Enrollment and Course Success: (Some) Insights on Student Progress and Achievement

Admin Council
September 8, 2021

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Asking the Questions

- Who are we serving?
- Are students making progress?
- How do we facilitate student progress?
- Do our equity interventions enhance success and progress?

Data for Practice

- Framework to reflect on the practical significance of these data
  - So it becomes information
  - So it informs how initiatives/programs operate and for what purpose/goals
  - So it is actionable

A Frame for Student Success

- What is being affirmed? [Identities/Experiences]
- How does the support occur? [Process]
- Where is the program/policy occurring? [Context]
- When does intervention occur? [Timing]

Centering student voice and experiences; reach out first (and early), affirming/supporting on a consistent basis; as a process and not a means to an end

Hallett, R., Bettencourt, G. M., Kezar, A., Kitchen, J. A., Perez, R., & Reason, R. (2021). *Re-envisioning campuses to holistically support students: The ecological validation model of student success* [Brief]. USC Pullias Center for Higher Education.
Rendón, L. I. and Muñoz, S. M. (2011). *Revisiting validation theory: Theoretical foundations, applications, and extensions*. Enrollment Management Journal: Student Access, Finance, and Success in Higher Education, 5(2), 12-33.

Data Overview: One Lens on Student Experiences

- Enrollment
- Course Success
- Initiatives along the student pathway
  - Dual Enrollment
  - College Promise
  - AB 705
  - Learning Communities

Where are the points of entry from enrollment, course success to our equity initiatives?

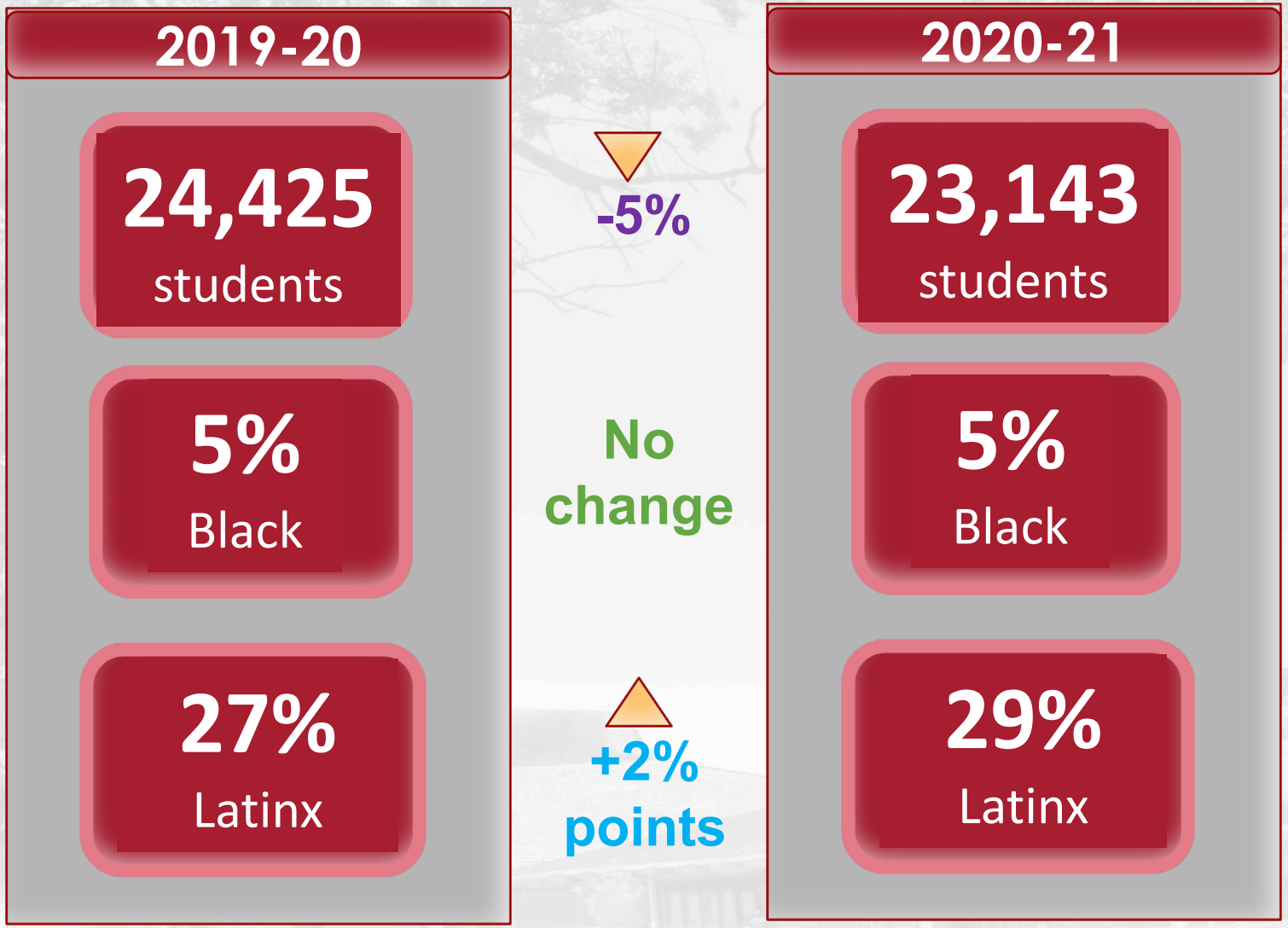
Are our initiatives coordinated? How do our initiatives drive from student strengths, assets, and capabilities?

Enrollment

Who are we serving?

Pre-Pandemic vs. Pandemic

Year-to-Year Enrollment Decline



Key observation: Representation rate by ethnicity remains relatively stable

Source: FH IRP | Fall, Winter, Spring, Second Spring terms.
2019-20 HC=24,425 | Asian=31% | Filipinx=5% | Native American=<1% | Pacific Islander=1% | White=28% | Decline to State=3%
2020-21 HC=23,143 | Asian=27% | Filipinx=5% | Native American=1% | Pacific Islander=2% | White=29% | Decline to State=3%

We know there was a decline in total students enrolled…

Headcount		Change
+49	More Latinx	+1%
-108	Fewer African American/Black	-10%
-5	Fewer Filipinx	-<1%
-557	Fewer Asian	-8%
-680	Fewer White	-9%

Key observation: Drop in enrollment means fewer students see others of their own ethnicity

Source: FH IRP | Fall, Winter, Spring, Second Spring terms.
2019-20 HC=24,425 | Asian=6,985 | Black=1,136 | Filipinx=1,157 | Latinx=6,458 | Native American=124 | Pacific Islander=284 | White=7,649
2020-21 HC=23,143 | Asian=6,428 | Black=1,028 | Filipinx=1,152 | Latinx=6,507 | Native American=128 | Pacific Islander=315 | White=6,969

We continue to serve Santa Clara County….

Key observation: Affirmation and support for increasing number living further away and enrolled primarily online?

58% → **55%**

Fall 2019 — Fall 2020

Less than 1/5th of Black, Filipinx, Latinx students come from our service area; experiences coming from outside immediate surrounding neighborhoods

Source: FH IRP | Unduplicated headcount for Fall term only.
Fall 2019 Santa Clara County HC=7,974 | Asian=2,778 | Black=275 | Filipinx=391 | Latinx=1,966 | Native American=33 | Pacific Islander=50 | White=2,139
Fall 2020 Santa Clara County HC=7,153 | Asian=2,472 | Black=228 | Filipinx=368| Latinx=1,767 | Native American=28 | Pacific Islander=59 | White=1,938
Fall 2020 Total Asian HC=3,811; Service Area HC=1,391 (37% of all Asian); Rest of SC County=1,081 (28% of all Asian) | Total Black HC=555; Service Area HC=81 (15% of all Black); Rest of SC County=147 (26% of all Black) | Total Filipinx HC=641; Service Area HC=104 (16% of all Filipinx); Rest of SC County=264 (41% of all Filipinx) | Total Latinx HC=3,559; Service Area HC=710 (20% of all Latinx); Rest of SC County=1,057 (30% of all Latinx)| Total White HC=3,801; Service Area HC=1,242 (33% of all White); Rest of SC County=696 (18% of all White)

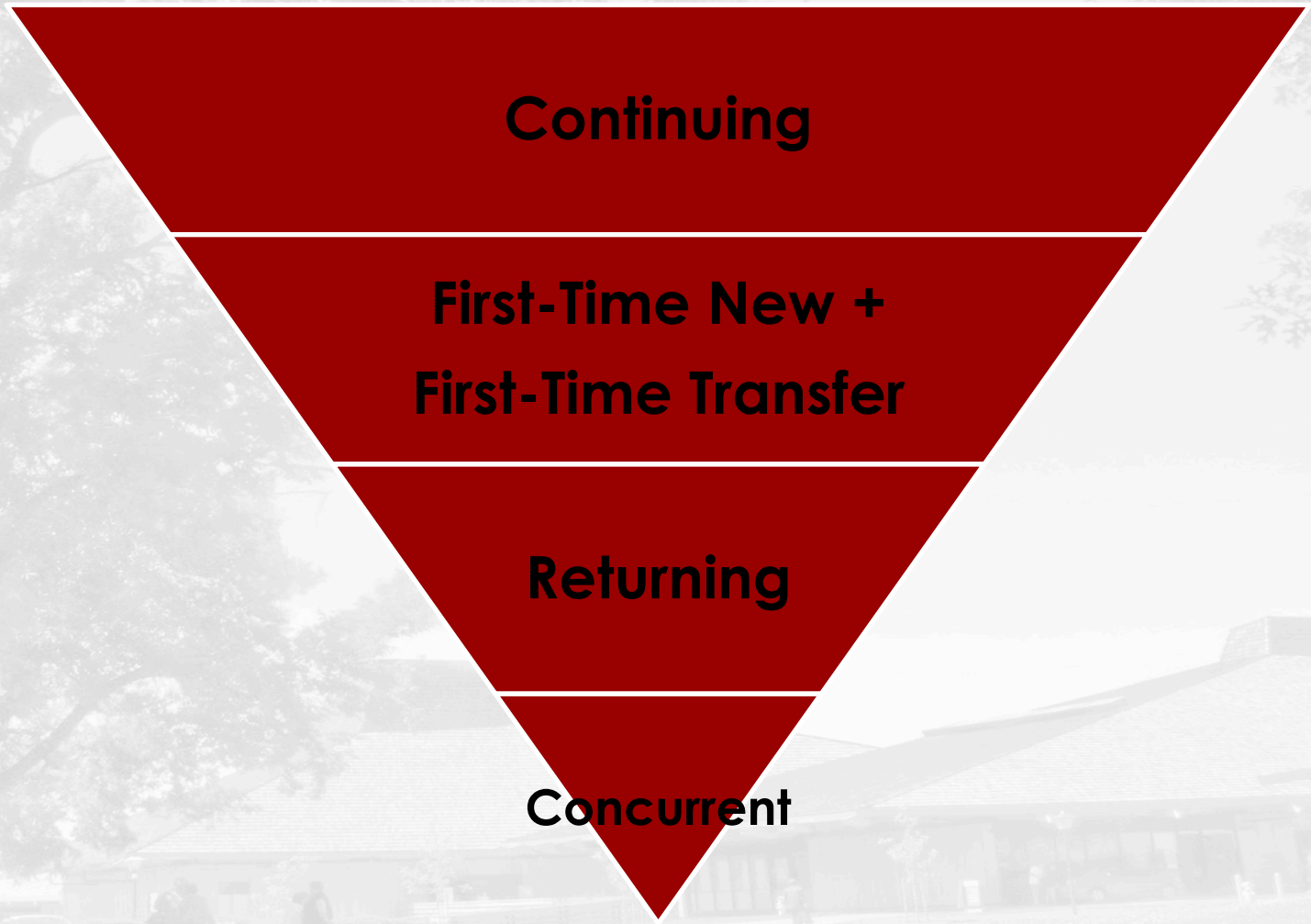
Santa Clara County Decline by Ethnicity Headcount

	Students Lost
African American/Black	59
Filipinx	23
Latinx	199
Asian	306
White	201

Key observation: Fewer Asian, White, Latinx students part of campus community

Source: FH IRP | Unduplicated headcount for Fall term only.
Fall 2019: Total Asian HC=4,032; Service Area HC=1,613 (40% of all Asian); Rest of SC County=1,165 (29% of all Asian) | Total Black HC=665; Service Area HC=114 (17% of all Black); Rest of SC County=161 (24% of all Black) | Total Filipinx HC=645; Service Area HC=105 (16% of all Filipinx); Rest of SC County=286 (44% of all Filipinx) | Total Latinx HC=3,625; Service Area HC=833 (23% of all Latinx); Rest of SC County=1,133 (31% of all Latinx) | Total White HC=3,934; Service Area HC=1,386 (35% of all White); Rest of SC County=753 (19% of all White)
Fall 2020: Total Asian HC=3,811; Service Area HC=1,391 (37% of all Asian); Rest of SC County=1,081 (28% of all Asian) | Total Black HC=555; Service Area HC=81 (15% of all Black); Rest of SC County=147 (26% of all Black) | Total Filipinx HC=641; Service Area HC=104 (16% of all Filipinx); Rest of SC County=264 (41% of all Filipinx) | Total Latinx HC=3,559; Service Area HC=710 20% of all Latinx); Rest of SC County=1,057 (30% of all Latinx)| Total White HC=3,801; Service Area HC=1,242 (33% of all White); Rest of SC County=696 (18% of all White)

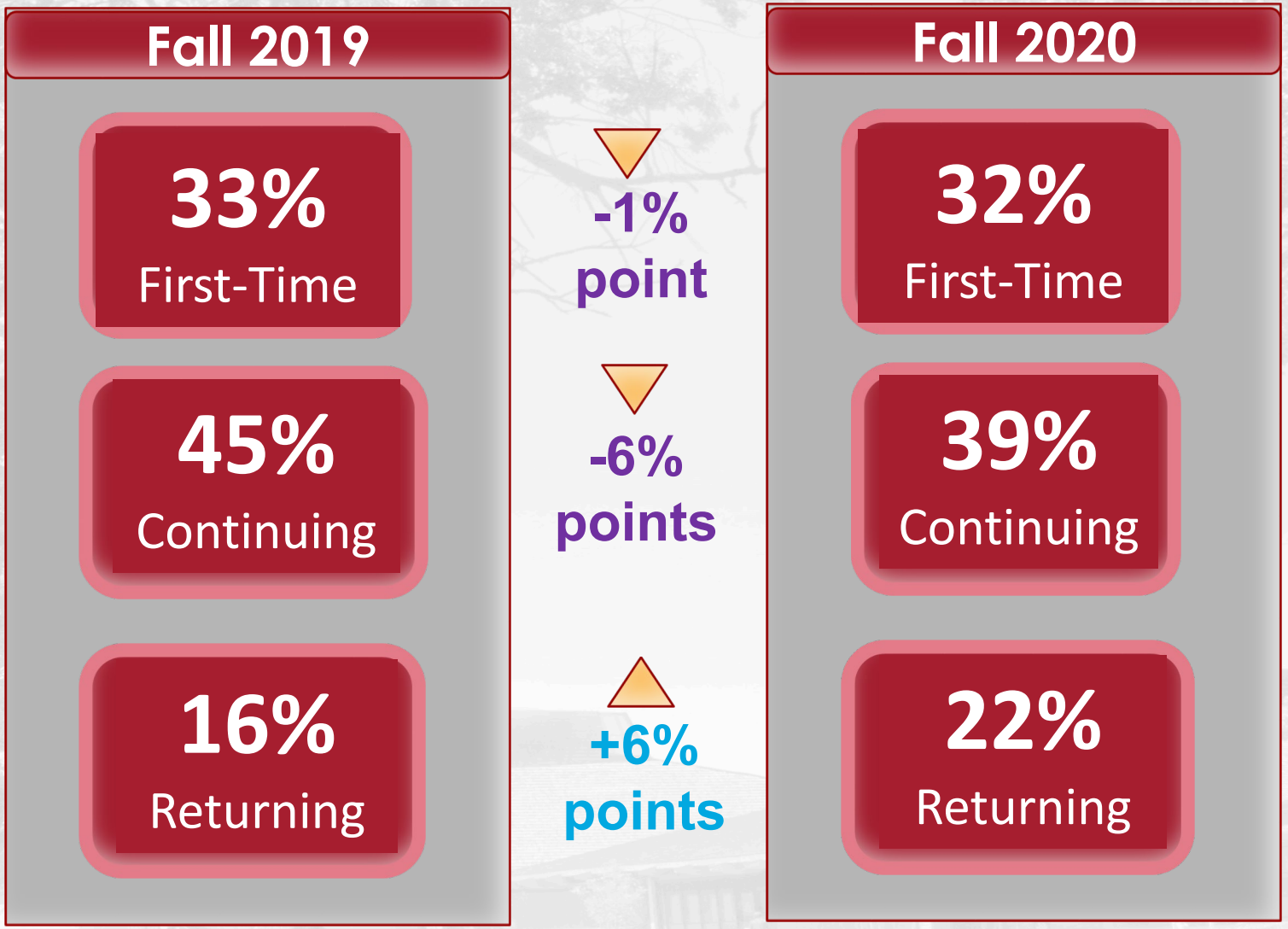
What does the student population pipeline look like?



Key observation: Roughly 40%-45% are continuing students

Source: FH IRP | Fall, winter, spring, second spring terms.
Fall 2019 HC: Continuing=45%; First-time new=17%; First-time transfer=16%; Returning-16%; HS Concurrent=5%
Fall 2020 HC: Continuing=39%; First-time new=16%; First-time transfer=16%; Returning=22%; HS Concurrent=7%

What type of student enrolled?



Key observation: Monitor decrease in ongoing/consistent enrollment—how to message and facilitate continuing enrollment (early and often)

Source: FH IRP | Fall term only.
Fall 2019 HC=15,417 | First-Time New=17% | First-Time Transfer=16% | HS Concurrent=5%
Fall 2020 HC=15,106 | First-Time New=16% | First-Time Transfer=16% | HS Concurrent=7%

Non-Credit Enrollment 2019-20 vs. 2020-21

-7%

Headcount Decrease

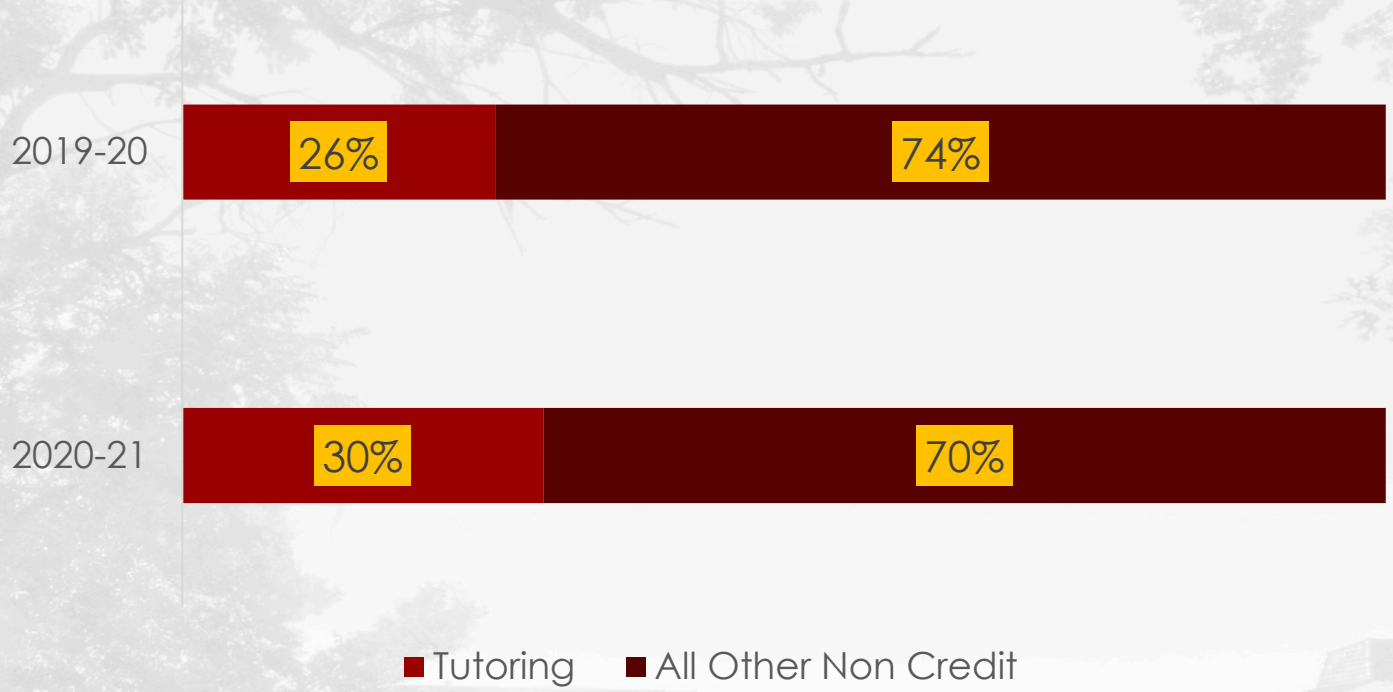
-2%

Enrollment Decrease

Key observation: Fewer NC students but each student seemed to enroll in more than 1 NC section

Source: FH IRP | Fall, winter, spring, second spring terms. | NCEN is excluded because it is a co-requisite for ENGL 1A.
2019-20 NC HC=3,993; Enr=9,704 | 2020-21 NC HC=3,711; Enr=9,518

Where is the Non-Credit Enrollment?



Key observation: Increase in Tutoring enrollment (NCBS/NCLA)

Source: FH IRP | Fall, winter, spring, second spring terms. | Tutoring includes NCBS and NCLA. | NCEN is excluded because it is a co-requisite for ENGL 1A. | 2019-20 NC Enr: Tutoring=2,571; All Other NC=7,133 | 2020-21 NC Enr: Tutoring=2,863; All Other NC=6,655

Course Success

Are students experiencing success in the classroom?

Pre-Pandemic vs. Pandemic

Are students progressing toward their educational goal?

Course Success Rates

79% → **80%**

Fall 2019 — Fall 2020

81% → **81%**

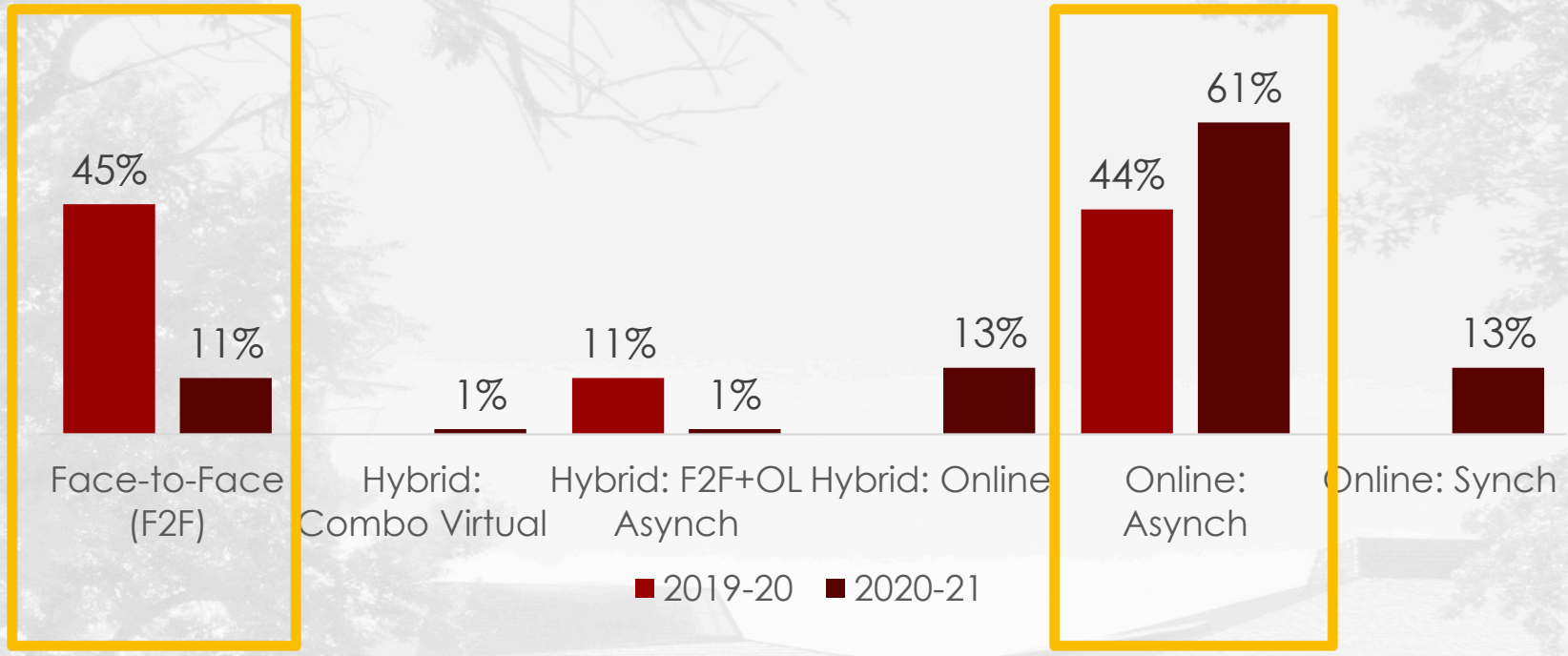
2019-20 — 2020-21

Key observation: Completion rates remain steady as one indicator (out of many) of student achievement

Successful course completion can reinforce a student's college identify and sense of belonging

Source: FH IRP | Fall, winter, spring, second spring terms.
2019-20 HC=24,425 | Asian=6,985 | Black=1,136 | Filipinx=1,157 | Latinx=6,458 | Native American=124 | Pacific Islander=284 | White=7,649
2020-21 HC=23,143 | Asian=6,428 | Black=1,028 | Filipinx=1,152 | Latinx=6,507 | Native American=128 | Pacific Islander=315 | White=6,969

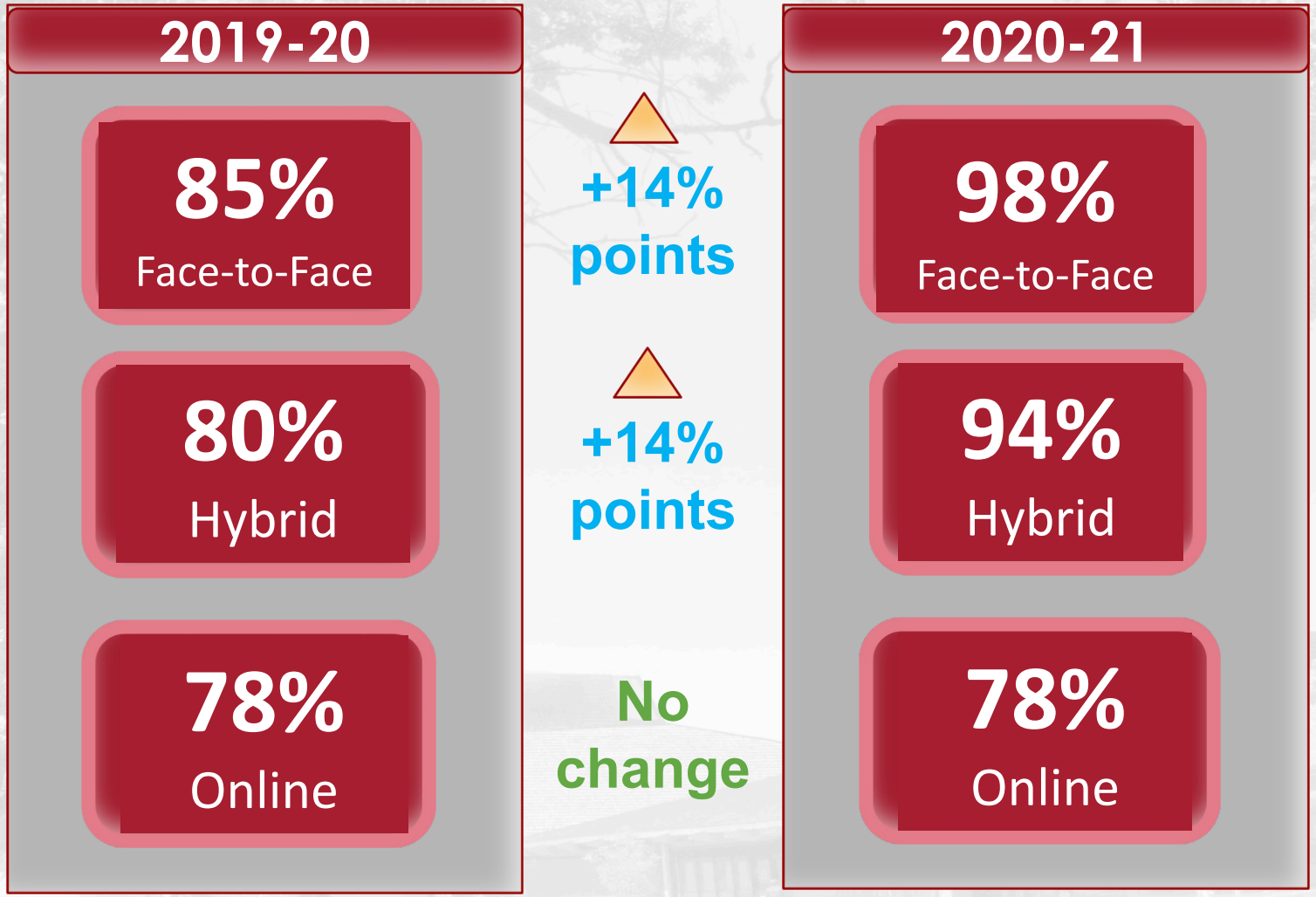
What was the instructional experience for students?



Key observation: Majority of sections offered still taught asynchronously online

Source: FH IRP | Fall, winter, spring, second spring terms. | 2019-20 sections were coded as face-to-face, hybrid (in person and asynchronous online) and online (100% asynchronous online). | 2020-21 sections were coded as face-to-face, hybrid (in person and asynchronous online/combined virtual/online/all modalities), online (fully asynchronous/fully asynchronous) | Fall 2020 Hybrid: All Modalities now shown as the 16 sections represent <1% of sections.

