



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

Part I – Deadlines and Important Information

- Submission deadline: **December 15, 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 Latinx, 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
Increase Comprehensive Student Education Plans by 5% (SSSP)	<p>Golden West College has made considerable efforts to increase comprehensive SEPs over the past two years. In the 2016-17 academic year, the total number of comprehensive SEPs increased by 4.87% to 1,874 (from the 2015-16 academic year). In addition, the number of abbreviated SEPs increased by 19.65% to 4,475 (from the 2015-16 academic year). Combined, the total number of comprehensive and abbreviated SEPs increased by 14% to 6,349 from the 2015-16 academic year. This increase was driven in part by in-reach to basic skills classes (especially in mathematics). GWC has guaranteed pathways for all ADTs, which ensures courses are available for students to complete their ADT in two years.</p> <p>GWC is currently testing the software EduNav. This tool will assist in our efforts to increase comprehensive SEPs. Once the College is confident that this educational planning tool is reliable and meets our students’ needs, we plan to expand its use in the Freshman Priority Registration (FPR) process.</p>
Implement Multiple Measures (SSSP)	<p>Multiple measures were implemented as a pilot in Fall 2016.</p> <p><u>Multiple Measures Data in English:</u> In Fall 2016, multiple measures led to increases in transfer-level English placement for 176 students. The groups that saw the largest increases after applying multiple measures were Asian students</p>



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	<p>(91% increase in transfer-level English placement) and Hispanic/Latinx students (65% increase). Over 40 Asian students experienced a placement increase to transfer-level English, and nearly 80 Hispanic/Latinx students did so as well. However, fewer than half of the Hispanic/Latinx students in the cohort (46%) received a transfer-level English placement even after applying multiple measures. This remained lower than the percentage of nearly all other racial/ethnic groups with a transfer-level placement.</p> <p>In Fall 2017, multiple measures led to increases in transfer-level English placement for 302 students. The groups that saw the largest increases after applying multiple measures were American Indian and Alaska Native students (100% increase in transfer-level English placement), Asian students (80% increase) and Hispanic/Latinx students (65% increase). Over 100 Asian students experienced a placement increase to transfer-level English, and nearly 130 Hispanic/Latinx students did so as well. However, only about half of the Hispanic/Latinx students in the cohort (51%) received a transfer-level English placement even after applying multiple measures. This remains significantly lower than the percentages of Asian, White, Multiple Ethnicities and American Indian/Alaska Native students with a transfer-level placement.</p> <p><u>Multiple Measures Data in Mathematics:</u></p> <p>In Fall 2016, multiple measures led to increases in transfer-level Math placement for 28 students. The groups that saw the largest increases after applying multiple measures were Hispanic/Latinx students (19% increase in transfer-level Math placement) and Asian students (6% increase). However, just 19 Hispanic/Latinx students experienced a placement increase to transfer-level Math, and only 5 Asian students did so as well. Also, only about a quarter of the Hispanic/Latinx students in the cohort (26%) received a transfer-level Math placement even after applying multiple measures. This remained lower</p>
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	<p>than the percentage of nearly all other racial/ethnic groups with a transfer-level placement.</p> <p>In Fall 2017, multiple measures led to increases in transfer-level Math placement for 108 students. The groups that saw the largest increases after applying multiple measures were Black/African American students (50% increase in transfer-level Math placement), Native Hawaiian/Pacific Islander students (33% increase), and Hispanic/Latinx students (32% increase). However, just one Black/African American student and one Native Hawaiian/Pacific Islander student experienced a placement increase to transfer-level Math. While 50 Hispanic/Latinx students received a placement increase to transfer-level Math, less than a third of these students (32%) received a transfer-level placement even after applying multiple measures. By comparison, 75% of Asian students in the cohort, 65% of students with multiple races/ethnicities, and 50% of White students had a transfer-level Math placement after applying multiple measures.</p>
<p>Implement Probation Workshops in Blackboard (SSSP)</p>	<p>In Spring 2017, GWC began to transition from Blackboard to Canvas. Because of this, our probation workshops also migrated. In 2016/17, a total of 1,215 students participated in the program out of 2,812 students in this category, which is 43% of the students who were on probation.</p>
<p>Develop Onboarding Programs (SSSP)</p>	<p>In March of 2017, GWC launched the Education Advisory Board (EAB) Navigate program. This pilot program provides onboarding to students, which includes career interest assessments that are mapped to our degrees. In the first two months of the pilot program, 141 students completed the onboarding training. The program will be expanded to all students in Fall 2017. Also during Fall 2017, GWC will launch CCC MyPath. This tool will become the initial portal for all students, once Project Glue is released.</p>



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<p>Develop Data Analytics Tool (SSSP)</p>	<p>In 2014, Golden West College purchased three Civitas tools (Illume, Inspire for Advisors, and Inspire for Faculty). After three years of verifying the College’s data, Illume was launched in November 2016. When running our first impact analysis on our first intervention (an email campaign to retain students who had not enrolled for the Spring 2017 semester), Civitas created a matched-student control group, and identified that the intervention had a 7.1% impact on student persistence. Specifically, we identified and provided outreach to 253 students who would not have otherwise continued at the college. Given the success of this first intervention, we are planning several more campaigns for the 2017/18 academic year.</p>
<p>Develop Registration Onboarding Workshop for High School Seniors (SSSP)</p>	<p>This was the third year of our Freshman Priority Registration (FPR) program, which provides students with a brief orientation to college, a first-semester SEP, and assistance with registering for their first semester of classes. In 2015, 612 students participated in the program. The numbers were nearly equivalent in 2016 when 608 students participated. In 2017, the participation increased by 11.35% to 677 students. The improvement stemmed from a stronger relationship with our assessment center and our feeder high schools. We plan to build upon this success in 2018 with an even larger class.</p>
<p>Improve Retention for FPR Students (SSSP)</p>	<p>There are two goals for this area: 1) Increase the retention of students between the time they apply and when they complete the registration process, and 2) retain students who register in FPR through census. For the former, we created an extra segment of FPR on the final day. This allowed us to provide a second opportunity for students who missed their initial appointment. This intervention was highly successful, and the final segment had the highest attendance rate. For the latter, the 2016 FPR students had a 92% retention rate. This was partly due to the creation of our first Golden West Welcome Day, which provided onboarding</p>



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	<p>activities for students the week before classes started. The event was very successful and was expanded in August 2017.</p>						
<p>Close 4.7% Pts. Access Gap for Veteran Students by 2018-19 (Equity)</p>	<p>Several services have been implemented for Veterans as part of the Veterans Resource Center (VRC). Veterans now have access to direct counseling services through SSSP funds. Beginning Fall 2017, a counselor specializing in academic advising for Veterans is available inside the VRC for 10 hours per week. Equity funds have been made available to provide Veterans with specialized orientation services known as Vets-at-Ease. The goal is to provide Veterans with resource information in order to have access to services and maintain retention and persistence from semester to semester. In order to increase access to technology, the Chromebook Loan Program provides Veterans with the opportunity to checkout a Chromebook for the semester. In addition, the VRC is in the process of creating a small computer lab space with a networked printer in order for Veterans to have access to technology during their visit.</p> <p>The access gap for Veterans in 2014-15 was 4.7 percentage points when compared to 6.4% of adult population within the community served between the ages of 18-64. The population of GWC students who are Veterans remains at 1.7%; however, as of Fall 2016, the percentage of Veterans in the adult population within the community served has decreased to 5.8% thus reducing the gap to 4.1 percentage points.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Veteran Service Area Population</td> <td style="padding: 5px; color: blue;">6.4%</td> </tr> <tr> <td style="padding: 5px;">GWC Veterans</td> <td style="padding: 5px; color: blue;">1.7%</td> </tr> <tr> <td style="padding: 5px;">Veteran Gap</td> <td style="padding: 5px; color: blue;">4.7% Pts.</td> </tr> </table>	Veteran Service Area Population	6.4%	GWC Veterans	1.7%	Veteran Gap	4.7% Pts.
Veteran Service Area Population	6.4%						
GWC Veterans	1.7%						
Veteran Gap	4.7% Pts.						



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	<p style="text-align: center;">Goal: Close Gap by 4.7% Pts.</p> <div style="text-align: center;"> </div> <p style="text-align: center;">Result: No Gap Change</p>
<p>Close Course Completion Gap for Hispanic/Latinx (5% Pts.), Economically Disadvantaged (1% Pts.), and African-American (15% Pts.) Students by 2018-19 (Equity)</p>	<p>Several interventions have been implemented for different DI groups using equity funds.</p> <p>The Student-Athlete Success Center (SASC) is in full operation, serving student-athletes with tutoring services, academic coach mentors, and access to technology via a computer lab and through the Chromebook Loan Program.</p> <p>The Student-Athlete Success Center (SASC) engages students with 40-60 hours of direct support per week and direct one-to-one contact. Providing equitable access to study skills and life skills increases the opportunity for social mobility. The success of SASC can best be illustrated by the growth of the program in the 2 years it has been running. Additional services have been added as the number of student-athletes served has increased from 62 to 350 for the academic year.</p> <p>The usage of SASC has doubled in a year with a 14% increase in student-athletes earning a 3.0 or higher GPA from Fall 2016 to Fall 2017. In addition, several of our student athletes have received scholarships at the GWC Scholarship Awards Celebration. Tutoring for developmental Math started Fall 2016. Mentors for at risk student-athletes were hired in January and are currently working with over 40 high-risk students. An Academic Counselor, specifically trained to work</p>



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	<p>with the needs of student-athletes, now has walk-in hours scheduled in the center.</p> <p>The overall success rate for SASC student athlete participants was 72.2% for Spring 2016 versus 69.8% for all other GWC students. In Fall 2016, we saw similar success rates with 71.2% for SASC student athlete participants versus 69.8% for all other GWC students.</p> <p>To address economically disadvantaged students, financial aid conducts outreach and in-reach services to inform and assist with FAFSA applications. These services were expanded to include information and application assistance for students under Dreamers and DACA.</p> <p>Services have been augmented for PUENTE students including the implementation of a mentorship program, family orientations, specialized PUENTE counseling, access to technology via the Chromebook Loan Program and access to northern California CSU and UC campus tours. Case management and outreach is currently in place to increase program participation as well as retention, persistence, and completion.</p> <p>PUENTE has shown increased success rates for student participants. The success rates range from 25% to 45% higher than students not participating in the program. The overall GPA is nine points higher than non-participants at 2.66.</p> <p>A faculty team is engaged in inquiry with coaching services stemming from the partnership with the University of Southern California – Center for Urban Education (USC-CUE). Faculty focused inquiry efforts in chemistry courses to attempt to close achievement gaps and increase participation from DI groups. Inquiry efforts resulted in the implementation of surveys including a Mindset quiz and student impressions stemming from the first day of class. In addition, faculty reviewed and</p>
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edited syllabi through the lens of equity and conducted classroom observations to assess the classroom environment.

The gap for Hispanic/Latinx students in 2014-15 was 5 percentage points. The completion rate for this population was at 62% when compared to the average completion rate of 67%. The goal was to close the gap by 5 percentage points by 2018-19. The gap has been closed by 1 percentage point with a success rate increase to 63%.

Average Completion Rate	67%
Completion Rate	62%
Completion Gap	5% Pts.

Goal: Close Gap by 5% Pts.





Result: Closed Gap by 1% Pt.

The gap for Economically Disadvantaged students in 2014-15 was 1 percentage point. The completion rate for this population was at 66% when compared to the average completion rate of 67%. The goal was to close the gap by 1 percentage point by 2018-19. The gap has been closed by 1 percentage point with a success rate increase to 67%.

Average Completion Rate	67%
Completion Rate	66%
Completion Gap	1% Pt.



