

Data and Evaluation Plan for Student Access, Progress, and Success in the Southwestern College Direct Assessment Competency-Based Education Program

June 2024

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Table of Contents

Introduction.....	2
Data to Measure Student Access, Progress, and Success.....	2
“IRP Program Metrics Available”	3
Available Metrics.....	3
Disaggregation and an Equity Framework for IRP Program Metrics Available.....	4
CBE Specific Metrics.....	5
CBE Program Evaluation.....	7
Program Review and the Plan for Continuous Improvement.....	7
Outreach.....	8
Outreach Goals for CBE.....	8
Outreach Strategies for CBE.....	8
Evaluating Outreach Strategies and Goal Achievement.....	9

Introduction

Per California Code of Regulations Title 5 [§55270.10. District Evaluation Plans](#), the District is required to complete an evaluation plan for direct assessment competency-based education programs. This assessment is based on college procedures and is intended to remediate disparities and inequalities in educational experiences and subsequent outcomes for minoritized students. The evaluation plan shall be based on an equity framework and include a plan to collect and disaggregate data by race and ethnicity for student access and outcomes as well as an evaluation of outreach strategies for historically underserved and minoritized students. This plan is included as an element of a Direct Assessment Competency-Based Education Program Map a District submits to the Chancellor’s Office to obtain approval of a direct assessment competency-based program, per Title 5 [§55270.2. Approval of Direct Assessment Competency-Based Education Programs](#) sections (b)(11) and (b)(12).

Data to Measure Student Access, Progress, and Success

The Southwestern College Office of Institutional Research and Planning (IRP) has identified metrics to collect that measure student access, progress, and success for CBE program students. These metrics are divided into two categories:

- “IRP Program Metrics Available” that include data typically calculated and disseminated at the program level to measure student access, progress, and success, and

- “CBE Specific Metrics” which are unique to direct assessment instruction and measure operational or daily controls and are collected and discussed internally at the Department level to inform CBE program practices.

“IRP Program Metrics Available”

IRP Program Metrics Available align with metrics established in the [Southwestern College Student Equity Plan](#) as well as the [Southwestern College Educational Vision Plan 2030](#). The metrics collected in this category are currently collected as a matter of course and are available for all program evaluations regardless of instructional model or delivery modality. To differentiate student data for students enrolled in a CBE program, course sections for each program competency will be created in Colleague and students will be enrolled in these sections. This will allow the Research Office a way to disaggregate CBE students from traditional students.

Available Metrics

The chart below provides the “IRP Program Metrics Available” that will be reviewed in the evaluation of all direct assessment, competency-based education programs:

Academic Program Metrics (KPIs) and Disaggregations for SWC Students		
Common uses: Comparisons across time, program review, service outcomes assessment, equity analysis (disproportionate impact), and accreditation.		
Available Metrics		
Category	Data Element	Definition
Access	Headcount	Unduplicated count of students
Access	Course Enrollment	A student is considered to have been enrolled in a course if the student either received an end-of-term grade notation (A, B, C, D, EW, F, I, IP, MW, NP, P, RD, or W) in a credit course or received more than zero positive attendance hours in a non-credit course.
Access	Received Services	Students who receive services (e.g., counseling, DSS, tutoring)
Access	Enrollment Status	Whether or not students are continuing, first-time, first-time transfer, returning, or special admit/dual enrollment based on enrollment term

Progress	Persistence	Persistence rates show whether or not students continue on into the next term or academic year
Progress	Completion Rate	The percentage of student enrollments that do not withdraw from a class and received a valid grade in a course
Progress	Success Rate	The percentage of student enrollments that receive a passing/satisfactory (A, B, C, P) grade in a credit co
Progress	Student Learning Outcomes	Measures knowledge, skills, abilities and attitudes students gain
Progress	Transfer Level Math and English	The proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district
Success	Graduation volume	Students who earned an award
Success	Transfer Volume	Students who exited the community college system and who enrolled in a four-year institution in the selected year

Disaggregation and an Equity Framework for IRP Program Metrics Available

Ed Code Section 78222 requires, as a condition for receipt of Student Equity and Achievement Program funding, that colleges maintain a Student Equity Plan (SEP) to ensure equal educational opportunities and promote student success for all students regardless of race, gender, age, disability, or economic circumstances. In addition to this requirement, California Code of Regulations Title 5 [§55270.1 Definitions](#) defines direct assessment, competency-based education as an “equity-minded approach to earning a college degree” in “which individuals are provided the resources they need to have access to the same opportunities as the general population.” In keeping with the goals of the District’s Student Equity Plan and the spirit of direct assessment as a method of offering instruction more equitably, IRP Program Metrics Available are disaggregated and disaggregated data are used in program evaluation and improvement.

