












































































Annual Progress Report on Educational Master Plan Goals, Objectives, and “Dashboard Indicators”

September 13, 2018

		Increase success and retention rates- Retention		
Obj 7	SSC	Increase percentage of students who complete 15 units, 30 units, 60 units- 15 Units		
		Increase percentage of students who complete 15 units, 30 units, 60 units- 30 Units		
		Increase percentage of students who complete 15 units, 30 units, 60 units- 60 Units		
Obj 8	SSC/AS	Increase the percentage of students who begin addressing basic skills needs in their first year.		
Obj 9	DE/AS	Decrease the success gap of students in online courses as compared to face-to-face instruction.		
Obj 10	SSC	Course Completion-Asian		
		Course Completion-African American		
		Course Completion-Hispanic		
		Course Completion-White		
		Degree Completion-Asian		
		Degree Completion-African American		
		Degree Completion-Hispanic		
		Degree Completion-White		
		Certificate Completion-Asian		
		Certificate Completion-African American		
		Certificate Completion-Hispanic		
		Certificate Completion-White		
		Transfer Rate-Asian		
		Transfer Rate-African American		
		Transfer Rate-Hispanic		
		Transfer Rate-White		

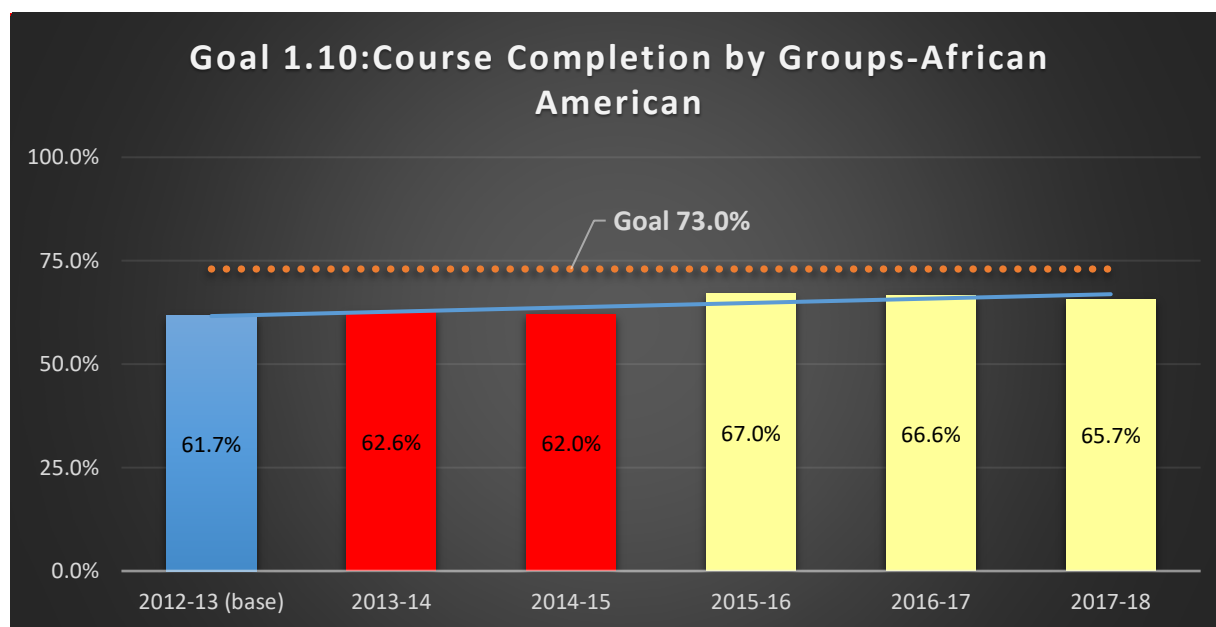
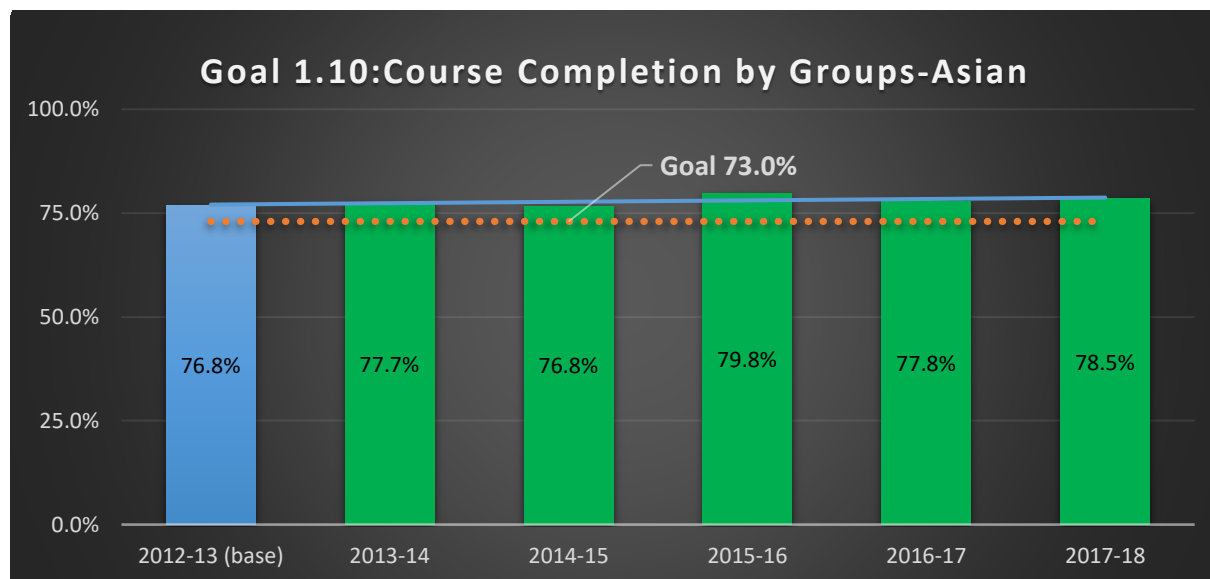
		Increase student satisfaction and importance ratings for student support services - Importance of Job Placement		
		Increase student satisfaction and importance ratings for student support services - Importance of Tutoring		
		Increase student satisfaction and importance ratings for student support services - Importance of Skill Labs		
		Increase student satisfaction and importance ratings for student support services - Importance of Financial Aid		
		Increase student satisfaction and importance ratings for student support services - Importance of Computer Lab		
		Increase student satisfaction and importance ratings for student support services - Importance of Transfer Assistance		
		Increase student satisfaction and importance ratings for student support services - Importance of Disabled Services		
Obj 4	ASNC/Legacy	Increase the percentage of students who consider the college environment to be inclusive		
Obj 5	Legacy	Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics		
Obj 6	SSC/ASNC	Increase current students' awareness about college resources dedicated to student success	Not Quantitative	

