



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

### Part I – Deadlines and Important Information

- Submission deadline: **January 31, 2018.**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

#### PROGRAM INTEGRATION

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

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 15, 2017. A separate plan must be submitted for each college in the district.

#### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



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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.**

Goal	Progress
<p><b>Student Equity Access Goal:</b> Enhance outreach and develop policies and procedures to support and facilitate access for low income, white, and individuals with disabilities.</p> <p>The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula service area. Identified targets were to decrease the gap for low-income students by 1%, for white students by 1%, and for individuals with disabilities by 2% by 2019.</p>	<p>For the Access indicator, colleges are asked to compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served. One of the challenges with this metric is that the labels that are used to identify different student populations are different from the labels used to identify population groups in the community. For example, in the case of race/ethnicity, the CCCCO MIS unit includes "Filipino" and "Unknown" groups. The source for community population data--the U.S. Census Bureau--includes neither "Filipino" nor "Unknown" but does include "Some other race." Thus, comparing student population data to community data is an "apples to oranges" comparison.</p> <p>The percentage point gap for the white student population has increased between our 2014/2015 cohort and our Fall 2016 cohort. Data sources for an analysis of our service area community demographics based off of gender, foster youth status, disability status, and veterans status were unavailable at the time that our analysis was conducted.</p> <p>Our efforts to increase access to the college included the following activities:</p> <ul style="list-style-type: none"> <li>• Several departments at the college have assigned staff to conduct outreach activities</li> <li>• The addition of a Categorical Services Coordinator at the Monterey campus focused on outreach and orientation has allowed for collaborative outreach efforts and calendaring across campus.</li> <li>• Monterey Peninsula College has added a</li> </ul>



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	<p>Categorical Services Coordinator position at the Marina Education Center (MEC) with a focus on outreach and recruitment for the MEC. The MEC serves as a more convenient location for residents in the northern portion of the Monterey Peninsula, home to the majority of the area's low-income households</p> <ul style="list-style-type: none"><li>• Promotion of the college at community events, including the Monterey County Fair, local city parades, Boys &amp; Girls club, high school college fairs, Rancho Cielo, CalWORKS Employment Services (CWES) Celebration of Services, SELPA Community Resource Fair</li><li>• Identification of best practices for outreach and recruitment</li><li>• Increased outreach efforts to low income students at service area high schools and community agencies</li><li>• Development of outreach and marketing materials</li><li>• Collaboration with foundations and community organizations that support foster youth</li><li>• Development of a pre-college outreach program for foster youth</li><li>• Development of a Student Ambassador program</li><li>• Development of an open house/Welcome day event, Join the Pack!</li><li>• Development of a virtual/self-guided campus tour</li><li>• Tours and presentations for community groups - including high schools, migrant youth, ROP, adult school students, GEAR UP,</li><li>• Financial Aid and Cash for College workshops</li><li>• Registration events to assist students with registering for courses</li><li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success</li></ul>
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	<ul style="list-style-type: none"> <li>○ Webinar: What the Best Recruiters Do: The Art of Selling Your College</li> <li>○ Dual Enrollment Workshops</li> </ul>
<p><b>Student Equity Completion Goal #1:</b> Increase the course completion rates for foster youth, American Indian/Alaskan Native, Black/African American, Native Hawaiian/Pacific Islander, low income, and Hispanic/Latino students.</p> <p>The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. Identified targets were to decrease the gap in completion rates for Black/African American students by 2%, for Hispanic/Latino students by 1%, for Native Hawaiian/Pacific Islander students by 2%, for low-income students by 1%, and for foster youth by 2% by 2019.</p>	<p>As of Fall 2016, we met our targeted goals for the Native Hawaiian/Pacific Islander student population which saw the percentage point gap decrease by 6.6 percentage points, for our low income students which saw the percentage point gap drop by 4.04 percentage points, for the American Indian/Alaska Native student population which saw a percentage point gap decrease of 10.74 percentage points, and for foster youth which saw the percentage point gap drop by 2.52 percentage points. The gaps for the first three population groups above are now at a threshold that does not indicate a possible disproportionate impact. At the same time, there was a 1.69% increase in the percentage point gaps for our Black/African American student and a 1.64% increase in the percentage point gap for our Hispanic/Latino student populations.</p> <p>Our efforts to increase general course completion have included the following activities:</p> <ul style="list-style-type: none"> <li>● Increased counseling support in programs that serve these population groups to assist students with developing their education plans and to provide a source of support and referral when students are struggling</li> <li>● Expanded and increased the support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion</li> <li>● Increased and broadened tutorial support available for students, including support in existing tutorial centers such as the Math Learning Center and the TRIO Learning Center and creation of a new STEM Cel tutorial support</li> <li>● Academic support kits to students so that they can have the materials (paper, pencil, pen, backpack, etc.) to begin the semester better prepared</li> <li>● Expansion of on campus Student Success Workshops focus on topics that support</li> </ul>



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	<p>stronger student skills (ex. Time management, note taking, test anxiety, goal setting) to include online workshop availability for students unable to attend in person workshops</p> <ul style="list-style-type: none"> <li>• Development of a first year experience program with a summer bridge component</li> <li>• Kognito training for faculty, staff, and students on recognizing signs of psychological distress and connect them to appropriate services</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Umoja Conference</li> <li>○ Great Teachers Seminar</li> <li>○ Expanding Equity Discussion Series</li> <li>○ On Course Training</li> <li>○ A2Mend Conference</li> </ul> </li> </ul>
<p><b>Student Equity Completion Goal #2:</b> Reduce the number of African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, more than one race, low income, and individuals with disabilities students who are an academic/progress (financial aid) probation and/or dismissal.</p> <p>The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. Specific targets for decreases in probation and dismissal rates were not identified in our 2015-2016 Student Equity Plan. Instead, we identified the above mentioned targets for decreasing gaps in overall</p>	<p>As of Fall 2016, there were percentage point gap decreases in academic/progress probation and dismissal rates for our Native Hawaiian/Pacific Islander students which dropped by 2.58 percentage points, for students who identify as more than one race with a percentage point gap drop of 3.69 percentage points, and for our low income students which saw the percentage point gap drop by 4.76 percentage points. At the same time there was a 3.88% gap increase for African American students, a 0.07% gap increase for Hispanic/Latino students.</p> <p>Our efforts to increase general course completion rates have included the following activities:</p> <ul style="list-style-type: none"> <li>• The college has increased counseling support to students and provided a series of “On Track” probation workshops to</li> <li>• Expansion of on campus Student Success Workshops focus on topics that support stronger student skills (ex. Time management, note taking, test anxiety, goal setting) to include online workshop availability for students unable to attend in person workshops</li> <li>• Expanded and increased the support for book vouchers, campus lending libraries, and books on reserve Library so that students have</li> </ul>



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<p>course completion rates as a decrease in probation rates should also impact course completion rates.</p>	<p>greater access to textbooks in a timely fashion</p> <ul style="list-style-type: none"> <li>• Kognito training for faculty, staff, and students on recognizing signs of psychological distress and connect them to appropriate services</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success               <ul style="list-style-type: none"> <li>○ Umoja Conference</li> <li>○ Great Teachers Seminar</li> <li>○ A2Mend Conference</li> <li>○ On Course Training</li> </ul> </li> </ul>
<p><b>Student Equity Basic Skills Completion Goal #1:</b> Increase the completion rate for low income students taking English as a Second Language courses.</p> <p>The 2015-2016 Student Equity Plan targeted this population group as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. The targeted goal was to eliminate the gap for this population group by 2019.</p>	<p>As of Fall 2016, there was a percentage point decrease of 0.2 percentage points for English as a Second Language students that are also low income.</p> <p>Our efforts to increase basic skills English as a Second Language course completion rates have included the following activities:</p> <ul style="list-style-type: none"> <li>• Hiring additional staff to provide follow up support to students, keeping them connected and engaged with staff on campus.</li> <li>• Implement targeted support in collaboration with the English as a Second Language Department that provides increased and focused support for our English language learners.</li> <li>• Increased and targeted counseling support</li> <li>• Classroom visits and presentations</li> <li>• Bus passes</li> <li>• Child care grants</li> <li>• Increased support for books on reserve in the Library so that students have greater access to textbooks in a timely fashion, including sets of books that are available for semester length checkout</li> <li>• Laptop lending library so that students who do not have access to computers at home can check a machine out for the duration of the term and work on their coursework from home</li> <li>• Summer bridge program for English language learners</li> </ul>



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	<ul style="list-style-type: none"> <li>• Increased outreach at service area high schools with English as a Second Language programs</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ On Course National Seminar</li> <li>○ California Acceleration Project Workshop</li> <li>○ Reading Apprenticeship</li> </ul> </li> </ul>
<p><b>Student Equity Basic Skills Completion Goal #2:</b>          Increase the completion rate for individuals with disabilities, African American, and Hispanic/Latino students taking basic skills English courses.</p> <p>The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. The targeted goal was to eliminate the gap for this population group by 2019.</p>	<p>As of Fall 2016, there is a percentage point decrease of 8.1 percentage points for individuals with disabilities that places them below the threshold that indicated a possible disproportionate impact and the gap for African American students has been eliminated. At the same time, there was an increase of 4.5% in the gap for Hispanic/Latino students.</p> <p>Our efforts to increase basic skills English course completion rates have included the following activities:</p> <ul style="list-style-type: none"> <li>• Presentations in the classrooms to inform students about available services and resources</li> <li>• Increased counseling support throughout the year, with a particular emphasis to providing and enhancing counseling support during the Early Spring and Summer terms</li> <li>• Expanded and increased support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion</li> <li>• Academic support kits to students so that they can have the materials (paper, pencil, pen, backpack, etc.) to begin the semester better prepared</li> <li>• Implementation of an English acceleration pilot course that allows students to move up one level in the English sequence with additional support offered through a corequisite support course</li> <li>• Development of a Writer’s Workshop series for high school seniors to review tips for high</li> </ul>



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	<p>stakes writing tests, to provide individual feedback on “on demand” writing, and to increase placement results on the writing portion of the English Assessment</p> <ul style="list-style-type: none"> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ California Acceleration Project Workshops</li> <li>○ Reading Apprenticeships</li> <li>○ Innovative Educators Online Workshops</li> <li>○ On Course National Session</li> </ul> </li> </ul>
<p><b>Student Equity Basic Skills Completion Goal #3:</b> Increase the completion rates for white students taking basic skills math courses.</p> <p>The 2015-2016 Student Equity Plan targeted this population group as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus wide average. The targeted goal was to eliminate the gap for this population group by 2019.</p>	<p>As of Fall 2016, the gap for white students has been eliminated.</p> <p>Our efforts to increase basic skills math course completion rates have included the following activities:</p> <ul style="list-style-type: none"> <li>• Expanded and increased support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion</li> <li>• Increased and broadened tutorial support available for students, including support in existing tutorial centers such as the Math Learning Center and the TRIO Learning Center and creation of a new STEM Cel tutorial support</li> <li>• Expansion of the SCORE+ Summer Bridge program: an intensive math and counseling support program that allows acceleration through the math sequence</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Great Teachers Seminar</li> <li>○ Innovative Educators Online Training</li> <li>○ Webinar: Early Alert and Student Retention</li> </ul> </li> </ul>
<p><b>Student Equity Degree/Certificate Completion Goal #1:</b></p>	<p>As of Fall 2016, there a percentage point decrease of 1.16 percentage points Hispanic/Latino students that places them below the threshold that indicates a possible disproportionate impact. At the time that the</p>



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<p>Increase the degree and certificate completion rates for Hispanic/Latino students and students who identify as some other race.</p> <p>The 2015-2016 Student Equity Plan targeted this population group as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. Identified targets were to decrease the gap in completion rates for Hispanic/Latino students by 2% by 2019.</p>	<p>Fall 2016 data was analyzed, data regarding students that identify as some other race was unavailable.</p> <p>Our efforts to increase degree and certificate completion rates have included the following activities:</p> <ul style="list-style-type: none"><li>• Increased counseling support throughout the year, with a particular emphasis to providing and enhancing counseling support during the Early Spring and Summer terms</li><li>• Expanded and increased support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion</li><li>• Expansion of the SCORE+ summer bridge program, which provides counseling support and acceleration for progression through the math sequence.</li><li>• English, English as a Second Language, and Math Departments attended California Acceleration Project conferences, hosted Dr. Katie Hern at MPC for an interdisciplinary workshop on acceleration, and have implemented acceleration courses (a pilot corequisite course for English students and a Pre-Stats course pathway for math students) to allow students to reduce the number of courses required to obtain college ready level in coursework</li><li>• English as a Second Language and Math Departments piloted supplemental instruction in courses at the Marina campus and then expanded to include courses offered at the Monterey campus</li><li>• Development of a monthly Campus Connections series that provides an opportunity for students to meet, connect, and develop relationships with MPC staff, students, alumni, and community members</li><li>• Implementation of a “How to Choose a Major” workshop</li><li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success</li></ul>
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	<ul style="list-style-type: none"> <li>○ PCC Pathways Symposium</li> <li>○ Webinar: Growth Mindset Matters: Incorporating Grit, Resilience &amp; Self-Efficacy in your FYE Program</li> <li>○ On Course Training</li> </ul>
<p><b>Student Equity Degree/Certificate Completion Goal #2:</b> Continue to provide support and activities to populations whose data were suppressed due to low numbers and who were identified in the 2014-2015 Student Equity Plan: Foster Youth, Veterans, and Individuals with Disabilities.</p> <p>The data for these population groups were suppressed since the population groups were so small that the data was not reliable indicators. While specific target numbers were not identified, we continued efforts so as to ensure degree/certificate completion for these population groups.</p>	<p>As of Fall 2016, there do not appear to be any possible disproportionate impacts in degree and certificate completion rates for individuals with disabilities, low-income students, or veteran students. The population size for foster youth continued to be too small to provide significant data and that data were suppressed.</p> <p>Our efforts to increase degree and certificate completion rates have included the following activities:</p> <ul style="list-style-type: none"> <li>● Increased counseling support throughout the year, with a particular emphasis to providing and enhancing counseling support during the Early Spring and Summer terms</li> <li>● Expanded and increased support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion</li> <li>● Academic support kits to students so that they can have the materials (paper, pencil, pen, backpack, etc.) to begin the semester better prepared</li> <li>● The Veterans Resource Center implemented a Boots to Books program that offers a series of workshops to veterans to help them transition from service member to student</li> <li>● Provide counseling support available in the Veterans Resource Center</li> <li>● Kognito Training for faculty and staff on supporting veterans by building military cultural competency</li> <li>● Kognito Training for veteran students on supporting other veterans transition to college life</li> <li>● Implemented an orientation for veterans students that provides an overview of the VA certification process and requirements and</li> </ul>



