2017-2019 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.

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

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup- specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.

- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.
- In addition, the following data should inform your planning:

Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.

- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.

- The number of noncredit CDCP certificates awarded, if applicable.

- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.

- The number of students who transition from noncredit to credit.

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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

*Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.***
1. Assess your college's previous program efforts:
   1. 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.

Plan	GOAL	Progress
Equity	To provide opportunities for increasing diversity and equity for all students at SCC.	The alignment of initiatives has shown to be impactful: introduction of multiple measure assessment, reduction of writing courses and the addition of English 001 corequisite 310D. Adjustments in course offerings has shown to reduce or eliminate remedial track completion showing an increase of diversity and equity in course completion for all students as the result. Solano use of categorical support from the State has shown to be impactful on closing gaps. Although none of the gaps has been eliminated entirely, they have been reduced as a result of services rendered (i.e., -10% gap is now a -5 gap). The ACCESS gap that exists among men has decreased from -10% to -5%. Math Basic skills gap for Black students has been reduction in the gap from -11% to -

		6%. Black students also saw a decrease in the gap from -12% to -6% in course completion. With Native Hawaiian Pacific Islanders closing this gap by -5 % points the gains have wiped out the deficit for course completion for this group. Another gain in reducing the completion gaps has shown amongst Native Hawaiian Pacific Islanders applied to Transfer with a 2% gain, reduction of -5% to -3%.
Equity	To close performance gaps for targeted groups, thereby improving the overall success of	Although most of the target groups do show an improvement, none of the 2014 SEP targets are on track to being met. With only course completion for foster youth and basic skills completion for individuals with disabilities within 85% of achieving the target, an evaluation of the initiatives supported indicates a need to set up these initiatives with linkable learning outcomes that have measurable outcomes.
BSI	The number of students moving from testing into basic skills math through successful completion of a transfer level math (within 2 years) and/or successfully completing an Associate's degree within 3 years will statistically significantly increase.	Success rates in mathematics have increased from 47% to 48% during this period. However, persistence rates have actually lowered slightly.

Possible explanations for the persistence rate decreases could include issues related to scheduling, |

		class cancellations, or an improvement in the economy. The increases in pass rates may be attributed, at least in part, to the use of embedded tutors.
BSI	By AY 2016-17, the proportion of students with intake placements below transfer in English who pass the transfer-level course within three years will increase by 10% over the proportion of students achieving this result in the Fall 2009- Spring 2012 cohort.	With the implementation of multiple measures and the addition of 310D, the college has surpassed this goal. Currently 85% of students enrolling at Solano are placed into college level English. This is a 67% increase from the 2009-2012 cohort.
BSI	By AY 2016-2017, 100 students (unduplicated headcount) from our local communities will be enrolled in at least 3 units of for-credit ESL courses each semester, a 50% increase over Fall 2012.	We had 137 ESL students in 2016-17 successfully earned at least 3 units but we did not have a 50% increase over Fall 2012 (101 students).
SSSP	Initial Orientation	In the first year of SSSP, many outreach efforts were made to introduce the 3SP core services to the surrounding high schools and community which boosted the amount of orientation services provided in 2014-15. In addition, all students who used the orientation service were counted under the counting formula of "**once during time student is served by the college**". The subsequent years, only students who received their initial orientation were counted, as a result there is

		a greater count in 2014-15 and lesser count in 2015-16 and 2016-17. The overall % of initial orientation services provided was at 14.6% for the last 3 years.37% New Student orientation participation
SSSP	Initial Assessment	Outreach efforts usually occur in Spring and Summer therefore Fall semester showed a lower % of services provided. The overall % of initial assessment services provided was at 10.9% for the last 3 years.
SSSP	Abbreviated and Comprehensive Student Education Plan	The overall % Abbreviated and Comprehensive education plan services provided was at 23.9% for the last 3 years. 2015-2016 seen a 4.1% increase of students receiving the service from 2014-2015.
SSSP	Counseling/Advising	The average percent counseling and advisement services student received is about 30-35% each academic year except for Summer 2016. It is unclear if there was a technical glitch in data upload or if the counseling department reduced their service hours. Counseling and Advisement has provided the highest % service out of all the 3SP core services.
SSSP	At Risk Follow Up Services	Although there has been an increase of students served from 2014-2015(number of 40 to 2016-2017 number of

		180) the mid years made the bulk of that increase and 2016-2017 has seen a decrease in these services.
SSSP	Other Follow Up Services	2014-2015 4,187 Other orientation 913 Career, Sub. Placement 834 Follow-up Ed Plan 122 Other Credit Acad Progress 2016-2017 260 Other orientation 623 Career, Sub. Placement 1685 Follow-up Ed Plan 16 Other Credit Acad Progress

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

Much can be attributed to the overall success at Solano Community College. The collaboration between academic and academic support services has allowed for assistance to be embedded in the classroom. Other efforts to collaborate has been embodied in the Academic Senate Basic Skills Committee. Their biweekly discussions on student equity and success issues have routinely prompted a call to action from various constituencies.

However, the college was without a Student Services Vice President for several years. The absence of this position significantly impacted the coordination between programs designed for recruitment, retention, and transition of students. Now that an administration team is in place, it is believed that we will see improvement in the areas of access, follow up and transfer services. The creation of the Dean of Enrollment Services and the Dean of Academic Support services positions will allow for focus persistence and execution of services that will impact Equity and SSSP gaps.

Although the college had started impactful initiatives, i.e., First Year Experience, Foster Youth Program, they were not outcomes driven and lack administrative support to sustain them during times of adversity. The college commitment to reestablishing the Student

Success and Equity Council has led to a process of review, evaluation, support, and integration of student success and equity related programs.

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		
To close performance gaps for targeted groups, thereby improving the overall success of all students at Solano Community College.	**SSSP**	**Student Equity**	**BSI**
	Assessment services supported the Multiple Measures Project and worked with English Faculty, IT and Institutional research to advance implementation of MMP. Also, the Basic Skills committee collaborated with Counseling faculty to ensure students would be positively impacted.	Solano's Puente program was one of the first in the state to adapt English corequisite, 310D after the use Multiple Measures to enroll students in college level writing.	The establishment of English 310D course, as a result of using Multiple Measures resulted in this this class is designed to help students further hone their craft as writers and readers.

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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.

In spring 2016 SCC introduced an English 1 co-req as an alternate for students placed 1-level below (which had a 31% persistence rate over a one year period). This co-req is a 3-hour, 1-unit lab taught by the English 1 instructor of record and supported by an embedded Teaching Apprentice. The first-attempt co-req students pass English 1 at a rate of 68%, which is comparable to the pass rate of "regular" sections of English 1 in the same semester (70%). SCC is using Transformation Grant funds to both support faculty teaching the co-req and accelerated class, and to embed graduate students (Teaching Apprentices) in the class and lab to further support just-in-time remediation. Thanks to the introduction of the co-req class and the institutionalization of multiple measures, 85% of incoming fall 2017 students had immediate access to English 1 (contrasted with 18% of incoming students in fall 2015). Most impressively, this dramatic increase in access has not decreased the pass rates of English SCC has an MOU to pilot the co-req course for the Fall 2016 and Fall l2017 cohorts of Puente students, and we are offering a section of the co-req/1 course for multilingual writers.

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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.

- Increase the transfer and completion rates of students associated with retention programs such as Umoja, First Year Experience, and Puente.

- Close performance gaps for targeted groups, thereby `improving the overall success of all students at Solano Community College.

- Increase the integration of student success initiatives within learning pathways

- Improved identification of and support for programs where students consistently struggle.

- Increase the percentage of incoming students who have access to and succeed in college-level math courses.

- Increase the percentage of incoming students who have access to and succeed in college-level English.

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.

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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Increase the percentage of incoming students who have access to and succeed in college-level English.	Provided student success workshops through the ASTC that focus on writing strategies	Allow for tutoring and support for College-level English for student populations impacted by course completion gaps. Umoja and Puente will also offer English 310D coreq.	Pilot prep courses through the first year experience programs Redesign the dev. Ed. sequence	*Access *Retention Transfer *ESL/Basic Skills *Completion Degree & Certificate Completion
Goal	SSSP	Student Equity	BSI	Goal Area
Improved identification of and support for programs where students consistently struggle.	Implementation of the targeted academic persistence initiative will allow for follow up services who are identified by the college community as needing assistance.	Students in the Umoja program Will be monitored through the Early Alert system supported by targeted academic persistence.	Math Basic Skills students will be considered an at-risk populations and will be targeted for follow up services supported by SSSP and Equity.	*Access *Retention *Transfer ESL/Basic Skills *Completion Degree & Certificate Completion
Goal	SSP	Student Equity	BSI	Goal Area
Increase the integration of student success initiatives within learning pathways	There will be a focus admissions process that included One Stop Enrollment events that support faculty efforts to enroll students in an academic pathway program. Counseling will also tailor sessions when needed to support these pathways		Basic Skills Committee will continue to host sessions that discuss Integration and pathways to reduce time to completion.	*Access *Retention Transfer *ESL/Basic Skills Completion Degree & Certificate Completion
Goal	SSSP	Equity	BSI	Goal Area

Increase the percentage of incoming students who have access to and succeed in college-level math courses.	Follow up services for students in math developmental sequencing using an early alert tracking system.	Provide summer math enrichment programs taught by faculty or experienced professional tutor to assist with math placement readiness. *Assigned embedded tutors and/or instructional assistants to work with math faculty to support students in and out of the classroom. *Enroll math student in a designed math corequisite or when lack thereof, utilize unincorporated supplemental course through academic support area.		*Access *Retention Transfer *ESL/Basic Skills Completion Degree & Certificate Completion
Goal	SSSP	Student Equity	BSI	Goal Area
To close performance gaps for targeted groups, thereby improving the overall success of all students at Solano Community College.	Follow up Services for targeted groups through an early alert system.	Focused academic support services to include embedded tutors. Tutors through MESA, Umoja. Counseling, Academic Support Specialist, and cohort schedules.	Basic Skills Committee will continue to host Optional Flex, providing professional development for the college community. There will continue to be thematic meetings used to address issues pertaining to	*Access *Retention Transfer *ESL/Basic Skills *Completion Degree & Certificate Completion

			Access and Completion.	

