Mt. San Jacinto College BSI/Equity/SSSP Integrated Plan Tentative Timeline

Part I – Deadlines and Important Information

- Submission deadline: **December 15, 2017**

- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.

- Integrated fiscal reports will be required on an annual basis.

- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.

- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.

- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed

with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

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.

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
Increase student completion of basic skills courses by decreasing exit points and increasing alternative pathways	Multiple Measures (English) Scaled Program Acceleration (English) Co-Requisite ENG 94 to ENG 101 Pilot Math 60 Pre-Statistics Pathway Pilot Supplemental Instruction Training Program LRC/Tutor Training Program Curriculum Alignment through High School Partners
Increase first-time student persistence to the next academic term/year	Development of implementation plan for First Year Experience Increased college readiness for incoming students through college to career transition program, dual enrollment, and curriculum alignment efforts District-Wide Basic Skills Counselor College and Career Transition Counseling
Determine whether barriers to access exist and remove those barriers for target populations	Professional Development Acceleration/Community of Practice Training Multiple Measures (English) Math 60 Pre-Statistics Pathway Pilot
Increase student degree and/or certificate attainment	Increased amount of students with abbreviated and comprehensive education plans for completion.
Increase transfer readiness to four-year colleges/universities	Provided Transfer Workshops and Events Provided College Transfer Tours Data from Workshops Demonstrate Increased awareness, application process, GPA and Unit

	Requirements, and increase in student education plans
Increase student retention each semester/term	Expansion of best practice student learning support programs (supplemental instruction, peer mentoring, pre-assessment tutoring and support, etc.) increasing course completion and retention for impacted students
Reduce the time to completion of student educational goals through the development of clear and educationally coherent program maps (specific course sequences, progress milestones, and program learning outcomes)	Multiple Measures (English) Math 60 Pre-Statistics Pathway Pilot
Enhance early connections (alert) communication between students, counselors, faculty, and student support services	Increased professional development opportunities for administrators, faculty, and staff that focused on prevalent institutional equity and student success issues
Expand acceleration into Math and other relevant academic programs *Improve access and success for MSJC's students in the areas of English skill development, pre-collegiate Math and English as a Second Language (ESL*	Multiple Measures (English) Scaled Program Acceleration (English) Co-Requisite ENG 94 to ENG 101 Pilot Math 60 Pre-Statistics Pathway Pilot
Reduce disproportionate impacts and close the achievement gap	Increased professional development opportunities through an institutional partnership with Center for Organizational Responsibility and Advancement (CORA) o Teaching Men of Color in the Community

	College
	o Supporting men of Color in the Community College
	Improved availability, access and analysis of data related to student equity and disproportionate impact and student success
	Multiple Measures (English)

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

- Institutional commitment and support
- Dedicated faculty champions and participatory workgroups (committees)
- Access to reliable, current, and meaningful research and data
- Use of data to make improvements, eliminate barriers, and positively impact student learning, achievement, and outcomes
- Strong evaluative processes to ensure effectiveness and appropriate use of resources
- Willingness to leverage resources to achieve student success and achievement goals
- Student-centered mindset
- Integration with Strategic Plan Priorities and Goals
- Strong k-12 partnerships
- Positive collaboration between instructional and student services divisions
- Faculty innovation that promotes the development of new ideas for continuous quality improvement
- Regular and consistent professional development and training opportunities

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
The number of first-time students persisting to the next academic	Provide student education plans (SEP) to all entering students	Provide comprehensive first year experience program requiring first-year cohorts to	Pilot English Acceleration model and Math 94

| term/year will increase | Provide orientation, assessment for placement preparation, and counseling to all first-time students

Modify institutional assessment practices to include the Implementation of multiple measures for English

Provide follow-up services to at-risk students | complete math/English/guidance courses

Provide professional development learning workshops for faculty/staff focused on cultural competencies and student success strategies

Increase student learning support (SI and student mentors) | Modify institutional assessment practices to include the Implementation of multiple measures for English

Implement Pilot one-level below Math 60 Pre-statistics pilot

Implement curriculum alignment programs with local high schools

Embedded counseling |

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.

    *   First Year Experience

        Mt. San Jacinto College successfully developed, designed and implemented a first year experience academic program whereby nearly 400 students were enrolled in an academic cohort in fall 2016. The First Year Experience Academic cohort shell included 12 FYE cohort courses that included Mathematics, English and guidance courses; student engagement and development activities, workshops and lectures; linkages to supplemental instruction, the learning resource center, tutoring, student support services, in-class advising, counseling, and the development of comprehensive student education plans. Preliminary data shows that persistence term to term, course completion, and reduction of withdrawal rates for the student cohort are higher than students not served through the cohort. Additionally, nearly 80% of the entire First Year Experience cohort received a comprehensive student education plan thereby improving a student's ability to be informed and knowledgeable about the courses that are necessary to complete their intended educational goal and reduce time to degree completion. The First Year Experience program successfully created an academic pathway that empowers students and positively impacts student access and success as outlined in the college's mission statement.

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.

