

Meeting with Faculty Senate | May 09, 2017

Tasks

- Determine key performance measures (“institution set standards”)
 - Review current institution set standards published in Fact Book Volume 11
 - Our current measures are included in ACCJC Standard I.B.3 (see #1 in *handout*, Institution and Team Guidance for ACCJC Standard I.B.3)
 - Should we also include a measure for number of degrees and certificates awarded?
 - Should we include additional summative measures?
- Determine baseline measure
 - Review current baseline measures published in Fact Book Volume 11
 - Current method is to use the average of the prior 5 years for a measure as the baseline measure
- Determine aspirational goal
 - Discuss aspirational goal measures with faculty senate
 - No standard method exists (see #3 in *handout*, Institution and Team Guidance for ACCJC Standard I.B.3)

Current Institutional Set Standards

Measure		Baseline Measure	Aspirational Goal
150% Graduation rate	College-level students	25%	
	Including pre-collegiate students	13%	
200% Graduation rate	College-level students		
	Including pre-collegiate students		
Student Preparedness		16%	
Course Completion		75%	
Student Progression	Developmental English	41%	
	Developmental Math	64%	
Job Placement Rate		54%	

AY 2014-2015 Fact Book

Benchmarks⁶⁰

Institution-Set Student Achievement Benchmarks for Course Completion, Retention, and Persistence

Legend						
		2014 performance is below 2014 benchmark.				Performance Meets Benchmark.
		2014 performance is within 5% or 5 of the benchmark.				Performance Exceeds Benchmark.
Student Achievement		Year			2014 Attention Level	2014 Performance Notes
		2012	2013	2014		
Course Completion as percent ⁶¹	Performance	74%	75%	69%		Performance Exceeds Benchmark.
	Benchmark	67%	68%	69%		
Fall-Spring Persistence as percent	Performance	66%	68%	67%		Performance Exceeds Benchmark.
	Benchmark	63%	64%	65%		
Fall-Fall Retention as percent	Performance	45%	50%	49%		Performance Exceeds Benchmark.
	Benchmark	43%	44%	45%		

Institution-Set Student Achievement Benchmarks for Degree Completion, Certificate Completion, and Transfer

Student Achievement		Year			2014 Attention Level	2014 Performance Notes
		2012	2013	2014		
Degree Completion as Student Count	Performance	108	129	255		Performance Exceeds Benchmark.
	Benchmark	87	88	89		
Certificate Completion as Student Count	Performance	43	37	162		Performance Exceeds Benchmark.
	Benchmark	64	65	66		
Transfer to UOG as Student Count ⁶²	Performance	62	45	41		Performance Does Not Meet Benchmark.
	Benchmark	132	133	134		

⁶⁰ Benchmarks are in compliance with ACCJC Accreditation Standard IB3 which states that the institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. Benchmarks also comply with Eligibility Requirement 11 (ER 11).

⁶¹ This measure includes courses for which students earned credit, and earned no credit, but successfully complete d the course. Refer to the Successful Course Completion: Nine Year Trend table on page 13.

⁶² Data limitations exist for this performance measure. Ongoing transfer articulation agreements and transfer initiatives with institutions other than the University of Guam (UOG) are not reflected in the current data. Future reports will be more inclusive of all transfer students from GCC.

NOTE: Benchmark for 2012 created using an average of data from 2006 to 2011. Following years' benchmarks will increase by 1% or 1 each year.

SOURCE: Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7 & 8.

INSTITUTION-SET STUDENT ACHIEVEMENT BENCHMARKS FOR COURSE COMPLETION, RETENTION, AND PERSISTENCE



Performance
BELOW Benchmark.

2015 performance
is below the
benchmark.



Performance **MEETS**
Benchmark.

2015 performance
is within 5% or 5 of
the benchmark.



Performance
EXCEEDS Benchmark.

2015 performance is
at or above 5% or 5 of
the benchmark.

STUDENT ACHIEVEMENT		YEAR				2014 Attention Level
		2012	2013	2014	2015	
Degree Completion as Student Count	Performance	74%	75%	69%	83%	
	Benchmark	67%	68%	69%	70%	
Certificate Completion as Student Count	Performance	66%	68%	67%	69%	
	Benchmark	63%	64%	65%	66%	
Transfer to UOG as Student Count	Performance	45%	50%	49%	51%	
	Benchmark	43%	44%	45%	46%	

STUDENT ACHIEVEMENT		YEAR				2014 Attention Level
		2012	2013	2014	2015	
Degree Completion as Student Count	Performance	108	129	255	217	
	Benchmark	87	88	89	90	
Certificate Completion as Student Count	Performance	43	37	162	66	
	Benchmark	64	65	66	67	
Transfer to UOG as Student Count	Performance	38*	46*	41	68	
	Benchmark	36*	37*	38*	49*	

*Transfers have been updated to reflect corrected information from the University of Guam.

** This data is not available as of 23 November 2015. Please see GCC's website for the updated Fact Book.

NOTE (1): Benchmark for 2012 created using an average of data from 2006 to 2011. Following years' benchmarks will increase by 1% or 1 each year.

NOTE (2): Benchmarks are in compliance with ACCJC Accreditation Standard IB3 which states that the institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. Benchmarks also comply with Eligibility Requirement 11 (ER 11).

SOURCE: Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report and GCC Fact Book-Volumes 1, 2, 3, 4, 5, 6, 7, 8 & 9.

⁴¹This measure includes courses for which students earned credit, and earned no credit, but successfully completed the course. Refer to the Successful Course Completion: Nine Year Trend table on page 13.

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INSTITUTION-SET STUDENT ACHIEVEMENT BENCHMARKS FOR JOB PLACEMENT AND EMPLOYMENT



Performance
BELOW Benchmark.

2015 performance
is below the
benchmark.



Performance **MEETS**
Benchmark.

2015 performance
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GRADUATE EMPLOYMENT

		YEAR			2014 Attention Level
		2012	2013	2014	
Practical Nursing Certificate	Performance	N/A	50%	N/A	
	Benchmark	N/A	42%	N/A	
Criminal Justice AS Degree	Performance	N/A	50%	N/A	
	Benchmark	N/A	42%	N/A	
Arts, Audiovisual Technology, and Communications	Performance	N/A	N/A	100%	
	Benchmark	N/A	N/A	43%	
Business, Management and Administration	Performance	N/A	N/A	79%	
	Benchmark	N/A	N/A	43%	
Education and Training	Performance	N/A	N/A	78%	
	Benchmark	N/A	N/A	43%	
Health Services	Performance	N/A	N/A	84%	
	Benchmark	N/A	N/A	43%	

NOTE(1): Benchmark for 2013 created using cumulative national job placement data from the U.S. Department of Labor (DOL) and local Guam data from the Agency for Human Resources Development (AHRD) for Workforce Investment Act (WIA) program years 2011-2013. Following years' benchmarks will increase by 1% or 1 each year.

NOTE (2): Benchmarks are in compliance with ACCJC Accreditation Standard IB3 which states that the institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. Benchmarks also comply with Eligibility Requirement 11 (ER 11)

SOURCE: Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

INSTITUTION-SET STUDENT ACHIEVEMENT BENCHMARKS FOR JOB PLACEMENT AND EMPLOYMENT



Performance
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GRADUATE EMPLOYMENT

		YEAR			2014 Attention Level
		2012	2013	2014	
Hospitality and Tourism	Performance	N/A	N/A	100%	
	Benchmark	N/A	N/A	43%	
Information Technology	Performance	N/A	N/A	100%	
	Benchmark	N/A	N/A	43%	
Law, Public Safety and Security	Performance	N/A	N/A	92%	
	Benchmark	N/A	N/A	43%	
Marketing, Sales and Services	Performance	N/A	N/A	100%	
	Benchmark	N/A	N/A	43%	
Science, Technology, Engineering and Math	Performance	N/A	N/A	100%	
	Benchmark	N/A	N/A	43%	
Transportation, Distribution and Logistics	Performance	N/A	N/A	75%	
	Benchmark	N/A	N/A	43%	

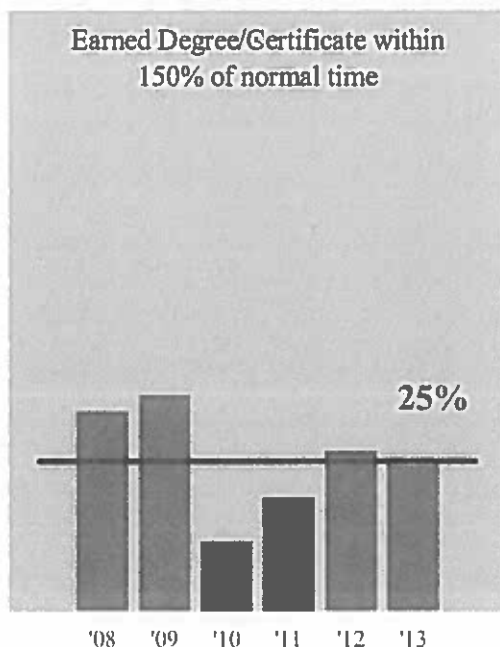
NOTE (1): Benchmark for 2013 created using cumulative national job placement data from the U.S. Department of Labor (DOL) and local Guam data from the Agency for Human Resources Development (AHRD) for Workforce Investment Act (WIA) program years 2011-2013. Following years' benchmarks will increase by 1% or 1 each year.

NOTE (2): Benchmarks are in compliance with ACCJC Accreditation Standard IB3 which states that the institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. Benchmarks also comply with Eligibility Requirement II (ER II).

SOURCE: Source: Guam Community College Banner Student Information System Operational Data Store (2015), and phone surveys of GCC graduates conducted August 2014 to April 2015.

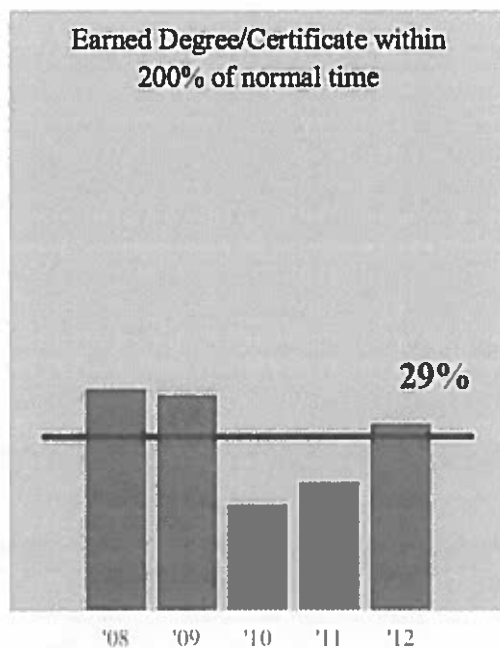
Institution-Set Standards⁸⁶

Graduation Rate⁸⁷ for college-level students



The standard is 25% of Fall cohort (first-time, full-time, degree-seeking) students graduate within 150% of normal time.

- ✓ The percent of students in Fall cohorts 2008, 2009 and 2012 who graduated within 150% of normal time is above the benchmark.
- ✓ The percent of Fall Cohort students who graduated within 150% of normal time has increased from 2010 to 2012.



The standard is 29% of Fall cohort (first-time, full-time, degree-seeking) students graduate within 200% of normal time.

- ✓ The percent of students in Fall cohorts 2008, 2009 and 2012 who graduated within 150% of normal time is above the benchmark.
- ✓ The percent of Fall Cohort students who graduated within 150% of normal time has increased from 2010 to 2012.

⁸⁶ The benchmark for each institution-set standard measure is represented as a horizontal blue line. Currently, benchmarks are reported as suggested minimum target measurements. The optimum benchmark for each standard will be further explored, recommended to the College Governing Council and Board of Trustees, then updated in Fact Book Volume 12.

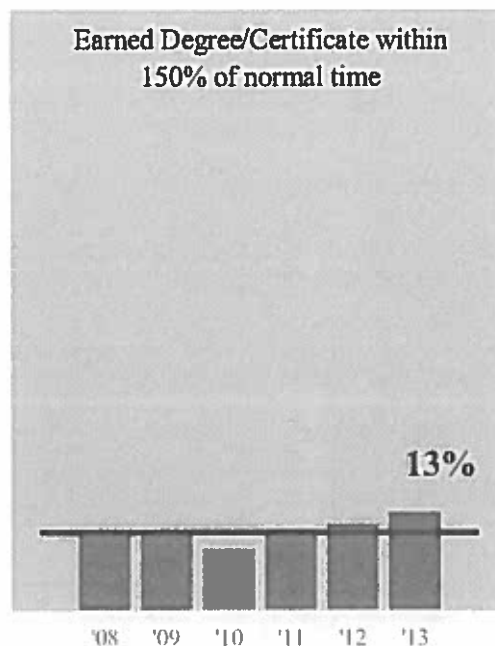
⁸⁷ The benchmarks for Graduation Rate are based on a five-year average of full-time, new and first-time, degree-seeking students per Fall Cohort year who graduated within 150% and 200% of time. Students enrolled in developmental courses are not included.

Institution-Set Standards

Graduation Rate⁸⁸ including pre-collegiate students

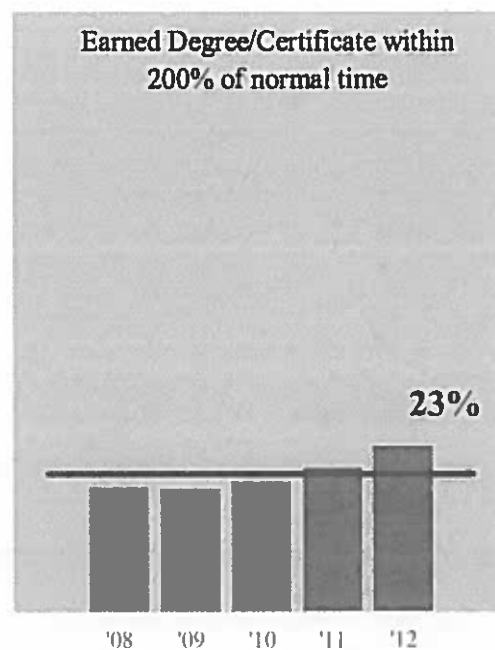
The standard is 13% of Fall cohort (first-time, full-time, degree-seeking, including developmental) students graduate within 150% of normal time.

- ✓ The percent of students in Fall cohorts 2008, 2009, 2011, 2012 and 2013 who graduated within 150% of normal time is at or above the benchmark.



The standard is 23% of Fall cohort (first-time, full-time, degree-seeking, including developmental) students graduate within 200% of normal time.

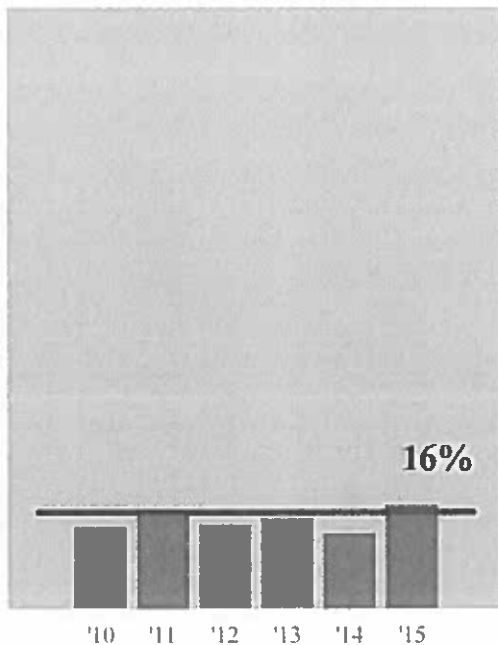
- ✓ The percent of students in Fall cohorts 2011 and 2012 who graduated within 150% of normal time is above the benchmark.
- ✓ The percent of Fall Cohort students who graduated within 150% of normal time has increased from 2008 to 2012.