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)

Academic Support Services is a new department of the college. The hiring of a Dean who will follow through on Equity Goals: Access and Completion, will use follow up services through the activities included in equity, retention, and matriculation programming will meet these goals.   Academic Support Services will coordinate action-oriented programs that have the purpose of breaking down silos through the integration processes.

Solano continues to create initiatives to close gaps. In the pursuit of the projects, a number of them were unsuccessful. Some faltered during the implementation stage, while others lost its effectiveness at some other point. The college recognizes that there needs to be embedded institutional knowledge of a body of college employees that invest in the success of initiatives that are closing the completion gap.

The Integration of instruction: Allowing for integration of instructions include programs associated with the categorical funding areas. Umoja and Puente will both expand cohort offerings. Umoja will offer a cohort sections that include English and Counseling. Puente will continue to provide English II during the second semester, extending involvement in the Puente program for at least one full year. Also, Puente will offer English with a co-req course (310D) to provide academic support as part of the curriculum, thereby allowing "basic skills" students immediate access to English 1.   The impact has been significant, increasing those who were college ready to 67%.

The integration of student support: The use of an early alert system, targeted academic persistence initiatives, the Academic Success and Tutoring Center will provide support services for students who may or may not be considered at risk. These systems also support faculty who need a method to notify college officials that students are in need of assistance. The hiring of Academic Success Specialist will assist students in their attainment of success goals. As part of College's retention, persistence, and matriculation agenda, categorical funding allows for outcomes based programing. The college invests in inclusivity of staff and systems, so that an appropriate method of follow up, case management and direction for students are layered.

The Student Success and Equity Council was formed to support faculty and staff in their organization and execution of projects and programs. The Student Success and Equity Council will evaluate projects by helping to establish a process for integration. The evaluations of projects and programs implemented at the college are the missing components for institutionalizing various success initiatives and meeting success goals.

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

Solano Community College does not offer noncredit options.

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

For each initiative submitted the college required professional development (PD) as a condition of the project or program. Each project included in the plan would allow for professional development (PD) of staff and faculty associated with the initiative. PD will be inclusive of but not limited to conferences, workshops, and webinars.

Hosting during Flex to provide professional development for the college community would also be a requirement. Sharing of the knowledge and purpose of the initiative; training members of the college community to use certain systems, communicating the purpose of the program will also be required. The expectation that project managers commit to the receiving and sharing of professional development allows for the achievement of student success goals.

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)

Student Success and Equity Council (SSEC) will focus on the evaluation of student success initiatives submitted for integrated planning. The SSEC will establish the process for submission of a project or program, reviewing, evaluation, onboarding, off boarding and integration of successful efforts. This integration process will be continuous and allows for the institutional flexibility to allow for adjustments to changing trends and advancing

opportunities. Once a program is accepted, the council will follow a process that comes with suggestions for improvement, support of those initiatives, review, and development of outcomes, and evaluation of the initiative using those same measures inspired by the overarching goals and the shared expectations directed by the educational and strategic plan of the college.

A collaboration between Student Success and Equity Council, Shared Governance, the Academic Senate, Institutional Research and Administration will utilize <u>Institutional Set Standards</u> to set and analyze milestone<u>s</u>:
- Successful Course Completion
- Degrees and Certificates (Degrees, Certificates, Total Awards)
- Number of Students Transferring to 4 Year Institution
- Licensure Pass Rate
- Job Placement Rate

Student Success Council:
- Annual evaluation of projects and programs
- Annual onboarding of initiatives.
- Milestones will be established for each program accepted.

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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)

Solano Community College is a single college district.

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.

The below budget is only an estimate based on the Student Success and Equity Council estimates. Administration will meet to affirm expenses to categories. This information will be communicated to the Academic Senate, Shared Governance and the SSEC.

| Select district | Solano | | | | | | |
| Select college | Solano Community 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.

Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
Academic Salaries	$87,532	$239,200	$747,742				
Classified and Other Nonacademic Salaries		$300,640	$371,280				
Employee Benefits	$21,467	$202,660	$305,041				
Supplies & Materials		$58,500	$75,250				
Other Operating Expenses and Services		$130,600	$219,800				
Capital Outlay		$50,000	$ -				
Other Outgo		$43,400	$ -				
Program Totals	$108,999	$1,025,000	$1,719,113	$ -	$ -	$ -	
				Mismatch		Match	
				BSI, SE, & SSSP Budget Total			**$2,853,112**

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

Solano Community College is committed to assuring student equity in all educational programs and College services (SCCD Policy 5355). We define student equity simply as that condition where, "*all students enjoy the same right and access to education.*"

The College serves 9799 student headcount (fall 2017 census) at campuses in Fairfield, Vacaville, and Vallejo and in the surrounding communities including Travis Air Force Base, Winters, Dixon, and Benicia. The College provides programs and services to ensure that all students have the opportunity to succeed academically. The overarching equity65r goal at Solano Community College is to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

The specific goals of the Student Success and Equity Plan are:

1. Increase the transfer and completion rates of students associated with retention programs such as Umoja, MESA, and Puente.

2. Close performance gaps for targeted groups, thereby improving the overall success of all students at Solano Community College.

3. Increase the integration of student success initiatives within learning pathways

4. Improved identification of and support for programs where students consistently struggle.

5. Increase the percentage of incoming students who have access to and succeed in college-level math courses.

6. Increase the percentage of incoming students who have access to and succeed in college-level English.

This 2017-2019 Student Success and Equity Plan is guided by the College's Mission Statement wherein the commitment to student equity is inherent:

Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.

The plan is also guided by the overarching student success and equity goals:

·   Integrate initiatives and programs funded through Basic Skills, Student Equity and Student Support and Success resources

·   Support initiatives and programs that are based on validated research, are model programs with evidence supporting their success, are scalable, and align with Solano Community College priorities

·   Support initiatives and programs which specifically address student equity achievement gaps

·   Support initiatives and programs which specifically address student access, success, persistence and timely completion in meeting student objectives of certificates, degrees, transfer and employment

·   Support initiatives and programs which establish academic and/or social pathways.

The SSEP was written with contributions from faculty, staff, students, managers, and students. This 2017-2019 plan for Solano Community College's is part of an ongoing institutional effort underway at Solano Community College to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning. The College recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all in our educational programs.

The Solano Community College Student Success and Equity Committee has oversight for the development and implementation of this Student Success and Equity Plan. This Committee is composed of faculty, staff, and administration. The Committee made recommendations to appropriate bodies regarding the College's Student Success Equity Plan, along with a host of new student equity recommendations. The 2015-2019 Student Equity Plan was approved by the SCC Board of Trustees on November 18, 2015 in compliance with Title 5 guidelines in Section 54220.

A. Student Equity Indicators and Target Groups

We examined student equity at SCC in the context of the following Student Equity Indicators, as required by the CA Code of Regulations, Title 5, Section 54220 and the template provided by the California Community College Chancellor's Office:

1. Access
2. Course Completion
3. Basic Skills Completion, English Progression
4. Basic Skills Completion, Math Progression
4. Degree and Certificate Completion
5. Transfer

Activity Dictionary:
A1: Focus Delivery of SSSP Services to Target Groups: Campus community will develop and test new methods of delivering core Student Success and Support Program (SSSP) services— assessment, orientation, student education planning, and follow-up to students while increasing access.

A2: Increase High School and Community Outreach to Target Groups: Annually, Enrollment services will collaborate with Counseling services to conduct visits to our] local high school and community fairs/events with the specific goal of providing early outreach to identified student groups and disseminating materials on assessment, enrollment, support services, student educational planning, and financial aid.

A3: Tailored first year experience for students from various backgrounds.

A4: Specific outreach and course scheduling efforts to military students and prison populations: Efforts will include expanded marketing of programs, financial aid services, scholarships, veteran's benefits, and raising aspiration levels for attending and completing college programs.

A5: Develop and implement an Early Alert program: Identify an Early Alert tracking/intervention software and integrate the system with campus wide programs and services. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad referral process for appropriate intervention to support student successful behaviors and provide intrusive interventions for less than successful course completion behaviors. Initiate direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

A6: Research course scheduling: Research the impacts of course availability, delivery, and sequencing and modify offerings to encourage completion to the next course toward program completion. This information will be shared with academic affairs for semester by semester tracking of class capacities and efficiency.

A7: Provide instruction/learning support resources: Through our library reserve process, textbooks will be available in the libraries at SCC College sites where courses are delivered. Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.

A8: Utilize the UMOJA program as a safe place and access its resources (tutoring, mentoring, and counseling) to offset academic and social risk factors.

A9: Targeted Academic Persistence (TAP) will provide strategic interventions for students] and serve as a resource for helping them get back on their academic track

A10: Support a Learning Communities model: Provide support to the Umoja, Puente, First Year Experience, Athletics and Pre-law programs to assist with course completion, including the use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development.

A11.Support Learning Communities: Provide support to the Umoja, Puente, First Year Experience, and Pre-law programs to assist with course completion, including the use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development.

A12: Research course scheduling: Research the impact of course availability, delivery, and sequencing. Modify offerings to encourage completion to the next course toward academic program completion. This information will be shared with academic affairs for semester by semester tracking of class capacities and efficiency.

A13: Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

A14: Perform additional research: on the population to determine more specific intervention strategies, or those strategies currently provided with targeting to this population.

A15: Research the needs of the local ESL population: Conduct surveys) of the local population to determine education and training needs, including course content, delivery times, days, locations, and staffing.

A16: Identify gatekeeper courses: Research the college's certificate and degree sequences to determine which courses impact the continued progress of students through the program of study. Identify what factors in each course or group of courses have the strongest impact on student success or lack of success.

