

Goals/Metrics	REVISED (09.01.20)				Year 1 Targets			Year 2 Targets			Year 3 Targets			Year 4 Targets			Year 5 Targets			AT Calculation	ME & AS Calculation	
	2015-16	2016-17	2017-18	2018-19	ME	AT	AS	ME	AT	AS	ME	AT	AS	ME	AT	AS	ME	AT	AS			
Completion																						
Number of Certificates	578	598	734	799	703	781	1016	764	849	1103	802	891	1158	832	924	1201	879	977	1270	1.10↑from Mean	0.9↑< AT < 1.3↑	
Number of Degrees (without ADT Degrees)	490	442	562	656	548	609	791	603	670	871	638	709	922	656	729	947	696	773	1005	1.10↑from Mean	0.9↑< AT < 1.3↑	
Graduation Rates (IPEDS)	27%	31%	31%	33%	31%	35%	45%	33%	36%	47%	34%	38%	50%	36%	40%	52%	38%	42%	55%	1.10↑rom Mean	0.9↑< AT < 1.3↑	
Completion Efficiency																						
Time to Degree (Colleague)	4.3	4.3	3.9	3.9	3.9	3.8	3.6	3.8	3.7	3.4	3.7	3.6	3.4	3.6	3.5	3.3	3.5	3.4	3.2	0.95↓from Mean	0.925↓< AT < 1.025↓	
Units Earned per Degree (SSM)	96	96	95	92.0	91.9	89.6	82.9	89.8	87.6	81.0	87.4	85.3	78.9	85.2	83.1	76.9	83.1	81.1	75.0	0.95↓from Mean	0.925↓< AT < 1.025↓	
Transfer																						
Number of ADT Degrees (Only)	307	353	483	522	448	498	647	496	551	716	518	576	749	536	596	775	569	632	821	1.10↑from Mean	0.9↑< AT < 1.3↑	
Transfers to UC/CSU	659	664	723	716	662	736	957	685	761	990	697	775	1007	716	795	1034	734	816	1061	1.05↑from Mean	0.9↑< AT < 1.3↑	
Transfers to Other 4-year institutions	120	152	149	147	141	157	204	143	159	206	146	162	211	150	167	217	154	171	222	1.05↑rom Mean	0.9↑< AT < 1.3↑	
Employment																						
Employment Rate	33%	44%	36%	39%	37%	41%	45%	36%	40%	44%	37%	41%	45%	38%	42%	46%	38%	42%	46%	1.03↑from Mean	0.9↑< AT < 1.1↑	
Median Earnings	\$ 36,370	\$ 40,102	\$ 38,372	\$ 39,430	\$ 36,432	\$ 40,480	\$ 44,528	\$ 36,549	\$ 40,610	\$ 44,671	\$ 37,241	\$ 41,379	\$ 45,516	\$ 37,843	\$ 42,048	\$ 46,252	\$ 38,327	\$ 42,586	\$ 46,844	1.03↑from Mean	0.9↑< AT < 1.1↑	
Exiting CTE Students employed in their Field of Study	71.0%	66.0%	69.4%	70.8%	63.7%	70.8%	77.9%	65.2%	72.4%	79.7%	66.2%	73.5%	80.9%	67.0%	74.4%	81.9%	68.1%	75.7%	83.2%	1.03↑from Mean	0.9↑< AT < 1.1↑	

ME = Minimum Expectation
AT = Attainable Goal
AS = Aspirational Goal

Note: Metric definitions and baseline data provided by the Chancellor's Office changed significantly leading up to the finalization of targets. Additional modifications in definitions and/or data may require revision of targets.

Metric**Definition**

Completion	
Certificates Awarded	Among all students, the number who earned a Chancellor's Office approved credit certificate in the selected year and had an enrollment in the selected or previous year
Degrees Awarded (not including ADT Degrees)	Among all students, the number who earned an AA or AS degree in the selected year and had an enrollment in the selected or previous year
Graduation Rate	Percentage of full-time, first time, degree/certificate-seeking undergraduate students in a particular year after removing any allowable exclusions (adjusted cohort), who completed their program within 150% of normal time to completion (or 3 years)
Completion Efficiency	
Time to Degree	The median number of years from the time of a student's first enrollment at Hartnell College taking a credit course until the time they receive an AA, AS, or ADT degree
Units Earned per Degree	Among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college
Transfer	
Associate Degrees for Transfer (ADT) Awarded	Among all students, the number who earned an associate degree for transfer in the selected year and had an enrollment in the selected or previous year
Transfers to UC and CSU Systems	Among all students who completed at least 12 units at any community college at any time and exited the community college system, the number who transferred to a CSU or UC Institution
Transfers to Other Systems	Among all students who completed at least 12 units at any community college at any time and exited the community college system, the number who transferred to any Private College In-State or Out of state postsecondary institution
Employment	
Employment Rate	Among all students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were unemployed and became employed after exiting college
Earnings	Among all students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit
Career Technical Education (CTE) Students Employed in Field of Study	Among all students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study

Procedure for Establishing Quantitative Targets for Institutional Student Success Metrics

a. Governing Board establishes institutional student success goals.

1. Increase student completion
2. Increase student completion efficiency
3. Increase student transfer to 4-year institutions
4. Improve student employment subsequent to training or completion

b. Based on recommendations from the Office of Institutional Planning, Research, and Effectiveness (IPRE), College Planning Council determines metrics for institutional student success goals aligned with System-wide Vision for Student Success.

1a. Certificates awarded

1b. Degrees awarded

1c. Graduation rate

2a. Time to degree

2b. Units earned per degree

3a. ADT degrees awarded

3b. Transfers to UC and CSU systems

3c. Transfers to other systems

4a. Employment rate

4b. Earnings

4c. CTE students employed in field of study

c. IPRE Office makes projections into future years from the average of three years of most recently available data from Student Success Metrics in Cal-PASS Plus if available, from Hartnell College and other external sources if not.

Rationale for projecting from three years of data: sufficiently lengthy time period to establish a trend, sufficiently short time period to focus on recent history.

d. Based on input from councils, college leaders, constituent groups, and external stakeholders, IPRE Office applies percentage increase (decrease), which may vary across metrics, to the average of three years of most recently available data, in order to obtain Attainable Target (AT) for the projected year.

e. Based on input from councils, college leaders, constituent groups, and external stakeholders, IPRE Office applies percentage increase (decrease), which may vary across metrics, to AT in order to obtain the Aspirational Target (AS) for that year.

f. Based on input from councils, college leaders, constituent groups, and external stakeholders, IPRE Office applies percentage increase (decrease), which may vary across metrics, to AT in order to obtain the Minimum Expectation (ME) for that year.

Rationale for applying different percentage increase (decrease) in d., e., and f.: the appropriateness of the percentage differs depending on the targeted outcomes desired (AT, AS, ME) for the specific metric.

Goal-Setting, Performance Assessment & Action-Taking

Metric Importance & Goal-Setting

Each metric is assigned a 3-point range of targeted outcomes:

- **Minimum expectation (ME)**—minimally acceptable outcome below which **extraordinary action (EAC)** must be taken.*
- **Attainable goal (AT)**—achievable outcome below which **analysis (AN)** will be conducted, or **action (AC)** may be taken if the metric is highly important to the district.
- **Aspirational goal (AS)**—ambitious outcome below which **analysis (AN)** may be conducted but otherwise **no follow-up (NF)** is warranted.

*Normally taken as a result of a trend of three consecutive years of unacceptable performance.

	AS (highest target)
<u>Targeted Outcomes</u> (range)	AT (mid-range target)
	ME (lowest target)

Performance Assessment & Action-Taking





The district will strategically allocate and re-allocate resources over time to achieve dual optimization:

- Increase the likelihood that highly important metrics will reach AS;
AND
- Reduce the likelihood that any specific metric will fall below ME.

The desired outcome for a given metric will be established within the range of targeted outcomes as follows:

- AS will be the desired outcome for highly important metrics;
- AT will be the desired outcome for all other metrics;
- ME will be the lowest acceptable outcome for all metrics, but never the desired outcome for any given metric.

The action to be taken will be based on the gap between the targeted outcomes and the actual (A) outcome for a given metric:

<u>Targeted Outcomes</u> (range)	<u>Outcome Zone</u> (Scorecard)	<u>Outcome Assessment</u>	<u>Action to be Taken</u>
AS	IV 	$A \geq AS$	NF
AT	III 	$AT \leq A < AS$	AN
ME	II 	$ME \leq A < AT$	AN or AC
	I 	$A < ME$	EAC*

*Normally taken as a result of a trend of three consecutive years of unacceptable performance.