

## Institution-Set Standards for Student Achievement - 2021

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, the conclusions reached, discussion highlights, and the recommendations made based on the sub-committee's review of the institution-set standards data on April 29, 2022 are summarized below.

### SUCCESSFUL COURSE COMPLETION RATE

- Fall 2020 = 67.5%
- Approved Standard: 64.0% (standard was **MET**)
- Standard is appropriate and does not need to be revised
- Stretch Goal: 67.0% by 2022 (continued from prior years)
- Discussion highlights:
  - The stretch goal was exceeded, but we did not set a new stretch goal because the data from Fall 2020 were during Covid (when almost all classes were offered remotely, which is not typical), and we would want to see more of a trend before setting a new stretch goal.
    - The relatively high success rate may be due to grade inflation and/or faculty being more accommodating of students due to Covid-related concerns.
    - Campaign to drop inactive students before census
  - As like last year, 18-21 year olds and first-time students had the lowest success rates compared to older students (and students under 18) and students of all other entering statuses.
    - Younger/new college students may not yet have the maturity/skills/self-discipline to be successful.
    - Guided Pathways/CAP student support teams are especially focusing on new students to help ensure they get off to a good start. If success rates of LA College Promise students are higher, we could look for best practices from that program to implement on a larger scale.
  - LAMC is below the LACCD (70.7%) and statewide (73.9%) overall success rates.
  - The success rate in asynchronous online classes (68%) and success rate in online classes with a synchronous component (67.1%) were comparable. There was a lot of variation in success by class – which may have been due, in part, to faculty experience teaching online/remotely.
- **Recommendations:**
  - Offer a seminar for students on how to be successful in online courses.
  - Offer more Counseling and Library Science courses in dual enrollment and Summer Bridge, and encourage students to take them in their first term (if they haven't already).

### COURSE RETENTION RATE

- Fall 2020 = 85.3%
- Approved Standard: 85.0% (standard was **MET**)
- Standard is appropriate and does not need to be revised
- No stretch goal has been set for course retention rate, but the target is to continue to exceed the standard

- Discussion highlights:
  - Retention is a good measure that we are retaining students in classes, whether successful or not.
  - As with success rates, students age 18 to 21 had the lowest retention rate (82.9%) of all the age groups.
  - The success rate in asynchronous online classes (84.6%) and success rate in online classes with a synchronous component (85.7%) were comparable.

### **FALL-TO-SPRING PERSISTENCE RATE**

- Persistence Rate for 2019-2020 = 55.5% (this is the same data we looked at last year, as it had not been updated by the State in time to be included in the data packet for the meeting...the data was updated the day before the meeting and the 2020-2021 persistence rate was 53.8%)
- This is a new metric that we started looking at last year, so a standard was not set (the committee would like to see more data to contextualize this metric before deciding to set a standard)
- Stretch Goal: 67.3% (to match the target set in our Integrated Strategic Master Plan)
- Discussion highlights:
  - Persistence has been steadily declining over the past six years.
  - Black students were the least likely to persist (at 39.8%) of any race/ethnicity.
    - The College is planning to launch an Umoja program in Fall 2022 to help address this.
    - The Justice, Equity, Diversity, and Inclusion (JEDI) task force has been meeting to discuss activities for making LAMC a more welcoming environment for students/staff/faculty of all backgrounds.
  - Students age 24 and younger were the most likely to persist compared to older students, showing these younger students are coming back despite their lower success rates.
- **Recommendations:**
  - Complete the activities as specified in the Quality Focus Essay (QFE) in the College's accreditation report related to increasing student persistence (the Guided Pathways/CAP student support teams will be an integral part of the College's persistence efforts).

### **DEGREE COMPLETION**

- 2020-21 degrees (duplicated) = 1,548
- 2020-21 students (unduplicated) = 800
- Approved Standard for duplicated degrees: 960 degrees (standard was **MET**)
- Approved Standard for unduplicated degrees: 540 students (standard was **MET**)
- REVISED stretch goal for unduplicated students awarded degrees (previously 793) because we already exceeded it – new stretch goal is 825
- Discussion highlights:
  - Despite COVID, more *students* attained degrees in 2020-2021 than in any prior year.
    - The dramatic increase in the number of classes offered online/remotely (due to Covid) allowed some students to complete their degrees who may otherwise have not been able to.
  - We were conservative in increasing the stretch goal, since the downstream effects of lower enrollment (due to Covid) are yet-to-be-seen in completion rates.
  - Curriculum cleanup and adoption of transfer degrees have positively impacted degree attainment over the last several years. In 2016-2017 we awarded 215 transfer degrees, and in 2020-2021 we awarded 482 transfer degrees (which is more than double the 2016-2017 number)
  - New milestone tiles will be appearing in Program Mapper to remind students of when they should meet with a counselor, meet with the Transfer Center, meet with the Career Center, petition to graduate, etc.

- The Student Support Services Representatives (SSSRs) that were hired to be the case managers for the CAPs are identifying the best milestones for when they should be reaching out to students.
- **Recommendations:**
  - Faculty could show the program maps in their course syllabi and give students assignments based on the map(s). They can also remind students about deadlines in class.
  - Departments and/or CAPs could consider offering open houses each year or semester.

### **CERTIFICATE COMPLETION**

- 2020-21 State-approved vocational certificates = 292
- 2020-21 GE-related certificates = 612
- 2020-21 unduplicated students receiving certificates = 763
- REVISED standard for State-approved vocational certificates: Prior standard (180 certificates) was revised to 200 certificates (standard was **MET**)
- REVISED standard for GE-related certificates: Prior standard (390 certificates) was revised to 425 certificates (standard was **MET**)
- REVISED standard for unduplicated students receiving certificates: Prior standard (522 students) was revised to 600 students (standard was **MET**)
- Revised stretch goal for unduplicated students awarded certificates (previously 713) because we already exceeded it – new stretch goal is 800
- Discussion highlights:
  - Due to Covid, we saw a drop in the number of vocational certificates earned in 2020-2021 (292) as compared to 2019-2020 (366). However, there was an increase in the number of GE-related certificates earned in 2020-2021 (612) as compared to 2019-2020 (544).
    - The drops particularly in Biotechnology and Child Development certificates are due to students needing to take in-person lab classes that we didn't offer during the pandemic.
  - Certificate recipients are disproportionately female, most likely due to certificate offerings in common female work fields.
- **Recommendations:**
  - Continue to improve the timeline for processing certificate applications (deans Lopez and Uliana are working together to make this a faster process).
  - Continue to encourage faculty to convert eligible Skills Certificates to Certificates of Achievement, so that they will appear on students' transcripts and so that they will be included in our State-approved certificate counts (certificates must be at least 8 units to apply for State-approval, and State-approved certificates of 16+ units are included in our Student-Centered Funding Formula metrics).

### **TRANSFER to CSU and UC SYSTEMS**

- 2020-21 = 495 transfers
- Approved Standard: 380 (standard was **MET**)
- Stretch goal: 560 annual transfers by 2027
- Standard and stretch goal are appropriate and do not need to be revised
- Discussion highlights:
  - Despite COVID, there were more transfers in 2020-2021 than in any prior year (in 2019-2020 there were 433 transfers, and in 2018-2019 there were 377 transfers).
    - The growth in transfers is in transfers to the CSUs, as we consistently have about 40 transfers to the UCs each year.
- **Recommendation:** In the future, we will look at transfers by major to see if any particular majors that have high transfer rates have best practices to share with other programs.

### **CTE LICENSURE PASS RATE**

- Certified Nurse Assistant (CNA): CNA licensure pass rate has been 100% in every term since the program was launched (Spring 2016 through Summer 2021), except for Spring 2020 when it was 92.3%
- Approved Standard = 90% (standard was **MET**)
- Target: 100%

### **CTE GRADUATE EMPLOYMENT RATE**

- Approved Standard: For each program, meet the State-set Performance Goal, 73.0% for 2019-20 cohort (looking for jobs in 2020-2021)
- Stretch Goal: For each program, increase of at least 3 percentage points over the last reported job placement rate *or* to be at the previous year's Institution-Set Standard, whichever is higher
- Discussion highlights:
  - There were three programs that fell short of the standard: Child Development/Early Care and Education; Culinary Arts; and Office Technology/Office Computer Applications. Individual programs address job placement rate data in their biennial program reviews.
    - The Child Development and Culinary Arts programs saw decreases in employment due to Covid – there were less jobs to be had due to child care providers and restaurants shutting down in-person services. It's also possible that folks did not look for jobs due to relief disbursements during Covid.
    - For Child Development, even when services were provided remotely for children, less adults were needed to provide services/instruction remotely than would be needed in an in-person environment.
    - The majority of our Child Development students are female, and mothers' ability to work was particularly affected by school and day care closures during the pandemic.
- **Recommendations:**
  - The College is hoping to expand the Title V grant's pilot program where students get help from the Career Center with the job application process and interview preparation.
  - Ask faculty to promote our partnership with Network Kinecton (that helps connect students to internships and employers) by inviting Network Kinecton to present in classes or by posting their information/video in fully-asynchronous online classes.

## Institution-Set Standards for Student Achievement - Definitions

Federal/ACCJC guidelines created the need for colleges to establish institution-set standards and “stretch goals” related to student achievement and to evaluate performance against them. 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 aspires to achieve.

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

**1. Successful Course Completion.** The successful course completion rate is the number of students who receive passing grades (A, B, C, or P) divided by the number of students enrolled at census.

**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 at census. *This metric is not required to be reported in the ACCJC Annual Report.*

**3. Fall-to-Spring Persistence.** The proportion of students (excluding concurrently enrolled high school students) retained from fall to spring, excluding students who completed an award or transferred to a postsecondary institution. *This metric is not required to be reported in the ACCJC Annual Report.*

**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 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 and for which reliable data are available.