

# Student Achievement Metrics, Inst.-set Standards, and Stretch Goals

A Conversation with AAAG and SSAG and Academic Senate

April 15-16, 2020

- Begin an ongoing conversation that engages us all in collaborative inquiry and information building.
- Carve out some time to address big questions from multiple angles, multiple perspectives.
- Engage in the process of inquiry to:
  1. *examine* evidence about student learning and success,
  2. *reflect* on its meaning and
  3. *identify* approaches that yield better results. (Carnegie Foundation, 2009)

- Planning, Research and Institutional Effectiveness
- Integrated Planning
- Institutional Research
- ▶ Institutional Reporting**
- Program Review
- Outcomes Assessment
- Related Committees

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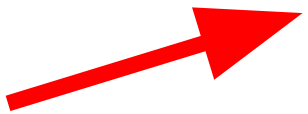
## INSTITUTIONAL REPORTING

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### Institutional Reporting

In addition to providing research to support student learning and institutional effectiveness, the Office of Planning, Research, & Institutional Effectiveness provides support and information for mandated reporting to external agencies. Links to information and mandated reports can be found below. If you have any questions on the documents, please contact the [Accreditation Liaison](#) for assistance.

- [Click here to see our Student Achievement Data](#)
- [Click here for methodology for Student Achievement Data \(including Institution Set Standards and Stretch Goals\)](#)



**Student Achievement Metrics, Institution-set Standards, and Stretch Goals for ACCJC Annual Report 2020**  
(Recommended by PRIE and approved by Academic Senate in March 2020)

Student Achievement metric	Methodology for:		Data source	Notes on Methodology and Data Source
	ISS (floor) <sup>1</sup>	Stretch (aspirational)		
Course completion rates (%)	5-yr. Average minus SD	75% rate every year until we hit goal	<a href="#">Data Mart</a> <sup>3</sup>	The aspirational course completion rate of 75% is based on a target that MPC set in 2017 as part of the Institutional Effectiveness Partnership Initiative (IEPI) framework of indicators process.
Certificates (Number)		2.0% increase each year <sup>2</sup>	<a href="#">Data Mart</a> <sup>3</sup>	For the <i>Vision for Success (Vfs)</i> goal-setting, CCCs were required to use data from the Student Success Metrics (SSM) dashboard. The SSM dashboard has some limitations; for example, colleges do not have access to the unitary data for some of the metrics. Thus, MPC decided to use data from the Chancellor’s Office Data Mart (for which unitary data are available) and apply the methodology used to set goals for the <i>Vfs</i> to the data from Data Mart.
Degrees (Number)		5.5% increase each year <sup>2</sup>	<a href="#">Data Mart</a> <sup>3</sup>	
Transfer (Number)		5% increase each year <sup>2</sup>	<a href="#">CSU Analytic Studies and University of California Infocenter</a>	

