Accurately Communicating Student Success

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Overview

- Metrics in the Student Success Scorecard

- Local decisions that affect our Scorecard data

- Alternative measurements of success

Student Success Scorecard

- Recommendation 7.3 from the Student Success Task Force called for the creation of a Student Success Scorecard.

- The Scorecard was to have metrics that would allow colleges to identify achievement gaps in transfer, basic skills, and career technical education.

- The Scorecard is intended for a college to compare itself against past performance. **It is not meant to be used to compare one college to another!**

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"You've had relationships, I've had relationships... but we're not keeping score, are we? Because, believe me... I'd win!"

Structure of the Metrics

I PROMISE NOT TO KEEP SCORE EVEN IF I AM TOTALLY WINNING

- Each of the Scorecard metrics are computed by dividing the number of students that complete an "educational goal" (within 6 years) by the number of students that intend to pursue that goal.

- The goals include transfer, degree and certificate completion, completing a certain number of units in CTE, transitioning out of basic skills, and completion of a noncredit certificate.

- Each of the metrics is disaggregated by age, ethnicity, and gender.

- Several metrics include three submetrics (college prepared, unprepared for college, and overall)

"Measuring Success"

- One of the questions that many have asked is "Does the scorecard do a good job of showing how successful our students are?"

- Clearly the Scorecard does not measure every piece of student success. There are many local measures that were not included in the Scorecard.

- The Scorecard was not meant to be the only report on student success. It is just one piece in a larger puzzle.

- Are there changes that need to be made?

- Are there things we can do locally to change the picture painted by our Scorecard?

"Let's not spoil it by keeping score."

Completion Metric

- The Completion Metric (formerly SPAR) measures what percentage of students complete a degree or certificate of achievement, transfer, or are transfer prepared (completed 60 transferable units including college level math and English).

What Decisions Hurt Completion Numbers?

- In ARCC, only certificates of achievement that were 18 units or higher were included.

- The CCCCO allows colleges to submit certificates between 12 and 17 units for approval but many colleges chose not to because they were never included.

- The Scorecard includes these lower unit certificates if they are CCCCO approved.

- Does your college have certificates that haven't been submitted to the Chancellor's Office?

Why 12 Units?

- Is it possible to have a certificate less than 12 units?

- Yes you can have a local certificate below 12 units but it isn't eligible to become a certificate of achievement.

- Does this make sense?

- Is it possible to have an educational goal met in less than 12 units?

Low Unit Certificates

- While below 12 unit certificates might not make sense in every discipline, there are many cases where a student complete a specific educational objective in as little as 4 units.

- Shouldn't we be given credit for helping students achieve their educational goal?

- Does you college currently have any certificates below 12 units?

Stackable Certificates

- Many CTE programs have certificates that are 24 units or higher.
- These certificates could include completing two or more educational goals during the completion of a single certificate.
- Should we be able to break an approved certificate of achievement into smaller certificates that recognize the completion of each goal?
- If the larger certificate is already approved, should the stackable pieces be granted automatic approval?
- Would the stackable pieces be included in the Scorecard?

Educational Goals

- The purpose of the completion metric is to determine whether a student has completed their educational goal.

- The Scorecard uses certain data elements to predict what a student's goal is.

- Education plans would be a much better way to determine the goals of students!

Should This Be a Successful Student?

- A student enrolls in Spanish at their local community college because they are planning a summer long trip to Spain. They hope to take two Spanish courses before their trip so they will be able to communicate during their vacation.

- The student earns an A in both courses and has an extremely enjoyable vacation.

- Was this student successful? Should they be shown as successful in the Scorecard?

Remedial Metric

- The goal of the remedial metric is to track students that begin in a basic skills course in mathematics, English, or ESL and then transition into college level coursework in that discipline (three separate metrics).

- This differs from ARCC which showed the progression from one level to the next within basic skills

Local Decisions?

- When the requirements for the associate degree were changed, the minimum standard for math became Intermediate Algebra and Freshman Composition for English.

- Each of these courses are one level "higher" than the previous requirements.

- Title 5 allows you to keep the previous requirements (Beginning Algebra and Introduction to Composition) as degree applicable.

- Did your college keep them as degree applicable?

Why Does This Matter?

- The remedial metric only tracks students that begin in a course that is coded as basic skills.

- If you still have those courses coded as degree applicable, students that begin in Beginning Algebra or Introduction to Composition will not be included in the cohort.

- This means that the students closest to moving to college level coursework are excluded from your Scorecard!

- Even though your college is successfully moving many students into collegiate level work, our numbers look bad because of this local choice.

CTE Metric

- Students that complete 8 units in a single CTE discipline (same 4 digit TOP) are measured

- The courses must be coded as Clearly or Advanced Occupational (SAM B or C).

- Students complete in the same ways as the completion metric

Do We Have Any Influence?

- The same issues with certificates of achievement that plagued the completion metric could affect the CTE metric.

- The other issue is whether your courses are coded correctly to place students into the cohort.

- When was the last time you looked at your SAM codes to make sure they make sense?

Does The CTE Metric Work?

- The goal of the CTE metric was to measure the success of students that come to our college to improve their employment prospects or obtain a promotion.

- Wage data was not included because it wasn't available during the creation of the Scorecard but the new Salary Surfer may provide an opportunity to include that information in future revisions.

What About This?

- Imagine that we have a student that comes back to us to take Introduction to Composition and Freshman Composition because they need to be able to write better to obtain a promotion.

- They complete these courses, are promoted, and now make $10K more per year.

- Were we successful with this student?

- Should the Scorecard measure this?

Summary

- The Scorecard is here and everyone is looking at it. There are choices that we have made locally that could make your college look less successful than it really is.

- The Scorecard is not a complete picture of student success. There are many other measures that we need to look at.

- Do we need to make changes to our certificates to better reflect the fact that we are meeting our student's educational goals?

Thank You for Joining Us

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