Santa Barbara City College
College Planning Council
Tuesday, October 21, 2014
3:00 – 4:30 p.m.
A218C

Minutes

PRESENT:
L. Gaskin, Chair, President
L. Auchincloss, President, CSEA
P. Bishop, VP, Information Technology
P. Butler, Chair, Planning & Resources Committee
R. Else, Sr. Director, Institutional Assessment,
  Research & Planning (non-voting)
J. Friedlander, Executive VP, Educational Programs
G. Maynetto, President, Associated Student Government
 (non-voting)
J. McPheter, Classified Staff Representative
K. Monda, President, Academic Senate
D. Nevins, Academic Senate Representative
P. Stark, Academic Senate Representative
J. Sullivan, VP, Business Services
L. Vasquez, VP, Academic Senate
J. Walker, Advancing Leadership Committee Representative
D. Watkins, Advancing Leadership Committee Representative

ABSENT:
P. English, VP, Human Resources
C. Salazar, Classified Staff Representative

GUESTS:
C. Alscheimer, Academic Senate
W. Hartsock, The Channels
L. Mass, Controller
K. O'Connor, Physical Health Education
J. Zavas, Asst. Controller

1.0 CALL TO ORDER

1.1 Approval of 10/7/14 CPC minutes (Att. 1.1).
   **M/S/C (Bishop/Nevins) to approve the 10/7/14 CPC minutes. All present voting
   members approved. Motion passed.**

2.0 ANNOUNCEMENTS

2.1 Gracie Maynetto announced that the Student Senate would be hosting a dodgeball tournament for
   students, staff and faculty on Friday, October 24, 2014.

2.2 Laurie Vasquez announced that a webcast meeting, " Four Steps to Electronic Information
   Technologies Compliance," was scheduled for Wednesday, October 22, 2014.

3.0 INFORMATION ITEMS

3.1 Replacement of Budgeted Positions – K. Neufeld
Kenley Neufeld informed council members that the library has a vacant Library Assistant position. The position has been reclassified to Library Technician to better meet the needs of the department. The Library Technician position will be an 11-month position and will not incur increased costs over the replaced position.

3.2 Preliminary Budget Development Timeline for 2015-16 – J. Sullivan and L. Maas (Att. 3.2)
Lyndsay Maas, Controller, reviewed the budget timeline to date and stated that the timeline is similar to the 2014-15 budget timeline. She noted, however, in the interest of streamlining the timeline for easier reading, several sub-group items were edited from the document as they provided information unnecessary to CPC's process.

3.3 Formation of SBCC Professional Development Advisory Committee – K. Neufeld (Att. 3.3)
In order for the college to be eligible for a portion of the state's professional development funds, Kenley Neufeld reported that the California Education Code requires the college to maintain a professional development advisory committee. Mr. Neufeld briefly reviewed the membership and responsibilities of the committee as outlined in Attachment 3.3, "SBCC Professional Development Advisory Committee."

The updated version of Attachment 3.3 will be posted after the meeting.

4.0 DISCUSSION ITEMS

4.1 Transportation Alternatives and Incentive Plan: First Reading – J. Sullivan (Att. 4.1)
Joe Sullivan presented the Alternative Transportation Program's pilot program for first reading. He referred to Attachment 4.1 entitled "Alternative Transportation Program, Main Campus Pilot Program." Discussion ensued regarding the proposed alternative transportation sources including shuttles from the Wake Campus and Garden Street, bicycles and bicycle storage, vanpools and bus service to the college.

Mr. Sullivan stated that the program offers cash incentives to employees who use alternative transportation to campus. He agreed to research whether or not the incentive rewards would be treated as taxable income. The trial run of the program will take place during the 2015 spring semester.

Mr. Sullivan requested CPC approval of the program's start-up costs of $128,810. This amount covers the following:

- Five (5) storage sheds: $ 62,540
- Two (2) cars: $ 53,800
- Six (6) electric bikes: $ 12,470

M/S/C (Nevins/Monda) to move to action the request for start-up funding for the Alternative Transportation Program's pilot program. All voting members present approved. Motion passed.

Further discussion ensued regarding offsite park and shuttle options.

M/S/C (Nevins/Bishop) to approve capital outlay funding of $128,810 for the pilot Alternative Transportation Program. All voting members present approved. Motion passed.

4.2 Processes for Review of 2015-2016 Resource Requests: First Reading – P. Butler and L. Vasquez (Att. 4.2)
Laurie Vasquez stated that the ranking methods used by committees that submit resource request items vary from committee to committee. She requested guidance and clarification from CPC with regard to the ranking of resource request items.

After discussion regarding various methods of ranking, including the Wopat method currently used by the Academic Senate, it was agreed that direction would be given to committees indicating that they rank their recommendations clearly identifying their top priorities by using the following ranking system:

1 = yes (green)
2 = maybe (yellow)
3 = no (red/pink)
N/A = not ranking (color TBD)

Groups are not to be limited to a certain number or evenly distributed number of 1s, 2s, and 3s and each individual constituent group may reach their rankings using their own method. However, if there is a question regarding the funding of priority rankings, CPC will use the Wopat method of ranking to determine the outcome.

5.0 ACTION ITEMS

None.

6.0 ADJOURNMENT

6.1 The next scheduled CPC meeting will be held on Tuesday, November 4, 2014 in Room 218C, 3:00-4:30 p.m.

SLO Coordinating Committee

The **SLO Coordinating Committee** will provide leadership and guidance to the District on all aspects of student learning outcomes. It will be an Educational Programs committee. The committee will inform and support the Committee on Teaching and Learning, the Faculty Professional Development Committee, and the Curriculum Advisory Committee. The committee will meet four times per year.

SLO COORDINATING COMMITTEE MEMBERSHIP

1 Executive Vice President (Chair) **Jack Friedlander**
1 Dean, Educational Programs **Kenley Neufeld**
1 Senior Director, Institutional Assessment, Research and Planning **Robert Else**
1 SLO Coordinator **Mark Ferrer**
1 Academic Senate President **Kim Monda**
3 Credit Faculty
1 Noncredit Faculty
3 Student Support Services (at least 2 faculty)
1 Faculty Resource Center (Resource) **Rob Brown**

SLO COORDINATING COMMITTEE RESPONSIBILITIES

- Analyze the student performance data for each of the ISLOs and support the development of strategies for improving student attainment of the ISLOs.
- Advise the SLO Coordinator and the co-directors of the Faculty Resource Center on workshops, training and other forms of assistance to provide to faculty on writing and effectively using rubrics and course improvement plans (CIPs) in their courses and programs.
- Involve major resource/policy committees in the SLO Completion Cycle such as the Academic Senate, the Student Services Leadership Team, the Deans Council, the Institutional Effectiveness Committee, and the College Planning Council.
- Review, evaluate and recommend improvements for the College's SLO task completion process.

Student Success and Support Program Plan
(Credit Students)

2014-15

District: Santa Barbara Community College
College: Santa Barbara City College

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College
Student Success and Support Program Plan

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students[1]. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:
- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.
[2] A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
[3] The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should <u>not</u> be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.
   I.   Program Plan Signature Page
   II.   SSSP Services
        a.   Core Services
             i.   Orientation
             ii.   Assessment
             iii.   Counseling, Advising, and Other Education Planning Services
             iv.   Follow-up for At-Risk Students
        b.   Related Direct Program Services
             i.   Institutional Research
             ii.   SSSP Technology
        c.   Transitional Services Allowed for District Match
   III.   Policies & Professional Development
        •   Exemption Policy
        •   Appeal Policies
        •   Prerequisite Procedures
        •   Professional Development
        •   Coordination with Student Equity and Other Planning Efforts
        •   Coordination in Multi-College Districts
   IV.   Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Santa Barbara City College

District Name: Santa Barbara Community College

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations.*

Signature of College SSSP Coordinator: _____

Name: Dr. Ben Partee _____ Date:

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: Dr. Jack Friedlander _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Dr. Jack Friedlander _____ Date: _____

Signature of College Academic Senate President: _____

Name: Ms. Kimberly Monda _____ Date: _____

Signature of College President: _____

Name: Dr. Lori Gaskin _____ Date: _____

Signature of District Chancellor: _____

Name: Dr. Lori Gaskin _____ Date: _____

Contact information for person preparing the plan:

Name: Dr. Ben Partee   Title: Dean, Student Support Services
Email: bgpartee@pipeline.sbcc.edu   Phone: 805-730-4002

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services

i. Orientation
1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).
2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.
3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.
    Orientation Checklist (Required Policy or Procedure)
    (1) Academic expectations and progress and probation standards pursuant to section 55031;
    (2) Maintaining registration priority pursuant to section 58108;
    (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
    (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
    (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
    (6) Academic calendar and important timelines.
    (7) Registration and college fees.
    (8) Available education planning services

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide

a comprehensive orientation. Add additional lines as needed.

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6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

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2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

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3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
   - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
   - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
   - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

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4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

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5. Describe college or district policies and practices on:

a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?

c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
    a. Types of services are available to these students; how they are notified and when.
    b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
    c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
    d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

IIb.   Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

IIc.   Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy
   Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

2. Appeal Policies Describe the college's student appeal policies and procedures.
3. Prerequisite Procedures Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.
4. Professional Development Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.
5. Coordination with Student Equity Plan and Other Planning Efforts Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.
6. Coordination in Multi-College Districts In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:
Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)
Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A
Student Success and Support Program Plan Participants

title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

RESOURCES

- ➢ Senate Bill 1456

- ➢ California Code of Regulations, Online

- ➢ Student Success and Support Program Student Equity Plan

- ➢ Accrediting Commission for Community and Junior Colleges

- ➢ Chancellor's Office Basic Skills web site

Distance Education Plan

-DRAFT-

The Distance Education Plan focuses on **teaching practices, professional development,** and **student success** as it relates to the delivery of online instruction as one teaching modality. It links with the Educational Master Plan, Facilities Master Plan, and District Technology Plan to establish the role of online instruction within the College's overall course offerings. The plan requires regular, consistent forms of measurement. Longer term processes, the three-year midterm report and six-year accreditation cycle, are a focal point for broad-based, deep evaluation of all of our planning processes.

Introduction

Distance learning programs provide a wide variety of classes in a format that differs from the usual traditional classroom experience. Typically, the format for distance learning is online courses, both hybrid and fully online. Each proposed or existing course offered by distance learning shall be reviewed and approved separately from other delivery modalities. The review and approval of new and existing distance learning courses shall follow the curriculum approval processes and curriculum development. Distance learning courses shall be approved using the same criteria as all other courses. All faculty who teach distance learning courses must have regular and effective contact with students and use the same standards of course quality and rigor as applied to traditional classrooms.

Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies. (Source: http://bit.ly/1j8qOby)

Overarching Goals for Distance Education

   A. As needed, increase the number of fully-online/hybrid programs and courses.
   B. Support student success in online classes.
   C. Support faculty, staff, and administrators providing distance learning.
   D. Ensure an effective budgetary policy, long range plan, and compliance with regulatory controls for distance education.

The Distance Education Plan will reflect the mission, core principles, charter, strategic directions of the College.

