

Alignment Taskforce Meeting

Monday, May 8, 2017

12:30 p.m. – 1:30 p.m.

L-108

Agenda

Participants: Patricia Hsieh, Paulette Hopkins, Gerald Ramsey, Brett Bell, Daniel Miramontez, Lynne Ornelas, Marie McMahon, Mary Kjartanson, Xi Zhang, Jacque Honda, Laura Murphy, Becky Stephens, Stefanie Johnson Shipman, Denise Kapitzke, Naomi Grisham, Steve Quis, Briele Warren

- Items:**
- 1.) Update on Progress of Delinquent Report #1 (Due 3/30/17)** **Honda**
(attachments #1 & #2)
 - 2.) Integrated Planning PPT from CCCCCO** **Zhang & Miramontez**
(attachment #3)
 - a. Building Process for Subsequent Alignment Projects**
 - 3.) Progress and Plan on Report #2 (Due 4/21/17)** **Honda**
 - 4.) Adopted by the Board No Later Than 11/9/17** **Hsieh**
 - 5.) Next Meeting Date** **Hsieh**

California Community Colleges Chancellor's Office

Integrated Plan:

Basic Skills, SSSP, and Student Equity

Erik Skinner
Deputy Chancellor

Kirsten Corbin
Dean, Basic Skills and Special Programs

Michael Quiaoit
Specialist, Student Success and Support Program

RP Conference
April 21, 2017
Hyatt Regency San Francisco Airport



CALIFORNIA COMMUNITY COLLEGES

Overview

- Rationale for Integration
- Integrated Planning Documents
- Expenditure Guidelines
- Resources



Learning Outcomes

- Understand the rationale for integrating BSI, SE, and SSSP and how it fits within larger efforts, such as pathways
- Understand the role of research and the researcher in the new Integrated Plan for BSI, SE, and SSSP
- Understand the overall structure of the Integrated Plan
- Understand the role of research in relation to the new expenditure guidelines



How Did We Get Here?





Rationale for Changes

- Plan fatigue: Duplicative work, potentially busy work
- Focus on student success and equity
- More time for planning and implementing
- Shift in culture at Chancellor's Office
 - Support and Technical Assistance
 - Leadership
 - Compliance



Rationale for Changes

Why BSI, SE, and SSSP?

- Similar goals
 - increase student success
 - close achievement gaps
- Potential for overlap between and/or among programs



IEPI Partnership Resource Team

- Chaired by Los Rios CCD Chancellor Brian King and includes Mandy Davies, Stephanie Dumont, Ron Gerhard, Louise Jaffe, Barbara McNeice-Stallard, Jane Patton, and Jane Saldana-Talley
- Met on multiple occasions with Chancellor's Office staff, including senior management and program personnel
- Goal: develop action plan for use to guide the integration of the three programs



Collaboration with Stakeholder Groups

- Chief Executive Officers
- Chief Instructional Officers
- Chief Student Services Officers
- Chief Business Officers
- Academic Senate for California Community Colleges
- RP Group
- Basic Skills Advisory Committee
- Credit Student Success and Support Program Advisory Committees
- Noncredit Student Success and Support Program Advisory Committees
- Leaders in the field on Student Equity



Collaboration with Stakeholder Groups

- Written feedback on rough draft
- Face-to-face meetings
 - Large group
 - Smaller, sub-group
- Final review before disbursed



The Integrated Plan



Integrated Plan for 2017-2019

- 11 Questions, 13 including sub-questions
- Combination of requirements in law, field requests, and CCCCCO requests
- Strategic planning/Program review model
 - Evaluate Previous Efforts
 - Set Goals
 - Implement Activities
 - Analyze Results
- Focus on integration and collaboration



Integrated Plan for 2017-2019: Deadlines and Key Info

- 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.



Integrated Plan for 2017-2019: Deadlines and Key Info

- Plans are to be developed in consultation with students, staff, instruction and students services administrators, faculty, Academic Senate, and members of the community as appropriate.
- The plan must be adopted by the governing board of the community college district.
- A separate plan must be submitted for each college in the district.



Integrated Plan for 2017-2019:

Evaluate Previous Efforts:

Start with Data

- Refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges
- You are not required under this plan to submit your data, analysis, and each goal you set





Integrated Plan for 2017-2019: Start with Data—Required

Education Code requires that you analyze data and develop goals, including subgroup-specific goals:

- Goals for the general population and for identified student groups, disaggregated by gender
- Activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies.





Integrated Plan for 2017-2019: Identified Student Groups

- 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
- More than one race



Integrated Plan for 2017-2019:

Start with Data—Required

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:

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



Integrated Plan for 2017-2019: Start with Data—Recommended

Noncredit Courses and Programs

- 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.