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	<p>Goal: Close Gap by 1% Pt.</p>  <p>Result: Closed Gap by 1% Pt.</p> <p>The gap for African/American students in 2014-15 was 15 percentage points. The completion rate for this population was at 52% when compared to the average completion rate of 67%. The goal was to close the gap by 5 percentage points by 2018-19. The gap was increased by 2 percentage points with a success rate decrease to 50%; however, the overall completion rate has increased to 68%.</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Average Completion Rate</td> <td style="padding: 2px; text-align: center;">67%</td> </tr> <tr> <td style="padding: 2px;">Completion Rate</td> <td style="padding: 2px; text-align: center;">52%</td> </tr> <tr> <td style="padding: 2px;">Completion Gap</td> <td style="padding: 2px; text-align: center;">15% Pts.</td> </tr> </table>	Average Completion Rate	67%	Completion Rate	52%	Completion Gap	15% Pts.
Average Completion Rate	67%						
Completion Rate	52%						
Completion Gap	15% Pts.						
<p>Close basic skills English course completion gap for Hispanic/Latinx (7% Pts.), White Non-Hispanic (3% Pts.), and not economically disadvantaged students (11% Pts.) students by 2021-22 (Equity)</p>	<p>Goal: Close Gap by 5% Pts.</p>  <p>Result: Increased Gap by 2% Pts.</p> <p>The course English G090 leads into a transfer-level English course. Another option is for students who are classified as “below transfer” level to enroll in a transfer level course with a concurrent support lab (English G095). The aforementioned option saves students a semester of remediation and also improves the chances of them completing college level English. Nationally, Black and Hispanic students are twice as likely as whites to have to</p>						



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	<p>take three or more remedial courses, so these classes directly impact and help these groups. The co-requisite model, in particular, is successful in closing equity gaps.</p> <p>The English Department is integrating counseling services into the English G099 course sections to improve retention and student support. Such integration will include counseling presentations and classroom assignments related to basic skills instruction. The aim is that the early intervention will help academically challenged students through the counseling or other support services.</p> <p>The Peer Assisted Study Sessions Program (PASS), based on the University of Missouri model of supplemental instruction, has been implemented at GWC for three years. Though at first implementation the results were mixed, and it appeared to be a differential affect in English, today the PASS Program continues to be influential as support for instruction and student success. Specifically, the Fall 2016 data indicates the following: 66% passing rate for students who attended PASS sessions, as opposed to 31% who did not (English G098). For English G099, 67% of PASS attendees succeeded, as opposed of 25% who did not.</p> <p>The Student-Athlete Success Center (SASC) is in full operation serving student-athletes with tutoring services, academic coach mentors, and access to technology via a computer lab and through the Chromebook Loan Program.</p> <p>The Student-Athlete Success Center (SASC) engages students with 40-60 hours of direct support per week and direct one-to-one contact. Providing equitable access to study skills and life skills increases the opportunity for social mobility. The success of SASC can best be illustrated by the growth of the program in the 2 years it has been</p>
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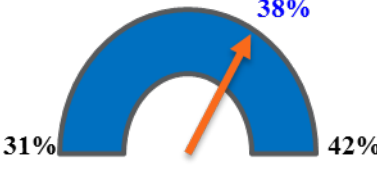



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	<p>running. Additional services have been added as the number of student-athletes served has increased from 62 to 350 for the academic year.</p> <p>The usage of SASC has doubled in a year with a 14% increase in student-athletes earning a 3.0 or higher GPA from Fall 2016 to Fall 2017. In addition, several of our student athletes have received scholarships at the GWC Scholarship Awards Celebration. Tutoring for developmental Math started in Fall 2016. Mentors for student-athletes were hired in January and are currently working with over 40 students. An Academic Counselor, specifically trained to work with the needs of student-athletes, now has walk-in hours in the center.</p> <p>The overall success rate for SASC student athlete participants for Spring 2016 was 72.2% versus 69.8% for all other GWC students. In Fall 2016, the success rates were similar, with 71.2% for SASC student athlete participants versus 69.8% for all other GWC students.</p> <p>In addition to these interventions, professional development opportunities are offered to all campus employees via conferences and webinars offered by Innovative Educators.</p> <p>The gap for Not Economically Disadvantaged students in 2014-15 was 11 percentage points. The completion rate for this population was at 31% when compared to the average completion rate of 42%. The goal was to close the gap by 6 percentage points by 2021-22. The gap was closed by 7 percentage points with a success rate increase to 38%.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Average Completion Rate</td> <td style="padding: 5px; color: blue;">42%</td> </tr> <tr> <td style="padding: 5px;">Completion Rate</td> <td style="padding: 5px; color: blue;">31%</td> </tr> <tr> <td style="padding: 5px;">Completion Gap</td> <td style="padding: 5px; color: blue;">11% Pts.</td> </tr> </table>	Average Completion Rate	42%	Completion Rate	31%	Completion Gap	11% Pts.
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	<p>Goal: Close Gap by 6% Pts.</p>  <p>Result: Closed Gap by 7% Pts.</p> <p>The gap for Hispanic/Latinx students in 2014-15 was 7 percentage points. The completion rate for this population was at 35% when compared to the average completion rate of 42%. The goal was to close the gap by 2 percentage points by 2021-22. The current course success rate for Hispanic/Latinx students remains at 35%; however, the overall success rate has increased to 68% thus decreasing the gap for this population to 6 percentage points.</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Average Completion Rate</td> <td style="padding: 5px; text-align: right;">42%</td> </tr> <tr> <td style="padding: 5px;">Completion Rate</td> <td style="padding: 5px; text-align: right;">35%</td> </tr> <tr> <td style="padding: 5px;">Completion Gap</td> <td style="padding: 5px; text-align: right;">7% Pts.</td> </tr> </table> <p>Goal: Close Gap by 2% Pts.</p>  <p>Result: No Gap Change</p> <p>The gap for White Non-Hispanic in 2014-15 was 3 percentage points. The completion rate for this population was at 39% when compared to the average completion rate of 42%. The goal was to close the gap by 3 percentage points by 2021-22. The current course success rate for White students remains at 39%; however, the overall success rate has increased to 68%.</p>	Average Completion Rate	42%	Completion Rate	35%	Completion Gap	7% Pts.
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Average Completion Rate	42%						
Completion Rate	39%						
Completion Gap	3% Pts.						
<p>Close basic skills math course completion gap for Hispanic/Latinx (3% Pts.), White Non-Hispanic (3% Pts.), and not economically disadvantaged (5% Pts.) students by 2021-22 (Equity)</p>	<p>The Peer Assisted Study Sessions Program (PASS), based on the University of Missouri model of supplemental instruction, has been implemented at GWC for three years. Though at first implementation the results were mixed, and it appeared to be a differential effect for mathematics, today the PASS Program continues to be influential as support for instruction and student success. Specifically, the Fall 2016 data indicates the following: in mathematics, 52% for Math G010 and 58% of the PASS attendees, respectively, succeeded. On the other hand, 48% and 42% of those who did not participate in PASS did not succeed (Math G010 and Math G030, Craig and Bergman, 2017).</p> <p>The Student-Athlete Success Center (SASC) is in full operation serving student-athletes with tutoring services, academic coach mentors, and access to technology via a computer lab and through the Chromebook Loan Program.</p> <p>The Student-Athlete Success Center (SASC) engages students with 40-60 hours of direct support per week and direct one-to-one contact. Providing equitable access to study skills and life skills</p>						

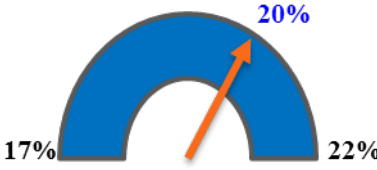



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	<p>increases the opportunity for social mobility. The success of SASC can best be illustrated by the growth of the program in the 2 years it has been running. Additional services have been added as the number of student-athletes served has increased from 62 to 350 for the academic year.</p> <p>The usage of SASC has doubled in a year with a 14% increase in student-athletes earning a 3.0 GPA or higher from Fall 2016 to Fall 2017. In addition, several of our student athletes have received scholarships at the GWC Scholarship Awards Celebration. Tutoring for developmental Math was started Fall 2016. Mentors for student-athletes were hired in January and are currently working with over 40 underprepared students. An Academic Counselor, specifically trained to work with the needs of student-athletes, now has walk-in hours within the center.</p> <p>The overall success rate for SASC student-athlete participants was for Spring 2016 72.2% versus 69.8% for all other GWC students. In Fall 2016, the success rates were similar, with 71.2% for SASC student athlete participants versus 69.8% for all other GWC students.</p> <p>Professional development opportunities are offered to all campus employees via conferences and webinars offered by Innovative Educators.</p> <p>The gap for Not Economically Disadvantaged in 2014-15 was 5 percentage points. The completion rate for this population was at 17% when compared to the average completion rate of 22%. The goal was to close the gap by 5 percentage points by 2021-22. The gap was closed by 3% with a success rate increase to 20%.</p>
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Completion Gap	3% Pts.												





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	<p>The gap was closed by 2 percentage points with a success rate increase to 22%.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Average Completion Rate</td> <td style="padding: 2px; text-align: right;">22%</td> </tr> <tr> <td style="padding: 2px;">Completion Rate</td> <td style="padding: 2px; text-align: right;">20%</td> </tr> <tr> <td style="padding: 2px;">Completion Gap</td> <td style="padding: 2px; text-align: right;">2% Pts.</td> </tr> </table> <p style="text-align: center;">Goal: Close Gap by 2% Pts.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Result: Closed Gap by 2% Pts.</p>	Average Completion Rate	22%	Completion Rate	20%	Completion Gap	2% Pts.
Average Completion Rate	22%						
Completion Rate	20%						
Completion Gap	2% Pts.						
<p>Close ESL basic skills completion for Hispanic/Latinx (6 Pts.) and not economically disadvantaged (2 Pts.) students by 2021-22 (Equity)</p>	<p>Efforts in curriculum inquiry continue to determine pathway alignment. This resulted in the redesign of the first two levels of ESL as non-credit courses. The ESL department is currently completing a self-program evaluation process. In addition, our institution will be collaborating with other California community colleges and partner with IEPI to create and participate in Partnership Resource Teams (PRT).</p> <p>The gap for Not Economically Disadvantaged in 2014-15 was 2 percentage points. The completion rate for this population was at 20% when compared to the average completion rate of 22%. The goal was to close the gap by 2 percentage points by 2021-22. The gap was closed by 2 percentage points with a success rate increase to 22%.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Average Completion Rate</td> <td style="padding: 2px; text-align: right;">22%</td> </tr> <tr> <td style="padding: 2px;">Completion Rate</td> <td style="padding: 2px; text-align: right;">20%</td> </tr> <tr> <td style="padding: 2px;">Completion Gap</td> <td style="padding: 2px; text-align: right;">2% Pts.</td> </tr> </table>	Average Completion Rate	22%	Completion Rate	20%	Completion Gap	2% Pts.
Average Completion Rate	22%						
Completion Rate	20%						
Completion Gap	2% Pts.						



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	<p>Goal: Close Gap by 2% Pts.</p>  <p>Result: Closed Gap by 2% Pts.</p> <p>The gap for Hispanic/Latinx students in 2014-15 was 11 percentage points. The completion rate for this population was at 11% when compared to the average completion rate of 22%. The goal was to close the gap by 5 percentage points by 2021-22. The gap was closed by 7 percentage points with a success rate increase to 18%.</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Average Completion Rate</td> <td style="padding: 2px; text-align: center;">22%</td> </tr> <tr> <td style="padding: 2px;">Completion Rate</td> <td style="padding: 2px; text-align: center;">11%</td> </tr> <tr> <td style="padding: 2px;">Completion Gap</td> <td style="padding: 2px; text-align: center;">11% Pts.</td> </tr> </table> <p>Goal: Close Gap by 5% Pts.</p>  <p>Result: Closed Gap by 7% Pts.</p>	Average Completion Rate	22%	Completion Rate	11%	Completion Gap	11% Pts.
Average Completion Rate	22%						
Completion Rate	11%						
Completion Gap	11% Pts.						
<p>Close degree and certificate completion gap for Native Hawaiian/Pacific Islander (10 Pts.), Hispanic/Latinx (1 Pt.), and not economically disadvantaged (2% Pts.) students by 2021-22 (Equity)</p>	<p>Efforts continue through the Graduation Completion project funded under equity. A case manager continues to evaluate transcripts for students that have completed or are close to completion of a degree and/or certificate. Students are contacted and provided assistance in completing the required documentation to award the degree and/or certificate and assistance in completing registration for courses needed for completion.</p>						



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Professional development opportunities are offered to all campus employees via conferences and webinars offered by Innovative Educators.

The gap for Not Economically Disadvantaged students in 2014-15 was 2 percentage points. The completion rate for this population was at 21% when compared to the average completion rate of 23%. The goal was to close the gap by 2 percentage points by 2021-22. The gap was closed by 4 percentage points with a success rate increase to 25%

Average Completion Rate	23%
Completion Rate	21%
Completion Gap	2% Pts.

Goal: Close Gap by 2% Pts.





Result: Closed Gap by 4% Pts.

