

Fun With Data

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Associate Dean, Research & Planning

Scorecard Snapshot

[Mesa Dashboard](#)

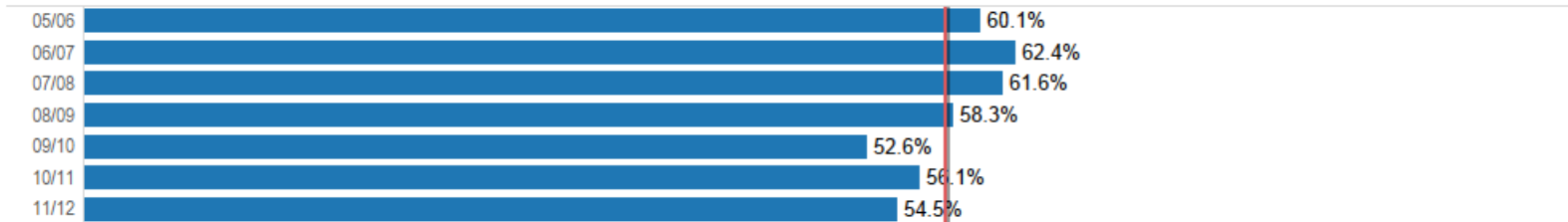
[Student Success Scorecard](#)

[CCCCO DataMart](#)

Completion

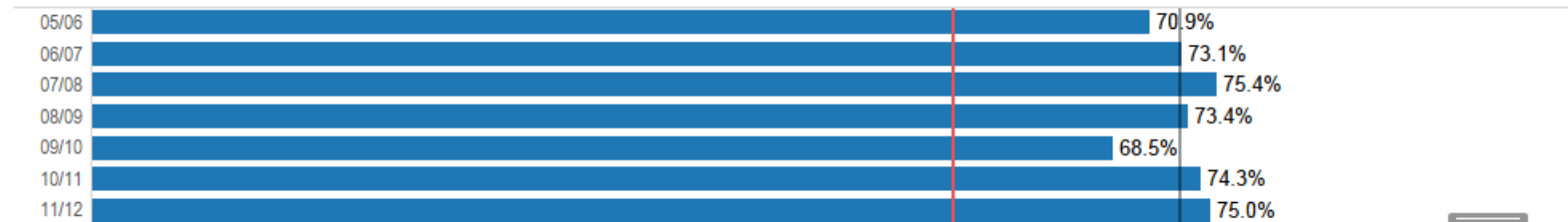
Overall (N= 17,628)

Overall Completion: All- Range from 53% to 62%



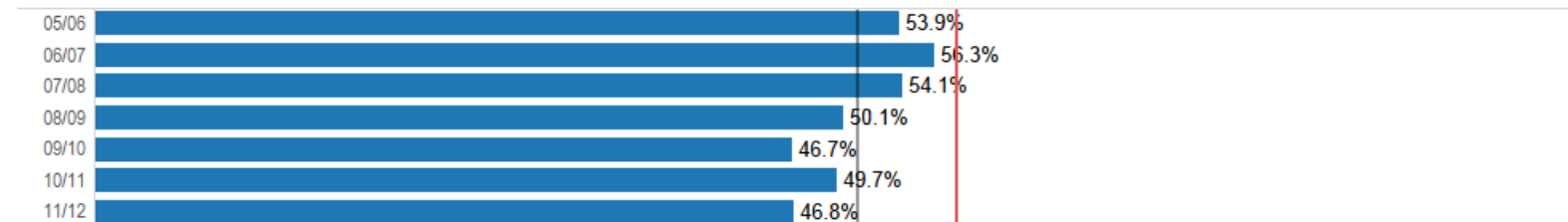
“Prepared” (N=5,577)

Overall Completion: Started in ALL Transfer- Range from 68% to 75%



“Unprepared” (N = 12,051)