Current data can be disaggregated in the following ways:

- Race/Ethnicity
- Gender
- Age Group
- DSPS
- ESL

- Foster Youth
- Veteran
- HS Student
- First Gen
- Full-Time Students

CBE Specific Metrics

The Office of Institutional Research and Planning (IRP) completed a longitudinal review of CBE programs across the nation to determine useful metrics to include in data collection and subsequent evaluation to support continuous quality improvement for Southwestern's fledgling direct assessment program. In addition to the IRP Program Metrics Available that we currently use, IRP created a list of additional metrics that speak to the student access, progress, and success goals that guide the District's direct assessment program development and implementation.

Some of these metrics we already produce; some we do not (e.g., pace – how fast students go through the modules or program). The CBE Core Team is working with IRP to develop mechanisms to capture these data. Other data metrics, such as the time students spend engaged with instructional content or the frequency with which students work with various faculty and student support roles in SWC's "unbundled" faculty model, will also be added as the staffing plans for these positions become final.

A list of CBE-specific metrics is below:

CBE-Specific Metrics		
This is a preliminary inventory of existing and potential metrics to implement as part of CBE evaluation. Some overlap with available metrics is included in the table.		
CBE Specific Metrics		
Metric	Description	Currently Collected by Southwestern CCD or Available from External Source
Enrollment	Head Count	YES
Enrollment	FTES	YES
Enrollment	Enrollment Status (e.g., Special Admit)	YES

Enrollment	Demographics (e.g., Race/Ethnicity)	YES
Enrollment	Education Status (e.g., HS graduate)	YES
Enrollment	Educational Goal	YES
Services	Counseling	YES
Services	Placement/Assessment	YES
Services	Education Plan	YES
Services	Pell Recipient	YES
Services	California College Promise Grant Recipient	YES
Services	EOP&S	YES
Services	Students with Disabilities	YES
Services	Tutoring	NO
Services	Student Satisfaction	YES
Services	Instruction/Support (e.g., Faculty to Student Ratio)	NO
Services	Operations (e.g., Cost to Serve One Student)	NO
Momentum	Retention	YES
Momentum	Completion/Success	YES
Momentum	Math/English (Transfer Level)	YES
Momentum	Engagement (e.g., Involvement in Program Activities)	NO
Momentum	Pace (completions per period)	NO
Momentum	Time to degree	NO

Student Learning	PSLO Assessment	YES
Student Learning	External Assessment (e.g., Certification Exam)	NO
Student Success	Degrees, Certificates, Transfer	YES
Student Success	Educational Goal Attainment	NO
Student Success	Licensure Pass Rates	NO
Employment	Employment Status	YES
Employment	Job-Related to Field of Study	YES
Employment	Median Annual Earnings	YES
Employment	Attained Living Wage	YES
Employment	Change in Earnings	YES
Employment	Employer Satisfaction	NO

CBE Program Evaluation

Program Review and the Plan for Continuous Improvement

All offices at Southwestern College complete an annual program review to evaluate progress on stated goals, identify areas for improvement, and assess resource needs. This review includes demographic data consistent with the district's student equity goals. Continuous improvement will be achieved through regular review and analysis of the collected data to identify areas of improvement in student access, progress, and success. The direct assessment program will be assessed based on its ability to accurately measure student learning and provide meaningful data on student progress and success. Disaggregated data by race and ethnicity will be used to assess the impact of the direct assessment program on different student groups. Feedback from stakeholders, including students and faculty, will be used to inform changes and enhancements to the data collection and evaluation process. This data and evaluation plan will ensure that the college or district is committed to promoting student equity and will help in identifying areas of improvement to enhance student access, progress, and success.

Outreach

To comply with Title 5 requirements found in [§ 55270.10. District Evaluation Plans](#), a college's CBE evaluation plan must include an assessment of its outreach efforts for effectiveness, especially for historically underserved and minoritized students. Southwestern College's Outreach Office is a resource for developing those outreach goals and assisting in data collection for program review, assessment, and improvement. The SWC Outreach team is committed to providing students with information about Southwestern College programs, services, enrollment procedures, and academic opportunities so they can make informed decisions and ease their transition into Southwestern College. Services in the Outreach Office include workshops and events, in-person appointments, video chat with prospective students, peer ambassadors who visit local high schools, technology tools for communicating with students such as Cranium Cafe, the Jaguar Call Center to provide support by phone, and more.

Outreach Goals for CBE

As Southwestern launches its first direct assessment programs, outreach goals will be modest with an overall goal of increasing enrollment and awareness as the particulars of direct assessment competency-based instruction are piloted, evaluated, and improved. For this reason, quantitative metrics, such as specific percentage increases in enrollment, will be pursued after the 2024-2025 pilot year. Goals for this plan include the following:

- **Educate Internal and External Stakeholders:** Inform both internal constituents (staff, faculty, current students) and external stakeholders (prospective students, local businesses, community organizations) about direct assessment instruction.
- **Increase Enrollment:** Implement strategies to boost enrollment, particularly focusing on adult learners and non-traditional students as part of equity design inherent in direct assessment instruction. Particular attention will be paid to enrolling non-traditional students in the automotive technology discipline, such as female students.
- **Build Relationships:** Establish meaningful connections with individuals and organizations that can lead to partnerships or collaborations with local automotive industry leaders and employers.

Outreach Strategies for CBE

Working with the SWC Outreach Office and the Office of Advancement and Community Engagement, several promising opportunities exist to accomplish the outreach goals set forth in this plan. Some strategies include the following:

- **Educational Workshops:** Offer workshops on career paths in the automotive industry, developing technologies and topics of study in automotive technology, and the requirements of the traditional and direct assessment automotive technology curriculum.

- Open House Events: Host open house events to showcase the college's Automotive Technology facilities, equipment, and programs to prospective students and their families.
- School Visits: Visit local high schools and adult schools to provide information about the developing direct assessment program for automotive technology and the benefits of enrolling in the program at Southwestern.
- Career Fairs: Participate in or host career fairs for automotive technology to connect students with local employers and internship opportunities and transfer partners with programs for which an automotive technology associate degree may be an effective preparation for advanced study (e.g. electrical engineering).
- Information Sessions: Conduct information sessions on the direct assessment approach at all campuses of the District and online via video conferencing to educate prospective students about unique aspects of the program, program requirements, enrollment process, and completion strategies.
- Partnership Programs: Develop partnership programs, building on the Automotive Technology program's current advisory committee, with local leaders in the automotive industry and employers for student recruitment, internships, job placements, and joint events.
- Social Media and Website Campaign: Utilize social media platforms and a robust direct assessment website to engage with the community, raise awareness of direct assessment programs, share program development status, and highlight upcoming events.

These activities not only help to reach potential students, but also strengthen the college's relationship with the community and local employers and leaders in the industry.

Evaluating Outreach Strategies and Goal Achievement

All offices at Southwestern College complete an annual program review to evaluate progress on stated goals, identify areas for improvement, and assess resource needs. This review includes demographic data consistent with the district's student equity goals. The goals of the CBE program will be integrated into the current goals identified by the Automotive Technology program and documented in the next program review cycle. Since the next program review will occur after the pilot has launched in spring 2025, outreach goals for the program will be more SMART with quantifiable metrics. Some metrics may include the following:

- Key performance indicators (KPIs) such as student enrollment numbers, workshop or event attendance, website traffic, and social media engagement.
- Surveys and feedback through surveys, interviews, and focus groups to gauge satisfaction and impact.
- Digital analytics using tools like Google Analytics
- Social media metrics to monitor engagement rates, shares, likes, and comments on social media platforms.
- Event Analysis to evaluate the success of events by attendance, participant engagement, and follow-up actions taken by attendees

Outreach strategies can be continuously refined based on the data collected and changes in the program as a result of lessons learned in the pilot.