



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **December 15, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, Instructional and Student Services administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed



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with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

GOAL	PROGRESS
SSSP	
<p>The overall goal is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals. The College focused on the following goals during 2015/16:</p> <ol style="list-style-type: none"> 1. Provide students with various options for orientation 2. Expand and streamline assessment services for improved placement 3. Enhance counseling, advising and other education planning services to meet student needs 4. Augment follow-up services for at-risk students <p>Other SSSP services</p>	<p>Overall progress: The monthly SSSP reporting shows that overall SSSP services provided to continuing and returning students increased from 2015/16 to 2016/17 by 7%. However, the count of most of the SSSP services provided to new students decreased.</p> <p>Progress achieved in key areas:</p> <p>Orientation: 1) Made changes to orientation to reflect an ideal student pathway; Students were provided with clear steps for matriculation; 2) Orientation services were offered online and one-on-one with a counseling faculty member; 4) Individual programs offered separate program formatted orientations.</p> <p>Assessment: 1) Expanded services and increased access in 2015/16 by offering walk-in assessment and increased hours and days (e.g., Saturday testing for peak testing times); 2) The assessment procedures were streamlined by upgrading technology and improving the overall student check-in process; 3) The Assessment Center worked jointly with the Outreach Department in supporting testing efforts of the campus’s four service area high schools; 4) Maintained an assessment website to provide students with testing resources; 5) Participated in pilot Multiple Measures Assessment Project (MMAP) and used multiple measures in placing students.</p> <p>Counseling, advising and education planning: 1) Counselors were identified as liaisons to instructional departments; 2) Delivered small group and large group workshops, student education planning sessions and comprehensive counseling and other education planning workshops; 3) Developed a summer bridge program to address student equity with enrichment activities and two 3-unit basic skills English classes; 4) Parent/student information nights informed parents and students of steps to full matriculation; 5) Hired</p>



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	<p>additional counselors and classified staff and hours were increased.</p> <p>Follow-up for at-risk students:</p> <p>1) First Year Experience (FYE) redesign addressed first-generation, basic skill students; 2) Partnered Personal Growth counselors with Basic Skills faculty and created an on-going assessment of progress toward readiness for the first levels of college English and Mathematics; 3) Conducted informational activities to learn about career fields associated with academic disciplines; Counselors provided short and long term education plans, goal setting for basic skills students; 4) For probationary students, counselors met with students and created Academic Success Plan. Provided SSSP services for probationary students; 5) Faculty to provide a high touch referral method.</p> <p>Other SSSP services:</p> <p>1) Incorporated enrollment management strategies to increase student completion rates; 2) Incorporated student equity and services needs into the student service annual program review process.</p>
SEP	
<p>1. Improve access for African American, Latino, White and DSPS students.</p> <p>2. Improve successful course completion for African Americans, Academic/Progress Disqualification and Academic/Progress Probation.</p> <p>3. Improve ESOL and basic skills completion for 1) African Americans in English basic skills progressing to college-level English classes; 2) Academic/Progress Disqualification and Academic/Progress Probation students progressing from Math basic skills to college-level Math classes.</p> <p>4. Improve degree and certificate completion for African American, American Indian, Latino, Pacific Islander and DSPS students.</p> <p>Increase transfer for African American, American Indian,</p>	<p>Overall progress:</p> <p>1) Access for the target sub-populations has improved; each sub-population witnessed increased enrollments.</p> <p>2) The successful course completion rates for African Americans and Academic/Progress Disqualification students improved, however, African Americans, Academic/Progress Disqualification and Academic/Progress Probation students remained disproportionately impacted.</p> <p>3) ESOL and basic skills completion rates improved for African Americans transitioning from English basic skills to college-level English; Inequities remained in Academic/Progress Disqualification and Academic/Progress Probation students progressing from Math basic skills to college-level Math classes. New equity gaps were identified for Academic/Progress Probation students in English.</p> <p>4) All of the sub-populations remained disproportionately impacted on their Degree and certificate completion and transfer. African Americans decreased by 1%, American Indians increased by 1%, Asian/Pacific Islander increased by 2%, Filipino decreased by 5% and Latino increased by 22%.</p> <p>Progress achieved in specific areas:</p> <p>1) Reviewed programs offered at the college and sister colleges and offered more courses in demand at Miramar College; 2) Established a culture to ensure that all textbooks are available on reserve at the library. Offered Open</p>



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<p>Filipino, Latino, Pacific Islander and DSPS students.</p>	<p>Educational Resources at no charge. Offered workshops related to student success; Created orientation and publication materials; 3) Professional Development: implemented speaker series for faculty to establish cultural competency across the curriculum; 4) Workshops on study skills and time management were offered through summer bridge and the tutoring center; 5) Tutors, Counselors and Faculty worked together to better support basic skills students and course completion; 6) Offered Intensive Math Jam, a workshop designed to prepare students for the math assessment; 7) Identified interventions and resources to assist students through the probationary/disqualification process; 8) Offered courses driven by student need; supplemented existing categorical programs to assist with unmet need; ; 9) Further refined research by including completion of IGETC and CSUGE as a factor; 10) Based on further research data, conducted focus groups and surveys to determine where loss and momentum points are taking place and developed intentional, unavoidable interventions that helped to reduce the gap; 11) Researched possibility of multicultural center on campus for students to have a gathering place; 12) Provide transfer options for disproportionately impacted student populations.</p>
BSI	
<ol style="list-style-type: none"> 1. Continue to refine a basic skills program at San Diego Miramar College based on extant research and data and work towards a commitment of institutionalization of successful practices. 2. Monitor and implement successful student support techniques for early intervention & sustained attention for students. 3. Provide educational opportunities for faculty, staff, and students on successful techniques to help students achieve their goals. 4. Augment and develop instructional services, course links, and Academic Success Centers that focus on helping students be more successful with their goals. 	<p>Overall progress: Faculty collaborated in the adoption of innovative teaching techniques in order to engage students in hands on “Math Activities” related to basic skills math. Retention rates for ESOL writing course, reading course and listening/speaking course increased from 2015/16 to 2016/17. Both the term persistence and annual persistence rates decreased slightly from 2015/16 to 2016/17. The basic skills completion rates were comparatively low and subsequent enrollment from basic skills to college level courses remained low, especially for Math basic skills students.</p> <p>Progress achieved in specific areas: 1) Analyzed current Basic Skills programs; 2) Identified roadblocks to student success; 3) Created interventions and innovations in teaching strategies to improve student academic achievement based on appropriate research; 4) Trained faculty to implement innovations; 5) Trained online personalized tutors to assist students in both content and study skills; 6) Provided online tutoring; 7) Provided embedded tutoring (SI and IA programs); 8) Provided as needed tutoring in respective tutoring centers focusing on different subject areas (e.g., English, Math); 9) Provided one-on-one personalized comprehensive tutoring; 10) Trained tutors with EDU 100 and trained tutors in half-hour to one hour tutoring sessions.</p>



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- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

The success the College is currently experiencing can be attributed to a combination of newly implemented interventions proposed in the respective plans. The interventions were designed to target unmet student needs and inequities. While implementing these interventions, resources were re-shifted, departments, units and programs were better aligned, communication and collaboration were initiated and increased among units, and efficient changes were made in operations.

Some challenges the College is experiencing are the lack of professional development for successful implementation of the interventions. Additionally, not all interventions have evaluation plans which include the collection of qualitative data to justify effectiveness of the interventions.

- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<i>Increase student success and completion rates for students in respective programs.</i>	1. Link incoming students to specific services (EOPS, DSPPS, Counseling, Career, Summer Bridge) 2. Provide new students with orientation and assessment 3. Require Personal Growth courses to increase study skills and career development 4. Create Educational Plans for students	1. Provide tutoring and Supplemental Instruction. 2. Link students to Academic Success Center services.	1. Provide tutoring and Supplemental Instruction.



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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

One innovative activity the college has implemented in order to support student completion, close achievement gaps, and meet the goals of SSSP, SEP & BSI has been "First Year Experience". Miramar's FYE was redesigned for the 2015-16 academic year informed by research data. The program is redesigned to address first-generation, basic skills students. FYE piloted the "Passport to Success", which outlines a student pathway from connection to completion and offers students the opportunities to connect with all college resources. The passport will be scaled up to include all new, incoming students, and built into the procedures for students to become fully matriculated. FYE also developed a "Summer Bridge" program to address student equity with enrichment activities and two 3-unit basic skills English classes utilizing an acceleration model. This has led to an improved success rate for basic skills English classes by 7%. Student services and instruction collaborated at various levels addressing multiple needs of the target students.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for



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each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
1) Sustain and expand quality SSSP core services to increase student access and success, with a special focus on incoming first time students	1. Outreach, to recruit new students that are underrepresented at the college 2. Assess with multiple measures to improve proper placement and success including off site assessments and career assessment 3. Link incoming students to specific services (EOPS, DSPS, Counseling, Career Counseling), in particular, enhance FYE, Learning Communities, Basic Skills for Promise and Freshmen students. 4. Require participation in Personal Growth courses as a tool to assist with assessment, orientation and advisement 5. Increase outreach to parents and students, encourage students to enroll- SEP, SSSP	1. Provide tutoring and Supplemental Instruction 2. Provide test prep for English and Math assessment (i.e. Math and English Jam)- SEP 3. Increase outreach to parents and students, encourage students to enroll- SEP, SSSP 4. Link incoming students to specific services (EOPS, DSPS, Counseling, Career Counseling), in particular, enhance FYE, Learning Communities, Basic Skills for Promise and Freshmen students. - SSSP, SEP	1. Provide tutoring and Supplemental Instruction - BSI	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____



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<p>2) Improve successful course completion and ESL and basic skills completion for all students</p>	<p>1. Improve Basic Skills and ESL completion for the target populations through partnering Counseling Faculty with Basic Skills Faculty and peer mentors to increase student success-SSSP</p>	<p>1. Counseling Faculty partner with Basic Skills Faculty and peer mentors to increase student success 2. Improve successful course completion rates with embedded tutoring for student sub-populations with low success/and or retention rates - BSI, SEP</p>	<p>1. Train Basic Skills faculty to implement innovations, High Impact Practices - BSI, SEP 2. Improve successful course completion with embedded tutoring for Basic Skills courses with low success/and or retention rates - BSI, SEP</p>	<p><input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____</p>
<p>3) Improve support and achievement of students at-risk for academic or progress probation</p>	<p>1. Develop and maintain an early alert system in collaboration with faculty coordinator-BSI, SEP, SSSP</p>	<p>1. Identify interventions and resources to assist students through the probationary/disqualification process-BSI, SEP, SSSP</p>	<p>1. Provide professional development in accelerated and co-requisite models to support students who are at risk, as identified by early alert system through SEP and SSSP. 2. Train tutors to support students who are at-risk.</p>	<p><input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____</p>
<p>4) Continue to improve degree attainment, certificate attainment, and transfer for all students</p>	<p>1. Establish online services for students and alternative delivery services; Expand on-line counseling for on-line students-SSSP 2. Utilize enrollment management strategies/Guided Pathways to identify courses required by students to offer more classes to complete degrees through Guided Pathways</p>	<p>1. Provide on-line tutoring for on-line students and test proctoring for online classes-SEP 2. Faculty Coordinator identify and monitor students at risk with an early alert system 3. Provide a structured mentoring program that aids in retention through coordinated</p>	<p>1. Train personalized tutors to assist students in both content and study skills – BSI 2. Tutors assist students in both content and study skills - BSI</p>	<p><input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____</p>



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	<p>3. Provide a structured mentoring program that aids in retention through coordinated activities and connections to counselors</p> <p>4. Recruit and hire student peer mentors and tutors - SSSP</p>	<p>activities and connections to counselors-SEP</p> <p>4. Faculty Coordinator, Counselors and Career Counselors identify students moving through Guided Pathways to develop course offerings-SEP</p>		
<p>5) Strengthen collaboration among Student Services, Instruction and Administrative Services to increase overall student success, completion and equity</p>	<p>1. Collaboration between Student Services and Instruction to support student success—SSSP</p>	<p>1. Collaboration between Student Services and Instruction to support student success—SEP</p>	<p>1. Collaboration between Student Services and Instruction to support student success—BSI</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

The College has a strong foundation in strategic planning, highlighted by its award winning Student Success Framework for Long-Term Integrated Planning. In order to accomplish the integration of matriculation, instruction and student services, the campus will strategically align the three categorical programs through identifying common goals and activities across programs. The programs will work collaboratively to support student success initiatives by providing leveraged resources for faculty and staff in order to better support students. The synchronization of the three categorical programs will lead to increased efficiency, stronger strategic planning, and an overall campus climate with a renewed student-centered focus.

In order to ensure coordination across student equity related categorical programs, the Student Services leadership: Student Services administrators, supervisors, program coordinators, the Co-chairs of the BSI Committees, and the school of PRIELT will meet regularly to review and evaluate the progress made towards meeting the alignment goals. This increased communication will



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spark innovation and strengthen continuity and accountability. The respective leaders will coordinate outreach to other committees, keeping the College informed of the progress of alignment initiatives to maximize efforts across campus, encouraging feedback/input and minimizing the probability of duplication of services.