A17: Develop academic sequencing alignment: In cooperation with academic affairs and college governance, review course sequencing for certificates and degrees, to ensure availability. Develop stackable local certificates to build into state recognized certificates, and then into degree programs for completion.

A18: Create networks and pipelines for transfer: Develop stronger program to program relationships with university partners, identifying key contact people for supporting the transfer process, as well as developing transfer agreements.

A19: Increase presence of transfer universities on campus: Bring universities on campus with greater frequency and link university visits to academic program activities, campus events, or target populations identified in the gap analysis.

A20: Assigned embedded tutors and/or instructional assistants to work with math faculty to support students in and out of the classroom.

A21: Enroll math student in a designed math corequisite or when lack thereof, utilize an unincorporated supplemental course through academic support area to support students in need of academic support. (*Negotiating)

A22: Promote visits to universities: Have target populations visit regional universities to engage with like students at the university while addressing overcoming barriers to success and model importance of advanced education.

A23: Promote transfer options: Assist students with developing their admission and scholarship applications. Assist students with identifying transfer university choices early in their academic career to ensure enrollment in appropriate transferable courses. Share personal success stories.

 A24: Create academic pathways for recruitment, retention and transfer.

A25: Establish social pathways to support transfer relationships to similar focused programs at transfer institutions.

A26: Enhance Services to Students with Disabilities: Initiate a Learning Disabilities program to test and identify students with learning disabilities. Provide appropriate services and equipment in response to the needs identified, and offer supportive academic courses, workshops, and outreach to students.

A27: Provide instruction/learning support resources: Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion. Use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development to support basic skills success.

ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Group ID	Target Population(s)	# of your college's total enrollment in Fall 2016 – Spring 2017	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion
G1	American Indian / Alaska Native	137	1.12%	1.30%	-0.18%
G2	Asian	2580	21.09%	15.60%	5.49%
G3	Black or African American	2057	16.82%	14.80%	2.02%
G4	Hispanic or Latino	3547	29.00%	21.00%	8.00%
G5	Native Hawaiian or other Pacific Islander	137	1.12%	1.00%	0.12%
G6	White	3555	29.06%	39.60%	-10.54%
G7	Some other race	220	1.80%		1.80%
G8	More than one race		0.00%	6.70%	-6.70%
	Total	12233	100%	100%	
G9	Males	5191	42.43%	49.70%	-7.27%
G10	Females	6768	55.33%	50.30%	5.03%
G11	Unknown Gender	274	2.24%		2.24%

G12	Current or former foster youth	300	2.45%	0.06%	2.39%
G13	Individuals with disabilities	489	4.00%	11.20%	-7.20%
G14	Low-income students	4230	34.58%	12.90%	21.68%
G15	Veterans	695	5.68%	8.11%	-2.43%

Equity Gap	Student Group	Gap	The # of students in group	Number of Students "Lost"	Goal	Goal Year
Largest Gap	White (G6)	-10.54%	12233	-1289	Reduction 5%	2019
Second Largest	Males (G9)	-7.27%	12233	-889	Reduction 8%	2019
Third Largest	Individuals with Disabilities (G13)	-7.20%	12233	-881	Reduction 50%	2019

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Actions to achieve access goals include:

Activity	Target Groups	Planned Start and End Date(s)	Budgeted
A1	G: 6, 9, 13	Fall 2017	
A2	G: 6,9, 13	Fall 2017	
A3	G: 6,9,13	Fall 2018- Continuous	
A4	G: 6,9,13	Fall 2017	

Activity Dictionary:

A1: Focus Delivery of SSSP Services to Target Groups: Campus community will develop and test new methods of delivering core Student Success and Support Program (SSSP) services— assessment, orientation, student education planning, and follow-up to students while increasing access.

A2: Increase High School and Community Outreach to Target Groups: Annually, Enrollment services will collaborate with Counseling services to conduct visits to our] local high school and community fairs/events with the specific goal of providing early outreach to identified student groups and disseminating materials on assessment, enrollment, support services, student educational planning, and financial aid.

A3: Tailored first year experience for students from various backgrounds.

A4: Specific outreach and course scheduling efforts to military students and prison populations: Efforts will include expanded marketing of programs, financial aid services, scholarships, veteran's benefits, and raising aspiration levels for attending and completing college programs.

COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Group ID	Target Population(s)	the # of courses students enrolled in & were present in on census day in 2015-2016	The # of courses in which students earned an Passing Grade	Success Rate	Comparison to the all student average
G1	American Indian / Alaska Native	601	414	68.89%	-1.96%
G2	Asian	11142	8324	74.71%	3.87%
G3	Black or African American	8154	5002	61.34%	-9.50%
G4	Hispanic or Latino	14826	1022	69.35%	-1.49%
G5	Native Hawaiian or other Pacific Islander	581	387	66.61%	-4.23%
G6	White	14353	10756	74.94%	4.10%
G7	Some other race	817	592	72.46%	1.62%
G8	More than one race				
	All Students	50474	35757	70.84%	
G9	Males	28128	20177	71.73%	0.89%
G10	Females	21293	14860	69.79%	-1.94%
G11	Unknown Gender	1045	714	68.33%	-1.46%

