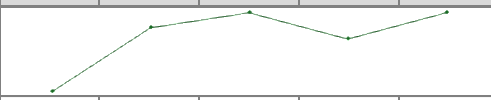

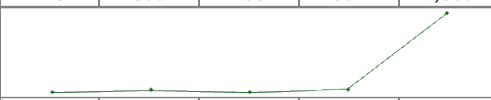
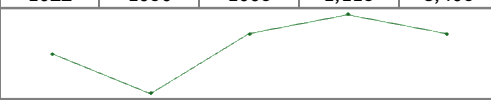
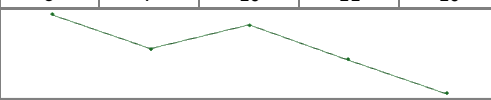


Institutional Set Standards – 2025

About ACCJC Requirements

Federal regulations and the ACCJC require establishing institution-set standards around specific student success metrics. These established metrics include course success rates, awards granted, transfers, licensure pass rates, and employment rates for Career and Technical Education programs. The metrics have both a baseline (floor) and an aspirational goal, which are reported along with actual values as part of the annual report to the ACCJC. The floor is the minimally acceptable standard, and when the actual value falls below the standard, it is an indicator for the college to act. There are times when the appropriate action is to adjust the standard.

ACCJC Metrics

ACCJC Metric	Source	Five Year Trend					Goals		Gain Needed
		2019-20	2020-21	2021-22	2022-23	2023-24	Floor	Aspirational	
Successful Course Completion Rate	Datamart: Credit Course Retention/Success Rate Summary Report						72.0%	79.0%	3,440
		72%	74%	75%	74%	75%			
Completion of Certificates	Datamart: Program Awards Summary Report						830	1,030	
		743	839	798	837	1,365			
Completion of Associate Degrees	Datamart: Program Awards Summary Report						1,000	1,340	
		1022	1090	1009	1,115	3,406			
Completion of Bachelor's Degrees	Datamart: Program Awards Summary Report						8	15	5
		9	7	10	11	10			
Transfers to 4-Yr	DataVista						600	632	36
		685	646	673	634	596			

Associate degree and certificate aspirational goals adjusted to 25% increase of three year average, the expected gain from continued auto awarding efforts.

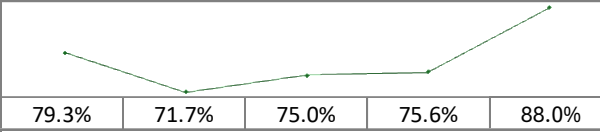
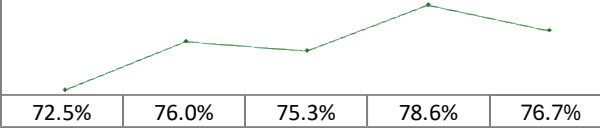
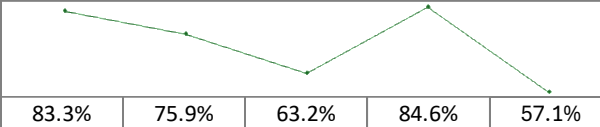
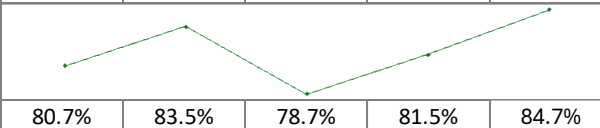
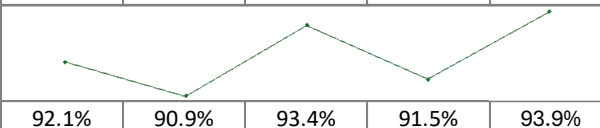
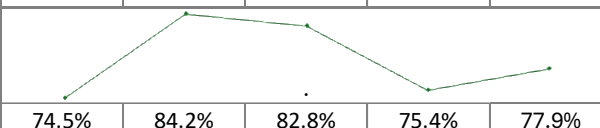
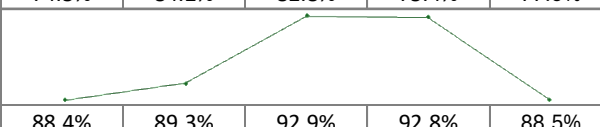
Examination Pass Rates in Programs that Require Licensure

Program	Examination	Five Year Trend					Goals		3-YR Average
		2019-20	2020-21	2021-22	2022-23	2023-24	Floor	Aspirational	
AS Nursing	State						85.0%	100.0%	90.4%
		93.0%	96.0%	90.0%	88.1%	93.2%			
CERT Nurse Aid	State						85.0%	100.0%	97.4%
		96.0%	100.0%	100.0%	NA	94.7%			
CERT Vocational Nursing (LVN)	State						85.0%	100.0%	89.0%
		NA	92.0%	88.0%	79.0%	100.0%			
AS Dental Hygiene	National						85.0%	100.0%	100.0%
		100.0%	92.0%	100.0%	100.0%	NA			
AS Physical Therapist Assistant	National						85.0%	100.0%	93.8%
		NA	NA	NA	93.8%	93.8%			
CERT Medical Assistant	National						85.0%	100.0%	
		NA	NA	NA	NA	NA			
AS Health Information Technology	National						85.0%	100.0%	
		NA	NA	NA	NA	NA			
BS Health Information Management	National						85.0%	100.0%	
		NA	NA	NA	NA	NA			

NA indicates that no data was available or the number of students were <10

Licensure floor targets are set at 85%, and aspirational goals are set at 100%. Success is defined as passing the required exam during any attempt within the AY.

Job Placement Rates for Students Completing CTE Degree or Certificate
 Perkins Data is a Year Behind

Program	Five Year Trend					Goals		3-YR Average
	2018-19	2019-20	2020-21	2021-22	2023-24	Floor	Aspirational	
Agricultural and Natural Resources						78.5%	92.4%	79.5%
Business and Management						70.0%	80.7%	76.9%
Information Technology						70.0%	71.7%	68.3%
Engineering and Industrial Technologies						75.6%	88.9%	81.6%
Health						83.8%	98.6%	92.9%
Family and Consumer Sciences						70.2%	82.6%	78.7%
Public and Protective Services						81.6%	96.0%	91.4%

Deriving Aspirational and Floor Values

Aspirational goals should be both motivational and attainable and, therefore, must consider recent values. The current method for deriving aspirational goals has three steps:

1. Find the average of the last three years of values and increase that value by 5%.
2. Increase the most recent year's value by 5%.
3. Choose the larger value from the above options. The maximum aspirational value allowed is 100%.
4. Review the benchmarks every three years (the next planned review is 2026)

Floor values denote a minimum acceptable level. They are simply set at 85% of the aspirational value or a minimum of 70%, whichever is higher.

Scorecard and DataVista

The US Department of Education College Scorecard (<https://collegescorecard.ed.gov>) serves as a resource for students seeking to compare the cost and value of different institutions. Although originally designed with full-time, four-year students in mind before the pandemic, the Scorecard remains a required source for the ACCJC. Shasta College falls just below the midpoint when compared to other two-year institutions. Shasta College utilizes these data points (or similar ones) for assessment and evaluation. The following summarizes key data elements from the Scorecard and the Chancellor's Office DataVista Single Metric Views (<https://datavista.cccco.edu>):

- **Graduation Rate:** The Scorecard shows Shasta College's eight-year graduation rate of 31%, which closely aligns with the midpoint for all two-year schools (32%).
- **Median Earnings:** The Scorecard shows students who began attending Shasta College a decade ago had a median earnings figure of \$39,269, slightly below the midpoint for all two-year schools (\$40,242).
- **Post-Exit Earnings:** According to DataVista, Shasta College students who left in 2022-23 achieved median earnings of \$41,730. This represents a 32% median increase in earnings, with 59% of students achieving a living wage. Statewide, the median change in earnings stands at 30%, with 41% of students attaining a living wage.

Disaggregated Data

Course Success Rates: As an institution, we maintain a strong overall course success rate of 75%, which has motivated us to establish an aspirational goal of reaching a 79% success rate. However, disaggregated data reveal that three student groups—American Indian/Alaska Native, Black/African American, and Hawaiian/Pacific Islander students—consistently experience success rates significantly below the institutional average. These disparities highlight the need for targeted strategies to close achievement gaps and ensure more equitable outcomes for all students.

