PURPOSE

The accrediting commission (ACCJC) requires us to establish and monitor two types of standards for several student success metrics. These include Institution Set Standards (ISS) and Aspirational (Stretch) goals

INSTITUTION SET STANDARDS

Institution Set Standards are a "floor" metric below which the college should expect never to fall. Should we drop below this standard, we should be taking notice, and in some cases, immediate action.

STRETCH GOALS

Stretch goals are aspirational. Not "pie in the sky," but above our usual level of performance, a level at which we hope to achieve. Ambitious, but achievable.

WHICH METRICS

Institutional Set Standards and Stretch Goals can vary from year to year, but currently must be set for metrics such as:

- Course success rates

- Associate's Degrees Awarded

- Certificates Awarded

- Transfers

- Licensure Pass Rates for CTE Program

HOW DO WE SET GOALS?
(SOMETHING MORE THAN RANDOM)

INSTITUTION SET STANDARDS

- Consider past performance

- How low is too low?

- Don't just pick the lowest recent year

- Some metrics vary more than others

- Apply appropriate statistical techniques

# SETTING AN INSTITUTIONAL SET STANDARD

A level below which we should aspire never to fall below

STANDARD DEVIATION

- Standard deviation is a measure of the amount of variation in a set of values

- Example 1: values, 10, 15, 20, 25, 35; STDEV=9.6

- Example 2: values 10, 20, 50, 100, 500; STDEV=206.5

- Standard deviation shows how much a set of values tends to vary

STANDARD DEVIATION

In a typical distribution, two thirds of the potential values will fall within one standard deviation of the mean, 95% within two standard deviations, more than 99% within three.
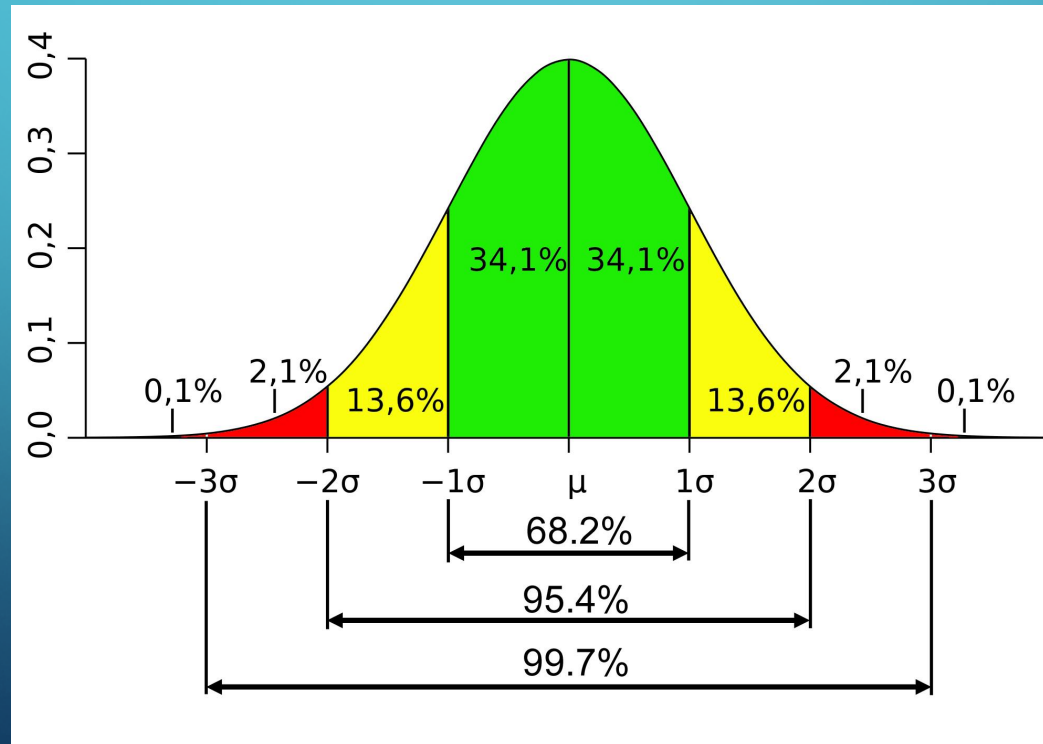
APPLYING THIS TO INSTITUTION SET STANDARDS

- Example 1: Successful Course Completion

- Past five years:
    - 2015-16: 71.0%
    - 2016-17: 72.5%
    - 2017-18: 74.5%
    - 2018-19: 76.6%
    - 2019-20: 73.9%
    - Five year mean (average): 73.7%
    - Standard Deviation: 2.1%

- Institution Set Standard: 71.6%; we should not fall below this

ISS USING STANDARD DEVIATION

- The statistical principle here is that it because 68% of cases would fall within one standard deviation of the mean, it would be unlikely that we would fall below that level due to chance.

