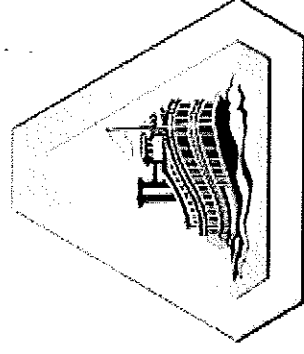


# **Accountability Report, 2011 Report on Transfers by Ethnicity**

San Joaquin Delta College Board of Trustees Meeting

April 5, 2011

Matt Wetstein, Dean of Planning, Research & Institutional Effectiveness



# Background

- **Accountability Report for the Community Colleges (ARCC) Background**
  - Performance indicators for each of the California Community Colleges and the system as a whole
  - Report used annually by the system office, LAO, Legislature
- **Authorizing Legislation**
  - AB 1417 (2004) performance framework

# Background

- Purpose of the ARCC Report
  - To inform policy makers, local college officials, elected boards, and the public about college and system-wide performance related to state educational objectives
  - To provide some indication of performance relative to peer institutions

# ARCC Performance Indicators

Measure	2007-08	2008-09	2009-10
Number of Students	30,111	30,433	27,955
FTES	17,011	17,740	16,953
Age 19 or less	31%	32%	32%
Age 20-24	29%	30%	31%
Age 25-49	34%	33%	31%
Age 50 +	6%	5%	5%
Female	58%	57%	57%
Male	41%	41%	42%

# ARCC Performance Indicators

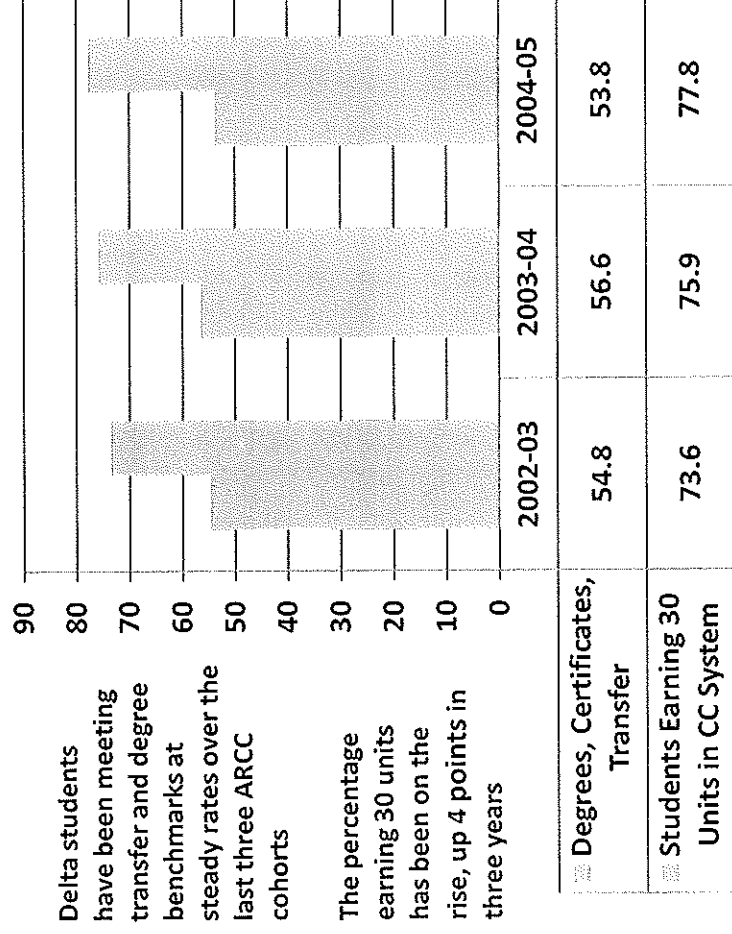
Student Group	2007-08	2008-09	2009-10
African American	11%	11%	11%
American Indian/Alaskan	1%	2%	1%
Asian/Pacific Islander	13%	14%	14%
Filipino	6%	6%	5%
Hispanic	28%	29%	31%
Two or more races	-	-	2%
Unknown/Non-response	10%	10%	7%
White non-Hispanic	31%	30%	29%

# ARCC Performance Indicators

- Student progress and achievement
  - Percent of first-time students who achieve any of the outcomes below within 6 years
    - Transfer to a four-year university
    - Earn AA/AS degree
    - Earn a certificate (18 units or more)
    - Achieve transfer-directed status
    - Achieve transfer-prepared status
    - Data trends on next slide

# ARCC Performance Indicators

- Students Earning at Least 30 Units
  - % of first-time students who intend to complete and earned 30 units or more in the community college system within 6 years



