

** Email from External Sender **

Today's Date * Monday, March 4, 2019

Your Full Name * Michael Terry

Email * mterry@hple.co <<mailto:mterry@hple.co>>

Affiliation *

Architect/ Planner

Phone Number * (415) 871-5390

1. What is/are your research question(s)? What would you like to know? *

A preliminary case study review of the educational, operational and maintenance variables used to construct existing "21st century" technology classrooms at Diablo Valley College (DVC). We are collecting information about technology classroom installations that confirm and/or define key performance indicators of actual Student performance and Instructor efficiency resulting from utilizing technology classrooms. We are very interested in "lessons learned" and successes from existing installations. Any relevant data regarding existing or proposed technology classrooms at DVC that can be shared, is greatly appreciated!

2. Describe your methodology for this research. *

We conduct a case study review consisting of: an observation of the classroom and discussions with an IT service person using a predefined checklist and series of questions. A meeting with the Instructor that uses the classroom to confirm how the space is used both pros and cons. A brief conversation or meeting with the Facilities or Purchasing Department (or appropriate decisionmaker) to discuss the criteria that went into the selection of the equipment and furniture. A brief conversation or meeting with the Maintenance Department on the HVAC, security and electrical classroom maintenance. Approximately an hour with the each of the aforementioned college staff persons would be needed. The time impact to the college is approximately a days effort depending on availability of staff. HPLE utilizes a scorecard and develop observations we make available to the College. There is no cost from HPLE to the College for the case study.

3. Who will be the participants of your research? *

Michael D. Terry, Architect

HPLE, Inc.

mterry@hple.co

510-844-7880

4. How will you get the informed consent of your participants? *

At this preliminary phase of the case study, the data we are requesting is public information, and we do not collect sensitive information of any kind. I have contacted the President of the College Ms. Susan Lamb who held no objection, except I needed to coordinate my efforts with the college's procedures for external researchers. HPLE would coordinate with the President's Office and her cabinet (Deans) to select the persons best suited to participate in the case study.

5. Has your research been approved by an Institutional Review Board at another institution? (If yes, please upload your IRB approval from your home institution).

No

6. How will you safely store the data you acquire? *

Again the information at this level is public information. We will present the information as locked PDFs for record keeping. HPLE will comply with any data information protocols required by Diablo Valley College (and/or Contra Costa Community College District).

<http://click.outbound.surveymonkey.com/g/LUfQYo753LSXa8T8_GaVwA~~/AAAAQA~/RgReYFvqPlcMc3VydmV5bW9ua2V5QgoAlerWfVykAvogUg9ib3BzYXRhQGR2Yy5lZHVYBAAAAAU~>



2019-22 Student Equity Plan

(For Planning Purposes Only)

DVC

1. In the chart below the three-year goal for each metric based on data for the college’s overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal Notes from Becky 3/5
Access: Successful Enrollment	2014/15 = 41.4% 2015/16 = 52.6% 2016/17 = 49.2% 2017/18 = 42.5% Source: SSM	Goal: + 0.3% / pts = 42.8% Note: straight line projection	<i>We did not talk about this at the joint meeting with RPEC since that data was incorrect. Need to set this one. Successful Enrollment is often called the “capture rate” or “application conversion rate.” It is how many students apply and then enroll. NEED to FINALIZE.</i>
Retention: Fall to Spring	2014/15 = 71.2% 2015/16 = 73.1% 2016/17 = 72.8% 2017/18 = 71.8% Source: SSM	Goal: + 0.5% / pts = 72.3% Convention: Old statistician rule of thumb	<i>Discussed at joint meeting, decided to accept +.5% as goal. This is one of the 3 ENTRY goal metrics we picked in fall 18.</i>
Transfer to a four-year institution	2014/15 = 3,244 2015/16 = 3,100 2016/17 = 2,876 Source: SSM	Goal +7% = 3,077 Note: this would be in alignment with Vision for Success goal for this metric	<i>Discussed at joint meeting, decided to accept +7% goals. This is defined as transfer to ANY 4 year. The VFS transfer metric is only to CSU/UC, but setting this at a 7% ANY goal is enough to cover the VFS as well.</i>
Completion of transfer level math and English	2014/15 = 7.0% 2015/16 = 7.2% 2016/17 = 9.5% 2017/18 = 11.1% Source: SSM	Goal: + 1.1% / pts = 12.2% Note: straight line projection	<i>Discussed at joint meeting, did not make a decision since the data said “district.” Greg investigated and found that it is DVC. This is one of the 3 ENTRY goal metrics we picked in fall 18. NEED TO FINALIZE.</i>
Earned credit certificate over 18 units, associate degree, CCC bachelor’s degree	2014/15 = 1,977 2015/16 = 2,352 2016/17 = 2,399 2017/18 = 2,550 Source: SSM	Goal +4% = 2,652 Note: this would be in alignment with Vision for Success goal for this metric	<i>Discussed at joint meeting, decided to set goal at +5%, since that lines up more with our existing stretch goals and VFS.</i>



2019-22 Student Equity Plan

(For Planning Purposes Only)

2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
<i>Access: Successful Enrollment</i>	SSM: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx		
<i>Retention: Fall to Spring</i>	SSM: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx		
<i>Transfer to a four-year institution</i>	SSM: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx		
<i>Completion of transfer level math and English</i>	SSM: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx		
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	SSM: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx		



2019-22 Student Equity Plan (For Planning Purposes Only)

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)
4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)
5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:
6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name _____ Title _____ Email Address _____ Phone _____

Alternate Point of Contact:

Name _____ Title _____ Email Address _____ Phone _____

Approval and Signature Page

College: _____ District: _____

Board of Trustees Approval Date: _____



2019-22 Student Equity Plan

(For Planning Purposes Only)

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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EMP Student Experience Goals	<u>Connection</u>	<u>Entry</u>	<u>Entry</u>	<u>Through</u>	<u>Through</u>	<u>Through</u>	<u>Out</u>
	Potential students are knowledgeable about and engaged with opportunities at DVC, find it easy to access the information they need about the college, and can see themselves as DVC students.	Students feel that they belong at DVC and are supported as they enter a path	Students are assisted to identify their educational and career goals, develop a plan to achieve them, and enter their pathway within the first year.	Students progress efficiently through their pathway toward their academic and career goals.	Students' learning is relevant to their lives	Students participate and are challenged in a dynamic, collaborative and supportive learning environment.	Students leave DVC feeling empowered, transformed and prepared for their future.
<u>Vision for Success Goals</u>							
<u>2018-2019, 2019-2020, 2020-2021 College Stretch Goals - ANNUAL</u>							Additional .5% job placement rate
<u>2019-2022 Equity Plan Goals</u>	Improve, develop and grow activities related to outreach and recruitment	1. Access: successful enrollment from application	3. Completion transfer level math and English in year 1	2. Improve first year retention fall to spring goal = .5%			
<u>2017-2019 Integrated Plan Goals</u>			Increase capacity and access to orientation for all students Improve English and Math placement and increase completion and persistence in all first year students.	Improve access to classes and timely registration			
<u>Guided Pathways ENTRY Goals</u>			Increase completion of math and English in all first year students	Improve first year student fall to spring retention Increase unit taking load to encourage 12 and 15 units per term			
<u>Funding Model Goals</u>			Transfer level math and Eng in first year				

EMP College Goals	Connection	Entry	Entry	Through	Out	Out	Out	Out
	DVC has a welcoming environment, a strong reputation for excellence and attracts diverse students and employees to the college.	DVC has a culture that supports staff, faculty, and administrators to develop a strong sense of belonging, engagement, community, connection, and confidence among themselves and for all students.	DVC provides programs and services that are responsive and support our student needs.	The college community collaboratively guides and empowers students to progress through their pathway in a timely manner.	DVC will reduce the equity gaps that affect traditionally underrepresented student groups in key indicators in the following three goals:	1. Each year DVC will increase the number and percentage of students who successfully complete their certificates, degrees, or in-demand job skill sets, in a timely manner.	DVC will increase the number of students (among those who intend to transfer) who successfully transfer.	DVC will increase the number of students who are gainfully employed in their chosen field 6 months after graduation and/or certification.
Vison for Success Goals						1A: Degree goal = 1817 by 2021-2022	2A: Transfer goal 2,782 by 2021-2022	4c: CTE students employed in field of study to 69% by 2021-2022
						1B: Certificate goal = 1069 by 2021-2022	2B: ADTS to 1,0888 by 2021-2022	
						3: Reduce average unit accumulation to 79 units		
2018-2019, 2019-2020, 2020-2021 College Stretch Goals - ANNUAL						Additional .5% licensure exam pass rates	Additional 10% transfer	Additional .5% job placement rate
						Additional .5% course completion		
						Additional 10% degrees		
						Additional 10% certificates		
						Additional .5% course success rate		
2019-2022 Equity Plan Goals						5. Additional 5% certificates and degrees	3. Additional 7% transfer	
2017-2019 Integrated Plan Goals	Improve, develop and grow activities related to outreach and recruitment	Increase professional development activities and opportunities that support student success.	Increase capacity and access to orientation for all students	Improve access to classes and timely registration		Improve time to completion for degrees, certificates, and transfer		
	Improve and grown human resource infrastructure			Improve time to completion for courses				
Guided Pathways Entry Goals								
Funding Model Goals	Cal Promise		CA Promise		Equity bump for CA promise fee waivers	AA/AS degrees	Transfer	Attainment of regional living wage
	AB 540		AB 540			ADTs		
	Pell Recipients		Pell Recipients			Credit certificates		

EMP Community Goals	Connection	Entry	Through	Through	Through	Through	Out	Out
	DVC has strong relationships and partnerships with the community, and the community is well informed about DVC opportunities and connects students to the DVC community.	In alignment with high schools, adult education, etc., DVC ensures alignment, college-readiness and smooth transitions for students from secondary to post-secondary education.	DVC ensures program learning outcomes are aligned with community needs.	DVC collaboratively partners with the community.	DVC collaborates with the community in the development of external learning experiences, i.e. mentorships, internships.	DVC has strong relationships and articulation with transfer institutions.	DVC provides the community with a skilled workforce that meets community needs.	DVC develops civically engaged community members
<u>2018-2019, 2019-2020, 2020-2021 College Stretch Goals - ANNUAL</u>	Improve, develop and grow activities related to outreach and recruitment							
<u>2018-2019 College Stretch Goals</u>								
<u>2019-2022 Equity Plan Goals</u>								
<u>2017-2019 Integrated Plan Goals</u>								
<u>Funding Model Goals</u>								

AGENDA – RESEARCH, PLANNING AND EVALUATION COMMITTEE (RPEC)

MEETING INFORMATION

COMMITTEE CHARGE:

The Research, Planning and Evaluation Committee operates under the rules of the [Brown Act](#). This committee is charged with the task of making planning meaningful to the college community by ensuring that all college wide plans adhere to and support the mission, values and strategic plan of the college. These plans will be designed to effectively support student learning and success. College wide plans will contain the appropriate components to drive decision-making processes.

DATE:	3/13/19	LOCATION:	President's Conference Room, AB Building
TIME:	2:30 – 4:30 P.M.	MEETING TYPE:	Governance
CO-CHAIRS:	Becky Opsata, Catherine Machalinski	NOTE TAKER:	Mary Jane Long
COMMITTEE MEMBERS:	Clarice Adams, Mark Akiyama, Daniel Catterson, Gabe Harven, Heidi Gentry-Kolen, Beth Hauscarriague, Laurie Lema, Catherine Machalinski, Becky Opsata, Rene Sporer, Nicole Tan (ASDVC Rep)	MEETING DATES:	Spring 2019: 2/13; 2/27; 3/13; 3/27; 4/10; 4/24; 5/08; 5/22
PRESENTERS & INVITED GUESTS:		RELATED DOCUMENTS:	<ul style="list-style-type: none"> • DVC Research Request - External • Equity Plan Data Joint Writing Team and RPEC 2019 • Matrix of Goals 2019 • VFS Goals – DVC Only (Stoup 2019.3.5) • VFS Goals Set by RPEC 2019.3.7

PREPARATION FOR MEETING **Please Read:** Related documents listed above.

AGENDA ITEMS:

	TOPIC	DESIRED OUTCOME	PRESENTER	TIME ALLOTTED	
1.	Introductions and Call to Order		Becky Opsata	1 min.	2:30 – 2:31
2.	Agenda Review and Approval	Approval/ Action	ALL	2 min.	2:31 – 2:33
3.	Announcements	Approval/ Action	ALL	7 min.	2:33 – 2:40
4.	Review of External Research Request	Discussion/ Possible Action	ALL	15 min.	2:40 – 2:55
5.	Data Coaching Planning	Discussion/ Possible Action	Rene Sporer & Heidi Gentry-Kolen	60 min.	2:55 – 3:55
6.	Finalization of Goal Setting for the Vision for Success	Discussion/ Possible Action	ALL	35 min.	3:55 – 4:30
7.	Adjournment		ALL		4:30

Vison for Success

DVC Slides

Stoup, 3/1/19

Vision for Success Goal #1

Los Medanos College Local Vision Goals

Status: Draft
Share

Local Vision Goals Summary

Contacts
Not Complete

Certifying Contacts
Not Complete

Goal 1: Completion

Goal 1A: Increase All Students Who Earned an Associate Degree (including ADTs)
Los Medanos College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from:
in 2016-17
445

Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate
Los Medanos College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from:
in 2016-17
305

Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition
Los Medanos College will increase among all students, the number of students who earned various types of awards and the number of students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year from:
in 2016-17
533

Goal 2: Transfer

Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer
Los Medanos College will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year from:

GOAL #1

Increase by 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.

GOAL #1 COMPLETION INDICATORS

- **1a:** Increase All Students Who Earned an Associate Degree (including ADTs)

OR

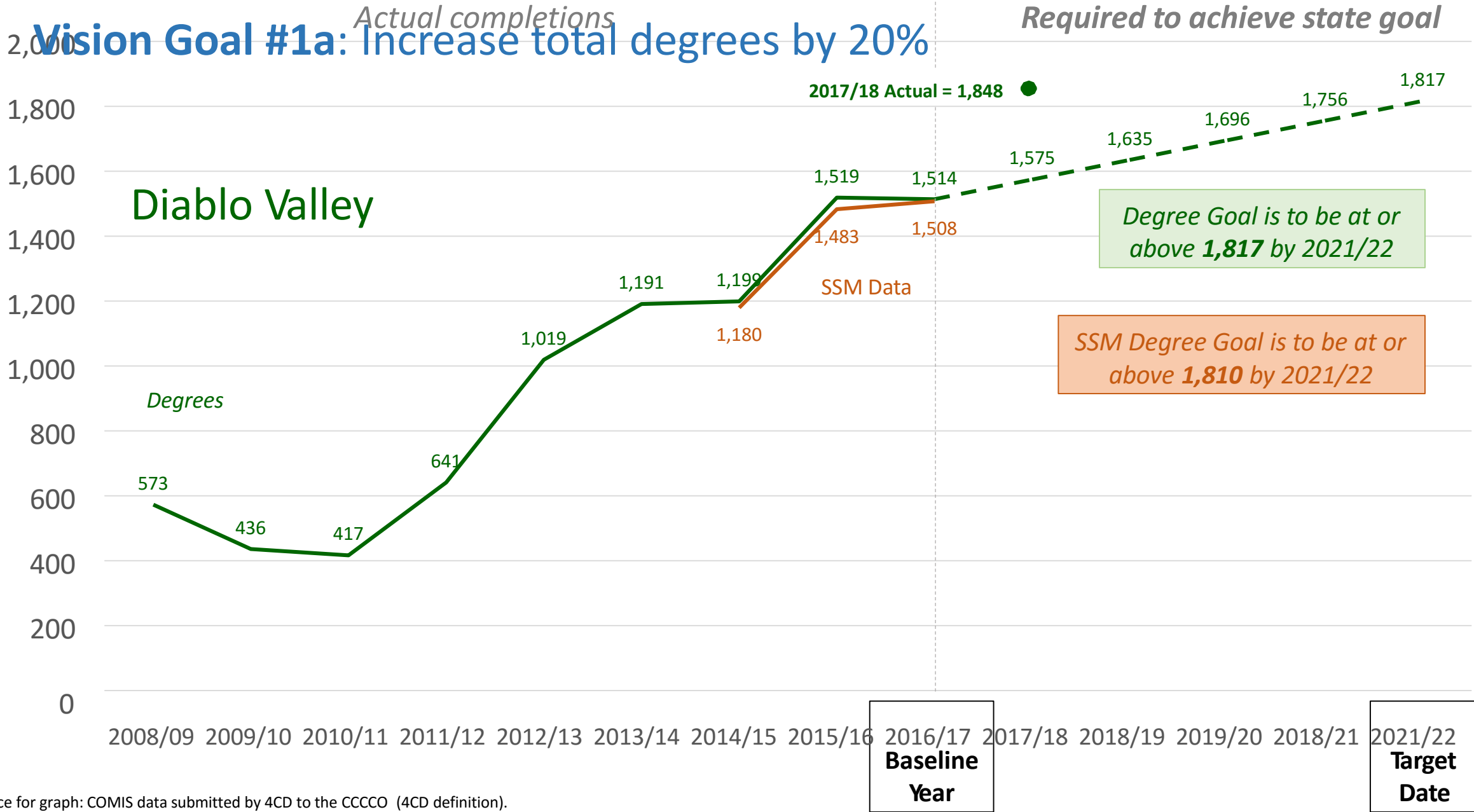
- **1b:** Increase All Students Who Earned a Chancellor's Office Approved Certificate

OR

- **1c:** Increase All Students Who Attained the Vision Goal Completion Definition

Can we agree to ignore 1.C?

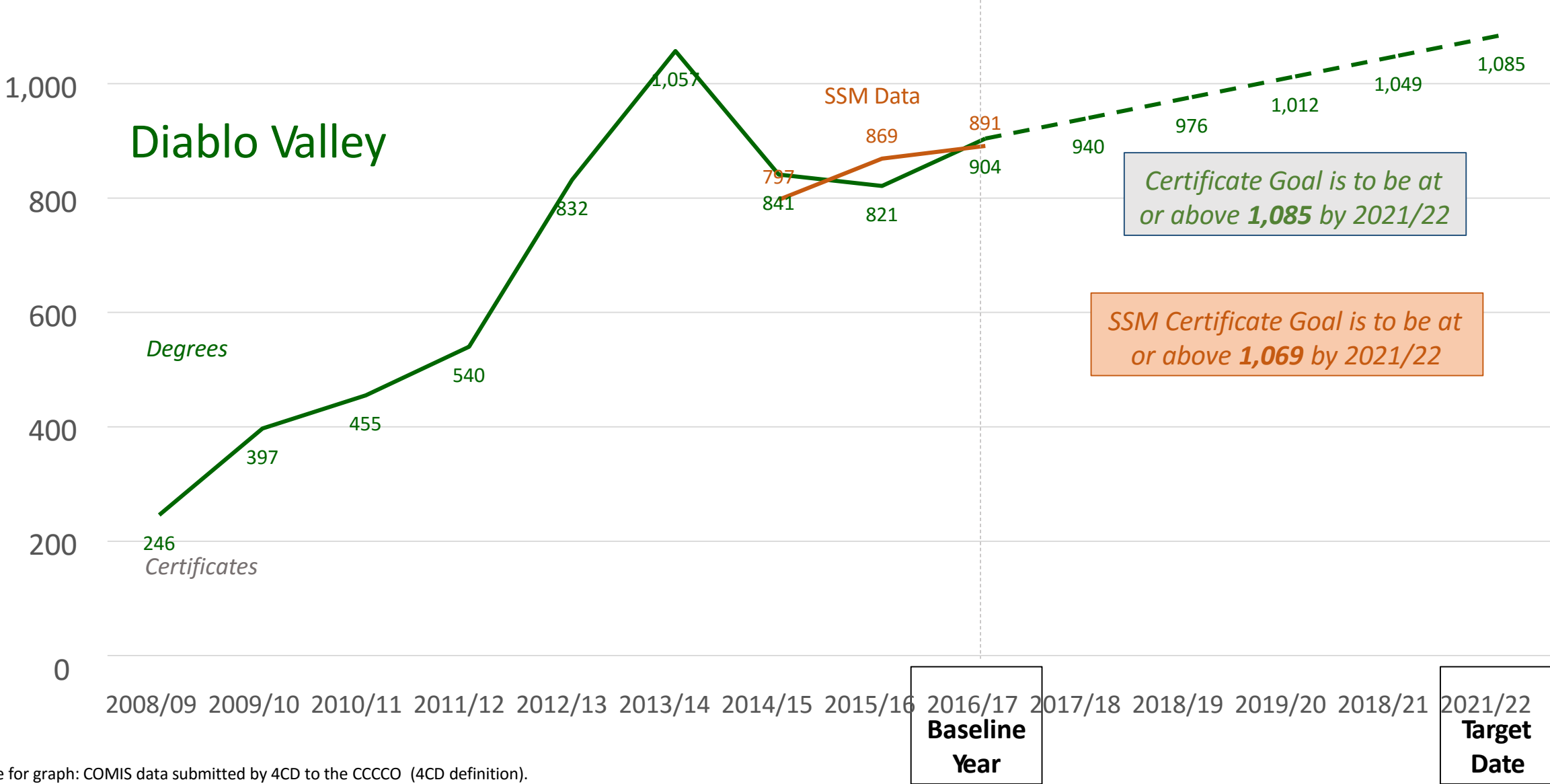
(AS/AA/ADT Degrees)



Data source for graph: COMIS data submitted by 4CD to the CCCC0 (4CD definition).

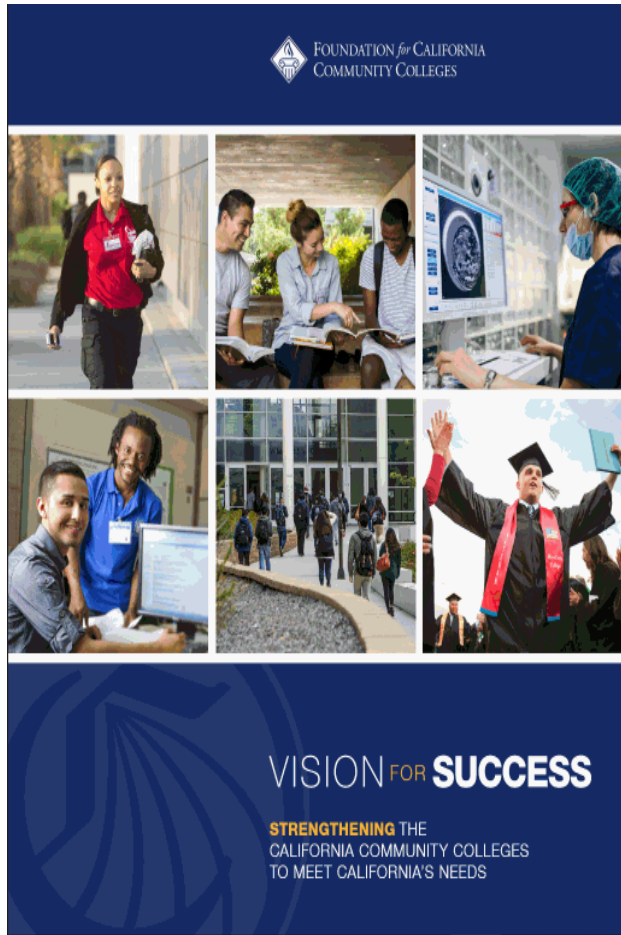
Vision Goal #1b: Increase total certificates by 20%

Actual completions *Required to achieve state goal*



Data source for graph: COMIS data submitted by 4CD to the CCCC (4CD definition).

Vision for Success Goal #2



GOAL #2

Increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.