Integrated Plan for 2017-2019: Start with Data—Recommended

- 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.



Integrated Plan for 2017-2019: Evaluate Previous Efforts

Question 1a-c & 2:

- List the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans as well as the progress made toward achieving the goal.
- Explain why you did or did not make progress towards the 2015-16 goals.



Integrated Plan for 2017-2019: Evaluate Previous Efforts

Question 1a-c & 2:

- Identify one 2015-16 goal that crosses all three programs and describe the activities for it.
- Describe one strategy or activity that is significantly moving the needle at your college.





Integrated Plan for 2017-2019: Future Goals

Question 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.



Integrated Plan for 2017-2019: Future Goals

Question 3 continued

Select five integrated goals for the period covering this plan and show how each goal connects across programs as well as the activities/steps you will implement to achieve each goal.

Note: 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.



Integrated Plan for 2017-2019: Implement Activities

Questions 4-6, 8

- Integration of matriculation, instruction—including noncredit—and student support to accomplish your student success goals
- Professional development plans
- Coordinating efforts in multi-college districts



Integrated Plan for 2017-2019: Analyze Results

Question 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.



Integrated Plan for 2017-2019: Budget for 2017-18

Question 9

Provide a budget plan specifying how you will utilize your BSI, SE, and SSSP allocations to help achieve your student success goals.



Integrated Plan for 2017-2019: Executive Summary

Question 10

- Create an executive summary that includes:
 - the Student Equity goals for each required student group
 - an assessment of the progress made in achieving the identified goals from prior year plans
- Executive Summary must include Student Equity but could include all three programs.



Integrated Plan for 2017-2019: Chancellor's Office Support

Questions 11

What kind of support and on which topics could the Chancellor's Office provide to help you to accomplish your goals for student success and the closing of achievement gaps?



Integrated Plan for 2017-2019

- Single Point of Contact
 - With an alternate
- Signatures
 - Chancellor/CEO
 - CBO
 - CIO
 - CSSO
 - AS President



New Expenditure Guidelines



New Expenditure Guidelines for BSI, Student Equity, and SSSP

- Moving Away from “Mother May I?”
- Allowable Expenditures
 - Funds utilized specifically to meet the objectives of the program
 - Reasonable: expenditures made prudently and with every effort to utilize funds efficiently
 - Justifiable: expenditures are consistent with goals and activities related to the program



New Expenditure Guidelines for BSI, Student Equity, and SSSP

- Non-Allowable Expenditures:
 - Gifts
 - Stipends for Students to attend class or activities
 - Political Contributions
 - Courses (that generate FTES)
 - Supplanting (can supplement, not supplant)





New Expenditure Guidelines for BSI, Student Equity, and SSSP

- Ultimate responsibility on colleges and districts
- Colleges encouraged to develop policies/procedures to document and justify program expenditures

Recommended Best Practice: Create written justification establishing reasonable and justifiable nexus between given expenditure and a program allocation, especially when not obviously related to specific program objectives and activities.



Beyond Version 1.0

- We intend to improve and refine the integrated program model over time.
- Areas of focus:
 - Incorporate additional programs?
 - Changes to Ed Code or title 5 regulations?
 - Changes to data collection/reporting?

Your feedback and recommendations are welcome and needed.



Integrated Planning Resources

- Questions regarding the integrated plan or new expenditures guidelines:
integratedplanning@cccco.edu
- Resources, including links to webinar recording and slides:
<http://extranet.cccco.edu/Divisions/Integrate dPlanning.aspx>





Integrated Planning Workshops

- **Friday, April 7, Ontario**
- <https://integplanapr7ontario.eventbrite.com>
- **Friday, April 7, Oakland**
- <https://intplanapr7oakland.eventbrite.com>
- **Friday, April 28, Costa Mesa**
- <https://intplanapr28costamesa.eventbrite.com>
- **Friday, May 12, Fresno**
- <https://integplanmay12fresno.eventbrite.com>
- **Friday, May 12, Sacramento**
- <https://intplanmay12sac.eventbrite.com>



Questions?





You are here:

[Divisions > Integrated Planning](#)

Links

[FAQ](#)
[Forms](#)
[Regulations](#)
[Ed. Code](#)
[Timeline](#)

BSI/SE/SSSP Integrated Planning

The Chancellor's Office has been undergoing an effort to integrate three programs: Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP). These programs were selected as a starting point for integrative efforts for two main reasons: 1) all three have the same ultimate goal of increasing student success while closing achievement gaps; and 2) there is a strong potential for overlap between and among the programs. The first step in this effort was to request a Partnership Resource Team (PRT) through the Institutional Effectiveness Partnership Initiative (IEPI) to assist the Chancellor's Office in creating an action plan. The next step was to draft documents that reflect the integration of the three programs. These draft documents were developed by Chancellor's Office staff in collaboration with multiple stakeholder groups whose various perspectives provided valuable input.

