

Student Success Outcomes, Accountability Metrics, Assessments and Evaluations

This attachment builds on Attachment A of Chancellor White's April 9, 2013, memorandum to Presidents on Reducing Bottlenecks and Improving Student Success.

Chancellor White, CSU Long Beach President Alexander, and Executive Vice Chancellor/Chief Academic Office Smith have outlined several Student Success Outcomes that CSU campuses are seeking to address through the Access to Success Initiative; the CSU Graduation Initiative; Early Start; the SB 1440 transfer program; and grants, contracts, and initiatives with the National Science Foundation, other agencies, foundations, business, and industry – as well as through the encouragement of CSU Trustees, California officials, and the federal government. Most importantly, CSU campus communities themselves are committed to these student success outcomes.

- Minimally, the permanently-funded *Student and Academic Success* programs must address, at least, **three of the six Student Success Outcome areas listed below. Proposals involving the first area -- Closing the Gaps in Persistence and Graduation – were to be given priority consideration.**
- Almost every accountability measure already is being tracked by the CSU system and its institutions.
- Initiatives to scale, improve, and institutionalize *Student and Academic Success and proven practices* are most likely to move the needles on the accountability metrics of the Student Success Outcome areas.
- Available campus evidence of effectiveness is expected on each initiative. Proven practices maybe supported by journal articles, evaluations, and research studies of student achievement and progress in the proposed initiative in comparison with their counterparts and/or in a longitudinal framework.
- It is assumed that **all** funded initiatives will involve formative assessments and summative evaluation (see the separate sections below on funded initiatives)

STUDENT SUCCESS OUTCOMES AND ACCOUNTABILITY METRICS

The CSU Chancellor's Office tracks institutional metrics on all Student Success Outcome Areas, although least well in community service. It is the campus/institutional responsibility to track the metrics for students participating in the funded initiative.

- A. Closing the Gaps in Persistence and Graduation – National Focus and Foundation Focus, Access to Success, the CSU Graduation Initiative (Metrics on must be tracked on persistence and graduation using either the A2S or IPEDS metrics)
 1. Narrowing the persistence rates for low-income and/or URM students versus their counterparts (Access to Success metric/IPEDS metric, first-time freshman and transfers)
 2. Narrowing the six-year graduation rates for low-income and/or URM students versus their counterparts (Access to Success metric/IPEDS metric, first-time freshmen and transfers)
- B. Increasing the Number of Degree Awards – National Focus and Foundation Focus (Two or more metrics must be selected for tracking)
 1. Total number of degrees awarded (IPEDS/Access to Success/CSU metric)
 2. Total number of degrees granted to low income (Pell recipients) and underrepresented minorities (URM) students (Access to Success/CSU metric)
 3. Total number of degrees granted to community college transfer students (CSU)
 4. Total number of degrees granted in STEM fields (federal government definition, IPEDS/CSU metric)
 5. Total number of degrees granted in high demand fields (CSU Economic Impact Study definition – IPEDS/CSU metric)

- C. Improving CSU Graduation Rates – Access to Success and the CSU Graduation Initiative (Two or more metrics must be selected for tracking)
1. Increasing persistence rates (IPEDS metric consistent with the Graduation Initiative)
 2. Increasing six-year graduation rates to the upper-10 percent of comparison institutions (the CSU Graduation Initiative uses IPEDS six-year graduation rates and the Education Trust's identification of like-kinds of institutions; the current agreed-upon goal is for each CSU institution to reach the upper quartile statistic of comparison institutions or, at least, 6 percentage points if already in the top quartile– IPEDS metric)
 3. Improving the six-year graduation rates of low income and underrepresented minorities (IPEDS metric)
 4. Improving the graduation rate of community college transfer students (CSRDE metric)
 5. Improving six-year graduation rates in STEM fields (IPEDS metric and NSF metric)
 6. Improving six-year graduation rates in high demand fields (IPEDS metric)
 7. Rate of improvement in 4, 6, 8 and 10-year graduation/completion rates (extension of IPEDS metrics)
- D. Reducing Time to Degree – National Focus, Foundation Focus, CSU Focus (The first three metrics must be tracked along with the selection of the first-time freshman metric and/or upper-division transfer student metric)
1. Decreasing students' elapsed years to degree (federal metric used to define the 2-, 3-, 4-, 5-, 6- ...year graduation rate) by first-time freshman/upper-division transfer student
 2. Decreasing enrolled-years to degree (2 semesters/3 quarters of enrollment = 1 enrolled year) by first-time freshman/upper-division transfer student
 3. Decreasing students' FTE-years to degree (120 semester/180 quarter units = 1 FTE-year) by first-time freshman/upper-division transfer student
 4. Increasing the proportion of first-time freshmen graduating in four years
 5. Increasing the proportion of upper-division transfer students graduating in two years
- E. Improving Value and Efficiency: National Focus, California Focus, CSU Focus (One or more metrics must be tracked; an appropriate alternative metric may be proposed)
1. Increasing the percentage of undergraduate students graduating without student loan debt (Contributions to the Public Good)
 2. Increasing the state-supported instructional credits earned by students/ full-time equivalent faculty (Academic Planning Data Base data and metric)
 3. Increasing the credits earned by students in online courses (part of the CY 2013-14 data collection)
 4. Maintaining or improving average amount of undergraduate students graduating with student loan debt in relation to state and national averages (Contributions to the Public Good)¹
 5. Maintaining or improving the percentage of undergraduate students graduating with debt in relation to state and national averages (Contributions to the Public Good)¹
 6. Maintaining or improving total cost to undergraduate degree produced compared to national public university averages (Contributions to the Public Good)¹

¹ National data in the three asterisked categories (E.4, E.5, E.6) should only improve for CSU institutions when compared to national averages in the coming years. This is because national trends in tuition and fee increases will not subside except in a very few states that have implemented tuition freezes like the CSU for the first two categories. For the last category, the data should evidence even greater efficiencies and productivity compared to other public universities because of recent graduation rate improvements which should continue and the increased number of undergraduate degrees granted that have occurred and will continue to increase. Currently, the CSU looks very strong when compared nationally in these categories and there is a two year data lag due to IPEDS in these areas.

- F. Community Service: National Focus, California Focus, CSU Focus (Two or more metrics must be tracked)
1. Increasing total hours of students participating in community service
 2. Increasing the number of students participating in community service
 3. Increasing the percentage of students participating in community service
 4. Increasing total hours of students participating in community service learning
 5. Increasing the number of students participating in community service learning
 6. Increasing the percentage of students participating in community service learning

SYSTEMWIDE DATA COLLECTION AND TRACKING –ALL CAMPUSES

State-Supported Enrollment Reporting System (ERS), Self-Supported Enrollment Reporting System – Student (sERSS), and State-Supported Academic Planning Data Base (APDB) preliminary term files will continue to be submitted by all CSU institutions in accord with AA-2013-10, with the following change emailed on August 27, 2013, Profile Due Dates for ERSS, APDB and Other New Census-Date data files:

- a. Fall Due Date – **no later than NOVEMBER 15, 2013**
- b. Winter Due DATE – **no later than FEBRUARY 28, 2014**
- c. Spring Semester Due DATE – **no later than MARCH 31, 2014**
- d. Spring Quarter Due DATE – **no later than MAY 30, 2014**

HISTORICAL END-OF-TERM FILES

For fall 2012, each CSU campus provided an end-of-term student grade file that formed the basis for the identification of high volume/low success courses, high volume/high success courses or course sections, and counts on the number of online course sections and students enrolled in them that were used to underpin the Bottleneck and Improving Student Success RFP process. Institutional researchers and registrars from several campuses have reviewed the EOT grade, course attribute and EOT processing file formats and due dates and have confirmed the ability to meet expectations.

To have historical data preceding the implementation of Early Start in summer 2012 and the Bottleneck and Improving Student Success programs, it is necessary to collect historical end-of-term (EOT) data files.

