

PROPOSED PERFORMANCE FRAMEWORK FOR THE CALIFORNIA COMMUNITY COLLEGES ARCC 2.0/SCORECARD

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INFORMATION AND REPORTS

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Item 4.4

Background

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

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

Following adoption of the SSTF recommendations, the ARCC Advisory Workgroup, which guided the development of the initial accountability system in 2005, was reconvened. The workgroup is represented by individuals from various community college organizations and stakeholder groups, as well as researchers with technical expertise in performance measures. This technical workgroup reviewed the existing framework and designed the new scorecard.

Framework

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

- The first level provides a report of the state of the system, a high level overview for legislators and policy makers that summarizes a number of state level aggregations of data and annual performance.
- The scorecard itself is the second level and measures progress and completion at each college for various groups of student demographics, including those with different levels of college preparation. This will be the core of the framework and part of the report that focuses on the performance of each college and incorporates many of the recommendations from the SSTF, such as providing metrics pertaining to momentum

points, the disaggregation of metrics by racial and ethnic groups and the inclusion of students taking less than 12 units.

- The third level is the ability to drill down further into the scorecard metrics through the existing online query tool, Datamart 2.0.
- The fourth and most detailed level is the ability for researchers to download the datasets (Data-on-Demand) pertaining to each metric for their particular college.

Levels and Metrics

State of the System (First Level)

Similar to the original ARCC framework, this report also provides measures of overall community college performance at the system level. This first section or level of the report will benefit policy makers by detailing many of the critical contributions that the California Community Colleges have made in recent years. The system level metrics are focused on access and completion and include:

- Annual Number of Transfers to Baccalaureate Institutions - This systemwide indicator provides the annual number of California Community College transfers to four-year institutions over a six-year period. The volumes of transfers are categorized by type of institution and therefore will reflect the number of transfers to University of California, California State University, In-State Private and Out-of State four-year institutions. For this new framework, private California institutions and outside of California institutions will be further broken down as either non-profit or for-profit four-year institutions.
- Annual Number of Awards by Award Type - This completion indicator reflects the number of awards provided by the system for the most recent six-year period. The awards are categorized by types of degree, such as Associate of Arts or Associate of Sciences, and types of certificates which range from less than six units to those that are 60 units and above, as well as non-credit certificates.
- Wages for Students Attaining Vocational Awards - This metric represents wage trends for students attaining a vocational degree or certificate. The median wages for three cohorts of students are tracked two years before and five years after receiving a vocational award. This report will reflect two years of wages before completion, as opposed to five years of wages before receiving an award in the original ARCC report.
- Systemwide Participation Rates – This rate provides an indication of how many students are enrolled in the California Community College system relative to California’s population. The rate is calculated for the most recent three years using statewide population data and community college system data.
- Systemwide Scorecard Metrics – The scorecard metrics described next are also aggregated to the system level.

The Scorecard (Second Level)

This is the core of the framework and the part of the report that focuses on the performance of each college in the system. The indicators of the scorecard measure both intermediate progress and completion at each college for several groups of student demographics. Of the six scorecard metrics, four (Student Progress and Achievement, Persistence, At Least 30 Units and Career Development and College Preparation rates) were carried over from the original ARCC framework, with modifications. There are two new indicators to this framework, a Remedial Course Progression Rate and a Career Technical Education Progress and Achievement Rate. The scorecard metrics include:

- Student Progress and Achievement Rate (SPAR) – Three cohorts of degree and/or transfer seeking first-time students tracked for six years to determine their success in completing a degree, certificate or transfer related outcome. The report provides an overall SPAR, as well as a rate for two different groups of students, those who started in remedial English or math and those that began at college level math or English.
- Persistence Rate – The same three cohorts of degree and/or transfer seeking first time students as the SPAR who continuously enroll in three consecutive primary terms anywhere in the system. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed. Besides an overall persistence rate, this metric is also reported for the two different groups of students, remedial and college prepared.
- At Least 30 Unit Rate - The same three cohorts of degree and/or transfer seeking first time students as the SPAR who achieve at least 30 units after six-year in the system. This metric is also a milestone or momentum point. Credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain. This metric is also reported as overall and for the two different groups of students, remedial and college prepared.
- Remedial to College Preparation Rate – Three cohorts of credit students who start out at levels below transfer in English, Mathematics, and/or English as a Second Language (ESL) and are followed for six years to determine if they successfully complete a college-level course. The three cohorts for each discipline are tracked from the time the student attempts a course at levels below transfer in Mathematics, English, and/or ESL course at that college.
- Career Technical Education Progress Rate – Three cohorts of students focused in a single discipline of career technical education (or vocational) tracked over six years to determine their success in completing a degree, certificate or transfer related outcome.
- Career Development and College Preparation (CDCP) Rate – Three cohorts of CDCP “concentrator” students who complete a CDCP certificate or other degree, certificate or transfer related outcome within six years.

- A College Profile (including enrollment/FTES information and selected operating ratios).

Datamart 2.0 (Third Level)

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

Data-on-Demand (Fourth Level)

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

Implementation

The self-assessment process of the accountability report has been eliminated from the revised framework. The self-assessment provided the colleges an opportunity to make a brief and concise evaluation of their college performance in addition to the indicators in the report. The intent was for colleges to supplement the overall report with unique factors that would assist in interpreting the quantitative part of the report. The recommendation from the advisory group and an evaluation of the self-assessments revealed that the information was not as useful as anticipated. The short time frame for the colleges to respond also did not provide sufficient time for them to investigate. These reasons, as well as the workload on the colleges, resulted in the removal of the self-assessment from the new accountability framework.

