STATE OF CALIFORNIA

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
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Scorecard: An Accountability Framework for the California Community Colleges

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 on the existing reporting system, the Accountability Reporting for the Community Colleges (ARCC).

In 2004, Assembly Bill 1417 triggered the creation of a 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 performance indicators for the system and its colleges. This comprehensive system is known as the Accountability Reporting for the Community Colleges, or 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. The workgroup was represented by individuals from various community college organizations and stakeholder groups, as well as researchers with technical expertise in performance measures (Appendix A). This technical workgroup reviewed the existing framework and designed the new scorecard.

The Framework

The 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 measures progress and completion at each college for various groups of student demographics, including those with different levels of college preparation. This will be the core of the framework and part of the report that focuses on the performance of each college and incorporates many of the recommendations from the SSTF, such as providing metrics pertaining to momentum

points, the disaggregation of metrics by racial and ethnic groups and the inclusion of students taking less than 12 units.

- The third level is the ability to drill down further into the scorecard metrics through the existing online query tool, *Datamart*
- The fourth or most detailed level, is the ability for researchers to download the datasets (*Data-on-Demand*) pertaining to each metric for their particular college.

The Levels and the Metrics

State of the System (First Level)

Similar to the original ARCC framework, this report also 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 include (Appendix C):

- Annual Number of Transfers to Baccalaureate Institutions - This systemwide indicator provides the annual number of CCC transfers to four-year institutions over a six-year period. The volumes of transfers are categorized by type of institution and therefore will reflect 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. For this new framework, private California institutions (ISP) and institutions outside of California (OOS) will be further broken down as either non-profit or for-profit four-year institutions.

- Annual Number of Awards by Award Type - This completion indicator reflects the number of awards provided by the system for the most recent six-year period. The awards are categorized by types of degree, such as Associate of Arts or Associate of Sciences, and types of certificates which range from less than 6 units to those that are 60 units and above, as well as non-credit certificates.

- "Top 25" Credit Programs by Volume of Awards – This systemwide metric provides a perspective on the most common types of programs providing awards, including degrees and certificates.

- Systemwide Participation Rates – These rates provide an indication of how many students are enrolled in the California Community College system relative the California's population. The rate is calculated by age groups, gender and race/ethnicity for the most recent five years using statewide population data and community college system data.

- Wages for Students Attaining Awards - This metric represents wage trends for students attaining a degree or certificate. The median wages are tracked for a cohort of students two years before, and five years after, receiving an award. This report will reflect two years of wages before completion, as opposed to five years of wages before completion in the original ARCC report.

- Systemwide Scorecard Metrics – The scorecard metrics for each of the colleges are aggregated to the system level.

- Additional indicators describing the state of the system include:
    - Annual Student Headcount for the past eleven academic years.
    - Distribution of Enrollment Status for the past five years.
    - Sections Offered by Academic Year for the past eleven academic years.
    - Median Credit Section size for the past eleven academic years.
    - Annual Fulltime Equivalent Students (FTES) and Average FTES Generated by Headcount for the past eleven academic years.
    - Credit Course Success Rate by Types of Courses, including Basic Skills, Degree Applicable, Transferable and Career Technical Education for the past eleven academic years.

The Scorecard (Second Level)

This is the core of the framework and part of the report that focuses on the performance of each individual college in the system. The indicators of the scorecard measure both intermediate progress and completion at each college for several groups of student demographics. The detailed specifications of the college and system metrics are in Appendix C. Of the six scorecard metrics, four (Student Progress and Attainment, Persistence, At Least 30 Units and Career Development and College Preparation rates) were carried over from the original ARCC framework, with modifications. There are two new indicators to this framework, Remedial Progress Rate and Career Technical Education rate (CTE). The scorecard metrics (Appendix D) include:

- Completion (SPAR) – The percentage of degree and/or transfer seeking first-time students tracked for six years to determine who succeeded in completing a degree, certificate or transfer related outcome. The report provides an overall SPAR, as well as a rate for two different groups of students, those whose lowest attempted Math or English level was remedial and those whose lowest attempted Math or English course was at the college level.

