



SSTF Update: ARCC Score Card

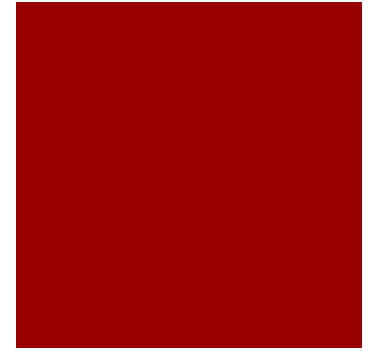
Phil Smith

—*ASCCC Leadership Development Committee Chair*

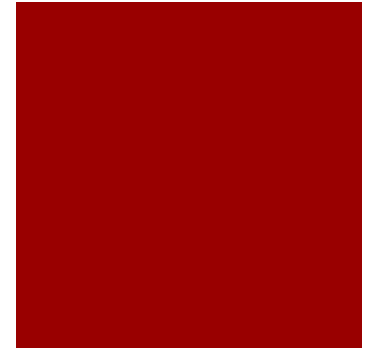
Craig Rutan

—*Santiago Canyon College*

Student Success Task Force
Recommendation 7.3:
Implement a student success
score card.

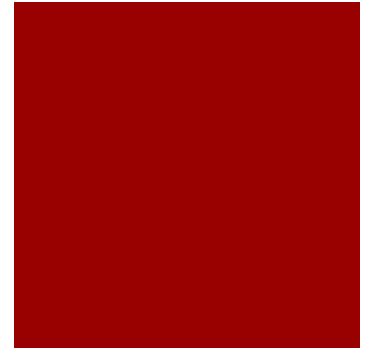


SSTF specifically called for:



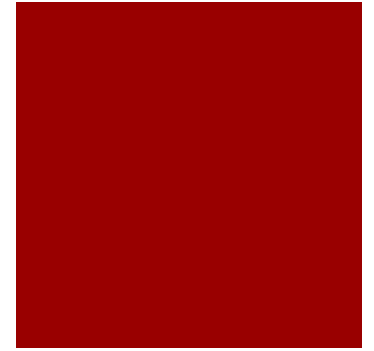
- Concise set of student success metrics
- Identification of any achievement gaps by breaking data down by ethnic group
- Comparison of colleges against their own past performance

Implementation:



Details
Details Details

What to do about Accountability Reporting for Community Colleges (ARCC)?



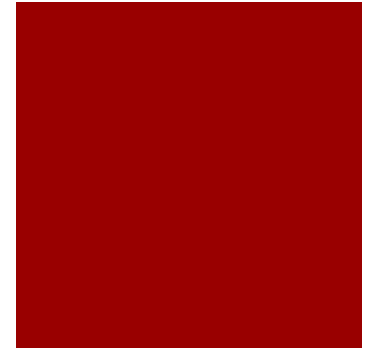
- Legally mandated to provide yearly reports on score card-like measures already
- ARCC mandate doesn't go away
- ARCC has same data source as Score Card
- Can ARCC and Score Card be merged into one?

Differences between ARCC 1.0 and Score Card



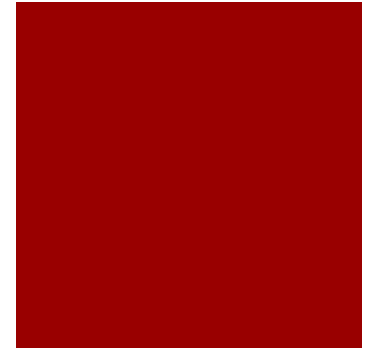
- The original ARCC report used **peer groups** to compare one college's results with another. *This means that some colleges must always be below average.*
- The score card will show how your college performs on each of the metrics over a 5-year period. There are **no comparisons with other colleges.**
- The score card will provide a **better opportunity to identify areas of strength and areas that need improvement** than the original ARCC report.

How does the CCCCCO Datamart fit in?



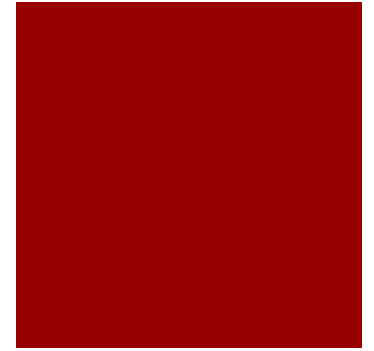
- Common data source for ARCC and Score Card
- Increasing number of requests for specialized reports
- Planned migration to Datamart 2.0

How will the Score Card be used? Concerns about



- Performance-based funding
- Norming of data
- Truly Promoting Student Success

Create a System Wide Workgroup to Tackle the Issues



Workgroup:

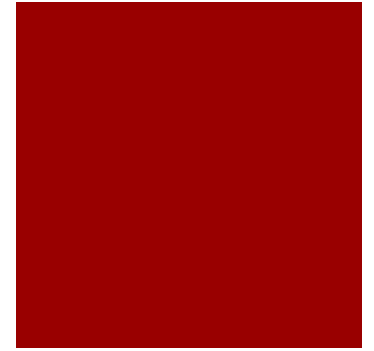
- Met 5 times over spring and summer: 4/3, 5/11, 5/30, 6/18, 7/25.
- Alphabet soup of statewide constituencies represented:
- CCCCCO
- RP
- ASCCC
- CEOs
- CSSOs
- CIOs
- LAO
- DOF
- VERATAC



The SPAR



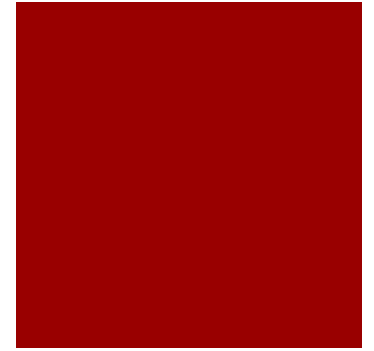
Student Progress and Achievement Rate (SPAR)



*Of the CCC students who intend to pursue
a particular educational goal*

— how many actually accomplish it?

Warning! Math Ahead...



*Number of CCC students
who accomplish their educational
goal*



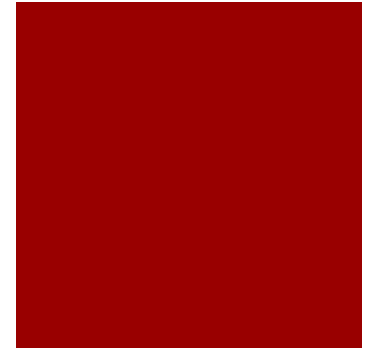
*Number of CCC students
who intend to pursue a particular
educational goal*

New SPAR

- Earned AA/AS/AA-T/AS-T
 - Earned CCCCO-approved Certificate
 - Transferred to 4-year institution
 - Became “Transfer Prepared” (60 units, 2.0+ GPA)
- Within 6 years of entry
-

- First time students
- Earned 6+ units in 3 years
- Attempted any Math/English in the first 3 years

At Least 30 Units Rate



- Earned at least 30 units within 6 years of entry

-
- First time students
 - Earned 6+ units in 3 years
 - Attempted any Math/English in the first 3 years

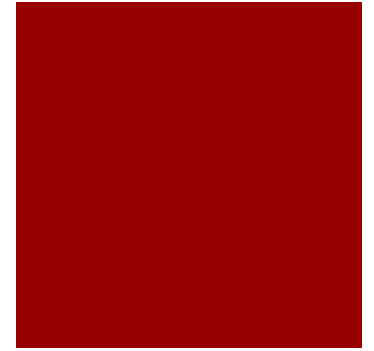
Persistence Rate



- Enrolled in 3 consecutive semester terms (or 4 consecutive quarter terms)
[summer & intersession terms excluded]
-

- First time students
- Earned 6+ units in 3 years
- Attempted any Math/English in the first 3 years

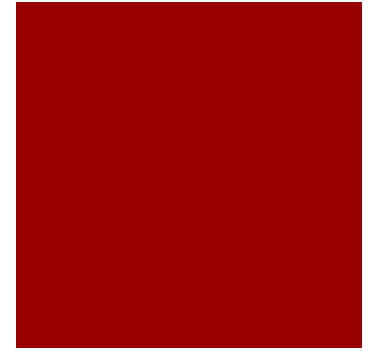
Basic Skills: English Writing Rate



Students who complete a college-level English Writing course within 6 years

Students who first attempt an English Writing course 1 to 4 levels below transfer

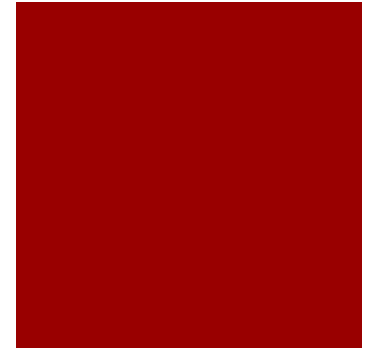
Basic Skills: Math Rate



Students who complete a college-level math course or a one-level-below transfer math course within 6 years

Students who first attempt a math course 2 to 4 levels below transfer

Basic Skills: English as a Second Language (ESL) Rate



Students who complete the ESL sequence or a college-level English Writing course within 6 years

Students who first attempt an ESL course any level below transfer

Career Technical Education (CTE) Rate



- Earned AA/AS/AA-T/AS-T
 - Earned CCCCO-approved Certificate
 - Transferred to 4-year institution
 - Became “Transfer Prepared” (60 units, 2.0+ GPA)
- Within 6 years of entry
-

