

# American River College

## Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program



# 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, 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 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:



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- 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.

Goals	Progress
<b>Basic Skills Initiative</b>	
BSI provides funding for instructional support to Basic Skills students in developmental Math through the MMLC	<p>Partially achieved.</p> <ul style="list-style-type: none"> <li>• The MMLC outperforms traditional class instruction by approximately 23 percentage points between pre-algebra and algebra.</li> <li>• The MMLC has helped to close student equity gaps for African-Americans (decreasing the percentage difference in the achievement gap compared to white students by approximately 16 percentage points both pre-algebra and algebra, and decreased gap by approximately 18 percentage points).</li> <li>• In subsequent courses MMLC students perform comparably in Stat 300 (Intro. to Probability &amp; Statistics) and better in Math 330 (Trigonometry) than students from the traditional pipeline.</li> </ul>
BSI provides professional development funding	<p>Partially achieved. The Basic Skills Initiative at American River College continues to support professional development activities by providing funding to ARC faculty, staff and administration.</p> <p>Activities and conferences funded have included College Reading &amp; Learning Association (CRLA), Reading Apprenticeship (RA) training, Acceleration Conference, Achieving the Dream conference, Association of Colleges for Tutoring &amp; Learning (ACTLA), Completion by Design conference, and Facing Race Conference.</p>
Reading Apprenticeship	<p>Partially achieved. Basic Skills has funded the participation of various ARC faculty in Reading Apprenticeship (RA) train the trainer activities. Over 100 ARC faculty, staff and administrators have been trained in RA skills and techniques through RA trainings provided at ARC each semester.</p>



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Supplemental Tutoring	Partially achieved. Through Basic Skills funding, supplemental tutoring has been offered to Basic skills students in the ESL Center, LRC Tutorial Center, Math Learning Center (MMLC), Reading Center, Writing Center, the WAC, and RAD programs.
<b>Student Equity Plan</b>	
Creating Seamless Educational Pathways	<p>Partially achieved. American River College is in the midst of a complete re-design of the way in which students experience and engage with the college environment. This re-design includes three broad initiatives: Start Right, IPASS (Integrating Planning and Support for Students), and Clarify Program Paths. These initiatives are aimed at removing the achievement gap.</p> <p>Additionally, ARC created a Student Engagement Center for the purpose of reaching out to and following up with students at various touch points in their matriculation and progress toward their educational goals.</p>
Building a Culture of Data Informed Inquiry and Action	Partially Achieved. American River College has partnered with the Lumina Foundation and its Achieving the Dream Initiative. ARC is working on creating data informed systems which are easily accessible to faculty and departments for the purpose of informing decision making to improve student outcomes. The research office is working on internal processes to improve accessibility and utilization of data for decision support.
Improving the Conditions for Learning	<p>Partially achieved. In the spring of 2017, American River College launched a yearlong Equity Action Institute for faculty. The Equity Action Institute focuses on andragogy for disproportionately impacted students. Participants in the EAI will mentor other faculty to help provide improved instruction for disproportionately populations.</p> <p>Additionally, students, staff, faculty, and administrators received support to attend professional development conferences focused on disproportionate impact (National Conference on Race and Ethnicity in Higher Education, White Privilege, Achieving the Dream, Center for Urban Education Equity Institute, etc.).</p>
Strengthening Institutional Capacity to Focus, Align and Scale Interventions	Partially achieved. American River College has partnered with the Lumina Foundation and its Achieving the Dream Initiative. The initiative provided support for ARC to conduct



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	<p>an assessment of its institutional capacities in areas including equity, teaching and learning, and engagement and communication. This process helped ARC to identify areas where additional resources and training are needed. Additionally, ARC's student success strategies (Start Right, IPASS, and Pathways) are designed to scale in order to improve student outcomes for all and remove the achievement gap.</p>
<p><b>SSSP Plan</b></p>	
<p><b>Orientation Goal</b> Increase the number of students completing online orientation through offering peer support.</p> <p><b>Orientation Goal</b> To offer online orientation in languages other than English.</p>	<p><b>Peer Support for Online Orientation</b> Achieved. Additional student ambassadors (Student SAGES) were hired to assist new college students complete the district wide online orientation. Additionally, a call center was created which employs student workers to communicate directly with incoming students who have applied to the college. This follow-up service supports students in the completion of their steps to success, including orientation, by letting them know how to proceed.</p> <p><b>Orientation in Other Languages</b> In addition to Spanish, the online orientation has now been translated into Russian and also Vietnamese. The availability of online orientation in other languages is an invaluable service for new incoming students for whom English is not their first language.</p>
<p><b>Assessment Goal</b> To increase opportunities for incoming, continuing and returning college students to complete the assessment.</p> <p><b>Assessment Goal</b> Provide opportunities for students to decrease time to completion by incorporating multiple measures.</p>	<p><b>Assessment Center Remodel</b> Achieved. The completion of a remodel of the ARC Assessment Center in July 2015 created 12 additional standard testing stations and two private testing rooms for a combined total of 47 testing stations. Additional permanent and temporary staffs were hired to help provide support to the center and lab. Additional testing hours are now offered as well.</p> <p><b>Multiple Measures</b> Partially Achieved. In spring 2017 ARC launched a pilot program with several feeder high schools where high school transcripts were reviewed and high school GPA was used along with ARC assessment results to determine placement into English writing and Reading courses. Students placed by this process will be tracked and monitored to determine success rates versus students placed by the regular</p>



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	<p>assessment process. The new multiple measures based placement process supports the interest to minimize the time to completion for students to achieve their educational goals.</p>
<p><b>Counseling, Advising, and Other Education Planning Services Goals</b>          The overall goal for counseling, advising and other educational planning services is to increase counselor staffing and the number of initial and comprehensive educational plans completed.</p>	<p><b>Counseling Services</b>          Achieved. The number of full-time and adjunct counselors has been sustained or has increased in both general counseling and categorical programs to help ensure students have access to counseling services. In the fall of 2014 the FTE for full-time counseling faculty was 23.73. The Counseling Department was successful in acquiring new full-time staff and in the fall of 2015, that number increased to 25.6. In the fall of 2016 the total counseling FTE decreased to 23.28 due to retirements. However, the department hired three new full-time counselors between spring and fall 2017 and total FTE for counseling faculty is expected to increase for fall 2017.</p> <p><b>Abbreviated/Comprehensive Educational Plans</b>          Achieved. The number of abbreviated or initial education plans increased from 21,204 in 2014-2015 to 21,727 in 2015-2016. The number of comprehensive education plans increased from 8,902 to 11,617 over the same time frame. During the 2016-2017 academic year, the number of initial ed plans developed by counselors decreased slightly to 19,771; however, the number of comprehensive education plans completed by counselors increased to 12,233. The downturn in the number of initial education plans and the increase in comprehensive education plans is perhaps reflective of the decrease in overall enrollment.</p>
<p><b>Follow up Services</b>          The overall goal is to provide targeted student support services to at-risk students.</p> <p><b>Follow up Services</b>          To increase the success and</p>	<p><b>Strive2Thrive</b>          Strive2Thrive is a program designed to provide extra support services for students on academic probation, those placed into basic skills and those who have not yet decided a major. The program offers student success workshops and case management services as well as incentives to meet with counselors and to take advantage of campus support services designed to help students achieve their academic and career goals.</p> <p><b>Dismissed Students Program</b>          The Dismissed Students Program provides students on</p>



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<p>retention of students re-entering college after academic or progress dismissal.</p> <p><b>Follow up Services</b> To reduce the number of students placed on academic and/or progress probation and Dismissal status by offering an Early Alert System.</p>	<p>dismissal status the opportunity to reflect on their past academic progress and to develop, in conjunction with a counselor, a positive plan of action for moving forward. Students must attend a required workshop and enroll in specified courses as determined in consultation with a counselor.</p> <p><b>Integrating Planning and Support for Students (IPaSS)</b> IPaSS will provide all students with personal, individualized, and integrated guidance and support. It will allow for ease in monitoring student progress and proactive intervention to ensure students' timely progress along their chosen program of study.</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)

Achieving the Dream has provided a framework for ARC to integrate our planning, prioritize our student success and equity goals, and improve our collaboration across programs and between instruction and student services. A challenge has been evaluating data from an integrated perspective across SSSP, SEP, and BSI to improve equitable student achievement. However, the college adopted a new strategic plan and realigned its governance structure which will assist us in our efforts to use integrated planning. Lastly we joined the California Guided Pathways program which will help us in our efforts to improve student certificate and degree achievement.

- 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
Increase student persistence rates through targeted academic and support services.	Increased efforts for at risk students. Strive2Thrive is a program designed to provide extra support services for students on academic probation, those placed into	ARC created a Student Engagement Center for the purpose of reaching out to and following up with targeted student groups, including disproportionately	Through Basic Skills funding, supplemental tutoring has been offered to Basic skills students in the ESL Center, LRC Tutorial Center, Math Learning





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	<p>basic skills and those who have not yet decided a major. The program offers student success workshops and case management services as well as incentives to meet with counselors and to take advantage of campus support services designed to help students achieve their academic and career goals.</p>	<p>impacted students, at various touch points in their matriculation and progress toward their educational goals.</p>	<p>Center (MMLC), Reading Center, Writing Center, the WAC, and RAD programs.</p> <p>Basic Skills has also funded the participation of various ARC faculty in Reading Apprenticeship (RA) train the trainer activities. Over 100 ARC faculty, staff and administrators have been trained in RA skills and techniques that focus on embedding basic skills methods and strategies across the curriculum to improve student success and persistence.</p>
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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.

While the college has made great strides in accelerating the English Writing sequence from four levels to three, the college’s best work to improve the number and rate of students who complete transferable gateway courses during their first year of college has occurred in Math.

In fall 2012 the college adopted Statway, a national Carnegie Foundation model that provides a two-semester alternative to the traditional three-semester math sequence required to complete elementary statistics. Algebra and statistics are taught as an integrated pathway with students working on real-world problems in a cooperative group setting. Statway benefits students entering algebra who want to complete UC/CSU transferable statistics in two semesters instead of three, and



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Statway particularly benefits students in majors like liberal arts and humanities. Statway brings together a cohort of students and creates unique conditions for a supportive learning environment. In addition, faculty assigned to teach Statway undergo specialized training on instructional methods and specialized teaching approaches, such as mindset.

The percent of students completing transfer level math in Statway has more than quadrupled that of the traditional pathway (73% versus 16%). These gains are also shared by historically underperforming students (African American: 60% success in Statway versus 10% in the traditional sequence; Hispanic/Latino: 70% success in Statway versus 14% in the traditional sequence). These results have resulted in the college focusing and expanding resources to support Statway, through its integrated guided pathways work.

Statway also improves college affordability for students by reducing the cost of textbooks and materials and by reducing the total number of college units in the pathway (by 14%) versus the traditional pathway. In addition, early research at Sac State and San Jose State indicates Statway students have significantly higher retention, success, and graduation rates overall than their traditionally-trained counterparts.

### 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 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.



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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	
Milestone completion	Established Integrating Planning and Support for Students (IPaSS). IPaSS will provide all students with personal, individualized, and integrated guidance and support. It will allow for ease in monitoring student progress and proactive intervention to ensure students' timely progress along their chosen program of study.		Through Basic Skills funding, supplemental tutoring has been offered to Basic skills students in the ESL Center, LRC Tutorial Center, Math Learning Center (MMLC), Reading Center, Writing Center, the WAC, and RAD programs. Supplemental tutoring improves student persistence.	<input 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: _____ _____ _____ _____
Increase first term course success rate	The completion of a remodel of the ARC Assessment Center created 12 additional standard testing stations and two private testing rooms. Additional testing hours are now offered as well.  In spring 2017	American River College launched a yearlong Equity Action Institute for faculty. The Equity Action Institute focuses on andragogy for disproportionately impacted students. Participants in the EAI will mentor other faculty to help provide improved instruction for		<input 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>ARC launched a pilot program with several feeder high schools where high school transcripts were reviewed and high school GPA was used with ARC assessment results to determine English writing and Reading placement. Students placed by this process will be tracked and monitored to determine success rates. The new multiple measures based placement process supports the interest to minimize the time to completion for students to achieve their educational goals</p>	<p>disproportionately populations.</p>		
<p>Increase student persistence from fall to spring</p>	<p>The Dismissed Students Program provides students on dismissal status the opportunity</p>	<p>Additionally, ARC created a Student Engagement Center for the purpose of reaching out to and following up with students at</p>	<p>Integrating Planning and Support for Students (IPaSS) IPaSS will provide all students with</p>	<p> <input type="checkbox"/> Access  <input checked="" type="checkbox"/> Retention  <input checked="" type="checkbox"/> Transfer  <input checked="" type="checkbox"/> ESL/Basic Skills Completion  <input checked="" type="checkbox"/> Degree &amp; Certificate Completion  <input type="checkbox"/> Other: _____         </p>



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	<p>to reflect on their past academic progress and to develop, in conjunction with a counselor, a positive plan of action for moving forward. Students must attend a required workshop and enroll in specified courses as determined in consultation with a counselor.</p>	<p>various touch points in their matriculation and progress toward their educational goals.</p>	<p>personal, individualized, and integrated guidance and support. It will allow for ease in monitoring student progress and proactive intervention to ensure students' timely progress along their chosen program of study.</p>	<p>_____ _____ _____</p>
<p>Student completion of certificates, degrees, transfer</p>	<p>Increased efforts for at risk students. Strive2Thrive is a program designed to provide extra support services for students on academic probation, those placed into basic skills and those who have not yet decided a major. The program offers student success workshops and case management services as well</p>	<p>American River College is re-designing the student experience. This re-design includes three broad initiatives: Start Right, IPASS (Integrating Planning and Support for Students), and Clarify Program Paths. These initiatives are designed to improve student success and certificate and degree</p>		<p><input type="checkbox"/> Access  <input type="checkbox"/> Retention  <input checked="" type="checkbox"/> Transfer  <input type="checkbox"/> ESL/Basic Skills Completion  <input checked="" type="checkbox"/> Degree &amp; Certificate Completion  <input type="checkbox"/> Other: _____          _____          _____          _____</p>



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	<p>as incentives to meet with counselors and to take advantage of campus support services designed to help students achieve their academic and career goals.</p>	<p>completion. ARC is part of the California Guided Pathways project, which will help us implement guided pathways for students.</p>		
<p>Closing achievement gaps</p>	<p>Implemented Multiple Measures. In spring 2017 ARC launched a pilot program with several feeder high schools where high school transcripts were reviewed and high school GPA was used along with ARC assessment results to determine placement into English writing and Reading courses. Students placed by this process will be tracked and monitored to determine success rates versus students placed by the</p>	<p>Increased professional development opportunities focused on disproportionate impact (National Conference on Race and Ethnicity in Higher Education, White Privilege, Achieving the Dream, Center for Urban Education Equity Institute, etc.). Hired a qualitative researcher to gather student data to help us improve the student experience and increase persistence.</p>	<p>The MMLC outperforms traditional class instruction by approximately 23 percentage points between pre-algebra and algebra.</p> <ul style="list-style-type: none"> <li>• The MMLC has helped to close student equity gaps for African-Americans (decreasing the percentage difference in the achievement gap compared to white students by approximately 16 percentage points both pre-algebra and algebra, and decreased gap by approximately 18 percentage</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>



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	<p>regular assessment process. The new multiple measures based placement process supports the interest to minimize the time to completion for students to achieve their educational goals.</p>		<p>points).</p> <ul style="list-style-type: none"> <li>• In subsequent courses MMLC students perform comparably in Stat 300 (Intro. to Probability &amp; Statistics) and better in Math 330 (Trigonometry) than students from the traditional pipeline.</li> </ul>
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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)

ARC has made student success the focus of its strategic planning process, integrating it with our first year as a member of the Achieving the Dream network of colleges, employing a new process led by a team whose members were students, staff, faculty, and administrators from across the college including student services, counseling, instruction, and outreach centers. The result of this process is a strategic plan with our student success and equity goals at the forefront.

We are investing in a college-wide and integrated effort to redesign the college and the way our students experience and engage with the college environment. This effort includes a complete re-envisioning of our governance structure and the process and delivery of our services and instructional programs. This re-design includes three broad student success strategies:

- Start Right - a structured early experience for newly entering students that builds a strong foundation for success and guides students onto an informed program path.
- IPASS (Integrating Planning and Support for Students) - personal, individual, and integrated guidance and support that monitors student progress and proactively intervenes to ensure students' timely progress toward goal achievement along their chosen pathway.
- Clarify Program Paths - clear and coherent academic and career pathways within established areas of interest that serve as a supportive foundation for Start Right and IPaSS.





