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## Presentation of Student Achievement Data and Institution-Set Standards

The College monitors institution-set standards and stretch goals for the following institutional metrics related to completion of credit coursework, awards, and transfer. To inform College-wide priorities and planning, the College presents and reports on these achievement data annually.

*A Note on Data in This Section: Final figures for completions during 2021-22 are still pending as of October 2022; the final draft ISER will ideally include these data wherever possible. The Office of Research and Planning assembled the College data that follows using record-level data pulled from the Banner Student Information System (SIS), unless otherwise specified.*

### Institutional Metrics with Institution-Set Standards and Stretch Goals

<b>Course Completion Rates</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Institution-Set Standard	70%	70%	70%
Stretch Goal	73%	73%	73%
Course Success Rates for Fall Terms	72%	71%	69%

Note: For 2020-21, the decline in course success is attributable to an increase in Excused Withdrawals (EWs) during the COVID-19 pandemic.

<b>Certificates</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Institution-Set Standard	737	737	737
Stretch Goal	818	818	818
Students Earning Certificates of Achievement	1,180	1,268	1,584

Note: Certificates of Achievement are state-approved, credit certificates.

<b>Associate Degrees</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Institution-Set Standard	1,218	1,218	1,218
Stretch Goal	1,331	1,331	1,331
Students Earning Associate Degrees	1,317	1,327	1,312

Note: Associate Degrees includes AA, AS, and ADTs.

<b>Transfers</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Institution-Set Standard	1,804	1,804	1,804
Stretch Goal	2,125	2,125	2,125
Students Who Transferred to a 4-Year Institution	2,258	2,168	*

Source: Counts of Students Who Transferred come from the Student Success Metrics Launchboard, maintained by the State Chancellor's Office and last updated in August 2022; due to the definition of transfer, figures for 2020-2021 will be available in 2023.

### Disaggregation of Institutional Metrics for Student Achievement

As shown in the prior tables, the College has consistently exceeded its institution-set standards for all College-wide metrics (i.e., course completion, credit certificates, associate degrees, and

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transfer). The only exception was in 2020-21 for course completion which fell slightly below the institution-set standard of 70% due to pandemic-related policy changes that have temporarily allowed Excused Withdrawals (EWs). Other achievement metrics have not only exceeded institution-set standards but have also exceeded the College's stretch goals. This includes metrics such as numbers of students achieving degree or certificate completion, both of which had been anticipated to decline due to decreased enrollments. To date, degree completion numbers have held steady, transfer numbers have also been steady, and certificate completions have continued to increase.

Despite these overall positive trends, analysis of disproportionate impact data shows that not all students are benefiting equally. Opportunity gaps persist, including for those areas where the College exceeds its stretch goals. The College reports on disaggregated achievement data annually and includes these data in the College's Institutional Metrics Web page. The most recent Student Equity and Achievement Data Tables (Spring 2022) shows the disproportional impact (DI) by race/ethnicity and for other focus populations. Notably, DI does vary by group and by metric. The following are some overarching observations (ISS-1):

- For course success rates, opportunity gaps exist for several groups, most markedly for Native Hawaiian or Other Pacific Islander, Black or African American, and foster youth.
- For graduation (defined as degree or certificate completion), Black or African American is the group experiencing the largest opportunity gap, particularly in terms of certificates.
- For transfer, Latino/a/x is the group experiencing the largest opportunity gap.

The disaggregated data tables provide additional insights for milestone metrics that students generally need to reach in order to achieve graduation and transfer. Milestone metrics notably include completion of college-level math and English, as well as persistence from fall to spring terms. Additionally, within the Program Review Data Dashboard, course success, persistence, and attainment of student learning outcomes are disaggregated for all instructional departments and subject areas, with disproportional impacts automatically highlighted for clear reference. (ISS-2)

Moreover, the dashboard includes the noncredit metric of progress indicators, alongside noncredit metrics of persistence, completion of Career Development and College Preparation (CDCP) certificates, and attainment of student learning outcomes. Note that progress rates in noncredit and course completion rates in credit are not directly comparable to each other. However, each respective rate provides insight into programmatic trends, as well as revealing disproportionate impacts that departments and the College have been working to address.

Other portions of the ISER present more information about the College's focus on equity, including Standard I.B.3. which notes work underway to explicitly incorporate an equity lens into the College's institution-set standards and stretch goals for course success and completion of associate degree, certificate, or transfer.

### **CTE Programs with Institution-Set Standards and Stretch Goals**

The College monitors individual Career and Technical Education (CTE) programs with licensure exams, along with job placement data (see tables below). Programs include both credit and noncredit as noted in the Job Placement Rates table. The College primarily monitors

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programmatic standards and stretch goals through annual planning, program review, and the Academic Senate’s CTE Steering Committee.

Beyond these two metrics (licensure and job placement), which have formally adopted institution-set standards and stretch goals specific to CTE, the Program Review Data Dashboard also includes the metric of completion of nine or more units of CTE (for credit) or 48 hours of more of CTE (for noncredit). (ISS-3)

### Licensure Examination Pass Rates

Program	Institution-Set Standard	Stretch Goal	2018-19	2019-20	2020-21
Diagnostic Medical Imaging	75%	100%	100%	100%	100%
Licensed Vocational Nursing (LVN)	72%	85%	*	79%	85%
Registered Nursing (RN)	90%	95%	92%	92%	94%
CVT/Echocardiography Tech	85%	95%	100%	*	*
Emergency Medical Tech (EMT)	80%	90%	79%	81%	77%
Health Information Tech	85%	95%	100%	100%	100%
Medical Assisting	85%	100%	80%	100%	100%
Paramedic Program	85%	100%	86%	88%	100%
Phlebotomy	85%	95%	76%	91%	94%
Dental Assisting	75%	91%	86%	81%	80%
Fire Officer	85%	100%	100%	100%	*
Firefighter One (Ff1)	100%	100%	100%	*	100%
Certified Professional Coder	85%	100%	100%	100%	*

Source: Licensure data are collected from individual programs each year.

\* Asterisk indicates no test takers for that particular year or data not available.

### Job Placement Rates

Program	Institution-Set Standard	Stretch Goal	2016-17	2017-18	2018-19
Accounting - Credit	80.7%	92.0%	86%	89%	86%
Business Administration	80.7%	89.0%	67%	46%	75%
Real Estate	80.7%	100.0%	100%	100%	100%
Radio and Television	80.7%	90.0%	80%	64%	63%
Computer Software Development	80.7%	93.0%	82%	85%	88%
Computer Infrastructure and Support	80.7%	88.0%	85%	86%	90%
Graphic Art and Design	80.7%	90.0%	100%	86%	100%
Nursing	80.7%	100.0%	92%	100%	100%
Community Health Care Worker	80.7%	95.0%	79%	90%	100%

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Other Health Occupations	80.7%	95.0%	71%	70%	100%
Child Development/Early Care and Education	80.7%	90.0%	87%	92%	90%
Nutrition, Foods, and Culinary Arts - Credit	80.7%	100.0%	92%	100%	89%
Nutrition, Foods, and Culinary Arts - Noncredit	80.7%	100.0%	***	100%	100%
Human Services	80.7%	95.0%	100%	43%	100%
Other Commercial Services (Custodial) - Noncredit	80.7%	100.0%	***	100%	87%

Source: CTE Employment Outcomes Survey 2021.

\*\*\* Noncredit employment outcomes first collected and reported in 2020 for the 2017-18 award year.

### List of Evidence

[ISS-1 Student Equity and Achievement Data Tables](#)

[ISS-2 Program Review Data Dashboard](#)

ISS-3 Program Review Data Dashboard (see [ISS-2](#))