- Completed a CTE course for the first time
- Earned 8+ units in a single vocational discipline within 3 years

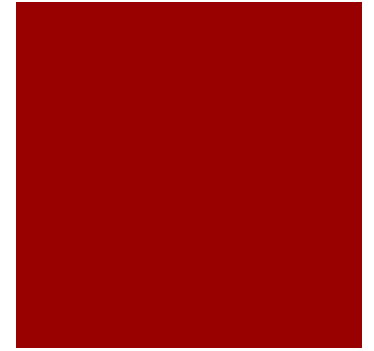
Career Development & College Preparation (CDCP) Rate

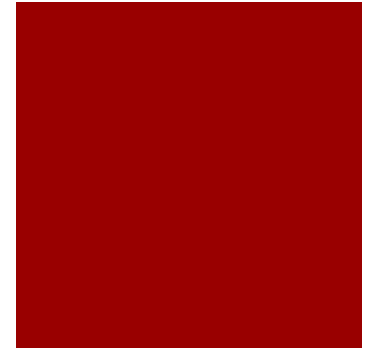


- Earned CDCP Certificate
 - Earned CCCCO-approved Certificate
 - Earned AA/AS/AA-T/AS-T
 - Transferred to 4-year institution
 - Became “Transfer Prepared” (60 units, 2.0+ GPA)
Within 6 years of entry
-

- Attempted 2 or more CDCP courses
With minimum 4 attendance hours in each course
Within 3 years

PROVIDING





of
Class
Sections
Offered

Proposed Contextual Metric



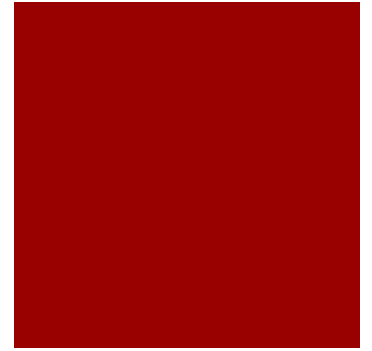
Helps
Explain
Changes
in Completion
Measures



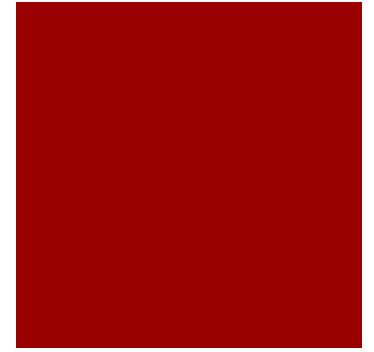
of Class Sections Offered



Have
Ready
Access to
This Data



of Class Sections Offered

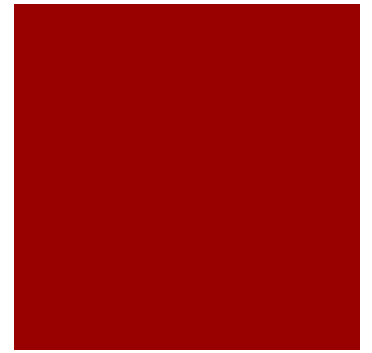


Proxy for CCC's Fiscal Circumstances

of Class Sections Offered



Easily
Understood
By Internal
And External
Audiences



of Class Sections Offered

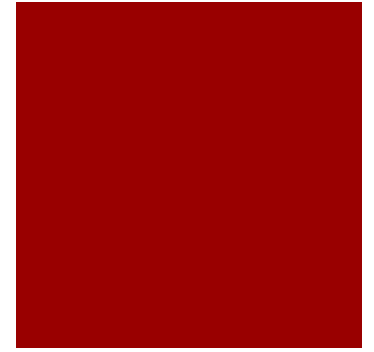
Example:

College of the Modocs

Number of Class Sections Offered by Academic Year

| YEAR | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--------------|---------------|---------------|---------------|---------------|-------------|-------------|
| Basic Skills | 4000 | 4000 | 5000 | 5000 | 4500 | 4000 |
| CTE | 3000 | 3000 | 2000 | 2000 | 2500 | 2500 |
| Transfer | 4000 | 3000 | 3000 | 3000 | 1000 | 3000 |
| TOTAL | 11,000 | 10,000 | 10,000 | 10,000 | 8000 | 9500 |

