

## Institution-Set Standards and Stretch Goals

### What are Institution-Set Standards and Stretch Goals?

Institution-set standards and stretch goals are student achievement metrics that the Accrediting Commission of Community and Junior Colleges (ACCJC) expects colleges to review and evaluate on an annual basis. These institution-set standards and stretch goals are submitted annually to the ACCJC by the College each spring as a part of an annual report.

**Institution-Set Standard Definition:** A standard that the College strives to not fall below and evaluates on an annual basis. When a college does not meet a set standard, it establishes and implements plans for improvement. Institution-set standards are established for: course success rates, certificate completion (certificates above 16 units), degree completion, transfer, licensure exam pass rates (for those programs for which students must pass a licensure exam to work in their field of study), and employment rates for students completing certificate programs and CTE degrees.

**Stretch Goal Definition:** An aspirational goal that the College strives to achieve. Stretch goals are established for: course success rates, certificate completion (certificates above 16 units), degree completion, and transfer.

### Who establishes the Institution-Set Standards and Stretch Goals at LBCC?

**Institution-Set Standards and Stretch Goals - Course Success Rates, Certificate Completion, Degree Completion, and Transfer:** Each spring the [College Planning Council](#) reviews the institution-set standards and stretch goals for these student achievement metrics. To determine if the standards or stretch goals should be updated, the Council reviews the College's average success rates, as well as total certificate completions, degree completions, and transfers for the past three years. If the College has fallen below an institution-set standard, next steps are discussed with the Council and if the College has surpassed a stretch goal, a new aspirational goal is established. The stretch goals for successful course completion, degree completion, and transfers are currently aligned with the seven-year metrics established in the College's Accreditation Quality Focus Essay (QFE). The stretch goal for certificate completion (16+ unit certificates) was not included in the QFE, but the CPC also established a seven-year stretch goal based on a review of historical certificate completions).

**Institution-Set Standard - Licensure Examination Pass Rates:** Each spring faculty in career technical education programs that require students to pass a licensure examination in order to work in their field of study review their licensure examination institution-set standards and stretch goals against their licensure exam pass rates. If a program has fallen below their institution-set standard, the faculty discuss and determine strategies for improvement. If a program has surpassed a stretch goal, a new aspirational goal is established.

**Institution-Set Standard – Job Placement Rates for Career Technical Education Degree and Certificate Completers:** Each spring the Career Technical Education Committee of the Academic Senate reviews the institution-set standard for the job placement rates of career technical education degree and certificate completers. One institution-set standard is established by the Committee for all programs. If a program has fallen below this institution-set standard, the

discipline faculty discuss and determine strategies for improvement. Each program identifies its own stretch goal based on their job placement rate data and reviews this annually outside of the Committee meeting. If a program has surpassed a stretch goal, a new aspirational goal is established.

**What are LBCC’s Current Institution-Set Standards and Stretch Goals?**

<b>College Planning Council Institution-Set Standards and Stretch Goals*</b>	<b>Institution-Set Standard (Floor)</b>	<b>Stretch Goal (Aspirational)</b>
Successful Course Completion	66%	74%
Certificate Completion (16+ unit Certificates of Achievement)	1,600	6,192
Degree Completion (all ADTs, AS, AA)	1,600	4,122
Transfers (earned an ADT, AA, AS, Certificate or 30+ transferable units)	1,600	3,487

**\*To learn more about how these institution-set standards and stretch goals were set, view the baseline data discussed by the Council, as well as the [March 2022](#) and [March 2024](#) CPC summary notes.**

<b>CTE Program Licensure Exam Pass Rates Institution-Set Standards and Stretch Goals</b>	<b>Examination Type (National / State)</b>	<b>Institution-Set Standard (Floor)</b>	<b>Stretch Goal (Aspirational)</b>
Registered Nursing	National	90%	95%
Dietetic Service Supervisor	State	75%	90%
Diagnostic Medical Imaging	State	75%	100%
Addiction Studies	State	70%	90%
Vocational Nursing	National	70%	85%

<b>CTE Program (by six-digit TOP Code) Job Placement Rates Institution-Set Standards and Stretch Goals</b>	<b>Institution-Set Standard (Floor)</b>	<b>Stretch Goal (Aspirational)</b>
Accounting	73%	80%
Administration of Justice	73%	87%
Alcohol and Controlled Substances	73%	85%
Architecture and Architectural Technology	73%	85%
Business Administration	73%	80%
Business and Commerce, General	73%	80%
Business Management	73%	80%

Child Development/Early Care and Education	73%	75%
Computer Networking	73%	87%
Culinary Arts	73%	80%
Dietetic Services and Management	73%	80%
Electronics and Electrical Technology	73%	90%
Fashion Merchandising	73%	80%
Fire Technology	73%	95%
Human Services	73%	75%
Information Technology, General	73%	77%
Journalism	73%	88%
Library Technician	73%	80%
Licensed Vocational Nursing	73%	85%
LVN to RN	73%	95%
Medical Assisting	73%	80%
Registered Nursing	73%	95%
Radio and Television	73%	74%
Radiologic Technology	73%	93%
Sheet Metal and Structural Metal	73%	84%
Web Development	73%	79%