

ACCJC'S INSTITUTION-SET STANDARDS AND STRETCH GOALS

BRIAN GOO

DIRECTOR OF RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

CHABOT COLLEGE

PRESENTED TO PRAC OCTOBER 16, 2024

TOPICS TO COVER

- Brief overview of ACCJC Definitions and Goal Setting and the metrics that are analyzed
- ORPIE procedure on how Institutional Set Standards (ISS) and Stretch Goals (SG) are calculated

ACCJC GOAL INDICATORS: REVIEW

Six Indicators for which we must goal set:

1. Successful Course Completion Rates
2. Number of Certificates Awarded
3. Number of Associate Degrees Awarded
4. Transfers
5. Licensure Examination Pass Rates
6. Employment Rates for Career and Technical Education Students

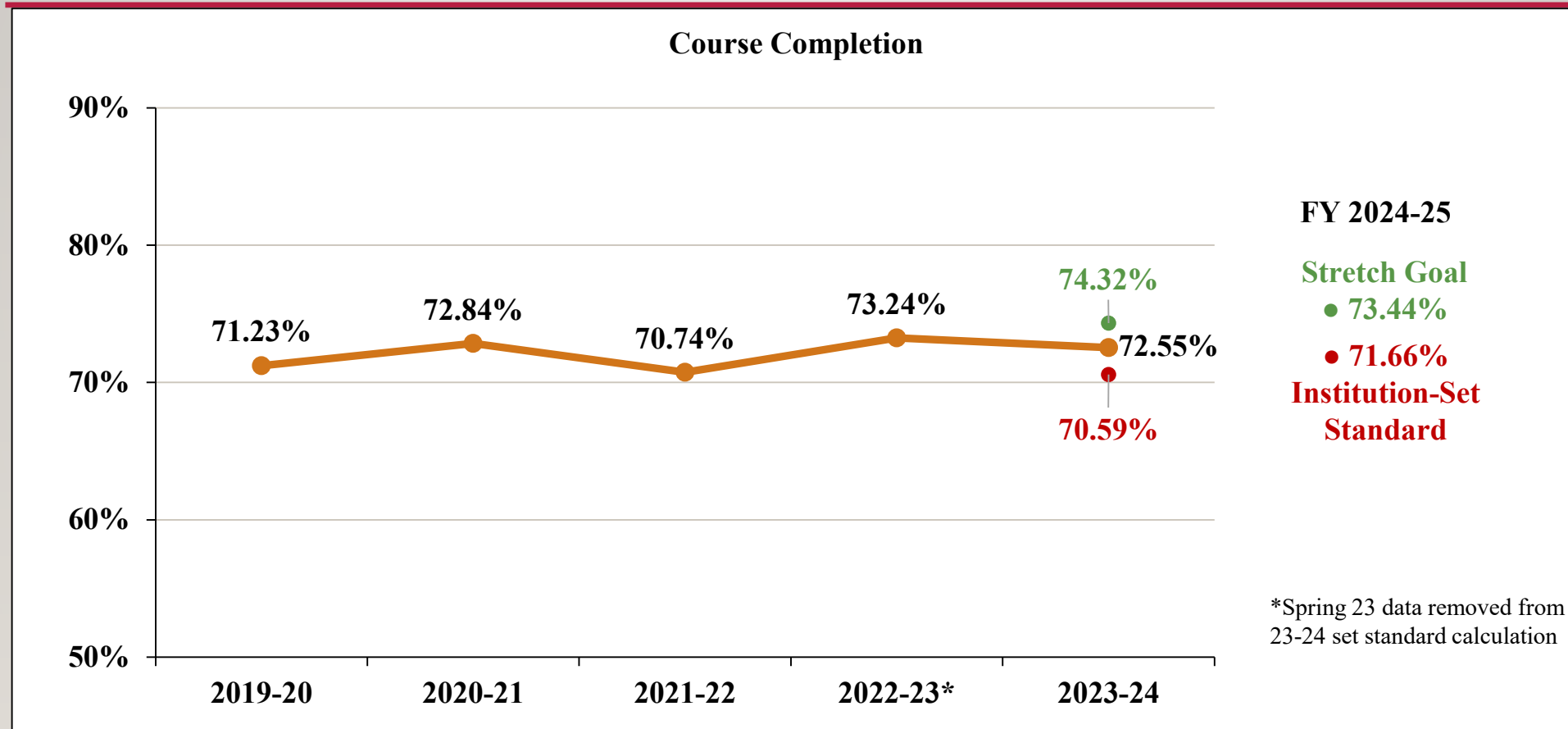
ACCJC GOAL SETTING: REVIEW

- For each indicator, we must set the following with the goal of us analyzing the data and goals for a continual process of improvement.
 - Institution-Set Standards: a minimum baseline value we should not drop below, the “floor”
 - Stretch Goals: a goal above our current level of performance that we aspire to achieve

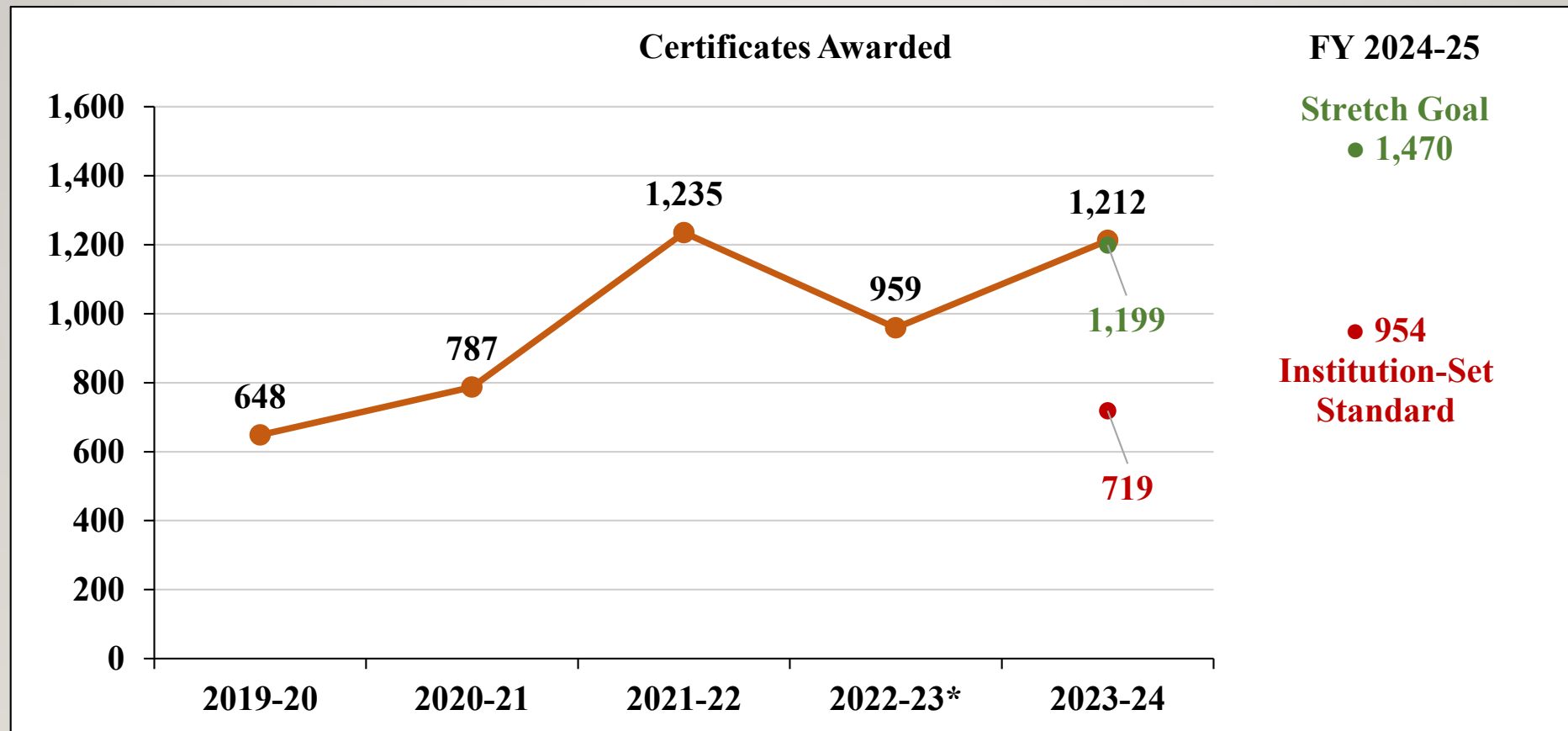
CURRENT GOAL SETTING METHODOLOGY (METRICS 1-4)

- ORPIE takes the latest 5 years of available data and calculates the sample standard deviation.
- ORPIE suggests potential goals to PRAC for consideration based on:
 - Institution-Set Standards: 1 standard deviation below the latest available metric value
 - Stretch Goals: 1 standard deviation above the latest available metric value
- PRAC reviews for consistency with current campus initiatives and long-term strategic planning, adjusts as needed, and votes.

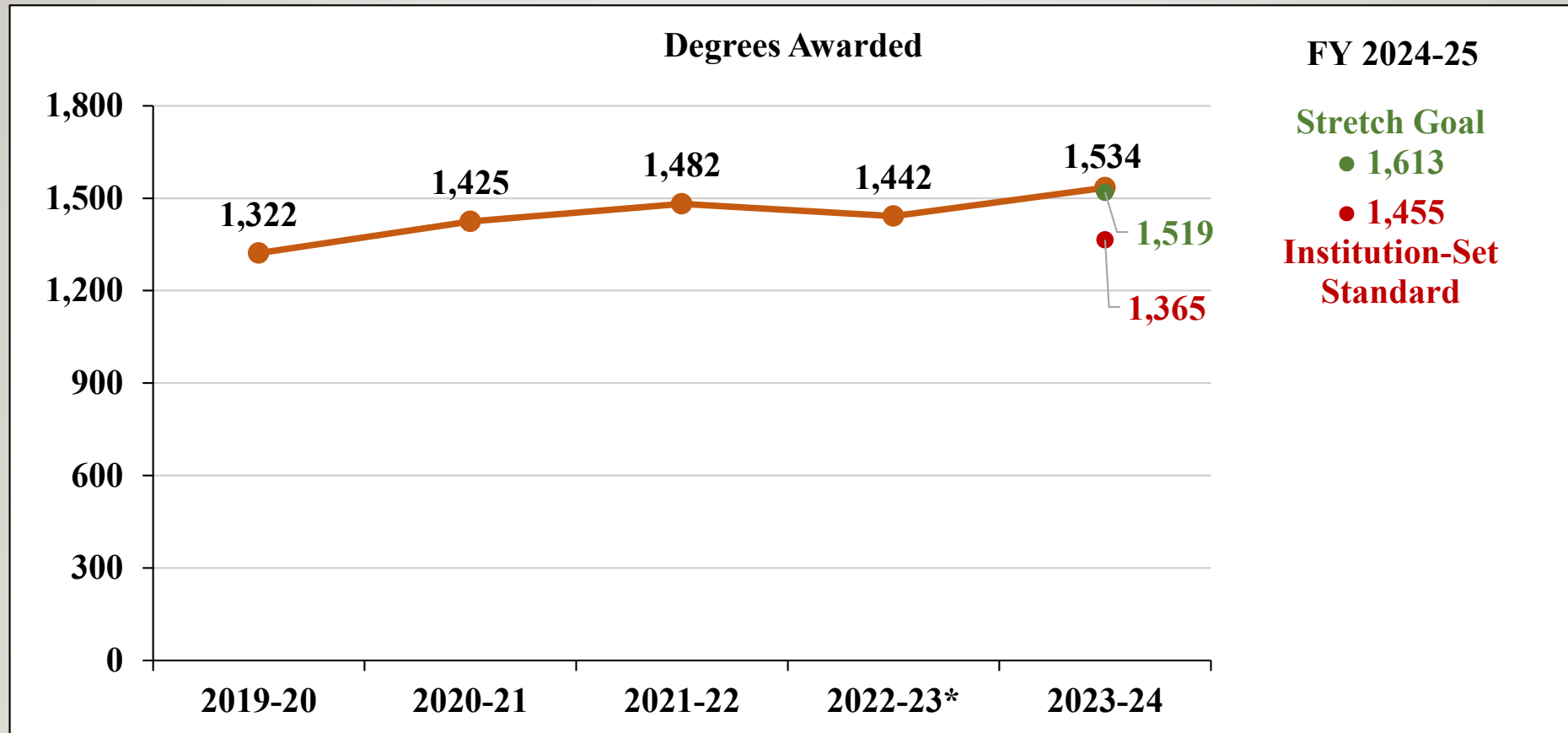
INDICATOR #1 SUCCESSFUL COURSE COMPLETION RATES



