SANTA MONICA COLLEGE
Institutional Research

SANTA MONICA COLLEGE

2020–2021

Institutional Effectiveness Report

Focus on Vision for Success and Student Equity and Achievement Metrics

Prepared by the Office of Institutional Research

December 2020

Table of Contents

2020-2021 IE Dashboard: VS and SEA Metrics

The dashboard serves as a visual tool to assist college practitioners monitor SMC's performance and assess whether target goals are being met. The dashboard describes overall trends by year, the 2021-2022 target goals, and how far SMC is currently away from reaching its goals. In addition, data for racially minoritized groups[3] who experienced substantive equity gaps (assessed as being large gaps if gap is more negative than margin of error or proportionality index (PI) value is <=0.80) every year in the report is included in the dashboard.

		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2021-2022 Target Goal	Diff: (Most Recent Yr) – (Target Goal)
SEA 1: Degree/Transfer Students Retained from Fall to Spring								
Performance		**76.1%** (N = 23,641)	**76.0%** (N = 23,630)	**74.5%** (N = 23,577)	**74.0%** (N = 22,183)	**74.3%** (N = 21,675)	**81.9%**	**-7.6%**
Highest Performing Group		Asian: 81.3%	Asian: 83.5%	Asian: 82.0%	Asian: 81.9%	Asian: 80.9%		
PPG[1]	Black	-12.7%	-17.2%	-18.3%	-17.8%	-16.9%		
	Latinx	-4.7%	-7.9%	-8.5%	-9.0%	-8.0%		
	Two +	-8.9%	-10.1%	-11.4%	-10.6%	-10.3%		
SEA 2: Degree/Transfer Students Completed Transfer-Level Math and English								
Performance		**6.5%** (N = 8,601)	**7.4%** (N = 8,574)	**8.7%** (N = 8,285)	**9.1%** (N = 7,770)	**10.2%** (N = 7,842)	**13.7%**	**-3.5%**
Highest Performing Group		Asian: 9.9%	White: 11.1%	Two +: 12.8%	Asian: 13.7%	Asian: 18.0%		
PPG	Black	-7.2%	-8.4%	-8.7%	-10.7%	-14.4%		
	Latinx	-5.4%	-5.8%	-6.1%	-7.1%	-9.9%		
VS 1/SEA 3: VISION GOAL (DEGREE/CERTIFICATE) COMPLETION								
Performance		**1,801**	**1,731**	**1,747**	**2,364**	**2,409**	**3,645**	**-1,236**
Headcount Credit, Degree & Transfer Stu Avg Last 3 Years		29,744 (2012-13 to 2014-15)	29,785 (2013-14 to 2015-16)	29,712 (2014-15 to 2016-17)	29,330 (2015-16 to 2017-18)	28,743 (2016-17 to 2018-19)		
PI Value[2]	Black	0.70	0.67	0.70	0.51	0.60		
VS 2: AVG NUMBER OF UNITS ACCUMULATED BY ASSOCIATE DEGREE EARNERS								
Performance		**93.57**	**92.08**	**90.25**	**92.51**	**91.57**	**<=79**	**+12.57**
VS 3/SEA 4: TRANSFERRED TO A FOUR-YEAR INSTITUTION								
Performance		**3,157**	**3,208**	**3,341**	**3,235**	**--**	**5,826**	**-2,591**
Headcount Credit, Degree & Transfer Stu Avg Last 3 Years		29,744 (2012-13 to 2014-15)	29,785 (2013-14 to 2015-16)	29,712 (2014-15 to 2016-17)	29,330 (2015-16 to 2017-18)	28,743 (2016-17 to 2018-19)		
PI Value	Black	0.69	0.74	0.68	0.71	--		
	Latinx	0.71	0.70	0.72	0.79	--		
VS 4: STUDENTS IN JOB CLOSELY RELATED TO FIELD OF STUDY								
Performance		**70.3%** (N = 461)	**69.8%** (N = 430)	**71.7%** (N = 459)	--	--	**79.7%**	**-8.0%**

[1] PPG = Percentage Point Gap (negative values indicate gap)

[2] PI = Proportionality Index (values less than 1.0 indicate gap)

[3] The term "racially minoritized" is used to signify racial ethnic groups in the United States who have been systematically marginalized and excluded in higher education (Asian, Black, Latinx, Native American/Alaskan Native, Pacific Islander, Two or More Races)

Introduction

Institutional Effectiveness (IE) is the systematic and continuous process of measuring the extent to which a college achieves its mission as expressed through goals and strategic objectives. The ultimate purpose of the IE process is to advance educational quality and drive institutional improvement. The IE process at Santa Monica College (SMC) involves the compilation and analyses of pertinent data metrics and discussion of the College's performance on the metrics against minimum standards (called "institution-set standards" by ACCJC) and target goals.

Each year, the Academic Senate Joint Institutional Effectiveness Committee reviews the metrics and makes recommendations for revisions based on the current goals and priorities of the College. As a result, the IE process is an ongoing and dynamic process. In 2019-2020, the Committee recommended that the IE metrics align with the state Chancellor's Office mandated metrics for the Vision for Success (VS) framework and Student Equity and Achievement (SEA) Program.

The current report provides a high-level summary of SMC's performance on the key student success, achievement, and equity metrics and analyzes the College's progress towards the 2021-2022 goals set in the local Vision for Success Goals and Student Equity Plan reports adopted by the Board of Trustees in 2019.

LOCAL GOAL SETTING PROCESS

In 2018 and 2019, state legislators passed Assembly Bill No. 1809 and Assembly Bill No. 943, respectively, which established requirements for all California Community Colleges to adopt goals for student outcomes and equity metrics. In response to the new requirements, the IE Committee developed a goal-setting process. Key elements of the goal setting process include:

1) **Focus on Racial Equity**
   Among all demographic categories (i.e., disability status, gender, Veteran status, low-income status), the largest and most persistent gaps were observed for racially minoritized groups: Black, Latinx, and Native American/Alaskan Native. While data for all demographic groups are reviewed and monitored as part of the student equity planning process, the IE process prioritizes and focuses on examining the metrics disaggregated by race/equity.

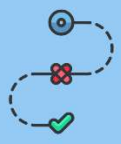
2) **Goals are Defined Based on a Calculation That Envisions Racial Parity for the Metrics**
   The systemwide *Vision for Success* goals challenge institutions to simultaneously increase the overall success of all students while eliminating equity gaps. Goals that solely focus on improving the overall success without considering the equity gaps often lead to an unintended scenario (refer to Appendix B) where the overall success improves, but the gaps widen or remain the same (scenario is called "Rising Tide"). In order to ensure SMC achieves both parts of the *Vision* goals, the numeric goals for the metrics will be determined based on a calculation which produces and outcome for which the highest performing group's success remains stable, but the overall success for all groups combined improves ***and*** gaps are eliminated for disproportionately impacted racial/ethnic groups. The "Bottom-Up" (renamed "Strategic Rise" at SMC) method was used to calculate the numbers of additional students (refer to Appendix C) by ethnicity/race that need to be successful when compared to the baseline data.

3) **Goals are Time-Bound**
The goals were set to be accomplished within a specific period, by 2021-2022. Progress goals were established by determining how much SMC should progress each year to achieve the 2021-2022 target year.

4) **Goals are Symbolic and Do Not Represent Absolute Mathematical Precision**
The target goals are designed to motivate a sense of urgency around improving student outcomes and closing equity gaps. The goals are symbolic of the ideal, and while they may not be realistically achievable in the short time period, they represent the College's resolute commitment to improving student success in terms of completion, transfer, and workforce preparation faster than ever before and to eliminate racial equity gaps across these outcomes.

VS AND SEA METRICS INCLUDED IN IE REPORT

The IE Committee typically reviews SMC's performance on several dozen metrics each year. However, the current report provides a summary of the **six** VS and SEA metrics identified as most central to the current college priorities focusing on guided pathways/redesign and student equity. The metrics highlighted in this report include:

METRIC CATEGORY	
 LEARNING AND MOMENTUM	• SEA 1: DEGREE/TRANSFER STUDENTS RETAINED FROM FALL TO SPRING • SEA 2: DEGREE/TRANSFER STUDENTS COMPLETED TRANSFER-LEVEL MATH AND ENGLISH
 DEGREE AND CERTIFICATE COMPLETION	• VS 1/SEA 3: VISION GOAL COMPLETION (CERTS & DEGREES) • VS 2: AVERAGE NUMBER OF UNITS ACCUMULATED BY ASSOCIATE DEGREE EARNERS
 TRANSFER	• VS 3/SEA 4: TRANSFERRED TO A FOUR-YEAR INSTITUTION
 EMPLOYMENT	• VS 4: STUDENTS IN JOB CLOSELY RELATED TO FIELD OF STUDY

CALCULATING EQUITY GAPS

For all metrics excluding VS 2 (Average Number of Units Accumulated by Associate Degree Earners), equity gaps and the target goals to close the gaps were calculated based on one of two methods: Percentage Point Gap (PPG) and Proportionality Index (PI).

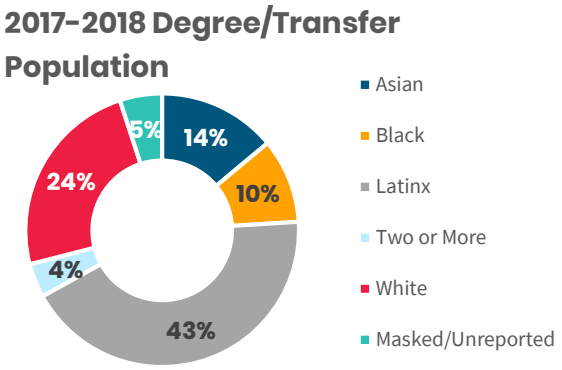
Proportionality Index

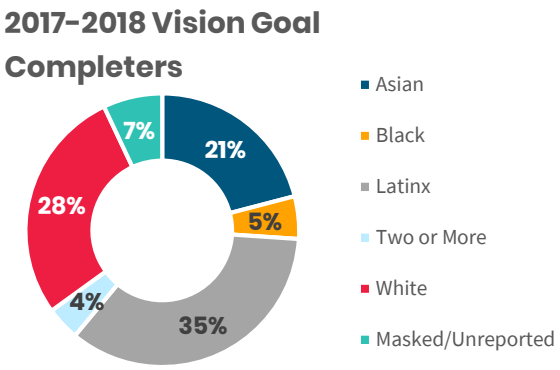
For the two metrics that report counts of successful students (VS 1/SEA 3: Vision Goal Completion, VS 3/SEA 4: Transferred to a Four-Year Institution), the PI method was used by comparing the representation of an ethnicity/race group amongst all successful students with the representation of the same group in a reference group. The reference group used were all students who reported a degree or transfer goal in the selected year. Students in the successful outcome population may or may not be also included in the reference group, depending on what goal they reported in the selected year.

For example, in the charts below, Latinx students represented 43% of all degree/transfer aspirants enrolled at SMC in 2017-2018 and 35% of students who completed a certificate or degree in the same year. A ratio of the two proportions (representation in successful student population to reference population or 35% / 43%) for Latinx students produces an index value of 0.814.

% of all successful students who belong to subgroup / % of reference group who belong to subgroup

Any PI value below 1.0 indicates that the group is *underrepresented* among successful students and indicates that an **equity gap** exists. Values above 1.0 indicate that a group is *overrepresented* among successful students compared to their representation in the reference group. Relative size of gap can be assessed by observing how close a PI value is to 1.0 – values further away from 1.0 indicate a larger gap size.





Target goals were calculated by projecting the total number of students in each ethnicity/race group needed in order to achieve a PI value of 1.0 in the baseline year.

Percentage Point Gap (PPG)

For the three metrics that reports rates or percentage of successful students (SEA 1: Degree/Transfer Students Retained from Fall to Spring, SEA 2: Degree/Transfer Students Completed Transfer-Level Math and English in First Year, and VS 4: Students in Job Closely Related to Field of Study), the PPG method was used to calculate equity gaps. Each ethnicity/race group's rate was subtracted from the rate of the highest performing ethnicity/race group in the same year.

Negative PPG values indicate that an equity gap exists for the ethnicity/race group. The larger the absolute value of the gap indicate, the more disproportionately impacted the ethnicity/race group is when compared to the highest performing group.

For example, in the table below, 6.6% of Latinx degree/transfer goal students completed transfer-level math and English in their first year (2017-2018). The highest performing group in the same year was the Asian group, who performed at rate of 13.7%. The equity gap experienced by Latinx students was -10.7% (6.6% - 13.7%).

2017-2018 Degree/Transfer Students Who Completed Transfer-Level Math and English in First Year				
	Numerator	Denominator	Rate (Num / Den)	**Equity Gap:** Rate – (Highest Performing Group)
Asian	144	1052	13.7%	Highest Performing Group
Black	21	710	3.0%	-10.7%
Latinx	191	2902	6.6%	-7.1%
White	245	2046	12.0%	-1.7%

PPG = % of outcome for students in subgroup - % of outcome for highest performing group

Target goals were set as the rate of the highest-performing group for the baseline year. Once this goal, which represents the "strategic rise" consequence of equity interventions, is achieved for the three metrics, the IE Committee recommends adopting the "win-win" scenario (refer to Appendix B).

For more information on the PI and PPG methods of calculating equity gaps, visit: https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Network-Operations/Accountability/Files/Disproportionate_Impact_Equity_and_Placement-201701051.ashx

Average Units Accumulated by Associate Degree Earners

For the target goal for metric VS 2 (Average Number of Units Accumulated by Associate Degree Earners), the systemwide Vision for Success goal of 79.00 units or less was adopted as no ethnicity/race group has achieved this goal for the baseline year.

Margin of Error and PI Threshold

Margin of error (MOE) values were calculated for each PPG metric and ethnicity/race group. The margin of error helps us determine whether the gaps experienced by subgroups are large enough to say with 95% confidence that the gaps are a result beyond error/variability in population. Observed equity gaps that are more negative than the MOE value indicates presence of substantive disproportionate impact.

PI values equal to or less than 0.80 (threshold recommended by the Chancellor's Office) reflect substantive disproportionate impact.

For more information on how margin of error values were calculated, visit: https://drive.google.com/file/d/1UfiP2yFntyvryQvxbDvijyxluVfvXCxK/view

CHANGE IN METHODOLOGY FOR METRICS

The data in the current report reflects recent changes in definitions used to calculate the VS and SEA metrics (released in June 2020). The data in the report should not be directly compared to previously reported data in the 2019 Vision for Success Goals document and Student Equity Plan, and target goals were recalculated based on the updated data.

For more information about the changes in definitions, visit: https://www.calpassplus.org/CalPassPlus2.0/Media/Launchboard/ssm/Changes%20in%20Definitions%20for%20SSM%202.6%20Build.docx

For a more detailed description of how each metric included in the report is calculated, visit Appendix A.

ORGANIZATION OF THE REPORT

The report is organized by metric category (Learning and Momentum, Certificate and Degree Completion, Transfer, and Employment) and describes SMC's performance on the six VS and SEA metrics identified as the priority metrics for the year. Each section includes:

- Year-over-year trend of overall past performance
- 2021-2022 target goals
- Performance on metrics disaggregated by race/ethnicity
- Equity gaps with indication of whether gaps meet the MOE (PPG) or 0.80 (PI) threshold for determining substantive gap size
- (For PI metrics): Additional successful students needed in each ethnicity/race group to close gap

Learning and Momentum

♦ SEA 1: DEGREE/TRANSFER STUDENTS RETAINED FROM FALL TO SPRING

Description: Among all students in the degree/transfer journey enrolled in the fall, the proportion who retained and returned to SMC in the spring of the selected year, excluding students who completed an award or transferred to a postsecondary in the selected year. *Student Success Metrics Crosswalk: SM 406SW Students in Selected Journey Who Were Retained from Fall to Spring at the Same College (SM 424SX Wrapper Metric)*

Figure 1. SEA 1: Degree/Transfer Students Retained from Fall to Spring

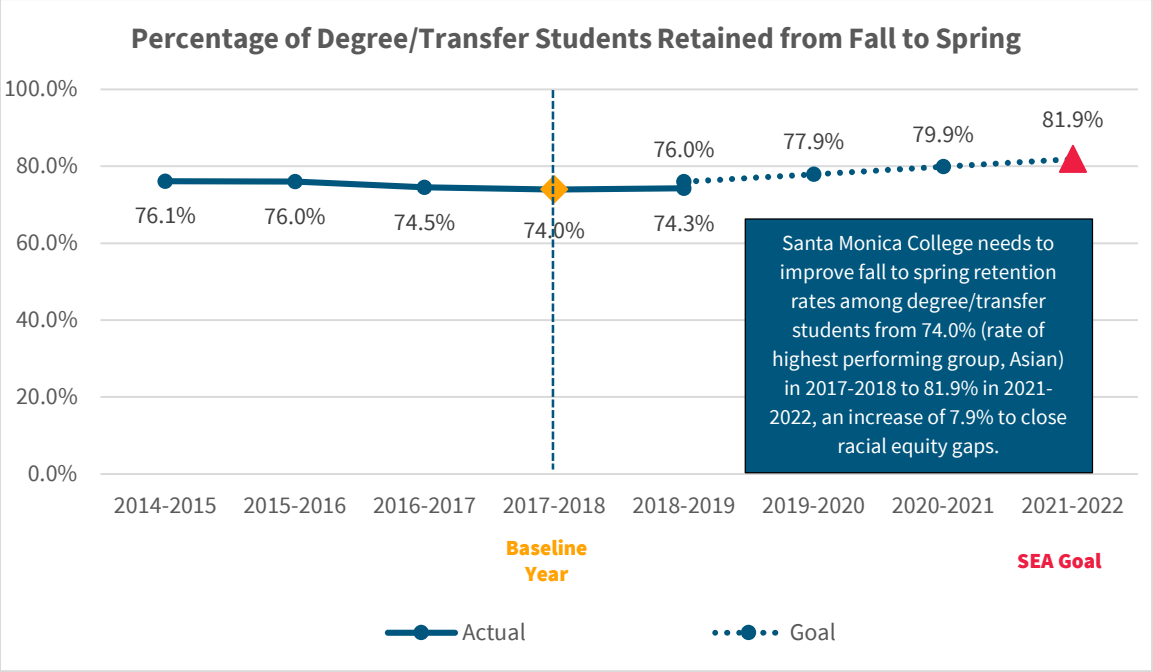


Table 2. SEA 1: Number and Percentage of Degree/Transfer Students Who Retained from Fall to Spring by Race/Ethnicity

	2014-2015			2015-2016			2016-2017			2017-2018 Baseline Year			2018-2019		
	Num	Dem	%	Num	Dem	%	Num	Dem	%	Num	Dem	%	Num	Dem	%
ASIAN	2,721	3,347	81.3%	3,083	3,692	83.5%	2,893	3,530	82.0%	2,488	3,037	81.9%	2,081	2,571	80.9%
BLACK	1,612	2,349	68.6%	1,558	2,349	66.3%	1,444	2,269	63.6%	1,407	2,194	64.1%	1,288	2,012	64.0%
LATINX	7,637	9,971	76.6%	7,724	10,213	75.6%	7,661	10,432	73.4%	7,229	9,907	73.0%	7,015	9,622	72.9%
NATIVE AM	30	41	73.2%	27	40	67.5%	28	35	80.0%	25	38	65.8%	26	34	76.5%
PI	43	60	71.7%	28	52	53.8%	41	55	74.5%	45	63	71.4%	27	40	67.5%
TWO OR MORE	644	890	72.4%	650	886	73.4%	663	940	70.5%	673	943	71.4%	719	1,018	70.6%
UNREPORTED	1,370	1,727	79.3%	858	1,088	78.9%	914	1,122	81.5%	909	1,128	80.6%	1,382	1,668	82.9%
WHITE	3,945	5,256	75.1%	4,021	5,310	75.7%	3,923	5,194	75.5%	3,638	4,873	74.7%	3,569	4,710	75.8%
TOTAL	18,002	23,641	76.1%	17,949	23,630	76.0%	17,567	23,577	74.5%	16,414	22,183	74.0%	16,107	21,675	74.3%

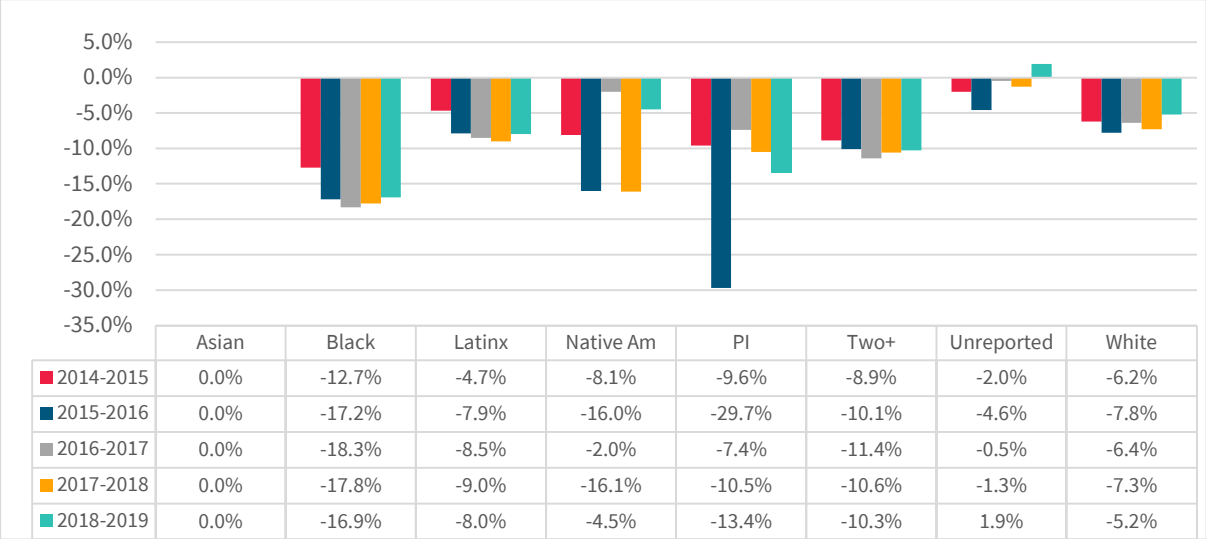
= Highest performing ethnic/race group

Table 3. SEA 1, Equity Gaps (Outcome for Subgroup – Highest Performing Group) and Margin of Error

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
										Baseline Year					
	OR %	Gap %	MOE %	OR %	Gap %	MOE %	OR %	Gap %	MOE %	OR %	Gap %	MOE %	OR %	Gap %	MOE %
ASIAN	81.3	0.0	-1.3	83.5	0.0	-1.2	82.0	0.0	-1.3	81.9	0.0	-1.4	80.9	0.0	-1.5
BLACK	68.6	-12.7	-1.9	66.3	-17.2	-1.9	63.6	-18.3	-2.0	64.1	-17.8	-2.0	64.0	-16.9	-2.1
LATINX	76.6	-4.7	-0.8	75.6	-7.9	-0.8	73.4	-8.5	-0.9	73.0	-9.0	-0.9	72.9	-8.0	-0.9
NATIVE AM	73.2	-8.1	-13.6	67.5	-16.0	-14.5	80.0	-2.0	-13.3	65.8	-16.1	-15.1	76.5	-4.5	-14.3
PI	71.7	-9.6	-11.4	53.8	-29.7	-13.6	74.5	-7.4	-11.5	71.4	-10.5	-11.2	67.5	-13.4	-14.5
TWO OR MORE	72.4	-8.9	-2.9	73.4	-10.1	-2.9	70.5	-11.4	-2.9	71.4	-10.6	-2.9	70.6	-10.3	-2.8
UNREP.	79.3	-2.0	-1.9	78.9	-4.6	-2.4	81.5	-0.5	-2.3	80.6	-1.3	-2.3	82.9	+1.9	-1.8
WHITE	75.1	-6.2	-1.2	75.7	-7.8	-1.2	75.5	-6.4	-1.2	74.7	-7.3	-1.2	75.8	-5.2	-1.2

OR = Outcome Rate (Numerator/Denominator)
Gap = Performance in Group minus (-) Highest Performing Group
MOE = Margin of Error; the average gap variance you would expect from the reported gap value 95 out of 100 times if the comparison was conducted 100 times. For example, if the gap is 5% and the margin of error is 1%, we would expect the gap to be between 4 and 6%. If the gap is greater than the MOE, we can conclude that the gap is large enough, beyond error, to state that a real difference exists between the highest performing group and the subgroup.
= Equity gap is larger than the margin of error and indicates that the group is disproportionately impacted

Figure 4. Racial Equity Gaps: SEA 1, Percentage of Degree/Transfer Students Who Retained from Fall to Spring Compared to Highest Performing Group in Year



	Asian	Black	Latinx	Native Am	PI	Two+	Unreported	White
2014-2015	0.0%	-12.7%	-4.7%	-8.1%	-9.6%	-8.9%	-2.0%	-6.2%
2015-2016	0.0%	-17.2%	-7.9%	-16.0%	-29.7%	-10.1%	-4.6%	-7.8%
2016-2017	0.0%	-18.3%	-8.5%	-2.0%	-7.4%	-11.4%	-0.5%	-6.4%
2017-2018	0.0%	-17.8%	-9.0%	-16.1%	-10.5%	-10.6%	-1.3%	-7.3%
2018-2019	0.0%	-16.9%	-8.0%	-4.5%	-13.4%	-10.3%	1.9%	-5.2%

♦ SEA 2: DEGREE/TRANSFER STUDENTS COMPLETED TRANSFER-LEVEL MATH AND ENGLISH

Description: Among all students in the degree/transfer journey, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district. *Student Success Metrics Crosswalk: SM 501SX Students in Selected Journey Who Completed Both Transfer-Level Math and English Within the District in the First Year (SM 504SX Wrapper Metric)*

Figure 5. SEA 2: Degree/Transfer Students Who Completed Both Transfer-Level Math and English at SMC In First Year

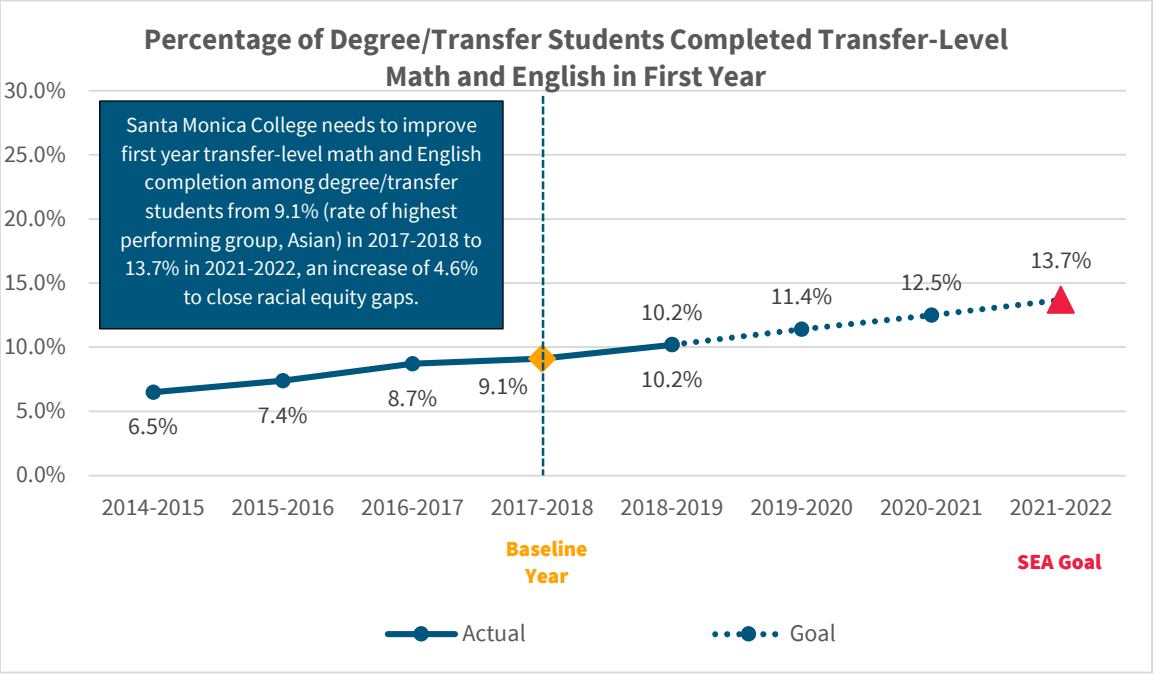


Table 6. SEA 2: Number and Percentage of Degree/Transfer Students Who Completed Transfer-Level Math and English in First Year by Race/Ethnicity

	2014-2015			2015-2016			2016-2017			2017-2018 Baseline Year			2018-2019		
	Num	Dem	%	Num	Dem	%	Num	Dem	%	Num	Dem	%	Num	Dem	%
ASIAN	151	1,519	9.9%	141	1,434	9.8%	158	1,286	12.3%	144	1,052	13.7%	105	584	18.0%
BLACK	22	805	2.7%	22	799	2.8%	33	796	4.1%	21	710	3.0%	24	671	3.6%
LATINX	146	3,236	4.5%	172	3,235	5.3%	216	3,238	6.7%	191	2,902	6.6%	238	2,929	8.1%
TWO OR MORE	20	304	6.6%	24	340	7.1%	46	359	12.8%	41	359	11.4%	31	402	7.7%
WHITE	193	2,149	9.0%	240	2,157	11.1%	220	2,071	10.6%	245	2,046	12.0%	270	1,916	14.1%
MASKED AND UNREPORTED	30	588	5.1%	38	609	6.2%	48	535	9.0%	62	701	8.8%	133	1,340	9.9%
TOTAL	562	8,601	6.5%	637	8,574	7.4%	721	8,285	8.7%	704	7,770	9.1%	801	7,842	10.2%

Data suppressed for subgroups (Native American and Pacific Islanders) and students without any ethnicity/race information were grouped together as the "Masked and Unreported" category. Data suppression takes place when too few students are included in the metric according to FERPA.

= Highest performing ethnic/race group

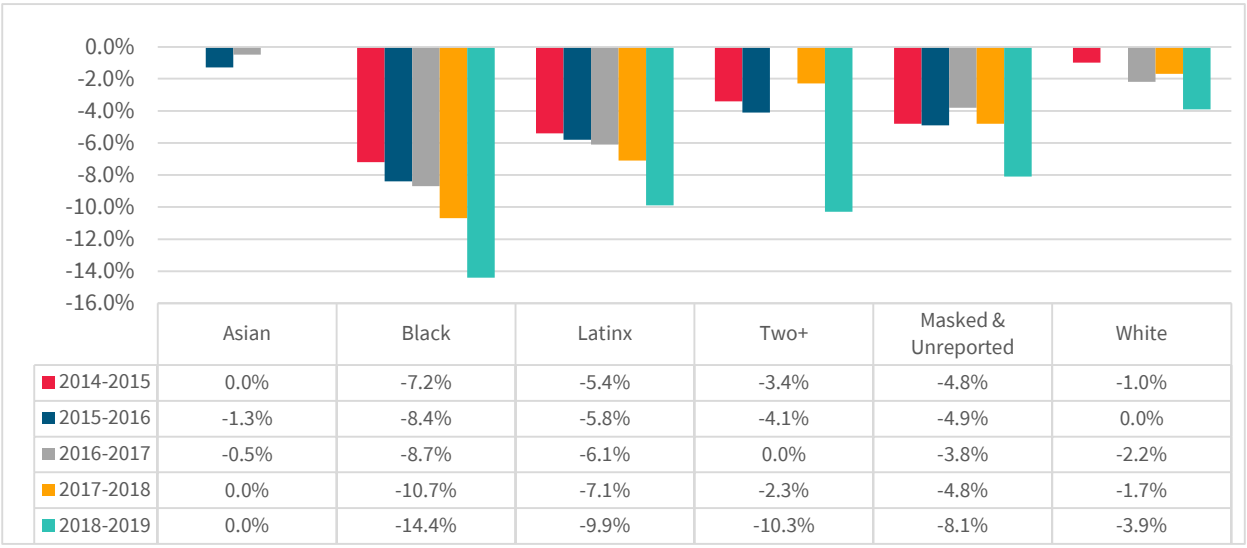
Table 7. SEA 2, Equity Gaps (Outcome for Subgroup – Highest Performing Group) and Margin of Error

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
										Baseline Year					
	OR %	Gap %	MOE %	OR %	Gap %	MOE %	OR %	Gap %	MOE %	OR %	Gap %	MOE %	OR %	Gap %	MOE %
ASIAN	9.9	0.0	-1.5	9.8	-1.3	-1.5	12.3	-0.5	-1.8	13.7	0.0	-2.1	18.0	0.0	-3.11
BLACK	2.7	-7.2	-1.1	2.8	-8.4	-1.1	4.1	-8.7	-1.4	3.0	-10.7	-1.3	3.6	-14.4	-1.4
LATINX	4.5	-5.4	-0.7	5.3	-5.8	-0.8	6.7	-6.1	-0.9	6.6	-7.1	-0.9	8.1	-9.9	-1.0
TWO OR MORE	6.6	-3.4	-2.8	7.1	-4.1	-2.7	12.8	0.0	-3.5	11.4	-2.3	-3.3	7.7	-10.3	-2.6
WHITE	9.0	-1.0	-1.2	11.1	0.0	-1.3	10.6	-2.2	-1.3	12.0	-1.7	-1.4	14.1	-3.9	-1.6
MASKED AND UNREPORTED	5.1	-4.8	-1.8	6.2	-4.9	-1.9	9.0	-3.8	-2.4	8.8	-4.8	-2.1	9.9	-8.1	-1.6

Data suppressed for subgroups (Native American and Pacific Islanders) and students without any ethnicity/race information were grouped together as the "Masked and Unreported" category. Data suppression takes place when too few students are included in the metric according to FERPA.

OR = Outcome Rate (Numerator/Denominator)
Gap = Performance in Group minus (-) Highest Performing Group
MOE = Margin of Error; the average gap variance you would expect from the reported gap value 95 out of 100 times if the comparison was conducted 100 times. For example, if the gap is 5% and the margin of error is 1%, we would expect the gap to be between 4 and 6%. If the gap is greater than the MOE, we can conclude that the gap is large enough, beyond error, to state that a real difference exists between the highest performing group and the subgroup.
= Equity gap is larger than the margin of error and indicates that the group is disproportionately impacted

Figure 8. Racial Equity Gaps: SEA 1, Percentage of Degree/Transfer Students Who Completed Transfer-Level Math and English Compared to Highest Performing Group in Year



	Asian	Black	Latinx	Two+	Masked & Unreported	White
2014-2015	0.0%	-7.2%	-5.4%	-3.4%	-4.8%	-1.0%
2015-2016	-1.3%	-8.4%	-5.8%	-4.1%	-4.9%	0.0%
2016-2017	-0.5%	-8.7%	-6.1%	0.0%	-3.8%	-2.2%
2017-2018	0.0%	-10.7%	-7.1%	-2.3%	-4.8%	-1.7%
2018-2019	0.0%	-14.4%	-9.9%	-10.3%	-8.1%	-3.9%

DEGREE AND CERTIFICATE COMPLETION

♦ VS 1 OR SEA 3: VISION GOAL COMPLETION (CERTIFICATES AND DEGREES)

Systemwide Goal: Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

Description: Among all students in any student journey, the unduplicated count of students who earned one or more of the following in the selected year at SMC: Chancellor's Office approved certificate, associate degree, and/or baccalaureate degree AND had an enrollment in the awarded year. *Student Success Metrics Crosswalk: SM 619SX Students in Selected Journey Who Attained the Vision Goal Completion (SM 600SX Wrapper Metric)*

Figure 9. VS 1 OR SEA 3: All Students Who Attained the Vision Goal Completion

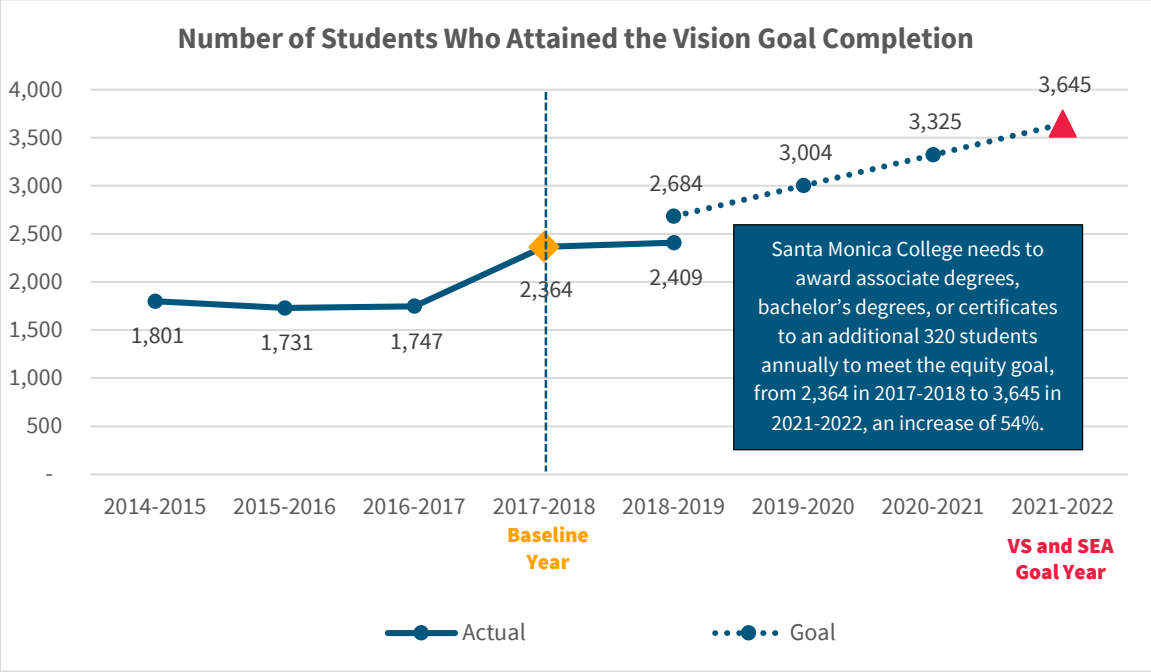


Table 10. VS 1 OR SEA 3: All Students Who Attained the Vision Goal Completion by Race and Ethnicity Compared with Reference Population and Calculated Equity Gaps

		ASIAN	BLACK	LATINX	TWO OR MORE	WHITE	MASKED AND UNREPORTED	TOTAL
2014-2015	(A) # Completed Vision Goal	260	130	629	48	488	246	1801
	(B) % Completed V Goal	14.4%	7.2%	34.9%	2.7%	27.1%	13.7%	100%
	(C) # Reference Grp	4,567	3,261	12,755	1,200	7,471	2,394	31,648
	(D) % Reference Group	14.4%	10.3%	40.3%	3.8%	23.6%	7.6%	100%
	Gap (B / D)	1.0	**0.70**	**0.87**	**0.70**	1.15	1.81	--
2015-2016	(A) # Completed Vision Goal	290	118	573	53	502	195	1,731
	(B) % Completed V Goal	16.8%	6.8%	33.1%	3.1%	29.0%	11.3%	100%
	(C) # Reference Grp	4,758	3,211	12,873	1,195	7,494	1,868	31,399
	(D) % Reference Group	15.2%	10.2%	41.0%	3.8%	23.9%	5.9%	100%
	Gap (B / D)	1.11	**0.67**	**0.81**	**0.81**	1.22	1.89	--
2016-2017	(A) # Completed Vision Goal	311	122	605	52	538	119	1,747
	(B) % Completed V Goal	17.8%	7.0%	34.6%	3.0%	30.8%	6.8%	100%
	(C) # Reference Grp	4,652	3,075	13,060	1,236	7,290	1,614	30,927
	(D) % Reference Group	15.0%	9.9%	42.2%	4.0%	23.6%	5.2%	100%
	Gap (B / D)	1.18	**0.70**	**0.82**	**0.75**	1.31	1.31	--
2017-2018 Baseline Year	(A) # Completed Vision Goal	503	119	831	87	651	173	2,364
	(B) % Completed V Goal	21.3%	5.0%	35.2%	3.7%	27.5%	7.3%	100%
	(C) # Reference Grp	4,158	2,959	12,767	1,320	7,056	1,778	30,038
	(D) % Reference Group	13.8%	9.9%	42.5%	4.4%	23.5%	5.9%	100%
	Gap (B / D)	1.54	**0.51**	**0.83**	**0.84**	1.17	1.24	--
2018-2019	(A) # Completed Vision Goal	366	135	948	104	663	193	2,409
	(B) % Completed V Goal	15.2%	5.6%	39.4%	4.3%	27.5%	8.0%	100.0%
	(C) # Reference Grp	3,354	2,708	12,334	1,392	6,639	2,663	29,090
	(D) % Reference Group	11.5%	9.3%	42.4%	4.8%	22.8%	9.2%	100%
	Gap (B / D)	1.32	**0.60**	**0.93**	**0.90**	1.21	**0.88**	--

Data suppressed for subgroups (Native American and Pacific Islanders) and students without any ethnicity/race information were grouped together as the "Masked and Unreported" category. Data suppression takes place when too few students are included in the metric according to FERPA.

Equity gaps with a value less than one indicate that compared to their representation in the reference group (students with a degree or transfer goal), the subgroup is *underrepresented* among their representation among students who successfully completed the vision goal (earned degree or certificate).

= Proportionality Index (PI) value is below or equal to the threshold of 0.80 which indicates substantive gap

Table 11. Numbers of Total Students and Additional Students From Each Racial/Ethnic Group Needed to Close Equity Gaps for Vision Goal Completion

	2017-2018 Baseline	2018-2019 Actual	2018-2019 Goal	Additional Students (+Baseline)	2019-2020 Goal	Additional Students (+Baseline)	2020-2021 Goal	Additional Students (+Baseline)	2021-2022 Goal	Additional Students
ASIAN	503	366	503	+0	504	+1	504	+1	505	+2
BLACK	119	135	179	+60	239	+120	299	+180	359	+240
LATINX	831	948	1,011	+180	1,190	+359	1,370	+539	1,549	+718
TWO OR MORE	87	104	105	+18	124	+37	142	+55	160	+73
WHITE	651	663	702	+51	754	+103	805	+154	856	+205

♦ VS 2: AVERAGE NUMBER OF UNITS ACCUMULATED BY ASSOCIATE DEGREE EARNERS

Systemwide Goal: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units, a decrease of 9%.

Description: Among all students who earned an associate degree (including ADTs) in the selected year, who were enrolled in the previous or selected year, and had completed at least 60 units, the average number of units earned in the California community college system. *Student Success Metrics Crosswalk: SM 613X Average Number of Units Accumulated by All Associate Degree Earners in All Student Journeys (SM 621SX Wrapper Metric)*

Figure 12. VS 2: Average Number of Units Accumulated by Associate Degree Earners (ADTs and Local)

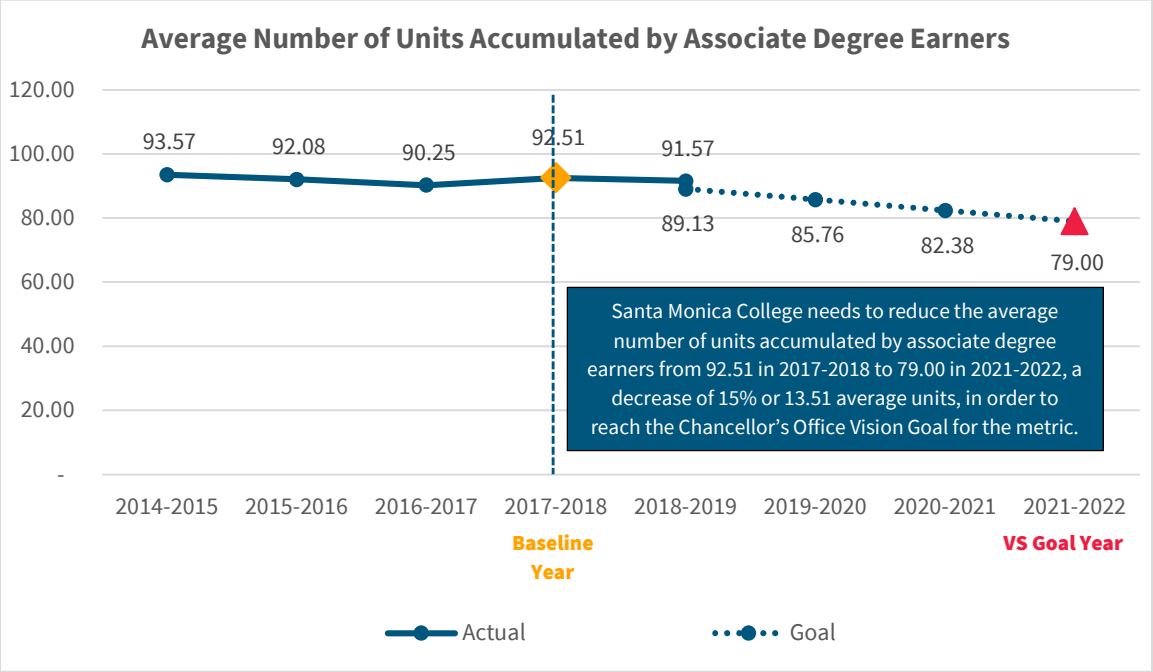


Table 13. VS 2: Average Number of Units Accumulated by Associate Degree Earners (ADTs and Local) by Race/Ethnicity

	2014-2015		2015-2016		2016-2017		2017-2018 Baseline Year		2018-2019	
	# Associate Degree Earners	Avg. Units	# Associate Degree Earners	Avg. Units	# Associate Degree Earners	Avg. Units	# Associate Degree Earners	Avg. Units	# Associate Degree Earners	Avg. Units
ASIAN	177	90.42	213	87.64	233	86.15	277	88.98	262	89.84
BLACK	88	92.39	98	96.41	101	92.95	89	91.82	102	91.60
LATINX	496	100.06	486	98.10	501	95.79	682	97.11	722	95.65
TWO OR MORE	36	89.18	36	92.71	41	93.38	53	90.04	72	87.89
WHITE	342	92.47	336	89.22	385	85.49	391	88.90	414	88.18
MASKED AND UNREPORTED	163	80.90	140	81.69	92	85.05	93	86.20	143	85.28
TOTAL	1,302	93.57	1,309	92.08	1,353	90.25	1,585	92.51	1,715	91.57

Data suppressed for subgroups (Native American and Pacific Islanders) and students without any ethnicity/race information were grouped together as the "Masked and Unreported" category. Data suppression takes place when too few students are included in the metric according to FERPA.

TRANSFER

♦ VS 3 OR SEA 4: TRANSFERRED TO A FOUR-YEAR INSTITUTION

Systemwide Goal: Increase by at least 35% the number of CCC students system-wide transferring annually to a UC or CSU.

Description: Among all students in any 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. *Student Success Metrics Crosswalk: SM 620SX Students in Selected Journey Who Transferred to a Four-Year Postsecondary Institution (SM 622SX Wrapper Metric)*

Figure 14. VS 2 or SEA 4: All Students Who Transferred to a Four-Year Institution

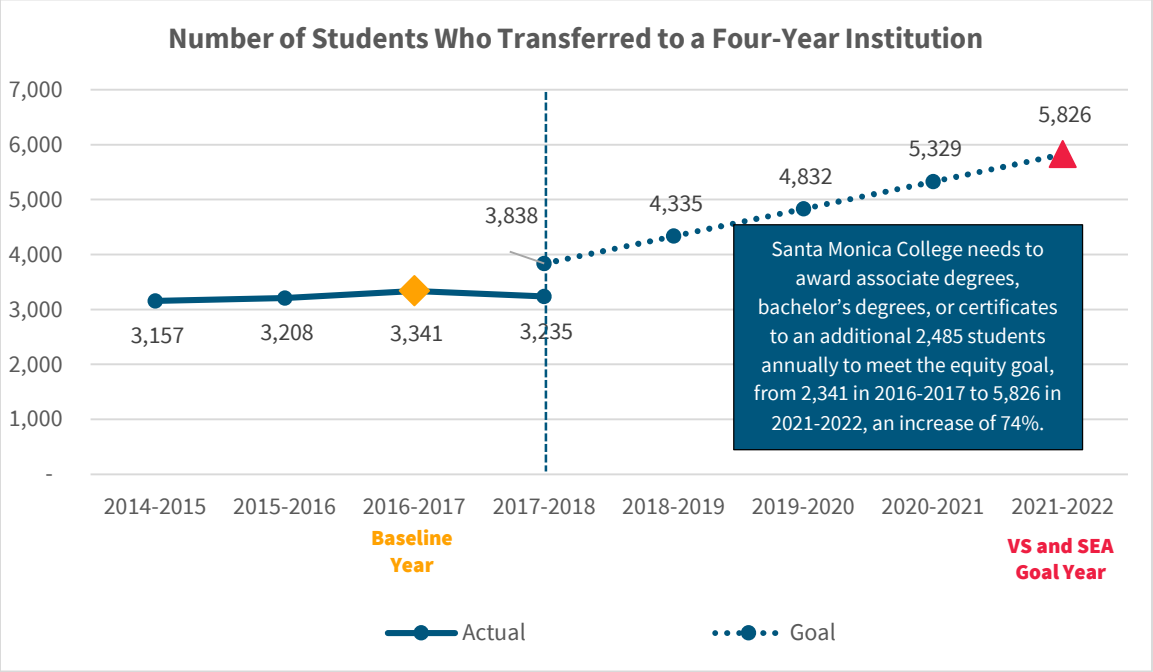


Table 15. VS 2 OR SEA 4: All Students Who Transferred to a Four-Year Institution by Race and Ethnicity Compared with Reference Population and Calculated Equity Gaps

		ASIAN	BLACK	LATINX	TWO OR MORE	WHITE	MASKED AND UNREPORTED	TOTAL
2014-2015	(A) # Completed Vision Goal	543	225	904	142	1,276	67	3,157
	(B) % Completed V Goal	17.2%	7.1%	28.6%	4.5%	40.4%	2.1%	100%
	(C) # Reference Grp	4,567	3,261	12,755	1,200	7,471	2,394	31,648
	(D) % Reference Group	14.4%	10.3%	40.3%	3.8%	23.6%	7.6%	100%
	Gap (B / D)	1.92	**0.69**	**0.71**	1.19	1.71	**0.28**	--
2015-2016	(A) # Completed Vision Goal	523	241	917	158	1,314	55	3,208
	(B) % Completed V Goal	16.3%	7.5%	28.6%	4.9%	41.0%	1.7%	100%
	(C) # Reference Grp	4,758	3,211	12,873	1,195	7,494	1,868	31,399
	(D) % Reference Group	15.2%	10.2%	41.0%	3.8%	23.9%	5.9%	100%
	Gap (B / D)	1.08	**0.74**	**0.70**	1.29	1.72	**0.29**	
2016-2017 Baseline Year	(A) # Completed Vision Goal	525	227	1,021	134	1,375	59	3,341
	(B) % Completed V Goal	15.7%	6.8%	30.6%	4.0%	41.2%	1.8%	100%
	(C) # Reference Grp	4,652	3,075	13,060	1,236	7,290	1,614	30,927
	(D) % Reference Group	15.0%	9.9%	42.2%	4.0%	23.6%	5.2%	100%
	Gap (B / D)	1.05	**0.68**	**0.72**	1.00	1.75	**0.34**	
2017-2018	(A) # Completed Vision Goal	497	215	1,080	165	1,217	61	3,235
	(B) % Completed V Goal	15.4%	6.6%	33.4%	5.1%	37.6%	1.9%	100%
	(C) # Reference Grp	4,158	2,959	12,767	1,320	7,056	1,778	30,038
	(D) % Reference Group	13.8%	9.9%	42.5%	4.4%	23.5%	5.9%	100%
	Gap (B / D)	1.33	**0.71**	**0.79**	1.07	1.65	**0.21**	

Data suppressed for subgroups (Native American and Pacific Islanders) and students without any ethnicity/race information were grouped together as the "Masked and Unreported" category. Data suppression takes place when too few students are included in the metric according to FERPA.

Equity gaps with a value less than one indicate that compared to their representation in the reference group (students with a degree or transfer goal), the subgroup is *underrepresented* among their representation among students who successfully completed the vision goal (earned degree or certificate).

= Proportionality Index (PI) value is below or equal to the threshold of 0.80 which indicates substantive gap

Table 16. Numbers of Total Students and Additional Students From Each Racial/Ethnic Group Needed to Close Equity Gaps for Transfer to Four-Year Institution

	2016-2017 Baseline	2017-2018 Actual	2017-2018 Goal	Additional Students (+Baseline)	2018-2019 Goal	Additional Students (+Baseline)	2019-2020 Goal	Additional Students (+Baseline)	2020-2021 Goal	Additional Students (+Baseline)	2021-2022 Goal	Additional Students (+Baseline)
ASIAN	525	497	595	+70	666	+141	736	+211	806	+281	876	+351
BLACK	227	215	297	+70	368	+141	438	+211	509	+282	579	+352
LATINX	1,021	1,080	1,309	+288	1,597	+576	1,885	+864	2,172	+1,151	2,460	+1,439
TWO OR MORE	134	165	154	+20	174	+40	193	+59	213	+79	233	+99
WHITE	1,375	1,217	1,375	+0	1,375	+0	1,375	+0	1,375	+0	1,375	+0

EMPLOYMENT

♦ VS 4: STUDENTS IN JOB CLOSELY RELATED TO FIELD OF STUDY

Description: Among all students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study. *Student Success Metrics Crosswalk: SM 701SX Students in Selected Journey with a Job Closely Related to Their Field of Study*

Figure 17. VS 4: Students in Job Closely Related to Their Field of Study

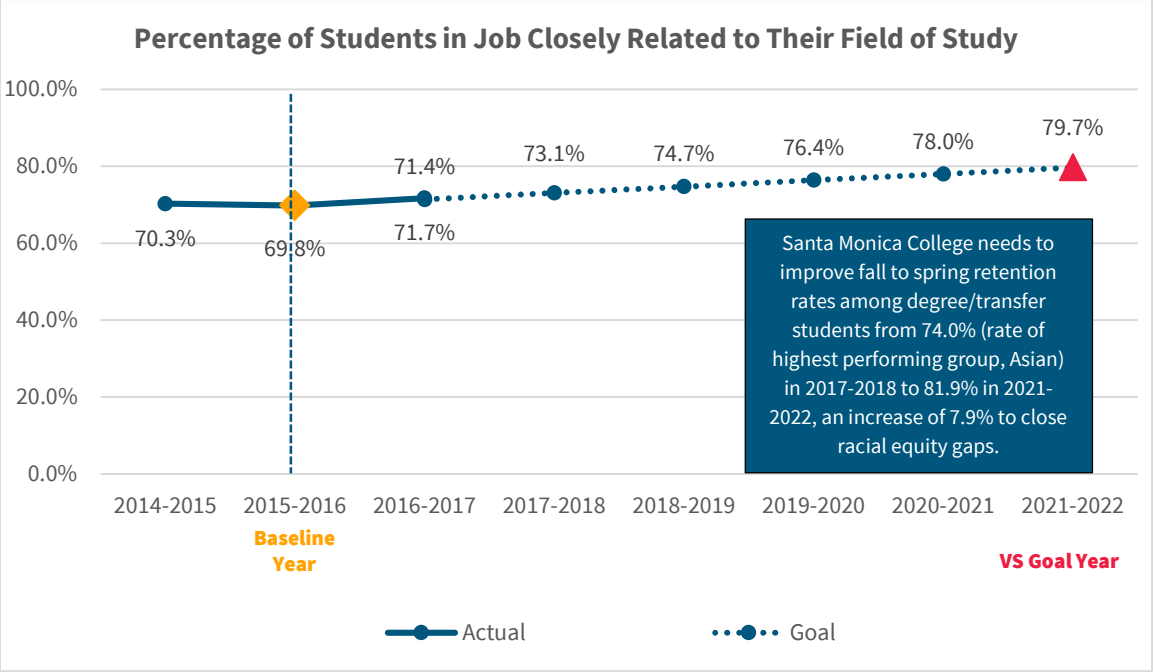


Table 18. VS 4: Number and Percentage of Students in Jobs Closely Related to Their Field of Study by Race/Ethnicity

	2014-2015			2015-2016			2016-2017		
				Baseline Year					
	Num	Dem	%	Num	Dem	%	Num	Dem	%
ASIAN	60	83	72.3%	59	74	79.7%	63	83	75.9%
BLACK	15	32	46.9%	36	49	73.5%	22	33	66.7%
LATINX	80	113	70.8%	70	109	64.2%	98	145	67.6%
TWO OR MORE	8	15	53.3%	11	17	64.7%	11	14	78.6%
WHITE	126	171	73.7%	106	147	72.1%	115	159	72.3%
MASKED AND UNREPORTED	35	47	74.5%	18	34	52.9%	20	25	80.0%
TOTAL	324	461	70.3%	300	430	69.8%	329	459	71.7%

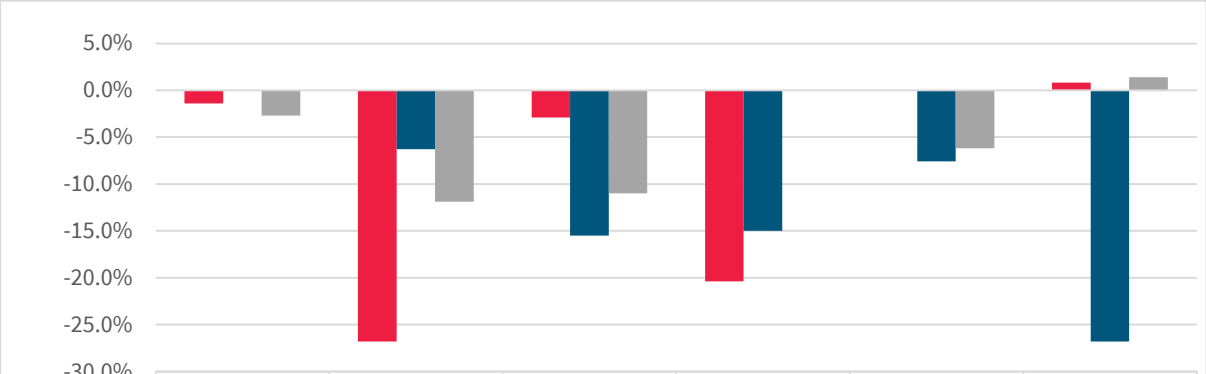
= Highest performing ethnic/race group, not unreported

Table 19. VS 4, Equity Gaps (Outcome for Subgroup – Highest Performing Group, Not Unreported) and Margin of Error

	2014-2015			2015-2016			2016-2017		
				Baseline Year					
	OR %	Gap %	MOE %	OR %	Gap %	MOE %	OR %	Gap %	MOE %
ASIAN	72.3	-1.4	-9.6	79.7	0.0	-9.2	75.9	-2.7	-9.2
BLACK	46.9	-26.8	-17.3	73.5	-6.3	-12.4	66.7	-11.9	-16.1
LATINX	70.8	-2.9	-8.4	64.2	-15.5	-9.0	67.6	-11.0	-7.6
TWO OR MORE	53.3	-20.4	-25.3	64.7	-15.0	-22.7	78.6	0.0	-21.5
WHITE	73.7	0.0	-6.6	72.1	-7.6	-7.3	72.3	-6.2	-7.0
MASKED AND UNREPORTED	74.5	+0.8	-12.5	52.9	-26.8	-18.3	80.0	+1.4	-15.7

OR = Outcome Rate (Numerator/Denominator)
Gap = Performance in Group minus (-) Highest Performing Group
MOE = Margin of Error; the average gap variance you would expect from the reported gap value 95 out of 100 times if the comparison was conducted 100 times. For example, if the gap is 5% and the margin of error is 1%, we would expect the gap to be between 4 and 6%. If the gap is greater than the MOE, we can conclude that the gap is large enough, beyond error, to state that a real difference exists between the highest performing group and the subgroup.
= Equity gap is larger than the margin of error and indicates that the group is disproportionately impacted

Figure 20. Racial Equity Gaps: VS 4, Percentage of Students in Jobs Closely Related to Field Compared to Highest Performing Group in Year



	Asian	Black	Latinx	Two+	White	Masked & Unreported
2014-2015	-1.4%	-26.8%	-2.9%	-20.4%	0.0%	0.8%
2015-2016	0.0%	-6.3%	-15.5%	-15.0%	-7.6%	-26.8%
2016-2017	-2.7%	-11.9%	-11.0%	0.0%	-6.2%	1.4%

Appendix A: Data Metric Definitions

SM 300SW All Applicants Who Enrolled in the Same Community College (SM 302SW Wrapper Metric)

Description	Among all applicants who indicated an intent to enroll in the selected college in the selected year, the proportion who enrolled in the same community college in the selected year
Student Type	All
Display	Snapshot
Data Source(s)	Open CCC Apply CCC Apply International Chancellor's Office Management Information System
Data Element(s)	COMIS: SX DOMAIN AND FORMAT GI03 TERM IDENTIFIER Open CCCApply and CCC Apply International: ccc_id term_code term_description college_id
Calculations	Student who met the following criteria: ● **Enrolled in the SAME community college indicated in OPEN CCC Apply version of the application form in the selected year** SX has a value WHERE GI03 is within the selected year AND college_id in CCC Apply is equal to selected college ● **OR enrolled in the SAME community college indicated in International CCC Apply version of the application form in the selected year** OR [SX has a value WHERE GI03 is within the selected year

	AND college_id in CCC Apply is equal to selected college]
Denominator	**SM 340SW** All Applicants Who Applied to Attend in the Selected Year Through OPEN CCC Apply or Through International CCC Apply in OPEN CCC Apply
Value Type	Percentage and unduplicated count of students
Notes	♦ The denominator now includes students who indicated an intent to apply in the selected academic year, based on information provided in CCCApply, and integrates data from international CCCApply ♦ For the years 2012-13 to 2018-19 only colleges using Open CCC Apply are included. ♦ Prior to 2018-19, many colleges were not using Open CCC Apply for noncredit students, so figures may be understated. ♦ Applicants who did not provide consent for the release of personal information are not included in this metric.

SM 406Sx Students in Selected Student Journey Who Were Retained from Fall to Spring at the Same College (SM 424Sx Wrapper Metric)

Description	Among students in selected student journey, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution
Student Type	Degree/Transfer, Reported One of the Following Goals: • Goal to obtain an associate degree and transfer to a baccalaureate granting institution • Goal to transfer to a baccalaureate granting institution without an associate degree • Goal to obtain a two-year associate degree without transfer
Display	Snapshot
Data Source(s)	Chancellor's Office Management Information System National Student Clearinghouse CSU/UC Cohort Match
Data Element(s)	GI03 TERM IDENTIFIER

Calculations	Students who met all of the following criteria: ● **Enrolled in Spring term for semester colleges** Student Enrollment file has a value in the spring term of the selected year AND WHERE GI03=YY3 OR ● **Enrolled in Winter term for quarter colleges** Student Enrollment file has a value in the winter term of the selected year AND WHERE GI03=YY2
Denominator	• **SM 333SZ** Degree/Transfer Students Who Took Credit Courses in the Fall Term of the Selected Year Who Did Not Transfer and Who Did Not Earn an Award for SM 406SZ
Value Type	Percentage and unduplicated count of students
Notes	For colleges using semester systems, retention is calculated between Fall and Spring. For colleges using quarter systems, retention is calculated between Fall and Winter.

SM 501Sx Students in Selected Student Journey Who Completed Both Transfer-Level Math and English Within the District in the First Year (SM 504Sx Wrapper Metric)

Description	Among students in selected student journey, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district
Student Type	Degree/Transfer, Reported One of the Following Goals: • Goal to obtain an associate degree and transfer to a baccalaureate granting institution • Goal to transfer to a baccalaureate granting institution without an associate degree • Goal to obtain a two-year associate degree without transfer
Display	Snapshot
Data Source(s)	Chancellor's Office Management Information System
Data Element(s)	CB03 COURSE-TOP-CODE GI03-TERM IDENTIFIER SXD2-ENROLLMENT-CREDIT-STATUS

	SX04 ENROLLMENT-GRADE
Calculations	Students who met all of the following criteria: ● **Had an enrollment in a math course in the district** CB03 = 1701.00 ● **AND that was a transfer level course** AND SXD2 = T ● **AND earned a passing grade** AND [First character of SX04 IN (A, B, C, P) OR First two characters of SX04 IN (IA, IB, IC) OR First three characters of SX04 IN (IPP)] ● **AND had an enrollment in an English course in the district** AND CB03 IN (1501.00, 1520.00) ● **AND that was a transfer level course** AND SXD2 = T ● **AND earned a passing grade** AND [First character of SX04 IN (A, B, C, P) OR First two characters of SX04 IN (IA, IB, IC) OR First three characters of SX04 IN (IPP)]
Denominator	**SM 332SZ** Degree/Transfer Students Who Took Credit Courses for the First-Time in the District for SM 501SZ
Value Type	Percentage and unduplicated count of students
Notes	● Incomplete grades are included in Course Success and Completed Transfer Level Math and English in the District in the First Year, but are not included in Earned Nine or More Career Education Units Within the District in a Single Year, Successfully Completed Unit Thresholds in Fall Term, Successfully Completed Unit Thresholds in the Selected Year, and Average Number of Units Accumulated by Associate Degree Earners, due to how the underlying data elements are constructed. ● Includes completion of the courses in the same district only ● Courses outside of math and English Taxonomy of Program (TOP) codes are not included in this metric

	● CB25 COURSE-GENERAL-EDUCATION-STATUS has been added in summer 2019 to account for courses that are not listed on the TOP codes indicated in the calculation above but that fulfill general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program.

SM 619Sx Students in Selected Student Journey Who Attained the Vision Goal Completion Definition (SM 600Sx Wrapper Metric)

Description	Among students in selected student journey, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district
Student Type	All
Display	Snapshot
Data Source(s)	Chancellor's Office Management Information System
Data Element(s)	GI03 TERM IDENTIFIER SP02 STUDENT-PROGRAM-AWARD
Calculations	Student who met the following criteria: • **Earned a CO approved credit certificate** SP02 in (B, L, T, F, N, M) • **OR earned an associate degree** OR SP02 in (A, S) • **OR earned a community college bachelor's degree** OR SP02 in (Y, Z) • **AND in the selected year** WHERE GI03 is within the selected year
Denominator	**SM 188SW** All Students Enrolled in the district in the Selected Year for SM 619SW
Value Type	Unduplicated count of students

Notes	● The Vision for Success Goal definition of completion does not align to the Student Centered Funding Formula Definition of Completion for two reasons: ○ For all completion, the new SCFF definition requires that the student be enrolled in the selected year in the district where the student earned the award. However, the Vision Goals do not require enrollment in the same district. ○ For CO approved certificates, SCFF does not include SP02 = B or M. However, the Vision Goals do include SP02 = B and M. ● Students who have earned multiple Chancellor's Office Approved Certificates or degrees are counted once and deduplicated ● Does not include local awards ● "M" (Certificate requiring 8 to fewer than 16 semester units (approved by Chancellor's Office) and "N" (Certificate requiring 16 to fewer than 30 semester units) were added in summer 2019

SM 613Sx Average Number of Units Accumulated by All Associate Degree Earners in Selected Student Journey (SM 621Sx Wrapper Metric)

Description	Among students in selected student journey who earned an associate degree and who were enrolled in the selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college
Student Type	All
Display	Snapshot
Data Source(s)	Chancellor's Office Management Information System
Data Element(s)	CB04-COURSE-CREDIT-STATUS GI03 TERM IDENTIFIER SX03 ENROLLMENT-UNITS-EARNED SX04 ENROLLMENT-GRADE
Calculations	Average of the following: • **Average credit units ever earned eliminating 8888 and 9999 values at the course level** Average (SX03) [WHERE CB04 IN (C, D) AND

	First character of SX04 IN (A, B, C, D, P) AND SX03 < 50] • **AND at any time up to and including the selected year** WHERE GI03 is any time up to and including the selected year
Denominator	**SM 330SW** All Students Who Earned an Associate Degree in the Selected Year and Who Earned 60 or More Semester Units for SM 613SW
Value Type	Average
Notes	● "D" grades for SX04 have been added as part of SSM 2.6 since they were inadvertently left out of SSM 2.0 for this metric ● Incomplete grades are included in Course Success and Completed Transfer Level Math and English in the District in the First Year, but are not included in Earned Nine or More Career Education Units Within the District in a Single Year, Successfully Completed Unit Thresholds in Fall Term, Successfully Completed Unit Thresholds in the Selected Year, and Average Number of Units Accumulated by Associate Degree Earners, due to how the underlying data elements are constructed. ● Units include concurrent enrollment credits and basic skills courses ● Students are only counted once toward the college average even if they earn more than one degree ● Per the MIS DED for SX03, by eliminating 8888 and 9999 values for SX03, the following sections are excluded : ○ Any noncredit section where CB04 = N ○ Any credit section where CB04 is in (C,D) and where SX04 is reported as "UG", "UD", "W", "MW", "DR" or "SP" ○ Any credit section where CB04 is in (C,D) and where SX04 is reported as "I*", "IP", and "RD"

SM 620Sx Students in the Selected Student Journey Who Transferred to a Four-Year Postsecondary Institution (SM 622Sx Wrapper Metric)

Description	Unduplicated count of students in the 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 and who enrolled in a four-year institution in the selected year
Student Type	All
Display	Snapshot

Data Source(s)	Chancellor's Office Management Information System National Student Clearing House
Data Element(s)	
Calculations	Students who met the following criteria: **Enrolled in a CSU, UC or any 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** Valid enrollment reported by CSU, UC, or the National Student Clearinghouse for any four-year institutions for the academic year following the selected year
Denominator	**SM 235SW** All Students Who Earned 12 or More Units at Any Time and at Any College and Who Exited California Community College for SM 620SW
Value Type	Unduplicated count of students
Notes	● This metric is aligned to the original SCFF definition. However, it will not align to the 2019-20 SCFF definition where the 12 or more units have to be earned in the district in the selected year prior to transfer ● For the FY2019-20 SCFF, per the SCFF documentation on the Chancellor's Office website, special admit students were not omitted from this metric calculation. Therefore, counts of students attaining this metric outcome may be different since special admit students are excluded from all SSM metrics per CO decision. ● Only students with valid social security numbers can be tracked ● All colleges where a student is enrolled in the selected year prior to transfer will receive credit for that transfer ● Data will not be displayed until two years after a student exits the system. ● A student is included in a transfer count for a college if that student had any enrollment value in the college the selected year before they transferred to a four-year institution

