

Sacramento City College Strategic Planning System Cross-Divisional Program Plan

Planning years: Fall 2026 through Spring 2029

Year #1: 2026-2027 __X__

Year #2: 2027-2028 ____

Year #3: 2028-2029 ____

Plan Type: Program Plan

Planning Area: Office of Dual Enrollment and Early College Programs

Primary Division: Instruction

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Date: 2/27/2026

SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION

Briefly describe your program and state the overall mission of the program and its role(s) across the college.

Early College Program Overview

The Early College Program is designed to expand college access for disproportionately impacted high school and adult school students through intentional early college initiatives and **College and Career Access Pathways (CCAP)** dual enrollment opportunities. The heart of the program is to serve students who may not have previously seen themselves as college-bound and provide them with structured, supportive pathways to higher education. This mission is accomplished through a comprehensive three-tier approach.

Tier #1: Dual Enrollment Course Offerings

The Early College Program provides a diverse menu of CCAP dual enrollment options available at the college through structured course agreements.

College and Career Access Pathways (CCAP)

CCAP partnerships are authorized under California legislation AB 288, which allows community college districts and high schools to enter into formal agreements to offer dual enrollment pathways. These pathways enable students to earn credits that count toward:

- High school diploma completion
- Certificate programs
- Associate of Arts (AA) or Associate of Science (AS) degrees

- Transfer preparation

CCAP pathways are intentionally designed to align with

- Students' academic goals
- High school graduation requirements
- Regional workforce and career demands

Through collaborative planning with high school administrators, counselors, and faculty, CCAP pathways provide structured, goal-oriented opportunities that promote both access and completion.

Tier #2: Wrap-Around Student Support Services

Student success requires more than course access. The Early College Program provides comprehensive, wrap-around support services from initial outreach through course completion.

Services include:

- Informational sessions for students and families
- Application workshops and assistance
- Guided course enrollment support
- New student orientation
- Mid-semester faculty check-ins
- Ongoing communication and coordination with high school partners.

This structured support model ensures students are not only enrolled, but also supported, connected, and positioned to succeed.

Tier #3: Professional Development

Professional development is essential to sustaining a successful dual enrollment program. The Early College Program offers training and collaboration opportunities for:

- Community college faculty and staff
- High school teachers and administrators
- Counselors and professional staff

Because dual enrollment operates across two educational systems, stakeholders must understand both environments. Professional development fosters alignment, strengthens partnerships, and builds a shared understanding of policies, expectations, and student support practices.

B: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

1. **Outcomes assessment.** Briefly state the objectives you worked on last year and the progress you have made on those objectives since the last time the plan was updated. Provide assessment results for [Administrative Unit Outcomes \(AUOs\)](#) and/or [Student Learning Outcomes \(SLOs\)](#) from the most recent review cycle, as applicable. Enter the planning cycle year at the top of the table below.

*Important Note

The Early College Program was established through the Hispanic-Serving Institution (HSI) funded grant project, HSI–Early College Program, which operates from October 2020 through September 2026.

As the grant period concludes on September 30, 2026, the college is fully institutionalizing and absorbing the program’s efforts to ensure its sustainability and long-term impact. The following outlines the AUOs and SLOs implemented over the course of the grant project in accordance with the original grant objectives. Please see Appendix A. HSI-Early College Program Data.

2020-2025 Planning Years AUO and SLO Assessment Results			
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Assessment Measure/Target	Outcome
1,2,5	AUO #1: Increase college enrollment of Hispanic/Latino and low-income students. Admit a cohort of Hispanic/Latino and low-income students from local high schools to participate in the Dual Enrollment program	Target: By September 30, 2025 Increase college enrollment of Hispanic/Latino and low-income students by 8 percentage points from 72%-80% Baseline year: Fall 2020 Measure(s): 68% (1/28/2026) Data Source(s):PRIE Office	Since the grant’s inception, enrollment has shown a consistent upward trend over the course of the project.
1,2,4,5	AUO #2: Increase college successful course completion rates of Hispanic/Latino and low-income students.	Target: By September 30,2025 increase successful course completion rates of Hispanic/Latino and low-income students by eight percentage points from 67% to 75% Baseline year: Fall 2020 Measure(s): 69% (1/28/2026) Data Source(s):PRIE Office	Course completion rates for this student population continue to show incremental but sustained improvement demonstrating ongoing progress toward equitable student success outcomes

1,2,5	AUO # 3: Increase retention rates of Hispanic/Latino and low-income students.	Target: By September 30, 2025 increase the retention rates of Hispanic/Latino and low income students by 8 percentage points from 61% to 69% Baseline year: Fall 2020 Measure(s): 59% (1/28/2026) Data Source(s): PRIE Office	Although the retention rate for this student population dipped slightly at the beginning of the grant period, it has since shown steady improvement. Continued strategies are in place to support further gains.
1,2,5	AUO# 4: Increase the number of Hispanic/Latino and low income students who are transfer-ready to a four-year institution	Target: By September 30,2025 increase the number of Hispanic/Latino and low-income students who are transfer-ready by eight percent from 2384 to 2575 Baseline year: Fall 2020 Measure(s): 3230 (1/28/2026) Data Source(s): PRIE Office	The number of students transfer-ready to a four-year institution has increased, supported in part by participation in CCAP dual enrollment programming and successful completion of transferable college credits
1,2,4,5	AUO# 5: increase the number of certificate and degree completions of Hispanic/Latino and low income students.	Target: By September 30, 2025 increase the number of certificate and degree completions of Hispanic/Latino and low-income students by eight percent from 521-563 Baseline year: Spring 2020 Measure(s): 581 (1/28/2026) Data Source(s): PRIE Office	This student populations number of awarded certificates and degree completions increased due to a number of factors including students being awarded these certificates and degrees upon high school graduation
1,2,3,5	SLO# 1: Increase the number of Hispanic/Latino and low-income students who receive direct student support services.	Target: By September 30,2025 provide accessible tutoring, counseling, and mentoring services to the 1,200 student participants in HSI-ECP. Baseline year: Fall 2020 Measure(s): 1642 (1/28/2026) Data Source(s): PRIE Office	This student population took advantage of various accessible resources/services offered through the grant

Narrative: The HSI–Early College Program is a Developing Hispanic-Serving Institutions grant project funded by the U.S. Department of Education. Since being awarded in 2020, the project has experienced significant growth in creating meaningful CCAP dual enrollment opportunities for students, faculty, and the broader community. The HSI–Early College Program prioritizes Latinx and disproportionately impacted (DI) communities and has dedicated its efforts to supporting students who have not traditionally viewed themselves as “college-going.” The project has increased faculty engagement through FLEX professional development opportunities, including orientations, summits, career fairs, and outreach activities designed to enhance instructional effectiveness. These efforts are complemented by robust student support services, such as information sessions, application workshops, new student orientations, and Spanish-language parent information nights that engage families directly and underscore the program’s commitment to student success and academic excellence. Overall, the HSI Early College Program has significantly expanded resources and capacity at SCC. Grant funding enabled the creation of the Office of Dual Enrollment and a permanent Director position, providing the institutional infrastructure necessary to oversee dual enrollment agreements, course offerings, and high school partnerships. It also supported the implementation of wrap-around student services, including counseling, tutoring, and workshops, which have strengthened student retention, course success, and college-going identity among Hispanic/Latino and low-income students. These investments have enhanced SCC’s visibility and credibility, allowing the college to secure additional district, state, and local resources. By integrating these activities into permanent college operations, the grant has helped ensure the sustainability of high-impact dual enrollment programs, built long-term capacity to underserved students, and positioned SCC to continue expanding access and student success beyond the grant period.			

2. Review of last year’s resource use: Briefly explain how resources were used during the previous cycle to support the work of the plan.

Last year the HSI-Early College Program completed its 5 year grant cycle and is currently operating on a No Cost Extension year set to conclude September 30, 2026. Within the last year funds were strategically used to sustain and strengthen student engagement, recruitment, academic support, and the overall quality of CCAP dual enrollment programming.

- **Personnel** funding supported core implementation and student success functions:
 - **HSI Initiatives Director** (50%): served as campus liaison and maintained grant stakeholder coordination
 - **Two full-time and four part-time Student Support Specialists:** provided direct case management, monitored academic progress, and connected students to resources to promote retention and completion
 - **Adjunct Counselors** (.6 FTE total): supported education planning and strategic dual enrollment course selection aligned with pathway goals.

- **Research Analyst** (.2 FTE overtime): assisted with data analysis, evaluation, and grant reporting.
 - **Travel and Professional Development:** supported ongoing training for campus staff and high school partners to strengthen CCAP implementation and align with best practices.
 - **Equipment and Supplies** included technology, office materials, printing, and loaner hotspots to reduce access barriers.
 - **Contractual** funding ensured Title V compliance and alignment with grant objectives.
 - **Student incentives** provided gift cards to participants who earned a grade of C or higher each term, reinforcing persistence and completion.
- 3. Factors affecting the work of the program.** Provide an overview of the major factors affecting the work of the Program. You may choose to describe the internal (within the college) and external (e.g. outside of the college) environment as they affect the program. Alternatively, you may organize the information by discussing the Program's strengths, weaknesses, opportunities, and challenges.
- **Personnel Changes:** Hiring and onboarding of new staff impacted day-to-day workflow, continuity of services, and program ramp-up time.
 - **Administrative Transitions:** Shifts in leadership, policies, and institutional priorities required ongoing adaptability and realignment of program goals and processes.
 - **Sacramento City Unified School District CCAP MOU:** Delays in securing the MOU with SCUSD the college's primary feeder school district continues to limit expansion and CCAP dual enrollment access and opportunity for targeted students.

Strengths:

- Formally launched the Office of Dual Enrollment at SCC and developed the institutional framework to support CCAP dual enrollment initiatives
- Maintaining core team has lead to development of support services, evolving and strengthening promising practices as well as internal practices and organization
- Constant monitoring of student metrics to continually provide support layer to faculty, students, and high school partners
- Fostering and cultivating of high school partnerships serving 15 high school partners in the Sacramento and Stockton regions
- Providing Faculty trainings to ensure promising practices while working with unique student population

Challenges:

- **COVID-19 Pandemic:** Significantly affected the initial rollout and early implementation of the program, including recruitment, student engagement, and partnership development.
- **Federal-Level Uncertainty:** Changes and uncertainty in federal funding of HSI-Grants and policy direction created challenges for the past planning year of the program which affected sustainability efforts, strategic implementation, and institutionalization strategy.

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

(Required update every three years)

A. MULTI-YEAR DIRECTIONS AND STRATEGIES

Describe the general directions in which you see the Program moving over the next 3 years. Include any multi-year initiatives in your Program Plans. Describe how these directions and initiatives align with the College Goals.