Santa Barbara City College Mission

As a public community college dedicated to the success of each student . . .

Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.

Santa Barbara City College Core Principles

Santa Barbara City College encourages and supports instructional improvement and innovation that increases the quality and effectiveness of its programs based upon these core principles:

- Policies, practices, and programs that are student-centered;
- Shared governance involving all segments of the college community;
- An environment that is psychologically and physically supportive of teaching and student learning;
- A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity; and
- A commitment to excellence in all college endeavors.

Santa Barbara City College Charter

Santa Barbara City College's mission and core principles honor our commitment to the spirit and intent of the foundational framework of the California Community Colleges, as described in California Education Code §66010.4:

- **Primary Mission:** Academic and vocational instruction at the lower division level; advancement of California's economic growth and global competitiveness through education, training, and services.
- **Essential and Important Functions:** Remedial instruction, ESL, adult noncredit instruction (in areas defined as being in the state's interest), and student support services.
- **Authorized Function:** Community services courses.

Educational Master Plan Strategic Directions

1. Foster student success through exceptional programs and services.
2. Provide facilities and institute practices that optimally serve College needs.
3. Use technology to improve college processes.
4. Involve the College community in effective planning and governing

Strategic Directions and Objectives

A. Increase the number of fully-online/hybrid programs and courses.

1. Annually, determine what percent each of the college's associate degree programs and certificates can be completed online.
2. Annually, with departmental consultation and consent, determine which programs and certificates can be completed 90% or more online, and identify courses that would bring it to 100%. Annually, determine the college's associate degree programs and certificates that can be completed 50% (units) or more online.
3. Strategically increase the number of fully-online and hybrid courses offered each semester, targeting high-demand courses and those with many classroom-based sections that offer no online or hybrid option.
4. By June 2016, increase the number of fully online certificate and degree programs that will be offered to meet the needs of students and the community.

B. Support student success in online classes.

1. By spring 2015, fully transition to Moodle 2.
2. Implement, integrate, support and make accessible a Distance Education Orientation for students enrolled in distance education both as a stand-alone and included in the College orientation.
3. Augment student success in online classes using peer-reviewed distance education pedagogical techniques.
4. Augment student success in fully-online classes by contacting each distance education student, preferably automated, with timely information concerning online course preparation one week prior to the beginning of each semester and assure that all course shells are open by the beginning of the first day of class and include a course syllabus.
5. Utilize and incorporate services and programs provided by the state through the Online Education Initiative (OEI).
6. Augment student success in online courses by fully implementing accessibility guidelines and standards.
7. Identify and incorporate proctoring options, including online, for students who require these services.
8. Provide a method for students to identify online courses that may require face-to-face proctoring (not location specific).
9. Provide DE students with core student support services, as mandated by SB 1456 Title 5 to include, but not limited to, assessment, orientation, counseling, advising and other educational planning services and evaluation of student academic progress.
10. Augment student success in online courses by fully implementing online tutoring.

C. Support faculty, staff, and administrators providing distance learning.

1. Provide faculty ongoing professional development on the features of the supported learning management system.
2. Identify methods to ensure that all first-time online faculty are prepared to teach online.
3. Ensure participation from appropriate faculty and staff in developing the annual program review for the distance education.
4. Provide on-demand training and workshops to increase universally-designed course materials.
5. Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.
6. Work with the Academic Senate to establish a process to conduct quality assurance of distance education courses.

D. Ensure an effective budgetary policy, long range plan, and compliance with regulatory controls for distance education.

1. Create a shared report through Simpler Finance that analyzes revenue and expenses from all cost and funding centers associated with distance education, including revenues from all state, national, and international fully-online and hybrid courses.
2. Collaborate with the Office of Institutional Research and Planning to develop an online, real-time, composite report of data for all fully-online and hybrid courses that aggregates and analyses demographics, student learning outcomes, completion and success rates.
3. Provide training stipends to faculty who intend to create new online or hybrid courses that would increase the number of certificate and degree programs that can be completed fully online.
4. Ensure that the college complies with federal and state regulations for distance education in all the states and U.S. Territories in which the college offers distance education, as required by law.

Conclusion

Review of the progress toward the goals of the Distance Education Plan will be performed on an ongoing basis, and no less than once a year, by the Dean responsible for distance education in consultation with the Committee on Online Instruction, Institutional Research, and Information Technology.

Document History: Drafted by Doug Hersh in Fall 2013; Revised by Jason Walker, David Wong, Robert Else, and Kenley Neufeld in April, 2014; Distributed to all online faculty and reviewed and discussed by the Committee on Online Instruction April 25, 2014 and September 26, 2014; Sent to Academic Senate, Student Senate, Advancing Leadership Committee, District Technology Committee, and Classified Consultation Group between September 26, 2014 - October 31, 2014.

Student Equity Plan: DRAFT 11-12-14
GOALS AND ACTIVITIES

A.   STUDENT SUCCESS INDICATOR FOR ACCESS

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve"

Data Analysis

The percentage of students in each of the underrepresented race groups attending the College 2012-13 academic year More specifically, 38% of the students attending the college are Hispanic compared to 33.3% in the total adult population of the college's service area. The comparisons of the student population versus their percentage of the adult population for each of the other underrepresented populations are as follows: American Indian/Alaskan Native (.6% vs. .4%); Asian (3.8% vs. 3.6%); Black/African American (3.4% vs. 2.0%); Filipino (1.4% vs. 1.2%); Other Non-White (.4% vs. 3%); Pacific Islander (.3% vs. .2%); and Two or More races (4.6% vs. 3.9%). White students are underrepresented in proportion to their composition in the adult population in the College's service area (47% vs. 53.2%).

Goal A1. Increase the numbers of historically underrepresented students in higher education that attend the College by fall, 2017.

Since the proportion of students from each of the historically underrepresented population groups is currently higher than the percentage for these groups in the adult population in the College's service area, the goal will be to increase the number of students from each of these population groups that attend the College in proportion to any increase that occurs in the adult population in the District's service area.

Activity A1.1

Reinstitute and restructure the college's Outreach Committee to encompass the noncredit and credit programs. This committee will meet on a monthly basis. The committee will be formed and have its first meeting by January, 2014. Persons Responsible: Jack Friedlander and Karen Sophia, co-chairs for this committee.

2015-2017: The Outreach Committee will continue to meet on a monthly basis to review the status of its achieving the objectives to increase the number of historically underrepresented students who attend the college.

Expected Outcome A1.1

The college's Outreach Committee will be formed and, begin meeting in January, 2015.

Activity A1.2

In conjunction with the institution's Enrollment Services department, the Outreach Committee will complete the development of the plan to achieve the outcomes in the Student Equity Plan for increasing the number and percentage of students in historically and currently underserved population groups that attend the college: This plan will include how the college's various outreach efforts can be coordinated.

By May, 2015, in collaboration with SBCC's Marketing Department and Calendar Committee, a coordinated master calendar of outreach, college, and community events will be developed and maintained where members of the Outreach Committee will be active participants providing SBCC information to prospective students.
January-May, 2015: Complete the preparation of the master calendar of outreach, college, and community events and do so I a format that can easily be maintained and updated.

2015-17: The Outreach Committee will conduct formative and summative evaluations on the degree to which the objectives of the outreach plan are being achieved and, where needed, make appropriate adjustments to the plan. Persons Responsible: co-chairs of the Outreach Committee and the Director of Institutional Research and Institutional Effectiveness.

Persons Responsible: Jack Friedlander, Executive Vice President, Educational Programs and Karen Sophia, Director of Marketing, co-chairs of this committee in conjunction with the Director of Enrollment Services.

Expected Outcome A1.2

The plan to achieve the outcomes in the Student Equity Plan for increasing the number and percentage of students in historically and currently underserved population groups that attend the college will be completed by March, 2015. The plan will provide the committee and other Student Support Services Programs and departments (e.g., DSPS, A&R, Counseling, EOPS, Health and Wellness, Library to have "one" message when communicating with prospective students. The timeline for the completion of this plan is in February to allow it to be pilot tested for the spring Senior Assemblies that take place at each of the college's four feeder high schools.

Activity A1.3

By February, 2015, the College's Enrollment Services Department will develop its plan to increase the number of underrepresented students who attend the College. Person Responsible: Director of Enrollment Services.

2015-2017. Formative and summative evaluations will be conducted by the Outreach Committee and Institutional Research on the degree to which the plan is achieving its intended objectives. Where appropriate, adjustments in the plan will be made to increase its effectiveness in achieving its stated objectives.

Expected Outcome A1.3

Compared to the baseline year of 2014-15, there will be an increase of a minimum of 5% of the number of underrepresented students who attend the College. How was this number determined and is it a reasonable expectation? What does this mean in terms of numbers of students coming to campus?

Activity A1.4

Develop and update outreach materials to increase SBCC's presence in community and in the local high schools: April, 2015; Person Responsible-Coordinator of Enrollment Services.

2015-17. Review the outreach materials and revise them where needed. Persons Responsible: Director of Enrollment Services, Director of Marketing with input from the Outreach Committee.

Expected Outcome A1.4

The outreach materials will be updated and revised so that they provide the information needed by al prospective students and contain customized messages that are relevant for those in historically underrepresented students in the district's service area.

Activity A1.5

Create an Outreach Task Force sub-committee to research and identify effective strategies to address the internal and external barriers to potential students enrolling in the college's credit and noncredit courses and in transitioning from noncredit to the credit program. The findings and recommendations of this task force will be submitted to the Outreach Committee.

February-June, 2015: The Outreach Task Force sub-committee will be formed and will submit its recommendations for addressing the internal and external barriers to potential students enrolling in the college and from the noncredit to the credit program to the Outreach Committee.

2015-17: Implement and evaluate the agreed upon recommendations of this task force.

Person Responsible: Executive Vice President, Educational Programs and the Director of Marketing.

Expected Outcome A1.5

The Outreach Task Force will be formed and it will submit its findings and recommendations to the Outreach Committee by June 2015. Formative and summative evaluations will be conducted to determine the degree to which the objectives of the strategies recommended by the task force that were implemented are achieving their expected objectives.

Activity A1.6

Contact all students via email and/or text messages and, where feasible, by phone as well, who have completed one or more steps of the enrollment process but have not registered in classes within two weeks from the time they started the enrollment process. Research programs and tools and develop the process to create an e-mail and/or text message campaign possibly combined with targeted phone calls to identify individuals who have not completed the enrollment process and to contact them in a timely and effective manner to encourage them to complete the process for enrolling in classes: The purpose of this intervention is to provide these potential students with the information and/or assistance they need to continue the enrollment process: June-August, 2015 for the fall semester and December-January, 2016 for the spring semester.

2015-17: Implement this strategy in the 2015 Fall Semester. If it proves to be effective in achieving its desired outcomes, continue to implement this strategy prior to the start of each semester. If successful, consider expanding it to one or both of the summer sessions.

Person Responsible: Coordinator of Enrollment Services, Dean responsible for Counseling and the department chair for Counseling.

Expected Outcome A1.6

By the end of the 2016-17 academic year, increase by a minimum of 10% the number of first time to SBCC students in each of the historically underrepresented population groups identified in the college's Student Equity Plan who enroll in the college. Same question as above. How was 10% determined and is it a reasonable goal?