SM 701Sx Students in Selected Student Journey with a Job Closely Related to Their Field of Study

Description	Among students in selected student journey who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study

Student Type	All
Display	Snapshot
Data Source(s)	Chancellor's Office Management Information System CTE Outcomes Survey National Student Clearinghouse CSU/UC Cohort Match
Data Element(s)	Student Enrollment File If you are working, how closely related to your field of study is your current job?
Calculations	Students who met all of the following criteria: • **Responded either very close or close to CTEOS question for field of study** Sum responses 1 and 2 to survey question: 1 = Very close - my current job is the same field as my coursework and training 2 = Close - I used what I learned in my coursework and training even though I am not working in the exact same field
Denominator	**SM 203SW** All Students Who Exited Higher Education and Who Responded to the Survey Question for SM 701SW
Value Type	Percentage and unduplicated count of survey respondents
Notes	● As part of SSM 2.6, the exiter definition has been updated to only include students as exiters if they re-enrolled at any postsecondary institution from 07/01 of the selected year to 06/30 of the subsequent year. ● As part of SSM 2.6, all CTEOS respondents will be counted in this metric even if they did not have an enrollment record in the selected year. ● As part of SSM 2.6, the state student ID (SB01) has been included with the CTEOS file shared with the LaunchBoard team to improve the match rate for the transfer exclusion. ● To be included in the survey, students: 1) received an approved Chancellor's Office certificate or degree with a vocational flagged Taxonomy of Programs (TOP) code and were enrolled in 0 - 5 units each semester in the subsequent year (not enrolled or minimally enrolled); 2) received a nonapproved Chancellor's Office certificate of at least six units with a vocational flagged TOP code and were not enrolled in the subsequent year; or 3) completed at least nine units (within the prior three years) that were SAM coded AD (with at least one course SAM coded AC) in any TOP code and were not

	enrolled in the subsequent year and did not transfer or receive a certificate or vocational degree. ● Transfer bucket contains data reported by CSU, UC, and the National Student Clearinghouse

Appendix B

Closing the Equity Gap:
The Data Consequences of Equity Interventions and Programs

Source: University of Southern California (USC) Center for Urban Education (CUE)

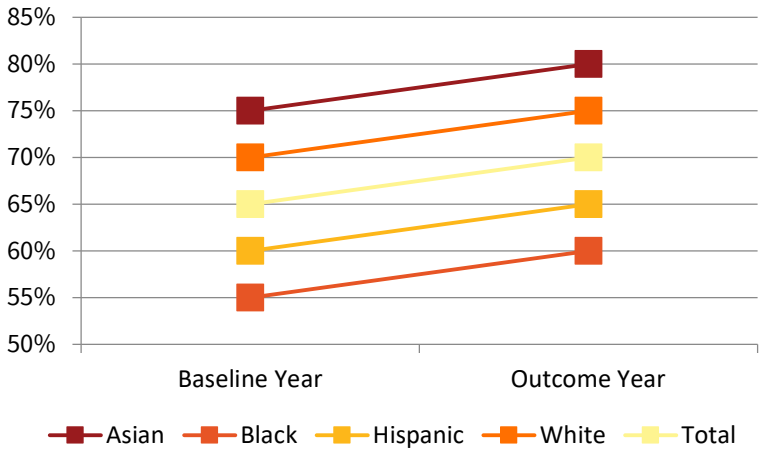
The Student Equity Program, a condition of the Student Success and Support Program (SSSP) funding, is designed to advance student equity and close the gaps experienced in student outcomes for disproportionately impacted student and/or historically underrepresented ethnicity/race groups. Since 2014, California community colleges have received steady funding to identify goals and develop and implement practices and programs to address the disparities observed at their institutions. The 2017 California Community College (CCC) Chancellor's Office *Vision for Success* document sets more explicit goals for the system to not only increase successful completions and outcomes, but to accelerate the pace of closing the equity gaps. Specifically, the *Vision for Success* challenges institutions to:

- Increase by at least 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units to 79 total units - the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting 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 students' goals, with the goal of cutting achievement gaps by 40 percent within 5 years (by 2022) and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all the above measure through faster improvements among colleges located in regions with the lowest educational attainment of adults with the ultimate goal of fully closing regional achievement gaps within 10 years.

Ultimately, institutions are expected to simultaneously increase the overall success in outcome metrics while closing the equity gaps. Equity strategies at our institutions may intend to achieve both goals; however, data need to be closely examined to ensure that these goals are met. The following scenarios, as articulated in in Dr. Greg Stoup's work on setting equity goals, [4] describe four hypothetical data consequences of equity interventions and programs. ***Note: the data in the examples are oversimplified and used for illustration purposes only. The data do not represent any specific institution.***

[4] Source: *Stoup, G. (2015). Using equity data to set standards [PowerPoint slides]. Retrieved from: http://rpgroup.org/Portals/0/Documents/Conferences/RP_Conference/2015Materials/Planning/UsingEquityDatatoSetStandards.pdf*

Scenario #1: Rising Tide

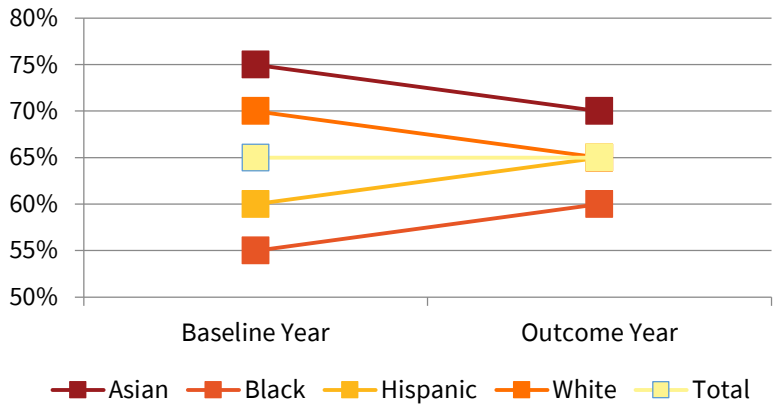


Equity interventions and strategies that result in an increase in performance for each disaggregated student subgroup leads to the "rising tide" scenario. In this scenario, the equity interventions improve the performance of all groups equally which in turn, increases the overall success for the outcome. However, the equity gaps remain for the disproportionately impacted groups. The "rising tide" data reveal that the interventions are **not effective in reducing the equity gaps** for the disproportionately impacted groups.

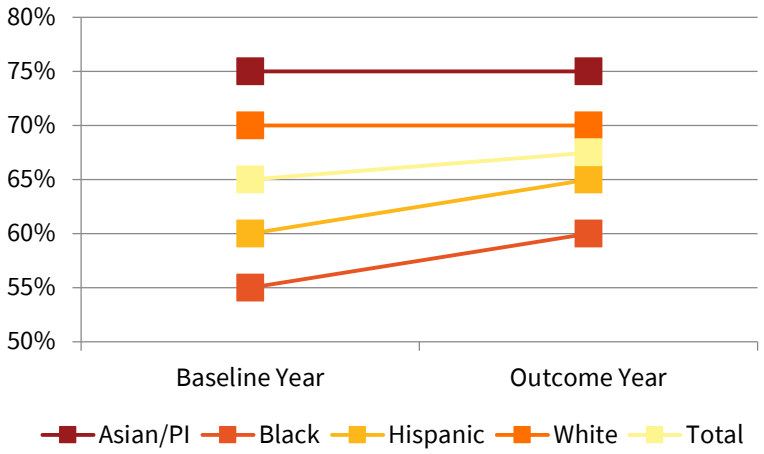
In the chart above, the Black, Latinx, and White student groups are successful at lower rates (20%, 15%, and 5% lower, respectively) during the baseline year than the highest performing group, Asian. In the outcome year, all four groups increase their success rates by 5% resulting in an overall increase in success. However, given that all groups improved at the same rate, the equity gaps for the Black, Latinx, and White groups remain the same (20%, 15%, and 5% lower than the Asian groups, respectively). Therefore, the data in the rising tide scenario do not reflect improvements in terms of student equity.

Scenario #2: Zero-Sum

Equity interventions and strategies that lead to increased success for the lowest performing groups but a decrease in performance for the highest performing groups results in a "zero-sum" scenario. In this scenario, the equity gaps for the lowest performing groups are reduced and/or eliminated. However, the other groups perform worse than before, leading to no change in the overall success rate. The "zero-sum" data reveal that the interventions were ultimately harmful for some groups and **not effective in increasing overall success for the outcome**. In the chart above, the two lowest performing groups (Black and Latinx students) experience an increase in success over the baseline year (increase by 5% each); however, the two highest performing groups (Asian and White) experience a decrease of 5% each in terms of success. While the data indicate that the equity gap was reduced for Black students (from 20% to 10%) and eliminated for Latinx students, the overall course success rate was unchanged and remained at 65%.



Scenario #3: Bottom Up

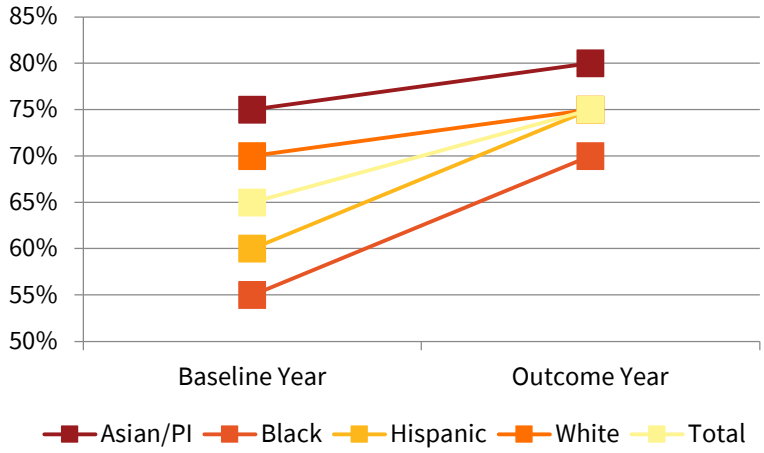


Equity interventions and strategies that lead to the lowest performing groups experiencing a reduction or elimination of the equity gap while the highest performing groups' success levels remain unchanged results in the "bottom up" scenario. Ultimately, the "bottom up" scenario accomplishes both goals, leading to an increase in the overall success rate and closing of one or more equity gaps. This data scenario would ultimately help an institution accomplish the *Vision for Success.*

In the chart above, the two lowest performing groups, Black and Latinx, increase their success in the outcome year by 5% each which result in closing of the equity gap from 20% to 15% for Black students and 15% to 10% for Latinx students. While the success rates for the two highest performing groups (Asian and White) remain the same in the outcome year when compared to the baseline year, the increase in success for the Black and Latinx students ultimately leads to improvement in the overall course success rate.

Scenario #4: Win-Win

Equity interventions and strategies that lead to both an increase in performance for all groups and a reduction in equity gaps for the lowest performing groups result in the "win-win" scenario. To achieve the "win-win" scenario, the lowest performing groups need to increase their success rates at disproportionately higher rates than the higher performing groups. Like the "bottom up" scenario, the "win-win" would help an institution accomplish the *Vision for Success* goals. In the chart above, all groups increase their success over time. However, the two lowest performing groups increased their success at higher rates (15%) when compared to the two highest performing groups who improved their success by only 5% each. Ultimately, the disproportionately higher rate of success by the two lowest performing groups reduced the equity gaps (from 20% to 10% for Black students and 15% to 5% for Latinx students).



Conclusion

Only two of the four data scenarios lead to both higher overall success and reduction of equity gaps and accomplish the goals of the *Vision for Success*: the bottom-up and win-win.

Appendix C

Source: University of Southern California (USC) Center for Urban Education (CUE)

Applying the "Bottom-Up" Data Scenario to Establish Target Goals by Race Aligned with the Vision for Success

The current document provides a high-level description of the process for setting institutional target goals that align with the goals of the California Community College Chancellor's Office *Vision for Success* by applying the "bottom up" student equity data scenario (refer to *Appendix A: Closing the Equity Gap: The Data Consequences of Equity Interventions, Initiatives, and Programs*). The objective of the bottoms-up data scenario is to increase the overall success and eliminating equity gaps while ensuring that no group experiences lower success than what was achieved in the baseline year. Sample data will be used to illustrate the target goal setting process to eliminate equity gaps for the transfer goal outlined in the *Vision for Success*:

- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU

The data used in this document are oversimplified and used for illustration purposes only. The data are not representative of any institution.

PART 1: ESTABLISHING GOALS FOR VOLUME METRICS

Step 1. Calculate the Equity Gaps and Identify the Highest Performing Group

The first step of the process involves calculating the equity gaps experienced by each ethnicity/race group. The equity gap for volume-related metrics is calculated by determining the proportion of each ethnicity/race group represented among a reference group. In the example below, incoming freshmen in Fall 2016 who indicated transfer as their educational goal is used as the reference group (known as "transfer aspirants"). Latinx students make up the largest percentage of transfer aspirants (60%) and Asian students represent the smallest share of transfer aspirants (5%).

Table 1. Number and Percentage of Transfer Aspirants in Fall 2016 by Ethnicity/Race

	Asian	Black	Latinx	White	Total
Transfer Aspirants Fall 2016 (N)	50	150	600	200	1000
% of Total Transfer Aspirants	5%	15%	60%	20%	100%

Next, determine the proportion of each ethnicity/race group represented among students who successfully achieved the desired outcome in the baseline year. In the example below, the number of students who transferred to a UC (regardless of when they began coursework at the institution) in 2016-2017 was determined for each ethnicity/race group.

Table 2. Number and Percentage of UC Transfers in 2016-2017 by Ethnicity/Race

	Asian	Black	Latinx	White	Total
Transferred to UC in 2016-2017 (N)	150	50	200	100	500
% of Total UC Transfers	30%	10%	40%	20%	100%

Lastly, calculate the equity gap by subtracting the percentage of transfer aspirants represented by an ethnicity/race group from the percentage of UC transfers represented by the same group. Negative equity gap values indicate that the ethnicity/race group is underrepresented among students who successfully achieved the desired outcome when compared to their representation in the population of the reference group. In the example below, the Black and Latinx students experience equity gaps of 5% and 20%, respectively.

Table 3. Equity Gap (%) for UC Transfer

	Asian	Black	Latinx	White	Total
% of Total Transfer Aspirants (A)	5%	15%	60%	20%	100%
% of Total UC Transfers (B)	30%	10%	40%	20%	100%
Equity Gap (B – A)	+25%	-5%	-20%	0%	100%

Identify the racial/ethnic group with the greatest proportional "overrepresentation" among successful students when compared to their representation in the reference group. In the example above, the Asian students represent **30%** of all students who transferred to a UC but **5%** of all transfer aspirants. This **+25%** difference (30% - 5%) is the greatest racial/ethnic group proportional overrepresentation.

Step 2. Determine the Total Number of Successful Students Needed to Achieve Equity for All Groups

Calculate the total number of successful students needed to close equity gaps for all disproportionately impacted groups by dividing the total number of successful students experiencing the greatest overrepresentation identified in Step #1 by the proportion this group represents among all students in the reference group:

[# Successful Students for Overrepresented Group in Baseline Year] /

[Group's Proportion Among Reference Group Members]

	Student Group	Number of UC Transfers	Divide	Proportion of Group Represented Among Transfer Aspirants	=	Total Number of Students Needed to Achieve Equity
Racial/Ethnic Group with the Greatest Proportional Overrepresentation	Asian	150	/	5%	=	3,000

In 2016-2017, a total of 150 Asian students transferred to the UC system while Asian students represented 5% of the transfer aspirant population. Dividing the two results in the total number of students needed to close equity gaps for all groups disproportionately impacted: 3000.

Step 3. Calculate the New Envisioned Number of Successful Students for Each Racial/Ethnic Group

Using the new total number of students need to achieve equity determine in step 2, calculate the number of students from each racial/ethnic group required to be successful in order to close equity gaps based on their representation among the reference group population:

[Total # Successful Envisioned] X [Group's Proportion Among Reference Group Population]

Example for Black Students:

3000 x 15% = 450

Total # required to transfer to UC in order to achieve equity (Step 2)	Proportion of transfer aspirants who are Black	Total # of Black students who need to transfer to UC to close gap

Table 4. Total UC Transfers Required to Close Gap

	Asian	Black	Latinx	White	Total
% of Transfer Aspirants	5%	15%	60%	20%	100%
Total Transfers Required to Close Gap	150	450	1,800	600	3,000

In order to close the equity gaps for Black and Latinx students, the college would need to transfer a total of 450 and 1,800 students to the UC, respectively.

Step 4. Determine the Number of Additional Successful Students Required to Close Gap

Determine the additional number of students from each racial/ethnic subgroup who need to be successful annually over the baseline year to close the equity gaps by subtracting the number of successful students in the baseline from the new number of successful students "envisioned":

[# Successful Envisioned to Close Gap] - [Group's Successful # in Baseline]

Example for Black Students:

450 — 50 = 400

# required to transfer to UC to close equity gap for group (Step 3)	# transferred to UC in baseline year	Total # of additional Black students who need to transfer to UC to close gap

Table 5. Total Additional UC Transfers Required to Close Gap

	Asian	Black	Latinx	White	Total
Total Transfers Required to Close Gap	150	450	1,800	600	3,000
Transferred in Baseline Year	150	50	200	100	500
Total Additional Transfers Needed	0	+400	+1600	+500	+2500

In order close the equity gaps for the Black and Latinx populations, an additional 400 and 1600 Black and Latinx students, respectively, need to transfer to a UC annually. Overall, the college needs to transfer an additional 2500 students over the 500 baseline in order to achieve equity which represents an increase of 500% which meets the system goal of improving transfers by a minimum of 35%*.

In some cases where the equity gaps are experienced by the largest racial/ethnic population and/or equity gaps experienced are small, the overall % increase in transfers required annually may be lower than the 35% increase system goal.

Special Case: Holding No Harm

In some cases, the "bottom up" scenario calculations may require **fewer** students in groups who experience an overrepresentation in the outcome to be successful than the numbers who are successful in the baseline year. In order to achieve equity while maintaining performance for the highest performing groups, adjust goals back to the baseline performance.

Table 6. Comparison of Proposed Target Goals and Baseline Data

	Asian	Black	Latinx	White	Total
Total Number of Students Needed To Transfer to UC	34	101	405	135	675
Transferred to UC in 2016-2017 (N)	150	50	200	100	500
Adjusted Total Number of Students Needed to Transfer to UC	150	50	200	100	500

In this example, Asian students transferred 150 students to the UC system in 2016-2017. However, in order to close the equity gaps for the Latinx and Black students and increase the overall transfer volume by 35%, the institution would need to transfer 116 ***fewer*** Asian students. The proposed target goals to achieve the equity goals in Table 4 do harm to the Asian/PI group and should be reviewed and adjusted back to the baseline (150). In this example, the college would set a goal for 0 additional or a total of 150 Asian students to transfer to a UC institution annually.

PART 2: ESTABLISHING GOALS FOR RATE METRICS

Step 1. Identify the Highest Performing Group

The first step of the process involves identifying the group who succeeded at the highest rate in the baseline year (number of students who are successful / number of students in the cohort). In general, you can identify the highest performing group by determining the group who meets both of the following criteria:

- A minimum of 100 students in the cohort
- Among groups with >=100 in the cohort, has the highest rate of success

The criteria for cohort size was included to account for the variability in performance that can occur with small sample sizes. In the example below, Asian first-time credit students completed transfer-level math and English at the highest rate (16%). However, due to the small number of students in the Asian cohort, the White student group was identified as the highest performing group for the metric (10%).

Table 7. Number and Percentage of First-Time Students Completing Transfer-Level Math and English within 1 Year (2016-2017)

	Asian	Black	Latinx	White	Total
First-Time Students	50	200	1000	700	1950
First-Time Students Completing Transfer English and Math	8	10	30	70	118
First-Time Students Completing Transfer English and Math	16%	5%	3%	10%	6%

Step 2. Determine the Total Number of Successful Students Needed to Achieve Equity for All Groups

Calculate the total number of successful students needed to close equity gaps for all disproportionately impacted groups by multiplying the success rate of the highest performing group (identified in Step #1) by the group's total cohort number:

[Number of Students in the Cohort Group] X [Success Rate (%) of Highest Performing Group]

Example for Black Students:

10% **x** **200** **=** **20**

Success Rate of Highest Performing Group (White) order to achieve equity (Step 2)	Number of Black first-time students	Total # of Black students who need to complete transfer-level math and English to close the gap

In 2016-2017, a total of 70 out of 700 or 10% of White first-time students completed transfer-level math and English within one year of enrollment. To close the equity gap for Black students, 20 out of the 200 Black first-time students need to complete transfer-level math and English (10%).

Table 8. Number of Successful Students Required to Close Gaps

	Asian	Black	Latinx	White	Total
First-Time Students (A)	50	200	1000	700	1950
X 10% (Performance of Highest Performing Group) (B)	X 10%	X 10%	X 10%	X 10%	X 10%
Total Number of Students Required to Successfully Complete TR math and English (A x B)	5	20	100	70	195

Step 3. Determine the Number of Additional Successful Students Required to Close Gap

Determine the additional number of students from each racial/ethnic subgroup who need to be successful annually over the baseline year to close the equity gaps by subtracting the number of successful students in the baseline from the new number of successful students "envisioned":

[# Successful Envisioned to Close Gap] - [Group's Successful # in Baseline]

Example for Latinx Students:

100 — 30 = 70

# required to complete transfer-level math and English (see Step 2)	# completed transfer-level math and English (baseline)	Total # of additional Latinx students needing to complete outcome to close gap

Table 9. Total Additional Successful Students Required to Close Gap

	Asian	Black	Latinx	White	Total
Total Successful Students Required to Close Gap	5	20	100	70	195
Completed TR Math and English in Baseline Year	8	10	30	70	118
Total Additional Completers Needed	-3	+10	+70	+0	+77

In order to close the equity gaps for the Black and Latinx populations, an additional 10 and 70 first-time Black and Latinx students, respectively, need to complete transfer-level math and English in their first year annually. Overall, an additional 77 students over the 185 baseline need to achieve the outcome in order to achieve equity which represents an increase of 65%.

Special Case: Holding No Harm

In some cases, the "bottom up" scenario calculations may require **fewer** students in groups who succeed at the higher rates than the numbers who are successful in the baseline year. In order to achieve equity while maintaining performance for the highest performing groups, adjust goals back to the baseline performance.

Table 10. Comparison of Proposed Target Goals and Baseline Data

	Asian	Black	Latinx	White	Total
Total Successful Students Required to Close Gap	5	20	100	70	195
Completed TR Math and English in Baseline Year	8	10	30	70	118
Adjusted Total Number of Successful Students Needed	8	50	200	100	500

In this example, a total of 8 first-time Asian students achieved the transfer math and English outcome. However, in order to close the equity gaps for the Latinx and Black students, the institution would need 3 ***fewer*** Asian students to succeed than in the baseline year. The proposed target goals to achieve the equity goals in Table 10 do harm to the Asian group and should be reviewed and adjusted back to the baseline (8). In this example, the college would set a goal for 0 additional or a total of 8 Asian students to complete the outcome.