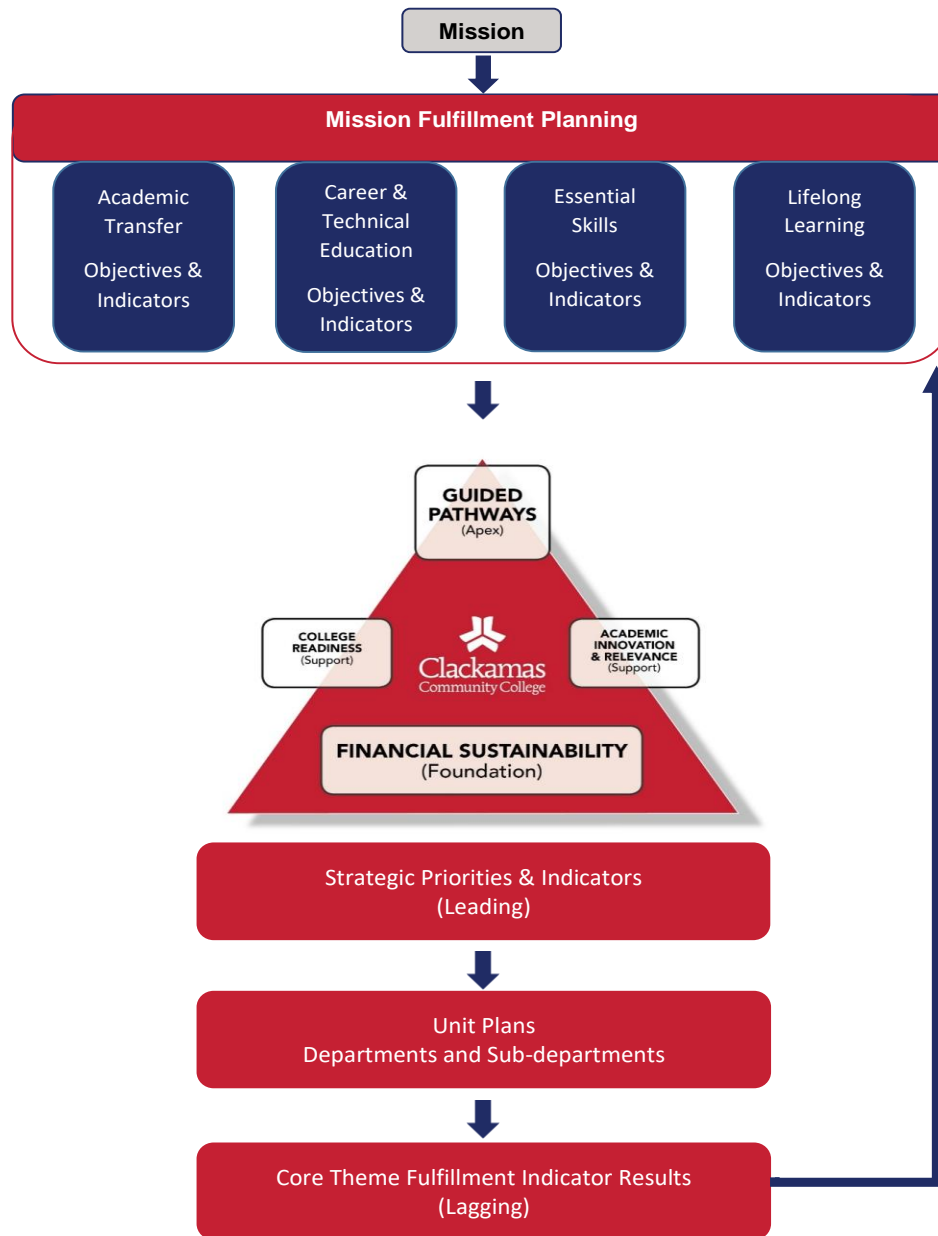


# Core Themes and Strategic Priorities 2018 Annual Update



Education That Works





# Core Themes: Lagging vs. Leading Indicators

Core Themes should have lagging indicators

- Direct Measures
- Retrospective – looking back over a year or two
- Reviewed annually for overall institutional accountability
- Provide red flags or indicate area for investigation
- Choice of indicators fairly constant over seven-year accreditation cycle

Strategic Priorities should have leading indicators

- Provide data that is actionable in the short term (weekly, monthly, quarterly)
- Reviewed on a continual basis to adjust actions
- Are predictive of change in Core Theme / lagging indicators
- Choice of indicators may change depending on actions / needs for Strategic Priorities.

# Reflection on Select Mission Fulfillment Indicators



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# Core Themes

- **Academic Transfer:** We prepare learners to transition to a four year institution and attain their goals for further education.
- **Career & Technical Education:** We prepare learners to attain their education and training goals for career advancement through programs and services that reflect regional labor market needs.
- **Essential Skills:** We prepare learners for high school completion, English language proficiency, and foundational courses in mathematics, reading, and writing.
- **Lifelong Learning:** We provide professional, cultural, and personal development opportunities—as well as the enrichment of our community—through training, non-credit courses, and events.

# Academic Transfer

**1.3** Students are ready to succeed at a four year school based on persistence in enrollment at a transfer institution for two terms in the first academic year of transfer.

*Related Objective: Transfer students acquire the knowledge and skills necessary to succeed at a baccalaureate-granting institution.*

Threshold: 70%		
2013-14	2014-15	2015-16
● 85%	● 85%	● 84%

**1.5** Rates of completion at CCC and/or transfer to four year institutions within 3 or 6 years of starting at CCC.

*Related Objective: Transfer Students complete a credential in a timely way and/or transfer to a baccalaureate-granting institution.*

Thresholds: 3 Year, 40%; 6 Year, 45%			
	2010-11	2011-12	2012-13
3 Year	● 34%	● 35%	● 32%
6 Year	● 40%		

## Next Steps:

- Refine data approach and dive deeper into the results
- Track effect over time of recent efforts related to transfer outcomes
- Guided Pathways implementation
- Universal Statewide Transfer Agreements
- Track leading/strategic priority indicators that are aligned with transfer

# Career & Technical Education

**2.3** CTE student cohort rates of completion at CCC within 3 and 6 years.

*Related Objective: CTE learners acquire knowledge and skills appropriate for their goals and careers*

Thresholds: 3 Year, 10%; 6 Year, 15%			
	2010-11	2011-12	2012-13
3 Year	● 21%	● 19%	● 19%
6 Year	● 25%		

## Next Steps:

- Explore data more deeply
- Utilize intent data
- Track efforts toward higher completion rates

**2.5** Rate of CCC CTE AAS/Certificate graduates employed 2<sup>nd</sup> and 4<sup>th</sup> quarters after exiting program.

*Related Objective: CTE learners and graduates are employed in a related labor market area.*

Thresholds: 2 <sup>nd</sup> Qtr, 60%; 4 <sup>th</sup> Qtr, 80%			
	2013-14	2014-15	2015-16
2 <sup>nd</sup> Qtr	● 72%	● 73%	● 67%
4 <sup>th</sup> Qtr	● 72%	● 73%	● 66%




## Next Steps:

- Explore data more deeply

# Essential Skills

**3.1** The percentage of developmental education students in first-time cohort who take and complete writing and math levels required for their degree/certificate intent.

*Related Objective: Students who complete essential skills coursework are prepared to succeed in college-level work.*




Threshold: 35%		
2014-15	2015-16	2016-17
 61%	 57%	 51%

## Next Steps:

- Continued analysis of persistence and completion in math
- Explore communication strategies for AAOT students taking math 010/020
- Begin analysis of persistence and completion rates in writing

**3.3** Rates of educational functional literacy gains for Adult Basic Education (ABE) and General Education Development (GED) students.

*Related Objective: Essential skills students acquire career readiness skills.*

Threshold: 1		
2014-15	2015-16	2016-17
 2	 0	 1

## Next Steps:

- Explore additional activities to count toward 40 hours of instruction time
- Identify “wrap around” services to keep students engaged



# Lifelong Learning

**4.1** Unduplicated annual Adult Continuing Education (ACE), CTE Supplemental and Community Education Headcount participation credit and non-credit courses that provide career advancement, life and wellness skills, or employment and % of service district population 18 years and older it represents.

*Related Objective: Lifelong learners participate in professional, cultural, and personal enrichment opportunities that respond to community interest.*

Threshold: 1.5%		
2014-15	2015-16	2016-17
● 3.7%	● 3.8%	● 3.4%

## Next Steps:

- Use the data to reevaluate and establish a threshold closer to the historical trend.

**4.2** Annual number of credentials from Workforce area.

**4.3** Annual number of On the Job Trainings (OJTs) through Workforce area.

*Related Objective: CCC partners with education, business, industry, and community organizations to provide professional and personal enrichment opportunities.*

Threshold: TBD			
	2014-15	2015-16	2016-17
Ind. 4.2	645	402	286
Ind. 4.3	249	117	155

## Next Steps:

- Determine whether static thresholds for the total number of credentials and OJTs are appropriate means of defining the success of our Workforce services.

# Strategic Priority Indicators



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# Strategic Priorities

- **Guided Pathways:** Increase students' success in reaching their goals in the most efficient and cost-effective way possible.
- **College Readiness:** (1) Prepare all incoming students for success through academic and non-academic support services (essential skills) and (2) strengthen curricular, instructional, and student services partnerships with high schools in our College's district to improve readiness for CCC.
- **Academic Relevance and Innovation:** Continue to create an overall portfolio of high-quality, relevant, innovative and evidence-based instructional methods, programs, environments and models in order to better serve our students and community.
- **Financial Sustainability:** Increase institutional resources and capacity in order to better fulfill our mission through: 1) obtaining more grants and donations; 2) using existing resources more effectively; 3) creating sustainable programs, services, and partnerships; 4) preserving public trust through responsible and transparent fiscal operations

# Guided Pathways

1. The percent of students who were enrolled in the first, fall term and were still enrolled in the next full academic term.
2. The percent of credit hours attempted at CCC in the first, fall term that were successfully completed.

*Related Objective: Degree- and certificate-seeking students will have clearly articulated guided educational and career pathways based on each students' stated intent.*

Indicator	State	Comparison Grp.	CCC	Target
Fall to next term retention	70%	73%	69%	73%
1 <sup>st</sup> term credit success rate	80%	79%	81%	84%

## **Next Steps:**

- Finalize targets through the Strategic Priorities Subgroup
- Communicate with Guided Pathways Task Force
- Present data across campus

# College Readiness

The percent of students who needed developmental education and became college ready within two years.

*Related Objective: Preparatory work with incoming students that results in day one readiness for success in academics and their program of study; provide support and advising about financial, transportation, or other non-academic needs.*

Indicator	State	Comparison Grp.	CCC	Target
English	70%	67%	71%	74%
Math	43%	49%	41%	45%

## **Next Steps:**

- Finalize targets through the Strategic Priorities Subgroup
- Identify and assess contributing areas (e.g., services, instruction) to developmental education
- Disaggregate data to identify adversely impacted student populations

# Academic Relevance and Innovation

*Related Objective: For Career and Technical Education: Review and update educational offerings and services in ways that are consistent with stakeholder business and industry expectations for a prepared workforce.*

## **Next Steps:**

- Use regional labor market data at an organization level where we look outward to inward to inform our program analysis
- Create and vet nine criteria that will be used to assess relevance of current CTE programs
- Discuss how to integrate the nine criteria into program review, planning, and assessment
- Consider indicators to measure innovation
- Consider relevance measures for transfer curriculum

# Financial Sustainability

1. Percent of college budget that comes from other revenue sources.
2. College's 3-year forecast, particularly the ending fund balance in year three of the forecast

*Related Objective: A fiscal plan that both tracks revenue and expenses over the next five years and demonstrates our commitment to maintaining the board's minimum ending fund balance throughout the five year planning period.*

Indicator	Current	Target
Revenue sources	13.5%	20%
3-year forecast (above Board minimum)	(\$701,000)	\$0

