

Goal	Why Data/Underlying Factors	Objective	Actions Item	Evaluation Target	Responsible Group/Cmte
<p>Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.</p>	<p>68% of students fail to complete units in their first semester; lowering completion rates from 11.1% to 2.6%.</p> <p>Presentations on successful strategies and the ATD strategy institute.</p> <p>Presentations from cohort programs at Student Success Committee.</p> <p>Increased completion rates for fulltime students.</p> <p>Literature on campus involvement and student success.</p> <p>74% of students report attending no campus activities outside of class.</p> <p>42% of student report never attending office hours.</p> <p>50-100% increase in completion rates for special cohort programs such as Adelante, Puente, Honors and Athletics.</p>	<p>Ensure on-campus student engagement to increase academic achievement.</p>	<p>1. Review and restructure existing college mentor programs to serve a greater number of both high-achieving and struggling students.</p>	<p>First-year persistence Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) Completion/transfer rates ARCC student progress and achievement</p>	<p>Ad hoc group –Armando Rivera-Figueroa, Carlos Centeno, Paulina Palomino, Jessica Cristo, Linda Elias, Marina Rueda</p> <p>START/END DATES: _____</p>
			<p>2. Create strategies to increase the number of students participating in new and existing cohort programs.</p>	<p>First-year persistence Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) Completion/transfer rates ARCC student progress and achievement</p>	<p>Student Success Committee/ Persistence Inquiry Project (PIP); Enrollment Management Committee, Jessica Cristo, Adrienne Ann Mullen, Armando Rivera-Figueroa, Amanda Ryan Romo</p> <p>START/END DATES: _____</p>
			<p>3. Develop enrollment management strategies to increase students' ability to be fulltime students.</p>	<p>In-course retention In-course success First-year persistence</p>	<p>Enrollment Management Committee</p> <p>START/END DATES: _____</p>
			<p>4. Promote more work experience and volunteer opportunities throughout the campus.</p>	<p>In-course retention In-course success First-year persistence</p>	<p>Financial Aid Office (federal work study students), Student Services Office (Sonia Lopez), Janet Huang, Julie Benavides</p> <p>START/END DATES: _____</p>
			<p>5. Extend the college hour to Monday-Thursday, 12:10-1:30 p.m., designated solely for activities and events to engage students in college life beyond the classroom and office hours.</p>	<p>In-course retention In-course success First-year persistence</p>	<p>Academic Affairs (including South Gate), Sonia Lopez</p> <p>START/END DATES: _____</p>

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<p>Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.</p>	<p>Student focus groups report time management as a barrier to student success and a need for mandatory workshops on how to be a college student.</p>	<p>Ensure adequate student support services through the development and implementation of student-centered interventions.</p>	<p>6. Maintain appropriate support services and create an evaluation plan to assess the effectiveness and efficiency of current offerings/availability of student support services, e.g. tutoring sessions and workshops; and implement successful lessons learned from it.</p>	<p>First-year persistence Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) Completion/transfer rates ARCC student progress and achievement</p>	<p>Student Services (Oscar Valeriano, Danelle Fallert, Suzette Morales-Guerra), Learning Assistance Center, Amanda Ryan Romo</p> <p>START/END DATES: _____</p>
	<p>Literature on the need for continuous advisement.</p>		<p>7. Assist faculty in being more proactive in assessing students' academic performance, providing them feedback within the first three weeks of instruction, and referring students to appropriate support services.</p>	<p>In-course retention In-course success</p>	<p>Professional Development Committee (Evelyn Escatiola), Academic Senate</p> <p>START/END DATES: _____</p>
	<p>20% of students report having no familiarity with the counseling office and only 65% report having received counseling services in the last year.</p>		<p>8. Review effectiveness of current student orientation and expand its use online and within classroom sessions.</p>	<p>In-course retention In-course success First-year persistence</p>	<p>Student Services, Counseling Department, Matriculation Committee, Information Technology</p> <p>START/END DATES: _____</p>
	<p>68% of students fail to complete units in their first semester; lowering completion rates from 11.1% to 2.6%.</p>	<p>Enhance student employability by expanding interdisciplinary opportunities on campus and strengthening campus career services.</p>	<p>9. Recruit industry-based professionals for advisory committees.</p>	<p>Certificate rate</p>	<p>Academic Affairs (Laura M. Ramirez), CTE Chairs</p> <p>START/END DATES: _____</p>
	<p>Over half the student body list uncertainty in personal or career goals a barrier to student success.</p>		<p>10. Uniformly apply best practices in soliciting input from businesses to all career-focused education.</p>	<p>Certificate rate</p>	<p>Academic Affairs (Laura M. Ramirez), CTE Chairs</p> <p>START/END DATES: _____</p>
	<p>82% of students report not having received services from the Career Center.</p>		<p>11. Expand assessment tests on personal skills, aptitudes, and interests to a wider range of students, and integrate results into student advisement toward academic preparation and employment pathways.</p>	<p>Certificate rate</p>	<p>Career and Job Services (Janet Huang)</p> <p>START/END DATES: _____</p>
	<p>Literature on the impact of college on employability.</p>				

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<p>Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.</p>	<p>Presentations on successful strategies and the ATD strategy institute.</p> <p>50% increase in completion for current first-year program.</p> <p>Literature on campus involvement and student success.</p> <p>Student focus groups report time management as a barrier to student success and a need for mandatory workshops on how to be a college student.</p> <p>Too few students assess at the transfer-level: 12% in English 7.5% in Math</p>	<p>Provide a comprehensive first-year experience that promotes and enhances student completion.</p>	<p>12. Evaluate application deadlines and create new hard deadlines to incentivize time-management and completion of the matriculation process. {ATD}</p>	<p>In-course retention In-course success First-year persistence Math improvement rate English improvement rate ESL improvement rate</p>	<p>Admissions and Records (Sandra Ramirez); Matriculation Committee</p> <p>START/END DATES: _____</p>
			<p>13. Realign student support services to target first-time college students (especially during the first two weeks of instruction.)</p>	<p>In-course retention In-course success First-year persistence</p>	<p>Student Services; Matriculation Committee, Sandy Kwan, Julie Benavides</p> <p>START/END DATES: _____</p>
			<p>14. Create an integrated pre-college guidance program that connects K-12 to First-Year Experience, including on-campus noncredit orientation and additional high school cohorts.</p>	<p>In-course retention In-course success First-year persistence Math improvement rate English improvement rate ESL improvement rate</p>	<p>Student Services; Julie Benavides, Jessica Cristo; Adrienne Ann Mullen, Dennis Villacorte, Gina Chelstrom</p> <p>START/END DATES: _____</p>
			<p>15. Have students identify their “programs of study” by the end of the first year (may include creating strategies to advertise majors and immerse students into career and transfer options.)</p>	<p>In-course retention In-course success First-year persistence Transfer rate Student Right-to-Know (SRTK) Completion/transfer rates ARCC student progress and achievement</p>	<p>Counseling Department; Student Success Committee; Transfer Center; Career and Job Services; Matriculation Committee</p> <p>START/END DATES: _____</p>
			<p>16. Develop a comprehensive summer bridge program for high school students that promote on-campus student services such as matriculation, financial aid, and counseling.</p>	<p>In-course retention In-course success First-year persistence Transfer rate Student Right-to-Know (SRTK) Completion/transfer rates ARCC student progress and achievement</p>	<p>Student Services; Jessica Cristo, Students Success Committee / Persistence Inquiry Project (PIP), Adrienne Ann Mullen, Julie Benavides, Dennis Villacorte, Armando Rivera-Figueroa, Al Rios, Shana Scherzer</p> <p>START/END DATES: _____</p>

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<p>Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.</p>	<p>Noted success of the college's New Faculty Institute.</p> <p>Literature on the specific needs of first-generation college students.</p>	<p>Provide sustained professional development training for faculty</p>	<p>17. Develop a year-round professional development program that provides faculty with effective instructional strategies related to the needs of first-year students.</p>	<p>In-course retention In-course success First-year persistence Transfer rate Student Right to Know (SRTK) Completion/transfer rates ARCC student progress and achievement</p>	<p>Professional Development Committee; Student Success Committee, Academic Senate, Harry Lord</p> <p>START/END DATES:_____</p>
			<p>18. Develop a comprehensive series in research-based principles of instruction.</p>	<p>In-course retention In-course success First-year persistence Transfer rate Student Right to Know (SRTK) Completion/transfer rates ARCC student progress and achievement</p>	<p>Professional Development Committee; Academic Senate, Learning Assessment Committee, Armando Rivera-Figueroa</p> <p>START/END DATES:_____</p>
			<p>19. Integrate successful strategies identified by course-and program-level Learning Outcomes assessments into professional development programs.</p>	<p>In-course retention In-course success</p>	<p>Learning Assessment Committee; Professional Development Committee</p> <p>START/END DATES:_____</p>
	<p>Noted differences in preparation in students entering at each level.</p> <p>68% of students fail to complete units in their first semester; lowering completion rates from 11.1% to 2.6%.</p> <p>Noted differences in preparation in students entering at each level.</p>	<p>Strengthen college response to struggling students.</p>	<p>20. Identify and promote best practices in dynamic and interactive online learning.</p>	<p>In-course retention In-course success</p>	<p>Distance Learning Committee, Harry Lord</p> <p>START/END DATES:_____</p>
			<p>21. Work with faculty in providing effective and proactive intervention strategies to assist those who are struggling earlier in the semester.</p>	<p>In-course retention In-course success First-year persistence Transfer rate Completion/transfer rates ARCC SPAR rate</p>	<p>Professional Development Committee, Academic Senate (similar to p. 2, action item 2)</p> <p>START/END DATES:_____</p>
			<p>22. Implement methods to measure the success of students who were granted appeals to dismissal or who were reinstated via petition.</p>	<p>In-course retention In-course success</p>	<p>Office of Institutional Effectiveness, Dismissal Committee, Anna Salazar, Sandra Ramirez</p> <p>START/END DATES:_____</p>

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<p>Goal 2: Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.</p>	<p>Too few students test at Transfer-level: 12% in English 7.5% in Math</p> <p>Starting lower in the sequence diminishes chances of completing the sequence. (English 101-Reading 20) 73% sequence completion to 11%. (Transfer-level to Math 105) 87% sequence completion to 3%.</p> <p>Pilot data shows that bridge programs increase Math and English Placement results.</p> <p>Large range in grading in sequential courses.</p> <p>Noted differences in preparation in students entering at each level.</p> <p>Student focus groups report barriers in skills related to: Grammar and Spelling Essay Writing Reading Comprehension</p> <p>Noted attrition between Math and English sequences.</p>	<p>Increase the proportion of students who progress through the developmental Math and English sequences. {ATD}</p>	<p>23. Utilize noncredit services in order to increase progress through the English and Math course sequences.</p>	<p>Hispanic/Latino Math improvement rate Hispanic/Latino English improvement rate</p>	<p>Student Success; Adrienne Ann Mullen; English Department; Math Department; Rahim Faradineh; Academic Senate; Noncredit Department; Noncredit to Credit Taskforce START/END DATES:_____</p>
			<p>24. Review, implement, and assess compressed/acceleration and alternative course models in the English and Math course sequences, focusing on effective practices, e.g., increased time-on-task and tutoring support.</p>	<p>Math improvement rate English improvement rate ESL improvement rate Hispanic/Latino certificate rate Hispanic/Latino graduation rate Hispanic/Latino transfer rate</p>	<p>Student Success; English Department; Math Department; Rahim Faradineh; Office of Institutional Effectiveness START/END DATES:_____</p>
			<p>25. Provide appropriate training and support implementation of grade norming.</p>	<p>Math improvement rate English improvement rate ESL improvement rate</p>	<p>Student Success; English Department; Math Department; Professional Development START/END DATES:_____</p>
			<p>26. Develop strategies to encourage students to earn grades of “As” or “Bs.”</p>	<p>Math improvement rate English improvement rate ESL improvement rate</p>	<p>Student Success; Professional Development; English Department; Math Department; Associated Student Union START/END DATES:_____</p>
			<p>27. Monitor students who have successfully completed a prerequisite Math and English course—but have still not enrolled in the next requisite course the following semester—and develop methods to increase availability of courses for these students, e.g., additional sections, shadow seats.</p>	<p>Math improvement rate English improvement rate ESL improvement rate</p>	<p>Office of Institutional Effectiveness; Enrollment Management Committee; Academic Affairs; Educational Planning Subcommittee START/END DATES:_____</p>

