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 15, 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:*
2. *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.*

|  |  |  |
| --- | --- | --- |
| **Former Plan** | **Goal** | **Progress** |
| BSI | Increase student success rates in basic skills math, English, ESL, and reading over the 2011-12 baselines. | In 2016/17, the rates for success in basic skills math and English writing stayed relatively constant, while the rates for English reading and ESL went up 8 and 6 percentage points, respectively. |
| BSI | Increase annually over the 2011-12 baseline data students who begin two levels below college-level math, English, or ESL who successfully complete a transfer-level course. | In tracking the 2014-15 cohort through 2016-17, the percentage of students who began two levels below college-level English (writing) and successfully completed a transfer-level course increased slightly (1 percentage point), while ESL (writing) cohort students saw a 16.5 percentage point increase in success completion of the transfer-level course. |
| BSI | Institutionalize successful pilots and programs funded through BSI funds as evidenced by data via program review. | HealthStart and Learning Communities are now institutionalized. |
| BSI | Integrate the Basic Skills Initiative, Student Success and Support Program, and Student Equity plans to increase student success campus wide. | This is complete as of the writing of this plan. |
| SSSP | Increase by 15 percent all first-time, nonexempt degree- and transfer-seeking students who receive orientation services through online and focused face-to-face orientations (as compared to 2013-14). | The number of students receiving orientation has been increasing steadily. MiraCosta College has experienced a 5.9 percent increase in the number of students receiving orientation from 2013-14 to 2016-17. The college offered face-to-face new student orientations for the first time in summer 2017; to date, 276 students have participated. |
| SSSP | Increase by 10 percent all students with 15 or more degree applicable units who will identify a major and develop a comprehensive student education plan (SEP) in myEdPlan (as compared to 2013-14). | SSSP funding supports academic and career counseling services. While there has been a slight decrease in the number of students completing comprehensive education plans, initial and follow-up counseling contacts with students have increased. In 2015-16, 33,887 counseling service contacts took place. In 2016-17, the number of contacts increased by 9 percent to 36,726. |
| SSSP | Update administrative procedures and board policies to reflect student development models that include interventions for at-risk students and alignment with BOG and other federally mandated probation policies. | Students can be placed on either academic and/or progress probation. The Counseling Department developed a probation workshop model in spring 2016 that required the college’s most at-risk population—"first-time probation" students—to attend a probation workshop over the course of the fall semester. During these workshops, students learn how to return to good academic standing, what support services are available to them, and about the impact to their financial aid and/or other relevant program-specific requirements. First-time probation has declined from an initial 6.2 percent in fall 2014 to 5.0 percent in spring 2017. |
| SSSP | Evaluate placement and assessment scores and make changes that align with research and effective practices related to multiple measures as provided by the state initiative and local research. | With the implementation of multiple measures for placement, specifically self-reported high school GPA and transcript information, the college has increased the number of SSSP cohort students completing assessment within their first term; in spring 2017, this number increased by 16 percent over the previous spring semester. Similarly, this number increased by 10 percent in fall 2017 with 95 percent students completing assessment within their first term as compared to 85 percent in fall 2016.  Results from students placed using multiple measures support the efficacy of such measures for placement. In 2016, significantly more students were placed into transfer-level English following the college’s multiple measure reform efforts than before. This increase has persisted across all ethnic groups, with the largest gains being experienced by students of unknown ethnicity (+23.2 percent) and Hispanic/Latino students (+16.9 percent). Students placed directly into English 100 via high school information (MMAP) are outperforming those placed via COMPASS. |
| SSSP | Scale up workshops and support for students taking placement tests to better prepare them for the test. | Programs such as the Bridge to Success in Math Program (BTSMP) are designed not only to better prepare students for taking the placement exams but also to prepare them to be more successful students in their future classes. The college’s data show that students who complete the BTSMP and subsequently place into transfer-level statistics courses are more successful than their peers who placed into such courses using traditional means. Additionally, students taking the Informed Self-Placement tool for English placement have access to an academic counselor located within the Testing Center for guidance in selecting their English course placement. |
| SSSP | Using the 2013-14 numbers as a baseline, increase SEPs and counseling and advising support for students by at least 15 percent. | The number of education plans created with students to support their educational and career goals has been increasing consistently. While baseline data for the year 2013-14 are not available, a comparison in the number of education plans created between 2015-16 and 2016-17 indicates an increase of 47 percent. In 2015-16, 7,287 education plans were created, while 10,716 education plans were created in 2016-17. |
| SSSP | Based on student focus groups and research, identify programs and projects that will create a better matriculation experience for students, including the development of an “Open House” event to provide new students matriculation and face-to-face services right before the semester. | In August 2017, MiraCosta College offered five face-to-face, New Student Orientation sessions between the Oceanside and San Elijo Campuses. A total of 276 new students (0–8 units completed) met and interacted with deans, faculty members, counselors, staff, and student leaders as well as with their classmates. Students participated in informative presentations on curriculum, transfer and career planning, scholarships and financial aid, campus activities, and student services, and they fulfilled orientation as defined by title 5. As orientation is often the initial service students are introduced to, these efforts continue to support the overarching goals of matriculation. Orientation also promotes the importance of the other SSSP core services that follow, including assessment, advisement, and the creation of abbreviated and comprehensive education planning.  The college conducted three focus groups out of the five orientation sessions that were offered as well as a survey of all participants, which had a 16.2 percent response rate. Overall, respondents found the New Student Orientation to be “helpful” (45.5 percent) or “extremely helpful” (38.6 percent). These in-person orientations, built from an "open house" lens, created a venue to foster a campus community that promotes both academic success and personal development. MiraCosta College continues to reflect and develop this new orientation model and plans to make adjustments for the spring 2018 semester. |
| SSSP | In collaboration with Career Services, provide students with tools for identifying a major. | In spring 2015 and 2016, the college hired CPP (The Myers-Briggs Assessment Publisher) facilitators to deliver a two-day training workshop featuring the use of the MBTI® assessment and the Strong Interest Inventory® assessment in the creation of education plans for students with counseling faculty. These workshops better equipped counseling faculty with career assessment tools and resources when developing education plans with students. Additionally, the weekly Student Success Newsletter includes information about upcoming workshops that are hosted by the Career and Counseling Centers to promote education plans that are supplemented with additional services and career assessments. To support these efforts, SSSP funded career counseling activities. |
| SSSP | With input from faculty and staff, develop a more appropriate early-alert system for students at risk. | Conversations regarding developing and implementing an early alert system are currently underway. The process of identifying technology-based solutions has begun with demonstrations by viable software vendors. |
| SSSP | Improve the communication plan for students to alert and inform them of services and important deadlines. | In August 2015, MiraCosta College started using iContact, an email marketing company, to send out weekly newsletters to all enrolled students starting. The newsletter provides students with information about student services, upcoming workshops, important announcements, and upcoming deadlines. Through iContact, other student services offices are able to send information to students in a consistent format with analytics that promote best practices for student communication. Twenty-eight newsletters were sent from spring 2016 into fall 2017. MiraCosta College’s current open rate is 25 percent for those students with html enabled email. |
| SSSP | Continue to improve technology through tools and access to provide students with information they need to make decisions on their matriculation process, education plan, and support services. | MiraCosta College has developed automated multiple measures scores for students when they complete their application with high school information data. Additionally, the college tracks formal communication regarding placement, id numbers, and financial aid through PeopleSoft document contacts. To promote matriculation services, students are able to complete the process through their student portal under the Matriculation Activity Guide (MAG), which serves as a one-stop-shop for students to complete the online orientation, online advisement, and an abbreviated education plan that is connected to their multiple measures placement scores and general education pattern. |
| SSSP | Through these goals, strive to increase student persistence by 8 percent, decrease students on probation and academic disqualification by 10 percent, and increase the success rate of SSSP students (as compared to new students in fall 2013) by 5 percent by the end of spring 2018. | The persistence rate for SSSP students has increased from 68.9 percent in 2013-14 to 72.8 percent in 2016-17, an increase of almost 4 percent. Probation and dismissal rates have been declining from year to year. The percentage of students on probation in 2013-14 was 13.4 percent compared to 11.8 percent in 2016-17. The dismissal rate has decreased from 2.87 percent in 2013-14 to 2.0 percent in 2016-17. The overall success rate of students at MiraCosta College has been increasing year to year. In 2013-14, the success rate was 70.34 percent, compared to 72.42 percent in 2016-17. |
| Student Equity | Increase the equity index in access for veterans from .53 to .8 by 2018. | Staffing and programming in the Veterans Information Center have increased to increase access to campus resources and services. The equity index in this area has increased to .67. |
| Student Equity | Increase the equity index in access for Asian/Pacific Islanders from .83 to 1.0 by 2018. | While the equity index shows a slight drop at .71, efforts to increase access, particularly to Pacific Islander students disproportionately impacted in the northern part of the district were successful with the start of a new Mana program in Fall 2016. |
| Student Equity | Increase the equity index in access for students experiencing economic disadvantage from .13 to .6 by 2018. | There are several efforts underway to increase a college-going culture in Title I schools in the district’s service area as well as with feeder high schools with predominantly low-income populations through the First Year Forward program, Academic Success and Equity programs, and partnerships with GEAR UP. The equity index in this area has increased to .35 |
| Student Equity | Reduce the course completion gap for males from 2.4 to 1.0 percent by 2018. | Efforts continue to increase male enrollment in Academic Success and Equity Programs continues and the college is analyzing data collected through collaborations with the Minority Male Community College Collaborative regarding men of color and access to resources. The equity index has slightly increased to .98 (up from .97) with percentage below average narrowing to 1.46 percent. |
| Student Equity | Reduce the course completion gap for Black/African American students from 8.7 to 3.0 percent by 2018. | The Umoja program continues to grow by approximately 20 percent per year and provide enhanced services to students both in and outside of the program. The equity index has slightly decreased to .84 percent (down from .86) and the percentage below average has widened to 11.5 percent. |
| Student Equity | Reduce the course completion gap for Hispanic/Latino students from 4.0 to 2.0 percent by 2018. | The Puente program as well First Year Forward provide services to students and attempt to streamline student transition into MiraCosta and journey to graduation. Puente serves as one of the early successes in learning communities at the campus. Expansion of the Puente Program to include a 2nd cohort will assist in offering additional Hispanic/Latina/o students enhanced academic and support services. The equity index has slightly increased to .95 (up from .94) and the percentage below average has narrowed to 3.96 percent. |
| Student Equity | Reduce the gap in ESL and math course completion for all male students from 5.9 to 2.0 percent and to eliminate the gap respectively by 2018. | Efforts continue to increase male participation in Academic Success and Equity programs. The equity index for ESL completion has slightly increased to 1.08 (up from 1.06), however, the percentage below average has slightly widened to 3.03 percent. The equity index for math remains the same at .93 and the percentage below average has widened to 2.84 percent. |
| Student Equity | Reduce the gap in basic skills English and math course completion for target male students to 3.0 percent and 2 percent respectively by 2018. | Efforts continue to increase male participation in Academic Success and Equity programs. The equity index for English completion has decreased to .94 (down from 1.02) and the percentage below average has widened to 2.76 percent. The equity index for math has dropped to .73 and the percentage below average has widened to 10.46 percent. |
| Student Equity | Eliminate the degree and certificate completion gap for all males by 2018. | Marketing efforts were designed to highlight successful male students at the college accessing resources. The equity index has slightly decreased to .84 (down from .87) and the percentage below average has widened to 3.86 percent. |
| Student Equity | Reduce the gap in degree and certificate completion for Alaska Native/Native American students from 16.6 to 5.0 percent by 2018. | Increased efforts to connect students from this population to services continue including the start of a club on campus that will connect students to academic and support services. The number of students in this population is very small, leading to variability in data. The equity index has slightly increased to .90 (up from .86) and the percentage below average has narrowed to 2.37 percent. |
| Student Equity | Reduce the gap in transfer for Hispanic/Latino students from 7.5 to 3.0 percent by 2018. | The Puente program as well First Year Forward provide services to students and attempt to streamline student transition into MiraCosta and journey to graduation. The Transfer Center has engaged in outreach to this population in marketing and services to increase student knowledge of transfer options and reduce transfer velocity. The equity index has slightly decreased to .74 (down from .81) and the percentage below average has widened to 11.37 percent. |
| Student Equity | Eliminate the gap in transfer for Black/African-American students by 2018. | The Umoja program as well as the Transfer Center has increased services to students in this population to increase knowledge of transfer options and reduce transfer velocity. The equity index has remained the same at .98 and the percentage below average has narrowed to .90 percent. |
| Student Equity | Reduce the gap in transfer for Native Hawaiian/Pacific Islander students from 15.6 to 5.0 percent by 2018. | The newly begun Mana program is geared towards exposing students to transfer options and assist students with educational planning. The equity index has increased to 1.54 (up from 1.02) and the percentage below average has narrowed to 23.26 percent. |

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

The college has worked to involve staff and faculty in the planning and implementation of goals across all three plans. Key stakeholders for all three plans have met to discuss integration and ways to institutionalize the work. The college is looking at embedding efforts into work around guided pathways.

1. *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** |
| Increase student success rates in basic skills math, English, and ESL (SSSP: Improve multiple measures; Student Equity: Reduce the equity gap in basic skills course completion; BSI: Increase student success over the 2011-12 baseline of 58 percent). | Evaluate placement and assessment scores and make changes that align with research and effective practices related to multiple measures as provided by the state initiative and local research. | Reduce/eliminate the gap in ESL and basic skills math course completions for all male students and in basic skills English course completions for targeted male students.  Increase male participation in Academic Success and Equity programs focused on students placing into basic skills. | Increase student success rates in basic skills math, English, ESL, and reading over the 2011-12 baseline of 58 percent. |

1. *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.*

In November 2015, MiraCosta College began implementing a new placement method (modeled after the Multiple Measures Assessment Project [MMAP]) that relied more heavily upon high school performance as a means for placement rather than standardized testing. Under the old model, all students were directed to complete the COMPASS assessment test and placed utilizing a formula that included exam performance and high school GPA. Under the new model, students who have a cumulative high school GPA of 3.0 or higher are exempt from taking the COMPASS assessment test and are eligible for English 100. Students who earned a cumulative high school GPA between 2.5 and 2.9 *and* earned a B or better in their eleventh or twelfth grade English class are also exempt from completing the COMPASS test and are eligible for English 100. Students who do not meet these GPA thresholds are directed to complete either the ESL or the English COMPASS test and are placed utilizing the same formula that existed previously (a combination of test results and high school GPA).

As a result of these changes, 71 percent of students were placed into transfer-level English, approximately 14 percent more than under the old model. Additionally, Hispanic/Latino students, who represent the largest portion of students placed under the new model, experienced the greatest gains, with 20 percent more students being placed into transfer-level English under the new model. Moreover, nearly every ethnic group saw a significant increase in transfer-level placements under the new model.

The college also began evaluating the effects of these changes on course success. The success of students in English 100 who were placed under the new model was compared to the success of those who were not. During the first round of data collection (spring 2016 and fall 2016), the success rate of students placed into English 100 via multiple measures (n=686) was 79 percent, while the students placed via eCOMPASS (n=1,162) succeeded at a rate of 69 percent.

In February 2016, the Math Department collaborated with the Testing Department to develop new placement guidelines for incoming students that utilized recommendations from the MMAP. The new guidelines leverage students’ high school GPA and previous math grades to determine placement in the math curriculum. Students who place below transfer utilizing this methodology are directed to the MDTP placement exam. A disjunctive model allows students to be placed at the highest placement of the two assessment methods.

With 2014 placements as the historical baseline, the college used placements between January 1, 2016 and May 9, 2016 to analyze the new model. Using the disjunctive approach, fewer students were placed into two and three levels below (41 percent) as compared to the previous model (49 percent). The 8 percent difference between the old and new models is spread between both the one level below and transfer-level course. While transfer-level placements increased slightly from 33 to 35 percent, placements one level below increased from 19 to 25 percent.

### FUTURE PLANS

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

1. *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.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Activities in each program that serve the goal listed** | | | **Goal Area** |
| **SSSP** | **Student Equity** | **BSI** |
| 1. *Close student equity and achievement gaps among basic skills and entering college students.* | 1. *Continue the multiple measures placement for math and English based on high school GPA and explore other assessment measures for students not able to place based on high school GPA and courses.* 2. *Continue the multiple measures placement for math and English based on high school GPA and start implementing common assessment measures for students not able to place based on high school GPA and courses.* | 1. *Increase professional development opportunities focused on equity-minded, student- centered teaching strategies.* 2. *Scale the Bridge to Success in Math Program (BTSMP).* 3. *Scale accelerated English and math courses to assist students with basic skills English course completion and progression.* 4. *Provide additional support courses to be paired with degree-applicable and transfer-level Math courses to allow students placing into basic skills to enroll in a higher level course with additional curricular support to be successful.* | 1. *Provide supplemental instruction (SI) in English, math, and gateway courses (e.g., chemistry, biology).* 2. *Provide professional development for faculty with SI in their courses.* 3. *Scale the BTSMP.* | * *Access* * *Retention* * *Transfer* * *ESL/Basic Skills Completion* * *Degree & Certificate Completion* * *Other:\_\_\_\_\_\_\_\_\_*   *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| *2. Develop and deploy Academic and Career Pathways (ACPs) and associated academic maps with a scaled and integrated career assessment, counseling, and informational structure to help students enter an ACP.* | 1. *Expand and refine orientations associated with ACPs.* | 1. *Embed ACPs into the Academic Success and Equity (ASE) program (i.e., Puente, Umoja, Mana, and RAFFY) as a tool to increase the number of students progressing through and reaching their academic goal in a timely manner.* | 1. *Expand learning communities, including contextualized communities like HealthStart.* 2. *Provide proactive career counseling in pre-transfer classrooms.* | * *Access* * *Retention* * *Transfer* * *ESL/Basic Skills Completion* * *Degree & Certificate Completion* * *Other:\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| *3. Develop and deploy a first year support structure that integrates student services and instruction.* | 1. *Evaluate, refine, and expand as appropriate recent interventions, such as student success specialists, mobile counseling, and Welcome Day activities.* 2. *Ensure all incoming students transitioning from high school into MiraCosta are matriculated through the First Year Forward (FYF) program.* | 1. *In consultation and collaboration with historically established ASE programs such as Puente, Umoja, and RAFFY as well as with the EOPS program, scale best practices to serve disproportionately impacted students entering MiraCosta from high school through FYF.* 2. *Continue to expand current ASE programs to serve populations as needed (i.e. an additional Puente Cohort)* | *a. Improve the placement of incoming students from high schools transitioning into MiraCosta in math and English and ensure that students who are placing at the basic skills level successfully complete college-level courses within their first year at the college.* | * *Access* * *Retention* * *Transfer* * *ESL/Basic Skills Completion* * *Degree & Certificate Completion* * *Other:\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| *4. Strengthen student connections through contextualized and applied learning in the classroom supplemented by co-curricular activities.* | 1. *Continue to refine opportunities for career counseling and assessment to help students choose a career.* | 1. *Through the implementation of Guided Pathways, develop thematic general education options for students that provide opportunities for inclusive and contextualized learning around social justice and equity.* 2. *Increase professional development opportunities focused on developing equity-minded, culturally competent, and culturally responsive co-curricular activities for students.* 3. *Increase co-curricular opportunities for students that enhance inclusion and cross-cultural competence.* 4. *Increase student participation in ASE programs by expanding non-instructional opportunities for involvement and enhancing in-reach.* | *a. Through the STEM Center, provide direct learning support for students in addition to co-curricular activities, such as career workshops, industry speakers, and just-in-time remediation in STEM classes.* | * *Access* * *Retention* * *Transfer* * *ESL/Basic Skills Completion* * *Degree & Certificate Completion* * *Other:\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| *5. Develop comprehensive case management structure for continued support and progress monitoring during the first year and beyond.* | 1. *Continue to evaluate current practices related to probation and student progress.* | 1. *Expand academic and student support services for students outside of traditional office settings and hours during critical times in the semester.* |  | * *Access* * *Retention* * *Transfer* * *ESL/Basic Skills Completion* * *Degree & Certificate Completion* * *Other:\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_* |

1. *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)*

MiraCosta College is entering its second year of focused work on integrating its student success initiatives into a comprehensive guided pathways model. Initial data inquiry in 2015-16 identified three areas that needed more attention:

1. Improving the progress of underprepared students.
2. Closing the equity gap.
3. Developing a robust and integrated first year “experience.”

The framework being developed focuses on the four pillars of a guided pathways model. The integration of matriculation, instruction, and student support is outlined below within three of those four areas.

* **Clarify the Path**—Instructional faculty and counselors have worked collaboratively to produce a draft set of academic (program) maps that will contain information for students regarding sequencing of courses, key milestones, and other information related to career and transfer. Those maps will be an important part of the education planning component of **SSSP**.
* **Enter the Path**—Several components of this pillar are in progress at the college. Related to **basic skills**, the implementation of multiple measures for English and math assessment is fully scaled and has already shown promise in closing the equity gap related to pre-transfer placement.

For students who do not place into transfer-level coursework, the college has been implementing a number of options, including acceleration, direct placement into transfer-level coursework with co-requisite support, and summer bridge workshops in math.

As part of the college’s First Year Forward program, work is being done to provide students with a robust first year support structure and the opportunity to engage in one of the college’s Academic Success and Equity (ASE) programs, which are geared toward providing academic and co-curricular support for disproportionately impacted students.

Finally, the college recently made final recommendations on a meta-majors structure. In fall 2018, the implementation of Academic and Career Pathways combined with academic maps will help guide and support students in the choice and pursuit of a career- or transfer-focused major. Counseling and instructional faculty will be involved in the design of a more robust career assessment and counseling structure that will, as part of the **matriculation** process, provide students with an upfront opportunity to make a more informed decision on potential careers.

* **Stay on the Path**—Throughout 2017-18, the college will engage both faculty and staff from across all areas of the college in foundational discussions related to helping students stay in college and on their chosen pathways. The areas of planned inquiry include the following:
  + equity
  + retention strategies
  + contextualized and applied learning
  + community building around pathways
  + student engagement and holistic development
  + progress monitoring (e.g., early alert)

Not only will the work of SSSP, Basic Skills, and Student Equity be integrated into the college’s guided pathways work, but so will work currently being done under the Adult Education Block Grant (AEBG), Strong Workforce, and Online Educational Resources (OER), among others.

1. *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)*

The MiraCosta College Community Learning Center (CLC) serves as the main hub for noncredit programs. Substantial on-site programs and services are available to support noncredit students in moving through to their employment or higher education goals. In addition to integrated onboarding services for all new noncredit students (which includes admissions, assessment, orientation, and education planning), follow-up services in the form of counseling/advising, workshops, and classroom information sessions are offered to noncredit students.

Furthermore, noncredit students participate in larger events aimed at promoting the completion and transition to employment or credit courses. Examples of such activities include the Career and Education Expo that takes place at the CLC and where various career options in credit CTE certificate programs are showcased for noncredit students.

A second example is the Experience MiraCosta event where noncredit students learn about select Career and Technical certificate programs as well as credit programs available upon completion of their noncredit goals. Noncredit programs, as part of Continuing Education, joined the San Diego Workforce Partnership’s America’s Job Center of California partners. The goal of such partnership is to ensure student access to a system of high-quality access points and provide services available in the community for all students seeking employment; building basic educational or occupational skills.

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

MiraCosta College has a number of professional development activities that support our student success goals. The college has engaged in professional development around implicit bias training for the past two years with the intent to reduce bias both inside and outside the classroom. The college has also begun conversations on best practices in teaching and learning. Finally, individual departments have expressed an increased interest in discussing student achievement data and using those data for improving pedagogy.

1. *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)*

The college has developed and is in the process of collecting disaggregated baseline data for a series of progressive metrics around guided pathways. These will be measured by semester and year and will include metrics and momentum points, such as completion of matriculation services, completion of math and English within the first year, completion of a progressive number of units, and development of a comprehensive education plan. In addition, the college recently revised its institutional learning outcomes to core competencies and those, along with revisited program outcomes, will be assessed on a regular schedule to provide important data for improvement.

1. *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)*

NOT APPLICABLE

1. *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.*
2. *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.miracosta.edu/studentservices/studentequity/MCCIntegratedPlan.html

1. *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?*

Most specifically, the college would like clear direction and assistance on what is expected in the integration of the many student success initiatives. The initial integration has now combined BSI, Student Equity, and SSSP, but not AEBG, Strong Workforce, OER, and other initiatives that are expected to be integrated as outlined in the guided pathways legislation. The hope is that the yet-to-come guided pathways documents will provide some clarity, but if true integration is expected under such a model, it would be helpful to know how that will be done and whether it will affect this document in the future as well as how funds are distributed and expected to be used.

1. *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 \_\_\_\_\_\_\_\_\_\_Chris Hill\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_Dean, Research, Planning and Institutional Effectiveness\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address \_\_\_\_\_chill@miracosta.edu\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_(760) 795-6846\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Alternate Point of Contact:

Name\_\_\_\_\_\_\_\_\_Wendy Stewart\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_Dean of Counseling and Student Development\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address\_\_\_wstewart@miracosta.edu\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_(760) 795-6892\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Part III – Approval and Signature Page

College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_District:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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Chancellor/President Date Email Address

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Chief Business Officer Date Email Address

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Chief Instructional Officer Date Email Address

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Chief Student Services Officer Date Email Address

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President, Academic Senate Date Email Address