The Age of Accountability

As senate leaders, how do we feel about data?
The Age of Accountability – Why We Need Data

- Removes anecdotal bias
- Provides a clear picture of what is happening to whom
- Can inform decision making and resource allocation
- Is required for funding
The Age of Accountability

Like it or not, we need to be able to use data
And there is so much!

- BSI
- SSSP
- Student Equity
- SWP
- IEPI Indicators
- Scorecard
The Age of Accountability

We need to be able to translate those numbers and spreadsheets into the stories that data tells us about our students and community.
Cutting through the noise

June 16, 2017

Gregory M Stoup
Board President, The RP Group
Vice Chancellor, Contra Costa Community College District
Reporting & accountability demands placed on colleges

1950s - descriptive information
1960s - analytic and comparative
1970s - evaluative
1980s - all of the above plus planning
1990s - plus accountability reporting
2000s - plus learning outcomes
2010s - plus institutional effectiveness

Hat tip to Erik Cooper
... and we have a riot of process, strategies, activities ...

- Accountability
  - IPEDS
  - Scorecard
- Accreditation
- Assessment
  - Multiple Measures
  - Validation Studies
- Budget & Resource Allocation
- Curriculum
  - Statistical Validation
- Database Administration
- Effectiveness Measurements
- Enrollment Management
- Equity
  - Focus Groups
  - Benchmarking
- Grants
- Marketing + Outreach
- Planning
  - Master Planning
  - Facilities
  - Labor Market Analysis
- Policy Analysis
- Prof Development
- Program Review
- Student Services
  - Path Analysis
  - Predictive Analytics
- Scheduling
- Surveys
  - Campus Climate
  - Faculty Evaluation
  - Governance
- Statistical Validation
- Focus Groups
- Benchmarking
- Master Planning
- Facilities
- Labor Market Analysis
- Path Analysis
- Predictive Analytics
- Campus Climate
- Faculty Evaluation
- Governance
... and oh so many metrics

<table>
<thead>
<tr>
<th>Scorecard</th>
<th>Framework</th>
<th>Integrated Plan</th>
<th>Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
<td>Completion rate</td>
<td>Completion rate</td>
<td>Degree/Cert volume</td>
</tr>
<tr>
<td>(Prepared &amp; Unprepared)</td>
<td>CTE Completion rate</td>
<td>Career Dev</td>
<td>Transfer volume</td>
</tr>
<tr>
<td></td>
<td># of Degree</td>
<td></td>
<td>Employed in 2nd fiscal quarter</td>
</tr>
<tr>
<td></td>
<td># of Certificates</td>
<td></td>
<td>Employed in 4th fiscal quarter</td>
</tr>
<tr>
<td></td>
<td># of low-Unit Certificates</td>
<td></td>
<td>Jobs closely related to POS</td>
</tr>
<tr>
<td></td>
<td>Volume of transfer to 4-Yrs</td>
<td></td>
<td>Median earnings</td>
</tr>
<tr>
<td><strong>Milestones</strong></td>
<td>Course completion rate</td>
<td>Remediation</td>
<td>Median change in earnings</td>
</tr>
<tr>
<td>30 Unit rate</td>
<td>BSI to transfer level completion pace</td>
<td>Math</td>
<td># attaining living wage</td>
</tr>
<tr>
<td>Persistence</td>
<td>Math 1 Yr</td>
<td>English</td>
<td># course enrollments</td>
</tr>
<tr>
<td>Remediation</td>
<td>Math 2 Yrs</td>
<td>ESL</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>English</td>
<td>Career Dev success rate</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fiscal / Acct</strong></td>
<td>Fund Balance</td>
<td>Orientation</td>
<td>Broken out by</td>
</tr>
<tr>
<td></td>
<td>Fiscal Health</td>
<td>Assessment</td>
<td>foster youth</td>
</tr>
<tr>
<td></td>
<td>Clean Audit</td>
<td>Ed Planning</td>
<td>disabilities</td>
</tr>
<tr>
<td></td>
<td>Accreditation</td>
<td>Probation</td>
<td>low-income</td>
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<tr>
<td></td>
<td></td>
<td>Progress</td>
<td>Veterans</td>
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<td>Asian</td>
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<td></td>
<td></td>
<td>African American</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hispanic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pacific Islander</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>White</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>some other race</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>more than one race</td>
</tr>
</tbody>
</table>
Yet we continue to treat these as add-on commitments
The student experience is not linear

