2017-19 INTEGRATED PLAN

BASIC SKILLS INITIATIVE, STUDENT EQUITY, AND STUDENT SUCCESS AND SUPPORT PROGRAM

Institutional Effectiveness and Student Success Committee
December 13, 2017
Background: Timeline of Key Events

- **July 5**: Requirement for 2016-17 plans suspended
- **September 28**: Memo updating on integration efforts
- **February 14**: New expenditure guidelines shared with the field
- **February 15**: New program framework for 2-year cycle (planning template and guidance) shared with the field.
- **April-May**: Regional workshops to provide an in-depth orientation to the new integrated program model and information about resources and tools available to assist colleges.
- **December 15, 2017**: Integrated plans are due to the Chancellor’s Office (Subsequently revised to end of January)
Background: CCCC0 Rationale for Changes

• Period of unprecedented innovation and reform
• Need to focus on alignment and integration
  • Develop cohesive strategy that fully leverages all the independent initiatives
• Streamline our work at both the college and state levels
  • Make efforts more efficient and sustainable
• Plan fatigue: Duplicative work, potentially busy work
• More time for planning and implementing
Background: Rationale for Changes

- Why BSI, SE, and SSSP?
- Similar goals
  - increase student success – close achievement gaps
- Potential for overlap between and/or among programs
- As a result of this new planning process, our colleges have each created an umbrella committee intentionally focused on aligning programs, services, and activities in support of key student success, equity, and completion goals
  - These umbrella committees at our nine colleges:
    - Include broad representation from across the institution
    - Focus on integrating instruction and student services
    - Prioritize decreasing the duplication of services
## Integrated Plan Resources

### Allocations for BSI, Student Equity, and Credit and Non-Credit SSSP

**For Fiscal Year 2017-18**

<table>
<thead>
<tr>
<th>College</th>
<th>Basic Skills Initiative</th>
<th>Student Equity</th>
<th>Non-Credit SSSP</th>
<th>Credit SSSP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Fund 10433</td>
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<td>Pierce</td>
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<tr>
<td>Southwest</td>
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<td>Trade-Tech</td>
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<tr>
<td>West</td>
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<td>$7,149</td>
<td>$2,259,032</td>
<td>$3,973,063</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$3,219,565</strong></td>
<td><strong>$16,478,208</strong></td>
<td><strong>$1,431,421</strong></td>
<td><strong>$23,418,453</strong></td>
<td><strong>$44,547,647</strong></td>
</tr>
</tbody>
</table>
## Example of Integration Across All Nine Colleges: LA College Promise

<table>
<thead>
<tr>
<th>Integrated Student Success Goal</th>
<th>LA College Promise Components</th>
<th>SSSP Activities</th>
<th>Student Equity Activities</th>
<th>BSI Activities</th>
<th>Measurable Outcome Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase placement in and completion of transfer level English and math courses</td>
<td>Assessment and Placement based on multiple measures</td>
<td>Increase orientation and counseling for college readiness</td>
<td>Expand advising, tutoring, and learning support activities for disproportionately impacted groups</td>
<td>Expand tutoring, supplemental instruction and other learning support activities</td>
<td>Access Transfer ESL/Basic Skills</td>
</tr>
<tr>
<td>Completion of required English and math for educational goal</td>
<td>Completion of required English and math for educational goal</td>
<td>Summer Bridge Assessment/ placement primarily relying on high school coursework</td>
<td>Provide consistent &amp; comprehensive training for faculty and staff to better serve our disproportionately impacted groups</td>
<td>Curricular redesign, including contextualized instruction and co-requisite models</td>
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</tbody>
</table>
Key Elements of the Plan

- Strategic planning/Program review model
  - Evaluate Previous Efforts
  - Set Goals
  - Implement Activities
  - Analyze Results
- Focuses on flexibility and contextualizing efforts to meet local student needs
- Focus on integration and collaboration
Funds Utilized Specifically to Meet the Objectives of the Program

- Reasonable: expenditures made prudently and with every effort to utilize funds efficiently
- Justifiable: expenditures are consistent with goals and activities related to the program

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

Select district
Select 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.

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Basic Skills Initiative</th>
<th>Student Equity</th>
<th>Credit SSSP</th>
<th>Credit SSSP Match</th>
<th>Noncredit SSSP</th>
<th>Noncredit SSSP Match</th>
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</thead>
<tbody>
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<td>2000</td>
<td>Classified and Other Nonacademic Salaries</td>
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<td>3000</td>
<td>Employee Benefits</td>
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<tr>
<td>4000</td>
<td>Supplies &amp; Materials</td>
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<tr>
<td>5000</td>
<td>Other Operating Expenses and Services</td>
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<td>6000</td>
<td>Capital Outlay</td>
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<td>7000</td>
<td>Other Goods</td>
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</tbody>
</table>

Program Totals

BSJ, SE, & SSSP Budget Total $ -

*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.
Integrated Student Success Goals Aligned with Five Measurable Outcome Areas

**Integrated Goals**
- Increase degree, certificate, transfer attainment/completion, specifically for disproportionately impacted groups
- Increase persistence in and completion of developmental English and math sequence
- Increase placement in and completion of transfer level English and Math courses
- Increase collaboration with local feeder high schools
- Increase student support and academic support services

**Areas of Focus**
- Access
- Retention
- Transfer
- ESL/Basic Skills
- Degree & Certificate
Past Successes

Colleges reviewed data from their BSI, SSSP, and Equity Plans

- Demonstrated increases in English course completion rate through course redesign
- LACP increasing the number of students entering First Year Experience Programs
- Peer Tutoring, SI, Embedded Tutoring has assisted students in persisting and completing basic skills courses
- Use of multiple measures that include high school coursework has shown an increase in placement into transfer level courses
Students

Colleges examined the identified student groups as outlined by the state

• 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
• More than one race
Ongoing Challenges

- Equity gaps continue to persist for Latino and African American students in degree, certificate, transfer attainment/completion groups in degree/certificate completion
- Collaboration efforts with local high schools to increase student access and increase college readiness
- Need for coherence among campus activities and programs that share similar student success outcomes

Identified Solutions

- Establish a welcome center on campus
- Use of noncredit courses to assist student in completing basic skills courses, i.e. noncredit for tutoring purposes
- Increase LA College Promise Enrollment
- Increase the use of multiple measures to incorporate high school course work
- Provide more intentional professional development for administration, faculty (including noncredit faculty), staff, and students
- Increase peer tutoring across the campus and include other modes of tutoring, such as online, Saturday appointments, and evening appointments
Questions?

College Representatives

• Howard Irvin, Vice President of Student Services, Los Angeles Southwest College
• Carol Kozerek, Dean of Academic Affairs & Jeffrey Nishimura, Faculty, Los Angeles City College
• Marco De La Garza, Dean of Student Services and Support Programs, Scott Weigand, Director of Academic Resource Center, & Llanet Martin, Associate Dean of Student Equity, Los Angeles Valley College
• Otto Lee, President & Luis Dorado, Vice President of Student Services, Los Angeles Harbor College
• Larry Resendez, Dean of Student Services, Los Angeles Mission College
• Laura Cantu, Dean of Student Services, James Kenny, Dean of Academic Affairs, & Paulina Palomino, Dean of SSSP, East Los Angeles College
• Earic Peters, Vice President of Student Services, Los Angeles Pierce College
• Kaneesha Tarrant, Vice President of Student Services, Los Angeles Trade-Technical College
• Roberto Gonzalez, Vice President of Student Services, Iris Ingram, Vice President of Administrative Services, & Ara Aguiar, Vice President of Academic Affairs, West Los Angeles College
Integrated Plan Summary

Los Angeles City College

Part I: Synthesis of Integrated Plan for Board Presentation

Directions: Please use the following two questions as the basis for summarizing your college’s integrated planning efforts in 250 words or less.

Why and how are these 5 goals going to help your college’s efforts in improving student outcomes—including—but not limited to—closing equity gaps?

How will this plan help you integrate instruction with academic and student support services, including—but not limited to—your LA College Promise efforts?

The five goals of the Los Angeles City College’s 2017-19 Integrated Plan align with the goals in its 2014-2020 Educational and Strategic Master Plan, which are Access and Success. To support these goals, the college develops and evaluates programs and interventions with the objective of providing equitable access and support systems to help students attain early educational momentum points, including the completion of basic skills coursework and SSSP core services toward degree and certificate attainment and transfer, particularly to reduce equity gaps of identified student groups.

As a result, activities in the integrated plan continue to impact the college’s goals. The plan focuses on outreach and recruitment programs, reaching out to more feeder high schools through LA College Promise and providing students with services in assessment, orientation and counseling. Additionally, students are placed into appropriate credit and non-credit levels and guided through their educational plans. The students participate in specific programs, such as the First Year Experience, where they receive Supplemental Instruction and a counseling course that will provide them with services for course and basic skills completions. There is a concerted effort to the development of a multicultural center to reduce equity gaps. In addition, professional development in both the credit and noncredit programs are offered to prepare instructors and staff members with best practices about student success toward persistence and completion. Once students complete their first year, other activities, including follow up counseling and department mentorships, will guide students into career/degree-based or transfer pathways.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SSSP</td>
<td>Student Equity</td>
</tr>
<tr>
<td><strong>Integrated Goal #1:</strong> Increase enrollment of fulltime students into the credit program, particularly those facing equity gaps.</td>
<td><strong>Noncredit:</strong> Develop adult-to-college pathway and noncredit-to-credit pathway to more students. <strong>Credit:</strong> Assessment, Orientation, Counseling, City Pathways, City Days, Peer to Peer, Data Research</td>
<td>Expand outreach and recruitment; focus public relations on community building and groups with equity gaps; redesign website to ensure ADA compliance; support data research to inform management of activities.</td>
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<tr>
<td>Goal Area (check all that apply):</td>
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<tr>
<td>Access</td>
<td>Retention</td>
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</tbody>
</table>
Goal | Activities in each program that serve the goal listed | Alignment with Strategic Goals
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Integrated Goal #2: Increase course completion rates, particularly for those students facing equity gaps. | **Noncredit:** Increase noncredit boosted courses with credit courses. | **College strategic goals:** Success

**Credit:** PAWS, Early Alert, Counseling Follow-up, Counseling Intervention, Peer to Peer, Support through FYE | Increase professional development for cultural responsiveness; increase SI in FYE courses; strengthen distance education to assure ADA compliance; provide counseling services for Guardian Scholars participants and student groups facing equity gaps; provide services for veteran students; extend library hours for students after classes and over the weekends; support data research to inform management of activities. | **District strategic goals (check all that apply):**
- College Going
- Learning Environment
- Completion
- Organizational Effectiveness
- Fiscal Integrity

**State 2022 goals (check all that apply)**
- Increase Completion
- Increase Transfer
- Decrease Average # of Units
- Increase # of exiting CTE students employed
- Close equity & achievement gaps

<table>
<thead>
<tr>
<th>Goal Area (check all that apply):</th>
<th></th>
</tr>
</thead>
</table>
- Access
- Retention
- Transfer
- ESL/Basic Skills Completion
- Degree & Certificate Completion
- Other: ____________________
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SSSP</strong></td>
<td><strong>Student Equity</strong></td>
</tr>
</tbody>
</table>
|      | **Noncredit**: Increase noncredit boosted courses with credit courses. | Expand FYE; provide additional counseling and coordination for students facing equity gaps with the development and implementation of a multicultural enter; support data research to inform management of activities. | Provide SI mentors to support FYE | District strategic goals (check all that apply):  
- College Going  
- Learning Environment  
- Completion  
- Organizational Effectiveness  
- Fiscal Integrity |
|      | **Credit**: PAWS, Early Alert, Counseling Follow-up, Counseling Intervention, Peer to Peer, Support through FYE | | | State 2022 goals (check all that apply)  
- Increase Completion  
- Increase Transfer  
- Decrease Average # of Units  
- Increase # of exiting CTE students employed  
- Close equity & achievement gaps |
| **Integrated Goal #3:** | Improve progression and basic skills completion rates, particularly for those students facing equity gaps. | | | |
| **Goal Area (check all that apply):** | | | | |
| - Access  
- Retention  
- Transfer  
- ESL/Basic Skills Completion  
- Degree & Certificate Completion  
- Other:_________________ | | | |
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
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<td>Student Equity</td>
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<td>Integrated Goal #4:</td>
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<td>Noncredit: Provide professional development training to incorporate student success into the noncredit program.</td>
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<td>Credit: Comprehensive ed plans through counseling, Transfer Fairs, Career Fair</td>
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<tr>
<td>Goal</td>
<td>Activities in each program that serve the goal listed</td>
<td>Alignment with Strategic Goals</td>
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<tr>
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<td>SSSP</td>
<td>BSI</td>
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<td>Integrated Goal #5:</td>
<td>Noncredit: Provide professional development training to incorporate student success into the noncredit program.</td>
<td>Provide support to FYE/SI to reduce time-to-completion.</td>
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<td></td>
<td>Credit: Counseling, Transfer Fairs</td>
<td>College strategic goals:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Success</td>
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<td></td>
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<td>District strategic goals</td>
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<tr>
<td>Goal Area (check all that apply):</td>
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<td>(check all that apply):</td>
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<tr>
<td>Access</td>
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<td>College Going</td>
</tr>
<tr>
<td>Retention</td>
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<td>Learning Environment</td>
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<td>Transfer</td>
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<td>Completion</td>
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<tr>
<td>ESL/Basic Skills Completion</td>
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<td>Organizational Effectiveness</td>
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<tr>
<td>Degree &amp; Certificate</td>
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<td>Fiscal Integrity</td>
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<tr>
<td>Completion</td>
<td></td>
<td>State 2022 goals</td>
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<tr>
<td>Other:______________________</td>
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<td>(check all that apply)</td>
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<tr>
<td></td>
<td>Develop a guided pathways from FYE to transfer programs; support counseling in the Transfer Center; support assistance in the college’s Honor’s program (Ralph Bunche Scholars); support tutoring for disabled students; support data research to inform management of activities.</td>
<td>Increase Completion</td>
</tr>
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<td></td>
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<td>Increase Transfer</td>
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<td></td>
<td>Decrease Average # of Units</td>
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<tr>
<td></td>
<td></td>
<td>Increase # of exiting CTE students employed</td>
</tr>
</tbody>
</table>
Part I: Synthesis of Integrated Plan for Board Presentation

Directions: Please use the following two questions as the basis for summarizing your college’s integrated planning efforts in 250 words or less.

A). Why and how are these 5 goals going to help your college’s efforts in improving student outcomes—including—but not limited to—closing equity gaps?

B). How will this plan help you integrate instruction with academic and student support services, including—but not limited to—your LA College Promise efforts?

The integrated planning committee identified five overarching goals that support the strategic vision of the campus, aligns the intent of a number of different initiatives, and encompasses our belief that supporting the whole student will deliver successful outcomes. We evaluated our entire continuum of services starting from the onboarding of high school students all the way through to graduation, and we identified intentional goals that would ensure students would have the best chance possible to complete their educational goals of certificate and degree completion in a timely manner. The intentionality of our goals assure that we smoothly transition our students from activities and transactions involved in the onboarding processes, to a more focused approach that prepares students for the overall college experience. We include numerous strategies that support our students in the successful completion of math and English, which has become even more vital since the passage of AB-705. Looking at desired student outcomes helped us to align our goals and to be more cognizant of the individual educational/career pathways, and the myriad barriers, that our students must traverse on a daily basis while journeying towards completion and transfer.

The integrated planning process facilitated much focused collaboration, and it helped us to identify and work on ways to avoid duplication of resources and services. It opened up new and exciting opportunities for the linking of the instructional side of things, the academics, with our Student Services division. East Los Angeles College already has a “First Year Experience Program” in place, but the integrated planning process afforded us the opportunity to brainstorm new ways to grow this program to scale. We want to expand upon the existing “best practices,” and to grow our first year activities and services to scale so that we can reach all of our incoming students and not just a small cohort. The recent passage of AB-19 by the Legislature falls in line with this goal, and will help us to focus our efforts on the expansion and inclusion of all of our first year students, thereby helping us to close some of the equity gaps already identified. And finally, the integrated planning helped us to more fully appreciate and understand our joint governance process and to embrace and celebrate our collective vision and efforts towards ensuring our students’ success.
## Goal

**Integrated Goal #1:**

Collaborate with high school districts and community partners to increase students’ college readiness through targeted matriculation services, college preparatory dual enrollment offerings, and curriculum collaboration.

**Internal Metric:**

Outcomes and Indicators in phases that align to the goals.

<table>
<thead>
<tr>
<th>Goal Area (check all that apply):</th>
<th>Access</th>
<th>Retention</th>
<th>Transfer</th>
<th>ESL/Basic Skills</th>
<th>Completion</th>
<th>Degree &amp; Certificate Completion</th>
<th>Other:__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement Welcome Center- GPS: Guided Paths &amp; Services</td>
<td>Implement LA College Promise Initiative</td>
<td>Implement GPS Hubs: Mobile/Off Site College Application, Assessment, Orientation, Counseling Services</td>
<td>Implement AOC+R Days</td>
<td>Implement Extended Orientations</td>
<td>Implement AOC+R Services in Chinese and Spanish for non-credit program students</td>
<td>Develop materials in Chinese and Spanish for non-credit program students</td>
<td>Identify new incoming students and track for</td>
</tr>
<tr>
<td>Develop Early College Programs with local districts</td>
<td>Implement Dual Enrollment initiative with local districts</td>
<td>Implement strategies to increase the number of high school students that graduate prepared for transfer level math and english</td>
<td>Implement a Career and College Exploration course offered in High School to help prepare students identify their Guided Pathway</td>
<td>Develop ELAC Counselor presence at high schools to support onboarding and transition of new students.</td>
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<tr>
<td>Develop partnerships with local High School English &amp; Math instructors so that curriculum planning and development can be coordinated across institutions: Host “Norming Sessions” twice per year for local High School instructors and ELAC’s English and Math faculty</td>
<td>Provide faculty with opportunities to redesign curriculum that includes supplemental instruction and Directed Learning Activities (DLAs)</td>
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### Alignment with Strategic Goals

<table>
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<tr>
<th>College strategic goals:</th>
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<tbody>
<tr>
<td>Distri</td>
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<tr>
<td>Increase Completion</td>
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<tr>
<td>State 2022 goals (check all that apply)</td>
</tr>
</tbody>
</table>

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### Activities in each program that serve the goal listed

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<tr>
<th>Goal</th>
<th>SSSP</th>
<th>Student Equity</th>
<th>BSI</th>
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<tbody>
<tr>
<td>Integrated Goal #1:</td>
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<tr>
<td><strong>Collaborate with high school districts and community partners to increase students’ college readiness through targeted matriculation services, college preparatory dual enrollment offerings, and curriculum collaboration.</strong></td>
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</tr>
<tr>
<td><strong>Outcomes and Indicators in phases that align to the goals.</strong></td>
<td>Develop materials in Chinese and Spanish for non-credit program students</td>
<td>Identify new incoming students and track for</td>
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<td></td>
<td>Develop Early College Programs with local districts</td>
<td>Implement Dual Enrollment initiative with local districts</td>
<td>Implement strategies to increase the number of high school students that graduate prepared for transfer level math and english</td>
</tr>
<tr>
<td></td>
<td>Implement a Career and College Exploration course offered in High School to help prepare students identify their Guided Pathway</td>
<td>Develop ELAC Counselor presence at high schools to support onboarding and transition of new students.</td>
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<td></td>
<td>Develop partnerships with local High School English &amp; Math instructors so that curriculum planning and development can be coordinated across institutions: Host “Norming Sessions” twice per year for local High School instructors and ELAC’s English and Math faculty</td>
<td>Provide faculty with opportunities to redesign curriculum that includes supplemental instruction and Directed Learning Activities (DLAs)</td>
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<td>Goal</td>
<td>Activities in each program that serve the goal listed</td>
<td>Alignment with Strategic Goals</td>
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<tr>
<td></td>
<td>SSSP</td>
<td>Student Equity</td>
<td>BSI</td>
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<td></td>
<td>completion of matriculation process</td>
<td>Increase awareness of FAFSA application process and Financial Aid policies and procedures</td>
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<td></td>
<td>Develop and disseminate outreach materials targeting specific groups (high school and returning adult students, etc...)</td>
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</table>

Attachment A
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrated Goal #2:</strong> Increase completion and persistence through the English and Mathematics sequence of Developmental Education by providing assessment preparation, student in-reach efforts, and accelerated course curriculum.</td>
<td></td>
<td>College strategic goals:</td>
</tr>
<tr>
<td></td>
<td>Implement Common Assessment Initiative</td>
<td>Redesign the developmental education sequences for English and Math</td>
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<td>Implement Assessment Prep workshops</td>
<td>Develop accelerated courses that will allow students to move from developmental English and Math coursework to transfer-level courses within one year</td>
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<td>Implement Math Lab, Writing Center, Learning Center Pre-Assessment Prep Programs</td>
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<td></td>
<td>Identify new incoming students and track their English and Math enrollment activity</td>
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<td></td>
<td>Develop and implement Student Success workshop series (Academic Resources, Study Skills, Navigating College, College Mindset) for students and their families</td>
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<td>Develop in-reach process to contact students who have not enrolled into their courses</td>
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<td>Pilot pre-assessment math prep courses through Adult Education Non-Credit Program to increase skill level (Math 105 to either 110 or 115)</td>
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<td>Pilot MAP at South Gate Educational Course</td>
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<td>Develop Math and English faculty inquiry groups to discuss and explore opportunities to improve persistence and completion within the English and Math sequence.</td>
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<td>Maximize Course Block Scheduling</td>
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<td>Develop Communication Plan within Student Services that describes available resources to students</td>
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<tr>
<td>Goal Area (check all that apply):</td>
<td>District strategic goals (check all that apply):</td>
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<tr>
<td>☐ Access ☑ Retention</td>
<td>☑ College Going ☑ Learning Environment</td>
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<tr>
<td>☐ Transfer ☑ ESL/Basic Skills Completion</td>
<td>☑ Completion ☐ Organizational Effectiveness</td>
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<tr>
<td>☑ Degree &amp; Certificate Completion</td>
<td>☐ Fiscal Integrity</td>
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<td>☐ Other:__________</td>
<td>State 2022 goals (check all that apply)</td>
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<td></td>
<td>☑ Increase Completion ☑ Increase Transfer ☑ Decrease Average # of Units</td>
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<td></td>
<td>Increase # of exiting CTE students employed</td>
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<td>☑ Close equity &amp; achievement gaps</td>
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<td>Activities in each program that serve the goal listed</td>
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<td></td>
<td>assessed English, Math and Reading courses to encourage them to do so</td>
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<td>Explore, identify and implement an effective Early Alert system that allows us to identify and support students at risk</td>
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<td>Develop and conduct exit surveys to gather student responses regarding attrition</td>
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<td>Publicize the benefits of full time enrollment</td>
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<td>Publicize the benefits of continuous enrollment</td>
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<td></td>
<td>Publicize importance of promptly starting and completing the Math and English sequences</td>
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<td>Develop methods to identify the number of students eligible for financial aid and encourage them to apply</td>
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<td>Goal</td>
<td>Activities in each program that serve the goal listed</td>
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<tr>
<td>Integrated Goal #3:</td>
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<td>College strategic goals:</td>
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<tr>
<td>Increase number of students transitioning to college level English and Math courses</td>
<td>Develop a local Re-Assessment Policy</td>
<td>District strategic goals (check all that apply):</td>
</tr>
<tr>
<td></td>
<td>Develop and implement re-assessment preparation intervention strategies</td>
<td>☑College Going ☑Learning Environment</td>
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<td></td>
<td>Implement Math Model for Success 2nd Attempt Project</td>
<td>☑Completion ☐Organizational Effectiveness</td>
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<td></td>
<td>Coordinate Program utilizing Math and English skillbuilding software with campus labs to support the Re-Assessment policy</td>
<td>☐Fiscal Integrity</td>
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<tr>
<td></td>
<td>Implement use of skillbuilding software for use within the non credit department to raise skill level</td>
<td>State 2022 goals (check all that apply) ☑Increase Completion ☑Increase Transfer ☑Decrease Average # of Units ☐Increase # of exiting CTE students employed</td>
</tr>
<tr>
<td></td>
<td>Continue 4th attempt English/Math Project implementation for the Latina Completion &amp; Transfer Academy and Male Leadership Academy students</td>
<td>☑Close equity &amp; achievement gaps</td>
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</table>

Internal Metric:

Goal Area (check all that apply):
☐Access ☑Retention
☐Transfer ☑ESL/Basic Skills Completion
☑Degree & Certificate Completion
☐Other:________

☐Other:________

Attachment A
### Goal

**Integrated Goal #4:**

Create a comprehensive Career and Workforce Center that provides counseling, major and career exploration activities, job and internship services, and opportunities for local employers and agencies to engage with our students and to increase students’ job and career readiness and placement.

*Internal Metric:*

### Activities in each program that serve the goal listed

<table>
<thead>
<tr>
<th>Goal Area (check all that apply):</th>
<th>SSSP</th>
<th>Student Equity</th>
<th>BSI</th>
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</thead>
<tbody>
<tr>
<td>Access</td>
<td>Retention</td>
<td>Transfer</td>
<td>ESL/Basic Skills</td>
</tr>
</tbody>
</table>

**District strategic goals (check all that apply):**

- College Going
- Learning Environment
- Completion
- Organizational Effectiveness
- Fiscal Integrity

**State 2022 goals (check all that apply):**

- Increase Completion
- Increase Transfer
- Decrease Average # of Units
- Increase # of exiting CTE students employed
- Close equity & achievement gaps
<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Activities in each program that serve the goal listed</th>
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</thead>
<tbody>
<tr>
<td>Integrated Goal #5: Increase success rates in Degree, Certificate and Transfer attainment</td>
<td><strong>SSSP</strong>&lt;br&gt;Expand Online Counseling Access&lt;br&gt;Expand Academic and Progress Probation Counseling strategies&lt;br&gt;Expand Student Success Advocates Program&lt;br&gt;Implement Peer Mentor Program&lt;br&gt;Develop and implement ongoing professional development for faculty teaching Counseling 20 to foster student self-efficacy within course curriculum&lt;br&gt;Initiate and implement Counseling Faculty Inquiry Group concerning Guided Pathway Project Models</td>
<td><strong>BSI</strong>&lt;br&gt;Provide extensive staff development opportunities to support services and instruction in Basic Skills/ESL and general effective teaching practices&lt;br&gt;Expand Supplemental Instruction and Tutoring for all basic skills Math and English classes.&lt;br&gt;Initiate and implement Instructional Faculty Inquiry Groups concerning Guided Pathway Project Models</td>
</tr>
<tr>
<td>Goal</td>
<td>Activities in each program that serve the goal listed</td>
<td>Alignment with Strategic Goals</td>
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<td><strong>SSSP</strong></td>
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<td></td>
<td>Continue to provide software technology (SARS, E-SARS, PeopleSoft, Viatron, APMS, College Source etc..) to support Counseling Department, Assessment Center, and Transfer Center operations</td>
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<td>Provide SSSP appropriate professional development for</td>
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<td>Student Workers, Classified Staff, Faculty, Counselors, and Administrators</td>
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<td>Alert students of the graduation process</td>
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<td>Develop communication plan to provide information about graduation requirements and deadlines</td>
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<td>Increase Honors Program marketing, outreach and scheduling to include evenings, weekends and South Gate Educational Center</td>
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<td>Develop a robust Campus Wellness Initiative to include BIT Team, Mental Health support and Counseling</td>
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<td>Develop and implement achievement gap projects for DSPS, Veterans, Former</td>
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<td></td>
<td><strong>Student Equity</strong></td>
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<td></td>
<td>SSSP</td>
<td>Student Equity</td>
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<td></td>
<td>Foster Youth, Re-Entry and undocumented Students</td>
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<td></td>
<td>Continue Culturally Responsive Training Academy to create an equity minded campus culture</td>
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</tbody>
</table>
Part I: Synthesis of Integrated Plan for Board Presentation

Directions: Please use the following two questions as the basis for summarizing your college’s integrated planning efforts in 250 words or less.

**Why and how are these 5 goals going to help your college’s efforts in improving student outcomes—including—but not limited to—closing equity gaps?**

Our Student Success Coordinating Committee (SSCC) aligned our 5 goals with our Strategic Educational Master Plan (SEMP) goals as outlined below:

- **SEMP Goal 1 - Access and Preparation for Success**: Improve equitable access; help students attain important early educational momentum points.
  - Integrated Goals 1 & 2 – Redesign of our onboarding process: Assessment, Orientation, Counseling, & Registration for both credit and non-credit students
  - 
- **SEMP Goal 2 - Teaching and Learning for Success**: Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increases equity in the achievement of these outcomes.
  - Integrated Goals 3, 4, & 5 - Increase course completion/success for students taking less than 6 units, and those taking 7-11 units via: redesign of our early alert system, development of Pathways - Counseling Student Education Plans, Technology applications for intrusive messaging, embedded tutoring, and support of transfer programs (Puente, Umoja, APASS, Transfer Center, CHAMPS, Honors, etc.)

The alignment of our 5 goals with our SEMP keeps our focus on improving student outcomes and closing equity gaps at the forefront of the work we as a campus engage in every day.

**How will this plan help you integrate instruction with academic and student support services, including—but not limited to—your LA College Promise efforts?**

Our Student Success Coordinating Committee (SSCC) strategically designed our plan to align with our SEMP. As such, one focus of our plan is to actively pursue new and improved upon programs within the areas of first-year-experience (FYE), students of disadvantaged backgrounds, and learning support. Harbor Advantage (FYE) and Harbor Success (SYE) are programs aimed at developing collaborations with local area high schools and other non-traditional student populations to offer a comprehensive and fulfilling first year of college with assessment/placement, orientation, counseling, guaranteed enrollment, mentorship, and academic support. The work of these programs is aligned with our LA College Promise efforts. Additionally, the Veterans’ Center, PUENTE, UMOJA, and APASS student
success programs have created interventions within the plan focused on providing students of varying veteran-status, African-American, Hispanic and Asian/Pacific Islander backgrounds the extra support needed to promote their achievements. Specific endeavors within these programs included university tours, dedicated lab areas, mentoring, and counseling. Finally, Harbor College plans to expand Supplemental Instruction (SI) and embedded tutoring into basic skills math and English courses to ensure additional direct academic support.
<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
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</thead>
<tbody>
<tr>
<td>Integrated Goal #1:</td>
<td>Increase Access to under-represented student populations</td>
<td><strong>SSSP</strong>&lt;br&gt; Create Welcome Center – One Stop Shop</td>
<td>College strategic goals:</td>
</tr>
<tr>
<td>Goal Area (check all that apply):</td>
<td></td>
<td><strong>Student Equity</strong>&lt;br&gt; Expand Outreach Team efforts (HS &amp; Community)&lt;br&gt; Integrate Outreach Team efforts with those of Harbor Advantage/Success &amp; Assessment Center</td>
<td>District strategic goals (check all that apply):</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>BSI</strong>&lt;br&gt; Curriculum Development for Summer Math/English Bridge</td>
<td>□ College Going □ Learning Environment □ Completion □ Organizational Effectiveness □ Fiscal Integrity</td>
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<td></td>
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<td></td>
<td>State 2022 goals (check all that apply) □ Increase Completion □ Increase Transfer □ Decrease Average # of Units □ Increase # of exiting CTE students employed □ Close equity &amp; achievement gaps</td>
</tr>
<tr>
<td>Goal</td>
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<td><strong>Alignment with Strategic Goals</strong></td>
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</tbody>
</table>
|      | **Integrated Goal #2:** 
Increase percentage of new, returning, and current student participation in AOC | Re-design AOC for both Credit and Non-Credit Students | Curriculum Development for Math/English Assessment Prep | College strategic goals: |
|      |                                                     | Create and Implement Digital Communication Plan to ensure students complete AOC (tracking) | | District strategic goals (check all that apply): |
| Goal Area (check all that apply): | | | College Going | Learning Environment |
| Access ☑ Retention ☑ Transfer ☑ ESL/Basic Skills Completion ☑ Degree & Certificate Completion ☑ Other:________ | | | Completion ☑ Organizational Effectiveness |
| | | | Fiscal Integrity |
| | | | State 2022 goals (check all that apply) | Increase Completion ☑ Increase Transfer ☑ Decrease Average # of Units ☑ Increase # of exiting CTE students employed | Increase # of exiting CTE students employed | Close equity & achievement gaps |
| | | | | | | | |
## Goal

Integrated Goal #3:

*Increase course completion success of students with less than 6 units*

Goal Area (check all that apply):

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

### Activities in each program that serve the goal listed

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<tbody>
<tr>
<td>SSSP</td>
<td>Development of Pathway Counseling Model SEP’s</td>
<td>College strategic goals:</td>
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<tr>
<td></td>
<td>Re-design Early Alert</td>
<td>District strategic goals (check all that apply):</td>
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<td></td>
<td>Develop Fin Aid Counseling Plan – Progress Probation</td>
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<td>Faculty and Staff Professional Development – Pathways</td>
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<td>Technology Applications for intrusive messaging, document tracking, etc.</td>
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<td>Increase counseling services for special populations</td>
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<td>Embedded Tutoring/SI, Math, English, and Gateway Courses</td>
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<td>Expanded hours/services in Learning Resource Center</td>
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<td>BSI</td>
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<td>State 2022 goals (check all that apply):</td>
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- Increase Completion
- Increase Transfer
- Decrease Average # of Units
- Increase # of exiting CTE students employed
- Close equity & achievement gaps
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<th>Activities in each program that serve the goal listed</th>
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<tbody>
<tr>
<td>Integrated Goal #4: Increase course completion success of students with 7+ units</td>
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<tr>
<td>Goal Area (check all that apply):</td>
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<tr>
<td>Access</td>
<td>Faculty and Staff Professional Development – Pathways</td>
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<tr>
<td>Retention</td>
<td>Technology Applications for intrusive messaging, document tracking, etc.</td>
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<tr>
<td>Transfer</td>
<td>Increase counseling services for special populations</td>
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<tr>
<td>ESL/Basic Skills Completion</td>
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<tr>
<td>Degree &amp; Certificate Completion</td>
<td>Embedded Tutoring/SL, Math, English, and Gateway Courses</td>
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<tr>
<td>Other:__________</td>
<td>Expanded hours/services in LRC</td>
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<td>College strategic goals:</td>
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<td>District strategic goals (check all that apply):</td>
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<td>College Going</td>
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<td>Learning Environment</td>
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<td>Fiscal Integrity</td>
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<td>Decrease Average # of Units</td>
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<td></td>
<td>Increase # of exiting CTE students employed</td>
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<td>Student Equity</td>
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<tr>
<td>Integrated Goal #5:</td>
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<tr>
<td>Increase Goal Completion of Students (course completion, employment, transfer, certificate/degree, basic skills)</td>
<td>Development of Pathway Counseling Model SEP’s</td>
<td>Transfer Program(s) – Umoja, APASS, Puente, Honors, etc. (field trips, workshops etc.)</td>
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<tr>
<td>Goal Area (check all that apply):</td>
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<tr>
<td>❑ Access</td>
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<td>❑ Transfer</td>
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<td>District strategic goals (check all that apply):</td>
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<tr>
<td>❑ College Going</td>
<td>❑ Learning Environment</td>
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<td>State 2022 goals (check all that apply):</td>
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<tr>
<td>❑ Increase Completion</td>
<td>❑ Increase Transfer</td>
<td>❑ Decrease Average # of Units</td>
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Part I: Synthesis of Integrated Plan for Board Presentation

Directions: Please use the following two questions as the basis for summarizing your college’s integrated planning efforts in 250 words or less.

Why and how are these 5 goals going to help your college’s efforts in improving student outcomes—including—but not limited to—closing equity gaps?

*Los Angeles Mission College is committed to improving student outcomes and closing equity gaps. The five goals chosen for the Integrated Plan align with the College’s Strategic Master Plan, the District’s Strategic Plan and the CCCCO’s system-wide goals. By ensuring that students get off to a strong start on their path to completion and receive adequate support while on the path, students have a greater likelihood of success. The College is poised to align instruction, academic and student support services in ways that will improve pathway entry, basic skills and developmental education completion, improve retention/persistence rates, close equity gaps and improve completion rates in degree/certificate attainment and transfer.*

How will this plan help you integrate instruction with academic and student support services, including—but not limited to—your LA College Promise efforts?

*The implementation of LA College Promise, along with the creation of the Integrated Plan for BSI, SSSP and Student Equity, has proven to be a catalyst for a much more robust collaboration between Academic Affairs, Student Services and Administrative Services. The College has committed to adopting a Guided Pathways framework which will help support the redesign of instructional and support programs on campus to improve student success outcomes including reducing equity gaps and increasing completion/transfer rates.*
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Goal #1: Increase provision of support services to ensure students enter pathways of completion.</td>
<td><strong>SSSP</strong></td>
<td><strong>Student Equity</strong></td>
</tr>
<tr>
<td></td>
<td>Marketing/Outreach</td>
<td>Marketing/Outreach</td>
</tr>
<tr>
<td></td>
<td>Registration Drives</td>
<td>Registration Drives</td>
</tr>
<tr>
<td></td>
<td>HS Senior Days</td>
<td>Early Alert</td>
</tr>
<tr>
<td></td>
<td>Dual Enrollment</td>
<td>Summer Bridge</td>
</tr>
<tr>
<td></td>
<td>Orientation/Assessment</td>
<td>Extended Child Care at CDC</td>
</tr>
<tr>
<td></td>
<td>Career Assessment</td>
<td>Professional Development</td>
</tr>
<tr>
<td></td>
<td>Fall Kick-Off/Mission Days</td>
<td>Resource Development (Guided Pathways, Grants, Technology)</td>
</tr>
<tr>
<td></td>
<td>Curriculum Alignment</td>
<td></td>
</tr>
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<td></td>
<td>Counseling/Advising</td>
<td></td>
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<td></td>
<td>Summer Bridge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Financial Literacy Workshops</td>
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<td></td>
<td>Resource Development (Guided Pathways, Grants, Technology)</td>
<td></td>
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<tr>
<td>Goal Area (check all that apply):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access</td>
<td>Retention</td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>ESL/Basic Skills Completion</td>
<td></td>
</tr>
<tr>
<td>Degree &amp; Certificate Completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
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</tr>
</tbody>
</table>

District strategic goals (check all that apply): | | | |
- College Going
- Learning Environment
- Completion
- Organizational Effectiveness
- Fiscal Integrity

State 2022 goals (check all that apply): | | | |
- Increase Completion
- Increase Transfer
- Decrease Average # of Units
- Increase # of exiting CTE students employed
- Close equity & achievement gaps
## Integrated Goal #2: Basic skills completion: Increasing the percentage of students successfully transitioning to college-level mathematics and English.

<table>
<thead>
<tr>
<th>Goal Area (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Access  ☐ Retention  ☐ Transfer  ☐ ESL/Basic Skills Completion  ☐ Degree &amp; Certificate Completion  ☐ Other: ________ ________</td>
</tr>
</tbody>
</table>

### Activities in each program that serve the goal listed

<table>
<thead>
<tr>
<th>Goal</th>
<th>SSSP</th>
<th>Student Equity</th>
<th>BSI</th>
</tr>
</thead>
</table>
| Integrated Goal #2: Basic skills completion: Increasing the percentage of students successfully transitioning to college-level mathematics and English. | Multiple Measures  
Accelerated Pathways  
Professional Development  
Resource Development (Guided Pathways, Grants, Technology) | Supplemental Reading Course  
Academic Success Workshops  
Accelerated Pathways  
Incentives  
Professional Development  
Resource Development (Guided Pathways, Grants, Technology) | Tutoring/SI  
Supplemental Reading Course  
Academic Success Workshops  
Accelerated Pathways  
Professional Development (Reading Apprenticeship) |

### Alignment with Strategic Goals

**College strategic goals:**

**District strategic goals (check all that apply):**
- College Going
- Learning Environment
- Completion
- Organizational Effectiveness
- Fiscal Integrity

**State 2022 goals (check all that apply):**
- Increase Completion
- Increase Transfer
- Decrease Average # of Units
- Increase # of exiting CTE students employed
- Close equity & achievement gaps
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
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</thead>
<tbody>
<tr>
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<td>SSSP</td>
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</tr>
<tr>
<td>Integrated Goal #3: Increase persistence and retention rates to ensure that students stay on a path to completion.</td>
<td>Counseling/Advising</td>
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</tr>
<tr>
<td></td>
<td>Success Coaches/Peer Mentors</td>
<td>Success Coaches/Peer Mentors</td>
</tr>
<tr>
<td></td>
<td>Early Alert</td>
<td>Early Alert</td>
</tr>
<tr>
<td></td>
<td>Tutoring/SI</td>
<td>Tutoring/SI</td>
</tr>
<tr>
<td></td>
<td>Curriculum Alignment</td>
<td>Honors Program Expansion</td>
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<tr>
<td></td>
<td>Course Sequencing</td>
<td>Academic Success Workshops</td>
</tr>
<tr>
<td></td>
<td>Honors Program Expansion</td>
<td>Food Pantry</td>
</tr>
<tr>
<td></td>
<td>Academic Success Workshops</td>
<td>Incentives</td>
</tr>
<tr>
<td></td>
<td>Career Internships/Eagles Jobs</td>
<td>Mental Health Expansion</td>
</tr>
<tr>
<td></td>
<td>Incentives</td>
<td>Learning Disability Assessment</td>
</tr>
<tr>
<td></td>
<td>ASO Activities/Student Life</td>
<td>Services for Foster Youth, Vets, Low Income/Homeless, LGBTQ+</td>
</tr>
<tr>
<td></td>
<td>Resource Development (Guided Pathways, Grants, Technology)</td>
<td>Resource Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal Area (check all that apply): Access Retention Transfer ESL/Basic Skills Completion Degree &amp; Certificate Completion Other:_________ _____________</td>
<td>College strategic goals:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>District strategic goals (check all that apply): College Going Learning Environment Completion Organizational Effectiveness Fiscal Integrity</td>
<td>State 2022 goals (check all that apply): Increase Completion Increase Transfer Decrease Average # of Units Increase # of exiting CTE students employed Close equity &amp; achievement gaps</td>
</tr>
<tr>
<td>Goal</td>
<td>Activities in each program that serve the goal listed</td>
<td>Alignment with Strategic Goals</td>
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</tr>
<tr>
<td></td>
<td>SSSP</td>
<td>Student Equity</td>
</tr>
<tr>
<td></td>
<td>Counseling/Advising</td>
<td>Counseling/Advising</td>
</tr>
<tr>
<td></td>
<td>Success Coaches/Peer Mentors</td>
<td>Success Coaches/Peer Mentors</td>
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<tr>
<td></td>
<td>College In-Reach</td>
<td>College In-Reach</td>
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<tr>
<td></td>
<td>Tutoring/SI</td>
<td>Tutoring/SI</td>
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<tr>
<td></td>
<td>Academic Success Workshops</td>
<td>Academic Success Workshops</td>
</tr>
<tr>
<td></td>
<td>Summer Bridge</td>
<td>Summer Bridge</td>
</tr>
<tr>
<td></td>
<td>Co-curricular Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource Development (Guided Pathways, Grants,</td>
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<tr>
<td></td>
<td>Technology)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Populations: Students with disabilities;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>foster youth; veterans; LGBTQ+; low income/homeless</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food Pantry</td>
<td></td>
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<tr>
<td></td>
<td>Co-curricular Activities</td>
<td></td>
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<tr>
<td></td>
<td>CCCP Scholars Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource Development (Guided Pathways, Grants,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology)</td>
<td></td>
</tr>
</tbody>
</table>

Integrated Goal #4: Reduce achievement gaps for disproportionately impacted groups.

Goal Area (check all that apply):
- [ ] Access
- [ ] Retention
- [ ] Transfer
- [ ] ESL/Basic Skills
- [ ] Completion
- [ ] Degree & Certificate Completion
- [ ] Other:__________
- _______________
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
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</thead>
<tbody>
<tr>
<td>SSSP</td>
<td>Student Equity</td>
<td>BSI</td>
</tr>
<tr>
<td>Integrated Goal #5: Improve success rates in degree attainment, certificate attainment and transfer.</td>
<td>Counseling/Advising</td>
<td>Counseling/Advising</td>
</tr>
<tr>
<td></td>
<td>College In-Reach</td>
<td>College In-Reach</td>
</tr>
<tr>
<td></td>
<td>Transfer Center Expansion</td>
<td>Tutoring/SI</td>
</tr>
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<td></td>
<td>Tutoring/Sl</td>
<td>Expansion of Mental Health Services</td>
</tr>
<tr>
<td></td>
<td>Honors Program Expansion</td>
<td>Learning Disability Assessment Program</td>
</tr>
<tr>
<td></td>
<td>Transfer Center Expansion</td>
<td>Foster Youth services</td>
</tr>
<tr>
<td></td>
<td>Career Internships/Eagles Jobs</td>
<td>Co-curricular activities: CCCP Scholars Program</td>
</tr>
<tr>
<td></td>
<td>Resource Development(Guided Pathways, Grants, Technology)</td>
<td>Resource Development (Guided Pathways, Grants, Technology)</td>
</tr>
<tr>
<td>Goal Area (check all that apply):</td>
<td></td>
<td>College strategic goals:</td>
</tr>
<tr>
<td>Access</td>
<td>Retention</td>
<td>District strategic goals (check all that apply):</td>
</tr>
<tr>
<td>Transfer</td>
<td>ESL/Basic Skills</td>
<td>College Going</td>
</tr>
<tr>
<td>Completion</td>
<td>Degree &amp; Certificate Completion</td>
<td>Learning Environment</td>
</tr>
<tr>
<td>Other: __________</td>
<td>__________</td>
<td>Completion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organizational Effectiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fiscal Integrity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>State 2022 goals (check all that apply):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase Completion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase Transfer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decrease Average # of Units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase # of exiting CTE students employed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Close equity &amp; achievement gaps</td>
</tr>
</tbody>
</table>
Part I: Synthesis of Integrated Plan for Board Presentation

Directions: Please use the following two questions as the basis for summarizing your college’s integrated planning efforts in 250 words or less.

Why and how are these 5 goals going to help your college’s efforts in improving student outcomes—including—but not limited to—closing equity gaps?

The college began developing integrated goals for the four student success plans (SEP, SSSP, BSI, Achieving the Dream) in 2014. The college adopted these goals in 2016. By mapping all student success and equity programs and services to one or more of these goals, LAPC has met several milestones:

1. Increased overall rates of completion of English and math pathways, associate degrees, and certificates as well as decreased equity gaps in those same areas.
2. Increased success rates and decreased equity gaps in several of the biggest gatekeeper courses (e.g. introductory chemistry, computer science, economics, geography, history, philosophy, political science, sociology, art history, and anatomy)
3. Eliminated or decreased several identified equity gaps, including those among students who identify as one or more of the following: former foster youth, men, veterans, Latinx, African American or Black.
4. Decreased identified equity gaps in all areas for course completion and for English pathway completion.
5. Decreased most equity gaps in math pathway completion, ESL pathway completion, degree and certificate completion, and transfer.

We are encouraged by these early successes and anticipate steady, continued gains in coming years. At the same time, new frameworks, like LA College Promise and Guided Pathways, are helping our college think of new ways to clarify students’ path to completion; create a stronger culture around student success and equity; and strengthen cohesion across programs, services, and practices. LAPC will use these programs to build on the existing infrastructure, leading to even greater gains in student success and equity.

How will this plan help you integrate instruction with academic and student support services, including—but not limited to—your LA College Promise efforts?

Oversight of these goals is primarily provided by the Student Success Committee, where representatives from Student Equity (SEP), Basic Skills Initiative (BSI), Student Success and Support Programs (SSSP), and Achieving the Dream (AtD) meet each month to share and integrate programs, services, practices. Since 2008, this committee has served as an institutional structure for integrating student services and instructional efforts to improve student success and equity. This committee started in 2008 with the adoption of BSI. Since then, as SSSP, AtD, and the new model for SEP were adopted, they were braided into that existing infrastructure. In this way, we have been able to strengthen those integrated goals and activities to make a collective impact.

When LA College Promise (LACP) was adopted, many of the programs and services required for launch were already in place. The college leveraged LACP to package and create awareness around programs
and services that had been developed under the integrated planning structure. Success practices like multiple measures, Summer Bridge, math pathways, GO Days, Peer to Peer Mentors, Freshman Academy, Umosia, Course Embedded Tutoring, etc. were presented to incoming students as a single program rather than a series of services. In this way, LACP was a natural next step in the college’s integrated structure. As we look ahead to implementing Guided Pathways (GP), we hope to leverage this same culture of cohesion so that GP looks more like a continuation and expansion of existing efforts and not a new, separate set of activities.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrated Goal #1:</strong> Increase fall to fall persistence by 5%</td>
<td></td>
<td>College strategic goals:</td>
</tr>
<tr>
<td></td>
<td>Goal Area (check all that apply):</td>
<td>A.1. Increase student completion of degrees, certificates, and college transfer requirements</td>
</tr>
<tr>
<td></td>
<td>❑ Access  ❑ Retention</td>
<td>A.3. Increase the long-term persistence rate of students</td>
</tr>
<tr>
<td></td>
<td>❏ Transfer  ❏ ESL/Basic Skills Completion</td>
<td>D.1 Address the basic skills needs of underprepared students in developmental and introductory courses</td>
</tr>
<tr>
<td></td>
<td>❑ Degree &amp; Certificate Completion</td>
<td>D.5 Provide a learner-centered environment that promotes active learning and student engagement</td>
</tr>
<tr>
<td></td>
<td>❑ Other: __________</td>
<td>D.6 Increase student awareness and use of student support services and programs</td>
</tr>
<tr>
<td></td>
<td>Go Days</td>
<td>District strategic goals (check all that apply):</td>
</tr>
<tr>
<td></td>
<td>Peer to Peer Mentor</td>
<td>❖ College Going  ❖ Learning Environment</td>
</tr>
<tr>
<td></td>
<td>New Student Counseling</td>
<td>❖ Completion  ❖ Organizational Effectiveness</td>
</tr>
<tr>
<td></td>
<td>College Promise</td>
<td>❑ Fiscal Integrity</td>
</tr>
<tr>
<td></td>
<td>Freshman Academy</td>
<td>State 2022 goals (check all that apply)</td>
</tr>
<tr>
<td></td>
<td>Probation Support</td>
<td>❖ Completion  ❖ Increase Transfer</td>
</tr>
<tr>
<td></td>
<td>Career Counseling</td>
<td>❑ Increase # of exiting CTE students employed</td>
</tr>
</tbody>
</table>
## Integrated Goal #2:
Increase the number of students who are currently participating in first year programs by 5%.

### Goal Area (check all that apply):
- [ ] Access
- [X] Retention
- [X] Transfer
- [X] ESL/Basic Skills Completion
- [X] Degree & Certificate Completion
- [ ] Other:__________

### Activities in each program that serve the goal listed

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>SSSP</td>
<td>Student Equity</td>
</tr>
<tr>
<td></td>
<td>Go Days</td>
<td>Course Embedded Tutoring</td>
</tr>
<tr>
<td></td>
<td>Peer to Peer Mentor</td>
<td>Professional learning for faculty (e.g. Strengthening Student Success Conference, AtD Conference)</td>
</tr>
<tr>
<td></td>
<td>College Promise</td>
<td>Freshman Academy</td>
</tr>
<tr>
<td></td>
<td>Umosia</td>
<td>Multiple measures/assessment preparation</td>
</tr>
<tr>
<td></td>
<td>Summer Bridge</td>
<td>New Student Counseling</td>
</tr>
<tr>
<td></td>
<td>Career Counseling</td>
<td></td>
</tr>
</tbody>
</table>

### Alignment with Strategic Goals
- College strategic goals:
  - A.1. Increase student completion of degrees, certificates, and college transfer requirements
  - A.2. Increase number of entering students who complete the matriculation process during the first semester
  - A.3. Increase the long-term persistence rate of students
  - A.4. Ensure equitable access to education

- District strategic goals (check all that apply):
  - [X] College Going
  - [x] Learning Environment
  - [x] Completion
  - [x] Organizational Effectiveness
  - [ ] Fiscal Integrity

- State 2022 goals (check all that apply):
  - [X] Increase Completion
  - [X] Increase Transfer
  - [X] Decrease Average # of Units
  - [ ] Increase # of exiting CTE students employed
  - [X] Close equity & achievement gaps
<table>
<thead>
<tr>
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<tbody>
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<td>Student Equity</td>
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<tr>
<td><strong>Integrated Goal #3:</strong></td>
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<td></td>
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<tr>
<td>Eliminate each identified equity gap by 5%.</td>
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<tr>
<td></td>
<td>Umosia (e.g. coordinator)</td>
<td>Umosia (e.g. counseling, staff, textbooks)</td>
</tr>
<tr>
<td></td>
<td>Summer Bridge</td>
<td>Course Embedded Tutoring (Umoja, courses with equity gaps)</td>
</tr>
<tr>
<td></td>
<td>New Student Counseling</td>
<td>HBCU visits</td>
</tr>
<tr>
<td></td>
<td>Multiple measures/assessment preparation</td>
<td>Professional learning for faculty and tutors (e.g. Teaching Men of Color, Equity Institute, CRT, Safe Zones, AtD Conference)</td>
</tr>
<tr>
<td></td>
<td>Probation Support</td>
<td>California Community College Partnership (CCCP) with UCLA</td>
</tr>
<tr>
<td></td>
<td>Career Counseling</td>
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<td>Goal Area (check all that apply):</td>
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<tr>
<td>✔ Access ✔ Retention</td>
<td></td>
<td></td>
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<tr>
<td>✔ Transfer ✔ ESL/Basic Skills Completion</td>
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<tr>
<td>✔ Degree &amp; Certificate Completion</td>
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<td>❑ Other: ____________</td>
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<tr>
<td>Goal</td>
<td>Activities in each program that serve the goal listed</td>
<td>Alignment with Strategic Goals</td>
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</tr>
<tr>
<td><strong>Integrated Goal #4:</strong> Increase the number of students who are placing (or would have placed) into developmental English or math who successfully complete the English and math developmental education sequence by 5%</td>
<td><strong>SSSP</strong></td>
<td><strong>Student Equity</strong></td>
</tr>
<tr>
<td></td>
<td>Summer Bridge</td>
<td>Course Embedded Tutoring (Gatekeeper courses/courses with equity gaps)</td>
</tr>
<tr>
<td></td>
<td>College Promise</td>
<td>Professional learning for faculty and tutors (e.g. Teaching Men of Color, Reading Apprenticeship, conferences, CRT, Safe Zones, Tutor Expo for tutors, AtD Conference)</td>
</tr>
<tr>
<td></td>
<td>Freshman Academy</td>
<td>ESL resources</td>
</tr>
<tr>
<td></td>
<td>Multiple measures/assessment preparation</td>
<td>Library Consult</td>
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<td>Probation Support</td>
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<tr>
<td>Goal Area (check all that apply):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access</td>
<td></td>
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</tr>
<tr>
<td>☒ Retention</td>
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<tr>
<td>☒ Transfer ☒ ESL/Basic Skills Completion</td>
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<tr>
<td>☒ Degree &amp; Certificate Completion</td>
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<td>☐ Other:_________</td>
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</table>
### Integrated Goal #5:
Increase the number of students who engage in academic activities (e.g. coaching, clubs, tutoring, etc.) by 5%.

**Goal Area (check all that apply):**
- Access
- Retention
- Transfer
- ESL/Basic Skills Completion
- Degree & Certificate Completion
- Other: ____________

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SSSP</td>
<td>Student Equity</td>
</tr>
<tr>
<td>Peer to Peer Mentor</td>
<td>One Book/One Campus</td>
<td>Professional learning for faculty (e.g. Reading apprenticeship, Spring Student Success Conference)</td>
</tr>
<tr>
<td>Summer Bridge</td>
<td>Library Consult</td>
<td>AtD coaching</td>
</tr>
<tr>
<td>College Promise</td>
<td>HBCU visits</td>
<td></td>
</tr>
<tr>
<td>Freshman Academy</td>
<td>Professional learning for faculty and tutors (e.g. Teaching Men of Color, Reading Apprenticeship, conferences, CRT, Safe Zones, Tutor Expo for tutors, Strengthening Student Success Conference, AtD Conference)</td>
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<tr>
<td>Probation Support</td>
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<tr>
<td>Career Counseling</td>
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</tr>
</tbody>
</table>

**College strategic goals:**
A.1. Increase student completion of degrees, certificates, and college transfer requirements
A.2 Increase number of entering students who complete the matriculation process during the first semester
A.3. Increase the long-term persistence rate of students
A.4 Ensure equitable access to education
D.1 Address the basic skills needs of underprepared students in developmental and introductory courses
D.5 Provide a learner-centered environment that promotes active learning and student engagement
D.6 Increase student awareness and use of student support services and programs
D.7 Increase student participation in Associated Student Organization (ASO) activities and shared-governance committees
D.8 Enhance opportunities for student involvement in co-curricular and extracurricular activities that will enrich campus life

**District strategic goals (check all that apply):**
- College Going
- Learning Environment
- Completion
- Organizational Effectiveness
- Fiscal Integrity

**State 2022 goals (check all that apply):**
- Increase Completion
- Increase Transfer
- Decrease Average # of Units
- Increase # of exiting CTE students employed
- Close equity & achievement gaps
Part I: Synthesis of Integrated Plan for Board Presentation

Directions: Please use the following two questions as the basis for summarizing your college’s integrated planning efforts in 250 words or less.

Why and how are these 5 goals going to help your college’s efforts in improving student outcomes—including—but not limited to—closing equity gaps?

How will this plan help you integrate instruction with academic and student support services, including—but not limited to—your LA College Promise efforts?

In keeping with Los Angeles Southwest College’s (LASC) mission to provide a student-centered learning environment committed to empowering students and the community to achieve their academic and career goals through the attainment of certificates and associate degrees leading to transfer and workforce preparation, this integrated plan is designed to promote better student academic outcomes by integrating student services with academic affairs. LASC’s strategy is to bridge the gap between student support services, particularly counseling and academic instruction, with a focus of increasing the success of underserved, underrepresented, low-income, and academically underprepared students by finding innovative ways to strengthen our support services and to better align these services with academic instruction.

To this end, LASC is instituting the Learning Communities model to place cohorts of students in linked courses that share the same content. LASC’s learning community programs is focused on creating opportunities for collaboration between student services and academic staff and instructors. For example, LASC’s learning communities will link academic courses such as our English, math, Social Science and History, with study skills focused counseling courses and a college services awareness component as well as the need for imbedded tutoring and continued and directed professional development and curriculum building.
<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Goal Description</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Goal #1:</td>
<td>Prepare (all) students for successful transition to college level courses by transforming delivery of basic skills instruction and meeting students where they are.</td>
<td><strong>SSSP</strong>&lt;br&gt;English 145, an accelerated course that replaces the need for English 21 and English 28 by combining the requirements of each course into a streamlined one semester course. Writing lab curriculum is an additional resource provided for students in this course. Provide ACCUPLACER Assessment test preparation courses and workshops at local area and feeder high schools and at LASC. Multiple Measures Assessment processes.</td>
<td>College strategic goals: District strategic goals (check all that apply): &lt;br&gt;☑ College Going ☐ Learning Environment ☐ Completion ☐ Organizational Effectiveness ☐ Fiscal Integrity State 2022 goals (check all that apply) ☐ Increase Completion ☐ Increase Transfer ☐ Decrease Average # of Units ☐ Increase # of exiting CTE students employed ☐ Close equity &amp; achievement gaps</td>
</tr>
<tr>
<td>Goal Area (check all that apply):</td>
<td>☑ Access ☑ Retention ☑ Transfer ☑ ESL/Basic Skills Completion ☑ Degree &amp; Certificate Completion ☐ Other:_________ ____________</td>
<td><strong>Student Equity</strong>&lt;br&gt;Through the Student Success Center, increase providing group and one-on-one tutoring for basic skills English and math as well as other gateway courses with high enrollment and low success rates like Physics, Psychology, Biology, and Statistics. Provide ACCUPLACER Assessment test preparation courses and workshops at local area and feeder high schools and at LASC. Provide intrusive counseling and supplemental instruction and group tutoring for the Statway accelerated math course. Provide counseling services and supplemental instruction and tutoring for the English 145 accelerated course.</td>
<td></td>
</tr>
<tr>
<td><strong>BSI</strong></td>
<td>Effectively use the partnership with Carnegie Math Pathways and WestEd to support the implementation of Statway, an accelerated Math course that eliminates one semester of math while fulfilling the Statistics requirement. Students receive intrusive counseling, supplemental instruction, and group tutoring in the Student Success Center.</td>
<td></td>
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<tr>
<td>Goal</td>
<td>Activities in each program that serve the goal listed</td>
<td>Alignment with Strategic Goals</td>
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<tr>
<td>Integrated Goal #2: Strengthen preparation for college success prior to enrollment by creating a clear pathway to transition from high school or other demographics to college.</td>
<td>Provide dual enrollment opportunities with LAUSD and other educational districts and institutions to allow high school students to earn college credit. Use the 360 Approach to Student Success project to increase AA-T and AS-T degree completion in Behavioral and Social Sciences disciplines as well as increase transfer rates for all students. Implement a Puente Project Summer Readiness program preparing disproportionately impacted and educationally underserved Hispanic students for college. Implement a Umoja Program Summer Readiness program to prepare African American/Black students for the rigors of college in an effort of increasing retention, graduation and transfer rates. Provide dual enrollment courses in Statway Accelerated math and continue to offer at Washington Preparatory High School. Students who are non-science majors and complete this two semester course will fulfill all college math requirements before they finish high school.</td>
<td>College strategic goals: District strategic goals (check all that apply): College Going Learning Environment Completion Organizational Effectiveness Fiscal Integrity State 2022 goals (check all that apply) Increase Completion Increase Transfer Decrease Average # of Units Increase # of exiting CTE students employed Close equity &amp; achievement gaps</td>
<td></td>
</tr>
<tr>
<td>Goal Area (check all that apply): Access Retention Transfer ESL/Basic Skills Completion Degree &amp; Certificate Completion Other:__________</td>
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</tbody>
</table>
### Goal

**Integrated Goal #3:**

Improve outcomes for disproportionately impacted populations by providing core services to support the closing of achievement gaps.

**Goal Area (check all that apply):**
- [x] Access
- [x] Retention
- [x] Transfer
- [x] ESL/Basic Skills Completion
- [x] Degree & Certificate Completion
- [ ] Other: __________

### Activities in each program that serve the goal listed

<table>
<thead>
<tr>
<th></th>
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<th>Student Equity</th>
<th>BSI</th>
<th>Alignment with Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Provide Multiple Measures to assess preparation for college level courses in English.</td>
<td>Child Development Department Open House provides an opportunity for students to learn about transfer requirements, courses available and careers in Child Development. All Child Development faculty and staff are present. Lending library allows students to borrow books for 2 classes for the semester. 3csn Intro to Equity and Culturally Responsive Teaching and Learning for Tutors offers an opportunity for our tutors to learn and engage in activities to support their efforts in reducing achievement gaps and improving student success outcomes.</td>
<td>Increase offering required textbooks and calculators to students enrolled in the Statway Accelerated Math cohort to support their retention and completion. Increase supplemental instructors to be available in classes at strategically scheduled times in the Student Success Center. Increase Reading 22 is offerings as a co-requisite to English 20A to strengthen preparation for accelerated English 145</td>
<td>College strategic goals:</td>
</tr>
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<td></td>
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<td>District strategic goals (check all that apply):</td>
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</tbody>
</table>
|                      |                                                                     |                                                                                  |                                                                                                | - College Going
- Learning Environment
- Completion
- Organizational Effectiveness
- Fiscal Integrity                                                                                                 |
|                      |                                                                     |                                                                                  |                                                                                                | State 2022 goals (check all that apply)                                                       |
|                      |                                                                     |                                                                                  |                                                                                                | - Increase Completion
- Increase Transfer
- Decrease Average # of Units
- Increase # of exiting CTE students employed
- Close equity & achievement gaps                                                                   |
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<td></td>
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<td>College strategic goals:</td>
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<td>District strategic goals (check all that apply):</td>
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<td>❑ College Going</td>
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<td>❑ Learning Environment</td>
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<td>State 2022 goals (check all that apply):</td>
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<td>❑ Increase Completion</td>
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<td>❑ Decrease Average # of Units</td>
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<td>❑ Increase # of exiting CTE students employed</td>
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<td></td>
<td>❑ Close equity &amp; achievement gaps</td>
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<tr>
<td>Goal Area (check all that apply):</td>
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</tr>
<tr>
<td>❑ Access</td>
<td>❑ Retention</td>
<td>❑ Transfer</td>
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<tr>
<td>❑ Degree &amp; Certificate Completion</td>
<td>❑ Other:__________</td>
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</table>

Integrated Goal #4: Increase non-credit offerings and provide clear pathways from non-credit to credit courses.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
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</thead>
<tbody>
<tr>
<td>Integrated Goal #5:</td>
<td></td>
<td>College strategic goals:</td>
</tr>
<tr>
<td>Increase student access, retention rates and persistence</td>
<td>Improve in-reach for probation and dismissal students</td>
<td>District strategic goals</td>
</tr>
<tr>
<td>to graduation with a focus on academic success and</td>
<td>and implement an Early Alert process.</td>
<td>(check all that apply):</td>
</tr>
<tr>
<td>achievement through a blending of enrollment management</td>
<td></td>
<td>❑ College Going ❑</td>
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<tr>
<td>and professional development strategies.</td>
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<td>Learning Environment ❑</td>
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<td>Completion ❑</td>
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<td>Organizational Effectiveness</td>
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<td>❑ Fiscal Integrity</td>
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<td>State 2022 goals (check all that apply): ❑ Increase</td>
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<td></td>
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<td>Completion ❑</td>
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<td>Decrease Average # of Units ❑</td>
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<td>Increase # of exiting CTE</td>
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<td>students employed ❑</td>
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<td></td>
<td></td>
<td>Close equity &amp; achievement gaps</td>
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</tbody>
</table>

Goal Area (check all that apply):
- ☒ Access  ☒ Retention
- ☐ Transfer  ☐ ESL/Basic Skills Completion
- ☐ Degree & Certificate Completion
- ☐ Other: _________

<table>
<thead>
<tr>
<th></th>
<th>SSSP</th>
<th>Student Equity</th>
<th>BSI</th>
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<tbody>
<tr>
<td>Improve in-reach for</td>
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<td>probation and dismissal</td>
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<td>students and implement</td>
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<td>an Early Alert process.</td>
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<tr>
<td>Provide multicultural</td>
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<td>professional development</td>
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<td>opportunities to begin</td>
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<td>the discussion and process of the importance of the effects</td>
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<td>that enrollment management has on student access, retention</td>
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<tr>
<td>and persistence to graduation. Faculty participation in</td>
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<tr>
<td>professional development focused on leadership and</td>
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<tr>
<td>discipline specific content.</td>
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<tr>
<td>Collect qualitative data to support decisions for class</td>
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<td>start times, days of the week and 8-week courses</td>
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</tbody>
</table>
Part I: Synthesis of Integrated Plan for Board Presentation

Directions: Please use the following two questions as the basis for summarizing your college’s integrated planning efforts in 250 words or less.

Why and how are these 5 goals going to help your college’s efforts in improving student outcomes—including—but not limited to—closing equity gaps?

The LATTC Student Success Committee, with representation from faculty, staff, students and administrators successfully integrated all efforts related to student equity, SSSP and basic skills. The college’s shared definition of student success has played a key role in guiding the identification and alignment of strategies to improve student outcomes. Each year the committee identifies goals that align with the college’s Strategic Educational Master Plan (SEMP) and support our Pathways to Academic, Career and Transfer Success (PACTS) framework. Goals are focused on improvements in math and English as well as the implementation and monitoring of both the SSSP and Student Equity Plans.

The 5 goals that LATTC has identified are integrated across the three plans (SSSP, Student Equity and BSI) and include strategies that incorporate both academic affairs and student services including:

- increasing completion and persistence rates in math and English
- closing the achievement gap for disproportionately impacted groups
- improving success rates in degree, certificate and transfer
- improved identification and support for students at-risk for academic and progress probation
- deeper collaborations with LAUSD

LATTC is entirely committed to providing the structure and support that students need to meet their educational goals.

How will this plan help you integrate instruction with academic and student support services, including—but not limited to—your LA College Promise efforts?

LATTC will continue to use strategies and interventions within the PACTS framework that support student success. The very nature of the PACTS framework requires full integration of all services, including academic and student services. Additionally, LATTC has set its own Student Success Scorecard, which is reviewed, evaluated, and updated by the Student Success Committee and Educational Policies Committee and approved by the College Council. The Institutional Effectiveness unit provides monthly reports on SSSP metrics in aggregated and disaggregated form, including data by pathway. The LATTC Student Success Committee was tasked to oversee and facilitate the development of the Los Angeles
College Promise (LACP) for LATTC. This includes outreach as well as the development of the First Year Experience (FYE). In developing the program, the LATTC PACTS framework remained at the center of this work, with the focus on connecting PACTS (LATTC’s core student success initiative) into the development and implementation of the LACP. The college focused its efforts on core feeder schools within SLATE-Z – a targeted group of schools with demographics and outcomes that mirror the LATTC equity goals and targeted groups.
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>SSSP</strong></td>
<td><strong>Student Equity</strong></td>
</tr>
<tr>
<td></td>
<td>Provide extended orientation and assessment preparation courses workshops.</td>
<td>Provide extended tutoring opportunities and expanded Pathway English and Math offerings for morning and evening students.</td>
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<td></td>
<td>Expand the use of multiple measures as part of the assessment process (MMAP).</td>
<td>Identify Tier II – Student preparation competencies and strategies.</td>
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<tr>
<td>Integrated Goal #1: 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.</td>
<td>College strategic goals: Full implementation of Pathways to Academic, Career and Transfer Success. Strategic Initiative 1: Pathway Realization to promote completion Strategic Initiative #3: Professional Development Ongoing and Institutionalized</td>
<td></td>
</tr>
<tr>
<td>Goal Area (check all that apply):</td>
<td>District strategic goals (check all that apply):</td>
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<tr>
<td>□ Access ✗ Retention</td>
<td>✗ College Going ✗ Learning Environment ✗ Completion □ Organizational Effectiveness □ Fiscal Integrity</td>
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<tr>
<td>□ Transfer ✗ ESL/Basic Skills Completion</td>
<td>State 2022 goals (check all that apply)</td>
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<tr>
<td>□ Degree &amp; Certificate Completion</td>
<td>□ Increase Completion</td>
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<tr>
<td>□ Other: ___________ ___________</td>
<td>□ Increase Transfer □ Decrease Average # of Units □ Increase # of exiting CTE students employed</td>
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<td>□ Close equity &amp; achievement gaps</td>
</tr>
<tr>
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<td>Activities in each program that serve the goal listed</td>
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<tr>
<td></td>
<td>SSSP</td>
<td>College strategic goals:</td>
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<td></td>
<td>Student Equity</td>
<td>Full implementation of</td>
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<td>BSI</td>
<td>Pathways to Academic, Career</td>
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<td></td>
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<td>and Transfer Success.</td>
</tr>
<tr>
<td>Integrated Goal #2:</td>
<td></td>
<td>Strategic Initiative 1: Pathway Realization to promote completion</td>
</tr>
<tr>
<td>Closing achievement gaps for disproportionately impacted groups.</td>
<td></td>
<td>Strategic Initiative #3: Professional Development Ongoing and Institutionalized</td>
</tr>
<tr>
<td>Goal Area (check all that apply):</td>
<td></td>
<td>District strategic goals (check all that apply):</td>
</tr>
<tr>
<td>Access</td>
<td></td>
<td>College Going</td>
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<tr>
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<td>Fiscal Integrity</td>
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<tr>
<td>Other: SSSP</td>
<td></td>
<td>State 2022 goals (check all that apply)</td>
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<td></td>
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<td>Close equity &amp; achievement gaps</td>
</tr>
</tbody>
</table>

Promote pathways to prospective and new students (i.e. PACTS fair) to increase access to higher education.

Identity Tier I - foundational competencies and strategies.

Provide pathway-specific orientations

Increase focus on follow-up activities and strategies

Ongoing professional development

Strengthening data collection.

Continued development of competency strategies;

Provide mental health support services by USC Suzanne Dworak-Peck School of Social Work interns to address Tier 1 competencies.

Create map of pre-requisites strategies in the pathways.

Ongoing equity minded training/professional development: how to support diverse student populations.

Transition non-credit students to pathways
<table>
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<td></td>
<td>Student Equity</td>
<td>Full implementation of</td>
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<tr>
<td></td>
<td>BSI</td>
<td>Pathways to Academic, Career</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Transfer Success.</td>
</tr>
<tr>
<td>Integrated Goal #3: Improving success rates in degree attainment, certificate attainment, and transfer</td>
<td>Link LATTC pathways to support K-12, dual/concurrent enrollment and seamless transition with pathway team (e.g. College Promise, Lift-Off).</td>
<td>Strategic Initiative 1: Pathway Realization to promote completion</td>
</tr>
<tr>
<td>Goal Area (check all that apply):</td>
<td>Identify and review guided choices (General Education) for each pathway.</td>
<td>District strategic goals (check all that apply):</td>
</tr>
<tr>
<td>☒ Access ☒ Retention</td>
<td>Identify and pilot potential instructional common core curriculum.</td>
<td>☒ College Going ☒ Learning Environment</td>
</tr>
<tr>
<td>☐ Transfer ☒ ESL/Basic Skills Completion</td>
<td>1. Identify and review guided choices (General Education) for each pathway.</td>
<td>☒ Completion ☐ Organizational Effectiveness</td>
</tr>
<tr>
<td>☐ Degree &amp; Certificate Completion</td>
<td>2. Identify and pilot potential instructional common core curriculum.</td>
<td>☐ Fiscal Integrity</td>
</tr>
<tr>
<td>☐ Other: ________ __________________</td>
<td>Core curriculum established to better prepare students into pathways and reduce redundancies</td>
<td>State 2022 goals (check all that apply) ☒ Increase Completion ☒ Increase Transfer ☐ Decrease Average # of Units ☒ Increase # of exiting CTE students employed</td>
</tr>
<tr>
<td></td>
<td>Embed tutors into pathways to assist students with courses leading to certificate and/or degree attainment.</td>
<td>☒ Close equity &amp; achievement gaps</td>
</tr>
<tr>
<td>Goal</td>
<td>Activities in each program that serve the goal listed</td>
<td>Alignment with Strategic Goals</td>
</tr>
<tr>
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<td>----------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td><strong>SSSP</strong></td>
<td><strong>Student Equity</strong></td>
</tr>
<tr>
<td></td>
<td>100% of all new, non-exempt students will complete assessment, counseling, and orientation by integrating innovative strategies within the PACTS framework.</td>
<td>Align educational plans between high school and college. Establish CTE Pathway Academies for each of the nine pathways. Align pathways to industry-recognized external certifications.</td>
</tr>
<tr>
<td>Integrated Goal #5:</td>
<td><strong>Deeper collaborations with LAUSD high schools and middle schools, workforce agencies, and/or other community partners, particularly to increase students’ college and job readiness</strong></td>
<td><strong>College strategic goals:</strong> Full implementation of Pathways to Academic, Career and Transfer Success Strategic Initiative 1: Pathway Realization to promote completion Strategic Initiative #2: Community to College &amp; Career</td>
</tr>
<tr>
<td>Goal Area (check all that apply):</td>
<td>Access □ Retention □ Transfer □ ESL/Basic Skills Completion □ Degree &amp; Certificate Completion □ Other:__________ ____________</td>
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</table>
EDUCATIONAL PROGRAMS AND INSTITUTIONAL EFFECTIVENESS

Integrated Plan Summary
Los Angeles Valley College

Part I: Synthesis of Integrated Plan for Board Presentation

Directions: Please use the following two questions as the basis for summarizing your college’s integrated planning efforts in 250 words or less.

Why and how are these 5 goals going to help your college’s efforts in improving student outcomes—including—but not limited to—closing equity gaps?

Through the integrated planning process, Los Angeles Valley College (LAVC) has identified a need to restructure the organizational approach to improving student success. On a macro level, we will enhance integration of matriculation, instruction, and student support services through the creation of a new committee on campus that will combine what were once three separate committees: Student Equity, Basic Skills, and Student Success and Support Services. Instead of these three areas meeting separately, which can lead to duplication of efforts, the new committee structure of Valley Integrated Planning Committee (VIPC) will work toward implementing the systematic integration of goals, objectives, and activities across the three areas. The constituency for the committee includes key positions from Academic Affairs, Student Services, and Administrative Services. The committee is representative of faculty, administrators, classified staff, and students. This new committee will report directly to the campus Student Success Committee, a tier-two committee that reports to College’s Institutional Effectiveness Committee (i.e. College Council). The creation and institutionalization of the Valley Integrated Planning Committee (VIPC), will oversee the implementation efforts of the plan goals.

Goal 1: Access, Counseling, & Support Services. Increase access for the diverse community of students who can benefit from any one of several instructional paths the college offers.

Goal 2: Equity. Foster an equitable learning environment that improves outcomes for disproportionately impacted students.

Goal 3: Completion. Improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs.

Goal 4: Professional Development. Enhance and integrate campus wide professional learning and development programs for all campus constituents (i.e. faculty, classified/unclassified staff, administrators and students) to foster a shared culture that embraces equitable, learner-centered environment.
Goal 5: Communication. *Institutionalize the role and importance of strategic communication throughout the college to increase awareness, engagement and efficiency for the internal and external community.*

Further, the Office of Institutional Effectiveness has a central role in the VIPC and will routinely engage with the implementation of all integrated plan efforts, in order to ensure continuous and comprehensive evaluation is taking place. As a result of the conversations that took place during the integration planning process, we identified a need for clearer, more consistent evaluation and thus established a sixth goal:

Goal 6: Evaluation. *Improve protocols for collecting, reporting, and using data internally.*

We have also developed the following objectives to ensure that we are achieving our evaluation goal:

- Utilize data collected to log participation and achievement of outcomes.
- Coordinate process for aligning activities and objective and have data to support the plan objectives.
- Evaluate milestones and key performance indicators annually and update the college dashboards to include these metrics.
- Establish metrics for each objective and create an alignment with the EMP and other institutional plans.
- Enhance reporting cycles to coordinate communicating data to campus constituents with activity holders.

Through this committee, we will be able to expand collaborations to redesign the institutional practices to better support students become acclimated to the campus and college culture, and increased the number of students who get in, get through, and successfully get out having accomplished their goals. By closely monitoring the progress of all our efforts, and disaggregating data across disproportionately impacted populations, we will be able to keep sight of closing equity gaps.

**How will this plan help you integrate instruction with academic and student support services, including—but not limited to—your LA College Promise efforts?**

Through the integrated planning process, Los Angeles Valley College (LAVC) has identified both strengths and challenges with past efforts that will inform our work moving forward. One of the strengths carried forward from previous years collaborating across the plans, was the creation of our Valley Promise. In line with the LA College Promise spirit, and with recognition of our enrollment trends, the Valley Promise offers our new students the same supports as the LA College Promise, despite their part-time enrollment. We understand that full-time enrollment is a best practice that can yield positive success,
and we also understand that almost 60% of our entering students enroll part-time. Instead of leaving them out entirely from the Promise, we invite the part-time enrollees to receive the counseling, programming and co-curricular supports as the full-time enrolled LA College Promise students. We believe in meeting our students where they are, and guiding them to successful outcomes with best practices that can benefit all students. We will continue to support our new students beyond the first year and keep sight of their progress as they persist into their second year and completion.

Further, the new committee structure of Valley Integrated Planning Committee (VIPC) will work toward the implementation of systematic integrated goals, objectives, and activities across the three areas. To further improve the integration across these areas, we are incorporating our evaluation data from previous efforts, which identified challenges with communication across campus and particularly within the sharing of work conducted through committees. To address this challenge, we have included the following communication goal as one of the five integrated planning goals:

**Goal 5: Communication.** *Institutionalize the role and importance of strategic communication throughout the college to increase awareness, engagement and efficiency for the internal and external community.*

We have also developed the following objectives to ensure that we are achieving our communication goal:

- Regularly assess the effectiveness of horizontal and vertical communication across the campus, as pertains to issues of significance with direct impacts on student success.

- Increase the accessibility of public information by producing key announcements, bulletins, marketing materials etc. in languages most commonly used by the student community and by distributing information via both paper and digital/electronic media when feasible.

- Increase awareness and positive attitudes toward the LAVC campus identity (brand) amongst prospective students, current students and alumni.

To complement the structural changes to the committee and the emphasis on communication, LAVC is making deliberate changes on a more granular level to address the prioritization process for implementing activities. The steps include the following:

- Using the State’s suggested decision tree refine our existing rubric to ensures activities are clearly connected to objectives and goals.

- Establish a clear protocol that allows campus constituents to suggest new activities when funding is available and codify the process for the review and approval of new activities.

The measures outlined above in conjunction with the evaluation process for the integrated plan detailed in question seven will provide coordination across both student equity-related categorical programs and campus-based programs.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Alignment with Strategic Goals</th>
</tr>
</thead>
</table>
| **Integrated Goal #1:**  
Access, Counseling, & Support Services: Increase access for the diverse community of students who can benefit from any one of several instructional paths the college offers.  
Goal Area (check all that apply):  
* Access  
* Retention  
☐ Transfer  
* ESL/Basic Skills Completion  
☐ Degree & Certificate Completion  
☐ Other:__________  
______________ |  
1. Expand, integrate, and institutionalize Summer Bridge, GPS, FYE, and Science Camp.  
2. Hire 2 CGCA’s (25/hrs/wk) to provide coaching and mentoring assistance to FYE.  
3. Hire 1 FTE career counselor to provide targeted career counseling.  
4. Hire financial aid counselor to provide assistance in a 1-stop process. |  
| | | College strategic goals:  
| | | District strategic goals (check all that apply):  
* College Going  
* Learning Environment  
* Completion  
* Organizational Effectiveness  
* Fiscal Integrity  
| | | State 2022 goals (check all that apply)  
* Increase Completion  
* Increase Transfer  
* Decrease Average # of Units  
☐ Increase # of exiting CTE students employed  
* Close equity & achievement gaps |
## Integrated Goal #2: Equity

*Foster an equitable learning environment that improves outcomes for disproportionately impacted students.*

**Goal Area (check all that apply):**
- Access
- Retention
- Transfer
- ESL/Basic Skills
- Degree & Certificate Completion
- Other: __________

**Activities in each program that serve the goal listed**

<table>
<thead>
<tr>
<th>Activities</th>
<th>SSSP</th>
<th>Student Equity</th>
<th>BSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enhance existing SSD Targeted Tutoring</td>
<td></td>
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<tr>
<td>2. Institutionalize Puente Campus Tours/Mentor Program</td>
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<tr>
<td>3. Develop Student Life Ambassadors</td>
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<tr>
<td>4. Develop Leadership Training for Associated Student Union</td>
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</tbody>
</table>

**Alignment with Strategic Goals**

- College strategic goals:
- District strategic goals (check all that apply):
  - College Going
  - Learning Environment
  - Completion
  - Organizational Effectiveness
  - Fiscal Integrity
- State 2022 goals (check all that apply):
  - Increase Completion
  - Increase Transfer
  - Decrease Average # of Units
  - Increase # of exiting CTE students employed
  - Close equity & achievement gaps
<table>
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<tbody>
<tr>
<td>Integrated Goal #3:</td>
<td></td>
<td>College strategic goals:</td>
</tr>
<tr>
<td>Completion: Improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs.</td>
<td></td>
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</tr>
<tr>
<td>Goal Area (check all that apply):</td>
<td></td>
<td>District strategic goals (check all that apply):</td>
</tr>
<tr>
<td>＊ Access ＊ Retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>＊ Transfer ＊ ESL/Basic Skills Completion</td>
<td></td>
<td>＊ College Going ＊ Learning Environment</td>
</tr>
<tr>
<td>＊ Degree &amp; Certificate Completion</td>
<td></td>
<td>＊ Completion □</td>
</tr>
<tr>
<td>❑ Other:_________</td>
<td></td>
<td>＊ Organizational Effectiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>＊ Fiscal Integrity</td>
</tr>
<tr>
<td>Goal</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Create equity focused awareness and marketing campaign to promote completion and transfer (include Associate degrees for transfer, banners, flyers, posters, classroom visits, workshops, social media, website, laptops, etc) on and off campus.</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>2. Promote transfer awareness to equity populations through university trips/visits, transfer fairs, Puente/TAP/Honors Recognition, etc.</td>
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<tr>
<td>Goal</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>3. Embed tutoring into all basic skills math and English courses.</td>
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</tr>
<tr>
<td>Goal</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>4. Implement an Umoja program to provide activities that focus on creating a sense of community, belonging and academic excellence within the African American student population.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>State 2022 goals (check all that apply):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>＊ Increase Completion ＊ Increase Transfer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>＊ Decrease Average # of Units □</td>
</tr>
<tr>
<td></td>
<td></td>
<td>＊ Increase # of exiting CTE students employed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>＊ Close equity &amp; achievement gaps</td>
</tr>
</tbody>
</table>
## Goal

### Professional Development:

*Enhance and integrate campus wide professional learning and development programs for all campus constituents (i.e. faculty, classified/unclassified staff, administrators and students) to foster a shared culture that embraces equitable, learner-centered environment.*

### Goal Area (check all that apply):

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

<table>
<thead>
<tr>
<th>Activities in each program that serve the goal listed</th>
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<th>Student Equity</th>
<th>BSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prof. Development Coordinator (Coordination of thematic <strong>series</strong>/or mini classes (e.g. 3CSn and College of the Canyons) rather than scattershot workshops. The series should be calendared out ahead of time for the entire year, so people select a series and plan accordingly; contributor to a 5 year plan for integrating prof dev. activities across campus).</td>
<td></td>
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</tr>
<tr>
<td>2. Thematic class series of classes (modeled after TIA or 3CSN) covering the following: Culturally Responsive Teaching and Learning; Mindset; Use of Technology; Success in online teaching; Reading Apprenticeship; other topics as informed by creating: Classified Staff Innovations Academy (Modeled after TIA) focused on student success, New Hire Orientation Academy, Mentoring Program, Leadership Career Advancement Academy, Tour and information on duties performed in other departments across campus, Online Teaching Training Academy and development of training videos; other topics as informed by evaluation and SLOs.</td>
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<tr>
<td>3. Textbook Affordability/OER.</td>
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<tr>
<td>4. Dedicated funds for professional development conferences, college hour workshops, and train the trainer programs.</td>
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</tbody>
</table>

### Alignment with Strategic Goals

**College strategic goals:**

**District strategic goals** (check all that apply):

- College Going
- Learning Environment
- Completion
- Organizational Effectiveness
- Fiscal Integrity

**State 2022 goals** (check all that apply)  
- Increase Completion  
- Increase Transfer  
- Decrease Average # of Units  
- Increase # of exiting CTE students employed  
- Close equity & achievement gaps
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</tr>
<tr>
<td>Integrated Goal #5:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication:</td>
<td>1. Update the LAVC brand/logo for a consistent look and message.</td>
<td></td>
</tr>
<tr>
<td><em>Institutionalize the role and importance of strategic communication throughout the college to increase awareness, engagement and efficiency for the internal and external community.</em></td>
<td>2. Develop a new LAVC Web site.</td>
<td></td>
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<tr>
<td>Goal Area (check all that apply):</td>
<td>3. Create a workgroup to organize and maintain a single point person or team that distributes all pre-planned communication from the college to the student body.</td>
<td></td>
</tr>
<tr>
<td>✧ Access ✧ Retention</td>
<td>4. Create a workgroup to organize and maintain the communication logistics from college to faculty/staff.</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Please use the following two questions as the basis for summarizing your college’s integrated planning efforts in 250 words or less.

1. Why and how are these 5 goals going to help your college’s efforts in improving student outcomes—including—but not limited to—closing equity gaps?

The West LA College integrated plan outlines the outcomes and areas we need to provide focused attention and ongoing action on to increase student completions and address persistent equity gaps. Previously, efforts to improve student completion and equity gaps occurred in isolation and were seldom coordinated. Leaders involved in the various initiatives, Basic Skills, Student Equity, and SSSP, did not meet on a regular basis to design, implement and access programs or efforts in a coordinated way. As a result of our integrated planning efforts, we have identified programs and activities to provide in a holistic and comprehensive way to have a greater impact on student success. The integrated and coordinated goals and activities will result in the reduction of duplication of efforts, increase collaboration, keep continuous attention on student outcomes and help us leverage resources to impact all students. Academic Affairs, Student Services and Administrative Services have joined forces to implement our goals.

2. How will this plan help you integrate instruction with academic and student support services, including—but not limited to—your LA College Promise efforts?

The West LA plan takes a holistic approach to student success which provides students layers of support to help them be successful. We accomplish this by integrating professional development activities focused on improving instruction, providing academic support services to students and integrating student services within instructional programs. An example of our multi-layered approach will be our West Los Angeles College Promise program. We will create a First and Second year experience program with all the elements mentioned above including the integration of financial support for students through our Promise funding.
## Goal

**Integrated Goal #1:**

Increase the percentage of students who, within 2.5 years, complete the English sequence from English 21/100 through English 101 by 4 percentage points from 25% to 29%

**Goal Area (check all that apply):**

- [x] Access  [ ] Retention
- [ ] Transfer  [x] ESL/Basic Skills Completion
- [x] Degree & Certificate Completion
- [ ] Other: ____________________________

### Activities in each program that serve the goal listed

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<tr>
<td></td>
<td>Assessment</td>
<td>Expand tutoring and learning support activities for disproportionately impacted populations</td>
<td>Expand tutoring, supplemental instruction and other learning support activities</td>
</tr>
<tr>
<td></td>
<td>Orientation</td>
<td>Follow Up/Other Services for disproportionately impacted populations</td>
<td>Professional Development for faculty (Acceleration, etc.)</td>
</tr>
<tr>
<td></td>
<td>Counseling (Ed Planning)</td>
<td>Professional development for faculty (CRTL and protected populations)</td>
<td>Provide consistent and comprehensive training for classified and unclassified staff</td>
</tr>
<tr>
<td></td>
<td>Follow Up/Other Services</td>
<td>Curricular redesign (Acceleration, etc.)</td>
<td>Curricular redesign, including contextualized instruction and co-requisites</td>
</tr>
<tr>
<td></td>
<td>Professional Development</td>
<td>Professional development for faculty (CRTL and protected populations)</td>
<td>Bridge programs for first year students</td>
</tr>
<tr>
<td></td>
<td>Integration of noncredit ESL and Basic Skills English into placement model</td>
<td>Professional development for faculty (CRTL and protected populations)</td>
<td>Implement Guided Pathways</td>
</tr>
<tr>
<td></td>
<td>Expand in-person noncredit orientation, assessment, and counseling</td>
<td>Professional development for faculty (CRTL and protected populations)</td>
<td>Implement a First and Second Year Experience Program incorporating LA College Promise</td>
</tr>
<tr>
<td></td>
<td>Appropriate referral of students to noncredit English and ESL classes</td>
<td>Professional development for faculty (CRTL and protected populations)</td>
<td>Alignment of noncredit ESL and Basic Skills English with credit English and ESL</td>
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<tr>
<td></td>
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</tr>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Student equity coordination and research support</td>
<td></td>
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</tbody>
</table>

### Alignment with Strategic Goals

- **College strategic goals and Objectives:**
  1.1 Improve student achievement, both overall and among historically lower-achieving groups.
  1.1.1 Refine and/or develop and implement effective programs and services to improve the performance of targeted groups of historically lower-achieving students (e.g., ACE).
  1.1.2 Strengthen the effectiveness and coverage of the tutoring program.
  1.1.5 Evaluate the developmental math sequence in light of alternative models and make changes as warranted.
  1.1.6 Develop and implement an accelerated pathway through the English sequence.
  1.2 Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.
  3.1 Create clear completion pathways.
  3.1.2 Provide access and follow-up services to ensure that students enter and follow the correct pathways until they attain their goals.
  3.2 Develop and implement systematic services to help at-risk students identify goals early in their programs of study and to progress towards them.
  3.2.2 Enhance services to improve the retention and success rates of Black/African American and Hispanic/Latino students.

- **State strategic goals**

  - College Going  Learning Environment  Completion  Organizational Effectiveness  Fiscal Integrity
  - State 2022 goals (check all that apply)  Increase Completion  Increase Transfer  Decrease Average # of Units  Increase # of exiting CTE students employed  Close equity & achievement gaps
**Integrated Goal #2:**

Increase percentage of students entering elementary algebra who, within 2.5 years, successfully complete intermediate algebra by 3 percentage points from 17% to 20%

**Goal Area (check all that apply):**
- Access
- Retention
- ESL/Basic Skills Completion
- Degree & Certificate Completion
- Other: ________

**College strategic goals and objectives:**

1.1 Improve student achievement, both overall and among historically lower-achieving groups.
    - 1.1.1 Refine and/or develop and implement effective programs and services to improve the performance of targeted groups of historically lower-achieving students (e.g., ACE).
    - 1.1.2 Strengthen the effectiveness and coverage of the tutoring program.
    - 1.1.6 Develop and implement an accelerated pathway through the English sequence.
    - 3.1 Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.

**District strategic goals (check all that apply):**
- College Going
- Learning Environment
- Completion
- Organizational Effectiveness
- Fiscal Integrity

**State 2022 goals (check all that apply):**
- Increase Completion
- Increase Transfer
- Decrease Average # of Units
- Increase # of exiting CTE students employed
- Close equity & achievement gaps

<table>
<thead>
<tr>
<th>Action Items</th>
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</thead>
<tbody>
<tr>
<td>- Assessment</td>
<td>- Orientation</td>
<td>- Counseling (Ed Planning)</td>
<td>- Follow Up/Other Services</td>
</tr>
<tr>
<td>- Orientation</td>
<td>- Counseling (Ed Planning)</td>
<td>- Follow Up/Other Services</td>
<td>- Professional Development</td>
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<td>- Follow Up/Other Services</td>
<td>- Professional Development</td>
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</tr>
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<td>- Professional Development</td>
<td>- Integration of noncredit Basic Skills math into placement model</td>
<td>- Expand in-person noncredit orientation, assessment and counseling</td>
</tr>
<tr>
<td>- Professional Development</td>
<td>- Integration of noncredit Basic Skills math into placement model</td>
<td>- Expand in-person noncredit orientation, assessment and counseling</td>
<td>- Appropriate referral of students to noncredit math classes</td>
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<td>- Expand tutoring, supplemental instruction and other learning support activities</td>
</tr>
</tbody>
</table>

**College strategic goals and objectives:**

1.1 Improve student achievement, both overall and among historically lower-achieving groups.
    - 1.1.1 Refine and/or develop and implement effective programs and services to improve the performance of targeted groups of historically lower-achieving students (e.g., ACE).
    - 1.1.2 Strengthen the effectiveness and coverage of the tutoring program.
    - 1.1.6 Develop and implement an accelerated pathway through the English sequence.
    - 3.1 Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.

**District strategic goals (check all that apply):**
- College Going
- Learning Environment
- Completion
- Organizational Effectiveness
- Fiscal Integrity

**State 2022 goals (check all that apply):**
- Increase Completion
- Increase Transfer
- Decrease Average # of Units
- Increase # of exiting CTE students employed
- Close equity & achievement gaps
## Integrated Goal #3:
Increase the percentage of students who earn a degree or certificate by 5%. Increase the percentage of students who Transfer by 5% overall.

<table>
<thead>
<tr>
<th>Goal Area (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Access ❑ Retention ✓ Transfer ❑ ESL/Basic Skills Completion ✓ Degree &amp; Certificate Completion ❑ Other:___________</td>
</tr>
</tbody>
</table>

### Assessment
- Orientation
- Counseling (Ed Planning)
- Follow Up/Other Services
- Professional Development
- Integration of noncredit Basic Skills math into placement model
- Expand in-person noncredit orientation, assessment, and counseling
- Appropriate referral of students to noncredit math classes
- Bridge programs for first year students
- Implement Guided Pathways
- Implement a First and Second Year Experience Program incorporating LA College Promise

### Expand tutoring and learning support activities for disproportionately impacted populations
- Follow Up/Other Services for disproportionately impacted populations
- Curricular redesign (Acceleration, etc.)
- Professional development for faculty (CRTL, Learning communities, and ATD strategies)
- Provide consistent and comprehensive training for classified and unclassified staff
- Implement Guided Pathways
- Implement a First and Second Year Experience Program incorporating LA College Promise
- DSPS, EOPS/CARE, SSS, CalWorks, and athlete students expanded activities
- Transfer activities targeting Hispanic/Latino, Foster Youth, DSPS, EOPS/CARE and Veterans
- Deliver noncredit Basic Skills classes to athletes to support their credit/transfer classes

### Expand tutoring, supplemental instruction and other learning support activities
- Compressed Math Courses
- Professional Development for faculty
- Provide consistent and comprehensive training for classified and unclassified staff
- Curricular redesign, including contextualized instruction and co-requisites
- Bridge programs for first year students
- Implement Guided Pathways
- Implement a First and Second Year Experience Program incorporating LA College Promise
- Alignment of noncredit Basic Skills math with credit math
- Create and deliver noncredit pre and co-requisites for gateway general education classes to improve student’s success

### College strategic goals and objectives:
1.1 Improve student achievement, both overall and among historically lower-achieving groups.
1.4.1 Establish an exemplary professional learning program.
3.1 Create clear completion pathways.
3.1.1 Create and promote roadmaps for all degrees and certificates and align class scheduling with them.
3.1.2 Provide access and follow-up services to ensure that students enter and follow the correct pathways until they attain their goals.
3.2 Develop and implement systematic services to help at-risk students identify goals early in their programs of study and to progress towards them.
3.2.2 Enhance services to improve the retention and success rates of Black/African American and Hispanic/Latino students.
5.1 Forge effective alliances with local schools, organizations and individuals.
5.1.1 Establish pathways for students at specific high schools to transition to West and succeed.

### District strategic goals (check all that apply):
- College Going
- Learning Environment
- Completion
- Organizational Effectiveness
- Fiscal Integrity

### State 2022 goals (check all that apply)
- Increase Completion
- Increase Transfer
- Decrease Average # of Units
- Increase # of exiting CTE students employed
- Close equity & achievement gaps
<table>
<thead>
<tr>
<th>Integrated Goal #4: Close equity gaps for impacted student groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Area (check all that apply):</strong></td>
</tr>
<tr>
<td>✅ Access  ✅ Retention  ✅ Transfer  ✅ ESL/Basic Skills Completion  ✅ Degree &amp; Certificate Completion  ❏ Other:_________</td>
</tr>
</tbody>
</table>

|  Assessment   Orientation   Counseling (Ed Planning)   Follow Up/Other Services   Professional Development   Integration of noncredit Basic Skills math into placement model   Integration of noncredit ESL and Basic Skills English into placement model   Expand in-person noncredit orientation, assessment, and counseling   Appropriate referral of students to noncredit math classes   Bridge programs for first year students   Implement Guided Pathways   Implement a First and Second Year Experience Program incorporating LA College Promise  |
| Expanded Outreach efforts at high schools which include on-boarding activities   Additional Veteran support, counseling and career services   First and Second Year Experience/LA College Promise   Student equity coordination and research   Financial/admissions liaison support for high school and adult schools to inform and support students   Professional development for faculty (CRTL, Learning communities, and ATD strategies)   Implement Guided Pathways   Implement a First and Second Year Experience Program incorporating LA College Promise  |
| Expand tutoring, supplemental instruction and other learning support activities   Compressed Math Courses   Professional Development for faculty   Provide consistent and comprehensive training for classified and unclassified staff   Curricular redesign, including contextualized instruction and co-requisites   Bridge programs for first year students   Implement Guided Pathways   Implement a First and Second Year Experience Program incorporating LA College Promise  |
| College strategic goals and objectives:  
1.1 Improve student achievement, both overall and among historically lower-achieving groups.  
1.1.1 Refine and/or develop and implement effective programs and services to improve the performance of targeted groups of historically lower-achieving students (e.g., ACE).  
1.4.1 Establish an exemplary professional learning program.  
3.1 Create clear completion pathways.  
3.2 Develop and implement systematic services to help at-risk students identify goals early in their programs of study and to progress towards them.  
3.2.2 Enhance services to improve the retention and success rates of Black/African American and Hispanic/Latino students.  
5.1.1 Establish pathways for students at specific high schools to transition to West and succeed.  |

| District strategic goals (check all that apply):  
☑ College Going  ☑ Learning Environment  ☑ Completion ☑ Organizational Effectiveness  ❏ Fiscal Integrity  |

| State 2022 goals (check all that apply)  
☑ Increase Completion  ☑ Increase Transfer  
❑ Decrease Average # of Units  ☑ Increase # of exiting CTE students employed  ☑ Close equity & achievement gaps  |
**Integrated Goal #5:**

Increase the successful course completion rates for African American, Veteran, Latino and Foster Youth students annually by 2% until the course completion rate matches the college completion rate.

**Goal Area (check all that apply):**
- Access
- Retention
- Transfer
- ESL/Basic Skills Completion
- Degree & Certificate Completion
- Other: Course Completion

<table>
<thead>
<tr>
<th>Action Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Expand tutoring and learning support activities for disproportionately impacted populations</td>
</tr>
<tr>
<td>Orientation</td>
<td>Expanded activities for African American, Veteran, Hispanic/Latino, DSPS, SSS, Athletes, and CalWorks students</td>
</tr>
<tr>
<td>Counseling</td>
<td>Follow Up/Other Services for disproportionately impacted populations</td>
</tr>
<tr>
<td>(Ed Planning)</td>
<td>Curricular redesign, including contextualized instruction and co-requisites</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Bridge programs for first year students</td>
</tr>
<tr>
<td>Noncredit Support</td>
<td>Implement Guided Pathways</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>Implement a First and Second Year Experience Program incorporating LA College Promise</td>
</tr>
<tr>
<td>Math into</td>
<td>Alignment of noncredit Basic Skills math with credit math</td>
</tr>
<tr>
<td>placement model</td>
<td>Deliver noncredit Basic Skills Classes to impacted groups to support their success in their credit classes and acceleration through the English and Math developmental sequence</td>
</tr>
</tbody>
</table>

**College strategic goals and objectives:**
1. Improve student achievement, both overall and among historically lower-achieving groups.
1.1.2 Refine and/or develop and implement effective programs and services to improve the performance of targeted groups of historically lower-achieving students (e.g., ACE).

**District strategic goals (check all that apply):**
- College Going
- Learning Environment
- Completion
- Organizational Effectiveness
- Fiscal Integrity

**State 2022 goals (check all that apply):**
- Increase Completion
- Increase Transfer
- Decrease Average # of Units
- Increase # of exiting CTE students employed
- Close equity & achievement gaps
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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 SSSP Report (credit)/ESMP goals</td>
<td>• The college has increased its services in outreach and counseling to meet the matriculation needs of first-time students.</td>
</tr>
<tr>
<td></td>
<td>• It has implemented a student ambassador activity to assist in students receiving AOC services.</td>
</tr>
<tr>
<td></td>
<td>• It has implemented a student mentorship activity to assure students success in the first year.</td>
</tr>
<tr>
<td></td>
<td>• Counselors follow up on students’ educational plans to guide them through the first-year pathway and beyond.</td>
</tr>
<tr>
<td></td>
<td>• From 2015-16 to 2016-17 the number of students receiving orientation services has increased by 6% and assessment by 9%.</td>
</tr>
<tr>
<td>Increase the number of students transitioning from noncredit program to credit program.</td>
<td>• Noncredit and credit programs have collaborated to align curricula and develop clear pathways.</td>
</tr>
<tr>
<td>Integrate SSSP services and student success into noncredit program.</td>
<td>• The noncredit program has provided professional development to improve student success services at the noncredit level.</td>
</tr>
<tr>
<td>2014-15 BSI Report</td>
<td>• Expanded Early Decision for at least 1 additional feeder high school—</td>
</tr>
<tr>
<td>Students transitioning from basic skills to degree-applicable coursework and that understands and supports the needs of basic skills.</td>
<td>Including early assessment, orientation and enrollment in accelerated basic skills completion and First Year Experience Program.</td>
</tr>
<tr>
<td>---</td>
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</tr>
</tbody>
</table>
| **Enhance the conditions that promote student success by expanding the college programs and support services to increase student participation by 10% each year.** | • Increased student success and retention in math, English, and ESL courses by promoting, assessing and strengthening the SI program and piloting other data-driven interventions, such as boosted courses.  
• Average course success rate and retention rate of SI is 51.3% in math and 80.6% in English. |
| **Integrate staff and organizational development with other services to engage faculty and staff, as well as promote best practices and training to increase understanding and awareness of basic skills services and programs.** | • Provided professional development for faculty and staff with cohesive ongoing learning opportunities in the areas of student equity and basic skills. |
| **Maintain and refine a cohesive curriculum that infuses basic skills for learning college wide to enhance success and retention and increase student participation in learning support services and programs.** | • Development of clear basic-skills pathways for all level of basic skills students which aligns the curriculum and SLOs of Noncredit ESL/Basic Skills courses with receiving English and Math credit courses. |
| **2014-15 Student Equity Report** | **2014-15 Student Equity Report** |
| **Increase access for disproportionally impacted groups (Asian, white, male)** | • Outreach program has expanded to 25 feeder high schools in 2016-17.  
• Campus website has been redesigned to be ADA compliant and more user-friendly.  
• Public relations with local community groups has brought awareness of the college’s offerings.  
• Access rates of Asian students and male students have shown improvement, although equity gaps remain. |
| **Increase course completion for disproportionally impacted groups (African** | **Increase course completion for disproportionally impacted groups (African** |
| | **Increase course completion for disproportionally impacted groups (African** |
| | • Professional Development activities have increased awareness of equity |
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program
Los Angeles City College

<table>
<thead>
<tr>
<th>American (also the college's Educational and Strategic Master Plan (ESMP) 2.1.5)</th>
<th>gaps and provided best practices to reduce them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expanded SI has assured academic success in FYE program.</td>
<td></td>
</tr>
<tr>
<td>• Provided student mentors to help students attain early educational momentum points.</td>
<td></td>
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<tr>
<td>• Expanded library hours for students after classes and over the weekends.</td>
<td></td>
</tr>
<tr>
<td>• SI data showed significant increases in course completion from participating students: 51.3% in math and 80.6% in English.</td>
<td></td>
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<tr>
<td>• A survey on increased library hours indicated its most common use with disabled, Hispanic, and veteran students.</td>
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<tr>
<td>• Overall, course completion rates have improved; equity gap among African American students has narrowed.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increase Basic Skills completion rate for disproportionately impacted groups (African American, Hispanic, male, low income) (also ESMP 2.2.2, 2.3.1, 2.3.2)</th>
<th>• FYE has been expanded from 250 in 2014-15 to almost 500 in 2016-17, with plans to grow to 750 students in 2017-18.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students in FYE received SI and student mentorship to help students attain early educational momentum points to assure academic success.</td>
<td></td>
</tr>
<tr>
<td>• Each year FYE data showed a significant increase in retention, course and basic skills completions, compared to those not in FYE (course completions: 53% to 48% in Math and 65% to 56% in English).</td>
<td></td>
</tr>
<tr>
<td>• According to IEPI data basic skills completion rates have significantly improved on campus; equity gaps among identified student groups have also been reduced.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increase degree and certificate for</th>
<th>• STEM Academy has been revitalized,</th>
</tr>
</thead>
</table>
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program
Los Angeles City College

| disproportionately impacted groups (African American, Hispanic, male)(also ESMP 2.1.1) | with increased tutoring and counseling components.  
- Tutoring has increased for disabled students.  
- Counseling and assistance for the college’s Guardian Scholars and Veterans programs are provided.  
- Equity gap among Hispanic students have been eliminated; equity gap among disabled students in course, basic skills math and degree/certificate completion has improved; equity gaps among African American and male students remain.  
| Increase transfer for disproportionately impacted groups (Hispanic, low income, disabled)(also ESMP 2.1.3) |  
- Assistance is provided to the college’s honors program, the Ralph Bunche Scholars, which has expanded its membership to 220 students in fall 2017.  
- Transfer Center has received continual counseling and support for its students.  
- Equity gap among identified groups in transfer remain.  

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

- The college has expanded its AOC services and placed students into basic skills pathways, reducing time to completion. A revitalized outreach and FYE/SI program have grown in the last three years. The college’s efforts in multiple measures, acceleration, boot-camps, pre-assessment workshops and boosted classes have also contributed to higher placement. As a result, equity gaps are closing in access and course and basic skills completions.

- However, equity gaps in degree/certificate completion and transfer remain. Several activities need to provide more updates for evaluation and ways of improvement. Funding is mostly allocated to salary position and less on program development. (100 words)
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.)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students placed in English and Math remedial courses to complete basic skills pathways within the first year.</td>
<td>Transitioning students from adult schools and noncredit to the credit program by aligning curricula and entry/exit skills.</td>
</tr>
</tbody>
</table>
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.

One activity that the college has launched since 2014-15 and that all three plans – SSSP (credit and noncredit), SEP and BSI – have contributed to is the First Year Experience, and data has shown its positive impact in terms of access and success, two essential goals in the college’s Strategic Master Plan. One of its main components is the outreach program, which, in collaboration with LA College Promise, focuses on first-time college student from 25 local high schools. A majority of these students under outreach have entered into the FYE program, which has increased membership each year from 250 in 2015-16 to 450 in 2016-17. FYE has exceeded its goal in 2017-18 with 750 students. Once in the program, students are placed higher in the basic skills pathways, due to multiple measures, pre-assessment workshops in Math and boot-camps. During the semesters they receive supplemental instruction and a counseling class to help in their coursework.

As a result, course and basic skills completion rates for participating students, compared to non-FYE students, have increased significantly. Moreover, according to IEPI reporting, the overall college basic skills completion has improved significantly, mostly in English (where it has reached close to the state average) and double-digit percentage increase in Math and ESL. There has also been an increase in persistence into college-level courses toward degree completion. Data has also shown an impact on reducing equity gaps among African American students, Hispanic students and male students in terms of course and basic skills completion.

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.

4. Activities in each program that serve the goal listed

<table>
<thead>
<tr>
<th>Goal</th>
<th>SSSP (noncredit)</th>
<th>SSSP (credit)</th>
<th>Student Equity</th>
<th>BSI</th>
<th>Goal Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase enrollment of fulltime</td>
<td>Develop adult ed-to-college</td>
<td>Assessment, Orientation, Counseling,</td>
<td>Expand outreach and recruitment;</td>
<td>Expanded Early Decision for</td>
<td>Goal Area (check all that apply):</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students into the credit program, particularly those facing equity gaps.</th>
<th>Pathway and noncredit-to-credit pathway to more students.</th>
<th>City Pathways, City Days, Peer to Peer Data Research</th>
<th>Focus public relations on community building and groups with equity gaps; redesign website to ensure ADA compliance; support data research to inform management of activities.</th>
<th>More feeder high school—Including early assessment, orientation and enrollment in accelerated basic skills completion and First Year Experience Program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase course completion rates, particularly for those students facing equity gaps.</td>
<td>Increase noncredit boosted courses with credit courses.</td>
<td>PAWS, Early Alert, Counseling Follow-up, Counseling Intervention, Peer to Peer, Support through FYE</td>
<td>Increase professional development for cultural responsiveness; increase SI in FYE courses; strengthen distance education to assure ADA compliance; provide counseling services for Guardian Scholars participants and student groups facing equity gaps; provide</td>
<td>Provide SI mentors to support FYE.</td>
</tr>
</tbody>
</table>

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

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<table>
<thead>
<tr>
<th>Improve progression and basic skills completion rates, particularly for those students facing equity gaps.</th>
<th>Increase noncredit boosted courses with credit courses.</th>
<th>PAWS, Early Alert, Counseling Follow-up, Counseling Intervention, Peer to Peer, Support through FYE</th>
<th>Expand FYE; provide additional counseling and coordination for students facing equity gaps with the development and implementati on of a multicultural enter; support data research to inform management of activities.</th>
<th>Provide SI mentors to support FYE</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Increase number of students completing degrees and certificates.</th>
<th>Provide professional development training to incorporate student</th>
<th>Comprehensi ve ed plans through counseling, Transfer Fairs,</th>
<th>Develop a guided pathways from FYE to degree programs;</th>
<th>Provide support to FYE/SI to reduce time-to-completion.</th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>Particularly for those students facing equity gaps.</th>
<th>Success into the noncredit program.</th>
<th>Career Fair</th>
<th>Support data research to inform management of activities.</th>
<th>Certificate Completion</th>
</tr>
</thead>
</table>
| Increase the transfer rate of students entering into four-year universities, particularly those facing equity gaps. | Provide professional development training to incorporate student success into the noncredit program. | Counseling, Transfer Fairs | Develop a guided pathways from FYE to transfer programs; support counseling in the Transfer Center; support assistance in the college's Honor's program (Ralph Bunche Scholars); support tutoring for disabled students; support data research to inform management of activities. | □ 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)
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program
Los Angeles City College

Two goals in the 2014-2020 Educational and Strategic Master Plan, which guides decision-making at the college, are Access and Success. To support these goals, the college develops and evaluates programs and interventions with the objective of providing equitable access and support systems to help students attain early educational momentum points, including the completion of basic skills coursework and SSSP core services toward degree and certificate attainment and transfer. These two goals are central to the integration of the Student Success and Support Program Plan (credit and noncredit), the Student Equity Plan and the Basic Skills Initiative.

As a result, activities in the integrated plan will continue to impact the college's goals. The plan will focus on the outreach and recruitment program, reaching out to more feeder high schools and providing students with services in assessment, orientation and counseling. A redesigned website and an expanded public relations component will help increase access and enrollment at the college. Additionally, students will be placed into appropriate credit and non-credit levels and guided through their educational plans. The students will have the opportunity to participate in specific programs, such as the First Year Experience program, where they will receive Supplemental Instruction and a counseling courses that will provide them with services for course and basic skills completions. In addition, professional development in both the credit and noncredit programs will be offered to prepare instructors and staff members with best practices about student success toward persistence and completion, especially for those student groups facing equity gaps. Once students complete their first year, other programs and activities, including follow up counseling, department mentorships and tutoring, will guide students into career/degree-based or transfer pathways. New to this plan will be a concerted effort to the development of a multicultural center that would address student groups identified as facing equity gaps.

The college is dedicated to effectively align the efforts of the student success initiatives of Student Equity, ESL/Basic Skills, and credit and noncredit Student Success and Support Programs through the planning process structure. The coordinators for SSSP that oversees matriculation, and COMPASS, which oversees the activities of the ESL/Basic Skills Initiative and Student Equity, will meet twice a semester to review activities' effectiveness, find ways of improvement, and regulate budgets. Both committees will report to the campus' Strategic Planning Committee, Academic Senate, Associated Student Government and College Council.

Through this integration, LACC will be able to leverage its data research, expertise, professional learning opportunities, and funding from various sources, not only including ESL/BSI, Student Equity, and credit and noncredit SSSP, but also the college's recently acquired Transformation and STEM grants and LA College Promise and Adult Education Initiatives, in a manner that is coordinated to create lasting and effective pathways and
services that support student success. This fosters a college culture that understands and supports the needs of all students, particularly those facing equity gaps and in the noncredit and adult education programs, by engaging faculty and staff as well as promoting the institutionalization of best practices.

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)

Los Angeles City College has the largest noncredit program in the Los Angeles Community College District and, with the adult education initiative on the horizon, there is a crucial need to collaborate the noncredit and credit sides of the college. Along with developing a noncredit-to-credit pathway, the college will be adding an adult education-to-college pathway, which will include alignment of noncredit levels to the credit program. Professional development on the noncredit side has already started incorporating student success into its instruction and services. Noncredit will also be strengthening its alliance with basic skills credited programs, by identifying more momentum points where pathways are possible. Basic skills credited programs have also been piloting noncredit boosted courses to supplement their courses in order to provide students with more assistance in retention and course and basic skills completions. With the already established collaboration between noncredit and credit student services, noncredit will also be a vital part of degree/certificate and transfer completion for the college by being another added resource particularly for those students at risk and facing equity gaps.

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

Activities of professional development, which include workshops, conferences, and individual projects in both the noncredit and credit programs, will inform faculty and staff members on how to integrate student success into their programs as well as the classroom. They will also inform faculty and staff of student groups facing equity gaps and to provide examples of best practices in instruction and services to reduce these gaps. More effort will be made to ensure cultural responsiveness and department mentorship, which will help faculty and staff guide students on pathways toward completions of degree/certificates and transfer.

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)
In monthly meetings, COMPASS, which covers SEP and BSI, and SSSP, which covers both credit and noncredit services, will request updates of activities under their purview midway and the end of the semester. At the end of the fall and spring semesters they will request relevant data and budgets to evaluate the effectiveness of activities and make improvements where needed.

At midway and the end of the semester, both committees will meet to discuss the progress of the integrated plan. Both report and make recommendations to the Strategic Planning Committee, Academic Senate, Associated Student Governance and College Council.

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)

LACCD supports coordinated student success and equity efforts through a district umbrella committee. This group meets monthly to share information and plan events to highlight successful practices. Activities include:
- Leverage face-to-face (e.g. intra-district visits, summits) and online platforms to share resources and successful practices (e.g. plans, technology, data)
- Align integrated goals with district strategic goals
- Engage stakeholders across campuses, including leadership from student services, instruction, and administrative services as well as other districts and statewide stakeholders
- Facilitate relevant, comprehensive, ongoing professional learning that’s based on data-driven theoretical frames and that invites experts in relevant areas (e.g. guided pathways, FYEs, meta-majors) to present
- Collaborate with other districts and statewide stakeholders
- Increase and strengthen noncredit programs

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.

See Attachments

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:

2017 Integrated Plan Executive Summary -- Los Angeles City College 09.20.2017.doc

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?

While the Chancellor's Office is allowing the colleges to develop and implement their plans according to their needs, more guidance in the reporting process, including budget and expenditures and evaluation of the activities, will be helpful. The Chancellor could provide this guidance via site visits or workshops, as well as have resources available on its website. Also, the Chancellor's Office can provide more disaggregated data so that colleges might identify "new" student groups facing equity gaps, often overlooked in broad disaggregation. In areas such as gender fluidity, undocumented and former incarcerated students, "disaggregating the aggregate" would help colleges identify possible concerns of gender inequities in certain race groups in certain majors at certain momentum points.

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 Carol Kozeracki
Title Dean of Academic Affairs
Email Address kozeraca@lacitycollege.edu
Phone (323) 953-4000 X2061

Alternate Point of Contact:
Name Jeffrey Nishimura
Title Student Equity Coordinator
Email Address nishimj@lacitycollege.edu
Phone (323) 953-4000 X2706
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program
Los Angeles City College

Approval and Signature Page

College: Los Angeles City College
District: Los Angeles 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.

[Signature] 11/8/17  martinrd@lacitycollege.edu
Chancellor/President  Date  Email Address

[Signature] 11/8/17  waldendw@lacitycollege.edu
Chief Business Officer  Date  Email Address

[Signature] 11/8/17  smithrr2@lacitycollege.edu
Chief Instructional Officer  Date  Email Address

[Signature] 10/25/17  wannerda@lacitycollege.edu
Chief Student Services Officer  Date  Email Address

[Signature] 10/25/2017  wannerda@lacitycollege.edu
President, Academic Senate  Date  Email Address
**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.

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Basic Skills Initiative</th>
<th>Student Equity</th>
<th>Credit SSSP</th>
<th>Credit SSSP - Match</th>
<th>Noncredit SSSP</th>
<th>Noncredit SSSP - Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Academic Salaries</td>
<td>$ 61,198</td>
<td>$ 646,004</td>
<td>$ 1,239,908.00</td>
<td>$ 808,230</td>
<td>$ 104,432</td>
<td>$ 55,612</td>
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<tr>
<td>2000</td>
<td>Classified and Other Nonacademic Salaries</td>
<td>$ 300,000</td>
<td>$ 602,751</td>
<td>$ 777,058</td>
<td>$ 925,000</td>
<td>$ 291,702</td>
<td>$ 254,000</td>
</tr>
<tr>
<td>3000</td>
<td>Employee Benefits</td>
<td>$ 23,224</td>
<td>$ 310,330</td>
<td>$ 403,595</td>
<td>$ 742,262</td>
<td>$ 38,491</td>
<td>$ 142,251</td>
</tr>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>$ 3,000</td>
<td>$ 175,152</td>
<td>$ 11,432</td>
<td>$ 7,825</td>
<td>$ 12,033</td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Other Operating Expenses and Services</td>
<td>$ 17,389</td>
<td>$ 169,487</td>
<td>$ 42,135</td>
<td>-</td>
<td>$ 5,205</td>
<td></td>
</tr>
<tr>
<td>6000</td>
<td>Capital Outlay</td>
<td>$</td>
<td></td>
<td>$</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7000</td>
<td>Other Outgo</td>
<td>$</td>
<td></td>
<td>$</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Program Totals</strong></td>
<td>$ 404,811</td>
<td>$ 1,903,724</td>
<td>$ 2,474,128</td>
<td>$ 2,483,317</td>
<td>$ 451,863</td>
<td>$ 451,863</td>
</tr>
</tbody>
</table>

**BSI, SE, & SSSP Budget Total** $ 5,234,526

*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.*
2017-19 Integrated Plan Summary
Los Angeles City College
December 6, 2017

Executive Summary

Brief description of planning process

A. In 2017 Los Angeles City College developed its 2017-2019 Integrated Plan as a collaborative effort by the college’s data committee (Committee on Pathways for Student Success), its Student Success and Support Program Committee, and its noncredit program, by reviewing past plans and recent equity data, as well as district data on assessment, orientation and counseling, in order to align their goals and to recommend activities best suited to meet those goals. Also included in the Integrated Plan are budget allocations and a timeline for evaluating these activities. The Integrated Plan was reviewed by the college’s Strategic Planning Committee, its Academic Senate, its Associate Student Government and the College Council. Every committee involved further ensured that the goals of the Plan align with the goals of the college’s Educational and Strategic Master Plan and the District Strategic Plan. The results of the college’s 2016 Self-Evaluation Accreditation report also informed the plan’s goals. It is then submitted to its District and approved by December 6, before being sent to the State Chancellor’s Office on December 15.

Three highest priority disproportional impact in the Integrated Plan

Analyses of equity data revealed that the most disproportionally impacted student groups are: African American students (in four of the five success indicators); Hispanic students (in three of the five success indicators); and male students (in three of the five success indicators). These groups were identified in the previous Equity Plan, while showing reductions of equity gaps in terms of access and course and basic skills completions. Other groups “disproportionally impacted” are disabled students (in three indicators), low-income students (in one indicator), and foster youth (in one indicator).

Past Strategies for addressing impact

A. The First-Year Program began in fall 2014 with 250 students from its revitalized outreach program. Students were given full matriculation services and placed into basic skills and counseling courses in the first year. The cohort also received supplemental instruction in English and Math as well as participating in a student-mentor program, designed to develop learning communities and to encourage retention and persistence. By 2016 the outreach component increased the number of its feeder high schools to 25, and FYE expanded to nearly 500 students. Yearly evaluation of equity and FYE data has shown improvement in course and basic skills completion rates, impacting the college’s overall basic skills completion rate.

B. Beyond FYE/Completion Agenda: in 2015 the college developed its STEM Academy with a tutoring component paid out of equity funds. Veterans Affairs, the Transfer Center and the college’s honor’s program, Ralph Bunche Scholars, also received staff support. Counseling services were also provided for African American students and foster youth. Tutoring for disabled students and increased library hours on weekends were provided, which, according to surveys, supported many disabled students and veterans.

C. Professional Development: since 2014 faculty and staff were given opportunities to attend conferences on cultural responsiveness and training in services for at-risk student groups with equity gaps. Equity funds also supported a campus-wide book program that focused on minority voices, as well as data research to help evaluate the effectiveness of these activities.
2017-19 Integrated Plan Summary
Los Angeles City College
December 6, 2017

Future activities toward reducing disproportionate impacts

A. The First Year Experience Program is projected to increase to 750 students in fall 2017. Along with Outreach and SI, a redesigned website and a public relations component will be added in fall 2017, along with the development of a multicultural center to address equity gaps. These activities has been and will continue to be a collaborated effort from SSSP, BSI and Equity, allocating funds to outreach, coordinating, counseling, supplemental instruction, and student mentorship and regularly evaluating progress at the end of fall and spring semesters.

B. Beyond FYE/Completion Agenda: Development of a "beyond FYE" program began in fall 2016-17 with support of coordinating, counseling and tutoring to the STEM Academy, the Transfer Center, and Ralph Bunche Scholars program. The integrated plan will continue supporting these activities, along with developing guided pathways connected to the FYE program, faculty-student mentorship, and continual counseling and tutoring assistance for disproportionately impacted groups towards degree completion and transfer to be implemented in spring 2018, with evaluations occurring at the end of fall and spring semesters.

C. Professional Development: Since fall 2014 funds have been spent to improve data research, counseling, workshops and instruction, which informed faculty and staff of best practices and approaches to reduce equity gaps in targeted groups. Continual efforts in data research, counseling, and instruction will begin in fall 2017 in both credit and noncredit programs, with evaluations occurring after the fall and spring semesters for effectiveness and ways of improvement.

Expected impact on student success, timeframe for improvements, and evaluation plan

The goals of the previous Equity Plan were projected until 2020. They will continue to be the equity goals for the 2017-2019 Integrated Plan:

A. Success rates of African American students will increase in course completion by narrowing the percentage point gap by no greater than -3; in basic skills math completion by narrowing the point gap by no greater than -5; in basic skills English completion by narrowing the point gap by no greater than -6; in degree/certificate completion and transfer by having no point gap. There has been improvement in course completion; however, there remains a gap in degree/certificate completion and transfer.

B. By 2020 success rates of Hispanic students will increase in course completion by narrowing the percentage point gap by no greater than -3; in basic skills math completion by having no point gap; in basic skills ESL completion by having no point gap; in basic skills English by having no point gap by no greater than -1; in degree/certificate completion by having no point gap; in transfer by having no point gap. There has been improvement in course completion, basic skills math completion, and degree/certificate completion; there is still a significant gap in transfer.

C. By 2020 access rates for male students will improve by having a percentage point gap no greater than -4. By 2020 success rates for male students will improve: in course completion by having a point gap no greater than 1.5; in basic skills ESL by having no point gap; in basic skills English by having no point gap greater than -2; degree/certificate completion by having no point gap. There has been improvement in course completion, basic skills ESL and English completions, and degree/certificate completions; there is still a significant gap in access.
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

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

1. Assess your college’s previous program efforts:

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

<table>
<thead>
<tr>
<th>SSSP And Student Equity</th>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Success</strong></td>
<td>Increasing equity in successful outcomes by analyzing gaps in student achievement and using this to identify and implement effective models and programming to remedy these gaps, the Student Equity Plan embedded a goal to: Increasing equity in ESL and Basic Skills completion by analyzing gaps in student progression through the sequence and using this to identify and implement effective models and programming to remedy these gaps.</td>
<td>In Progress: We continue to consistently monitor and work towards decreasing equity gaps through efforts including local high school dual enrollment efforts and the development of a Welcome Center on the main campus.</td>
</tr>
<tr>
<td><strong>Equity</strong></td>
<td><strong>Course Completion</strong>, the goal is to eliminate the Point Percentage Gap (PPG) for African American males and females, and for Low-Income students; while reducing the PPG for Hispanic/ Latino males and Foster Youth students to less than -3.0. For Hispanic/ Latino and non- economically disadvantaged students in ESL, the goal is to reduce the PPG to less than -3.0.</td>
<td>In Progress: Continuing Math Pre-assessment workshops. Development of the Male Leadership Academy, the Latina Completion Transfer Academy, and the Cooperating Agencies Foster Youth Educational Support programs. Each is designed to support students holistically in order to provide pathways to success. As we move towards an integrated model and guided pathways we will continue to examine some of the best practices and findings and continue to work on closing the PPGs. 19% increase in Latino/a transfers to UCs</td>
</tr>
<tr>
<td><strong>Basic Skills</strong></td>
<td>the PPG for Latino/ Hispanic and Male students will be eliminated by 2018 and the ppg for Students with Disabilities will be reduced to less than -3.0.</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Skills Math</strong></td>
<td>In <strong>Basic Skills Math</strong>, eliminate PPGs for Hispanic/ Latino and Female Students; while the PPG for Students with Disabilities is reduced to less than -3.0.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The equity plan activities are designed to eliminate PPGs in <strong>Degree and Certificate</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

**Completion** for Students with Disabilities, Hispanic/Latino, and male students.

Transfer, the disproportionate impact revealed by the findings for Hispanic/Latino students will be eliminated and the PPG for Students with Disabilities will be reduced to less than -3.0.

**Access**
The goal is to reduce the PPG for male students and students with disabilities to less than -3.0, and to eliminate the PPG for Veteran students. In Progress: Creation of the Veteran's Resource Center, Dream Resource Center, and a Welcome Center. [We are still looking for resources to fully staff the centers].

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<table>
<thead>
<tr>
<th><strong>BSI</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td><strong>Progress</strong></td>
</tr>
<tr>
<td>Review all levels of the English program below transfer sequence to shorten the number of courses in the pipeline to English 101.</td>
<td>In Progress: We have eliminated English 26 from the course sequence, and are currently running an accelerated pilot project that allows students to move from English 21 directly into English 101.</td>
</tr>
<tr>
<td>Review all levels of the Math program to eliminate problem of time lapse between courses by giving students the opportunity to take the next courses in a sequence immediately after successfully completing the first math courses.</td>
<td>In Progress: Many of our special programs on campus, including FYE, Puente, Honors, etc., allowed us to designate specific hours for targeted classes in the Math and English sequence, thereby allowing our students to take courses in the class sequences without having any lapses. Our research shows enormous jumps in student success when these time-lapses don't occur, and students are able to move from one level English &amp; Math course to the next without a break in between.</td>
</tr>
<tr>
<td>Develop a comprehensive first year approach for first time college students where both the student support service programs and the academic programs are</td>
<td>In Progress: This coming Fall 2017, our FYE efforts and best practices will be institutionalized. Our FYE Associate Dean will work out of our</td>
</tr>
</tbody>
</table>
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| coupled to promote a community of success. | Student Services divisions and continue to liaise with our counselling department, Academic Affairs, and our individual discipline departments to provide all of our incoming freshman students with opportunities for individualized and supportive educational pathways for success. |

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

We have initiated a number of highly successful efforts; however, what we found was that we needed greater collaboration between different departments and divisions on our campus. For example, our Counseling department and our IT department have rolled out a very effective Online counseling service, and our Welcome Center and Transfer Center are seeing increased numbers of students accessing available services. Our very large increase in student transfers this year is attributed to all of these efforts. We are currently working on ways to bring our Student Services and Instructional Services divisions together in a more defined, meaningful way so that we can better coordinate our efforts towards LA College Promise and Guided Pathways.

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)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase number of students transitioning to college level English and Math</td>
<td>Provided academic counseling, peer mentoring, guidance for probation and at risk 4th attempt MLA &amp; LCTA students</td>
</tr>
</tbody>
</table>

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.

Our Transfer Partnership Programs, which include UCLA Center for Community College Partnership and Loyola Marymount partnership had a positive impact on the number of Latino students transferring to UC and CSU campuses. East Los Angeles College has gone from being ranked #17 2015 - 2016 in transfer to the CSU system to #5 in 2016 - 2017. Overall, our UC admit rate has increased to 77%, up from 72% one year ago.
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

FUTURE PLANS – Our Template that we are working on

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)

By recommendation of the Academic Senate, governance on our campus includes an Integrated Planning Committee (IPC) made up of the co-chairs of the SSSP, Student Equity, and BSI Committees. The charge of the Integrated Planning Committee is to develop institutional-level priorities that encompass our campuses existing vision and values, and that embeds active coordination and lines of communication between the different equity-related programs, categorical and noncategorical. In conjunction with the SSSP, Student Equity, and BSI Committees, IPC will oversee the implementation of the Integrated Plan. As we move into the Guided Pathways framework, the IPC with support of the Academic Senate will use our current Strategic Plans, Program Reviews, SLOs, and institutional research projects to provide our College President with recommendations for institutional-level planning priorities.

All of our equity-related categorical programs will work in concert to embed specific goals, objectives, and action items within the framework of the college’s Strategic Goals and Educational Master Plan. Now that we have identified and analyzed gaps in student achievement and have implemented individual responses to address these gaps, we are taking the next steps to coordinate all of these efforts. Our goal is to provide our students with a more streamlined experience as they navigate through our systems.

An example of the success that can be achieved with this type of collaborative effort can be seen in our “Student Success Advocates Program.” The goal of this program is to fortify student support services both inside and outside of the classroom to improve success for all students, and this is being achieved through a focused and intentional collaboration between the Student Services Division and Instructional Faculty Departments. One of the first action items in this program is to ensure that all students promptly define their educational and career goals, which helps them to clarify their educational objectives in a timely manner and to hook into the appropriate campus-wide support services for greater success. Our Integrated Plan works to help our students to be Successful, Directed, Focused, Nurtured, Engaged, and Valued, and we use these six factors as guiding principles in our efforts to achieve greater student success.

Our Integrated Planning Committee will continue to meet regularly to disseminate and discuss updates and progression reports. Using data from our Research Department, we will actively measure quantitative results, paying particular attention to 1) closing identified achievement gaps, and 2) increasing student success. The IPC will report its findings and progress to Educational Planning Subcommittee, the Strategic Planning Committee, and the 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)
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Our Non-credit Department created specialized English courses to help bridge the gap between our non-credit and for credit English class offerings. These English classes, which will be offered for the first time during the Spring 2018 semester, were created through a collaborative effort by faculty from both the Credit and Non-credit Departments.

In addition to the above, a pre-assessment non-credit Math course has been developed to prepare students for the Math Assessment Test. This non-credit course affords our students an opportunity to prepare for the Assessment Test and be more appropriately placed in the Math class sequence. Overall, our goal is to have a Cold Assessment Prevention Program available on campus.

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

In the Instructional Services Division, we plan to continue to support faculty in learning how to (re)design new and innovative curricula, including accelerated courses, and to continue efforts to streamline sequences of classes in Math and English, which will help to eliminate the number of exit points which we know are barriers to student success.

The equity minded practices will continue as part of our on going professional endeavors. Workshops on Opening Day will include presentations on the six factors of Student Success as mentioned above: Successful, Directed, Focused, Nurtured, Engaged, and Valued students. Following the success on our main-campus, we will also launch the Student Success Advocates Program at our South Gate campus and train faculty in how to become advocates. As part of our Integrated Planning efforts, Professional Development will continue to focus on supporting all new avenues to help faculty, staff, and administrators to work more closely together to create and implement campus-wide initiatives and partnerships.

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)

The Office of Institutional Effectiveness and Advancement (OIEA) will annually monitor and report on relevant summative student success metrics provided by the CCCCO Scorecard. In addition, OIEA will develop a menu of qualitative and quantitative measures to assess the formative progress of each college activity by semester or academic year, where appropriate. This will allow the college to make mid-year or mid-plan adjustments to achieve our goals. These include, but are not limited, to cohort achievement analyses, examination of enrollment patterns, analyses of student success milestones (credits earned, persistence, transfer-level attainment, etc.), activity process evaluations, and service outcomes.

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)

LACCD supports coordinated student success and equity efforts through a district umbrella committee. This group meets monthly to share information and plan events to highlight successful practices. Activities include:
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- Leverage face-to-face (e.g. intra-district visits, summits) and online platforms to share resources and successful practices (e.g. plans, technology, data)
  - Align integrated goals with district strategic goals
  - Engage stakeholders across campuses, including leadership from student services, instruction, and administrative services as well as other districts and statewide stakeholders
  - Facilitate relevant, comprehensive, ongoing professional learning that’s based on data-driven theoretical frames and that invites experts in relevant areas (e.g. guided pathways, FYEs, meta-majors) to present
  - Collaborate with other districts and statewide stakeholders
  - Increase and strengthen noncredit programs

Post individual college plans to a shared Website and use a Dashboard to report on achievement data regularly. Offer quarterly District Summits to share success and best practices, and include presentations on momentum, milestones, indicators, and methods. Share theoretical frameworks for planning and implementation of goals and initiatives, and arrange intra-district campus visits for first-hand experiences of successful programs in action. Tap into the existing expertise on our LACCD campuses to arrange professional development opportunities that will help us to move forward with the creation of unique Guided Pathways and that will include support from our Integrated Planning processes.

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 Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>5000</th>
<th>Other Operating Expenses and Services</th>
<th>$47,000</th>
<th>$920,000</th>
<th>$212,209</th>
<th>$196,318</th>
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<tbody>
<tr>
<td>6000</td>
<td>Capital Outlay</td>
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<td>$42,240</td>
<td>$212,453</td>
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<td>7000</td>
<td>Other Outgo</td>
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<td></td>
<td>$11,568</td>
<td>$11,568</td>
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<tr>
<td></td>
<td>Program Totals</td>
<td>$414,500</td>
<td>$2,484,711</td>
<td>$5,995,423</td>
<td>$6,990,454</td>
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<tr>
<td></td>
<td>Match</td>
<td>Match</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSI, SE, &amp; SSSP Budget Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

East Los Angeles College (ELAC) is committed more than ever in achieving equity for all students in meeting their educational outcomes. The campus faculty and staff embrace the Chancellor’s edict that ‘equity is a rallying term and a moral imperative’. The first year of the Equity funding was spent on planning and examining data in order to understand where to concentrate our efforts. These past few years, 2014-17, that campus has continued to examine data, create structures and processes, and initiate and implement the college’s work plan. Additionally, to revise the Student Equity Plan to do the following; 1) Include the engagement and inclusion of the community and students, 2) Develop a strategic plan that envisions a five year term while including a realistic timeframe that includes success indicators such as Degree and Certificate Completion (D) and Transfer (E) which requires a longer period of time to examine change, and 3) Incorporates State and Campus feedback so that the Equity plan meets the intended goals of the legislation and the vision of the faculty. In year two (2015-16), the college continued to prioritize on the above indicators as well as Access and Course Completion. Long term success indicators, such as Degree and Certificate Completions and Transfer, will also be monitored during the school year. However, primary focus will be given to the aforementioned success measures because significant progress on those momentum points will lead to a positive impact on the student equity indicators.

ELAC’s Student Equity Plan for 2015-17 focuses on inquiry, research, intervention, and student support services. Moreover, the plan encompasses the following overarching goals:
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

1. Build organizational capacity in addressing the achievement gaps of targeted students and leveraging collaboration by promoting campus-wide commitment.
2. Assess, develop and evaluate all equity-minded funded projects using campus-based research, and expand high impact practices.
3. Embed equity-mindedness into ELAC’s professional development plan.
4. Communicate evaluation results and engage in continuous improvement.

Target Groups

The College used percentage point gap analysis, as described in the Student Equity Plan instructions, to identify student groups that were disproportionately impacted in the core indicators; access, course completion, ESL and Basic Skills completion in English and Math, degree and certificate completion, and transfer. Percentage point gap analysis showed an overlap of disproportionate impact across the equity indicators for student groups (male students, students with disabilities, and Hispanic/Latino); the course completion indicator highlighted more equity gaps when compared against the other indicators. Other student groups, such as Veterans, were also disproportionately impacted, particularly in Access. The table below summarizes the results:

---

<table>
<thead>
<tr>
<th>Student Equity Indicators</th>
<th>Impacted Student Groups</th>
<th>Investment 2015-2016</th>
<th>Investment 2016-2017</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Male Students, Students with Disabilities, Veteran Students Go East LA</td>
<td>$577,319</td>
<td>$213,843</td>
<td>Creation &amp; Implementation of Financial Wellness Center Male Leadership Academy of Latina Completion and Transfer Academy Welcome Support and Resource Center Dream Resource Center College and Career Corners @ K-12 schools. Expansion of Veterans Resource Center <strong>Creation &amp; Implementation of Expansion of K-12 partnership and strengthening of Dual Enrollment/Early College Program</strong></td>
</tr>
<tr>
<td>Course Completion</td>
<td>African American Females, African American Males, Hispanic/ Latino</td>
<td>$425,931</td>
<td>$1,200,566</td>
<td>Creation, Implementation and Expansion of services for targeted populations. Services include -dedicated tutoring, textbooks, materials, supplies,</td>
</tr>
</tbody>
</table>
---
# 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Program Description</th>
<th>Budget 1</th>
<th>Budget 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males, Foster Youth, Low-Income Students</td>
<td>Access to technology, mentorship, professional development and dedicated case management and follow-up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td>Hispanic/ Latino Non-economically Disadvantaged Students</td>
<td>$209,509</td>
<td>$73,000</td>
</tr>
<tr>
<td>Basic Skills-English</td>
<td>Students with Disabilities, Hispanic/ Latino Students, Female Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Skills-Math</td>
<td>Students with Disabilities, Hispanic/ Latino Students, Male Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree and Certificate Completion</td>
<td>Students with Disabilities, Hispanic/ Latino Students, Male Students</td>
<td>$438,540</td>
<td>$99,460</td>
</tr>
<tr>
<td>Transfer</td>
<td>Hispanic Latino Students, Students with Disabilities</td>
<td>$889,614</td>
<td>$883,900</td>
</tr>
<tr>
<td>Campus Wide Initiatives</td>
<td>AB 540, Veterans, Foster Youth, DSPS, Low Income Students, First Year Students</td>
<td>$1,007,411</td>
<td>$635,120</td>
</tr>
</tbody>
</table>

Expansion of Supplemental Instruction for Development Courses to increase pass rates.

Creation & Implementation of Male Leadership Academy Expansion of Services for DSPS student population.

Creation, Implementation and Expansion of University Partnerships. Expansion of the Transfer Center Increase Number of Transfer Students to CSU and UC; Currently ranked #5 for CSU and #13 for UC’s. Ranked # 3 for Latino Transfers to the University of California.

Creation & Implementation of Culturally Responsive Training Creation & Implementation of SAFE Zone Training Creation & Implementation of Welcome Support and
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th></th>
<th>Resource Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Investment</td>
<td>$3,748,405.00</td>
</tr>
<tr>
<td></td>
<td>$3,105,890.00</td>
</tr>
</tbody>
</table>

**Total 2015-16 Student Equity Allocation** $3,241,105.00

**Reallocated Funds** $507,300.00

**Total Student Equity Funds Available for Expenditures** $3,748,405.00

**Goals/Outcomes**

The college’s primary goal is to reduce point percentage gaps (ppg) to less than three and where large numbers of students are impacted. However, if ppgs are small, the goal is to eliminate those gaps entirely. Each of the indicators has a goal to reduce the ppg or eliminate based on the margin.

Activities intended to augment those ongoing College activities that support student success were developed to reduce or eliminate disproportionate impact for student groups across all equity measures. The activities include the development of an integrated and focused outreach plan with community partners, integration with the Student Success and Support Program (SSSP) Plan to ensure that access for impacted student groups is a priority, expand marketing and outreach services, implementation of a Welcome & Support Campaign, and providing Equity-minded Professional Development in Access. Institutional research activities are planned to monitor and evaluate course completion as well as completion of ESL and Basic Skills in English and Math, along with intervention strategies for ESL and Basic Skills completion in both math and English. Institutional research activities are also planned for evaluation of Degree and Certificate Completion along with intervention strategies to promote degree and certificate completion. An accelerated cohort program is among the activities planned to support students in Transfer, along with institutional research activities to monitor and evaluate student transfer measures.

All activities in the equity plan improve or strengthen ongoing college activities. Additionally, the College was mindful in the creation of these activities by ensuring that the Equity Plan aligns with other college plans. The SSSP Plan and the East Los Angeles College 2011-2017 Strategic Plan were used as guides in the development of the Student Equity Plan. The College’s Strategic Goals of Access, Success, community-centered access, and Institutional Effectiveness were at the forefront of activity development.

**Programming** (Activities the College took to undertake these goals)

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Student Equity Indicators</th>
<th>Targeted Student Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culturally Responsive Training</td>
<td>Professional Development</td>
<td>Men of Color</td>
</tr>
<tr>
<td>Program</td>
<td>Academic Area</td>
<td>Target Population</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>(CRT) Academy: Creating Equity Minded Practitioners</td>
<td>Course completion</td>
<td>First Generation, Low income, DSPS, Latino/a Students, African American Males</td>
</tr>
<tr>
<td>Delloro Social Justice</td>
<td>Course Completion Transfer</td>
<td>First Generation, Latino/a Students, Low-Income</td>
</tr>
<tr>
<td>Disabled Students Services Program (DSPS)</td>
<td>Access</td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Dream Resource Center (DRC)</td>
<td>Access</td>
<td>First Generation, Low-Income AB 540/DACA</td>
</tr>
<tr>
<td>ELAC Transfer Center &amp; University Partnerships</td>
<td>Course Completion Transfer</td>
<td>First Generation, Low Income, Latino/a</td>
</tr>
<tr>
<td>Financial Aid Computer Lab</td>
<td>Access, Course Completion</td>
<td>All</td>
</tr>
<tr>
<td>Financial Aid Wellness Center (Financial Wellness)</td>
<td>Access, Course Completion</td>
<td>Men of Color, First Generation, Low income, DSPS, Latino/a Students, CalWorks, EOP&amp;S</td>
</tr>
<tr>
<td>Latina Completion Transfer Academy (LCTA)</td>
<td>Access, Course Completion</td>
<td>Hispanic/ Latino Students</td>
</tr>
<tr>
<td>Male Leadership Academy (MLA)</td>
<td>Course Completion Transfer</td>
<td>African American Males, Hispanic/ Latino Males</td>
</tr>
<tr>
<td>Puente</td>
<td>Course Completion</td>
<td>First Generation, Latino/a</td>
</tr>
<tr>
<td>Safe Zone</td>
<td>Access, Course Completion</td>
<td></td>
</tr>
<tr>
<td>STEM/MESA Supplement Instruction (SI)</td>
<td>Course Completion, ESL and Basic Skills Completion</td>
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</tbody>
</table>
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>Veterans Resource Center (VRC)</th>
<th>Access Course Completion</th>
<th>Veteran Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Support Resource Center (WSRC)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Progress and Results**

The campus reviews the progress of programs and results through the various shared governance committees. The integrated planning process provided an opportunity to review each of the plans and planned activities in a concerted effort to identify the common goals and work that the campus would continue. The overarching goals included activities that each of the funding streams will support and that were identified as driving the campus towards meeting our success targets. Many of the earlier investments will be continued and supported through the integrated work plan.

**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?

Continue offering webinars, workshops, site visits, and technical assistance for all future state initiatives and mandates. Provide further guidance for the LA Promise and Guided Pathways. Development of a state-wide standardized way to analyze and report metrics.
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part III – Approval and Signature Page

College: East Los Angeles College
District: LACCD

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.

Chancellor/President
Date: 11/16/2017
Email Address: martijnvr@elac.edu

Chief Business Officer
Date: 11/13/2017
Email Address: ernestoego@elac.edu

Chief Instructional Officer
Date: 11/16/2017
Email Address: bernarjo@elac.edu

Chief Student Services Officer
Date: 11/16/2017
Email Address: hernanjs@elac.edu

President, Academic Senate
Date: 11/1/2012
Email Address: jhanuoa@elac.edu
Integrated Budget Template: BSI, Student Equity, and SSSP

for fiscal reporting period July 1, 2017 - June 30, 2018

Los Angeles Community College District
East Los Angeles College

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.

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Basic Skills Initiative</th>
<th>Student Equity</th>
<th>Credit SSSP</th>
<th>Credit SSSP - Match</th>
<th>Noncredit SSSP</th>
<th>Noncredit SSSP - Match</th>
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<tr>
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<td>$112,025</td>
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<tr>
<td>5000</td>
<td>Other Operating Expenses and Services</td>
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<td>$920,000</td>
<td>$212,209</td>
<td>$196,318</td>
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<td>$50,000</td>
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<td>7000</td>
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<td></td>
<td>$11,568</td>
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<td></td>
<td>Program Totals</td>
<td>$414,500</td>
<td>$2,484,711</td>
<td>$5,995,423</td>
<td>$6,990,454</td>
<td>$426,132</td>
<td>$502,753</td>
</tr>
</tbody>
</table>

Match

BSI, SE, & SSSP Budget Total $9,320,766
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: December 1, 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.
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part II – Program Goals and Planning

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

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SSSP Goal A</strong>&lt;br&gt;Improve Access for 1st time in college students</td>
<td>Overall, the campus has seen a slight decline in the number of new students. However, during the Fall of 2016, LAHC enrolled 1,328 first time students, of which 58.2% were female, and 41.8% were male. There was a 1.1% increase in the number of male students from 2014 – 2016. Additionally, there was an overall .8% increase in Asian students, and a 1.3% increase in Hispanic students during the same time-frame. While our efforts improved with thesees specific student populations, the campus is in its fourth year of decline in regard to enrollment of African American Students.</td>
</tr>
<tr>
<td><strong>SSSP Goal B</strong>&lt;br&gt; Increase course completion rates</td>
<td>Efforts made during the 2014-15 and 2015-16 academic years yielded an increase of 1.9% increase in persistence, and a 2.4% increase in 30 units of completion.</td>
</tr>
<tr>
<td><strong>SSSP Goal C</strong>&lt;br&gt; Achieve equity for students who start in ESL and basic skills and complete degree applicable coursework</td>
<td>Over the past three academic years, 2013-14, 2014-15 and 2015-16 the campus yielded an increase of 5.6% in remedial English progress, 5.5% increase in remedial Math progress, and 13.4% increase in remedial ESL progress.</td>
</tr>
</tbody>
</table>
| **SSSP Goal D**<br>Achieve equity in degree and certificate completion | In regard to degree and certificate completion, the campus noted an increase of 5.2% in Degree/Transfer Completion (2014-15 and 2015-16). Additionally, there was a significant increase (n=453) in the number of certificates and degrees awarded during the same time-frame.  
  - 2014-15 700 Degrees/47 Certificates  
  - 2015-16 887 Degrees/313 Certificates |
### 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>SSSP Goal E</th>
<th>The campus experienced a small decline in the number of students who transferred between the 2014-15 and 2015-16 academic years (n= 55). This goal continues to be of importance as the campus implements the 2017-2019 Integrated Plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Equity Goal A</td>
<td>Overall, the campus has seen a slight decline in the number of new students. However, during the Fall of 2016, LAHC enrolled 1,328 first time students, of which 58.2% were female, and 41.8% were male. There was a 1.1% increase in the number of male students from 2014 – 2016. Additionally, there was an overall 8% increase in Asian students, and a 1.3% increase in Hispanic students during the same time-frame. While our efforts improved with theses specific student populations, the campus is in its fourth year of decline in regard to enrollment of African American Students.</td>
</tr>
<tr>
<td>Student Equity Goal B</td>
<td>Efforts made during the 2014-15 and 2015-16 academic years yielded an increase of 1.9% increase in persistence, and a 2.4% increase in 30 units of completion.</td>
</tr>
<tr>
<td>Student Equity Goal C</td>
<td>Over the past three academic years, 2013-14, 2014-15 and 2015-16 the campus yielded an increase of 5.6% in remedial English progress, 5.5% increase in remedial Math progress, and 13.4% increase in remedial ESL progress.</td>
</tr>
</tbody>
</table>
| Student Equity Goal D | In regard to degree and certificate completion, the campus noted an increase of 5.2% in Degree/Transfer Completion (2014-15 and 2015-16). Additionally, there was a significant increase (n=453) in the number of certificates and degrees awarded during the same time-frame.  
- **2014-15**: 700 Degrees/47 Certificates  
- **2015-16**: 887 Degrees/313 Certificates |
<p>| Student Equity Goal E | The campus experienced a small decline in the number of students who transferred between the 2014-15 and 2015-16 academic years (n= 55). This goal continues to be of importance as the campus implements the 2017-2019 Integrated Plan. |
| Student Equity Goal F | The LAHC Professional Learning Center and Cultural Equity Workgroup provided a significant number of workshops related to the various student groups which |</p>
<table>
<thead>
<tr>
<th>Activities</th>
<th>are disproportionately impacted. The focus of the workshops included; awareness of race, culture, and inequities on the college campus.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills Goal A</strong> Increase transition between non-credit and credit ESL</td>
<td>The campus is continuing its efforts related to non-credit and credit ESL. Prior to the 2017-18 academic year, there was only one level of non-credit ESL offered by the campus. Recently, the campus hired a Dean of Adult Education, who has been working with faculty to create new curriculum focused on a seamless pathway between credit and non-credit ESL. In addition to curricular changes, one goal of the 2017-19 Integrated Plan is to redesign Assessment, Orientation, and Counseling for both credit and non-credit students.</td>
</tr>
<tr>
<td><strong>Basic Skills Goal B</strong> Increase percentage of students who begin two-levels below transfer success rates in college level course over two-year period</td>
<td>Of the 370 students who enrolled in mathematics courses coded as two levels below transfer in the Fall of 2014, 38 were successful by the end of Fall 2016. The mathematics division recently created summer bootcamps which are run as workshops, and also created PowerPoint presentations with step by step directions for students working to solve homework problems in the MATH123A, B, C series. Future equity funding has been allocated for additional workshop creation, along with embedded tutoring and supplemental instruction.</td>
</tr>
<tr>
<td><strong>Basic Skills Goal C</strong> Increase the successful progression rate of students through statistics</td>
<td>LAHC Math faculty developed MATH137 which is Pre-Statistics algebra in an attempt to shorten the pathway to and through statistics. Of the 51 students enrolled during the Fall of 2014, 23 had successfully completed statistics by the end of the fall 2016 semester. In addition to the course development, supplemental instruction and embedded tutoring were leveraged in an attempt to increase student success.</td>
</tr>
<tr>
<td><strong>Basic Skills Goal D</strong> Create faculty professional development program to support goals A-C</td>
<td>Harbor College implemented and reinforced several professional development programs and direct student impact services. These included Culturally Responsive Training, Faculty Mentoring, Reading Apprenticeship (RA) and the Professional Learning Center (PLC). The Cultural Equity Team at Harbor developed and presented several learning experiences for students and faculty to collaboratively discuss equity and access. These learning opportunities included an Equity Town hall meeting, monthly culturally responsive training sessions, and</td>
</tr>
</tbody>
</table>
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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

To align the goals of the Basic Skills Initiative, Student Success and Support Program, and Student Equity, the Student Success Umbrella transitioned into the Student Success Coordinating Committee (SSCC) under the purview of both the Academic Senate and the College Planning Council in spring 2015. Membership includes administrators, faculty, staff, and students who plan and assist in the implementation of the Student Equity goals. To ensure inclusion and diverse representation on the SSCC, coordinators and/or directors of the Puente Project, CHAMPS, Umoja, Special Programs and Services, EOPS, ESL, and Financial Aid. Activities supported, directly support key metrics within the SEMP.

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.)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SSSP</td>
</tr>
<tr>
<td>Improve Course Completion</td>
<td>Harbor Advantage is a First Year Experience program which focuses on ensuring students successfully complete their academic goals. Strategies include: mandatory enrollment in math</td>
</tr>
<tr>
<td>and English courses during the first semester, as well as a one unit Counseling course which acts as an extended orientation, thereby providing students with important information and strategies needed while following a structured educational plan</td>
<td>Strategies include: dedicated counseling, tutoring, mentoring, and wrap around intrusive support services</td>
</tr>
</tbody>
</table>
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.

Introduction:

Student equity and success is a high priority at Los Angeles Harbor College. The College is committed to maintaining the current high level of student diversity that reflects the surrounding communities. Increasing access and success of students is reflected in the College’s mission statement that promotes preparation and opportunities for all.

Los Angeles Harbor College has identified the following as the three highest priority disproportionate impacts:

- Course completion for African American students. Rationale: African American students course completion is 26% lower than the general population

- Math basic skills completion rates for female students. Rationale: Females comprise 58% of the student population at Harbor College. The disproportionate impact of .51 needs to be addressed.

- English basic skills completion rates for Hispanic students. Rationale: Hispanic students represent 54% of the student population and the disproportionate impact ratio for basic skills English completion is .77.

Intervention:

The CHAMPS (Challenging Athletes’ Minds for Personal Success) intervention targets our student equity gaps because research has shown that building a community of family strengthens the potential for success for all students. CHAMPS, building a community of family with athletes, includes a counselor, mentor program, workshops, and study hall with embedded tutoring and intrusive counseling.

Access: CHAMPS is positively impacting all equity groups to decrease the disproportionate ratio. Coaches and Assistant coaches focus on the outreach and recruitment of this targeted population, establishing a better relationship with the service area of the population.

Course Completion: The CHAMPS program has positively addressed the growing discrepancy of African Americans and Hispanics in successful completion and transfer rates since spring 2015.
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

ESL and Basic Skills Completion: The CHAMPS program specifically targets student athletes to provide them with tutoring and mentoring components. The CHAMPS program has a dedicated study hall with tutoring staff in the athletics facility, a dedicated part-time counselor, and a faculty coordinator.

Degree and Certificate Completion:

CHAMPS has a high percentage of African-American, Hispanic, and Asian/Pacific Islander students and follow their progress in order to improve completion rates. They meet with a specialized counselor to focus on Assessment, Orientation, and their Student Educational Plan to identify and develop academic goals for students and follow their progress as they earn degrees and certificates. All our students are full-time with the goal of graduating in 1.5-2 years. If they are a qualifier, they can transfer at any time; however, the majority of our students are non-qualifiers and need a degree in order to transfer. CHAMPS performs Study Hall monitoring and Progress Checks to help with interventions in the at-risk students.

Transfer: CHAMPS works with and promotes The Transfer Center’s workshops and field trips throughout the year. Coaches also work with coaches from 4-year University’s to recruit our student-athletes and receive scholarships. Our counselor works with our population on their specific eligibility and transfer needs.

Implementation Plan: The purpose of CHAMPS—Challenging Athletes’ Minds for Personal Success—is to “enhance student-athlete engagement, to give them the tools and support needed to successfully advance in their education and sports...” One of the goals of the program is to increase the percentage of course completion through the use of mentors, tutoring, and counseling. The CHAMPS program has positively impacted African American males. In spring 2015, this target group had a 63% successful course completion rate compared to 58% for First Time African American students. Moreover, Hispanic males and females demonstrated positive impact in CHAMPS. In spring 2015, this target group had a 67% completion rate compared to a 61% for First Time Hispanic students.

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

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Goal Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SSMP</td>
<td>Student Equity</td>
</tr>
<tr>
<td>Increase Access to under-represented student populations</td>
<td>Create Welcome Center – One Stop Shop</td>
<td>Expand Outreach Team efforts (HS &amp; Community)</td>
</tr>
<tr>
<td>Increase percentage of new, returning, and current student participation in AOC</td>
<td>Re-design AOC for both Credit and Non-Credit Students</td>
<td>Create and implement Digital Communication Plan to ensure students complete AOC (tracking)</td>
</tr>
<tr>
<td>Increase course completion success of students with less than 6 units</td>
<td>Development of Pathway Counseling Model SEP’s</td>
<td>Faculty and Staff Professional Development – Pathways</td>
</tr>
<tr>
<td>Increase course</td>
<td>Development</td>
<td>Faculty and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Development – Pathways</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology Applications for intrusive messaging, document tracking, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase counseling services for special populations</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Other:____

Other:____

Other:____
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)

To address these goals, Los Angeles Harbor College will frame its student success efforts from a collective of interventions. The three interventions that will target our efforts are priorities because research has shown that building a community of family strengthens the potential for success for all students: • Harbor Advantage, the First-Year Experience, and Harbor Success, the Sophomore year experience, will meet the needs of new
students where pathways will be developed to assist in a student’s degree or certificate completion and/or transfer. • Student models of success through Cultural Equity: Umoja, building a community of family within the African American student population; CHAMPS, building a community of family with athletes, including a mentor program; the Puente Project, an award-winning student success model that infuses academics with a dedicated counselor and a mentor; and APASS, a student success program that will develop activities to improve and expand their capacity to serve Asian American and Native American Pacific Islander. • Math Interventions will be using innovative technological resources and supplemental instruction.

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)

LAHC recently hired a Dean of Adult Education to lead the program development related to noncredit offerings at the campus. Historically, non-credit offerings were limited to one level of non-credit ESL, and a small number of non-credit courses offered via Community Services. Currently, curriculum is being developed to include a non-credit ESL pathway to credit ESL, vocational education, workplace readiness, and college readiness. Along with curricular development, expansion of partnerships with local community organizations and regional adult schools is underway. One goal of the integrated plan is to re-design the Assessment, Orientation, and Counseling program for both credit and non-credit students as well as the implementation of a Welcome Center where all students seeking help can receive services. These two activities in culmination with future non-credit programming will ensure students can move seamlessly through to their goals.

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

LAHC is an Achieving the Dream (ATD) Leader College, and one of the goals identified as part of 2017-18 ATD plan is to: increase availability and participation in campus based professional development activities focused on promoting and supporting student success. During the next academic year, the campus will be working with ATD on creating a standardized framework for campus based professional development, and creating a year-round schedule with pre-programmed professional development activities.

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

college. (100 words max)

LAHC strategically developed its integrated goals in alignment with its Strategic Educational Master Plan (SEMP). As such, the goals will automatically be evaluated annually as part of the SEMP fact book data review, and will also be assessed during the campuses annual program review cycle. Additionally, each activity in alignment with one of the five identified goals will report each semester to the Student Success Coordinating Committee on its progress related to momentum, budget, and goal attainment.

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)

The Los Angeles Community College District, Office of Student Success works with district faculty and staff to improve student learning and educational outcomes across our nine colleges. It oversees the activities, staff, and resources supporting several district-wide student success efforts—efforts guided by the LACCD framework for Student Success. As such, LAHC faculty and staff regularly attend District led meetings and Professional Development opportunities directly related to student success initiatives. Leveraging District resources related to these activities, frees up additional campus level funding for activities which can be tailored to meet the individual student success needs of the LAHC campus.

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.  

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
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?

In the past, LAHC traditionally sent faculty and staff to conferences for professional development and failed to create a sustainable model for sharing the information back at the campus. Therefore, assistance with building a standardized framework for leveraging campus based and regional professional development opportunities would be beneficial. Additionally, the Chancellor’s Office DataMart provides access to key information, however training on how to best access the data/information would be helpful.

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:
Dr. Luis Dorado
Vice President, Student Services
doradol@lahc.edu
310.233.4031

Alternate Point of Contact:
Dr. Nicole Albo-Lopez
Dean, Academic Affairs & Student Equity
albolonm@lahc.edu
310.233.4021

Part III – Approval and Signature Page
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part III – Approval and Signature Page

College: Los Angeles Harbor ____________________ District: Los Angeles ____________________

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.

President                                  Date               Email Address
Dr. Otto Lee                                10/25/17            leew@lahc.edu

Chief Business Officer                     Date               Email Address
Jeanette Gordon                            10/25/17            gordonjl@email.laccd.edu

Chief Instructional Officer                Date               Email Address
Dr. Bobbi Villalobos                      10/25/17            villalb@lahc.edu

Chief Student Services Officer             Date               Email Address
Dr. Luis Dorado                            10/25/17            doradol@lahc.edu

President, Academic Senate                 Date               Email Address
Van Paul Chaney                           10/25/17            chaneyv@lahc.edu
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.

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Basic Skills Initiative</th>
<th>Student Equity</th>
<th>Credit SSSP</th>
<th>Credit SSSP - Match</th>
<th>Noncredit SSSP</th>
<th>Noncredit SSSP - Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Academic Salaries</td>
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<td>$752,078</td>
<td>$750,000</td>
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<tr>
<td>2000</td>
<td>Classified and Other Nonacademic Salaries</td>
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<td>$220,216</td>
<td>$478,963</td>
<td>$573,723</td>
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<tr>
<td>3000</td>
<td>Employee Benefits</td>
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<td>$171,974</td>
<td>$301,159</td>
<td>$310,000</td>
<td>$3,000</td>
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<tr>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>$30,000</td>
<td>$34,000</td>
<td>$30,000</td>
<td>$30,000</td>
<td></td>
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</tr>
<tr>
<td>5000</td>
<td>Other Operating Expenses and Services</td>
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<td>$181,727</td>
<td>$22,300</td>
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<td>$29,423</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7000</td>
<td>Other Outgo</td>
<td>$15,000</td>
<td>$27,662</td>
<td>$29,423</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program Totals</td>
<td>$215,594</td>
<td>$1,225,589</td>
<td>$1,633,723</td>
<td>$1,633,723</td>
<td>$18,394</td>
<td>$18,394</td>
</tr>
</tbody>
</table>

**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.

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

Los Angeles CCD
Los Angeles Harbor College

BSI, Sr., & SSSP Budget Total $3,093,300
INTEGRATED PLAN
EXECUTIVE SUMMARY
(SSSP, STUDENT EQUITY, BSI)

Los Angeles Harbor College
2017-2019
EXECUTIVE SUMMARY

Goals have been set for the following student groups by success indicator:

Access: Whites, Asian/Pacific Islanders, Foster Youth

Course Completion: African Americans, Hispanic males, Foster Youth

ESL/Basic Skills Completion: African Americans, Hispanic, DSPS, Females

Degree and Certificate Completion: African American, American Indian, Asian/ Pacific Islander

Transfer: Hispanic, DSPS, Economically Disadvantaged

Goals/Outcomes
The goals and outcomes in the LAHC Integrated Plan are based on an overall 6% improvement in disproportionate ratios, completion rate percentages, and transfer rates. Other goals include increased faculty/staff participation rates in professional development and increased student satisfaction rates. Various data sources will be utilized, including the Los Angeles Community College District Student Information System, the State Chancellor’s Data Mart, the LACCD District-Wide Student Survey, and various local surveys.

Activities/Actions
The activities and actions included in the Integrated Plan are both campus wide and specific student population based Our Student Success Coordinating Committee (SSCC) strategically designed our plan to align with our SEMP. As such, one focus of our plan is to actively pursue new and improved upon programs within the areas of first-year-experience (FYE), students of disadvantaged backgrounds, and learning support. Harbor Advantage (FYE) and Harbor Success (SYE) are programs aimed at developing collaborations with local area high schools and other non-traditional student populations to offer a comprehensive and fulfilling first year of college with assessment/placement, orientation, counseling, guaranteed enrollment, mentorship, and academic support. The work of these programs is aligned with our LA College Promise efforts. Additionally, the Veterans’ Center, PUENTE, UMOJA, and APASS student success programs have created interventions within the plan focused on providing students of varying veteran-status, African-American, Hispanic and Asian/Pacific Islander backgrounds the extra support needed to promote their achievements. Specific endeavors within these programs included university tours, dedicated lab areas, mentoring, and counseling. Finally, Harbor College plans to expand Supplemental Instruction (SI) and embedded tutoring into basic skills math and English courses to ensure additional direct academic support.

Our Student Success Coordinating Committee (SSCC) aligned our 5 goals with our Strategic Educational Master Plan (SEMP) goals as outlined below:

- SEMP Goal 1 - Access and Preparation for Success: Improve equitable access; help students attain important early educational momentum points.
  - Integrated Goals 1 & 2 – Redesign of our onboarding process: Assessment, Orientation, Counseling, & Registration for both credit and non-credit students

- SEMP Goal 2 - Teaching and Learning for Success: Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increases equity in the achievement of these outcomes.
  - Integrated Goals 3, 4, &5 - Increase course completion/success for students taking less than 6 units, and those taking 7-11 units via: redesign of our early alert system, development of
Pathways - Counseling Student Education Plans, Technology applications for intrusive messaging, embedded tutoring, and support of transfer programs (Puente, Umoja, APASS, Transfer Center, CHAMPS, Honors, etc.)

The alignment of our 5 goals with our SEMP keeps our focus on improving student outcomes and closing equity gaps at the forefront of the work we as a campus engage in every day.

**Resources Budgeted**

Resources to implement the Integrated Plan will be leveraged from grants, Student Equity funds, Student Success and Support Program funds, ESL/Basic Skills Initiative funds, and District funds.

**Contact person/Student Equity Coordinator:**

Dr. Luis Dorado, Vice President Student Services

Dr. Nicole Albo-Lopez, Dean Academic Affairs

**OVERARCHING ACTIVITIES BY GOAL AREA**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
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<tbody>
<tr>
<td><strong>Increase Access to under-represented student populations</strong></td>
<td><strong>Create Welcome Center – One Stop Shop</strong></td>
<td>Access</td>
</tr>
<tr>
<td><strong>Increase percentage of new, returning, and current student participation in AOC</strong></td>
<td><strong>Re-design AOC for both Credit and Non-Credit Students</strong></td>
<td>Retention</td>
</tr>
<tr>
<td><strong>Increase</strong></td>
<td><strong>Create and Implement Digital Communication Plan to ensure students complete AOC (tracking)</strong></td>
<td>Transfer</td>
</tr>
<tr>
<td><strong>Increase</strong></td>
<td><strong>Curriculum Development for Math/English Assessment Preparation</strong></td>
<td>ESL/Basic Skills Completion</td>
</tr>
<tr>
<td><strong>Increase</strong></td>
<td><strong>Curriculum Development for Summer Math/English Bridge</strong></td>
<td>Degree &amp; Certificate Completion</td>
</tr>
</tbody>
</table>

**Goal Area**

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

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>ESL/Basic Skills Completion</td>
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<tr>
<td>Degree &amp; Certificate Completion</td>
</tr>
<tr>
<td>Other: ____</td>
</tr>
</tbody>
</table>

11/20/2017 HAL
| Increase course completion success of students with less than 6 units | Development of Pathway Counseling Model SEP's | Faculty and Staff Professional Development – Pathways | Embedded Tutoring/SI, Math, English, and Gateway Courses |
| | Re-design Early Alert | Technology Applications for intrusive messaging, document tracking, etc. | Expanded hours/services in LRC |
| | Develop Fin Aid Counseling Plan – Progress Probation | Increase counseling services for special populations | |

| Increase course completion success of students with 7 + units | Development of Pathway Counseling Model SEP's | Faculty and Staff Professional Development – Pathways | Embedded Tutoring/SI, Math, English, and Gateway Courses |
| | Re-design Early Alert | Technology Applications for intrusive messaging, document tracking, etc. | Expanded hours/services in LRC |
| | Develop Fin Aid Counseling Plan – Progress Probation | Increase counseling services for special populations | |

| Increase Goal Completion of Students (course completion, employment, transfer, certificate/degree, basic skills) | Development of Pathway Counseling Model SEP's | Transfer Program(s) – Umoja, APASS, Puente, Honors, etc. (field trips, workshops etc.) Expand Vets Center services | Curriculum Development and Faculty Professional Development—reduce time to completion of Math/English sequence |
| | | Career Center /CTE– | |

☐ Access  ☐ Retention  ☐ Transfer  ☐ ESL/Basic Skills Completion  ☐ Degree & Certificate Completion  ☐ Other:_______  

☐ Access  ☐ Retention  ☐ Transfer  ☐ ESL/Basic Skills Completion  ☐ Degree & Certificate Completion  ☐ Other:_______  

☐ Access  ☐ Retention  ☐ Transfer  ☐ ESL/Basic Skills Completion  ☐ Degree & Certificate Completion  ☐ Other:_______
Funded Proposals: Description of Activities

Counseling

The counseling staff helps students define their objectives and plan how to reach them. Counselors provide information that will assist students to plan their college classes. Funding from the Integrated Plan will support the following activities:

- Offer consistent drop-in counseling services from 11-2:00pm and 4-7:00pm Monday thru Thursday.
- Coordinate and leverage activities with other Student Services departments & programs, providing support throughout the semester.
- Purchase the Cranium Café software, in order to provide secure SEP development for Distance Ed students.
- Increase Counseling availability during critical petition to graduate deadlines.
- Transition to SARS Anywhere (from old SARS) in order to text, call, remind, and connect with students regarding orientations, assessment, counseling, and follow-up.
- Give students degree roadmaps, coordinating class rotation to optimize degree attainment and timelines
- Offer Dismissal workshops throughout the year, to assist at-risk & probation students to get back on-track. Coordinate Satisfactory Academic Progress (SAP) workshops with the Financial Aid Office, to have a greater impact on student success.

Transfer Center

All incoming Transfer students attend orientation, take an assessment, receive an abbreviated education plan and attend transfer events such as the Transfer Fair, fieldtrips, and workshops. All continuing transfer students receive a comprehensive education plan, at-risk services when needed, and other follow up services. Additionally, the Transfer Center supports other programs whose goal is to ensure students transfer such as the Title V Harbor Success Program, APASS, DSPS, EOPS/CARE, CalWORKs, Dreamers, Honors, Puente, UMOJA, and Harbor Advantage. Transfer services, fieldtrips, and workshops are offered to students who participate in those programs as well as to general students. Transfer Equity Counselors assist students with the Associate Degree for Transfer graduation petition and connect them to campus resources and support programs to help them complete their basic skills courses, all other courses, and their transfer goals.

- Increase "University Transfer Basics workshop" and develop abbreviate ed plans
- Increase the Transfer Drop-in Services to serve incoming and continuing students
- Coordinate Annual Transfer Fair
• Transfer marketing materials such as flyers and brochures about: University Transfer Options, Transfer Center Services etc.
• Provide University fieldtrips (including a Nor Cal University fieldtrip) to increase transfer awareness
• Class presentation about workshop to remedial, college level, and transferable Math and English courses
• Offer more transfer counseling appointments
• Follow-up Transfer Counseling to ensure students apply to university by deadline
• Implement Grad Guru digital communication to send students reminders
• Transfer workshops
• University fieldtrips
• Nor Cal University fieldtrip
• Transfer Fair
• Transfer Recognition Celebration/ Next Steps to Transfer
• Associate Degree for Transfer Graduation Petitions
• Red Alert University Application week

PUENTE Program

The Puente Program will continue to be a safe haven and symbolic program for any student seeking a university degree. Specifically, the program has historically enrolled first generation Latino/a students that aspire and intend to graduate from a university. A successful Puente Program has always included high levels of retention, graduation, and transfer rates.

• Promote Puente Program to all first generation and Chicano/Latino students via social media, websites, and marketing materials
• Continue to recruit and retain a full class of 35 students per year with the vision of having each student transfer to a university.

Assessment, Orientation, & Counseling (AOC)

The Assessment Center continues to work in collaboration with the math and English departments to employ multiple measures in the Assessment process, implement the new English assessment tool, prepare for the Common Assessment, and ensure the use of proper testing processes are upheld. SSSP and the Assessment Center fund completely, or in part, the following technology to support student success: SARS, College Source Transcript Evaluation Software, and Grad Guru. Within the Assessment Center, a counselor, classified staff, and Career Guidance Counseling Assistant are assigned to work with identifying and providing educational support to at-risk students (Early Alert). In collaboration with Outreach, the Assessment Center is committed to providing off-campus AOC to local feeder high schools and non-traditional schools.

• SSSP and the Assessment Center provides testing, orientation, and counseling all in one place to facilitate students’ completion of all AOC components. In collaboration with Student Outreach and Harbor Advantage, the Assessment Center and its staff reach out to incoming students from the
surrounding community and ensure matriculation prior to the start of classes.

- SSSP and the Assessment Center will be providing placement services and referrals supporting non-credit students in collaboration with the Strong Workforce Initiative partners on campus.

Mathematics

The Basic Skill Mathematics sequence affects the majority of students that enter Los Angeles Harbor College. For many students, it is the biggest hurdle that stands between them and a college degree. The math sequence is particularly problematic for students that are disproportionately impacted.

We propose a basic-skills-faculty-led Basic Skills Math Friday Workshop for each of the 3 existing basic skills math pathways:

- Math 115-125 (3 Hours each; Total=6 Hours)
- Math 123 A,B,C (3 Hours each; Total=9 Hours)
- Math 110-137 (3 Hours each; Total=6 Hours)

These faculty-led workshops should help ensure better understanding of the topics covered every week in these classes for the disadvantaged and/or underprepared students in these classes.

We feel that ensuring success in these classes will not only help students gain the confidence to succeed in college, but also throughout the rest of their lives. For most students, these mathematics classes are the only opportunities they get in their entire lives to logically enable themselves in an effective and guided manner. Understanding mathematics strengthens students logically so that every time they have to make a rational decision in their lives, they will make a better one because of the logical training they receive in their mathematics classes. This includes choosing the best route from point A to point B, choosing which house to buy, choosing the best investment options ... the list goes on and on and on.

The lifetime benefits of a solid foundation in basic skills mathematics are not obvious if one is only focused on the immediate and tangible benefits a given activity may bring; they become amply obvious when the long-term and intangible benefits of a given activity are given their due consideration. Learning mathematics will not just help students succeed in college, it will help them succeed in life.

- SSSP: The basic goal of the SSSP component is to ensure that students complete their college programs in a timely and efficient manner. Given that completing the basic skills mathematics program is one of the biggest hurdles for many students, we feel that the faculty-led Basic Skills Math Friday Workshops would play a significant role in accomplishing the SSSP goal.

- Equity: Given that no other group has a more difficult time completing the basic skills math requirements than the disproportionately impacted group, we feel that the faculty-led Basic Skills Math Friday Workshops would contribute to the Equity component of the Integrated Plan in a highly significant manner.
• BSI: The contribution of the faculty-led Basic Skills Math Friday Workshops to the BSI component of the Integrated Plan is trivially obvious, and requires no further clarification.

**Textbook Lending Library**

The creation of a Harbor College Textbook Lending Library will enable equity students to borrow required textbooks through the Library (LLRC). The Library will be responsible for cataloging the textbooks and checking them in/out. Hale Savard will work with Library staff, such as Jonathon Lee, to coordinate the cataloging and composition of the textbook lending library. Hale Savard will also work with divisions and subject areas to identify textbooks which will have the greatest impact to equity students (such as first-year classes). Criteria for textbook selection will include cost considerations, re-use, and access.

**Learning Communities**

With Guided Pathways on the horizon and already a best-practice at many successful community colleges (see Mount San Antonio College, St. Petersburg College, Miami Dade College), we at LAHC need to plan at the program and course level how to engage students in curriculum that speak to their transfer, career, or life goals. Identifying cross-curricular content and learning communities within the guided pathways requirements will yield students who are able to contextualize their learning. Further, by developing classes that speak to each other, students are more likely to pass their classes the first time because instructors and programs will engage in better planning and scheduling of assignments.

**International Students**

The International Student Program provides our student population with the best customer service to ensure students' needs are fulfilled. Although we strive to provide our students with the best support the lack of a part-time counselor has impacted the effectiveness in providing students with the best support services to assist them in achieving their academic goal. The limited counseling hours in the International Student Program has affected the overall success rate of our population. The addition of a part-time international student counselor will support the efforts in capturing all international student to complete A.O.C. This will require revamping the structure of the International Student program to ensure students are placed in correct courses after placement results are provided. Tutoring and additional classroom support will be embedded to increase success.

**Honors Transfer**

The Honors Transfer Program recruits college-ready students that have assessed into college level Math and English. All of the program participants are required to attend the annual program orientation every September. Each of the incoming cohort of students receive an educational plan of 12-15 units that is designed to transfer the student within 2-3 years. The students in the program receive counseling services from an Honors Transfer Counselor and attend workshops offered by the University of California Admissions Staff. Students enrolled in the Honors Transfer Program are not on academic probation thus this section does not apply. However, students may be on “program probation” if they do not maintain the UC eligibility.
requirement of a GPA higher than 3.0 or if they are not enrolled in the required number of honors courses per semester.

Los Angeles Harbor College Honors Transfer Program is a member of the UC TAP (Transfer Alliance Program) and the Honors Council of California (HTCC). The goal of the program is to increase the transfer rate of students. One of the requirements of the program is to participate in extracurricular activities related to transfer. Annually UCI hosts the HTCC Honors Research Conference for Community Colleges. A similar event is hosted by UC Berkeley in the Bay Area and is sponsored by the Bay Honors Consortium. Each conference provides an opportunity for the student to present and publish their work. The University of California has several metrics that they use for admissions acceptance and these events score “big” points with the admissions staff. The Honors Transfer Program at LAHC includes a wide variety of students including those from disproportionately impacted groups. The program will offer a transfer pathway for these students and help them to reach their stated educational goal of transfer. The program is designed to have the students complete within 2-3 years with 60 transferable units (30 units per year).

Umoja

Umoja will be actively involved with all feeder high schools and additionally will “adopt” one high school in particular to build a strong relationship and partnership. All incoming Umoja students will attend orientation, take an assessment, receive an abbreviated education plan and attend the Umoja program orientation. All continuing students will receive a comprehensive education plan, at risk services when needed, and other follow up services. Students will be assisted in being connected to resources to help them complete their basic skills courses, all other courses, and their stated education goals such as certificates of achievement, degrees, transfer, and gainful employment. This will be achieved through: coordination, intrusive counseling, conference & field trip attendance, and workshops. We will coordinate all efforts with the APASS, DSPS, EOPS/CARE, CalWORKs, Dreamers, Honors, Puente programs and the English department. In the future we hope to also work with the departments of Mathematics, Music, & Political Science. Our target student population benefits from extremely intrusive counseling. We typically make at least 5 contacts before a student even joins the program. They also report being highly motivated by attending conferences and field trips and there has been a direct impact on their educational trajectories based on attending these events.

CHAMPS

Although only implemented in spring 2015, the success of CHAMPS is evident. African American males and Hispanic males demonstrate better completion rates in the CHAMPS program than First Time students. Therefore, CHAMPS serves as an intervention program with its use of mentoring, tutoring, and counseling (multiple touch points). In spring 2015, the African American target group had a 63% course completion rate compared to 58% for First Time African American students. Hispanic males and females demonstrated positive impact in CHAMPS. In spring 2015, this target group had a 67% completion rate compared to a 61% for First Time Hispanic students.
The CHAMPS Program supports a large percentage of students disproportionately represented in the equity gap. The purpose of the CHAMPS Program is to enhance student-athlete engagement, to give them the tools and support needed to successfully advance in their education and sport, and to support interaction between athletes, coaches, faculty, staff, and support programs. Our mission is to enhance the quality of the student-athlete experience within the context of higher education. The goals of the program are:

1. Decrease percentage of probation status
2. Increase percentage of orientation status and assessment status
3. Increase percentage of SEP status
4. Increase percentage of Course/Units completion
5. Increase percentage of completion of a transferable English and a transferable math
6. Increase percentage of retention rates and transfer rates

The program works on these goals through the following various strategies:
- Student-Athlete Counselor for AOC and Specialized Student Ed Plans
- Study Hall with Mentoring, book library, printing, and embedded tutoring
- Study hall monitoring and interventions
- Grade checks and progress reports
- Workshops with various campus departments
- Opening Orientation and closing ceremonies
- Collaborations with other campus programs such as: EOPS, CAFYES, Harbor Advantage/LA College Promise, Transfer Center, Life Skills Center, Basic Skills/Library, and Financial Aid
- Guest speakers

APASS

Activities to increase API student success through development of ethnic identity
APASS will present programming to help our API students develop a strong sense of ethnic identity since strong ethnic identity is associated with increased persistence, completion, and academic success. This programming will include:
- Workshops on API arts, history, and culture led by local API scholars, artists, and community leaders and APASS faculty. For example, local community organization EPIC (Empowering Pacific Islander Communities) will conduct a series of workshops focusing on strategies for success for Pacific Islander students
  - Representatives from the Filipino Migrant Center will send representatives on community involvement
- Fieldtrips to API cultural sites and conferences
- API-themed English 100 and English 101 courses taught by APASS faculty
- Creation of a Web archive of short videos created by API professionals telling their own stories of challenge and success
- Sponsorship of API student club and associated community-building activities
- APASS student and faculty presentations at Chancellor’s API Advisory Board meetings
Activities to support professional development

- APASS professional development workshops will provide faculty and staff with knowledge of API culture and a deeper understanding of how best to support academic success for API students
- Creation of annotated resource lists of API literature, articles, and books for use by faculty across disciplines

Activities to support students’ college and job readiness

- APASS’ dedicated counselor will meet with students to create and update Ed plans APASS workshops on transferring and applying for scholarships. Knowledgeable about the interconnected and familial structures in the API community to increase recruitment
- On-campus mentors: APASS students will be matched with API and API supportive faculty from a variety of disciplines for ongoing one-on-one support sessions
  - 60-Minute Mentors: API professionals will host small groups of APASS students at their workplaces for brief mentoring sessions. For example, this fall officials at the U.S. Department of Labor and FBI will host APASS students for an afternoon as 60-Minute Mentors.

### Budget

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Basic Skills Initiative</th>
<th>Student Equity</th>
<th>Credit SSP</th>
<th>Credit SSP - Match</th>
<th>Noncredit SSP</th>
<th>Noncredit SSP - Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Academic Salaries</td>
<td>$79,094</td>
<td>$590,000</td>
<td>$752,078</td>
<td>$750,000</td>
<td>$12,000</td>
<td>$15,000</td>
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<tr>
<td>2000</td>
<td>Classified and Other Nonacademic Salaries</td>
<td>$45,000</td>
<td>$220,226</td>
<td>$478,963</td>
<td>$573,723</td>
<td>$3,394</td>
<td>$3,394</td>
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<tr>
<td>3000</td>
<td>Employee Benefits</td>
<td>$11,500</td>
<td>$171,974</td>
<td>$301,159</td>
<td>$310,000</td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>$30,000</td>
<td>$34,000</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$30,000</td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Other Operating Expenses and Services</td>
<td>$35,000</td>
<td>$181,727</td>
<td>$22,100</td>
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<td>$22,100</td>
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<tr>
<td>6000</td>
<td>Capital Outlay</td>
<td>$15,000</td>
<td>$27,662</td>
<td>$39,423</td>
<td></td>
<td>$39,423</td>
<td></td>
</tr>
<tr>
<td>7000</td>
<td>Other Outgo</td>
<td>$215,594</td>
<td>$1,225,589</td>
<td>$1,633,723</td>
<td>$1,633,723</td>
<td>$18,394</td>
<td>$18,394</td>
</tr>
<tr>
<td>Program Totals</td>
<td></td>
<td>$215,594</td>
<td>$1,225,589</td>
<td>$1,633,723</td>
<td>$1,633,723</td>
<td>$18,394</td>
<td>$18,394</td>
</tr>
</tbody>
</table>

BSI, SE, & SSSP Budget Total $3,093,300

11/20/2017 NAL
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, Instructional and Student Services 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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSI Goal #1: The percentage of students who begin in ESL at two levels below freshman composition and successfully complete freshman composition within four years will increase by 2% annually in 2014-15, 2015-16, and 2016-17 over the 2010 cohort.</td>
<td>Cohort</td>
</tr>
<tr>
<td></td>
<td>Fall 2010</td>
</tr>
<tr>
<td></td>
<td>Fall 2011</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
</tr>
<tr>
<td></td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Cohort sizes are too small for reliable analysis and show large fluctuations in completion rates. Data source: Basic Skills Progress Tracker</td>
<td></td>
</tr>
<tr>
<td>BSI Goal #2: The percentage of students who begin in English at two levels below freshman composition and successfully complete freshman composition within four years will increase by 2% annually in 2014-15, 2015-16, and 2016-17 over the 2009-2010 cohort.</td>
<td>Cohort</td>
</tr>
<tr>
<td></td>
<td>Fall 2009</td>
</tr>
<tr>
<td></td>
<td>Fall 2010</td>
</tr>
<tr>
<td></td>
<td>Fall 2011</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
</tr>
<tr>
<td></td>
<td>Fall 2013</td>
</tr>
<tr>
<td>The completion rate incrementally increased about 2% between Fall 2009 and Fall 2012. However, the rate for the Fall 2013 cohort fell. Data source: Basic Skills Progress Tracker</td>
<td></td>
</tr>
<tr>
<td>BSI Goal #3: The percentage of students who begin in math at two levels below freshman computation and successfully complete freshman computation within four years will increase by 2% annually in 2014-15, 2015-16, and 2016-17 over the 2009-2010 cohort.</td>
<td>Cohort</td>
</tr>
<tr>
<td></td>
<td>Fall 2009</td>
</tr>
<tr>
<td></td>
<td>Fall 2010</td>
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<tr>
<td></td>
<td>Fall 2011</td>
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<tr>
<td></td>
<td>Fall 2012</td>
</tr>
<tr>
<td></td>
<td>Fall 2013</td>
</tr>
<tr>
<td>The completion rate increased over 2% between 2009 and 2010, then fell in 2011 and increased 2% again in 2012. The rate fell again in 2013. Data source: Basic Skills Progress Tracker</td>
<td></td>
</tr>
<tr>
<td>Equity Goal A: Increase outreach to and enrollment of male students, Hispanic students, veterans, and students</td>
<td>Progress is measured in percentage points with a goal of reducing the gap to less than 3 points.</td>
</tr>
<tr>
<td></td>
<td>Male students: in progress (gap increased from</td>
</tr>
</tbody>
</table>
with disabilities in the LAMC service area.

<table>
<thead>
<tr>
<th>10.4 to 11.2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Hispanic students: gap eliminated</td>
</tr>
<tr>
<td>- Veterans: percentage point gap eliminated; however, the ratio of the percentage of LAMC students that are veterans compared to the percentage of adults in the local community that are veterans is only 0.46, which is evidence of continued disproportionate impact according to the 80 percent index</td>
</tr>
<tr>
<td>- Disabled students: gap reduced from 7.1 to 3.3</td>
</tr>
</tbody>
</table>

**Equity Goal B:**
Increase the course completion rates of male students, black students, foster youth, and students with disabilities.

Progress is measured in percentage points with a goal of reducing the gap to less than 3 points.

<table>
<thead>
<tr>
<th>3.0 to 3.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Male students: in progress (gap increased from 3.0 to 3.7)</td>
</tr>
<tr>
<td>10.8</td>
</tr>
<tr>
<td>- Black students: gap reduced from 12.9 to 10.8</td>
</tr>
<tr>
<td>13.8</td>
</tr>
<tr>
<td>- Foster youth: in progress (gap increased from 12.2 to 13.8)</td>
</tr>
<tr>
<td>3.3</td>
</tr>
<tr>
<td>- Disabled students: gap eliminated</td>
</tr>
</tbody>
</table>

**Equity Goal C1:**
Increase the completion rates of black students and students with disabilities enrolled in basic skills English courses.

Progress is measured in percentage points with a goal of reducing the gap to less than 3 points.

<table>
<thead>
<tr>
<th>16.2 to 12.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Black students: gap reduced from 16.2 to 12.8</td>
</tr>
<tr>
<td>5.0</td>
</tr>
<tr>
<td>- Disabled students: gap reduced from 23.5 to 5.0</td>
</tr>
</tbody>
</table>

**Equity Goal C2:**
Increase the completion rates of male students, black students, and students with disabilities enrolled in basic skills math courses.

Progress is measured in percentage points with a goal of reducing the gap to less than 3 points.

<table>
<thead>
<tr>
<th>3.5 to 4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Male students: in progress (gap increased from 3.5 to 4.3)</td>
</tr>
<tr>
<td>12.0</td>
</tr>
<tr>
<td>- Black students: in progress (gap increased from 12.1 to 13.0)</td>
</tr>
<tr>
<td>6.2</td>
</tr>
<tr>
<td>- Disabled students: gap reduced from 11.1 to 6.2</td>
</tr>
</tbody>
</table>

**Equity Goal C3:**
Increase in-reach and support services for students enrolled in basic skills courses.

A sequential set of events (e.g., Summer Bridge, Mission Day, Fall Kickoff, etc.) was developed to get students started on right and to make non-credit students aware of Student Services such as DSPS.

**Equity Goal D:**
Increase degree and certificate completion rates for male students, black students, and students with disabilities.

Progress is measured in percentage points with a goal of reducing the gap to less than 3 points.

**Degree Completion**

<table>
<thead>
<tr>
<th>7.0 to 7.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Male students: gap eliminated</td>
</tr>
<tr>
<td>- Black students: gap eliminated</td>
</tr>
<tr>
<td>- Disabled students: in progress (gap increased from 7.0 to 7.6)</td>
</tr>
</tbody>
</table>

**Certificate Completion**

<table>
<thead>
<tr>
<th>4.3 to 3.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Male students: gap eliminated*</td>
</tr>
<tr>
<td>- Black students: gap eliminated*</td>
</tr>
<tr>
<td>- Disabled students: gap reduced from 4.3 to 3.6</td>
</tr>
</tbody>
</table>

*When considering the 80 percent index, there is further work to be done to close the gap for male students and black students with regard to
<table>
<thead>
<tr>
<th>Equity Goal E:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students, including students with disabilities, who transfer to four-year institutions.</td>
</tr>
<tr>
<td>Certificate completion</td>
</tr>
<tr>
<td>The number of transfer students increased from 189 to 248 between 2014-15 and 2015-16. The percentage point gap for disabled students was reduced from 11.5 to 9.9 during the same period.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SSSP Goal 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of new students who complete Assessment.</td>
</tr>
<tr>
<td>2014-2015 76% completed assessment</td>
</tr>
<tr>
<td>2015-2016 86% completed assessment</td>
</tr>
<tr>
<td>2016-2017 86% completed assessment</td>
</tr>
<tr>
<td>Completion rate increased from 14-15 to 15-16 by 10% and leveled off in 16-17.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SSSP Goal 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of new students who complete Orientation.</td>
</tr>
<tr>
<td>2014-2015 57% completed orientation</td>
</tr>
<tr>
<td>2015-2016 75% completed orientation</td>
</tr>
<tr>
<td>2016-2017 73% completed orientation</td>
</tr>
<tr>
<td>Completion rate increased significantly in 15-16 by nearly 20% and then dropped 2% in 16-17.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SSSP Goal 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of new students who complete an Abbreviated Student Educational Plan (ASEP)</td>
</tr>
<tr>
<td>2014-2015 66% completed abbreviated SEP</td>
</tr>
<tr>
<td>2015-2016 84% completed abbreviated SEP</td>
</tr>
<tr>
<td>2016-2017 74% completed abbreviated SEP</td>
</tr>
<tr>
<td>Completion rate increased by 18% from 14-15 to 15-16 but dropped by 10% in 16-17.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SSSP Goal 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students who complete a Comprehensive Student Educational Plan (CSEP)</td>
</tr>
<tr>
<td>2014-2015 1,600 completed CSEP</td>
</tr>
<tr>
<td>2015-2016 2,663 completed CSEP</td>
</tr>
<tr>
<td>2016-2017 1,512 completed CSEP</td>
</tr>
<tr>
<td>CSEP completion rate increased by 66% from 14-15 to 15-16; it dropped, however, by 43% in 16-17.</td>
</tr>
</tbody>
</table>

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

Lack of integration between the three initiatives had created duplication of effort and non-transparent awarding of funding to programs. The College has greatly benefited from the current push by the Chancellor’s Office to integrate the three plans and has developed a Student Equity, Access and Success (SEAS) Committee to spearhead cross-divisional student success efforts. Additional factors include faculty support of student success efforts and the implementation and expansion of successful acceleration pathways in both English and Math. As a result, Scorecard completion rates have been increasing despite the fact that the College has grown in size and that 75% of the student body is attending part-time.
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.)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>Increase completion and persistence through the English Developmental Sequence</td>
<td>Provide extended orientation and assessment prep courses/workshops</td>
</tr>
<tr>
<td></td>
<td>Provide extended orientation and assessment prep courses/workshops</td>
</tr>
<tr>
<td></td>
<td>Redesign the Dev. Ed. Sequence</td>
</tr>
<tr>
<td></td>
<td>Pilot prep courses through the first year programs or specific bridge programs</td>
</tr>
<tr>
<td></td>
<td>Redesign the Dev. Ed. Sequence</td>
</tr>
<tr>
<td>Increase completion of the Basic Skills Math Sequence</td>
<td>• Assessment preparation activities such as online practice tests</td>
</tr>
<tr>
<td></td>
<td>• Video on importance of assessment preparation to ensure accurate placement</td>
</tr>
<tr>
<td></td>
<td>• NetTutor (online tutoring for Math classes)</td>
</tr>
<tr>
<td></td>
<td>• The Math computer lab was expanded to enhance technological instruction and hands-on activities in alternative math pathway courses</td>
</tr>
<tr>
<td></td>
<td>• Supplemental Instruction design</td>
</tr>
<tr>
<td></td>
<td>• An iPad classroom was created to accommodate redesigned, alternative math pathway courses that required the use of technology</td>
</tr>
<tr>
<td></td>
<td>• Math tutoring enhancement</td>
</tr>
</tbody>
</table>
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.

*The English Acceleration pathway that began in 2012 has increased the college English completion rate within two years of students starting one level below transfer from 28.6% to 45.8% over a period of five years (fall 2010 cohort compared to fall 2015 cohort, according to the Basic Skills Progress Tracker). The pathway began as English 28 and 101 taught simultaneously in one semester, and was restructured to 8 weeks of English 28 followed by 8 weeks of English 101 in the same semester, with the same instructor and scheduled during the same meeting times.*

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.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Goal Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Increase provision of support services to ensure students enter pathways of completion.</td>
<td></td>
<td>🌟 Access</td>
</tr>
<tr>
<td></td>
<td>Marketing/Advertising</td>
<td>☐ Access</td>
</tr>
<tr>
<td></td>
<td>Outreach/Recruitment</td>
<td>☐ Retention</td>
</tr>
<tr>
<td></td>
<td>Cultural Events</td>
<td>☐ Transfer</td>
</tr>
<tr>
<td></td>
<td>Registration Drives</td>
<td>☐ ESL/Basic Skills</td>
</tr>
<tr>
<td></td>
<td>K-12 Partnerships</td>
<td>☐ Completion</td>
</tr>
<tr>
<td></td>
<td>High School Senior Days</td>
<td>☐ Degree &amp; Certificate</td>
</tr>
<tr>
<td></td>
<td>Dual Enrollment</td>
<td>☐ Completion</td>
</tr>
<tr>
<td></td>
<td>Modify On-Line Orientation</td>
<td>Other: ___</td>
</tr>
<tr>
<td></td>
<td>Extended In-Person Orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall Kickoff/Mission Days</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment Prep</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meta-Majors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling/Advising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Success Coaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Alert</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSEP Completion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer Bridge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Job/Major Fairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eagle Jobs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Financial Literacy Workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incentives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grants (Guided Pathways)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supplemental Reading Course</td>
<td>☐ Access</td>
</tr>
<tr>
<td>II. Basic skills completion: Increasing the percentage of students successfully transitioning to college-level mathematics and English.</td>
<td></td>
<td>☐ Retention</td>
</tr>
<tr>
<td></td>
<td>Multiple Measures (MMAP)</td>
<td>☐ Transfer</td>
</tr>
<tr>
<td></td>
<td>Accelerated Pathways</td>
<td>★ ESL/Basic Skills</td>
</tr>
<tr>
<td></td>
<td>Professional Development</td>
<td>☐ Completion</td>
</tr>
<tr>
<td></td>
<td>Resource Development</td>
<td>☐ Degree &amp; Certificate</td>
</tr>
<tr>
<td></td>
<td>Grants (Guided Pathways)</td>
<td>☐ Completion</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
<td>Other: ___</td>
</tr>
</tbody>
</table>
### III. Increase persistence and retention rates to ensure that students stay on a path to completion.

- Counseling/Advising
- Success Coaches/Peer Mentors
- College In-Reach
- Early Alert
- Tutoring/SL
- Meta-Majors/Curriculum Alignment
- Expand Honors program
- Academic Success Workshops
- Career Internships/Eagle Jobs
- Incentives
- Co-Curricular Activities
- Field trips
- ASO Activities/Student Life
- Course Sequencing/Scheduling
- Grants (Guided Pathways)
- Technology

- Counseling/Advising
- Success Coaches/Peer Mentors
- College In-Reach
- Early Alert
- Tutoring/SL
- Meta-Majors/Curriculum Alignment
- Expand Honors Program
- Academic Success Workshops
- Food Pantry
- Incentives
- Mental Health Expansion
- Learning Disability Program
- Uniquely Ablled Academy
- Collaboration with LAUSD
- Foster Youth
- Safe Zones
- Homelessness Coalition
- Professional Development
- Grants (Guided Pathways)
- Technology

### IV. Reduce achievement gaps for disproportionately impacted groups.

- Counseling/Advising
- Success Coaches/Peer Mentors
- College In-Reach
- Tutoring/SL
- Academic Success Workshops
- Summer Bridge
- Co-Curricular Activities
- Campus Tours
- Resource Development
- Grants (Guided Pathways)
- Technology

- Counseling/Advising
- Success Coaches/Peer Mentors
- College In-Reach
- Tutoring/SL
- Academic Success Workshops
- Summer Bridge
- Mental Health Expansion
- Learning Disability Program
- Uniquely Ablled Academy
- LAUSD Collaborative
- Veterans Services
- Foster Youth
- Low Income/Homelessness
- Justice-Involved Students
- Food Pantry
- Co-Curricular Activities
- Campus Tours
- CCCP Scholars Program
- Resource Development
- Professional Development
- Grants (Guided Pathways)
- Technology
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)

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students of Los Angeles Mission College work together for the good of the institution. Through these respective structures, processes and practices, emphasis is placed on accomplishing student success goals through the integration of matriculation, instruction, and student support. The Strategic Enrollment Management Committee (SEM), Integrated Planning Committee (IPC), Student Support Services Committee (SSSC), Budget and Planning Committee (BPC), and College Council are all composed of administrators, faculty, staff and students. The committees are charged, in large part, with the responsibility of helping the College to fulfill its mission to provide accessible, affordable, high quality learning opportunities in a culturally and intellectually supportive environment. To achieve the institution’s mission and vision, the College President engages in planning, organizing, budgeting, developing personnel and assessing institutional effectiveness by meeting with his cabinet weekly. The President’s Cabinet consists of three Vice Presidents, the Manager of Information Systems, Director of Facilities, and Public Information Officer. The cabinet plays an advisory role to the President and provides overall administrative leadership for the College. The President and his cabinet are keenly aware of the importance of integrated planning as it relates to student success.

The means by which the college ensures coordination across student-equity related categorical programs or campus-based programs is through continuous cross-divisional collaboration. The College has established the Academic Affairs/Student Services Joint Dean’s meeting to address ways to bolster student success and to help coordinate the planning and activities that are recommended to the College’s Student Equity, Access and Success Committee (SEAS). SEAS has as its primary function the coordination of all activities related to the Student Equity (SE) initiative, Student...
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)

Los Angeles Mission College’s Noncredit program has recently updated its curriculum for all of its active courses and added four new courses to its offerings. Students may enroll in the noncredit ESL levels 1–4 sequence and transition directly into credit-based programs. In addition, GED Preparation, ESL Speech, and Basic Skills Computer courses are offered. Effective fall 2017, LAMC’s Noncredit program now offers an English Literacy and Civics Certificate which incorporates English literacy and Civics education for immigrants and other limited-English-speaking populations.

LAMC’s Noncredit Program is aligning its offerings with our credit program, particularly for those courses that lead to a career technical education pathway. The goal is to develop noncredit CTE pathways to jobs or credit CTE programs. In spring 2018, students will begin enrolling in the noncredit to credit pathway pilot for Allied Health. To complement our non-credit offerings and to better serve the adult population, the Noncredit Program has developed job readiness curriculum focusing on training adults who have been dislocated, at risk and/or formerly incarcerated men and women, and individuals with disabilities. The job readiness curriculum consists of a series of courses in soft skills, communication and interpersonal skills, and financial and computer literacy. We anticipate offering these courses beginning spring 2018. Upon completion of the Job Readiness Certificate program, students will be referred to our Workforce Investment Board, whose primary goal is to help students find gainful employment.

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

Professional development on the topics of equity, inclusion, and/or cultural awareness will be provided to all faculty on an annual basis. We will host various researchers from local universities to provide insight into the obstacles under-resourced students face in attaining their educational goals. These professional development opportunities will be offered through the Learning Resource Center. Training faculty to be more cognizant of the cultural differences and needs of students will allow Los Angeles Mission College to provide the best possible learning environment for each student.

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Evaluation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide support services to ensure students enter pathways of completion.</td>
<td>Number of student contacts will be tracked through the local student information system and reviewed on an annual basis by the supervising dean and managers.</td>
</tr>
<tr>
<td>Basic skills completion: Increase the percentage of students successfully transitioning to college-level math and English.</td>
<td>Basic skills completion rates will be tracked through the CCCCO Basic Skills Tracker and local data and will be reviewed annually as part of the Institution-Set Standards data review and in other campus committees.</td>
</tr>
<tr>
<td>Increase persistence and retention rates to ensure that students stay on a path to completion.</td>
<td>Persistence and retention rates will be tracked through the CCCCO Data Mart and local data and will be reviewed annually as part of the Institution-Set Standards data review and in other campus committees.</td>
</tr>
<tr>
<td>Reducing achievement gaps for disproportionately impacted groups.</td>
<td>Data on the five Student Equity indicators will be provided to the campus community by the Office of Institutional Effectiveness and reviewed on an annual basis by the Student Equity, Access and Success (SEAS) Committee.</td>
</tr>
<tr>
<td>Improving success rates in degree attainment, certificate attainment and transfer.</td>
<td>Degree and certificate completion data and transfer numbers will be tracked through the CCCCO Data Mart, UC and CSU websites, and local data and will be reviewed annually as part of the Institution-Set Standards data review and in other campus committees. In addition, milestone data (course success, course retention, and persistence rates) will be tracked annually to ensure students are staying on track to completion.</td>
</tr>
</tbody>
</table>

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)

**LACCD supports coordinated student success and equity efforts through a district umbrella committee. This group meets monthly to share information and plan events to highlight successful practices. Activities include:**

- Leverage face-to-face (e.g. intra-district visits, summits) and online platforms to share resources and successful practices (e.g. plans, technology, data)
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- Align integrated goals with district strategic goals
- Engage stakeholders across campuses, including leadership from student services, instruction, and administrative services as well as other districts and statewide stakeholders
- Facilitate relevant, comprehensive, ongoing professional learning that's based on data-driven theoretical frames and that invites experts in relevant areas (e.g. guided pathways, FYEs, meta-majors) to present
- Collaborate with other districts and statewide stakeholders
- Increase and strengthen noncredit programs

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.

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Basic Skills Initiative</th>
<th>Student Equity</th>
<th>Credit SSSP</th>
<th>Credit SSSP - Match</th>
<th>Noncredit SSSP</th>
<th>Noncredit SSSP - Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Academic Salaries</td>
<td>$401,247</td>
<td>$523,257</td>
<td>$4,881,135</td>
<td>$43,042</td>
<td>$34,600</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Classified and Other Nonacademic Salaries</td>
<td>$83,415</td>
<td>$537,631</td>
<td>$670,086</td>
<td>$1,337,858</td>
<td>$43,412</td>
<td>$47,418</td>
</tr>
<tr>
<td>3000</td>
<td>Employee Benefits</td>
<td>$2,085</td>
<td>$237,988</td>
<td>$202,096</td>
<td>$693,237</td>
<td>$10,577</td>
<td>$24,570</td>
</tr>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>$23,000</td>
<td>$28,600</td>
<td>$12,094</td>
<td>$10,554</td>
<td>$457</td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Other Operating Expenses and Services</td>
<td>$4,500</td>
<td>$44,776</td>
<td>$61,323</td>
<td>$15,022</td>
<td>$540</td>
<td></td>
</tr>
<tr>
<td>6000</td>
<td>Capital Outlay</td>
<td>$15,320</td>
<td>$32,282</td>
<td></td>
<td></td>
<td>$15,575</td>
<td></td>
</tr>
<tr>
<td>7000</td>
<td>Other Outgo</td>
<td>$20,000</td>
<td></td>
<td></td>
<td></td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program Totals</td>
<td>$90,000</td>
<td>$1,279,962</td>
<td>$1,517,644</td>
<td>$6,939,386</td>
<td>$107,585</td>
<td>$107,585</td>
</tr>
</tbody>
</table>

Match Match

BSI, SE, & SSSP Budget Total $2,995,191
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:

In order to determine areas of disproportionate impact for the College’s 2017-18 Student Equity goals, two methodologies were used – the percentage point gap (with a percentage point gap of negative three or greater as indicative of disproportionate impact) and the 80 percent rule (an 80 percent index below 0.80 is considered evidence of disproportionate impact). Goals were formulated around the student groups for which equity gaps were identified through one or both of these methodologies.

<table>
<thead>
<tr>
<th>2017-18 Student Equity Goals</th>
<th>Activities</th>
<th>Resources Budgeted</th>
</tr>
</thead>
</table>
| **Goal A:** Increase outreach to and enrollment of male students, black students, veterans, and students with disabilities in the LAMC service area. | - Continue targeted outreach to special populations, Summer Bridge and high school programs, and other programs supporting impacted populations  
- Host cultural events  
- Continue in-reach activities to encourage special populations to self-identify  
- Continue support of Learning Disability Assessment Program (LDAP) to identify students with learning disabilities | - Student Success Faculty Coordinator  
- Advertising/Promotional Materials  
- Outreach Coordinator  
- Web Designer  
- Funds for cultural events  
- VRC Director, CGCA, Program Assistant  
- DSPS Coordinator, Counselor, LD Specialist |
| **Goal B:** Increase the course completion rates of male students, black students, and foster youth. | - Continue research and disaggregation of data pertaining to low completion rates  
- Continue professional development activities related to impacted populations  
- Continue in-reach campaign and campus support services for impacted populations  
- Continue support of LDAP  
- Success Coaches/Peer Mentors  
- Academic Success Workshops | - Student Success Faculty Coordinator  
- Dean of Institutional Effectiveness, Research Analyst, Assistant Research Analyst  
- Professional Development funds  
- LRC Director/Tutors/Math Instructional Assistant/English Instructional Assistant  
- Early Alert System Development (e.g., Starfish)  
- DSPS Coordinator, Counselor, LD Specialist  
- Success Coaches/Peer Mentors |
### 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>Goal C1: Increase the basic skills English completion rates of male students, Hispanic students, white students, and black students.</th>
<th>Goal C2: Increase the basic skills math completion rates of male students, Hispanic students, black students, low-income students, and disabled students.</th>
</tr>
</thead>
</table>
| - Tutoring/Supplemental instruction  
  - Early Alert | - Support STEM and math tutoring center and Science Success Center  
- Continue funding of additional tutoring/Supplemental Instruction for basic skills courses  
- Continue research on and disaggregation of data pertaining to low completion rates  
- Assessment preparation activities  
- Summer Bridge  
- More accurate placement through MMAP  
- Accelerated Pathways  
- Supplemental Reading Course for students below English 28 (Reading Plus)  
- Continue professional development activities related to impacted populations (e.g., Reading Apprenticeship training) |
| | - Student Success Faculty Coordinator  
- LRC Director/Tutors/Math Instructional Assistant/English Instructional Assistant  
- Dean of Institutional Effectiveness, Research Analyst, Assistant Research Analyst  
- Summer Bridge staffing; materials; food  
- Reading Plus  
- Professional Development funds  
- Release time for faculty to work on Guided Pathways (GP) projects  
- Release time for faculty to work on GP |
| - Release time for faculty working on Guided Pathways (GP) projects | - Student Success Faculty Coordinator  
- LRC Director  
- Math Instructional Assistant  
- Tutors  
- Dean of Institutional Effectiveness, Research Analyst, Assistant Research Analyst  
- Summer Bridge staff/food  
- Release time for faculty to work on Guided Pathways (GP)  
- Professional Development funds  
- DSPS Coordinator/Counselor/LD Specialist  
- Mental Health Services Coordinator |
| Goal C3: Increase ESL completion rates of male students, white students and Asian students. | Continue community outreach for noncredit ESL courses  
Promote transition to credit enrollment via the noncredit to credit pathway. | Outreach/recruitment staff  
Counseling support. |
|---|---|---|
| Goal D1: Increase degree completion rates of Hispanic students and students with disabilities. | Counseling/Peer Support  
Pursue possible retroactive awarding of degrees  
Continue research on and disaggregation of data pertaining to low completion rates  
Career Center expansion  
Early Alert  
Continue support of LDAP and Mental Health Services. | Student Success Faculty Coordinator  
Success Coaches  
Peer Mentors  
Dean of Institutional Effectiveness, Research Analyst, Assistant Research Analyst  
Career Center Coordinator/Counselor  
Starfish  
Release time for faculty to work on GP  
DPS Coordinator/Counselor/LD Specialist. |
| Goal D2: Increase certificate completion rates of male students, Hispanic students, white students, black students, and students with disabilities. | Counseling/Peer Support  
Continue research on and disaggregation of data pertaining to low completion rates  
Pursue possible retroactive awarding of certificates  
Career Center expansion  
Early Alert  
Continue support of LDAP. | Student Success Faculty Coordinator  
Success Coaches  
Peer Mentors  
Dean of Institutional Effectiveness, Research Analyst, Assistant Research Analyst  
Career Center Coordinator/Counselor  
Starfish  
Release time for faculty to work on GP  
DPS Coordinator/LD Specialist. |
| Goal E: Increase the transfer rates of Hispanic students, white students, black students, and students with disabilities. | Counseling/Peer Support  
Provide additional transfer counseling support for impacted populations  
Early Alert  
Continue support of LDAP  
Expand Honors Program  
Campus tours  
Transfer fairs/workshops  
CCCP Scholars Program. | Student Success Faculty Coordinator  
Counseling Support for CSEPs/Transfer  
Transfer Center Counselor/Coordinator  
Starfish  
Release time for faculty to work on GP  
Funds for CCCP Scholars Program. |
Of the College’s 2014-15 Student Equity budget, 83% was spent on academic, classified, and other non-academic salaries and 17% was spent on non-salary expenditures. The positions supporting Student Equity that were paid for with the budget were in the areas of Student Equity coordination, outreach/recruitment, counseling, tutoring and personnel to assist in equity-related activities. The remaining 17% was spent on other operating expenses and services such as an integrated planning study, career counseling software for veterans, equipment to support student equity, and professional/staff development.

Of the College’s 2015-16 Student Equity budget, 85% was spent on salaries and 15% was spent on non-salary expenditures. The positions supporting Student Equity that were paid for with the budget were in the areas of Student Equity coordination, veterans services, research, outreach/recruitment, counseling, tutoring, disabled student services, and personnel to assist in specific equity-related activities (e.g., financial aid in-reach, child care services, workshop presenters for foster youth, etc.). The remaining 15% of the 2015-16 Student Equity budget was spent on updating library resources for basic skills students, professional development, online tutoring to increase student success in all courses (including basic skills courses), support for the College’s Summer Bridge program, University tours, and materials to support equity-related activities and projects (e.g., the Veterans Resource Center, Learning Assessment kits, Summer Bridge materials, equipment for student use, etc.).

Of the College’s 2016-17 Student Equity budget, 91% was spent on salaries and 9% was spent on non-salary expenditures. The positions supporting Student Equity that were paid for with the budget were in the areas of Student Equity coordination, LRC coordination including tutoring, veterans services, research, outreach/recruitment, disabled student services, and personnel to assist in specific equity-related activities (e.g., child care services, Summer Bridge services). Non-salary expenditures were made for professional development, equipment to support student equity, marketing/promotional materials and support for the College’s Summer Bridge program.

The College has made strides in reducing the equity gaps that were identified in its 2015-16 Student Equity plan, while some notable gaps remain. In terms of access, the equity gap has been eliminated for Hispanic students and has been reduced for disabled students, but there is still work to be done to close the gap for male students and veterans. In terms of course completion rates, the equity gap for disabled students has been eliminated, but a gap still remains for male students, black students, and foster youth. In terms of basic skills completion, equity gaps remain for black students and disabled students, although the gaps for disabled students have significantly shrunk. In addition, work still remains to close the equity gap in basic skills math completion for male students. The gaps in degree completion rate for male students and black students have closed; however, there are still gaps for these students when it comes to certificate completion. There is also work that needs to continue to be done to close the gaps for disabled students in regard to all of the completion outcomes – degrees, certificates, and transfer.

In addition, some new equity gaps have emerged in the analysis of the data from last fall (using more liberal standards to identify disproportionate impact, as both methodologies were applied to identify gaps), indicating disproportionate impact in the following areas: access for black students; basic skills English completion for male students and Hispanic and white students; basic skills math completion for Hispanic students and low-income students; ESL completion for male students, white students, and Asian students; degree, certificate, and transfer completion for Hispanic students; certificate and transfer completion for white students; and transfer outcomes for black students.
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?

As the College moves forward with adopting Guided Pathways as a framework for instructional, academic and student support services, additional information is needed to ensure that large-scale change is realized and sustained. Assistance will be needed in the areas of: planning, preparation and implementation. Specifically, the College would like to gain awareness of/competency in designing academic programs that are fully mapped out and aligned with post-graduate education and career advancement pathways; creating structured processes for entering students on a pathway to completion; establishing proactive academic and career advising methods that are in place from the student’s entry point all the way through to completion; conceptualizing and implementing a redesign of the basic skills/developmental education sequence; establishing an “effective” early alert system that helps students persevere; and designing co-curricular and instructional support activities that ensure students are maximizing learning.

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: Christopher Villa  
Title: Vice President of Student Services  
Email Address: villacm@lamission.edu  
Phone: (818) 364-7766

**Alternate Point of Contact:**
Name: Larry Resendez  
Title: Dean of Student Services  
Email Address: resendcl@lamission.edu  
Phone: (818) 364-7733
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part III – Approval and Signature Page

College: Los Angeles Mission College District: LACCD

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.

Monte E. Perez 10/23/17 perezme@lmission.edu

Chancellor/President Date Email Address

D. Miller 10/24/17 villandg@lmission.edu

Chief Business Officer Date Email Address

Saberia 10-23-17 saberia@lmission.edu

Chief Instructional Officer Date Email Address

C. Hall 10/23/17 villacma@lmission.edu

Chief Student Services Officer Date Email Address

D. Pausch 10/24/17 paulsedre@lmission.edu

President, Academic Senate Date Email Address
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: December 1, 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:
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SSSP Goal 1:</strong> Increase offerings of assessment prep workshops for Math and English tests</td>
<td>In progress. Although the offerings were increased for English assessment prep workshops, the Math workshops were reduced and the attendance and student participation for all assessment prep is a bit low. New efforts are being made in Summer 2017 to increase offerings and student attendance at prep workshops.</td>
</tr>
<tr>
<td><strong>SSSP Goal 2:</strong> Implement Multiple Measures Assessment Project (MMAP)</td>
<td>Completed. During fall 2016, Pierce College adapted the MMAP new model for course placement. The research on these efforts is ongoing.</td>
</tr>
<tr>
<td><strong>SSSP Goal 3:</strong> Enhance extended orientation efforts</td>
<td>In progress. GO Days (new student conference) has been enhanced with new breakout sessions to offer more educational planning and transfer basics, as well as additional topics to assist students with methods of getting acclimated to the collegiate environment.</td>
</tr>
<tr>
<td><strong>SSSP Goal 4:</strong> Increase outreach and support services to probation students to ensure student participation.</td>
<td>Completed. During fall 2016 new efforts were implemented to increase the outreach to at-risk students and increase participation in follow up services for students on probation.</td>
</tr>
<tr>
<td><strong>SSSP Goal 5:</strong> Increase efforts to assist new students that are undecided, in defining a major</td>
<td>Ongoing. Career counseling support offered to first-year students were added to complement targeted new services offered through the Career Center that were designed to assist undecided students with selecting a major. Additionally, a series of professional learning opportunities were provided to counselors during the last year, in an effort to continue the cultivation of innovative practices for career counseling to assist undecided students.</td>
</tr>
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<td>---</td>
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</tr>
<tr>
<td><strong>SSSP Goal 6:</strong> Increase educational planning efforts to assist all students with the completion of a comprehensive educational plan in their first year at Pierce College.</td>
<td>Ongoing. Data was collected on all active students that do not have a comprehensive educational plan. The data extract elicited a list of over 4000+ students who had completed at least 20 units at Pierce and did not have a comprehensive SEP. The students were contacted via phone and email to schedule a 30 minute counseling appointment to complete a comprehensive SEP. After initial contact was made with students last year, the data was reviewed and verified against information in the Student Information System to verify which students had completed a comprehensive SEP so that those who did not complete a comprehensive SEP could be contacted again. A new extract will be pulled each semester.</td>
</tr>
<tr>
<td><strong>SSSP Goal 7:</strong> Expand counseling services to include educational planning and academic follow up services to Pierce student leaders to increase student persistence.</td>
<td>Completed. The Student Engagement Counselor/Coordinator is responsible for providing these services to all Associated Student Organization (ASO) officers, senators, and all students serving in a leadership capacity on campus through student clubs and organizations.</td>
</tr>
<tr>
<td><strong>SSSP Goal 8:</strong> Implement Freshman Academy increase course success and student persistence.</td>
<td>Completed. The Freshman Academy inaugural cohort began in Fall 2016.</td>
</tr>
</tbody>
</table>
### 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

**SSSP Goal 9:** Enhance services to students to increase transfer readiness for students with identified equity gaps in transfer.

- Ongoing. Students are provided with expanded services and outreach to assist with transfer planning to ensure transfer readiness. The additional services include a partnership with UCLA for the Center for Community College Partnerships (CCCP) program, which also provides a UCLA peer mentor for Pierce College students.

<table>
<thead>
<tr>
<th>Equity Goal 1: Area A. Access:</th>
<th>Based on 2014-15 vs. 2016-17 Differentials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Increase access by 5% by 2017 for students who are men.</td>
<td>a) <em>In Progress:</em> within-group success rates for men increased by 3.7% (i.e., 54.2% vs. 57.9%) over a 3-year cycle.</td>
</tr>
<tr>
<td>b) Maintain no equity gap in access for students who identify as foster youth.</td>
<td>b) <em>Accomplished:</em> within-group success rates for FY increased by 9.1% (i.e., 170.6% vs. 179.7%) over a 3-year cycle.</td>
</tr>
<tr>
<td>c) Maintain no equity gap in access for students who identify as veterans.</td>
<td>c) <em>In Progress:</em> within-group success rates for vets increased by 4.1% (i.e., 42.6% vs. 46.7%) over a 3-year cycle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity Goal 2: Area B. Course Completion:</th>
<th>Based on 2014-15 vs. 2016-17 Differentials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Increase college-level course completion by 5% by 2017 for students who are African American/Black.</td>
<td>a) <em>In Progress:</em> within-group success rates for AA/B increased by 3.8% (i.e., 69.9% vs. 73.7%) over a 3-year cycle.</td>
</tr>
<tr>
<td>b) Increase college-level course completion by 5% by 2017 for students who identify as foster youth.</td>
<td>b) <em>Accomplished:</em> within-group success rates for FY increased by 7.7% (i.e., 67.6% vs. 75.4%) over a 3-year cycle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity Goal 3: Area C. Basic Skills (BS) Pathway Completion:</th>
<th>Based on 2014-15 vs. 2015-16 Differentials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Increase BS English pathway completion by 5% by 2017 for students who are African American/Black.</td>
<td>a) <em>Accomplished:</em> within-group success rates for AA/B increased by 7.3% (i.e., 58.0% vs. 65.3%).</td>
</tr>
<tr>
<td>b) Increase BS Math pathway completion by 5% by 2017 for students who are African American/Black.</td>
<td>b) <em>Accomplished:</em> within-group success rates for AA/B increased by 10.7% (i.e., 30.9% vs. 41.6%).</td>
</tr>
<tr>
<td>c) Increase BS ESL pathway completion by 5% by 2017 for students who are Latinx.</td>
<td>c) <em>Not accomplished:</em> within-group success rates for Latinx decreased by 9.5% (i.e., 55.7% vs. 46.2%).</td>
</tr>
<tr>
<td>d) Increase BS English pathway completion by 5% by 2017 for students who are Latinx.</td>
<td>d) <em>In Progress:</em> within-group success rates for Latinx increased by 3.2% (i.e., 60.9% vs. 64.0%).</td>
</tr>
<tr>
<td>e) Increase BS Math pathway completion by 5% by 2017 for students who are Latinx.</td>
<td>e) <em>In Progress:</em> within-group success rates for Latinx increased by 4.6% (i.e., 33.4% vs. 38.0%).</td>
</tr>
<tr>
<td>f) Increase BS ESL pathway completion by 5% by 2017 for students who are Latinx.</td>
<td></td>
</tr>
</tbody>
</table>
### Equity Goal 4: Area D. Degree/Certificate Completion:

- **a)** Increase degree/certificate completion by 5% by 2017 for students who are men.
- **b)** Increase degree/certificate completion by 5% by 2017 for students who are African American/Black.
- **c)** Increase degree/certificate completion by 5% by 2017 for students who are Latinx.

### Based on 2014-15 vs. 2015-16 Differentials:

- **a)** *In Progress*: within-group success rates for men **increased** by 0.3% (i.e., 4.3% vs. 4.6%).
- **b)** *In Progress*: within-group success rates for AA/B **increased** by 0.9% (i.e., 4.5% vs. 5.3%).
- **c)** *In Progress*: within-group success rates for Latinx **increased** by 0.6% (i.e., 4.5% vs. 5.1%).

### Equity Goal 5: Area E. Transfer:

- **a)** Increase transfer by 5% by 2017 for students who are Latinx.
- **b)** Increase transfer by 5% by 2017 for students who are Filipino.
- **c)** Increase transfer by 5% by 2017 for students who are Veterans.
- **d)** Increase transfer by 5% by 2017 for students who have a documented disability.
- **e)** Increase transfer by 5% by 2017 for students who are low-income.
- **f)** Maintain no equity gap in transfer for students who are African American/Black.

### Based on 2014-15 vs. 2015-16 Differentials:

- **a)** *Not accomplished*: within-group success rates for Latinx **decreased** by 6.6% (i.e., 16.3% vs. 9.7%).
- **b)** *Not accomplished*: within-group success rates for Filipinos **decreased** by 10.7% (i.e., 21.8% vs. 11.1%).
- **c)** *Not accomplished*: within-group success rates for vets **decreased** by 10.7% (i.e., 33.2% vs. 22.5%).
- **d)** *Not accomplished*: within-group success rates for disabled students **decreased** by 12.7% (i.e., 18.6% vs. 6.0%).
- **e)** *Not accomplished*: within-group success rates for low-income students **decreased** by 13.4% (i.e., 20.6% vs. 7.3%).
- **f)** *Not accomplished*: within-group success rates for AA/B **decreased** by 9.6% (i.e., 22.7% vs. 13.1%).

### Basic Skills Goal 1:

Through collaboration between Student Services and Academic Affairs, continue to increase access to, support for, and retention of basic skills students through programs and activities for students who place two or more levels below transfer levels.

### Progress toward this goal:

- **Assessment Preparation Workshops** (which are slowly being decreased as multiple measures places students in higher levels of English, ESL, and Math each semester)
- **Collaboration between CAS and the English/ESL department has resulted in the development of new programs and services designed to serve ELLs: book clubs, communication cafes, conversation workshops, book checkout programs, online programs, workshops, instructional videos,**
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

and course embedded tutoring in Learning Skills and ESL classes.

- Collaboration between CAS and math has continued to promote ASAP and Statway as accelerated pathways for students who are placed two levels below transfer to move through the dev ed math sequence faster and more efficiently.

- SSSP and BSI continue to collaborate to support Summer Bridge as a way of getting students who are placing two levels below transfer-level through the English sequence. Recently, Summer Bridge has been expanded to math. BSI provides embedded tutors for these courses.

- For the few students who are still placing into Learning Skills classes, these classes are now supported by a counselor and embedded tutors, both supplied out of BSI.

- Now that College Promise has begun, BSI will continue to collaborate with SSSP to support summer transition programs. This year, English, ESL, and math tutors teamed up with English, ESL, and math faculty to host an intensive one-week workshop called “#Piercesuccess,” in which students placed in all levels reviewed fundamental concepts in English, math, study skills, growth mindset, and goal setting.

<table>
<thead>
<tr>
<th>Basic Skills Goal 2: Continue to expand on a data-driven profile of basic skills needs at Pierce College through an ongoing cycle of examining existing data and generating new inquiry. That profile should be used to inform the campus-wide ongoing college planning cycle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to the data collected for SSSP and SE, since 2015, the office of institutional research has been tracking success rates in the 50 highest enrolled courses. From these data, the office has identified a list of “gatekeeper courses,” which are both highly</td>
</tr>
<tr>
<td>Basic Skills Goal 3: Continue to align student success efforts and plans on campus, including Achieving the Dream, Center for Academic Success, the Equity Plan, and SSSP.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Basic Skills Goal 4: Continue to strengthen and support the existing professional development efforts by providing faculty and staff with cohesive, ongoing learning opportunities in the areas of student equity and</td>
</tr>
</tbody>
</table>
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>This is a full day program with breakout sessions on issues around student equity, success, and completion. Each year, attendance grows, and in 2017, over 250 faculty, staff, and administrators attended. This has been expanded to included tutors and students, as well. The college has also focused on developing professional learning opportunities around Reading Apprenticeship. Faculty and tutors are invited to engage in an ongoing, statewide conversation about how to create transparent, student-centered classrooms and tutoring sessions. Faculty and tutors attend RA introductory workshops each semester, and discuss the implementation of those strategies in monthly FIG meetings. In 2017, faculty and tutors presented at the statewide RA conferences to discuss RA as a framework for tutor training in order to achieve greater student success and equity.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills Goal 5:</strong> Increase student success and retention in math, English, and ESL courses, including in Career and Technical Education and gatekeeper (high enrollment/low success) courses, by promoting innovative programs as well as teaching and learning strategies based on proven effective methods, like course redesign, programs of study, student mentor programs, and learning communities.</td>
<td>Since 2015, this goal has been combined with goal #1</td>
</tr>
</tbody>
</table>

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

- 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 Student Equity Plan. Expand the table as needed so that all of your goals are included.

   b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)
      - We see our successes largely as a product of the high level of collaboration and integration between Student Success and Support Programs, Student Equity, Achieving the Dream, and Basic Skills initiative. We have established five overarching goals, and those goals have driven the work we do in each of these areas. Now that Los Angeles College Promise is underway, we will integrate the programs, services, and practices of College Promise into our existing infrastructure to ensure that it expands on the work that is already been done at the college. As new frameworks are introduced (e.g. Guided Pathways), these frames will be similarly integrated into an existing structure.

   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.)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SSSP</td>
</tr>
<tr>
<td>1) Increase rates of completion of the developmental education sequence</td>
<td>Summer Bridge</td>
</tr>
<tr>
<td>College Promise</td>
<td>Professional learning for faculty and tutors (e.g. Teaching Men of Color, Reading Apprenticeship, conferences, CRT, Safe Zones)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Goal Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SSSP</td>
<td>Student Equity</td>
</tr>
<tr>
<td>Example: Increase completion and persistence through the English Developmental Sequence</td>
<td>Provide extended orientation and assessment prep courses/workshops</td>
<td>Provide extended orientation and assessment prep courses/workshops</td>
</tr>
<tr>
<td></td>
<td>Redesign the dev. Ed. sequence</td>
<td>Redesign the dev. Ed. sequence</td>
</tr>
<tr>
<td>1) Increase persistence</td>
<td>Go Days</td>
<td>HBCU visits</td>
</tr>
<tr>
<td></td>
<td>Peer to Peer Mentor</td>
<td>Professional learning for faculty and tutors (e.g. Teaching Men of Color, CRT, Reading Apprenticeship, AtD Conference, Strengthening Student Success Conference)</td>
</tr>
<tr>
<td></td>
<td>New Student Counseling</td>
<td>College Promise (tutoring)</td>
</tr>
<tr>
<td></td>
<td>College Promise</td>
<td>College Promise (tutoring)</td>
</tr>
<tr>
<td></td>
<td>Freshman Academy</td>
<td>Freshman Academy</td>
</tr>
<tr>
<td></td>
<td>Umoja</td>
<td>Professional learning for faculty (e.g. Strengthening Student Success Conference, AtD Conference)</td>
</tr>
<tr>
<td></td>
<td>Career Counseling</td>
<td>Umoja (tutoring)</td>
</tr>
<tr>
<td>2) Strengthen students’ first year</td>
<td>Go Days</td>
<td>Course Embedded Tutoring</td>
</tr>
<tr>
<td></td>
<td>Peer to Peer Mentor</td>
<td>Professional learning for faculty (e.g. Strengthening Student Success Conference, AtD Conference)</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td>Multiple measures/assessment preparation</td>
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<td></td>
<td>Career Counseling</td>
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</tbody>
</table>
### 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>3) Eliminate equity gaps</th>
<th>Umoja (e.g. coordinator)</th>
<th>Umoja (e.g. counseling, staff, textbooks)</th>
<th>Course Embedded Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer Bridge</td>
<td>Course Embedded Tutoring (Umoja, courses with equity gaps)</td>
<td>Professional learning for faculty</td>
</tr>
<tr>
<td></td>
<td>New Student Counseling</td>
<td>HBCU visits</td>
<td>AtD coaching</td>
</tr>
<tr>
<td></td>
<td>Multiple measures/assessment preparation</td>
<td>Professional learning for faculty and tutors (e.g. Teaching Men of Color, Equity Institute, CRT, Safe Zones, AtD Conference, Strengthening Student Success Conference)</td>
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</tr>
<tr>
<td></td>
<td>Probation Support</td>
<td>California Community College Partnership (CCCP) with UCLA</td>
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<td></td>
<td>Career Counseling</td>
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</tbody>
</table>

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<thead>
<tr>
<th>4) Increase rates of completion of the developmental education sequence</th>
<th>Summer Bridge</th>
<th>Course Embedded Tutoring (Gatekeeper courses/courses with equity gaps)</th>
<th>Course Embedded Tutoring (ASAP, Summer Bridge, Statway)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Promise</td>
<td>Professional learning for faculty and tutors (e.g. Reading Apprenticeship, Habits of Mind, CRT, Spring Student Success Conference)</td>
<td></td>
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</tr>
<tr>
<td>Freshman Academy</td>
<td>English, ESL, math, study skills workshops and Canvas resources</td>
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<tr>
<td>Multiple measures/assessment preparation</td>
<td>AtD coaching</td>
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<tr>
<td>Probation Support</td>
<td>Learning Skills Orientation and Support Program</td>
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<tr>
<th>5) Increase engagement in academic activities</th>
<th>Peer to Peer Mentor</th>
<th>One Book/One Campus</th>
<th>Professional learning for faculty (e.g. Reading apprenticeship, Spring</th>
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<tbody>
<tr>
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<td>Summer Bridge</td>
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<td>ESL/Basic Skills Completion</td>
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<td>Degree &amp; Certificate Completion</td>
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Page 11 of 21
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<tr>
<th>College Promise</th>
<th>HBCU visits</th>
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<td>Freshman Academy</td>
<td>Professional learning for faculty and tutors (e.g. Teaching Men of Color, Reading Apprenticeship, conferences, CRT, Safe Zones, Tutor Expo for tutors, Strengthening Student Success Conference, AtD Conference)</td>
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There are several examples of programs and services that have made an impact on student success, including GO Days, math redesign, Summer Bridge, and Course Embedded Tutoring. These programs have a cumulative effect. A new student may start with Summer Bridge program, which has resulted in higher units completed and higher rates of English pathway completion. That same student may attend GO Days, which almost immediately follows Summer Bridge. GO Days participants have higher fall to fall persistence rates, more units completed, and higher rates of completion of the English and math pathway. The next week, that student may enroll in one of our two math pathways, ASAP or Statway. Participants in those pathways have higher rates of math pathway completion. They may also enroll in one of several gatekeeper courses that qualify for Course Embedded Tutoring, participants of which have higher rates of course completion in those classes.