Goal 3 INCREASE STUDENT ACCESS

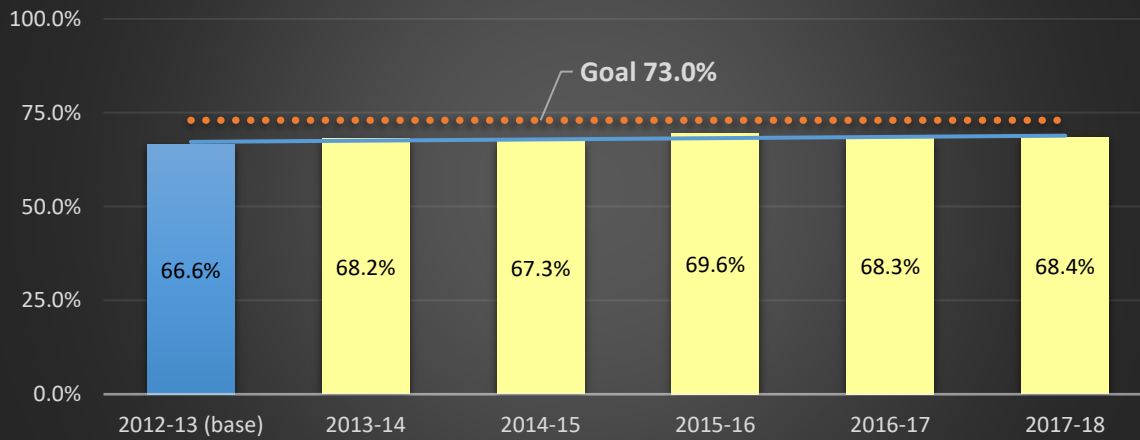
			Dashboard Indicator	Trend
Obj 1	SSC	Increase percentage of students who declare an educational goal.		
Obj 2	SSC	Increase percentage of new students who develop an educational plan.		
Obj 3	SSC	Increase percentage of continuing students who develop an educational plan.		
Obj 4	SSC	Ensure the distribution of our student population is reflective of the communities we serve-Black		
		Ensure the distribution of our student population is reflective of the communities we serve-Native American		
		Ensure the distribution of our student population is reflective of the communities we serve-Asian		
		Ensure the distribution of our student population is reflective of the communities we serve-Filipino		
		Ensure the distribution of our student population is reflective of the communities we serve-Hispanic		

OBJECTIVE 10: INCREASE COURSE COMPLETION, CERTIFICATE AND DEGREE COMPLETION, AND TRANSFER RATES OF UNDERREPRESENTED STUDENTS

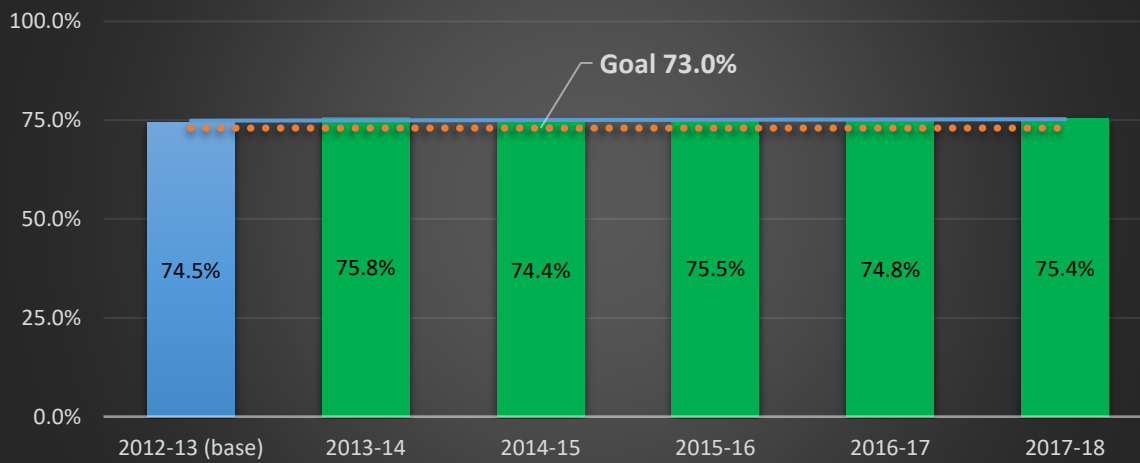
This objective uses the same definitions as Objectives 5 & 6, but disaggregates the outcomes by the four largest ethnic student groups: Asian, African-American, Hispanic, and White.



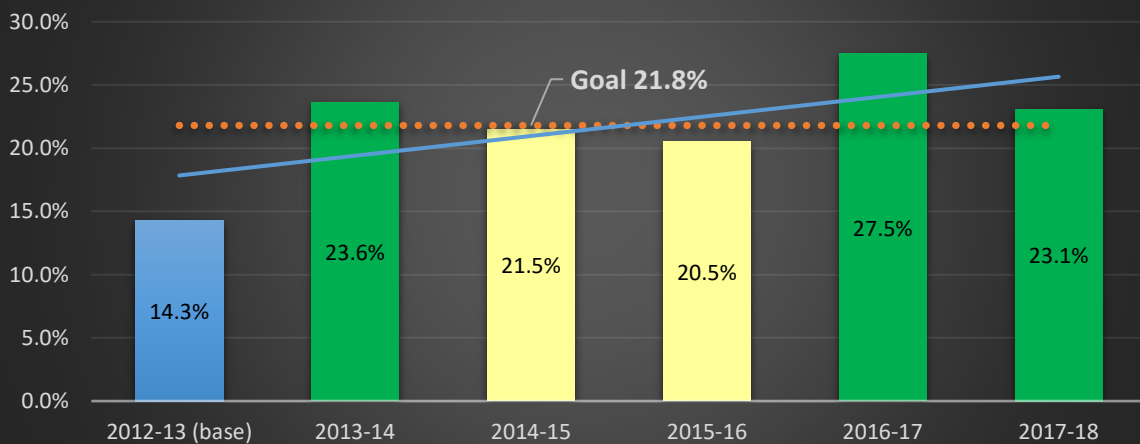
Goal 1.10:Course Completion by Groups-Hispanic



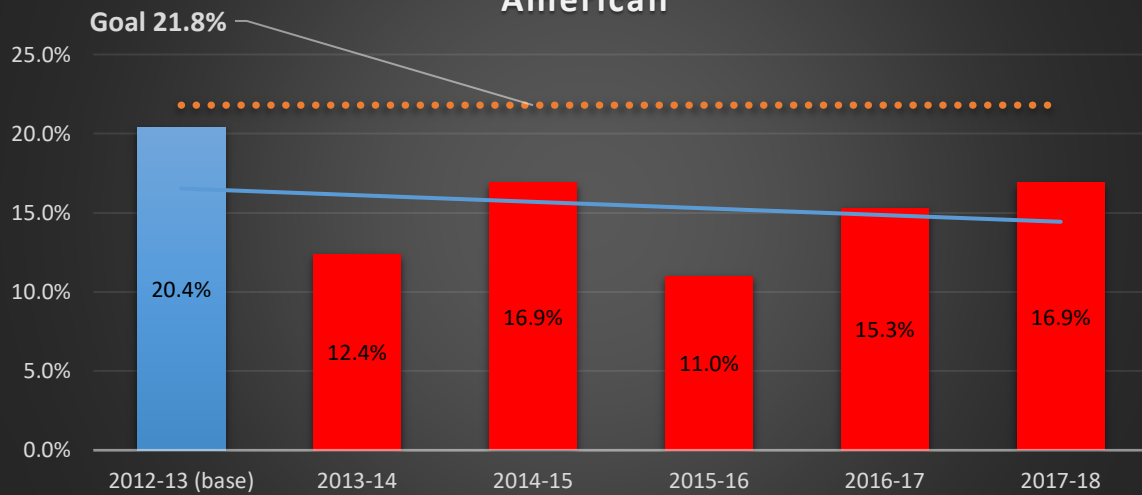
Goal 1.10:Course Completion by Groups-White



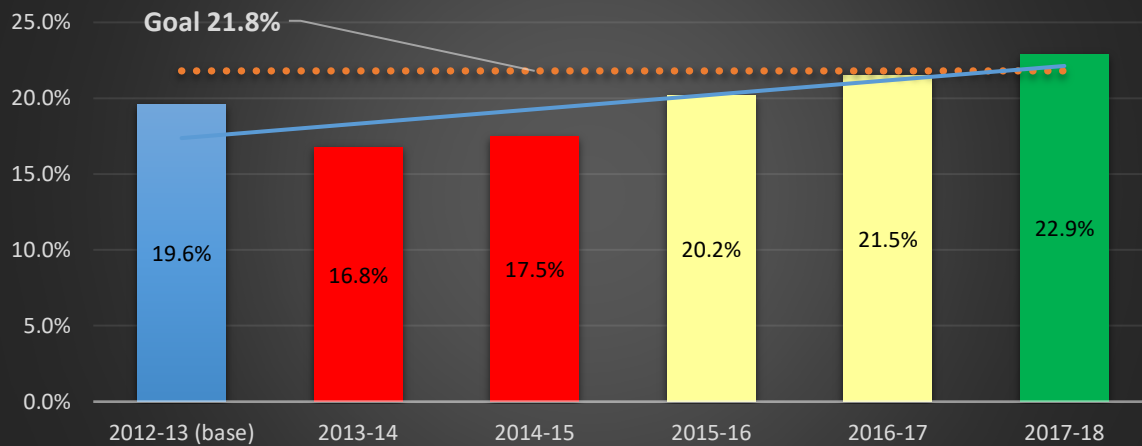
Goal 1.10:Degree Completion by Groups-Asian



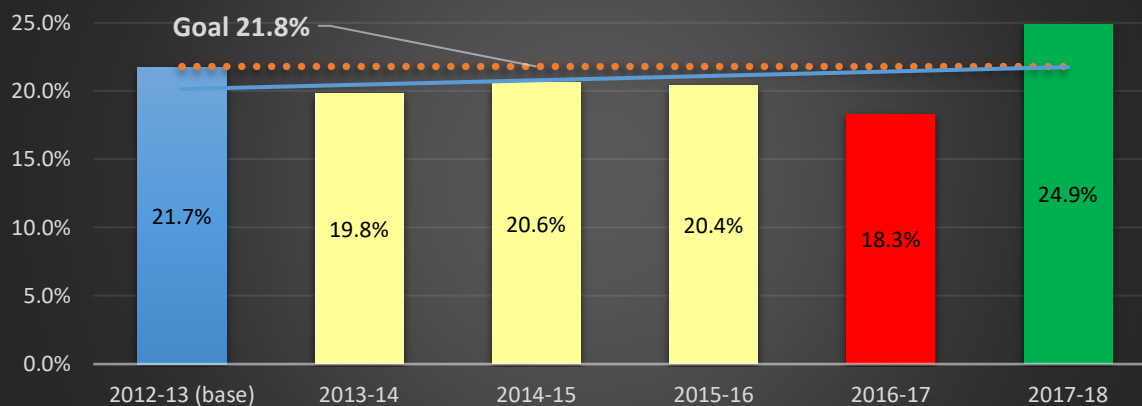
Goal 1.10: Degree Completion by Groups-African American



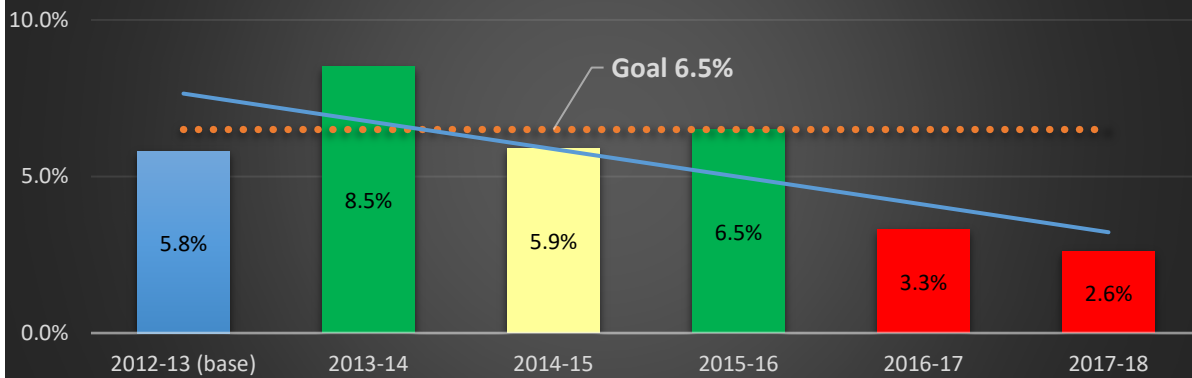
Goal 1.10: Degree Completion by Groups-Hispanic



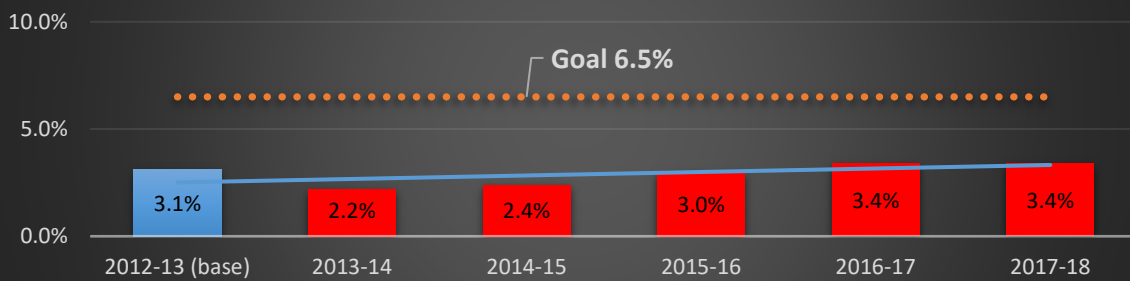
Goal 1.10: Degree Completion by Groups-White



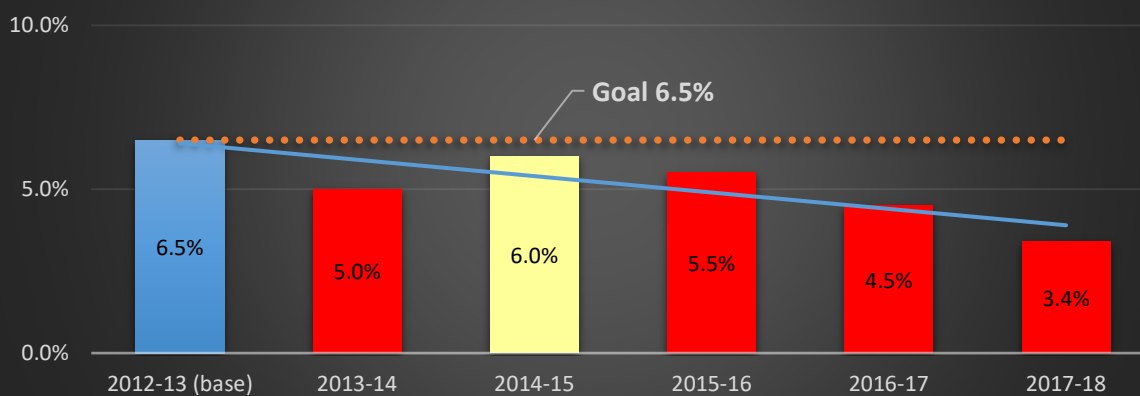
Goal 1.10:Certificate Completion by Groups-Asian



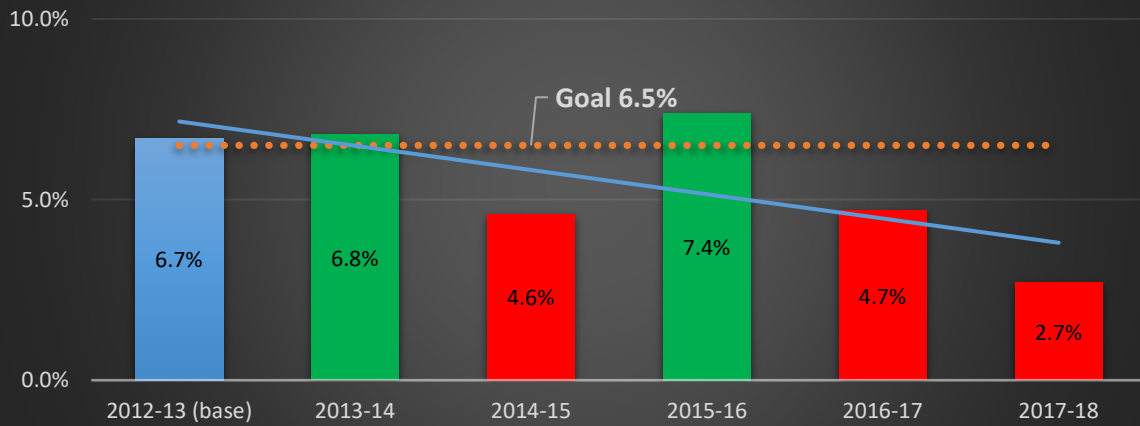
Goal 1.10:Certificate Completion by Groups-African American



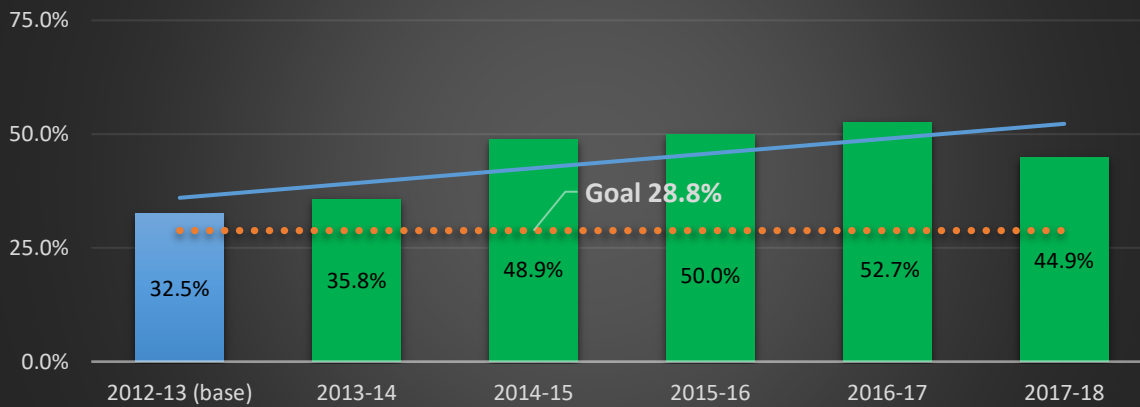
Goal 1.10:Certificate Completion by Groups-Hispanic



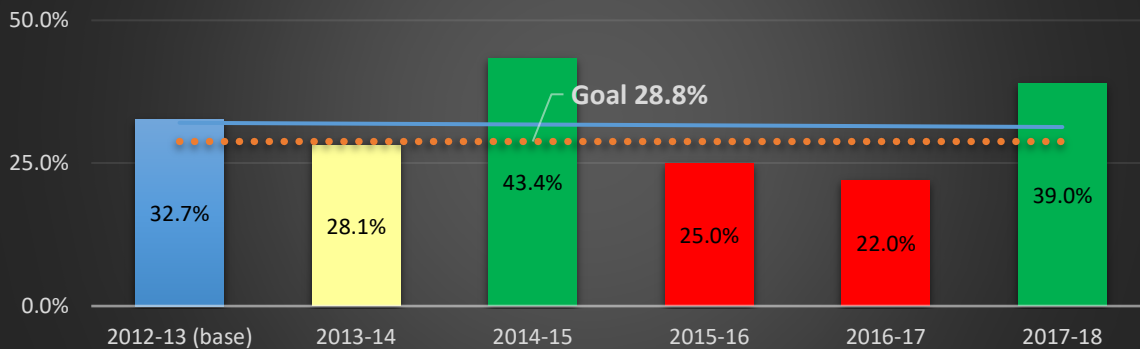
Goal 1.10:Certificate Completion by Groups-White

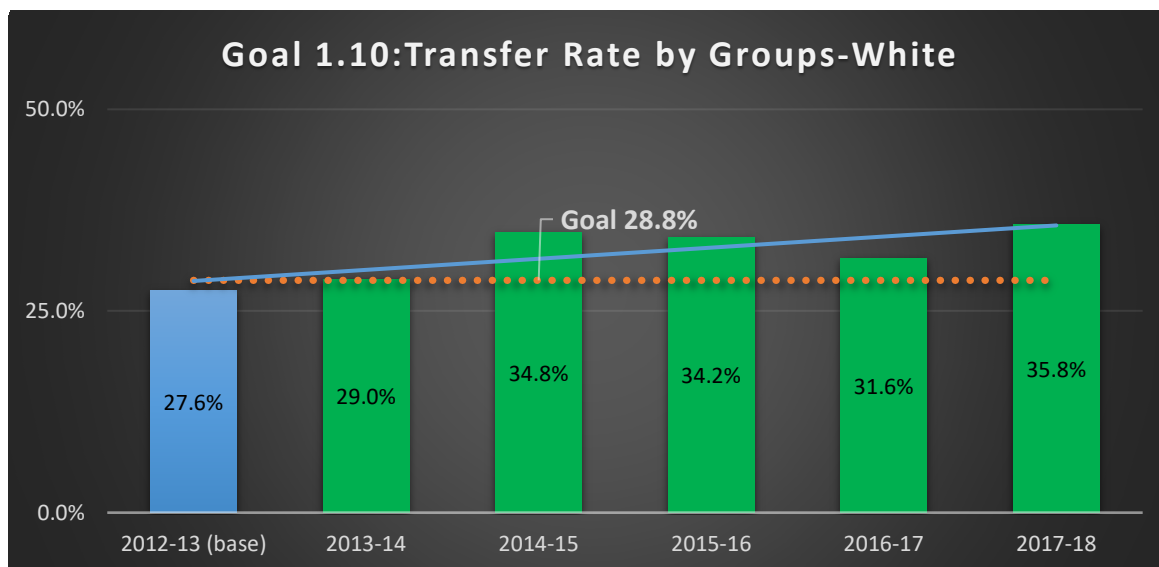
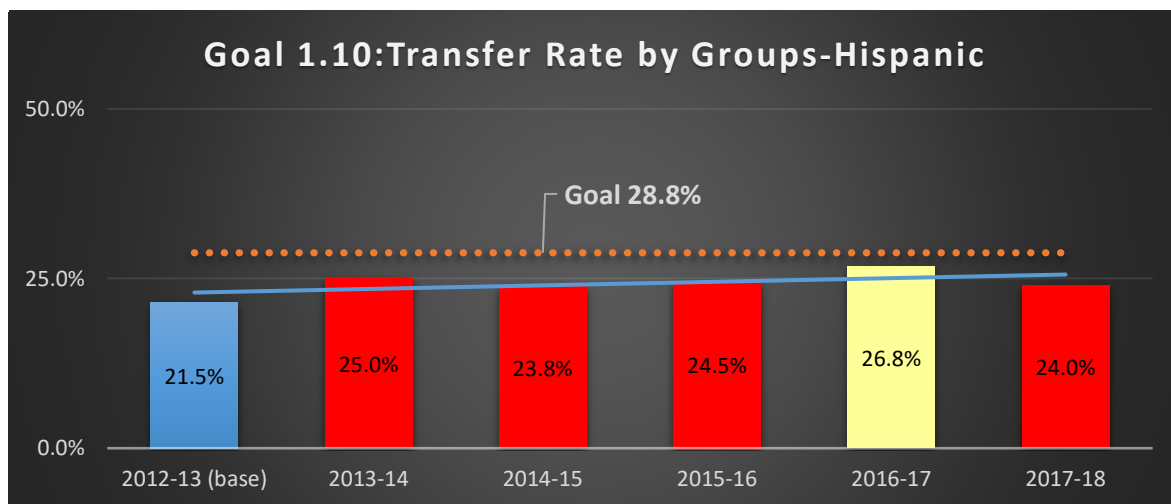


Goal 1.10:Transfer Rate by Groups-Asian



Goal 1.10:Transfer Rate by Groups-African American





SUMMARY ON PROGRESS-GOAL 1

There are 33 metrics that comprise Goal 1. Of these, 18 have already met the five-year goal, 7 are within 90% of meeting the five-year goal, and 8 are less than 90% of meeting the five-year goal. With six years of data including the base year, trend lines (in blue) show a visual indication of the data patterns during the entire strategic planning timeframe. Upon review of the data, metrics that have made the greatest improvements in progress were Objectives 3 (ESL & Math Pipeline Completion), 8 (Begin Basic Skills in 1st year), 9 (Decrease Online/Face-to-Face Success Gap) and 10 (Degree Completion-Asian & Hispanic, Transfer Rate-Asian & White). There have also been some noticeable decreases in a few of the metrics for Goal 1. Most notably, Objectives 3 (Reading Pipeline Completion), 5 (Certificate Completion Rate) and 10 (Certificate Completion-Asian, Hispanic & White) showed downward trends, with all metrics moving or staying below 90% of target, the red zone.