Student Equity

CECILIA ROCHA, ASSISTANT DEAN STUDENT EQUITY & RISE SCHOLARS

JUANA MORA, PH.D., SE FACULTY COORDINATOR

March 24, 2021

AGENDA

- Overview of Student Equity concepts and legislation

- Review of Student Success and Disproportionately Impacted (DI) Student Groups

- Update on Rio Teaching and Learning Institute (RTLI)

- Recommendations

EQUITY VERSUS EQUALITY

- **Equity** in education means making certain that every student has the support they need to be successful.

- **Equity** in education requires putting systems in place to ensure equal chance for success, and that requires understanding the unique challenges and barriers faced by individual students or by populations of students.

- **Equality** means treating every student the same.

Student Equity & Achievement (SEA) Program

- The intent of the [SEA Program](#) is to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups by doing all of the following:

- (A) Implementing activities and practices pursuant to the California Community Colleges **Guided Pathways Grant Program.**

- (B) Ensuring students **complete their educational goals** and a defined course of study.

- (C) Providing quality curriculum, instruction, and support services to students who enter college deficient in **English and mathematics to ensure these students complete a course of study in a timely manner.**

SEA Program Requirements

- Maintain a Student Equity Plan

- Provide matriculation services to assist a student in making informed decisions in developing an education plan

- Implement AB705

- Provide all students with an education plan

- Provide a report each year by January 1 following the end of the fiscal year

Aligning Resources and Programs to Achieve Student Success and Equity

CA Legislation

- Developmental Ed. Reform [AB705]
- California Promise [AB 19]
- Associate Degree for Transfer [SB1440]
- Student Centered Funding Formula [AB 1809]
- Local Board Goals [AB 1809]
- Student Equity and Achievement Program [AB1805]

CCCCO Initiatives

- Guided Pathways
- Vision for Success

Disproportionately Impacted (DI) Student Groups

- Current or Former Foster Youth
- Students with Disabilities
- Low-Income Students (Economically Disadvantaged)
- Veterans
- LGBT
- Homeless: Data Not Available
- Ethnic and Racial Categories:
    - American Indian or Alaskan Native
    - Asian
    - Black or African American
    - Hispanic or Latino
    - Native Hawaiian or Other Pacific Islander
    - White
    - Some Other Race
    - More Than One Race

STUDENT EQUITY METRIC: RETENTION FROM FALL TO SPRING

Group	2017-18 CCCCO	2017-18 Banner	2021-22 Goal	2019-20 Banner
RHC Overall	65.9%	66.9% (13,451)	69.0%	66.8% (13,346)
Black Females	57.7%	54.4% (56)	69.0%	60.6% (43)
Black Males	54.5%	66.9% (117)	69.0%	54.7% (88)
White Females	61.5%	62.9% (200)	69.0%	65.1% (185)
White Males	51.4%	55.8% (383)	69.0%	57.8% (333)
Veteran Males	57.5%	11.8% (8)	69.0%	72.3% (125)

NOTE: The college improved recordkeeping for student veterans during the 2017-18 academic year. Numbers reported here for male veterans in 2017-18 reflect previous recordkeeping procedures.

Student equity Metric: Transfer Math and English during 1st Year

Group	2017-18 CCCCO	2017-18 Banner	2021-22 Goal	2019-20 Banner
RHC Overall	5.6%	6.0% (251)	12.0%	12.5% (515)
Black Males	0.0%	0.0% (0)	12.0%	0.0% (0)
Foster Youth Females	0.0%	2.1% (1)	12.0%	13.2% (5)
Foster Youth Males	0.0%	6.5% (2)	12.0%	8.8% (3)
Latino Males	4.6%	6.6% (93)	12.0%	11.8% (176)
DSPS Males	1.4%	0.0% (0)	12.0%	5.8% (7)

STUDENT EQUITY METRIC: TRANSFER TO 4-YEAR

Group	Previous CCCCO	2017-18 NSC	2021-22 Goal	2019-20 NSC
RHC Overall	6.6%	10.5% (1,638)	7.0%	11.6% (1,761)
Latino Males	5.2%	8.5% (480)	7.0%	9.6% (515)
DSPS Males	4.4%	6.4% (19)	7.0%	6.4% (23)

CSUs

CALIFORNIA STATE UNIVERSITY - LOS ANGELES
CALIFORNIA STATE UNIVERSITY - FULLERTON
CALIFORNIA STATE POLYTECHNIC UNIVERSITY POMONA
CALIFORNIA STATE UNIVERSITY - LONG BEACH
CALIFORNIA STATE UNIVERSITY - DOMINGUEZ HILLS

UCs

UNIVERSITY OF CALIFORNIA - IRVINE
UNIVERSITY OF CALIFORNIA-LOS ANGELES
UNIVERSITY OF CALIFORNIA - BERKELEY
UNIVERSITY OF CALIFORNIA - RIVERSIDE

PRIVATE/OUT-OF-STATE

ARIZONA STATE UNIVERSITY
UNIVERSITY OF LA VERNE
UNIVERSITY OF SOUTHERN CALIFORNIA

STUDENT EQUITY METRIC: VISION COMPLETION

Group	2017-18 CCCCO	2017-18 Banner	2021-22 Goal	2019-20 Banner
RHC Overall	4.0%	5.7% (1,775)	5.0%	5.9% (1,742)
Black Females	2.8%	4.0% (7)	5.0%	3.7% (5)
Black Males	0.8%	1.6% (5)	5.0%	3.1% (9)
Foster Youth Males	2.5%	3.8% (5)	5.0%	5.3% (6)
LGBT Females	2.0%	2.3% (6)	5.0%	8.3% (23)

RIO TEACHING AND LEARNING INSTITUTE (RTLI)

- The Rio Teaching and Learning Institute (RTLI) is dedicated to supporting RHC faculty in strengthening their capacity to teach and mentor students toward full academic potential and success.
  - To provide faculty the resources to develop a culturally responsive pedagogy and practice.
  - To facilitate presentations that critically engage with issues of diversity that result in assembling or innovating specific practices, activities, and materials for classroom instruction.
  - To sustain a community of Rio faculty-scholars/ practitioners that understand the centrality of equity and culturally responsive pedagogy to enhance teaching and learning.

RECOMMENDATIONS

- **Focus** on specific **racially minoritized** student populations rather than on all students.

- Create equity activities that explicitly **align** the **race-specific metrics** to **race-specific activity descriptions**.
    - Black Scholars Program

- Work to incorporate more **classroom-focused** equity efforts and **engage instructional faculty**
    - Rio Teaching and Learning Institute

[Adapted from the Center of Urban Education Student Equity Plan Review: A Focus on Racial Equity]

RIO HONDO COLLEGE LOCAL GOALS

PRESENTED BY: CAROLINE DURDELLA, PH.D.

DEAN, INSTITUTIONAL RESEARCH AND PLANNING

PRESENTATION OVERVIEW

- VISION FOR SUCCESS REFRESHER

- COLLEGE PROCESS

- RECOMMENDED GOALS

- NEXT STEPS

BACKGROUND

- Legislative initiative to improve CCC outcomes across the system

- Six areas of emphasis

- Timeline

CCCCO REQUIREMENTS AND CHOICES

Each campus must…..	Each campus may choose….
set and certify five local goals in NOVA by May 31, 2019.	its performance standard for each goal.
use the Student Success Metrics Dashboard (SSM) and SSM data on demand in establishing baseline measures and developing local goals.	to set additional goals beyond the minimum required.
set general goals and specific goals for each disproportionately impacted (DI) student group.	
use the baseline year specified in NOVA and project local performance targets through 2021-22.	
use specified language to set numeric goals.	
align local planning processes and activities to ensure progress on local goals.	

