



Scorecard: An Accountability Framework for the California Community Colleges

In 2004, Assembly Bill 1417 triggered the creation of the first performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges Chancellor's Office (CCCCO) to design and implement a performance measurement system containing indicators for the system and its colleges. This comprehensive system was known as the Accountability Reporting for the Community Colleges (ARCC).

In 2012, the Student Success Task Force (SSTF) recommended the implementation of a new accountability framework, whose purpose is to provide stakeholders with clear and concise information on key student progress and success metrics in order to improve performance. The recommendation specified that a Scorecard be built from the previous reporting system, the ARCC.

To satisfy the request of the SSTF, the ARCC Advisory Workgroup, which guided the development of the initial accountability system in 2005, was reconvened. With researchers with technical expertise in performance measures and members representing various community college organizations, stakeholder groups, the group reviewed the ARCC framework and designed the new [Scorecard](#). Now known as the Scorecard Advisory Workgroup, this organization continues to meet on a yearly basis to review and update the Scorecard as necessary. Affiliated groups with representation on the workgroup are listed in Appendix A.

The Framework

The reconvened advisory group recommended a four-tiered accountability framework, where each level targets a different audience or user (Appendix B):

- 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 system level aggregations of data and annual performance.
- The *Scorecard* itself is the second level and provides measures of progress and completion at each college. This is the core of the framework and, as such, it incorporates many of the recommendations from the SSTF. For example, it includes metrics pertaining to momentum points and the disaggregation of metrics by racial and ethnic groups, age, gender, and level of college preparation.

Like the ARCC that came before it, the *Scorecard* uses cohort analysis to isolate the impact of treatment (e.g., enrollment in a specific college) from other factors that can influence progress and completion outcomes (Appendix C).

- The third level provides the opportunity to drill down further into the Scorecard metrics through the existing online query tool, *Datamart*.
- The fourth and most detailed level allows college researchers to download the data underlying the Scorecard metrics for their particular college (*Data-on-Demand*).

The Levels and the Metrics

State of the System (First Level)

The State of the System report provides measures of overall community college performance at the system level. This first level of the report benefits policy makers by detailing many of the critical contributions that the California Community Colleges (CCC) have made in recent years. The system level metrics are focused on access and completion and often include:

- *Annual Number of Transfers to Baccalaureate Institutions* - This indicator shows the annual number of CCC transfers to four-year institutions systemwide. The volumes of transfers are categorized by type of institution, reflecting the number of transfers to University of California (UC), California State University (CSU), In-State Private (ISP) and Out-of State (OOS) four-year institutions.
- *“Top 25” Credit Programs by Volume of Awards* – This metric offers a perspective on which programs confer the largest number of awards systemwide. The total count includes both degrees and certificates.
- *Systemwide Participation Rates* – These rates measure how many students are enrolled in the California Community College system relative to the state population (number of students per 1,000 population). Using statewide population and community college system data, the rate is disaggregated by race/ethnicity.
- *Systemwide Scorecard Metrics* – The Scorecard metrics for each of the colleges (discussed in detail in the next section) are aggregated to the system level.
- *Additional indicators* describing the state of the system can include:
 - Annual Awards by Academic Year
 - Annual Associate Degrees for Transfer (ADTs) Awarded
 - Annual Student Headcount
 - Number of Sections Offered by Academic Year
 - Credit Course Success Rate
 - Total funding and funding per FTES

The Scorecard (Second Level)

This is the core of the framework and the section of the reporting system focused on the performance of each individual college in the system. The indicators on the Scorecard measure both intermediate progress and completion at each college, disaggregated by student demographics and level of college preparation. The Scorecard metrics (Appendix D) include:

- *Completion Rate*— The percentage of degree and/or transfer seeking, first-time students who succeeded in completing a degree, certificate or transfer related outcome within six years. The report provides an overall completion rate, as well as a rate for two different groups of students—those whose lowest attempted math or English level was remedial (identified as “unprepared”) and those whose lowest attempted math or English course was at the college level (identified as “prepared”).
- *30 Units Rate* – A momentum point, this metric is the percentage of degree and/or transfer seeking, first-time students (same as the completion cohort) who completed at least 30 units after six years in the system. Credit accumulation, 30 units specifically, tends to be positively correlated with student success measured as either completion or wage gain. This metric is also reported for the entire cohort and separated by remedial and college prepared students.
- *Persistence Rate* – The percentage of degree and/or transfer-seeking, first-time students (same as the completion cohort) enrolled in three consecutive, primary terms anywhere in the system. Besides an overall persistence rate, this metric is also reported for both remedial and college prepared students. Because research shows that students with sustained enrollment are more likely to succeed, this metric is considered a milestone or momentum point.
- *Remedial Progress Rate* – The percentage of credit students who begin at any level below transfer in English, mathematics and/or ESL who complete a college-level course in the same discipline within six years. The cohorts for each of the three disciplines are tracked from the first time the student attempts a course at any level below transfer in a specific discipline at an individual college. The three remedial metrics are for English, mathematics, and ESL.
- *Career Technical Education (CTE) Rate* – The percentage of students who completed several career technical education (or vocational) courses in a single discipline and completed a degree, certificate or transfer related outcome within six years.
- *Career Development and College Preparation (CDCP) Rate* - A cohort of CDCP “concentrator” students, who completed a CDCP certificate or other degree, certificate or transfer related outcome within six years.

- *Skills Builder Earnings Change* – This cohort includes students who completed higher level CTE coursework in a given academic year and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate. The measurement is the median percent change in wages for these students from one year before the academic year of enrollment to one year after leaving the system.
- *College Profile* – This section of the framework provides demographic information about the students at the college, the number of sections offered and selected operating metrics. A Student-Counselor Ratio for each college is also available (Appendix E).

Datamart (Third Level)

This level of the report allows anyone to drill down further into the Scorecard metrics through the online query tool, Datamart. The Datamart allows for multiple-crosstab and time series analyses as well as disaggregation by demographic and other student characteristics.

Data-on-Demand (Fourth Level)

The fourth, or most detailed level, provides data on individual institutions. Each college's data is available only to its own college researchers (logon required). This tool offers researchers the opportunity to download the datasets pertaining to each Scorecard metric and run them against local data.

College Comparisons

The Scorecard framework is designed to facilitate and stimulate discussion about college performance. The college level indicators were created to address individual aspects of the college mission as defined by the system. The framework was designed to provide several lenses for evaluating college performance. The 5-year report provides data on five cohorts for each of the indicators allowing for year-to-year comparison, as well as a more longitudinal view.

The enrollment demographics of each college are provided in the college profiles. As colleges interpret their outcomes or compare themselves to others, a description of the student population or unique factors of a college should be considered. A peer grouping of colleges for comparison is not a formal part of the Scorecard framework but is available to colleges. The supplementary report that outlines the peer grouping process with updated and new grouping variables is available each year with the release of the final Scorecard.

College Responsibilities

Statute requires that the accountability report be presented to the local board of trustees. Education Code, Section 84754.5(d) specifies:

“As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segment wide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited.”

Colleges have one year from the release of the Scorecard report to submit the board minutes to the Chancellor’s Office. It is recommended that the board minutes reference the areas discussed in Scorecard (e.g., college performance in a specific area, college profile, etc.), as well as the reactions from the board of trustee members.

Conclusion

The four-level accountability framework, developed by the Scorecard Advisory Workgroup, includes both system-level and college-level indicators. The annual report, presented as an interactive Scorecard, is due to the State Legislature and Governor’s Office by March 31st. Colleges have one year from that date to present the results from the Scorecard to their local board of trustees and provide the Chancellor’s Office with the results of those meetings. The Scorecard workgroup meets yearly to discuss the metrics and any potential updates to the tool.

Please direct questions about the Scorecard to scorecard@ccco.edu.

