



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Research, Data, and Decision Making **What Every Senate Leader Should Know**

Jill Leufgen, Chancellor's Office

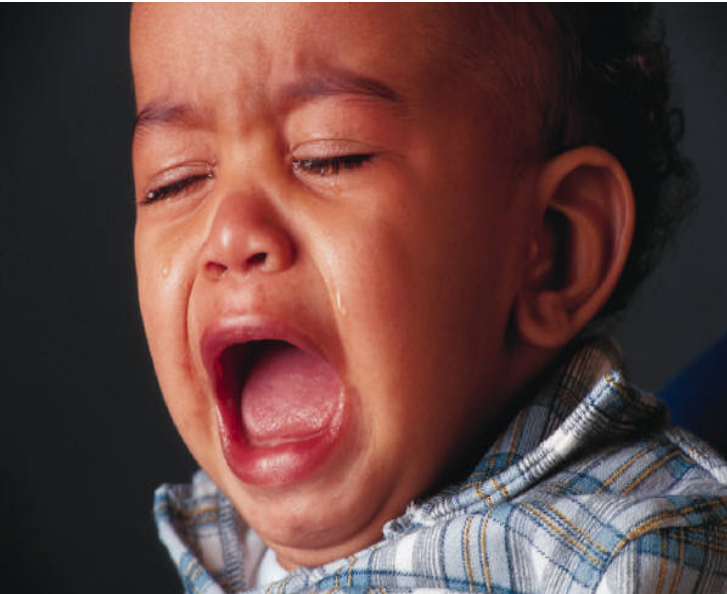
Greg Stoup, President of the RP Group

James Todd, VPSS Modesto Junior College

