



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



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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.**



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BSI

Goal	Progress
<p>Reduce or eliminate potential exit points for Basic Skills students</p>	<ul style="list-style-type: none"> ● Reduced offerings of Basic Skills pipeline courses in English. ● Increased 1-below Accelerated English Course Offerings. ● Created a Co-requisite English course. ● Continued Accelerated Math offerings. ● Conducted two Multiple Measures pilots to place more students in transfer level. ● Sent English faculty to CAP Institute and CAP Leadership Training.
<p>Increase tutoring capacity in all Basic Skills Mathematics and English Courses</p>	<ul style="list-style-type: none"> ● Worked to professionalize Tutoring through training in such topics as Cultural Competency, guest speakers and workshops, and ongoing Professional Development activities. ● Implemented embedded classroom tutors (CT) for Math. ● Hired English and Math Tutors. ● Hired Learning Assistance Instructor/ Coordinator.

Student Equity

Goal	Progress
<p>Mitigate and eventually eliminate disproportionate impact for the target groups</p>	<p>Equity has funded various initiatives designed to address this goal, including but not limited to:</p> <ul style="list-style-type: none"> ● Funding and developing the school of Student Success and Equity. ● Summer CRUISE - Intensive transitional onboarding program from incoming students designed to build community with an emphasis on equity and inclusion. ● Peer Navigator Program - Peer to peer mentoring



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	<p>program which provides incoming students with resources and peer partnering, navigators are trained to intentionally support marginalized students.</p> <ul style="list-style-type: none"> ● Fast Scholars Program – Direct support for former foster youth. ● Borderless Scholars Program – Direct support for AB540 and undocumented students. ● Jump Start Your Success Program - New student orientation designed to support access with a special interest shown to disproportionately impacted groups. ● The Stand – Food and clothing pantry to support students with food insecurities. ● Direct Support Program – Provides resources to marginalized, disproportionately impacted groups designed to assist them to persist through emerging and/or present difficulties. ● Math Acceleration Project – Designed to support students through basic skills math by providing an accelerated pathway which additionally provides support rooted in equity. ● Stem Workshop Series – Workshops designed to support instruction. ● Financial Literacy Initiative – A campus-wide initiative designed to support all of our students to become financially literate.
<p>Integrate student and instructional support services to foster the success of all (but particularly disproportionately impacted) students</p>	<ul style="list-style-type: none"> ● Professional Development of Tutors – With an emphasis on equity and support of disproportionately impacted groups, this activity elevates the standards of tutoring practices across the campus. ● Classroom Tutoring Program – Tutors have been assigned to high (D,F,W) courses in order to support students with an intentional interest in supporting disproportionately impacted groups.



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	<ul style="list-style-type: none"> ● Faculty Course Redesign Institute – A summer project with supports faculty toward creating more equitable learning environments and redesign curriculum based on equity principles.
<p>Create clear pathways for student completion</p>	<ul style="list-style-type: none"> ● SYE Second Year Experience ADVOC8 Program (Advancing Diverse Vocational Opportunities and Community) is a retention program designed to support the development of clear pathways and provide access and assistance to second year students. ● MMAP (Multiple Measures Assessment Project) is designed to create equitable placement of students through the implementation of Mesa College’s Placement Assistant. The Placement Assistant helps to determine course placement using multiple measures rooted in prior academic experience including high school GPA, courses completed, and grades earned.
<p>Increase student engagement (at all levels)</p>	<p>A survey conducted by the Community College Equity Assessment Lab (CCEAL) determined that many of our disproportionately impacted students did not have a sense of belonging (Campus ethos domain) to the campus. We therefore initiated various activities designed to address this domain, including:</p> <ul style="list-style-type: none"> ● Summer CRUISE (Intensive onboarding program). ● Peer Navigator Program (Peer to peer mentoring). ● Fast Scholars Program (Support for former foster youth). ● Borderless Scholars Program (Support for AB540). ● Jump Start Your Success Program (New student orientation). ● SEPIA – Partnership between Black Studies, Chicano Studies, Puente, and UMOJA, designed to help



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	<p>disproportionately impacted students to gain a firm connection to the campus through personal enrichment and learning.</p> <ul style="list-style-type: none"> ● Community Conversations – A faculty lead project which allows students to interact with administrators, faculty, and staff, the goal of which is to build community and connection. ● Rite of Passage Ceremony – Black graduation ceremony which honors the success of our students. ● Veteran’s Graduation – Honors the success of our veteran students. ● EOPS and DSPS Graduation – Supports and honors the rich accomplishments of our students within two of our foundational equity programs. ● Real Talk Series – Provides students from disproportionately impacted groups to share their ideas and insights with the campus community. ● Safe Zones Training – Supports our LGBTQ students.
<p>Foster equity-mindedness through staff professional development</p>	<ul style="list-style-type: none"> ● Developed and staffed the Learning Opportunities for Transformation (LOFT), our innovative approach to promote professional development across the campus. The LOFT takes the lead in supporting equity minded practices and principles across the campus community. ● Faculty CRI (Course Redesign Institute), a summer project which supports faculty toward creating more equitable learning environments and redesign curriculum based on equity principles.



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SSSP

Goal	Progress
<p>Provide at least an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.</p>	<ul style="list-style-type: none"> ● All incoming new, non-exempt students are required to complete the New Student Checklist as part of their matriculation process at Mesa College. ● Students attend a Registration Workshop after completing their assessment and orientation where they are provided with an abbreviated education plan. ● Registration workshops were also developed for students in the First Year Experience Program. ● Personal Growth, a component of the counseling curriculum covers educational planning which allows counseling faculty to provide students with ed planning assistance.
<p>Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students.</p>	<ul style="list-style-type: none"> ● A New Student Checklist , in addition to 6 Steps to Success (available as a video and PDF format) are made available to students through the Mesa College website under “Getting Started” and Counseling Department website. ● The Counseling Department has worked towards streamlining the process for new students by ensuring that these pathways are followed by new students. ● The Counseling Department expanded the video tutorials available through the Mesa Online Advising Center in addition to having a YouTube account that holds videos housed by the Mesa College Counseling Department. Additional videos available through the Mesa Online Advising Center, Mesa College YouTube account, and Mesa College Counseling Website include: Intro to Mesa Online Advising Center, How to Register for Classes, Pass/No Pass Grading Policy, Pre-Assessment Workshop Parts I and II.



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- Personal Growth, a component of the counseling curriculum covers educational planning which allows counseling faculty to provide students with ed planning assistance. Many first time students take Personal Growth class to include those who are a part of Mesa Academy/UMOJA, Puente, FYE, MET, Fast Track
- As part of Mesa's outreach efforts, orientation services were available to local feeder high schools. Student ambassadors assisted high school students with access and completion of the online orientation session at the site. The Office of Outreach and School Relations hosted drop-in orientation hours. High school students who needed help were able to stop by and receive assistance from the ambassadors.
- San Diego Community College District and San Diego Mesa College has a Memorandum of Understanding (MOU) with San Diego Unified High School District. Through this MOU, Mesa College collaborates with high school counselor and staff to coordinate the delivery of the core services on site.
- In a concerted effort to improve student success, particularly among underrepresented students, to address student completion disparities and to foster success for all students, San Diego Mesa College developed new student orientation program called Summer CRUISE. CRUISE stands for Create Rich and Unique Intellectual Student Experiences. The innovative, free, four-day support program engaged new students in empowering activities, workshops, and experiences to help them to succeed at Mesa.
- In 2016-17, Mesa College offered pre-enrollment services (pre-assessment workshops, assessment and orientation) to nine high schools. We served 2,635 students directly at the high schools. We host annual high schools principal's breakfast inviting high school principals and counselors to our campus for a morning informational sharing, dialogue, engagement and



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	<p>collaboration. We hold activities throughout the year that bring high school students to campus to participate in the core services.</p> <ul style="list-style-type: none"> • San Diego Mesa College collaborates with San Diego Continuing Education in delivering pre-assessment workshops and orientation sessions to students who are looking to transition from non-credit to credit. • San Diego Mesa College implemented the New Online Orientation in October 2017, along with a virtual campus tour. These resources can be accessed online at orientation.sdmesa.edu
<p>Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.</p>	<ul style="list-style-type: none"> • During the Registration Workshop, student are notified of the importance of following up with a counseling faculty to complete a comprehensive education plan. • Communication is sent to students notifying them of the value of the need to meet with a counselor and complete an education plan as part of the student success steps. • Counseling retention programs such as Puente, Mesa Academy/UMOJA, Mesa Academics and Athletics Program, Veterans, International Students, First Year Experience, Second Year Experience – ADVOC8 focus on the completion of student success steps and require the complete of an educational plan as part of the process, in addition to others such as exploring career services, attending workshops, etc. • SSSP has resulted in the expansion of services in all areas beyond general counseling to include Disability Support Programs and Services, DSPS, and STAR/Trio to ensure that all students are informed about the benefits associated with having an education plan. • Counseling Hot Spots have been developed and implemented to support education plan development. Hot Spots services are available for Puente, Mesa



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	<p>Academy/UMOJA, Mesa Academics Athletics Program, Veterans, International Students, DSPS, EOPS.</p> <ul style="list-style-type: none"> • Counseling developed The Next Steps Checklist, providing students with information on the next steps after completion of an abbreviated education plan which includes exploring various work based learning experiences to infuse career services to a students' college experience. <p>http://www.sdmesa.edu/student-services/counseling/The%20Next%20Steps%20final.pdf</p>
<p>Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).</p>	<ul style="list-style-type: none"> • Counseling has worked towards providing intentional and proactive follow-up services to students. Staff contact students who are who are at risk of losing their eligibility for BOGW as a result of their academic standing. Students who are on probation are also contacted by phone and are strongly encouraged to attend a BGFW Workshop – Better Grades for Fee Waivers to learn about the Standards of Academic Progress. • A letter is sent out to students on behalf of the Counseling Department Chair notifying them of the importance of maintaining their Academic Standing and directing them to support services available. • Career services are infused as part of the students' educational experience at Mesa College. • Provide intrusive counseling and follow-up services to former foster youth and undocumented students through Borderless Scholars and FAST Scholars programs.

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

Overall success for these activities is attributed to funding availability, which has allowed our institution to hire additional faculty and staff, provide assistance, support innovative



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events and activities, and promote professional development and learning throughout the whole campus.

These additional resources have resulted in the college’s ability to scale up services to students, expand hours of operation, provide more services and decrease delays and barriers to services.

It is allowing San Diego Mesa College to truly be the Leading College of Equity and Excellence.

- 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
<i>Example:</i> Increase completion and persistence through the English Developmental Sequence	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops</i> <i>Redesign the dev. ed. Sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs</i> <i>Redesign the dev. ed. Sequence</i>
Reduce or eliminate potential exit points for Basic Skills students through Campus Multiple Measures Pilot	Hot Spot Counseling Proactive Intervention	Change Agents/ CUE Partnership	<ul style="list-style-type: none"> ● Devised a way to place more students in one-below accelerated or transfer level English ● Planned pilot ● Informed students about “bump” in placement ● Answered email and phone questions



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			<ul style="list-style-type: none"> ● Gathered data about student success and throughput
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- 2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.**

Pathway Redesign: We have implemented one-below Accelerated English and Math courses, as well as a co-requisite English course. In English, the one-below course has raised throughput rate at least 20 percentage points and the co-requisite course by at least 40 percentage points.

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,



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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	
<p><i>Example:</i></p> <p><i>Increase completion and persistence through the English Developmental Sequence</i></p>	<p><i>Provide extended orientation and assessment prep courses/workshops</i></p>	<p><i>Provide extended orientation and assessment prep courses /workshops</i></p> <p><i>Redesign the dev. Ed. sequence</i></p>	<p><i>Pilot prep courses through the first year programs or specific bridge programs</i></p> <p><i>Redesign the dev. Ed. sequence</i></p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p><input checked="" type="checkbox"/> Other: _____</p>
<p>Support a strong start for students by expanding core services of assessment, orientation, and education planning services</p>	<p>Development of the SSSP New Student Checklist</p> <p>Expand assessment, orientation, and education planning services to students</p> <p>Implement Multiple Measures Assessment Tool - Placement Assistant</p> <p>Provide tutoring assistance for</p>	<p>Implementation of the Second year experience</p> <p>Provide transportation, food, and housing assistance</p> <p>Implementation of Mathletics program</p> <p>Collect data on efficacy of</p>	<p>Expand use of MMAP Placement Tool</p> <p>Improve Placement Challenge Process</p> <p>Scale up accelerated math and English and co-requisite English offerings</p> <p>Embedded counselors visit English and Math</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p><input checked="" type="checkbox"/> Other: <i>Mitigating disproportionate impact</i></p>



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	<p>students preparing to take the English and Math placement tests</p> <p>Continue availability Registration Workshops for abbreviated student education planning</p> <p>Implementation and expansion of FYE - First Year Experience Program</p> <p>Implementation of Summer Cruise Program - Intensive onboarding program from incoming students designed to build community with an emphasis on equity and inclusion.</p>	<p>Mathletics</p> <p>Tutor centered orientation via class visits or tutor center visits</p>	<p>courses early</p> <p>Reach out to Continuing Ed students through Regional BSI Partnership Pilot Project</p> <p>Specific support for basic skills math, English, and study skills via tutoring</p>	
<p>Provide proactive intervention services to students</p>	<p>Expansion of Counseling Hot Spots</p> <p>Contact students and notify them about their academic standing and impact on financial aid.</p> <p>Encourage participation in</p>	<p>Tutoring Services</p> <p>Embedded tutoring, online tutoring, expanded hours, weekend hours</p> <p>Intentional collaboration with</p>	<p>Scale up hot spot and embedded counseling visits for English and Math</p> <p>Visit GED and high school diploma courses at Continuing Ed with faculty and students to encourage students to enroll at Mesa</p> <p>Writing workshops, tutors embedded in</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other: Mitigating disproportionate impact



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	career services	Mesa Academy/UMOJA, CTE, CE, student-athletes, Kearny HS, STEM Center - purposeful connection of tutoring to support disproportionately impacted students	basic skills math and English classes, 24/7 online tutoring for math and English	
Strengthen persistence	<p>Comprehensive education plan completion and registration for the next term</p> <p>Proactive support, mentoring, and counseling</p> <p>BGFW - Better Grades for Fee Waivers Workshop</p> <p>Career and Transfer Workshops</p>	<p>Equity conversation, promoting student equity</p> <p>Mitigate and eventually eliminate disproportionate impact for target groups</p> <p>Proactive support, mentoring, and counseling</p> <p>Guided Pathways through SYE - Second Year Experience Program - ADVOC8</p> <p>Scale up embedded tutoring programs: To close equity gaps for success rates</p> <p>Implementation of Mathletics program</p>	<p>Scale up embedded tutoring programs: classroom tutors in Math and Graduate Tutors in English</p> <p>Offer paid professional Learning for Math and English faculty, emphasizing high impact practices</p> <p>Continue pathway redesign efforts in English and Math</p> <p>Continue work on living documents: logic model, mission statement, theory of change statement</p> <p>Continue to expand team focused on leadership development</p> <p>Continue to engage English faculty in participation (office hours at tutoring center, presentations, tutor recommendations, etc.)</p> <p>Tutoring Services:</p> <p>Expand hours and</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p><input checked="" type="checkbox"/> Other: Mitigating disproportionate impact</p>



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			<p>modalities</p> <p>Increase classroom tutors in basic Math courses</p> <p>Increase graduate tutors in basic English courses</p> <p>Expand campus-wide information events</p>	
Support course completion of a transfer-level English or Mathematics course within a sequence of three or fewer courses	<p>Counselors for the categorical programs to provide support</p> <p>Graduation check</p>	SUMMER CRUISE- Intensive transitional onboarding program from incoming students designed to build community with an emphasis on equity and inclusion.	Continue pathway redesign efforts (accelerated and co-requisite courses) in English and Math	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other: Mitigating disproportionate impact
Support education goal completion	<p>Counselors encourage students to check on progress</p> <p>Promote Second Year Experience</p> <p>Incorporate career services and completion of a comprehensive education plan</p>	<p>Encourage meetings with embedded and hotspot counselors</p> <p>Tutor training around student support services to help educate students who seek tutoring</p> <p>Training on equity minded approaches to support tutors in their roles as professionals</p>	<p>Scale up embedded tutors, increase MT2C - Mesa Tutoring and computing center workshop attendance</p> <p>Application workshop assistance in the Tutoring Center, and scholarship based workshops</p>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other: Mitigating disproportionate impact



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4. **How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)**

Our initiatives are organized by the series of “stepping stones” students take through their time at Mesa, from enrollment, through course completion and general persistence, to final completion (which maybe transfer or career). These stepping stones include the following:

1. Build a Foundation
2. Be There
3. Go Above and Beyond
4. Redesign for Course Completion
5. Look Ahead

The Student Success & Equity Committee will be the primary vehicle to drive the integration effort. The Student Success & Equity Committee provides a platform for collaboration and communication across the College that will result in the integration of student success, equity and basic skills efforts campus-wide.

This will be accomplished through the following:

- Communication on integration efforts through the [Student Development](#) and [Student Success and Equity](#) websites.
- Continued dialogue regarding integration and best practices through the [Student Success and Equity Committee](#).
- Support integration efforts throughout the campus by aligning SSSP, Equity and Basic Skills resources to support innovative student success practices across the campus through [an online funding request application](#).
- Continued discussion of integration efforts in addition to supporting student success goals at the [Student Success & Support Program and Student Equity Joint School Meetings](#).

In our effort to integrate and align SSSP, Equity and BSI resources and support innovative practices across the campus, SS&E has developed this online funding request application to assist with program request for funding. This integrative process will leverage innovation resources with the goal of making those efforts more efficient and sustainable. Coordination across the student equity-related categorical programs will be insured by their active participation on the Student Success and Equity Committee as standing committee members.



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- 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 does not have noncredit offerings; however, our district does have a large, comprehensive continuing education program at six different campuses. We recently received a BSI Regional Grant, the BSI Partnership Pilot. Our plan (which is simultaneously a Leading from the Middle project) is to gather two coordinators (one from Mesa and one from CE), several faculty from various disciplines, and student ambassadors so that we have a team of folks who will visit GED and High School Diploma courses at CE to encourage students to come to college, specifically Mesa. Informal visits of this sort have been received very well in the past and we want to track what a concerted effort might accomplish.

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

San Diego Mesa College's LOFT (Learning Opportunities for Transformation) space is the center for professional learning at Mesa College. The LOFT, led by a Professional Development Coordinator, develops specific programming to support equity-minded and inclusive practices. It is staffed by a Professional Development Coordinator, an Instructional Designer, an Instructional Lab and Learning Resources Technician, and a Senior Clerical Assistant.

The LOFT works in collaboration with the Campus Employee Learning Committee (CEL) which is an operational committee that oversees professional development fiscal resources. The CEL evaluates the professional development activities conducted during the year and reports outcomes to the campus which will be used for the purpose of evaluation and to improve programs and services.

- 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)**

MIS Data will be used to assess program activity along individualized program data packets produced by institutional research office. In addition, funded programs will complete a mid-year and end of the year report on program success using program, college, and/or MIS data.



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Furthermore, formal evaluation of all metrics would occur annually with formative assessments conducted in an ongoing, as needed basis. The college plans to create a dashboard that will allow the institution to monitor these metrics in real-time and use the information for ongoing review and decision-making.

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 Districtwide Student Services Council plans, develops, monitors and assesses student support services programs districtwide. Examples of the work of the Council include:

- Developed overarching goals for student success and equity including a plan to increase the number of degrees/awards.
- Established communication plan for students including: reminders about important deadlines, recommendation to see a counselor to establish a comprehensive education plan; academic progress, early alert and interventions
- Establishing and reviewing registration priorities and policies
- Monitoring and revising student assessment and placement practices
- Regular reports on student outcomes to Board of Trustees
- Monthly monitoring of SSSP services

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.

Please see attached.



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**

San Diego CCD
San Diego Mesa 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	\$ 18,609	\$ 587,671	\$ 1,200,863	\$ 1,645,887			
2000	Classified and Other Nonacademic Salaries	\$ 187,580	\$ 515,958	\$ 1,006,766	\$ 1,407,982			
3000	Employee Benefits	\$ 30,769	\$ 376,437	\$ 938,880	\$ 1,262,676			
4000	Supplies & Materials	\$ 3,000	\$ 28,000	\$ 40,000	\$ 39,956			
5000	Other Operating Expenses and Services	\$ 26,000	\$ 154,195	\$ 60,000	\$ 60,682			
6000	Capital Outlay	\$ -	\$ -	\$ 65,000	\$ 10,000			
7000	Other Outgo		\$ 35,000					
	Program Totals	\$ 265,958	\$ 1,697,261	\$ 3,311,509	\$ 4,427,183	\$ -	\$ -	
					Match		Match	
		BSI, SE, & SSSP Budget Total						\$ 5,274,728

*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.



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

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 executive summary can be accessed here: <http://www.sdmesa.edu/student-services/student-development/Executive%20Summary17-18AHLFinal01042018.pdf>

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

- More ways to disaggregate data for middle eastern, Asian, LGBTQIA, and homeless students.
- Improved Basic Skills Progress tracker (including courses coded as both basic skills and capstone)
- Webinars to increase statewide dialogue and get inspiration and contacts
- Regional meetings/IEPI

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 Ailene Crakes

Title Acting Dean, Student Development

Email Address acrakes@sdccd.edu

Phone 619-388-2896

Alternate Point of Contact:

Name Larry Maxey

Title Dean, Student Success & Equity

Email Address lmaxey@sdccd.edu

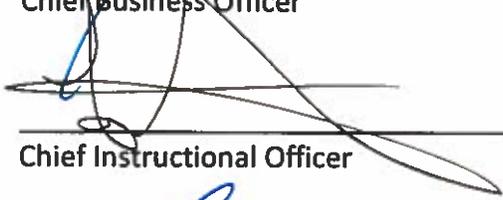
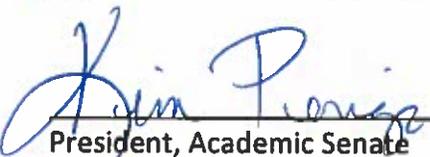
Phone 619-388-5940

Part III – Approval and Signature Page

College: San Diego Mesa College District: San Diego Community College District

Board of Trustees Approval Date: 1/25/2018

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.

	<u>10.18.17</u>	<u>pluster@sdccd.edu</u>
Chancellor/President	Date	Email Address
	<u>10.18.17</u>	<u>ragatha@sdccd.edu</u>
Chief Business Officer	Date	Email Address
	<u>10/18/17</u>	<u>tmcgrath@sdccd.edu</u>
Chief Instructional Officer	Date	Email Address
	<u>10/18/17</u>	<u>ahands@sdccd.edu</u>
Chief Student Services Officer	Date	Email Address
	<u>10/23/17</u>	<u>kperigo@sdccd.edu</u>
President, Academic Senate	Date	Email Address