CCCCO ISSUES

- STUDENT SUCCESS METRICS DASHBOARD

- METHODS FOR COUNTING STUDENTS

- CONFUSION BETWEEN INITIATIVES

- REVISIONS TO DATA AND DASHBOARD

- DATA ON DEMAND

COLLEGE PROCESS

- Institutional Effectiveness committee reviewed requirements and expectations

- Temporary expansion of the group

- Data analysis

- Recommendation developed and presented through college governance process

  - IEC   Academic Senate   President's Cabinet

  - Planning Retreat   PFC   Board of Trustees

FINDINGS

KEY TAKE-AWAYS

- RHC is making steady progress -- Historical Gains in nearly every area

- Cte performance is a stand out -- median earnings substantially outpace peers and system, percentage of students earning a living wage, also substantially higher than peers and system

- Local System and process improvements have resulted in positive gains in degree and certificate completion

RECOMMENDED GOALS

COMPLETION

INCREASE DEGREE AND CERTIFICATE COMPLETION BY 20%

- RHC WILL INCREASE THE NUMBER OF STUDENTS COMPLETING ASSOCIATE DEGREES (INCLUDING ADTs) FROM 1,230 IN 2016-17 TO 1572 IN 2021-22, AN INCREASE OF 28 PERCENT.

- RHC WILL INCREASE THE NUMBER OF STUDENTS COMPLETING CHANCELLOR'S OFFICE APPROVED CERTIFICATES FROM 525 IN 2016-17 TO 1,682 IN 2021-22, AN INCREASE OF 220 PERCENT.

TRANSFER

System goal:

Increase transfer to UC and CSU by 35%

- RHC *will increase the number of students completing Associate Degrees for Transfer (ADTs)* **from 508 in 2016-17 to 686 in 2021-22,** *an increase of 35 percent.*

- RHC *will increase the number of students who transfer to a UC or CSU* **from 847 in 2015-16 to 993 in 2021-22,** *an increase of 17 percent.*

UNIT ACCUMULATION

System goal:

Decrease unit accumulation by 9%

- *RHC will decrease the average units earned per completed associate degree **from 92 in 2016-17 to 89 in 2021-22, a decrease of 3 percent.***

CAREER TECHNICAL EDUCATION

System goal:

Increase students working in their field of study by 9%

- RHC WILL INCREASE MEDIAN ANNUAL EARNINGS OF EXITING STUDENTS FROM $32,056 PER YEAR IN 2015-16 TO $35,744 PER YEAR IN 2021-22, AN INCREASE OF 12 PERCENT.

- RHC WILL INCREASE THE NUMBER OF EXITING STUDENTS EARNING A LIVING WAGE FROM 51% IN 2015-16 TO 56% IN 2021-22.

- RHC WILL INCREASE THE PERCENT OF EXITING CTE STUDENTS WHO REPORT BEING EMPLOYED IN THEIR FIELD OF STUDY FROM 62% IN 2014-15 TO 65 % IN 2021-22.

VISION FOR SUCCESS EQUITY GOALS

- Reduce achievement gaps across any vision goals where disproportionately impacted groups have been identified

- Disproportionately impacted methodology largely prescribed

- Local issues

- Vision Equity goals for transfer and cte

EQUITY -- TRANSFER

System goal:

Reduce achievement gaps in transfer for disproportionately impacted groups

- *RHC will increase the number of disabled students who transfer to a UC or CSU* **from 33 in 2015-16 to 54 in 2021-22, an increase of 64 percent.**

- *RHC will increase the number of foster youth who transfer to a UC or CSU* **from 0 2015-16 to 15 in 2021-22.**

EQUITY -- CTE

System goal:

Reduce achievement gaps in CTE outcomes for disproportionately impacted groups

- *RHC will increase the number of disabled exiting students earning a living wage **from 30% in 2015-16 to 38% in 2021-22.***

- *RHC will increase the number of foster youth exiting students earning a living wage **from 25% in 2015-16 to 27% in 2021-22**.*

- *RHC will increase the number of economically disadvantaged exiting students earning a living wage **from 38% in 2015-16 to 56% in 2021-22**.*

- *RHC will increase the number of Latino exiting students earning a living wage **from 42% in 2015-16 to 56% in 2021-22**.*

- *RHC will increase the number of first generation exiting students earning a living wage **from 43% in 2015-16 to 56% in 2021-22**.*

- *RHC will increase the number of LGBT exiting students earning a living wage **from 29% in 2015-16 to 45% in 2021-22**.*

- *RHC will increase the number of female exiting students earning a living wage **from 38% in 2015-16 to 56% in 2021-22**.*

NEXT STEPS

- CERTIFICATION BY 5/31/2019
  - BOARD PRESIDENT, SUPERINTENDENT/PRESIDENT, ACADEMIC SENATE PRESIDENT
- INTEGRATION WITH OTHER INITIATIVES – GUIDED PATHWAYS, STUDENT EQUITY AND ACHIEVEMENT, PROGRAM REVIEW

Vision for Success

May 12, 2021

Overview

- Briefly review the Vision for Success

- Describe data revisions Spring 19 versus Spring 21

- Go over performance

- Answer questions

Vision for Success

- Legislative initiative to improve student outcomes across the CCC system

- Five Goals

  - Goal One : By 21-22, increase AA degrees and CCCCO Certificates by 20% over 16-17.

  - Goal Two: By 21-22, increase transfer to UC/CSU and ADTs by 35% over 16-17.

  - Goal Three: By 21-22, decrease average unit accumulation by 10% over 16-17.

  - Goal Four: By 21-22, increase the percentage of students working in a job closely aligned with their field of study by 10% over 15-16.

  - Goal Five: By 21-22, increase UC/CSU transfer by 35% over 16-17 for Foster Youth and Disabled Students.

Vision for Success: Local Requirements and Choices

Each campus was required to:	Each campus can choose:
Set and certify five local goals in NOVA by May 31, 2019.	Its performance standard for each goal.
Use the Student Success Metrics Dashboard (SSM) and SSM data on demand in establishing baseline measures and developing local goals.	To set additional goals beyond the minimum required.
Set general goals and set specific goals for each disproportionately impacted student group.	
Use the baseline year specified in NOVA and project local performance targets through 2021-22.	
Align local planning processes and activities to ensure progress on local goals.	

Local Goal Setting Process

Spring 2019

- Data analysis with expanded group

- Targets recommended and moved through participatory governance process

- Presented to the Board May 2019
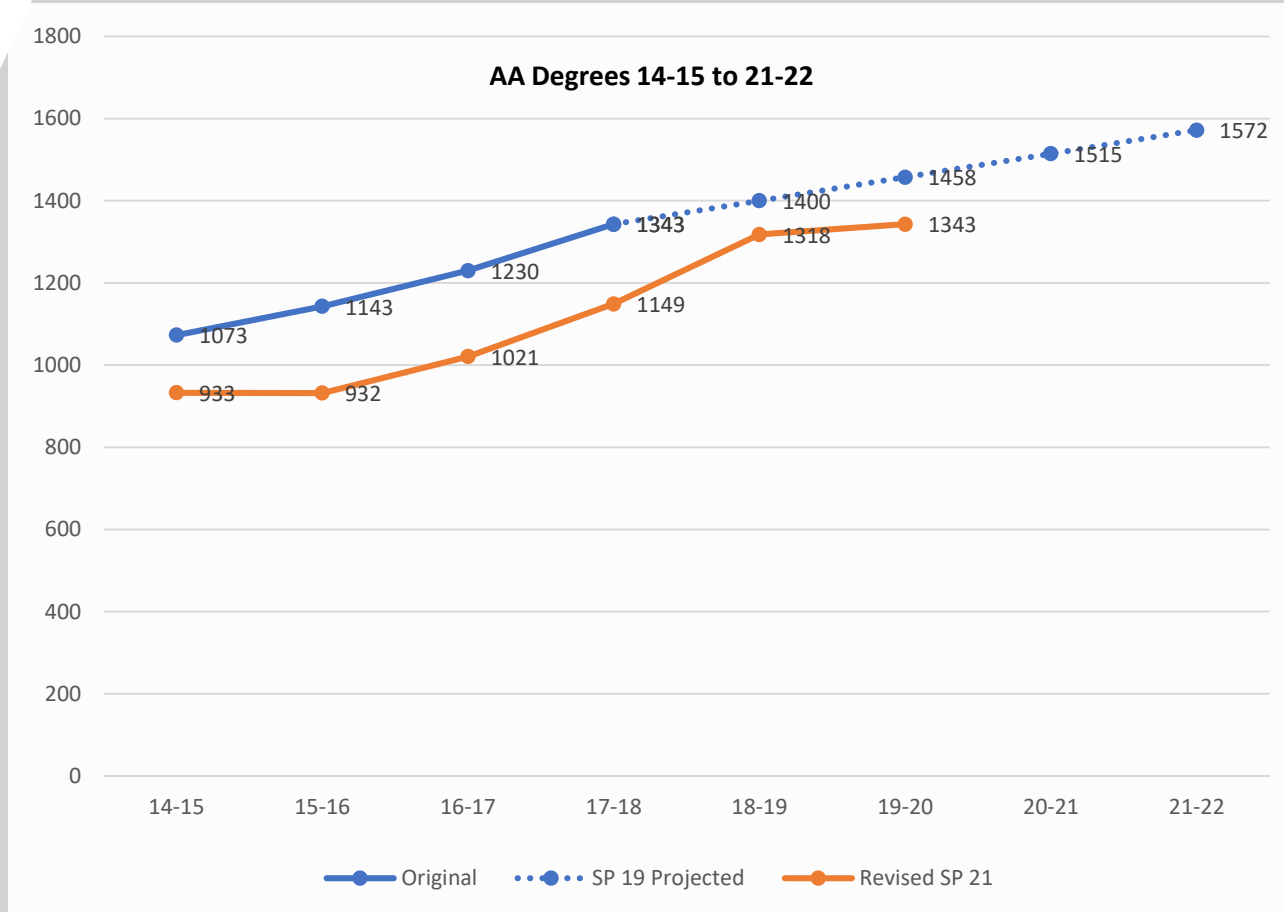
- Submitted through NOVA May 2019

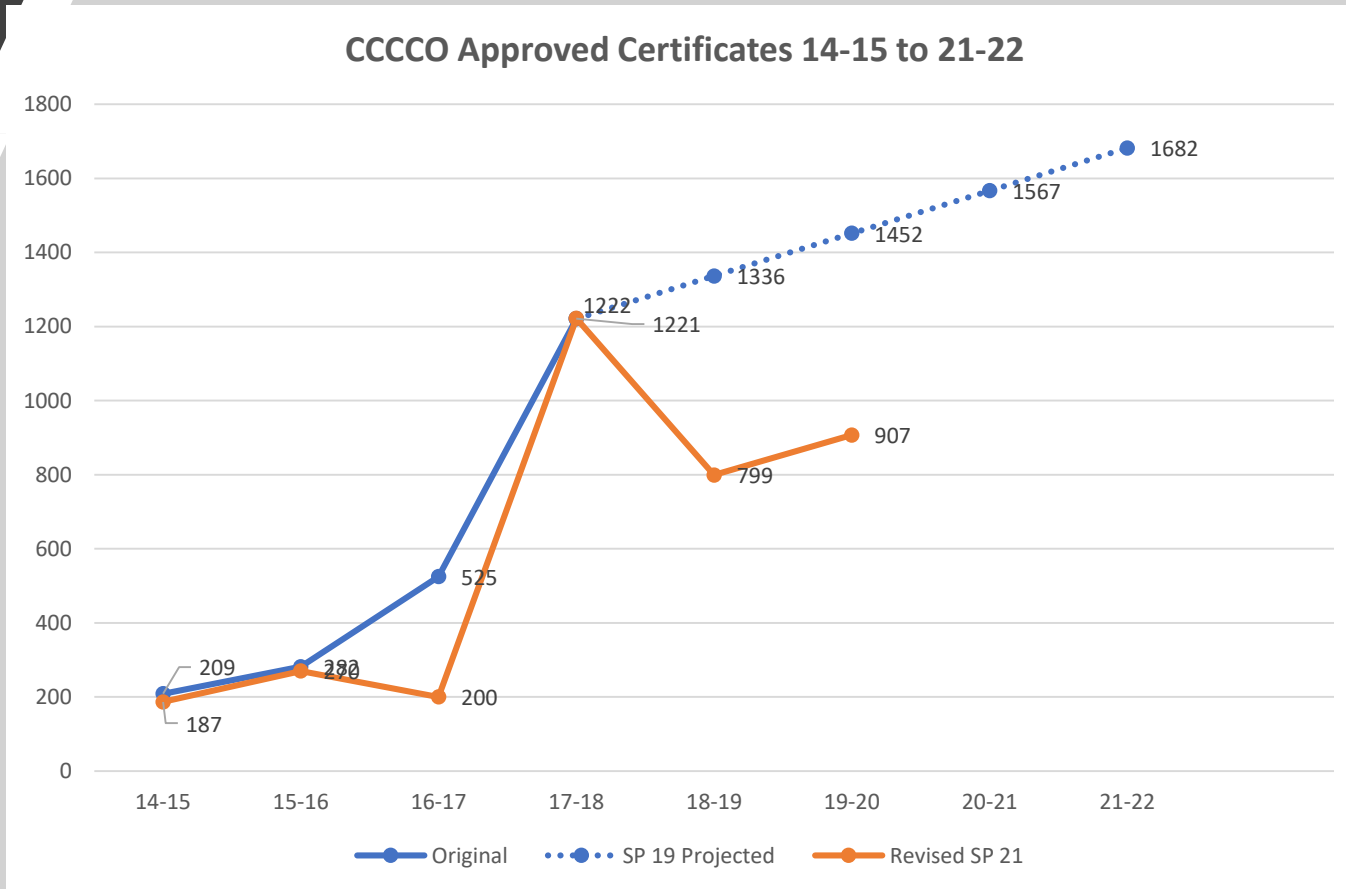## Spring 2021:

- Data updated

Next Steps:

- IEC to review updated CCCCO data and recommend new targets

- Move through participatory governance process Fall '21

CCCCO Goal One: Increase Associate Degrees by 20%

AA Degrees 14-15 to 21-22

Legend: Original · SP 19 Projected · Revised SP 21

Values shown:
- Original: 1073, 1143, 1230, 1343
- SP 19 Projected: 1343, 1400, 1458, 1515, 1572
- Revised SP 21: 933, 932, 1021, 1149, 1318, 1343

- Original data supported a target of 28%

- Overall, the College has made steady progress since 2014-15, increasing the total number of AA degrees awarded by 44%.

- The increase over the VFS baseline year of 2016-17 is 32%.

Data Source: Student Success Metrics Dashboard

CCCCO Goal One: Increase Certificates by 20%

**CCCCO Approved Certificates 14-15 to 21-22**

- Original data supported a target of 220%

- Since 2014-15, the College has increased the number of certificates awarded dramatically. The College moved from 187 to 907, an increase of 385%.

- Certificates increased by 354% over the 2016-17 VFS baseline year.

Data Source: Student Success Metrics Dashboard

CCCCO Goal Two: Increase ADTs by 35%
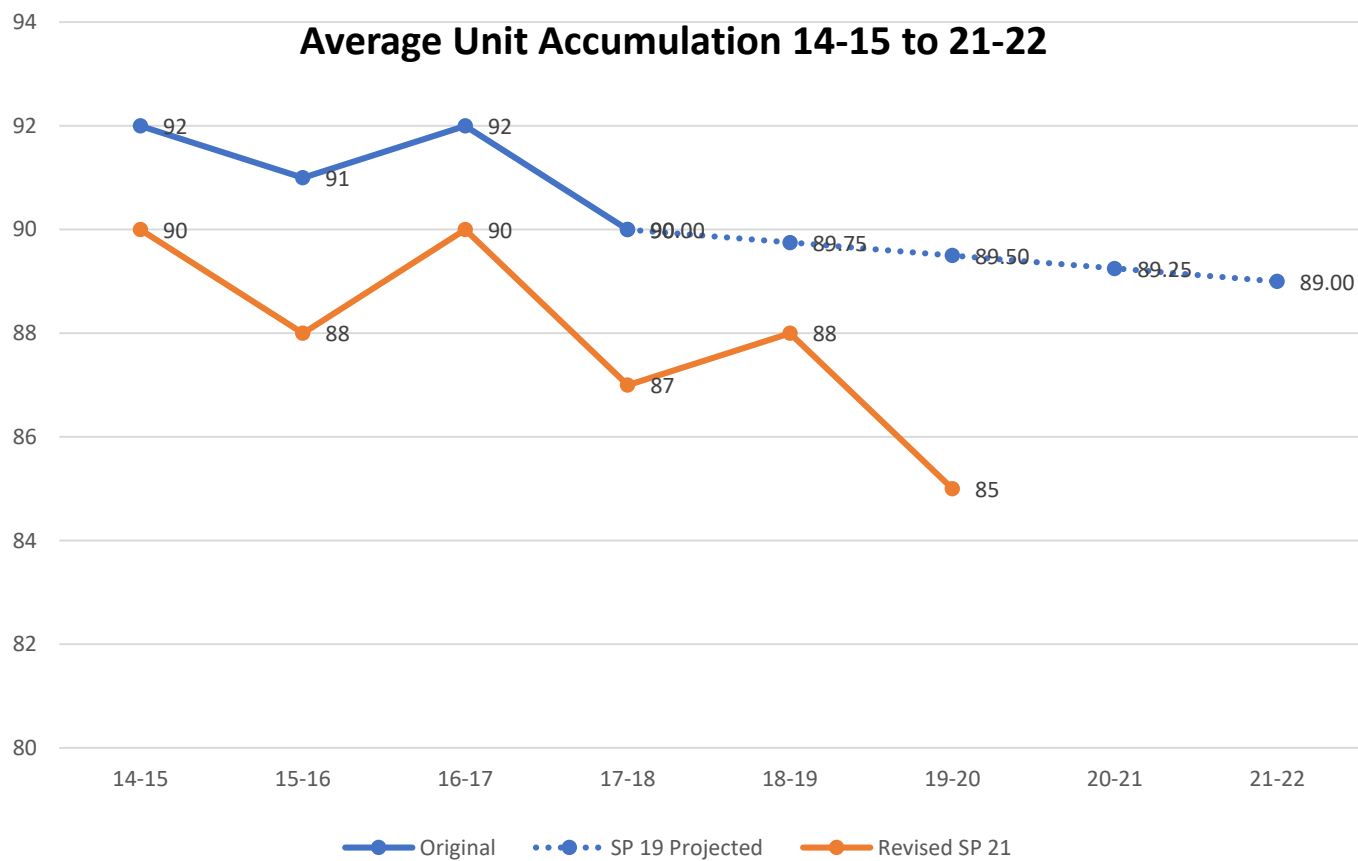

ADTs 14-15 to 21-22
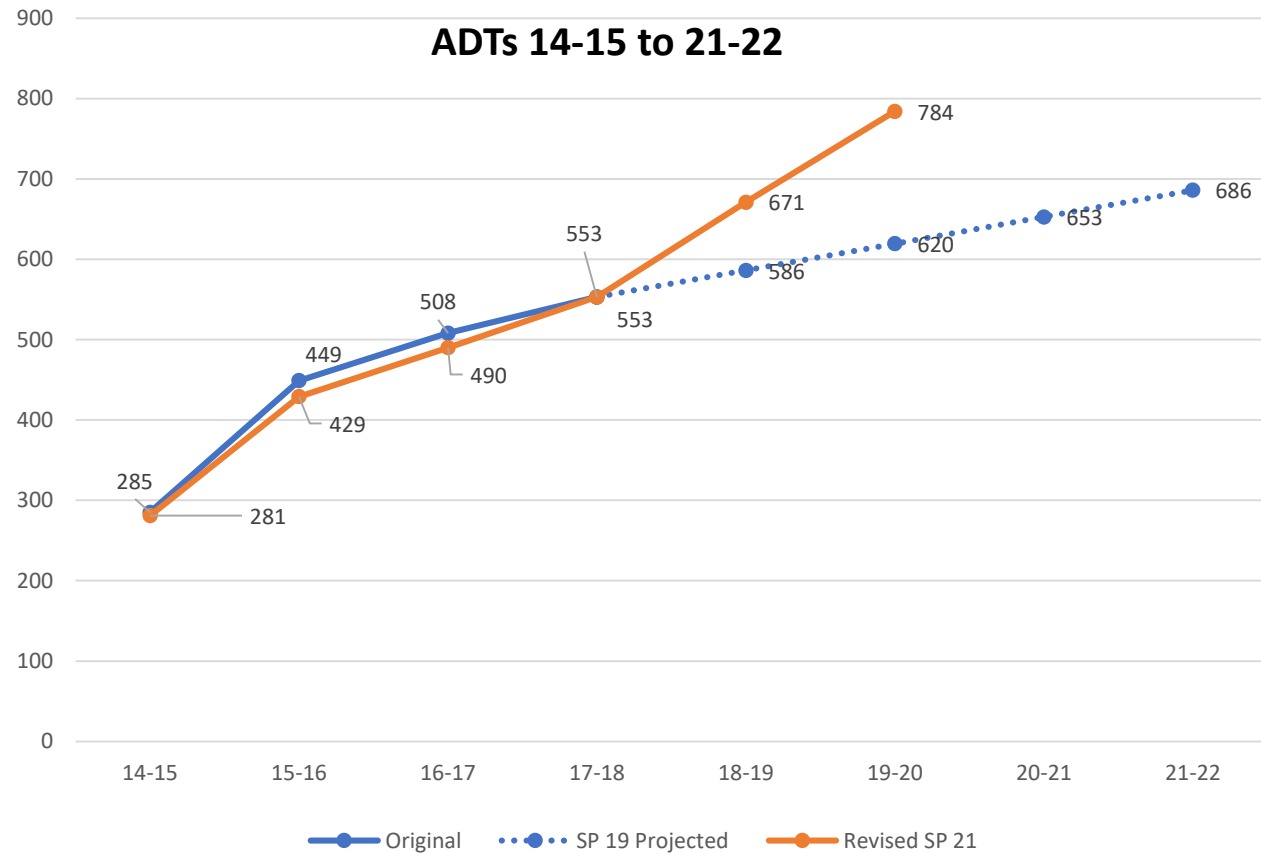
- Original data supported a target of 35%

- The number of ADTs has increased steadily and substantially since 14-15 moving from 281 to 784 in 19-20, an increase of 179%.

- ADTs increased 60% over the 2016-17 VFS baseline year.

Data Source: Student Success Metrics Dashboard

# Goal Two: Increase UC/CSU Transfer by 35%

UC/CSU Transfer 14-15 to 21-22
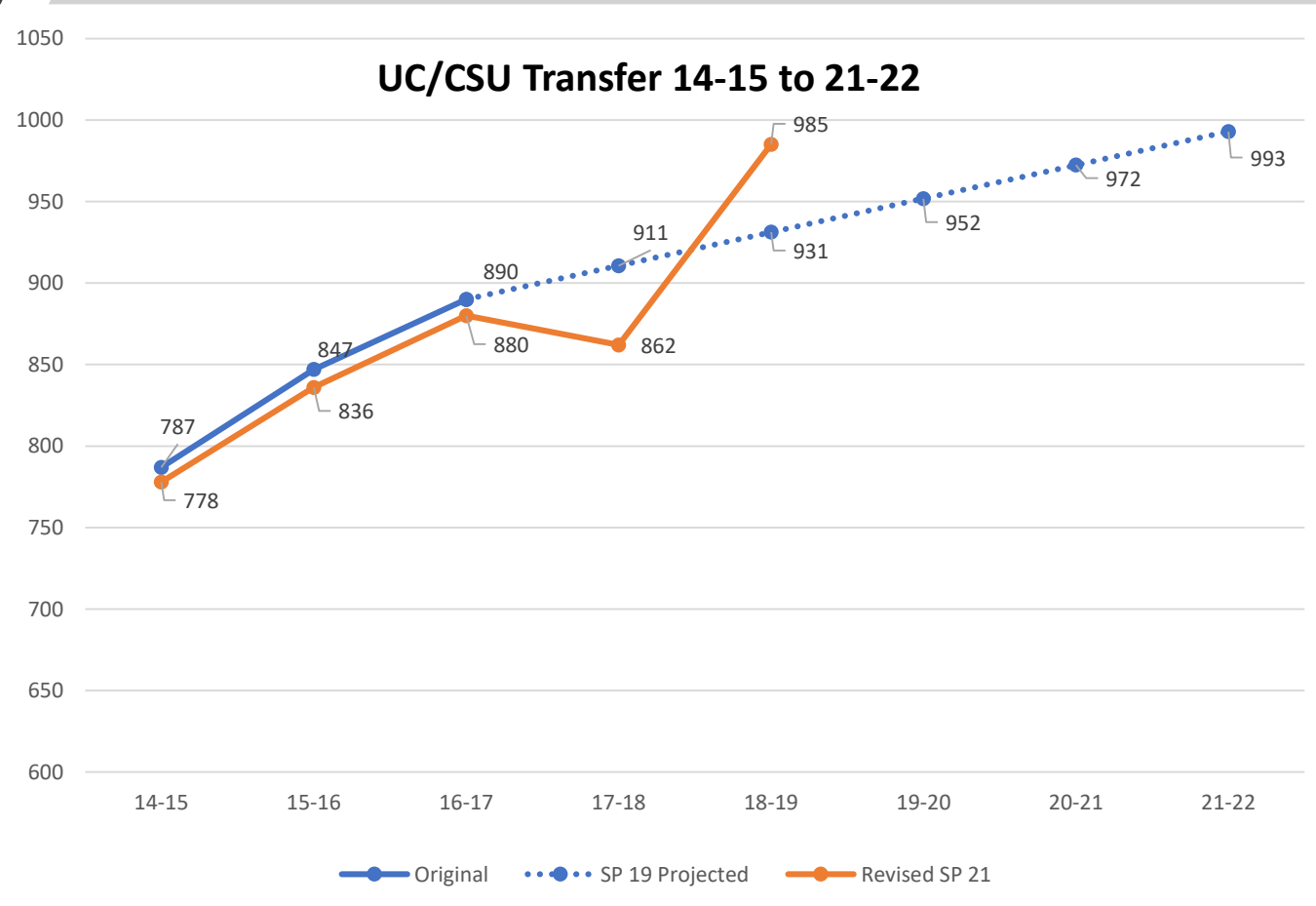
- Original data supported a target of 17%

- UC/CSU transfer has also increased steadily since 14-15 moving from 778 to 985 in 18-19, an increase of 27%

- Transfer increased over the baseline VFS year (15-16) by 18%

Data Source: Student Success Metrics Dashboard

Goal Three: Decrease Average Unit Accumulation by 10%

Average Unit Accumulation 14-15 to 21-22

Original data points (blue solid line):
- 14-15: 92
- 15-16: 91
- 16-17: 92
- 17-18: 90

SP 19 Projected (blue dotted line):
- 17-18: 90.00
- 18-19: 89.75
- 19-20: 89.50
- 20-21: 89.25
- 21-22: 89.00

Revised SP 21 (orange line):
- 14-15: 90
- 15-16: 88
- 16-17: 90
- 17-18: 87
- 18-19: 88
- 19-20: 85

Legend: Original | SP 19 Projected | Revised SP 21

- Original data supports a target of -3%

- Average unit accumulation has also been declining over time moving from 90 in 14-15 to 85 in 19-20, a decrease of 6%

Data Source: Student Success Metrics Dashboard

Goal Four: Increase Students Employed in Field of Study by 10%


Field of Study 14-15 to 21-22
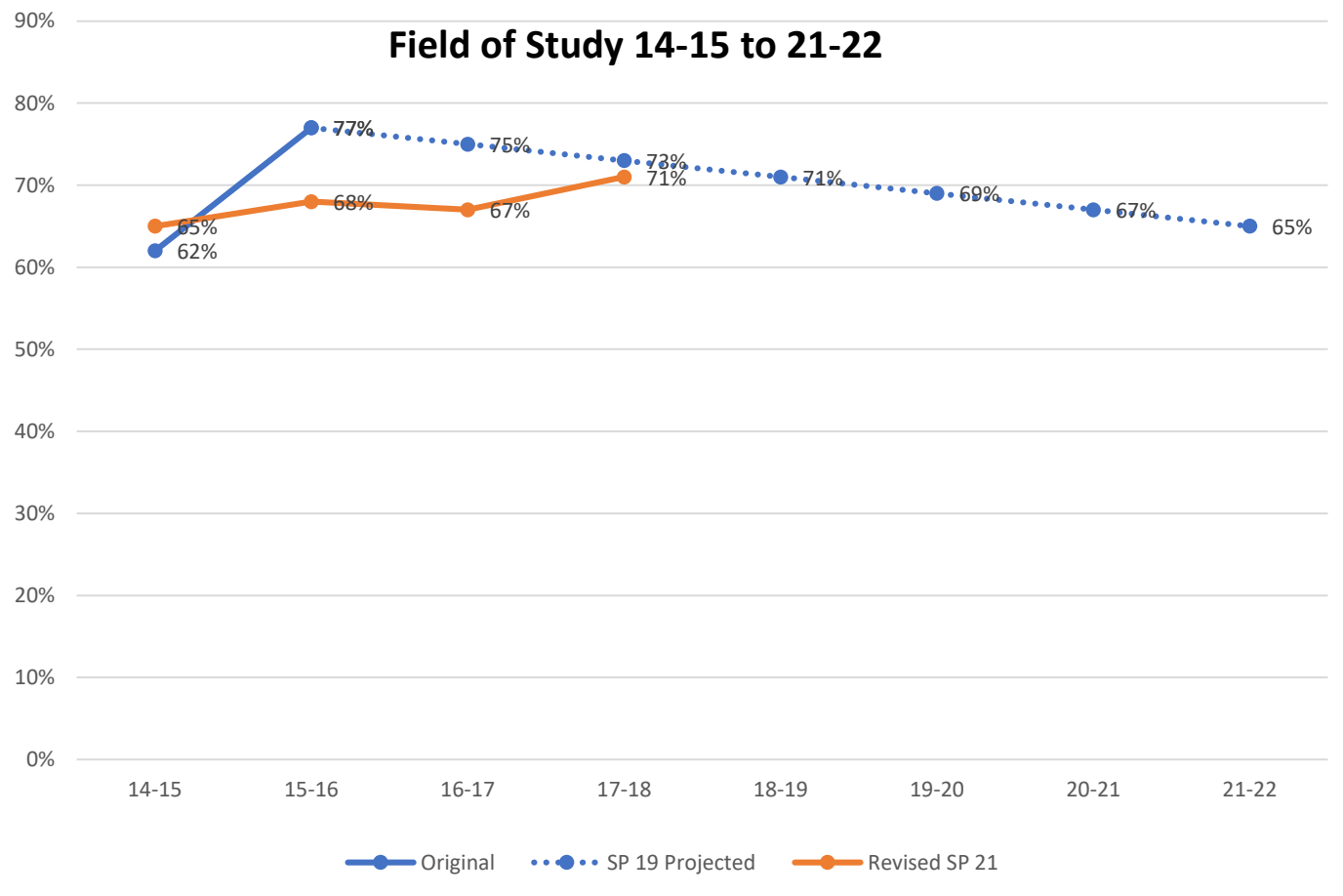
- Original data supported a target of 65% (three percentage point increase).

- The percentage of students who report being employed in their field of study has increased by six percentage points since 14-15 moving from 65% to 71%.

- The increase over the baseline year of 15-16 is three percentage points.

Data Source: Student Success Metrics Dashboard

Goal Five: Increase Foster Youth Transfer to UC/CSU by 35%

Foster Youth Transfer 14-15 to 21-22
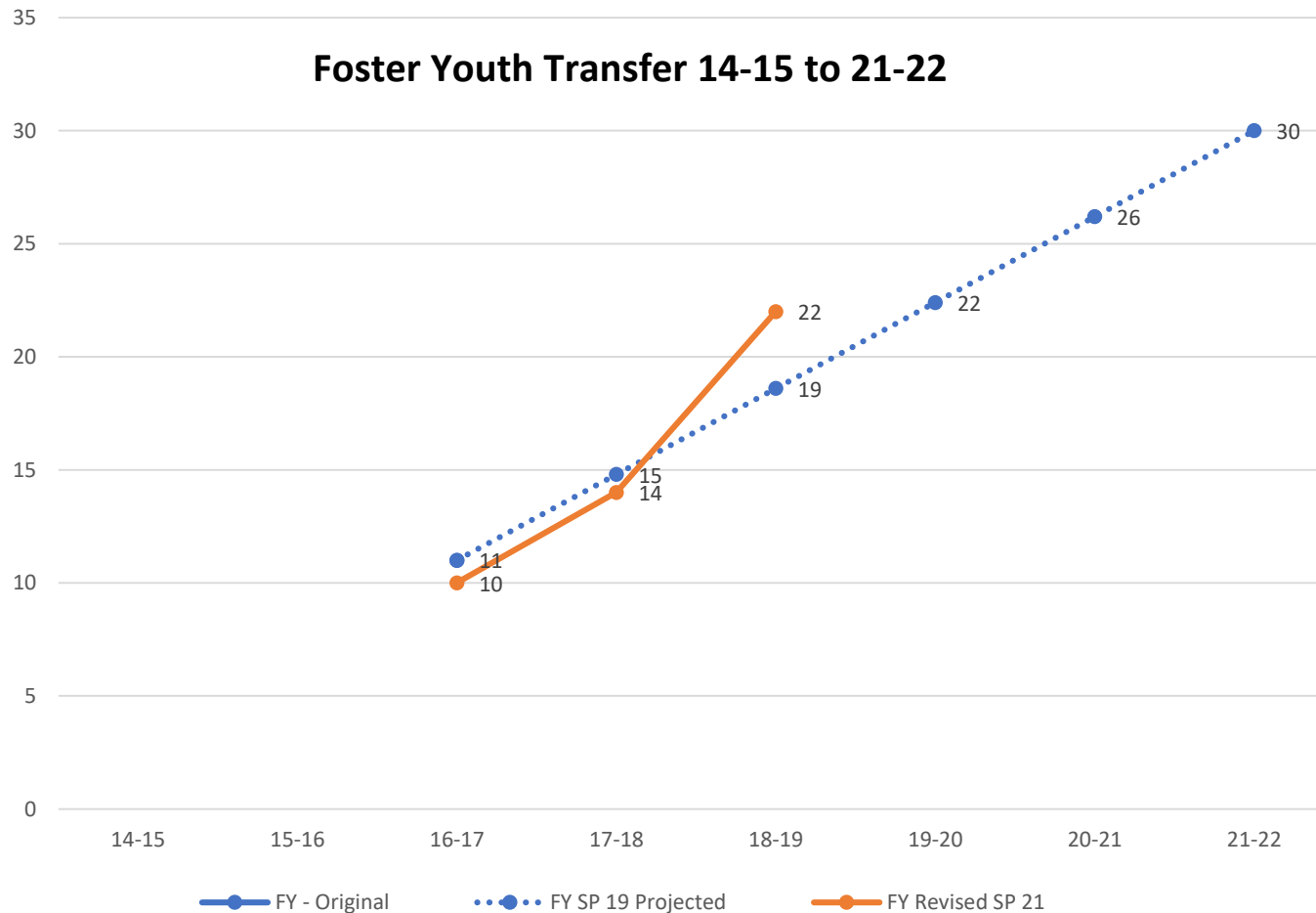
- A target of 30 was established based upon the limited data available during Spring 2019.

- The number of FY transferring to UC/CSU has more than doubled since 14-15.

Data Source: Student Success Metrics Dashboard

Goal Four: Increase Disabled Students Transferring to UC/CSU by 35%

Disabled Students Transferring to UC/CS 14-15 to 21-22
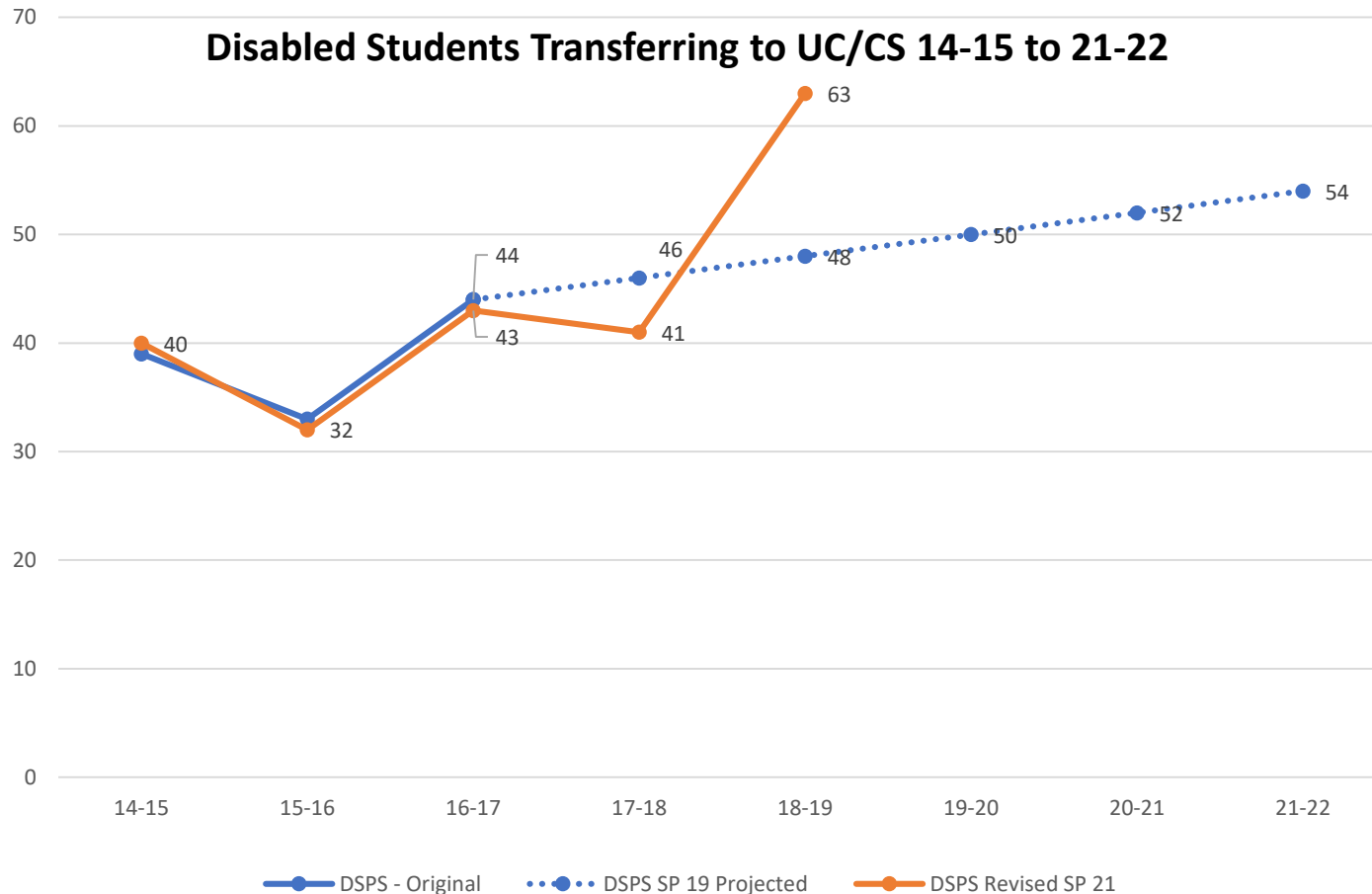
- Original data supported a target of 64%

- The number of disabled students transferring to UC/CSU has increased by approximately 50% since 14-15.

- It has increased by 47% over the VFS baseline year (16-17).

Data Source: Student Success Metrics Dashboard

Comparisons of Completers by Race/Ethnicity

2019-20 Comparisons of AA Degree Completers to Population Statistics by Race/Ethnicity			
	Population Percentage	Completer Percentage	Difference
Latinx	74%	86%	12%
African American	1%	0%	-1%
Asian	7%	8%	1%
White	5%	4%	-1%
2019-20 Comparisons of Certificate Completers to Population Statistics by Race/Ethnicity			
	Population Percentage	Completer Percentage	Difference
Latinx	74%	84%	10%
African American	1%	0%	-1%
Asian	7%	8%	1%
White	5%	4%	-1%

Comparisons of Completers by Race/Ethnicity

2019-20 Comparisons of ADT Completers to Population Statistics by Race/Ethnicity			
	Population Percentage	Completer Percentage	Difference
Latinx	74%	90%	16%
African American	1%	0%	-1%
Asian	7%	6%	-1%
White	5%	2%	-3%
2019-20 Comparisons of Transfers to Population Statistics by Race/Ethnicity			
	Population Percentage	Completer Percentage	Difference
Latinx	74%	86%	12%
African American	1%	0%	-1%
Asian	7%	7%	0%
White	5%	3%	-2%

Conclusion

Overall, the College has made steady progress on each of the local goals.

Preliminary analysis of degrees, certificates, and transfer indicate that the proportions of students completing in these categories is commensurate with their representation in the student population.

In the fall, the College will be working to establish and adopt new performance targets.

Questions

STUDENT SUCCESS AT RHC:
2018 STUDENT SUCCESS SCORECARD

PRESENTED TO THE RHCCD
BOARD OF TRUSTEES

PRESENTATION OVERVIEW

- Review Student Success Scorecard
- Review metrics and District performance
- Outline next steps

STUDENT SUCCESS SCORECARD: BACKGROUND

- First released in early 2013
- Replaced Accountability Report for California Community Colleges (ARCC)
- Product of work by researchers, faculty, and administrators
- Provides a common set of measures related to the SSTF guidelines
- Each college uses Scorecard measures to assess its own outcomes

STUDENT SUCCESS SCORECARD: LAW AND GUIDANCE

- Statutorily required in the Education Code

    "As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segment wide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited."

- Chancellor's Office guidelines:

    – Reference to the Scorecard and the specific report's year (e.g., the 2018 Scorecard).

    – Reference to the areas or metrics discussed in the Scorecard (e.g., completion rate overall, completion rate prepared, etc.)

    – Reaction, including questions and comments, from board of trustee members.

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STUDENT SUCCESS SCORECARD: USES AT RHC

- Institutional Effectiveness
  - Student Success discussions
  - Where appropriate, alignment with Institutional Goals and Objectives
  - Institution-set Standards (Accreditation)
  - Educational Master Plan

2018 STUDENT SUCCESS SCORECARD

RHC SCORECARD TAKE AWAYS

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Over the life of the initiative, the college increased or improved outcomes for students on EVERY metric.

- Substantial gains were achieved in:
  - Remedial ESL progress +12.9
  - Remedial English progress +10.5
  - Persistence +10.3

- Moderate gains achieved in:
  - Transfer Level Math 2 year +4.7
  - Transfer Level English 1 year +4.2
  - Remedial Math +3.5
  - CTE Completion +3.4

STUDENT SUCCESS SCORECARD METRICS

- There are eight total metrics

- Three completion metrics

- Two metrics on developmental education and ESL

- Two metrics on Career Technical Education (CTE)

- One metric for non-credit

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STUDENT SUCCESS SCORECARD: COMPLETION METRICS

- What are they?
  - Three measures: **Persistence**, **30 units**, **Degree/Transfer**
  - First-time students with **intent to complete tracked for six years**
    - Intent to complete: earned a minimum of six units, attempted any math or English within first three years
  - Disaggregated by level of preparation and demographic categories
- Why are they important?
  - Student progress and achievement
  - Important to understand progress and achievement through lens of student preparation and historical patterns of participation in higher education
- What are some of the drawbacks?
  - Retrospective cohort model
  - Any historical issues with MIS data impact metrics

STUDENT SUCCESS SCORECARD: COMPLETION

- How are we doing?

Completion		07/08	08/09	09/10	10/11	11/12
	Overall	37.9%	37.6%	37.1%	39.6%	39.0%
		(n=1,863)	(n=2,157)	(n=2,103)	(n=2,146)	(n=2,344)
Persistence		07/08	08/09	09/10	10/11	11/12
	Overall	67.5%	71.6%	71.0%	76.1%	77.8%
		(n=1,863)	(n=2,157)	(n=2,103)	(n=2,146)	(n=2,344)
30 Units		07/08	08/09	09/10	10/11	11/12
	Overall	63.1%	62.9%	63.5%	64.1%	66.3%
		(n=1,863)	(n=2,157)	(n=2,103)	(n=2,146)	(n=2,344)

Completion has increased 1.1 percentage points

Persistence has increased by 10.3 percentage points

Completion of 30 units has increased by .2 percentage points

STUDENT SUCCESS SCORECARD: REMEDIAL/ESL COMPLETION

- What is it?
  - **Completion** of college level courses in **math**, **English**, and **ESL** by students who started below college level
  - **Credit students** with intent to complete **tracked for six years**
    - Intent to complete: earned a minimum of six units, attempted any math or English within first three years
  - Outcome is completion of college-level course in the same discipline
- Why is it important?
  - Progress through developmental curriculum in math, English, and ESL
  - Important to understand student preparation and progress as it relates to transfer and degree completion
- What are some of the drawbacks?
  - Retrospective cohort
  - Any historical issues with MIS data impact metrics

STUDENT SUCCESS SCORECARD: REMEDIAL/ESL

- How are we doing?

	07/08	08/09	09/10	10/11	11/12
Remedial English	37.9%	37.4%	35.0%	39.9%	48.4%
	(n=1,437)	(n=1,564)	(n=1,418)	(n=1,248)	(n=1,513)
Remedial Math	27.7%	26.6%	28.4%	30.3%	31.2%
	(n=2,235)	(n=2,559)	(n=2,538)	(n=2,659)	(n=2,766)
Remedial ESL	45.6%	47.4%	45.3%	49.0%	58.5%
	(n=867)	(n=974)	(n=1,006)	(n=1,052)	(n=1,114)

English progression improved by 10.5 percentage points

Math progression improved by 3.5 percentage points

ESL progression improved by 12.9 percentage points

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STUDENT SUCCESS SCORECARD: REMEDIAL -- TRANSFER LEVEL ACHIEVEMENT

- What is it?
  - **One and two year benchmarks** for **completing transfer level courses in math and English**
  - First-time credit students with intent to complete tracked for two years
    - Intent to complete: earned a minimum of six units, attempted any **math** or **English**
  - Outcome is completion of college-level course in the same discipline (math or English) within one or two years
- Why is it important?
  - Progress through developmental curriculum in math, English, and ESL
  - Important to understand student preparation and progress as it relates to transfer and degree completion
  - Disaggregation by discipline allows for understanding of barriers to completion
- What are some of the drawbacks?
  - Any historical issues with MIS data impact metrics

STUDENT SUCCESS SCORECARD: TRANSFER LEVEL ACHIEVEMENT

- How are we doing?

Transfer Level Achievment		11/12	12/13	13/14	14/15	15/16
English	1 Year	33.2%	34.0%	36.9%	34.9%	37.4%
		(n=1,668)	(n=1,525)	(n=1,555)	(n=1,492)	(n=1,351)
	2 Year	52.1%	53.1%	55.6%	53.8%	53.9%
		(n=1,668)	(n=1,525)	(n=1,555)	(n=1,492)	(n=1,351)
Math	1 Year	3.3%	3.7%	5.0%	3.2%	4.7%
		(n=1,668)	(n=1,525)	(n=1,555)	(n=1,492)	(n=1,351)
	2 Year	9.2%	9.0%	12.2%	10.6%	13.9%
		(n=1,668)	(n=1,525)	(n=1,555)	(n=1,492)	(n=1,351)

In English, 1 year achievement rates increased by 4.2 percentage points; 2 year achievement rates increased by 1.8 percentage points

In Math, 1 year achievement rates increased by 1.4 percentage points; 2 year achievement rates increased by 4.7 percentage points

STUDENT SUCCESS SCORECARD: CTE METRICS

- What is it?
  - Two metrics: **completion** (degree, certificate, transfer, transfer prepared) and **wage increases** for skills builders
  - First-time **CTE concentrators (completion)**
    - Attempted a CTE course and completed more than 8 units within 3 years in a single CTE discipline
    - Completion outcome: earning a degree, certificate, transfer, or transfer prepared status **within 6 years**
  - **Skills builders (wage increases)**
    - Complete a CTE course of at least .5 units and passed all CTE coursework within an academic year
    - Skills builders outcome: annual inflation adjusted median percentage change in earnings **(1 year prior to enrollment and 1 year after completing enrollment)**
- Why is it important?
  - Progress through curriculum to goal attainment – degrees, certificates, transfer and wage increases
- What are some of the drawbacks?
  - Not all wages will be found in the EDD UI wage data – only includes those students employed in occupations covered by the UI database
  - Retrospective cohort model
  - Any historical issues with MIS data impact metrics

STUDENT SUCCESS SCORECARD: CTE METRICS - COMPLETION

- How are we doing?

	07/08	08/09	09/10	10/11	11/12
Overall	47.4%	49.7%	50.2%	53.6%	50.8%
	(n=1,826)	(n=1,931)	(n=1,695)	(n=1,763)	(n=1,860)

Completion for CTE concentrators increased by 3.4 percentage points.

STUDENT SUCCESS SCORECARD: CTE METRICS -- WAGES

- How are we doing?

Median Change Earnings			14/15	
Overall			26.9%	(n-1,275)
Administration of Justice			19.8%	(n=340)
Carpentry			27.8%	(n=278)
Fire Technology			39.6%	(n=203)
Accounting			31.1%	(n=67)
Construction Crafts Technology			24.4%	(n=64)
Child Development/Early Child Care			45.8%	(n=58)
Information Technology			32.9%	(n=52)
Emergency Medical Services			105.1%	(n=41)
Mill and Cabinet Work			45.5%	(n=39)
Drafting Technology			36.8%	(n=36)

Overall, skills builders increased their earnings by 26.9% over baseline earnings. Gains varied by discipline and ranged from 19.8% for Administration of Justice to 105.1% for Emergency Medical Services.

NEXT STEPS

- **SUBMISSION OF REPORT TO CCCCO**
- **CONCLUSION OF SCORECARD**
- **TRANSITION TO VISION FOR SUCCESS/STUDENT SUCCESS METRICS**
- **STUDENT SUCCESS METRICS-- LOCAL GOALS DUE MAY 2019**

RIO
HONDO
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