Relationship Between Data Entry and CHC Research

Presented by Keith Wurtz

Director, Office of Research & Planning

Presented by Dianna Jones
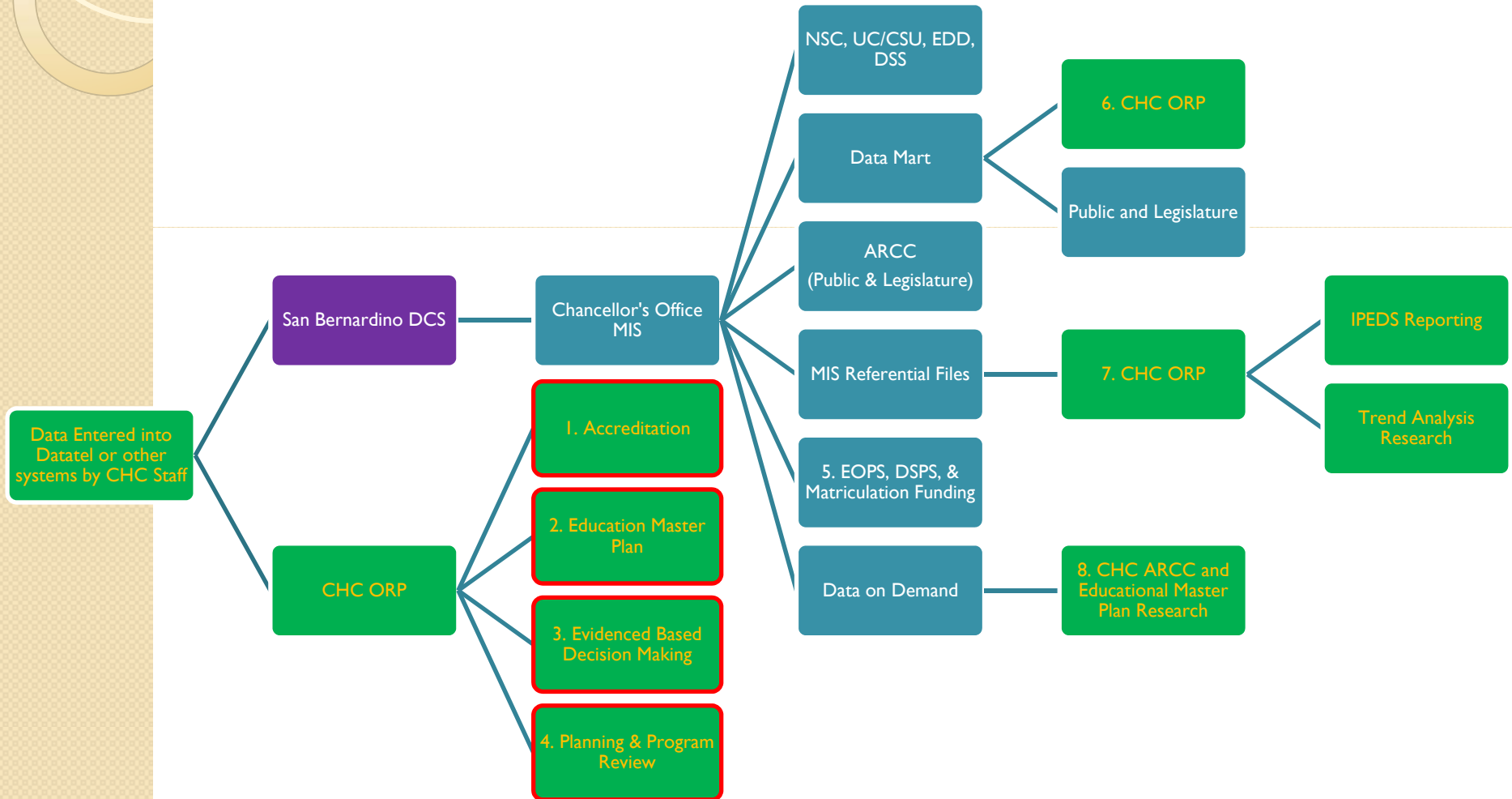
User Liason

Goals

- Develop a better understanding of how data entry is related to funding, reporting, and research
- Develop a better understanding of MIS (Management Information System) data elements
- Develop a better understanding of the importance of concise and accurate data entry
- How to use available tools to ensure accuracy
- Use reporting timeline to plan use of resources accordingly