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	<p>identifies campus and community resources for veterans.</p> <ul style="list-style-type: none"> <li>• Increased counseling support in the EOPS office for former foster youth</li> <li>• Our Foster Youth liaison partnered with the Monterey County Foster Youth Services Advisory Council to connect with and provide increased support resources for our former foster youth students.</li> <li>• Scholarship awards for foster youth</li> <li>• Developed a better process for identifying foster youth and streamlined the verification process with the Department of Social Services to better provide support</li> <li>• Implementation of a “How to Choose a Major” workshop</li> <li>• Recruitment to Completion Committee and <u>Redesigning America’s Community Colleges</u> (Bailey, Jaggars, &amp; Jenkins)</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Webinar: How to Design a Community College First-Year Course that Fosters Persistence and Success</li> <li>○ Webinar: Retention Modeling, Using Data to Customize Interventions</li> <li>○ IEPI Pathways Training Workshop</li> <li>○ Career Pathway Workshops</li> </ul> </li> </ul>
<p><b>Student Equity Transfer Goal #1:</b>          Increase the transfer rate for individuals with disabilities, African American, some other race, and low income students by 2% each.</p> <p>The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula Community.</p>	<p>As of Fall 2016, an elimination of the gap for African American students and a percentage point decrease of 2.07 percentage points for low income students which places them below the threshold that indicates a possible disproportionate impact. At the same time, there was a 2.19% increase in the percentage point gap for students with disabilities. At the time the data was analyzed, there was not data available for the population of students who identify as some other race.</p> <p>Our efforts to increase transfer rates have included the following activities:</p> <ul style="list-style-type: none"> <li>• Increased promotion of the services available</li> </ul>



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	<p style="text-align: center;">in the Career/Transfer Resource Center</p> <ul style="list-style-type: none"> <li>• Expansion of a workshop series focused on transfer to include general transfer information and enhancements in the transfer application workshop</li> <li>• Visits and tours of nearby baccalaureate institutions</li> <li>• Tours of HBCU college campuses</li> <li>• Trips to college fairs</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ ETS Conference</li> <li>○ UC/CSU Conference</li> <li>○ Recruitment to Completion Committee and <u>Redesigning America's Community Colleges</u> (Bailey, Jaggars, and Jenkins)</li> </ul> </li> </ul>
<p><b>Student Equity Transfer Goal #2:</b> Continue to provide activities to increase the transfer rate for students for whom the data were suppressed or non-existent.</p> <p>The data in the 2015-2016 Student Equity Plan was suppressed for the American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and Unknown gender population groups since the population groups were so small that the data were not reliable indicators. While specific target numbers were not identified, we continued efforts so as to ensure transfer for these population groups.</p>	<p>As of Fall 2016, the population sizes for these groups continued to be too small to provide significant data and the data were suppressed.</p> <p>Our efforts to increase transfer rates have included the following activities:</p> <ul style="list-style-type: none"> <li>• Promotion of the services and resources available in the Career/Transfer Resource Center</li> <li>• Increased numbers and variety of representatives from baccalaureate institutions that come to the colleges to speak with students.</li> <li>• Introduction of a workshop series focused on transfer.</li> <li>• Tours to baccalaureate institutions for students to visit the campuses and learn more about the options available</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ ETS Conference</li> <li>○ UC/CSU Conference</li> <li>○ Umoja Conference</li> </ul> </li> </ul>



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<p><b>Student Success and Support Program Goal #1:</b> Develop probation workshop for students on academic or progress probation level 1</p>	<p>Our efforts to meet this goal included the following activities:</p> <ul style="list-style-type: none"> <li>• Establishing a set on “On Track” workshops for students (available in a monthly workshop and online) for students on Probation Level 1 that details how they got on probation and then discusses tips and actions they can take to move off of probation</li> <li>• Development of and referral to online Student Success Workshop series</li> <li>• Several special programs have developed a series of Student Success Workshops to help student develop and refine the skills and tools necessary to succeed</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ On Course Training</li> <li>○ Innovative Educators online and on demand webinars</li> </ul> </li> </ul>
<p><b>Student Success and Support Program Goal #2:</b> Establish a noncredit SSSP support team</p>	<p>Our efforts to meet this goal included the following activities:</p> <ul style="list-style-type: none"> <li>• Hiring of a counselor and English as a Second Language follow up support staff specific to English as a Second Language (ENSL) students that partners with the ENSL Department to provide additional support and resources to English language learners</li> <li>• Development of a noncredit orientation and schedule building workshop</li> <li>• Follow Up support hours available in the ENSL Office located near the ENSL lab</li> </ul>
<p><b>Student Success and Support Program Goal #3:</b> Enhance online/virtual counseling support</p>	<p>Our efforts to meet this goal included the following activities:</p> <ul style="list-style-type: none"> <li>• Introduction of Cranium Café, an online counseling system that allows for a more interactive counseling support for students who are not able to visit a counselor on any of the college campuses</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Cranium Café Training</li> </ul> </li> </ul>



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<p><b>Basic Skills Initiative Goal #1:</b> Expand tutoring services to Distance Education students</p>	<p>Our efforts to meet this goal included the following activities:</p> <ul style="list-style-type: none"> <li>• During the summer of 2015 BSI provided on-line tutoring services via audio/video 1:1 sessions to basic skills math students (Math 263 and below). This program provided support for students who did not previously have access.</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Reading Apprenticeship</li> <li>○ TutorLingo online training</li> </ul> </li> <li>• The English and Study Skills Center has implemented on-line tutoring for the English course that is one level below college level.</li> </ul>
<p><b>Basic Skills Initiative Goal #2:</b> Extend Supplemental Instruction/Embedded Tutoring</p>	<p>Our efforts to meet this goal included the following activities:</p> <ul style="list-style-type: none"> <li>• The Supplemental Instruction (SI)/Embedded Tutor Pilot Project began in December 2015 as an academic assistance program designed to increase student performance and retention for Basic Skills students at the Marina Campus.</li> <li>• SI provided regularly scheduled, out-of-class, peer facilitated study sessions.             <ul style="list-style-type: none"> <li>○ The tutors attended all scheduled classes, taking notes and modeling effective student behavior.</li> <li>○ Tutors conducted weekly study sessions at pre-arranged times to reinforce class content and provide appropriate study strategies.</li> <li>○ Student attendance was voluntary and not linked to course grade.</li> <li>○ There were three SI tutors who supported three math classes during Spring 2016.</li> </ul> </li> <li>• The Embedded Tutor program provided tutors in classrooms to assist the instructor during break out groups or to provide one-to-one practice to assist students who may have needed extra attention while learning the subject matter.</li> </ul>



