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

Wednesday, December 7, 2016
10am-12pm
Academic Senate Office

Meeting Minutes
Discussion points, Conclusions, and Recommendations

Attendees: Patricia Chow, Christine Kourinian, Irma Luna, Sarah Master, Leslie Milke, Patricia Rodriguez, 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 2016, 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, mode of delivery (where appropriate), 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 7, 2016 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.

I. Successful Course Completion
- The standard was met/exceeded in fall 2015 (64.9%).
- The standard (64%) and target (to be at or above the LACCD average by 2020) were both affirmed.
- The committee recommends that disciplines experiencing low success rates should try embedded supplemental instruction programs (e.g., the Canvas-embedded program from the Collaborative Brain Trust that the District plans to pilot).
- Debby mentioned we should look at the proportion of special populations on campus (e.g., DSP&S, veterans, foster youth, etc.) to determine whether Mission has a higher proportion than other LACCD colleges and to possibly disaggregate the ISS data by these populations as well.
- Low success rates for online courses compared to on-campus courses are due to high numbers of F and W grades. Students may not be properly prepared to take online courses.

- The committee recommends that all students should take an online course readiness tutorial prior to enrolling in online courses (or following an automated email sent out upon enrollment in an online course).
- Math would like to change their "online" courses to "hybrid" due to the requirement that students attend an orientation and take their final exams in person. This type of scheduling was not possible using DEC but may be possible in PeopleSoft.
- In Fall 2016 ITV was brought under the Mission College umbrella, so an ITV column will be added next year on the success and retention charts disaggregated by mode of delivery.
- Support for tutoring needs to be institutionalized instead of relying on soft money in order to positively impact student success.
- Multiple measures may impact next year's success rates for math.

II. Course Retention
- The College fell below the standard in fall 2015 (83.6%).
- The standard (85%) and target (to maintain course retention rates above 85%) were both affirmed with the caveat that retention data will be closely monitored due to falling below the standard this year. The committee felt that the standard is still reasonable and should not be changed at this time.
- The committee set a short-term target to improve retention to meet the standard.
- It appears that the lower retention rate beginning last year was due to the addition of the second exclusion roster, which results in more students getting Ws (i.e., students who would have in the past received Fs for not continuing in a course past the first exclusion roster are now receiving Ws instead, which affects the retention but not success rate). This appears to have had an effect on all colleges in the District, as retention rates at all LACCD colleges declined from fall 2014 to fall 2015.
- Because on-line retention rates were generally lower than on-campus retention rates, the committee recommends that all students should take an online course readiness tutorial prior to enrolling in online courses (or following an automated email sent out upon enrollment in an online course).
- The committee recommends that the College use text messaging and social media to communicate important information and deadlines (e.g., cancelled classes, drop deadlines, and graduation petition deadlines) to students.
- The committee is continuing its recommendation from last year that Administrative Services restrict the number of emails sent to students, 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.

III. Persistence
- The standard was met/exceeded in 2014-2015 (50.2%).
- The standard (48%) was affirmed, and no target was set.
- The committee will review data which includes students receiving awards among those considered to persist.
- The low persistence rates of black students is concerning and should be reviewed by the Student Equity Committee.
- The committee agreed to review the educational goals of students taking fewer than 6 units to determine whether their low persistence rates should be of concern to the College.

- There was discussion that activities included as part of the LA College Promise initiative should help to increase persistence, at least among students in those cohorts.

IV. Degree Completion
- The standards for number of degrees awarded and number of students awarded degrees were both exceeded (796 and 454, respectively).
- The standard for degrees awarded was increased from 450 to 500.
- The standard for students awarded degrees (385) and target to reduce average number of degrees per student (to 1.5 by 2020) were affirmed.
- The low degree attainment rates of male students is concerning and should be reviewed and addressed by the Student Equity Committee.
- The committee recommends that students receive notifications of deadlines to file graduation petitions via text or some other kind of app.
- Data for new first-time students earning a certificate/degree within 3 and 6 years will be provided in the future.

V. Certificate Completion
- The standards for number of certificates awarded and number of students awarded certificates were both exceeded (450 and 425, respectively).
- Standard for number of certificates awarded (350) was split into two standards for vocational certificates (100) and for GE-related certificates (250). Data will be provided separately in the future.
- The standard for number of students awarded certificates was eliminated since most students do not receive more than one certificate at a time.
- No target was set.
- The committee strongly recommends that skill certificates be included in DEC and reported to the State Chancellor's Office.
- The low certificate attainment rates of male students is concerning and should be reviewed and addressed by the Student Equity Committee. The gender discrepancy may be due to the large number of Child Development certificates that are awarded primarily to female students.

VI. Transfer
- The standard was met/exceeded in 2015-2016 (419).
- The standard for transfer was increased from 250 to 350.
- No target was set.
- The committee affirms its previous recommendation to promote the transfer model (ADT) degrees.
- The Student Equity Committee should investigate/address why very few black students (none in 2015-2016) are transferring to the UCs.
- The implementation of multiple measures for math placement is likely to positively affect transfer rates.

VII. CTE Graduate Employment Rate
- As approved by the Academic Senate ISS sub-committee in the past, the College uses 90% of the State-set performance goal for CTE graduate employment rate as the standard on which to evaluate job placement performance for CTE programs. For the 2013-2014 cohort (the most

recent data available), the State-set performance goal was 62.3%. As a result, the standard for job placement was set at 56% (90% of 62.3%) for all CTE programs.

- The standard was met/exceeded by the College's CTE programs as a whole for the 2013-2014 cohort (67%).
- It will be up to each individual CTE program to evaluate its job placement performance against the standard.