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

Part I – Deadlines and Important Information

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

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

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

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

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

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

PROGRAM INTEGRATION

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

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

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

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

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

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

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

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

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

Goal: Access	Progress
Increase Access and improve the Equity Index (EI) for Male, Native American, and Latino student populations.	- Male Access EI worsened slightly from 0.91 to 0.89. (n= 12,570) - Native American Access EI improved from 0.86 to 0.95. (n= 208) - Latino Access EI improved from 1.23 to 1.26. (Goal is to maintain no gap in a rapidly changing county demographic.) (n= 9,976)
Goal: Course Completion	**Progress**
Improve Course Completion and improve the Equity Index (EI) for Pacific Islander, Native American Male, and Foster Youth Male student populations.	- Pacific Islander Male Course Completion EI improved from 0.83 to 1.09. (n= 100) - Pacific Islander All Course Completion EI improved from 0.84 to 0.97. (n= 235) - Native American Male Course Completion EI slightly worsened from 0.87 to 0.86. (n= 138) - Foster Youth Male Course Completion EI worsened from 0.81 to 0.75. (n= 466)
Goal: Basic Skills English Pathway Completion	**Progress**
Increase Basic Skills English Pathway Completion rates and improve the Equity Index (EI) for Native American, African American (especially Male), DSPS Male, and Economically Disadvantaged Male student populations.	- Native American English Pathway Completion EI worsened from 0.67 to 0.56. (n= 32) - African American Male English Pathway Completion EI improved from 0.69 to 0.80. (n= 39) - DSPS Male English Pathway Completion EI worsened from 0.83 to 0.72. (n= 161) - Economically Disadvantaged Male English Pathway Completion EI slightly improved from 0.88 to 0.89. (n= 449)
Goal: Basic Skills Math	**Progress**
Increase Basic Skills Math	African American All Math Pathway Completion EI

Pathway Completion rates and improve the Equity Index (EI) for African American (especially Male), Multi-ethnicity Male, and Economically Disadvantaged Male student populations.	worsened from 0.57 to 0.53. (n= 64) - African American Male Math Pathway Completion EI worsened from 0.56 to 0.41. (n=32) Economically Disadvantaged Male Math Pathway Completion EI worsened from 0.86 to 0.80. (n= 374) - Multi-ethnicity Male Math Pathway Completion EI showed no change at 0.79. (n= 20)
Goal: English as a Second Language (ESL) Pathway Completion	**Progress**
Increase English as a Second Language (ESL) Pathway Completion rates and improve the Equity Index (EI) for DSPS and Latino student populations.	- DSPS ESL Pathway Completion EI improved from 0.81 to 1.01. (n= 296) - Latino ESL Pathway Completion EI improved from 0.76 to 1.01. (n= 193)
Goal: Certificates and Degrees	**Progress**
Increase Certificate Completions and improve the Equity Index (EI) for Pacific Islander, African American (especially Male), and Latino Male student populations.	- Pacific Islander Certificate Completion EI remained unchanged at 0.00. (n=6) - African American Male Certificate Completion EI improved from 0.00 to 1.39. (n=51) - African American Certificate Completion EI improved from 0.65 to 1.41. (n= 75) - Latino Males Certificate Completion EI improved from 0.66 to 0.88. (n= 342)
Increase Degree Completions and improve the Equity Index (EI) for African American Male, DSPS Male, and Latino Male student populations.	- African American Male Degree Completion EI improved from 0.55 to 0.92. (n=51) - Multi-ethnicity Male Degree Completion EI improved from 0.14 to 0.95. (n=74) - DSPS Male Degree Completion EI improved from 0.63 to 0.82. (n= 109) - Latino Male Degree Completion EI improved from 0.76 to 0.88. (n= 342)
Goal: Transfer	**Progress**
Increase Transfer rates and improve the Equity Index (EI) for Native American, DSPS, and Latino student populations.	- Native American Transfer EI worsened from 0.53 to 0.30. (n=19) - DSPS Transfer EI slightly improved from 0.65 to 0.70. (n= 243) - Latino Transfer EI improved from 0.64 to 0.74. (n= 755)
SSSP Goals	**Progress**

