

2018-2019

Trend data for each unit is available at [KCCD Institutional Research](#).

Resource Request Analyses

Division Plans

Section Plans

Unit Plans

Outcomes Assessment: Gaps to be Addressed

IT AUO

Type:

AUO

Target Missed/Gap Detected:

None, all targets were met.

Type of Gap:

Analysis and Plan for Improvement:

NA

Anticipated Semester for Implementing Planned Improvements:

NA

Anticipated Semester of Next Assessment:

Spring of 2018

Program Review: Actions Taken

Information Technology

Year of Last Program Review:

In process

Actions Taken in the Prior Year to Address Strategies:

The Information Technology Department is in the process of completing the departments first program review. The program review has been submitted to the program review committee and should be finalized at the committee's October meeting.

Strategies Still to be Addressed:

NA pending final approval of program review.

Annual Planning: Actions Taken

Replace two ITV rooms at ESCC

Due to equipment failures at the IWV campus we had to change which rooms were getting upgraded. We replaced two rooms at IWV instead of the ESCC rooms and they were identified as rooms to upgrade next year.

Replace campus computers

This initiative is complete all of the computers that were scheduled for upgrading this years have been upgraded.

Classroom AV upgrade

This project is complete. The rooms have been upgraded with new mixers and short throw projectors.

Replace UPS at Bishop

All the equipment has been ordered and on site we are just waiting to get an electrician on site to change out the outlets.

IT Utility Cart

The department was given one of the new carts that was used to shuttle students when the main parking lot was closed. We purchased a flat bed for the cart and this works well and meets the departments needs.

Run network out the baseball field

This project was withdrawn due to the district wide emergency notification initiative. As component of that initiative will run network out to the baseball field to provide communications to that area.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Replace two ITV rooms at ESCC and one at KRV

Classroom AV upgrade

Battery Backup for Main building MDF

Run network out to the baseball field

Expand Wifi Coverage to outdoor gathering areas

Upgrade Broadcast Equipment

Replace Campus Computers

Digital Signage Project

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Have ITV classroom available for use.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The current ITV equipment is EOF (End of Life) and we are no longer able to purchase support contracts for from the vendor. The equipment needs to be upgraded in order to be able to purchase support contract. Last year we had planned to replace both Bishop and Mammoth, however there was only funding for 1 room. In addition during the last the vendor no longer supports our older touch panel equipment and the touch panel will have to upgraded with the codec.

Annual Planning: Actions Taken

Update and improve Vocational Nursing program application and admissions process

#1 has been implemented with great success. Continued use of NLN PAX testing for applicants to the Vocational Nursing program. Budget allocation advised for 2 cohorts each year.

#2 has been implemented and continues to be instrumental in student success throughout program and at final evaluation, NCLEX-PN passage. Increase in first time pass % rates since implementation.

#3 has been withdrawn at this time. Problematic in finding qualified and active instructor for iTV implementation of vocational nursing program. Advised by BVNPT to refrain from using as does not work well for student retention and success.

AS-T Decree in Nutrition

The degree option and course has been approved. Awaiting first offering of coursework in connection with degree option.

Medical Coding and Billing Certificates

Currently 1 full time faculty and 1 adjunct faculty member are in progress with coding certificate training. Curriculum is being developed with slight delay due to change in curriculum management system processes.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Complete instructor certification for National Medical Coding - 1 faculty and 2 adjunct faculty.

Currently have 2 department instructors (1 faculty, 1 adjunct faculty) in progress with training for the National Medical Coding course. In process of developing curriculum, pathways, and certificate for the online medical coding certificate program.

AS-T Degree in Nutrition

No additional assistance required at this time.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Collaborative planning for faculty and adjunct faculty within Allied Health department in respect to unit planning, budgeting, course scheduling, updating curriculum, SLO assessment process, and other areas of the department in relation to success.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Planned multiple meetings throughout the year and semesters to allow for more adjunct participation. Advanced notice of opportunities to meet. Robust use of Department Canvas site to disseminate information and as a resource for SLO policy, syllabus language, forms, and other helpful resources. Robust communication from chair, directors, and all full time faculty through the Canvas site to foster open communication and transparency of the departments future goals. Increase advisory committee meeting participation through recruitment and advance planning. Engaging the stake-holders within our communities to take an active role in all programs.

