The Accountability Scorecard for the California Community Colleges

MIS Spring Data Summit

Technology, Research, and Information Systems Division

California Community Colleges Chancellor's Office

April 1, 2014

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Accountability in the CCC's

- 1990's: "Partnership for Excellence"
  - Relied on 5 "volume" metrics
  - BOG determined "adequate progress"
  - Was great...when you were growing
- 2004-12: Accountability Report for CC (ARCC)
  - Rates + volumes, 850 page report
  - Trustee interaction

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Student Success Task Force

- Recommendation 7.3:
  - Create Student Success "Scorecard"
    - Continue to measure "high-order" outcomes (deg/cert/xfer)
    - Measure "momentum points"
    - Focus on past performance, vs comparative peer performance
    - Expand populations measured, especially those with <12 units

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Student Success Task Force

- Recommendation 7.3:
  - Build upon existing ARCC framework and processes
  - Use existing MIS data; no new data collection burden
  - Improve transparency
    - Eliminate large .pdf report and replace with web-based reporting tool
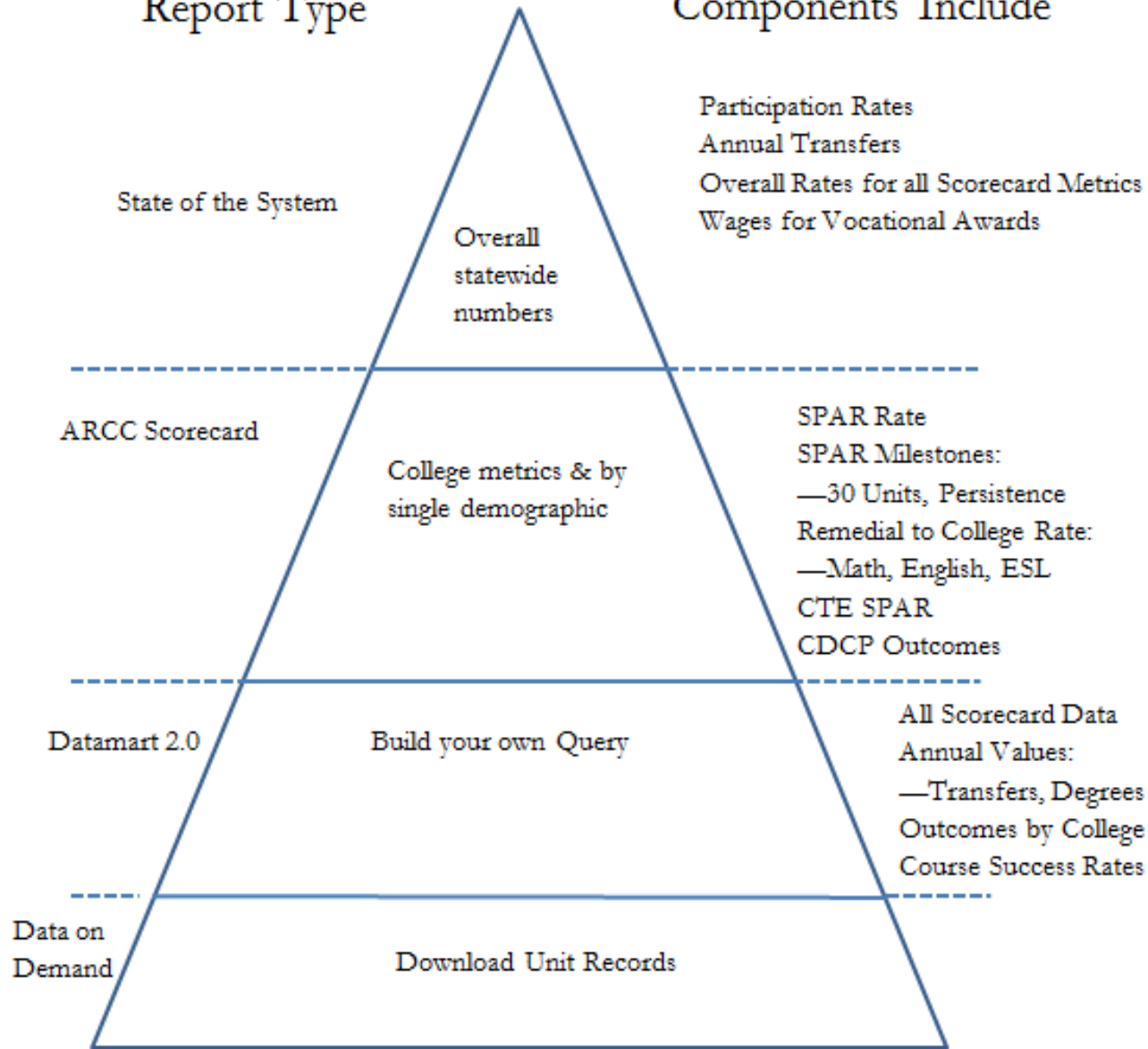
Implementing the Scorecard

- Technical Advisory Committee on Accountability met Jan-Jun 2012

- Created new and expanded data definitions

- Refined focus on final outcomes and significant momentum points

- Simplified levels of reporting and identified proper reports for different audiences
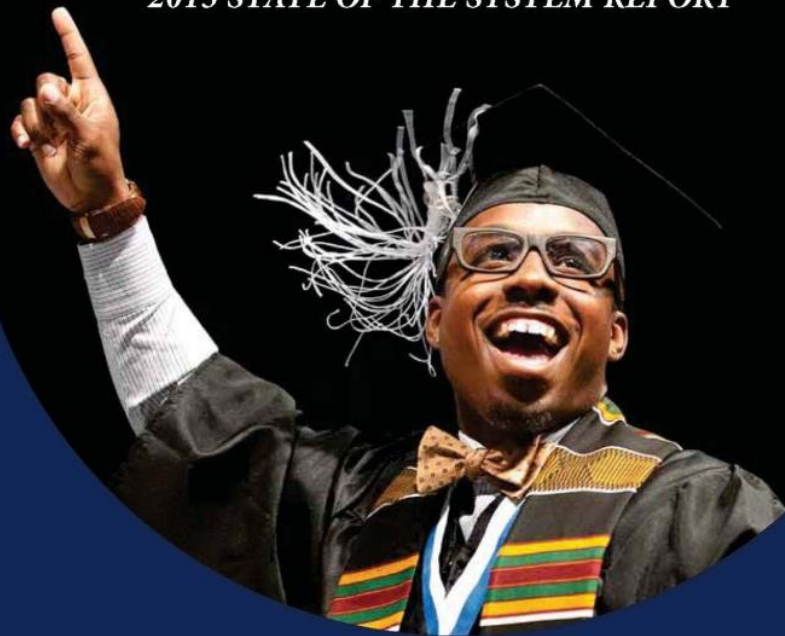
Report Type

Components Include

State of the System

Overall statewide numbers

- Participation Rates
- Annual Transfers
- Overall Rates for all Scorecard Metrics
- Wages for Vocational Awards

ARCC Scorecard

College metrics & by single demographic

- SPAR Rate
- SPAR Milestones:
  - —30 Units, Persistence
- Remedial to College Rate:
  - —Math, English, ESL
- CTE SPAR
- CDCP Outcomes

Datamart 2.0

Build your own Query

- All Scorecard Data
- Annual Values:
  - —Transfers, Degrees
- Outcomes by College
- Course Success Rates

Data on Demand

Download Unit Records

STUDENT SUCCESS
SCORECARD

2013 STATE OF THE SYSTEM REPORT

California Community Colleges Chancellor's Office
Brice W. Harris, Chancellor

Data on Demand

- Data behind all scorecard metrics for each college available in Data on Demand.

- Colleges must login to access data (password available through local CISO)

- https://misweb.cccco.edu/dataondemand/
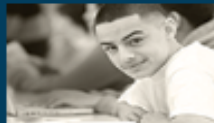
Statewide

Click here to select a different college

MOMENTUM POINTS				COMPLETION OUTCOMES	
PROFILE	REMEDIAL	PERSISTENCE	30 UNITS	DEGREE/TRANSFER	CAREER TECHNICAL EDUCATION

Completion

Click here to view trend data

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.

COLLEGE PREPARED — 70.2%

Gender	%
FEMALE	73.2
MALE	67.3

Age	%
UNDER 20	72.3
20-24	60.1
25-39	52.2
40 OR OVER	44.3

Ethnicity/Race	%
AFRICAN AMERICAN	65.0
AMERICAN INDIAN/ALASKA NATIVE	61.3
ASIAN	80.8
FILIPINO	70.9
HISPANIC	63.5
PACIFIC ISLANDER	64.1
WHITE	69.8

UNPREPARED FOR COLLEGE — 40.5%

Gender	%
FEMALE	41.7
MALE	39.2

Age	%
UNDER 20	42.7
20-24	31.6
25-39	32.2
40 OR OVER	32.2

Ethnicity/Race	%
AFRICAN AMERICAN	33.5
AMERICAN INDIAN/ALASKA NATIVE	31.7
ASIAN	57.2
FILIPINO	44.1
HISPANIC	34.7
PACIFIC ISLANDER	37.2
WHITE	43.6

OVERALL — 48.1%

Gender	%
FEMALE	49.2
MALE	46.9

Age	%
UNDER 20	50.9
20-24	37.2
25-39	35.2
40 OR OVER	33.9

Ethnicity/Race	%
AFRICAN AMERICAN	37.5
AMERICAN INDIAN/ALASKA NATIVE	37.6
ASIAN	65.7
FILIPINO	51.1
HISPANIC	39.1
PACIFIC ISLANDER	42.7
WHITE	52.5

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
OVERALL: Student attempted any level of Math or English in the first three years

Methodology

View CDCP (Non-credit):
Career Development/College Preparation

View Printable Scorecard Reports:
Current Year | Five Year

Scorecard Metrics

Momentum Points

- Remedial Completion Rate
  - % of students who took a remedial course for the first time and completed a degree /transfer level course in the same discipline
    - Math (0 or 1 level)
    - English (0 level)
    - ESL (0 level English)

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Scorecard Metrics

Momentum Points (milestones)

- Three Term Persistence Rate
  - % of students enrolled continuously for 3 terms upon entry

- 30-Unit Completion Rate
  - % of students that complete 30 credit units within 6 years

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Scorecard Metrics

Completion Rate (SPAR)

- % of degree/transfer-seeking students who earn any of the following within 6 years:

  – AA or AS

  – Certificate

  – Transfer to 4-yr institution

  – "Transfer-Prepared" (60 UC/CSU transfer units with GPA=>2.0)

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Completion, 3-Term and 30-Units Rate

Who is Degree/Transfer Seeking?

- Student self-selection is a poor indicator
- We used "behavioral intent" to get degree/transfer
  - Old ARCC definition: 12 units and attempted transfer/degree math or English in 6 yrs
  - New Scorecard definition: 6 units and attempted ANY math or English (incl. remedial) in 3 yrs
- This cohort is 50% of headcount and 83% of total FTE in any first-time class

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Scorecard Metrics

CTE Completion Rate

- % of CTE-directed students who earn any of the following within 6 years:
  - AA or AS
  - Certificate
  - Transfer to 4-yr institution
  - "Transfer-Prepared" (60 UC/CSU transferrable units with GPA=>2.0)

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CTE Completion Rate

Who is a CTE-directed student?

- Completed > 8 CTE units in same curricular area (must be >2 CTE courses) in 3 years

- (2-digit vocational TOP code where at least one of the qualifying courses is occupational SAM B or C)

Scorecard Metrics

CDCP Completion Rate

- % of CDCP-directed students who earn any of the following within 6 years:
  - AA or AS
  - Certificate (includes noncredit CDCP award)
  - Transfer to 4-yr institution
  - "Transfer-Prepared" (60 UC/CSU transfer units with GPA=>2.0)

Scorecard: Who is Counted?

- For any given first-time freshman class:
  - 65% of total headcount accounted for
  - 90% of total FTE accounted for

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Scorecard: Who is Not Counted?

- Of the 35% headcount not counted:
  - Single course takers (75% of the 35%)
  - Longer-term PE enrollees
  - Students that take courses, but never take math or English
  - Long-term stopouts

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Board of Trustee Interaction

- Annual requirement to report Scorecard results to board of trustees remains
  - One year to present to board
  - Chancellor's Office collects board minutes
- Focus is past performance
- Peer grouping is available

Scorecard Caveats

- It is likely to be adopted as part of the systems Student Equity Report framework.

- It is all rates; annual volumes of outputs are provided elsewhere.

  - But rates & volumes are a part of the "State of the System Report"

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Scorecard Caveats

- Rate variability comes with smaller n's.
  - Smaller the campus, the greater the rate variability because of fewer cases
  - Especially so for demographic subpopulations (rates could be based on just a few students)
- Cohort effect of rate variability
  - Good budget cohorts vs. bad budget cohorts
  - Funding and local economic conditions

Ultimately…

- Scorecard is a high-level tool, to be used for long-term trends

- Scorecard should be a tool that starts conversation locally

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Cohorts are based on SSNs

Consequences of high % of missing SSN
[= Students who have an SSN that is not reported]

- Students with missing SSN are excluded from Scorecard metrics → information lost

- Missing SSN biases rates if students with SSN data have different characteristics from those without

Missing SSN Report

- A report is posted on the CCCCO Research site

- Shows % of missing SSN both for system-wide and by college, over seven years.

- Of all colleges included in the Missing SSN report (median - 5.9%, highest - 32.4%, lowest - 0.2%)

- Between 2011/12 and 2012/13 academic years, 75% of colleges showed an increase

2014 Scorecard - Timeline

- Final 2014 Scorecard
  - Password protected, college researchers
- Mid-April 2014
  - Official release by the Chancellor
- March 16th, 2015
  - Minutes of Board of Trustee & 2014 Scorecard
  - Send minutes to scorecard@cccco.edu
  - Part of the 2015 Scorecard report

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2014 Scorecard Modifications

- Revision to the cohorts of the Remedial Rates

- Modification to outcomes of Persistence Rate

- Student-Counseling Ratio to Profile page

- Changes to Display of Scorecard dashboard
  - Less than 10 students warning
  - Age groupings match IPEDS/Datamart

- Modify the Data-On-Demand files

- Edit metric descriptions

Revision to the Cohorts
of the Remedial Rates

ISSUE:

- Some colleges have remedial Math, English & ESL courses designated as "degree-applicable."

- Currently the remedial courses used for the remedial rates include only those with "not degree-applicable" designation

- Students taking "degree-applicable" remedial courses are excluded from the cohort calculation.

Revision to the Cohorts of the Remedial Rates

	Old Definition of Remedial Student		New Definition
	Attempted Course Level (CB21)	Course Credit Status (CB04)	Course Credit Status (CB04)
Math	2-4 levels below transfer	C*	C or D**
English	1-4 levels below transfer	C	C or D
ESL	1-6 levels below transfer	C	C or D

C* : Credit, not degree-applicable

D**: Credit, degree-applicable

New definition will lead to higher remedial success rates in the colleges affected

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Revision to the Outcomes of the Persistence Rate

ISSUE:

- Students are transferring out or earned an award before having time to persist for three consecutive terms

- As a result, unprepared students' persistence rate is higher than the prepared.

- For example, the persistence rate is 67% for unprepared students vs. 62% for prepared students

Revision to the Outcomes of the Persistence Rate

Old Definition of Persistence	New Definition
Attempted a credit course in the first subsequent three primary semester (or four quarter) terms.	**Also** count students who achieved one of the following during the same timeframe: - **Earned Associate of Arts or Sciences Degree** - **Earned Credit Certificate (Chancellor's Office approved)** - **Transferred to Four-Year Institution**

New definition will lead to higher persistence rates across colleges.

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Student-Counseling Ratio

Background

- Initial work on a student-counselor ratio was undertaken by the Chancellor's Office of the California Community Colleges Advisory Group on Counseling in 2012.

- Student-counseling ratio methodology was finalized by the Student-Counselor Ratio Definition Ad Hoc Committee meeting in February 2013.

- Student-Counselor Ratio Definition Ad Hoc Committee methodology was adopted by the Scorecard Advisory Committee in October 2013

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Student-Counseling Ratio Methodology

The Student-Counseling Ratio is based on student headcount and counseling Full-Time Equivalent (FTE) totals. FTEs are obtained from work assignments and course instruction load. The ratio is calculated with the following formula:

Sum (Fall Unduplicated Student Headcount)

Sum (Fall Counseling FTEs)

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Student-Counseling Ratio Methodology (cont'd)

Fall Unduplicated Student Headcount

- Students are included in the ratio if they are enrolled in credit or non-credit courses (STD7 STUDENT-HEADCOUNT STATUS = A, B, C or F) during the most recent fall term.

- Students receiving Extended Opportunities Programs and Services (EOPS) or Disabled Student Programs and Services (DSPS) are excluded in order to measure service capacity for the general student population.

Student-Counseling Ratio Methodology (cont'd)

Work assignment FTEs are excluded if they are associated with the two dedicated programs - EOPS or DSPS - because the Student-Counseling Ratio was designed to measure service capacity for the general student population. Specifically, the following two ASA codes are excluded:

- 6420 Disabled Students Programs and Services (DSPS)
- 6430 Extended Opportunities Programs and Services (EOPS)

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Student-Counseling Ratio Methodology (cont'd)

- If the employee has "Academic, Contract, Non-Tenured on Tenure Track" or "Academic, Regular, Tenured" (EB08 Employee Assignment Classification = C or R) and has a counseling assignment less than one FTE, the counseling FTE is counted as one.

- If an employee has "Academic, Temporary, non-Tenured, not on Tenure Track" status (EB08 Employee Assignment Classification = T), the FTE is tallied as reported.

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Student-Counseling Ratio Methodology (cont'd)

Courses. The following instructional courses based on TOP codes and related FTEs are incorporated into the Student-Counseling Ratio:

- 493010 Guidance
- 493011 Interpersonal Skills
- 493012 Job Seeking/Changing Skills
- 493013 Academic Guidance

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Student-Counseling Ratio Methodology (cont'd)

- FTEs from credit and noncredit courses (EJ01 Employee Assignment Type = 'CN', 'NN') are included with the work assignment (EB08 Employee Assignment Classification = C, R, T) in the ratio.

- No faculty member (EB08 Employee Assignment Classification = C, R, T) may have a counseling-related total FTE greater than 1.

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Student-Counseling Ratio Methodology (cont'd)

Fall Counseling FTEs (Work Assignment + Courses)

Work assignment FTEs are reported in the Assignment-Account-code (EJ03) data element and defined by Administrative and Support Activities (ASA) codes listed in the California Community Colleges Chancellor's Office (CCCCO) Budget and Accounting Manual. Work assignment FTEs are included for the following ASA codes:

- 6300 Student Counseling and Guidance
- 6310 Counseling and Guidance
- 6330 Transfer Programs
- 6340 Career Guidance
- 6390 Other Student Counseling and Guidance

Scorecard News

- ARCC Alias List for Updates and Revisions

- Use scorecard@cccco.edu for questions and feedback

Where are the Staffing Reports?

http://edit2.cccco.edu/CFM/research/summarylogon.cfm

Logon/Password Required

Available from the District CISO

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1. Staffing Report

   2 year data comparison

   Generated the day after submission loaded to production

2. FTE (EJ08):

   By College

   By TOP and ASA (EJ03)

   By Employee Classification (EB08)

   All work assignments (EJ01) included

3. Fall 2012 Data

4. Resubmission any time for MIS cleanup

5. March 14, 2014 resubmission deadline for Scorecard

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District: ABCDE

			Educational Administrator	Tenured / Tenure Track	Academic Temporary	Classified Administrator	Classified Professional	Classified Support	Total
Fall 2012 ASA Code FTE Distribution by Classification	College A	6200 Admissions and Records	1.00				1.00	8.00	10.00
		6300 Student Counseling and Guidance	1.00	0.20				5.47	6.67
		6310 Counseling and Guidance		9.93	5.53				15.46
		6390 Other Student Counseling and Guidance		1.20	0.78				1.98

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District: ABCDE

Fall 2012 TOP Code FTE Distribution by Classification	College A		Tenured / Tenure Track	Academic Temporary	Classified Professional	Classified Support	Total
		220800 Sociology	1.00	0.60			1.60
		300700 Cosmetology and Barbering	3.04	1.57		1.38	5.99
		490300 Humanities				2.43	2.43
		493010 Career Guidance and Orientation	0.66	1.15			1.81
		493012 Job Seeking/Changing Skills	0.40				0.40
		493013 Academic Guidance	1.00	1.40			2.40

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STUDENT EQUITY PLANS

The Board of Governors established Title 5 regulations [Section 54220] directing districts to **develop a student equity plan** and submit it to the Chancellor's Office. The legislation states that:

In order to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan which includes for each college in the district.

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EQUITY PLAN DOMAINS

There are five success indicators outlined in the CCCCO Equity Plan with which to assess disproportionate impact:

- Access;
- Course completion;
- ESL and Basic Skills Completion;
- Degree and Certificate Completion; and
- Transfer.

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Degree and Certificate Completion

2013 STUDENT SUCCESS SCORECARD COMPLETION METRIC

COHORT	OUTCOME
2006-07 Cohort	Attained Completion

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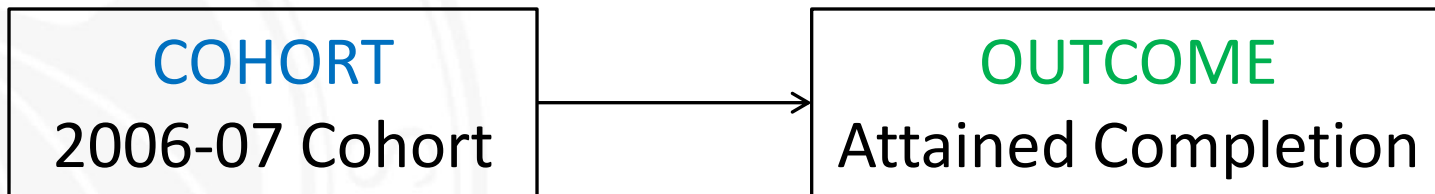
The 80 Percent Rule

The 80 Percent Rule methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

The 80 Percent Rule (cont'd)

The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact."

Calculating the 80 Percent Ratio

1. Calculate the frequency and percent of disaggregated subgroups in cohort and outcome groups.

2. Calculate the percent attainment of each subgroup.

3. Divide the percent attainment of each subgroup by the percent attainment of a reference group to obtain the 80 Percent Ratio.

COMPLETION

Step One: Calculate the frequency and percent of disaggregated subgroups in cohort and outcome groups.

Race/Ethnicity	Scorecard Cohort		Completion	
	Count	Percent	Count	Percent
African American	12,923	7.3%	5,044	5.8%
American Indian	1,565	0.9%	603	0.7%
Asian	28,800	16.2%	18,035	20.7%
Hispanic	56,703	32.0%	22,425	25.7%
Pacific Islander	1,688	1.0%	690	0.8%
Unknown	15,260	8.6%	8,084	9.3%
White	60,523	34.1%	32,386	37.1%
Total	177,462	100.0%	87,267	100.0%

COMPLETION

Step Two. Calculate the percent attainment of each group.

Race/Ethnicity	Scorecard Cohort		Completion		Percent Completion
	Count	Percent	Count	Percent	
African American	12,923	7.3%	5,044	5.8%	39%
American Indian	1,565	0.9%	603	0.7%	39%
Asian	28,800	16.2%	18,035	20.7%	63%
Hispanic	56,703	32.0%	22,425	25.7%	40%
Pacific Islander	1,688	1.0%	690	0.8%	41%
Unknown	15,260	8.6%	8,084	9.3%	53%
White	60,523	34.1%	32,386	37.1%	54%
Total	177,462	100.0%	87,267	100.0%	49%

How to pick the reference group?

- Original EEOC legislation mandated the highest-performing group.

- CCCCO specifies the largest subgroup as the reference group.

    - When there is not a clear majority or the majority percentage may not be the best choice (e.g., the percent of the largest majority is less than the overall rate) one can use the overall rate as the reference.

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Step Three. Divide the percent attainment of each subgroup by the percent attainment of a reference group to obtain an 80 Percent Ratio.

Reference Group: White Completion Rate of 54%

African American: 0.39/0.54 = 0.73

American Indian: 0.39/0.54 = 0.72

Asian : 0.63/0.54 = 1.17

Hispanic: 0.40/0.54 = 0.74

Pacific Islander: 0.41/0.54 = 0.76

Unknown: 0.53/0.54 = 0.99

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COMPLETION

Race/Ethnicity	Scorecard Cohort		Completion		Percent Completion	80 Percent Ratio
	Count	Percent	Count	Percent		
African American	12,923	7.3%	5,044	5.8%	39%	73%
American Indian	1,565	0.9%	603	0.7%	39%	72%
Asian	28,800	16.2%	18,035	20.7%	63%	117%
Hispanic	56,703	32.0%	22,425	25.7%	40%	74%
Pacific Islander	1,688	1.0%	690	0.8%	41%	76%
Unknown	15,260	8.6%	8,084	9.3%	53%	99%
White	60,523	34.1%	32,386	37.1%	54%	100%
Total	177,462	100.0%	87,267	100.0%	49%	92%

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