

2021-2022 Institution-Set Standards

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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 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

Performance Assessment and Action-Taking

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

- a. **Increase the likelihood that highly important metrics will reach AS, and**
- b. **Reduce the likelihood that any specific metric will fall below ME.**

The desired outcome for any 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 the given metric

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

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

For the past three reporting years Hartnell College has performed well on all Institutional Set Standards, except for course completion rates and respiratory care practitioner licensure rates.

Metric	Performance 2018-2019	Performance 2019-2020	Performance 2020-2021	Action Recommendation
Course Completion Rates	76%	76%	67%	AN & AC (Analysis & Action)
Certificates	948	971	978	AN (Analysis)
Associate Degrees	1,518	1,539	1,403	AN
Transfers	798	764	944	AN
Licensure Examination Pass Rates**	87%	87%	70%	AN & AC
Employment Rates for Career Education	Multiple CTE Programs	Multiple CTE Programs	No data	AN

*Data based on CCCC Student Success Metrics

**The registered and vocational nursing licensure rates are in the green zone between the floor goal and aspirational target.



	2017-18	2018-19	2019-20	2020-21
Floor Standard	68%	68%	71%	72%
Aspirational Goal	N/A	N/A	87%	88%
Actual	77%	76%	76%	67%

*Data based on CCCC Student Success Metrics

- Course completion rates trended steady until the academic year 2020-21.
- Prior to 2020-21 Hartnell college met the institution set floor standards, but the COVID19 pandemic caused a sharp decrease in completion rates which led to a drop below the floor standard.
- Aspirational goals, for the 2019-2020 and 2020-2021 academic years were not met.



	2017-18	2018-19	2019-20	2020-21
Floor Standard	428	428	706	765
Aspirational Goal	N/A	N/A	1,020	1,105
Actual	829	948	971	978

*Data based on CCCCO Student Success Metrics

- The number of certificates awarded by Hartnell College has been steadily increasing over the past four academic years.
- The institution set floor standard has been met for each of these years. However in contrast the institution has not been able to meet its aspirational goals.

	2017-18	2018-19	2019-20	2020-21
Floor Standard	698	698	999	1,101
Aspirational Goal	N/A	N/A	1,443	1,590
Actual	1,314	1,528	1,539	1,403

*Data based on CCCC Student Success Metrics

- The number of associate degrees awarded illustrates a trend of a steady increase prior to the Covid-19 pandemic.
- Each year the institution set floor standard has been met and for the 2019-2020 academic year the institution has met its aspirational goal.
- Statistics for the 2020-21 academic year, indicate a decline in the number of degrees which might be due to students not being able to adapt to the on-line learning environment.



	2017-18	2018-19	2019-20	2020-21
Floor Standard	535	535	783	809
Aspirational Goal	N/A	N/A	1,131	1,169
Actual	792	794	762	944

*Data based on CCCCO Student Success Metrics

- The number of students who transferred to 4-year institutions has displayed a steady trend up to the 2020-21 academic year when there was a sharp increase in the number.
- Hartnell College was able to meet the institution set floor standard in every year except 2019-20.
- The institution set aspirational goals has not been met yet.

Licensure Examination Pass Rates



Program	Exam	Floor Standard	Aspirational Goal	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate	2020-21 Pass Rate
Registered Nursing	State	86%	100%	100%	100%	90%	97.37%
Vocational Nursing	State	80%	100%	95%	89%	100%	89%
Respiratory Care Practitioner	State	75%	100%	100%	87%	87%	70%

*Data based on CCCC Student Success Metrics

- The licensure examination pass rates have remained above the institution set floor standard and in addition have met some of the aspirational goals.
- Exception is the licensure examination pass rate for respiratory care practitioners for the 2020-21 academic year where the rate dropped below the floor standard of 75%.

Employment Rates for Career Education Students



Program	Floor Standard	Aspirational Goal	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate
Advanced Automotive Technology	65%	100%	92.3%	N/A	87.5%
Agriculture – Business	75%	100%	N/A	N/A	N/A
Agriculture – Production	79%	100%	100%	100%	87.5%
Agriculture – Food Safety	69%	100%	N/A	91.3%	93.8%
Business Administration	76%	93%	85.7%	87%	78.9%
Computer Science and Info Systems – Computer Science Option	61%	83%	78.8%	72.7%	86.4%
Early Childhood Education	79%	96%	87.5%	87.5%	84.4%
Registered Nursing	75%	100%	96.4%	93.8%	94.6%
Respiratory Care Practitioner	65%	100%	N/A	N/A	N/A
Vocational Nursing	65%	100%	86.2%	100%	N/A

- The employment rate numbers for CTE programs have all met the institution set floor standard when available.
- The institution has met its aspirational goal once.
- Most of the metric outcomes are closer to the aspirational goal than the floor standard.

Data from Perkins IV dashboard

N/A data not displayed due to the small sample size (less than 10)



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1. Monitor closely and conduct further analysis to explore possible reasons for the decrease of course success rates.
2. Monitor colossally and conduct further analysis to explore possible reasons for the decrease of the percentage of respiratory care students who passed their licensure examination.
3. Review the list of CTE programs in the CTE job placement metric. Some of the current programs have sample sizes less than 10 for this reason corresponding outcome data could not be displayed/disseminated.
4. Review metric targets
5. Include equity data in the assessment framework.





1. CCCCO Student Success Metrics Dashboard:

<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

2. Perkins IV Dashboard:

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx