



2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **January 31, 2018**
- The 2017-2019 Integrated Plan will cover two years. The budget plan will reflect the 2017-2018 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 2017-2019 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:



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- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you ***have accomplished during the 2015-2016 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 2015-2016 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Program	Goal	Progress
SSSP.1	Provide Assessment to 7,000 students. The target population was determined by examining the number of students served with assessment during the 2012-2013 year, over 6,000.	During 2015-2016 the college assessed 7,239 students (105%). During 2016-2017 the college assessed 7,424 students (106%).
SSSP.2	Provide Orientation to 7,000 students. The target population was determined by examining the number of students served with orientation during the 2012-2013 year, over 6,000.	During 2015-2016 the college provided orientation to 6,538 students (93%). During 2016-2017 the college provided orientation to 7,919 students (113 %).
SSSP.3	Provide counseling services to 19,000 students. The target population of 19,000 students was determined by examining the number of students eligible to receive services in 2012-2013, over 18,000 unduplicated.	During the 2015-2016 year the college provided counseling services to 21,660 students (114%). During 2016-2017 the college provided counseling services to 20,877 students (110%)
SSSP.4	Reduce the number of students who are undecided about a course of study from the base number in 2012-2013 of 8141.	During the 2015-2016 year the number of students without a course of study was 1,906. The number for 2016-2017 was 1,172. This represents a decrease of 38%.
SSSP.5	Provide follow up services to 11,000 students. The target population was determined by examining the number of students enrolled in basic skills, undecided about a course of study, and on probation or dismissal during 2012-2013 and 2013-2014. The number of students who declared a course of study increased greatly during the 2013-2014 years and the SSSP Committee wanted to take this into consideration when determining a target population.	During the 2016-2017 year the college provided 25,563 follow-up services (232%). This number includes basic skills presentations, study skills workshops, career interest assessments, orientations to special programs, probation/dismissal contacts, and additional planning services.



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SE.1	Increase access to the <i>I Will Complete College</i> initiative by 2% per year through 2018-2019.	In fall 2015, Student Equity (SE) supported the launch of the IWCC with support for the three full-time Completion Specialists. 364 students participated in year one. The initiative increased enrollment by 14% in year two (N = 415) providing coaching services to a diverse group of students (72% Latino, 17% White, 4% two or more races, 2% Asian, 2% Black). Sixty-nine percent of the year two cohort were BOGW eligible and 74% enrolled full-time in their first term.
SE.2	Increase matriculation from area high schools of historically underrepresented student populations through exposure to on-campus summer programs.	Area high school students' participation was supported by SE in a summer performing arts program in 2016 and, while matriculation from area schools has increased, a direct correlation cannot be assumed. Additionally, Student Equity has provided support to the Extended Opportunity Programs and Services (EOP&S) summer bridge program including textbooks and transportation for university visits.
SE.3	Increase overall course completion rates by 6% among Foster Youth by 2020.	SE provided funding to the Foster Youth Center to cover several needs ranging from textbooks to nutrition to tutoring. Despite the additional supports, data show that overall course completion rates for foster youth have declined from fall 2013 (55%) to fall 2016 (44%).
SE.4	Increase overall course completion rates among African-American students by 2% per year.	Data show that overall course completion rates among African American students declined from 61% in fall 2013 to 58% in fall 2016.
SE.5	Enhance current services and faculty development opportunities to contribute to course completion.	<p>Adjunct faculty (2015-2016, N= 27 (math); 2016-17, N=31 (math) and 15 (English) received sustained, on-campus professional development and mentoring from two master instructors supported by SE. Surveys indicated adjuncts increased their range of pedagogical strategies, were better able to engage students in the classroom and illustrate key topics and material.</p> <p>SE supported full- and part-time faculty attendance at relevant meetings and conferences including, but not limited to: CA Acceleration Project Institutes, Growth Mindset, A2MEND, RP Group, etc.</p> <p>SE supported on-campus speakers for Convocation</p>



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		<p>and Flex days with a focus on equity; an equity speaker series attended by faculty, students and staff was held during 2015-2016; and the IWCC Completion Specialists participated in a series of mentor trainings with LifeBound.</p> <p>Additional services supported by SE to increase course completion included: a textbook lending library and extended library hours; direct support to the Foster Youth center; specialized technology and supplies for student use in class; support for extended hours in mental health counseling; supplies for the food bank; leadership for the Veterans Center; support to Associated Students of Citrus College (ASCC); additional support in the campus tutoring center including College Reading and Learning Association (CRLA) tutor training; supplies for Disabled Students Programs and Services (DSP&S); and assistance for Early Alert.</p>
SE.6	Develop and implement accelerated sequences in Basic Skills courses.	<p>The basic skills math sequence was accelerated in a two-step process and early data show improved outcomes (~74% success rate). Non-STEM majors can now complete basic skills requirements with a single course (MATH 25), move to college level MATH 140 and complete the transfer sequence with statistics (MATH 165) as opposed to a 3-course basic skills sequence previously in place at the college. SE supported seven math faculty to attend the CA Acceleration Project Summer Institute, and four to attend the winter Institute.</p>
SE.7	Increase Basic Skills completion by 2% per year for Hispanic, African-American and DSP&S students.	<p>The Basic Skills Math progression rate for African American students dropped by 8.7% (from 22.6% to 13.9%).</p> <p>The progression rate for Hispanic students increased slightly from 28.6% to 29.1%.</p> <p>The rate for DSPS students increased substantially by 12.4% (from 18.4% to 30.8%).</p> <p>The Basic Skills English progression rate for African American students dropped by 9.1% (from 30.6% to 21.5%).</p>



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		<p>The progression rate for Hispanic students increased slightly from 38.0% to 39.3%.</p> <p>The rate for DSPS students increased considerably by 9.4% (from 30.7% to 40.1%).</p>
SE.8	Increase course completion by 2% for credit ESL courses.	With enhanced services provided, in part, through SE funding, progression rates for basic skills ESL courses increased from 44% to 62% (source: Scorecard).
SE.9	Develop summer college preparatory program to prepare incoming students that place in English 098/099 and/or Math 020/029.	The 2017 EOPS Summer Bridge program enrolled seven students who are members of disproportionately impacted groups in MATH 25, a new course that combines arithmetic and pre-algebra in an accelerated format. SE supported the students with textbooks and provided funds for busses for university tours.
SE.10	Increase degree and certificate completion by 2% per year for Hispanic and African-American students.	<p>Degree and certificate completion by Hispanic and African American students in the 2007-2008 cohort increased as follows:</p> <ul style="list-style-type: none"> • African American students – 36% to 47% • Hispanic students – 39% to 46%
SE.11	Increase exposure to transfer options for disproportionately impacted populations.	<p>In 2015-2016, Student Equity supported university visits to 11 Southern California campuses serving 202 students and two visits specifically for 55 EOPS students. Additional funds were allocated to support a Northern California college tour for 20 students of whom the majority were members of disproportionately impacted groups.</p> <p>In 2016-2017, SE funds supported three university visits for students as well as two visits serving 46 EOP&S students, of which a majority were members of disproportionately impacted groups.</p>
SE.12	Increase Transfer Center awareness through staff development and training.	SE supported professional development for the Transfer Center counselor and assistant in 2016 as well as for a career counselor. The counseling team sponsored 11 trainings for Student Services and Counseling staff throughout the 2016-2017 year. Topics included curriculum updates, transfer admission guarantees, updates from academic programs, University of California (UC) and California State University (CSU) applications, Degree Works, Associate Degrees for Transfer (ADT) degrees, and evaluating transcripts.



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SE.13	Increase the number of contacts by 2% in the Transfer Center.	The Transfer Center recorded 2,124 contacts for 2015-2016 and 2,930 contacts for 2016-2017; this is a 1.37% increase from the prior year.
BSI.1	The progression rate for credit basic skills English courses will increase by 1% annually over the Student Success Scorecard baseline data based on the 2007-2008 cohort.	BSI funds supported embedded tutors, support in the Writing Center and, additional tutoring in the Learning Center. Data for the 2007-2008 cohort shows that the progression rate in credit basic skills English increased from 43.2% to 52.5% in 2014.
BSI.2	The progression rate for credit basic skills math courses will increase by 1% annually over the Student Success Scorecard baseline data based on the 2007-2008 cohort.	Data for the 2007-2008 cohort shows that the progression rate in credit basic skills math courses increased from 30.4% to 34.2% in 2014.
BSI.3	The progression rate for basic skills English as a Second Language (ESL) courses will increase by 1% annually over the Student Success Scorecard baseline data based on the 2007-2008 cohort.	Data for the 2007-2008 cohort shows that the progression rate in credit English as a Second Language (ESL) increased from 43.8% to 61.7% in 2014.

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

Coordinated and complementary approaches from the three programs ensured progress towards prior goals. In part, this can be attributed to collaboration by program leadership and faculty and, overall campus coordination. Though not initially required, Citrus College has consistently taken this kind of integrated approach to allocating SSSP, SE and BSI funds. Changing ground rules for allocating SE funds slowed progress in some areas and personnel changes have played a part in slowing progress towards some of the early SE activities.



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- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-2019 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase access to the <i>I Will Complete College (IWCC) initiative by 2% per year through 2018-2019.</i>	Provide assessment, orientation, and abbreviated SEPs for 100% of the students in the cohort.	Provide Completion Specialists to mentor students who participate in the IWCC initiative.	Provide embedded tutors in ENGL 098 and MATH 020. Increase academic support available through the Learning Center, Writing Center and Math Success Center.

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 SSSP Committee implemented a pilot program for the Multiple Measures Assessment Program (MMAP) in spring 2017. The study included 654 Early Decision students from five district high schools. The pilot study found that 49% of students received a higher math placement and 40% of the students received a higher English placement than students placed with Accuplacer alone. The cohort included students from disproportionately impacted groups including 471 Hispanic (72%) and 16 African American (2.5%) students. Reducing the number of basic skills courses for these students will help address achievement gaps.



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FUTURE PLANS

Questions 3-8 address the 2017-2019 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills. Complete the table on the next page. Add rows as needed to list all five goals.



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	Activities in each program that serve the goal			
GOAL 1:	SSSP	Student Equity	BSI	Goal Area
<p><i>Increase fall to fall persistence for first-time students.</i> (SP Obs. 5, 6)</p>	<p>Provide counseling to special populations/ disciplines including:</p> <ul style="list-style-type: none"> • Athletes • CTE • DSP&S • Financial Aid • Fine and Visual Arts • Foster Youth • Honors • I Will Complete College (IWCC) • Noncredit • Nursing • Transfer • STEM • Veterans 	<p>Provide mentoring for students in Student Equity groups to navigate post-secondary education through the IWCC Initiative.</p> <p>Provide targeted financial aid advising to students in Student Equity groups to ensure they maximize available resources.</p> <p>Reduce financial barriers for students in Student Equity groups to accessing and remaining enrolled at Citrus College through the development of a college promise program.</p> <p>Provide professional development focused on increased student engagement and teaching and learning.</p>	<p>Provide counseling presentations in basic skills courses.</p> <p>Provide intentional counseling to students referred by Basic Skills faculty.</p> <p>Identify or develop resources related to college study habits and college success for faculty use in class and on Canvas.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Comp <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other
Goal 2:	SSSP	Student Equity	BSI	Goal Area
<p><i>Increase the percentage of first-time students who successfully complete a Basic Skills sequence which may include:</i></p> <ul style="list-style-type: none"> • Credit or non-credit ESL; • Basic Skills English and a college level course in their 	<p>Provide counseling presentations to students enrolled in credit and non-credit ESL and credit English basic skills courses each fall and spring.</p> <p>Provide a one-on-one counseling appointment for each student enrolled in noncredit ESL and assist students to complete a Student Educational Plan.</p>	<p>Provide tutoring and formalized study groups through the Learning Center, Math Success Center and STEM Center.</p> <p>Pilot new data collection software in academic support centers and review data following each term. Conduct focus group interviews as indicated to better understand Equity group student needs.</p>	<p>Expand embedded writing tutors to English 099 classes.</p> <p>Pilot the redesigned Basic Skills math sequence.</p> <p>Provide embedded tutors in MATH 25 and MATH 140 classes.</p> <p>Develop and adapt the new MATH 25 Open Educational Resource</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Comp <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other



