



ACCJC’s Institutional Effectiveness Indicators: Institution-Set Standards and Stretch Goals

2018-19 Report-Out

Background

ACCJC is the Accrediting Commission for Community and Junior Colleges. For accreditation purposes, institutions are required to set two types of goals: 1) an Institution-Set Standard: a minimum baseline value that we should not drop below, the “floor” and 2) a Stretch Goal: a goal above our current level of performance that we aspire to achieve. The Office of Institutional Research develops goal suggestions based on the past five years of data and a standard deviation method of goal setting. These suggested goals are then presented to the Planning and Resource Allocation Committee for modification and/or approval. This document includes the ACCJC goals established at Chabot, as well as updates on our progress in reaching these goals.

- For the past three academic years, Chabot College has met our institution-set standards for Indicators # 1-5 and most programs in #6.
- In 2018-19, Chabot College met our stretch goals on Indicators # 1-3 and did not meet the stretch goal on Indicator #4 (there are no stretch goals for Indicators #5 and #6).

Chabot College Indicators

Indicator #1		Inst-Set Standard	Stretch Goal	Actual Performance	Inst-Set Standard Met	Stretch Goal Met
Successful Course Completion Rates¹	2016-17	69.25%	69.84%	70.15%	Yes	Yes
	2017-18	69.37%	70.55%	71.12%	Yes	Yes
	2018-19	69.66%	71.86%	72.59%	Yes	Yes

¹Definition: Successful course completion rates are calculated based on the number of student completions with a grade of passing, C, or better divided by the number of student enrollments.

SOURCE: Chabot-Las Positas Institutional Research Dataset.

Indicator #2		Inst-Set Standard	Stretch Goal	Actual Performance	Inst-Set Standard Met	Stretch Goal Met
Number of Certificates² Awarded	2016-17	200	288	344	Yes	Yes
	2017-18	266	384	407	Yes	Yes
	2018-19	272	476	689	Yes	Yes

²Only chancellor approved certificates were included.

SOURCE: Chabot-Las Positas Institutional Research Dataset.

Indicator #3		Inst-Set Standard	Stretch Goal	Actual Performance	Inst-Set Standard Met	Stretch Goal Met
Number of Associate Degrees ³ Awarded	2016-17	704	935	1,012	Yes	Yes
	2017-18	803	1,119	1,146	Yes	Yes
	2018-19	887	1,278	1,308	Yes	Yes

³Associate Degrees include AA, AS, and ADT degrees.

SOURCE: Chabot-Las Positas Institutional Research Dataset.

Indicator #4		Inst-Set Standard	Stretch Goal	Actual Performance	Inst-Set Standard Met	Stretch Goal Met
Transfers ⁴	2016-17	848	958	861	Yes	No
	2017-18	781	896	957	Yes	Yes
	2018-19	878	1,000	957	Yes	No

⁴Transfers are to any 4-year institutions, including UC, CSU, ISP (In-state private colleges), and OOS (out-of-state colleges)

SOURCE: UC System Infocenter, CSU Analytic Studies, and Chancellor’s Office Data Mart. Data was retrieved and updated as of 03/25/2021.

Indicator #5	Licensure Examination Pass Rates				
Program	Exam (National, State, Other)	Inst-Set Standard (%)	2016-17 Pass Rate (%)	2017-18 Pass Rate (%)	2018-19 Pass Rate (%)
Dental Hygiene	State	85%	95%	100%	100%
Dental Hygiene	National	85%	95%	100%	100%
Nursing	State	85%	100%	100%	100%

SOURCE: See Dental Hygiene and Nursing programs’ websites.

Indicator #6	Employment Rates ⁵ for Career and Technical Ed Students
<p>The Institution-Set Standard for all CTE programs follows the goals set by Perkins, which range from 72-74%. In 2018-19, the vast majority of our CTE programs met this standard. Congratulations to the following programs, which had 100% job placement rates in 2018-19: Construction Crafts Technology, Fire Technology, and Registered Nursing!</p>	

⁵Employment Rates are determined by the number of students employed in the year following graduation divided by the number of students who completed the program. Only programs with at least 10 completers were included in the report.

SOURCE: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx.