

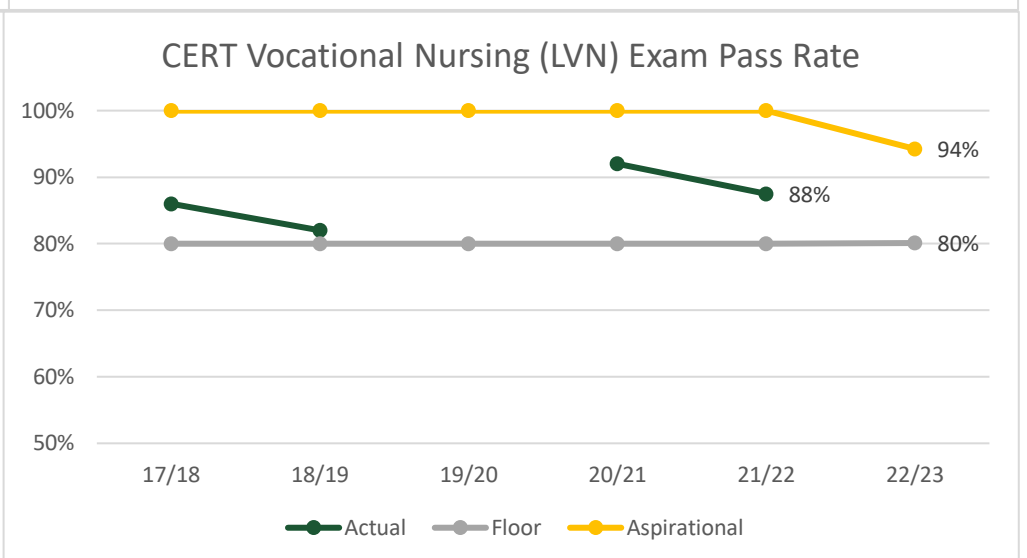
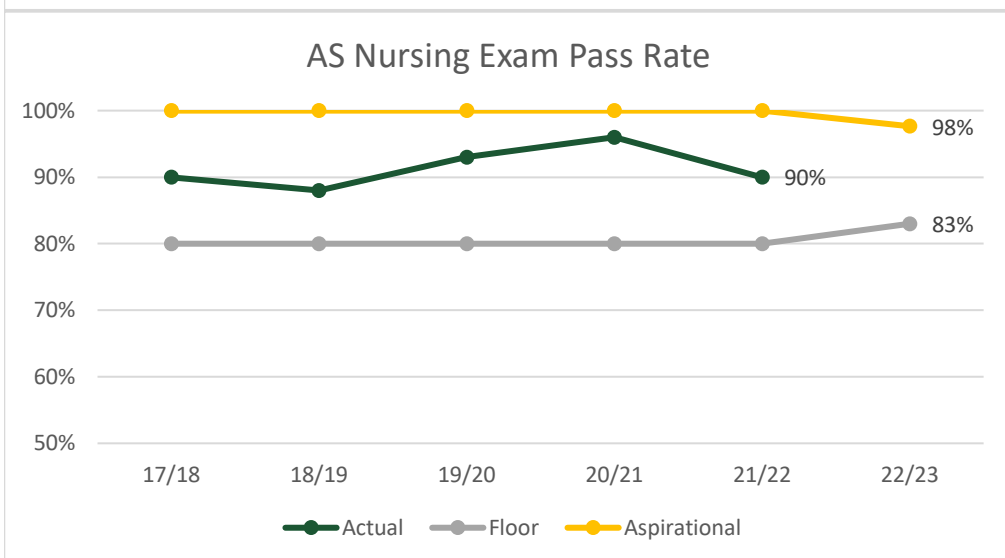