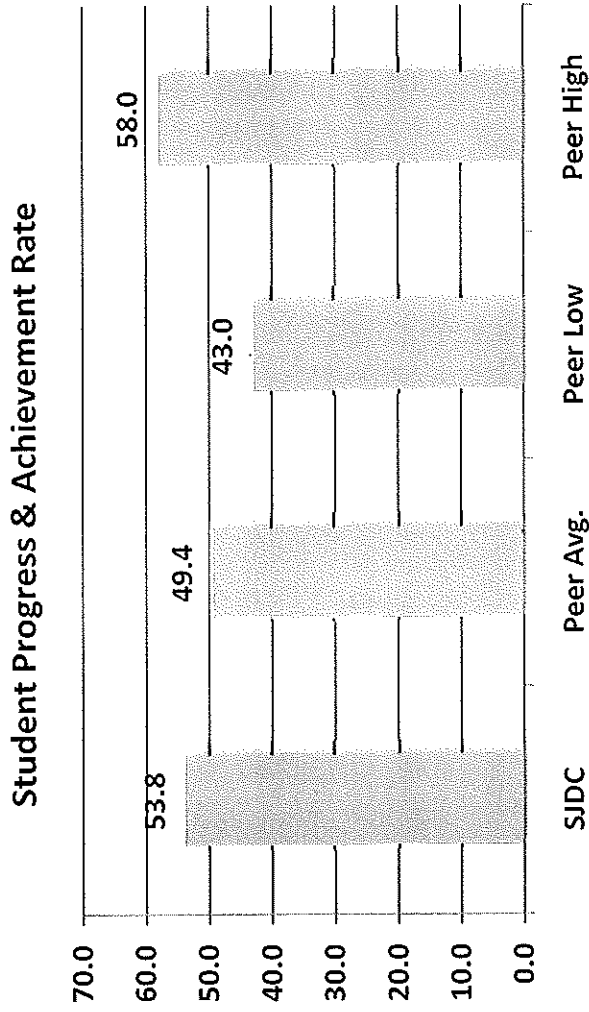
Delta students have been meeting transfer and degree benchmarks at steady rates over the last three ARCC cohorts

The percentage earning 30 units has been on the rise, up 4 points in three years

# ARCC Peer Group Comparisons

- Researchers in CCC System Office create peer group “clusters” on each measure
- Attempt to compare similarly situated institutions
- External variables used include
  - Regional demographics
  - Income levels
  - Educational attainment levels

# Peer Group Comparisons: SPAR Rate

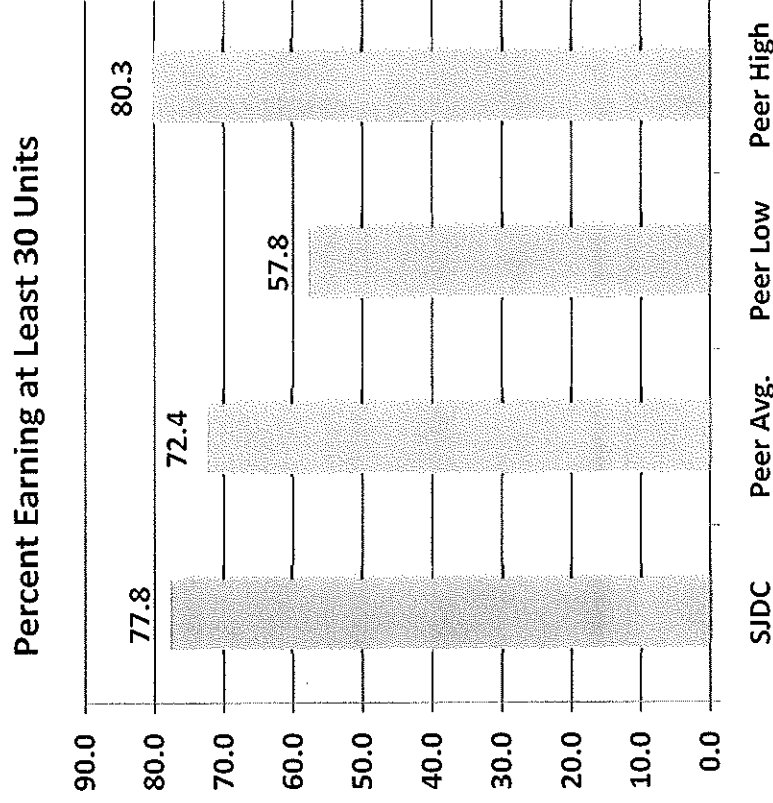


➤ Delta students exceed peer group institutions for certificate/degree & transfer benchmarks

*Note: Peer group colleges include Antelope Valley, Bakersfield, Butte, Cerritos, Chaffey, Citrus, Contra Costa, Cosumnes River, Cuyamaca, Cypress, East LA, El Camino, Evergreen Valley, Fresno City, LA Harbor, LA Mission, LA Valley, Long Beach City, Los Medanos, Modesto, Mt. San Antonio, Mt. San Jacinto, Oxnard, Porterville, Reedley, Riverside, San Jose City, Santiago Canyon, Sequoias, Shasta, Solano, Victor Valley, West Hills Coalinga, and Yuba.*

# Peer Group Comparisons: Completion of 30 Units

- Higher than average percentages of students at Delta earn 30 units or more in the CCC system
- Cost factors and the need for remediation drive this variable

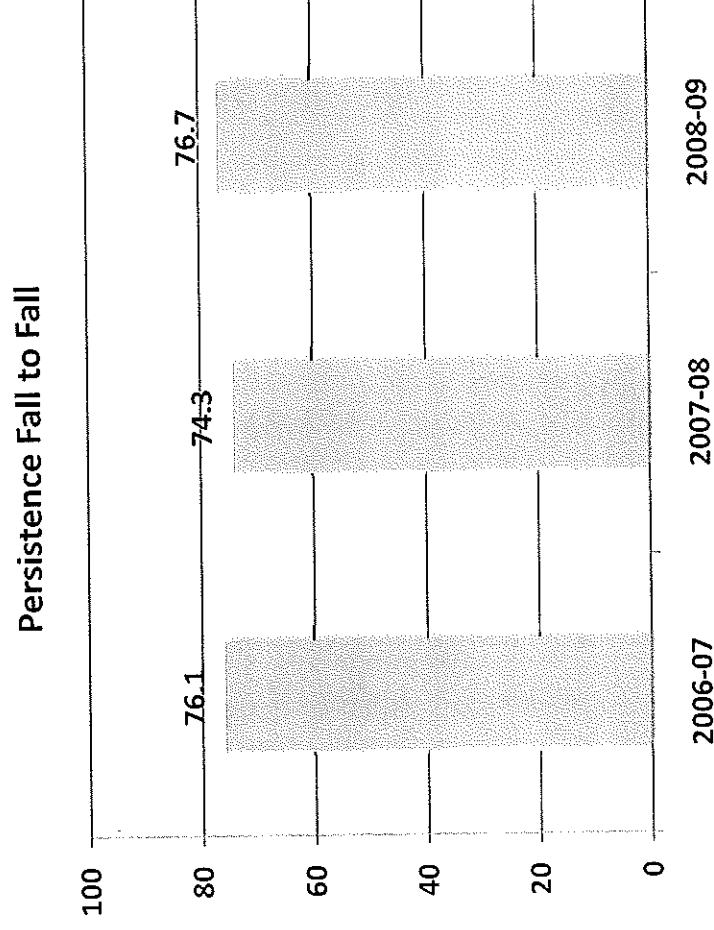


Note: Peer group colleges include Antelope Valley, Bakersfield, Cabrillo, Canyons, Cerritos, Chabot, Chaffey, Citrus, Cosumnes River, Cuesta, Cypress, Desert, East LA, Fresno City, Fullerton, Glendale, Golden West, Grossmont, LA City, LA Harbor, LA Pierce, LA Trade Tech, LA Valley, Merced, Mira Costa, Modesto, Mt. San Jacinto, Reedley, Rio Hondo, San Bernardino, San Diego Mesa, Santa Barbara City, Sierra, Solano, Southwestern, Ventura and Victor Valley.

# ARCC Performance Indicators

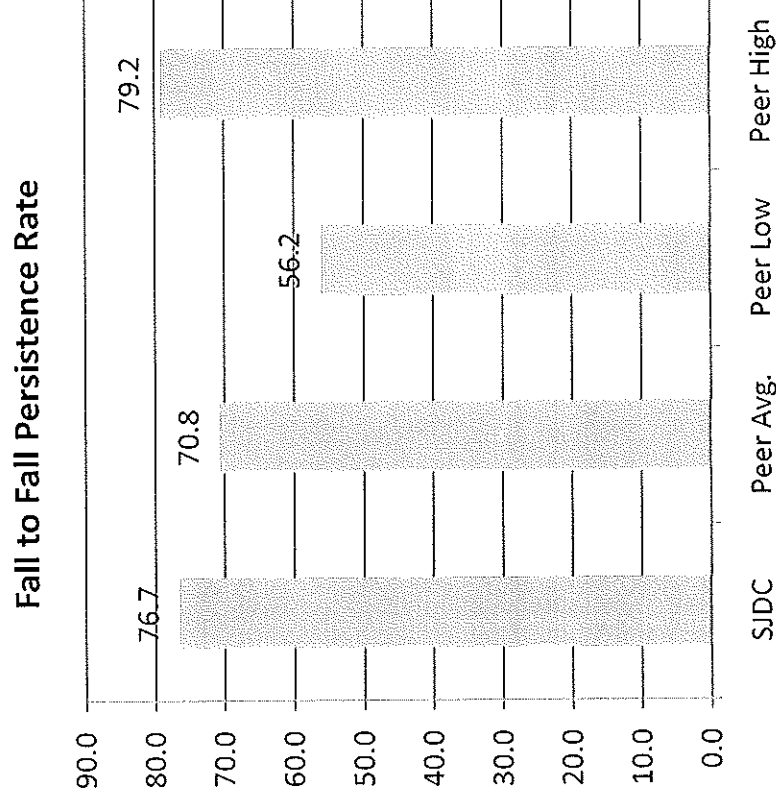
## ➤ Persistence Rate

➤ Percent of first-time students who return/enroll in the subsequent fall term at any college in the system



# Peer Group Comparisons: Persistence

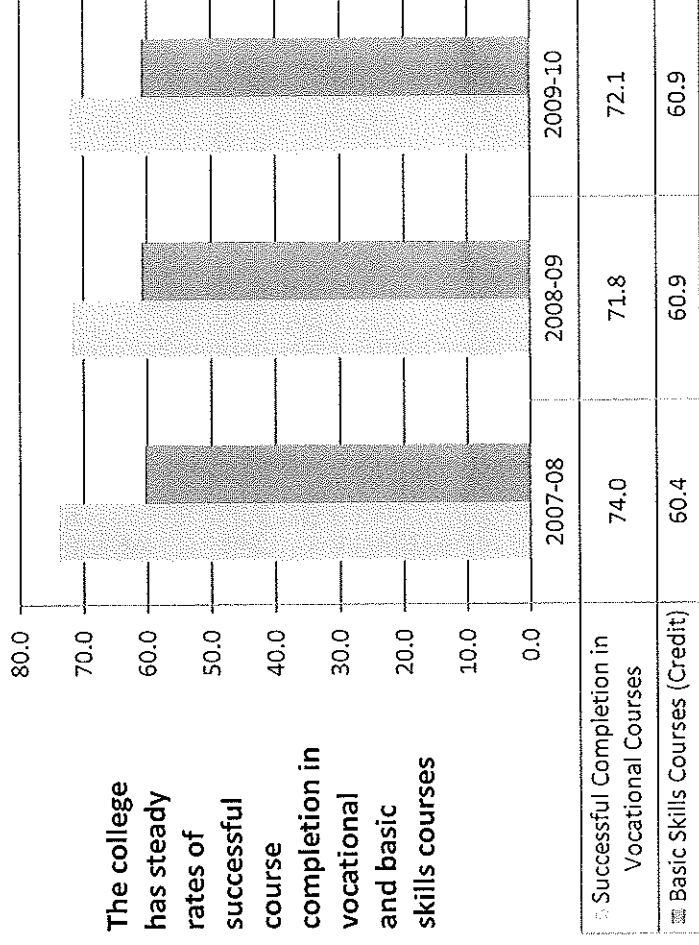
- Delta students re-enroll from Fall to Fall term at very high rates compared to students at peer institutions
- Data suggest a high degree of satisfaction with the College



*Note:* Peer group colleges include Antelope Valley, Bakersfield, Cerritos, Chaffey, East LA, El Camino, Fresno City, Fullerton, Glendale, Grossmont, LA Pierce, LA Valley, Long Beach City, Modesto, Mt. San Jacinto, Orange Coast, Rio Hondo, Sacramento City, San Diego City, San Diego Mesa, Santa Barbara City, Sierra and Southwestern.

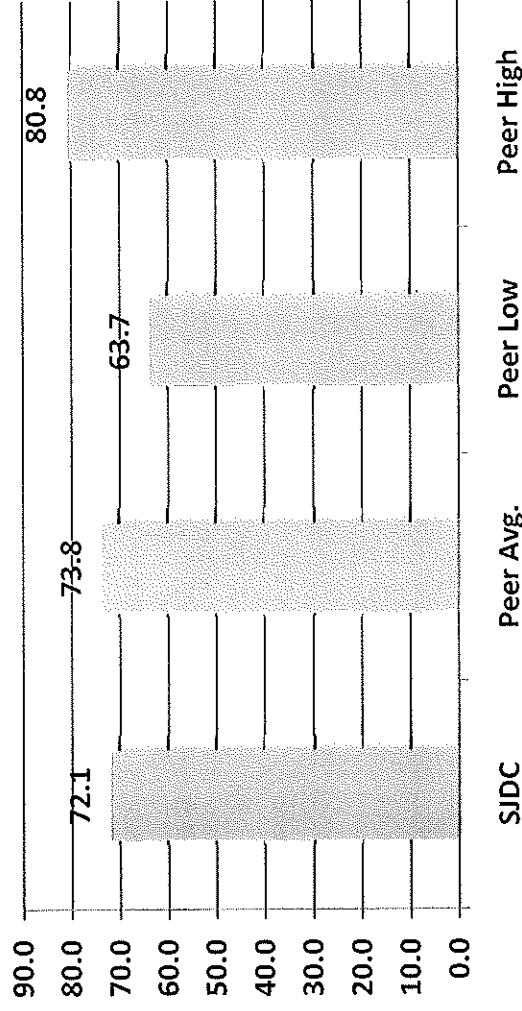
# ARCC Performance Indicators

- Student progress in vocational and workforce development programs
- Progress in Basic Skills courses for credit
- Both measured as percent with C or better



# Peer Group Comparisons: Vocational Courses

Successful Course Completion - Vocational

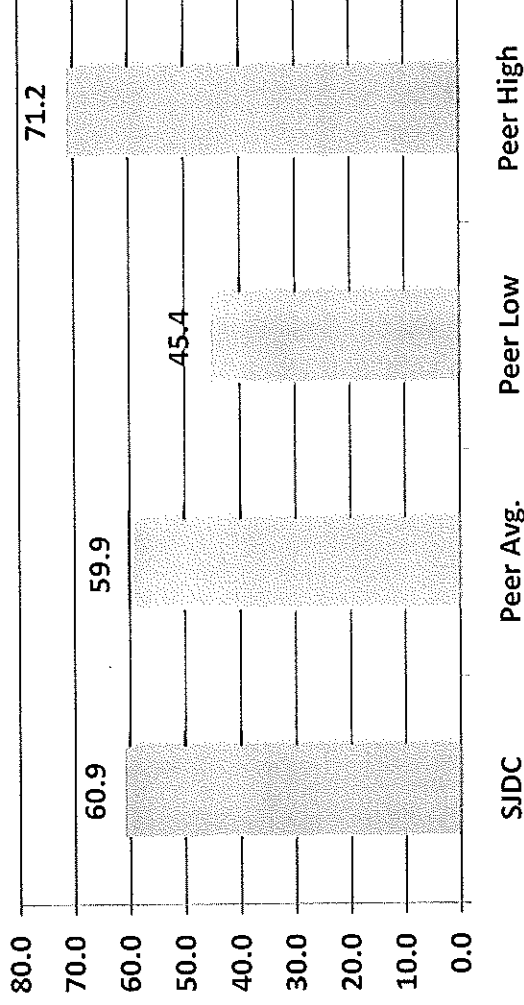


➤ Delta students complete vocational courses at a rate just below the peer group average

*Note:* Peer group colleges include Antelope Valley, Chaffey, Citrus, Compton, Copper Mountain, Crafton Hills, Cypress, De Anza, Desert, Diablo Valley, El Camino, Evergreen Valley, Folsom Lake, Fresno City, Fullerton, Glendale, Golden West, Grossmont, LA Harbor, LA Mission, LA Pierce, LA Valley, Los Medanos, Modesto, Moorpark, Mt. San Jacinto, Orange Coast, Oxnard, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, Santa Barbara City, Santa Monica City, Solano, Sierra, Southwestern, Ventura, Victor Valley and Yuba.

# Peer Group Comparisons: Basic Skills Completions

Successful Course Completion - Basic Skills

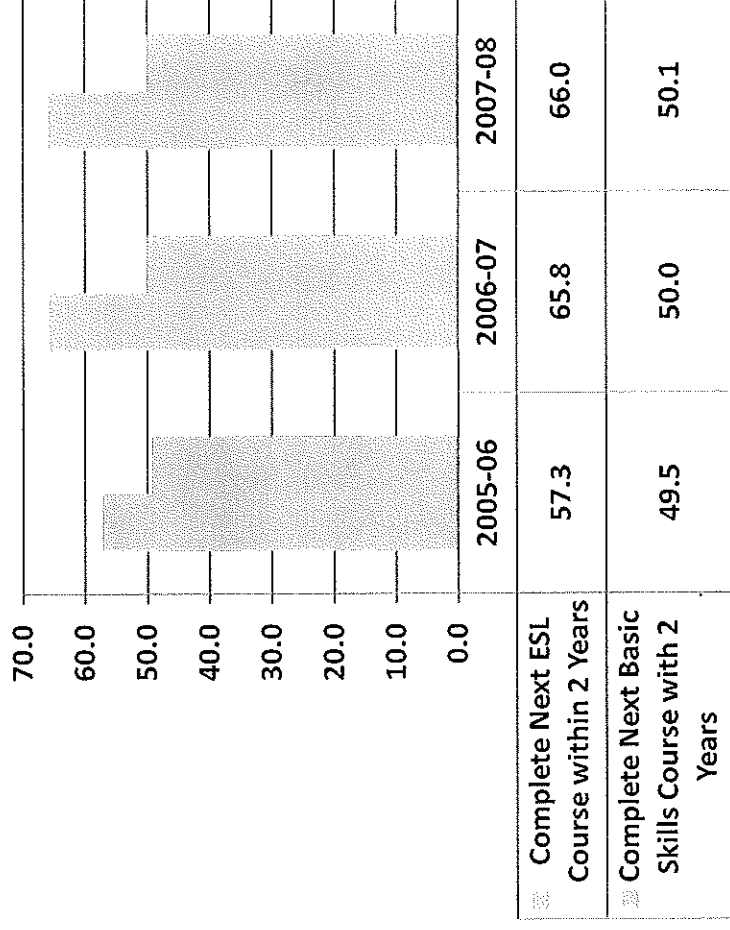


- Delta students complete Basic Skills courses at a rate just above the peer group average
- Rates may improve in subsequent years because of 2009 reductions in lowest level offerings

*Note:* Peer group colleges include Bakersfield, Butte, Coalinga, Fresno City, Fullerton, Imperial Valley, LA City, LA Mission, LA Trade Tech, LA Valley, Long Beach City, Merced, Porterville, Reedley, Sacramento City, San Diego City, Sequoias and Taft.

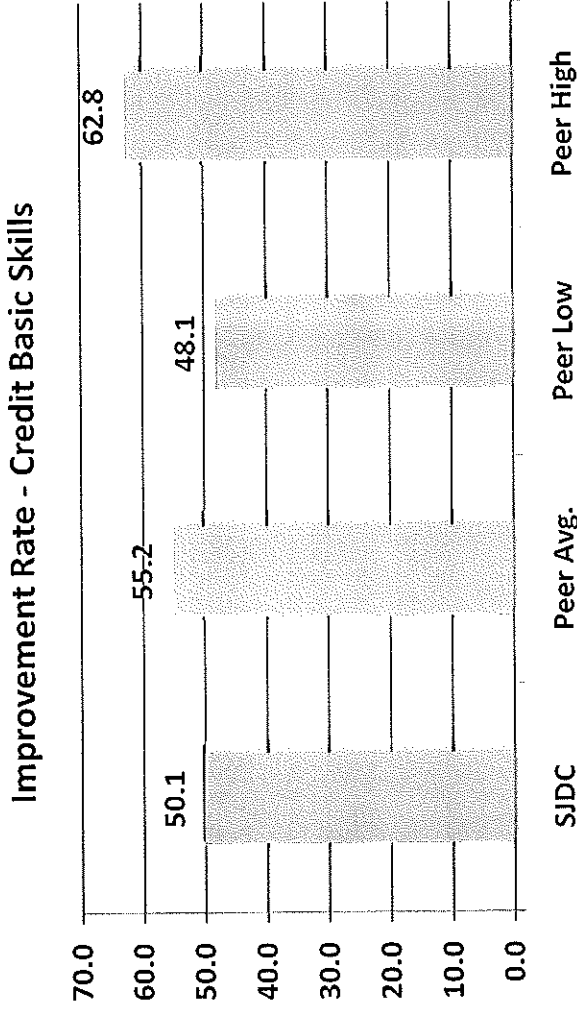
# ARCC Performance Indicators

- Pre-collegiate improvement (basic skills, ESL)
- Percent of students who complete the next level of course work within two years



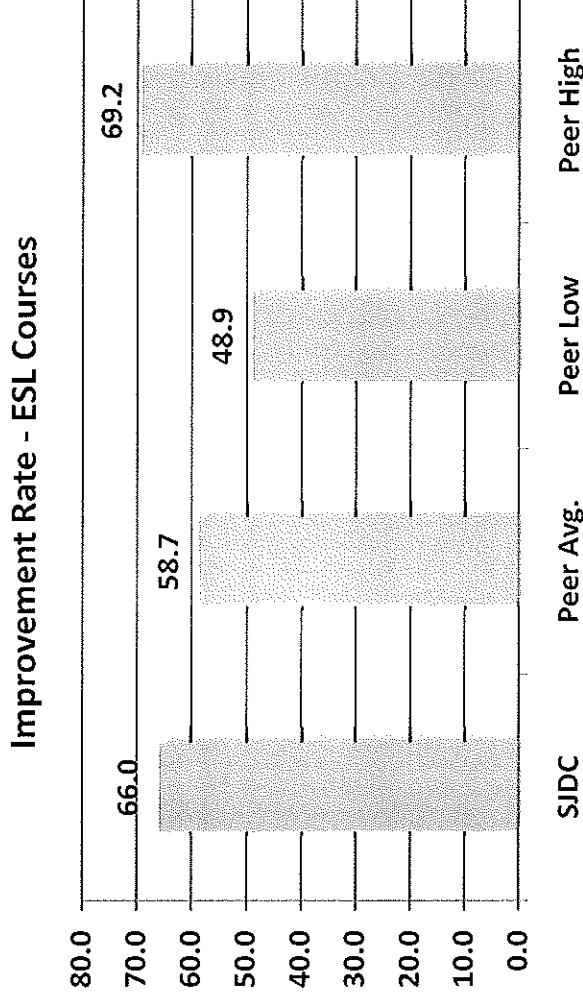
# Peer Group Comparisons: Basic Skills Improvement

- Rates of Delta students completing the next Basic Skills course within two years (50%) are lower than peer group institutions
- These data may improve with the 2009 decision to revamp the Math 74 sequence & reduce lowest level offerings



*Note:* Peer group colleges for basic skills include Butte, Coalinga, Copper Mountain, Feather River, Fresno City, Glendale, Merced, Porterville, Redwoods, Reedley, Riverside, Sequoias, Siskiyou, Victor Valley and Yuba. Peer group colleges for ESL include Bakersfield, Cerritos, Chaffey, De Anza, El Camino, Fresno City, Fullerton, LA Pierce, Long Beach City, Modesto, Mt. San Antonio, Orange Coast, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, Santa Barbara City, Santa Monica City, and Southwestern.

