Goal A. Distance Education			
Objectives	**2022-2026 Metric**	**Source of Data**	**Status**
Ensure that students can satisfy IGETC (INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM) & CSU (California State Universities) GE (General Education) breadth requirements fully online.	Offer at least two IGETC and CSU GE Breadth requirements / options online each semester.	PS/ SIS / IEO	Baseline Fall 2020
Offer program requirements fully online	Schedule courses required for completion of at least two programs (degrees and certificates) fully online.	PS/ SIS / IEO	Baseline Fall 2020
Promote usage of online student support services.	All 13 counseling areas are to be consistently offered online, hybrid, and in-person support every semester.	Counseling	Baseline Fall 2020
Further faculty professional development in online instruction	Increase the number of DE certified faculty who complete additional DE training to improve quality instruction [such as POCR, ATC, Humanizing OL] Increase the annual number of DE certified faculty attending professional development activities about online pedagogy to 20 from a baseline of 10.	Distance Education Faculty Professional Development Committee Academic Affairs Student Service	Baseline Fall 2020

Goal B. Improving Persistence and Momentum			
Objectives	**Metric**	**Source of Data**	**Status**
Increase the rate of fall-to-spring persistence.	Increase the fall-to-spring persistence rate of new, degree/certificate/transfer seeking students to 81% from a baseline of 78%.	District SIS	Baseline Fall 2020
	Increase the fall-to-spring persistence rate of new, degree/certificate/transfer seeking students completing assessment, orientation, and an abbreviated educational plan to 85% from a baseline of 83%.		
Increase the rate of fall-to-fall persistence.	Increase the fall-to-fall persistence rate of new, degree/certificate/transfer seeking students to 66% from a baseline of 64%.	District SIS	Baseline Fall 2020
	Increase the fall-to-fall persistence rate of new, degree/certificate/transfer seeking students completing assessment, orientation, and an abbreviated educational plan to 74% from a baseline of 70%.		
Ensure equitable outcomes.	Ethnicity equity gaps in fall-to-spring and fall-to-fall persistence for new, degree-, certificate-, or transfer-seeking students will be closed.	District SIS	Baseline Fall 2020
Increase African American and Latino student completions of degrees, certificates, and transfer	Increase the number of African American and Latino student completions by 2% annually.	District SIS	Baseline Fall 2020

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Goal C. Accelerating Completion			
Objectives	**Metric**	**Source of Data**	**Status**
Increase student completion of transfer-level English and math during the student's first year of attendance.	Increase the percent of new, degree/transfer-seeking students completing transfer-level English within one year of first enrollment to 50% from a baseline of 48%.	District SIS	Baseline Fall 2020
	Increase the percent of new, degree/transfer-seeking students completing transfer-level math within one year of first enrollment to 30% from a baseline of 27%.		
Increase the percent of students reaching momentum milestones.	Increase the percent of new, degree/transfer seeking students attempting 15+ college credits in the first term to 25% from a baseline of 20%.	District SIS	Baseline Fall 2020
	Increase the percent of new, degree/transfer seeking students completing 30+ college credits within the first year of enrollment to 23% from a baseline of 21%.		
	Increase the percent of new, degree/transfer seeking students completing 60+ college credits by the end of the cohort's second year to 24% from a baseline of 20%.		
Clarifying program pathways.	By 2020-2021, all active degrees and certificates will have program requirements outlined as recommended course sequences.	Academic Affairs	Baseline Fall 2020

Ensure Equitable Outcomes.	Maintain zero equity gaps for percent of new, degree/transfer seeking students attempting 15+ college credits in the first term or completing 30+ college units in the first year of enrollment.	District SIS	Baseline Fall 2020
Increase African American and Latino completion of transfer-level Math within the first year of enrollment.	Increase the percent of African American students completing transfer-level math within one year of first enrollment to 30% from a baseline of 21%	District SIS	Baseline Fall 2020
	Increase the percent of Latino students completing transfer-level math within one year of first enrollment to 30% from a baseline of 19.9%.		

Goal D. Developing partnerships to support early college opportunities			
Objectives	**Metric**	**Source of Data**	**Status**
Increase CCAP offerings and agreements, including CTE pathways (dual enrollment).	Increase the number of sections offered annually under CCAP agreements to 60 each semester from a baseline of 40 each semester.	District SIS	Baseline Fall 2020
Increase outreach activities with area public and private high schools and middle schools to increase awareness of college opportunities.	Create events from a baseline of 02 each semester.	District SIS	Baseline Fall 2020

Investigate and strengthen administrative processes for onboarding students and providing student support services	Increase the fill rate to reflect the number of HS CCAP students enrolled by the first day of class from 0% to 85%. Students are aware of student- services available.	Admissions and Records Academic Affairs Satisfaction Survey	Baseline Fall 2020
Develop professional development opportunities for dual enrollment instructors	Create and offer at least two workshops for faculty in the first year and increase the number of workshops each year.	Professional Development Office Dual Enrollment	Baseline Fall 2020

Goal E. Strengthening CTE pathways			
Objectives	**Metric**	**Source of Data**	**Status**
Increase and improve awareness via targeted marketing of CTE offerings.	Establish baseline data for how students learn about CTE programs.	District SIS OEI Survey Office of Public Relations	Baseline Fall 2020
	Increase methods of disseminating information and design marketing to serve diverse populations.		
Increase the number of CTE program completers who earn state-approved certificates or degrees.	Using the CCCCO Launch Board baseline year 2019-2020 of 54 earned CTE certificates, increase the number of CTE certificates awarded by 10% annually.	Dean of CTE and Areas Deans / Academic Affairs OIE CTE Departments CTE Advisory Boards District SIS	Baseline Fall 2020
Align CTE offerings that are responsive to economic and industry needs. * Increase class offerings	Conduct Annual CTE survey and an annual review of program advisory board membership.	Dean of CTE and Areas Deans / Academic Affairs OIE CTE Departments CTE Advisory Boards	Baseline Fall 2020

* Research baccalaureate CTE programs			
Increase pathways to internships and job opportunities.	Currently, the college has 25-30 local and regional academic partnerships established. Increase local working relationships and internships by 10% annually (five a year)	Academic Affairs	Baseline Fall 2020

Goal F. Enhancing Noncredit/Adult Education programs			
Objectives	**Metric**	**Source of Data**	**Status**
Increase noncredit course offerings.	Increase the number of enhanced noncredit sections offered annually to 60 from a baseline 17.	District SIS	Baseline Fall 2020
Increase noncredit certificates.	Increase the number of active noncredit certificates to 30 from a baseline of 6	COCI 2.0 Catalog	Baseline Fall 2020
Create noncredit career exploration opportunities.	Increase the number of active noncredit certificates promoting interest to 5 credit pathways from a baseline of 1.	Dean of Adult & Continuing Education / Academic Affairs	Baseline Fall 2020
Develop partnerships with local community or city organizations	Schedule presentations and promotional activities at regular intervals during the academic year to 10 presentations from a baseline of 0.	Dean of Adult & Continuing Education	Baseline Fall 2020

Develop noncredit supportive courses and services to meet the needs of Justice Involved students.	Increase the number of life skills courses and certificates intentionally addressing the needs of Justice Involved students to 4 from a baseline of 0. Increase the number of "Justice Involved" students completing noncredit certificates life skills courses and certificates to 75 from a baseline of 0.	PS/SIS/Catalog	Baseline Fall 2020

Approved by the Educational Planning Committee May 4, 2022

Approved by the Academic Senate on May 20, 2022