John Stankas, ASCCC Vice President

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

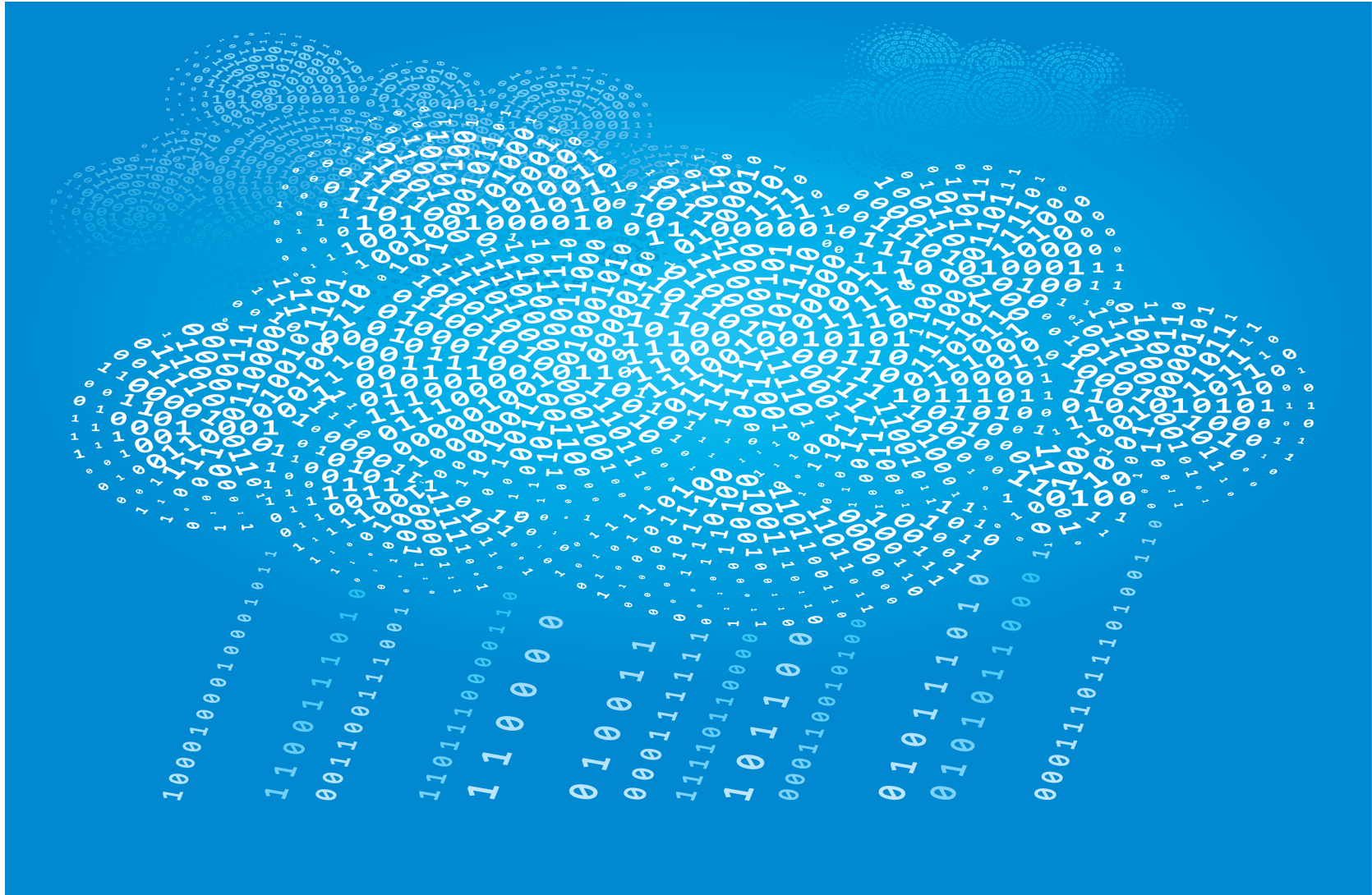


The Age of Accountability

Like it or not, we need to be able to use data

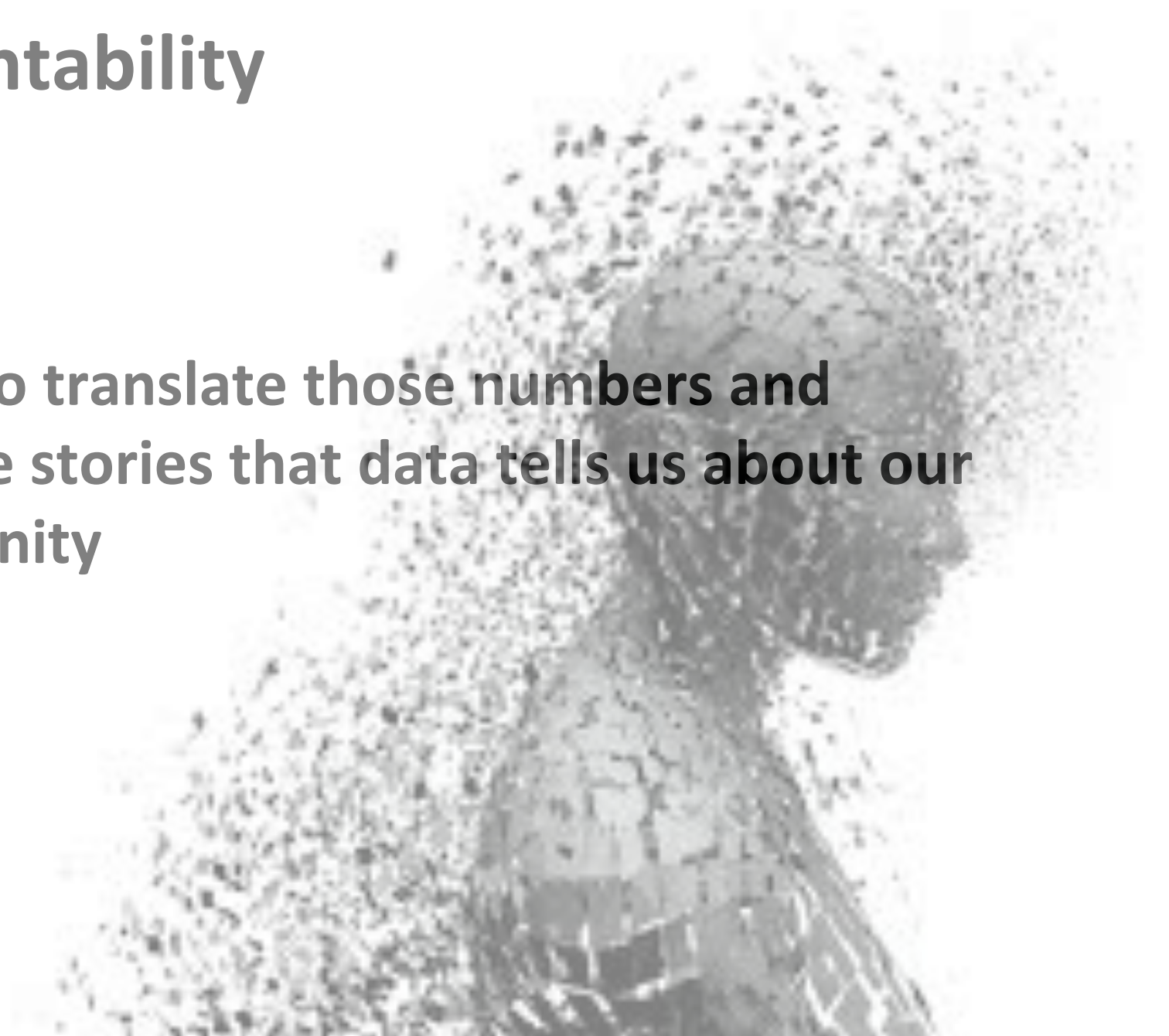
And there is so much!