⁸⁸ The benchmarks for Graduation Rate are based on a five-year average of full-time, new and first-time, degree-seeking students per Fall Cohort year who graduated within 150% and 200% of time. Students enrolled in developmental courses are included.

Institution-Set Standards

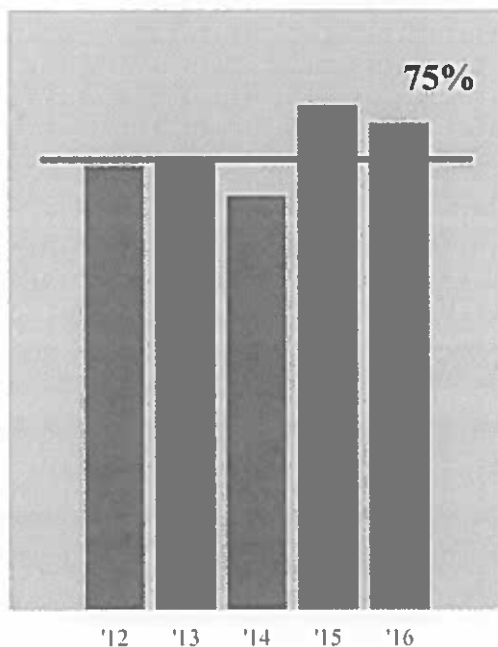
Student Preparedness for College⁸⁹



The standard is 16% of Fall cohort students place into College-level Math and English.

- ✓ The percent of students per Cohort who have taken developmental math and/or English courses has remained relatively constant from Fall 2010 to Fall 2015.

Course Completion⁹⁰



The standard is 75% of Fall cohort students successfully complete courses.

- ✓ The percent of students who earned course credit from Fall 2015 to Fall 2016 remained above the benchmark.
- ✓ The percent of students who have earned course credit has moderately increased from Fall 2012 to Fall 2016.

⁸⁹ The benchmark for Student Preparedness for College are based on a five-year average of Fall cohort students who were registered or not registered for developmental courses between Fall 2008 and Fall 2012. Cohort includes the number of new students and first-time students to GCC in the Fall of each year.

⁹⁰ The benchmark for Course Completion is based on a five-year average of all Fall-enrolled (including developmental courses) students who successfully completed a course – either through earned credit or no credit – between Fall 2008 and Fall 2012.

Institution-Set Standards

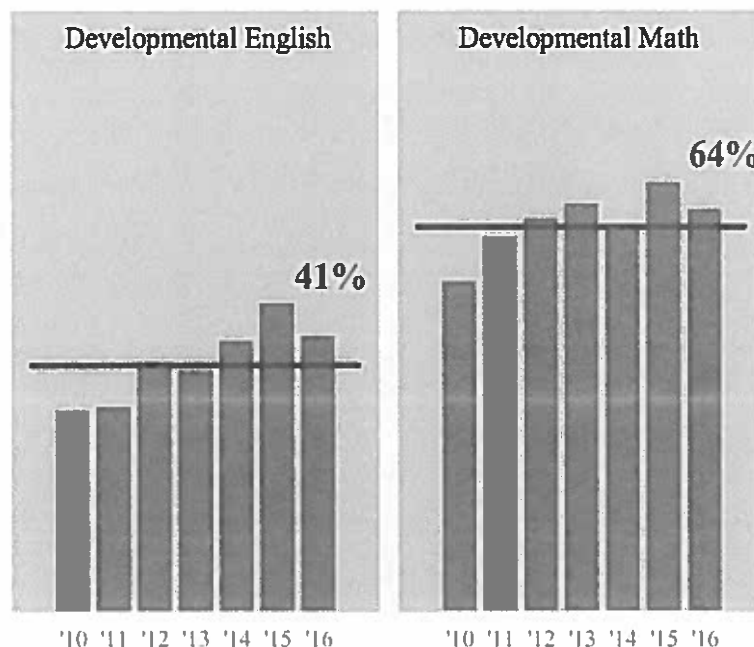
Student Progression⁹¹

The standard is 41% of Fall cohort students pass developmental English.

- ✓ The percent of students who passed developmental Math courses has increased from Fall 2010 to Fall 2016.

The standard is 64% of Fall cohort students pass developmental Math.

- ✓ The percent of students who passed developmental English courses has increased from Fall 2010 to Fall 2016.

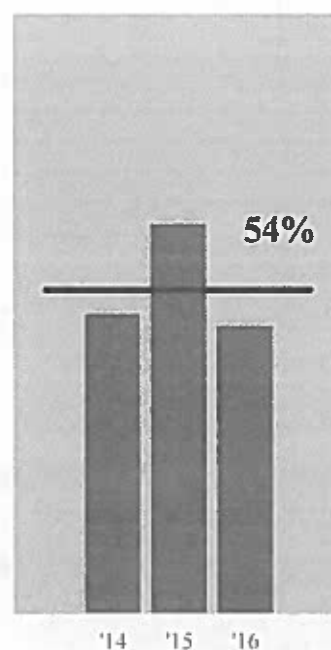


Job Placement Rate⁹²

The standard is 54% of students are employed or remain employed (up to two years) after graduation.

- ✓ The percent of AY 2015 graduates who are employed or continue to be employed is greater than AY 2014 graduates.

Note: The percent of AY 2015 and AY 2016 graduates who are employed or continue to be employed is expected to increase.



⁹¹ The benchmarks for Student Progression for Developmental Math and English courses are based on a five-year average of Fall-enrolled students who passed and did not pass between Fall 2008 and Fall 2012.

⁹² The job placement rate includes students from programs where at least 10 students graduated in the designated year.

Institution and Team Guidance for ACCJC Standard I.B.3

ACCJC Standard I. B. 3. reads: "The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information."¹

As the college prepares its Institutional Self Evaluation Report (ISER), and as the team evaluates the institution, the following should be considered:

1. This Standard envisions that an institution will determine key performance measures by which it will both monitor (floor) and challenge (aspirational goal) its overall effectiveness in terms of student achievement. Rather than cede to an external body the authority to determine acceptable levels of performance, an institution takes into account its mission, constituencies, and programs to determine its own appropriate levels of performance.
2. The measures the institution will use will be:
 - a. Summative measures of student achievement, including completion rates, course completion, retention, degrees and certificates awarded, and other measures chosen by the institution in keeping with its mission. At minimum, the standards will include those key performance metrics that are tracked and posted by the US Department of Education's College Scorecard.
 - b. In keeping with the data definitions set by the system (if any) in which the institution operates.
 - c. Consistent in definition year-over-year to support meaningful trend analyses.
3. While baseline measures can be set by drawing on historic data, the institution will want to avoid viewing past performance as its future norm. The process for setting its standards should represent evidence that the institution, through extensive internal conversations, has envisioned making achievable improvements in these key measures. Making these measures broadly available to both internal and external constituencies, as required by the Standard, will help to focus institutional efforts to achieve them.
4. The process for setting institutional standards will include
 - a. An annual evaluation of the degree to which the institution has achieved them.
 - b. A determination in advance of the degree of substandard performance that will trigger specific planning to close the disproportional achievement gap.
 - c. A formal structure for focusing ongoing efforts to meet and exceed the institution's achievement standards.

¹ USDE General Guidance on 602.16(a)(1)(i). Whether institutionally-developed standards to demonstrate student success are being used by the accreditor in the accreditation assessment, and if so, whether the agency has mechanisms in place to assess these standards in the context of the agency's standards for accreditation.