Overall Completion: Started in ANY Pre-Transfer- Range from 47% to 56%

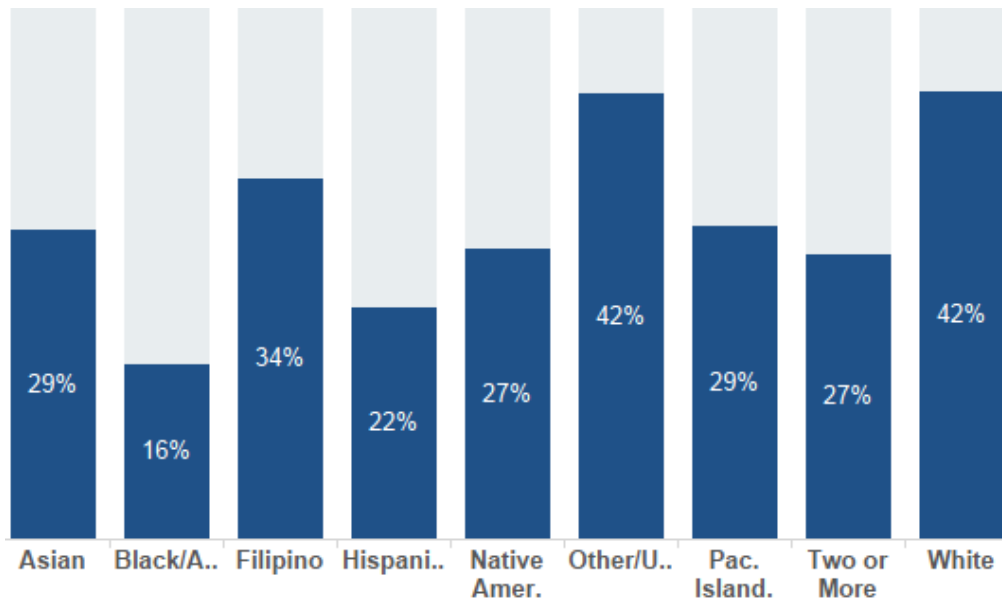


Completion by Race

Overall Completion: All

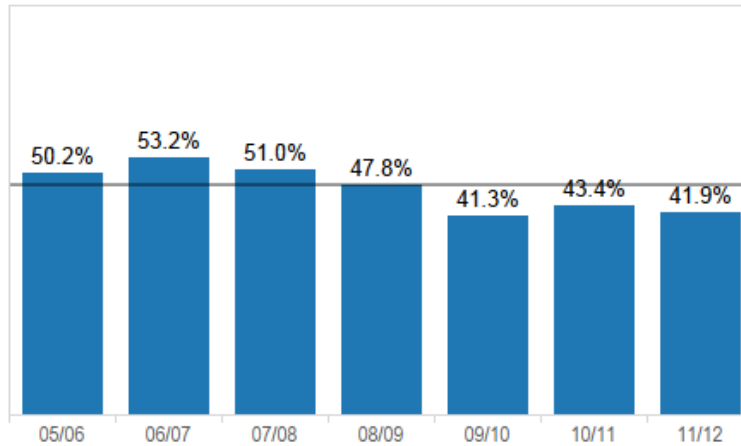


Percent of Racial group who is identified as “Prepared”

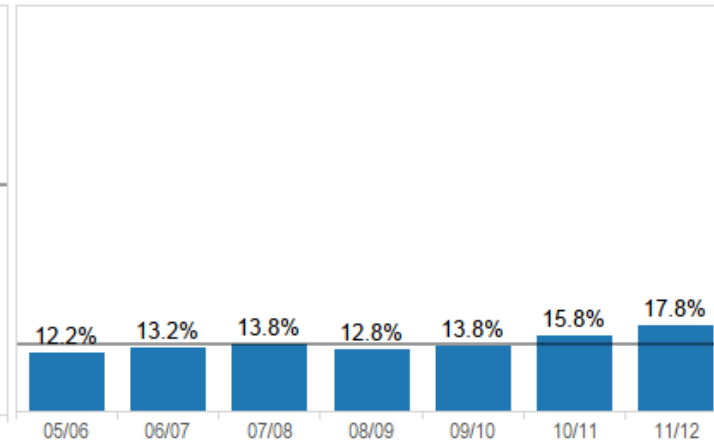


How are students Completing?

