



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.

Goal	Progress
Student Success & Support Program	
Development and implementation of technology solutions to improve counseling and education planning.	<p>The college has implemented EAB Navigate and expanded this recently to be available for all students. The platform is evolving into Navigate 2.0 in summer/fall 2017 which will include an enhanced student experience with text/email notifications, an advisor dashboard, and an early alert system. During the past year, the platform was expanded to be available to all students. This involved developing new configurations for returning students and targeted populations. The students have a dynamic path that is tailored to their individual status as a new or returning student. The college has also implemented the use of Financial Aid TV, College Lingo, and a new Online Orientation. Financial Aid TV is available to all students through the college website. It is also required for some students who are granted a financial aid appeal as part of their Student Success Contract. College Lingo is available to students, staff, and faculty and has been used to further develop student support services workshops for students who are at risk.</p> <p>The new online orientation was developed with participation from students, faculty, and staff and recently launched in summer 2017. This new online orientation is a much more robust and interactive experience for both new and returning students. In addition to the new orientation, the college worked with the same vendor to develop instructional videos for students. These instructional videos</p>



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	<p>were designed to support students through some of the more difficult processes at the college. These videos are embedded within the online orientation but are also housed outside of the orientation on the college website and used in class presentations.</p> <p>The college continues to use SARS for scheduling but the SARS Alert function has been unreliable and we are in the process of building Navigate 2.0 to use as our early alert system.</p> <p>In 2015-16, the implementation of online counseling was reinstated successfully. The counseling department developed an online intake form to streamline the intake process. Students are now able to complete education planning with counselors in an online format.</p> <p>The number of students completing abbreviated education plans increased by 5% from 2014-15 to 2015-16 but the number of students completing comprehensive education plans decreased by 3% overall in these years. Again, data on completion of core services vary from site to site. Some of our sites have increased the completion numbers of both abbreviated and comprehensive education plans while others have decreased. Counseling services had an increase in 2015-16 from 51% to 60% and then decreased in 2017-18 back to 49%. Counseling statistics vary by location with the Eastern Sierra College Center and Cerro Coso Online increasing the number of students completing these services.</p>
<p>Hiring of staff to increase service delivery, improve student support services, and increase core service delivery.</p>	<p>The college hired a number of positions including the Director of Counseling and SSSP, a full-time Counselor (IWV), Educational Advisor (ESCC), Alternative Media Specialist, and multiple adjunct counselors. The number of students receiving services has increased overall and the number of students fully matriculating has increased by 7% from 2014-15. These services vary by location and overall the number of students fully matriculating remains low at 32%.</p> <p>Momentum has been building with our new staffing,</p>



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	<p>initiatives, and activities. However, some of the challenges remain due to our large online and part-time population and diverse demographics. Follow-up services have increased from 11% in 2014-15 to 38% in 2016-17. Orientation increased as well but by a smaller percentage from 46% in 2014-15 to 56% in 2016-17. It is expected that the number of students completing orientation will increase with the implementation of our new and improved online orientation and platform.</p> <p>Overall, the completion of core services has decreased during 2016-17. The matriculation data varies from site to site but in general the numbers of students completing orientation, counseling, and education planning have decreased with the exception of services for students at a distance. Another exception to this is that the number of students completing the assessment process has increased across all sites. There are several strategies that will be put in place to increase core service completion among students at on-ground campuses. In addition, we will continue to provide services for students at a distance so that our improved efforts in those areas continue. These strategies include:</p> <ul style="list-style-type: none"> • Increase interaction with students regarding missing core services at multiple points of contact (e.g. using SARS to alert and advise students, use of Navigate, reminders during appointments, etc.) • Expand Class to Career presentations to more classrooms • Expand partnerships with faculty and academic departments to promote core service completion • Work with IR to verify accuracy of MIS data reporting, collection, and evaluation procedures are accurate and consistent • Provide training to staff on data reporting and collection
<p>Development of outreach and in-reach activities and materials to engage students in completion of orientation, assessment, counseling, and education planning.</p>	<p>A Faculty Guide to SSSP was developed to engage faculty in the completion of core services. In addition to this guide, other outreach materials (e.g. flyers, brochures) were developed for students to assist in the completion of core services. The college also developed workshops to present</p>



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	<p>in the classroom to increase the completion of core services; in particular, the long-term education plan. This includes the Class to Career presentations which are provided to student’s on-campus and online. The Class to Career videos are currently being revised and improved to supplement in-class presentations and for online classes. The counseling department also conducts presentations in Basic Skills classes in which we go over all of the core services, resources available to the students, and the importance of education plans. At the end of each semester, student workers and other staff have been conducting phone calls and other outreach to connect with students who have not completed all of the core services. We are going to work with our newly developed Institutional Research department to evaluate data from these recent activities.</p> <p>The counseling department has also been inviting academic departments to attend counseling staff meetings in an effort to improve communication, partnerships, and the completion of core services. This has helped with some academic departments adopting strategies within the classroom to complete services such as the long-term education plan which is a benefit to both the non-instructional and instructional sides of the college.</p> <p>The counseling department has increased outreach and in-reach activities to both new and existing students throughout the past couple years; including those students identified as disproportionately impacted. Activities have included mobile counseling (advising where the students are at such as the library, classrooms), open houses, increased outreach to the high schools and middle schools, targeted outreach activities to veterans, career exploration day, parent nights, and much more. The department will continue these activities and add more to target additional populations and equity gap groups.</p>
<p>Improvement of assessment preparation process and use of multiple measures to improve appropriate placement.</p>	<p>Cerro Coso has implemented the use of multiple measures to be aligned with the research and recommendations from the Multiple Measures Assessment Project (MMAP). In order to maximize placement and adhere to existing</p>



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	<p>research protocols, the college has aligned the assessment and placement process to the recommendations from the Multiple Measures Assessment Project (MMAP). Using these recommendations, the Counseling, Math, and English departments developed a Multiple Measures Guide. The college began collecting data to track placements in spring 2017 and will be working with our Institutional Researcher to begin evaluating that data.</p> <p>The college was an early participant in the statewide Common Assessment Initiative. In addition to the use of multiple measures to improve and maximize student placement, a focus on assessment preparation was fully implemented in 2015. Students are highly encouraged to prepare for the Accuplacer ahead of taking the test and giving preparation materials to assist them. The overall culture at the college has shifted to one of ensuring students spending time preparing and refreshing their skills before taking the placement exam. The college also adjusted the branching profile within Accuplacer after review of data. Through test preparation, the use of multiple measures, and the changes to the branching profile, the college has been able to maximize student placement in courses.</p> <p>The number of students completing the assessment process has increased from 46% of students in 2014-15 to 63% of students in 2016-17. The college has been collecting data on the use of multiple measures and subsequent placements since spring 2017. The counseling department will be working with the Institutional Research department to evaluate this data.</p>
<p>Expansion of services for students at a distance.</p>	<p>In 2015-16, the implementation of online counseling was reinstated successfully. The counseling department developed an online intake form to streamline the intake process. Students are now able to complete education planning with counselors in an online format. In addition to counseling services, we have been able to develop and provide workshops for students at a distance as well. These are provided through Comevo, Financial Aid TV, and College Lingo.</p>



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	<p>While we have had an online orientation for years, the new online orientation (developed and hosted by Advantage Design Group) is much more advanced in its functionality than the one we had from Comevo. We are looking to move some of our other online workshops to this platform as well as it is much more dynamic, appealing to students, and user-friendly. Services at a distance within the counseling department are to be further expanded through the implementation of Cranium Café and developing our existing presentations such as Class to Career in the student learning system, Canvas.</p> <p>It is noted that assessment, orientation, counseling, and education planning services have all increased for students at a distance. For students that we serve at a distance, from 2014-15 to 2016-17, the completion of assessment increased from 22% to 35%; completion of orientation increased from 30% to 49%; completion of counseling increased from 32% to 40%; and completion of an education plan increased from 16% to 29%. The college has been working diligently on how best to serve students who cannot access one of our campuses easily and developing strategies that work for distance education.</p>
<p>Develop services at the various sites so that services for students are provided equitably.</p>	<p>Cerro Coso serves a large area in terms of distance and each of the sites has different populations of students, staff, and faculty. As a college, we work hard to ensure that all sites are receiving equitable services by providing appropriate oversight, staffing, and resources. The college also ensures there is representation from all sites throughout our various committee structures. The college hired staff for the counseling department to expand services at specific locations. This included hiring an Educational Advisor at ESCC who serves our Bishop and Mammoth campuses. Due to an increase growth in our population of students at East Kern, we also expanded the hours of the both the Counselor and Educational Advisor at those sites. The East Kern sites serve a large dual enrollment population and also serve students in the Cal City and Tehachapi prisons. The Director of Counseling & SSSP provides training and support to the counseling staff at all the sites. Regular staff meetings and</p>



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	<p>trainings are provided via ITV and in-person when possible. The Director of Counseling & SSSP ensures that counseling staff and faculty are trained in a uniform manner but also provides individualized training so they are able to offer services that may be unique to the site.</p>
<p>Implementation of policy and institutional changes</p>	<p>The goal of restricting registration by core service component has not been fully implemented. While students are limited to priority registration and this period has been expanded, the college has not been able to restrict registration by core service component due to district-wide enrollment management issues. The college has only been able to restrict core service registration for specific populations of students. This has been problematic for Cerro Coso as priority registration is not sufficient incentive for our students to complete core services. These strategies continue to be discussed district-wide.</p>
<p>Student Equity</p>	
<p>Improve access for the following target populations identified in the college research as experiencing a disproportionate impact: Males, African American, American Indian</p>	<p>The college has also been working diligently on addressing the access gap with Male students. An Educational Advisor was hired to create outreach events, activities and resources specifically for the veteran population. Some of the events included the Military and Veteran College Night, and the Veteran Stand Down Resource Fair. Resources created included the Veteran Resource Area, where veterans can find information on the resources available to them at the college and the community. A referral system has also been created to connect veterans with free resources such as one on one mental health counseling, as well as a veteran support group for PTSD. Outreach activities include monthly presentations at Fleet and Family on the China Lake Naval Base where information on educational opportunities at Cerro Coso can be provided to active duty service members, and at the Ridgecrest Advisory Council and the local chapter of Veterans of Foreign Wars.</p> <p>Inmate education has also grown exponentially as courses are now offered at the California Correctional Institution in addition to the California City Correctional Facility, which are both all-male correctional facilities. These students are supported by equity funds with textbook reserves, motivational speakers, and properly trained faculty who</p>



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have attended various inmate education professional development opportunities such as the National Conference on Higher Education in Prison.

A new degree and certificate was also created to appeal to the Male population in our service areas. The Cyber Security program officially launched in the Fall 2017 semester.

The college has put on several events and activities of interest to the African American student and community population. These included on campus events such as the “Hidden Figures Movie Night”, “Core Ensemble: Ain’t I a Woman”, and hosting of Odell Bizzell to name a few. These activities brought in members of the community and motivated students to seek out more activities for the African American population on campus.

Work has also been done to create a program focused on improving student success rates and enticing more African American students to attend Cerro Coso. The application process to implement the Umoja Program at the IWV site was started in late December. The application was approved in late February and we have since begun the process of building the program to launch in the fall 2017 semester. Six faculty members were selected from various subjects to be the core members of the program. These faculty members attended the Umoja Summer Learning Institute to learn how to “umojify” their courses. Since launch, we have 20 Umoja students who are involved in the program and are expecting to grow more next year.

Our ESCC Bishop enrollment is 15% American Indian. With that being said, there has been a large effort to work more with the Owens Valley Career Development Center (OVCDC) to have a larger presence on campus. Since the OVCDC works directly with the majority of the American Indian population in town, this made it easier to get students more involved on campus. Several outreach events have been offered to increase the rates of American Indian attendance. These include: Inyo County 5th and 8th Grade College and Career Day at ESCC’s Bishop campus, Financial Aid



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	<p>workshops at Mammoth High School, Native American Education Summit (co-sponsored by the Bishop Paiute Tribe), the College & Career Motivational Day at the Bishop Indian Education Center, and the College Knowledge Bootcamp for Inyo County Native American 6th – 9th Graders.</p>
<p>Improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact: African American, foster youth, and Pacific Islander.</p>	<p>In the spring 2015 semester, several faculty and staff members took part in two inquiry groups. These were Supporting Students over 40, and Supporting Minority Students. The results from these inquiry groups were used to come up with strategies to better support and serve these populations and was presented at the fall 2016 Faculty Flex Day.</p> <p>Several professional development opportunities were held for educating faculty and staff about the RP Group Student Support (Re)Defined research. There were round table discussions at the Fall 2016 Flex Day, the Fall 2016 Adjunct Professional Development Day was dedicated to the six success factors from the research, and several inquiry groups in Spring 2017 were dedicated to coming up with strategies to incorporate the connected, directed and focused success factors inside and outside of the classroom.</p> <p>In fall 2015, equity funding was utilized to purchase 90 reserve texts at IWV. That semester, we had 223 checkouts. In 2016, we purchased 92 textbooks and expanded their use to our sites. That year, we had 978 checkouts at IWV, 50 at ESCC, and 118 at KRV. In 2017, we have purchased 304 textbooks for all of our sites. As expected, reserve textbook usage has significantly increased every year. Our current reporting system has a substantial gap that impedes our ability to collect and disaggregate student data on text reserve usage. Our Horizon database doesn't archive checkouts due to patron privacy. We will be working with our newly created Institutional Research Department to build an internal system to be able to track equity population usage data.</p> <p>In the fall 2016 semester, math and writing labs were expanded to what we considered to be full-scale, 59.5 hours</p>



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	<p>per week of faculty coverage across Cerro Coso’s sites. This increase in access resulted in lab visits increasing from 1181 in the 2015-16 year to 2035 in 2016-17.</p>
<p>Improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact: African American, American Indian, and low-income students.</p>	<p>One of our goals to increase basic skills completion was to increase the amount of students participating in the EOPS program. EOPS numbers increased by 47% from 15/16 to 16/17. This significant increase can be likely be attributed to the EOPS program being offered at the California City Prison.</p> <p>One of the activities Cerro Coso offered to increase basic skills completion among American Indian students was a Lunch and Learn on “Native American Community College Students” presented by the Director of the ESCC. This workshop was provided to help faculty understand the American Indian students in their classroom and provided strategies to better assist them in their learning.</p> <p>In anticipation of a remodeled developmental education sequence, basic skills faculty in conjunction with English and math faculty have attended multiple professional development workshops and seminars aimed at the remodel of developmental education.</p> <p>In the Spring of 2017, math and English faculty attended the KCCD Basic Skills Summit to learn more about the issues with traditional remediation protocol, multiple measures placement, and co-requisite remediation models.</p> <p>In the summer of 2017, a team of English faculty attended a week-long training focused on co-requisite models for developmental English. Following the training, our English faculty have decided to develop co-requisite courses for both ENGL C070 and ENGL C101. ENGL C070 is on track to be active in the fall of 2018.</p> <p>During the fall 2017 semester, a team of math faculty attended a two-day workshop hosted by Cuyamaca Community College at El Camino Community College to</p>



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learn more about their model of co-requisite remediation and methods of teaching statistics. Following the workshop, the team decided to begin development of co-requisite courses for both MATH C050 (Elementary Algebra) and MATH C050 (Intermediate Algebra). These courses would eliminate the need for courses considered to be basic skills.

While the co-requisite courses were explored, math and writing labs were put in place in the fall 2015 semester as a strategy for supporting basic skills students. In the 2016-17 year, labs were brought to scale, offering 59.5 hours of availability to students across Cerro Coso campuses. In addition, one-to-one peer tutoring and drop in tutoring supported basic skills students.

The 2016-17 year of support from the LAC yielded the following results:

African American and American Indian Students who attended any Learning Assistance Center support program (peer tutoring, drop-tutoring, or math and writing labs).

These numbers represent 4 of the 13 students from these population groups who earned a grade in these courses within the academic year (6 of 14 students).

	Success	Fail
ENGLC040	100.00%	0.00%
MATHC040	50.00%	50.00%

General African American and American Indian Population (47 students)

	Success	Fail	Withdraw
ENGLC040	48.00%	24.00%	28.00%
MATHC040	50.00%	36.36%	13.64%

A similar result occurred with students who are considered to be **economically disadvantaged**. The population who attended Learning Assistance Center programs experienced the following success (49 students):

	Success	Fail	Withdraw
ENGLC040	51.72%	34.48%	13.79%
MATHC040	70.00%	25.00%	5.00%

Compared to the college-wide economically disadvantaged population (256 students)



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	success	Fail	Withdraw
ENGLC040	49.64%	33.81%	16.55%
MATHC040	55.56%	33.33%	11.11%

Another goal was to revise the assessment/placement process to ensure students were being accurately placed into the correct classes. In order to maximize placement and adhere to existing research protocols, the college has aligned the assessment and placement process to the recommendations from the Multiple Measures Assessment Project (MMAP). Using these recommendations, the Counseling, Math, and English departments developed a Multiple Measures Guide. The college began collecting data to track placements in spring 2017 and will be working with our Institutional Researcher to begin evaluating that data. The college also participated in the Common Assessment Initiative (CAI) and completed some pilot testing. With the discontinuation of CAI, our college will continue to utilize multiple measures and other state initiatives related to assessment.

Counselors go into Basic Skills classes every semester to present to students information regarding basic skills completion, education planning, transfer preparation, and career advancement. Instructional videos are also being developed to supplement in-person presentations and to offer students at a distance an option for gaining this information.

Our English and Library department applied for the Open Educational Resources (OER) AB 798 Grant in the Spring 2016 semester. We were awarded this \$22,000 grant in Fall 2016 and have until Spring 2018 to fully implement. Thus far, faculty saved students approximately \$9,700 from not having to purchase expensive textbooks. This figure should increase every semester due to the following policy and events taking place at Cerro Coso: Open Ed Week was an activity promoted by student government to allow students a chance to dialogue about how much money they spent on textbooks. It was created to give awareness to students and faculty about the OER resources available. Senate Bill SB 1359 is in the process of being implemented at Cerro Coso.



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	<p>It allows us to place an identifier on course descriptions stating that the course is an OER class and no textbooks need to be purchased. This will be attractive to students and will get more faculty on board. Textbook Heroes is a newsletter that goes out to students, staff and faculty and highlights the faculty who utilize OER and how much money they save their students in their classroom.</p>
<p>Improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact: American Indian, African American, and Males.</p>	<p>In the spring 2015 semester, several faculty and staff members took part in two inquiry groups. These were Supporting Students over 40, and Supporting Minority Students. The results from these inquiry groups were used to come up with strategies to better support and serve these populations and was presented at the Fall 2016 Faculty Flex Day.</p> <p>In fall 2016, EAB Navigate was made available to new students. The platform is focused on keeping students connected and persisting and provides an ongoing list of resources available to students. The platform has since been expanded to all students.</p> <p>The Peer Mentoring program has also been identified as a program that can increase degree and certificate completion rates with underrepresented students. Since its implementation in the Fall 2015 semester, it has increased the amount of mentees and contacts every semester. The peer mentors in the program meet with mentees and discuss various topics related to academics, personal and social life, and study skills. In addition to their mentoring meetings they assist with Access Program’s events, help out with in-reach and outreach activities, hold study halls for mentees and provide peer led workshops to Cerro Coso students.</p> <p>The college made a direct effort to expose students to 4-year universities and conferences as much as possible. Some of these trips included the Hispanic Association of Colleges and Universities (HACU) Conference in San Antonio, a Historically Black College and University (HBCU) Tour throughout Georgia, Alabama, and Florida, as well as several college tours local to Southern California, which included UC</p>



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Riverside, CSU San Bernardino, CSU Northridge, UC Los Angeles, Loyola Marymount University, and UC Santa Barbara.

Work has been done to create a program focused on improving degree and certificate completion for African American students at Cerro Coso. The application process to implement the Umoja Program at our IWV site was started in late December and approved in late February. We have since began the process of building the program to launch in the Fall 2017 semester. Six faculty members were selected from various subjects to be the core members of the program. These faculty members attended the Umoja Summer Learning Institute to learn how to “umojify” their courses.

The college has also implemented a pathway approach to all majors and programs. Through this process, the courses required to meet a program were mapped out on a semester by semester basis. The courses are arranged in a four-semester sequence so that students know in which order to take courses. This includes general education and English and math courses for degree programs. The college has committed to these pathways and has aligned the long term schedule accordingly. Students know for their program in which term each course is offered and the order in which they should be taking them. In addition, because Cerro Coso has a high degree of complexity offering numerous programs at up to five different campus locations, combined pathways have been drafted to reflect the long-term schedules at these campuses.

The ESCC site has partnered with the OVDC to have their counselors available for students on campus via office hours. This provides students with familiar staff to help map out what they need to do in order to graduate. The Native American Education Collaborative was also created which includes the OVDC, Bishop Paiute Tribe, Toiyabe Indian Health Project, Bishop Indian Education Center, and Cerro Coso Community College. This partnership offers students an abundance of resources to provide assistance with



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	<p>overcoming any obstacle that may hinder their progress on graduating. The collaboration between these organizations have had a significant effect on graduation rates with the American Indian population. Degree and certificate completion jumped from 6.7% in the 2012-2013 3-year cohort to 18.2% in the 2013-2014 3-year cohort.</p>
<p>Improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact: Low-income students, students with disabilities, African American, and American Indian.</p>	<p>Several activities were pushed to improve transfer rates for equity gap populations during the 15-16 school year. Faculty and staff were invited to conferences that pushed the importance of transfer for gap populations (Hispanic Association of Colleges and Universities (HACU), African American Education Network and Development (A2MEND), etc.). Students also had a chance to attend some of these as well as the opportunity to attend various local 4-year university tours and Historically Black College and University (HBCU) tours. Transfer workshops on campus were also ramped up and some were specifically catered to gap populations (HBCU Transfer Webinar).</p> <p>The college drastically increased the amount of 4-year universities tours and conferences as much as possible. Some of these trips included the Hispanic Association of Colleges and Universities (HACU) Conference in San Antonio which also included a tour of University of Texas San Antonio, the American Indian Conference in Palm Springs, a Historically Black College and University (HBCU) Tour throughout Georgia, Alabama, and Florida, as well as several college tours local to Southern California, which included UC Riverside, CSU San Bernardino, CSU Northridge, UC Los Angeles, Loyola Marymount University, and UC Santa Barbara. A college tour of the University of Nevada Reno was made specifically for the students from out ESCC sites as it is the closest 4-year university to their location. In addition to bringing students to university campuses, we also invite 4-year colleges to our campus for our annual College Day, where students can learn about the variety of programs being offered at the various institutions.</p> <p>The college has made an effort to increase resources to our students with disabilities in order to close their gap in transferring. Equity funds have been allocated to some of</p>



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	<p>these resources offered in the Disabled Student Programs and Services (DSPS). This includes the High Tech Center, which facilitates access to computer programs, software, and adaptive equipment providing equal educational opportunities to students with disabilities. In addition, alternative media is also available for students which provide alternative formats through Learning Ally, Bookshare, audible.com, and Project Gutenberg. DSPS counselors also provides resources to students in the community to assist with their educational goals.</p>																
Basic Skills Initiative																	
<p>Improve the percentage of credit students who attempted for the first time a course designated at "levels below transfer" in math and who successfully completed a college-level course in math within six years.</p>	<p>Looking at six-year cohorts, it is apparent Cerro Coso has not made improvements over the past four, six-year cohorts in math completion.</p> <p>2007-2008 – 26.7% 2008-2009 – 25.6% 2009-2010 – 27.6% 2010-2011 – 25.5%</p> <p>In fall 2015, writing labs were implemented as a basic skills strategy to take the place of Supplemental Instruction, which showed little evidence of success. The lab, up to now, also has not proven to be a strong draw for basic skills students. In the 2016-17 year, the writing lab only attracted math lab 165 visits from basic skills students. Due to reconfiguring of the data collection system (SARS) prior to the Spring 2017 semester, data prior to that date was lost; however, the remaining data does show that students who attended the labs were quite successful when compared to the entire college population.</p> <p>Students Attending the Math Lab</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e6f2ff;"> <th></th> <th>Success</th> <th>Fail</th> <th>Withdraw</th> </tr> </thead> <tbody> <tr> <td>MATHC040</td> <td>87.50%</td> <td>6.25%</td> <td>6.25%</td> </tr> </tbody> </table> <p>General College Math Basic Skills Population</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e6f2ff;"> <th></th> <th>Success</th> <th>Fail</th> <th>Withdraw</th> </tr> </thead> <tbody> <tr> <td>MATHC040</td> <td>59.72%</td> <td>29.38%</td> <td>10.90%</td> </tr> </tbody> </table> <p>In addition to this strategy, a team of math faculty have attended a 2-day workshop at El Camino College where Cuyamaca College presented the work they have done using co-requisite models. The compelling information spurred the departments exploration into the department's</p>		Success	Fail	Withdraw	MATHC040	87.50%	6.25%	6.25%		Success	Fail	Withdraw	MATHC040	59.72%	29.38%	10.90%
	Success	Fail	Withdraw														
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p>Improve the percentage of credit students who attempted for the first time a course designated at "levels below transfer" in English writing and who successfully completed a college-level course in English writing within six years.</p>	<p>Looking at six-year cohorts, it is apparent Cerro Coso has not made improvements over the past four, six-year cohorts in math completion.</p> <p>2007-2008 – 24.7% 2008-2009 – 25.4% 2009-2010 – 27.2% 2010-2011 – 25.6%</p> <p>In fall 2015, writing labs were implemented as a basic skills strategy to take the place of Supplemental Instruction, which showed little evidence of success. The lab, up to now, also has not proven to be a strong draw for basic skills students. In the 2016-17 year, the writing lab only attracted 106 visits from basic skills students. Due to reconfiguring of the data collection system (SARS) prior to the Spring 2017 semester, data prior to that date was lost; however, the remaining data does show that students who attended the labs were quite successful when compared to the entire college population and had a lower withdraw rate.</p> <p>Students Attending the Writing Lab</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1eef6;"> <th></th> <th>success</th> <th>Fail</th> <th>Withdraw</th> </tr> </thead> <tbody> <tr> <td>ENGLC040</td> <td>60.71%</td> <td>32.14%</td> <td>7.14%</td> </tr> </tbody> </table> <p>General College English Basic Skills Population</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1eef6;"> <th></th> <th>success</th> <th>Fail</th> <th>Withdraw</th> </tr> </thead> <tbody> <tr> <td>ENGLC040</td> <td>52.54%</td> <td>30.08%</td> <td>17.37%</td> </tr> </tbody> </table>		success	Fail	Withdraw	ENGLC040	60.71%	32.14%	7.14%		success	Fail	Withdraw	ENGLC040	52.54%	30.08%	17.37%
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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)

Increased staffing and resources along with developing guided pathways have assisted the college in improving a number of our student success outcomes. The distance between locations and varying demographics makes it challenging to ensure student success in the same manner at each site. Student services have to be tailored to meet the needs of each location which causes additional training needs and resource strain. For example, tutoring and math and writing labs may be more successful at one location versus another due to the varying dynamics of the site, ability to recruit tutors, and individualized student needs at those sites.

- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP,



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

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
<i>Improvement of assessment preparation process and use of multiple measures to improve appropriate placement.</i>	Provide assessment preparation materials and resources for all students. Implementation of the use of multiple measures aligned with the MMAP research.	Provide assessment preparation materials and ensure students in disproportionately impacted groups have equitable access to materials and resources.	Provide math and English writing labs. Use of multiple measures to reduce the number of students placing into basic skills classes.



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

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.

Cerro Coso has been working with a number of initiatives and activities that all fall under a Guided Pathways strategy. With Achieving the Dream and the implementation of Navigate, the college embarked three years ago on an evaluation of the student experience, from first point of contact through to goal completion. One of the first steps in this process was a guided process mapping facilitated by the Educational Advisory Board, to find the gaps and barriers for students in getting started. This resulted in a number of practice and process changes and informed the development of the Navigate Platform.

The college implemented a pathway approach to all majors and programs several years ago. Through this process, the courses required to meet a program were mapped out on a semester by semester basis. The courses are arranged in a four-semester sequence so that students know in which order to take courses. This includes general education and English and math courses for degree programs. The college has committed to these pathways and has aligned the long term schedule accordingly. Students know which courses to take for their program and in which order to take them. In addition, because Cerro Coso has a high degree of complexity offering numerous programs at up to five different campus locations, combined pathways have been drafted to reflect the long-term schedules at all campuses offering those classes.

The pathways have been integrated into the Navigate platform. Navigate is an onboarding tool that streamlines the potentially confusing process of becoming a college student. Complete College America recognized EAB's Navigate as one of the inaugural recipients of the GPS Direct Seal of Approval, an award that recognizes software platforms that most align with the organization's Guided Pathways to Success (GPS) initiative. Once the student has applied, they are brought into the Navigate platform.

- The student is placed on a customized pathway that details each step that needs to be taken and prompts them on when to take these actions. The pathway is unique to a student and based on student characteristics. So, for example, a Veteran student will be prompted about VA Benefits and directed to appropriate actions, but a non-VA student will not be.
- Students are led through a process for major selection. Students first take an inventory and provide information on their goals and priorities. This results in the student being placed into a meta-major category. After additional input, the student received a list of recommended majors specific to Cerro Coso that map to the meta-major. With each major, the student is given key information- number of units, time to completion, cost



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of completion, local employment and income data for jobs associated with the major, etc.

- Once the student has declared a major, the student is placed on the pathway for their program.
- In scheduling courses, students are given courses to select from on the college schedule based on the courses offered in the semester that fulfill requirements based on their pathway and information they have provided on their availability.
- Students are prompted on courses based on their placement information and directed to English and math in their first term.
- When the student deviates from the pathway, they are redirected and receive messages regarding recommended actions. Throughout the process, students receive time specific nudges and reminders about needed or recommended actions.
- The college is in the process of developing an enhanced advisor dashboard where counselors/advisors will have access to all of the student's pathway/platform information so that appointments with students will be more guided and meaningful.
- In addition to messages within the platform, students will be receiving proactive nudges and reminders about step and path completion.

Students are proactively contacted when they seem to have encountered a barrier on their pathway. We often utilize other students (student workers, student ambassadors, and peer mentors) to assist in this process. Examples including contacting a student:

- When they have started but not completed the application
- When they have applied, but not registered
- When they were enrolled in a previous term, but are not currently enrolled (and have not completed a program)
- When students still have SSSP Core Services to complete

In addition to Navigate and the development of pathways, the college has begun embarking on other activities under the Guided Pathways umbrella. These include:

- Embedded learning supports in classes
- English and math writing labs
- Multiple Measure Assessment Project
- Instructional videos that address particularly challenging processes for students
- Get Focused, Stay Focused Career Choices Program

Though initially conceived as an onboarding tool, Navigate is continuing to be developed further to be the student's pathway and as a prompting and nudging tool from orientation through to program completion. It will help keep the student on the pathway and assist them if they start to veer off the pathway based on individualized information. As an example, when a



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student has a semester below a 2.0, the student will be able to be contacted about tutoring, learning support, counseling, etc. The counseling office will be able to run reports of students at various milestones or with various characteristics to be able to easily reach out and communicate proactively with students.

The college has incorporated the principles and practices of the RP Group's Student Support Redefined in improving the student experience and guiding practice at all levels. This is something the college has been working on for several semesters and one of the strategies and resources recommended through the pathways process. The college is tracking all of the key performance indicators associated with Guided Pathways already, and using the data in our annual planning and assessment cycles.

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.



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

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><i>Improve student success, persistence, and completion of certificate, degree, or transfer with a focus on disproportionately impacted students and students who are placed at levels below transfer.</i></p>	<p><i>Develop and host transfer workshops to assist with application development, transfer awareness, and other transfer preparation activities.</i></p> <p><i>Engage faculty to increase student completion of all core services (e.g. Class to Career videos and presentations, resources for faculty, inquiry groups).</i></p> <p><i>Expansion of in-reach activities to keep students engaged and persisting by meeting them where they are at (e.g. workshops, mobile counseling, classroom activities, and services for online students).</i></p> <p><i>Increase student support services for students taking classes at the prisons.</i></p>	<p><i>Expansion of peer mentoring program.</i></p> <p><i>Development of summer bridge program.</i></p> <p><i>Offer four-year college tours to CSU's/UC's, private institutions, and HBCU's.</i></p> <p><i>Develop in-reach and outreach activities to target equity gap groups including online students, foster youth, and African-American students.</i></p>	<p><i>Development of co-requisite courses.</i></p> <p><i>Provide professional development opportunities for faculty and staff.</i></p>	<p>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other: _____</p>



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	<p><i>Improve support for students on probation and disqualification (e.g. revise existing probation workshop in Comevo, direct students to College Lingo activities)</i></p> <p><i>Tailor orientation and other workshops for specific populations (e.g. student athletes, transfer students, DSPS).</i></p>			
	<p><i>Host college fair with four-year universities including those with programs of specific interest to gap populations.</i></p>			
<p><i>Increase the use and integration of existing technology solutions to improve matriculation, instruction, and student support.</i></p>	<p><i>Develop campaigns to promote the various technology tools we have such as Navigate 2.0, College Lingo, Financial Aid TV, Cranium Café, and New Student Orientation.</i></p> <p><i>Develop the use of the Advisor</i></p>			<p>Access</p> <p>Retention</p> <p>Transfer</p> <p>ESL/Basic Skills Completion</p> <p>Degree & Certificate Completion</p> <p>Other: _____</p>



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	<p><i>Dashboard within Navigate 2.0 to improve counseling interactions with students.</i></p>			
<p><i>Develop a Guided Pathway model that 1) clarifies the path; 2) helps students choose and enter a pathway; 3) helps students stay on the path; and 4) ensures that student are learning.</i></p>	<p><i>Direct students to tools such as Navigate 2.0 Major Explorer, O*Net, and other career interest inventories to explore major and career pathways.</i></p> <p><i>Identify processes that are barriers or points of confusion for students and develop strategies to address those issues.</i></p> <p><i>Direct students to technology such as Navigate and orientation to help them stay on the path or redirect them if needed.</i></p>	<p><i>Expand technology solutions to support students in the classroom (e.g. Open Educational Resources (OER))</i></p>	<p><i>Expand the use of math and English labs for students needing remediation.</i></p>	<p>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other: _____</p>
	<p><i>Participate in the Multiple Measures Assessment Project to maximize and improve appropriate student placement in math and English.</i></p> <p><i>Work with faculty and departments to identify the quickest and most seamless route possible for students needing remediation (e.g. co-requisite instruction).</i></p>			



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

	<p><i>Provide faculty and staff professional development opportunities supporting Guided Pathway strategies and activities.</i></p>			
<p><i>Develop a college-wide communication plan to improve identification of and support to all students including those identified as disproportionately impacted.</i></p>	<p><i>Launch a campaign to introduce the new features associated with Navigate 2.0.</i></p>	<p><i>Increase the number of students participating in the EOPS, DSPS, CalWORKs, and CARE programs.</i></p> <p><i>Educate specific populations such as undocumented students and foster youth on options for financial aid.</i></p>		<p>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other: _____</p>
	<p><i>Develop strategies to promote the completion of 30 units within a year.</i></p>			
	<p><i>Develop strategies from the standpoint of the student experience to promote communication regarding college workshops, programs, activities, etc.</i></p> <p><i>Develop an effective communication strategy to get students to utilize their college email.</i></p> <p><i>Provide regular communication and updates to faculty on integrated planning via progress reports, Flex Day, and other activities.</i></p>			
<p><i>Increase access and college readiness for all students with a focus on disproportionately impacted groups and students who placed at levels below transfer.</i></p>	<p><i>Develop concurrent and dual enrollment informational materials and handbook.</i></p> <p><i>Further develop meaningful</i></p>	<p><i>Develop program activities and plans for students participating in the Umoja program and events/activities</i></p>	<p><i>Develop embedded tutor training for developmental English and math courses.</i></p>	<p>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other: _____</p>



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	<p><i>assessment preparation materials and activities for students at all sites including prisons.</i></p> <p><i>Track the use of multiple measures to ensure placement is appropriate.</i></p>	<p><i>of African American community members and students.</i></p> <p><i>Develop financial literacy programs and supports for students.</i></p>		
	<p><i>Further build and solidify collaborations with high schools, middle schools, adult schools, businesses, veterans groups, and other community partners.</i></p> <p><i>Develop strategies that would increase the number of part-time students willing to attend full-time.</i></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 will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

Cerro Coso has a history of using an integrated planning process and is committed to ongoing evaluation of student support services and instructional services. The college has an approach to continuous quality improvement through cycle of evaluation, planning, implementation, and re-evaluation. This occurs at all levels of the institution through the annual unit planning process and program review cycle. Student learning outcomes, program learning outcomes, and administrative learning outcomes are all developed and evaluated through the unit planning process. The Annual Unit Plan (AUP) is coordinated by the department manager/director who facilitates input from staff and faculty. These staff and faculty are also involved in the development of the Student Learning Outcomes (SLOs) for that service area. Annual unit plan results, goals, and resource requests are evaluated by the Vice President of Student Services who compiles them into a Division Plan that is part of the annual educational master planning process. Each service area completes a Program Review every five years. The development of the previous SSSP, Student Equity, and BSI plans have been integrated into the colleges annual planning cycle and inform the goals and strategies for the subsequent level planning documents at the unit and division level. The new Integrated Plan is coordinated through several multidisciplinary committees and the goals reflect the college’s coordinated process of planning and service delivery.

