UPDATE ON THE IMPLEMENTATION OF STUDENT SUCCESS TASK FORCE RECOMMENDATIONS

September 10-11, 2012

INFORMATION AND REPORTS

Presentation: Erik Skinner, Executive Vice Chancellor of Programs
Patrick Perry, Vice Chancellor of Technology, Research, and Information Systems
Barry Russell, Vice Chancellor of Academic Affairs

Item 4.3

Issue

The California Community Colleges Board of Governors has adopted a student success agenda to improve our colleges' effectiveness at helping students achieve their educational goals while maintaining our system's historic commitment to access. The student success agenda includes an explicit focus on closing achievement gaps across demographic groups. The framework for this agenda is defined in the findings and recommendations of the Student Success Task Force. This item provides an update on the implementation of these recommendations.

Background

In January 2012, the California Community Colleges Board of Governors endorsed the recommendations of the Student Success Task Force. Once implemented, the 22 recommendations contained in the plan will impact nearly every aspect of how the community colleges operate. Major recommendations address linkages with K-12 schools, student intake and support, instructional programs, and accountability. Taken as a whole, the recommendations provide a road map that will guide the system as we work to improve the way our colleges help students identify and achieve their educational goals.

Of the 22 Student Success Task Force recommendations, eight are in the initial implementation phase:

- Common Core State Standards (Recommendation 1.1)

- Common Assessment (Recommendation 2.1)

- Enrollment Priorities (Recommendation 3.1)
  - Title 5 regulations were presented to the board as a first reading at their July meeting

- BOG Fee Waiver Requirements (Recommendation 3.2)
  - Contained in Senate Bill 1456 (Lowenthal)

- Improved system leadership and coordination (Recommendation 7.1)
  - Contained in Senate Bill 1062 (Liu)

- Student Success Score Card (Recommendation 7.3)

- Longitudinal Student Record System (Recommendation 7.4)

- Student Support Initiative (Recommendation 8.2)
  - Contained in Senate Bill 1456 (Lowenthal)

Chancellor's Office staff has convened practitioner work groups to develop specific implementation mechanisms and procedures to accomplish these recommendations. More information on these work groups can be found at:

http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_WorkGroupsJune2012.pdf

Update

The board will be provided with a general update on implementation progress. The presentation is intended to provide the board with a broad view on the status of the success agenda that cuts across many policy areas and operational domains. The discussion is intended to facilitate the board's oversight and input on the overall student success agenda. It should be noted that several recommendations, because they have progressed well into the implementation phase, are addressed in greater depth elsewhere in the board's meeting agenda. These include:

- Enrollment priorities (Recommendation 3.1) as a regulatory action item
- BOG Fee Waiver Requirements (Recommendation 3.2) in the legislative update
- Improved system leadership and coordination (Recommendation 7.1) in the legislative update

The board will be provided with presentations on the following topics:

- **Student Success Agenda Timeline.** The task force made 22 specific recommendations, each of which can be divided into several more sub-recommendations. As a result, it can be a challenge to describe all the moving pieces of the entire agenda in a succinct manner. To assist in providing this big picture view, the Chancellor's Office has developed a timeline listing each of the recommendations and identifying the implementation status for each (see Attachment I).

- **Student Success Score Card (Recommendation 7.3).** The Student Success Task Force recommended the implementation of a new college-level score card that would provide useful information about student achievement at the college, both in terms of achieving

intermediate progress points and accomplishing final educational objectives. An excerpt from the recommendation is provided below:

"In order to increase both public and institutional attention to student success, the California Community Colleges will implement a new accountability tool that will present key student success metrics in a clear and concise manner. These score cards will be posted at the state and local levels to help focus the attention of educational leaders and the public on student performance. In order to concentrate state and local efforts on closing equity gaps, the scorecards will be disaggregated by racial/ethnic group. The scorecards are intended to promote meaningful policy discussions not only within the community colleges, but also with our colleagues in K-12 schools, business, local government, and other key groups."

Over the past several months, a practitioner workgroup led by Vice Chancellor Patrick Perry and his staff has developed the metrics and format for the new score card (see Attachment II). Vice Chancellor Perry will present the new accountability tool to the board and explain the next steps in implementation.

- **Basic Skills and Professional Development Summits.** Vice Chancellor Barry Russell has organized policy summits to begin conversations on a number of Student Success Task Force recommendations related to basic skills and professional development (See Attachment III). During this item, Vice Chancellor Russell will provide an overview of these activities.