APPENDIX A: SCORECARD ADVISORY WORKGROUP AFFILIATED INSTITUTIONS (2015)

Academic Senate for California Community Colleges (ASCCC)

Association of Community and Continuing Education (ACCE)

California Community College Association for Occupational Education (CCCAOE)

California Community Colleges Chief Instructional Officers (CCCCIO)

California Department of Finance (DOF)

Chief Information Systems Officers (CISOA)

Community College League of California (CCLC)

Legislative Analyst's Office (LAO)

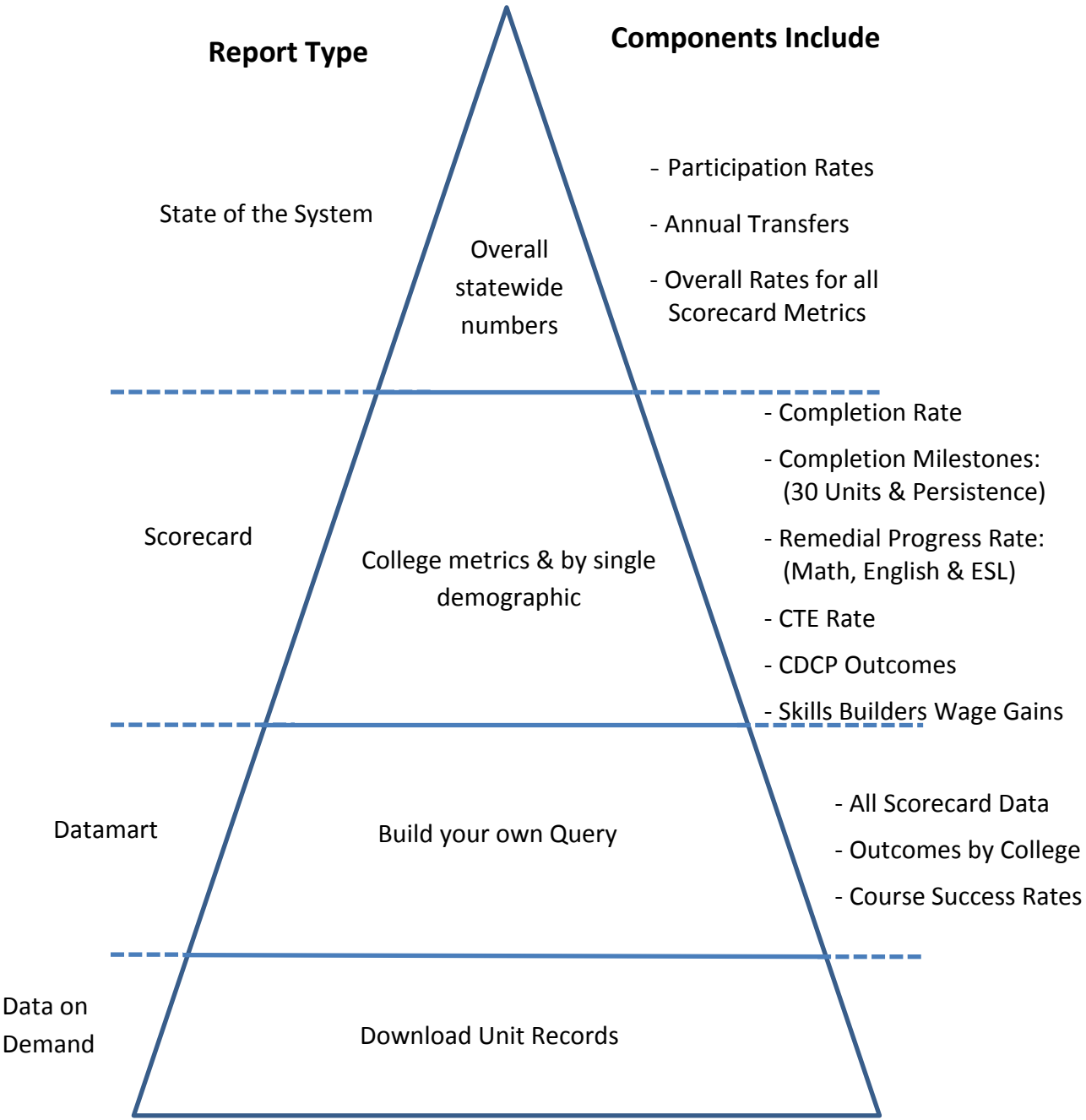
Community College Public Relations Organization (CCPRO)

Research and Planning Group for California Community Colleges (RP Group)

Student Senate for California Community Colleges (SSCCC)

Vocational Research and Accountability Technical Advisory Committee (VERATAC)

