

Foothill College

Student Achievement Data

Vision for Success/Student Equity Achievement/Institutional-Set Standards

January 11, 2021
Cabinet Presentation

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FH IRP

Local Goals Setting Update

Agenda

- **Vision for Success, Student Equity Achievement, Institutional-Set Standards**
- Metrics data trend & status of goal progress
- College's progress to narrow equity gaps

Vision for Success

Vision for Success Initiative (recap)

Systems context:

- Board of Governors adopted in September 2017
- Six goal categories; Five-year timeline
- Language in the new funding formula calls on districts to adopt goals that are aligned with the Vision for Success

Vision for Success Initiative (recap)

Local context:

- Colleges must set goals (for categories 1-5) locally
- Goal benchmarks based on:
 - **Baseline: 2016-17** | **Goal year: 2021-22**
- Board approval; State submission on May 31, 2019

Vision for Success Initiative: Six Goal Categories (recap)

1. Completion

- 1a. Degree
- 1b. Certificate
- 1c. Degree/Certificate/Bachelor

2. Transfer

- 2a. Associate degree for transfer
- 2b. CSU or UC**

3. Units Accumulated

4. Workforce

- 4a. Annual earnings
- 4b. Living wage*
- 4c. Employed in field of study

5. Equity*

6. Regional Achievement**

*Goals set for all student and disaggregated student populations experiencing disproportionate impact (equity goals).

**Calls for system-wide reduction of regional achievement disparities for aforementioned metrics within 5 years and fully close gaps within 10 years. Emphasis on colleges located in regions with lowest adult educational attainment. No local directive from CCCCO.

Vision for Success Initiative: Goal Progress

A note about the data presented:

- Student Success Metrics [launch board](#) was recently updated with data through 2018-19. But CCCCO has not made the raw data available.
 - Therefore, data points for the 2016-17 baseline year may differ from what was originally presented in spring 2019. The 5-year goal set for 2021-22 and annual target goals are adjusted accordingly. The original 5-year goals are footnoted.
 - At this time, only the student groups who were previously identified as experiencing disproportionate impact* are shown.

*Percentage point gap with margin of error was used to determine disproportionate impact.

Vision for Success Progress Summary

Goal Category	Baseline	Goal (#)	5-Year Goal (%)	Goal Progress
1a. Degree completion	953 (AY17)	1,191 (AY22)	+25%	
1b. Certificate completion	579 (AY17)	936 (AY22)	+50%	
1c. Degree/Certificate/Bachelor's completion	1,191 (AY17)	1,489 (AY22)	+25%	
2a. ADT for transfer	446 (AY17)	673 (AY22)	+25%	
2b. CSU or UC transfer	1,452 (AY16)	1,815 (AY21)	+25%	
2b-1. CSU or UC transfer – African American	35	43	+25%	
2b-2. CSU or UC transfer – Latinx	247	333	+35%	
2b-3. CSU or UC transfer – LGBT	NA	81	+75%	
2b-4. CSU or UC transfer – Veteran	21	37	+75%	

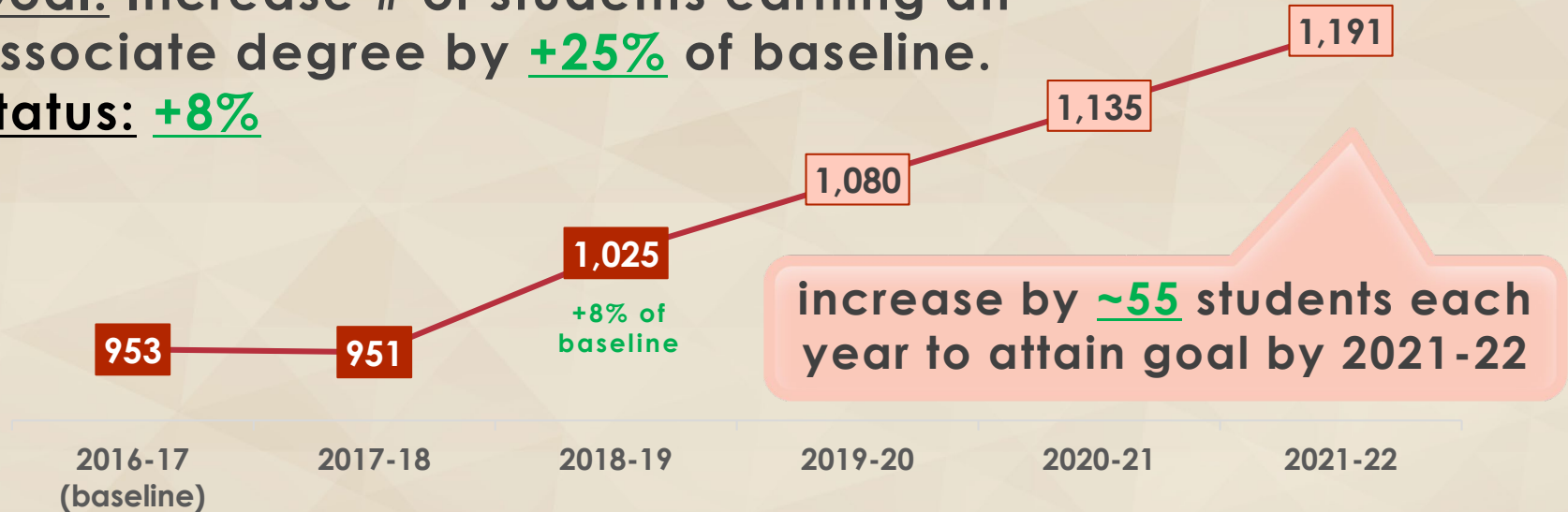
Vision for Success Progress Summary (continued)

Goal Category	Baseline	Goal (#)	5-Year Goal (%)	Goal Progress
3. Units accumulated	100.29 (AY17)	91.17 (AY22)	-10% -	
4a. Annual earnings	\$53,141 (AY16)	\$62,706 (AY21)	+9%	
4b. Living wage	57% (AY16)	66% (AY21)	+5 pct. pts.	
4b-1. Living wage – Female	-4 gap (53%)	TBD	reduce gap by -3 pct. pts.	
4b-2. Living wage – African American	-16% gap (41%)	TBD	reduce gap by -5 pct. pts.	
4b-3. Living wage – Latinx	-12% gap (45%)	TBD	reduce gap by -5 pct. pts.	
4b-4. Living wage – Pacific Islander	-27% gap (30%)	TBD	reduce gap by -5 pct. pts.	
4c. Employed in field of study	83% (AY16)	90% (AY21)	+2 pct. pts.	

VfS Goal Progress: Degree Completion (1a)

Goal: Increase # of students earning an associate degree by +25% of baseline.