- Persistence Rate – The percentage of degree and/or transfer-seeking first-time students (same as the SPAR cohort) who enroll in three consecutive primary terms anywhere in the system. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed. Besides an overall persistence rate, this metric is also reported for the two different groups of students, remedial and college prepared.

- 30 Units Rate - The percentage of degree and/or transfer seeking first time students (same as the SPAR) who achieve at least 30 units after six-year in the system. This metric is also a milestone or momentum point. Credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain. This metric is also reported as overall and for the two different groups of students, remedial and college prepared.

- Remedial Progress Rate – The percentage of credit students who start out at any levels below transfer in English, Mathematics, and/or ESL and are followed for six years to determine if they successfully completed a college-level course in the same discipline. The cohorts for each discipline are tracked from the time the student attempts a course any levels below transfer in Mathematics, English, and/or ESL course at that college.

- Career Technical Education (CTE) Rate – The percentage of students who completed several courses classified as career technical education (or vocational) in a single discipline and succeeded in completing 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.

- College Profile – This section of the framework provides demographic information about the students at the college, the number of sections offered and selected operating ratios. A Student-Counselor Ratio for each college will be available in the 2014 ARCC 2.0/Scorecard Report.

Datamart 2.0 (Third Level)

This level of the report allows individuals to drill down further into the scorecard metrics through the existing online query tool, Datamart 2.0. The Datamart will allow for multiple-crosstab analysis of demographic variables, as well as time series analysis.

Data-on-Demand (Fourth Level)

The fourth, or most detailed level, is the ability for college researcher to download the datasets pertaining to each scorecard metric, allowing researchers to run these data against localized datasets.

College Comparisons

Similar to the original accountability report, the framework is designed to facilitate and stimulate discussion about college performance. The six college level indicators were created so that each metric addresses an aspect 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 for a series of five cohorts for each of the indicators in the scorecard allowing for year-to-year comparison. After several reporting years, information from previous reports will be captured in the Datamart module, giving colleges longer time trends.

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. The peer grouping of colleges for comparison is not part of the Scorecard framework but will still be available. The supplementary report that outlines the peer grouping process with updated and new grouping variables will be available in March, 2013.

College Responsibilities

The self-assessment process of the accountability report has been eliminated from the revised framework. The self-assessment provided the colleges an opportunity to make a brief and concise evaluation of their college performance in addition to the indicators in the report. The intent was for colleges to supplement the overall report with unique factors that would assist in interpreting the quantitative part of the report. The recommendation from the advisory group and an evaluation of the self-assessments revealed that the information was not as useful as anticipated. The short time frame for the colleges to respond also did not provide sufficient time for them to investigate. These reasons, as well as the workload on the colleges, resulted in the removal of the self-assessment from the new accountability framework.

The presentation of the accountability report to the local board of trustees remains with the revised ARCC/Scorecard. The legislation behind the original ARCC contains specific language

regarding the local board of trustees and the report. The 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 will have one year from the release of the ARCC/Scorecard report to submit the board minutes to the Chancellor's Office. It is encouraged that the board minutes reference the areas discussed in ARCC (e.g., Systemwide section, college performance in a specific area, college profile, etc.), as well as the reactions from the board of trustee members.

Conclusion

The annual accountability report, now restructured as a scorecard, is due to the State Legislature and Governor's Office by March 31st and colleges have one year from that date to present the results from the scorecard to their local board of trustees.
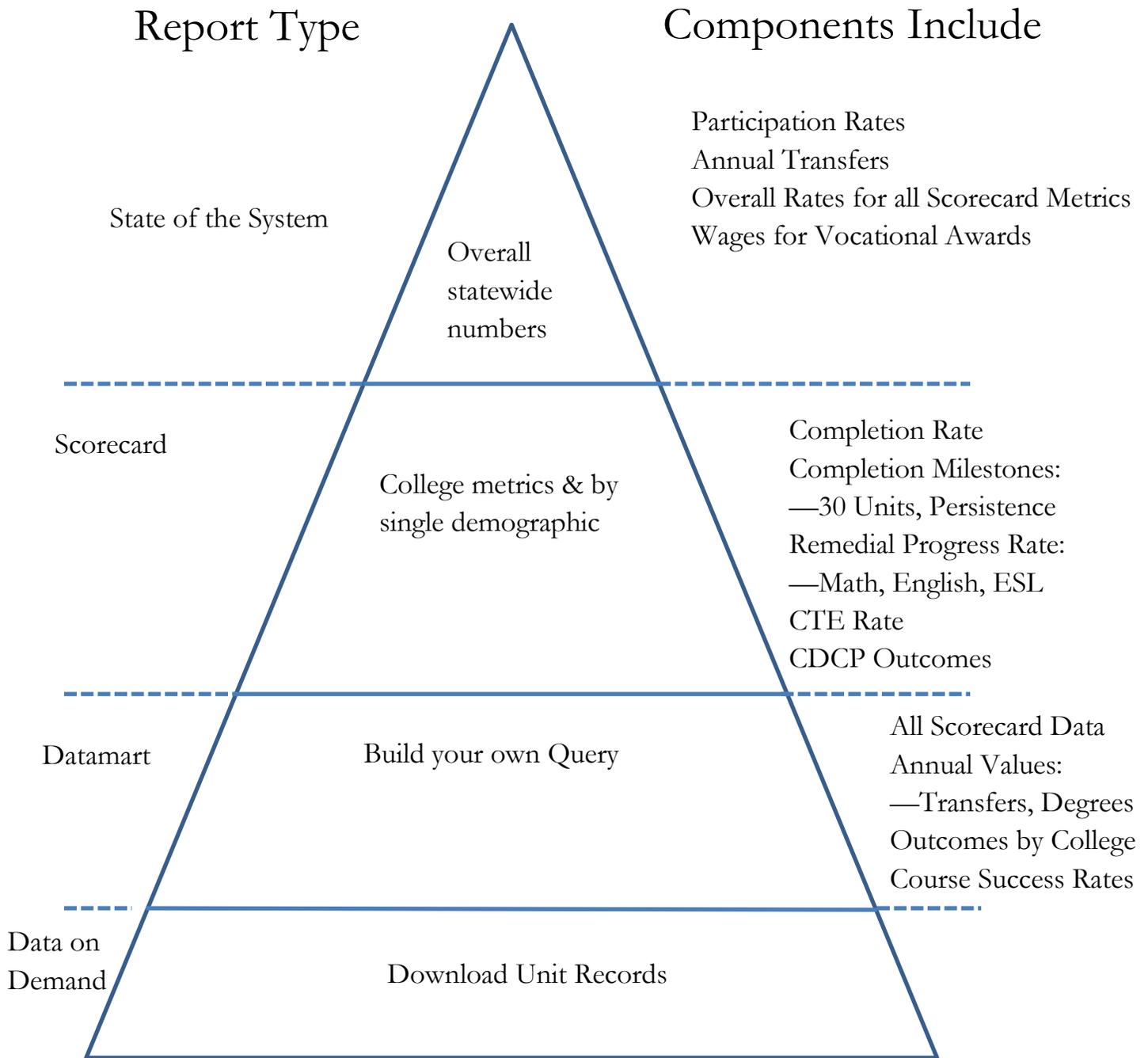
APPENDIX A