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<p><i>first year of attendance;</i> ● <i>Basic Skills mathematics and a college level course in their first year of attendance.</i> (SP Obs. 1,2,3,4)</p>	<p>Review and assess the current Early Alert System to increase usage by faculty.</p>		<p>and related online homework module.</p>	
Goal 3:	SSSP	Student Equity	BSI	Goal Area
<p><i>Increase degree and certificate completion.</i> (SP Obs. 7, 8, 10, 11)</p>	<p>Track students from DI groups in the MMAP study and assist students to create a Student Educational Plan that leads to a certificate or AA degree.</p>	<p>Utilize data analytics to identify members of Student Equity groups who are nearing completion and proactively assist students to satisfy remaining requirements and submit graduation application.</p> <p>Assess certificate and degree completion by content area and by Student Equity group and provide division dean(s) with findings.</p> <p>Facilitate campus discussions leading to a timeline for development and implementation of guided pathways.</p>	<p>Monitor students' progress through Basic Skills sequences and provide follow-up services to students who need assistance to get back on track.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Comp <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other
Goal 4:	SSSP	Student Equity	BSI	Goal Area
<p><i>Increase the rate at which students are transfer prepared within 3 and 4 years of initial enrollment.</i> (SP Obs. 9, 12)</p>	<p>Implement the Degree Works audit and electronic Student Educational Plan fall 2017.</p> <p>Provide SSSP funding for counselors to assist</p>	<p>Increase academic support for key transfer-required course.</p> <p>Provide targeted financial aid advising to ensure students in Student Equity groups access the Cal Grant</p>	<p>Monitor students' progress through Basic Skills sequences and identify students who need follow-up services to help get back on track.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Comp <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other



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	students in creating transfer related SEPs. Increase the percentage of ADT degrees awarded.	Transfer Entitlement program. Facilitate campus discussions leading to a timeline for development and implementation of guided pathways.		
Goal 5:	SSSP	Student Equity	BSI	Goal Area
<i>Evaluate the Multiple Measures Assessment (MMA) Pilot Study and develop an implementation plan.</i>	Support staff development related to implementing MMA.	Assess changing academic support needs of Student Equity groups based on MMA placements and realign academic support services as needed.	Provide information on follow-up counseling/SEP development and Early Alert services to students in Basic Skills and ESL classes.	<ul style="list-style-type: none"> ■ Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Comp <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> 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)

The college set the foundation to accomplish integration in multiple ways. College executives, including the Vice President of Student Services and the Vice President of Academic Affairs, meet weekly to shape the direction of the campus. The two Vice Presidents also meet regularly to coordinate activities and ensure that programs meet the needs of student services and instruction, alike. Guidance for program managers, who are direct reports to the corresponding Vice President, is provided during monthly or bi-monthly meetings.

Over the past several years, separate advisory committees comprised of faculty, staff, students and administrators have been convened to provide guidance to the SSSP, SE, and BSI programs. In part, these committees helped to ensure programs provided complementary services and met campus goals and objectives. Beginning in fall 2017, the three individual advisory committees will be merged into a single Integrated Programs Advisory Committee (IPAC) to strengthen campus integration of the three programs and assure momentum and collaboration. Each of the three programs will have workgroups that report back to the IPAC. The IPAC Advisory Committee will meet a minimum of four times per year (twice in fall term and twice in spring term) with additional meetings scheduled as needed.



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The goals in this plan have been aligned with the college Strategic Plan and Enrollment Management Plan. As such, considerable focus will be dedicated to ensuring successful integration and goal achievement. The district has an Annual Implementation Plan for Strategic Plan goals and objectives which are assessed and reported to the Board of Trustees twice annually. This additional layer of accountability will engage the larger campus community in monitoring the success of activities outlined in the Integrated Plan.

Moreover, the college will continue to coordinate the integrated programs with other equity-related categorical programs including Veterans, Foster Youth, DSPS, EOPS and TRiO and, the IPAC committee will have representation from each of the categorical programs to strengthen this coordination.

- 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 programs at Citrus College serve students in high school credit recovery programs at district high schools, English as a second language learners, and students interested in a certificate in heating and air conditioning.

Students in noncredit ESL courses may earn a certificate of competency in beginning, intermediate, or advanced ESL. Students who began the program prior to fall 2016 must complete 65% of the program to earn the certificate. Students who began taking courses during fall 2016 or later receive a "P" (pass) in all course requirements in order to be eligible for a certificate.

The noncredit Heating, Ventilation, and Air Conditioning (HVAC) certificate includes four required classes and two electives.

Noncredit counselors provide one-on-one counseling, campus tours, referral to credit programs, and community services. In addition, counselors assist students with career exploration, resume writing, and interview skills. The counseling team includes an experienced academic/career counselor liaison from credit counseling to assist students transitioning to credit and the world of work.

During the 2015-2016 year, the program served over 2,140 students.

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

In spring 2017, a professional development survey was administered to campus instructors, both full-time and adjunct. Organized around the *Community College Survey for Student Engagement* (CCSSE) benchmark areas and its underlying research on student engagement, survey outcomes will inform professional development planning and offerings for 2017-2018 and 2018-2019 with a focus on equity, increased student engagement, and student success.

Additionally, ongoing professional development focused on the Multiple Measures Assessment Project will ensure both instructional and counseling faculty have learning opportunities which lead to improved student success.



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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 Integrated Plan Executive Committee will meet a minimum of four times/year with Institutional Research to review data and evaluate progress towards meeting the five integrated goals and all other program goals. The measurable objectives, outlined below, provide a guide to measuring the expected change:

Integrated Goal	Measurable Objective(s)
1	1.1 Increase fall-to-spring persistence rate of first-time freshmen by 2% per year above the Fall 2015 cohort (baseline 82%). 1.2 Increase the fall-to-fall persistence rate of first-time freshmen by 2% per year above the fall 2015 cohort (baseline 64%). (SP Ob. 6)
2	2.1 Increase the course completion rate in basic skills math, English, and credit ESL by 2% per year (SP Ob. 1) 2.2 Increase the progression rate through basic skills math, English, and credit ESL and completion of a college level course in math or English by 2% per year above 2017 Student Success Scorecard baseline data. 2.3 Increase the pass rate in noncredit ESL above 2016-2017 baseline. (SP Ob. 2) 2.4 Increase the overall course completion rate of African Americans, Hispanics, DSP&S and Foster Youth groups by 2% per year as compared to baseline numbers from 2015-2016. (SP Ob 4)
3	3.1 Increase degree completion by 1% per year as compared to 2015-2016 baseline numbers (N=1360). (SP Ob. 10) 3.2 Increase certificate completion by 1% per year as compared to 2015-2016 baseline numbers (N=1324). (SP Ob. 11) 3.3 Increase degree and certificate completion of disproportionately impacted groups by 2% per year as compared to 2015-2016 baseline numbers. (SP Ob. 8)
4	4.1 Increase the number of students who are transfer prepared in three years by 2% per year. (SP Ob. 9) 4.2 Increase the number of students who are transfer prepared in four years by 3% per year. (SP Ob. 9)
5	5.1 Evaluate the MMAP project by conducting a throughput study (number of students who complete a gateway course) during fall 2017. 5.2 Expand the number of high school districts from three to five that participate in CalPASS reporting of high school transcripts allowing greater participation in the MMAP project by spring 2018. 5.3 Provide a MMAP placement for every incoming freshman with high school transcripts on file during Early Decision spring 2018.

Findings will be reported to the Integrated Programs Advisory Committee for discussion and feedback.



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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)

N/A

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 information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

<http://www.citruscollege.edu/academics/sep/Pages/default.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 district will continue to appreciate:

- Information and workshops on research-based approaches to serving specific disproportionately-impacted groups;
- Webinars and workshops on implementing and evaluating components of AB 705 including accelerated English and math sequences/co-requisite models and, multiple measures assessment;
- Workshops on data visualization; and
- Support for opportunities to collaborate with other colleges of similar size and needs.



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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 Martha McDonald, Ed.D.
Title Vice President, Student Services
Email Address mmcdonald@citruscollege.edu
Phone 626-914-8532

Alternate Point of Contact:

Name Arvid Spor, Ed.D.
Title Vice President, Academic Affairs
Email Address aspor@citruscollege.edu
Phone 626-914-8881



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Part III – Approval and Signature Page

College: Citrus College District: Citrus Community College District

January 16, 2018

Board of Trustees Approval Date: _____

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

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Chancellor/President Date Email Address

Claudette E Dain *1/18/18* cdain@citruscollege.edu

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