

Goal	Activities in each program that serve the goal listed			
	SSSP	Equity	BSI	
<p>1. ACCESS Increase full-time enrollment of new and continuing students from low socio-economic backgrounds, in particular students coming to the college from North Fair Oaks and East Palo Alto.</p>	<p>a. Expand the Promise Program to address financial barriers to enrollment. b. Streamline the matriculation process by expanding orientation options, drop-in counseling, and multiple measures for placement. c. Increase outreach by Counseling Dept. faculty/staff to community organizations and events. d. Expand SparkPoint financial literacy and coaching to low-income students. e. Develop bridge programs from Job Train to the college.</p>	<p>a. Promote and expand College for working adults program b. Maintain ESL Coordination including coordination of classes in North Fair Oaks community c. ESL Retention Specialist supports students in North Fair Oaks community</p>	<p>Off-site initial counseling and outreach by the Basic Skills Counselor.</p>	<ul style="list-style-type: none"> • <i>Access</i> ✓ • <i>Retention</i> • <i>Transfer</i> • <i>ESL/Basic Skills</i> • <i>Completion</i> • <i>Degree & Certificate Completion</i> • <i>Other: _ _</i>

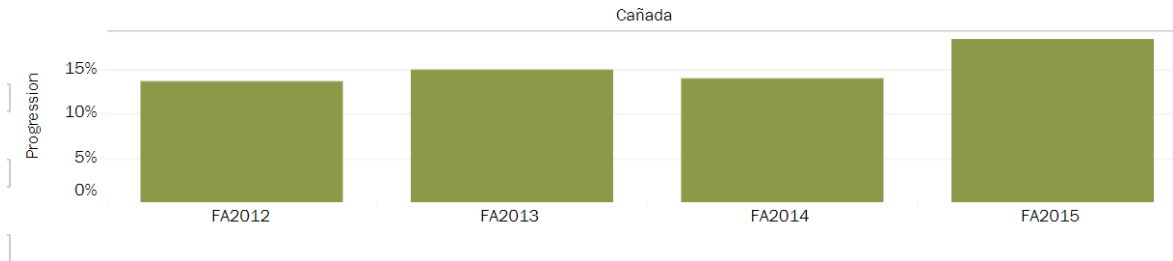
<p>2. BASIC SKILLS Math completion and time to completion: Increase the percentage of students who progress from basic skills mathematics to college-level mathematics courses in 2 years from 18% to 25%.</p>	<p>a.Counsel students to begin math sequence in their first semester of enrollment. b.Increase students with active SEP's that map out their math sequence. c.Expand the use of multiple measures for math placement. d.Expand disability testing and accommodations to improve math success rates. e. Establish first semester math requirement for incoming Promise students.</p>	<p>a. Scale up Math Jam over next three years b. Support BSI Retention through: c.Basic Skills Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.</p>	<p>a. Enhance and expand Counseling sessions and visits to on and off campus basic skills classes to communicate benefits and connect with students b. Participation of BS counselor in Proactive registration.</p>	<ul style="list-style-type: none"> • Access • Retention ✓ • Transfer • ESL/Basic Skills Completion ✓ • Degree & Certificate Completion ✓ • Other: _ _
<p>3. BASIC SKILLS English completion and time to completion: Increase the percentage of students who progress from basic skills English to college-level English courses in 2 years from 30% to 40%.</p>	<p>a.Counsel students to begin English sequence in their first semester of enrollment. b.Increase students with active SEP's that map out their English sequence. c.Expand the use of multiple measures for English placement. d.Expand disability testing and accommodations to improve English success rates. e.Continue Puente cohorts that support student progression from pre-transfer to transfer-level English.</p>	<p>a. Scale up Word Jam over next three years b. Support BSI Retention through: c.Basic Skills Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.</p>	<p>a. Additional Basic Skills Counseling for students enrolled in basic skills English b. Coordination of BS Counselor in ACES. c. Counseling support for off campus ESL classes. d. BS Counselor counselor provides overview and Q & A at regular ESL Orientations</p>	<ul style="list-style-type: none"> • Access • Retention ✓ • Transfer • ESL/Basic Skills Completion ✓ • Degree & Certificate Completion ✓ • Other: _ _

	f. Establish first semester English requirement for incoming Promise students.			
<p>4.PERSISTENCE: Over the next two years, increase fall-to-spring persistence rate for disproportionately impacted students with a particular focus on African American and Latino/Hispanic students. Goal is to increase lowest DI group rate (African American students at 67%) by five percent over the next two years, and bring the persistence rate of Hispanic students up to the college average.</p>	<p>a.Increase and more fully integrate retention services into the Counseling Dept. b.Continue programs with specialized counseling and support: Puente, EOPS, CalWORKs/CARE, DRC, College for Working Adults, Basic Skills, and STEP. c.Strengthen Student Success Program for Probation and Reinstated Students. d.Increase effectiveness of Early Alert Program. e.Provide counseling services within the Proactive Registration Initiative.</p>	<p>a. BSI Retention specialists provide support//intrusive counseling/mentorship b. The Equity Coordinators will facilitate implementation of high impact practices relating to DI student persistence through the ongoing work of the ACES Inquiry work groups.</p>	BSI Counselor supports DI students	<ul style="list-style-type: none"> • Access • Retention ✓ • Transfer ✓ • ESL/Basic Skills ✓ • Completion ✓ • Degree & Certificate Completion ✓ • Other: _ _

