Budget Planning Committee

PROPOSED NEW MEMBERSHIP (Smaller Option)

1	Manager or Director from Instruction/SS	Co-Chair	President
1	Director Technology Planning		Ex. Officio, Voting
1	Director Facilities Planning		Ex. Officio, Voting
3	Faculty (1 from DN)	Co-Chair (1)	Senate
3	Classified Staff		CSEA
2	Students (1 from DN)		ASCR
1	Business Office Liaison		Ex. Officio, Non-Voting
1	AA to the VPISD	Recorder	Ex. Officio, Non-Voting

N=13

Student Equity Committee

- Director of Student Equity & Success
- EOPS representatives (2)
- Trio representatives
- Veteran program representative
- Upward Bound representative
- HR Director
- Deans (3)
- Retention Manager
- Instructional Faculty (4) – Reps from MDC & Senate
- Counseling faculty (4) – Reps from DSPS, EOPS, and Athletics
- Student

N=20

Technology Planning Committee - add 1 faculty, change position titles

- IT Director (Chair)
- Faculty (2)
- Instructional Technologist
- DE Planning Committee rep
- Student
- Managers (2) – 1 from student services
- Network Administrator
- Manager of Information Systems

N=10

Basic Skills Committee – change to titles

- Dean (co-chair)
- 5 Faculty (co-chair) – (from English, Math, Athletics, CTE)
- Chair of SSSP Advisory Committee
- Chair of SEP Committee
- Non-credit course staff representative
- Institutional Research representative
- AOA to the VPISD

5.4   Requirements for Evidentiary Information

As mentioned in Section 5.2 above, the Commission requires the institution to provide specific kinds of data and other sources of evidence to demonstrate compliance with the Commission's Standards. The USDE continuously revises and interprets federal regulations; in response, the Commission updates its list of federal requirements for its manuals and policies. Institutions are accountable for knowing and maintaining their reporting relationships with the USDE and other regulators and for meeting USDE requirements. <u>The data required by the USDE which must be included in the Institutional Self Evaluation Report are marked with an asterisk (*) in the following sections.</u>

Colleges are expected to set for themselves institutional standards of acceptable performance below which the institution would find its performance unacceptable and take corrective action. New federal regulations also require evaluation teams to review the standards institutions have set for student learning and achievement; how well the institution believes it is meeting its standards, and whether those standards are reasonable. (See Institution-set Standards for Student Performance, page 27.)

All evidentiary information included in the Institutional Self Evaluation Report must be discussed and cited within the various Accreditation Standards and sub-sections where reference to the information is relevant. Furthermore, the information should be supported by analysis in terms of its alignment with the institutional mission and how the outcome of the data analysis will impact the future planning and development of the institution.

i.   *Student Achievement Data**

Student achievement data is end-point data that provides an institution with basic information about achievement of its educational mission. Collected longitudinally, such data and analyses will inform the college whether changes in pedagogy or services are effective in improving student completion, or whether a decline in student completion needs to be given attention and study so that trends can be reversed. It will also keep institutions informed about fluctuations and serve as a warning if completion rates decrease and trends need to be reversed. When collected in disaggregated form, it may also provide information about barriers to completion and transfer, the need to collect additional data, and indicate attention that needs to be given to various groups.

The ACCJC has developed a generic template for the presentation of institutional and programmatic student achievement data to assist institutions in implementing data-driven and informed evaluation and planning processes. The template is accompanied by a list of questions to encourage institutional analysis of data and identification of areas both in need of improvement and worthy of special note (see Appendix G). Some institutions and district/systems may have developed other means of presenting data for campus and district/system-wide discussion and decision-making. Those templates may be acceptable as well.

Student achievement data should be in disaggregated form by:

- Age
- Gender

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.