Status: +8%



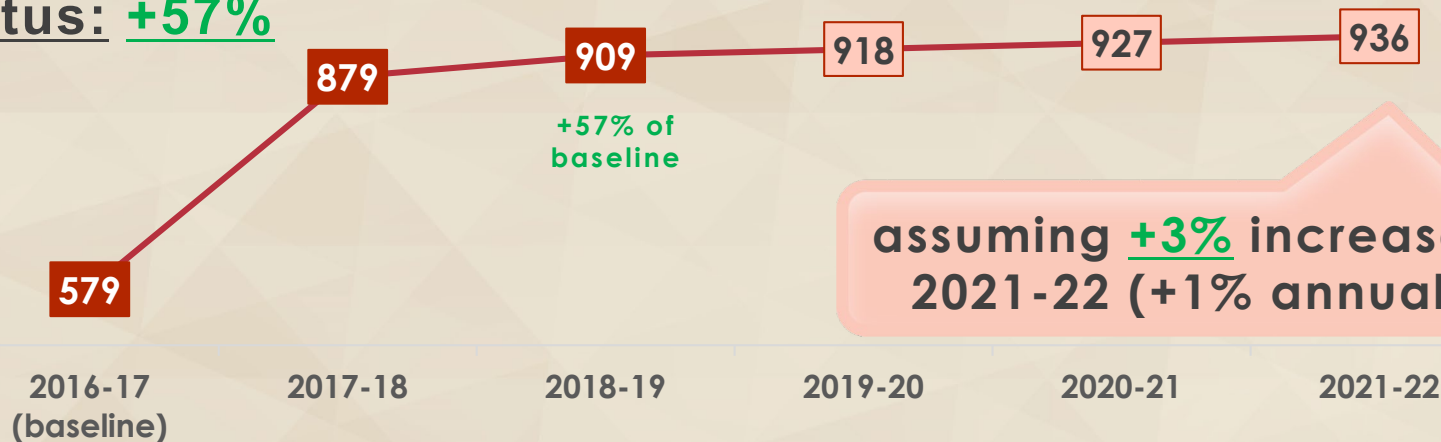
Source: CCCC Student Success Metrics Launch Board
Completions reflect associate and associate degree for transfer. Data is duplicated count of students (i.e. a student who earned an AA and AA-T in the same year is counted twice).
Originally presented S19 unduplicated headcount: 2016-17 (baseline) = 997 | 2017-18 = 994 | 2018-19 = 1,020 | 2019-20 = 1,095 | 2020-21 = 1,171 | 2021-22 = 1,246 (+76 students per year needed to achieve +25% goal)

VfS Goal Progress: Certificate Completion (1b)

Original goal of +50% is already attained.

Goal: Increase # of students earning a certificate by +50% of baseline.

Status: +57%



Source: CCCC Student Success Metrics Launch Board

Completion reflect Chancellor's Office approved certificates and apprenticeship journey status. Data is duplicated count of students.

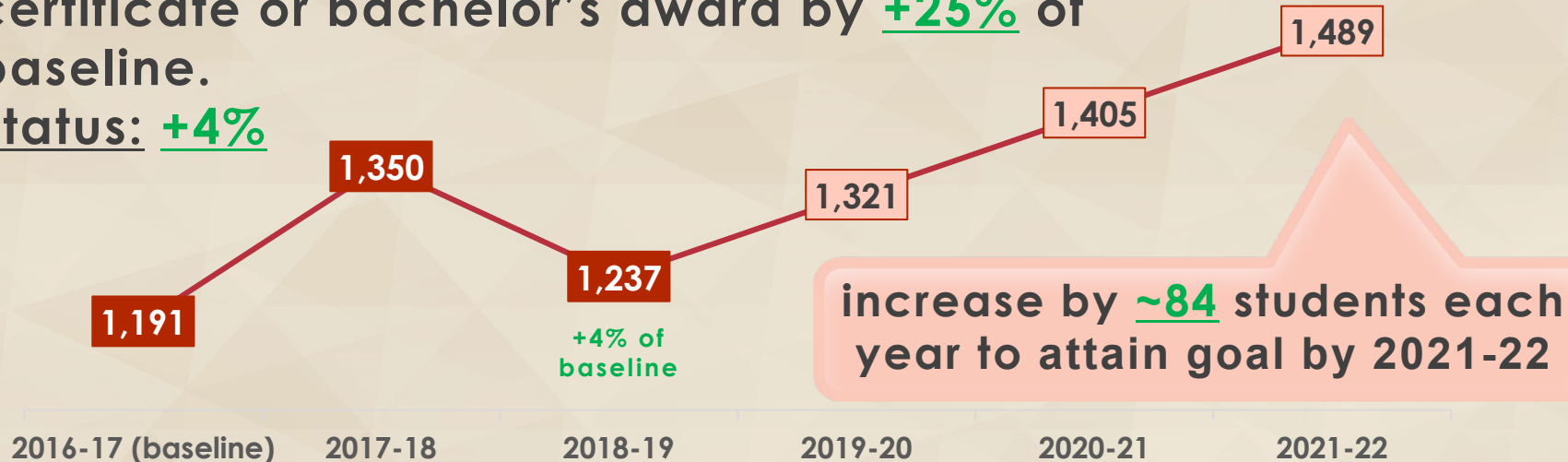
As initial goal is already met, projection is assuming a 3% increase between 2018-19 and 2021-22; the 3% is based on the rate increase between 2017-18 and 2018-19.

Originally presented S19: 2016-17 (baseline) = 572 | 2017-18 = 812 | 2018-19 = 824 | 2019-20 = 835 | 2020-21 = 847 | 2021-22 = 860 (+12 students per year needed to achieve +50% goal)

VfS Goal Progress: Associate/Certificate/Bachelor Completion (1c)

Goal: Increase # of students earning an associate, certificate or bachelor's award by +25% of baseline.

Status: +4%



Source: CCCC Student Success Metrics Launch Board

Completions reflect associate, associate degree for transfer, bachelor's or Chancellor's Office approved certificate (i.e. Vision Goal completion). Data is unduplicated count of students.

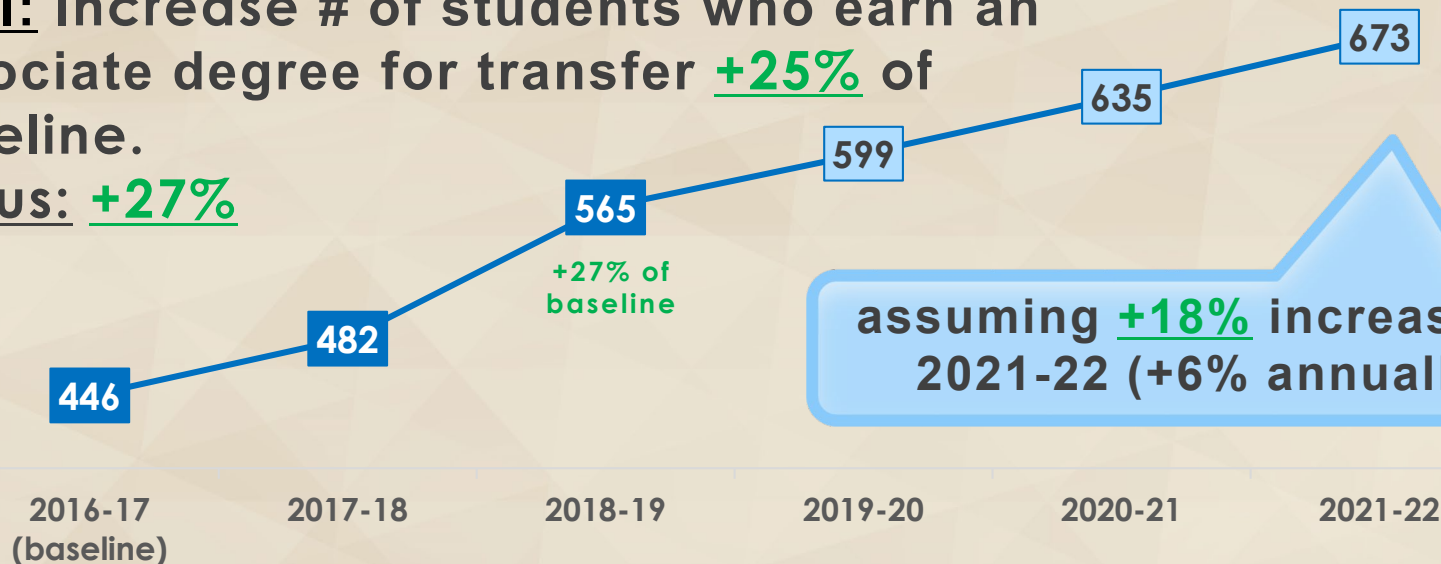
Originally presented S19; 2016-17 (baseline) = 1,280 | 2017-18 = 1,332 | 2018-19 = 1,399 | 2019-20 = 1,466 | 2020-21 = 1,533 | 2021-22 = 1,600 (+67 students per year needed to achieve +25% goal)

VfS Goal Progress: ADT Transfer (2a)

Original goal of +25%
already attained.

Goal: Increase # of students who earn an associate degree for transfer +25% of baseline.

Status: +27%



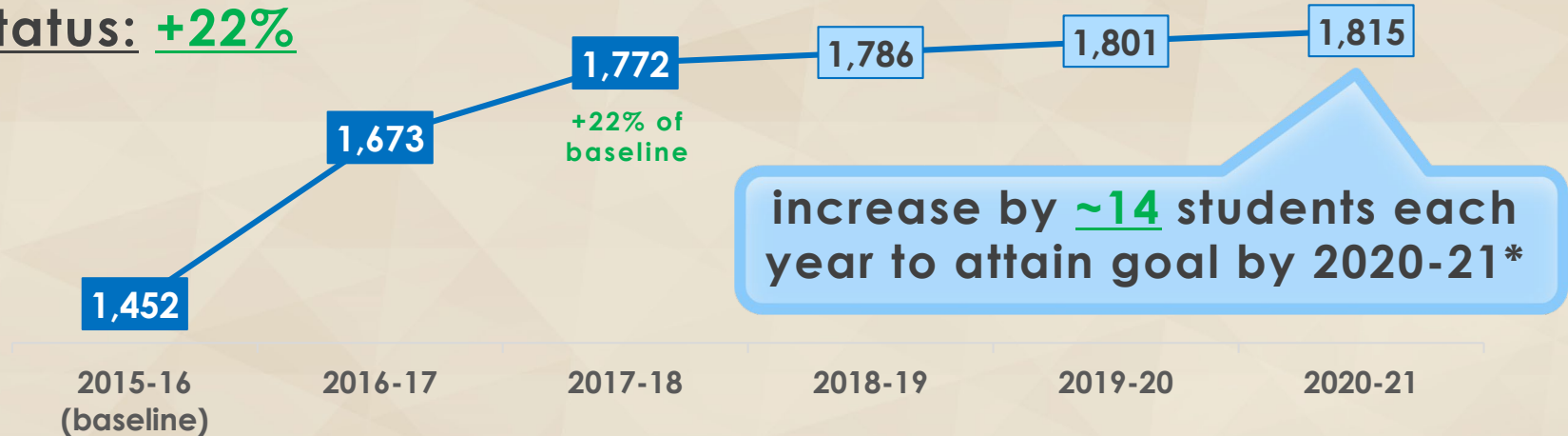
Source: CCCC Student Success Metrics Launch Board
Data is unduplicated count of students.

As initial goal is already met, projection is assuming an 18% increase between 2018-19 and 2021-22; the 18% is based on the rate increase between 2017-18 and 2018-19.
Originally presented S12: 2016-17 (baseline) = 457 | 2017-18 = 478 | 2018-19 = 501 | 2019-20 = 525 | 2020-21 = 548 | 2021-22 = 571 (+23 students per year needed to achieve +25% goal)

VfS Goal Progress: CSU or UC Transfer (2b)

Goal: Increase # of students who transfer to CSU or UC by **+25%** of baseline.

Status: **+22%**



Source: CCCC Student Success Metrics Launch Board

*Due to a one-year lag in transfer data, the baseline year is 2015-16 and the five-year goal is through 2020-21. Transfer data for 2021-22 will be available in 2021-22.

Data is unduplicated count of students.

Originally presented S19; 2015-16 (baseline) = 1,602 | 2016-16 = 1,827 | 2017-18 = 1,871 | 2018-19 = 1,915 | 2019-20 = 1,959 | 2020-21 = 2,003 (+44 students per year needed to achieve +25% goal)

VfS Goal Progress: CSU or UC Transfer (equity 1 of 2)

Students		2015-16 (baseline)	2016-17	2017-18	2020-21* (goal #)	5-Year (goal %)
All Students	Count	1,452	1,673	1,772	1,815	+25%
	Transfer Rate	19%	19%	20%	TBD	-
African American	Count	35	45	41	43	+25%
	Transfer Rate	13%	15%	14%		
	Gap	-6	-4	-6	TBD	
Latinx	Count	247	320	385	333	+35%
	Transfer Rate	16%	18%	20%	TBD	
	Gap	-3	-1	0		

Source: CCCC Student Success Metrics Launch Board

*Due to a one-year lag in transfer data, the baseline year is 2015-16 and the five-year goal is through 2020-21. Transfer data for 2021-21 will be available in 2021-22.

Data is unduplicated count of students. Pacific Islander is not show at this time since their data is unavailable at this time.

Gap compares the transfer rate of a specific student group to the total student population.

VfS Goal Progress: CSU or UC Transfer (equity 2 of 2)

Students		2015-16 (baseline)	2016-17	2017-18	2020-21* (goal #)	5-Year (goal %)
All Students	Count	1,452	1,673	1,772	1,815	+25%
	Transfer Rate	19%	19%	20%	TBD	
LGBT	Count	N/A	46	49	81	+75%
	Transfer Rate	N/A	26%	28%		
	Gap	N/A	+7	+8	TBD	
Veteran	Count	21	38	33	37	+75%
	Transfer Rate	13%	19%	16%	TBD	
	Gap	-6	0	-4		

Source: CCCC Student Success Metrics Launch Board

*Due to a one-year lag in transfer data, the baseline year is 2015-16 and the five-year goal is through 2020-21. Transfer data for 2021-21 will be available in 2021-22.

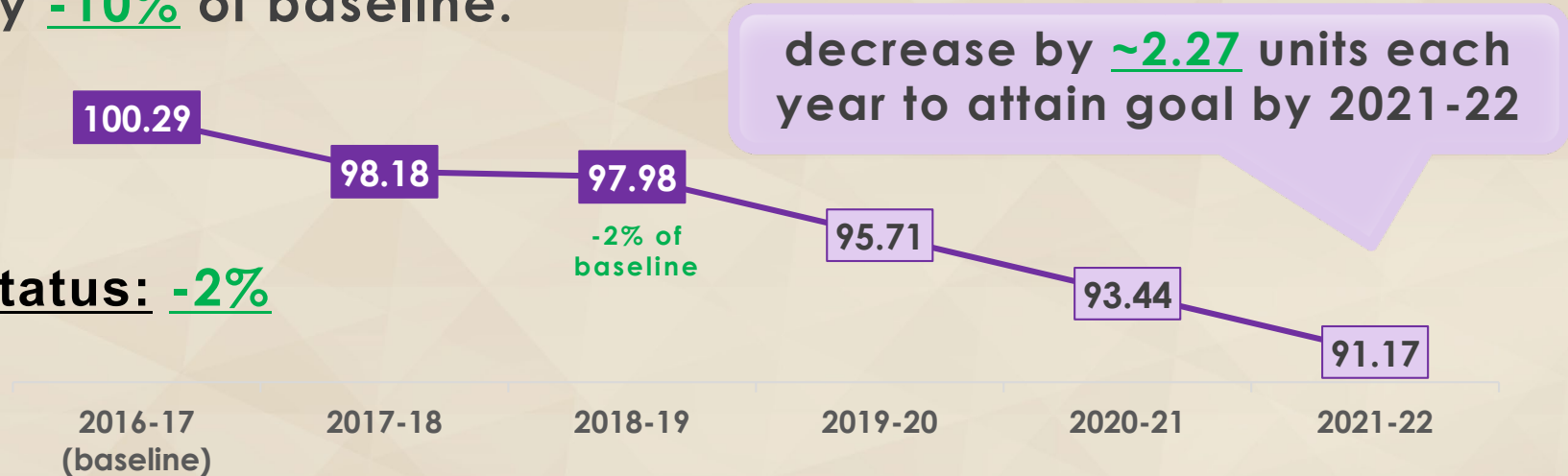
Data is unduplicated count of students.

Gap compares the transfer rate of a specific student group to the total student population.

VfS Goal Progress: Accumulated Units (3)

Goal: Decrease units accumulated by degree earners by -10% of baseline.

Status: -2%



Source: CCCC Student Success Metrics Launch Board

Data is average number of units earned by associate and associate degree for transfer.

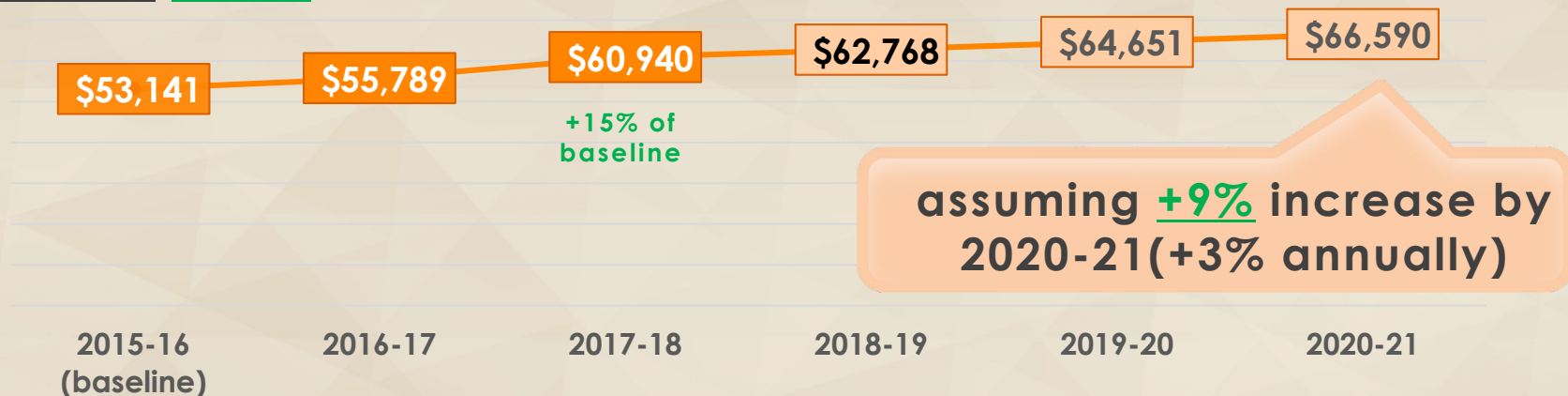
Originally presented S19; 2016-17 (baseline) = 142.23 | 2017-18 = 136.48 | 2018-19 = 134.36 | 2019-20 = 132.24 | 2020-21 = 130.12 | 2021-22 = 128.01 (-2.12 units per year needed to achieve -10% goal)

VfS Goal Progress: Workforce Annual Earnings (4a)

Original goal of +9% was already achieved.

Goal: Increase annual earnings of exiting students by **+9%** of baseline.

Status: **+15%**



Source: CCCC Student Success Metrics Launch Board

Due to a one-year lag in earnings data, the baseline year is 2015-16 and the five-year goal is through 2020-21. Earnings data for 2021-22 will be available in 2021-22.

Data is median annual earnings.

As initial goal is already met, projection is assuming an 9% increase between 2017-18 and 2020-21; the 9% is based on the rate increase between 2016-17 and 2017-18.

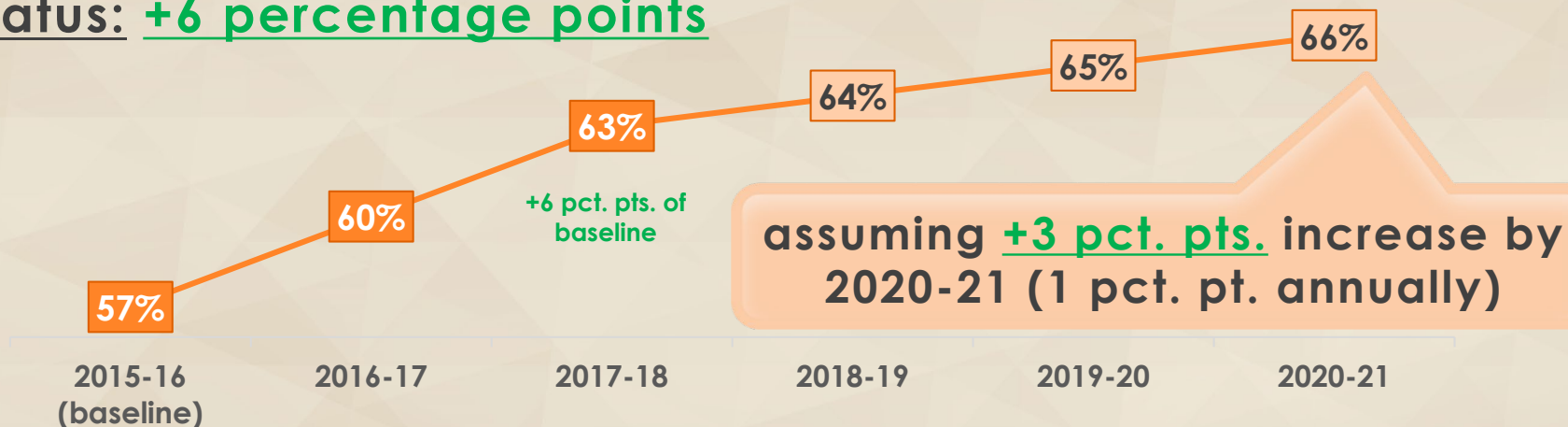
Originally presented \$19: 2015-16 (baseline) = \$53,760 | 2016-17 = \$56,656 | 2017-18 = \$57,142 | 2018-19 = \$57,627 | 2019-20 = \$58,113 | 2020-21 = \$58,598 (+485 per year needed to achieve +9% goal)

VfS Goal Progress: Workforce Living Wage (4b)

Original goal of +5 pct. pts.
already achieved.

Goal: Increase percent of exiting students who earn a living wage by +5 percentage points of baseline.

Status: +6 percentage points



Source: CCCC Student Success Metrics Launch Board

Due to a one-year lag in wage data, the baseline year is 2015-16 and the five-year goal is through 2020-21. Wage data for 2021-22 will be available in 2021-22.

As initial goal is already met, projection is assuming a 3 percentage point increase between 2017-18 and 2020-21; the 3 percentage points is based on the rate increase between 2016-17 and 2017-18.

Originally presented S19; 2015-16 (baseline) = 57% | 2016-17 = 60% | 2017-18 = 60% | 2018-19 = 61% | 2019-20 = 62% | 2020-21 = 62% (+1 percentage point per year needed to achieve +5 percentage points goal)

VfS Goal Progress: Workforce Living Wage (equity)

Students		2015-16 (baseline)	2016-17	2017-18	2020-21* (goal %)	5-Year (goal reduction)
All Students	Rate	57%	60%	63%	72%	+15 pts.**
Female	Rate	53%	54%	57%	TBD	reduce gap by -3 pts.
	Gap	-4	-6	-6		
African American	Rate	41%	47%	53%	TBD	reduce gap by -5 pts.
	Gap	-16	-13	-10		
Latinx	Rate	45%	50%	53%	TBD	reduce gap by -5 pts.
	Gap	-12	-10	-10		
Pacific Islander	Rate	30%	29%	50%	TBD	reduce gap by -5 pts.
	Gap	-27	-31	-13		

Source: CCCC Student Success Metrics Launch Board

*Due to a one-year lag in wage data, the baseline year is 2015-16 and the five-year goal is through 2020-21. Wage data for 2021-21 will be available in 2021-22.

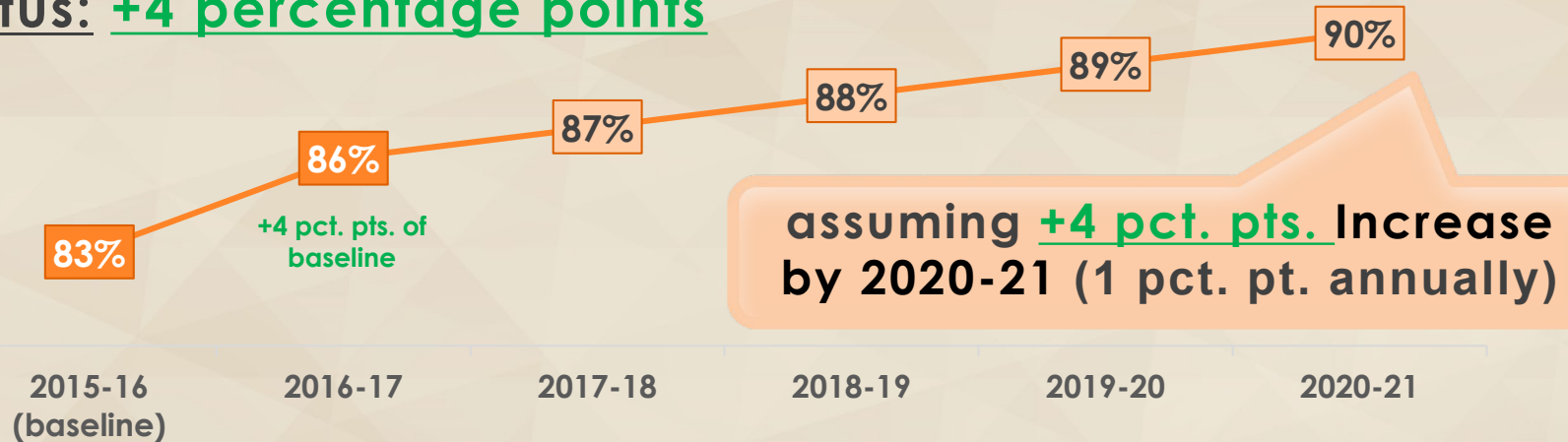
**Proposed revised goal.

Gap compares the transfer rate of a specific student group to the total student population.

VfS Goal Progress: Workforce Employed in Field of Study (4c)

Original goal of +2 pct. pts. already achieved.

Goal: Increase percent of exiting CTE students employed in their field of study by +2 percentage points of baseline.
Status: +4 percentage points



Source: CCCC Student Success Metrics Launch Board

Due to a one-year lag in wage data, the baseline year is 2015-16 and the five-year goal is through 2020-21. Wage data for 2021-22 will be available in 2021-22.

As initial goal is already met, projection is assuming a 4 percentage point increase between 2017-18 and 2020-21; the 4 percentage points is based on the rate increase between 2015-16 and 2016-17.

Originally presented S12; 2015-16 (baseline) = 86% | 2016-17 = 83% | 2017-18 = 83% | 2018-19 = 84% | 2019-20 = 85% | 2020-21 = 86% (+1 percentage point per year needed to achieve +2 percentage points goal)

Student Equity Achievement

Student Equity Achievement Initiative (recap)

Systems context:

- Student Equity Plans 2014-15 and 2015-16 (1 year each)
- Integrated Student Equity Plan 2016-17 to 2018-19 (2 years)
- **Student Equity Achievement Plan 2019-20 to 2021-22 (3-years)**
 - Five metrics; three-year timeline

Student Equity Achievement Initiative (recap)

Local context:

- Five goals align with Vision for Success goals
- Colleges must set goals locally for all students and those experiencing disproportionate impact
- Goal benchmarks based on:
 - **Baseline: 2017-18** | **Goal year: 2021-22**
- Board approval; State submission on June 30, 2019

Student Equity Achievement Initiative: Five Goal Categories (recap)

1. **Access** (apply and enroll)
2. **Retention** (fall to winter)
3. **Transfer** (four-year institution)
4. **Complete Transfer-Level Math & English**
5. **Complete Degree/Certificate/Bachelor**

Student Equity Achievement Initiative: Goal Progress

A few notes about the data presented:

- Student Success Metrics [launch board](#) was recently updated with data through 2018-19. But CCCCO has not made the raw data available. For now, any data disaggregation is by ethnicity and not ethnicity by gender as presented in spring 2019. At this time, only the student groups who were previously identified as experiencing disproportionate impact* are shown.
- For some goal categories, data points for the 2017-18 baseline year may differ from what was originally presented. The 3-year goal set for 2021-22 and annual target goals are adjusted accordingly. The original 3-year goals are footnoted.

*Percentage point gap with margin of error was used to determine disproportionate impact.

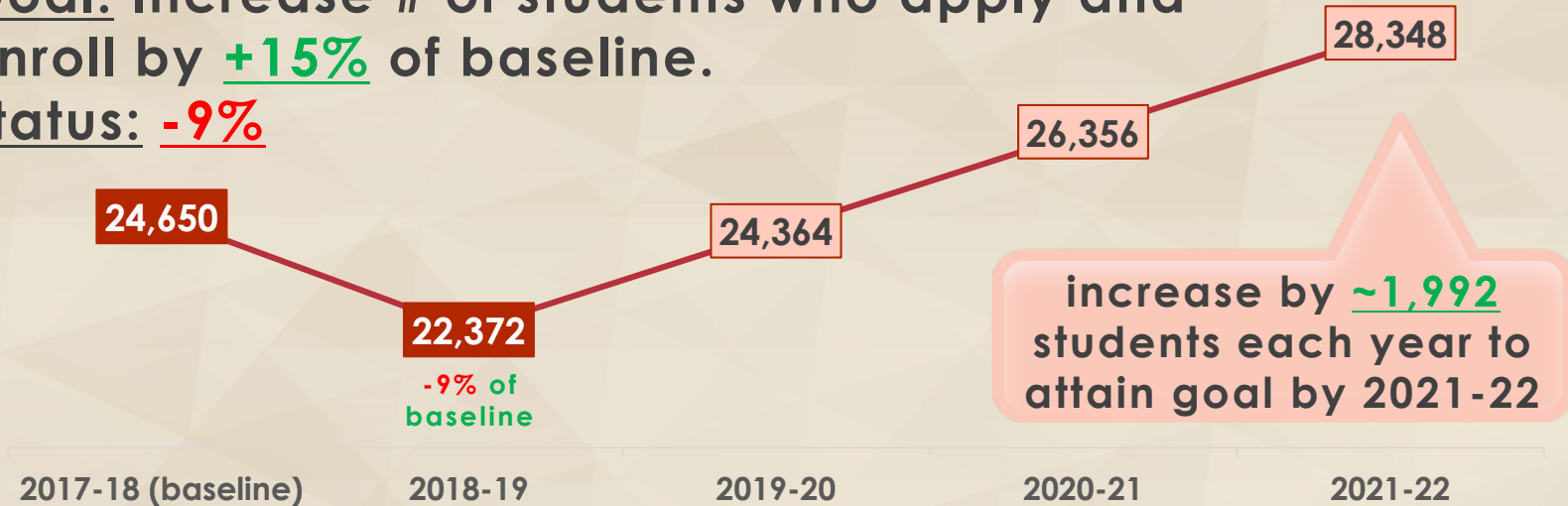
Student Equity Achievement Progress Summary

Goal Category	Baseline	Goal (#)	3-Year Goal (%)	Goal Progress
1. Access – all students	24,650 (AY18)	28,348 (AY22)	+15%	
1a. Access – African American (female) 1b. Access – African American (male)	TBD TBD	TBD TBD	TBD TBD	TBD TBD
2. Retention – all students	9,723 (AY18)	11,181 (AY22)	+15%	
2a. Retention – African American (female) 2b. Retention – Latinx (female)	TBD TBD	TBD TBD	TBD TBD	TBD TBD
3. Transfer – all students	2,405 (AY17)	2,766 (AY21)	+15%	
3a. Transfer – African American (male) 3b. Transfer – Latinx (male)	TBD TBD	TBD TBD	TBD TBD	TBD TBD
4. Transfer-level Math & English – all students	557 (AY18)	668 (AY22)	+15%	
4a. Transfer-level Math & English – Latinx (male)	TBD	TBD	TBD	TBD
5. Degree/Certificate/Bachelor – all students	1,350 (AY18)	1,553 (AY22)	+15%	
5a. Degree/Certificate/Bachelor – African American (female)	TBD	TBD	TBD	TBD

SEA Goal Progress: Access

Goal: Increase # of students who apply and enroll by **+15%** of baseline.