Finally, there is the challenge of narrowing the gender gap. Efforts in previous years resulted in only a 1.1% narrowing of gender gap, from female to male enrollment ratio of 72.3% to 27.6% in 2014-15 to a ratio of 70.4% to 28.7% in 2016-17. In 2017-18, promotion and advertisement of STEM-focused programs will hopefully help narrow the gap.

Annual Planning: Actions Taken

Develop Multimedia and Interactive Contents for College Website

The initiative to develop multimedia and interactive content for the college website was withdrawn. The student service departments found other avenues to develop their multimedia content.

Develop College Copyright & Fair Use Guidelines

Working with librarian faculty members, the department developed a draft copyright handbook for faculty reference. The Vice President of Academic Affairs must still provide feedback and approve the handbook. The final draft is expected to be completed by the end of December; then it will be added to the Faculty 411 page for faculty reference.

Enhance Student Support Services to Online Students

This initiative has made some progress. The department has developed a platform that supports student services within Canvas, and has also launched pages for student services within the platform. The department is in the process of completing the second phase—making this platform more visibly appealing, interactive, and multimedia-rich.

In regard to metrics for this initiative, the online retention rates for summer 2017, spring 2017, and fall 2016 were 87.3%, 84.8%, and 83.5%, respectively, while the rates for summer 2016, spring 2016, and fall 2015 were 86.5%, 79.7% and 81.0%. This indicates an improvement in online retention rate per semester since the implementation of the student support service platform. However, it must be noted that other initiatives were implemented at the same time and may have also affected the retention rate. All other metrics will need to be measured at a later date when more progress on the initiative has been completed.

Implement Canvas Learning Management System

For academic year 2016-17, the department completed the implementation of Canvas as the college's learning management system. All online courses are now being offered in Canvas.

Initiatives for Next Academic Year

Update Distance Education Operating Manual

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

In order to appropriately update the manual, these steps must be taken:

- Gather information relating to distance education practices from various stakeholders (e.g., Pedagogy and Technology Committee, VP of Academic Affairs, VP of Student Services, Educational and Media Specialist, etc.). Create an outline of the updated manual.
- Write the manual, ensuring that the documentation of department practices and procedures supports the actual practices and procedures.

Lead Measure of Success:

- An outline of the updated department manual

Are any of the lead measures identified above lacking assessment instruments?

alternative funding as a pilot. This year, there is 44.2% decline in staffed hours from 2016-17 and has resulted in the LAC being staffed 2 days/week at each site in 2017-18 as compared to 4 days/week at each site in 2016-17. **Access Program staffed hours.** For the 2017-18 academic year, the ESCC EOPS counselor was staffed 15 hours on the Bishop site and 6 hours on the Mammoth site. The unduplicated headcount at each site is approximately the same, around 200/site and the center believes that with more hours in Mammoth, equivalent to hours in Bishop, it will be able to increase the numbers of EOPS students. **Groundskeeper hours.** ESCC does not have a groundskeeper but has monthly maintenance that needs to be performed.

- Equity Gaps: Data success, retention, completion, etc. disaggregated for age, gender, ethnicity, and other demographic factors are not yet available at any of the campus locations. CCCC hired an institutional researcher (IR) in July 2017 and ESCC has requested disaggregated data for Bishop and Mammoth in order to identify ESCC equity gaps.

Letters and Sciences

- Performance Gaps: Kinesiology is currently at 78.57% of SLO's assessed, 12% short of the college target of 90%; Social Sciences is currently at 87.18%; Science is currently at 72.97%; Visual and Performing Arts is currently at 86.36%. Anthropology showed a 55% success rate in 2016-17, 8% lower than the college average of 70%; English showed a 62% success rate; History showed a 61% success rate; Mathematics showed a 60% success rate; Philosophy showed a 55% success rate; Sociology showed a 55% success rate; and Spanish showed a 63% success rate.
- Equity Gaps: **Access.** Letters and Sciences area altogether serves 59% female to 40% male. Of the disciplines in the LAS area with at least 100 students served, the span ranges from 50% female to 49% male in Speech up to 71% female to 28% male in Biology and then 34% female to 66% male in Physics. It is very likely that the gap overall is caused by the relatively large number of online courses offered in LAS, which historically show higher female than male enrollment. Ethnically, the LAS area continues to be much like the college, showing lower enrollments for African Americans and American Indians than the service population suggests. Within LAS itself, the STEM disciplines show the lowest enrollments of these ethnic groups--generally 0-3%--while the social sciences and humanities tend to show higher. **Student Achievement.** The disaggregated course completion data shows African American students and American Indian students do not perform as well as other ethnic groups. Success rates for these ethnicities are 20% lower than the overall in the Letters and Sciences subject area. The same two groups show equity gaps in basic skills. Other groups also struggle in basic skills, as identified in the student equity report: Asian/Filipino students, students with disabilities, and males.

