

## Talking points for 5 Integrated Goals

**1. ACCESS** Increase full-time enrollment of new and continuing students from low socio-economic backgrounds, in particular students coming to the college from North Fair Oaks and East Palo Alto.

- College enrollment does not mirror our community; goal is to align our college composition with our community composition.
- Enrollment maps and equity data support this goal.

**2. BASIC SKILLS Math completion and time to completion:** Increase the percentage of students who progress from basic skills mathematics to college-level mathematics courses in 2 years from 18% to 25%.

- Data is documented in the District Strategic Plan - scorecard and metrics; data is for full-time students.

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



**3. BASIC SKILLS English completion and time to completion:** Increase the percentage of students who progress from basic skills English to college-level English courses in 2 years from 30% to 40%.

- Data is documented in the District Strategic Plan - scorecard and metrics; data is for full-time students.

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



**4. PERSISTENCE:** Over the next two years, increase fall-to-spring persistence rate for disproportionately impacted students with a particular focus on African American and Latino/Hispanic students. Goal is to increase lowest DI group rate (African American students at 67%) by five percent over the next two years, and bring the persistence rate of Hispanic students up to the college average.

- Data is documented in the District Strategic Plan - scorecard and metrics; data is for full-time students.
- Data is unavailable by race/ethnicity and gender, however persistence indicators are typically much lower for Hispanic males.

| Cohort            | FA2012<br>Persist to SP2013 |      | FA2013<br>Persist to SP2014 |      | FA2014<br>Persist to SP2015 |      | FA2015<br>Persist to SP2016 |      | FA2016<br>Persist to SP2017 |      |
|-------------------|-----------------------------|------|-----------------------------|------|-----------------------------|------|-----------------------------|------|-----------------------------|------|
|                   | N                           | Rate | N                           | Rate | N                           | Rate | N                           | Rate | N                           | Rate |
| Districtwide      | 268                         | 89%  | 306                         | 86%  | 294                         | 87%  | 364                         | 87%  | 305                         | 89%  |
| Cañada            | 268                         | 89%  | 306                         | 86%  | 294                         | 87%  | 364                         | 87%  | 305                         | 89%  |
| Female            | 138                         | 90%  | 157                         | 86%  | 151                         | 85%  | 175                         | 87%  | 131                         | 92%  |
| Male              | 125                         | 88%  | 147                         | 85%  | 139                         | 89%  | 182                         | 87%  | 163                         | 87%  |
| Unknown           | 5                           | 100% | 2                           | 100% | 4                           | 100% | 7                           | 86%  | 11                          | 64%  |
| 2+ Races          | 49                          | 90%  | 53                          | 74%  | 47                          | 85%  | 64                          | 84%  | 44                          | 93%  |
| African Americ..  | 5                           | 100% | 11                          | 91%  | 10                          | 90%  | 9                           | 67%  | 9                           | 67%  |
| American Indian   |                             |      | 1                           | 100% | 2                           | 100% |                             |      | 1                           | 100% |
| Asian             | 18                          | 94%  | 15                          | 87%  | 29                          | 90%  | 39                          | 95%  | 29                          | 90%  |
| Filipino          | 6                           | 83%  | 5                           | 100% | 12                          | 100% | 14                          | 86%  | 10                          | 90%  |
| Hispanic          | 113                         | 89%  | 132                         | 89%  | 112                         | 85%  | 152                         | 89%  | 152                         | 86%  |
| Pacific Islander  | 4                           | 75%  | 7                           | 86%  | 3                           | 100% | 5                           | 100% | 2                           | 100% |
| Unknown           | 12                          | 83%  | 9                           | 56%  | 14                          | 93%  | 12                          | 92%  | 5                           | 60%  |
| White             | 61                          | 89%  | 73                          | 90%  | 65                          | 86%  | 69                          | 83%  | 53                          | 96%  |
| International     | 19                          | 79%  | 6                           | 83%  | 29                          | 93%  | 38                          | 97%  | 28                          | 93%  |
| Not International | 249                         | 90%  | 300                         | 86%  | 265                         | 86%  | 326                         | 86%  | 277                         | 88%  |

**5. COMPLETION RATE:** Increase percentage of students who complete their educational goal (certificate, degree, and/or transfer) from 47.6% to 52.6%, with focus on goal completion by underprepared students.

- Data is derived from the Canada College Benchmarks Institutional Effectiveness Partnership Initiatives.

| Institutional Effectiveness Partnership Initiatives  |                |           |           |           |           |                 |                                  |                |
|--|----------------|-----------|-----------|-----------|-----------|-----------------|----------------------------------|----------------|
| Reporting Year   | Actual Results |           |           |           |           | 2015-16<br>Goal | 2016-17<br>Goal<br>(1 year goal) | 6 year<br>Goal |
|  | 2011-12        | 2012-13   | 2013-14   | 2014-15   | 2015-16   |                 |                                  |                |
| <b>12. Completion Rate (Scorecard) - Overall</b>   | 2005-2006      | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |                 |                                  |                |
| Percentage of degree, certificate, and/or transfer-seeking students starting first time in 2009-2010 tracked for six years through 2015-2016 who attempted any level of math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome | Cohort         | Cohort    | Cohort    | Cohort    | Cohort    |                 |                                  |                |
|  | 452            | 499       | 521       | 569       | 588       | 49.6%           | 48.6%                            | 52.6%          |
|  | 53.8%          | 48.5%     | 48.4%     | 52.0%     | 47.6%     |                 |                                  |                |