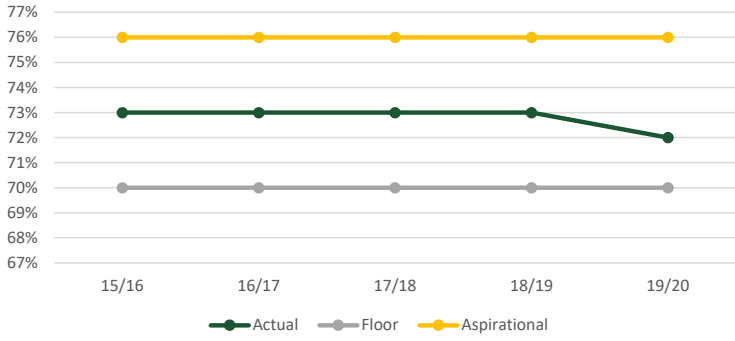


Course Completion Rates (Success Rate)



**Outcomes**

ACTUAL BETWEEN FLOOR AND ASPIRATIONAL:

- Course Success Rates
- Bachelor's degree
- Transfers\*

ABOVE ASPIRATIONAL:

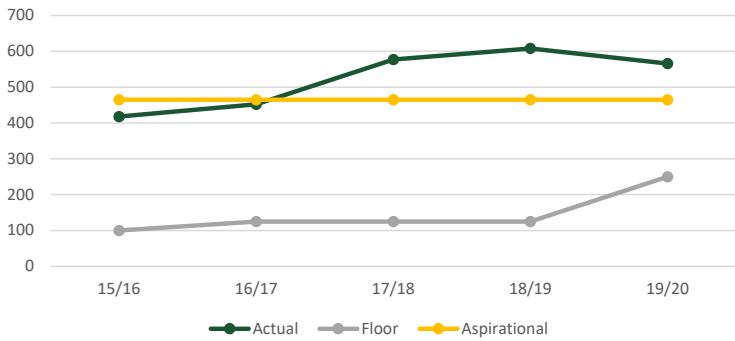
- Certificates & Associate Degrees

MEETING STANDARD:

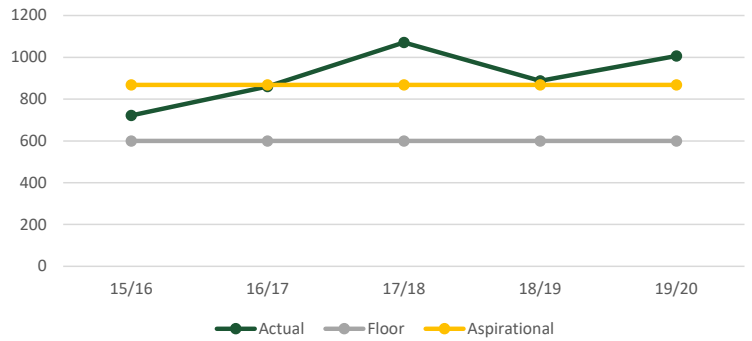
- All Licensure pass rates
- All Employment rates

