Vision for Success Goal #1: Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Strategic Initiative 1 - Student Learning
Strategic Initiative 2 - Student Progression and Completion

Work Plan

Degree Acquisition Goals (see VS Goal #4 for Certificate Acquisition Goals):

Increase degree and certificate acquisition rates by 3% from the six-year average, as delineated below.

Art Department
- Art History Associate Degree for Transfer Award Increase Goal 21-22: 10
  (Six-year average – 9.33 degrees per year; 21-22 Goal: 10)
- Studio Arts Associate Degree for Transfer Award Increase Goal 21-22: 34
  (Six-year average – 32.8 degrees per year; 21-22 Goal: 34)

Communication Department
- Communication Studies Associate Degree for Transfer Award Increase Goal 21-22: 118
  (Six-year average – 114.2 degrees per year; 21-22 Goal: 118)
- Journalism Associate Degree for Transfer Award Increase Goal 21-22: 12
  (Six-year average – 11 degrees per year; 21-22 Goal: 12)

Performing Arts Department
- Music Associate Degree for Transfer Award Increase Goal 21-22: 10
  (Six-year average – 9.2 degrees per year; 21-22 Goal: 10)
- Theatre Associate Degree for Transfer Award Increase Goal 21-22: 11
  (Six-year average – 10.2 degrees per year; 21-22 Goal: 11)

Collaborate with Pathway Completion Team to ensure student intended majors are clarified/confirmed and students identified as pursuing outdated majors are advised on most efficient path to degree completion.

Students with outdated majors:
- ART AA: 14
- COMM AA: 357
- MUSC AA: 7
- JRNL AA: 2
- THTR AA: 8
Art Department

- **Art Associate Degree* Award Increase Goal 21-22: 8**
  (Six-year average – 7 degrees per year; 21-22 Goal: 8)

Communication Department

- **Communication Associate Degree* Award Increase Goal 21-22: 3**
  (Six-year average – 2.8 degrees per year; 21-22 Goal: 3)

- **Communication Associate Degree for Transfer* Award Increase Goal 21-22: 2**
  (Six-year average – 1.5 degrees per year; 21-22 Goal: 2)

- **Journalism Associate Degree* Award Increase Goal 21-22: 3**
  (Six-year average – 2 degrees per year; 21-22 Goal: 3)

Performing Arts Department

- **Music Associate Degree* Award Increase Goal 21-22: 2**
  (Six-year average – 1.33 degree per year; 21-22 Goal: 2)

- **Theatre Associate Degree* Award Increase Goal 21-22: 2**
  (Six-year average – 1.5 degree per year; 21-22 Goal: 2)

Milestone Progression Goals:

Increase milestone progress of first year students (15 units per term, 30 units per year, transfer level English/Math completion) by 10% overall and by an additional 5% (15% total) for Black and Hispanic students for each of the degree programs in my area.

Art History AA-T Goals

15+ units in First Semester

- 5% of First-time African American students will attempt 15+ units in their first term.
- 5% of First-time Hispanic students will attempt 15+ units in their first term.
- 3% of white students will attempt 15+ units in their first term.

30+ Units in First Year

- 5% of First-time African American students will attempt 30+ units in their first year.
- 5% of First-time Hispanic students will attempt 30+ units in their first year.
- 3% of white students will attempt 30+ units in their first year.

Transfer Level English and Math in First Year

- 5% of First-time African American students will attempt 30+ units in their first year.
- 5% of First-time Hispanic students will attempt 30+ units in their first year.
- 3% of white students will attempt 30+ units in their first year.

Communication Studies AA-T Goals

15+ units in First Semester

- 57.5% of First-time African American students will attempt 15+ units in their first term.
- 26.5% of First-time Hispanic students will attempt 15+ units in their first term.
- 10% of white students will attempt 15+ units in their first term.
30+ Units in First Year

- 29% of First-time African American students will attempt 30+ units in their first year.
- 22% of First-time Hispanic students will attempt 30+ units in their first year.
- 10% of white students will attempt 30+ units in their first year.

Transfer Level English and Math in First Year

- 5% of First-time African American students will attempt 30+ units in their first year.
- 22% of First-time Hispanic students will attempt 30+ units in their first year.
- 7% of white students will attempt 30+ units in their first year.

Journalism AA-T Goals

15+ units in First Semester

- 46% of First-time African American students will attempt 15+ units in their first term.
- 19.2% of First-time Hispanic students will attempt 15+ units in their first term.
- 3% of white students will attempt 15+ units in their first term.

30+ Units in First Year

- 23% of First-time African American students will attempt 30+ units in their first year.
- 13.3% of First-time Hispanic students will attempt 30+ units in their first year.
- 6% of white students will attempt 30+ units in their first year.

Transfer Level English and Math in First Year

- 5% of First-time African American students will attempt 30+ units in their first year.
- 8% of First-time Hispanic students will attempt 30+ units in their first year.
- 7.5% of white students will attempt 30+ units in their first year.

Music AA-T Goals

15+ units in First Semester

- 5.5% of First-time African American students will attempt 15+ units in their first term.
- 37% of First-time Hispanic students will attempt 15+ units in their first term.
- 24.4% of white students will attempt 15+ units in their first term.

30+ Units in First Year

- 8% of First-time African American students will attempt 30+ units in their first year.
- 11.7% of First-time Hispanic students will attempt 30+ units in their first year.
- 12.2% of white students will attempt 30+ units in their first year.

Transfer Level English and Math in First Year

- 5% of First-time African American students will attempt 30+ units in their first year.
- 21.4% of First-time Hispanic students will attempt 30+ units in their first year.
- 24.4% of white students will attempt 30+ units in their first year.
Studio Arts AA-T

15+ units in First Semester

- 5% of First-time African American students will attempt 15+ units in their first term.
- 39% of First-time Hispanic students will attempt 15+ units in their first term.
- 24.4% of white students will attempt 15+ units in their first term.

30+ Units in First Year

- 5% of First-time African American students will attempt 30+ units in their first year.
- 11.7% of First-time Hispanic students will attempt 30+ units in their first year.
- 12.2% of white students will attempt 30+ units in their first year.

Transfer Level English and Math in First Year

- 5% of First-time African American students will attempt 30+ units in their first year.
- 21% of First-time Hispanic students will attempt 30+ units in their first year.
- 24.4% of white students will attempt 30+ units in their first year.

Theatre Arts AA-T

15+ units in First Semester

- 38.3% of First-time African American students will attempt 15+ units in their first term.
- 41% of First-time Hispanic students will attempt 15+ units in their first term.
- 27.5% of white students will attempt 15+ units in their first term.

30+ Units in First Year

- 57.5% of First-time African American students will attempt 30+ units in their first year.
- 33% of First-time Hispanic students will attempt 30+ units in their first year.
- 18.4% of white students will attempt 30+ units in their first year.

Transfer Level English and Math in First Year

- 5% of First-time African American students will attempt 30+ units in their first year.
- 17% of First-time Hispanic students will attempt 30+ units in their first year.
- 18.4% of white students will attempt 30+ units in their first year.

Strategic Enrollment Management (SEM) Goals:

Persistence

- In collaboration with department chairs and faculty, create a student-focused schedule, with course offerings across a range of days, times, and modalities
- In collaboration with co-chair, lead Completion Coaching Team Campaign for the Arts, Communication, and Humanities (ACH) Pathway
- Institutionalize Starfish utilization across the ACH Pathway
- Institutionalize Ocelot utilization across the ACH Pathway
- In collaboration with department chairs, support the development of institutionalized Pathway/Discipline cohort ownership through weekly department chair and pathway outreach team meetings, monthly department and pathway team meetings, dean's area meeting each term, and regular data distribution and discussion
Growth

- Increase course enrollment FTES rates by at least 5% from five-year average

**FTES Rate Goals by Subject Area**
- Communication courses total FTES goal – 862.5
- Journalism courses total FTES goal – 49.4
- Art courses total FTES goal – 851.8
- Music courses total FTES goal – 459.1
- Theatre courses total FTES goal – 182.4

- In collaboration with department chairs and faculty, use college data systems to guide enrollment management strategies
  - Data Sources: Cognos, Starfish, Ad Astra
  - Efficiency Metrics: Seats, Sections, Modality, Students, Discipline Targets, Room Utilization
- Support the professional development of department chairs and faculty necessary for implementation of Ad Astra
  - Student Centered Scheduling by course demand utilizing predictive analytics
  - Student Centered Scheduling by modality (face-to-face, online, hybrid)
- Implement Effective Schedule Management
  - Actively participate in reviewing and streamlining scheduling processes
  - Ensure full area participation in Cambridge West Training
- Expand Open Educational Resources (OER) by 10% in Area
- Support department chairs and faculty in the refinement and development of Certificates of Achievement and AA-T degrees across Area
  - Develop Theatre Tech COA
  - Develop Jazz Studies COA
  - Develop Music Performance COA
  - Develop Music Education COA (piano, conducting, etc.)
  - Develop Dance AA-T
  - Refine Studio Arts COAs

**Vision for Success Goal #2:** Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.

**Strategic Initiative 1 - Student Learning**

**Strategic Initiative 2 - Student Progression and Completion**

**Work Plan**

Increase transfer rates by 7% in each program of study.

- Communication Studies AA-T: increase transfer rate to 36.5%
- Journalism AA-T: Increase the transfer rate to 16.5%
- Music AA-T: Increase the transfer rate to 30%
- Studio Arts AA-T: Increase the transfer rate to 18.5%
- Theatre Arts AA-T: Increase the transfer rate to 9.5%
Programming for Completion Goals

- In collaboration with department chairs and faculty, create a student-focused schedule, with course offerings across a range of days, times, and modalities.
- In collaboration with co-chair, lead Completion Coaching Pathways Campaign for the Arts, Communication, and Humanities (ACH) Pathway
- Expand 8+8 course offerings across sites and modalities
- Support BCSW 8+8 scheduling for ADTs & CSU Certificates
- Support expansion of online certificate and degree opportunities for students
  - Art History AA-T
  - Commercial Music COA
- Support the development of auto-award process for certificates of achievement
- Offer face to face and correspondence courses to Inmate Scholars Program sites
- Ensure adequate number of faculty obtain state clearance to support instruction and evaluation of Inmate Scholars Program offerings
- Support the development of a community of practice for faculty working in the Inmate Scholars Program

Vision for Success Goal #3: Decrease the average number of units accumulated by CCC students earning associate’s degrees, from approximately 87 total units (the most recent system wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.

Strategic Initiative 1 - Student Learning
Strategic Initiative 2 - Student Progression and Completion

Work Plan

Increase the education plan completion rate by 10%

- Increase the Art History AA-T Ed Plan completion rate to 86.6%
- Increase the Studio Arts AA-T Ed Plan completion rate to 55.5%
- Increase the Communication Studies AA-T Ed Plan completion rate to 66.7%
- Increase the Journalism AA-T Ed Plan completion rate to 76.8%
- Increase the Music AA-T Ed Plan completion rate to 40.5%
- Increase the Theatre Arts AA-T Ed Plan completion rate to 54.5%

In collaboration with department chairs and faculty, identify and alleviate pressure points related to faculty load, course scheduling, and room usage
- Program Review and Resource Allocation Request processes
- Ad Astra training and Implementation
- Pathway Completion Team participation

In collaboration with department chairs and faculty, focus on achieving persistence rate goal of 75%

In collaboration with department chairs and faculty, create a student-focused schedule, with course offerings across a range of days, times, and modalities.

In collaboration with department chairs and faculty, ensure curriculum updates completed
Vision for Success Goal #4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.

Strategic Initiative 1 - Student Learning
Strategic Initiative 2 - Student Progression and Completion

Work Plan

Certificate of Achievement Goals:

Increase the number of Certificates of Achievement earned by 3% from the six-year average, as delineated below.

Art Department

- Graphic Design Certificate Award Increase Goal 21-22: 15
  (Six-year average – 14.25 certificates per year; 21-22 Goal: 15)
- Media Arts Certificate Award Increase Goal 21-22: 8
  (Four-year average – 7 certificates per year; 21-22 Goal: 8)
- Photography Certificate Award Increase Goal 21-22: 7
  (Six-year average – 6.6 certificates per year; 21-22 Goal: 7)

Communication Department

- Communication Certificate Award Increase Goal 21-22: 114
  (Six-year average – 110.4 certificates per year; 21-22 Goal: 114)

Performing Arts Department

- Commercial Music Certificate Award Increase Goal 21-22: 10
  (Four-year average – 9.5 certificates per year; 21-22 Goal: 10)

Revise/update existing Certificates to better align with industry needs

Support department chairs and faculty in the development of at least 3 new Certificates of Achievement

Lead the auto-award process for certificates in Art, Communication, and Performing Arts

Participate in dual enrollment/early college support efforts of the college

Complete the Association of Career technical Education 2021-2022 Post-Secondary Leadership Program Fellowship
Vision for Success Goal #5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

Strategic Initiative 1 - Student Learning
Strategic Initiative 2 - Student Progression and Completion

Strategic Direction #4 – Leadership and Engagement

Work Plan

Improving the following processes will ensure students stay on the path to progression and completion of momentum points and close achievement gaps

Lead the evaluation process for faculty, classified and management in my area

Support the ACCJC Mid-Term Report development process by providing necessary data and narratives from my area

Ensure appropriate resources (faculty, course scheduling)
  • Early College
  • Inmate Education
  • Rural Expansion

Support faculty diversification initiatives of the college

Support the development and retention of BC Centers and Rural Initiative Programs: BCSW, Delano (faculty, course scheduling)

Participate regularly in professional development opportunities

Complete budget training

Establish budget management and review practices within my area

Develop and support grant writing timeline and targets for my area

Lead the development of Performing Arts Program Manager scope of work and operational practices to ensure maximum effectiveness

Actively participate in FCDC, EAC, and President’s Cabinet