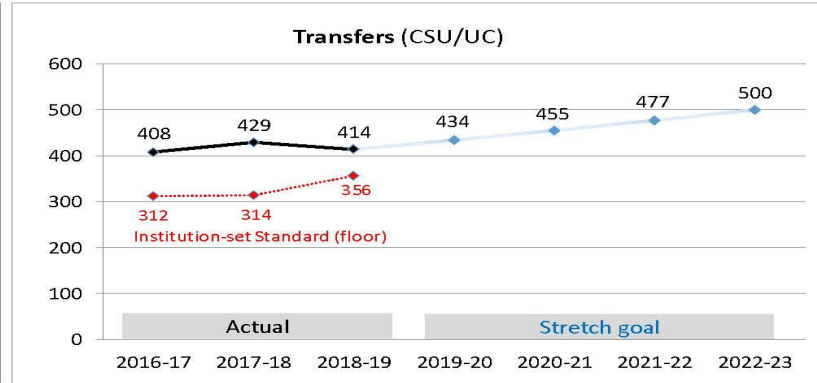
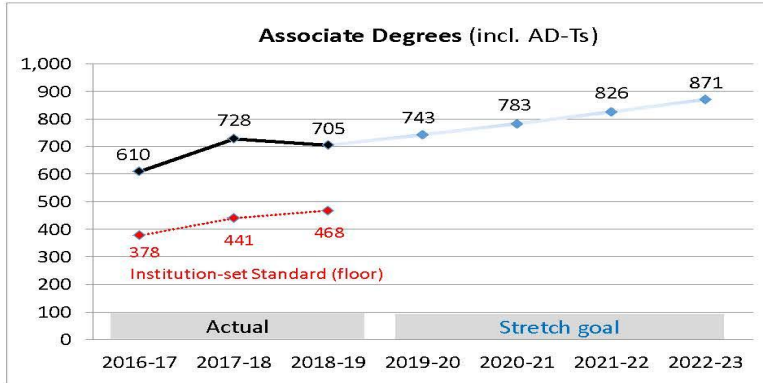
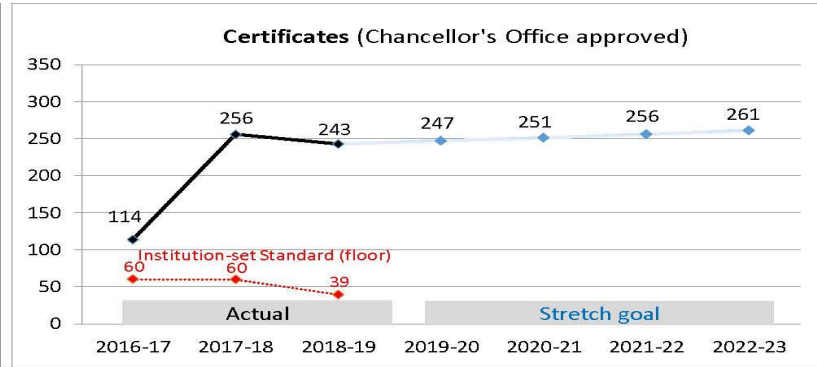
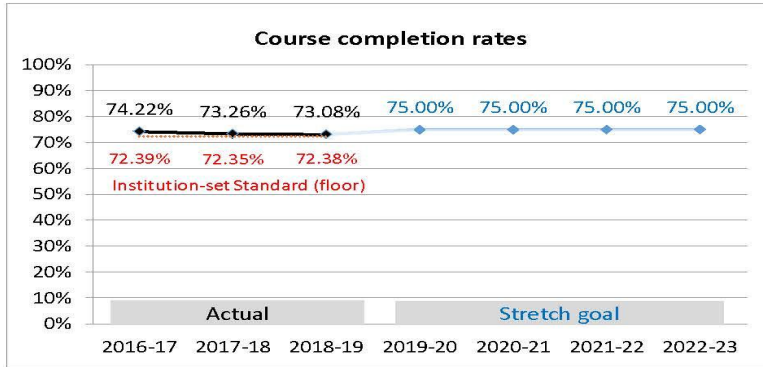
<sup>1</sup> In 2014, MPC established the methodology for the Institution-set Standards as the 5-year Mean (Average) minus the Standard Deviation.

<sup>2</sup> Annual increase established through *Vision for Success (Vfs)* goal-setting. Data for *Vfs* are from the [Student Success Metrics](#) data dashboard.

<sup>3</sup> Data Mart is the source we used in previous ACCJC Annual Reports.

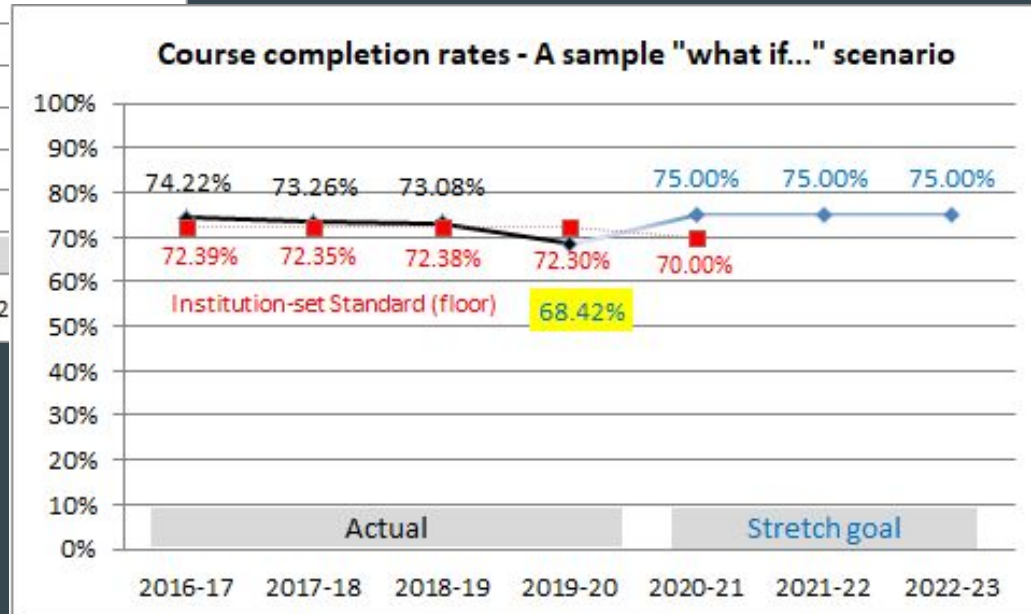
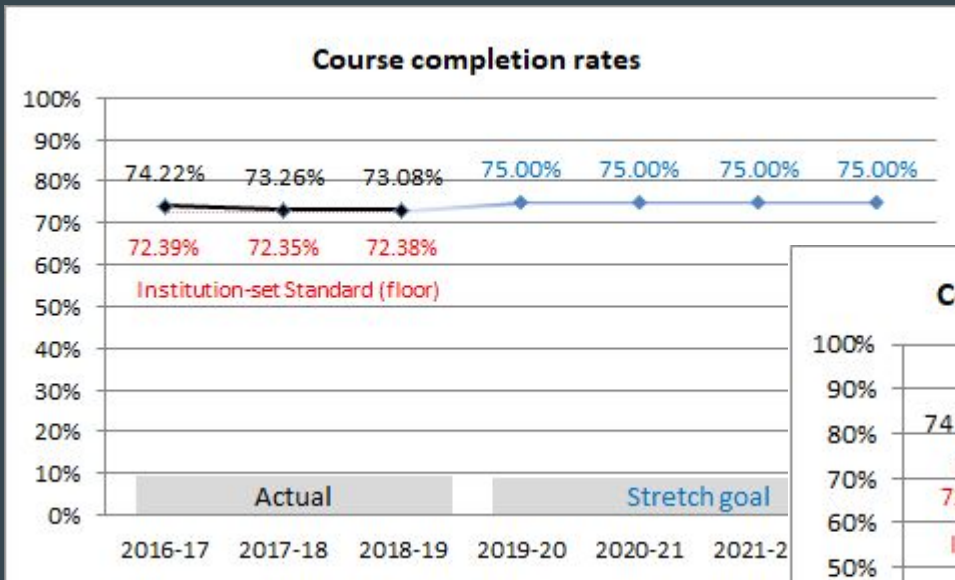
➤ [Link to actual Student Achievement Metrics, Institution-set Standards, and Stretch Goals for ACCJC Annual Report 2020](#)

