

*Accountability Reporting
for the California Community
Colleges (ARCC) 2.0*

Today's Topics

- ◆ Genesis of the Scorecard
- ◆ New Reporting Structures
- ◆ Metrics
- ◆ CDCP/Noncredit Accountability

Student Success Task Force

- ◆ Implement a student success scorecard (recommendation 7.3)
 - Disaggregated by racial/ethnic groups
 - Measure various completion outcomes
 - Including momentum points & completion of basic skills sequence
 - Including measuring outcomes of students taking less than 12 units
 - Compare college against own performance



Focus On Results



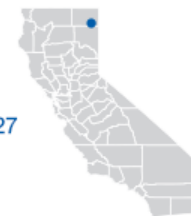
California Community College Chancellor's Office
and State University
California Community College Chancellor's Office
March 22, 2010

California Community Colleges

College Card: College of the Modocs

It is a long established fact that a reader will be distracted by the readable content of a page when looking at its layout. The point of using Lorem Ipsum is that it has a more-or-less normal distribution of letters, as opposed to using 'Content here, content here', making it look like readable English. Many desktop publishing packages and web page editors now use Lorem Ipsum as their default model text, and a search for 'lorem ipsum' will uncover many web sites still in their infancy. Various versions have evolved over the years, sometimes by accident, sometimes on purpose.

District: **Modoc**
Enrollment: **14,127**
County: **Modoc**

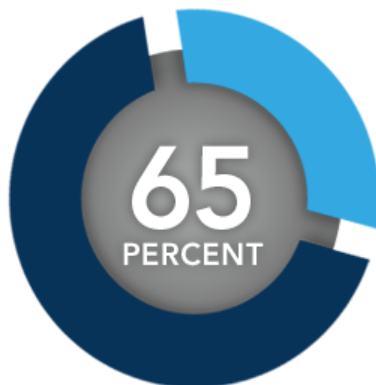


Momentum Points

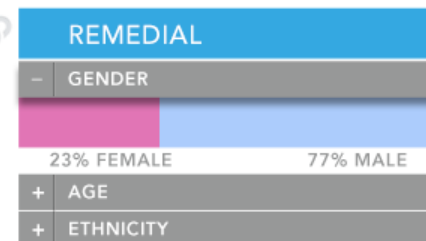
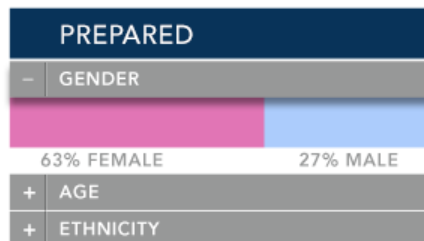
Persistence > Basic Skills > **30 Units** > SPAR

30 Units Completed

Percent of starting cohort that completes 30 credit units.



48%



17



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ARCC Advisory Structure

- ◆ ARCC Technical Advisory Committee Convened
 - Fulks, VanDuyn members
- ◆ Focus on high order outcomes and momentum points
- ◆ Focus away on shorter-term outcomes like course success rates and “move-up” rates
- ◆ Account for as much headcount and FTES as possible

Four-Tiered Framework

◆ State of the System

- Scorecard data, system metrics

◆ Scorecard

- College profile, college metrics, single demographic

◆ Datamart 2.0

- College metrics by multiple crosstabs

◆ Data on Demand

- College metrics as unitary files

State of the System

- ◆ Annual Number of Transfers to CSU, UC, ISP (non and for-profit) and OOS (non and for-profit), a 6-year trend
- ◆ Annual Number of Awards by Type (credit awards, AA/AS degrees and credit certificates, 3-year trend)
- ◆ Wages for Student Attaining a Vocational Award (2-years before and 4-years after)
- ◆ Systemwide Participation Rates by Age Group, Gender and Race/Ethnicity

State of the System

- ◆ Annual headcount
- ◆ Distribution of enrollment status
- ◆ Course sections, enrollments, section size
- ◆ Credit and noncredit FTES,
- ◆ FTES per headcount
- ◆ Course success rates by type
- ◆ All college metrics at the system level

Scorecard: College Profile

◆ College Population

- Annual Unduplicated Headcount
- FTES (320 Report)
- Age of Student
- Gender of Students
- Race/Ethnicity of Students

College Profile

- ◆ Operational Metrics
 - Course sections (credit/noncredit)
 - Median section size
 - 75/25 (percent full-time faculty) from FTF Obligation Report
 - Student/Counselor ratio - TBD

