Institution-Set Standards for Student Achievement – 2018-19

Federal/ACCJC guidelines have created the need for colleges to establish institution-set standards and "stretch goals" related to student achievement and to evaluate performance against them annually. A "standard" is the *minimum* level of performance the institution considers acceptable to meet its expectations for educational quality and institutional effectiveness. A standard differs from a performance "goal" for improvement, which an institution may also set and aspire to achieve.

LAMC has set standards, and in some cases "stretch goals," for the following measures of student achievement:

1. Successful Course Completion. The successful course completion rate is the number of students who receive a successful grade (A, B, C, or P) divided by the number of students who were enrolled in the course as of the census date.

2. Course Retention. The course retention rate is the number of students who remain in the course after the no penalty drop date (i.e., did not drop the course) divided by the number of students who were enrolled in the course as of the census date.

3. Fall-to-Fall Persistence. The persistence rate equals the number of students who completed a course in the fall and enrolled in a course the following fall divided by the number of students who completed a course in the fall.

4. Degree Completion. Number of Associate's Degrees awarded from July 1 through June 30 of the following year (duplicated) and/or the number of students receiving Associate's Degrees during the same time period (unduplicated). As students may receive multiple degrees in the same year, the duplicated count generally exceeds the unduplicated count.

5. Certificate Completion. Number of State Chancellor's Office-approved vocational Certificates of Achievement and number of General Education-related certificates (CSU and IGETC) awarded from July 1 through June 30, and/or the unduplicated number of students receiving any of these certificates during the same time period.

6. Transfer. Number of students who transfer to a four-year college or university in the CSU and UC systems.

7. CTE Licensure Pass Rates. In programs for which students must pass a licensure examination in order to work in their field of study, the number of students who pass the licensure examination divided by the number of students who took the examination. This number is only reported for programs that had at least ten students complete the program in the designated year. Certificated Nurse Assistant (CNA) is currently the only program at LAMC that requires a licensure examination.

8. CTE Job Placement Rates. For students completing certificate programs and CTE (career-technical education) degrees, the number of students employed in the year following graduation divided by the number of students who completed the program. This number is only reported for programs that had at least ten students complete the program in the designated year.

Evaluation of College Performance on the Institution-Set Standards

A sub-committee of the Academic Senate, using disaggregated LAMC trend data and comparative State- and District-level data provided by the Office of Institutional Effectiveness (OIE), annually evaluates the College's performance on the institution-set standards and sends its conclusions and recommendations to the Educational Planning Committee (EPC) and Council of Instruction (COI) for review and feedback prior to submission to the Academic Senate, College Council, and College President for approval.

The College's performance on the measures and the conclusions reached from the sub-committee's review of the institution-set standards in February 2019 are summarized below.

SUCCESSFUL COURSE COMPLETION RATE
- Approved Standard= 64.0%
- Fall 2017 = 66.5% (standard was EXCEEDED)
- Standard is appropriate and does not need to be revised
- Stretch goal: 67.0% by 2022 (continued from last year)

COURSE RETENTION RATE
- Approved Standard = 85.0%
- Fall 2017 = 84.7% (standard was NOT MET)
- Standard is appropriate and does not need to be revised
- Short-term target: meet or exceed the standard
- Long-term goal does not need to be set at this time

PERSISTENCE RATE
- Approved Standard = 48.0% (excludes concurrently enrolled high school students)
- Fall 2017 = 50.3% (standard was EXCEEDED)
- Standard was REVISED to 50.0% (excludes concurrently enrolled high school students)

DEGREE COMPLETION
- Approved Standard = 500 degrees (duplicated) and 450 students (unduplicated)
- 2017-18 degrees (duplicated) = 1,376 (standard was EXCEEDED)
- 2017-18 students (unduplicated) = 585 (standard was EXCEEDED)
- REVISED standard for duplicated degrees: 800 degrees
- Stretch goal: 20% increase over 2016-17 to 661 unduplicated degrees by 2022

CERTIFICATE COMPLETION
- Approved Standard = 110 State-approved vocational certificates and 325 GE-related certificates
- 2017-18 State-approved vocational certificates = 350 (standard was EXCEEDED)
- 2017-18 GE-related certificates = 455 (standard was EXCEEDED)
- REVISED standard for State-approved vocational certificates: 150
- NEW standard for unduplicated students receiving certificates: 435
- Stretch goal: 20% increase over 2016-17 to 594 unduplicated certificates by 2022

TRANSFER to CSU and UC SYSTEM
- Approved Standard = 380
- 2017-18 = 408 (standard was EXCEEDED)
- Standard is appropriate and does not need to be revised
- Stretch goal: 35% increase over 2016-17 to 560 transfers by 2022

CTE LICENSURE PASS RATE
- Approved Standard = 90%
- Certified Nurse Assistant (CNA): Summer 2017 = 100%; Fall 2017 = 93%; Spring 2018 = 100% (standard was EXCEEDED)
- Target: 100%

CTE GRADUATE EMPLOYMENT RATE
- Standard = Meet the State-set Performance Goal (67.5% for 2015-16 cohort)
- Overall job placement rate across all CTE programs = 77.7% (standard was EXCEEDED)
- 100% of programs with 10 or more completers met the standard
- Stretch goal: If a program is exceeding the standard, its stretch goal is set to be 3% higher than its current performance level; however, if a program is below the standard, it's stretch goal is to reach/exceed the standard

Recommendations

The following recommendations were made by the sub-committee based on its review and discussion of the data and incorporate feedback from the EPC and COI:

- To make faculty more aware of Student Services by providing an opportunity for faculty to do campus tours and/or walks around campus during College Hour and by asking Student Services units do presentations during College Hour.
- To heavily promote and make available the revised Campus Resource Guide to all students, faculty, and staff.
- To revisit the idea of a full-scale "Student Success Center" and restore success coaches that have been eliminated due to loss of funding.
- To continue to hold student panels and focus groups and widely share the information gathered, so that student voices are continually heard and acted upon.
- To make students aware that they need to take more than a full load of 12 units per semester to graduate in two years and to publicize the benefits of taking more classes, such as increased financial aid and finishing sooner.
- To make sure staff and infrastructure in Counseling and Admissions & Records can keep up with current demand and anticipated growth plans.
- To encourage departments to review non State-approved certificates that are eligible to be State-approved, and to seek State-approval for them.
- To educate faculty, especially adjunct faculty, about pathways and stackable certificates.
- To widely publicize important deadlines such as graduation petition deadlines and ask faculty to announce deadlines during class and on Canvas.
- To encourage students to check and complete their "To Do" list items in PeopleSoft (e.g., the CTE Survey) and to see a counselor about all of the degrees they qualify for.
- To continue promoting the Grad Guru app and posting Grad Guru announcements in Canvas, and to increase communication from Academic Affairs and Student Services to ensure that all relevant information reaches students.
- As we develop our Career and Academic Pathways, to explore the idea of "completion communities" for new students in each pathway and the provision of wrap-around services within each pathway.