

Institution-Set Minimum Standards & Stretch/Aspirational Goals

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May 2025 (Participatory Governance)

September 2025 (Board of Trustees)



- ☐ 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**)



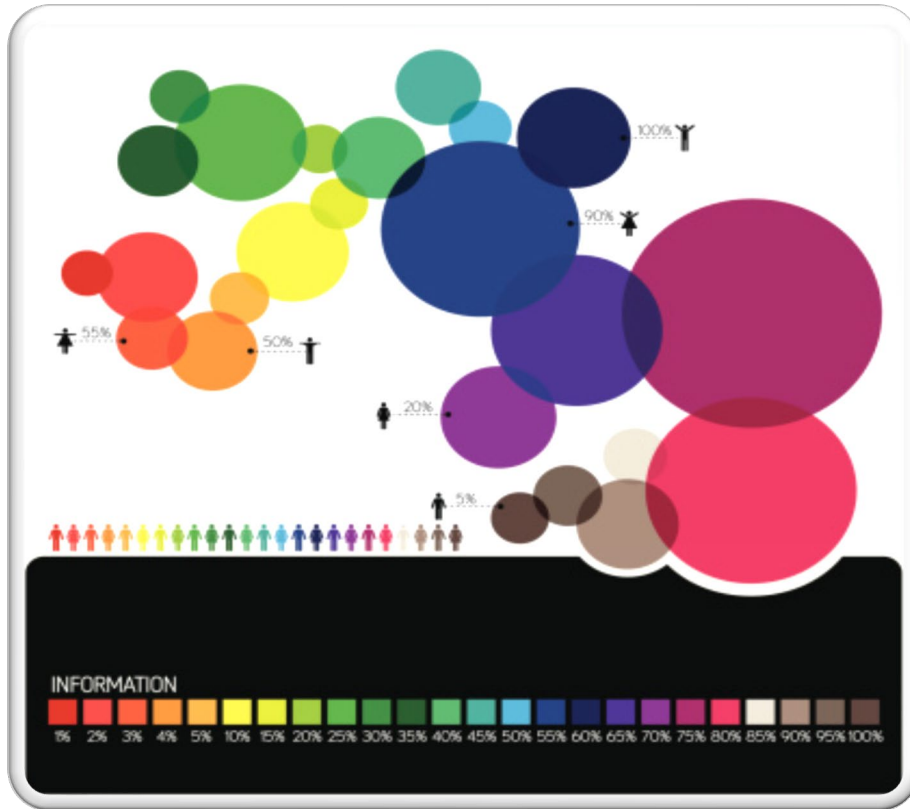
**Stretch
Goals**

District level

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



Methods for Setting and Using the Standards



☐ Reasonable

☐ Appropriate

☐ Realistic

Proposed Method for Setting the Standards

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



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
<i>*Selected/preferred method</i>							


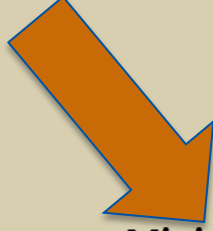

March/April 2018

District level

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



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	Min. Std.	Stretch or Asp. Goal	Baseline Year 2017	Reported Year 2018/19	Reported Year 2019/20	Reported Year 2020/21	Reported Year 2021/22	Reported Year 2022/23
Course Completion Rate	70% (Fall 12-17)	67%	74%	71%	74% ✓ ✓	74% ✓ ✓	82% ✓ ✓	68% ✓	70% ✓
Student Degree Completion	929 (2012-17)	883	1,068	1,054	1,335 ✓ ✓	1,537 ✓ ✓	1,495 ✓ ✓	1,444 ✓ ✓	1,457 ✓ ✓
Student Transfer to 4-Year Colleges/Univ.	920 (2010-2016)	828	1,012	852*	916 ✓	1,025 ✓ ✓	1,057 ✓ ✓	968 ✓	930 ✓
Student Certificate Completion	543 (2012-17)	489	652	711	838 ✓ ✓	736 ✓ ✓	749 ✓ ✓	667 ✓ ✓	978 ✓ ✓

Baseline Years

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

- ✓ Minimum Standard Met
- ✓✓ Aspirational Standard Met



Institution-set Standard Recommendations and Outcomes

Student Achievement Area	Minimum Standard	Stretch or Aspirational Goal	Reported Year 2023/24
Course Completion Rate	67%	74%	✓ 72%
Student Degree Completion	883	1,068	✓ 1,631 ✓
Student Transfer to 4-Year Colleges/Univ.	828	1,012	✓ 935
Student Certificate Completion	489	652	✓ 660 ✓



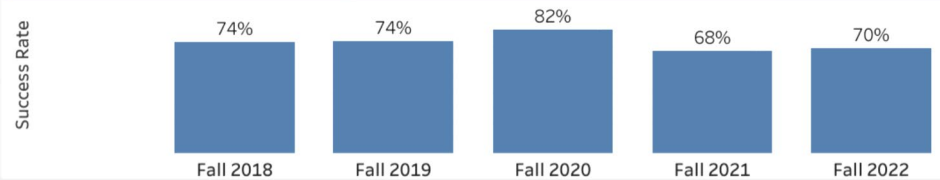
- ✓ Minimum Standard Met
- ✓ ✓ Aspirational Standard Met





Institution-Set Standards
Data Set - Course Success
Data Set - Degrees and Certificates
Data Set - Transfer Volume & Transfer

District Success



Awards as Reported to ACCJC

Students Earning Degrees (as reported to ACCJC)



COS.EDU/FACTBOOK





Review



Revise



Reset



NEXT STEPS



Follow participatory governance structure

Review & Discussion

Where/Who (participatory governance group)	When
Academic Senate (by Ozturk)	May 14, 2025
District Governance Senate (by Ozturk)	May 13, 2025
Senior Management (by Ozturk)	May 8, 2025
Board of Trustees (by Calvin)	September 8, 2025

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Thank You!

Questions



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RESEARCH

PLANNING & INSTITUTIONAL EFFECTIVENESS