The gap for Hawaiian/Pacific Islander students in 2014-15 was 15 percentage points. The completion rate for this population was at 8% when compared to the average completion rate of 23%. The goal was to close the gap by 10 percentage points by 2021-22. The gap was closed by 9 percentage points with a success rate increase to 17%.

Average Completion Rate	23%
Completion Rate	8%
Completion Gap	15% Pts.



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	<p>Goal: Close Gap by 10% Pts.</p>  <p>Result: Closed Gap by 9% Pts.</p> <p>The gap for Hispanic/Latinx students in 2014-15 was 1 percentage point. The completion rate for this population was at 22% when compared to the average completion rate of 23%. The goal was to close the gap by 1 percentage point by 2021-22. The gap was closed by 4 percentage points with a success rate increase to 26%.</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Average Completion Rate</td> <td style="padding: 2px; text-align: center;">23%</td> </tr> <tr> <td style="padding: 2px;">Completion Rate</td> <td style="padding: 2px; text-align: center;">22%</td> </tr> <tr> <td style="padding: 2px;">Completion Gap</td> <td style="padding: 2px; text-align: center;">1% Pt.</td> </tr> </table> <p>Goal: Close Gap by 1% Pt.</p>  <p>Result: Closed Gap by 4% Pts.</p>	Average Completion Rate	23%	Completion Rate	22%	Completion Gap	1% Pt.
Average Completion Rate	23%						
Completion Rate	22%						
Completion Gap	1% Pt.						
<p>Close transfer gaps for White Non-Hispanic (4 Pts.), Hispanic/Latinx (5 Pts.), and not economically disadvantaged (4 Pts.) students by 2021-22 (Equity)</p>	<p>GWC’s Curriculum Committee approved an open entry English course G090 that combines two levels of remediation and leads into a transfer-level English course. The English Department offered three sections of this class in Fall 2017 and will offer three sections in Spring 2018. The Curriculum Committee also approved the co-requisite course, G095, which allows students, who placed below transfer level, to enroll in transfer level English 100 with concurrent lab support. The</p>						



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	<p>English Department offered two sections of this class in Fall 2017 and plans to scale up to three sections in Spring 2018. Both courses have been well received by students. Students enrolled in these courses reflect campus diversity. The hope is that these courses support timely graduation by providing first time students the opportunity to complete accelerated courses.</p> <p>Collaboration has begun between the high schools and the English Department. A series of regular high school and college faculty collaboration workshops is scheduled, beginning in October 2017. Under the leadership of the Basic Skills Initiative English Coordinator, English workshops are being developed to aid Latino high school males to transition into college level English courses. GWC is following the findings of The Pew Research Center's study that has shown that 50 percent of Hispanics cite "poor English skills" as a deterrent to finishing high school or going to college.</p> <p>Services have been augmented for PUENTE students including the implementation of a mentorship program, family orientations, specialized PUENTE counseling, access to technology via the Chromebook Loan Program and access northern California CSU and UC campus tours. Case management and outreach is also in motion to increase program participation as well as retention, persistence, and completion.</p> <p>PUENTE has shown increased success rates for student participants. The success rates range from 25% to 45% higher than students not participating in the program. The overall GPA is nine points higher than non-participants at 2.66.</p> <p>Transfer Counseling and Coordination is fully operational. Transfer admission has become more complex and challenging for students. Designated</p>
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	<p>counseling hours in the Transfer Center has allowed for increased counseling and checking of degree requirements for CSU ADT verification. In August 2016, Express counseling saw a total of 432 students for Spring admissions, which is a 68% increase over 2015 totals. Increased coordination has led to additional programming, advertising, and outreach to students resulting in increased transfer application workshop attendance, transcript evaluation for application submission, and student admissions. Overall student attendance in center activities has increased from 3,556 in 2015 to 4,219 in 2016 (a 19% increase).</p> <p>Full-time Foster Youth outreach and in-reach is fully operational. The program is designed and dedicated to the delivery of comprehensive services and benefits that encourage the enrollment, retention, and transfer of students who face language, social, economic, and educational disadvantages. Enrollment for Foster Youth in Fall 2016 began with 427 returning and new students. In addition to on- and off-campus outreach activities, staff conducted classroom presentations during the Fall 2016 semester and as a result, enrollment increased by 85.9% to 794 students. As of the beginning of the Spring 2017 semester, the program reached 824 students and continues to grow.</p> <p>Professional development opportunities are offered to all campus employees via conferences and webinars offered by Innovative Educators.</p> <p>The gap for Not Economically Disadvantaged in 2014-15 was 4 percentage points. The completion rate for this population was at 37% when compared to the average completion rate of 41%. The goal was to close the gap by 4 percentage points by 2021-22. The gap was closed by 7 percentage points with a success rate increase to 44%.</p>
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Average Completion Rate</td> <td style="padding: 2px; text-align: center;">41%</td> </tr> <tr> <td style="padding: 2px;">Completion Rate</td> <td style="padding: 2px; text-align: center;">37%</td> </tr> <tr> <td style="padding: 2px;">Completion Gap</td> <td style="padding: 2px; text-align: center;">4% Pts.</td> </tr> </table> <p style="margin-top: 10px;">Goal: Close Gap by 4% Pts.</p>  <p style="margin-top: 10px;">Result: Closed Gap by 7% Pts.</p> <p style="margin-top: 20px;">The gap for White Non-Hispanic in 2014-15 was 4 percentage points. The completion rate for this population was at 37% when compared to the average completion rate of 41%. The goal was to close the gap by 4 percentage points by 2018-19. The gap was increased by 4 percentage points with a success rate decrease to 33%; however, the overall completion rate has increased to 44%.</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Average Completion Rate</td> <td style="padding: 2px; text-align: center;">41%</td> </tr> <tr> <td style="padding: 2px;">Completion Rate</td> <td style="padding: 2px; text-align: center;">37%</td> </tr> <tr> <td style="padding: 2px;">Completion Gap</td> <td style="padding: 2px; text-align: center;">4% Pts.</td> </tr> </table> <p style="margin-top: 10px;">Goal: Close Gap by 4% Pts.</p>  <p style="margin-top: 10px;">Result: Increased Gap by 4% Pts.</p>	Average Completion Rate	41%	Completion Rate	37%	Completion Gap	4% Pts.	Average Completion Rate	41%	Completion Rate	37%	Completion Gap	4% Pts.
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	<p>The gap for Hispanic/Latinx students in 2014-15 was 6 percentage points. The completion rate for this population was at 35% when compared to the average completion rate of 41%. The goal was to close the gap by 5 percentage points by 2021-22. The gap was closed by 2 percentage points with a success rate increase to 37%.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Average Completion Rate</td> <td style="padding: 5px; text-align: center;">41%</td> </tr> <tr> <td style="padding: 5px;">Completion Rate</td> <td style="padding: 5px; text-align: center;">35%</td> </tr> <tr> <td style="padding: 5px;">Completion Gap</td> <td style="padding: 5px; text-align: center;">6% Pts.</td> </tr> </table> <p style="text-align: center;">Goal: Close Gap by 5% Pts.</p> <div style="text-align: center;"> </div> <p style="text-align: center;">Result: Closed Gap by 2% Pts.</p>	Average Completion Rate	41%	Completion Rate	35%	Completion Gap	6% Pts.
Average Completion Rate	41%						
Completion Rate	35%						
Completion Gap	6% Pts.						
<p>Curriculum alignment with local high schools that result in seamless curricula between high school and mathematics courses (BSI)</p>	<p>The expected outcomes for the alignment of English G098 and English G099 (English), and MATH G010 (Beginning Algebra) and MATH G030 (Intermediate Algebra) are being achieved. For mathematics, the goal was completed before December of 2016, as a result of the ongoing partnership with the local high schools and the Huntington Beach Union High School District’s administration. GWC modified a textbook that combines the curricula of Beginning and Intermediate Algebra, and adjusted the ALEKS software to be attentive to the content of several mathematics courses from the high schools and from GWC. Hence, the instruction model and the supporting materials changed at GWC for mathematics. The work for English course alignment will continue based on the best practices and the lessons GWC faculty learned with mathematics.</p>						



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<p>Creation and implementation of “bridge programs” (that connect high school student to GWC educational experiences (BSI)</p>	<p>GWC faculty and administrators created and implemented “Jumpstart” (a bridge program in English and mathematics for high school students from all of the Huntington Beach Union High School District (HBUHSD) and others). Customarily, Jumpstart is offered during the Winter Intersession and Summer semesters. Methodologically, Jumpstart is divided into two separate educational experiences: 1) credit-bearing courses in mathematics and English, and 2) non-credit bearing “workshops” in both disciplines. Both experiences prepare students to “jump over” basic skills mathematics and English courses. More than 60% of the participating students have been able to “jump” at least one level of mathematics remedial level instruction following the Winter Intersession and Summer 2016 Jumpstart. The students who participated in English accomplished positive results as well, with nearly 55% of the students “jumping” at least one basic skills level of English coursework.</p>
<p>Implementation of supplemental instruction in English and mathematics in the remedial level courses (BSI)</p>	<p>The Peer Assisted Study Sessions Program (PASS), based on the University of Missouri model of supplemental instruction, has been implemented at GWC for three years. Though at first implementation the results were mixed, and it appeared to be a differential effect for mathematics and English, today the PASS Program continues to be influential as support for instruction and student success. Specifically, the Fall 2016 data indicates the following: 66% passing rate for students who attended PASS sessions, as opposed to 31% who did not (English G098). For English G099, 67% of PASS attendees succeeded, as opposed to 25% who did not. In mathematics, 52% for Math G010 and 58% of the PASS attendees, respectively, succeeded. On the other hand, 48% and 42% of those who did not participate in PASS did not succeed (Math G010 and Math G030, Craig and Bergman, 2017).</p>



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<p>Basic Skills Mathematics and English faculty (full-time and part-time) Professional Development (BSI)</p>	<p>The Basic Skills mathematics and English coordinators organized and carried out a professional development series for full-time and part-time faculty members during the fall and spring semesters. For mathematics, no less than 70% of the faculty members participated during the Fall 2016 semester. The number of English faculty participants was nearly equal to mathematics. Several topics are addressed, including pedagogy, equity, student retention and resiliency, and available material applying to basic skills instruction.</p>
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- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Institutional success is in part credited to the support stemming from the executive team. Integration of equitable services has been at the forefront of planning and decision-making. GWC has created strong administrative infrastructure to manage categorical programs. Faculty endorsement and engagement in equity work has increased over the last academic years. Additionally, community partnerships, and realistic goals/expectations for programs and services are key to our continued success. The challenges arise from limited time for implementation of projects, difficulty in institutionalizing effective interventions, and the current funding cycle for categorical programs that are not in alignment with the fiscal year cycle.



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

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<p><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>Increase assessment placement into college level courses (English and math)</p>	<p>Provide core services including:</p> <p>Assessment preparation and implementation of multiple measures</p> <p>Orientations through the Freshman Priority Registration program</p> <p>Counseling services including student education plans</p> <p>Follow-up services for probation and disqualification students</p>	<p>Provided test taking strategies and math content for DI groups including the Hispanic population</p> <p>Deliver individualized instruction based on initial assessment via ALEKS – diagnostics program and individualized self-paced instruction</p>	<p>Create high school partnerships focusing on:</p> <p>Curriculum alignment</p> <p>Delivering instruction at high school sites</p> <p>Conference with high school faculty and parents</p> <p>Provide 7-8 week workshops</p>



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Several programs active at GWC have proven effective in meeting the objectives specifically designed to influence student success in English and mathematics gateway courses. Specifically, GWC expanded and scaled-up a set of programs proven effective to transition students from basic skills courses to transfer-level courses in mathematics and English.

As an example of a successful intervention, the “Jumpstart” (bridge program in collaboration with high schools - English and mathematics) proved successful in assisting students to “jump” over basic skills English and/or mathematics courses. The results are as follows:

Mathematics (percentage of students who “jumped” at least one math level)

Winter 2015	74%
Summer 2015	64%
Winter 2016	82%
Summer 2016	84%

English (percentage of students who “jumped at least one English level)

Summer 2014	40%
Summer 2015	75%
Summer 2016	71%
Winter 2017	64%

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.

