Butte College Balanced Scorecard Data Dictionary (Nov 07)

Student Progress and Achievement

1. **Student Persistence Rate – Fall to Fall.** **Definition:** Percentage of cohort of first-time students with minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system. The rate is based on four first-time student cohorts enrolled in Fall 2002 (Cohort 1), Fall 2003 (Cohort 2), Fall 2004 (Cohort 3), and Fall '05 (Cohort 4). Persistence was measured by their enrollment in Fall 2003 (Cohort 1), Fall 2004 (Cohort 2), Fall 2005 (Cohort 3), and Fall 2006 (Cohort 4). **Data Source:** Chancellor's Office Management Information System (COMIS)

2. **Student Success Rate.** Numerator: Number of enrollments with a grade of A,B,C, CR. Denominator: Number of enrollments with a grade of A,B,C,D,F,FW,CR,NC,W,I* (this definition is from the Chancellor's Office web site). Data Source is Butte College MIS. Information is for the entire academic year for all courses.

3. **Student Retention Rate.** Numerator: Number of enrollments with a grade of A,B,C,D,F,FW,CR,NC,I* Denominator: Number of enrollments with a grade of A,B,C,D,F,FW,CR,NC,W,I* (this definition is from the Chancellor's Office web site). Information is for the entire academic year for all courses. Data Source is Butte College MIS.

4. **Student Progress and Achievement Rate.** **Definition:** Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer threshold course within six years and who are shown to have achieved ANY of the following outcomes within six years of entry:
   - Earned any AA/AS or Certificate (18 or more units)
   - Actual transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
   - Achieved “Transfer Directed” (student successfully completed both transfer-level Math AND English courses)
   - Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

   The cohorts consisted of first-time students from 1998-1999 (Cohort 1), 1999-2000 (Cohort 2), 2000-2001 (Cohort 3), and 2001-02 (Cohort 4) who achieved outcomes by 2003-2004 - (Cohort 1), 2004-2005 (Cohort 2), 2005-2006 (Cohort 3), and 2006-07 (Cohort 4). Transfer was determined by matching with a database generated by the Chancellor's Office that contains NSC, UC and CSU transfers. **Data Source:** Chancellor’s Office Management Information System (COMIS)
5. **Percent of Students Who Earn at Least 30 Units.**  **Definition:** Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer threshold course within six years of entry who are shown to have achieved the following value-added measure of progress within six years of entry:
   • Earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive effect on future earnings.)
   **Data Source:** Chancellor’s Office Management Information System (COMIS)

6. **Number of Associate’s Degrees.**  **Source:** Butte College portal from the New Program Review Report located at the Institutional Research tab.

7. **Number of Certificates.**  **Source:** Butte College portal from the New Program Review Report located at the Institutional Research tab.

8. **Student Satisfaction.**  This will be implemented in 2008-009.  Data may come from the Student Accreditation Survey which was administered in Nov ’07 or the Community College Survey of Student Engagement to be implemented in Spring ’08.  The information, if the accreditation survey is used, is from the response to question 53, which asked, “In general I have been able to meet my desired goals in attending Butte College.”

   **Transfer Preparation**

9. **Number of Transfers to UC.**  This data is from the California Postsecondary Education Commission Transfer Pathways Chart which may be found on the following web site:


10. **Number of Transfers to CSU.**  This data is from the California Postsecondary Education Commission Transfer Pathways Chart which may be found on the following web site:


11. **Number of Transfers to CSU, Chico.**  This data is from the California Postsecondary Education Commission Transfer Pathways Chart which may be found on the following web site:

12. **California Community College (CCC) Transfers to In-State Private (ISP) and Out-of-State (OOS) Four-Year Institutions in 2004-05. Overview:**

   The following report displays the number of transfers to In-State Private (ISP) and Out-of-State (OOS) four-year institutions in 2004-05 and the names of these institutions, tabulated by individual California Community Colleges. Transfers for the 2004-2005 academic year were captured from a series of aggregated first-time freshman cohorts (1993-94 to 2003-04) that completed at least 12 units while in the community college system. A student records match with the National Student Clearinghouse (NSC) identified the four-year transfer institution. **Identifying Student Cohorts:** Beginning with 1993-94 data, a series of first-time student cohorts was identified by academic year. First-time students were individuals taking their initial credit course in the CCC system with no prior enrollments inside or outside the system. The students in the cohort must have completed at least 12 units in the community college system. The community college identified in the report was where the student first completed a credit course. The 2004-05 transfers were identified by disaggregating the ten cohorts by academic year. **The National Student Clearinghouse:** The CCC Chancellor’s Office (CCCCO) has an agreement with the National Student Clearinghouse to track transfer students. Through this agreement, the CCCCCO submits files to the NSC for matching to the national student database. The NSC returns a listing of transfers to public and private institutions. **Matching Considerations and Limitations:**

   - Students transferring to institutions that are not NSC members are not matched.
   - The NSC limits data matching services to colleges that are “core service” members. About 95% of all colleges and universities in the United States are members.
   - As of December 2006, 104 of the 109 CCCs are members and submitting student enrollment data.
   - Students not receiving financial aid may request that the NSC not release their information to other institutions. These students are not matched.
   - The NSC is unable to provide an accurate match if the student record sent from the CCC Chancellor Office is missing or incorrect.
   - A student might transfer to several four-year institutions, but this report reflects the first institution attended.

   Despite these considerations and limitations, this attached report provides colleges with a useful estimate of reported transfers to in-state private and out-of-state four-year institutions for 2004-05.

13. Same as above.

14. **Transfer Student Satisfaction (TBD).** This measure will be developed for the 2008-2009 report. It will include a survey of students transferring to CSU, Chico and UC Berkeley at a minimum.

**Workforce Development**

15. **Licensure/Certification Pass Rates.** These were provided by the Butte College programs.
16. **Successful Course Completion Rates for Credit Vocational Courses.**  
**Methodology:** The cohorts for vocational course completion rate consisted of students enrolled in credit vocational courses in the academic years of interest (2003-2004, 2004-2005, 2005-2006, and 2006-2007). These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the vocational course. Vocational courses were defined via their SAM (Student Accountability Model) priority code. SAM codes A, B, and C indicate courses that are clearly occupational. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.  
**Data Source:** Chancellor’s Office Management Information System (COMIS)

17. **Number of Employers Served by Categorical Programs.**  
Information provided by Contract Ed, RHORC, and CITD. Each program measures its effectiveness somewhat differently. Included in this category are employers served by Contract Education, businesses served by RHORC, and Companies served by CITD.

18. **Number of Employees/Clients/Students Served by Categorical Programs.**  
Information provided by Contract Ed, SBDC, RHORC, and CITD. Each program measures its effectiveness somewhat differently. Included in this category are employees served by Contract Education, Clients served by SBDC, employees and students served by RHORC.

19. **Work Experience Enrollments.** This information, which is provided by Job Placement, includes the number of work experience enrollments by program. The balanced scorecard only reflects the grand total.

20. **Service Learning Enrollments.** This information is from the Butte College portal. The specific report is the 320 Section Dump under the Institutional Research tab. The only course of interest is IDST 94.

21. **Employer Satisfaction with Butte College Alumni (TBD).** This information is intended to come from a survey of local employers. It is anticipated that this will occur beginning in 2008-2009.

**Developmental Skills**

22. **Successful Course Completion Rate for Credit Basic Skills Courses.**  
**Methodology:** The cohorts for basic skills course completion rate consisted of students enrolled in credit basic skills courses in the academic years of interest (2003-2004, 2004-2005, 2005-2006, and 2006-2007). These cohorts excluded
“special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of P (pre-collegiate basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR. **Data Source:** Chancellor’s Office Management Information System (COMIS).

23. **Improvement Rate for Credit Basic Skills Courses. Methodology:** The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills English course who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math and English courses. Basic skills courses were those having a course designation of P (precollege basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR. Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course. Cohorts were developed and followed for academic years 2001-2002 to 2003-2004, 2002-2003 to 2004-2005, 2003-2004 to 2005-2006, and 2004-05 to 2006-2007. **Data Source:** Chancellor’s Office Management Information System (COMIS).

24. **Improvement Rate for Credit ESL Courses. Methodology:** The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the ESL course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR. Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course or college level English course within three academic years of completing the first ESL course. Cohorts were developed and followed for academic years 2001-2002 to 2003-2004, 2002-2003 to 2004-2005, 2003-2004 to 2005-2006, and 2004-2005 to 2006-2007. **Data Source:** Chancellor’s Office Management Information System (COMIS).
25. **Improvement Rate for Credit Basic Skills Courses (English).** **Methodology:** The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills English course who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math and English courses. Basic skills courses were those having a course designation of P (precollegiate basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR. Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course. Cohorts were developed and followed for academic years 2001-2002 to 2003-2004, 2002-2003 to 2004-2005, 2003-2004 to 2005-2006, and 2004-05 to 2006-2007. **Data Source:** Chancellor’s Office Management Information System (COMIS).

26. **Improvement Rate for Credit Basic Skills Courses (Math).** **Methodology:** The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills Math course who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math and English courses. Basic skills courses were those having a course designation of P (precollegiate basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR. Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course. Cohorts were developed and followed for academic years 2001-2002 to 2003-2004, 2002-2003 to 2004-2005, 2003-2004 to 2005-2006, and 2004-05 to 2006-2007. **Data Source:** Chancellor’s Office Management Information System (COMIS).

Outreach and Access
27. **Percentage of Local High School Graduates Who Attend Butte College.** Used the California Postsecondary Education Commission (CPEC) data to determine the percentage of HS graduates within Butte and Glenn Counties who attended Butte College. Used the Enrollment - Freshmen at Public Institutions - College Going Counts page. Generated a report showing Butte College as the receiving institution (County: Butte, Include only Community Colleges) and graduates of all public and private high schools in California and segregated this data by county. Added the total of high school graduates from Butte and Glenn County going to Butte College to determine the numerator. Added the total of private and public high school graduates from Butte and Glenn County as the denominator. Divided the numerator by the denominator to determine market penetration.

http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp

28. **Positive Press Articles/Media Spots.** This metric contains two pieces of information. Both are provided by the Director of Public Relations and Marketing. The first is simply the number of press articles/media spots for the year. The second is the percentage of positive articles/media spots. The number of positive articles/media spots is based on an impression read (positive, negative, neutral). This number is then divided by the total number of articles and spots to determine the positive rate.

29. **Percentage of First-Time Freshmen from Outside the Service Area.** Used the California Postsecondary Education Commission (CPEC) data to determine the percentage of HS graduates from outside of the service area who attended Butte College. Used the Enrollment - Freshmen at Public Institutions - College Going Counts page. Generated a report showing Butte College as the receiving institution (County: Butte, Include only Community Colleges) and graduates of all public and private high schools in California and segregated this data by county. Numerator was determined by subtracting the number of high school graduates from Butte and Glenn County attending Butte College from the total number of high school graduates from California attending Butte College. Denominator was the total number of high school graduates from California who attended Butte College.

30. **Percentage of FTES Generated Through Distance Education.** Used the query on FTES by Distance Education Status report on the System Office Data Mart to determine the number of FTES generated by Distance Education at the State and District levels. Selected “All Distance Education Types,” “Annual” for the Year/Term, and “No TOP Code” to determine the total number of FTES generated through Distance Education at the District and statewide to determine the numerator. Then went to the FTES query to determine the denominator for the District and the state. Used credit FTES only as there is only a miniscule amount of non-credit FTES generated system wide system through Distance Education.
31. **Number of New International Students.** This information is provided by Student Activities/Orientation based on the numbers of international students who attend orientation.

32. **Number of Concurrently Enrolled Students.** The Dean of Business, Social and Behavioral Sciences provided this number. The information is from Spring semester only.

33. **FTES from Study Abroad Program.** Coordinated with the Dean of Language Arts and Humanities to determine the specific courses with a “Study Abroad” component. Then had IS determine the FTES from these courses. This information could also have been obtained using the 320 Section Dump Data from the Institutional Research tab on the portal.

34. **Child Care Availability.** This is based on the licensing for the CDC and was determined through coordination with the CDC Director.

### Resourcing and Efficiency

35. **FTES/FTEF.** This is taken from the Enrollment Management (EM) Division report from the Portal. Check “yes” on summary and run the report for the entire year.

36. **FTES.** The VP, Administration provided this number.

37. **External Funding – Amount of Grant Allocations.** This report is from the Grants Manager who maintains the log for District Grants.

38. **External Funding – Foundation Gifts, Grants & Bequests.** This information is from the annual Foundation report.

39. **Instructional Contracts.** This shows the total amount, in dollars, of our instructional contracts. The information is provided by Contract Education.

### Sustainability

40. **Number of Courses with a Sustainability Component.** This is from the faculty sustainability coordinator.

41. **Energy Cost per Square Foot.** This information is from Facilities.

### Employee Satisfaction and Development

42. **Staff Development Participation.** This includes four numbers – three of which are from the Staff Development Coordinator. These are Full-time Faculty Flex, New
Program hours, Conference and Travel $$s. The last number, Part-time Faculty Flex, will be provided by Payroll.

43. **Employee Satisfaction (TBD).** This number will be provided in 2008-2009. It is anticipated that it will come from the accreditation survey --- with a follow up phone survey to be conducted annually in following years.