SANTA MONICA COLLEGE
Vision for Success Goals

Summary of the SMC Vision for Success Goals

GOALS TO ACHIEVE BY 2021-2022– ELIMINATES EQUITY GAPS

Vision Goal Statement	Metric*	Baseline Performance**	Target Goal by 2021-2022 – Equity Gaps Eliminated (Improve by)***	% Increase/Decrease Over Baseline Performance
Goal 1: Completion	1A: All Students Who Earned Associate Degree	2,504 (2016-2017)	3,467 (+963)	+38%
Goal 1: Completion	1B: All Students Who Earned Certificate of Achievement	1,537 (2016-2017)	3,407 (+1,870)	+122%
Goal 2: Transfer	2: All Students Who Transferred to UC/CSU	2,031 (2015-2016)	3,148 (+1,117)	+55%
Goal 3: Decrease Units Accumulated	3: Average Units Accumulated by All Associate Degree Earners	84 (2016-2017)	79 (-5)	-6%
Goal 4: Employed in Field of Study	4: Employed in Field of Study	71.3% (2014-2015)	78.0% (+6.7%)	+9%

*Data source: Student Success Metrics; metrics and data source for the Vision goals were prescribed to colleges by the Chancellor's Office
**Baseline years were prescribed to colleges by the Chancellor's Office
***Represents the ultimate goals; calculates what the goal would be (based on the baseline year) if equity was achieved and gaps for racially minorized students were eliminated. Refer to Appendix C for detailed information on how numeric goals were calculated that improved the overall success and eliminates all equity gaps.

Target Groups	Equity Metric	Baseline Performance	Target Goal by 2021-2022 – Equity Gaps Eliminated (Improve by)	% Increase/Decrease Over Baseline Performance
Black	1A: All Students Who Earned Associate Degree	162	345 (+183)	113%
Latinx		844	1,463 (+619)	73%
Black	1B: All Students Who Earned Certificate of Achievement	64	339 (+275)	430%
Latinx		375	1,438 (+1,063)	283%
Black	2: All Students Who Transferred to UC/CSU	129	313 (+184)	143%
Latinx		664	1,329 (+665)	100%
Black	3: Average Units Accumulated by All Associate Degree Earners	85	79 (-6)	-7%
Latinx		87	79 (-8)	-9%
Black	4: Employed in Field of Study	59.1%	78% (+18.9%)	32%
Latinx		65.3%	78% (+12.7%)	20%

Background

In July 2017, the California Community Colleges Chancellor's Office (CCCCO) released a document detailing the strategic vision of the system called *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*. The document, based on an extensive review of research and literature on California Community Colleges (CCC) and input from a broad range of stakeholders, outlines **five ambitious goals for the system** to be met by 2022:

- **Goal 1: Completion**
  Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.
- **Goal 2: Transfer**
  Increase by at least 35% the number of CCC students system-wide transferring annually to a UC or CSU.
- **Goal 3: Unit Accumulation**
  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%.
- **Goal 4: Workforce**
  Increase the percent of existing students who report being employed in their field of study, from the most recent statement average of 69% to 76%, a 7% increase.
- **Goal 5: Equity**
  Reduce equity gaps across all the above measures through faster improvement among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing the achievement gaps for good within 10 years.

The *Vision for Success* is intended to serve as a guiding document for the CCCs who have been charged to improve outcomes for students, accelerate the rate of improvement, and advance student equity for racially minoritized[1] and other historically marginalized student groups.

Recently enacted state law (AB 1809, Chapter 33) requires all colleges to adopt local goals aligned with the *Vision for Success*, produce integrated plans that detail strategies and activities that incorporate the goals, and adopt a budget to implement the plan. The purpose of the current report is to communicate Santa Monica College's (SMC) local goals for the *Vision for Success* metrics.

The report discusses SMC's local goals individually for Goals 1 – 4. However, the equity goal discussions (Goals 5) are embedded in the discussion of the individual goals (for example, equity goal 5 for completion is discussed within the "Goal 1" section of the report).

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[1] 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. The term is preferred over "racial minority" as historically underserved ethnic/race groups (Black, Latinx, Pacific Islander/Native Hawaiian, and Native American/Alaskan Native) now represent a majority of college students yet still experience unequal outcomes.

Local Goal Setting Process

Since 2011-2012, SMC has systematically set goals for success metrics through its annual institutional effectiveness dashboard development and review process. The goal setting process is led by the Academic Senate Joint Institutional Effectiveness Committee (IE) and vetted through various stakeholder and participatory governance groups. Each year, the IE Committee reviews the usefulness, relevance, and appropriateness of the metrics and the related target goals. The IE Committee analyzes the College's performance on the metrics against minimum standards (called "institution-set standards") and target goals for improvement. The committee documents the results of the analyses in an annual report shared with the District Planning and Advisory Council (DPAC), the Academic Senate, and the Board of Trustees.

In 2015-2016, the IE Committee incorporated the requirements of Senate Bill 860 (2014-2018 Higher Education Trail Bill) into the IE process. The law required CCCs and its governing boards to adopt a framework of specific indicators and goals related to student performance, accreditation status, and fiscal viability (also known as the Institutional Effectiveness Partnership Initiative or IEPI).

In February 2018, the CCCCO suspended the requirements of colleges to report and adopt the IEPI framework of indicators as the system worked to integrate the planning requirements for multiple initiatives (including the Student Equity, Student Support & Success Programs, Basic Skills, and Guided Pathways), coordinate the reporting of college-level performance goals, and explicitly link educational planning with financial planning. These efforts resulted in the establishment of a new funding formula for CCCs [AB 1809, Chapter 33, Statutes of 2018). The law specifies that:

- Colleges adopt college-level performance goals that are aligned with the systemwide goals in the *Vision for Success;*
- District boards adopt the goals at a board meeting by May 31, 2019; and,
- Districts align the adopted goals and the budgets with the "comprehensive plan" that will be required to be submitted to the Chancellor's Office by May 31, 2020.

In a November 2018 memo to the CCC, the CCCCO provided guidance for how colleges should engage in the local goal-setting process, including a mandate to use data populated in the new Student Success Metrics (formerly known as the Simplified Metrics) tool to compile baseline data and set college-level goals for the *Vision for Success* metrics.

The IE Committee responded quickly to the legislation and worked to incorporate the new goal setting requirements and *Vision for Success* metrics into the existing institutional effectiveness process. In December 2018, the College certified to the CCCCO that a goal-setting process was underway and identified the IE Committee as the responsible party for goal-setting activities. The proposed process outlined that the IE Committee would make the initial recommendations on the improvement goals, and that the goals would be time-bound (accomplished within a specific period) and measure-able numerically. The process also specifies that the proposed goals would serve as a starting point for campus-wide dialogue about the priorities and college performance, and the goals would be thoroughly vetted through the various constituency groups during the Spring 2019 semester.

PRIORITIZING RACIAL EQUITY

During the December 2018, February 2019, and March 2019 meetings, the IE Committee discussed the mechanics of the goal-setting process and articulated a rationale describing the levers chosen to set the local goals for the *Vision for Success* metrics. Key elements of the SMC goal-setting process include:

1) **Prioritization of closing the equity gaps for racially minoritized groups.**

   The baseline data reveals that the groups who experience the ***largest*** and ***most persistent*** equity gaps in terms of completion, transfer, and workforce are the racially minoritized groups: Black, Latinx, and Native American/Alaskan Native. While gaps are observed for some metrics for other groups[2], the College will first focus on setting goals that eliminate the equity gaps experienced by the racially minoritized groups. Appendix A describes the baseline performance of all groups experiencing equity gaps for all metrics, including disability status, foster youth, first-generation status, low-income status, veterans, and LGBT.

2) **Setting numeric goals based on a calculation that envisions racial parity for the metrics.**

   The systemwide *Vision for Success* goals challenges institutions to simultaneously increase the overall success of all students while reducing or eliminating the equity gaps. Goals that narrowly focus on improving the overall success without considering the equity gaps often lead to an unintended scenario where the overall success improves, but the gaps widen or stay the same. In order to ensure that the College achieves both parts of the *Vision* goals, the numeric goals for the metrics will be determined based on a calculation which produces an outcome for which the highest performing group's success remains stable, but the overall success improves, ***and*** gaps are eliminated for the disproportionately impacted racial/ethnic groups. The "Bottom Up" (known as "Strategic Rise"[3] at SMC) method was used to calculate the numbers of additional students by ethnicity/race that need so succeed in the baseline year to achieve equity.

3) **Assumption that goals are symbolic of the College's aspiration and do not represent absolute mathematical precision.**

   In the past, the College set small and arbitrary target goals (for example, a 1% increase in course success) for metrics on the IE dashboard. While the College saw minor progress in metrics over time, the results were woefully inadequate, and no meaningful strides were made in terms of student success. In order to achieve the goals of *Vision for Success*, colleges will be required to be bold and transformative and abandon the "business as usual"

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[2] LGBT and first-generation status data were not systematically collected at the time of the baseline years; these datasets are incomplete

[3] A conscious decision was made by equity leaders to rebrand the term "bottom up" to "strategic rise" as the former term is deficit-minded (blames students) and the latter is equity-minded

framework. To that end, the College will leverage the local goal setting process to incite a sense of urgency around improving student outcomes and mobilize the campus community by setting ambitious (but measureable) goals that are symbolic of the ideal. The goals may not be realistically achievable in the short time period set by the *Vision* document (by 2021-2022), but they convey 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.

METRICS TO INCLUDE

Part of the local goal-setting decisions included determining which metrics prescribed by the CCCCO[4] would be used to measure the *Vision for Success* goals at Santa Monica College. For goals 1 (completion), 2 (transfer), and 4 (workforce preparation), the CCCCO is allowing colleges to choose from a list of approved metrics. The IE Committee discussed the concepts, methodologies, and limitations for each available metric and identified the following to include in the *Vision for Success* local goal setting process:

Vision for Success Goal	Available Metrics	Include in Vision for Success at SMC	Rationale
Goal 1: Completion	**1A:** All Students Who Earned an Associate Degree (including ADTS), or **1B:** All Students Who Earned a Chancellor's Office Approved Certificate, or **1C:** All Students Who Attained the Vision Goal Completion (degree or certificate)	1A (Degrees) and 1B (Certificates)	Pertinent to be able to track certificate and degree completion separately
Goal 2: Transfer	**2A:** Students Who Earned an ADT, or **2B:** Students Who Transferred to a CSU or UC	2B (CSU/UC Transfer)	2A is already included in 1A
Goal 3: Unit Accumulation	**3:** Average Number of Units Accumulated by All Associate Degree Earners	3	Only choice
Goal 4: Workforce Preparation	**4A:** Median Annual Earnings of All Students, or **4B:** Living Wage Attainment of All Students, or **4C:** Percentage of All Students with a Job Closely Related to Their Field of Study	4C (Job in Field of Study)	Wage and employment data are limited as it excludes contract/self-employed jobs. Many of the careers that SMC prepares students for lead to contract/self-employed jobs (for example, film, photography, cosmetology, theatre tech, and promo pathways).

Data for all chosen metrics were disaggregated by ethnicity/race, low-income, first-generation, disabled, veteran, foster youth, and LGBT status. However, as discussed above, the College focused on first setting goals for the racially minoritized groups experiencing disproportionate impact and gaps.

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[4] Baseline years were also prescribed by the CCCCO and differ by metric.

CAMPUS INPUT ON GOALS

As the SMC goal-setting process centers student equity, the IE Committee found it imperative to work collaboratively with key personnel responsible for writing the Student Equity Plan to ensure that the *Vision for Success* goals deliberately align with the priorities of the plan. So far, the IE Committee has solicited input about the goals and the goal-setting process from the following campus groups:

- The District Planning Advisory Council (DPAC) (includes students and Classified Staff)
- Academic Senate Executive Committee
- Larger Academic Senate
- Management Association
- Redesign Implementation Team (leaders for guided pathways efforts)
- Senior Administration

The IE committee plans to continue communicating the goals/goals-setting process throughout the Fall 2019 semester and offer more opportunities for the campus to provide input.
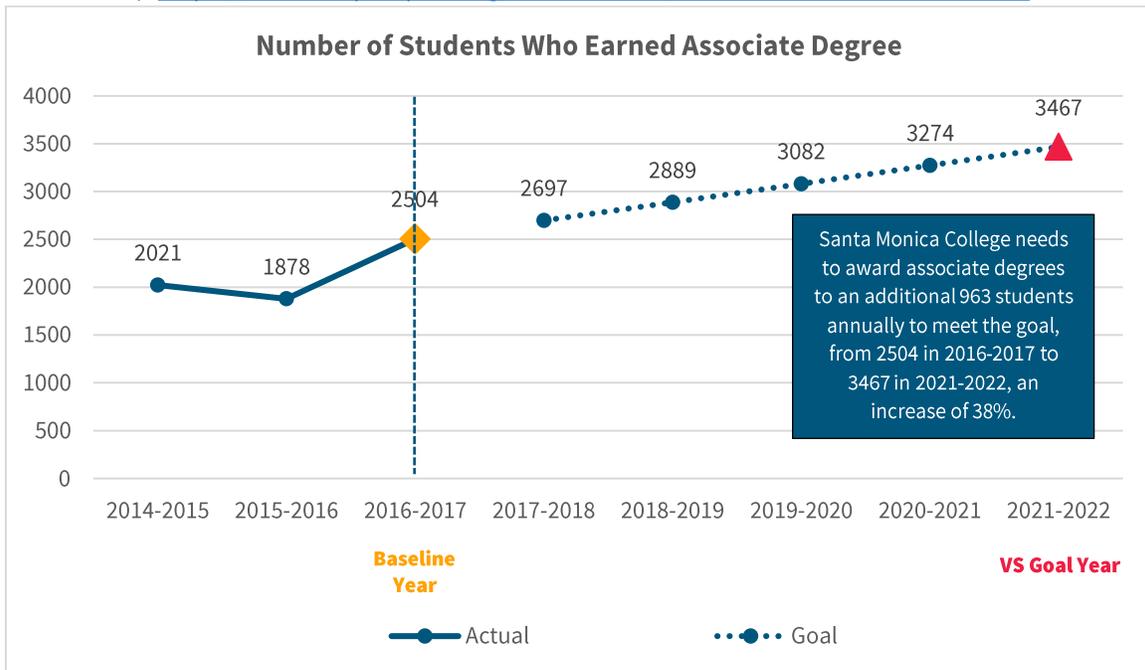
The current report presents SMC's *Vision for Success* goals for 2021-2022 as of May 8, 2019.

Goal 1: Completion

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.*

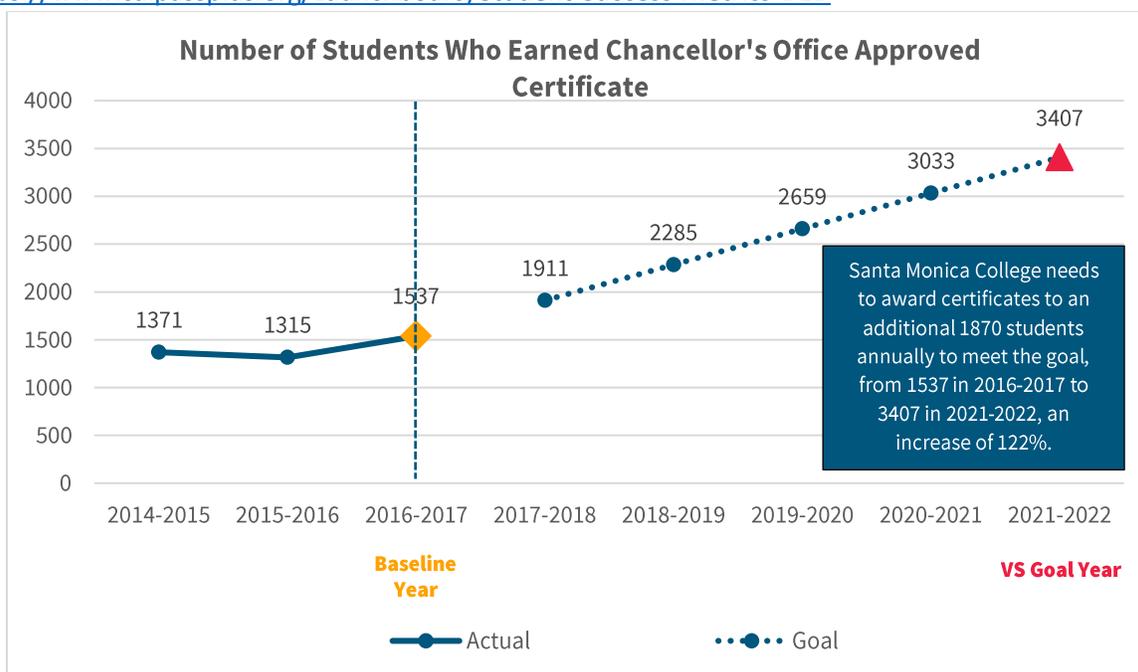## GOAL 1A: INCREASE ALL STUDENTS WHO EARNED AN ASSOCIATE DEGREE (INCLUDING ADTS)

Description: Among all students who had an enrollment in the selected or previous year, the number who earned an associate degree or associate degree for transfer in the selected year or subsequent year. A detailed definition of the metric can be found here (combines then unduplicates SM 607SW and SM 608SW): https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED

Number of Students Who Earned Associate Degree

Santa Monica College needs to award associate degrees to an additional 963 students annually to meet the goal, from 2504 in 2016-2017 to 3467 in 2021-2022, an increase of 38%.

GOAL 1B: INCREASE ALL STUDENTS WHO EARNED A CHANCELLOR'S APPROVED CERTIFICATE

Description: Among all students who had an enrollment in the selected or previous year, the number who earned a credit Chancellor's Office approved certificate the selected year or subsequent year. A detailed definition of the metric can be found here (see SM 603SW): https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED

Number of Students Who Earned Chancellor's Office Approved Certificate

1371 — 1315 — 1537 — 1911 — 2285 — 2659 — 3033 — 3407

Santa Monica College needs to award certificates to an additional 1870 students annually to meet the goal, from 1537 in 2016-2017 to 3407 in 2021-2022, an increase of 122%.

Baseline Year

VS Goal Year

Actual · · · Goal

Completion and Equity (Goal 5.1)

Equity gaps for Goal 1A and 1B were calculated using the proportionality index (PI) method. An index was calculated for each subgroup of students by dividing the percentage of successful students (i.e., earned an associate degree or certificate) who belonged to a group (for example, Latinx) by the percentage of students in a reference group who belonged to the same group. Any PI value under 1.0 indicates that an equity gap exists for the group.

The reference group for Goals 1A and 1B were all students who reported a degree or transfer goal in the selected year. The Degree/Transfer students were used as a reference group as the "All Students" group included Emeritus students and other groups (Adult Ed/ESL, short-term CTE) who may not aspire to earn a degree or transfer to a four-year institution. Equity gaps were then calculated by subtracting the percentage represented by subgroup among all those in the reference group from the percentage represented by the same subgroup among all degree/certificate earners (regardless of goal). Negative values indicate an equity gap exists for the metric for the group, and that they are

underrepresented among students who are successful when compared to their representation in the reference group.

The following table describes the five-year racial equity goals (to eliminate equity gaps) for Goal 1 which were calculated using the Strategic Rise methodology (see Appendix C).
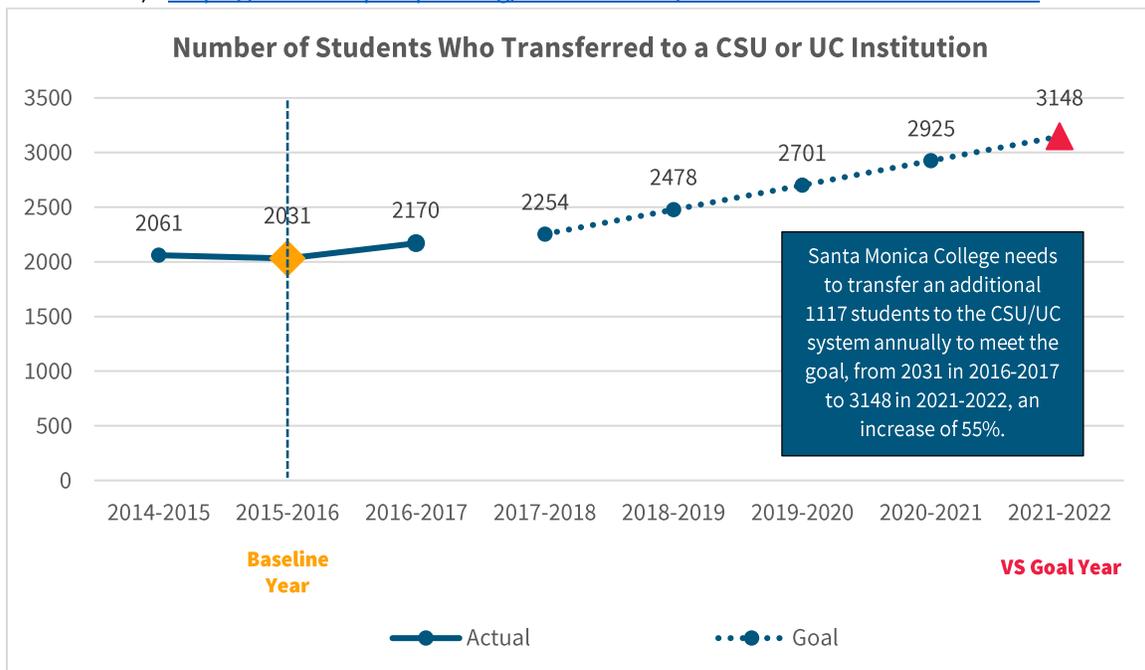
Racially Minoritized Group	Award Earners (2016-2017)	% of Award Earners Who Belong to Group (A)	Degree/ Transfer Students (2016-2017)	% of Degree/ Transfer Students Who Belong to Group (B)	Equity Gap (Group A – Group B)	Target Goal by 2021-2022 to Eliminate Equity Gaps (Improve by)	Target Goal Equity Gap by 2021-2022
Goal 1A: Increase All Students Who Earned an Associate Degree (Including ADTS)							
Black/African American	162	6.5% *162 out of 2504*	3,081	10.0% *3081 out of 30,963*	-3.5%	**345** (+183)	0%
Latinx	844	33.7% *844 out of 2504*	13,067	42.2% *13,067 out of 30,963*	-8.5%	**1,463** (+619)	0%
Goal 1B: Increase All Students Who Earned a Credit Chancellor's Approved Certificate							
Black/African American	64	4.2% *64 out of 1537*	3,081	10.0% *3081 out of 30,963*	-5.8%	**339** (+275)	0%
Latinx	375	24.4% *375 out of 1537*	13,067	42.2% *13,067 out of 30,963*	-17.8%	**1,438** (+1,063)	0%

Goal 2: Transfer

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

GOAL 2: INCREASE ALL STUDENTS WHO TRANSFERRED TO A UC OR CSU INSTITUTION

Description: Among all students who completed at least 12 units up to and including the selected year and exited the community college system in the subsequent year, the number who transferred to a UC or CSU institution in the subsequent year. A detailed definition of the metric can be found here (see SM 614SW) : https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED

Number of Students Who Transferred to a CSU or UC Institution

Santa Monica College needs to transfer an additional 1117 students to the CSU/UC system annually to meet the goal, from 2031 in 2016-2017 to 3148 in 2021-2022, an increase of 55%.