G12	Current or former foster youth	1299	750	57.74%	-10.59%
G13	Individuals with disabilities	2489	1758	70.63%	12.89%
G14	Low-income students	20776	14466	69.63%	-1.00%
G15	Veterans	3624	2645	72.99%	3.36%

Equity Gap	Student Group	Gap	The # of courses students census enrolled	Goal	Goal Year
Largest Gap	Current or former foster youth (G12)	-10.59%	1299	Reduction 50%	2019
Second Largest	Black or African American (G3)	-9.50%	8154	Reduction 10%	2019
Third Largest	Native Hawaiian or other Pacific Islander(G5)	-4.23%	581	Reduction 10%	2019

*The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Actions to achieve completion goals include:

Black or African American (G3)
Native Hawaiian or other Pacific Islander (G5)
Current or former foster youth (G12)

Activity	Target Groups	Planned Start and End Date(s)	Budgeted
A3	G: 3,5,12	Spring 2019- Continuous	
A5	G: 3,5,12	Fall 2018-Continuous	
A7,	G: 3,5,12	Spring 2018- Continuous	
A8	G:3	Spring 2018	
A9, 10,12,14, 16 ,17	G 3, 5, 12	Spring 2018	

A3: Tailored first year experience for students from various Backgrounds.

A5: Develop and implement an Early Alert program: Identify an Early Alert tracking/intervention software and integrate the system with campus wide programs and services. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad referral process for appropriate intervention to support student successful behaviors and provide intrusive interventions for less than successful course completion behaviors. Initiate direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

A7: Provide instruction/learning support resources: Through our library reserve process, textbooks will be available in the libraries at SCC College sites where courses are delivered. Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.

A8: Utilize the UMOJA program as a safe place and access its resources (tutoring, mentoring, and counseling) to offset academic and social risk factors.

A9: Targeted Academic Persistence (TAP) will provide strategic interventions for students] and serve as a resource for helping them get back on their academic track

A10: Support a Learning Communities model: Provide support to the Umoja, Puente, First Year Experience, Athletics and Pre-law programs to assist with course completion, including the use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development.

A12: Research course scheduling: Research the impact of course availability, delivery, and sequencing. Modify offerings to encourage completion to the next course toward academic program completion. This information will be shared with academic affairs for semester by semester tracking of class capacities and efficiency.

A14: Perform additional research: on the population to determine more specific intervention strategies, or those strategies currently provided with targeting to this population.

A16: Identify gatekeeper courses: Research the college's certificate and degree sequences to determine which courses impact the continued progress of students through the program of study. Identify what factors in each course or group of courses have the strongest impact on student success or lack of success.

A17: Develop academic sequencing alignment: In cooperation with academic affairs and college governance, review course sequencing for certificates and degrees, to ensure availability. Develop stackable local certificates to build into state recognized certificates, and then into degree programs for completion.

Basic Skills Progression and English

Group ID	Target Population(s)	The # of students who complete a below transfer English course with an A, B, C or credit	The number of students out of ß (the denominator) that complete a degree applicable course with an A,B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Comparison to the all student average
G1	American Indian / Alaska Native	14	7	50.00%	3.87%
G2	Asian	243	135	55.56%	9.43%
G3	Black or African American	296	98	33.11%	- 13.02 %
G4	Hispanic or Latino	323	148	45.82%	-0.31%
G5	Native Hawaiian or other Pacific Islander	16	4	25.00%	- 21.13 %
G6	White	361	193	53.46%	7.33%
G7	Some other race	258	112	43.41%	-2.72%
G8	More than one race				
	All Students	1511	697	46.13%	

G9	Males	655	276	42.14%	-3.99%
G10	Females	838	412	49.16%	3.04%
G11	Unknown Gender	18	9	50.00%	3.87%

Group ID	Target Population(s)	The # of students who complete a below transfer English course with an A, B, C or credit	The number of students out of ß (the denominator) that complete a degree applicable course with an A,B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Comparison to the all student average
G12	Current or former foster youth	20	7	35.00%	-11.13%
G13	Individuals with disabilities	131	37	28.24%	-17.88%
G14	Low-income students	543	234	43.09%	-3.03%
G15	Veterans	98	51	52.04%	5.91%

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:

Equity Gap	Student Group	Gap	The # of students in group	Goal	Goal Year
Largest Gap	Native Hawaiian or other Pacific Islander	-21.13 %	16	Reduction 50%	2019
Second Largest	Individuals with disabilities	-17.88 %	131	Reduction 50%	2019
Third Largest	Black or African American	-21.13 %	296	Reduction 50%	2019

Actions to achieve Basic Skills Progression and English goals include:

Black or African American (G3)
Native Hawaiian or other Pacific Islander (G5)
Individuals with disabilities (G13)

Activity	Target Groups	Planned Start and End Date(s)	Budgeted
A13	G3, 5, 13	Fall 2018	
A15	G3, 5, 13	Spring 2018-Continuous	
A26	G13	Fall 2018-	
A27	G3, 5, 13	Spring 2018- 2018	

Activity Dictionary:

A13: Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

A15: Research the needs of the local ESL population: Conduct surveys) of the local population to determine education and training needs, including course content, delivery times, days, locations, and staffing.