INDICATOR #2 CERTIFICATES AWARDED



INDICATOR #3 DEGREES AWARDED



INDICATOR #5 LICENSURE EXAMINATION PASS RATES

Indicator #5	Licensure Examination Pass Rates				
Program	Exam (National, State, Other)	2021-22 Pass Rate (%)	2022-23 Pass Rate (%)	Inst-Set Standard (%)	Stretch Goal (%)
Dental Hygiene	State	100%	100%	85%	100%
Dental Hygiene	National	100%	100%	85%	100%
Nursing	State	97%	100%	85%	100%

LICENSURE EXAMINATION PASS RATES

Indicator #5	Licensure Examination Pass Rates		
Program	Exam (National, State, Other)	Inst-Set Standard (%)	Stretch Goal (%)
Dental Hygiene	State	85%	100%
Dental Hygiene	National	85%	100%
Nursing	State	85%	100%

INDICATOR #6 EMPLOYMENT RATES FOR CAREER AND TECHNICAL ED STUDENTS

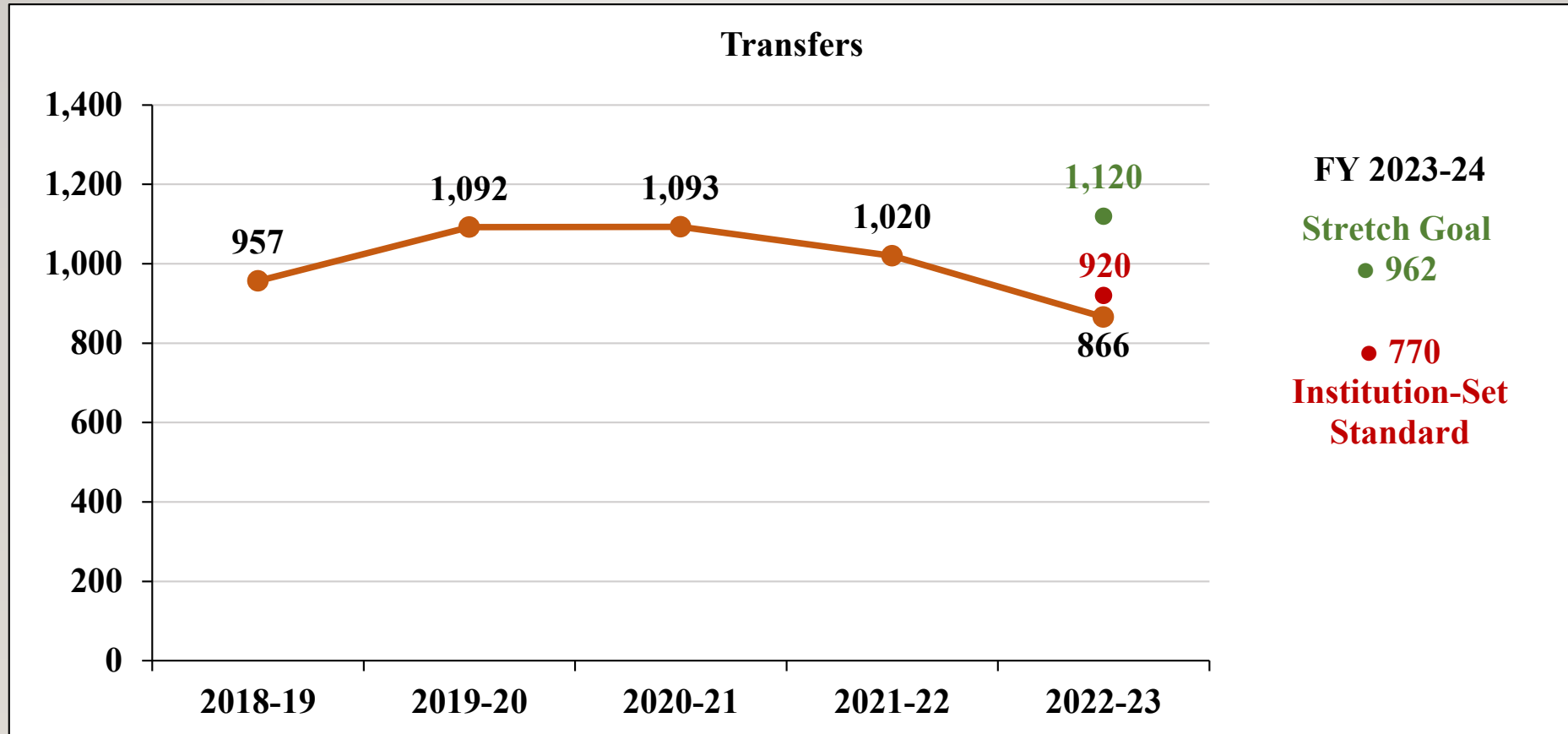
Indicator #6	Employment Rates for Career and Technical Ed Students
<ul style="list-style-type: none">• The Institution-Set Standard for all CTE programs follows the goals set by Perkins<ul style="list-style-type: none">○ Institution-Set Standard = 90% of the negotiated Perkins core indicator rates○ Stretch Goal is 110% of the area's average employment rate for the past 5 years or 110% of the negotiated Perkins core indicator rate whichever is higher	

