

CCCCO Metrics for Student Success
Access: Applied and Enrolled in the same
Academic Year

DI Population	Current Structure	Ideal Structure	Action Steps	YR1 Updates	YR2 Updates	YR3 Updates
Black or African American	<p>The current onboarding process involves multiple steps, including CCCApply, a waiting period for the assignment of student ID numbers, and pre-enrollment verification, creating potential delays for students.</p> <p>Limited staffing, particularly in crucial areas like the welcome center, may contribute to prolonged onboarding processes, impacting the efficiency of welcoming and assisting new students.</p>	<p>Streamline and simplify the application and enrollment process, reducing the excessive number of steps required for students to join the college seamlessly.</p> <p>Partner with College Researcher to create targeted outreach dashboards, specifically designed to engage with Black/African American students applying to the college.</p> <p>Strengthen the Umoja-Ubaka Program by recruiting full-time staff dedicated to bolstering orientation, outreach, and community building initiatives tailored to the needs of Black/African American students.</p>	<p>Foster collaboration with key campus stakeholders, including A&R, the welcome center, financial aid, learning communities, and campus life, to collectively design and implement an inclusive new student orientation.</p> <p>Collaborate with the institutional researcher to create data dashboards that will facilitate targeted outreach and support for new African American students, ensuring personalized assistance throughout their college journey.</p> <p>Evaluate the current enrollment steps and provide recommendations for the development of a streamlined application process, aiming for a more accessible and user-friendly experience for students.</p> <p>Leverage Guided Pathways to expand the Student, Onboarding, Assistance, and Retention (SOAR) program, enhancing Student Success Teams to include an academic counselor, a financial aid specialist, an Admissions and Records Department specialist, and a success coach.</p>			
Foster Youth	<p>Absence of a dedicated orientation or onboarding program tailored specifically for foster youth, leading to potential gaps in their transition to college life.</p> <p>Insufficient full-time staff dedicated to providing specialized support for foster youth, limiting the availability of consistent guidance and assistance.</p> <p>Deficiency in a streamlined enrollment process for foster youth, creating barriers to their efficient and seamless integration into the college system.</p>	<p>Employ dedicated full-time staff exclusively focused on providing comprehensive support for foster youth, ensuring consistent guidance and assistance.</p> <p>Allocate designated campus space specifically for foster youth, creating a supportive environment that addresses their unique needs and challenges.</p> <p>Establish a specialized orientation and onboarding process specifically tailored to the experiences and requirements of foster youth, facilitating a smoother transition into college life.</p>	<p>advocating through the Program Review process to secure permanent staff dedicated to fostering youth assistance.</p> <p>Establish a Student Ambassador Program specifically designed to employ former foster youth students, leveraging their unique experiences to enhance the onboarding process for fellow students.</p> <p>Create an informative "one-pager" outlining the onboarding process tailored to the needs of foster youth, providing a clear and accessible guide for a smoother transition.</p>			

Hispanic or Latino	Insufficient Spanish-speaking staff in critical campus departments (A&R, Financial Aid, Counseling) hindering effective support for LatinX students during onboarding.	Recruit a dedicated full-time LatinX English Instructor specializing in LatinX Literature to strengthen the Puente program and enrich the academic experience for LatinX students.	Foster ongoing collaboration with the campus LatinX Network to actively champion the needs of LatinX students.
	Absence of a dedicated physical space staffed with full-time personnel to support Laney's Puente Program, limiting its potential impact and outreach.	Appoint campus liaisons proficient in Spanish to facilitate seamless transitions for LatinX students from high schools, adult schools, and off-campus programs, ensuring effective communication and support.	Advocate for the College to seek Hispanic-Serving Institution (HSI) designation to enhance resources and support for LatinX students.
	Deficiency in full-time Puente English faculty, posing challenges to the growth and long-term viability of the program for LatinX students.	Develop cultural programming and curriculum that celebrates and reflects the diverse backgrounds within the LatinX community, including Chicanx, Mexican, Central American, South American, Afro-LatinX, and Indigenous perspectives.	Establish a summer Bridge Program in partnership with Puente to facilitate a smooth transition for LatinX students entering the College.
	Inadequate systems for continuous data collection on LatinX students, hindering the College's ability to apply for Hispanic-Serving Institution (HSI) designation and tailor support services effectively.	Expand mental health services to provide comprehensive support for LatinX students and their families, recognizing and addressing their unique mental health needs.	Create a dedicated "new student" dashboard tailored for LatinX students applying to the College. This platform will address and troubleshoot issues, facilitate connections to relevant resources, and establish a robust network of support and referrals for their academic journey.

Completion: Transfer-Level Math & English

DI Population	Current Structure	Ideal Structure	Action Steps	YR1 Updates	YR2 Updates	YR3 Updates
Black or African American	Absence of an early alert system, hindering faculty from submitting academic interventions to notify counselors about students experiencing challenges in their courses.	Cultivate community relationships with high school partners to enhance curriculum alignment, ensuring students are well-prepared for college courses.	Initiate collaborative efforts with high school partners to develop and strengthen community relationships, focusing on curriculum alignment to better prepare students for college courses.			
	Insufficient gateway courses designed to adequately prepare students for the demands of college-level transfer courses.	Expand the provision of embedded tutoring and support services for transfer-level courses, facilitating a more comprehensive academic support system.	Increase resources for embedded tutoring and support services, specifically targeting transfer-level courses, to create a robust academic support system that enhances student success.			
	Limited diversity in transfer-level courses, potentially impacting students' ability to connect with the curriculum and engage effectively.	Establish professional development opportunities for faculty focused on cultural pedagogy and effective engagement with underserved communities.	Implement professional development initiatives for faculty, emphasizing cultural pedagogy and strategies for effective engagement with underserved communities.			
		Demonstrate a commitment to diversity by actively recruiting, hiring, and retaining faculty members who reflect the diverse identities and backgrounds of our student body.				

Foster Youth	Insufficient availability of embedded tutors within the current support system.	Establish Math and English Summer Jam Programs to provide intensive support and enrichment for students in these subjects.	Foster cross-campus collaboration between Student Services and Instruction to enhance the summer bridge program, ensuring a more comprehensive and impactful experience.
	Predominantly virtual delivery of tutoring services, potentially impacting accessibility and engagement.	Implement comprehensive cultural competency training programs for both faculty and staff to enhance awareness and understanding.	Coordinate campus tutoring services and actively recruit additional student tutors to increase on-campus support availability.
	Under AB 705, students have the option to self-place in courses, potentially leading to enrollment in college-level courses without adequate preparation.	Increase the availability of in-person Math and English courses, coupled with additional support services to create a more inclusive and supportive learning environment.	Establish an early intervention program designed to provide targeted support for students not meeting milestones in transfer-level courses. Utilize Guided Pathways to further extend the Student, Onboarding, Assistance, and Retention (SOAR) program. This involves expanding Student Success Teams to include an academic counselor, a financial aid specialist, an Admissions and Records Department specialist, and additional support personnel.

Persistence: First Primary Term to Secondary Term

DI Population	Current Structure	Ideal Structure	Action Steps	YR1 Updates	YR2 Updates	YR3 Updates
Black/ African American	<p>Non-Umoja African American (AA) students face challenges due to the absence of additional support and resources, impacting their success.</p> <p>Difficulty in navigating the college website and the lack of visible resources pose challenges for students in identifying and accessing available support.</p> <p>Underrepresentation of Black/AA faculty and staff creates obstacles for students in visualizing and connecting with successful role models.</p>	<p>Establish a centralized one-stop hub that consolidates essential resources to comprehensively support students' basic needs.</p> <p>Introduce specialized orientations for African American students to provide a thorough overview of campus and community resources tailored to their needs.</p> <p>Expand student experiences beyond the classroom by organizing opportunities such as study abroad programs, HBCU tours, conferences, and seminars specifically designed for African American students.</p> <p>Within the Umoja framework, institute a mentorship program connecting transfer and former students with new students to foster guidance and support.</p> <p>Foster collaboration between Student Life and the Black Student Union to organize events and programs uniquely</p>	<p>Enhance the visibility of Umoja across campus by creating and distributing outreach materials internally and externally.</p> <p>Utilize various communication modalities, including engagement through the Black Student Union (BSU), texting, emailing, and postal services, to connect and engage African American students on campus.</p> <p>Collaborate with Umoja to organize spring/summer orientations for new African American students. Partnering with the BSU, continue hosting student life events tailored for African American students, such as HBCU week, Black History Month, Kwanzaa celebrations, etc.</p> <p>Implement targeted outreach initiatives to encourage current African American students to schedule meetings with their counselors, review their Student Educational Plan (SEP), and enroll for the upcoming semester.</p> <p>Leverage Guided Pathways to further expand the Success, Opportunity, Achievement, and Retention (SOAR) program. This includes</p>			

