SUMMIT AGENDA

01. Data Use - Planning Agenda
02. Definitions and Data Mandates
03. Data Tools – inFORM and Scorecard
04. Data – Needs and Wish List
Institutional Effectiveness Annual Report Cycle

1. College Identifies Key Indicators
2. College Identifies Targets and Set Standards
3. Assessment and Data Analysis
4. Uses of Results and IE Report
5. Process Review
6. College-wide Discussion

The cycle starts with College Identifying Key Indicators, followed by identifying targets and setting standards, then proceeding to assessment and data analysis, uses of results and IE report, process review, and finally, college-wide discussion.
Institution-Set Standards: ACCJC Annual Report

• Demonstrate institutional expectations for outcomes
• Reflect a *minimum* standard of institutional performance
• Institutionally-set, determined, and vetted
• Fall out-of-range alerts the institution to a problem
• Respond to ACCJC if fall below set-standard
Institution-Set Standards: ACCJC Annual Report

- Annually provide data on actual outcomes vs. set-standards
- Additionally give a narrative for adopting set-standards
- Saddleback College reports set-standards for 5 key indicators:
  - 1. Successful Course Completion Rate
  - 2. Transfers
  - 3. Degrees
  - 4. Certificates
  - 5. Degrees or Certificates Combined
Institution-Set Standards: Changes

Previous Method
• Most recent year +1 standard deviation

Course Completion

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Rate</td>
<td>70.42%</td>
<td>71.60%</td>
<td>72.92%</td>
</tr>
</tbody>
</table>

Most Recent Year = 72.92%
+1 Standard Deviation from 3 Years = 1.25%
Set-Standard = 74.17%

Proposed Method
• Using 3-year average -1 standard deviation

Course Completion

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Rate</td>
<td>70.42%</td>
<td>71.60%</td>
<td>72.92%</td>
</tr>
</tbody>
</table>

3-Year Average = 71.64%
-1 Standard Deviation from 3 Years = -1.25%
Set-Standard = 70.39%
Provides a measure to reflect our recent history.

MINIMUMS: Set-standards

MAXIMUMS: Goals

Institutional Metrics
College Goal-Setting

- Different than set-standards, goals are aspirational
- Goals for institution metrics occur via the Institutional Effectiveness Partnership Initiative (IEPI)

- IEPI is a statewide initiative for colleges to:
  - Get to know data and metrics
  - Set goals
  - Institutionalize required goals (Ed Code 84754.6)
Institutional Effectiveness Partnership Initiative (IEPI)

Two Areas: Data & Analysis (IE) and Professional Development (PI)
- (IE) Promotes college goal-setting
- (IE) Framework using statewide data: Scorecard and DataMart
- (IE) Targets key performance indicators in broad areas

- (PI) State awards technical assistance for reviewing data
- (PI) State-level advisory convening for training needs at large
Statewide Vision for IEPI

- Colleges engage in a review of Scorecard and Datamart
- Data review helps avoid sanction/audit issues
- Broaden college’s understanding and use of DataMart and Scorecard
- Iterative process of assessing goals alongside performance
- Data-driven decision-making
Next Steps: IEPI Required Indicators for 2016

1. Create Goals for Required Indicators from DataMart:
   • Successful credit course completion

2. Create Goals for One of the Below from Scorecard:
   • Completion rate unprepared (Saddleback chose)
   • Remedial Math completion rate
   • Remedial English completion rate
   • Remedial ESL completion rate
Using your phones, go to:

Kahoot.it
Testing Our Knowledge of Data

**DATAMART AND SCORECARD ARE THE SAME:**

**ANSWER:** FALSE

1. DataMart longer history of data
2. Scorecard housed on DataMart site
3. Scorecard also has its own website
4. Some DataMart feeds Scorecard
5. DataMart more granular options
Testing Our Knowledge of Data

DATA MART HAS BEEN AROUND SINCE:

1992

ANSWER

B

- DataMart history up to 24 years
- Scorecard shorter legacy
- Scorecard adapted from ARCC report
Example: Looking Back at Years of Trends

IEPI Required Metric: Successful Completion Rate – Credit Courses
Testing Our Knowledge of Data

- Following the redesign of the ARCC report, Scorecard data follows 5 years of cohorts; currently as far back as 2005
- Colleges can look at 5 years of cohorts to see trends on the Scorecard
- New fun fact– next year we can track cohorts at the half-way point to completion (3 years)
Testing Our Knowledge of Data

Successful Course Completion Rate is measured by:

DATAMART DATA: Percentage of students who earn a grade of “C” or better or “Credit” in the Fall Term