The integration of SEP, SSSP and BSI along with continued coordination and collaboration between the respective programs will lead to more effective implementation of achieving the student success goals. For example, the College will increase access to students by providing outreach to local high schools, recruiting underrepresented groups, conducting Parent Nights to recruit new students and outreach to their families. The First Year Experience program will provide basic skills and Personal Growth courses to new students, including orientation and assessment services. Incoming freshmen will be matched with peer mentors to provide the first line of support and coordination with Counselors. Students will complete Abbreviated Educational Plans and/or Comprehensive Educational Plans linked to Guided Pathways and career exploration and assessment. Supplemental Instruction and tutoring will provide academic support for students. An Early Alert system that identifies students experiencing academic difficulty early in their academic tenure will refer students to Academic Support Services for follow-up. Counselors will attend Instructional Department meetings to assure communication between instruction and student support services.

The coordination of SEP, SSSP, BSI goals and initiatives have led to an increased awareness and need for direct student support based on student experience in campus-based programs, including but not limited to, Counseling, EOP, DSPS, and the Career and Transfer Centers. The allocation of additional staffing and resources will increase the number of students served and provided more accessibility for students.

Professional Development activities for faculty and staff will be provided through the newly developed Professional Development Committee that leverages all the goals of the initiatives, including topics such as successful collaboration techniques, implementing innovations and High Impact Practices, equity topics, data exploration and action research as well as an awareness of instructional support to increase academic success. Working with instructional faculty and student services staff around these topics will lead to increased awareness and engagement of the alignment program goals and initiatives.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

Not applicable



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6. Describe your professional development plans to achieve your student success goals. (100 words max)

The College's newly formed Professional Development Committee will develop a plan that provides comprehensive development activities for all employees. The committee was designed using existing college governance practices. It will prioritize training to ensure the implementation of high impact practices to increase student success and meet student equity goals. The College will focus on strengthening communication, collaboration and commitment to quality and effective practice to implement the integration plan. In addition, the College will support training around cultural competency for faculty and staff to better serve disproportionately impacted students and help mitigate equity gaps. Lastly, the College will support training faculty and staff to develop resource funding proposals and evaluation plans, gain competency in data exploration and action research, as well as commit to continuous quality improvement.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

With the assistance of the school of PRIELT, the College will develop and implement an annual evaluation plan, consistent with the College's integrated planning process. For each proposed activity, the evaluation plan will specify intended constructs and their operational definitions, research design and data collection/analysis plans, responsible groups and timelines. Proposed student tracking software will allow the College to track and report on student experience, behavior, and disaggregated outcomes on a semester basis. The results will become part of the College's comprehensive assessment of institutional effectiveness and be integrated into the College's Integrated Planning Framework.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

The Districtwide Student Services Council plans, develops, monitors and assesses student support services programs districtwide. Examples of the work of the Council include:

- Developed overarching goals for student success and equity including a plan to increase the number of degrees awarded, including underserved groups.
- Established communication plan for students including: reminders about important deadlines, recommendation to see a counselor to establish a comprehensive education



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plan; academic progress, early alert and interventions

- Establishing and reviewing registration priorities and policies
- Monitoring and revising student assessment and placement practices
- Regular reports on student outcomes to Board of Trustees
- Monthly monitoring of SSSP services

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

Budget by Goals and Activities	BSI	SEP	SSSP
Goal 1. Sustain and expand quality SSSP core services to increase student access and success, with a special focus on incoming first time students			
a. Outreach to recruit new students that are underrepresented - SSSP, SEP		80,000	249,635
b. Assess with multiple measure to assure proper placement and success including off-site assessments and career assessment-SSSP			257,999
c. Link incoming students to specific services (EOPS, DSPS, Counseling, Career Counseling) - SSSP, SEP		250,000	540,958
d. Require participation in Personal Growth courses as a tool to assist with assessment, orientation and advisement (i.e. PG 65) - SSSP			80,000
e. Provide tutoring and SI - BSI, SEP	40,000	90,000	
f. Provide test prep for English and Math assessment (i.e. Math and English Jam)- SEP		10,000	
g. Increase outreach to parents and students, encourage students to enroll-SEP, SSSP		83,016	70,000
Goal 2. Improve successful course completion and ESL and basic skills completion			
a. Counseling Faculty partner with Basic Skills Faculty and peer mentors to increase student success - SEP, SSSP		10,680	90,000
b. Train faculty to implement innovations, High Impact Practices - BSI, SEP	18,777	31,170	
c. Embed tutoring for disproportionately impacted students/courses with low success/and or retention rates - BSI, SEP	45,586	43,851	
Goal 3. Improve support and achievement for students at-risk for academic or progress probation.			
a. Faculty Coordinator will identify and monitor students at risk with an early alert system- BSI, SEP, SSSP	25,000	90,000	280,052
Goal 4. Continue to improve in degree attainment, certificate attainment and transfer for all students			
a. Expand on-line counseling for on-line students - SEP, SSSP		90,000	50,000
b. Provide on-line tutoring for on-line students - SEP		56,000	
c. Train personalized tutors to assist students in both content and study skills - BSI	8,114		
b. Utilize enrollment management strategies to identify courses required by students to offer more classes to complete degrees through Guided Pathways- SEP, SSSP		99,242	120,000



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c. Faculty Coordinator, Counselors and Career Counselors identify students moving through Guided Pathways to develop course offerings - SEP, SSSP		80,000	33,677
d. Provide a structured mentoring program that aids in retention through coordinated activities and connections to counselors		30,000	20,000
e. Tutors (including supplemental instruction), peer mentors/ambassadors assist students in both content and study skills - BSI	40,000	25,000	100,000
f. Recruit and hire student peers/ambassadors - SSSP			100,000
Goal 5. Strengthen collaboration between Student Services, Instruction and Administrative Services to increase overall student success, completion and equity			
a. Collaboration between Student Services and Instruction to support student success-SSSP			100,000
TOTAL	177,477	1,068,959	2,092,321

10. 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 2014-15, 2015-16, and 2016-17 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:

Executive Summary
(Add Link Here)

San Diego Miramar College's mission is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity, and success, while emphasizing innovative programs and partnerships to facilitate student completion for transfer, workforce training, and/or career advancement.

The College’s Mission and Vision Statement provide the overall framework and basis for integrated planning college-wide. This connection is achieved by the development of Strategic Plan Goals that directly support the College mission and used to guide college-wide planning over a 7-year period. Through the implementation of the Strategic Plan, the mission guides institutional decision-making, planning, and resource allocation. Administrative Services, Instructional Services and Student Services divisions’ programs and service areas develop their goals in alignment with the Strategic Plan, thus ensuring that the college mission is central to planning at all levels of the College and all levels of planning.

The process of creating the Miramar College Integrated Plan for Basic Skills Initiative, Student Success and Support Program and Student Equity Plan has been beneficial to the College and



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helped validate the existing Miramar College Planning Framework. Thus, while this new mandate to integrate the three targeted plans presented some challenges such approaches to planning are central to the College's Mission.

As shown throughout all areas of this integrated plan, the College has effective programs and services in place to undertake the planned activities in support of the success for all students. This plan is a well-rounded one that employs resources from not only the funds of the targeted programs, but will achieve improvements for students using a comprehensive approach and multiple perspectives. This includes, professional development aimed specifically at improving instruction; support for specific programs that have shown positive outcomes for underrepresented student populations, such as EOPS; classroom academic support and tutors. As a result of these efforts, the students will continue to experience San Diego Miramar College as a welcoming place to receive a quality education and outstanding services. Research has clearly demonstrated that when students feel they have a supportive campus environment they become better integrated and more successful. Therefore, San Diego Miramar College intends to use SEP, SSSP and BSI to develop new supportive programs and expand existing programs that have demonstrated success and promise, and at the same time strengthening the connection and communication between individual support programs for designated student populations (i.e. EOPS, DSPS, Veterans) that are in place to support student success. During the two-year period of this plan, the College will continue to employ its college-wide integrated planning framework with the deliberate focus of creating equitable outcomes for all of the students.

Required Targeted Groups

Target groups identified from the data analysis: African American, Latino, Pacific Islander, Filipino, Foster Youth, DSPS, Veterans students. All groups demonstrate disproportionate impact Degree & Certificate Completion and Transfer. Throughout this equity plan, activities and services are described to improve outcomes for these areas.

2017 – 2019 Student Equity Goals, Activities, and Recourses Budgeted for Activities

(Goals apply to all required targeted student groups)

The primary goal of the Student Equity Plan is to reduce disproportionate impact in Access, Retention, Degree & Certificate Completion, ESL & Basic Skills Completion and Transfer rates for current or former Foster Youth, Low Income Students, Students with Disabilities, Veteran students as well as African American, American Indian, Asian and Pacific Islander, Filipino, Latino and White students. The goal is to mitigate the impact by 2% each year, for each measure. An important secondary goal is to implement an ongoing annual equity review process to ensure meaningful and impactful student equity efforts across the entire college, particularly for those student populations that may not currently demonstrate disproportionate impact but are essential in any equity plan, i.e. students who are at risk of being placed on academic probation or being academically disqualified. All activity-specific goals reflect college efforts to reach equity as defined by the 80% index methodology. Specific



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goals for each metric regarding student populations demonstrating disproportionate impact are listed below.