CHC Office of Research & Planning (ORP) Data Flow Map

- Data Entered into Datatel or other systems by CHC Staff
  - San Bernardino DCS
    - Chancellor's Office MIS
      - NSC, UC/CSU, EDD, DSS
      - Data Mart
        - 6. CHC ORP
        - Public and Legislature
      - ARCC (Public & Legislature)
      - MIS Referential Files
        - 7. CHC ORP
          - IPEDS Reporting
          - Trend Analysis Research
      - 5. EOPS, DSPS, & Matriculation Funding
      - Data on Demand
        - 8. CHC ARCC and Educational Master Plan Research
  - CHC ORP
    - 1. Accreditation
    - 2. Education Master Plan
    - 3. Evidenced Based Decision Making
    - 4. Planning & Program Review

1. Accreditation Reporting

- Writing the self-study for Accreditation
- Recommendation 2 - …the college should develop processes that produce reliable data, provide employees with easy access to data, and provide training on how to access, interpret and utilize data.
- Recommendation 8 - …the college should complete the integration of program review for all academic, student services and administrative services units into institutional evaluation and planning. In particular, the college should develop processes and procedures to ensure program effectiveness of distributed education courses.

2. Education Master Plan

- Program Highlights
  - ◦ Retention Rate, Success Rate, FTES, WSCH, FTEF, and WSCH/FTEF Ratio by program
- Quantitative Effectiveness Indicators
  - ◦ Overall success and retention rates, developmental/basic skills success and retention rates, transfer course success and retention rates, career technical success and retention rates, degrees and certificates, transfer rate, and transfer readiness rate

2. Education Master Plan Example Data Elements

- Success and retention rates are based on STC.VERIFIED.GRADE and S02.STU.VERIFIED.GRADE from the STUDENT.ACAD.CRED file

- The type of course is based on the following fields from the COURSES file:
  ◦ CRS.COURSE.TYPES – basic skills status (CB08)
  ◦ CRS.CRED.TYPE – degree applicable (CB04)
  ◦ CRS.LEVELS – Occupational status (CB09) and levels below college (CB21)
  ◦ CRS.LOCAL.GOVT.CODES or S02.CRS.TOP.CODE – TOP (Taxonomy of Programs) codes (CB03)
  ◦ CRS.TRANSFER.STATUS – transfer status (CB05)

3. Evidenced Based Decision Making – **Inform** the Decision Making Process

- Results from the Spring 2010 Reorganization Survey – How should CHC reorganize?

- Identifying viability of ESL Program at CHC – Should CHC develop an ESL Program?