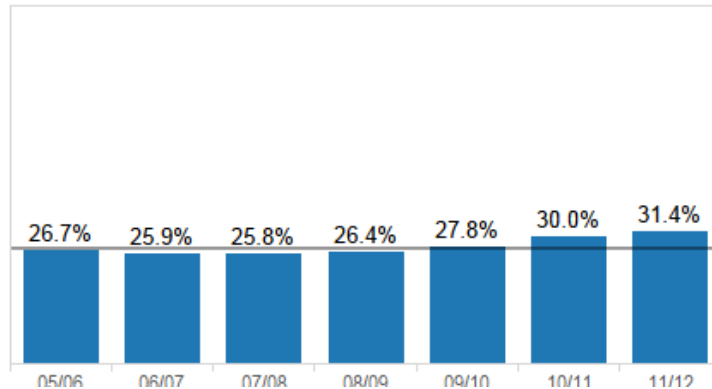
Transferred



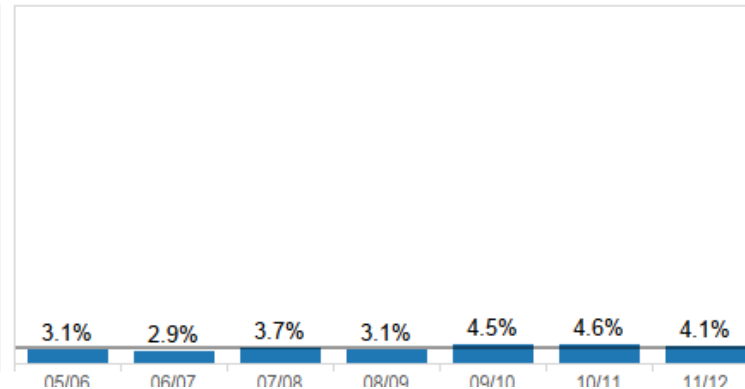
Obtained Associate's Degree



Became Transfer-Prepared

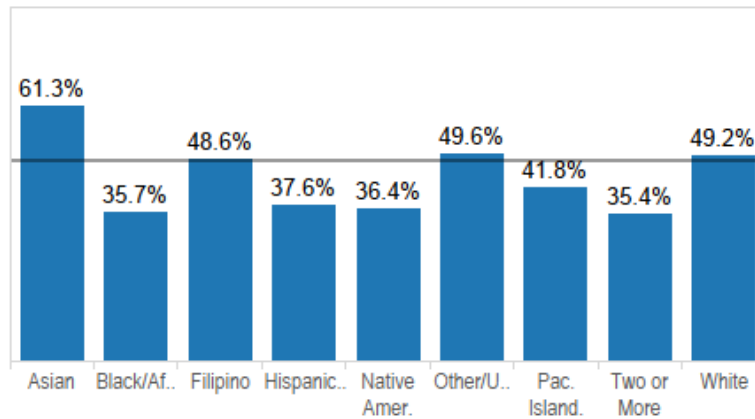


Obtained Certificate

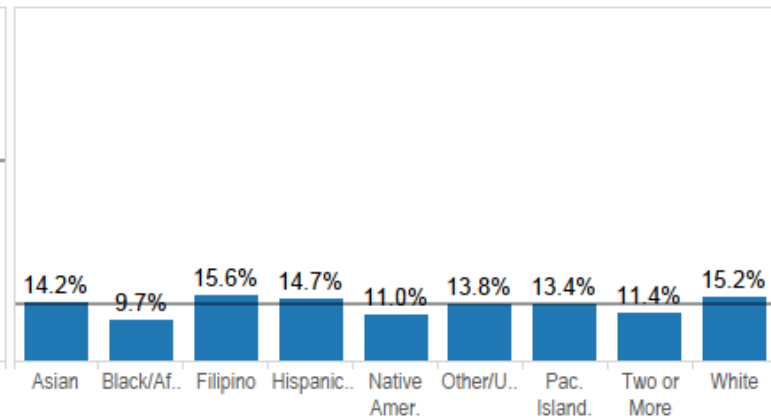


By Race?