ARCC 2.0/Scorecard Advisory Workgroup

First Name	Last Name	Organization Representing	Affiliated Institution
Michelle	Barton	The RP Group	Palomar College
Steve	Boilard	CA Legislative Analyst Office	CA Legislative Analyst Office
Amber	Chiang	CC Public Relations Organization	Bakersfield College
Rich	Copenhagen	Student Senate	College of Alameda
Janet	Fulks	Academic Senate	Bakersfield College
Robert	Gabriner	Student Success Staff Force	San Francisco State University
Sherrie	Guerrero	Chief Student Services Officers	Chaffey College
Ed	Hanson	CA Department of Finance	CA Department of Finance
Brice	Harris	CEO/CC League of California	Los Rios CCD
Craig	Hayward	The RP Group	Cabrillo College
Rob	Johnstone	The RP Group	Skyline College
Craig	Justice	CCCCIO	Irvine Valley College
Nick	Kremer	Vocational Research & Accountability	Cerritos College
Scott	Lay	CC League of California	CC League of California
Joey	McIntosh	Student Senate	Fullerton College
Mojdeh	Mehdizadeh	Chief Information Systems Officers	Contra Coasta CCD
Bryan	Miller	Foundation for CCCC	Foundation for CCC
Rita	Mize	CC League of California	CC League of California
Bob	Pacheco	The RP Group	Mira Costa College
Jessica	Palyo	Department of Finance	Department of Finance
Craig	Rutan	Academic Senate	Santiago Canyon College
Phil	Smith	Academic Senate	American River College
Paul	Steenhausen	CA Legislative Analyst Office	CA Legislative Analyst Office
Katie	Townsend-Merino	Academic Senate	Palomar College
Venette	Van Duyn	Association for Continuing and Community Education	North Orange School of Continuing Education
Matt	Wetstein	The RP Group	San Joaquin Delta College
Erik	Skinner	CCC Chancellors Office	CCC Chancellor's Office
Patrick	Perry	CCC Chancellors Office	CCC Chancellor's Office
Alice	van Ommeren	CCC Chancellors Office	CCC Chancellor's Office
Myrna	Huffman	CCC Chancellors Office	CCC Chancellor's Office
Ryan	Fuller	CCC Chancellors Office	CCC Chancellor's Office
Mei	Cooc	CCC Chancellors Office	CCC Chancellor's Office
Phuong	Nguyen	CCC Chancellors Office	CCC Chancellor's Office

Scorecard Framework

Report Type

Components Include

State of the System

Overall statewide numbers

Participation Rates
Annual Transfers
Overall Rates for all Scorecard Metrics
Wages for Vocational Awards

Scorecard

College metrics & by single demographic

Completion Rate
Completion Milestones:
—30 Units, Persistence
Remedial Progress Rate:
—Math, English, ESL
CTE Rate
CDCP Outcomes

Datamart

Build your own Query

All Scorecard Data
Annual Values:
—Transfers, Degrees
Outcomes by College
Course Success Rates

Data on Demand

Download Unit Records

METHODOLOGY FOR SYSTEM LEVEL INDICATORS

ANNUAL NUMBER OF COMMUNITY COLLEGE TRANSFERS TO BACCALAUREATE-GRANTING INSTITUTIONS

Definition: For six academic years, the annual number of community college transfers to CSU, UC, In-State Private (ISP) by For-Profit & Non-Profit status and Out-of-State (OOS) baccalaureate-granting institutions.

Data Source: California State University (CSU), Division of Analytical Studies; University of California, Office of the President; and the National Student Clearinghouse.

The annual number of community college transfers to CSU and UC comes directly from their count. National Student Clearinghouse is the source for In-State Private (ISP) by For-Profit & Non-Profit status and Out-of-State (OOS) four-year institutions by Public, For-Profit & Non-Profit status. The ISP and OOS transfer count is determined by aggregating a series of cohorts consisting of first-time freshman within an academic year. The aggregated cohorts represent students that completed at least 12 units in the community college system. The data were disaggregated by academic year the students transferred (transfer year) to their first segment.

Cohorts for ISP/OOS (First-Time Students with intent to complete):
- 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 CCC system are excluded.
- SB01 STUDENT IDENTIFIER STATUS = S (only students with valid SSN)
- SX03 ENROLLMENT-UNITS-EARNED >= 12 at your college and/or anywhere in the system.

