



## 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 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:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
<p><b>EQUITY 1:</b> Reduce access gap for Latino/a, Asian, Male, 30-39 year old and 40-64 year olds.</p>	<p><b>Completed and Ongoing:</b> Developed a comprehensive outreach program. Hired outreach coordinator, hired and trained student ambassadors. Visits to local HS, community based organizations. Hired 2 community liaisons for outreach to our Latino/a population and our Arabic speaking populations. Continue developing the Summer Institute Program. Developed a comprehensive program serving undocumented students.</p> <p><b>In progress:</b> In coordination with the district, student focus groups from each college have been conducted. Departments/divisions are able to request website audits as needed.</p>
<p><b>EQUITY 2:</b> Increase course completion rates for African American and Foster Youth by 10 percentage points</p>	<p><b>Completed and ongoing:</b> Developed a program for students who no longer qualify for EOPS and have taken 70+ units to succeed. Tutoring specialist hired to expand tutoring.</p>
<p><b>EQUITY 3:</b> Increase the rate at which disproportionately impacted students successfully complete ESL, English and Math Basic Skills completion.</p>	<p><b>Completed and ongoing:</b> Hired a full time Umoja counselor/coordinator to expand program and services. Offered tutoring services to all students in ESL level courses. Provided professional development opportunities to faculty serving students in basic skills.</p> <p><b>In progress:</b> Hired 2 student success liaisons to develop a comprehensive retention program.</p>



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<p><b>EQUITY 4:</b> Increase the number of degree and certificates awarded to students from targeted</p>	<p><b>Completed and ongoing:</b> Created opportunities for students to engage in events on campus and increase engagement in the classroom and expand community service.</p>
<p><b>EQUITY 5:</b> Increase the number of transfers from disproportionately impacted students</p>	<p><b>Completed and ongoing:</b> Implemented Puente program offering services to Latino/a students.</p>
<p><b>SSSP 1:</b> Develop steps to improve the orientation process and increase efforts to provide orientation services to more students.</p>	<p><b>Completed and On-Going:</b> Updated the online orientation through Cynosure from one hour to 25 minutes. Instituted the Griffin-Coyote Connection with our local feeder high schools, a complete onboarding process from application to a one-semester education plan. This prepares incoming students for the fall. Categorical programs and Athletics have incorporated the new SSSP mandates into their intake process. <b>In-Progress:</b> Expanded face-to-face orientations by offering consistent New Student Advising Workshops (NSA's). Students receive an orientation and a one-semester education plan. The number of students increased from 214 in 2016 to 937 in 2017.</p>
<p><b>SSSP 2:</b> Increase awareness and the number of students taking the assessment.</p>	<p><b>Completed and Ongoing:</b> Created effective scheduling to reach more students. Assessments are offered twice a day. Walk-in assessments are now available. Updated assessment website information including study materials to emphasize the importance to prepare for the assessment. During the spring- offered assessments at our feeder high schools and charter schools through our onboarding process. Updated our exemption policies to reach more students in order to enroll in transfer-level classes. Through our HSI grant, Math and ENGL boot camps will be offered in the summer.</p>



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	<p><b>In-Progress:</b> Review District Retake Policy for Assessment. College and district committees have been discussing an official retest policy for math and English placement.</p>
<p><b>SSSP 3:</b> Develop and implement strategies to improve counseling and advisement services.</p>	<p><b>Completed and ongoing:</b> Mini counseling sessions are offered daily to help assist more students including drop-in and quick questions. Continued counseling services to veterans and allied health areas as well as expansion into other areas. A dedicated veteran’s counselor was hired to support over 1,000 veterans on campus. Counseling now offers weekly Pre-Allied Health Workshops (PAW). Expanded to offer Business and AOJ workshops as well as Undecided Workshops.</p> <p><b>In-Progress:</b> This past year started “Join In” to start doing ed. planning in the classrooms. First pilot was our GEOCON department.</p>
<p><b>SSSP 4:</b> Increase the number of students who completed AEP and CEP.</p>	<p><b>Completed and Ongoing:</b> All counseling classes are now required to do an AEP or CEP depending on the course.</p> <p><b>In-Progress:</b> Mobile Counseling- Purchased ESARS to make appointments for CEP’s around campus. Prepared CEP marketing materials to explain the importance of a CEP. In-class presentations to explain the importance of an education plan and why identifying a major early is important.</p>
<p><b>SSSP 5:</b> Develop a Tracking System</p>	<p><b>In-Progress:</b> We use SARS and Cynosure to capture the services but still working with IS to integrate the systems to have a real-time tracking device to see what services students have received.</p> <p>Early Alert: The College does not have a formalized system for early alert; we are working towards creating a retention team with the help of our 2 new Student Success Liaisons.</p>



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<p><b>SSSP 6:</b> Increase Follow-Up services for students at-risk of academic/progress probation</p>	<p><b>Completed and Ongoing:</b> Students who did not meet Financial Aid SAP take COUN 095 as it is required if the student is disqualified.  <b>In-Progress:</b> Provide early intervention activities for students on probation. Recently implemented probation/dismissal workshops.</p>
<p><b>BSI 1:</b> Support and monitor programs specifically devoted to improving the retention, success, and persistence of historically underrepresented students</p>	<p><b>Completed and Ongoing:</b> Students in the Summer Institute Program performed at a higher rate in the areas of persistence, retention and completion.          BSI Coordinator Position was maintained. Gathered and analyzed data for historically underrepresented students.          Implemented embedded tutoring and online tutoring.          Created a tutoring task force to explore comprehensive tutoring services.</p>
<p><b>BSI 2:</b> Provide professional development opportunities that will contribute to ongoing efforts to increase student success</p>	<p><b>Completed:</b> Project Success sent interdisciplinary community learning team to California Learning Communities Consortium. One Theme/One Campus Water Project (a campus wide integrative assignment project) ran Fall '13 - Spring '17.          Team was sent to The Equity Summit. Teams attended AMATYC, NADE, CRLA, and CAP  <b>Completed and In Process:</b> Adoption of Multiple Measures Placement is scheduled for Fall 2018.</p>
<p><b>BSI 3:</b> Gather and utilize disaggregated data to monitor success, retention, and persistence for historically underrepresented populations enrolled in a developmental course sequence</p>	<p><b>Completed:</b> Multiple cohort data from Math, English, and ESL developmental cohorts were analyzed.          Data was used to inform creation of, and implementation and integration of 3 plans: Basic Skills, Student Services, and Student Equity          Qualitative data by way of student surveys and focus groups was gathered to supplement quantitative information in order to identify and address student perspectives on how to improve success, retention, and persistence</p>



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<p><b>BSI 4:</b> Continue to promote and integrate existing student support services</p>	<p><b>Completed:</b> Formed the Student Success and Equity Taskforce. Embedded tutoring was expanded in Math, English, and ESL.  <b>Ongoing:</b> Map out policies and practices for Outreach, Assessment/Placement, and Counseling pathways/services/technology for basic skills retention and completion.</p>
<p><b>BSI 5:</b> Continue to improve assessment and placement</p>	<p><b>Completed:</b> Math Bootcamps ran as a post assessment option to place students into a higher class. Students are given a hard copy of recommendations based their placement results.</p>

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:

- Steady improvements in our targeted retention efforts including the establishment of Puente, Umoja, Transitions to Success, Dream Center and New Student Advising.

Challenges/improvements:

- Significant leadership changes within the last 3 years.
- We now have a campus based researcher and our district has made some significant progress in building data dashboards and reports we still lack the capacity to train others on how to look at data and interpret data in order to inform our everyday practice.
- Lack of integration of all the student success initiatives planning and budget from the beginning.

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.)



