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

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**

- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.

- Integrated fiscal reports will be required on an annual basis.

- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.

- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.

- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed

with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

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

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

In addition, the following data should inform your planning:

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

Part II – Program Goals and Planning

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

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

Goal – Student Equity	Progress
Increase by 5% the number of students from targeted populations from SBVC feeder high schools who enroll at the SBVC compared to the previous academic year.	• Hired an Outreach coordinator to provide enrollment information to feeder schools and community-based organizations. Annual enrollment count increased from 2014-2015 to 2015-2016 from 17,044 to 17,277. • A total of 230 students participated in the Summer Bridge Program in summer 2016. In Fall 2016 the success was 68% and retention was 94% for students that participated in the program. • Turned 5 educational Power Point presentations into videos and a total of 4 interns were hired to target the population of the high needs of student success.
Increase by 5% the number of students from targeted populations that transfer to four-year colleges/universities compared to the previous academic year.	• Hired 34 tutors and 17 supplemental instructors for Spring 2017 to provide campus-wide tutoring and supplemental instruction to Veterans, males, Guardian Scholars, first-generational students, AB540, and other disproportionate impacted groups. • Hosted a HBCU college transfer fair in Fall 2015 providing admission workshops and on-site admissions from the nine HBCU campuses who signed articulation agreements with the CA Community College Chancellor's Office. • Provide access and admission workshops to our targeted population to increase transfer rates sending 60 students from our Tumaini learning community to a Historical Black College University (HBCU) college tour in the Spring of 2016 and 2017. • Provide access and admission workshops to our targeted population to increase transfer rates. Sent 100 students from Puente to attend The Hispanic Association of Colleges and Universities (HACU) national conference in the Fall of 2016 and scheduled again for the Fall of 2017

Increase by 2% the number of continuing students from targeted populations that register prior to new student's registration compared to the previous academic year.	• Hired Maestra Cherrie Moraga as the Hispanic Heritage Month keynote speaker in Fall 2016. Also had a complete itinerary for the month which included workshops and activities for students and the surrounding community. • Hired Michael Eric Dyson as the Black History Month speaker in Spring 2017. Also had a complete itinerary for the month which included workshops and activities for students and the surrounding community. • Developed Student Ambassador program (Brothers) to provide peer-peer advising and outreach that trains our current student workers to support students in our targeted populations.
Increase student retention by 2% among students from targeted populations each semester/term compared to the previous academic year.	• Improved student success and retention in basic skills reading and study skills classes. Reading Plus was established midway through the Spring 2017 semester; Average Level Gain of 2.2; Average Rate Gain (WPM) at 73; Average Reading Lessons at 58; 4% of Students At/Above Grade Level. • Continued to provide the Writing Center additional tutorial services for basic skills courses, academic workshops, and advertising and marketing materials. There was an increase in writing center usage from 1030 in 2015 to 1141 in 2016. • Learning Express has been activated and was used by 482 students with a 71% success rate and a 91% retention rate in 2015-2016. • Provided an overnight (24 hours) reserve textbook check out that served 246 students with a 74% success rate and a 95% retention rate in 2015-2016. • Sent 8 students from Alpha Gamma Sigma (AGS) Delta Chapter to attend the Alpha Gamma Sigma State Convention in April 2017. • Provide resources and services such as book vouchers, mentoring and leadership opportunities, academic preparedness, transfer readiness, graduation/certificate awareness, supplemental instruction, tutoring, and a range of integrated educational and student support services. Special population group retention increased from 88% in Fall 2015 to 89% in Fall 2016 and success decreased from 70% in Fall 2015 to 68% in Fall 2016.
Increase by 2% the success rates of students from targeted populations each	• Progress is ongoing to increase and stabilize the enrollment of support programs on campus. Special