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Our history and culture of working collaboratively together, along with a clear vision for and commitment to improving student success and closing the achievement gap will be a significant resource.

ARC is in the process of evaluating a proposal to adopt a redesign governance structure that will include a Student Success Council with membership across instruction and student services as well as constituency groups that will coordinate Strategic Implementation Teams focused on three student success strategies (Start Right, IPaSS (Integrated Planning and Support for Students), and Clarify Program Paths).

We have developed a communication plan that we will implement to further our ability to engage all stakeholders in our student success efforts and we will continue to offer opportunities for meaningful professional development for both full-time and adjunct faculty as well as staff and administrators as we work together to facilitate student learning and success and to close the achievement gap

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)

N/A

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

Student, faculty, and staff engagement plans include weekly college-hour speakers, Brave Space dialogues, and events hosted by UNITE: ARC's Community and Diversity Center and ARC's Center for Teaching and Learning. ARC will continue the Equity Action Institute, Diversity Institute, New Faculty Academy, Teaching Institute, and Online Teaching Institute. ARC will increase the number of faculty and staff trained in Reading Apprenticeship, Equity Project, Habits of Mind, and Growth Mindset through 3CSN. Faculty and staff will attend conferences that emphasize equity and diversity, including NCORE, White Privilege, and 3CSN's Equity Institute. Funding also supports ARC's participation in Achieving the Dream.

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)
  - Early/credits momentum:
    - Earned 15+/30+ college credits in 1st term/year



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- Attempted credits indicator:
    - Attempted 15+/30+ credits (developmental or college level) in 1st term/1st year.
  - Gateway momentum - math and English completion:
    - Completed college math or English or math and English in 1st year.
  - Onboarding milestone:
    - Completed onboarding process by end of 1st term.
  - Persistence:
    - Persisted from term 1 to terms 2 and 3.
  - Complete certificate, degree, transfer milestones.
  - Equity:
    - All data disaggregated to monitor disproportionate impact
  - \*\*\*Decrease the average number of units accumulated by ARC students who earn degrees from ## units to ## units
  - Better understanding students' trajectory using qualitative methods
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 Los Rios Community College District will coordinate efforts through establishing a BSI, Equity, SSSP district wide planning group. This group will have representation from each of our colleges and will serve as an integrated plan point of contact between the district office and campuses. The group will hold at least one meeting in the fall and spring semesters, create and publish a contact list for BSI, Equity, and SSSP representatives at each campus, and establish a district website that links to all of the integrated plans and district wide efforts coordinated by the BSI, Equity, SSSP district planning group.

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.



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### Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 240,698	\$ 467,387	\$ 854,540	\$ 2,747,696			
2000	Classified and Other Nonacademic Salaries	\$ 175,581	\$ 924,925	\$ 1,853,344	\$ 1,857,545			
3000	Employee Benefits	\$ 71,205	\$ 437,603	\$ 764,110	\$ 2,521			
4000	Supplies & Materials	\$ 4,215	\$ 37,291	\$ 45,850				
5000	Other Operating Expenses and Services	\$ 27,000	\$ 464,067	\$ 915,318				
6000	Capital Outlay	\$ 140,000	\$ 22,000	\$ 24,600				
7000	Other Outgo	\$ -	\$ 105,208	\$ 150,000				
	<b>Program Totals</b>	\$ 658,699	\$ 2,458,481	\$ 4,607,762	\$ 4,607,762	\$ -	\$ -	
					Match		Match	
		<b>BSI, SE, &amp; SSSP Budget Total</b>						<b>\$ 7,724,942</b>

\*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.



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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:

<http://www.arc.losrios.edu/Accountability>



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

### Executive Summary:

ARC is currently engaged in a college redesign effort to improve the student experience as well as outcomes for all students. As part of this effort, ARC recently adopted its new Strategic Plan and a redesign of its governance process. We joined Achieving the Dream to assist the college in its efforts to improve efficiency, assess its capacity, and integrate efforts to improve outcomes and equity.

Foundational to this work was the ARC Student Equity Plan work group's participation in two Center for Urban Education Student Equity Implementation Institutes (Feb 2015 and October 2015). This team examined ARC's equity data which showed student populations that were disproportionately impacted, particularly African American, Hispanic, and American Indian/Alaska Native students. Also foundational was ARC's decision in fall 2016 to become an Achieving the Dream (ATD) college. ATD assisted the college with improving student outcomes through a redesign of the college. ARC held 3 college wide summits in the 2016-17 academic year to discuss ways to improve the ARC student experience and to gather input for the college strategic plan. In these conversations, equity emerged as a major theme, as reflected in the college's new strategic plan.

The newly adopted strategic plan includes an equity statement to provide an equity lens through which to view the strategic goals and to emphasize the college's orientation toward reducing the achievement gap by 40% within 5 years and eliminating the achievement gap within ten years. The college's equity data shows that African American, Hispanic, and American Indian/Alaskan Native students are experiencing disproportionate impact in course completion, degree and certificate completion, and transfer. ARC's student success implementation strategies (Start Right, Integrated Planning and Support for Students - IPASS, and Clarify Program Paths) are specifically aimed at closing these gaps. Additionally, through a college governance task force, the college has also been examining its governance and decision making structure, including its committee structure and functions, planning, reporting and action/implementation alignment with a goal of maximizing institutional effectiveness. The task force has produced a proposal to adopt a redesigned governance structure, which will include specific implementation work groups focused on each of the three student success implementation strategies. The transition to this new governance structure will be completed by January 2018, and the student success strategies implementation teams are currently engaged in redesigning the student experience to improve outcomes (milestone achievement, first term course success rates, fall to spring persistence rates, completion of degrees, certificates, and transfer, and closing equity gaps). A summary of the strategic plan, student success strategies and metrics, and activities follows:

### **Student Success Implementation Strategies**



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

## Start Right

A structured early experience for newly entering students that builds a strong foundation for success and guides students onto an informed program path.

## Integrated Planning & Support for Students (IPaSS)

Personal, individual and integrated guidance and support that monitors student progress and proactively intervenes to ensure students' timely progress towards goal achievement along their chosen pathway.

## Clarify Program Paths

Clear and coherent academic and career pathways within established areas of interest that as a supportive foundation for Start Right and IPaSS.

### Student Success Metrics at a Glance

	Improved and Equitable Starts: 1st Term Course Success*	Improved and Equitable Progress: Fall to Spring Persistence**	Improved and Equitable Completion: Degree, Certificate, Transfer***	Improved and Equitable Student Experience
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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<b>Start Right (SG 1)</b>	<b>X</b>			<b>X</b>
<b>Integrated Planning &amp; Support for Students (IPaSS) (SG 1 &amp; 2)</b>		<b>X</b>		<b>X</b>
<b>Clarify Program Paths (SG 2)</b>			<b>X</b>	<b>X</b>

### Goals by 2022:

- **1st Term Course Success**  
\*Increase 1st Term Course Success rates by 5 percentage points, from 67% to 72%<sup>[1]</sup>
  
- **Fall to Spring Persistence**  
\*\*Increase 1st Term to 2nd Term (Fall to Spring) Persistence rates by 5 percentage points, from 68% to 73%<sup>[2]</sup>
  
- **Degree, Certificate, & Transfer** (the following goals, including the equity goals, are aligned with California Community College systemwide goals to meet statewide needs, as stated in Foundation for CCC's *Vision for Success: Strengthening the California Community Colleges to meet California's Needs*)
  - \*\*\*Increase the number of students annually who earn degrees and certificates by 20 percent
  - \*\*\*Increase the number of students annually who transfer to CSU and UC by 35 percent
  - \*\*\*Decrease the average number of units accumulated by ARC students who earn degrees from ## units to ## units

### Equity Goals



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

Reduce equity gaps across above measures by 40%<sup>[3]</sup>

<sup>[1]</sup> A 5 percentage point increase is approximately equivalent to an increase of 3 Standard Deviation units based upon three years of longitudinal data.

<sup>[2]</sup> A 5 percentage point increase is approximately equivalent to an increase of over 3 Standard Deviation units based upon three years of longitudinal data.

<sup>[3]</sup> A 40 percent reduction in equity gaps is aligned with California Community College systemwide goals to meet statewide needs as stated in CCC's *Vision for Success: Strengthening the California Community Colleges to meet California's Needs*

**Budget at a Glance**

	<b>BSI</b>	<b>SSSP</b>	<b>SEP</b>
<b>2014-15</b>	198,611	\$3,685,905	waiting for Chris Thomas
<b>2015-16</b>	205,008	\$ 4,883,843	\$ 2,526,502
<b>2016-17</b>	218,765	\$4,850,276	\$2,491,736

The BSI, SSSP, and SEP allocations support our three student success strategic implementation teams and our redesign efforts. The college is making progress toward achieving its student equity goals. A new strategic plan with a specific focus on equity was adopted, and the governance process was redesigned to implement the strategic plan. The student success strategic implementation teams are established and the major redesign (in a scaleable model) of the student experience will be delivered to the first cohort beginning in fall 2018.

For additional information regarding this plan, contact Dr. Lisa Aguilera Lawrenson, Vice President of Instruction at American River College (916) 484-8412.

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?

Greater support is needed, possibly in the form of a state wide site license, to facilitate the





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

broader use of advanced data modeling and visualization tools such as Tableau and SAS Visual Analytics, in addition to providing professional development for the use of these tools (e.g., webinars, full day training sessions). Expanding the college's understanding of how information, data, and analyses are most effectively presented could be improved by contracting with recognized experts in the field of data visualization and presenting data (e.g., Edward Tufte), with sessions hosted by the Chancellor's Office or the RP Group at conferences and regional meetings.

Greater support could be provided that would provide for better understanding of what deliverables are expected to be provided as evidence that demonstrates the college has met its goals, and which will ensure continued funding.

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 Lisa Aguilera Lawrenson  
Title Vice President of Instruction  
Email Address [Lawrenl@arc.losrios.edu](mailto:Lawrenl@arc.losrios.edu)  
Phone 916-484-8412

**Alternate Point of Contact:**

Name Robin Neal  
Title Vice President of Student Services  
Email Address [NealR@arc.losrios.edu](mailto:NealR@arc.losrios.edu)  
Phone 916-484-8462

**Alternate Point of Contact:**

Name Tressa Tabares  
Title Professor of Political Science  
Email Address [TabareT@arc.losrios.edu](mailto:TabareT@arc.losrios.edu)  
Phone 916-484-8190



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

## Part III – Approval and Signature Page

College: American River College District: Los Rios Community College District

Board of Trustees Approval Date: \_\_\_\_\_

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.

	<u>11-17-17</u>	<u>GreeneT@arc.losrios.edu</u>
Chancellor/President	Date	Email Address

	<u>11-17-17</u>	<u>Kaurk@arc.losrios.edu</u>
Chief Business Officer	Date	Email Address

	<u>11-17-17</u>	<u>Lawrenl@arc.losrios.edu</u>
Chief Instructional Officer	Date	Email Address

	<u>11/17/17</u>	<u>StepheJ@arc.losrios.edu</u>
Chief Student Services Officer	Date	Email Address

	<u>11/17/17</u>	<u>AguilaG@arc.losrios.edu</u>
President, Academic Senate	Date	Email Address



# Cosumnes River College

## Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program



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

## Program Goals and Planning

### PREVIOUS ACCOMPLISHMENTS

#### 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.

Category	Goal	Progress
SEP	A. The goal is to increase the number of students who successfully complete all the admission steps and enroll at CRC for the following target populations: Baseline yield rate 39.9% African American, -7.1% (Fall 2015) Native American, -10.8% (Fall 2015) Current/Former Foster Youth, -2.4% (Fall 2015)	The percentage of applicants who enrolled increased from the previous fall term to 44.5%; however, the disparities previously identified remain: African American, -7.3% (Fall 2016) Native American, -11.2%, (Fall 2016) Current/Former Foster Youth, -4.5% (Fall 2016)
SEP	B. The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact: Current/Former Foster Youth, -28% (2014-15) African American, -13.1% (2014-15) Pacific Islander, -5% (2014-15) Hispanic/Latino, -3.2% (2014-15)	While annual course completion rates improved from 2014-2015 (64.9%) to 68.3% in 2016-2017, the disparities identified previous remain: Current/Former Foster Youth, -12.5% (2016-2017) African American, -13.3% (2016-17) Pacific Islander, -4.4% (2016-17) Hispanic/Latino, -2.8% (2016-17) *Native American, -7% (2016-17)
SEP	C. The goal is for students to successfully complete ESL and Basic Skills courses and enroll in a degree applicable course. Additionally, in regards to Basic Skills English and Math, the goal is for student to complete Basic Skills courses within three semesters. <b>ESL</b> - Baseline progression rate: 55.4% (2012-13 to 2014-15) Female, -4.8% (2012-13 to 2014-15) <b>English</b> - Baseline progression rate: 30.2% (2014-15 to 2016-17) Individuals with disabilities, -5.2% (2012-13 to 2014-15) Hispanic/Latino, -3.3% (2012-13 to 2014-15) <b>Math</b> - Baseline progression rate: 22.2% (2014-15 to 2016-17) African American, -11.5% (2012-13 to 2014-15) Female, -1.8% (2012-13 to 2014-15)	<b>ESL:</b> Overall progression decreased from 55.4% to 49.2%. Female, No longer disproportionately impacted, 0.2% (2014-15 to 2016-17) *White, -19.2% (2014-15 to 2016-17) <b>English:</b> Overall progression decreased from 30.3% to 23.9% Individuals with disabilities, -15%, (2014-15 to 2016-17) Hispanic, -2.9% (2014-15 to 2016-17) *African American, -23.9% (2014-15 to 2016-17) *Male, -4.6% (2014-15 to 2016-17) <b>Math:</b> Overall basic skills math progression decreased from 22.2% to 19.7%. Female, No longer disproportionately impacted, 3.0 (2014-15 to 2016-17) African American, -12.7% (2014-15 to 2016-17) Male, -5.6% (2014-15 to 2016-17) Veterans, -14.1% (2014-15 to 2016-17) Individuals with disabilities, -5.2% (2014-15 to 2016-17)



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

SEP	D. The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact: Foster Youth, -4.7% (2010-11 to 2014-15) Pacific Islander, -3.3% (2010-11 to 2014-15) African American, -2.9% (2010-11 to 2014-15) Individuals with disabilities, -2.2% (2010-11 to 2014-15)	The degree/certificate completion rate has increased slightly from 4.7% to 4.8%. African American, -3.3% (2012-13 to 2015-16)
SEP	E. The goal is to improve the transfer rate for the following target populations identified in the college research as experiencing a disproportionate impact: Individuals with disabilities, -13.4% (2010-11 to 2014-15) Hispanic/Latino, -6.2%, (2010-11 to 2014-15) African American, -5.7%,(2010-11 to 2014-15)	The transfer rate has decreased from 23% to 10.5% Individuals with disabilities, -6.3% (2012-13 to 2015-16) Hispanic/Latino, -3% (2012-13 to 2015-16) African American, -1.4% (2012-13 to 2015-16)
BSI	Increase percentage of students who successfully complete basic skills math by 2% within the next five years. Baseline: 55.7%	The basic skills math course success rate (fall/spring) decreased from 55.7% in 2015-16 to 54.1% in 2016-17, a difference of -1.6%.
BSI	Increase percentage of students who successfully complete basic skills English Reading/English Writing and ESL by 2% within the next five years. Baseline: 60.3%	The basic skills English Reading/Writing course success rate (fall/spring) increased from 60.3% in 2015-16 to 61.6% in 2016-2017; a difference of 1.4%.
BSI	Improve course completion rates for Basic Skills/ESL students enrolled in Careers and Technical Education (CTE) courses or science course through implementation of SI. BASELINE: 66.9%	THE CTE courses success rate (fall/spring) for basic skills students enrolled in 2016-17 improved from 66.9% in 2015-16 to 68.9%, a difference of 2.08%.
BSI	Improve success of all students through the leadership of the Associate Dean for Student Success and Equity. Baseline: 65.7%	The overall fall/spring basic skills course success rate improved from 65.7% in 2015-16 to 66.7% in 2016-17; a difference of 1.0%.
SSSP	Of our 4,256 FTIC (2014-15) students, 32.3 % (1,374) completed Orientation.	Of our 4,388 students, 33% (1,453) students completed orientation
SSSP	Of the total number students submitting an application to CRC (10,288), 24% (2,424) completed Orientation.	Of the total number students submitting an application to CRC (10,225), 22% (2,248) completed Orientation.
SSSP	Of our 4,256 FTIC (2014-15) students, 20.0 % (852) completed assessment.	Of our 4,388 FTIC (2016-17) students, 23.0 % (1029) completed assessment.
SSSP	Of the total number students submitting an application to CRC (10,288), 16% (1,675) completed assessment.	Of the total number students submitting an application to CRC (10,225), 18% (1,825) completed assessment.
SSSP	There were a total of 2,127 students who completed an education plan in 2014-2015, of which 1,701 were FTIC.	There were a total of 3,302 students who completed an education plan in 2016-2017, of which 2,663 were FTIC.



