



Presented to Academic Senate on May 7, 2019

COASTLINE COLLEGE

Vision for Success Goals

Vision for Success Metrics and Goals

The success of California’s broader system of higher education and workforce development stands or falls with the CCCs. To meet California’s needs, the California Community College system should strive to achieve the following goals by 2022:

- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by California Community College students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of existing CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of fully closing regional achievement gaps within 10 years

Goal	Measure	Baseline	California Community College Chancellor’s Office Vision for Success Goals Recommendation	Coastline’s 2021-22 Goals	Number Disproportionately Impacted Groups
Goal 1: Completion	Students completing transfer-level math and English courses within the student’s first academic year of enrollment	72	Increase 20%	86	No data
	Students earning an Associate Degree or an Associate Degree for Transfer	1,286	Increase 20%	1,543	6
	Students earning an Associate Degree (A.A., A.S.)	1,210	Increase 20%	1,452	6
	Students earning a Chancellor’s Office approved credit certificate	431	Increase 20%	517	6
	Students who attain the Vision Goal for Completion	1,389	Increase 20%	1,667	6
Goal 2: Transfer	Students earning an Associate Degree for Transfer	76	Increase 35%	103	9
	Students who transferred to a 4-year	2,109	Increase 35%	2,847	No data
	All students who transferred to a CSU or UC institution	960	Increase 35%	1,296	7
Goal 3: Unit Accumulation	Average number of units accumulated by Associate Degree earners	86	Decrease to 79	79	0
	Students earning 9 or more CE units	1,085	Increase 20%	1,302	No data
Goal 4: Workforce	Post-grad median annual earnings of all students	\$34,744	Increase 20%	\$41,730	0
	Students who attain a living wage	47%	Increase to 69%	69%	2
	Students who are employed in a job closely related the their field of study	72%	Increase to 69%	75%	0
Goal 5: Equity	Number of disproportionately impacted groups in Vision for Success Goals	42	Decrease by 40%	25	N/A

Note: These are all based on the pre-populated data in the CCCCO LaunchBoard and NOVA reporting system. The required Vision for Success Goals targets are based on Chancellor’s Office recommendations.

Mapping Vision for Success Goal to College Goals

The table below provides a crosswalk of the Vision for Success Goal to the College Goals.

2016-2020 College Goals	Student Success, Completion, and Achievement	Academic and Programmatic Excellence	Access and Student Support	Student Retention and Persistence	Culture of Evidence, Planning, Innovation, and Change	Partnerships and Community Engagement	Fiscal Stewardship, Scalability, and Sustainability
Vision for Success Goals							
Students completing transfer-level math and English courses within the student's first academic year of enrollment							
Students earning an Associate Degree or an Associate Degree for Transfer							
Students earning an Associate Degree (A.A., A.S.)							
Students earning a Chancellor's Office approved credit certificate							
Students who attain the Vision Goal for Completion							
Students earning an Associate Degree for Transfer							
Students transferred to a 4-year							
All Students who transferred to a CSU or UC institution							
Average number of units accumulated by Associate Degree earners							
Students earn 9 or more CE units							
Post-grad median annual earnings of all students							
Students who attain a living wage							
Students who are employed in a job closely related the their field of study							
Number of equity gaps in Vision for Success Goals							

Determining Equity Gaps

The following disproportionate impact assessment utilized proportionality index and percentage point gap methodologies.

Proportionality Index Method

<https://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/GUIDELINES%20FOR%20MEASURING%20DISPROPORTIONATE%20IMPACT%20IN%20EQUITY%20PLANS.pdf>

The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

Proportionality Index	Interpretation
1.0	Proportions of subgroups are equal.
Less Than 1.0	Subgroup is less prevalent in the outcome group.
More Than 1.0	Subgroup is more prevalent in the outcome group.

The proportionality methodology does not specify at which point a proportionality index should be considered as a “disproportionate impact.” The designation of which disaggregated subgroups should be considered as disproportionately impacted will rely on the judgment of the analysis team based on local conditions.

Percentage Point Gap Method

<https://extranet.cccco.edu/Portals/1/TRIS/Research/Analysis/PercentagePointGapMethod2017.pdf>

The PPG is considered the simplest way to determine inequities in outcomes between student populations (Center for Urban Education, 2015). The formula compares the percentage in a particular outcome (e.g., course completion rate) for a disaggregated subgroup to the percentage for all students. For example, the percentage point gap for the course completion rate can be calculated as follows:



Equity Gap Assessment

	Students earning an Associate Degree or an Associate Degree for Transfer (2016-17)	Students earning an Associate Degree (A.A., A.S.) (2016-17)	Earned a Chancellor's Office Approved Credit Certificate (2016-17)	Students who attain the Vision Goal for Completion (2016-17)	Earned an Associate Degree for Transfer (2016-17)	All Students who transferred to a CSU or UC institution (2015-16)	Average number of units accumulated by Associate Degree earners (2016-17)	Post-grad median annual earnings of all students (2015-16)	Students who attain a living wage (2015-16)	Students who are employed in a job closely related the their field of study (2014-15)
Demographics	GOAL 1: Completion			GOAL 2: Transfer		GOAL 3: Unit Accumulation	GOAL 4: Workforce			
Disabled										
Disabled	DI	DI	DI	DI	DI					
Not Disabled										
Economically Disadvantaged										
Economically Disadvantaged									DI	
Not Economically Disadvantaged			DI		DI					
Ethnicity										
American Indian or Alaska Native					DI	DI				
Asian	DI	DI	DI	DI						
Black or African American					DI	DI			DI	
Filipino					DI					
Hispanic or Latino		DI								
More than one race					DI					
Native Hawaiian or other Pacific Islander	DI		DI	DI	DI	DI				
Some other race	DI	DI	DI	DI	DI	DI				
White non-Hispanic										
Foster Youth										
Foster Youth						DI				
Not Foster Youth										
Gender										
Female	DI	DI		DI						
Male					DI	DI				
LGBT										
LGBT	DI	DI	DI	DI						
Not LGBT										
Veteran										
Veteran						DI				
Not a Veteran										
Disproportionately Impacted Groups	6	6	6	6	9	7			2	

The table above presents an analysis of Vision for Success Goals 2016-17 baseline data to define equity gaps by demographic group. The cells that are flagged with the code "DI" indicate the respective group is disproportionately impacted in the corresponding metric.