



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

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 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.



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

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.



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

Part II – Program Goals and Planning

Schedule
 BSI Sept XX
 SSC Sept 7th, Oct 5
 College Council Sept

College council approval need to be before Oct 20th

Board Material to President on Oct 9
 Oct 16 board titles
 Oct 23 final due
 Board meets Nov 8

PREVIOUS ACCOMPLISHMENTS

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

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

Goal	Progress
Increase student learning and success by setting institutional standards and goals for achievement. Improve professional development practices	<u>Collaborative Mentoring Project</u> <u>During the fall 2016 semester, lead faculty in ENGL142A attended orientation to align course standards and exit skills. The 2-member teams also met to discuss feedback and grades on student papers and gave feedback in accordance with course standards. We observed increased success in ENGL142A in fall 2016 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%.</u>
	Mayra: Equity
Assure that the percentage of Latino, ESL, Male, and Veteran students enrolled at	



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

<p>Contra Costa College is equal to the percentage in CCC feeder high schools or in the adult population in the county.</p>	
<p>Improve course completion of former foster youth, African American, and Latino students to the average of all students.</p>	
<p>Improve ESL completion of Latino and male students to the average of all students.</p>	
<p>Improve basic skills English completion for African American, foster youth, and male students to the average of all students.</p>	
<p>Improve basic skills math completion for African American, foster youth, and male students to the average of all students.</p>	
<p>Increase degree and certificate completion of ESL, Males, and White students to the average of all students.</p>	
<p>Increase transfer for White, Latino, and low-income students to the average of all students.</p>	



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

goal for academic/progress probation?	
Increase the number of students who complete orientation. (SSSP)	Comparing 2015-16 to 2014-15, the number of students that have completed orientation has increased by 61%.
Increase the number of students that assessment. (SSSP)	Comparing 2015-16 to 2014-15, the number of students that have completed assessment of some kind has increased by nearly 6%.
Increase the number of students that have an educational plan. (SSSP)	Comparing 2015-16 to 2014-15, the number of students that have completed an educational plan has increased by 152%.
Reduce the number of students who are on academic and/or progress probation. (SSSP)	
Reduce the number of undecided students. (SSSP)	

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

30 words per 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. (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 persistence through the</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Pilot prep courses through the first year programs or</i>



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

<p><i>English Developmental Sequence</i></p>		<p><i>Redesign the dev. ed. sequence</i></p>	<p><i>specific bridge programs</i></p> <p><i>Redesign the dev. ed. Sequence</i></p>
<p>Increase Access to Latino, ESL, male, and veteran students.</p>	<p>Provided marketing for the core services at community events for target populations.</p> <p>Provided core services for these populations.</p>	<p>Provided social media campaign for target populations.</p> <p>Supported outreach coordinator position.</p>	<p>Jason: How did BSI increase access to these populations? E.g., funding spent on ESL.</p>



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 Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

Brandy: Tutoring - Summarize activities and results

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 85.71 percent and an overall retention rate of 72.93 percent. 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.

FUTURE PLANS

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



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

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.



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			Other College Funding/Initiatives	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 the number of unprepared students earning certificates and/or degrees and that are transfer ready by XX%</i>					<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____ _____
<i>Increase access for Latino, ESL, males, and veterans.</i>	<i>Hourly for vets outreach \$\$ for ESL outreach Social media Male outreach at sports orgs</i>				<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____ _____
<i>Increase completion of Remedial Math -</i>		<i>Target population: African American</i>			



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

<i>increase the percentage of students that start in remedial math and successfully complete a college level math course</i>					
<i>Increase BS completion</i>	<i>\$\$ for MRS</i> <i>\$\$ for career exploration</i>				□
					□

Dennis and Mayra work with Marilyn to complete this section.
 Goals and activities are based on information in appendix tables 1-X.
 We also provided a summary of the goal targets in numerical format..
 Also include the strategic goals crosswalked with BSI, Equity, and 3SP activities

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, the campus has increased capacity to undertake institution wide efforts. We have restructured our shared governance structure which has made it easier to respond to the new state initiatives. Our Planning Committee is critical in engaging all stakeholders across our various constituency groups. Student Success Committee has oversight and planning responsibilities for the implementation of Equity funded activities and The Basic Skills Committee is a sub-committee of the SSC to assure that information flows between them. The dean overseeing our 3SP efforts, is an active member of our SSC, which ensures that our efforts are integrated. Our campus wide initiatives are led by our president and vice president with bi-monthly updates in our dean’s meetings. In addition, we have formed initiative focused implementation committees that have representation from all areas including matriculation, instruction, and student support. Finally, we are also including managers overseeing categorical programs such as EOPS and DSPS in our planning efforts.

