

Student Success and Equity Integrated Plan (SSEIP)

Solano Community College will combine Equity, Student Support Services, and Basic Skills into one plan. Having a unified plan gives the college community an opportunity to present ideas that support the goals of the SSEIP. The primary objectives of this SSEIP is to improve on services, narrow or eliminate completion gaps, and increase overall student success areas. The SSEIP will promote a process that is data-driven and purposely integrated.

The Goals and Purpose of Equity, Student Success and Support Program, and Basic Skills:

*Note: Projects created must address goal(s) or purpose(s) included in the SSEIP, Equity, Basic Skills or 3SP. The goal(s) and purpose are provided so that the authors have a framework in which to structure their projects. These goals will be included in the rubric that will be used to evaluate project submissions.

Student Success and Equity Integrated Plan (SSEIP) Overarching 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.

Equity Plan

For purposes of this plan, student equity is defined as a helping students achieve equal outcomes on success indicators as compared to either their own percentage in the community or college student body, or to other student groups. The student equity plan includes campus-based research as to the extent of equity for high-need student groups; goals for access to, and completion of courses, basic skills improvement, transfer and degree and certificates for all students and for high-need students; and a set of evidence-based activities to help students and the college meet these goals.

The current Solano Community College Equity Plan goals are:

1. To provide opportunities for increasing diversity and equity for all students at SCC.
2. To improve student access to Solano Community College programs and services.
3. To close performance gaps for targeted groups, thereby improving the overall success of all students at Solano Community College.

Student Success and Support Program Plan (SSSP) Core Services.

The purpose of Student Success and Support Program (SSSP) is to create a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of Student Success and Support Program are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the student success & support program (formerly matriculation) process:

- A. Planning
- B. Orientation
- C. Assessment for Placement
- D. Counseling, Advising, and Other Education Planning Services
- E. Follow-up services

Basic Skills and ESL:

The Basic Skills and Special Programs Unit is responsible for Credit and Noncredit Basic Skills and English as a Second Language (ESL) and provides state-wide leadership activities for colleges, including, technical assistance; program evaluation; faculty/staff development; research and identification of emerging issues; advocacy; and special project funding and monitoring.

In addition to providing overall coordination of state-wide Basic Skills activities, this webpage provides information on the public value of Basic Skills and ESL instruction and on resource needs and policy issues related to serving underprepared students in the California Community Colleges.

- Maximize the effectiveness and efficient utilization of the system's Basic Skills and ESL resources.
- Identify, promote, and disseminate information on exemplary programs and effective practices in serving academically underprepared community college students, to achieve program improvements through their replication and adaptation to the unique characteristics of individual community colleges/districts.
- Recognize and inform the public about the system's achievement on the basic skills mission and on how that contributes to the availability of outcome data on post-secondary and/or employment goals attained by students who were academically under-prepared when they entered community colleges.

Example of The Equity Plan, 3SP, Basic Skills are three of the programs:**Programs/Services Representing Student Success and Equity Integrated Planning**

English Acceleration –Including English Writing curricular changes; English Skills Accuplacer assessment rebenching; revised Multiple Measures tools for English Writing placement recommendation.

Project was based on validated research from multiple states, including California. Model programs have been developed and evidence of documented success is available. The program was scalable. The program addressed student equity gaps for various populations identified in the Equity Plan. The program addresses access to transferable level English, measured success with native admits to the transfer level, reduced time to completing degree/transfer. The project integrated components of Basic Skills, Student Equity, and Student Success and Support (assessment, counseling, student education plan).

Law Pathways – includes curricular and programmatic alignment with high school through professional school; provides supportive environment for populations with equity gaps for successful retention and completion.

Project is based on validated research related to academic and career Pathways that leads to student completion and transfer. Model programs have been developed across the state and nation. The program is scalable to respond to local high school marketplace while proving a model for Pathways programs in other academic and career areas. The project integrated components of Student Equity (targeted populations) and Student Success and Support (access, student education planning).

Degree Works – includes validation and alignment of curricula to ensure accuracy for developing degree audits and student education plans. Identifies course demand for class schedule planning to reduce barriers to completion by offering courses based on demand.

