



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

January 16, 2018



### Chabot College Mission Statement

*Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Our students contribute to the intellectual, cultural, physical, and economic vitality of the region. The college responds to the educational and workforce development needs of our regional population and economy. As a leader in higher education, we promote excellence and equity in our academic and student support services. We are dedicated to student learning inside and outside the classroom to support students' achievement of their educational goals.*



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

### Foreword

The 2017-2019 Chabot College Integrated Plan was developed collaboratively by faculty, staff, students and administrators. The Plan is guided by the five goals listed on the following Student Milestones Framework. Each goal is color coded to correspond with the Chabot College Equity Plan objectives which illustrate the College's progress towards meeting the goals.

# ACHIEVING OUR STRATEGIC PLAN GOAL



## What are we trying to do?

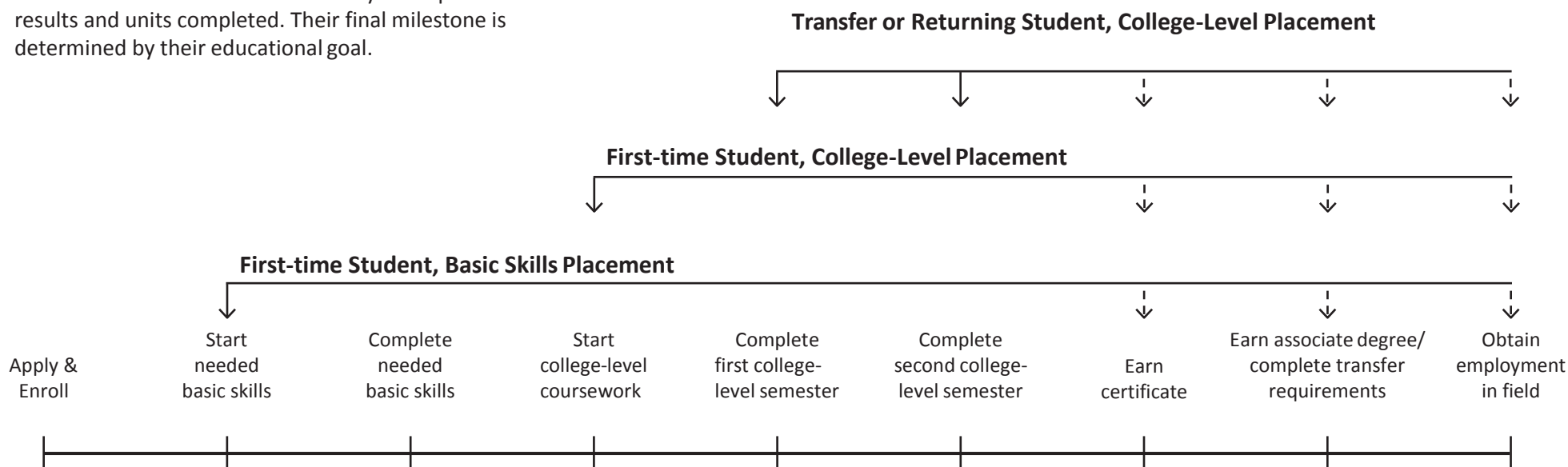
We are trying to increase the number of students that achieve their educational goal within a reasonable time and ensure equitable outcomes among student groups.

## How are we going to do it?

We will clarify pathways and provide information and support to our students at key transition points in their education.

## STUDENT MILESTONES FRAMEWORK

All students start at the “Apply & Enroll” milestone. Their next milestone is determined by their placement results and units completed. Their final milestone is determined by their educational goal.



GOALS	Provide a Strong Start	Support Student Engagement & Course Completion	Sustain Persistence	Sustain Persistence Towards Completion	Finalize Completion
OBJECTIVES	Increase the percentage of students who complete the SSSP components; assess into English and Math; participate in CTE Cohorts, Special Programs, learning communities, and guided pathways	Increase success rates for students in their first semester. Increase student engagement in programs and services.	Increase persistence from Fall to Spring and Fall to Fall. Increase completion of college-level English and Math	Increase completion of college-level English and Math, GE, and major/CTE program coursework	Increase the percentage of students who achieve a certificate and/or associate degree; transfer; become employed in their major/CTE certificate or degree area

Monitor outcomes. Modify initiatives/activities to ensure equity in student achievement of milestones.

**Table 1. Chabot College Equity Plan Objectives, by Goal Area**  
**Original Objectives from 2014-15 and Progress through Summer/Fall 2016**

		Disproportionately Impacted Group	Starting Point and GOAL by 2020	By Summer or Fall 2016	Increased?	Met Objective?
<b><u>A. Access</u></b>						
<b><u>Increase the percentage of:</u></b>						
Students with disabilities at Chabot		Disabled	6 to 7%	7%	Yes!	Met!
Foster youth students at Chabot		Foster Youth	3 to 4%	3%	Same	No
Veteran students at Chabot		Veterans	1% to 3%	2%	Yes!	Not yet
White students at Chabot		Whites	22% to 24%	15%	Decreased	Not yet
<b><u>B. Course Completion / Course Success</u></b>						
<b><u>Increase the success rates of:</u></b>						
African American students		African Am	57% to 62%	58%	Yes!	Not yet
<b><u>C. ESL and Basic Skills Course Completion</u></b>						
<b><u>Increase the percentage of:</u></b>						
Students with disabilities completing English 101A		Disabled	44 to 49%	49%	Yes!	Met!
Latino students completing English 1A w/in 2 yrs of ESL 110D		Latino	10 to 28%	15%	Yes!	Not yet
Filipino students completing English 1A w/in 2 yrs of English 101		Filipino	57 to 70%	56%	Decreased	No
African American students completing English 1A w/in 2 yrs of English 101		African Am	62 to 70%	58%	Decreased	No
African American students completing English 1A w/in 2 yrs of English 101		African Am	64 to 65%	66%	Yes!	Met!
African American students completing Math 55 within 2 years of Math 65		African Am	33 to 50%	60%	Yes!	Met!
Filipino students completing Math 55 within 2 years of Math 65		Filipino	44 to 50%	47%	Yes!	Not yet
Students with disabilities completing Math 53		Disabled	32 to 36%	40%	Yes!	Met!
Low income students completing Math 53		Low income	40 to 46%	49%	Yes!	Met!
Low income students completing Math 54		Low income	42 to 45%	35%	Decreased	No

**Table 1. Chabot College Equity Plan Objectives, by Goal Area**  
**Original Objectives from 2014-15 and Progress through Summer/Fall 2016**

Objectives		DI Group	Starting Point and GOAL by 2020	Fall 2016 or by Sum 16	Increased?	Met Objective?
<b><u>D. Degree and Certificate Completion</u></b>						
<b><u>Increase the degree earning rate of:</u></b>						
Male students		Men	5 to 7%	5%	Same	No
African American students		African Am	2 to 9%	2%	Same	No
American Indian / Alaskan Native students		Native Am	3 to 9%	0%	Decreased	No
Hispanic / Latino students		Latino	6 to 9%	6%	Same	No
Pacific Islander students		Pacific Islander	5 to 9%	5%	Same	No
White students		White	8 to 9%	6%	Decreased	No
Students with disabilities		Disabled	2 to 5%	3%	Yes!	Not yet
Foster youth students		Foster Youth	2 to 5%	3%	Yes!	Not yet
<b><u>Increase the certificate earning rate of:</u></b>						
White students		White	0 to 7%	0%	Same	No
Filipino students		Filipino	2 to 7%	0%	Decreased	No
Hispanic / Latino students		Latino	1 to 7%	8%	Yes!	Met!
Pacific Islander students		Pacific Islander	2 to 7%	0%	Decreased	No
White students		White	2 to 7%	7%	Yes!	Met!
Foster youth students.		Foster Youth	1 to 2%	0%	Decreased	No
<b><u>E. Transfer</u></b>						
<b><u>Increase the transfer rate of:</u></b>						
African American students		African Am	30 to 48%	25%	Decreased	No
Filipino students		Filipino	38 to 48%	37%	Decreased	No
Hispanic / Latino students		Latino	30 to 48%	31%	Yes!	Not yet
Hawaiian or Pacific Islander students		Pacific Islander	20 to 48%	24%	Yes!	Not yet
White students		White	38 to 48%	34%	Decreased	No
Students age 40 to 49		Age 40-49	20 to 34%	13%	Decreased	No
Students with disabilities		Disabled	27 to 33%	21%	Decreased	No