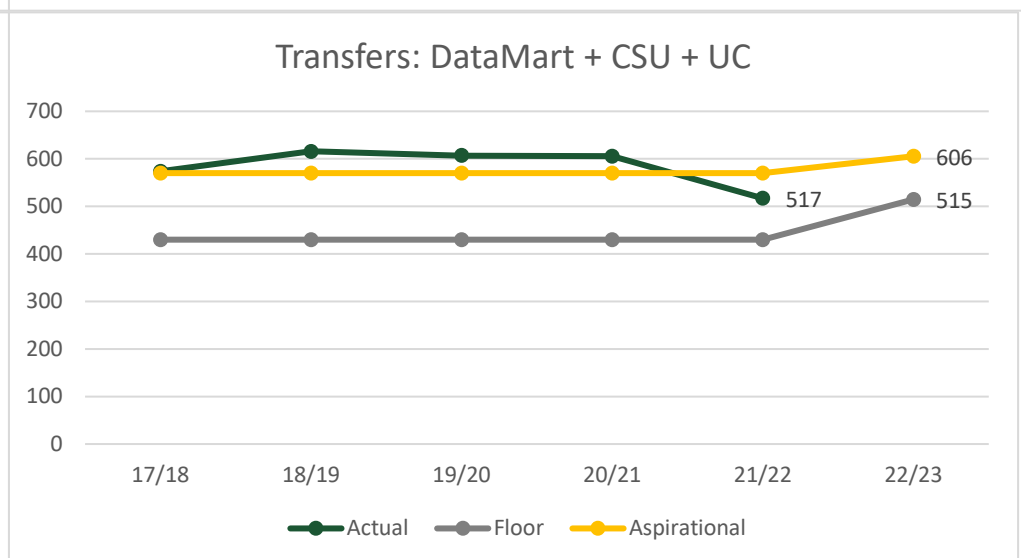
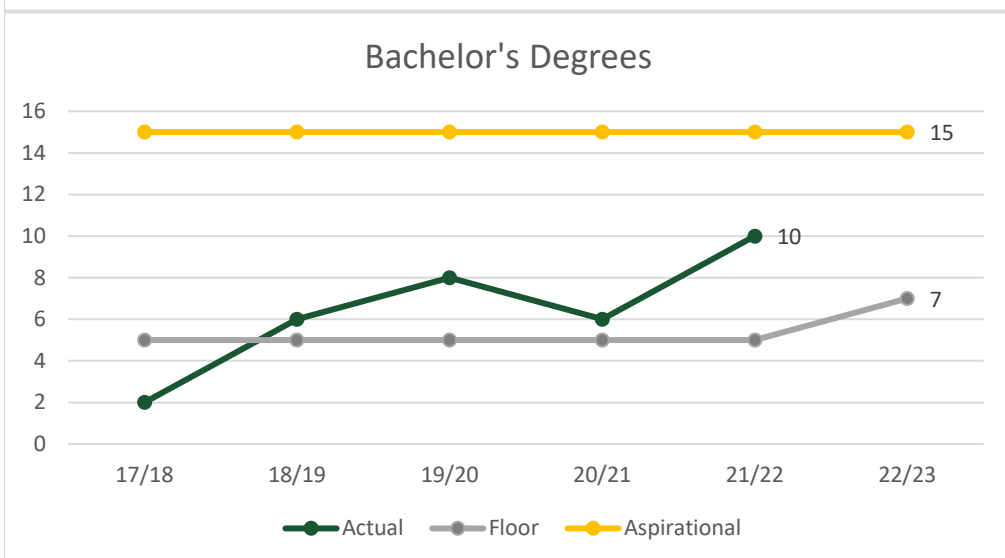
