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 at the College, 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 General Education (GE)-related certificates (CSU and IGETC) and number of non-GE Certificates of Achievement 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 career 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.

Evaluation of College Performance on the Institution-Set Standards 2021-2022

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 28, 2023 are summarized below.

SUCCESSFUL COURSE COMPLETION RATE
- Fall 2021 = <u>65.8%</u>
- **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:
  - As also seen in previous years, students in the <u>18-21 age group</u> and <u>first-time students</u> had the lowest success rates, <u>63.2%</u> and <u>57.8%,</u> respectively, compared to students in any of the other age categories and students of all other entering statuses.
    - Success rates may be higher for older and non-first-time students because students who are unsuccessful in their first term may not come back.
    - First-time students coming from high school are now better trained for online classes, due to their experience taking classes remotely in high school during Covid. This could be one factor in why the success rate for students in the 18-21 age group is higher than it's been in previous years (although it is still low overall).
  - We saw a drop in the success rate of our dual enrollment student population (63.3% in Fall 2021 compared to 71.7% in Fall 2020).
  - We saw success rates drop in English and Math starting in Fall 2019 due to AB 705 – while success rates in English in Fall 2021 remained similar to Fall 2019, Math success rates have improved.
  - LAMC is below the LACCD (68.1%) and statewide (71.2%) overall success rates.
  - Success rates by modality ranged from <u>65.4% in fully-online</u> classes to <u>67.4% in in-person</u> classes. This is a relatively small difference (for reference, this gap was 12.5% in Fall 2016) and is also affected by which types of classes are offered in each modality (among other factors like length of the class, dual enrollment status, instructor, etc.).
- ==**Recommendations**==:
  - Look at data to determine which classes first-time students tend to take and are least successful in, so that extra support can be provided to those classes and students.
  - Since students should be taking English and Math in their first year, we should advise first-time students to spread out these courses with other courses that may be challenging for them, so that their schedules are not overwhelming in their first year. We should also keep this in mind when planning First Year Experience and Summer Bridge schedules.
  - Implement activities to increase dual enrollment students' success as discussed in the College's Institutional Learning Outcomes (ILO) reports (as lower attainment of ILOS for students under 18 was observed in five out of the College's seven ILOs). These recommended activities include, among others, embedded tutoring, student tutors who are also mentors, mandatory college orientations for new dual enrollment students, and having forums for dual enrollment instructors to share their strategies that have proven successful with this student population.

COURSE RETENTION RATE

- Fall 2021 = <u>86.3%</u>
- **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:
  - The disaggregated data show that the retention rate is above the standard for all ethnicities.
  - LAMC is above the LACCD (85.7%) but below the statewide (87.5%) overall retention rates.
  - The retention rate in fully-online classes and the retention rate in in-person classes were comparable (the difference was only 0.2%).
  - Retention rates were higher for students in programs with a high degree of personal touch, e.g., the CalWORKS retention rate was 94.2%.

FALL-TO-SPRING PERSISTENCE RATE

- Persistence Rate for 2020-2021 = <u>53.9%</u> (this data lags behind by one year, given the schedule of updates for the state's Student Success Metrics dashboard)
- We started looking at this metric two years ago, and we do not have a standard for this metric.
- **Stretch Goal: 67.4%** (to match the target set in our Integrated Strategic Master Plan)
- Discussion highlights:
  - As we offer more online/remote classes, we expect this rate to decrease since we will have more students for whom LAMC is not their home campus enrolled in our classes in any given fall term.
    - Faculty present at the discussion indicated that students from other campuses and CSUN are particularly interested in our short-term classes. They also noted that upper-division Math courses are pretty much only offered at Mission, so students from other campuses are taking them here.
  - Counseling is seeing the return of students who have already graduated coming back to take pre-requisite classes.
  - Persistence has been steadily declining for years (the persistence rate was 62.1% in 2015-2016).
  - Black students are the least likely to persist (at 35.7%) of any race/ethnicity.
    - The College is implementing a Black Scholars program, which will help address this.
  - The Guided Pathways/CAP student support teams are an integral part of the College's persistence efforts.
  - The College's Retention/Persistence Task Force (established in the Quality Focus Essay of our accreditation report) and the Guided Pathways Student Equity Committee are focused on addressing issues of student persistence, especially for disproportionately impacted student groups.
- **Recommendation**:
  - We could consider ways to encourage non-LAMC students taking our classes to become LAMC students.

DEGREE COMPLETION

- 2021-22 degrees (<u>duplicated</u>) = <u>1,375</u>
- 2021-22 students (<u>unduplicated</u>) = <u>775</u>
- **REVISED standard for duplicated degrees**: Prior standard (960 degrees) was revised to **1,050 degrees** (standard was **MET**)
- **REVISED standard for unduplicated degrees**: Prior standard (540 students) was revised to **600 students** (standard was **MET**)
- **Stretch goal: 825 unduplicated students awarded degrees**

- Discussion highlights:
  - The data have been very consistent over the last five years, awarding about 1,375 total degrees to about 700-800 students annually. Of note, despite COVID, more students attained more degrees in 2020-2021 than in any other year, which is, in part, due to the dramatic increase in the number of classes offered online/remotely that allowed some students to complete their degrees who may otherwise have not been able to.
  - We are expecting to continue seeing downstream effects of lower overall enrollment (due to Covid) in future completion rates. Future completion rates may further be impacted by the ending of HEERF funding that had allowed for more classes to be offered, and in various formats.
  - The average number of units accumulated for degree earners has been going down, and in 2020-2021 it was 85 units, which is nearing the statewide number (83 units).
  - Harbor is about the same size as Mission, yet they consistently award more degrees than we do (e.g. about 700 more AA degrees in 2021-22) – why is this?
  - The College has extended the deadline for students to petition for degrees to be until the end of the semester (starting in 2022-2023), so we are interested in seeing how many more degrees/degree recipients this may lead to.
- **Recommendations**:
  - The College should create program maps for part-time students (already in progress).
  - Faculty should show the program maps in their course syllabi.
  - Faculty can remind students about deadlines in class, and remind students to enroll in Fall classes at the end of Spring.
  - Look at degrees with low completion numbers to see why students may not be completing them – e.g., Are the classes not being offered often enough? Are success rates low in the required courses for the major, and if so, why? Etc.

CERTIFICATE COMPLETION
- 2021-22 State-approved non-GE-related certificates = 504
- 2021-22 GE-related certificates = 557
- 2021-22 unduplicated students receiving certificates = 858
- **REVISED standard for State-approved non-GE-related certificates**: Prior standard (200 certificates) was revised to **300 certificates** (standard was **MET**)
- **REVISED standard for GE-related certificates**: Prior standard (425 certificates) was revised to **450 certificates** (standard was **MET**)
- **REVISED standard for unduplicated students receiving certificates**: Prior standard (600 students) was revised to **700 students** (standard was **MET**)
- **REVISED stretch goal for unduplicated students awarded certificates (previously 800) because we already exceeded it – new stretch goal is 875**
- Discussion highlights:
  - Due to Covid, we saw a drop in the number of non-GE-related certificates earned in 2020-2021 (292) as compared to 2019-2020 (367) and to 2021-2022 (504), due, in part, to students needing to take in-person lab classes that we didn't offer during the pandemic, and because it was harder for students to petition for certificates at that time.
  - The higher-than-usual number of non-GE-related certificates awarded in 2021-2022 were due, in part, to students being able to complete in-person coursework and due to an effort done this year to award students the certificates they had earned but not petitioned for, particularly in Child Development.
  - Certificate recipients are disproportionally female, most likely due to certificate offerings in common female work fields.
  - We are expecting to see an impact on the number of certificates awarded in the future due to the implementation of Cal-GETC (the "singular lower division general education transfer pathway") starting in Fall 2025 and due to the College's/District's efforts to proactively award and/or auto-award certificates.

- o We have increased our noncredit certificate offerings in the last couple of years, but students have not been receiving them yet. The recent hiring of a noncredit counselor will help with this, as will implementing an "auto-awarding" process for these certificates.
- **Recommendation**:
  - o Faculty teaching courses that are part of a certificate program should encourage students to apply for the certificate(s), and even put it on the syllabus for students to apply on a certain date, especially for certificates that are one-semester programs. Students can petition at any time during the semester for certificates.

TRANSFER to CSU and UC SYSTEMS

- 2021-22 = 474 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:
  - o We consistently have about 40 transfers to the UCs each year, and about 400 transfers to the CSUs (the UCs are farther away, and more expensive).
  - o While the demographics of students who transfer to the CSUs closely match the demographics of our student body, male, White, and Asian students are overrepresented in the students who transfer to a UC.
  - o The UCLA Center for Community College Partnerships (CCCP) has campus representatives now that help show what transfer to UCs looks like.
  - o LAMC's Honors Program has over a 90% acceptance rate to the UCs.
- **Recommendation**:
  - o Continue to increase campus efforts to make students aware of the Honors program (e.g., emailing potentially eligible students to apply), and consider having a counselor specifically for the Honors program.

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, **73.2%** for 2020-21 cohort (looking for jobs in 2021-2022)
- **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/current year's Institution-Set Standard, whichever is higher**
- Discussion highlights:
  - o There were two programs that fell short of the standard: Child Development/Early Care and Education and Pharmacy Technology. Individual programs address job placement rate data in their biennial program reviews.
    - ▪ The Child Development area saw decreases in employment due to Covid (although the rate has increased since last year, from 65.2% to 69.5%) – there were less jobs to be had due to child care providers shutting down in-person services, and even when services were provided remotely for children, less adults were needed to provide services/instruction. Also, 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.
    - ▪ Biotechnology has several partnerships in place that have been particularly successful in getting students hired in Biotechnology jobs.
    - ▪ We are exploring having a job resource center on campus (America's Job Center of California).