SAY SOMETHING ABOUT HOW CAR IS FOCUSED ON THE GOALS WE SET ABOVE.
 One example of of a campus wide initiative is our Council on Access and Retention (CAR). CAR is an effort to redesign how we onboard students to the college and link that onboarding to guided pathways. This committee is made up of our Academic Senate President and Vice



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

President, Dean of Enrollment Services over 3SP, Dean of Student Services which includes categorical programs such as EOPS and DSPS, Dean of Institutional Effectiveness and Equity responsible for overseeing the Equity Plan, the Dean of Liberal Arts the administrator accountable for BSI, Dean of Natural Social and Applied Sciences, and the Dean of Workforce and Economic Development and our counseling department chair. The redesign will focus on assisting students in identifying their career and major goals by the time of application. Once they have determined their goals, the College will move them into a specific pathway based on these goals. Faculty are currently in the process of working through the creation of the pathways in coordination with CAR as well as considering the concept of the meta major for students who are unclear about their goals. We will have checkpoints throughout the year to provide just in-time supports to ensure that students are in the right pathway and that they are successful in that pathway. These checkpoints will include interventions such as ensuring successful completion of gateway courses, exposing students to transfer exploration, tutoring, and more.

For students who are undecided on either their major or career, the College will provide them with a pathway focused on meta majors. We will also provide them with additional support to guide them in their decision-making process that will eventually culminate in the student entering a guided pathway. This additional support will include career\major exploration workshops, career\major exploration classes, and one-on-one counseling. Once students decides on their goals, they will be transitioned into specific guided pathways and will be exposed to the interventions on that pathway as described in the paragraph above.

How does this relate to the goals we set?

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)

Kelly S. - please include any post-secondary transitions activities?

Mayra - maybe describe Metas BS courses?

JASON: 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.

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 entities 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



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

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.

ADD PD Committee offerings and processes will be aligned with our strategic and integrated goals

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)

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)

Mojdeh will send us a statement.

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.

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:

Jason
BSI

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



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

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.

Mayra
Equity Projects

Add the outcome info from reports to this outline of projects

Access

Outreach Coordinator

Social Media Campaign

Course Completion

Peer Led Team Learning
Book Loan Program

Equity Hour Program
Equity Conference - Professional Development

ESL Completion

Outreach
Curriculum Alignment, Instructional Support & Professional Development
Multiple Measures



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

BS English Completion

English Acceleration
Multiple Measures
Culturally Responsive Pedagogy
English Boot Camp
Book Loan Program

Per Ankh Program

BS Math Completion

Math Acceleration
Multiple Measures
WCCUSD & CCC Math Summit
Math Jam
Competency Development
Book Loan Program

Degree and Certificate Completion

IEPI Conference

Transfer

College Tours
HBCU Tour
Transfer Kits
Professional Development – Transfer Conference

Common Activities:



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

Research Director 19% Time

Professional Development
CORA – Teaching Men of Color
Great Teacher Seminar
Student Equity Training – State Chancellor’s Office

Direct Student Support
JFK – Mental Health Services
Daycare Grants

One Time Funds:

UndocuAlly Training
DREAMers Resource Guide and Print Material

Foster Youth
Laptops
Backpacks & Supplies
Warm Hand-Off Project

Veterans
Veterans Guide
Veterans Day Event
Veterans Welcome Home Training & other PD
Backpacks & Supplies

Book Loan Program
Puente
Per Ankh

African American Male Leadership Program



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

Safe Zone Training and Marketing Campaign

Formerly Incarcerated Students Support

Administrative Support

20% Director Salary for 6 months

20% Admin Assistant Salary for 6 months

Dennis

3SP

Summarize 3SP outcomes for last year

Marilyn to help us assess progress of equity goals

Brandy Howard to help us create webpage link.

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?
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



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

Part III – Approval and Signature Page

College: Contra Costa College District: Contra Costa 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.

Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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