Activity A1.7

The Enrollment Management Committee, in coordination with the Outreach Committee, will evaluate SBCC's steps to enrollment to identify and remove barriers to enrollment: The Enrollment Management Committee, which includes the chair of the Outreach Committee and some of its members, will evaluate the college's web site to identify what changes, if any, need to be made to enhance its effectiveness in providing

prospective and new students with easily accessible access to the information they need to learn about the colleges programs, services, processes for enrolling in classes, and clear links to the person or persons the prospective students can contact to gain the information and assistance they are seeking. Where feasible, the recommended changes to the web site; will be made.

January-July, 2015: The evaluation of the steps to enrollment and the identification of the changes that need to be made to improve the ease in which students can complete the enrollment process will be completed.

2015-17: The changes identified by the Enrollment Management and by the Outreach Committees to increase the ease for prospective, new students and returning students to enroll in classes at the college will be made. The revised processes will be evaluated by determining if there is an increase in the percentage of students who completed the enrollment process in 2016-17 compared to the baseline data from the prior year.

Person Responsible: Co-chairs of the Enrollment Management Committee, chair of the Outreach Committee.

Expected Outcome A1.7

In the 2016 Fall Semester compared to the prior fall term, there will be an increase of a minimum of 8%i in the percentage of new and returning students who begin and then complete the enrollment process and who are enrolled in one or more classes as of census. The evaluation will include assessing whether or not the changes in how to navigate the steps to enrollment are having a positive effect on the percentage of new and returning students who complete the enrollment process. The evaluation of the changes made to the college's web sites to make them easier for prospective and enrolled students to navigate will be based on assessing if there is an increase in the amount of time students spent accessing information about its programs and services on the college's web sites compared to the baseline data for the 2014 Fall Semester enrollment period. A student survey which is planned to be administered in the 2016 Spring Semester, will also be used to gain student feedback on the degree they found the college's web sites easy to navigate and if they contained the information they were seeking.

Activity A1.8

Evaluate the college's web site to identify what changes, if any, need to be made to enhance its effectiveness in providing prospective and new students with easily accessible access to the information they need to learn about the colleges programs, services, processes for enrolling in classes, and clear links to the person or persons the prospective students can contact to gain the information and assistance they are seeking. Where feasible, make the recommended changes to the web site.

January-July, 2015: Complete the evaluation of the college's web site and web pages and make the changes needed to improve the ease in which prospective and current students can access the information they are seeking.

Person Responsible: Director of Marketing.

Expected Outcome A1.8

A minimum of 90% of a sample of students, faculty, and student support services staff asked to evaluate the college's web site will report that it is user friendly and easy to navigate in terms of locating the information they are seeking. The evaluation will be conducted prior to and after the start of the 2015 Fall Semester and if needed, again prior to the 2016 Spring and 2016 Fall Semesters.

Goal A2. Increase the number and the percentage of students enrolled in noncredit Adult High School, GED, ESL, basic skills and short-term vocational skills programs who transition into the credit program.

Activity A2.1

Identify and develop noncredit-to-credit Bridge courses designed to prepare noncredit students in the High School/GED program, basic skills courses, noncredit ESL, and short-term vocational courses to transition to and be successful in the credit program.

January-October, 2015: Area deans for English and for math and for the appropriate CTE departments and the chairs of these departments, the Dean for counseling, and the Noncredit Coordinator.

2015-17: Complete the development and implementation of the noncredit to credit transition courses and begin implementing them by the start of the 2016 Spring Semester. Evaluate the effectiveness of these classes in terms of the number of students enrolled in these classes and the percent of these students who successfully complete these courses and then enroll in the appropriate level of credit course the following term.

Person Responsible: Deans and department chairs responsible for noncredit programs and the Noncredit Program Coordinator.

Expected Outcome A2.1

Offer the noncredit -to- credit bridge courses and appropriate support services starting in the 2015 Spring Semester. Evaluate the effectiveness of these bridge courses and use this information to guide adjustments to these classes. A minimum of 40% of the students in the Adult High School/GED program, the noncredit ESL program, and in

short-term CTE programs will continue their education by enrolling in one or more credit courses within two terms after they complete the bridge classes.

Activity A2.2

Develop a summer bridge program for students who completed their high school diploma, GED and members of the community in need of this transition program to prepare the enter the credit program in the fall semester. January-April 2015. Develop the curriculum and support services for the noncredit- to- credit summer bridge program. Develop the outreach plan to attract members of the community, including former noncredit students who could benefit from participating in this program.

May-August, 2015: offer and evaluate this program. Persons Responsible: Dean for the Adult High School and Ged programs, the Noncredit Coordinator, the Dean for Counseling and the Director of EOPS.

2016-17: Continue to offer the summer noncredit to credit summer bridge program. Evaluate the effectiveness of this program and where appropriate, make modifications to this program.

Expected Outcome A2.2

A minimum of 30 students will participate in this program in summer 2015. A minimum of 60 students will take part in this program in the 2016 summer session and thereafter. A minimum of 80% of these students will enroll in the appropriate credit courses in the upcoming fall semester. The vast majority of these students will be from historically underrepresented segments of the district's service area.

Goal A3. Increase the effectiveness of the College's orientation programs in terms of providing students with the general and individual information they need and will be able to remember and apply prior to and during the academic year.

Activity A3.1

Evaluate the feasibility of creating individualized orientations (SBCC Smart Orientation) that correspond to students' educational goals for students in the credit and noncredit programs. Identify if the current orientation software being used by SBCC can accommodate the request to host multiple versions of an orientation. If not, research alternative products that would enable the college to customize its orientations.

2015-16. Identify and, if needed, acquire and install the software program selected to use to create the online customized student orientations. Complete the customized orientations for students entering the college with different educational objectives. If feasible, field-test, implement and evaluate the customized orientations.

2016-17. Implement and evaluate the value and effectiveness of the customized student orientations.

Person Responsible: Dean responsible for counseling and the Enrollment Services Coordinator.

Expected Outcome A3.1

If it is determined to be feasible, the customized student orientations will be implemented in time to use in the 2016 Fall Semester. Compared to the baseline data for the 2016 Fall Semester, providing this information to the students will contribute to an increase of a minimum of 5% in first semester course completion rates and fall-to-spring semester persistence rates for students in each of the underrepresented population groups.

It is anticipated that student and counselor evaluations of the value and effectiveness of the customized orientations will be higher than their assessment of the college's current student orientations.

Activity A3.2

Implement a three- to -four -day Week of Welcome Orientation prior to fall semester designed for all new students. The new Vaquero Week of Welcome Orientation will be designed to meet the needs of all incoming and re-entry students as well as the more focused needs of students interested in majoring in various fields of study. Participants will be provided information and instruction on being a successful student and they will participate in activities with faculty, staff and other students that are related to their educational goals and major field of study.

August-October, 2015: Implement a three day Week of Welcome Orientation for all new students and returning students in advance of the start of the 2015 Fall Semester. Evaluate the effectiveness of this program in achieving its desired outcomes.

November, 2015-February, 2016: Make recommended changes to this program in time for it to be offered in advance of the 2016 Fall Semester.

August, 2016-August, 2017: Implement and evaluate the revised Week of Welcome Orientation.

Person Responsible: Associate Dean, Educational Programs and the Coordinator of Enrollment Services.

Expected Outcome A3.2

Students from historically underrepresented groups who participate in the New Vaquero Welcome Orientation will complete their first semester in good academic standing and enroll in spring semester at higher rates than underrepresented students who did not participate in this orientation. The course completion rates and the first-to-second semester persistence rates will be higher for all groups of students who participated in this orientation than those achieved by comparable groups of students who entered or re-entered the college in fall 2013.

Goal A4. Increase the number of former students who left the College prior to completing their educational objectives who re-enter the College and who achieve their educational objectives of earning a certificate, associate degree and/or transfer to a four-year university.

Activity A4.1

Develop and implement the Back-on-Track and Fresh Start Programs. These programs will be designed for former students in the credit program and for those in the noncredit program that stopped attending the college prior to completing their educational objectives. The Back-on-Track program will be designed for former credit students who stopped attending the college after completing 12 or more units in academic good standing. The noncredit version of this program will be designed for students who withdrew from the Adult High School or GED programs and for those who stopped attending noncredit ESL classes within the past three years and still reside in the community.

The Fresh Start Program will be designed to serve former credit students who were placed on academic progress or academic disqualification and did not attend college in one or more terms after they stopped attending college within the past three years.

November, 2014-April, 2016, develop each of these programs.

May, 2015: Field test each of these programs in the first and second 2016 summer sessions. July, 2016, make needed modifications to these programs based on the results of the field tests in time to fully implement the programs in the 2016 Fall Semester and every semester and summer session thereafter.

Person Responsible: Dean responsible for the Credit and Noncredit back-on-Track programs, the Dean assigned responsibility for the Fresh Start Program, The Noncredit Program Director, and the dean and department chair for the counseling department.
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Expected Outcome A4.1

The Back-on-Track programs for the credit and for the noncredit programs and the Fresh Start Program will be developed and ready to be field-tested in the 2015 Summer Sessions. Once fully implemented in the 2015 Fall Semester, a minimum of 100 students will enter each of these three programs each semester. The successful first semester course completion rates and the first-to-second semester persistence rates of students in each of these programs will be comparable to those of the general student population with similar educational objectives. Similarly, the successful course completion rates and first-to-second semester persistence rates for students in the historically underrepresented population groups will be comparable to those achieved by all students

GOALS AND ACTIVITIES
B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

"Ratio of the number of credit courses students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term."

Data Analysis

The 2013 Fall Semester course completion rates were significantly lower (5% or higher) than the 72% average for the college for students in each of the following population groups: American Indian/Alaskan Native (64%); Black/African American (55%); Hispanic (67%); and Other Non-White (65%). The course completion rates for males were lower than those of females (75% vs. 69%). With the exception of Pacific Islanders, the course completion rates for males were significantly lower than those of females in all these population groups with the lowest being among Black/African American males (50% course completion rate).

The course completion rates for part-time students were significantly lower than those of full-time students (82% vs. 62%). The lower course completion rates for part-time compared to full-time students were present for each of the ethnic. gender, age group, residency, disability, and economic status population groups. The average course completion rates for students in each of these population groups were within five 5% of those of all students.

GOAL B. Within three years from the baseline year of 2014-15, increase successful course completion rates by a minimum of 5 percentage points for all students (72% to 77%) and by a minimum of 7% or more for students in each of the following population groups: Black/African American (55% to 65%); American Indian/Alaskan Native American (64% to 71%); Hispanic (67% to 74%); part-time students (62% to 70%); and part-time students who are economically

disadvantaged (54% to 64%), male (58% to 68%), Black/African American (49% to 60%), and Hispanic (57% to 67%).

By the end of the 2016-17 academic year, decrease the percentage of students placed on academic probation or disqualification from 12% in fall 2013 to 9% for all students at the end of the 2016 fall semester and by a minimum of 5 percentage points for students in each of the following population groups with academic probation/disqualification rates that are substantially higher than the college average: Black African males (24% to 16%), Black African females (17% to 12%), Hispanic males (17% to 12%), males (20-24 years of age (18% to 12%), and economically disadvantaged male students (17% to 12%).

