

Present the ARCC Report to the Board of Trustee.

COLLEGE OF  
**MARIN**  
Planning, Research & Institutional Effectiveness

## Theme

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- 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?

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## Why are we doing this ARCC report?

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### 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.

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## What do we believe?

### Mission

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- 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

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College of Marin’s commitment to educational excellence is rooted in our mission to provide excellent educational opportunities for all members of our diverse community by offering:

- preparation for transfer to four-year schools and universities;
- workforce education;
- basic skills improvement;
- intellectual and physical development and lifelong learning; and
- cultural enrichment.

The College of Marin is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability, which will instill environmental sensitivity in our students.

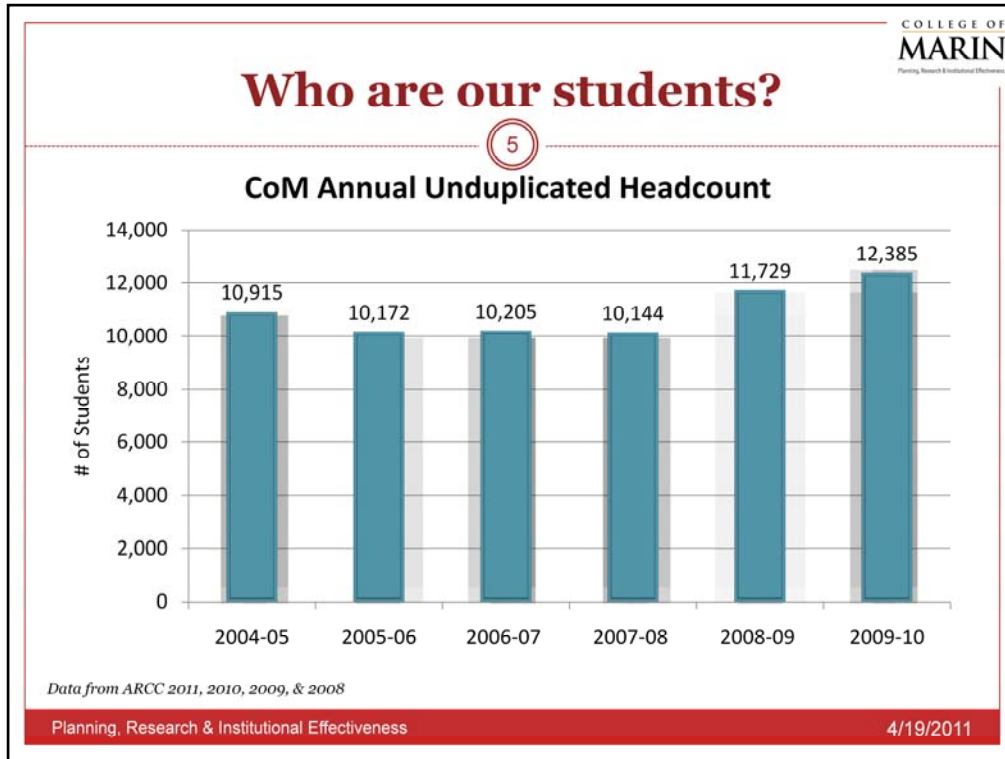
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The California Community College System is the largest higher education system in the nation.

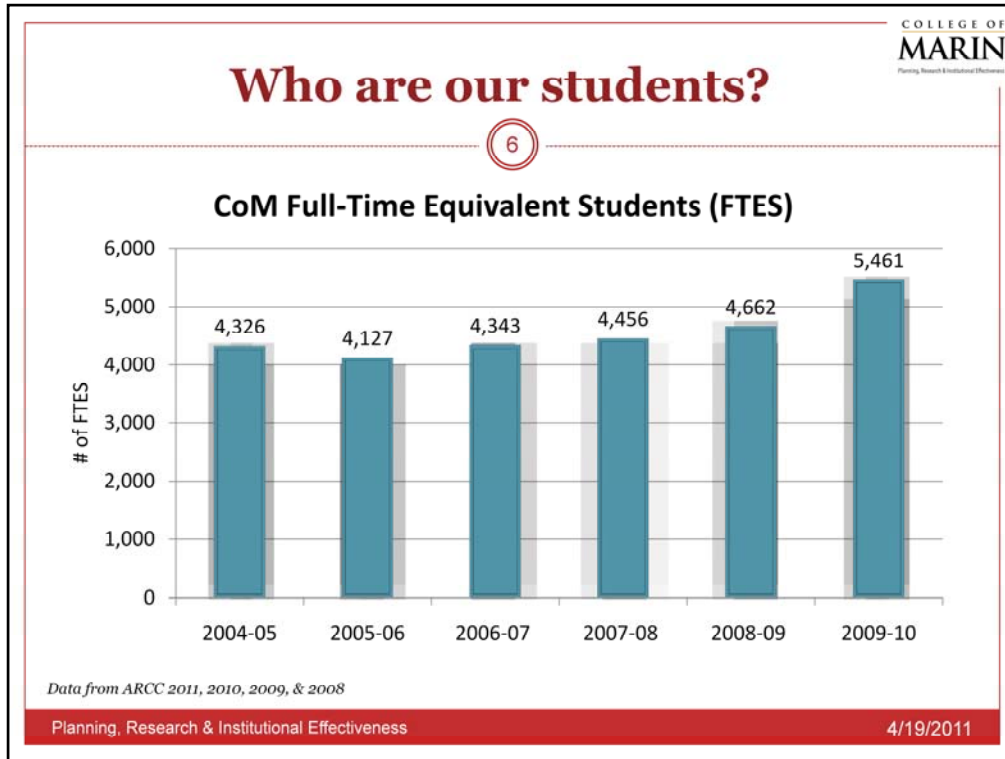
- Comprised of 72 districts
- Contains 112 colleges
- Enrolls more than 2.9 million students

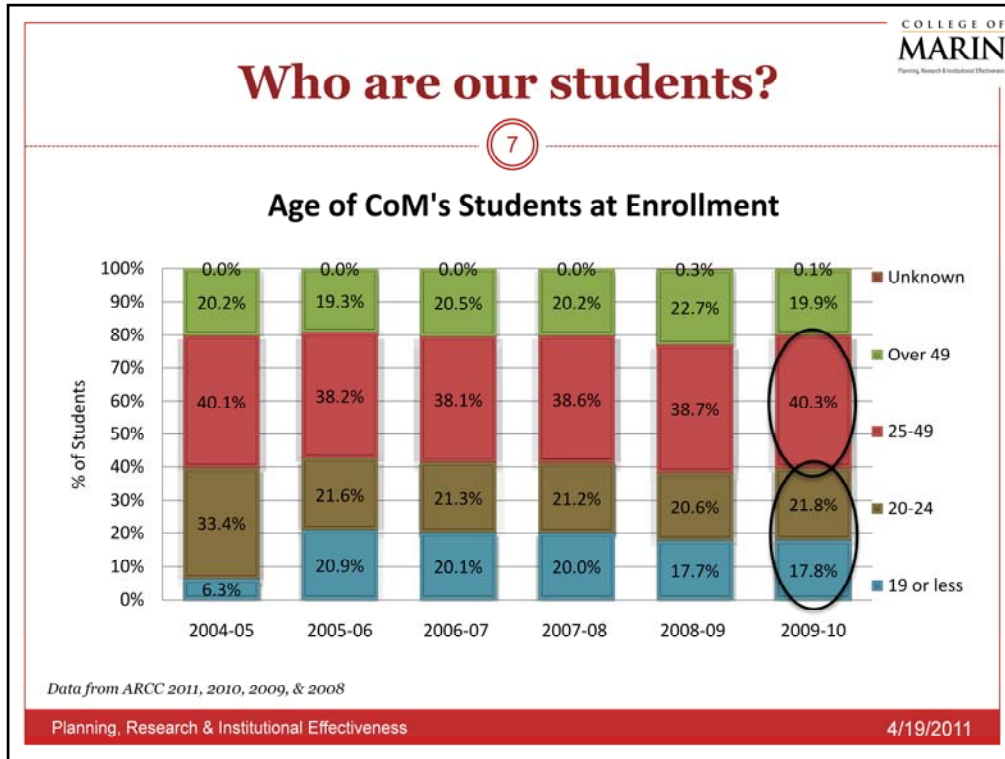
Community colleges provide:

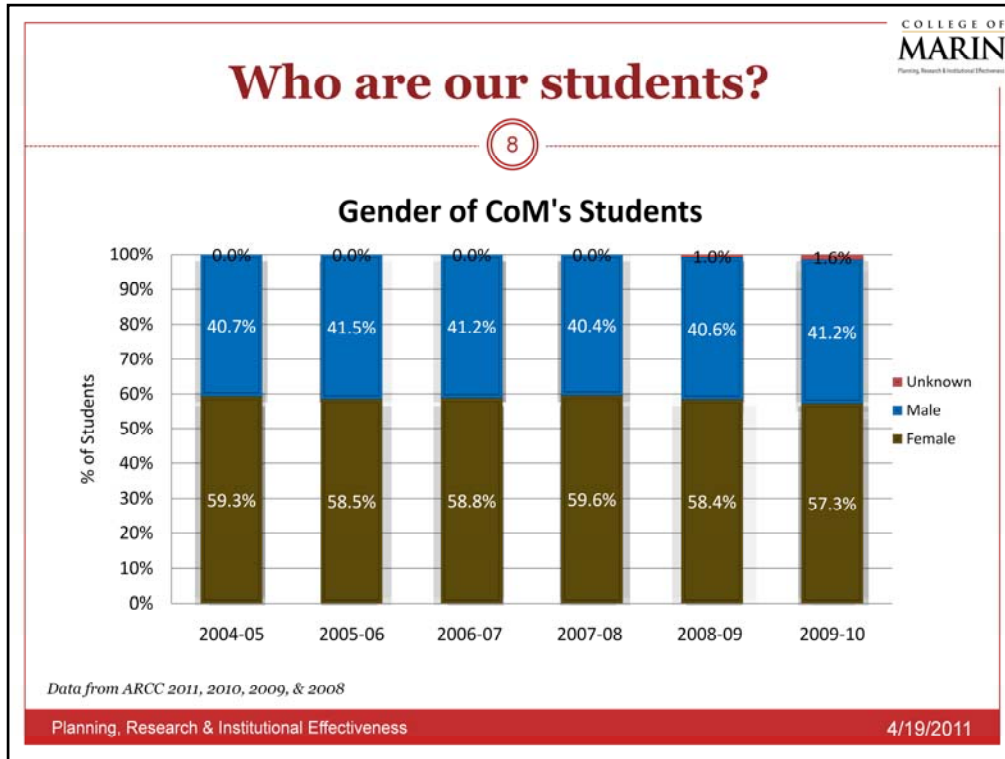
- Associate degrees and certificates shown to increase earnings and enable students to move forward in their professional development
  - Transfer education to public and private colleges and universities
  - Basic skills and English language proficiency for increasing numbers of students
  - Economic and workforce development to meet the ever-increasing demands of career-oriented young people, adult learners and incumbent workers
  - Lifelong learning and educational opportunities for all Californians
- Source: CCC Strategic Plan (2006)*

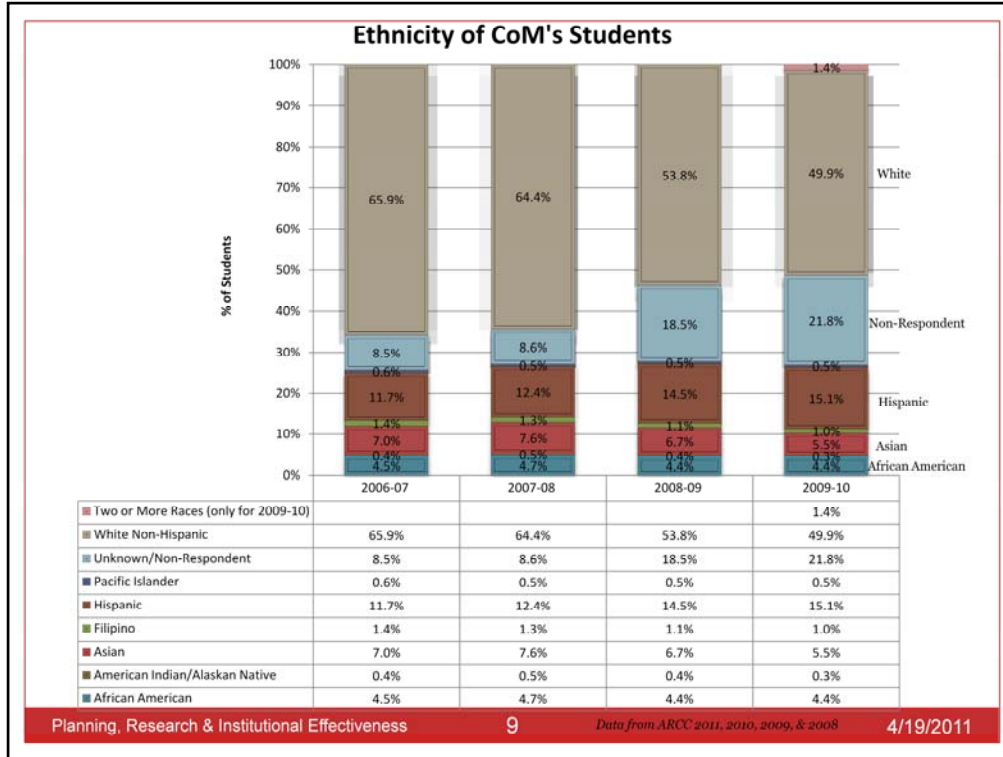


Annual unduplicated headcount is based on students actively enrolled in Summer, Fall and/or Spring terms. This headcount includes both credit and noncredit students. A student enrolled in multiple terms was counted only once for the year.









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## **ARCC Seven Critical Indicators**

**Data Source=ARCC 2011**

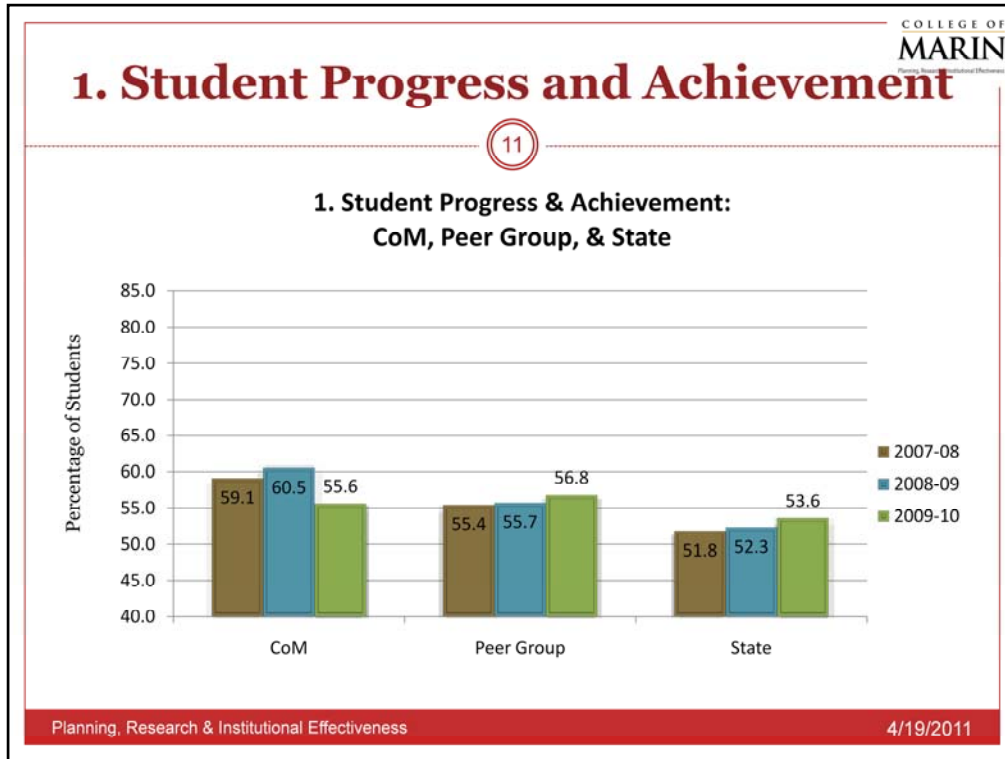
10

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

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7 critical indicators



% of cohort of **first-time students** (defined as a student who took a credit course in the CCC system for the first time) with minimum of **12 units** earned who showed intent to complete a degree/certificate/transfer courses within **6 years** and who **achieved any of the following outcomes within 6 years of entry**:

- (a) **Transferred** to a 4-year college;
- (b) Earned an **AA/AS**;
- (c) Earned a **Certificate** (18 units or more);
- (d) Achieved **“Transfer directed”** (student successfully completed both transfer-level Math and English courses) status; or
- (e) Achieved **“Transfer prepared”** (student successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$ ) status

2009-10 data is the cohort of 2004-05.

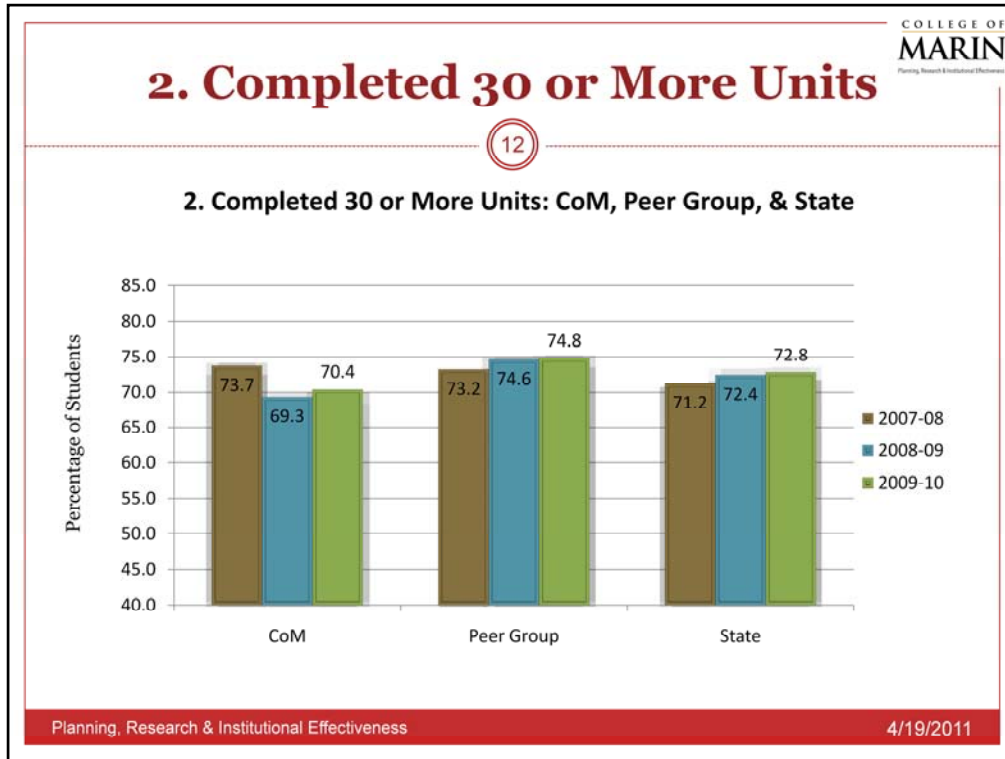
Cohort of 2001-02 is in the data year of 2006-07

Cohort of 2002-03 is in the data year of 2007-08

Cohort of 2003-04 is in the data year of 2008-09

Cohort of 2004-05 is in the data year of 2009-10

307/556



% of cohort of **first-time students** (defined as a student who took a credit course in the CCC system for the first time) with minimum of **12 units** earned who showed intent to complete a degree/certificate/transfer courses within **6 years** of entry earned **at least 30 units** while in the CCC system.

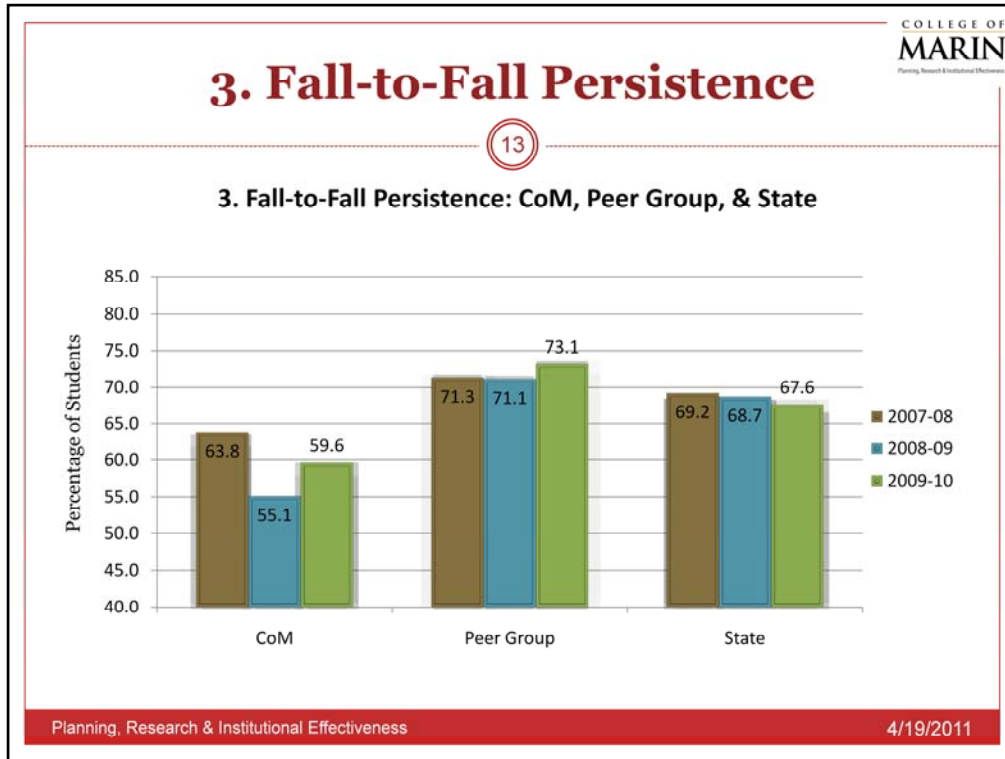
Cohort of 2001-02 is in the data year of 2006-07

Cohort of 2002-03 is in the data year of 2007-08

Cohort of 2003-04 is in the data year of 2008-09

Cohort of 2004-05 is in the data year of 2009-10

393/556



% of cohort of **first time students** (a student who took a credit course in the CCC system for the first time) within minimum of **6 units earned in their first Fall term** in the CCC who return and enroll in the subsequent Fall term anywhere in the system.