GWC changed numerous dynamics to promote student success in transferable gateway courses in English and math during the students’ first year of college. Through partnerships with its “feeder” high schools and given the creation of the CSUin2 program, GWC has been able to develop educational interventions that set the framework for educational pathways that are sensitive to students’ needs. Again, GWC implemented the following:

- Jumpstart – a Winter Intersession and Summer “bridge” program in mathematics and English.
- Mock Assessment and Mathematics Workshops at the High Schools.
- Curriculum alignment with local high schools that resulted in seamless curricula between high school and college mathematics courses.
- Writing Center workshops directly tied to completion of two English basic skills courses. However, the workshops relate to transferable courses as well.



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- English and mathematics faculty (full- and part-time) professional development activities targeted to effectively address the educational needs of under-performing students.
- Co-instruction of basic skills English and/or mathematic courses with a counseling course specifically designed to address career choice and college success factors.
- Development and implementation of a course sequence to maximize the academic success of students identified through the Adult Education Block Grant.
- Redesign and implementation of two basic skills mathematics courses (Beginning Algebra, and Intermediate Algebra) to better address the educational dynamics of underprepared students.
- Selection and use of ALEKS (McGraw Hill Publishers) – a self-guided on-line software for mathematics students that allows the implementation of multiple pedagogical strategies.
- Multiple measure assessment for student placement in English and Mathematics college courses.

Of the educational interventions listed above, the curriculum redesign for mathematics and English represents faculty collaboration within GWC and with the local high school district. The aim of the curricular redesign was to create courses that “accelerate” students toward college-level transferable courses in mathematics and English GWC.

Curriculum Redesign. The GWC’s Curriculum Committee approved an open-entry course in mathematics (Math G080, pre-statistics) to accelerate students through basic skills mathematics and prepare them for college-level statistics (Math 160). Similarly, the English Department has created English 090, an open-entry course in English to accelerate students through basic skills English and prepare them for college-level English 100. This course has been approved at the campus level and is awaiting BOT and state approval. The English department is piloting this class in the Fall of 2017.



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

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

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



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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><i>Increase basic skills completion and number of students placing in college level courses (include new accelerated classes)</i></p>	<p><i>Provide counseling services</i></p> <p><i>Continue multiple measures</i></p> <p><i>Continue assessment preparation services</i></p>	<p><i>Use Civitas to measure intervention impact for DI groups</i></p> <p><i>Continue with Athletic Study Hall services including tutoring and coach mentoring</i></p> <p><i>Professional Development</i></p> <p><i>Address Assessment change in CSU System</i></p> <p><i>Build Courses that Satisfy New Requirements at CSU System</i></p>	<p><i>Collaborate with faculty to Develop and implement an accelerated mathematics course.</i></p> <p><i>Offer Mathematics Mock Assessment workshops to prepare students for the content and the process of the placement assessment, as part of the multiple measures paradigm used at GWC.</i></p> <p><i>Continue Jumpstart (a bridge program) offered during the summer and the winter intersession semesters</i></p>	<p><input checked="" type="checkbox"/> Access</p> <p><input type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>
<p><i>Continue collaboration / partnerships with local feeder high schools</i></p>	<p><i>Include high school counselors in the registration process for FPR</i></p> <p><i>Continue with information sessions for high school counselors</i></p>	<p><i>Use data in the Student Equity Plan and Civitas to inform high schools on DI groups and to focus interventions to close achievement gaps</i></p>	<p><i>Continue to offer services at high school sites such as the Mathematics Mock Assessment</i></p>	<p><input checked="" type="checkbox"/> Access</p> <p><input type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>



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<p><i>Improve identification and support for students at-risk (academic or progress probation)</i></p>	<p><i>Continue probation workshops in Canvas</i></p> <p><i>Continue to provide counseling services for at-risk students.</i></p>	<p><i>Continue to use Civitas as an analytics tool to identify and measure intervention impact for disproportionate impacted student populations.</i></p> <p><i>Implement early identification for students who may demand special instruction to secure appropriate academic progress</i></p>	<p><i>Utilize student equity data as an information tool for decision making</i></p>	<p> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion Other: _____ _____ </p>
<p><i>Increase number of certificate degrees awarded</i></p>	<p><i>Continue counseling services to provide students with pathways guidance.</i></p>	<p><i>Continue Guided Pathway project.</i></p> <p><i>Hire one full-time member to continue the evaluation of students that are close to completion or have completed a certificate or degree.</i></p> <p><i>Contact students in this pool to assist in the official recording for all certificate and degree completions</i></p> <p><i>Review and revise curriculum to increase completers</i></p>	<p>N/A</p>	<p> <input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion Other: _____ _____ </p>



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<p><i>Develop guided pathways to increase completion of academic goals (increase SEPs)</i></p>	<p><i>Fully implement EduNav to provide all students with an education plan connected to our scribed pathways and the transfer data in Assist.org.</i></p>	<p><i>Continue funding College Scheduler – platform-assisting students with course scheduling and registration based on course pathway, availability, and scheduling preferences.</i></p> <p><i>Bolster CTE Programs and Workforce Development</i></p>	<p><i>Continue basic skills acceleration through Jumpstart and curriculum alignment.</i></p> <p><i>Partnership Resource Teams (PRT) – Not for Credit to Credit</i></p>	<p><input 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><i>Other: _____</i></p> <p>_____</p>
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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)

Integration of programs and services are discussed in the Recruitment to Completion Committee (RCC), which reports to the Planning and Budget Committee chaired by the Campus President. Committee representation includes constituents who are involved in the matriculation process in addition to basic skills, student equity, and Title III initiatives. Various topics discussed include project updates funded by categorical programs. The Office of Research, Planning and Institutional Effectiveness actively presents data that informs funding decisions as well as project impact and effectiveness. Prior to integration requirements, RCC prioritized efforts for integration beginning with the adoption and implementation of the Request for Proposal (RFP) template and guide. This new process is used to review funding requests for BSI, SE, SSSP and Title III, which requires data and plans for integration and collaboration across categorical programs. RCC also created a taskforce that is responsible for informing the completion of the integrated plan for 2017-19. This taskforce includes faculty representation as well as staff and management under student services. Outside of RCC, the BSI, SE and SSSP Coordinators meet weekly to discuss project integration and participate in grant coordination meetings with Title III and Adult Education. Inquiry efforts are also underway in the area of instruction and student services. Golden West College has partnered with the Center for Urban Education (CUE) from the University of Southern California to guide faculty in the inquiry process in an effort to address achievement gaps within the classroom setting. Classified staff and managers are



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participating in the Leading from the Middle Academy hosted by the RP Group to conduct inquiry on the student experience and to streamline the delivery of student services.

