FOOTHILL COLLEGE
Institutional Research and Planning

DATE: April 8, 2011

TO: Basic Skills, Transfer, and Workforce Workgroups

FROM: Elaine Kuo, College Researcher

RE: Setting goals, metrics, and targets (supplemental memo)

Overview

As part of strategic planning, setting metrics can help measure progress on the macro-level in achieving Foothill's commitment to student success and student access. This document serves to guide the workgroups as they finalize their goals and metrics for the self-study report. In thinking about setting metrics, keep in mind the following:

- These are institutional goals, not specific to a program, department, or division;
- Institutional goals should fit in with district goals;
- Institutional goals can be commitments shared by one or more workgroups;
- Metrics should focus on outcomes not inputs (i.e. what would we like to see students achieve as an outcome compared to what we as faculty, staff, and administrators need or should do to help students' with their success and access rates);
- Targets can be set based on incremental percentage increases (i.e. from 3-5% depending on the metric selected) as opposed to a numeric increase, but should be specific and explicit;
- Targets can be set as a longer-range goal but should be reviewed on an annual basis; and
- Discussion on how to reach these targets can be set internally and do not need to be part of the published document.

Purpose

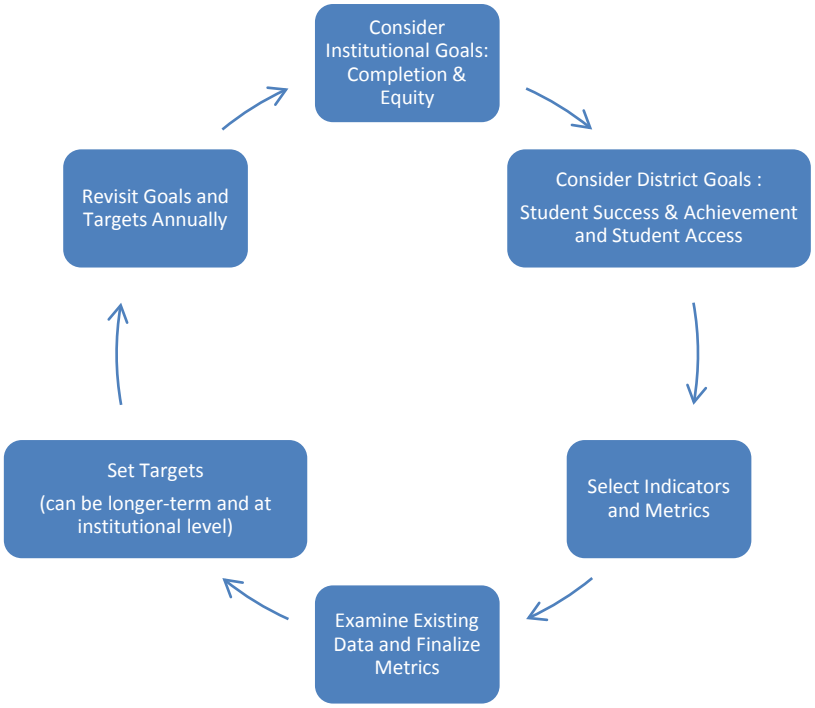
As noted in Foothill's Educational and Strategic Master Plan (ESMP 1.0), one of the goals is to integrate the institutional planning at the campus level with that of the district level. Additionally, our strategic initiatives should focus on improved student learning and institutional effectiveness that encompasses our four core missions: basic skills, transfer, workforce development, and stewardship of resources. For this exercise, the core missions should encompass the two themes of student completion and student equity.

Terminology

It may be helpful to define the following terms in relation to setting goals, metrics, and targets:
Benchmarks-data that shows where we are today
Commitments-at Foothill, the ESMP identifies commitments as core missions (basic skills, transfer, workforce, stewardship of resources)
Goals-what the institution expects to focus on given the core missions
Indicators-what the institution will be measuring to demonstrate that we are reaching our goals; similar to metrics
Metrics-similar to indicators
Targets-what the institution hopes to achieve by a certain date

Process

One way to visualize this process is as follows:



District Goals, Metrics, & Goals

District Commitment: Student Success and Achievement

Goal:	Metric:	Target:
Improve student outcomes & close achievement gap	Student Progress and Achievement Rate (ARCC Report)	By college, achieve 75% or the highest score within the peer group
	Overall Course Success Rate	By college, less than a five percentage point difference between the rate for historically underserved groups and all other groups.
Improve basic skills	Basic Skills Success Rate (ARCC Report)	By college, achieve 85% or the highest score within the peer group
Improve outcomes of vocational students	Course Success Rate for Vocational Courses (ARCC Report)	By college, achieve 90% or the highest score within the peer group

District Commitment: Student Access

Goal:	Metric:	Target:
Sustain the fall to fall persistence rate of students in selected populations	Persistence rate of selected historically underserved populations	Underserved groups will persist at a rate at least as high as all other groups
Improve the participation rate of high school graduates within the district's service area	Percentage of June high school graduates attending FHDA	Participation rate will increase to 30%

Possible Metrics and Targets

Consider how the following indicators may fit into institutional and district goals. For example, achieving parity in certificates and degrees awarded among all student population groups can fit in with the institutional goals of "completion" and "equity" and the district goal of "improving student outcomes & closing achievement gap." Given that the number of certificates has been declining, selecting this metric may help Foothill to remain focused on student learning and institutional effectiveness. The following serve as examples that can modified:

- Metric: FTES enrollment;
  Target: Increase on-campus FTES enrollment by 3% by 2015
- Metric: ARCC Percent of students earning at least 30 units;
  Target: Increase percentage of students earning at least 30 units for credit by 5% by 2015.
- Metric: Santa Clara County public high school graduates attending Foothill ;
  Target: Increase participation rate to 7% by 2105.
- Metric: Santa Clara County Adult population and Foothill College students by ethnicity;
  Target: The numbers of students at Foothill by ethnicity will increase by 3 percentage points or be comparable to County figures especially for historically underserved groups by 2015.
- Metric: ARCC Student progress and achievement rate & number of certificates and degrees awarded;
  Target: Certificates and degrees will increase by 5% by 2015 among all students population groups.
- Metric: CCCCO Course success rates & Course success rates by ethnicity;
  Target: There will be less than 10 percentage point difference between the course success rates among all student population groups.

Existing Data

ARCC 2011 Report

Metric	Percentage	Peer Group Average	Peer Group High	FH Trend from Previous Year
Student Progress and Achievement Rate	2004-05 to 2009-10: 64.1%	56.8%	66.1%	Down
Percent of Students Earning at Least 30 Units	2004-05 to 2009-10: 80.5%	74.8%	80.5%	Up
Persistence Rate (Fall to Fall)	F08-F09: 75.6%	73.1%	80.1%	No change
Persistence Rate by Ethnicity (Fall to Fall)	F08-F09 African American: 63% Asian: 84% Hispanic: 73% White: 74%			Up
Course Completion Rate for Credit Vocational Courses	2009-10: 87.9%	75.5%	88.0%	Down
Course Completion Rate for Basic Skills Courses	2009-10: 80.7%	64.4%	80.7%	Down
Course Completion Rate for English Basic Skills (Eng 100 only)	2009-10: 65%	NA	NA	Up
Course Completion Rate for Math	2009-10: 73%	NA	NA	Down
Improvement Rate for Credit Basic Skills	2007-08 to 2009-10: 62.8%	57.3%	67.0%	No Change
Improvement Rate for Credit ESL Courses	2007-08 to 2009-10: 57.4%	51.7%	66.6%	Up

For more information:
http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx

State of the College 2011

Metric	Figure	FH Trend from Previous Year
FTES	2010-11: 15, 022 (est.)	Down
Santa Clara County Public HS Graduates at FH	2009: 3.7%	Up
Certificates Awarded	2009-10: 162	Down
Degrees Awarded	2009-10: 459	Down
Transfer to CSU	2009-10: 227	Down
Transfer to UC	2009-10: 285	Up
Transfer to ISP and OoS	2008-09: 454	Down
Course Success Rates	Fall 2010: 79.7%	Up
Retention Rates	Fall 2010: 92.3%	Up
Course Success Rates by Ethnicity	Fall 2010 Asian/F/PI: 83% African American: 66% Hispanic: 73% White: 82% Other/Unknown: 82%	Up
Persistence (Fall to Winter)	F10-W11: 69%	Up
Persistence by Ethnicity (Fall to Winter)	F10-W11 African American: 62% Asian: 71% Filipino/PI: 56% Hispanic: 64% Multi-Ethnic: 71% White: 64%	

Additional Sources:
Foothill College English and Math Cohort Tracking Research Highlights
http://www.foothill.fhda.edu/staff/irs/FHresearch/reqCompleted/2010-English-MathCohortTracking061710.pdf

Setting Targets

- Select two indicators/metrics
- Consider focusing on where our outcomes have been trending down
- Establish reasonable targets (increase or decrease by percentage points, establishing parity, narrow percentage point gap between groups, etc.) over defined period of time
- Consideration of how targets will be met can be more defined at later point

Next Steps

- Select indicators/metrics
- Refer to existing data, note the baseline and perhaps focus on where our outcomes have been declining
- Set targets (in accordance with institutional goals and district targets)