**SENATE POLICY ON SETTING INSTITUTION-SET STANDARDS**

**AND GOALS**

Institution-set standards and goals for student achievement performance across the institution, and for each career education program, are the under the purview of the Academic Senate. In order to establish these standards and goals, the Academic Senate annually analyzes performance data and engages in dialogue regarding performance appropriate to fulfill the College mission. In order to guide self-evaluation and institutional improvement, the Academic Senate monitors and challenges institutional performance using these metrics. Each spring, these data, standards, and goals are included in the Annual Report provided to the Accrediting Commission for Community & Junior Colleges (ACCJC) to demonstrate compliance with federal regulations of the [U.S. Department of Education and commission policies and standards of the ACCJC.](https://drive.google.com/file/d/1QTK4WxqchWxVmO6X3EGR-oRJwJtAQ0mt/view?usp=sharing)

**INSTITUTION WIDE METRICS**

**(i.e. course completion, retention, degree completion, certificate completion, and transfers)**

Each spring semester, the Academic Senate analyzes performance data and engages in dialogue regarding performance appropriate to fulfill the College mission in order to establish standards and goals for the aggregated, institution wide metrics of course completion, retention, degree completion, certificate completion, and transfers. These data, standards, and goals are subsequently reviewed by the Master Planning Committee.

What if we fall below our own standards?

On October 17, 2019, the Academic Senate approved [(Motion 2019-46)](https://drive.google.com/file/d/19viWhpm0d1WxA7HLCy90BiBlW3-uMaiI/view?usp=sharing) their task force recommendation which stated that when the College’s performance falls below its own standard, the following three actions should be taken:

1. The Academic Senate, in conjunction with the Office of Research & Planning, shall assemble a task force composed of experts and stakeholders most associated with the performance metric(s) in question.
2. The work of the task force shall include:
* identification of the reasons the performance fell below the standard
* provision, when possible, of supporting evidence for why performance fell
* creation of recommendations regarding the appropriateness of the set standard, or its adjustment
* development, implementation, and evaluation of an action plan for improvement
1. The task force will report their findings to the Academic Senate within six (6) months from the date of the request.

**CAREER EDUCATION PROGRAM METRICS**

**(i.e. job placement rate or licensure exam passage rate)**

Every Career Education program at GCC *recommends* to the Academic Senate, its own standard and goal for its rate of job placement (i.e. the percentage of certificate or degree completers who are employed in the year following program completion) and passing of licensure exam. Annually (usually in March), to maintain regional accreditation, faculty in each Career Education program are provided their rates of job placement or passing of licensure exam. At the second Academic Senate meeting of each Fall semester, the senators review and discuss the Career Education departments’ recommendations for program-set standards and goals.**To ensure program quality, specific minimums are adhered to: the standard can be no lower than 50% and the goal can be no lower than the department’s rolling three-year average + 3%.** The Academic Senate analyzes performance data and engages in dialogue in order to establish standards and goals that are appropriate to fulfilling the College mission.

What if we fall below our own standards?

On September 21 2017, the Academic Senate approved [(Motion 2017-29)](https://drive.google.com/file/d/13_EshnN0ox_f6q5dM3ojzgquUzgmwAhq/view?usp=sharing) their task force’s recommendations which included that when a program's performance drops below their set standard, the program's faculty should take the following three actions:

1. seek recommendations from their Career Education advisory committee

2. answer the following questions or requests:

* How has the program addressed the goal of ensuring students acquire employment after program completion?
* What could be the reasons for why the rate is lower than the rate listed in the program-set standards document?
* Please share labor market information related to regional/community demand for the program.
* What does the department and advisory board recommend regarding increasing the job placement rate of students completing the program?
* Is the program-set standard appropriate? Should it be decreased?
* Please share reasons why this program should continue in this form or in a revised form at GCC. (You can refer to the Senate's Enhancement/Sunset Policy).
	1. include documentation of faculty dialog about the questions above in your next Program Review in fall semester, and an action plan to increase completions and meet program-set standard goals.

Approved: Motion 2022-11