



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

Part I – Deadlines and Important Information

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

PROGRAM INTEGRATION

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

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

DATA-DRIVEN PLANNING

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



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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: (NOTE: We should add this information to our annual institutional effectiveness report that we do each summer – add a chapter on student equity and success)

- 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.

Goal	Progress
Increase access to our student populations by reducing barriers to registration and enrollment.	<p>SSSP:</p> <p>Researched and developed new Online Orientation; Created First Year Experience Program (137 students), and nearly doubled cohort size in the following year (259 students); Implemented Student Success Coaches Hired Matriculation Specialist (Assessment and VRC); Hired additional full time and part time counselors in the VRC; Increased number of students completing orientation, assessment, and educational planning through outreach, marketing, and follow-up by Matriculation Specialist and Success Coaches Offered Hybrid Counseling M03 (Orientation to Moorpark College: 1 Session at high school, 1 Session at MC) Offered approximately 11 Preview Days to our 11 feeder high schools. The Preview Days enabled HS students to tour campus, visit departments, and complete their abbreviated ed plan Continued participation and development in Common Assessment Instrument (CAI); During 2015-2016, Moorpark College completed the following matriculation functions: Orientations-13,200; Assessment-13,590; Counseling/Advisement Services-42,193; Educational Plans-21,301; Follow-up Services-22,336</p> <p>SE:</p> <p>Established full service Veterans' Resource Center that served approximately 300 student veterans, dependents and servicemembers; Established Foster Youth/Former Foster Youth Center; Created an outreach plan to better inform community organizations and families regarding EAC (ACCESS); Created Dual Enrollment programs with local high school districts; Offered</p>



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	<p>Saturday Counseling appointments to provide working adults an easier option for access to counseling</p> <p>BSI: Implemented Bridges (math and English) to provide access college level courses; Reduced barriers by offering Math and English assessments online. Created an online prerequisite clearance process so students no longer had to come in person</p>
Increase successful course completion and semester-to-semester retention of our students.	<p>SSSP: Created First Year Experience Program; Implemented Student Success Coaches; Hired Matriculation Specialist (Assessment and VRC); Continued contact and follow-up for Probation and Dismissed students; Counseling Workgroup redesigned Probation Workshops to make them accessible online; Created DREAMers Taskforce to identify needs of our students; Increased the number of students that complete their core services for priority registration; Increased the number of comprehensive educational plans</p> <p>SE: Increased tutoring and supplemental instruction (Embedded Tutors); Program Review and Planning; Bridge Sessions (English and math); Created a textbook loaner program for veterans and foster youth; The interventions for the DI populations yielded the following course completion rates: African Americans-65%, Hispanic-71%, Low income-76%, Foster Youth-66%, Veterans-79% and Students with disabilities-76%</p> <p>BSI: Embedded Counseling and Tutorial Support in below college level in math, English and ESL courses; Tracked basic skills needs through the Teaching and Learning Center; Assigned a counselor to attend Basic Skills classrooms and provided follow up with a Counseling Campaign</p>
Cultivate and articulate the resource allocation process to improve clarity and inclusiveness	<p>SSSP: Purchased financial aid software to inform students about Satisfactory Academic Progress (SAP). There were 2,906 SAP Counseling Sessions completed with a 20% improvement rate; Established a Veteran's Resource Center, and Established a Student Success Center; On Course Professional Development (Summer & Fall 2015) and Reading Apprenticeship Training</p>



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	<p>(Summer & Spring 2016)</p> <p>SE: Collaborated in creating Veterans' Resource Center, First Year Experience, and Student Success Center; Developed Student Support through Student Success Specialists;</p> <p>BSI: Embedded Counselors and Tutorial Support in math and English classes; **Faculty Inquiry Group on teaching and learning (Professional Development)</p> <p>SSSP,SE,BSI: Cross-membership of faculty and staff in all 3 committees; Project ALAS: increased pipeline of disproportionate students transferring to CSU; Creation of a faculty professional development group that examines pedagogy strategies and best practices as it relates to basic skills, such as study skills</p>
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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)

The college attributes our overall success to several factors:

- The college's culture of integrated planning, in addition to student services and academic affairs, that seamlessly led to connecting resources from all three areas to meet the goals of each.
- Our Student Success & Equity and Basic Skills committee structure and shared governance
- A united student services team that worked together on our outreach, onboarding and 3SP completion for all students. But, especially targeting underrepresented groups, including Veterans, DREAMers, and Foster Youth

- 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



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<i>Example:</i> <i>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>
Increase student retention and success through the integration of student services and instruction based activities	Created our Guided Path to Success (FYE) and the Student Success Center to assist students with the completion of their orientation, assessment and abbreviated educational plan; Embedded counselors into Division Office areas	Assisted with the creation of Guided Path to Success and Student Success Center. Implemented targeted recruitment for underrepresented students via the Student Success Coaches	Bridges (Before semester, just in time)-English and Math Basic Skills counselors in courses and tutorial sessions; Provide 13 course embedded tutors in Basic Skills courses (targeted courses)

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

A strategy that has resulted in higher rates of student completion and narrowing the achievement gap is the efforts the college has invested in the completion of the 3SP process for student. Data shows that students who complete SSSP services are more successful than those who do not. The activities listed below have increased completion of mandatory SSSP services and helped close achievement gaps:



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- Orientation Process:
 - Increased community events presence and enhanced high school visibility
 - Offered Senior Assemblies at our local feeder schools
 - Conducted Moorpark College Application labs on high school campuses
 - Implemented Senior Saturdays at Moorpark College to increase the completion of the Online Orientation and Abbreviated Educational Plan
 - Hosted 11 Moorpark College Preview Days
- Assessment:
 - Hired an Assessment Coordinator to lead a comprehensive assessment efforts
 - Increased assessment opportunities for students at remote locations
 - Offered assessment labs for students to complete our informed self placements
- Educational Plans:
 - Hired 5 full-time counselors and increased adjunct counseling support
 - Increased and adjusted counseling hours to meet the needs of student
 - Increased online counseling capacity to meet the needs of our students
 - Implemented telephone and email counseling
 - Offered counseling courses on high school campuses
- Follow-up:
 - Hired Student Success Coaches and 2 full time Counseling Assistants to support students with the matriculation process
 - Implemented a comprehensive educational plan campaign via email and phone call to students that had not completed the process
 - Redesigned the academic probation process-Early Alert to regain and retain good academic standing



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FUTURE PLANS

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

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

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

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

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Improving success rates in degree attainment, certificate	<i>*Provide extended orientation and assessment</i>	<i>*Provide extended orientation and assessment prep courses</i>	<i>*Pilot prep courses through the first year programs or specific bridge programs</i>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree &



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attainment, and transfer	<i>prep courses/ workshops</i>	<i>/workshops Redesign the dev. Ed. sequence</i>	<i>Redesign the dev. Ed. sequence</i>	<i>Certificate Completion</i> <input type="checkbox"/> <i>Other:</i> _____ _____
Identify and support at-risk students (academic or progress probation)	<p>SSSP:</p> <p>Conduct email campaigns to Probation/Dismissed Students using GradesFirst encouraging them to see a counselor and seek support services.</p> <p>Mandatory workshops for students on Probation/Dismissal</p> <p>Beginning Spring 2018 mandatory Coun M23: Pass Academy (.5 unit course) for Dismissed Students</p> <p>Begin “Probation prevention” program aimed at keeping students nearing probation status from “falling over the edge”. Target students who, after one or two semesters, are close to losing good academic standing. This group is defined as those students with 12-30 units who have a GPA greater than 2.0 but less than 2.25 with our DI groups</p> <p>Develop additional workshops and courses based on feedback from students</p> <p>Evaluate student success/retention/persistence data for students who complete probation/dismissal support services</p> <p>Connect students with physical/mental health services</p> <p>Safe Zone Trainings/stress management workshops/mindfulness/Suicide Prevention/Training</p> <p>Athletics provides team orientations and one on one counseling sessions with all student athletes</p> <p>Actively advertise/promote courses with embedded tutors to identified at-risk student groups (to proactively address student progress)</p> <p>SE:</p>			<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____



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	<p>Connect students with a Student Success Coach to provide for follow-up.</p> <p>The Tutoring Learning Center provides tutors for the Veteran Center and ACCESS, as well as provides academic support to the to the athletic department.</p> <p>Connect students with physical/mental health services with veterans and foster youth</p> <p>Safe Zone Trainings/stress management workshops/mindfulness/Suicide Prevention Training</p> <p>All student athletes are required to meet with our athletic counselors to provide follow up and an educational plan</p> <p>Establish a Men of Color comprehensive program that is aligned with the Center for Organizational Responsibility and Advancement (CORA) trained faculty who are assigned men of color students who are at at-risk or nearing probation</p> <p>BSI: Embed College Learning Skills to Probation Workshop, email students Study Skills of the Week</p> <p>Assigned counselor to BSI cohorts enable more direct contact to students on probation/dismissal</p> <p>Embed tutors in the BSI courses provide students access to academic support as probation prevention. The TLC also provides workshops for ESL students as well as student success study skills workshops.</p>	
Narrow the achievement gap of disproportionately impacted student populations, particularly	<p>SSSP: Provide extended orientation and student support services/workshops for DI-specific student populations.</p> <p>Student Athletes participate in workshops, orientations and one on one counseling which has improved the completion and success rates of DI students.</p>	<p>✓ Access</p> <p>✓ Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p>✓ Degree & Certificate Completion</p>



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<p>(Latinos, African Americans, Veterans, and Foster Youth) that start college underprepared.</p>	<p>Support student parents with access to high quality, on-campus child care at an affordable cost</p> <p>Add link to campus child care services and student parenting resources to student registration site/process</p> <p>SE: Connect first year students in the GPS program with a Student Success Coach to provide follow up services</p> <p>Connect foster youth students with the EOPS program</p> <p>Student Athletes are required to spend two hours per week in the tutoring center</p> <p>BSI: Targeted campaign for Bridge programs and other academic support services on campus.</p> <p>Provide academic tutoring in basic skills course for veterans</p>	<p><input type="checkbox"/> <i>Other:</i> _____</p>
<p>Professional Development aimed at decreasing the equity gap</p>	<p>SSSP: Send team of counselors and student success coaches to student success & equity workshops and conferences that explore best practices for providing support services that reach student populations who do not typically take advantage of support services</p> <p>Conference attendees will provide feedback to faculty and staff to various standing committees to consider institutionalizing best practices</p> <p>SE: Provide continued professional development activities and workshops for faculty and staff in the areas of best practices for providing (and evaluating) equitable learning environments that promote student support, student success, and student completion that target DI student populations</p> <p>Ongoing series of equity workshops to address access, completion and transfer among our DI student groups</p> <p>Pilot a faculty-driven equity team to examine disaggregated data success rates of DI student</p>	<p> <input checked="" type="checkbox"/> <i>Access</i> <input checked="" type="checkbox"/> <i>Retention</i> <input type="checkbox"/> <i>Transfer</i> <input type="checkbox"/> <i>ESL/Basic Skills Completion</i> <input checked="" type="checkbox"/> <i>Degree & Certificate Completion</i> <input type="checkbox"/> <i>Other:</i> _____ </p>



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	<p>populations who take college level and basic skills courses.</p> <p>Part of our program plan process, each academic will address equity gaps their courses</p> <p>BSI: Send team of faculty and staff to student success & equity workshops and conferences that explore best practices in providing academic support services that reach student populations who do not typically take advantage of support services (such as tutoring, and bridge programs). Also, continue to participate in conversations on the Common Assessment Initiative and Multiple-Measures Placement practices.</p>	
Provide clear pathways for students to complete the requirements for transfer, degree attainment, and certificate of achievement completion.	<p>SSSP: Visit colleges where Guided Pathways are already implemented; discuss best practices in developing and implementing meta-major pathways to improve program retention and degree/certificate/transfer completion for all student populations.</p> <p>CCCCAA requirements include the passing of 24 units between season</p> <p>SE: Explore Guided Pathways for DI student populations who are demonstrating lower completion rates as compared to other student populations.</p> <p>BSI: Visit colleges where Guided Pathways are already implemented; discuss best practices in developing and implementing meta-major pathways to improve program retention and degree/certificate/transfer completion for all student populations, but particularly for those students who come to college unprepared.</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>
Provide work-based learning opportunities to enhance student success and employability.	<p>SSSP: Provide access to internships, job shadowing, career exploration, and portfolio development.</p> <p>Kinesiology/Exercise Science provides career technical education opportunities and internships at Moorpark College in the local community</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate</p>



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	<p>Participate in the California Early Childhood Mentor Project to build community early childhood education placement sites (for more information see RP Group Practitioner Primer)</p> <p>SE: MC Math faculty will participate in a faculty-development program in collaboration with CSU faculty to examine and reconstruct math courses (particularly higher level calculus) serving all STEM fields to focus on faculty cultural competence and use of inclusive pedagogy (especially active learning).</p> <p>BSI: Provide Bridge programs for students to prepare for their Math and English courses as required in career programs.</p> <p>Contextualize math instruction in targeted courses to reflect CTE area connections (e.g., Math 10)</p>	<p><i>Completion</i> <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 campus will continue its integrated planning and shared governance processes to implement the goals outlined at our Strategic Planning Retreat and that are expanded upon in our Integrated Plan. The Student Success and Equity (SS&E) committee, comprised of members from instruction and student services will continue the oversight of the plan and activities. The cross-membership of participants allows for the continued discussion and integration of all aspects of the plans. The Integrated Plan will go through the campus' shared governance procedure and be presented to the Academic Senate and its subcommittees (Education Committee on Accreditation and Planning, and Facilities and Technology Committee on Accreditation and Planning), as well as our Associated Student Government, Student Services Council, Deans' Council, and Classified Senate prior to being presented to the Ventura County Community College District (VCCCD) Consultation Committee and Board of Trustees for approval. Once approved, the SS&E committee will oversee the implementation of the plan and delegate any activities to the appropriate campus committee or workgroup for the upcoming cycle. Any revisions to the activities and/or budget will be conducted by the



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committee and go through the shared governance process at key milestones (6 months, one year, and 18 months).

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)

Moorpark College recently developed 6 non credit courses in Technical Theater and 4 certificates as well as 4 courses in noncredit ESL. These courses have been through (or are going through) the local curriculum approval process and are awaiting chaptering from the Chancellor's Office. The Technical Theater courses support 5 non credit Certificates of Achievement in Technical Theater that were developed to provide students short term career education and a pathway to high skilled, high wage careers in the entertainment industry. These courses provide technical and employability skills students need to meet their goals for post secondary transfer and employment. The ESL courses will provide opportunities for English language acquisition and literacy in a context that prepares students for transfer to credit bearing ESL and/or short term career education in non credit or credit.

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

We use professional development activities to promote a "Students First" culture of academic success and equity with the goal of enhancing the effectiveness of our programs, faculty, and student support staff. The campus focus for the next two years will ensure that our equity efforts are implemented in classrooms and student services. Additionally, continuing the conversation by also integrating guided pathways in our equity efforts. Best practices are shared among colleagues in addition to bringing in guest speakers. This ultimately benefits our students and increases success.

Planned Activities:

- a. Strengthening Student Success Conference
- b. ASCCC Academic Academy
- c. Guided Pathways Campus Visits
- d. University Conferences
- e. Flex Week Activities focused on equity and guided pathways
- f. Managing Disruptive Behavior Workshops
- g. Classified and student support staff development



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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)

We will evaluate progress towards meeting College goals annually using the indicators documented in the local Institutional Effectiveness Report and IEPI's Institutional Effectiveness Partnership Report both posted to the college website. Program faculty and staff will have access to online, interactive data dashboards that are updated each semester as they review goal attainment. Conversations discussing progress on our goals will take place in the governance committees, including Student Success and Equity Committee (which has faculty and staff representation from all three grant areas, and has student representation from Student Government) and Academic Senate. Decisions for improving any of our processes or activities will be defined in these governance committees and then submitted to the president's Consultation Council for review and approval.

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)

We accomplish the district wide coordination through several district-wide committees

- Student Success Taskforce (Representation from each college and district office: Counseling Department Chair, Registrars, Deans over Student Services, Chief SSOs, District IT, Financial Aid Officers)
- District Technical Review Workgroup-Student Services
- District Student Services Tech Group:
- District CSSO Collaboration
- We also purchased a district wide license for Tableau, allowing for the development of online, interactive dashboard reporting

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.

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



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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:

Students First!

Moorpark College has a rich legacy of student-centered education. The college mission reads:

With a "Students First" philosophy, Moorpark College is dedicated to creating and serving a diverse community of global learners with innovative integration of instruction and student services. Through collaboration with local business and educational partners, Moorpark College is committed to student success and completion for basic skills, transfer and career technical education.

The phrase "Students First!" drives the college's core values and is foundational to the college's everyday conversations.

Evidence of our dedication to our "students first" philosophy can be seen in our college's Student Learning Model, blending instructional and student services programs under the leadership of two Vice Presidents: Academic Affairs and Student Support. Our Student Learning Model is based on the belief that students are served effectively when the institution views students holistically. Looking at students from a holistic perspective shifts the institutional focus from "What are we teaching?" to "What are students learning?"

Further, the Moorpark College Student Success and Equity Committee consists of faculty, staff and managers representing instructional programs (including basic skills, transfer and career-technical education), student service programs and business service programs. This committee makes recommendations on college-wide planning related to student success and equity activities.

Goals/Outcomes

Moorpark College's overarching goal is to increase the rates of success in each area by 5 percent (closing the gap) for each underserved population by 2020. Below is a list of each individual goals to be reached by 2020:

- Increase access by 5 percent for students who identify as foster youth, veterans or low-



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income.

