CGCC's strategic planning goals that will be implemented with Title III, Strengthening Institutions

Program Funds to contribute to its growth and self-sufficiency:

Table A-7: Institutional Strategic Goals Linked to Title III Activity Goals
Institutional Strategic Goals:
Strategic Priority #1: Student Success
Strategic Priority #2: Diversity, Equity, and Inclusion
Strategic Priority #3: Fiscal Responsibility and Sustainability
Activity #1: Building Equitable Access and Success
Objective 1.1: By September 2026, increase the college-level math course success rate for low-income and first-generation students in their first year from 13% to 20%, **increasing over 53% (7 percentage points difference)* in five (5) years.**
Objective 1.2: By September 2026, increase the college-level writing course success rate for low-income and first-generation students in their first year from 37% to 47%, **increasing 27% (10 percentage points difference)* in five (5) years.**
Objective 1.3: By September 2026, increase the 3-year graduation rate for first-time, full-time low-income, and first-generation students from 12% to 17%, **increasing over 41% (5 percentage points difference)* in five (5) years.**
Activity #2: Building Equitable Student Experience
Objective 2.1: By Sept 2026, increase the fall-to-spring retention rate for low-income and first-generation students from 60% to 75%, **increasing 25% (15 percentage point difference)* in five (5) years.**
Objective 2.2: By Sept 2026, increase the fall-to-fall retention rate for low-income and first-generation students from 47% to 57%, **increasing over 21% (10 percentage point differences)* in five (5) years.**
*The percentage increase for each objective has been calculated as the increase from one value to another in terms of a percentage of the original amount. The percentage point difference or percent point (pp) is the unit for the arithmetic difference of two (2) percentages. (https://www.omnicalculator.com/math/percentage-increase)
(4) The Plan Clearly And Comprehensively Describes The Methods And Resources The Institution Will Use To Institutionalize Practice And Improvements Developed Under The Proposed Project, Including, In Particular, How Operational Costs For Personnel, Maintenance, and Upgrades of Equipment Will Be Paid With Institutional Resources.

Table C-1: Annual Objectives & Performance Indicators in Measurable Terms for Activity #1: Equitable Access & Success	
Year 1: 2021-2022 Annual Objectives	**Year 1: 2021-2022 Annual Performance Indicators**
By September 2022, ● Increase the college-level math course success rate for low-income or first-generation students in their first year from 13% to 14%, **increasing 7.7% (1 percentage point difference)*** ● Increase the college-level writing course success rate for low-income and/or first-generation students in their first year from 37% to 39%, **increasing 5.4% (2 percentage points difference)*** ● Increase the 3-year graduation rate for first-time full-time low-income and/or first-generation students from 12% to 13%, **increasing 8.3% (1 percentage point difference)***	By September 2022, ● Increase the percentage of pre-college students placed into college-level math and writing by 15% over baseline. ● Increase the percentage of full-time low-income or first-generation students competing First Year Experience (FYE) by 50% over baseline for Year 1 ● By the end of each Fall term, the percentage of undecided students will decrease by 5% on the prior year. ● Survey results will show at least 65% satisfaction with academic advising services received in Year 1, with a new baseline set after the first survey.
Year 2: 2022-2023 Annual Objectives	**Year 2: 2022-2023 Annual Performance Indicators**

By September 2023,	By September 2023,
- Increase the college-level math course success rate for full-time low-income or first-generation students in their first year from 14% to 15%, **increasing 7.1% (1 percentage point difference)*** - Increase the college-level writing course success rate for full-time low-income or first-generation students in their first year from 39% to 41%, **increasing 5.1% (2 percentage points difference)*** - Increase the 3-year graduation rate for first-time full-time low-income and/or first-generation students from 13% to 14%, **increasing 7.7% (1 percentage point difference)***	- Increase the percentage of pre-college students placed into college-level math and writing by 15% over Year 1. - Increase the percentage of full-time low-income or first-generation students competing First Year Experience (FYE) by 50% over baseline for Year 2 - By the end of each Fall term, the percentage of undecided will decrease by 5% on the prior year. - Survey results will show at least 70% satisfaction with academic advising services received.
Year 3: 2023-2024 **Annual Objectives**	**Year 3: 2023-2024** **Annual Performance Indicators**
By September 2024,	By September 2024,
- Increase the college-level math course success rate for full-time low-income or first-generation students in their first year from 15% to 16%, **increasing 6.7% (1 percentage point difference)*** - Increase the college-level writing course success rate for full-time low-income or first-generation students in their first year from 41% to 43%, **increasing 4.9% (2 percentage points difference)*** - Increase the 3-year graduation rate for first-time full-time low-income and/or first-generation students from 14% to 15%, **increasing 7.1% (1 percentage point difference)***	- Increase the percentage of pre-college students placed into college-level math and writing by 15% over Year 2. - Increase the percentage of full-time low-income or first-generation students competing First Year Experience (FYE) by 50% over baseline for Year 3 - By the end of each Fall term, the percentage of undecided will decrease by 5% on the prior year. - Survey results will show at least 75% satisfaction with academic advising services received.
Year 4: 2024-2025 **Annual Objectives**	**Year 4: 2024-2025** **Annual Performance Indicators**
By September 2025,	By September 2025,
- Increase the college-level math course success rate for full-time low-income or first-generation students in their first year from 16% to 18%, **increasing 12.5% (2 percentage points difference)*** - Increase the college-level writing course success rate for full-time low-income or first-generation students in their first year	- Increase the percentage of pre-college students placed into college-level math and writing by 15% over Year 3. - Increase the percentage of full-time low-income or first-generation students competing First Year Experience (FYE) by 50% over baseline for Year 4

from 43% to 45%, **increasing 4.7% (2 percentage points difference)*** ● Increase the 3-year graduation rate for first-time full-time low-income and/or first-generation students from 15% to 16%, **increasing 6.7% (1 percentage point difference)***	● By the end of each Fall term, the percentage of undecided will decrease by 5% on the prior year. ● Survey results will show at least 80% satisfaction with academic advising services received.
Year 5: **2025-2026 Annual Objectives**	**Year 5: 2025-2026** **Annual Performance Indicators**
By September 2026, ● Increase the college-level math course success rate for full-time low-income or first-generation students in their first year from 18% to 20%, **increasing 11.1% (2 percentage points difference)*** ● Increase the college-level writing course success rate for full-time low-income or first-generation students in their first year from 45% to 47%, increasing 27% (2 percentage points difference)* ● Increase the 3-year graduation rate for first-time full-time low-income and/or first-generation students from 16% to 17%, **increasing 6.25% (1 percentage point difference)***	By September 2026, ● Increase the percentage of pre-college students placed into college-level math and writing by 15% over Year 4. ● Increase the percentage of full-time low-income or first-generation students competing First Year Experience (FYE) by 50% over baseline for Year 5 ● By the end of each Fall term, the percentage of undecided students will decrease by 5% on the prior year. ● Survey results will show at least 85% satisfaction with academic advising received.
Percentage increase for each objective has been calculated as the increase from one value to another in terms of a percentage of the original amount. The percentage point difference or percent point (pp) is the unit for the arithmetic difference of two (2) percentages (https://www.omnicalculator.com/math/percentage-increase).	

Table C-2: Annual Objectives & Performance Indicators in Measurable Terms for Activity #2: Equitable Student Experience	
Year 1: 2021-2022 **Annual Objectives**	**Year 1: 2021-2022** **Annual Performance Indicators**
By September 2022, ● Increase the fall-to-spring retention rate for low-income and/or first-generation students from 60% to 63%, **increasing 5% (3 percentage points)*** ● Increase the fall-to-fall retention rate for low-income and/or first-generation students from 47% to 49%, **increasing 4.3% (2 percentage points difference)***	By September 2022, ● Percentage of students receiving tutoring that remain in Good Academic Standing will increase by 25% over baseline. ● Survey results will show at least 65% student satisfaction with hybrid course modality. ● Baseline student tutoring/mentoring services utilization data will be set in Spring 2022. Survey results will show at