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

### Part I – Deadlines and Important Information

- Submission deadline: **December 15, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

### PROGRAM INTEGRATION

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

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

### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed

with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

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

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

In addition, the following data should inform your planning:

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



## Part II – Program Goals and Planning

### PREVIOUS ACCOMPLISHMENTS

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

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

Student Success and Support Program (SSSP)	
Goal	Progress
Orientation: Develop more engaging Online Orientation.	<ul style="list-style-type: none"><li>● New Online Orientation has been in use since Fall, 2016.</li></ul>
Utilize Email and Phone Calls to alert student of SSSP Core Services	<ul style="list-style-type: none"><li>● A&amp;R Email sent at every semester to alert student of missing SSSP Core Services.</li><li>● A&amp;R Email sent in late Spring to Early Decision high school students if they are still missing SSSP Core Services.</li><li>● SSSP Counselors emailed students missing Core Services in beginning of Spring and provided resources to complete and see counselors for SEP.</li><li>● Student Assistants called students missing Core, especially SEP, to invite for SEPA Workshops or Counseling Appointments</li></ul>
Orientation: Provide In-Person, Program/Population Specific Orientation to support all students with access campus resources and support services	<ul style="list-style-type: none"><li>● Program/Population specific orientations are done by Athletics, CalWORKS, DSPS, EOPS, FYEs, PACE, Puente, TRiO/Aspire, TRiO/Excel, TRiO/STEM, Umoja, Veterans, &amp; International Students</li><li>● PSCN 25 &amp; ESL Orientation to provide additional resources and in-person orientation to all new students. Content continues to be improved to be more engaging and informative.</li></ul>
Expand Early Decision Program to assist local first time college students to complete Core Services	<ul style="list-style-type: none"><li>● Communication and training provided to local high school counselors during early Spring semester to assist high school seniors</li><li>● Pilot program to transport 4 local graduating high school seniors to Chabot Assessment Center to complete SSSP Core Services</li><li>● Early Decision Registration and Resource Day (Spring 2016 and 2017): High school seniors attended and registered for Fall classes with assistance to complete all SSSP Core Services Connect students to Learning Communities, FYE,</li></ul>



	student clubs and access to Summer Math Jam to assist students to advance in to higher level Math courses.
Assessment: Assessment Center hour adjustment to increase access into evening hours	<ul style="list-style-type: none"> <li>● Extended assessment evening hours on Mondays, Tuesdays and Thursdays (Spring, 2016)</li> <li>● Change from CELSA to Accuplacer ESL offering ESL students assessment hours Monday through Friday. Prior to this change, ESL assessments were offered on Thursdays only. (Fall 2016)</li> </ul>
Assessment: Reduce unmet assessment needs	<ul style="list-style-type: none"> <li>● Early Decision Program (Spring 2015 &amp; 2016)</li> <li>● HS counselors training days at Chabot (Spring 2017)</li> <li>● Summer open house series (Summer 2016)</li> <li>● College Awareness week (Spring/Fall 2016)</li> <li>● SSSP Reminder phone calls (Every semester)</li> <li>● Missing SSSP Services on students' Zone account</li> <li>● A&amp;R emails on steps after students apply to Chabot</li> <li>● New online orientation with emphasis on SSSP steps and assessment preparation (Fall 2016)</li> </ul>
Assessment: Extended use of multiple measures to improve access to college-level English and math	<ul style="list-style-type: none"> <li>● HS GPA of 3.5 or higher placed in ENGL 1A (Fall 2016)</li> <li>● HS transcripts (Castro Valley, Hayward, San Leandro, and San Lorenzo) were used for Math placement (Spring 2017)</li> <li>● Use of EAP and AP results (Spring &amp; Fall 2016 and ongoing)</li> </ul>
Education Plan: Refine Drop-In counseling services and model to increase student access to counseling services	<ul style="list-style-type: none"> <li>● Enhanced Drop-in counseling model to provide drop-in counseling services during counseling open hours</li> <li>● Continuing to gather data and feedback to improve drop-in services</li> <li>● Increase number of counselors assigned to drop-in counseling during peak periods</li> <li>● Front-Desk counseling at peak times of the semester such as registration time and beginning of semester continues.</li> </ul>
Education Plan: Increase student access to counselors through making appointments by phone	<ul style="list-style-type: none"> <li>● Established phone call hours for students to make appointment by phone</li> <li>● Working to enhance model and increase staff to expand counseling appointment phone hours and response time</li> </ul>
Education Plan: Increase access through making appointment online	<ul style="list-style-type: none"> <li>● Online appointment available starting Summer, 2017.</li> <li>● Initial use allows students to schedule up to one week out. New appointments for following day opens at midnight.</li> </ul>

Education Plan: Increase access to counseling services through development and promotion of online counseling services	<ul style="list-style-type: none"> <li>● Refine Counseling Division website to make online counseling services more visible</li> <li>● Currently researching various online counseling vendors to find best fit with our services and needs</li> <li>● Cranium Café being reviewed as possible venue for distant counseling (face to face via computer monitor). Pilot start Fall 2017.</li> </ul>
Education Plan: Use of Peer Advisers to inform Chabot students missing Core Services and contact for counseling appointments	<ul style="list-style-type: none"> <li>● Increased number of peer advisers</li> <li>● Enhanced trainings for peer advisers</li> <li>● Peer advisors in FYE</li> </ul>
Education Plan: Improve communication to local High School Counselors re: Chabot, SSSP Core Services, and Support/Resources for local high school seniors.	<ul style="list-style-type: none"> <li>● Local High School Counselor Collaboration &amp; Training (Counselor Breakfast 12/2/2016 and Professional Development Day @ Chabot 3/15/2017)</li> <li>● Educate HS Counselors on SSSP/Priority Registration process</li> <li>● Provide information on Chabot services, programs of study, multiple measures in course placement, and FYE for new graduating high school students</li> <li>● Maintain regular communication to better support graduating seniors</li> </ul>
Education Plan: Enhance Early Decision Program	<ul style="list-style-type: none"> <li>● Expanded transportation (from 2-4 schools) for local graduating high school seniors to Chabot Assessment Center to complete SSSP Core Services</li> <li>● Early Decision Registration and Resource Day (Spring 2016 and 2017): High school seniors attended and registered for Fall classes with assistance to complete all SSSP Core Services. Connect students to Learning Communities, FYE, student clubs and access to Summer Math Jam to assist students to advance in to higher level Math courses.</li> </ul>
Education Plan: Increase PSCN 25 - New Student Education Planning Session	<ul style="list-style-type: none"> <li>● Increased evening and weekend sessions</li> <li>● Increased ESL Orientation Sessions</li> </ul>
Education Plan: Provide SEPA workshops for continuing students missing SSSP Core	<ul style="list-style-type: none"> <li>● SSSP counselor organized and facilitated</li> <li>● Multiple sessions to accommodate day and evening students.</li> </ul>

Services	
Education Plan: Undecided Student Workshop to help students with major/career exploration process	<ul style="list-style-type: none"> <li>● SSSP counselor organized and facilitated</li> <li>● Multiple sessions to accommodate day and evening students with major/career exploration</li> </ul>
Education Plan: Counseling Appointments increased to 1 hour (instead of 30 minutes) in order to provide more comprehensive education planning services	<ul style="list-style-type: none"> <li>● Expanded all counseling appointments to 1 hour to provide more opportunities for SEPC and accurate documentation, notes and data capture</li> <li>● Outreach to students missing SEPC via email and telephone calls for SEPC</li> <li>● Provide 24 hour access to students to make counseling appointment via online portal.</li> </ul>
Education Plan: FYE Enhancements	<ul style="list-style-type: none"> <li>● Increased FYE from 6 to 9 FYEs</li> <li>● Umoja &amp; Puente Learning Communities continue and expanding (increased cohorts)</li> </ul>
Education Plan: DegreeWorks Implementation	<ul style="list-style-type: none"> <li>● Transcription completed</li> <li>● A&amp;R Evaluators have been using DegreeWorks to ensure accuracy since Fall 2016.</li> <li>● Pilot with 6 counselors began Spring 2017</li> <li>● 3 Additional training groups starting in Summer and Fall 2017. One group (Counseling Assistants) will be on Student Portal to help students to prepare for DegreeWorks roll out to students</li> </ul>
Follow-Up: Improve support services for students on probation status by creating Online Probation Module for students on Academic Probation 1 while decreasing the time delay in removing registration holds due to probation status.	<ul style="list-style-type: none"> <li>● The Software has been purchased and the outline for the module has been laid out.</li> <li>● Content being developed and Probation Counselor is working with the vendor to produce animation and student videos for the module</li> <li>● Pilot planned for Spring 2018</li> <li>● Plan to require Progress Probation students to complete similar process as Academic Probation students. (Currently, progress probation students have no registration holds to incentivize change.)</li> <li>● One on one counseling appointments and Probation Workshops will still be provided to service students with different needs and preferences.</li> </ul>

Follow-Up: Improve Early Alert System to better serve students and faculty	<ul style="list-style-type: none"> <li>● Current research being conducted on various software for Early Alert</li> <li>● Preliminary brainstorming groups with instructional faculty from various discipline on ways to make Early Alert useful for both faculty and student have been conducted in Spring 2017.</li> <li>● Probation counselor is reviewing other software or web-based Early Alert to pilot in 2018.</li> </ul>
Follow-Up: Academic Success Workshops	<ul style="list-style-type: none"> <li>● Academic Success Workshops for AP 1 students increased from 6 to 9 sessions per semester.</li> <li>● SSSP Counselors facilitate additional workshops</li> <li>● Staff contact students on probation status during Summer, 2017 to provide counseling appointments via email and phone calls.</li> <li>● Data evaluation being conducted to compare probation students attending workshops vs students providing self-report only.</li> </ul>

Basic Skills Initiative	
Goal	Progress
1) Get students off to strong start	The Basic Skills Initiative Committee (BSIC) has provided support to Language Arts and Mathematics in their efforts to examine assessment practices so as to ensure that students place appropriately, BSIC provides the venue for vetting proposed changes, gathering input, and reporting on progress. The BSIC also participates in college enrollment management and strategic planning efforts to ensure that basic skills students' needs are prioritized.
2) Transition from BSIC to full college funding of student learning support	BSIC and the college worked together to reduce the amount of BSI funding directed for direct support to students.
3) Professional development focused on basic skills pedagogy	BSIC provided funding for professional development both at the campus as well as professional conferences.
4) Improve the basic skills curriculum to increase student outcomes	BSIC continues to facilitate dialogue on the campus and within divisions concerning curriculum change that supports completion by basic skills students of degree-applicable courses.
5) Participate in shared governance and SSSP/BSI/Equity alignment as well as develop and	This year, Chabot College undertook a major revision to its shared governance structure, including the realignment of SSP/BSI/Equity mandated by the state. Within committee and shared governance meetings, we developed a

communicate integrated vision, plan, and activities	philosophical approach and resolved logistical issues necessary for shared/integrated planning. Each group met and a combined leadership team undertook laying the foundation for an integrated approach, which was shared with the individual groups as well as with the college strategic planning and shared governance committees.
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Equity	
Goal	Progress
A) Improve access and enrollments of DI students from these groups: Students with disabilities; Foster Youth; Veterans and White students.	<ul style="list-style-type: none"> <li>• DSPS: DSPS Counselors made presentations to high school special education teachers, parents and students about the enrollment and assessment process for students with disabilities.</li> <li>• DSPS - Fall 2016, a few hundred students came to <i>Disability Awareness Day</i>, also opportunity to bridge with off-campus partners</li> <li>• DSPS: Collaborated with the Department of Rehabilitation (DOR) to develop materials and make presentations to students about the availability of DOR funding.</li> <li>• DSPS: Development of a DSPS handbook &amp; resource guide</li> <li>• VETERAN: Opened-up a 3,100 square foot Veterans Resource Center in the Student Center in January 2016. This houses comprehensive student and academic support services specially designed for student veterans including: embedded counseling, tutoring, agency representative workshops, outreach meetings, computer and copying/printing resources, and program coordination. Braided funding through a combination of SSSP for counseling, General Fund for a Benefit Specialist, VA Work Study students, and a KISCO Foundation grant.</li> <li>• VETERAN: Began process of creating a full-time Veterans Program Coordinator position, 100% out of Student Equity.</li> <li>• FOSTER – incorporating FY services into <i>New Student Welcome Guide</i>. By having a FY coordinator, and a counselor who supports creating more visible support for FY on-campus. Started using name of <i>Guardian Scholars</i></li> <li>• FOSTER: Provided bi-monthly workshops on Chaffey Grant for Foster Youth</li> <li>• Developed and delivered high school counselor meetings and newsletter and other marketing materials highlighting special programs/services that support DI populations:</li> </ul>

	<p>(e.g., CIN, FYE, MESA, Umoja, Puente and TRiO programs, DSPS and the SSSP process).</p> <ul style="list-style-type: none"> <li>● Provided outreach and transition services to: adult schools, ROPs, alternative continuation, community day, and court schools.</li> <li>● LatX &amp; DI: Established a key service center hub, “El Centro” to provide in-reach and outreach to students and families about campus services and providing Campus Tours (Blended funding between Equity, SSSP, HSI Title V).</li> <li>● Developed Early College Credit</li> <li>● Promoted College Promise</li> <li>● Produced direct mail postcard with pictures of diverse students in four program areas to all service area residents (157,000) promoting admissions and registration.</li> </ul>
B) Course completion - No DI populations.	<ul style="list-style-type: none"> <li>● DI: Held Social Jams in new Student Initiative Center (SIC) in the Spring &amp; Summer</li> <li>● DI: Established and expanded “Net-Tutoring” to ALL Special Programs (DSPS, Puente, Umoja, TRiO, CalWorks, EOPS/CARE, SBBC, MSK, etc.)</li> <li>● DI: Expanding Food Insecurity Programming</li> <li>● Foodbank “Just-in-time” (with Alameda County &amp; Student Life)</li> <li>● CalFresh (with Financial Aid &amp; Health Center)</li> </ul>
C) Improve ESL and basic skills completion for DI populations in key courses.	<ul style="list-style-type: none"> <li>● Integrated ESL &amp; English Assessment &amp; Placement into ACCUPACER. This allows a computerized format and more frequent opportunities for ESL students (high % DI) to assess accurately.</li> <li>● Collected data on ESL basic skills assessment and completion, tutored students in small groups, and provided dedicated counseling services</li> <li>● Provided additional instructional and counselor assistance to students with highest need in ESL and basic skills courses in collaboration with Daraja, SBBC, Puente, DSPS, FYE and Veteran’s Benefits programs to increase target population participation in support services</li> </ul>
C1) African American and Filipino students progressing from Math 65 to 55	<ul style="list-style-type: none"> <li>● Enhanced STEM Center resources in surveying campus climate, professional development, outreach and staff to serve target population in support for basic skills completion in math</li> <li>● Provided instructional and counselor assistance to African American and Filipino students with highest need in math through the Math Lab</li> </ul>

	<ul style="list-style-type: none"> <li>● Reviewed, revised, and where necessary, redesigned STEM courses and programs to better address the needs of targeted populations</li> </ul>
C2) African American and Filipino students progressing from English 101B/102 to 1A	<ul style="list-style-type: none"> <li>● AA: Provided peer to peer support for learning assistance, workshops, and leadership development for Striving Black Brothers Coalition (SBBC)</li> <li>● AA: Expanded Daraja Project participation and support for 2nd year students including tutoring, direct student aid and success workshops/leadership training and scaling-up peer to peer mentoring.</li> <li>● AA: Expanded Daraja curriculum to include PSCN and Passion Project, as well as mentoring and professional development components</li> <li>● AA: Established a Black Educators Association (BEA) to support the needs of African American students including culturally relevant events and activities such as Black History Month</li> <li>● AAPI: Established an Asian Pacific Islander Educators Association (APIEA) to support the needs of Filipino students &amp; Pacific Islanders. Provide outreach, mentoring, &amp; scholarships.</li> </ul>
C3) Hispanic/Latino students who complete their next level English course after completing the highest level ESL course for ESL 110D to 1A	<ul style="list-style-type: none"> <li>● Provided curriculum development funding for faculty to modify ESL curriculum to enhance ESL completion into English 1A</li> <li>● Family Nights/Noche de Familia</li> <li>● A&amp;R/FinAid –AB540, DREAMERS Application outreach and assistance</li> <li>● Collaborated with Puente/Mecha/CLEA/MESA/Passion, Law &amp; Democracy, Athletics and Pathways to Law School to encourage intercultural identity building, alliances and pathways.</li> </ul>
C4) Students with any disability completing English 101A and Math 53	<ul style="list-style-type: none"> <li>● DSPS: Collected disaggregated data on students with disabilities related to basic skills assessment and completion, tutoring.</li> <li>● DSPS: Increased basic skill instructional support and learning assistance in English for students with disabilities through embedded in-person and net-tutoring</li> </ul>
C5) Low income students completing Math 53 and 54	<ul style="list-style-type: none"> <li>● Analyzed Math Jam completion and re-assessment by DI groups</li> <li>● Provided direct "emergency" financial assistance to provide books, transportation, childcare and food resources for students in highest need as identified in programs or through faculty, staff, &amp; administrators</li> <li>● STEM Center tutoring support</li> </ul>