GOAL #2 TRANSFER INDICATORS

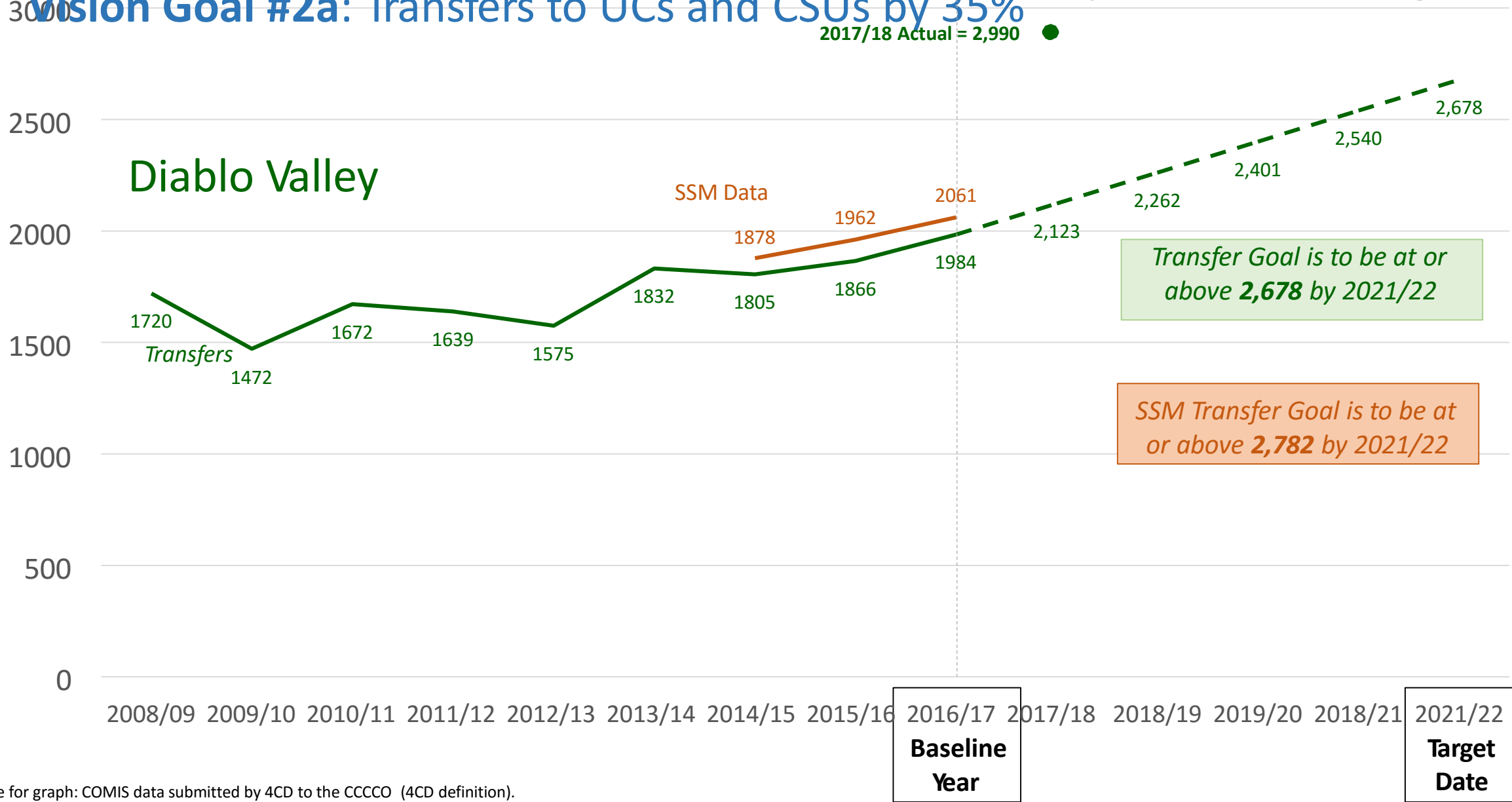
- **2a:** Completed ADT Degrees
- OR**
- **2b:** Transfers to UC/CSU