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Goal	Activities in each program that serve the goal listed	Goal Area		
	SSSP	Student Equity	BSI	
Increase first-time student persistence to the next academic year/term	*Offer educational planning workshops and online student access to the educational planning tools as well as student success pathways*	*First Year Experience Program* *Provide guest speakers for students to inspire, motivate, and inform*	*Research & Implement Multiple Measures for Math placement* *Develop Accelerated ESL Curriculum in credit and non-credit*	✓ Access ✓ Retention ☐ Transfer ✓ ESL/Basic Skills Completion ☐ Degree & Certificate Completion ☐ Other:_____
Increase first-time course retention each semester/ term	*Create a retention and Early Connect Advisory Committee to collect student success resources, develop targeted communications and workshops*	*Create a sense of community* *Provide student mentors* *Provide study and learning skills support*	*Scale English 94 Co-requisite* *Expand BSI Counselor services across the district Expand math tutoring/SI services across the district*	☐ Access ✓ Retention ☐ Transfer ✓ ESL/Basic Skills Completion ✓ Degree & Certificate Completion ☐ Other:_____
Increase student completion of basic skills courses by decreasing exit points and increasing alternative pathways	*Provide in-class advising for basic skills students and presentations on learning center/support resources*		*Research & Implement Multiple Measures for Math placement*	✓ Access ✓ Retention ☐ Transfer ✓ ESL/Basic Skills Completion ✓ Degree & Certificate Completion ☐ Other:_____
Enhance early connections (alert) communication between students,	*Create Early Connect Student Advisory Committee to review workflow and recommend enhancements*			☐ Access ✓ Retention ☐ Transfer ☐ ESL/Basic Skills Completion*

counselors, faculty, and student support services				✓ *Degree & Certificate Completion* ☐ *Other:_____ _____*
Reduce disproportionate impacts among student groups		*Provide professional development to employees* *Implement Umoja program* *Implement A2MEND program for mentoring male students of color*		✓ *Access* ✓ *Retention* ✓ *Transfer* ✓ *ESL/Basic Skills Completion* ✓ *Degree & Certificate Completion* ☐ *Other:_____ _____*

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)
    - Civitas – predictive analytics
    - Introduce Counselor liaisons to various academic programs as a primary focus to foster collaboration between instruction and student services
    - Create opportunities for open dialog and communication between Instructional Services, Student Services, and Administrative Services
    - Re-establishment of Deans Council
    - Executive Leadership prioritization and communication of institutional projects
    - Enhance integration of categorical programs to integrated planning and resource allocation structures
    - Formation of Integrated Student Success Team
    - Collaboration with Academic Senate – All Faculty meetings
    - Launch collaborative group between Executive Cabinet and the officers of Academic Senate

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)

    - Implementation of SARS for all GED, ABE and ESL students
    - Counseling services implemented program-wide
    - New non-credit education plan implemented program-wide

- Re-writing course syllabi to detail some of the SSSP services specifically offered in our courses, program-wide
- Building a documentation system in SARS that aligns with our non-credit program efficiently

6. Describe your professional development plans to achieve your student success goals. (100 words max)
   - Support the design of a comprehensive professional development program that strengthens cultural competencies, collaborative and active learning, student engagement practices, and promotes support and mentoring for adjunct faculty
   - Foster and support broad and authentic engagement of college faculty and staff in the design, implementation, evaluation and ongoing improvement of pathways for students
   - Improve new faculty, staff, and administrator onboarding training and orientation to include student success priorities, goals and objectives
   - Create intentional communities of practice to foster innovation and promote the scholarship of teaching and learning (ex: Faculty Inquiry Groups)
   - Provide coordinated and joint training to counselors and faculty

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)
   - Regular cycle of summative and formative evaluation (completed annually) that are cooperative, outcome-oriented, part of a rigorous scientific design, and intended to impact the decision-making processes at MSJC
   - Integration into Program Review and Annual Program Assessment institutional practices
   - Integration with Strategic Plan and Educational Master Plan priorities and goals
   - Establishment of baselines
   - Design measurable objectives/specific anticipated results used to measure success for each activity (annual and semester cohort tracking; key performance indicators; student success and achievement data; disaggregation of student achievement/success data)
   - Qualitative Data: Focus groups, pre/post surveys, other surveys

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)
   - Not applicable

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.

2017-19 Integrated Goal			
Object code	BSI	Student Equity	Credit SSSP
Academic Salaries	$20,000.00	$19,712.00	$1,008,848.00
Classified Salaries	$20,000.00	$63,360.00	$0.00
Benefits	$8,524.00	$4,574.00	$178,147.00
Supplies & Materials	$15,000.00	$453,169.00	$30,000.00
Operating Expenses	$60,000.00	$111,200.00	$13,000.00
Totals	**$123,524.00**	**$652,015.00**	**$1,229,995.00**

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:

- Please see attached Executive Summary

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?

- IEPI workshops and webinars focused on best practices for program integration and implementation

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. John Colson
Title Vice President of Student Services
Email Address jcolson@msjc.edu
Phone 951-639-5200

Alternate Point of Contact:

Name Dr. Rudolph Besikof

Title Vice President, Instruction

Email Address rbesikof@msjc.edu

Phone 951-639-5401

Part III – Approval and Signature Page

College: Mt. San Jacinto College   District: Mt. San Jacinto Community College District

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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Chancellor/President   Date   Email Address

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Chief Business Officer   Date   Email Address

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Chief Instructional Officer   Date   Email Address

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Chief Student Services Officer   Date   Email Address

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President, Academic Senate   Date   Email Address

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