**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.

These goals have been established in past years during early efforts to coordinate these plans. The benchmarks listed here (5%) have been selected based on an analysis of the existing plans and based on alignment with the last Strategic Plan. As the Strategic Plan for the college is updated, these benchmarks may also change to ensure continued alignment.

a. Increased persistence – Increase fall to fall persistence by 5%

b. Strengthen students’ first year – Increase the number of students who are currently participating in first year programs by 5%.

c. Eliminate equity gaps – Eliminate each identified equity gap by 5%.

d. Increased rates of completion of the developmental education sequence – Increase the number of students who are placing (or would have placed) into developmental English or math who successfully complete the English and math developmental education sequence by 5%

e. Increase engagement in the academic activities – Increase the number of students who engage in
academic activities (e.g. coaching, clubs, tutoring, etc.) by 5%.

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.

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)

In the next two years, the college will continue to build on the groundwork that has already been established to integrate the college’s student success initiatives into a cohesive, college-wide vision for student success and equity-mindedness. The college has already established an integrated plan, which articulates how our four student success and equity frameworks (Achieving the Dream, the Basic Skills Initiative, Student Equity, and Student Success and Support Programs) are braided together to advance five common priorities:

1. Increase persistence – Increase fall to fall persistence by 5%
2. Strengthen students’ first year – Increase the number of students who are currently participating in first year programs by 5%.
3. Eliminate equity gaps – Eliminate each identified equity gap by 5%.
4. Increased rates of completion of the developmental education sequence – Increase the number of students who are placing (or would have placed) into developmental English or math who successfully complete the English and math developmental education sequence by 5%
5. Increase engagement in the academic activities – Increase the number of students who engage in academic activities (e.g. coaching, clubs, tutoring, etc.) by 5%.

The college already views these student success efforts as integrated parts of a cohesive vision for success and equity-mindedness. Through the college committee structure, the college has institutionalized integration as a practice. The Student Success Committee meets monthly and serves to integrate these efforts across campus, including the work done around Student Equity, SSPP, Basic Skills, and Achieving the Dream. This committee shares successful practices, discusses data, and explores new ways in which the college’s student success initiatives can continue to braid together in order to continuously clarify our direction and purpose.

The college will build on this by creating a theory of change on which the college will base its student success work. Using the integrated model already developed, and drawing from research-based frameworks such as Reading Apprenticeship, Organizational Coherence, Appreciative Inquiry, and Growth Mindset, these theoretical foundations will help create an even more focused direction around shared student success and
equity goals.

This theory of change will be developed by the Student Success Committee and approved by the Academic Senate. Once adopted, it will further anchor the student success and equity efforts across campus. At the same time, this underpinning will open the college up to new ideas and evidence-based practices, both deepening and widening ownership of these goals.

A draft of a five-part theory of change is below:

A. Using these multi-dimensional frameworks as a foundation, the college will create opportunities to facilitate ongoing metacognitive conversations about what success and equity-minded teaching and learning means to our community. The foundation of this discussion will be a recognition that teaching and learning happens synergistically, through social, personal, and cognitive dimensions.

B. Through this dialogue, the college will explore ways in which educational programs, services, and practices can more holistically attend to the multi-dimensional strengths and needs of our students, faculty, staff, and administrators.

C. The ultimate goal of this dialogue is to build a culture of strengths-based collaborative inquiry and accountability. We see inquiry as a cycle of discovering strengths, setting aspirational goals, designing and piloting innovation, evaluating success, and revising innovation. That innovation then becomes a strength in the next cycle.

D. Through this cycle of inquiry, the college will continuously strengthen programs, services, and practices that strengthen the mindsets, habits, and resources that are essential for success.

E. With strengthened mindsets, habits, and resources, we can:
   1. Increase persistence
   2. Strengthen students’ first year
   3. Eliminate equity gaps
   4. Increase rates of completion of the developmental education sequence
   5. Increase engagement in the academic activities

F. Finally, in meeting these coherent goals, students will reach their educational goals, including certificates, degrees, and transfer, at higher rates.

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 college does not currently offer noncredit courses that map to post-secondary transitions and employment. Currently, the college’s noncredit offerings are limited to older adult program. However, the college is in progress on developing a program for adult education under the Adult Education Block Grant. That program will assist students in preparing for employment, like medical assisting.
6. Describe your professional development plans to achieve your student success goals. (100 words max)

Our vision is to have a coherent connection between student success and professional learning. The college will establish specific categories or strands of professional learning. Around those categories the college will provide sustained, ongoing teaching and learning opportunities for faculty, staff, administrators, and student leaders (e.g. Tutors, Peer to Peer Mentors, Coaches, members of student government, etc.). The college will formalize these categories over the next year. The college will also think through how existing professional learning efforts fit into one or more of these categories. Then, the college will examine what opportunities exist for new professional learning. Below is a tentative list of some of the categories that the college is considering. This list is not yet finalized:
   a. Inclusion and equity
   b. Excellence in practice
   c. Leadership
   d. Well-being and life skills

The college also intends to create a model in which professional learning comes to the existing committees and department meetings and not the other way around. Traditionally, Pierce offers two days that are dedicated to professional learning (Opening Day and Student Success Conference), and then the college also offers a series of workshops that faculty, staff, administrators, and student leaders can attend to learn about practice and theory related to student success and equity. In addition to these structures, the college will begin to offer “professional learning menus” to department and committee chairs. Chairs can request that a faculty member who has expertise in a topic (e.g. Growth Mindset, Reading Apprenticeship, Appreciative Inquiry, Institutional Coherence, etc.) come to a department or committee meeting to conduct these critical dialogues. These faculty members who have expertise in these areas will be identified jointly through the Student Success Committee and the Professional Development Committee. By doing this, the college hopes to facilitate transformative and meaningful conversations in the spaces where faculty and staff are already gathered.

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)

Factors associated with five overarching “areas” will be analyzed in order to evaluate the college’s progress toward meeting its student success goals:

1. **Area A. Access:** the college will analyze the impact of 3 factors: 1) immediate enrollment following high school graduation, 2) completion of A-O-C, and 3) completion of a comprehensive student education plan.

   *Data Collection Cycle:* start of semester.

2. **Area B. Course Completion (college-level):** the college will analyze the impact of 7 factors: 1) proper assessment placement, 2) vocational/occupational intent, 3) declaration of college major(s), 4) enrollment in a transfer program, 5) extracurricular participation, 6) number of weekly workhours, and
7) educational self-expectations.
   
   **Data Collection Cycle**: start of semester.

3. **Area C. Basic Skills Pathway Completion (precollege-level)**: the college will analyze the impact of 2 factors: 1) Summer Bridge participation, and 2) co-requisites.
   
   **Data Collection Cycle**: end of semester.

4. **Area D. Degree/Certificate Obtainment**: the college will analyze the impact of 7 factors: 1) grade point average, 2) full- vs. part-time status, 3) number of earned degree applicable units, 4) transfer-level English completion, 5) transfer-level Math completion, 6) college-level science course completion, and 7) number of earned major-related units.
   
   **Data Collection Cycle**: end of semester.

5. **Area E. Transfer**: same analysis plan used for Area D.

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)

LACCD supports coordinated student success and equity efforts through a district umbrella committee. This group meets monthly to share information and plan events to highlight successful practices. Activities include:

- Leverage face-to-face (e.g. intra-district visits, summits) and online platforms to share resources and successful practices (e.g. plans, technology, data)
### 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>Category</th>
<th>Basic Skills Initiative</th>
<th>Student Equity</th>
<th>Credit SSSP</th>
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<th>Noncredit SSSP</th>
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BSI, SE, & SSSP Budget Total $4,091,253

- Align integrated goals with district strategic goals
- Engage stakeholders across campuses, including leadership from student services, instruction, and administrative services as well as other districts and statewide stakeholders
- Facilitate relevant, comprehensive, ongoing professional learning that’s based on data-driven theoretical frames and that invites experts in relevant areas (e.g. guided pathways, FYEs, meta-majors) to present
- Collaborate with other districts and statewide stakeholders
- Increase and strengthen noncredit programs

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.

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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:

The five integrated goals for the college are as follows:

1. Increase persistence – Increase fall to fall persistence by 5%
2. Strengthen students’ first year – Increase the number of students who are currently participating in first year programs by 5%.
3. Eliminate equity gaps – Eliminate each identified equity gap by 5%.
4. Increase rates of completion of the developmental education sequence – Increase the number of students who are placing (or would have placed) into developmental English or math who successfully complete the English and math developmental education sequence by 5%
5. Increase engagement in the academic activities – Increase the number of students who engage in academic activities (e.g. coaching, clubs, tutoring, etc.) by 5%.

The college began developing integrated goals for the four student success plans (SEP, SSSP, BSI, Achieving the Dream) in 2014. The college’s Student Success Committee adopted these five goals in 2016. These goals and the associated benchmarks are reviewed and updated annually. Direct oversight over the progress for these goals is primarily provided by the Student Success Committee. On that committee, representatives from Student Equity, Basic Skills Initiative, Student Success and Support Programs, and Achieving the Dream are represented and meet each month to share and integrate student success and equity-minded programs, services, practices.

Since 2008, Los Angeles Pierce College has been developing, piloting, and scaling success and equity-minded programs, services, and practices that advance our five integrated goals. Some of our featured programs and services include:

- Peer mentoring programs, like Peer to Peer Mentors and College Promise Coaches
- Onboarding activities, like GO Days (a new student conference) and Summer Bridge for both English and math
- First year Experience programs, like College Promise and Freshman Academy
- Course embedded tutoring and other learning assistance support for our “gatekeeper courses,” which are defined as those that are the highest enrolled and with a 60% pass rate or less and/or with significant equity gaps
- Equity-focused programs, like Umoja, veterans services, and foster youth services
- ESL, English, and math pathway success programs, like Multiple Measures Assessment Project (MMAP), accelerated math pathways (e.g. Algebra Success at Pierce, Statway), and course embedded tutoring
• Professional learning opportunities, like the annual Pierce College Student Success Conference, the culturally responsive teaching and learning series, membership in the Minority Male Community College Consortium, LGBTQ Safe Zone trainings, UndocuAlly Trainings, and participation in district, state, and national workshops and conferences (e.g. California Community College’s Success Network activities, Strengthening Student Success Conference, Achieving the Dream DREAM Conference, etc.)

Through efforts like these, we have met several milestones:

1. Increased overall rates of completion of English and math pathways, associate degrees, and certificates as well as decreased equity gaps in those same areas.
2. Increased success rates and decreased equity gaps in several of the biggest gatekeeper courses (e.g. introductory chemistry, computer science, economics, geography, history, philosophy, political science, sociology, art history, and anatomy)
3. Eliminated or decreased several identified equity gaps, including those among students who identify as one or more of the following: former foster youth, men, veterans, Latinx, African American or Black.
4. Decreased identified equity gaps in all areas for course completion and for English pathway completion.
5. Decreased most equity gaps in math pathway completion, ESL pathway completion, degree and certificate completion, and transfer.

The college will continue with these activities going forward. The funding for these events are distributed across all three plans, as has been the practice historically at this campus. While the Student Success Committee will continue to have primary oversight with regard to these integrated goals, Dr. Earic Dixon-Peters, Vice President of Student Services, will be our college’s single primary contact for further information.

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?

The college would benefit from additional support in the area of professional learning. The college has benefited significantly from the work of the California Community College’s Network and the Achieving the Dream coaches. We have been able to build a local and district-wide identity in which we are able to share strengths and ideas, collaborate on similar projects, program, and services, and think through the theory of change that we are formalizing in this plan. We would like to have more opportunities to share strengths and engage in dialogue with our local, district, and statewide colleagues.

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. Earic Dixon-Peters
Title  Vice President of Student Services
Email Address peterseb@piercecollege.edu
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Phone

Alternate Point of Contact:
Name Dr. Kalynda Webber-McLean
Title Dean of Student Success
Email Address: mcleankw@piercecollege.edu
Phone
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part III – Approval and Signature Page

College: Los Angeles Pierce College District: Los Angeles

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.

Chancellor/President Date Email Address

Chief Business Officer Date Email Address

Chief Instructional Officer Date Email Address

Chief Student Services Officer Date Email Address

President, Academic Senate Date Email Address
# 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Los Angeles Community College District  
Los Angeles Pierce College  
Integrated Plan Budget

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Match Match

BSI, SE, & SSSP Budget Total $4,091,253
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- **Submission deadline: December 1, 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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Math (BSI)</td>
<td>LASC has entered a partnership with WestEd and the Carnegie Foundation to offer Statway, an accelerated two semester math course that provides an alternative pathway to Statistics instead of the traditional algebra sequence. The pilot course began in fall 2017 along with a dual enrollment course at Washington Prep High School.</td>
</tr>
<tr>
<td>Shorten the math sequence and reduce transition points for students placed in remedial math in order to help them achieve college math credit and reach their academic completion goals.</td>
<td></td>
</tr>
<tr>
<td>Increased tutoring in high enrolled courses with low success rates (Equity)</td>
<td>As of fall of 2017, Physics, Biology and Chemistry students have increased support from one-on-one tutoring and group tutoring during evening hours and on Saturdays due to additional funding from Equity.</td>
</tr>
<tr>
<td>Multiple Measure Implementation:</td>
<td>In Spring 2017, English, Reading and Math faculty worked together with the Assessment Office and Dean of Student Services to revise the assessment process at LASC. LASC students are no longer placed into math and English courses based solely upon their Accuplacer score. We now employ multiple measures. A students high school gpa, high school coursework, and work experience are used as factors in placing them into their initial English, reading and math courses. In addition, students are being given a Reading placement for the first time. The placement is shared with the student but enrollment is optional (except in the Reading 25/Eng. 20A) co-requisite courses.</td>
</tr>
</tbody>
</table>
b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

- Collaboration of Administrative Services, academic programs and student services
- Extension of tutoring services during evening hours and on weekends
- Access to transitional support services that provide a seamless enrollment process for new students
- Acceleration of English and math courses to support the timely completion of graduation/transfer requirements

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.)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>SSSP</td>
</tr>
<tr>
<td>Increase completion and persistence through the English Developmental Sequence</td>
<td>Provide extended orientation and assessment prep courses/workshops</td>
</tr>
<tr>
<td></td>
<td>Student Equity</td>
</tr>
<tr>
<td></td>
<td>Provide extended orientation and assessment prep courses/workshops</td>
</tr>
<tr>
<td></td>
<td>Redesign the dev. ed. Sequence</td>
</tr>
<tr>
<td></td>
<td>BSI</td>
</tr>
<tr>
<td></td>
<td>Pilot prep courses through the first year programs or specific bridge programs</td>
</tr>
<tr>
<td></td>
<td>Redesign the dev. ed. Sequence</td>
</tr>
<tr>
<td>Increase the number of Basic Skills students who transition to college-level courses through an integrated academic/student support model.</td>
<td>College adoption of multiple measures approach to assessment. Updated assessment exemption guidelines Support of English accelerated pathways with</td>
</tr>
<tr>
<td></td>
<td>Student Equity</td>
</tr>
<tr>
<td></td>
<td>The LASC English Department implemented an accelerated approach to remedial coursework. Following the California Acceleration Project model, the English</td>
</tr>
<tr>
<td></td>
<td>BSI</td>
</tr>
<tr>
<td></td>
<td>English acceleration combined with support classes and increased imbedded tutoring.</td>
</tr>
<tr>
<td>counseling assistant to increase student awareness and contacts.</td>
<td>Department phased out English 21 and 28, replacing these two courses with one course, English 145. Imbedded tutoring to assist with project.</td>
</tr>
</tbody>
</table>
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.

To reduce the achievement gap and increase student success, the LASC English Department implemented an accelerated approach to remedial coursework. Following the California Acceleration Project model, the English Department phased out English 21 and 28, replacing these two courses with one course, English 145. Accompanying this move to accelerated coursework, the campus adopted a multiple measures approach to assessment. This new assessment process places more incoming students directly into English 101. The preliminary data shows increased success rates by reducing the number of required remedial English courses, and increasing the number of incoming students placed directly into transferable college-level coursework.

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

Complete the table on the next page. Add rows as needed to list all five goals.
## Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Goal Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrated Goal #1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare (all) students for successful transition to college level courses by transforming delivery of basic skills instruction and meeting students where they are.</td>
<td>English 145, an accelerated course that replaces the need for English 21 and English 28 by combining the requirements of each course into a streamlined one semester course. Writing lab curriculum is an additional resource provided for student in this course. Provide ACCUPLACER Assessment test preparation courses and workshops at local area and feeder high schools and at LASC. Multiple Measures Assessment processes.</td>
<td>Through the Student Success Center, increase providing group and one-on-one tutoring for basic skills English and math as well as other gateway courses with high enrollment and low success rates like Physics, Psychology, Biology, and Statistics. Provide ACCUPLACER Assessment test preparation courses and workshops at local area and feeder high schools and at LASC. Provide intrusive counseling and supplemental instruction and group tutoring for the Statway accelerated math course. Provide counseling services and supplemental instruction and tutoring for the English 145</td>
</tr>
</tbody>
</table>

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

Page 8 of 15
<table>
<thead>
<tr>
<th>Integrated Goal #2</th>
<th>accelerated course.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengthen preparation for college success prior to enrollment by creating a clear pathway to transition from high school or other demographics to college.</strong></td>
<td>Provide dual enrollment opportunities with LAUSD and other educational districts and institutions to allow high school students to earn college credit. Use the 360 Approach to Student Success project to increase AA-T and AS-T degree completion in Behavioral and Social Sciences disciplines as well as increase transfer rates for all students. Implement a Puente Project Summer Readiness program preparing disproportionately impacted and educationally underserved Hispanic students for college. Implement an Umoja Program Summer Readiness program to prepare African American/Black students for the rigors of college in an effort of increasing retention, graduation and transfer rates. Provide dual enrollment courses in Statway Accelerated math and continue to offer at Washington Preparatory High School. Students who are non-science majors and complete this two semester course will fulfill all college math requirements before they finish high school.</td>
</tr>
</tbody>
</table>
### Integrated Goal #3

**Objective:** Improve outcomes for disproportionately impacted populations by providing core services to support the closing of achievement gaps.

**Actions:**
- Provide Multiple Measures to assess preparation for college level courses in English.
- Child Development Department Open House provides an opportunity for students to learn about transfer requirements, courses available and careers in Child Development. All Child Development faculty and staff are present and refreshments are provided.
- 3csn Intro to Equity and Culturally Responsive Teaching and Learning for Tutors offers an opportunity for our tutors to learn and engage in activities to support their efforts in reducing achievement gaps and improving student success outcomes.
- Increase offering required textbooks and calculators to students enrolled in the Statway Accelerated Math cohort to support their retention and completion.
- Increase supplemental instructors to be available in classes at strategically scheduled times in the Student Success Center.
- Increase Reading 22 is offerings as a co-requisite to English 20A to strengthen preparation for accelerated English 145.

### Integrated Goal #4

**Objective:** Increase non-credit offerings and provide clear pathways from non-credit to credit courses.

**Actions:**
- Develop and implement a noncredit Student Educational Plan (SEP) to support an intentional transition to credit bearing courses. All SEPs will
- Provide counseling and follow-up services to non-credit student population. Provide outreach and recruitment services to
- Increase availability of a Spanish translator in student success workshop offering that support.

**Additional Information:**
- **X Access**
- **X Retention**
- **X Transfer**
- **X ESL/Basic Skills**
- **Completion**
- **X Degree & Certificate Completion**
- **Other:** ___
### Integrated Goal #5

Increase student access, retention rates and persistence to graduation with a focus on academic success and achievement through a blending of enrollment management and professional development strategies.

<table>
<thead>
<tr>
<th>Integrated Goal #5</th>
<th>Improvements in reach for probation and dismissal students and implement an Early Alert process.</th>
<th>Provide multicultural professional development opportunities to begin the discussion and process of the importance of the effects that enrollment management has on student access, retention and persistence to graduation.</th>
<th>Collect qualitative data to support decisions for class start times, days of the week and 8-week courses.</th>
</tr>
</thead>
</table>

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)

Los Angeles Southwest College’s goal is to align efforts across programs to ensure that all students are receiving core services. LASC is expanding its professional development opportunities to implement a pathways-oriented approach across the College, to include integrated support from connection to completion. LASC’s pathways approach will connect Academic Affairs with Student Services to provide support for students in aligning College practices in curriculum development, multiple measures placement and collaboration on comprehensive educational planning and advisement using the job-market and career expertise of the subject matter expert instructors. These collaborative efforts would establish a more proactive approach to assessing the needs of the students and the
community as well as in increasing collaborations and interventions between Academic Affairs and Student Services.

Examples of this type of collaboration currently exist at LASC in the collaborative efforts with our Los Angeles Promise program and Puente Project where Academic Affairs and Student Services work collaboratively in the development of learning communities for general and targeted populations. Effective spring 2018, LASC will increase these collaborative efforts as we introduce the UMOJA program which will bring Academic Affairs and Student Services together to form another learning community targeting African American-Black students.

LASC is also in the process of vetting two companies, SARS and Starfish for the implementation of a computerized Early Alert system. This collaboration between Instructors and Counselors will establish a referral process for students experiencing academic difficulties early in the semester and connect students to critical support services.

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 college offers various noncredit courses such as: Basic Skills English and Math, General Education Development (GED)/High School Equivalency Test (HiSET) Prep, ESL, Citizenship and Computer Literacy courses. These courses prepare students to transition to post-secondary transitions and employment. In addition, the noncredit career coach assists students with resume writing, job application, career assessment and career exploration and job readiness workshops. Noncredit counselors assist students with the following services: new student orientation, educational planning and academic advising, transition to credit, study skills, goal setting, time management and GED/HiSET workshops. Starting with the winter 2018, noncredit counselors will teach a College Survival Skills Development course tailored to prepare noncredit students to transition to credit courses. According to the LASC College Catalog, this class will discuss the importance of learning the necessary skills to be successful college students. Students will be introduced to the importance of utilizing campus resources such as Matriculation, Counseling, and Financial Aid just to name a few. They will learn: 1) the matriculation process including how to interpret an abbreviated and comprehensive education plan, 2) study skill and strategies, 3) how to identify the connection between academic success and self-esteem, stress and time management, and 4) the importance of setting goals with timelines.
6. Describe your professional development plans to achieve your student success goals. (100 words max)

Los Angeles Southwest College continues to engage faculty and adjunct faculty in professional development opportunities as part of the commitment to high-quality teaching and a focus on continuous improvement, equity, and basic skills which is a significant lever in improving student success. By offering content that addresses, Student Learning Outcomes, Guided Pathways, REC distance learning as well as strategies and tools for promoting learning and retention, LASC endeavors to promote a culture based on student access, success and engagement and is committed to providing the financial resources needed to accomplish these goals."

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)

Institutional planning and evaluation is on-going. Los Angeles Southwest College assesses its institutional effectiveness through planning processes that link together in a cycle of evaluation, goal and objective setting, program review, resource allocation, implementation, and re-evaluation. The results of these assessments lead to improvements in the college’s services to its students. Each stage of the planning process is guided by the higher-level plans of the State Chancellor’s Office and the Los Angeles Community College District. The Student Equity Advisory Council and the Student Success Committee which serves as the coordinating body, ensures specific activities in the Integrated Plan provide students with a seamless educational experience at LASC and in the district.

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)

In the Los Angeles Community District, district and colleges strategic goals are aligned to ensure that all colleges are implementing strategies that are advancing the goals of the district, all Chief Information Officers and Chief Student Services Officers meet on a monthly basis as separate individual groups and then together to review and to discuss policies and procedures and to share information and best practices. These meetings allow for the coordination of our efforts districtwide as the information is also disseminated to other respective areas of report.

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,
5E, and SSSP funds to help achieve your student success goals.

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:

www.lasc.edu/equity/Student-Equity.html

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?

As LASC is one of nine colleges in the Los Angeles Community College District, we would like to request individual campus professional development workshops for full-time and part-time faculty and professional staff.

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 __ Mr. Alfred Gallegos
Title __ Dean, Institutional Effectiveness
Email Address__ galleja@lasc.edu
Phone __ (323) 241-5511

Alternate Point of Contact:
Name __ Howard J. Irvin Jr., Ph.D.
Title __ Vice President, Student Services
Email Address __ irvinhj@lasc.edu
Phone __ (323) 241-5328

Part III – Approval and Signature Page
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part III – Approval and Signature Page

College: Los Angeles Southwest 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.

Deneé E. Fordon 11/22/17 noldondf@lasc.edu
Chancellor/President Date Email Address

gordonjl@email.laccd.edu
Chief Business Officer Date Email Address

Jill L. Brunelle
Chief Instructional Officer Date Email Address

Irvinhj@lasc.edu
Chief Student Services Officer Date Email Address

President, Academic Senate Date Email Address
Executive Summary

In keeping with Los Angeles Southwest College's (LASC) mission to provide a student-centered learning environment committed to empowering students and the community to achieve their academic and career goals through the attainment of certificates and associate degrees leading to transfer and workforce preparation, this integrated plan is designed to promote better student academic outcomes by integrating student services with academic affairs. LASC's strategy is to prepare students to succeed in a complex and dynamic world by providing quality instruction and student support services in an environment that promotes and supports diversity, equity and success while emphasizing innovation and partnerships to facilitate student completion for transfer, workforce training and/or career advancement and personal development.

LASC’s Mission and Vision Statement provide the overall framework and basis for integrated planning college-wide. This connection is achieved by the development of Strategic Plan Goals that directly support the College mission and is used to guide college-wide planning over a six-year period. Through the implementation of the Strategic Plan, the mission guides institutional decision-making, planning, and resource allocation. Administrative Services, Instructional Services and Student Services divisions' programs and service areas develop their goals in alignment with the Strategic Plan, thus ensuring that the college mission is central to planning at all levels of the College and all levels of planning.

The process of creating LASC’s Integrated Plan for Basic Skills Initiative, Student Success and Support Program and Student Equity Plan has been beneficial to the College as it put all groups together to have a better understanding and respect for the integration of services and resources which culminates in the success of students.

As indicated throughout all areas of the plan, LASC has effective programs and services and planned activities to support student access, retention and success for all students and especially for those who are disproportionality impacted.

This plan uses a well-rounded, comprehensive and infectious approach as it not only provides funding for targeted groups, it also provides other resources such as professional development aimed at improving instruction and support for other programs that have a history of student success for those that are underserved and underrepresented such as EOPS. This plan provides for academic support by way of imbedded tutoring for the students in such programs.

To this end, LASC is instituting the Learning Communities model to place cohorts of students in linked courses that share the same content. LASC's learning community programs is focused on creating opportunities for collaboration between student services and academic staff and instructors. For example, LASC's learning communities will link academic courses such as our English, math, Social Science and History, with study skills focused counseling courses and a college services awareness component as well as the need for imbedded tutoring and continued and directed professional
development and curriculum building. These efforts can also affect student’s views of LASC as a warm and encouraging place to receive academic and student support services assistance.

Therefore, it is LASC’s intent to leverage BSI, SSSP and SEP resources to develop new supportive programs and expand existing programs that have demonstrated success and promise, and at the same time strengthening the connection and communication between individual support programs for designated student populations that are listed as targeted in our Student Equity Plan (i.e. EOPS, DSPS, Veterans).

LASC’s Targeted impacted student populations identified from LASC’s Institutional Effectiveness Office targets the following groups: African American, Latino, Males, ESL/Basic Skills students, Foster Youth, Veterans, and Disabled students. All groups demonstrate disproportionate impact Degree & Certificate Completion and Transfer.

On August 18, 2017, integrated planning teams from all nine LACCD colleges met at Los Angeles City College for a Hands On Working Integrated Planning Retreat to complete plan requirements, to prepare for Board approval and to learn more about designing outcomes and data analysis and aligning integrated program plans with college and district strategic plans/education master plans.

Later in August, LASC’s Integrated Planning Team (IPT) met to debrief the retreat and to begin the process of gathering data to complete the plan to be submitted to LACCD’s District Office who had established an Integrated Planning submission process which included an additional reporting component consisting of a summarization of the process. This component included a different due date than that of the California State Chancellor’s Office.

This meeting culminated in a division, department and campus-wide request for all campus stakeholders to participate in the planning process. In September, the Student Success Committee, which is comprised of constituents from BSI, SSSP, and Student Equity, met to complete the work that had begun on the process and included other pertinent information from the campus. The IPT continued to meet throughout the process to ensure that the processes met the goals of our strategic and master plans and prepared for a review by the campus shared governance committees to include, the Student Success Committee, the Academic Senate, College Council, the central governing body of the College, and the College President.

During the tenure of this two-year plan, LASC will continue to employ the integrated planning process, deliberately focusing on establishing equitable outcomes for all students.

Los Angeles Southwest College’s Targeted Impacted Student Populations:

A. African American/Black and Hispanic/Latino Students:
   As identified in LASC’s Strategic Plan and disaggregated data, these two groups demonstrate low performance in each of the core equity indicators especially when compared to district and state data.
B. Males:
The analysis data revealed a profound enrollment disparity between female and male students in both African American/Black and Hispanic/Latino populations. Female students represent 69% of the College’s credit population, while male students represent 31%.

C. ESL/Basic Skills:
LASC has a predominately basic skills student population. Nearly all of LASC’s students require remediation in both math and English. In fall 2015, 88% of students assessed into Basic Skills English and 92% assessed into Basic Skills Math.

D. Foster Youth:
South Los Angeles has the highest number of residents who are foster youth and former foster youth in the state. As of Fall 2016, LASC served 317 foster youth students. It is important that the College sees the importance of ensuring foster youth students receive access to program services and support needed to complete their education at LASC and beyond.

E. Veterans:
LASC continues to experience an influx of Veterans who are seeking an education after military service. As of Fall 2015, LASC serves 317 veterans.

F. Disabled:
Disabled students experience health, learning and physical disabilities. Currently, the Disabled Students Programs and Services (DSP&S) serves 66% African American students, 20% Latino/Hispanic students, 62.5% females and 37% males.

Student Equity Core Areas:

A. Access Expansion:
Expand upon access with emphasis on outreach and recruitment, marketing, cross campus communication and first-year integration.

B. Basic Skill Development and Academic Intervention:
A concentration of academic intervention practices, quality support and services, and increasing academic resources for the impacted and underserved groups.

C. Professional Development Series: Faculty, Staff and Student tracks:
To increase faculty, staff and students knowledge pertaining to increasing the five student success indicators. Furthermore, the professional development series will provide faculty and staff with additional resource and approaches to student engagement, pedagogy, and support to decrease equity gaps.
Student Equity Goals and Activities:

1. Access:
   Outreach and Recruitment:
The Outreach and Recruitment Office hired six outreach staff to conduct outreach and recruitment efforts at local area high schools, community organizations, and college fairs. Outreach and Recruitment also worked in concert with local area feeder schools to provide guidance and assistance with the application and matriculation process at the college. During 2014, 2015-16 and 2016-17, funding was expended to fund the Outreach and Recruitment team efforts to hire personnel who consistently exceeded in their task of getting students to attend LASC. They have also been instrumental in the increase in new student enrollment with their K-12 relationships to include the LA Promise program addition, the First Year Experience program, and the Dual-Enrollment efforts with local area feeder schools.

2. Course Completion:

During the 2014-2015 academic year, supplemental instruction and academic assistance programs were developed to teach students on how to integrate course content and study skills while working together. This Student Equity funded supplemental student centered approach has become infectious in academic affairs as it takes this student centered approach to learning as the program targets high risk students. In 2015-2016, and in 2016-2017, this model grew substantially in several other academic affairs departments to provide that additional resource to effect course completion. Student Equity funding was also used to fund a Book Loan and Calculator program which continues to be successful as it provides that extra help for those who are impoverished and cannot afford to purchase books or a calculator, or those whose financial aid might be delayed for whatever the reason may be.

3. ESL/Basic Skills:

During 2015-2016, and 2016-2017, Student Equity funding was used for instructors and resources to conduct the Summer Jam: Math and English Assessment Preparation Program. This program which prepared students to take the assessment test, was very successful as 95% of the students that participated in the program stated that the program was helpful.

Student Equity funding was also used to hire Supplemental Instructors to provide online tutoring services to disproportionately impacted students who took online classes. This experimental process was a success although enrollment did dwindle at the end of the program in 2017.
4. Degree and Certificate Completion:
   Student Equity funding was used to provide additional staffing to assist the Student Equity Coordinator and to provide intrusive counseling for targeted student populations. From 2015-2016, and 2016-2017, this program was anecdotally a success as student success data has not yet been collected and/or processed to verify success rates. This program provided support and accommodations for those seeking to transfer. Intrusive counseling techniques were used to perform verification checks to learn whether students are on track.

5. Transfer:
   Student Equity funding was used for intrusive counseling for targeted populations seeking to transfer. Funding was also used to support Historically Black College and Universities tours (HBCU), fairs and collaborations to encourage students to consider transferring to institutions beyond the CSU’s and UC’s. In 2015-2016, and in 2016-2017, funding was also used to augment resources for the Puente-Project which was established to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders. In 2017-2018, LASC was selected as a UMOJA Community campus. Student Equity funding will be used to support this program and its supplemental instruction components of the courses to be taught in the program.
## 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.

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Basic Skills Initiative</th>
<th>Student Equity</th>
<th>Credit SSSP</th>
<th>Credit SSSP - Match</th>
<th>Noncredit SSSP</th>
<th>Noncredit SSSP - Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Academic Salaries</td>
<td>$359,971</td>
<td>$170,000</td>
<td>$602,145</td>
<td>$630,000</td>
<td>$53,546</td>
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<tr>
<td>2000</td>
<td>Classified and Other Nonacademic Salaries</td>
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<td>5000</td>
<td>Other Operating Expenses and Services</td>
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<td>7000</td>
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<td><strong>Program Totals</strong></td>
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<td><strong>$944,205</strong></td>
<td><strong>$927,570</strong></td>
<td><strong>$1,059,871</strong></td>
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</tbody>
</table>

BSI, SE, & SSSP Budget Total $3,201,158
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: December 1, 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.
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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 CDPC 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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
</table>
| EG A: The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact: Students with disabilities, Asian students, and Hispanic students | The college identified the following activities under this goal:  
1. Qualitative Research (In Progress)  
2. College-wide DSPS campaign (In Progress)  
3. Review and revise LATTC Outreach Plan and strategies with focus on DSPS, Asian students, Hispanic/Latino students, parents and immigrant populations (In Progress)  
4. Provide AB540 support services |

In reviewing our campus level data, we closed the gap on improving access for Asian and Hispanic students. The following bullet points outline the progress to date on improving access:

**Overall:**
- College recruitment strategies are being assessed and updated in conjunction with college marketing campaigns to target student populations.

**Student with disabilities:**
Increased information and training for faculty as a way to increase awareness and referral to DSPS for students that may benefit from services:
- Faculty Handbook developed and distributed Fall 2016
- Disability Awareness Day sponsored by DSPS in Fall 2016
- DSPS 101 in-service training for faculty and staff conducted Fall 2016 as part of Fourth Friday training series
- Communication to academic and student service deans regarding the ability to customize and present DSPS in-service training (e.g. Business Department presentation regarding DSPS services conducted Spring 2017)

Additional activities planned for Fall 2017 including:
- Deploy DSPS in-service training to all academic departments Fall 2017
- In-service training for the Student Services Council
## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| | • Review, and update DSPS brochure and onboarding/intake informational fliers Fall 2017  
| • Continued coordination with Bridges to Success to develop enhancements to general college online orientation to include early messages regarding DSPS services  
| • Develop online DSPS-specific orientation with Bridges to Success to launch in Fall 2017/Winter 2018  
### Asian Students  
• Targeted outreach and recruitment conducted in K-12, and community and faith-based organizations  
### Hispanic Students  
• Established AB 288 Coordination with Pathway Partnerships and Go Tech Central with LAUSD Local District Central; additional AB288 partnerships established with Local District West and Local District South.  
• Launched the Dream Resource Center in Summer 2017 to provide support services to AB540 students  
• Launched ALAS – Avanza Los Angeles program in Winter 2017 targeting immigrant Spanish-speaking population  

| | The college identified the following activities under this goal:  
| 1. Qualitative Research (In Progress)  
| 2. Targeted professional development (In Progress)  
| 3. Develop support services and furnish supplies to Black/African American students and Foster Youth (In Progress)  
| 4. Integrate Umoja principles into the PACTS framework

In reviewing our campus level data, we closed the gap on improving course completion in basic skills courses for Foster Youth Students and transfer for Black/African American students. The following bullet points outline the progress to date on improving course completion:  

### Overall:  
• Increased professional development provided to faculty and staff with focus on equity-mindedness through a variety of on-campus and off-campus opportunities
Foster Youth:
- USC Social Work intern placed at the Guardian Scholar/Foster Youth office to provide additional supportive services
- Provided students additional funds to purchase books and supplies
- Partnered with non-profit organizations to assist students to find housing
- Provided book grants, UPASS, and book store vouchers to assist students with purchasing necessary tools and supplies for their programs of study

Black/African American Students
- Provided students additional funds to purchase books and supplies
- Partnered with non-profit organizations to assist students to find housing
- Provided book grants, UPASS, and book store vouchers to assist students with purchasing necessary tools and supplies for their programs of study
- Continued development and expansion of the Umoja program at LATTC, including hiring a full-time faculty coordinator and expanding tutoring and supplemental activities focused on academic and overall success of students
- Sent instructional and non-instructional faculty, along with administration, to conferences centered on developing and fostering equity-focused initiatives in coordination with USC Center for Urban Education (CUE).

**EG C:** The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact: Hispanic/Latino students, Males, Black/African American students, Students with Disabilities

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college identified the following activities under this goal:</td>
</tr>
<tr>
<td>1. Research (In Progress)</td>
</tr>
<tr>
<td>2. Provide books, workbooks, adaptive learning programs, and other online materials to assist targeted student groups (In Progress)</td>
</tr>
<tr>
<td>3. Professional Development</td>
</tr>
<tr>
<td>4. Expanded tutoring services</td>
</tr>
<tr>
<td>5. Expanded DSPS hours and specialized staff (e.g. Disability Specialist)</td>
</tr>
<tr>
<td>6. Coordinate services and strategies between pathways with categorical programs and specially funded programs to decrease duplication of efforts</td>
</tr>
</tbody>
</table>
In reviewing our campus level data, we improved ESL completion and basic skills completion for all targeted groups, except for students with disabilities. The following bullet points outline the progress to date on improving ESL and Basic Skills Course Completion:

**Overall:**
- Professional development for faculty and staff
- Implementation of targeted programs and services

**ESL**
- The ALAS program included offering English as a Second Language classes and all course texts and course materials

**BASIC SKILLS**
- Participating in Center for Accessible Materials Innovation research study conducted by Georgia Institute of Technology (Georgia Tech), which allows participants access to free accessible eBook reader software and up to 10 digital textbooks per semester
- Academic Connections tutors assigned specifically to DSPS and work within the DSPS office in one-on-one appointments with DSPS students for Math, English, and Sciences
- Pathway Math and Pathway English tutoring provided in pathways. Tutors selected by Pathway faculty and chair
- DSPS Office Hours were expanded to allow for additional tutoring and test proctoring

**PROFESSIONAL DEVELOPMENT**
- Ongoing and expanded professional development for DSPS staff (local, statewide, and national)
- Professional Development by CUE launched in 2016-17 examining practices in math and English. Additional Professional Development planned for 2017-18, including the PACTS Leadership Academy

<table>
<thead>
<tr>
<th>EG D: The goal is to improve degree and certificate completion for the following target populations identified in</th>
<th>The college identified the following activities under this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Conduct qualitative and quantitative research (In Progress)</td>
</tr>
<tr>
<td></td>
<td>2. Umoja coordinator to develop strategies to assist</td>
</tr>
</tbody>
</table>
### 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>EG E: The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact: Students with disabilities, Black/African American students, and Hispanic/Latino students</th>
<th>Black/African American students with degree completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>In reviewing our campus level data, we improved degree and certificate completion for all targeted groups. The following bullet points outline the progress to date on improving Degree and Certificate completion:</td>
<td></td>
</tr>
<tr>
<td><strong>Overall:</strong></td>
<td></td>
</tr>
<tr>
<td>- Umoja coordinator and focused activities, including dedicated counselor and relevant activities focused on assisting students with meeting educational goals of certificate and/or degree completion</td>
<td></td>
</tr>
<tr>
<td>The college identified the following activities under this goal:</td>
<td></td>
</tr>
<tr>
<td>1. Expand number of Pathway Navigators to provide and coordinate transfer related services (In Progress)</td>
<td></td>
</tr>
<tr>
<td>2. Provide books, workbooks, materials, and adaptive learning software for low-income students</td>
<td></td>
</tr>
<tr>
<td>In reviewing our campus level data, we improved transfer for all targeted groups, except students with disabilities. The following bullet points outline the progress to date on improving Degree and Certificate completion:</td>
<td></td>
</tr>
<tr>
<td><strong>Overall:</strong></td>
<td></td>
</tr>
<tr>
<td>- Transfer-focused Lift Off and Los Angeles College Promise students have been provided support with selected text books and materials to increase unit load and course completion</td>
<td></td>
</tr>
<tr>
<td>The college identified the following activities under this goal:</td>
<td></td>
</tr>
<tr>
<td>1. Assessment strategies</td>
<td></td>
</tr>
<tr>
<td>2. Orientation strategies</td>
<td></td>
</tr>
<tr>
<td>3. Counseling strategies</td>
<td></td>
</tr>
<tr>
<td>In reviewing our campus level data, we continue to make gains; however, we have not met our goal of 100%. The following bullet points outline the progress to date on improving Degree and Certificate completion:</td>
<td></td>
</tr>
<tr>
<td><strong>Overall:</strong></td>
<td></td>
</tr>
<tr>
<td>- Continuous improvement to the Orientation, Assessment, and Counseling (OAC) process</td>
<td></td>
</tr>
</tbody>
</table>
| - Increase coordinated efforts between Bridges 
### Success and Pathways

#### Counseling:
- Increased access to Pathway Counselors for counseling services including Student Educational Plans (SEPs)

#### Assessment:
- Updated Accuplacer re-testing policies
- Implementation of multiple measure assessment protocols (MMAP)
- Improved pre-assessment materials and services

#### Orientation:
- Increased accessibility to orientation (in-person and online)
- Implemented pathway orientation

<table>
<thead>
<tr>
<th>BSG1: Increase by 5% annually the number of students who complete Math 125 and English 101 within four years for students who place two years below college level Math and English</th>
<th>The college has initiated course acceleration strategies that include the scheduling of sequence courses (115 to 125). During 2017-18, the college will review the two-year data ending June 30th 2017 to determine the success of course scheduling innovations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSG2: Increase by 5% annually the number of students who complete Math 125 and English 101 within four years for students who place three years below college level Math and English</td>
<td>The college has initiated the Pathway English and Pathway Math strategy to provide a credit to noncredit avenue for students who place two levels or more below degree-applicable English and Math.</td>
</tr>
<tr>
<td>BSG3: Increase the progression rate for students enrolled in Math 115 to Math 225 (transfer level); a 10% increase from 2010/2011 to 2016/2017 is expected</td>
<td>The college established a noncredit to credit Math and English strategy.</td>
</tr>
</tbody>
</table>

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

16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)
   • The LATTC Student Success Committee, with constituents from all groups including faculty, students, staff, and administrators has integrated all efforts related to student equity, SSSP, and basic skills since 2013-14. The committee has established a shared definition of student success that guides the recommendations made by the committee. The committee goals have focused on improvements in Math and English as well as the implementation and monitoring of SSSP and Equity initiatives.

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.)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SSSP</td>
</tr>
<tr>
<td>Increase completion and persistence through the Math and English Basic Skills Sequence</td>
<td>• Use of multiple measures for assessment; changed policy regarding re-taking limitations of Accuplacer</td>
</tr>
<tr>
<td></td>
<td>• Increased professional development around equity-minded practices related to assessment and counseling</td>
</tr>
<tr>
<td></td>
<td>• Piloted using disaggregated data</td>
</tr>
</tbody>
</table>

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5. 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.

- Pathway Math and English Innovations - Since math and English progressions have been identified as the most relevant barrier to degree completion, through its PACTS Framework, LATTC has piloted some innovative approaches to address these barriers. This includes enrollment in a noncredit basic skills course where students are in a “flipped” classroom and receive tutoring and personalized adaptive learning (personalization at scale using EdReady). Cohort progression data analysis determines when students have mastered the requisite competencies as demonstrated through exams and work products. Student competencies are vetted by content area faculty for college level math and English. If they achieved the required level of mastery, they were awarded credit for the courses via credit-by-exam. The results of this limited pilot were positive. The goal of this innovation is to pilot this strategy in two additional programs of study, and based on the results, scale it to the other pathways before Fall 2018.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

6. 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 LAUSD high schools and middle schools, 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.
<table>
<thead>
<tr>
<th>Goal</th>
<th>SSSP</th>
<th>Student Equity</th>
<th>BSI</th>
<th>Goal Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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.</td>
<td>Provide extended orientation and assessment preparation courses workshops.</td>
<td>Provide extended tutoring opportunities and expanded Pathway English and Math offerings for morning and evening students.</td>
<td>Provide inclusive professional development activities and opportunities for classroom and non-classroom faculty and pathway teams to fully understand successful acceleration strategies.</td>
<td>Access, Retention, Transfer, ESL/Basic Skills Completion, Degree &amp; Certificate Completion, Other: SSSP</td>
</tr>
<tr>
<td></td>
<td>Expand the use of multiple measures as part of the assessment process (MMAP).</td>
<td>Identify Tier II – Student preparation competencies and strategies.</td>
<td>Develop an ESL strategy incorporating noncredit and credit to reflect various student goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Develop a basic skills strategy that includes reviewing the role and alignment of English, Learning Skills, and Basic Skills offerings.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Fully deploy Math and English along with the resource support for instructional strategies in pathways (e.g. English and math, EdReady, contextualized math)</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Closing achievement gaps for disproportionately impacted groups. | Promote pathways to prospective and new students (i.e. PACTS fair) to increase access to higher education. | Strengthening data collection. Continued development of competency strategies; Provide mental health support services by USC Suzanne Dworak-Peck School of Social Work interns to address Tier 1 competencies | Transition noncredit students to pathways | ☑ Access ✗ Retention ☑ Transfer ✓ ESL/Basic Skills Completion ☑ Degree & Certificate Completion ☑ Other:  

| 3. Improving success rates in degree attainment, certificate attainment, and transfer | Link LATTC pathways to support K-12, dual/concurrent enrollment and seamless transition with pathway team (e.g. College Promise, Lift-Off). | Identify and review guided choices (General Education) for each pathway. Identify and pilot potential instructional common core curriculum. 1. Identify and review | Embed tutors into pathways to assist students with courses leading to certificate and/or degree attainment. | ☑ Access ✓ Retention ☑ Transfer ✓ ESL/Basic Skills Completion ✓ Degree & Certificate Completion □ Other:  

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

<table>
<thead>
<tr>
<th>Guided choices (General Education) for each pathway.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core curriculum established to better prepare students into pathways and reduce redundancies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Identify and pilot potential instructional common core curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create LATTC Pathway Toolkit for students at scale to help students choose and enter a pathway.</td>
</tr>
<tr>
<td>Increase Financial Aid representation in all areas.</td>
</tr>
<tr>
<td>Provide ongoing professional development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Improved identification of and support for students at-risk for academic or progress probation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop instructional and support strategies and intervention for students that do not place into college level Math and/or English.</td>
</tr>
<tr>
<td>☒ Access  ☒ Retention  ☐ Transfer  ☒ ESL/Basic Skills Completion  ☐ Degree &amp; Certificate Completion  ☒ Other: SSSP</td>
</tr>
</tbody>
</table>

| 5. Deeper collaborations with LAUSD high schools and middle schools, |
| 100% of all new, non-exempt students will complete assessment, |
| Align educational plans between high school and college. |
| Align core English and math curriculum between K-12 and LATTC. |
| ☒ Access  ☐ Retention  ☐ Transfer  ☒ ESL/Basic Skills Completion |
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>Workforce agencies, and/or other community partners, particularly to increase students' college and job readiness</th>
<th>Counseling, and orientation by integrating innovative strategies within the PACTS framework.</th>
<th>Establish CTE Pathway Academies for each of the nine pathways.</th>
<th>Align pathways to industry-recognized external certifications.</th>
</tr>
</thead>
</table>

☑ 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)

In order to accomplish our student success goals LATTC will engage in the following:

- Continue using the Student Success Committee to discuss, track, and monitor the integrated efforts and strategies of matriculation, instruction, and student support
- Hire a Dean of Student Equity to assist with the coordination of efforts
- Ensure the implementation of guided pathways using existing promising practices and is integrated into the college
- Continue with strategies and interventions within the PACTS framework that have shown positive outcomes
- Ensure noncredit SSSP is expanded and integrated with existing college efforts

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)

- LATTC has several noncredit Career Development and College Preparation (CDCP) certificates and courses that facilitate student transition to college, academic preparation, career exploration, workforce preparation, and job training.
- Our noncredit Introduction to Post-Secondary Education class helps students who want or need more in-person assistance to successfully transition to college. We also use this class as a no-stakes course for K-12 students to prepare them for the transition to LATTC.
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- We have noncredit Basic Skills math, English, ESL, study skills, college assessment prep, and high school equivalency test prep classes, which we promote and enroll students in to help them improve their academic readiness for college and accelerate them through the developmental math, English and ESL sequence to college level.
- Our ALAS program provides students with an opportunity to enhance their skills in a variety of CTE programs while learning English.

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

- The college has invested in a Professional Development Workgroup consisting of key leadership from the Academic Senate, Faculty Union, Classified Union, and administration. This group provides input into the professional development activities of the college in support of student equity and our PACTS framework. The college will be developing a comprehensive Professional Development plan for 2017-19 in Fall 2017, as the Strategic Educational Master Plan is finalized, that will be aligned with the full implementation of PACTS.

7. 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)

- LATTC has set its own Student Success Scorecard and updates its Institution-Set Standards and the IEPI framework indicators on an annual basis. The standards and targets are discussed at the Student Success Committee and Educational Policies Committee and approved by the College Council. The Institutional Effectiveness (IE) unit provides monthly reports for SSSP contacts in aggregate and disaggregate form. This includes pathway and special program data as well as by individual counselor. Furthermore, IE provides data on outcomes for all college student success initiatives.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and ESI, with other colleges in your district to achieve your student success goals? (100 words max)

- A district-wide Student Success committee that incorporates Basic Skills, Student Equity and SSSP is being proposed so that efforts can be coordinated and integrated across the district. Furthermore, the Chief Instructional Officers (CIOS) and Chief Student Services Officers (CSSOs) began hosting joint district-wide
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: [http://sp3.lattc.edu/comm/collegecouncil/ssc/SitePages/Home-SSC.aspx](http://sp3.lattc.edu/comm/collegecouncil/ssc/SitePages/Home-SSC.aspx)

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:

- Executive Summary: [http://sp3.lattc.edu/comm/collegecouncil/ssc/SitePages/Home-SSC.aspx](http://sp3.lattc.edu/comm/collegecouncil/ssc/SitePages/Home-SSC.aspx)

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?

- The Chancellor’s Office could provide support through increased data visualization tools that provide clearer “pictures” on progress on each of the metrics at the State and comparable college level. Having some key “momentum” points will enable the college to monitor progress and enable the identification of best practices.

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: Kaneesha Tarrant, Ed.D.
Title: Vice President Pathways and Student Affairs
Email: tarrankk@lattc.edu
Phone: 213-763-7076
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Alternate Point of Contact:
Name: Leticia L. Barajas
Title: Vice President Pathway Innovation & Institutional Effectiveness
Email: barajal@lattc.edu
Phone: 213 700 9476

Part III – Approval and Signature Page

College: LATTC District: LACCD

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.

Chancellor/President Date Email Address

Chief Business Officer Date Email Address

Chief Instructional Officer Date Email Address

Chief Student Services Officer Date Email Address

President, Academic Senate Date Email Address
Los Angeles Community College District  
Primary Contact: Kaneesha Tarrant, Ed.D., Vice President Student Services  
Email Address: tarrankk@lattc.edu

Student Equity Funding Overview 2014-17

Since 2014-15 the college has been allocated funds. The College Student Equity funds have been used to fund key activities and areas: 1) Professional Development; 2) Marketing for Access; 3) Pathway Navigators to expand Course and Degree Completions; 4) Tutoring; 5) Disabled Student Support Services; Institutional Research and Effectiveness.

Student Equity Goal: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:
*Students with disabilities, Asian students and Hispanic students

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Gap Fall 2016</th>
<th>Goal*</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with disabilities</td>
<td>(PI=0.37 and 6 percentage points difference)</td>
<td>PI ≥ 0.8</td>
<td>2020</td>
</tr>
<tr>
<td>Asian students</td>
<td>(PI=0.34 and 7.3 percentage points difference)</td>
<td>PI ≥ 0.8</td>
<td>2020</td>
</tr>
<tr>
<td>Hispanic students</td>
<td>(PI=1.03 and 8.5 percentage points difference)</td>
<td>PI ≥ 1.0</td>
<td>2020</td>
</tr>
</tbody>
</table>

A1. Activities from Student Equity Implementation Plan – Improve access for students

1) Broaden the DSPS college wide campaign (posters, fliers, web presence, video orientations, etc.) to increase visibility and awareness of DSPS categorical services and support.

2) Provide professional development and training to pathway faculty and staff on the referral process and strategies to assist and serve DSPS students.

3) Review and revise LATTC outreach plan, materials and collateral for recruitment, orientation and student on-boarding to targeted student groups in coordination with Bridges to Success and the Pathways.

4) Recruit from service area K-12 schools and conduct intergenerational outreach to parents.
5) Provide special AB540 support services through the Dream Resource Center.

6) Increase outreach efforts to immigrant student populations.

Student Equity Goal: COURSE COMPLETION

GOAL B.
The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact: Foster Youth Students and Black/African American Students

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Current gap, year</th>
<th>Goal*</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth Students</td>
<td>All Credit: PI=0.83 and 0.5 percentage points difference Transfer: PI=0.82 and 0.5 percentage points difference Basic Skills: PI=0.83 and 0.6 percentage points difference Vocational: PI=0.85 and 0.4 percentage points difference</td>
<td>PI ≥ 1.0</td>
<td>2020</td>
</tr>
<tr>
<td>Black/African-American Students</td>
<td>All Credit: PI=0.88 and 2.3 percentage points difference Transfer: PI=0.90 and 2.0 percentage points difference Basic Skills: PI=0.78 and 4.8 percentage points difference Vocational: PI=0.90 and 1.7 percentage points difference</td>
<td>PI ≥ 1.0</td>
<td>2020</td>
</tr>
</tbody>
</table>

B1. Activities from Student Equity Implementation Plan – Improve course completion for Foster Youth and Black/African-American students

1) Conduct qualitative research and disaggregate data by gender, by course and by section to identify and specify the issues with course completion for Black/African-American students and Foster Youth students; focus groups and in-depth interviews will provide insight into their needs, strengths and challenges

2) Provide targeted professional development for faculty and staff about research-informed and evidence-based pedagogical and counseling strategies to address the needs of Black/African-American students and Foster Youth students (Professional Development is budgeted in Section F since this impacts a number of goals and equity issues)

3) Furnish needed books, materials, and supplies including uniforms and tools required for the programs of study for Black/African-American students, Umoja students and Foster Youth students
4) Based on results of the research mentioned above; develop support services for Black/African-American students and Foster Youth students to address unmet needs.

5) Expand and integrate the general principles of Umoja and the evidence-based Umoja best practice activities into the PACTS framework to provide support services for targeted Black/African-American students.

Student Equity Goal: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.
The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact: Hispanic/Latino, Male, Black/African American, Students with Disabilities

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Current gap, year</th>
<th>Goal*</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hispanic/Latino</td>
<td>ESL: PI=0.76 and 16.9 percentage points difference</td>
<td>PI ≥ .80</td>
<td>2020</td>
</tr>
<tr>
<td>• Males</td>
<td>ESL: PI=0.82 and 6.7 percentage points difference</td>
<td>PI ≥ .80</td>
<td>2020</td>
</tr>
<tr>
<td>• Black/African-American</td>
<td>Basic Skills Math: PI=0.63 and 14.2 percentage points difference</td>
<td>PI ≥ .80</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td>Basic Skills English: PI=0.73 and 9.6 percentage points difference</td>
<td>PI ≥ .80</td>
<td>2020</td>
</tr>
<tr>
<td>• Students with Disabilities</td>
<td>ESL: PI=0.71 and 4.4 percentage points difference</td>
<td>PI ≥ 1.0</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td>Basic Skills Math: PI=0.44 and 6.6 percentage points difference</td>
<td>PI ≥ .80</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td>Basic Skills English: PI=0.70 and 3.1 percentage points difference</td>
<td>PI ≥ .80</td>
<td>2020</td>
</tr>
</tbody>
</table>

C1. Activities from Student Equity Implementation Plan – Improve ESL and basic skills completion for Hispanic/Latino, Male, Black/African American, Students with Disabilities

1) Conduct research to determine if there were certain courses or certain sections of courses that contributed to the low rates of completion by these four target groups. Further disaggregation by program of study, part-time and full-time status, and day and evening program enrollment will be completed. The results of this disaggregation might provide further insight. (Research is budgeted in Section F, since this impacts a number of goals and equity issues)

2) Provide books, workbooks, adaptive learning programs and other online materials to assist male students and Hispanic/Latino students with ESL courses and through the ALAS program.

3) Provide books, workbooks, adaptive learning programs and other online materials to assist Black/African-Americans and DSPS students with basic skills math and English courses
<table>
<thead>
<tr>
<th>4)</th>
<th>Professional development will be provided to faculty and staff to better address the needs of DSPS students' innovations (Professional Development is budgeted in Section F, since it impacts a number of goals and equity issues)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5)</td>
<td>Professional development will be provided to faculty and staff to better address the needs of Black/African-American students through curricular innovations (Professional Development is budgeted in Section F, since it impacts a number of goals and equity issues.)</td>
</tr>
<tr>
<td>6)</td>
<td>Provide additional tutoring for targeted students within the pathways to address the needs for assistance in mastering Tier 2 competencies in basic skills English and math</td>
</tr>
<tr>
<td>7)</td>
<td>Expand services in DSPS including hours of operation, tutoring and noncredit courses to accommodate the needs of all students.</td>
</tr>
<tr>
<td>8)</td>
<td>The Student Equity Coordinator will maximize the impact of strategies to address the needs of these target populations without overlap and duplication of services. The lack of coordination between services provided within the pathways, within categorical programs and within other specially funded programs can sometimes be confusing for students (Funds for the Coordinator are budgeted under Section F, since this impacts a number of goals and equity issues)</td>
</tr>
<tr>
<td>9)</td>
<td>The Disability Specialist will work with the pathway team to design instructional support materials, workshops and other interventions specifically tailored for students with disabilities.</td>
</tr>
</tbody>
</table>
**Student Equity Goal: DEGREE AND CERTIFICATE COMPLETION**

**GOAL D.**
The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact: Students who are not economically disadvantaged, White students and Black/African-American.

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Current gap, year</th>
<th>Goal*</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students who are not economically</td>
<td>PI=1.09 with 0 percentage point difference</td>
<td>PI ≥ .80</td>
<td>2020</td>
</tr>
<tr>
<td>disadvantaged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• White students</td>
<td>PI=1.31 and 0.1 percentage point difference</td>
<td>PI ≥ .80</td>
<td>2020</td>
</tr>
<tr>
<td>• Black/African-American</td>
<td>PI=0.94 and 0.2 percentage point difference</td>
<td>PI ≥ 1.0</td>
<td>2020</td>
</tr>
</tbody>
</table>

---

D1. Activities from Student Equity Implementation Plan – Improve certificate and degree completion for students who are not economically disadvantaged, White students and Black/African-American

1) Conduct qualitative and quantitative research to determine the causes and continuing factors for the lower rates of course completion for Black/African American Students.

2) The Umoja Coordinator will develop strategies to assist Black/African-American students with degree completion, including encouraging the use of tutoring, faculty office hours, relevant Umoja activities, interventions and other available support services within the pathways.
Student Equity Goal: TRANSFER

GOAL E.
The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact: Students with disabilities, Black/African-American students and Hispanic/Latino students

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Current gap, year</th>
<th>Goal*</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students with disabilities</td>
<td>PI=0.27 and 3.8 percentage points difference (1 out 21 transferred)</td>
<td>PI ≥ 1.0</td>
<td>2020</td>
</tr>
<tr>
<td>• Black/African-American students</td>
<td>PI=1.15 and 3.0 percentage points difference</td>
<td>PI ≥ 1.0</td>
<td>2020</td>
</tr>
<tr>
<td>• Hispanic/Latino students</td>
<td>PI=0.95 and 3.2 percentage points difference</td>
<td>PI ≥ 1.0</td>
<td>2020</td>
</tr>
</tbody>
</table>

E1. Activities from Student Equity Implementation Plan – Improve transfer for students with disabilities, Black/African-American students and Hispanic/Latino students

1) Hire a Pathway Navigator for the Liberal Arts Pathway; since the students with the intention of transferring are largely within the Liberal Arts Pathway.

2) The Pathway Navigator will work with the Transfer Center Director and the Pathway Counselor to provide services to increase transfer rates for the targeted groups.

3) The Pathway Navigator will specifically coordinate services with DSPS, Umoja, and Puente to address the specific needs of the students with disabilities and Hispanic/Latino students, three of the groups not at equity for transfer.

4) Expand instructional services, staffing (i.e. DSPS Navigator) and professional development for faculty related to students with disabilities.

5) Establish an early alert process to ensure faculty have a mechanism to intervene and refer with students displaying academic issues.
6) Provide needed books, workbooks, materials and adaptive learning software for students in transfer-focused programs such as Lift Off and LA College Promise.
Student Success and Support Program (SSSP) Goal: Orientation, Assessment and Counseling

GOAL.
The 100% of all new, non-exempt credit and noncredit students will complete assessment, counseling and orientation

<table>
<thead>
<tr>
<th>Target Support Service</th>
<th>Current trend/gap, year</th>
<th>Goal*</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>Fall = 76%; Spring 78%</td>
<td>100%</td>
<td>2020</td>
</tr>
<tr>
<td>Assessment</td>
<td>Fall = 76%; Spring 73%</td>
<td>100%</td>
<td>2020</td>
</tr>
<tr>
<td>Orientation</td>
<td>Fall = 66%; Spring 65%</td>
<td>100%</td>
<td>2020</td>
</tr>
<tr>
<td>Academic and/or Progress</td>
<td>2016-17 = 3,844</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) Expand and integrate non-credit SSSP efforts into the existing LATTC onboarding process.

2) Integrate LATTC onboarding strategies of orientation, counseling and assessment in the existing LATTC Pathway structure to ensure a seamless student transition

3) Counseling Strategies
   - Integrate counseling into Pathway Orientation and/or Pathway Ready for educational planning and other related services
   - Expand counseling services in all LATTC Pathways
   - Utilize technology to assist students with educational planning (i.e. PeopleSoft Student Educational Plan, Degree Audit, Cranium Café, etc.)
   - Provide professional development opportunities focused on pathways and equity minded counseling practices.
   - Disaggregate data to identify disproportionally impacted groups
   - Increased coordination between Bridges, Pathways and special programs to decrease duplication of services.

4) Assessment Strategies
   - Expand and align multiple measures (including MMAP) to increase access for students
   - Provide additional interventions to prepare students for the assessment test (i.e. ACCUPLACER)
- Disaggregate data to identify disproportionally impacted groups

4). Orientation Strategies
- Provide orientation in multiple modalities and expand offerings to meet the needs of students (i.e., online and in-person)
- Disaggregate data to identify disproportionally impacted groups
- Intentional decentralization of orientation to support programs (i.e. EOPS, GAIN/CalWorks) and pathways

5). Academic and/or progress probation
- Utilize technology to assist faculty with identifying students at risk of academic and/or progress probation (i.e. Early Alert, iGrad).
- Coordinate strategies in collaboration with pathway faculty and navigators to address students at risk of academic and/or progress probation.
- Implement additional support within the pathways to support students at risk of academic and/or progress probation (i.e. workshops/classes)
- Professional development for faculty and staff to identify equity minded practices to assist students.
- Disaggregate data to identify disproportionally impacted groups

Basic Skills Plan Goals: Basic Skills Math and English Progression

Basic Skills Goal 1: Increase by 5% annually the number of students who complete Math 125 and English 101 within four years for students who place two years below college level Math and English

Basic Skills Goal 2: Increase by 5% annually the number of students who complete Math 125 and English 101 within four years for students who place three years below college level Math and English

Basic Skills Goal 3: Increase the progression rate for students enrolled in Math 115 to Math 225 (transfer level); a 10% increase from 2010/2011 to 2016/2017 is expected
**Integrated Budget Template: BSI, Student Equity, and SSSP**

**for fiscal reporting period July 1, 2017 - June 30, 2018**

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Basic Skills Initiative</th>
<th>Student Equity</th>
<th>Credit SSSP</th>
<th>Credit SSSP - Match</th>
<th>Noncredit SSSP</th>
<th>Noncredit SSSP - Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Academic Salaries</td>
<td>$ 50,000</td>
<td>$ 719,175</td>
<td>$ 1,465,909</td>
<td>$ 1,197,381</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Classified and Other Nonacademic Salaries</td>
<td>$ 46,000</td>
<td>$ 151,628</td>
<td>$ 1,103,791</td>
<td>$ 1,875,830</td>
<td>$ 301,378</td>
<td>$ 8,797</td>
</tr>
<tr>
<td>3000</td>
<td>Employee Benefits</td>
<td></td>
<td>$ 330,905</td>
<td>$ 396,088</td>
<td>$ 383,025</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td></td>
<td>$ 125,000</td>
<td>$ 36,793</td>
<td>$ 69,561</td>
<td>$ 15,000</td>
<td>$ 4,000</td>
</tr>
<tr>
<td>5000</td>
<td>Other Operating Expenses and Services</td>
<td></td>
<td>$ 370,486</td>
<td>$ 81,300</td>
<td>$ 135,117</td>
<td>$ 20,000</td>
<td>$ 18,579</td>
</tr>
<tr>
<td>6000</td>
<td>Capital Outlay</td>
<td></td>
<td>$ 25,000</td>
<td>$ 40,000</td>
<td>$ 181,187</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
</tr>
<tr>
<td>7000</td>
<td>Other Outgo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Totals**:  
- Basic Skills Initiative: $ 96,000  
- Student Equity: $ 1,722,194  
- Credit SSSP: $ 3,123,881  
- Credit SSSP - Match: $ 3,842,101  
- Noncredit SSSP: $ 341,378  
- Noncredit SSSP - Match: $ 346,000  

**BSI, SE, & SSSP Budget Total**: $ 5,283,453

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

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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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate, promote, and increase student success. Students making progress toward reaching their declared educational goal provided on the student education plan.</td>
<td>With increased resources we have added staffing to areas in Counseling, Assessment and Orientations services created access by developing an initial SEP online with counselor’s feedback. Have online Orientations in multiple languages and promote in person at our local feeder high schools. We have seen growth in our efforts as detailed data elements of AOC completion.</td>
</tr>
<tr>
<td>High School Visits</td>
<td></td>
</tr>
<tr>
<td>2014- 414</td>
<td></td>
</tr>
<tr>
<td>2016- 446</td>
<td></td>
</tr>
<tr>
<td>Assessment Complete</td>
<td></td>
</tr>
<tr>
<td>2014- 28%</td>
<td></td>
</tr>
<tr>
<td>2016- 51%</td>
<td></td>
</tr>
<tr>
<td>Orientation Complete</td>
<td></td>
</tr>
<tr>
<td>2014- 18%</td>
<td></td>
</tr>
<tr>
<td>2016- 38%</td>
<td></td>
</tr>
<tr>
<td>Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.</td>
<td>Abbreviated SEP forms have been revised for purposes of simplification and clarity. Special sessions for high school students participating in our Senior Days and the new Valley Promise (FYE) program have been incorporated into the schedule during spring and summer on the LAVC campus and the high school campuses. The online First Semester Planning program was updated and improved and now includes counselor feedback to each student who submits an Abbreviated SEP online.</td>
</tr>
</tbody>
</table>

LAVC Campus Events/Tours
| 2014- 66 |
| 2016- 122 |
| **Students Enrolled-Completed SEP** |
| 2014- 44% |
| 2016- 63% |

Provide orientation, assessment, and counseling, advising, and other education planning services to all first-time students.

Student Services contacts students in person, by email, text and phone with messages to complete OAC. The Office of Outreach and Recruitment facilitates orientation and assessment services at the local high schools and continues to offer sessions through the summer activities. The Counseling Department has been active in making classroom presentations regarding OAC and other counseling services, as well as creating “Mega Week” events to encourage completion of these core services.

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

With the Assistance of the Office of Institutional Research, the Counseling Department reached out to students, who had completed at least 15 degree applicable units but did not yet have a CSEP, to inform them of the importance of having a plan and to encourage them to see a counselor. Response was limited and the Department initiated a pilot which involved a more intrusive and personal approach. Counselors were assigned a caseload of approximately 40 – 50 students to contact and follow up with. Students received personalized emails and phone calls from their assigned counselor with the goal of scheduling an appointment for completion of a CSEP. As a result the number of students who completed their CSEP improved.

**Comprehensive SEP**
- Fall 2015- 2,543; Spring 2016- 1,569
- Fall 2016- 1,923; Spring 2017- 1,298

**Other Follow-Up Counseling**
- Fall 2015- 3,343; Spring 2016- 3,260
- Fall 2016-4,147; Spring 2017- 4,741

Provide follow-up services, especially to students identified as at-risk: students enrolled in basic

The Counseling Department contacted students with undecided on their educational goal and/or major inviting them to participate in a series of career exploration
| Skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation. | Workshops. The workshops include career assessments and follow up by counseling interns who help students understand their assessment results and teach them how to conduct career research.  
Students with more than 100 units received phone calls from counseling interns inviting them to schedule a counseling appointment to review their (CSEP) to ensure they were aware of remaining requirements for their goal.  
Students on probation are instructed to complete the online probation tutorial and second semester probation need to attend the Academic Success Workshop. Contacts are recorded for all students completing the tutorial. Only a relatively small percentage of students on Probation actually complete the tutorial since it is recommended, but not actually mandatory.  
After attending the workshop students are asked to meet with a counselor to review or create a CSEP. Those who need assistance choosing a major are referred for career exploration workshops and services. |  
**At-Risk Service/Follow-Up**  
Fall 2015-433; Spring 2016-423  
Fall 2016-220; Spring 2017-506 |
| Institute equitable access by creating a First Year Experience program for incoming students from underrepresented populations. | The campus prioritized revamping the overall matriculation and targeted outreach for all students, with an emphasis on the disproportionately impacted students (Black and Latino Males, low-income, Veterans, Students with Disabilities, and Foster Youth). We did so by increasing targeted outreach efforts in our feeder schools to develop and early college going awareness and culture; hiring a first-year experience coordinator; placing students with developmental education needs through a Math/English Summer Bridge; placing all entering Valley Promise students through a 3 Day Extended Orientation "Guiding your Path to Success" (GPS); and placing entering students in a full course load of Math, English, Counseling, Library Science, and Elective. |  
Implement a targeted professional development effort to assist faculty | Under the auspices of the Senate, a Faculty Inquiry Group (FIG) was created. The FIG initiated Fall 2015 and launched |
<table>
<thead>
<tr>
<th>Implement high impact practices in the classroom, mentoring strategies, and cultural competency</th>
<th>the Teaching Men of Color Certificate Program. Throughout the year, 50 enrolled, 16 certified, and 34 were in progress in April. As a result of that momentum, a mentoring course was developed: 17 faculty completed the program, and 10 additional were enrolled through the summer. These efforts will be evaluated and revised with consideration from the new Professional Development coordinator. The expected outcome is a growing number of incorporating cultural competency and high impact practices in the classroom, augmenting the campus commitment to student success.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase completion and success of basic skills courses in Math and English.</td>
<td>Fall 2015, LAVC became a Multiple Measures Assessment Project (MMAP). The existing Math bridge program, which accelerates math placement of entering students, will be expanded to include English Bridge. The English Bridge began Summer 2016 and helped accelerate program completion. The Office of Institutional Effectiveness (OIE) has collected data on the Math Bridge success, demonstrating more than half of the students who complete are placed 1 or 2 levels higher. OIE will include English Bridge in the data collection moving forward. These initiatives have been fully implemented and preliminary data indicate a 9% increase in math placement from Fall 2015-Fall 2016. Similar successes were reported with a 22% increase in placement in English. The complete efforts of MMAP and Summer Bridge will be evaluated annually, with a long-term analysis of success in course completion beyond placement.</td>
</tr>
<tr>
<td>Develop clear pathway/recommended classes for students who assess below college level English, ESL, and Math.</td>
<td>The Foundational Skills committee has created a basic skills pathway map providing recommended, complementary non degree-applicable classes for students who place below college level English. This document outlines the timeframe for completing courses and transitioning out of basic skills with the both the traditional and accelerated course offering for English, math, and Statistics.</td>
</tr>
<tr>
<td>Increase the number of students who complete the basic skills math sequence by 2%.</td>
<td>With the introduction of MMAP using high school grades, placement into degree applicable math increased from 29% in Fall 2015 to 38% in Fall 2016.</td>
</tr>
</tbody>
</table>
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>Increase the number of students who complete the basic skills English sequence by 2%.</th>
<th>With the introduction of MMAP using high school grades, placement into to college level English increased from 36% in Fall 2015 to 58% in Fall 2016. The success rate for students placed at the higher level in Fall 2016 was greater than the success rate in Fall 2015 (77% vs. 74%).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students who complete the basic skills ESL sequence by 2%.</td>
<td>In spring 2017, the credit ESL program was redesigned with the establishment of a new department and offering of new curriculum. Because of this change, it is too early to gauge the impact on completion.</td>
</tr>
</tbody>
</table>

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

The overall success in meeting in the goals above is attributed to the following:

- Collaboration and teamwork across Academic Affairs, Student and Admin. Services
- The Office of Institutional Effectiveness routinely engages with outside consultants (e.g. Research and Planning Group) to provide the campus with varied perspectives on student success
- Faculty and staff routinely engage in attending conferences and workshops (e.g. 3CSN) and then bring best practices back to campus such as multiple measures using the MMAP model. The campus culture is responsive to data and open to piloting innovative best practices
- Academic Affairs and Student services collaborated on redesigning the matriculation and onboarding process to better support students become acclimated to the campus and college culture.
- Faculty were awarded stipends for curricular development and summer participation in the Integrated Planning Phase.
- The increased tracking of students with the assistance of Student Services in the High schools and with changes to the online orientation has contributed to the increased service of the 3SP goals.
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.)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase access to and completion of college level English.</td>
<td>Implementation of multiple measures using the MMAP model.</td>
</tr>
<tr>
<td></td>
<td>Provide embedded tutoring for basic skills and accelerated English courses</td>
</tr>
<tr>
<td></td>
<td>Provided resources for English summer bridge</td>
</tr>
<tr>
<td></td>
<td>Development and piloting of accelerated curriculum for courses below college level</td>
</tr>
<tr>
<td></td>
<td>Development of curriculum for English Bridge acceleration program</td>
</tr>
</tbody>
</table>

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.

As noted above, Los Angeles Valley College’s adoption of multiple measures using the MMAP model has led to significant gains in student completion. With a 22% increase in the number of students placed into college level English from Fall 2015 to Fall 2016, and with students succeeding at a rate higher than placement using a standard test (74% vs. 77%), this one strategy has been instrumental in moving the needle. Additionally, the use of an English and Math bridge during the summer to provide students with an opportunity for acceleration has resulted in more students starting the semester taking college level courses.
**Example: Existing Integrated Efforts**

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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Goal Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SSSP</strong></td>
<td><strong>Student Equity</strong></td>
</tr>
</tbody>
</table>
| Access, Counseling, & Support Services: Increase access for the diverse community of students who can benefit from any one of several instructional paths the college offers. | 1. Expand, integrate, and institutionalize Summer Bridge, GPS, FYE, and Science Camp. | | |  X  Access  
 | | | | |  X  Retention  
 | | | | |  □  Transfer  
 | | | | |  X  ESL/Basic Skills Completion  
 | | | | |  □  Degree & Certificate Completion  
 | | | | |  □  Other:________ |
| Equity: Foster an equitable learning environment that improves outcomes for disproportionately impacted students. | 1. Enhance existing SSD Targeted Tutoring | | |  □  Access  
 | | | | |  X  Retention  
 | | | | |  □  Transfer  
 | | | | |  X  ESL/Basic Skills Completion  
 | | | | |  X  Degree & Certificate Completion  
 | | | | |  □  Other:________ |
| Completion: Improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs. | 1. Create equity focused awareness and marketing campaign to promote completion and transfer (include Associate degrees for transfer, banners, flyers, posters, classroom visits, workshops, social media, website, laptops, etc) on and off campus. | | |  X  Access  
 | | | | |  X  Retention  
 | | | | |  X  Transfer  
 | | | | |  X  ESL/Basic Skills Completion  
 | | | | |  X  Degree & Certificate Completion  
 | | | | |  Other:________ |
| | 2. Promote transfer awareness to equity populations through university trips/visits, transfer fairs, Puente/TAP/Honors Recognition, etc. | | |  X  Access  
 | | | | |  □  Retention  
 | | | | |  X  Transfer  
 | | | | |  X  ESL/Basic Skills Completion  
 | | | | |  X  Degree & Certificate Completion  
 | | | | |  Other:________ |
| | 3. Embed tutoring into all basic skills math and English courses. | | |  X  Access  
 | | | | |  □  Retention  
 | | | | |  □  Transfer  
 | | | | |  X  ESL/Basic Skills Completion  
 | | | | |  X  Degree & Certificate Completion  
 | | | | |  Other:________ |
| | 4. Implement an Umoja program to provide activities that focus on creating a sense of community, belonging and academic excellence within the African American student population. | | |  □  Access  
 | | | | |  □  Retention  
 | | | | |  □  Transfer  
 | | | | |  X  ESL/Basic Skills Completion  
 | | | | |  X  Degree & Certificate Completion  
 | | | | |  Other:________ |
### Communication:
Institutionalize the role and importance of strategic communication throughout the college to increase awareness, engagement and efficiency for the internal and external community.

<table>
<thead>
<tr>
<th>Programs for all campus constituents (i.e. faculty, classified/unclassified staff, administrators and students) to foster a shared culture that embraces equitable, learner-centered environment.</th>
<th>2. Thematic class series of classes (modeled after TIA or 3CSN) covering the following: Culturally Responsive Teaching and Learning; Mindset; Use of Technology; Success in online teaching; Reading Apprenticeship; other topics as informed by creating: Classified Staff Innovations Academy (Modeled after TIA) focused on student success, New Hire Orientation Academy, Mentoring Program, Leadership Career Advancement Academy, Tour and information on duties performed in other departments across campus, Online Teaching Training Academy and development of training videos; other topics as informed by evaluation and SLOs.</th>
<th>Other:__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Textbook Affordability/OER.</td>
<td>4. Dedicated funds for professional development conferences, college hour workshops, and train the trainer programs.</td>
<td></td>
</tr>
<tr>
<td>1. Update the LAVC brand/logo for a consistent look and message.</td>
<td>2. Develop a new LAVC Web site.</td>
<td></td>
</tr>
<tr>
<td>3. Create a workgroup to organize and maintain a single point person or team that distributes all pre-planned communication from the college to the student body.</td>
<td>4. Create a workgroup to organize and maintain the communication logistics from college to faculty/staff.</td>
<td></td>
</tr>
</tbody>
</table>

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)

Through the integrated planning process, Los Angeles Valley College (LAVC) has identified both strengths and challenges with past efforts that will inform our work moving forward. On a macro level, we will enhance integration of matriculation, instruction, and student support services through the creation of a new committee on campus that will combine what were once three separate committees: Student Equity, Basic Skills, and Student Success and Support Services. Instead of these three areas meeting separately,
which can lead to duplication of efforts, the new committee structure of Valley Integrated Planning (VIPC) will work toward the systematic integration of goals, objectives, and activities across the three areas. The constituency for the committee includes key positions from Academic Affairs, Student Services, and Administrative Services. The committee is representative of faculty, administrators, classified staff, and students. This new committee will report directly to the campus Student Success Committee, a tier-two committee that reports to College’s Institutional Effectiveness Committee (i.e. College Council).

To further improve the integration across these areas, we are incorporating our evaluation data from previous efforts, which identified challenges with communication across campuses and particularly within the sharing of work conducted through committees. To address this challenge, we have included the following communication goal as one of the five integrated planning goals:

Communication:
Institutionalize the role and importance of strategic communication throughout the college to increase awareness, engagement and efficiency for the internal and external community.

We have also developed the following objectives to ensure that we are achieving our communication goal:

- Regularly assess the effectiveness of horizontal and vertical communication across the campus, as pertains to issues of significance with direct impacts on student success
- Increase the accessibility of public information by producing key announcements, bulletins, marketing materials etc. in languages most commonly used by the student community and by distributing information via both paper and digital/electronic media when feasible
- Increase awareness and positive attitudes toward the LAVC campus identity (brand) amongst prospective students, current students and alumni

To complement the structural changes to the committee and the emphasis on communication, LAVC is making deliberate changes on a more granular level to address the prioritization process for implementing activities. The steps include the following:

- Using the State’s suggested decision tree refine our existing rubric to ensures activities are clearly connected to objectives and goals
- Establish a clear protocol that allows campus constituents to suggest new activities when funding is available and codify the process for the review and approval of new activities

The measures outlined above in conjunction with the evaluation process for the integrated plan detailed in question seven will provide coordination across both student equity-related categorical programs and campus-based programs.

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)

- Noncredit students receive counseling services to complete Orientations and Student Ed Plans. The Educational Plans give students a pathway which may lead to employment or matriculation to
credit classes. Counselors come to classes in order to better serve our students that work and can’t come after class. Additionally, counselors have individual student appointments.

- The ESL credit and noncredit ESL faculty have created a clear curriculum pathway to transition from noncredit to credit. A shared brochure, website links between the two departments, and cross department meetings are planned.

- A resource of ESL books that students can borrow (The ones who can’t afford to buy them) thus creating a link within the current pathway making the classes truly accessible to all.

- Outreach to campus departments, CalWORKS, Cooperative Education, Workforce Training, and noncredit, Continuing Education, have recently begun working closer together to leverage resources and complement services to better serve our students. In the future, this work will allow us to better know each other, the services we offer, how to build on our strengths, and create additional pathways to employment and credit classes. Through this combining of resources, there may be short term-certificated job pathways.

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

Professional Development is listed as one of the five integrated planning goals (described above), and includes the following objectives:

- Plan, develop, and facilitate targeted professional growth and learning opportunities in order to assist all faculty (part time and full time) in employing high impact practices, mentoring strategies, and cultural competency in the classroom (while focusing on strategies for disproportionately impacted students).

- Utilize SLO and service outcome assessment data and program review to inform professional development activities that will improve the campus climate.

- Enhance professional development opportunities for faculty, staff, administrators, and students to broaden skills for leadership and career advancement.

- In coordination with the Office of Professional Development, help create a structured and centralized Professional Development program to plan, develop, and facilitate professional growth and learning opportunities for all staff (part time and full time) in administrative services, student services, academic affairs, and students by employing high impact practices, mentoring strategies, and cultural competency (while focusing on strategies for disproportionately impacted students).

- Improve coordination between Professional Development and departments/programs to enhance new-hire orientations and develop professional learning in response to evaluation feedback for all employees (part time/full time faculty, classified/unclassified staff, and administrators).
Furthermore, professional development has been included as a priority in the College’s quality focus essay for accreditation, and with the ongoing support of a Title 5 Cooperative Grant focused on course redesign, LAVC is committed to ensuring that professional development plays an integral role in achieving our student success goals.

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)

Progress toward stated goals and specific objectives will be monitored through activity reporting. Data will be collected to log participation and achievement of outcomes. Milestones and key performance indicators will be evaluated annually and the college dashboards will be updated to include these metrics. Each activity must be clearly aligned with an objective and have data to support the plan objectives. Activity owners will be responsible for reporting out progress on activities as part of an annual process and integrate this information in the unit program review. During the first year, the VIPC will establish metrics for each objective and create an alignment with the EMP and other institutional plans.

Continuation of existing and proposal of new activities will be evaluated based on data supporting objectives. The VIPC will establish a quality rubric to facilitate this process and ensure implementation across the SSSP, Equity and BSI initiatives.

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)

LACCD supports coordinated student success and equity efforts through a district umbrella committee. This group meets monthly to share information and plan events to highlight successful practices. Activities include:

- Leverage face-to-face (e.g. intra-district visits, summits) and online platforms to share resources and successful practices (e.g. plans, technology, data)
- Align integrated goals with district strategic goals
- Engage stakeholders across campuses, including leadership from student services, instruction, and administrative services as well as other districts and statewide stakeholders
- Facilitate relevant, comprehensive, ongoing professional learning that’s based on data-driven theoretical frames and that invites experts in relevant areas (e.g. guided pathways, FYEs, meta-majors) to present
- Collaborate with other districts and statewide stakeholders
- Increase and strengthen noncredit programs

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.

We are in the process of completing this document but need to finalize the prioritization of new activities.
Approximately 80% of the budget from the previous plans will rollover with (staffing, initiative in-process, etc.) with approximately 20% for new initiatives.

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:

**EXECUTIVE SUMMARY**

Los Angeles Valley College (LAVC) is a comprehensive community college located in the heart of the San Fernando Valley. The college serves the community by providing transfer, degree, career-technical, foundational, transitional and continuing education programs. LAVC is one of nine community colleges in the Los Angeles Community College District (LACCD).

LAVC serves over 18,000 students annually who come from a 15 mile service area including mixed low-high income neighborhoods: North Hollywood, Van Nuys, Panorama City, Burbank, Sherman Oaks, Sun Valley, Arleta, and North Hills. Most of our students come from schools with low-average API scores. Additionally, 40% of our students are first generation college students, and the majority (70%) of students taking the Accuplacer Assessment test in English or Math, place below college level.

The Fall 2013 Student Profile Data identifies a headcount of 18,397 credit students and 985 noncredit students; 57% female and 43% male (17% Hispanic Males, 3% Black/African American Males). Designated as a Hispanic-Serving Institution (HSI), the LAVC study body is comprised of a diverse mix of ethnicities that reflect the communities it serves, the majority being of Latino/Hispanic descent. Ethnicity data: 39% Latino/Hispanic, 31% Caucasian/White, 9% Asian/Pacific Island, 8% Multiple Ethnicities, 7% Unknown; 6% Black/African American and 0% American Indian/Other non-White.

The Los Angeles Valley College Educational Master Plan (EMP) (2014-2020) emphasizes the campus’ commitment and efforts in advancing three areas of development: facilitating completion (obtaining a certificate, associate degree, or certification for transfer) for students; sustaining institutional effectiveness through increased infrastructure; and ensuring equity for all students in each mode of instructional delivery. These three themes provide the basis for planning at the college and outline the college’s priorities and commitment for improvement. The LAVC Student Success and Support Program Plan (SSSP), Basic Skills Initiative (BSI), and the Student Equity Plan (SEP) align with the EMP.
The Valley Integrated Plan Committee (VIPC) carefully analyzed the data to determine the greatest needs for our students. This plan addresses that need in establishing achievable, measurable, and sustainable goals, activities and outcomes.

The Committee prioritized five specific, goals intended to reach the greatest number of Black/African-American and Latino/Hispanic students with the maximum impact. These goals include:

**GOAL 1: ACCESS, COUNSELING, and SUPPORT SERVICES**
Increase access for the diverse community of students who can benefit from any one of several instructional paths the college offers.

**GOAL 2: EQUITY**
Foster an equitable learning environment that improves outcomes for disproportionately impacted students.

**GOAL 3: COMPLETION**
Improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs.

**GOAL 4: PROFESSIONAL DEVELOPMENT**
Enhance and integrate campus wide professional learning and development programs for all campus constituents (i.e. faculty, classified/unclassified staff, administrators and students) to foster a shared culture that embraces equitable, learner-centered environment.

**GOALS 5: COMMUNICATION**
Institutionalize the role and importance of strategic communication throughout the college to increase awareness, engagement and efficiency for the internal and external community.

The first goal is to increase access, counseling and support services to all entering students, with an emphasis on disproportionately impacted students. The activities and strategies for instituting a dedicated First Year Experience are well under way and commenced by hiring a designated coordinator to collaborate with all matriculation units and develop a college-going culture at the feeder schools through outreach to students, counselors, and parents. Outreach continued through high school to establish classroom visits, presentations, and SSSP recruitment activities. After assessment, students are invited to attend Summer Bridge classes in Math and English and Guiding your Path to Success (GPS) an extended orientation that filtered into the First Year Experience program-Valley Promise. Thus, we prioritized objectives to target an increase in head count and unit load for disproportionately impacted students; increase the percentage of new students who complete Orientation, Assessment, Counseling, Registration, and Financial Aid; and also increase student participation in counseling and support services by offering these through intentional practices like GPS. The evaluation method will continue to measure the success of students in these courses versus the general population from the same age group and ethnicity. The expected impact is that African-American and Latino students, especially males, will better integrate onto the campus and lead to better outcomes.

The second goal focuses on fostering an equitable learning environment that improves outcomes for disproportionately impacted students. The committee prioritized cultivating institutional collaboration to create an environment that is respectful to the needs of diverse populations. These efforts will lead to increase learning resources to support students' sense of belonging and practice successful navigation skills, as well as reduce barriers that prevent inclusion and ensure a campus climate that supports diversity. Overall, the institutional collaborative approval will increase opportunities to advance disproportionately impacted students.
Increase completion by accelerate the Basic Skills Math and English Sequence. Fall 2015, LAVC became a Multiple Measures Assessment Project (MMAP) pilot campus, which will increase accuracy of assessment. The existing Math bridge program, which accelerates math placement of entering students, will be expanded to include English Bridge. The English Bridge begin Summer 2016 and will help accelerate program completion. The Office of Institutional Effectiveness (OIE) has collected data on the Math Bridge success, demonstrating more than half of the students who complete are placed 1 or 2 levels higher. OIE will include English Bridge in the data collection moving forward. These initiatives have been fully launched and will be evaluated once a complete academic calendar has been achieved.

The third goal is set to improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs. In effort to improve overall completion, the campus prioritized increasing the number of students who successfully complete basic skill courses in math, English, ESL, ESSL, Development Communication and Noncredit ESL, and transition from basic skills to college level courses; increase career awareness of students who have not declared educational goal/major; promote successful course completion and retention in credit courses where students earn a grade of C or better. We will promote successful course completion and retention in credit courses where students on probation could regain satisfactory academic progress. Overall, the emphasis is to strengthen the pathway from access to and through course completion and thus increase the number of students successfully completing Associate Degree for Transfer (ADT), Associate Degrees and/or Certificates.

The fourth goal relies on professional development designed to enhance and integrate campus wide professional learning and development programs for all campus constituents (i.e. faculty, classified/unclassified staff, administrators and students) to foster a shared culture that embraces equitable, learner-centered environment. The campus has made significant strides under the previous Student Equity Plan and launched a Faculty Inquiry Group (FIG) under the auspices of the Senate, with representation from faculty across the Senate clusters to research best practices and methods. The FIG initiated Fall 2015 and will continue through the duration of the plan. Under the auspices of the Senate, a Faculty Inquiry Group (FIG) was created. The FIG initiated Fall 2015 and launched the Teaching Men of Color Certificate Program. Throughout the year, 50 enrolled 16 certified, and 34 were in progress for completion in April. As a result of that momentum, a mentoring course was developed: 17 faculty completed the program, and 10 additional were enrolled through the summer. As a result, a mentoring course was developed and 17 faculty completed the program, and 10 additional were enrolled through the summer. These efforts will be evaluated and revised with consideration from the new Professional Development coordinator. The expected outcome is a growing number of incorporating cultural competency and high impact practices in the classroom, augmenting the campus commitment to student success. The expected outcome is a growing number of incorporating cultural competency and high impact practices in the classroom, augmenting the campus commitment to student success. Faculty evaluations of the training and the campus SLO (Student Learning Outcome) assessments will assess the effectiveness.

The fifth goal is to improve communication by institutionalize the role and importance of strategic communication throughout the college to increase awareness, engagement and efficiency for the internal and external community. The campus prioritized the accessibility of public information by producing key announcements, bulletins, and marketing materials in languages most commonly used by the student
community and by distributing information via both paper and digital/electronic media when feasible. Additionally, we will regularly assess the effectiveness of horizontal and vertical communication across the campus, as pertains to issues of significance with direct impacts on student success. And lastly, the campus will increase awareness and positive attitudes toward the LAVC campus identity (brand) amongst prospective students, current students and alumni.

Los Angeles Valley College will invest human and physical resources to increase enrollment and completion rates. Faculty, staff, and administrators are stakeholders in successfully implementing the activities and achieving the goals in the plan. Faculty will be involved in developing the academic pathways and professional development efforts to employ high impact practices, mentoring strategies, and cultural competency. Counselors will develop targeted “milestone” interventions for the impacted groups; and staff and administrators will assist students in completing the matriculation process, in accessing learning/tutoring resources, and monitoring completion. In addition to office space, the new campus library and Learning Resource Center and Mosaic Center has dedicated tutoring labs and will become an equity hub with specialized lab time for impacted groups, and foster youth will be welcomed into the EOPS program as a safe and nurturing environment.

Los Angeles Valley College  
Associate Dean of Student Equity  
Llanel Martin, PhD

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?

In process

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: Florentino Manzano  
Title: Vice President, Student Services  
Email Address: manzaf@lavr.edu  
Phone: 818-947-2691

Alternate Point of Contact:  
Name: Karen Daar  
Title: Vice President, Academic Affairs  
Email Address daarkl@lavr.edu  
Phone 818-947-2378
Part III – Approval and Signature Page

College: Los Angeles Valley College District: Los Angeles 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.

<table>
<thead>
<tr>
<th>Chancellor/President</th>
<th>Date</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><a href="mailto:endrijea@lavc.edu">endrijea@lavc.edu</a></td>
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<table>
<thead>
<tr>
<th>Chief Business Officer</th>
<th>Date</th>
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<tbody>
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Integrated Budget Template: BSI, Student Equity, and SSSP
for fiscal reporting period July 1, 2017 - June 30, 2018

Los Angeles CCD
Los Angeles Valley 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 informat

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Basic Skills Initiative</th>
<th>Student Equity</th>
<th>Credit SSSP</th>
<th>Credit SSSP - Match</th>
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<td></td>
<td></td>
<td></td>
<td>$4,386,238</td>
</tr>
</tbody>
</table>

Match

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

Part I - Deadlines and Important Information

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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BSI:</strong> Annually increase the percentage of students who successfully obtain degrees and certificates within 6 years by 2% in 2013-2014, 2014-2015, 2015-2016, 2016-2017.</td>
<td></td>
</tr>
<tr>
<td><strong>Cohort Year</strong></td>
<td><strong>Scorecard Year</strong></td>
</tr>
<tr>
<td>2006-2007</td>
<td>2011-2012</td>
</tr>
<tr>
<td>(baseline)</td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>2012-2013</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-2009</td>
<td>2013-2014</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>2014-2015</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>2015-2016</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

#### English Course Sequence Completion*

<table>
<thead>
<tr>
<th>Tracking Period</th>
<th># of Students in Cohort</th>
<th>% of Students Progressing from 2 Levels below College to College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012 – Spring 2014</td>
<td>214</td>
<td>18.2%</td>
</tr>
<tr>
<td>Fall 2013 – Spring 2015</td>
<td>228</td>
<td>17.1%</td>
</tr>
<tr>
<td>Fall 2014 – Spring 2016</td>
<td>231</td>
<td>20.8%</td>
</tr>
<tr>
<td>Fall 2015 – Spring 2017</td>
<td>271</td>
<td>25.1%</td>
</tr>
</tbody>
</table>

* Source: CCCCO’s MIS Data Mart Basic Skills Progress Tracker

#### Math Course Sequence Completion*

<table>
<thead>
<tr>
<th>Tracking Period</th>
<th># of Students in Cohort</th>
<th>% of Students Progressing from 2 Levels below College to College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012 – Spring 2014</td>
<td>340</td>
<td>7.4%</td>
</tr>
<tr>
<td>Fall 2013 – Spring 2015</td>
<td>269</td>
<td>8.9%</td>
</tr>
<tr>
<td>Fall 2014 – Spring 2016</td>
<td>255</td>
<td>11.8%</td>
</tr>
<tr>
<td>Fall 2015 – Spring 2017</td>
<td>319</td>
<td>17.2%</td>
</tr>
</tbody>
</table>

* Source: CCCCO’s MIS Data Mart Basic Skills Progress Tracker

---

### BSI: Increase by 4% per year the number of students who use the Learning Centers’ ESL/Basic Skills tutoring services.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students Who Received Tutoring Services</th>
<th>Actual % Increase</th>
<th>Goal Target % Increase</th>
<th>Yearly Target # of students</th>
<th>Difference b/w Actual # &amp; Target #</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13 (baseline)</td>
<td>5,334</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>5,819</td>
<td>9.1%</td>
<td>4%</td>
<td>5,548</td>
<td>+271</td>
</tr>
<tr>
<td>2014-15</td>
<td>6,289</td>
<td>8.1%</td>
<td>4%</td>
<td>5,770</td>
<td>+519</td>
</tr>
<tr>
<td>2015-16</td>
<td>6,279</td>
<td>-0.2%</td>
<td>4%</td>
<td>6,000</td>
<td>+279</td>
</tr>
<tr>
<td>2016-17</td>
<td>6,486</td>
<td>3.3%</td>
<td>4%</td>
<td>6,240</td>
<td>+246</td>
</tr>
<tr>
<td></td>
<td>Average Annual Increase 5.08%</td>
<td></td>
<td></td>
<td></td>
<td>+328.75</td>
</tr>
</tbody>
</table>

#### SSSP: Increase to 100% the number of non-exempt entering students who receive orientation services.

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-exempt Entering Students who Completed Orientation</th>
<th># of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td></td>
<td>3,460</td>
<td>82%</td>
</tr>
<tr>
<td>2015-16</td>
<td></td>
<td>4,246</td>
<td>87%</td>
</tr>
<tr>
<td>2016-17</td>
<td></td>
<td>4,488</td>
<td>82%</td>
</tr>
</tbody>
</table>
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

**SSSP: Increase to 100% the number of non-exempt entering students who receive assessment and placement services.**

<table>
<thead>
<tr>
<th>Year</th>
<th># of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>3,110</td>
<td>75%</td>
</tr>
<tr>
<td>2015-16</td>
<td>3,780</td>
<td>82%</td>
</tr>
<tr>
<td>2016-17</td>
<td>3,970</td>
<td>78%</td>
</tr>
</tbody>
</table>

**SSSP: Increase to 100% the number of non-exempt entering students who receive counseling, advising, and other education planning services.**

<table>
<thead>
<tr>
<th>Year</th>
<th># of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>3,568</td>
<td>85%</td>
</tr>
<tr>
<td>2015-16</td>
<td>4,359</td>
<td>89%</td>
</tr>
<tr>
<td>2016-17</td>
<td>4,554</td>
<td>83%</td>
</tr>
</tbody>
</table>

**SSSP Follow Up Services**

<table>
<thead>
<tr>
<th>Year</th>
<th># of Follow up contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>19,272</td>
</tr>
<tr>
<td>2016-17</td>
<td>21,837</td>
</tr>
</tbody>
</table>

**Student Equity: Access**
- Improve access to instructional programs and services for males.

<table>
<thead>
<tr>
<th>Year</th>
<th>Female #</th>
<th>Female %</th>
<th>Male #</th>
<th>Male %</th>
<th>West LA Total #</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual 2011-2012</td>
<td>8,875</td>
<td>61.5%</td>
<td>5,551</td>
<td>38.5%</td>
<td>14,426</td>
<td>100.0%</td>
</tr>
<tr>
<td>Annual 2012-2013</td>
<td>8,247</td>
<td>59.2%</td>
<td>5,677</td>
<td>40.8%</td>
<td>13,924</td>
<td>100.0%</td>
</tr>
<tr>
<td>Annual 2013-2014</td>
<td>9,178</td>
<td>59.5%</td>
<td>6,245</td>
<td>40.5%</td>
<td>15,423</td>
<td>100.0%</td>
</tr>
<tr>
<td>Annual 2014-2015</td>
<td>8,598</td>
<td>57.9%</td>
<td>6,258</td>
<td>42.1%</td>
<td>14,856</td>
<td>100.0%</td>
</tr>
<tr>
<td>Annual 2015-2016</td>
<td>9,720</td>
<td>59.0%</td>
<td>6,759</td>
<td>41.0%</td>
<td>16,479</td>
<td>100.0%</td>
</tr>
<tr>
<td>Annual 2016-2017</td>
<td>10,581</td>
<td>59.8%</td>
<td>7,123</td>
<td>40.2%</td>
<td>17,704</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Student Equity: Course Completion**
- Improve course completion rates for African American and Hispanic/Latino students, veterans and foster youth.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2014 (baseline)</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment Count</td>
<td>Success Count</td>
<td>Success Rate</td>
</tr>
<tr>
<td></td>
<td>8,163</td>
<td>4,615</td>
<td>56.5%</td>
</tr>
<tr>
<td></td>
<td>11,222</td>
<td>6,915</td>
<td>61.6%</td>
</tr>
<tr>
<td></td>
<td>502</td>
<td>259</td>
<td>51.8%</td>
</tr>
<tr>
<td></td>
<td>28,102</td>
<td>16,356</td>
<td>62.7%</td>
</tr>
</tbody>
</table>

**2015-2016 Plan Goal**
- Gap to wider than 0.0 by 2021
- no gap by 2021
- Gap to wider than 0.0 by 2021

- Gap to wider than 0.0 by 2021
- no gap by 2021
- Gap to wider than 0.0 by 2021
### Student Equity: Basic Skills Completion, English

- Increase the number of African American students who complete the basic skills sequence in English and enroll in transfer level English course.

#### Tracking Period

<table>
<thead>
<tr>
<th>Period</th>
<th>Black / African American</th>
<th>West LA College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012 - Spring 2014</td>
<td>69</td>
<td>214</td>
</tr>
<tr>
<td>% of Cohort Progressing from 2 Levels below College to College</td>
<td>17.4%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Difference from Average</td>
<td>-0.8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Black / African American</th>
<th>West LA College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 - Spring 2015</td>
<td>81</td>
<td>228</td>
</tr>
<tr>
<td>% of Cohort Progressing from 2 Levels below College to College</td>
<td>12.3%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Difference from Average</td>
<td>-4.8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Black / African American</th>
<th>West LA College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014 - Spring 2016</td>
<td>76</td>
<td>231</td>
</tr>
<tr>
<td>% of Cohort Progressing from 2 Levels below College to College</td>
<td>18.4%</td>
<td>20.8%</td>
</tr>
<tr>
<td>Difference from Average</td>
<td>-2.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Black / African American</th>
<th>West LA College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015 - Spring 2017</td>
<td>102</td>
<td>271</td>
</tr>
<tr>
<td>% of Cohort Progressing from 2 Levels below College to College</td>
<td>21.6%</td>
<td>25.1%</td>
</tr>
<tr>
<td>Difference from Average</td>
<td>-3.5</td>
<td></td>
</tr>
</tbody>
</table>

#### 2015-2016 Plan Goal

- Gap no wider than -6 by 2021

### Student Equity: Basic Skills Completion, Math

- Increase the numbers of African American students who complete the basic skills sequence in math and enroll in transfer level math courses.

#### Tracking Period

<table>
<thead>
<tr>
<th>Period</th>
<th>Black / African American</th>
<th>West LA College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012 - Spring 2014</td>
<td>101</td>
<td>340</td>
</tr>
<tr>
<td>% of Cohort Progressing from 2 Levels below College to College</td>
<td>4.00%</td>
<td>7.40%</td>
</tr>
<tr>
<td>Difference from Average</td>
<td>-3.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Black / African American</th>
<th>West LA College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 - Spring 2015</td>
<td>79</td>
<td>269</td>
</tr>
<tr>
<td>% of Cohort Progressing from 2 Levels below College to College</td>
<td>5.10%</td>
<td>8.90%</td>
</tr>
<tr>
<td>Difference from Average</td>
<td>-3.8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Black / African American</th>
<th>West LA College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014 - Spring 2016</td>
<td>41</td>
<td>255</td>
</tr>
<tr>
<td>% of Cohort Progressing from 2 Levels below College to College</td>
<td>4.90%</td>
<td>11.80%</td>
</tr>
<tr>
<td>Difference from Average</td>
<td>-6.9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Black / African American</th>
<th>West LA College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015 - Spring 2017</td>
<td>61</td>
<td>319</td>
</tr>
<tr>
<td>% of Cohort Progressing from 2 Levels below College to College</td>
<td>18.00%</td>
<td>17.20%</td>
</tr>
<tr>
<td>Difference from Average</td>
<td>0.8</td>
<td></td>
</tr>
</tbody>
</table>

#### 2015-2016 Plan Goal

- Gap no wider than -6 by 2021
### Student Equity: Basic Skills Completion, ESL:
Increase the number of African American, male and low-income students who complete a basic skills ESL course and enroll in a transfer-level ESL or English course.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Scorecard Year</th>
<th>Black / African American</th>
<th>Male</th>
<th>Economically Disadvantaged</th>
<th>West LA College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>2013-2014</td>
<td>Students in Cohort % of Cohort who progressed through ESL</td>
<td>24</td>
<td>26</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difference from Average</td>
<td>-12.9</td>
<td>-5.8</td>
<td>-2.1</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2014-2015</td>
<td>Students in Cohort % of Cohort who progressed through ESL</td>
<td>10</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difference from Average</td>
<td>-12.8</td>
<td>-12.8</td>
<td>0.5</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2015-2016</td>
<td>Students in Cohort % of Cohort who progressed through ESL</td>
<td>53</td>
<td>59</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difference from Average</td>
<td>-3.7</td>
<td>-4.2</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2015-2016 Plan Goal</strong></td>
<td><strong>-1</strong></td>
<td><strong>by 2021</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Student Equity: Degrees & Certificates
- Increase the number of African-American and low-income students who earn degrees and certificates as indicated by their intended educational goals and programs of study.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Scorecard Year</th>
<th>Black / African American</th>
<th>Economically Disadvantaged</th>
<th>West LA College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>2013-2014</td>
<td>Students in Cohort % of Cohort who earned degree or cert by Scorecard Year</td>
<td>324</td>
<td>698</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difference from Average</td>
<td>-5.4</td>
<td>-0.6</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2014-2015</td>
<td>Students in Cohort % of Cohort who earned degree or cert by Scorecard Year</td>
<td>244</td>
<td>606</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difference from Average</td>
<td>-3.2</td>
<td>-0.2</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2015-2016</td>
<td>Students in Cohort % of Cohort who earned degree or cert by Scorecard Year</td>
<td>291</td>
<td>758</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difference from Average</td>
<td>-5.1</td>
<td>0.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2015-2016 Plan Goal</strong></td>
<td>-1</td>
<td>by 2021</td>
</tr>
</tbody>
</table>
### 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

**Student Equity:**

**Transfer** — Increase the number of African American, Hispanic/Latino, Low-income and DSPS students who transfer as indicated by their educational goals and programs of study.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Scorecard Year</th>
<th>Black / African American</th>
<th>Hispanic / Latino</th>
<th>DSPE-identified</th>
<th>Economically Disadvantaged</th>
<th>West LA College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>2010-2011</td>
<td>Students in Cohort % of Cohort who earned degree or cert by Scorecard Year</td>
<td>291</td>
<td>358</td>
<td>57</td>
<td>758</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students in Cohort % of Cohort transferred by Scorecard Year</td>
<td>22.3%</td>
<td>22.1%</td>
<td>14.0%</td>
<td>23.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difference from Average</td>
<td>-2.3</td>
<td>-2.5</td>
<td>-10.6</td>
<td>-1.4</td>
</tr>
</tbody>
</table>

**2010-2011**  **2015-2016**

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Scorecard Year</th>
<th>Black / African American</th>
<th>Hispanic / Latino</th>
<th>DSPE-identified</th>
<th>Economically Disadvantaged</th>
<th>West LA College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>2010-2011</td>
<td>Students in Cohort % of Cohort who earned degree or cert by Scorecard Year</td>
<td>324</td>
<td>263</td>
<td>46</td>
<td>698</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students in Cohort % of Cohort who transferred by Scorecard Year</td>
<td>31.2%</td>
<td>23.2%</td>
<td>19.6%</td>
<td>27.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difference from Average</td>
<td>0.4</td>
<td>-7.6</td>
<td>-11.2</td>
<td>-3.1</td>
</tr>
</tbody>
</table>

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

Increased the number of full-time faculty in math and English, provided concentrated professional development efforts, implemented intentional learning support (tutoring, SI) and changed pedagogical strategies in basic skills courses. We have seen an upward trend from 7.4% to 17.2% in math and 18.2% to 25.1% in English. Not yet reflected in the data, we have used equity dollars to expand tutoring, increase student services, and provide academic support for targeted populations. West Expressway increased access to onboarding SSSP services. Two new transfer certificates of achievement have
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program
increased the number of student completions; however, there is room for growth.

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.)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SSSP</td>
</tr>
<tr>
<td>Increase completion and persistence through the English Developmental Sequence</td>
<td>Changed assessment instrument, adjusted cut scores, and changed the weighting of MMAP</td>
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</tbody>
</table>

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.

**Acceleration of the Developmental Education Course Sequence in English**

We were able to increase the two-year completion rate of the basic skills sequence in English from 18.2% for the cohort entering Fall 2012 to 25.1% for the cohort entering Fall 2015. We accomplished this by redesigning the curriculum so that students placing two levels below transfer could be prepared for transfer-level English in just one semester. The redesigned course includes Reading Apprenticeship strategies, just-in-time remediation, and Growth Mindset and Habits of Mind strategies. As a result, students move through the sequence more quickly and enter English 101 better prepared for college-level reading and writing.

Simultaneously, we changed assessment instruments, adjusted cut scores, and weighted high school performance more heavily to allow more students to enter the composition sequence at higher levels.

Both of these have resulted in closing achievement gaps for Latino and African-American students, who have historically placed lower in the developmental sequence than white and Asian students have.
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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SSSP</td>
<td>Student Equity</td>
</tr>
<tr>
<td>Example: Increase completion and persistence through the English Developmental Sequence</td>
<td>Provide extended orientation and assessment prep courses/workshops</td>
<td>Provide extended orientation and assessment prep courses/workshops</td>
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<td></td>
<td></td>
<td>Redesign the dev. Ed. sequence</td>
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</tbody>
</table>
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
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</tr>
</thead>
</table>
| 1) Increase the percentage of students who, within 2.5 years, complete the English sequence from English 21/100 through English 101 by 4 percentage points from 25% to 29% | **SSSP**<br>• Assessment<br>• Orientation<br>• Counseling (Ed Planning)<br>• Follow Up/Other Services<br>• Professional Development<br>• Integration of noncredit ESL and Basic Skills English into placement model<br>• Expand in-person noncredit orientation, assessment, and counseling<br>• Appropriate referral of students to noncredit English and ESL classes<br>• Bridge programs for first year students<br>• Implement Guided Pathways<br>• Implement a First and Second Year Experience Program incorporating LA College Promise | **BSI**
| | **Student Equity**<br>• Expand tutoring and learning support activities for disproportionately impacted populations<br>• Follow Up/Other Services for disproportionately impacted populations<br>• Curricular redesign (Acceleration, etc.)<br>• Professional development for faculty (CRTL and protected populations)<br>• Provide consistent and comprehensive training for classified and unclassified staff<br>• Bridge programs for first year students<br>• Implement Guided Pathways<br>• Implement a First and Second Year Experience Program incorporating LA College Promise<br>• Student equity coordination and research support | ✓ Access<br>✓ Retention<br>✓ English/Basic Skills Completion |

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Goal Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Increase percentage of students entering elementary algebra who, within 2.5 years, successfully complete intermediate algebra by 3 percentage points from 17% to 20%</td>
<td></td>
<td>□ Access □ Retention □ English/Basic Skills Completion</td>
</tr>
<tr>
<td></td>
<td>• Assessment • Orientation • Counseling (Ed Planning) • Follow Up/Other Services • Professional Development • Integration of noncredit Basic Skills math into placement model • Expand in-person noncredit orientation, assessment, and counseling • Appropriate referral of students to noncredit math classes • Bridge programs for first year students • Implement Guided Pathways • Implement a First and Second Year Experience Program incorporating LA College Promise</td>
<td></td>
</tr>
<tr>
<td>SSSP</td>
<td>• Expand tutoring and learning support activities for disproportionately impacted populations • Follow Up/Other Services for disproportionately impacted populations • Curricular redesign (Acceleration, etc.) • Professional development for faculty (CRTL and protected populations) • Provide consistent and comprehensive training for classified and unclassified staff • Bridge programs for first year students • Implement Guided Pathways • Implement a First and Second Year Experience Program incorporating LA College Promise • Student equity coordination and research support</td>
<td></td>
</tr>
<tr>
<td>Student Equity</td>
<td>• Expand tutoring, supplemental instruction and other learning support activities • Compressed Math Courses • Professional Development for faculty • Provide consistent and comprehensive training for classified and unclassified staff • Curricular redesign, including contextualized instruction and co-requisites • Bridge programs for first year students • Implement Guided Pathways • Implement a First and Second Year Experience Program incorporating LA College Promise • Alignment of noncredit Basic Skills math with credit math</td>
<td></td>
</tr>
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</table>
### 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Goal Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Increase the percentage of students who earn a degree or certificate by 5%. Increase the percentage of students who Transfer by 5% overall.</td>
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<td></td>
</tr>
<tr>
<td><strong>SSSP</strong></td>
<td><strong>Student Equity</strong></td>
<td><strong>BSI</strong></td>
</tr>
<tr>
<td>• Assessment</td>
<td>• Expand tutoring and learning support activities for disproportionately impacted populations</td>
<td>• Expand tutoring, supplemental instruction and other learning support activities</td>
</tr>
<tr>
<td>• Orientation</td>
<td>• Follow Up/Other Services for disproportionately impacted populations</td>
<td>• Compressed Math Courses</td>
</tr>
<tr>
<td>• Counseling (Ed Planning)</td>
<td>• Curricular redesign (Acceleration, etc.)</td>
<td>• Professional Development for faculty</td>
</tr>
<tr>
<td>• Follow Up/Other Services</td>
<td>• Professional development for faculty (CRTL, Learning communities, and ATD strategies)</td>
<td>• Provide consistent and comprehensive training for classified and unclassified staff</td>
</tr>
<tr>
<td>• Professional Development</td>
<td>• Provide consistent and comprehensive training for classified and unclassified staff</td>
<td>• Curricular redesign, including contextualized instruction and co-requisites</td>
</tr>
<tr>
<td>• Integration of noncredit Basic Skills math into placement model</td>
<td>• Implement Guided Pathways</td>
<td>• Bridge programs for first year students</td>
</tr>
<tr>
<td>• Expand in-person noncredit orientation, assessment, and counseling</td>
<td>• Implement a First and Second Year Experience Program incorporating LA College Promise</td>
<td>• Implement Guided Pathways</td>
</tr>
<tr>
<td>• Appropriate referral of students to noncredit math classes</td>
<td>• DSPS, EOPS/CARE, SSS, CalWorks, and athlete students expended activities</td>
<td>• Implement a First and Second Year Experience Program incorporating LA College Promise</td>
</tr>
<tr>
<td>• Bridge programs for first year students</td>
<td>• Transfer activities targeting Hispanic/Latino, Foster Youth, DSPS, EOPS/CARE and Veterans</td>
<td>• Alignment of noncredit Basic Skills math with credit math</td>
</tr>
<tr>
<td>• Implement Guided Pathways</td>
<td>• Deliver noncredit Basic Skills classes to athletes to support their credit/transfer classes</td>
<td>• Create and deliver noncredit pre and co-requisites for gateway general education classes to improve student’s success</td>
</tr>
<tr>
<td>• Implement a First and Second Year Experience Program incorporating LA College Promise</td>
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### 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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<tbody>
<tr>
<td>4) Close equity gaps for impacted student groups. Per the executive summary information in question 10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td><strong>SSSP</strong></td>
<td><strong>Student Equity</strong></td>
</tr>
<tr>
<td></td>
<td>- Assessment</td>
<td>- Expanded Outreach efforts at high schools and adult schools which include on-boarding activities</td>
</tr>
<tr>
<td></td>
<td>- Orientation</td>
<td>- Additional Veteran support, counseling and career services</td>
</tr>
<tr>
<td></td>
<td>- Counseling (Ed Planning)</td>
<td>- First and Second Year Experience/LA College Promise</td>
</tr>
<tr>
<td></td>
<td>- Follow Up/Other Services</td>
<td>- Student equity coordination and research</td>
</tr>
<tr>
<td></td>
<td>- Professional Development</td>
<td>- Financial/admissions liaison support for high school and adult schools to inform and support students</td>
</tr>
<tr>
<td></td>
<td>- Integration of noncredit Basic Skills math into placement model</td>
<td>- Professional development for faculty (CRTL, Learning communities, and ATD strategies)</td>
</tr>
<tr>
<td></td>
<td>- Integration of noncredit ESL and Basic Skills English into placement model</td>
<td>- Implement Guided Pathways</td>
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<td></td>
<td>- Expand in-person noncredit orientation, assessment, and counseling</td>
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</tr>
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<td>- Implement a First and Second Year Experience Program incorporating LA College Promise</td>
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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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<tbody>
<tr>
<td>SSSP</td>
<td>- Assessment&lt;br&gt;- Orientation&lt;br&gt;- Counseling (Ed Planning)&lt;br&gt;- Follow Up/Other Services&lt;br&gt;- Professional Development&lt;br&gt;- Integration of noncredit Basic Skills math into placement model&lt;br&gt;- Integration of noncredit ESL and Basic Skills English into placement model&lt;br&gt;- Expand in-person noncredit orientation, assessment, and counseling&lt;br&gt;- Appropriate referral of students to noncredit math classes&lt;br&gt;- Bridge programs for first year students&lt;br&gt;- Implement Guided Pathways&lt;br&gt;- Implement a First and Second Year Experience Program incorporating LA College Promise</td>
<td>☑ Retention&lt;br&gt;☑ Transfer&lt;br&gt;☑ ESL/Basic Skills Completion&lt;br&gt;☑ Degree &amp; Certificate Completion&lt;br&gt;☑ Other: Course Completion</td>
</tr>
<tr>
<td>Student Equity</td>
<td>- Expand tutoring and learning support activities for disproportionately impacted populations&lt;br&gt;- Expanded activities for African American, Veteran, Hispanic/Latino, DSPS, SSS, Athletes, and CalWorks students&lt;br&gt;- Follow Up/Other Services for disproportionately impacted populations&lt;br&gt;- Curricular redesign (Acceleration, etc.)&lt;br&gt;- Professional development for faculty (CRTL and protected populations)&lt;br&gt;- Implement Guided Pathways&lt;br&gt;- Implement a First and Second Year Experience Program incorporating LA College Promise&lt;br&gt;- Deliver noncredit Basic Skills classes to impacted groups to support their success in their credit classes and acceleration through the English and Math developmental sequence</td>
<td></td>
</tr>
<tr>
<td>BSI</td>
<td>- Expand tutoring, supplemental instruction and other learning support activities&lt;br&gt;- Compressed Math Courses&lt;br&gt;- Professional Development for faculty&lt;br&gt;- Provide consistent and comprehensive training for classified and unclassified staff&lt;br&gt;- Curricular redesign, including contextualized instruction and co-requisites&lt;br&gt;- Bridge programs for first year students&lt;br&gt;- Implement Guided Pathways&lt;br&gt;- Implement a First and Second Year Experience Program incorporating LA College Promise&lt;br&gt;- Alignment of noncredit Basic Skills math with credit math&lt;br&gt;- Create and deliver noncredit pre and co-requisites for gateway general education classes to improve student's success</td>
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</tbody>
</table>
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)

We will form an Integrated Committee to review, implement, update, and evaluate student success activities. Currently, we have two separate committees working to implement and evaluate student success activities. West will also be working to implement guided pathways to increase completions. We will be leveraging a number of funding sources including Basic Skills, Student Equity, and SSSP to create our guided pathways. Additionally, we will hire an Associate Dean to assist with the development, implementation and coordination of activities related to Student Equity and SSSP. Moreover, we will examine Non-Credit SSSP activities to align and expand services. Lastly, a closer partnership between Academic Affairs and Student Services will be formed and we will create internal metrics and examine data to track student success progress.

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 WLAC Adult and Continuing Education division has noncredit Career Development and College Preparation (CDCP) certificates and courses organized into pathways that facilitate student transition to college, academic preparation, career exploration, workforce preparation and job training.

Our division helps students who want or need more in-person assistance with successfully transitioning to college. We provide NCSSSP orientation, assessment, and counseling services to our students on and off-campus. Specific noncredit counselors will be hired for Fall 2017 to complete student education plans for our noncredit students and conduct follow up services to improve their completion rate and transition to credit and work.

Our noncredit academic preparation classes and certificates help students improve their academic readiness for college and accelerate them through the developmental math, English and ESL sequences to college level. We have integrated noncredit Basic Skills and CTE instruction to existing cohorts of under-served populations to improve their success outcomes (i.e. African American and Latino male and disabled students). We are also expanding our partnerships with key disciplines with gatekeeper classes to use appropriate noncredit classes as co-requisites to improve student completion rates.

We launched our new custodial technician program in Spring 2017, which included an employment readiness course. We involved our local work source center to register our students into their free job placement services as part of our employment readiness class so
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program
they could continue to receive job placement assistance during and after the program. Students earn a CDCP certificate and get a job.

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

West plans to expand existing professional development to achieve student success goals. West offers the Tech Fair (workshops on using technology in the classroom and student services) and Focused Inquiry Groups (FIGs) for the One Book Program and OER. Through the BSSOT grant, West is establishing a Professional Learning Hub focused on training on evidence-based methodologies: (1) Acceleration (2) Culturally Responsive Teaching and Learning (3) Growth Mindset (4) Habits of Mind (5) Just-in-Time Remediation (6) Reading Apprenticeship and (7) SI. West will use resources from 3CSN and the CCCCC’s PLN and hire a faculty professional development coordinator.

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)

West reviews Student Success Scorecard data and updates Institution Set Standards and the IEPI Framework of Indicators on an annual basis. The standards and targets are initially recommended by the Planning and Institutional Effectiveness Committee, based on historic trends, and approved through the participatory governance process by the College Council. Additionally, the college will be collecting, analyzing, and reporting CASAS data on English, ESL, and math skills improvement of adult education/noncredit students. This data will also track high school diploma awards, high school equivalency, certificate/degree completions 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)

The LACCD Dean of Student Success chairs the districtwide Student Success Initiative Committee, which meets monthly to coordinate student success and equity efforts. Colleges within the district serve as Professional Learning (PL) Hubs for the district. West is the PL Hub for basic skills English acceleration efforts. West English faculty assist other colleges as they develop their own acceleration efforts. West also provides training in pedagogical strategies for district faculty who are accelerating their English basic skills sequence. The LACCD Deans of Adult Education meet monthly to address access, basic skills improvement, noncredit SSSP, equity issues related to underserved populations.

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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.

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:

Integrated Plan Executive Summary

West Los Angeles College has been actively involved in planning efforts that attempt to address gaps in achievement for at-risk and underrepresented students. During the academic year of 2013-2014, faculty, staff, administrators, and students completed a final draft of the educational master plan. Within that plan, equity goals and objectives were developed to address the achievement gaps for students who are most at risk. To generate proposals and ideas from across the college, the equity workgroup hosted an Equity Summit in late October of 2015, enjoying widespread participation from across the college. To address issues with access, equity and student completion, the college changed the charge and committee structure of the former Enrollment Management Committee and created the Student Access, Equity and Completion (SEAC) Committee. The creation of SEAC provided a shared governance structure in which all campus constituencies have an opportunity to provide feedback on the development of the plans for two relatively new categorical programs: the Student Success and Support Program (SS&SP) and the Student Equity Plan. A student equity workgroup was formed in the fall of 2014 to develop a new student equity plan that incorporated new goals and activities to help at-risk populations of students and to provide ongoing evaluation of the implementation of the student equity goals and activities outlined in the plan.

Student Equity Goals
Access—Improve access to instructional programs and services for males. Assess any disproportionate impact on access for foster youth and veterans.

A. Course Completion—Improve course completion rates for African American and Hispanic/Latino students, veterans and foster youth.

B. Basic Skills and ESL Completion
   a. English: Increase the number of African American students who complete the basic skills sequence in English and enroll in transfer level English course.
   b. Math: Increase the numbers of African American students who complete the basic skills sequence in math and enroll in transfer level math courses.
   c. ESL: Increase the number of African American, male and low-income students who complete basic skills ESL course and enroll in a transfer-level ESL or English
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

course.

C. Degree and Certificate Completion-Increase the number of African American and low-income students who earn degrees and certificates as indicated by their intended educational goals and programs of study.

D. Transfer-Increase the number of African American, Hispanic/Latino, Low-income and DSPS students who transfer as indicated by their educational goals and programs of study.

Activities the college will undertake to achieve these goals

A. Access

Activities: 1) Expanded Outreach efforts at high schools which include on-boarding activities
2) Additional Veteran support, counseling and career services
3) First and Second Year Experience/LA College Promise
4) Student Equity Coordination and Research
5) Financial aid and high school/admissions liaison support to inform and support students

B. Course Completion

Activities: 1) Black Scholars/Project Learn
2) Additional Veteran support, counseling and career services
3) Expanded Puente program support
4) Foster Youth academic support activities
5) Achieving the Dream activities to provide students targeted support
6) Focused Inquiry Groups (FIGs) and Supplemental Instruction
   (English, Math, Biology, Chemistry, Sociology and Psychology) and ESL mentors
7) Instructional Support Services (Tutoring)
8) HLRC Access (Writing Lab)
9) First and Second Year Experience/LA College Promise classroom based activities
10) DSPS expanded services
11) Academic counseling in Student Support Services and CalWORKs
12) Student Athlete academic support services
13) Guided Pathways creation and implementation

C. Basic Skills and ESL Completion

a. English:

Activities: 1) Achieving the Dream classroom based strategies
   2) Focused Inquiry Groups (FIGs) and Supplemental Instruction
   3) Instructional Support Services (Tutoring)
   4) Writing Lab
   5) Student Equity coordination and research support
   6) Student Athlete academic support services
   7) Professional Development

b. Math:

Activities: 1) Achieving the Dream classroom based strategies
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2) Focused Inquiry Groups (FIGs) and Supplemental Instruction
3) Instructional Support Services (Tutoring)
4) Student Equity coordination and research support
5) Student Athlete academic support services
6) Professional Development

C. ESL:
Activities: 1) Achieving the Dream classroom based strategies
2) Focused Inquiry Groups (FIGs) and Supplemental Instruction
3) Instructional Support Services (Tutoring)
4) Writing Lab
5) Student Equity coordination and research support
6) Student Athlete academic support services
7) Professional Development

D. Degree and Certificate Completion
Activities: 1) Achieving the Dream classroom based strategies
2) Focused Inquiry Groups (FIGs) and Supplemental Instruction
3) Instructional Support Services (Tutoring)
4) Writing Lab
5) One College one book first year student activities
6) Pathways TV Film curriculum development
7) Student Research Poster Showcase
8) POPP Program activities encouraging completion
9) DSPS expanded program activities and adaptive technologies
10) Equity Coordination and Research support
11) Child Development Center enhancement and collaboration
12) Guided pathways creation and implementation
13) Student Athlete academic support services including transfer counseling
14) Academic counseling in Student Support Services and CalWorks
15) EOPS/CARE Transition program activities

E. Transfer
Activities: 1) College transfer and career fair activities targeting Hispanic, foster youth and veterans.
2) Puente student campus tours to four-year colleges and universities
3) Black Scholars campus tours to four-year colleges and universities
4) Targeted transfer counseling support to prepare students for transfer
5) Increased transfer publicity and outreach efforts at the college and high schools
   6) Targeted DSPS completion rate activities
   7) Guided Pathways
   8) Student Equity coordination and research support
   9) EOPS/CARE Transition program activities
  10) Foster Youth activities
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

**Student Equity Expenditures by Object Code**

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<tr>
<th>Expenditure</th>
<th>Object Code</th>
<th>Year 2014-15</th>
<th>Year 2015-16</th>
<th>Year 2016-17</th>
</tr>
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<tbody>
<tr>
<td>1000</td>
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<td>736,651</td>
<td>667,276</td>
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<tr>
<td>2000</td>
<td>60,203</td>
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<td>5000</td>
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<td>1,651,484</td>
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**Assessment of the progress made in achieving the identified goals from prior year plans**

A. Access: Improve access to instructional programs and services for males. Assess any disproportionate impact on access for foster youth and veterans.

**Assessment of progress:** In 2013-14, we had a male student participation rate of 40.5% in instructional programs compared to a 59.5% participation rate for female students. We experienced an increase of about 1.5 percentage points in participation in instructional programs among males in 2014-15. In 2015-16, the overall percentage participation declined by 1% but the overall number of male students participating in instructional programs increased by 514 students when compared to the 2013-14 numbers. In 2016-17, we experienced an overall decline in percentage to 40.2% but the overall number of male students participating in academic programs increased by 878 male students when compared to 2013-14. We will continue to work to improve our male student participation rate in academic programs.

B. Course Completion: Improve course completion rates for African American and Hispanic/Latino students, veterans and foster youth.

**Assessment of progress:** In the Fall of 2014, the course completion rates for African American students was 56.5%, 61.6% for Hispanic/Latino students and 51.6% for Foster Youth. The West Los Angeles College course completion rate was 62.7%. The African American, Hispanic, and Foster Youth course success rates fell below the college rate by 6%, 1%, and 11%, respectively. The difference between the overall college course successful completion rate in Fall 2014 and Fall 2016 is less than one percentage point. Given this extremely small difference, the trend over the past three years in the overall course success rate has been increasing in each of the past Fall terms. Hispanic/Latino students’ successful course completion rate increased by 1.3 percentage points between Fall 2014 and Fall 2016. Since the increase for this group was higher than the overall college increase (0.8 percentage points), the gap in successfully completing credit courses between Hispanic/Latino students and the college average decreased. For both of the other
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

groups, African Americans and Foster Youth, the successful course completion rate fell between Fall 2014 and Fall 2016, which means the gap between these groups and the college average in this metric increased over that period.
We will continue to work to improve our course completion rates for African American, Hispanic/Latino and foster youth.

C. Basic Skills and ESL Completion

a. English: Increase the number of African American students who complete the basic skills sequence in English and enroll in transfer level English course.

**Assessment of progress:** The basic skills completion rate in English for African American students who started two levels below college level English and made it to college level was 12.3% compared to the college rate of 17.1% for the 2013-2015 cohort. The basic skills completion rate in English during 2015-2017 for the African American student cohort was 21.6% compared to the college rate of 25.1% college average. When comparing both cohorts, 2013-2015 and 2015-2017, we see a reduction of the equity gap from about 5% to about 3.5%. We will continue to work to improve the basic skills English completion rate.

b. Math: Increase the numbers of African American students who complete the basic skills sequence in math and enroll in transfer level math courses.

**Assessment of progress:** The basic skills completion rate in math for African American students who started two levels below college level math and made it to college level math was 5.10% compared to the college rate of 8.90% for the 2013-2015 cohort. The basic skills completion rate in math during 2015-2017 for the African American student cohort was 18% compared to the college rate of 17.20%. When comparing both cohorts, 2013-2015 and 2015-2017, we see an increase of about 13 percentage points in the basic skills math completion rate and a reduction of the equity gap from about 4% to .8%.

c. ESL: Increase the number of African American, male and low income students who complete basic skills ESL course and enroll in a transfer-level ESL or English course.

**Assessment of progress:** The ESL completion rate in ESL for African American students who progressed through ESL to make it to the college level was 8.3% compared to the college rate of 21.2% for the 2013-2014 scorecard year. The ESL completion rate for the 2015-16 scorecard year was 20.8% compared to the college rate of 24.5%. When comparing both cohorts we see an increase of about 12 percentage points in the ESL completion rate and a reduction of the equity gap. We will continue to work to improve the basic skills ESL completion rate.

D. Degree and Certificate Completion-Increase the number of African American and low income students who earn degrees and certificates as indicated by their intended educational goals and programs of study.

**Assessment of progress:** For the three most recent CCCCCO Scorecard cohorts tracked for six
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

years, the rate at which first-time, degree, certificate, or transfer-seeking students have earned a degree or certificate within those six years has fluctuated: going down for the cohort starting in 2009-2010 when compared to the previous cohort, and returning to 2008-2009 cohort levels with the 2010-2011 cohort. Degree/Certificate completion rates for African American students in these cohorts so followed the pattern of the college overall that the gap between African American students and the college average remained essentially unchanged (improved by 0.3 percentage points). Alternateley, when compared to the college average, the dip in 2009-2010 was less severe and the bounce back in 2010-2011 was stronger for students categorized as economically disadvantaged, resulting in the relatively small gap between subgroup and overall rates to evaporate.

E. Transfer-Increase the number of African American, Hispanic/Latino, Low-income and DSPS students who transfer as indicated by their educational goals and programs of study.

Assessment of progress: For the three most recent CCCCO Scorecard cohorts tracked for six years, the rate at which first-time, degree, certificate, or transfer-seeking students transferred decreased for the 2009-2010 cohort when compared to the 2008-2009 cohort, and stayed flat for the 2010-2011 cohort. For African American students and students categorized as economically disadvantaged, transfer rates fell notably for the 2009-2010 cohort and marginally increased—nowhere close to the 2008-2009 rate—for the 2010-2011 cohort. Hispanic/Latino students’ transfer rates showed the same dip-then-rise pattern, but within a much more restricted range such that the transfer rate of the 2010-2011 cohort (22.1%) was not dramatically lower than the 2008-2009 cohort’s rate (23.2%). For DSPS-identified students, however, the transfer rate decreased for each cohort.

The effects on the gaps of these subgroup rates compared to the overall college transfer rate varied. While the 2008-2009 cohort saw a higher transfer rate for African American students than the college overall, the presence of a gap for the 2009-10 and 2010-2011 cohorts seems to signal a decline. The gap in transfer rates for DSPS-identified students was wide for the 2008-2009 cohort (-11.2 percentage points) and remains wide in the most recent cohort (-10.6 percentage points for the 2010-2011 cohort). Meanwhile, the gaps between the college overall transfer rate and the rate for students categorized as economically disadvantaged and also for Hispanic/Latino students declined over the past three cohorts.

Point of Contact:

For additional information, contact Dr. Roberto Gonzalez, Vice President of Student Services, West Los Angeles at Gonzalo@wlac.edu or (310) 287-4248.

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

The West LA team could use the following assistance to close achievement gaps:
- Data
- Clarity on alignment
- Information on reporting on the integrated plan
- Funding allocation model
- Connection between the data sources and what we are trying to assess
- Modify scorecard to provide more useful data
- Sharing of best practices
- Regional meetings for coordinators
- Assistance with integration of non-credit SSSP
- Data visualization/access to state data
- Check accuracy of West CB21 coding of English, math and ESL to ensure data is uploaded and reported accurately

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. Roberto Gonzalez
Title: Vice President of Student Services
Email Address: gonzalo@wlac.edu
Phone: (310) 287-4248

Alternate Point of Contact:
Name: Aracely Aguiar
Title: Vice President of Academic Affairs
Email Address: AguiarA@wlac.edu
Phone: (310) 287-4238

Part III – Approval and Signature Page

College: West Los Angeles College  District: Los Angeles 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
### 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

California Community College Chancellor’s Office.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>James M. Limbaugh, PhD.</td>
<td>Chancellor/President</td>
<td>10.25.17</td>
<td><a href="mailto:Limbaum@wlac.edu">Limbaum@wlac.edu</a></td>
</tr>
<tr>
<td>Jeanette Gordon</td>
<td>Chief Business Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ara Aguiar</td>
<td>Chief Instructional Officer</td>
<td></td>
<td><a href="mailto:AguiarA@wlac.edu">AguiarA@wlac.edu</a></td>
</tr>
<tr>
<td>Roberto Gonzalez</td>
<td>Chief Student Services Officer</td>
<td>10.25.17</td>
<td><a href="mailto:Gonzalo@wlac.edu">Gonzalo@wlac.edu</a></td>
</tr>
<tr>
<td>Holly Bailey-Hofmann</td>
<td>President, Academic Senate</td>
<td>10.25.17</td>
<td><a href="mailto:BaileyHH@wlac.edu">BaileyHH@wlac.edu</a></td>
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## 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.

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<th>Object Code</th>
<th>Category</th>
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<th>Student Equity</th>
<th>Credit SSSP - Match</th>
<th>Noncredit SSSP</th>
<th>Noncredit SSSP - Match</th>
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**BSI, SE, & SSSP Budget Total**: $2,908,194

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