- Examine the relationship between SOA^{3}R (Senior Orientation, Application, Assessment, Advising, and Registration) to enrollment, persistence, success, and retention – How effective is SOA^{3}R?
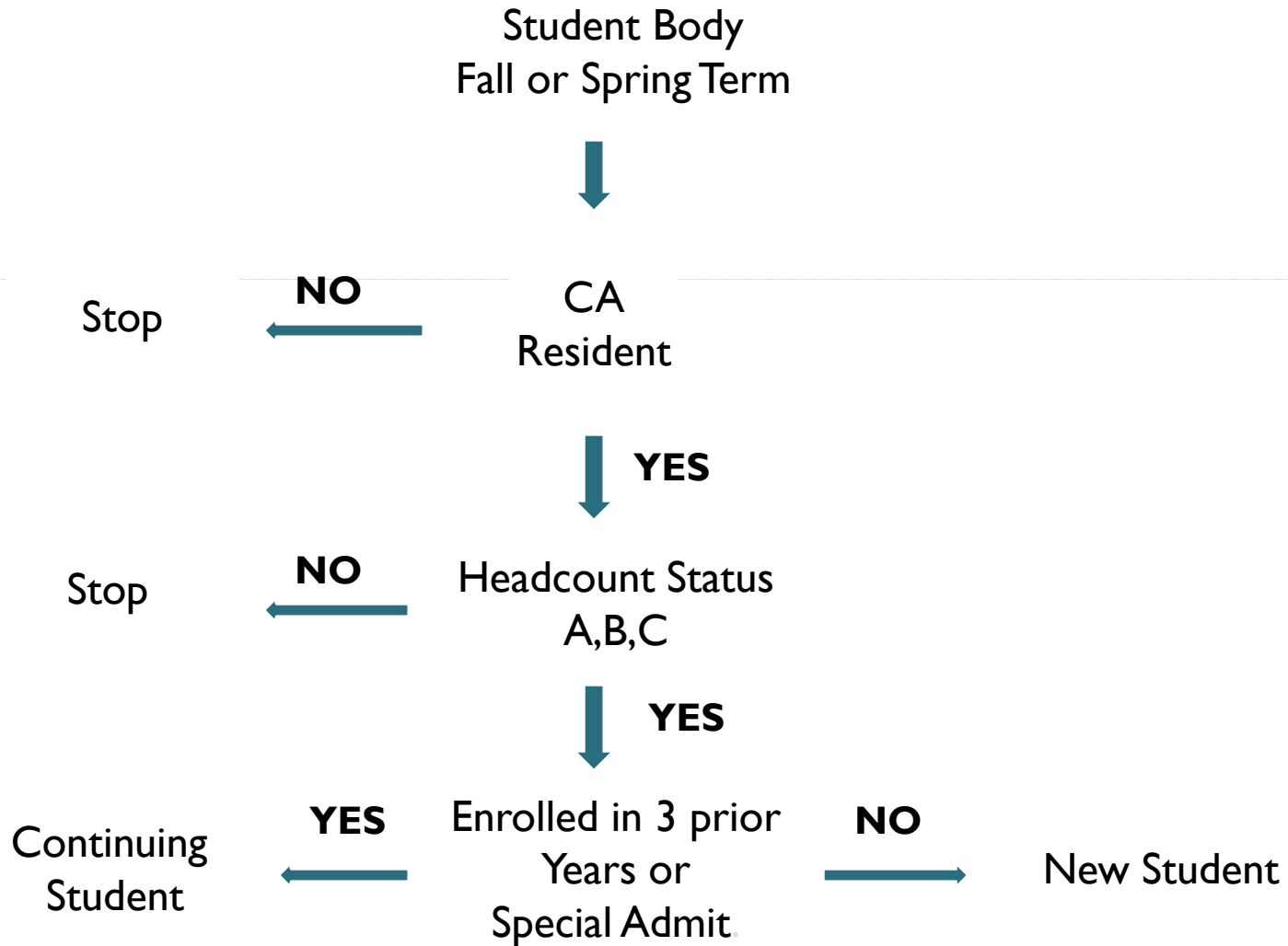
4. Planning & Program Review

- Retention and Success Rates by Discipline
- Full-Time to Part-Time Faculty Ratio by Discipline – Faculty Load
- WSCH to FTEF Ratio – Unit Values for Courses and Faculty Load
- Fill Rate – Census Enrollment and the Capacity (i.e. Cap) for each course