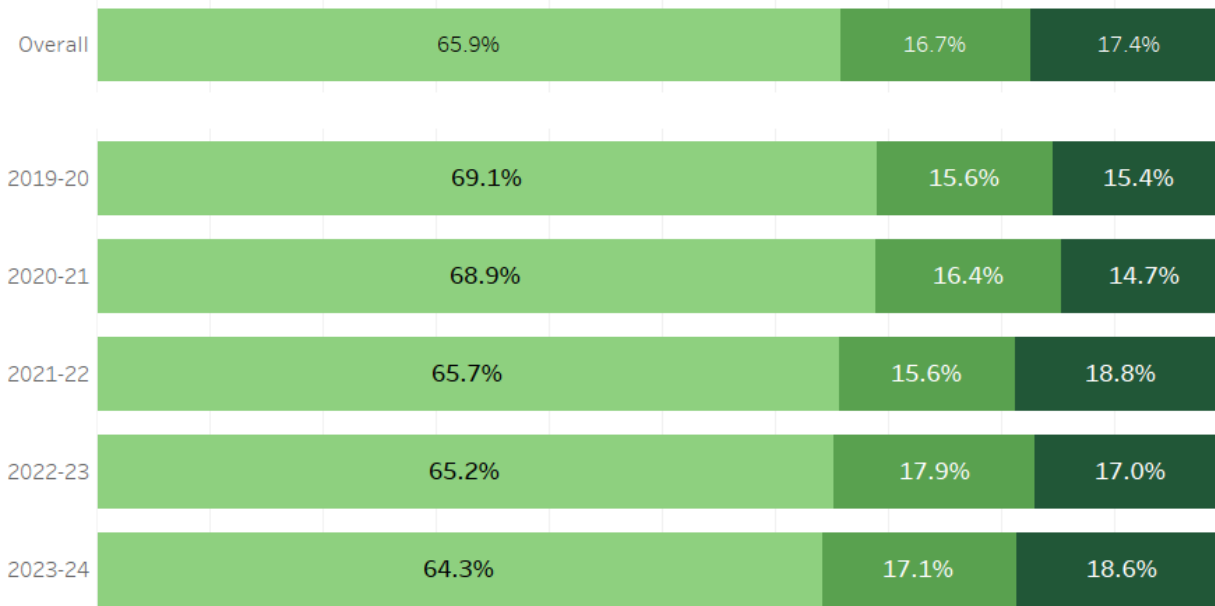
		2019-20	2020-21	2021-22	2022-23	2023-24
American Indian/Alaska Native	Enrollment	1,222	885	852	893	1,124
	Retention	88.4%	86.4%	90.1%	84.3%	83.1%
	Success	65.7%	68.7%	69.6%	61.9%	66.2%
Asian	Enrollment	1,807	1,437	1,450	1,583	1,743
	Retention	92.1%	89.5%	89.7%	91.7%	92.0%
	Success	77.9%	75.4%	76.9%	82.8%	82.1%
Black or African American	Enrollment	1,158	962	926	966	1,170
	Retention	88.5%	84.9%	89.4%	87.3%	84.8%
	Success	60.8%	58.6%	64.2%	63.5%	67.7%
Filipino	Enrollment	372	321	270	184	282
	Retention	93.8%	87.9%	90.3%	89.1%	91.1%
	Success	77.0%	77.9%	75.3%	75.5%	85.7%
Hawaiian/Pacific Islander	Enrollment	111	106	71	119	152
	Retention	89.2%	87.7%	90.1%	84.0%	85.5%
	Success	73.9%	59.4%	67.6%	65.5%	73.0%
Hispanic	Enrollment	10,212	8,711	8,239	9,177	9,947
	Retention	91.0%	88.6%	89.3%	87.7%	86.5%
	Success	68.5%	69.3%	70.1%	69.6%	72.1%
Two or More Races	Enrollment	4,515	4,056	4,042	4,255	4,635
	Retention	90.3%	88.1%	89.0%	87.7%	87.0%
	Success	69.0%	71.0%	71.3%	71.7%	73.3%
Unknown	Enrollment	2,372	1,618	1,345	1,463	1,666
	Retention	91.4%	90.2%	89.4%	89.4%	89.7%
	Success	71.5%	74.3%	75.2%	78.3%	79.7%
White	Enrollment	37,126	30,704	28,017	29,679	31,738
	Retention	91.2%	89.6%	90.1%	89.2%	87.8%
	Success	73.1%	75.8%	77.1%	76.3%	76.4%

Associate Degree Completion: Thanks to efforts such as *Degrees When Due*, we have tripled the number of awards conferred over the past year. We have also achieved a 5% increase in the proportion of associate degrees awarded to students of color. However, the consistent dips in course success rates have limited overall degree attainment for some groups, preventing students of color from achieving parity with their representation on our campuses. To address this, we must prioritize initiatives that strengthen academic support, close success gaps, and create more equitable pathways to degree completion.