Increase capacity for SSSP core services, particularly education planning.	- Successfully recruited two additional general counselors and more adjunct counselors to provide counseling and education planning. - Increased percent of students with a comprehensive education plan from 69% in 2015 to 74% in 2016. - Created pilot Student Success Team to engage students in completing SSSP Steps and other retention efforts.
Increase percent of nonexempt students who participate in SSSP core services.	Increased the percentages of continuing students who are fully matriculated (completed orientation, assessment, and education planning) from 46% in 2015 to 57% in 2016; the percent of fully matriculated new students has been steady at 71%.
Expand assessment services and placement preparation.	- Increased evening and weekend services at multiple campus sites. - Expanded partnership with high schools to provide placement testing on school sites. - Developed mechanisms (JAM Workshops) to encourage students to prepare for assessment and enroll in prep sessions.
Increase follow-up services, particularly students on probation/dismissal.	- Increased overall follow-up services to at-risk students through workshops, individual contacts, and other engagement activities. - Revised probation/dismissal policy and re-admission requirements; increased volume of service to probation/dismissal students from 441 in 2014/15 to 1,317 in 2015/16.
Strengthen support resources for online students.	- Collaborated and coordinated with Distance Education to provide support resources for online students in CANVAS, including a hub for student resources and Online Readiness. - Developed SmarterMeasure and discussion boards to create opportunities for Student Success Coaches to triage and intervene when high touch support is needed.
Develop mechanisms to measure impact of SSSP on student success indicators.	- Created a database for Office of Institutional Research to access full student data. - Developed measures and reports to assess SSSP retention, persistence, and completion, and created linkage of SSSP completion status with progress of

	disproportionately impacted student populations identified through Student Equity research. • Developed a visual tool (Tableau) to share SSSP and Student Equity data and progress with public.
Increased access to Noncredit SSSP core services.	• Through coordinated efforts, more core services have been delivered to noncredit students at on-campus and off-campus locations. • One full-time counselor was hired to provide counseling and education planning to noncredit students. • Orientation increased by 44.77% from 1,822 to 3,184. • Assessment increased by 9.23% from 3,313 to 3,650. • Counseling, advising, and educational planning increased by 20.09% from 704 to 881.
Credit and Noncredit SSSP provided professional development activities for faculty and staff.	• Provided a series of professional development opportunities to all employees on Student Success (Re)Defined, Multiple Measures, and other workshops. • Supported faculty and staff with professional development activities such as workshops about noncredit SSSP guidelines and requirements and procedures for ESL, College Skills, and Adult Education.
Developed MIS reporting mechanism for noncredit SSSP.	• Goal completed and first MIS report generated for summer 2017.
Coordinated and collaborated with other success programs for NC SSSP services.	• On-going coordination and collaboration with ESL, College Skills, and Adult Education to deliver noncredit SSSP core services.
Increase percent of nonexempt students who participate in SSSP core services.	• Increased the percentages of both new and continuing students who are fully matriculated (completed orientation, assessment, and education planning).
BSI Goals	**Progress**
Sufficient instructional support will be provided to all basic skills students. Such support services may include but are not limited to tutoring, mentoring, and supplemental instruction. Computer-	• BSI funds the Tutorial Centers on the Petaluma and Santa Rosa Campuses, which provide drop-in tutoring for Math, Chemistry, Physics, Biology, English, and ESL. In addition, hourly appointments for tutoring are available for all subjects. The Tutorial Center on the Santa Rosa Campus provides online tutoring currently through NetTutor and previously through Smarthinking,

assisted instruction will be implemented in all Basic Skills program areas to enhance and reinforce student learning and progress.	with the ultimate goal of being able to provide in-house online tutoring through Canvas. • In addition, tutoring is available at the Math Lab and Writing Center, which are coordinated by the Math and English departments, respectively. • The ESL Departments operates a Tutoring lab and several ESL tutors work as embedded tutors.
All Basic Skills programs and services will implement relevant pedagogy, instructional techniques and effective practices as fully as possible.	• BSI funding supports Departmental Professional Learning, such as the College Skills Faculty Inquiry Group and faculty development in the English Department. • Additionally, BSI funded attendance at the Association of Colleges for Tutoring and Learning Assistance (ACTLA) annual conference and attendance at CATESOL and TESOL.
SRJC will provide and support professional learning so that instructors assigned to classes that enroll basic skills students will understand relevant pedagogical issues and employ appropriate teaching techniques and instructional approaches.	• SRJC has offered numerous flex activities in both Reading Apprenticeship and Habits of Mind training. • Further, through collaboration with SE, English faculty developed an in-house acceleration training to support the new 5-unit English 309 course that prepares students for English 1A.
Programs and departments will regularly analyze relevant data and make recommendations that further the academic progress and goal achievement of basic skills students over time.	• BSI data is analyzed yearly through the Program Review and Planning Process. The Student Success Committee will create an integrated evaluation process.
SRJC instructional departments and student support areas that serve basic skills students will carefully coordinate their activities to assure optimal efficiency, effectiveness and student goal attainment.	• Language Arts and Academic Foundations instituted monthly leadership team meetings to discuss, plan, and coordinate BSI efforts across ESL, Adult Education, English, and College Skills. Current BSI themes have included curricular development, noncredit course pairing, leveraging of learning support services, and staffing procedures.

b. To what do you attribute your overall success or lack thereof?

SRJC is engaged in on-going collaboration to integrate student support services. From the start, we integrated our Student Success and Support Program (SSSP) and Student Equity (SE) efforts, and worked closely with the Basic Skills Initiative (BSI) Committee to actively support Basic Skills students through the Peer Assisted Learning Specialist program (a supplemental instruction/embedded tutoring initiative), learning communities, embedded counseling, and other student support initiatives. The increase in core services capacity has provided more resources to meet student needs.

The Student Success and Equity Committee (SSEC) has been the central force in developing and implementing both SSSP and Student Equity plans. Additionally, many members of the SSEC are key leaders in BSI, allowing for successful coordination and integration.

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.

2015-16 Integrated Goal and Activities by Program

Goal	SSSP	Student Equity	BSI
Increase basic skills completion rates.	*Embedded counseling visits to provide students with just-in-time information about financial aid, first-year experience topics, transfer information, registration, etc.* *Improved assessment in Math and ESL departments by revising placement process for students.*	*Peer Assisted Learning Specialists (PALS program) provide supplemental instruction/ embedded tutoring in developmental English, developmental Math, and Career Technical Education courses.* *Direct Student Support provides Equity Scholarships and book vouchers*	*Tutoring offered through the Tutorial Center.* *Curriculum Redesign to support Pathway revision and enhancement to better facilitate learning.* *Professional Development to support departments in learning/ integrating*

	JAM workshops provide students with an opportunity to practice and prepare for Math and English Placement tests.	*to students, and funds our library loan program, which places copies of textbooks on reserve for students to borrow.*	*effective practices.*

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.

Petaluma Student Success Team

The Petaluma Student Success Team (SST) aims to achieve SSSP goals and the SE indicators of successful Course Completion and overall Degree/Certificate Completion. The program is powered by Student Success Coaches, all of whom are current SRJC students and representative of the college's disproportionately impacted populations. Coaches specialize in guiding their peers from the moment of application to successful completion of the first semester and to re-enrollment in the next.

Housed in Petaluma's *Our House* Intercultural Center, Student Success Coaches engage in on-going communication, troubleshooting, and orientation events with their team. Once students are successfully enrolled, coaches engage high-potential and disproportionately impacted student populations who are either referred from early connect systems or pre-identified, such as Basic Skills students. Coaches focus on connecting students to appropriate resources, guiding undecided students to workshops and resources for career exploration, hosting various workshops and discussions related to student success, providing follow-up services, ensuring the completion of educational plans, and building community within peer teams.

Another philosophical approach of the program is the strategic utilization of technology and communication platforms. Peer Coaches utilize texting and a campus mobile application customized for Student Success Teams. The team is also utilizing the Starfish Retention software to create student success plans and create social networks.

SST continues to expand. In Fall 2017, it expanded to the larger Santa Rosa campus. In addition, one learning community added a Success Team component, and through funding

from the Strong Workforce Grant, a special Career and Technical Education (CTE) program focus was established.

Outcomes:

Student Success Teams are impacting Latino and first-generation students. 59.79% of program participants were Latino, which exceeds District rates of Latino student attendance by over 26%. First-generation students were represented at 18.4% higher than the District average, 42.1% as compared to 23.7%.

As a SSSP funded program, completion of matriculation steps is a primary goal of the SST. 59% of students in a SST were fully matriculated, 17% higher than the District average. Further, over 99% of students in a SST were either fully or partially matriculated, 10% above the District average.

Students in a SST outperform district outcomes in Course Retention by 3.8% (90.05 % as compared to 86.18%). Further, course retention outcomes for Latino students outperformed district outcomes by 5.4% (91.14% as compared to 85.65%).

Additionally, SST participants faired significantly higher in persistence from semester to semester, 20% higher than the district average (82% vs. 62%).

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.

    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.

Student Success Goals and Activities by Program

Goal	SSSP	Student Equity	BSI	Goal Area
Our goal is to achieve SRJC's mission of learning.	Professional development; Ask Me campaign; Workshops for ESL, College Skills and Adult Education faculty and staff.	Student Success and Equity Professional Learning; Student Success Workshops; Tools for Connecting Teaching and Learning Pedagogies; Curriculum Redesign.	Curriculum Redesign training for English faculty members who scheduled to teach the newly implemented accelerated pathway; Assessment norming sessions for writing instructors in English and ESL.	☐ Access ✿ Retention ✿ Transfer ✿ ESL/Basic Skills Completion ✿ Degree & Certificate Completion ✿ Other: _Strategic Plan and SLO Assessment_
SRJC students will feel invited and welcomed.	Orientation; Program-specific orientations; Welcome Day; Outreach; Embedded Counseling; JAMS.	ELL Outreach; Native American Summer Bridge; Dream Center; Veterans Resource Center Petaluma; Middle School Early Success Program; Student Equity Marketing; Student Outreach; Student Ambassadors.	Outreach support and instructional assistance for targeted ESL courses; College Skills Math Bridge Program; computer-aided instruction, pre- and- post assessment opportunities for higher placement; Southwest Center Welcome Day and Resource Fair.	✿ Access ✿ Retention ☐ Transfer ☐ ESL/Basic Skills Completion ☐ Degree & Certificate Completion ☐ Other:_____
SRJC students will be guided and supported.	Counseling; Education Planning; Workshops for Undeclared students; Major-specific Abbreviated Education Plan Workshops; Back on Track workshops;	Smarthinking Online Tutorial; Embedded Tutoring for Athletes; Expanded Library Hours; C2C Vocational Skills Coaching and Tutoring; Expanded Hours PET Tutorial Center; Expanded	Tutorial Services-basic Math, pre-nursing basic skills, other basic skills; ESL Learning Services-composition, reading, grammar; Writing Center Support; Faculty Inquiry Group – CSKLS; Faculty Development –	☐ Access ✿ Retention ✿ Transfer ✿ ESL/Basic Skills Completion ✿ Degree & Certificate Completion ☐ Other:_____

	Early Connect/ Starfish; Student Success campaign; Student Success workshops; Online Resource Hub; Assessment Placement Testing/Noncred it Placement Testing; Assessment Appointment Follow-up; Multiple Measures/ Common Assessment Project; Test Prep JAM Workshops; Alternative Assessment; General Counseling; Non Credit Counseling; Off Site Counseling; Online Student Resources.	*Hours PET Writing Center; Credit to Credit Support at Southwest Santa Rosa Center.*	*English; Update materials for ESL courses; Basic Skills coordination; College Skills Learning Communities.*	
SRJC students will be engaged and empowered.	*Student Success Team; Student Ambassadors.*	*Peer Assisted Learning Specialists (PALS); Learning Communities; Foster Youth Student Success Program; Library Loan Program; Welcome Day Orientations; Peer Success Coaches; Direct Student Support; Call Campaigns; Petaluma*	*College Skills Learning Community Book Project "SRJC Reads" and community-based culminating event; Field-based learning activities to regional museums and other instructionally relevant points of interest; Comprehensive*	☐ *Access* ✿ *Retention* ✿ *Transfer* ✿ *ESL/Basic Skills Completion* ✿ *Degree & Certificate Completion* ☐ *Other:*_____

