

# **Institutional Effectiveness Committee (IEC)**

**March 19, 2026**

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# Agenda

- Updates
  - Program Review focus groups
- ACCJC Annual Report
- Blueprint 2030 Implementation Evaluation

# ACCJC Annual Report Metrics

# Overview

- Metrics as component of local goal setting of (self-set) key indicators of student achievement
- Headcount/Enrollment
- Institutional set standards: floor
- Stretch goals: aspirational
- Continuous improvement: monitor progress

# Today's Focus

- Emphasis on self-set key indicators of student achievement
  - Institutional Set Standards and Goals
  - Annual Report due April 15 2026
- Additional metrics not reviewed in-depth here

# Accreditation + Institutional Metrics Timeline



**2013**

College sets Institutional Set Standards (target floor) (ACCJC)



**2024**

Accreditation Focused Site Visit



**2026**

Accreditation Follow Up Visit



**2019**

College sets goals for Institutional Set Standards, Vfs/SEA (CCCCO); all locally set goals are board approved

All ACCJC Annual Reports are posted

# Institutional-Set Standard Methodology

Reporting includes identification of target floors and aspirational goals

- Target methodology: 75% of 3-year average
- Goal methodology: 10% increase from most recent count

Goal methodology variations: (1) Course completion rates are calculated by adding 1-percentage point to the 3-year average; (2) Licensure examination pass rates are based on 100%; and (3) Career Technical Education (CTE) employment rates are also identified based on a 1-percentage point increase above the 3-year average rate.

# Institutional-Set Standards: Six Metrics Categories

**1. Course Completion**

**2. Certificates**

**3. Degrees**

3a. Associate Degrees

3b. Bachelor's Degrees

**4. Transfer**

**5. Licensure Exam Pass Rates**

**6. Employment Rates for CTE Students**

# Course Success

- Definition: Calculated as the number of student completions with a grade of A, B, C, P divided by the number of students enrolled in the course

# Course Success

2022-23	82%
2023-24	83%
2024-25	84%
Aspirational Goal	84%
Target Floor	62%
Goal Progress	UP

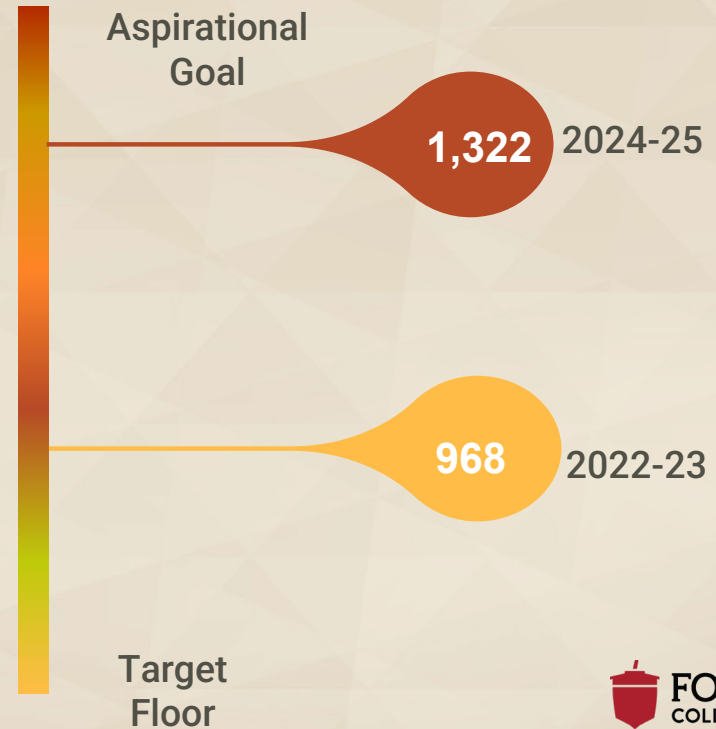


# Certificates

- Definition: Calculated as the number of Certificates of Achievement earned

# Certificates

2022-23	968
2023-24	1,153
2024-25	1,322
Aspirational Goal	1,454
Target Floor	861
Goal Progress	UP



# Associate Degrees

- Definition: Calculated as the number of AA, AS, ADT awards

# Associate Degrees

2022-23	791
2023-24	756
2024-25	809
Aspirational Goal	890
Target Goal	589
Goal Progress	UP

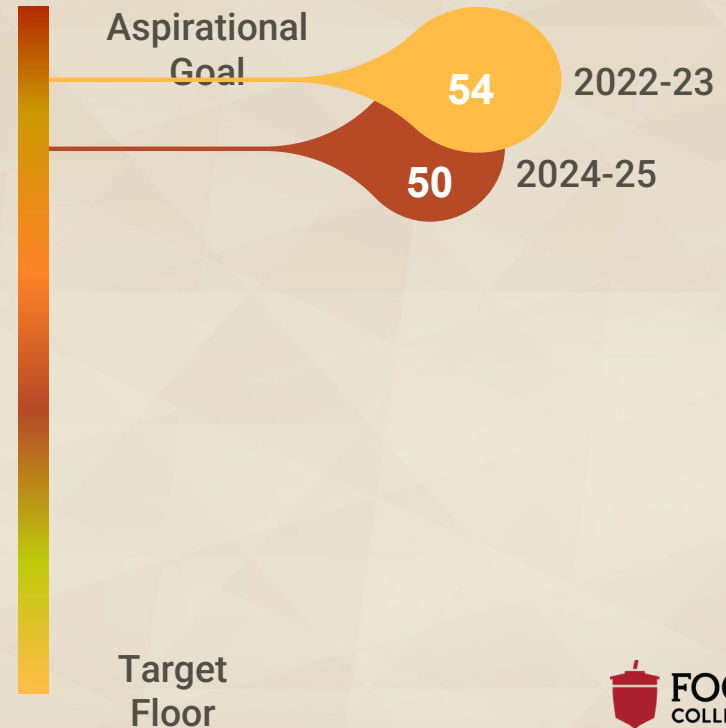


# Bachelor's Degrees

- Definition: Calculated as the number of BS awards earned from the Dental Hygiene program

# Bachelor Degree

2022-23	54
2023-24	59
2024-25	50
Aspirational Goal	55
Target Goal	41
Goal Progress	DOWN



# Transfer

- Definition: Calculated as the number transferring to a 4-year institution

# Transfer

2022-23	773
2023-24	751
2024-25	657*
Aspirational Goal	723
Target Goal	545
Goal Progress	DOWN



# Institutional-Set Standards Progress Summary

Metric	Target Floor	Aspirational Goal	2022-23	2024-25	Goal Progress
<b>1. Course Completion</b>	<b>62%</b>	<b>84%</b>	82%	84%	UP
<b>2. Certificates</b>	<b>861</b>	<b>1,454</b>	968	1,322	UP
<b>3. Degrees</b>					
<b>3a. Associate Degrees</b>	<b>589</b>	<b>890</b>	791	809	UP
<b>3b. Bachelor's Degrees</b>	<b>41</b>	<b>55</b>	54	50	DOWN
<b>4. Transfer</b>	<b>545</b>	<b>723</b>	773	657*	DOWN
5. Licensure Pass Rates*	57%-75%	100%	87%-100%	68%-100%	
6. Employment Rates for CTE Students*	50%-75%	60%-100%	50%-100%	56%-100%	

# Effective Institutional Outcome Transparency Rubric

- Institutions review and self-score their publicly availability student achievement data
  - Data Accessibility
  - Recency and Context
  - Disaggregation
  - Reflection and Storytelling



# Blueprint 2030 Implementation Evaluation

# Blueprint 2030 Evaluation Framework

- Temperature Check (Scorecard)
  - Completed by Goal/Objective stewards
  - Purpose: Are we doing what we say we are doing?
- Meaningful Change dialogue
  - IEC + Goal stewards
  - Purpose: Will this work will lead to real change that will facilitate improved outcomes?

# Two Layer Model: Joint Dialogue

- IEC is not evaluating the teams
- IEC is trying to facilitate institutional meaning making
  - Strengthening alignment, impact, coordination across the college

# Two Layer Model: Joint Dialogue

- Focus on conversation structure
- Overarching questions
  - Are we doing the work that will positively change outcomes?
  - Are we working on activities that will lead to lasting change/impact?

# Evaluation Process

- Goal/Objective stewards submit scorecards to the IEC
- IEC meeting(s)
  - Identify the activity
  - Reflect on the work needed
  - Support the work
- IEC recommendations
  - Share with stewards
  - Share themes with MIPC

# Temperature Check Scorecard

- Purpose: Helps the college see (and track) the work
- Link to scorecard: [Blueprint Implementation Scorecard DRAFT IEC Review 20260319.xlsx](#)

# Meaningful Change

- Purpose: Helps the college understand whether the work is making a difference
- Link to change rubric and change rubric\_example: [Blueprint Implementation Scorecard DRAFT\\_IEC Review 20260319.xlsx](#)

# Implementation Evaluation Framework

Component	Primary Owner	Role
Temperature Check (Scorecard)	Goal/Objective Stewards	Document + self-assess
Dialogue Facilitation	IEC	Guide reflection
Meaningful Change Rating	Shared (IEC + Stewards)	Scale + efficiency + alignment
Summary + Recommendations	IEC	Institutional-level perspective

# IEC role in Blueprint implementation evaluation

- Identify insights
- Make recommendations
  - Integrate
  - Scale
  - Refine
  - Reframe

# Next Steps

# Spring Quarter

- Blueprint 2030 implementation evaluation
- Program Review revisioning
- Governance survey
- College Plans update
- Accreditation Standards Planning
  - June 2026: Commission Decision