Community College Performance Standards

Trustee’s Role in Setting Standards for Student Achievement.

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Presentation Outline

• The Mandated Data & Definitions
• Data Presentations Samples
• The Trustees’ Role & Responsibilities
• “What if” Discussion
• Conclusion
Student Achievement Mandate

• Community Colleges shall establish standards for student achievement (**ACCJC requirement**)

• A standard is a level of performance that an institution determines it **must** meet. (**Not a goal**)

• Should an institution not meet an adopted standard it must engage in **high level** institutional introspection.
The Student Achievement Standards

- Student Course Completion Rates (%)
- Student Retention Rate (%)
- Student Degree Completion #
- Student Transfer to 4 yr college/university #
- Student Certificate Completion #
- *Gainful Employment Data (USDE Proposal)*
Student Course Completion Rates (%)

• The completion rate is calculated by dividing the number of students satisfactorily completing (with a grade of “C” or better) all courses by number of students attempting all the courses.
• Significance – demonstrates ability of students to satisfactorily progress – predictor of graduation.
• This data is computed by the District’s institutional research staff for each college.
### ABC Community College

#### All Students - Course Completion Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Adopted Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/09</td>
<td>65.0%</td>
<td>65.0%</td>
</tr>
<tr>
<td>09/10</td>
<td>68.0%</td>
<td>65.0%</td>
</tr>
<tr>
<td>10/11</td>
<td>71.2%</td>
<td>65.0%</td>
</tr>
<tr>
<td>11/12</td>
<td>72.3%</td>
<td>65.0%</td>
</tr>
<tr>
<td>12/13</td>
<td>74.5%</td>
<td>65.0%</td>
</tr>
</tbody>
</table>
## EFG College

### Student Completion Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Completion Rate</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/09</td>
<td>73.0%</td>
<td>65.0%</td>
</tr>
<tr>
<td>09/10</td>
<td>71.7%</td>
<td>65.0%</td>
</tr>
<tr>
<td>10/11</td>
<td>73.3%</td>
<td>65.0%</td>
</tr>
<tr>
<td>11/12</td>
<td>73.3%</td>
<td>65.0%</td>
</tr>
<tr>
<td>12/13</td>
<td>73.3%</td>
<td>65.0%</td>
</tr>
</tbody>
</table>

The chart above shows the student completion rates for the years 08/09 to 12/13, with the course completion rate compared to the standard.
<table>
<thead>
<tr>
<th>College Benchmarks and Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1. Successful course completion rate (%)</td>
</tr>
<tr>
<td>2. Fall-to-fall persistence rate (%)</td>
</tr>
<tr>
<td>3. Degree completion (total #)</td>
</tr>
<tr>
<td>4. Transfer (total #)</td>
</tr>
<tr>
<td>4.a. UC/CSU Transfer #</td>
</tr>
<tr>
<td>5. Certificate completion (total #)</td>
</tr>
<tr>
<td>6. Licensure Pass Rate: Radiological Technology—National Exam</td>
</tr>
<tr>
<td>7. Job Placement</td>
</tr>
<tr>
<td>8. Fall-to-spring persistence rate (%)</td>
</tr>
<tr>
<td>9. Student success rates during their first year*</td>
</tr>
<tr>
<td>10. Success in GE</td>
</tr>
<tr>
<td>11. Success in DE</td>
</tr>
<tr>
<td>12. Success in CTE</td>
</tr>
<tr>
<td>13. Success in Pre-transfer</td>
</tr>
<tr>
<td>14. Success in Non-CBET ESL</td>
</tr>
<tr>
<td>15. % of students placed in pre-transfer math that take pre-transfer math</td>
</tr>
<tr>
<td>16. % of students placed in pre-transfer English that take pre-transfer English</td>
</tr>
<tr>
<td>17. % of students place in pre-transfer reading that take pre-transfer reading</td>
</tr>
<tr>
<td>18. FTES (Total #)</td>
</tr>
<tr>
<td>19. LOAD (Year)</td>
</tr>
</tbody>
</table>

- 1 through 7 are required by ACCJC and US Department of Education.
- Green indicates making positive progress from previous year.
- ✓ indicates meeting the benchmark.
Student Retention Rate Measure

• The student retention rate is calculated by dividing the number of students returning each Fall semester for class (less the number of graduates/transfer students) by the number of students enrolled in the previous Fall semester.

• Significance: Demonstrates students’ timely progress towards completion.

• The data is computed by the District’s institutional research staff for each college.
GHJ Community College

Student Retention Rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Wide</strong></td>
<td>57.3%</td>
<td>51.3%</td>
<td>51.3%</td>
<td>50.8%</td>
<td>49.2%</td>
<td>49.5%</td>
</tr>
<tr>
<td><strong>GHJ College</strong></td>
<td>46.3%</td>
<td>43.6%</td>
<td>43.6%</td>
<td>47.4%</td>
<td>45.0%</td>
<td>46.0%</td>
</tr>
<tr>
<td><strong>College Standard</strong></td>
<td>42.0%</td>
<td>42.0%</td>
<td>42.0%</td>
<td>42.0%</td>
<td>42.0%</td>
<td>42.0%</td>
</tr>
</tbody>
</table>
Degree Completion Measure

• The degree completion measure equals the number of degrees (AA/AS/AAT/AST) awarded annually by students at a college.

• Significance: Measures students’ success in completing degree requirements and obtaining a post-secondary degree.