A26: Enhance Services to Students with Disabilities: Initiate a Learning Disabilities program to test and identify students with learning disabilities. Provide appropriate services and equipment in response to the needs identified, and offer supportive academic courses, workshops, and outreach to students.

A27: Provide instruction/learning support resources: Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion. Use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development to support basic skills success.

Basic Skills Progression, Math

Group ID	Target Population(s)	The # of students who complete a below transfer English course with an A, B, C or credit	The number of students out of ß (the denominator) that complete a degree applicable course with an A,B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Comparison to the all student average
G1	American Indian / Alaska Native	21	6	28.57%	-2.99%

G2	Asian	164	55	33.54%	1.98%
G3	Black or African American	323	75	23.22%	-8.34%
G4	Hispanic or Latino	289	107	37.02%	5.47%
G5	Native Hawaiian or other Pacific Islander	10	4	40.00%	8.44%
G6	White	390	136	34.87%	3.31%
G7	Some other race	248	73	29.44%	-2.12%
G8	More than one race				
	All Students	1445	456	31.56%	
G9	Males	607	162	26.69%	-4.87%
G10	Females	819	285	34.80%	3.24%
G11	Unknown Gender	20	9	45.00%	13.44%

G12	Current or former foster youth	18	4	22.22%	-9.33%
G13	Individuals with disabilities	106	19	17.92%	-13.63%
G14	Low-income students	531	165	31.07%	-0.48%
G15	Veterans	99	38	38.38%	6.83%

Equity Gap	Student Group	Gap	the # of students in group	Goal	Goal Year
Largest Gap	Native Hawaiian or other Pacific Islander	-21.13%	16	Reduction 15%	2019
Second Largest	Individuals with disabilities	-17.88%	131	Reduction 5%	2019
Third Largest	Black or African American	-21.13%	296	Reduction 5%	2019

Actions to achieve Basic Skills Progression and Math goals include:

Black or African American (G3)
Native Hawaiian or other Pacific Islander (G5)
Individuals with disabilities (G13)

Activity	Target Groups	Planned Start and End Date(s)	Budgeted
A13	G3, 5, 13	Fall 2018	
A15	G3, 5, 13	Spring 2018-Continuous	
A26	G13	Fall 2018-	

Activity Dictionary:

A13: Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

A15: Research the needs of the local ESL population: Conduct surveys) of the local population to determine education and training needs, including course content, delivery times, days, locations, and staffing.

A20: Assigned embedded tutors and/or instructional assistants to work with math faculty to support students in and out of the classroom.

A21: Enroll math student in a designed math corequisite or when lack thereof, utilize an unincorporated supplemental course through academic support area to support students in need of academic support. (*Negotiating)

A26: Enhance Services to Students with Disabilities: Initiate a Learning Disabilities program to test and identify students with learning disabilities. Provide appropriate services and equipment in response to the needs identified, and offer supportive academic courses, workshops, and outreach to students.

A27: Provide instruction/learning support resources: Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion. Use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development to support basic skills success.

Completion: Degree and Certificate

Group ID	Target Population(s)	The # of first-time students who enrolled in the 2010-2011 with the goal of obtaining a certificate or degree	The number of students who earned a degree or certificate within six years.	The rate of completion	Comparison to the all student average
G1	American Indian / Alaska Native	22	5	22.73%	0.22%
G2	Asian	290	82	28.28%	5.77%

G3	Black or African American	219	29	13.24%	-9.26%
G4	Hispanic or Latino	324	72	22.22%	-0.28%
G5	Native Hawaiian or other Pacific Islander	23	4	17.39%	-5.12%

G6	White	446	113	25.34%	2.83%
G7	Some other race	240	47	19.58%	-2.92%
G8	More than one race				
	All Students	1564	352	22.51%	
G9	Males	740	131	17.70%	-4.80%
G10	Females	810	220	27.16%	4.65%
G11	Unknown Gender	15	1	6.67%	-15.84%
G12	Current or former foster youth	18	1	5.56%	-16.95%
G13	Individuals with disabilities	74	11	14.86%	-7.64%

G14	Low-income students	405	91	22.47%	-0.04%
G15	Veterans	91	23	25.27%	2.77%

Equity Gap	Student Group	Gap	the # of students in group	Goal	Goal Year
Largest Gap	Current or former foster youth (G12)	-16.95%	18	Reduction 10%	2019
Second Largest	Unknown Gender (G11)	-15.84%	15	Reduction 5%	2019
Third Largest	Black or African American (G3)	-9.26%	21 9	Reduction 5%	2019

Actions to achieve degree and certificate completion goals include:

Black or African American (G3)
Unknown Gender (G11)
Current or Former Foster Youth (G12)

Activity	Target Groups	Planned Start and End Date(s)	Budgeted
A6	G3, 11, 12	Fall 2018-Continuous	

A7	G3, 11, 12	Fall 2017-Continuous	
A8	G3	Fall 2017-Continuous	
A9	G3,11,12	Spring 2018-Continuous	
A12	G3, 11, 12	Fall 2018	
A13	G3, 11, 12	Fall 2018-Continuous	
A14	G3,11,12	Spring 2018- Continuous	
A16	G3,11,12	Fall 2018-Continuous	
A17	G3, 11, 12	Fall 2018- Continuous	
A24	G3, 11, 12	Fall 2018-Continuous	

A6: Research course scheduling: Research the impacts of course availability, delivery, and sequencing and modify offerings to encourage completion to the next course toward program completion. This information will be shared with academic affairs for semester by semester tracking of class capacities and efficiency.