Student Equity Goals	Budget
A. <u>Access Goals</u>	
a) Plan Goal #1: Enhance First Year Experience, Learning Communities, Basic Skills for College Promise and Freshman students.	
1. Provide tutoring and Supplemental Instruction.	30,000
2. Provide test prep for English and Math assessment (i.e. Math and English Jam).	3,333
3. Increase outreach to parents and students, encourage students to enroll.	27,672
4. Link incoming students to specific services (EOPS, DSPS, Counseling, Career Counseling).	83,333
5. Outreach to recruit new students that are underrepresented	80,000
b) Plan Goal #2: Improve Basic Skills and ESL completion for the target populations	
1. Counseling Faculty partner with Basic Skills Faculty and peer mentors to increase student success.	3,560
c) Plan Goal #3: Establish online services for students and alternative delivery services	
1. Provide on-line tutoring for on-line students and test proctoring for online classes.	11,200
d) Goal #5: Hire, Train and Supervise Peer Mentor and Tutors to assist with disproportionately impacted populations.	
1. Provide a structured mentoring program that aids in retention through coordinated activities and connections to counselors.	10,000
B. <u>Retention Goals</u>	



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a) Plan Goal #1: Enhance First Year Experience, Learning Communities, Basic Skills for College Promise and Freshman students.	
1. Provide tutoring and Supplemental Instruction.	30,000
2. Provide test prep for English and Math assessment (i.e. Math and English Jam).	3,334
3. Increase outreach to parents and students, encourage students to enroll.	27,672
4. Link incoming students to specific services (EOPS, DSPS, Counseling, Career Counseling).	83,334
b) Plan Goal #2: Improve Basic Skills and ESL completion for the target populations	
1. Counseling Faculty partner with Basic Skills Faculty and peer mentors to increase student success.	3,560
2. Provide Embed tutoring for courses with low success/and or retention rates.	21,926
c) Plan Goal #3: Establish online services for students and alternative delivery services	
1. Provide on-line tutoring for on-line students and test proctoring for online classes.	11,200
d) Plan Goal #4: Develop effective enrollment strategies that decrease the time to complete academic goals. (Revised)	
1. Faculty Coordinator will identify and monitor students at risk with an early alert system.	30,000
2. Faculty Coordinator, Counselors and Career Counselors identify students moving through Guided Pathways to develop course offerings.	26,667
C. <u>Transfer Goals</u>	
a) Plan Goal #3: Establish online services for students and alternative delivery services	
1. Provide on-line tutoring for on-line students and test proctoring for online classes.	11,200



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b) Plan Goal #2: Strategic Enrollment Management/Guided Pathways	
1. Faculty Coordinator will identify and monitor students at risk with an early alert system.	30,000
2. Faculty Coordinator, Counselors and Career Counselors identify students moving through Guided Pathways to develop course offerings.	26,666
D. <u>ESL/Basic Skills Goals</u>	
a) Plan Goal #1: Enhance First Year Experience, Learning Communities, Basic Skills for College Promise and Freshman students.	
1. Provide tutoring and Supplemental Instruction.	30,000
2. Provide test prep for English and Math assessment (i.e. Math and English Jam).	3,333
3. Increase outreach to parents and students, encourage students to enroll.	27,672
4. Link incoming students to specific services (EOPS, DSPS, Counseling, Career Counseling).	83,333
b) Plan Goal #2: Improve Basic Skills and ESL completion for the target populations	
1. Counseling Faculty partner with Basic Skills Faculty and peer mentors to increase student success.	3,560
2. Provide embed tutoring for courses with low success/and or retention rates.	21,924
3. Train faculty to implement innovations, and high impact practices	31,170
c) Plan Goal #3: Establish online services for students and alternative delivery services	
1. Provide on-line tutoring for on-line students and test proctoring for online classes.	11,200
d) Plan Goal #5: Hire, Train and Supervise Peer Mentors and Tutors to assist with disproportionately impacted populations.	



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1. Provide a structured mentoring program that aids in retention through coordinated activities and connections to counselors.	10,000
E. Degree & Certificate Completion Goals	
a) Plan Goal #3: Establish online services for students and alternative delivery services	
1. Expand on-line counseling for on-line students	90,000
2. Provide on-line tutoring for on-line students and test proctoring for online classes.	11,200
b) Plan Goal #4: Develop effective enrollment strategies that decrease the time to complete academic goals.	
1. Faculty Coordinator will identify and monitor students at risk with an early alert system.	30,000
2. Faculty Coordinator, Counselors and Career Counselors identify students moving through Guided Pathways to develop course offerings.	26,668
3. Utilize enrollment management strategies to identify courses required by students to offer more classes to complete degrees through Guided Pathways	99,242
4. Provide support and assistances with course content and study skills	25,000
c) Goal #5: Hire, Train and Supervise Peer Mentor and Tutors to assist with disproportionately impacted populations	
1. Provide a structured mentoring program that aids in retention through coordinated activities and connections to counselors.	10,000
Total	\$1,068,959



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Accounting of How Student Equity Funding Was Expended, 2014-15, 2015-16 and 2016-17

	Expenditure Category	Outreach	Student Services & Categoricals	Research & Evaluation	Coordination & Planning	Curriculum/Course Development & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
2014-2015	1000 Obj. Code Academic Salaries	4,758	33,926					11,664	47,691	98,039
	2000 Obj. Code Classified Salaries		4,756					21,782		26,538
	3000 Obj. Code Employee Benefits		612	7,687				6,961	9,064	24,324
	4000 Obj. Code Supplies & Materials							1,863	1,020	2,883
	5000 Obj. Code Other Operating Expenses & Services		21,571		6,613		297	6,538	6,509	41,528
	6000 Obj. Code Capital Outlay			80,000				19,946	20,659	120,605
	7000 Obj. Code Other		88,420					99,244	43,479	231,143
		4,758	149,285	87,687	6,613		297	167,998	128,422	
									Grand Total	\$545,060



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	Expenditure Category	Outreach	Student Services & Category	Research & Evaluation	Coordination & Planning	Curriculum/Course Development & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
2015-16	1000 Obj. Code Academic Salaries		52,689				40,836		290,925	384,450
	2000 Obj. Code Classified Salaries	89,214	29,096					8,341	3,428	130,079
	3000 Obj. Code Employee Benefits	12,238	29,310				11,567	619	73,546	127,280
	4000 Obj. Code Supplies & Materials	50	584						12,254	12,888
	5000 Obj. Code Other Operating Expenses & Services	29,575	1,992		10,446		20,957		119,291	182,261
	6000 Obj. Code Capital Outlay	540					9,974	50,000	19,699	80,213
	7000 Obj. Code Other									170,861
		131,617	113,671	0	10446		83334	58,960	519,143	
									Grand Total	\$1,088,032



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	Expenditure Category									
		Outreach	Student Services & Category	Research & Evaluation	Coordination & Planning	Curriculum/Course Development & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
2016-17	1000 Obj. Code Academic Salaries				137,128			35,000	105,736	277,864
	2000 Obj. Code Classified Salaries	43,735	27,273		11,462		5,731	75,000	23,911	187,112
	3000 Obj. Code Employee Benefits	9,275	2,727		27,689		1,924	13,400	29,769	84,784
	4000 Obj. Code Supplies & Materials		30,000		15,000		4,479	15,000	65,000	129,479
	5000 Obj. Code Other Operating Expenses & Services	20,000	50,000	20,000	20,000	25,000	50,000	55,000	60,000	300,000
	6000 Obj. Code Capital Outlay		10,000						79,720	89,720
	7000 Obj. Code Other									
		73,010	120,000	20000	211279		62134	193,400	364,136	
									Grand Total	\$1,068,959



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Fiscal Year 2014 – Fiscal Year 2017 Assessment of Progress Made in Achieving Goals

In order to provide a complete summary of progress, this section provides both goal achievement and student equity data trends for prior years.

Prior Years' Goals and Progress

Goals

- Improve **access** for African American, Latino, White and DSPS students.
- Improve **successful course completion** for African Americans, Academic/Progress Disqualification and Academic/Progress Probation.
- Improve **ESL and basic skills completion** for 1) African Americans in English basic skills progressing to college-level English classes; 2) Academic/Progress Disqualification and Academic/Progress Probation students progressing from Math basic skills to college-level Math classes.
- Improve **degree and certificate completion** for African American, American Indian, Latino, and Pacific Islander and DSPS students.
- Increase **transfer** for African American, American Indian, Filipino, Latino, and Pacific Islander and DSPS students.

Overall Progress

- **Access** for the target sub-populations has improved; each sub-population witnessed increased enrollments.
- The **successful course completion** rates for African Americans and Academic/Progress Disqualification students improved, however, African Americans, Academic/Progress Disqualification and Academic/Progress Probation students remained disproportionately impacted.
- **ESL and basic skills completion** rates improved for African Americans transitioning from English basic skills to college-level English; Inequities remained in Academic/Progress Disqualification and Academic/Progress Probation students progressing from Math basic skills to college-level Math classes. New equity gaps were identified for Academic/Progress Probation students in English.
- All of the sub-populations remained disproportionately impacted on their **Degree and certificate completion** and **transfer**.

Specific Progress Worthy of Note

- Reviewed programs offered at the college and sister colleges and offered more courses in demand at Miramar College.
- Established a culture to ensure that all textbooks are available on reserve at the library. Offered Open Educational Resources at no charge. Offered workshops related to student success; Created orientation and publication materials.
- Implemented speaker series for faculty to establish cultural competency across the curriculum;



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- Provided students workshops on study skills and time management were offered through summer bridge and the tutoring center;
- Tutors, counselors and faculty worked together to better support basic skills students and course completion;
- Offered Intensive Math Jam;
- Identified interventions and resources to assist students through the probationary/disqualification process.
- Offered courses driven by student need.
- Supplemented existing categorical programs to assist with unmet need;
- Refined research by including completion of IGETC and CSUGE as a factor
- Conducted focus groups and surveys to determine where loss and momentum points are taking place and developed intentional, unavoidable interventions that helped to reduce the gap;

Student Equity Data Trends that Informed Plan Preparation and Progress Review

Access

- Access for Pacific Islander and Filipino students decreased
- Access for Latino students increased
- Enrollment for students under the age of 18 doubled

Successful Course Completion

- Under age 18 increased in their successful course completion
- DSPS Students increased in their successful course completion
- Students on Academic/Progress Disqualification increased minimally in course success
- Successful course completion rates for African American, Asian/Pacific Islanders, Filipinos and Latinos declined
- Exceeded Benchmark for Course Completion rates from 2012-2015
 - This was a college wide trend used to inform planning.

Subsequent Course Completion from English as a Second Language (ESOL) 40 to English 101/105

- Subsequent course completion rates increased for African Americans, Filipinos, Latinos and Veterans
- Success rates overall declined over a five-year period

Subsequent Course Completion from Mathematics 046 to Mathematics 096

- Subsequent course completion declined for Males and Females, and students under age 18
- Subsequent course completion increased for Academic/Progress Probation students
- Subsequent course completion increased for DSPS
- Subsequent course completion decreased for students on Academic Progress/Disqualification/Probation



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Degree and Certificate Completion (Students with no selected education goal)

- Students without an Ed Goal largely did not succeed in all categories

Degree and Certificate Completion (Informed Education Goal)

- Asian Pacific Islanders and Latinos increased in their number, Filipino's slightly increased
- Students ages 25-29 and DSPS students increased in their degree completion
- Students aged 30-39, 40-49, 50+ decreased in their degree completion
- The College Exceeded Benchmark for Degrees/Certificates Awarded
 - This was a college wide trend used to inform planning.

Transfer

- Asian Pacific Islanders and Latinos increased their transfer numbers
- Veterans transfer numbers declined
- 88% of Transfer Benchmark reached
- 93% of Transfer rate reached
- The College's Transfer volume declined from 2011-2014 more than 3% below benchmark
 - This was a college wide trend used to inform planning.

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

San Diego Miramar would benefit from support and training focused on budget, goal setting, expenditures, data visualization, professional development and changes in existing integrated plan forms and format.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name Patricia Hsieh

Title President

Email Address phsieh@sdccd.edu

Phone (619) 388-7834

Alternate Point of Contact:

Name Daniel Miramontez

Title Dean of Planning, Research & Institutional Effectiveness

Email Address dmiramon@sdccd.edu

Phone (619) 388-7333



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Part III – Approval and Signature Page

College: San Diego Miramar College

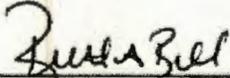
District: San Diego Community College

Board of Trustees Approval Date: January 25, 2018

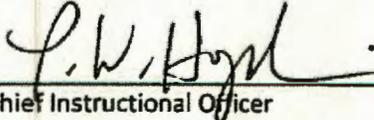
We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit),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

 10/13/2017 phsieh@sdccd.edu

 Chancellor/President Date Email Address

 130219 bbell@sdccd.edu

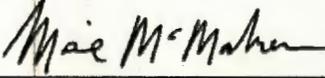
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 Chief Student Services Officer Date Email Address

 10/13/17 mmcMahon@sdccd.edu

 President, Academic Senate Date Email Address