APPENDIX B: SCORECARD FRAMEWORK



APPENDIX C: USE OF COHORTS IN THE SCORECARD¹

The use of cohorts for tracking higher education outcomes is common practice for local, state, and federal educational institutions (Voorhees & Lee, 2005). A cohort is a group of individuals with similar characteristics. In higher education, cohorts are most often comprised of students who enter a college, program, or series of courses at the same time. Evaluating students within or across cohorts allows one to gauge how various aspects of the college experience relate to progress/completion outcomes. Cohort analysis allows researchers to follow the same individuals across time in order to isolate the impact of treatment (e.g. enrollment in a specific college) from other factors that can influence outcomes.

The Completion Rate Cohort: The key to successful cohort analysis is to produce a cohort that accurately captures the population of interest. The degree/transfer completion rate cohort uses three important characteristics to obtain a subset of students who are closest to that population of interest. This cohort of credit-taking students is used for three metrics: completion, 30-units, and persistence.

- 1. First-Time Students:** To maintain homogeneity across colleges and increase the validity of the resulting measure, the degree/transfer cohort includes only first-time students. If students have previous college experience, it is a challenge to separate the effects of those earlier programs from those that are unique to the college under study, so the use of first-time student cohorts is a standard practice for institutional and academic researchers in higher education.
- 2. Students' Behavioral Intent:** Students have the option of stating an educational goal as part of the application process to a CC, but these statements have proven unreliable (Hom, 2009). One promising alternative to self-reported goals is viewing specific behaviors as 'signals' for academic intentions (Bahr, Hom, & Perry, 2005; Hom, 2009). Based on this, the completion cohort includes students who show behavioral intent to complete an associate's degree or certificate. Specifically, it includes those students with a minimum of six credits who attempted any math or English course within the first three years.
- 3. Student Identifiers:** Only students with valid Social Security numbers (SSNs) are included in the cohort. SSNs are needed to exclude students who have previous experience in postsecondary education (non-first-time students) and to determine whether students achieved completion at a different institution than where they began. In order to accomplish either of these tasks, one must check across institutional databases where the most common, reliable variable is SSN.

Remedial Cohorts (math, English, ESL): These cohorts encompass all students who take their first remedial course during a given academic year. Only students with valid SSNs, taking courses for credit are included.

Career Technical Education Cohort: This cohort includes all students who have completed more than 8 units of career technical education (or apprenticeship) in a single discipline for the first time in a given year. As with the other cohorts, only students taking courses for credit and who have valid SSNs are included.

Skills Builder Cohort: The students in this cohort have completed at least .5 credits of higher level CTE coursework in a given year and left the system without achieving any type of traditional outcome.

¹ The information provided in this appendix was drawn, with minor revisions, from the "Development of the Chancellor's Office Scorecard Metrics" paper available [here](#). Those interested in more detail about the cohorts should read the original report.

APPENDIX D: METHODOLOGY FOR COLLEGE LEVEL INDICATORS

COMPLETION RATE

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry (for details on each, see **Outcomes** below):

- Earned AA/AS or credit Certificate (Chancellor’s Office approved)
- Transfer to four-year institution
- Achieved “Transfer Prepared”

Completion Rate is reported for the overall cohort, as well as by lowest level of attempted math or English.

Cohort (First-time students with intent to complete, must have each of the following):

- Look systemwide to determine first-time status defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)
- SX03 ENROLLMENT-UNITS-EARNED ≥ 6 at your college and/or anywhere in the system during first three years of enrollment. Units earned include completed courses with a grade of A, B, C, D or P
- Attempted a Math or English course in first three years:
CB03 COURSE-TOP-CODE = 1701.00, 1501.00, 1520.00
CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, D, Y

Outcomes (Achieve one or more of the following outcomes):

- Associate of Arts or Sciences Degree: SP02 STUDENT-PROGRAM-AWARD = A, S
- Credit Certificate (Chancellor’s Office approved): SP02 STUDENT-PROGRAM-AWARD = L, T, F, B
- Transferred to Four-Year Institution: Match with NSC, UC, CSU files
- Transfer Prepared: CB05 COURSE-TRANSFER-STATUS = A, B
SX03 ENROLLMENT-UNITS-EARNED ≥ 60 at your college and/or anywhere in the system with a GPA ≥ 2.0

Break out the cohort into two groups of students:

- Lowest attempted English or Math course was ‘Prepared for College Level’
 - CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, Y in Math, if Y then Math attempted should be T ‘Transferable’ or D ‘Degree Applicable’
 - CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y in English and English =T ‘Transferable’
 - If attempted both Math and English, lowest of Math or English cannot be remedial level for ‘college level’ group.

