

Chancellor's Office Student Success Update

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Big Stuff 2012-13

- Scorecard
- WageTracker
- Student-Counselor Ratio
- Common Assessment
- Governor's Distance Ed Initiative



Student Success Task Force

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



Student Success Task Force

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



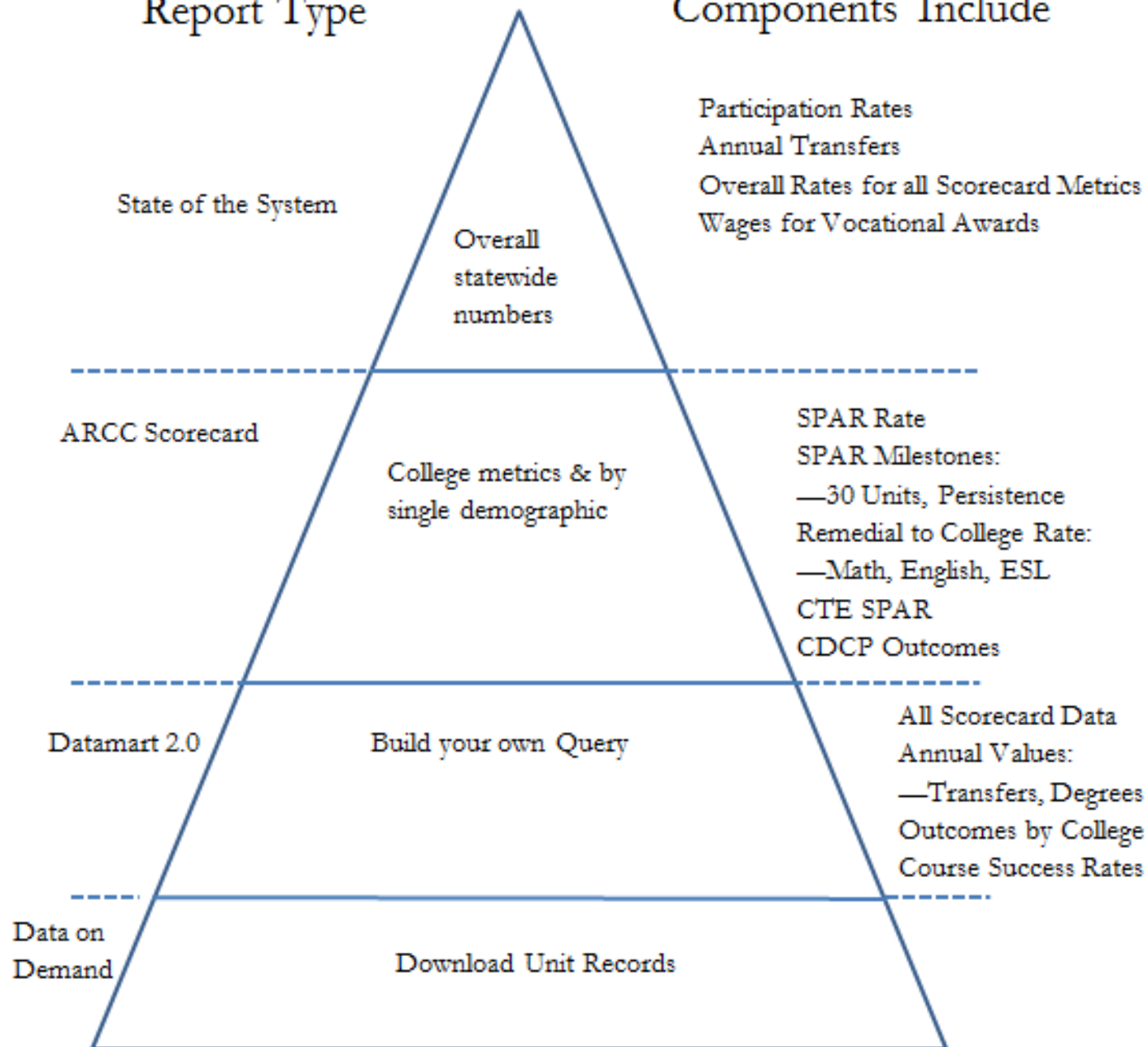
Implementing the Scorecard

- Accountability Advisory committee met Jan-Jun 2012
- Created new and expanded data definitions
- Refined focus on final outcomes and significant momentum points
- Simplified levels of reporting and identified proper reports for different audiences



Report Type

Components Include



The Scorecard Metrics

- Momentum Points (for degree/transferring students)
 - Three Term Persistence Rate
 - % of students that enroll continuously for 3 terms upon entry
 - 30 Unit Completion Rate
 - % of students that complete 30 credit units in 6 years



The Scorecard Metrics

- Remedial Completion Rate
 - % of students who took at least one basic skills course who complete a degree-applicable/transferrable level course in the same discipline
 - Math (0 or 1 level)
 - English (0 level)
 - ESL (0 level English)



The Scorecard Metrics

- Student Progress & Attainment Rate (SPAR)
(for degree/transfer-seeking students)
 - % of degree/transfer-seeking students who earn any of the following within 6 years:
 - AA or AS
 - Certificate
 - Transfer to 4-yr institution
 - “Transfer-Prepared” (60 UC/CSU transferrable units with GPA=>2.0)



The Scorecard Metrics

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



The Scorecard Metrics

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



The Scorecard

- Goes live second week of April
- Currently in review/beta
- For deg/xfer-seeking students, shows outcomes by remedial status
- For all metrics, outcomes by gender, age, race/ethnicity
- <http://testsite.cccco.edu/arcc/>





Allan Hancock College

PROFILE | PERSISTENCE | 30 UNITS | COMPLETION | REMEDIAL | CAREER TECHNICAL EDUCATION

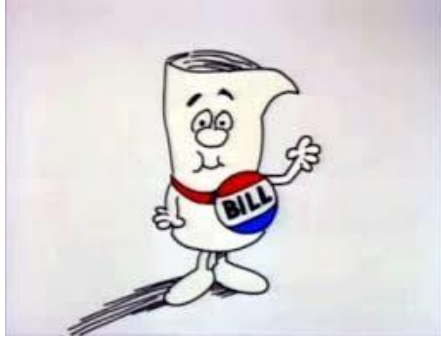
Persistence

Percentage of first-time cohort in 2006-07 enrolled for three consecutive terms

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
69.8%		70.8%		71.0%	
Gender	%	Gender	%	Gender	%
FEMALE	69.8	FEMALE	69.4	FEMALE	74.0
MALE	69.6	MALE	72.3	MALE	67.1
Age	%	Age	%	Age	%
UNDER 20	70.7	UNDER 20	71.9	UNDER 20	70.6
20-24	60.8	20-24	54.4	20-24	70.7
25-50	67.9	25-50	67.4	25-50	70.5
OVER 50	76.9	OVER 50	66.7	OVER 50	87.5
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	67.3	AFRICAN AMERICAN	56.7	AFRICAN AMERICAN	93.8
AMERICAN INDIAN/ ALASKAN NATIVE	78.6	AMERICAN INDIAN/ ALASKAN NATIVE	77.8	AMERICAN INDIAN/ ALASKAN NATIVE	80.0
ASIAN	70.0	ASIAN	60.9	ASIAN	100.0
FILIPINO	59.5	FILIPINO	61.5	FILIPINO	60.0
HISPANIC	71.8	HISPANIC	74.7	HISPANIC	69.9
PACIFIC ISLANDER	78.6	PACIFIC ISLANDER	71.4	PACIFIC ISLANDER	83.3
WHITE	67.6	WHITE	69.0	WHITE	67.3

[View the Printable Current Year ARCC Report](#)

[View the Printable 5 Year ARCC Report](#)