The Office of Dual Enrollment and Early College program aims to scale the efforts and build upon the framework set by the Title V. HSI-Early College program to expand CCAP and Non-CCAP dual enrollment at Sacramento City College over the next three years by:

- Expanding pathways with CCAP partnerships leading to Associate and certificate completions upon graduation of high school
- Strengthening existing and fostering new partnerships with high school districts and community partners
- Strengthening cross campus collaborations with and implementing pathways to learning communities at the college through dual enrollment and connecting students with services available to them
- Enhancing data collection and tracking to assess student engagement, success rates, and program effectiveness
- Developing direct services to support student needs and create college readiness and instill confidence in Dual Enrollment students

B. UNIT OUTCOMES: [ADMINISTRATIVE UNIT OUTCOMES \(AUOs\)](#) or [STUDENT LEARNING OUTCOMES \(SLOs\)](#) FOR THE PLANNING CURRENT CYCLE

Using the templates below, list the [AUOs](#) and/or [SLOs](#) that will result from the work of the program in the planning year. These outcomes should align with and support the [BookmarkCollege Goals](#). Please feel free to add or delete additional rows as needed.

Examples of possible AUOs, SLOs, and expected outcomes/targets are provided below. These are intended to be illustrative, and not necessarily the AUOs or SLOs that you develop for your program plan. Be sure to enter the appropriate planning cycle year at the top of the tables below.

<u>2026-2029</u> Planning Years AUOs and SLOs		
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Expected Outcomes/Targets
1,2,4,5	AUO #1: Increase overall CCAP Dual Enrollment student headcount through targeted partnership expansion, improved access, and strategic course alignment.	By the end of 2029, CCAP Dual Enrollment Headcounts will increase by 25% from Spring 2025's

		480 Students enrolled in programming to 600 total students enrolled while increasing campus overall WSCH % <i>*Stretch Goal*</i> Recruit one high school to collaborate with SCC per year for the next three years.
1,2	AUO# 2 Increase persistence rates through specific partnerships with various departments like Math and English.	<i>*Stretch goal*</i> With changes with AB 1705 Dual Enrollment looks to contribute to students' preparation and persistence for higher levels of math and English at the college level while providing opportunities for students to complete courses in these disciplines.
1,2,3,4	AUO #3: Establish and Improve infrastructure for CCAP Dual Enrollment program processes and procedures with the launch of the new office of Dual Enrollment.	Streamline dual enrollment processes between Highschools, instructional departments and Office of Dual Enrollment while simultaneously developing various program pathways for CCAP Dual Enrollment.
1,2,3	AUO# 4 Improve and develop campus infrastructure around clear pathways into an associate's degree as aligned with Vision 2030.	Strengthen cross-campus collaboration and create clear roads into Associates degree and transfer pathways that exist on campus i.e. Vision 2030, 9th Grade Strategy, City Scholars, Puente, Umoja, Vaka etc.
1,2,3,4	AUO #5 Strengthen and expand existing CCAP educational pathways by integrating Career Education (CE) pathways to create clearly structured, aligned, and scalable dual enrollment pathways that support degree attainment and transfer readiness.	By 2029, participating high school partners will implement fully mapped CCAP pathways aligned to associate degree and transfer requirements,

		contributing to measurable increases in credit accumulation, degree/certificate completion, and transfer readiness for historically underserved students.
1,5	AUO#6 Design and implement equity-centered professional development that reflects the campus community, responds to the distinct training needs of employee groups, and fosters meaningful engagement, dialogue, and professional growth.	By 2029, offer at least one training per semester focusing on Dual Enrollment policies and equity-centered practices.
3,5	AUO #7 The Dual Enrollment Office will provide targeted training for partner high school counselors and instructional staff.	By 2029, the Dual Enrollment Office will provide at least one equity-centered dual enrollment pedagogy training per semester for instructional faculty and at least one annual equity-focused training for partner high school counselors. Participant surveys and post-training assessments will be used to measure increased understanding of the dual enrollment framework and participants' roles in supporting equitable student access, persistence, and success.
1,2,3,5	AUO #8 The Dual Enrollment Office seeks to educate prospective high school students, families and the greater community about dual enrollment (e.g., what it is, its benefits, and courses students may enroll in).	Offer at least one presentation each semester to high school parents and students about dual enrollment, answer questions, and follow up with presentation attendees to pursue their interest in dual enrollment. Attend at least one community

		sponsored event promoting dual enrollment.
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NOTE: Some Program Plan areas may only have AUOs, and not have SLOs. Include SLOs only if your area is able to directly measure student learning.

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR (Required annually)

Program Strategies: Explain the overall strategies that the program uses to fulfill its purpose and implement its objectives. List the timeline and responsible persons for procedures.

AUOs/SLOs: Include the AUO/SLO(s) that the program strategy is designed to address.

Resource requirements: State the resources (human, financial, facilities, and IT) needed to implement program objectives.

Previous funding sources: State the sources of funds your program received during the previous planning cycle. This may include grants, categorical funds, and CCCCO allocations, as well as general fund dollars.

<u>2026-27</u> Planning Years Program Plan Resource Requests							
Program Strategies	AUOs/ SLOs (include number from above tables)	Timeline	Responsible persons	Resource Requirements	Previously funded ? (Yes/No)	Previous Funding Source(s)	Funding Request line item per year
1. Expand CCAP Dual Enrollment recruitment and retention practices and support scaffolding	AUO 1-8	2026-27	Director	Temporary Classified Student Support Specialists (6)	Yes	HSI Title V. Grant	147,180

2. Improve infrastructure for CCAP Dual Enrollment program processes and procedures	AUO 3	2026-27	Director	Temporary Classified Clerk II	Yes	HSI Title V. Grant	\$25,000
3. Develop Pathways for CCAP Dual Enrollment Pathways and faculty/High School Counselor trainings	AUO 1,2,4,5,6,7	2026-27	Director	.4 FTE Counselor (PEX/ESA) per year	Yes	HSI Title V. Grant	\$16,900
4. Travel (Conference/outreach etc)	1,3,4,5,6	2026-27	Director	Travel, conference fees, PD speakers/workshops	Yes	HSI Title V. Grant	\$30,000
5. Office Supplies	4	2026-27	Director	General office supply funds for operation of office	Yes	HSI Title V. Grant	\$3,000
6. Non Instructional supplies	4	2026-27	Director	Promotional materials	Yes	HSI Title V. Grant	\$2,000
7. High School Peer Mentor support program	1,3,8,	2026-27	Director	10 High School student "Peer mentors" (\$500 Stipends per semester each)	No	N/A	10,000
				Total Cost:			234,080
Narrative: As the HSI Title V. Early College Program transitions out of grant funding, this resource request represents a critical step toward institutionalizing and sustaining the infrastructure established through the grant. The HSI Early College Program laid the foundation for CCAP Dual Enrollment and significantly expanded equitable access to dual enrollment							

opportunities. The requested personnel, pathway development support, and operational resources are not new initiatives, but essential components that have driven measurable growth in enrollment, course completion, and transfer readiness among historically underserved students. Without continued institutional investment, the college risks losing both the momentum and structural capacity developed through federal funding. Sustained support will enable the Office of Dual Enrollment and Early College Programs to maintain compliance, strengthen high school partnerships, expand math, English, and Career Education pathways, and continue advancing outcomes aligned with SCC's goals and Vision 2030.	
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SECTION IV: APPENDICES

APPENDIX A: HSI-Early College Program Data Source: PRIE Office. (Please see below)

HSI-ECP Dashboard (with most recent data from Fall 2025)

DEFINITIONS

Course success rate is calculated by dividing the number of A, B, C, and P grades by the total number of grades awarded (A, B, C, D, F, P, NP, I, and W) and multiplying the result by 100.

Course drop rate is calculated by dividing the number of W grades by the total number of grades awarded (A, B, C, D, F, P, NP, I, and W) and multiplying the result by 100.

Course enrollment is defined as the college-wide number of grade notations (A, B, C, D, F, I, MW, P/ CR, NP/ NC, RD, and W). For example, a student who received four grade notations counts as four enrollments.

Student headcount (or unduplicated course enrollment) is the number of students with at least one grade notation. For example, a student is only counted once regardless of the number of grade notations received.

Disproportionate Impact (only applicable to course success rate):

The symbols (below) can be used to interpret disproportionate impact, which is defined by the California Community Colleges Chancellor's Office and accessible at [https://www.cccco.edu/-/media/CCCCO-Website/About-](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx?la=en&hash=CEC0183482280988242FD1EED4F3F1AE39335985)

[Us/Divisions/Digital-Innovation-and-](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx?la=en&hash=CEC0183482280988242FD1EED4F3F1AE39335985)

[Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx?la=en&hash=CEC0183482280988242FD1EED4F3F1AE39335985](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx?la=en&hash=CEC0183482280988242FD1EED4F3F1AE39335985)

Symbol
Descriptor

● Green Circle

Course success rate for specific
demographic group is at or above the course success rate for the given group.

▲ Yellow Triangle

Course success rate for specific
demographic group is below the course success rate for the given group, but
not to the extent indicative of disproportionate impact.

■ Red Square

Course success rate for specific
demographic group is below the course success rate for the given group, and
to the extent indicative of disproportionate impact.

COURSE SUCCESS RATE – Fall Terms

Success by Term by Ethnicity									
Term	Fall 2022		Fall 2023		Fall 2024		Fall 2025		
Ethnicity	DI	Success	DI	Success	DI	Success	DI	Success	
African American			● 94.74%		● 82.35%		▲ 77.88%		
Asian	● 81.82%		● 87.50%		● 84.75%		● 86.41%		
Filipino							● 90.00%		
Hispanic/Latino	▲ 58.93%		▲ 74.78%		▲ 76.65%		▲ 75.20%		
Multi-Race			● 91.67%		▲ 77.59%		▲ 72.31%		
Unknown					▲ 66.67%				
White	▲ 53.85%		▲ 77.27%		● 82.42%		● 80.34%		
Total		59.18%		80.66%		79.75%		78.08%	

Success all selected Semesters		
Ethnicity	DI	Success
African American	●	82.69%
Asian	●	85.71%
Filipino	▲	77.78%
Hispanic/Latino	■	74.47%
Multi-Race	▲	75.00%
Pacific Islander	●	93.33%
Unknown	▲	57.89%
White	●	79.80%
Total		78.09%

Success by Term and Gender									
Term	Fall 2022		Fall 2023		Fall 2024		Fall 2025		
GENDER	DI	Success	DI	Success	DI	Success	DI	Success	
Female	● 71.15%		● 90.38%		▲ 77.40%		● 78.19%		
Male	▲ 48.78%		■ 71.07%		● 83.27%		▲ 77.99%		
Unknown			▲ 67.86%		▲ 75.00%		▲ 77.42%		
Total		59.18%		80.66%		79.75%		78.08%	