		Intercultural Success Center; Student Health Services Case Management.	Ars & Lectures Speaker Series throughout the Academic Year, promoted within Basic Skills courses.	
SRJC students will succeed and complete their educational goals.	Transfer workshops; Student Success campaign; Education Plan (Abbreviated and Comprehensive); Program Specific Counseling (Athletics/Health/etc); Embedded Counseling; Transfer Counseling.	Pilot Guided Pathways; Dedicated Counseling for MESA and H.S.I.; Equity Transfer Program; MESA Program Specialist; Transfer Counseling.	University visits and campus tours; Student success workshops for ESL students at the SRJC Southwest Center; student panels. Through the establishment of a new Adult Education Department, dozens of new noncredit courses and twenty new noncredit certificates are being developed to meet local and regional workforce training needs.	☐ Access ☐ Retention ✧ Transfer ✧ ESL/Basic Skills Completion ✧ Degree & Certificate Completion ☐ Other:_____ _____ ☐

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish 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)

Santa Rosa Junior College has a long history of successful student success and equity related programs including Counseling, EOPS, CalWORKS, MESA, and Puente. The recent infusion of SSSP and SE programs have strengthened and expanded our student support infrastructure. Student Services component has been, and will continue to take the lead on effective onboarding, guiding, and supporting students throughout their academic journey.

After the Chancellor's Office released the Integrated Student Success Plan guidelines, our Student Success and Equity Committee (SSEC) and Basic Skills Initiative Committee (BSI) formally engaged in joint planning efforts under a shared governance structure. Many committee members are not only expert practitioners in these three programs areas, but have also been active participants in accreditation, strategic planning, and departmental program

review. Through much collaboration and inquiry, SSEC and BSI developed a new student success framework that is student-centered, inclusive of SE indicators, and forward-thinking.

This framework draws its principles from Student Success (Re)Defined, with an overarching goal of cultivating learning for all students that's built upon the four pillars of our student success goals: SRJC students will (1) feel Invited and Welcomed, (2) be Guided and Supported, (3) be Engaged and Empowered, and (4) Succeed and Complete. We believe that when we achieve these goals, we will not only "move the needle" on the required Student Equity indicators, but also provide our students with robust, meaningful learning experiences.

Under the guidance of this framework, the Integrated Student Success Plan will weave student success into the fabric of our academic and student services. It will support further integration not only among SSSP, Noncredit SSSP, Student Equity, and BSI, but also with other existing (or new) student success programs that are related to onboarding and guidance, academic support, student engagement, and other student support. The Integrated Plan highlights the importance of completing SSSP core services, encourages and engages students in utilizing support resources, and guides them through their pathways to success, regardless of their educational goals (transitioning from noncredit to credit programs, training or re-training for careers, completing degrees and certificates, transferring, or lifelong learning). The Integrated Plan will also provide strong professional development opportunities for District employees in understanding and supporting our diverse student populations.

These two committees (SSEC and BSI) will soon formally merge into one integrated Student Success Committee that will continue to lead and coordinate student success efforts across the District. Goal Teams will focus on one of the student success pillars mentioned above, and these Teams will reach out to other support programs for further coordination and collaboration across the District. Teams will also be responsible for assessing program effectiveness and making recommendations for improvement.

We recognized the need for ongoing collaboration and coordination as new State and local initiatives develop. The District is working on using IEPI guidance to align our strategic plan with student success indicators. There is also a need to strengthen coordination between various components of noncredit programs and student support services, which is currently concentrated at Santa Rosa Southwest Center.

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)

Santa Rosa Junior College offers noncredit classes in elementary and secondary basic skills, ESL, short-term vocational, and workforce preparation. Noncredit certificates have been developed

for each of the aforementioned programs, and others will be developed in response to community need. Students may also obtain noncredit certificates in English language acquisition, interpersonal communication, and college and career preparedness. These courses and certificates transition students from noncredit to credit and provide employment opportunities. In addition to the array of noncredit courses offered at SRJC, students receive support in orientation, counseling/advising, financial aid and other student support services. Both academic affairs and student services are engaged in on-going collaboration to design methods and procedures to help noncredit students obtain their goals.

In the fall of 2016, an Adult Education Department was established at SRJC through State funding through the Adult Education Block Grant and the Workforce Innovation and Opportunity Grant. This department leads the Sonoma County regional consortium, and has already developed dozens of new noncredit courses and certificates in close collaboration with other Language Arts and Academic Foundations departments. Areas of focus have included inmate education, short-term career training programs, immigrant workforce training programs, foster youth family and advocate training, and regional recovery and rebuilding efforts in the aftermath of the North Bay fires.

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

SRJC has a multi-layered approach to Professional Learning, including strong collaboration with District-wide professional development planning groups.   This approach includes bringing in outside facilitators, such as the Minority Male Community College Collaborative, Courageous Conversations, and The Center for Urban Education. Follow-up to these events include book clubs and online trainings. In addition, we have locally developed and facilitated programs like our Embracing a Culture of Inclusion team and SEED groups. Finally, we have a grant program that invites SRJC educators to apply for up to $750 for equity-related professional learning; awardees have used SE grant funds to attend NCORE and the RP Student Success Conference.

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)

Using local and statewide data, evaluation occurs annually to measure progress towards meeting our student success goals (Access, Retention, Transfer, Degree/Certificates, Basic Skills/ESL Completion Rates, and Persistence). Student Success and Equity projects, such as orientation, assessment, learning communities, peer assisted learning, and others, are evaluated by committee members using service counts, success data, evaluation reports, and project input. Project evaluation is both formative, to improve effectiveness, and summative, to

assess contributions to student success goals. Project evaluation also informs resource allocation recommendations. Institutional Research has provided extensive data via Tableau visualizations and other methods easily accessible on the SRJC website.

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?

Sonoma County Junior College District is a single college district.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

See attachment.

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:

https://studentequity.santarosa.edu/integrated-student-success-plan

For an update on Student Equity Goals from prior years, please see question 1 (or click here).

STUDENT EQUITY — SANTA ROSA JUNIOR COLLEGE

EXECUTIVE SUMMARY

Invited & Welcomed

GOAL: Increase Access and Improve Equity Index for Disproportionately Impacted Student Populations, particularly:
Native American Male
Male
Latino

ACCESS INDICATOR	2014-15 Actual	2015-16 Actual	2016-17 Projected
ELL Outreach Coordination	$0	$86,557	$190,841
Native American Summer Bridge	$0	$40,745	$30,000
Dream Center	$28,866	$99,338	$49,154
Veterans Resource Center	$0	$16,938	$18,293
Student Equity Marketing	$20,202	$44,933	$17,000
Middle School Early Success Program	$3,133	$16,847	$50,000
Subtotal	*$52,201*	*$305,358*	*$355,288*

	GOAL: Increase Successful Course Completion and Improve Equity Index for Disproportionately Impacted Student Populations, particularly: Foster Youth Male African American Male Native American Male

SUCCESSFUL COURSE COMPLETION	2014-15 Actual	2015-16 Actual	2016-17 Projected
Peer Assisted Learning Specialists (PALS)	$71,967	$184,976	$229,500
Learning Communities: Umoja	$32,559	$62,355	$60,000
Learning Communities: APASS	$5,112	$60,007	$60,000
Learning Communities: Puente (Petaluma and SR)	$3,384	$7,034	$10,000
Learning Communities: Connections H.S.I.	$10,706	$500	$0
Support for Learning Communities	$1,882	$14,168	$36,222
Foster Youth Student Success	$37,253	$64,981	$77,355
Library Textbook Loan Program	$102,229	$163,305	$20,000
Learning Community Textbook Loan	$0	$68,834	$10,000
Library Extended Hours	$615	$21,779	$26,323
Welcome Day - New Student Orientation	$7,631	$30,000	$0
Intercultural Success Center (Petaluma)	$34,226	$71,101	$122,500

Student Health and Psychological Services	$20,332	$65,274	$47,500
Subtotal	*$327,896*	*$814,314*	*$699,400*

GOAL: Increase Pathway Completion and Improve Equity Index of Disproportionately Impacted Student Populations, particularly:
English: Native American, DSPS, African American, Latino
Math: African American Male, Multi-ethnicity Female, DSPS Female, and Economically Disadvantaged Male