- 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

... 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

... and oh so many metrics

Scorecard

Outcomes

(Prepared & Unprepared)

- Completion rate
- CTE Completion rate
- Skills Builder
- Career Dev

Milestones

- 30 Unit rate
- Persistence
- Remediation
 - Math
 - English
 - ESL
- Transfer Achievement
 - Math
 - English
 - ESL

IEPI Framework

Outcomes

- Completion rate
- CTE Completion rate
- # of Degree
- # of Certificates
- # of low-Unit Certificates
- Volume of transfer to 4-Yrs

Milestones

- Course completion rate
- BS to transfer level completion pace
 - Math 1 Yr
 - Math 2 Yrs
 - English 1 Yr
 - English 2-Yrs

Fiscal / Acct

- Fund Balance
- Fiscal Health
- Clean Audit
- Accreditation

----- Integrated Plan -----

BSI

Outcomes

- Completion rate
- Career Dev

Milestones

- Remediation
 - Math
 - English
 - ESL
- Career Dev success rate

3SP

Touches

- Orientation
- Assessment
- Ed Planning
- Probation Progress
- Outreach

Equity

Broken out by

- foster youth
- disabilities
- low-income
- Veterans
- American Indian
- Asian
- African American
- Hispanic
- Pacific Islander
- White
- some other race
- more than one race

Strong Workforce

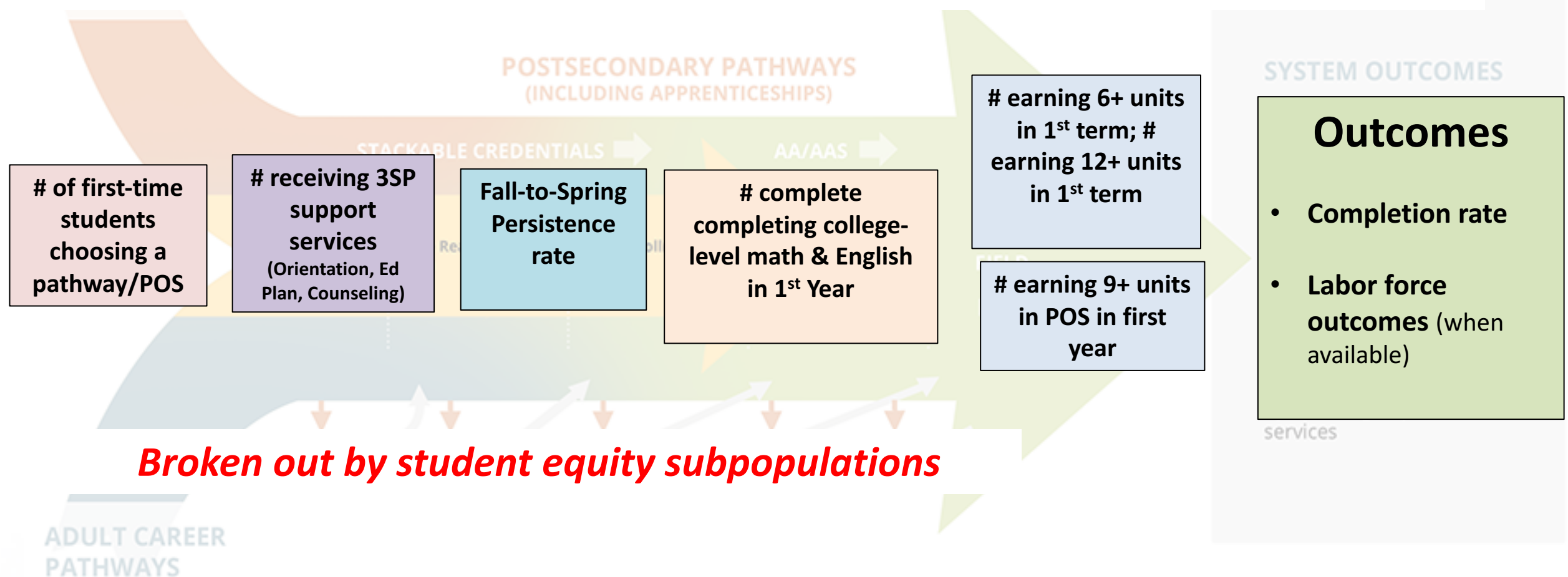
Outcomes

- Degree/Cert volume
- Transfer volume
- Employed in 2nd fiscal quarter
- Employed in 4th fiscal quarter
- Jobs closely related to POS
- Median earnings
- Median change in earnings
- # attaining living wage
- # course enrollments

