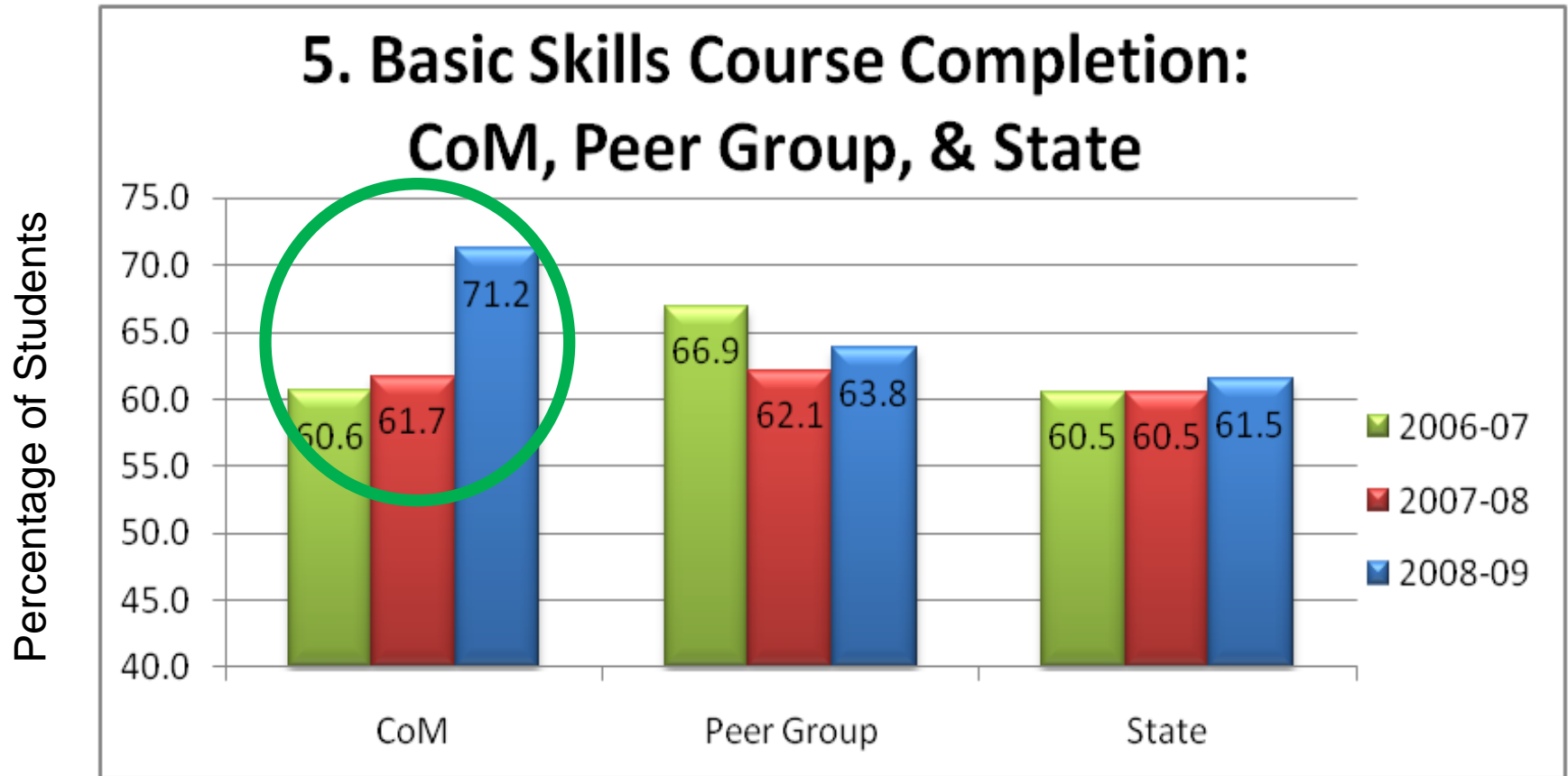
4. Vocational Course Completion

18



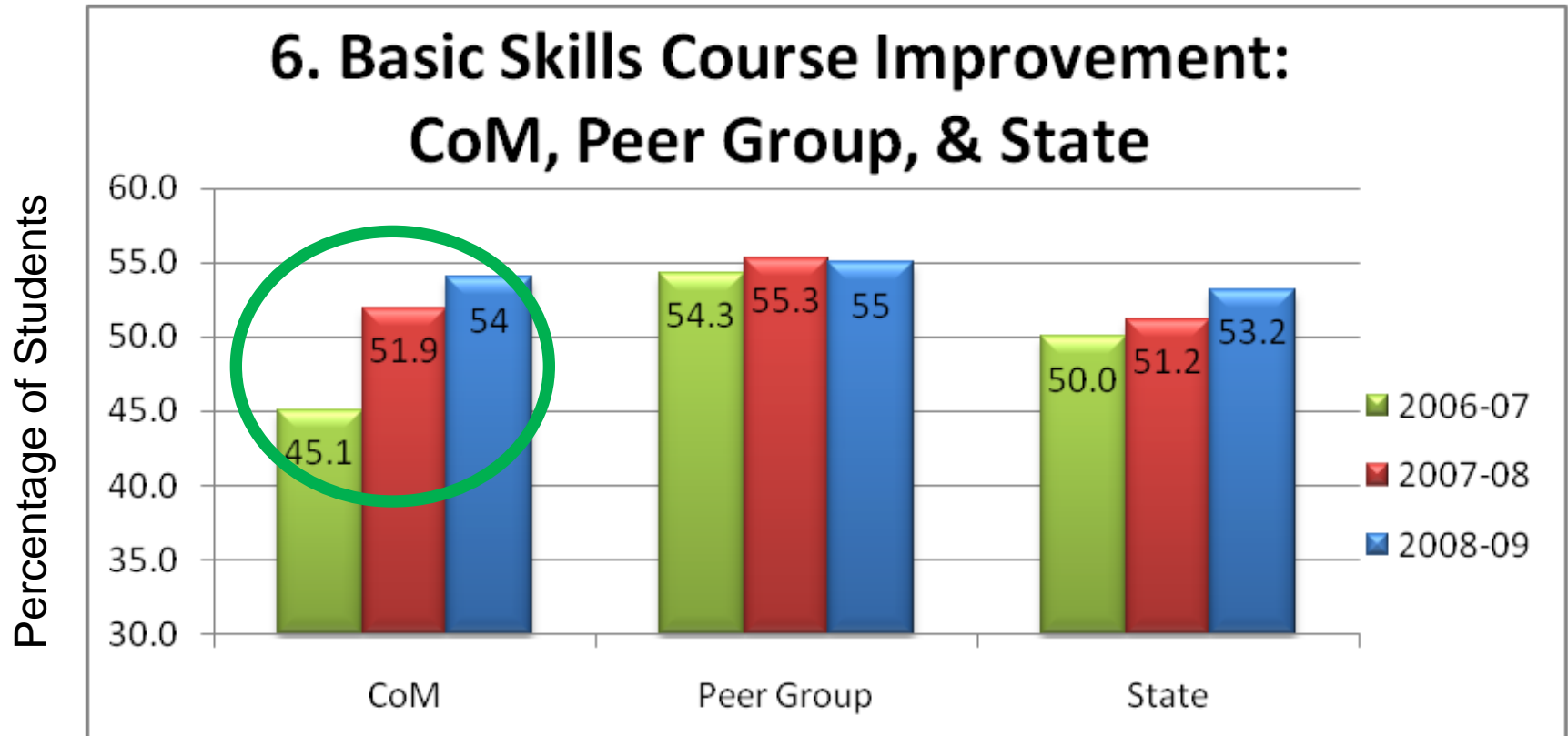
5. Basic Skills Course Completion

19



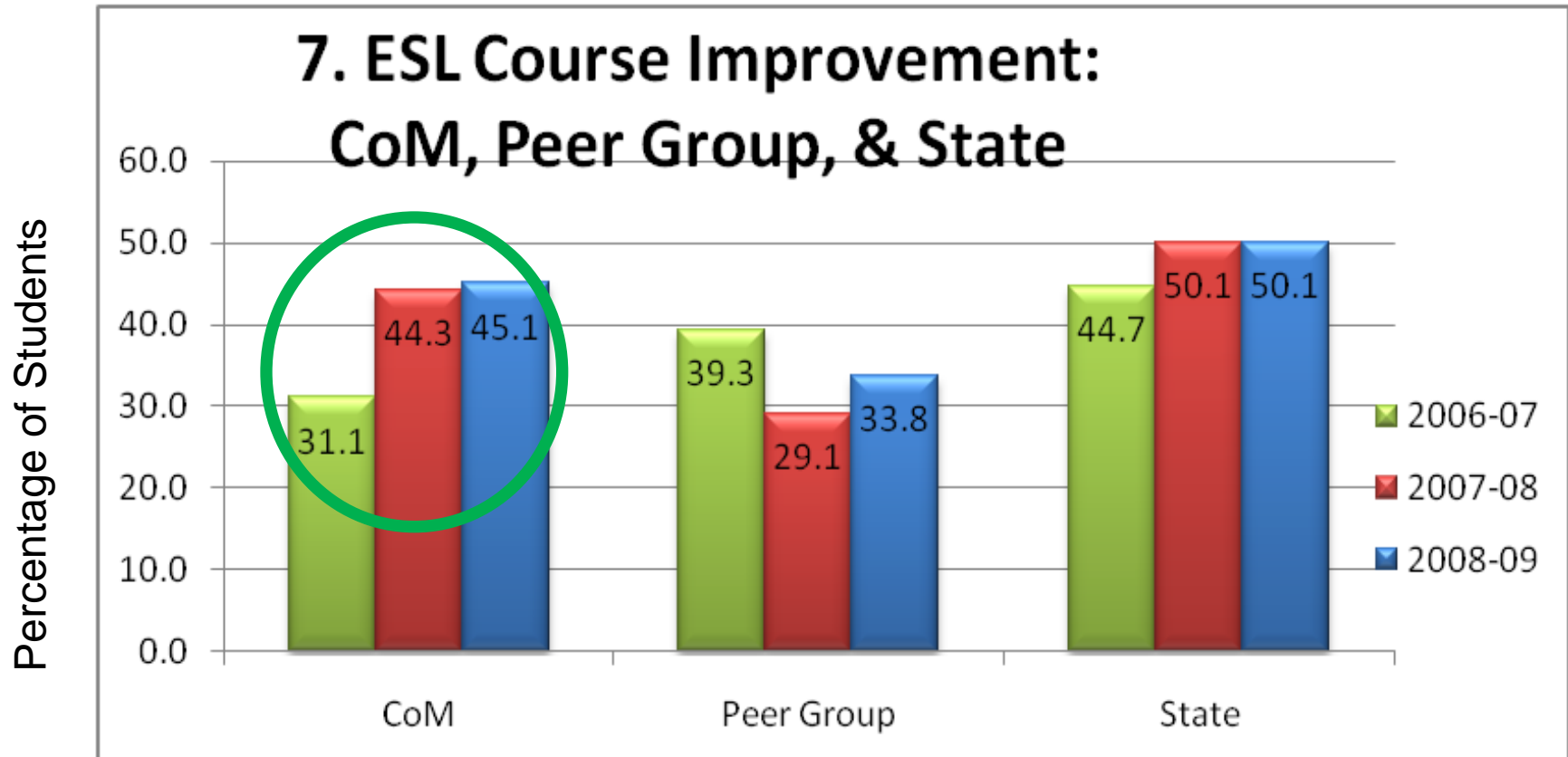
6. Basic Skills Course Improvement

20

















7. ESL Course Improvement

21



Conclusions

| Critical Indicators | College of Marin | Compare CoM with State | Action |
|------------------------------------|---|---|---|
| 1. Student progress & achievement |  |  | Observing (Exceeded the state, upward trend) |
| 2. Completed 30 or more units |  |  | Action needed |
| 3. Fall-to-fall persistence |  |  | Action needed |
| 4. Vocational course completion |  |  | Observing (Changed the trend in one data point) |
| 5. Basic skills course completion |  |  | Observing (Big jump, exceeded the big environment—state and peer) |
| 6. Basic skills course improvement |  |  | Observing (Slightly exceeded and stayed similar movement with the big environment) |
| 7. ESL course improvement |  |  | Observing (Improving, but not yet exceeded the state) |

“ 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

24