Project is based on validated research related to informed choices for students, strategic enrollment planning, and Pathways completion. Model programs exist across the state and nation. The program impacts all students seeking certificates or degrees. The project includes ensuring communication of requirements for Basic Skills completion, Student Success and Support (state required student access to their student education plan).

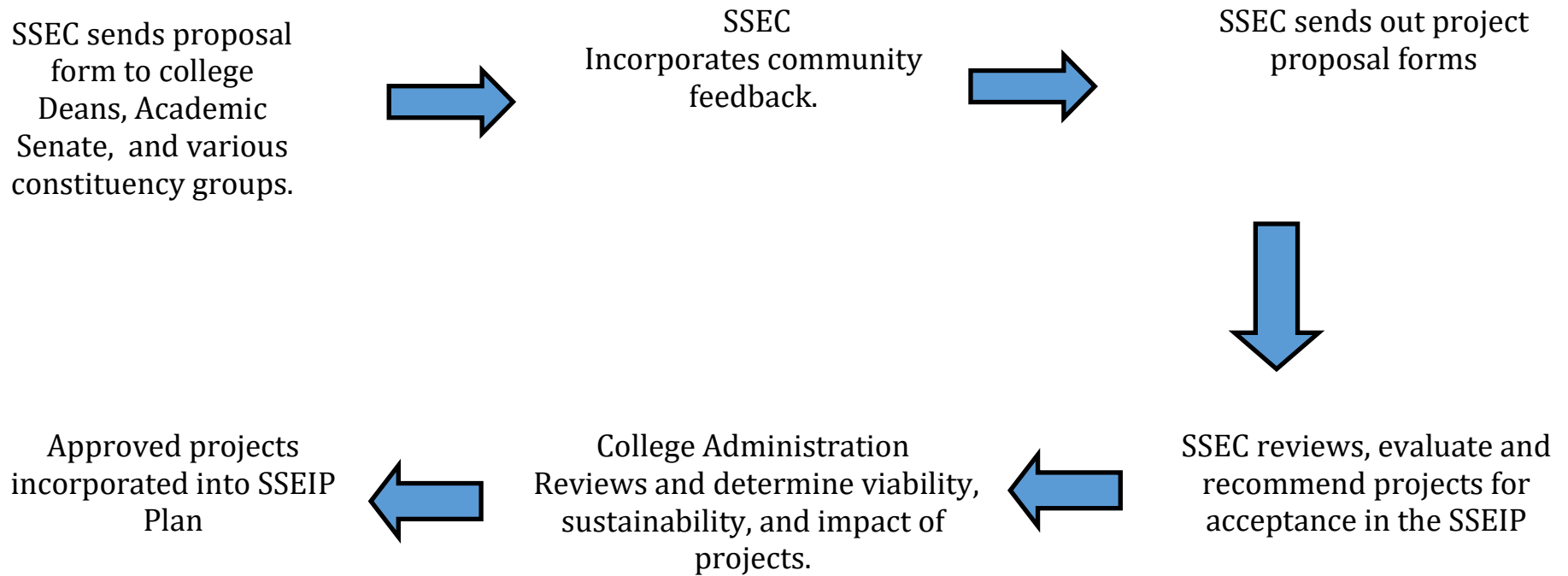
Starfish/Early Alert – is an early alert program used to identify students who may be at risk for dropping out, failure, or reduced course success. Provides intervention with students previously identified as at risk for completion. Populations identified as having Equity disparities can be targeted for intervention and services. Positive reinforcement of successful student behaviors can be integrated into the process, to support student success. The project includes addressing students in

Basic Skills, those with Equity gaps in achievement, and with follow-up services to high risk students identified in Student Success and Support.

Communication and Process Time Line

August 2nd	Present to Management Team
August 9th	Management Team Feedback
August 21st	Academic Senate initial review of proposals
August 23rd	Request for proposals sent to the college community
August 28th	Presentation on the Student Success and Equity Integrated Plan (SSEIP)
September 14th	Deadline for project proposals
September 15th	Student Success and Equity Council (SSEC) review of proposals
September 22nd	Administration Review of project proposals
October 2nd	Faculty Senate Review of the (SSEIP)
October 10th	FLEX: Present the proposed (SSEIP) to Faculty/Staff
October 11th	Shared Governance Review of the (SSEIP)
October 16th	Faculty Senate Approval of the (SSEIP)
October 25th	Shared Governance Approval of the (SSEIP)
November 1st	BOT review of the (SSEIP)
November 15th	BOT approval of (SSEIP)
December 15th	Submission to the Chancellor's Office

Student Success and Equity Integrated Plan (SSEIP) Chart



Project Evaluation Rubric

This rubric is used by the Student Success and Equity Council to evaluate projects to determine if they will be considered for the Student Success and Equity Integrated Plan. Feel free to provide us with your own assessment of the submitted project.

Project Evaluation Rubric	Needs Improvement	Developing	Proficient	Score
	1 pts	2 pts	3 pts	
Need for Project	<i>Needs Improvement</i>	<i>Developing</i>	<i>Proficient</i>	
Is there a sound, strong reason to develop your project or program?	Not based on or not indicating data; not grounded in sound research or best practices.	Project references some data somewhat aligned to stated need. References other existing programs that address these needs.	Proposal includes good data addressing credible need. Project is based in sound research and/or best practices.	
Alignment with SSEIP	<i>Needs Improvement</i>	<i>Developing</i>	<i>Proficient</i>	
Is the project clearly aligned with the SSEIP and institutional goals?	No clear documentation of alignment with SSE and/or institutional goals; It is unclear what goals the project addresses.	Project references Equity Plan, 3SP, or Basic Skills concerns but is not aligned with those plans; Partially aligns with a particular goal identified in the plans. References institutional or strategic plan goals without making the connection.	Project is aligned with the college's Equity, 3SP, Basic Skills, Educational Master Plan, or Strategic Plan; Directly addresses their goals identified in the SSEIP. Directly addresses institutional goals.	
Evaluation Plan	<i>Needs Improvement</i>	<i>Developing</i>	<i>Proficient</i>	
How will this project manager measure the project's stated goals and outcomes?	Proposal has no project evaluation plan, or research plan has a limited ability to gather credible qualitative or quantitative data. No assessment identified or assessment does not measure impact on the achievement gap or outcome.	Proposal has a project evaluation plan that is limited in scope or time period. Measurement identified but does not directly assess success in terms of closing the achievement gap or outcome measured. Source of data not clearly identified.	Evaluation plan yields robust qualitative and/or quantitative data gathered on a regular basis longitudinally. Appropriate measurement directly assessing impact on achievement gap or outcome. Source of data clearly identified.	
Scalability	<i>Needs Improvement</i>	<i>Developing</i>	<i>Proficient</i>	
Can this project be expanded to serve more students? Are the costs and resources associated with expanding the program realistic?	Project has limited ability to expand to serve more students than its initial pilot population. Program serves small numbers of students (30-50).	Project has the ability to grow beyond its pilot, but may have limited ability to serve all of the students who need or want it. May serve over 50 students but gives little room for growth.	Project has the ability to expand to serve all of the students who need and/or want it. Serves large numbers of students and/or has a plan to scale OR is scalable in combination with other programs.	

Connectivity	<i>Needs Improvement</i>	<i>Developing</i>	<i>Proficient</i>	
Does your project provide opportunities for collaboration across campus? For example: does it link SSSP? BSI?	Project operates in isolation.	Project has a few connections among SSSP, BSI, and/or other college plans.	Project fully connects with one or more of the following: SSSP, BSI, and/or Equity. Certain exceptions can be made for initiatives linked to Pathways or other elements of the Chancellor’s strategic vision.	
Professional Development	<i>Needs Improvement</i>	<i>Developing</i>	<i>Proficient</i>	
Does your project allow for professional development opportunities? Do you share your experiences (successes and failures) with your colleagues?	Project includes no professional development opportunities, or opportunities are limited in number or scope.	Project includes professional development opportunities for targeted departments or groups constituencies (e.g. intra-department only).	Project includes professional development opportunities as integral to the project’s success.	

Scoring:

18-21 points= Recommended

17-12 points=SSEC debate

16-10 points= Send back to for revisions.

