Vision for Success & Student Equity Plan Recommendations First Read

May 14, 2019
College Council

Bri Hays
Institutional Effectiveness, Success, and Equity

Some Context

The Institutional Effectiveness Council and Student Success and Equity Council are making recommendations to this body to address two statewide performance goal/target-setting requirements:

- Vision for Success
- Student Equity Plan

This is the first read for CCC on these recommendations.

Vision for Success (VfS)

- **Five-year System-wide CCC strategic plan**
- **2016-17 to 2021-2022**
- **Focused on improving measurable student outcomes -** *overall and disaggregated*

VfS Goals

- **Increase** the number of students graduating with a degree or certificate **by 20%**
- **Increase** the number of transfers to UCs/CSUs **by 35%**
- **Decrease** the average number of units accumulated by degree graduates from 87 to 79
- **Increase** percentage of CTE students employed in field of study from 60% to 69%
- **Reduce** equity gaps in above measures by 40% (fully close equity gaps within 10 years)
- **Reduce** regional achievement gaps

VfS College Requirements

- **Map** strategic plan goals/indicators to Vision for Success goals
- **Set and report 2021-22 targets overall** for each of the four Vision for Success goal areas
- **Set and report 2021-22 targets for disproportionately impacted groups** in degree graduates, certificate graduates, completers, and transfers
- Institutional Effectiveness Council took the lead on setting targets for overall improvement

Cuyamaca VFS Goal-Setting Process

- IEC reviewed internal overall data for KPIs
- Spring retreat participant feedback served as basis for IEC overall targets
- IEC refined overall targets and began vetting this month
- SSEC set targets for disaggregated VFS data - overarching goal: full equity

Vision for Success Overall Goals

VfS Goal	Key Performance Indicator	Relevant Local KPI	System Baseline	IEC Target % Increase	IEC Numeric Target
1A	All Students Who Earned an Associate Degree (including ADTs)	#11. Number of Associate Degree Graduates (Unduplicated)	653	6%	692
1B	All Students Who Earned a Certificate	#6. Number of Certificate Graduates (Unduplicated)	177	9%	193
1C	All Students Who Met Vision Goal Completion Definition	#11. Number of Associate Degree Graduates (Unduplicated) + #6. Number of Certificate Graduates (Unduplicated)	626	7%	670
2A	Number of Students Graduating with an ADT	#11. Number of Associate Degree Graduates (Unduplicated)	125	6%	133
2B	Number of Students Transferring to UCs/CSUs	#9. Transfers to Four-Year Institutions	746	15%	858
3	Average Number of Units Accumulated by Associate Degree Earners	#12. Average Number of Units Accumulated by Associate Degree Earners	91	-13%	79
4A	Percentage Increase in Median Annual Earnings	#7. Median Change in Earnings	$24,940	2%	$25,420
4B	Percentage of Students Attaining a Living Wage	#8. Attained the Living Wage	561 (35%)	20%	681 (42%)

Which groups are disproportionately impacted on **Vision for Success** indicators?

- African American students
- Native American students
- Native Hawaiian/Pacific Islander students
- Female students
- Foster Youth
- LGBTQ+ Students
- Students with differing abilities

Vision for Success VFS

- Legislative requirement tied to a source of funding
- Requires colleges to set performance targets overall and disaggregated for disproportionately impacted groups
- Requires colleges to map local strategic plans to VFS goals
- **Due 5/31/19** with possibility of 60-day extension

vs.

Student Equity Plan SEP

- Legislative requirement tied to a source of funding
- Requires colleges to set performance targets overall and disaggregated for disproportionately impacted groups
- Requires colleges to identify activities mapped to each equity indicator and disproportionately impacted group
- **Due 6/30/19** with possibility of 90-day extension

Example: What would it take to get to "full equity?"

VFS: Associate Degree Graduates

Key Performance Indicator	CCCCO Data File Numerator	CCCCO Percentage (Rate)	IEC Target (6% increase)	Total Students Required to Reach Full Equity
All Students Who Earned an Associate Degree (including ADTs)	**653**	**3.22%**	**692**	--
American Indian/Alaskan Native Students - Who Earned an Associate Degree (including ADTs)	0	0%		**3**
Native Hawaiian/Pacific Islander Students - Who Earned an Associate Degree (including ADTs)	0	0%		**3**
Two or More Races Students - Who Earned an Associate Degree (including ADTs)	29	2.04%		**48**
LGBTQ+ Students - Students Who Earned an Associate Degree (including ADTs)	2	0.68%		**10**

Student Equity Plan 2019

Due June 30, 2019, *but the we are requesting up to a 90 day extension!*

Access → **Fall-to-Spring Persistence** → **Math and English "Throughput"** → **Graduation** → **Transfer**

Are students achieving equitable outcomes by...