Scorecard Metrics

- ◆ Student Progress & Attainment Rate
 - Persistence (3-terms) Rate
 - At least 30 units Rate
- ◆ Career Technical Education (CTE) Rate
- ◆ Remedial Education Progress Rate
 - English, Math & ESL
- ◆ Career Development and College Preparation Rate (CDCP) Rate

SPAR Cohort

- ◆ Cohort (denominator)
 - First-time student in postsecondary, and
 - Within 3 years,
 - ◆ 6 units completed, and
 - ◆ Attempted any Math or English
- ◆ *Additional change – only SSN students*

SPAR Outcomes

- ◆ Outcomes (numerator) in 6 years (3-10 years on Datamart)
 - Associates of Arts/Sciences, or
 - Certificates (CO/12+ units), or
 - Transfer (any 4-year), or
 - Transfer Prepared (60 units, GPA 2.0)
 - *Transfer directed has been removed*

SPAR Categories

Three categories (cohorts) of students

- ◆ Overall SPAR (all students in cohort)
- ◆ Collegiate - No Remedial in Math and English
- ◆ Remedial - Remedial in Math and/or English

SPAR Rate

| | 2003-04 to 2008-09 | 2004-05 to 2009-10 | 2005-06 to 2010-11 |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| SPAR Rate (6 units, in 3 years*) | | | |
| Overall | 50.3 | 50.3 | 49.6 |
| Collegiate | 70.2 | 70.0 | 70.1 |
| Remedial | 42.9 | 42.7 | 41.8 |

**Cohort is 50% of the headcount and 83% of the FTES*

SPAR Categories

- ◆ Collegiate – No Remedial in Math and English
 - ❖ transfer level English (no levels below)
 - ❖ degree applicable Math (0 or 1 levels below)
- ◆ Remedial Level in Math and/or English
 - ❖ 2-4 levels below transfer in Math
 - ❖ 1-4 levels below transfer in English

Momentum/Milestone Rates

- ◆ Persistence and 30 Unit Rate
 - Same reporting categories as SPAR
- ◆ Cohort (numerator), same as SPAR
 - FTF, 6 units, Math or English
- ◆ Outcomes (denominator), after 6 years
 - Persisted for 3 consecutive primary terms (any campus)
 - At least 30 units, successfully completed

Completed 30 Units

| | 2003-04 to 2008-09 | 2004-05 to 2009-10 | 2005-06 to 2010-11 |
|-------------|-----------------------|-----------------------|-----------------------|
| SPAR Cohort | | | |
| Overall | 67.9 | 66.6 | 66.0 |
| Collegiate | 69.8 | 69.3 | 69.9 |
| Remedial | 64.8 | 63.4 | 62.7 |

Persistence (3-terms)

| | 2003-04 to 2008-09 | 2004-05 to 2009-10 | 2005-06 to 2010-11 |
|-------------|-----------------------|-----------------------|-----------------------|
| SPAR Cohort | | | |
| Overall | 68.1 | 66.8 | 66.2 |
| Collegiate | 65.7 | 64.2 | 63.5 |
| Remedial | 69.8 | 68.8 | 68.2 |

Career Technical Education (CTE) Rate

- ◆ Cohort (denominator, SSN students)
 - First-time in CTE course defines cohort
 - Completed greater than 8 units in 3 years in single discipline of vocational/technical courses (2-digit TOP)
 - At least one of the courses coded as Sam B or C

Career Technical Education (CTE) Rate

- ◆ Outcomes (numerator) within 6 years
 - Certificates 12+ units (CO approved)
 - Associate of Arts/Sciences
 - Transfer
 - Transfer prepared

CTE Rate

| | 2003-04 to 2008-09 | 2004-05 to 2009-10 | 2005-06 to 2010-11 |
|----------|-----------------------|-----------------------|-----------------------|
| CTE Rate | 54.1 | 54.3 | 54.4 |

Remedial Education Progress Rate

◆ Cohort (denominator)

- In cohort year, attempted a remedial Math, English or ESL course for first time
 - ◆ Exclude dual enrollments in 4-years
 - ◆ Level determined by first attempt
 - ◆ Tracking level below transfer
 - ❖ 1-4 levels below (English)
 - ❖ 2-4 levels below (Math)
 - ❖ 1-6 levels below (ESL)

Remedial Education Progress Rate

- ◆ Outcome (numerator)
 - Within 6-years
 - Successfully completed degree or transfer course in same discipline
 - ◆ English: 1-4 levels to degree applicable or transfer level English
 - ◆ Math: 2-4 levels to degree applicable transfer level Math
 - ◆ ESL: 1-6 levels to degree applicable or transfer level ESL or English