Vision Goal #2a: Transfers to UCs and CSUs by 35%

Required to achieve state goal

2017/18 Actual = 2,990

Diablo Valley



*Transfer Goal is to be at or above **2,678** by 2021/22*

*SSM Transfer Goal is to be at or above **2,782** by 2021/22*

Baseline Year

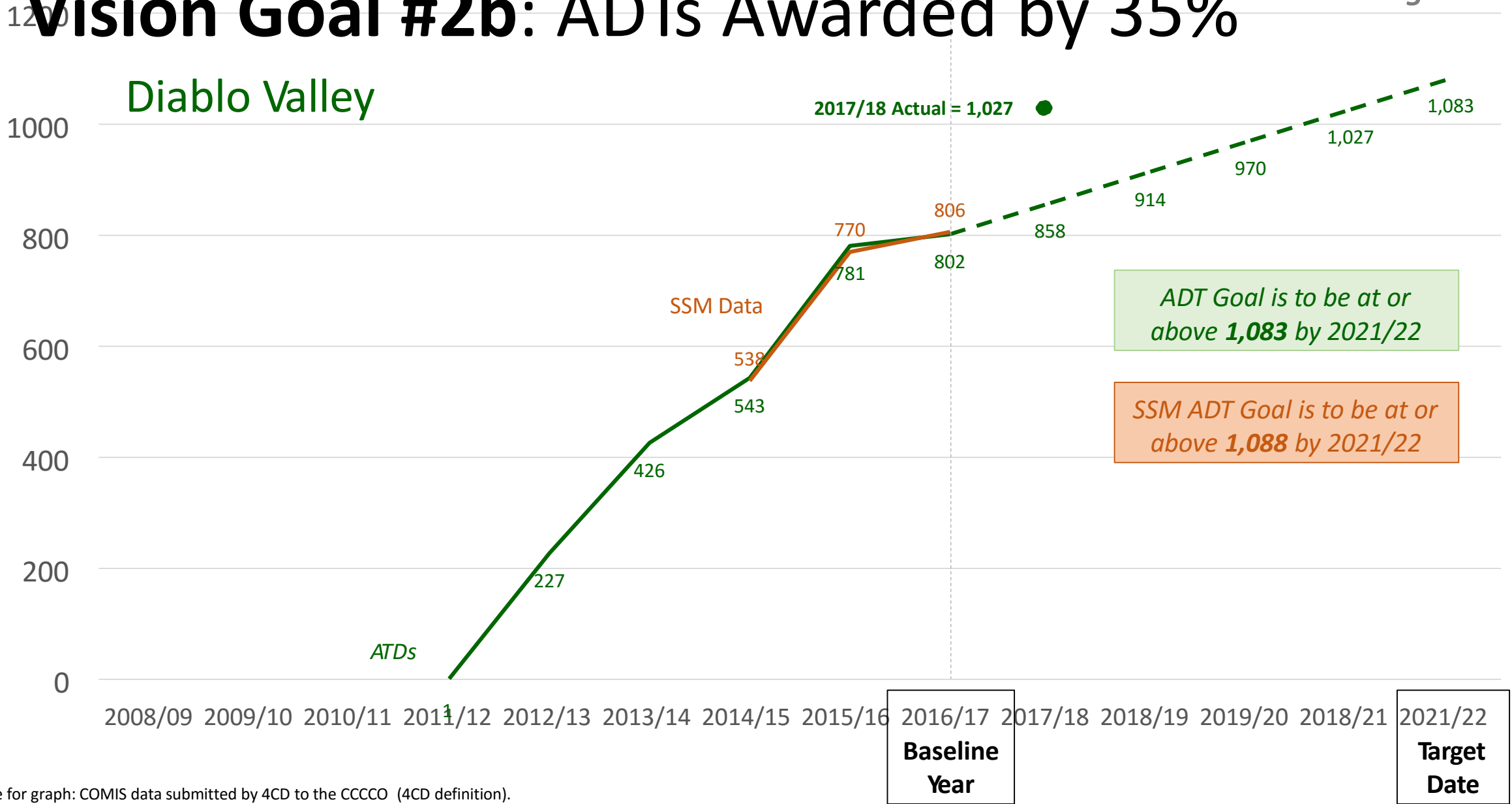
Target Date

Data source for graph: COMIS data submitted by 4CD to the CCCC (4CD definition).

Required to achieve state goal

Vision Goal #2b: ADTs Awarded by 35%

Diablo Valley



ADT Goal is to be at or above **1,083** by 2021/22

SSM ADT Goal is to be at or above **1,088** by 2021/22

Baseline Year

Target Date

Data source for graph: COMIS data submitted by 4CD to the CCCC0 (4CD definition).

Vision for Success Goal #3



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.

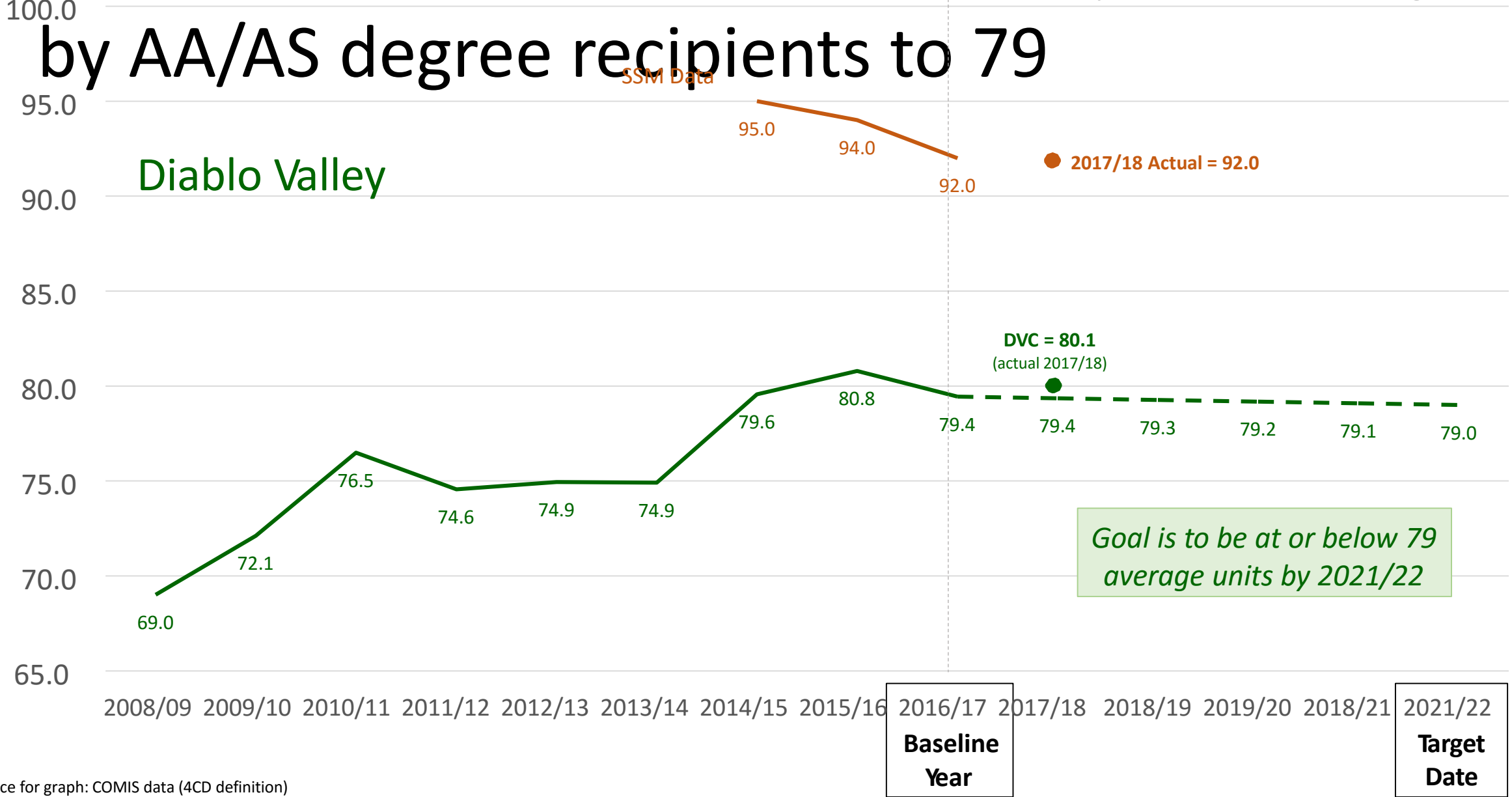
GOAL #3 ACCUMULATION INDICATOR

- Average units earned per completed associates degree

Vision Goal #3: Reduce average units earned

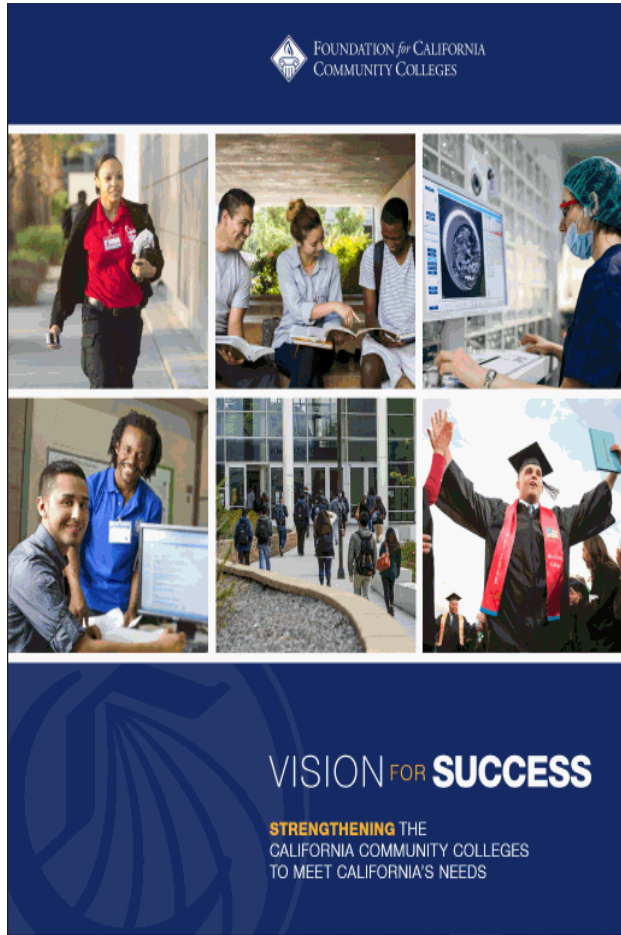
by AA/AS degree recipients to 79

Required to achieve state goal



Data source for graph: COMIS data (4CD definition)

Vision for Success Goal #4



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 69 percent to an improved rate of **76 percent**—the average among the quintile of colleges showing the strongest performance on this measure in the most recent*

GOAL #4 WORKFORCE INDICATORS

- 4a Median

OR

- 4b Percent

OR

- 4c Percent of existing CTE students employed in their field of study

Can we agree to ignore 4.A and 4.B?

