



INSTITUTIONAL PLANNING PROCESS TRAINING



PLANNING SUPPLEMENTAL INFORMATION HOW TO SET PROGRAM-LEVEL STANDARDS

What are Program-Level Standards?

In response to accreditation requirements, each for-credit program will set relevant Program-Level Standards. Rather than being aspirational objectives, these standards are similar to dashboard warning lights: If a program’s student achievement falls below one of these standards, the faculty should consider potential causes and plans for improvement.

There are a total of five Program-Level Standards. (1) Course Success Rate is the percentage of students who pass your courses with a ‘C’ grade or better. (2) Associate Degrees is the total number of degrees awarded for your program. (3) CO-Approved Certificates is the number of Chancellor’s Office-approved certificates awarded for your program. (4) Employment Rate is the employment rate for your program’s students as found in the Perkins Core Indicator Reports. (5) License Exam Pass Rate is the pass rate for a national or state exam that is required to qualify for employment.

Which Program-Level Standards Apply to My Program?

Each program will set at least one standard (Course Success Rate) and a small number of career-technical programs will set five standards. Most programs will have two or three relevant standards to set. The data in the Program-Level Standards section of your Program Plan will help with identifying which standards apply to your program.

ACEDD Program Data					
	Year 1	Year 2	Year 3	Year 4	Year 5
Course Success Rate	77.4%	77.9%	75.0%	76.8%	74.4%
Associate Degrees	29	19	22	18	14
CO-Approved Certificates	22	21	24	20	16
Employment Rate					
License Exam Pass Rate					

For Program Standards			
Average	Median	90% Average	90% Median
76.4%	76.8%	68.7%	69.1%
20.4	19	18.4	17.1
20.6	21	18.5	18.9

External Sources:

Employment Rate https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx
License Exam Pass Rate Website reporting pass rates for the examination appropriate to your field (if any)

NOTE:

For all categories, except Degrees and Certificates, Year 1 is 2010-11 and Year 5 is 2014-15.
Because Spring 2015 Degrees and Certificates are in the process of being posted to Banner, Year 1 for these categories is 2009-10 and Year 5 is 2013-14.

What Do the Numbers in the Data Table Mean?

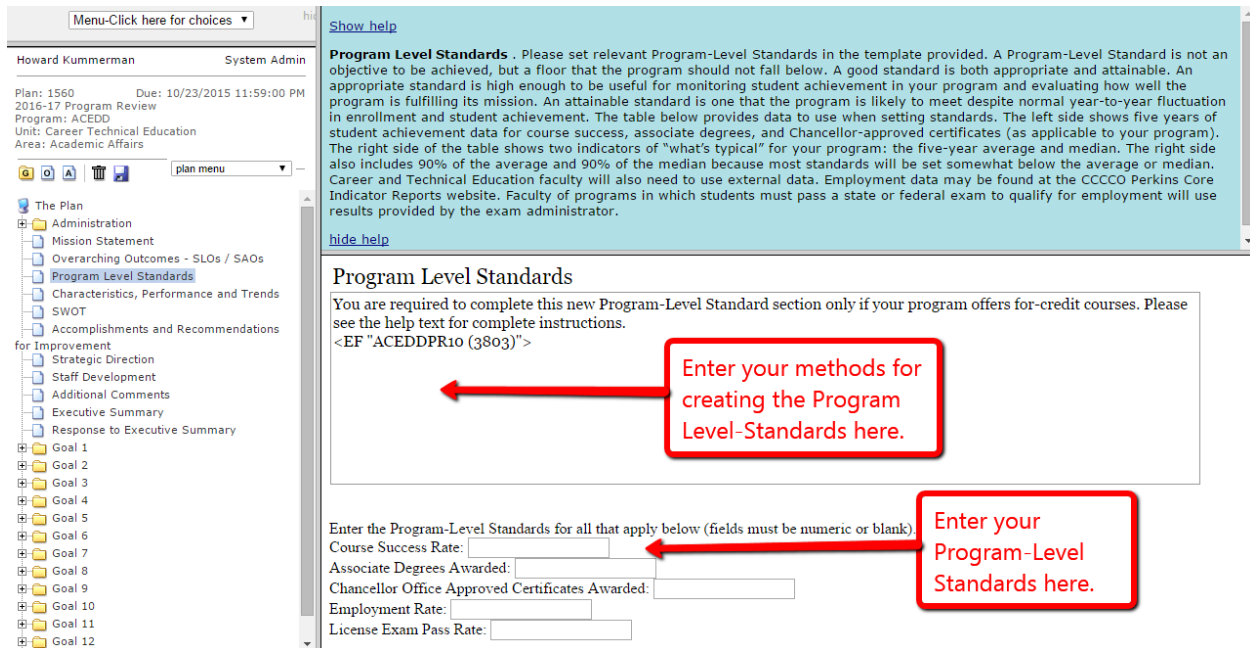
The numbers in the left side of the data table show your program students’ achievement over the past five years. The numbers in the right side summarize the numbers on the left side. For example, the percentages in the Course Success Rate row on the left side of the table show the success rates in your program’s courses for each of the past five years. The first two columns on the right side show the five-year average and median, respectively. (The median is the point at which half of the other scores are above and half are below.) The third and fourth columns show 90% of the average and 90% of the median, respectively. As will be explained below, these 90% figures will be helpful with setting the Program-Level Standards.

Some of the cells will hold an N/A or be blank. The “N/A” indicates that this standard is not applicable to your program (e.g., your program does not offer degrees or is not intended to lead directly to gainful employment). A blank cell in the degrees or certificates row means your program did not offer degrees or certificates at that time (e.g., a newly approved AS-T program will have blank cells before the year of its first graduate). The employment and license pass rows are initially blank for all career-technical programs. Faculty members will use external data for these standards.

How Do We Set Program-Level Standards?

Standards will be based on data-informed discussion among faculty. Faculty should review the data in the table provided by IRP, Perkins data and license exam results (as applicable), and trends in the community and industry. Because a standard serves as a floor rather than an objective, each standard should be set somewhat below the average or median. (This allows for some year-to-year fluctuation in student achievement results.) Many standards will be set at 90% or 95% of the average or median.

The standards created by the program should be entered into the boxes provided in the Program-Level Standard section of the planning software.



Program Level Standards . Please set relevant Program-Level Standards in the template provided. A Program-Level Standard is not an objective to be achieved, but a floor that the program should not fall below. A good standard is both appropriate and attainable. An appropriate standard is high enough to be useful for monitoring student achievement in your program and evaluating how well the program is fulfilling its mission. An attainable standard is one that the program is likely to meet despite normal year-to-year fluctuation in enrollment and student achievement. The table below provides data to use when setting standards. The left side shows five years of student achievement data for course success, associate degrees, and Chancellor-approved certificates (as applicable to your program). The right side of the table shows two indicators of “what’s typical” for your program: the five-year average and median. The right side also includes 90% of the average and 90% of the median because most standards will be set somewhat below the average or median. Career and Technical Education faculty will also need to use external data. Employment data may be found at the CCCC Perkins Core Indicator Reports website. Faculty of programs in which students must pass a state or federal exam to qualify for employment will use results provided by the exam administrator.

Program Level Standards

You are required to complete this new Program-Level Standard section only if your program offers for-credit courses. Please see the help text for complete instructions.

<EF "ACEDDPR10 (3803)">

Enter the Program-Level Standards for all that apply below (fields must be numeric or blank).

Course Success Rate:

Associate Degrees Awarded:

Chancellor Office Approved Certificates Awarded:

Employment Rate:

License Exam Pass Rate:

Accessing and Using Perkins Employment Data

- 1) Go to https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Core_PerformanceTrendReport_College.aspx.
- 2) Use the pull-down menus to select the following . . .
 - a) “Core 4 – Employment” (under Select Indicator Type),
 - b) “Rio Hondo College” (under Select College Name),

- c) "2015-2016" (under Select Fiscal Year), and
- d) The 2-digit TOP Code for your program (under Select TOP Code).

Note: If your program includes subjects in more than one 2-digit TOP Code, you will need to apply step "d" for each relevant TOP Code.

- e) Finally, click the "View Report" button.

See example below.

You are here : [Core Indicator Reports/Performance Trend By Core Indicator](#)

Performance Trend By Core Indicator - Parameter Selection Area

Select Indicator Type	Select College Name	Select Fiscal Year	Select TOP Code	
Core 4 - Employment ▼	Rio Hondo College ▼	2015-2016 ▼	02 Architecture and Re ▼	View Report

- 3) A table similar to the example below will appear. The key information is in the first line (Program Area Total). In the example below from Architecture and Related Technologies, there was a total of 31 qualifying students (12 in 2010-2011, 9 in 2011-2012, and 10 in 2012-2013 in the "Total" column) and 27 of those students were counted as employed (12 in 2010-2011, 5 in 2011-2012, and 10 in 2012-2013 in the "Count" column). Dividing 27 by 31 provides an 87.1% employment rate. You can use this figure, in addition to those in the "Percent" column, when determining your program-level standard for Employment Rate.

Performance Trend By Core Indicator - Report

1 of 3
Find | Next

PERKINS IV Program Performance Trend Report

Core Indicator Four - Employment

2015-2016 Fiscal Year Planning

4- and 6-Digit Top Codes available on Sheets 2 and 3 when exported to Excel (tabs at bottom of worksheet window).

DISTRICT: RIO HONDO COLLEGE: RIO HONDO

02 Architecture and Related Technologies

	Percent			Count			Total		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
Program Area Total	100.00	55.56	100.00	12	5	10	12	9	10
Female	100.00	100.00	100.00	1	1	2	1	1	2
Male	100.00	50.00	100.00	11	4	8	11	8	8
Non-traditional	100.00	100.00	100.00	1	1	2	1	1	2
Displaced Homemaker		0.00		0	0	0	0	1	0
Economically Disadvantaged	100.00	50.00	100.00	9	3	5	9	6	5
Limited English Proficiency	100.00	60.00	100.00	6	3	6	6	5	6
Single Parent		50.00	100.00	0	1	1	0	2	1
Students with Disabilities	100.00	0.00	100.00	1	0	1	1	1	1
Technical Preparation				0	0	0	0	0	0
Migrant				0	0	0	0	0	0
District	100.00	55.56	100.00	12	5	10	12	9	10
State	64.90	59.15	54.39	2,812	3,074	2,602	4,333	5,197	4,784

4- and 6-Digit Top Codes on following pages.

- 4) For some programs, it will be necessary to review employment data at the 6-digit TOP Code level. The navigation tabs (shown below in the example from Engineering and Industrial Technology) allow access to employment data for specific programs.