

## 2021-2026 Strategic Plan

#	Objective	Data
1a	By 2026, increase the percent of students who complete transfer-level English within one year to 73%.	<ul style="list-style-type: none"> <li>FA15 cohort – 49%</li> <li>FA16 cohort – 55%</li> <li>FA17 cohort – 54%</li> <li>FA18 cohort – 71%</li> <li>FA19 cohort – 68%</li> <li>FA20 cohort – 68%</li> <li>FA21 cohort – 69%</li> </ul>
1b	By 2026, increase the percent of students who complete transfer-level math within one year to 73%.	<ul style="list-style-type: none"> <li>FA15 cohort – 19%</li> <li>FA16 cohort – 23%</li> <li>FA17 cohort – 28%</li> <li>FA18 cohort – 45%</li> <li>FA19 cohort – 58%</li> <li>FA20 cohort – 62%</li> <li>FA21 cohort – 63%</li> </ul>
2	By 2026, increase the number of noncredit certificates awarded annually to 50	<ul style="list-style-type: none"> <li>2019-20 – 12</li> <li>2020-21 – 2</li> <li>2021-22 – 5</li> </ul>
3	By 2026, increase the collegewide course success rate to 75%.	<ul style="list-style-type: none"> <li>2015-16 – 71%</li> <li>2016-17 – 72%</li> <li>2017-18 – 72%</li> <li>2018-19 – 72%</li> <li>2019-20 – 75%</li> <li>2020-21 – 74%</li> <li>2021-22 – 74%</li> </ul>
4	By 2026, increase the course completion rates of disproportionately impacted students by 5%: <ul style="list-style-type: none"> <li>African American students to 63% (from 58%)</li> <li>Foster Youth students to 50% (from 50%)</li> <li>Other groups as identified</li> </ul>	<p>Five-year Average (FA15 to FA19) – African American – 58%</p> <ul style="list-style-type: none"> <li>Fall 15 – 57%</li> <li>Fall 16 – 58%</li> <li>Fall 17 – 54%</li> <li>Fall 18 – 62%</li> </ul>

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		<ul style="list-style-type: none"> <li>Fall 19 – 58%</li> <li>Fall 20 – 65%</li> <li>Fall 21 – 58%</li> <li>Fall 22 – 56%</li> </ul> <p>Foster Youth – 45%</p> <ul style="list-style-type: none"> <li>Fall 15 – 52%</li> <li>Fall 16 – 44%</li> <li>Fall 17 – 45%</li> <li>Fall 18 – 40%</li> <li>Fall 19 – 44%</li> <li>Fall 20 – 52%</li> <li>Fall 21 – 65%</li> <li>Fall 22 – 58%</li> </ul>
5	By 2026, increase the fall-to-spring persistence rate of first-time freshmen to 84%.	<p>Five-year Average – 81% (FA15 to FA19)</p> <p>Fall 15 cohort: 82%</p> <p>Fall 16 cohort: 84%</p> <p>Fall 17 cohort: 83%</p> <p>Fall 18 cohort: 79%</p> <p>Fall 19 cohort: 76%</p> <p>Fall 20 cohort: 76%</p> <p>Fall 21 cohort: 77%</p>
6	By 2026, increase the fall-to-fall persistence rate of first-time freshmen to 70%.	<p>Five-year Average – 65% (FA15 to FA19)</p> <p>Fall 15 cohort: 64%</p> <p>Fall 16 cohort: 63%</p> <p>Fall 17 cohort: 70%</p> <p>Fall 18 cohort: 63%</p> <p>Fall 19 cohort: 64%</p> <p>Fall 20 cohort: 64%</p> <p>Fall 21 cohort: 66%</p>

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7	By 2026, decrease the average number of units accumulated by all associate degree earners to 80.	<p>Five-year Average – 89 units (FA15 to SP20)</p> <p>2015-16: 87</p> <p>2016-17: 90</p> <p>2017-18: 89</p> <p>2018-19: 89</p> <p>2019-20: 89</p> <p><b>2020-21: 84</b></p>																								
8a	By 2026, increase the number of African American and Latinx degree earners by 10%. (10% increase over the five-year average)	<p>Target by 2026 –</p> <ul style="list-style-type: none"> <li>African American – 48</li> <li>Latinx – 925</li> </ul> <p>Five-year Average –</p> <ul style="list-style-type: none"> <li>African American – 44</li> <li>Latinx – 841</li> </ul> <table border="1"> <thead> <tr> <th></th><th>African American</th><th>Latinx</th></tr> </thead> <tbody> <tr> <td>2015-16</td><td>39</td><td>744</td></tr> <tr> <td>2016-17</td><td>46</td><td>816</td></tr> <tr> <td>2017-18</td><td>45</td><td>909</td></tr> <tr> <td>2018-19</td><td>42</td><td>797</td></tr> <tr> <td>2019-20</td><td>48</td><td>941</td></tr> <tr> <td><b>2020-21</b></td><td><b>54</b></td><td><b>1087</b></td></tr> <tr> <td><b>2021-22</b></td><td><b>36</b></td><td><b>961</b></td></tr> </tbody> </table>		African American	Latinx	2015-16	39	744	2016-17	46	816	2017-18	45	909	2018-19	42	797	2019-20	48	941	<b>2020-21</b>	<b>54</b>	<b>1087</b>	<b>2021-22</b>	<b>36</b>	<b>961</b>
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8b	By 2026, increase the number of African American and Latinx workforce certificate* earners by 10%. (*CSUGE and IGETC excluded)	<p>Target by 2026 –</p> <ul style="list-style-type: none"> <li>African American – 18</li> <li>Latinx – 305</li> </ul> <p>Five-year Average –</p> <ul style="list-style-type: none"> <li>African American – 16</li> <li>Latinx – 277</li> </ul> <table border="1"> <thead> <tr> <th></th><th>African American</th><th>Latinx</th></tr> </thead> <tbody> <tr> <td>2015-16</td><td>17</td><td>252</td></tr> <tr> <td>2016-17</td><td>16</td><td>208</td></tr> <tr> <td>2017-18</td><td>15</td><td>289</td></tr> <tr> <td>2018-19</td><td>11</td><td>359</td></tr> </tbody> </table>		African American	Latinx	2015-16	17	252	2016-17	16	208	2017-18	15	289	2018-19	11	359									
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		2019-20	20	279	
		2020-21	17	361	
		2021-22	13	344	
9	By 2026, increase transfer by disproportionately impacted groups by 10%*. (*for groups identified as DI for at least two years)	Target with 10% increase: <ul style="list-style-type: none"> <li>DSPS (All) – 88</li> <li>Native Hawaiian or other Pacific Islander (All) – 2</li> <li>Foster Youth (Male) – 4</li> <li>LGBTQ (All) – 21</li> </ul>			
		Transfer	DSPS (All)	Native Hawaiian or other Pacific Islander (All)	Foster Youth (Male)
		2014-15	72	1	
		2015-16	86	2	3
		2016-17	82	1	3
		Average	80	1	3
		Target with 10%	88	2	4
		2017-18	109	1	4
		2018-19	110	2	4
		2019-20	102	2	4
		2020-21	111	0	1
10	By 2026, increase the number of degree earners by 5%. (5% increase over the five-year average)	Five-year Average (2015-16 to 2019-20) – 1,433 Target by 2026 – 1,505  2015-16: 1360 2016-17: 1370 2017-18: 1556 2018-19: 1389			

#	Objective	Data
		2019-20: 1491 <b>2020-21: 1667</b> <b>2021-22: 1463</b>
11	By 2026, increase the number of workforce certificate* earners by 5%. (5% increase over the five-year average) (*CSUGE and IGETC excluded)	Five-year Average (2015-16 to 2019-20) – 460 Target by 2026 – 483  2015-16: 441 2016-17: 389 2017-18: 484 2018-19: 525 2019-20: 460 <b>2020-21: 539</b> <b>2021-22: 510</b>
12	By 2026, increase the number of student transfers to four-year colleges and universities by 5%. (5% increase over the five-year average)	Five-year Average (2014-15 to 2018-19) – 1,213 Target by 2026 – 1,274  2014-15: 1227 2015-16: 1126 2016-17: 1200 2017-18: 1211 2018-19: 1299 <b>2019-20: 1275</b> <b>2020-21: 1422</b>
13	By 2026, increase the number of Latinx, African American, and Native American students completing STEM programs of study by 10%.	<b>New Target by 2026 (STEM CAP and health science sub-CAP)</b> <ul style="list-style-type: none"> <li>Latinx – 179</li> <li>African American – 8</li> <li>Native American – 2</li> </ul>

