California Community Colleges System Goals and Metrics:

Comparative Analyses of RCCD and California First Five Cohorts, 2003-2014

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OCTOBER 10, 2014 (AMENDED OCTOBER 14, 2014)
Recent Legislation

- Partnership for Excellence → ARCC → ScoreCard → CCC System Goals & Metrics
- AB1417 Accountability Reporting CCCs (2004)
- SB1440 Student Transfer Achievement Reform Act (2010)
- SB1456 Student Success Act (2012)
- Board of Governor’s for the California Community Colleges (July, 2014)
Freshman Classes Entering 2014 to 2024

227,247 Additional Completions

1,685,052
No Increase

1,912,299
2.5% Increase

Starting with the current 2013-14 completion rates

Annual completions with no increase in rate.

Annual completions with 2.5% rate increase.

Six-year cohorts beginning in:

(99,718 are CTE Completions)
Main Goals of the CCC System

Nine metrics conceptualized* around five areas:

- Student Success
- Equity
- Student Services
- Efficiency
- Access

*Aligned with Scorecard 2.0, Student Success Task Force recommendations, Student Success Act (SB 1456), California Post Secondary Education State Goals (SB195), and draft budget language.
The Nine Metrics

Student Success (ScoreCard + Associate Degrees-Transfer)
  ◦ 1. Completion Rates (Certificates and Degrees)
  ◦ 2. Math and English Remedial Rates
  ◦ 3. CTE Completion Rates
  ◦ 4. Number of Associate Degrees for Transfer (AA-T, AS-T)

Equity In Completion Index
  ◦ 5. Completion rate among subgroups (ideal >.80 for all groups)

Student Services
  ◦ 6. Percentage of Students with an Education Plan

Efficiency
  ◦ 7. Number of FTES spent to obtain ‘higher order outcome’ (certificate, degree, transfer, or transfer prepared within 6 years (efficient = declining rate)

Access
  ◦ 8. Participation rate (# Students ages 18-24 per 1,000 residents same age group)
  ◦ 9. Participation rate among subgroups
Percentage of first time students (who attempted any level of Math or English in the first three years) who completed degree, certificate or transfer-related outcomes within six years. If student’s lowest course attempted in Math and/or English was college level, then student is considered College Prepared.
Student Success:
Remedial Math & English Rates of Five Most Recent Cohorts, 2003 - 2014

Percentage of first-time credit students who started in below transfer level in English, mathematics, and/or ESL and successfully completed a college-level course in the same discipline within six years.
Student Success in Career Technical Education of Five Most Recent Cohorts, 2003 - 2014

Percentage of first-time students who completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.
# Student Success: Annual Volume of Transfer Degrees

<table>
<thead>
<tr>
<th></th>
<th>RCCCD</th>
<th></th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AS-T</td>
<td>AA-T</td>
<td>Total</td>
</tr>
<tr>
<td>2011-12</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2012-13</td>
<td>6</td>
<td>44</td>
<td>50</td>
</tr>
<tr>
<td>2013-14</td>
<td>27</td>
<td>79</td>
<td>106</td>
</tr>
</tbody>
</table>

“The existing data show a steep increase in the volume between the first and second year of implementation. If this trend continues, to increase the volume of the degrees by a target percent annually may not be sustainable. The Chancellor’s Office will monitor the trends and may reevaluate the target.”
### Student Equity Proportional Index: Calculations for all subgroups

**Example: 2007/08 Cohort**  
**Goal GTE .80 for all subgroups**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Cohort Size</th>
<th>Proportion</th>
<th>Number Outcome</th>
<th>Proportion.</th>
<th>Equity Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>654</td>
<td>0.120</td>
<td>234</td>
<td>0.109</td>
<td>0.109/0.120=0.904</td>
</tr>
<tr>
<td>American Indian</td>
<td>50</td>
<td>0.009</td>
<td>17</td>
<td>0.008</td>
<td>0.008/0.009=0.858</td>
</tr>
<tr>
<td>Asian</td>
<td>289</td>
<td>0.053</td>
<td>170</td>
<td>0.079</td>
<td>0.079/0.053=1.485</td>
</tr>
<tr>
<td>Filipino</td>
<td>158</td>
<td>0.029</td>
<td>80</td>
<td>0.037</td>
<td>0.037/0.029=1.278</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,559</td>
<td>0.470</td>
<td>888</td>
<td>0.412</td>
<td>0.412/0.470=0.876</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>57</td>
<td>0.010</td>
<td>25</td>
<td>0.012</td>
<td>0.012/0.010=1.108</td>
</tr>
<tr>
<td>White non-Hispanic</td>
<td>1,673</td>
<td>0.308</td>
<td>739</td>
<td>0.343</td>
<td>0.343/0.308=1.116</td>
</tr>
<tr>
<td>Total</td>
<td>5,440</td>
<td>1.000</td>
<td>2,153</td>
<td>1.000</td>
<td></td>
</tr>
</tbody>
</table>
Comparative Analysis of Equity Index for African American Students: RCCD and California, Five Most Recent Cohorts, 2003 - 2014
Comparative Analysis of Equity Index for Native American Students: RCCD and California: Five Most Recent Cohorts, 2003 - 2014

- RCCD: 0.631, 0.848, 0.596, 1.100, 0.859
- CA: 0.756, 0.772, 0.813, 0.782, 0.782

Comparative Analysis of Equity Index for Asian American Students: RCCD and California: Five Most Recent Cohorts, 2003 - 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>RCCD</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>1.391</td>
<td>1.268</td>
</tr>
<tr>
<td>2004-2005</td>
<td>1.293</td>
<td>1.283</td>
</tr>
<tr>
<td>2005-2006</td>
<td>1.334</td>
<td>1.279</td>
</tr>
<tr>
<td>2006-2007</td>
<td>1.515</td>
<td>1.273</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1.485</td>
<td>1.288</td>
</tr>
</tbody>
</table>
Comparative Analysis of Equity Index for Hispanic Students: RCCD and California, Five Most Recent Cohorts, 2003 - 2014
Comparative Analysis of Equity Index for Pacific Islander Students: RCCD and California, Five Most Recent Cohorts, 2003 - 2014

![Graph showing the comparison between RCCD and California (CA) equity indices for Pacific Islander students from 2003-2004 to 2007-2008. The graph includes data points for each cohort year and indicates a general trend of increasing equity indices for both RCCD and CA.](image-url)
Comparative Analysis of Equity Index for White Students: RCCD and California, Five Most Recent Cohorts, 2003 - 2014

Graph showing the equity index values for RCCD and CA from 2003-2004 to 2007-2008. The values are as follows:

- 2003-2004: RCCD 1.111, CA 1.100
- 2004-2005: RCCD 1.106, CA 1.095
- 2005-2006: RCCD 1.127, CA 1.096
- 2006-2007: RCCD 1.085, CA 1.087
- 2007-2008: RCCD 1.117, CA 1.091
Overall Efficiency Rates: FTES Spent Per Success Outcome
RCCD and California for the Five Most Recent Cohorts, 2003 - 2014

This efficiency measure uses the Scorecard completion rate and indicates how much student time (measured by Full Time Equivalent Students, or FTES) was generated to produce one outcome in each cohort.
Overall Efficiency Rates: FTES Spent Per Success Outcome, RCCD and California for Prepared Students in the Five Most Recent Cohorts, 2003-2014

This efficiency measure uses the Scorecard completion rate and indicates how much student time (measured by Full Time Equivalent Students, or FTES) was generated to produce one outcome in each cohort.
Overall Efficiency Rates: FTES Spent Per Success Outcome in RCCD and California for Unprepared Students in the Five Most Recent Cohorts, 2003 - 2014

This efficiency measure uses the Scorecard completion rate and indicates how much student time (measured by Full Time Equivalent Students, or FTES) was generated to produce one outcome in each cohort.
Forthcoming System Metrics

- **Student Services: Percent with Education Plan**

- **Participation Rates**
  
  *(Number of 18-24 year old individuals per 1,000 in population)*
Next Steps

- Policy implications
- Changes in operation
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END OF SLIDE SHOW