Does modality facilitate course success (Year-to-Year)?



Key observation: Trend holds where F2F demonstrates higher success rates compared to hybrid and online

Source: FH IRP | Fall, winter, spring, second spring terms. | Fall 2020 face-to-face sections were offered primarily in allied health, apprenticeship, LINC. Hybrid includes Hybrid: All Modalities (T sections), Hybrid: Combined Virtual (R sections) | Online includes Online: Fully Asynchronous (W sections), Online: Fully Synchronous (V sections), Online: Hybrid (asynchronous/synchronous) (Z sections)

Online Course Success 2020-21

78%

Online asynchronous
#1 modality

80%

Online synchronous
#2 modality

Key observation:
Classes taught in an online virtual format have slightly higher success rates—additional analysis needed

79%

Online Hybrid
#3 modality

Source: FH IRP | Fall, winter, spring, second spring terms. | Existing section coding include Hybrid (Y sections) and Online (W sections). | New section coding beginning in 2020-21 include Online: Hybrid (Z sections), Hybrid: All Modalities (T sections), Hybrid: Combined Virtual (R sections), Online: Fully Synchronous (V sections). | Difference in success rates between fully asynchronous and fully synchronous is statistically significant ($p<0.1$)

Course Success by Ethnicity 2019-20 vs. 2020-21

2019-20	2020-21		2020-21 Gap
75%	75%	Latinx	-6%
66%	71%	African American/ Black	-10%
80%	82%	Filipinx	No gap
86%	86%	Asian	No gap
85%	84%	White	No gap

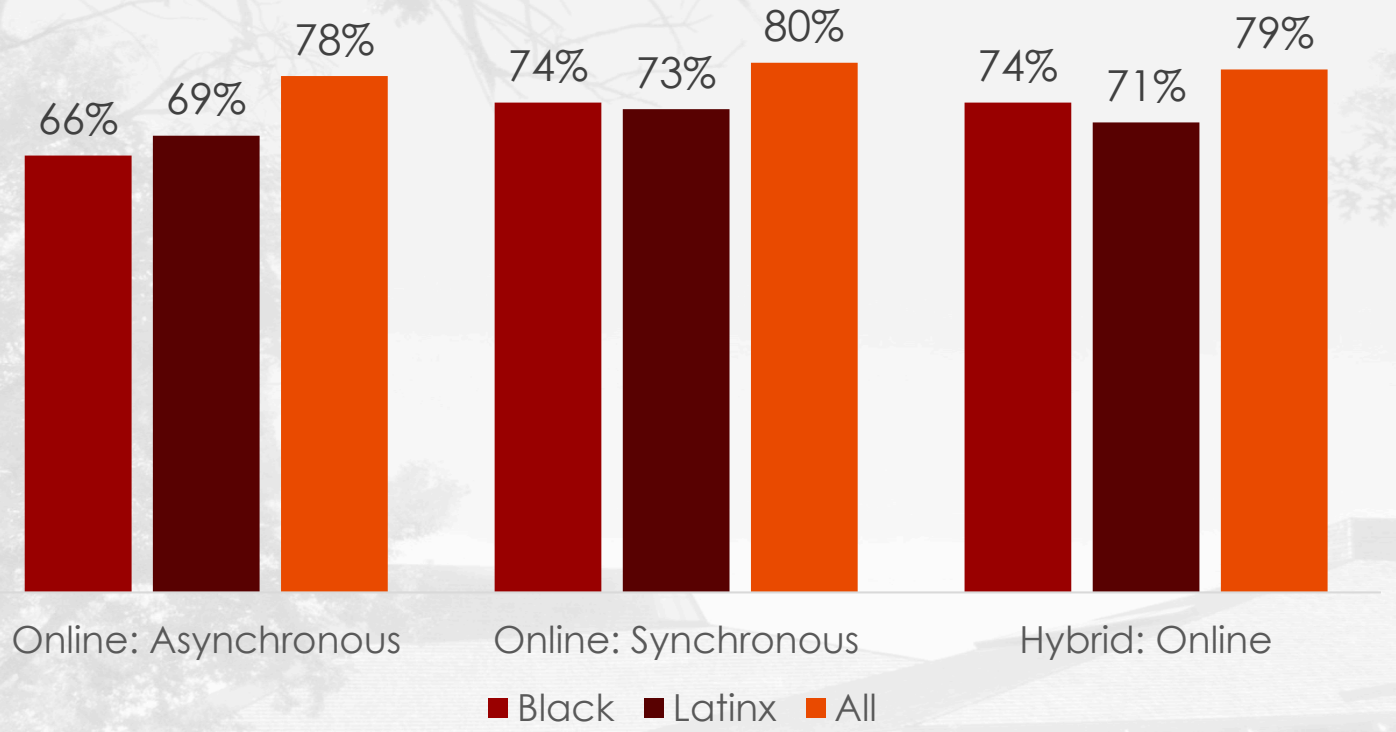
Key observation:
When compared to overall success rate (81%)
Latinx gap persists at -6%
Black gap narrows by 5%

Source: FH IRP | Fall, Winter, Spring, Second Spring terms. | Success gap calculated against total success rate (2019-20 and 2020-21=81%). 2019-20 success gap: Black=-15%; Filipinx=-1%; Latinx=-6% | 2020-21 success gap: Black=-10%; Filipinx=+1%; Latinx=-6% | Success gap narrowed by 5% among Black students and 0% among Latinx students. Success gap eliminated among Filipinx students.

Online Course Success by Ethnicity + Modality

Overall success rate: 81%

Key observation: Equity gaps persist for Black and Latinx students regardless of online modality



Source: FH IRP | Fall, winter, spring, second spring terms. | Section coding include Online: Fully Synchronous (V sections), Online: Fully Asynchronous (W sections), Hybrid: Face-to-Face + Online Asynchronous (Y sections), Hybrid: Online (Z sections). | Difference in success rates between fully asynchronous and fully synchronous is statistically significant ($p<0.1$)

Becoming competent college students, unleashing potential to learn at the beginning of the pathway

Initiatives:
Dual Enrollment (AB 288)
Pre-Pandemic vs. Pandemic

Dual Enrollment

- AB 288 (CCAP/MOU) authorized in 2015
- Enables high school students to take college courses, taught by college instructors, on the high school campus
- Other dual enrollment programs
  - High school student enrollment on college campus
  - Middle College
  - College Now

All Dual Enrollment Students

Key observation: AB 288 students make up roughly 4% of total student population but have increased to represent roughly ½ of Dual Enr

5%

2019-20
Out of all students

+164 students

7%

2020-21
Out of all students

28%

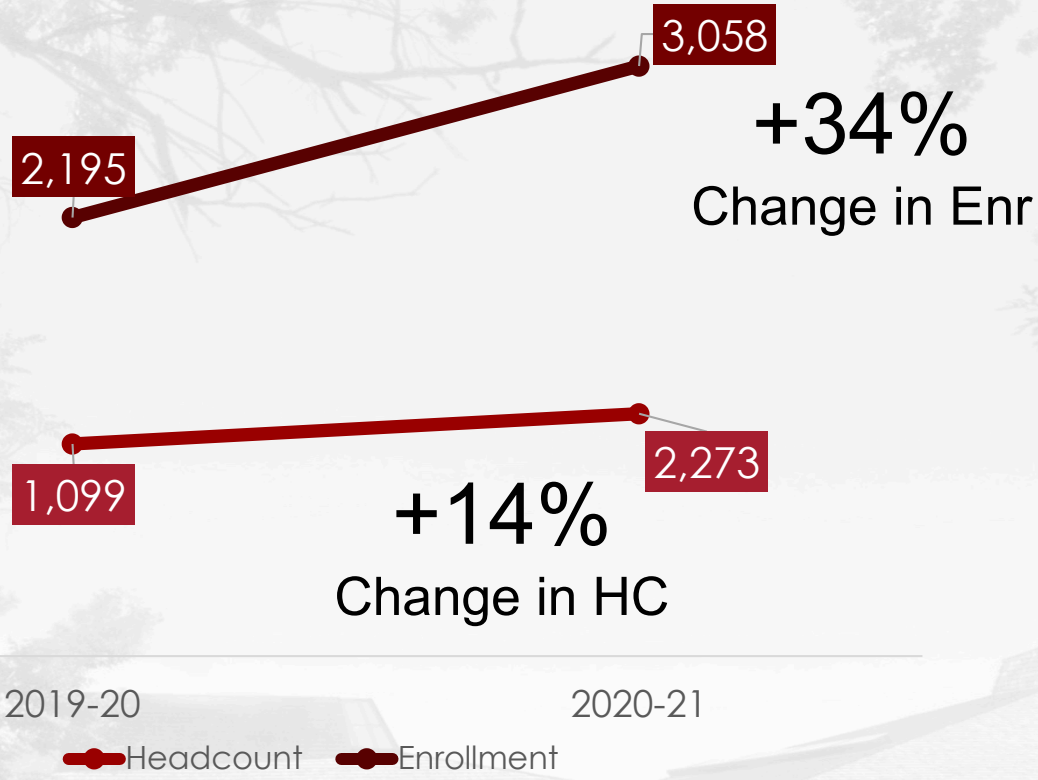
2019-20
AB 288 Enr out of all DE

52%

2020-21
AB 288 Enr out of all DE

Source: FH IRP | Includes all terms.
2019-20 DE HC=2,084; DE Enr=4,557 | 2019-20 CCAP/MOU DE HC=1,092; CCAP/MOU Enr=1,256
2020-21 DE HC=2,538; DE Enr=5,919 | 2020-21 CCCAP/MOU DE HC=2,195; CCAP/MOU Enr=3,058

AB 288: CCAP/MOU Students



Key observation:
AB 288 Dual Enr growth continues;
+39 sections

Source: FH IRP | Includes all terms.
D-designated courses are flagged with a "D" in the section number and are primarily taught on high school sites through MOU/CCAP agreements. Enrollments reflect credit classes. | 2019-20: 86 sections; 18 HS | 2020-20: 125 sections; 17 HS

AB 228: CCAP/MOU Student Course Success

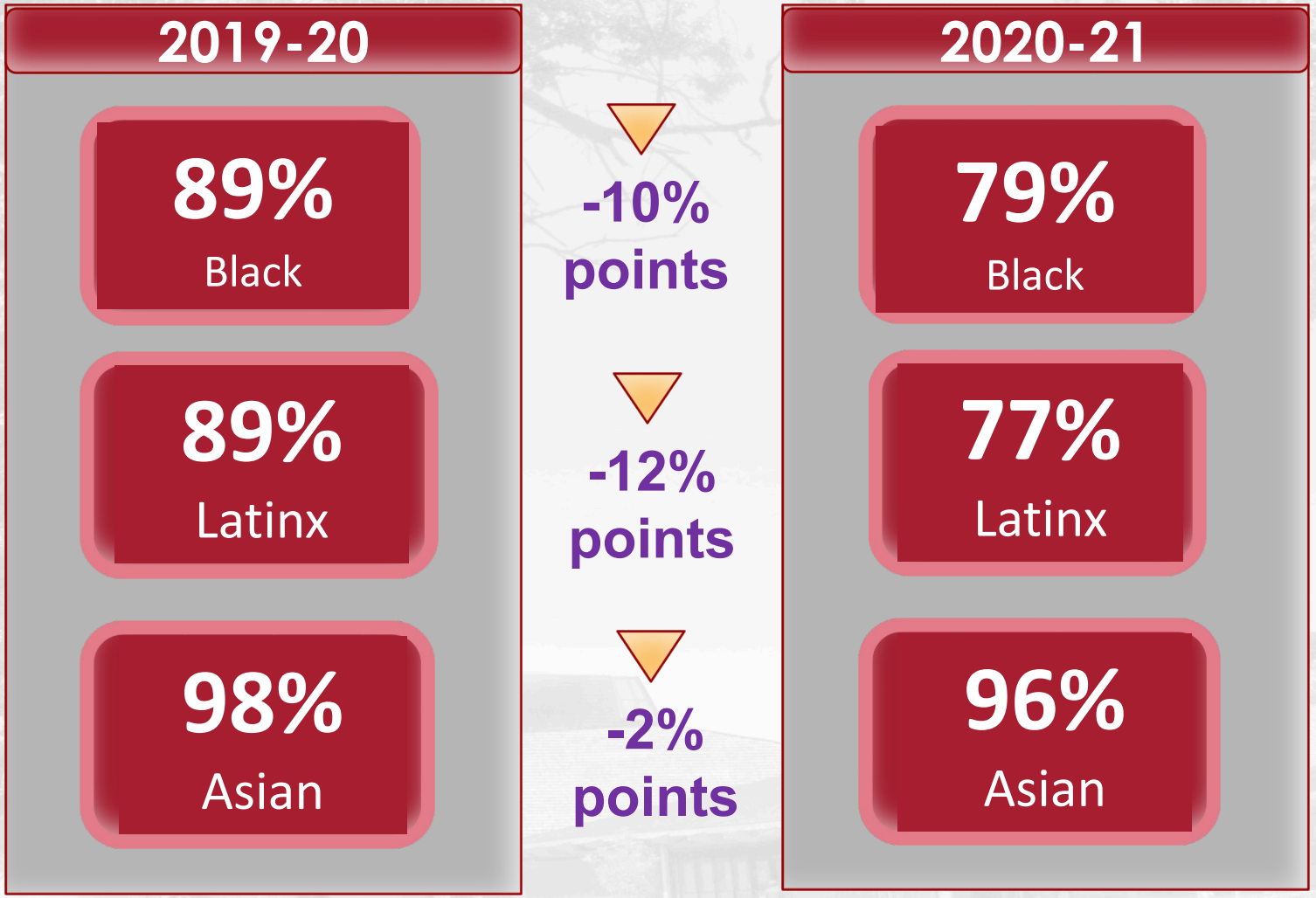
94% → **86%**

2019-20 2020-21

Key observation: AB 288 success rates decline accounted for by lower completion in BUSI, GID, SPAN

Source: FH IRP | All terms are included.