# Peer Group Comparisons: ESL Improvement



- ESL course progression rates are well above average and approach the top range of peer group institutions
- The College has improved on this metric significantly over the last two years (last year 51%)

*Note: Peer group colleges for basic skills include Bakersfield, Cerritos, Chaffey, De Anza, El Camino, Fresno City, Fullerton, LA Pierce, Long Beach City, Modesto, Mt. San Antonio, Orange Coast, Pasadena City, Riverside, Sacramento City, San Diego City, San Diego Mesa, Santa Barbara City, Santa Monica City, and Southwestern.*

# ARCC – Overall Conclusions

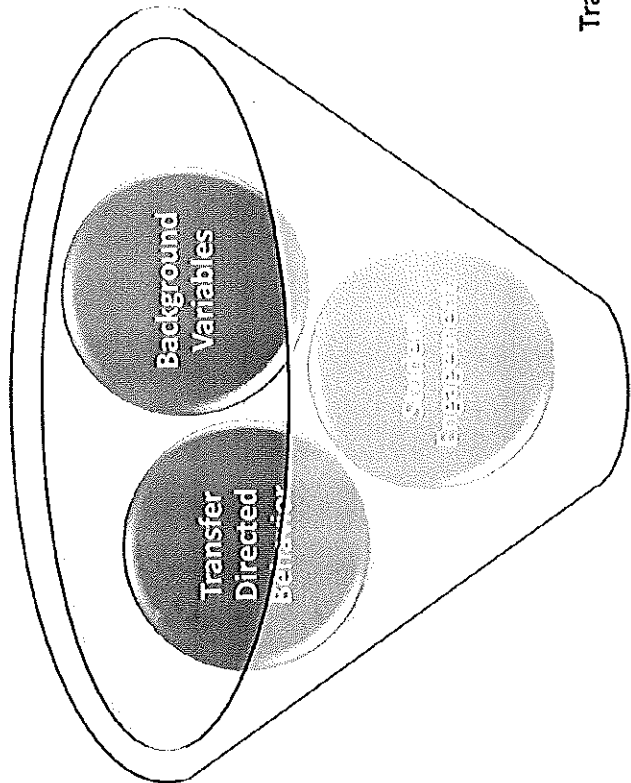
- Delta students & programs stack up well against peer institutions
- Support programs like EOPS, DSPS, Affirm, Puente, MESA, among others, help foster greater rates of engagement & success
- Effective placement systems & curriculum alignments are key for providing students a road map for success
- State funding reductions are limiting the system's ability to sustain momentum of recent years

# Transfer Rates by Ethnic Group

- Goal – to examine transfer rates of Delta College students controlling for a host of background and performance variables
- Secondary goal – to see if transfer rates differ among ethnic groups when controlling for various factors
  - Cohort based analysis (Fall 2005, 1<sup>st</sup> time students)
  - What variables predict transfer within 5 years?
  - Are there equity gaps between student groups?

# Methods & Model

Background Variables	Average
Gender (Female =1)	.54
Age	19.9
Asian/Pacific Islander	.23
Black	.09
Hispanic	.24
Other	.12
Disabled Students Programs & Services (DSPS)	.06
Extended Opportunity Program & Services (EOPS)	.09
Board of Governor's Fee Waiver	.43
Initial Reading Assessment Score	40.2
Initial Math Assessment Score	39.6
Transfer-Directed Variables	
Transfer Level English Course Completion	.40
Transfer Level Math Course Completion	.26
Cumulative GPA	2.306
Total Attempted Units	52.3
Engagement Variables	
Number of Counseling Appointments	2.5
Number of Transfer-Related Appointments	1.0
Learning Community Enrollment	.10
Student Education Plan	.15



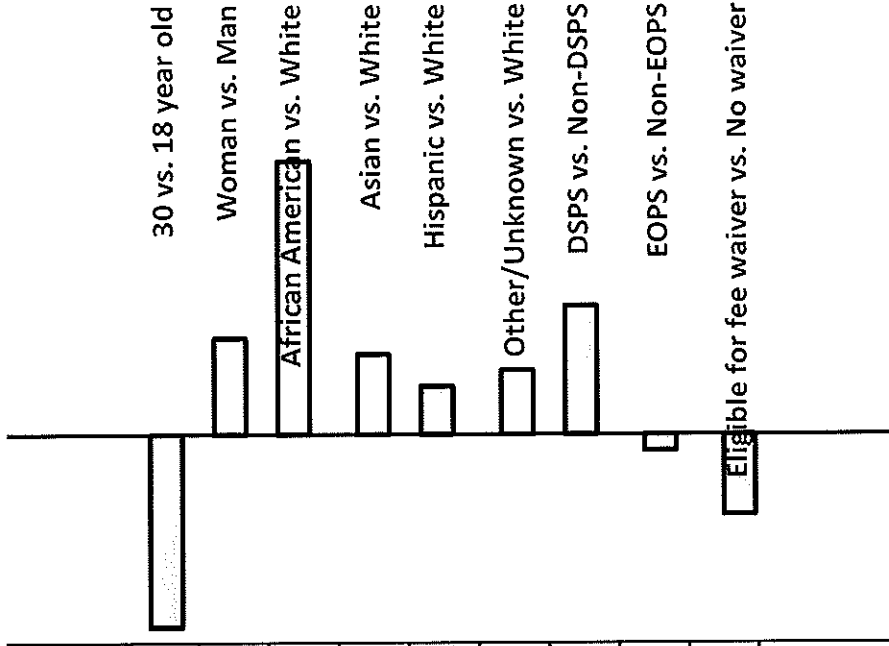
**TRANSFER WITHIN 5 YEARS**

**N = 3,057 STUDENTS IN STUDY**

- > Logistic Regression Equation
- > Students with data on every measure

# Results

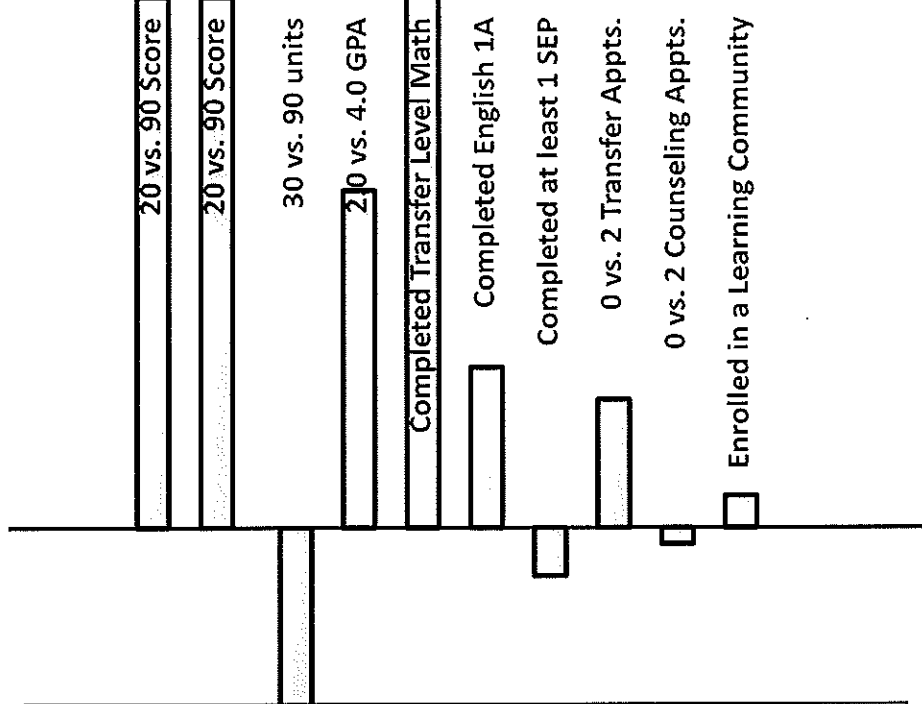
Background Variable	Coefficient	Confidence Level	Change in odds
Age at start	-.070	99.9%	-12%
Females	.360	99.9%	+6%
African Americans	.846	99.9%	+17%
Asian/PI	.296	95.0%	+5%
Hispanic	.186	n.s.	+3%
Other/Unknown	.238	n.s.	+4%
DSPS	.454	95.0%	+8%
EOPS	-.043	n.s.	-1%
Low Income	-.276	99.0%	-5%



Note – Ethnic group coefficients are compared against whites, so when controlling for all other factors, for example, African Americans were 17% more likely to transfer than Whites

# Results

Variable	Coefficient	Confidence Level	Change in odds
Initial Read Score	.025	99.9%	+34%
Initial Math Score	.053	99.9%	+71%
Units Taken	-.019	99.9%	-17%
Cum. GPA	.525	99.9%	+21%
Transfer Math	1.866	99.9%	+37%
Transfer English	.586	99.9%	+10%
Education Plan	-.170	n.s.	-3%
Transfer Appts.	.251	99.9%	+8%
Counseling Appts.	-.031	n.s.	-1%
Learning Comm.	.125	n.s.	+2%



Note – Initial reading and math skill levels are two of the most significant predictors of transfer within 5 years, even when controlling for course taking patterns & grades in college

# Major Conclusions

- Studies that focus on ethnicity gaps in transfer over state racial differences and understate other background variables
- When controlling for income and entering skill levels, non-white students transfer at higher rates than whites, and African Americans have particularly strong transfer rates
- Key factors – strong high school preparation and a readiness to “hit the ground running”