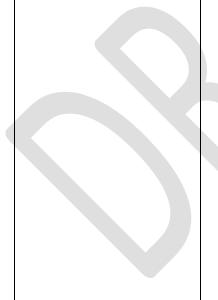|	
semester/term compared to the previous academic year.	population unduplicated student count increased from 8,994 in Fall 2015 to 9,041 in Fall 2016. • First-Year Experience (FYE) program has been created and is in its second year currently having two cohorts and expanding to three cohorts in Fall 2017. The 2015-2016 cohort success rate was 64% and retention was 99%. • In 2016-2017 Student Health provided Strengths Quest assessments to 496 students and 25 faculty, staff, and other. • CalWORKs has provided over 209 student success kits that includes: backpack, binder, notebooks, calculator, pens, pencils, scan-trons, green books, flash drive, etc. • Michael Eric Dyson and Tyron Howard were speakers that focuses on student success that provide encouragement to our targeted populations for them to continue their education and stay the course toward completing their educational and career goals; community engagement on "Black Lives Matter". • Development of a Guardian Scholars Program has been created and is in its first year currently having served 48 students in Fall 2016 with a 76% success rate and 94% retention rate.
Increase the number of onsite assessment test and counseling related services including initial educational plans for 1st time SBVC students at our feeder high schools	• In addition to (2) new feeder high schools (Indian Springs & grand Terrace) (14) visits were made with paired counselors who provided students with general counseling information for 1st time SBVC students and created initial summer and fall semester plans. • Counselors on average spend 4-6 hours at each high school augmenting to the New Student Orientation and completed (347) summer and fall abbreviated educational plans.
Implement a fully interactive ADA compliant student orientation.	• The college has successfully implemented a fully interactive online ADA complaint new student orientation modality as of 2015.
Create a fully ADA compliant student orientation for Spanish speakers.	• Launch date set for July 6th 2017.
Increase access to assessment services via the use of technology	• Completed with the purchase of (24) new laptops.
Increase the number of students receiving counseling	• More counseling appointments were made available for both individual and groups.

services with an effort to increase retention & completion.	• Successfully implemented and increased the frequency of ask a counselor sessions throughout the semester. • Increased the number of counseling presentation in basic skills courses.
Decrease the number of students on probation & dismissal	• Implemented a seamless modality for monitoring probation and dismissal students. • Streamlined probation and dismissal workshops and other interventions efforts resulting in a decrease of level 1 students by 4%, level 2 by 14% and level 3 by 32%
Increase the number of students receiving both initial and comprehensive educational plans.	• Established mandatory initial education plans for all new students, with the majority of general population students completing comprehensive ed plans by the end of their 2nd semester.
Promote educational &, collaborative partnerships with feeder high school personal.	• Hosted a High School Counselor and Career Technician Conference with our evaluation survey results indicating considerable satisfaction and echoed a need for continuation of this event.
Increase counseling faculty both full-time & part-time	• Hired the following: (2) Tenure track counselors (6) Temporary full time semester based & (1) full-time temporary yearly.
Increase the number of Student Development 102 & 103 course offerings to all students.	• Augmented sections for SDEV 102 & 103 and also made them accessible to the general population of students as opposed to specific cohorts only.
Goal- Basic Skills	**Progress**
The percentage of students who immediately enroll in successive basic skills courses in English/ESL, math, and reading (who identify a goal of transfer or degree) and the percentage of students in CTE programs (who successfully complete recommended basic skills courses to achieve a certificate) will increase by 2% annually in 2014-15, 201516, and 2016-17 over the 2011-12 rate. The percentage of students who begin at two levels below transfer-level English and math, and successfully	• Expanded the supplemental instruction across the disciplines cohort. The cohort includes basic skills courses and courses across the disciplines that do not have basic skills prerequisites. The cohort includes courses from Reading, English, Modern Languages, ASL, ESL, History, Music, Art, Geography, Sociology, Psychology, Human Services, Child Development, Automotive, Political Science. • The overall success rate for non SI connected courses in the 2016-17 academic year was 62.48% versus SI connected courses which was 79.77%. The overall retention rates for non SI connected courses was 86.01% versus faculty led SI courses which was 94.54%. • The overall English success rate for non SI connected courses was in 2016-17 was 52.80% versus SI courses connected which was 67.48%. The overall retention rate for non SI connected courses was 83.20% versus SI courses which was 92.40%.

complete transfer-level English and math within four years, will increase by 2% annually in 2014-15, 2015-16, and 2016-17 over the 2011-12 rate. The percentage of courses that participate in contextualized learning will increase 20% annually in 2014-15, 201516, and 2016-17 over the 2011-12 rate.	• The overall ESL success rate for non SI connected courses was in 2016-17 was 71.92% versus faculty led SI courses which was 88.52%. The overall retention rate for non SI connected courses was 85.60% versus faculty led SI courses which was 100%. • The overall Reading success rate for non SI connected courses was in 2016-17 was 63.67% versus SI connected courses which was 82.54%. The overall retention rate for non SI connected courses was 86.11% versus SI connected courses which was 98.41%. • Continued supplemental instruction in math and science. • The overall math success rate for non SI connected courses was in 2016-17 was 60.31% versus SI connected courses which was 69.64%. The overall retention rate for non SI connected courses was 89.83% versus SI courses which was 94.05%. • Began institutionalization of supplemental instruction through the colleges Program Review process and developing non-credit course designed for use with supplemental instruction across the disciplines. • Presented a staff development workshop specifically for English Department faculty: "Teaching the English 015 Final Exam Workshop." The workshop included best practices and ways to improve student success in the prerequisite course to Freshman Composition. • Presented a "Writing Across the Disciplines" workshop at the adjunct faculty orientation. • Presented a series of writing workshops to the campus. Topics included: "10 Years Later: The Basic Skills Initiative," "Enhancing the Learning Experience for Basic Skills Students Across the Curriculum," "Evaluating Student Writing Across the Curriculum," "Instructional Strategies that Support English Language Learners." • Supported faculty across the disciplines to produce a digital academic writing guide to introduce students to the minimum requirements of academic writing in courses across the disciplines. • Collaborated with the Professional Development and Arts & Lectures Committee to plan the college's

	One Book, One Campus event that is scheduled for 2018. • Provided funding for a Counselor to assist with ESL off-sight registration. • Continued to support Writing Center, Reading Lab, and Tutoring Center Services. • Continued to support the Puente Program by providing the cohort with a supplemental instruction tutor. • Provided support for OER Basic Skills faculty to address program development and needs. • Continued offering accelerated courses/curriculum in math, reading, English. • Created a learning activity that combined physics, math, welding, auto body, and art students in the development and construction of an energy efficient vehicle.

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

The respective BSI, SSSP and SEP committees formed a Learning Compass workgroup to ensure proper integration of plans in consideration of the college strategic initiatives. This committee successfully integrated these plans leveraging funding to support faculty and staff driven interventions to promote achievement of planning goals.

The biggest challenge with implementing the plans was the process for hiring of faculty and staff to support planned interventions. It took a full two years to hire key positions with funding. Adequate resources in Human Resources were not available to keep pace with the staffing demands.

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

Example: *Increase completion and persistence through the English Developmental Sequence*	*Provide extended orientation and assessment prep courses/workshops*	*Provide extended orientation and assessment prep courses/workshops* *Redesign the dev. ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. ed. Sequence*
Increase completion and persistence rates of students who are assessed at the basic skill levels.	Redesigned our probation workshops to increase participation of students on academic probation. Counselors referred students on probation to enroll in sections with SIs.	Provide training and professional development for faculty, supplemental instructors and tutors that are housed in the Student Success Center, Writing Lab, and Library.	Provided supplemental instruction in 24 courses across the disciplines.

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.

San Bernardino Valley College made the decision to implement Supplemental Instruction in the STEM areas through the support of a grant in Fall of 2011. At its highest point, up to 75 SIs were employed, serving the STEM areas. As a result of the successes seen through this program, the Basic Skills committee elected to provide support for supplemental instruction in areas outside the grant. The Learning Compass Committee then worked to supplement basic skills funding to enhance supplemental instruction in a variety of ways.

Supplemental instruction (SI) across the disciplines was implemented in 2013 in order to accommodate the needs of basic skills students in basic skills courses and in courses across the disciplines that do not have reading and writing prerequisites. The philosophy behind this SI model stems directly from the 2006 Basic Skills Initiative that encourages institutions to address basic skills development on a holistic level rather than segregating that population of students. The SI across the disciplines model has grown from 10 cohorts in its first year to 24 in the spring 2017 semester. The cohorts include English, Reading, Music, Spanish, Automotive, Geography, Art, Psychology, History, Sociology, Anthropology, ESL, Political Science, Sign Language, Human Services, Child Development, and Arabic. Although originally designed around the STEM SI model, some variations in that model were adapted in order to meet the needs of the diverse disciplines.

Faculty are given stipends for their first semester in order to train their own tutors in the strategies they use in the classroom, and the tutor will enlist those strategies in individual and group tutoring sessions. A supplemental instruction across the disciplines room has been designated to the program that is staffed with faculty mentors from across the disciplines to oversee and assist the tutors as they work with students. The program has been faculty driven since its inception, knowing that the faculty are the best judges of their students' needs, and the program has made every effort to be flexible and to provide faculty with resources that they identify as useful to the success of their students. In addition to the traditional role of the SI tutor, sitting in on classes and working with students outside of the classroom in one-on-one tutoring and workshops, faculty (in Art, Geography, Automotive, and Music) supports tutoring work with students during the designated labs. Other faculty have trained students in their courses and have offered tutoring to other instructors within the disciplines. Counselor's and a librarians who provided additional support to students who participated in the SI program through workshops, library assistance and educational counseling.

As the First Year Experience Program has grown, Supplemental Instruction has been added

to these courses, as well. In each of the areas, supplemental instruction is implemented slightly differently, to meet the needs of the faculty and students within those areas.

Additionally, as the grant funding ended for the STEM SI program, the institution is working to institutionalize SI through the collaborative efforts of the Learning Compass Committee.

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.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Example: Increase completion and persistence through the English Developmental Sequence	*Provide extended orientation and assessment prep courses/ workshops*	*Provide extended orientation and assessment prep courses /workshops* *Redesign the dev. Ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. Ed. sequence*	☐ *Access* ☒ *Retention* ☐ *Transfer* ☒ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*
% of students who immediately enroll in successive basic skills courses in English/ESL, math and reading (who identify a goal of transfer or degree) and the percentage of students in CTE programs (who successfully complete recommended basic skills courses to achieve a certificate will increase by 2% annually	Funded (Huddle) tutoring for student athletes	Funded staff and faculty to attend 19th Annual National Summer Institute on Learning Communities to assist staff and faculty in achieving higher completion rates for transfer, certificated and degree programs.	Funded development of accelerated courses allowing students to complete multiple levels in a single semester. Implemented in Math and Reading and piloted in English. Implemented SI in English, Math and Reading.	☐ *Access* ☐ *Retention* ☐ *Transfer* *X ESL/Basic Skills Completion* *X Degree & Certificate Completion* ☐ *Other:_____*
Increase student access to counseling services including educational planning in	Mandated counseling services & group session (i.e) targeted in person orientation,	Mandated counseling services & group session (i.e) targeted population,	Counseling services are promoted via counseling presentations in Basic Skills courses as well as those	☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion*

order to increase retention and completion.	interpretation of assessment results and course placement, educational planning, counseling advising, and follow up.	interpretation of assessment results and course placement, educational planning, counseling advising, and follow up. • FYE • Tumaini • Puente • Valley Bound • Dreamers • Veterans Services • DSPS • S.T.A.R	with (SI) to include the promotion of: • educational planning, • follow up services in addition to other mandated 3SP services.	☐ *Degree & Certificate Completion Other:_____* _____
Increase student retention by 2% among students from targeted populations each semester/term compared to the previous academic year.	Increased the number of Student Development sections offered. Student Development courses afford students to receive an educational plan. Curricula places an emphasis on student strengths as measured by StrengthsQuest is incorporated.	Purchase and provide StrengthsQuest training to all first year students such as: First-Year Experience Valley Bound Commitment, AB540/Dreamers EOPS/CARE CalWORKs DSPS Guardian Scholars Puente Tumaini Veterans.	Continue to support advisement, assessment, and counseling services targeted at basic skill students. The percentage of students who received counseling will be 3% higher than those in the cohort who did not receive counseling. Certain offerings of Supplemental Instruction will be funded with Student Equity funds	☐ Access ☑ Retention ☐ Transfer ☑ ESL/Basic Skills Completion ☐ Degree & Certificate Completion ☐ Other:_____ ☐ _____

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college

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

During the fall 2013, San Bernardino Valley College (SBVC) formed the Learning COMPASS workgroup. The purpose of the workgroup was to bring together members from the BSI, SSSP and SEP committees to integrate resources in support of faculty driven interventions that sought to improve student success on campus. The workgroup is comprised of members from across student equity related categorical and campus based programs. Members work collaboratively to leverage both categorical and general funds to strengthen support services for at-risk students enrolled in basic skills and career education programs.

The Learning COMPASS workgroup seeks to support interventions that implement best practices by providing resources and encouraging dialogues across disciplines. During spring 2017, SBVC presented the need to revisit the role of the Learning COMPASS workgroup in creating the college's integrated BSI, SSSP and SEP plan. The need for the workgroup was presented and supported by the college's shared governance committees across campus. The workgroup was tasked with authoring the college's integrated plan. The Learning COMPASS workgroup met monthly to ensure that a draft of the college's integrated plan was in place in time to be reviewed by the college's governance structure. The workgroup ensures the coordination of activities among the college's support services and categorical programs that target at-risk students. Learning COMPASS provides an umbrella for student success initiatives across campus.

The Learning COMPASS workgroup oversees a systematic approach of the services and interventions mandated by the Student Success Act and the college's BSI and SEP plans. This involves coordinated efforts across campus in the areas of orientation, assessment, counseling and advisement, abbreviated and comprehensive education plans, as well as, follow-up services for at-risk students. The Learning COMPASS workgroup is an effort to expand academic and student support services in accordance to the college's student success initiatives. Undergirding this workgroup is the framework based on the research conducted by the Support (Re) defined Group. The framework delineates six descriptors perceived by students as support that make them successful in college. These are the promotion of being nurtured, directed, focused, valued, connected, and engaged. The campus used SSSP and SEP funds to hire a researcher who will use a comparative methodology to measure outcomes that will be reported broadly to the campus shared governance committees and during campus wide meetings.

The Learning COMPASS workgroup affords the campus access to practices that have been shown to increase the success rates of at-risk students. Several components of

enhanced advising and follow-up services across disciplines tap into students' strengths, academic achievement, sustained motivation, and overall academic success. The Learning Compass workgroup is tasked to oversee the implementation of this project, review-funding requests, and to solidify long-term goals—identifying specific activities, determining measurable outcomes for each activity, and creating the timeline for planning and integration of BSI, SSSP and SEP. This includes developing the infrastructure and providing outreach to faculty and staff to ensure that the campus is well informed of student success goals and progress towards outcomes.

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)
Our college offers noncredit courses and programs to assist students in reaching their goals. Our noncredit basic skills courses allow students to complete remedial courses without the costs associated with registration, without the worry of a grade having an effect on their grade point average, or that units for remedial courses will count against them when applying for financial aid. If a student needs more time to grasp a subject, the course is repeatable allowing a student to become proficient before moving on to a higher-level course. Some noncredit courses are used for supplementary instruction or tutoring where students need assistance in learning the material outside of the classroom. Noncredit CTE programs are offered to students that wish to complete a job readiness or specific training to join the workforce. This helps student obtain their goals of gainful employment or prepares them for credit courses that can be transferred to four-year universities.