Hard to see the forest for the trees

Student considers college

Student completes college

Build an educational plan

Takes assessment test

Attends a financial aid workshop

Meets with college outreach professional

Applies to institution

Required courses are full

Recommended by professor to meet counselor

Enrolls in dev ed courses

Becomes a student mentor

Completes all necessary coursework

Changes from PT back to FT status

Changes from FT to PT status due to work

Concurrently enrolls at nearby community college

Enrolls in dev ed course

Fails key dev ed course

Rebuilds an education plan with new program of study

Required courses are full

Hard to see the forest for the trees

The student experience is not linear
Cutting through the noise

If you’re searching for parsimony:

- # of first-time students choosing a pathway/POS
- # receiving 3SP support services (Orientation, Ed Plan, Counseling)
- Fall-to-Spring Persistence rate
- # complete completing college-level math & English in 1st Year
- # earning 6+ units in 1st term; # earning 12+ units in 1st term
- # earning 9+ units in POS in first year

Broken out by student equity subpopulations

Outcomes
- Completion rate
- Labor force outcomes (when available)
An important distinction

Scaling programs ≠ Transformational change

• expanding capacity
• squeezing out efficiencies
• do more of what you do well; less of what you don’t

• rethinking your institution
• redesigning processes
• challenges the culture
Using Data Tools

Jill Leufgen
Workforce and Economic Development Division
California Community Colleges Chancellor’s Office
Basic Skills

**Question**
How can we tell if students are making it through the basic skills sequence (especially students of color)?

**Answer**
Use the Basic Skills Cohort Progress Tracker on Data Mart:
http://datamart.cccco.edu/DataMart.aspx
Reports showing student counts, with demographic breakouts if desired, by:
- Annual/Term Student Count
- Enrollment Status
- Day/Evening Status
- Full-time/Part-time Status
- Citizenship Status
- Education Status
- Full-time Equivalent Student (FTES) Counts
- Distance Education (DE) Full-time Equivalent Student (FTES) Counts

Reports showing student counts, with demographic breakouts if desired, for students who are participants in programs and or services overseen by the Student Services Division of the Chancellor's Office:
- Student Assessment Summary by Instrument ID
- California Work Opportunity and Responsibility to Kids (CalWORKS)
- Disabled Student Program and Services (DSPS)
- Extended Opportunity Program and Services (EOPS)
- Financial Aid
- Matriculation
- Special Population/Group Student Count
- Student Success Services Student Count

Reports showing student outcomes in enrollments and programs, with demographic breakouts if desired, by:
- Basic Skills Cohort Progress Tracker
- Enrollment Retention and Success Rate
- Grade Distribution
- Program Awards
- Student Success Scorecard Metrics
- Student Success Scorecard Skills Builder Metric
- Transfer Velocity
- System Wage Tracker
- College Wage Tracker
- Transfer Volume

Various reports showing course characteristics such as TOP code, credit status, SAM code, etc. as well as how the course was offered such as day/evening status and accounting method. The reports include:
- Counts of sections offered, students enrolled, and FTES by credit course characteristics
- Counts of sections offered, students enrolled, and FTES by noncredit course characteristics
- Counts of sections offered, students enrolled, and FTES by basic skills course characteristics
- List of courses offered during a term with section counts and characteristics
- Academic Calendar Summary for all colleges for a fiscal year
- Academic Calendar for a district for a fiscal year

Reports showing faculty and staff:
- Annual Statewide Staffing Reports
- Faculty & Staff Demographics
Basic Skills Progress Tracker - Parameter Selection Area

Select College
Select Cohort Term
Fall 2015
Select End Term
Spring 2017
Select Basic Skills Subject
Mathematics

Select Starting Cohort Level
Two Levels Below Transfer

Customize cohort (Optional)

View Report

Export To ->
Excel  CSV  Text
Records Per Page:  10
Simple Layout  Advanced Layout

Report Data & Format Area

Report Area

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015-Spring 2017</th>
<th>Two Levels Below Transfer</th>
<th>One Level Below Transfer</th>
<th>Transferable</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Attempts</td>
<td>Success</td>
<td>Students</td>
</tr>
<tr>
<td>Mathematics Total</td>
<td>689</td>
<td>857</td>
<td>503</td>
<td>338</td>
</tr>
<tr>
<td>African-American</td>
<td>42</td>
<td>51</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Asian</td>
<td>47</td>
<td>60</td>
<td>39</td>
<td>28</td>
</tr>
<tr>
<td>Hispanic</td>
<td>191</td>
<td>245</td>
<td>131</td>
<td>87</td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td>64</td>
<td>73</td>
<td>44</td>
<td>33</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>9</td>
<td>11</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>326</td>
<td>404</td>
<td>248</td>
<td>164</td>
</tr>
</tbody>
</table>

Report Format Selection Area - Check field to include in the report
Demographics & Special Population Options
- Gender
- Age Group
- Ethnicity
- California Work Opportunity & Responsibility to Kids (CalWORKs)
- Disabled Students Programs & Services (DSPS)
- Extended Opportunity Programs & Services (EOPS)

Financial Aid Options
- Board of Governors Enrollment Fee Waiver
- Grants
- Loans
- Scholarship
- Work Study

Update Report
Labor Market Information (LMI)

**Question**
A CTE program advocates for more resources during the program review process, stating that there are jobs in the area for certificate and degree earners in this field.