Remedial Education Progress Rate

| | 2003-04 to 2008-09 | 2004-05 to 2009-10 | 2005-06 to 2010-11 |
|------------------------|-----------------------|-----------------------|-----------------------|
| Remedial Progress Rate | | | |
| Math | 36.2 | 36.5 | 36.8 |
| English | 35.7 | 36.1 | 36.4 |
| ESL | 22.4 | 23.7 | 24.1 |

Career Development and College Preparation (CDCP) Reporting

- ◆ ARCC 1.0: CDCP Rate
- ◆ CDCP Supplemental Report
- ◆ Negotiated by Dept of Finance when CDCP funding differential was created

CDCP Rates

- ◆ Issues with ARCC 1.0 Rates
 - Entrance to cohort: enrollment in any single CDCP course @ 8 contact hours
 - ◆ Does this imply program enrollment?
- ◆ Movement to Credit was a measured outcome
 - Meaning cohort could not include NCR/CR co-enrolled students
- ◆ Data collection issues

CDCP Supplemental Report

- ◆ Measured activity, FTE, headcount
 - ◆ Further Rates breakout
 - ◆ Wage Study
-
- ◆ CCCCO desires to eliminate both Supplemental Reports

CDCP /Noncredit Taskforce

- ◆ Met at Mt. Sac., funded through 3CSN @ directed by ASCCC
- ◆ Daylong “lockdown” to come up with methodologies and recommendations to bring to ARCC Scorecard Advisory Committee

CDCP /NCR Taskforce

- ◆ Defined two desired metrics:
 - Course Progress & Success
 - CDCP Program Completion Rate
(Noncredit SPAR)

NCR Course Progress & Success

- “track enrollment in each course across multiple terms (up to 2 years from start of course) to seek out any instance of a grade of A, B, C, P or SP...any of these outcomes in any term for the same course should be considered as a student succeeding at least minimally in acquiring the measureable objectives/SLO’s for the course. Minimum threshold for entry into the cohort: 4 or more contact hours in the course.”

NCR Course Progress & Success

- ◆ Required uniform use of grades in NCR courses; issue being addressed
 - Change Title V to allow “SP”; you can already submit all other grades in MIS
- ◆ NCR data systems need to be integrated into local ERP systems if not already
- ◆ Metric remains on hold until grades are used
 - Likely a future data mart module

Career Development and College Preparation (CDCP) Rate

- ◆ Cohort (denominator)
 - Student attempting 2 or more CDCP courses within three years of starting
 - ◆ Completed at least 4 attendance hours in each of two or more CDCP courses
 - ◆ Could be enrolled in credit courses at any time

Career Development and College Preparation (CDCP) Rate

- ◆ Outcomes (numerator, follow 6-years)
 - CDCP Certificate
 - Certificates 12+ units (CO approved)
 - Associate of Arts/Sciences
 - Transfer
 - Transfer prepared
 - *Eliminated: "moved to credit".*

Proposed CDCP Rate

- ◆ There was friction about the rate in ARCC TAC:
 - Are most of the outcomes just co-enrolled credit students getting credit outcomes?
 - Shouldn't a student deemed to be in a CDCP program be reported on as to ONLY getting a CDCP award?

CDCP Rate

| | 2003-04 to 2008-09 | 2004-05 to 2009-10 | 2005-06 to 2010-11 |
|-----------|-----------------------|-----------------------|-----------------------|
| CDCP Rate | 8.8 | 9.1 | 14.6 |

- With better tracking/reporting, these rates have nowhere to go but up

CDCP/Noncredit Data

- ◆ Tracking relies on valid SSN's for outcomes beyond your campus
 - Valid SSN collection rate:
 - ◆ Credit: ~90%
 - ◆ Noncredit: ~50%
 - ◆ Should we limit cohort to valid SSN's only?
- ◆ Awards file must be reported for CDCP certificates
 - SP04 collects approved CDCP certificates

Datamart 2.0

- ◆ Scorecard metrics
 - Multiple crosstabs (advanced)
- ◆ Course completion rates
 - Vocational, Basic Skills, ESL
- ◆ Basic skills tracker
- ◆ Transfer rates (TVP)
- ◆ Annual volume of transfers
 - CSU, UC, ISP and OOS (non-profit, for-profit)
- ◆ Grade distribution, FTES

Other Items

- ◆ Draft report to colleges in January
- ◆ Final Report on March 31, 2013
- ◆ College profile page included
- ◆ Peer grouping will be available
- ◆ Removing college self-assessment process
- ◆ Board of Trustee interactions remain
- ◆ Webinar – November 26th
- ◆ ARCC Alias list
- ◆ Supplemental Reports