6. Describe your professional development plans to achieve your student success goals. (100 words max)
Campus-wide professional development is a key component in achieving our College's student success goals. We have several opportunities a year to bring noted speakers to campus. They would be charged with addressing all employees and discussing challenges our disproportionate impacted students face and providing interventions for populations to ensure student success. Additionally, the Dean of Student Equity will serve on the campus professional development committee which provide opportunities to our employees to attend conferences, and creating a forum for conference attendees to share what they have learned with the campus.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

The Learning Compass workgroup committee will evaluate progress at three levels within two cycles. Cycle one will include two sets of evaluation procedures annually. Cycle two will involve a meta-evaluation conducted on a five-year cycle. The three levels include: (1) evaluation of progress towards measurable objectives, (2) assessment of the validity of the measurable objectives, and methodology (3) evaluation of goals and initiatives— refine plan as needed every five years. The three planning bodies that evaluate the plan include: college council, collegial consultation committees, Institutional Research Department. The Learning Compass committee's findings will be reported to college committees annually.

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)

    SBVC is one of two colleges that make up the San Bernardino Community College District. SBVC's VPI, VPSS and our Academic Senate President (ASP) all serve on district committees that work to integrate and coordinate BSI, SEP and SSSP plans between the two campus. Both VPs and the ASP serve on the district's Student Success Committee. This committee is comprised of board members, faculty, staff, and administrators from both campuses. Both campus collaborate on projects such as the Educational Planning Initiative and other student success related initiatives to increase completion of at-risk students.

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:

The San Bernardino Valley College Integrated Plan is to access the effectiveness of the integration of SSSP, BSI and SEP efforts will include both quantitative and qualitative tools. The goas that were set forth are all linked to a set of activities. Evaluation

processes that also include measurable objectives accompany each goal. Quantitative indicators will be employed to supplement quantitative measures by assessing student engagement and attitudes about the efficacy of programs and activities. Students will be tracked through basic skills, transfer and CTE programs. Degrees and certificates will be assessed each year to assess changes in existing achievement gaps with awards. For students who participate in strengths training, pre-test and post-test surveys will be administered at the beginning and end of each session to assess levels of engagement. Success rates for students in all targeted groups will be measured and compared to campus averages.

San Bernardino Valley College developed and accomplished the goals set forth in SSSP, BSI and SEP Plans. Some examples included but not limited to:

a) Increase the number of students from targeted populations from SBVC feeder high schools who enroll at SBVC compared to previous academic year. There was an increase in our enrollment count from 17,044 to 17,277 from 2014-15 to 2016-2017.

b) Increase student retention by 2% among students from targeted populations each semester compared to previous academic year. The Reading Plus was implemented which created a 4% increase of students at or above grade level. The Library provided an overnight (24 hrs.) reserve textbook check out process which 246 students took advantage of and yield a 95% retention rate.

c) Increase success rates by 2% of students from targeted population each semester compared to previous academic year. The Guardian Scholars Program has been designed and it is in its' second year and served 48 students with a 76% success rate.

d) Increase the number of students receiving counseling services with an effort to increase retention and completion. Increased the number of counseling presentations in basic skills courses. Successfully implemented and increased the frequency of ask a counselor sessions throughout the semester.

e) Decrease the number of students on probation and dismissal. Implemented a seamless modality for monitoring probation and dismissal students. There was a decrease in level 1 by 4%; level 2 by 14% and level 3 by 32%.

The allocated funding's followed and met the goals and guidelines incorporated in each of the aforementioned plans. The expenditures were specifically targeted to the program plans. The expenditures supported the goals and the achievements as well as the progress of these goals as indicated on the examples provided above.

Contact: Dr. Scott Thayer, Interim Dean Vice President of Student Services
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www.valleycollege.edu

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?

    Examples of best practices from school sites throughout the state, to include but not limited to the following:
    - Approved Integrated Plan
    - Budget
    - Progress on listed goals (how are they meeting goals?)
    - Next Steps? Will we need to submit report at some point? If so, will we receive training or an example of what will be required?

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 _____
    Title _____
    Email Address _____
    Phone _____

    Alternate Point of Contact:
    Name_____
    Title _____
    Email Address _____
    Phone _____

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

_____

Chief Business Officer   Date   Email Address

_____

Chief Instructional Officer   Date   Email Address

_____

Chief Student Services Officer   Date   Email Address

_____

President, Academic Senate   Date   Email Address