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:

- 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.

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

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

Create Data Summary Appendix.

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

Goal	Progress
Equity 1. **Access** Assure that the percentage of Latino, ESL, Male, and Veteran students enrolled at Contra Costa College is equal to the percentage in CCC feeder high schools or in the adult population in the county.	We continue to see a decline in the overall number of students attending CCC (10,146 Yr14-15 to 10,041 Yr16-17). By contrast, the population of Latinos increased from 38% to 42%. Nonetheless, the proportion of Latinos at WCCUSD grew from 45% to 50%. Therefore, we were successful in enrolling more Latinos but at a lower rate than their representation grew at WCCUSD. WCCUSD saw a decrease of Asian, Black and White students over this time period. CCC saw no difference in access for Asian or White students but did observe a decline of 2% in African American students. We saw an increase in Veterans from 112 in Yr14-15 to 138 in Yr16-17 confirming that our efforts led to increased enrollment of veterans. We continue to see a decrease in enrollment of males students from 4131 Yr14-15 to 4024 Yr16-17. We therefore must increase our efforts to target this population. We also saw an increase in individuals with disabilities and

	low-income students suggesting that we need to assess our services for both of these populations to assure we are continuing to meet these students' needs. We do not have ESL data to compare.
Equity 2. **Course Completion** Improve course completion of former foster youth, African American, and Latino students to the average of all students.	All ethnic groups took fewer courses in 16-17 compared to 14-15 except for Latinos and students of more than one race. Latinos maintained the same percentage in course success over this time period. Males took fewer courses and saw a decrease in success of 2% over these past 3 years. From 14-15 to 16-17, African American students saw a 1% decrease in course success. Brandy and Marilyn are developing data to compare the course success and course completion of students served through tutoring versus CCC students not attending tutoring broken down by demographic groups. ***(check if in 15-16 this was not the case, this is when we had the retention specialist) Foster youth values are off between 14-15 & 16-17.
Equity 3. **ESL Completion** Improve ESL completion of Latino and male students to the average of all students.	ESL saw a decline in overall basic skills ESL enrollment, principally a decrease in Males from 116 to 82 from Yr14-15 to Yr16-17. We also saw a substantial decrease in ESL completion from 27% to 22% during the last three years. Latino students continue to see the largest disproportionate impact (8% below the average).
Equity 4. **Basic Skills English Completion** Improve basic skills English completion for African American,	The number of Asian and White students in remedial English courses decreased while the number of Black and Latino students increased. The overall progress rate dropped from 38% in 14-15 to 32% in 16-17. African American students remain the most disproportionately impacted, dropping from

foster youth, and male students to the average of all students.	27% to 21% over the last three years. Additional populations performing below the average are former foster youth and individuals with disabilities. Since this is a larger drop than math, can we discuss the BST grant in the executive summary? Gender data flipped? Is this noise? Foster youth numbers are not consistent?
Equity 5. **Basic Skills Math Completion** Improve basic skills math completion for African American, foster youth, and male students to the average of all students.	There was a decrease of 34% (175 to 115) of Asian students that took remedial math courses. By contrast, there was an increase of 35% (335 to 452) more African American students in remedial math courses. African American students make up 38% of the student population in remedial math but only 19% of the campus population. There was a decrease in overall remedial math progress from 31% in 14-15 to 30% in 16-17. African American students remain the most disproportionately impacted, dropping from 21% to 19% over the last three years, 11% below the average. Additional populations performing below the average are former foster youth and individuals with disabilities. Completion of transfer level math by the second year similarly demonstrates that our African American students face the greatest disproportionate impact. Gender data flipped? Is this noise? Foster youth numbers are not consistent?
Equity 6. **Degree & Certificate Completion** Increase degree and certificate completion of ESL, Males, and White students to the average of all students.	In 2014-2015 the template from the State required reporting about students based on whether they checked off transfer OR degree and certificate as their goal when they first completed their enrollment application. That method is has serious problems since students do not stay wedded to any particular goal. In particular, those measures may falsely indicate low rate of completion because often students will change their goal from "degree" to "transfer" completion.

Equity 7. **Transfer** Increase transfer for White, Latino, and low-income students to the average of all students. goal for academic/progress probation?	Instead, we are now using a completion measure that includes both transfer and degree and certificate completion. Utilizing this new measure, we saw an increase from 43% to 45% in overall completion. White students experienced a 2% (38% to 40%) increase while Latino completions were 40% and increased to 47%. By contrast, African American students experienced a decrease from 33% to 29% completion. The new data does not include gender or ESL. Were the increases due to the removal of the local degree requirements? STEM certificate?
SSSP 1. **Orientation** Increase the number of students who complete orientation.	For 2014-2015, we had 1,992 contacts in this category. In the following year, 15-16, we had 3,218 contacts which represents a 61% increase over 14-15. Finally, in 2016-2017 we had 3,409 contacts which represents a 5% increase over 15-16.
SSSP 2. **Assessment** Increase the number of students that assess.	For 2014-2015, we had 3,831 contacts in this category. In the following year, 15-16, we had 4,059 contacts which represents a 5% increase over 14-15. Finally, in 2016-2017 we had 4,598 contacts which represents a 13% increase over 15-16.
SSSP 3. **Educational Plans** Increase the number of students that have an educational plan.	For 2014-2015, we had 4,442 contacts in this category. In the following year, 15-16, we had 11,206 contacts which represents a 152% increase over 14-15. Finally, in 2016-2017 we had 7,769 contacts which represents a 31% decrease over 15-16.
SSSP 4. **Probation** Reduce the number of students who are on academic and\or progress probation.	Ashley working on this.
SSSP 5. **Undecided** Reduce the number of undecided students.	Ashley working on this.
BSI 1. **Basic Skills English**	According to Student Success Scorecard data, the overall six-

Completion The percentage of students who begin at two or more levels below transfer (English 139 or lower) and who successfully complete freshman composition (English 1A) within two years will increase 5% by in 2019-2020 over the 2014-2015 rate. (BSI long-term goal)	year rate for students progressing from basic skills English to college-level English experienced a dip after the 2008-9 cohort (from 38.2% to 30.5%) before bouncing back slightly in the 2010-11 cohort (to 32.3%), The BSI committee identified Hispanic and African-American students as the primary populations for focused intervention, and the success rates for these two groups, over the three years of cohort tracking, were: Hispanic: 42.7%, 37.1%, and 45.5% African-American: 27.3%, 18%, and 21% Clearly, we still have work to do in terms of overall success rates. It should be noted, though, that according to recent Tableau data, Hispanic/Latino students are actually outperforming the college's overall success rate for remedial English. Furthermore, we expect the number of students completing transfer English to increase dramatically over the next few years, as we fully implement the multiple measures assessment.
BSI 2. **Basic Skills ESL Completion** The percentage of ESL students who begin at level three writing or higher and who successfully complete freshman composition in three years will increase 5% by 2019-2020 over the 2014-2015 rate. (BSI long-term goal)	According to Student Success Scorecard data, the overall success rate of ESL students moving through the sequence and into transfer-level English has actually decreased from the 2008-9 cohort--from 26.8% to 22.5%. However, this data does not disaggregate different levels of students--that is, this data includes students at ALL levels of ESL (down to level one). We will need to get a better sense of the success rates of students who start at level three or higher in order to understand our progress towards our long-term goals.
BSI 2. **Basic Skills Math Completion** The percentage of students who begin at pre-algebra (Math 115) and successfully complete intermediate algebra	From the Student Success Scorecard, our success rate in remedial math is essentially unchanged from the 2008-9 cohort to today: 31% to 30.5% (with a 157 student increase in the cohort size). The target groups for intervention were, once again, Hispanic/Latino and African-American students. The success rate for Hispanic students has held steady at 33.9% (with a 38 student increase), and the African-American

(math 120) within three years will increase 5% by 2019-2020 over the 2014-2015 rate. (BSI long-term goal)	success rate has dropped slightly, from 20.6% to 18.8% (117 additional students). Clearly, we have work to do in this area, but as was the case with English, changes in assessment (the full implementation of multiple measures) should result in increased numbers of students completing transfer-level math.

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

Equity
Outcomes were enhanced due to the integration of equity activities with college-wide efforts such outreach restructure, math and English acceleration, pathway development, research capacity development, and refocused professional development.

3SP
The numbers have increased due to clean up of our data exports to MIS and the deployment of a significant in-reach process to encourage completion of core services.

BSI
We note limited progress in the attainment of our goals; however, we expect that the full implementation of multiple measures assessment will result in increases in success rates for English and math.

c. In the table below, identify one goal from your 2015-16 plans th at 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

Example:			
Increase completion and persistence through the English Developmental Sequence	*Provide extended orientation and assessment prep courses/workshops*	*Provide extended orientation and assessment prep courses/workshops* *Redesign the dev. ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. ed. Sequence*
Increase Access to Latino, ESL, male, and veteran students.	Provided marketing for the core services at community events for target populations. Provided core services for these populations and performed extensive in-reach to encourage completion.	Provided social media campaign for target populations. Supported outreach coordinator position. This position was critical in several activities that work to increase the access for the identified population. This includes but is not limited to coordinating the Veterans Resource Center Grand opening, focusing outreach on locations where there is a high concentration of veterans like visiting the Swords to Plowshares location in Oakland as well as tabling at the Veterans Resource Fair in Richmond. In addition, this position coordinated and/or attended events with high concentrations on the several of the other specific populations such as the	Basic Skills Initiative provided funding for an hourly ESL assistant to help recruit new students and guide them through the application, assessment and registration processes.

		Dreamers Conference, tabling at community events like the San Pablo Cinco de Mayo event, and coordinating bi-lingual efforts at both high school outreach and community events at-large.	

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.

Tutoring Overview

To improve completion and close the achievement gap, Contra Costa College focused on improving tutorial offerings. Using CCC course success data, CWT identified courses with low success and retention rate and expanded tutorial offerings for those courses. We also built on our Peer-Led Team Learning (PLTL) program, increasing offerings where possible.

For the 2015-2016 academic year, Campus-Wide Tutoring (CWT) assisted 1,894 students (890 unique student in FA15 and 1004 in SP16). The overall retention rate of students who accessed tutoring was 87.11 percent. The overall success rate of students who access tutoring was 72.4 percent.

Peer-Led Team Learning (PLTL)

In Fall 2015, CWT offered 23 sections of Peer-Led Team Learning (PLTL) in English, ESL, Biology,

Chemistry, Math and Physics. A total of 266 students participated in PLTL, with an overall retention rate of 85.71percent and an overall retention rate of 72.93percent. The average GPA for this group was 2.68.

In Spring 2016, CWT offered 16 sections of Peer-Led Team Learning (PLTL) in English, Biology, Chemistry, Math and Physics. A total of 194 students participated in PLTL, with an overall retention rate of 93.3 percent and an overall retention rate of 74.74 percent. The average GPA for this group was 2.51.

Drop-In Tutoring

In Fall 2015, CWT supported 101 academic courses. 623 students accessed drop-in tutoring, some for more than one course, for total of 706 unique course contacts. These students had an average of 85.27 percent retention and 69.41 percent success.

In Spring 2016, CWT supported 109 academic courses. 810 students accessed drop-in tutoring, some for more than one course, for total of 983 unique course contacts. These students had an average of 88.91 percent retention and 73.04 percent success.

Marilyn will add campus comparison numbers and include the success and participation data by demographic groups.

The equity and integrated plan data uses % courses passed NOT % of students that passed.

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.

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

Decide if we will use an appendix.
Wayne is crosswalking new goals with Strategic Objectives.

Integrated Goals:

1. *Increase **access** for Latino, ESL, African American, and veteran students – especially male*

2. *Increase successful **course completion of** African American, Latino, American Indian, and Foster Youth - especially male and low income*

3. *Improve **Basic Skills English & Math** completion of African American and former foster youth - individuals with disabilities need additional support in Math*

4. *Increase **ESL** completion of Latino students – especially male*

5. *Increase the completion of **degrees, certificates, and transfer** for African American and White students*

6.   Increase **direct support** of low-income students

7.   Increase completion of 3SP core services for specific populations that are currently below the College average
   ● **Orientation** - Asian, Males, Foster Youth
   ● **Assessment** - Asian, White
   ● **Educational Plan** - African American, White

8.   Reduce the number of students who are on academic and/or progress **probation/dismissal**

9.   Increase institutional capacity for inquiry, research, evaluation, and use of data in decision-making.

10. In order to address achievement gaps, especially for African American students, we will Recruit English, Math and other select/interested faculty for Professional Learning experiences over multiple semesters that focus on creating select impacts across and within the disciplines, specifically as they improve access to and success in college level coursework, all the while focusing on creating a college culture focused on meeting students where they are and helping them meet the highest of academic standards

Goal	Activities in each program that serve the goal listed			Other College Funding/ Initiatives
	SSSP	**Student Equity**	**BSI**	
1. Increase **access** for Latino, ESL,	Provide a hourly staff person to assist veterans to	The program manager will provide direct	ESL assistant will help incoming ESL students through the	HSI STEM Access Coordinat

African American, and veteran students – especially male	*direct them toward completion of core services* *Veteran Center Office Assistant I ($10,000)* *Provide outreach counselors to conduct workshops about the college, choosing a major, etc., meet one-on-one with high school students to discuss potential educational plans, and provide parent workshops. Outreach counselors also attend community events in an effort to connect with the specific populations identified in this goal.* *Outreach Counselors ($???)* *Program assistants are also responsible for directing and assisting students in the completion of the core services.* *Program Assistants ($123,500)* *Provide an Program Manager for Outreach to coordinate the efforts of the above*	*outreach to the specific populations listed in this goal by coordinating and participating in community events geared towards these populations, coordinate bi-lingual outreach efforts for high schools and community events, be an active member of the CCC Veterans Stakeholders group, and seek opportunities to engage Male Sports Organizations as well as community veterans groups.* *Program Manager ($26,400)* *Provide funding for outreach team members to travel locally to conduct outreach activities such as high school workshops, community events, etc.* *Outreach Reimbursement for travel ($2000)* *Social Media Campaign ($5000)* *Translate print*	*application, assessment, and registration processes ($10,000)*	*or* *HSI STEM Access Retention Specialist* *HSI STEM Metas Coordinat or* *General Funds ?* *CTE Adult Ed Block Grant ?* *Promise Grant ?*

	listed staff including Outreach Counselors, Program Assistants, and other outreach team members. In addition, the Program Manager for Outreach will be responsible for marketing the 3SP steps to high school students and community members prior to college enrollment. *Outreach Manager ($???)*	*materials such as the High School Senior booklet into next three spoken languages locally (Spanish, Simplified Chinese, and Tagalog). Translations ($2000)* *Provide programs assistants to assist in the outreach to each of the specific populations in this goal which will include attending outreach events in the community and in the local high schools, providing campus tours, and following up with applicants to the college via email, phone, and/or snail mail.* *Program Assistants will focus on delivering career and major exploration workshops in the community and at feeder high schools. ($15,000)* *Provide a hourly staff person to assist veterans who come to the Veterans Resource Center to complete applications*		

		Veteran Center Office Assistant I ($10,000)		
*2. Increase successful **course completion of** African American, Latino, American Indian, and Foster Youth - especially male and low income*		*Tutor Coordinator 50% $43000* *PLTL Leads and Tutors focused on target populations ($55,000)* *Online tutoring $10,000* *Book Loan Program $8000* *Retention Specialist*	*Campus-Wide Tutoring and Learning Resource Center Support ($21,600)*	*General Funds Tutor Coordinator 50%* *Skills Center Support ($56,000)* *HSI STEM STEM Retention Specialist* *HSI STEM PLTL Leads, STEM Tutors, and STEM online tutoring. ($130,000)* *BST BS English Embedded Tutors $100,000* *CTE Adult Ed Block Grant ?* *Promise Grant*

				?
3. Improve **Basic Skills English & Math** completion of African American and former foster youth - individuals with disabilities need additional support in Math	*Provide 50% funding for a Dean of Enrollment Services to direct efforts in Assessment and also to serve as the 3SP coordinator. This position is responsible for the implementation of multiple measures and the common assessment. This position is also responsible for oversight of outreach, the 3SP budget and reporting, and serves as the 3SP representative on the Student Success Committee.* *Dean of Enrollment Services ($70,000)* *Provide an Assessment Coordinator who coordinates large scale efforts under the direction of the Dean of Enrollment Services. These efforts include but are not limited to the implementation of the Common Assessment and Multiple Measures. In addition, the Coordinator also*	*Per Ankh $33,000* *Math Jam $5000* *Math Summit $1000*	*BSI Retention Specialist ($35,500)*	*BST. Boot camps. Tutoring. Multiple Measures PD aligning the curriculum* *HSI STEM Math Jam Adelante Math Acceleratio n*

	provisions services in the Assessment Center as well as at the local high schools for completion of multiple measures and/or assessments in English, ESL, and math. *Assessment Center Coordinator ($62,000)* *Provide an Assessment Center Technician whose primary role is to provision service in the Assessment Center for completion of multiple measures and/or English, ESL, and math assessments and to assist in the completion of larger projects in Assessment as needed.* *Assessment Center Technician ($45,000)*			
*4. Increase **ESL** completion of Latino students – especially male*	*Provide ESL with funds to review ESL student assessments to ensure that they are properly placed.* *ESL Instructor assessment review ($1500)*	*Writing conferences for ESL students. Faculty development-ESL Peer Collaboration ($10,000)*	*DigiTools Workshops for ESL Students (up to $5000) - Computer skills workshops designed to introduce ESL students to educational technology needed for college success.*	

5. Increase the completion of **degrees, certificates, and transfer** for African American and White students	Access 3SP Steps Retention Specialist ($35,500) Provide a 50% program assistant in the Career and Transfer Center to serve as administrative support for the transfer counselors/coordinator. Directs students to resources in order to complete their educational plans for transfer Program Assistant (50%, $25,404)	Completion Retention Specialist ($35,500) College Tours ($10,000) Transfer Resources ($2,000) Pathway Development $5000		HSI STEM Access, Retention, and Completion Retention Specialists ($102,000)
6. Increase **direct support** of low-income students	Provide additional adjunct counseling as well as a full-time Counselor so that students have greater access to counseling for the purposes of completion of their ed plans and also to connect them to other resources indicated in this goal. In addition, we have dedicated .XX for adjunct retention counseling to assist our retention efforts for follow up. Full-Time Counselor ($70,000) Adjunct Counselors	Book loans ($10,000) Breakfast program for homeless students ($15,000) Emergency Transportation Grants ($10,000) JFK Mental Health Program ($27,000)		HSI STEM Math Jam Book Loan Program ($25,000) BST English Bootcamp Book Loan $10,000

	($100,000)			
7. *Increase completion of 3SP core services for specific populations that are currently below the College average* ● ***Orientation*** *- Asian, Males, Foster Youth* ● ***Assessment*** *- Asian, White* ● ***Educational Plan*** *- African American, White*	*Use program assistants in the Welcome Center to provide in-reach to students from said specific populations to encourage 3SP completion* *Program Assistants ($123,500)* *Provide counselors (full-time and adjunct) to target completion of ed plans.* *Counselors ($169,108)* *Use Assessment Center Staff to target completion of ESL, English, or math assessments or multiple measures ($107,000)*	*Program assistants will also partially be funded through Equity ($15,000)* *These activities are mentioned in access but can move here...*		
8. *Reduce the number of students who are on academic and/or progress **probation/dismissal***	*Provide a Sr. Program Coordinator and 50% program assistant to increase focus on target populations by assessing needs and challenges* *Develop intervention strategies, intentional messaging and support through collaborations with categorical funded*	*Retention Specialist*	*Retention Specialist*	

	offices, ESL, International Students office, Middle College High School and Gateway to College *Conduct workshops for faculty and staff to learn more about academic/progress probation services and the students it serves* *Continue to offer Probation Level 1, Level 2 and Reinstatement workshops* *Continue to track student progress and overall success through Starfish early alert tool, Colleague and SQL data reports* *Positions* *Sr. Program Coordinator ($67,194)* *Program Assistant (50%, $25,404)*			
9. Increase institutional capacity for inquiry, research, evaluation, and use of data in decision-making		*District Director of Research Collaboration ($20,000)* *Research Analyst ($14,000)*	*ESL/English Research (up to $6000) - Collaboration between the English and ESL Departments to ensure that students with ESL needs are placed in the correct English or ESL classes/levels.*	*HSI STEM Research Analyst ($)* *CTE Integrated Planning Consultant ($)*

			Clerical Assistant ($5000) - provide administrative support for BSI Committee by generating reports, budgets, data, etc. *BSI Coordinator ($12,000) - oversee BSI plan & budget and assist with evaluation of BSI efforts.*	
Proposal: In order to address achievement gaps, especially for African American students, we will Recruit English, Math and other select/interested faculty for Professional Learning experiences over multiple semesters that focus on creating select impacts across and within the disciplines, specifically as they improve access to and success in college level coursework, all the while focusing on creating a college culture focused on meeting students where they are and helping them meet the highest of academic standards *Foster an institutional culture of equity, academic excellence,*	*Equity focused PD in 3SP such as sending a team to the RP Group Strengthening Student Success Conference. We also send teams to UC, CSU, and ETS conferences.* *3SP PD ($???)*	*Equity Focused PD Student Success Committee ($10,000)* *Equity Focused PD Professional Development Committee ($10,000)* *Equity Hour ($90,000)* *PD focused on: Foster Youth* *DREAMers* *LGBTQ* *Formerly Incarcerated* *Homeless* *Veterans*	*Professional Development ($10,000) - create opportunities for meaningful professional development activities geared towards increasing the retention and success of Basic Skills students.* *BSI Innovation projects* *In addition to the $10,000 already earmarked above, an additional $17,885 (approximately) is available for professional development activities and implementation of innovative practices to support basic skills students (an*	*HSI STEM Access, Retention, Completion PD ($25,000)* *BST English Collaborative Projects $25,000 (includes 20% faculty release time)* *General Funds* *CTE* *Promise Grant* *2016-2017*

student-centered decision-making, and continuous improvement by aligning professional development activities with these values. *(Do we need a statement about curriculum being informed by cultural relevancy and equity principles?)*		*African American Male Leadership* *Equity Coordinator & Admin Assistant 10% each* *($18,000)*	*example of such projects is the DigiTools Workshops discussed above).*	*Fund Balance*

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)

Over the past three years, Contra Costa College has increased its capacity to undertake institutional change. The college retooled its shared governance structure, which made it more responsive to emerging state initiatives such as the State Vision for Success 2020. As the principal committee tasked with strategic planning and program review, the Planning Committee works with college constituency groups to provide a uniform, coordinated and integrated approach to the accomplishment of college strategic goals, including student success goals under the umbrella of the district strategic plan. All college units, including matriculation, instruction and student support units are required to undergo program review and validation by the Planning Committee. The Planning Committee periodically expands as the Integrated Planning Committee, to include college stakeholders responsible for BSI, 3SP, Equity and any other emerging college initiatives. The Student Success Committee (SSC) has oversight and planning responsibilities for the implementation of Equity funded activities. The subcommittee of the SSC, the Basic Skills Committee is responsible for oversight of the BSI budget. The Budget Committee consults with Planning and SSC to ensure integrated budgetary decisions across the campus. The college president and vice president provide further coordination of campus-wide

initiatives through bi-monthly updates in meetings with the deans. The college has formed initiative focused implementation committees that have representation from all areas including matriculation, instruction, and student support. Finally, the college includes managers overseeing categorical programs such as EOPS and DSPS in integrated planning efforts.

The Council on Access and Retention (CAR) is an example of an initiative to redesign how we onboard students to the college and link that onboarding to guided pathways. This committee is made up of the Academic Senate President and Vice President, Dean of Enrollment Services over 3SP, Dean of Student Services, which oversees categorical programs such as EOPS and DSPS, Dean of Institutional Effectiveness and Equity which oversees the Equity Plan, the Dean of Liberal Arts, the administrator accountable for BSI, Dean of Natural Social and Applied Sciences, Dean of Workforce and Economic Development and our counseling department chair. The redesign focuses on assisting students to identify their career and major goals by the time of application. Once students have determined their goals, the college will move them into a specific pathway based on those goals. College faculty are working through the creation of the pathways in coordination with CAR, including the concept of the meta major for students who are unclear about their goals. Checkpoints and interventions throughout the year will provide just in-time supports to ensure that students are on the right pathway, that they are successful in that pathway, exposing students to transfer exploration, tutoring, and interventions and activities identified in the Integrated Plan.

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)

Through the Adult Education Block Grant (AEBG), CCC plans to work with its sister colleges over the next year to develop non-credit offerings in basic skills English, math, and ESL. The plan is to develop non-credit bridge courses that can specifically help students transitioning from local adult schools, but that will also be available to all CCC students.

The college will explore how to expand noncredit offerings to support students in achieving their goals, including post-secondary transitions and employment.

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

Over the next academic year, the college will integrate professional development by aligning the PD activities of the BSI, SSSP, and Student Success committees. PD activities offered

through these campus committees will be focused specifically on the integrated goals outlined here. Furthermore, we plan to reduce the overall number of PD activities but increase the total number of staff and faculty who attend these events. One planned focus for 2017-18 PD is Trauma Informed Practices, and SSSP, BSI, and Student Success will work with the college Staff Development Committee to offer activities around this topic.

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)

Greg will send a timeline with roles and responsibilities.
Need to include new Tableau visualization info here.

Two methods to evaluate progress were selected: disproportionate impact (equity data) and the scorecard indicators. In the disproportionate impact data we will evaluate the gap between the target population and the highest performing group as well as the average for all students. We will look to see an increase in the overall progress rate for the scorecard indicators.

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 Contra Costa Community College District supports the development, implementation and maintenance of equitable programs and policies at each of the member colleges by providing a foundation of research and planning tools for all college planning bodies as well as creating structured venues for thoughtful reflection and organizational learning. The District Integrated Planning Workgroup meets regularly with representatives from each of the college integrated planning teams to reflect on student data, share best practices and identify opportunities for greater planning alignment and program coordination.

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 Appendix #

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:

Contra Costa College (CCC) is an urban community college in San Pablo, California. Primarily serving the residents of West Contra Costa County; CCC is home to a diverse student population and has the distinction of being a Hispanic Serving Institution (HSI). In 2016-2017 the student headcount was 10,041– 19% African American, 20% Asian, 42% Latino, and 11% White. The institution is challenged with serving a population that is commonly underprepared for college and that experiences academic and personal hardship, which make it difficult to succeed both in and out of the classroom.

Equity
For the past three years, while CCC's Equity Plans have supported activities related to all the indicators, the primary focus was on course completion and thus the major portion of Equity funding went to

student support services, in particular tutoring. State funding allowed the college to dramatically improve its tutoring services by increasing the position of the tutorial coordinator from a half-time to a full-time position; enabling the creation of an extensive Peer-Led Team-Learning (PLTL) program; supporting the provision of other group tutoring services, such as Supplemental Instruction, walk-in tutoring, and online tutoring; and allowing the college to hire a minority retention specialist dedicated to ensuring that our target populations are utilizing and benefiting from these tutoring services.

Access

Our focused outreach efforts increased access for Latinos and Veterans, two of the target populations identified in our equity efforts for 14-16.

We achieved this success by hiring an outreach coordinator that identified community and high school events targeting Latino and Veterans. We also rolled out a social media campaign geared at engaging these populations. Translation of print materials into Spanish, also contributed to this success. Finally, we hosted a Veteran's Welcome Home event that drew interested veterans.

Despite the increase in Latino students, this population increased in West Contra Costa Unified School district at a more rapid rate than we were able capture in our outreach efforts. We also saw a decline in Male and African American students.

Our 17-18 access efforts will therefore focus on increasing access for Latino, Veteran, Male, and African American students. We have upgraded our outreach coordinator position to an outreach manager in order to redesign our strategies and better coordinate our outreach activities.   Our campus is committed to refocusing our outreach efforts by providing career and major exploration workshops. We will expand our relationships with community organizations and high schools that serve our target populations in order to increase our yield. We will make a concentrated effort to target males by engaging sports organizations, especially the soccer and American Football communities. We will coordinate bilingual outreach efforts. We have also increased our resources to support translation of materials and the development of higher impact social media campaigns.

We are bolstering our Veteran Center, which is currently run by volunteer staff, with part-time support staff.

 In addition, because of the increase we observed in low-income and disabled students our campus will undergo a needs assessment of these populations.

NOTE: Add adult WCC data analysis

Course Completion

We have doubled the number of students served through tutoring and Peer Led Team Learning. We see an increase of BLAH% in course success and BLAH% in course completion for students utilizing our tutoring resources over the college averages. The population being served by these interventions matches the demographics of the campus.

NOTE: Add success by demographic group.

Equity funding allowed us to increase our Tutor Coordinator by .5 FTE, bringing her position to full-time status. We also supported a Retention Specialist position that was responsible for outreaching to and retaining our target populations. We invested in online tutoring, Peer Led Team Learning leads, student tutors, and faculty leads. A book loan program was also developed.

Because of the success that we have observed with these interventions, we will continue to fund all of these resources in the 17-18 academic year.

NOTE: PD focus on these populations through Equity Hour carryover.

This support has allowed Campus Wide Tutoring to serve more students. In 2013-2014, CWT served only 6.5% of the student population. By contrast, in 2014-2015 we saw tutoring usage double to 13% and this fall 2015, approximately 16% of students are accessing tutoring. The percentage of students from our target populations participating in tutoring mirrors that of the college. Students that use tutoring services are more successful than students who do not. PLTL programming resulted in the largest gains for students; 73% of students who attended PLTL workshops successfully completed their courses compared to 66.7% for drop-in tutoring and 53% for students who did not receive any tutoring support.

This year, the college will, of course, maintain a strong focus on completion (and all the other indicators), but we will be placing a special emphasis on basic skills courses and promoting PLTL as a best practice to increase student success.

ESL Completion

We saw a decline in ESL enrollment and completion. Latino students continue to show the largest disproportionate impact.

The ESL Department held a series of activities with the objectives of improving retention and persistence of students in writing classes, and supporting language minority students during the matriculation process.

One of these projects was professional development focused on giving effective responses to student writing. Under the guidance of senior faculty, instructors met throughout the semester to share and evaluate responses to student papers. They then crafted written responses that provided clear guidance for students to revise their papers.

A second project involved instructors identifying students at risk in writing classes and holding conferences (in addition to the feedback regularly provided to all students in writing classes). Each instructor met with each at-risk student twice during the semester and worked on providing guidance to improve the student's writing.

Finally, another project consisted of providing assistance to prospective ESL students, who often find it difficult to navigate the application, assessment, and registration process. A bilingual ESL Assistant and former ESL student herself, identified language minority community members who could benefit from ESL instruction and assisted them throughout the application and registration process.

ESL data does not disaggregate the levels of ESL therefore it is difficult to understand why we see a decline in our completion measures. We will collaborate with our district research office to develop an analysis of this data and to code ESL levels .

NOTE: Need to identify what we are going to do this coming semester with the $10K.

3SP

Over the past three years, CCC has significantly increased our efforts to drive student completion of the core services. This began in 2015 by hiring the Dean of Enrollment Services (50% general fund/50% 3SP). The role for this position was (and continues to be) to ramp up the interventions intended to improve core services completion. Also in 2015, CCC implemented a fully online orientation. We also hired two program assistants, an office assistant I (hourly), and student ambassadors to drive students to completion of the core services. This took the form of targeted emails to students missing all or parts of the core services, phone calls to these students, as well as in-person intervening as students come into the Welcome Center which is where these positions are stationed. We also hired an assessment center coordinator and technician (hourly) with the intention of making the technician permanent. These positions were and are a part of the outreach team and deliver assessment on campus and in the high schools. A project coordinator was retained to coordinate the efforts of the outreach team and to ensure that the core services were marketed as a part of the standard operations of the outreach team. The Dean of Enrollment Services also worked with the SARS administrator and various student services such as Counseling to improve our data integrity. We also hosted a Super Saturday event to assist students in the completion of the steps and to get registered for classes. We immediately saw an impact. As the numbers in question one of this document demonstrate, we saw significant increases in

all three categories of the core services.

In 2016, we hired a third program assistant to further boost our ability to impact the completion of core services. We continued our interventions geared towards in-reach on the core service completion similar to what was described above. We noticed that while orientation was likely the easiest of the core services to complete as it is an online tool that students can access from anywhere with an internet connection, we weren't getting as many students to complete orientation as we would like. We implemented a new intervention where the assessment staff directed students to complete the orientation after completion of assessment both on campus and when conducting assessment in the high schools. From 2015-2016 to 2016-2017, this resulted in an increase in the orientation completion numbers as is demonstrated above. In late 2016, we fully implemented multiple measures for English and math in a web-based format that allows students to submit their results in person or electronically. This ease of use for multiple measures is likely contributing to an increase in our assessment completion numbers for 16-17 as compared to 15-16.

