

February 14, 2012

Dear Corny,

During the Self Evaluation process, Ann Morgan discovered some topics that the Academic Senate and College Council need to discuss this spring.

In the past student achievement data was placed in a section in the front of the Self Evaluation. For the 2012 reports, ACCJC wants the data integrated into the appropriate standards with a discussion.

I have attached a page from the ACCJC manual with highlighted language at the bottom. Ann thinks we meet the first of the four bullets but need to work on the others. I took the handout to the accreditation meeting Monday with Greg, Nan, Bonnie, Becky, and Jennifer (editor). Greg and Nan agreed that while we have some examples to answer the questions, we have not had a collegewide discussion and need to.

The group thought that the Annual Program Review (APR), college goals development process, and strategic plan process for spring 2012 incorporate or could incorporate a discussion of these questions.

Greg will give Primavera this page so the college goals committee can include it in its discussions. I agreed to give it to you in your role on the college goals committee.

At some point this spring these questions will need to be addressed at both College Council and Academic Senate.

Let me know if you have any questions

Kate

APPENDIX 9: SAMPLE TEMPLATE FOR STUDENT ACHIEVEMENT DATA
(See also section 5.4, Student Achievement Data)

| Data Element | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Comprehensive Visit Year (No Data) |
|----------------------------------|---------------|---|---------------|---|---------------|---|---------------|---|---------------|---|------------------------------------|
| | College Total | * | College Total | * | College Total | * | College Total | * | College Total | * | |
| Course Completion Numbers/Rates* | #/% | * | #/% | * | #/% | * | #/% | * | #/% | * | |
| Persistence Numbers/Rates | College Total | * | College Total | * | College Total | * | College Total | * | College Total | * | |
| Fall to Spring | #/% | | #/% | | #/% | | #/% | | #/% | | |
| Spring to Fall | #/% | | #/% | | #/% | | #/% | | #/% | | |
| etc. | | | | | | | | | | | |
| etc. | | | | | | | | | | | |

*Institutions who choose to report rates should indicate what they are using as a denominator.

**Information in this field should be disaggregated into the relevant sub-populations defined by the institution. These must include the following, as appropriate:

- Age
- Race/Ethnicity
- Gender
- Socio-Economic Status
- Online courses vs. Face-to-Face courses
- College centers vs. main campus performance
- Cohort group performance
- Other categories as appropriate

The questions below are meant to aid in institutional analysis of data to stimulate dialog at an institution and should be useful for identifying areas both in need of improvement and worthy of special note.

- Describe significant trends over the five-year period and the institution's interpretation of the meaning.
- Has the institution set performance expectations (key performance indicators or target goals) for its own performance, and how does it judge its achievement of the intended target goals?
- Is the institutional performance satisfactory?
- What changes have been made or are planned as a result of the analysis of the data?