- Gender?
- Race/ethnicity?
- Current or former foster youth status?
- Disability status?
- Low-income status?
- Veteran status?
- Homeless status?
- LGBT status?

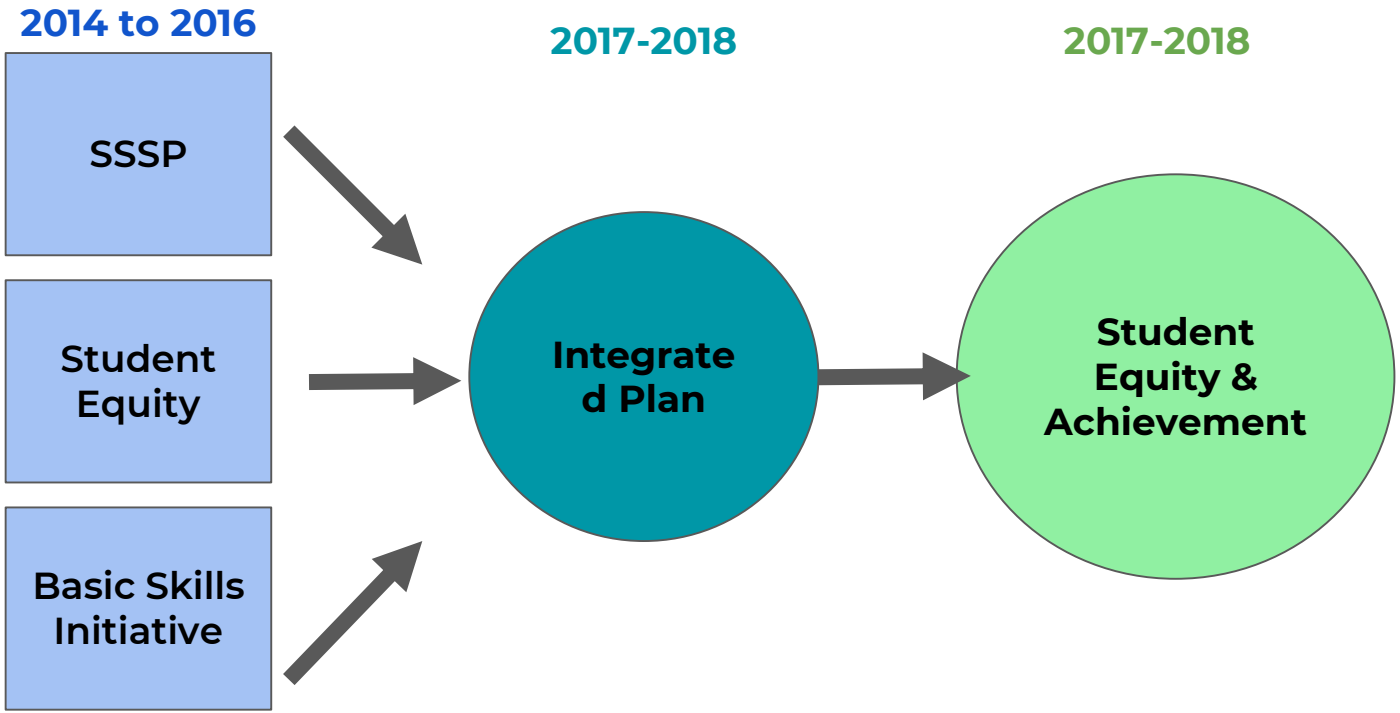
Disclaimer: SSM Data Challenges

- Significant shift from previously-used Scorecard data
- The metrics themselves
  - Some not cohort based
  - Definitions are evolving
- New standard* measure of Disproportionate Impact
- Multiple levels of disaggregation (all by gender at minimum)
- Multiple versions of the SEAP data that shift results
- Local and college-specific anomalies
- Colleges unable to replicate them

A Few Reminders about the Equity “Plan”

- It’s less of a plan and more of a goal-setting document with some activities sprinkled in
- While we are required to use SSM data to inform our goals, nothing says we cannot use our local data to inform our actions
- The SSM is *evolving* - consider setting the College’s expectations appropriately
- The Vision for Success Equity component and SEA goal-setting are not *yet* integrated, but stay tuned…
    - VFS does not include subgroup disaggregation by gender
    - VFS baseline year differs from SEA/SEP baseline year
- High potential for confusion this yea