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

SSSP	Of our 4,256 FTIC (2014-15) students, 40.0 % (1,701) completed an education plan.	Of our 4,388 FTIC (2016-17) students, 61.0 % (2,663) completed an educational plan.
SSSP	In 2014-15 3,390 follow-up services were provided. This includes the SSSP MIS data elements SS10 and SS11.	In 2016-17, 16,810 follow-up services were provided. This includes the SSSP MIS data elements SS10 and SS11.

**b. To what do you attribute your overall success or lack thereof?**

CRC has made progress in a number of areas related to student success. In the last two years, working together with faculty and staff, we developed new programs such as FYE (First Year Experience); expanded Supplemental Instruction (SI); and began the implementation process for Guided Pathways. We have also greatly improved our service delivery mechanisms in regards to the onboarding process of new students and counseling. We have implemented proactive outreach to students without comprehensive education plans, students who are on academic probation, and students planning to transfer. In addition, progress has been made in redesigning Basic Skills English and ESL courses.

**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.**

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Improve course completion	Provide extended orientation; educational planning and follow-up services for students participating in the First Year Experience (FYE) Program. FYE students were placed into Math and English courses using multiple measures, particularly high school transcripts.	Focus on disproportionately impacted students in the recruitment process for FYE. Ensure that disproportionately impacted students in FYE have the support and resources to be successful.	Students attend a two-week long academic experience prior to the start of the Fall semester. The experience includes a series of workshops designed to brush-up the students' Math and English skills. The majority of FYE students place either into Basic Skills Math or English level.  FYE Students are also required to register for Math and English courses in their first semester.



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

### **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 Supplemental Instruction (SI) Program provides course specific support for students in math. As part of the Supplemental Instruction Program, tutors (SI Leaders) attend a particular course for the full semester and organize help sessions outside of class. This allows the SI to tailor support to the specific needs of students given the current course content. Students who attended SI help sessions were more likely to succeed than students who did not attend SI help sessions with the same class, gender, age, and ethnicity (*Success* = 61.1% vs 47.2%, respectively). Students were incrementally more likely to succeed with each visit to a help session. Students who attended SI help sessions were more likely to be retained than students who did not attend SI help sessions with the same class (e.g, Math 100), gender, age, and ethnicity (*Retention* = 86.6% vs. 76.8%, respectively). Students were incrementally more likely to be retained with each visit to a help session. Students who are African American and students who are Pacific Islander were more likely to visit their SI. Additionally, students who are older and students who are female were more likely to use SI.

The First Year Experience (FYE) Program provides support to new high school graduates with the goal of increasing completion (degree, certificate, and/or transfer). As part of the FYE program, students participate in a summer experience program, receive personalized follow-up and educational planning services, gain access to special events, and are provided free text books. Students who participate in FYE must enroll in 12 units and must stay enrolled in the courses outlined in their educational plan. The preliminary analysis shows that FYE students enrolled in and completed more units than non-FYE comparison students.





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

### 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.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><b>Goal 1. Increase the percentage of students on guided pathways</b></p>	<ul style="list-style-type: none"> <li>Plan and implement integrated approach that aligns campus-wide outreach efforts to feeder schools. This plan will help maintain effective and consistent approach to CRC's engagement with K-12 institutions.</li> <li>Implement a streamlined and integrated approach to following-up with students going through admission steps to ensure that students successfully complete the process and enroll.</li> <li>Plan and implement integrated transfer and career pathways to ensure that students have a career/transfer plan after their first semester.</li> <li>Plan and implement in-person orientation. This approach is aimed at simplifying the</li> </ul>	<ul style="list-style-type: none"> <li>Plan and implement a targeted outreach strategy aimed at improving the participation rate of disproportionately impacted students in campus-wide programs.</li> <li>Identify disproportionately impacted students who are going through the admission steps and offer individualized assistance.</li> <li>Continue and expand outreach activities designed to connect with community-based organizations that serve disproportionately impacted groups.</li> <li>Expand the First Year experience (FYE) and connect the program existing student support and special programs.</li> <li>Plan and implement targeted outreach to</li> </ul>	<ul style="list-style-type: none"> <li>Increase FYE students who enroll in English and Math courses that are linked to supplemental instruction or embedded tutoring.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other:</li> </ul>



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

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><b>Goal 2. There will be no disproportionately impacted groups identified in basic skills progression.</b></p>	<p>matriculation process for new students.</p>	<p>disproportionately impacted students to participate in the in-person orientation.</p> <ul style="list-style-type: none"> <li>Identify disproportionately impacted students and improve their utilization rates for tutoring-related services.</li> <li>Plan and implement strategies to increase access to accelerated courses for disproportionately impacted students.</li> </ul>	<p>BSI</p> <ul style="list-style-type: none"> <li>Improve the efficiency and effectiveness of tutoring and Supplemental Instruction services through integration and proactive training of faculty and staff. Increase awareness among new and current students, faculty and staff about academic support services.</li> <li>Continue to redesign Basic Skills English, Math and ESL courses to improve the progression and success rates of students who place into Basic Skills.</li> <li>Link Student Services personnel to basic skills students by incorporating support services into Basic Skills courses.</li> <li>Align initiatives such as the Math Boot Camp, FYE, Tutoring Services, and other special programs designed to improve the success rate of students. This effort is aimed</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other:</li> </ul>



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

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><b>Goal 3. There will be no disproportionately impacted groups identified in completion rates</b></p>	<ul style="list-style-type: none"> <li>Continue to offer success workshops and specialized services for students on academic probation, and those who are deemed at risk of being placed on probation.</li> <li>Assess and revamp existing in-reach efforts to students without comprehensive educational plan. Increase the number of students who receive counseling guidance to develop comprehensive educational plan.</li> </ul>	<ul style="list-style-type: none"> <li>Identify disproportionately impacted students who are at risk of being placed on academic probation and offer services.</li> <li>Identify disproportionately impacted students who have thirty or more transferable units and offer targeted transfer and career services.</li> <li>Evaluate and strengthen programs that serve special population groups. Ensure that these programs are integrated into campus-wide services and initiatives.</li> <li>Expand and incorporate the Peer-Mentor initiative into special programs.</li> </ul>	<p>at breaking down silos and developing a structure that leads to an increased utilization rate of services.</p> <ul style="list-style-type: none"> <li>Explore the viability of non-credit options including partnerships with adult education for Math, English and ESL courses.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input checked="" type="checkbox"/> Transfer</li> <li><input type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other:</li> </ul>
<p><b>Goal 4. Increase the 150% completion rate</b></p>	<ul style="list-style-type: none"> <li>Continue to reach out to undecided students with more</li> </ul>	<ul style="list-style-type: none"> <li>Identify disproportionately impacted students and ensure</li> </ul>	<ul style="list-style-type: none"> <li>Continue and expand the curriculum alignment work</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> </ul>



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

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><i>of unprepared students</i></p>	<p>than 15 units and offer integrated career and transfer services.</p> <ul style="list-style-type: none"> <li>Incorporate multiple measures to place recent high school graduates into Math and English courses, taking into account their high school coursework and GPA. (Pending legislation, AB 705)</li> <li>Provide/Expand opportunities for students to “brush-up” their skills prior to taking the assessment test.</li> </ul>	<p>that they receive pre-assessment guidance. This effort is aimed at ensuring students are placed at the proper level.</p> <ul style="list-style-type: none"> <li>Plan and implement an early referral process for faculty to seamlessly refer students that are struggling personally and academically. Increase faculty awareness about resources available for students. This process will be supported by a communication tool designed to make the referral process simple and efficient.</li> <li>Expand and integrate the Equity Academy designed for new faculty with college-wide professional development efforts.</li> <li>Implement streamlined professional development opportunities (i.e. local and national conferences, training, etc.) for faculty and staff focused on closing equity gaps and improving student success.</li> </ul>	<p>with K-12 schools with the goal of creating seamless transition into college level courses for high school students.</p> <ul style="list-style-type: none"> <li>Offer professional development opportunities for basic skills faculty with the focus on acceleration and curriculum redesign.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other:</li> </ul>



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

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><b>Goal 5. Increase the 150% completion rate of prepared students</b></p>	<ul style="list-style-type: none"> <li>Implement a comprehensive system that allows students to interact with, and receive communication from counselors, specialists and faculty. The system will allow students to create an academic plan, schedule a meeting with counselors, and keep track of their academic progress.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for disproportionately impacted groups to participate in local and national conferences aimed at improving their success rate, self-confidence and engagement.</li> <li>Expand Supplemental Instruction (embedded tutoring) to courses with high failure rates.</li> <li>Integrate the process and planning of campus-based cultural events aimed at creating a welcoming environment as well as increase awareness of the campus community related to the experiences and cultures of historically underserved and underrepresented groups.</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input checked="" type="checkbox"/> Transfer</li> <li><input type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other:</li> </ul>



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

#### **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.**

CRC is in the process of implementing Guided Pathways. Our approach to integrated planning has been to align large and small scale programs and initiatives. The Guided Pathways implementation process involves the active participation of key leaders and all constituency groups (faculty, classified, students and managers). CRC is making systemic changes in the areas of shared governance, matriculation, instruction and student support services based on the Guided Pathways framework. This approach will make it easier for CRC to carry out activities outlined in this plan in a coordinated manner.

Closing equity gaps is the centerpiece to Guided Pathways and integrated planning. Each category – Matriculation Process, Support Service and Instruction – includes specific goals and activities aimed at closing equity gaps among students.

##### Matriculation Process

Efforts are already underway to integrate outreach efforts to K-12 and community agencies that refer prospective students to CRC. These efforts include process-mapping to identify programs and initiatives that interface with K-12 and community based organizations. This process includes identifying key internal and external contacts to ensure consistency and continuity in our approach.

We are re-organizing the onboarding process for new and returning students through Guided Pathways to identify a clear path for each student. In addition, we are reorganizing the placement (assessment) and orientation steps to ensure alignment with CRC's strategic plan of timely completion. This includes closely analyzing availability of courses for first time new students. It also includes ensuring that students identify a particular path that aligns with their career interest, starting their first semester.

##### Support System

We plan to institutionalize a proactive student support structure. Counselors will be assigned to particular students through case-management approach. Existing programs such as DSPS, EOP&S, Umoja, Puente, FYE, MESA, etc. will be aligned to ensure consistency while maintaining the unique identity of each program. Classroom support, including Supplemental Instruction and other forms of tutoring, will be delivered in a coordinated manner to make it easier for faculty to refer students, and for students to access these academic support services.

Comprehensive district-wide technology that would allow counselors and student services staff to offer timely interventions will be implemented. Such a system will make it easier for counselors, support staff and faculty to communicate with each other, leading to a coordinated approach to providing timely student support.

##### Instruction

We will redouble our efforts to redesign Basic Skills Math, English and ESL courses. There has been considerable progress made in this area over the past two years, including the redesigning of Basic Skills English and ESL courses, and placement of new students into English and Math courses based on



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

their high school transcripts. These efforts will support students' ability to successfully complete their programs on-time, by improving the basic skills progression of our students.

Additionally, as part of the Guided Pathways initiative, each program/major will make necessary adjustments to ensure that students can complete their program of study within two years. The course scheduling process will be driven by student needs.

**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.**

CRC does not have noncredit offerings.

**6. Describe your professional development plans to achieve your student success goals.**

Professional Development plans include events, activities and workshops that build skills and competencies to enhance student success and employee satisfaction. Towards this end, the Center for Professional Development at CRC plans, coordinates and provides financial support for a variety of activities that engage faculty, staff and administrators in an active and creative intellectual life so that we are prepared to help students achieve their goals.

Most directly, Professional Development plans support the development of skills, knowledge, and attitudes in the following areas: Teaching and Learning Excellence, Cultural Competence, Technological Competence, Health and Wellness, Professional Competence, and Community Awareness.

**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.**

CRC's Institutional Effectiveness Office will monitor and report on measureable goal outcomes annually and continuously evaluate programs supported by the College's Integrated Plan. Measureable goal outcomes will include: Course success rates, basic skills progression rates, and cohort completion rates. In all cases, outcomes for disproportionately impacted groups will also be disaggregated by gender. Additionally, the Institutional Effectiveness Office will provide continuous evaluation of activities by collecting data, tracking implementation of activities, applying statistical procedures to analyze data, and disseminating research findings via presentations and reports to project managers and the campus community.



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

- 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 Los Rios Community College District will coordinate efforts through establishing a BSI, Equity, SSSP district-wide planning group. This group will have representation from each of our colleges and will serve as the point of contact between the District Office and campuses. The group will hold at least one meeting in the fall and spring semesters, create and publish a contact list for BSI, Equity, and SSSP representatives at each campus, and establish a district website that links to all of the integrated plans and district wide efforts coordinated by the BSI, Equity, SSSP district planning group.

- 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.**

See attached.

- 10. Provide a link to your college’s executive summary below:**

<http://www.crc.losrios.edu/facstaff/planning/2017-19-ISSP>

- 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?**

CRC would like additional support from the Chancellor’s Office in the following areas:

- Webinars and workshops related to best practices regarding implementation of systems and tools such as Early Alert, counseling and other support services..
- Workshops related to successful integration of support services with academic programs
- Continued support in regards to implementation of Guided Pathways
- Workshops in regards to curriculum redesign related to Basic Skills

- 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: Kimberly McDaniel, Ph.D.

Title: Vice President, Student Services and Enrollment Management

Email Address: McDaniK@crc.losrios.edu

Phone: (916) 691-7487

Alternate Point of Contact:

Name \_\_\_\_\_

Title \_\_\_\_\_





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

Email Address \_\_\_\_\_  
Phone \_\_\_\_\_

**Integrated Budget Template: BSI, Student Equity, and SSSP  
for fiscal reporting period July 1, 2017 - June 30, 2018**

Los Rios CCD
Cosumnes River College

**Planned Expenditures**

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 10,000	\$ 231,274	\$ 400,000	\$ 1,773,033			
2000	Classified and Other Nonacademic Salaries	\$ 185,000	\$ 418,477	\$ 1,198,293				
3000	Employee Benefits	\$ 68,700	\$ 216,202	\$ 469,263	\$ 584,405			
4000	Supplies & Materials	\$ 12,918	\$ 96,251	\$ 184,800				
5000	Other Operating Expenses and Services	\$ 50,000	\$ 146,954	\$ 88,782				
6000	Capital Outlay	\$ 15,000	\$ -	\$ 16,300				
7000	Other Outgo	\$ 4,000	\$ 30,000	\$ -				
	<b>Program Totals</b>	\$ 345,618	\$ 1,139,158	\$ 2,357,438	\$ 2,357,438	\$ -	\$ -	
					<b>Match</b>		<b>Match</b>	
				<b>BSI, SE, &amp; SSSP Budget Total</b>				\$ 3,842,214

\*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.



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

### Part III – Approval and Signature Page

College: Cosumnes River College

District: Los Rios Community College District

Board of Trustees Approval Date: \_\_\_\_\_

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.

