

**Academic Senate Sub-Committee on the
Institution-Set Standards for Student Achievement**

Tuesday, December 15, 2015

1:30-3:00pm

Academic Senate Office

Meeting Minutes

Discussion points, Conclusions, and Recommendations

Members present: Patricia Chow, Myriam Levy, Sarah Master, Leslie Milke, and Debby Wong

According to the procedures set forth by the Research and Advisory Task Force (RATF), the Academic Senate, in consultation with the Office of Institutional Effectiveness (OIE), annually evaluates the College's performance on the measures in its Institution-Set Standards (ISS) for Student Achievement and sends its conclusions and recommendations to the Educational Planning Committee (EPC) and Council of Instruction for review and feedback prior to submission to College Council and the College President for approval.

In fall 2015, a sub-committee of the Academic Senate was provided with data from the OIE regarding the College's performance on each of the student achievement outcomes (successful course completion, course retention, fall-to-fall persistence, degrees, certificates, and transfers) for the last five years, and it was also provided with job placement data for the CTE programs. The data were disaggregated by different student characteristics and by program (where appropriate). The OIE also provided the committee with data from the California Community Colleges Chancellor's Office Data Mart regarding the performance of the other LACCD Colleges, the District as a whole, and the State averages for related student achievement outcomes so that trends and performance levels could be compared. The OIE met with the committee on December 15, 2015 to review the data and evaluate the College's performance with respect to the ISSs, draw conclusions about College progress and reasons for any identified trends and changes in performance, and make preliminary recommendations regarding the standards themselves, goals for improvement, and actions that may be taken to bring about improvement in student achievement. Below is a summary of that discussion.

1. Approved Institution-Set Standard for Successful Course Completion: 64.0%

- Definition: 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 at census.
- Benchmark met/exceeded in fall 2014 (64.8%).
- The committee finds the benchmark to be appropriate.
- The committee reaffirmed the target to be at or above the LACCD District Average in five years (by 2020).
- The committee discussed that there has been a downward trend in successful course completion rate, and this may be due to recruitment efforts targeted in areas where students are not college-prepared.
- The committee recommends that the Distance Education committee review ISS data systematically by department.
- The committee recommends that the Distance Education committee encourage regular evaluation of online instruction, as required by the contract.

- The committee suggests mentioning at Chairs and Deans that giving extra credit for attending tutorial support may increase success rates.
- The committee suggests that students get directed to the online materials/tutorials for the placement exams in the email that they receive when their admissions application is processed.

2. Approved Institution-Set Standard for Course Retention: 85.0%

- Definition: 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 at census.
- Benchmark met in fall 2014 (85.3%).
- The committee finds the benchmark to be appropriate.
- The committee reaffirms the target to maintain the current course retention rate.
- The committee discussed that the addition of a 2nd exclusion roster this term may impact retention.
- The committee discussed that students are not as aware of drop deadlines since the course schedules are no longer printed.
- The committee recommends that all deadlines be included on syllabi, including add/drop deadlines and deadlines for other petitions.
- The committee recommends to Administrative Services that the number of emails sent to students be restricted, as many students ignore their emails because they receive so many. Instead of so many blast emails, one "Weekly Mission for students" could be sent.

3. Approved Institution-Set Standard for Fall-to-Fall Persistence: 48.0%

- Definition: number of students who completed a course in the fall and enrolled in a course the following fall term divided by the number of students who completed a course in the fall.
- Benchmark met/exceeded in fall 2014 (52.5%).
- The committee finds the benchmark to be appropriate.
- The committee did not set a target for this measure
- The committee recommended that, starting with its ISS review next year, it should also look at persistence rate data that includes completers (i.e., students who graduated and/or transferred) in the numerator to get a better sense of the proportion of students that are dropping out.

4. Approved Institution-Set Standard for Degree Completion: 450 duplicated, 385 unduplicated

- Definition: number of degrees awarded from July 1 through June 30 ("duplicated"); number of students attaining degrees during the same period ("unduplicated").
- Benchmarks met/exceeded in 2014-15 (717 duplicated, 436 unduplicated).
- The committee finds the benchmarks to be appropriate.
- The committee reaffirmed the target of decreasing the average number of degrees per student from 1.75 (current ratio) to 1.5 by 2020.
- The committee recommends that the College (including department chairs and members of the Curriculum Committee, Academic Senate, and Counseling Department) encourage transfer model degrees and update current degree programs, and that counselors receive training to encourage the new transfer model degrees. At the same time, redundant duplicate degrees need to be archived so that students may no longer apply for them.
- The committee discussed that, if a degree that needs to be archived is not being replaced with a transfer model degree, it will have to go through a viability study.

5. Approved Institution-Set Standard for Certificate Completion: 350 duplicated and unduplicated

- Definition: number of certificates awarded from July 1 through June 30 ("duplicated"); number of

students attaining certificates during the same period (“unduplicated”).

- Benchmarks met/exceeded in 2014-15 (399 duplicated, 370 unduplicated).
- The committee finds the benchmarks to be appropriate.
- A target was not set for this measure, however, the committee recommends that the College disaggregate the data by vocational vs. non-vocational certificates (separate standards may be set for these measures in the future).
- The committee recommends that the College update certificate programs to ensure that all curriculum is up-to-date and that all courses needed to complete the certificate are offered on a regular basis (these efforts are already underway and should be continued).
- The committee also recommends that the College advertise certificates by including a list of the certificates to which a course applies on that course’s syllabus (particularly for initial courses needed for certificate programs).

6. Approved Institution-Set Standard for Transfer to Four-Year Institutions: 250 (revised benchmark)

- Definition: number of transfers to the CSU and UC systems.
- Benchmark met/exceeded in 2014-15 (407).
- The committee discussed the large jump in the number of transfers to the CSUs (298 in 2013-14 to 368 in 2014-15).
- The committee revised the benchmark from 205 to 250 – it did not set a higher benchmark because transfer numbers are influenced by many factors external to the College; however, the committee does expect transfer numbers to continue to rise due to the new transfer degrees and initiatives like Student Equity and the Student Success and Support Program.

Finally, the committee discussed the program-level standards for graduate employment (**job placement**) rates for CTE programs. CTE programs have performance goals set by the State each year for employment rate. If a program’s performance falls below 90% of the performance goal, it is put on an improvement plan by the State. Consequently, the CTE committee has been using 90% of the State-set performance goal as the benchmark (standard) on which to evaluate their job placement performance. The Academic Senate Sub-committee on ISSs discussed this standard and agreed that it was appropriate. For the 2012-2013 cohort (the most recent data available), the State-set performance goal was 65.8%. As a result, the standard for job placement was set at 59% (90% of 65.8%) for all CTE programs. It will be up to the individual CTE programs to evaluate their job placement performance against this standard (as they have already been doing on an annual basis).