**Guidance for Data Charts**

**Data Templates**

**Student Achievement Data**

Sample charts for both college-wide and programmatic data are provided below. These charts should be accompanied by narrative.

The narrative should discuss how the definition and expected performance level were selected by the institution for the institution-set standards, and how the institution-set standards are used in conjunction with performance levels (across the college and within programs) for making institutional decisions and for continuous quality improvement. In the SER for the relevant Standards, the institution’s self evaluation as to the analysis and use

of the data, and the level of student achievement performance, should be reflected in the narrative and evidence.

**Charts with relevant disaggregation** Additional charts showing disaggregation by student demographics and by delivery format should be included as relevant to the institutional mission and the students it serves. These may include:

● Age ● Online versus face-to-face courses/students

● Race ● College center versus main campus performance

● Gender ● Cohort group performance

● Socio-economic status ● Other categories as appropriate

**Data Other Than Student Achievement**

Institutions are expected to have goals related to their mission. These goals will include student achievement, but will extend beyond student achievement to assess institutional quality and effectiveness across college operations. Institutional evaluation of achieving of these goals (or related objectives) should include qualitative and quantitative data and analysis of the data.

Charts of these data, and narrative concerning their analysis and use for institutional effectiveness and improvement, should be included in the Self Evaluation Report, both at the beginning of the report and as relevant in the narrative for specific standards.

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

* Has the institution set standards\* (performance expectations) for student achievement in these categories?
* Are these standards reasonable
* Is the institutional performance satisfactory when compared to the institution-set standard?
* Describe significant trends over the \_\_\_-year period and the institution’s interpretation of the meaning.
* What changes have been made or are planned as a result of the analysis of the data?

**Sample Template: College-Wide Student Achievement**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Data Element** | **Definition of the measure** | **Institution-Set Standard** | **Stretch Goal** | **Most Recent Year’s**  **Performance** | **Previous Year \_\_\_\_**  **Performance** | **Multi-year average** |
| Course Completion  Rate\* | Applies to all students: Successful course completion, grade C or better if graded, over the number of students enrolled when the general enrollment period ends.\* | \*\* | \*\*\* |  | Add columns for the number of years being tracked  (generally 3 to 5 prior years) | (generally 3-6 years)  Use for multi-year  trend analysis |
| Institution-identified data element (insert name) |  |  |  |  |  |  |
| Institution-identified data element (insert name)  Add rows as needed. |  |  |  |  |  |  |
| **Notes:**  **\***Required data element and definition.  **\*\*** An institution-set standard of the expected performance level for this measure is required. There should be additional institution-set standards representing all aspects of the college’s mission. The definitions of those measures should be relevant and appropriate for the aspect of student achievement being monitored. The level of performance identified as the institution-set standard for that measure should be appropriate within higher education expectations, and should provide guidance for institutional actions to improve student achievement.  **\*\*\*** The Accreditation Standards expect institutions to have goals related to achievement of its mission. If an institution has identified a “stretch goal” for increasing performance in this area of student achievement, please so note. | | | | | | |

Provide general narrative discussion and analysis with this table at the beginning of the Self Evaluation Report. Use segments of the table and more specific analysis in the SER for the relevant standards.

**Sample Template: Programmatic Student Achievement**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Data Element** | **Definition of the measure** | **Institution-Set Standard** | **Stretch Goal** | **Most Recent Year’s**  **Performance** | **Previous Year \_\_\_\_**  **Performance** | **Multi-year average** |
| Job Placement Rate\* | For every CTE program: The number of students who are employed in the year following completion of a certificate program or degree, over all certificate program or degree completers.\* | \*\* | \*\*\* |  | Add columns for the number of years being tracked  (generally 3 to 5 prior years) | (generally 3-6 years)  Use for multi-year  trend analysis |
| Licensure Exam Passage Rate\* | For every CTE program in which students must pass a licensure examination in order to work in their field of study: The number of students who passed the licensure examination over all who took the examination. | \*\* | \*\*\* |  |  |  |
| Institution-identified data element (insert name) |  |  |  |  |  |  |
| Institution-identified data element (insert name)  Add rows as needed. |  |  |  |  |  |  |
| **Notes:**  **\***Required data element and definition.  **\*\*** An institution-set standard of the expected performance level for this measure is required. The expected performance level may be the same across all CTE programs or differ between programs. In either case, the levels are set by the institution. The definitions of those measures should be relevant and appropriate for the aspect of student achievement being monitored. The level of performance identified as the institution-set standard for that measure should be appropriate within higher education expectations, reflective of appropriate differences between programs, if applicable, and should provide guidance for institutional decisions and actions to improve student achievement.  **\*\*\*** The Accreditation Standards expect institutions to have goals related to achievement of its mission. If an institution has identified a “stretch goal” for increasing performance in this area of student achievement, please so note. | | | | | | |