

Findings from the 2014 Scorecard Survey

Summary

The Student Success Scorecard report has been published annually since 2013 to fulfill the mandate to disclose student performance in California's community colleges. Several metrics are used in the report to measure student success including outcomes such as certificate/degree completions or transfers to four-year institutions, as well as reaching momentum points. Community College districts' Board of Trustees are required to review the report annually; however, the extent to which the report is used by colleges for other purposes has not been documented. This report summarizes the findings from the survey conducted in 2014 whose main goals were to identify; 1) what from the Scorecard report are reviewed by the local Board of Trustees, and 2) how the Scorecard and related resources are used by colleges. This report also includes common challenges and solutions reported by the respondents.

The major findings of the survey are as follows:

Local Board of Trustees review

- The most common metrics reviewed by the local Board of Trustees were the overall completion and momentum point rates. Disaggregating these rates into college-prepared vs. unprepared groups was frequently done, by over two thirds of districts. About half of the districts disaggregated rates by race/ethnicity, followed by gender and age group.

Local Scorecard use

- Student equity planning, strategic planning and institutionally-set standards (accreditation) were the most common projects for which the Scorecard data were used.
- Over two thirds of the respondents reported making comparisons to peers, with 41% using the peers provided by the Chancellor's Office.
- Race/ethnicity was the most common (82%) attribute by which metrics were disaggregated, followed by college readiness status, gender and age group.
- Over 90% of respondents reported using the five-year report, while almost three quarters reported using the Data Mart and Data on Demand.
- Twelve percent of respondents reported modifying the Scorecard methodology to fit the metrics to the colleges' unique circumstances.
- Half of the respondents reported that the Scorecard facilitated new activities locally, with the Scorecard report being incorporated into existing activities, or new activities/initiatives being created around the Scorecard.
- Challenges reported included the relatively small number of students used for metrics calculations compared to the currently enrolled student population, or the ease of understanding how these students are selected. Metrics being built upon the six-year cohorts was also perceived as a limitation.

- Respondents shared solutions to some of the limitations, including selective use of the Scorecard or supplementing existing metrics with the Scorecard metrics.
- The usefulness of the Scorecard may vary by college, depending on factors such as the local data quality, availability of other local metrics, the level of complexity with modifying the Scorecard for a given project, etc.

Introduction

The Student Success Scorecard, formerly known as the Accountability Reporting for the Community Colleges (ARCC), is the annual report produced by the California Community Colleges Chancellor's Office (CCCCO) that contains a common set of metrics measuring student success outcomes for the system and its colleges. This report was created in response to the Seymour-Campbell Student Success Act of 2012 (Senate Bill 1456) that enforced the recommendations by the Student Success Task Force (SSTF) to implement a new accountability framework. The framework provides stakeholders with clear and concise information on key student progress and success metrics. Although the student performance metrics displayed in the Scorecard (i.e. improvement) are not currently tied to funding, each local Board of Trustees is required by law to review and interact with the report for each of the colleges under its jurisdiction.¹ The Scorecard metrics were developed by the Technical Advisory Workgroup, represented by individuals from various community college organizations and stakeholder groups, as well as researchers with technical expertise in performance measures. The advisory group meets several times a year to consider improvements in the metrics or discuss other Scorecard-related matters.

The 2015 Scorecard is the third online report. Colleges have been actively using the Scorecard, sharing the data locally, and presenting their experiences at conferences. However, it is not clear to what extent community colleges are using the Scorecard beyond what is legally required; that is, to have the Board of Trustees review the report. To this end, the Technology, Research and Information Systems Division (TRIS) at CCCCCO conducted the Scorecard Survey to investigate an overall use of the Scorecard among colleges/districts. The goal of this report is to summarize and share findings from the survey with institutional researchers and college administrators so that they can learn common uses and practices of the Scorecard.

Methodology

In October 2014, the college contacts on the Scorecard listserv (ARCC-Alias list) were requested to take the online survey (for the questionnaire see Appendix), which was created with SurveyMonkey, an online survey tool. This email listserv is used for communications between CCCCCO and all 112 community colleges regarding the Scorecard, therefore, the intended respondents for the survey were primary Scorecard contacts at colleges and districts. The initial request for taking the survey was followed by two reminders, and the survey was closed after three weeks.

¹ The Scorecard report is available at: <http://scorecard.cccco.edu/scorecard.aspx>
For more background information about the Scorecard, refer to the "Scorecard Framework" document available at: <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx>.

The findings from the survey are presented in five sections; respondent characteristics, Board of Trustees review of the Scorecard, local use of the Scorecard, use of Scorecard-related resources, and other feedback on the local use of the Scorecard.

Findings

Respondent Characteristics

A total of 95 respondents completed the entire survey, including questions placed at the end of the survey asking about respondents' characteristics. Summaries provided in this section are based on the answers from these respondents.

Of these 95 respondents, about two thirds (67%) worked for college offices, while the rest (33%) worked for district offices. Because more than one person completed the survey in some colleges, we unduplicated respondents in these colleges and found that 57 unique colleges and 28 districts were represented in the survey. In terms of representation of all colleges and districts in California, about 51% of 112 colleges and 39% of 72 districts were represented, solely based on the offices the respondents said they worked for. However, when we identified districts based on the employing colleges reported by respondents, and added to the district offices reported by respondents, 85% of all 72 districts were found to be represented. We believe that this high representation provides us with balanced view of California's community colleges' experience with the Scorecard.

As for the main job duty, about half responded to be Research Manager/Director, followed by Administrator (executive) and Researcher/Analyst (Table 1).

Table 1. Main job duty reported by respondents (n=95)

Main Job Duty	Count	%
Research manager/director	52	54.7
Administrator (executive)	19	20.0
Researcher/analyst	17	17.9
IT manager	1	1.1
Other	6	6.3

Board of Trustees Review of the Scorecard

Each college district's Board of Trustees (BOT) is required by Education Code, Section 84754.5(d) to review the Scorecard metrics annually. However, there is no requirement as to the contents reviewed by the BOT. By asking the contents reviewed, we intended to understand what parts of the Scorecard were found useful and were communicated at the local level.

To identify one person per district who was most knowledgeable about the contents reviewed by the district's BOT, the role that respondents played in the 'most recent' presentation was asked (Table 2). Based on the responses, we first selected the primary presenter in a district office. If no respondent met this criterion for the district, we identified the primary presenter in a college office. This resulted in 68

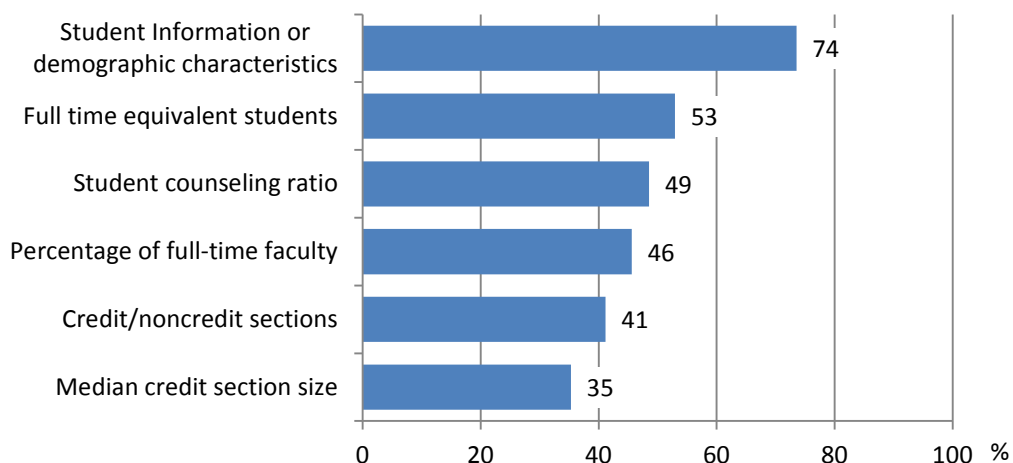
respondents to represent their district who responded at least one question on the BOT presentation. If respondents stated they were “not involved” the survey instrument skipped questions on the BOT presentation and they were excluded from the analysis.

Table 2. Respondent’s role in BOT presentation (n=115)

Main Job Duty	Count	%
Primary presenter	53	46.1
Contributor to the presentation	35	30.4
Not involved	23	20.0
Other	4	3.5

The Scorecard report has a page (i.e. current college profile page) that shows various statistics of the currently enrolled student population. ² Even though this does not represent the students included in the Scorecard report, it does reflect the most recent student population served, so we asked respondents whether statistics from this page were presented to the BOT. Figure 1 shows the percent of respondents reporting that a given item was presented.

Figure 1. Percent presented the indicated item from the College Profile page (n=68)



Figures 2 through 4 display the percent of respondents reporting the specific Scorecard metrics presented, whether overall or by subgroups (i.e. race/ethnicity, gender, or age group). Metrics in Figure 2 - Remedial Math, Remedial English, and Remedial ESL - indicate progression from not being prepared for college courses to completing a college-level course. Metrics in Figure 3 measure rates at which students progressed into perceived ‘momentum’ points for completion (persistence and 30 unit rates). Figure 4 includes three completion rates, measuring the completions of degrees or transfers, Career Technical Education (CTE) or Career Development and College Preparation (CDCP). All figures illustrate similar results: a majority of districts presented the overall rates, while slightly less than half presented

² The definitions of these indicators are found in the “Scorecard Data Specifications” document available at: <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx>

rates by race/ethnicity, and a third presented rates by gender or age group. The only exception is the CDCP completion rate (Figure 4) that shows a much lower percent for presenting the overall rate even though only colleges that have the CDCP rate are included in the calculation.

Figure 2. Percent presented the indicated remedial metrics
(n=61 for Remedial Math and English, n=51 for Remedial ESL)

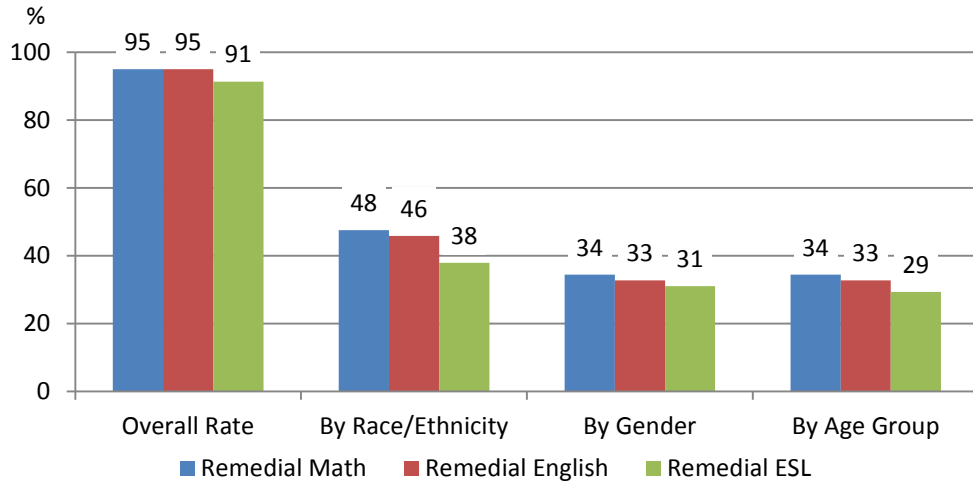


Figure 3. Percent presented the indicated momentum metrics (n=61)

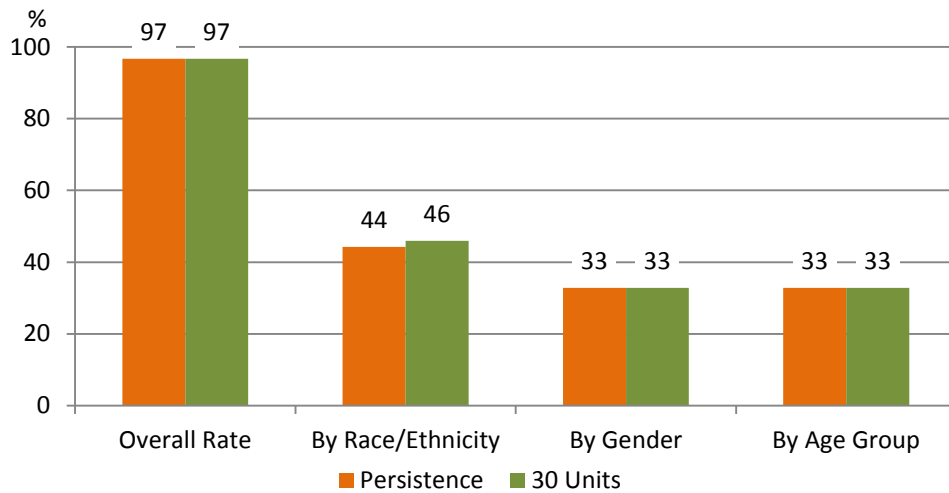
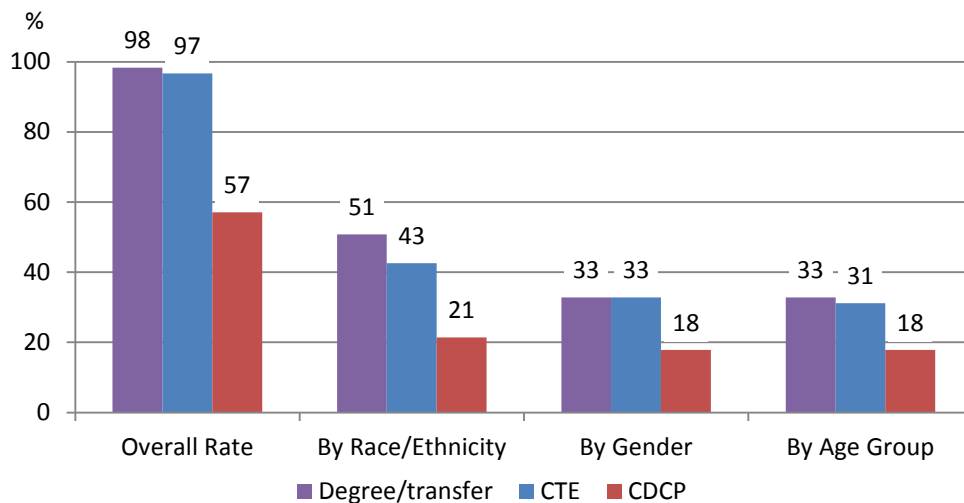
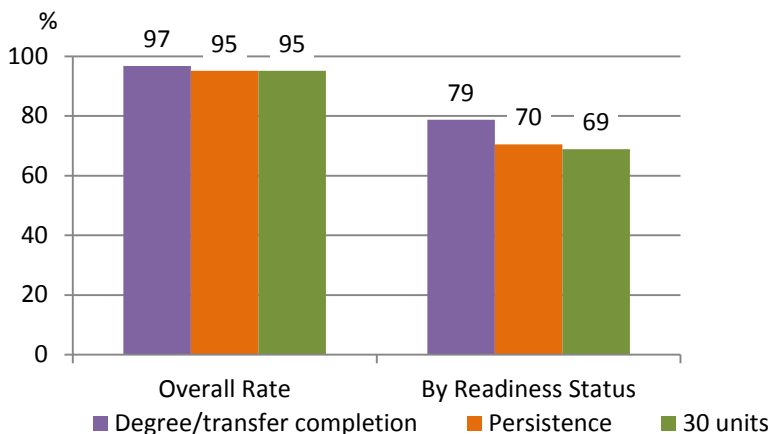


Figure 4. Percent presented the indicated completion metrics (n=61 for degree/transfer and CTE, n=28 for CDCP)



In addition to an overall rate, some of the Scorecard metrics are available for students who are prepared or unprepared for college-level course work (called “the college readiness status” hereafter). A majority of respondents reported presenting these metrics by the college readiness status as well (Figure 5). Almost 80% of the districts presented the degree/transfer completion rate by the readiness status.

Figure 5. Percent presented metrics by the college readiness status (n=61)



When asked if “other data” were presented to the BOT, 55% (n=32) responded in the affirmative. Admittedly, the question was worded such that it could be interpreted in many different ways. Open-ended responses from those presented “other data” revealed that metrics from other projects/activities were often used, including institutional effectiveness or institutionally-set standards (n=13), as well as student equity (n=5).

Some responses indicated attempts to make comparisons to place their college’s current performance in perspective, by comparing to peers (n=7), to the statewide metric (n=4), or by showing trends over time (n=3). Others presented contextual statistics, such as high school participation rate (n=2), participation

rate at their college (n=1), or college readiness status of their students (n=1). One non-Scorecard success metric frequently used for the presentation was the course retention or success rates (n=4). A few of the respondents also felt the need to supplement the Scorecard's remedial metrics by providing either additional metrics for students that were omitted in the Scorecard (n=1) or further analysis of low-performing courses (n=1). Indicators of services in need or resources provided were also presented in a few instances, such as enrollment counts or course offerings (n=2) or fiscal data (n=2). Finally, among unique examples were: characteristics of non-completers or students who were not completion-oriented, average years/units accumulated at completion, graduate counts, disaggregated outcome counts for the degree/transfer completion rate, time to completion, or staff demographics.

Local Use of the Scorecard

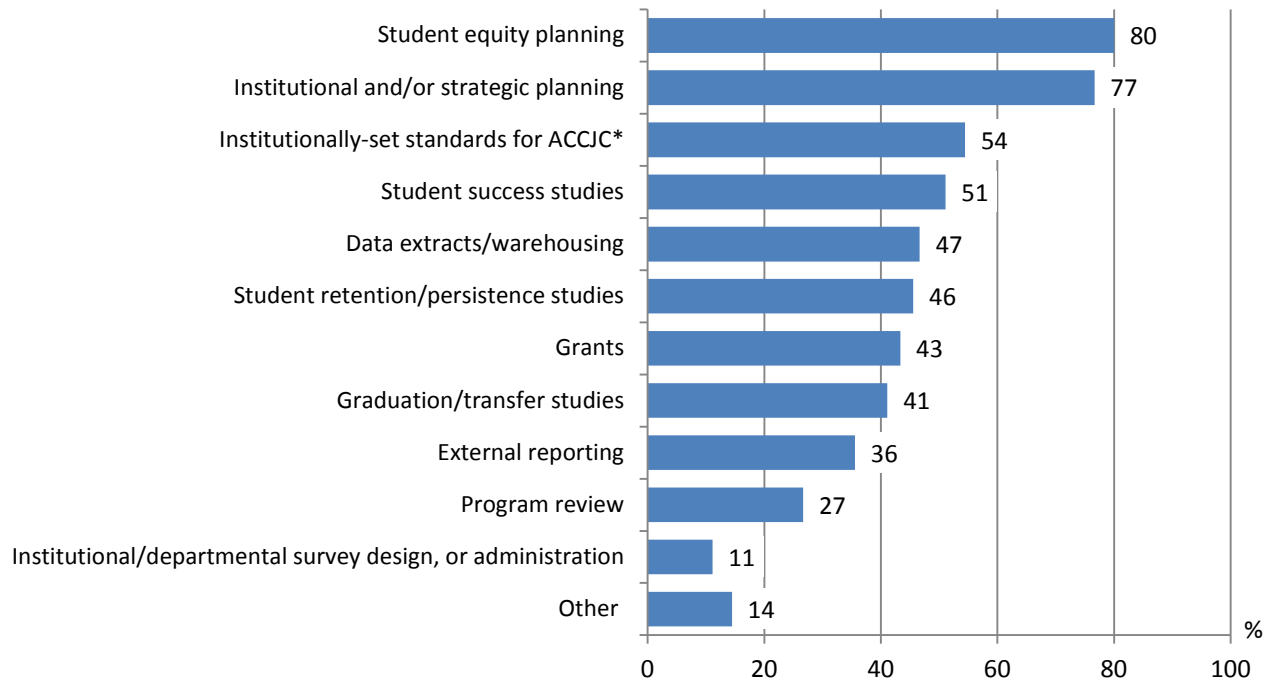
This section summarizes the findings about how respondents used the Scorecard data. The analyses include all respondents who reported to have ever used the Scorecard (n=91).

First, we asked whether the respondent used the Scorecard data for specific projects (Figure 6). Not surprisingly, a majority reported the student equity planning (80%). This is because at the time of the survey colleges were instructed to create a Student Equity Plan,³ for which the Scorecard had been suggested as one of the data sources. This response category was followed by institutional/ strategic planning (77%) and institutionally-set standards for the Accrediting Commission for Community and Junior Colleges, or ACCJC (54%).

Some of those who selected "other" reported creating reports or presentations for internal as well as external audiences (n=5). Some mentioned products including the Scorecard metrics, such as the Educational Master Plan, Institutional Effectiveness Report, Research Brief, Fact Book, etc. Others found rather creative use in occasions such as Board training, President's Address, Convocation, or responding to the media. Lastly and most importantly, several reported the critical role the Scorecard report has played in increasing awareness, discussion, and dialogue among various parties over how to improve student performance in specific areas (n=3).

³ The guidelines are available at: http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Consultation/2014_agendas/September/Student%20Equity%20Expenditure%20Guidelines%202014-15.pdf

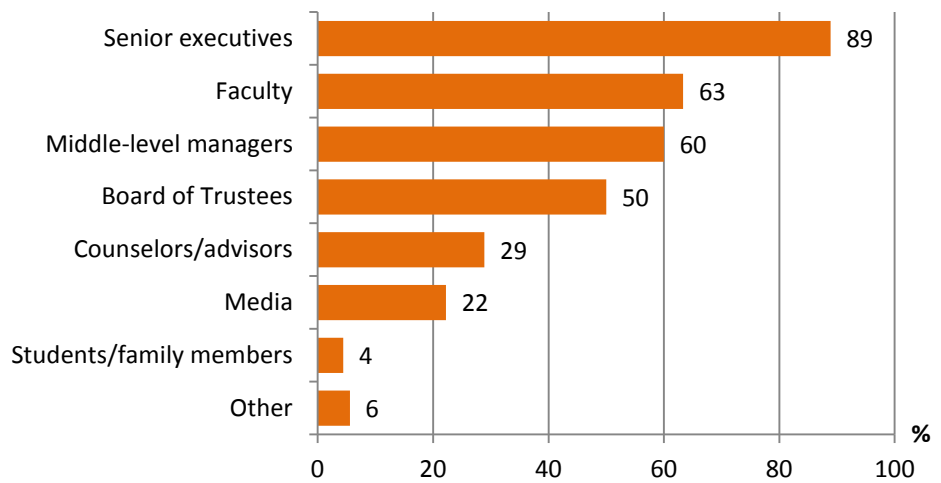
Figure 6. Percent used the Scorecard for the indicated project (n=90)



* ACCJC: The Accrediting Commission for Community and Junior Colleges

The results of the question asking who requested the Scorecard data are shown in Figure 7. The most requests came from senior executives (89%), followed by faculty (63%) and middle-level managers (60%). A few respondents who answered “other” indicated that a “committee” requested data (n=2).

Figure 7. Percent reported the data request source



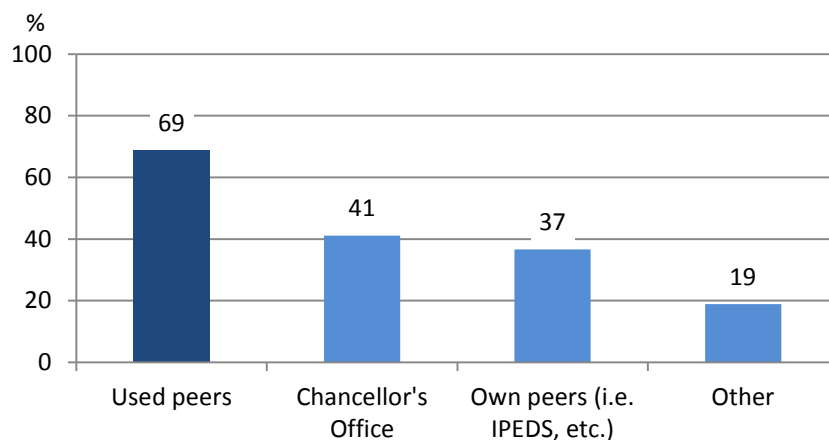
Some questions were asked to uncover the types of analyses that respondents conducted using the Scorecard. A common practice among colleges to gauge their students' performance is to compare that to a reference group. Table 3 shows the primary groups used for comparison of college scores. About 86% used the system-wide rate for comparisons while 69% reported using peers.

Table 3. Comparison groups used (n=90)

Comparison Group	Count	%
System-wide	77	85.6
Peers	62	68.9

Figure 8 shows side by side the percent of respondents who reported using peers for analysis, as well as the peer selection process. Among those who reported using peers, the peer groups provided by the Chancellor's Office was only slightly more popular (41% of all respondents) than creating own peers using other tools such as the one by the Integrated Postsecondary Education Data System (IPEDS). The latter method was reported by 37% of all respondents. Other types of peers reported in an open-ended field included; colleges in the same district (n=6), neighboring colleges (n=5), colleges with a similar student demographic composition (n=2), and all other community colleges in California (n=2).

Figure 8. Percent used peers for comparisons and how the respondents selected peers (n=90)

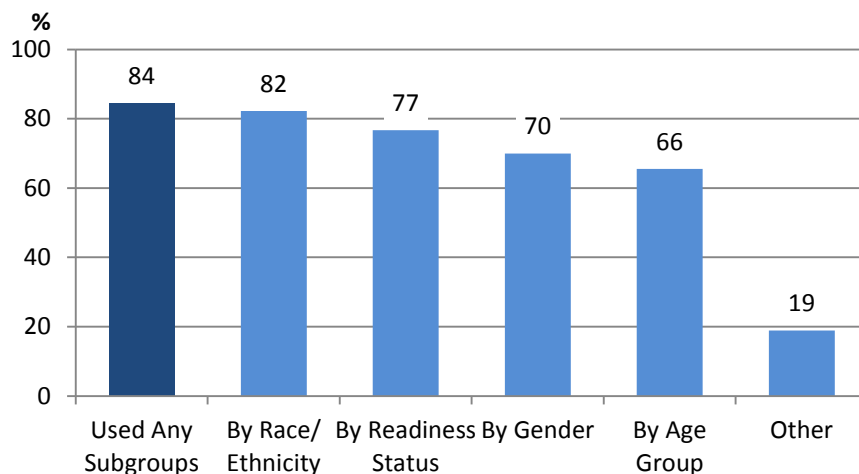


The Scorecard report allows disaggregation of the rates into subgroups, based on such characteristics as race/ethnicity, gender, or age group. Disaggregating metrics by subgroup is often the first step in the effort to identify underperforming subgroups. A question was asked about the subgroups that the respondents used for analysis. As Figure 9 shows, 84% reported to have used a subgroup for analysis. The subgroup used most often was race/ethnicity (82% of the respondents), followed by the college readiness status (77%). Disaggregating by gender was only slightly more popular than by age group. Respondents also reported a variety of other subgroups that they used, including economically disadvantaged (n=11), students with disability (n=7), veterans (n=6), foster youth (n=6), or recipients of specific support services such as Mathematics, Engineering, Science Achievement (MESA). Less commonly reported, but seemingly effective was to create combinations of multiple subgroups, which

allows identification of the weakest performing group that might be overlooked when only one subgroup was used at a time. One respondent elaborated this approach:

Our office looks through all the breakdowns provided but is selective in providing them in presentations unless there are notable differences otherwise we lose our audience very quickly. Have to be strategic.

Figure 9. Percent used the indicated subgroup for analysis (n=90)



Because the Scorecard was created by applying the same set of criteria to all community colleges, it might not address unique characteristics and needs of every college. A question was intended to capture such needs; asking whether the respondent modified the Scorecard metrics to fit their colleges' unique situation, to which 12% answered affirmatively. Of these, several specific practices emerged:

- Using own definition of basic skills courses (e.g. Including non-credit courses to redefine the Remedial ESL cohort)
- Including students without social security numbers in the cohorts ⁴ to calculate metrics
- Breaking out completion outcomes into each outcome type, such as transferring to a four-year institution, receiving certificates or degrees, etc. ⁵
- Using the 4-digit Taxonomy of Program (TOP) codes ⁶ to redefine the CTE completion cohort, as opposed to 2-digit

⁴ Generally speaking, the Scorecard cohorts are defined as first-time students with no prior postsecondary education, starting in the same academic year, followed for six years. Additional sets of criteria largely based on course-taking patterns are applied to each metric, to identify students whose educational goal is in line with the measured outcome. For the rest of the report, 'cohorts' indicate students who were selected to calculate the Scorecard metrics.

⁵ For the Scorecard degree/transfer and CTE completion rates, students are considered 'completed' if any of these outcomes are attained, without differentiating among them.

⁶ The Scorecard uses TOP codes, a system of numerical codes used across the states, to identify specific programs of study. A 4-digit code would give users a finer category than 2-digit code in a program. For more information on TOP codes, see:

http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.13.pdf

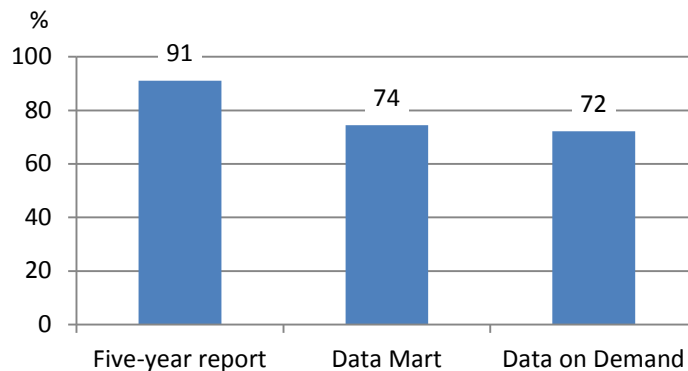
- Expanding race/ethnicity and age subgroups into finer categories
- Using a three-year cohort, not a six-year cohort
- Comparing the completers to their educational goals
- Adding non-Scorecard metrics, such as the course success or retention rate, for more balanced evaluation

Use of Scorecard-related resources

In addition to the dashboard version of the Scorecard report, a few other data extraction tools are available to colleges. Furthermore, several documents are posted online with the Scorecard report to facilitate users' understanding and appropriate use of the report. This section provides an overview of how commonly, and in what ways, these data resources or supporting documents are used.

There are three main sources of data that offer a more in-depth look at the Scorecard metrics. They are: 1) the five-year report ⁷ that provides the Scorecard metrics by college for the five most recent cohorts in an Excel file, 2) Data Mart, ⁸ a data query tool that allows extracting the Scorecard metrics using combinations of subgroups, with an option of using a few subgroups that are not available in the dashboard or five-year report (i.e. Disabled Students Programs & Services Status or Economically Disadvantaged Status), and 3) Data on Demand, ⁹ through which colleges can download their own Scorecard data files that contain records of students included in the metrics along with their demographic characteristics and outcomes. Figure 10 shows the percent of respondents that reported using each of the data sources. The five-year report was most commonly used, by 91% of the respondents, followed by Data Mart (74%) and Data on Demand (72%).

Figure 10. Percent used the data source (n=90)



Five-Year report

When asked how the five-year report was used, respondents who used it (n=82) reported a variety of projects for which trend data were useful. The examples included:

⁷ For an example, the five-year report for the statewide rates can be accessed at:

http://scorecard.cccco.edu/reports/FiveYear/000_FiveYear.xls

⁸ CCCCO Management Information Systems (MIS) Data Mart, available at:

<http://datamart.cccco.edu/DataMart.aspx>

⁹ Data available by CCCCO MIS at: <https://misweb.cccco.edu/dataondemand>

- Equity or disproportionate impact (n=18)
- Accreditation, institutional standards, or benchmarking (n=15)
- Strategic planning or institutional effectiveness (n=12)
- Program planning and review, including Student Success and Support Program (SSSP) or Basic Skills (n=11)
- Presentation or report to the Board of Trustees (n=7)
- Grants (n=4)

As mentioned in an earlier section, ‘equity or disproportionate impact’ was the most popular category for all three data sources probably because the Student Equity Plans were being developed by colleges at the time of the survey. Aside from the projects listed above, various types of data use were reported. These are shown below, by counting each time the activity was mentioned by the respondent (thus, the counts do not exclude projects listed above).

The five-year report was widely used for report writing or presentations (n=31). It was also a common practice (n=17) that respondents reviewed it for in-depth understanding of the trends in Scorecard published on the dashboard, which includes rates only for one cohort year. As one respondent explained, the trend data not only allowed assessment of progress but also “*provided context for the current year’s data.*” Respondents used it for their routine works, such as making comparisons with the statewide performance (n=5), checking the cohort size for metrics (n=4), validating the locally extracted data (n=3), responding to questions or data request (n=3), or finding subgroup rates (n=3). A few respondents reported going beyond analysis, and using the report to discuss/develop interventions (n=3).

Data Mart

The Scorecard data have been made available on the Data Mart, a query tool that allows for multiple crosstabs and additional subgroups. Another unique contribution of this tool is its ability to generate a data table with the Scorecard metrics for multiple colleges simultaneously.

Again, respondents reported a similar list of projects that involved using the Data Mart (n=67).

- Equity or disproportionate impact (n=17)
- Program planning and review, including Student Success and Support Program (SSSP) or Basic Skills (n=12)
- Strategic planning or institutional effectiveness (n=9)
- Institutional standards (n=6)
- Grants (n=3)

The most commonly cited use was to conduct supplementary analysis of the Scorecard (n=15). This category includes answers such as using data to better understand/explain the Scorecard, or to analyze trends. As in the case with the five-year report, using the Data Mart for reports or presentations (n=14) was also popular. However, one response that frequently mentioned and unique to the Data Mart was to refer others to this tool, or to provide training on how to use it (n=9). This shows that respondents regarded the Data Mart as a useful resource not only for themselves but also for other users of the

Scorecard. It was also a convenient tool for quick referencing (n=9), data validation (n=6), or responding to questions or data requests (n=5).

As expected, the Data Mart was frequently used for making comparisons with peers or statewide performance (n=8). A few respondents reported extracting data that were not available either in the dashboard Scorecard or the five-year report, that is, metrics by the economically disadvantaged or Disabled Students Programs & Services (DSPS) statuses (n=2), or by district (n=2).

Data on Demand

Via the Data on Demand (called DOD hereafter) colleges can download student-level Scorecard data, but access to such data is limited only to colleges within the same district. It allows users to view a list of students who are included in the Scorecard cohorts, and who among them had an outcome.

Of the 65 respondents who reported using DOD, below are the types of projects for which they used the DOD. Though the list is similar to those for the five-year report and Data Mart much higher proportion of the respondents reported using data for the equity planning purposes.

- Equity or disproportionate impact (n=31)
- Strategic planning or institutional effectiveness (n=10)
- Program planning and review, including Student Success and Support Program (SSSP) or Basic Skills (n=6)
- Grants (n=2)
- Institutional standards or benchmarking(n=1)

In terms of how data were used, a variety of practices emerged, due largely to the flexibility of analysis permitted by unitary data. A large proportion of respondents reported conducting supplemental analysis (n=25). Many also reported linking data internally to their student data, presumably by the student ID (n=18), which makes more pointed analyses possible, including:

- Disaggregating outcomes into transfer, transfer-prepared, and degree/certificate awards
- The four-year institutions to which students transferred
- The units accumulated by students before transfer
- Students' course-taking patterns and their completion outcomes
- Outcomes by subgroups (race/ethnicity or age) with categories that differ from the Scorecard
- The extent of overlaps between cohorts of different metrics
- Comparing the completion and persistence rates, and explaining unexpected findings
- Evaluating progress in specific (or grant) programs
- Statistical/predictive modeling

Additionally, a common practice by respondents was to validate their local data by the Scorecard data (or vice versa) whenever discrepancies arose (n=11). Particularly, validating the Scorecard cohorts was frequently mentioned. Some reported using the DOD data for reports and presentations (n=8), or to respond to internal data requests (n=4). Finally, some looked at trends (n=5) and peers (n=2), or even predictors of outcomes (n=2).

Supporting documents

Several documents are posted on the Scorecard page to help users better understand the report.¹⁰ The Data Specification document describes the definition of each Scorecard metric. The Frequently Asked Questions (FAQ) document compiles questions often asked and provides answers to them. The Missing SSN Report provides the percent of students whose Social Security Number (SSN) is missing by college. To have a high percentage of students with SSN is critical to the quality of the Scorecard report, because students without it are excluded from the report. Table 4 shows that most respondents used the Data Specification (90%) and Frequently Asked Questions documents (79%), but only one third reported using the Missing SSN Report (32%).

Table 4. Percent used the document (n=90)

Document	Count	%
Data Specifications	81	90.0
Frequently Asked Questions	71	78.9
Missing SSN Report	29	32.2

Draft Scorecard review

The draft Scorecard is posted for colleges' review annually, typically 45 days before the final Scorecard is published, so that any data issues are captured at that time and corrected data are resubmitted to the Chancellor's Office. The request for review is emailed to the listserv with which the survey respondents were contacted; therefore, all were expected to be familiar with the process. We asked whether respondents reviewed the draft Scorecard in the past, and whether their review resulted in the resubmission of data. The result shows that a majority of the respondents (n=77, or 86%) reviewed the draft Scorecard. Of these, almost one quarter reported that correct data were resubmitted as a result (Table 5).

Table 5. Resubmission of data as a result of the draft Scorecard review (n=77, of those who reviewed the draft)

Resulted in resubmission	Count	%
Yes	18	23.4
No	43	55.8
Not applicable	2	2.6
Don't Know	14	18.2

Other feedback on the local use of the Scorecard

New activities prompted by the Scorecard

To capture new activities that became possible after the availability of the Scorecard report we asked specifically on whether respondents were aware of any activities (such as taskforce, committee, workshop, etc.) in their colleges or districts, which were spurred by the Scorecard. Of the 94

¹⁰ All supporting documents mentioned in this section are available at:
<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx>

respondents who answered this question, 44 (47%) responded affirmatively and proceeded to describe those activities.

The question appears to have been interpreted in two different ways. One interpretation is represented by examples of new activities, which came into life 'as a result of' the Scorecard. We could identify as many as 14 respondents, or 32%, who mentioned activities in this category. These activities would not have taken place if it were not for the Scorecard. Often mentioned are the creation of a new entity (n=5), be it a committee, initiative, task force, or council, etc., whose intervention and evaluation were built around the Scorecard. Similarly, one reported that their college joined an initiative that was external to their institution to facilitate their student success effort. Other examples of new activities involved presentation or data review at Professional Days or Flex Days (n=3), or re-evaluation of how courses were classified (n=2). Closely related, a respondent specifically reported the improvement of local data integrity. One college successfully advocated for increased funding using the Scorecard data. More importantly, the Scorecard report increased awareness and conversation (n=5), or led to reviews/revisions of the curricula or support services (n=3).

Another group of respondents interpreted the question slightly differently, and gave examples of new activities that took place within existing activities. In these examples, the Scorecard data were considered to be contributing to, or incorporated into, the existing evaluation processes. These respondents often did not find the Scorecard metrics alone as sufficient to be used for evaluation. One respondent elaborated the role played by the Scorecard;

[The Scorecard metrics] have been used with other metrics to support the development of the college's strategic plan and other initiatives and grant activities developed to improve student success.

For this reason, many respondents mentioned activities that had already existed, including student success program (n=17), student equity (n=15), strategic planning (n=11), or basic skills (n=10). For some of these responses that included key words such as student success program or basic skills, it was not possible to determine with certainty that they were either existing or newly created programs. The Scorecard was often mentioned to be a component of evaluation activities, through the development of Key Performance Indicators (n=2) or by creating a new framework/model (n=1). Some reported that other local groups (i.e. committee, council, initiative, etc.) used the Scorecard data as part of the evaluation (n=4). The comment below summarizes the overall sentiment as to the contribution of the Scorecard well.

I think the Scorecard, and the ARCC report before it, started a conversation and kept it going because of the annual update. Our colleges have started several student success activities, imbedded conversation in existing committees and re-organized committees around the topic of student success.... I think ARCC and later the Scorecard were a catalyst. The fact that results are distributed and must be reviewed/discussed annually keeps the topic in the forefront.

Anything else on the Scorecard use?

The final question was asked about anything else that the respondents wanted to share about their use of the Scorecard. Many commented on limitations and suggested improvements. Below is a list of the common themes:

- The Scorecard is not suitable for strategic planning or evaluation due to its use of the six-year cohort. The metrics do not reflect current student performance.
- The cohort size for the metrics is too small due to the specific cohort definitions applied. This is problematic for two reasons; it may not represent the larger student body, and it makes the rates unstable from year to year.
- The Scorecard definitions were incompatible with the college's specific situation. As a result, respondents needed to explain why some metrics looked worse than they should.
- Additional data (i.e. disaggregation by other subgroups) to the Scorecard, Data Mart, or Data on Demand would be helpful.
- The Scorecard assigns students only to the first college attended. This does not serve their rural college.
- The Scorecard encouraged reviews of how courses were coded.
- The Scorecard duplicated their local metrics.

Many also provided invaluable insights into how respondents handled the limitations of the Scorecard.

To the question of the small cohort problem – the cohort size that is much smaller than the currently enrolled population – a respondent suggested using either the ratio of cohort size to the total undergraduate headcount or the ratio of cohort size to the first-time students. This would provide a context to the Scorecard data.

A college could take a proactive role monitoring the data quality and evaluate the suitability of the Scorecard for specific purposes. One cautionary tale was provided by a college who suspected that their metric's small cohort size might make the rate vulnerable to many factors other than student performance. Accordingly, they investigated/monitored data, and concluded that the fluctuations in the rates might have been explained mostly by delays in data entry. For that, colleges need to monitor data quality/completeness closely to gauge how much utility they can make out of their report, particularly for setting institutional goals or evaluation studies that requires/assumes complete data year after year.

Several respondents considered the Scorecard data to be "*historical*" that lacked "*agility to make changes that affect or benefit current students.*" The cohort-based metrics seem particularly inappropriate for planning/evaluation when the student population is changing, a respondent noted. As a remedy to this "old data" problem, many respondents mentioned using an entirely different set of metrics (some in addition to the Scorecard metrics), such as the course completion rate, which does not depend on a cohort. A respondent reported using the basic skills progress tracker from the Data Mart to monitor their basic skills students because it was "*more flexible and allows us to view more current and timely information.*" Another said that he created his own cohort that did not have the problem.

Not all have given up on the six-year cohorts, however; some expressed interest in conducting deeper analyses of the cohort-based data, by looking at more recent cohorts (i.e. cohorts that have been

defined, but not have completed the six-year follow-up period). Such data would allow more timely evaluation of performance among students not only from more recent cohorts but also during earlier years after enrollment.

Several respondents expressed their struggle with having more than one similar student success metrics, locally developed and the Scorecard. Some decided to choose the Scorecard over others for consistent use. This group seems to express more concerns over having the cohort-based metric alone, which may pose difficulty in their planning activities in the future. The others kept multiple metrics, either using both side by side, or using local metrics for one purpose and the Scorecard metrics for another. The latter approach is exemplified in the following statement:

Basically, the only use for the Scorecard at this time is for mandatory Scorecard reporting and now the SSSP/Student Equity plans.

Overall, this group appears to be content with this approach, as shown in comments below.

Helps to have an external set of metrics to point to that can inspire action in a way internally created metrics might not.

I don't like that it is a 6-yr back look, so I prefer to use my own cohorts that can go forward from the first semester. So I like having both.

Many expressed that the Scorecard's cohort definition either excluded or included a specific group of students, making the metric inappropriate for their colleges. One respondent shared a unique solution. Realizing that a large, important group of students were not included in the Scorecard cohort, he/she presented the Scorecard metric along with their own metric using the 'correct' cohort. By doing so, he/she was able to show the audience how differences in the cohort selection criteria could affect the metric.