Success all selected Semesters		
GENDER	DI	Success
Female	●	79.35%
Male	▲	77.22%
Unknown	▲	70.45%
Total		78.09%

Success by Term and Income Level									
Term	Fall 2022		Fall 2023		Fall 2024		Fall 2025		
Income Level	DI	Success	DI	Success	DI	Success	DI	Success	
Low Income		58.33%		83.08%		80.24%		80.26%	
Not Low Income		65.38%		85.71%		83.87%		78.92%	
Unable to Determine		55.56%		75.00%		78.09%		76.73%	
Total		59.18%		80.66%		79.75%		78.08%	

Success all selected Semesters		
Income Level	DI	Success
Low Income		79.04%
Not Low Income		81.21%
Unable to Determine		76.24%
Total		78.09%

Success by Term by First Gen									
Term	Fall 2022		Fall 2023		Fall 2024		Fall 2025		
FIRST_GENERATION	DI	Success	DI	Success	DI	Success	DI	Success	
No		61.43%		79.22%		80.70%		77.49%	
Yes		53.57%		88.00%		76.12%		80.57%	
Total		59.18%		80.66%		79.75%		78.08%	

Success all selected Semesters		
FIRST_GEN	DI	Success
No		78.10%
Yes		78.04%
Total		78.09%

COURSE SUCCESS RATE – Spring & Summer Terms

Success by Term by Ethnicity								
Term Ethnicity	Spring 2022		Spring 2023		Spring 2024		Spring 2025	
	DI	Success	DI	Success	DI	Success	DI	Success
African American					85.25%		67.03%	
Asian			88.46%		85.29%		93.62%	
Hispanic/Latino	59.26%		70.00%		66.03%		76.60%	
Multi-Race					81.08%		75.93%	
White			93.33%		69.57%		88.31%	
Total		62.50%		80.17%		72.26%		79.27%

Success all selected Semesters		
Ethnicity	DI	Success
African American		75.47%
Asian		89.72%
Hispanic/Latino		71.12%
Multi-Race		79.59%
White		81.05%
Total		76.29%

Success by Term and Gender								
Term GENDER	Spring 2022		Spring 2023		Spring 2024		Spring 2025	
	DI	Success	DI	Success	DI	Success	DI	Success
Female	69.57%		81.71%		74.60%		78.09%	
Male			75.76%		68.91%		80.24%	
Unknown					75.00%		88.89%	
Total		62.50%		80.17%		72.26%		79.27%

Success all selected Semesters		
GENDER	DI	Success
Female		77.00%
Male		74.90%
Unknown		80.49%
Total		76.29%

Success by Term and Income Level								
Term Income Level	Spring 2022		Spring 2023		Spring 2024		Spring 2025	
	DI	Success	DI	Success	DI	Success	DI	Success
Low Income		50.00%		75.51%		75.26%		72.66%
Not Low Income				81.48%		79.78%		79.78%
Unable to Determine				85.00%		68.82%		81.22%
Total		62.50%		80.17%		72.26%		79.27%

Success all selected Semesters		
Income Level	DI	Success
Low Income		72.76%
Not Low Income		79.91%
Unable to Determine		76.63%
Total		76.29%

Success by Term by First Gen								
Term FIRST_GENERATION	Spring 2022		Spring 2023		Spring 2024		Spring 2025	
	DI	Success	DI	Success	DI	Success	DI	Success
No		64.29%		82.56%		71.82%		80.56%
Yes				73.33%		73.96%		73.98%
Total		62.50%		80.17%		72.26%		79.27%

Success all selected Semesters		
FIRST_GEN	DI	Success
No		77.00%
Yes		73.52%
Total		76.29%

COURSE DROP RATE – Fall Terms

Course Drop Rate by Term and Ethnicity					Course Drop Rate for all selected Semesters	
Ethnicity	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Ethnicity	Drop Rate
African American		5.26%	7.06%	10.62%	African American	8.85%
Asian	9.09%	0.00%	11.86%	3.88%	Asian	6.35%
Filipino				10.00%	Filipino	11.11%
Hispanic/Latino	28.57%	19.13%	8.56%	9.81%	Hispanic/Latino	12.08%
Multi-Race		8.33%	8.62%	16.92%	Multi-Race	14.74%
Unknown			0.00%		Pacific Islander	0.00%
White	46.15%	9.09%	6.06%	10.26%	Unknown	21.05%
Total	30.61%	12.46%	7.73%	10.02%	White	9.60%
					Total	10.67%

Course Drop Rate by Term and Gender					Course Drop Rate for all selected Semesters	
GENDER	Fall 2022	Fall 2023	Fall 2024	Fall 2025	GENDER	Drop Rate
Female	19.23%	8.97%	8.76%	9.07%	Female	9.44%
Male	39.02%	15.70%	5.95%	11.14%	Male	11.52%
Unknown		17.86%	12.50%	12.90%	Unknown	18.18%
Total	30.61%	12.46%	7.73%	10.02%	Total	10.67%

Course Drop Rate by Term and Income Level					Course Drop Rate for all selected Semesters	
Income Level	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Income Level	Drop Rate
Low Income	30.56%	12.31%	8.98%	6.01%	Low Income	9.58%
Not Low Income	26.92%	7.14%	9.68%	12.97%	Not Low Income	11.41%
Unable to Determine	33.33%	17.19%	6.46%	10.82%	Unable to Determine	10.89%
Total	30.61%	12.46%	7.73%	10.02%	Total	10.67%

Course Drop Rate by Term and First Gen					Course Drop Rate for all selected Semesters	
FIRST_GENERATION	Fall 2022	Fall 2023	Fall 2024	Fall 2025	FIRST_GENERATION	Drop Rate
No	28.57%	13.33%	7.60%	10.91%	No	11.01%
Yes	35.71%	8.00%	8.21%	6.29%	Yes	9.30%
Total	30.61%	12.46%	7.73%	10.02%	Total	10.67%

COURSE DROP RATE – Spring & Summer Terms

Course Drop Rate by Term and Ethnicity					Course Drop Rate for all selected Semesters	
Ethnicity	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Ethnicity	Drop Rate
African American			8.20%	16.48%	African American	12.58%
Asian		11.54%	2.94%	2.13%	Asian	4.67%
Hispanic/Latino	14.81%	21.67%	18.18%	8.68%	Hispanic/Latino	13.90%
Multi-Race			5.41%	14.81%	Multi-Race	10.20%
White		0.00%	11.30%	5.19%	White	7.37%
Total	12.50%	14.66%	12.90%	9.09%	Total	11.13%

Course Drop Rate by Term and Gender					Course Drop Rate for all selected Semesters	
GENDER	Spring 2022	Spring 2023	Spring 2024	Spring 2025	GENDER	Drop Rate
Female	8.70%	15.85%	13.89%	9.83%	Female	11.92%
Male		12.12%	11.92%	8.30%	Male	10.29%
Unknown			10.00%	5.56%	Unknown	7.32%
Total	12.50%	14.66%	12.90%	9.09%	Total	11.13%

Course Drop Rate by Term and Income Level					Course Drop Rate for all selected Semesters	
Income Level	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Income Level	Drop Rate
Low Income	12.50%	20.41%	15.46%	15.63%	Low Income	16.21%
Not Low Income		14.81%	10.11%	12.36%	Not Low Income	11.21%
Unable to Determine		7.50%	12.90%	6.34%	Unable to Determine	9.10%
Total	12.50%	14.66%	12.90%	9.09%	Total	11.13%

Course Drop Rate by Term and First Gen					Course Drop Rate for all selected Semesters	
FIRST_GENERATION	Spring 2022	Spring 2023	Spring 2024	Spring 2025	FIRST_GENERATION	Drop Rate
No	14.29%	11.63%	12.47%	8.53%	No	10.44%
Yes		23.33%	14.58%	11.38%	Yes	13.83%
Total	12.50%	14.66%	12.90%	9.09%	Total	11.13%

COURSE ENROLLMENT – Fall Terms

Enrollments					
Ethnicity		Fall 2022	Fall 2023	Fall 2024	Fall 2025
African American	N	58	85	113	
	%	18.77%	13.14%	12.43%	
Asian	N	11	17	59	103
	%	11.22%	5.50%	9.12%	11.33%
Filipino	N			11	
	%			1.21%	
Hispanic/Latino	N	56	115	257	367
	%	57.14%	37.22%	39.72%	40.37%
Multi-Race	N	26	58	65	
	%	8.41%	8.96%	7.15%	
Unknown	N		12		
	%		1.85%		
White	N	13	88	165	234
	%	13.27%	28.48%	25.50%	25.74%
Total	N	98	309	647	909
	%	100.00%	100.00%	100.00%	100.00%

Enrollments for all selected Semesters		
Ethnicity		
African American	N	261
	%	13.30%
Asian	N	190
	%	9.68%
Filipino	N	19
	%	0.97%
Hispanic/Latino	N	795
	%	40.50%
Multi-Race	N	158
	%	8.05%
Pacific Islander	N	15
	%	0.76%
Unknown	N	19
	%	0.97%
White	N	500
	%	25.47%
Total	N	1963
	%	100.00%

Enrollments					
GENDER		Fall 2022	Fall 2023	Fall 2024	Fall 2025
Female	N	52	159	354	519
	%	53.06%	51.46%	54.71%	57.10%
Male	N	41	122	269	359
	%	41.84%	39.48%	41.58%	39.49%
Unknown	N	28	24	31	
	%	9.06%	3.71%	3.41%	
Total	N	98	309	647	909
	%	100.00%	100.00%	100.00%	100.00%

Enrollments for all selected Semesters		
GENDER		
Female	N	1084
	%	55.22%
Male	N	791
	%	40.30%
Unknown	N	88
	%	4.48%
Total	N	1963
	%	100.00%

Enrollments					
Income Level		Fall 2022	Fall 2023	Fall 2024	Fall 2025
Low Income	N	36	65	167	234
	%	36.73%	21.04%	25.81%	25.74%
Not Low Income	N	26	114	124	185
	%	26.53%	36.89%	19.17%	20.35%
Unable to Determine	N	36	130	356	490
	%	36.73%	42.07%	55.02%	53.91%
Total	N	98	309	647	909
	%	100.00%	100.00%	100.00%	100.00%

Enrollments for all selected Semesters		
Income Level		
Low Income	N	502
	%	25.57%
Not Low Income	N	449
	%	22.87%
Unable to Determine	N	1012
	%	51.55%
Total	N	1963
	%	100.00%

Enrollments					
FIRST_GENERATION		Fall 2022	Fall 2023	Fall 2024	Fall 2025
No	N	70	259	513	733
	%	71.43%	83.82%	79.29%	80.64%
Yes	N	28	50	134	176
	%	28.57%	16.18%	20.71%	19.36%
Total	N	98	309	647	909
	%	100.00%	100.00%	100.00%	100.00%

Enrollments for all selected Semesters		
FIRST_GENERATION		
No	N	1575
	%	80.23%
Yes	N	388
	%	19.77%
Total	N	1963
	%	100.00%

COURSE ENROLLMENT – Spring & Summer Terms

		Enrollments			
Ethnicity		Spring 2022	Spring 2023	Spring 2024	Spring 2025
African American	N			61	91
	%			13.03%	14.44%
Asian	N		26	34	47
	%		22.41%	7.26%	7.46%
Hispanic/Latino	N	27	60	209	266
	%	84.38%	51.72%	44.66%	42.22%
Multi-Race	N			37	54
	%			7.91%	8.57%
White	N		15	118	156
	%		12.93%	25.21%	24.76%
Total	N	32	116	468	630
	%	100.00%	100.00%	100.00%	100.00%

		Enrollments for all selected Semesters	
Ethnicity			
African American	N		159
	%		12.76%
Asian	N		107
	%		8.59%
Hispanic/Latino	N		562
	%		45.10%
Multi-Race	N		98
	%		7.87%
White	N		290
	%		23.27%
Total	N	1246	
	%	100.00%	

		Enrollments			
GENDER		Spring 2022	Spring 2023	Spring 2024	Spring 2025
Female	N	23	82	254	358
	%	71.88%	70.69%	54.27%	56.83%
Male	N		33	194	253
	%		28.45%	41.45%	40.16%
Unknown	N			20	19
	%			4.27%	3.02%
Total	N	32	116	468	630
	%	100.00%	100.00%	100.00%	100.00%

		Enrollments for all selected Semesters	
GENDER			
Female	N		717
	%		57.54%
Male	N		487
	%		39.09%
Unknown	N		42
	%		3.37%
Total	N	1246	
	%	100.00%	

		Enrollments			
Income Level		Spring 2022	Spring 2023	Spring 2024	Spring 2025
Low Income	N	16	49	97	128
	%	50.00%	42.24%	20.73%	20.32%
Not Low Income	N		27	91	89
	%		23.28%	19.44%	14.13%
Unable to Determine	N		40	280	413
	%		34.48%	59.83%	65.56%
Total	N	32	116	468	630
	%	100.00%	100.00%	100.00%	100.00%

		Enrollments for all selected Semesters	
Income Level			
Low Income	N		290
	%		23.27%
Not Low Income	N		216
	%		17.34%
Unable to Determine	N		740
	%		59.39%
Total	N	1246	
	%	100.00%	

		Enrollments			
FIRST_GENERATION		Spring 2022	Spring 2023	Spring 2024	Spring 2025
No	N	28	86	371	507
	%	87.50%	74.14%	79.27%	80.48%
Yes	N		30	97	123
	%		25.86%	20.73%	19.52%
Total	N	32	116	468	630
	%	100.00%	100.00%	100.00%	100.00%

Enrollments for all selected Semesters		
FIRST_GENERATION		
No	N	992
	%	79.61%
Yes	N	254
	%	20.39%
Total	N	1246
	%	100.00%

HEADCOUNT – Fall Terms

Ethnicity		Fall 2022	Fall 2023	Fall 2024	Fall 2025
African American	N		34	58	86
	%		14.47%	11.81%	11.44%
Asian	N	11	14	38	86
	%	11.96%	5.96%	7.74%	11.44%
Hispanic/Latino	N	52	81	205	301
	%	56.52%	34.47%	41.75%	40.03%
Multi-Race	N		26	44	54
	%		11.06%	8.96%	7.18%
Unknown	N			12	
	%			2.44%	
White	N	13	75	126	201
	%	14.13%	31.91%	25.66%	26.73%
Total	N	92	235	491	752
	%	100.00%	100.00%	100.00%	100.00%

Headcount

GENDER		Fall 2022	Fall 2023	Fall 2024	Fall 2025
Female	N	50	119	270	427
	%	54.35%	50.64%	54.99%	56.78%
Male	N	37	96	201	297
	%	40.22%	40.85%	40.94%	39.49%
Unknown	N		20	20	28
	%		8.51%	4.07%	3.72%
Total	N	92	235	491	752
	%	100.00%	100.00%	100.00%	100.00%

Headcount

Income Level		Fall 2022	Fall 2023	Fall 2024	Fall 2025
Low Income	N	32	44	128	198
	%	34.78%	18.72%	26.07%	26.33%
Not Low Income	N	25	87	95	167
	%	27.17%	37.02%	19.35%	22.21%
Unable to Determine	N	35	104	268	387
	%	38.04%	44.26%	54.58%	51.46%
Total	N	92	235	491	752
	%	100.00%	100.00%	100.00%	100.00%

Headcount

FIRST_GENERATION		Fall 2022	Fall 2023	Fall 2024	Fall 2025
No	N	66	199	389	610
	%	71.74%	84.68%	79.23%	81.12%
Yes	N	26	36	102	142
	%	28.26%	15.32%	20.77%	18.88%
Total	N	92	235	491	752
	%	100.00%	100.00%	100.00%	100.00%

Headcount for all selected Semesters

Ethnicity		
African American	N	152
	%	11.53%
Asian	N	126
	%	9.56%
Filipino	N	18
	%	1.37%
Hispanic/Latino	N	540
	%	40.97%
Multi-Race	N	110
	%	8.35%
Unknown	N	18
	%	1.37%
White	N	342
	%	25.95%
Total	N	1318
	%	100.00%