Historical Student EOT Grade Files – due no later than NOVEMBER 15, 2013

Fall 2011
Winter 2012
Spring 2012
Fall 2012
Winter 2013
Spring 2013

EOT Grade Files are regularly completed online by CSU faculty and stored for campus processing and use. The common file format and common codes and values are provided in **Attachment B -- Student_Census_EOTGrade**. Monica Malhotra, mmalhotra@calstate.edu, will provide file transaction information to IR directors.

Historical Course Attribute Files – due no later than NOVEMBER 15, 2013

Fall 2011
Winter 2012
Spring 2012
Fall 2012
Winter 2013
Spring 2013

Campuses have a number of ways to track the efficacy of Early Start and other initiatives to facilitate the completion of remediation and the completion of General Education (GE) Written Communication, Quantitative Reasoning, Oral Communication, and Critical Thinking (the Golden Four). The system's last attempt to collect information about the completion of GE Written Communication and GE Quantitative Reasoning in conjunction with remediation was not successful, and we fear that rapidly changing approaches to addressing remediation make a data collection managed through a systemwide transactional solution less likely to succeed and maintain. As such, upon consultation with campus colleagues, we ask each campus to submit the two course attribute files:

COURSE ATTRIBUTE – Remediation
COURSE ATTRIBUTE – GE Golden Four

If the remedial and GE courses have remained unchanged from fall 2011 submit only the two files, Remediation and GE Golden Four, for fall 2011. However, if, e.g., the campus changed from offering remedial written communication courses to offering all students GE written communication courses, with or without a stretch component, the campus will need to de-activate the “remedial” courses and add the “stretch” written communications courses under COURSE ATTRIBUTE – Remediation, as well as under COURSE ATTRIBUTE – GE Golden Four in the appropriate year-term.

The common file format and common codes and values are provided in **Attachment C -- COURSE ATTRIBUTE Remediation** and **Attachment D -- COURSE ATTRIBUTE_GEGoldenFour**. Monica Malhotra, mmalhotra@calstate.edu, will provide file transaction information to IR directors.

Historical EOT Processing Files – due no later than NOVEMBER 15, 2013

Fall 2011
Winter 2012
Spring 2012
Fall 2012
Winter 2013
Spring 2013

WASC already has required institutions to collect, present and review end-of-term summary information for students, since it is after a term is over that students earn baccalaureate credits, remain in good standing, go on probation or are disqualified from the campus. Adequate progress to degree must be maintained to continue to receive financial aid. In the process of defining a common file format and values for this file, some of the finer details of transfer (or external) units earned and campus units earned became clear. As such, for the historical EOT Processing files, we ask campus only to populate the fields that have been collected and maintained historically, leaving BLANK that which have not been collected. The common file format, codes and values are provided in **Attachment E -- EOT Processing**. Monica Malhotra, mmalhotra@calstate.edu, will provide file transaction information to IR directors.

NEW CENSUS-DATE FILES

As noted above, these new census-date data files are due:

- a. Fall Due Date – **no later than NOVEMBER 15, 2013**
- b. Winter Due DATE – **no later than FEBRUARY 28, 2014**
- c. Spring Semester Due DATE – **no later than MARCH 31, 2014**
- d. Spring Quarter Due DATE – **no later than MAY 30, 2014**

Student Census Class Files

Census-date enrollments are the long-standing accountability measure with the State of California and a mandate by the federal government. When the system or a campus are deemed to have met, exceeded, or

missed their funded state-supported FTES target, the determination is made from census-date files provided to the Chancellor's Office.

Most state systems of education collect student census class and student EOT grade files. In California, thus far, only K-12 and the California Community Colleges are aligned with national trends and increasingly foundation and grantor mandates. More seriously, it recently came to our attention that the data capture for the Enrollment Reporting System – Student (ERSS) census submission and the data capture for the Academic Planning Data Base (APDB) census submission were NOT synchronized; this is a serious flaw as both files are specifically set for capture on the campus' census date. Point-in-time information about enrolled students in state-supported classes taught by CSU faculty all should align with a synchronized census-date data capture. Following data capture, data files are reconciled for campus use, as well as submission to the Chancellor's Office. The new Student Census Class file typically is the base record on the campus from which ERSS and APDB data files are derived. The intent is to begin regular term collections of Student Census Class files from fall 2013 forward.

