CPC Committee: Student Success Evidence Committee (AGENDA)

Meeting Date: Mar. 14, 2014 at 9:00 a.m. SSA 214

Committee Membership (see Participatory Governance Document for membership composition)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Administration</th>
<th>Classified</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Ma</td>
<td>K. Blackburn, Co-Chair</td>
<td>I. Clarke</td>
<td></td>
</tr>
<tr>
<td>H. Savard</td>
<td>F. Herzek</td>
<td>R. Estoya</td>
<td></td>
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<tr>
<td>J. Arias</td>
<td>M. Yanez</td>
<td>P. Loewy Wellisch</td>
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<tr>
<td>B. Henrichs</td>
<td></td>
<td>R. Barker</td>
<td></td>
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<tr>
<td>E. Reigadas</td>
<td></td>
<td>C. Martinez-Contreras, Co-Chair</td>
<td></td>
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<tr>
<td>L. Kato</td>
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<tr>
<td>Susan McMurray</td>
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<tr>
<td>Counseling Faculty</td>
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</tbody>
</table>

PLEASE NOTE THAT AS OF FEB. 7, 2014 MEMBERSHIP/APPOINTMENT ON COMMITTEE STILL IN FLUX. MEMBERS LISTED ABOVE MAY CHANGE

College Mission: Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity

College Vision: Los Angeles Harbor College provides a stimulating learning environment that prepares members within the community to meet goals and opportunities successfully.

College Values: Student Success * Excellence * Integrity * Supportive Environment * Personal & Institutional Accountability * Civic Responsibility

I. Approval of agenda

II. Approval of minutes (Feb. 7, 2014 attached)

III. Unfinished Business (Action items/Noticed items from previous committee meetings)
   A. Goal setting for the remainder of year
      1. Develop a recommendation for the ACCJC annual report (see committee charge)
      2. Review the data required for Program Review; recommend changes, if needed
      3. Examine success of DE (ATD follow up from year 1; and ACCJC requirement) and PACE students

IV. New Business (Action items/Noticed Items which come out of the committee reports)
   A. IRB requests—2 received
   B. ATD pipeline and progression data update/presentation—Rhea Estoya
   C. Assessment center report-- Cristian

V. Next steps

VI. Good of the group

VII. Adjourn
Unfinished business support information for goal setting:

Responsibilities/Role of Student Success Evidence committee:

- Develop a candid analysis of the college’s performance with respect to student outcomes, with a special focus on low-income students, students of color and others who face barriers to success.
  1. Students successfully completing developmental education
  2. Students successfully completing identified gatekeeper courses
  3. Students successful completion of courses (C or better, all courses)
  4. Student persistence from one term to the next
  5. Students successfully completing certificates and/or associate degrees
- Examine quantitative and qualitative data and present findings in a clear and compelling way that shows where the college is doing well and where it needs to improve.
- Seek involvement of students and faculty to identify strengths and weaknesses of current college policies, structures, and services.
- Aid the college in engaging students, faculty, community members and others in dialogue about the analysis and proposed goals and strategies.
- Review IRB requests, inviting faculty with area expertise to any meeting in which IRBs in their areas would be reviewed; make a recommendation for decision on approval.
- Serve as liaisons on Student Success Umbrella Committee with the I.E. Office
- Review data and set student success targets for ACCJC Annual Report in conjunction with the Academic Senate Assessment Committee.

ACCJC Annual Report, due March 31, 2014; Academic Senate approval March 20, 2014; CPC March 24, 2014

Accreditation requirement of target setting and measuring against it/Program Review connection
From Barbara Beno, ACCJC Jan. 2013, re: Compliance with USDE Regulations

"The institution must set standards for satisfactory performance of student success (student achievement and student learning). The evaluation teams examine the institution set standards for success and achievement and assess their appropriateness. Evaluation teams examine institution summary data on course completion rates, licensure pass rates where available, and job placement rates where available. The team also examines program/certificate completion data, and graduation data provided by the college. These data are examined in the context of institution set standards of satisfactory performance and goals for improvement of student success (student achievement and student learning). The evaluation team cites this information as evidence of the institution’s accomplishment of mission. The evaluation team report cites the use of this evidence in describing its evaluation of how well the institution fulfills its mission."

- See Attached slides from fall flex presentation delivered by Institutional Effectiveness
- See also Disaggregated data by course/discipline/pathway in the Program Review files on the Z: drive
CPC Committee: Student Success Evidence Committee (DRAFT OF MINUTES)
Meeting Date: Feb. 7, 2014 at 1:30 p.m. SSA 214

Committee Membership (see Participatory Governance Document for membership composition)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Administration</th>
<th>Classified</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Faculty</td>
<td>K. Blackburn</td>
<td>I. Clarke</td>
<td>Guest: Matthew</td>
</tr>
<tr>
<td>H. Savard</td>
<td>F. Herzek</td>
<td>R. Estoya</td>
<td>Smith from CSU-F</td>
</tr>
<tr>
<td>J. Arias</td>
<td>M. Yanez</td>
<td>P. Loewy Wellisch</td>
<td>Master’s candidate</td>
</tr>
<tr>
<td>B. Henrichs</td>
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<td>R. Barker</td>
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<tr>
<td>E. Reigadas</td>
<td>■</td>
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I. Approval of agenda: Yanez/Reigadas/approved (M/S)

II. Approval of minutes (Date(s) of meetings): N/A—first meeting of the committee

III. Unfinished Business (Action items/Noticed items from previous committee meetings): N/A

IV. New Business (Action items/Noticed Items which come out of the committee reports)
A. Introductions
   Cristian Martinez-Contreras elected Co-Chair of committee by unanimous consent

B. Charge of the Committee (see below)
   We reviewed the responsibilities and roles; discussed how this committee is the institutionalized AtD Data Team and the desire to continue examining data in that spirit.

C. Goal setting: Everyone will think about goals for the remaining 4 months of the year. Determine at the next meeting.

D. Focus Groups: Examine successful minority male transfer students and identify the institutional barriers as well as institutional strengths/champions. Matthew Smith is the Project Coordinator of the Male Success Alliance at CSU-DH as well as grad student at CSU-F. Focus groups will be students attending CSU-DH that had transferred from LAHC. Upon completion, conduct a focus group of LAHC minority males students. Questions for focus groups to Kristi by Thursday, 2/13 at 12 noon. She will forward to Matthew.

E. Accreditation requirement of target setting and measuring against the targets set.
   Program Review connection (see below): Reviewed attached ACCJC requirement and the attached powerpoint done by I.E. at Flex Aug. 20, 2013. Need to figure out best method to get success targets which are set as a part of the dialogue. Student Services needs targets set. At next meeting bring back options to discuss and recommend.

V. Next steps
   Questions for focus groups to Kristi by Thursday, 2/13 at 12 noon. She will forward to Matthew.
   Discuss with colleagues how to get targets into dialogue in Academic Affairs and Student Services.
VI. Good of the group—Report from Mercy Yanez about Assessment Center:
Met with ACT/COMPASS representatives last week. We “popped the hood” on the settings within the
Math placement test, (note this is NOT the cut scores); learned that the threshold for correct responses
had been set unrealistically high in the computer adaptive test. Adjusted them to an appropriate level.
Many facets of COMPASS we are not using but should. More to come.

VII. Adjourn

FROM THE AGENDA ABOVE:
IV. B. Responsibilities/Role:
• Develop a candid analysis of the college’s performance with respect to student outcomes, with a special focus on
  low-income students, students of color and others who face barriers to success.
  1. Students successfully completing developmental education
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• Examine quantitative and qualitative data and present findings in a clear and compelling way that shows where
  the college is doing well and where it needs to improve.
• Seek involvement of students and faculty to identify strengths and weaknesses of current college policies,
  structures, and services.
• Aid the college in engaging students, faculty, community members and others in dialogue about the analysis and
  proposed goals and strategies.
• Review IRB requests, inviting faculty with area expertise to any meeting in which IRBs in their areas would be
  reviewed; make a recommendation for decision on approval.
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  Assessment Committee.

