SANTA CLARITA COMMUNITY COLLEGE DISTRICT · COLLEGE OF THE CANYONS

2023 - 2026 STRATEGIC PLAN

College of the Canyons

College of the Canyons

Mission

College of the Canyons delivers an accessible, holistic education for students to earn associate degrees, certificates, and credentials, to prepare for transfer, and to attain workforce skills. The College champions diversity, equity, inclusion, and global responsibility, while providing clear pathways in an engaging, supportive environment where all students can successfully achieve their educational goals.

Vision

College of the Canyons is dedicated to being a leading two- year college, recognized locally, regionally, statewide and nationally for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, fostering a broad range of community partnerships, maximizing student access, and for the sense of community that we provide to our students and staff.

Philosophy

We believe in the following values:

Teaching and Learning
We honor and reward high performance in teaching and learning.

Respect for All People
We foster a climate characterized by civility, collegiality and acceptance. We expect honesty, integrity, social responsibility and ethical behavior.

Partnership with the Community
We create relationships providing the foundation of success for chosen current and future partnerships with local schools, colleges and universities, businesses, government, and social agencies. These partnerships advance the educational, intellectual, artistic, civic, cultural, and economic aspirations of our surrounding community.

Excellence
We set the highest standards for ourselves and support the professional development of faculty, staff and administrators.

Creativity and Innovation
We are an innovative and creative community college. We encourage members of the college community to be entrepreneurial, forward thinking, creative, persistent, spontaneous, and welcome changes that will enhance the college's ability to fulfill its mission.

COLLEGE OF THE CANYONS

"All you need is the plan, the road map, and the courage to press on to your destination"

- Earl Nightingale

College of the Canyons, since 1969, has demonstrated an unparalleled track record of innovation, excellence, and transformation in our community. Initially serving just over 700 students in the fall of 1969, now more than five decades later College of the Canyons provides access, promotes engagement, and prioritizes success for more than 30,000 students annually with instructional offerings at beautiful campuses in Valencia and Canyon Country as well as online. With approximately 264 combinations of associate degree pathways and certificate programs, as well as upper division and graduate degrees available in 30+ bachelor's, master's and doctoral programs in the University Center from partner institutions, COC provides meaningful pathways to completion and a wide array of options to fuel success and change lives. With stunning campuses, notable features and programs such as the Performing Arts Center and the iCUE Culinary program, and nearly 1,500 employees and a $125+ million annual budget, COC continues to be one of the largest employers in the Santa Clarita Valley and a significant part of the economic vitality of our region.

Planning has helped COC to thrive! The College's progress and transformation, while fueled by dynamic changes in our community, was also a direct result of intentional, visionary planning. Planning makes all the difference, and COC's storied integrated planning processes have provided a consistent means of identifying opportunities, evaluating progress, and strategically transforming the College. This Strategic Plan demonstrates the ongoing power of planning, reminding us that we plan because planning gets results! COC's thoughtful planning and responsive actions over the years have added numerous academic programs, support services, and facilities to accommodate demand, respond to technological and industry changes, and support the latest student needs. Through constant evaluation, determination of where we want to go and carefully charting of how to get there, COC's planning has served us well to assure that our anticipation,

innovation, and implementation serves the needs of our outstanding community as we flourish together.

College of the Canyons has built and earned a reputation for innovation and strategic improvements, and we look forward to continuing this trend through a commitment to flexible, future-focused planning. In partnership with many community entities and associates, we will continue to make the most of the opportunities the future brings and spearhead collaboration to improve through dreaming, risking, designing, creating, persisting, and doing in order to support our students and make a difference.

Leadership and planning make COC stand out, and we are thankful to all who contributed to and support the ongoing efforts of this plan. Your own commitment to leadership, data-informed analysis and action, and thoughtful action has created another plan worthy of our work ahead. Both ambitious and practical, this strategic plan will help us to continue to achieve great things for our students and community with a collective focus to do what's best. Planning helps us to look ahead and move forward with energy, focus, and vision, anticipating what is needed and being open to new ideas. Ongoing review of our plans and progress also ensure that we can create new possibilities together that did not previously exist in order to bring forth new possibilities, both imagined and unexpected, for the students and community we proudly serve. The future is full of promise at the College and our ongoing capable planning and action will help us achieving remarkable outcomes together.

Dr. Dianne G. Van Hook
Chancellor

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STRATEGIC PLAN OVERVIEW

This 2023-2026 Strategic Plan draws upon a long tradition of planning at College of the Canyons, which has helped to transform the institution, fuel innovation, and serve students. In these times of limited financial resources at the state level, a plethora of statewide initiatives and funding changes, it is more important than ever to pursue focused goals with well-planned activities that support our students and enhance our College. Through a series of College Planning Team meetings, campus workgroup meetings, office hours and other gatherings, this strategic plan was developed by representatives from college groups and updated with the latest data and context to ensure a vibrant and useful plan. The result is an innovative framework for planning that folds in actionable, measurable objectives alongside annual review processes to ensure progress. Undergirded by important institutional foundations, this strategic plan focuses intentionally on three critical areas of Access, Engagement, & Success. These goals are aligned with the California Community Colleges Chancellor's Office (CCCCO) Vision for Success targets and closely connected to the goals of the college's other planning documents. They are also informed by the latest student success literature as well as other local plans from entities such as the City of Santa Clarita and the William S. Hart Union School District. Together, the integration of this strategic plan is designed to fuel college progress and ensure that COC remains at the forefront of innovation and change with integrated planning efforts that prioritize the needs of our students and are updated annually to reflect the latest needs and conditions.

WHY PLAN?

In short, planning gets results! Planning enables the college to look into the future to anticipate intricate changes and emerging community and workforce needs while ensuring we are ready and equipped to continue to develop in the future. At College of the Canyons, we understand that planning:

- Helps advance the college by maximizing student access to outstanding instruction and enabling students to achieve identified learning outcomes.
- Challenges us to effectively and efficiently use our limited and unpredictable resources to meet the college's mission.
- Enables us to analyze complex situations in a context that is meaningful and useful, as well as develop a clear plan to move ahead.
- Stretches people's thinking to explore our future in ways that would not occur if defined processes were not in place.

- Prepares us to identify, in advance, challenges that may become barriers and to explore solutions to minimize risks and maximize opportunities.

PLANNING

LEADS TO OUTCOMES

- Revenue
- Facilities
- Fiscal Stability
- Programs
- Staff
- Partnerships
- Enhanced support for the community
- Ongoing College improvement (see From/To chart)

- Organizes data and information into useful and understandable forms.
- Facilitates clear definitions and relationships between departments and resources that exist – as well as those that should, but don't.

- Dynamically invites members of the college community, as well as internal and external stakeholders, to discuss and design mindful and relevant solutions.
- Makes continual adjustments in response to ever-changing environments, expectations, and opportunities.

Perhaps the most effective case that can be made for planning at College of the Canyons is to see the difference that planning has made in the history of the college.

FROM 1988/89	TO 2021/2022
60 Full-time faculty (Fall 1988)	218 Full-time faculty (Fall 2021)
77 Classified Staff	257 Classified Staff (Fall 2021)
430 Class sections per Fall semester	1,741 Class Sections (Fall 2021)
17 Certificate Programs	167 Certificate training programs (achievement, specialization, completion, competency)
27 Degree Programs	97 Degree Programs (AA/AS/ADT)
199,347 square feet of space	996,255 square feet of space
$8 million general fund budget	$136 million general fund budget (2021-22)
3,409 Funded FTES	16,970 Funded FTES (2021-22)
4,823 Students Enrolled	19,707 Students enrolled (Fall 2021)
Less than $100,000 per year in grant funds	$10 million received in grant funds (2021-22)
$109,225 Raised by the Foundation	$1.5 million raised by the Foundation (2021-22)
No master construction plan funding sources	Developed a $475 million building program by securing funds to build from various sources.
No training funds to work with business and industry	Created the Workforce and Economic Advancement Division – In total, College of the Canyons has generated $207,573,890 million in capital for local businesses in the Santa Clarita Valley since 1993/1994, served 21,201 businesses, and trained 58,347 local employees. (As of November 2022)

WHAT THE STRATEGIC PLAN MEANS TO YOU AND WHY IT MATTERS

Why should you pay attention to the Strategic Plan and what does it mean for our mutual work ahead? Ultimately, the Strategic Plan is a rudder that helps to guide many activities at the College in keeping with our mission, vision, and values as well as program planning priorities. Accordingly, the Strategic Plan is of significant importance to faculty, staff, students, and our community. Overall institutional effectiveness is empowered by a strategic planning focus on enhancing access, engagement, and success for our students.

COC designs, refines, and redesigns flexible approaches to achieving these goals through ongoing efforts that are monitored on a regular basis as part of our institutional planning process. Together, these efforts enable us to examine where we are, determine where we are headed, and plot the courses ahead to achieve remarkable results. All of this is possible from our mutual efforts, and to this end the Strategic Plan matters both individually and corporately as a guide to our work—this also underscores the value and importance of this plan and COC's vision for the future.

Summarized below, as well as described in additional detail throughout this plan, are some additional impacts of the Strategic Plan that further underscore the value of this plan and its connection to impactful change ahead.

The Strategic Plan…

- Helps to summarize COC's vision for the future in keeping with the mission, impact on student learning, and commitment to excellence.
- Drives internal and external data collection and the establishment of action priorities.
- Helps with the development of other planning documents, program design/review, budget development, establishment of partnership priorities, support of related human resources, execution of planning actions and related programs and services.
- Provides a means of promoting progress and monitoring outcomes through updates and evaluation.
- Functions as a means of staying at the forefront of new and emerging opportunities by focusing on important, attainable goals most likely to impact student success.
- Describes clearly and succinctly for college and community stakeholders some of the key goals/objectives guiding current efforts.
- Serves as a regularly used document to help coordinate efforts.

Accordingly, the Strategic Plan is practically "on everyone's desk" in one way or another, with both the planning context and the specifics of planning goals/outcomes linked to annual program design, planning, and review. Areas have the opportunity to set and pursue action priorities linked to this plan as part of the comprehensive planning and program review processes embedded in functions at the College, and regular review of progress made on planning objectives is a key part of making progress, e.g.

"working the plan," in an effective ongoing way. This ongoing assessment supports institutional effectiveness and also provides a means of pulling in new data, context, dialogue, and review to make adjustments and fine-tune the execution of goals/objectives to maximize success. All of this to say, the Strategic Plan is a core part of the College's integrated planning process, a rudder to help inform and guide impactful work from district- to unit-levels, and provides a means of recurrent review and refinement of related actions to facilitate positive change as well as student, community, and institutional success.

THE CONTEXT FOR PLANNING

Our planning process is grounded in the College's statements of mission, values, and philosophy, which underscore our focus on student success, reinforce our commitment to innovation and excellence, and highlight our responsiveness to meeting the emerging needs of the community in which we are located.

Accordingly, College of the Canyons' planning efforts have consistently embraced the following essential characteristics:

- Assessment of internal and external environments;
- Analysis of trends;
- Projections about the future;
- Achievement-oriented focus;
- Participation and tolerance of differences in opinion;
- Responsiveness to changing conditions;
- Clear measurements of outcomes; and
- Use of resulting data to inform decisions.

As we engage in our integrative, systematic planning, we:

- Reflect on research and external information, such as outcomes information, self-studies, research reports, program planning & review data, enrollment patterns, and workforce trends;

- Consider the implications of state policies and funding opportunities;
- Assess changes in the community that impact the college's programs and services and opportunities for partnerships;
- Identify potential resource development opportunities;
- Evaluate our results; and
- Design and realign as necessitated by emerging information, trends, and opportunities that present themselves.

PARTICIPATION IN PLANNING

To be effective, planning requires the entire campus community to work together to integrate efforts in service of our students. As described in the Decision Making Guide, individual academic departments and administrative units play a central role in driving college-wide planning and budget development, program development, and other services. At the same time, departmental plans are influenced by college plans, reflecting institutional focus goals and priorities. Every department, both instructional and administrative, completes Program Planning and Review every three years with annual updates. Together, the nexus of these planning efforts is part of the College's comprehensive and integrated planning processes that support ongoing progress and improvement.

DEVELOPING THE STRATEGIC PLAN

California Community Colleges continue to experience new challenges each year and disruptive structural shifts due to perpetual changes in statewide leadership and initiatives. These external influences, plus volatile funding methodologies, create an ongoing urgency for College of the Canyons to focus our planning on actionable impacts, doubling down on our commitment to student success.

Accordingly, the Strategic Plan focuses on the three primary goals of Access, Engagement, and Success, which are built respectively upon the successful institutional foundations of planning noted in the introduction. These three goals demonstrate a resolve to focus on student success and confirm that COC remains at the forefront of change with integrated planning efforts that both evolve and anticipate the needs of our students.

The college utilizes reliable college-wide planning processes, which produce numerous plans including the Strategic Plans,

Educational and Facilities Master Plans, Technology Master Plans, Equal Employment Opportunity (EEO) plans, Five-Year Construction Plans, Enrollment Management plans, and individual unit plans. Operational planning is driven by the college's Strategic Plan, revised every three years, and the strategic goals and institutional foundations are used by all college divisions, departments, and work units to develop specific unit objectives that help determine the short-term directions and future plans of the district.

STATE-LEVEL CONSIDERATIONS: VISION FOR SUCCESS & ROADMAP FOR THE FUTURE

The California Community College Chancellor's Office continues to use the Vision for Success, now updated to the Roadmap for the Future, to chart ambitious student outcome goals for the system's colleges. The Vision for Success signified a historic shift in the mission of the state's community colleges away from simply providing access to higher education into taking action designed to help students achieve their educational goals. The core commitments of this plan, below, and objectives, are aligned with the College's Strategic Plan:

Focus relentlessly on students' end goals.

Getting students to their individual educational goals—whether a degree, certificate, transfer, or specific skill set – should be the explicit focus of the California Community Colleges. More than just offering courses, colleges need to be offering pathways to specific outcomes and providing supports for students to stay on those paths until completion.

Always design and decide with the student in mind.

Colleges need to make it easy for all students, including working adults, to access the courses and services they need. Students should not bear the burden of misaligned policies between education systems.

Pair high expectations with high support.

Students should be encouraged to go "all in" on their education, with support to meet their personal and academic challenges. Assessment and placement practices must be reformed so that students are placed at the highest appropriate course level, with ample supports to help them succeed.

Foster the use of data, inquiry, and evidence.

Data analysis should be a regular practice used for improving services at all levels, not a compliance activity. Decisions should be based on evidence, not anecdotes or hunches.

Take ownership of goals and performance.

The California Community College system should be rigorously transparent about its performance, own its challenges, and adopt a solution-oriented mindset to those things it can control. Goals should be used to motivate and provide direction, not punish.

Enable action and thoughtful innovation.

Moving the needle on student outcomes will require calculated risk, careful monitoring, and acceptance that failures will sometimes happen. Innovation should be thoughtful and aligned with goals; results should be tracked early and often.

Lead the work of partnering across systems.

Education leaders across the education systems and workforce development systems need to meet much more frequently, in more depth, and with more personnel dedicated to the task. By working together these systems can strengthen pathways for students and improve results.

STATE FUNDING FOR COMMUNITY COLLEGES

The Vision for Success was accompanied by the Student Centered Funding Formula, which shifting funding from an allocation model based on enrollment to one that rewards colleges for addressing under-served populations and increasing successful outcomes. When implemented in the 2018-19 academic year, the funding formula allocated 70 percent of funding driven by full-time equivalent students (FTES), 20 percent driven by the number of low-income students, and 10 percent driven by student success outcomes. The components of each of these categories was a striking departure from previous funding based solely on FTES. This required changes to COC's planning, and the updated objectives align with this and other statewide planning priorities with attention on factors such as the number of students receiving financial aid, degree completion, certificate completion, transfer, completion of CTE units, completion of transfer-level math and English in the first year, and other goals aligned with the Vision for Success and Roadmap for the Future summarized as follows:

Increase completion of degrees, credentials, certificates, and job specific skill sets by 20% by 2022. Baseline: 145,218 (Source: 2019-20)

- Increase the percentage of students earning degrees, certificates and specific skill sets for in demand jobs by 20% by 2026;
- Improve systemwide graduation rates, transfer rates, and time to completion among underrepresented, Pell Grant recipients, and disabled students to meet the average of all students by 2026;
- Focus on establishing or expanding programs that address workforce needs in healthcare, climate action, education and early education.

Increase transfers to UC and CSU by 35% by 2022.
Baseline: 91,584 (Source: 2019-20) ADT: 58,471 (2019-20)

- Increase the number of transfers to the UC or CSU in proportion to enrollment growth in those systems;
- Annually publish, for all colleges, the 2-year associate degree graduation rate and the share of first-time students who have successfully completed at least 30 units before entering their second year, disaggregated for underrepresented and Pell students;
- Establish pathways in those fields from high school through university, including development of Associate Degree for Transfer and transfer pathways along with dual enrollment opportunities that ensure transfer of community college credits toward degree programs.

Decrease the average number of units accumulated by associate degree earners to 79 units by 2022 (down from an average of 87 units in 2017). Baseline: 83 units (2019-20)

- Decrease the median units to completion in excess of 60 by 15% of the units, and establish systemwide stretch goals regarding the number of students completing or transferring within the minimum amount of time necessary.

Increase the number of exiting CTE students employed in their field of study to 76% by 2022 (up from 60% in 2017.
Baseline: 70% (2019-20)

- Establish a baseline for credit for prior learning (CPL) offerings and increase these offerings annually. Increase systemwide access and enrollment into direct-assessment competency-based education (CBE) programs by 15 percent.

Reduce equity gaps by 40% across all the above measures by 2022, and fully close those gaps by 2027; including regional gaps.
Baseline varies by group, see the Student Success Metric dashboard for the 2019-20 data.

- Improve systemwide graduation rates, transfer rates, and time to completion among underrepresented, Pell Grant recipients, and disabled students to meet the average of all students by 2026;
- Close equity gaps in access to dual enrollment programs.
- Increase the percentage of completing students who earn a living wage by 15%.

LOCAL CONSIDERATIONS FOR PLANNING

COC continues to both anticipate and respond to statewide changes as well as lead local plans that ensure COC continues to thrive. The College Planning Team engages in regular dialogue about planning and its focus, and played a key part in updating the 2023 Strategic Plan to fold in the latest literature, high-impact objectives, and focused priorities to help directly meet student needs. Written in concert with the thorough process for the Educational & Facilities Master Plan as well as the Student Equity & Achievement Plan, the Strategic Plan distilled the most succinct and actionable elements of these plans. Shaped by the CCCCO Vision for Success and Roadmap for the Future and built upon the ongoing foundation of COC's own Mission, Vision, Philosophy and foundational institutional commitments, the Strategic Plan guides action priorities and serves as a useful tool to help to guide campus dialogue and action to achieve college goals.

The work of strategic planning at the college has contributed to a culture of continuous improvement and a reputation for excellence. Planning at COC is further described in other College publications available at www.canyons.edu/planning.

COC'S SUMMARIZED STRATEGIC GOALS

COC's Strategic Plan Goals of Access, Engagement, and Success summarize and guide the work of this strategic plan, as noted below. The full list of objectives under each goal is described in the subsequent section.

ACCESS
Support student access with an equity-minded lens so that every student is able to enter an informed path.

ENGAGEMENT
Cultivate an equitable, inclusive, and welcoming environment that supports teaching and learning, fosters engagement, promotes belonging, values diversity, and sustains well-being at the College's campuses.

SUCCESS
Promote equitable student success, the attainment of students' goals, and intentionally maximize opportunities for all students.

COC'S FOUNDATIONAL INSTITUTIONAL COMMITMENTS

Twelve foundational institutional commitments form the scaffold of required necessary preconditions to be able to successfully address and achieve the strategic goals of Access, Engagement, and Success. During the annual Program Design, Planning, and Review process, individual units can link objectives and accomplishments to strategic plan goals and foundations, providing a means of disaggregating and/or aligning annual planning to identify strengths, gaps, and opportunities.

COC 2023-26 STRATEGIC GOALS

Access	Engagement	Success

COC FOUNDATIONAL INSTITUTIONAL COMMITMENTS

Financial Stability	Technology Advancement	Physical Resources	Innovation	Campus Climate	Leadership
Teaching and Learning	Student Support	Cultural Diversity	Human Resources	Institutional Advancement	Institutional Effectiveness

Teaching and Learning
Provide a positive environment and necessary resources to support excellent teaching, student learning, and the completion of students' goals including attaining degrees and certificates.

Student Support
Provide student support services to facilitate student success and maximize student opportunity.

Cultural Diversity
Promote diversity of the community, students, and staff.

Human Resources
Select and develop high-quality staff.

Institutional Advancement
Generate support, resources, networks and information to enhance the college's success.

Institutional Effectiveness
Use outcomes data on progress being made towards college goals – including student learning outcomes, administrative unit outcomes, and other accountability measures – on a regular basis to inform planning and decisions.

Financial Stability
Provide support, direction and oversight for all District financial Resources to ensure fiscal compliance, proper accounting and positive audits, and develop financial resources to maintain and improve programs and services consistent with institutional commitments and in alignment with our enrollment management plans.

Technological Advancement
Utilize state-of-the-art technologies to enhance programs, services and operations.

Physical Resources
Provide facilities that are clean, efficient, safe, and aesthetically pleasing to support college programs and services.

Innovation
Dare to dream and make it happen.

Campus Climate
Enhance and support a sense of community and cooperation on campus.

Leadership
Work to increase educational, economic, and cultural opportunities for the community, including businesses, industry, arts groups, and community-based organizations in the region.
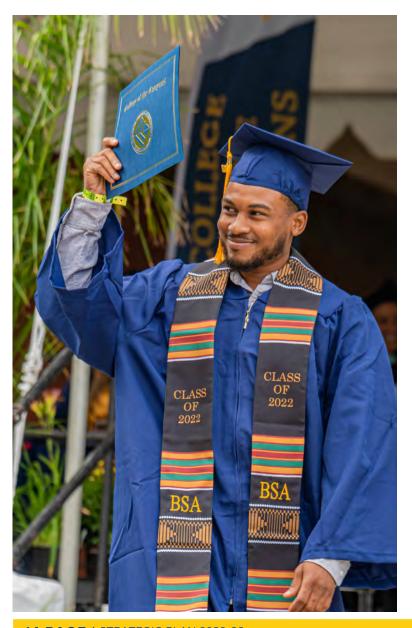
DATA-INFORMED PLANNING

Data identification and analysis continue to be critical to college planning, and the Institutional Research, Planning, & Institutional Effectiveness" (IRPIE) team thoroughly vetted and updated all data metrics for the Strategic Plan in addition to linking relevant objectives to other required plans, such as Student Equity & Achievement (SEA).. The College also examined external and internal trends for planning implications, along with data on population growth, high school district interaction, labor market, student demographics, student outcomes, and more. Data on demand resources are also available online at www.canyons.edu/data and embedded in the annual Program Design, Planning, and Review process. Notable examples of contextual data, summarized from the college's Fact Book include:

Population, Demographics, Trends:

- Approximately 37 percent of recent William S. Hart Union High School District graduates attend COC immediately after graduation, and this number has averaged 48 percent over the last five years.

- Hart District students are expected to show a modest decrease of about 554 students in grades 9-12 over the next six years.

- The proportion of adults attending classes at COC is highest for Canyon Country and lowest for Newhall.

- The number of students dual enrolled at COC and in high school increased from the low of 535 in 2012 to 1,534 in 2021.

- The ethnic composition of students at COC has changed dramatically since 1970. The most striking changes are in the increases in Latinx/Hispanic students and decreases in the proportion of White students.

- Currently as a Hispanic Serving Institution, Latinx/Hispanic students has increased 880% from 1970 to 2021!

- COC students pursuing Board of Governor's Waivers increased 70 percent since 2009/10.

- COVID-19 has changed the landscape of education, with the proportion of online sections increasing from 19% in Fall 2019 (asynchronous) to 69% in Fall 2021 (asynchronous and synchronous), with 469 OnlineLive sections in Fall 2021. (Defined at: https://www.canyons.edu/academics/onlineeducation/online/index.php)

DATA-INFORMED PLANNING (continued)

Santa Clarita Conditions:

- There are currently 8,836 housing projects under construction with 4,298 housing projects approved that have not yet broken ground and 17,832 more in the queue waiting for approval by the City of Santa Clarita.

- Santa Clarita saw strong restoration in 2022 with jobs lost during the pandemic nearly restored, specifically, in retail trade, healthcare, professional and technical services, amusement, foods services, and recreation sectors.

- The number of new businesses has risen 5 percent since 2018, with the majority since 2021. This restored or created 9,000 jobs through 2022. Currently, as is true across the US, the current barrier to additional hiring is the unavailability of workers.

- The Santa Clarita Valley is projected to continue the restoration of jobs in leisure, hospitality, amusement, and recreation. Retail sales are projected to rise, although it appears there may be less opportunity for entry-level workers in this sector. Entry-level worker opportunities in amusement, hospitality and recreation remain strong.

- The population of the Santa Clarita Valley is expected to increase, although the rate is constrained due to limited residential growth, increasing from 296,620 in 2020 to 313,421 in 2027.

- Santa Clarita Valley demographics are shifting, with the population of age 25 to 44 years growing with early career individuals and future managers and executives.

- Overall, the Santa Clarita Valley has a comparatively younger population than LA County; however, the population age 65 and older in the SCV are growing at the fastest rate.

DATA-INFORMED PLANNING (continued)

Student Completion:

- Since 2011/12, more than 23,800 associate degrees have been awarded.

- The most common educational goals of our students are to get an associate degree and transfer (7692), advance career/job skills (4039), undecided (2552), and complete credits for high school diploma or GED (1,986).

- The largest award increases by ethnicity were Native American/Indigenous, Asian/Filipino/a, and Latinx/Hispanic students.

- The largest increase in awards by age was for students ages 19 or younger.

- Female students had the largest increase in awards by sex.

- Associate Degrees for Transfer awarded have increased 35 percent (1,061 ADTs in 2017/18 to 1,432 in 2021/22).

- The top-three CSU transfer institutions for COC students in 2021-22 were CSU Northridge (CSUN), followed by CSU Channel Islands (CSUCI), and CSU Long Beach (CSULA).

- The top-three UC transfer institutions for COC students in 2021-22 were UCLA, UC San Diego, and UC Santa Barbara.

- Over 13,500 students have transferred to the University of California and California State University in the past 10 years.

- Over a ten-year period (2012/13 to 2021/22), more than 10,000 students have transferred from COC to in-state private and out-of-state institutions.

- The top five in-state private and out-of-state institutions have included Arizona State University, West Coast University – North Hollywood, University of Massachusetts Global, National University, and University of LaVerne.

Additional Findings:

- For more information, please review the linked plans and data-informed resources available online at www.canyons.edu/data and www.canyons.edu/planning.

HIGHLIGHTS OF OTHER NOTABLE TRENDS IMPACTING HIGHER EDUCATION

Additional trends impacting the higher education landscape post-COVID-19 include some of the following items, which are variously addressed through this strategic plan as well as other operational plans at the College:

Expanding Online, Hybrid, Hyflex Learning

Connecting Career and Workforce Development Needs with College Training

Enhanced Partnerships and Collaborations

Intentional Support for Underrepresented Populations

Emphasis on Data-Enhanced Planning and College Effectiveness

Increased Sustainability Efforts

Support for Whole-Student Needs and Well-Being

Expanding Use and Impact of Technology for Teaching and Learning, Including Artificial Intelligence (AI)

Promotion of Student Success and Retention through Concierge Support

Increased Nimbleness of Operations, Financial Stability, Contingency Planning, Emergency Preparedness

Improving Competency-Based Education as a Pathway to Credit

Additional national materials and research on higher education trends is available at:
ohttps://www.aacc.nche.edu/research-trends/
ohttps://www.nists.org/
ohttps://www.aacu.org/publications

HIGHLIGHTS OF OTHER NOTABLE TRENDS IMPACTING HIGHER EDUCATION (continued)

There are also trends specifically noted within the context of California Community Colleges. Planning in the current higher education environment presents new opportunities to examine approaches to instruction and support. The following items were noted by the CCCCO in a Fall 2022 discussion of planning in the community college context:

Colleges and Students are Changing

- CCCCO institutions were mostly designed for "traditional" students (e.g., full-time), but current students are predominantly part-time.
- Non-traditional is the new traditional. Approximately 70% of CCCCO students are students of color; 66% are low-income; and 61% are working learners.

There are Clear, Core Determinants of Educational Success that Inform Student Decisions

- Students Financial Stability
- Support Networks
- Physical & Mental Health

A Student-Centered Support Ecosystem Supports These Changing Paradigms

- Students are often putting economics first, not education.
- This is an opportunity for colleges to make a more compelling case about how education and economics can align.

Colleges Can Consider a Research-Informed "SSIPP" Approach to Student Support
(Community College Research Center, CCRC)

- **Strategic:** Infrastructure enabling differentiated, customized services at scale.

- **Sustained:** Ongoing support rather than an upfront "inoculation" approach.
- **Integrated:** Supports are an integral part of all students' experiences from connection through completion, rather than standalone interventions.
- **Proactive:** Services and information are provided to students before they're requested.
- **Personalized:** Students receive the support they need when they need it, from a person who knows them well.

COC's strategic planning, use of data, and annual tactical reviews will incorporate and respond to these and additional factors impacting higher education and presenting opportunities for the College to adjust, enhance, and improve programs and services to best meet the needs of students. The intent is that this plan will allow the College to anticipate needs, respond to emergent trends, address any required mandates and/or state requirements that may emerge, and adaptively use and review the plan on a regular basis to ensure relevance and impact.

THE 2023-26 STRATEGIC PLAN

College of the Canyons is committed to our students and to a healthy environment, with every decision made through the lens of student success and fostering well-being for all who come to the College.

The Strategic Plan continues the overarching goals of Access, Engagement, and Success, which are built upon twelve foundational institutional commitments and aligned with CCCCO Vision goals. These three succinct but important goals are designed to focus district attention and efforts to positively impact student outcomes and address student needs. Objectives under these goals are specific, measurable, attainable, relevant, timely, and carefully designed to promote student success.

GUIDING PRINCIPLES

This plan builds upon the 2019 Strategic Plan, which notably focused on three overarching goals in order to concentrate planning attention and action upon specific, measurable, student-focused work. This plan builds upon this disruptive (and effective) innovation to engineer specific improvements in how COC serves students and the community, and to enhance how College operations and plans build upon engagement and dialogue informed by data. The ever-changing landscape in higher education, including new regulations, labor market needs and student enrollment patterns, call for increased flexibility in planning. College of the Canyons well-designed and intentional planning has positioned the institution to respond to unexpected changes, which call for adjustments in its planning, while still staying on track to effectively respond to student and community needs.

Objectives for the Strategic Plan goals are measurable and obtainable within the plan timeframe and will be monitored regularly to provide opportunities for adjustments and/or updates. All College stakeholders are reminded to review and utilize this plan on a regular basis along with maintaining a working familiarity with the College's mission, vision, and philosophy statements which frame these objectives. It should be noted, for example, that equity, inclusion, and diversity are ideologies embedded in the very foundation of planning and action at the College—not goals in themselves but guiding frameworks for all departments and functions at the College.

As a life-transforming educational institution, COC's Strategic Plan has at its core a commitment to ensuring learning. The College honors and values exemplary teaching and learning, which is best accomplished when the entire College community works together to support this focus. Accordingly, COC ensures that its Strategic Goals is guided by these important planning foundations, such as its Foundational Institutional Commitments (page 11) and the following guides to planning:

Equitable Student Success

College of the Canyons provides support to facilitate equitable student success and maximize opportunity for all students with intentional efforts to address inequities among student groups, including minoritized student populations. Using an equity-minded focus, the College is committed to acknowledging and empathizing with disparate life-experiences that contribute to inequalities or gaps in educational outcomes. The College attributes inequalities or gaps to unfair structural, political, environmental, social, cultural, and/or historical practices and policies that create barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement. Moreover, the College responds to barriers with deliberate efforts to eliminate them, intentionally co-creating fair and just institutional policies and practices that account for disparate life-experiences.

Inclusion, Diversity, Equity, Anti-Racism, Accessibility (IDEAA)

College of the Canyons approaches its strategic plan goals using an Inclusion/Diversity/Equity/Anti-Racism/Accessibility (IDEAA) framework. Campus-wide efforts incorporating state-wide efforts in the areas of equity take place through coordination and facilitation of professional learning and growth opportunities grounded in the principles of equity-minded and anti-racism dialogues as well as events and other notable efforts. By offering a variety of opportunities tailored to the needs of the entire campus community, the IDEAA framework aims to promote growth, development and professional excellence for all, while also cultivating community and a better sense of belongings.

Collegial Consultation

College of the Canyons fosters healthy inclusion through inquiry, shared dialogue, and reflection to ensure that the College promotes a sense of community, collegiality, and cooperation among student, faculty, staff, and administrators. The College also values work-life balance and promotes efforts to support a healthy lifestyle.

Mutual Respect

College of the Canyons promotes an environment of mutual respect as a foundation for inclusion and collegiality, valuing all members of the campus community and promoting a climate that nurtures open, honest, and direct sharing of diverse viewpoints.

Partnerships And Engagement

College of the Canyons partners to advance the educational, artistic, civic, cultural, and economic aspirations of the College and community, are reflected in COC's engagement efforts, and provide another foundation for success.

Integrative Experiential Learning

College of the Canyons provides opportunities for the College community to engage in experiential learning with learners taking a more active role in doing hands on work and then reflecting about their new knowledge in a way that enhances their learning experience. This work includes project-based learning, which identifies and creates meaningful community relationships with local schools, colleges and universities, businesses, government, and social agencies. This work is part of larger curricular and co-curricular initiatives that help to create a civic-minded College culture that infuses community-based learning, civic ethos, civic literacy, civic inquiry, and civic action throughout the College.

Data-Mindedness

College of the Canyons utilizes clear, accessible, quality data to inform, shape, and drive impactful decision-making and planning processes that promote student success and enhanced institutional effectiveness.

Creativity And Innovation

College of the Canyons embraces a spirit of innovation and encourages faculty, staff, administrators, and students to continue to develop innovative solutions to help COC achieve its Strategic Plan goals.

Dependable Financial Resources

College of the Canyons maintains and pursues appropriate financial resources to help the College advance its efforts and goals.

Welcoming And Sustainable Environment

College of the Canyons provides an environment where people not only feel safe, but also one in which all members of the College community feel welcome and belong, contributing to a welcoming, heartening environment. The College also supports environmental sustainability and encourages planning and activities to reduce the College's environmental impact.

Culturally Responsive Pedagogy And Practice

College of the Canyons incorporates culturally relevant and responsive pedagogy, which involves putting students first in the consideration of course development and a student-focused classroom. Culturally responsive pedagogies incorporate a critical lens to understanding cultural contexts and realities from which our students come as well as self-reflection. These efforts include sharing of best practices, discussion and coaching, and support for curriculum updates through idea-sharing.

MAKING A DIFFERENCE IN OUR COMMUNITY

Building on the planning framework for partnerships and community engagement above, COC continues to be at the forefront of leadership and action on engagement in a community college setting. The College aspires for the Carnegie Foundation's elective classification for Civic and Community Engagement. This prestigious designation would recognize COC's ongoing leadership and efforts in this important domain. COC has an expansive concept for Integrative Learning, Civic and Community Engagement which has further developed engagement from concept into active practice and place, working with our community as co-educators to identify skills and competencies needed. This work also supports global literacy, awareness, and understanding of diverse perspectives and customs that can support staff and students in the navigation of complex and exciting challenges in a globalized world. To these ends, the College is guided by the following definition of civic and community engagement to help shape these efforts embedded in planning:

Civic and community engagement means working to make a difference in the well-being of our communities, whether through political or non-political processes, while encouraging members to develop the knowledge, skills, values, and motivation to make positive change. Civic and community work ranges from community organization, service, and advocacy to community-engaged learning based on real-world application focusing on inquiry, reflection, and action. It also means promoting the quality of life in a community, especially through mutually beneficial campus-community partnerships that promote collaboration and reciprocity to foster social responsibility for the public good through the sharing of co-knowledge, co-education, and co-production of solutions to address community issues. (Note: This definition was informed by Thomas Ehrlich (2000) and the Carnegie Foundation)

STRATEGIC PLAN DETAILS: GOALS AND OBJECTIVES

The following section summarizes the heart of the Strategic Plan, and contains specific measurable objectives related to the overarching goals of Access, Engagement, and Success. These objectives are intended to be used to promote ongoing dialogue and assessment about improving results for students. These objectives are considered to be "living" objectives, and will be updated and/or adjusted regularly as needed by the College community, including during annual planning reviews and/or in light of changing context in the state or higher education practice. Communication and visibility of planning progress and results related to the annual tactical planning reviews will also encourage and foster greater engagement with, understanding of, and support for planning.

It is also noteworthy that this plan is focused on a variety of objectives and factors. While traditional measures of enrollment, such as FTES (full-time equivalent students) are seen for some objectives under the Access goal—consistent with student recruitment and retainment and the Roadmap for California Community Colleges—the overall plan also demonstrates a diversity of focus areas, including student and staff wellness, workplace environment and training, and an overall intention of sustaining a vibrant college culture. The College seeks to use the strategic plan to help emphasize the interconnectedness of plans and planning efforts, departmental and staff contributions to the important work of the institution, and sustain a foundation for a supportive and thriving college community.

ACCESS GOAL AND OBJECTIVES

Support student access with an equity-minded lens so that every student is able to enter an informed path.

1. Increase adult student population (age 25+) headcount from baseline of 3,770 in Fall 2021 to 4,170 in Fall 2024, 11% increase, [excludes ISA students] with a goal to restore to pre-pandemic level of 4,258 by Fall 2025.

2. Increase dual-enrolled FTES from 867 in 2021/22 to 1,000 in 2024/25, 15% increase.

3. Increase incarcerated FTES from 130 in 2021/22 to 150 FTES in 2024/25, 15% increase.

4. Increase noncredit CDCP FTES from 144 in 2021/22 to 200 in 2024/25, 39% increase.

5. Restore pre-pandemic levels of credit CTE enrollments (23,420) by 2024/25, with 22,519 credit CTE enrollments in 2021/22 as baseline.

6. Increase successful enrollment rate for first-time applicants among first-time cohort of students from 43% in 2020/21 to 45% for 2023/24 cohort (goal assesses in 2024/25). [Aligned w/ SEA Plan]

7. Increase a) high school transition by high school, b) education plan completion, c) Canyon Country Campus FTES, and d) noncredit to credit transition, per Instruction, Student Services, and Enrollment Management plans.

8. Restore the pre-pandemic level of 225 FTES for international student enrollment in 2024/25, and using 225 FTES as a baseline increase 10% FTES in international student enrollment for every academic year afterwards.

ENGAGEMENT GOAL AND OBJECTIVES

Cultivate an equitable, inclusive, and welcoming environment that supports teaching and learning, fosters engagement, promotes belonging, values diversity, and sustains well-being at the College's campuses.

1. Meaningfully move the needle on diverse hiring as defined by the EEO Plan, district diversity plan, and multiple measures report.

2. Using 22/23 as baseline, measure and assess student and staff participation in civic, social, global, and cultural engagement, along with trainings and events, according to the District's plans on Civic and Community Engagement, civic equity, and Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA).

3. Using 22/23 as baseline, measure and assess student and staff involvement in campus life as part of overall support for a welcoming college environment, collaboration, and well-being.

4. Using 22/23 as a baseline, enhance well-being and college engagement of BaNC-served students, including housing insecurity, by increasing service utilization and tracking outcomes and satisfaction.

5. Using 22/23 as a baseline, enhance well-being and college engagement of Health/Wellness-served students by increasing service utilization and satisfaction of services offered, including through trainings, advocacy, community resources/partnerships.

6. In keeping with the best practices of student success literature (such as Student Support (Re)Defined), increase the interconnectedness between services and students to support engagement and success using a variety of use and satisfaction metrics.

7. Using 22/23 as a baseline, increase students served by project-based learning and related participation activities in support of the College's Integrative Learning efforts.

8. Using 22/23 as a baseline, increase internship and employment opportunities for students.

SUCCESS GOAL AND OBJECTIVES

Promote equitable student success, the attainment of students' goals, and intentionally maximize opportunities for all students.

1. Increase the number of students earning regular associate degrees (non-Associate Degrees for Transfer (ADT) degrees) from 1,500 in 2021/22 to 1,650 in 2024/25, 10% increase. *

2. Increase number of students earning Associate Degrees for Transfer (ADT) awards from 1,290 in 2021/22 to 1,419 in 2024/25, 10% increase. *

3. Increase the number of students earning certificates from 1,770 in 2021/22 to 1,947 in 2024/25, 10% increase. *

4. Increase number of students earning noncredit certificates awarded from 550 in 2021/22 to 605 in 2024-25, 10% increase. *

5. Hold the percent of exiting CTE students employed in field at the three-year average of 69%.

6. Increase number of all students completing nine credit CTE units from 2,641 (2020/21) to 3030-3162, 15-20% increase.

7. Increase transfer rate within 3 years for first-time cohort of students from 32% (2019/20) to 37%, 5 percentage point increase. **

8. Increase completion of transfer-Level Math and English in year 1 for first-time cohort students from 32% (2020/21) to 36% for 2023/24 FT cohort, 4 percentage point increase. **

9. Increase term-to-term persistence (metric change to account for spring starters) for first-time cohort students from 72% (2019/20) to 73% for 2022/23 cohort, 1 percentage point increase. **

10. Decrease the average number of units for degree completers from 81.8 in 2020/21 to 80.8 by 2024/25, reduction of 1 unit.

11. Eliminate equity gaps for prioritized disproportionately impacted groups per metrics included in the Student Equity & Achievement Plan (2022-2025). **

12. For populations who earned high school equivalency, noncredit certificate, California Community Colleges Chancellor's Office (CCCCO) approved credit certificate, associate degree, CCCCO-approved bachelor's degree, eliminate equity gaps for three prioritized DI groups while increasing overall success (degree/ certificate completion) rate from 18% for 2017/18 cohort to 20% for 2020/21 cohort.**

    a. Black/African American: Increase current rate from 11% (2017/18 cohort) to 19% (20/21 cohort).

    b. Hispanic/Latinx: Increase current success rate from 15% (2017/18 cohort) to 21% (20/21 cohort).

    c. First-Generation: Increase current success rate from 10% (2017/18 cohort) to 22% (20/21 cohort).

13. For populations who have successfully completed transfer-level math and English in the first-year, eliminate equity gaps for prioritized DI groups while increasing the overall rate to 36% for the 2023/24 cohort.**

    a. Black/African American: Increase their current rate from 17.5% (20/21 cohort) to 33% (23/24 cohort).

    b. Hispanic/Latinx: Increase current success rate from 30% (20/21 cohort) to 35% (23/24 cohort).

14. For populations who transfer to a four-year institution, eliminate equity gaps for two prioritized DI groups while increasing overall success rate to 37% for 2019/20 cohort.**

    a. Hispanic/Latinx: Increase current success rate from 27% (16/17 cohort) to 37% (19/20 cohort).

    b. First-Generation: Increase current success rate from 24% (16/17 cohort) to 37% (19/20 cohort).

SUCCESS GOAL AND OBJECTIVES (continued)

15. For all populations who persist fall to spring, eliminate equity gaps for three prioritized DI groups while increasing overall success rate to 73% for 2022/23 cohort.**

    a. Black/African American: Increase current success rate from 59% (19/20 cohort) to 73% (22/23 cohort).

    b. First-Generation: Increase current success rate from 66% (19/20 cohort) to 69% (22/23 cohort).

    c. Males: Increase current success rate from 69% (19/20 cohort) to 71% (22/23 cohort).

16. For populations who have successful enrollment, eliminate equity gaps for one prioritized DI group while increasing overall success rate to 45% for 2023/24 cohort.**

    a. Black/African Americans: Increase their current success rate from 37% (20/21 cohort) to 45% (23/34 cohort).

*[Aligned w/ Program Review]
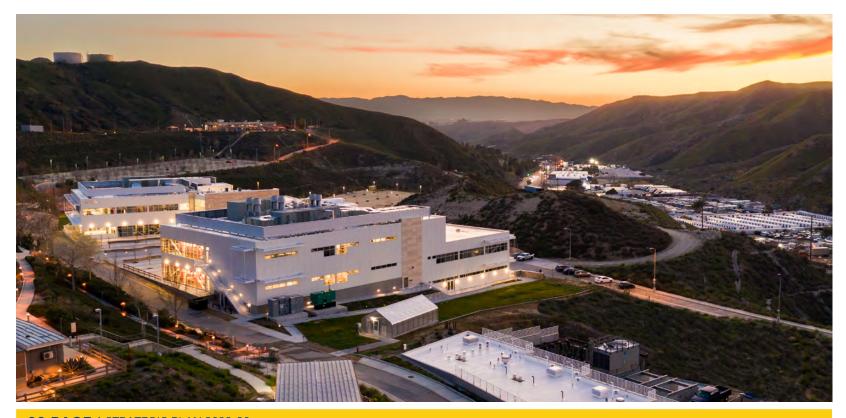**[Aligned w/ SEA Plan]

Note: There is intentional alignment between many objectives in the Strategic Plan with matching metrics in the Student Equity & Achievement (SEA) Plan. Due to how data lag, as well as cohort requirements for some student metrics, not all years match in these objectives. Also note that the 2025/26 year will be used to review 2024/25 data and set new objectives for a 2026/27+ Strategic Plan. Annual tactical planning review will continue to monitor progress and make updates.

CONCLUSION

College of the Canyons' Strategic Plan continues a strong tradition of integrated planning and institutional effectiveness, with planning documents, goals, and objectives updated and focused on current student, staff, and community needs and responsive to new opportunities and priorities. The Strategic Plan is aligned with the College's mission as well as the CCCCO Vision for Success and Roadmap for the Future goals, and it is also uniquely specific to the context and needs of COC's community.

The overarching focus goals of Access, Engagement, and Success, and the associated measurable objectives to be reviewed annually, guide ongoing activities and plans. Coupled with informative data and institutional context, the Strategic Plan is designed to be an active part of ongoing College work and planning and to inform institutional dialogues and directions accordingly. Over the course of the planning period, COC will continue to focus on making a difference for students and attending to their needs. The College continues to approach change and the future with optimism, eagerness, and a strong purpose, and this succinct and focused Strategic Plan will help the College to remain nimble and responsive to changing conditions and needs Supported by thoughtful planning to reach these goals.

ENSURING EFFECTIVE USE OF THE STRATEGIC PLAN

Strategic planning is an important part of effective, ongoing planning that makes a difference at the College. COC continues to update a strategic plan every three years as part of its comprehensive integrated planning process (see www.canyons.edu/planning), and also employs an annual process to review progress made on these strategic plan objectives each year through the Program Review (Program Design, Planning, and Review) process. This annual planning review includes summary and analysis of all yearly Program Review objectives for all college departments/units as well as all

annual accomplishments linked to the Strategic Plan goals and institutional commitments. This annual review provides a further means of assessing alignment, overlap, gaps, and/or opportunities to direct actions and practices to support progress on the college's strategic plan goals. This process was noted as a strong practice by the College's most recent accreditation, and it is proposed to enhance this process further during the term of this updated Strategic Plan by adding a "tactical review" to focus on maximizing promising practices and planning impacts.

An annual tactical review of planning will provide an additional means of reviewing data and outcomes in order to make real-time adjustments each year that promote effective coordination of responsible parties, areas, and activities related to the

Strategic Plan goals and objectives. In this way, the College will utilize multiple layers of planning and analysis to make progress. While strategic planning is focused especially on longer-term goals, tactical planning helps to break down these goals into shorter-term steps and actions, which supports

nimbleness, coordination, and innovation. The flexibility of this approach helps to break down the goals and objectives of the Strategic Plan into actionable, attainable steps, while also providing a means of reviewing any changes in conditions, responsible parties, and other coordination needed on a regular basis. These concentric layers of planning will ensure that COC's Strategic Plan is actionable, impactful, flexible, and useable for the College in order to make a difference.

COC seeks to use planning documents to underscore important goals and associated efforts that make a meaningful difference for students, staff, and the community in keeping with the college's overall mission and priorities. This work should also take place within a dynamic and supportive environment that promotes wellness, engagement, kindness, enthusiasm, and innovation that also helps to attract and retain top talent. The annual tactical planning review will also provide an opportunity for the College to continue to align and norm the Strategic Plan with other College plans, such as the Educational & Facilities Master Plan, Technology Master Plan, annual Program Design, Planning, and Review, and other operational plans. This is also an opportunity to make adjustments to training, activities, professional development, and practices especially within the context of new emerging technologies, innovations, and advancements that may impact the College.

Summarized Strategic Plan Objectives

Adult Student Population	Dual-Enrolled FTES	Incarcerated FTES	Noncredit CDCP FTES	Overall Enrollments	First-Time Enrollments
High School Transition	Education Plan Completion	Canyon Country Campus FTES	Noncredit to credit transition	Diverse Hiring/EEO	Civic, Social, Global, Cultural Engagement
Campus life, Welcoming Environment	BaNC Supports	Health/Wellness Supports	Interconnected Services/Students	Non-ADT Degrees	ADT Awards
Students Earning Certificates	Students Earning Noncredit Certificates	CTE Students Employed in Field	Students Completing CTE Units	Transfer Rate	Transfer-Level Math/English Completion
Term-to-Term Persistence	Average Units for Completers	Reduce Equity Gaps for DI	International Students	Project-Based Learning	Internships & Employment

APPENDIX AND INTERACTIVE LINKS

GLOSSARY / DEFINITION OF COMMON TERMS

With many terms, abbreviations, and phrases unique to community college work, the following highlighted glossary helps to define terminology:

AB 1725
This is the Community College reform legislation passed in 1988. The provisions of it are now contained in the Education Code and in Title V.

ACCCA
Association of California Community College Administrators.

ACCOUNTING
The process of identifying, measuring, and communicating financial information to permit informed judgments and decisions by users.

ADA BASE REVENUE
The amount that the State supplies the District towards meeting its attendance targets, commonly known as State Apportionment.

ADEA
Age Discrimination in Employment Act.

ADR
Alternative Dispute Resolution.

AFT
American Federation of Teachers.

AI
Artificial intelligence

ALLOCATION
The amount of funds a district receives for ADA generated apportionment.

APPORTIONMENT
Federal or state taxes distributed to college districts or other governmental units according to certain formulas.

APPROPRIATION
An allocation of funds made by a legislative or governing body for a specified time and purpose.

ASSESSED VALUE
The value of land, homes or businesses set by the country assessor for property tax purposes. Assessed value is either the appraised value of any newly built or purchased property or the value on March 1, 1975 of continuously owned property, plus an annual increase. This increase is tied to the California Consumer Price Index but may not exceed 2%.

AVERAGE DAILY ATTENDANCE (ADA)
The unit that was used prior to FTES as the basis for the computation of State Apportionment for California Community Colleges. One requirement of State law is that the regular day college must be maintained not less than three hours per day per five-day college week for 35 weeks.

AUXILIARY OPERATIONS
Food Service and dormitories are considered auxiliary operations.

BASE YEAR
A year to which reference is made when projecting a current condition.

BLOCK GRANT
A fixed sum of money, not linked to enrollment/ADA (now FTES) measures, provided a college district by the State.

BOARD OF GOVERNORS
The statewide governing board of the community colleges. The members are appointed by the Governor. The Board hires the Chancellor of the California Community Colleges and makes policy decisions that affect all districts. The Board may be directed by the Legislature to regulate certain matters and it may choose to regulate others.

BOARD OF TRUSTEES
The local governing board of each community college district. Its members are elected from the service area. The board hires the chief administrator of the district and directs the operations of the district. It makes policy decisions that are permitted or mandated at the local levels.

BUDGET
A plan of financial operation for a given period for a specified purpose consisting of an estimate of revenue and expenditures. (Ideally an educational plan expressed in dollars.)

BUDGET ACT
The legislative vehicle for the State's budget appropriations. The Constitution requires that it be passed by a majority vote of the Assembly and the Senate and sent to the Governor by June 15 each year. The Governor may reduce or delete, but not increase, individual items.

BUDGETING
The process of allocating available resources among potential activities to achieve the objectives of an organization.

CATEGORICAL FUNDS
Funds received by a district for a certain purpose which can only be spent for the purpose. Examples: funding to serve students with disabilities (DSPS) or the economically disadvantaged, low-income (EOPS), deferred maintenance, instructional capital and matriculation.

CALPERS
California Public Employees Retirement System, a state retirement system for all classified, confidential, and classified management employees of the District.

CANYONS COMPLETES
Canyons Completes, the College of the Canyons Guided Pathways efforts, strives to advance completion of degrees, certificates, and skills building courses for students through new and improved instruction, programs, processes, and services. These services help develop and articulate the institutional approach to fostering an equity-minded, learning-centered and inclusive community for all students, faculty and staff.

CFIER
California Foundation for Improvement of Employer Employee Relations

CFRA
California Family Rights Act.

CHART OF ACCOUNTS
A systematic list of accounts applicable to a specific entity.

CLOUD HOSTING
Makes applications and websites accessible using cloud resources. Unlike traditional hosting, solutions are not deployed on a single server. Instead, a network of connected virtual and physical cloud servers hosts the application or website, ensuring greater flexibility and scalability.

COBRA
Continuation of Benefits Rights Act Consolidated Omnibus Budget Reconciliation Act.

COC FOUNDATION
A non-profit, tax-exempt organization responsible for soliciting and investing private donations to the District.

COCFA
College of the Canyons Faculty Association, the collective bargaining agent for all faculty employees in the District.

COLA (COST OF LIVING ADJUSTMENT)
An increase in funding for revenue limits or categorical programs. Current law ties COLA to indices of inflation, although different amounts are appropriated in some years.

COLLEAGUE (FORMERLY DATATEL)
Colleague (formerly Datatel) is an integrated database that manages student, curriculum, financial, and personnel information used by COC since 1997. To make Colleague relevant to COC, our programmers had to engage in significant modifications. These modifications, combined with the rules and terms specific to COC, have resulted in a significantly different system.

CONFIDENTIAL EMPLOYEES
Employees who, as a part of their classified duties, are assisting administrative staff on research, and other issues directly related to labor negotiations.

CONSUMER PRICE INDEX (CPI)
A measure of the cost of living compiled by the United States Bureau of Labor Statistics. These indices of inflation are calculated regularly for the United States, California, some regions within California, and selected cities. The CPI is one of several measures of economic change.

COURSE CLASSIFICATION
All courses offered by a college are classified by area (Examples: Letters and Science, Vocational, Community Services, etc.) by credit given, and by transferability, and this information is routinely submitted to the State Chancellor's Office.

CRA
Civil Rights Act.

CSEA
California School Employees Association, a statewide organization that represents classified employees of the district. These include service and skilled crafts workers.

CTA
California Teachers Association.

CURRENT EXPENSE OF EDUCATION (CEE)
ECS 94362-The current General Fund operating expenditures of a community college district, excluding expenditures for food service, community services, object classifications 6000 (except equipment replacement) and 7000 and other costs specified in law and regulations.

DATA DISAGGREGATION

The process of examining outcomes separately by groups. Disaggregation breaks down information into smaller subpopulations, such as racial/ethnic categories. Disaggregating student data into subpopulations can help schools and communities plan appropriate programs, decide which evidence-based interventions to select, use resources where they are needed most, and see important trends in achievement.

DEI

Diversity, Equity, and Inclusion

DFEH

Department of Fair Employment & Housing.

DIFFERENTIAL FUNDING

A system whereby a program or activity generates revenue based on a formula or allocation without specifying where and how the funds must be spent.

DISPROPORTIONATE IMPACT

When the percentage of persons from a particular racial, ethnic, gender, age, disability group (etc.,) experience outcomes or are directed to particular services or placements at rates that are significantly different from the representation of that group in the general population being assessed.

DOCUMENT IMAGING

The conversion of paper files (of any size or description) or microfilm / fiche to digital images.

DOJ

Department of Justice Education "Ed" Code, contains California law governing education in the state. The sections most frequently referenced dealing with employees in community colleges are sections 87000 through 88270. It can be accessed in hard copy in the Chancellor's Office or the Library. It is available on the Internet at: http://www.leginfo.ca.gov/cgibin/calawquery?codesection=edc

EDD

Employment Development Department. Handles or administers unemployment benefits for the state.

EEO

Equal Employment Opportunity.

EEOC

Equal Employment Opportunity Commission.

ENCUMBRANCES

Obligations in the form of purchase orders, contracts, salaries and other commitments for which part of an appropriation is reserved.

ENDING BALANCE

A sum of money available in the district's account at year's end after subtracting accounts payable from accounts receivable.

ENROLLMENT/ADA (FTES) CAP

A limit on the number of students (ADA-now FTES) for which the state will provide funding.

EOPS

Extended Opportunities Programs and Services.

EPA

Equal Pay Act.

EQUALIZATION

Funds allocated by the Legislature to raise districts with lower revenue limits toward the statewide average. Equalization deals with unequal community college funding by the State of California. For a number of years, colleges like College of the Canyons received fewer funds per full-time equivalent student (FTES) than other community colleges. This is the unfortunate result of a funding formula that has long outlived its usefulness.

ETI

Employee Training Institute. Provides customized Training solutions to companies throughout the Santa Clarita Valley.

EMPLOYMENT TRAINING PANEL

A training subsidy to support employers based in California who seek to upskill their workforce.

ESTIMATED INCOME

Expected receipt or accruals of moneys from revenue or non-revenue sources (abatements, loan receipts) during a given period.

EXPENDITURES

Amounts disbursed for all purposes. Accounts kept on an accrual basis include all charges whether paid or not. Accounts kept on a cash basis include only actual cash disbursements.

FEHA

Fair Employment Housing Act.

FLSA

Fair Labor Standards Act.

FMLA

Family Medical Leave Act.

FIFTY PERCENT LAW

Requires that 50 percent of district expenditures in certain categories must be spent for classroom instruction. Not counted herein are librarians, counselors, faculty release time and all classified staff or administrators.

FON – (FACULTY OBLIGATION NUMBER)
The annual minimum number of full-time faculty a community college is obligated to employ.

FOUNDATION PROGRAM
An early funding principle for the colleges that set a revenue floor per ADA funded from a combination of state and local course. The district's local board could raise money beyond that amount through local taxation.

FSA
Faculty Service Area.

F&SD
Faculty & Staff Diversity

FTE
Full-time equivalent.

FTEF
Full-time equivalent faculty.

FTES
Full-time Equivalent Student-the number of students in attendance as determined by actual count for each class hour of attendance. FTES is calculated as follows:

FUND
An independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein. The difference between assets and liabilities.

GENERAL-FUND
The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

GUIDED PATHWAYS
An integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market. Pathways is not a program or initiative but is rather an ongoing planning framework for colleges to bring together and scale effective programs, services, activities that currently exist into structures that include all students. Pathways requires whole-college transformational reform, which entails breaking-down of silos and more dynamic collaboration between faculty, administrators, and staff. The Pathways framework helps colleges to integrate the best aspects of student success efforts into cohesive strategies that help more students get to and through college.

HEERA
Higher Education Employment Relations Act.

HMO
Health Maintenance Organization.

HRIS
Human Resources Information System (COC).

HRS
Human Resources System, a computer-based system that contains position information, personnel, and payroll data on all district employees.

IDEAA
Inclusion, Diversity, Equity, Anti-Racism, Accessibility

IDL
Industrial Disability Leave.

(IE)2
The Institutional Effectiveness & Inclusive Excellence Committee

INFLATION FACTOR
An increase in apportionment provided by the state to reflect the increased cost of operation due to inflation.

IIPP
Injury & Illness Prevention Program.

IRCA
Immigration Reform and Control Act.

ISP
International Services and Programs.

KSA'S
Knowledge, Skills and Abilities.

LACOE
Los Angeles County Office of Education.

LOAD
Load references include the workload of faculty and such things as class size, load factor, number of preparations per semester, number of classes per year, and other such assignments as they pertain to hours and/or conditions of employment. (See the COCFA/ District Agreement for detailed information.)

LOTTERY
Approved by voters in November 1984, lottery games began in October 1985. The minimum of 34% of lottery revenues distributed to public schools and colleges must be used for "education of pupils." Lottery income has added about 3% to 4% to community college funding.

MANDATED COSTS
District expenditures that occur as a result of federal or state law, court decisions, administrative regulations, or initiative measures.

MARGINAL FUNDING
A procedure whereby the gain or loss in funds for growth or decline in ADA is computed at a rate that is less than the average revenue per ADA.

MQS
Minimum Qualifications.

NIDL
Non-Industrial Disability Leave.

NLRB
National Labor Relations Board

NONCREDIT ADA
ADA earned in noncredit courses, generally adult education.

OBJECT CODE
Expenditure classification category of an item or a service purchased.

OCR
Office of Civil Rights.

OFCCP
Office of Federal Contract Compliance Program.

OSHA
Occupational Safety and Health Act.

OUTLOOK
Software used to read and send e-mail messages at COC.

PAC-B
President's Advisory Council-Budget.

PART-TIME FACULTY EMPLOYEE (ADJUNCT FACULTY)
Any faculty employee who is employed pursuant to Ed. Code Section 87482.5 for no more than 67 percent of the semester load of scheduled duties for a full-time regular faculty employees having comparable duties.

PARS
Public Agency Retirement System

PATHWAY/PROGRAM MAP
A pathway (also referred to as a program map or road map) is a descriptive and easy-to-use plan detailing the route a student takes to connect with, enter, progress through, and complete a program of study as well as the skills needed to enter the labor market or transition to a baccalaureate program. Pathways include a semester-to-semester sequence of courses required to complete a credential efficiently. Pathways may include specific milestones for licensure or stackable credentials and general education recommendations. Across the state, colleges are taking differing approaches for the inclusion of GE courses in the program maps, ranging from specifically identifying each GE course to allowing "Any course in Area X."

PER CAPITA PERSONAL INCOME
Income before taxes as estimated by the U.S. Department of Commerce.

PERS
Public Employees Retirement System, a state retirement system for classified and confidential employees, including classified administrators and supervisors.

PDL
Pregnancy Disability Leave.

PERB
Public Employees Relations Board

P.O.S.
Point of Service.

PROGRAM MAPPER
The Program Pathways Mapper is a customized visual representation of the Academic Programs in the College of the Canyons catalog. Students (and future students) will find it organized by college Schools -- groups of similar programs that are designed to help students select a program of study and speed progress towards completion. Students will find information on occupations and careers commonly associated with each program, including typical wages and the labor market demand for California. Each path allows students to explore a set of program maps that show a semester-by-semester path from program entry to completion. Students will also find videos and program student learning outcomes that will deepen their understanding of each program and pathway, helping to build confidence in program choices.

PROPOSITION 13
An initiative amendment passed in June 1978 adding Article XIII A to the California Constitution. Tax rates on secured property are restricted to no more than 1% of full cash value. Proposition 13 also defined assessed value and required a two-thirds vote to change existing or levy other new taxes.

QME
Qualified Medical Examiner.

RESERVE
That portion of the ending balance that is not encumbered for specified projects or other expenditures.

RESERVES
Funds set aside in a college district budget to provide for future expenditures or to offset future losses, for working capital, or for other purposes.

RESTRICTED FUNDS
Money that must be spent for a specific purpose either by law or by local board action.

REVENUE
Income from all sources.

REVENUE LIMIT
The specific amount of student enrollment fees, state and local taxes a college district may receive per pupil for its general education budget. Annual increases are determined by proposition 98 formula or the Legislature.

3SP
Student Success and Support Program, now folded into the Student Equity & Achievement Plan

SCHEDULED MAINTENANCE
Major repairs of buildings and equipment which have been postponed by college districts. Some matching state funds are available to districts, which establish a deferred maintenance program.

SCR
Selection Committee Representative.

SEA
Student Equity and Achievement Plan, a statewide categorical plan and funding source combining the prior Student Success and Support Program (3SP), Basic Skills Initiative (BSI), and Student Equity plan.

SHORTFALL
An insufficient allocation of money, requiring an additional appropriation or resulting in deficits.

SOUTHERN 30
Human Resources Information Exchange Consortium.

SPLIT ROLL
An allocation of state money to a district, determined by multiplying the district's total ADA (FTES) times its base revenue per ADA (FTES).

STATE APPORTIONMENT
A fixed sum of money, not linked to enrollment/ADA (now FTES) measures**.**

STRS
State Teachers Retirement System, the state retirement system for faculty employees and educational administrators. The employee contributes 8.25% of their salary and the District contributes 8%.

SUBVENTIONS
Provision of assistance or financial support, usually from higher governmental units to local governments or college districts, for example, to compensate for loss of funds due to tax exemptions.

SUNSET
The termination of the regulations for a categorical program or regulation.

SWAG
Strong Workforce Apprenticeship Program. Provides apprenticeship programs in Advanced Manufacturing, Allied Health, Information Technology and Logistics.

SWP
Strong Workforce Program. A funding initiative that seeks to increase the number and quality of CTE programs in community colleges.

TD
Temporary Disability.

TIDELANDS OIL REVENUES
Money from oil on state-owned lands. When available, some of the revenues are appropriated for community college capital outlay needs.

TITLE V
Title 5 is the Education Title of the California Code of Regulations. A regulation is a rule adopted by a state regulatory agency to implement, interpret, or make specific the law enforced or administered by it or to govern its procedures. Title 5 regulations have the force of law. Regulations for community colleges are found in Division 6 beginning with #50001. It is available on-line at http://www.cde.ca.gov/ls/fa/sf/

TOP CODE
Taxonomy of Programs code number used in budget. All instruction programs are categorized into a TOP code: vocational or transfer. Vocational programs are eligible for funds that transfer programs are not.

UNEMCUMBERED BALANCE
That portion of an appropriation or allotment not yet expended or obligated.

UNFUNDED FTES
FTES generated in excess of the enrollment/FTES cap. UI Unemployment Insurance

VSP
Vision Service Plan

WSCH
Weekly Student Contact Hours (WSCH) is the number of class hours each course is regularly scheduled to meet time the enrollment in the class.