Lastly, though not acknowledged widely enough, the Scorecard use was facilitated by the process in which the community and researchers participated in the development of the metrics.

.... even though the metrics are externally generated, because they were developed via a collaborative process by the colleges, they have an 'in the trenches' credibility.

Conclusions

This report does not include every single challenge faced by colleges in using the Scorecard. Rather, our intention was to summarize commonalities in their experiences and to provide enough specifics for current and new users to learn from their colleagues about how to enhance the use of the Scorecard.

The Scorecard metrics were developed specifically for accountability, and may not be suitable for other purposes such as planning and evaluation. Understandably, limitations of the Scorecard were expressed in multiple sections of the survey. Such inherent problems that respondents faced in their attempt to apply the Scorecard in their work, such as setting annual goals or monitoring long-term performance,

were exacerbated by changes in the metric definitions during the first few years of the implementation. Despite the obvious limitations, however, respondents found various ways to make it useful for their own purposes. The survey results also support the notion that the Scorecard use was generalized to activities beyond accountability, including local data validation, training of non-researchers on a data extraction tool, grant-writing, and so on.

The impacts were also found deeply and widely in the areas that were not foreseen. One of the most important outcomes may have been that the dashboard report published online, with the ease of accessing and consuming, reached the communities that had not previously seen the data. At best, the Scorecard seems to have created inquiries and dialogues in such a way the previous ARCC report did not allow, while the requirement for the local Board of Trustees to annually review the report contributes to the ongoing conversation over how to improve student performance.

Acknowledgement

We are extremely grateful to the survey participants who took the time to participate in the study. Without their participation, this study would not have been possible. We are also grateful for the valuable feedback and thoughts on the draft survey, provided by Craig Hayward and Lisa Wang of Irvine Valley College, Denise Inciong of South Orange Community College District, and Matt Wetstein of San Joaquin Delta College. Their willingness to give their time so generously was very much appreciated.

Appendix

2014 Scorecard Survey



Scorecard Contacts,

We are asking for 15 minutes of your time to complete the Scorecard survey, whose purpose is to determine how colleges and districts are using the Scorecard report. The aggregated results from this survey will be shared with institutional researchers in a report or/and at the conference, as well as with the Scorecard advisory group.

The findings of the survey will inform us about the most commonly reviewed metrics by the local Board of Trustees, the use of the data and results at the local level, and the use of various supporting materials related to the Scorecard report (January draft, data-on-demand, peer grouping, etc.).

This survey is being sent to the Scorecard listserv (ARCC Alias list), which could result in multiple submissions by researchers and administrators at colleges and district offices.

Please complete the survey by Monday, October 27. If you have any questions about the survey, please contact Atsuko Nonoyama of the Chancellor's Office, Research, Analysis and Accountability Unit, at anonyama@CCCCO.edu.

Thank you,
Alice van Ommeren
Dean of Research, Analysis and Accountability
916.327.5878
avanommeren@cccco.edu

We begin by asking about your Board of Trustees' annual review of the Student Success Scorecard.

2014 Scorecard Survey

1. Each college district's Board of Trustees (BOT) reviews the Scorecard annually. For the most recent Scorecard presentation made to the BOT (2013 or 2014), which of the following best describes your role?

Please check one.

- Primary presenter
- Contributor to the presentation
- Not involved
- Other (please specify)

There are no specific requirements about the content to be included in the Board of Trustees review of the Scorecard. However, we would like to learn about what was reviewed specifically.

In answering the following questions, please think about the most recent presentation.



Statewide

[Click here to select a different college](#)

PROFILE | **MOMENTUM POINTS** | COMPLETION OUTCOMES

REMEDIAL | PERSISTENCE | 30 UNITS | DEGREE/TRANSFER | CAREER TECHNICAL EDUCATION

College Profile

[Click here to view current year report](#)

The student population and course sections offered described in the tables are based on the 2012-13 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2007-08.

STUDENT INFORMATION				OTHER INFORMATION	
Students		2,292,252		Full Time Equivalent Students	1,107,256.9
GENDER		ETHNICITY/RACE		Credit Sections	303,499
Female	53.0%	African American	7.2%	Non-Credit Sections	25,604
Male	45.9%	American Indian/Alaska Native	0.5%	Median Credit Section Size	28
Unknown	1.1%	Asian	11.5%	Percentage of Full-Time Faculty	56.9%
AGE		Filipino	2.9%	Student Counseling Ratio	719:1
Less than 20 years old	24.1%	Hispanic	38.3%		
20 to 24 years old	31.8%	Pacific Islander	0.5%		
25 to 39 years old	26.7%	White	30.2%		
40 or more years old	17.4%	Two or more Races	3.2%		
Unknown	0.0%	Unknown	5.7%		

2. Was any information from your 'College Profile' page (shown above) presented to the BOT?

- Yes
- No
- Don't know

2014 Scorecard Survey

3. In presenting the College Profile to the BOT, which of the following were included? Please check all that apply.

- Student information or demographic characteristics
- Full time equivalent students
- Credit/non-credit sections
- Median credit section size
- Percentage of full-time faculty
- Student counseling ratio



Statewide

[Click here to select a different college](#)

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

College Profile [Click here to view current year report](#)

The student population and course sections offered described in the tables are based on the 2012-13 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2007-08.

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25 to 39 years old	26.7%	White	30.2%		
40 or more years old	17.4%	Two or more Races	3.2%		
Unknown	0.0%	Unknown	5.7%		

4. Which success metrics from the Scorecard were presented to the Board of Trustees? For each row (or metric) check at least one.

If you check either "Don't know" or "Not presented" do not check any other categories for the metric.

Momentum Points

	Don't know	Not presented	Presented: overall rate	Presented: by gender	Presented: by age group	Presented: by race/ethnicity
Remedial Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remedial English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remedial ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2014 Scorecard Survey

5. Completion Outcomes

	Don't know	Not presented	Presented: overall rate	Presented: by gender	Presented: by age group	Presented: by race/ethnicity
Degree/transfer (Completion/SPAR)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career technical education (CTE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career development and college preparation (CDCP, Non-credit) ----- [*If your college does not have this metric, please check 'Not presented']	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. In the BOT presentation, were any of the following metrics disaggregated for prepared and unprepared students?

	Yes	No	Don't know
Persistence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30 units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree/transfer (Completion/SPAR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Were the Scorecard metrics presented to the BOT along with any other data?

- Yes
- No
- Don't know

8. Please describe the other data that were presented.

9. Can we contact you for more information related to your BOT presentation?

- Yes
- No
- Don't know

Following questions are about your assignments using the Scorecard that are not related to the Board of Trustees review. Please think of your assignments since the Scorecard was first published in March 2013.

"Using the Scorecard" could mean a wide range of activities, from copying/pasting metrics from the web site to create a report, to conducting statistical analysis.

For data requests, please consider all requests from both internal and external sources to your office and college.

10. Have you used the Scorecard?

- Yes
- No

2014 Scorecard Survey

11. Please indicate the type(s) of projects for which you used the Scorecard.

- Institutionally-set standards for ACCJC
- Data extracts/data warehousing
- External reporting
- Grants
- Institutional and/or departmental survey design and/or administration
- Institutional and/or strategic planning
- Program review
- Graduation and/or transfer studies
- Student retention/persistence studies
- Student success studies
- Student equity planning
- Other (please specify)

12. Who in the following list requested information about the Scorecard?

Please check all that apply.

