

Institution-Set Minimum Standards & Stretch/Aspirational Goals

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- What **criteria and processes** does the college use to determine its priorities and set **minimum expectations** (**institution-set standards**) for student achievement, including required expectations of performance for course completion, job placement rates, and licensure examination passage rates? (**Federal Regulation**)
- To what extent does the college **achieve** its standards? (**Federal Regulation**)
- How does the college use accreditation annual report data to **assess performance** against the institution-set standards?
- If an institution does not meet its own standards, what **plans** are developed and implemented to enable it to **reach** these standards? (**Federal Regulation**)

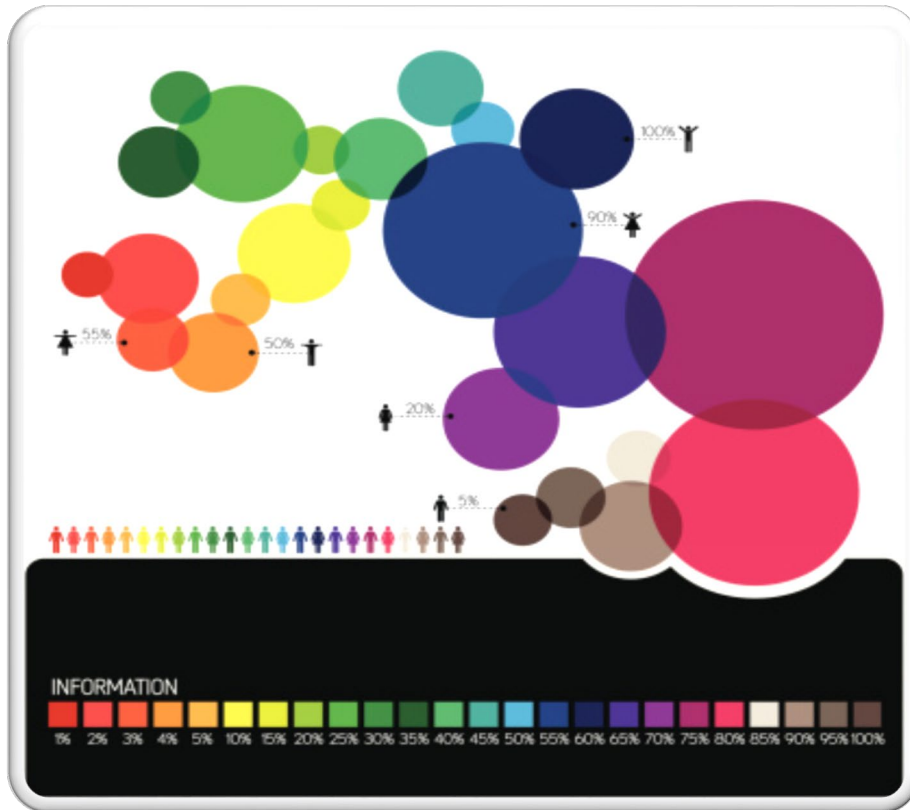


**Stretch
Goals**

District level

- Course Completion Rate**
- Student Certificate Completion**
- Student Degree Completion**
- Student Transfer to 4-year Colleges/universities**

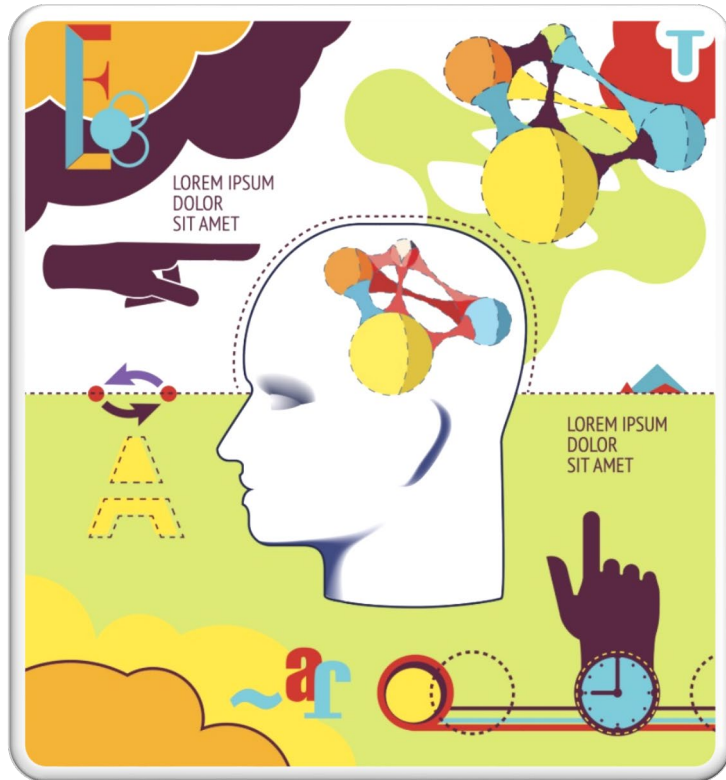




Reasonable

Appropriate

Realistic



1. Review most current and historical performance (multi-year/longitudinal data disaggregated by ethnicity and other demographic characteristics as appropriate)
2. Generate multi-year averages for performance (5-8 years)
3. Determine performance indicators based on data analysis, institutional history and context (standards)

Proposed Method for Using the Standards



=>5% above target- excellent
 + or - 5%- on target-good
 =<5% below target- needs attention
 =<2% below target- needs attention
 + or - 2% on target-good
 =>2% above target- excellent

Develop a performance range and/or color coding (Trapp, 2013):

Range

=>5% Above Target-Excellent
 + or - 5% On Target-Good
 =<5% Below Target-Needs
 Attention

Percentage of 6-year overall

Proposed Standards

Minimum


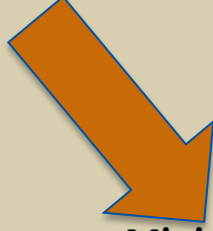

Aspirational

Standard Metric	90%	95%	100%	105%	110%	115%	120%
Course Completion	63%	67%	70%	74%	77%	81%	84%
Transfer (Volume)	828	874	920	966	1,012	1,058	1,104
Degrees (Method 1)	981	1,036	1,090	1,145	1,199	1,254	1,308
Degrees (Method 2)*	836	883	929	975	1,022	1,068	1,115
Certificates (Method 1)	224	237	249	261	274	286	299
Certificates (Method 2)*	489	516	543	570	597	624	652
Certificates (Method 3)	593	625	658	691	724	757	790

**Selected/preferred method*

March/April 2018

Proposed Standards

 Standard Metric	<u>Proposed Standards</u>			
	Multi-Year Average (6-Year)	Recent Year/Term Data	 Minimum	 Aspirational
Course Completion	70%	71%	67%	74%
Transfer (Volume)	920	852	828	1,012
Degrees (Method 2)	929	1,054	883	1,068
Certificates (Method 2)	543	711	489	652

March/April 2018

Institution-set Standard Recommendations and Outcomes

Student Achievement Area	Multi-Year District Average	Minimum Standard	Stretch or Aspirational Goal	Baseline Year 2017	Reported Year/Term 2018/19	Reported Year/Term 2019/20	Reported Year/Term 2020/21
Course Completion Rate	70% (Fall 12-17)	67%	74%	71%	✔ 74% ✔	✔ 74% ✔	✔ 82% ✔
Student Degree Completion	929 (2012-17)	883	1,068	1,054	✔ 1,335 ✔	✔ 1,538 ✔	✔ 1,468 ✔
Student Transfer to 4-Year Colleges/Univ.	920 (2010-2016)	828	1,012	852*	✔ 916	✔ 1,024 ✔	✔ 1,057 ✔
Student Certificate Completion	543 (2012-17)	489	652	711	✔ 838 ✔	✔ 701 ✔	✔ 722 ✔

Baseline Years

- Course Success: Fall 2017
- Degree Completion: 2017
- *Student Transfers: 2015-16
- Certificate Completion: 2017





Review



Revise



Reset



NEXT STEPS



Review & Discussion

Where/Who (participatory governance group)	When
Academic Senate (by Ozturk)	May 11, 2022
District Governance Senate (by Ozturk)	May 10, 2022
Management Council (by Ozturk)	May 18, 2022
Senior Management (by Ozturk)	May 5, 2022
Board of Trustees (by Calvin)	September 12, 2022

Thank You!

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Questions



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