On February 14th, 2017 the Chancellor's Office sent out a memo and new expenditure guidelines for all three programs. Most significantly the new expenditure guidelines are effective immediately for all three programs; colleges will have two years to spend their 2016-17 allocation; and 2016-17 Mid-Year Expenditure reports for SE and SSSP are not due in March of 2017. On February 15th, 2017 another memo was released informing colleges of the new Integrated Plan documents: 2017-19 Integrated Plan, 2017-19 Budget Plan, and new Expenditure Guidelines (from the February 14th, 2017 memo). In addition, there will be two webinars on the new expenditure guidelines: February 27, 2017 and March 2nd, 2017; an Integrated Planning page on the Chancellor's Office website; and future in-person workshops on the Integrated Plan documents this spring.

These integrated planning documents are the first iteration of a larger integration effort on the part of the Chancellor's Office. In the coming months and years, we will continue to pursue additional policy changes that support the colleges in pursuing cohesive, integrated program strategies. As we pursue this objective, we welcome suggestions on how to refine this process. Colleges are encouraged to send feedback on the documents either through stakeholder groups or directly to the Chancellor's Office at integratedplanning@cccco.edu

Announcements

Mar. 2, 2017 Webinar: Integrated Planning Webinar Slides
 Feb. 27, 2017 Webinar: Recorded Integrated Planning Webinar
 Feb. 15, 2017 Memo: BSI/SE/SSSP Integration Memo
 Feb. 15, 2017 Plan: 2017-2019 BSI/SE/SSSP Integrated Plan
 Feb. 15, 2017 Plan: 2017-2018 BSI/SE/SSSP Integrated Budget Plan
 Feb. 14, 2017 Guidelines: 2016-17 Expenditure Guidelines for Basic Skills Initiative, Student Equity Program, and Student Success and Support Program
 Feb. 14, 2017 Memo: 2016-17 Expenditures for Basic Skills Initiative, Student Equity Program, and Student Success and Support Program

Activity B: Review existing research data collected for/related to each plan and summarize major trends

Student Equity Data Results-Trends over three years 2014-2016

Summary of Major Trends from Existing SE Data

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

SUBSEQUENT COURSE COMPLETION from ESOL 40 to ENG 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 MATH 046 to MATH 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
- Success rates overall increased over a five-year period

DEGREE AND CERTIFICATE COMPLETION (No Goal)

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

DEGREE AND CERTIFICATE COMPLETION (Informed Ed 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

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
- The College's Transfer rate declined in 2013-14 more than 3% below benchmark
- The College's Transfer prepared rate declined in 2013-14

STRATEGIC PLAN ASSESSMENT SCORECARD (SPAS) REPORTED AREAS OF COLLEGE-WIDE OVERALL TRENDS AND ONGOING CONCERNS:

- High retention rates vs. low successful course completion rates
- High term persistence rates vs. low annual persistence rates
- Low basic skills completion rates
- Low subsequent enrollment from basic skills level to college level courses

Objective B. Identify what contributed to overall success

- Enrollment of Asian-Pacific and Latino students increased, possibly due to outreach efforts
- Course success rates and the number of degrees for DSPS students increased; DSPS services may have contributed to outcomes
- By increasing the number of courses offered at the High Schools, the under age 18 course completion rates increased
- SI and tutoring may have contributed to increased course success rates for African Americans, Filipinos, Latinos, and Veterans
- Counseling interventions may have increased subsequent course success for students on Academic/Progress Probation and DSPS students
- Increasing the number of courses offered, SI and Tutoring services, may have increased the number of degrees for Asian Pacific Islanders, Latinos, and Filipino students
- Education Planning, Assessment and Orientation, may have increased the number of degrees for students ages 25-29
- The Transfer Center's outreach may have resulted in increased transfer numbers for Asian Pacific Islanders and Latinos

Objectives C. Identify Goals that Intersect BSI, SEP and SSSP and activities planned for achieving the goals (Q1c)

- 1) Enhance FYE Summer Bridge and Summer Readiness Program
 - a. Link incoming students to specific services (EOPS, DSPS, Counseling) –SSSP
 - b. Provide tutoring and SI – SEP, BSI
 - c. Personal Growth courses are a tool to assist with assessment, orientation and advisement-SSSP
- 2) Improve Basic Skills and ESL completion for the target populations.
 - a. Personal Growth Counselors to partner with Basic Skills Faculty, peer mentors/counseling and counseling faculty- SSSP, SEP
 - b. Train faculty to implement innovations-BSI
 - c. Embed tutoring for courses with low success/and or retention rates-SEP, BSI
- 3) Establish online services for students and alternative delivery services.
 - a. Expand on-line counseling for on-line students –SSSP

- b. Provide online tutoring for online students-SEP
 - c. Train personalized tutors to assist students in both content and study skills-BSI
- 4) Strategic Enrollment Management-
 - a. Basic Skills Coordinator to identify students moving from Basic Skills to College Level courses to develop course offerings-BSI
 - b. Utilize students' education plans to assist with scheduling classes for student's first semester-SSSP
 - c. Utilize enrollment management strategies to identify courses required by students to offer more classes to complete degrees-SEP
- 5) Hire Peer Mentor and Tutors to assist with disproportionate populations
 - a. Provide structured mentoring to disproportionate populations-SEP
 - b. Monitor and implement successful student support techniques for early intervention-BSI
 - c. Recruit and hire student peers-SSSP

IDENTIFY BEST PRACTICES FOR STUDENT COMPLETION OR CLOSING THE ACHIEVEMENT GAPS (Q2)

First-Year Freshman Experience

- a. Link incoming students to specific services (EOPS, DSPS, Counseling) –SSSP
- b. Provide tutoring and SI – SEP, BSI
- c. Personal Growth courses are a tool to assist with assessment, orientation and advisement-SSSP

BSI data results

Supplemental Instruction

- SI Instruction has mixed results
- Student Success in SI Instruction in English has increased over the last few years, but is still below non-SI students
- SI retention in English is below non-SI retention
- SI Math Success rates have increased more than non-SI success rates
- Retention for Math students in SI is higher than non-SI students
- SI Physics success rates exceeded non SI success rates

Tutoring

- Math success rates for students who receive tutoring are below students who received no tutoring
- In fall 2015 and spring 2016, tutored students did better than non-tutored students
- Persistence rates were lower for students who received tutoring than students that didn't
- GPA was higher for students who had tutoring than students who didn't receive tutoring

- English Center students with tutoring were more successful and had higher retention rates than students that didn't receive tutoring
- ESOL-Students who received tutoring for one to two sessions were more successful than students that were tutored for 3 or more sessions.
- Retention rates were similar for both groups
- GPA was higher for students who received 1-2 sessions than 3 or more or no ESOL tutoring

SSSP data results

- New students declined in orientation and counseling
- Continuing students increased in orientation and counseling
- Testing decreased for new students
- Assessment increased for continuing students and transfer/returning students
- Ed plans declined for new students
- Ed plans increased for continuing students
- Follow-up decreased for students on probation
- Follow-up for new students on disqualification increased, but decreased for continuing students
- Males increased in their ed plans and academic success
- Females declined in their ed plans and academic progress
- A large percentage of students are missing ed plans, orientation and/or assessment

