

## 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 that were established by the Council the prior year. 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.

**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 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>3-Year Institution-Set Standard (Floor)</b>	<b>3-Year Stretch Goal (Aspirational)</b>
Successful Course Completion	66%	74%
Certificate Completion (16+ unit Certificates of Achievement)	800	2,700
Degree Completion (all ADTs, AS, AA)	1,600	2,400
Transfers (earned an ADT, AA, AS, Certificate or 30+ transferable units)	1,600	2,450

\*To learn more about how these institution-set standards and stretch goals were set, [click here](#) to view the baseline data discussed by the Council and the March 2021 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	80%	95%
Diagnostic Medical Imaging	State	75%	100%
Addiction Studies	State	70%	90%
Vocational Nursing	National	70%	82%

<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	70%	85%
Administration of Justice	70%	87%
Addiction Studies	70%	85%
Architecture and Architectural Technology	70%	85%
Business Administration	70%	85%
Business and Commerce, General	70%	85%
Business Management	70%	85%
Child Development/Early Care and Education	70%	80%
Computer Networking	70%	87%
Culinary Arts	70%	83%
Dietetic Services and Management	70%	75%
Electronics and Electrical Technology	70%	90%
Fashion Merchandising	70%	80%

Fire Technology	70%	95%
Human Services	70%	80%
Information Technology General	70%	80%
Journalism	70%	88%
Licensed Vocational Nursing	70%	90%
Medical Assisting	70%	85%
Nursing	70%	100%
Radio and Television	70%	72%
Radiologic Technology	70%	93%
Sheet Metal and Structural Metal	70%	84%