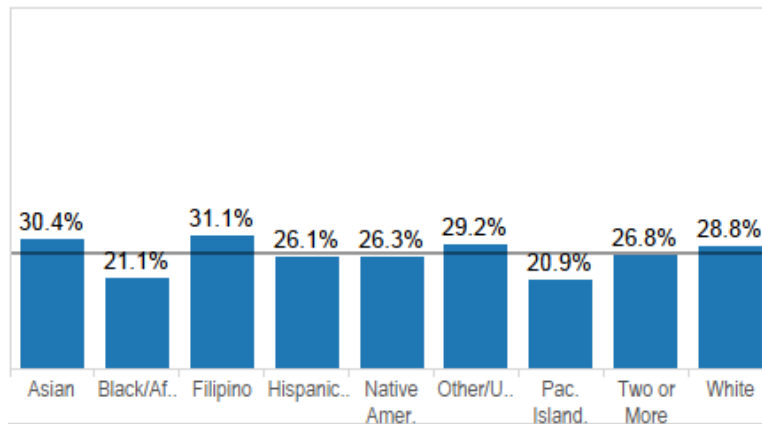
Transferred



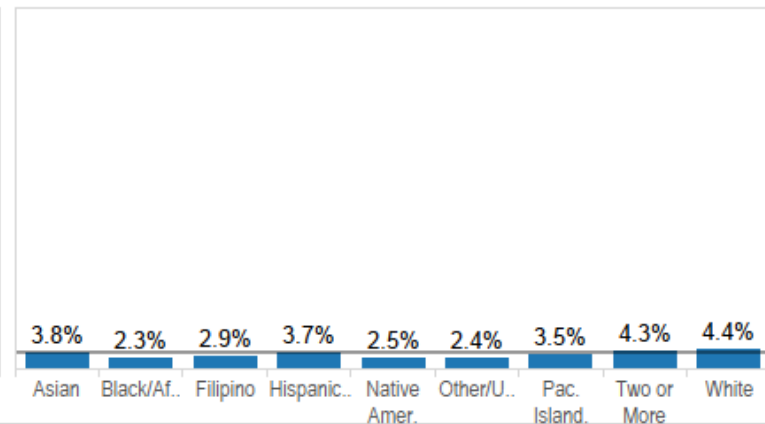
Obtained Associate's Degree



Became Transfer-Prepared



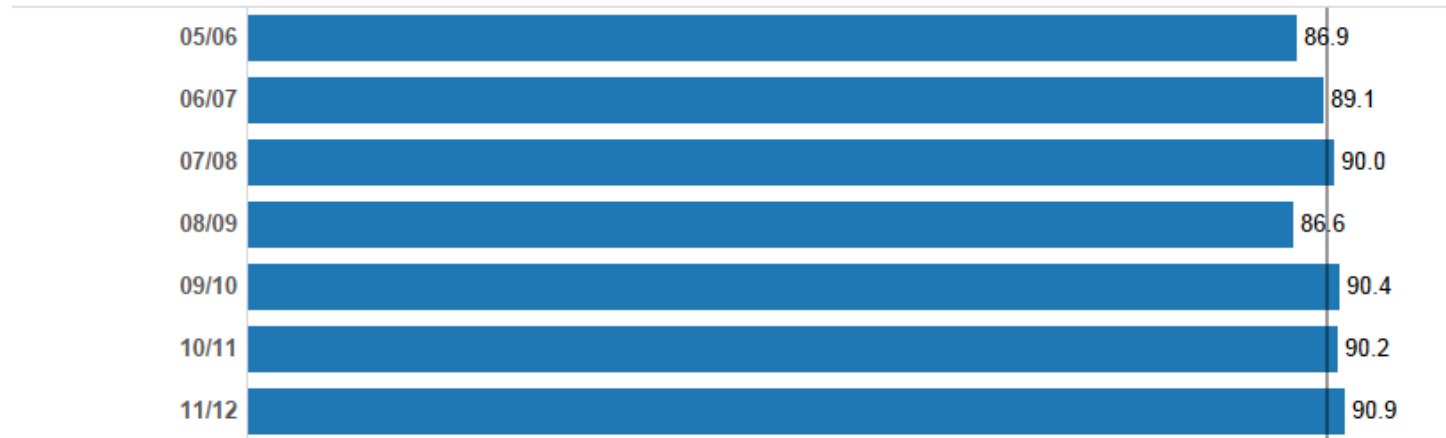
Obtained Certificate



Avg. Units Earned

AA/AS Degree Completers

Avg. Units Earned Cohort



Avg. Units Earned by Starting Courses



Avg. Units Earned

Transfers

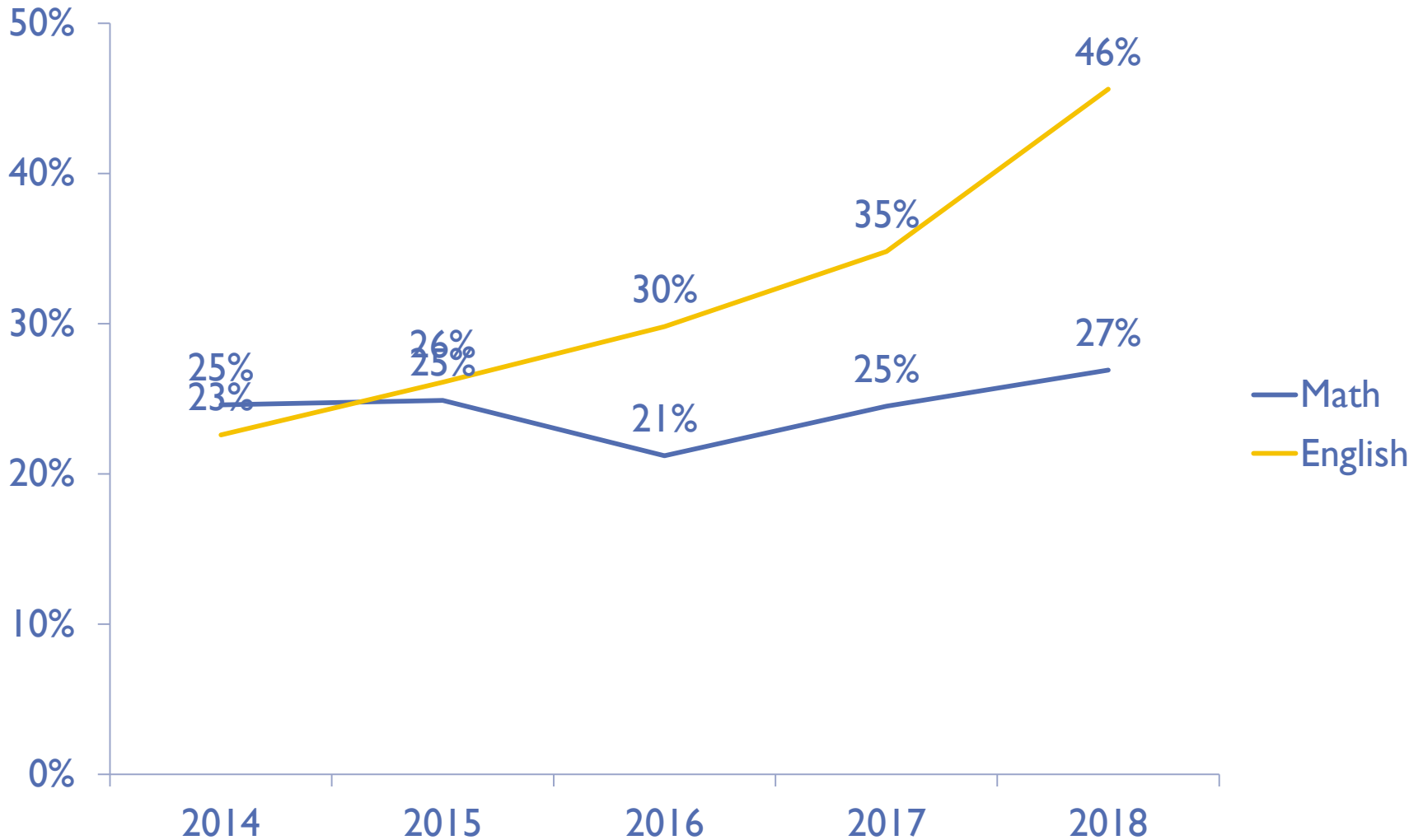
Avg. Units Earned Cohort



Avg. Units Earned by Starting Courses



Transfer Level Achievement- 1 Year Scorecard Cohorts



2018/18 IEPI Framework

San Diego Mesa College Core Key Performance Indicators, Standards and Goals for the 2018/19 Year											
IEPI #	Indicator/Metric	Scorecard Data year					2017/18 ISS	17/18 IEPI Goal	5-yr. IEPI Goal	Gap to 5 yr. Goal	Change from 2017
		2014	2015	2016	2017	2018					
10	Completion Rate: Prepared	75%	73%	69%	74%	75%	72%	72%	76%	-1%	1%
11	Completion Rate: Unprepared	54%	50%	47%	50%	47%	46%	46%	50%	-3%	-3%