IV. E. Accreditation requirement of target setting and measuring against it/Program Review connection
From Barbara Beno, ACCJC Jan. 2013, re: Compliance with USDE Regulations
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learning). The evaluation teams examine the institution set standards for success and achievement and assess their
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evaluation team cites this information as evidence of the institution’s accomplishment of mission. The evaluation team
report cites the use of this evidence in describing its evaluation of how well the institution fulfills its mission.”
• See Attached slides from fall flex presentation delivered by Institutional Effectiveness
• See also Disaggregated data by course/discipline/pathway in the Program Review files on the Z: drive

Program Review & ACCJC Data Disaggregation requirements
Dr. Kristi V. Blackburn
Dean of Institutional Effectiveness
Los Angeles Harbor College
Flex Presentation: August 20, 2013
U.S.D.E. --> ACCJC Letter from Barbara Beno, January 2013

• See letter:
  – College must set success targets (Done 2013). Explain methodology.
  – Report on progress “noting both effective and areas in which improvement is needed

(Standard I. B.; Standard II. A.; Standard II. B.)”

• “The evaluation team will examine student achievement data at the programmatic and institutional levels. The institution must set standards of satisfactory performance for student achievement, and evaluate itself against those standards, at the programmatic and institutional levels. The evaluation teams must examine the institution’s own analyses, and also determine whether the institution’s standards for student achievement are reasonable.

The examination will assess the institution’s performance with respect to the institution set-standards. The examination will be based upon data, and it will reference data cited above re 602.16, as well as other factors used by the institution. The External Evaluation Report will detail the institution’s performance, noting both effective performance and areas in which improvement is needed.

(Standard I.B.; Standard II.A.; Standard II.B.)”

• “…Comprehensive evaluation teams must examine the institution’s longitudinal data on student achievement (course completion, program/certificate completion, graduation, licensure, job placement data) and identify any team concerns about stability and achievement of mission, as well as any trends that identify strengthened institutional performance.

(Standards I.B.; I.B.106; II.A.1.c.; II.A.2.a.b.; II.A.2.f-i; II.A.5.; ER 10-Student Learning and Achievement)”

We found a correction to be made to the flex presentation and apologize for any inconvenience

• ACCJC Annual Report 2013 targets set
• Joint meeting of the ATD Data Team and Academic Senate Assessment Committee

– Standard for course completion: 65%
– Standard for retention: 49%
– Standard for degree completion (#): 539
– Standard for transfer to a 4-year (#): 348
– Standard for certificate completion (#): 66

You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.

--Buckminster Fuller
Aligning with the District Strategic Plan (Data)

<table>
<thead>
<tr>
<th>Measure/Percentage</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing English Assessment</td>
<td>74.5</td>
<td>74.3</td>
<td>71.4</td>
</tr>
<tr>
<td>Students completing Math assessment</td>
<td>71.7</td>
<td>71.7</td>
<td>69.2</td>
</tr>
<tr>
<td>Students successfully completing at least one math &amp; English class in first year</td>
<td>21.4</td>
<td>16.3</td>
<td>12.6</td>
</tr>
<tr>
<td>Persistence Fall to Spring</td>
<td>88.1</td>
<td>88.2</td>
<td>89</td>
</tr>
<tr>
<td>Persistence Fall to Fall</td>
<td>73.7</td>
<td>75.4</td>
<td>74.6</td>
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The disaggregation of data on Assessment and Progression/Completion is in the Achieving the Dream presentations. In the interest of time for this presentation, please see the additional presentations referenced.

We would like to spend our time today interacting with you and your data 😊
Aligning with District Strategic Plan cont.

### 6 YEAR OUTCOMES

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<tr>
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<th>H</th>
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<tbody>
<tr>
<td>2004</td>
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<tr>
<td>1.</td>
<td>61.8%</td>
<td>64.4%</td>
</tr>
<tr>
<td>2.</td>
<td>40.3%</td>
<td>41.0%</td>
</tr>
<tr>
<td>3.</td>
<td>24.1%</td>
<td>30.6%</td>
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<tr>
<td>4.</td>
<td>35.0%</td>
<td>35.9%</td>
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<table>
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<tbody>
<tr>
<td>2005</td>
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<td></td>
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<tr>
<td>1.</td>
<td>64.8%</td>
<td>65.1%</td>
</tr>
<tr>
<td>2.</td>
<td>39.1%</td>
<td>40.9%</td>
</tr>
<tr>
<td>3.</td>
<td>23.3%</td>
<td>30.1%</td>
</tr>
<tr>
<td>4.</td>
<td>33.9%</td>
<td>35.1%</td>
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<tbody>
<tr>
<td>2006</td>
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<tr>
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<td>65.9%</td>
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<tr>
<td>2.</td>
<td>38.8%</td>
<td>42.1%</td>
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<tr>
<td>3.</td>
<td>24.2%</td>
<td>32.9%</td>
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<tr>
<td>4.</td>
<td>34.5%</td>
<td>34.0%</td>
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### 3 YEAR OUTCOMES

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<td>53.5%</td>
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<tr>
<td>2.</td>
<td>19.5%</td>
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<td>23.9%</td>
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<td>4.</td>
<td>12.2%</td>
<td>16.4%</td>
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<tbody>
<tr>
<td>2008</td>
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<tr>
<td>1.</td>
<td>57.9%</td>
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<tr>
<td>2.</td>
<td>24.1%</td>
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<tr>
<td>3.</td>
<td>15.4%</td>
<td>22.5%</td>
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<tr>
<td>4.</td>
<td>13.8%</td>
<td>15.0%</td>
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<tbody>
<tr>
<td>2009</td>
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<tr>
<td>1.</td>
<td>59.9%</td>
<td>61.0%</td>
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<tr>
<td>2.</td>
<td>20.6%</td>
<td>27.8%</td>
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<tr>
<td>3.</td>
<td>10.4%</td>
<td>23.4%</td>
</tr>
<tr>
<td>4.</td>
<td>9.5%</td>
<td>11.5%</td>
</tr>
</tbody>
</table>

1. New students completing 30 units within 3 years (%)
2. New students completing 60 units within 3 years (%)
3. Complete Engl 101 & Math 125 (or above) within 3 years
4. Completion rate (cert., degree, transfer) within 3 years

### ACCJC Disaggregation of Data

- As of presentation creation, new standards have not yet been published
  - See the ACCJC Summer 2013 newsletter: [http://www.accjc.org/newsletter](http://www.accjc.org/newsletter)
- Same Four Standards with some changes to the content within
- Data Disaggregation is mainly within Standard 1, and 2A/2B
- We have to show the data is being used to make decisions (not just have the data)
Data Disaggregation cont.

By Program/Pathway:
- Credit and Non-credit programs
- Liberal arts or liberal education/transfer programs
- Career and technical education (CTE) programs
- Basic skills and English as a Second Language (ESL) programs

DATA SOURCES FOR PROGRAM REVIEW

- SLOs/PSLOs/ISLOs
- Factbook: printed copies, cd copies, online
- Scan data from I.E. webpage:
  http://www.lahc.edu/research/index.html
- CTE Programs Scan (2013):
- California Community Colleges Chancellor’s Office datamart:
  http://datamart.cccco.edu/DataMart.aspx
- Student Success Data:
  Z Drive; and sent to Division Chairs for distribution

Student Success Data files: Z DRIVE

- 3 years—Fall semesters; Spring semesters
- Discipline
- Pathway—includes the disciplines within
- Department—includes the disciplines within
- DEMONSTRATION of pivot table/pivot chart