What data would support this claim and justify the institution’s investment in this program?

**Answer**
Use the Labor Market Information Library on the DWM website: [http://doingwhatmatters.cccco.edu/StrongWorkforce/LMILibrary.asp](http://doingwhatmatters.cccco.edu/StrongWorkforce/LMILibrary.asp)

Contact your Centers of Excellence Director: [http://coeccc.net](http://coeccc.net)
Labor Market Information Library

What sector or program area is your focus?
Manufacturing

What geographic areas are you interested in?
- Central Valley

Search titles and descriptions by keyword(s):

Resources filtered by Sector = Manufacturing, and Geographic Area = Central Valley, and Keyword =

Pages: 1 2

Central Valley-Mother Lode Regional Labor Market Assessment
Author/Organization: COE
Release Date: Sep 2016
Organized by occupational clusters, this report provides regional labor market demand data for occupations that are relevant for community college-level education and training programs. The report also provides regional supply data for community colleges and other education and training provider programs, for these occupations. View »

Regional Planning Unit Summary: Middle Sierra
Author/Organization: EDD-LMID
Release Date: Sep 2016
EDD's Labor Market Information Division prepared the Regional Planning Unit Summaries for use by the California Workforce Development system. View »

Regional Planning Unit Summary: San Joaquin Valley and Associated Counties
Author/Organization: EDD-LMID
Release Date: Sep 2016
EDD's Labor Market Information Division prepared the Regional Planning Unit Summaries for use by the California Workforce Development system. View »

About the Labor Market Information Library
The Labor Market Information (LMI) Library is a compilation of reports and data tables relevant to career technical education program planning. To be included in the library, the report focus is occupational and includes timely information on workforce needs and/or trends relevant to California community colleges.

Do you have a report recommendation for the LMI Library? If so, send a link or attachment to submit@coeccc.net.

Submit Report Recommendation »

Popular Report Research Tools
Local Share LMI Worksheet Demand & Supply Data Tables Economic Indicators
Contact Us
Meet our dynamic research team! Contact a regional COE Director regarding available products and services.

Get in Touch

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Student Outcomes

**Question**
A CTE program works to align its curriculum with regional employer needs.

How can we tell if students in that program are getting jobs and, if so, are they related to their field of study?

**Answer**
Use the Program Snapshot and the CTE Outcomes Survey tools in LaunchBoard: [https://www.calpassplus.org/Launchboard/Home.aspx](https://www.calpassplus.org/Launchboard/Home.aspx)
LaunchBoard

The CTE LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor’s Office and hosted by Cal-PASS Plus, provides data to California community colleges and their feeder K-12 school districts on the effectiveness of CTE programs. This information is intended to facilitate local, regional and statewide conversations about how to improve student transitions from K-12 to college and on to the workforce. Click on this link to view video tutorials on specific tools within the LaunchBoard.

LaunchBoard Features

The LaunchBoard includes several tools to support collecting and viewing information on student outcomes in CTE.

**Program Snapshot**

The Program Snapshot includes graphical, question-and-answer style reports on programs, labor market demand, completion, and employment outcomes.

**Program Tables**

The Program Tables provide detailed information on programs, grouped into categories including program size, student characteristics, milestones, success, employment, and regional labor market information. It includes disaggregated metrics as well as comparison data on historical trends, regional totals, and state medians.

**Strong Workforce Program Metrics**

Program-level information on the metrics associated with the Strong Workforce Program, including comparison data based on historical trends, regional and state medians, the highest state outcomes, and college goals.

**CTE Outcomes Survey Tool**

The CTEOS Reporting Tool is intended to make Career and Technical Education Outcomes Survey (CTEOS) responses more broadly available to faculty and administrators.

**K-14 CTE Transition Tables**

The K-14 CTE Transition Tables provides more detailed information including disaggregated metrics and comparison data on historical trends and statewide averages.

**LaunchBoard Resources**

Looking for more information on what the LaunchBoard is and how to use it? Access a suite of FAQs, recorded webinars, guides, and videos to get your questions answered.
Program Snapshot Reports

Employment

What are the projected job openings in the region?

Are students getting jobs?

- Associate Degrees 85% of 102 Students

Percent Employed

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2 Quarters Fiscal Quarters After Exiting College 4 Quarters

- All Exiters
- Completers
- Local Certificate
- Approved Certificates
- CCC Bachelors Degrees
- Skills-Builders
- Associate Degrees
- Transfer Students
87 students are making $18,343 4 fiscal quarters after program exit year.
## Career & Technical Education Outcomes Survey Tables

### Which programs would you like to view?

<table>
<thead>
<tr>
<th>College or Region:</th>
<th>Academic Year</th>
<th>Cohort</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-2014</td>
<td>All Students</td>
<td>Registered Nursing</td>
</tr>
</tbody>
</table>

### Employment Status

<table>
<thead>
<tr>
<th>Category</th>
<th>College</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact of coursework on employment</td>
<td>93%</td>
<td>89%</td>
</tr>
<tr>
<td>Current employment status</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Length of current employment</td>
<td>5%</td>
<td>6%</td>
</tr>
</tbody>
</table>

### Relationship of current job to field of study

- Very close - my current job is in the same field as my coursework and training
- Close - I used what I learned in my coursework and training even though I am not working in the same exact field
- Not close - my studies and training are not at all related to my current job

<table>
<thead>
<tr>
<th>Category</th>
<th>College</th>
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</tr>
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<tbody>
<tr>
<td>Very close - my current job is in the same field as my coursework and training</td>
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<tr>
<td>Close - I used what I learned in my coursework and training even though I am not working in the same exact field</td>
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<td>6%</td>
</tr>
<tr>
<td>Not close - my studies and training are not at all related to my current job</td>
<td>5%</td>
<td>6%</td>
</tr>
</tbody>
</table>

### Job search outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>College</th>
<th>Statewide</th>
</tr>
</thead>
</table>

### Length of job search

<table>
<thead>
<tr>
<th>Category</th>
<th>College</th>
<th>Statewide</th>
</tr>
</thead>
</table>

### Seeking to change field

<table>
<thead>
<tr>
<th>Category</th>
<th>College</th>
<th>Statewide</th>
</tr>
</thead>
</table>
Additional Resources

List of CCCCCO Data Tools and Sources:

Understanding CCCCCO Data Dashboards:
http://doingwhatmatters.cccco.edu/portals/6/docs/Understanding%20CCCCCO%20Data%20Dashboards.pdf

Which Data Tool Should I Use?:

What Types of CTE Data are Available?:
http://doingwhatmatters.cccco.edu/portals/6/docs/What%20Types%20of%20CTE%20Data%20Are%20Available%20infograhic.pdf

IEPI ASK on Using the LaunchBoard in Data Conversations: forthcoming
Data on the Ground Floor

James Todd
Vice President of Student Services
Modesto Junior College
The world of data for a faculty-turned-administrator

Step I: Data Awareness

Step II: Data Driven

Step III: Data Capacity-Building
Step I: Data Awareness

Knowing the landscape
Step II: Data Driven Understanding the key indicators

Modesto Junior College

Completion
Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes.

<table>
<thead>
<tr>
<th>College Prepared</th>
<th>Unprepared for College</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.5%</td>
<td>39.6%</td>
<td>43.0%</td>
</tr>
</tbody>
</table>

Student Retention and Success, by Ethnicity

Success Trends by Delivery Modality
Trends in Total, Online, and Face-to-Face Course Success Rates 2011-2016
Data Capacity-Building

Exploring Correlations

GPA After First Semester

- Fall 2009: 40%, 50%
- Fall 2014: 39%, 51%

Below 2.0: 10%, 10%
2.0 & Above: 50%, 51%
No GPA: 0%, 0%

Instructional Learning Outcomes Data

Program

General Education

Institutional

Modesto Junior College

2017 STUDENT SUCCESS SCORECARD

Current Profile

Remedial/ESL
Transfer Level Achievement
Persistence 30 Units
Degree/Transfer
CTE Metrics
Skills Builder
CDP

Transfer Level Achievement

- Math: 1-Year = 4.5%, 2-Year = 16.2%
- English: 1-Year = 43.3%, 2-Year = 64.1%

Click here to select a different college

Click here to view trend data
So What Do You Need to Do at Your College?

How will you use data effectively to serve students next year?
Questions
Thank you!

Go get your bulletproof bracelets, your lasso of truth, and your go-go boots of justice and lead your senate!