College Standards and Targets for Key Performance Indicators

Background: Standards and Targets

To advance student success and engage in its annual planning cycle, the College held a planning and evaluation retreat in May 2017. The goal of the retreat was to review college progress on each of its new strategic goals and begin discussing some priorities for activities in the 2017/18 academic year. The retreat was facilitated by Research Committee (now Institutional Effectiveness) members and included the members of the following campus councils and committees:

- Cuyamaca College Council,
- Student Success and Equity Committee,
- Instructional Council,
- Student Services Council, and
- Administrative Council

During the retreat, campus faculty, staff, and administrators reviewed college performance on key performance indicators (KPIs) linked to each of the four strategic goals:

- Basic Skills Acceleration
- Guided Student Pathways
- Student Validation and Engagement
- Organizational Health

Based on historical data, robust discussions of internal and external factors associated with each of the indicators, and various scenarios (e.g., f the number of additional students or enrollments required to reach each target), retreat participants established, validated, and/or refined existing standards (i.e., minimum levels of performance) and targets (i.e., aspirational levels of performance) for each of the College's KPIs. These recommendations were then forwarded to the College's Research Committee for review and refinement, if applicable. The Research Committee refined the standards and/or targets for seven of the indicators after examining the data through a pathways and indicator-interdependency lens. The following standards and targets are being presented for review and approval by the College Council, which serves as the College's consultation council, on June 6, 2017.

The recommendations from the retreat participants are provided below, organized by strategic goal. Appendix A contains the rationale for the recommendations.

Strategic Goal: Basic Skills Acceleration

	Indicator	Current Value	Institution-Set Standard	Annual Target (1 Year)	Long-Term Target (6 Year)
1.	Developmental English Progress Rate (6 Years)	52%	46%	54%	60%
2.	Developmental English Sequence Transfer-Level Completion Rate (2 Years)	52%	50%	54%	60%
3.	Transfer-Level English Completion Rate (1 Year)	44%	45%*	46%	60%*
4.	Developmental Math Progress Rate (6 Years)	44%	44%	47%	60%
5.	Developmental Math Sequence Transfer-Level Completion Rate (2 Years)	40%	50%*	44%*	65%
6.	Transfer-Level Math Completion Rate (1 Year)	28%	40%*	32%*	60%*
7.	Developmental ESL Progress Rate (6 Years)	25%	31%	27%	40%
8.	Developmental ESL Sequence Completion Rate (2 Years)	**	15%	+2%	25%

* Recommendations from the Research Committee

Transfer-Level English Completion Rate (1 Year): Changes to standards and targets were adjusted in light of the timeline for the implementation and scaling of the concurrent enrollment support model in English and based on historical data.

Developmental Math Sequence Transfer-Level Completion Rate (2 Years) and Transfer-Level Math Completion Rate (1 Year): Changes to standards and targets were based on the scaling of the concurrent enrollment support model in math and preliminary data on the fall 2016 cohort.

**Current data not yet available.

Strategic Goal: Guided Student Pathways – Completion and CTE

	Indicator	Current Value	Institution-Set Standard	Annual Target (1 Year)	Long-Term Target (6 Year)
1.	Completion Rate	42%	48%	44%	60%
2.	Number of Transfers to 4-Year Institutions	542	549	--	584
3.	Number of Associate Degrees Awarded (Duplicated)	785	825	825	1,025
4.	Number of Students Graduating with an Associate Degree (Unduplicated)	550	570	570	710
5.	Number of Associate Degrees and Certificates Awarded (Duplicated)	986	1,011	1,011	1,136
6.	Number of Students Graduating with Associate Degrees or Certificates (Unduplicated)	623	643	643	828
7.	Number of Certificates Awarded (Duplicated)	201	180	210	250
8.	Number of Students Graduating with a Certificate (Unduplicated)	162	150	170	200
9.	CTE Completion Rate	52%	51%	53%	57%
10.	Skills-Builders' Median Wage Gain	21%	11%	11%	12%

Strategic Goal: Student Validation and Engagement

	Indicator	Current Value	Institution-Set Standard	Annual Target (1 Year)	Long-Term Target (6 Year)
1.	First-Time, Degree/Transfer-Seeking Student Fall-to-Fall Persistence Rate (In-District)	63%	63%	64%	70%
2.	First-Time Student Fall-to-Fall Persistence Rate (CCC System)	75%	73%	76%	78%
3.	30+ Unit Completion Rate	71%	70%	72%	75%
4.	College-wide Course Success Rate	72%	72%	73%	77%