Annual Planning: Actions Taken

Maximize Student Success

Enhance student support services to online students. In progress. The department has developed a platform that supports student services within Canvas, and has also launched pages for student services within the platform. The department is in the process of completing the second phase—making this platform more visibly appealing, interactive, and multimedia-rich.

- DE course retention rate: **UP** from 85.6% in 2015-16 to 88.9% in 2016-17

Increase number and percentage of fully matriculated students at ESCC. Completed. A variety of actions were taken as identified in the annual section plan.

- # fully matriculated students at ESCC: **UP** from 54 in 2014-15 to 87 in 2016-17
- % fully matriculated students at ESCC: **UP** from 36% in 2014-15 to 59% in 2016-17

Increase number of transfer-ready students at ESCC. In progress. ESCC hosted transfer readiness weeks at ESCC, started work with advisory groups and faculty to identify transfer pathways, and established a community application for transfer scholarships and raised funding.

- At this time, we do not have access to the data. CCCC's IR position was filled July 1 and there are many IR requests in the queue. In conversations with IR, we need to develop the appropriate measure for transfer-readiness at ESCC.

Improve basic skills instruction. Completed. Writing and math labs were established and consolidated at all campus locations. While the library did complete some of the action items associated with this initiative (At least 30 new titles purchased for BS level to add to collections), the department is re-addressing this goal. COUNS and PDEV courses continue to support the department's efforts.

- Success rates in English basic skills (I WV): **UP** from 44.1% in 2014-15 to 46.9% in 2016-17
- Success rates in math basic skills (I WV): **DOWN** from 61.3% in 2014-15 to 58.3% in 2016-17
- Success rates in English basic skills (KRV): **UP** from 64.1% in 2014-15 to 75.0% in 2016-17

- Success rates in math basic skills (KRV): **DOWN** from 55.7% in 2014-15 to 51.9% in 2016-17
- Success rates in English basic skills (online): **UP** from 53.1% in 2014-15 to 54.1% in 2016-17
- Success rates in math basic skills (online): **UP** from 68.1% in 2014-15 to 72.2% in 2016-17
- Success rates in English basic skills (ESCC): **DOWN** from 73.0% in 2014-15 to 51.6% in 2016-17
- Success rates in math basic skills (ESCC): **DOWN** from 69.3% in 2014-15 to 55.3% in 2016-17
- Success rates in English basic skills (college-wide): **UP** from 51.4% in 2014-15 to 52.4% in 2016-17
- Success rates in math basic skills (college-wide): **DOWN** from 63.5% in 2014-15 to 63.0% in 2016-17

Advance Student Equity

In 2016-17, the college continued developing awareness of student equity, equity gaps, and equity-related issues through a number of activities and programs. Most of the activity in this area centered around the college's work with the Six Student Factors, which were presented and discussed at adjunct professional development day in November and during spring faculty flex day in January. In addition, the director of student equity took students from under-represented groups to college tours, HBCU tours, and the HACU conference in San Antonio, as well as the A2MEND conference in Los Angeles. Presentations and activities included Kathy Buckley, Odell Bizzell (both at IWV and at the Cal City Correctional Facility), and Ain't I a Woman. Most importantly, the college was approved to offer an Umoja program and began preparations in March, including giving workshops, attending the summer learning institute, and putting together an application process for students. The program enrolled its first students in Fall 2017.