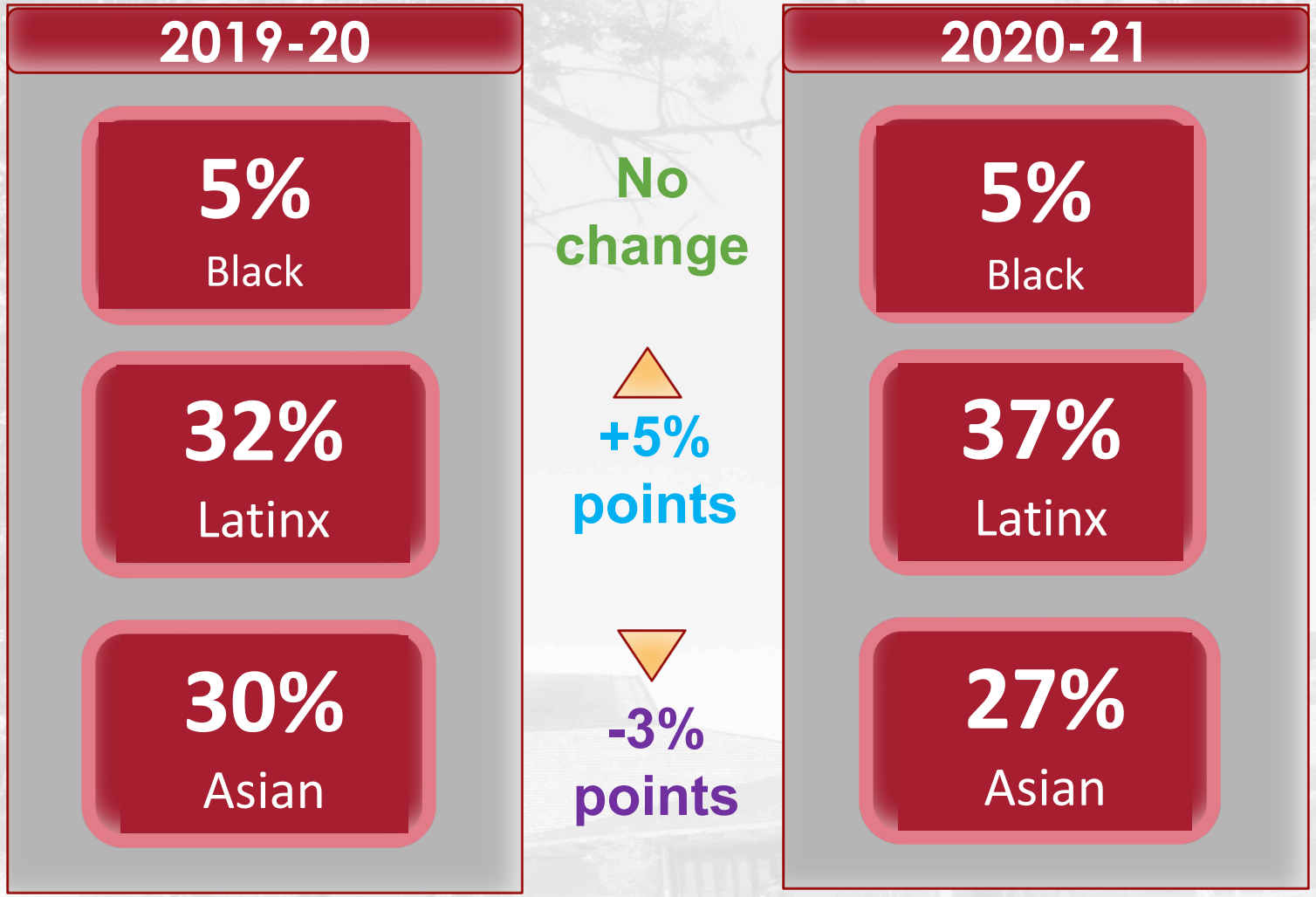
AB 288: CCAP/MOU Course Success 2019-20 vs. 2020-21



Key observation: Equity gaps persist due to decrease in success rates—where can we provide ongoing holistic support for success?

Source: FH IRP | All terms included.
2019-20 DE success rates=98% | Black=89%; Asian=98%; Filipinx=97%; Latinx=89%; Pacific Islander=88%; White=97%
2020-21 DE success rates=86% | Black=79%; Asian=96%; Filipinx=80%; Latinx=77%; Pacific Islander=80%; White=92%

AB 288: CCAP/MOU Headcount 2019-20 vs. 2020-21



Key observation: Large HC increase among Latinx and White students

Source: FH IRP | All terms are included.
2019-20 DE HC: 1,099 | Asian=285 (30%); Black=55 (5%); Filipinx=42 (4%); Latinx=407 (32%); Pacific Islander=29 (2%); White=257 (24%)
2020-21 DE HC: 1,256 | Asian=283 (27%); Black=59 (5%); Filipinx=33 (3%); Latinx=534 (37%); Pacific Islander=18 (2%); White=296 (24%)

Increasing self-efficacy by reducing financial burden early in the college experience

Initiatives: College Promise Pre-Pandemic vs. Pandemic

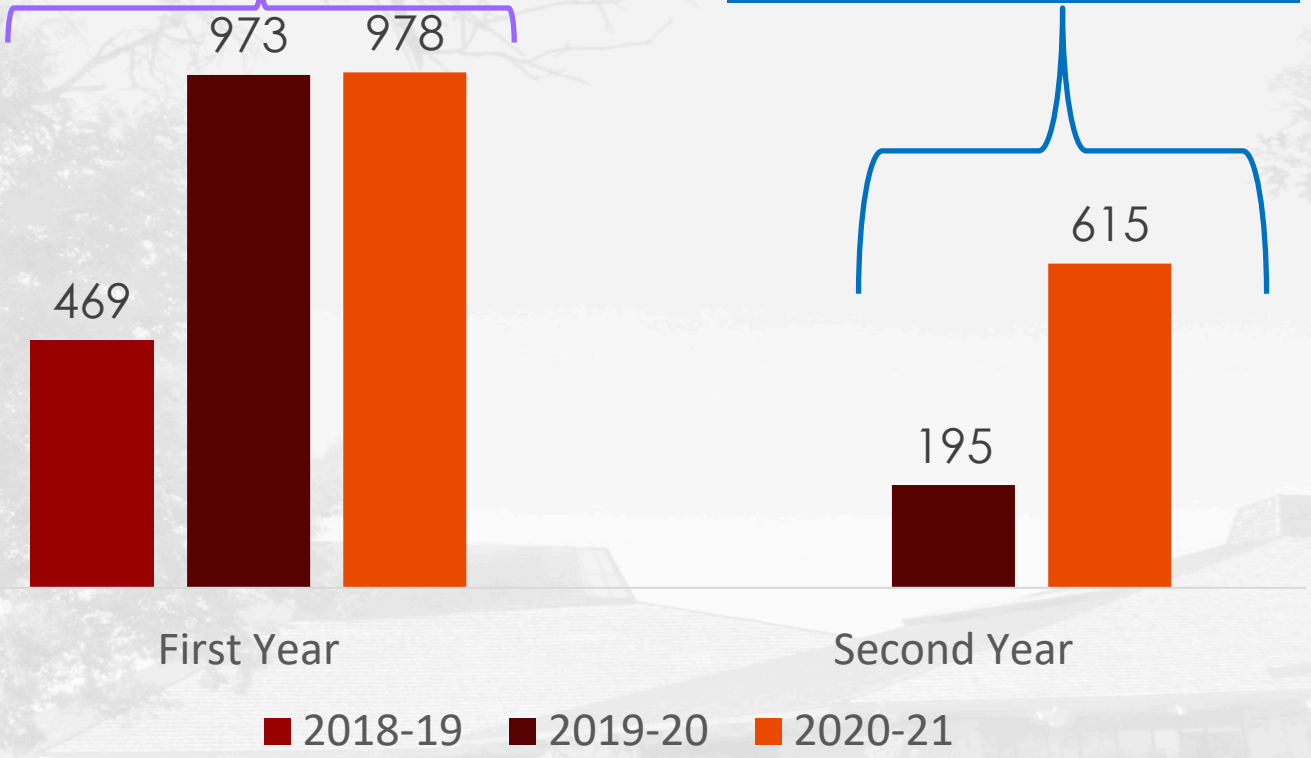
College Promise

- First–time students
  - Qualify for in-state tuition
  - Enroll full-time
  - Course material funding for some students
- Implementation began 2018-19
- In 2020-21, students could re-enter the program if they resumed full-time status.
- Eligibility remains two years from first year of enrollment.

Growth of College Promise

Number of first-year students has doubled since 2018-19

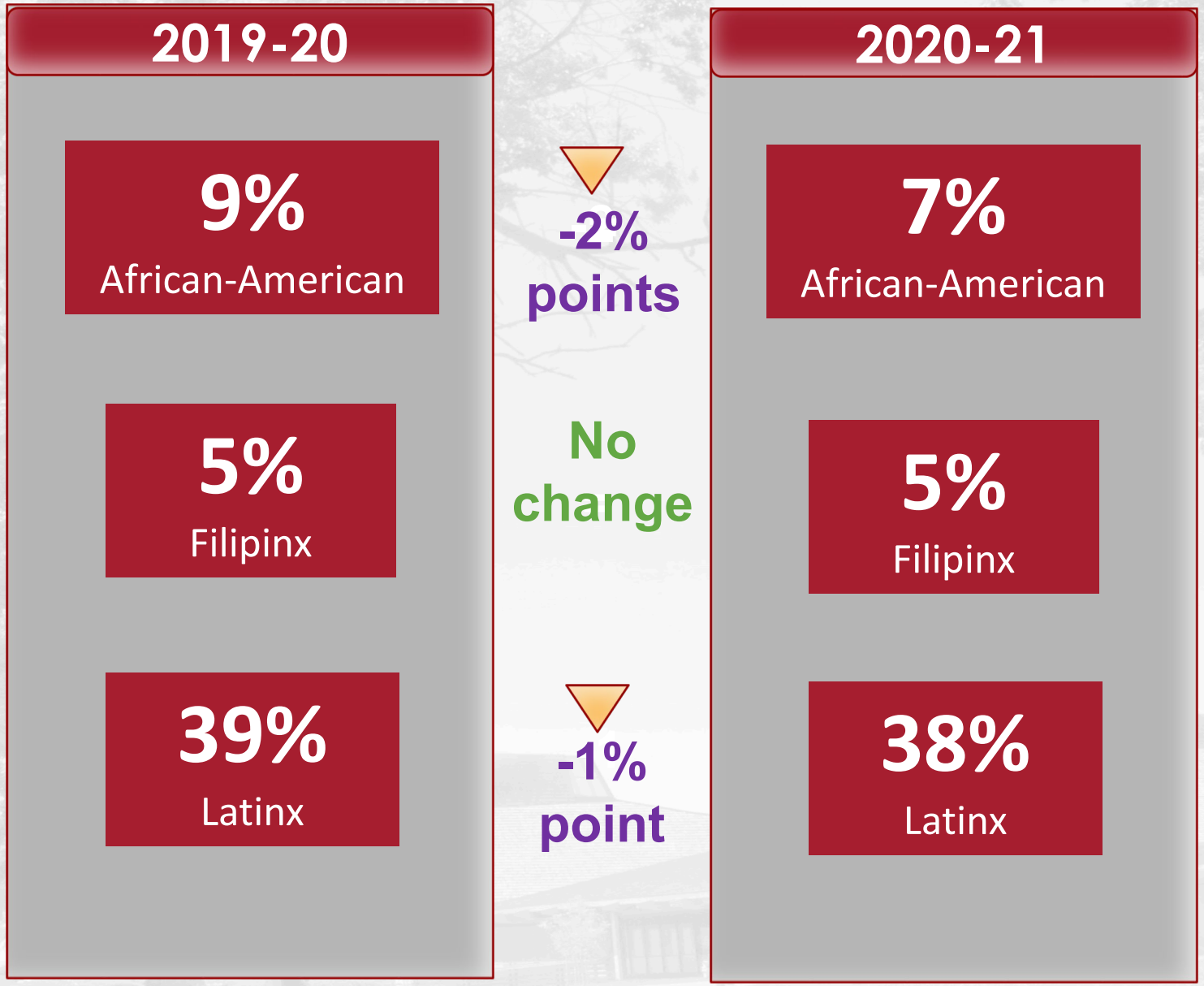
Number of second-year students has tripled since 2019-20



Key observation: More students engaged with this intervention

Sources: FH Financial Aid Office, FH IRP. In 2020-21, students who dropped below full-time status or did not enroll were able to resume College Promise if they resumed full-time status and remained otherwise qualified. Numbers may be different from prior reports due to a change in methodology.

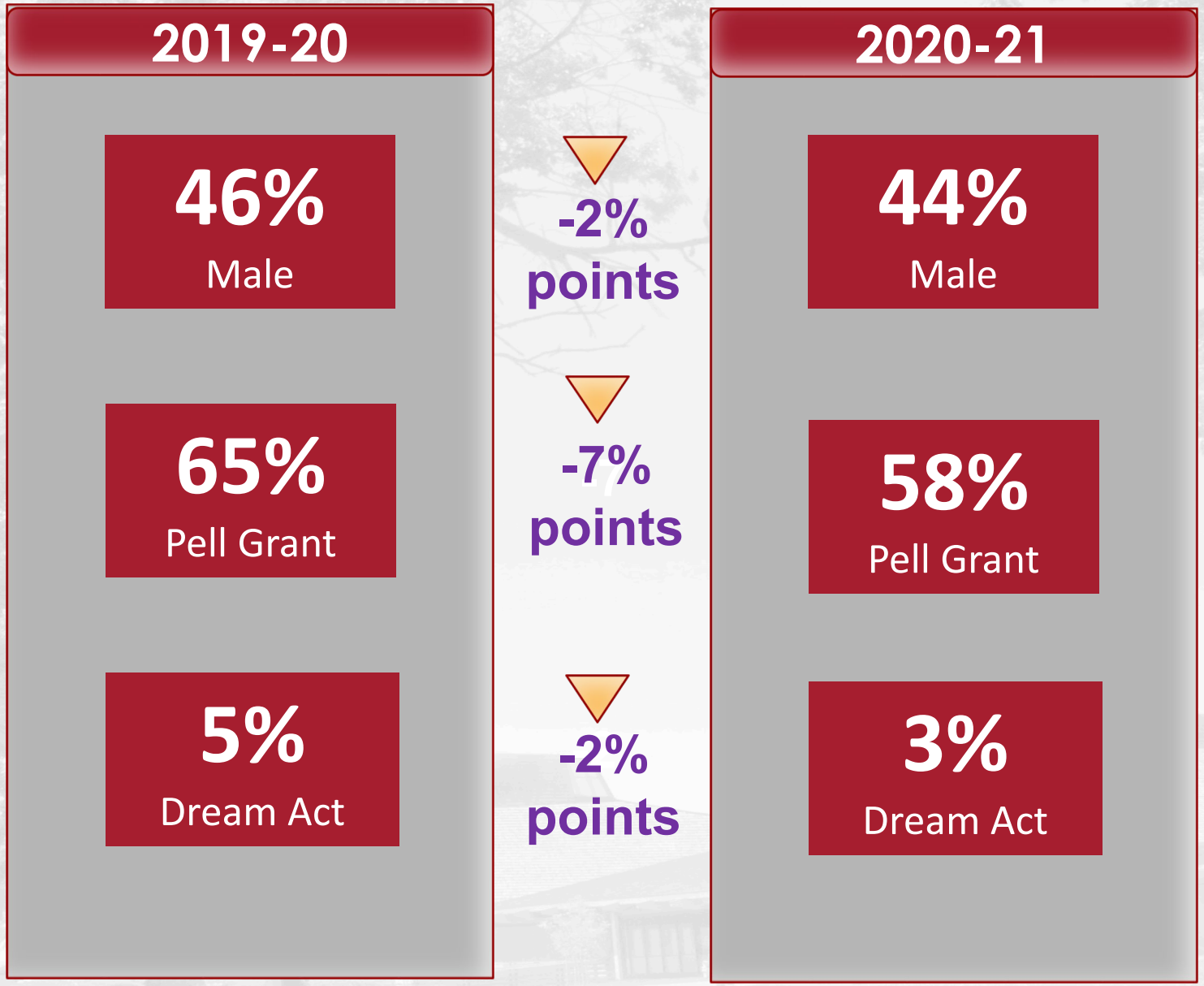
First-Year College Promise Students



Key observation: Slight decrease in representation among Black and Latinx students

Sources: FH Financial Aid Office, FH IRP. Numbers may be different from prior reports due to a change in methodology.

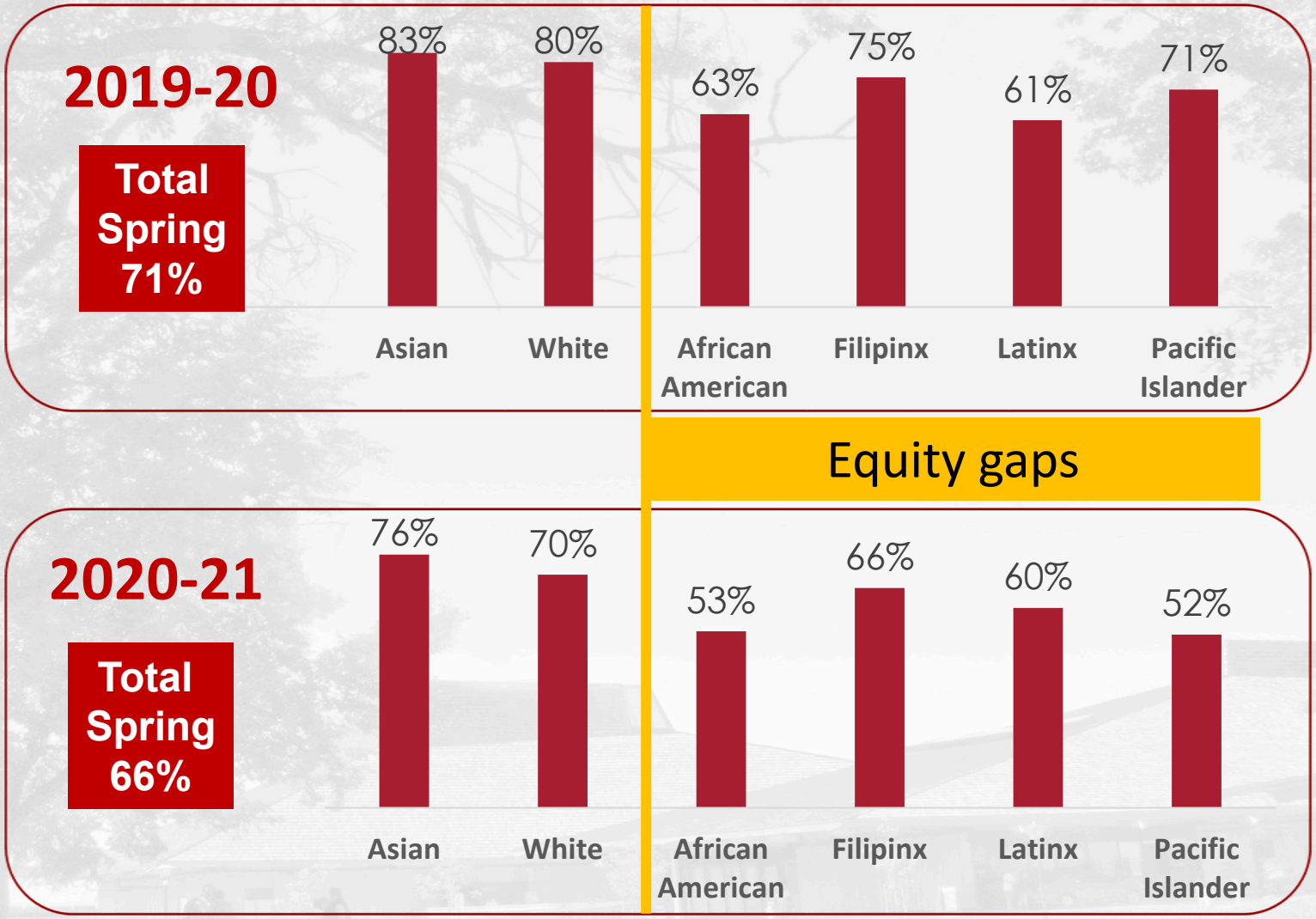
First-Year College Promise Students



Key observation: Decrease in students demonstrating the greatest financial need

Sources: FH Financial Aid Office, FH IRP. Numbers may be different from prior reports due to a change in methodology.

College Promise Year 1 Persistence Fall to Spring by Ethnicity



Key observation: Decreased rate among students and not all remain in program at similar rates

Sources: Out of students who began their first year of College Promise in Fall, the percent who remained in College Promise in Spring. In 2020-21, students who dropped below full-time status or did not enroll were able to resume College Promise if they resumed full-time status and remained otherwise qualified. Numbers may be different from prior reports due to a change in methodology. Native American not shown due to low HC (n<5).

College Promise
Year 1 to Year 2 Persistence

2018-19 to 2019-20

33% remained in College Promise

African-American: 13%
Filipinx: 30%
Latinx: 28%

Increase in the percent of students who persist from Year 1 to Year 2 in 2020-21

Equity gaps improved for persisting to Year 2 in 2020-21

2019-20 to 2020-21

52% remained in College Promise

African-American: 40%
Filipinx: 55%
Latinx: 53%

Sources: FH Financial Aid Office, FH IRP. Out of all students who were in their first year of College Promise in the beginning year, the percent who persisted to a second year of College Promise at Foothill in the next year. Students who did not persist in College Promise may have remained enrolled, or may have transferred their College Promise. Numbers may be different from prior reports due to a change in methodology.

Increasing self-confidence and ability to learn and be successful through placement into and completion of transfer-level courses

Initiatives: AB 705
Pre-Pandemic vs. Pandemic

Throughput vs. Course Success

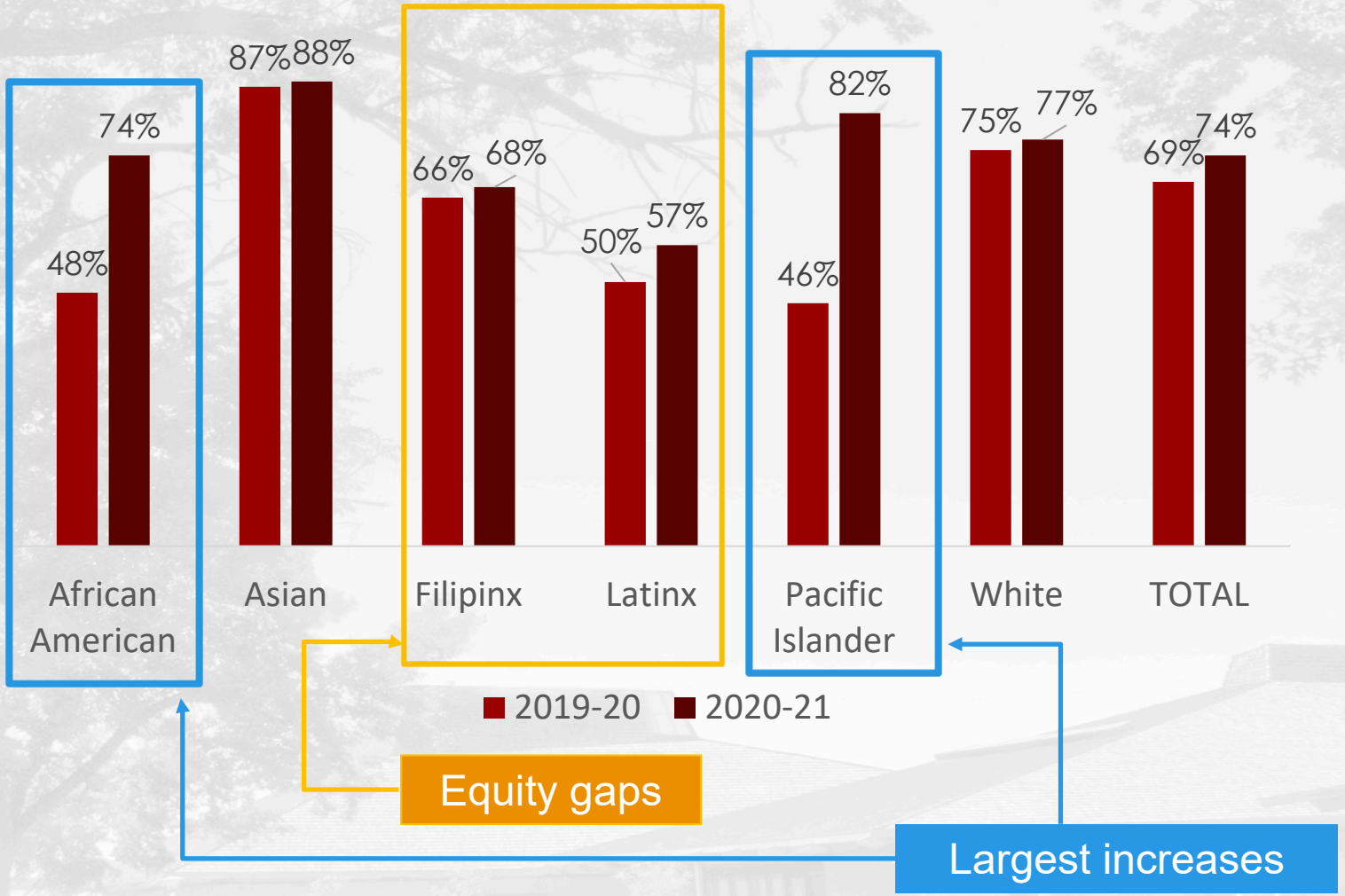
High **throughput** means students are successfully completing transfer-level work in English and math within one year.

High course success does not always mean high throughput: it depends on **which courses students are taking and passing.**

AB 705: Math

- Fully implemented in Fall 2018
- Open access to:
  - MATH 10
  - MATH 48 w/co-req
- Some below transfer level courses are still available (self-placement only).

Math % Achieved Throughput

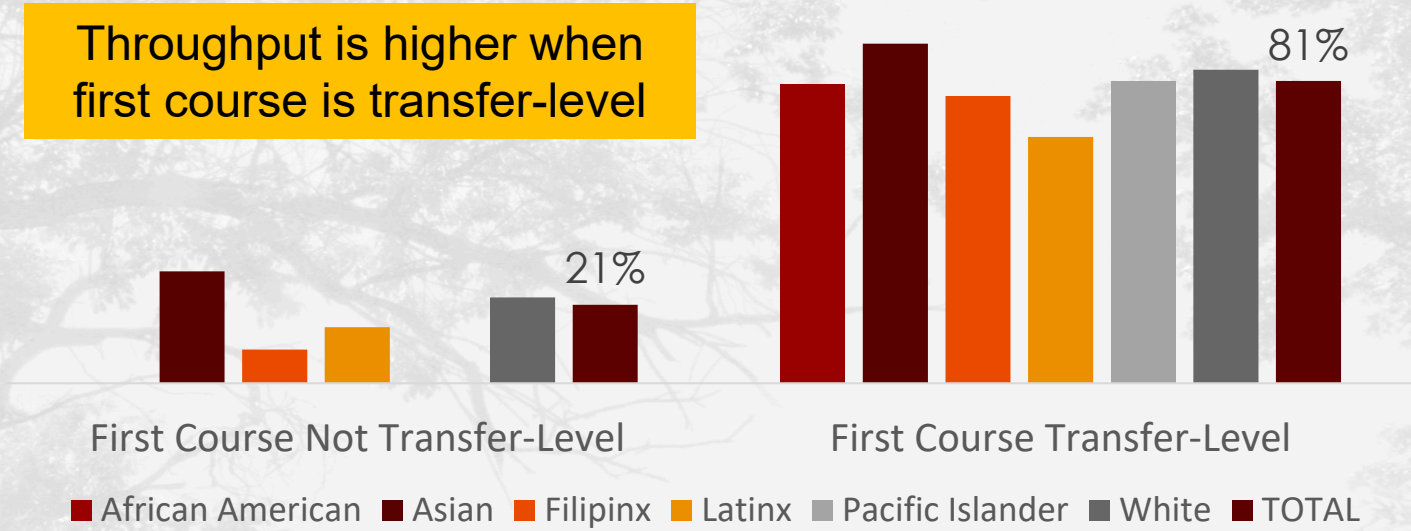


Key observation: Throughput increased, but equity gaps persist

Source: FH IRP. Out of all students who began the math sequence in Fall, the percent who successfully completed a transfer-level math course by Spring. Foothill College data only. Math began full AB705 implementation in Fall 2018. Native American not included due to low enrollment (*n* = 8 in AY21).

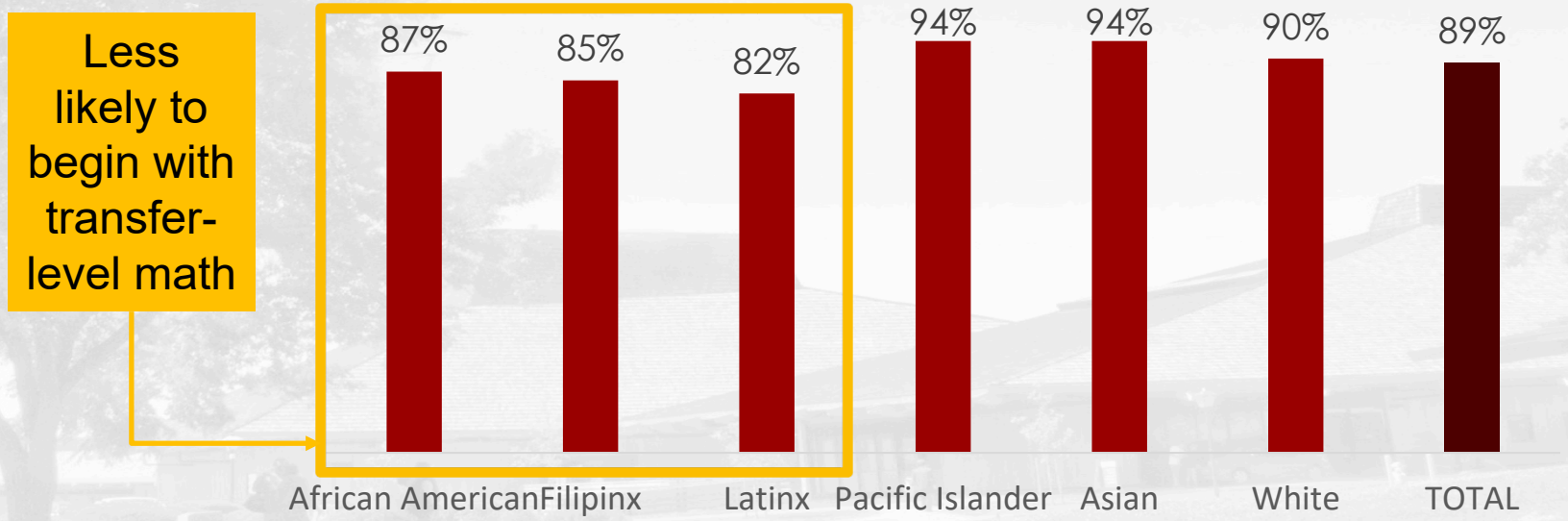
2020-21 Math Throughput by Level of First Course

Throughput is higher when first course is transfer-level



2020-21 Percent Whose First Course was Transfer-Level

Less likely to begin with transfer-level math



Source: FH IRP. Out of all students who began the math sequence in Fall 2020 with the course, the percent who successfully completed a transfer-level math course by Spring 2021. All students are placed into transfer-level math. Groups with $n < 10$ masked from graphs.

AB 705: English

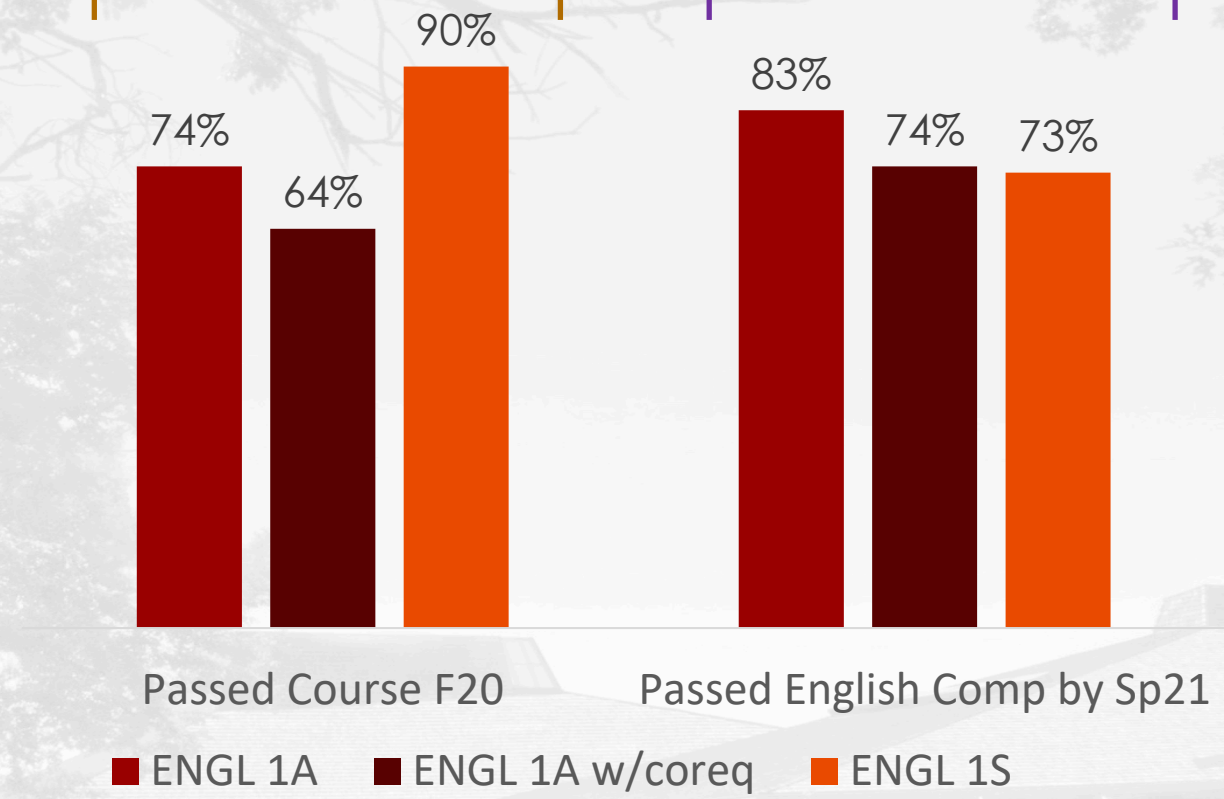
- Fully implemented in Fall 2019
- Students placed into:
  - ENGL 1S w/co-req
  - ENGL 1A w/co-req
  - ENGL 1A

Source: FH IRP. English Comp courses are ENGL 1A Honors, ENGL 1A, ENGL 1A w/coreq, ENGL 1S, and ENGL 1T. Coreq for ENGL 1A = ENGL 246A in AY20 and NCEN 401A in AY21. ENGL 1A with ESLL coreq (ESLL 201A) was not included in the analyses.

Success in English Comp 2020-21

Course success in Fall 2020 greatest for ENGL 1S

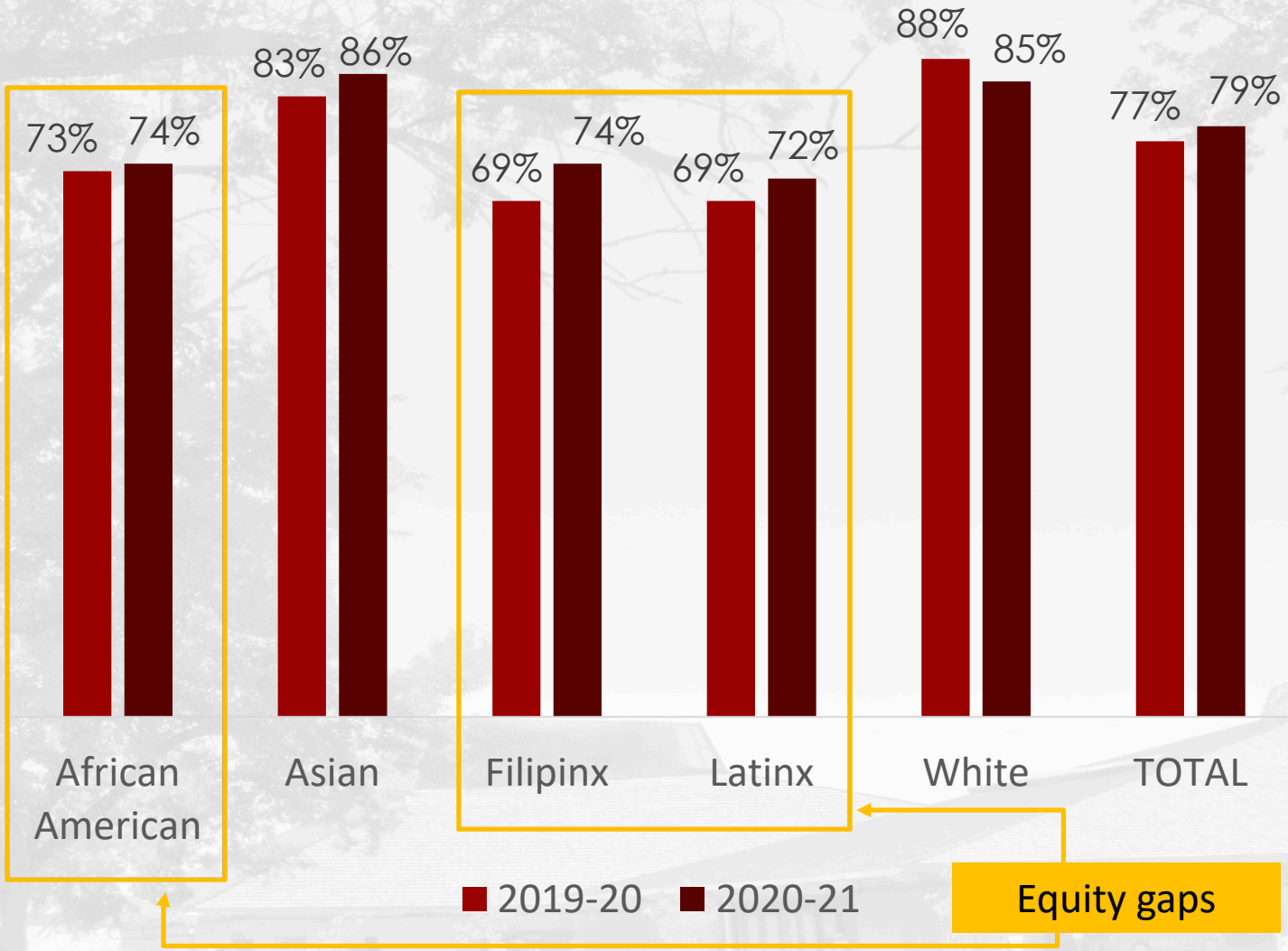
But more passed English comp by Spring 2021 if began with ENGL 1A



Key observation: High completion rate of ENGL 1S does not lead to equivalent rates of transfer-level ENGL completion

Source: FH IRP. All students enrolled in ENGL 1AH (English 1A Honors), ENGL 1A, ENGL 1A w/coreq, or ENGL 1S in Fall '20. "ENGL 1A" includes ENGL 1AH. HC: ENGL 1AH =101 | ENGL 1A=1285 | ENGL 1A w/coreq=260 | ENGL 1S=45. "Passed English Comp" means passing ENGL 1AH, ENGL 1A, ENGL 1A w/coreq, or ENGL 1T by Spring '21. The only coreq offered in Fall '20 was NCEN 401A.

English % Achieved Throughput



Key observation: Throughput increased for most, but equity gaps persist

Source: FH IRP. Out of all students who began the English sequence in Fall, the percent who successfully completed a transfer-level math course by Spring. Foothill College data only. English began full AB705 implementation in Fall 2019. Native American and Pacific Islander not included due to low HC. Native American HC = 8 in Fall 2020. Pacific Islander throughput decreased 61% to 47% but diff is not statistically sig.

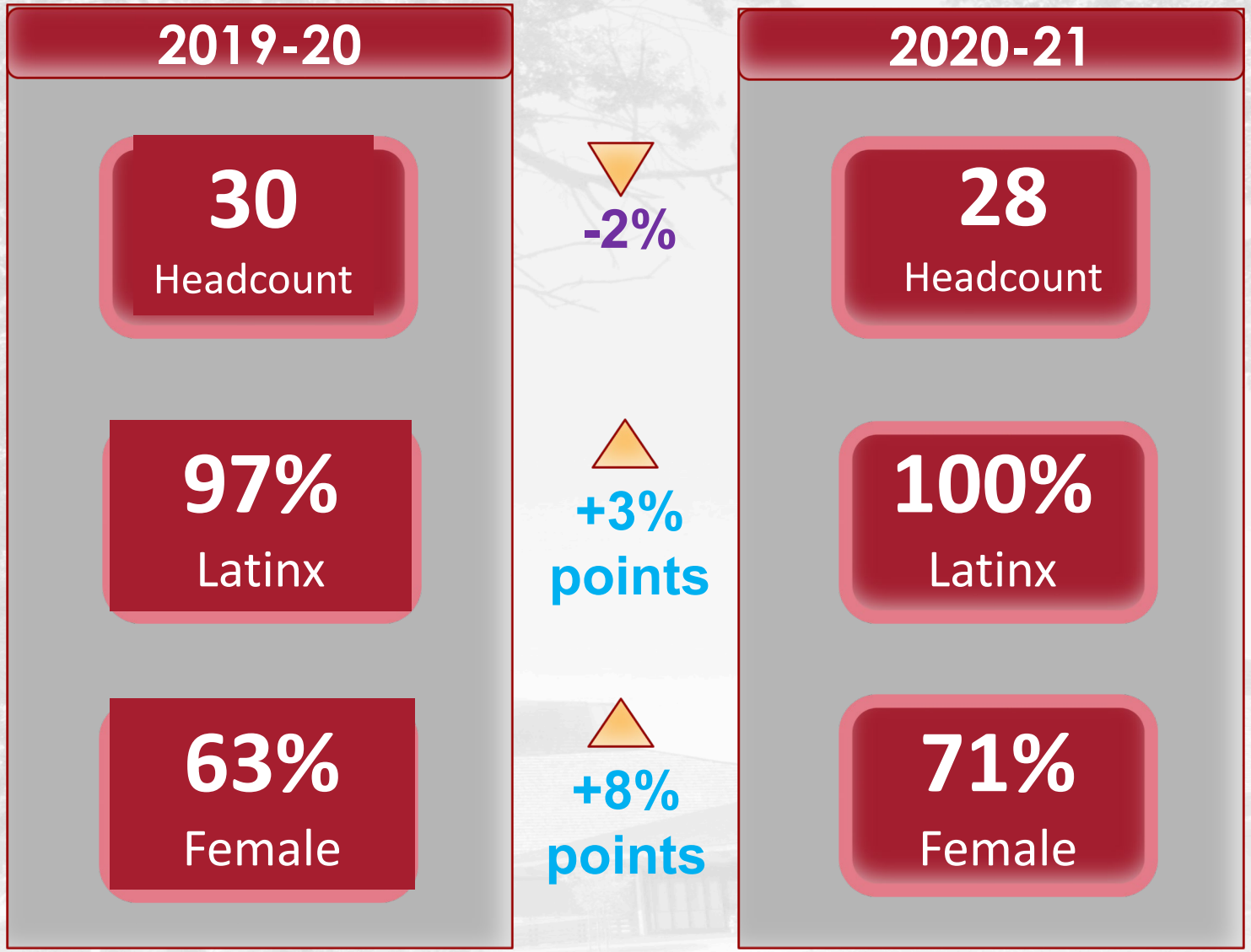
Building on community-based learning and cultural capital/assets, and increasing a sense of belonging

Initiatives:
Learning Communities
Pre-Pandemic vs. Pandemic

Puente

- One-year cohort program; serving primarily Latinx
- Courses focus on Latinx culture, history, experience (ENGL, CNSL, CRLP)
- Designated counselor and ENGL instructor