\*Transfer benchmarks adjusted for change in data source

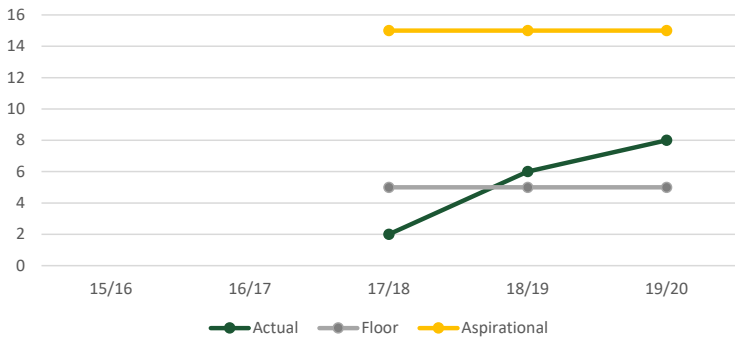
Certificates



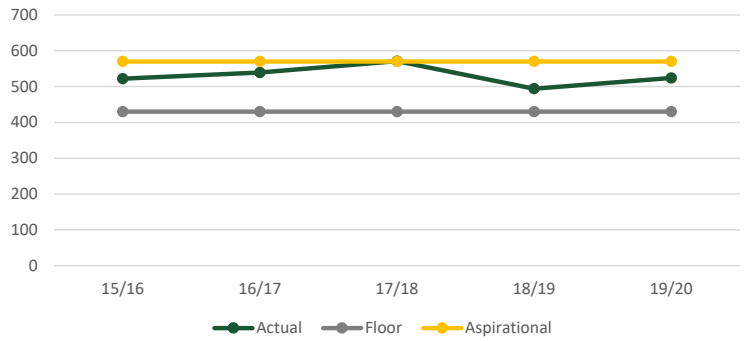
Associate Degrees



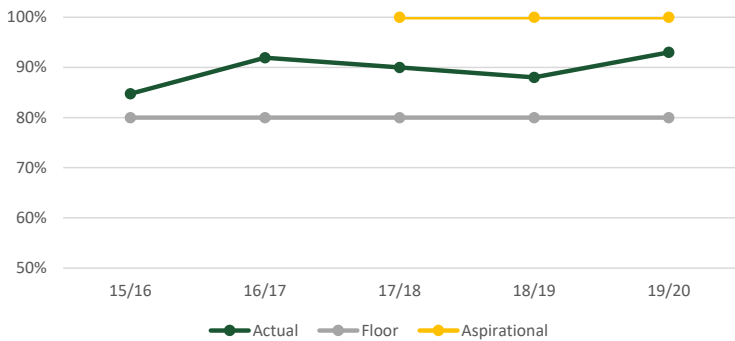
Bachelor's Degrees



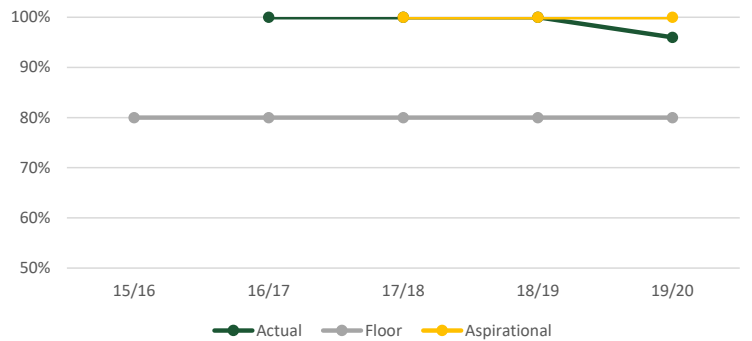
Transfers: DataMart + CSU + UC



AS Nursing Exam Pass Rate



CERT Nurse Aid Exam Pass Rate



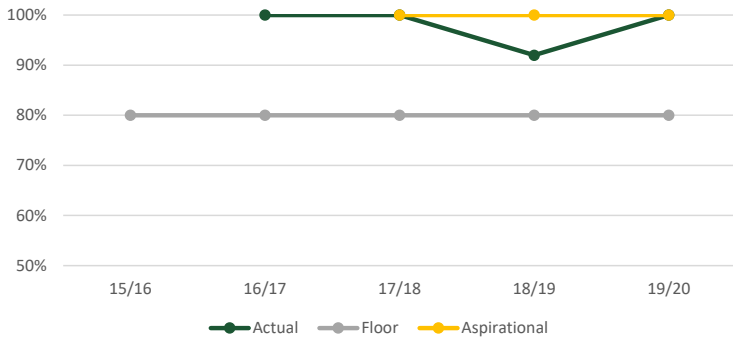
Data taken from Datamart with the following exceptions:

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

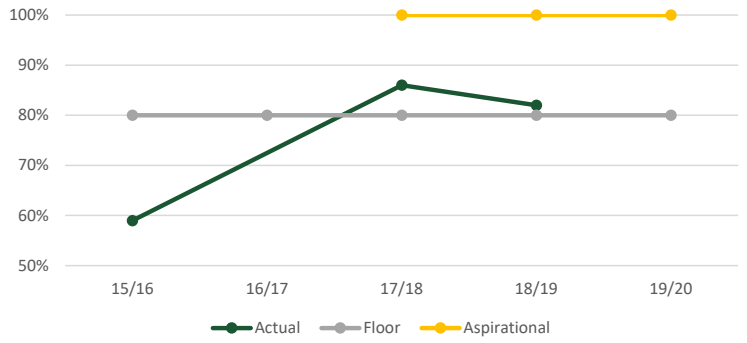
Licensure pass rates: NCLEX & LVN from testing websites; Other rate provided internally

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

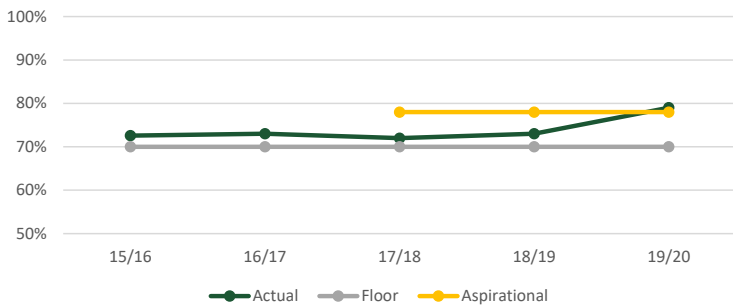
AS Dental Hygiene Exam Pass Rate



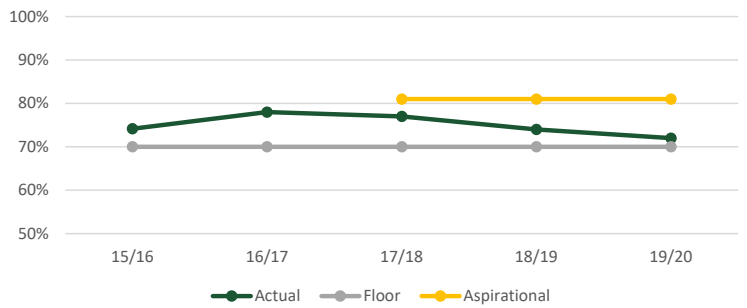
CERT Vocational Nursing (LVN) Exam Pass Rate



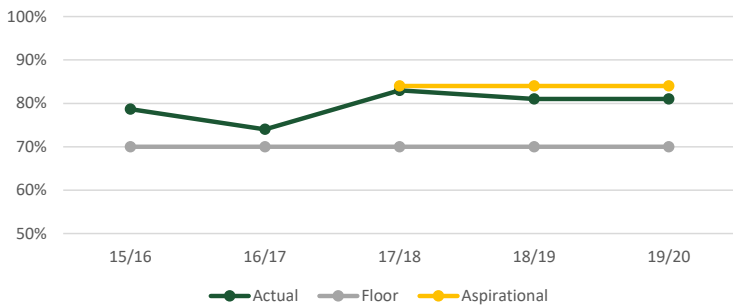
Agricultural & Natural Resources Employment Rate



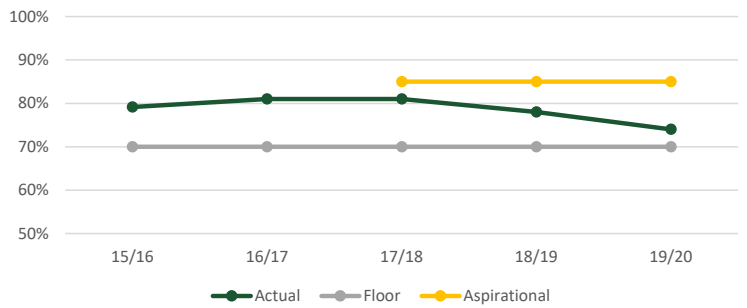
Business & Management Employment Rate



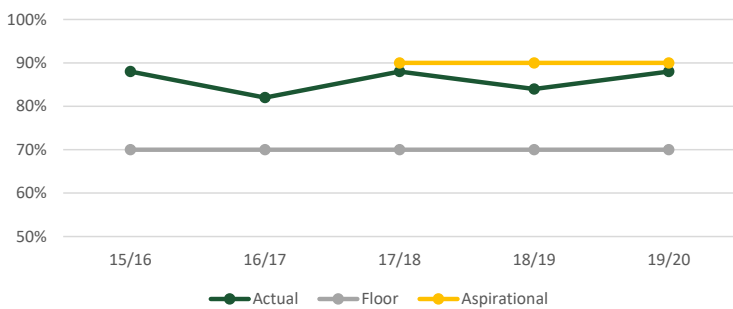
Engineering & Industrial Technologies Employment Rate



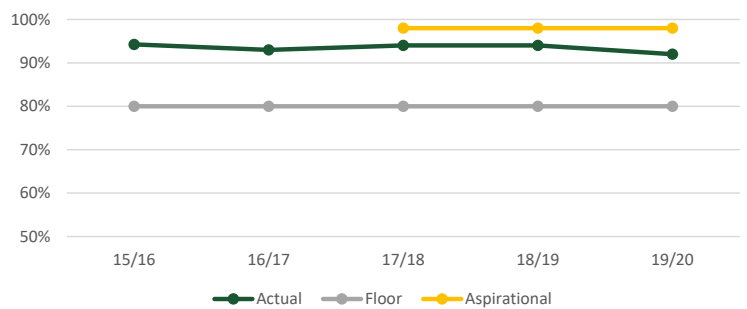
Family and Consumer Sciences Resources Employment Rate



Protection and Public Services Employment Rate



Health Employment Rate



“The purposes of regional accreditation include encouraging institutions to improve academic quality, institutional effectiveness, and, ultimately, student success.” (ACCJC, <https://accjc.org/purpose-and-process/>)

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.

The institutional set standards are also a required part of the mid-term report in support of Standard I.B.3: “The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.” The midterm report addresses not only where the college falls between the floor and goal, but what actions are being taken to achieve these goals, and how the information is disseminated.