Number of Equity Gaps Narrowed: 38

Number of Equity Gaps Widened: 27

Number of Equity Gaps Staying Even: 1

- Element A: 12 college-level units in first term, 2015-16 cohort compared to 2013-14
 - African American (vs. White): **WIDENED** 0.6% percentage points
 - Hispanic/Latino (vs. White): **WIDENED** 2.5%
 - Female (vs. Male): **WIDENED** 3.1%
 - 20-29 (vs. 19 or younger): **NARROWED** 2.1%
 - 30 or older (vs. 19 or younger): **NARROWED** 2.1%
 - No Financial Aid (vs. Financial Aid): **WIDENED** 2.3%
- Element B: Persistence Fall to Spring, 2015-16 cohort compared to 2013-14
 - African American (vs. Hispanic/Latino): **NARROWED** 16.7% percentage points
 - White (vs. Hispanic/Latino): **WIDENED** 1.8%
 - Male (vs. female): **NARROWED** 8.2%
 - 20-29 (vs. 19 or younger): **WIDENED** 2.8%
 - 30 or older (vs. 19 or younger): **WIDENED** 13.0%
 - No Financial Aid (vs. Financial Aid): **NARROWED** 0.9%
- Element B: Persistence Fall to Fall, 2015-16 cohort compared to 2013-14
 - African American (vs. Hispanic/Latino): **NARROWED** 4.3% percentage points
 - White (vs. Hispanic/Latino): **NARROWED** 2.6%
 - Male (vs. Female): **NARROWED** 3.5%
 - 20-29 (vs. 19 or younger): **WIDENED** 1.5%
 - 30 or older (vs. 19 or younger): **WIDENED** 2.6%
 - No Financial Aid (vs. Financial Aid): **WIDENED** 1.4%
- Element C: Successful Course Completion in First Year, 2015-16 cohort compared to 2013-14
 - African American (vs. White): **NARROWED** 3.6% percentage points
 - Hispanic/Latino (vs. White): **NARROWED** 2.7%
 - Female (vs. Male): **WIDENED** 1.8%
 - 20-29 (vs. 19 or younger): **NARROWED** 0.3%
 - 30 or older (vs. 19 or younger): **NARROWED** 11.3%
 - Financial Aid (vs. no Financial Aid): **NARROWED** 0.5%
- Element D1: Successful Remedial English Completion within Two Years, 2014-15 cohort compared to 2012-13
 - [not enough African Americans in cohort to be statistically significant]
 - Hispanic (vs. White): **NARROWED** 0.4% percentage points
 - Male (vs. Female): **NARROWED** 7.8%
 - 20-29 (vs. 19 or younger): **WIDENED** 6.5%
 - [not enough 30 or older in cohort]
 - No Financial Aid (vs. Financial Aid): **NARROWED** 11.4%
- Element D2: Successful Remedial Math Completion within Two Years, 2014-15 cohort compared to 2012-13

- [not enough African-Americans in cohort to be statistically significant]
- White (vs. Hispanic/Latino): **NARROWED** 19.2% percentage points
- Female (vs. Male): **NARROWED** 1.7%
- 20-29 (vs. 19 or younger): **NARROWED** 12.8%
- [not enough 30 or older in cohort]
- Financial Aid (vs. No Financial Aid): **WIDENED** 0.2%
- Element E1: Completion of College-level English in First Year, 2015-16 cohort compared to 2013-2014
 - African American (vs. White): **NARROWED** 16.1% percentage points
 - Hispanic/Latino (vs. White): **NARROWED** 2.7%
 - Male (vs. Female): **NARROWED** 1.5%
 - 20-29 (vs. 19 or younger): **WIDENED** 3.0%
 - 30 or older (vs. 19 or younger): **STAYED EVEN**
 - Financial Aid (vs. no Financial Aid): **NARROWED** 1.0%
- Element E2: Completion of College-level Math in First Year, 2015-16 cohort compared to 2013-2014
 - African American (vs. Hispanic/Latino): **WIDENED** 4.0% percentage points
 - White (vs. Hispanic/Latino): **NARROWED** 1.3%
 - Female (vs. Male): **NARROWED** 1.6%
 - 20-29 (vs. 19 or younger): **WIDENED** 7.4%
 - 30 or older (vs. 19 or younger): **NARROWED** 3.8%
 - Financial Aid (vs. no Financial Aid): **NARROWED** 3.9%
- Element F1: English Gateway Course Enrollment and Completion within Three Years, 2013-14 cohort compared to 2011-2012
 - [not enough African-Americans in cohort to be statistically significant]
 - White (vs. Hispanic/Latino): **NARROWED** 20.3% percentage points 2017-2018
 - Male (vs. Female): **WIDENED** 11.6%
 - 19 or younger (vs. 30 or older): **NARROWED** 15.3%
 - 20-29 (vs. 30 or older): **NARROWED** 33.7%
 - Financial Aid (vs. no Financial Aid): **NARROWED** 0.8%
- Element F2: Math Gateway Course Enrollment and Completion within Three Years, 2013-14 cohort compared to 2011-2012
 - [not enough African-Americans in cohort to be statistically significant]
 - White (vs. Hispanic/Latino): **NARROWED** 13.8% percentage points
 - Male (vs. Female): **WIDENED** 2.9%
 - 20-29 (vs. 19 or younger): **WIDENED** 0.4%
 - 30 or older (vs. 19 or younger): **NARROWED** 0.9%
 - Financial Aid (vs. no Financial Aid): **NARROWED** 2.6%
- Element G: Completion of 30 College Level Units in First Year, 2015-16 cohort compared to 2013-2014
 - African American (vs. White): **WIDENED** 1.2% percentage points
 - Hispanic/Latino (vs. White): **WIDENED** 0.7%
 - Female (vs. Male): **NARROWED** 0.5%
 - 20-29 (vs. 19 or younger): **WIDENED** 0.6%
 - 30 or older (vs. 19 or younger): **WIDENED** 0.1%
 - No Financial Aid (vs. Financial Aid): **NARROWED** 0.7%
- Element H: Completion (Award or Transfer) within Three Years, 2013-14 cohort compared to 2011-2012
 - African American (vs. White): **WIDENED** 10.5% percentage points
 - Hispanic/Latino (vs. White): **WIDENED** 0.6%
 - Male (vs. Female): **NARROWED** 0.8%
 - 20-29 (vs. 19 or younger): **NARROWED** 4.2%
 - 30 or older (vs. 19 or younger): **WIDENED** 7.2%
 - Financial Aid (vs. no Financial Aid): **WIDENED** 1.0%

Ensure Student Access

Develop multimedia and interactive content for college website. Withdrawn. The initiative to develop multimedia and interactive content for the college website was withdrawn. The student service departments found other avenues to develop their multimedia content.

Expand dual-enrollment and concurrent enrollment in East Kern. Completed. East Kern College Center is now offering dual enrollment courses in the following high school districts: Mojave Unified School District and Tehachapi Unified High School District. East Kern has built a partnership/relationship with East Kern high school home schools (i.e. Mojave River, Hope Academy, & Valley Oak), and is now providing concurrent enrollment opportunities with these students.

- # Dual Enrollment sections at East Kern: **UP** from 2 in 2014-15 to 41 in 2016-17
- # Dual Enrollment enrollments at East Kern: **UP** from 41 in 2014-15 to 647 in 2016-17
- # Dual Enrollment FTES at East Kern: **UP** from 3.8 in 2014-15 to 70.4 in 2016-17

Grow and expand course offerings in East Kern. Completed. There has been growth and expansion in East Kern during the 2017-2018. Enrollment and FTES has continue to grow, with East Kern coming in at 200 FTES during the fall 2017. This FTES number is larger than the campuses of Mammoth, Bishop, and Kern River Valley site combined. The prison education program is not only in California City Prison, but has grown and is in four facilities within CCI Tehachapi prison. The upcoming semester will show CCCC providing 57 courses in both prisons, doubling the amount of course offerings the previous semester.

- # FTES in East Kern: **UP** from 39.5 in 2014-15 to 236.3 in 2016-17

Improve Letters and Sciences presence in Tehachapi. Completed. The idea was to develop a basic LRC (librarian and tutoring/proctoring services) and to outfit a room for art and science offerings. Both of these were accomplished.

- Basic LRC developed so that tutoring hours and library hours were offered in 2016-17
- Room 5 at the Tehachapi Education Center was renovated; **6** art and science classes were offered in it from Fall 2016 through Fall 2017

Dual enrollment expansion at KRV. Completed. Discussions are currently being completed with Kern High School District (Kern Valley High School) and Cerro Coso Community College to expand and begin offering dual enrollment mathematics courses and personal development courses. In addition, Kern River Valley expanded the dual enrollment program with Delano High School District.

- # Dual Enrollment sections at KRV: **UP** from 0 in 2014-15 to 4 in 2016-17
- # Dual Enrollment enrollments at KRV: **UP** from 0 in 2014-15 to 80 in 2016-17
- # Dual Enrollment FTES at KRV: **UP** from 0 in 2014-15 to 11.7 in 2016-17

Enhance Community Connections

Increase the Number of CTE Educational Programs/Degrees/Certificates opportunities at Cerro Coso Community College. Completed. During the previous year the Cyber Security program was fully implemented, program pathways for several programs were solidified, development was started on a medical coding/billing program, and a security job skills certificate was created and approved by the governing board. Programs provided through dual enrollment was expanded to include medical assisting in three Delano area high schools. And a CTE adjunct counselor and four Career Education Liaisons who are assisting with Advisory Board improvement.

- Bureau of Security and Investigative Services job skills certificate (5 units) created and approved by CIC and board of trustees in 2016-2017.

Develop apprenticeship opportunities for CC students directly into the workforce. Withdrawn. In the turnover of CTE deans, this goal did not remain a priority.

- Initiative withdrawn

Strengthen Organizational Effectiveness

Develop and disseminate college copyright and fair use guidelines. In progress. Working with librarian faculty members, the department developed a draft copyright handbook for faculty reference. The Vice President of Academic Affairs must still provide feedback and approve the handbook. The final draft is expected to be completed by the end of December; then it will be added to the Faculty 411 page for faculty reference.

- Copyright and Fair Use Guideline Handbooks in draft form awaiting review, revision (if necessary), and publishing/posting/dissemination.

Prepare faculty to teach courses as part of the Online Education Initiative. In progress. It's only been in the last two weeks that the OEI project has put a call out for additional colleges to join the Exchange. For this reason, the initiative is behind. The college's application for the Exchange is due in spring 2018, at which time, an MOU will be secured and courses accepted into the OEI exchange. To date, the following measures have been achieved:

- Local OEI pilot sections have been and are being revised according to the OEI rubric but no formal enumeration of these

sections is currently available.

- Online tutoring is a service available to students embedded into every Canvas shell
- Online proctoring is available to be chosen by faculty members since Fall 2016; in Fall 2017, the college offered 8 sections with fully online proctoring through Proctorio.

Oversee a successful beginning to the KRV remodel project. Not Attempted. The Kern River Valley remodel project has not started. With the passing of Measure J in Fall 2016, there is now complete funding to complete this project, and the hope is it will be completed during the 2018-2019 academic year.

- Initiative not attempted

Initiatives for Next Academic Year

Maximize Student Success

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Develop a Comprehensive Career Pathway Map and Process for all of our CTE Program Pathways (CTE)
2. Improve Accessibility of College Online Courses (DE)
3. Develop Canvas Learning Tools Interoperability (LTI) Apps for the College (DE)
4. Stabilize academic and student support at ESCC in order to support student success and close achievement gaps. (ESCC) (NOTE: the goal as stated in the ESCC Section Plan was to increase and stabilize the academic and student support but is being amended here simply to stabilize.)
5. Improve Basic Skills Instruction (LAS)

Lead Measure of Success:

1. Meetings scheduled and run to coordinate and draft complete program pathways at all campus locations
2. # of faculty trained on the accessibility tools, # of courses using accessibility tools Introduce two Canvas LTIs developed by the college
3. ESCC LAC staffing plan developed and implemented for Fall 2018, ESCC EOPS staffing plan developed and implemented for Fall 2018. (Note: these lead measures have been revised from the submitted ESCC section plan.)
4. CIC approval of co-requisite courses, and identification of English and math instructors to teach the co-requisite sections; training in best practices

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

1. The development of complete program pathways with on and off ramps that include dual enrollment and prison entry points for all CTE programs.
2. Increased % of accessible course content within Canvas
3. Increased # of engagement activities per student per week count (e.g. discussion, attendance, quizzes, etc.)
4. Increased student success, increased efficiency in identifying and meeting ESCC EOPS needs (Note: these lag measures have been revised from the submitted ESCC section plan.)
5. Benchmarking of success rates for students placed into co-requisite classes, and comparison of prior CCCC Remedial Scorecard rates with success rates of students taking the co-requisite class to determine improvement in the rate of those successfully completing a college-level course within six years (target)