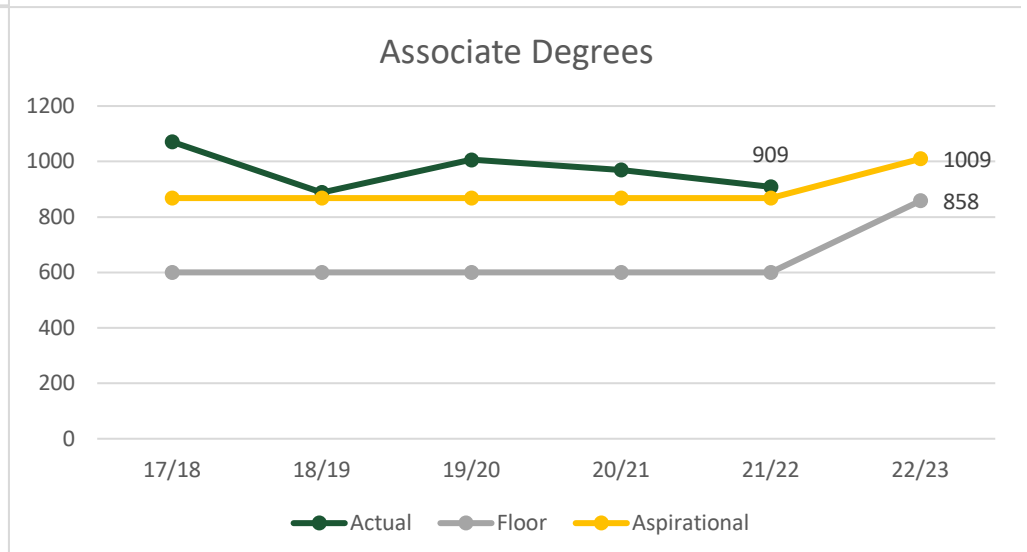
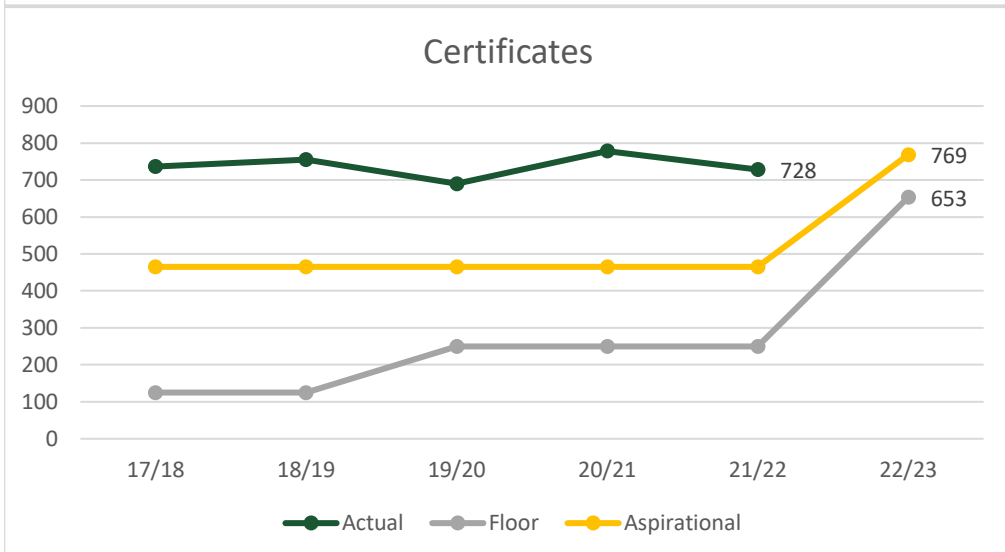
2021-22 Outcomes