- Senior executives
- Middle level managers
- Faculty
- Board of Trustees
- Counselors/ advisors
- Students/ family members
- Media
- Other (please specify)

Now, you will be asked about your use of supporting materials of the Scorecard.

Please think about ALL assignments, including what you contributed to the Board of Trustees review.

2014 Scorecard Survey

13. Have you used your college's five-year report (shown below) available on the Scorecard web page?

- Yes
- No

000_FiveYear [Read-Only] [Compatibility Mode] - Microsoft Excel

File Home Insert Page Layout Formulas Data Review View Acrobat

M7

2014 Statewide Student Success Scorecard

Revision Date: 6/5/2014

Completion Overall	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	159,586	46.9%	161,558	48.1%	169,395	48.9%	179,238	49.2%	194,050	48.1%
Female	88,331	47.3%	88,690	48.7%	91,230	49.9%	95,383	50.0%	102,400	49.2%
Male	69,211	46.5%	71,269	47.4%	76,157	47.7%	82,315	48.1%	89,925	46.9%
< 20 years old	119,764	50.6%	125,944	51.4%	136,342	52.0%	146,589	51.9%	158,367	50.6%
20 to 24 years old	17,105	37.8%	16,095	38.7%	15,462	39.3%	15,408	38.9%	17,120	37.2%
25 to 39 years old	15,100	35.2%	13,066	34.8%	11,610	34.2%	11,544	35.2%	12,257	35.2%
40+ years old	7,435	32.8%	6,347	33.5%	5,882	33.3%	5,654	33.6%	6,270	33.5%
African American	11,454	37.4%	11,834	37.4%	12,542	38.3%	13,066	39.1%	14,627	37.5%
American Indian/Alaska Native	1,333	35.5%	1,360	37.1%	1,448	39.8%	1,578	38.5%	1,672	37.6%
Asian	18,532	63.3%	19,003	65.5%	20,645	66.4%	21,739	66.6%	22,426	65.7%
Filipino	6,910	49.5%	7,100	51.8%	6,955	51.3%	7,317	50.6%	7,551	51.1%
Hispanic	47,626	36.0%	49,750	37.7%	53,299	38.6%	57,245	39.6%	63,853	39.1%
Pacific Islander	1,339	40.1%	1,422	43.4%	1,568	43.5%	1,709	41.5%	2,034	42.7%
White	59,318	51.6%	57,423	52.7%	58,336	53.7%	61,144	53.4%	64,727	52.5%

Completion_Overall Completion_Prepared Completion_Remedial Persist

Ready 100%

14. Please describe how you used the report.

15. Have you used the Scorecard data available in the Data Mart?

- Yes
- No

[Home](#)[Students](#)[Courses](#)[Student Services](#)[Outcomes](#)[F](#)

Students/Headcounts

Reports showing student counts, with demographic breakouts if desired, by:

- Annual/Term Student Count
- Enrollment Status
- Day/Evening Status
- Full-time/Part-time Status
- Citizenship Status
- Education Status
- Full-time Equivalent Student (FTES) Counts
- Distance Education (DE) Full-time Equivalent Student (FTES) Counts

Courses/Calendar

Various reports showing course characteristics such as TOP code, credit status, SAM code, etc. as well as how the course was offered such as day / evening status and accounting method. The reports include:

- Counts of sections offered, students enrolled, and FTES by credit course characteristics
- Counts of sections offered, students enrolled, and FTES by noncredit course characteristics
- Counts of sections offered, students enrolled, and FTES by basic skills course characteristics
- List of courses offered during a term with section counts and characteristics
- Academic Calendar Summary for all colleges for a fiscal year
- Academic Calendar for a district for a fiscal year

Student Services

Reports showing student counts, with demographic breakouts if desired, for students who are participants in programs and or services overseen by the Student Services Division of the Chancellor's Office:

- Student Assessment Summary by Instrument ID
- California Work Opportunity and Responsibility to Kids (CaWORKs)
- Disabled Student Program and Services (DSPS)
- Extended Opportunity Program and Services (EOPS)
- Financial Aid
- Matriculation
- Special Population/Group Student Count

Faculty &

Reports show

- Annual Sta
- Faculty & S

Outcomes

Reports showing student outcomes in enrollments and programs, with demographic breakouts if desired, by:

- Basic Skills Cohort Progress Tracker
- Enrollment Retention and Success Rate
- Grade Distribution
- Program Awards
- Student Success Scorecard Metrics 
- Transfer Velocity
- System Wage Tracker
- College Wage Tracker
- Transfer Volume

16. Please describe how you used the data.

17. Have you used the Scorecard data available in the Data-on-Demand?

- Yes
- No



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Data on Demand

Contact Information:

[cccmedit](#)

User Name:

Password:

LOGIN

18. Please describe how you used the data.

Next, we will ask some questions about how you used data.

Remember, please think about ALL of your assignments that involved the Scorecard, including what you contributed to the Board of Trustees review.

19. Did you compare your college's performance to that of the state?

- Yes
- No

20. Did you compare your college's performance to your peers?

- Yes
- No

2014 Scorecard Survey

21. You indicated that you used peers for comparisons.

What are the sources of the peer grouping schemes that you used?

Please check all that apply.

- Created own peers (IPEDS, etc.)
- "Peer grouping of colleges" by Chancellor's Office
- Other (please specify)

22. Did you look at the Scorecard metric(s) by comparing subgroups, such as by gender, race/ethnicity, etc.?

- Yes
- No

23. Which of the following subgroups did you use in comparing Scorecard metrics?

Please check all that apply.

- By remedial status (prepared vs. unprepared)
- By gender
- By age group
- By race/ethnicity
- Other (please specify)

24. Did you modify the methodology of the Scorecard metrics to fit your college's (or district's) unique situation?

- Yes
- No

25. Please describe how the methodology was modified.

2014 Scorecard Survey

26. Have you viewed any of the following documents posted on the Scorecard page?

Please check all that apply.

- Scorecard data specifications
- Frequently asked questions (FAQ)
- Missing SSN report

Other (please specify)

27. A draft Scorecard is posted annually on a test site in January, and colleges are asked to review their data and resubmit if necessary.

Did you review a draft Scorecard in the past?

- Yes
- No
- Not applicable

28. Did your review of the draft Scorecard lead your college to resubmit MIS data to the Chancellor's Office?

- Yes
- No
- Don't know
- Not applicable

29. Do you know of any activities (such as taskforce, committee, workshop, etc.) in your college or district, which were spurred by the Scorecard ?

- Yes
- No

30. Please describe the activities.

2014 Scorecard Survey

31. If there is anything else that you would like to tell us about your use of the Scorecard, please describe.

Finally, we will ask a few questions about you.

32. Please select one that best describes your main job duties.

- Administrator (executive)
- Researcher/analyst
- Research manager/director
- IT specialist
- IT manager
- Other (please specify)

33. For which type of office do you work?

Please choose the office of your primary assignment.

- College office
- District office

34. Please select your college.

College Name

If you work for more than one college, please indicate the primary college.

35. Please select your district.

District Name

Please choose only one.

In the event that we should have some follow-up questions please provide your name and email.

Your information will remain confidential, and your responses will be shared either in aggregate or in a manner that does not allow identification of specific individuals or institutions.

36. Name

37. Email address

Thank you for taking the survey!