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)

Golden West College continues to offer non-credit services across the institution including workshops for college applications as well as programs such as Jumpstart (a winter intersession and summer bridge program in mathematics and English) and college writing workshops offered under learning resources. Non-credit offerings under the instructional wing include Career and Technical Education (CTE) programs in digital media such as Photoshop. In addition, the English as a Second Language (ESL) sequence now offers the first two levels as non-credit courses.

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

Student Equity:

Prioritize trainings to increase equity awareness and continue providing speakers, workshops, conferences, online webinars, ally training series, USC-CUE Partnership, Leading from the Middle Academy, faculty flex days, and all college meetings. For 2017-18, the focus will be on providing practical tools training, in addition to continuing equity awareness training.

SSSP:

Continue funding conferences for counselors, transcript evaluators, staff and managers annual retreats, and bi-weekly professional development meetings.

BSI:

Continue monthly professional development meetings led by coordinators. Implement a Fall conference with local high schools.



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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)

In May 2016 the Recruitment to Completion Committee (RCC) created and adopted a Request for Proposal (RFP) template. This RFP process was then implemented in Fall 2016 to request funding from categorical programs including BSI, SE, SSSP and Title III. This includes a 5-Column Model Template that requests the evaluation and progress of programs/services in five columns:

1. Intended Objectives
2. Activities
3. Expected Outcomes
4. Analysis of Data Collected
5. Use of Results

The first three columns are required on the initial funding request and all five columns are completed once per academic year to determine continued funding.

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)

District-wide administrative processes and policies have been implemented for:

- SSSP Exemptions
- Assessment and Placement
- Orientations
- Repeats and Appeals
- Pre-requisites and Co-requisites
- MIS and SARS Coding

The BSI/SE/SSSP Coordinators from all three colleges will meet at least once per semester to further integrate efforts. All coordinators are highly active at the region level.

At the college level, the BSI/SE/SSSP Coordinators meet weekly to discuss planning logistics. Monthly meetings are also held with Title III and Adult Ed to discuss project updates and future plans. Collaboration with sister colleges continues for onboarding, data analytics,



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online appointments and technology linkages for MIS reporting.

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.

The 2017-18-advance allocation for BSI, SE, and SSSP is currently set at:

Categorical Program	Allocation
Basic Skills Initiative	\$91,825.00
Student Equity	\$1,002,200.00
Student Success and Support Program (SSSP)	\$2,143,863.00
TOTAL Integrated Allocation	\$3,237,888.00

Funding allocations for programs and services is approved by the Recruitment to Completion Committee and overseeing by the BSI, SE, and SSSP Coordinators, respectively. The following programs/services have been approved for the 2017-18 academic year.

Basic Skills Initiative	Student Equity	SSSP
Jumpstart	Student-Athlete Success Center (SASC)	Counseling Services
Mock Assessment	STEM Counseling	SARS Platform
PASS Program	PUENTE Counseling	Cranium Café Platform
Professional Development	PUENTE Mentorship	Civitas Inc.
	PUENTE Northern California Trip	Education Advisory Board (EAB)
	PUENTE Parent Orientation	Assessment Instruments MDTP Computerized Units CELSA Site License for ESL Assessment Placement CAPP, Scanform CAPP
	Financial Aid Outreach	Program Coordination Manager
	Cultural Connections	Assessment Staff
	DSPS Orientations	Transcript Evaluators
	Vets-at-Ease Orientations	Counseling Staff
	USC-CUE Partnership	Supplies Counseling, A&R, Assessment, Coordination
	Professional Development	Materials Counseling, A&R, Assessment, Coordination
	Textbook Reduction / No Cost Project / Open Educational Resources	High School Partner’s Breakfast



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	Graduation Completion	Faculty Challenge Readers
	Career Counseling and Staff	Formstack
	Transfer Counseling and Staff	Professional Development
	Program Coordination Manager	Freshman Priority Registration (FPR)
	Oohlala Platform	CalWORKs Counseling
	Cranium Café Platform	ACCUPLACER
	College Scheduler Platform	Printing/Copy Charges Assessment, A&R, Counseling, Coordination
	Civitas	Adapt Courseware
	Equity Staff	SSSP Support Staff
	EOPS Foster Youth Outreach	Conferences Counseling, Assessment, A&R, Coordination
	Equity Researcher	Assessment Mileage Reimbursement
	PUENTE Outreach	Career Center Staff
	PUENTE Coordination	Rustler Welcome Day
	Rustler Welcome Day	Student Academic Planners
	Leading From the Middle Academy	Service Maintenance Agreements Harland Technology Services
		ASK GWC English & Spanish
		EduNav
		Oohlala Platform
		TES/College Source
		Microsoft Project

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

<http://www.goldenwestcollege.edu/student-equity/>

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?



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Offering different tracks for new and seasoned directors at the annual All Director’s training has been a positive change. The Chancellor’s Office can continue supporting colleges by providing webinars on best practices for integrated planning and by highlighting community college programs/services that are closing the achievement gap. Extensive training on goal setting and evaluation of all current projects can facilitate the understanding of expectations at the state level and can assist colleges to streamline and evaluate in a uniform fashion.

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: Dr. Claudia Lee
Title: Vice President of Student Services
Email Address: clee@gwc.cccd.edu
Phone: 714-892-7711 ext. 55305

Alternate Point of Contact:

Name: Dr. Susana Castellanos-Gaona
Title: Student Success and Support Program (SSSP) & Student Equity Coordinator
Email Address: scastellanos-gaona@gwc.cccd.edu
Phone: 714-895-7711 ext. 55301

This document was vetted and approved for signature by the following committees:

Committee	Review / Approval Date
Planning and Budget Committee	September 27, 2017 (1 st Review) October 11, 2017 (2 nd Review and Approval)
Academic Senate	September 26, 2017 (1 st Review) October 10, 2017 (2 nd Review and Approval)
Recruitment to Completion Committee	September 26, 2017 (1 st Review) October 10, 2017 (2 nd Review and Approval)



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Part III – Approval and Signature Page

College: Golden West College

District: Coast 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.

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President, Academic Senate (Jaima Bennett)	Date	Email Address