#	Objective	Data
		<p>New Five-year Average (STEM CAP and health science sub-CAP)–</p> <ul style="list-style-type: none"> <li>• Latinx – 162</li> <li>• African American – 7</li> <li>• Native American – 1</li> </ul> <p>2020-21:</p> <ul style="list-style-type: none"> <li>• Latinx – 276</li> <li>• African American – 10</li> <li>• Native American – 0</li> </ul> <p>2021-22:</p> <ul style="list-style-type: none"> <li>• Latinx – 274</li> <li>• African American – 8</li> <li>• Native American – 1</li> </ul>
14	Ensure the licensure and industry-valued third-party credential pass rates for skill builders and CTE program completers are at least 10% higher than the Institution Set Standard (ISS) rate as indicated in the 2020 ACCJC annual report	See Appendix A
15	By 2026, increase the number of students who complete nine or more CTE units by 5%.	<p>Five-year Average (2015-16 to 2019-20) – 1,773</p> <p>Target by 2026 – 1,950</p> <p>2015-16: 1724</p> <p>2016-17: 1804</p> <p>2017-18: 1728</p> <p>2018-19: 1832</p> <p>2019-20: 1777</p> <p><b>2020-21: 1583</b></p>
16	By 2026, increase the number of students who attain a living wage by 5%.	Updated baseline: <b>28.5%</b> based on SSM downloaded Jan 2023

#	Objective	Data
		2014-15: 25% 2015-16: 27% 2016-17: 29% 2017-18: 28% 2018-19: 29% <b>2019-20: 33%</b>
17	By 2026, increase the annual amount of grant funding by 20%.	Annual average in the last five years
18	By 2026, increase donations by 20% to support strategies leading to student success and completion.	Annual average in the last five years
19	By 2026, increase enrollment yielded from valid applications by 5%.	Updated baseline: <b>36.1%</b> based on SSM downloaded Jan 2023  2014-15: 33% 2015-16: 36% 2016-17: 37% 2017-18: 37% 2018-19: 37% <b>2019-20: 30%</b> <b>2020-21: 6%</b>

#### Appendix A (Objective 14):

Program	Exam	ISS	2015-16 Pass Rate	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate	2020-21 Pass Rate	2021-22 Pass Rate
Cosmetology - Practical	state	<b>85%</b>	98 %	87 %	80%	86%	85%	83%	90%
Cosmetology - Written	state	<b>85%</b>	83 %	91 %	88%	83%	89%	88%	81%
Esthetician - Practical	state	<b>89%</b>	89 %	96%	100%	91%	95%	89%	77%
Esthetician - Written	state	<b>89%</b>	93 %	86%	79%	77%	93%	68%	61%
Emergency Medical Technician (EMT)	national	<b>80%</b>	80 %	71%	94%	90%	96%	100%	89%

Registered Dental Assistant (RDA) - Practical	state	-	37 %	77%	n/a	n/a	n/a	n/a	n/a
Registered Dental Assistant (RDA) - Written	state	-	76 %	83%	n/a	n/a	n/a	n/a	n/a
Registered Dental Assistant (RDA) - Law/Ethics	state	75%	100 %	100%	n/a	n/a	n/a	n/a	n/a
Registered Dental Assistant (RDA) - now combined	State	75%	n/a	n/a	77%	79%	93%	83%	100%
Licensed Vocational Nursing (LVN)	state	75%	85 %	92%	86%	86%	97%	100%	92%
Registered Nursing (RN)	state	80%	89 %	93%	86%	86%	93%	84%	94%
Certified Nurse Assistant (CNA) - Written	state	-	n/a	100%	98%	100%	n/a	n/a	n/a
Certified Nurse Assistant (CNA) - Skills	state	-	n/a	100%	98%	100%	n/a	n/a	n/a
Certified Nurse Assistant (CNA)	state	80%	100 %	100%	n/a	n/a	100%	89%	98%
Automotive Tech T-TEN	national	55%	n/a	n/a	n/a	n/a	60%	74%	80%
Medium/Heavy-Duty Truck Program	national	90%	n/a	n/a	n/a	n/a	97%	99%	48%