



Integrated Plan Document

REPORTING YEARS 2017 -2019

KIRSTEN CLARK, PRESIDENT



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, Instructional and Student Services administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges.

The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



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

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or 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.



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

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

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

Basic Skills Goal	Progress
Of the students that start in Basic Skills English (Eng. 100), five percent will complete transfer English (1A).	<ul style="list-style-type: none"> • Between Fall 2013 to Spring 2016, 41% of students completed Transfer English (1A).
An increase of five percent in students who move from one math level to the next within expected timeframe.	<ul style="list-style-type: none"> • Between Fall 2013 to Spring 16, there was a 67% increase in students who moved from one math level to the next.
The college will revise basic skills courses and implement success strategies in English, ESL, and Math.	<p>The college initiated the following course redesigns:</p> <ul style="list-style-type: none"> • English Corequisites for English 51A and 1A. • Math Intervention for Math 61, including M3 (Math, Money and Management). • Supplemental Instructors assigned to basic skills courses, (English, Math and ELS 100). • Non-credit ESL classes developed and taught on campus and within the community.



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Equity Goal	Progress
<p>To close the access gaps for disproportionately impacted groups.</p>	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Data monitoring in progress. • Mentoring program in progress. • Reg365 and Student Success Teams completed SEP's. • Implemented evening and weekend hours. • Business, networking, programming and cybersecurity 18-month academies. • On Demand orientation ConnexEd (Cranium) implementation for online counseling services has transitioned to ConferZoom. • Purchased laptops for library checkout. • Negotiated with KART for additional bus routes to campus.
<p>To close course completion gaps for DI groups.</p>	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Student success week designed for early alerts. • Engaging Equity Series kicked off during Summer Innovate. • "Dare to Be" lunch series created diversity conversations. • Marketing promotion of online courses. • CTE Academies were developed. • Student Success Teams restructured. • Promoted redesign of IS-1 College Success courses, through marketing, Title V efforts, equity and Achieving the Dream.
<p>To increase success and persistence for DI groups in Basic Skills courses.</p>	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • SI leaders embedded in Basic Skills courses. • Course redesign completed; English and Math courses. • Multiple measures standards created through counseling and advising. • Diagnostic assessment in progress. • High Technology Access Center promotion in progress, space updated to meet student need. • ESL moved to community education with beginning and intermediate. • Increase efforts through orientation, outreach teams and Reg365 to reach more students.



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<p>To improve basic skills pipeline and ensure proper placement and support.</p>	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • SI leaders embedded in Basic Skills courses. • Course redesign completed; English and Math courses. • Multiple measures standards created through counseling and advising. • Diagnostic assessment in progress. • High Technology Access Center promotion in progress, space updated to meet student need. • ESL moved to community education with beginning and intermediate. • Increase efforts through orientation, outreach teams and Reg365 to reach more students.
<p>To ensure SSSP component completion for DI population.</p>	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Success team orientations, follow up and mentoring to targeted student populations. • Eagle Dayz and Reg365 promotion ongoing for meeting student need. • Student success team interventions developed within specific groups. • Engaging Equity and Ally trainings are being established • Financial Aid promotion in high school by outreach team. Financial Aid literacy component developed. • Male Initiative and Equity efforts are underway.
<p>To increase cultural activities awareness through PD for staff.</p>	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Student success team interventions with specific groups leading diversity conversations. • Team attended Achieving the Dream conferences. • Engaging Equity and Ally trainings. (Vet Net Ally training completed, others to follow.) • Male Initiative and Equity efforts.
<p>To increase awareness of scholarships available to students to promote certificate and degree completion.</p>	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Success team orientations, follow up appointments, mentoring, Eagle Dayz and Reg365 promotion (ongoing). • Financial Aid promotion in high school by outreach teams. Financial Aid literacy component developed.



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<p>To develop a comprehensive transfer page, portal site and SARS.</p>	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Transfer page in progress; waiting for web page rollout, transfer video coming. • Increased evening and weekend hours in student union and student services to support all student populations. • The Leadership Academy is in the process of being developed that will bridge the gap between new, incoming students and current students. • Transfer program has organized several university campus visits.
<p>To develop early identification and support for reentry students.</p>	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Transfer page in progress; waiting for web page rollout. • Increased evening and weekend hours in student union and student services. • The Leadership Academy is in the development stages to support student success. • Transfer organized several university campus visits.
<p>To develop a transfer mentoring program for DI populations.</p>	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Transfer page in progress waiting for web page rollout. • Increased evening and weekend hours in student union and student services. • The Leadership Academy will unfold a mentor program that will reach DI populations, as well as campus initiatives and services. • Transfer program organized several university campus visits.



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SSSP Goal	Progress
The college will explore steps to mandate new student orientation.	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Mandatory orientation has not been institutionalized. Priority registration is given to students who have completed the application, placement tests and orientation. • The college monitors students that have not completed orientation and aggressively communicates with students to complete orientation.
The college will create a task force to address assessment/placement tests issues and concerns.	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Established a task force to address assessment for placement test issues, resulting in a comprehensive report of findings and actions to take place. • Continued the expanded conversations to formalizing the practice of utilizing multiple measures.
The college will complete a disproportional impact & consequential validity study.	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • The English and math faculty have realigned the math and English cut scores for student placement. • Initial stages of completing a disproportionate impact & consequential study.
The college will provide online counseling to WHCL students.	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Explored a number of online platform options to provide counselling to students.
At-Risk students will be directed to the intervention class, Interdisciplinary Studies 55, to ensure Academic Success.	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • All students on Academic or progress probation 1 and 2 met with their counselors to develop academic interventions which may include enrollment in IS 55 • Students on academic or progress dismal are enrolled in IS 55.
The college will continue to provide training for proper SARS coding.	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Numerous and ongoing trainings for all Student Services staff on the coding of student contacts in SARS. • MIS data monitoring occurs on the campus and at the district office.



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<p>The college will continue to provide professional development for faculty and staff.</p>	<p>The college has implemented the following:</p> <ul style="list-style-type: none"> • Ensures and supports professional development for faculty, staff and administrators through on-campus workshops, conferences, Campus Innovate Days, webinars and participation in the teaching /learning community. • Attendees are required to submit a summary of key concepts and alignment with college strategic goals.
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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)

There has been noticeable and distinctive successes across the institution and some areas that have had significant challenges. The college has experienced successes in identifying high enrollment, low success classes and initiating interventions or course redesigns in basic skills math, English and College Success. The redesigned courses have shown improved success rates and retention rates. The course work has redesigned to better meet student needs and remove barriers to success. The challenges lie in the area of language of current board policies and the need institutionalizing new policies.

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
Five percent of the number of students enrolled in math that are three levels below college level will move to college level math.	Provide student success teams with intervention tools to reach out to students to educate them on campus resources.	Provide access to students so they may access to online tutors, view tutorials and schedule virtual meetings with SI /instructor.	Implementation of M^3 = Success



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- 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.

West Hills College Lemoore has been an Achieving the Dream college since 2014. This has laid the foundation for campus wide, data driven decisions and initiatives. Through the examination of high enrollment / low success classes, determining what problem to solve, conducting student and faculty focus groups, analyzing data, developing intervention plans to analyze data made significant strides in student success and course completion in English and Math.

In addition, the college has leveraged the information from focus groups to create opportunities to close the achievement and resource gaps through the Open Education (OER) Initiative. As a leader in the implementation and development of OER, the college is on target to have 3 degrees with zero textbook costs to students.

FUTURE PLANS

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

- 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.



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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	
<i>Example: Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops</i> <i>Redesign the Dev. Ed. Sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs</i> <i>Redesign the Dev. Ed. Sequence</i>	<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _



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<p>Goal 1: Close the gap in success rates between online courses and face-to-face courses</p>	<p>Support for online counseling, orientation, tutoring, academic support and readiness assess with bootcamp.</p> <p>Add online slide to orientation</p> <p>Have a link in the online orientation for the Canvas tutorial (orientation) and Online readiness quiz (update)</p> <p>SI for online classes</p>	<p>PD for redesigned courses and online pedagogy.</p> <p>Student Technology lending library/locker</p>	<p>Support for online course redesign for BSI skills.</p> <p>Create online technology readiness and basic skills/technology bootcamp</p> <p>Online academic support. Evaluate the effectiveness of the redesign gateway courses</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other:</p>
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<p>Goal 2: Increase in CTE completion (certificate of achievement, job placement & industry credentials)</p>	<p>Provide counseling services to increase student support by completing educational planning and career planning</p> <p>Develop and train peer mentors Work with CTE faculty to develop a more consistent pathway for Certificates of Achievement and Industry Credentials Develop process for awarding PLA credit</p>	<p>Provide services to support the WIN Center activities to enhance Outreach and Access for disproportionately impacted groups /students.</p> <p>Develop and train peer mentors</p>	<p>Develop and pilot vocation focused ESL classes.</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p><input checked="" type="checkbox"/> Other: <u>Institutional Set Standards</u></p> <ul style="list-style-type: none"> •Student completion of certificates •Student Course Completion •Student completion of degrees and certificates (combined)
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<p>Goal 3: Increase rate of degree completion</p>	<p>Provide services to increase student support by completing educational planning</p>	<p>Student Instruction support for disproportionately impacted groups</p>	<p>Academic support for disproportionately impacted groups</p>	<p><input type="checkbox"/> Access</p>
	<p>Develop process for awarding PLA credit</p>	<p>Student Instruction support for online tutoring.</p>	<p>Academic support and online systems.</p>	<p><input checked="" type="checkbox"/> Retention</p>
	<p>Develop process for contacting students individually who have 45+ units completed</p>		<p>Assess and evaluate gateway course in English and Math for redesign</p>	<p><input checked="" type="checkbox"/> Transfer</p>
	<p>Update early alert process and software</p>		<p>Evaluate effectiveness of redesign gateway courses</p>	<p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p>
	<p>Develop process for multiple measures</p>			<p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p><input checked="" type="checkbox"/> Other: <u>Institutional Set Standards:</u></p> <ul style="list-style-type: none"> • Student completion of degrees and certificates (combined) • Student completion of degrees



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<p>Goal 4: Increase in transfer rates</p>	<p>Provide services to increase student support by completing educational planning and career planning Support transfer center activities</p> <p>Partnership / Pathways Develop and train peer mentors to assist transfer counselor</p>	<p>Student instruction support for disproportionately impacted groups</p> <p>Student Instruction support and online systems. Support transfer center activities Support peer mentoring</p>	<p>Support creation of guided pathways</p>	<p><input type="checkbox"/> Access</p> <p><input type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input checked="" type="checkbox"/> Other: <u>Institutional Set Standards:</u></p> <ul style="list-style-type: none"> • Number of students who transfer each year to a 4-year university
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<p>Goal 5: Increase participation (enrollment) rate of students 25 and older</p>	<p>Support M^3 (math, money and minutes)</p>	<p>Support M^3 (math, money and minutes)</p>	<p>Develop noncredit ESL courses, leading to ESL Certificate</p>	<p><input checked="" type="checkbox"/> <i>Access</i></p>
	<p>Increase pre-enrollment efforts to non-traditional student populations including Active Duty, Veterans and their family members.</p> <p>Develop process for awarding PLA credit Partnership / Pathways</p>	<p>Add evening and weekend student services hours</p> <p>Increase pre-enrollment efforts to non-traditional student populations including Active Duty, Veterans and their family members.</p> <p>Develop process for awarding PLA credit</p>	<p>Develop vocational ESL course(s)</p> <p>Support M^3 (math, money and minutes)</p> <p>Support Co-Req Model for ENG</p> <p>Create online technology readiness and basic skills/technology bootcamp</p>	<p><input type="checkbox"/> <i>Retention</i></p> <p><input type="checkbox"/> <i>Transfer</i></p> <p><input checked="" type="checkbox"/> <i>ESL/Basic Skills Completion</i></p> <p><input type="checkbox"/> <i>Degree & Certificate Completion</i></p> <p><input type="checkbox"/> <i>Other: _</i></p>



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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)

The college has established the Integrated Student Success Committee (ISSC), which is a standing committee on the campus Planning and Governance Council. The role of ISSC is to monitor campus-wide services and activities necessary to ensure WHCL students maximize their success. This includes student services, academic support and engagement activities. This will be accomplished by making data driven decisions, incorporating essential planning documents and ensuring alignment with applicable regulations. The goal is to support the mission of the college by ensuring appropriate services and supports are in place to help students achieve their educational goals.

The ISSC also ensures the alignment and Crosswalk of the Integrated Plan of the Student Success and Support Program (SSSP), Student Equity, Achieving the Dream (ATD), Basic Skills Initiative (BSI), and Title V plans, including goals, metrics and outcomes of each plan to ensure that these plans are aligned with the college strategic plan. Additionally the ISSC aligns goals and outcomes to reach all student populations. The results from data outcomes will be the driving force of integration of all best practices. The committee will meet regularly to review outcomes and use current data to drive further production of goals.

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)

N/A

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

The college included areas of professional development to meet faculty and student needs. Achieving the Dream coaches along with college networks have been utilized to identify key areas to build upon and reach the outcomes of current goals. Using Summer Innovate funds for staff, faculty and administrator trainings will continue to ensure student success. Faculty providing instruction for pilot programs must attend the summer innovate pilot training.

Through these trainings, faculty will receive updated information on OER and other resources available to faculty and students. Open Educational Resources (OER) implementation will be built into classes and course Learning Management Systems (LMS).



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7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Attach to goals:

Three out of the five goals identified are tied strategically to the college's Institutional Set Standards. This alignment ensures ongoing assessment of how well the college is achieving the goals as part of continuous improvement.

Progress of goals will continue the evaluation cycle based on a semester or annual basis, depending upon the goal and frequency of data collection/updates (ie semester course success vs. annual degrees awarded). Individual activities will be assessed through existing college mechanisms, including program review and service area outcome assessment. Additionally, several Integrated Plan goals align to goals of college and district strategic plans, where short- and long- term targets have been set through the shared governance process and will be evaluated accordingly.

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)

West Hills College Lemoore is part of a multi-college district, with the sister college, West Hills College Coalinga being 45 miles away. This distance requires the colleges to have strategic conversations to ensure coordinated efforts through a number of shared committees and district office meetings that happen throughout the academic year. These meetings are as follows:

- Leadership Retreat
- Districtwide Professional Development Days
- Chancellor's Cabinet
- District Technology Council
- District educational coordination council
- Joint Counselor meetings



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

See attached budget

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:

See Appendix A

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?

The college requests a visit from the Chancellor’s Office staff to gain a deeper understanding of how the college integrates program outcomes. This would greatly benefit communication and dialogue between our campus and the Chancellor’s office. Continuing to provide economic support would allow the college to meet the goals.



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

Point of Contact:

Name: TBD Title: Vice
President of Student Services _____ Email _____
Address: TBD Phone: TBD

Alternate Point of Contact:

Name: James Preston Title: Dean
of Instruction _____ Email _____
Address: jamespreston@whccd.edu Phone: _____
(559) 925-3146 _____



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Appendix A – Executive Summary

Executive Summary

Our executive summary will begin by outlining the progress that West Hills College Lemoore has made on the equity plan and its outlined activities. A table containing the activities designed to support each indicator follows. The summary ends with an overview of our equity program spending by category.

Progress

Access

The college has done significant work toward creating clearer pathways for our students. For example we have developed a number of certifications in our Computer Information Systems department and implemented an academy model of short term, evening and weekend classes to attract a working nontraditional population. Our equity coordinator has implemented a series of events entitled Dare to Be that are training our students to dare to be bold, excellent leaders. Additionally, we have implemented a series of events called Diversity Conversations with faculty that have covered topics such as growth mindset and stereotype threat. Our equity office has also expanded our existing Student Leadership Academy which is training a diverse group of more than 40 students in bi-monthly meetings on a variety of leadership topics. This group has a required service component and is growing in strength each month. This impact on our campus is remarkable and positive. We have also recently opened our Workforce Internship Network (WIN) center which focuses on preparing our students for the workplace that best suits their skills and abilities by connecting with employers in our local area to provide them with students that are prepared as well as possible to enter the workforce.

Course Completion

West Hills College Lemoore has changed our early alert process to make our college more quickly responsive to students who are struggling. We have implemented Maxient software to house our student conduct, grievance and behavioral data. This enables us to respond more systematically and consistently to issues that arise with our struggling students which often include our disproportionately impacted groups.

Additionally, we have implemented supplemental instruction for many of our gateway courses. These Supplemental Instructors (SI) are students that are trained by our faculty to support and extend the teaching and learning. These supplemental instructors reteach key concepts in one of our two Academic Centers for Excellence (ACE) labs.

ESL and Basic Skills Completion

Basic Skills Math

In 2014 the college entered a season of extensive qualitative data gathering through focus groups to determine the most effective means of impacting success rates in our gateway English and Mathematics courses. For our basic skills



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math courses, we learned that our students struggle with specific math skills, finding funds to pay for class resources and time management. In response, we developed an event called Math, Money and Minutes (M³). This two-day event provides specific training in math skills and time management and provides each participant with a copy of Pearson's MyMathLab that is the textbook for the gateway course. Our success results for the groups going through this intervention are remarkable. For example, success rates for M³ participants are consistently higher than those for students who did not complete the program.

Each basic skills math course now has a Supplemental Instructor embedded with the class to support teaching and learning. These SIs develop partnerships with the instructors in the classes they serve to the great benefit of the students we hope to serve.

West Hills College Lemoore is striving through our student success teams to target students that have not participated in the educational planning process by reaching out to students through our discipline specific team structure to identify and bring in students that have not planned appropriately for their educational journey. For example, our Arts and Letters success team targets and invites at appropriate times A+L students in need of planning/support, to events that will help them to work through this process.

We have implemented an orientation component to our on demand student services offerings, which has seen very great response. The college is also currently working toward creating best practices in online counseling and advising to address the needs of our students that do their schooling on non-traditional schedules.

Basic Skills English

We determined to redesign our gateway English courses to a corequisite model in which students take both the course 1 level below transfer and the transfer level course at the same time. Our success data reveals significant overall gains in completion. Students who take one of our corequisite sections passed transfer level English at a rate of 65.3%. Using the average pass rates for one level below transfer and transfer level traditional courses, our students would have passed over two semesters (twice as long) at a rate of 42%. Our redesign is effective for student success. Fall of 2017 the college doubled the number of sections of corequisite English classes.

ESL

We have also redesigned our ESL courses to make them not-for-credit courses, begun to offer them on some of our outlying communities and have seen an uptick in registrations. For example, total spring 2017 enrollments for ESL were 121 in 6 sections. In Fall 2017, we enrolled 145 in 6 sections. We have also begun placement testing on all ESL students before registration to confirm proper placement and advertise these courses and placement test on Eventbrite to streamline enrollment.

We have also worked to enhance our cultural awareness in our college by hosting community conversations for students called Dare to Be. We ask students to dare to be bold, excellent, aware and appreciative of others, etc. These events have been well attended, averaging around 100 students participating. We also hold what we call Diversity Conversations for faculty and staff. These events focus on principles such as growth mindset and stereotype threat. These discussions have served to turn the equity conversation to our faculty and bring it to uphold on teaching and learning. We have also implemented a variety cultural awareness events and have celebrated Dia de Los Muertos, Filipino American awareness month, our annual Gospel and Gumbo event and many others.



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

Transfer

The college has hired a new transfer counselor who is implementing a variety of activities to enhance our transfer success. We have implemented a Transfer Fair, which involved a dozen or more transfer institutions, student success teams and student clubs. We also created Transfer Tuesdays, during which transfer institutions are available on campus for students to make appointments and meet. Transfer data shows some very strong increases. Our transfers to our CSU partners rose from 136 in 2014 to 221 in 2017.



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

Program Activities by Success Indicator

Population	Access	Course Completion	ESL/Basic Skills Completion	Degree and Certificate Completion	Transfer
Hispanic or Latino	To increase campus and community awareness of student support services and educational programs available			To improve degree and certificate completion of the target populations	
Activities	<p>Data monitoring</p> <p>Student Mentoring program</p> <p>Prior to Reg365, students will complete or revise Ed plan if needed</p> <p>Facilitate adult, student friendly course scheduling</p> <p>Institute On-Demand student services</p> <p>Provide laptops or tablets for overnight checkout</p> <p>Increase public transportation options for students in outlying areas</p>		<p>Implement ESL placement testing to ensure appropriate ESL placement.</p> <p>Develop and/or identify resources for target populations' student success.</p> <p>Hire supplemental instructors who are sensitive to the needs of the target population in all basic skills classes.</p>	<p>Ensure that targeted students are fulfilling the mandated components of SSSP, provided mentoring opportunities, workshops, and internships.</p> <p>Increase cultural activities on campus year round.</p> <p>Provide professional development for staff to increase multi-cultural awareness and increase cultural relevancy in instruction.</p> <p>Develop scholarships to promote certificate/degree completion.</p>	



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

Population	Access	Course Completion	ESL/Basic Skills Completion	Degree and Certificate Completion	Transfer
African American		To improve course completion for target populations	To direct strategies that increase completion rates for the target populations		
Activities		<p>Evaluate the current early alert system and identify other potential mechanisms faculty can use for early identification of at-risk students.</p> <p>Develop and implement a series of extended survival seminars which will address specific topics related to college success that can be offered online</p> <p>Market and promote evening and online classes to working non-traditional students, specifically the target populations.</p> <p>Monitor and target African American and current or former foster youth students to meet with an academic counselor to complete Student Educational Plan prior to Reg365.</p> <p>Increase the number of African American and current or former foster youth students in IS-1 College Success.</p>	<p>Develop and/or identify resources for target populations' student success.</p> <p>Hire supplemental instructors who are sensitive to the needs of the target population in all basic skills classes.</p> <p>Achieving the Dream Core Team work collaboratively with English and math faculty to redesign courses and implement interventions strategies that target student population</p> <p>Standardize multiple measures practices and reporting to place students into math and English course</p> <p>Identify a diagnostic assessment for skill deficits in math and English.</p>		



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

Population White	Access	Course Completion	ESL/Basic Skills Completion <small>To direct strategies that increase completion rates for the target populations</small>	Degree and Certificate Completion	Transfer
Activities			<p>Develop and/or identify resources for target populations' student success. Hire supplemental instructors who are sensitive to the needs of the target population in all basic skills classes.</p> <p>Achieving the Dream Core Team work collaboratively with English and math faculty to redesign courses and implement interventions strategies that target student population</p> <p>Standardize multiple measures practices and reporting to place students into math and English course</p> <p>Identify a diagnostic assessment for skill deficits in math and English.</p>		



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Population Filipino	Access	Course Completion	ESL/Basic Skills Completion	Degree and Certificate Completion <small>To improve degree and certificate completion of the target populations</small>	Transfer <small>To improve transfer rate of the target populations</small>
Activities			<p>Implement ESL placement testing to ensure appropriate ESL placement.</p> <p>Develop and/or identify resources for target populations' student success.</p> <p>Hire supplemental instructors who are sensitive to the needs of the target population in all basic skills classes.</p>	<p>Ensure that targeted students are fulfilling the mandated components of SSSP, provided mentoring opportunities, workshops, and internships.</p> <p>Increase cultural activities on campus yearround.</p> <p>Provide professional development for staff to increase multi-cultural awareness and increase cultural relevancy in instruction.</p> <p>Develop scholarships to promote certificate/degree completion.</p>	<p>Comprehensive transfer webpage, portal site, and SARS Scheduler to promote access in On-Demand Student Services.</p> <p>Develop/identify an early identification and support program for reentry students</p> <p>Develop a transfer-mentoring program for transfer ready target populations.</p> <p>Campus tours to 4-year colleges for the target populations.</p>



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

Population	Access	Course Completion	ESL/Basic Skills Completion	Degree and Certificate Completion	Transfer
More than one race				To improve degree and certificate completion of the target populations	
Activities				<p>Ensure that targeted students are fulfilling the mandated components of SSSP, provided mentoring opportunities, workshops, and internships.</p> <p>Increase cultural activities on campus yearround.</p> <p>Provide professional development for staff to increase multi-cultural awareness and increase cultural relevancy in instruction.</p> <p>Develop scholarships to promote certificate/degree completion.</p>	



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Population Current or Former Foster Youth	Access	Course Completion To improve course completion for target populations	ESL/Basic Skills Completion	Degree and Certificate Completion	Transfer
Activities		<p>Evaluate the current early alert system and identify other potential mechanisms faculty can use for early identification of at-risk students.</p> <p>Develop and implement a series of extended survival seminars which will address specific topics related to college success that can be offered online</p> <p>Monitor and target African American and current or former foster youth students to meet with an academic counselor to complete Student Educational Plan prior to Reg365</p> <p>Increase the number of enrollment of African American and current or former foster youth students in IS-1 College Success.</p>			



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

Population	Access	Course Completion	ESL/Basic Skills Completion	Degree and Certificate Completion	Transfer
Males	To increase campus and community awareness of student support services and educational programs available		To direct strategies that increase completion rates for the target populations		
Activities	<p>Data monitoring</p> <p>Student Mentoring program</p> <p>Prior to Reg365, students will complete or revise Ed plan if needed</p> <p>Facilitate adult, student friendly course scheduling</p> <p>Institute On-Demand student services</p> <p>Provide laptops or tablets for overnight checkout</p> <p>Increase public transportation options for students in outlying areas</p>		<p>Develop and/or identify resources for target populations' student success. Hire supplemental instructors who are sensitive to the needs of the target population in all basic skills classes.</p> <p>Achieving the Dream Core Team work collaboratively with English and math faculty to redesign courses and implement interventions strategies that target student population</p> <p>Standardize multiple measures practices and reporting to place students into math and English course</p> <p>Identify a diagnostic assessment for skill deficits in math and English.</p>		



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

Population	Access	Course Completion	ESL/Basic Skills Completion	Degree and Certificate Completion	Transfer
Individuals with Disabilities			To direct strategies that increase completion rates for the target populations	To improve degree and certificate completion of the target populations	
Activities			<p>Develop and/or identify resources for target populations' student success. Hire supplemental instructors who are sensitive to the needs of the target population in all basic skills classes.</p> <p>Achieving the Dream Core Team work collaboratively with English and math faculty to redesign courses and implement interventions strategies that target student population</p> <p>Standardize multiple measures practices and reporting to place students into math and English course</p> <p>Identify a diagnostic assessment for skill deficits in math and English.</p> <p>Outreach and monitor prospective students with disabilities who take the placement test with accommodations</p>	<p>Ensure that targeted students are fulfilling the mandated components of SSSP, provided mentoring opportunities, workshops, and internships.</p> <p>Increase cultural activities on campus yearround.</p> <p>Provide professional development for staff to increase multi-cultural awareness and increase cultural relevancy in instruction.</p> <p>Develop scholarships to promote certificate/degree completion.</p>	



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

Population Ages 19 and Under	Access	Course Completion	ESL/Basic Skills Completion	Degree and Certificate Completion	Transfer
Activities			<p>To direct strategies that increase completion rates for the target populations</p> <p>Develop and/or identify resources for target populations' student success. Hire supplemental instructors who are sensitive to the needs of the target population in all basic skills classes.</p> <p>Achieving the Dream Core Team work collaboratively with English and math faculty to redesign courses and implement interventions strategies that target student population</p> <p>Standardize multiple measures practices and reporting to place students into math and English course</p> <p>Identify a diagnostic assessment for skill deficits in math and English.</p>		



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

Population Ages 20-24	Access	Course Completion	ESL/Basic Skills Completion	Degree and Certificate Completion	Transfer
Activities			<p>To direct strategies that increase completion rates for the target populations</p> <p>Develop and/or identify resources for target populations' student success. Hire supplemental instructors who are sensitive to the needs of the target population in all basic skills classes.</p> <p>Achieving the Dream Core Team work collaboratively with English and math faculty to redesign courses and implement interventions strategies that target student population</p> <p>Standardize multiple measures practices and reporting to place students into math and English course</p> <p>Identify a diagnostic assessment for skill deficits in math and English.</p>		<p>To improve degree and certificate completion of the target populations</p> <p>Comprehensive transfer webpage, portal site, and SARS Scheduler to promote access in On-Demand Student Services.</p> <p>Develop/identify an early identification and support program for reentry students</p> <p>Develop a transfer-mentoring program for transfer ready target populations.</p> <p>Campus tours to 4-year colleges for the target populations.</p>



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Population	Access	Course Completion	ESL/Basic Skills Completion	Degree and Certificate Completion	Transfer
Ages 35-44	To increase campus and community awareness of student support services and educational programs available		To direct strategies that increase completion rates for the target populations		To improve degree and certificate completion of the target populations
Activities	<p>Data monitoring</p> <p>Student Mentoring program</p> <p>Prior to Reg365, students will complete or revise Ed plan if needed</p> <p>Facilitate adult, student friendly course scheduling</p> <p>Institute On-Demand student services</p> <p>Provide laptops or tablets for overnight checkout</p> <p>Increase public transportation options for students in outlying areas</p>		<p>Develop and/or identify resources for target populations' student success. Hire supplemental instructors who are sensitive to the needs of the target population in all basic skills classes.</p> <p>Achieving the Dream Core Team work collaboratively with English and math faculty to redesign courses and implement interventions strategies that target student population</p> <p>Standardize multiple measures practices and reporting to place students into math and English course</p> <p>Identify a diagnostic assessment for skill deficits in math and English.</p>		<p>Comprehensive transfer webpage, portal site, and SARS Scheduler to promote access in On-Demand Student Services</p> <p>Develop/identify an early identification and support program for reentry students</p> <p>Develop a transfer-mentoring program for transfer ready target populations.</p> <p>Campus tours to 4-year colleges for the target populations.</p>



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Population	Access	Course Completion	ESL/Basic Skills Completion	Degree and Certificate Completion	Transfer
Ages 45-54	To increase campus and community awareness of student support services and educational programs available		To direct strategies that increase completion rates for the target populations		
Activities	<p>Data monitoring</p> <p>Student Mentoring program</p> <p>Prior to Reg365, students will complete or revise Ed plan if needed</p> <p>Facilitate adult, student friendly course scheduling</p> <p>Institute On-Demand student services</p> <p>Provide laptops or tablets for overnight checkout</p> <p>Increase public transportation options for students in outlying areas</p>		<p>Develop and/or identify resources for target populations' student success. Hire supplemental instructors who are sensitive to the needs of the target population in all basic skills classes.</p> <p>Achieving the Dream Core Team work collaboratively with English and math faculty to redesign courses and implement interventions strategies that target student population</p> <p>Standardize multiple measures practices and reporting to place students into math and English course</p> <p>Identify a diagnostic assessment for skill deficits in math and English.</p>		