## Student Achievement Metrics, Institution-set Standards, and Stretch Goals



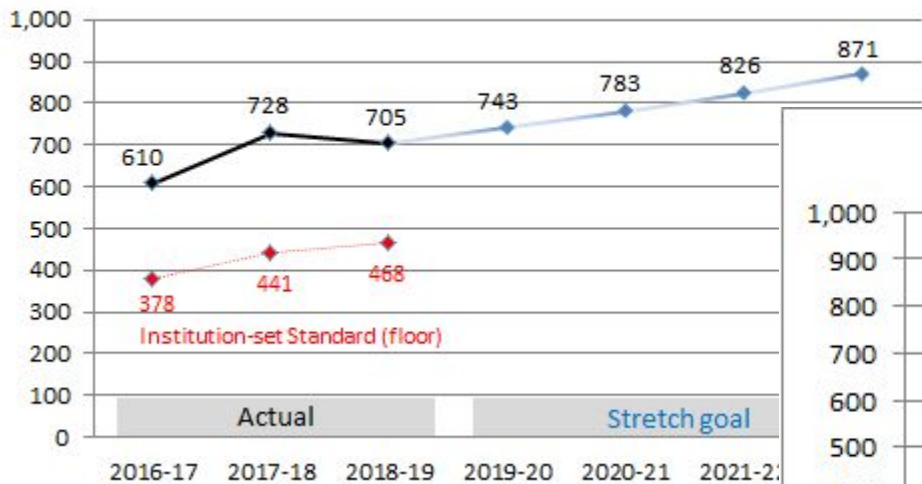
➤ [Link to Methodology and Data sources](#)

# Course Completion Rates - "what if..." scenario

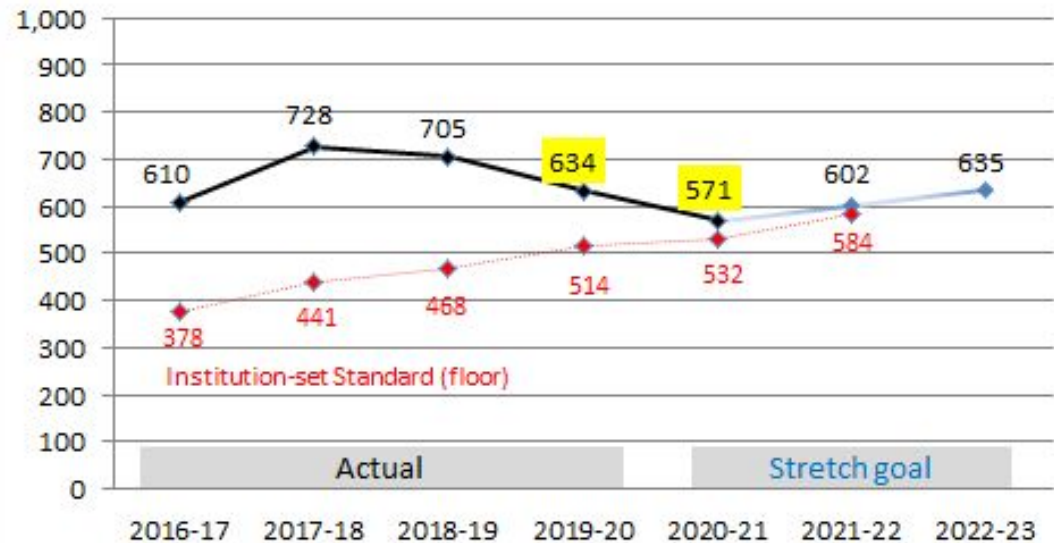


# Associate Degrees - “what if...” scenario

Associate Degrees (incl. AD-Ts)



Associate Degrees (incl. AD-Ts)



- Inquiry is a two-step process; “I wonder...” and “What if...”
- Today, we only have time to begin to wonder about the data, that’s just fine
- Learning is collaborative
- Think about the challenges and opportunities students face as they pursue their educational goals and the roles you play in this outcome.
- Think about some hunches you have about these hurdles and barriers and how they might be cleared.
- Think about other things you would like to learn - The questions that linger - The new lines of inquiry that are possible.

I wonder...

(Don't worry we'll take notes.)



Next time... What if