Activity B1.1

Conduct a three day winter intersession and summer session workshops each year for faculty interested in participating in one or more Faculty Inquiry Groups (FIG) to identify the factors that contribute to students not successfully completing the Gatekeeper courses required to fulfill the college's certificate and degree requirements and those needed for transfer. Once the factors are identified for increasing successful course completion rates in general and those associated with students in historically underrepresented population groups at the college are identified, FIGs will be formed to address one or more of the factors that undermine students being able to successfully complete their courses. Faculty members taking part in these faculty inquiry groups will examine data for each population group on student learning and course and program completion rates for classes they teach. Participants in the FIGs will share best practices and will report on the success they are having in trying our new strategies intended to increase student learning and successful course completion. The outcomes of the FIGs will be disseminated at faculty in-service days, in division and department meetings and will be featured in workshops offered by the Faculty Resource Center.

January, 2015-June, 2017: Conduct the winter and summer intersession workshops.

Persons Responsible: Executive Vice President, Dean responsible for faculty professional development, the co-directors of the Faculty Resource Center, and the chair of the Academic Senate's Committee on Teaching and Learning.

Expected Outcome B1.1

A minimum of 30 faculty members will participate in each of the winter and summer session faculty inquiry groups. The strategies for increasing the success rates of students in the classes offered by the participants in the FIGs will be 5% or higher for all groups for all groups of students and 7% or higher for those in groups with lower course completion rates than for comparable groups of students that were in classes offered by the same instructor during the baseline year of 2014-15.

Activity B1.2

Conduct an analysis of the successful course completion rates for each of the college's Career Technologies Education (CTE) certificate and degree programs to identify those that are serving as barriers to students in general and underrepresented students in particular from completing their certificate and/or degree requirements in these majors. The results of this analyses will be shared with the CTE departments and will be the basis for identifying strategies to increase the course, certificate and degree completion rates in each of the CTE programs for all students and for those in groups whose completion rates are significantly lower than the overall average for the program.

January-April, 2015: Complete the analyses.

May-December, 2015: develop the intervention program or programs to increase the successful course completion rates for the classes that are serving as barriers for many students to completing their certificate and degree programs.

January-April, 2016: Develop the intervention program or programs in time to be offered in fall 2016.

2016-17: Implement the CTE Student Success Program() and evaluate the degree to which the program(s) are achieving their objectives.

Persons Responsible: Executive Vice President, Deans with CTE programs working with CTE department chairs.

Expected Outcome B1.2

The core courses for each of the college's CTE programs in which successful course completion rates are under 75% will be identified. This information will be used to develop strategies for working with faculty, counselors, and student support staff to increase the success rates in these CTE gatekeeper courses for students in general and for those in historically underrepresented populations in particular.by the end of the 2016-17 academic year, the successful course completion rates in the targeted CTE programs will be 5% or more higher than those for comparable courses in the baseline year of 2014-15.

Goal B2. Increase the successful course completion rates in courses that students need to achieve their certificate, associate degree and/or transfer objectives.

Activity B2.1

One of the major objectives of the iPath Transfer Success Program is to increase successful completion rates in general education courses that students are required to fulfill in order to receive their associate degree and/or lower division transfer requirements. The college will be implementing its new iPath Transfer Success Program starting with the 2015 Fall Semester. Students who commit to the requirements to take part in this program will be required to take a prescribed set of three general education courses, including fulfilling their math and English transfer requirements, each of the four semesters it will take them to earn an associate degree and/or fulfill lower division transfer requirements, and be required to enroll in the lower division major field required classes for the balance of their course load.

The GE courses will be linked by the common theme and coupled with an integrated learning seminar which all iPath students will be required to attend. Each of the iPath Transfer Success GE classes will be assigned a Gateway tutor. The faculty who apply and agree to the expectations for being part of this program will attend regularly scheduled sessions to select and then coordinate the common theme for their classes, be provided with instruction on strategies for using their Gateway tutors, and work on incorporating effective instructional practices in their classes.

Counselors will be assigned to work with students in this program (case management model).common theme and coupled by the common theme and coupled with an integrated learning seminar which all iPath students will be required to attend. Each of the iPath Transfer Success GE classes will be assigned a Gateway tutor. The faculty who apply and agree to the expectations for being part of this program will attend regularly scheduled sessions to select and then coordinate the common theme for their classes, be provided with instruction on strategies for using their Gateway tutors, and work on incorporating effective instructional practices in their classes. Counselors will be assigned to work with students in this program (case management model).

The college will be implementing its new iPath Transfer Success Program starting with the 2015 Fall Semester. Students who commit to the requirements to take part in this program will be required to take a prescribed set of three general education courses, including fulfilling their math and English transfer requirements, each of the four semesters it will take them to earn an associate degree and/or fulfill lower division transfer requirements, and be required to enroll in the lower division major field required classes for the balance of their course load. The GE courses will be linked by the common theme and coupled with an integrated learning seminar which all iPath and work on incorporating effective instructional practices in their classes. Counselors will be assigned to work with students in this program (case management model).

2014-15: Develop the iPath Transfer Success Program.

2015-17: Implement and evaluate the iPath Transfer Success Program.

Persons Responsible: Dean assigned to provide the administrative Leadership for the iPath program and two-faculty co-directors for this program.

Expected Outcome B2.1

Compared to the baseline year of 2014-15, the successful course completion rates in the general education courses that are part of the iPath Program that are offered in 2016-17 will be higher by a minimum of 6% for all students and 8% or greater for students in each of the population groups that have had significantly lower completion rates in these general education courses.

Activity B2.3

Assign Gateway tutors to face-to-face and to online classes that students are required to complete to achieve their certificate, degree and/or transfer objectives. Gatekeeper courses are those with successful completion rates that are below the average for college and/or in which fewer than 73% of the students earn a successful grade. Faculty teaching Gatekeeper courses will be encouraged to participate in Faculty Inquiry Groups to share and learn about strategies that are proving to be effective in increasing student learning and course completion. Faculty teaching gatekeeper courses that are assigned a Gateway tutor will be required to take part in a workshop to learn about strategies that have proven to be effective in working with Gateway tutors.

January-June, 2015: Develop the training program for Gateway tutors assigned to support Distance Education classes and develop the web-based materials to support online tutoring. Develop the training program and structures for faculty who are assigned Gateway tutors for their distance education classes that are designated as a Gatekeeper class:

2015-17: Faculty teaching gatekeeper courses that wish to have a Gateway tutor assigned to their classes will be required to participate in a workshop to learn strategies for maximizing the benefits of having a Gateway tutor.

2015-17: Form Faculty Inquiry Groups (FIGs) that include faculty assigned to teach Gatekeeper courses.

Persons Responsible: Co-directors of the Gateway Tutoring program; Dean, Faculty Professional Development; and co-chairs for coordinating and helping to facilitate the FIGs.

Expected Outcome B2.3

Compared to the baseline year of 2014-15, in the 2016-17 academic year, the percentage of students receiving successful grades in gatekeeper courses in which

Gateway tutors are assigned, will be higher by a minimum of 4% than what they were in the same courses that were offered by the same instructor.

Activity B2.4

Explore the feasibility of offering supplemental learning classes offered for credit and/or noncredit for students that are experiencing difficulty early in a Gatekeeper course and for students who desire additional assistance regardless of their standing in the class. The evaluation of this approach to increase successful course completion rates of all students and those in historically underrepresented populations in particular will include basic skills and possibly ESL courses. The exploration of the feasibility of this approach will consider the week in the semester these courses should begin.

January-April, 2015: Explore the feasibility of implementing supplemental instruction for gatekeeper classes. Make the decision on whether or not to offer supplemental instruction classes.

May-September, 2015: If the decision is made to offer supplemental instruction courses is, the courses will be developed.

January, 2016-June 2017: Begin offering the supplemental courses in the 2016 Spring Semester and evaluate the effectiveness of these courses in achieving their intended objectives.

Persons Responsible: The Director of Learning Resources, the dean assigned to oversee the supplemental learning program in conjunction with chairs of departments with gatekeeper courses.

Expected Outcome B2.4

The assessment of the feasibility of offering supplemental instruction classes will be completed. If implemented, the successful completion rates for students taking part in the supplemental instruction sections will be within 2% of the average for the class.

Activity B2.5

Implement the recommendations of the Transportation Alternatives Group to increase students, faculty and staff access to the Main campus. These recommendations include a park and ride option and increased incentives for taking alternative transportation to the campus. The lack of parking has served as a major factor in students not attending their classes and withdrawing from them early in the semester. This is due to the fact that there are 2,400 parking spots on campus for 20,000 plus students and well over 1,000 faculty and staff:

January, 2015-May, 2017: Implement and evaluate the effectiveness of each of the alternative transportation strategies and, where needed, make appropriate changes to the program.

Person Responsible: Vice President of Business Services and Director of Alternative Transportation.

Expected Outcome B2.5

Compared to the baseline year of 2013-14, in 2016-17 there will be a decline of a minimum of 5% in both the percentages of students who are dropped or /withdrew from one or more of their classes prior to Census.

Goal B3. Increase the percentage of students who complete their courses.

Activity B3.1

Create and field test a campaign to contact students who either do not show up for their classes on the first day they meet or who miss two or more class sessions during the first and/or second week of the term or who withdraw from their classes prior to Census. This intervention campaign, which will be called "Do Not Stop Now"' will involve contacting students by email and personal phone calls by well -trained members of Enrollment Services department staff. The Enrollment Services staff will identify the reasons students made their decision to not attend and/or withdraw from their classes. Where appropriate, the Enrollment Services staff or the counselor assigned to the student as part of his/her case management responsibility, will provide the students the support they need to either re-enroll in their classes or make plans to register for late start classes that begin in the 8th or 9th week of the semester or in the following term. An evaluation of the effectiveness of this program will be conducted to determine if it is achieving its desired objectives. If so, this intervention will be expanded to all matriculated students in 2015-16.

January-August, 2015: Develop this intervention program and train the staff and counselors who will be taking part in this intervention.

2015 Fall Semester: Implement the Do Not Stop Now Program and evaluate the degree to which it is achieving its stated outcomes.

2016-2017: If this program is shown to be effective, continue to implement it for each semester and summer session.

Persons Responsible: Associate Dean responsible for Enrollment Services, the Coordinator for Enrollment Services, the Dean for Counseling and the chair of the Counseling department.

Expected Outcome B3.1

Compared to the baseline year of 2014-15, tin the 2016 and in the 2017 semesters, the number of students who withdraw or are dropped from classes will lower by a minimum of 7% for all students and by a minimum of 10% for students in population groups with course withdrawal rates that are significantly higher than the college average.

The course completion rates of students who were contacted by the Enrollment Services staff or a counselor who followed the advice provided will be at least 10% higher than those of comparable students who did not receive this intervention or those who were contacted but did not take advantage of the recommended assistance. The results will be analyzed by underrepresented groups of students to determine if this strategy is working for each of these populations.

Activity B3.2

Faculty will be encouraged to use the college's early intervention program, SBCC On-Track or SARS (whichever of these intervention programs is selected) to identify students who are not attending class on a regular basis and/or are in need of academic and or personal assistance. The intervention system involves counselors and Special Program Advisors contacting the students their faculty reported they are in need of assistance in a timely manner to urge them to take advantage of the recommended needed assistance. Both the SBCC On Track and the /SARS systems provide counselors and the faculty members with information on whether or not the students acted on the advice they were given to help improve their performance in their classes. An evaluation of the effectiveness of this early warning system will be completed at the end of the 2015-16 academic year to determine the extent to which it is achieving the stated objectives for this program.

October-November, 2014: Select the college's early alert intervention system.

January, 2016-August, 2016: Implement and then evaluate the effectiveness of the early alert system in achieving its stated outcomes. Where appropriate, make modifications to the processes for implementing this program.

August 2016-June, 2017: If proven to be effective in increasing student course completion rates, continue to implement the early warning program for each semester and summer session.

Persons Responsible: Dean for Counseling and Chair of the Counseling department.

Expected Outcome B3.2

The successful course completion rates of students who were contacted as part of the SBCC On-Track early warning program and who took advantage of he recommended interventions in a timely manner will be higher by a minimum of 10% than those in the same classes that did not avail themselves of the recommended assistance. Separate data analyses will be conducted for students in each of the historically underrepresented populations.

Goal B4: Increase the successful distance education course completion rates of students in general and historically underrepresented students in particular.

Activity B4.1

Develop and then implement online general tutoring and Gateway tutoring support for students enrolled in distance education courses. Develop and implement an online tutor training program for tutors interested in tutoring online students and for students selected to serve as Gateway tutors for online classes.

January-July, 2015: Develop the online tutoring and training program for general tutors and for Gateway tutors assigned to online classes and for faculty teaching a Gateway course.

August, 2015-June, 2017: Implement the training programs for general tutors and for Gateway tutors that are supporting online classes.

Persons Responsible: Director of Learning Resources who is responsible for the tutor training and management of this program.

Expected Outcome B4.1

The online tutoring and training programs for students and for faculty using Gateway tutors will be developed and implemented by the start of the 2015 Fall Semester. There will be an increase of a minimum of three percent in the successful course completion rates for all students and an increase of a minimum of 5% for those in population groups whose successful completion rates in online classes have been significantly lower than the average for the online class enrolled in the distance education sections as a result of the availability of online tutoring. The percentage increases for each of these groups of students will be higher by a minimum of 5 and 7% respectfully for students enrolled in online classes that are assigned a Gateway tutor.

Goal B5. Increase the course completion rates for part-time students in general and for part-time students who are economically and/or educationally disadvantaged, Hispanic, Hispanic males, and/or males in general.

Activity B5.1

Make the changes needed to accept eligible part-time students to take part in EOPS, the Express to Success Program, and the iPath Transfer Success Program in time to begin serving part-time students beginning in the 2015 Fall Semester.

January-July, 2005: Complete the analyses and program modifications needed to admit and serve eligible part-time students in EOPS, the Express to Success Program ad the iPath Transfer Program.

2015 Fall semester-Spring, 2017 Spring Semester: Recruit and serve part-time students in each of these programs. Conduct formative and summative evaluations on the degree to which each of these programs are contributing to the success rates of part-time students.

Persons Responsible: Director of EOPS, Director of the Express to Success Program; and Dean and co-directors for the iPath Transfer Success Program.

Expected Outcome B5.1

The changes needed to admit and serve part-time students in each of these programs will be completed in time for the start of the 2015 Fall Semester. Once implemented, compared to the baseline year of 2014-15, the successful course completion rates for part-time students served by one or more of these programs will increase by a minimum of 5%.

Activity B5.2

Conduct a study of the reasons why part-time students have significantly lower course and program course completion rates than full-time students, regardless of their demographic background. The results of this study will guide the development of intervention strategies designed to increase the course and certificate, degree and transfer completion rates for part-time students.

June-December, 2015: Complete the analysis of the factors that contribute to the lower course and educational goal completion rates for part-time students and identify intervention efforts that could be taken to increase the success rates of this segment of the college's student population.

January-May, 2016: Develop the intervention program(s) to increase the success rates of part-time students.

August, 2016-June, 2017: Implement and evaluate the degree to which the intervention programs are achieving their intended objectives.

Persons Responsible: Dean assigned to oversee the activity, Dean responsible for Counseling in consultation with the Student Services Leadership Group.

Expected Outcome B5.2

Compared to the 2014-15 baseline year, the successful course completion rates for part-time students for whom the interventions are targeted will be higher by a minimum of 7%.

Goal B6. Provide training on cultural and diversity issues and on strategies for more fully addressing and being responsive to the needs of students, faculty and staff in each of the College's population groups.

Activity B6.1

The Student Access Success Equity (SASE) Committee along with the College's Professional Development Committee and the Academic Senate's Faculty Professional Development Committee, will identify topics, events, conferences, workshops, and consultants that are designed to increase members of the college community awareness and sensitivity in working with students and one another in providing an educational environment where everyone feels welcome and supported.

January, 2015-June, 2017: Activities designed to increase the college communities knowledge and appreciation of diversity issues will be identified and offered. The effectiveness of these activities will be evaluated to determine the degree to which they were effective in achieving their stated objectives.

Person Responsible: Chair or co-chairs of the college Professional Development Committee, the SASE Committee, and the Faculty Professional Development Committee.

Expected Outcome: B6.1

The results of the campus climate survey for faculty and staff and the Student Engagement Survey that is administered to students will demonstrate that there is widespread agreement for those in each of the College's population groups that they feel welcome, supported and encouraged to fulfill their potential and achieve their goals.

GOALS AND ACTIVITIES

C.   STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"

Data Analysis

The analyses of the outcome measures used to assess success of the College's basic skills programs in English, math, and ESL consistently demonstrates that the success rates are very low for all students entering the College in need of remediation and significantly lower for those in one or more of the following categories: attending part-time; males in general and Hispanic males in particular; economically disadvantaged males and economically disadvantaged part-time students; students from out-of-area and outside the state in general and even lower for those attending part-time; students 25 years or older; and male DSPS students. While the percentage of students who completed the recommended ESL course in the first year at the College was very high, just 2% of these students went on to complete English 100 or 110 within three years of enrolling at the college. This made the sample sizes for each of the different population groups being examined to conduct meaningful analyses to identify inequities on this outcome measure.

Analysis of the percentage of students that are placed on academic probation or academic disqualification at the end of their first semester and the percentage of these students who transitioned to good academic standing by the end of their second semester at the College.

The results of this analysis revealed that of those students who entered the College in the 2012 Fall Semester, 12% (2,104) were placed on academic probation at the end of the 2012 Fall Semester. The percentages of those placed on academic probation or disqualification at the end of their first semester at the College (2012 Fall Semester) were significantly higher for students in each of the following population groups: Black/African American male (24%), American Indian/Alaskan Native (20%), Black/African American female (17%), Hispanic male (17%), males 20-24 (18%) and females ages 20-24 of age, and economically disadvantaged males (17%), and economically disadvantaged students attending college on a part-time basis (17%). With few exceptions, the percentage of these students placed on academic progress or academic disqualification at the end of their first semester at the College were even higher for those in each of these population groups.

Of the 2,104 students who were placed on academic probation or disqualification at the end of their first semester (2012 Fall Semester) at the College, 408 (19%) transitioned to good academic standing at the end of their second semester (2013 Spring Semester).

With the exception of Black/African American students attending college full-time (8% transitioned from probation or disqualification to good standing) there were no large major differences among the population groups in the percentage who were placed on academic probation or disqualification at the end of their first semester at the College and who transitioned to good standing at the end of their second semester at the College.

GOAL C1. Explore the feasibility of creating an Express to Success Program for credit and possibly noncredit ESL students. If feasible, develop and implement the ESL Express to Success Program. Complete a comprehensive analysis of the noncredit and credit ESL curriculum to determine if it could be reconceptualized to enable students to complete the ESL course sequence in less time than the current model allows.

Activity C1.1

Evaluate the feasibility of creating a Express to Success Program for ESL credit and possibly noncredit students that would include accelerated learning communities comprised of the higher level courses in the ESL curriculum and English 80 and English 100 and Math 100 and Math 107. If feasible, develop the ESL Express to Success Program and the learning communities for students to transition from ESI noncredit to ESL credit and from credit ESL into the next highest levels of English and math.

The analysis of the feasibility of expanding the Express to Success Program model to include the ESL curriculum will be completed. The results of this study will include recommendations for improving the success rates of ESL students in completing the ESL course sequence, transitioning into a basic skills and/or a degree applicable content course and in receiving satisfactory grades in those courses.

January-February, 2015: Complete the feasibility study for creating the ESL ESP type program and the ESL noncredit to ESL credit and ESL credit to the ESP English Skills and math learning communities to enable students to transition from ESL to the next highest level English and math courses.

March-September, 2015: If feasible, develop the ESL Express to Success Program. The program will be designed to serve both full-time and part-time ESL students.

October-December, 2015: Begin recruiting students to participate in the ESL Express to Success Program, including the noncredit ESL to credit ESL courses and the credit ESL to English and math courses.

January, 2017-June, 2017: Implement the ESL Express to Success Program and evaluate the degree to which it is achieving its intended outcomes.

Persons Responsible: Dean for the ESL department, Noncredit Coordinator, ESL department chair, and Director of the Express to Success Program.

Expected Outcome C1.1

The feasibility study for creating noncredit and credit ESL Express to Success Programs will be completed. If deemed feasible, one or both of these programs will be developed and implemented in the 2016 Spring Semester or in the 2016 Fall Semester. Compared to the baseline year of 2014-15, the course completion rates for students taking part in the ESL Express to Success Program will be higher by a minimum of 10% in the English Skills, English 100, and math classes in which they enroll.

Activity C1.2

Complete a comprehensive analysis of the noncredit and credit ESL curricula with the goals of: (1) re-conceptualizing what has been two discrete programs into a single ESL curriculum with clear pathways from noncredit to credit certificates, degree and/or lower division transfer preparation completion; and (2) redesigning the curriculum to to enable students to acquire the English language skills needed to succeed in degree applicable credit courses and/or in the workplace in significantly less amount of time than is possible with the current curriculum model. This analysis will involve articulating the noncredit ESL curriculum with the credit ESL curriculum to provide students with a seamless transition from one level of instruction to the other.

August 2015-March, 2016: Complete the analysis of the ESL curriculum and identify the changes that need to be made to enable students to acquire the English language skills needed to transition and succeed in degree-applicable courses in much less time than is possible under the current curriculum model for full-time and for part-time students.

Contract with external consultants from such institutions and the Monterey Language Institute and Middlebury College with expertise in second language instruction to help the ESL re-think their approach to providing ESL instruction. The analysis will also be informed from the findings and recommendations identified in each of the two ESL faculty sabbatical leave projects that are taking place in the 2014-15 academic year that examine different strategies for designing ESL curriculum and providing support services to ESL students.