Foster Youth	Insufficient dedicated staff specifically assigned to support foster youth, resulting in a gap in tailored assistance.	Implement a specialized orientation program tailored for Foster Youth students to ensure a smooth and supportive transition into the college environment.	Advocate for the hiring of full-time staff dedicated to supporting foster youth through the Program Review process.				
	A need for an early alert system to facilitate regular check-ins and effective follow-up, ensuring proactive support for foster youth.	Establish a dedicated full-time academic and mental health counselor specifically focused on the unique needs of Foster Youth, providing comprehensive support.	Collaborate with Mental Health Services to organize targeted workshops specifically tailored for foster youth, addressing their unique mental health needs.				
	Challenges related to documentation, including social security, identification, and birth certificates, creating hurdles for foster youth in accessing necessary services.	Enhance basic needs support by addressing potential stop-out factors, such as scholarships, work-study opportunities, and child care services, to facilitate continuous engagement and success.	Conduct outreach initiatives directed at foster youth to raise awareness about the range of services available on campus.				
	Recognition of the impact of childhood trauma, highlighting the need for increased mental health services to provide comprehensive support for foster youth.	Introduce a grant writer position to actively identify and secure resources specifically designated for Foster Youth, ensuring sustained support and enrichment programs.	Collaborate with Admissions and Records to designate a "point person" familiar with the needs of foster youth, ensuring personalized support and assistance.				
DI Population Hispanic or Latino	Current Structure Life challenges and familial responsibilities hinder students from pursuing and continuing their education. The College lacks a consistent full-time Puente English instructor, leading to variations in course instructors each semester. Additionally, there is a notable absence of LatinX staff and faculty representation, and insufficient social support networks for LatinX students. While the Puente Program offers support for a limited number of students, there is a need for dedicated full-time staff to enhance the program's visibility across the campus. The lack of representation in critical areas such as A&R, Financial Aid, and the Welcome Center has a significant impact on the success of students. Students face barriers to success	Ideal Structure Employ a full-time Puente English instructor and staff in crucial campus areas to enhance onboarding and retention support. Establish a fully staffed resource center specifically for LatinX students. Prioritize diversity in hiring practices and committees to ensure inclusivity and representation. Develop an equitable curriculum to promote fair and unbiased educational experiences.	Action Steps Produce early intervention marketing materials to reach out to students during critical points in the semester (priority registration, FAFSA deadlines, add/drop). Organize an open house event to allow students to invite their families and acquaint them with the college environment. Partner with Student Life to arrange cultural events aimed at student engagement (such as Dia de los Muertos, Soccer Club events, and Heritage Month celebrations).	YR1 Updates	YR2 Updates	YR3 Updates	

Transferred: Four-Year Institution

DI Population	Current Structure	Ideal Structure	Action Steps	YR1 Updates	YR2 Updates	YR3 Updates
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Foster Youth	Ongoing challenges with CCC Apply create barriers to student success, particularly concerning verification and documentation requirements.	Implement an Auto Award system to notify students when they meet requirements or become eligible for transfer.	Establish a Learning Community exclusively for Foster Youth to enhance their academic experience and support network.
	Insufficient staff to adequately support and connect with Foster Youth, impacting their experience and success.	Leverage Canvas to create a dedicated platform tailored for Foster Youth students, enhancing their access to resources and support.	Advocate for additional resources through Program Review to secure funding for hiring full-time staff dedicated to supporting Foster Youth.
	No clear understanding of programs like B2B, CalWORKS, and support systems for Foster Youth to improve accessibility and utilization.	Revise the Transfer Center to adapt to post-COVID needs, incorporating a hybrid approach with in-person and virtual workshops to cater to diverse student preferences.	Collaborate with the Counseling Department and Transfer Center to expand opportunities for Transfer Days, facilitating a smoother transition for Foster Youth.
	Lack of established dedicated staff roles to enhance outreach efforts and foster meaningful connections with students.	Increase awareness about the transfer process through strategic initiatives, ensuring students are well-informed and prepared for the next steps in their academic journey.	Provide specialized training for staff to ensure a comprehensive understanding of the unique transfer requirements for Foster Youth.
	Lack of awareness about transferable credits and implementation of an auto-degree awarding system for a smoother academic experience.		

Completion

DI Population	Current Structure	Ideal Structure	Action Steps	YR1 Updates	YR2 Updates	YR3 Updates
Foster Youth	Students may lack awareness of their progress towards a certificate or degree unless they regularly meet with a counselor to review and update their Educational Plan. There is a deficiency in coordinated services, including the absence of a designated point person, adequate staffing, counselors, and dedicated space specifically tailored for foster youth students.	Establish a dedicated space on campus exclusively for foster youth, enhancing their presence and awareness. Employ dedicated staff who are well-versed in foster youth challenges and can provide targeted support, including effective troubleshooting. Hire a faculty counselor specializing in foster youth support to guide and assist them in achieving their educational goals.	Appoint a dedicated counselor to act as a liaison for foster youth, facilitating targeted support and guidance. Collaborate across campus to advocate for the allocation of a physical space dedicated to serving as a resource and community hub for foster youth. Utilize Guided Pathways to further enhance the Student, Assistance, Onboarding and Retention (SOAR) program. This includes expanding Student Success Teams to encompass an academic counselor, a financial aid specialist, an Admissions and Records Department specialist, and a success coach, providing comprehensive support for foster youth.			