ACTUAL BETWEEN FLOOR AND ASPIRATIONAL:

- Bachelor's Degrees
- Transfers
- AS Nursing Exam Pass Rate
- AS Dental Hygiene Exam Pass Rate
- CERT LVN Exam Pass Rate

ACTUAL AT OR ABOVE ASPIRATIONAL:

- Course Success Rates
- Certificates
- Associate Degrees
- CERT Nuse Aid Exam Pass Rate

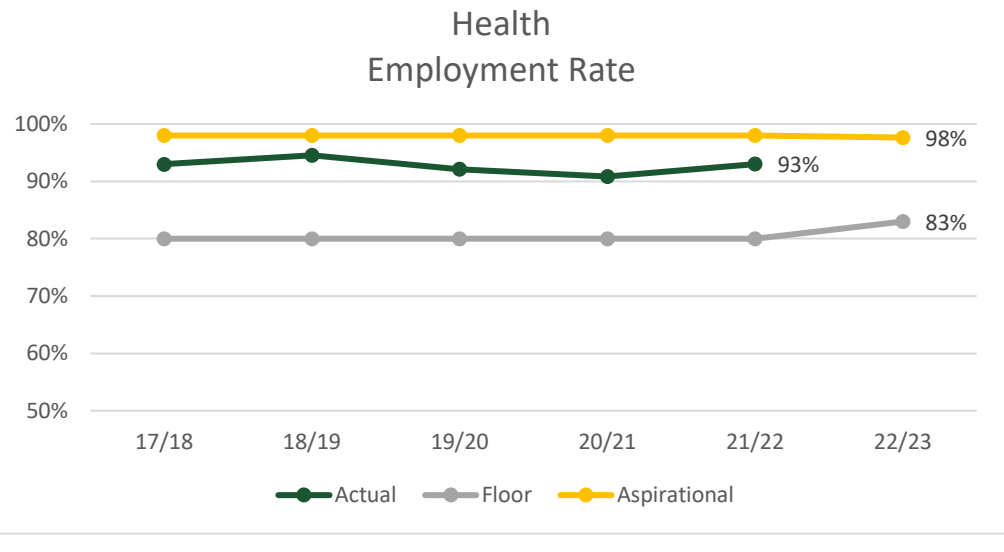
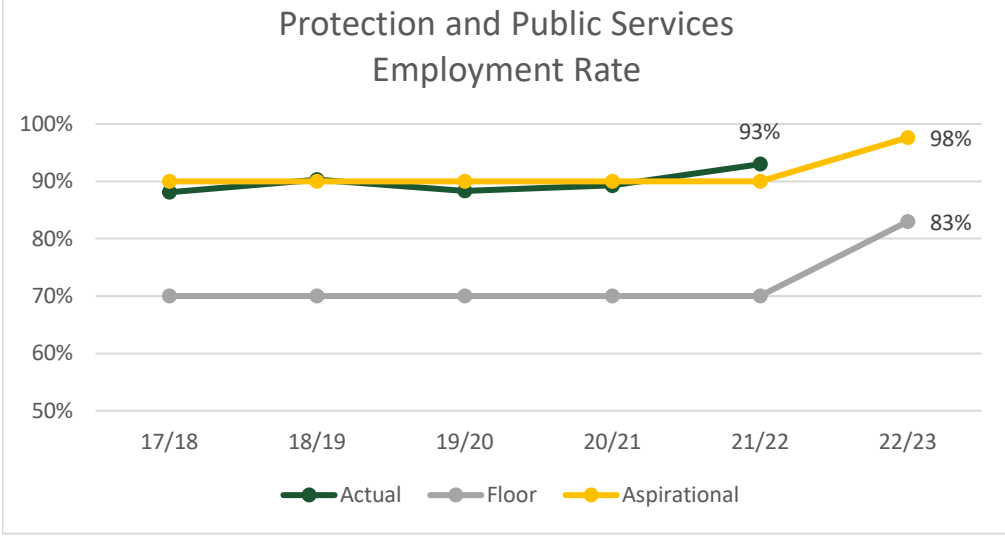
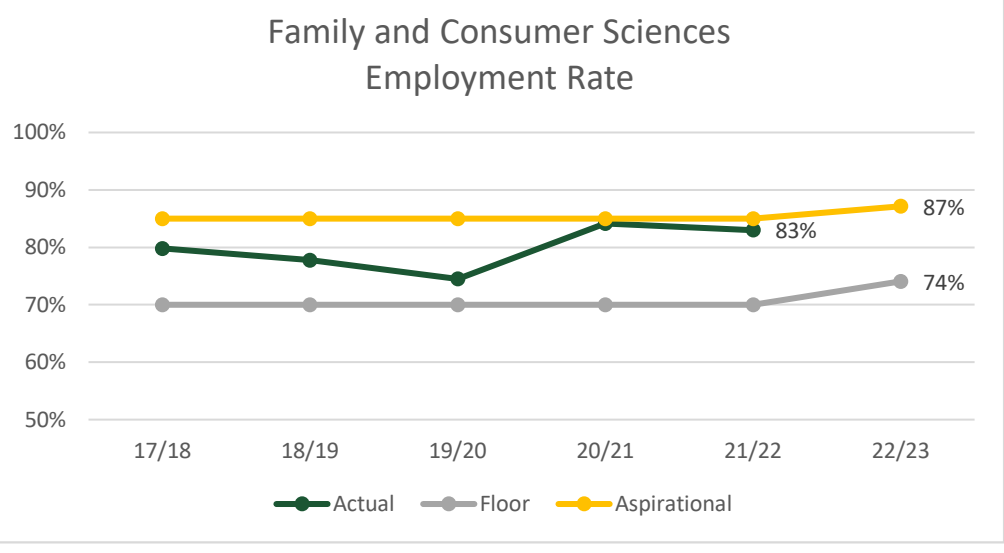