Transfer and Equity (Goal 5.2)

Equity gaps for Goal 2 were calculated using the proportionality index (PI) method. An index was calculated for each subgroup of students by dividing the percentage of UC/CSU transfer students who belonged to a group (for example, Latinx) by the percentage of students in a reference group who belonged to the same group. Any PI value under 1.0 indicates an equity gap for the group.

As with Goals 1A and 1B, the reference group for Goal 2 included all students who reported a degree or transfer goal in the selected year. Equity gaps were calculated by subtracting the percentage represented by subgroup among all degree/transfer students from the percentage represented by the same subgroup among all UC/CSU transfers (regardless of goal). Negative values indicate an equity gap exists for the metric for the group, and that they are underrepresented among students who are successful when compared to their representation in the reference group.

The following table describes the five-year racial equity goals (to eliminate equity gaps) for Goal 2 which were calculated using the Strategic Rise methodology (see Appendix C).
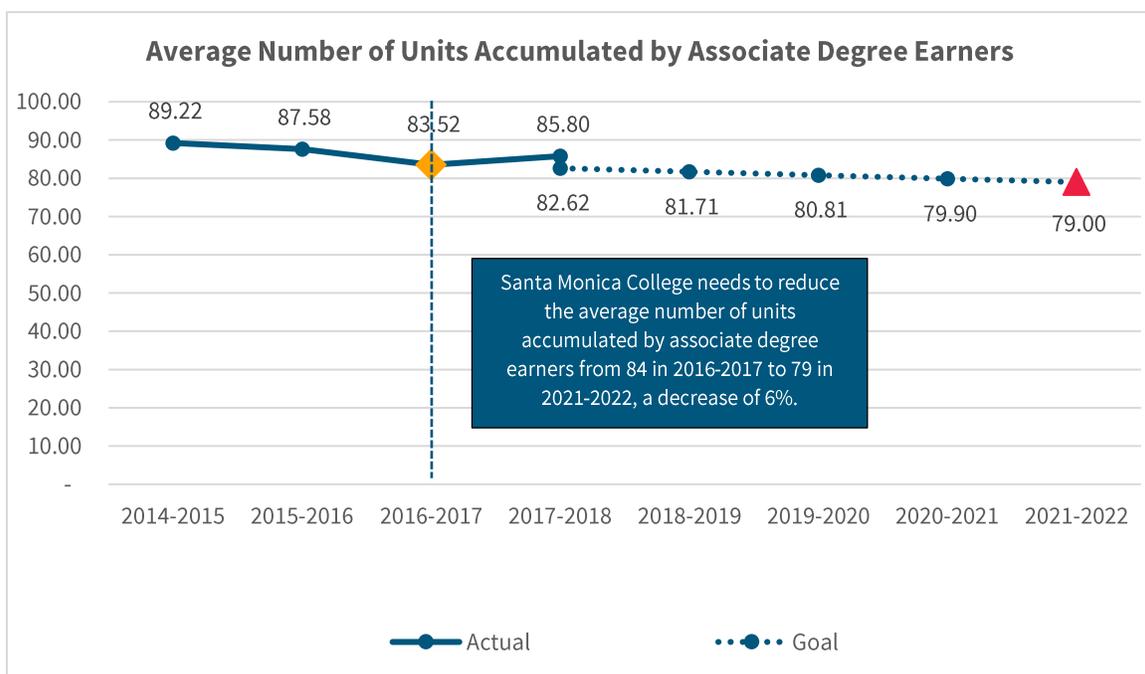
Racially Minoritized Group	CSU/UC Transfers (2015-2016 enrolled, transferred in 2016-2017)	% of Transfers Who Belong to Group (A)	Degree/ Transfer Students (2016-2017)	% of Degree/ Transfer Students Who Belong to Group (B)	Equity Gap (Group A – Group B)	Target Goal by 2021-2022 to Eliminate Equity Gaps (Improve by)	Target Goal Equity Gap by 2021-2022
Goal 2: Increase All Students Who Transferred to a CSU or UC Institution							
Black/African American	129	6.4% *129 out of 2,031*	3,081	10.0% *3081 out of 30,963*	-3.6%	**313** (+184)	0%
Latinx	664	32.7% *664 out of 2,031*	13,067	42.2% *13,067 out of 30,963*	-9.5%	**1,329** (+665)	0%

