

DRAFT (11/12/2013)

Title 34: Education

34 CFR § 602.16(a)(1)(i). Accreditation Standards must address success with respect to student achievement in relation to the institution's mission... including as appropriate course completion, licensing examinations, and job placement rates.

34 CFR § 602.17(f). [Accrediting] Agency reports must assess institutional performance with respect to institution-set student achievement standards.

The Commission will examine the institution's analysis of performance, using student achievement data, and will note both effective performance and areas in which improvement is needed. External evaluation teams will determine whether or not the institutional-set standards are appropriate.

INSTITUTION-SET STANDARDS

Institutions must set standards for satisfactory performance of student success (student achievement and student learning).

The Accrediting Commission for Community and Junior Colleges (ACCJC) will examine the standards and assess their appropriateness. The Commission will examine the institution's analysis of performance, using student achievement data, and will note both effective performance and areas in which improvement is

needed. External evaluation teams will determine whether or not the institutional-set standards are appropriate.

A "standard" is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement "goal" which an institution may aspire to meet. The standard should be foundational and not aspirational.

SETTING STANDARDS FOR STUDENT ACHIEVEMENT

Mt. San Antonio College (Mt. SAC) must demonstrate that it:

- Establishes standards for its own performance
- Analyzes how well it is meeting its own standards
- Makes results available to all constituent groups
- Plans to improve in areas where its own performance is inadequate

The measures to be assessed are student success, fall-to-fall persistence, number or percent of degrees, number or percent of transfers, number or percent of certificates. Each fall, updates should be completed as part of the program review process.

How do we set the standards?
How do we engage departments in improving student success via PIE?
How do we celebrate the successes and leverage them to improve all areas?
Where does the College place the data for all constituent groups to access?
How will the College monitor progress?
How will these metrics be integrated into committees and focused plans (e.g., Educational Master Plan)?

STUDENT ACHIEVEMENT

What should be our standard?

What are the consequences for setting the standard too high or too low?

How does this interact with the Student Success Act and its Scorecard mandated measurements?

How does this related to Career Technical Education Core Indicators?

What will impact these results?

How does this connect with PIE?

The following are the measures for Mt. SAC (credit & noncredit) over the last few years:

• **Successful (grade A,B,C,P) course completion rate** (credit & noncredit)

Fall 2012:	69.17%	Fall 2010:	69.13%
Fall 2011:	68.49%	Fall 2009:	67.45%
Institution-set standard: _____%			

• **Persistence rate of students enrolled from one fall to next fall**
(credit) (noncredit)

Fall 2011 to fall 2012	58.77%	Fall 2011 to spring 2012	52.6%
Fall 2010 to fall 2011	57.38%	Fall 2010 to spring 2011	50.0%
Fall 2009 to fall 2010	55.19%	Fall 2009 to spring 2010	54.3%
Institution-set standard: _____% (credit)		_____% (noncredit)	

• **Degrees awarded** (credit)

2012-2013:	1701 students awarded 2028 degrees
2011-2012:	1497 students awarded 1839 degrees
2010-2011:	1558 students awarded 1937 degrees
2009-2010:	1525 students awarded 1992 degrees
Institution-set standard: _____ (see next page for Rates)	

• **Students who transferred to four-year colleges/universities** (credit)

2011-2012:	426 (UC); 1180 (CSU)
2010-2011:	396 (UC); 1350 (CSU)
2009-2010:	318 (UC); 759 (CSU)
Institution-set standard: _____ (see next page for Rates)	

• **Certificates awarded (should these be separated by # of units)** (credit & noncredit)

2012-2013:	908 students awarded 1378 certificates
2011-2012:	888 students awarded 1273 certificates
2010-2011:	458 students awarded 653 certificates
2009-2010:	479 students awarded 650 certificates (see next page for Rates)

Career Development and College Preparation (CDCP) certificates: (noncredit)

2012-2013:	1373 students awarded 1373 certificates
2011-2012:	1335 students awarded 1322 certificates
2010-2011:	959 students awarded 961 certificates
Institution-set standard (credit): _____ CDCP (noncredit): _____	

Data source:
Research & Institutional Effectiveness &
Continuing Education.

Mt.SAC Scorecard Completion Data – Separating Transfer and Degree/Certificate data

Source: Raw data obtained from Data on Demand Secured Site based on publicly available [Student Success Scorecard](#)

Cohort definition: First-time students with intent to complete (i.e., graduate). To be included, a student must be taking a credit course in the California Community College system for the first time of that academic year and have (1) no prior enrollment in another higher education, (2) valid SSN, (3) earned at least 6 credit units during the first three years of enrollment, and (4) attempted any Math or English course in the first three years.

Mt. SAC Scorecard Completion	Degree/CERT Award						No Award		Total	
	Associate Degree Only		Associate Degree & Certificate		Certificate Only		(blank)			
Cohort YR	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2000-2001	554	13.22%	44	1.05%	101	2.41%	3493	83.33%	4192	100.00%
2001-2002	649	14.02%	73	1.58%	136	2.94%	3770	81.46%	4628	100.00%
2002-2003	602	13.96%	65	1.51%	152	3.53%	3492	81.00%	4311	100.00%
2003-2004	570	15.67%	76	2.09%	100	2.75%	2892	79.49%	3638	100.00%
2004-2005	534	14.70%	73	2.01%	99	2.73%	2927	80.57%	3633	100.00%
2005-2006	606	16.06%	51	1.35%	88	2.33%	3029	80.26%	3774	100.00%
2006-2007	667	14.75%	55	1.22%	88	1.95%	3713	82.09%	4523	100.00%
Grand Total	4182	14.57%	437	1.52%	764	2.66%	23316	81.24%	28699	100.00%

Mt.SAC Scorecard Completion	Degree/CERT Award		No Award		Total	
Cohort YR	Count	Percent	Count	Percent	Count	Percent
2000-2001	699	16.67%	3493	83.33%	4192	100.00%
2001-2002	858	18.54%	3770	81.46%	4628	100.00%
2002-2003	819	19.00%	3492	81.00%	4311	100.00%
2003-2004	746	20.51%	2892	79.49%	3638	100.00%
2004-2005	706	19.43%	2927	80.57%	3633	100.00%
2005-2006	745	19.74%	3029	80.26%	3774	100.00%
2006-2007	810	17.91%	3713	82.09%	4523	100.00%
Grand Total	5383	18.76%	23316	81.24%	28699	100.00%

Mt. SAC Scorecard Completion	Transfer Prepared* only & did not yet transfer		Transferred to UC/CSU or other US 4-year school		Was not Transfer Prepared Nor did they Transfer		Total	
Cohort YR	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2000-2001	230	5.49%	1904	45.42%	2058	49.09%	4192	100.00%
2001-2002	283	6.11%	2017	43.58%	2328	50.30%	4628	100.00%
2002-2003	297	6.89%	1715	39.78%	2299	53.33%	4311	100.00%
2003-2004	297	8.16%	1423	39.11%	1918	52.72%	3638	100.00%
2004-2005	293	8.06%	1378	37.93%	1962	54.00%	3633	100.00%
2005-2006	336	8.90%	1435	38.02%	2003	53.07%	3774	100.00%
2006-2007	500	11.05%	1570	34.71%	2453	54.23%	4523	100.00%
Grand Total	2236	7.79%	11442	39.87%	15021	52.34%	28699	100.00%

*Student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0 at your college and/or anywhere in the system AND did NOT yet transfer