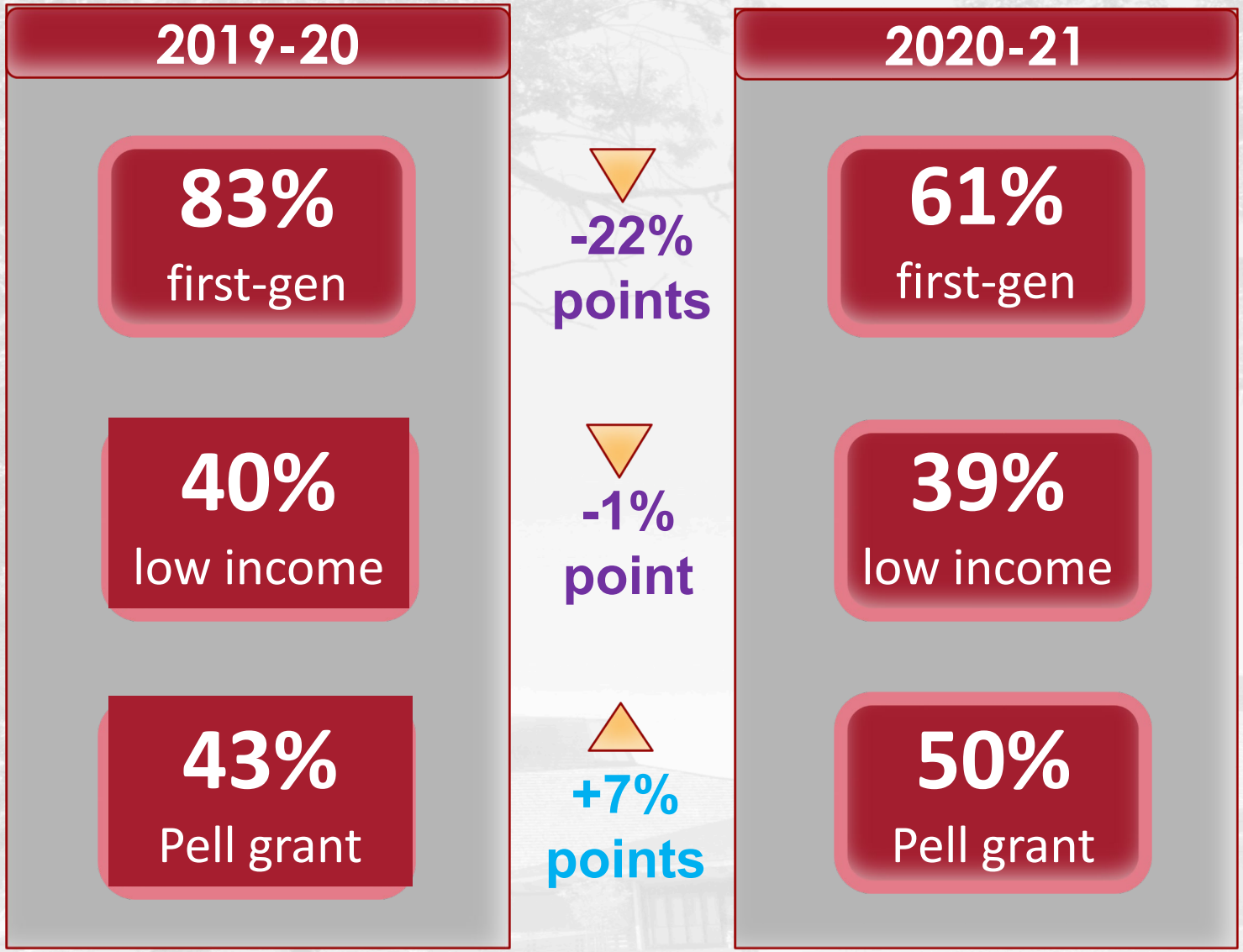
Puente Students



Key observation: Majority Latinx and female student perspectives in program

Source: FH IRP

Puente Students

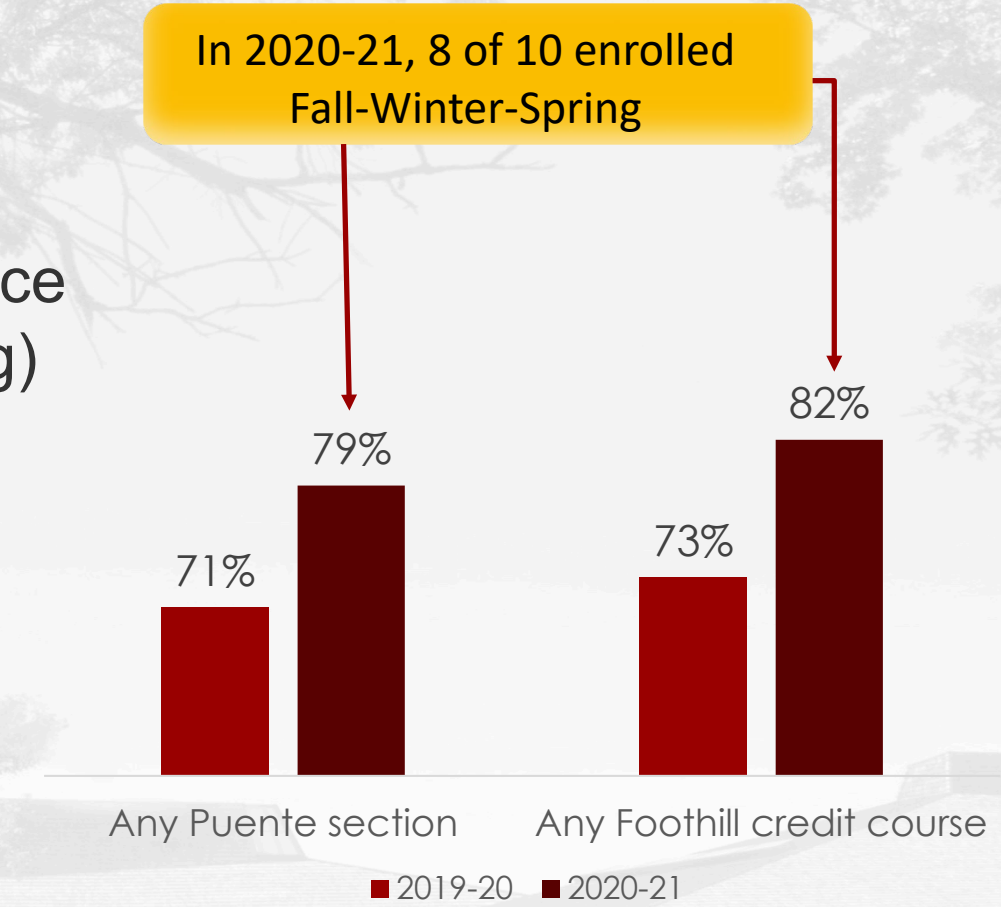


Key observation: Decrease in first-gen perspectives but increase in students with greatest demonstrated need

Source: FH IRP | First-generation college=parent/guardian's highest educational attainment is high school or less.
Low income is household income less than $25,000. Pell grant recipient in any term during the cohort year.

Puente: Persistence

2020-21 Persistence (Fall-Winter-Spring) Increased

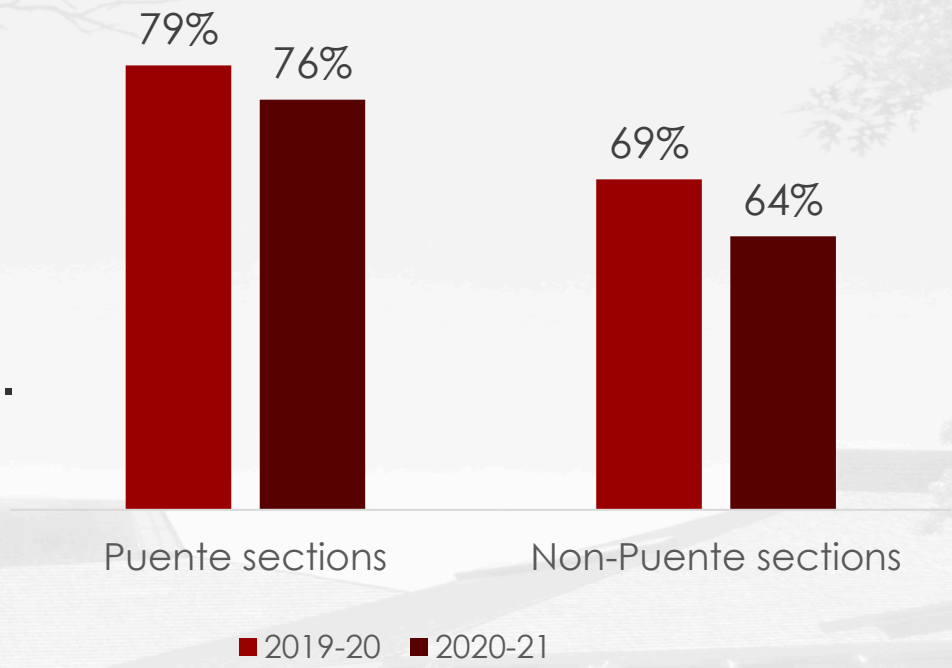


Source: FH IRP
Data reflects students who began Puente in the fall quarter at census. Those who started winter quarter are not included.
Data reflect enrollments in courses with all letter grades, including W and EW.
Fall–Winter–Spring Puente HC: 2019-20 = 28-23-20 | 2020-21 = 28–24–22.
Fall-Winter-Spring FH credit HC: 2019-20 = 30-26-22 | 2020-21 = 28–24–23.

Puente: Course Success

Higher success in Puente sections than in non-Puente sections.

Course success decreased in 2020-21.



Source: FH IRP
Data reflect enrollments in courses with all letter grades, including W and EW.
Puente sections: CNSL 1, CNSL 8H, CRLP 71, ENGL 1A (with coreq), ENGL 1B.
Most enrolled non-Puente sections: 2019-20 = ENGL 31, MATH 10, MATH 48A (with coreq), PSYC 1 | 2020-21 = CRWR 25A, MATH 10, MATH 48A (with coreq or MPS), PSYC 1

Puente:
English and Math Throughput

	2019-20	2020-21
Transfer-level English		
Passed during cohort year:	77%	71%
Passed before or during cohort year:	**77%**	**71%**
Transfer-level Math		
Passed during cohort year:	43%	39%
Passed before or during cohort year:	**47%**	**46%**

Key observation: Throughput decreased; higher for English than Math in both years

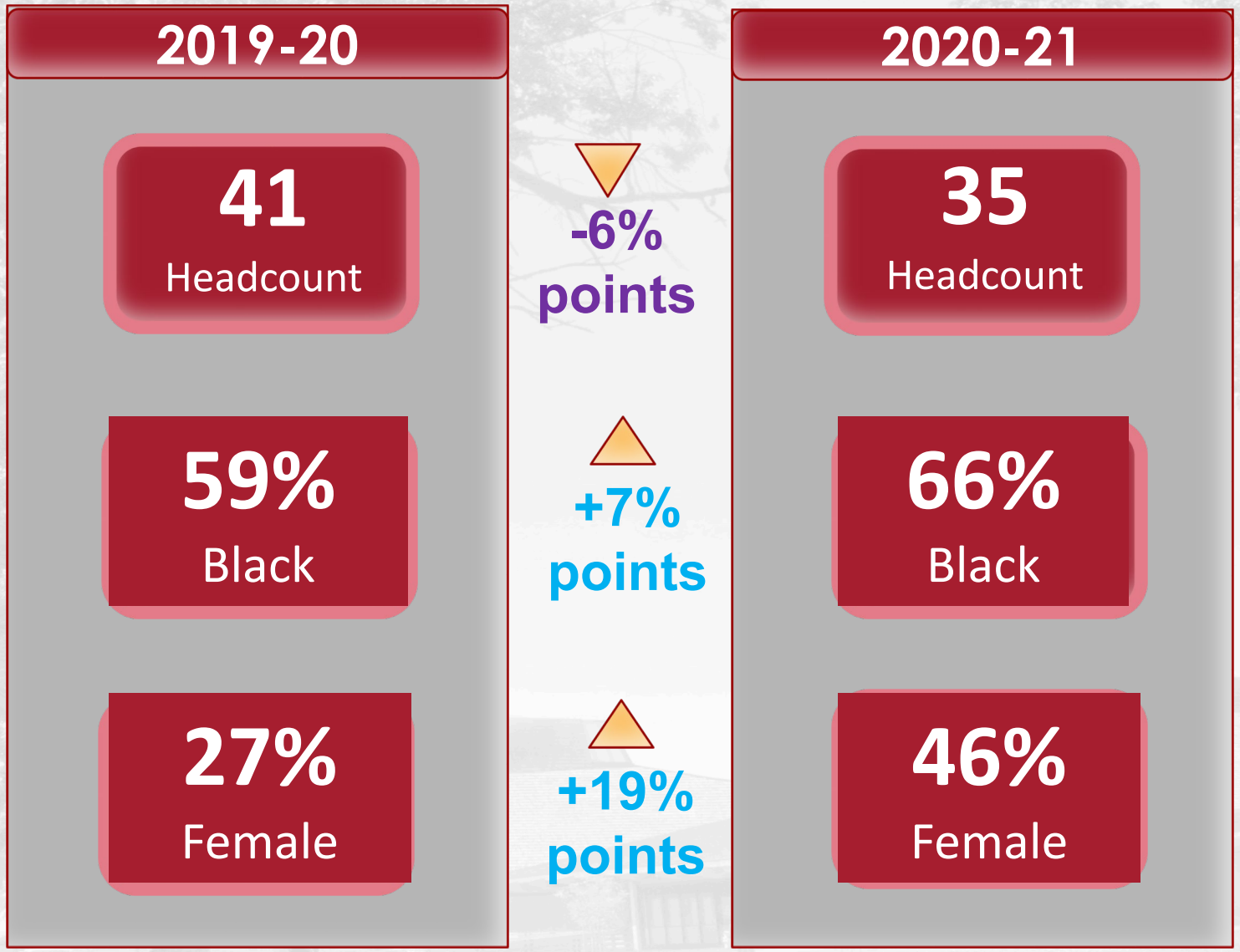
Puente is an English-focused program.

Source: FH IRP
Throughput = successfully passed a transfer-level course by Spring of the cohort year. There were Puente sections for ENGL 1A and ENGL 1B, but no Puente sections for math.

Umoja

- One year program; serves primarily African Americans/Blacks
- Courses focus on legacy of African/African American diasporas (ENGL, CNSL, COMM, MATH, PHOT)
- Designated counselor and ENGL instructor

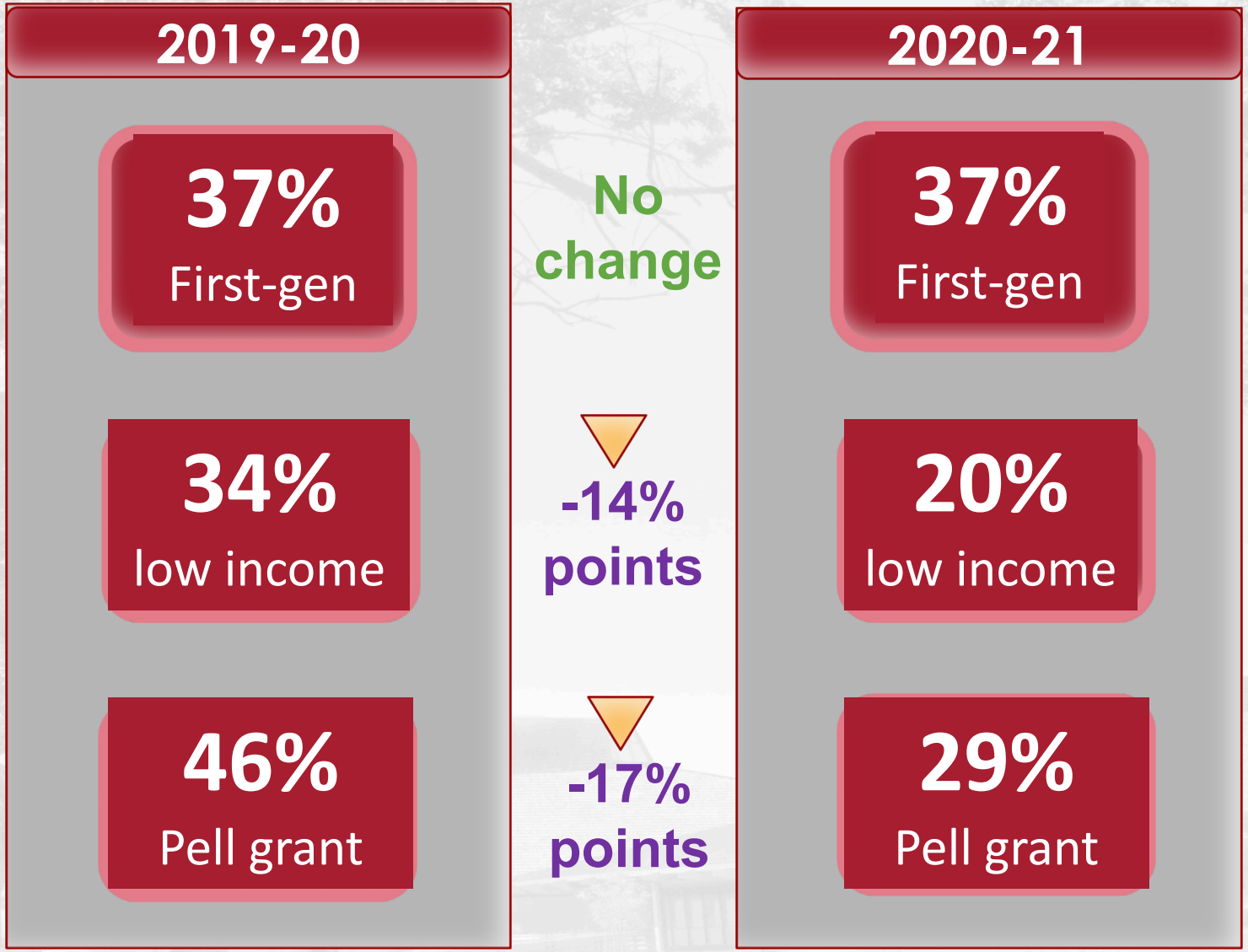
Umoja Students



Key observation: Increasing Black and female student perspectives/voices in program

