

# Institution-Set Minimum Standards & Stretch/Aspirational Goals

Mehmet "Dali" Öztürk, Ph.D.

Dean, Research, Planning & Institutional Effectiveness

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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)



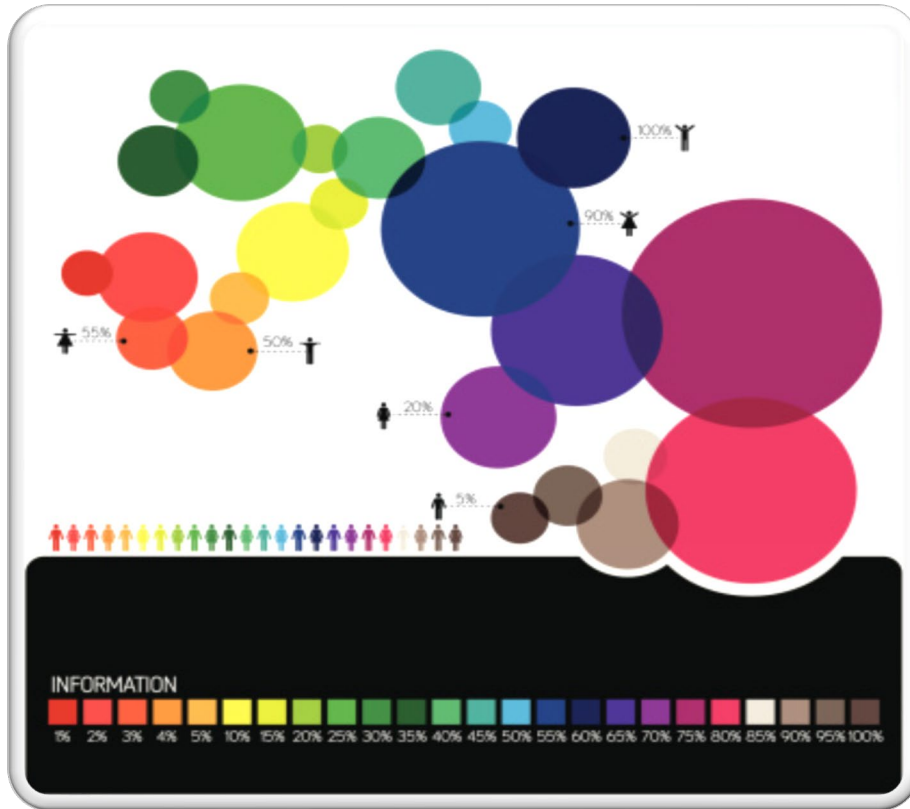
**Stretch  
Goals**

## District level

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



# 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**




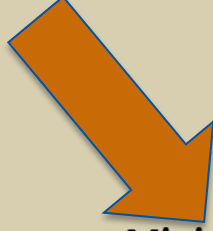

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# Proposed Standards

 <b>Standard Metric</b>	<u>Proposed Standards</u>			
	Multi-Year Average (6-Year)	Recent Year/Term Data	 <b>Minimum</b>	 <b>Aspirational</b>
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	Reported Year/Term 2021/22
Course Completion Rate	70% (Fall 12-17)	67%	74%	71%	✓ 74% ✓	✓ 74% ✓	✓ 82% ✓	✓ 68%
Student Degree Completion	929 (2012-17)	883	1,068	1,054	✓ 1,335 ✓	✓ 1,537 ✓	✓ 1,495 ✓	✓ 1,444 ✓
Student Transfer to 4-Year Colleges/Univ.	920 (2010-2016)	828	1,012	852*	✓ 916	✓ 1,025 ✓	✓ 1,057 ✓	✓ 968
Student Certificate Completion	543 (2012-17)	489	652	711	✓ 838 ✓	✓ 736 ✓	✓ 749 ✓	✓ 667 ✓

### Baseline Years

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





Review



Revise



Reset



# NEXT STEPS



# Follow participatory governance structure

## Review & Discussion

Where/Who (participatory governance group)	When
Academic Senate (by Ozturk)	May 10, 2023
District Governance Senate (by Ozturk)	May 9, 2023
Management Council (by Ozturk)	TBD
Senior Management (by Ozturk)	May 4, 2023
Board of Trustees (by Calvin)	September 11, 2023

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# Thank You!

## Questions



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# RESEARCH

PLANNING & INSTITUTIONAL EFFECTIVENESS