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
## 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 10414</th>
<th>Student Equity 10433</th>
<th>Non-Credit SSSP 10428</th>
<th>Credit SSSP 10430</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>$404,877</td>
<td>$1,903,725</td>
<td>$367,745</td>
<td>$2,474,128</td>
<td>$5,150,475</td>
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<tr>
<td>East</td>
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<td>$3,141,822</td>
<td>$358,848</td>
<td>$5,995,423</td>
<td>$10,266,413</td>
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<tr>
<td>Harbor</td>
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<td>$1,225,589</td>
<td>$15,490</td>
<td>$1,552,037</td>
<td>$3,008,710</td>
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<tr>
<td>Mission</td>
<td>$357,848</td>
<td>$1,279,962</td>
<td>$86,068</td>
<td>$1,441,857</td>
<td>$3,165,735</td>
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<tr>
<td>Pierce</td>
<td>$444,343</td>
<td>$2,036,448</td>
<td>$0</td>
<td>$2,786,046</td>
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<tr>
<td>Southwest</td>
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<td>$1,363,246</td>
<td>$188,976</td>
<td>$1,304,613</td>
<td>$3,053,144</td>
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<tr>
<td>Trade-Tech</td>
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<td>$2,071,111</td>
<td>$287,476</td>
<td>$3,123,881</td>
<td>$5,748,778</td>
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<tr>
<td>Valley</td>
<td>$373,836</td>
<td>$1,939,551</td>
<td>$119,669</td>
<td>$2,481,436</td>
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<tr>
<td>West</td>
<td>$190,128</td>
<td>$1,516,754</td>
<td>$7,149</td>
<td>$2,259,032</td>
<td>$3,973,063</td>
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<tr>
<td>Total</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>

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*Integrated Plan Resources*
## 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>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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Note:** The table above outlines integrated activities and their corresponding components and goals across all nine colleges for the LA College Promise initiative. The goals focus on increasing placement and completion of transfer level English and math courses, completion of required courses for educational goals, and enhancing student equity and support for disproportionately impacted groups. The measurable outcome areas include access, transfer, ESL/basic skills, and overall student success.
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

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*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
- Providing more intentional professional development for administration, faculty, staff, and students. Including noncredit faculty.
- Increase peer tutoring across the campus and include provide 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 Kozeracki, 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 Academic Affairs, & Ara Aguiar, Vice President of Academic Affairs, West Los Angeles College