



FOOTHILL COLLEGE

Institutional Research and Planning

DATE: March 12, 2014

TO: Senior Staff and Accreditation Team

FROM: Elaine Kuo, College Researcher

RE: ACCJC 2014 Annual Report—Institution Set Standards REVISED

Overview

The Accrediting Commission for Community and Junior College's (ACCJC) 2014 Annual Report asks each college to report on the following metrics:

- Successful student course completion rate in Fall 2013;
- Degrees and certificates awarded to students in 2012-13 (unduplicated count);
- Degrees awarded to students in 2012-13 (unduplicated count);
- Certificates awarded to students in 2012-13 (unduplicated count);
- Students who transferred to four-year colleges/universities in 2012-13;
- Licensure exam pass rates for CTE programs in 2011-12; and
- Job placement rates for CTE program completers in 2011-12.

Additionally, each college is to report the institution-set standards for each of these seven measures.

The ACCJC defines a standard as “the identified level of performance determined by the institution to be acceptable.” Note that these minimum standards of student achievement would differ from aspirational benchmarks or performance improvement goals. Dropping below a (minimum) standard might necessitate a college action plan to get the institution back “up” to standard.

Recommendations regarding the institution-set standards across the seven metrics were determined based on data from the most recent term/year, over time, and disaggregated by ethnicity or at the program level. An approximate 75% baseline was set as the institutional standard recommendation based on the three-year average rate for each metric.

Table 1. Student Course Completion Rate

Fall 2013	75%
Fall 2012	76%
Fall 2011	74%
Three-Year Average	75%
Three-Year Average by Ethnicity-Low	54%
Three-Year Average by Program-Low	56%
Institutional Standard Recommendation	55%

Source: CCCCO Data Mart

Table 2. Student Degree and Certificate Completion Number (unduplicated)

2012-13	979
2011-12	1042
2010-11	835
Three-Year Average	952
Institutional Standard Recommendation	714

Source: FHDA IR&P

Table 3. Student Degree Completion Number (unduplicated)

2012-13	573
2011-12	558
2010-11	541
Three-Year Average	557
Institutional Standard Recommendation	415

Source: FHDA IR&P

Table 4. Student Certificate Completion Number (unduplicated)

2012-13	495
2011-12	570
2010-11	357
Three-Year Average	474
Institutional Standard Recommendation	355

Source: FHDA IR&P

Table 5. Student Transfer to Four-Year Colleges/Universities

2012-13	1069
2011-12	1004
2010-11	978
Three-Year Average	1017
Institutional Standard Recommendation	760

Source: CCCCO Data Mart, CSU Analytics, UCOP

Table 6. Licensure Examination Pass Rates for CTE Programs

Program	2012-13 Rate	2011-12 Rate	2010-11 Rate	3-yr Avg Rate	Standard Recommendation
Apprenticeship: General & Residential Electrician	85%	83%	79%	82%	61%
Apprenticeship: Plumbing, Pipefitting & Steamfitting	86%	86%	73%	82%	61%
Dental Assisting*	100%/100%	100%/100%	100%/100%	100%	75%
Dental Hygiene**	100%/100%	100%/100%	100%/100%	100%	75%
Diagnostic Medical Sonography	100%	100%	100%	100%	75%
Emergency Medical Technician***	70%	82%	78%	77%	58%
Emergency Medical Technician-Paramedic***	93%	97%	91%	94%	70%
Pharmacy Technology	100%	100%	100%	100%	75%
Primary Care Associate	97%	98%	95%	97%	73%
Radiologic Technology	100%	100%	100%	100%	75%
Respiratory Therapy Technology	96%	100%	100%	99%	74%
Veterinary Technology**	100%/97%	100%/100%	100%/100%	100%	75%

*Based on state written and practical exams

**Based on national and state exams

***Based on first attempts

Source: FH Workforce Development and Institutional Advancement, FH CTE Programs, Division of Apprenticeship Standards (DAS)

Table 7. Job Placement Rates for CTE Program Completers

Programs	2011-12 Rate	2009-10 Rate	2008-09 Rate	3-yr Avg Rate	Standard Recommendation
Accounting	76%	65%	74%	72%	54%
Adaptive Fitness Therapy*	N/A	N/A	N/A	N/A	N/A
Applied Photography	59%	63%	35%	52%	39%
Apprenticeship: Field Ironworker	100%	100%	100%	100%	75%
Apprenticeship: General & Residential Electrician	100%	100%	100%	100%	75%
Apprenticeship: Plumbing, Pipefitting & Steamfitting	100%	100%	100%	100%	75%
Apprenticeship: Sheetmetal	100%	100%	100%	100%	75%
Business Administration*	57%	N/A	N/A	57%	43%
Business International Studies*	N/A	N/A	N/A	N/A	N/A
Certified Electrician	100%	100%	100%	100%	75%
Child Development	78%	67%	88%	78%	58%
Computer Networking	83%	83%	90%	85%	64%
Dental Assisting	93%	89%	96%	93%	70%
Dental Hygiene	95%	88%	95%	93%	70%
Diagnostic Medical Sonography	84%	74%	96%	85%	64%
Emergency Medical Technician	N/A	81%	96%	89%	67%
Emergency Medical Technician-Paramedic	89%	100%	N/A	95%	71%
Environmental Horticulture & Design	54%	64%	67%	62%	46%
Geographic Information Systems	92%	89%	100%	94%	70%
Graphics & Interactive Design	59%	55%	64%	59%	44%
Music Technology**	46%	68%	N/A	57%	43%
Nanoscience	N/A	N/A	N/A	N/A	N/A
Pharmacy Technology	79%	56%	96%	77%	58%
Primary Care Associate	93%	96%	94%	94%	70%
Radiologic Technology	94%	79%	97%	90%	67%
Respiratory Therapy Technology	76%	83%	84%	81%	61%
Theater Technology	N/A	N/A	N/A	N/A	N/A
Veterinary Technology	89%	83%	96%	89%	67%

*Was not a reported CTE program prior to 2013-14 report

**Was not a reported CTE program prior to 2012-13 report

N/A indicates the cohort includes 10 or fewer students.

Source: California Community College Core Indicator Report information for 2013-14 based on 2011-12 enrollments,

California Community College Core Indicator Report information for 2012-13 based on 2009-10 enrollments,

California Community College Core Indicator Report information for 2011-12 based on 2008-09 enrollments [CCCCO MIS data, EDD Base Wage File]

(https://misweb.cccco.edu/perkins/Core_Indicator_Reports)

Methodology

Table 1 uses the MIS data submitted to the State Chancellor’s Office and focuses on the course success rates for the past three fall terms (Fall 2013, Fall 2012 and Fall 2011). A three-year average was initially calculated based on all programs, and then these data were disaggregated for by ethnicity and at the program level. The institutional standard recommendation remains the same as last year.

Tables 2, 3, and 4 uses FHDA IR&P data to focus on program completion data to examine the number of degrees and certificates awarded annually. As the institutional set standard should be based on unduplicated numbers, the CCCCCO data mart was not used for these analyses (as the awards report duplicated students). The institutional standard recommendation is different from last year because the methodology has changed to focus on unduplicated numbers and the metric has been disaggregated to examine degrees and certificates separately.

Table 5 uses the figures reported by the CSU and UC systems and the CCCCCO data mart to determine the number of in-state publics, in-state privates, and out-of-state institutions that enroll Foothill transfer students. While the CSU and UC data are reported those respective systems, the in-state privates and out-of-state institutions are reported by the CCCCCO using a data match with MIS data submitted to the National Student Clearinghouse. A three-year average was calculated for: 1) all program awards; 2) all degrees awarded; and 3) all certificates awarded. The institutional standard recommendation is different from last year because the methodology is using a three-year instead of a five-year average. Additionally, the CCCCCO methodology with reporting transfers to in-state privates and out-of-state institutions changed from counting students who completed 12 units in the CA community college system at any time to counting only those students who completed 12 units in the CA community college system at time of transfer (decreasing the number of students reported as having transferred).

Table 6 uses data provided to the FH Workforce Development and Institutional Advancement by FH CTE programs regarding the licensure pass rates of their students. Data from 2013, 2012, and 2011 were reported and three-year averages were calculated for those programs requiring a licensure exam. While both state and national exam pass rates were considered in setting the institutional standard recommendations by program, only first attempt rates were included.

Table 7 uses the California Community College Core Indicator Report, which is part of the Career Technical Education (CTE) Perkins IV Report. These reports are required by Perkins IV but allow each state to set their local core indicator targets. While there are five core indicators included in the annual reports, core indicator 4 (employment) data was examined for the purpose of setting the institutional standard recommendations. Student cohorts for each CTE program are identified based on completion of 12+ CTE units in a discipline in three years. Data was identified from the past three years reporting (2013-14, 2012-13, and 2011-12) and an average was calculated for each program.

Source

FHDA IR&P, ODS (program completion: degrees and certificates) [Degrees awarded 2010-11 to 2012-13FH]

CCCCO Data Mart (course completion, transfer)

FH Workforce Development and Institutional Advancement, FH CTE Programs, Division of Apprenticeship Standards (DAS) (licensure pass rate)

California Community College Core Indicator Report for 2013-14 based on 2011-12 enrollments

California Community College Core Indicator Report for 2012-13 based on 2009-10 enrollments

California Community College Core Indicator Report for 2011-12 based on 2008-09 enrollments

[CCCCO MIS data, EDD base wage file] (job placement)