Local Goal Setting Process
2018-19 [**DRAFT as of 4.18.19**]

Background:

In July 2017, the California Community Colleges Chancellor's Office (CCCCO) release the ***Vision for Success: Strengthening the California Community Colleges to Meet California's Needs***. This document contained five key student outcome objectives focused on helping students complete their goals (degree, certificate, transfer or employment) in an efficient and equitable manner. Historically, California Community Colleges (CCCs) were required to set goals (SB 852 and SB 860) on student performance and outcomes, accreditation status, fiscal viability and programmatic compliance with state and federal guidelines as part of the Institutional Effectiveness Partnership Initiative (IEPI). However, in February 2018, the CCCCO released a memo indicating that the requirement to set goals for the IEPI indicators was suspended because of the transition to the new CCCCO Vision for Success Goals.

In July 2018, the Governor and the Legislature established a new funding formula for the CCCs (AB 1809, Chapter 33, Statutes of 2018). This new legislation was designed to create a stronger link between financial and educational planning processes. The legislation stipulates that districts must establish a timeline to adopt quantifiable, college-level performance goals that are aligned with the system-wide objectives for the Vision for Success. Once a college has established their goals, the legislation specifies that the **local community college boards of trustees must 1)** adopt the goals at a board meeting, **2)** include in that meeting's agenda an explanation of how the goals are consistent and aligned with the system-wide goals and **3)** provide the written agenda and summary of action to the CCCCO.

The process and timeline included in the memo sent by the CCCCO on November 5, 2018 included two deadlines:

1. By December 15, 2018: Colleges must certify to the CCCCO that the process to set measureable, aligned goals is underway but as of 1/10/19 the mechanism by which this is to be completed has not been communicated to the CCCs.
2. By May 31, 2019: District boards must adopt the goals and submit them to the CCCCO using an online Local Goals Reporting Form. The submission requires approvals from the Board President, Chief Executive Officer, and Academic Senate President.

Local Process:

College of the Canyons formed the "Local Goal Setting Process" workgroup in November 2018. The purpose of this workgroup is to draft proposed targets for the College's new Strategic Goals and align the applicable targets with the System Vision Goals. The overarching plan is to provide an update on the workgroup's plan at the Institutional Effectiveness and Inclusive Excellence (IE)[2] committee on November 13, 2018, present the draft goals at the December 3, 2018 College Planning Team meeting and then take the Local Goals through the governance process in spring 2019. The state's deadline for aligning College of the Canyons' goals with the System Vision Goals and presenting to the Board of Trustees is May 31, 2019.

Members of the Local Goal Setting Process workgroup: Barry Gribbons (administrator), Rebecca Eikey (Academic Senate President), Nicole Faudree (faculty and SLO co-coordinator), Garrett Hooper (faculty), Omar Torres (administrator), Jerry Buckley (administrator), Preeta Saxena (classified staff), Vida Manzo (classified staff), Catherine Parker (classified staff), Andrea Varney (classified staff), Wendy Brill (COCFA President), Jasmine Ruys (administrator), Paul Wickline (administrator), Micah Young (administrator), Paul Wickline (administrator), John Makevich (administrator), Harriet Happel (administrator), Ryan Theule (administrator), Erika Torgeson (faculty) and Daylene Meuschke (administrator).

Goal Setting Workgroup Accomplishments to Date:

1. Held three meetings in November 2018 (11/7, 11/21 and 11/27) and one on March 5, 2019 to discuss alignment of the College's new Strategic Goals (Access, Success and Engagement) with the Vision for Success Goals, review baseline data for the "Success" goals and establish proposed targets.

2. Presented updates to the College Planning Team on December 3, 2018.

3. Established tentative goals for each of the following metrics (metrics denoted by an asterisk reflect a required goal by the CCCCO):
   a. Number of non-Associate Degrees for Transfer awarded*
   b. Number of Associate Degrees for Transfer awarded*
   c. Number of Certificates (12+ units) awarded*
   d. Percentage of exiting Career Technical Education students employed in field of study*
   e. Number of students completing nine credit Career Technical Education units*
   f. Number of students completing transfer-level math and English in Year 1 (first-time in college)
   g. Student term-to-term persistence (fall to spring) (percentage)
   h. Average number of units for degree completers
   i. Median unit completion for first-time college students in Year 1

4. Proposed not establishing targets for the following metrics identified in the first draft of the College's new Strategic Plan (see table for detailed notes):
   a. Number of Certificates of Specialization awarded
   b. Number of Skills Builders by wage gains, measured by median change in earnings

5. Proposed waiting to establish targets for the following metrics until the metric is defined or until more current data are available:
   a. Number of Students Earning a Living Wage
   b. Number of Students Earning Industry Relevant Certificates
   c. Number of Students with a Comprehensive Educational Plan
   d. Develop "on path" education plans (metric to track timely progression)
   e. Number of Students who Transfer to any four-year institution
   f. Number of Students who Transfer to a University of California or California State University institution
   g. Number of students who transfer to In-State Private or Out-of-State
   h. Reduce equity gaps by 40% for disproportionately impacted groups
   i. Number of student who participate in an internship
   j. Number of students connected to a success team

Review/Approval Timeline:

- **Institutional Effectiveness and Inclusive Excellence (IE)[2] committee**:
  March 12 and April 9, 2019

- **Classified Senate**:
  March 19 and April 16, 2019

- **Academic Senate**:
  March 28 and April 11, 2019

- **College Planning Team**:
  March 18 and April 15, 2019

- **Associated Student Government**:
  April 10, 2019

- **Board of Trustees**:
  May 8, 2019

Resources:

1. [California Community Colleges Chancellor's Office Memo from Laura Hope, Executive Vice Chancellor, Educational Services and Support, regarding Local Goal-Setting Guidance dated November 5, 2018](#)
2. [California Community Colleges Chancellor's Office Local Goal Setting FAQs](#)
3. [California Community Colleges Local Goal Setting Infographic](#)
4. [California Community Colleges Local Goal Setting PowerPoint](#)
5. [California Community Colleges Chancellor's Office Memo on Suspending IEPI Goal Setting (February 2018)](#)

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Local Goal Setting Template – Alignment with Local Strategic Goal for Success (as of 4/8/19)

Indicator	2014/15	2015/16	2016/17	2017/18	Proposed 2021/22 Goal	Source
Number of unduplicated students earning degrees, including ADTs*	1,288	1,506	1,841	2,115	2,629	Student Success Metrics
Number of unduplicated students earning Non-ADT Awards*	1,007	1,025	1,181	1,210	20% increase over 17/18 (goal n=1,452)	Student Success Metrics
Number of unduplicated students earning ADTs awarded*	281	481	660	905	30% increase over 17/18 (goal n=1,177)	Student Success Metrics
Data reflect unduplicated (unique) count of students earning an associate degree and associate degree for transfer (ADTs). The system in which we are required to report thee data (NOVA) prepopulates the unduplicated students earning a degree, including ADTs, which computes a sum of the ADT and Non-ADT data. The ADT goal is slightly higher than the non-ADT goal due to the increase in ADT programs coming online within the next 5 years.						
Number of unduplicated students earning Certificates (12+ units)* (unit value updated from 16+ to 12+ 3.11.19)	482	951	1,131	1,187	5% increase over 17/18 (goal n=1,246)	Student Success Metrics
Data reflect unduplicated count of students earning a Chancellor's Office approved credit certificate. The Vision Goals include Chancellor's Office certificates with 12 to fewer than 18 semester units. However, the Student Success Funding Formula does not. The goal set for 2021/22 is consistent with the same growth observed from 2016/17 to 2017/18.						
Number of unduplicated students earning Noncredit Certificates	0	177	306	266	20% increase over 16/17 (goal n=367)	Student Success Metrics
Locally set goal in new Strategic Plan and is not reflected in the CCCCO Vision Goals. The local goal for the strategic plan was established based on the increase in number of noncredit programs started in 18/19.						