Outcome (Achieve the following outcome):
- A student must successfully transfer to the following segments during an academic year.
  - University of California
  - California State University
  - In-State Private (ISP), Non-Profit and For-Profit
  - Out-of-State (OOS), Public, Non-Profit and For-Profit

ANNUAL NUMBER OF AWARDS BY TYPE

Definition: For five academic years, the number of awards by type of award.

Data Source: Chancellor's Office MIS
- SP02 STUDENT-PROGRAM-AWARD - This element indicates the type of degree or certificate the student has earned.

TOP TWENTY FIVE PROGRAMS BY VOLUME OF TOTAL AWARDS

Definition: For the most recent academic year, the 25 highest number of credit awards, degrees and (credit) certificates granted in the system.

Data Source: Chancellor's Office MIS
- SP02 STUDENT-PROGRAM-AWARD - This element indicates the type of degree or certificate the student has earned.
- SP04 STUDENT-PROGRAM-CO-UNIQUE-CODE - This element uniquely identifies the program the student completed also referred to as the TOP, Taxonomy of Program code.

SYSTEMWIDE PARTICIPATION RATES

Definition: For five academic years, the number of students enrolled in the California Community Colleges relative to California's population.

Data Source: Statewide population projections for 18 years and older with demographic breakdowns by ethnicity, gender, and age from the State of California, Department of Finance (DOF).

Methodology: The rates of community college participation per 1,000 populations by age group, gender, and ethnicity are calculated, as follows:

$$\frac{\text{Community College Enrollment for Academic Year}}{\text{DOF Population for Year}} \times 1,000$$

DOF population data corresponds to CCCCO academic year. For example, for CCCCO academic year 2009-2010, we used DOF annual data for 2009.

Tables:
- Systemwide Participation Rate per 1,000 populations
- Participation Rate by Age Group per 1,000 populations
- Participation Rate by Gender per 1,000 populations
- Participation Rate by Rae/Ethnicity per 1,000 populations

MEDIAN WAGES FOR STUDENTS EARNING AN AWARD

Definition: Median wage trends for students who attained a degree or certificate in a particular cohort year, and are no longer enrolled in a community college during the two years immediately after their awards and did not transfer to a four-year institution.

Data Source: Chancellor's Office MIS and California Employment Development Department (EDD).

Methodology: Students were matched by Social Security Number to the California Employment Development Department's (EDD) wage file (even if zero wages were reported for some quarters or years) and their wage data extracted for two years before the award and four years after the award. The three groups of awardees are defined as:
- Vocational AA/AS degrees
- Nonvocational AA/AS degrees
- All AA/AS degrees

The wage trends for these four groups are compared with trends for California Median Household Income and California Per Capita Income for years that matched the EDD wage data as closely as possible.

SYSTEMWIDE OUTCOME METRICS (SCORECARD)

COMPLETION (STUDENT PROGRESS & ATTAINMENT RATE)
Definition: For five cohort years, 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:
- Earned 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)

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

30 UNITS RATE
Definition: For five cohort years, 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.

PERSISTENCE RATE
Definition: For five cohort years, 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 momentum point) within six years of entry:
- Enroll in first three consecutive primary semester terms (or four quarter terms) anywhere in the CCC system.

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

REMEDIAL PROGRESS (MATH, ENGLISH, ESL)
Definition: For five cohort years, the percentage of credit students who attempted 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 the ESL sequence or a college-level English course within six years.
The cohort is defined as the year the student attempts a course at "levels below transfer" in Math, English and/or ESL at that college.

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

CAREER TECHNICAL EDUCATION (CTE) RATE
Definition: For five cohort years, the percentage of students who completed 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 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)

CAREER DEVELOPMENT & COLLEGE PREPARATION (CDCP) COMPLETION RATE
Definition: For five cohort years, 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 >= 2.0)

Technical methodology information for each of the above listed metrics is available in a separate document, called Data Specifications for Scorecard.

ANNUAL STUDENT HEADCOUNT

Definition: For twelve academic years, the count of students enrolled in the California Community Colleges. Students need to meet the full-term reporting criteria in at least one of the terms during an academic year.