In spring 2014, we intend to begin to collect a Student_Census_EOTGrade file from Extended Education to parallel Extended Education's submission of sERSS data files. Starting in spring 2014 provides the opportunity to work out "kinks" before summer 2014 when the system can begin to collect actual enrollments and grades of special session students, including those in Early Start. The due date for the sStudent Census Class file has not yet been set. This will be negotiated with Extended Education Dean Sheila Thomas, her colleagues, and Analytic Studies.

As noted above, the common file format and common codes and values are provided in **Attachment B -- Student_Census_EOTGrade**. Monica Malhotra, mmalhotra@calstate.edu, will provide file transaction information to IR directors.

Course Attribute Files

COURSE ATTRIBUTE – Remediation

COURSE ATTRIBUTE – GE Golden Four

As noted above, the common file format and common codes and values are provided in **the Attachment C -- COURSE ATTRIBUTE Remediation and Attachment D -- COURSE ATTRIBUTE GEGoldenFour**. It is intended that these course attributes will be kept up to date by year-term through de-activation and activation. Monica Malhotra, mmalhotra@calstate.edu, will provide file transaction information to IR directors.

Summer 2013 Early Start Program (ESP) File

The inaugural summer 2012 Early Start Program (ESP) ran surprisingly well, and campus reports suggest that the summer 2013 Early Start Program has been successful in actually providing students with an accelerated pathway to proficiency. Unfortunately, the summer 2012 ESP data files managed by service campuses lacked data quality in a number of critical fields upon which evaluations have been requested.

While the Educational Testing Service (ETS) and Student Administration Common Management System (CMS) created processes and databases to manage registration, enrollments, financial aid, course completion, and reporting back to the service and host campuses, only field essential for basic processes were mapped and maintained. More detailed information about online versus face-to-face instruction, total units enrolled during Early Start, grades, and Early Start scores (especially in mathematics) were lacking in quality.

ETS will providing Marsha Hirano-Nakanishi, mhirano-nakanishi@calstate.edu, with campus-specific ESP files (service campus files) in early October. These then will be provided securely by Susan Lee, slee@calstate.edu, to the Enrollment Planning and Reporting officer, Admissions & Records officer, and

Institutional Research officer by Analytic Studies. It will be the responsibility of the Enrollment Planning and Reporting officer and campus colleagues to review, validate, correct, and certify by **NOVEMBER 15, 2013**, that the summer 2013 ESP data file is accurate. Student Academic Support and ETS are in the process of reviewing the ESP file format and values; this document will be provided in **mid-SEPTEMBER 2013** to the campus officers.

NEW END-OF-TERM FILES:

- a. Fall Due Date – **no later than FEBRUARY 7, 2014**
- b. Spring Semester Due Date – **no later than JUNE 30, 2014**
- c. Winter/Spring Quarter Due Date – **no later than JULY 31, 2014**

Student EOT Grade Files

The historical Student EOT Grade Files were discussed above; it is intended that from fall 2013 that these files continue to be submitted to Analytic Studies. In spring 2014, we intend to begin to collect a Student_EOTGrade file from Extended Education to parallel Extended Education's submission of sERSS data files. Starting in spring 2014 provides the opportunity to work out "kinks" before summer 2014 when the system can begin to collect actual enrollments and grades of special session students, including those in Early Start. The due date for the sStudent Census Class file has not yet been set. This will be negotiated with Extended Education Dean Sheila Thomas, her colleagues, and Analytic Studies. The common file format and common codes and values are provided in **Attachment B -- Student_Census_EOTGrade**. Monica Malhotra, mmalhotra@calstate.edu, will provide file transaction information to IR directors.