April-August, 2016: Complete the development of the materials and promotional materials needed to implement the revised ESL noncredit and credit programs.

2016 Fall Semester-2017 Spring Semester: Implement and evaluate the resigned ESL curriculum which includes the noncredit and credit programs and student support services designed to serve ESL students.

Persons Responsible: Dean and department chair for the ESL department.

Expected Outcome C1.2

The analyses of the ESL noncredit and credit programs will be completed. The re-conceptualized curriculum will have well defined pathways for students to complete their educational objectives in a timely manner (four years or less, depending on tone's English language skills upon entering the college).

Compared to the 2015-16 baseline year, at the end of its first year (2016-17) that the new ESL curriculum is implemented, there will be an increase of a minimum of 10% in the numbers of students who transition and enroll in the next highest course in the ESL sequence and a 10 percent increase in the number of students who transition from the highest level(s) of the ESL curriculum into the next highest level credit ESL or credit degree applicable course.

Goal C2. Increase the percentage of students who assess below college-level reading, writing, and/or math who successfully complete their basic skills courses and the first college degree applicable English and math course.

Activity C2.1

Make the necessary adjustments to admit and serve part-time students in the Express to Success Program. Increase the number of students who can take part in ESP, including those attending college on a part-time basis. Provide the resources needed to serve additional students in ESP.

January-April, 2014: Complete the changes needed to accept part-time students into the Express to Success Program. Recruit and train faculty needed to teach the additional sections of ESP learning communities.

August, 2015-June, 2017: Begin admitting part-time students into ESP starting in the 2015 Fall Semester. Evaluate the degree to which part-time students are succeeding in this program.

Persons Responsible: Director of ESP in conjunction with the ESP Leadership Team.

Expected Outcome C2.1

The number of students taking part in ESP will increase from 900 in the 2014 Fall Semester to a minimum of 1,300 in the 2017 Spring Semester. Compared to the 2014-15 baseline year, the successful course completion rates of part-time students taking part in ESP will be a minimum of 20% higher in the basic skills and in the degree-applicable English and math courses that are part of ESP. The high success

rates in the ESP learning communities that have been achieved in 2013-14 will be maintained or increased as this program expands.

Activity C2.2

Institutionalize and expand the Express to Success Program (ESP) to maintain the high course completion and persistence rates for all students and especially for those in underrepresented populations in the program's developmental math and English accelerated learning communities.

Institutionalize the two ESP counselor positions; provide funding for two 19.5 hour staff positions for CASA (the ESP Center); provide intensive Gateway tutoring for students in accelerated classes (ESP); expand ESP to allow for more part time students to participate in the program. Develop a process for committing the resources needed to support increases in the number of students who take part in this program.

Increase by a minimum of 50 each semester in each of the semesters during this three year plan the number of students who participate in ESP. The goal is to continue to expand the number of ESP Learning Communities to accommodate all basic skills students who commit to the requirements of joining this program.

January, 2015: Submit the Student Equity Plan to include the resources required to institutionalize and expand ESP.

March-May, 2015: Hire the additional staff, Gateway tutors needed to support this program and allocate funds to provide reassigned time for the Director of ESP and for faculty and staff training.

Expected Outcome C2.2

Increase by a minimum of 50 each semester in each of the semesters during this three year plan the number of students who participate in ESP. The goal is to continue to expand the number of ESP Learning Communities to accommodate all basic skills students who commit to the requirements of joining this program.

Allocate the funds required to institutionalize the Express to Success Program and the method for allocating resources to support the anticipated growth in the number of students that will take part in of this program.

Costs: $110,000 beginning July 2015 for counseling positions (Note: this allocation will pay for the Gateway Coordinator and LRC Senior Assistant positions currently funded with BSI money. Then the two ESP counselors will be paid for with BSI money.); $25,000 beginning Oct. 2015 for staff positions; $50,000 beginning Oct. 2015 for Gateway tutoring.

Goal C3. Expand professional development opportunities to enhance teaching practices and strategies and increase awareness of student equity issues at the College in order to improve completion rates of ESL and basic skills students.

Activity C3.1

Form a task force of counselors and instructors to suggest ways of integrating student support and instruction more effectively throughout the College. Form a task force of credit/NC faculty to learn from each other and to look at course options (concurrent enrollment, etc.); provide funds for adjunct faculty to attend professional development activities; establish mentorship programs for faculty, particularly adjunct faculty; focus the spring 2015 in-service entirely on Student Equity (speaker, breakouts, etc.); consider having a flex day embedded in the semester to reflect on pedagogy campus-wide. (Note: Need to discourage the infirmary model of support for "broken" students and encourage adoption of a learning-centered model of instruction because it focuses on individual students, assures time and space for students to confirm their understanding and actually serves student equity.).

June-August, 2015: Conduct a summer workshop for counselors, faculty and staff in student support programs and noncredit and credit faculty to identify effective strategies to integrate appropriate support services and academic assistance into noncredit and credit courses designed to increase successful course completion rates.

September-July, December, 2015: Offer workshops for faculty, counselors and staff on integrating effective student support and academic support services in the curriculum.

Expected Outcome C3.1

Instructors and counselors will adopt effective practices that encourage integration of student support and instruction, address student equity issues, and increase the completion and persistence of ESL and basic skills students, especially those in groups that have significantly lower successful courses completion rates in their ESL and basic skills courses.

GOAL C4. Develop curriculum that addresses unmet needs of ESL and basic skills students that will result in substantial increases in the percentage of these students who acquire the competencies needed to succeed in degree applicable courses and do so in the least time possible.

Activity C4.1

Create open- entry level non-credit classes (no fee) developmental English and math refresher courses that are designed to provide students with the reviews they need to place at the appropriate level of English and math. The curriculum for these refresher courses will be based on the Math and English Skills and English faculty analyses of the current assessment tests to include those areas that students are likely to have acquired prior to entering the college but may have forgotten from not using these skills. Allocate resources such as tutors needed to support these courses.

January-May, 2015: Develop the refresher courses to prepare students to take or retake the math and English assessment tests.

June, 2015-June, 2017: Offer the refresher courses and conduct an evaluation to assess to degree to which they are achieving their intended objectives.

Persons Responsible: Deans and department chairs for the English Skills, English and Math departments and the chair of the college's SSSP Committee that includes assessment.

Expected Outcome C4.1

Enrollment in the self-paced open- entry basic skills refresher courses will be sufficient to make them cost effective. A minimum of 50% of the students enrolled in the preparation/refresher assessment classes will assess at the appropriate level of English and math. A minimum of 20% of the students who wish to retake one or more of the assessment tests because they did not believe their placement levels were accurate indicators of their abilities in English and/or math and who enroll in one or both refresher classes will place at a higher math and/or English course level compared to the most recent time they took the assessment tests.

Activity C4.2

Offer transition from noncredit to credit ESL, English Skills and basic skill math courses for eligible students. Explore the feasibility of offering these transition courses along with a college student success course designed to support noncredit students transitioning into the credit program. If feasible, the credit college success course will be offered either in conjunction with the credit transition courses or as part of a learning community that will pair the transition courses with a common college success course. The transition courses will be designed to increase the number and percentage of noncredit students that successfully transition into and complete credit classes needed to achieve a certificate and/or degree.

January-June, 2015: Develop the noncredit-to-credit transition courses. If feasible, offer these transition courses as structured as learning communities. If feasible, offer these

transition courses and/or learning communities during tone or both of the summer sessions.

December, 2014-May,, 2015: Develop the transition courses and if feasible, the noncredit to credit learning communities in time to offer in the 2015 summer sessions.

June-August, 2015: Offer the noncredit to credit transition courses during one or both of the 2015 summer sessions. If ready to do so, offer the noncredit to credit learning communities in each of the two 2015 summer sessions.

August-December, 2015: evaluate the degree to which the transition courses, and, if offered, the noncredit-to-credit learning communities, are achieving their intended outcomes Where appropriate, make modifications to these courses.

January 2016-June, 2017: Offer the noncredit to credit transition courses and the noncredit to credit learning communities during the fall and winter semesters and in each of the two summer sessions.

Persons Responsible: Deans and chairs for the English Skills and Math departments, the dean for the Adult Basic Skills/GED program (same dean as the one for the Math department), and the Noncredit Program Coordinator.

Expected Outcome C4.2

The noncredit to credit program transition courses in English and math will be developed and offered in the 2015 fall term. If feasible, a credit Student College Success course will be offered either in conjunction with the credit transition courses or as part of a learning community that will pair the transition courses with a common college success course. A minimum of 20 students will enroll in each of the transition courses and a minimum of 50 students will enroll in the college success class. A minimum of 60% of the students enrolled in these courses will complete the course, and a minimum of 50% of the course completers will continue their education in the credit program the following term.

Activity C4.3

Develop and offer credit and/or noncredit supplemental instruction courses that are designed to for students experiencing difficulty in their basic skills courses, These open-entry courses will be offered beginning in the third week of the semester. Students in degree applicable courses who need assistance with their reading, writing and/or basic math skills will be encouraged to take part in these supplemental instruction courses as well as those enrolled in basic skills classes. Explore the need for and feasibility of offering supplemental instruction courses for students enrolled in credit ESL courses.

January-July, 2015: Develop the supplemental instruction courses and find classrooms and/or learning labs where they can be offered.

2015 Fall Semester-2017 Spring Semester: Offer the supplemental instruction courses and evaluate the degree to which they are meeting their intended objectives.

Persons Responsible: Deans and department chairs for English Skills, English, Math and possibly the ESL departments.

Expected Outcome C4.3

The supplemental instruction courses will be developed and offered beginning in the 2015 Fall Semester. A minimum of 60% of the students enrolling in the supplemental instruction courses will earn a successful grade in the corresponding basic skills English, English Skills or math courses in which they are enrolled.

Goal C5. Schedule the noncredit and credit ESL and basic skills classes, including the refresher and supplemental instruction courses, needed by students and do so at times and locations that are responsive to the needs of these students.

Activity C5.1

Schedule ESL and basic skills classes, including the refresher and supplemental instruction courses, at times and locations that meet the needs of these students. Explore expansion of course offerings at night (e.g., English 60, 65, etc.), including course offerings at La Cumbre (childcare through its Posse Program).

January-March, 2015: Complete an analysis of the ESL and basic skills course offerings and times, formats and locations in which they are scheduled to determine the most effective manner for scheduling these classes.

2015 Fall Semester-2017 Spring Semester: Implement the recommendation from the analyses for scheduling ESL and basic skills courses and conduct evaluations of the effectiveness of the changes in scheduling in terms of their being responsive to the needs of students.

Persons Responsible: Deans and department chairs for the English Skills, ESL and Math departments and the Director of Marketing and Scheduling.

Expected Outcome C.5.1

The analyses of the method used to schedule ESL and basic skills courses will be completed. The agreed upon changes resulting from these analyses will be

implemented beginning in the 2015 Fall Semester. The evaluation of the changes made in the scheduling of these courses will be based on the number of students who enroll in the class sections that are offered at times, locations and formats and the success rates of those enrolled in these class sections. The responses to a student survey conducted during the 2016 Fall Semester will be used as a measure of student satisfaction with the scheduling of the ESL and basic skills courses they are interested in taking.

Enrollment in ESL and basic skills classes will increase by a minimum of 10%.

Activity C.5.2

Develop clear curriculum pathways from noncredit ESL, basic Skills, Adult High School/GED and short-term vocational education to credit courses. Create a clear visual document for students, faculty and staff that shows the open-entry/open-exit noncredit options for students that are not able to remain enrolled in credit ESL or basic skills courses. Make presentations gaining input and then sharing these pathways at the Math, English, ESL, and ESD division meetings. Work with the Educational Support Division (ESD) to develop a noncredit-to credit and credit to noncredit referral processes.

January-June, 2015: Develop the curriculum pathways from noncredit to credit programs that lead to the attainment of student educational and/or career objectives.

July, 2015-June, 2017: Implement and evaluate the curriculum pathways guides as part of the counseling and advising process that will be required for all noncredit students.

Persons Responsible: Counseling department chair in conjunction with the deans and chairs of the ESL, English Skills, Math departments and the Dean for the Adult High School/GED and Jail programs.

Expected Outcome C5.2

Compared to the baseline academic year of 2014-15, by the end of the 2016-17 academic year, Increase by a minimum of 15% the number of students in noncredit ESL, basic skills, Adult High School/GED and short-term vocational education courses who successfully transition into credit courses that are part of their individual educational plan.

Activity C5.3

Develop a summer bridge transition program for noncredit students and eligible members of the community wanting to prepare to transition into the credit program. This program will be based on the college's successful Running Start summer bridge program. The program would consist of the college success class that is linked to the appropriate levels of English Skills and basic skills math courses. Students in this

program would be provided with the needed counseling, advising and academic assistance to succeed in their credit courses.

January-April, 2015: Develop the Noncredit-to-Credit Transition Program.

April-May, 2015: Recruit students to take part in this summer bridge program especially those close who have or are about to complete their adult high school diploma, acquire their GED, and/or noncredit basic skills or short-term vocational education programs.

June, 2015-August, 2017: Offer and evaluate this program in one or both of the two summer sessions in 2015, 2016 and 2017.

Persons Responsible: Counselor assigned to direct this program in conjunction with the deans and department chairs for the Essential Skills, Math, and Personal Development departments/programs and the dean responsible for the Adult High School/GED programs.

Expected Outcome C5.3

The Noncredit-to Credit Transition Program will be developed and offered each summer beginning in 2015. A minimum of 30 students will take part in this program in summer 2015; a minimum of 50 students will take part in this program in summer 2016; and a minimum of 60 students will participate in this program in summer 2017. A minimum of 80% of the students who take part in this program will achieve a "C" or higher in each of the credit classes they take as part of this summer bridge program and a minimum of 80% of these students will enroll in the appropriate level credit courses in the following fall semester. Of the students who enroll in credit classes the semester following the summer bridge program, a minimum of 70% will successfully complete their courses.

Goal C6. Expand services to part-time students and others not eligible for financial aid.

Activity C6.1

Form a task force of faculty, counselors, academic and student support services instructors to identify obstacles faced by part-time ESL and basic skills students that are interfering with their being able to successfully complete their courses and to continue to progress and then complete the courses needed to transition into and complete the degree-applicable courses needed to achieve their certificate, degree and/or transfer objectives. Assess the feasibility of the recommended intervention and support strategies identified by this task force and implement and evaluate those that have the most promise of contributing to the success of these students.

May-August, 2015: Invite faculty, staff and students to serve on this task force which will meet during the summer intersessions.

August-October, 2015: The Student Access Success and Equity (SASE) Committee will review the strategies recommended by the task force and identify those that will be developed.

November, 2015-March, 2016: Develop the strategies to help enable part-time ESL and Basic Skills students to address some of the barriers that interfere with their successfully completing courses they need to transition and succeed in degree-applicable courses.

August, 2016-July, 2017: Implement and evaluate the strategies to provide students the support they need that are designed to address the barriers that have been identified that interfere with their completing their educational goals.

Persons Responsible: Chair of the Student Access Success Equity Committee, Deans and department chairs and program managers whose areas are involved in developing and implementing the task force's recommendations.

<u>Expected Outcome C6.1</u>

The major barriers that are impeding the success of part-time students from completing their ESL and basic skills sequences in a timely manner and then transitioning and completing the degree applicable English and math courses will be identified. The strategies for helping students successfully navigate the identified barriers to their success that the college is able to address will be developed and implemented. Compared to the 2015-16 baseline year, there percentage of part-time ESL and basic skills students who complete two or more courses in these sequences will increase by a minimum of 8% by the end of the 2017 Spring Semester.

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal."

Data Analysis

The analyses of the data demonstrate that the percentage of students who complete a certificate or a degree in three years and in five years from first entering the College are substantially lower for those in one or more of the following population groups: Black/African American, Hispanic; students in other ethnic groups except Asians, males,

economically disadvantaged and attending college on a part-time basis. The low three and five year certificate and degree completion rates are most pronounced for students in each of these population groups attending the College on a part-time basis.

Goal D1. Increase the percentage of students that enter a Career Technologies Education (CTE) program and then complete a certificate and/or degree in a CTE program within three and five years from the time they first entered the college.

Activity D1.1

Form a taskforce to identify the common barriers and those that are unique to a particular CTE programs that are interfering with students being able to complete the certificate and/or degree requirements for their CTE program. Conduct a 2015 Summer Institute for CTE faculty, deans, support staff and students to identify interventions designed to help students successfully navigate the barriers that have been identified as ones that have an adverse effect on certificate and/or degree completion of CTE programs. Provide opportunities for faculty, counselors and staff to prepare to implement the intervention strategies identified in the Summer Institute in their programs and courses during the 2015-16 academic year: May-December, 2015-CTE faculty, Counseling Department and deans responsible for CTE programs.

January-May 2015: Complete an analysis to identify the barriers that are interfering with students successfully completing their CTE certificates and degrees. Develop the recommended strategies/interventions in time to be implemented for the 2015 Fall semester.

August, 2015-July, 2017: Implement and then evaluate the strategies/interventions to increase the percentage of students who complete their certificates in a timely manner.

Persons Responsible-Deans and department chairs for CTE programs and Institutional Research.

Expected Outcome D1.1

The recommendations from the CTE Task Force will be used to guide the development of effective strategies that will be implemented to increase the percentage of CTE students who complete their certificate and/or degree objectives. The percentage gains expected from implementing the interventions will be identified prior to their being implemented in the 2016 Fall Semester.

Activity D1.2

Convene a workshop with members of the Math department and CTE faculty to develop contextualized math courses for certificate programs that present the key concepts

students in CTE programs need to know in order be successful in their careers. Explore taking this same approach to develop contextualize sections of English 80 and English 100 that are designed to prepare CTE students to perform the types of writing and reading assignments they are likely to encounter in the workplace.

May-July, 2015: Conduct the workshop to develop contextualized math courses for CTE students.

August-October, 2015: Develop the contextualized math courses in time to be offered in either the 2016 spring or fall Semesters.

January, 2016-June, 2017: Offer and evaluate the effectiveness of the contextualized math courses in terms of enabling students to acquire the math competencies they need to perform assignments in their CTE courses and careers.

Person Responsible: Dean and department chair for the Math department and Deans and department chairs for CTE programs.

Expected Outcome D1.2

The contextualized math courses will be developed and offered in either the 2016 spring or fall semesters. Students taking these contextualized math courses will acquire the competencies they need to perform math-related assignments in their CTE courses that are needed for them to be successful in the career they are preparing to enter or advance.

Activity D1.3

Complete curriculum and co-curricular career pathways for each CTE certificate and degree program for students who begin their studies in the credit program and for those who are enrolled in a corresponding noncredit CTE program that lead to the completion of certificate and degree programs. The pathways for noncredit CTE students will be designed to provide these students with a well- defined transition into the appropriate credit CTE program. Incorporate the CTE curriculum and co-curricular pathways into all components of the college's Student Success and Support Programs (SSSP). Students in both noncredit and credit CTE programs will be assigned to a counselor and/or program advisor who will monitor their progress toward completing their educational plan (based on the curriculum pathways) and where needed, provide timely interventions and assistance.

January-June, 2015 for the completion of the curriculum and co-curricular pathways; Person responsible: Articulation Officer and Dean of educational Programs responsible for student support services.

Expected Outcome D1.3

The curriculum and co-curricular pathways will be completed for each of the college's noncredit and credit CTE programs. These pathways will be incorporated into each component of the college's SSSP program. Compared to the baseline year of 2014-15, by the end of the 2016-17 academic year there will be an increase of a minimum of 5% for all CTE students pursuing a certificate or an associate degree and a minimum of 8% for those in each of the population groups that have had significantly lower CTE program certificate and degree completion rates.

Activity D1.4

Incorporate the outcomes of the activities in D1-D3 into a comprehensive plan to increase the certificate and degree completion rates for all students in each of the college's CTE programs and to close the achievement gaps that exist in certain programs for part-time students and for Hispanic students. This program will be called the Career Technologies Education Achievement Program (CTE Achievement Program). Implement the CTE Achievement Program at the start of the 2016 Fall Semester. Conduct formative and summative evaluations on the effectiveness of the CTE Achievement Program

February, 2015: Form a workgroup to develop the Career Technology Education Achievement Program.

March-December, 2015: Complete the plan for developing and implementing this program in time for it to be field tested in the 2016 Spring Semester and fully implemented in the 2016 Fall Semester.

January, 2016-June, 2017: Implement the program and evaluate the degree to which it is achieving its stated outcomes.

Persons Responsible: Two of the CTE deans assigned to provide the leadership for the Career Technology Education Achievement Program, the faculty member(s) appointed to serve as the director or co-directors for this program, and the Dean and chair for the Counseling department.

Expected Outcome D1.4

Compared to the baseline year of 2014-15, by the end of the 2016-17 academic year, the percentage of students pursuing a goal to earn a certificate and/or associate degree who complete their educational objective will increase by a minimum of 10% compared to a comparable group of students and by a minimum of 13% for Hispanic students.

Goal D2. Increase the percentage of students in general and the percentage of students in historically underrepresented populations who complete their certificate, degree, and/or lower division transfer requirements.

Activity D2.1

Once the DegreeWorks educational planning software program is integrated into the college's Banner Student System, which is expected to be completed by May, 2015, an intervention program will be developed to alert the student, his or her counselor and/or special program advisor, when the student withdraws and/or receives a grade of "D", "F" or "No Pass" in a course that is part of their educational plan:

December, 2014-March, 2015: The DegreeWorks educational planning software program will be installed and it will be integrated into the college's student information system in time for the start of the 2015 Fall semester enrollment process. This integration will include the integration of DegreeWorks with the college's student tracking system which will either be SARS or On Track.

January-June, 2015: Develop the interventions when students deviate from successfully completing one or more of the courses in their educational plan.

March, 2015-July, 2015: Complete the development of the program integrations needed to inform counselors and other appropriate faculty, managers and staff when students withdrew and/or did not receive a grade of "C" or higher in one or more of the courses in their educational plan.

August, 2015-June, 2017: Implement both the processes for informing counselors and other appropriate faculty and staff when students deviate from adhering to their educational plan and the intervention strategies that are designed to have students get back on track in completing their educational plan. Conduct formative and summative evaluations to assess the degree to which this intervention program is achieving its stated objectives.

Person Responsible: Dean responsible for Counseling, the chair for the Counseling department, and The Director of Applications in the college's Information Technologies Division.

Expected Outcome D2.1

A minimum of 40% of the students identified as being off-track in completing one or more courses in their educational plan will talk a counselor or special program advisor about their situation. A minimum of 40% of these students will re-enroll in the same course(s) that they did not successfully complete or enroll in other courses that are included in their existing or modified educational plan.

Activity D2.2

Explore the feasibility of implementing a counseling student case management method that would involve assigning a counselor to all first-time and returning students pursuing an objective of completing a certificate, an associate degree and/or transfer. The counselor would be responsible for monitoring student progress toward completing their educational plan and, when needed, coordinating appropriate interventions:

January-March, 2015: Complete the assessment of the feasibility of implementing a counselor student case management program either for all students or for those in ESP, the iPath Transfer Success Program, the Career Technology Education Achievement Program, EOPS, DSPS and the Foster Care program.

April, 2015-June, 2017: If the decision is to develop a counselor student case management program for all students with a goal of certificate, degree and/or transfer or a partial counselor student case management program, this method of providing counseling services will be implemented in the 2015 Fall Semester. Formative and summative evaluations on the degree to which the counseling student case management method of proving counseling services to students is achieving its intended outcomes will be conducted.

Person Responsible: Dean for the Counseling department and chair of the Counseling department.

Expected Outcome D2.2

The feasibility study for implementing a case management method to assign counselors to designated students will be completed. The analysis will take into account the addition of two or three additional counselors as a result of funding support from SSSP and possibly Student Equity funds.

Compared to the 2014-15 baseline year, by the end of the 2016-17 academic year the certificate, degree and transfer rates of students assigned to a counselor as part of the case management method for providing counseling services will be higher by a minimum of 10% for a comparable group of all students and by a minimum of 15% for those in groups whose certificate, degree and transfer rates were significantly lower than the average rates for the college.

Goal D3. Increase the percentage of part-time students in general, and part-time students in underrepresented population groups in particular, who complete their certificate, associate degree and/or lower division transfer requirements within a three-to-five year period from when they first entered the college.

Activity D3.1

Develop a PACE-type program which could be entitled the Part-time Student Accelerated Goal Achievement Program. This program would enable part-time students to complete their certificate, associate degree and/or their lower division transfer requirements in three years or less. Develop the curriculum pathways for this program which would enable students to take two general education courses (including basic skills and degree-applicable English and math courses) required to complete their degree and/or lower division transfer requirements every 8 weeks of the fall and spring semester and one or two courses in each of the two summer sessions. Develop the approach to enable students to complete their major field of study degree requirements. Identify the student support services and other student success strategies to be incorporated into this program.

Provide training for faculty teaching courses that are part of the Part-time Student Express to Degree Program with training on working with part-time students and in incorporating effective instructional and support practices such as working with Gateway tutors, into their classes: Implement the Part-time Student Accelerated Goal Achievement Program in the Fall 2016 Semester. Conduct formative and summative evaluations on the degree this program is meeting its expected outcomes each year of the program:

January-June, 2015: The work group created to develop the Part-time Student Accelerated Goal Completion Program will complete the plan for implementing

Person Responsible: Dean for the Part-time Student Goal Completion Program.

Expected Outcome D3.1

Compared to the 2014-15 baseline year, by the end of the 2016-17 academic year, the certificate and degree completion rates and the percentage of students in the Part-time Student Goal Achievement Program who complete their lower division transfer requirements will be higher by a minimum of 8% for all part-time students pursuing a goal of certificate, degree and/or transfer and by a minimum of 10% for students in this program whose completion rates have been significantly lower that the average for part-time students pursuing these objectives.

GOALS AND ACTIVITIES

E.   STUDENT SUCCESS INDICATOR FOR TRANSFER

"Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years"

Data Analysis

A total of 31% of all students who completed a minimum of 12 units and have attempted a transfer level course in mathematics or English transferred to a four-year university within six years of their first entering the college. The transfer rates were significantly lower than the college average of 31% for students in one or more of the following population groups: Black/African American (14%), Hispanic (18%), Asian (22%), 20 years of age or older (13%), economically disadvantaged (22%), and students attending on a part-time basis.

GOAL E1. Increase the transfer rates of all students with a goal of transfer in general and for those in historically underrepresented populations and for part-time students in particular.

Activity E1.1

Develop the iPath Transfer Success Program that is designed to enable students to complete their lower division general education and major field requirements in two years or less. The iPath Transfer Success Program is intended for students who assess at English 100 or higher and Math 107 or higher and who commit to adhering to the requirements of participating in this program. A concerted effort will be made to recruit into this program students completing the Express to Success Program and eligible students from historically underrepresented populations.

The iPath Transfer Success Program will incorporate a number of the components of the college's successful Express to Success Program. These effective strategies include: requiring students to meet with an iPath counselor or program advisor to review the requirements and benefits of this program as a condition for being admitted to this program; conducting an orientation for iPath students prior to the start of each semester; requiring students to take their general education courses (including transfer level math and English courses required for transfer) and lower division major field courses in a prescribed sequence; assigning an iPath counselor to each student in this program; and assigning a Gateway tutor to each of the iPath designated general education class sections. iPath designated courses will share a common theme and all iPath students will take part in an integrative learning skills seminar during their first and second semester in this program..

iPATH students will work closely with their faculty and counselor who will serve as mentors to them while in this program. Faculty teaching iPath general education courses will participate in Faculty Inquiry Groups to determine high-impact practices and the common theme for the cohort. They will also receive training on how to effectively work with the Gateway tutors assigned to their classes. Faculty taking part in the iPath Program will receive a stipend for attending the monthly and, if needed, more frequent

program meetings to learn about and share best practices for increasing student learning and successful completion of their course and transfer objectives.

October, 2014-July, 2015: Complete the development of the iPath Transfer Success Program in time for it to be implemented in the 2015 Fall Semester.

August, 2015-June, 2017: Implement the iPath Transfer Success Program in the 2015 Fall Semester and increase the number of students who take part in this program each semester. Conduct formative and summative evaluations on the degree to which this program is achieving its stated objectives.

Person Responsible: Dean for the iPath Transfer Program in conjunction with the iPath co-directors and iPath Leadership Team.

Expected Outcome E1.1

The work needed to implement the iPath Transfer Success Program in time to be implemented in the 2015 Fall Semester will be completed. The program will be implemented in the 2015 Fall Semester. Compared to the 2014-15 baseline year, by the end of the 2016-17 academic year the transfer rates for students in the IPath program will be higher by a minimum of 15% for all students and by a minimum of 20% for students in historically underrepresented groups who completed a minimum of 12 units and have attempted a transfer level course in English or mathematics. A minimum of 2,000 students will take part in this program in the 2016 Fall Semester. The program will be designed to accommodate as many eligible students who agree to meeting the requirements for joining and remaining in this program.

Activity E1.2

Complete development of the STEM Transfer Program by April, 2015 to include well-defined curriculum pathways for each of the STEM majors. Until the UCs and CSUs agree on the lower division STEM major field requirements that they will accept as meeting their own lower division major field requirements, several curriculum pathways will be developed that correspond to meeting the lower division transfer requirements that groups of CSUs and UCs that share the same requirements.

Implement and evaluate the effectiveness of the complete program during the 2015-16 academic year, and develop the plan to institutionalize this program after the Title V grant for this program expires in September, 2016. The STEM Transfer Program will be integrated into the iPath Transfer Success Program beginning in the 2016-17 academic year.

November, 2014-April, 2015: Complete the development of well defined curriculum pathways for each STEM major.

April, 2015-June, 2017: Implement the complete STEM Transfer Program model in time for the 2015 Fall Semester and evaluate the degee to which it is achieving its intended outcomes.

September, 2015-February, 2016: Allocate the required resources needed to institutionalize and expand the STEM Transfer Program after the Title V Hispanic Serving Institutions grant expires in October 2016.

Person responsible: Dean for the Math and Sciences Divisions, STEM Transfer Project Director and IR.

Expected Outcome E1.2

The curriculum pathways for each STEM major will be completed by April, 2015. The STEM Transfer Program will be fully implemented in the 2015 Fall Semester.
The evaluation of the effectiveness of this program in achieving its stated objectives will be completed in July, 2016. The plan to institutionalize this grant funded program will be completed by January 2016.

Activity E1.3

The transfer component of the Part-time Student Accelerated Goal Achievement Program will be developed in time to be implemented in the 2016 Fall Semester. This program is designed to enable students attending the college on a part-time basis to complete their lower division general education and major field requirements in three years or less. A study will be completed to assess the feasibility of incorporating this program into the iPath Transfer Success Program or having it operate as a separate transfer program.

January- May, 2015: Complete the development of this program.

June-August, 2015: Conduct a summer institute for faculty interested in teaching courses in eight-week blocks during the fall and spring semesters.

August-December, 2015: Prepare to implement this program in time for the 2016 Spring Semester.

January, 2016-June, 2017: Implement the Part-time Student Goal Achievement Program and evaluate the degree to which the intended outcomes of this program are being achieved.

Person Responsible: Dean responsible for the Part-time Student Accelerated Goal Achievement Program and the Project Director;

Expected Outcome E1.3

The Part-time Student Accelerated Goal Achievement Program will be developed and implemented beginning with the 206 Spring Semester. A minimum of 200 students will take part in this program each semester with the goal to increase this number to 500 or more students within two years. By the end of the 2016-17 academic year, the transfer rates of students in this program will be a minimum of 15% higher than those of a comparable group of non-part-time students in this program and a minimum of 20% higher for part-time students in underrepresented populations.

Activity E1.4

The Back-on-Track Program that is designed for former students with a goal of degree and/or transfer who left the college in good standing prior to completing their educational objectives will be invited to return to the college as part of the Back-on Track program that will be developed. The Back-on-Track program will include an aggressive outreach program to encourage former students in general and those in historically underrepresented populations in particular, to continue their education at the college, a career and educational advising and planning component, and assignment to a counselor as part of the counseling case management model that is being developed. Appropriate interventions needed to help these former students be successful ii their classes and in completing their transfer objectives will be provided:

January, 2015-April, 2015 to complete the development of this program in time for it to be pilot tested in the 2015 Fall Semester.

June, 2015-June, 2017: Implement the Back-on-Track Program in the 2015 Fall Semester and evaluate the degree to which it is achieving its desired outcomes.

Person Responsible: Dean responsible for the Back-on-Track Program, Program Director and department chair for the Counseling department.

Expected Outcome E1.4

A minimum of 250 former students with a goal of transfer who completed 12 or more units and left the college in good standing will enter the Back-on-Track program each semester. The percentage of Back-on-Track students who complete their lower division transfer requirements will be comparable to those of the general student population with a goal of transfer.