BASIC SKILLS & ESL PATHWAY	**2014-15 Actual**	**2015-16 Actual**	**2016-17 Projected**
DSPS College to Career Program (C2C)	$8,864	$29,176	$18,913
Expanded Tutorial Services: Online, Pet Writing Center, Pet Tutorial, Athletics	$74,485	$38,640	$68,390
Southwest SR Center: Non-credit Student Support	$30,183	$87,581	$91,008
Subtotal	*$113,532*	*$155,397*	*$178,311*

GOAL: Increase Goal Completion and Improve Equity Index of Disproportionately Impacted Student Populations, particularly:
Certificates: DSPS Female, Asian American Female, Multi-ethnicity Male
Degrees: African American Female
Transfer: Latino, DSPS, and Economically Disadvantaged Female

CERTIFICATES, DEGREES, & TRANSFER RATES	**2014-15 Actual**	**2015-16 Actual**	**2016-17 Projected**
Success Exploration: Curriculum Development, Guided Pathways	$46,320	$7,151	$13,000
Equity Transfer Program	$0	$20,351	$141,907
Counseling for MESA and H.S.I.	$0	$26,107	$22,500
MESA Program Support	$65,180	$60,858	$68,943
Subtotal	*$111,500*	*$114,467*	*$246,350*

Teaching & Learning

GOAL: Increase Student Retention and Persistence Rates and Increase the Equity Index of Disproportionately Impacted Student Populations, particularly:
Pacific Islander American, Multi-ethnicity, Native American, and African American
(based on Fall to Spring Persistence Equity Gaps)

RETENTION AND PERSISTENCE RATES	2014-15 Actual	2015-16 Actual	2016-17 Projected
All-staff Development: Speakers, Summits, 3CSN, SEED, LCs	$24,791	$111,092	$35,000
English, ESL, College Skills New Faculty Orientation	$20,445	$6,676	$0
Conferences, Student Conferences, and Onsite Training	$0	$9,734	$25,000
Book and Food vouchers: EOPS and Foster Youth Success	$87,513	$86,975	$40,000
Direct Student Support (DSS): Transportation, Food Insecurity	$4,986	$38,240	$7,610
Equity Scholarship Program	$0	$132,148	$40,000
Child Care	$5,866	$13,310	$10,000
Office of Student Equity: Faculty and Staff	$91,560	$324,030	$310,083
Research Coordinators	$36,500	$27,048	$40,540
Equity Programs Support	$14,592	$18,384	$18,000
Subtotal	*$286,253*	*$767,637*	*$526,233*
TOTAL EXPENSES	$891,382	$2,157,173	$2,005,582
TOTAL REVENUE	$891,382	$2,157,173	$2,005,582
TOTAL BALANCE	$0	$0	$0

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?

As we engaged in the on-going work necessary to integrate SSSP (both Credit and Noncredit), SE, and BSI, we recognize that there are many existing programs that have related charges for student success, and we also recognize that new programs and funding sources are on the horizon. Guidance and clarification from the CO is important beyond the current scope of required integration, so that local districts and campuses do not create other parallel or overlapping initiatives that would put a high demand on limited human and structural resources.

Webinars and regional workshops in regular intervals will be helpful to disseminate clear State guidelines and expectations, and will also be effective venues for local practitioners to share their successes and challenges. Goal setting for disproportionately impacted student

populations identified through Student Equity research is challenging, particularly for cohorts with small sizes; technical assistance for goal setting would be helpful.

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: Li Collier
Title: Senior Dean, Counseling and Student Success
Email Address: lcollier@santarosa.edu
Phone: 707-524-1797

Alternate Point of Contact:
Name: Genevieve Bertone
Title: Director, Student Equity and Persistence
Email Address: gbertone@santarosa.edu
Phone: 707-521-7925

Part III – Approval and Signature Page

College: Santa Rosa Junior College   District: Sonoma County Junior College District

Board of Trustees Approval Date: January 9, 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.

_____ fchong@santarosa.edu _____
Chancellor/President   Date   Email Address

_____ droberts@santarosa.edu _____
Chief Business Officer   Date   Email Address

_____ mruldolph@santarosa.edu _____
Chief Instructional Officer   Date   Email Address

_____ pavila@santarosa.edu _____
Chief Student Services Officer   Date   Email Address

_____ ethompson@santarosa.edu _____
President, Academic Senate   Date   Email Address