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

Population	Access	Course Completion	ESL/Basic Skills Completion	Degree and Certificate Completion	Transfer
55 and Over	To increase campus and community awareness of student support services and educational programs available		To direct strategies that increase completion rates for the target populations		
Activities	<p>Data monitoring</p> <p>Student Mentoring program</p> <p>Prior to Reg365, students will complete or revise Ed plan if needed</p> <p>Facilitate adult, student friendly course scheduling</p> <p>Institute On-Demand student services</p> <p>Provide laptops or tablets for overnight checkout</p> <p>Increase public transportation options for students in outlying areas</p>		<p>Develop and/or identify resources for target populations' student success. Hire supplemental instructors who are sensitive to the needs of the target population in all basic skills classes.</p> <p>Achieving the Dream Core Team work collaboratively with English and math faculty to redesign courses and implement interventions strategies that target student population</p> <p>Standardize multiple measures practices and reporting to place students into math and English course</p> <p>Identify a diagnostic assessment for skill deficits in math and English.</p>		



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

Expenditures

1000's Funds

For the period including fiscal years 2015-2017, the college expended \$294,124.00 in the 1000 fund category. These funds were allocated to salaries for the equity coordinator, a portion of the efforts for each of dean of students, associate dean of categorical programs and dean of educational services.

2000's Funds

For the period including fiscal years 2015-2017, the college expended \$206,138.00 in the 2000 fund category. These funds were allocated to classified staff that support the program through advising, tutor training and support, success mentors and a variety of other academic supports. They also supported the program by funding our supplemental instructors in support of our basic skills English and math courses.

3000's Funds

For the period including fiscal years 2015-2017, the college expended \$209,930.00 in the 3000 fund category. These funds were allocated to benefits for all staff funded wholly or in part by the program and commensurate to their level of effort.

4000's Funds

For the period including fiscal years 2015-2017, the college expended \$27,533.00 in the 4000 fund category. These funds were allocated to cover supplies for events and to purchase branded materials to support college outreach initiatives to improve access.

5000's Funds

For the period including fiscal years 2015-2017, the college expended \$154,963 in the 5000 fund category. These funds were allocated to conference travel for administration, faculty and classified staff. It was also allocated to student travel to events such as leadership training through SSCCC and A2MEND. These funds were used as well for specific training for our military services personnel to sharpen their skills with veteran students to create clearer pathways.



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

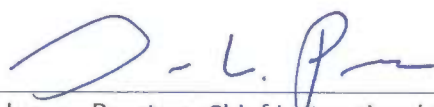
Part III – Approval and Signature Page

College: Lemoore Community College

District: West Hills Community College

Board of Trustees Approval Date: December 12, 2017

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.

 <hr/> Stuart Van Horn, Chancellor	<u>11/29/17</u> Date	<u>stuartvanhorn@whccd.edu</u> Email Address
 <hr/> Kristin Clark, President	<u>11-15-17</u> Date	<u>kristinclark@whccd.edu</u> Email Address
 <hr/> Ken Stoppenbring, Chief Business Officer	<u>11-30-17</u> Date	<u>kenstoppenbring@whccd.edu</u> Email Address
 <hr/> James Preston, Chief Instructional Officer	<u>11-15-17</u> Date	<u>jamespreston@whccd.edu</u> Email Address
 <hr/> Sylvia Dorsey-Robinson, Chief Student Services Officer	<u>11-15-17</u> Date	<u>sylviaorseyrobinson@whccd.edu</u> Email Address
 <hr/> Kurt Sterling, President, Academic Senate	<u>11/15/17</u> Date	<u>kurtsterling@whccd.edu</u> Email Address

Integrated Budget Template: BSI, Student Equity, and SSSP
for fiscal reporting period July 1, 2017 - June 30, 2018

West Hills CCD
West Hills Lemoore College

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual.

Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match
1000	Academic Salaries	\$ 17,500	\$ 77,577	\$ 375,996	\$ 365,630	\$ -	\$ -
2000	Classified and Other Nonacademic Salaries	\$ 47,513	\$ 133,491	\$ 171,888	\$ 211,698	\$ -	\$ -
3000	Employee Benefits	\$ 9,089	\$ 116,367	\$ 210,110	\$ 246,355	\$ -	\$ -
4000	Supplies & Materials	\$ 10,000	\$ 5,255	\$ 15,000	\$ 5,082	\$ -	\$ -
5000	Other Operating Expenses and Services	\$ 5,898	\$ 4,181	\$ 16,612	\$ 13,468	\$ -	\$ -
6000	Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Program Totals	\$ 90,000	\$ 336,871	\$ 789,606	\$ 842,233	\$ -	\$ -
					Match		Match
					BSI, SE, & SSSP Budget Total		\$ 1,216,477

*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.