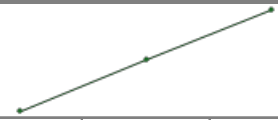
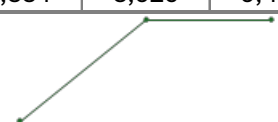


Institutional Set Standards – 2026

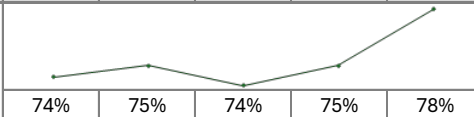
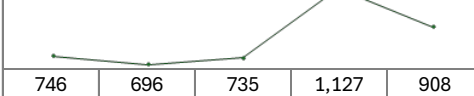
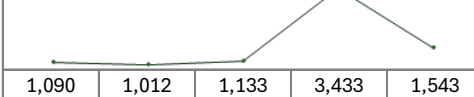
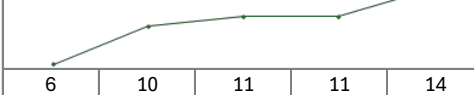
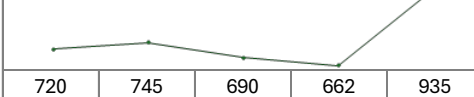
About ACCJC Requirements

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.

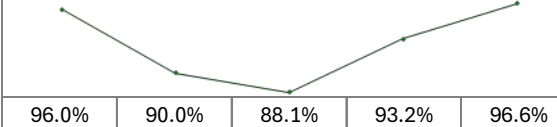
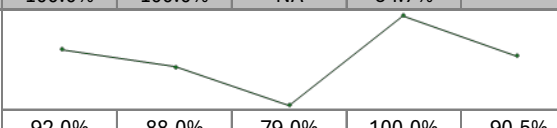
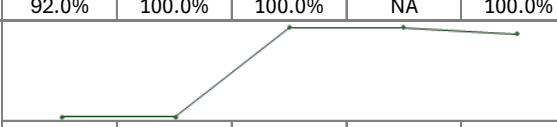
Enrollment Information

Enrollment Information	Source	Three Year Trend		
		2022-23	2023-24	2024-25
Total Headcount	Internal Data			
		12,511	13,508	14,461
Headcount: Degree Applicable CR Courses	Internal Data			
		11,561	12,494	13,390
Headcount: Distance Education (not hybrid)	Internal Data			
		8,531	9,067	9,577
Headcount: Degree Applicable Distance Education	Internal Data			
		8,334	8,926	9,425
Percent of students enrolled in at least one degree-applicable distance education course	Internal Data			
		97.7%	98.4%	98.4%
Percent of all degree-applicable distance education courses offered online	Internal Data			
		29.2%	33.1%	32.6%

ACCJC Metrics

ACCJC Metric	Source	Five Year Trend					Goals		Gain Needed
		2020-21	2021-22	2022-23	2023-24	2024-25	Floor	Aspirational	
Successful Course Completion Rate	PowerBI: Program Review						72.0%	80.0%	3,440
		74%	75%	74%	75%	78%			
Completion of Certificates	PowerBI: Hiring Priorities CCCCO Certs						907	1,234	326
		746	696	735	1,127	908			
Completion of Associate Degrees	PowerBI: Hiring Priorities AA/AS/ADT						1,348	1,833	290
		1,090	1,012	1,133	3,433	1,543			
Completion of Bachelor's Degrees	PowerBI: Program Review						8	15	1
		6	10	11	11	14			
Transfers to 4-Yr	DataVista-Metric 650						937	1,252	317
		720	745	690	662	935			
Associate degree and certificate Floor goals adjusted to 25% increase of pre-DWD three-year average, the expected gain from continued auto awarding efforts.									
Associate degree and certificate Aspirational goals adjusted to 70% increase of pre-DWD three-year average, to align with SEMP goals.									
Transfers to 4-Yr Floor goal adjusted to 25% of three year average, Aspirational goal adjusted to 70% of the three year average.									
Transfer data source changed from Data Vista to NSC for 2024-25 counts.									

Examination Pass Rates in Programs that Require Licensure

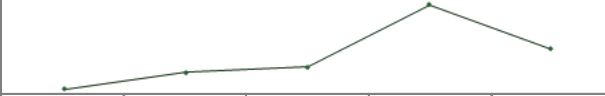
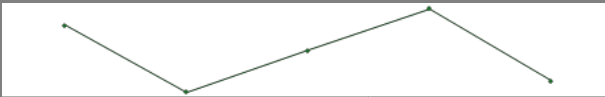
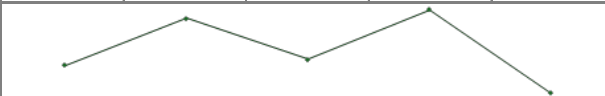
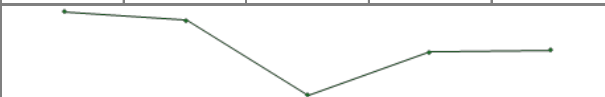
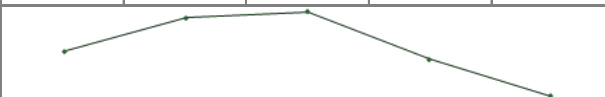
Program	Examination	Five Year Trend					Goals		3-YR Average
		2020-21	2021-22	2022-23	2023-24	2024-25	Floor	Aspirational	
AS Nursing	State						85.0%	100.0%	92.6%
CERT Nurse Aid *Data no longer provided per A.Nitsche	State	96.0%	90.0%	88.1%	93.2%	96.6%	85.0%	100.0%	94.7%
CERT Vocational Nursing (LVN)	State						85.0%	100.0%	89.8%
AS Dental Hygiene	National	92.0%	100.0%	100.0%	NA	100.0%	85.0%	100.0%	100.0%
AS Physical Therapist Assistant	National						85.0%	100.0%	91.4%
CERT Medical Assistant	National	NA	NA	93.8%	93.8%	86.7%	85.0%	100.0%	
AS Health Information Technology	National	NA	NA	NA	NA	NA	85.0%	100.0%	
BS Health Information Management	National	NA	NA	NA	NA	NA	85.0%	100.0%	

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 Core IV data is a year behind

Program	Five Year Trend					Goals		3-YR Average
	2019-20	2020-21	2021-22	2022-23	2023-24	Floor	Aspirational	
Agricultural and Natural Resources						73.2%	86.1%	81.1%
	71.7%	75.0%	76.0%	88.0%	79.4%			
Business and Management						70.0%	81.4%	76.4%
	76.0%	75.3%	79.4%	76.7%	73.0%			
Information Technology						70.0%	74.8%	69.8%
	75.9%	63.2%	84.6%	57.1%	67.7%			
Engineering and Industrial Technologies						73.9%	87.0%	82.0%
	83.5%	78.7%	81.7%	84.7%	79.5%			
Health						82.0%	96.5%	91.5%
	90.9%	93.4%	91.2%	93.9%	89.4%			
Family and Consumer Sciences						70.7%	83.2%	75.8%
	84.2%	82.8%	71.2%	77.9%	78.2%			
Public and Protective Services						79.8%	93.9%	88.9%
	89.3%	92.9%	93.6%	88.5%	84.5%			

Establishing Aspirational and Floor Values

Aspirational goals should be both motivational and attainable and, therefore, must consider recent values. Unless otherwise noted, 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 2029)

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, 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 24%, which is lower than the midpoint for all two-year schools (33%).
- **Median Earnings:** The Scorecard shows students who received federal financial aid and graduated from Shasta College had a median earnings figure of \$71,612 four years after graduation, higher than the midpoint for all two-year schools (\$50,128).
- **Post-Exit Earnings (Metric 800/801/802):** 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.

