



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

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

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

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

Student Equity Plan

*(Percentages indicate the equity gap between the rate for the population and the overall rate for all students)
(ESL, Basic Skills Completion, Degree/Certificate Completion, and Transfer Completion are based on cohorts)*

Color coding: **GREEN = Meeting/Exceeding Goal; YELLOW = On track with Goal; RED = Behind Goal**

Goal	2014-2015 Gap	2016-2017 Gap	Progress
ACCESS: ESL - Decrease gap to -2%	-5%	-6%	Increase of gap by 1%
ACCESS: Veterans - Decrease gap to -1%	-3%	-2%	Decrease of gap by 1%
COURSE COMPLETION: Black or African American - Decrease gap to -7%	-11%	-10%	Decrease of gap by 1%
COURSE COMPLETION: Current or former foster youth - Decrease gap to -7%	-10%	-18%	Increase of gap by 8%
COURSE COMPLETION: Low-income students - Decrease gap to -.75%	-1%	-2%	Increase of gap by 1%
ESL: Hispanic or Latino - Decrease gap to -8%	-16%	-3%	Decrease of gap by 13%
ESL: Low-income students - Decrease gap to -5%	-11%	4%	Decrease of gap by 7%
BASIC SKILLS ENGLISH: Current or former foster youth - Decrease gap to -10%	-20%	-11%	Decrease of gap by 9%
BASIC SKILLS ENGLISH: ESL - Decrease gap to -8%	-16%	-7%	Decrease of gap by 9%
BASIC SKILLS ENGLISH: Black or African American - Decrease gap to -7%	-15%	-15%	No change
BASIC SKILLS ENGLISH: Individuals with disabilities - Decrease gap to -6%	-13%	-4%	Decrease of gap by 9%
BASIC SKILLS ENGLISH: Low-income students - Decrease gap to -3%	-5%	-2%	Decrease of gap by 3%
BASIC SKILLS MATH: Black or African American - Decrease gap to -5%	-11%	-8%	Decrease of gap by 3%
BASIC SKILLS MATH: Individuals with disabilities - Decrease gap to -	-8%	-5%	Decrease of



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4%			gap by 3%
BASIC SKILLS MATH: Low-income students - Decrease gap to -2%	-3%	0%	Decrease of gap by 3%
DEGREE & CERTIFICATE: ESL - Decrease gap to -6%	-12%	0%	Decrease of gap by 12%
DEGREE & CERTIFICATE: Current or former foster youth - Decrease gap to -5%	-10%	+18%	Decrease of gap by 28%
DEGREE & CERTIFICATE: Black or African American - Decrease gap to -3%	-6%	+8%	Decrease of gap by 14%
TRANSFER: Individuals with disabilities - Decrease gap to -7%	-15%	-1%	Decrease of gap by 14%
TRANSFER: Black or African American - Decrease gap to -2%	-5%	+7%	Decrease of gap by 12%
TRANSFER: Low-income students - Decrease gap to -3%	-4%	-1%	Decrease of gap by 3%

Student Success & Support Program

Goal	2014-2015	2016-2017	Progress
Increase in number of students completing Orientation	4887	5795	+18%
Increase in number of students completing Assessment	4567	5081	+11%
Increase in number of Student Ed Plans (Abbrev)	5330	5830	+9%
Increase in number of Student Ed Plans (Comp)	2445	6254	+155%
Increase in Counseling/Advising	6793	8739	+28%
Increase in accessing At-Risk Follow Up Services	335	799	+138%
Increase in accessing Other Follow Up Services	5141	17619	+242%

Basic Skills Initiative

<p>Goal: Improve the success and persistence of students in the developmental education and ESL programs.</p> <p>Progress: Professional development is an integral part of our BSI plan in math, English and ESL. Workshops, trainings, mentorships, conferences, curriculum development, etc. are regularly offered with the intent of achieving this goal. However, the goal as stated did not specify a quantifiable measure as to what would constitute "improvement". Scorecard data does not indicate much improvement based on the 2010- 2011 cohort data in terms of outcomes 6 years later, but this data does not reflect our current acceleration efforts. Since cohort outcomes take 6 years to reflect current interventions, we do not expect to see the full effect of our new placement policies and acceleration pedagogy until 2023-2024! Even then, the remedial progress measure may be misleading given that large percentages of our students will no longer begin in levels below transfer because they are placed directly in transfer level courses with co-requisite support classes. Instead, we will look to a marked improvement in the percentage of students successfully completing transfer level math and English. Currently, 41% of students successfully complete transfer level Math in 2 years; 52.6% complete transfer level English in 2 years.</p>
<p>Goal: Improve the equity of success and persistence of students in the developmental education and ESL programs.</p>



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Progress: Initial data indicates that we now have more equitable placement into transfer level gateway courses in English and math. The percentage of students who were placed as “underprepared” fell significantly between 2015-2016 to 2016-2017:

Demographic Group	2015-2016 Underprepared	2016-2017 Underprepared
African- American	52.6%	12.5%
Hispanic	42.6%	29.8%
Asian	49.6%	29.8%
Filipino	40.8%	16.9%
White	34%	9.8%

We are still collecting data on outcomes and whether or not those outcomes are equitably distributed.

Goal: Improve the provision of learning and student support services to students in the developmental education and ESL programs and improve the integration of those services with instructional programs.

Progress: We have successfully transitioned our "Counseling Partnership" program, initially funded by BSI ten years ago, to our SSSP program which now maintains it. The goal of the Counseling Partnership program is to have a counselor make a presentation in all basic skills English and math classes about career and counseling services, and encourage students to meet at least once a semester with a counselor to review their educational plan. In addition, we have just hired a full time counselor who will coordinate counseling and services for ESL students, teach a contextualized counseling course for ESL students and participate in orientation and retention activities for ESL students.

Goal: Increase the number of students who enroll and succeed in college level course work following the completion of developmental education and ESL courses.

Progress: The major initiative designed to achieve this goal is the use of acceleration and multiple measures for placement in gateway transfer level courses in English and math. We now place approximately 75% or more of entering students into transfer level English and math, as opposed to 25%, our historical average prior to implementing this change.

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

Overall success can be attributed to these common themes: intensive professional development regarding pedagogy and practices tied to the goals of all three plans; intentional collaborations across the college to streamline student support, improve course completions and student success through equitable outcomes. The implementation of multiple measures is contributing to achievement of BSI goals with improved placement of students in English, math and ESL. Additionally, the creation of co-requisite support courses have advanced students directly into transfer level gateway courses.

With further development of new positions addressing equity issues, the impact of additional interventions will be monitored.



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- 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
<p>5. Basic Skills completion including increasing the number of students successfully transitioning into college level Math and English courses.</p>	<p>Counseling Partnership: - A collaboration between the Developmental Education Program and the Counseling Department that provides information about early academic counseling right in the classroom.</p> <p>Expand Orientation: - Update to include additional modules that support student transition.</p> <p>Expand Assessment Prep: -Enhance information provided to students (test prep/presentations/website)</p>	<p>Counseling Partnerships: ESL Counseling and Coordination - implementation of ESL PALs, a peer mentorship program for ESL students.</p> <p>Acceleration BSI Partnerships: English / Math Acceleration – development of curriculum,</p> <p>Tutoring: - UMOJA tutors for accelerated math course 29 - DSPS tutoring</p>	<p>In 2011, we began offering Math 27, an accelerated pre-statistics course that would serve as a pre-requisite for Math 34, our transfer level Statistics course, thereby allowing students to complete transfer level Math in 2 semesters, a considerably shorter path to completion. In 2016-2017, we took this a step further by initiating a co-requisite course, Math 28, for Math 34, allowing students to complete transfer level statistics in one semester. In English, we began offering an accelerated course, English 95, one level below transfer in Spring 2014, increasing from an initial pilot of 3 sections to 29 sections in Spring 2017. English 95 served as a prerequisite to transfer level English Freshman Composition, English 100. Therefore, students could complete transfer level English in 2 semesters. In 2017-2018, we initiated a co-requisite course for English 100, which will allow many students who would have previously been placed in English 95</p>