ADDITIONAL REFERENCES & PLANNING BIBLIOGRAPHY

DATA

- **Data Homepage:** www.canyons.edu/data

- **Data Visualizations:** https://www.canyons.edu/administration/irpie/datavisualizations/index.php

- **Student Data Highlights:** https://www.canyons.edu/_resources/documents/administration/irpie/DataHighlightsFall2022.pdf

- **Reports and Briefs:** https://www.canyons.edu/administration/irpie/reports-briefs/index.php

- **Student Equity & Achievement:** https://www.canyons.edu/_resources/documents/administration/irpie/StudentEquityandAchievementData.pdf

- **Research and Evaluation Highlights:** https://www.canyons.edu/_resources/documents/administration/irpie/StudentOutcomesResearchandEvaluationHighlights.pdf

- **CCCCO Datamart:** https://datamart.cccco.edu/

PLANNING

- **Planning Homepage:** www.canyons.edu/planning

- **Integrated Planning Model:** https://www.canyons.edu/_resources/images/comprehensiveintegratedplanningmodel.jpg

- **College Mission, Vision, Philosophy:** https://www.canyons.edu/about/mission.php

- **Academic Program Review:** https://intranet.canyons.edu/information/planning/academicpr/

- **Non-Instructional Program Review:** https://intranet.canyons.edu/information/planning/adminpr/

- **Economic Report:** https://intranet.canyons.edu/resources/documents/information/2021-economic-value-fact-sheet-508.pdf

- **CCCCO Vision for Success:** https://www.cccco.edu/About-Us/Vision-for-Success

BUDGET

- **Business Services Homepage:** https://www.canyons.edu/administration/businessservices/index.php

- **Budget Parameters:** https://appi.canyons.edu/Apps/Directories/Docs?id=c6563a99-e074-422e-a5cf-3752e94b1f63

- **Budget Development:** https://www.canyons.edu/administration/businessservices/budget_development.php

- **Budget Monitoring:** https://www.canyons.edu/_resources/documents/administration/bussinessservices/budget_development/22-23/BudgetMonitoringWorkshop7-19-22.pdf

ADDITIONAL REFERENCES & PLANNING BIBLIOGRAPHY (continued)

- **Annual Budget Report:** https://www.canyons.edu/_resources/documents/administration/bussinessservices/business_services_main/22-23/22-23AnnualBudgetReportDIGITALVERSION.pdf#search=22%2023%20budget

EXTERNAL LINKS

- **CCCCO Datamart:** https://datamart.cccco.edu/
- **AACC Research Trends:** https://www.aacc.nche.edu/research-trends/
- **NIST Transfer Trends:** https://www.nists.org/
- **AAC&U Research:** https://www.aacu.org/publications
- **Student Success Metrics:** https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx
- **CCCCO Data Links:** https://www.cccco.edu/College-Professionals/Data
- **CSU Data:** https://www.calstate.edu/as/ccct/index.shtml
- **UC Data:** https://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc
- **IPEDS Federal Data:** https://nces.ed.gov/ipeds/
- **CA Dept of Education Basic Ed Data:** https://www.cde.ca.gov/ds/dc/cb/
- **Research and Planning Group:** https://rpgroup.org/

ACCESS GOAL AND OBJECTIVES

Support student access with an equity-minded lens so that every student is able to enter an informed path.

1. Increase adult student population (age 25+) headcount from baseline of 3,770 in Fall 2021 to 4,170 in Fall 2024, 11% increase, [excludes ISA students] with a goal to restore to pre-pandemic level of 4,258 by Fall 2025.
2. Increase dual-enrolled FTES from 867 in 2021/22 to 1,000 in 2024/25, 15% increase.
3. Increase incarcerated FTES from 130 in 2021/22 to 150 FTES in 2024/25, 15% increase.
4. Increase noncredit CDCP FTES from 144 in 2021/22 to 200 in 2024/25, 39% increase.
5. Restore pre-pandemic levels of credit CTE enrollments (23,420) by 2024/25, with 22,519 credit CTE enrollments in 2021/22 as baseline.
6. Increase successful enrollment rate for first-time applicants among first-time cohort of students from 43% in 2020/21 to 45% for 2023/24 cohort (goal assesses in 2024/25. [Aligned w/ SEA Plan]
7. Increase a) high school transition by high school, b) education plan completion, c) Canyon Country Campus FTES, and d) noncredit to credit transition, per Instruction, Student Services, and Enrollment Management plans.
8. Restore the pre-pandemic level of 225 FTES for international student enrollment in 2024/25, and using 225 FTES as a baseline increase 10% FTES in international student enrollment for every academic year afterwards.

ENGAGEMENT GOAL AND OBJECTIVES

Cultivate an equitable, inclusive, and welcoming environment that supports teaching and learning, fosters engagement, promotes belonging, values diversity, and sustains well-being at the College's campuses.

1. Meaningfully move the needle on diverse hiring as defined by the EEO Plan, district diversity plan, and multiple measures report.
2. Using 22/23 as baseline, measure and assess student and staff participation in civic, social, global, and cultural engagement, along with trainings and events, according to the District's plans on Civic and Community Engagement, civic equity, and Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA).
3. Using 22/23 as baseline, measure and assess student and staff involvement in campus life as part of overall support for a welcoming college environment, collaboration, and well-being.
4. Using 22/23 as a baseline, enhance well-being and college engagement of BaNC-served students, including housing insecurity, by increasing service utilization and tracking outcomes and satisfaction.
5. Using 22/23 as a baseline, enhance well-being and college engagement of Health/Wellness-served students by increasing service utilization and satisfaction of services offered, including through trainings, advocacy, community resources/partnerships.
6. In keeping with the best practices of student success literature (such as Student Support (Re) Defined), increase the interconnectedness between services and students to support engagement and success using a variety of use and satisfaction metrics.
7. Using 22/23 as a baseline, increase students served by project-based learning and related participation activities in support of the College's Integrative Learning efforts.
8. Using 22/23 as a baseline, increase internship and employment opportunities for students.

SUCCESS GOAL AND OBJECTIVES

Promote equitable student success, the attainment of students' goals, and intentionally maximize opportunities for all students.

1. Increase the number of students earning non-ADT degrees from 1,500 in 2021/22 to 1,650 in 2024/25, 10% increase. *
2. Increase number of students earning ADT awards from 1,290 in 2021/22 to 1,419 in 2024/25, 10% increase. *
3. Increase the number of students earning certificates from 1,770 in 2021/22 to 1,947 in 2024/25, 10% increase. *
4. Increase number of students earning noncredit certificates awarded from 550 in 2021/22 to 605 in 2024-25, 10% increase. *
5. Hold the percent of exiting CTE students employed in field at the three-year average of 69%.
6. Increase number of all students completing nine credit CTE units from 2,641 (2020/21) to 3030-3162, 15-20% increase.
7. Increase transfer rate within 3 years for first-time cohort of students from 32% (2019/20) to 37%, 5 percentage point increase. **
8. Increase completion of transfer-Level Math and English in year 1 for first-time cohort students from 32% (2020/21) to 36% for 2023/24 FT cohort, 4 percentage point increase. **
9. Increase term-to-term persistence (metric change to account for spring starters) for first-time cohort students from 72% (2019/20) to 73% for 2022/23 cohort, 1 percentage point increase. **
10. Decrease the average number of units for degree completers from 81.8 in 2020/21 to 80.8 by 2024/25, reduction of 1 unit.
11. Eliminate equity gaps for prioritized disproportionately impacted groups per metrics included in the Student Equity & Achievement Plan (2022-2025). **
12. For populations who earned high school equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree, eliminate equity gaps for three prioritized DI groups while increasing overall success (degree/certificate completion) rate from 18% for 2017/18 cohort to 20% for 2020/21 cohort.**

a. Black/African American: Increase current rate from 11% (2017/18 cohort) to 19% (20/21 cohort).
b. Hispanic/Latinx: Increase current success rate from 15% (2017/18 cohort) to 21% (20/21 cohort).
c. First-Generation: Increase current success rate from 10% (2017/18 cohort) to 22% (20/21 cohort).

13. For populations who have successfully completed transfer-level math and English in the first-year, eliminate equity gaps for prioritized DI groups while increasing the overall rate to 36% for the 2023/24 cohort.**

a. Black/African Americans: Increase their current success rate from 17.5% (20/21 cohort) to 33% (23/34 cohort).
b. Hispanic/Latinx: Increase current success rate from 30% (20/21 cohort) to 35% (23/24 cohort).

14. For populations who transfer to a four-year institution, eliminate equity gaps for two prioritized DI groups while increasing overall success rate to 37% for 2019/20 cohort.**

a. Hispanic/Latinx: Increase current success rate from 27% (16/17 cohort) to 37% (19/20 cohort).
b. First-Generation: Increase current success rate from 24% (16/17 cohort) to 37% (19/20 cohort).

15. For all populations who persist fall to spring, eliminate equity gaps for three prioritized DI groups while increasing overall success rate to 73% for 2022/23 cohort.**

a. Black/African American: Increase current success rate from 59% (19/20 cohort) to 73% (22/23 cohort).
b. First-Generation: Increase current success rate from 66% (19/20 cohort) to 69% (22/23 cohort).
c. Males: Increase current success rate from 69% (19/20 cohort) to 71% (22/23 cohort).

16. For populations who have successful enrollment, eliminate equity gaps for one prioritized DI group while increasing overall success rate to 45% for 2023/24 cohort.**

a. Black/African Americans: Increase their current success rate from 37% (20/21 cohort) to 45% (23/34 cohort).

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