Goal 3: Unit Accumulation

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%.*
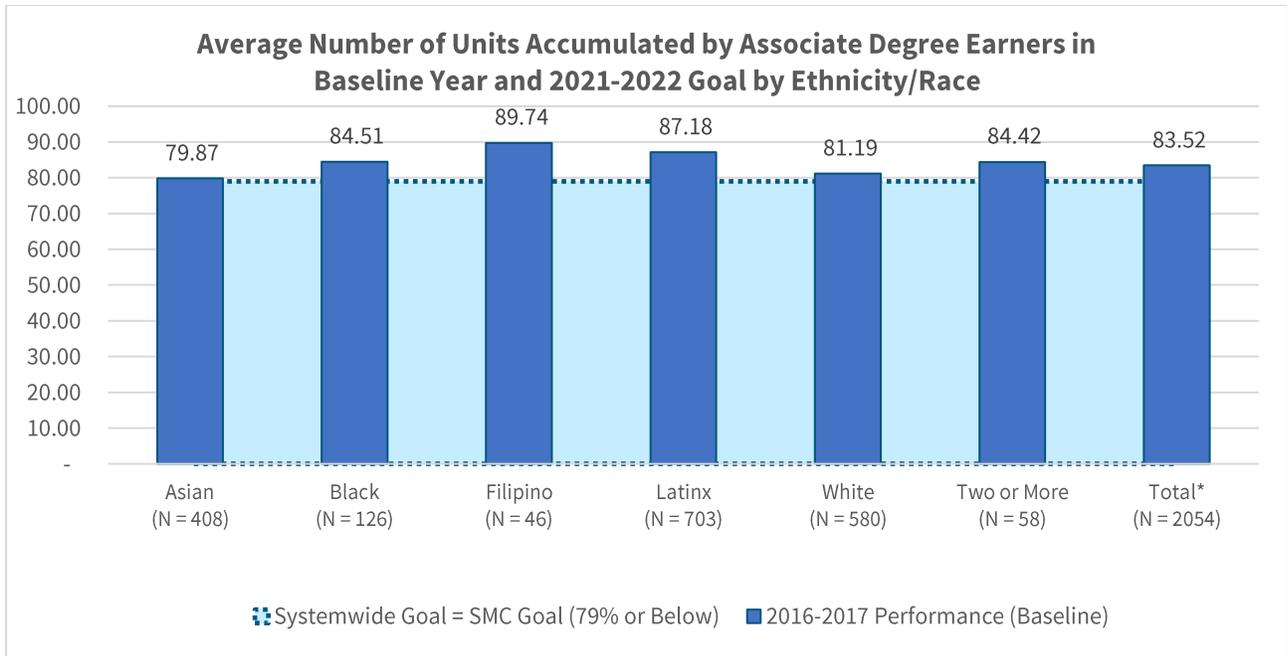
GOAL 3: DECREASE AVERAGE NUMBER OF UNITS ACCUMULATED BY ALL ASSOCIATE DEGREE EARNERS

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. A detailed definition of the metric can be found here (see SM 613SW): https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED

Average Number of Units Accumulated by Associate Degree Earners

Santa Monica College needs to reduce the average number of units accumulated by associate degree earners from 84 in 2016-2017 to 79 in 2021-2022, a decrease of 6%.

Unit Accumulation and Equity (Goal 5.3)

Among ethnicity/race groups with 10 or more students, the highest performing group for the unit accumulation metric (Goal 3) were Asians. Asian students who earned an associate degree in 2016-2017 accumulated an average of 79.97 units. While this group performed the best, their performance exceeded the systemwide goal of 79 units or lower. To align with the systemwide goal, equity goals were set for all ethnic/race groups and the overall performance to equal the state goal of 79 units or lower (see Figure below).

Average Number of Units Accumulated by Associate Degree Earners in Baseline Year and 2021-2022 Goal by Ethnicity/Race

Ethnicity/Race	Value
Asian (N = 408)	79.87
Black (N = 126)	84.51
Filipino (N = 46)	89.74
Latinx (N = 703)	87.18
White (N = 580)	81.19
Two or More (N = 58)	84.42
Total* (N = 2054)	83.52

Legend: Systemwide Goal = SMC Goal (79% or Below) ● 2016-2017 Performance (Baseline)

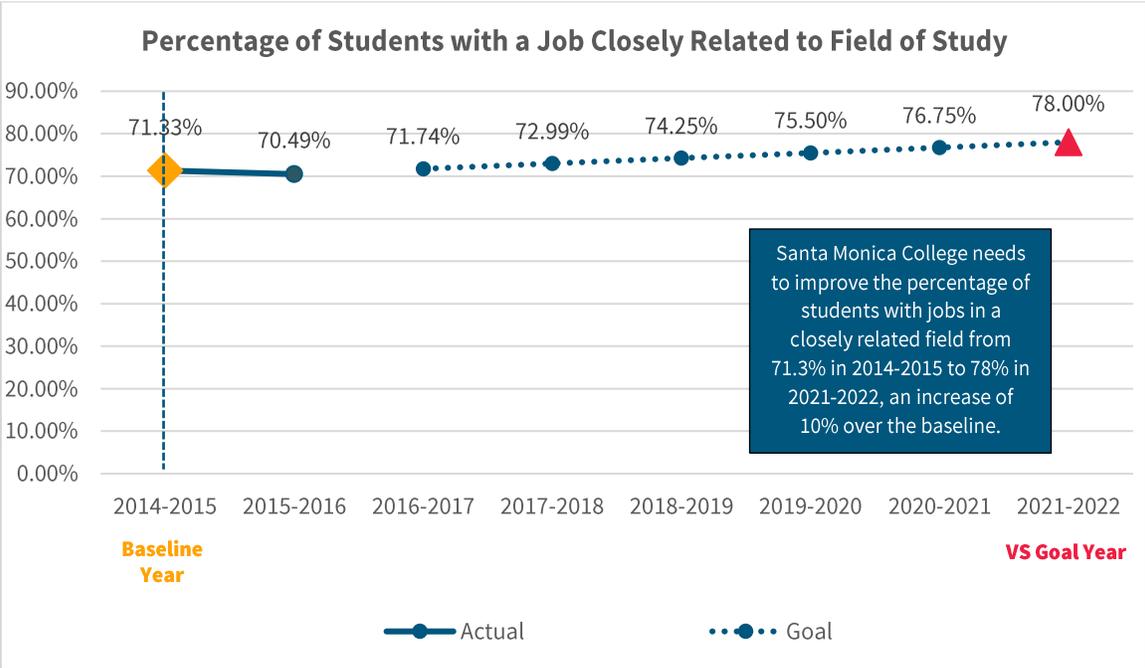*Total includes unreported and other groups whose data are suppressed due to small numbers (N < 10)*

Goal 4: Workforce Preparation

Systemwide Goal: *Increase the percent of existing students who report being employed in their field of study, from the most recent statement average of 69% to 76%, an increase of 9%.*