of Class Sections Offered



Students to Counselor Ratio

Proposed Contextual Metric



Easy to
Understand
By Internal
And External
Audiences



Students-to-Counselor Ratio



Supported by
Research as
Important to
Student
Success

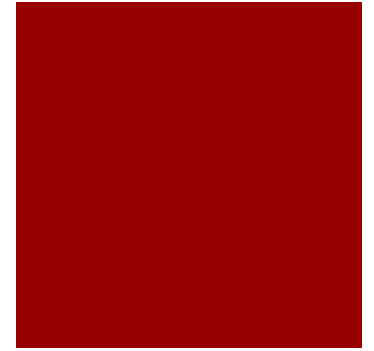
Students-to-Counselor Ratio



Supports
Matriculation
Emphasis
of SSTF
Report



Students-to-Counselor Ratio



Supports Aims of SB1456 Legislation

Students-to-Counselor Ratio

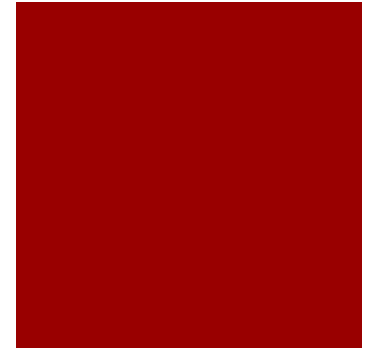
Example:

College of the Modocs

Students-to-Counselor Ratio by Academic Year

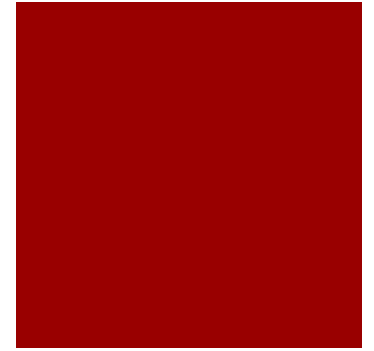
| YEAR | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--------------|---------|---------|---------|---------|---------|---------|
| S-to-C Ratio | 1250:1 | 1247:1 | 1100:1 | 1098:1 | 1102:1 | 1103:1 |

Students-to-Counselor Ratio



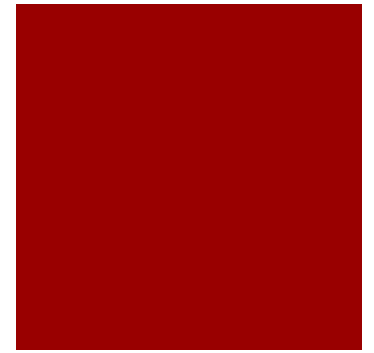
Percentages of FTES Taught By Full-time And Part-time Faculty

Proposed Contextual Metric



Supported by
Research as
Important to
Student
Success

FTES Taught
By Full- and Part-Time Faculty



Data is
Readily
Available

FTES Taught
By Full- and Part-Time Faculty



Consistent
With Existing
Ed Code and
Past Reporting
Practices

FTES Taught
By Full- and Part-Time Faculty

Example:

College of the Modocs

Percentage of FTES Taught by Full-time and Part-time Faculty

| YEAR | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Full-time to Part-time Ratio | 61.3%:38.7% | 61.5%:38.5% | 61.8%:38.2% | 61.9%:38.1% | 61.9%:38.1% | 62.1%:37.9% |

FTES Taught
By Full- and Part-Time Faculty

Contextual Measures

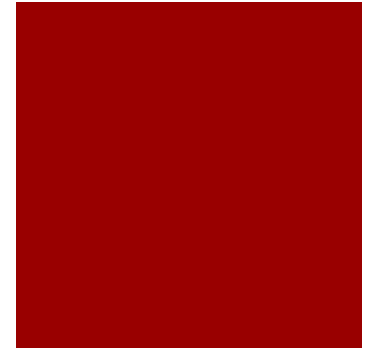
References



- Eagan, Jr., M. Kevin and Audrey J. Jaeger (2009). **“Effects of Exposure to Part-time Faculty on Community College Transfer,”** *Research in Higher Education*, 50:168–188. Data are from the California community college system. “The findings indicate a significant and negative association between students’ transfer likelihood and their exposure to part-time faculty instruction.” (p. 180)
- **75% full-time faculty standard:** Ed. Code 87482.6-7 and Title 5 Sections 51024, 53300-53314
- **Workgroup on 75/25 Issues: Report and Recommendations** (2005, June 1). California Community Colleges Chancellor’s Office.
- **Consultation Council Task Force on Counseling.** (2003).

Any context for the data?

- The score card will include an institutional profile that adds data like **total number of students**, **student to counselor ratio**, and **FT to PT ratio**
- This information will provide a **more complete picture** of the college for the public and the college community
- It is **currently unclear** if the contextual metrics will show trends or just a yearly snapshot



Final Thoughts



- The draft of the score card will be available in January with the final reports available March 31, 2013.
- Take a look at how the metrics are calculated http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/appendix%20C%20College%20Level_Final.pdf and speak with your research department and curriculum chair to make sure your college is ready
- Updates on the score card can be found at <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx>