

Student Task Force Recommendation: ARCC Scorecard Board of Governors Update on September 10, 2012

Background

The Student Success Task Force (SSTF) recommended the implementation of a new accountability framework, whose purpose is to provide stakeholders with clear and concise information on key student success metrics in order to improve performance. The recommendation emphasized that a scorecard be built on the existing reporting system, the Accountability Reporting for the Community Colleges (ARCC).

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges Chancellor's Office (CCCCO) to design and implement a performance measurement system containing performance indicators for the system and its colleges. This comprehensive system is known as the Accountability Reporting for the Community Colleges, or ARCC.

To satisfy the request of the SSTF, the ARCC Advisory Workgroup, which guided the development of the initial accountability system in 2005, was reconvened. The workgroup is represented by individuals from various community college organizations and stakeholder groups, as well as researchers with technical expertise in performance measures. This technical workgroup has met five times in person since April to review the existing framework and design the new scorecard.

Analysis

The advisory group recommends a four-tiered accountability framework, where each level targets a different audience or user:

- The first level provides a report of the state of the system, a high level overview for legislators and policy makers that summarizes a number of State level aggregations of data and annual performance.
- The scorecard itself is the second level and measures progress and completion at each college for various groups of student demographics, including those with different levels of college preparation. This will be the core of the framework and part of the report that focuses on the performance of each college and incorporates many of the recommendations from the SSTF, such as providing metrics pertaining to momentum points, the disaggregation of metrics by racial and ethnic groups and the inclusion of students taking less than 12 units.
- The third level is the ability to drill down further into the scorecard metrics through the existing online query tool, Datamart 2.0.
- The fourth, or most detailed level, is the ability for college researcher to download the datasets pertaining to each metric.

State of the System (First Level)

This part of the report will benefit policy makers by detailing many of the critical contributions that the California Community Colleges have made in recent years. The system level metrics will include:

- Annual Number of Transfers to Baccalaureate Institutions

- Annual Number of Awards by Award Type
- Wages for Students Attaining Awards
- Systemwide Participation Rates
- All Scorecard Metrics aggregated to a System level (see below).

Scorecard (Second Level)

This will be the core of the framework and part of the report that focuses on the profile and performance of each college. The Scorecard will be viewed primarily as an online application (not as a static .pdf report), but will have the capacity to be printed at each level if desired. The indicators of the scorecard measure both intermediate progress and completion by college, for several groups of student demographics. The metrics include:

- A College Profile (including enrollment/FTES information and selected operating ratios)
- Student Progress & Achievement Rate: rate at which degree/transfer-seeking students earn these outcomes within six years of entering)
- Persistence Rate (rate at which students continuously enroll for their first three terms upon entry)
- 30 Unit Achievement Rate: rate at which degree/transfer-seeking students reach the 30-unit “momentum point”
- Math/English Progression Rate: rate at which students that start in remedial math or English complete degree-applicable/transferrable level math/English courses
- Career Technical Education (CTE) Completion Rate: rate at which CTE/vocational certificate seeking “concentrators” earn any award or transfer
- Career Development and College Preparation (CDCP) Completion Rate: rate at which students in Career Development/College Prep Noncredit “concentrator” programs earn degrees

Datamart 2.0 (Third Level)

This level of the report allows individuals to drill down further into the scorecard metrics through the existing online query tool, Datamart 2.0. While the Scorecard will allow a drilldown by college by single demographic variable, the Data Mart will allow for multiple-crosstab analysis and time series analysis.

Data-on-Demand (Fourth Level)

The fourth, or most detailed level, is the ability for college researcher to download the datasets pertaining to each scorecard metric, allowing him/her to run these data locally against localized datasets.

Conclusion

The format and display of the metrics will be finalized in the next month and this will be followed by building an online system to support the framework. The annual accountability report, now restructured as a scorecard, is due to the State Legislature and Governor’s Office by March 31, 2013 and colleges have one year from that date to present the results from the scorecard to their local board of trustees.