	Success Indicator For Evaluation	GOAL	ACTIVITY	PROGRESS	Budget indicator	Budget
SSSP	Degrees and Certificates	1. Focus services for students with high number of units (most probable completers) to increase the number of completers.	1. Dedicate additional counseling resources to complete ed plans for students with 45+ units; and develop and provide specific transfer and transition workshops for students in this category.	1. Completed: Students identified using reports from the District office. Targeted emails and correspondence used to schedule 26 workshops and ed planning sessions for students.	a. Orientation	345,883
					b. Assessment for Placement	405,817
	Access, Successful Course Completion, Degrees & Certificates, Transfer	2. Enhance FYE, Using an EOPS Summer Readiness as model/template (a bridge to entering semester).	1. Re-establish partnerships with feeder high schools; Link incoming students to specific services (DSPS, EOPS/CARE, Counseling);	1. Completed: Working collaboratively with the Instructional Division, partnerships agreements and multiple MOUs have been established with each feeder high school.	c. Counseling, Advising, and Other Education Planning Services	560,487
			2. Establish Summer Readiness Program;	2. The summer program has been established. Challenges were identified during the 2015 summer session and addressed in 2016. The 2017 program is expanded to provide access to more than 100 students.	d. Follow-up for At-Risk Students	356,479
			3. Recruit and hire student peers;	3. Peers have been hired and trained (Eleven total with SSSP funding).	e. Coordination	463,699
			4. Identify and hire SRP coordinator; solicit and secure the assistance of Basic Skills Coordinator for assessment and evaluation of basic skills;	4. A counselor has been assigned .5 fte to provide faculty coordination of the summer program, including the coordination of activities with the Basic Skills coordinator and supervising dean.	TOTAL	\$1,786,482
			5. Identify specific courses in English and Personal Growth;	5. English 48/49 and Personal Growth 140 are offered. (add success info in these and English 101)		
			6. Review, consider, adopt and implement a minor organization change that would result in coupling the assessment and outreach units.	6. An organization change, coupling assessment and outreach units has been completed. This has resulted in an increase in the number of students served and better coordination of activities. 8668 tests were administered in 2015-16, compared to 5902 the year before, a 32% increase.		
	Degrees and Certificates	3. Strategic enrollment management (Instructional and Student Services Enrollment Management Coordination) - Begin using students' educational plan information to assist with scheduling classes for students' first semester.	1. Solicit and secure the assistance of Basic Skills Coordinator to identify students moving to higher level BS or college-level courses to develop offerings for FYE students;	1. English 48 & 49 were identified. English 42 and 43 were considered but did not deemed to be appropriate.		
			2. Use the data and demonstrated successful practices of the BS committee to assist in the development of class schedules.			
	Access, Successful Course Completion, Degrees & Certificates, Transfer	4. Use Personal Growth courses as a tool to assist with assessment, orientation and advisement.	1. Partner PG counselor instructors w/Basic Skills faculty, peer mentors/counselor and counseling faculty to create on-going assessment of progress toward readiness for English 101 and first level of college math courses.	Taking place in summer bridge/FYE. Substantial work in partnering is still needed.		
		5. Expand on-line counseling and other alternative advisement delivery services.	1. Working jointly with Mesa and City, purchase on-line Orientation and Advisement software to enhance productivity, student success and provide more counseling orientation service slots and appointments;	1. The on-line counseling program was not purchased due to system limitations. The counseling Department has developed an alternate on-line procedures to ensure counseling access to distant learners. Upgraded online orientation was launched this year.		
	Basic Skills & ESOL, Degrees & Certificates		2. Provide assessment services on a walk-in basis (on campus), continuously and at the high schools; Provide all students w/option of in-person or online counseling.	2. Assessment services have been enhanced to provide walk-in and appointment based services. Office hours have been expanded.		

	Success Indicator For Evaluation	GOAL	ACTIVITY	PROGRESS	Budget indicator	Budget
SSSP	Access, Successful Course Completion, Degrees & Certificates	6. Provide high school partners with information sessions and tools focused on assessment, orientation, college programs and college entrance preparation.	1. Execute partnership agreements that expressly contain a schedule of information and preparation sessions for partners;	1. This goal has been met by ongoing and selected scheduled meetings with partners. This was determined to be a more efficient way of accomplishing our goal		
			2. Hire high school counselor(s) as adjunct college counselor(s);	2. High school counselor hiring has been limited to an "as need basis". Collaborative consultation with partner faculty has proved to be effective in accomplishing our goal. There were some collective bargaining challenges. These have been addressed.		
			3. Schedule joint counseling meeting each semester to update HS counselors and develop action plans			
	Degrees & Certificates	7. Enhance and provide outreach services in a systematic manner that promotes student success and compliance with SB 1456.	1. Re-establish partnerships with feeder high schools;	1. Completed, see other progress notes		
		7. Fully implement the provisions of AB 1456.	2. Increase the number of and hire peer mentors;	2. Completed, see other progress notes		
			3. Conduct information sessions focused on families of high school seniors, not individual students.	3. Completed, see other progress notes		
			4. Hire additional counselors and classified staff.	4. Additional counselors were hired for the Counseling Department, DSPS and Mental Health Counseling. The Transfer Center received adjunct counseling resources to augment its existing resources. Additional classified staff were hired in the Counseling Department, Career Center, Assessment and EOPS.		
			5. Incorporate student equity and services needs into the instructional and student service annual program review process	5. Completed		
			6. Assign counselors as liaisons to instructional departments.	6. Counselors have been assigned to each department.		
			7. Design and implement parent/student information nights to inform parents and students of steps to full matriculation.	7. Parent/student information sessions were conducted in each academic year and scheduled to continue in the 2017-2018 academic year. (add numbers here)		
			8. Orientation services are offered online. Expanded services and increased walk-in assessment.	8. On-line orientation has been successfully implemented. Assessment services have been enhanced to provide walk-in and appointment based services. Office hours have been expanded.		
			9. Increase and offer the number of education planning workshops, including workshops for high school students.	9. Workshop offerings were initiated for the first time. Workshops were offered in the fall, spring and summer. There were 26 workshops, Fall and spring. There were 33 summer workshops and sessions.		
			10. Review service, staffing and organization matrices, office hours and make changes necessary to meet the statutory requirements outlined in the bill.	Other:		
				1. Reduction in counseling services wait time		

	Success Indicator For Evaluation	GOAL	ACTIVITY	PROGRESS	Budget indicator	Budget
				2. Increase in appointment time fill rate 3. Enhanced collaboration between Counseling and Instructional departments		
SEP	Access	1. Improve access for African American, Latino, White and DSPS students.	1. Orientation and Creation of publication materials.	1. Ongoing via First Year Experience and Support to Categorical Programs	a. Outreach	\$131,617
	Course Completion	2. Improve course completion for African Americans, Academic/Progress Disqualification and Academic/Progress Probation.	1. All textbooks are available on reserve at the library. Strategic course offerings based on student need. Supplement existing categorical programs needs that are currently unmet.	1. The Library, Bookstore and Student Development collaboratively identified books needed to achieve the goal. Purchases were made during FY 2015 & 2016, \$50,000 each	b. Students Services & Categorical	\$113,087
	Basic Skills Completion	3. Workshops related to student success.	1. Conduct workshops to educate students about their preferred style of learning in relation to the classes they are enrolled in.	1. (check source before adding comment on progress)	c. Research and Evaluation	\$0
	Basic Skills Completion Degrees & Certificates Transfer	4. Improve ESL and basic skills completion for the target populations.	1. SI, Embedded Tutoring for Courses with low success/and or retention rates.	1. Achieved-some of the SI data is positive, some doesn't show a difference. (see BSI data detail)	d. Student Equity and Coordination Planning	\$10,446
	Course Completion	5. Identify interventions and resources to assist students through the probationary/disqualification process.	1. Through existing research, identify at least 5 interventions to assist students identified as being on probation or disqualified. Implement the identified interventions starting in the 2016-17 academic year.	1. Work Completed	e. Curriculum/Course Development & Adaption	\$0
	Degrees and Certificates	6. Improve degree and certificate completion for the target populations .	1. Utilizing enrollment management strategies identify courses required by students to complete degrees and offer courses.	1. Ongoing, no Student Equity funding attached to the goal	f. Professional Development	\$83,918
		7. Supplement existing categorical program needs that are currently unmet.	1. Providing vouchers for EOP/Foster Youth students.	1. Has been used to support categorical programs (add data analysis)	g. Instructional Support	\$58,960
	Access Course Completion Basic Skills Degrees and Certificates Transfer	8. Reduce disproportionate gap.	1. Based on further research data, conduct focus groups and surveys to determine where loss and momentum points are taking place.	1. Added review of comparative data received Spring break	h. Direct Student Support	\$690,004
	Course Completion	9. Professional Development for faculty to establish cultural competency across the curriculum.	1. Conduct professional development for faculty to show how to make courses more culturally relevant to student population.	1. Not completed; carrying forward	TOTAL	\$1,088,032
	Access Successful Course Completion	10. Research possibility of multicultural center on campus for students to have a gathering place.	1. Research into purpose, effectiveness, and outcomes for creating a multicultural center on campus for students.	1. Not completed; Eliminate going forward		
	Access Course Completion Basic Skills Degrees and Certificates	11. Request for Proposals.	1. Departments and divisions within Miramar College will be submitting proposals for SEP funding to address the disproportionate impact.	1. First round awarded, awarding next round this semester.		

	Success Indicator For Evaluation	GOAL	ACTIVITY	PROGRESS	Budget indicator	Budget
	Access Course Completion Basic Skills Degrees and Certificates Transfer	12. Hire Equity Program Coordinator.	1. Hiring coordinator to oversee the process at the college, allowing for streamlining and a direct contact person. The coordinator will be responsible for coordinating college-wide SEP events, workshops, and oversee development of professional development at the college.	1. Associate Dean for Student Equity and Academic Success hired January 2017.		
	Access Course Completion Basic Skills Degrees and Certificates Transfer	13. Hire Peer mentors	1. Peer mentors will be assisting with the First Year Experience program at Miramar College, which addresses the disproportionate population and provides structured mentoring.	1. Achieved Summer 2016, Fall 2016. Twelve total were hired with SEP funds.		
BSI	Basic Skills Completion	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.	1. Analyze current Basic Skills programs	1. Ongoing-Research is reviewed annually across all projects. Interventions are continually being refined to respond to research.	a. Program, Curriculum Planning & Development	\$18,777
			2. Identify roadblocks to student success	2. Ongoing-Student surveys are being developed along with quantitative research across all projects.	b. Students Assessment	\$0
	Course Completion	2. Monitor and implement successful student support techniques for early intervention & sustained attention for students.	1. Provide embedded tutoring (SI and IA programs)	1. Both The PLACe and the English Center Project place students in Basic Skills classes.	c. Advisement & Counseling Services	\$0
			2. Provide as needed tutoring in subject area tutoring centers	2. Both the English Center and the Math Lab provide this spontaneous tutoring. Evaluations of these interventions are unclear due to inaccurate reporting data.	d. Supplemental Instruction & Tutoring	\$120,586
			3. Provide one-on-one personalized comprehensive tutoring. Tutors with EDU 100 training tutor students in half-hour to one hour tutoring sessions	3. At the PLACe there are currently 18 tutors who can work in 9 subjects. More coverage is needed.	e. Course Articulation/Alignment of the Curriculum	\$0
	Degrees and Certificates	3. Provide educational opportunities for faculty, staff, and students on successful techniques to help students achieve their goals.	1. Train faculty to implement innovations	1. Both the English 42/48 and Math Activities projects include training for faculty based on the innovations generated and feedback from the faculty.	f. Instructional Materials & Equipment	\$2,223
	Course Completion Transfer Basic Skills Degrees & Certificates Transfer	4. Augment and develop instructional services, course links, and Academic Success Centers that focus on helping students be more successful with their goals.	1. Train online, as needed, and personalized tutors to assist students in both content and study skills	1. Different projects hold different training events. At the PLACe and the English Center, training is content specific. For SI leaders and online tutors, there is training in those particular methods. For one-on-one to personalized comprehensive tutoring, tutors must take Education 100 that includes learning theory and tutoring best practices, as well as content specific methods.	g. Coordination h. Research (District)	\$37,512 \$4,958
			2. Create interventions and innovations in teaching strategies to improve student affective growth based on appropriate research	2. The English 42/48 and Math Activities projects include study skills and other qualitative enhancements.	i. Professional Development	\$1,613
					TOTAL	\$143,199