CHC Office of Research & Planning (ORP) Data Flow Map
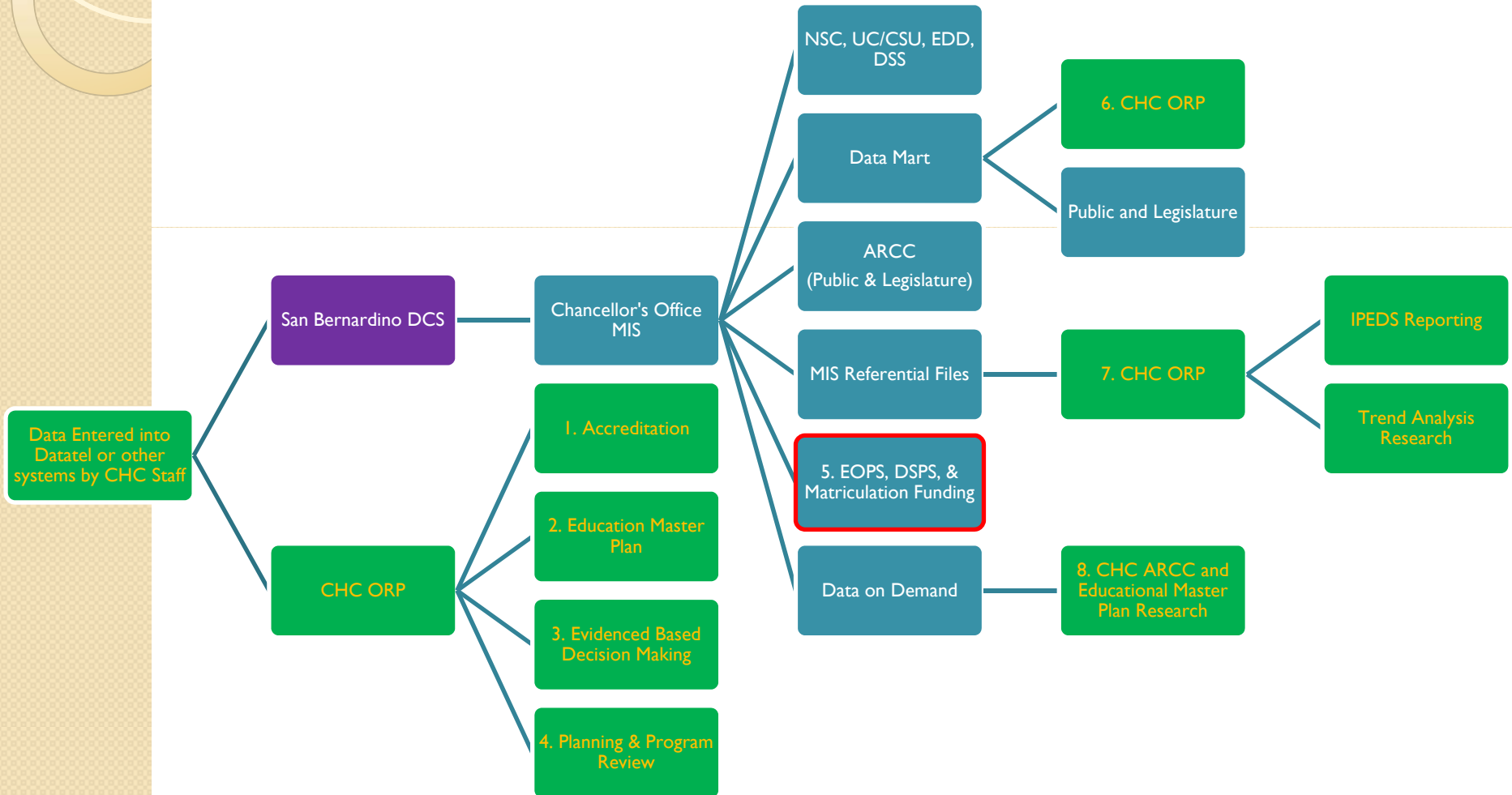
5. Credit Matriculation Funding
(Example)

Student Body
Fall or Spring Term

↓

NO ← CA Resident

Stop

YES ↓

NO ← Headcount Status A,B,C

Stop

YES ↓

Continuing Student ← **YES** — Enrolled in 3 prior Years or Special Admit — **NO** → New Student

Matriculation: New and Continuing

- Enrolled in a primary term
- Credit student (Headcount Status)
  - A - Enrolled in a weekly or daily census class past the census point
  - B - Earned 0.5 units or attended at least eight (8) hours in credit positive attendance class(es)
  - C - Earned 0.5 units in a credit independent study class
- California resident

Source: California Community College Chancellor's Office, Matriculation Webinar – Summer 2009.

Matriculation: New and Continuing

- ## New Students
  - ◦ Did not meet the cohort criteria in the prior three years.

- ## Continuing Students
  - ◦ Met the cohort criteria in at least one of the prior three years. Looking only at the college.
  - ◦ All Special Admit Students (SB11 = 10000 = currently enrolled in K – 12) are considered to be Continuing.

Matriculation: New and Continuing (Funding is based on Following Elements)

1. The following elements are used to determine a student's credit status:

   CB04   Course-Credit-Status
   XB01   Section-Accounting-Method
   SX03   Enrollment-Units-Earned
   SX05   Enrollment-Positive-Attendance-Hours
   SXD2   Enrollment-Credit-Status
   STD7   Student-Headcount-Status