INDICATOR #6 EMPLOYMENT RATES FOR CAREER AND TECHNICAL ED STUDENTS

Program	2021-22 Employment Rates*	2022-23 Employment Rates*	Inst-Set Standard	Stretch Goal
Accounting	79%	79%	66%	87%
Administration of Justice	93%	97%	66%	100%
Automotive Technology	85%	86%	66%	91%
Business Administration	77%	89%	66%	88%
Business Management	79%	84%	66%	89%
Child Development/Early Care and Education	76%	77%	66%	82%
Construction Crafts and Technology	100%	100%	66%	100%
Dental Occupations	100%	100%	66%	100%
Fire Technology	100%	100%	66%	100%
Real Estate	71%	83%	66%	74%

* Perkins employment rates are reported two years delayed. Perkins 24-25 reporting covers 2022-23 employment rates.

INDICATOR #4 TRANSFERS



WHAT HAPPENS WHEN WE FALL BELOW ISS?

(APPROVED 4/20/22)

- Discussion will be had at PRAC on why the college/area fell below the ISS
- PRAC will determine if falling below the ISS is indicative of a problem with an institutional policy or practice or if it needs further investigation with a given area
- PRAC will determine which administrator(s), committee(s) and related faculty and classified professionals should be notified and follow up to see what actions are needed (if any)

POTENTIAL REASONS FOR LOWER TRANSFER RATES

- CCCs system wide have had a decrease in transfer rates. Would lead to similar falling below a similarly calculated system-wide ISS
 - CCC-wide would be 3.23% below an ISS with similar methodology
 - Chabot was 5.87% below their ISS
- Enrollment has gone down system-wide and at Chabot
 - Because this is a count of transfers, any large decreases in enrollment will have forward impacts on the number of transfers
- Proactive awarding may have boosted our degrees and certificate numbers
- Transfer rates are relatively stable (data on next slide)
 - 3-year transfer rate for first-time, transfer/degree/undecided students
 - Percent of transfers by average enrollment across 3 years

TRANSFER RATES

- 3-year transfer rates for first-time, transfer/degree/undecided students

Starting term	Transfer Rate
Fall 2016	16%
Fall 2017	17%
Fall 2018	20%
Fall 2019	18%
Fall 2020	18%

- Percent of transfers (number of transfers/3-year average enrollment)

Academic Year	Percent of Transfers
AY 17-18	4%
AY 18-19	4%
AY 19-20	5%
AY 20-21	5%
AY 21-22	4%
AY 22-23	4%

ACTION ITEM

- Action Item:
 - PRAC decides if further action needs to be taken in regards to falling below the ISS for Transfers
- Requested motion:
 - Approval of the Institution Set Standard and Stretch Goals for 2024-25