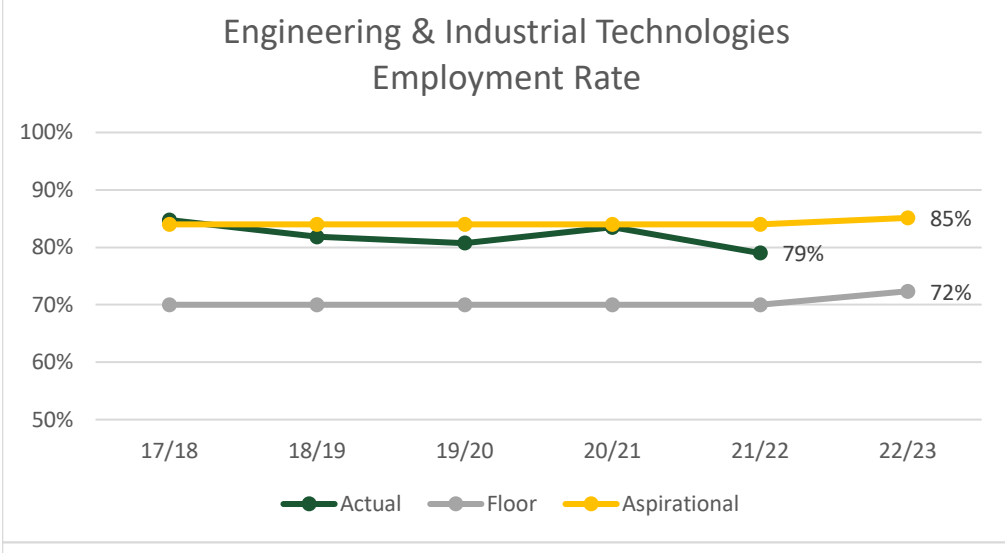
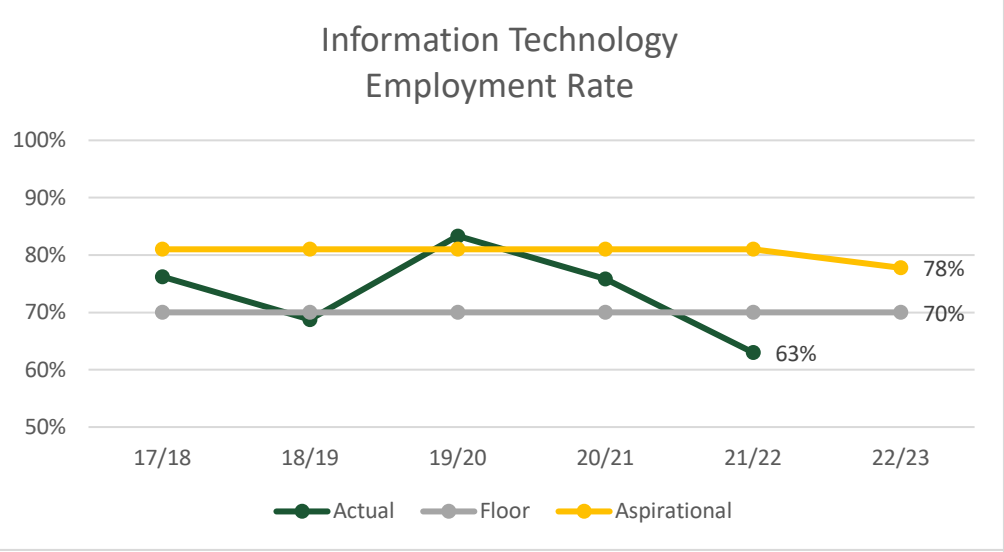
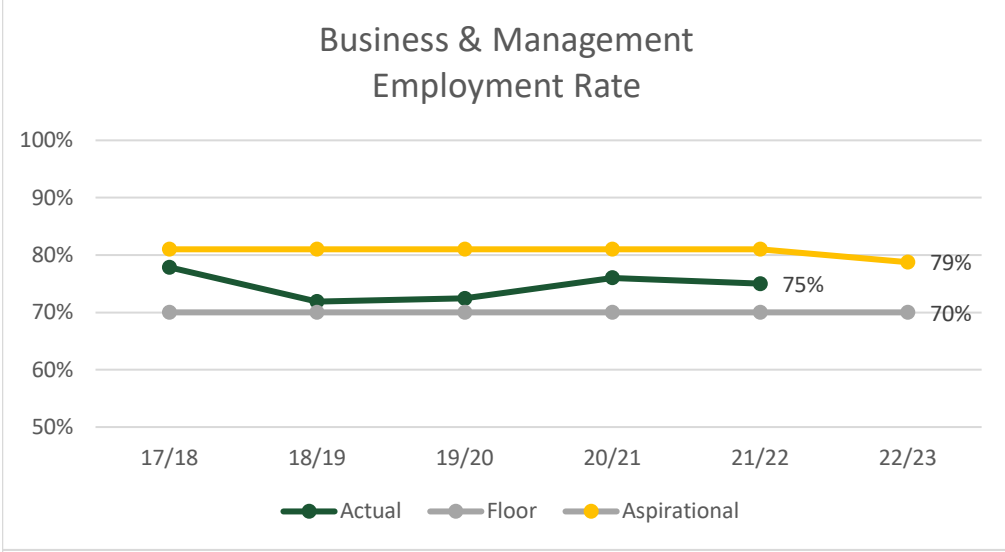
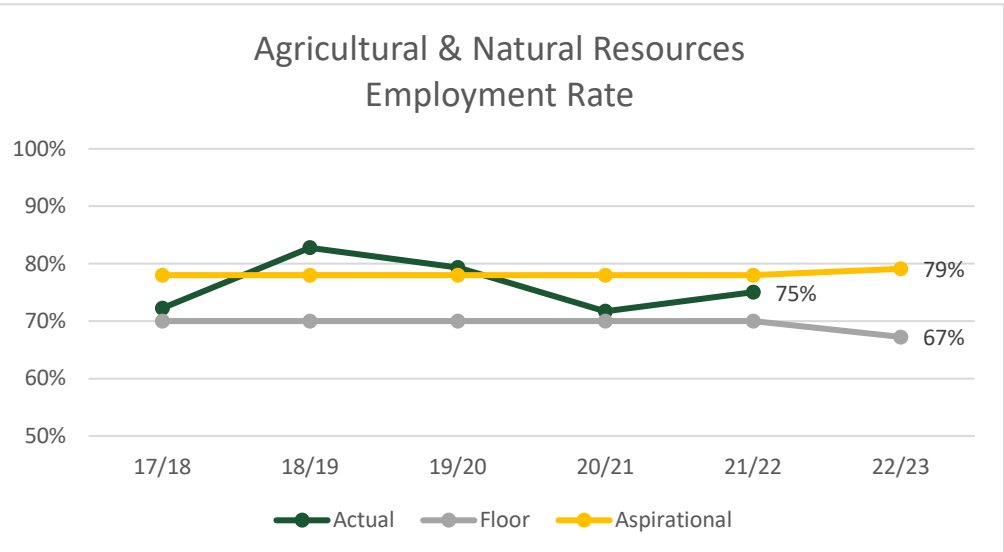
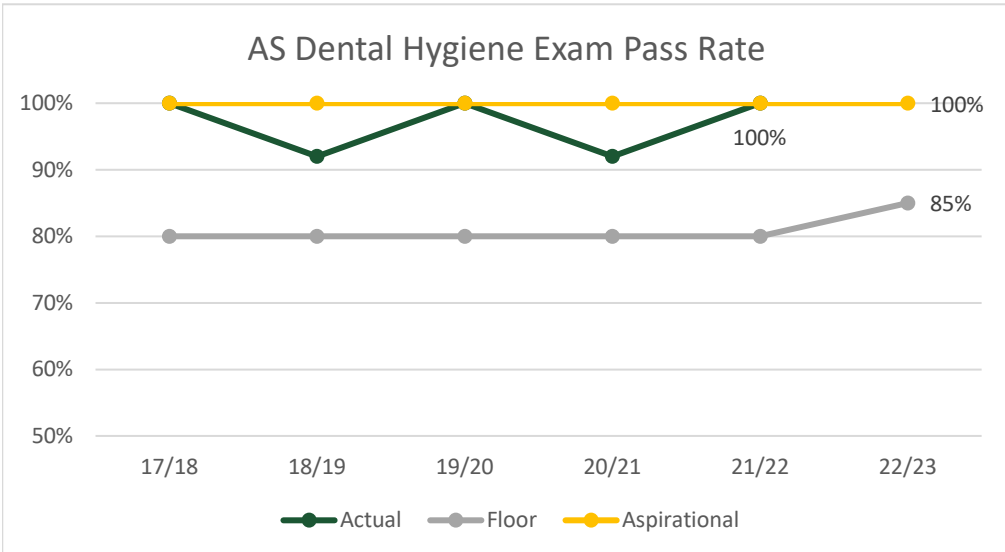