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Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increasing the number of students prepared for and placing into transfer level courses	<ul style="list-style-type: none"> <li>Updating the website to provide preparation materials for assessment</li> <li>Providing boot camps for accelerating students into transfer level courses</li> </ul>	<ul style="list-style-type: none"> <li>Providing boot camps for accelerating students into transfer level courses</li> </ul>	<ul style="list-style-type: none"> <li>Providing boot camps for accelerating students into transfer level courses</li> </ul>



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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.

Within the last two years, the English and Math departments have worked hard to make significant gains by developing and expanding accelerated course offerings.

The English acceleration team has designed, piloted, and expanding offerings of their accelerated developmental English courses. The accelerated pilot outline was initially approved by the college curriculum committee, and three pilot sections of accelerated developmental English (ENGL-298) were promoted and pilot tested in the spring 2016 semester. Initial course success outcomes were positive, though retention varied between sections (from 73% to 91% among the three sections). In subsequent semesters, however, retention has improved for the course (now formally approved and cataloged as ENGL-099: Accelerated Preparation for College Reading, Reasoning, and Writing) overall; overall course retention rates have improved from 80% in spring 2016 (during the pilot course) to 91% in the most recent fall 2017 semester. Additionally, success in the accelerated course, overall, has improved from 69% in spring 2016 (pilot course) to 80% in fall 2017. This increase in course retention and success also comes with the expansion of the course, from the initial three sections in the pilot spring 2016 semester (serving 97 students) to eight sections offered in Fall 2017 (serving 288 students). As of spring 2018, the English department has continued to expand course offerings, and now 11 sections are being offered (with a capacity to serve approximately 385 students).

More importantly, the accelerated course has been helping students move through and successfully complete the English pipeline in a timelier manner. A preliminary evaluation conducted at the end of the summer 2017 semester found that students who took accelerated ENGL-099 in fall 2016 were over seven times more likely (37%) to have gone on to take and pass transfer-level English (ENGL-120) by the end of summer 2017 compared to students who took the traditional developmental sequence (ENGL-090 and ENGL-098; both only had 5% throughput). Additional research which will continue to track students' progress through this new sequence has been planned and scheduled with the college's research team.

The Math department has been going through similar efforts to develop and offer accelerated developmental courses. The Math acceleration team wrote a course outline and pilot tested two sections of accelerated developmental math (MATH-298). Two sections of this course were then offered in spring 2017, four offered in fall 2017, and four are planned for spring 2018. Retention and success rates for the course, overall, have been similar to the math department's average retention and success rates. Throughput data on persistence into and successful completion of transfer-level math coursework is currently being researched and evaluated by the college's research team and will be available soon, though similar improvements (as a byproduct of shortening the developmental sequence for students) is expected.



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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 non-credit student success for those with non-credit offerings (e.g., CDCP certificates awarded, course success, and non-credit-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.



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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><i>Increase the number of students by streamlining onboarding, deepening collaborations with high school districts, workforce agencies, and additional community partners, in order to reflect our service populations.</i></p>	<p><i>Provide Mandatory face-to-face orientation</i></p> <p><i>Marketing/messaging to students and employees</i></p>	<p><i>Provide Mandatory face-to-face orientation</i></p> <p><i>Continue our centralized Outreach</i></p> <p><i>Marketing/messaging to students and employees</i></p>		<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other _____</p>
<p><i>Reduce the number of excess units completed.</i></p>	<p><i>Provide Mandatory face-to-face orientation</i></p>	<p><i>Provide Mandatory face-to-face orientation</i></p> <p><i>Clarify the pathway to degree/certificate completion campus-wide by formalizing and piloting program maps, and begin the design of Meta-majors that are connected to major and career exploration.</i></p>	<p><i>Expand on maps being created ; redesign the dev. Ed sequence</i></p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other _____</p>