College Demographic



Award Demographic

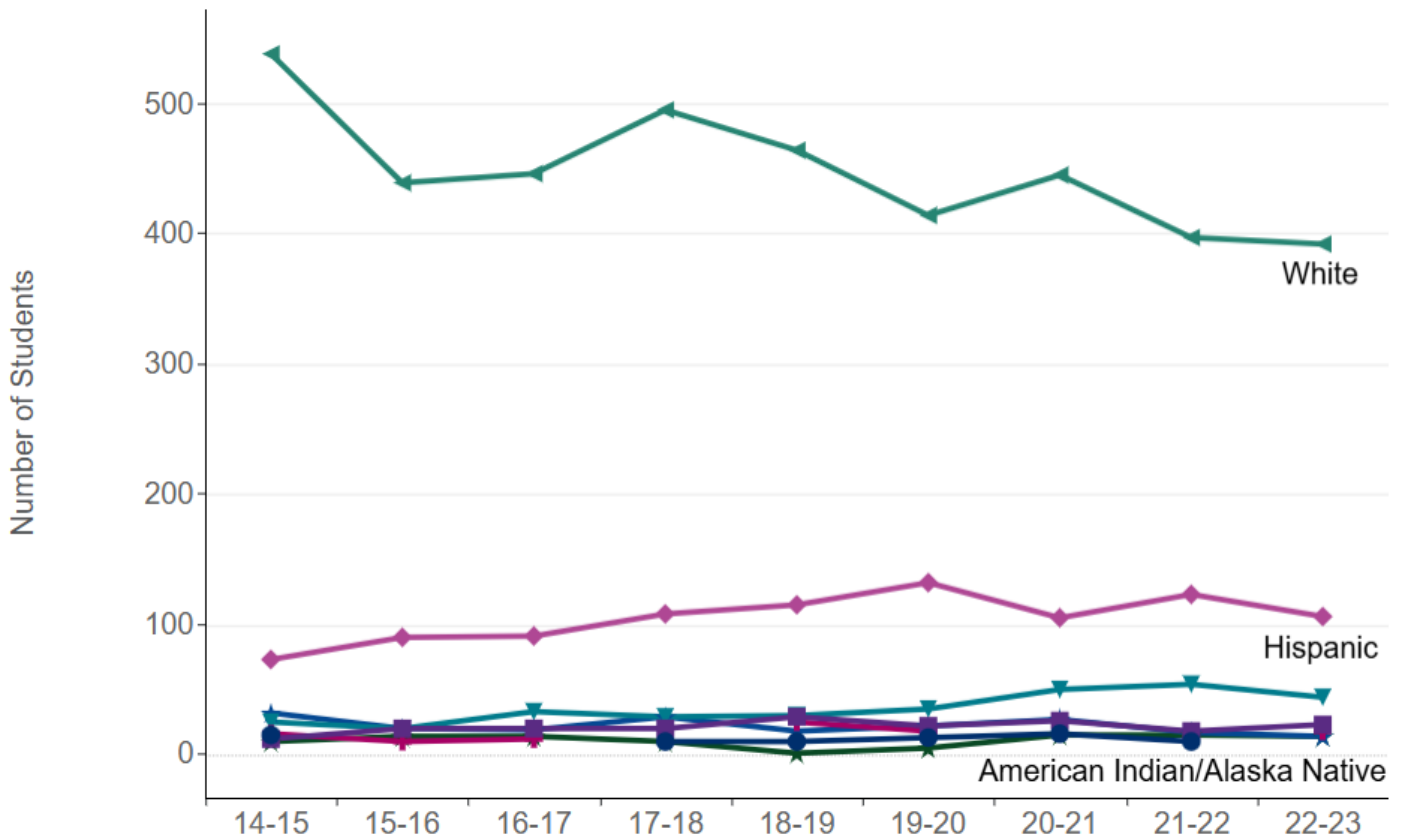


	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	%	Count	%	Count	%	Count	%	Count	%
American Indian/Alaska Na..	21	2.1%	21	1.9%	16	1.6%	18	1.6%	57	1.7%
Asian	36	3.5%	37	3.4%	28	2.8%	34	3.0%	141	4.1%
Black or African American	11	1.1%	14	1.3%	19	1.9%	17	1.5%	34	1.0%
Filipino	8	0.8%	7	0.6%	13	1.3%	9	0.8%	16	0.5%
Hawaiian/Pacific Islander					1	0.1%	1	0.1%	7	0.2%
Hispanic	159	15.6%	179	16.4%	157	15.6%	199	17.8%	582	17.1%
Two or More Races	62	6.1%	65	6.0%	84	8.3%	87	7.8%	284	8.3%
Unknown	20	2.0%	16	1.5%	28	2.8%	23	2.1%	97	2.8%
White	705	69.0%	751	68.9%	663	65.7%	727	65.2%	2,188	64.2%
Grand Total	1,022	100.0%	1,090	100.0%	1,009	100.0%	1,115	100.0%	3,406	100.0%

Transfer Counts: Overall, Shasta College has experienced a recent decline in the number of students successfully transferring to four-year institutions. This trend is largely attributed to the impact of the COVID-19 pandemic, during which many students chose to delay their transfer plans. Even accounting for the effects of the pandemic, students of color continue to achieve positive transfer outcomes at significantly lower rates than their White peers, with only modest gains observed among Hispanic students and those identifying with two or more races.

Postsecondary Institution by Ethnicity

All Non-Special Admit Students in All Programs at Shasta College (College)



No Data? Try selecting another journey, program, or metric.

- American Indian/Alaska Native ●
- Asian ■
- Black or African American +
- Hispanic ◆
- Two or More Races ▼
- White ◀
- Unknown ★
- All Masked Values ★