## **Next Steps:**

- Identify current revenue producing activities
- Grant Administrator
- Increase retention efforts
- Monitor and strategically reduce expenses
- Consider another indicator around enrollment management

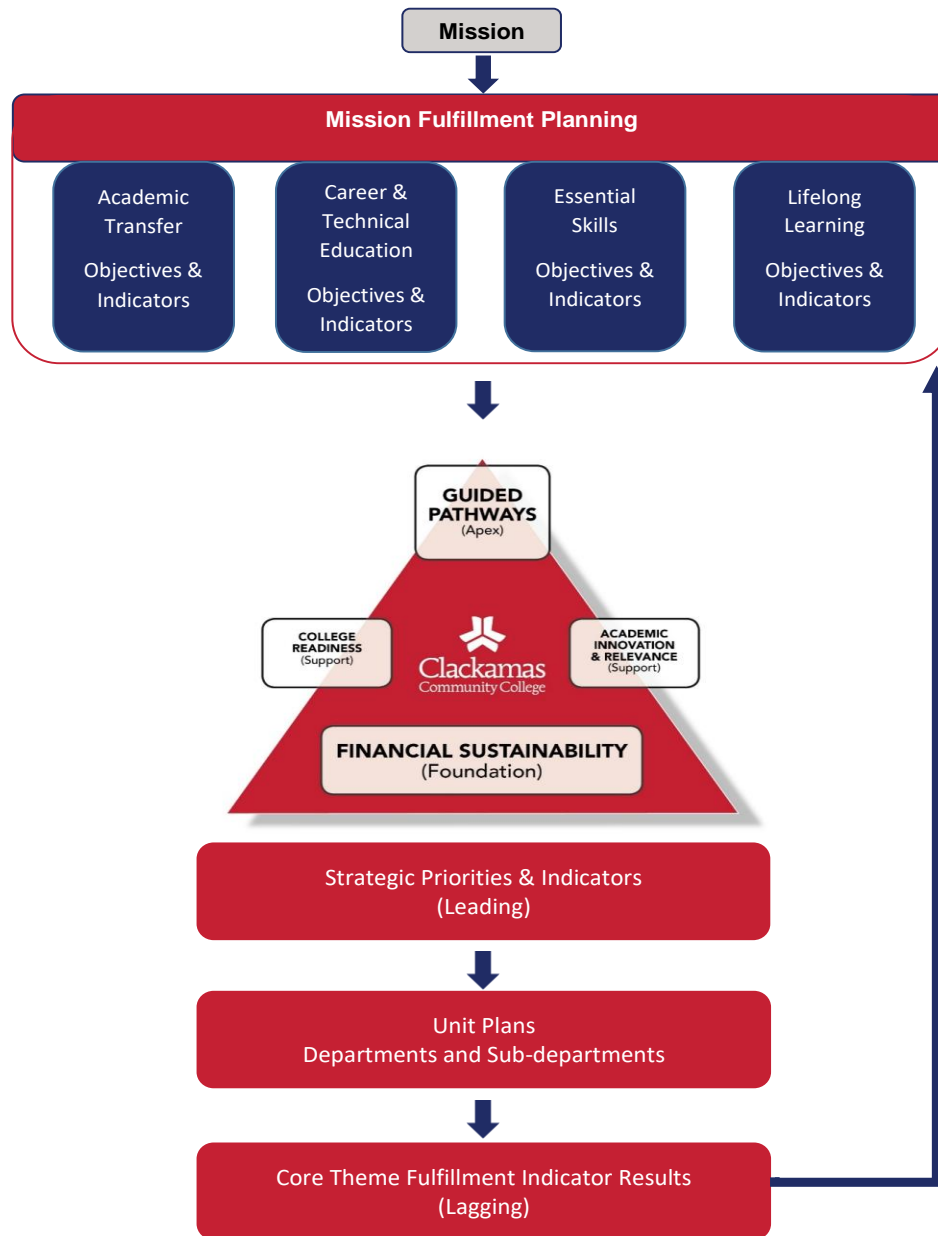
# Integrated Unit Planning



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# Questions?



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