2. The following element is used to determine a student's residency status:

   SB09   Student-Residence-Code

3. The following element is used to determine a student's special admit status.

   SB11   Student-Education-Status
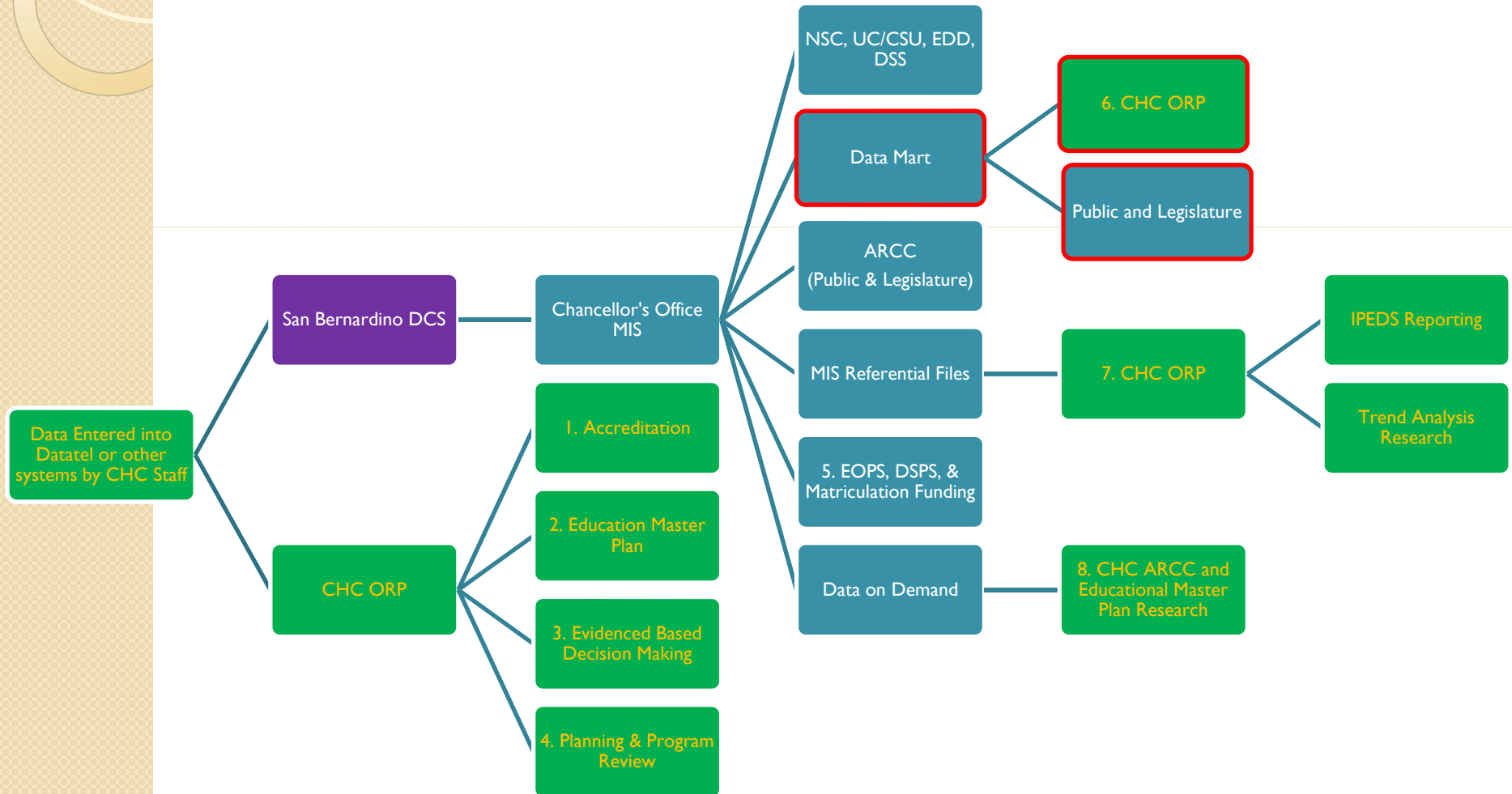
Source: California Community College Chancellor's Office, Matriculation Webinar – Summer 2009.

CHC Office of Research & Planning (ORP) Data Flow Map

6. CHC Office of Research & Planning Chancellor's Office Data Mart

- Use the Chancellor's Office Data Mart to verify and check accuracy of information as well as to identify discrepancies in the data:
  http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx

- Can look at following information by College
  - Demographics
  - FTES
  - Student Program Awards
  - Retention and Success Rates
  - Financial Aid
  - Student Services Programs (DSPS/EOPS/CalWorks)
  - Student Matriculation Services
  - Student Assessment Services
  - Staffing Reports

File Edit View History Bookmarks Tools Help

cccco.edu https://misweb.cccco.edu/mis/onlinestat/studder

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California Home   Wednesday, June 2, 2010

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Student Demographics By Academic Year

Student Headcount By Ethnicity
For Crafton Hills For 2008-2009
Data Current As Of June 02, 2010   10:01:27

Download The Result In Comma Delimited Format

Ethnicity	Headcount
African-American	442
American Indian/Alaskan Native	99
Asian	398
Filipino	171
Hispanic	2,416
Pacific Islander	55
Unknown/Non-Respondent	708
White	5,050
Grand Total	9,339

Done

6. CHC Office of Research & Planning Chancellor's Office Data Mart

- Use the Chancellor's Office Data Mart to identify transfer rate **(NEW)** for the following categories of students
  http://webprod.cccco.edu/datamarttrans/dmtrnsstucsel.aspx

  - Age
  - Ethnicity
  - Gender
  - CalWORKS
  - DSPS
  - EOPS
  - Financial Aid Recipient

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE   **DATA MART**

Transfer Velocity Cohort Report
Crafton Hills College
For Cohort Year 1999-2000 & Transferred Within 10 Years
By Ethnicity

Download The Result In Comma Delimited Format

Ethnicity	Transferred Student	Cohort Student	Transfer Rate
African-American Non-Hispanic	4	15	27 %
American Indian/Alaskan Native	4	7	57 %
Asian	13	29	45 %
Filipino	12	18	67 %
Hispanic	72	131	55 %
Other Non-White	6	13	46 %
Pacific Islander	3	6	50 %
Unknown/Non-Respondent/Declined	25	51	49 %
White Non-Hispanic	229	436	53 %
Total	**368**	**706**	**52 %**

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Done

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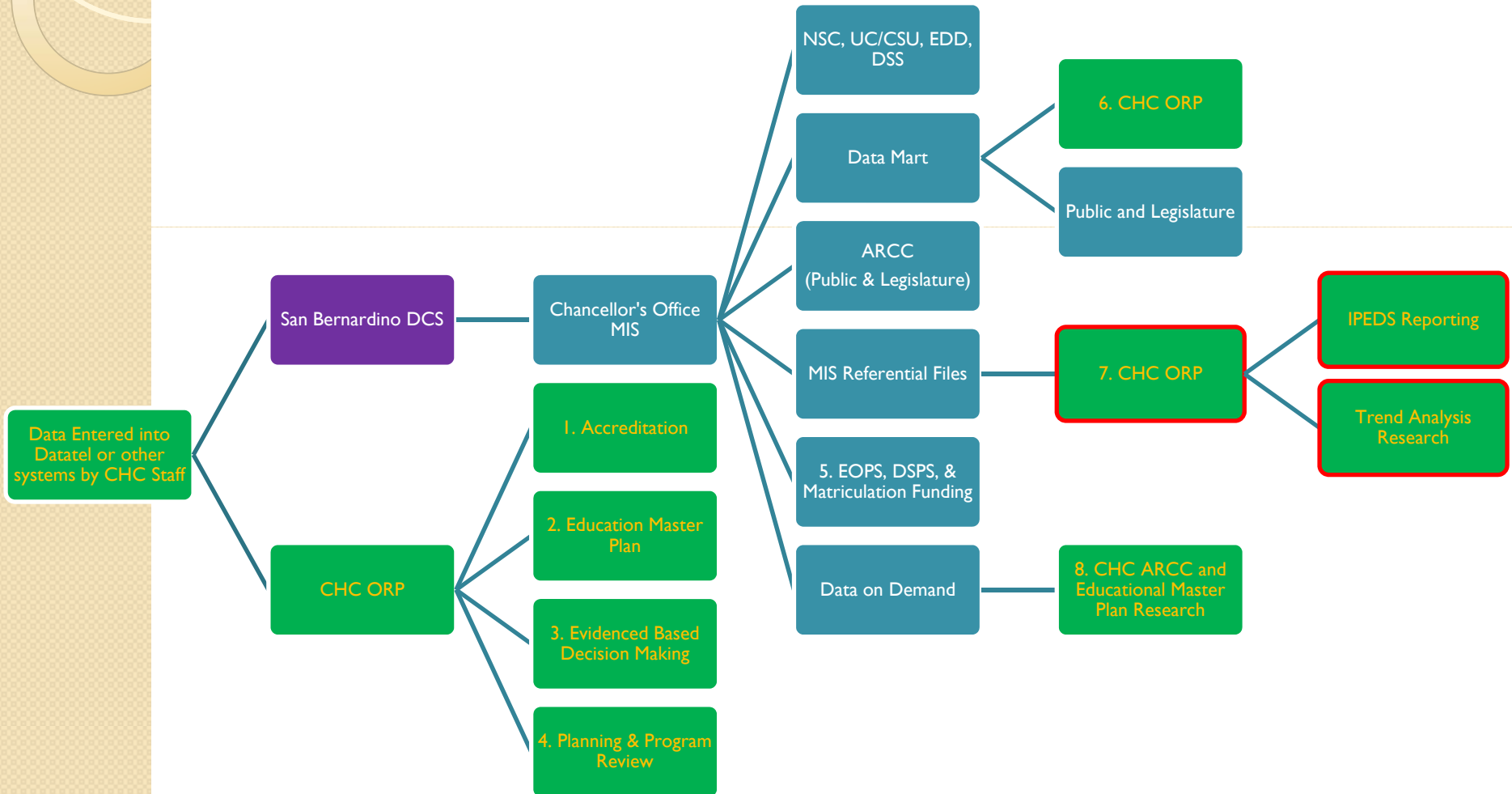
7. CHC Office of Research & Planning IPEDS Reporting and Trend Analysis

- IPEDS – Integrated Postsecondary Education Data System

- "The completion of all IPEDS surveys, in a timely and accurate manner, is mandatory for all institutions…the completion of surveys is mandated by 20 USC 1094, Section 487(a)(17)."

- IPEDS collects information from every college, university, and technical and vocation institution in the United States

IPEDS Example Survey

Types of aid	Number of students in **Group 2** receiving aid in 2008-09	Percentage of students in **Group 2** receiving aid	Total dollar amount of aid received by **Group 2** in 2008-09	*Average* amount of aid they received	PY Average amount
01 Grants or scholarships from Federal, State, or Local Governments, or the Institution					
02 Federal grants					
02a Pell grants					
02b Other Federal grants					
03 State/local government grants or scholarships (grants/scholarships/waivers)					
04 Institutional grants or scholarships (scholarships/fellowships)					
05 Loans to students					
05a Federal loans					
05b Other loans					

You may use the space below to provide context for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents. For example, institutions may report here other sources of private aid not included in the categories above.

1. First-time full-time degree-seeking students who received:

01. All Grants/Scholarships: SF21 (Student Aid Award Type) begin with B, F, G (grants), S (scholarships)

02. Federal grants: SF21 = GP, GS, GW or GA

02a. SF21 = GP (PELL grant)

02b. SF21 = GS (SEOG), GW (Bureau of Indian Affairs Grant) or GA (Academic Competiveness Grant)

Purpose and Uses of IPEDS

- These data are made available to students and parents through the College Navigator (http://nces.ed.gov/collegenavigator/) college search Web site and to researchers and others through the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter/).

- Provides basic data needed to analyze trends in the following areas
  - Numbers of students enrolled
  - Staff employed
  - Dollars expended
  - Degrees earned
  - Graduation Rates
  - Financial Aid

- Data is used by …
  - Congress
  - Federal agencies
  - State governments
  - Education providers
  - Media
  - Students and parents

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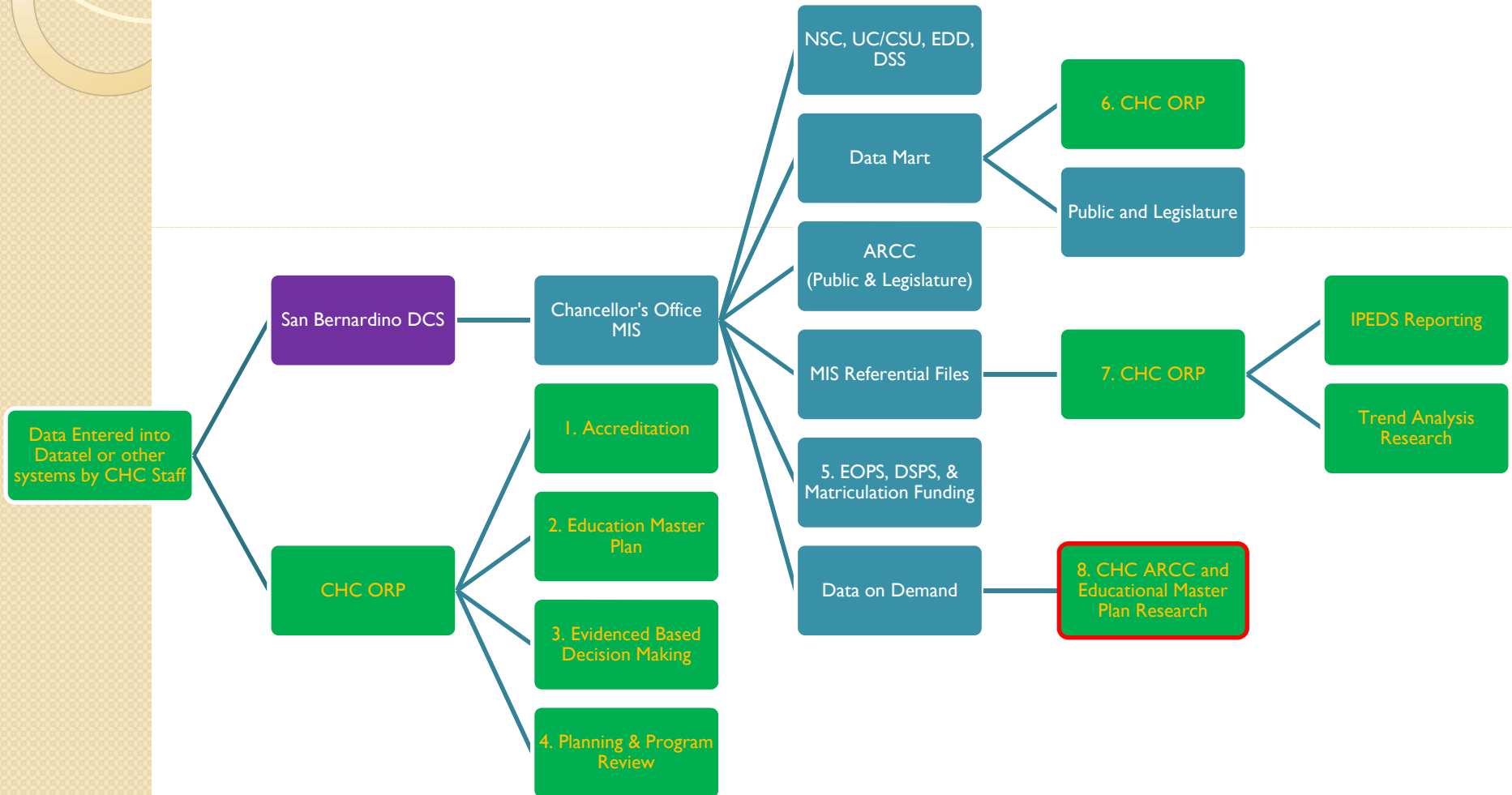
8. CHC ARCC and Educational Master Plan Research

- ARCC – Accountability Reporting for Community Colleges
- Are eight individual college level ARCC performance indicators including transfer rate, persistence rate, and others
- Purpose of ARCC
  ◦ One of the purposes of ARCC is to use the information provided in ARCC to improve student outcomes
  ◦ ARCC, through Data on Demand, provides databases for almost every outcome
  ◦ CHC Programs and services (e.g.: learning communities, counseling, etc.) are related to ARCC outcomes using Data on Demand

Future Research using Data on Demand and ARCC

- Background Variables Loaded into Models
  - Ethnicity
  - Gender
  - Age
  - Education Goal
- Other Predictor Variables
  - Full-time or part-time student status
  - Number of degree applicable units earned
  - Whether or not student was assessed
  - Whether or not student was assessed prior to first start date
  - English, reading, and math placement levels
  - Number of times student met prerequisite
  - Saw a counselor in the first term
  - Number of times student saw a counselor
  - Accessed Learning Resource Center (LRC) in first-term
  - Number of times accessed LRC

Data on Demand

- Data on Demand allows researcher to identify cohorts and examine effectiveness of programs

- Educational Master Plan
  - Fall to Fall Persistence from ARCC and Data on Demand