



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

### Part I – Deadlines and Important Information

- Submission deadline: **January 31, 2018**
- 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 15, 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:
  - 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 2015-16 Goals and Progress	
Goals	Progress
Access: The college will raise the percentage of males, individuals with disabilities, African American, Veterans, and Hispanic students by Fall 2018.	<p>The percentage of male (1%), Hispanic (4%), and veteran (1%) students increased slightly from Fall 2014 to Fall 2016. On the other hand, the percentage of students with disabilities (2%) and African Americans (3%) declined over time.</p> <p>See BSI, 3SP, Equity Indicators Progress Report for additional details.</p>
Improve course completion for African American, Native Hawaiian/Pacific Islander, and foster youth populations of students.	<ul style="list-style-type: none"> <li>• <i>Retention.</i> The percentage of Pacific Islander students retained rose 5% from Fall 2014 to Spring 2017; the percentage of African American students remained the same, and the percentage of foster youth decreased by 3%.</li> <li>• <i>Success.</i> The percentage of African American (5%) and Pacific Islander (5%) students that successfully completed courses rose from Fall 2014 to Spring 2017. The percentage of foster youth (7%) fell over the same time period.</li> </ul> <p>See BSI, 3SP, Equity Indicators Progress Report for additional details.</p>
Raise the ESL basic skills completion rates of males to the reference group level.	<ul style="list-style-type: none"> <li>• <i>Retention.</i> The male-female gap in ESL retention narrowed from 6% in Fall 2014 to 3% in Spring 2017.</li> <li>• <i>Success.</i> The gap in ESL success rate between male and female students narrowed from 7% in Fall 2014 to 3% in Spring 2017.</li> </ul>



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	<p>See BSI, 3SP, Equity Indicators Progress Report for additional details.</p>
<p>Raise the math basic skills completion rates of students from demographic groups experiencing the greatest gaps (veterans, Native Hawaiian/Pacific Islander, African American) to the reference group level.</p>	<ul style="list-style-type: none"> <li>• <i>Retention.</i> There were fewer than 10 veterans who met the criteria during each term and their data have been excluded from the presentation of findings. The percentage of Black (7%) and Pacific Islander (17%) students retained in math basic skills courses declined from Fall 2014 to Spring 2017. Both groups were still below the college average.</li> <li>• <i>Math Success.</i> There were fewer than 10 veterans who met the criteria during each term and their data have been excluded from the presentation of findings. The percentage of Black students who successfully completed math basic skills courses increased (8%) from Fall 2014 to Spring 2017. The percentage of Pacific Islander (8%) students decreased from Fall 2014 to Fall 2016.</li> </ul> <p>See BSI, 3SP, Equity Indicators Progress Report for additional details.</p>
<p>Raise the English basic skills completion rates of students from demographic groups experiencing the greatest gaps (Native Hawaiian/Pacific Islander, American Indian/Alaska Native, African American) to the reference group level.</p>	<ul style="list-style-type: none"> <li>• <i>Retention.</i> The English basic skills retention rate fell for Native American (3%) and African American (6%) students. The rate increased for Pacific Islander/Native Hawaiian students.</li> <li>• <i>Success.</i> The English basic skills success rate rose for Pacific Islander (15%) students but fell for both Native Americans (7%) and African Americans (16%).</li> </ul> <p>See BSI, 3SP, Equity Indicators Progress Report for additional details.</p>
<p>Improve degree and certificate completion for African American, male, and Filipino students identified in the college research as experiencing a disproportionate impact.</p>	<p>The number of completions rose for male students (342 additional completions). The number of completions fell for African American (4 fewer) and Filipino (3 fewer) students.</p> <p>See the Cerritos College Fact Book for additional information.</p>



