Institutional Score Card
developing institution set standards

Strengthening Student Success Conference

Presented by: Dr. Sonya Christian and Dr. Janet Fulks
B. Assuring Academic Quality and Institutional Effectiveness

*Academic Quality*

1. The institution demonstrates a substantive and collegial dialog about student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. CW IB1

2. The institution defines and assesses learning outcomes for all instructional programs and student and learning support services. CW IB intro+, IB, IB2+, IIA2a, IIB, 4

3. The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement. CW IB intro+, IB, IB2+

4. The institution uses assessment data, organizes its institutional processes and allocates and reallocates resources to support student learning and student achievement. CW IB intro+, IB, IB4
Overview

- From the 50,000 foot level the rigor of quality assurance is all around us. Required by Federal, State, etc.
- From a lower level we see that the accountability needs to be linked to our individual mission statements and driven by the work of our strategic plan.
- Institutional metrics should be derived from our mission and directed by our strategic plans where the preliminary framework is developed and defined by the admin, faculty and staff of the local institution to embed value and meaning.
- Example of BC’s scorecard and modeling of how it was collaboratively developed.
Principle 1: Context for valid interpretations.
Comprehensive content
Nested content
Longitudinal and/or comparative

Principle 2: Equity
Understanding the achievement of all sub populations
Disproportionate impact.

Principle 3: Good design is integral to good understanding.
Aesthetic design – think web 2.0
Functional design

Principle 4: Data must have ownership and commitment.
Social development discussion.
Social engagement
Mission Fulfillment through institutionally defined standards

2014 Mission Statement
Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.
When does a report become a scorecard?

When it causes the entire college to ask “Are we fulfilling our mission?” and “How can we fulfill it better?”
Not a Dashboard
## 2013 Statewide Student Success Scorecard Metrics

<table>
<thead>
<tr>
<th>Cohort Tracked for Six Years Through 2011–12</th>
<th>Completion</th>
<th>Persistence</th>
<th>30 Units</th>
<th>Remedial</th>
<th>Career Development &amp; College Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepared</td>
<td></td>
<td>Overall</td>
<td>Prepared</td>
<td>Overall</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------</td>
<td>-------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Cohort</td>
<td>71.2%</td>
<td>41.1%</td>
<td>49.2%</td>
<td>62.2%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Female</td>
<td>73.7%</td>
<td>42.0%</td>
<td>51.0%</td>
<td>61.5%</td>
<td>65.7%</td>
</tr>
<tr>
<td>Male</td>
<td>68.5%</td>
<td>39.9%</td>
<td>48.1%</td>
<td>63.3%</td>
<td>61.7%</td>
</tr>
<tr>
<td>Under 20 years old</td>
<td>73.1%</td>
<td>43.3%</td>
<td>52.0%</td>
<td>62.1%</td>
<td>67.8%</td>
</tr>
<tr>
<td>20 to 24 years old</td>
<td>61.7%</td>
<td>32.8%</td>
<td>38.5%</td>
<td>62.9%</td>
<td>61.1%</td>
</tr>
<tr>
<td>25 to 49 years old</td>
<td>50.8%</td>
<td>31.7%</td>
<td>34.5%</td>
<td>63.7%</td>
<td>67.6%</td>
</tr>
<tr>
<td>50 or more years old</td>
<td>44.8%</td>
<td>28.0%</td>
<td>30.3%</td>
<td>60.1%</td>
<td>71.6%</td>
</tr>
<tr>
<td>African-American</td>
<td>65.9%</td>
<td>35.0%</td>
<td>39.0%</td>
<td>52.3%</td>
<td>61.4%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>59.5%</td>
<td>31.6%</td>
<td>38.5%</td>
<td>66.2%</td>
<td>64.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>82.2%</td>
<td>57.9%</td>
<td>66.7%</td>
<td>57.0%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>71.4%</td>
<td>43.1%</td>
<td>50.6%</td>
<td>62.6%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>64.7%</td>
<td>34.8%</td>
<td>39.5%</td>
<td>62.7%</td>
<td>66.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>58.3%</td>
<td>35.8%</td>
<td>40.9%</td>
<td>57.0%</td>
<td>64.9%</td>
</tr>
<tr>
<td>White</td>
<td>70.5%</td>
<td>44.0%</td>
<td>53.5%</td>
<td>64.9%</td>
<td>68.1%</td>
</tr>
</tbody>
</table>

