

2021-2026 Strategic Plan Objectives

No.	Objective Definition	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"> • FA15 cohort – 49% • FA16 cohort – 55% • FA17 cohort – 54% • FA18 cohort – 71% • FA19 cohort – 68% • FA20 cohort – 66% • FA21 cohort – 67% • FA22 cohort – 69%
1b	By 2026, increase the percent of students who complete transfer-level math within one year to 73%.	<ul style="list-style-type: none"> • FA15 cohort – 19% • FA16 cohort – 23% • FA17 cohort – 28% • FA18 cohort – 45% • FA19 cohort – 59% • FA20 cohort – 62% • FA21 cohort – 63% • FA22 cohort – 72%
2	By 2026, increase the number of noncredit certificates awarded annually to 50.	<ul style="list-style-type: none"> • 2019-20 - 12 • 2020-21 - 2 • 2021-22 - 8 • 2022-23 - 33
3	By 2026, increase the collegewide course success rate to 75%.	<ul style="list-style-type: none"> • 2015-16 – 71% • 2016-17 – 72% • 2017-18 – 72% • 2018-19 – 72% • 2019-20 – 75% • 2020-21—74% • 2021-22—74% • 2022-23—75%

No.	Objective Definition	Data
4	<p>By 2026, increase the course completion rates of disproportionately impacted students by 5%:</p> <ul style="list-style-type: none"> – African American students to 63% (from 58%) – Foster Youth students to 50% (from 45%) – Other groups as identified 	<p>Five-year Average (FA15 to FA19)</p> <p>African American – 58%</p> <ul style="list-style-type: none"> • Fall 15 – 57% • Fall 16 – 58% • Fall 17 – 54% • Fall 18 – 62% • Fall 19 – 58% • Fall 20 – 65% • Fall 21 – 58% • Fall 22 – 56% • Fall 23 – 64% <p>Foster Youth – 45%</p> <ul style="list-style-type: none"> • Fall 15 – 52% • Fall 16 – 44% • Fall 17 – 45% • Fall 18 – 40% • Fall 19 – 44% • Fall 20 – 52% • Fall 21 – 65% • Fall 22 – 50% • Fall 23 – 59%
5	<p>By 2026, increase the fall-to-spring persistence rate of first-time freshmen to 86%.</p>	<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> <p>Fall 22 cohort: 79%</p>
6	<p>By 2026, increase the fall-to-fall persistence rate of first-time freshmen to 70%.</p>	<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> <p>Fall 22 cohort: 67%</p>

No.	Objective Definition	Data
7	By 2026, decrease the average number of units accumulated by all associate degree earners to 80.	Five-year Average – 89 units (FA15 to SP20) 2015-16: 87 2016-17: 90 2017-18: 89 2018-19: 89 2019-20: 89 2020-21: 86 2021-22: 86
8a	By 2026, increase the number of African American and Latinx degree earners by 10%. (10% increase over the five-year average)	Target by 2026 – <ul style="list-style-type: none"> African American – 48 Latinx – 925 Five-year Average* – <ul style="list-style-type: none"> African American – 44 Latinx – 841

***Five-year averages by academic year for African American and Latinx degree earners:**

Academic Year	African American	Latinx
2015-16	39	744
2016-17	46	816
2017-18	45	909
2018-19	42	797
2019-20	48	941
2020-21	54	1,087
2021-22	37	971
2022-23	30	876

No.	Objective Definition	Data
8b	By 2026, increase the number of African American and Latinx workforce certificate* earners by 10%. (*CSUGE and IGETC excluded)	Target by 2026 – <ul style="list-style-type: none"> African American – 18 Latinx – 305 Five-year Average* – <ul style="list-style-type: none"> African American – 16 Latinx – 277

***Five-year averages by academic year for African American and Latinx workforce certificate earners:**

Academic Year	African American	Latinx
2015-16	17	252
2016-17	16	208
2017-18	15	289
2018-19	11	359
2019-20	20	279
2020-21	17	360
2021-22	13	350
2022-23	17	372

No.	Objective Definition	Data
9	By 2026, increase transfer of 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"> • DSPS (All) – 88 • Native Hawaiian or other Pacific Islander (All) – 2 • Foster Youth (Male) – 4 • LGBTQ (All) – 21

Five-year average transfer numbers of disproportionately impacted groups by academic year:

Transfer Year	DSPS (All)	Native Hawaiian or other Pacific Islander (All)	Foster Youth (Male)	LGBTQ (All)
2014-15	72	1		
2015-16	86	2	3	14
2016-17	82	1	3	23
Average	80	1	3	19
Target with 10%	88	2	4	21
2017-18	111	3	4	9
2018-19	110	0	4	17
2019-20	104	2	4	28
2020-21	115	5	1	21
2021-22	105	2	3	18

No.	Objective Definition	Data
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: 1,360 2016-17: 1,370 2017-18: 1,556 2018-19: 1,389 2019-20: 1,491 2020-21: 1,667 2021-22: 1,472 2022-23: 1,327
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 2020-21: 539 2021-22: 520 2022-23: 544

No.	Objective Definition	Data
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: 1,227 2015-16: 1,126 2016-17: 1,200 2017-18: 1,211 2018-19: 1,299 2019-20: 1,275 2020-21: 1,422 2021-22: 1,276 2022-23: 1,047
13	By 2026, increase the number of Latinx, African American, and Native American students completing STEM programs of study by 10%.	Target by 2026 – <ul style="list-style-type: none"> • Latinx – 301 • African American – 18 • Native American – 2 Five-year Average – <ul style="list-style-type: none"> • Latinx – 274 • African American – 16 • Native American – 1 2020-21: <ul style="list-style-type: none"> • Latinx – 277 • African American – 10 • Native American – 0 2021-22: <ul style="list-style-type: none"> • Latinx – 278 • African American – 8 • Native American – 1 2022-23: <ul style="list-style-type: none"> • Latinx – 253 • African American – 7 • Native American – 1
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 ACCJC annual report.	See Question 18 on the 2024 ACCJC Annual Report

No.	Objective Definition	Data
15	By 2026, increase the number of students who complete nine or more CTE units by 5%.	Five-year Average (2015-16 to 2019-20) – 1,773 Target by 2026 – 1,950 2015-16: 1,724 2016-17: 1,804 2017-18: 1,728 2018-19: 1,832 2019-20: 1,777 2020-21: 1,583 2021-22: 1,451
16	By 2026, increase the number of students who attain a living wage by 5%.	Baseline: Five-year Average (2014-15 to 2018-19) 30.4% 2014-15: 28% 2015-16: 29% 2016-17: 31% 2017-18: 32% 2018-19: 32% 2019-20: 36% 2020-21: 43%
19	By 2026, increase enrollment yielded from valid applications by 5%.	Old baseline: Five-year Average: 37% Updated baseline: 36.1% based on SSM downloaded Jan 2023 2014-15: 33% 2015-16: 36% 2016-17: 37% 2017-18: 37% 2018-19: 37% 2019-20: 33% as of 11/21/23 2020-21: 8% as of 11/21/23 2021-22: 33% as of 11/21/23