Headcount for all selected Semesters

GENDER		
Female	N	730
	%	55.39%
Male	N	526
	%	39.91%
Unknown	N	62
	%	4.70%
Total	N	1318
	%	100.00%

Headcount for all selected Semesters

Income Level		
Low Income	N	374
	%	28.38%
Not Low Income	N	338
	%	25.64%
Unable to Determine	N	658
	%	49.92%
Total	N	1318
	%	100.00%

Headcount for all selected Semesters

FIRST_GENERATION		
No	N	1056
	%	80.12%
Yes	N	262
	%	19.88%
Total	N	1318
	%	100.00%

HEADCOUNT – Spring & Summer Terms

Ethnicity		Spring 2022	Spring 2023	Spring 2024	Spring 2025
African American	N			39	67
	%			10.34%	13.96%
Asian	N		23	26	34
	%		22.77%	6.90%	7.08%
Hispanic/Latino	N	14	52	167	199
	%	82.35%	51.49%	44.30%	41.46%
Multi-Race	N			30	41
	%			7.96%	8.54%
White	N		14	106	127
	%		13.86%	28.12%	26.46%
Total	N	17	101	377	480
	%	100.00%	100.00%	100.00%	100.00%

GENDER		Spring 2022	Spring 2023	Spring 2024	Spring 2025
Female	N	12	72	194	270
	%	70.59%	71.29%	51.46%	56.25%
Male	N		28	165	194
	%		27.72%	43.77%	40.42%
Unknown	N			18	16
	%			4.77%	3.33%
Total	N	17	101	377	480
	%	100.00%	100.00%	100.00%	100.00%

Headcount

Income Level		Spring 2022	Spring 2023	Spring 2024	Spring 2025
Low Income	N		43	74	109
	%		42.57%	19.63%	22.71%
Not Low Income	N		26	74	82
	%		25.74%	19.63%	17.08%
Unable to Determine	N		32	229	289
	%		31.68%	60.74%	60.21%
Total	N	17	101	377	480
	%	100.00%	100.00%	100.00%	100.00%

Headcount

FIRST_GENERATION		Spring 2022	Spring 2023	Spring 2024	Spring 2025
No	N	15	74	306	389
	%	88.24%	73.27%	81.17%	81.04%
Yes	N		27	71	91
	%		26.73%	18.83%	18.96%
Total	N	17	101	377	480
	%	100.00%	100.00%	100.00%	100.00%

Headcount for all selected Semesters

Ethnicity		
African American	N	99
	%	11.51%
Asian	N	70
	%	8.14%
Hispanic/Latino	N	380
	%	44.19%
Multi-Race	N	67
	%	7.79%
White	N	223
	%	25.93%
Total	N	860
	%	100.00%

GENDER		
Female	N	476
	%	55.35%
Male	N	351
	%	40.81%
Unknown	N	33
	%	3.84%
Total	N	860
	%	100.00%

Headcount for all selected Semesters

Income Level		
Low Income	N	225
	%	26.16%
Not Low Income	N	180
	%	20.93%
Unable to Determine	N	490
	%	56.98%
Total	N	860
	%	100.00%

Headcount for all selected Semesters

FIRST_GENERATION		
No	N	694
	%	80.70%
Yes	N	172
	%	20.00%
Total	N	860
	%	100.00%

FALL TO SPRING PERSISTENCE

Persistence			
Ethnicity	Fall 2022	Fall 2023	Fall 2024
African American		79%	66%
Asian	45%	43%	74%
Hispanic/Latino	37%	68%	59%
Multi-Race		69%	59%
Unknown			33%
White	23%	52%	65%
Total	33%	63%	62%

Persistence			
GENDER	Fall 2022	Fall 2023	Fall 2024
Female	36%	66%	64%
Male	32%	60%	62%
Unknown		55%	45%
Total	33%	63%	62%

Persistence			
Income Level	Fall 2022	Fall 2023	Fall 2024
Low Income	34%	68%	56%
Not Low Income	24%	60%	62%
Unable to Determine	37%	63%	65%
Total	33%	63%	62%

Persistence			
FIRST_GENERATION	Fall 2022	Fall 2023	Fall 2024
No	32%	58%	65%
Yes	35%	86%	51%
Total	33%	63%	62%

HSI HEADCOUNT

HSI		Fall 2022	Fall 2023	Fall 2024	Fall 2025
N	N	40	154	283	449
	%	43.48%	65.53%	57.64%	59.71%
Y	N	52	81	208	303
	%	56.52%	34.47%	42.36%	40.29%
Total	N	92	235	491	752
	%	100.00%	100.00%	100.00%	100.00%

Headcount for all selected Semesters

HSI		
N	N	773
	%	58.65%
Y	N	545
	%	41.35%
Total	N	1318
	%	100.00%

HSI		Spring 2022	Spring 2023	Spring 2024	Spring 2025	Summer 2022
N	N		49	205	278	29
	%		48.51%	54.38%	57.92%	42.65%
Y	N	14	52	172	202	39
	%	82.35%	51.49%	45.62%	42.08%	57.35%
Total	N	17	101	377	480	68
	%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount for all selected Semesters

HSI		
N	N	499
	%	54.36%
Y	N	419
	%	45.64%
Total	N	918
	%	100.00%