Group Review and Discussions of Institution Set Standards

Standards and Performance with Respect to Student Achievement

_____ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

Questions to ask when addressing each of these criteria:
- What are we doing for this?
- What are the gaps?
- What can we do to fill the gaps?

Provide the required student achievement data and college can identify additional data
- Student measures/targets developed by the District and our own college
- We've identified a whole array of local measures that address course completion
  - The problem w/having an array of measures is that it's hard for the institution to focus
  - Need to prioritize measure (maybe different one each year), create a system and process to do this
- We don't have the full evaluation of these measures
- We have a goal of 10% improvement w/a number of activities but we haven't linked it back to our overall completion goals

Need to have institution-wide measures (30,000 foot level)
- We have gaps to linking back to our college's mission and need to review our progress/evaluate
- Look at college mission statement, operationalization of it and strategic plan
- Setting the expected target/benchmark might need to be explained a little more (minimum, average, target) – how was it done and determine appropriateness of it. Use these methods:
  - Take a 5 year average to set the standard
  - Compare to statewide average (scorecard, datamart)
  - Find peer institutions and compare (same socio-economic demographics from CalPass)
- Maybe do a grid to show relationship of standard w/checklist

What's the problem of looking at course-level outcomes at the institution-wide?
- Measures don't move
- Need to disaggregate this data (i.e. Mira Costa looks at military student success)

Validating these measures and standards
- At what point and time does the institution evaluate these measures (whether they are appropriate)?
- How often should they be changed?

Where these conversations might be taking place
- Student success committee minutes
- strategic planning committee minutes
- Academic senate minutes
- Department meetings minutes

_____ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

Defining institutional set standards by course level and program level
- Student success committee adapted additional standards at the program level
- # of degrees and certificates for each instructional programs
- Standards will vary by instructional program, contextualized by program of study
  - Pick one student services program (look at the whole student that supports their success)
  - Shows the team you're doing it across the college and are experimenting; going above and beyond the minimum expectation
  - Challenge: where can we find all the standards for instructional programs? How readily available is it? Where are you talking about these standards?
  - Put it in a footnote and a hyperlink

Gaps for Mission College:
- We don't have a good system in place to track job placement
- We're forming a game plan for this
- What are some solutions for job placement?
  - CTE survey on RP group website (free and sliding scale)
  - Launchboard
  - Facebook account for Logistics program at ELAC (students report job placement and changes)
  - How do you do job placement for IGETC certification?
  - Isn't transfer job placement? Get their BA for a particular job
  - Refer to the mission since transfer is one of the goals – separate goal versus using transfer as a job placement
  - Goal is to reflect on this issue and decides how to measure success and making improvements; have you thought about it and discussed it
  - WLAC – could interpret that not EVERY program needs to demonstrate job placement

_____ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

City College focuses on the median of the measure (half are above and half are below); allows us to focus on those programs who are below

Gap: is it appropriate for us to set a standard on institutional-appropriate analysis (doesn't include external data)?
  o Have to look at our prior self-study and account for comprehensive program review;
  o Reflect priorities of the State, College Strategic Plan and performance measures for each program
  o Report on this annually
  o Governance system to provide oversight
  o We might consider an external measure in the future as a projected improvement

_____ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

Using our program review process to see where we are right now and make recommendations in areas we need to improve

- o Ensure our assessment is ongoing – make assessment period shorter than annually
- o Identify what standards we're measuring and data analyzing (is this evaluation giving us useful data?)
- o Identify who is evaluating and when they are doing it
- o Take ownership/control of this process and report so it's meaningful and useful for our institutional and program improvement

<u>SITE TEAM OBSERVATIONS:</u>

Evidence of arriving at/setting the standard
- What data/evidence
  - Course completions
  - Job placement
  - Licensure rates
  - Other data as related to college mission
  - Institution-wide data
  - Program data
  - Peer comparisons of set standards
- What discussions and groups have been involved (minutes)
- What groups are participating in this?

Evaluation of meeting the standard:
- What data
- What discussions and groups have been involved (minutes)
- What groups are participating in this?

What do you do as a result of the evaluation?
- Examine more data
- Change the standard
- Interventions developed to address the gaps

How often has this occurred?
- Is there a regular cycle of evaluation and revisions?

How are they connected to planning and resource planning and connected to college plans?
- What format are the data and standards in and how is it available?
- How reported and shared across the campus?
- How connected to planning and resource allocation?
- Is the data in any of our college plans?

ACADEMIC QUALITY ESSAY
- Asking for 2-3 issues/areas
- 5,000 word essay
- Use AQIP: reflecting and identify areas of improvement
- Self-study that looks forward: prospective
- Napa College will be sharing their approach
- Identify key goals (major issues that relate to the 4 standards) and track them over the coming years
- Not the detailed 900 problems that you write about in program review
- Look at systems and overall processes

Mira Costa
- Will write about 3-4 issues
- Example 1: Governance issue
  o We have leaks
- Getting students more involved in the decisions we make
- Example 2: Maturity of our resource allocation (meaningful): real planning versus scratch my back and I'll fund you; should we really compare and choose between microscopes vs. childcare center play set (funding planned based on replacement schedule)
- We were on sanction because we didn't plan

SUGGESTED APPROACH TO THE NEW STANDARDS
- Show visiting team how we are reflective and show plan to improve
- Don't just try to look good
- Discuss challenges and action
- Can't say this is vexing for us and do nothing