EOT Processing Files

In the process of defining of the common file format and values for this file, some of the finer details of transfer (or external) units earned and campus units earned became clear. Nathan Evans, nevans@calstate.edu, the Chancellor's Office liaison with campus Registrars, will ensure that campus Institutional Research receives the EOT Processing file, at least, with the campus-based codes and values immediately after the Registrar completes his/her EOT Processing. The common file format and common codes and values are provided in the **Attachment E -- EOT_Processing**. It is intended that from fall 2013 that these files continued to be submitted to Analytic Studies. Monica Malhotra, mmalhotra@calstate.edu, will provide file transaction information to IR directors.

EOT EO1037RECORDS Files

The Bottleneck/Student Success RFP focused concern on the extent to which students are receiving a "repeatable grade" (C- and below) and, thus, permitted to retake the course. Trustees and the State will naturally want to know more about "repeats." Executive Order 1037 (September 2008) – Grading Symbols, Minimum Standards Governing the Assignment of Grades, Policies on the Repetition of Courses, Policies on Academic Renewal, and Grade Appeals – addresses CSU policy.

In 2009, the Student Administration Common Management System (CMS) delivered a dynamic process that delivers and populates two summary tables with EO1037 calculations. Specifications for this process are not simple as there are a number of courses that are not subject to the EO1037 "repeat" limits, e.g., independent study, piano classes, and the like.

The two tables were set to be effective in fall 2009 and forward. At the time of this writing, Nathan Evans, nevans@calstate.edu, has provided a copy of the CMS-delivered summary tables, which are provided as **Attachment F -- EO1037RECORDS**; in the next few weeks a file format will be uploaded to this URL, as well as supplying documentation directly to IR Directors and Registrars. Monica Malhotra, mmalhotra@calstate.edu, will provide file transaction information to IR directors.

ASSESSMENT AND ACCOUNTABILITY OF FUNDED BOTTLENECK/STUDENT SUCCESS PROJECTS AND OTHER INITIATIVES

BOTTLENECK/STUDENT SUCCESS PROJECTS AND OTHER INITIATIVES – CONTACT LIST AND INTRODUCTORY MATERIALS

In the next few weeks, the Enrollment Planning & Reporting Officer will be asked to provide a contact list providing the name and email addresses for:

1. Institutional Research Officer
2. Registrar
3. APDB Coordinator
4. Early Start Coordinator
5. SB 1440 Coordinator
6. Graduation Initiative Coordinator
7. Each of coordinators for the strands of the campus' Academic and Student Success Initiative
8. Proven Course Redesign Faculty Leads
9. Promising Course Redesign Faculty Leads
10. Online ICE Faculty of Record

Please plan to email an EXCEL spreadsheet, led by ROLE, NAME, TITLE, and EMAIL ADDRESS as the column headers. This will enable the Chancellor's Office team to know the team at each campus with whom communications may be important.

Enclosed as **Attachment G -- Bottleneck and Student Success Programs** are the listings as of August 28, 2013, of projects funded under Academic and Student Success, Promising Course Redesign, and Online ICE. As noted on the transmittal memorandum, Kara Perkins, kperkins@calstate.edu, is managing the inventory and allocations to funded projects.

In addition, the Enrollment Planning & Reporting Officer will be expected to provide information about the *three* Student Success Outcomes (and selected metrics) that its campus' Academic and Student Success initiative addresses. It is doubtful that any of the initiatives, except those funded under the \$7.2 million of Academic and Student Success, will do much to move the needle on the Student Success Outcomes listed at the start of this Attachment; however, if that is the objective of any of the other funded Bottleneck programs, that also should be provided.

At a minimum for each funded program, a COURSE ATTRIBUTE, a COURSE SECTION ATTRIBUTE, and/or a STUDENT PARTICIPATION file will be submitted with the other CENSUS date submissions. As a reminder the due dates are:

- a. Fall Due Date – **no later than NOVEMBER 15, 2013**
- b. Winter Due DATE – **no later than FEBRUARY 28, 2014**
- c. Spring Semester Due DATE – **no later than MARCH 31, 2014**
- d. Spring Quarter Due DATE – **no later than MAY 30, 2014**

As noted in Bottleneck/Student Success materials, funds will be provided to the Institutional Research office to support provision of the new census and EOT data submissions. It is intended that campuses that must submit additional data, as well as support the campus' annual report on their funded programs, will receive more funding than those who do not have such obligations.

ONLINE INTERSEGMENTAL CONCURRENT ENROLLMENT (Online ICE)

A course section attribute must be submitted with the other CENSUS date submission:

- COURSE SECTION ATTRIBUTE – Online ICE, listing providing the information about the course section that is being offered

The common file format and common codes and values are provided in **Attachment H -- COURSE SECTION ATTRIBUTE_OnlineICE**. The common codes allows for the possibility that the comparison course has a different course identifiers than the online ICE.

By merging the Online ICE section attribute with the census APDB section file, the campus and system will verify that the identified course section has appropriately been coded as an asynchronous or synchronous course section requiring NO lecture or laboratory space (fully online).

With the Online ICE section attribute and the Student Census Class file, all students in the section can be identified. By merging identified students with the census ERSS file, concurrent CSU students will be identified from the basis of admission code (transitory, concurrent) and the institution of origin code. It is anticipated that CSU Trustees and the State will want enrollment counts for fall 2013. Campuses also will receive additional FTES funding for the online ICEs at census date; these FTES also will not be counted as the campus approaches 105% of its funded state-supported FTES target, i.e., the online ICE FTES will be subtracted from the campus total so that assistance that the host campus is providing to sister campus student will not count against them budgetarily.

The online ICE faculty of record is responsible for the year-end report.

Student EOT Grades for the online ICE course sections will be compared with the Student EOT grades in the other sections of the same course. If no other online sections of the course have been offered since fall 2011, then the institutional research office should prepare historical trend information, summarizing grades in the course prior to course being offered only online. Information will be provided to online ICE faculty of record for use in the year-end report with attribute files submitted to Analytic Studies.

Because the quality of the online courses is an enduring issue, Gerald Hanley, ghanley@calstate.edu, and his team are in communication with the online ICE faculty of record with regard to tools Academic Technology has regarding course quality, e.g., Quality Online Learning and Teaching (QOLT), to ensure that quality is addressed in the year-end reporting.

If the online course is developed to address the lack of lecture or laboratory space, this also should be addressed in the year-end report prepared by the promising course redesign faculty member, supplemented with the campus facilities utilization report that Vi San Juan, esanjuan@calstate.edu, can provide.

PROMISING COURSE REDESIGN

A course section attribute must be submitted with the other CENSUS date submission:

- COURSE SECTION ATTRIBUTE – Promising Course, listing providing the information about the course section that is being

The common file format and common codes and values are provided in **Attachment I -- COURSE SECTION ATTRIBUTE_Promising**. The common codes allows for the possibility that the comparison course has a different course identifiers than the Promising Course Redesign section.

With the Promising section attribute and the Student Census Class file, all students in the section can be identified. It is anticipated that CSU Trustees and the State will want enrollment counts after census date.

Student EOT Grades for the Promising course redesign sections minimally should be compared with the Student EOT grades in the other course sections of course. A promising practice is unlikely to have gone to scale, so it is not anticipated that historical trends will be required.

Student academic performance as measured by grades and other student learning outcomes metrics are important components of evaluating the redesign success. It is important to provide evidence of improving student academic performance while maintaining the quality of instruction. Evidence to be captured in the course ePortfolio by the Promising Course Redesign faculty member can include:

- a. Final grade distributions with redesigned courses and comparisons to grades from students in the pre-redesigned course or other, non-redesigned sections of this course.
- b. Quality assurance and learner analytics.

If a promising course design is developed to address the lack of lecture or laboratory space, this also should be addressed in the ePortfolio, supplemented with the campus facilities utilization report that Vi San Juan, esanjuan@calstate.edu, can provide.

The responsibilities of the Promising Course Redesign faculty have been conveyed by Gerald Hanley, ghanley@calstate.edu, and they include the provision of a year-end report among other things.

PROVEN COURSE REDESIGN

Campuses have not yet signed onto preparing and implementing proven course redesign section(s) in CY 2013-14. For the host campus, it is possible that the COURSE ATTRIBUTE should be used, as the campus may have gone to scale in offering every course section in the redesigned mode. In this instance, the campus would submit with the other CENSUS date submissions:

- COURSE ATTRIBUTE – Proven, listing providing information about the course

With the Proven course attribute and the Student Census Class file, all students in the course sections can be identified. It is anticipated that CSU Trustees and the State will want enrollment counts after census date. The common file format and common codes and values are provided in **Attachment J -- COURSE ATTRIBUTE_Proven**.

If no other online sections of the course have been offered since fall 2011, then the institutional research office should prepare historical trend information, summarizing grades in the course prior to course being offered only online, unless the Proven Course Host coordinator already has validated trend information to which CY 2013-14 will be added. It is assumed that the Proven Course results will maintain or improve upon trends. For the purpose of providing Proven Course projects with improvement funds, Marsha Hirano-Nakanishi, mhirano-nakanishi@calstate.edu, the host coordinator, EP&R officer, and the IR officer will agree upon the comparison percentage of “repeatable” grades to use for the calculation of improvement FTES.

For campuses adopting a proven course redesign, it is more likely that one or more existing course sections will be redesigned:

- COURSE SECTION ATTRIBUTE – Proven, listing providing information about the course section

With the Proven section attribute and the Student Census Class file, all students in the section can be identified. It is anticipated that CSU Trustees and the State will want enrollment counts after census date.

Student EOT Grades for the Proven course sections will be compared with the Student EOT grades in the other course sections of course. The difference between weighted average percentage of “repeatable” grades in the comparison sections and the percentage of “repeatable” grades in the proven redesign section will be used to calculate improvement FTES.

The common file format and common codes and values are provided in **Attachment K -- COURSE SECTION ATTRIBUTE Proven**. The common codes allows for the possibility that the comparison course has a different course identifiers than the Proven Course Redesign.

The responsibilities of the Proven Course Redesign faculty have been conveyed by Gerald Hanley, ghanley@calstate.edu , and they include the provision of a year-end report in the form of an ePortfolio. It is anticipated that among the responsibilities will be the following.

Student academic performance as measured by grades and other student learning outcomes metrics are important components of evaluating the redesign success. It is important to provide evidence of improving student academic performance while maintaining the quality of instruction. Evidence to be captured in the course ePortfolio by the Proven Course Redesign faculty member can include:

- a. Final grade distributions with redesigned courses and comparisons to grades from students in the pre-redesigned course or other, non-redesigned sections of this course.
- b. Quality assurance and learner analytics.

ACADEMIC AND STUDENT SUCCESS PROGRAMS

The most is expected from Academic and Student Success Programs because these are mature initiatives that may have been launched under the Facilitating Graduation initiative or more recently under the Graduation Initiative.

Student Success Outcomes

The overall project lead on each campus' Academic and Student Success Program needs to inform the campus Enrollment Planning and Reporting Officer about the *three* Student Success Outcomes (*and the selected metrics*) that the campus initiative addresses by the **end of September**; this information should be forwarded to Marsha Hirano-Nakanishi, mhirano-nakanishi@calstate.edu. If certain Programs are intended to move the needle on different Student Success Outcomes, more discrete designations may be made. This will enable Analytic Studies to prepare historical trend data on the selected outcomes (metrics) to track.