12	Completion Rate: Overall	62%	58%	53%	56%	55%	51%	53%	64%	-10%	-2%
13	Remedial Progress Rate: Math	40%	32%	36%	38%	40%	36%	37%	40%	0%	3%
14	Remedial Progress Rate: English	52%	50%	51%	53%	56%	52%	53%	60%	-4%	3%
15	Remedial Progress Rate:ESL	28%	27%	26%	30%	46%	28%	30%	37%	9%	15%
16	CTE Rate	61%	56%	58%	58%	61%		59%	63%	-2%	4%
17	Successful Course Completion Rate	70%	70%	70%	71%	71%	71%	72%	74%	-3%	0%
18	Number of AA Degrees Awarded	993	1,009	1,491	1,338	1,594	1200	1312	1413	181	256
19	Number of Certificates Awarded (CCCCO Approved)	335	317	297	322	353	300	333	349	4	31
21	Transfer Level Completion 1 year - Math	25%	25%	21%	25%	27%					2%
23	Transfer Level Completion 1 year - English	23%	26%	30%	35%	46%					11%
28	Skills Builder Wage Increase	10%	16%	10%	18%	24%					7%
--	30 Units Attainment Rate: Overall	59%	60%	63%	66%	67%	60%	65%	70%	-3%	1%
--	First-Time Student Annual Persistence - In-District	53%	51%	51%	53%	53%	53%	54%	58%	-5%	0%