Answer: B

- First adopted and required IEPI metric
- Drawn from DataMart
- Per Ed Code 84754.6 required to report out
- Reflects credit-bearing courses only

How are we doing with these rates?
What are our goals?
Research Analysis: Goal Creation

IEPI Required Metric: Successful Completion Rate – Credit Courses

Short Term: 5-Yr Average + 1.5 Standard Deviations; Long-term: 5-Year Average + 3 Standard Deviations
Scorecard Metric
- Students start below-college level
- Fare significantly lower on outcomes

In recent cohort data (2014-2015):
- 71.3% Completion Rate (Prepared)
- 48.0% Completion Rate (Unprepared)

What goals did we set?
**IEPI Option 1 Indicator**

**Required College Choice Metric: Saddleback Unprepared Completion Rate (Scorecard)**

**Short-Term Goal:**
- 2005-2006: 48.20%
- 2006-2007: 48.20%
- 2007-2008: 47.60%
- 2008-2009: 46.80%
- 2009-2010: 48.00%
- 2010-2011: 48.35%
- 2014-2015: 48.94%

**Long-term Goal:**
- 2005-2006: 48.20%
- 2006-2007: 48.20%
- 2007-2008: 47.60%
- 2008-2009: 46.80%
- 2009-2010: 48.00%
- 2010-2011: 48.35%
- 2014-2015: 48.94%

**Short-Term:** 5-Yr Average + 1 standard deviation; **Long-term:** 5-Yr Average + 2 standard deviations
Testing Our Knowledge of Data

The remedial math rate is the percentage of students who:

- Start below transfer-level math and complete transfer-level math in 6 years

Answer: A

- Six-year tracking for math outcomes
- Students start below-college level
- How do our students end up in six years?
- What goals do we have?
### IEPI Option 2 Indicator

#### Required College Choice Metric:
Remedial Math Rate (Scorecard)

<table>
<thead>
<tr>
<th>Year</th>
<th>Short-Term Goal</th>
<th>Long-term Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>39.00%</td>
<td></td>
</tr>
<tr>
<td>2006-2007</td>
<td>39.50%</td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>40.50%</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>40.00%</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>34.10%</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>41.21%</td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>43.80%</td>
<td></td>
</tr>
</tbody>
</table>

**Short-Term:** 5-Yr Average + 1 standard deviation; **Long-term:** 5-Yr Average + 2 standard deviations
Testing Our Knowledge of Data

The remedial English rate is the percentage of students who:

Answer: A

...start below transfer-level English and complete transfer-level English within 6 years

- Six-year tracking for English outcomes
- Students start below-college level
- End up in a transfer-level English course
- How do we fare?
- What goals did we come up with?
Required College Choice Metric:
Remedial English Rate (Scorecard)

Short-Term Goal: 5-Yr Average + 1 standard deviation; Long-term Goal: 5-Yr Average + 2 standard deviations

Short-Term: 5-Yr Average + 1 standard deviation; Long-term: 5-Yr Average + 2 standard deviations
Testing Our Knowledge of Data

The remedial ESL rate is percentage of students who attempt:

- Six-year tracking for ESL outcomes
- Students start below-college level
- End up taking a transfer-level ESL

Answer: B

...Below transfer ESL and complete a college level course in 6 years

- How do we fare?
- What goals do we place for this rate?
IEPI Option 4 Indicator

Required College Choice Metric: Remedial ESL Rate (Scorecard)

Short-Term: 5-Yr Average + 1 standard deviation; Long-term: 5-Yr Average + 2 standard deviations
Testing Our Knowledge of Data

SCORECARD HISTORICAL DATA WILL NOT CHANGE:

B
FALSE

- Cohort data is refreshed
- Your data WILL change
- Gold standard reports change!
- Scorecard Old ≠ Scorecard Now
- Check with the Research Office
Student Success Scorecard

- [http://scorecard.cccco.edu](http://scorecard.cccco.edu)
- Drop-down menu: Saddleback College
- Dig into data
inFORM Data Warehouse

Important Notification: The nightly data refresh of inFORM occurs between 9 and 11:30 pm every night. Please do not run any reports during this time period as data will not be accurate until the process has completed. Thank you.
WHO WANTS TO BE A MILLIONNAIRE?
(click here)
SWOT Analysis of Data Inventory and Needs

Strengths:
- Of current data.

Opportunities:
- Where do we need to go?

Weakness:
- What are we lacking?

Threats:
- What could hinder us?
Questions?

Academic Affairs
Student Services
Fiscal