Miramar College 2017 -19 Integrated Plan & Timeline

Questions	Objectives	Progress	Timeline
Phase I. Previous Accomplishments			
Q1.a	Identify progress	<ol style="list-style-type: none"> 1. Increased enrollment of Asian-Pacific Islander and Latino students 2. Increased course completion for students under age 18 3. Increased course success rates for African-American, Filipinos, Latinos and Veteran students 4. Increased degrees for DSPS, Asian-Pacific Islander, Latino and Filipino students 5. Increased degrees for student ages 25-29 6. Increased transfer numbers for Asian-Pacific Islander and Latino students 	by 3/30
Q1.b	Identify attributing factors (or lack thereof)	<ol style="list-style-type: none"> 1. Supplemental Instruction -mixed results 2. Outreach efforts-increased for DI populations 3. Numbers of courses offered-increased 4. Tutoring-mixed results 5. Counseling interventions for students on academic probation/disqualification-increased success of these students 6. Orientation, assessment and educational planning-increased success and graduation 7. Higher retention rates, low course completion rates 8. Higher term persistence, low annual persistence 9. Low basic skills completion rates 10. Low subsequent enrollment from basic skills to college level courses 	by 3/30
Q1.c	Identify one goal that intersects BSI, SEP and SSSP and activities planned for achieving the goal	<p>First Year Freshmen Experience (Jet Stream)</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Link incoming students to specific services (EOPS, DSPS, Counseling)-SSSP 2. Provide tutoring and SI - SEP, BSI 3. Personal Growth courses-SSSP 	by 3/30
Q2	Identify best practices	<ol style="list-style-type: none"> 1. Supplemental Instruction 2. Tutoring 3. Summer Bridge/FYE/Jet Stream 4. Counseling for students on probation 5. Online tutoring and counseling 4. Increased Educational Planning, Orientation and Assessment for new and continuing students 	by 3/30