--	First-Time Student Annual Persistence - CCC System	76%	76%	76%	78%	82%	76%	77%	80%	2%	3%
--	Transfer/Transfer-Prepared Rate	60%	57%	51%	54%	52%					-2%
--	Transfer Rate	51%	48%	41%	43%	42%					-1%
--	Transfer Volume	1,855	1,852	1,832	1,961	2,073	1,900				112

Progress, Celebration, Reflection

- ▶ Review of Institution Set Standards
- ▶ Review of 2017/18 IEPI Goals
 - ▶ Progress toward goals
 - ▶ Which metrics are we doing well on?
 - ▶ Which metrics are areas ripe for improvement?
 - ▶ What have we done that is already making an impact? that we think will make an impact for future cohorts?
 - ▶ Structural changes
 - ▶ Cultural changes
 - ▶ Initiatives
 - ▶ Reflecting on areas where we haven't met our goals, what is impacting these metrics? (focus on Institutional control)

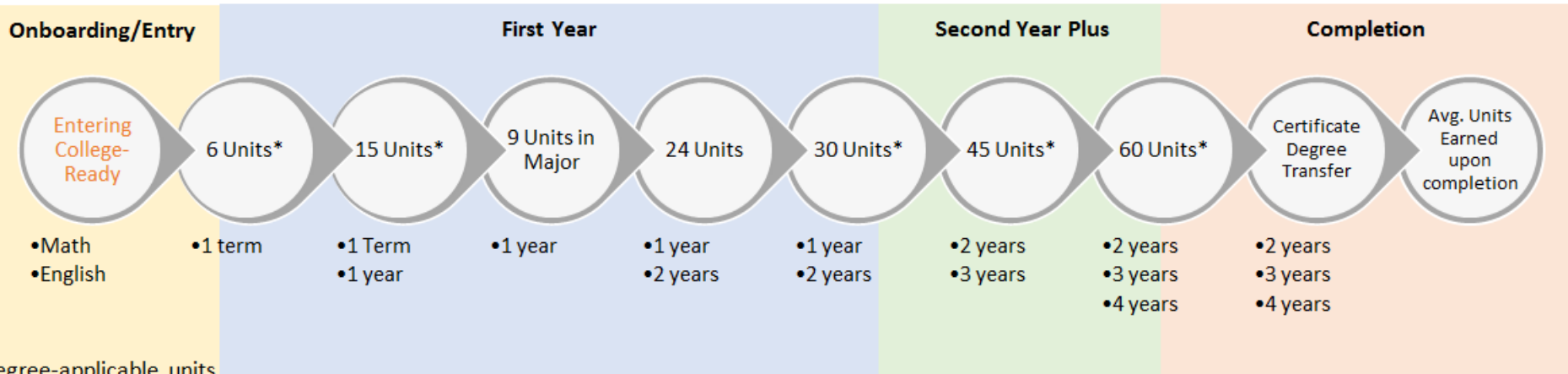
Looking forward

- ▶ IEPI Framework changes
- ▶ Mesa Pathways
- ▶ Equity Focus
- ▶ Employment/Workforce metrics

