

Balanced Scorecard Crosswalk

| BALANCED SCORECARD CROSSWALK | BSC | OTHER METRICS | NOTES | COLLEGE GOALS | Keep/ Add, Replace, or Delete? |
|---|---|---|---|---|---|
| EXTERNAL STAKEHOLDERS | | | | | |
| Retention Rates | The percentage of students who were enrolled in a course on census date and stayed through the end of the term to receive a letter grade (A,B,C,D,F), credit (CR), no credit (NC) or an incomplete (I). | | Not on cover sheet but provide in the fuller data report--disaggregate like the District will (FT/ PT; ethnicity; gender; international student status) | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Keep, and disaggregate but not on the cover sheet. |
| Term Persistence Rates | The percentage of first-time students who persist from a fall semester to a subsequent spring semester. | District Strategic Plan Metric 1.1a: (a) Fall-to-Spring persistence of Fall first-time full-time students, disaggregated by ethnicity, gender, and international student status; (b) also done for Fall first-time part-time students | Not on cover sheet but provide in the fuller data report--disaggregate like the District will (FT/ PT; ethnicity; gender; international student status) | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Adopt the District overall metric, and disaggregate but not on the cover sheet. |
| All Successful Course Completion Rates | The percentage of students who were enrolled at census date and received a grade of A,B,C or CR. (Report is based on Fall and Spring enrollments.) | IEFI/ Accreditation: Datamart Successful Course Completion--percentage of students who earn a grade of "C" or better in the fall term | Not on cover sheet but provide in the fuller data report--disaggregate like the District will (FT/ PT; ethnicity; gender; international student status) | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Adopt the IEFI overall metric, and disaggregate but not on the cover sheet. |

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| Basic Skills Successful Course Completion Rates | The percentage of students who were enrolled in pre-collegiate basic skills developmental skills (DSKL), English, math or reading class at census date and received a grade of A, B, C or CR.(Report is based on Fall and Spring enrollments.) | IEFI: Scorecard Remedial Rate -- Percentage of credit students tracked for six years who started first time below transfer level in English, Math, and/or ESL and completed a college- level course in the same discipline. District Strategic Plan Metric 1.4: (a) Progression of Fall first-time full-time students initially enrolling below transfer placements and then subsequent completion of transfer level Math and English, disaggregated according to ethnicity, gender, and international student status; (b) also done for Fall first-time part-time students | (a) Not on cover sheet but provide in the fuller data report-- disaggregate like the District will (FT/ PT; ethnicity; gender; international student status; (b) Don't adopt Scorecard metric since six years is far too long to address the issue. | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Adopt the District overall metric, and disaggregate but not on the cover sheet. |
| ARCC Achievement Rates | | | No longer used; now replaced by Student Success scorecard | | Delete. |

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| <p>Student Right to Know (SRTK) Transfer Rate</p> | | <p>SRTK refers to a Federally-mandated public disclosure of a college's Completion Rate and Transfer Rate. The intent of SRTK is to provide to the consumer a statistic of comparable effectiveness that they can use in the determination of college choice. All colleges nationwide are effectively required to participate in the annual disclosure of rates as of January, 2000. SRTK is a "cohort" study; that is, a group of students who are first-time freshmen, who are enrolled full-time in a fall term, and are degree-seeking.</p> | <p>Delete STRK metric: (a) other transfer metrics are available; (b) cohorts are so narrowly defined that they don't represent the student population.</p> | <p>1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize)</p> | <p>Delete, instead using the IEFI transfer metric.</p> |

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| Student to Counselor Ratio | The number of credit students enrolled per counselor. (The number of counselors per credit student enrolled in fall and spring. All full and part-time general counseling are included - no special program faculty such as DSPS and EOPS are included.) | | The data is inaccurate. | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Keep the metric but change the formula, perhaps the one used for ASAP? |

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| Financial Aid Recipient Rate | The percentage of students who received financial aid including: BOG fee waivers, Pell Grants, Scholarships, TRIO, EOPS, CARE and CalWorks. | | Appropriate for the Fact Book but not the Scorecard. | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Replace with the FAFSA completion rate: the number of successfully awarded FAFSAs, but consult with the Financial Aid office about what the demoninator should be. |
| Student Satisfaction Overall Rating | The percentage of students who selected "Very Satisfied" or "Satisfied" on the question(s) that ask about overall satisfaction with the college from the student campus climate survey. | | Not annually collected data, but rather every other year if both Campus Climate and CCSSE are used. | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Delete |
| Community Events | The number of community events and activities open to the public that promote the college. | | Very loosely defined ("They include but are not limited to art, music, discussions, dramas and lectures, and are promoted in a variety of ways (e.g., newspapers, web sites and posters."). Also quantity is not a measure of quality. | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Delete |

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| INTERNAL STAKEHOLDERS | | | | | |
| % of Program Reviews Scheduled | The number of completed program reviews in a given year, as a percentage of the number scheduled. | | Low bar | 2 (IE- Governance); 7 (Fiscal; Program and Service Alignment to MVV) | Delete. |
| Employee Overall Satisfaction Rating | The percentage of employees who selected "Very Satisfied" or "Satisfied" on the question(s) that ask about overall satisfaction with the college from the employee survey. | | Currently administered every six years with occasional topically oriented surveys | 2 (IE- Governance); 7 (Fiscal; Program and Service Alignment to MVV) | Delete. |
| SRTK Crime Statistics | In compliance with Federal Public Law 101-542, the Student Right-to-Know and Campus Security Act of 1990, Skyline College publicly reports campus crime statistics to students and staff. Pursuant to reporting guidelines, crime statistics are updated and posted between August and October for the three previous years. | | Skyline Public Safety reports and publicizes it on https://www.smccd.edu/publicsafety/annualreport.php . | 2 (IE- Governance); 7 (Fiscal; Program and Service Alignment to MVV) | Delete. |

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| FINANCIAL AND BUSINESS OPERATIONS | | | | | |
| FTES Trend-- All Courses | Percent change of full time equivalent students (FTES) compared to collegewide FTES goal. Used to determine State apportionment and reported in three periods through the 320 Report. (Note that the annual FTES include a single academic/ fiscal year comprised of three subsequent terms: summer, fall and spring). | | | 4 (Resources) | Keep, and disaggregate by online, hybrid, and face-to-face. |
| Load | Load is one measure of efficiency and indicates the ratio of FTEF (Full-time Equivalent Faculty) to WSCH (Weekly Student Contact Hours). | | | 4 (Resources) | Keep, and disaggregate by online, hybrid, and face-to-face. |

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| Fill Rates | The percent a class fills/enrolls based on capacity or enrollment maximum stated in the curriculum. (Calculation does not include positive attendance, open entry/open exit, or independent study classes. Maximum enrollment for cross-listed sections are combined to calculate a single fill rate.) | | | 4 (Resources) | Keep, and disaggregate by online, hybrid, and face-to-face. |
| Actual Expenditure to Total Budget Ratio | Measures the difference between the college's end of year general unrestricted fund expenditures and the year's total unrestricted fund budget - called the ending balance. | | | 4 (Resources) | Replace, consulting with Eloisa about a better metric (eg., reserve balance?). |
| INNOVATION AND GROWTH | | | | | |
| Number of New Courses Approved | The number of new courses reviewed and approved annually by the Curriculum Committee and the Board. | | Quantity is not necessarily a measure of quality. In addition, all of the levelled courses contributed to an artificially high number of courses. | 1 (Instructional and SS offerings); 5 (Professional Growth); 6 (Prep of Workforce); 8 (Internationalize) | Delete. |

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| Percentage of Technology-mediated Instruction | The total number of sections offered through technology-mediated instruction, as a percentage of the total number of sections offered. (Summer, Fall, and Spring) | | | 1 (Instructional and SS offerings); 5 (Professional Growth); 6 (Prep of Workforce); 8 (Internationalize) | Delete. |
| PIF Funding Granted | The amount of funds raised by the President's Council at the President's Breakfast annually. Funds are raised for the President's Innovation Fund which is used to support faculty and staff projects in their effort to promote student success and to meet college goals. | | This measure needs clarification. Recommend that the "description/goal" and "formula" be consistent. Do we want to measure the amount raised or the amount allotted? | 1 (Instructional and SS offerings); 5 (Professional Growth); 6 (Prep of Workforce); 8 (Internationalize) | Keep as the amount raised. |
| Amount of Grant Allocations | The amount of local, state and federal grants procured annually. | District Strategic Plan Metric 4.3 -- (a) Number of grants awarded for and awarded per college annually; (b) total grant revenues per college; (3) annual grant related expenses per college | Benchmark recommendation: should be based on the average over the last five years, but deleting the highest and lowest. | 1 (Instructional and SS offerings); 5 (Professional Growth); 6 (Prep of Workforce); 8 (Internationalize) | Replace with the District's metric. |

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| Amount of Professional Development Funds | Amount that the college funds for academic employee professional development activities used for maintaining and enhancing educational programs. | | A pre-determined 1% of faculty salaries are allotted each year. The metric instead should be oriented to how much of the funds are used, not what's been allotted. | 1 (Instructional and SS offerings); 5 (Professional Growth); 6 (Prep of Workforce); 8 (Internationalize) | Delete. |
| | | | | | |
| OTHER POTENTIAL NEW METRICS | | | | | |
| ADDITIONAL METRICS RELATED TO COLLEGE INITIATIVES | | | | | |
| Retention in Distance Learning Courses | The percentage of students who were enrolled in an online/ hybrid course on census date and stayed through the end of the term to receive a letter grade (A,B,C,D,F), credit (CR), no credit (NC) or an incomplete (I). | | | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Don't add. |

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| Successful Course Completion in Distance Learning Courses | The percentage of students who were enrolled in an online/ hybrid course at census date and received a grade of A,B,C or CR. (Report is based on Fall and Spring enrollments.) | District Strategic Plan Metric 1.1.1: Modality Comparison-- Distance Ed vs. Face-to-face Success Rates (e.g., ENGL 100 DE vs. all FTE sections); also disaggregated according to ethnicity, gender, and international student status | | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Add an overall distance learning metric (not limited to courses that are offered as different modalities, but instead overall). Disaggregate according to online, hybrid, and face-to-face, but not on the cover sheet. |
| Number of Enrolled international student status | The number of international student status who enroll at Skyline College. | District Strategic Plan Metric 4.2 - Student capture rate by country (number of applications received, number accepted, number of students registered) | | 8 (Internationalize) | Adopt the District overall metric. |
| ADDITIONAL METRICS ALIGNED WITH THE DISTRICT STRATEGIC PLAN | | | | | |
| FFFT and FFTPT Completion Rate/ Time to Completion | Track cohorts over three years; unduplicated count; disaggregated according to ethnicity, gender, and international student status | | Not on cover sheet but provide in the fuller data report-- disaggregate like the District will (ethnicity; gender; international student status) | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Adopt the District overall metric, and disaggregate but not on the cover sheet. |

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| The proportion of San Mateo County public high school graduates who successfully transition to SMCCCD colleges following graduation | Disaggregated according to ethnicity, gender, and BOG recipient status | | High school is self-reported. And this is a program level metric from the Outreach Department. | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Don't add. |
| Distance education enrollments | Duplicated enrollment, disaggregated according to ethnicity, gender, and international student status | | | 1 (Instructional and SS offerings); 4 (Resources); 6 (Prep of Workforce); 8 (Internationalize) | Add an FTES metric, and disaggregate but not on the cover sheet. |
| | | | | | |
| ADDITIONAL INSTITUTIONAL EFFECTIVENESS FRAMEWORK OF INDICATORS METRICS | | | | | |
| Accreditation: Completion of Degrees (Datamart) | Percentage of degree, certificate, and/or transfer seeking students tracked for six years who completed a degree, certificate, or transfer-related outcome overall, for college-prepared, and unprepared (3 metrics) | District Strategic Plan Metric 1.6- 1.9 -- AA/AS/ AS-T/ AA-T over three years(?), unduplicated count, disaggregated by ethnicity, gender, and international student status | Not on cover sheet but provide in the fuller data report-- disaggregate like the District will (ethnicity; gender; international student status) | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Adopt the District overall metric, and disaggregate but not on the cover sheet. |

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| Accreditation: Completion of Certificates (Datamart) | Number of Chancellor's Office-approved certificates completed each academic year | District Strategic Plan Metric 1.6- 9-- certificates of achievement and separately, by specialization, unduplicated, over three years(?), disaggregated by ethnicity, gender, and international student status | (a) Not on cover sheet but provide in the fuller data report-- disaggregate like the District will (ethnicity; gender; international student status); (b) District data includes local certificates not approved by the Chancellor's Office. | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Adopt IEFI overall metric, and disaggregate but not on the cover sheet. |
| Accreditation: Number of Students Who Transfer to 4- year Institutions (Datamart) | Number of students who transfer to a four-year institution, including CSU, UC, or private university each academic year | District Strategic Plan Metric 2.7-- The number of students who transfer to in-state or out-of-state four- year post-secondary institutions of higher learning annually, disaggregated by ethnicity, gender, and international student status; National Clearinghouse; completion of 15 units at SMCCCD prior to subsequent enrollment | Not on cover sheet but provide in the fuller data report-- disaggregate like the District will (ethnicity; gender; international student status) | | Adopt the District overall metric, and disaggregate but not on the cover sheet. |
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| ADDITIONAL EQUITY PLAN METRICS | | | | | |
| Course Completion disaggregated by ethnicity | | | Tendency to put in turnstile measures (# of); spend more time looking at cohorts of students over periods of time— find out where the drop-offs are (sts. who completed 6 units)—find out why sts. are dropping off | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | See above. |
| ESOL and Basic Skills Completion disaggregated by ethnicity | | | Moreso program evaluation | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | Don't add. |
| Degree and Certificate Completion disaggregated by ethnicity | | | | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | See above. |
| Transfer disaggregated by ethnicity | | | | 1 (Instructional and SS offerings); 3 (Center for the Community); 6 (Prep of Workforce); 8 (Internationalize) | See above. |