Phase II. Future Plans			
Q3	<p>1. Establish integrated student success goals to be completed or achieved by 6/30/2019</p> <p>2. Develop activities to complete/achieve the goals</p>	<p>1) Enhance FYE Summer Bridge and Summer Readiness Program</p> <ul style="list-style-type: none"> a. Link incoming students to specific services (EOPS, DSPS, Counseling) –SSSP b. Provide tutoring and SI – SEP, BSI c. Personal Growth courses are a tool to assist with assessment, orientation and advisement-SSSP <p>2) Improve Basic Skills and ESL completion for the target populations</p> <ul style="list-style-type: none"> a. Personal Growth Counselors to partner with Basic Skills Faculty, peer mentors/counseling and counseling faculty- SSSP, SEP b. Train faculty to implement innovations-BSI c. Embed tutoring for courses with low success/and or retention rates-SEP, BSI <p>3) Establish online services for students and alternative delivery services</p> <ul style="list-style-type: none"> a. Expand on-line counseling for on-line students –SSSP b. Provide online tutoring for online students-SEP c. Train personalized tutors to assist students in both content and study skills-BSI <p>4) Strategic Enrollment Management-</p> <ul style="list-style-type: none"> a. Basic Skills Coordinator to identify students moving from Basic Skills to College Level courses to develop course offerings-BSI b. Utilize students' education plans to assist with scheduling classes for student's first semester-SSSP c. Utilize enrollment management strategies to identify courses required by students to offer more classes to complete degrees-SEP <p>5) Hire Peer Mentor and Tutors to assist with disproportionate populations</p> <ul style="list-style-type: none"> a. Provide structured mentoring to disproportionate populations-SEP b. Monitor and implement successful student support techniques for early intervention-BSI c. Recruit and hire student peers-SSSP 	by 4/21
Q4	<p>Identify strategies for the College to achieve integration and the student success goals</p>	<p>A. Implement Early Alert</p> <p>B. Provide high-impact professional development for faculty and staff</p> <p>C. Ensure a higher representation of full-time faculty in developmental education</p> <p>D. Increase support for part-time faculty</p> <p>E. Integrate equity goals and efforts into institutional strategic plans</p> <p>F. Hire educators with a proven commitment to underserved students</p> <p>G. Engage college educators in collective sense-making around student equity issues and concerns</p> <p>H. Create opportunities for engagement with faculty through interpersonal relationships</p> <p>I. Gather more quantitative and qualitative data to better understand how the institution can improve its programs and service</p> <p>J. Improve the alignment between evidence of disproportionate impact and the allocation of funds</p> <p>K. Increase research capacity to gather quality data including both quantitative and qualitative to better understand how the institution can improve its programs and services</p>	by 4/21

Q6	Develop a professional development plan to achieve the student success goals	<p>A. Address DI with data exploration and Action Research</p> <p>B. Work with the Community College Equity Assessment Lab at SDSU to provide PD around Teaching Men of Color</p> <p>C. Work with the Center for Urban Education to implement benchmarking tools and implement equity goals</p>	by 4/21
Q7	Design an evaluation plan for each student success goal	<p>Overall, analyze each student success goal annually using quality data including both quantitative and qualitative data.</p> <p>For Goal 1) Enhance FYE Summer Bridge and Summer Readiness Program</p> <ul style="list-style-type: none"> a. Evaluate student satisfaction with the specific services (EOPS, DSPS, Counseling) that they received b. Evaluate student outcomes including retention, success, persistence, and basic skills completion. Examine in particular if students received tutoring and SI have more positive outcomes c. Evaluate the effectiveness of Personal Growth courses on student completion of assessment, orientation and advisement <p>For Goal 2) Improve Basic Skills and ESL completion for the target populations</p> <ul style="list-style-type: none"> a. Evaluate the effectiveness of the collaboration between Personal Growth Counselors and Basic Skills Faculty, peer mentors/counseling and counseling faculty and its impact on student success indicators b. Evaluate professional growth of the faculty who's received training on implementing innovations c. Evaluate students outcomes for courses with embedded tutoring and compare them to non-tutoring cohorts <p>For Goal 3) Establish online services for students and alternative delivery services</p> <ul style="list-style-type: none"> a. Track the number of on-line counseling expanded for on-line students and evaluate achievement of the online students comparing to the on-campus cohorts. b. Evaluate outcomes of the students received online tutoring and compare to the students received on-campus tutoring c. Measure the growth of content and study skills of the students whose tutors received personalized training <p>For Goal 4) Strategic Enrollment Management</p> <ul style="list-style-type: none"> a. Identify students subsequent enrollment rates moving from Basic Skills to College Level courses to inform future course offerings b. Report regularly students' education plan data to assist with scheduling classes for student's first semester c. Survey student needs for more classes to complete degrees <p>For Goal 5) Hire Peer Mentor and Tutors to assist with disproportionate populations</p> <ul style="list-style-type: none"> a. Evaluate if structured mentoring has helped disproportionate populations b. Evaluate the effectiveness of the student support techniques for early intervention c. Evaluate the impact of having ore student peers on student outcomes 	by 4/21
Q8	Develop a coordination Plan	The Coordination of the Alignment plan rests in the hands of the Associate Dean of Student Equity and the Equity team. They will coordinate with faculty, staff, administrators and students to implement and monitor the activities and progress of the plan. The research office will assist in the plan evaluation.	by 4/21
Q9	Develop a budget Plan	Specify how the College will use the BSI, SEP and SSSP funds to achieve the goals	by 5/5
Q10	Create an executive summary	Include goals, activities and the recouces budgeted for the activities	by 5/12

Q11	Identify support the College would need from the Chancellor's Office	Identify support needed specific to topics (e.g., budget, goal setting, expenditures, data visualization, etc)	by 5/12
Phase III. Finalization and Approval			
Entire Plan	Final review and validate	Review and finalize each section of the report	by 5/26
Entire Plan	Send plan through participatory governance process and District for approval	Obtain approval through appropriate avenues	by fall 2017