Conclusion

This item is presented to provide the board with information about implementation of the Student Success Task Force recommendations. Board input and direction will be useful to Chancellor's Office staff as we continue this work.

Student Task Force Recommendation: ARCC Scorecard

Background

The Student Success Task Force recommended the implementation of a new accountability framework, whose purpose is to provide stakeholders with clear and concise information on key student 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 (ARCC).

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.

To satisfy the request of the Student Success Task Force, 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 has met five times in person since April to review the existing framework and design the new scorecard.

Analysis

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 task force, 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, or most detailed level, is the ability for college researcher to download the datasets pertaining to each metric.

State of the System (First Level)

This part 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 will include:

- Annual Number of Transfers to Baccalaureate Institutions
- Annual Number of Awards by Award Type
- Wages for Students Attaining Awards
- System wide Participation Rates
- All Scorecard Metrics aggregated to a system level (see below).

Scorecard (Second Level)

This will be the core of the framework and part of the report that focuses on the profile and performance of each college. The scorecard will be viewed primarily as an online application (not as a static .pdf report), but will have the capacity to be printed at each level if desired. The indicators of the scorecard measure both intermediate progress and completion by college, for several groups of student demographics. The metrics include:

- A College Profile (including enrollment/FTES information and selected operating ratios)
- Student Progress and Achievement Rate: rate at which degree/transfer-seeking students earn these outcomes within six years of entering)
- Persistence Rate (rate at which students continuously enroll for their first three terms upon entry)
- 30 Unit Achievement Rate: rate at which degree/transfer-seeking students reach the 30-unit "momentum point"
- Math/English Progression Rate: rate at which students that start in remedial math or English complete degree-applicable/transferrable level math/English courses
- Career Technical Education (CTE) Completion Rate: rate at which CTE/vocational certificate seeking "concentrators" earn any award or transfer
- Career Development and College Preparation Completion Rate: rate at which students in Career Development/College Prep Noncredit concentrator programs earn degrees

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.
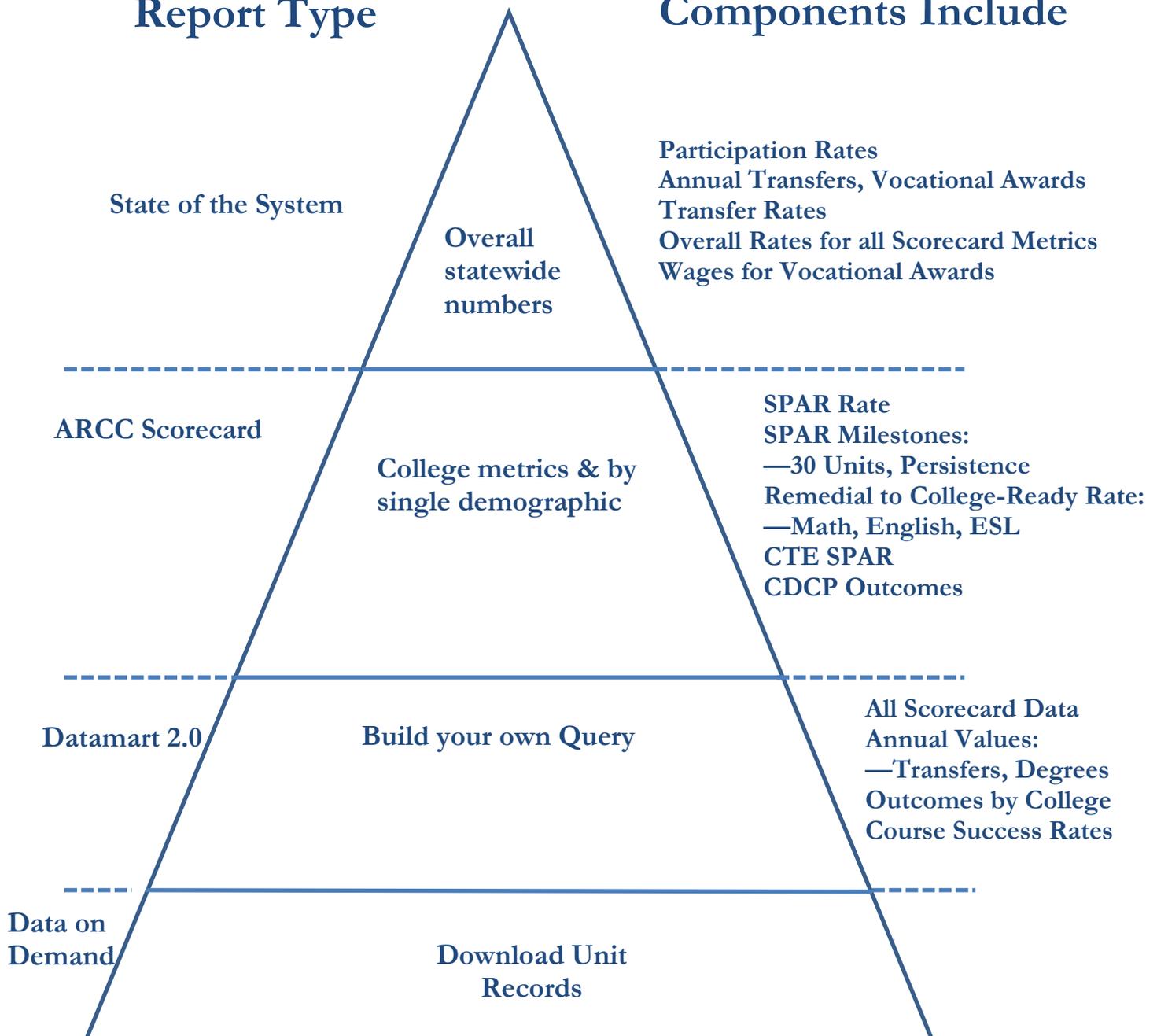
Data-on-Demand (Fourth Level)

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

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.

Report Type

State of the System

ARCC Scorecard

Datamart 2.0

Data on Demand

Overall
statewide
numbers

College metrics & by
single demographic

Build your own Query

Download Unit
Records

Components Include

Participation Rates
Annual Transfers, Vocational Awards
Transfer Rates
Overall Rates for all Scorecard Metrics
Wages for Vocational Awards

SPAR Rate
SPAR Milestones:
—30 Units, Persistence
Remedial to College-Ready Rate:
—Math, English, ESL
CTE SPAR
CDCP Outcomes

All Scorecard Data
Annual Values:
—Transfers, Degrees
Outcomes by College
Course Success Rates

Attachment III
Basic Skills and Professional Development:

Summary for Basic Skills Summit
July 23-24, 2012

On July 23-24, 2012, there was a Basic Skills Summit sponsored by the California Community College Chancellor's Office. The Summit participants represented all areas of community college instruction, student services, research, and other support activities.

The purpose of the meeting was to respond to the Student Success Task Force recommendations that were created during a year-long process during 2011. These recommendations relate to student success through all areas of the community college campus, including basic skills. Of particular interest to the summit participants were:

- Recommendation 3.4: Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan.

- Recommendation 5.1: Community colleges will support the development of alternatives to traditional basic skills curriculum and incentivize colleges to take to scale successful model programs for delivering basic skills instruction.

- Recommendation 5.2: The state should develop a comprehensive strategy for addressing basic skills education in California that results in a system that provides all adults with the access to basic skills courses in mathematics and English. In addition, the state should develop a comparable strategy for addressing the needs of adults for courses in English as a second language (ESL).

- Recommendation 8.3: Encourage innovation and flexibility in the delivery of basic skills instruction.

The participants developed a plan of action to address the recommendations through the completion of resource documents that would be developed during 2012-2013. These documents would be widely distributed to all constituents in an effort to rapidly improve the success of students in California community colleges.

The major sections of the resource documents are designed to:

- focus on the vision in California for basic skills programs,
- present all support materials addressing the student life cycle (readiness, transition to college, and transition to work or university) ,
- document and guide colleges on the successful practices for a student during their time in the California community college system,
- provide further recommendations or strategies that must be supported in the future.

The resource documents will be developed by the Chancellor's Office in coordination with various groups in the state during fall 2012 with a publication date sometime in early 2013. The timing of the release of the publication will coincide with the planning process required for the Basic Skills Programs at each college. For further information, please contact Dr. Barbara Illowsky, Basic Skills Coordinator, Chancellor's Office at Illowsky@cccco.edu .

Note: For complete information, participants, research, and reading materials visit http://extranet.cccco.edu/Divisions/AcademicAffairs.aspx .