

Setting System Goals for the California Community Colleges



Background

- Prior CCC Accountability Efforts:
 - Partnership for Excellence (PFE)
 - Tied to additional system funding
 - Accountability Reporting for the Community Colleges (ARCC)
 - Classic “dashboard” system
 - Additional Basic Skills and Noncredit CDCP funding connection



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



Student Success Task Force

- Recommendation 7.3:
 - Expand subcategories of students tracked
 - Institution
 - Remedial/Prepared upon entry
 - Demography



Student Success Task Force

- Recommendation 7.2:
 - Chancellor's Office shall consult with internal/external stakeholders on establishing a series of state goals
 - Colleges shall prioritize these goals and establish strategies to address them
 - Goals shall include demographic gap considerations



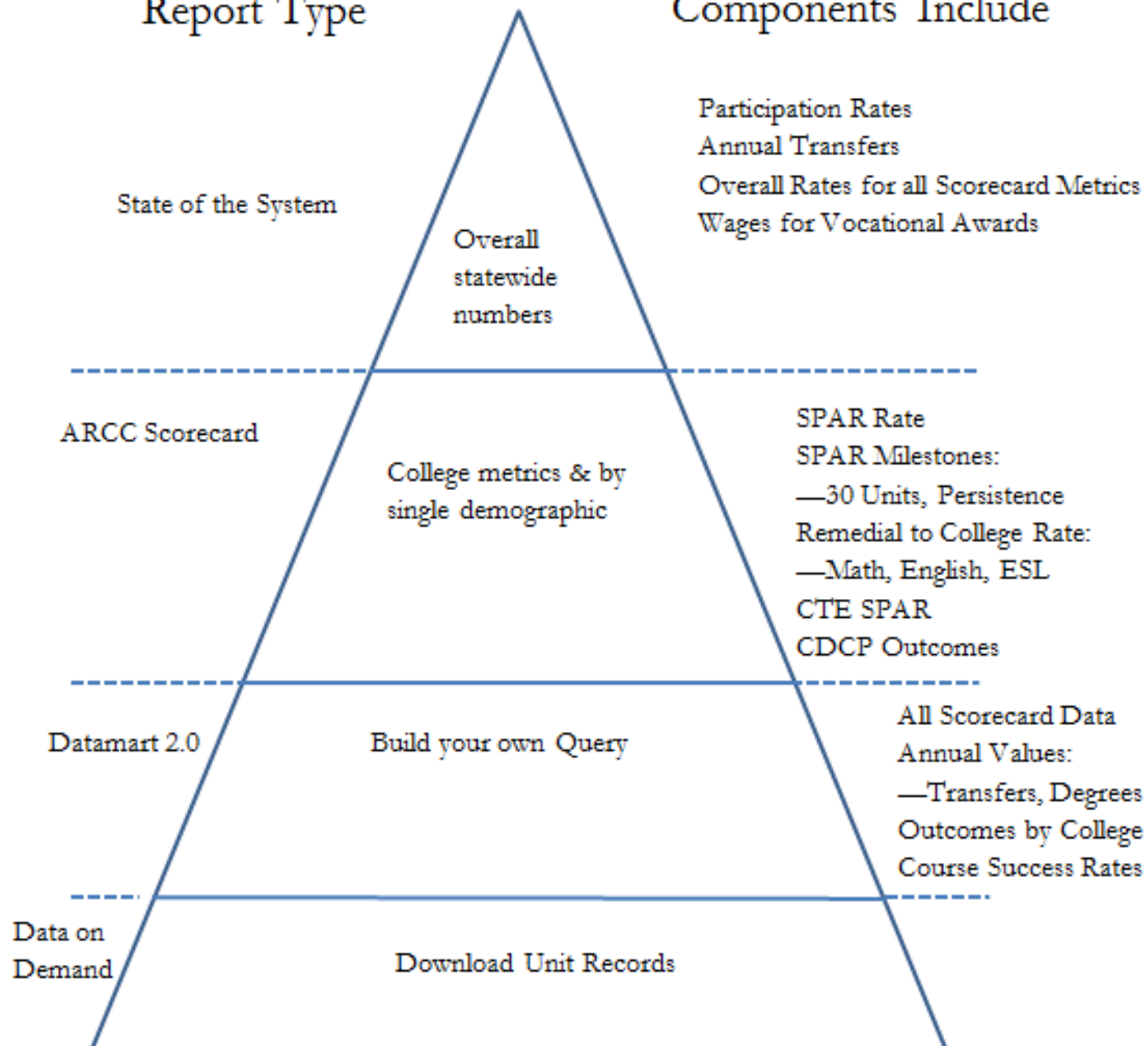
Implementing the Scorecard

- 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: Who is Measured

- Degree/Transfer Seeking Students
 - 6 units completed in 3 years, of which one attempt must be in any math or English course
- CTE Students
 - 8 units completed in 3 years (same discipline), of which one must be a SAM B or C course (occupational)



The Scorecard: Who is Measured

- Remedial/Basic Skills Students
 - Student ever attempts any remedial math, English or ESL class
- Noncredit Career Development/College Prep (CDCP) Program Students
 - 4 contact hours in at least 2 CDCP courses in the same program



The Scorecard Metrics

- Momentum Points (for degree/transfer-seeking 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/>



Setting System Goals

- Was not a part of prior accountability efforts
- Starting point: alignment with internal/external standards, goals, agendas



Goal Alignment

- National Goal/Agenda
 - “Obama 2020”: US shall once again have the highest % of college graduates in the world.
 - Estimates a need for ~8 million more degrees over current output
 - 50% increase
 - Does not address certificates and transfers as part of output



Goal Alignment

- State Goal/Agenda
 - CA shall move from 28th nationally to the top ten in the nation of % of 25-34yo with at least an associates degree
 - From 38% to 45%
 - Goal framework outlined in segmental paper in 2008, but never implemented
 - Target created, segmental goals not identified



Goal Alignment

- Workforce Demand Agenda
 - CA 2018 workforce demand projection (Carnevale): 67% of all job openings will require some postsecondary education
 - At current national output, demand outstrips supply by 300,000/yr, or 3m in 10 years



Goal Alignment

- Equity Goal/Agenda
 - Has always been a system goal
 - Populations earning awards and other outcomes should be in parity with populations accessing the system



Using Scorecard for Goals

- Scorecard can be used to model future outputs
- Used to estimate “what-if” scenarios
 - Increase access with same success rate?
 - Increase success rate with same access?
 - Increase both?



<u>Total Students in Cohort</u>	<u>SPAR Outcomes Rate</u>	<u>Outcomes: Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Total Outcomes</u>
(At Current Rates and Cohort Size)	47.9% of cohort achieves an outcome in 6 years	5%	16%	32%	24%	15%	8%	100% of all outcomes in 6 years
BASELINE: 175,012 (size of 06-07 SPAR cohort)	47.9%	4,140	13,389	27,092	19,826	12,296	7,088	83,831
For every extra 10,000 students in the cohort (increase access, outcomes rate held constant):	47.9%	240 more in year one	766	1,533	1,150	719	383	4,790 additional students get award over 6 years
For every 5% gain in SPAR outcome rate (holding cohort size constant)	52.9%	438 more in year one	1,400	2,800	2,100	1,312	700	8,750 additional students get award over 6 years
GOAL (example): 200,000 first-time degree/transfer-seeking students; 60% outcomes rate	60.0%	6,000	19,200	38,400	28,800	18,000	9,600	120,000 or 36,169 over baseline



Goal-Setting Methods

- Measuring Direction: “the goal is to increase some output or decrease some rate differential”; the goal is the movement



Measuring Direction (example)

- The goal of the SPAR and CTE outcome rates is to show a positive movement in outcome rates (success) and an increased cohort size (access).
- The goal of the momentum point rates (3-term persistence, 30 unit completion, and completion of remediation rates) is to show a positive movement that is at least as great as the positive movement in the SPAR or CTE rates.
- For all rates, the goal is to reduce the differential between the lowest performing demographic subcategory to the mean and to the highest performing demographic subcategory, without a reduction in any subcategory (you would not want your equity goal to be achieved because the highest-performing demographic subcategory showed a rate decline.)



Goal-Setting Methods

- Setting Specific Targets: requires the creation of a qual/quant standard as to what is the ideal
- Can be set by aligning with some other agenda/goal
 - “we desire to produce X more graduates by year 2020 to meet national goal”
- Can be set through informed consensus
 - “we desire the SPAR rate to be 60% by 2020”



Translating To Colleges

- Colleges already required to set goals for ACCJC
 - Many are using Scorecard metrics
- Colleges would be asked to voluntarily set local goals that align with State goals
- Local annual reports on progress could be collected and shared



Future Activity

- BOG Study Session designed to familiarize the process and begin discussion
- Future activity includes Consultation Council and BOG item to specify goals

