INTEGRATION EFFORTS
Basic Skills Update
**Primary Driver 1: Assessment**
100% of students using PA or guided self placement.

**Primary Driver 2: Placement**
No more than 1 level below transfer level.

**Primary Driver 3: Curriculum**
Complete transfer level courses within 1 year.

**AIM**
AB 705 compliance by Fall 2019.

**Projects and Action Items**

1. **Project** Replace Accuplacer with MM processes (inc. CE and ELAC)
2. **Project** District Collaboration
3. **Project** Drop basic English/Math prerequisites for other disciplines
4. **Project** Increase number of students who take transfer English in their first semester
5. **Project** Maintain inter-campus dialogue
6. **Project** Increase success rates
7. **Project** Provide Professional Development
8. **Project** Designated AB 705 Counselor (could we use the current BSSOT counselors?)
9. **Project** Hire more embedded tutors
10. **Action Item** Develop Self-Placement for CE/ELAC, returning students
11. **Project** Increase number of students who take transfer English in their first semester
12. **Action Item** Work to align district courses
13. **Action Item** Standardize challenge processes
14. **Action Item** Coordinate post-assessment advisory process with Math/English specialists
15. **Action Item** Increase collaboration among counseling and the disciplines
16. **Action Item** Work with GPathways workgroup
17. **Action Item** Meet with Assessment, ELAC, CE, IE
18. **Action Item** Tweak logic tree
Mesa's integrated plan submitted by 01/31/2018
Integrated Plan & Executive Summary available online through the Mesa Integration Efforts website
Integrated Planning Survey & Report
Integrated Planning Survey & Report

WHY?

A Collaborative Effort
An opportunity
To pursue cohesive, integrated program strategies
Determine how funds have made efforts more efficient & sustainable
QUESTIONS:

funded activity, applicable goal area (access, retention, transfer, ...), accomplishments, data source, long term projections, assessment, momentum points
Student Success & Equity Committee

Success, Equity, & Transformation

Approval of committee name change on 02/20/2018
San Diego Mesa College SSSP Reporting for Fall 2016

<table>
<thead>
<tr>
<th></th>
<th>Students Enrolled</th>
<th></th>
<th>Fully Matric</th>
<th>Missing Ed Plan</th>
<th>% Missing Ed Plan</th>
<th>Missing Orientation</th>
<th>% Missing Orientation</th>
<th>Missing Assessment</th>
<th>% Missing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>19,974</td>
<td>4,059</td>
<td>3,019</td>
<td>12,896</td>
<td>4,716</td>
<td>24%</td>
<td>2,903</td>
<td>15%</td>
<td>1,960</td>
</tr>
<tr>
<td>New Students</td>
<td>2,117</td>
<td>497</td>
<td>119</td>
<td>1,501</td>
<td>431</td>
<td>20%</td>
<td>170</td>
<td>8%</td>
<td>181</td>
</tr>
<tr>
<td>(excluding HS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing</td>
<td>14,362</td>
<td>2,376</td>
<td>1,697</td>
<td>10,289</td>
<td>2,747</td>
<td>19%</td>
<td>1,397</td>
<td>10%</td>
<td>1,064</td>
</tr>
<tr>
<td>Returning/Transfer</td>
<td>3,495</td>
<td>1,186</td>
<td>1,203</td>
<td>1,106</td>
<td>1,538</td>
<td>44%</td>
<td>1,336</td>
<td>38%</td>
<td>715</td>
</tr>
</tbody>
</table>

San Diego Mesa College SSSP Reporting for Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>Students Enrolled</th>
<th></th>
<th>Fully Matric</th>
<th>Missing Ed Plan</th>
<th>% Missing Ed Plan</th>
<th>Missing Orientation</th>
<th>% Missing Orientation</th>
<th>Missing Assessment</th>
<th>% Missing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>19,191</td>
<td>3,794</td>
<td>2,839</td>
<td>12,558</td>
<td>4,637</td>
<td>24%</td>
<td>2,860</td>
<td>15%</td>
<td>1,973</td>
</tr>
<tr>
<td>New Students</td>
<td>1,920</td>
<td>438</td>
<td>102</td>
<td>1,380</td>
<td>425</td>
<td>22%</td>
<td>174</td>
<td>9%</td>
<td>170</td>
</tr>
<tr>
<td>(excluding HS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing</td>
<td>13,994</td>
<td>2,198</td>
<td>1,685</td>
<td>10,111</td>
<td>2,757</td>
<td>20%</td>
<td>1,420</td>
<td>10%</td>
<td>1,077</td>
</tr>
<tr>
<td>Returning/Transfer</td>
<td>3,277</td>
<td>1,158</td>
<td>1,052</td>
<td>1,067</td>
<td>1,455</td>
<td>44%</td>
<td>1,266</td>
<td>39%</td>
<td>726</td>
</tr>
</tbody>
</table>
• 2014-2015 - Year of Reflection
• 2015-2016 - Year of Program Development & Implementation
• 2016-2017 - Continuation of Program Development
• 2017-2018 - Year of Integration
AREAS OF FOCUS:

- Completion Rate
- Degree Attainment
- Transfer Rate
Assessment of Progress Completion Rate, 2015/16 to 2016/17

- Increase for African American students 37% to 40.4%.
- Increase for Hispanic/Latino 43.7% to 50.1%.
- Increase for Pacific Islander from 37.5% to 58.8%.
- Significant Increase for DSPS 15/16 from 38.1% to 49.5%.
Assessment of Progress Completion Rate, 2015/16 to 2016/17

While we do not have cohort data for Veteran Students, we find that the overall success rate for this group is at 79% for Fall 2016/17 as compared to 70% for the general population. Additionally, Veteran Students have a higher overall GPA, 2.78 while the general student population is at 2.71.
Assessment of Progress Degree Attainment, 2015/16 to 2016/17

- Increase for African American students 8.3% to 13.6%.
- Decrease for Pacific Islander from 19.8% to 14.2%, however, there was more than a 21% increase in the overall success rate for Pacific Islander students over the same period of time which indicates a much higher degree of transfer
Assessment of Progress
Transfer Rate, 2015/16 to 2016/17

- Increase for African American students 27.6% to 29.8%.
- Increase for Hispanic/Latino students 31.5% to 36.8%.
- Increase for economically disadvantaged, 18% to 22%.
- Increase for DSPS, 18.6% to 28.3%.
As a college we are committed to eliminating disproportionate impact. After 2 full years of implementation of our primary equity initiatives we are pleased with the progress that we are seeing. Progress is being made toward the accomplishment of our stated long term goals.
Direct Student Support

- 59 applications have been received to date this semester.
- 41 Students have received assistance
- $6063 in assistance has been given out. $3800 in book vouchers, $1650 for food, $185 for printing and 428 for transportation (Not including the EOPS students)
- $375.00 is the largest single amount awarded
- First time that 100% of those we have given assistance to have complete assessment and orientation, 90% have education plans on file.
The STAND

- Over 960 transactions at The Stand in February
- Spring semester = provided over 3850 items
- Campus newsletter with updates including Amazon Wish List information
- Surveyed all students who used The Stand during the fall semester
- Received 204 unique responses and look forward to sharing feedback collected
- Working with management team & Feeding San Diego to provide students w/ more access to food
- Announcement soon regarding this non-point based portion of The Stand
• Finalizing MOU w/Feeding San Diego
• This partnership will provide fruits, vegetables and other food resources on an ongoing basis.
• According to Feeding San Diego, they will be able to provide the college enough food to feed their entire campus community.
• **The college is purchasing a large refrigeration storage unit that will allow us to store and preserve food.**
• **We will be receiving a one-time allocation from the Chancellor’s Office of $40,000.**
• **This will provide us with the opportunity to purchase portable stands that will serve as distribution points as well as stabilize our supply of food for some time.**