<p>D) Improve degree and certificate completion in four years for all Equity-designated DI populations</p>	<ul style="list-style-type: none"> <li>● AA &amp; LatX: Revitalized Ethnic Studies, which will include core courses attractive to Daraja and other African-American students</li> <li>● AA &amp; LatX: Collaborated with African-American and Latino FIG hosted by faculty members Land and Johnston to develop through research, experience and creativity a vital 21" Equity pedagogy that moves us into learning that is fueled by love and leads to liberation, a post-equity pedagogy, share with colleagues and host professional development opportunities</li> <li>● AA: Participated in professional development at statewide Umoja Summer Learning Institute, regional symposium, and co-host annual conference for faculty, staff and students</li> <li>● DI: Completed planning, budgeting, recruitment, and hiring <b>Director, Student Equity &amp; Success</b> to monitor progress of first and second year target populations and facilitate 2nd and 3rd year counseling, financial aid, and enrollment processes.</li> <li>● DI: Contracted with CORA to purchase site license for unlimited faculty &amp; staff access to Teaching Men of Color Certificate (TMOC) online training program</li> <li>● Collaborated with Hayward Unified, CLEA, BEA, APIEA and CSUEB for Raza Day and other Events</li> <li>● Promoted engagement in student life through events like <i>Gladiator Day</i> - clubs and programs, many of which target DI students.</li> <li>● Launched College Central Network to create portfolios of work, build and store resumes, podcasts.</li> <li>● Implemented a degree audit system so that the accurate number of degrees earned is being captured.</li> <li>● Organized and increased learning community and pathway opportunities for 2nd year students in target populations.</li> <li>● Support to apply for Jobs/Internships/Licensure</li> <li>● AA &amp; LatX: Facilitated HBCU &amp; SoCal college tours for African American Students. Partnered with CLEA affinity group.</li> <li>● DSPS &amp; DI: Collaborated with adult school partners to align curriculum in English &amp; Math, Programs for adults with disabilities. Hired a Transition Specialist for adult school to assist those with HS Diploma/GED to matriculate to Chabot.</li> <li>● Collaborated with CTE Faculty on tours of CTE labs and career awareness/exploration activities in partnership with</li> </ul>
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	<p>Career Pathways Trust initiatives.</p> <ul style="list-style-type: none"> <li>● Familiarized students and faculty with the Career Transfer Center services – assistance from college reps, help with personal statements, etc. targeted to student populations, TAG workshops – collaboration between the center and programs</li> </ul>
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- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Successes

- SSSP/Equity/BSI have worked well together to develop an integrated vision, plan, and activities that we believe will bring new attention to student issues.
- Getting personnel hired for key positions within SSSP and Assessment has already made a substantial difference in efficacy.
- Close cooperation between counselors, assessment staff and peer advisors
- Cooperative work with English, ESL and math faculty as well as the Institutional Research office and IT staff to research and implement multiple measures in the placement process
- Success due to hiring of DegreeWorks coordinator to transcribe courses and train/problem solve with counselors and staff

Challenges

- Getting personnel hired for the Equity Director
- Project-based funding kept Equity initiatives discrete and lessened the number of students impacted

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

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<u>SSSP Goal:</u> Expand Early Decision Program to assist local first time college students to complete Core Services	<p>Students in Early Decision were able to complete SSSP Core Services early, so they could access priority registration and register for appropriate courses towards their goal.</p> <p>Provided organized bus through collaboration with local school districts to bus students to Chabot College to complete SSSP Core Services. This served first generation, low income students.</p> <p>Promoted Math Jam to help students place accurately into math courses</p>	<p>On Early Decision Day, extra staff provided access to FYE, counseling service and Special Programs (Puente, Umoja, TRiO, EOPS, DSPS, etc.) so disproportionately impacted students could begin their education with the appropriate wrap-around support.</p>	<p>Provided support for Math Jam to help students assess into higher-level Math courses.</p>

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

For the past 24 months (fall '15, spring '16, fall '16, spring '17, summer '17) Chabot English faculty, Carmen Johnston and Kristin Land, have been supporting discipline-based faculty inquiry groups in STEM, Business, and English while also hosting a series of 2-day mini-institutes to encourage colleagues to delve deeper into strategies to interrupt inequity and amplify equitable practices in the classroom and within service areas.

The inquiry groups and mini-institutes were designed so participants would walk away with:

- A framework for interrupting inequity and for better serving our students who are furthest from opportunity
- A developed (or fine-tuned) inquiry stance about addressing the educational debt through equity work
- Promising practices for addressing the educational debt in classroom practice or service areas
- Increased capacity to engage in complex equity conversations with students and colleagues.

Discipline based inquiry groups meet for between 12-20 hours per semester and engage in the following types of activities:

- Explore a common equity inquiry question for the group.
  - What are some of the strategies we can use to improve the success rates of our African American students in business courses – particularly the on-line sections?
- Develop and explore an individual inquiry question, inspired by a focal student or particular classroom challenge.
  - What are some of the ways I can better engage Veterans in critical reading discussions?
- Artifact analysis
  - How do the policies in our syllabi advantage some and disadvantage others?
  - Describe and test out a new promising practice that will support student furthest from opportunity and receive feedback.
  - Analyze student work on a given assignment or reflect on student comments after trying a new strategy.
- Read and discuss 3-5 pieces of current equity related research
- Analyze Institutional Research Data
- Participate in activities or discussions to uncover our implicit biases
- Share a reflective write-up or promising practice with colleagues

## FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

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

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

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

Chabot College's Integrated Plan is driven by the following five Integrated Plan Goals:

1. Provide a Strong Start
2. Support Student Success & Course Completion
3. Sustain Persistence
4. Sustain Persistence Towards Completion
5. Finalize Completion

These five goals are in direct alignment with the six California Community College's System-Wide goals:

1. 'Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for a job' is supported by Integrated Plan goal #5, Finalize Completion.
2. 'Increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU' is also supported by Integrated Plan goal #5, Finalize Completion.

3. 'Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units – the average among the quintile of colleges showing the strongest performance on this measure' is supported by all five of Chabot College's Integrated Plan goals. Students who are provided a Strong Start and who Persist toward Completion will reach their educational goals sooner.
4. 'Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey' is supported by Integrated Plan goal #5, Finalize Completion.
5. 'Reduce Equity Gaps' is also supported by all five of Chabot College's Integrated Plan goals. Students who are provided a Strong Start and who Persist toward Completion will increase the number of traditionally underrepresented student groups who reach their academic goals.
6. 'Reduce regional achievement gaps'. Although Chabot College is not located within a region with the lowest educational attainment of adults, within goal #1, Provide a Strong Start, we have performed targeted outreach to populations who wouldn't normally seek higher education opportunities.

Goals, Measurable Objectives, Latest Outcomes, Targets and the Student Milestones Framework are located on the next few pages and provide more detail on the five Integrated Plan goals.