Yet we continue to treat these as add-on commitments

Cutting through the noise

If you're searching for parsimony:



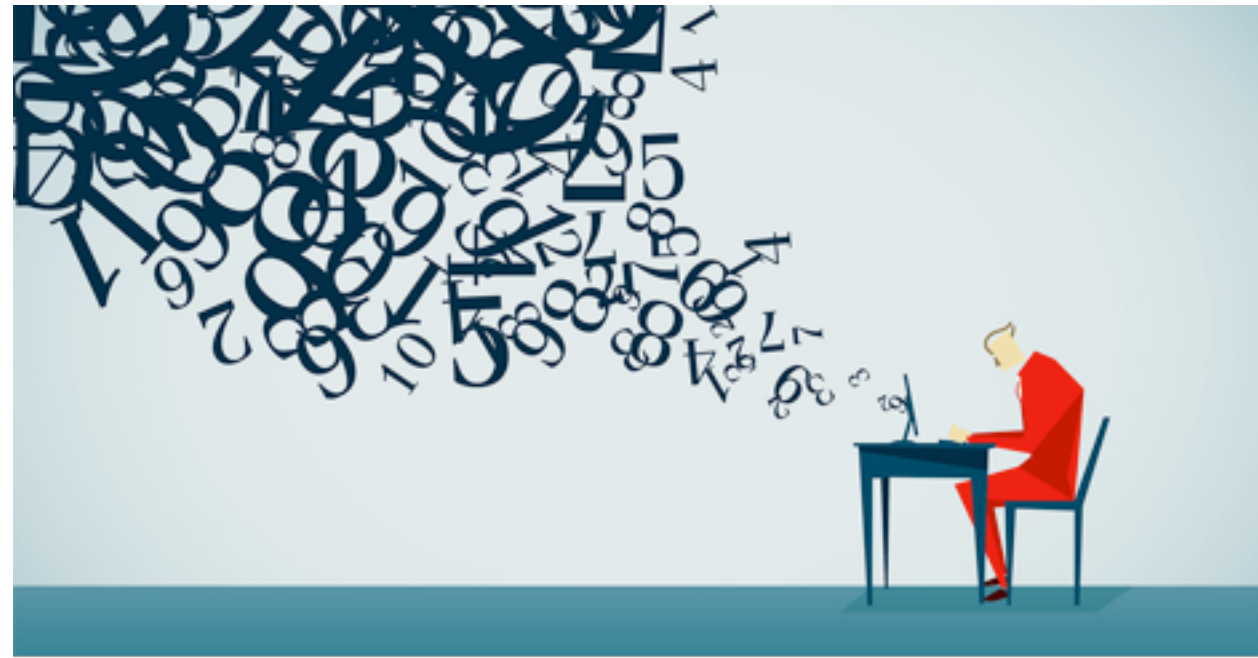
An important distinction

Scaling programs \neq 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>



Students/Headcounts

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

Courses/Calendar

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

Student Services

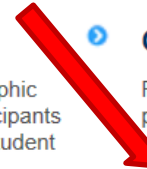
Reports showing student counts, with demographic breakouts if desired, for students who are participants in programs and or services overseen by the Student Services Division of the Chancellor's Office:

- 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

Outcomes

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



Basic Skills Progress Tracker - Parameter Selection Area

Select College

Select Cohort Term

Select End Term

Select Basic Skills Subject

Select Starting Cohort Level

Customize cohort (Optional)

View Report

Export To ->

Excel CSV Text

Records Per Page:

Simple Layout Advanced Layout

Report Data & Format Area

Report Area

	Fall 2015-Spring 2017								
	+ Two Levels Below Transfer			+ One Level Below Transfer			+ Transferable		
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
<input type="checkbox"/> American River Total									
<input type="checkbox"/> Mathematics Total	689	857	503	338	380	255	113	133	80
<input type="checkbox"/> African-American	42	51	27	22	24	13	2	2	0
<input type="checkbox"/> American Indian/Alaskan Native	6	7	6	3	3	2	1	1	1
<input type="checkbox"/> Asian	47	60	39	28	31	23	8	12	8
<input type="checkbox"/> Hispanic	191	245	131	87	103	65	30	38	22
<input type="checkbox"/> Multi-Ethnicity	64	73	44	33	40	27	13	14	8
<input type="checkbox"/> Pacific Islander	9	11	6				1	3	1
<input type="checkbox"/> Unknown	4	6	2	1	1	1			
<input type="checkbox"/> White Non-Hispanic	326	404	248	164	178	124	58	63	40

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>
X

Contact your Centers of Excellence Director: <http://coecc.net>



CALIFORNIA COMMUNITY COLLEGES
Doing What MATTERS™
FOR JOBS AND THE ECONOMY

FOR EMPLOYERS:
WORKFORCE TRAINING
RESOURCES

SUCCESS STORIES & AWARDS
Workforce Recognition
eShowcase

CALIFORNIA COMMUNITY COLLEGES
Task Force on WORKFORCE
JOB CREATION AND A STRONG ECONOMY



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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):

Find LMI Resources

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@coecc.net.

[Submit Report Recommendation >>](#)

Popular Labor Market 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.


[CONTACT US TODAY](#)

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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>



LaunchBoard

Data-Backed Decisions

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.

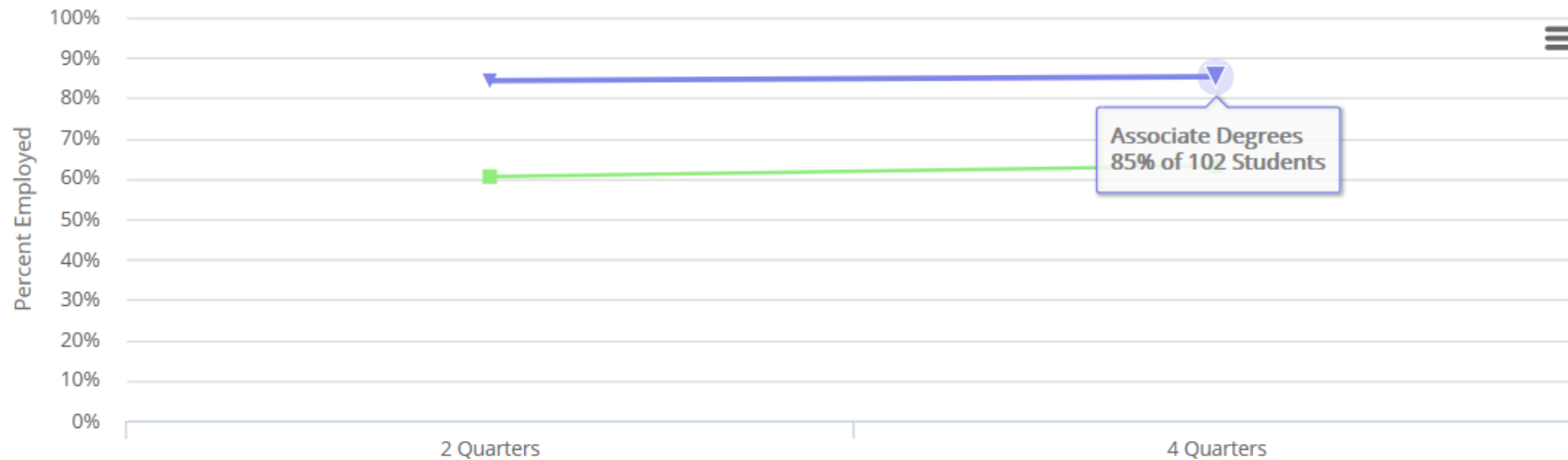
Program Snapshot Reports

██████████ || Nursing (1230) || 2013-2014 [\(Change Filter?\)](#)

Employment

+ What are the projected job openings in the region?