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

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><i>Improve success rates and Decrease equity gaps in 12 high enrolled, gateway courses.</i></p>		<p><i>Development of an early alert program</i></p> <p><i>Targeting Professional Development on teaching and learning, focused on equity-minded practices for faculty in the 12 identified courses.</i></p>	<p><i>Targeted Professional Development for part-time instructors &amp; incentivizing participation including: orientation, handbook and mentorship.</i></p>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other _____ _____
<p><i>Reduce the time it takes students to successfully complete college-level coursework from Math, English and ESL from basic skills sequences.</i></p>	<p><i>Multiple Measures to be implemented Spring 2018</i></p> <p><i>Offer assessment prep &amp; boot camps; creating clear messaging about assessment test.</i></p>	<p><i>Development of an early alert program</i></p> <p><i>Professional development to assist faculty in teaching &amp; learning practices; emphasizing equity-minded practices</i></p>	<p><i>Support for redesigning Math, English &amp; ESL sequences.</i></p>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other _____ _____



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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><i>Reduce the percentage of students on academic and/or progress probation and increase persistence semester to semester.</i></p>	<p><i>Revisit policy &amp; procedure around academic dismissal/probation</i> <i>Improve identification of and support for students at risk for academic or progress probation.</i></p>	<p><i>Engage in systematic, process of reviewing all course syllabi (creating model syllabi)</i></p> <p><i>Development of an early alert program</i></p>	<p><i>Professional Development on formative assessment vs. summative assessment and other student success strategies</i></p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other _____</p>

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)

Currently, Grossmont College is working on the development of a comprehensive first year experience program as part of a Title V grant. We have embedded elements of our outreach, onboarding, instructional, and student supports and services into the program. These elements, which include collaboration with high schools and community partners, educational planning and peer mentorship, as well as cohort based experiences, are being designed narrowly for our Latinx and low income students, but offered broadly to all first year students.

In recognition of the need to have a coordinated conversation regarding the development of Guided Pathways, we have created the Student Success and Equity Taskforce. This group, comprised of leadership from each of the categorical programs, as well as from key offices, departments and projects, is also included as a committee of the College Council as part of a comprehensive revision of the participatory governance structure. This work is also formally connected to our Institutional Effectiveness Committee to ensure that we have a structural model of continuous improvement - including integrated planning, implementation, and evaluation.



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

Grossmont College currently does not offer non-credit offerings.

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

Grossmont College's professional development offerings will be sharply focused on:

- **Promoting Equity-Minded Teaching and Learning**

Our faculty- especially inclusive of our part-time faculty- will have intentional and coordinated opportunities to reflect on, share, and learn about classroom practices that increase student retention and engagement – practices which help to create motivating learning environments, address the affective domain, and facilitate students' active learning and deeper investment in their learning.

- **Strengthening Partnerships between Faculty and Student Services**

- **Deepening Understanding of and Insights into the Needs of Particular Grossmont College Student Populations with an emphasis on disproportionately impacted groups**

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)

Our College's Institutional Effectiveness Council analyzes our KPI data annually and engages other governance bodies to reflect on the analysis and make recommendations for the subsequent year's priorities. Our College six year strategic plan includes a number of key performance indicators related to student access, retention, back skills completion, degree and certificate completion and transfer.

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)



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The Grossmont-Cuyamaca Community College District has recently restructured itself to ensure that equity-minded, integrated conversations have a reliable path for planning, implementation and budgeting. Some of the key components of this work include:

- Clear, student pathway centered goals for the district
- Student Equity and Success Council (coordinated planning conversations)
- District Institutional Effectiveness Committee (data and evaluation)
- District Coordinated Educational Council (operational coordination)
- Technology Coordinating Council (a district-wide technology planning body)

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.

Our Student Equity and SSSP funds will follow previously established protocols for allowable expenses from the Chancellor’s Office guidelines. Large portions of the Student Equity and SSSP funding is encumbered in salaries and benefits; the remaining funds including Basic Skills funds are leveraged to support activities that advance our new integrated student success goals as well as tie back to our strategic goals.

Examples of expenditures related to our College strategic goals include:

- Personnel in the Counseling Office to increase and streamline on-boarding and support for students
- Personnel to develop a comprehensive Outreach department
- Campus based researcher to increase our data and research capacity
- Personnel and programming to support the following
  - Puente, Umoja, Transitions to Success and Dream Center
- Direct services to students including
  - Bus passes, meal vouchers, textbooks
  - Tutors in Math and ESL
  - Student Ambassadors and Peer Mentors
  - Student engagement activities designed to promote students’ sense of belonging on campus

The full budget plan is included on the following page

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

Grossmont Cuyamaca CCD
Grossmont 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	\$ 83,145	\$ 285,000	\$ 1,243,380	\$ 1,427,081			
2000	Classified and Other Nonacademic Salaries	\$ 270,000	\$ 662,194	\$ 551,596	\$ 1,008,827			
3000	Employee Benefits	\$ 29,385	\$ 383,124	\$ 605,847	\$ 1,249,205			
4000	Supplies & Materials	\$ 40,000	\$ 6,000	\$ 169,407	\$ 66,600			
5000	Other Operating Expenses and Services	\$ 90,000	\$ 20,000	\$ 111,432	\$ 16,859			
6000	Capital Outlay				\$ 10,600			
7000	Other Outgo		\$ 26,000	\$ 1,800				
	<b>Program Totals</b>	\$ 512,530	\$ 1,382,318	\$ 2,683,462	\$ 3,779,172	\$ -	\$ -	
					<b>Match</b>		<b>Match</b>	
		<b>BSI, SE, &amp; SSSP Budget Total</b>						\$ 4,578,310



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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:

<https://www.grossmont.edu/college-info/planning/files/BSI-SE-SSSP-Integrated-Plan-2017-2019-draft.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?

Grossmont would be interested in the following topics to support our student success & equity efforts:

- Professional development on how Guided Pathways intersects with SSSP, Student Equity and Basic Skills Initiatives
  - Share best practices from across the State
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. Lida Rafia

Title: Associate Dean, Student Success and Equity

Email Address: [lida.rafia@gcccd.edu](mailto:lida.rafia@gcccd.edu)

Phone: 619-644-7770

Alternate Point of Contact:

Name: Ms. Courtney Williams

Title: Interim Associate Dean, Student Services (SSSP)

Email Address [courtney.williams@gcccd.edu](mailto:courtney.williams@gcccd.edu)

Phone 619-668-1745



## 2017-20192017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part III – Approval and Signature Page

College: Grossmont College District: Grossmont-Cuyamaca Community College

Board of Trustees Approval Date: \_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

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Dr. Nabil Abu-Ghazaleh	Date	Email
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Mr. Lorenze Legaspi	Date	Email
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Dr. Katrina VanderWoude	Date	Email
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Dr. Marsha Gable	Date	Email
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Dr. Tate Hurvitz	Date	Email
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# Executive Summary

## Summary Table

The following table summarizes the areas of disproportionate impact identified in our analyses, as well as our four-year target goals for mitigation of that impact. The goals were developed as a result of a dialogue within the College’s Institutional Excellence Council (IEC), a group that tracks and discusses overall institutional student success and effectiveness indicators. The table below summarizes specific programs and services that will be implemented to improve outcomes for the target groups. Ongoing faculty and staff development are vital to the successful implementation of these programs.