A7: Provide instruction/learning support resources: Through our library reserve process, textbooks will be available in the libraries at SCC College sites where courses are delivered. Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.
A8: Utilize the UMOJA program as a safe place and access its resources (tutoring, mentoring, and counseling) to offset academic and social risk factors.

A9: Targeted Academic Persistence (TAP) will provide strategic interventions for students] and serve as a resource for helping them get back on their academic track

A12: Research course scheduling: Research the impact of course availability, delivery, and sequencing. Modify offerings to encourage completion to the next course toward academic program completion. This

information will be shared with academic affairs for semester by semester tracking of class capacities and efficiency.

A13: Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

A14: Perform additional research: on the population to determine more specific intervention strategies, or those strategies currently provided with targeting to this population.

A16: Identify gatekeeper courses: Research the college's certificate and degree sequences to determine which courses impact the continued progress of students through the program of study. Identify what factors in each course or group of courses have the strongest impact on student success or lack of success.

A17: Develop academic sequencing alignment: In cooperation with academic affairs and college governance, review course sequencing for certificates and degrees, to ensure availability. Develop stackable local certificates to build into state recognized certificates, and then into degree programs for completion.
A24: Create academic pathways for recruitment, retention and transfer.

Transfer

Group ID	Target Population(s)	The number of first time students in 2010-2011 who complete a minimum 6 units and have attempted a transfer level course in mathematics or English.	The number of students who actually transfer after one or more (up to six) years.	The rate of transfer	Comparison to the all student average
G1	American Indian / Alaska Native	22	6	27.27%	-3.35%

G2	Asian	290	111	38.28%	7.65%
G3	Black or African American	219	49	22.37%	-8.25%
G4	Hispanic or Latino	324	97	29.94%	-0.69%
G5	Native Hawaiian or other Pacific Islander	23	6	26.09%	-4.54%
G6	White	446	140	31.39%	0.76%
G7	Some other race	240	70	29.17%	-1.46%
G8	More than one race				
	All Students	1564	479	30.63%	
G9	Males	740	211	28.51%	-2.11%
G10	Females	810	265	32.72%	2.09%
G11	Unknown Gender	15	3	20.00%	-10.63%
G12	Current or former foster youth	18	2	11.11%	-19.52%

G13	Individuals with disabilities	74	7	9.46%	-21.17%
G14	Low-income students	405	92	22.72%	-7.91%
G15	Veterans	91	38	41.76%	11.13%

Actions to achieve the Transfer goals include:

Equity Gap	Student Group	Gap	the # of students in group	Goal	Goal Year
Largest Gap	Individuals with disabilities (G13)	21.17%	74	Reduction 50%	2019
Second Largest	Current or former foster youth (G12)	- 19.52%	18	Reduction 50%	2019
Third Largest	Unknown Gender	- 10.63%	15	Reduction 50%	2019

Black or African American (G3)
Unknown Gender (G11)
Individuals with disabilities G13)

Activity	Target Groups	Planned Start and End Date(s)	Budgeted
A18	G3,11,13	Fall 2017- Continuous	
A19	G3, 11, 13	Fall 2017- Continuous	
A22	G3, 11, 13	Fall 2017- Continuous	
A23	G3, 11, 13	Fall 2017- Continuous	
A24	G3, 11, 13	Fall 2018-- Continuous	
A25	G3, 11, 13	Fall 2018- Continuous	
A26	G13		

A18: Create networks and pipelines for transfer: Develop stronger program to program relationships with university partners, identifying key contact people for supporting the transfer process, as well as developing transfer agreements.

A19: Increase presence of transfer universities on campus: Bring universities on campus with greater frequency and link university visits to academic program activities, campus events, or target populations identified in the gap analysis.

A22: Promote visits to universities: Have target populations visit regional universities to engage with like students at the university while addressing overcoming barriers to success and model importance of advanced education.

A23: Promote transfer options: Assist students with developing their admission and scholarship applications. Assist students with identifying transfer university choices early in their academic career to ensure enrollment in appropriate transferable courses. Share personal success stories.

A24: Create academic pathways for recruitment, retention and transfer.

A25: Establish social pathways to support transfer relationships to similar focused programs at transfer institutions.

A26: Enhance Services to Students with Disabilities: Initiate a Learning Disabilities program to test and identify students with learning disabilities. Provide appropriate services and equipment in response to the needs identified, and offer supportive academic courses, workshops, and outreach to students.