The Student Service Executive Council (SSEC) is comprised of all directors, managers, site



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directors in student services along with the Vice President of Instruction and Vice President of Student Services. This group meets twice monthly to review and coordinate services and activities provided through student support service departments. Once monthly, the SSEC meeting is coordinated with the Deans and Directors meeting to ensure cross site collaboration and coordination. This also ensures that student services and instructional services are coordinated across all of the campuses.

The college has a Student Success and Support Council that is charged with providing coordination, planning, assessment, and evaluation for the SSSP/Student Equity/BSI program, Achieving the Dream, and other college efforts to improve student success, completion, and equity. The committee reviews and analyzes disaggregated student achievement data to identify gaps, to develop priorities, and set directions, and identify potential interventions. Disaggregated student achievement data is provided for the unit and program review levels of planning and resource requests. The committee consists of faculty representatives, the Basic Skills Coordinator, Academic Senate President, Vice President of Student Services, Vice President of Instruction, Director of Counseling & SSSP, Director of Student Equity, Director of Financial Aid and Admissions and Records, Campus Managers, student representatives, and classified representatives.

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)

Not applicable.

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

The college has a Professional Development Committee which includes members who serve on the Student Success and Support Council. Recommendations from the Professional Development Committee will be brought to the council in order to establish integrated professional development plans. The directors of each area (SSSP/Student Equity/BSI) also identify professional development needs for staff and faculty and consult with each other to promote coordination. In addition to integrated activities, SSSP/Student Equity/BSI will also identify individualized professional development needs to meet the student success goals in each of their own areas.

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)



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As a leadership college for Achieving the Dream, we utilize student success data elements to evaluate progress. These include ways to analyze milestones and momentum points to promote student success (e.g. completion of core services, basic skills class completion, completion of 30 units in one year, etc.). In order to improve evaluation and analysis, the college has recently established an institutional research department at the college level. Previously, we had to rely on district level staff to assist with our data analysis. The college is already tracking all of the key performance indicators and key metrics associated with Guided Pathways and using the data in our annual planning and assessment cycles.

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 three colleges, in partnership with the district office, coordinate SSSP/Student Equity/BSI activities, policies, and procedures through a series of regularly scheduled meetings, as well as leadership and coordination provided through key district office positions. The Vice Chancellor of Educational Services at the District Office provides overall leadership and planning for district-wide instructional and student service programs. Student Services Director meetings are held each month to discuss policies, procedures, and coordinate activities. The College Vice Presidents of Instruction and Student Services meet monthly with District Office Administration. The College Vice Presidents of Student Services meet monthly with Student Services staff across the District.

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 Excel template for “BSI SE SSSP Integrated Budget Plan 2017-2018” and snapshot below.



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

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

Kern CCD
Cerro Coso 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.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match		
1000	Academic Salaries	\$ 22,449	\$ 252,525	\$ 360,850	\$ 387,846				
2000	Classified and Other Nonacademic Salaries	\$ 20,353	\$ 58,315	\$ 188,574	\$ 382,468				
3000	Employee Benefits	\$ 17,957	\$ 122,056	\$ 213,172	\$ 367,830				
4000	Supplies & Materials		\$ 5,000	\$ 58,000	\$ -				
5000	Other Operating Expenses and Services	\$ 29,241	\$ 68,047	\$ 140,215	\$ -				
6000	Capital Outlay		\$ -	\$ -	\$ -				
7000	Other Outgo			\$ -	\$ -				
	Program Totals	\$ 90,000	\$ 505,943	\$ 960,811	\$ 1,138,144	\$ -	\$ -		
					Match		Match		
		BSI, SE, & SSSP Budget Total							\$ 1,556,754

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:

See separate Integrated Plan Executive Summary.

Website link: <https://www.cerrocoso.edu/institutional-effectiveness/planning>

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?

Cerro Coso would be interested in any workshops, webinars, or professional development activities that support our efforts to build strategies under the Guided Pathways initiative.



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

While we have implemented a number of strategies in this area, we have a dedication to continue to build on this momentum and develop these pathways further.

The college would appreciate a workshop on SSSP data collection procedures. We feel that this would be helpful in order to ensure that matriculation data is being collected uniformly across the community colleges. We also would like to see SSSP build in some qualitative measures for data collection that could be reported with our MIS data. While our college does collect this data through our Student Experience Survey and other inventories, we only have a means in which to report our quantitative data. In addition to SSSP data, it would be helpful to have some institutional research workshops on the integrated planning process and how to collect meaningful data across the programs.

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 Christine Small
Title Director of Counseling & SSSP
Email Address christine.small@cerrocoso.edu
Phone 760-384-6376

Alternate Point of Contact:

Name Blaine Simmons
Title Program Director, Student Equity
Email Address blaine.simmons@cerrocoso.edu
Phone 760-384-6114



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

Part III – Approval and Signature Page

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.

Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part III – Approval and Signature Page

College: Cerro Coso Community College District: Kern 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.

	10/10/17	
Chancellor/President	Date	Email Address

	10/10/17	
Chief Business Officer	Date	Email Address

	10/10/17	
Chief Instructional Officer	Date	Email Address

	10-10-17	
Chief Student Services Officer	Date	Email Address

	10/10/17	
President, Academic Senate	Date	Email Address