Status: **-9%**



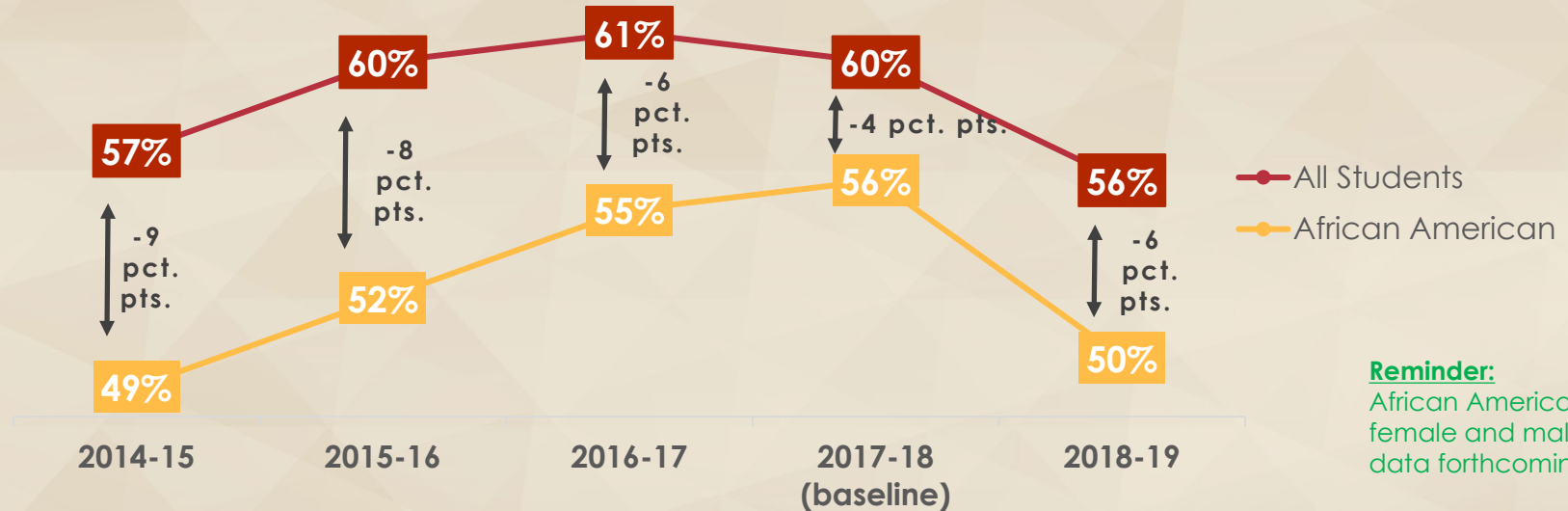
Source: CCCCO Student Success Metrics Launch Board [Among all applicants who indicated an intent to enroll in the selected year, the proportion who enrolled in a community college in the selected year.]

Note: Access originally defined as those who applied in selected or prior year and enrolled in selected year.

Originally Presented \$19: 2017-18 (baseline) = 41,930 | 2021-22 (goal) = 48,220 | increase per year = +2,097

SEA Goal: Access (college's equity progress)

African American enrollment rate compared to All Students...

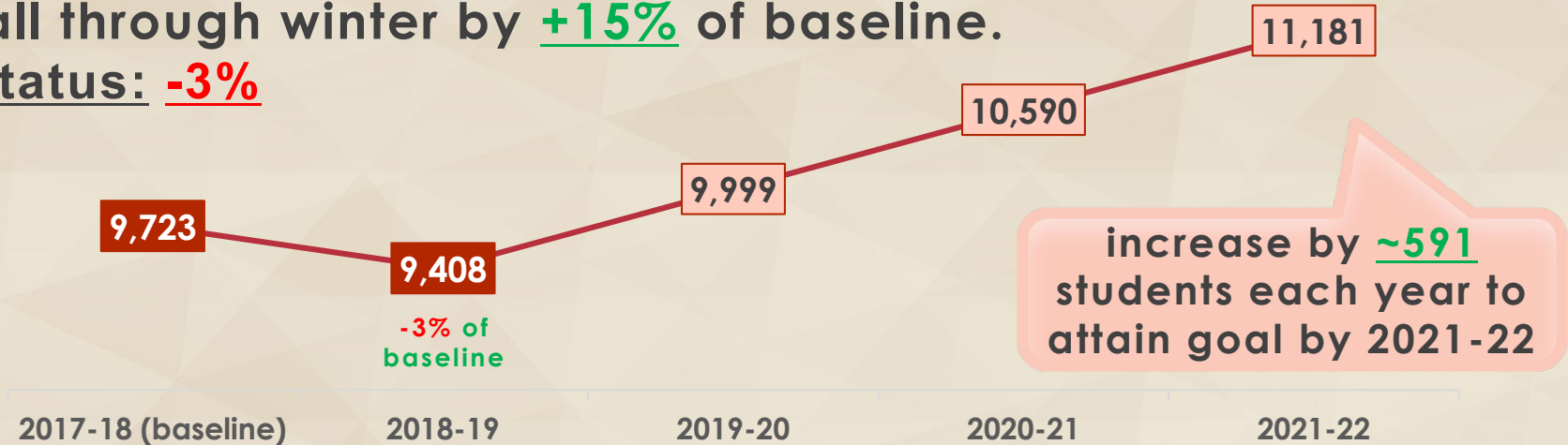


Source: CCCC Student Success Metrics Launch Board
Percentage point gaps are rounded to the nearest whole number.
Application count (all students): 2014-15 = 17,141 | 2015-16 = 36,905 | 2016-17 = 39,795 | 2017-18 = 40,945 | 2018-19 = 39,914
Application count (African American): 2014-15 = 855 | 2015-16 = 1,613 | 2016-17 = 1,459 | 2017-18 = 1,486 | 2018-19 = 1,409

SEA Goal Progress: Retention

Goal: Increase # of students who are enrolled fall through winter by +15% of baseline.

Status: -3%

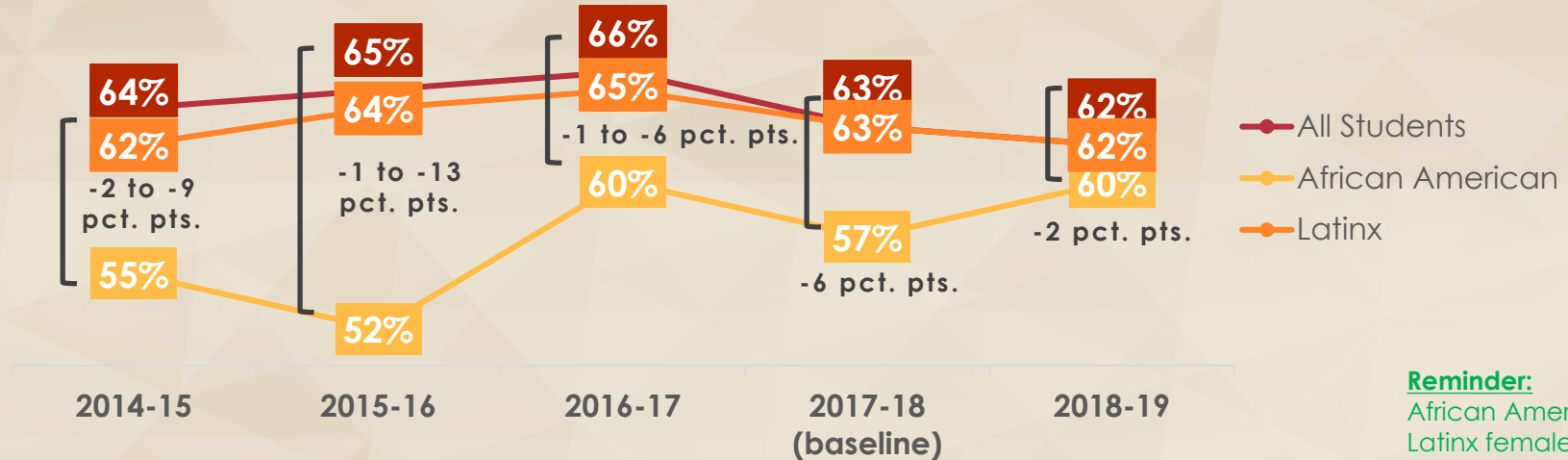


Source: CCCC Student Success Metrics Launch Board [Proportion retained from fall to winter at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution.]

Originally Presented \$19: 2017-18 (baseline) = 10,625 | 2021-22 (goal) = 12,219 | increase per year = +531

SEA Goal: Retention (college's equity progress)

African American & Latinx retention rates compared to All Students...



Reminder:
African American & Latinx females data forthcoming.

Source: CCCC Student Success Metrics Launch Board
Percentage point gaps are rounded to the nearest whole number.
Fall count (all students): 2014-15 = 15,547 | 2015-16 = 15,853 | 2016-17 = 16,114 | 2017-18 = 15,474 | 2018-19 = 15,120
Fall count (African American): 2014-15 = 624 | 2015-16 = 599 | 2016-17 = 550 | 2017-18 = 542 | 2018-19 = 553
Fall count (Latinx): 2014-15 = 3,966 | 2015-16 = 4,232 | 2016-17 = 4,457 | 2017-18 = 4,413 | 2018-19 = 4,418

SEA Goal Progress: Transfer to 4-Year

Goal: Increase # of students who transfer to a 4-year institution by +15% of baseline.

Status: +2%



Source: CCCC Student Success Metrics Launch Board [Among students in selected student journey who earned 12 or more units at any time and at any college and who exited the community college system in the prior year, the number of students who enrolled in a four-year institution in the selected year.]

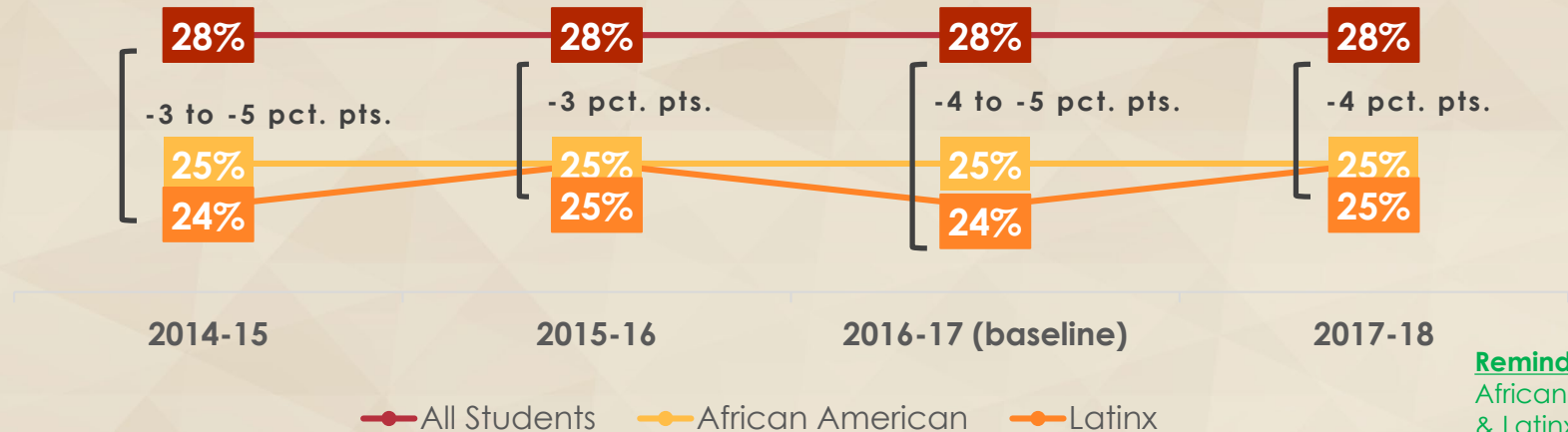
*Due to a one-year lag in transfer data, the baseline year is 2017-18 and the three-year goal is through 2020-21. Transfer data for 2021-22 will be available in 2021-22.

Transfer reflects CSU, UC, private or public in-state or out-of-state four-year institution in the subsequent year between 07/01 of the selected year and 06/30 of the subsequent year.

Originally Presented S19: 2016-17 (baseline) = 2,671 | 2021-22 (goal) = 3,072 | increase per year = +134

SEA Goal: Transfer (college's equity progress)

African American & Latinx transfer rates compared to All Students...



Reminder:
African American
& Latinx males
data forthcoming.

Source: CCCCO Student Success Metrics Launch Board
Percentage point gaps are rounded to the nearest whole number.
Enrollment count (all students): 2014-15 = 7,405 | 2015-16 = 7,663 | 2016-17 = 8,639 | 2017-18 = 8,718 | 2018-19 = N/A
Enrollment count (African American): 2014-15 = 273 | 2015-16 = 275 | 2016-17 = 303 | 2017-18 = 284 | 2018-19 = N/A
Fall Enrollment (Latinx): 2014-15 = 1,378 | 2015-16 = 1,528 | 2016-17 = 1,823 | 2017-18 = 1,946 | 2018-19 = N/A

SEA Goal Progress: Transfer-Level Math & English Completion

Original goal of +15%
already achieved.

Goal: Increase # of students who complete both transfer-level Math and English by +20% of baseline.

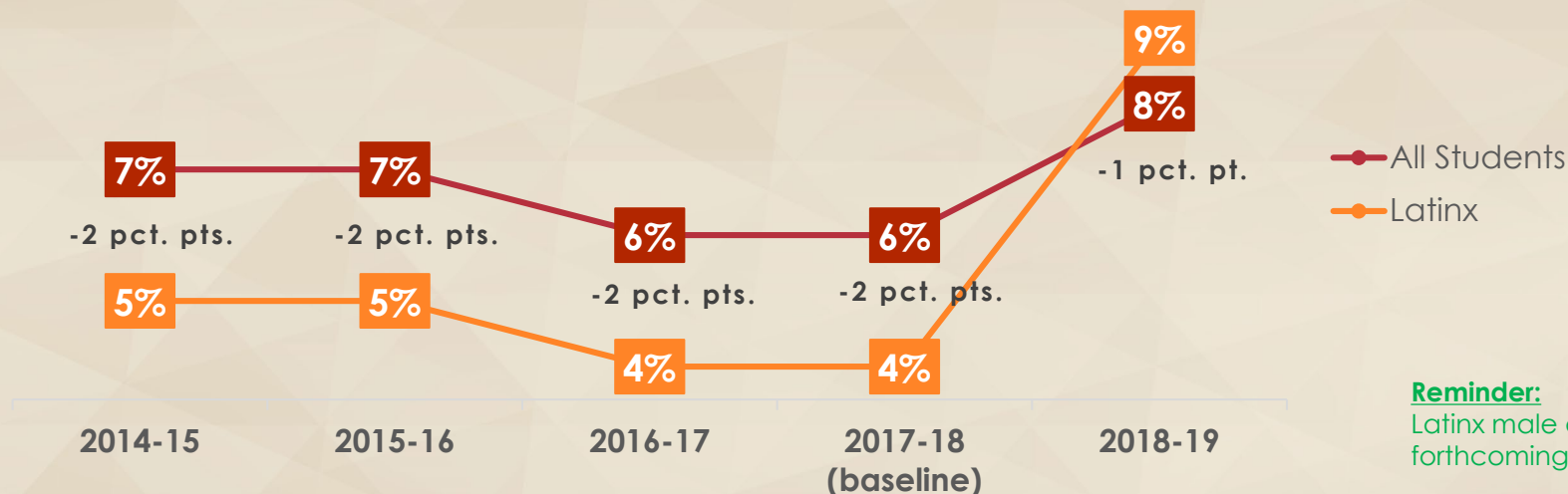
Status: +15%



Source: CCCC Student Success Metrics Launch Board [Completion of transfer-level math and English in their first academic year of credit enrollment within the district.] Completions reflect both transfer-level math and English in students' first academic year of credit enrollment within the district.
Originally Presented \$19: 2017-18 (baseline) = 331 | 2021-22 (goal) = 381 | increase per year = +17

SEA Goal: Transfer-Level Math & English Completion (college's equity progress)

Latinx Math & English completion rate compared to All Students...



Reminder:
Latinx male data
forthcoming.

Source: CCCC Student Success Metrics Launch Board
Percentage point gaps are rounded to the nearest whole number.
Enrollment count (all students): 2014-15 = 7,684 | 2015-16 = 8,277 | 2016-17 = 8,715 | 2017-18 = 8,751 | 2018-19 = 8,290
Enrollment count (Latinx): 2014-15 = 1,452 | 2015-16 = 1,558 | 2016-17 = 1,629 | 2017-18 = 1,709 | 2018-19 = 1,643

SEA Goal Progress: Degree/Certificate/Bachelor Completion

Goal: Increase # of students earning an associate, certificate or bachelor's award by +15% of baseline.

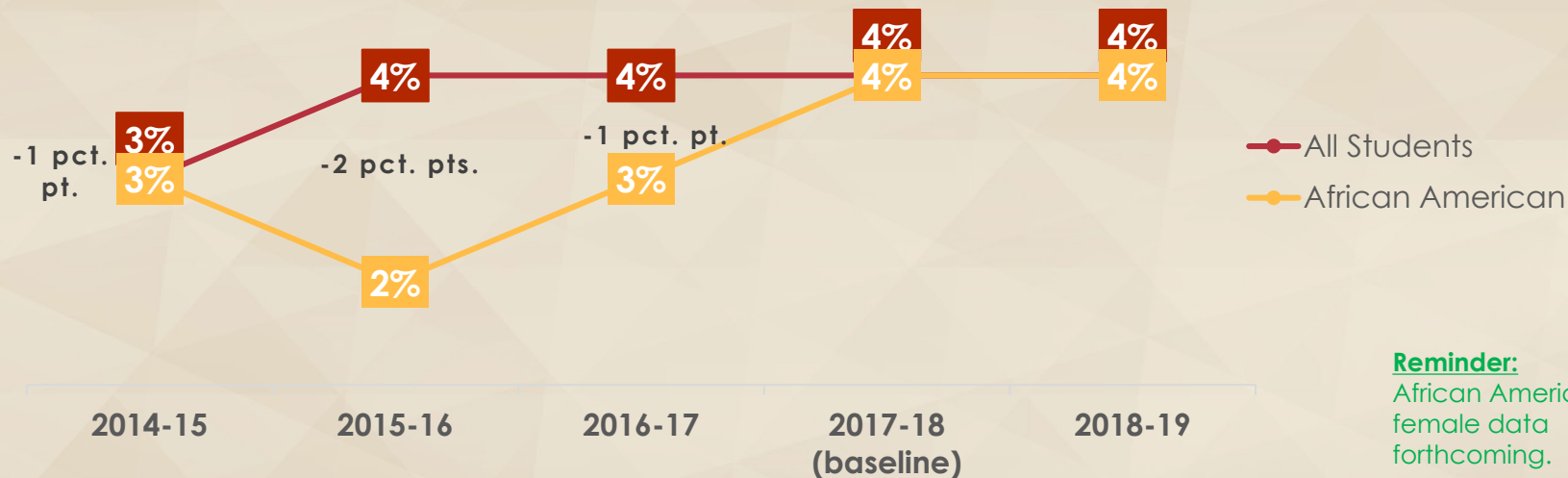
Status: -8%



Source: CCCC Student Success Metrics Launch Board
Completions reflect associate, associate degree for transfer, bachelor's or Chancellor's Office approved certificate (i.e. Vision Goal completion). Data is unduplicated count of students.
Originally presented S19; 2017-18 (baseline) = 1,332 | 2021-22 (goal) = 1,532 | increase per year = +67

SEA Goal: Degree/Certificate/Bachelor (college's equity progress)

African American award completion rate compared to All Students...



Reminder:
African American
female data
forthcoming.

Source: CCCC Student Success Metrics Launch Board
Percentage point gaps are rounded to the nearest whole number.
Enrollment count (all students): 2014-15 = 29,201 | 2015-16 = 30,393 | 2016-17 = 32,258 | 2017-18 = 32,080 | 2018-19 = 30,599
Enrollment count (African American): 2014-15 = 1,104 | 2015-16 = 1,060 | 2016-17 = 1,023 | 2017-18 = 975 | 2018-19 = 966

Institutional-Set Standards

Institutional-Set Standards (recap)

Systems context:

- Adopted by ACCJC in 2013 annual reporting
- Seven metrics; annual measure
- Reporting includes identification of target floors and aspirational goals

Institutional-Set Standard (recap)

Local context:

- College first identified methodology in 2013; last revisited in Spring 2019
- Target methodology: 75% of 3-year average
- Goal methodology: based on VfS 5-year goal, calculated as an annual goal
- Board approval as part of [Local Goal Setting 2021-22](#)

Institutional-Set Standards: Six Metric Categories (recap)

1. Course Completion

2. Certificates

3. Degrees

3a. Associate Degrees

3b. Bachelor's Degrees

4. Transfer

5. Licensure Exam Pass Rates

**6. Employment Rates for CTE
Students**

Institutional-Set Standards Progress Summary

Metric	2018-19	2019-20	Target Floor	Aspirational Goal	Goal Progress
1. Course Completion	81%	81%	61%	82%	
2. Certificates	790	794	600	860	
3. Degrees					
3a. Associate Degrees	1,012	932	727	1,018	
3b. Bachelor's Degrees	45	60	32	75	
4. Transfer	1,087	1,127	867	1,383	
5. Licensure Pass Rates*	64%-100%	75%-100%	54%-75%		
6. Employment Rates for CTE Students*	50%-100%	56%-100%	50%-75%		

*There are 10 programs requiring state and/or national licensure exams and 17 programs with 10 or more students. ACCJC does not ask for aspirational goals to be identified for these metrics. Targets are not to be identified as below 50% based on ACCJC guidance.
 Note: Calculation of the "Target Floor" is based on 3-yr avg * 75%. | Calculation of "Aspirational Goal" is based on the completion count from AY20 + the add'l annual completions needed to meet the 2021-22 Vfs goal.