			28. Review, implement, and assess successful student support models such as specialized centers, specialized tutoring, automated diagnostics, and remediated services.	Hispanic/Latino English improvement rate Hispanic/Latino ESL improvement rate	Student Success Committee; Academic Affairs; South Gate; Writing Center/Math Lab/Learning Assistance Center START/END DATES:_____
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Goal 2: Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.	A 5% gap in success rates between Hispanic/Latino students and the general college rate.	Create strategies to recruit and support underrepresented groups and to eliminate the achievement gap.	29. Target high-impact courses disproportionately representing an ethnic group or gender where success rates are significantly lower.	Hispanic/Latino in-course retention Hispanic/Latino in-course success Hispanic/Latino first-year persistence Hispanic/Latino certificate rate Hispanic/Latino graduation rate Hispanic/Latino transfer rate	Office of Institutional Effectiveness; Learning Assessment Committee START/END DATES:_____
			30. Provide professional development training to support faculty in identifying the unique academic needs of the student population and addressing identified equity gaps.	Hispanic/Latino in-course retention Hispanic/Latino in-course success Hispanic/Latino first-year persistence Hispanic/Latino certificate rate Hispanic/Latino graduation rate Hispanic/Latino transfer rate	Professional Development Committee; Learning Assessment Committee; representatives from targeted departments START/END DATES:_____
	Over a 20% gap in the transfer rate between Hispanic/Latino students and the general college rate.	Improve the transfer rate for underrepresented groups.	31. Tailor the presentation of the university transfer process to specifically address cultural concerns of students and their families.	Hispanic/Latino transfer rate	Transfer Center; Financial Aid Office START/END DATES:_____

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<p>Goal 3: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.</p>	<p>Literature on campus involvement and student success.</p> <p>Reduction in available courses to students.</p> <p>30% of students indicate that the college has improved their availability to contribute to the welfare of the community very little.</p>	<p>32. Develop opportunities for students to expand their educational experience at ELAC through non-classroom activities such as scientific lectures, demonstrations, and cultural events.</p>		<p>Entering students will have a positive perception of ELAC as a center for academic excellence and community involvement.</p> <p>Number of high schools involved in formal partnerships in 2009-10 via grants or other special agreements and/or programs (not regular outreach activities)</p>	<p>Associated Students/Clubs and advisors; VPAM/Karen Rapp; Theater/Dance faculty and Vi Ly; Gina Chelstrom; Julie Benavides</p> <p>START/END DATES: _____</p>
	<p>Starting lower in the sequence diminishes chances of completing the sequence.</p> <p>More than 86% of students test below transfer level in English or Math.</p>	<p>33. Create programs to prevent "cold assessment" and prepare students to take placement exams. {ATD}</p>		<p>English preparation - % college-ready Math Preparation - % college-ready</p>	<p>Matriculation Committee; English Department; Math Department; Outreach Office; Counseling; Noncredit</p> <p>START/END DATES: _____</p>
	<p>The college transfer rate is at 14.2% and has been in decline as traditional transfer partners have limited admissions.</p> <p>20% of students report having no familiarity with Financial Aid.</p> <p>30% of students report financial factors as a major barrier to success.</p>	<p>Enhance the Transfer Culture on campus.</p>	<p>34. Expand awareness of non-traditional transfer pathways such as private colleges and out-of-state colleges.</p>	<p>Entering students will have a positive perception of ELAC as a center for academic excellence community involvement. Size of summer bridge program</p>	<p>Transfer Center; Counseling</p> <p>START/END DATES: _____</p>
			<p>35. Enhance advisement to students about financing a college education, including understanding university financial aid and scholarship award letters.</p>	<p>Size of entering cohort First-year persistence Transfer rate Student Right-to-Know (SRTK) Completion/transfer rates ARCC student progress and achievement</p>	<p>Financial Aid Office; Counseling; Transfer Center</p> <p>START/END DATES: _____</p>

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<p>Goal 3: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.</p>	<p>26% of students report commuting to school for more than 11 hours a week.</p>	<p>Utilize the college's online offerings and existing learning management systems to enhance student access for non-traditional students and accelerate progress for on-campus students.</p>	<p>36. Create and implement an orientation for students that focuses on the utilization of online resources available at the college and ways to successfully complete online and web-enhanced courses.</p>	<p>Size of entering cohort First-year persistence Transfer rate Student Right-to-Know (SRTK) Completion/transfer rates ARCC student progress and achievement</p>	<p>Matriculation Committee; Counseling Department; Distance Learning</p> <p>START/END DATES: _____</p>

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Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.	Increase in completion rates for special programs: Adelante-15.5% Athletics-17.7% Honors-59.7% Puente-14.3% Budget reductions requiring a need for efficient scalability.	37. Identify and implement successful elements within special programs (Honors, Adelante, Athletics, Distance Education, etc.) into other scalable campus programs.		Budget linked to mission Data use and awareness First-year persistence Transfer rate Student Right-to-Know (SRTK) Completion/transfer rates ARCC student progress and achievement	Student Success Committee; Office of Institutional Effectiveness; Distance Learning; Learning Assessment Coordinator; Academic Affairs; Program Review and Viability Committee START/END DATES:_____
	Need to determine the manner in which professional development strategies are applied in the classroom and to determine their effectiveness.	38. Develop a method to evaluate the effectiveness and classroom application of student-centered instruction strategies offered through Professional Development.		Budget linked to mission Data use and awareness In-course retention In-course success	Office of Institutional Effectiveness; Professional Development Committee; Academic Senate; Learning Assessment Coordinator START/END DATES:_____
	46.48% agree that data is available and usable.	Develop methods to promote the use of data at the departmental level to enhance decision-making.	39. Use the results of course- and program-level Learning Outcomes that were derived from robust assessments.	Data use and awareness	Office of Institutional Effectiveness; Learning Assessment Coordinator START/END DATES:_____
	Faculty report lower levels of satisfaction with data than administration.		40. Determine the relationship between class size and student success for each discipline.	Data use and awareness Budget linked to mission In-course retention In-course success	Office of Institutional Effectiveness; Chairs' Council; Prof'l Development START/END DATES:_____
	Lack of data on job placement rates for college programs.		41. Develop and roll out a dynamic interactive dataset for faculty online use.	Data use and awareness	Office of Institutional Effectiveness START/END DATES:_____
	Need to increase efficiency in disseminating data to the college public.		42. Develop methods to assess job placement rates for Career/Technical programs.	Data use and awareness Budget linked to mission	Academic Affairs/CTE; Office of Institutional Effectiveness; CTE chairs START/END DATES:_____

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<p>Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.</p>	<p>Senate Bill creating Transfer Model Curriculum.</p> <p>Reduction in transfer opportunities at local transfer partners and a need to increase the number of transfer partners.</p>	<p>43. Develop and revise curriculum to demonstrate that disciplines are up-to-date and to expand articulation to more in-state/out-of state/private four-year colleges/universities.</p>		<p>Data use and awareness</p>	<p>Curriculum Committee; Transfer Center</p> <p>START/END DATES: _____</p>
	<p>Divergent state, national and local definitions of student completion and the calculation of rates.</p>	<p>44. Create a college consensus defining “completion.”</p>		<p>Data use and awareness</p> <p>Completion/transfer rates</p>	<p>Strategic Planning Committee; Office of Institutional Effectiveness; CTE Chairs; Counseling</p> <p>START/END DATES: _____</p>
	<p>A noted need to expand use of SLOs in programmatic improvement.</p>	<p>45. Expand campus dialogue on student outcomes.</p>		<p>Data use and awareness</p> <p>Number of courses changed as a result of SLOs</p> <p>Number of programs changed as a result of SLOs</p>	<p>Learning Assessment Coordinator; Academic Senate; Student Services; Professional Development</p> <p>START/END DATES: _____</p>

