



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.



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Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

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

In addition, the following data should inform your planning:

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



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

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

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

BSI Goals and Progress

Goal	Progress
<p>BSI Goal – English (District Goal 1 and 3): The successful progression rate of students from two levels below transfer in English to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate. (This goal may change during 2017 – 2018 year, as the structure and student population of ENGL 828 has changed.)</p>	<p>Activity #1: Supplemental Learning Assistance program for ENGL 828 that provides embedded tutors and additional required academic support each week.</p> <ul style="list-style-type: none"> • The SLA program will support the Fall 2017 section of ENGL 828 that has a co-requisite of enrollment in LSKL 828. <ul style="list-style-type: none"> - The SLA Leader will be a part-time, permanent Instructional Aide II that also provides tutoring support in the Writing, Reading, and Language and ESOL labs. • The SLA program will now be overseen by the Learning Center rather than the SI Coordinator due to the program’s inclusion of an embedded-tutoring model within the classroom. • The Learning Disability Specialist in Skyline College’s Disability Resource Center will also be teaching a DSKL 828 course for Fall 2017. <ul style="list-style-type: none"> - While this course is not a mandatory co-requisite, this course will provide additional writing support to students who may struggle greatly in ENGL 828 due to previous experiences, potential learning difficulties, etc.



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	<p>Additional Activities and Objectives:</p> <ul style="list-style-type: none">• Spring 2017 served as an opportunity to brainstorm how to best support ENGL 828 in future semesters.• The ENGL subcommittee has reviewed and discussed:<ul style="list-style-type: none">- Multiple measures consistently placing more students in ENGL courses at 1-level below transfer and at transfer level.- As a result, enrollment in ENGL 828 has decreased from a headcount of 255 student in Fall 2012 to 50 in Fall 2016. Moreover, the most significant decrease in enrollment in ENGL 828 has occurred over the last two years. Most students in ENGL 828 are those with a learning difficulty or lack necessary reading and writing skills to do well in ENGL 846 and above.- Data trends of student performance enrolled in a SLA-supported ENGL 828 course vs. those without.• The ENGL subcommittee plans to revisit the committee's long-term goal, due to the impact multiple measures and acceleration has had on ENGL 828's enrollment since 2014-2015.<ul style="list-style-type: none">- In collaboration with the Dean of Language Arts, the goal may be revised to include or focus on persistence from 2-levels below transfer to one-level below transfer.• The ENGL subcommittee has also brainstormed other activities to assist with students progressing from ENGL 828 to ENGL 846.<ul style="list-style-type: none">- The subcommittee has invited the Basic Skills Retention Specialist to discuss how they can provide additional support for these students, including use of TLC services, attending relevant workshops, etc.
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	<ul style="list-style-type: none"> - We discussed informing the ENGL 828 students that they have a full support team consisting of their professor, SLA leader, DRC Learning Specialist, and Basic Skills Retention Specialist. - We also discussed opportunities for collaboration between the SLA program and the DRC so these sections can have a more cohesive experience.
<p>BSI Goal – Math (District Goal 1 and 3): The successful progression rate of students from three levels below transfer in math to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate</p>	<p>Activity #2: Supplemental Learning Assistance program for MATH 811 that provides embedded tutors and additional required academic support each week.</p> <ul style="list-style-type: none"> • The CSI Math Subcommittee developed a survey for students enrolled in Math 811. The survey was conducted during Spring 2017. The survey examined student demographics and the mindset of the student population concerning math. We also interviewed faculty members that teach basic skills courses math to try to capture a full picture. The results have been compiled and the analysis will be conducted in Fall 2017.
<p>BSI Goal – ESOL (District Goal 1 and 3): The successful progression rate of students from one or two levels below in ESOL to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.</p>	<p>Activity #3: Provide embedded tutoring in ESOL Basic Skills courses</p> <ul style="list-style-type: none"> • The ESOL department gave input on what they were looking for in embedded tutors and communicated this to the Learning Center leadership. • The Learning Center leadership also advertised and were able to recruit 1-2 embedded tutors for the fall 2017 • Training of embedded tutors and meetings between ESOL instructors and tutors will take place soon • Embedded tutors will begin Fall 2017 (most likely with ESOL 830 and 840)



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	<p>Activity #4: Support ESOL Registration Days each semester to assist students with proper placement, orientation and registration.</p> <ul style="list-style-type: none"> • The BSI funds continue to support ESOL Reg Day each semester •
<p>BSI Goal – Reading Apprenticeship (RA; District Goal 1 and 3): RA will assist in achieving Goals in Math, English and ESOL:</p> <p>A. The successful progression rate of students from three levels below transfer in math to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.</p> <p>B. Long-term goal: The successful progression rate of students from two levels below transfer in English to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015</p>	<p>Activity #6: Professional Development focused on the integration of Reading Apprenticeship into the Learning Center in support of Basic Skills tutors and into Basic Skills instruction by faculty in English, Math and ESOL.</p> <ul style="list-style-type: none"> • We met to discuss how to most effectively expand Reading Apprenticeship across the disciplines. • We need to continue thinking of ways to more effectively market Reading Apprenticeship to achieve greater buy-in with faculty; one approach would be to market with a focus on metacognition and equity. • We will discuss ways in which Reading Apprenticeship can be organized around disciplines and/or specific courses. • We will develop a plan to do outreach at Division meetings to find interested faculty early Fall 2017 semester. • Upon finding interested faculty, we will need to support faculty from various disciplines, including basic skills, taking the 6 week Reading Apprenticeship course. Professional development funds from the College and/or BSI will be needed to help faculty pay for the cost of the course.



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<p>rate.</p> <p>C. Long-term goal: The successful progression rate of students from one or two levels below in ESOL to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.</p>	
<p>Student Equity Plan Goal: Access – (District Goal 1 & 2) To improve access for target populations (Black/African American, Hispanic/Latino and Veterans) identified in the college research as experiencing disproportionate impact. .</p>	<p>Activity: Initiated outreach initiatives to engage the disproportionately impacted African American and Latino student populations. We host the Brothers and Sisters Conference and the Raza Conference to introduce these populations to pre-college experiences. Our campus has a Veterans Resource Center dedicated to serving that population.</p>
<p>Student Equity Plan Goal: Course Completion (District Goal 1) To improve course completion for target populations (Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, Current/Former Foster Youth) identified in the college research as experiencing disproportionate impact.</p>	<p>Activity: Skyline College established a Guardian Scholars Program to meet the needs of our Current/Former Foster youth population. The program has a retention specialist committed to working with students and faculty to eliminate barriers to student success. Operational reports have been created in SAP Business Objects (Skyline College’s primary data reporting and analytics tool) to support the program, including a term-based course enrollment changes report.</p>
<p>Student Equity Plan Goal:</p>	



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<p>ESL & Basic Skills Completion (District Goal 1) To improve ESL and basic skills completion for target populations (Black/African-American, Hispanic/Latino, Current/Former foster youth, Veterans) identified in the college research as experiencing disproportionate impact.</p>	
<p>Student Equity Plan Goal: Improve Degree and Certificate Completion (District Goal 1) The goal is to improve degree and certificate completion for target populations (Black/African American, Veterans, Current/Former foster youth) identified in the college research as experiencing a disproportionate impact.</p>	<p>Activity: Skyline College established a Guardian Scholars Program to meet the needs of our Current/Former Foster youth population. The program has a retention specialist committed to working with students and faculty to eliminate barriers to student success.</p>
<p>Student Equity Plan Goal: Improve Transfer (District Goal 1) The goal is to improve transfer for the target populations (Current/Former foster youth, Filipino, Hispanic/Latino and Native Hawaiian/Pacific Islander) identified as experiencing a disproportionate impact.</p>	<p>In addition to meeting general data requests from the campus Transfer Center (related to student outreach), an applicant outreach report has also been created in SAP Business Objects (Skyline College’s primary data reporting and analytics tool) to support the Transfer Center in tailoring outreach to applicants who identify transfer as an area of interest in the Needs & Interest section of CCCApply. The report is available now, and will be implemented for Spring 2018 applicants.</p>
<p>SSSP Goal – Orientation:</p>	<p>- The online orientation was designed to</p>



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<p>Increase accessibility to College Orientation (District Goal 1 and 3)</p>	<p>provide 24/7 access for students.</p> <ul style="list-style-type: none"> - We have increased the number of in person orientations by over 30% since 2014-15 with regularly scheduled evening and Saturday orientations to accommodate working and evening students. - Launched a “Counselor Liaison Program” with all feeder high schools. A counselor serves as point of contact for high schools but also facilitate orientation, multiple measures, and counseling (abbreviated SEP) at the high school campuses.
<p>SSSP Goal – Orientation Update orientation content that provides a foundation for student success in addition to the required Title V and Title IX topics. (District Goal 1)</p>	<ul style="list-style-type: none"> - Finalized modifications of content of in-person orientation that are interactive and relevant to student experiences that increases engagement with the orientation. - Added information about Multiple measures, Comprehensive SEP’s and information pertinent to undeclared students and the next steps they are to take. - We added process to identify undeclared students and students that are ready for Comprehensive SEPs during the orientation and then refer them accordingly.
<p>SSSP Goal – Assessment Implement Multiple Measures to scale to accurately place all students in Math & English courses (District Goal 1, 2, and 3)</p>	<ul style="list-style-type: none"> - We are now in full scale implementation of multiple measures which includes high school gpa, previous performance in English and Math courses, non-cognitive factors, and assessments. - Developed evaluation plan in collaboration with RP Group to measure effectiveness of multiple measures implementation with intent of making modifications as needed based on results. - Developed proper forms, tracking systems in banner and SARS, and addressed training needs with both Counseling and assessment staff
<p>SSSP Goal – Assessment Increase assessment</p>	<ul style="list-style-type: none"> - Finalized hiring a FT permanent classified staff member dedicated to assessment



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<p>staffing to support the increase in processing of multiple measures forms and for evaluation purposes. (District Goal 4)</p>	<p style="text-align: center;">center</p> <ul style="list-style-type: none"> - Added a short-term PT classified staff member dedicated to assessment.
<p>SSSP Goal – Counseling Increase integration of SSSP core services to facilitate the process ranging from orientation to counseling (District Goal 1, 2, and 3)</p>	<ul style="list-style-type: none"> - Implemented “streamlined core services” that provided students opportunity to complete all core services in one day. These were primarily scheduled for Saturdays with occasional weekdays. - Launched a “Counselor Liaison Program” with all feeder high schools. A counselor serves as point of contact for high schools but also facilitate orientation, multiple measures, and counseling (abbreviated SEP) at the high school campuses. - Developed new SSSP checklist sent to all new students with SSSP related goal that clarifies steps. - Integrated and intentional process of supporting undeclared students and students in need of comprehensive SEP as part of the experience all new students have at Skyline College.
<p>SSSP Goal – Counseling Increase E-counseling availability for students (District Goal 1, 3, and 4)</p>	<ul style="list-style-type: none"> - Added dedicated online counseling hours that resulted in the highest number of counseling hours dedicated to online counseling at Skyline College - Researched online counseling technology platforms with goal of 2018 implementation. As new technology platform phases in additional online counseling hours will be allocated
<p>SSSP Goal – Counseling Improve Degree Audit capacity so that students are fully aware of coursework completed and coursework remaining to meet educational goal. (District</p>	<ul style="list-style-type: none"> - Hired 3 additional degree auditors district wide. The impact of improving capacity resulted in wait times of 6 months to now 6 weeks for transcript evaluations.



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Goal 4)	
<p>SSSP Goal – Counseling Increase percentage of students with comprehensive student educational plans. (District Goal 1, 3, and 4)</p>	<ul style="list-style-type: none"> - Developed process to monitor all new incoming students that have SSSP related goals to identify which students are still in need of comprehensive SEP. Proactively reaching out to these students to provide them the Counseling support to develop SEP. - Fully integrated process with goal of having every student complete Comprehensive SEP as part of their experience at Skyline College which includes identifying students ready for C-SEP during orientation, monitoring all new students still in need of C-SEP, and tied to eligibility for certain priority groups pertaining to priority registration - Emphasis on C-SEP has been aligned with all categorical programs, learning communities, and our Promise Scholars Program. - Meta-majors and guided pathways are being developed with the premise that all students will need C-SEP which will serve as their individualized guided pathway. - Exploring how instructional and counseling faculty can work together differently to increase C-SEP’s for all students. - Continued research on different approaches campuses are taking in increasing SEP’s.
<p>SSSP Goal – Counseling Provide intentional support for undeclared students to be able to declare a major and develop a comprehensive SEP. (District Goal 1, 3, and 4)</p>	<ul style="list-style-type: none"> - Initial launch of the “Explorers Program” which includes identifying undeclared students at orientation, undeclared students assigned to specific Counselors, and the monitoring of these students declaring a major and developing a Comprehensive SEP. - A focus on undeclared students has been integrated in the college redesign that involves instructional and counseling



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	<p>faculty exploring how to work together differently across the entire campus to support undeclared students. These enhancements have a goal of fall 2018 implementation.</p>
<p>SSSP Goal – Counseling Increase dedicated support for students on academic/progress probation (District Goal 1 and 4)</p>	<ul style="list-style-type: none"> - Hired FT counselor dedicated on supporting students on academic/progress probation. - Research innovative approaches in supporting students on probation and developed timeline for enhanced support services to be implemented fall 2018. - An operational report in SAP Business Objects (Skyline College’s primary data reporting and analytics tool) is being drafted for roll out beginning in Spring 2018 to support counselor tasked with supporting students on academic probation.
<p>SSSP Goal – Counseling Provide dedicated Counseling support for Basic Skills students to increase student success rates. (District Goal 1, 2, 3, and 4)</p>	<ul style="list-style-type: none"> - Assigned dedicated counseling support for English, ESOL, and Math Basic Skills sections. - Implemented math assessment (ALEKS) designed to identify remediation needs that then provides focused practice in these identified areas. This provides students opportunity to address remediation needs and improve their initial placement. - Implemented Summer Scholars 5-week Institute designed for students placing in basic skills to get them ready for college level math and English in their 1st fall semester. Over 95% of the 180 students participating have placed in transfer level English and Math after program participation.
<p>SSSP Goal - Professional Development (District Goal 1)</p>	<ul style="list-style-type: none"> - Provided professional development designed to increase intentionality in how we support students, counseling pedagogy, and refining the outcomes we seek to



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	<p>achieve when working with students. Professional development has implications on program development, educational planning, and counseling practice.</p>
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- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

We attribute the College’s overall success to a commitment to eliminate barriers to student success by undertaking college redesign. Key measures include adopting enhanced multiple measures, guided pathways, a Promise Scholars Program, incorporating best practices in pedagogy and equity, and innovative student services. Many of these measures are in the early stages of implementation, and as such, it is too early to determine the effectiveness and impact on student success.

- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<p>ESOL (District Goal 1 and 3): The successful progression rate of students from one or two levels below in ESOL to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.</p>	<p><i>Provide dedicated counseling support for ESOL students.</i></p> <p><i>Provide tailored orientation and extended assessment services for ESOL students.</i></p>	<p><i>Provide supplemental instruction (SI) for ESOL courses.</i></p>	<p><i>Provide embedded tutoring in ESOL Basic Skills courses.</i></p> <p><i>Support ESOL Registration Days each semester to assist students with proper placement, orientation and registration.</i></p>



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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

The 2015-16 academic year marked the launch of the Summer Scholars Institute and the Promise Scholarship Program. Although we have just finished year 1 of the implementation there are early promising indicators on the implications for student success.

The Summer Scholars Institute is an intensive 5-week program with the focus of accelerating and getting students prepared for transfer level English and Math while also addressing college adjustment for recent graduating high school students. A total of 58 students enrolled in the program in the inaugural cohort with **57 out of 58 (98%) placing into transfer level Math and 56 out of 58 (96%) placing into transfer level English**. For some of the students that represented an advancement of 2-3 math levels. The following are additional promising results:

- ❖ **57 of 58 (98.2%)** CRER 137 summer course success rate
- ❖ **57 of 58 (98.2%)** students registered for Fall classes
- ❖ **57 of 58 (98.2%)** completed student education plan over the summer

All of the Summer Scholars students that registered for the fall semester were streamlined into the Promise Scholarship Program. The Promise Scholarship Program provides wrap around services including financial support and intense dedicated support services that facilitate student success. In the 16-17 academic year a total of 139 students enrolled in the program. Program participants had all student fees covered, access to lending library where they were able to secure their required textbooks, dedicated counseling support, and connected to existing resources. In the first semester of implementation, the students obtained a **96% fall to spring persistence rate** (comparison to 52% for all students & 80% for FT students).

In the Summer of 2017 the Summer Scholars Institute grew to 120 students and in the Fall of 2017 the Promise Scholars Program grew to 262 students with the goal of enrolling 500 students in the Fall of 2018. We will continue to evaluate the success of the 16-17 cohort and soon will be evaluating the 17-18 cohort and will make modifications as needed.



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FUTURE PLANS

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

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

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

Complete the table on the next page. Add rows as needed to list all five goals.



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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<i>To increase the completion rates of current /former foster youth. (District Goal 1 and 4)</i>	<p><i>Provide dedicated counseling support for foster youth students.</i></p> <p><i>Provide funding support for Retention Specialist dedicated to foster youth students</i></p>	<p><i>Provided funding for Program Services Coordinator and Retention Specialist to address issues of current/former foster youth</i></p>		<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____
<i>Increase persistence and completion rates for disproportionately impacted groups. (District Goal 1, 2, and 4)</i>	<p><i>Launch the Promise Scholars Program which includes dedicated counseling support and intentional career development benchmarks.</i></p>	<p><i>Equity provided funding for Summer Scholars Institute which is the feeder program for Promise Scholars Program.</i></p>		<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____
<i>ESOL (District Goal 1 and 3): The successful progression rate of students from one or two levels below in ESOL to successful completion of the course one level below transfer will</i>	<p><i>Provide dedicated counseling support for ESOL students.</i></p> <p><i>Provide tailored orientation and extended assessment services for ESOL students.</i></p>	<p><i>Provide supplemental instruction (SI) for ESOL courses.</i></p>	<p><i>Provide embedded tutoring in ESOL Basic Skills courses.</i></p> <p><i>Support ESOL Registration Days each semester to assist students with proper placement, orientation and registration.</i></p>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____



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<p>increase 5% by 2019-2020 over the 2014-2015 rate.</p>				
<p>English (District Goal 1 and 3): The successful progression rate of students from two levels below transfer in English to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.</p>	<p>Dedicated counseling support for students in particular English basic skills sections.</p> <p>Launch Summer Scholars 5 week Institute designed for students placing in basic skills Math and English to get them ready for college level math and English.</p>		<p>Supplemental Learning Assistance program for ENGL 828 that provides embedded tutors and additional required academic support each week.</p>	<p><input type="checkbox"/> Access</p> <p><input type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>
<p>Math (District Goal 1 and 3): The successful progression rate of students from three levels below transfer in math to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate</p>	<p>Launch Summer Scholars 5 week Institute designed for students placing in basic skills Math and English to get them ready for college level math and English.</p>		<p>Supplemental Learning Assistance program for MATH 811 that provides embedded tutors and additional required academic support each week.</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>

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



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will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

Skyline College has three key committees that address the areas of Basic Skills Instruction (BSI), Student Services and Success Programs (SSSP) and the Student Equity Plan (SEP). Our BSI, SSSP and SEED committees oversee the coordination of the various student equity-related/categorically-based programs. Skyline College will ensure that the chairs of these committees will meet a minimum of twice a semester to coordinate, monitor and assess the integration of matriculation, instruction and student support.

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

We will develop two new professional development programs using new technology to improve learning. These technologies are Bluepulse and lecture capture. Blue Pulse is “a live formative feedback platform that gauges student sentiment, understanding, and progress to drive success” and provides analytic options that support instructors’ ability to make sense of the feedback and formative assessment data received and act upon to improve/inform teaching and meet students where they are. Lecture capture is the audio and video recording of lectures. Universities and Colleges have increased their interest in lecture capture in face-face courses to increase student learning and ultimately, retention.

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)

Baseline measures have been set for a variety of SSSP-SE-BSI goals. Data will be collected using a combination of existing technology, including banner, SARS, and the data warehouse (with support from our office of Planning, Research and Institutional Effectiveness). These measures will be evaluated annually to measure progress toward meeting established goals. Goal standards will be evaluated every academic year.

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)

We have many district-wide efforts that have implications on SSSP, Equity, and BSI



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implementation. Examples of this include the “Summer Initiatives Summit” and the “Promise Program” meetings where faculty, staff, and administrators come together to learn from each other and highlight best practices.

There is also a district-wide Enrollment Services Committee that is comprised of representatives from all 3 colleges in the district that provides feedback on the integrated plan. This committee provides feedback on drafts of the plan, reviews pertinent data and best practices, and will culminate in presentations of finalized integrated plan from each college.

Moreover, each college will go through their respective Participatory Governance structures to collect feedback from faculty, staff, students, and administrators culminating in presentation to the District Board of Trustees.

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://skylinecollege.edu/collegesuccessinitiative/assets/documents/resources/SkylineCollege_StudentEquityPlan.pdf

11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

The Chancellor’s Office can provide support in the form of webinars, workshops, and site visits that are geared toward promoting best practices in teaching, learning, and counseling that will help us achieve our goals. It is important that these areas of support are from recognized leaders in Community Colleges that draw upon successful practices from around the country (and take into account the effect of demographics). The Chancellor’s Office can



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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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