<p>5. COMPLETION RATE: Increase percentage of students who complete their educational goal (certificate, degree, and/or transfer) from 47.6% to 52.6%, with focus on goal completion by underprepared students.</p>	<p>a.Build degree/certificate and transfer templates into Degree Works to clarify pathways for students. b.Expand incentives for full-time enrollment and persistence through Promise Scholarships, EOPS, and International Student Program. c.Expand use of Transcript Evaluation Service to maximize student's use of coursework from multiple institutions. d. Institutionalize acceleration e.Participate in a college-wide initiative to implement Guided Pathways that increase completion and reduce time to completion.</p>	<p>a. Equity Coordinators facilitate collaboration among faculty, staff, administrators, and students and professional development including inquiry groups and equity workshops preparing faculty and staff to implement high impact practices to support disproportionately impacted students b. Organize equity themed lecture series to inspire students and community members and extend learning about equity issues and solutions c. Examine data packets with equity gaps during program reviews d. Aces Inquiry groups work with college research office to conduct data informed investigations e. Guided Pathways: explore options for college level liberal arts math; expand CWA; promote ESL Workforce Award, ACE Award, and PASS Certificate.</p>	<p>a. Basic Skills Counselor visits to BS classes to promote SEPs b.Involvement of BS Counselor in ACES</p>	<ul style="list-style-type: none"> • <i>Access</i> • <i>Retention</i>✓ • <i>Transfer</i>✓ • <i>ESL/Basic Skills Completion</i> ✓ • <i>Degree & Certificate Completion</i>✓ • <i>Other:</i>_ ✓_
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PROGRESSION TO TRANSFER-LEVEL MATH

Fall Full Time First-Time Students at College: Cañada

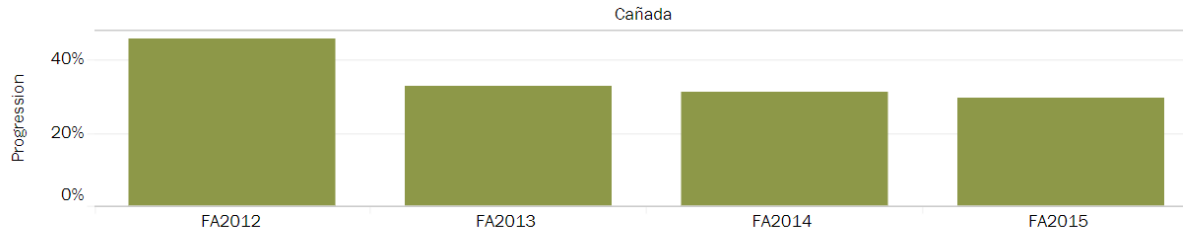


Cohort	FA2012		FA2013		FA2014		FA2015	
	Enrolled Basic Skills Math First Year	Completed Transfer Level Math Within 2 Years	Enrolled Basic Skills Math First Year	Completed Transfer Level Math Within 2 Years	Enrolled Basic Skills Math First Year	Completed Transfer Level Math Within 2 Years	Enrolled Basic Skills Math First Year	Completed Transfer Level Math Within 2 Years
Districtwide	102	14%	114	15%	100	14%	92	18%
Cañada	102	14%	114	15%	100	14%	92	18%



PROGRESSION TO TRANSFER-LEVEL ENGLISH

Fall Full Time First-Time Students at College: Cañada



Cohort	FA2012		FA2013		FA2014		FA2015	
	Enrolled Basic Skills English First Year	Completed Transfer Level English Within 2 Years	Enrolled Basic Skills English First Year	Completed Transfer Level English Within 2 Years	Enrolled Basic Skills English First Year	Completed Transfer Level English Within 2 Years	Enrolled Basic Skills English First Year	Completed Transfer Level English Within 2 Years
Districtwide	72	46%	82	33%	58	31%	61	30%
Cañada	72	46%	82	33%	58	31%	61	30%



Institutional Effectiveness Partnership Initiatives

Reporting Year	Actual Results					2015-16 Goal	2016-17 Goal (1 year goal)	6 year Goal
	2011-12 2005-2006 Cohort	2012-13 2006-2007 Cohort	2013-14 2007-2008 Cohort	2014-15 2008-2009 Cohort	2015-16 2009-2010 Cohort			
12. Completion Rate (Scorecard) - Overall								
Percentage of degree, certificate, and/or transfer-seeking students starting first time in 2009-2010 tracked for six years through 2015-2016 who attempted any level of math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome	452	499	521	569	588	49.6%	48.6%	52.6%
	53.8%	48.5%	48.4%	52.0%	47.6%			
13. Remedial Rate (Scorecard) - Math								
Percentage of credit students tracked for six years who started below transfer level in math and completed a college-level transfer course in math (Goal should be set as rate)	470	498	475	529	648	35.0%	34.0%	38.0%
	28.5%	30.1%	31.4%	32.5%	33.0%			
14. Remedial Rate (Scorecard) - English								
Percentage of credit students tracked for six years who started below transfer level in English and completed a college-level transfer course in English (Goal should be set as rate)	425	449	457	486	474	53.1%	52.1%	56.1%
	46.8%	41.6%	46.4%	47.1%	51.1%			
15. Remedial Rate (Scorecard) - ESL								
Percentage of credit students tracked for six years who started below transfer level in ESL and completed a college-level transfer course in ESL (Goal should be set as rate)	339	230	248	292	229	25.1%	24.1%	28.1%
	8.8%	14.3%	12.1%	13.7%	23.1%			