- Lowest attempted English or Math course was 'Unprepared for College Level'
 - CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL= B, C, D in Math
 - CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL= A, B, C, D in English or
 - CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y in English and English ≠ T 'Transferable'

30 UNITS RATE

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or milestone) within six years of entry:

- Earned at least 30 units in the CCC system.

At Least 30 Units Rate is reported for the overall cohort, as well as by lowest level of attempted Math or English.

Cohort (First-time students with intent to complete, must have each of the following):

- Look systemwide to determine first-time status. First-time status is defined as a student who took a credit course in the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)
- SX03 ENROLLMENT-UNITS-EARNED >= 6 at your college and/or anywhere in the CCC system during first three years of enrollment. Units earned include completed courses with a grade of A, B, C, D or P.
- Attempted a Math or English course during 3 year period:
 - CB03 COURSE-TOP-CODE = 1701.00, 1501.00, 1520.00
 - CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, D, Y

Outcome (Achieve the following outcome):

- **At Least 30 Units**
 - CB04 COURSE-CREDIT-STATUS = C, D
 - SX03 ENROLLMENT-UNITS-EARNED >= 30 at your college and/or anywhere in the CCC system

Break out the cohort into two groups of students:

- Lowest attempted English or Math course was 'Prepared for College Level'
 - CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, Y in Math, if Y then Math attempted should be T 'Transferable' or D 'Degree Applicable'
 - CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y in English and English =T 'Transferable'
 - If attempted both Math and English, lowest of Math or English cannot be remedial level for 'college level' group.

Break out the cohort into two groups of students:

- Lowest attempted English or Math course was ‘Prepared for College Level’
 - CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, Y in Math, if Y then Math attempted should be T ‘Transferable’ or D ‘Degree Applicable’
 - CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y in English and English = T ‘Transferable’
 - If attempted both math and English, lowest of math or English cannot be remedial level for ‘college level’ group.
- Lowest attempted English or math course was ‘Unprepared for College Level’
 - CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL= B, C, D in Math
 - CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL= A, B, C, D in English or
 - CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y in English and English ≠ T ‘Transferable’

REMEDIAL PROGRESS RATE (MATH, ENGLISH, ESL)
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Definition: The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in:

- Math and successfully completed a college-level course in math within six years.
- English and successfully completed a college-level course in English within six years.
- ESL and successfully completed a college-level ESL course or a college-level English course within six years.

Cohort

The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in math, English and/or ESL.

**For each cohort exclude students concurrently enrolled at a four-year institution in the cohort year and the following academic year.

For Math:

First attempt of a Math course in two to four levels below transfer:

- CB03 COURSE-TOP-CODE = 1701.00
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)
- CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = B, C, or D
- CB04 COURSE-CREDIT-STATUS = C or D

For English:

First attempt of an English Writing course in one to four levels below transfer:

- CB03 COURSE-TOP-CODE = 1501.00
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)
- CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, or D
- CB04 COURSE-CREDIT-STATUS = C or D

For ESL:

First attempt of an ESL course in any levels below transfer:

- CB03 COURSE-TOP-CODE = 4930.84, 4930.85, 4930.86, 4930.87
- SB01 STUDENT IDENTIFIER STATUS = S (only students with SSN)
- CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = A, B, C, D, E, or F
- CB04 COURSE-CREDIT-STATUS = C or D

Outcomes

Outcomes in Basic Skills Education are reported for math, English and/or ESL.

Math Outcome:

Completed “zero” and/or “one” level Math course within six years of cohort entry:

- CB04 COURSE-CREDIT-STATUS = D or CB05 COURSE-TRANSFER-STATUS = A, B
- CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y or A
- SX04 ENROLLMENT-GRADE = A, B, C, P (successfully completed)
- CB03 COURSE-TOP-CODE = 1701.00

English Writing Outcome:

Completed “zero” level English course within six years of cohort entry:

- CB04 COURSE-CREDIT-STATUS = D or CB05 COURSE-TRANSFER-STATUS = A, B
- CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y
- SX04 ENROLLMENT-GRADE = A, B, C, P (successfully completed)
- CB03 COURSE-TOP-CODE = 1501.00, 1503.00, 1504.00, 1507.00

ESL Outcome:

Completed “zero” level ESL course or a college-level English course within six years:

- CB04 COURSE-CREDIT-STATUS = D
- CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y
- SX04 ENROLLMENT-GRADE = A, B, C, P (successfully completed)

- CB03 COURSE-TOP-CODE = 4930.84, 4930.85, 4930.86, 4930.87
OR
- CB04 COURSE-CREDIT-STATUS = D or CB05 COURSE-TRANSFER-STATUS = A, B
- CB 21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Y
- SX04 ENROLLMENT-GRADE = A, B, C, P (successfully completed)
- CB03 COURSE-TOP-CODE = 1501.00, 1503.00, 1504.00, 1507.00

CAREER TECHNICAL EDUCATION (CTE) COMPLETION RATE

Definition: The percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C) and who achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or credit Certificate (Chancellor’s Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0)

Cohort (Students who showed intent to complete in CTE, must have each of the following):

- Look systemwide to determine first-time a student attempted a credit CTE course.
- SX 03 ENROLLMENT-COMPLETED-UNITS > 8 during first three years of enrollment at a college and/or anywhere in the system in a single discipline (2-digit vocational TOP code where at least one of the qualifying courses is occupational SAM A, B or C).
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)

Outcomes (Achieve one or more of the following outcomes):

- | | |
|--|--|
| • Associate of Arts or Sciences Degree: | SP02 STUDENT-PROGRAM-AWARD = A, S |
| • Credit Certificate (Chancellor’s Office approved): | SP02 STUDENT-PROGRAM-AWARD = L, T, F, B |
| • Transfer Prepared: | CB05 COURSE-TRANSFER-STATUS = A, B
SX03 ENROLLMENT-UNITS-EARNED ≥ 60 at your college and/or anywhere in the system with a GPA ≥ 2.0 |
| • Transferred to Four-Year Institution: | Match with NSC, UC, CSU files |
| • Completion of Apprenticeship: | Division of Apprenticeship Standards |

*Date range of outcomes are June 01 of cohort year to December 31 of final year.

Example 2007-2008 cohort through June 01, 2007 to December 31 2013.

SKILLS BUILDER STUDENTS

Skills-builders are workers who are maintaining and adding to skill-sets required for ongoing employment and career advancement. Skills-builders successfully complete a limited number of courses, but do not earn a certificate or degree, or transfer to a four-year college.

Definition: The median inflation adjusted wages before and after the year of enrollment for students who completed a SAM A, B, or C course of at least (.5 units) and passed all CTE coursework in a given academic year. These students were no longer enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four year college the year of enrollment or the following year.

Cohort (Students who showed course behavior related to career skills upgrading or industry license/certificate):

- SX 03 ENROLLMENT-COMPLETED-UNITS \geq .5 units during a given academic year where at least some units completed had a SAM code of A, B or C.
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)
- Student must not be enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four year college the year of enrollment or the following year.
- Did not fail any CTE coursework in the year of enrollment (Grade F, NP, INP, FW).

Outcomes:

- Annual inflation adjusted median percentage change in earnings (1 year before to 1 year after) for all students in the cohort.

*Not all career skills building students with earning wages will be found in the EDDUI wage data. EDDUI data contain wages only for those employed in an occupation covered by Unemployment Insurance in California. This excludes individuals employed by the military or federal government, and those self-employed, employed out of state, unemployed, or not in the workforce after enrollment. The EDDUI data do not indicate the occupation in which an individual was employed, how many hours an individual worked, or part time/full time status. The EDDUI wage files are matched with Social Security Number (SSN). Therefore, students without a valid SSN were not included in the career skills builder metric.

CAREER DEVELOPMENT & COLLEGE PREPARATION (CDCP) COMPLETION RATE

Definition: The percentage of students who attempt two or more CDCP courses, with a minimum of 4 attendance hours in each of those courses, within three years. The following outcomes within six years of entry:

- CDCP Certificate(s)
- Earned AA/AS or Certificates (Chancellor's Office Approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Cohort (Students who showed intent to complete in CDCP, must have the following):

- Look systemwide to determine student taking two or more CDCP courses
- Completed 4 or more positive attendance hours in each of these two courses

Outcomes (Achieve one or more of the following outcomes):

- CDCP Certificate: SP02 STUDENT-PROGRAM-AWARD = G, H, I, J, K, P, Q, R AND program status is CDCP
- Associate of Arts or Sciences Degree: SP02 STUDENT-PROGRAM-AWARD = A, S
- Certificate (Chancellor's Office approved): SP02 STUDENT-PROGRAM-AWARD = L, T, F, B
- Transfer Prepared: CB05 COURSE-TRANSFER-STATUS = A, B
SX03 ENROLLMENT-UNITS-EARNED \geq 60 at your college and/or anywhere in the system with a GPA \geq 2.0
- Transferred to Four-Year Institution: Match with NSC, UC, CSU files

APPENDIX E: METHODOLOGY FOR COLLEGE PROFILE METRICS

ANNUAL UNDUPLICATED HEADCOUNT

Definition: For the most recent academic year, an unduplicated headcount by college of credit and noncredit students actively enrolled in **at least one of the terms (Summer, Fall, Winter and/or Spring):**

- Student must meet the full-term reporting criteria in at least one of the terms. The full-term criteria is defined as STD7 STUDENT-HEADCOUNT-STATUS = A, B, C or F
- Students enrolled in multiple terms are counted only once for the academic year.
- Students attending multiple campuses during the academic year are counted at each campus.

FULL-TIME EQUIVALENT STUDENTS (FTES)

Definition: The FTES (Resident only) figure includes both credit and noncredit students (including enhanced noncredit funding for Career Development and College Preparation) and comes from the 320 Report produced by CCCCO Fiscal Services.

FTES is the major student workload measure, one of several, used in determining the eligibility for state funding of community colleges. The FTES does not reflect "headcount enrollment," but is the equivalent of 525 hours of student instruction per each FTES. FTES is derived by considering that one student could be enrolled in courses for 3 hours a day, 5 days a week, for an academic year of 35 weeks---so basically, a total of 525 hours per one FTES.

AGE OF STUDENTS AT ENROLLMENT

Definition: For the most recent academic year, the percent of students in each age category calculated from the college's unduplicated headcount.

The age categories are 1) 19 or less, 2) 20-24, 3) 25-39, 4) 40 and over 5) Unknown

GENDER OF STUDENTS

Definition: For the most recent academic year, the percent of students by gender calculated from the unduplicated headcount.

The gender categories are 1) Female, 2) Male and 3) Unknown

ETHNICITY OF STUDENTS

Definition: For the most recent academic year, the percent of students by ethnicity calculated from the college's unduplicated headcount.

The ethnicity categories are 1) African American, 2) American Indian/Alaska Native, 3) Asian, 4) Filipino, 5) Hispanic, 6) Pacific Islander, 7) Two or More Races, 8) Unknown and 9) White

ANNUAL CREDIT COURSE SECTIONS

Definition: Annual counts of credit course sections for the academic year (all terms).

ANNUAL COURSE NON-CREDIT SECTIONS

Definition: Annual counts of non-credit course sections for the academic year (all terms).

MEDIAN SECTION SIZE (CREDIT)

Definition: Median section size of all credit course sections (Fall and Spring terms).

PERCENT OF FULL-TIME FACULTY

Definition: The percentage of full-time faculty employed by a community college district as reported by Chancellor's Office Fiscal Services Unit. The percentage is reported for each district as part of the Full-Time Faculty Obligation Compliance as outlined in California Code of Regulations (CCR) title 5 section 51025 which states that districts should reach a 75 percent full-time faculty standard.

<http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/FullTimeFacultyObligation.asp>

Since this is not available at the college level, the district percentage is reported instead.

STUDENT-COUNSELING RATIO

Definition: The ratio of students enrolled in credit or non-credit courses divided into counseling-related FTES during the fall term of the reporting year.

The Student-Counseling Ratio is based on student headcount and counseling Full-Time Equivalent (FTE) totals during the fall term of the reporting year. FTEs are obtained from work assignments and course instruction load. The ratio is calculated with the following formula:

$$\frac{\text{Sum(Fall Unduplicated Student Headcount)}}{\text{Sum(Fall Counseling FTEs)}}$$

Fall Unduplicated Student Headcount:

- Students are included in the ratio if they are enrolled in credit or non-credit courses (STD7 STUDENT-HEADCOUNT STATUS = A, B, C or F) during the fall term of the reporting year.
- Students receiving Extended Opportunities Programs and Services (EOPS) or Disabled Student Programs and Services (DSPS) are excluded.

Counseling FTEs (Counselor Assignment + Counseling Courses):

Work assignment FTEs are defined by Administrative and Support Activities (ASA) codes listed in the California Community Colleges Chancellor's Office (CCCCO) Budget And Accounting Manual.

Counseling assignment FTEs during the fall term of the reporting year are included for the following ASA codes:

- 6300 Student Counseling and Guidance
- 6310 Counseling and Guidance
- 6330 Transfer Programs
- 6340 Career Guidance
- 6390 Other Student Counseling and Guidance

The following two ASA codes are excluded:

- 6420 Disabled Students Programs and Services (DSPS)
- 6430 Extended Opportunities Programs and Services (EOPS)

If the employee has "Academic, Contract, Non-Tenured on Tenure Track" or "Academic, Regular, Tenured" (EB08 Employee Assignment Classification = C or R) and has a counseling assignment less than one FTE, the counseling FTE is counted as one.

If an employee has "Academic, Temporary, non-Tenured, not on Tenure Track" status (EB08 Employee Assignment Classification = T), the FTE is tallied as reported.

Course Instruction in Counseling FTEs

When a faculty member instructs student development courses during the fall term of the reporting year the related FTEs are incorporated into the Student-Counseling Ratio. Instructional FTEs are comprised of the following Taxonomy of Program (TOP) codes:

- 493010 Guidance
- 493011 Interpersonal Skills
- 493012 Job Seeking/Changing Skills
- 493013 Academic Guidance

FTEs from credit and noncredit courses (EJ01 Employee Assignment Type = 'CN', 'NN') are included with the work assignment (EB08 Employee Assignment Classification = C, R, T) in the ratio.

No faculty member (EB08 Employee Assignment Classification = C, R, T) may have a counseling-related total FTE greater than 1.

PERCENT OF FIRST-GENERATION STUDENTS

Definition: For the most recent academic year, the percent of first-generation students calculated from the unduplicated headcount.

First-Generation status is defined as a student for whom no parent or guardian has earned more than a high school diploma nor has any college experience.

The First-Generation percentage is calculated with the following formula:

$$\frac{\text{First-Generation}}{\text{(First-Generation + Nonfirst-Generation)}}$$

First-Generation status is defined with the SG09 Parent/Guardian Education Level data element. The format of the Parent/Guardian Education Level data element allows for information about the educational level of one or two parents/ guardians. If the education level of two parents/guardians is entered, the highest level of education between the two is used for calculation of the First-Generation percentage.

First-Generation students:

- Students in credit or non-credit courses: STD7 STUDENT HEADCOUNT STATUS = A, B, C, D, E, F or G
- Highest Parent/Guardian Education Level: SG09 STUDENT-PARENT/GUARDIAN-EDUCATION-LEVEL:
 - (1) Grade 9 or less
 - (2) Grade 10, 11, or 12 but did not graduate
 - (3) High school graduate.

Nonfirst-Generation students:

- Students in credit or non-credit courses: STD7 STUDENT HEADCOUNT STATUS = A, B, C, D, E, F or G
- Highest Parent/Guardian Education Level: SG09 STUDENT-PARENT/GUARDIAN-EDUCATION-LEVEL):
 - (4) Some college but no degree
 - (5) AA/AS degree
 - (6) BA/BS degree
 - (7) Graduate or professional degree beyond a BA/BS