

# INSTITUTION-SET STANDARDS FOR CTE

Presentation for:  
Director of Research, Planning & Accreditation Position

Jennifer Tucker Klein PhD, December 10, 2015



# ACCJC\* Letter to the College:

-Sent letter on August 17, 2015 in response to our 2015 Annual Report

-The College must:

1. Provide **Institution-set** Standards for CTE\*\* job placement rates
2. Specify the job placement rates for program completers (2012-2013)
3. Articulate how job placement rates are tracked

-For CTE programs requiring licensure, the College must:

1. Provide **Institution-set** standards for examination passage rates in each program
2. Specify the passage rates for 2012-2013 program completers

Western Association of Schools and Colleges  
Accrediting Commission for Community and Junior Colleges

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**2015 Annual Report  
Final Submission**  
05/20/2015

Saddleback College  
28000 Marguerite Parkway  
Mission Viejo, CA 92692

**General Information**

#	Question	Answer
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August 17, 2015

Dr. Tod A. Burnett  
President  
Saddleback College  
28000 Marguerite Parkway  
Mission Viejo, CA 92692

**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

Western Association  
of Schools and Colleges

RE: 2015 Annual Report Responses  
Request for Additional Information

Dear President Burnett:

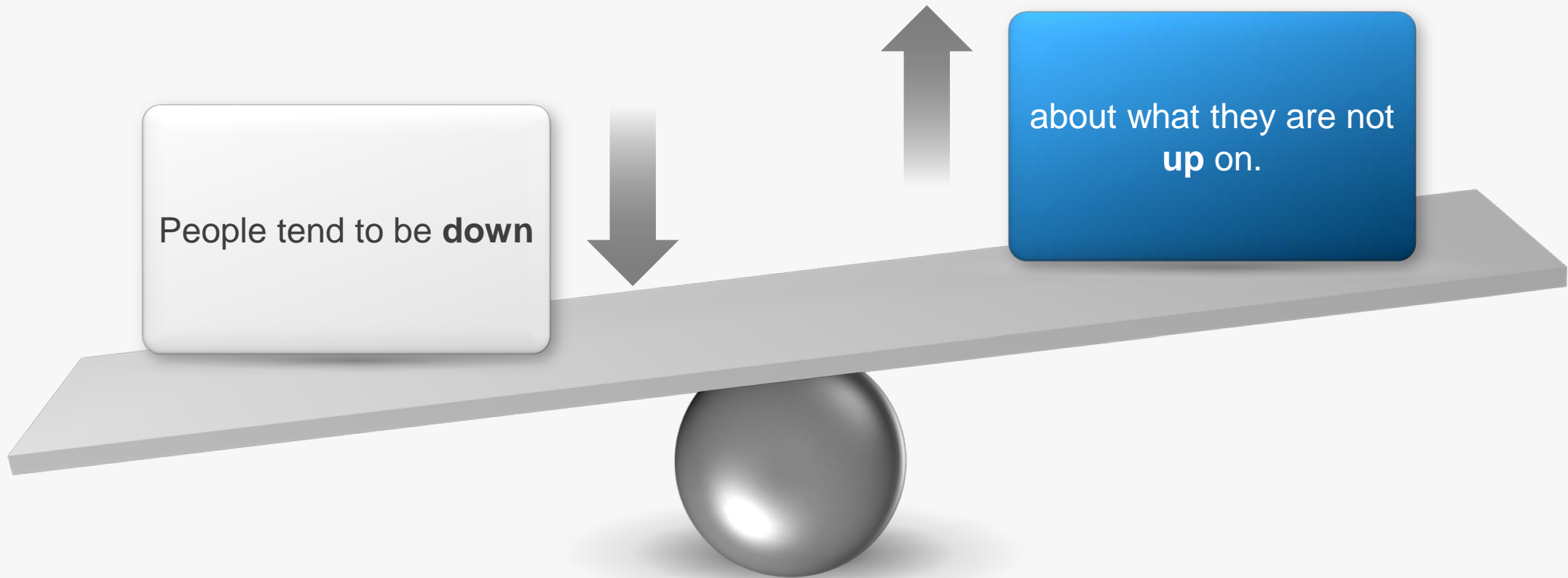
**Saddleback College** is asked to provide additional information to the ACCJC. In its 2015 Annual Report responses concerning institution-set standards and student achievement, the college provided incomplete information and is being asked to submit that information at this time. This additional information should be provided in the form of a letter and can include, for requested data elements, one or more tables consistent with the format in the Annual Report. The additional information should be provided to the ACCJC by **October 15, 2015**.

Chairperson

**INSTITUTION-SET STANDARDS AND STUDENT ACHIEVEMENT**

\*Accrediting Commission for Community and Junior Colleges; \*\* Career-Technical Education Program

“ACCJC requests that the College develop Institution-Set standards for CTE.”



***Thoughts...***

*“Where is this coming from?” “Where is it going?” “What do we need to do?” “Can anyone help out?”*

# Goals of This Presentation:

## 1. Get UP to Speed:

**Explain** the ACCJC's requirement that the College develop institutional-set standards for CTE programs.

## 2. Partner UP With You to Support ACCJC's Requests:

**Outline how the research office will facilitate the college** with setting the institutional-set standards and with responding to the ACCJC.

# Getting **UP** to Speed on **Institution-set Standards**:

**Addresses: “Where is this coming from, and where is it going?”**



# Institution-set Standards



Higher  
Education Act  
(HEA)  
Federal  
Regulations

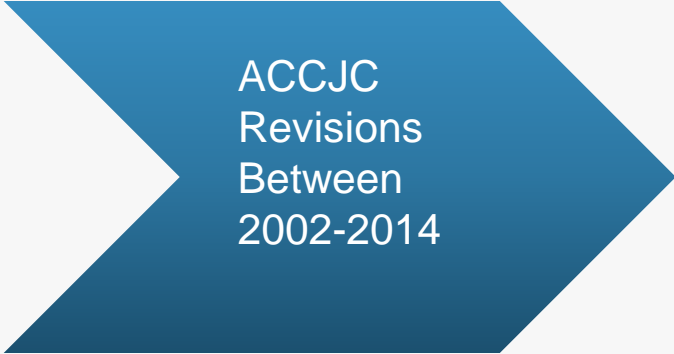
Between 2002-2014, federal pressures spurred changes in expectations for accrediting bodies

January 2013, ACCJC notified colleges that the changes would be:

- Focusing on student outcomes and achievement as an indicator of success
- Increasing emphasis on evaluation of data and outcomes
- Particularly focusing on **internal quality assurance systems** integrated with decision-making
- Ensuring outcomes are aligned with **institutional planning and mission**

(Beno & Clifford, 2013; ACCJC 2013)

# Institution-set Standards



ACCJC  
Revisions  
Between  
2002-2014

ACCJC is required to monitor that institutions set **own standards** of student achievement that align with the college's **mission**

ACCJC monitors **how** schools **set** the standards and **how** they **assess** them

Updated ACCJC Annual Report =  
+ institution-set standards + how these standards are created

## **So Wait A Minute . . . An Institution-Set Standard is What?**

*“the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. These may differ from a performance improvement “goal” which an institution may aspire to meet.” (ACCJC, 2013)*

### **Standards are not:**

*Goals, Aspirations*

### **Standards are:**

**Baselines**, reasonable and reflect “normal” range. Flexible enough to account for blips and unexpected events.

# Guide Rails for Standard-Setting\*

Addresses: “What do we need to do?”



College  
Develops  
Institution-set  
Standards

## **Step 1: Examine data to guide establishment of baselines**

*In this case (for CTE)*

- Job placement rate trends for CTE programs
- Licensure pass rates trends for CTE programs requiring licensure
- Also look at trends overall, by program, & by ethnicity/gender
- Assess external environmental economic factors (environmental scanning)

## **Step 2: Consider How Other Colleges/Peer-Institutions Create Baselines**

- 5-year or 10-year average
- Incorporate variability (e.g., standard error)
- Set the baseline at the lower end of the range

## **Step 3: Assess Potential Alternatives to Create a Baseline**

- Moving average of 3, 5, or 10 years?
- Factor of Seasonality (fall vs. winter)?
- Other factors at play (e.g., program length)?

## **Step 4: Incorporate Clear Findings into Communication Channels**

- Share data with stakeholders (e.g., academic planning and assessment)
- Vet consensus about baseline establishment, incorporate into annual report



# Facilitation with Institution-Set Standards from OPRA\*:

## Addresses: “Can anyone help out?”



College  
Develops  
Institution-set  
Standards

1. Facilitation and coordination of kick-off meetings to develop CTE institution-set standards
2. Data Gathering/Extraction of CTE Outcomes (from MIS, student info system, etc.)
3. Summarizing methods of assessment (e.g., How is job placement tracked? How are licensure pass rates determined?)
4. Identifying excluded programs (e.g., headcount < 10) and those phasing out
5. Providing multi-year trend analysis (mean, median, mode, variance) to inform standard
6. Providing data and analysis of outcomes by program/gender/ethnicity to inform standard
7. Participating in meetings with key stakeholders to discuss results
8. Recommending baselines based on statistical findings and best practices
9. Assisting with interpretation of data at various planning meetings
10. Providing supporting research reports, as needed
11. Facilitating alignment of data from standard-setting and in-place institutional planning

# How OPRA Can Facilitate with Reporting Back:

## Addresses: “Can anyone help out?”



Standards  
Incorporated  
in Annual  
Reporting

1. After consensus, entry of Institution-set Standards in Annual Report
2. Entry of 2012-2013 data on CTE job placement rates
3. Entry of 2012-2013 data on CTE licensure pass rates
4. Assistance with describing methods to create set standards in Annual Report
5. Assistance with describing institutional consensus-building process for developing standards
6. Submitting report data back to ACCJC in format requested
7. Engagement in continuous cycle of improvement via assisting with data-driven decision-making processes and continuing engagement with stakeholders

Thank You!

Questions?