	11/16/17	BushE@crc.losrios.edu
Chancellor/President	Date	Email Address

	11/20/17	wathenc@crc.losrios.edu
Chief Business Officer	Date	Email Address

	11/20/17	MontanR2@crc.losrios.edu
Chief Instructional Officer	Date	Email Address

	11-17-17	McDaniK@crc.losrios.edu
Chief Student Services Officer	Date	Email Address

	11/16/2017	millss@crc.losrios.edu
President, Academic Senate	Date	Email Address

# Folsom Lake College

## Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program



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

### 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.

Program	Goal	Progress
BSI	Goal A: Basic skills pathways are more rigorously scheduled, monitored, assessed, and publicized to improve program efficiency and success rates.	The Basic Skills Subcommittee has completed work toward hiring a Basic Skills Coordinator. This coordinator will assist with scheduling and success rate assessment.
BSI	Goal B: Basic skills student performance and success measures are gathered, analyzed, and reported.	BSI has gathered and analyzed data on success and retention rates across the basic skills curriculum.
BSI	Goal C: High school graduates are aware of requirements and effort needed for college level work	FLC has awarded a sabbatical to a faculty member to complete a high school curriculum alignment project
BSI	Goal D: The college implements a support system to promote basic skills student success.	Basic Skills funding has been integral in supporting campus-wide tutoring, including embedded tutoring.  The Basic Skills Subcommittee has completed work toward hiring a Basic Skills Coordinator. This coordinator will help implement a mechanism to promote



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

		support system implementation, including working with existing campus mechanisms (tutoring coordinator, etc.).
BSI	Goal E: Support faculty, staff, and administration professional development opportunities related to strengthening skills to support basic skills students.	BSI has funded a variety of professional development opportunities for faculty, staff and administrators.
SEP	Goal A: Improve access for the target populations identified in the college research as experiencing a disproportionate impact	<p>Strengthened and expanded the Early Alert/Program for Academic Student Success, increased outreach efforts to African American, male, veteran and foster youth populations, holistic counseling, Peer Mentoring Program as well as a Best Instructional Practices repository and implementing pre enrollment workshops that emphasize culturally responsive strategies.</p> <p>Between 2015-16 and 2016-17 The Access equity gap for males decreased from -9.4% to -3.1% points, for veterans the gap decreased from -6.5% to +.08% points, and for foster youth the gap decreased from -5.4% to -0.8% points.</p>
	Goal B: Improve course completion for the target population identified in the college research as experiencing a disproportionate	Strengthened and expanded the Early Alert/Program for Academic Student Success, increased outreach efforts to African American, male, veteran and foster youth populations, holistic counseling, Peer



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

	<p>impact</p>	<p>Mentoring Program as well as a Best Instructional Practices repository and implementing pre enrollment workshops that emphasize culturally responsive strategies.</p> <p>Between 2015-16 and 2016-17 The Course Completion equity gap for Black or African American increased from -15.6% to -18.0% points, for veterans the gap decreased from -10.5% to -3.9% points, and for American Indian / Alaskan Native the gap decreased from -13.2% to -0.2% points.</p>
	<p>Goal C: Improve ESL and basic skills completion for the target population identified in the college research as experiencing a disproportionate impact</p>	<p>Provided activities / workshops through the SOAR Central, along with expansion of activities in this area; and creation of additional support services and programs such as First Year Experience. Piloted Embedded Intervention model in selected Basic Skills English courses; implemented Math Boot Camps designed to provide students who meet prescribed criteria the opportunity to assess into higher level Math course on initial placement following a short-term skill development workshop.</p> <p>Between 2015-16 and 2016-17 The ESL completion equity gap for Males decreased from -3.6% to -2.8% points, for Hispanic students the gap increased from -1.2% to -4.2% points.</p> <p>The math basic skills completion equity gap for Black or African American increased</p>



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

		<p>from -12.3% to -15.2% points, and for Hispanic students the gap decreased from -6.6% to -2.5% points.</p> <p>The English basic skills completion equity gap for students with disabilities decreased from -11.8% to -5.1% points.</p>
	<p>Goal D: Improve degree and certificate completion for the target population identified in the college research as experiencing a disproportionate impact</p>	<p>Increased opportunities for students at all three sites to complete pre-enrollment activities; focused intervention to assist students with more than 15 units but who lack a comprehensive educational plan the opportunity to develop one; intrusive intervention designed to direct students with no declared educational goal to the Career Center to participate in activities that will assist them in establishing a goal. Provided targeted counseling efforts to support veterans and individuals with disabilities with educational planning and increased services; and implementation of First Year Experience programs.</p> <p>During 2016-17, 1168 degrees and certificates were awarded, and 507 (43%) of those awards were to students within defined special populations, including the disproportionate impacted groups listed above. This is an increase from 2015-16, where 38% (451 out of 1184 awards) were awarded to students within defined special population groups.</p>





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

	<p>Goal E: Improve transfer rates for the target population identified in the college research as experiencing a disproportionate impact</p>	<p>Increased Transfer Center activities, including focused intervention and completion support that targets students who have exceeded 90 units of transferable credit, but have yet to petition for graduation. We chartered the Multicultural Diversity Club to increase presence and engagement of diverse students, recruit and train peer mentors who will work with the Multicultural and Diversity Committee to increase awareness of social justice issues impacting college students. Finally continue to increase marketing and outreach for year-end celebrations of success for African American and Hispanic /Latino students.</p> <p>Between 2015-16 and 2016-17 The transfer rate equity gap for students with disabilities decreased from -12.8% to -12.4% points.</p>
SSSP		
	<p>Goal A: Provide an orientation experience for new students that directly connects them to the college for the purpose of improving retention and persistence.</p>	<p>Conceptualized and implemented the first and only on-ground orientation in the LRCC district introducing students to key members of faculty, staff and administration, familiarizing them with the campus, completing steps 2-3 of the step to success track and tailoring the experience for specialized populations such as Athletes, EOPS, DSPS, and Veteran students.</p>
	<p>Goal B: Identify opportunities for partnership with instructional faculty to</p>	<p>Coordinated and hosted departmental orientation sessions that provide undeclared students with the opportunity to engage with faculty in disciplines they have an interest in</p>



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

	<p>provide students who have not declared an educational goal with clarity and understanding of the academic programs available to them for the purpose of improving retention and reducing time to degree completion.</p>	<p>pursuing.</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):

Our success is attributed to:

- Integration of program goals into the College Strategic Plan and Annual Goals
- Due to our smaller size, the College has increased visibility, transparency, and collaboration within and across units and departments.
- Pro-active approach to integration through the establishment of an integrated planning committee with broad representation
- Expansion of resources and structure of professional development, including strengthening both faculty and classified professional development offerings and governance structure.

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>Example:</i>			
<i>Increase completion and</i>	<i>Provide extended orientation and</i>	<i>Provide extended orientation and</i>	<i>Pilot prep courses through</i>



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

<i>persistence through the English Developmental Sequence</i>	<i>assessment prep courses/workshops</i>	<i>assessment prep courses/workshops</i>  <i>Redesign the dev. ed. sequence</i>	<i>the first year programs or specific bridge programs</i>  <i>Redesign the dev. ed. Sequence</i>
Improve access and retention rates of first year through a cohort-based First Year Experience program	SSSP acts as the access pipeline focusing on pre-enrollment activities such as program specific orientation and assessment. Additionally SSSP funds an adjunct counseling position specific to FYE students, peer mentor positions, and non-instructional supplies and materials.	Provided instructional support (staffing) and resources (text books, instructional supplies) for students participating in the first year experience program.	Courses through the FYE program were funded through BSI and supported by BSI funded embedded tutors.

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.

The college has integrated general tutoring, discipline-specific tutoring, online tutoring, peer mentoring, study skills development, test taking preparation, and athlete support services under one comprehensive student support unit called the [Learning Skills Center](#). The following services are coordinated through the Learning Skills Center:

- Tutoring at FLC, EDC, and RCC
- The Science Center
- The Student Athlete Success Center - SASC



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- ESL Peer Mentoring
- SOAR Central (Success Opportunity and Resource Central)
- Tutor.com
- Supplemental Instruction

Students who participate in these services are likely to use more than one service due to the integration of support and success outcomes show these students, particularly disproportionately impacted students, perform better than the college wide average. For example between Fall 2016 and Spring 2017 students who participated in:

- Biology Peer Mentoring had, on average, a higher GPA (2.98) than students taking biology who did not participate in peer mentoring (2.70). They were also more likely to persist from fall to spring (64% vs. 59%).
- Sports Tutoring had, on average, a higher GPA (2.85) than the college wide average (2.79). They were also more likely to persist from fall to spring (84% vs. 62%).
- Hands On Science Events had, on average, a higher GPA (3.22) than the college wide average (2.79). They were also more likely to persist from fall to spring (89% vs. 62%).

### 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



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will implement to achieve each goal (Note: not all cells are required to be completed for 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	
<i>Example: Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/ workshops</i>	<i>Provide extended orientation and assessment prep courses /workshops  Redesign the dev. Ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs  Redesign the dev. Ed. sequence</i>	<input 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: _____ _____
<i>Increase access for all populations by improving communication strategies.</i>	<i>-Expand on ground orientation</i>  <i>-Improve marketing materials specific to steps to success, color coding the details for each core service area</i>  <i>-Integrate faculty into student orientation</i>  <i>- Expand student led/peer to peer opportunities to improve communication</i>  <i>-Bridge Day</i>	<i>-Improve Scheduling through course scheduling software and Early Alert</i>  <i>-Steps to Success Program for Academic Success with specific strategies for DI groups for orientation, outreach</i>  <i>-Pre-enrollment workshops</i>  <i>-Specific Outreach for CTE (spotlight)</i>  <i>- Marketing/Communication for DI groups (including</i>	<i>Increased marketing of tutoring and learning skills services for students.</i>	<input checked="" type="checkbox"/> Access <input 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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	-Student Lingo (spanish language available)	translated documents/information) -Examine and address transportation		
Increase completion (as defined by student goals)	<ul style="list-style-type: none"> <li>- Utilizing Transfer NET for ease of determining transfer readiness and number of students who have transferred</li> <li>- Continue "Conversations with the Pro's"</li> <li>-Expand Dept. Orientation to provide direct insight on the requirements for major completion</li> <li>-Career Exploration</li> <li>-New Faculty Academy</li> <li>- 2 year mapping project for review and assessment of completed maps</li> <li>- Continue Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>-Expand Early Alert</li> <li>-Explore programs like the Puente program</li> <li>-Expand touchpoints (i.e. "you completed 12 units this semester good job!")</li> <li>- Internships/Work Experience programs (scale)</li> <li>-Academic Mentoring/Peer Mentoring for DI students</li> <li>-Workshops for cultural responsibility</li> <li>-Culturally responsive teaching strategies (i.e. GIFTS)</li> <li>-Increase coordination between student education</li> </ul>	<ul style="list-style-type: none"> <li>-Preparing to implement a pilot for accelerated English and Math courses.</li> <li>-Funding embedded tutoring services</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>



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

	<p><i>(helps students move through the process and connects the mentor to the college which increases likelihood for their completion</i></p>	<p><i>planning, course scheduling, and communication</i></p> <ul style="list-style-type: none"> <li><i>-Continue to target students with 15 Units who have not declared a major</i></li> <li><i>-Career Center intervention for "transfer ready" students</i></li> <li><i>-Counseling - DSPS, Foster Youth, Homeless</i></li> <li><i>-Faculty Speaker Series(Faculty Expertise-PDC PD Fridays)</i></li> <li><i>-Workshops / training re: financial aid and actual cost of attendance - targeted for DI groups. Include information about FAFSA.</i></li> </ul>		
<p><i>Increase student retention.</i></p>	<ul style="list-style-type: none"> <li><i>- Welcome and Student Success Center Programming</i></li> <li><i>- FYE</i></li> <li><i>-Peer Mentors</i></li> <li><i>-Math Boot Camps</i></li> </ul>	<ul style="list-style-type: none"> <li><i>-Expand Early Alert</i></li> <li><i>-Explore programs like the Puente program</i></li> <li><i>-Expand touchpoints (i.e. "you completed 12 units this</i></li> </ul>	<ul style="list-style-type: none"> <li><i>- BSI has supported high touch programs designed to reach our disproportionately impacted groups</i></li> <li><i>-BSI is supporting campus Learning Skills programs.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Access</i></li> <li><input checked="" type="checkbox"/> <i>Retention</i></li> <li><input type="checkbox"/> <i>Transfer</i></li> <li><input checked="" type="checkbox"/> <i>ESL/Basic Skills Completion</i></li> <li><input type="checkbox"/> <i>Degree &amp; Certificate Completion</i></li> <li><input type="checkbox"/> <i>Other: _____</i></li> </ul>





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

	<p><i>-Supplemental instruction</i></p> <p><i>-ON Course Workshops</i></p> <p><i>-PASS program</i></p> <p><i>- Summer Bridge</i></p> <p><i>-Student Success faculty handbook (insight for faculty to support students)</i></p> <p><i>-Student Lingo (Spanish language available)</i></p> <p><i>-Bridge day</i></p>	<p><i>semester - good job!")</i></p> <p><i>- Internships/Work Experience programs (scale)</i></p> <p><i>-Academic Mentoring/Peer Mentoring for DI students</i></p> <p><i>-Workshops for cultural responsibility</i></p> <p><i>-Culturally responsive teaching strategies (i.e. GIFTS)</i></p> <p><i>-Increase coordination between student education planning, course scheduling, and communication</i></p>		
<p><b>Improve ESL and Basic Skills completion.</b></p>	<p><i>-Assessment and multiple measures implementation</i></p> <p><i>-Embedded tutoring</i></p> <p><i>-Math Boot Camp</i></p> <p><i>-On Course Workshops</i></p> <p><i>-FYE</i></p>	<p><i>- Scale up and expand First Year Experience (FYE) program</i></p> <p><i>-Increase coordination between Math Boot Camp and First Year Experience program</i></p> <p><i>-EAP ( Identify 11th grade high</i></p>	<p><i>-Peer Mentors</i></p> <p><i>-Embedded tutoring supported by the reading and writing center.</i></p>	<p><input type="checkbox"/> Access</p> <p><input type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>



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

	<p><i>-Peer mentor support</i></p> <p><i>-Student Lingo (spanish language available)</i></p>	<p><i>school students prior to assessment for early intervention)</i></p> <p><i>-Develop pathways to accelerate and streamline students progression from basic skills math and English to college level coursework (common assessment, multiple measures, acceleration.)</i></p>		
<p><i>Enhance the student experience.</i></p>	<p><i>On ground orientation (tailored experience to special pops: i.e athletics, CFE (EOPS/DSPS, veterans)</i></p> <p><i>-FYE</i></p> <p><i>-Welcome and Student Success center</i></p> <p><i>-Peer mentor engagement</i></p> <p><i>-Summer bridge</i></p> <p><i>-Continued funding for</i></p>	<p><i>-Improve scheduling, degrees, Transfer and career (pathways, course scheduling)</i></p> <p><i>-Expand touchpoints (i.e. "you completed 12 units this semester - good job!")</i></p>	<p><i>-Funded student tutors to professional development opportunities.</i></p> <p><i>-Peer mentors hold orientation sessions for ESL students at RCC.</i></p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input checked="" type="checkbox"/> Other:Enhancing the Student Experience</p>



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	<p><i>reading and writing center and learning skills center</i></p> <p><i>-Expansion of ambassador program</i></p> <p><i>-Math boot camp</i></p> <p><i>-Falcons Steps To Success Event</i></p> <p><i>- Student Lingo (spanish language available)</i></p> <p><i>- Bridge day</i></p>		
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you 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)

FLC does well with visual integration through the organization structure. This allows for integration at all levels from executive team partnerships to deans partners, and student participation on work groups. Plans are situated in a space that allows for cross constituency work rooted in transparency and cross divisional interaction. An example of this is the Tri-Plan work group which is made up of 3 administrators, 4 instructional faculty (Reading, English, ESL, Math), classified staff and 1 student for the purpose of developing the FLC integrated plan and fund request process. Other examples of cross college integration at FLC specific to student equity related categorical programs or campus based programs include the makeup of our Institutional Effectiveness Committee, Matriculation and Student Success Committee, Enrollment Management Committee and Multicultural and Diversity Committee.

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 to FLC.



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

6. Describe your professional development plans to achieve your student success goals. (100 words max): FLC's professional development plans aimed toward achieving our student success goals includes continued funding of the newly developed Professional Development Committee's New Faculty Academy, rolling access to Integrated plan resources specific to professional development opportunities.

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)

Evaluation occurs in a two pronged approach. First, updates from projects receiving funding for the current academic year are expected to provide mid-year updates by February-March, and end year updates by the fall semester following the end of the academic year. Second, a summative evaluation of the entire college's progress towards meeting equity goals for the end of year also occurs in the fall semester following the end of the year. The comprehensive review includes the various qualitative and quantitative achievement data elements disaggregated for the purpose of monitoring disproportionate impact.

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 Los Rios Community College District will coordinate efforts through establishing a BSI, Equity, SSSP district wide planning group. This group will have representation from each of our colleges and will serve as an integrated plan point of contact between the district office and campuses. The group will hold at least one meeting in the fall and spring semesters, create and publish a contact list for BSI, Equity, and SSSP representatives at each campus, and establish a district website that links to all of the integrated plans and district wide efforts coordinated by the BSI, Equity, SSSP district planning group.