- So, we set an ISS at 71.6% because it is unlikely we would fall below that under normal circumstances. Therefore doing so violates our usual expectations

APPLYING THIS TO INSTITUTION SET STANDARDS

- Example 2: Associate Degrees Earned

- Past five years:
  - 2015-16: 433
  - 2016-17: 439
  - 2017-18: 502
  - 2018-19: 696
  - 2019-20: 837
  - Five year mean (average): 581
  - Standard Deviation: 178

- Institution Set Standard: 403; we should not fall below this.

SETTING STRETCH GOALS

- Goals we should aspire to, ambitious, but achievable

- Using the same approach, we look at one standard deviation above the mean.

APPLYING THIS TO INSTITUTION SET STANDARDS

- Example 1: Successful Course Completion
- Past five years:
  - 2015-16: 71.0%
  - 2016-17: 72.5%
  - 2017-18: 74.5%
  - 2018-19: 76.6%
  - 2019-20: 73.9%
  - Five year mean (average): 73.7%
  - Standard Deviation: 2.1%
- Stretch Goal: 75.8%

APPLYING THIS TO INSTITUTION SET STANDARDS

- Example 2: Students Earning Associate's Degrees
- Past five years:
  - 2015-16: 433
  - 2016-17: 439
  - 2017-18: 502
  - 2018-19: 695
  - 2019-20: 837
  - Five year mean (average): 581
  - Standard Deviation: 178
- Stretch Goal: 759

BUT….ARE THESE AMBITIOUS ENOUGH?

- Strategic Planning Committee doesn't think so.

- On each of the first two metrics, we've already achieved the stretch goal at least once in the last five years.

- What if we used 1.5 standard deviations? 2.0 standard deviations?

- Word document handout shows what each would look like.

Porterville College Institution-Set Standards: 2020-21

	ISS Metric	Source	2015-16	2016-17	2017-18	2018-19	2019-20	ISS	Goal Option 1 1.5 SD	Goal Option 2 2.0 SD
Course Success	Successful Course Completion	KCCD	71.0%	72.5%	74.5%	76.6%	73.9%	71.6%	76.9	77.9
Outcomes	Associate's Degrees Awarded	KCCD	433	439	502	696	837	403	849	938
	Certificates of Achievement Awarded	KCCD	98	65	104	130	84	72	132	144
	Transfers	KCCD	289	290	260	324	318	355	335	348
Licensing Pass Rates	Registered Nursing	Health Careers	94%	94%	95%	100%	78%	83.9%	100%*	100%*
	Psychiatric Technician	Health Careers	67%	57%	68%	86%	87%	60.0%	92.6	99.1
	EMT	Health Careers	48%	59%	60%	60%	48%	48.6%	64.6	67.8

*Goal adjusted to 100% because current performance is already high.

HOW THIS APPLIES GOING FORWARD

- See attached document for DRAFT Institution Set Standards and Stretch Goals

- Each fall, Strategic Planning Committee should review these, and updated achievement data on each, and update the ISS and Stretch Goals for the upcoming year (and the upcoming ACCJC annual report)

- Revised ISS and Stretch Goals go forward to College Council each year before the annual report is due

- Any Institution Set Standard falling below the ISS should be brought to the attention of the Office of Instruction for consideration and possible action

- Any Institution Set Standard falling below the ISS in two consecutive years would prompt a written report and action plan for remediation

NOTES AND EXCEPTIONS

- The licensure pass rate for registered nursing is already high most years, so it would be >100% at even one standard deviation above the mean. We recommend just setting a stretch goal of 100%

- Similarly, the stretch goals for some items would be >100% if we used 1.5 or 2.0 standard deviations, so we're suggesting setting those at 100%.