Impact of Chancellor’s Office Initiatives on Institutional Research (and the TRIS Division)

Alice van Ommeren
Technology, Research and Information Systems
Technology Initiatives

- Online Education Initiative (OEI)
  - Online course exchange for colleges
  - Focus on Associate Degree for Transfer (ADTs)
  - Common Course Management System
  - Professional Development, Tutoring & Proctoring
  - 24 pilot colleges in Fall 2015, test support services
  - 8 pilot colleges in Fall 2016, test course exchange
Online Education Initiative (OEI)

- Researchers need to know:
  - Effect on local student enrollment
  - Research studies on online education
  - Potential increase in student completion
  - Integration into local ERP systems
  - Common course management system
  - Standardization of practices and policies
Technology Initiatives

• Education Planning Initiative (EPI)
  – Education Planning and Degree Audit Tools
  – Hobsons Degree Planner & Starfish Early Alert
  – Student Services Portal (structured pathways)
  – Also, matriculation and transcript tools
  – 11 pilot colleges began in Summer 2015
  – Available to all colleges in Fall 2016
Education Planning Initiative (EPI)

• Researchers need to know:
  – Expand eTranscript California
  – Incorporates C-ID and ASSIST
  – As well as the Curriculum Inventory
  – Integration into local ERP systems
  – Standardized system and tools for colleges
  – Potentially increase student success
Technology Initiatives

• Common Assessment Initiative (CAI)
  – Custom assessment system
  – English, Math and ESL tests
  – Multiple Measures Assessment Project (MMAP)
  – Reduce remediation, more efficient placement
  – Unicon (platform) and Link-System (test)
  – Spring 2016, testing & validation of test items
Common Assessment Initiative (CAI)

• Researchers need to know:
  – Legislatively mandated, tied to SSSP dollars
  – Phased implementation starting Fall 2016
  – Common assessment, not placement
  – Local validation processes
  – Development of a system data warehouse
  – Integration into local ERP systems
Institutional Effectiveness (IEPI)

- Collaborative effort, new CCCCCO division
- Improve fiscal and operational effectiveness
- Expand student access, success and equity
- Major components of the initiative:
  - Framework of Indicators
  - Partnership Resource Teams (PRTs)
  - Professional Development
  - Policies, Procedures and Practices
Institutional Effectiveness (IEPI)

• Researchers need to know:
  – Set college level goals (indicator portal)
  – Professional development opportunities
    • Regional workshops
    • Share practices and resources (PLN)
    • Effective Practices Resource Toolkit (RP Group)
  – Partnership Resource Teams (PRTs)
• Technical assistance, including IR issues
**Strong Workforce Task Force**

- Enhance CTE and Workforce Training
- Regional, college and faculty conversations
- Town hall meetings with external stakeholders
- 25 strong workforce recommendations
- Adopted by Board of Governors in September
- Implemented through either regulatory, legislative and budget actions
- $200 million proposed for 2016-17
Strong Workforce Recommendations

• Student Success
• Career Pathways
• Workforce Data and Outcomes
• Curriculum
• CTE Faculty
• Regional Coordination
• Funding
Strong Workforce Recommendations

- Student Success
- Career Pathways
- Workforce Data and Outcomes
- Curriculum
- CTE Faculty
- Regional Coordination
- Funding
Workforce Data and Outcomes

• Common workforce metrics
• Expand definition of student success
• Outcomes by student demographics
• Develop student identifier
• Sharing of employment, licensing, certification & wage information
• Improve data access and use
Workforce Data and Outcomes

• Common workforce metrics
• Expand definition of student success
• Outcomes by student demographics
• Develop student identifier
• Sharing of employment, licensing, certification & wage information
• Improve data access and use
Expand definition of student success

Skills Builder

The median percentage change in wages for students who completed higher level CTE coursework in 2012-13 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.