Project Managers Name:

Proposal () Approved () Resubmit () Denied ()	Date:	Project name:
Additional Information:		
Date applicant notified:	If denied or required to resubmit, reason:	

Student Success and Equity Integrated Project Proposal

PROJECT TITLE:		
PROJECT LEADER(S):		

PROVIDE AN PROJECT DESCRIPTION:

- TYPE OF PROGRAM/SERVICE (EXAMPLES OF ELIGIBLE ACTIVITIES)**
- Outreach to underrepresented student groups and communities.
 - Student services and categorical programs that directly support improved outcomes on success indicators for populations prioritized in the
Student Equity Plan, Student Success and Support Programs, Basic Skills
 - Student equity related research and evaluation.
 - Curriculum/Course Development or Adaptation
 - Professional development on the effects of inequities; methods for detecting and researching them; effective practices for improving outcomes.
 - Instructional Support activities to improve student equity outcomes.
 - Direct student support
 - Current Programs/services represented in the SSEIP

- Revisions of programs/services that are directly related to student support and success.
- Research/Evidence basis for proposal
- Other: _____

EQUITY DISPARITY (SPECIFIED IN THE EQUITY PLAN) THAT THIS PROGRAM/SERVICE ADDRESSES.

Requirement for funding: Note that equity funded projects must address the target populations and success indicators of the Student Equity plan and be based on the disproportionate impact study, goals, and activities described in the college Student Equity Plan.

PLACE A CHECK IN THE BOX(ES) THAT INDICATE THE TARGET POPULATIONS AND THE GOAL AREA TO WHICH YOUR PROJECT RESPONDS.

	Access	Course Success	ESL, or Basic Skills Success	Degree or Certificate Completion	Transfer	Overall Student Success
American Indian /Alaska Native						
Asian						
Black /African American						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
>1 race						
Males						
Females						
Foster youth						
Individuals w/ disabilities						
Low-income students						
Veterans						
Academic Warning, Probation or Suspension						

INTEGRATED PLANNING:

Requirement for funding: SSEIP programs and services must demonstrate that they are integrated into the existing college plans (e.g. SSSP, BSI, Equity, etc.). Please indicate which existing college plans this proposed project is aligned with, and with which goals this proposed project is aligned. Use additional pages if necessary.

- Basic Skills Initiative: (specify goal[s] or activity[ies]) _____
- Student Success and Support Program: (specify goal[s] or activity[ies]) _____
- Educational Master Plan: (specify goal[s] or activity[ies]) _____
- Accreditation Standards: (specific standard[s]) _____
- Student Equity Plan: [See Attachment A for the goal, outcome and activity codes. _____
- This project is noted in the Area Plan for which department: _____
- Other: (specify plan & goal[s] or activity[ies]) _____

PROJECT PROPOSAL (GOALS AND OUTCOMES): A COMPLETE LIST OF GOALS, OUTCOMES, AND ACTIVITIES APPEARS IN THE GOALS AND PURPOSE SECTION:

- a. Please note the SSEIP Goal(s) that your project addresses:

- b. If your project includes student participation, describe how you will recruit students to ensure that you are serving the equity populations that your project is designed to serve. If different equity populations are served by different activities, please note those differences here.

In the table below, please indicate the activities involved in implementing your project. Then list the SSEIP outcome to which the activity responds and any short-term outcomes you expect to achieve. In column 4, describe your evaluation plan in detail including what methods you will use, data you will gather, and when you will gather data. In column 5, note who will be responsible for implementing the activity, and the Target Date for Completion for the activity.

Activity	Expected Success Outcomes	SLO& PLO: Student Learning Outcomes and/or Project Learning Outcomes associated with your project	Evaluation Plan: Describe how you will measure progress towards expected outcomes. List the methods you will use to collect data or the existing data you will access and when you will collect data.	Responsible Parties	Target Date(s)

Project Name		Start Date	End Date
Description	Quantity	Description	Duties
Personnel			
Supplies			
Resources			
Supplies / Materials			
Other Operating Expenses			

Proposer	Title and Department
<i>Signature</i>	
<i>Print Name</i>	

Administrator / Dean	Title and Department
<i>Signature</i>	
<i>Print Name</i>	