For those accreditors whose accrediting standards for student achievement rely on accredited institutions to (1) demonstrate that the institution (on a recurring basis) collects student outcome data, (2) uses that data as part of conducting an institutional evaluation (assessment) of its success in meeting its institutional mission, and (3) uses the results of that evaluation in developing and implementing an institutional improvement plan --

* Whether such accreditors are able to demonstrate that they have criteria/processes for evaluating the institutional assessment/improvement activity, such as criteria for evaluating the objectives/goals established by the institution, for assessing the data collection activities and improvement plans, and for assessing the outcomes resulting from implementation of the improvement plans

5. In reviewing the institution under Standard I.B.3, teams will appraise the process by which the standards have been set, the appropriateness of the standards themselves in terms of the considerations noted above, the availability of the set standards to institutional constituencies, initiatives (if so required) that have been put in place by the annual review of achievement data intended to improve institutional performance in areas where standards are not met, and the achievable improvements planned by the institution to increase its performance (exceed achievement standards) in areas where standards are met

Institutional and Team Guidance for ACCJC Standard I.B.6

ACCJC Standard I. B. 6. reads (in part), "The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students."

When institutions are preparing their Institutional Self-Evaluation Report (ISER), and when teams evaluate an institution's compliance with this Standard, they should reference the following considerations:

1. The terms **learning outcomes** and **achievement** as used in this Standard should not be conflated as meaning the same thing or as being supported by the same evidence.
 - a. The concept of **learning outcomes** speaks to the actual learning resulting from a student's active engagement with the curriculum. It describes the enhanced understandings, the acquisition of new knowledge and cognitive skills, as intended by the program faculty and as described in Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). As such, learning outcomes are as varied as the programs they define; they are often narrative-based, or expressed in non-numeric terms, and require individual assessment of student work by faculty before meaningful comparisons among student subpopulations can be made.
 - b. The concept of **achievement** in this context speaks to summative markers of accomplishments such as students earning a degree or certificate, transferring to the next level of education, or completing a course of study. As such, achievement can often be reported by numeric values and data sets that are largely common across institutions and can be compared among institutions and among subcategories of learners.
2. Institutions have been obtaining and reporting **achievement** data for some time, as with IPEDS reporting on graduation rates and in their annual reports to ACCJC and other agencies. In most cases, data sets are defined and agreed upon by all participants. The resulting information can be disaggregated and readily used for comparative purposes.
3. By contrast, acquiring, reporting, and using data on **learning outcomes** does not as readily lend itself to a singular definition of data sets or to a reporting template that is common among institutions or even among programs within a college. In reviewing Standard I.B.6 (as well as the reference to disaggregation of **learning outcomes** data in Standard I.B.5), teams should bring the following perspectives to their appraisal:
 - a. Documenting and disaggregating **learning outcomes** is recognized by the ACCJC as an area that emphasizes innovative approaches that best meet an institution's needs. ACCJC member institutions have developed varied approaches that utilize their available data systems and that are adaptive to their distinctive programs and student populations. Institutions are disaggregating their data by a variety of sub-categories such as by levels of preparation, instructional modality (online/on-ground), demographics such as ethnicity and socio-economic status, and other categories that best serve their missions.

- b. In any case, no single model or approach should be deemed as the basis for making a recommendation. Institutions should, however, use any relevant indicators of differential achievement to prompt planning for closing these gaps.
 - c. Teams can foster innovative practices by bringing a receptive eye to promising ones that work on behalf of increased student learning and that may be worth sharing with the larger ACCJC learning community.
- 4. Teams should continue to encourage faculty to become more precise in their development of assessable learning outcomes at the course and program levels. Disaggregation of learning outcomes data at the program and institutional levels provides institutions relevant information as to where learning gaps may exist. Strategies such as the use of rubrics and inter-rater reliability exercises among faculty may generate more meaningful data and facilitate in making subpopulation comparisons of learning outcomes within their institutions and with external stakeholders to foster the improvement of learning.
- 5. When making recommendations, teams may consider that institutional processes for disaggregation of SLO data are less likely to be sustainable if they are not linked to other key processes that are important to the institution, such as for its equity agenda or for program reviews. Teams should support meaningful analyses that contribute to institutional improvement.

The Commission recognizes that member institutions are still in varying stages of implementation with disaggregating learning outcomes. The Commission has determined, at the present time, it will not give compliance recommendations on this aspect of the standard requiring disaggregation of student learning outcomes.