

# Strategic Plan Scorecard

## Years 1, 2, & 3

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**HARTNELL  
COLLEGE**




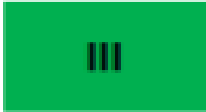

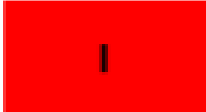
Each metric is assigned a 3-point range of targeted outcomes:

- **Minimum expectation (ME)**  
minimally acceptable outcome below which extraordinary action (EAC) must be taken (normally as a result of a trend of three consecutive years of unacceptable performance)
- **Attainable goal (AT)**  
achievable outcome below which analysis (AN) will be conducted, or action (AC) may be taken if the metric is highly important to the district.
- **Aspirational goal (AS)**  
ambitious outcome below which analysis (AN) may be conducted but otherwise no follow-up (NF) is warranted.

The district will strategically allocate and re-allocate resources over time to achieve dual optimization:

- Increase the likelihood that highly important metrics will reach AS;  
AND
- Reduce the likelihood that any specific metric will fall below ME.

The desired outcome will be established within the range of targeted outcomes based for a given metric:

<u>Targeted Outcomes</u> (range)	<u>Outcome Zone</u> (Scorecard)	<u>Outcome Assessment</u>	<u>Action to be Taken</u>
AS	 IV	$A \geq AS$	NF
AT	 III	$AT \leq A < AS$	AN
ME	 II	$ME \leq A < AT$	AN or AC
	 I	$A < ME$	EAC*



## Reporting of Assessment Results by Four Student Success Goals in Strategic Plan 2019-2024:

- Completion
- Completion Efficiency
- Transfer
- Employment

## Caveats:

- Aim to align with the Chancellor's Office's Vision for Success. Metrics might not be optimal for institutional purposes. We can revisit this issue in the Strategic Plan Refresh.
- Greater reliance on Chancellor's Office's data due to network outage. It will take time to re-build internal data warehouse and data dashboards.
- Need to ensure data integrity at the College (data entry across the institution, clean data, etc.). We must have the support of all divisions moving forward.



Strategic Plan Metrics	Previous Three-Years Data			Year 1	Year 2	Year 3
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Goals/Metrics						
<b>Completion</b>						
Earned Certificate (SSM)	605	735	799	837	820	737
<b>Earned Certificate: DI Outcomes</b>				Filipino, male, not economically disadvantaged, Native Hawaiian or other Pacific Islander, not LGBT, veteran, White	Filipino male, more than one race, not economically disadvantaged, veteran, white	Male, more than one race, not econ. disadvantaged, not LGBT, veteran, white
Earned Associate Degree (without ADT Degrees, SSM)	445	563	658	605	485	475
<b>Earned Associate Degree: DI Outcomes</b>				Asian, male, Native Hawaiian or other Pacific Islander, not econ. disadvantaged, veteran, White	Asian, male, Native Hawaiian or Pacific Islander, not economically disadvantaged, veteran, White	Asian, male, Native Hawaiian or other Pacific Islander, not econ. disadvantaged, veteran, White
Graduation Rate (IPEDS)	31%	31%	33%	36%	29%	35%

**Earned Certificates:** Number of students who earned Chancellor’s Office approved credit certificates

**Earned Degrees:** Number of students who earned Associate Degrees (AA, AS)

**Graduation Rate:** Percentage of full-time, first time, degree- and/or certificate-seeking undergraduate students, who completed their program within 150 percent of normal time to completion

Strategic Plan Metrics	Previous Three-Years Data			Year 1	Year 2	Year 3
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Completion Efficiency</b>						
Time to Associate Degree (Colleague)	4.5	3.9	3.9	3.9	3.9	3.9
Units Earned per Associate Degree (Colleague)	89	90	89	87	85	82
<b>Units Earned per Associate Degree: DI Outcomes</b>				Not Foster Youth, not LGBT	Not Foster Youth, not LGBT	Disabled, not disables, first-gen, not first-gen, not foster youth, not LGBT, not veteran

**Time to Associate Degree:** Among all students who earned an Associate degree in the selected year, the median number of years from the time of a student’s first enrollment at Hartnell College

**Units Earned per Associate Degree:** Among all students who earned an Associate degree in the selected year, the average number of units earned in the California community college system, who had taken at least 60 units at the college



Strategic Plan Metrics	Previous Three-Years Data			Year 1	Year 2	Year 3
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Transfer</b>						
Earned ADT Degree (SSM)	356	483	522	621	638	555
Transfers to UC/CSU (SSM)	675	735	726	789	825	N/A
<b>Transfers to UC/CSU: DI Outcomes</b>				Asian, male, not econ. Disadvantaged, not veteran, veteran, White	Asian, male, not econ. Disadvantaged, not veteran, veteran, White	
Transfers to Other 4-Year Institutions (SSM)	163	153	152	174	129	N/A

**Earned ADT Degrees:** Total number of students who earned an associate degree for transfer in the selected year

**Transfers to UC/CSU:** Total number of students who transferred to UC + Total number of students who transferred to CSU, for students who completed at least 12 units at Hartnell College

**Transfers to Other 4-year institutions:** Students who transferred to a Private College In-State or Out of State 4-year Institution in a given year



Strategic Plan Metrics	Previous Three-Years Data			Year 1	Year 2	Year 3
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Employment</b>						
Employment Rate (Year Delay, SSM)	34%	26%	21%	18%	43%	N/A
Median Earnings (Year Delay, SSM)	\$53,868	\$50,694	\$46,665	\$61,146	\$36,236	N/A
<b>Median Earnings (Year Delay): DI Outcomes</b>				Disabled, econ. disadvantaged, Hispanic or Latino, more than one race, first-gen, foster youth, female, LGBT	American Indian or Alaska Native, disabled, economically disadvantaged, female, first generation, foster youth, Hispanic/Latino, LGBT, more than one race, Native Hawaiian or other Pacific Islander	
Exiting CTE Students Employed in Their Field of Study (SSM)	63%	69%	66%	70%	N/A	N/A

**Employment Rate:** The proportion of students, who were unemployed in the first quarter before their enrollment that secured employment by the second fiscal quarter after exiting college, based on the UI wage file in the fourth fiscal quarter of the calendar year.

**Median Earnings:** The sum of median earnings for the four quarters immediately following the academic year of exit, for students who did not transfer to a four-year institution. Note: Students are counted as exiting at the end of the academic year in which they last took a course, and data will not be displayed until two years after students exit the system.

**Employed in Field of Study:** Students who responded to the CTE Outcomes Survey as having a job very closely or closely related to their field of study, that did not transfer to a 4-year postsecondary institution





- ❖ **Achieved Attainable Target for one metric:**
  - Units Earned per Associate Degree
  
- ❖ **Areas of future development including:**
  - Alert** (metrics between Minimum Expectation and Attainable Targets)
    - Graduation rate (3-year)
    - Number of students who earned ADT degree
  
  - High Alert** (metrics below Minimum Expectation Targets)
    - Number of students who earned certificates
    - Number of students who earned associate degree without transfer
    - Time to associate degree

Note: Data is not available for 2021-22 transfer and employment metrics.

# Implications for Equity: Years 1, 2 & 3



Disproportionate Impact Table			
Metric	Year 1	Year 2	Year 3
	2019-20	2020-21	2021-22
<b>Earned Certificate</b>	Filipino, male, not economically disadvantaged, Native Hawaiian or other Pacific Islander, not LGBT, veteran, White	Filipino, male, more than one race, not economically disadvantaged, veteran, and white students	Male, more than one race, not econ. disadvantaged, not LGBT, veteran, white
<b>Earned Associate Degree</b>	Asian, male, Native Hawaiian or other Pacific Islander, not econ. disadvantaged, veteran, White	Asian, male, Native Hawaiian or Pacific Islander, not economically disadvantaged, veteran, White	Asian, male, Native Hawaiian or other Pacific Islander, not econ. disadvantaged, veteran, White
<b>Units Accumulated per Associate Degree</b>	Not Foster Youth, not LGBT	Not Foster Youth, not LGBT	Disabled, not disables, first-gen, not first-gen, not foster youth, not LGBT, not veteran
<b>Transfer to UC/CSU</b>	Asian, male, not econ. Disadvantaged, not veteran, veteran, White	Asian, male, not econ. Disadvantaged, not veteran, veteran, White	
<b>Median Earnings</b>	Disabled, econ. disadvantaged, Hispanic or Latino, more than one race, first-gen, foster youth, female, LGBT	American Indian or Alaska Native, disabled, economically disadvantaged, female, first generation, foster youth, Hispanic/Latino, LGBT, more than one race, Native Hawaiian or other Pacific Islander	



- **Driving and supporting Guided Pathways efforts to increase completion and completion efficiency**
- **Allocating resources strategically to mitigate equity gaps**
- **Aligning the Student Equity Plan and the Equity & Guided Pathways Strategic Plan with the Strategic Plan Refresh**



- Maximize use of internal data  
*Note: Inclusion of Bay Area Academy students may have a sizable impact on DI outcomes*
- Utilize alternative sources for employment data
- Develop substitute metrics that reflect percentages rather than relying on absolute numbers



# QUESTIONS