Between 2015 to present we have also employed outreach counselors as well as have supported adjunct counseling using 3SP funds. These outreach counselors do a variety of things including going to the local feeder high schools to deliver workshops such as how to choose a major and educational planning. In addition, they meet one on one to discuss their educational goals and do educational planning. This past year, 16-17, they delivered the Counseling-108, Introduction to Educational Planning course at all of our main local feeder high schools. With all the efforts listed above, we say a significant increase between 14-15 to 15-16 on our educational plan completion numbers. However, this past year, between 15-16 to 16-17, we saw a significant decrease as shown in question one. While difficult to understand why, especially given all of our efforts, our hypothesis for this drop is that it is likely caused by continuing students already having educational plans and thus not being counted towards the current number. In other words, the more continuing students have ed plans, the numbers will likely continue to drop until only new or returning students are counted in the total.

BSI

The Basic Skills Committee has utilized funding from the state's Basic Skills Initiative (BSI) to support student achievement. The overall goal of the Basic Skills Initiative is to help students move through their basic skills requirements in English, math, and ESL and into college level courses. CCC is currently going through major changes in its basic skills English curriculum; specifically, the college is streamlining its basic skills English pathway, reducing the number of basic skills English courses from three to one. As of the fall 2017 incoming class, all new CCC students will be placed into either ENGL1A (Freshman Composition) or ENGL142B (one level below Freshman Composition); the courses two and three levels below ENGL1A are no longer being offered. Along with this change in course offerings, CCC has expanded its use of multiple measures for placement, making it easier for students to use their high school grades and GPAs to place into college English courses. We have already noted a large jump in the

number of students placing directly into ENGL1A. For the fall 2015 incoming class, 42 of 375 incoming students (11.2%) placed into ENGL1A. For fall 2016, when the college began to implement its multiple measures placement program, 119 of 357 students (33.3%) placed into ENGL1A. We have every reason to believe that this number will hold steady--if not increase--for fall 2017. At the same time, despite the increased placement of students into ENGL1A, the college has experienced no decrease in the overall success rate of students in 1A; indeed, the success rate has increased slightly, from 66% in fall 2015 to 69.9% in fall 2016.

During the fall 2016 semester, BSI funding allowed select English faculty to hold additional writing conferences for students in ENGL142A. BSI also supported a collaborative mentoring project for ENGL142A, wherein experienced English teachers were paired with new faculty to discuss course standards, feedback, and grading. Between these two efforts, we observed increased success in ENGL142A in fall 2016, as compared with previous semesters. The retention and success numbers for ENGL142A in fall 2016 were 88.6% and 53.4%, respectively. The comparable numbers for fall 2015 were 80.7% and 50.3% and for spring 2016 the numbers were 80.5% and 44.1%.

BSI funding has also supported the efforts of the ESL Department. BSI funding allowed the ESL Department to hire an hourly assistant to support outreach efforts. This assistant works with ESL students--primarily incoming students--to help them navigate the college's admissions and enrollment processes. During registration this ESL assistant is also available to help students register for classes and occasionally provides support to the instructors of ESL108, the ESL version of the Orientation to College class. **(QUESTION: FOR "DATA" PURPOSES, WOULD IT BE HELPFUL TO CITE THE NUMBER OF STUDENTS WHO TOOK ESL108 AS BEING SERVED BY THIS ASSISTANT?).** In spring 2017 BSI funds supported a series of "DigiTools Workshops": Computer skills workshops designed to introduce ESL students to educational technology needed for college success. 9 weekly 1-hour workshops were offered, and 159 students attended in total. Finally, BSI funding also continued to support collaboration between the English and ESL Departments to ensure that students with ESL needs are placed in the correct English or ESL classes/levels. Each semester, up to 40 English faculty participated in a training geared at identifying students with ESL needs and referring them to the ESL Department for proper placement.

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?

Facilitate workshops highlighting models in which High Impact Practices were institutionalized and scaled across the entire college in a sustainable way.

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: Mayra Padilla
> Title: Dean of Institutional Effectiveness & Equity
> Email Address: mpadilla@contracosta.edu
> Phone: (510) 215-3880

> Alternate Point of Contact:
> Name: Dennis Franco
> Title: Dean of Enrollment Services
> Email Address: dfranco@contracosta.edu
> Phone: (510) 215-3900

Part III – Approval and Signature Page

College: <u>Contra Costa College</u> District: <u>Contra Costa College District</u>

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.

_____

Chancellor/President   Date   Email Address

_____

Chief Business Officer   Date   Email Address

_____

Chief Instructional Officer   Date   Email Address

_____

Chief Student Services Officer   Date   Email Address

_____

President, Academic Senate   Date   Email Address