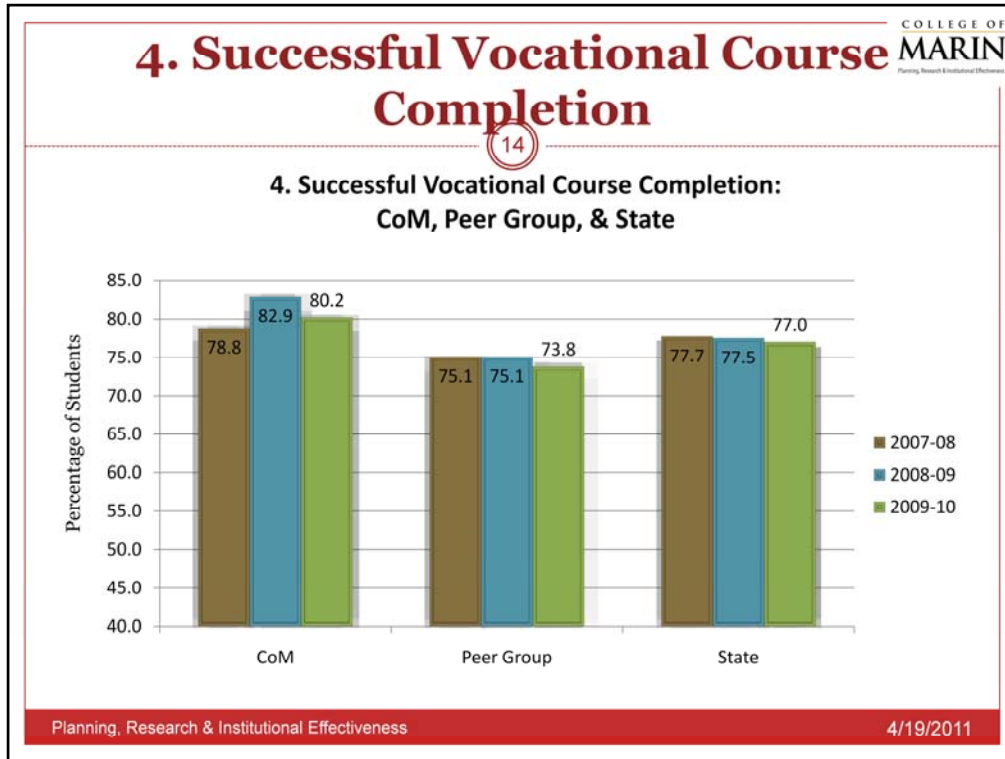
Cohort of 2001-02 is in the data year of 2006-07

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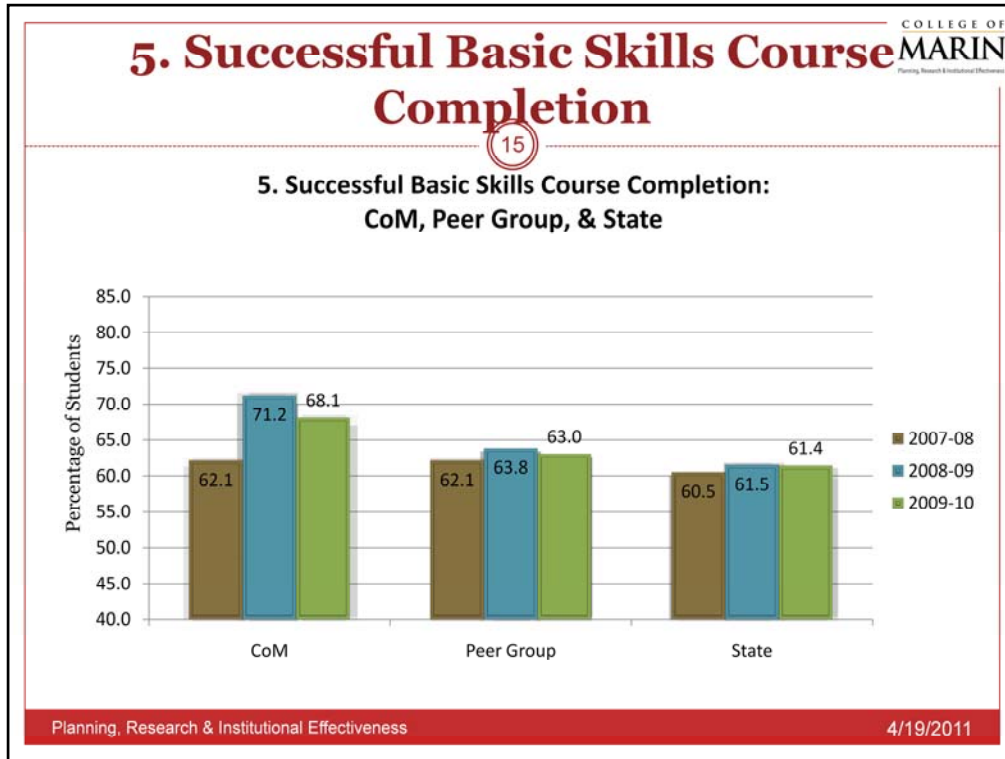
Cohort of 2003-04 is in the data year of 2008-09

Cohort of 2004-05 is in the data year of 2009-10

458



The cohorts for vocational course completion rate consisted of students enrolled in credit vocational courses in the academic years. Successful course completion was defined as having been retained to the end of the term with a final course grade of C or higher or pass.



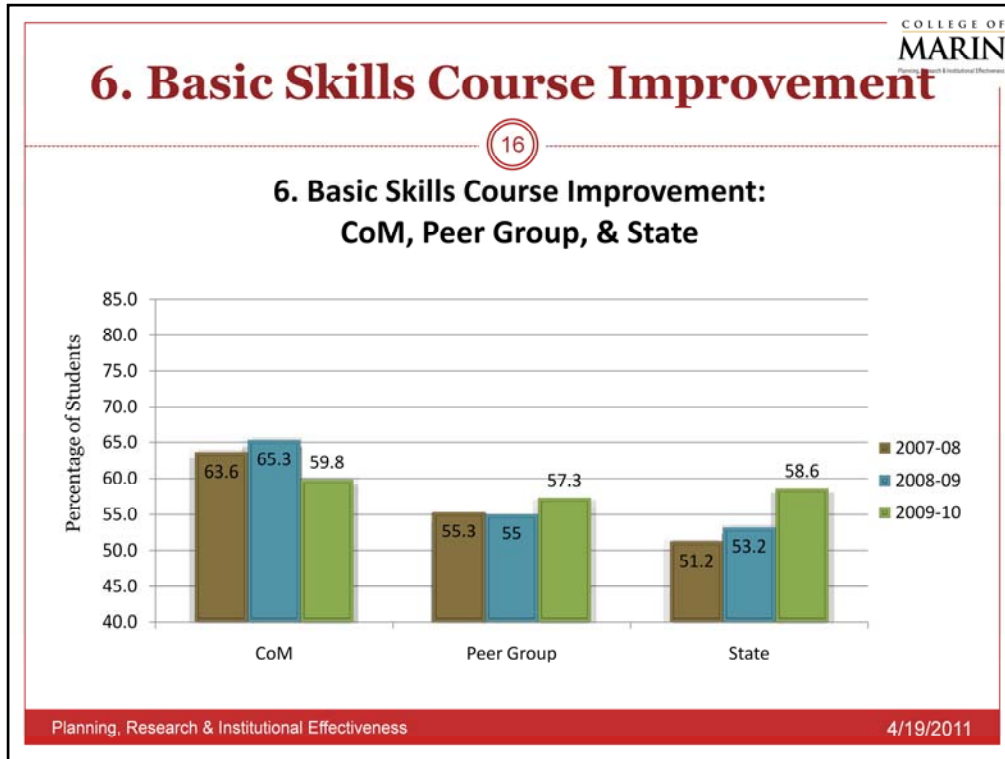
The cohorts for basic skills course completion rate consisted of students enrolled in credit basic skills courses (Reading, Writing, or Math) in the academic years. Basic skills courses were those having a course designation of B in CB08 (Basic skills courses). Success was defined as having been retained to the end of the term with a final course grade of C or higher or Pass.

**Placement Test:**

**287 out of 2546 students (11.3%) placed into Math 104, 105, 109, 110, 114, 115 or higher. (College level Math). 89% placed in below college level math.**

**602 out of 2322 students (25.9%) placed into English 150 or higher. (College level English). 74% of students who took the placement tests placed in below college level English.**

1633/2398



The cohorts for basic skills course completion rate consisted of students enrolled in credit basic skills courses (Reading, Writing, or Math) in the academic years. Basic skills courses were those having a course designation of B in CB08 (Basic skills courses). Success was defined as having been retained to the end of the term with a final course grade of C or higher or Pass.

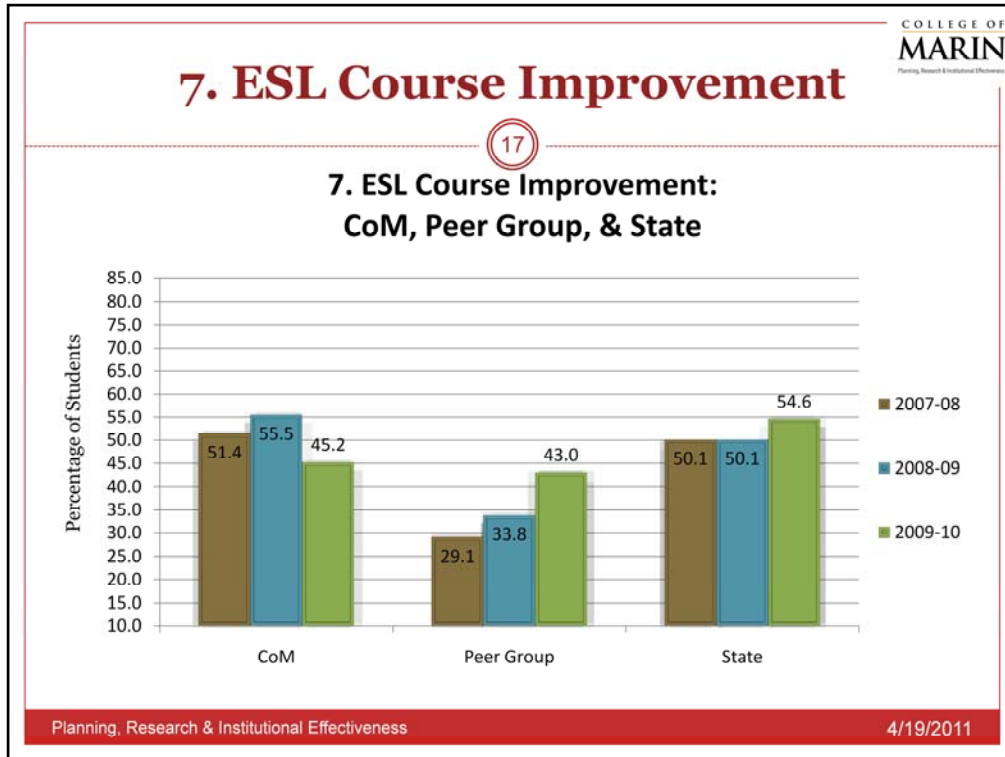
Students who successfully completed the initial basic skills course were followed across **3 academic years**. Students successfully **completed a higher-level course in the same discipline within 3 academic years** of completing the first basic skills course.

COM Basic Skills Courses:

Math 85,95,101,103

English 62, 92, 98, 120 (English and Writing)

196/341



The cohorts for ESL course completion rate consisted of students enrolled in credit ESL courses (Reading, Writing, Speaking, and Listening) in the academic years. ESL courses were those having a course designation of CB21 (ESL courses). Success was defined as having been retained to the end of the term with a final course grade of C or higher or Pass.

Students who successfully completed the initial ESL course were followed across 3 academic years. Students successfully **completed a higher-level ESL course** in the same discipline (Reading, Writing, Speaking, and Listening, or integrated ESL) or transfer level English course **within 3 academic years** of completing the first ESL course.

143/330

<b>Conclusions</b>			
<b>Critical Indicators</b>	<b>College of Marin*</b>	<b>Compare with Peer Group</b>	<b>Compare with State</b>
1. Student progress & 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			

\* College of Marin: smiling face standards for CoM has higher score in this year than last year. Sad face standards for CoM has lower score in this year than last year.

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College of Marin: Comparing with COM, if this year COM is better than last year, there is a smiling face for that indicator; if this year COM has lower score (percentage) than last year, there is a sad face for that indicator.

Compare with peer group: if COM is better than the peer group, smiling face. If COM is low than the peer group, sad face

Compare with state: if COM is better than the state, smiling face. If COM is lower than the state, sad face.

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## What's Next?

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

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