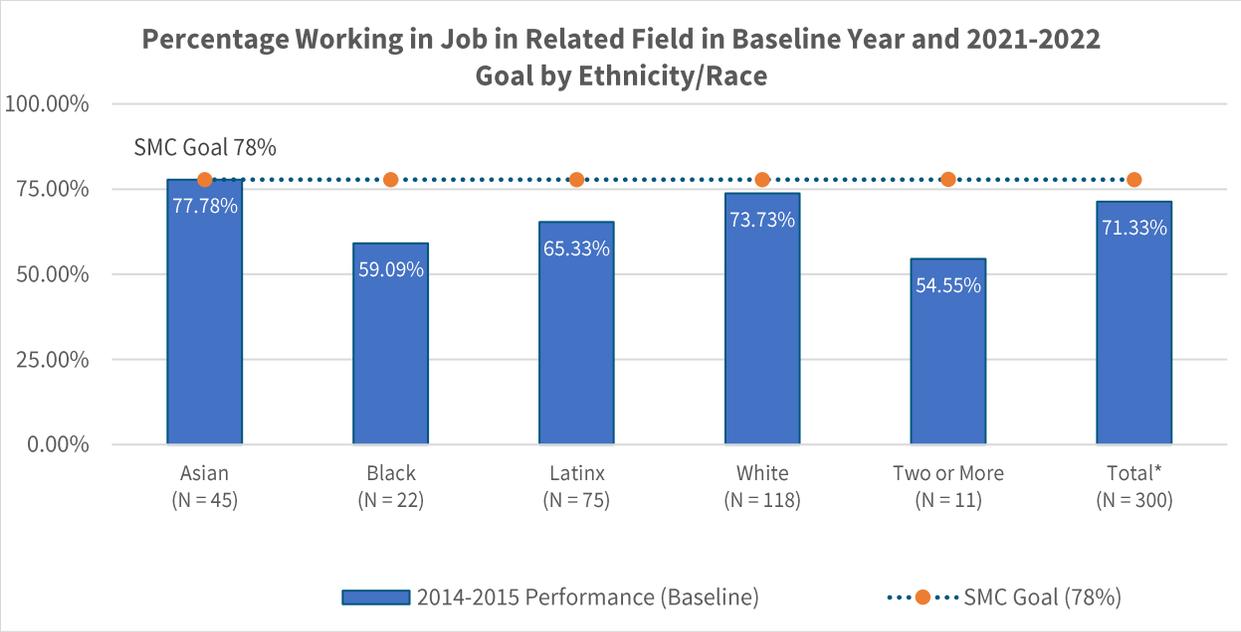## GOAL 4: INCREASE ALL STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

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 (see SM 701SW): https://www.calpassplus.org/Launchboard/Student-Success-Metrics-DED

Workforce Preparation and Equity (Goal 5.4)

Equity gaps for Goal 4 were calculated using the percentage point gap method (PPG). The performance of each subgroup was subtracted by the performance of the highest performing group (among groups 10 or larger) to calculate the equity gaps. The 2021-2022 equity goals for each disproportionately impacted ethnic/race group were set at the performance level attained by the highest performing group (Asians at 78%; see Figure below).

Percentage Working in Job in Related Field in Baseline Year and 2021-2022 Goal by Ethnicity/Race

SMC Goal 78%

Category	Percentage
Asian (N = 45)	77.78%
Black (N = 22)	59.09%
Latinx (N = 75)	65.33%
White (N = 118)	73.73%
Two or More (N = 11)	54.55%
Total* (N = 300)	71.33%

Legend: 2014-2015 Performance (Baseline) · · ● · · SMC Goal (78%)

Total includes unreported and other groups whose data are suppressed due to small numbers (N < 10)

Appendix A: Groups Experiencing Equity Gaps

The table describes the historically underserved and disproportionately impacted groups who experience equity gaps for the *Vision for Success* metrics (PI <0.85). Groups with fewer than 10 students are not included in the analyses due to data suppression.

Goal 1A: Degree Earners 2016-2017	Success	Success % (Out of 2504)	Degree/Transfer Students	Degree/Transfer % (Out of 30,963)	Proportionality Index (PI)
Black	162	6.47%	3081	10.0%	0.65
Latinx	844	33.71%	13067	42.2%	0.80
More than one race	74	2.96%	1238	4.0%	0.74
First generation	1082	43.21%	15903	51.4%	0.84
Foster youth	20	0.80%	636	2.1%	0.39
LGBT	38	1.52%	721	2.3%	0.65
Veteran	55	2.20%	837	2.7%	0.81

Goal 1B: Certificate Earners 2016-2017	Success	Success % (Out of 2504)	Degree/Transfer Students	Degree/Transfer % (Out of 30,963)	Proportionality Index (PI)
Black	64	4.16%	3081	10.0%	0.42
Latinx	375	24.40%	13067	42.2%	0.58
More than one race	37	2.41%	1238	4.0%	0.60
First generation	544	35.39%	15903	51.4%	0.69
Foster youth	11	0.72%	636	2.1%	0.35
LGBT	21	1.37%	721	2.3%	0.59
Veteran	27	1.76%	837	2.7%	0.65

Goal 2: UC/CSU Transfer 2015-2016	Success	Success % (Out of 2031)	Degree/Transfer Students	Degree/Transfer % (Out of 30,963)	Proportionality Index (PI)
Black	129	6.35%	3081	10.0%	0.64
Latinx	664	32.69%	13067	42.2%	0.77
Foster youth	20	0.98%	636	2.1%	0.48
LGBT	34	1.67%	721	2.3%	0.72

Goal 3: Units Accumulated 2016-2017	Avg Units Earned	Highest Performance in Category (Group with Fewest Units Accumulted)	Difference
Disabled	90.37	83.02	-7.35
Low income	87.29	76.72	-10.57
Black	84.51	79.87	-4.64
Filipino	89.74	79.87	-9.87
Latinx	87.18	79.87	-7.31
More than one race	84.42	79.87	-4.56
First generation	86.49	81.12	-5.37
Veteran	87.25	83.43	-3.82

Goal 4: Jobs in Field of Study 2014-2015	Success Rate	Highest Performance in Category (Group with Highest Success Rate)	Difference
Disabled	69.23%	71.43%	-2.20%
Low income	65.64%	78.10%	-12.46%
Black	59.09%	77.78%	-18.69%
Latinx	65.33%	77.78%	-12.44%
More than one race	54.55%	77.78%	-23.23%
First generation	65.41%	76.05%	-10.63%

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, [5] describe four hypothetical data consequences of equity

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[5] 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*

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.*
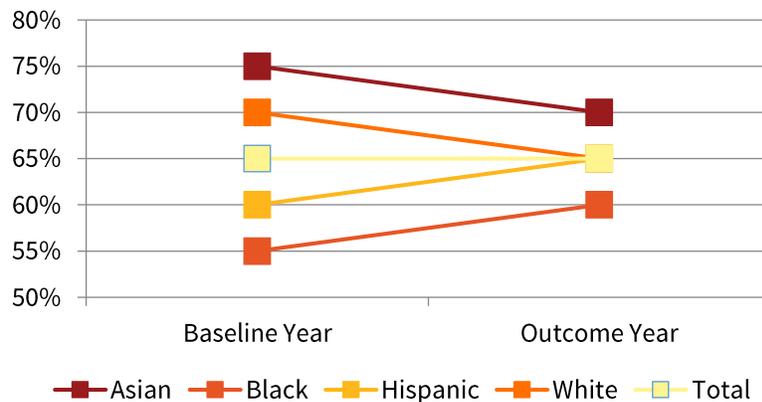
Scenario #1: Rising Tide
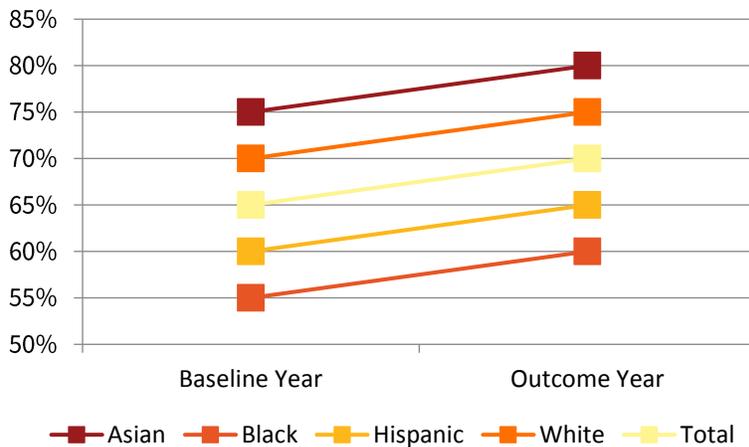
Equity interventions and strategies hthat result in an increase in performance for each disaggregated student subgroup leads to the "rising tide" scenario. In this scenario, the equity interventions improve the performance of all groups equally which in turn, increases the overall success for the outcome. 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%.
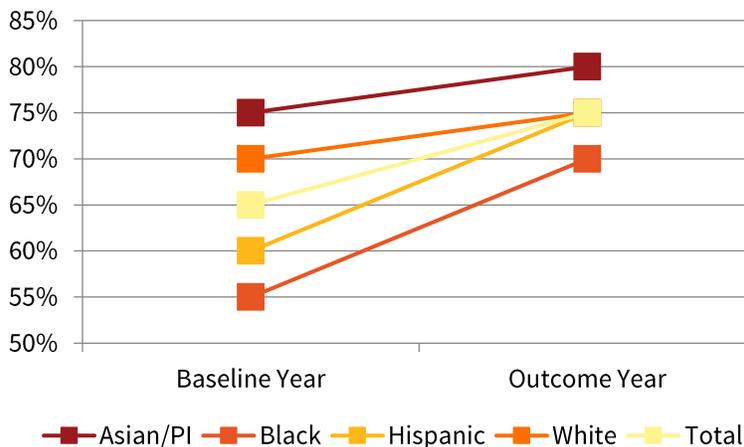
Scenario #3: Bottom Up
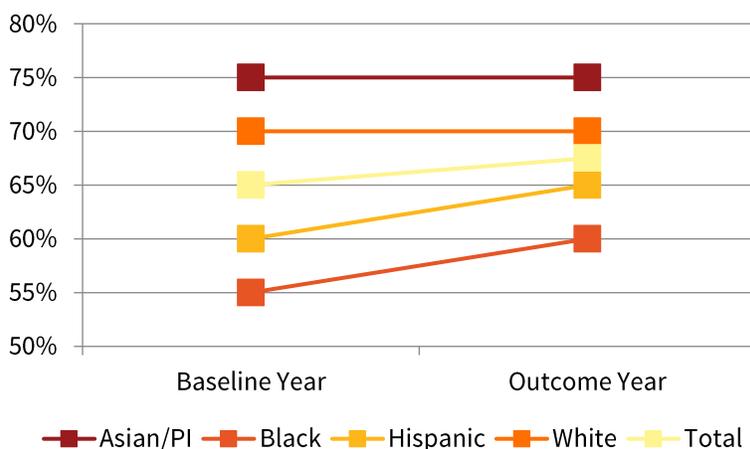
Equity interventions and strategies that lead to the lowest performing groups experiencing a reduction or elimination of the equity gap while the highest performing groups' success levels remain unchanged results in the "bottom up" scenario. Ultimately, the "bottom up" scenario accomplishes both goals, 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:

$$3000 \quad x \quad 15\% \quad = \quad 450$$

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:

$$10\% \quad x \quad 200 \quad = \quad 20$$

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:

$$100 \quad — \quad 30 \quad = \quad 70$$

# 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.