- Increase course completion by 5 percent for students who are Black/African-American, Hispanic or Pacific Islander, and for students who identify as foster youth or veterans.
- Increase basic skills pathway completion by 5 percent for students who are Hispanic (ESL pathway), Females (ESL pathway), American Indian/Alaskan NAtive (Math pathway), Black/African-American (Math pathway), or Hispanic (Math pathway)
- Increase degree and certificate completion by 5 percent for students who are Hispanic
- Increase transfer rates by 5 percent for students who are Hispanic, and for students who identify as foster youth or veterans.

Budget

The student equity funding for 2014-2015, 2015-2016 and 2016-2017 was expended to provide interventions that were aligned with our equity goals. In 2014-2015, Moorpark College received \$376,822 that was used to hire counselors to perform educational plans and follow up services, support staff to analyze data and provide basic skills tutorial sessions and partially paid for a dean to oversee the equity plan. Additionally, the college created a book loaner program for foster youth and veterans to decrease financial barriers. For the first time in the state, student equity funding was issued out to all the California Community Colleges, therefore there was a need to provide professional development to faculty, staff, students and administrators to learn about supporting and increasing success among our disproportionately impacted (DI) students. In 2015-2016, like most colleges in California had their student equity budget doubled to \$807,949. With the increase, the college hired additional counselors, tutors, student workers, professional experts and other support staff. Additional resources were allocated to send faculty and staff to conferences, seminars and hosting student equity workshops. Book vouchers and student success kits were purchased for veterans, foster youth and low income students. The creation of our first year experience program-Guided Pathway to Success was partially funded through equity that targeted first year college students. For 2016-2017, the college received approximately \$877,000. This allocation is to sustain the previous two years and examine alternative best practices to increase access, success, completion and transfer rates among our DI student populations.

Activities

The activities defined in our equity plan are the development of a first-year experience program, a learning-community that combines summer bridge courses, general education coursework, counseling and career exploration, peer mentoring, supplemental instruction, and skills development and/or assignments. The first year experience activity in our equity plan is designed to specifically reach student populations demonstrating lower success rates at the course level as well as the degree, certificate and/or transfer levels, which are currently our Hispanic, Black/African-American and foster youth students.



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Further, the college opened a Veterans Resource Center (VRC) to provide additional support of veteran students. The college provided classified staff and faculty to assist with admission and GI Bill certification, created educational plans and student support services such as tutors in basic skills, student mentors, textbook lending library, and outreach events and activities to provide access to potential student veterans from our surrounding service area to increase the success and retention of our student veterans.

Moorpark College allocated additional support to support our former foster youth by hiring support staff to assist with the foster youth transition into college, tutors to aid with basic skill courses, counseling to develop educational plans and student success workshops that aim to increase completion rates, established a textbook lending library and provided student success kits that included school supplies to relieve some financial barriers.

Other activities defined in this plan include:

- Activities around increasing student engagement and community-building
- Activities that include opportunities for professional development for faculty and staff
- Activities that increase institutional research and analysis and presentation of student success data
- Activities that increase awareness of our service programs available to underserved populations
- Activities that support students in creating and achieving their educational goals

Resources

The college has prepared a budget that is integrated and comprehensive, clearing funding activities that will reach the student populations demonstrating the highest need for assistance in reaching their educational goals. The Student Success and Equity Committee recommended the resource allocation based on the activities defined in our plan, and will monitor the implementation and success of the activities being funded.

For further information, please contact the following individuals:

Dr. Amanuel Gebru, VP of Student Support

agebru@vcccd.edu

Dr. Julius Sokenu, VP of Academic Affairs

jsokenu@vcccd.edu



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

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?

Continued workshops that clearly identify and describe the Chancellor's Office expectations from the colleges and their respective plans. Additionally, providing colleges enough time to both complete these plans and have enough time to vet them across campus for valuable input from faculty and staff. Additionally, Moorpark College would request support from the Chancellor's Office to study the overall cost benefits of focusing on student completion. Research on Guided Pathways funding model based on student completion rather than student enrollment.

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 Dr. Amanuel Gebru
Title Vice President of Student Support
Email Address agebru@vcccd.edu
Phone 805-553-4132

Alternate Point of Contact:

Name Howard Davis
Title Dean of Student Learning
Email Address hdavis@vcccd.edu
Phone 805-553-4133

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



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

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.

Chancellor/President	Date	Email Address
Chief Business Officer	Date	Email Address
Chief Instructional Officer	Date	Email Address
Chief Student Services Officer	Date	Email Address
President, Academic Senate	Date	Email Address