Data taken from Datamart with the following exceptions:

Transfer data includes Datamart (private & out-of-state transfers) with the addition of USC and UC transfers

Licensure pass rates: NCLEX from RN testing website; Other rates provided internally

Employment rates are Perkins Data and reporting year represents two years prior.



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

Deriving Aspirational and Floor Values for 2022-23

Aspirational goals should be both motivational and attainable and therefore must take into account 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 between the above options. When the metric is a percentage as opposed to a count (e.g. exam pass rates vs. counts of awards) the maximum aspirational value allowed is 100%.
4. Review the benchmarks every 3 years (next planned review is 2026)

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

College Scorecard

The US Department of Education College Scorecard is another measure that can be used by students to compare cost and value of institutions. While the metrics were designed around the assumption of full time students attending four-year institutions in the pre-pandemic era, the Scorecard remains in use. Shasta College is around the midpoint (comparable in performance to other community colleges) on most metrics. The College uses many of these metrics (or analogous metrics) in assessment and evaluation processes. A summary of some data elements and how they are used follows:

The Scorecard shows an eight year graduation rate of 31% for Shasta College. Past Program Review documents have tracked 3-Year graduation rates between 15 and 17 percent.

The Median Earnings for a student who began attending Shasta College ten years ago is listed as \$33,387. The California Student Success Metrics dashboard gives median annualized earnings for students in the year after they exited the system. According to this dashboard Shasta College students who left in 2019-20 had median earnings of \$32,308.

Under the heading of Student Body, the Scorecard gives the Race/Ethnicity breakdown in the standard IPEDS categories. Race/Ethnicity counts and percentages are examined in every statistical report that comes out of Shasta College's Institutional Research Office and aligns almost exactly with the percentages shown on the Scorecard.

Aside from the graduation rates seen in past program review documents, graduation numbers are closely tracked for a wide variety of student groups and demographics. In addition, Completion Efficiency (awards per 100 full-time equivalent students) has recently been adopted as a key metric in the college's Strategic Plan.

Student earnings are a key piece of the CTEOS (Career Technical Employment Outcomes Survey). The 2022 CTEOS reported that exiting Shasta College students had a median hourly wage of \$30.00 per hour. This value and other wage data was used in our last CTE Report. The percentage of former students attaining a living wage is also analyzed annually.