From Many to One Plan



*Now based on new CCCCO-provided data via the Student Success Metrics

2017-18 Major Integrated Plan Activities

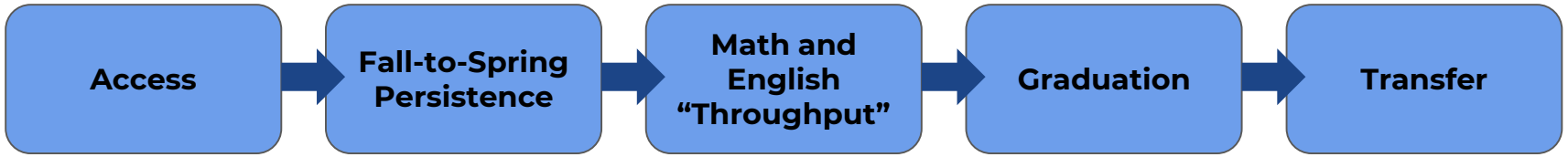
- Continue to increase **tutoring** services
- Continue funding for campus equity-related training and **professional development**
- Expand **mental health** and personal counseling services to support student wellness and success
- Expand **support services** for DSPS students
- Increase **research and information capacity** for the College, specifically related to student equity and utilization of disaggregated data to foster equitable student success

Examples of Other Equity-Focused College Activities

- Acceleration, multiple measures, corequisites
- Pathway Academy
- Enhanced high school and community outreach
- Services for Dreamers
- Student Validation and Engagement activities
- Umoja cohort program

Definitions of the Equity Metrics

(our interpretation based on the Data Element Dictionary)



Access

# of students who enroll at our college

# of students who apply to our college

Fall-to-Spring Persistence

# of students who persist from Fall to Spring

# of students enrolled in Fall

(ALL Students)

Math and English "Throughput"

# of students who complete transfer math *and* English in their 1st year

---

# of first-time students in a given year

Graduation

# of graduates with degree or certificate

# of students enrolled in a given year

(ALL Students)

Transfer

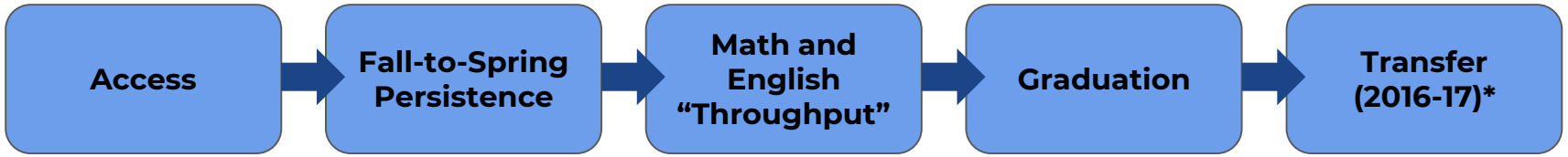
# of students who transfer to a four-year institution

# of students enrolled in a given year

(ALL Students)

What do our CCCCO equity data look like?

(2017-18 Overall figures as the reference point for determining DI)



Access	Fall-to-Spring Persistence	Math and English "Throughput"	Graduation	Transfer (2016-17)*
7,559	5,519	300	661	1,124
16,294	8,981	1,918	20,357	11,612
= 46.3%	= 61.5%	= 15.6%	= 5.0%	= 8.3%

*2017-18 data are incomplete as of March 2019

Source: CCCCO Student Success Metrics/Data on Demand

Cuyamaca Equity Heat Map - All Students

Cuyamaca College 2019
Disproportionate Impact Dashboard - All Students

Group - Overall	Access/ Enrollment	Persistence	Math/English Throughput	Graduation	Transfer (2016-17)
Race/Ethnicity					
Asian					
Black or African American					
Filipino					
Latinx					
Native American					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Some Other Race					
Other Demographic Groups					
Students with Disabilities					
Foster Youth					
Low-Income Students					
LGBT					
Veteran					

Note: Disproportionate Impact based on CCCCO Student Success Metrics and DI calculations (as of 4/8/19)

Cuyamaca Equity Heat Map: Female Students

Cuyamaca College 2019
Disproportionate Impact Dashboard - Female Students

Group - Female Students Only	Access/ Enrollment	Persistence	Math/English Throughput	Graduation	Transfer (2016-17)
Race/Ethnicity					
Asian					
Black or African American					
Filipino					
Latinx					
Native American					
Native Hawaiian or Pacific Islander					
White					
Some Other Race					
Two or More Races					
Other Demographic Groups					
Students with Disabilities					
Foster Youth					
Low-Income Students					
LGBT					
Veteran					

Note: Disproportionate Impact based on CCCCO Student Success Metrics and DI calculations (as of 4/8/19)

Cuyamaca Equity Heat Map: Male Students

Cuyamaca College 2019
Disproportionate Impact Dashboard - Male Students

Group - Male Students Only	Access/ Enrollment	Persistence	Math/English Throughput	Graduation	Transfer (2016-17)
Race/Ethnicity					
Asian					
Black or African American					
Filipino					
Latinx					
Native American					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Other Demographic Groups					
Students with Disabilities					
Foster Youth					
Low-Income Students					
LGBT					
Veteran					

Note: Disproportionate Impact based on CCCCO Student Success Metrics and DI calculations (as of 4/8/19)

Summary of Disproportionate Impact*

Females:

- African American
- Latinx
- Native American
- Differently abled
- Foster Youth
- LGBTQ+
- Veterans

*Note that as of now, we do not have data specifically on our Middle Eastern Students

Males:

- Asian
- African American
- Latinx
- Native American
- Differently abled
- Foster Youth
- LGBTQ+

Equity Plan Overall Targets (Derived from IEC Recommendations)

Indicator	Baseline Number	Baseline Percentage (Rate)	Target	Target Number
Enrolled in the Same Community College	7,550	46.34%	52%	8,473
Retained from Fall to Spring at the Same College	5,519	61.45%	65.45% (+4% points)	5,878
Completed Both Transfer-Level Math and English within the District	300	15.64%	25.64% (+10% points)	492
Attained the Vision Goal Completion Definition	661	--	+7% points	707
Transfers to Four-Year Institutions	1,124	--	+15% points	1,293

Equity Plan Disaggregated Target Recommendations

On May 10th, SSEC recommended setting Equity Plan targets for disproportionately impacted groups at “full equity”

What would it take to get to partial or full equity? Example SEP: Enrolled at the Same Community College

Enrolled in the Same Community College	Baseline Number	To Achieve Partial Equity	To Achieve Full Equity
African American Female	354	373	389
Other Race Female	24	32	34
Differing Abilities Female	235	256	267
Veteran Female	48	57	59
Foster Youth Female	82	95	99
LBGTQ+ Female	130	175	183

Excludes groups with less than 10 students in the baseline cohort or denominator

What would it take to get to partial or full equity?
Retained from Fall to Spring at the Same College

Retained from Fall to Spring at the Same College	Baseline Number	To Achieve Partial Equity	To Achieve Full Equity
African American Male	118	135	140
African American Female	106	139	144
Latinx Female	886	925	984
Foster Youth Female	42	49	51

Excludes groups with less than 10 students in the baseline cohort or denominator

What would it take to get to partial or full equity?
Math + English Throughput in First Year

Math + English Throughput in First Year	Baseline Number	To Achieve Partial Equity	To Achieve Full Equity
African American Male	4	7	8

Excludes groups with less than 10 students in the baseline cohort or denominator

What would it take to get to partial or full equity?
Attained Vision Goal Completion Definition

Attained Vision Goal Completion Definition	Baseline Number	To Achieve Partial Equity	To Achieve Full Equity
African American Male	12	17	21
African American Female	13	16	20
Asian Male	7	10	12
Latinx Male	64	72	95
Native American Male	1	1	1
Native American Female	1	2	2
Foster Youth Male	3	3	4
Veteran Female	3	5	6
LGBTQ+ Male	3	5	7
LGBTQ+ Female	1	6	8

What would it take to get to partial or full equity?
Transferred to a 4-Year Institution

Transferred to 4-Year Institution	Baseline Number	To Achieve Partial Equity	To Achieve Full Equity
Native American Male	1	1	2
Native Hawaiian/Pacific Islander Male	0	1	2
Two or More Races Male	23	26	32
Foster Youth Male	2	5	7
Foster Youth Female	10	11	13
Differing Abilities Male	39	41	50
Differing Abilities Female	36	43	53
LGBTQ+ Male	5	6	8
LGBTQ+ Female	4	7	8

Timeline and Next Steps

Plan must be vetted in May 2019 and submitted for Governing Board approval in July (VFS, pending Board extension approval) and September (SEP, pending Board extension approval and to align with Grossmont's timeline)

Important Vetting Dates:

- **Academic Senate Meetings: 5/9 and 5/23**
- **Classified Senate Meeting: 5/15**
- **ASG: 5/17**
- **College Council Second Read: 5/28**