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<p>Improve the level of transfer velocity rates for American Indian, foster youth, individuals with disabilities, African American, and Hispanic students.</p>	<p>Transfer numbers are unavailable for foster youth and students with disabilities. Fewer than 10 Native American students fit the criteria and their data is excluded from these analyses. Hispanic students experienced a rise in the number of transfers from 2015 to 2016 (52 additional transfers) but the number fell from 2016 to 2017 (86 fewer). The number of transfers declined from 2015 to 2016 (16 fewer) and from 2016 to 2017 (one fewer).</p> <p>See the Cerritos College Fact Book for additional information.</p>
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Basic Skills Initiative 2015-16 Goals and Progress	
Goals	Progress
<p>Increase the number of students completing their transfer level Math and English courses by 2%.</p>	<p>From Fall 2015 to Fall 2016, students enrolled in Math 60 and English 52 enrolled in college level Math and English at a higher rate than in Fall 2015. The rest of the basic skills Math and English courses did not show a 2% increase.</p>
<p>Increase the number of students visiting the Success Center.</p>	<p>From the 15/16 to 16/17 year, the number of unique visitors using the Success Center remained the same. 52% of students enrolled at Cerritos visited the Success Center each year based on FTE counts.</p>
<p>Increase the number of hours students visit the Success Center.</p>	<p>Data for number of hours was corrupted, however, number of visits per student increased by 73.5% from 15/16 to 16/17. The average number of hours per visit is 1.4 during the 15/16 and 16/17 years.</p>



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SSSP 2015-16 Goals and Progress	
Goals	Progress
Provide at least an abbreviated student education plan (SEP) to all entering students, with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.	This goal is ongoing and continuing to be implemented. There was a substantial increase in the number of students who were provided an abbreviated education plan. Overall, more students were provided educational plans in Fall of 2016 compared to the Fall of 2015.
Provide orientation, assessment for placement, counseling, advising, and other education planning services to all first-time students.	There was significant progress made towards providing all first time new to college students with orientation, assessment for placement, counseling, advising, and other education planning services. The population of students that were provided with Other Student Success Services also increased.
Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.	This data has been unavailable until recently; data analysis and setting a baseline measurement for which to measure these elements in the future is in progress. Baseline to be determined no later than December 2017.
Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).	This data is soon to be available; data analysis and setting a baseline measurement for which to measure these elements in the future is in progress. Baseline to be determined no later than December 2017.

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

- BSI planning was in flux in Fall 2015, planning new programs to meet the goals.
- SSSP success in AOC, ASEP is due to enrollment restrictions if these requirements are not met.
- SSSP has been less successful in providing substantial follow-up services to at-risk students, particularly those who haven't identified an education goal or course of study, due to difficulty correctly identifying these students.
- Student Equity's plan and itemized budget provide the ready roadmap used for continuous improvement. The targeted and large-scale student support functions are well-scaled to mitigate disproportionate impact across the college's student body.



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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
Increase the number of students completing their transfer level Math and English courses by 2%	Provide orientation, assessment, counseling, advising, and other education planning services to students.  Provide a SEP to identify student's course of study.	Provide Math and English tutoring.  Provide embedded tutors for Math and English courses.	Provide pathways to completion of transfer level Math and English courses.  Implement and require students on the pathways to access tutoring services.

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.

**Accelerated Instruction in Math and English (AIME)**

The AIME Program is designed to assist students in completing their math, English, and/or ESL courses in one academic year. The program does this by providing students with clear pathways, structured study sessions, and academic support.



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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. 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.



Last Updated: 1/08/18

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

### **INTEGRATED PLAN: GOALS**



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

### Goal 1.

By the end of the 2018/2019 academic year, double the percentage (a 100% increase) of students successfully completing college level math and English by implementing tools that allow use of self-reported high school GPA, Cal Pass transcript data, and guided self-placement.

Assessment measures:

1. Track enrollment numbers for college-level math and English courses.
2. Track total count of students successfully completing college-level math and English courses.
3. Track data for the time it takes students to successfully transition to and complete college-level math and English courses.

<b>Activities in each Program that Serve Goal #1</b>		
<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>
<ol style="list-style-type: none"> <li>1. Implement multiple measures assessment.</li> <li>2. Increase enrollments for support programs such as AIME, Puente, Umoja, DSPS, EOPS/CARE, LINC, and CalWorks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement multiple measures assessment.</li> <li>2. Increase enrollments for support programs such as AIME, Puente, Umoja, DSPS, EOPS/CARE, LINC, and CalWorks.</li> <li>3. Pull and review disproportionate impact data for students involved in AIME.</li> <li>4. Data on tutoring and DLAs has shown that it increases success and completion for students who attend tutoring sessions. Continue to provide tutors for drop in and embedded tutoring.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement multiple measures assessment.</li> <li>2. Contact students who identified English as their second language on Accuplacer to inform them of ESL programs, services, and resources.</li> <li>3. Identify students whose first language is not English by inserting series of questions into the self-guided placement survey.</li> <li>4. Increase enrollments for AIME.</li> <li>5. Expand the number of AIME basic skills pathways.</li> <li>6. Provide professional development for accelerated basic skills courses.</li> </ol>



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Activities in each Program that Serve Goal #1		
SSSP	Student Equity	BSI
	5. Provide professional development for teaching Habits of Mind.  6. Develop online tutorials to teach students Habits of Mind.  7. Continue dual enrollment, which has been shown to result in students entering college level courses earlier.  8. Develop professional development opportunities for multiple measures.	7. Prepare students for a transfer pathway (PACT).  8. Require selected students in pathways programs to attend supplemental instruction.  9. Continue to develop and implement accelerated models.  10. Develop the curriculum in ESL and reading to support transfer level English.  11. Create and implement co-requisite courses.

**Chancellor’s Office Goals**

- Access
- Retention
- Transfer
- ESL/Basic Skills Completion
- Degree & Certificate Completion

**Educational Master Plan Goals:**

- Goal A: Culture of Completion
- Goal B: Strengthening Partnerships
- Goal C: Leadership and Staff Development
- Goal D: Improving Communications
- Goal E: Educational Infrastructure
- Goal F: Organizational Effectiveness

**State 2022 Goals:**

- Increase completion.
- Increase transfer.
- Decrease average number of units.
- Increase employment number for exiting CTE students.
- Reduce equity gaps.
- Reduce achievement gaps.



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

**Goal 2.**

By June 2019, ensure that 75% of students in the general population who have reached 15 degree applicable units have a Comprehensive Student Education Plan (CSEP).

Assessment measure:

1. Track data for number of students completing Comprehensive SEPs.

<b>Activities in each Program that Serve Goal #2</b>		
<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>
<ol style="list-style-type: none"> <li>1. Pilot an effort to develop CSEPs for group of students who reached 15+ units the preceding term and do not belong to a group for which program-specific CSEPs are developed.</li> <li>2. Develop a communication plan to outreach to students and invite them to make a counseling appointment to create a CSEP based on an informed goal.</li> <li>3. Counselors will announce their availability to faculty to present brief overview of education plans.</li> <li>4. Secure and provide incentives (e.g., book vouchers, gift cards) to students to encourage development of CSEPs.</li> </ol>	<ol style="list-style-type: none"> <li>1. LINC, Veterans’ Center, and EOPS require students to complete a CSEP as part of participation.</li> <li>2. Project HOPE encourages students to complete CSEP as part of the program.</li> <li>3. Outreach to Umoja and Puente to direct students to complete an education plan as part of participation in these programs.</li> <li>4. Offer CTX workshops on CSEPs to faculty.</li> <li>5. Include information on CSEPs to new faculty in NFOP.</li> </ol>	<ol style="list-style-type: none"> <li>1. Direct students to complete an Education Plan as part of AIME and PACT participation.</li> </ol>



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<b>Activities in each Program that Serve Goal #2</b>		
<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>
5. Provide additional interventions for students not yet ready for a CSEP (as determined by counselor professional judgement).  6. Identify students with undeclared educational goal and/or program of study.  7. Invite undeclared students to career and major exploration workshops or counseling appointments.  8. Explore possibility of increasing sections of COUN 200.		

**Chancellor’s Office Goals**

- Access
- Retention
- Transfer
- ESL/Basic Skills Completion
- Degree & Certificate Completion

**Educational Master Plan Goals:**

- Goal A: Strengthening the Culture of Completion
- Goal B: Ensuring Program Alignment by Strengthening Partnerships
- Goal C: Promoting Leadership and Staff Development
- Goal D: Improving Internal and External Communications
- Goal E: Upgrading Educational Infrastructure
- Goal F: Enhancing Organizational Effectiveness

**State 2022 Goals:**

- Increase completion.
- Increase transfer.
- Decrease average number of units.
- Increase employment number for exiting CTE students.
- Reduce equity gaps.
- Reduce achievement gaps.



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

### Goal 3.

By June 2019, decrease the achievement gap for course completion in transfer courses by 40% from the 2016-17 year for each of the following student groupings, which were found to have a disproportionate impact in course completion: current or former foster youth, Latinos, Black or African American, American Indian or Alaskan Native, and Native Hawaiian or other Pacific Islander populations.

Assessment measures:

1. Track disproportionate impact pre and post implementation of activities.
2. Track transfer course completion rates for identified student groupings during the duration of this plan.

<b>Activities in each Program that Serve Goal #3</b>		
<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>
<ol style="list-style-type: none"> <li>1. Identify current or former foster youth, Latinos, Black or African American, American Indian/Alaskan Native, Native Hawaiian or other Pacific Islander student groupings for outreach to complete CSEP.</li> <li>2. Support existing community resource fairs operation coordinated by Reentry Services partnered with the LINC program and the Office of Diversity, Compliance, and Title IX.</li> </ol>	<ol style="list-style-type: none"> <li>1. Track data for Student Equity initiatives to identify the programs most successful at reducing the achievement gap in course completion. Continue to fund or expand these programs in future planning efforts.</li> <li>2. Review the CCEAL/M2C3 Institutional Assessment Package data for direction in improving course completion.</li> <li>3. Contact American Indian groups and individuals through the Native American Student Outreach and Support Initiative and use the information gained to develop a plan to meet their needs.</li> <li>4. Provide training in Habits of Mind to students and faculty (iFALCON).</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore FYE/Learning Community cohorts for student groupings of current or former foster youth, Latinos, Black or African American, American Indian/Alaskan Native, and Native Hawaiian or other Pacific Islander in AIME and PACT programs.</li> <li>2. Create student focus groups for each identified student grouping to determine what students need.</li> <li>3. Educate new students about ESL options by partnering with Cerritos Complete.</li> </ol>



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<b>Activities in each Program that Serve Goal #3</b>		
<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>
<p>3. Develop comprehensive web page for holistic student support services.</p>	<p>5. Explore creating safe spaces for student groups, including cross cultural activities within a campus multicultural center.</p> <p>6. Data on tutoring has shown that it increases success and completion for students who attend tutoring sessions. Continue to provide tutors for drop-in and embedded tutoring. Add group tutoring programs.</p> <p>7. Provide lab assistants, instructional aides, and SEM embedded tutors.</p> <p>8. Advise foster youth (LINC), African American, American Indian/Alaskan Native, Latino, and Native Hawaiian/Pacific Islander student groupings on college procedures, assist with and monitor enrollment, and develop and implement programs to enhance retention and academic achievement.</p> <p>9. Further exploration of disproportionate impact data.</p> <p>10. LINC coordinates services with community and county agencies for foster youth, including referrals for housing, mental and physical health,</p>	<p>4. Integrate ESL with dual enrollment and Cerritos Complete.</p> <p>5. Actively recruit former foster youth, Latinos, Black or African American, American Indian/Alaskan Native, and Native Hawaiian or other Pacific Islander student groupings into AIME and PACT.</p> <p>6. Create and implement co-requisite courses.</p>



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<b>Activities in each Program that Serve Goal #3</b>		
<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>
	<p>employment, and other supportive programs and services.</p> <p>11. Provide diversity, equity, and inclusion programs, services, and research, such as Black History Month, iFalcon support services, LINC community outreach leaders, Project HOPE, Umoja, and Puente support.</p> <p>12. Launch a collaborative approach to assess and evaluate campus climate and existing campus diversity initiatives to identify needs, reduce duplication, share resources, identify gaps, and align existing initiatives to the EMP, EEO/Diversity, and the Integrated Plan.</p> <p>13. Using the data from campus climate and diversity initiatives assessment, strengthen existing programs and create new programs to fulfill the identified gaps. Identify and develop mechanisms for training incentives, accountability, and assessment.</p> <p>14. Identify courses that have significant disproportionate impact and create supports around students in those courses.</p>	



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<b>Activities in each Program that Serve Goal #3</b>		
<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>
	<p>15. Continue to support the Umoja and Puente learning communities.</p> <p>16. Project Hope supports underrepresented groups in healthcare or science-related programs through academic support, skill-building, career counseling, and financial aid.</p>	

**Chancellor’s Office Goals**

- Access
- Retention
- Transfer
- ESL/Basic Skills Completion
- Degree & Certificate Completion

**Educational Master Plan Goals:**

- Goal A: Strengthening the Culture of Completion
- Goal B: Ensuring Program Alignment by Strengthening Partnerships
- Goal C: Promoting Leadership and Staff Development
- Goal D: Improving Internal and External Communications
- Goal E: Upgrading Educational Infrastructure
- Goal F: Enhancing Organizational Effectiveness

**State 2022 Goals:**

- Increase completion.
- Increase transfer.
- Decrease average number of units.
- Increase employment number for exiting CTE students.
- Reduce equity gaps.
- Reduce achievement gaps.



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

**Goal 4.**

By February 2018, gather data on students transitioning from noncredit to credit courses. Present data report to campus constituent groups, and review data for purposes of identifying activities to improve students’ successful transition from noncredit to credit. Use the analysis to form a plan to increase successful noncredit to credit transition by at least 2% from the baseline established by the data.

Assessment measures:

1. Examine data/research annually regarding students in GED noncredit to credit student transition.
2. Examine data/research annually regarding ESL noncredit to credit student transition.
3. Track data annually for time it takes students to successfully transition to and complete college level courses, with an emphasis on math and English courses (math and English reports will be tracked twice per academic year).
4. Examine data/research regarding noncredit to credit student transition for students with an education goal indicating intention to transition to credit.

<b>Activities in each Program that Serve Goal #4</b>		
<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>
<ol style="list-style-type: none"> <li>1. Present and discuss noncredit to credit transition report to Committee.</li> <li>2. Identify activities and goals to improve noncredit to credit transition.</li> <li>3. Complete NCSEP for noncredit basic skills students preparing to transition to credit math courses.</li> <li>4. Budget support for assessment-placement functions, consistent with AB 705 (Irwin, 2017) and addressing</li> </ol>	<ol style="list-style-type: none"> <li>1. Present and discuss noncredit to credit transition report to Student Equity Committee with emphasis on disaggregated data.</li> <li>2. Identify activities and goals to improve noncredit to credit transition as it relates to disproportionate impact.</li> <li>3. Data on embedded tutoring has shown that it increases the success and completion rate for individual students. Continue to provide embedded</li> </ol>	<ol style="list-style-type: none"> <li>1. Present and discuss noncredit to credit transition report to Dev Ed Committee.</li> <li>2. Identify activities and goals to improve noncredit to credit transition.</li> <li>3. Conduct assessment preparation and bootcamp instruction.</li> <li>4. Coordinate pairing of noncredit and credit course sequences.</li> </ol>



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<b>Activities in each Program that Serve Goal #4</b>		
<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>
<p>multiple measures, proctors, instrument costs, and counselor time.</p> <p>5. Coordinate transition services through Adult Education College Prep Week.</p> <p>6. Hold annual major's fair.</p> <p>7. Provide cross between noncredit and credit counselors by assigning a noncredit to credit counselor. Make a formal agreement to create liaisons between credit and noncredit.</p>	<p>tutoring for credit and noncredit courses.</p> <p>4. Data on drop-in tutoring and DLAs has shown that it increases success and completion for students who attend tutoring sessions. Continue to offer tutoring, workshops, and DLAs and expand to include appointments and group tutoring. Collect and report data on outcomes of all supplemental instruction activity in the Success Center.</p>	<p>5. IERP will collect and report data for AIME pathways for math, English, and ESL that bridge noncredit to credit.</p> <p>6. Collect and report data for ESL noncredit student transition to credit courses.</p> <p>7. Collect and report data for noncredit student transition to credit courses for students with an education goal indicating intention to transition to credit.</p> <p>8. Collect and report data for GED noncredit student transition to credit courses.</p> <p>9. IERP will collect and report data for the time it takes students to successfully transition from noncredit math to complete college level math courses. Aggregate data for the general population and for</p>



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Activities in each Program that Serve Goal #4		
SSSP	Student Equity	BSI
		<p>programs already in place (e.g., AIME).</p> <p>10. Collect and report data for the time it takes students to successfully transition from noncredit English to complete college level English courses.</p>

**Chancellor’s Office Goals**

- Access
- Retention
- Transfer
- ESL/Basic Skills Completion
- Degree & Certificate Completion

**Educational Master Plan Goals:**

- Goal A: Strengthening the Culture of Completion
- Goal B: Ensuring Program Alignment by Strengthening Partnerships
- Goal C: Promoting Leadership and Staff Development
- Goal D: Improving Internal and External Communications
- Goal E: Upgrading Educational Infrastructure
- Goal F: Enhancing Organizational Effectiveness

**State 2022 Goals:**

- Increase completion.
- Increase transfer.
- Decrease average number of units.
- Increase employment number for exiting CTE students.
- Reduce equity gaps.
- Reduce achievement gaps.



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

**Goal 5.**

By June 2019, strengthen partnerships between the college’s degree, transfer, & CTE programs with high schools, adult schools, & the workforce to address the academic preparation of students who have experienced a disproportionate impact to their education.

Assessment measures:

1. Increase the number of participants in Cerritos Complete 2018-2019 cohort by at least 10% (goal is 854).
2. Establish MOUs with the four service area school districts regarding dual enrollment.

<b>Activities in each Program that Serve Goal #5</b>		
<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>
<ol style="list-style-type: none"> <li>1. Conduct assessment preparation instruction and on-site assessment in high schools.</li> <li>2. Coordinate transition services for noncredit students through college prep week.</li> <li>3. Provide cross between noncredit and credit counselors by assigning a noncredit to credit counselor. Make a formal agreement to create liaisons between credit and noncredit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Falcon Kids program in elementary schools.</li> <li>2. Address academic preparation of students by continuing to provide embedded tutoring. Data on embedded tutoring has shown that it increases success and completion for students who attend tutoring sessions.</li> <li>3. Address academic preparation of students by continuing to provide drop-in tutoring, workshops, and DLAs. Data on drop-in tutoring and DLAs has shown that it increases success and completion for students who use these services.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop MOUs with high schools and adult schools to offer basic skills courses on their sites.</li> <li>2. Conduct assessment preparation and bootcamp instruction.</li> <li>3. Coordinate pairing of noncredit and credit course sequences.</li> <li>4. Strengthen bridge from noncredit to credit by providing credit offerings in adult schools, and inviting credit faculty to visit noncredit classes.</li> <li>5. AIME pathways for math, English, and ESL bridge noncredit to credit.</li> </ol>



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

Activities in each Program that Serve Goal #5		
SSSP	Student Equity	BSI
		6. Reading has partnered with CTE and high schools to address reading literacy  7. Create ESL partnerships with high schools.

**Chancellor’s Office Goals**

- Access
- Retention
- Transfer
- ESL/Basic Skills Completion
- Degree & Certificate Completion

**Educational Master Plan Goals**

- Goal A: Strengthening the Culture of Completion
- Goal B: Ensuring Program Alignment by Strengthening Partnerships
- Goal C: Promoting Leadership and Staff Development
- Goal D: Improving Internal and External Communications
- Goal E: Upgrading Educational Infrastructure
- Goal F: Enhancing Organizational Effectiveness

**State 2022 Goals**

- Increase completion.
- Increase transfer.
- Decrease average number of units.
- Increase employment number for exiting CTE students.
- Reduce equity gaps.
- Reduce achievement gaps.



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

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your 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)

Integration of matriculation, instruction, and student support will be accomplished through efforts to improve placement for students in English and math courses. Assessment is a significant component of matriculation and requires coordination with instruction and IERP in order to validate appropriate cut scores and use of multiple measures. Assessment also requires coordination with student support in order to process clearances into the classes and is tied considerably to the creation of comprehensive student education plans (CSEP). One of the integrated student success goals for Cerritos College is to increase CSEP completion. Placement is also intricately connected to our integrated goals of increasing completion of college level English and math and improving course completion, which are key components of instruction. Creating pathways to complete basic skills and transfer courses will require partnerships between counselors, instruction, and student support.

Integration of matriculation, instruction, and student support will also be accomplished by moving students through the English and math sequences more quickly. This is being accomplished by reducing the number of classes an individual student needs to take, streamlining the sequences of English and math with our current offerings of 9 week and accelerated courses, and creating pathways to successful completion of required courses. Vital to this effort are tutoring and counseling referrals, which integrate other elements of instruction and student support.

The task force that was assembled to develop the Integrated Plan will continue to function as a committee to evaluate progress toward each of the five student success goals and discuss coordination across student equity related categorical programs. The committee includes representatives from student support, instruction, and IERP and will ensure coordination of the student success goals across multiple programs. Goals and activities will be further integrated with college planning documents such as the Educational Master Plan and Strategic Plan.



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

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)

The noncredit Adult Education and Diversity programs at Cerritos College have developed processes that ensure access for diverse students to SSSP core services and college programs, including:

- Assistance with application and registration.
- Orientation provided to all new noncredit students. New students are provided a 1-hour counseling appointment to provide thorough orientation, education planning, and resources identification/explanation.
- Assessment and assessment preparation courses available to all students so they can practice, reassess, and jump levels in basic skills courses.
- A Student Education Plan is provided to all new students. SEPs for continuing students are also updated and evaluated for progress in follow-up appointments.
- Continuing students are encouraged to set appointments with a counselor at least once per year to follow up with progress.

Additional high touch and guided support is provided to noncredit students through the following activities:

- Attendance alerts to monitor class progress and success.
- Offering supplemental educational support in Basic Skills courses.
- Embedded tutors in Basic Skills courses to increase student success.
- Coordination with credit Basis Skills courses and general education courses to facilitate progress through college level.
- Offering course pairings to maximize student success.
- Offering noncredit CTE Readiness courses for designated CTE programs.
- Offering advanced manufacturing noncredit courses with certifications as pathways to credit manufacturing programs with high employment.
- College preparation workshops for continuing students that are advancing through noncredit programs.
- Outreach to courses offered off-site to make SSSP core services more accessible to students and ensure student retention and success.



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

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

Cerritos College plans PD for success goals via CTX workshops, departments, and programs. BSI provides PD to address the impact of acceleration and multiple measures. Faculty attend conferences such as the Great Teacher's Seminar, PAACE, Adult Education Regional Consortium, and ACCE workshops on transitioning noncredit students to credit programs. Educational Partnerships provides PD to high school counselors on assisting student transition to college. Counselors receive biweekly training on CSEP and requirements and resources for certificate, degree, and transfer. The Strategic Plan includes a commitment to diversity and the college will assess initiatives and develop new programs to contribute to inclusion.