dents

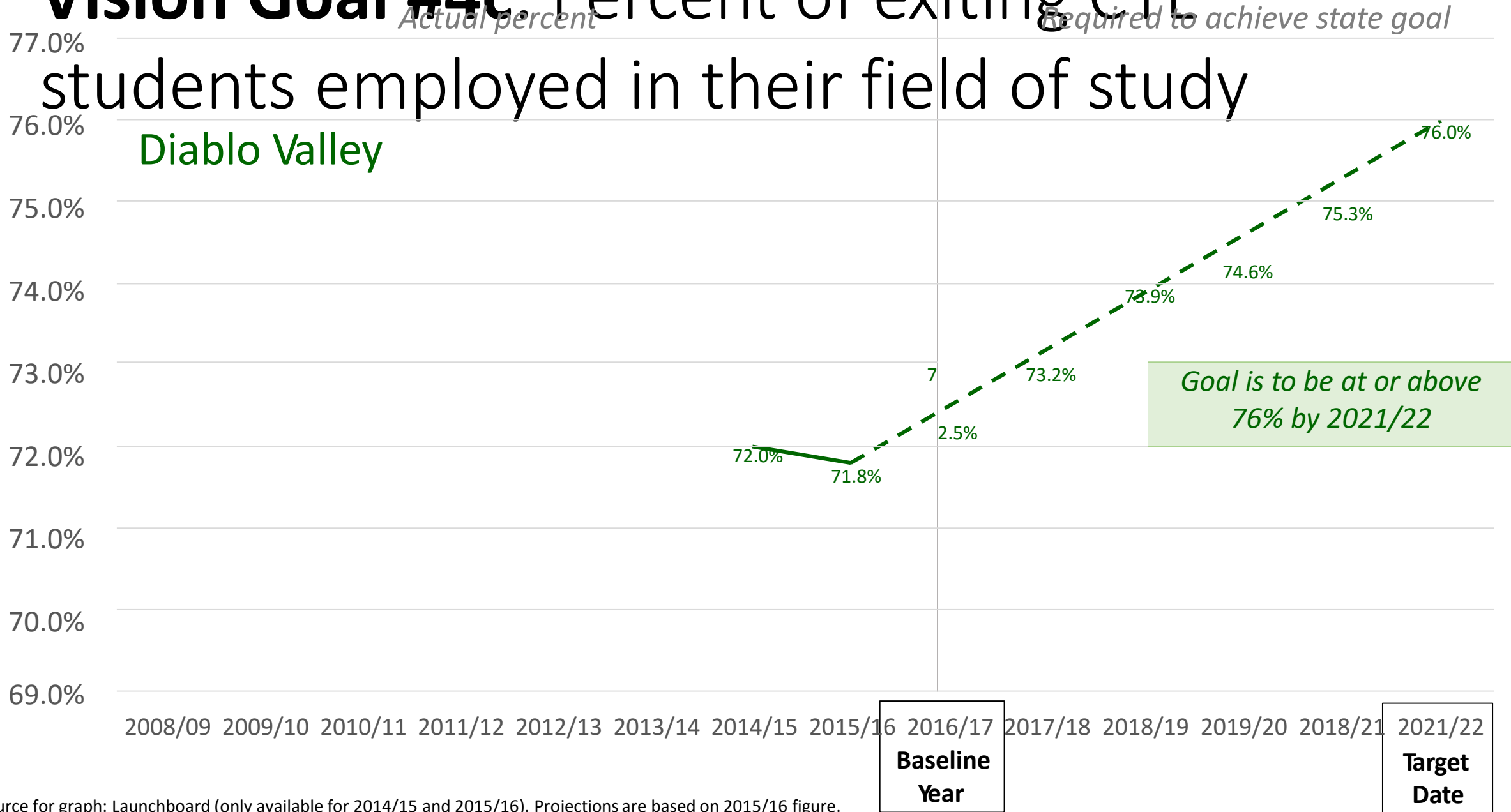
ng wage

The goal language only identifies a target for this indicator



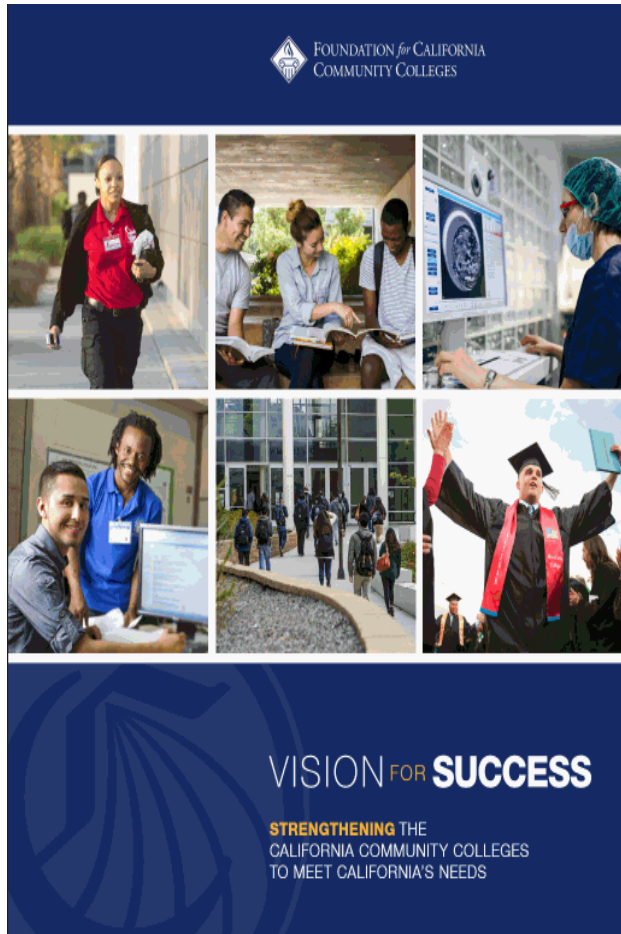
* This goal was upwardly revised by the state chancellor's office in September 2018 from 69% to 76%.

Vision Goal #4c: Percent of exiting CTE students employed in their field of study



Data Source for graph: Launchboard (only available for 2014/15 and 2015/16). Projections are based on 2015/16 figure.

Vision for Success Goal #5



GOAL #5

Reduce equity gaps across all of the above measures

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Just released by the CO on March 1
(data is being processed locally)

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5 years
'od

G

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use student
groups identified as disproportionately impacted in your college's
Equity Plan



Baseline Year = 2016-2017

Target Date = 2021-2022

Local Goal Setting

In the 2017 **Vision for Success**, the California Community College Chancellor's Office and Board of Governors established ambitious systemwide goals for improved student outcomes. Now local colleges have an opportunity to articulate how they will contribute to reaching the systemwide goals for improvement.



GOAL 1 Completion

Systemwide goal: Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

Aligned college-level goal:

(Please fill in at least one of the following)

- [NAME OF COLLEGE] will increase the total number of completed associate degrees from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent. *1508*
- [NAME OF COLLEGE] will increase the number of completed CCCC-approved certificates from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent. *to 1810*

891

1069



GOAL 2 Transfer

Systemwide goal: Increase by 35 percent the number of CCC students systemwide transferring annually to a UC or CSU.

Aligned college-level goal:

(Please fill in at least one of the following)

- [NAME OF COLLEGE] will increase the number of completed ADT degrees from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent. *806*
- [NAME OF COLLEGE] will increase the number of transfers to UC/CSU from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent. *to 1088*

2782

2061



GOAL 3 Unit Accumulation

Systemwide goal: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units—a decrease of 10 percent.

Aligned college-level goal:

(Please fill in the following)

- [NAME OF COLLEGE] will decrease the average units earned per completed associate degree from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, a decrease of [NUMBER] percent.

*92**

79

** note - this # is from the state and does not seem accurate, local data put us at 79.4*



GOAL 4 Workforce

Systemwide goal: Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69 percent to 76 percent, an increase of 10 percent.

Aligned college-level goal:

(Please fill in at least one of the following)

- [NAME OF COLLEGE] will increase median annual earnings of exiting students from [NUMBER] dollars per year in 2016-17 to [NUMBER] dollars per year in 2021-22, an increase of [NUMBER] percent.
- [NAME OF COLLEGE] will increase the number of exiting students earning a living wage from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent.
- [NAME OF COLLEGE] will increase the percent of exiting CTE students who report being employed in their field of study from [NUMBER] percent in 2016-17 to [NUMBER] percent in 2021-22, an increase of [NUMBER] percent. 72.5% 76%



GOAL 5 Equity

Systemwide goal: 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.

Aligned college-level goal:

(Please complete the following)

Which groups of students at your college have been identified as disproportionately impacted according to the point gap methodology? (Check all that apply.)

- [PROVIDE CHECKLIST]

Identify which of your disproportionately impacted groups have data available in the Student Success Metrics. For each of these groups, please identify a completion goal that envisions a faster rate of improvement than for your college as a whole.

Goal for all students: [NAME OF COLLEGE] will increase the number of completed associate degrees from [NUMBER: SAME AS ABOVE] in 2016-17 to [NUMBER: SAME AS ABOVE] in 2021-22, an increase of [NUMBER: SAME AS ABOVE] percent.

In addition, among [DROPDOWN: LIST OF DI STUDENT GROUPS] students, the number of completed associate degrees will increase from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent.

Data not available yet

Goal for all students: [NAME OF COLLEGE] will increase the number of completed CCCC approved certificates from [NUMBER: SAME AS ABOVE] in 2016-17 to [NUMBER: SAME AS ABOVE] in 2021-22, an increase of [NUMBER: SAME AS ABOVE] percent.

In addition, among [DROPDOWN: LIST OF DI STUDENT GROUPS] students, the number of completed CCCC approved certificates will increase from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent.

Additionally, for each of your college's disproportionately impacted groups, please identify a transfer goal that envisions a faster rate of improvement than for your college as a whole.

Goal for all students: [NAME OF COLLEGE] will increase the number of completed ADT degrees from [NUMBER: SAME AS ABOVE] in 2016-17 to [NUMBER: SAME AS ABOVE] in 2021-22, an increase of [NUMBER: SAME AS ABOVE] percent.

In addition, among [DROPDOWN: LIST OF DI STUDENT GROUPS] students, the number of completed ADT degrees will increase from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent.

Goal for all students: [NAME OF COLLEGE] will increase the number of transfers to UC/CSU from [NUMBER] in 2016-17 to [NUMBER: SAME AS ABOVE] in 2021-22, an increase of [NUMBER: SAME AS ABOVE] percent.

In addition, among [DROPDOWN: LIST OF DI STUDENT GROUPS] students, the number of transfers to UC/CSU will increase from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent.

Colleges could opt to also provide goals for additional metrics:

