



Report on the 2017-2019 Integrated Plans



*City College • Mesa College
Miramar College • Continuing Education*



Changing the Lives of our Students

January 25, 2018





- In 2015-2016 the State Chancellor's Office began a statewide effort to integrate planning and reporting for key student support programs
- First integration includes:
 - The Basic Skills Initiative
 - Student Equity
 - Student Success and Support Program
- Key integration points:
 - Goal is to improve student success and close the achievement gap; and
 - Significant overlap in services and students served

EXPECTATIONS FOR PROGRAM PLAN INTEGRATION



SAN DIEGO
COMMUNITY COLLEGE
DISTRICT

- Promote integrated planning at college and district levels
- Plans are developed in consultation with students, staff administrators, and faculty
- Plans are data-informed
- Programs retain separate requirements in accordance with Title 5 and the Education Code
- Plans must be adopted by the Board of Trustees
 - Each institution must prepare a separate integrated plan

EXAMPLE OF INTEGRATION



SAN DIEGO
COMMUNITY COLLEGE
DISTRICT

Integrated Activities

	Integrated Activities		
Success Goals	Basic Skills	Student Equity	Student Success and Support Programs
Increase persistence and completion	Redesign basic skills course sequence	Mitigate disproportion impact for target groups	Expand orientation and assessment to all students

DISTRICTWIDE OVERARCHING STUDENT SUCCESS GOALS



SAN DIEGO
COMMUNITY COLLEGE
DISTRICT

- 1) **Increase** degree and certificate completion
- 2) **Increase** transfer to four-year institutions
- 3) **Increase** success rates in basic skills courses
- 4) **Increase** the number of students who achieve major academic milestones including:
 - Completion of 30 units
 - Completion of college level English and mathematics courses
- 5) **Align** course scheduling to student education plans
- 6) **Move** toward more prescriptive course-taking requirements and program plans



- **Increase degree and certificate completion**
 - Degree completion has increased by 51%
 - The number of Associate Degrees for Transfer awarded has more than doubled
 - The number of credit certificates has increased 21%
 - The number of noncredit certificates awarded has increased 77%
- **Increase transfer to four-year institutions**
 - The number of students transferring to four-year institutions has increased 16%
 - 19% increase amongst African-American students
 - 41% increase amongst Latino students



3-YEAR OUTCOMES

- **Increase success rates in basic skills courses**
 - There has been a notable shift to acceleration
 - The number of students placing into transfer-level reading has increased 28%
 - The number of students placing into transfer-level writing has increased 49%
 - The number of students placing into transfer-level math has increased 50%
- **Increase the number of students who achieve major academic milestones**
 - The number of students completing 30 units has increased 13%
 - The average/GPA has increased from 2.68 to 2.73



- **Align course scheduling to student education plans**
 - The District is implementing new scheduling software and analytical tools to optimize scheduling
- **Move toward more prescriptive course-taking requirements and program plans**
 - Implementation of a Guided Pathways Framework is underway to provide students with clear program maps to completion, transfer, and employment



2017-2019 INTEGRATED GOALS

City College
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- Increase outreach efforts and support enrollment by providing an inclusive and engaging environment
- Increase student persistence and retention from basic skills through transfer-level through an integrated instruction and student services approach focusing on accessible instruction and exemplary support services
- Improve successful course completion rate for first-year students in order to support attainment of at least 30 college level units
- Improve college-wide degree, certificate, and transfer completion rates
- Reduce the completion gap in degree, certificate, and transfer rates for disproportionately impacted groups



- Support a strong start for students by expanding core services of assessment, orientation, and education planning services
- Provide proactive intervention services to students
- Strengthen persistence
- Support course completion of a transfer level English or mathematics courses within a sequence of three or fewer courses
- Support education goal completion



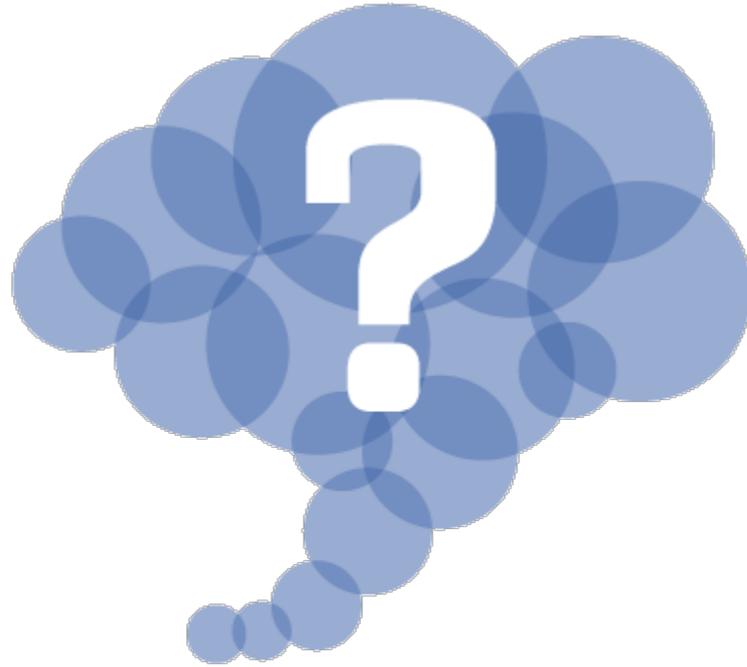
- Sustain and expand quality Student Success and Support Program core services to increase student access and success with a special focus on incoming first-time students
- Improve successful course completion, and ESOL and basic skills completion for all students
- Improve support and achievement of students at-risk for academic or progress probation
- Continue to improve degree attainment, certificate attainment, and transfer for all students
- Strengthen collaboration among Student Services, Instruction, and Administrative Services to increase overall student success, completion and equity



- Grow programming through increased access and enhanced instructional and student services
- Cultivate an environment of creativity and increased collaboration both internally and externally
- Increase student success, academic achievement, life-long learning, and workplace development
- Provide employees with resources and training to increase the quality of instruction and student services
- Strengthen institutional effectiveness through integrated planning and resource allocation



- Reengineering assessment and placement in English, ESOL, and mathematics
 - Optimize the probability students complete transfer level, or college level for non-transfer students, English and mathematics within one year
- Implement student self-service education planning
- Implement tools to optimize class scheduling to meet student needs
- Enhance access to online support services (tutoring, counseling)
- Create program pathways that are relevant to careers



QUESTIONS