



Student Achievement Data

A first look at MPC's institution-set standards

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What are Institution-set Standards?

- Internal baselines for student achievement
- Early indicators of areas that may need closer attention from the institution
- One method for determining whether we are accomplishing our mission
- US Department of Education requirements

What are the requirements for institutions?

US Dept. of Education requires **institutions** to:

- Set internal standards (i.e., baselines) for student achievement
- Assess institutional performance against these baselines
- Use this assessment to set goals for improvement when baselines aren't met

What are the requirements for accreditors?

US Dept. of Education requires **accreditors** to:

- Ensure compliance with USDE requirements
- Evaluate the reasonableness of the internal standards (i.e., baselines) set by an institution
- Evaluate the effectiveness of the institution's use of its baselines in its planning

What data must be included?

Institutions ***must*** set baselines for:

- Course completion rate
- Degree awards
- Certificate awards
- Transfers
- Licensure pass rates (if applicable)

What other data should be considered?

Institutions ***should also*** set baselines for:

- Other areas of student achievement relevant to institutional mission

For example:

- Job placement rates for CTE programs, if applicable
- Retention (i.e., Fall to Fall persistence)
- DE success rates, if applicable



Principles for setting our baselines

Institution-set standards should be:

- Baselines, not aspirational goals
- Reasonable and reflective of our “normal” range
- Flexible enough to account for any unforeseen circumstances
- Easy to calculate and understand

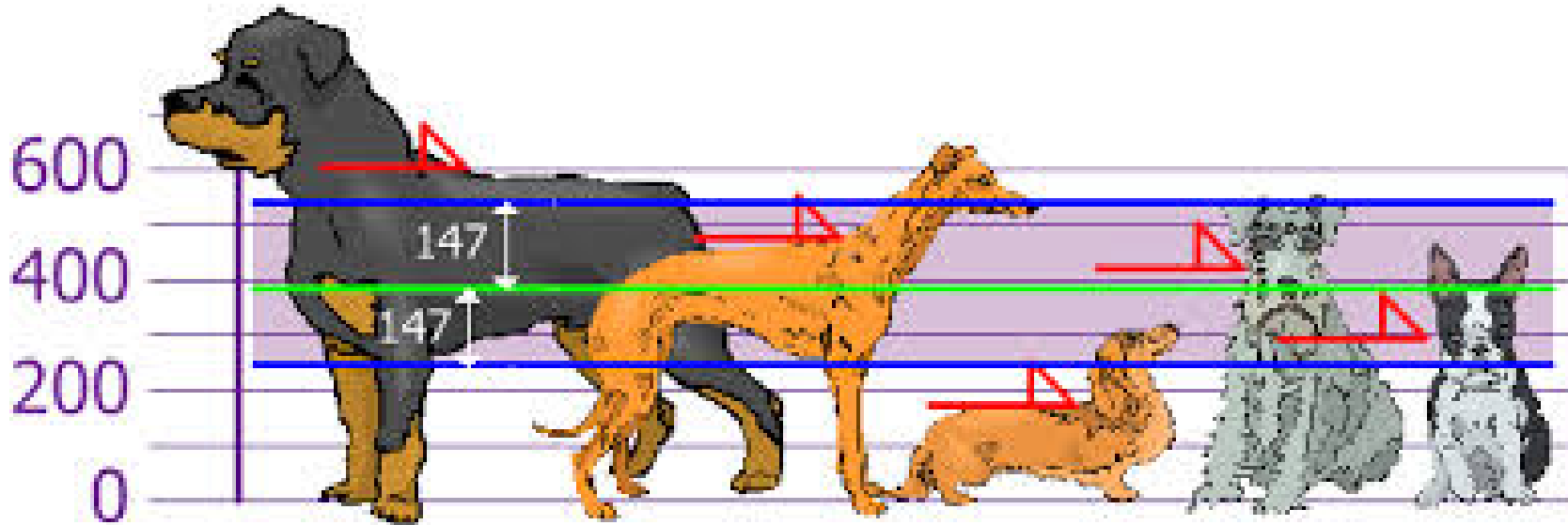


Methodology for setting our baselines

In Spring 2014, we decided to:

- Start with a five-year average for each metric
- Look at the variability around the average to find the “range of normal” (i.e., the standard deviation) for the five-year span
- Set the standard at the lower edge of the range

Example: setting a baseline for dog height



- Green line = Average height of our five dogs
- Purple area = standard deviation from the average
- Baseline for dog height = lower blue line



Today we'll look at:

- Course completion rate
- Degree awards
- Certificate awards
- Transfers

Course Completion Rate

Defined as:

Course success count ÷ Course enrollment count

	F09	F10	F11	F12	F13
Overall Credit Success Rate:	69.4%	69.1%	72.9%	73.0%	73.0%

Data Source: CCCC DataMart, Retention/Success Rate Report

Five-Year Mean: 71.5%

less Standard Deviation: - 2.1%

Current standard: 69.4%

Degree Completion, Part I

Defined as:

Number of degrees awarded

	08-09	09-10	10-11	11-12	12-13
Degrees awarded:	368	365	411	343	433

Data Source: CCCC DataMart, Program Awards Report (Degrees); MIS Referential Files (Students)

Five-Year Mean:	384.0
less Standard Deviation:	<u>- 36.8</u>
	347.2
Current standard:	347

Degree Completion, Part 2

Defined as:

Number of students (unduplicated) receiving a degree

	08-09	09-10	10-11	11-12	12-13
Number of students receiving a degree:	357	349	381	312	384

Data Source: CCCC DataMart, Program Awards Report (Degrees); MIS Referential Files (Students)

Five-Year Mean:	356.6
less Standard Deviation:	- <u>29.1</u>
	327.5
Current standard:	327

Certificate Completion, Part I

Defined as:

Number of certificates awarded

	08-09	09-10	10-11	11-12	12-13
Certificates awarded:	36	69	45	105	89

Data Source: CCCC DataMart, Program Awards Report (Degrees); MIS Referential Files (Students)

Five-Year Mean:	68.8
less Standard Deviation:	<u>- 29.0</u>
	39.8
Current standard:	39

Certificate Completion, Part 2

Defined as:

Number of students (unduplicated) receiving a certificate

	08-09	09-10	10-11	11-12	12-13
Number of students receiving a certificate:	35	62	44	100	84

Data Source: CCCC DataMart, Program Awards Report (Degrees); MIS Referential Files (Students)

Five-Year Mean:	65.0
less Standard Deviation:	<u>- 27.1</u>
	37.9
Current standard:	37

Transfer to 4-year College or University

Defined as:

Number of students who successfully transfer to a 4-year

	08-09	09-10	10-11	11-12	12-13
In-State Private:	63	61	55	73	55
Out of State	141	156	150	151	132
CSU	216	135	257	272	204
UC	45	55	81	81	83
TOTAL	465	407	543	577	474

Data Sources: CCCC DataMart Transfer Volume (ISP, OOS); CSU Analytic Studies (CSU), CCCC Student Services Transfer and Articulation (UC)

Five-Year Mean:	493.2
less Standard Deviation:	- <u>67.3</u>
	425.9
Current standard:	425

Next steps

- 1. Calculate current standards for remaining categories**
(e.g., retention, licensure pass rate, job placement rates for CTE programs, DE success rates, etc.)

- 2. Identify any other internal areas for which a baseline would be helpful (and calculate those)**
(e.g., FTES, Success rates in GE and/or CTE, % of students assessing into Basic Skills courses that complete Basic Skills courses)

- 3. Continue disaggregating the data to examine trends**
 - a) By student population group (in order to identify any performance gaps)
 - b) By program (to aid in Program Review)
 - c) By instructional modality (to provide information about online learning)