Grouping Academic and Student Success Programs and Enriching the Data Collection

Ken O'Donnell, kodonnell@calstate.edu , is contacting the leads for the various campus' Academic and Student Success Programs in an effort to group the approaches to improve student success, e.g., peer mentoring, internships, supplemental instruction, Summer Bridge, learning community, residential community, block scheduled courses, service learning, undergraduate research, intrusive advising and direction, and to gain information about whether the Program involves an identified course/course section and/or the need to provide student participation identifiers. **This information is needed at the Chancellor's Office no later than the end of September. This is important, as common file formats must be provided to the campuses for groups of Academic and Student Success Programs. Otherwise, each campus Academic and Student Success Program will simply reflect its program name.**

Ken O'Donnell also will be working with Academic and Student Success Program coordinators to identify those where more than program participation, course taking and course success data are collected. For example, many who offer service learning options would not only wish to "tag" the course section in which service learning is offered, but at end-of-term to collect information on the intensity of the service learning experience. **For enriched data collection on Academic and Student Success Programs Student Participation file formats will need to be finalized no later than December 2013, for use in spring 2014 EOT data collections.**

Course Attribute, Course Section Attribute, Student Participation Files

For some programs all courses with a particular title and course identifier constitute the intervention. In other cases, only selected sections of the course represent the intervention, e.g., a service learning section option in Sociology 140. In other cases still, the student is a participant in non-course related activity. In some cases, all three types of files best reflect the initiative.

Example 1: Let's take the example of peer mentoring associated with a specific course and let's first assume that peer mentoring has gone to scale so that all MATH 150 courses involve peer mentors and peer mentees. In this example, institutional research will need to submit with other CENSUS DATE submissions:

- COURSE ATTRIBUTE – Peer Mentoring, listing providing the information about the course.
- STUDENT PARTICIPATION – Peer Mentoring, a listing the mentors assigned to the course
- There is no need to collect information about the mentee, as they will appear on the Student Census Class file.

For spring 2014, if the peer mentoring program coordinator has joined the collaborative to collect intensity information, then the listing of mentees must be provided at census; end-of-term collections will include the intensity information.

If the program started before fall 2011, then the peer mentoring program coordinator will need to provide longitudinal information in the annual report minimally on “repeatable” grades and any other factors that the campus has tracked across time.

Example 2: Let's now assume that the peer mentoring program has not gone to scale and thus is available in only certain sections of a course or courses. In this example, institutional research will need to submit with other CENSUS DATE submissions:

- COURSE SECTION ATTRIBUTE – Peer Mentoring, listing providing the information about the course section.
- STUDENT PARTICIPATION – Peer Mentoring, a listing the mentors assigned to the course section
- There is no need to collect information about the mentee, as they will appear on the Student Census Class file.

In this instance, it will be assumed that all other sections of the course are the comparison to the course section with peer mentoring.

Attachment L – COURSE ATTRIBUTE – ProgramName, Attachment M – COURSE SECTION ATTRIBUTE – ProgramName, and Attachment N – STUDENT PARTICIPATION – ProgramName are provided for use in census-date reporting. The common codes allows for the possibility that the comparison course has a different course identifiers than the ProgramName course section. A new GROUP ATTRIBUTE – AcadeStudSuccess will be developed when the matrix is completed. Finally, the Student Participation file will be revised for the strands that have agreed to collect intensity data regarding student participation. It will use the ProgramName and Campus Code to identify members of the GROUP.

Year-End Report

The Academic and Student Success Program coordinator is responsible for writing the year-end report, largely the same person who responded the RFP. Some background about the intervention(s), the philosophy and evidence of factors that contribute to the initiative's success and its continuing improvement, are important parts of an assessment and evaluation, in addition to direct summative evidence. The campus institutional research office is expected to have supplied summative data and analysis on CY 2013-14. The metrics for the selected Student Success Outcomes may not be available at the end of the first year. As such precursor, or leading, indicators, should be presented in appropriate evaluation timeframes. Thus, campuses minimally will be expected to provide evidence of success in grades (including “repeatable grades”); timing and completion of GE, prerequisite, and other major milestones, as appropriate; the accumulation of credits in

courses that count towards the degree by term; term- and annual-retention, as appropriate, of students in the initiative versus their counterparts; if scaled, longitudinal trends are expected.

The Chancellor's Office will have far less information than the campus, but should be able to address grades; timing and completion of the Golden Four, as appropriate; the accumulation of baccalaureate level credits; term and annual-retention of program participations and counterparts for each campus and totaled across all Academic and Student Success Programs or groups of programs.