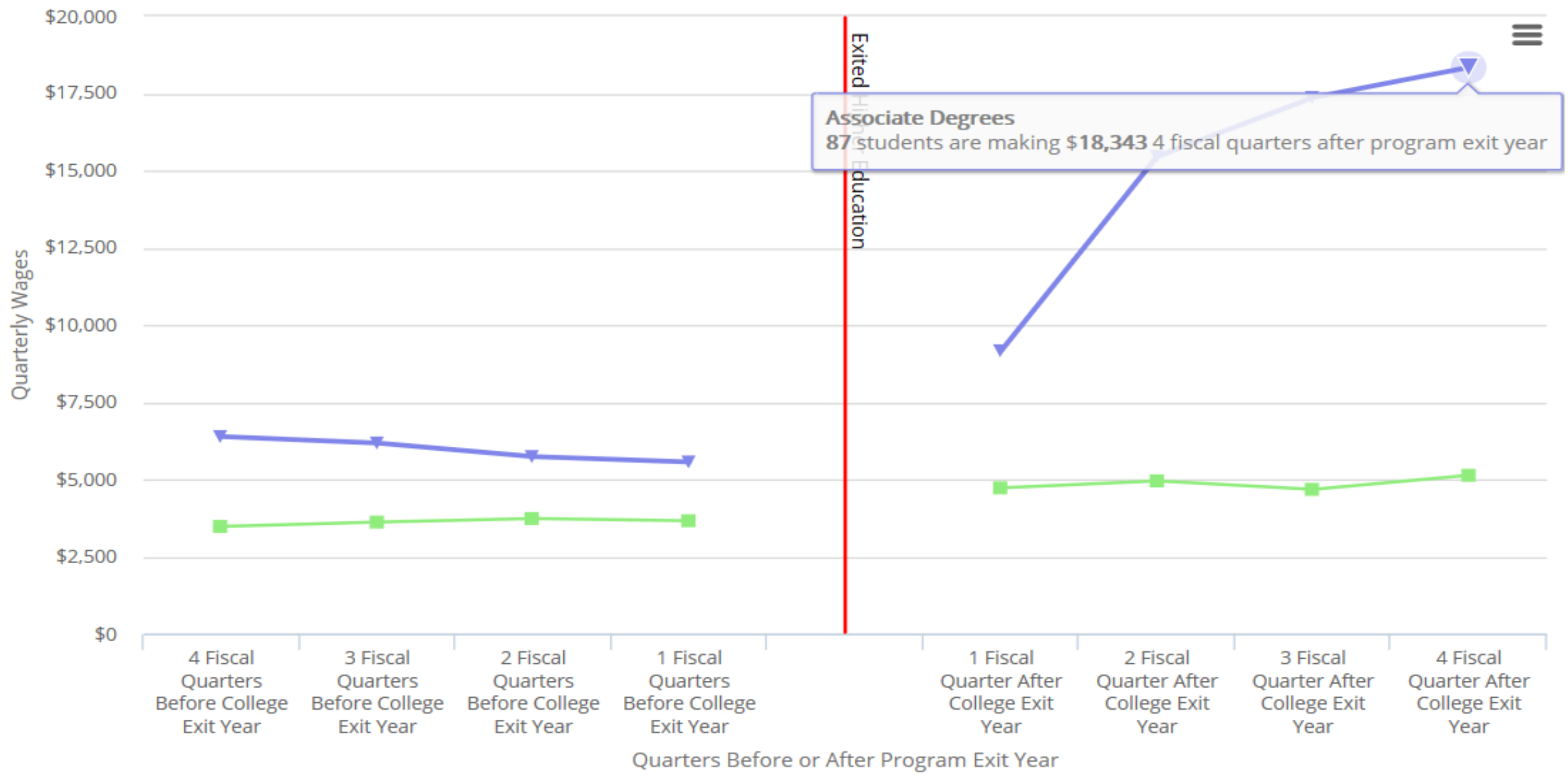
- Are students getting jobs?



- All Exiters
- Completers
- Local Certificate
- Approved Certificates
- Associate Degrees
- Transfer Students
- CCC Bachelors Degrees
- Skills-Builders



How much money are students making?



- All Exitors
- Completers
- Local Certificate
- Approved Certificates
- Associate Degrees
- Applied Bachelor's Degrees
- Transfer Students
- Skills-Builders

Career & Technical Education Outcomes Survey Tables

Which programs would you like to view?

College or Region:

Academic Year

Cohort

Programs

View

Responses

Education

Employment Status

Employment Changes

+ Impact of coursework on employment *i*

+ Current employment status *i*

+ Length of current employment *i*

- Relationship of current job to field of study *i*

	College	Statewide
Very close - my current job is in the same field as my coursework and training	93%	89 %
Close - I used what I learned in my coursework and training even though I am not working in the same exact field	2%	6 %
Not close - my studies and training are not at all related to my current job	5%	6 %

+ Job search outcomes *i*

+ Length of job search *i*

+ Seeking to change field *i*

Additional Resources

List of CCCCO Data Tools and Sources:

<http://doingwhatmatters.cccco.edu/portals/6/docs/Chancellor's%20Office%20Data%20Tools%20and%20Sources.pdf>

Understanding CCCCO Data Dashboards:

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

Which Data Tool Should I Use?:

<http://doingwhatmatters.cccco.edu/portals/6/docs/Which%20Data%20Tool%20Should%20I%20Use%20.pdf>

What Types of CTE Data are Available?:

<http://doingwhatmatters.cccco.edu/portals/6/docs/What%20Types%20of%20CTE%20Data%20Are%20Available%20infographic.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




2017 STUDENT SUCCESS SCORECARD

Modesto Junior College

[Click here to select a different college](#)

CURRENT PROFILE

Basic Skills Metrics		Completion Metrics		CTE Metrics	
Remedial/ESL	Transfer Level Achievement	Persistence	30 Units	Degree/Transfer	CTE
					Skills Builder
					CDCP

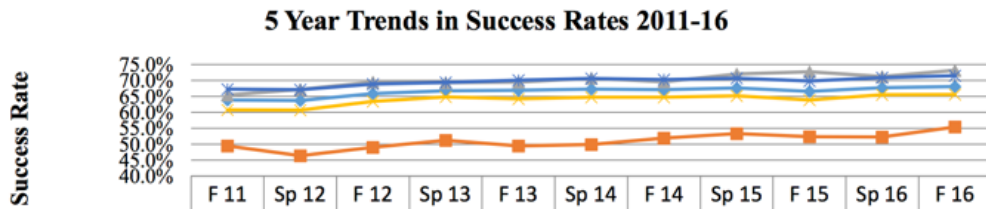
College Profile [Click here to view current year report](#)

The student population and course sections offered described in the tables are based on the 2015-16 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2010-11.

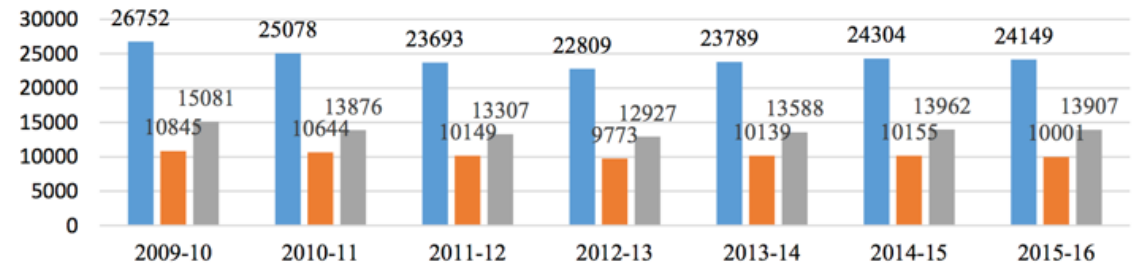
*Knowing
the
landscape*

nt Trends

Student Achievement Data and Institution Set Standards



Trends in Annual Unduplicated Headcount 2009-2016




CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
Student Services and Special Programs

Fact Sheet

Student Equity



Modesto Junior College

[Click here to select a different college](#)

CURRENT PROFILE

Basic Skills Metrics: Remedial/ESL, Transfer Level Achievement

Completion Metrics: Persistence, 30 Units, Degree/Transfer

CTE Metrics: CTE, Skills Builder, CDCP

[View Rates](#) [Metric Profile](#)

Completion

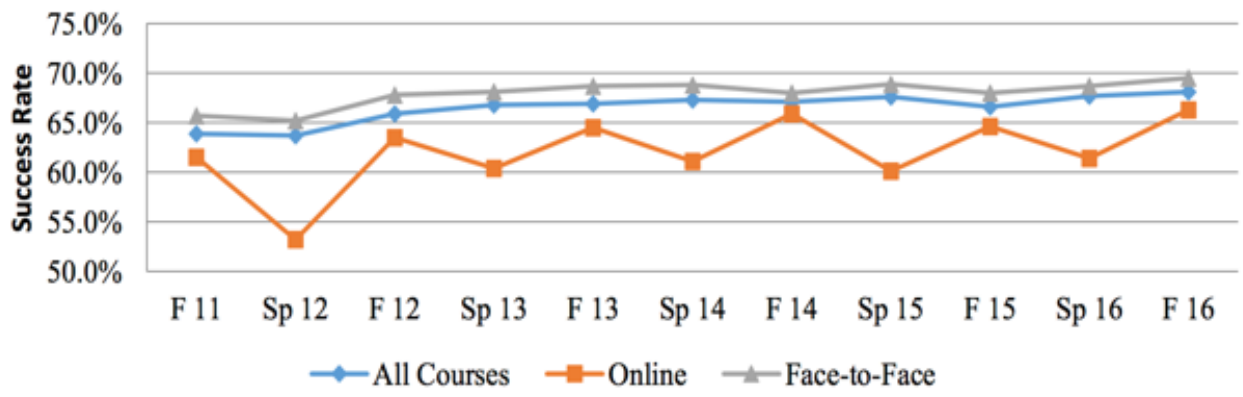
[Click here to view trend data](#)

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.

COLLEGE PREPARED	UNPREPARED FOR COLLEGE	OVERALL
55.5%	39.6%	43.0%
N=546	N=2,021	N=2,567
Gender %	Gender %	Gender %

Success Trends by Delivery Modality

Trends in Total, Online, and Face-to-Face Course Success Rates 2011-2016



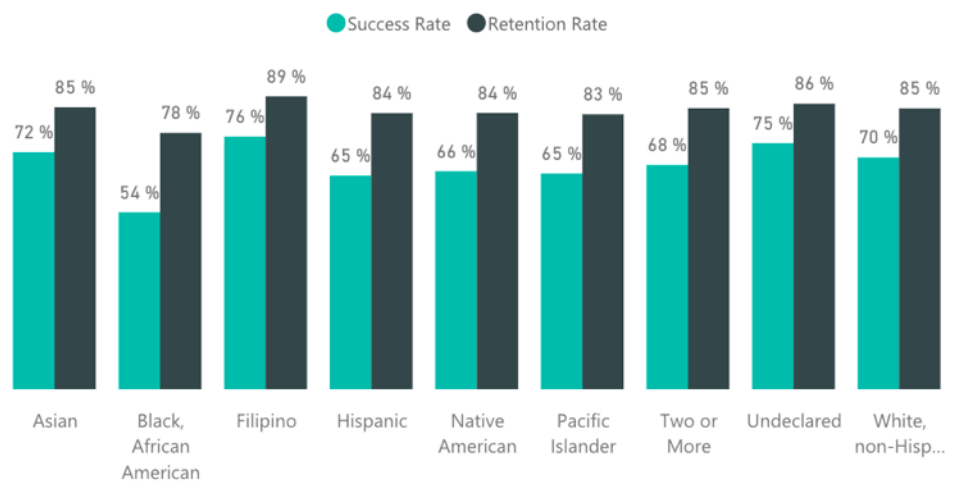
Step II: Data Driven

Understanding the key indicators

Student Retention and Success, by Ethnicity

2008 2009 2010 2011 2012 2013 2014 2015 2016

FALL SPRING SUMMER



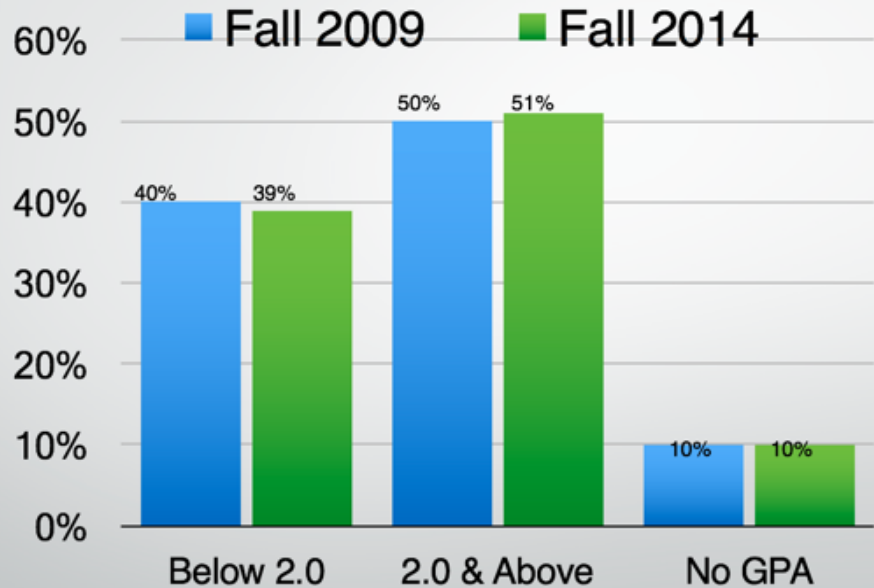
Instructional Program Review Template



Data Capacity-Building

Instructional Learning Outcomes Data

GPA After First Semester



Program

General Education

Institutional

2017 STUDENT SUCCESS SCORECARD

Modesto Junior College

[Click here to select a different college](#)

CURRENT PROFILE

Basic Skills Metrics

Completion Metrics

CTE Metrics

Remedial/ESL
Transfer Level Achievement

Persistence
30 Units
Degree/Transfer

CTE
Skills Builder
CDCP

[View Rates](#)
[Metric Profile](#)

Transfer Level Achievement

[Click here to view trend data](#)

The percent of first-time students in 2014-15 who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.

	1-Year		2-Year	
MATH	4.5%	16.2%	43.3%	64.1%
	N=1,714		N=1,714	
Gender	%	%	%	%

Exploring Correlations

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!