Indicator	2014/15	2015/16	2016/17	2017/18	Proposed 2021/22 Goal	Source
Percentage of exiting CTE students employed in field of study*	62.0	69.0%	Not Avail	Not Avail	70%	Student Success Metrics

These data are self-reported through the CCCCO administered Career Technical Education Outcomes Survey (CTEOS). Percentages reflect students reporting being employed in a field that is "close" or "very close" to their field of study.

Indicator	2014/15	2015/16	2016/17	2017/18	Proposed 2021/22 Goal	Source
Number of students completing nine credit CTE units*	661	713	755	920	15% increase over 16/17 (n=868)	Student Success Metrics

This reflects students who were identified as "Short-Term Career Education" students through the Student Success Metrics. These students are identified through one of three ways: informed education goal, uninformed education goal or enrollment in a noncredit CTE course. This does not appear in the NOVA template unless we want is as an "added metric" that we fill in.

Indicator	2014/15	2015/16	2016/17	2017/18	Proposed 2021/22 Goal	Source
Number of students completing transfer-level math and English in Year 1 (first-time at COC)	241	274	385	434	868	Student Success Metrics

This reflects all first-time students at COC who successfully completed both transfer-level math and English within the first year. If a student starts in fall, they have until spring of that same year to complete both transfer-level math and English. If they start in spring, they only have spring to complete. The goal was set based on AB705 changes effective fall 2019.

Indicator	2014/15	2015/16	2016/17	2017/18	Proposed 2021/22 Goal	Source
Student term-to-term persistence (fall to spring) (percentage)	66	66	67	63	70	Student Success Metrics

This reflects all students enrolled in fall and also enrolled in spring at COC. If a student graduated, they are removed from the denominator.

Indicator	2014/15	2015/16	2016/17	2017/18	Proposed 2021/22 Goal	Source
Average number of units for degree completers	93	93	92	90	79	Student Success Metrics

Includes all students who earned an associate degree in the selected or subsequent year. This looks at the average number of units earned in the California community college system among students who had taken at least 60 units at any college. 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. Students who petitioned for awards in the subsequent year are considered degree earners in the selected year. The sample size for the 2017/18 was 1,606.

<u>**Reduce equity gaps for disproportionately impacted (DI) groups**</u>

Goals established, through the Student Equity and Achievement Plan writing team, to reduce or eliminate disproportionate impact were applied to the Local Goals and alignment with the CCCCO Vision Goals.

Increase the number of unduplicated students earning degrees, including ADTs (Goal 5.1A in CCCCO NOVA template)

DI Student Group	# in 2016/17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	55	62	13%
Gender: Male	772	785	2%

Increase the number of unduplicated students earning a Chancellor's Office approved certificate (Goal 5.1B in CCCCO NOVA template)

DI Student Group	# in 2016/17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	35	37	6%

Increase the number of unduplicated students who earned an Associate Degree for Transfer (Goal 5.2A in CCCCO NOVA template)

DI Student Group	# in 2016/17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	21	25	19%
Gender: Male	254	268	6%
Ethnicity: Filipinx	17	18	6%

Decrease average number of units accumulated by all associate degree earners (Goal 5.3A in CCCCO NOVA template)

DI Student Group	# in 2016/17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	86	79	8%
Ethnicity: Filipinx	89	79	11%
Ethnicity: Latinx	92	79	14%

Increase the number of all students with a job closely related to their field of study (Goal 5.4C in CCCCO NOVA template)

DI Student Group	# in 2016/17	Expected # in 2021-22	% Increase
Ethnicity: Latinx	54%	70%	30%

*Required CCCCO System Vision Goal

Last updated 4/18/19 by Daylene Meuschke (revised CTEOS metric based on data refresh in SSM and inserted DI tables)