Data Source: Chancellor's Office MIS
- STD 7 STUDENT-HEADCOUNT-STATUS = A, B, C or F

Methodology: Percent change calculated from the change in number of student headcount divided by total unduplicated student headcount of the former year.

DISTRIBUTION OF ENROLLMENT STATUS

Definition: For five academic years, the distribution of students enrollment status using five broad categories (first-time/first-time transfer in, returning, continuing, K-12 special admit, and unreported).

Data Source: Chancellor's Office MIS
- SB15 STUDENT-ENROLLMENT-STATUS = 1, 2, 3, 5 or Y

Methodology: Calculation of distribution of enrollment status is based on percentage of each outcome by count of student headcounts in cohort.

SECTIONS OFFERED BY ACADEMIC YEAR

Definition: For eleven academic years, the count of Credit and Noncredit course sections offered. This count is generated from the section's first census headcount enrollment.

Data Source: Chancellor's Office MIS
- XB00 SECTION-IDENTIFIER =
- XB01 SECTION-ACCOUNTING-METHOD = W

Methodology: Number of sections offered with enrollment at first census headcount enrollment.

MEDIAN SECTION SIZE

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

Data Source: Chancellor's Office MIS
- XB00 SECTION-IDENTIFIER =
- XB01 SECTION-ACCOUNTING-METHOD = W

Methodology: Median numbers of enrollments in credit sections.

ANNUAL FULLTIME EQUIVALENT STUDENTS (FTES)

Definition: For eleven academic years, Credit FTES, Noncredit FTES and Total FTES.

Methodology: FTES is calculated by summing the "Total Hours" (refer to SXD4 in CCCCO MIS Data Element Dictionary) in all the enrollment records reported to CCCCO MIS during the requested time period, then dividing by 525.

If "Total Hours" cannot be derived because data is missing or set to "Unknown/Unreported", the enrollments are not included. All activity in classes eligible for state apportionment funding is included. ***This methodology is not same as the methodology used in calculating FTES for CCSFS320 report.***

AVERAGE FTES GENERATED BY HEADCOUNT

Definition: Average FTES generated by annual student headcounts.

Methodology: This table calculates, for eleven academic years, averages using data from the Annual Student Headcount table and Annual Fulltime Equivalent Students (FTES) table.

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, 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 9), White Non-Hispanic

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/Portals/1/CFFP/Fiscal_Services/Standards/FON/tab1/Fall_2011_FTF_FinalReport.pdf

Since this is not available at the college level, the district percentage will be 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.
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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.

METHODOLOGY FOR COLLEGE LEVEL INDICATORS

COMPLETION RATE (STUDENT PROGRESS AND ATTAINMENT 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:
- Earned 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)

SPAR 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.
- 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'

PERSISTENCE 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 momentum point):
- Enroll in first three consecutive primary semester terms (or four quarter terms) anywhere in the CCC system.

Persistence 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 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-PRIO-TO-COLLEGE-LEVEL = A, B, C, D, Y

Outcome (Achieve the following outcome):
- Persisted by attempting a credit course in the first three primary semester (or four quarter) terms. For colleges on the quarter system persistence is measured as Fall-Winter- Spring-Fall; Winter-Spring-Fall-Winter or Spring-Fall-Winter-Spring.
- CB04 COURSE-CREDIT-STATUS = C, D
OR
Completion of any of the following within the first three primary semester (or four quarter) terms:
- Associate of Arts or Sciences Degree
  SP02 STUDENT-PROGRAM-AWARD = A, S
  CB04 COURSE-CREDIT-STATUS = C, D
- 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)

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)

Definition: The percentage of credit students who attempted 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.

The cohort is defined as the year the student attempts a course at "levels below transfer" in Math, English and/or ESL at that college.

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

Math Cohort:
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

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 Cohort:
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

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 Cohort:
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

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

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

CAREER TECHNICAL COMPLETION RATE (CTE)

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 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 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)

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 >= 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 >= 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)