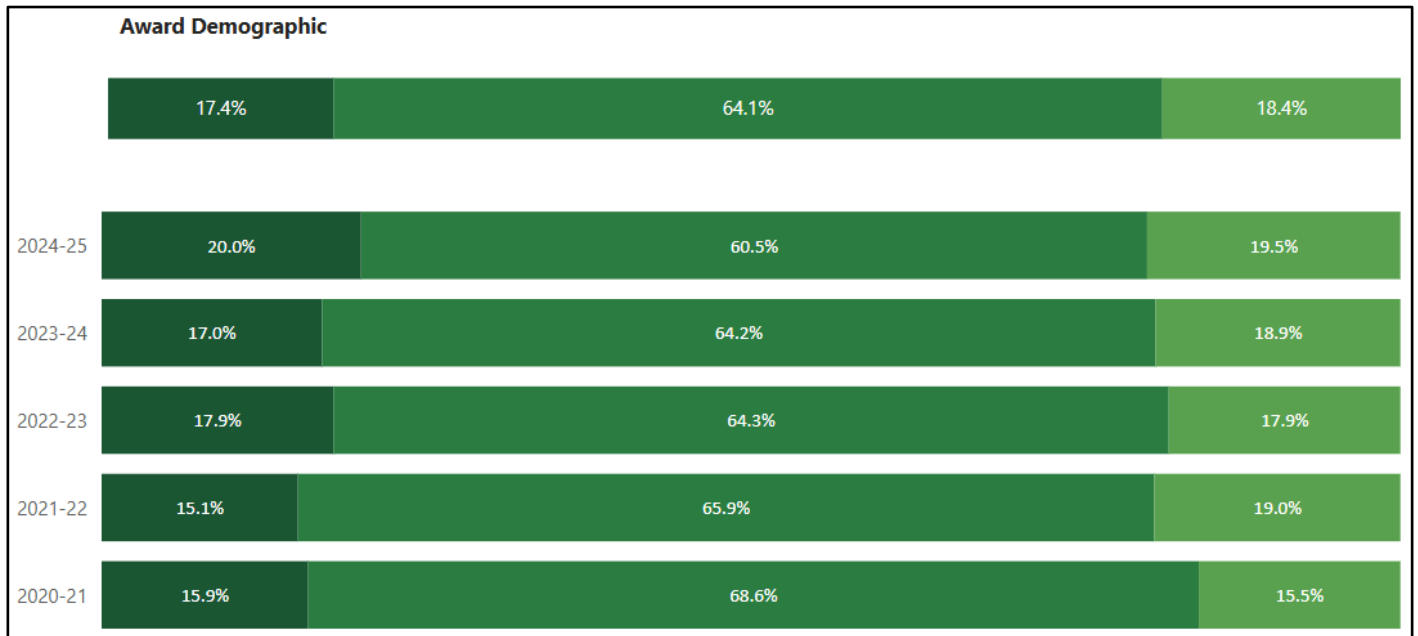
Disaggregated Data

Course Success Rates: As an institution, we maintain a strong overall course success rate, with a five-year average of 75.6%. This performance has motivated us to set an aspirational goal of reaching a 79% success rate. However, disaggregated data show that three student groups, **American Indian/Alaska Native**, **Black/African American**, and **Native Hawaiian/Pacific Islander**, consistently experienced success rates below the institutional average.

Over the past year, we have seen encouraging progress, with the overall course success rate rising to 77.8% and noticeable improvements for these disproportionately impacted groups. These gains reinforce both the importance of targeted strategies and the potential for continued progress as we work to close achievement gaps and ensure more equitable outcomes for all students.

	2022-23			2023-24			2024-25		
	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate
American Indian/Alaska Native	232	81.6%	62.7%	302	83.0%	66.3%	290	88.5%	72.7%
Asian	390	90.5%	83.3%	460	92.2%	82.4%	486	92.7%	84.4%
Black or African American	216	81.9%	63.4%	259	85.2%	68.0%	287	88.8%	70.0%
Filipino	56	87.0%	75.7%	67	91.7%	86.3%	77	94.9%	88.1%
Hawaiian / Pacific Islander	29	78.9%	62.4%	44	85.3%	72.7%	38	88.8%	77.0%
Hispanic	2,415	84.1%	70.1%	2,630	86.9%	72.5%	3,025	90.3%	76.7%
Two or More Races	1,027	84.4%	71.9%	1,124	87.1%	73.2%	1,198	88.8%	75.1%
Unknown	607	87.7%	79.3%	658	90.6%	80.4%	768	91.5%	82.9%
White	7,594	87.0%	76.7%	8,106	88.1%	76.6%	8,640	90.1%	78.3%

Associate Degree Completion: Thanks to efforts such as *Degrees When Due/Degrees on Track*, we have seen a 25% increase in the number of awards conferred since 2023-24. We have also achieved a 4% 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.



● Hispanic ● White ● Other

	2020-21	2021-22	2022-23	2023-24	2024-25
American Indian/Alaska Native	21	15	18	58	32
Asian	35	29	35	141	57
Black or African American	13	20	17	35	30
Filipino	7	13	8	16	11
Hawaiian / Pacific Islander		1	1	7	3
Hispanic	174	153	201	582	304
Two or More Races	74	86	96	292	132
Unknown	20	28	26	98	32
White	750	667	724	2,200	921