2013 Statewide Student Success Scorecard
We wanted to peel the onion
Creating Metrics

- Talked with Key Committees
  - Program Review
  - Curriculum
  - MIH (Making it Happen
  - Counseling
- Strategic Initiatives
- Required Reporting
  - Draft List of Metrics
- Student Achievement: Transfer Rate; Course Completion; Student Retention; Degree and Certificate Completion; CTE Success; Success for special populations
  - Online
  - STEM
  - MESA
List of Data Strands -> Metrics

- **Student Learning**: Institutional SLOs; Program Learning Outcomes; Course Learning Outcomes; Habits of the Mind Data

- **Student Achievement**: Transfer Rate; Course Completion; Student Retention; Degree and Certificate Completion; CTE Success; Success for special populations (Online, MESA, STEM)

- **Operational Data**: Student Demographics, Financial Indicators, Human Resources (FTFO), Internal Metrics (Program review completers, Student/Counselor ratio; Student Ed Plans % completed; Curriculum reviewed, Transfer degrees completed) C=ID approved,

- **Perception Data**: Benchmarks for CCSSE, Climate Surveys
Developing institutional standards appropriate to the mission

2014 Mission Statement
Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

ILOs
Basic Skills
CTE
Transfer

Degrees,
Certificates,
Transfers
Basic Skills
CTE

CCSSE
Climate
Surveys

????
An example of converting a report into a score card

- **Overall Student Completion Rate**
  - BC 43.5%  
  - Statewide Average 49.2%

- **College Prepared Completion Rate**
  - BC 71.8%  
  - Statewide Average 71.2%

- **Unprepared for College**
  - BC 38.4%  
  - Statewide Average 41.1%
Step 1: Bringing meaning to the report

Overall Student Completion Rate
- BC 43.5%  Statewide Average 49.2%

College Prepared Completion Rate
- BC 71.8%  Statewide Average 71.2%

Unprepared for College
- BC 38.4%  Statewide Average 41.1%
Step 2: Identify standards - Set targets/goals

Note: BC's overall completion rate is greatly influenced by the fact that 85% of first-time students that come to us underprepared.
Institutional Learning Outcomes

Upon completion of a degree program at Bakersfield College, students will…

Think. Think critically and evaluate sources and information for validity and usefulness.

Communicate. Communicate effectively in both written and oral forms.

Demonstrate. Demonstrate competency in a field of knowledge or with job-related skills.

Engage. Engage productively in all levels of society — interpersonal, community, the state and nation, and the world.
# CSSEE Critical Thinking “Analyze” Question

<table>
<thead>
<tr>
<th>Question</th>
<th>Faculty Response</th>
<th>Percent</th>
<th></th>
<th>Question</th>
<th>Student Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the current school year, how much does the coursework in your selected course section emphasize analyzing the basic elements of an idea, experience or theory</td>
<td>Very Little</td>
<td>2%</td>
<td>3.0</td>
<td>During the current school year how much has your coursework at this college emphasized analyzing the basic elements of an idea, experience, or theory</td>
<td>Very Little</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>11%</td>
<td>19.3</td>
<td></td>
<td>Some</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>47%</td>
<td>41.6</td>
<td></td>
<td>Quite a bit</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>40%</td>
<td>36.1</td>
<td></td>
<td>Very Much</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Total N=207</td>
<td>(87%)</td>
<td>77.7</td>
<td></td>
<td>Total N=1123</td>
<td>(72%)</td>
</tr>
</tbody>
</table>
How would you assess the student ed planning status at BC?

From 2007-2010 only 14.7% of 12, 838 new BC students created an SEP. Is this percentage of students completing an SEP adequate?

A. thumbs up

C. hang loose

E. thumbs down
Does Successful Completion (receiving an award or transferring to a 4-year college) differ depending on how many matriculation components are completed in the student’s first year?

**BC Successful Completion Rates by number of matriculation components completed: (matriculation components = Orientation, Assessment, Counseling, and Ed Plan)**

- Students who did not complete any (0): 4.10%
- Students who complete one (1): 8.50%
- Students who complete two (2): 10.30%
- Students who complete three (3): 16.80%
- Students who complete all four (4): 24.70%
SEPs are correlated with increased success in:

- Remedial English Completion: 16.60% without SEP, 33.20% with SEP
- Remedial Math Completion: 15.70% without SEP, 30.30% with SEP
- Term to Term Persistence: 48.80% without SEP, 74% with SEP
Evaluate BC’s new student course success?

A. thumbs up

C. hang loose

E. thumbs down
<table>
<thead>
<tr>
<th>Age</th>
<th>Basic Skills</th>
<th>Credit</th>
<th>Degree Applicable</th>
<th>Transferable</th>
<th>Vocational</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 17</td>
<td>66.52%</td>
<td>70.29%</td>
<td>70.77%</td>
<td>70.38%</td>
<td>74.09%</td>
</tr>
<tr>
<td>18 &amp; 19</td>
<td><strong>60.96%</strong></td>
<td>65.20%</td>
<td><strong>65.68%</strong></td>
<td><strong>65.86%</strong></td>
<td><strong>67.83%</strong></td>
</tr>
<tr>
<td>20 to 24</td>
<td>61.66%</td>
<td>69.16%</td>
<td>69.36%</td>
<td>68.97%</td>
<td>77.88%</td>
</tr>
<tr>
<td>25 to 29</td>
<td>65.43%</td>
<td>74.31%</td>
<td>73.44%</td>
<td>71.97%</td>
<td>83.75%</td>
</tr>
<tr>
<td>30 to 34</td>
<td>68.27%</td>
<td>77.85%</td>
<td>74.17%</td>
<td>73.56%</td>
<td>85.39%</td>
</tr>
<tr>
<td>35 to 39</td>
<td>64.56%</td>
<td>79.21%</td>
<td>75.94%</td>
<td>74.40%</td>
<td>86.63%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>67.20%</td>
<td>80.69%</td>
<td>76.03%</td>
<td>74.70%</td>
<td>87.03%</td>
</tr>
<tr>
<td>50 +</td>
<td>60.58%</td>
<td>78.95%</td>
<td>73.52%</td>
<td>73.46%</td>
<td>86.30%</td>
</tr>
</tbody>
</table>

Fall Semester Success by Age
Evaluate BC’s MIH work with CalSOAP thus far?

A. thumbs up

C. hang loose

E. thumbs down
Evaluate the effect of Socioeconomic status on student success at BC?

A. thumbs up

C. hang loose

E. thumbs down
BC Six-Year Cohort Completion by Socioeconomic Status and Preparation

- Underprepared Economically Disadvantaged: 32.90%
- Underprepared Not Economically Disadvantaged: 40.0%
- Prepared Economically Disadvantaged: 65.40%
- Prepared Not Economically Disadvantaged: 69.10%
The scorecard will identify STANDARDs for each metric, which we have defined as a “passing” or acceptable level. In some cases standards are externally identified, by bodies such as the Accrediting body, ACCJC. In other cases, the state average or a self-identified level of achievement will be identified as a standard of practice.

Each metric will also have a TARGET to strive towards, identified through institutional dialogue. While the metrics begin at a high level, each page features tabs that dig deeper into more specific data related to targeted interventions and improvements.
Question for clickers.

A. thumbs up

C. hang loose

E. thumbs down