Goals/Metrics	Actual Data				Year 1 Targets			Year 2 Targets			Year 3 Targets			Year 4 Targets			Year 5 Targets			AT Calculation	ME & AS Calculation
	2014-15	2015-16	2016-17	2017-18	ME	AT	AS	ME	AT	AS	ME	AT	AS	ME	AT	AS	ME	AT	AS		
Completion																					
Certificates Awarded		636	660	735	706	785	1020	747	830	1079	779	865	1125	818	909	1182	860	955	1242	1.10↑from Mean	0.9↑< AT < 1.3↑
Degrees Awarded (not including ADT Degrees)		553	498	563	545	606	788	581	646	839	608	676	879	636	707	919	669	744	967	1.10↑from Mean	0.9↑< AT < 1.3↑
Graduation Rate		27%	31%	31%	31%	35%	45%	32%	36%	47%	34%	38%	49%	36%	40%	52%	38%	42%	54%	1.10↑rom Mean	0.9↑< AT < 1.3↑
Completion Efficiency																					
Time to Degree		4.3	4.5	3.9	4.0	3.9	3.6	3.8	3.8	3.5	3.8	3.7	3.4	3.7	3.6	3.3	3.6	3.5	3.2	0.95↓from Mean	0.925↓< AT < 1.025↓
Units Earned per Degree		90	90	90	86.2	84.1	77.8	84.3	82.2	76.0	81.7	79.7	73.7	79.8	77.9	72.1	77.8	75.9	70.2	0.95↓from Mean	0.925↓< AT < 1.025↓
Transfer																					
Associate Degrees for Transfer (ADT) Awarded		331	383	483	431	478	622	462	513	668	472	525	682	500	556	723	526	585	760	1.10↑from Mean	0.9↑< AT < 1.3↑
Transfers to UC and CSU Systems	527	672	677		641	712	926	652	725	942	674	749	973	689	765	995	705	784	1019	1.05↑from Mean	0.9↑< AT < 1.3↑
Transfers to Other Systems	251	219	200		209	232	302	219	243	316	222	246	320	227	253	329	234	260	338	1.05↑rom Mean	0.9↑< AT < 1.3↑
Employment																					
Employment Rate	55%	57%	58%		54%	60%	66%	55%	61%	67%	56%	62%	68%	57%	63%	69%	57%	64%	70%	1.03↑from Mean	0.9↑< AT < 1.1↑
Earnings	$ 32,348	$ 39,136	$ 49,112		$ 41,724	$ 46,361	$ 50,997	$ 40,874	$ 45,416	$ 49,957	$ 42,114	$ 46,793	$ 51,472	$ 42,818	$ 47,576	$ 52,333	$ 43,193	$ 47,993	$ 52,792	1.03↑from Mean	0.9↑< AT < 1.1↑
Career Technical Education (CTE) Students Employed in Field of Study	64.0%	73.0%	70.6%		66.6%	74.0%	81.4%	67.7%	75.2%	82.7%	68.9%	76.6%	84.2%	69.8%	77.5%	85.3%	70.8%	78.7%	86.6%	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.

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AS (highest target)

Targeted Outcomes   AT (mid-range target)
(range)

ME (lowest target)

</div>

Performance Assessment & 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 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:

Outcome Zone (Scorecard)	Outcome Assessment	Action to be Taken
IV	$A >= AS$	NF
III	$AT <= A < AS$	AN
II	$ME <= A < AT$	AN or AC
I	$A < ME$	EAC*

Targeted Outcomes (range): AS / AT / ME

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