WageTracker

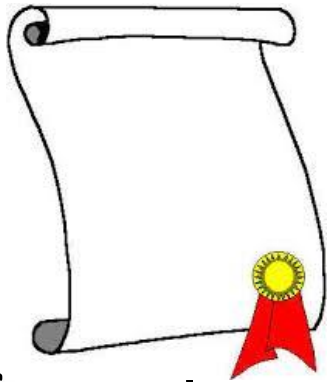
- CCC system passed bill to allow office to become a repository of EDD wage data
- We send over every SSN in our system since 92 annually for update
- Have used for mandated things like Perkins and aggregate system accountability reporting
- Have now built public web application “WageTracker”



Methodology

- “Graduates” scrubbed of the following if they occurred after date of award:
 - Still enrolled anywhere in CCC system
 - Transferred to any other institution outside system (intersegmental and NSC data match)
- “Clean leavers” wages measured from -5 to +5 yrs
- If person earned >\$1 in any reported quarter, they are considered “in” and counted





WageTracker

- Same basic wage tracking cohort and methodology
 - Adjusted for current dollars/CPI
- Created two online marts:
 - All leavers in one year by program, system aggregation
 - All leavers by campus for 8 years by program



Wages by Program by Year

- http://testsite.cccco.edu/ccccodatamart/outcomes/Wage_Outcomes_Summary.aspx
- Measured median wages at:
 - 2 years before award date (previous employment)
 - 2 years after award date (roughly, starting salary)
 - 5 years after award date (roughly, journey salary)
- Minimum n=10 wage matches



Wages by College by Program

- [http://testsite.cccco.edu/ccccodatamart/outcomes/Wage Outcomes College Summary.aspx](http://testsite.cccco.edu/ccccodatamart/outcomes/Wage%20Outcomes%20College%20Summary.aspx)
- Measured median wages for 8 years of graduates at:
 - 3 years after award date
- Timeline for measuring 8 years of cohorts at -2 to +5 was too long (15 years)



High ROI Programs

- Health fields (by far)
 - Paramedic, RN/LVN, Rad/Cardio, Resp./PT/PA, Dental, PsychTech, Health Info Tech
- Police & Fire Academies, Protective Svcs, AJ
- Wastewater/Environmental Control
- Electronics/Electric Tech
- Plumbing/Fabrication
- Computer Networking, CIS



Lower ROI Programs

- Cosmetology*
- Fashion/Interior Design
- Early Child Dev't
- Fine/Liberal/Graphic Arts/Music
- Culinary
- Things with “Assistant”
- “Transfer” Degrees (w/out Transfer)



Student-Counselor Ratio

- Ratio desired for Scorecard as Profile variable
- Workgroup met in November and February
- First version of metric didn't pass the muster



S-C Ratio

- Latest Methodology:
- Numerator:
 - Fall student headcount (with minimum 0.5 units attempted or 8.0 contact hours)
 - MINUS
 - DSPS and EOPS students (EOPS and DSPS taken out of both numerator and denominator)



S-C Ratio

- Denominator:
 - Total Fall FTE for Counseling in ASA Codes:
 - 6300, 6310, 6330, 6340, 6390 (exclude 6420, 6430: EOPS/DSPS)
 - If EB08=C or R, FTE is counted as 1.0, else count actual FTE
 - PLUS
 - FTE in Counseling TOP Codes (EJ01= CN or NN), TOP Codes: 493010, 493011, 493012, 493013



S-C Ratio in Plain English

- All students in Fall, minus EOPS/DSPS,

DIVIDED BY



S-C Ratio in Plain English

- Total Fall FTE in Counseling ASA codes (except EOPS/DSPS)
 - Tenure/Tenure Track counted as 1.0 FTE
 - Temporaries counted as reported FTE

PLUS



S-C Ratio in Plain English

- Total FTE in Counseling Courses:
 - Tenured, Tenure Track and Temporary FTE in courses with Counseling TOP Codes
 - 493010-13: Career Guidance, Orientation, Interpersonal Skills, Job-Seeking Skills, Academic Guidance
 - Course section can be credit or noncredit



Common Assessment

- Project remains on hold due to lack of prescribed funding
 - We have ~\$750k in existing one-time funds left
 - Bill passed, but no ongoing funding identified (~\$5-10m needed)
- C6 Consortium using DOL grant funds for regional pilot



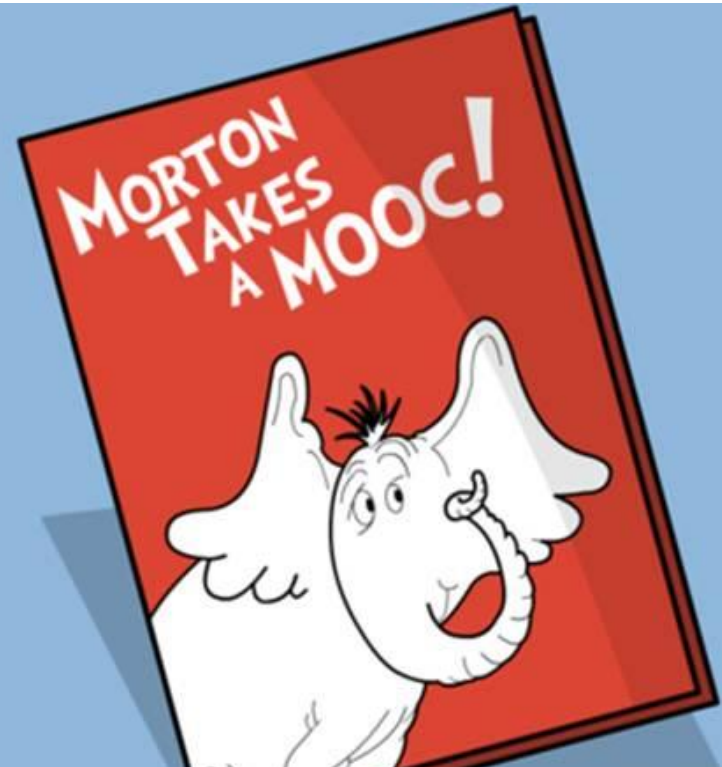
Common Assessment

- Groundwork stage for assessment data warehouse
 - Can go in:
 - CCC MIS Enrollment data
 - EAP scores
 - We have met and requested the following from CA Dep't of Education:
 - CAHSEE scores
 - All HS math and English enrollment records, GPA's



Governor's Distance Ed Proposal

- Governor interested in MOOC's
- Met with all segments in 2012 about how to advance DE/MOOC usage in next 18-24 months
- \$\$\$ possible



CCC DE Proposal

- Two-Pronged Approach:
 - Common DE Infrastructure
 - Use of MOOC as skills acquisition agent for expansion of “credit by exam”



DE Infrastructure

- Bid and operate one CMS/LMS for entire CCC system
 - Not mandated, but available at little/no cost for all who wish to use it
- Operate one 24/7/365 Support Center for DE technical support
- Integration into existing ERP and other systems



DE Infrastructure

- Aggregate DE course offerings under existing CVC.edu domain/portal
 - Students see this is a “virtual campus”, but it is in fact all courses at 112 campuses
 - One CMS/LMS provides common look/feel
 - Focus on SB1440 courses/pathways, CID



DE Infrastructure

- Expand staff/faculty development in DE (@ONE)
 - Teaching certifications
 - Course design services
- Enforce good DE practices as a condition
 - Students must take “intro” course, course standards, use of OER materials, etc.



Credit by Exam

- Let campuses expand use of Credit by Exam to allow students to acquire skills anywhere (including MOOC's) and challenge courses
- Students pay a fee to take exam and pay \$46/unit if they pass
- Quality and exam controlled by faculty; not granting credit for the MOOC



DE Initiative

- Governor put \$16.9m into CCC budget for proposed FY13-14
 - After that, \$10m ongoing
 - CSU and UC got \$10m each as well
- If it survives, we will convene stakeholders, issue RFI, refine, then RFP
- Using TTAC Retreat this year to “envision” the project

