



FOOTHILL COLLEGE

Institutional Research and Planning

DATE: March 5, 2015

TO: Senior Staff and Accreditation Team

FROM: Elaine Kuo, College Researcher

RE: ACCJC 2015 Annual Report—Institution Set Standards

Overview

The Accrediting Commission for Community and Junior College’s (ACCJC) 2015 Annual Report asks each college to report on the following metrics:

- Successful student course completion rate in Fall 2014;
- Degrees and certificates awarded to students in 2013-14 (unduplicated count);
- Degrees awarded to students in 2013-14 (unduplicated count);
- Certificates awarded to students in 2013-14 (unduplicated count);
- Students who transferred to four-year colleges/universities in 2013-14;
- Licensure exam pass rates for CTE programs in 2013-14; and
- Job placement rates for CTE program completers in 2012-13.

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 2014	76%
Fall 2013	75%
Fall 2012	76%
Three-Year Average	76%
Three-Year Average by Ethnicity-Low	57%
Three-Year Average by Program-Low	57%
Institutional Standard Recommendation	57%

Source: CCCCO Data Mart

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

2013-14	1007
2012-13	979
2011-12	1042
Three-Year Average	1009
Institutional Standard Recommendation	757

Source: FHDA IR&P

Table 3. Student Degree Completion Number (unduplicated)

2013-14	662
2012-13	573
2011-12	558
Three-Year Average	597
Institutional Standard Recommendation	448

Source: FHDA IR&P

Table 4. Student Certificate Completion Number (unduplicated)

2013-14	533
2012-13	495
2011-12	570
Three-Year Average	532
Institutional Standard Recommendation	399

Source: FHDA IR&P

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

2013-14	1195
2012-13	1069
2011-12	1004
Three-Year Average	1089
Institutional Standard Recommendation	817

Source: CCCCO Data Mart, CSU Analytics, UCOP

Table 6. Licensure Examination Pass Rates for CTE Programs

Program	2013-14 Rate	2012-13 Rate	2011-12 Rate	3-yr Avg Rate	Standard Recommen dation
Apprenticeship: General & Residential Electrician	88%	85%	83%	85%	64%
Apprenticeship: Plumbing, Pipefitting & Steamfit	85%	86%	86%	86%	64%
Dental Assisting*	100%/89%	100%/100%	100%/100%	100%/96%	75%
Dental Hygiene**	100%/100%	100%/100%	100%/100%	100%	75%
Diagnostic Medical Sonography	100%	100%	100%	100%	75%
Emergency Medical Technician***	78%	70%	82%	77%	58%
Emergency Medical Technician-Paramedic***	94%	93%	97%	95%	71%
Pharmacy Technology	100%	100%	100%	100%	75%
Primary Care Associate	95%	97%	98%	97%	73%
Radiologic Technology	97%	100%	100%	99%	75%
Respiratory Therapy Technology	100%	96%	100%	99%	74%
Veterinary Technology**	93%/83%	100%/97%	100%/100%	98%/93%	71%

*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	2012-13 Rate	2011-12 Rate	2010-11 Rate	3-yr Avg Rate	Standard Recommendation
Accounting	61%	58%	64%	61%	46%
Adaptive Fitness Therapy*	N/A	N/A	N/A	N/A	N/A
Applied Photography	50%	33%	50%	44%	33%
Apprenticeship: Field Ironworker	100%	100%	100%	100%	75%
Apprenticeship: General & Residential Electrician	100%	100%	100%	100%	75%
Apprenticeship: Plumbing, Pipefitting & Steamfit	100%	100%	100%	100%	75%
Apprenticeship: Sheetmetal	100%	100%	100%	100%	75%
Business Administration*	57%	41%	47%	48%	36%
Business International Studies*	N/A	N/A	N/A	N/A	N/A
Certified Electrician	100%	100%	100%	100%	75%
Child Development	76%	71%	74%	74%	55%
Computer Networking	72%	58%	77%	69%	52%
Dental Assisting	87%	71%	89%	82%	61%
Dental Hygiene	78%	95%	95%	89%	67%
Diagnostic Medical Sonography	94%	65%	84%	81%	61%
Emergency Medical Technician	N/A	N/A	N/A	N/A	N/A
Emergency Medical Technician-Paramedic	73%	72%	89%	78%	59%
Environmental Horticulture & Design	55%	42%	49%	49%	36%
Geographic Information Systems	67%	53%	92%	71%	53%
Graphics & Interactive Design	42%	47%	57%	49%	36%
Music Technology**	56%	36%	40%	44%	33%
Nanoscience	N/A	N/A	N/A	N/A	N/A
Pharmacy Technology	60%	59%	76%	65%	49%
Primary Care Associate	80%	75%	93%	83%	62%
Radiologic Technology	69%	72%	91%	77%	58%
Respiratory Therapy Technology	64%	76%	76%	72%	54%
Theater Technology	100%	50%	60%	70%	52%
Veterinary Technology	86%	87%	89%	87%	65%

*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 2015-16 Fiscal Planning based on 2012-13 enrollments, Summary Core Indicators, Core 4 Employment

[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 2014, Fall 2013 and Fall 2012). 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 increases by two-percentage points from 55% to 57%.

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 institution standard recommendation increases by 43 degrees and certificates (714 to 757), 33 degrees alone (415 to 448), and 44 certificates alone (355 to 399).

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. 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 2014, 2013, and 2012 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. Where multiple exams are required, the average and standard were calculated based on the

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 2015-16, 2014-15, and 2013-14 fiscal planning reports (from 2012-13, 2011-12, and 2010-11 data) and an average was calculated for each program.

Source

FHDA IR&P, ODS (program completion: degrees and certificates) [Degrees awarded AY2011 to AY2014 FH]

CCCCCO 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 2015-16 Fiscal Planning based on 2012-13 enrollments

California Community College Core Indicator Report for 2014-15 Fiscal Planning based on 2011-12 enrollments

California Community College Core Indicator Report for 2013-14 Fiscal Planning based on 2010-11 enrollments [CCCCO MIS data, EDD base wage file] (job placement)