**Chabot College 2017-19 Integrated Plan**  
**Goals, Measurable Objectives, Latest Outcomes, and Targets**

Provide a Strong Start		Latest Outcomes			Target: Increase to:
<b>Objective</b>	<b>Number of students who complete the SSSP components</b>	<b>F15</b>	<b>F16</b>	<b>F17</b>	
<b>Measure 1</b>	Percent of new students who completed all 3 core SSSP components	60%	63%	not available	65%
<b>Objective</b>	<b>Number of students who accurately assess into English and Math</b>	<b>F15</b>	<b>F16</b>	<b>F17</b>	
<b>Measure 1</b>	Percent of new registered students who take English assessment	68%	71%	59%	65%
<b>Measure 2</b>	Percent of assessed new students placed in College English	34%	36%	39%	45%
<b>Measure 3</b>	Percent of new registered students who take Math assessment	70%	68%	67%	70%
<b>Measure 4</b>	Percent of assessed new students placed in College Math	23%	21%	29%	30%
<b>Objective</b>	<b>Number of students who participate in Special Programs, learning communities, CTE, FYE, MESA cohorts or pathways</b>	<b>F15</b>	<b>F16</b>		
<b>Measure 1</b>	Unduplicated number & percent of new students in any group above	541 20%	581 26%		30%
Student Engagement and Course Completion					
<b>Objective</b>	<b>Success rates in first semester</b>	<b>F14</b>	<b>F15</b>	<b>F16</b>	
<b>Measure 1</b>	Success rates of new students in first semester	64%	66%	65%	65%
<b>Objective</b>	<b>Participation/Engagement in programs and services</b>	<b>F11</b>	<b>F13</b>	<b>F15</b>	
<b>Measure 1</b>	Average percent engaged w/ class topics in & out of class, from Student Survey	41%	48%	53%	55%
<b>Measure 2</b>	Percent participating in campus clubs, stud gov, athletics, from Student Survey	15%	16%	17%	20%
Sustain Persistence					
<b>Objective</b>	<b>Persistence from Fall to Spring; Fall to Fall</b>	<b>F14 to S15</b>	<b>F15 to S16</b>	<b>F16 to S17</b>	
<b>Measure 1</b>	Percent of all new students persisting Fall to Spring	73%	76%	74%	75%
		<b>F14 to F15</b>	<b>F15 to F16</b>	<b>F16 to F17</b>	
<b>Measure 2</b>	Percent of all new students persisting Fall to Fall	60%	60%	58%	60%
<b>Measure 3</b>	Percent of all new transfer/degree-seeking students persisting Fall to Fall	65%	65%	63%	65%



# Chabot College 2017-19 Integrated Plan

## Goals, Measurable Objectives, Latest Outcomes, and Targets

Sustain Persistence towards Completion		Latest Outcomes New Student Cohorts				Target: Increase to:	
Objective	Complete College English, Math, GE, and Major/CTE courses	F15 by 1 yr	F16 by 1 yr	F13 by 3 yrs	F14 by 3 yrs	by 1 year	by 3 years
<b>Measure 1</b>	Percent completion of College-level English by:						
<i>By Student Educational Goal Groups*</i>	Laser FT College	73%	75%	76%	79%	77%	80%
	Laser FT Basic Skills	42%	36%	56%	59%	42%	60%
	Seeker PT College	45%	47%	57%	50%	50%	55%
	Seeker PT Basic Skills	11%	9%	27%	30%	12%	32%
	Career-builder FT	14%	36%	33%	41%	30%	40%
	Career-builder PT	5%	17%	14%	25%	20%	25%
<b>Measure 2</b>	Percent completion of College-level Math by:						
<i>By Student Educational Goal Groups*</i>	Laser FT College	33%	38%	60%	66%	40%	70%
	Laser FT Basic Skills	17%	14%	33%	36%	20%	40%
	Seeker PT College	11%	13%	20%	28%	15%	30%
	Seeker PT Basic Skills	5%	2%	9%	12%	5%	15%
	Career-builder FT	5%	6%	19%	30%	7%	30%
	Career-builder PT	1%	3%	0%	8%	5%	10%
<b>Measure 3</b>	Percent transfer-ready (60 transferable units, Complete Coll Eng and Math) by:						
<i>By Student Educational Goal Groups*</i>	Laser FT College	-	-	39%	45%	-	50%
	Laser FT Basic Skills	-	-	21%	24%	-	30%
	Seeker PT College	-	-	11%	12%	-	15%
	Seeker PT Basic Skills	-	-	3%	5%	-	7%
	Career-builder FT	-	-	7%	11%	-	15%
	Career-builder PT	-	-	0%	2%	-	4%

\* Educational Goal Groups divide new students into groups based on their educational goal (transfer/degree or certificate/job training), their FT/PT status, and the level of English (College or BS) they are assessed into. Lasers are FT transfer-degree-seeking, Seekers are PT transfer/degree-seeking. Career-builders are certificate/job-seeking. For more information on the use of educational goal groups, see the *Measuring Progress on the Strategic Plan* section of the Institutional Research website.

# Chabot College 2017-19 Integrated Plan

## Goals, Measurable Objectives, Latest Outcomes, and Targets

Finalize Completion		Latest Outcomes				Target: Increase to:		
		13-14	14-15	15-16	16-17			
Objective	Number of students who earn certificates	351	456	337	525	501	Goals from peer colleges**	
Objective	Number of students who earn associate degrees	840	864	857	998	1,096		
Objective	Number of students who transfer to 4-yr college	873	922	921	-	939		
		New Student Cohorts						
		F15 by 1 yr	F16 by 1 yr	F13 by 3 yrs	F14 by 3 yrs	by 1 yr	by 3 yrs	
Measure 1	Percent who earn certificates							
	By Student Educational Goal Groups*	Laser FT College	0%	0%	1%	4%		7%
		Laser FT Basic Skills	0%	0%	3%	3%		5%
		Seeker PT College	0%	0%	0%	1%		2%
		Seeker PT Basic Skills	0%	0%	3%	2%		3%
		Career-builder FT	1%	6%	2%	0%	10%	5%
		Career-builder PT	2%	0%	7%	5%	2%	7%
Measure 2	Percent who earn associate degrees			F13	F14			
By Student Educational Goal Groups*	Laser FT College	-	-	14%	17%	-	20%	
	Laser FT Basic Skills	-	-	11%	12%	-	13%	
	Seeker PT College	-	-	9%	6%	-	10%	
	Seeker PT Basic Skills	-	-	2%	3%	-	4%	
	Career-builder FT	-	-	3%	6%	-	9%	
	Career-builder PT	-	-	4%	7%	-	10%	
	Measure 3	Percent who transfer			F12	F13		
By Student Educational Goal Groups*	Laser FT College	-	-	33%	36%	-	40%	
	Laser FT Basic Skills	-	-	17%	20%	-	23%	
	Seeker PT College	-	-	13%	17%	-	21%	
	Seeker PT Basic Skills	-	-	5%	4%	-	5%	
	Career-builder FT	-	-	9%	8%	-	9%	
	Career-builder PT	-	-	2%	0%	-	2%	
	Objective	Number of students employed in major/CTE certificate or degree area			2013-14	2014-15		2015-16
Measure 1	Percent of CTE leavers employed in related job within 2 years (CTE Outcomes Survey)			49%	53%		55%	

\*\* Chabot has 17 peer colleges, and goals are set by comparing their percentages of transfer, degrees, certificates to Chabot's. If Chabot's percentages are at average for peer group, our goal is to be in top third. If Chabot's percentages are below average, our goal is to reach average. These goals are aiming to reach the average. For more information on Chabot's peer colleges, see the *Institutional Effectiveness* section of the *Student Success and Outcomes* page of the Institutional Research website.

# ACHIEVING OUR STRATEGIC PLAN GOAL



## What are we trying to do?

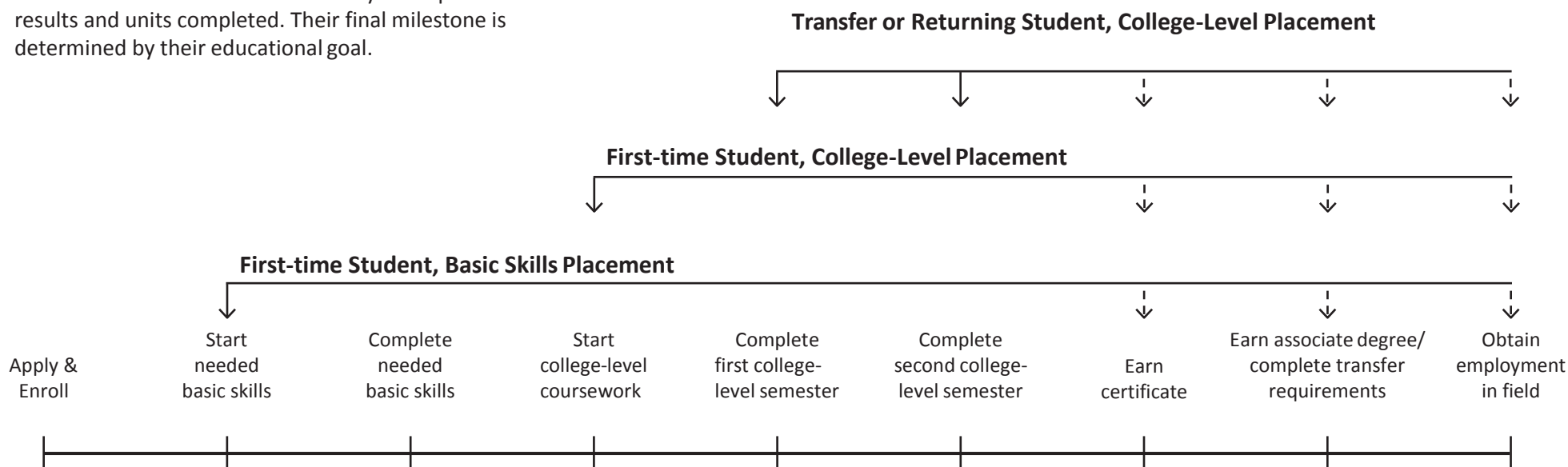
We are trying to increase the number of students that achieve their educational goal within a reasonable time and ensure equitable outcomes among student groups.

## How are we going to do it?

We will clarify pathways and provide information and support to our students at key transition points in their education.

## STUDENT MILESTONES FRAMEWORK

All students start at the “Apply & Enroll” milestone. Their next milestone is determined by their placement results and units completed. Their final milestone is determined by their educational goal.



GOALS	Provide a Strong Start	Support Student Engagement & Course Completion	Sustain Persistence	Sustain Persistence Towards Completion	Finalize Completion
	Increase the percentage of students who complete the SSSP components; assess into English and Math; participate in CTE Cohorts, Special Programs, learning communities, and guided pathways	Increase success rates for students in their first semester. Increase student engagement in programs and services.	Increase persistence from Fall to Spring and Fall to Fall. Increase completion of college-level English and Math	Increase completion of college-level English and Math, GE, and major/CTE program coursework	Increase the percentage of students who achieve a certificate and/or associate degree; transfer; become employed in their major/CTE certificate or degree area

Monitor outcomes. Modify initiatives/activities to ensure equity in student achievement of milestones.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p>(1) GOAL: Provide a Strong Start:</p> <p>OBJECTIVE: Increase the number of students who complete SSSP components, accurately assess into English and math, participate in Special Programs, learning communities, and guided pathways s</p>	<ul style="list-style-type: none"> <li>● Collaboration between Counseling, El Centro (HSI), and Career Pathways to support local high schools on Early Decision services including completion of SSSP Core Services and educate students on Chabot programs and resources (FYE, Umoja, Puente, TRiO, etc.)</li> <li>● Improve print and web information to students and develop information in other languages such as Spanish through collaboration with El Centro</li> <li>● Inform students on the impact and options of their placement results such as invitation to Math Jam or information on</li> </ul>	<ul style="list-style-type: none"> <li>● VETERAN: Programmatic expansion of the <b>Veterans Resource Center (VRC)</b> using braided funding through a combination of SSSP for counseling, general Fund for a Benefit Specialist, VA Work Study students, and a KISCO Foundation grant.(4 Blended Funds)</li> <li>● VETERAN: Leveraging new full-time <b>Veterans Program Coordinator</b> to expand outreach, recruitment, and resource utilization for the Veteran's Resource Center created last year. (100% Equity Funded).</li> <li>● VETERAN: Creating a position for a veteran's certifying official to assist when coordinator is off-campus conducting outreach and recruitment (General Fund)</li> <li>● DSPS: Provide</li> </ul>	<p><b>BSI-funded activities</b></p> <ul style="list-style-type: none"> <li>● Create communication campaign to students re the benefits of completing Basic Skills early, Math Jam, reassessing in Math.</li> <li>● Communicate with CEMC about need for English and Math courses/ enrollment. (\$0 cost)</li> <li>● Evaluate impact of Math Jam and Math Jam re-assessment and make relevant recs to campus programs.</li> </ul> <p><b>BSI-related activities funded by other sources</b></p> <ul style="list-style-type: none"> <li>● Support Summer Bridge (Umoja &amp; Special Program)</li> <li>● Encourage Math Enrollment, Math Jam, then Re-Assess (Title V)</li> </ul>	<p>✕ Access</p> <p>X Retention</p> <p>□ Transfer</p> <p>X ESL/Basic Skills Completion</p> <p>□ Degree &amp; Certificate Completion</p> <p>□ Other: _____</p>