<table>
<thead>
<tr>
<th>Disciplines with the highest enrollment</th>
<th>Median % Change</th>
<th>Total N</th>
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</thead>
<tbody>
<tr>
<td>Administration of Justice</td>
<td>7.7%</td>
<td>9,299</td>
</tr>
<tr>
<td>Child Development/Early Care and Education</td>
<td>15.7%</td>
<td>7,027</td>
</tr>
<tr>
<td>Accounting</td>
<td>20.8%</td>
<td>6,788</td>
</tr>
<tr>
<td>Police Academy</td>
<td>7.8%</td>
<td>6,258</td>
</tr>
<tr>
<td>Office Technology/Office Computer Applications</td>
<td>16.6%</td>
<td>3,399</td>
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<tr>
<td>Fire Technology</td>
<td>12.5%</td>
<td>3,307</td>
</tr>
<tr>
<td>Business and Commerce, General</td>
<td>25.4%</td>
<td>2,951</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>30.0%</td>
<td>2,871</td>
</tr>
<tr>
<td>Business Management</td>
<td>17.6%</td>
<td>2,812</td>
</tr>
<tr>
<td>Information Technology, General</td>
<td>18.4%</td>
<td>2,264</td>
</tr>
</tbody>
</table>
Workforce Data and Outcomes

• Common workforce metrics
• Expand definition of student success
• Outcomes by student demographics
• Develop student identifier
• Increase sharing of employment, licensing, certification & wage information
• Improve data access and use
Improve data access and use

CTE DATA UNLOCKED

The Chancellor’s Office is pleased to announce the partnership of Doing What MATTERS for Jobs & Economy (DWM), the Institutional Effectiveness Partnership Initiative (IEPI), and Technology, Research and Information Services (TRIS) in the rollout of tools, training, technical assistance, and funding to improve the quality, accessibility, and use of student outcomes data and labor market information for career technical education (CTE) programs.

Learn more about the four phase rollout of the CTE Data Unlocked suite of tools and services »
Other Initiatives

• Foster Youth Success Initiative
• Inmate Education
• Bachelor Degree Program
• Adult Education (Accountability)
• Veterans Services
• California Apprenticeship
• Financial Literacy Services
Continuing Initiatives

- Basic Skills
- Student Equity
- Associate Degrees of Transfer
- Student Success and Support Program
- Student Success Task Force Recommendations
Student Success Scorecard

In its commitment to increase transfer and degree and certificate attainment, the California Community Colleges Board of Governors has established a performance measurement system that tracks student success at all 113 community colleges.

This scorecard represents an unprecedented level of transparency and accountability on student progress and success metrics in public higher education in the United States. The data available in this scorecard tell how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates.

With data reported by gender, age and ethnicity, colleges, students and the public can also better determine if colleges are narrowing achievement gaps, which is vitally important for our students and our state’s economy.

Please contact us at scorecard@cccco.edu if you have questions about the data or documentation used to develop the Student Success Scorecard.
## 2016 Scorecard

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Completion Rate</td>
<td>47.3%</td>
<td>47.1%</td>
</tr>
<tr>
<td>Persistence Rate</td>
<td>71.7%</td>
<td>73.4%</td>
</tr>
<tr>
<td>30-units Completion</td>
<td>66.6%</td>
<td>67.6%</td>
</tr>
<tr>
<td>CTE Completion</td>
<td>50.0%</td>
<td>51.4%</td>
</tr>
<tr>
<td>Remedial – English</td>
<td>43.4%</td>
<td>45.4%</td>
</tr>
<tr>
<td>Remedial - Math</td>
<td>31.0%</td>
<td>32.7%</td>
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</tbody>
</table>
TRIS Division

• Technology Unit
  – Technology Initiatives, Cal-Pass, TTIPs
• Research Unit
  – Accountability, IEPI, Student Equity, Allocation Formulas, Data Analysis and Reporting, Research and Grant Support
• MIS Unit
  – Data Collection, Matching and Reporting
TRIS Division

• Research Unit
  – Ryan Fuller
  – Tom Leigh
  – Atsuko Nonoyama
  – Stacy Fisher
TRIS Division

• Research Unit
  – Ryan Fuller
  – Tom Leigh
  – Atsuko Nonoyama
  – Stacy Fisher

• MIS Unit
  – Todd Hoig

• Technology Unit
  – Gary Bird
TRIS Division

• Research Unit
  – Ryan Fuller
  – Tom Leigh
  – Atsuko Nonoyama
  – Stacy Fisher
• Vice Chancellor of TRIS
  – Debra Connick

• MIS (IT) Unit
  – Todd Hoig
• Technology Unit
  – Gary Bird