Goals for the California Community College System (System Goals)

The following are system metrics and goals for the Board of Governors to consider adopting, with a rationale behind each.

These metrics are conceptualized as indicators of five primary goals of the community college system: 1) student success, 2) equity, 3) student services, 4) efficiency, and 5) access.

Metric: **Scorecard Completion Rate, Math and English Remedial Rates, and CTE (Career Technical Education) Completion Rate**

Defined: The metrics are based on the Student Success Scorecard published by Chancellor's Office. Student success is measured in terms of the rate of attaining Chancellor's Office approved certificates/awards or having transferred (or being determined transfer-prepared) among first-time students whose behaviors indicate the measured outcomes to be among their goals, tracked for six years. This metric is also created separately for the prepared and unprepared students. Remedial rate is the percentage of first-time remedial students, tracked for six years, who completed a college-level Math or English course. The remedial rate is calculated separately for Math and English. CTE success rate is the percentage of first-time CTE students, tracked for six years, who completed a certificate, degree, or transferred.

Instead of using the final 6-year cohort rates as targets, a target is created for each of the six cohorts that are currently within their 6-year follow-up period. The target value for a cohort is based on the preceding cohort's performance in the previous year. For example, the target for the cohort that is currently in the 6^{th} year of the follow-up period is set based on the preceding cohort's completion rate during its 6^{th} year.

Proposed Goal: To increase the Completion Rate for the academic year of current cohorts by 1 percent (of the rates) annually. For the other metrics (Remedial and CTE), the target for annual increase in rates will be decided at a later time.

Rationale: These are direct measures of student success constructed separately for students with different skill levels and educational goals. The rates have been used in the Student Success Scorecard as measures of student performance, published both at the system and college levels by the Chancellor's Office every year. In 2013 an online version of these metrics were published in responses to recommendations set forth by California Community Colleges (CCC) Student Success Task Force. Colleges are required to review these success metrics and to discuss at their Board of Trustees meetings, thus, are familiar with the metrics. Even though we have published only the 6-year success rates, using one-year rate as target for each cohort allows us to evaluate the performance of cohorts in a timely manner.

Comments: The overall completion rate changed little, from 48.2% to 48.1% between 2000/01 and 2007/08 cohorts. While the rate for the prepared students showed an upward trend, the rate remained relatively stable for the unprepared students. Both remedial Math and English success rates show an upward trend, from 29.0% to 30.6% and from 40.3% to 43.6%, respectively. The CTE rate shows a downward trend, from 55.6% to 53.9%.

Cohort Year	Completion Rate			Remedial Rate		CTE Completion Rate
	Overall	Prepared	Unprepared	Math	English	
2000/01	48.2	68.6	40.0	29.0	40.3	55.6
2001/02	47.1	68.2	39.2	28.9	40.2	52.9
2002/03	46.8	68.2	39.0	27.9	40.0	52.0
2003/04	46.9	68.8	39.3	28.2	41.2	54.1
2004/05	48.1	69.4	40.4	28.2	41.8	54.2
2005/06	48.9	70.8	41.1	28.8	42.0	54.4
2006/07	49.2	71.2	41.2	30.0	43.0	54.9
2007/08	48.1	70.2	40.5	30.6	43.6	53.9

Metric: **Number of Associate in Arts (AA-T) Degree and Associate in Science (AS-T) Degree for Transfer Awarded**

Defined: The number of Associate Degrees for Transfer awarded in each academic year

Proposed Goal: To increase the number of the Degrees for Transfer awarded by five percent annually for five years. The goal will be reevaluated as the count for the new academic year becomes available.

Rationale: Providing students with a pathway to transfer to a four-year institution is an important mission of the California Community College System. However, the volume of actual transfers could be severely impacted by CSU's ability to accept transfer students from community colleges as a result of circumstances beyond CCC's control, such as cuts in state funding, therefore, is not appropriate as a student performance metric. With a new law instituting degrees for transfer, we can track the number completing transfer degrees without being impacted by external factors.

Comments: The Student Transfer Achievement Reform Act (SB 1440, Padilla), signed into legislation on September 29, 2010, requires the California Community Colleges and California State University to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree transfer programs. This legislation was intended to create transfer pathways from the California Community Colleges to the California State Universities that are smooth and efficient. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system.

All 112 community colleges have received Chancellor's Office approval for at least two associate degrees for transfer and several colleges have many more. Under direction from the Board of Governors, colleges are working toward the goals of having AA-T and AS-T degrees approved by fall of 2013 in 80 percent of the majors for which model curricula have been developed and 100 percent of majors by fall of 2014. These goals were codified and expanded in Senate Bill 440 (Padilla) effective January 2014.

Data show a sharp increase in the numbers of AS-T and AA-T awarded between 2011/12 and 2012/13.

Academic Year	Number of AS-T awarded	Number of AA-T awarded	Total
2011/12	72	735	807
2012/13	1,740	3,625	5,365

Metric: **Equity in Completion Rate among Race/Ethnicity Subgroups**

Defined: Using the cohorts used for calculating the Scorecard Completion Rate, the percentage in the outcome subgroup divided by the percentage in the original cohort (outcome percentage/cohort percentage) is calculated. This is the equity index. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort, and is considered underperforming.

Proposed Goal: To increase underperforming subgroups' equity index each year until all subgroups' indices are 0.8 or above.

Rationale: This metric responds to the charge by the California Community College's Student Success Task Force that "recommends that system-wide accountability efforts include the collecting and reporting of both the outcomes and the progression measures for the system…which is disaggregated by race/ethnicity to aid the system in understanding how well it is performing in educating those historically disadvantaged populations…" This metric serves as a measure of equity, comparing how well disadvantaged populations are performing compared to non-disadvantaged population.

Comments: Data show that Hispanic, African American, and American Indian subgroups' indices were consistently below 0.8 for all or most of the past eight cohorts. Hispanics' index surpassed the cut-off in the most recent two cohorts. However, this group's performance needs be continuously monitored because other underperforming groups' improvement in equity index could push Hispanic's index below 0.8 again.

Cohort Year	Hispanic	African American	American Indian	Pacific Islander	White	Asian
2000/01	0.755	0.796	0.799	0.911	1.070	1.307
2001/02	0.749	0.804	0.779	0.920	1.081	1.301
2002/03	0.759	0.768	0.803	0.897	1.090	1.287
2003/04	0.768	0.797	0.756	0.855	1.100	1.268
2004/05	0.783	0.777	0.772	0.902	1.095	1.283
2005/06	0.789	0.783	0.813	0.889	1.096	1.279
2006/07	0.805	0.795	0.782	0.845	1.087	1.273
2007/08	0.813	0.779	0.782	0.888	1.091	1.288

Metric: **Percentage of Students Who Have an Education Plan**

Defined: Percentage of credit and noncredit students who have an education plan, excluding those who are exempt from having one. Records of students who enrolled for in each fall term are checked for an education plan at the end of the academic year.

Proposed Goal: To increase the percentage of students who have an education plan in each fall term. This metric will be revisited once new data element has become available.

Rationale: This metric serves as a measure of the coverage of student services. This is a metric that gauges a construct (i.e. student service) that was not previously measured by the Scorecard. The CCC Student Success Task Force recommends that all incoming students to develop an education plan (Recommendation 2.2). The Student Success Act (SB 1456, Lowenthal), introduced in 2012, requires community colleges or districts receiving matriculation funds to provide effective matriculation services, including orientation, assessment and placement, counseling, and other education planning services, and academic interventions.

Comments: Data on whether or not a student has an education plan is currently captured in MIS, but a new data element will replace it, starting summer of 2014.

The Board of Governors will define categories of students who should be exempt from mandatory placement and orientation, such as students with a prior degree returning to pursue training in a different career field. Colleges would also be able to exempt students from each of these requirements on a case-by-case basis.

Metric: **Number of FTES Spent Per Outcome within Six Years**

Defined: Number of FTES spent to obtain "high order outcomes" by the Completion (formerly known as the Student Progress and Achievement Rate, SPAR) cohort followed for six years. High order outcomes are defined as earning a degree, certificate, transfer to a four-year institution, or becoming "transfer-prepared" (earning 60 CSU/UC transferrable units). Calculation is based on the six-year total FTES generated by the cohort divided by total number of these outcomes. A student getting multiple outcomes is counted each time an outcome is attained, except that 'transfer-prepared' is counted only if no other outcomes are achieved.
This metric will be also calculated separately for the prepared and unprepared students.

Proposed Goal: To decrease FTES per outcome in each new cohort

Rationale: In addition to increasing the proportion of students who achieve their educational objectives, it is also important to assist students to achieve them efficiently, with the smallest investment possible.

This metric uses the Completion cohort that includes students whose behaviors indicate their goals to be obtaining certificate or degrees, or transferring to a four-year institution. The advantage of using the Completion cohort is that it is defined such that students included are homogeneous, whose relatively clear intentions/goals makes the notion of efficiency more important than for other groups whose goals may not be easily defined or measured. Due to the familiarity among colleges to the definition of this cohort, this group is also expected to be more responsive to interventions at the college level than is more heterogeneous student bodies.

Comments: Data show that the number of FTES generated per outcome decreased from 4.47 to 4.33 between 2003/04 and 2007/08 cohorts. The metrics calculated for the prepared and unprepared students also decreased during the same time period.

Cohort Year	FTES per Outcome		
	Overall	Prepared	Unprepared
2003/04	4.47	2.96	5.38
2004/05	4.43	2.95	5.32
2005/06	4.41	2.92	5.31
2006/07	4.35	2.87	5.26
2007/08	4.33	2.84	5.21

Metric: **Participation Rate**

Defined: Number of students ages 18-24 attending a community college per 1,000 California residents in the same age group.

Proposed Goal: To increase the participation rate each year

Rationale: The CCC Student Success Task Force identifies CCCs' central mission as "being the 'gateway' to opportunity for Californians of all backgrounds, including traditionally underrepresented economic, social, and racial/ethnic subgroups." It demands that our system remains to look "like California" and improvements in student success are accomplished without compromising this quality. To this end, it is critical that the CCC ensures increasing opportunities to attend a community college over time to a larger population.

Comments: Data show that the participation rate among ages 18-24 decreased from 279.2 to 260.5 per 1,000 between 2008/09 and 2012/13 academic years.

Academic Year	Participation Rate (per 1,000 residents)
2008/09	279.2
2009/10	275.3
2010/11	274.7
2011/12	266.5
2012/13	260.5

Metric: **Participation Rate among Subgroups**

Defined: The equity index, as calculated by the proportion of each subgroup enrolled in community colleges divided by its proportion in the population, among ages 18-24.

Proposed Goal: To maintain the equity index above 0.8 for all subgroups

Rationale: The CCC Student Success Task Force identifies CCCs' central mission as "being the 'gateway' to opportunity for Californians of all backgrounds, including traditionally underrepresented economic, social, and racial/ethnic subgroups." It demands that our system remains to look "like California" and improvements in student success are accomplished without compromising this quality. To this end, in addition to increasing opportunities to attend a community college over time to a larger population, disadvantaged groups should not be underrepresented in the CCC student body as compared to the population from which they are drawn. With this metric, the degree to which racial/ethnic subgroups are underrepresented is gauged to allow identification of disadvantaged groups and to have their participation raised to an acceptable level.

Comments: Data show that the participation rates for Hispanics and African Americans were at or above the state level in 2012/13 (1 or higher, shown below). African Americans were overrepresented in community college students in the past, but their representation has decreased. On the other hand, Hispanics were previously underrepresented, but their representation increased over time.

Academic Year	**Equity Index**			
	Hispanic	African American	White	Asian
2008/09	0.886	1.310	0.997	1.377
2009/10	0.901	1.181	0.983	1.346
2010/11	0.933	1.140	0.958	1.259
2011/12	0.968	1.090	0.913	1.243
2012/13	1.009	1.014	0.874	1.217