	<p>alternative math pathways</p> <ul style="list-style-type: none"> <li>● Review access to counseling appointments and registration support</li> <li>● Continue to establish partnership with HS &amp; ROP counselors &amp; Adult Ed Transition Specialists</li> <li>● Continue to re-evaluate multiple measure standards and clarify English, Math and ESL placement processes for incoming students</li> <li>● Develop communication campaigns across the campus to emphasize strong start tips (i.e. complete Financial Aid, book resources, food pantry, start Math, etc.</li> <li>● Develop Major Exploration and School to Career information and/or resources via workshop, online, and</li> </ul>	<p>additional hours for DSPS counselor to conduct outreach and support to veterans in the Veterans Resource Center.</p> <p>Developed new program booklet for the Disabled Students' Resource Center (DSRC).</p> <ul style="list-style-type: none"> <li>● FOSTER: With rebranded Guardian Scholars Program, integrating new adjunct counselor and student worker to provide visible proactive and intrusive interventions (Equity Funds)</li> <li>● DI: Actively promoting First Year Experience (FYE) Career and Guided Pathways programs to high school students and their counselors.</li> <li>● LatinX &amp; DI: Collaborating with new "El Centro" Center which provides on-campus supports in Spanish/English via:</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze impact of Multiple Measures and revise assessment criteria if necessary (BSSOT)</li> <li>● Put on Pathway Day with Faculty, Industry, Peers to introduce students to FYE and pathways (Pathways)</li> <li>● Create Part-time FYE with lab course part of schedule (Pathways)</li> </ul>	
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	<p>courses to support student career exploration</p> <ul style="list-style-type: none"> <li>● Improve Transfer Equivalency in Banner/DegreeWorks to better assess student with official transcripts on course of study and placement</li> </ul>	<ul style="list-style-type: none"> <li>-Counselors</li> <li>-Outreach Specialists</li> <li>-Peer Advisors</li> <li>-Financial Aid Advisor</li> <li>-Faculty Advisor (Partner with HSI, Title V Grant)</li> <li>● DI: Continued efforts to forge strong ties with high school counselors through hosted meetings, newsletters, marketing materials e.g. New Student Welcome Guide and other forms of highlighting special programs &amp; services that support DI populations: (e.g., CIN, FYE, MESA, Trio STEM, Umoja, Puente and TRiO programs, SBSC, MSK, DSPS and the SSSP). (Equity Funds)</li> <li>● New Student Welcome Days <ul style="list-style-type: none"> <li>-Monthly on the Third Thursday at Three pm. to provide a consistent and memorable calendar for:</li> <li>-Orientation</li> <li>-Tabling clubs &amp; student life</li> <li>-Campus tours</li> </ul> </li> </ul>		
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<p>(2) GOAL: Support Student Engagement and Course Completion</p> <p>OBJECTIVE: Increase success rates for students in their first semester.</p>	<ul style="list-style-type: none"> <li>● Develop early alert system and follow up services through collaboration between student services and academic faculty</li> <li>● Work with El Centro &amp; Equity to provide population specific at-risk support services.</li> <li>● Collaborate with FYE programs to ensure FYE students complete SSSP Core Services (comprehensive SEP) and has access to follow-up services.</li> <li>● Increase counseling appointment access with web appointment reservation while continue to review access to counseling support services</li> <li>● Increase counseling appointment access by increasing online services to provide comparable services for distance students (Cranium Café)</li> </ul>	<ul style="list-style-type: none"> <li>● AfAm: Providing peer-to-peer support for learning assistance, workshops, and leadership development for Striving Black Brothers Coalition (SBBC) &amp; My Sister's Keepers (MSK). Identified a new adjunct counselor to support MSK (Equity funds)</li> <li>● AfAm: Contracting with AfAm male, mental health counselor specialized in serving AA student populations through providing culturally relevant and responsive approach. (Equity Funds)</li> <li>● AfAm: Expanding Umoja Project participation and support for 2nd year students including tutoring, direct student aid and success workshops &amp; leadership training and scaling-up peer to peer mentoring. Equity funds are helping to send Umoja youth to present at Umoja conference.</li> <li>● AfAm &amp; DSPS:</li> </ul>	<p><b>BSI-funded activities</b></p> <ul style="list-style-type: none"> <li>● Focus on success in first course by providing direct support to students; fund Learning Connection to provide academic support: tutoring, study groups, office hours, etc.</li> <li>● Support faculty-driven projects to look at gateway courses; scheduling, pathway sequences, grading norms and expectations to improve SP goal (success, retention, completion) -pay adjuncts to attend BSI related activities/meetings.</li> <li>● Support faculty to develop noncredit ESL, English, and Math curriculum, contextualized and non-contextualized</li> </ul>	<p>X Access</p> <p>X Retention</p> <p>X Transfer</p> <p>X ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p>✕ Other: <u>Course Success</u></p>
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	<ul style="list-style-type: none"> <li>● Refine goal of PSCN 25 and improve course to support student success</li> </ul>	<p>Expanding RISE program that serves formerly incarcerated students. Partnering with Open Gate to provide male mentors (OG MACs). RISE has a dedicated adjunct counselor (Equity funds).</p> <ul style="list-style-type: none"> <li>● LatinX: Growing Men's group (C.A.R.N.A.L) to provide culturally relevant and responsive mentoring and supports. (Partner with Title V)</li> <li>● AAPI, AfAm, LatinX, NaAm: Equity funds are supporting affinity groups: BEA, CLEA, APIEA, and plan to support the development of a Native American/Indigenous Peoples affinity group. These groups provide orientations, trainings, workshops, mentorship and scholarships.</li> <li>● DI: Continued provision of direct aid assistance to provide books, supplies, and transportation passes to</li> </ul>	<p><b>BSI-related activities funded by other sources</b></p> <ul style="list-style-type: none"> <li>● Implement Math Jam and track outcomes (Title V)</li> <li>● Expand NetTutor License (Special Programs)</li> </ul>	
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		<p>support students in highest need as identified in programs or through faculty, staff, &amp; administrators. Equity Director provides ongoing progress monitoring and support (Equity funds)</p> <ul style="list-style-type: none"> <li>● DI: Expanding the number of Math Jam sessions and documenting the completion and re-assessment rates for students in DI groups (Institutional Research - partial equity funds)</li> </ul>		
<p>(3) GOAL: Sustain Persistence</p> <p>(3a) OBJECTIVE: Increase persistence from Fall to Spring and Fall to Fall.</p> <p>(3b) OBJECTIVE: Increase completion of college level English and math</p>	<ul style="list-style-type: none"> <li>● Develop early alert system and follow-up services through collaboration between Student Services and instructors.</li> <li>● Target all students with 15-40 units to complete comprehensive SEP</li> <li>● Develop Online Probation module for students along with one-on-one appointments and</li> </ul>	<ul style="list-style-type: none"> <li>● AfAm &amp; LatinX: Revitalizing Ethnic Studies and creating an Ethnic Studies Pathway. Planning to hold a first-annual Equity Summit Conference at Chabot. Will include core courses attractive to Umoja, Puente and other DI student populations. Equity Director involved in planning. (full-time faculty funded by general fund, HSI Grant funds ES Faculty Inquiry Group)</li> </ul>	<p><b>BSI-funded activities</b></p> <ul style="list-style-type: none"> <li>● Provide Tutor training on access and retention strategies (included in Learning Connection funding)</li> <li>● Create college-wide Common Knowledge Campaign via posters, web, in classrooms via “script”/”One Sheet” for faculty (web, paper, video) (SSSP &amp; BSI)</li> </ul> <p>- Habits of Mind</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input checked="" type="checkbox"/> Other: <u>Course Success</u></li> </ul>

	<p>group workshops to better serve at-risk students</p> <ul style="list-style-type: none"> <li>● Develop targeted outreach to students based on units completed (cohort) to provide support services such as registration support for next term</li> <li>● Promote Student Organizations and Student Life to support student engagement</li> <li>● Promote use of websites to inform students the cost-benefit analysis of full time attendance and alert students of California Completion Grant</li> <li>● Provide Tutor and Peer Advisor training on access and retention strategies and encourage student engagement</li> <li>● Collaborate with campus</li> </ul>	<ul style="list-style-type: none"> <li>● AfAm: Participating in professional development at statewide Umoja Summer Learning Institute, regional symposium, and co-hosting annual conference for faculty, staff and students.</li> <li>● FOSTER: Providing bi-monthly workshops on Chaffey Grant for Foster Youth.</li> <li>● AfAm/LatinX/DSPS/A API: Renewing contract with CORA to purchase site license for unlimited faculty &amp; staff access to <i>Teaching Men of Color Certificate (TMOC)</i> online training program. Planning to sponsor a 3 part on-site training series on TMOC (Equity Funds)</li> <li>● DI: A&amp;R/FinAid – Analyzing Payment plan and examining disparities by DI group: AB540, SWD</li> </ul>	<ul style="list-style-type: none"> <li>- Have you done...?</li> <li>- Map of study locales at CC and community</li> <li>- How to calculate your grade?</li> <li>- Do you have your SEP?</li> <li>- Decoding a syllabus</li> <li>- What are office hours?</li> <li>-</li> <li>● Conduct Drop/Exit Survey to assess demographics, reasons for drop, gaps etc. – is it too easy to drop?</li> </ul>	
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	<p>programs/divisions to support student completion of SSSP Core Services (comprehensive SEP) and student access to follow-up services</p>			
<p>(4) GOAL: Sustain Persistence Towards Completion</p> <p>OBJECTIVE: Increase completion of college-level English, math, GE, and program coursework.</p>	<ul style="list-style-type: none"> <li>● Use of DegreeWorks to increase access and resource for students to track status and consider options</li> <li>● Use of Degree Audits to identify and provide service to at-risk students lacking progress towards completion</li> <li>● Strengthen DegreeWorks capabilities with Transfer Equivalency Project to better assess student progress</li> <li>● Continue use of Early Alert services to support at risk students</li> </ul>	<ul style="list-style-type: none"> <li>● AfAm/LatinX/AAPI: Integrating a new <b>STEM Center Equity Director</b> to serve target DI population in providing support for basic skills completion in math (Equity Funds)</li> <li>● AfAm/LatinX/AAPI: Integrating a new full-time <b>Instructional Assistant</b> to serve in the STEM Center. (Equity Funds)</li> <li>● DI: Collecting disaggregated data on students with disabilities basic skills assessment, completion, and tutoring.</li> <li>● DSPS: Increasing basic skill instructional support and learning assistance in English for students with disabilities through embedded tutoring</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> <i>ESL/Basic Skills Completion</i></li> <li><input checked="" type="checkbox"/> <i>Degree &amp; Certificate Completion</i></li> <li><input type="checkbox"/> <i>Other: _____</i></li> </ul>