Source: FH IRP

Umoja Students



Key observation: Decreasing students with financial need in program

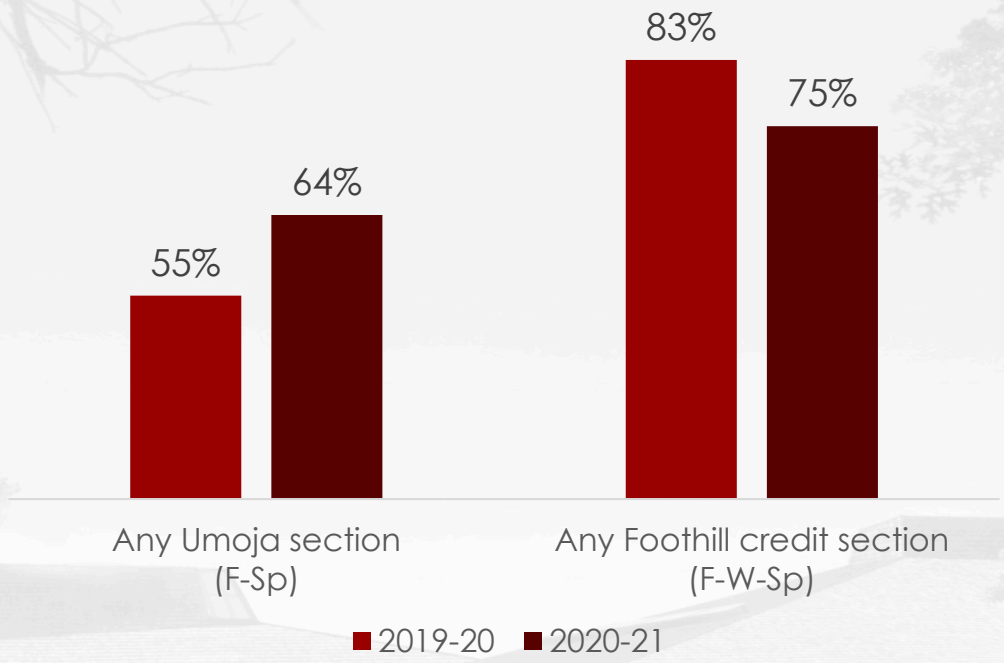
Source: FH IRP | First-generation college indicated their parent/guardian's highest educational attainment is high school or less. Low income is household income less than $25,000. Pell grant recipient in any term during the cohort year.

Umoja: Persistence

In 2020-21, three-fourths enrolled Fall-Winter-Spring

Fall-Spring persistence increased in Umoja sections.

Fall-Winter-Spring persistence decreased for any Foothill credit sections.

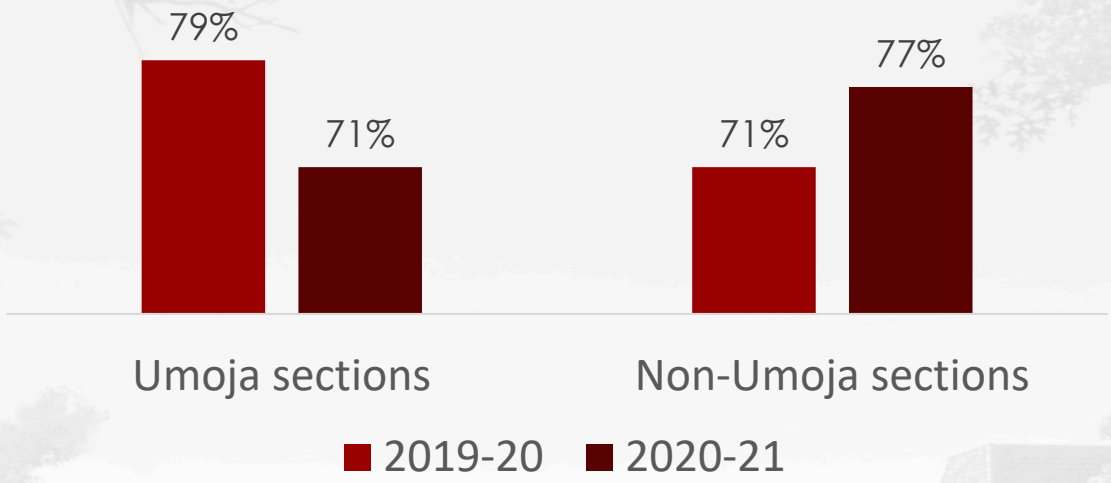


Source: FH IRP
Data reflects students who began Umoja in the fall quarter at census. Those who started winter quarter are not included.
Data reflect enrollments with all letter grades, including W and EW. | Winter Umoja classes vary across years so are excluded from analysis.
Fall–Spring Umoja HC: 2019-20 = 33- 18| 2020-21 = 28-18. Fall-Winter-Spring FH credit HC: 2019-20 = 35-32-29 | 2020-21 = 32–31–24.

Umoja: Course Success

Success rates decreased for Umoja sections.

Success rates increased for non-Umoja sections.



Source: FH IRP
Data reflect enrollments with all letter grades, including W and EW. | Only courses coded as Umoja or non-Umoja in both years are included.
Umoja both years: CNSL 8H, CNSL 56, COMM 4, ENGL 1A (with coreq), ENGL 1B.
Excluded from Umoja 2019-20: COMM 12, MATH 10, PHOT 8.
Most enrolled non-Umoja sections: 2019-20 ATHL 4B, ATHL 4E, ATHL 4F, ENGL 12, PSYC 1 | 2020-21 =ATHL 4E, ENGL 12, PSYC 22

Umoja: English and Math Throughput

Key observation: Throughput higher for Math than English; English throughput increased while Math throughput decreased from year-to-year

	2019-20	2020-21
Transfer-level English		
Passed during cohort year:	49%	54%
Passed before or during cohort year:	**56%**	**57%**
Transfer-level Math		
Passed during cohort year:	63%	57%
Passed before or during cohort year:	**68%**	**63%**

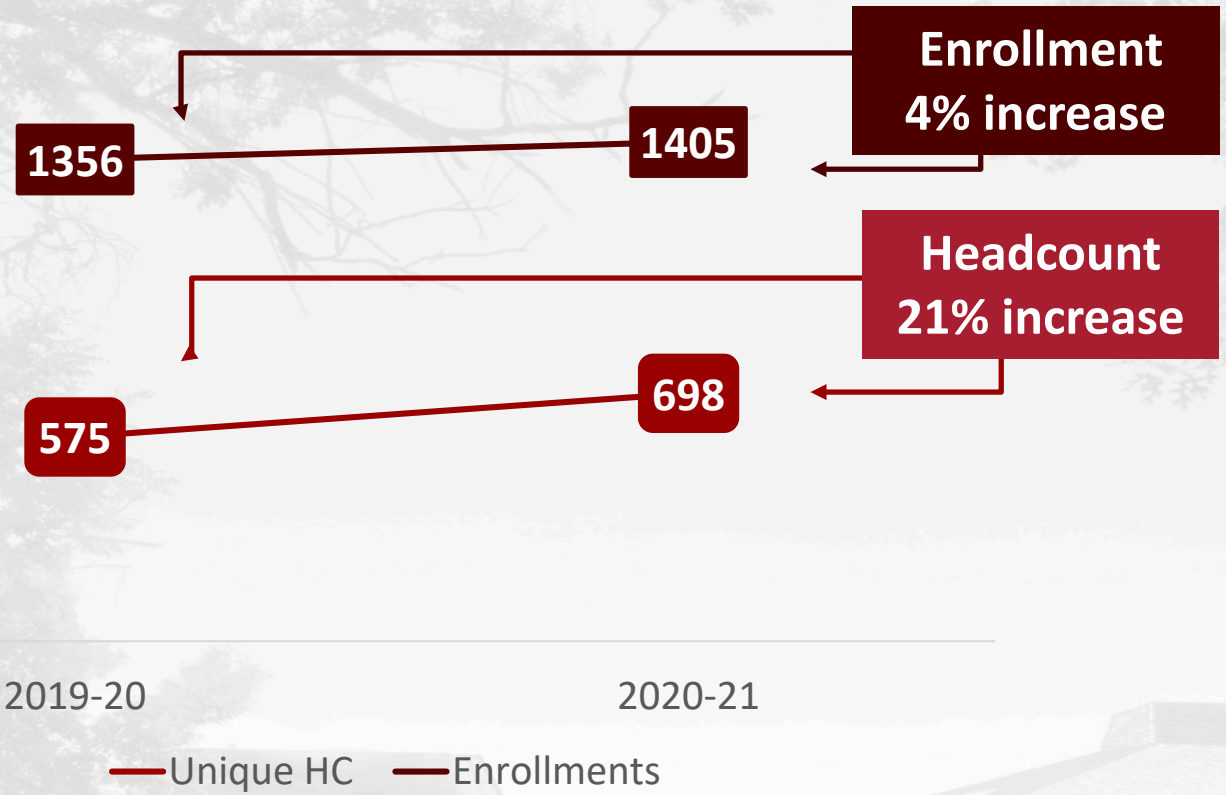
Umoja offered both ENGL 1A w/co-req and MATH 10 in 2020-21.

Source: FH IRP
Throughput = successfully passed a transfer-level course by Spring of the cohort year. There were Umoja sections for ENGL 1A and ENGL 1B in both years and for MATH 10 in 2020-21.

Honors

- Open access began in Winter 2019

Honors: Headcount and Enrollment



Key observation: Honors experienced increases in both HC and Enr

Source: FH IRP

Honors: Headcount by Ethnicity

More students of every ethnicity participated in Honors in 2020-21 except Native American students.

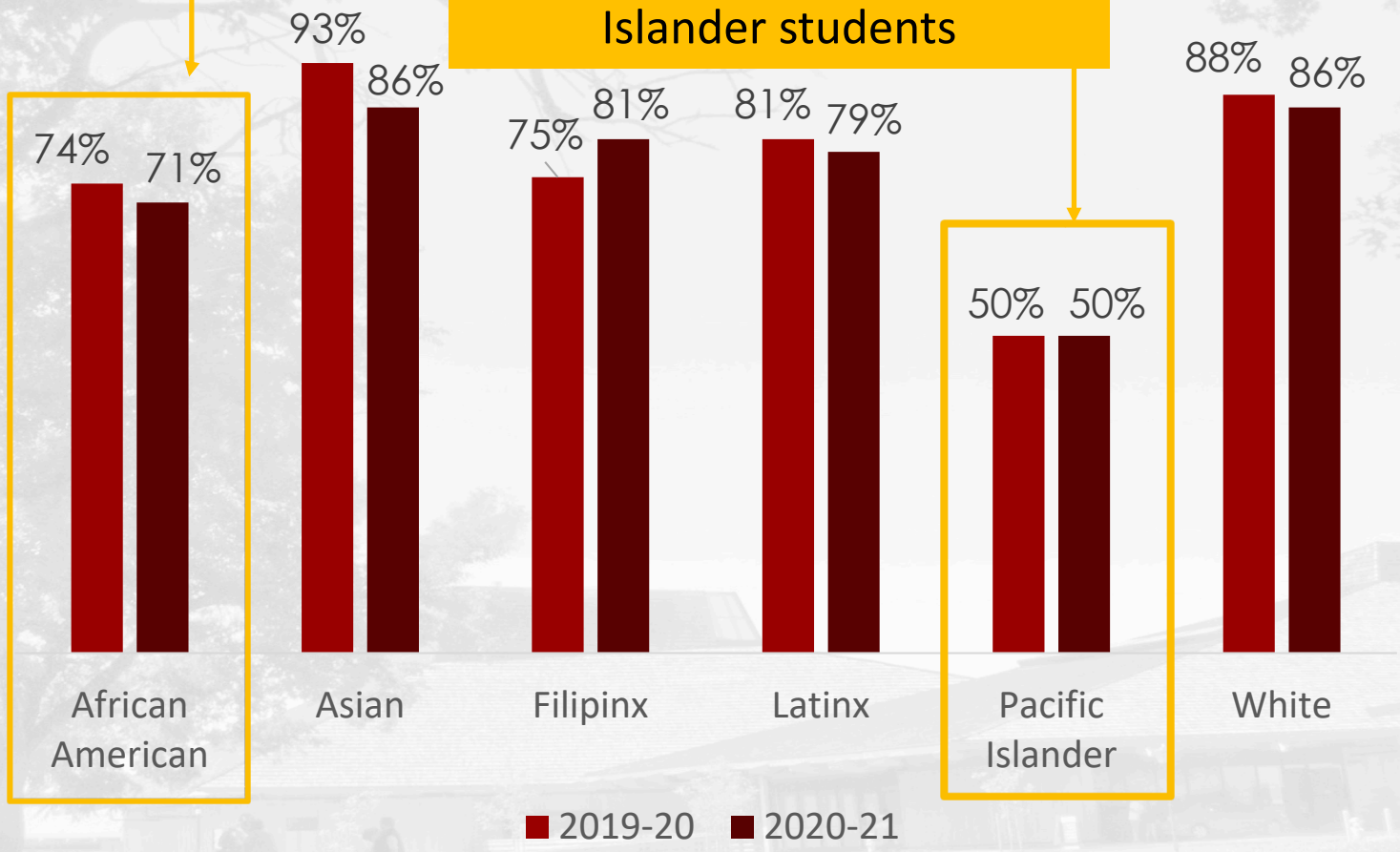
	2019-20	2020-21	Change
African American	35	38	+9%
Asian	255	266	+4%
Filipinx	22	27	+23%
Latinx	106	152	+43%
Native American	2	2	0%
Pacific Islander	5	9	+80%
White	135	172	+27%

Source: FH IRP
Reflects students who were enrolled in at least one Honors course past census.

Honors: Course Success

Equity gaps, especially for African American and Pacific Islander students

Key observation: Course success decreased for most student groups



Source: FH IRP. Reflects students who were enrolled in at least one Honors course past census. Native American not included due to low enrollment (*n* = 2 in AY20). Course success for all students: AY20 = 88% | AY21 = 83%.

Summary: Data to Action

- How do our initiatives facilitate and reinforce student ability to succeed?
  - Across all perspectives, backgrounds, traits
  - Limitations of existing structures and processes
- Continue knitting individual initiatives together into a community environment for learning
  - Based on students' existing strengths and knowledge (especially non-traditional)
  - Across instructional, instructional support, and student services (guided pathways)

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