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)

We will measure progress toward student success goals and report to the integration committee. Data that will be tracked:

- Completion data for math and English students (end of each term: July 2018, Feb 2019, July 2019).
- Time it takes students to complete college-level math and English courses (preliminary milestones provided at end of term; full data provided annually).
- Number of completed CSEPs will be tracked.
- Disproportionate impact pre and post implementation of activities (annually).
- Progression numbers at each level of noncredit math (preliminary milestones provided at end of term; full data provided annually).
- Progression of students from noncredit to credit courses. Math and English courses will be tracked and reported twice per academic year. Manual tracking will be produced once each academic year, if needed, for reporting in the Fall.
- Number of students participating in Cerritos Complete program (annually).
- Progress toward completing MOUs with school districts. Each semester EPP will evaluate and report on number of agreements with districts.

Data will be disaggregated to determine the achievement of disproportionately impacted demographic groups.



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

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)
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.  
Budget plan attached.
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:  
<http://www.cerritos.edu/2017-19-Student-Equity-Plan-Exec-Summ-pdf>
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?
  - Funding.
  - Alignment of data between high schools and California Community Colleges.
  - Implement multiple measures assessment.
  - Hardware and software alignment with largest vendors, such as Peoplesoft, Banner, and Datatel for code writing and sharing.
  - Best practices directory for successful programs.
  - Professional development focused on strategies to close the achievement gap.
  - Encourage inclusion of cultural awareness in curriculum development, including universal design.
  - Funding for MSW case managers.
  - Targeted data about challenges men face in community college. Colleges need common data collection instruments so they can make comparisons across different Districts.



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

- Mental health resources for students.
- Support statewide management information system to include noncredit progress indicators in student success data.
- Transfer admissions guarantees for identified student populations, especially for identified service area institutions.
- Provide leadership in procuring universally designed products, software, and services ensuring students and employees have equitable access to information (e.g., accessibility to hardcopy and electronic publications), as recommended and endorsed by the Chancellor's Office.

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            Dr. Stephen Johnson  
Title            Vice President, Student Services/ Assistant Superintendent  
Email Address   sjohnson@cerritos.edu  
Phone           562-860-2451 ext. 2237

**Alternate Point of Contact:**

Name            Rick Miranda  
Title            Vice President, Academic Affairs/Assistant Superintendent  
Email Address   ermiranda@cerritos.edu  
Phone           562-860-2451 ext. 2228

**Integrated Budget Template: BSI, Student Equity, and SSSP  
for fiscal reporting period July 1, 2017 - June 30, 2018**

Cerritos CCD
Cerritos 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.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 302,059	\$ 435,372	\$ 1,425,636	\$ 1,655,994	\$ 47,669	\$ -	
2000	Classified and Other Nonacademic Salaries	\$ 153,889	\$ 1,106,608	\$ 528,170	\$ 1,294,498	\$ 88,581	\$ 183,519	
3000	Employee Benefits	\$ 117,682	\$ 409,452	\$ 701,868	\$ 1,100,987	\$ 46,740	\$ 96,136	
4000	Supplies & Materials	\$ 32,000	\$ 132,698	\$ 14,522		\$ 20,000		
5000	Other Operating Expenses and Services	\$ 46,167	\$ 268,782	\$ 145,993		\$ 22,159		
6000	Capital Outlay	\$ 89,673	\$ 73,751					
7000	Other Outgo		\$ 30,500					
	<b>Program Totals</b>	\$ 741,470	\$ 2,457,163	\$ 2,816,189	\$ 4,051,479	\$ 225,149	\$ 279,655	
					<b>Match</b>		<b>Match</b>	
		<b>BSI, SE, &amp; SSSP Budget Total</b>						<b>\$ 6,239,971</b>

\*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.