Rio Hondo College Local Goals

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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

System goal:

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

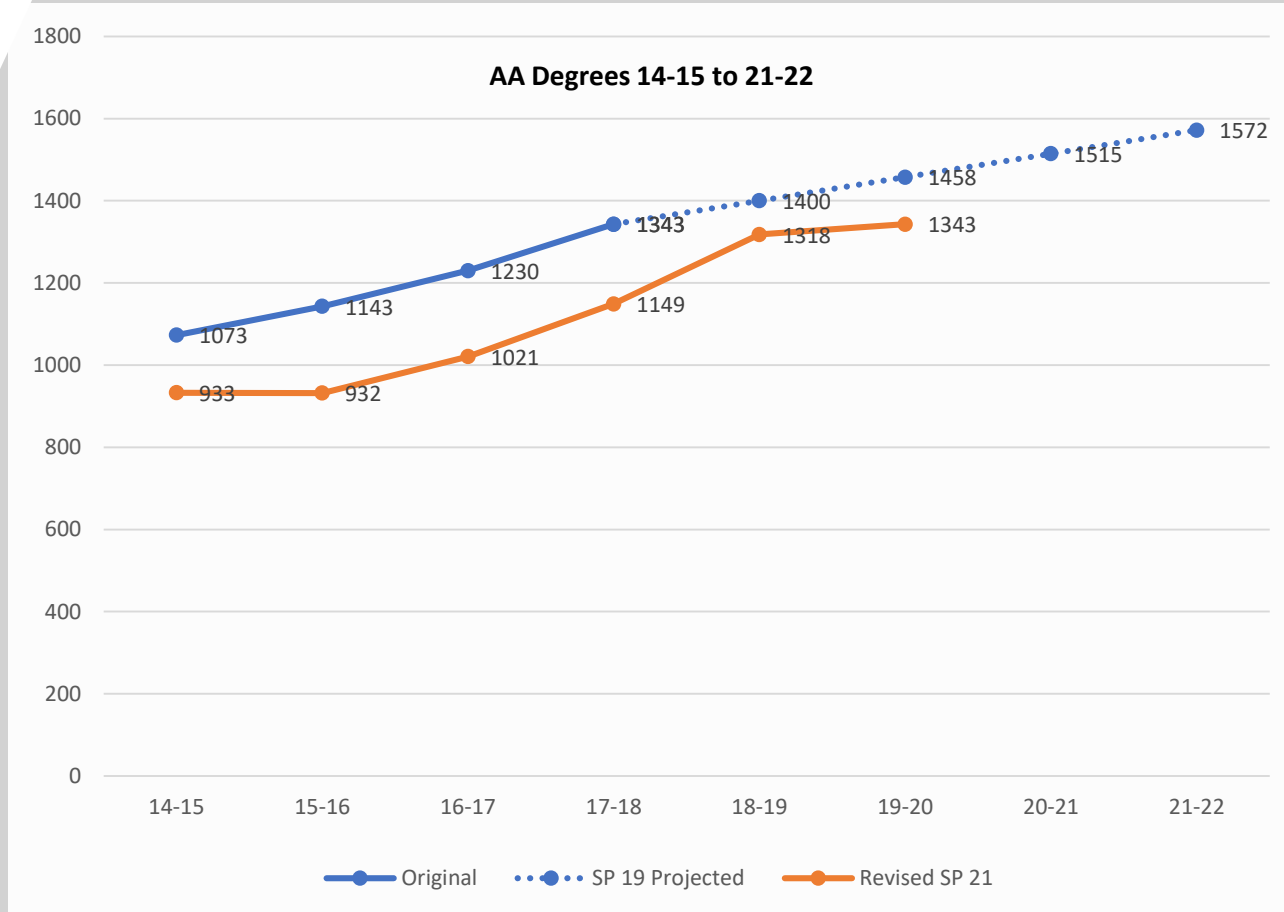- Presented to the Board May 2019

- Submitted through NOVA May 2019

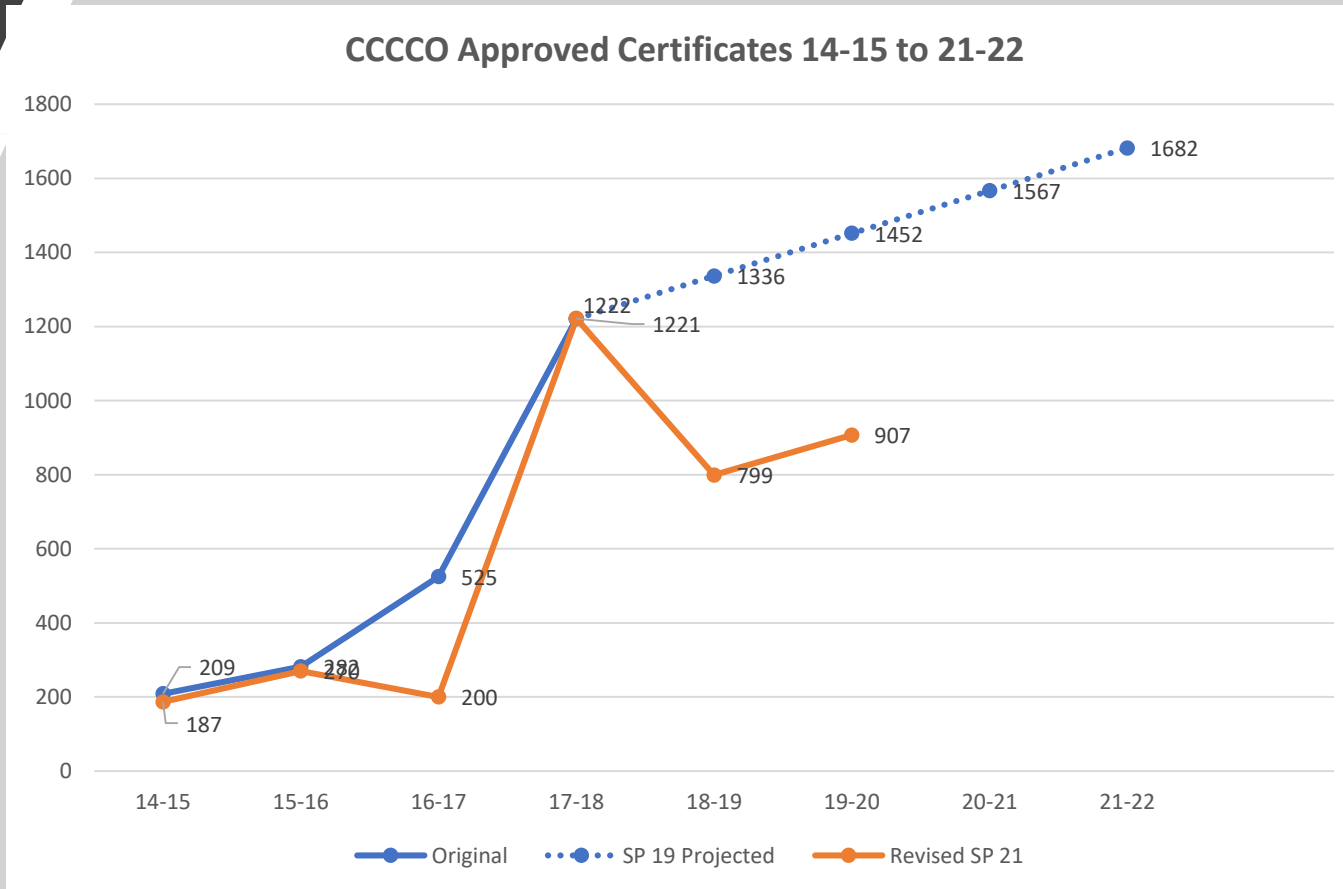## Spring 2021:

- 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

Chart data points:
- Original: 14-15: 1073, 15-16: 1143, 16-17: 1230, 17-18: 1343
- SP 19 Projected: 17-18: 1343, 18-19: 1400, 19-20: 1458, 20-21: 1515, 21-22: 1572
- Revised SP 21: 14-15: 933, 15-16: 932, 16-17: 1021, 17-18: 1149, 18-19: 1318, 19-20: 1343

Legend: ●— Original ●●● SP 19 Projected ●— Revised SP 21

- 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
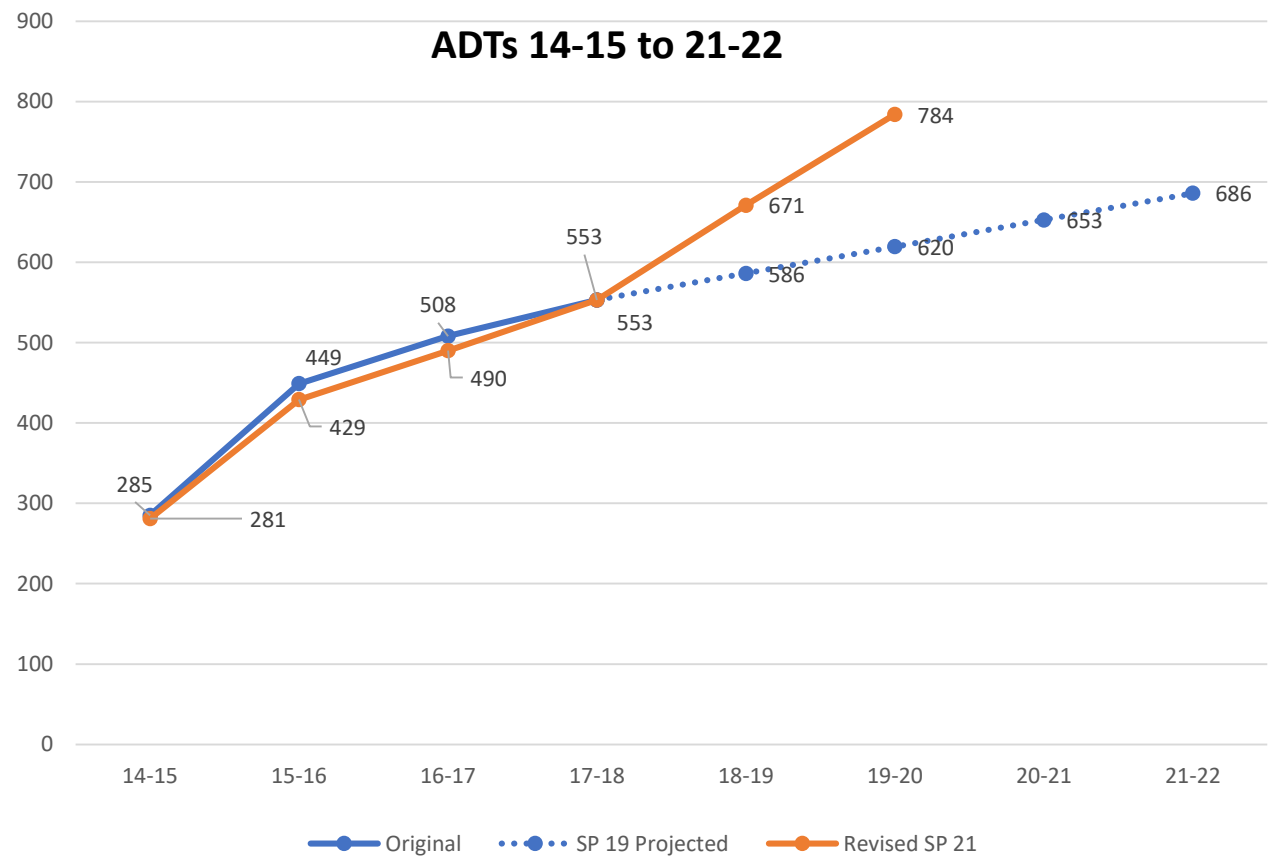
- Original data supported a target of 35%

- 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%
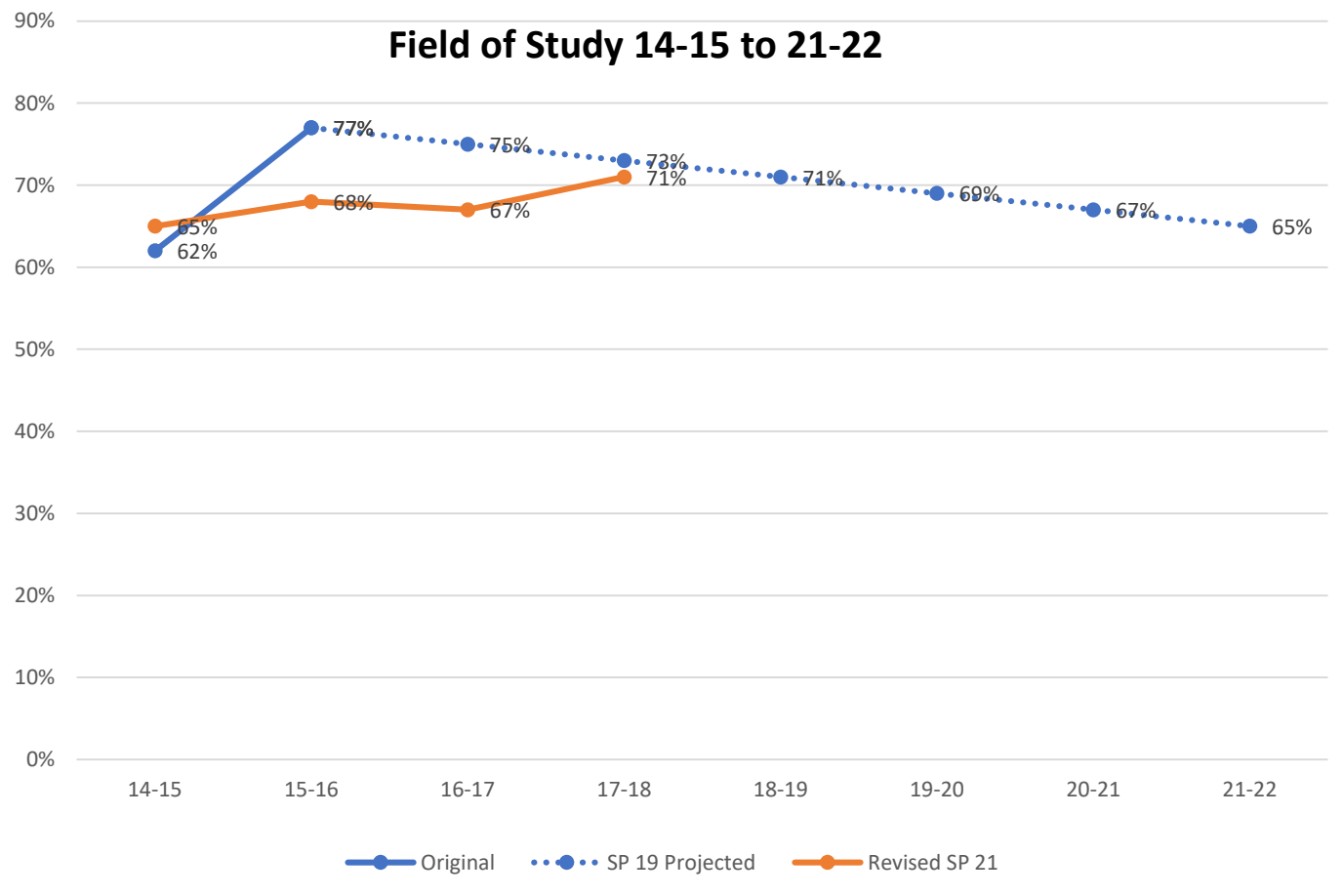

UC/CSU Transfer 14-15 to 21-22
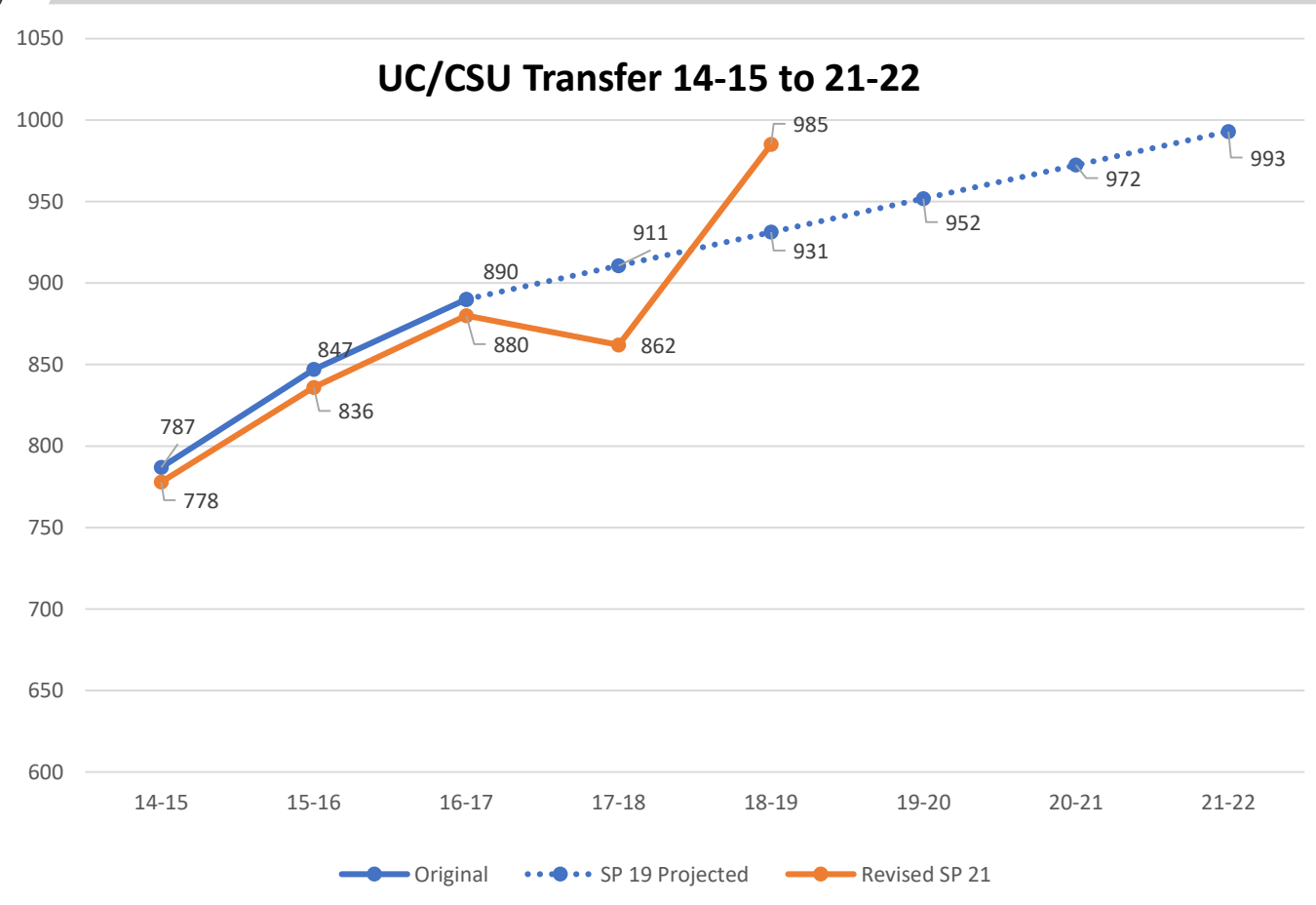
- Original data supported a target of 17%

- 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**
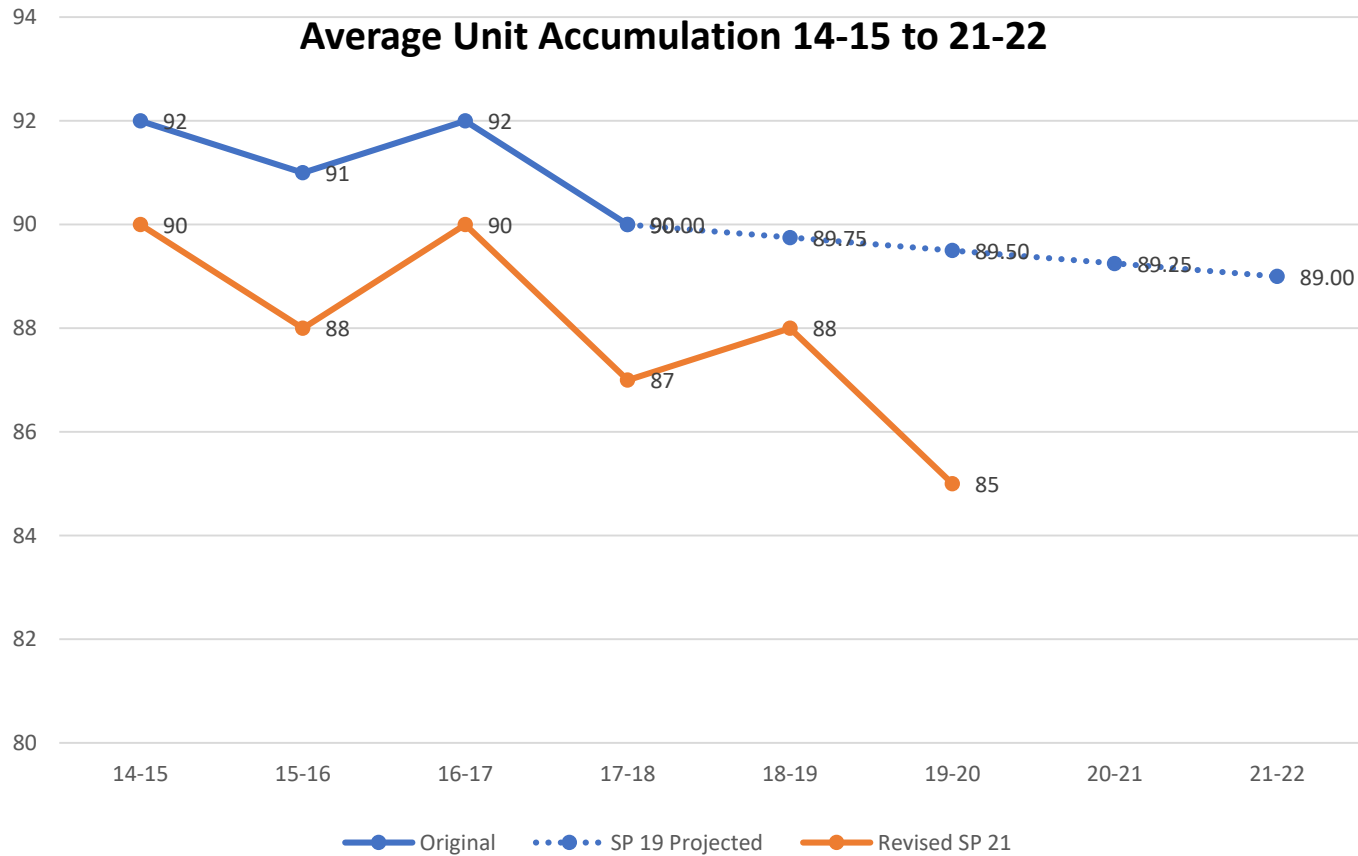
- Original data supports a target of -3%

- 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

Chart data points:
- Original (solid blue): 62% (14-15), 77% (15-16)
- SP 19 Projected (dotted blue): 77% (15-16), 75% (16-17), 73% (17-18), 71% (18-19), 69% (19-20), 67% (20-21), 65% (21-22)
- Revised SP 21 (orange): 65% (14-15), 68% (15-16), 67% (16-17), 71% (17-18)

Legend: Original — SP 19 Projected — Revised SP 21

- 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
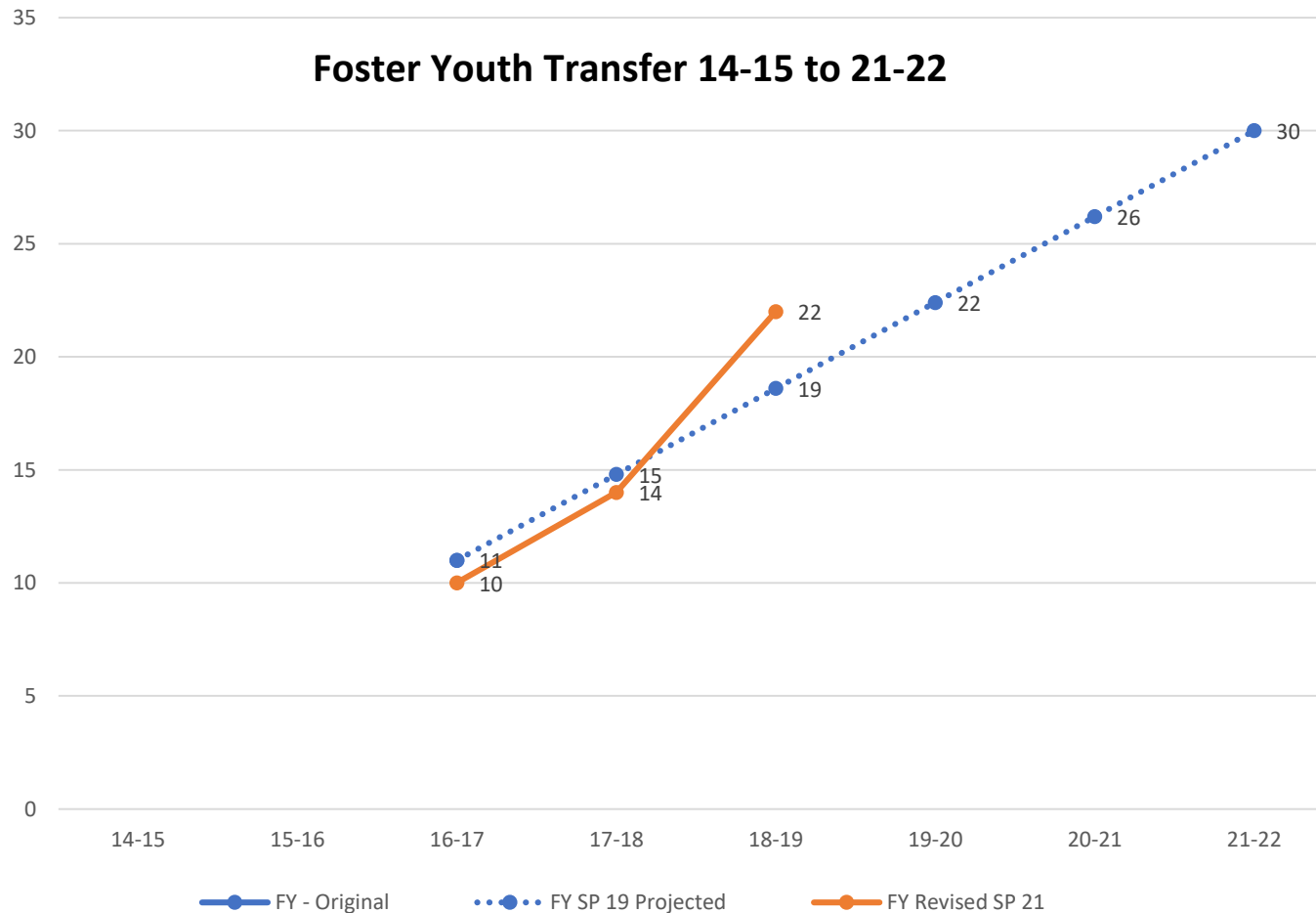
- A target of 30 was established based upon the limited data available during Spring 2019.

- 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
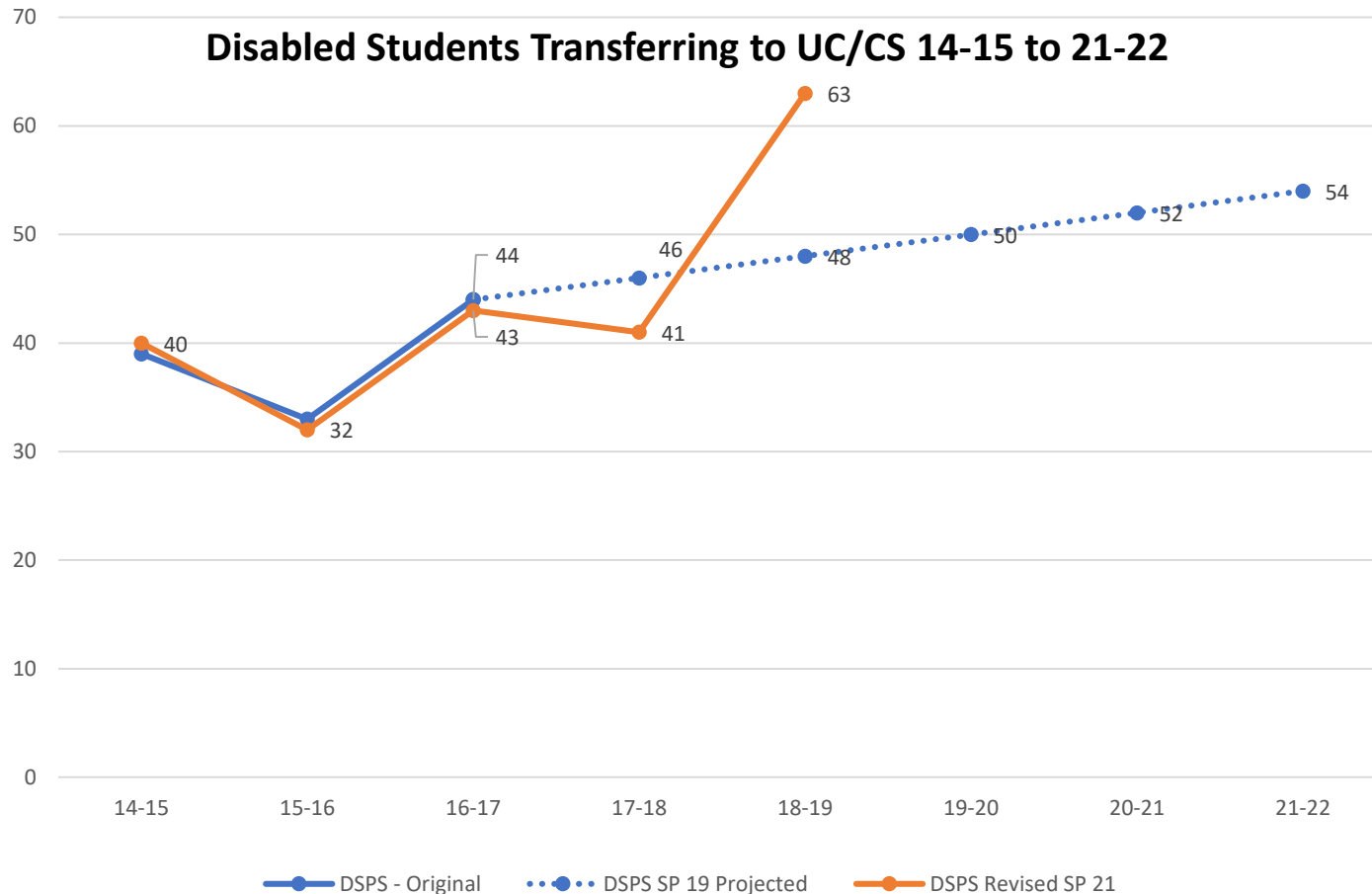
- Original data supported a target of 64%

- 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