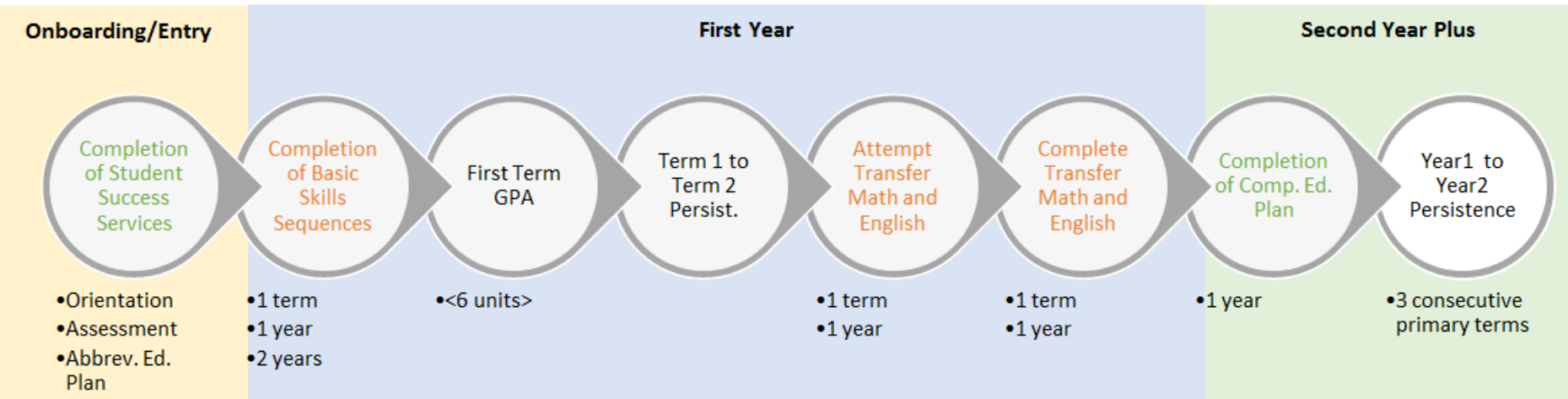


Key Performance Indicator Framework

Momentum Points



Additional Leading Indicators and Formative Assessments



Focus on First year and clear paths

▶ Equity

- ▶ 50-60% of equity gaps in completion is explained by placement (Stoup, 2016)
- ▶ 15-25% of equity gap is explained by course taking patterns
- ▶ 15-25% by Academic performance

▶ Momentum

- ▶ 31% of the variance in units earned by year 6 is explained by the units earned in the first term (Herrin, 2016)
- ▶ Only 8% of students who earned less than 12 units in their first year reached the 60 units milestone
- ▶ Compared to 51% of those who did earn 12 units

Goal setting and evaluation

- ▶ Establishing Standards and goals
 - ▶ What do we need to know to establish goals?
 - ▶ Where do we start-backwards design?
- ▶ Connecting goals to practice
 - ▶ How do we know what works (and what does “work” mean anyway)?
 - ▶ Before we try
 - ▶ Once we’ve started
 - ▶ What do we do with evaluative information once we have it?
 - ▶ How does it inform practice

Proposed Framework

- ▶ Identify 5-6 metrics you'd like to focus on (at least 2 from the list below)
- ▶ Review the trends in data
- ▶ Identify a standard, 1 yr. goal, and 5 yr. goal for each
- ▶ Goals should consider Equity

- ▶ ACCJC Required:
 - ▶ Course Completion
 - ▶ Degrees awarded
 - ▶ Certificates awarded
 - ▶ Transfer volume
 - ▶ Licensure Pass rate (CTE)
 - ▶ Employment (CTE)

Questions, Reflections, Comments