

**San Diego Mesa College Institution-Set Standards
Recommended by the Planning and Institutional Effectiveness Committee
October 25, 2016**

The following Institution-Set Standards were initially developed by Planning and Institutional Effectiveness (PIE) Committee in October 2015. The initial six standards (Success Rate, Persistence Rate, Students Graduating with an Associate Degree, Students Graduating with a Certificate, Students Graduating with a Degree or Certificate, and Transfers) were reviewed on multiple occasions by the Planning and Institutional Effectiveness Committee and were submitted for approval on December 1, 2015. In September and October 2016, the PIE Committee reviewed historical data on distance education enrollment and student achievement data, including course success and retention rates, and discussed internal and external factors impacting distance education student success. Based on the data and discussions regarding the context for distance education courses at Mesa College, the PIE Committee recommended two additional Institution-Set Standards for distance education course success and distance education course retention. These standards will be submitted for review and approval by the President's Cabinet in November 2016. Upon approval, the College will assess its performance in relation to these standards at the spring President's Cabinet Retreat.

RECOMMENDED Institution-Set Standards as of 10/24/16

	Key Performance Indicator	Current Value	10-Year Average	Standard Deviation	Institution-Set Standard
1.	Success Rate/Successful Course Completion Rate	70%	68% or .68	.017	71%
2.	Persistence/Retention Rate (Fall-to-Fall)	51%	46% or .46	.045	53%
3.	Students Graduating with an Associate Degree (Unduplicated)	1,470	1,022	177.3	1,200
4.	Students Graduating with a Certificate	283	308*	16.6	300
5.	Students Graduating with a Degree or Certificate	1,606*	1,172*	167.8	1,200
6.	Transfers**	1,843	1,973	183.4	1,900
7.	Licensure Exam Pass Rates***	Varies by CTE Program	Varies by CTE Program	Varies by CTE Program	Varies by CTE Program
8.	Employment Rate***	Varies by CTE Program	Varies by CTE Program	Varies by CTE Program	Varies by CTE Program
9.	Distance Education Course Success Rate****	60%	57%	.025	60%
10.	Distance Education Course Retention Rate****	81%	79%	.024	81%

*Includes Certificates of Achievement of 12 or more units

**Updated 10-year average and 2013/14 total as additional data was made available following 10/13/15 PIEC meeting

***Determined for individual CTE Programs

****Discussed and proposed at 10/10/16 PIE Committee Meeting

Approved at President's Cabinet 11/1/16

Notes:

Success Rate/Successful Course Completion Rate: PIE Committee discussion of the success rate indicator and standard included a reflection on current and planning activities intended to foster student success and ultimately increase course success rates. These activities included SSSP services, tutoring and the Classroom Tutoring program, and accelerated basic skills courses and sequences. In addition, the committee referenced the historical changes in success rate that showed consistent improvement over the previous 10 years. The committee determined that, given the upward trend of this indicator and considering all of the activities the College is undertaking to improve student success, a standard that was 1% higher than the current rate would be reasonable.

Persistence/Retention Rate: PIE Committee discussion of persistence centered on both historical trends and current activities intended to improve student retention and persistence. Among the specific activities mentioned were Summer CRUISE, the peer navigators program, tutoring services, and the scaling up of the Multiple Measures Assessment Project (MMAAP) pilot in assessment/placement of students. The committee determined that a standard that was slightly higher than the current rate would be reasonable and achievable in light of the retention strategies currently being employed.

Students Graduating with an Associate Degree: The PIE Committee reviewed the data on students graduating with an associate degree and reflected on both the historical trends and the recent district-wide efforts to increase the number of students graduating with an associate degree. The committee also discussed the impact of the statewide Associate Degree for Transfer program on the number of students receiving associate degrees. Given that these recent programs and efforts impacted a large number of students in the 2014/15 academic year, the group determined that an increase above the average but below the outlying 2014/15 figure would be a reasonable standard for the College.

Students Graduating with an Associate Degree or Certificate: The PIE Committee reviewed the data on students graduating with an associate degree or certificate and reflected on both the historical trends and the recent district-wide efforts to increase the number of students graduating with an associate degree. The committee also discussed the impact of the statewide Associate Degree for Transfer program on the number of students receiving associate degrees. Given that these recent programs and efforts impacted a large number of students in the 2014/15 academic year, the group determined that an increase above the average but below the outlying 2014/15 figure would be a reasonable standard for the College.

Students Graduating with a Certificate: The PIE Committee reviewed the data on students graduating with certificate and reflected on the historical trends. The committee also discussed the recent emphasis on changing some Certificates of Performance to Certificates of Achievement. On the whole, considering the relative stability in the number of certificates awarded, the Committee determined that a figure slightly below the 10-year average but above the current figure would be an appropriate standard for this indicator.

Transfers: The PIE Committee discussed the current transfer volume and year-to-year change. In addition, the committee acknowledged the external factors that most impact transfer (e.g., local public four-year institution admissions policies and application volume, Associate Degrees for Transfer program). The committee determined that, given the transfer focus of many Mesa College students and the previous years' data, a standard that was above the historical average but below the highest figures observed would be a reasonable standard.

Employment Rate: Standards for employment rates were set at the program level by department faculty based on historical data, contextual information, programmatic accreditation requirements (where applicable) and discussions with other faculty members across the department.

Distance Education Course Success Rate: In Fall 2015, the PIE Committee reviewed and discussed historical data on distance education enrollment, section offerings, course success and retention. Committee members engaged in robust dialog regarding internal and external factors related to distance education student success, as well as the College's values and assumptions related to distance education offerings. Based on the additional resources currently under development at the College and in light of historical data, the College identified the current value for distance education course success rate and retention rate as the institution-set standards for these indicators, given the historical data and the College's expectation to improve over these baseline figures in years to come. The Committee also expressed a need for additional data to inform discussions on distance education and institutional performance standards.