

Student Achievement Metrics

List of Definitions and Metrics Deck
Presentation (Updated 4/23/2026)



Introduction

Student achievement metrics reviewed by the college campus allows us to gauge if our actions, initiatives, supports, and interventions align with the College's mission and strategic goals. Each year the college establishes Institution-Set Standards (ISS) and Aspirational/Stretch Goals. A committee comprised of faculty, counselors, classified professionals, and students reviews the metrics, development of meaningful ISS and stretch goals, and communicates to the college community areas of success and improvement.

For these specific metrics, the College reviews their overall effectiveness in terms of student achievement by monitoring (floor or institution-set standards) and challenging (aspirational goal) institutional performance.

Eligibility Requirements for Accreditation (ER 19) states: The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.

Gavilan College approved Institution-Set Standards and Aspirational Goals (2025-26)

Metric	Institution-Set Standard	Aspirational or Stretch Goal
Course Completion Rates	72%	75%
Number of Certificates	460	680
Number of Degrees	600	800
Transfer to a 4-Year Institution	300	430

Course Completion Rates



Definition

Rate of successful completion of courses (students earning a passing grade of C or better)



Goal Setting

Overall course completion rates from the past five years has remained above 70%. To establish goals, trend data was examined, along with three- and five-year averages. The college reviewed data based on campus location (e.g., Gilroy, Hollister, and Coyote Campus).

Course Completion Rates

Metric	2022–2023	2023–2024	2024–2025
Institution-Set Standard (Floor)	72%	72%	72%
Stretch Goal (Aspirational)	73%	75%	75%
Actual Course Completion Rate	73%	73%	73%

Source: Precision Campus, Program Review Report

Total Degrees Earned



Definition

Number of Associate Degrees awarded at the college



Goal Setting

The number of program awards earned from the past five years was examined. Three- and five-year averages were shared. Disaggregated data by degree award type was shared (e.g., AA, AS, AA-T, and AS-T). All types of associate degrees awarded have increased in the last five years, but there was a dip in awards two years ago. AA-T and AS-T are Associate Degrees for Transfer.

Total Degrees Earned

Metric	2022–2023	2023–2024	2024–2025
Institution-Set Standard (Floor)	562	600	600
Stretch Goal (Aspirational)	700	700	800
Actual Degrees Awarded	537	697	748

Total Certificates Earned



Definition

Number of Chancellor's Office approved certificates awarded at the college



Goal Setting

Data from the past five years for the number of certificates awarded was examined, as well as three- and five-year averages. Certificates earned before the pandemic was higher compared to more recent data. A focus on increasing these certificates is part of the college's strategic goal.



Total Certificates Earned

Metric	2022–2023	2023–2024	2024–2025
Institution-Set Standard (Floor)	940	460	460
Stretch Goal (Aspirational)	987	680	680
Actual Certificates Awarded	469	488	538

Source: CCCC Data Mart

Transfer Volume



Definition

Number of students who were enrolled at Gavilan College and transferred to a 4-Yr Institution



Goal Setting

Data from the past five years and preliminary data from UCs and CSUs was reviewed. Five-year data showed a decline in students transferring to all types of institutions (UC, CSU, In-State-Private, and Out-of-State). College activities to increase these numbers are embedded in our Student Equity Plan and Transfer Plan.

Transfer Volume

Metric	2021–2022	2022–2023	2023–2024
Institution-Set Standard (Floor)	575	575	400
Stretch Goal (Aspirational)	650	650	650
Actual Transfers to 4-Year Institution	373	371	310

Source: CCCC Data Mart

Note: There is a one-year lag for transfer data, and 2024-25 transfer data was not all available in fall 2025.



Transfer Volume (DataMart Methodology Update)

Metric	2021–2022	2022–2023	2023–2024
Institution-Set Standard (Floor)	575	575	400
Stretch Goal (Aspirational)	650	650	650
Actual Transfers to 4-Year Institution	459*	451*	381*

Source: CCCC Data Mart

*DataMart new methodology updated Spring 2026, changes to transfer volume not yet reflected in ISS floor and stretch goals.

Transfers to CSUs & UCs



Definition

Number of students who were enrolled at Gavilan College and transferred to a UC or CSU



Goal Setting

While approximately 30 students transfer to UCs and over 200 transfer to CSUs each year, the number of transfer students has decreased compared to five years ago. Data from the past years, and data disaggregated by type of institution, helped to establish the institution-set standard and stretch goals, keeping in mind the action plans the College has for getting students transfer ready. CSUs are California State Universities and UCs are institutions in the University of California system.

Transfers to CSUs & UCs

	Fall 2023	Fall 2024	Fall 2025
UC + CSU Transfers	193	219	205
Vision 2030 Target	208	236	264

Source: UC Info Center; CSU Analytics, DataVista Vision 2030 Goals for Gavilan College

License Exam Pass Rates



Definition

Rate at which students pass technical licensure exams in programs requiring certification



Goal Setting

Institution-set standards and stretch goals for exam pass rates are reviewed by the deans. Instructors review their exam rates outcomes when conducting program reviews. The College has high expectations for students, and the institution-set standards and stretch goals reflect this for each program.



License Exam Pass Rates

Program	Exam Type	Floor (%)	Stretch Goal (%)	2022–2023	2023–2024	2024–2025
Aviation	National	100	100	83%	79%	63%
Cosmetology	State	100	100	83%	84%	85%
Registered Nursing	State	75	100	100%	86%	96%

Source: Internal Department Data for the Aviation and Cosmetology Programs; California Board of Nursing

Career Education Employment Rates



Definition

Rate at which Gavilan students in CTE programs attain jobs post graduation.



Goal Setting

Institution-set standards and stretch goals are reviewed by the program deans. More detailed program outcomes are examined by instructors when completing program reviews. Plans to increase employment rates are part of the College's strategic goals. CTE stands for Career and Technical Education, which is synonymous with Career Education.



Career Education Job Placement Rates

Program	2022-23	2023-24	2024-25
Aviation	84	77	79
Accounting	66	90	87
Administration of Justice	95	93	92
Business Administration	55	100	88
Business and Commerce	50	75	83
Child Development/Early Care Education	63	78	72
Computer Software Development	100	80	57
Cosmetology and Barbering	58	87	72
Fire Technology	100	100	100
Health Professions	79	89	89
Nursing	100	96	96
Water and Wastewater Technology	100	86	87

Source: CCCC MIS CTE Perkins Data, Summary Core Indicators by TOP Code

Disaggregated Data

Disaggregated data for the most common student attributes can be found in Data Mart and internal reports (such as Precision Campus reports).

01 Gender

Indicates the gender of a student. Defined through SB04, options available for use are F (female), M (male), B (Non-binary), or X (non-respondent). Gavilan gender disaggregations are reported in MIS data. MIS stands for Management Information System.

02 Race/Ethnicity

Indicates the reported race/ethnicity of a student. Racial/Ethnic groups available for disaggregation within Data Mart and internal reports include African American, American Indian/Alaskan Native, Asian, Filipino, Hispanic/Latino, Pacific Islander, and White. Race/Ethnicity disaggregations are reported through SB29 in Gavilan's MIS data (SB-29, meaning student basic file number 29).

03 Age Group

Indicates the age group that a student belongs to. Age group disaggregations available in Data Mart and internal reports include age 19 or less, 20-24, 25-29, 30-34, 35-40, and 40+.

04 Academic Load

Indicates the academic load (units) being taken by a student. Broken down into Full time students (12+ units per semester), 3Q time students (9-11.5 units per semester), half time students (6-8.5 units per semester), and less than half time (less than 6 units per semester) in Data Mart. For Precision Campus data filters, full-time is 12 units or more and part-time is less than 11.9 units, including non-credit units of zero.

Data Sources

- CCCCO Management Information Systems [DataMart](#); California Community Colleges Chancellor's Office (CCCCO)
- Gavilan College Internal Reporting (Precision Campus, Argos, BannerERP); Banner is our college's Enterprise Resource Planning (ERP) software
- CCCCO [DataVista](#)

Using the Data

- DataMart is used for Transfer Velocity, Transfer Volume, and Degrees and Certificates awarded. Helps display and visualize MIS reported data.
- Precision Campus, Argos, and Gavilan College's Banner ERP database are used for internal goal setting, completion rates, disaggregations, and enrollment management.
- DataVista is used to track student equity outcomes, Vision 2030 benchmarks, and general non-special admit populations.