Strategic Goal: Organizational Health

	Indicator	Current Value	Institution-Set Standard	Annual Target (1 Year)	Long-Term Target (6 Year)
1.	WSCH/FTEF (College-wide)	448	500*	482	525*
2.	Fill Rate (College-wide)	69%	75%	--	80%*
3.	CCSSE: Percentage of Students Participating in Campus Activities	18%	18%	21%	23%
4.	CCSSE: Percentage of Students with Favorable Perceptions of Relationships with Instructors	82%	82%	85%	85%*
5.	CCSSE: Percentage of Students with Favorable Perceptions of Relationships with Administrative Personnel and Offices	65%	65%	70%	77%
6.	CCSSE: Percentage of Students with Favorable Ratings of Campus Supporting Student Success	74%	75%	77%	85%*

* Recommendations from the Research Committee

WSCH/FTEF: The standard and target were adjusted in light of historical data with the understanding that standards and targets may be adjusted as the College makes progress toward the standard.

Fill Rate: The target was revised based on historical data, recent trends, and the understanding that standards and targets may be adjusted as the College makes progress toward the standard.

CCSSE: Targets were revised based on the nature of the questions, the variety of student experiences and interactions that take place at the College, and the possibility of measurement error.

Timeline for College Standard- and Target-Setting

Date	Action	Governance Group
April-May 2017	Review Historical Indicator Data	Research (Institutional Effectiveness) Committee
May 12, 2017	Establish, validate or refine Initial Standards and Targets	Expanded College Council (College Council, Research Committee, Student Success and Equity Committee, Instructional Council, Student Services Council, and Administrative members)
May 24, 2017	Review and refine standards and targets (if applicable	Research (Institutional Effectiveness) Committee
June 6, 2017	Review and Approve Final Standards and Targets, Effective in 2017/18	College Council

APPENDIX A: RATIONALE FOR STANDARDS AND TARGETS

Accelerated Basic Skills Indicators

Developmental English Progress Rate (6 Years)
The English Department began implementing accelerated courses in 2011 and concurrent enrollment support models in fall 2016. The standard was adjusted to account for the gradual but consistent improvement seen over the previous few cohorts. The long-term target was adjusted to account for this upward trend in the progress rate and in light of the scaling of accelerated English basic skills courses.

Developmental English Sequence Transfer-Level Completion Rate (2 Years)
The initial standard and targets were established based on the discussion of the various interventions the English Department has implemented, including accelerated basic skills courses, embedded tutoring, intrusive counseling, and study skills workshops for students in basic skills English courses.

Transfer-Level English Completion Rate (1 Year)
The initial standard and targets were identified based largely on the English Department's implementation of accelerated English courses, as well as its initial implementation of concurrent enrollment support in fall 2016.

Developmental Math Progress Rate (6 Years)
As with the English Department, the Math Department implemented accelerated basic skills math courses in 2011 (i.e., Math 96). The decision to retain the previous institution-set standard was based in part on the shift in focus from basic skills math courses to college- and transfer-level math courses with concurrent enrollment support. The long-term target was adjusted based on the College's expanded implementation of accelerated math courses.

Developmental Math Sequence Transfer-Level Completion Rate (2 Years)
The initial standard and targets were established in light of the Math Department's implementation of accelerated basic skills math courses in 2011 (i.e., Math 96) and the shift in focus from basic skills math courses to college- and transfer-level math courses with concurrent enrollment support.

Transfer-Level Math Completion Rate (1 Year)
The initial standard and targets were identified based on the Math Department's scaled implementation of college- and transfer-level math with concurrent enrollment support as well as multiple measures placement.

Developmental ESL Progress Rate (6 Years)
The previously established standard was not met but was considered appropriate given the innovative approaches the ESL Department is currently piloting. The previously established long-term target was also retained based on the implementation of the "boost" program or "accordion model" of accelerated basic skills ESL courses.

Developmental ESL Sequence Completion Rate (2 Years)
Although current 2-year ESL sequence completion data were not yet available, the standard and targets were established in light of the historical data on the 6-year ESL progress rate, as well as the implementation of the "Boost" program or "accordion" model of accelerated basic skills ESL courses.

Completion Rate
The previously established standard was not met, and given the cohort's timeline for enrollment at the College, possible explanations include the workload reduction initiated by the economic downturn. The previously established standard was retained and, given the College's designation as a California Guided Pathways College, the long-term target was increased.

Number of Transfers to 4-Year Institutions
The previously established standard was adjusted to account for the most recent trends in transfers and to align with the operational definition of transfers used by the CCCCO. The long-term target was adjusted to account for the change in operational definition of this metric and campus impaction at the College's most significant transfer institution, San Diego State, given that it accounts for the largest number of transfers from Cuyamaca College in a given year.

Number of Associate Degrees Awarded (Duplicated)
Given that the previously established institution-set standard was met, the standard was increased to reflect recent data trends and in light of expansion of counseling services. The targets were also adjusted to reflect these trends and to account for the degree audit efforts on campus.

Number of Students Graduating with an Associate Degree (Unduplicated)
The standard and targets were established in light of recent data trends and the College's designation as a California Guided Pathways College.

Number of Associate Degrees and Certificates Awarded (Duplicated)
The standard and targets were identified in light of recent trends and in consideration of the estimated increases of unduplicated graduates. It should be noted that the standard and targets for total awards conferred should match the sum of the standards and targets for associate degrees and certificates awarded; to account for this, the College will re-examine these standards and targets with its pathways work in 2017/18.

Number of Students Graduating with Associate Degrees or Certificates (Unduplicated)
The standard and target were identified in light of recent trends and given the College's designation as a California Guided Pathways College.

Number of Certificates Awarded (Duplicated)
The previously established standard was met but was retained until further exploration of the impact of the Strong Workforce initiative on CTE program graduates can be conducted. The target was also retained in light of statewide declines in enrollment, the current limited number of stackable certificates college-wide, and flat projections for regional high school graduates.

Number of Students Graduating with a Certificate (Unduplicated)
The standard and targets were established in light of the College's designation as a California Guided Pathways College and in consideration of the standard and targets for duplicated certificates awarded.

CTE Completion Rate
Although the College met the standard this year, the previously established standard and targets were retained given the consensus that CTE students often enter the College to gain experience and skills in specific areas without necessarily completing a degree or certificate.

While these students may gain employment or advance in their current positions, these outcomes are not captured in the CTE Completion Rate metric.

Skills-Builders' Median Wage Gain
The standard and targets were identified based on five-year data trends with caution in interpreting the most recent year's substantial increase in wage gains. Additional analysis and discussion of wage gains needs to take place at the program and division levels to inform future standards and targets for this indicator.

Student Validation and Engagement

First-Time, Degree/Transfer-Seeking Student Fall-to-Fall Persistence Rate (In-District)
The standard and targets were identified based on historical data and year-to-year consistency, as well as the College's efforts in the areas of enrollment management, "high-touch" approaches to student services and relationship-building across the campus, and the upcoming adoption of an education planning tool.

First-Time Student Fall-to-Fall Persistence Rate (CCC System)
The previously established standard and targets were lowered slightly due to the scope of the indicator (i.e., system-wide persistence) and historical data.

30+ Unit Completion Rate
Given that the College met the previously established standard, the standard and targets were increased slightly. The context for the adjustment also included the College's increased focus on pathways, and the District's efforts in dual enrollment and high-school-to-college transition with the Higher Edge scholarship.

College-wide Course Success Rate
The College met the standard this year, and this standard remained unchanged. The long-term target was also retained, with the recommendation that early alert, professional development, increased engagement early on, and examination of student loss and momentum points be examined as focus areas for the College.

Organizational Health

WSCH/FTEF (College-wide)
The standard and targets were established based on the break-even point for state apportionment (i.e., 525) and the College's push for a more efficient schedule. Context for this indicator includes electronic education planning tool implementation, additional online course offerings, and additional implementation of enrollment management analysis and recommendations.

Fill Rate (College-wide)
The standard and targets were identified based on historical data, increases in class caps in certain disciplines and/or online courses, and limitations in fill rate calculations in specific courses. Consideration was also given to the College's shift toward a strategic enrollment management approach with an aim of creating a productive, balanced class schedule.

CCSSE: Percentage of Students Participating in Campus Activities
The newly established standard and targets for this indicator were based on data from two CCSSE administrations and the emphasis on engagement programming on campus.

CCSSE: Percentage of Students with Favorable Perceptions of Relationships with Instructors
The newly established standard and targets for this indicator were based on data from two CCSSE administrations and the emphasis on faculty's engagement efforts.

CCSSE: Percentage of Students with Favorable Perceptions of Relationships with Administrative Personnel and Offices
The newly established standard and targets for this indicator were based on data from two CCSSE administrations and the emphasis on engagement, student services, and efficiency in service delivery.

CCSSE: Percentage of Students with Favorable Ratings of Campus Supporting Student Success
The newly established standard and targets for this indicator were based on data from two CCSSE administrations and the College's overarching focus on student success and equity.