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. Please see attached budget document

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



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

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: <http://www.flc.losrios.edu/about-us>

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?
- More discussion and guidance regarding evaluation of activities under the integrated plan since the three programs have different funding requirements.
  - Ensure that all the required data for basic skills and equity disaggregation is available on Data Mart, easily downloaded into a single Excel sheet (without needing to navigate into different queries and map data together, or go to different data sources entirely.)
  - Enhanced data visualization with a friendly user interface (something similar to Tableau)
  - Continued training regarding integrated planning and budgeting, including peer support and online trainings.

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: Dr. Davin E. Brown  
Title: Dean of Student Success  
Email Address: brownD@flc.losrios.edu  
Phon: 916.608.6768

**Alternate Point of Contact:**

Name: Dr. BJ Snowden  
Title: Dean of Instruction  
Email Address: Snowden@flc.losrios.edu  
Phone: 916.608.6752

Los Rios CCD
Folsom Lake

**Planned Expenditures**

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 41,883	\$ 119,163	\$ 370,167	\$ 864,485			
2000	Classified and Other Nonacademic Salaries	\$ 12,000	\$ 318,376	\$ 714,255	\$ 323,369			
3000	Employee Benefits	\$ 10,165	\$ 101,354	\$ 384,503	\$ 477,215			
4000	Supplies & Materials	\$ 1,995	\$ 13,200	\$ 45,295				
5000	Other Operating Expenses and Services	\$ 19,457	\$ 71,318	\$ 156,047	\$ 7,198			
6000	Capital Outlay	\$ -	\$ -	\$ 2,000				
7000	Other Outgo	\$ 90,858	\$ 24,552					
	<b>Program Totals</b>	\$ 176,358	\$ 647,963	\$ 1,672,267	\$ 1,672,267	\$ -	\$ -	
					<b>Match</b>		<b>Match</b>	
		<b>BSI, SE, &amp; SSSP Budget Total</b>						\$ 2,496,588

\*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.




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

## Part III – Approval and Signature Page

College: Folsom Lake College District: Los Rios Community College District


Board of Trustees Approval Date: \_\_\_\_\_

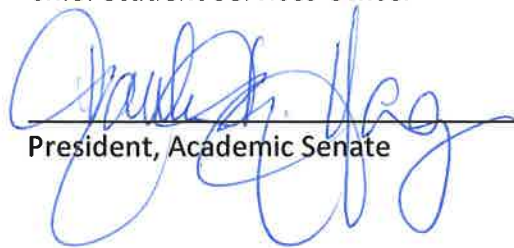
We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), 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.

	11/21/17	<u>YamamuW@flc.losrios.edu</u>
Chancellor/President	Date	Email Address

	11/21/17	<u>KirkliK@flc.losrios.edu</u>
Chief Business Officer	Date	Email Address

	11.21.17	<u>Pactolm@flc.losrios.edu</u>
Chief Instructional Officer	Date	Email Address

	11-21-17	<u>Thomasc@flc.losrios.edu</u>
Chief Student Services Officer	Date	Email Address

	11.21.17	<u>HaugP@flc.losrios.edu</u>
President, Academic Senate	Date	Email Address



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





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



# SACRAMENTO CITY COLLEGE INTEGRATED BSI/EQUITY/SSSP PLAN

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## PART I: PREVIOUS PROGRAM EFFORTS

### 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.

**Table 1: Outcomes from Student Equity, BSI, and SSSP Efforts**

Goals: Student Equity	Progress
<p><u>Access:</u> The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:</p> <p>Decrease the gap by 5 percentage points for the following groups:</p> <ul style="list-style-type: none"> <li>● Males</li> <li>● Students w/Disabilities</li> </ul> <p>Decrease the gap by 4 percentage points (which would eliminate the gap) for the following groups:</p> <ul style="list-style-type: none"> <li>● Asians</li> <li>● Veterans</li> </ul> <p>Decrease the gap by 2 percentage points (which would eliminate the gap) for the following groups:</p> <ul style="list-style-type: none"> <li>● Hispanic/Latino</li> <li>● Black/African American</li> </ul>	<p>In the 2014-2015 plan, access gaps were calculated based on enrollment of all students in the college. For the 2016-2017 plan, access gaps were calculated based on enrollment of recent high school graduates from the top ten feeder high schools. We have recalculated the access gaps for 2014-2015 based on the methodology used in the 2016-2017 plan, and the progress numbers shown below reflect this methodology.</p> <p>From 2014-2015 to 2016-2017, the access gap (compared to the overall college average):</p> <ul style="list-style-type: none"> <li>● increased by 2 percentage points for male students (from 0% to -2%)</li> <li>● stayed the same for Asian students (at -5%)</li> <li>● increased by 1 percentage point for Black/African American students (from -3% to -4%).</li> </ul> <p>There was insufficient data for students with disabilities and veterans.</p>

	<p>Based on the new calculations, in 2014-2015 Hispanic/Latino students were not disproportionately impacted (12 percentage points above the average), and in 2016-2017 they continue not to be disproportionately impacted (at 13 percentage points above the average).</p>
<p><u>Course completion:</u> The goal is to improve course completion for the following target populations identified in the college research as experiencing disproportionate impact:</p> <p>Decrease the gap by 5 percentage points for the following groups:</p> <ul style="list-style-type: none"> <li>● Former foster youth</li> <li>● Black/African American</li> </ul> <p>Decrease the gap by 3 percentage points (which would eliminate the gap) for the following groups:</p> <ul style="list-style-type: none"> <li>● Hispanic/Latino</li> <li>● Students with disabilities</li> </ul>	<p>From 2014-2015 to 2016-2017, the successful course completion gap (compared to the overall college average):</p> <ul style="list-style-type: none"> <li>● increased by 6 percentage points for former foster youth (from -20% to -26%)</li> <li>● increased by 1 percentage point for Black/African American students (from -14% to -15%)</li> <li>● stayed the same for Hispanic/Latino students (-3%)</li> <li>● decreased by 1 percentage point for students with disabilities (from -3% to -2%).</li> </ul>
<p><u>Basic skills:</u> The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:</p> <p>Decrease the gap by 5 percentage points for the following groups:</p> <ul style="list-style-type: none"> <li>● African American</li> <li>● Hawaiian/Pacific Islander</li> <li>● Students with disabilities</li> </ul>	<p>In ESL, there was insufficient data for Black/African American students, Native Hawaiian/Pacific Islander students, and students with disabilities.</p> <p>From 2014-2015 to 2016-2017, the gap for English basic skills (compared to the overall college average):</p> <ul style="list-style-type: none"> <li>● increased by 4 percentage points for Black/African</li> </ul>

	<p>American students (from -13% to -17%)</p> <ul style="list-style-type: none"> <li>increased by 7 percentage points for students with disabilities (from -7% to -14%)</li> </ul> <p>There was insufficient data for Native Hawaiian/Pacific Islander students.</p> <p>From 2014-2015 to 2016-2017, the gap for Math basic skills (compared to the overall college average):</p> <ul style="list-style-type: none"> <li>increased by 3 percentage points for Black/African American students (from -11% to -14%)</li> <li>increased by 1 percentage point for students with disabilities (from -1% to -2%)</li> </ul> <p>There was insufficient data for Native Hawaiian/Pacific Islander students.</p>
<p><u>Degree/certificate completion:</u> The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:</p> <p>Decrease the gap by 5 percentage points for the following groups:</p> <ul style="list-style-type: none"> <li>Students with disabilities</li> <li>African American</li> <li>Hawaiian/Pacific Islander</li> </ul>	<p>From 2014-2015 to 2016-2017, the degree/certificate completion gap (compared to the overall college average):</p> <ul style="list-style-type: none"> <li>Decreased by 10 percentage points for African Americans students (from -16% to -6%)</li> <li>Decreased by 5 percentage points by Hispanic/Latino students (from -4% to 1%)</li> <li>Decreased by 18 percentage points for students with disabilities (from -21% to -3%)</li> </ul>

<p>Decrease the gap by 4 percentage points (which would eliminate the gap) for the following groups:</p> <ul style="list-style-type: none"> <li>• Hispanic/Latino</li> </ul>	<p>There was insufficient data for Native Hawaiian/Pacific Islander students.</p>
<p><u>Transfer</u>: The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:</p> <p>Decrease the gap by 5 percentage points for the following groups:</p> <ul style="list-style-type: none"> <li>• Students with disabilities</li> <li>• Black/African American</li> <li>• Hispanic/Latino</li> </ul>	<p>From 2014-2015 to 2016-2017, the transfer gap (compared to the overall college average):</p> <ul style="list-style-type: none"> <li>• Increased by 3 percentage points for African American students (from -8% to -11%)</li> <li>• Decreased by 2 percentage points for Hispanic/Latino students (from -7% to -5%)</li> <li>• Increased by 7 percentage points for students with disabilities (from -17% to -24%)</li> </ul>
<p><b>Goal: BSI</b></p>	<p><b>Progress</b></p>
<p>Goal #1: Supplemental Instruction: Offer well-trained and coordinated supplemental instruction for basic skills students within their classes and in support centers on campus.</p>	<p>Sixty-seven sections of basic skills courses included supplemental instruction through trained student tutors in the 2014-15 year. (This is an increase from 62 sections with supplemental instruction in the 2013-14 year.)</p> <p>All BSI student tutors were trained and coordinated through tutor training courses and/or Supplemental Instruction coordination meetings in math.</p> <p>Success rates: 48 sections of basic skills math classes had supplemental instruction. Success rates in those courses were about the same as the average for the same classes overall. In classes served by the ESTEEM program</p>

	<p>that had supplemental instruction, however, success rates were slightly higher than courses without supplemental instruction. ESTEEM will be listed under Goal #3: Integrating instruction and support services.</p>
<p>Goal #2: Student support strategies: Implement “just-in-time” and/or contextualized student support strategies to increase student success and completion in the basic skills.</p>	<p>Math “I’ve Got to Pass this Class” program: In Fall 2014, 120 students total participated in the “I’ve Got to Pass this Class” program in the 2014-15 year, supported by BSI funds (which paid for instruction and tutoring). The program did not run in Spring 2015.</p> <p>Math “Second Chance” program: Fifty students participated in this program in the 2014-15 year, with 22 ultimately passing their basic skills math class. This program was supported with BSI funds (which paid for the instruction and tutoring).</p> <p>The counselor tables were temporarily discontinued in the 2014-15 year due to lack of adequate staffing in counseling. However, they were started again in the 2015-16 year (beginning in Week 10 for four hours a month in two locations).</p> <p>The Davis and West Sacramento Centers offer supplemental instructional support services and Learning Resources at each center. The intention is to support the Disproportionate impacted populations we serve. These services include academic tutoring in Math and English, learning</p>



	resources, instructional support, and tutoring in other academic subjects.
<p>Goal #3: Integrating instruction and support services: Integrate instruction and support services more thoroughly within basic skills classes.</p>	<p><b>Making contact with counselors:</b> In Fall 2014, SCC provided counseling services for 51% of basic skills students. In Spring 2015, SCC provided counseling services for 48% of basic skills students.</p> <p><b>Creating educational plans:</b> In Fall 2014, 37% of basic skills students created educational plans (including both abbreviated and comprehensive iSEPs). In Spring 2015, 30% of basic skills students created educational plans. (Note: The average rate for completing educational plans – including basic skills and non-basic skills students – was 19% in Fall 2014 and 13% in Spring 2015.)</p> <p><b>Essential Support Teams in English, ESL, and Math (ESTEEM):</b> The ESTEEM program was the primary way in which BSI at SCC attempted to integrate instruction and support services. This program brings together classified staff, faculty, and student tutors as support teams for basic skills classes. 52 total sections of math courses participated in the ESTEEM program in 2014-15. In ESTEEM courses with classified members, the course completion rate was 77%, four percentage points higher than courses without classified members. In ESTEEM courses with classified members, the course success rate was 48%, four percentage points</p>

	higher than courses without classified members. More details can be found in the PRIE ESTEEM document in Appendix 2 of the BSI 2015-16 Action Plan.
Goal #4: Professional development: Provide faculty/staff professional development opportunities, with the intention of increasing the success of students who need assistance in the basic skills.	In the 2014-15 year, participation in basic skills-related professional development workshops expanded beyond the current core group to reach an additional 73 participants: 29 classified staff members, 27 faculty, and 17 students. (Note: These numbers do not include the usual core members of basic skills professional development, such as basic skills faculty, BSI-funded tutors, and BSI steering committee members. Our typical attendance for BSI-related professional development is approximately 130 participants per year.)
Goal #5: Coordination and assessment: Coordinate, assess, and evaluate interventions, with the intention of continuous quality improvement.	In consultation with PRIE and with the help of the Basic Skills Cohort Progress Tracking Tool, the BSI coordinator has been able to assess basic skills students' progress in multiple ways, including tracking longer term cohort progress and students' self-reported awareness of campus services.
<b>Goal: SSSP</b>	<b>Progress</b>
Provide at least an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.	<u>Percentage of first-time students completing an abbreviated SEP:</u> Fall 2015: 30% (1,405 out of 4,661) Spring 2016: 42% (502 out of 1,198) Summer 2016: 57% (385 out of 678) Fall 2016: 30% (1,583 out of 5,228)

<p>Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students.</p>	<p><u>Percentage of first-time students completing orientation:</u>  Fall 2015: 36% (1,672 out of 4,661)  Spring 2016: 29% (353 out of 1,198)  Summer 2016: 6% (43 out of 678)  Fall 2016: 27% (1,403 out of 5,228)</p> <p><u>Percentage of first-time students completing assessment:</u>  Fall 2015: 49% (2,266 out of 4,661)  Spring 2016: 54% (641 out of 1,198)  Summer 2016: 62% (420 out of 678)  Fall 2016: 22% (1,146 out of 5,228)</p>
<p>Provide students with any assistance needed to define their course of study and develop a comprehensive student education plan (SEP) by the end of the third term but no later than completion of 15 units.</p>	<p><u>% of full-time new students who completed a comprehensive student education plan (SEP):</u>  Fall 2015: 8.4% (391 out of 4,661)  Spring 2016: 6.1% (73 out of 1,198)  Fall 2016: 9.6% (502 out of 5,228)</p>
<p>Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).</p>	<p><u>% of full-time new students who were at-risk and received follow-up services:</u>  Fall 2015: 53.5% (2,493 out of 4,661)  Spring 2016: 48.6% (582 out of 1,198)  Fall 2016: 38.9% (2,033 out of 5,228)</p>

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

In 2016, the college hired a Dean of Equity and Student Success, and we continued to build a faculty coordinator team, which included both equity and BSI components. The team has built strong relationships with each other and across the college, which has enabled them to educate the college about equity. It has also resulted in the implementation of effective interventions such as Teachers 4 Equity (T4E). As more people have become involved in equity/student success work, there has been recognition that effective programs should be developed and scaled up, rather than relying on small boutique programs.

- 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.

**Table 2: Integrated Activities from 2015-2016**

GOAL	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Close achievement gaps for DI students in Basic Skills (i.e. African Americans close the 5 percentage point gap in basic skills completion.)	New student Fridays  SSSP activities with Umoja students  Use of SSSP success coaches in ESTEEM program in Math	DWAP and LAMP (embedded mentoring programs in English writing and ESL)  Accelerated/Co-requisite course in English writing  Umoja English class  Training & workshops to educate the college about equity  EOPS basic skills cohorts  English 51 textbook funding and vouchers  Student assistant employment	DWAP and LAMP (embedded mentoring programs in English writing and ESL)  Accelerated/Co-requisite course in English writing  Umoja English class  EOPS basic skills cohorts  BSI Book groups – for staff development in BSI  Second Chance intervention in Math  ESTEEM program in Math  Professional development for faculty to learn about acceleration and co-requisite models

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.

During the last assessment cycle, the BSI program integrated its basic skills efforts with the college's SSSP and Equity plans in the following way, which resulted in significant gains in

course retention and success rates:

#### Developmental Writing Assistance Program (DWAP)

- In seeking to serve students struggling in Developmental Writing, our English basic skills instructors designed the Developmental Writing Assistance Program (DWAP) in Spring 2014. In DWAP, a secondary English writing instructor is assigned to a specific section of Developmental Writing. The secondary instructor works in collaboration with the instructor of record to identify students who are at risk of not passing the class. Then, the secondary instructor works as a mentor to provide support and just-in-time instructional assistance for students. In the first three semesters of this program, we ran twelve DWAP sections, seeing increased course retention. Although DWAP remains a smallish program, a successful expansion has occurred this semester (Fall 2015) in a fairly large ESL program based on the same model. ESL's Language Acquisition Mentorship Program, or LAMP, has the same structure as DWAP; however, it is far larger, including ten sections in its first semester.
- This program has been funded primarily through the Basic Skills Initiative, but will double the number of disproportionately impacted students served through additional student equity funding. Over the past two years, students in this program have had higher pass rates in all sections than those without.
- Our secondary instructor/mentor program in basic skills English has expanded to ESL as well. Looking back, three steps stand out as being crucial to that expansion. First, in planning DWAP, our goals were simple, measurable, and clear. We wanted to increase course retention and success rates. Second, we analyzed the data from our first semester of DWAP quickly and shared that data with appropriate constituency groups. Third, our BSI steering committee is filled with particularly active "doers" on campus, so after learning of the positive course retention data from DWAP, ESL instructors on the committee took the initiative to adapt the program for ESL.

## PART II: 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.**

**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 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.

**Table 3: Integrated Goals and Crosswalked Activities, 2017-2019 Planning Cycle**

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><i>1. Increase successful course completion for disproportionately impacted groups, including but not limited to:</i></p> <p><i>a. Increase course completion for African American &amp; Latino students</i></p> <p><i>b. Increase Basic Skills completion</i></p>	<p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area A/Pathways efforts</i></p> <p><i>Engage in targeted approaches to ensure that new students, particularly African American and Latino students, complete the Steps to Success.</i></p>	<p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area A/Pathways efforts</i></p> <p><i>Engage in targeted approaches to ensure that students, particularly African American and Latino students, complete the Steps to Success.</i></p> <p><i>Continue to offer (and scale up) the Teachers 4 Equity program</i></p> <p><i>Create, continue to offer, and scale up courses that help students complete the basic skills sequence more quickly and effectively (including embedded</i></p>	<p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area A/Pathways efforts</i></p> <p><i>Create, continue to offer, and scale up courses that help students complete the basic skills sequence more quickly and effectively (including embedded</i></p>	<p><input type="checkbox"/> <b>x Access</b></p> <p><input type="checkbox"/> <b>x Retention</b></p> <p><input type="checkbox"/> <b>x Transfer</b></p> <p><input type="checkbox"/> <b>x ESL / Basic Skills Completion</b></p> <p><input type="checkbox"/> <b>x Degree &amp; Certificate Completion</b></p>

		<p><i>mentoring programs, cohort-based learning, and accelerated/co-requisite courses).</i></p> <p><i>Create and implement a process to engage in non-evaluative classroom observations using an equity lens</i></p> <p><i>Explore approaches to improving outcomes in developmental math courses, particularly with DI students.</i></p> <p><i>Establish faculty division leads to facilitate Equity and/or BSI activities in their areas.</i></p>	<p><i>mentoring programs, cohort-based learning, and accelerated/co-requisite courses).</i></p> <p><i>Create and implement a process to engage in non-evaluative classroom observations using an equity lens</i></p> <p><i>Explore approaches to improving outcomes in developmental math courses, particularly with DI students.</i></p> <p><i>Establish faculty division leads to facilitate Equity and/or BSI activities in their areas.</i></p>	
<p><b>2. Increase institutional responsiveness towards African American students.</b></p> <p><i>a. Investigate and identify areas through the entire education process where African American students are (disproportionately) impacted.</i></p> <p><i>b. Identify and implement culturally responsive pedagogical practices</i></p>		<p><i>Engage in a systematic process of inquiry to help us better understand the factors creating disproportionate impact at the institution. These might include campus climate surveys, student focus groups, institution-wide environmental scans, and</i></p>		<p><input type="checkbox"/> x Access</p> <p><input type="checkbox"/> x Retention</p> <p><input type="checkbox"/> x Transfer</p> <p><input type="checkbox"/> x ESL / Basic Skills Completion</p> <p><input type="checkbox"/> x Degree &amp; Certificate Completion</p>

		<p><i>review of existing data from the PRIE office.</i></p> <p><i>Continue to offer (and scale up) cohort-based learning communities targeting African American students.</i></p> <p><i>Offer professional development opportunities that inform the college about culturally responsive pedagogical practices for African American students.</i></p> <p><i>Continue to offer (and scale up) the Teachers 4 Equity program</i></p> <p><i>Create and implement a process to engage in non-evaluative classroom observations using an equity lens.</i></p>	<p><i>Continue to offer (and scale up) cohort-based learning communities targeting African American students.</i></p> <p><i>Offer professional development opportunities that inform the college about culturally responsive pedagogical practices for African American students.</i></p> <p><i>Continue to offer (and scale up) the Teachers 4 Equity program</i></p> <p><i>Create and implement a process to engage in non-evaluative classroom observations using an equity lens.</i></p>	
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<p><b>3. Increase the number of students successfully completing the matriculation process (the Steps to Success)</b>  <i>a. Decrease the length of time to complete the Steps to Success through enrollment</i>  <i>b. Complete comprehensive ISEPS for all students</i></p>	<p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area A/Pathways efforts</i></p> <p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area B/Enrollment Management efforts</i></p> <p><i>Engage in targeted approaches to ensure that new students, particularly African American and Latino students, complete the Steps to Success.</i></p> <p><i>Establish an evidence-based multiple measures approach to more accurately place students in basic skills courses.</i></p>	<p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area A/Pathways efforts</i></p> <p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area B/Enrollment Management efforts</i></p> <p><i>Engage in targeted approaches to ensure that new students, particularly African American and Latino students, complete the Steps to Success.</i></p> <p><i>Establish an evidence-based multiple measures approach to more accurately place students in basic skills courses.</i></p>	<p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area A/Pathways efforts</i></p> <p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area B/Enrollment Management efforts</i></p> <p><i>Establish an evidence-based multiple measures approach to more accurately place students in basic skills courses.</i></p>	<p><input type="checkbox"/> x Access</p> <p><input type="checkbox"/> x Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL / Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p>
<p><b>4. Advance a Culture of Inquiry to foster Equity Mindedness and build student, faculty, and staff agency to improve equity.</b>  <i>a. Increase awareness of individual division,</i></p>	<p><i>Create an Equity strategy for each division at the college, linking SSSP and BSI strategies where appropriate</i></p>	<p><i>Create an Equity strategy for each division at the college, linking SSSP and BSI strategies where appropriate</i></p>	<p><i>Create an Equity Strategy for each division at the college, linking SSSP and BSI strategies where appropriate</i></p>	<p><input type="checkbox"/> x Access</p> <p><input type="checkbox"/> x Retention</p> <p><input type="checkbox"/> x Transfer</p> <p><input type="checkbox"/> x ESL / Basic Skills Completion</p> <p><input type="checkbox"/> x Degree &amp; Certificate Completion</p>

<p>department, course, and instructor data.</p>	<p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area C/Culture of Inquiry efforts</i></p> <p><i>Evaluate the effectiveness of the Steps to Success in achieving course completion.</i></p> <p><i>Offer data collection workshops for student services practitioners</i></p>	<p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area C/Culture of Inquiry efforts</i></p> <p><i>Evaluate the effectiveness of the Steps to Success in achieving course completion.</i></p> <p><i>Continue to offer (and scale up) the Teachers 4 Equity program</i></p> <p><i>Offer data inquiry workshops for faculty (RIDA - Results-based Instructional Data Analysis)</i></p> <p><i>Offer data collection workshops for student services practitioners</i></p>	<p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area C/Culture of Inquiry efforts</i></p> <p><i>Evaluate the effectiveness of the Steps to Success in achieving course completion.</i></p> <p><i>Offer data inquiry workshops for faculty, including a special RIDA series developed for Math faculty</i></p> <p><i>Offer data collection workshops for student services practitioners</i></p>	
<p><b>5. Increase students' successful <i>Basic Skills</i> progression through college level courses.</b></p>	<p><i>Establish an evidence-based multiple measures approach to more accurately place students in basic skills courses.</i></p>	<p><i>Establish an evidence-based multiple measures approach to more accurately place students in basic skills courses.</i></p> <p><i>Create, continue to offer, and scale up courses that help students</i></p>	<p><i>Establish an evidence-based, multiple measures approach to more accurately place students in basic skills courses.</i></p> <p><i>Create, continue to offer, and scale up courses that help students</i></p>	<p><input type="checkbox"/> Access</p> <p><input type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> x ESL / Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/></p>

		<p><i>complete the basic skills sequence more quickly and effectively (including embedded mentoring programs, cohort-based learning, and accelerated/co-requisite courses).</i></p> <p><i>Offer data inquiry workshops for faculty.</i></p> <p><i>Create and implement a process to engage in non-evaluative classroom observations using an equity lens.</i></p> <p><i>Explore approaches to improving outcomes in developmental math courses, particularly with DI students.</i></p> <p><i>Establish faculty division leads to facilitate Equity and/or BSI activities in their areas.</i></p>	<p><i>complete the basic skills sequence more quickly and effectively (including embedded mentoring programs, cohort-based learning, and accelerated/co-requisite courses).</i></p> <p><i>Offer data inquiry workshops for faculty, including a special RIDA series developed for Math faculty</i></p> <p><i>Create and implement a process to engage in non-evaluative classroom observations using an equity lens.</i></p> <p><i>Explore approaches to improving outcomes in developmental math courses, particularly with DI students.</i></p> <p><i>Establish faculty division leads to facilitate Equity and/or BSI activities in their areas.</i></p>	
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**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)**

Prior to the Equity/SSSP/BSI integration process, we had a number of separate entities responsible for overseeing and implementing these three initiatives. These groups included the Student Equity Committee, the Matriculation Committee, the Student Equity coordinator team, the BSI Steering Committee, and the SSSP Task Force. Our first step in working towards integration was to create a “supagroup” comprised of people from each of the five entities listed above. While there had been some integration of efforts prior to the formation of the “supagroup,” including creating an Equity Coordinator for Basic Skills, this was the first large-scale effort to integrate these three initiatives and align our goals and activities. Since forming this group, we’ve successfully created the integrated goals for this plan, and we’ve begun to identify areas of overlap in our work. Most importantly, this work has helped us better understand the challenges we face in seeking to integrate, and helped to clarify the opportunities in front of us as we pursue our shared goals.

Before we can truly achieve a macro level of integration involving matriculation, instruction, and student services, our college will need to develop a model for what that will look like. Historically, these three areas have been disconnected from each other, with little cross-communication and collaboration. Changing to a culture of integration will be a major shift, and this will require discussions about what true and effective integration will look like. By the end of this two-year cycle, we hope to have created a model of integration, and we hope to kick off the beginning stages of implementation.

Efforts to achieve integration of Equity, SSSP, and BSI within these three larger areas include the following:

Matriculation. The matriculation committee assigned a SSSP taskforce which includes staff members from the SSSP funded programs and activities including; Assessment, Outreach, Counseling, EOPS, Admissions and Records, Tutoring and Support Services. Specific goals include providing more support for re-entering students; involving academic departments earlier and more effectively; increasing opportunities for student feedback; and creating stronger ties between successful matriculation and course success. The team is instituting regular planning meetings, data sharing on a more consistent basis, and more shared and consistent messaging to students.

Instruction. The Office of Equity and Student Success with the support of the VPI office, with the help of the professional development team and equity leads, has begun working individually with instructional divisions to help them address equity issues in ways that are more meaningful and effective to faculty. Some of this work will include providing professional development, accessing and interpreting department-level student success data, and

introducing culturally responsive pedagogies as a way of improving students' progress through basic skills courses, achieving equity, and improving overall student success.

Student Services. With the support of the VPSS office, specific student services goals include improving dissemination of information and building relationships of all stages of interactions with students. Data will be used more intentionally to monitor the impact of various student services interventions. Those involved will conduct an annual "lessons learned" meeting across departments to determine what's working and how to continually improve.

**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)**

Sacramento City College does not offer noncredit courses.

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

The college will continue to offer strong professional development (PD) opportunities focusing on equity, student success, and basic skills. Some upcoming PD opportunities include an Ally Development Program, implicit bias training, data review workshops for faculty, and workshops and retreats presented by the Center for Urban Education (CUE), among others. The goal of SCC's equity/SSSP/BSI PD efforts is to increase awareness about equity, disproportionate impact, and student success in order to (a) develop a culture of equity-mindedness, and (b) learn specific skills/strategies that will result in improved equity and success outcomes, particularly increased course completion rates.

**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)**

The Dean of Planning, Research, and Institutional Effectiveness (PRIE), in collaboration with the Faculty Research Coordinator, BSI Research Coordinator, and Equity/SSSP research analyst, will work with deans, instructional faculty, and student services to develop customized research and data collection plans from the outset. They will help practitioners identify goals; what data is needed to assess that goal; and how to create an infrastructure, including BSI Tracker, to collect the data. The Office of Equity and Student Success plans to work in conjunction with IEPI Area C and the PRIE office to achieve these goals.

**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 LRCCD will coordinate efforts through establishing an integrated BSI/Equity/SSSP district-wide planning group. This group will have representation from each of our colleges and will serve as an integrated point of contact between the district office and campuses. The group will meet informally, create and publish a contact list for BSI, Equity, and SSSP representatives at each campus; and establish a district website that links to all of the integrated plans and integrated district-wide efforts. This group will need to interface with the District Matriculation Committee, and discussions about that process will begin once the integrated planning group is formed.

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.

**Table 4: 2017-2018 Integrated Budget Plan**

Object Code	Category	BSI	Student Equity	Credit SSSP	Credit SSSP - Match
1000	Academic Salaries	\$ 268,576	\$ 501,500	\$ 833,700	\$ 1,946,932
2000	Classified and Other Nonacademic Salaries	\$294,916	\$ 797,000	\$ 1,168,163	\$ 394,880
3000	Employee Benefits	\$ 67,724	\$ 288,128	\$ 675,292	\$ 905,388
4000	Supplies & Materials	\$ 8,200	\$ 16,800	\$ 111,976	\$ -
5000	Other Operating Expenses and Services	\$ 8,445	\$ 198,266	\$ 353,169	\$ -
6000	Capital Outlay		\$ 3,500	\$ 15,100	\$ -
7000	Other Outgo		\$ -	\$ 89,800	\$ -
<b>Program Totals</b>		<b>\$ 647,861</b>	<b>\$ 1,805,194</b>	<b>\$ 3,247,200</b>	<b>\$ 3,247,200</b>
2017-2018 P1 Allocations		\$ 647,861	\$ 1,805,194	\$ 3,247,200	Match

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**

<https://www.scc.losrios.edu/prie/planning/family-plans/institutional-plans-2/>

“Sacramento City College seeks to create a learning community that **celebrates diversity** (emphasis added), nurtures personal growth, and inspires academic and economic leadership.”  
-SCC Vision Statement

The city of Sacramento is one of the most diverse cities in the U.S., and Sacramento City College's student population reflects that diversity. The ways in which we celebrate diversity has been a longstanding source of pride at Sacramento City College. However, moving from a diversity perspective to an equity mindset has been a much more challenging process. Celebrating diversity is the tip of the iceberg; achieving educational equity requires acknowledging some very difficult truths. The likelihood of first-year students at SCC completing their courses, succeeding in those courses, and returning the next semester is low. Success rates in basic skills courses are also discouragingly low. And students of color, particularly African-American and Latino students, are routinely among the most disproportionately impacted groups. These patterns aren't new; they're educational trends that have existed for decades. The difference is that now colleges are being called to move beyond a “diversity” perspective, and to adopt a lens that centers equity and success.

Tables 8 through 21 (included later in this executive summary) indicate which student populations at SCC have been the most disproportionately impacted. While disproportionate impact varies across each indicator, generally the most disproportionately impacted groups have been African American students, Hispanic/Latino students, Hawaiian/Pacific Islander students, and students with disabilities. This is not surprising, given that these groups have historically been among the most marginalized in the United States. Moreover, these are the groups that systemically face institutional barriers to success. Given the composition of our student population, the data made abundantly clear that SCC had work to do to address these impacts.

### **2014-2015 Planning Year**

In 2011, when California community colleges were initially tasked with closing achievement gaps, improving overall success rates, and addressing challenges in the basic skills areas, the state chancellor's office responded by going into action mode. The release of student equity

funds created a need to develop an initial student equity plan for 2014-2015, and that resulted in a flurry of planning activities at SCC. A commonly overheard phrase during that period was “we’re building the plane as we’re flying it,” and that seemed true at the college level as well as at the state level. Because we were creating an equity plan within a state timeline that conflicted with our college planning structure, most of those early interventions involved data gathering, professional development, and amplifying existing efforts (such as tutoring). The activities in that initial Student Equity Plan didn’t reduce disproportionate impact in a meaningful way, but they did help the college begin the process of developing an infrastructure for equity.

**Table 5: 2014-2015 Equity Expenditures**

<b>2014-2015 Equity expenditures</b>	
Academic Salaries (faculty coordinators)	280,674
Classified Salaries (temp help, student assistant help, ESAs not creditable, IAs, research analyst)	221,991
Benefits	96,632
Supplies and Materials (Books/printing/ non instructional supplies)	79,836
Operating Expenses and Services (travel, contracts, leases/rents)	118,041
Capital Outlay	20,180
Other outgo (financial aid fund- text book awards/ student funds)	200,000
	<b>\$1,019,180.00</b>

### 2015-2016 Planning Year

In 2015-2016, the State Chancellor’s office made some changes to the equity planning template, and they modified the timelines to better coordinate with the academic calendar. In conjunction with that, SCC made some changes to our equity planning and funding process. Some interventions involved scaling up existing efforts, but many new activities were created. Over 80 equity interventions were included in the 2015 Student Equity Plan, some of which overlapped with Basic Skills and/or SSSP. All of these efforts were well-intentioned, and most were created out of a desire to help students. Yet, most of these interventions were created within silos, they weren’t well coordinated, and many of them weren’t rooted in an evidence-based theory of change. Moreover, the majority of these programs, particularly the equity interventions, were created from a place of “diversity” or “equality,” and not necessarily from a deep understanding of “equity.” To be more specific, many people believed that an activity that involved students from DI groups in some way qualified as “equity,” not realizing that these equity activities might not be sufficient to reduce disproportionate impact for specific groups.



Lastly, it was clear that many of the equity interventions at SCC focused on boutique programming not rooted in institutional student success data. Instead of focusing the spotlight on the institutional barriers students face and working to change things on a structural level, many of us were centering the problem of disproportionate impact within the students themselves and blaming their level of preparedness or unpreparedness as the primary factor related to course success; which is a deficit mindset that the college is trying to move away from. In 2015-2016, many of our equity interventions were boutique programs that weren't evidence-based, and that impacted only a small number of students. None of this was ill-intentioned. But all of this has given us the opportunity to reflect on the work that needs to be done to produce true change. The outcomes data from these initial interventions probably tell the most powerful story: at the end of this planning cycle, although some interventions have yielded positive results, the majority of them were either ineffective, they focused on student services almost exclusively, instead of incorporating instruction. Yet, very successful equity interventions were developed and implemented during this cycle. As a result of these efforts, at least 80 new people (if not more) becoming involved in equity work at the college. Building buy-in among faculty and staff, as well as developing a stronger equity infrastructure, were two positive outcomes of this work.

T4E (Teachers 4 Equity) was created to help instructional faculty develop and utilize culturally responsive pedagogical approaches. The first cohort of T4E started in 2015-2016, and the college is now beginning its third cohort. The Developmental Writing Assistance Program (DWAP), a co-teaching and mentoring model of teaching, was launched during this cycle. Preliminary data indicate moderate improvement in course success outcomes. And data from targeted cohort programs such as Umoja and Puente suggest that this model improves course retention, and in some cases course success.

**Table 6: 2015-2016 Equity Expenditures**

<b>2015-2016 Equity Expenditures</b>	
Academic Salaries (dean, faculty coordinators, release time)	581,363
Classified Salaries (temp help, student assistant help, ESAs not creditable, IAs, research analyst)	682,874
Benefits	215,425
Supplies and Materials (Books/printing/ non instructional supplies)	148,090
Operational Costs and Services (travel, contracts, leases/rents)	248,051
Capital Outlay	11,894
Other Outgo (financial aid fund- text book awards/student funds)	96,906
<b>Total</b>	<b>\$1,979,603</b>

### 2016-2017 Planning Year

By the time the college began planning for the 2016-2017 allocation, a strong equity team was in place at SCC. The college created a new position (the Dean of Equity and Student Success), and that position was filled by February of 2016. By then, a five-person faculty coordinator team had been created, and with the addition of the Dean of Equity and Student Success, the Student Equity Committee tri-chairs, and several student workers, we had a much more effective multi-constituent infrastructure set up to engage in equity planning, professional development, instructional activities, and resource allocation. Using some of the tools the equity coordinators had gained from working with the Center for Urban Education (CUE) at the University of Southern California, the team decided to use a coaching model to help faculty and staff develop equity interventions. This resulted in a series of workshops that took place in Spring 2016 during "Equity April," which had several objectives: to help people better understand equity and disproportionate impact; to inform people about the specific populations at SCC that are disproportionately impacted; and to coach people through developing appropriate equity interventions that fit the allocation guidelines and that could potentially move the needle.

Although a few new programs and interventions were developed during Equity April, most of the coaching that took place focused on refining existing interventions to target specific disproportionately impacted groups, and to better address access, basic skills, course completion, degree/certificate completion, and/or transfer. Out of this process, the equity team recognized the need for both a focus on professional development and the creation of a culture of inquiry. There was a need to encourage the use of data, and look internally to why course success was a challenge for our DI students.

The Equity core team established an education campaign (started in 2016) which was presented to divisions and units, the "Equity tree exercise" (presented to the BOT in 2016). The "Equity tree exercise" was meant to help divisions and programs understand what might be the prevailing barriers and practices that might be holding our students back from completion. By focusing on the self-determinate barriers, we intended to move the college from a place of blaming the students (deficit thinking) to a place of "self-determination." There was a need for divisions and programs to look at their own structures first and foremost, before seeking funding, because we saw many people jumping to solutions before looking at the data. Then determining that a large majority of this work needed to be in relationship with instruction, we collaboratively worked with the VPI's office to help shift the campus culture to a disaggregated data driven culture. We enlisted the support of the PRIE office, the faculty research coordinator for the college, along with the Center for Urban Education. A variety of workshops and programming focused on disaggregating data and understanding the needs of our students in relationship to course success emerged and the equity core team then spent a lot of time showing up at division meetings, committee meetings, holding a student services institutes, and connecting with faculty to compel them and their Deans to look at their data from a disaggregated lens because course success data was, by far, the most glaring indicator we

needed to focus our efforts on. One challenge that was noted was that many practitioners and faculty who were implementing the equity interventions weren't necessarily trained in data collection, interpretation, and evaluation, and this posed some challenges in determining how successful these interventions were. Although the Planning, Research, and Institutional Effectiveness (PRIE) office was always available and willing to work with faculty and staff, the office didn't (and still doesn't) have the infrastructure to meet all of these data needs.

Also, in Fall 2016, a separate Faculty Professional Development coordinator was brought on to focus entirely on equity (previously one person was doing general as well as equity professional development), as well as a coordinator for Equity in the Basic Skills. Both of those coordinators have been a vital part of the equity team, as professional development had to be at the core of changing the culture. Outcomes of this work include in partnership with the VPI's office included the New Faculty Academy which gets at equity and inquiry at the start, the Ally Development faculty professional development series that was launched in Spring 2017, the continuation of T4E, as well as the work that the equity team and the Center for Urban Education (CUE) has done with the Mathematics department. Additionally, Equity Leads in the basic skills areas were created in an effort to begin integration of those two areas, and who were tasked with facilitating division-level equity work.

Even with these successes, as in the 2015-2016 cycle, we met some challenges in how we could implement equity interventions, particularly with respect to hiring staff. One example of this involves "The Village," a concept that had been developed early on in the equity planning process. The vision for the Village was to create an umbrella to integrate a variety of existing equity-driven programs at SCC. A common space would be dedicated to the Village, and a supervisor would oversee and help integrate the activities of each program. This was an attempt to "de-silo" the many student services programs we have at SCC, but due to restrictions on hiring and space limitations, it's taken a long time to get off the ground. The Village now has a dedicated space, and a supervisor was hired in Spring 2017.

**Table 7: 2016-2017 Equity Expenditures**

<b>2016-2017 Equity Expenditures</b>	
Academic Salaries (dean, faculty coordinators, release time)	447,239
Classified Salaries (temp help, student assistant help, ESAs not creditable, IAs, research analyst)	609,186
Benefits	189,274
Supplies and Materials (Books/printing/non instructional supplies)	104,080
Operational Costs and Services (travel, contracts, leases/rents)	304,034

Capital Outlay	78,442
Other Outgo (financial aid fund- text book awards/student funds)	180,800
Total	<b>\$1,913,059</b>

**Current Data Analysis:**

The following tables reflect the most current college planning data for each of the five success indicators: Access, ESL and Basic Skills, Successful Course Completion, Degree/Certificate Completion, and Transfer. In the first tables under each section, the yellow highlighted bars indicate the groups that are three or more percentage points below the college average on that indicator. This is the definition the college is using to identify disproportionately impacted student populations. The second set of tables in each section indicate, for each disproportionately impacted group, what targets the college needs to reach in order to achieve equity. For example, under "Successful Course Completion," the table indicates that achieving equity for Black/African American students will require an additional 1,668 course completions, and for Hispanic/Latino students, equity will require an additional 1,012 course completions.

## Success Indicator: Access

**Table 8: Percentage Point Gaps – Access**

Target Population(s)	# of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) in Fall 2016 – Spring 2017	% of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) (proportion)	% of population within the feeder high schools served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
American Indian / Alaska Native	*	*	*	*
Asian	171	20%	25%	-5%
Black or African American	74	9%	12%	-4%
Filipino	24	3%	5%	-2%
Hispanic or Latino	347	40%	27%	13%
Native Hawaiian or other Pacific Islander	12	1%	2%	0%
White	152	18%	24%	-6%
Some other race	*	*	*	*
More than one race	77	9%	4%	5%
<b>Total of 8 cells above (Orange cells should = 100%)</b>	<b>860</b>	<b>100.0%</b>	<b>100%</b>	
Males	412	48%	50%	-2%
Females	426	50%	50%	-1%
Unknown	22	3%	N/A	N/A

Target Population(s)	# of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) in Fall 2016 – Spring 2017	% of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) (proportion)	% of adult population within the community served: Greater Sacramento population (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
<b>Total of 3 cells above (Orange cells should = 100%)</b>	<b>860</b>	<b>100.0%</b>	<b>100%</b>	
Current or former foster youth	*	*	*	*
Individuals with disabilities	38	4%	15%	-10%
Low-income students	640	74%	14%	60%
Veterans	*	*	*	*

Notes: Base year includes Fall 2016 and Spring 2017. Cells with less than sixty are not eligible for impact analysis. Data redacted for numerator with cell size less than 10 (\*).

Source: EOS Profile, CDE DataQuest, 2016 American Community Survey (U.S. Census Bureau)

**Table 9: Additional Number of Enrollments Needed to Achieve Equity**

Student group	Gap in comparison to the average (percentage)	Multiply	# of total enrollments	# of enrollments (based on recent high school graduates from the top ten feeder high schools) needed to achieve equity
Asian	5%	x	171	9
Black or African American	4%	x	74	3
White	6%	x	152	9
Individuals with disabilities	10%	x	38	4

## Success Indicator: Successful Course Completion

**Table 10: Percentage Point Gaps – Successful Course Completion**

Target Population(s)	The # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of B	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	404	240	59%	67%	-8%
Asian	18525	13997	76%	67%	8%
Black or African American	11121	5828	52%	67%	-15%
Filipino	2746	1995	73%	67%	5%
Hispanic or Latino	33745	21583	64%	67%	-3%
Native Hawaiian or other Pacific Islander	1406	848	60%	67%	-7%
White	27405	20060	73%	67%	6%
Some other race	1462	999	68%	67%	1%
More than one race	7143	4509	63%	67%	-4%
<b>All Students</b>	<b>103957</b>	<b>70059</b>	<b>67%</b>		
Males	45004	30010	67%	67%	-1%
Females	56622	38525	68%	67%	1%
Unknown	2331	1524	65%	67%	-2%
Current or former foster youth	553	231	42%	67%	-26%
Individuals with disabilities	5507	3591	65%	67%	-2%
Low-income students	73710	47676	65%	67%	-3%
Veterans	2357	1588	67%	67%	0%

Notes: Base year includes Fall 2016 and Spring 2017. Cells with less than sixty are not eligible for impact analysis.  
Source: EOS Profile

**Table 11: Additional Number of Course Completions Needed to Achieve Equity**

Student group	Gap in comparison to the average (percentage)	Multiply	# of successful course completions	# of successful course completions needed to achieve equity
American Indian/Alaska Native	8%	x	404	32
Black/African American	15%	x	11121	1668
Hispanic/Latino	3%	x	33745	1012
Native Hawaiian/Pacific Islander	7%	x	1406	98
More than one race	4%	x	7143	286
Current/former foster youth	26%	x	553	144



## Success Indicator: ESL and Basic Skills Course Completion

**Table 12: Percentage Point Gaps - ESL**

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of $\beta$ (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	43%	*
Asian	205	94	46%	43%	3%
Black or African American	27	11	41%	43%	-3%
Filipino	*	*	*	43%	*
Hispanic or Latino	111	43	39%	43%	-5%
Native Hawaiian or other Pacific Islander	*	*	*	43%	*
White	70	33	47%	43%	4%
Some other race	72	29	40%	43%	-3%
More than one race	*	*	*	43%	*
<b>All Students</b>	<b>499</b>	<b>216</b>	<b>43%</b>		
Males	193	78	40%	43%	-3%
Females	297	134	45%	43%	2%
Unknown	*	*	*	43%	*
Current or former foster youth	0	0	N/A	43%	N/A
Individuals with disabilities	31	16	52%	43%	8%
Low-income students	459	200	44%	43%	0%
Veterans	0	0	N/A	43%	N/A

Notes: Cohort is from base year 2010-2011. Cells with less than sixty are not eligible for impact analysis. Data redacted for numerator with cell size less than 10 (\*).

Source: Scorecard, Data on Demand

0 Data not collected/ reported

**Table 13: Additional Number of ESL Course Completions Needed to Achieve Equity**

Student group	Gap in comparison to the average (percentage)	Multiply	# of successful ESL course completions	# of successful ESL course completions needed to achieve equity
Hispanic/Latino	5%	x	111	6
Some other race	3%	x	72	2
Males	3%	x	193	6

## Basic Skills - English

**Table 14: Percentage Point Gaps – English Basic Skills**

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of $\beta$ (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	40%	*
Asian	286	152	53%	40%	14%
Black or African American	377	85	23%	40%	-17%
Filipino	35	16	46%	40%	6%
Hispanic or Latino	543	209	38%	40%	-1%
Native Hawaiian or other Pacific Islander	23	13	57%	40%	17%
White	302	145	48%	40%	8%
Some other race	241	95	39%	40%	0%
More than one race	103	41	40%	40%	0%
<b>All Students</b>	<b>1925</b>	<b>761</b>	<b>40%</b>		
Males	847	305	36%	40%	-4%
Females	1062	451	42%	40%	3%
Unknown	*	*	*	40%	*
Current or former foster youth	◊	◊	N/A	40%	N/A
Individuals with disabilities	185	47	25%	40%	-14%
Low-income students	1655	632	38%	40%	-1%
Veterans	◊	◊	N/A	40%	N/A

Notes: Cohort is from base year 2010-2011. Cells with less than sixty are not eligible for impact analysis. Data redacted for numerator with cell size less than 10 (\*).

Source: Scorecard, Data on Demand

◊ Data not collected/ reported

**Table 15: Additional Number of English Basic Skills Course Completions Needed to Achieve Equity**

Student group	Gap in comparison to the average (percentage)	Multiply	# of successful English basic skills course completions	# of successful English basic skills course completions needed to achieve equity
Black/African American	17%	x	377	64
Males	4%	x	847	34
Students with disabilities	14%	x	185	26

## Basic Skills - Math

**Table 16: Percentage Point Gaps – Math Basic Skills**

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of B (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	27%	*
Asian	231	74	32%	27%	5%
Black or African American	436	57	13%	27%	-14%
Filipino	*	*	*	27%	*
Hispanic or Latino	712	187	26%	27%	0%
Native Hawaiian or other Pacific Islander	29	10	34%	27%	8%
White	543	207	38%	27%	11%
Some other race	300	71	24%	27%	-3%
More than one race	157	41	26%	27%	-1%
<b>All Students</b>	<b>2465</b>	<b>658</b>	<b>27%</b>		
Males	1089	293	27%	27%	0%
Females	1354	359	27%	27%	0%
Unknown	*	*	*	27%	*
Current or former foster youth	◇	◇	N/A	27%	N/A
Individuals with disabilities	245	61	25%	27%	-2%
Low-income students	2103	534	25%	27%	-1%
Veterans	◇	◇	N/A	27%	N/A

Notes: Cohort is from base year 2010-2011. Cells with less than sixty are not eligible for impact analysis. Data redacted for numerator with cell size less than 10 (\*).

Source: Scorecard, Data on Demand

◇ Data not collected/ reported

**Table 17: Additional Number of Math Basic Skills Course Completions Needed to Achieve Equity**

Student group	Gap in comparison to the average (percentage)	Multiply	# of successful Math basic skills course completions	# of successful Math basic skills course completions needed to achieve equity
Black/African American	14%	x	436	61
Some other race	3%	x	300	9

## Success Indicator: Degree/Certificate Completion

**Table 18: Percentage Point Gaps – Degree/Certificate Completion**

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ß (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	16%	*
Asian	532	68	13%	16%	-3%
Black or African American	277	28	10%	16%	-6%
Filipino	68	11	16%	16%	0%
Hispanic or Latino	802	135	17%	16%	1%
Native Hawaiian or other Pacific Islander	*	*	*	16%	*
White	592	119	20%	16%	4%
Some other race	332	59	18%	16%	2%
More than one race	178	26	15%	16%	-2%
<b>All Students</b>	<b>2823</b>	<b>456</b>	<b>16%</b>		
Males	1291	173	13%	16%	-3%
Females	1506	280	19%	16%	2%
Unknown	*	*	*	16%	*
Current or former foster youth	◊	◊	N/A	16%	N/A
Individuals with disabilities	167	22	13%	16%	-3%
Low-income students	2266	362	16%	16%	0%
Veterans	◊	◊	N/A	16%	N/A

Notes: Cohort is from base year 2010-2011. Cells with less than sixty are not eligible for impact analysis. Data redacted for numerator with cell size less than 10 (\*).

Source: Scorecard, Data on Demand

◊ Data not collected/ reported

**Table 19: Additional Number of Degree/Certificate Completions Needed to Achieve Equity**

Student group	Gap in comparison to the average (percentage)	Multiply	# of successful degree/certificate completions	# needed to achieve equity
Asian	3%	x	532	16
Black/African American	6%	x	277	17
Male	3%	x	1291	39
Students with disabilities	3%	x	167	5



## Success Indicator: Transfer

**Table 20: Percentage Point Gaps – Transfer**

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of $\beta$ (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	39%	*
Asian	532	292	55%	39%	16%
Black or African American	277	78	28%	39%	-11%
Filipino	68	34	50%	39%	11%
Hispanic or Latino	802	274	34%	39%	-5%
Native Hawaiian or other Pacific Islander	27	11	41%	39%	2%
White	592	239	40%	39%	2%
Some other race	332	109	33%	39%	-6%
More than one race	178	54	30%	39%	-8%
<b>All Students</b>	<b>2823</b>	<b>1095</b>	<b>39%</b>		
Males	1291	506	39%	39%	0%
Females	1506	581	39%	39%	0%
Unknown	*	*	*	39%	*
Current or former foster youth	◇	◇	N/A	39%	N/A
Individuals with disabilities	167	25	15%	39%	-24%
Low-income students	2266	732	32%	39%	-6%
Veterans	◇	◇	N/A	39%	N/A

Notes: Cohort is from base year 2010-2011. Cells with less than sixty are not eligible for impact analysis. Data redacted for numerator with cell size less than 10 (\*).

Source: Scorecard, Data on Demand

◇ Data not collected/ reported

**Table 21: Additional Number of Transfers Needed to Achieve Equity**

Student group	Gap in comparison to the average (percentage)	Multiply	# of successful transfers	# of successful transfers needed to achieve equity
Black/African American	11%	x	277	30
Hispanic/Latino	5%	x	802	40
Some other race	6%	x	332	20
More than one race	8%	x	178	14
Students with disabilities	24%	x	167	40
Low income students	6%	x	2266	136

### **2017-2019 Integrated Planning Cycle**

Now that the state is moving towards an integrated planning process, the “first wave” of Equity, SSSP, and BSI as separate entities is coming to an end. This new integrated planning process has given us an opportunity to look back and reflect on what worked, what didn’t, and why. Several important lessons have emerged as a result of this process. First, the equity team has realized the critical importance of educating, mentoring, and coaching the college about equity and how it differs from diversity and equality, as well as how they can take concrete steps to help the college achieve equitable outcomes. This education needs to be an ongoing effort, and it always needs to be our starting point.

Second, our equity team has learned just how ineffective a siloed approach to equity is. Prior to now, Equity, SSSP, and BSI have operated relatively independently from one another. Because of that, most people involved with SSSP had little knowledge about Equity or BSI, and vice-versa. This brings us back to education; in order for the college to improve overall student success and eliminate disproportionate impact, we all need to understand these initiatives, the philosophy behind them, and their objectives.

Third, we’ve learned that in order for the college to achieve equitable outcomes and improve student success, a cultural shift needs to happen. Achieving these goals requires some difficult work. In order to achieve equity and student success, we need to engage in a process of deep inquiry into our pedagogical practices, our organizational processes, and the ways in which our institutional structure may privilege some students while disenfranchising others. This requires creating a culture of trust and open-mindedness, as well as a willingness to embrace discomfort. It also requires building relationships with one another at the college, because just like our students, we at SCC are much more effective in our work when we have positive connections with one another.

Fourth, it's become clear that developing a strong culture of inquiry and evidence is critical in doing equity and student success work. Some funds from Equity and SSSP were used to create a new research analyst position dedicated to these areas, and that has been enormously helpful to our work. However, many of our practitioners who are doing equity work (and their deans, in some cases) aren't knowledgeable about how to create an evidence-based intervention, nor do they necessarily know what data is important to collect and interpret. Our college will need to continue to work on the educate practitioners, faculty, chairs, and deans about what research questions to ask, how to collect the appropriate data (or what data to ask the Research Office for), and how to interpret that information and relate it back to the goals of the intervention, and how to look at data before initiating solutions.

Lastly, our equity team recognized the importance of bringing in someone with an outside perspective to help us. As mentioned earlier, in 2015, a team of SCC faculty, staff, and administrators attended a conference sponsored by the Center for Urban Education at USC. Among other things, the team recognized that we might need some outside assistance with respect to our equity goals. Since then, the college has worked extensively with CUE, and we will continue to do so. What that will look like is described later in this summary.

- The data above, coupled with the lessons we've learned since 2014, have helped to shape the approach we've taken in creating the 2017-2019 integrated Equity/SSSP/BSI plan. The hallmark of our integrated approach will involve working with each of the instructional, student services, and administrative college service areas to develop specific area equity strategies. In order to accomplish this, our equity team will lead divisions and service areas through a process that educates faculty and staff about equity, and also introduces them to their area's disaggregated outcomes. From there, service areas will create their own strategy for achieving equity, which might include syllabus review sessions; classroom observations; and division- and department-specific professional development, among other things. Any equity activity that is initiated needs to be part of this larger divisional/college service area strategy. The goal of this approach is to more clearly identify the institutional factors that are contributing to disproportionate impact, as well as to encourage bridge building between college student services units and instructional efforts. Over the last few years, it's become clear that different areas of the college experience different issues with respect to equity, and this approach is intended to help the college address these issues in a broader and more impactful way. Some divisions have already begun this work, and so far it's been a reasonably successful way of including more people in the equity work, and it's been an effective way to help faculty and staff use an evidence-based approach to creating equity interventions.

To assist our team in working with divisions, the college is engaging in a contract with the Center for Urban Education to work specifically with the division deans. The goal of this work is to help deans develop a sense of equity-mindedness, and to lead their areas toward achieving equitable outcomes. Although the deans are an integral part of any equity effort, factors that affect them (including workload) haven't been adequately addressed, and the work with CUE is intended to be a way to support, educate, and empower them.

The work that happens at the division level will need to address at least one of five college-wide integrated goals. After several sessions with members of our “supagroup,” all of whom are involved in Equity, SSSP, and/or BSI work, the college has identified the following goals:

1. A strong focus on course success. Although access, degree and certificate completion, and transfer are all important goals, all of these other goals are tied to course success. If SCC can improve overall course success rates as well as course success rates for DI groups, then we’ll see positive change with respect to all the other metrics.

Activities linked to this goal include:

- continuing to offer Teachers 4 Equity, which enables faculty to learn about and experiment with culturally responsive pedagogical strategies;
- offering data inquiry workshops for faculty (RIDA - Results-Based Instructional Data Analysis);
- creating and implementing a process to engage in non-evaluative classroom observations using an equity lens;
- scaling up acceleration of developmental writing courses;
- scaling up the DWAP and LAMP programs, both of which utilize a co-teaching/mentoring model;
- exploring approaches to improving outcomes in developmental math courses, particularly with DI students. This will include a special RIDA series developed for math faculty;
- linking Equity/SSSP/BSI efforts with the larger IEPI Area A and Area B (Pathways and Enrollment Management) efforts.

2. A data-driven, evidence-based approach. Creating a culture of inquiry is critical in achieving all of our integrated goals. This starts with familiarizing ourselves with our student success data, both at the college level as well as at the division, department, and individual level. Identifying the problem is the first step in creating change. Moreover, change efforts need to be grounded in evidence, and this is a value that will drive the work we do this cycle.

Activities linked to this goal include:

- Teachers 4 Equity;
- RIDA workshops;
- offering data collection workshops for practitioners;
- linking Equity/SSSP/BSI efforts with the larger IEPI Area C/Culture of Inquiry efforts.

3. A specific focus on African American students. While many groups at SCC are disproportionately impacted, the patterns of disproportionate impact vary across divisions and departments. However, our college data shows that African American students are **consistently** impacted disproportionately. Because of that, we’ve chosen to focus on the overall experience of African American students at SCC, from initial outreach to graduation or transfer. By focusing on African Americans, we hope to

identify specific institutional barriers and practices that prevent these students from meeting their goals.

Activities linked to this goal include:

- leading focus groups with African American students to collect qualitative data about their experiences on campus;
- conducting a campus climate survey that can highlight the experiences of African American students and other disproportionately impacted groups;
- reviewing data collected by the PRIE office regarding African American students;
- engage in a systematic review of college- and district-wide hiring practices
- conduct an environmental scan of the institution through an equity lens.

4. A focus on Basic Skills sequence progression, rather than individual basic skills course success. While success in a stand-alone course is a positive outcome, a better outcome measure is whether (a) students are accurately placed in the basic skills sequence; (b) students successfully complete their basic skills courses; (c) students persist the next semester by taking the next basic skills course in their sequence; and (d) whether students successfully complete the next level course. Answering these questions requires more sophisticated data collection and analysis, but it will be more effective in the long run.

Activities linked to this goal include:

- establishing an evidence-based multiple measures approach that more accurately places students in basic skills courses;
- creating, continuing to offer, and scaling up courses that help students complete the basic skills sequence more quickly and effectively. These may include embedded mentoring programs, cohort-based learning, and/or accelerated/co-requisite courses;
- creating and implementing a process to engage in non-evaluative classroom observations using an equity lens;
- exploring approaches to improving outcomes in developmental math courses, particularly with DI students;
- establishing faculty division leads to facilitate Equity and/or BSI activities in their areas.

5. Increasing the number of students who fully matriculate, including the number of students who complete comprehensive Student Educational Plans (SEPs). Our college has identified a number of points where students drop out of the matriculation process. They might, for example, register but fail to enroll; or they might complete a basic SEP but not follow up with completing a comprehensive SEP. Ultimately, we hope to increase the percentage of matriculated students, particularly those from DI groups.

Activities linked to this goal include:

- linking the college Equity/SSSP/BSI strategies with the larger IEPI Area A and Area B (Pathways and Enrollment Management) efforts;
- engaging in targeted approaches to ensure that new students, particularly African American and Latino students, complete the Steps to Success;

- establishing an evidence-based multiple measures approach that more accurately places students in basic skills courses.

**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?**

Some forms of support are always helpful whenever implementing new plans and initiatives, including workshops, webinars, and regular newsletters with updates. Creating a portal where colleges can share best practices and effective interventions might be helpful as well. However, the best ways the CCCCOC could support our work are at the policy and best practices level, and less so with workshops and other forms of professional development.

Accurate data collection is one area where the CCCCOC could be of assistance to the colleges. Specifically, the CCCCOC could initiate efforts to change the racial and ethnic categories in CCCApply so colleges can get more accurate disaggregated data. At SCC, we have a lot of Arab, Muslim, and Middle Eastern students, and they are typically classified as “White,” although it’s possible that this group is disproportionately impacted. We also have a lot of Asian and Pacific Islander students, some of whom are inaccurately identified because their specific ethnicities aren’t named.

In taking a data-driven and evidence-based approach to Equity/SSSP/BSI planning, it’s critical that the CCCCOC provide colleges with well-designed, methodologically sound results from data analyses. One example of an area where data collection could improve is with EOPS. Currently, the CCCCOC compares students enrolled in EOPS to all students, when in fact it would be a much better analysis to compare EOPS students to students who meet EOPS eligibility but are not enrolled in the program. There are other examples similar to this, and often a simple change to the way data is analyzed can significantly improve the accuracy and effectiveness of that information.

The CCCCOC could also support colleges by releasing data that could be useful to us, such as information about LGBT students. While LGBT students aren’t one of the identified groups in the integrated plan, they may in fact be a disproportionately impacted group. Moreover, many LGBT students are also students of color, students with disabilities, foster youth, and/or veterans. Data on students’ LGBT status can help colleges engage in better intersectional data analyses.

Under the leadership of the CCCCOC, the California Community Colleges should come together with their regional high school districts to find a solution that would result in sharing high school transcript data for applicants to the colleges. This portability will allow the colleges to apply multiple measures for placement using verified data from the high schools; streamlining placement and removing barriers to enrollment.

The CCCC could also help by streamlining the budget templates for the integrated plans by moving this information into The Student Services Automated Reporting for Community Colleges (SSARCC), particularly for expenditure reporting.

**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:** Dr. Molly Springer  
**Title:** Dean of Student Equity and Success  
**Email Address:** [springm@scc.losrios.edu](mailto:springm@scc.losrios.edu)  
**Phone:** (916) 558-2194

**Alternate Point of Contact:**

**Name:** Julia Jolly  
**Title:** Associate Vice President of Instruction  
**Email Address:** [jollyj@scc.losrios.edu](mailto:jollyj@scc.losrios.edu)  
**Phone:** (916) 558-2407

**Alternate Point of Contact:**

**Name:** Dr. Debra Luff  
**Title:** Associate Vice President of Enrollment and Student Services  
**Email Address:** [luffd@scc.losrios.edu](mailto:luffd@scc.losrios.edu)  
**Phone:** (916) 558-2139





**Integrated Budget Template: BSI, Student Equity, and SSSP  
for fiscal reporting period July 1, 2017 - June 30, 2018**

Los Rios CCD
Sacramento City College

**Planned Expenditures**

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 268,576	\$ 501,500	\$ 833,700	\$ 1,946,932			
2000	Classified and Other Nonacademic Salaries	\$ 294,916	\$ 797,000	\$ 1,168,163	\$ 394,880			
3000	Employee Benefits	\$ 67,724	\$ 288,128	\$ 675,292	\$ 905,388			
4000	Supplies & Materials	\$ 8,200	\$ 16,800	\$ 111,976				
5000	Other Operating Expenses and Services	\$ 8,445	\$ 198,266	\$ 353,169				
6000	Capital Outlay		\$ 3,500	\$ 15,100				
7000	Other Outgo			\$ 89,800				
	<b>Program Totals</b>	\$ 647,861	\$ 1,805,194	\$ 3,247,200	\$ 3,247,200	\$ -	\$ -	
	<b>2017-18 P1 Allocations</b>				<b>Match</b>		<b>Match</b>	
						<b>BSI, SE, &amp; SSSP Budget Total</b>		<b>\$ 5,700,255</b>

\*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.




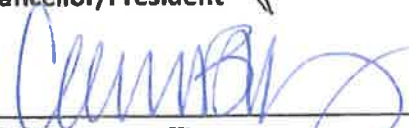



## PART III: APPROVAL AND SIGNATURE PAGE

**College:** Sacramento City College

**District:** Los Rios Community College District

**Board of Trustees Approval Date:** \_\_\_\_\_

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.

	11/21/17	GutierM@scc.losrios.edu
<b>Chancellor/President</b>	<b>Date</b>	<b>Email Address</b>
	11/21/17	BrayC@scc.losrios.edu
<b>Chief Business Officer</b>	<b>Date</b>	<b>Email Address</b>
	11-15-17	BoydS@scc.losrios.edu
<b>Chief Instructional Officer</b>	<b>Date</b>	<b>Email Address</b>
	11-16-17	PoindeM@scc.losrios.edu
<b>Chief Student Services Officer</b>	<b>Date</b>	<b>Email Address</b>
	11-15-17	MyersT@scc.losrios.edu
<b>President, Academic Senate</b>	<b>Date</b>	<b>Email Address</b>