• The data is calculated by the District’s institutional research staff for each college and supplemented by Chancellor’s Office.
Student Degree Completion

![Bar graph showing the number of degrees completed from 2003/04 to 2011/12. The bars represent the total number of degrees and the graduate standard for each year.]
Student Transfer Measure

• The number of students annually that transfer to a 4 year college or university to continue their education towards a Bachelor’s Degree.
• Significance: Measures success of students to complete transfer requirements and move towards a Bachelor’s degree.
• The data is calculated by the District’s institutional research staff for each college.
Student Transfer Numbers

<table>
<thead>
<tr>
<th># of Students</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Transfer #</td>
<td>948</td>
<td>908</td>
<td>847</td>
<td>966</td>
<td>1040</td>
<td>1034</td>
<td>933</td>
</tr>
<tr>
<td>Standard</td>
<td>575</td>
<td>575</td>
<td>575</td>
<td>575</td>
<td>575</td>
<td>575</td>
<td>575</td>
</tr>
</tbody>
</table>
Certificate Completion Measure

• The number of students who annually are awarded a certificate of achievement in an occupational training or specialized training program.

• Significance: Demonstrates students’ ability to complete occupational training programs and be prepared to move into the work force.

• The data is calculated by the District’s institutional research staff for each college and supplemented by the Chancellor’s Office.
## Certificates of Achievement

<table>
<thead>
<tr>
<th>Year</th>
<th>Standard</th>
<th>Cert. of Ach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/04</td>
<td>300</td>
<td>352</td>
</tr>
<tr>
<td>04/05</td>
<td>300</td>
<td>360</td>
</tr>
<tr>
<td>05/06</td>
<td>300</td>
<td>318</td>
</tr>
<tr>
<td>06/07</td>
<td>300</td>
<td>295</td>
</tr>
<tr>
<td>07/08</td>
<td>300</td>
<td>291</td>
</tr>
<tr>
<td>08/09</td>
<td>300</td>
<td>385</td>
</tr>
<tr>
<td>09/10</td>
<td>300</td>
<td>391</td>
</tr>
<tr>
<td>10/11</td>
<td>300</td>
<td>491</td>
</tr>
<tr>
<td>11/12</td>
<td>300</td>
<td>428</td>
</tr>
<tr>
<td>12/13</td>
<td>300</td>
<td>443</td>
</tr>
</tbody>
</table>
Gainful Employment Measure

• USDE is discussing adding requiring the regional accreditation commissions to establish a requirement for colleges and universities to report on student success in obtaining gainful employment after graduation/completion of occupational training.

• The rate of success in student’s gaining employment in the field of their academic training/study.

• Significance: Demonstrate the value of the training/education from your institution to the nation’s economy.
Trustees’ Responsibilities

• With input approve or adopt a Student Achievement Standard for each measure.
• Annually monitor performance/reassess standards.
• Hold CEO accountable to meet adopted student achievement standards.
• Hold courageous conversations about results.
• Consider policy/budgetary modifications to help improve student success results.
What if?

• What if your college does not achieve the adopted standard?
  – Should an institution not meet an adopted standard it must engage in high level institutional introspection.

• Require CEO to present to the Board an action plan to remedy the situation as a result of such introspection.

• Monitor continued performance with interim benchmarks.
Student Achievement Measures

Discussion

• Why are such numbers important to your District? To your Community?

• Why should you consider the success rates for “prepared students” and “under-prepared students” match up in your District?

• Why should you be concerned with the success rates for sub-groups compare? (i.e. African American students, or men vs. women etc.)
Additional “Thru-put” Data

• Follows are samples of additional student measures that can be helpful in measuring student success in your institution.

• These are *NOT* required by the ACCJC but may be of a help to your Board of Trustees and your community.
Student Access Measures

• Student assessment results
  – English & Math
• Basic Skills Completion Rate
  – English & Math
• Basic Skills Completion Time
  – English & Math

(Measures also grouped by sex & race data)
Student Access Measures

- Student Connection
  - % of local high school students (penetration into local market)
  - Concurrent enrollment #
  - College connection #
  - International students #
  - K-12 to College visits & programs #
  - Disaggregated Data (enrollment vs. population)
Student Goals

- Students Completing Education Planning — (% and #)
- Students Tracking Education Plan (%) 
- Students Using Counseling / Advising — (contact hours & #’s)
- FTES / FTEF #
- Major Student Goal Categories (#)
- Disaggregated Data
Student Success (AA/AS)

• Associate Degrees
  – Number
  – % of Students with AA/AS goal
  – Comparison to:
    • Adopted Standard
    • Adopted Goal
• Disaggregated Data
Student Success (Transfer)

• AAT / AST Degrees Available (# & %)
• Student Transfers (#)
  – U.C.
  – C.S.U.
  – In-State Private
  – Out of State
  – Total
  – Disaggregated Data
• Student Transfer Rate Rate (% with transfer goal)
XYZ Community College

Cohort Rate

Under-Prepared

Prepared

Total

Asian

African American

American Indian

Filipino

Hispanic

Pacific Islander
Certificates of Completion Data

- Completion rate (%) reported to C/O
- CTE Completion Rates
- Licensure Pass Rates
  - By Groups
- Employment Data
- Disaggregated Completion rates
Use of Technology

• # of Students using forms of distance education (MOOC’s, Blended classes, etc.)

• Student completion rates (%)
  – Compare to traditional classes (%)
  – Disaggregated date (%)

• Cost for specialized courses vs. traditional courses ($)
Conclusion

• Your District must adopt the following Student Achievement Standards:
  – Student Course Completion Rates (%)
  – Student Retention Rate (%)
  – Student Degree Completion (#)
  – Student Transfer to 4 yr college/university (#)
  – Student Certificate Completion (#)
Conclusion

• The college(s) must report the results to the ACCJC annually.
• The Board must monitor the college(s) performance in these 5 areas.
• Failure to achieve the adopted standards should result in the college holding discussions on how to improve.
• The Board must monitor the college(s) response and following results.
Conclusion

• Student Success is “Job 1”.

• Questions? Comments?