Institution-Set Standards

**Defining Institution-Set Standards**

A standard is the minimum level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This may differ from a performance improvement “goal” which an institution may aspire to meet (ACCJC). The institution-set standards represent a level the institution does not want to fall below, i.e. floor.

ACCJC Standard I.B.3:The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement.

The following information summarizes the data reviewed, recommendations and justifications for modifications to the standards.

Intervention or corrective action

**Process and Developments**

During 2015-2016, the LAVC Program Effectiveness and Planning Committee (PEPC) discussed student achievement data and methodology relative to the institution-set standards established in 2013. The committee revised the persistence (fall-to-fall retention) to include only first-time students and subsequently modified the standard to 41%. PEPC did not finalize any other recommendations to modify the standards at that time, but prioritized completion of this work for early 2016-2017.

Following the 2016 ACCJC site visit and the Commission action letter dated July 8, 2016, PEPC approached the data and methodology with the intent of addressing the Commission Concern regarding the rigor of institution-set standards. Specific issues regarding the institution-set standards were not identified in the Team Exit Report or checklist response (see narrative below) and thus provided no direction with regard to specific indicators, levels of achievement or methodology that might be more appropriate.



*Excerpt from the 2016 Exit Report:*

Institutional set standards (ISS) of student achievement (below) were identified via a ten-year trend analysis and subsequently approved in 2013 after being vetted through various campus committees.

Course completion rate: 64% (successful completion – A,B,C,P/ all grades including Ws)

Student retention percentage: 32% (Fall to Fall – all students)

Student degree completion: 722 (annual)

Student transfer to 4-year colleges/universities: 618 (annual; to UC & CSU only)

Student certificate completion: 260 (annual)

In addition, the college’s licensure examination pass rates for the Nursing and Respiratory Therapy Programs, are found on the College’s disclosure page along with job placement rates (three-year trends). The college monitors achievement data against these institutional set standards. Processes are in place wherein the PEPC identifies and reviews programs that fall below the ISS, making recommendations for improvement via a viability process. The team found evidence of institutional improvement based on these processes. (Standard I.B.2, I.B.3, ER 11)

*Excerpt from the 2016* *Exit Report:*

**Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

**Standards and Performance with Respect to Student Achievement Evaluation Items:**

\_\_x\_\_ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.

\_\_x \_ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

\_\_x\_\_ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

\_\_x\_\_ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. [Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

\_\_x\_\_ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

\_\_\_\_\_ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

\_\_\_\_\_ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The College provided evidence that it has established institution-set standards in March 2013 for course completion, job placement rates for instructional programs, and licensure passage rates for instructional programs. Plans are in place for monitoring these student achievement measures and for communicating results.

|  |
| --- |
| **Institution-Set Standards** |
| **Indicator** | **2013 Standards** | **Proposed 2016 Standards** | **Methodology/Notes** | **Trend** |
| **Success** **(Successful Course Completion)** | 64% | 66% | 95% of average (2006/07-2015/16)*Students successfully completing a course with a passing grade (i.e. A,B,C,P).* | *Steady over the last 3 years, but down from the prior 3.* |
| **Retention** **(within course)**  | 84% | 84% | *\_\_**Students completing a course (All grades except W).* | *Trending down for the last 4 years.* |
| **Persistence (Fall to Fall - New Students)**  | 41% | 43% | 95% of average (Fall 2006 - Fall 2014 cohorts)*New students (first-time beginners) earning a grade in the first fall term and re-enrolling and earning a grade in the subsequent fall term.**\*\*Consider focus on new students e.g.LA Promise, Equity, SSSP.* | *Peaked at 49% in 2011cohort. After dip in 2012, trending up in the 2 most recent years.* |
| **Degree Awards (AA, AS, AT, ST) - (count)** | 722 | 788 | 95% of average (based on 2009/10-2015/16) | *Trending up in the last 3 years after trending downward in the prior 4 years hitting a low in 2012-2013.* |
| **Certificate Awards (CA) (count)** | 260\* | 690 | 95% of average (based on 2009/10-2014/15)*\* Most recent cohort was excluded since value was an outlier.**The prior standard was set low based on the available data and low numbers of certificates of achievement. Several programs changed from Skills Certificates to certificates of achievement in 2009-10 academic years, thus increasing the number of awards in this category.* | *Trending up since 2012-2013.**Most recent increase (58% in 2015-16) is not expected to continue at that level.* |
| **UC & CSU Transfer** | 618 | 702 | 95% of Average*Prior standard based on data that included years with reporting anomalies.* | *CSU Transfers trending up in 3 most recent years. UC Transfers have fluctuated over the period and is down in the most recent year.* |

**Referenced Data:**





Success & Retention Interactive File: <https://public.tableau.com/views/LAVC10YearEnrollmentSuccessRetentionData2006-16_0/ISSDeptbyAY?:embed=y&:display_count=yes>

Student enrollment and achievement data extracted from DEC SIS on 11/8/16 and subject to changes thereafter.





|  |
| --- |
| \* The validity of the 2009-10 CSU transfer figure is disputed, but is presently reported as it appears on the official CSU transfer report. |
| Sources: ISP & OOS figures: *CCCCO Datamart*, <http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx> Retrieved 11/30/16. |
| Data for CSU transfers: California State University, <http://www.calstate.edu/as/ccct/index.shtml> Retrieved 11/30/16. |
| Data for UC transfers, Univeristy of California, <https://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-u> . Retrieved 11/30/16. |