The presentation of the accountability report to the local board of trustees remains with the revised ARCC/Scorecard. The legislation behind the original ARCC contains specific language regarding the local board of trustees and the report. The Education Code, Section 84754.5(d) specifies:

“As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segment wide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited.”

Colleges will have one year from the release of the ARCC/Scorecard report to submit the board minutes to the Chancellor’s Office. It is encouraged that the board minutes reference the areas discussed in ARCC (e.g., systemwide section, college performance in a specific area, college profile, etc.), as well as the reactions from the board of trustee members.

Conclusion

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

ARCC 2.0 - COLLEGE LEVEL INDICATORS

STUDENT PROGRESS AND ACHIEVEMENT RATE (NEW SPAR)

Definition: For three cohort years, the percentage of first-time students with a minimum of six units earned who attempted any math or English in the first three years and achieved any of the following outcomes within six years of entry:

- Earned AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a California Community College)
- Achieved "Transfer Prepared" (student successfully completed 60 University of California or California State University transferable units with a GPA ≥ 2.0)

SPAR is reported for the overall cohort, as well as by lowest level of attempted math or English.

AT LEAST 30 UNITS RATE

Definition: For three cohort years, the percentage of first-time students with minimum of six units earned who attempted any math or English in the first three years and achieved the following measure of progress (or milestone) within six years of entry:

- Earned at least 30 units in the California Community College system.

At Least 30 Units Rate is reported for the overall cohort, as well as by lowest level of attempted math or English.

PERSISTENCE RATE

Definition: For three cohort years, the percentage of first-time students with minimum of six units earned who attempted any math or English in the first three years and achieved the following measure of progress (or momentum point) within six years of entry:

- Enroll in three consecutive primary semester terms (or four quarter terms) anywhere in the California Community College system.

Persistence Rate is reported for the overall cohort, as well as by lowest level of attempted math or English.

OUTCOMES IN REMEDIAL EDUCATION (MATH, ENGLISH, ESL)

Definition: For three cohort years, the percentage of credit students who attempted a course designated at “levels below transfer” in:

- Math and successfully completed a college-level course in math within six years.
- English and successfully completed a college-level course in English within six years.
- ESL and successfully completed the ESL sequence or a college-level English course within six years.

The cohort is defined as the year the student attempts a course at “levels below transfer” in math, English and/or ESL at that college.

Outcomes in Remedial Education are reported for math, English and/or ESL

CAREER TECHNICAL EDUCATION (CTE) RATE

Definition: For three cohort years, the percentage of students who completed a CTE course for the first-time and completed more than eight units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM B or C) and who achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or credit Certificate (Chancellor’s Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a California Community College)
- Achieved “Transfer Prepared” (student successfully completed 60 University of California or California State University transferable units with a GPA ≥ 2.0)

CAREER DEVELOPMENT & COLLEGE PREPARATION (CDCP) COMPLETION RATE

Definition: For three cohort years, the percentage of students who attempt two or more CDCP courses, with a minimum of four attendance hours in each of those courses, within three years. The following outcomes within six years of entry:

- CDCP Certificate(s)
- Earned AA/AS or Certificates (Chancellor’s Office Approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a California Community College)
- Achieved “Transfer Prepared” (student successfully completed 60 University of California or California State University transferable units with a GPA ≥ 2.0)

ARCC SCORECARD METRICS: PRELIMINARY RATES

SCORECARD METRIC	Cohort Year Starting 2003-04	Cohort Year Starting 2004-05	Cohort Year Starting 2005-06
Student Progress & Achievement Rate (Combined Grad/Transfer Rate for Degree/Transfer-Seeking Students)			
Overall	50.3%	50.3%	49.6%
College Level	70.2	70.0	70.1
Below College Level	42.9	42.7	41.8
Achieved 30 Units Rate			
Overall	65.1	65.0	66.0
College Level	69.8	69.3	69.5
Below College Level	63.4	63.4	64.5
First Three-Term Persistence Rate			
Overall	67.9	66.6	66.0
College Level	64.8	63.4	62.7
Below College Level	69.1	67.8	67.2
Career Technical Education (CTE) Program Completion Rate			
Overall	54.1	54.3	54.4
English: Remedial Completion Rates			
Overall	36.2	36.5	36.8
One Level Below Transfer	54.8	55.3	56.0
Two Levels Below Transfer	35.7	36.4	36.3
Three Levels Below Transfer	24.0	23.7	24.0
Four Levels Below Transfer	23.0	21.9	23.9
Math: Remedial Completion Rates			
Total	35.7	36.1	36.4
Two Levels Below Transfer	46.4	46.9	47.6
Three Levels Below Transfer	35.8	36.2	36.5
Four Levels Below Transfer	27.3	27.5	28.3
ESL: Remedial Completion Rates			
Total	22.4	23.7	24.1
One Level Below Transfer	53.7	51.3	50.2
Two Levels Below Transfer	40.0	40.4	39.3
Three Levels Below Transfer	30.5	32.0	33.4
Four Levels Below Transfer	18.7	20.3	22.4
Five Levels Below Transfer	13.7	14.3	14.5
Six Levels Below Transfer	8.4	9.1	9.0
Noncredit: Career Development and College Preparatory (CDCP) Program Completion Rates			
Overall	8.8	9.1	14.6

