2018-19 Institution-Set Standards, Targets, and Key Performance Indicators
Prepared for Cuyamaca College Council
On behalf of the Institutional Effectiveness Committee

On May 11, 2018, the College hosted its second annual college-wide planning and evaluation retreat. During the retreat, campus faculty, staff, students, and administrators participated in deep discussions of key performance indicator data in light of college-set standards and aspirational targets for student achievement. Over 50 campus practitioners and students participated in the retreat and provided recommendations for improved performance related to each of the College's strategic priorities. Institutional Effectiveness Committee members served as facilitators for each breakout group and recorded key discussion items. The Institutional Effectiveness, Success, and Equity Office compiled the feedback from the retreat and provided a summary of the retreat discussions and recommendations for college-wide priorities to improve student outcomes in each of the strategic priority areas. The summary was presented to the Institutional Effectiveness Committee in June 2018, and the Institutional Effectiveness Committee refined the recommendations for 2018-19 Institution-Set Standards and aspirational targets on each college-wide key performance indicator in light of data trends and internal/external factors, as detailed in this report. These standards and targets were sent to the College Council in October 2018 for approval. Once approved, college performance against these standards and targets will be analyzed for the 2019 planning and evaluation retreat.

Approved by the Institutional Effectiveness Committee October 22, 2018
Approved by College Council December 11, 2018

STRATEGIC PRIORITY 1: ACCELERATION - KPI Charts, Standards, and Targets

	Acceleration - Basic Skills				
	Key Performance Indicator	**Current Data**	**2017 - 2018 Standard**	**2018 - 2019 Standard**	**Target**
1	Transfer-Level Math Completion Rate (1 Year) - Scorecard	29%	40%	55%	65%
*	Transfer-Level Math Completion Rate (1 Year) - LaunchBoard	15%	N/A	60%	N/A
2	Transfer-Level English Completion Rate (1 Year) - Scorecard	37%	45%	60%	70%
*	Transfer-Level English Completion Rate (1 Year) - LaunchBoard	20%	N/A	N/A	N/A
3	ESL Transfer-Level English Completion Rate (3 Year)	18%	N/A	30%	40%

N/A - Standard never set or target not set as this was used for informational purposes only

The rationale discussed during the spring 2018 planning and evaluation retreat related the above standards and targets include the following:

Institution-set Standards

- The College recently removed prerequisite classes and implemented support classes
- The improved economy positive was based off of job growth in certain fields (also was used in explanation for not meeting standard); economy improvement provided more jobs without need of certification or degree.
- The data discussed are from the Student Success Scorecard and a cohort from several years ago, prior to acceleration data
- Possibility that we are not making students feel validated or included
- Marketing and community outreach needs to be improved
- Concern that students are not receiving support in 2nd year Community Outreach

Approved by the Institutional Effectiveness Committee October 22, 2018
Approved by College Council December 11, 2018

Six-year Targets

The general feeling across all groups was that the six-year target for each KPI needed to be increased because of positive trends in the data trends. Some groups were more ambitious with their new set target. With the different information at hand ranges will be set and discussed by the proper councils to set the target for 2024.

Activities/Priorities for 2018-2019 to Make Progress Toward Targets

- Implement early alert systems for at-risk students
- Incorporate high-contact strategies
- Conduct outreach involving faculty and staff
- Continue funding for acceleration
- Create clear maps for students
- Create a better understanding of transfer demographics
- Multiple Measures
- New information systems to gather data about students
- Identify and implement best practices for all departments
- Acceleration has enabled Math, English and ESL to truly rethink what **"readiness"** means and the flawed ways that we used to determine preparedness. We need to honor that students have been prepared all along, *and that it's our work to meet their needs/meet them where they are, not their work to meet us*. **We need to spread this work across the college to other departments to change mindsets about readiness.**
- **Extend Math, English and Math supports** to other courses that involve math, reading, writing, etc. Do more to support "basic skills" learning in all classes.
- As we let more and more students with different needs in transfer level classes, we need to **ensure that we're maintaining standards** and not taking away from the education and learning experiences of other students who may not need as much support.
- We need data regarding student population that are English Learners respective to total student population.
- **We need to continue funding acceleration efforts**: BSSOT grant running out, budget changes--how are we going to fund all of the support that faculty and students need as we accelerate? We already can't afford embedded tutors in all accelerated classes.
- We need to **improve the structure of East County Education Alliance so that we can better communicate these acceleration efforts to high schools,** and align so that high schools can better prepare students. We discussed how broken ECEA is for accomplishing this.
- We need to better understand our student population and better **support their holistic needs in conjunction with acceleration: attach more supports to accelerated classes**, since these classes also serve majority first year. Need

Approved by the Institutional Effectiveness Committee October 22, 2018
Approved by College Council December 11, 2018

dedicated academic counselors, mental health counselors, tutors, financial aid people, etc. to have "office hours" or dedicated supports to our high-impact classes.

- We need **clear maps for students** to link these accelerated classes more clearly to majors and careers (Guided Pathways)
- **Use aligned SLOs** to bridge ENGL prep with ESL prep so that it's uniform preparation for ENGL 120 (regarding students who opt to take 99)
- Better link **equity efforts to acceleration**, so we have info not only on overall completion rates, but also how our different groups are faring in these classes. How are our DPSP students doing? How are our Latinx students doing? If this data is available, it should be made available to campus as whole. Add equity lens--disaggregate.
- Bring back learning communities for students
- Institute Faculty Learning Communities to better understand how our work intersects; work together--tie this into professional development
- Share college success stories with high-quality production video, advertise successes to the community.
- High school students should know the difference between going to Cuyamaca (with accelerated basic skills) and going to a local college without accelerated basic skills.
- Ensure funding is there for acceleration efforts

STRATEGIC PRIORITY 2: GUIDED STUDENT PATHWAYS - MOMENTUM AND CE

	Guided Student Pathways: Momentum and Career Education (CE)				
	Key Performance Indicator	Current Data	2017 - 2018 Standard	2018 - 2019 Standard	Target
4	Completion of 15+ College Credits (1 Year)	25%	N/A	30%	35%
5	Transfer-Level Math and English Completion (1 Year)	8%	N/A	25%	30%
6	Skills-Builders' Median Wage Gain	27%	11%	20%	30%

N/A - Standard never set

Activities/Priorities for 2018-2019 to Make Progress Toward Targets

- Connect with students globally as well as staff, faculty
- Provide professional development on helping students on their path
- Provide more onboarding help
- Continue to implement multiple measures
- Continue Placing in Acceleration
- Align curriculum to workforce needs

Approved by the Institutional Effectiveness Committee October 22, 2018
Approved by College Council December 11, 2018

STRATEGIC PRIORITY 3: GUIDED STUDENT PATHWAYS - COMPLETION

	Key Performance Indicator	Current Data	2017 - 2018 Standard	2018 - 2019 Standard	Target
	Guided Student Pathways: Completion				
7	Transfers to Four-Year Institutions	544	549	549	584
8	Number of Associate Degrees Awarded (Duplicated)	852	825	850	1,025
*	Number of Students Graduating with an Associate Degree (Unduplicated)	576			
9	Number of Certificates Awarded (Duplicated)	214	180	200	250
*	Number of Students Graduating with a Certificate (Unduplicated)	177			

Activities/Priorities for 2018-2019 to Make Progress Toward Targets

- Continue with acceleration, multiple measures
- Increase support services for prospective transfer students (workshops, etc.)
- Provide additional information for students
- Target 3rd semester students for additional supports
- Establish effective practices for all departments
- Identity and implement curriculum management software
- Make database improvements – Centralize to integrate reports for all areas
- Develop online courses for areas that have barriers to AA/AS (ES, Labs)
- Examine data on multiple degrees earned by discipline

Approved by the Institutional Effectiveness Committee October 22, 2018
Approved by College Council December 11, 2018

- Revise the advising model
- Make it easier for students to become eligible
- Implement student tracking software
- Pull data for certificates offered and assess 12 unit minimum (local) vs 18-unit minimum for CCCCO
- Tailor KPI data to new funding formula

STRATEGIC PRIORITY 4: STUDENT VALIDATION & ENGAGEMENT

	Student Validation & Engagement - Intermediate Momentum Points				
	Key Performance Indicator	**Current Data**	**2017 - 2018 Standard**	**2018 - 2019 Standard**	**Target**
10	First-Time Students' Fall-to-Spring Persistence Rate in District	72%	N/A	70%	75%
11	First-Time Students' Fall-to-Fall Persistence Rate in District	53%	N/A	54%	60%
12	College-wide Course Success Rate	75%	72%	75%	77%

N/A - Standard never set

Activities/Priorities for 2018-2019 to Make Progress Toward Targets

- Implement and expand cohort model to build a stronger sense of belonging
- Provide physical orientations (mandatory – 1st time in your cohort)
- Get accurate majors (and meta-majors) for student
- Expand/continue mental health outreach
- Prepared for independence + what services we have to help.
- Create cohorts of existing students so that students can help each other.

Approved by the Institutional Effectiveness Committee October 22, 2018
Approved by College Council December 11, 2018

STRATEGIC PRIORITY 5 - ORGANIZATIONAL HEALTH

Organizational Health	Key Performance Indicator	Current Data	2017 - 2018 Standard	2018 - 2019 Standard	Target
13	Earned WSCH/Total FTEF	439	500	500	
14	Fill Rate	74%	75%	75%	
15	FT Load/Total FTEF	25%	30%	30%	

Activities/Priorities for 2018-2019 to Make Progress Toward Targets

- Provide more support to students student on/based on application
- Compensate employees for their time so they do not become burnt out; hire more full-time employees to meet increasing demands
- Conduct team-building for college
- Get new employees involved first
- Have more online courses (specifically general courses impacted at SDSU and UCSD
- All Instructors should be certified to teach online
- Need real marketing

Approved by the Institutional Effectiveness Committee October 22, 2018
Approved by College Council December 11, 2018