<p>(5) GOAL: Finalize Completion</p> <p>OBJECTIVE: Increase number of students who achieve a certificate and/or associate degree; transfer; and/or become employed in their certificate or degree area.</p>	<ul style="list-style-type: none"> <li>• Develop automatic degree or certificate award notification to students (A&amp;R)</li> <li>• Strengthen DegreeWorks capabilities with Transfer Equivalency Project to better assess student completion of degree and/or certificate</li> </ul>	<ul style="list-style-type: none"> <li>• FOSTER: Creating updated resource handbook in service area</li> <li>• DI: Leveraging new full-time <b>Director of Student Equity &amp; Success</b> to manage equity initiative for Chabot. (Equity Funds)</li> <li>• AfAm &amp; LatinX: Cultivating a Train-the-Trainers Faculty Inquiry Group (FIG) Initiative. Two faculty leads facilitate two equity retreats for faculty (Jan &amp; August). Will continue to involve training for cross discipline faculty. Fosters a research-based, equity pedagogy that is fueled by love and leads to liberation</li> <li>• DI: Analyzing SSSP Core Services completion by DI Groups</li> <li>• DI: Analyzing course taking patterns of DI groups</li> <li>• DI: Analyzing DI group participation in support systems</li> </ul> <p>DI = Disproportionately Impacted Groups as a whole</p>	<p><b>BSI-funded activities</b></p> <ul style="list-style-type: none"> <li>• Support faculty to develop noncredit ESL, ENG, Math certificates.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input type="checkbox"/> Retention</li> <li>X <input checked="" type="checkbox"/> Transfer</li> <li><input type="checkbox"/> ESL/Basic Skills Completion</li> <li>✚ <input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)
  - New shared governance model that includes Student Access, Success and Equity (SASE). SASE's purpose: Develops, leads and supports campus initiatives that strengthen student access, success and equity. Provides a platform for collaboration and communication across the college that will result in the coordination of basic skills, student access, success, and equity efforts campus-wide.
  - Strong FYE and emerging Guided Pathways programming that will provide a stable framework for integrated activities
5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)
  - Faculty contract MOU being finalized for non-credit offerings
  - Newly established non-credit workgroup, the Noncredit All Stars, have begun training faculty on the development of noncredit classes. Website can be found here: <http://www.chabotcollege.edu/academic-services/noncredit/>
  - CDCP Basis Skills noncredit certificate consisting of Arithmetic, Pre-Algebra and Elementary Algebra in progress.
6. Describe your professional development plans to achieve your student success goals. (100 words max)
  - Integration and collaboration with Professional Development Committee
  - Funding set aside for targeted professional development opportunities
  - Professional development for adjuncts teaching PSCN 25 to standardize content
  - Faculty Inquiry Groups (FIG) in English, Math, STEM and Business allow faculty to share best equity practices
  - Increasing use of the Train-the-Trainer model for new technologies such as DegreeWorks and Canvas
  - Tutor and Peer Advisor training on access and retention strategies
  - Sensitivity Workshops offered at Flex and Division Meetings for creating environments that improve faculty-student interaction
  - DSRC service workshops for faculty to inform them of how to recognize and refer students.
7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)
  - Each year since 2014-15, Institutional Research (IR) has identified disproportionately impacted (DI) groups of students based on our equity indicators and objectives, and this has allowed us to focus our equity resources on those groups. In addition,

Institutional Research's statewide-recognized work on tracking new student cohorts has strongly influenced how we think about how students progress towards their educational goal, both in the DI groups and others. Analysis by semester of the impact of Multiple Measures, Math Jam, SSSP services, and special programs on student success has also focused on DI groups. All of this work will continue.

- Progress on our new student success goals and objectives will be reported yearly by Institutional Research, broken out by gender, race-ethnicity, age categories, disabilities, foster youth, and veterans.
8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)
- District-established Integrated Planning and Budget Model (IPBM) facilitates coordination and communication with our sister college, Las Positas College. Specifically, the District Educational Support Services (ESS) Committee is a forum coordinating SSSP, Equity, and BSI efforts between the colleges.
  - The Districtwide Classified Leadership Institute for Professionals (CLIP) provides a platform for classified professionals to discuss best practices, coordinate efforts and learn from each other.
  - The District Technology Committee allows the colleges to coordinate technology efforts as they relate to objectives that address SSSP, Student Equity and Basic Skills. Some examples of technology adopted by both colleges include: TutorTrac, Cranium Cafe, Degree Works, and NetTutor.
9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
- Developed in Fall 2017 (see attached budget and request for funds template)
10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below: <http://www.chabotcollege.edu/StudentServices/student-equity/>
11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?
- Suggested workshops include those related to: Budget, data visualization and best



practices linked to achieved outcomes.

4. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

**Point of Contact:**

Name Char Perlas  
Title Dean Science and Mathematics  
Email Address cperlas@chabotcollege.edu  
Phone (510) 723-6897

**Alternate Point of Contact:**

Name Diane Chang  
Title Interim Director, SSSP  
Email Address dchang@chabotcollege.edu  
Phone (510) 723-7531

**Alternate Point of Contact:**

Name Robert Nakamoto  
Title Director, Student Equity and Success  
Email Address rnakamoto@chabotcollege.edu  
Phone (510) 723-6692

Chabot-Las Positas CCD

Chabot College

Integrated Budget Template: BSI, Student Equity, and SSSP

For fiscal reporting period July 1, 2017 - June 30, 2018

## Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding for details.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 37,300	\$ 260,000	\$ 639,330	\$ 1,836,034			
2000	Classified and Other Nonacademic Salaries	\$ 50,000	\$ 272,386	\$ 804,532	\$ 397,950			
3000	Employee Benefits	\$ 12,700	\$ 167,200	\$ 492,622	\$ 929,678			
4000	Supplies & Materials	\$ 6,000	\$ 5,680	\$ 91,021	\$ 12,595			
5000	Other Operating Expenses and Services	\$ 10,000	\$ 12,414	\$ 54,202	\$ 92,053			
6000	Capital Outlay	\$ -	\$ 8,000	\$ 6,000				
7000	Other Outgo	\$ -	\$ -					
	<b>Program Totals</b>	\$ 116,000	\$ 725,680	\$ 2,087,707	\$ 3,268,310	\$ -	\$ -	
					<b>Match</b>		<b>Match</b>	
		<b>BSI, SE, &amp; SSSP Budget Total</b>						<b>\$ 2,929,387</b>

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



# 17-18 SASE Funding Request Application

## Contact Information

Name	
Title	
Discipline/Area	
E-Mail Address	

## Overall Proposal

Funding request(s) must be linked to one or more of the Integrated Plan Goals: Provide a Strong Start, Support Student Success & Course completion, Sustain Persistence, Sustain Persistence towards completion, and Finalize Completion.

Provide a short summary of your proposal and how it will support one ore more of the identified Integrated Plan goals and activities. Cite any research evidence that supports the need for your proposal.

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## Description of requested position, equipment, or activity

Describe your requested position, equipment or activity. Specifically, describe what you plan to do. (Costs are requested in a separate section).

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### Intended Outcomes and Assessment

If funded, what are the intended qualitative/quantitative outcomes and how do you plan to assess? Please describe what type of Institutional Research data you will use, how you will analyze it, and/or how you will collect and analyze other data to evaluate your outcomes.

### Requested Amount

Calculate estimated expenses. Please list expenses associated with the position, activity or supply/equipment. Please indicate if your request can be found in last year's Program Review.

*Ex. Equity Event: Supplies: \$500. Poster Printing: \$200. TOTAL: \$700. Yes, requested via 16-17 Program Review*

### Committee(s) to Review

Please identify the appropriate committee(s) for review. Once reviewed and, if the proposal is deemed in alignment with the Integrated Plan, the committee(s) will inform SASE of their intent to approval/deny.

*NOTE: If this is an Equity proposal, please list the specific disproportionately impacted (DI) groups that your proposal will serve.*

Committee	Select by marking 'x'	DI Groups Targeted (for Equity Proposals Only)
SSSP (Early Alert Activities Only)		
Student Equity		
Basic Skills		

### Signatures

#### Person Preparing the Request:

Name (printed)	
Signature	
Date	

#### Administrator/Supervisor Acknowledgement of Request:

Name (printed)	
Signature	
Date	

### Part III – Approval and Signature Page

College: Chabot College District: Chabot-Las Positas CCD

Board of Trustees Approval Date: \_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

Sam Sperling 12.15.17 ssperling@chabotcollege.edu  
Chancellor/President Date Email Address

John delos Santos Jr. for Ronald Gerhardt rgerhard@chabotcollege.edu  
Chief Business Officer Date 12/5/17 Email Address

Stacy Thompson 12/5/17 slthompson@chabotcollege.edu  
Chief Instructional Officer Date Email Address

Mark Kritscher 12/5/17 mkritscher@chabotcollege.edu  
Chief Student Services Officer Date Email Address

Nadams 12/5/17 nadams@chabotcollege.edu  
President, Classified Senate Date Email Address

Laurel Dockter 12/6/2017 ldockter@chabotcollege.edu  
President, Academic Senate Date Email Address