	least 75% satisfaction with tutoring/mentoring services.
Year 2: 2022-2023 Annual Objectives	**Year 2: 2022-2023 Annual Performance Indicators**
By September 2023, ● Increase the fall-to-spring retention rate for low-income and/or first-generation students from 63% to 66%, **increasing 4.8% (3 percentage points difference)*** ● Increase the fall-to-fall retention rate for low-income and/or first-generation students from 49% to 51%, **increasing 4.1% (2 percentage points difference)***	By September 2023, ● Percentage of students receiving tutoring that remain in Good Academic Standing will increase by 25% over baseline. ● Survey results will show at least 75% student satisfaction with hybrid course modality. ● Baseline student tutoring/mentoring services utilization data will be set in Spring 2022. Survey results will show at least 75% satisfaction with tutoring/mentoring services.
Year 3: 2023-2024 Annual Objectives	**Year 3: 2023-2024 Annual Performance Indicators**
By September 2024, ● Increase the fall-to-spring retention rate for low-income and/or first-generation students from 66% to 69%, **increasing 4.5% (3 percentage points difference)*** ● Increase the fall-to-fall retention rate for low-income and/or first-generation students from 51% to 53%, **increasing 3.9% (2 percentage points difference)***	By September 2024, ● Percentage of students receiving tutoring that remain in Good Academic Standing will increase by 25% over Year 2. ● Survey results will show at least 80% student satisfaction with hybrid course modality. ● Baseline student tutoring/mentoring services utilization data will be set in Spring 2022. Survey results will show at least 75% satisfaction with tutoring/mentoring services.
Year 4: 2024-2025 Annual Objectives	**Year 4: 2024-2025 Annual Performance Indicators**
By September 2025, ● Increase the fall-to-spring retention rate for low-income and/or first-generation students from 69% to 72%, **increasing 4.4% (3 percentage points difference)*** ● Increase the fall-to-fall retention rate for low-income and/or first-generation students from 53% to 55%, **increasing 3.8% (2 percentage points difference)***	By September 2025, ● Percentage of students receiving tutoring that remain in Good Academic Standing will increase by 25% over Year 3. ● Survey results will show at least 85% student satisfaction with hybrid course modality. ● Baseline student tutoring/mentoring services utilization data will be set in Spring 2022. Survey results will show at least 75% satisfaction with tutoring/mentoring services.

Year 5: 2025-2026 **Annual Objectives**	Year 5: 2025-2026 **Annual Performance Indicators**
By September 2026, ● Increase the fall-to-spring retention rate for low-income and/or first-generation students from 72% to 75%, **increasing 4.2% (3 percentage points difference)*** ● Increase the fall-to-fall retention rate for low-income and/or first-generation students from 55% to 57%, **increasing 3.6% (2 percentage points difference)***	By September 2026, ● Percentage of students receiving tutoring that remain in Good Academic Standing will increase by 25% over Year 4. ● Survey results will show at least 90% student satisfaction with hybrid course modality. ● Baseline student tutoring/mentoring services utilization data will be set in Spring 2022. Survey results will show at least 75% satisfaction with tutoring/mentoring services.
Percentage increase for each objective has been calculated as the increase from one value to another in terms of a percentage of the original amount. The percentage point difference or percent point (pp) is the unit for the arithmetic difference of two (2) percentages (https://www.omnicalculator.com/math/percentage-increase).	

(2) The Extent To Which The Objectives For Each Activity Are Directly Related To The Problems To Be Solved And To The Goals Of The Comprehensive Development Plan.

Table C-3 details the extent to which the objectives (described in Tables C-1 and C-2) were developed to directly address specific problems and goals identified in CGCC's CDP.

Table C-3: Relationship Between Activity Objectives, CGCC's Problems, and CDP Goals		
Problems to be Solved	**Activity Objective**	**Related to CDP Goal**
Students Placed In Developmental Education Are Less Likely To Complete College-Level Math Or Writing And, Therefore, Retain Or Complete.	*1.1, 1.2, 1.3*	**Academic Programs Goal:** All students will have access to clear program pathways to identify their career and academic goals. First-time-ever-in-college (FTEIC) students will enroll in a First Year Experience course to orient them to college resources; calibrate knowledge, skills, and competencies required for success; expose them to metamajors, and build community. In addition, FTEIC students will complete a college-level gateway course in math and writing within their first year, with a redesigned approach to developmental education.
CGCC Does Not Have A	*1.1, 1.2, 1.3*	**Institutional Management Goal:**

Proactive System For Identifying And Intervening With Students At Risk Of Failing Or Dropping Out.		Students at risk of failing or dropping out will more quickly and proactively identify and connect to resources.
Fall-To-Spring And Fall-To-Fall Retention Rates For Low-Income Or First-Generation Students Are Low. Tutoring Services Are Not Available For Courses With High Rates Of Failure And Withdrawal.	*2.1, 2.2*	**Academic Programs Goal:** Program review processes will include student success data disaggregated for low-income, first-generation, and Hispanic/Latino-identity so faculty can consider meeting the needs of underrepresented members of our student population. In addition, students will have access to tutoring/mentoring at days and times that work with their varied schedules.
Student Learning Spaces And Instructional Technology Are Inadequate To Support Increased Reliance On Remote Learning.	*2.1, 2.2*	**Institutional Management Goal:** Instructional technology, training, and support will allow students to participate in their learning in a way that best fits their unique needs or barriers. This includes building resiliency for when campus systems go down.
Strategic Investment Is Needed To Support Growth.	*1.1, 1.2, 1.3, 2.1, 2.2*	**Fiscal Stability Goal:** Increased student enrollment, retention, and completion will improve fiscal stability due to increased tuition revenue.