Success Indicator	Disproportionately Impacted Group	Percentage Point Gap from Average (Past)	Percentage Point Gap from Average (Most Recent)	Target Goal (by 2021)	Goal Progress	Progress	Activities to achieve goals
		2013/14	2015/16				
Access	<b>OVERALL (from SANDAG)</b>	--	--				<ul style="list-style-type: none"> <li>Continued development of the Outreach office</li> <li>Providing mandatory face-to-face orientation</li> <li>Marketing/messaging to students and employees</li> <li>Clarify the pathway to degree/certificate completion campus-wide by formalizing and piloting program maps, and begin the design of Meta-majors that are connected to career exploration.</li> </ul>
	Asian	-7.2	-6.4	Close gap	Gap Reduced	+0.8	
	Hispanic/Latino	-5.2	-4.7	Close gap	Gap Reduced	+0.5	
	Male	-6.1	-7.4	Close gap	Gap Increased	-1.3	
	30-39 Years	-5.9	-6.4	Close gap	Gap Increased	-0.5	
	40-64 Years	-26.5	-27.0	Reduce gap by 5 points	Gap Increased	-0.5	
	65+ Years	-12.9	-13.8	Reduce gap by 10 points	Gap Increased	-0.9	
Course Completion		<b>Fall 2014</b>	<b>Fall 2016</b>				<ul style="list-style-type: none"> <li>Development of a ‘retention center’ to assist with early alert interventions</li> <li>Targeted professional development on teaching and learning, focused on equity-minded practices for faculty in the 12 identified high-enrolled, non-success courses.</li> </ul>
	<b>OVERALL</b>	<b>68.4%</b>	<b>68.0%</b>				
	African American/Black	-13.0	-12.3	Reduce gap by 10 points	Gap Reduced	+0.7	
	American Indian or Alaskan Native	-16.9	-8.0	Reduce gap by 10 points	Gap Reduced	+8.9	
	Hispanic/Latino	-4.5	-4.8	Close gap	Gap Increased	-0.3	
	First Generation	-3.9	-2.7	Close gap	Gap Reduced	+1.2	

Success Indicator	Disproportionately Impacted Group	Percentage Point Gap from Average (Past)	Percentage Point Gap from Average (Most Recent)	Target Goal (by 2021)	Goal Progress	Progress	Activities to achieve goals
	Foster Youth	-23.2	-26.8	Reduce gap by 10 points	Gap Increased	-3.6	<ul style="list-style-type: none"> <li>Engage in systematic process of reviewing all course syllabi (creating model syllabi)</li> </ul>
Basic Skills English Completion		<b>2008/09 to 2013/14</b>	<b>2010/11 to 2015/16</b>				<ul style="list-style-type: none"> <li>Ongoing professional development to faculty teaching accelerated courses and to those teaching basic skills courses</li> <li>Implementing multiple measures Spring 2018</li> </ul>
	<b>OVERALL</b>	<b>43.8%</b>	<b>54.7%</b>				
	African American/Black	-11.2	-16.5	Reduce gap by 10 points	Gap Increased	-5.3	
	American Indian or Alaskan Native	-14.2	-19.4	Close gap	Gap Increased	-5.2	
	Hispanic/Latino	-4.6	-3.4	Close gap	Gap Reduced	+1.2	
	Pacific Islander	-12.1	-4.7	Close gap	Gap Reduced	+7.4	
	Male	-3.5	-1.9	Close gap	Gap Reduced	+1.6	
	20-24 Years	-6.1	-7.7	Close gap	Gap Increased	-1.6	
	25-39 Years	-5.2	-3.5	Close gap	Gap Reduced	+1.7	
	40+ Years	-19.9	-16.0	Reduce gap by 10 points	Gap Reduced	+3.9	
First Generation	-8.3	-8.9	Close gap	Gap Increased	-0.6		
Basic Skills ESL Completion		<b>2008/09 to 2013/14</b>	<b>2010/11 to 2015/16</b>				<ul style="list-style-type: none"> <li>Ongoing professional development to faculty in ESL courses</li> </ul>
	<b>OVERALL</b>	<b>62.2%</b>	<b>51.4%</b>				
	Filipino	N/A	N/A	N/A	N/A	N/A	
	Hispanic/Latino	-16.6	-8.5	Reduce gap by 10 points	Gap Reduced; Target Met	+8.1	
	Male	3.9	-7	Close gap	Gap Increased	-10.9	
40+ Years	-17.3	-10.2	Reduce gap by 10 points	Gap Reduced; Target Met	+7.1		

Success Indicator	Disproportionately Impacted Group	Percentage Point Gap from Average (Past)	Percentage Point Gap from Average (Most Recent)	Target Goal (by 2021)	Goal Progress	Progress	Activities to achieve goals
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<b>Basic Skills Math Completion</b>	<b>OVERALL</b>	<b>2008/09 to 2013/14</b> 33.0%	<b>2010/11 to 2015/16</b> 39.8%				<ul style="list-style-type: none"> <li>Ongoing professional development to faculty teaching accelerated courses and to those teaching basic skills courses</li> <li>Implementing multiple measures Spring 2018</li> </ul>
	African American/Black	-5.3	-14.9	Reduce gap by 10 points	Gap Increased	-9.6	
	Hispanic/Latino	-5.4	-6.3	Close gap	Gap Increased	-0.9	
	Pacific Islander or Native Hawaiian	-5.7	+1.9	Close gap	Gap Closed	+7.6	
	20-24 Years	-4.9	-4.7	Close gap	Gap Reduced	+0.2	
	First Generation	-10.9	-7.4	Reduce gap by 10 points	Gap Reduced	+3.5	
<b>Certificate or Degree Completion</b>	<b>Overall</b>	<b>2008/09 to 2013/14</b> 17.2%	<b>2010/11 to 2015/16</b> 20.4%				<ul style="list-style-type: none"> <li>Clarify the pathway to degree/certificate completion campus-wide by formalizing and piloting program maps, and begin the design of Meta-majors that are connected to career exploration.</li> </ul>
	African American/Black	-5.3	-14.9	Close gap	Gap Increased	-9.6	
	Hispanic/Latino	-5.4	-6.3	Close gap	Gap Increased	-0.9	
	Pacific Islander or Native Hawaiian	-5.7	-14.8	Close gap	Gap Increased	-9.1	
	Male	-1.9	-3.0	Close gap	Gap Increased	-1.1	
	20-24 Years	0.0	-3.7	Close gap	Gap Increased	-3.7	
	25-39 Years	+3.7	-3.8	Close gap	Gap Increased	-7.5	
	First Generation	-1.2	-3.9	Close gap	Gap Increased	-2.7	

Success Indicator	Disproportionately Impacted Group	Percentage Point Gap from Average (Past)	Percentage Point Gap from Average (Most Recent)	Target Goal (by 2021)	Goal Progress	Progress	Activities to achieve goals
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		2008/09 to 2013/14	2010/11 to 2015/16				
<b>Transfer</b>	<b>Overall</b>	<b>36.1%</b>	<b>37.8%</b>				
	African American/Black	-5.0	-4.0	Close gap	Gap Reduced	+1.0	
	American Indian or Alaskan Native	-21.1	N/A	Reduce gap by 10 points	N/A	N/A	
	Hispanic/Latino	-4.9	-3.4	Close gap	Gap Reduced	+1.5	
	Pacific Islander or Native Hawaiian	-6.9	-9.3	Close gap	Gap Increased	-2.4	
	20-24 Years	-4.3	-5.0	Close gap	Gap Increased	-0.7	
	25-39 Years	-15.6	-15.9	Reduce gap by 10 points	Gap Increased	-0.3	
	40+ Years	-25.2	-25.7	Reduce gap by 10 points	Gap Increased	-0.5	
	Economically Disadvantaged	-3.1	-3.4	Close gap	Gap Increased	-0.3	
	40+ Years	-25.2	-25.7	Reduce gap by 10 points	Gap Reduced	+3.2	
Students w/ Disabilities	-13.7	-15.5	Reduce gap by 10 points	Gap Increased	-1.8		

- Clarify the pathway to degree/certificate completion campus-wide by formalizing and piloting program maps, and begin the design of Meta-majors that are connected to career exploration.