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	<ul style="list-style-type: none"> <li>○ These tutors did not meet with the students at any other time outside of the classroom and only provided tutoring during the specific class period.</li> <li>○ There were two embedded tutors who supported two ENSL classes during Spring 2016.</li> <li>● Expanded the SI/Embedded tutor program to include offering SI/Embedded tutoring at the Monterey campus</li> <li>● Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Reading Apprenticeship</li> <li>○ Innovative Educators on demand and online webinars</li> </ul> </li> </ul>
<p><b>Basic Skills Initiative Goal #3:</b> Provide acceleration in Math for incoming MPC students.</p>	<p>Our efforts to meet this goal included the following activities:</p> <ul style="list-style-type: none"> <li>● The SCORE+ program began as a counseling/math intensive two-week summer bridge program during Summer 2015 for new/incoming MPC students who assessed into the Math 351 level.             <ul style="list-style-type: none"> <li>○ During the two-week program, the students were provided intensive counseling instruction and an intensive review of math material from the Math 351 (Pre-Algebra) course.</li> <li>○ The students were provided a challenge exam to possibly advance to the next level in the math sequence (Math 261 - Beginning Algebra).</li> <li>○ Of the original 22 participants in the two-week program, 14 students were able to advance from Math 351 and into the Math 261 level.</li> </ul> </li> </ul> <p>The SCORE+ program was expanded in Summer 2016 to allow acceleration for two course levels, continuing with intensive training for students who placed into Math 351 and adding a section for students who placed into Math 261.</p>



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

	<ul style="list-style-type: none"> <li>Participation and attendance at a variety of professional development trainings that provide support for increasing student success</li> </ul>
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**b. What do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)**

We attribute our overall success to the ability to increase staffing and available support for students. Program funds allowed increases in counseling staff size and hours of availability, providing greater support and tracking of students. Additional tutors and tutorial support, including increased staffing in the Math Learning Center during the summer and increased tutorial support for STEM courses, aided student learning. Funds also provided the opportunity for personnel to implement new programs, including a first year experience program and several summer bridge programs, and for the development of subject matter tip and resource worksheets for student use.

**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
<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 completion and advancement through intensive counseling instruction and	<ul style="list-style-type: none"> <li>Provided assessment and counseling for students who assessed into Math 351 and Math 261.</li> </ul>	<ul style="list-style-type: none"> <li>Provided assessment and counseling for students who assessed into Math 351 and Math 261.</li> </ul>	<ul style="list-style-type: none"> <li>Bridge program provided assessment and counseling for students who assessed into Math 351.</li> </ul>



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

intensive math review.	<ul style="list-style-type: none"> <li>• Provided extended orientations for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive counseling instruction and intense review of Math to prepare students for challenge exam.</li> <li>• Provided summer bridge program for intensive math review.</li> </ul>	<ul style="list-style-type: none"> <li>• Through intensive counseling instruction and intense review of Math, students were provided the opportunity to take the challenge exam to advance to the next level in the Math sequence.</li> </ul>
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**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.**

The college’s SCORE+ Summer Bridge program - a partnership between the EOPS Program, the Math Department, BSI, Student Success and Support Program, and Student Equity - is one activity that has resulted in significant gains in student completion and is closing achievement gaps. SCORE+ is a two week program that assists incoming and current MPC students who assess into Pre-Algebra or Beginning Algebra transition and find success in their academic careers. Students participate in Math preparation activities combined with intrusive counseling support workshops that familiarize and acclimate them to the MPC learning environment and provides knowledge about the resources available for their educational and personal growth and success. This program allows students to move more quickly through the math sequence through intense instruction and successful completion of a Math Challenge Exam. The SCORE+ program has run for three years with the following results:

Year 1 (2015)		
Total Participants	22	
Students who completed the program	21*	* One student missed the final two days of the program due to work obligations
Students who moved one level up in Math placement	14	* Student that missed the last two days, was able to move up one level in course placement
Students who remained in the same level math course	8	



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

Year 2 (2016)		
Total Participants	28	15 – Math 261 Cohort 13 – Math 351 Cohort
Students who completed the program	24	1 withdrawal – Math 261 Cohort 3 dropped for excessive absences – Math 351 Cohort
Students who moved one level up in Math placement	10	5 – Math 261 Cohort 5 – Math 351 Cohort
Students who remained in the same level math course	14	9 – Math 261 Cohort 5 – Math 351 Cohort
Year 3 (2017)		
Total Participants	37	16 – Math 261 Cohort 21 – Math 351 Cohort
Students who completed the program	32	1 withdrawal from the program, 2 did not participate in the final day and challenge exam – Math 261 Cohort  1 did not complete due to conflicting commitment, 1 did not participate in the final day and challenge exam – Math 351 Cohort
Students who moved one level up in Math placement	17	7 – Math 261 Cohort 10 – Math 351 Cohort
Students who remained in the same level math course	20	9 – Math 261 Cohort 11 – Math 351 Cohort

### 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



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

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.



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

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  Redesign the dev. Ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs  Redesign the dev. Ed. sequence</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 & Certificate Completion <input type="checkbox"/> Other: _____
Increase access to the college for high school students	<ul style="list-style-type: none"> <li>• Enhance collaboration with high schools</li> <li>• Develop a comprehensive plan to coordinate outreach activities</li> <li>• Develop outreach materials and marketing efforts</li> <li>• Outreach, presentations, and information sessions in the District's service area</li> <li>• Develop outreach activities and materials targeted toward Dreamer students, individuals with disabilities, former foster youth, and low-income students</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance collaboration with high schools</li> <li>• Continue efforts to decrease achievement gaps for equity populations identified in the 2015-2016 Student Equity Plan (listed in section 1a of this plan, pages 3-14)</li> <li>• Develop a comprehensive plan to coordinate outreach activities</li> <li>• Develop outreach materials and marketing efforts</li> <li>• Develop outreach activities and materials targeted toward Dreamer students, individuals with disabilities, former foster youth, and low-income students</li> <li>• Outreach, presentations and</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance collaboration with high schools</li> <li>• Develop strategies to increase ESL offerings linked to workforce programs and certificates</li> <li>• Provide professional development training to assist faculty and staff with providing and environment that encourages enrollment</li> <li>• Establish baseline data and information to measure progress toward interventions</li> <li>• Improve data collection tools and provide</li> </ul>	<input checked="" 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: _____



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

	<ul style="list-style-type: none"> <li>• Assessment on the high school campuses</li> <li>• Schedule Building Workshops for high school students on Join the Pack! Day</li> <li>• Registration Events on the campuses and at local high schools during evening hours</li> <li>• Partner with service area high schools to develop dual enrollment programs</li> <li>• Partner with CSUMB to implement a dual admissions program (Admission through Co-Enrollment)</li> <li>• Establish a Welcome Center</li> <li>• Provide professional development training to assist faculty and staff with providing and environment that encourages enrollment</li> <li>• Develop and enhance Dual Enrollment programs (CCAP) with all high schools in our service area</li> <li>• Expand the Admissions</li> </ul>	<p>information sessions/summits in the District's service area</p> <ul style="list-style-type: none"> <li>• Join the Pack! Day – open house</li> <li>• Student Ambassador Program</li> <li>• Collaborate and develop relationships with foundations and community organizations that support foster youth</li> <li>• Establish a Welcome Center to provide a welcome and easily accessible/one-stop support and assistance resource for prospective and new students</li> <li>• Provide professional development training to assist faculty and staff with providing and environment that encourages enrollment</li> <li>• Increase data collection capacity, usage, and literacy to effectively monitor and evaluate student success initiatives address in MPC's Integrated Plan</li> </ul>	<p>greater support for understanding data</p>	
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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>through Co-Enrollment Program with CSUMB</p> <ul style="list-style-type: none"> <li>• Implement a Curriculum Symposium in partnership with local high schools</li> <li>• Develop an ENSL Essay writing workshop similar to the one for English that provides tips and guidance for writing in a high stakes environment</li> </ul>			
<p>Increase the overall campus course completion rate to 72% by Fall 2019.</p>	<ul style="list-style-type: none"> <li>• Provide extended orientation</li> <li>• Increased Early Spring and Summer term counseling support</li> <li>• Enhance schedule building workshops</li> <li>• Enhance probation support for students on second level academic and/or progress probation</li> <li>• Implement student success workshop series, including Innovative Educators StudentLingo on demand workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Continue efforts to decrease achievement gaps for equity populations identified in the 2015-2016 Student Equity Plan</li> <li>• Develop a first year experience program with a summer bridge component</li> <li>• Increase, broaden, and promote tutorial support</li> <li>• Further expand student support workshop series</li> <li>• Further expand book lending libraries in EOPS and TRIO SSS and books on reserve in the Library and at the MEC for basic skills level courses</li> </ul>	<ul style="list-style-type: none"> <li>• Expand supplemental instruction to include basic skills courses in math and English (in addition to ESL)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>



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

	<ul style="list-style-type: none"> <li>• Develop expanded orientation programs</li> <li>• Follow Up support for English as a Second Language students</li> <li>• Revise and promote Early Alert process to faculty and staff</li> <li>• Provide professional development training to assist faculty and staff with providing and environment that encourages enrollment and persistence</li> <li>• Data collection (see notes in red in goal) and expansion to include qualitative data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Create lending library in the Veterans Resource Center</li> <li>• Expand SCORE+ Math Summer Bridge Program</li> <li>• Supplemental Instruction</li> <li>• Provide Academic Success Kits</li> <li>• Incorporate the 8 Key Activities for Veterans Success</li> <li>• Develop a summer bridge program for students in the Access Resource Center</li> <li>• Follow up support staff and resources to help students with completion</li> <li>• Increase available tutorial support</li> <li>• Implement a summer bridge program for Veteran Students</li> </ul>		
<p>Increase the campus wide rate of students who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job to 22%* by Fall 2019, with a focus on closing the gaps for disproportionately impacted population groups.</p>	<ul style="list-style-type: none"> <li>• Identify and implement a degree audit system</li> <li>• Increase Early Spring and Summer counseling support</li> <li>• Provide increased professional development and training opportunities that allow staff to better support students</li> <li>• Promote and enhance</li> </ul>	<ul style="list-style-type: none"> <li>• Continue efforts to decrease achievement gaps for equity populations identified in the 2015-2016 Student Equity Plan</li> <li>• Implement a Boots to Books program for veterans</li> <li>• Increase Early Spring and Summer counseling support</li> <li>• Develop a workshop series</li> </ul>	<ul style="list-style-type: none"> <li>• Expand basic skills sequences in math and English at the Marina campus to increase enrollment and completion in campus programs.</li> <li>• Develop summer bridge programs</li> </ul>	<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: _____ _____



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

<p>*This target of 22% does not apply to the rate of students receiving specific skill sets that prepare them for in-demand job training. We currently have a data source for this information however, we are working to evaluate options in the Student Success Scorecard that will allow us to identify a data source and set a specific target.</p>	<p>schedule building workshops and ed planning</p>	<p>focused on the pathways to degree/certificate completion (“How to Get Out/Move Forward.”)</p> <ul style="list-style-type: none"> <li>• Crisis Intervention training for faculty, staff, and students</li> <li>• Develop Peer Mentoring programs</li> <li>• Provide Academic Success Kits</li> <li>• Increase available tutorial support</li> <li>• Provide professional development training to assist faculty and staff with providing a culturally responsive learning environment</li> </ul>		
<p>Increase the campus wide rate of students who transfer to baccalaureate institutions to 47% by Fall 2019.</p>	<ul style="list-style-type: none"> <li>• Enhance and promote online counseling availability</li> <li>• Develop and promote application workshop series</li> <li>• Hire counselors with expertise in transfer</li> <li>• Develop intensive, intrusive follow up support</li> <li>• Identify students who are close to completion and reach out to encourage them to continue</li> </ul>	<ul style="list-style-type: none"> <li>• Continue efforts to decrease achievement gaps for equity populations identified in the 2015-2016 Student Equity Plan</li> <li>• Promote the Career/Transfer Resource Center</li> <li>• Increase the variety of college representatives and their visits to the CTRC</li> <li>• Increase CTRC workshop offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a peer mentor program</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input type="checkbox"/> Retention</li> <li><input checked="" type="checkbox"/> Transfer</li> <li><input type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>



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

	<ul style="list-style-type: none"> <li>• Implement a degree audit system</li> <li>• Enhance follow up support to reach out to students without education plans and connect them to counseling</li> <li>• Increase marketing and promotion of available counseling and transfer resources</li> <li>• Bring counseling services to student spaces (Ex. Counseling hours in the student center)</li> <li>• Develop and implement Guided Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Transfer announcements in the Student Portal</li> <li>• Explore and develop a transfer oriented summer bridge program</li> <li>• Provide Academic Success Kits</li> <li>• Develop pathways for the transition of veterans to transfer institutions</li> <li>• Provide professional development training to assist faculty and staff assisting students to transfer</li> <li>• Partner with veterans resource and support centers available at the baccalaureate institutions</li> <li>• Increase visits to baccalaureate institutions</li> <li>• Continued tours of Historically Black College and Universities campuses</li> <li>• Develop and implement Guided Pathways</li> </ul>		
<p>Reduce students' excessive units (150% of the program of study) accumulation and advance their progress toward completion of</p>	<ul style="list-style-type: none"> <li>• Implement a degree audit system</li> <li>• Counseling</li> <li>• Probation workshops</li> <li>• Promote "How to Pick a Major" workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops</li> <li>• Develop and implement Guided Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Provide course acceleration programs</li> <li>• AB705</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>



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

their program of study (for students identifying goals of certificate, associate degree, or transfer attainment)	<ul style="list-style-type: none"> <li>• Intrusive counseling for students who have high number of units completed and market/promote “Here’s how close you are to a degree” and encourage them to meet with a counselor</li> <li>• Follow up support for cohorts close to completion in the Student Success Scorecard</li> <li>• Develop and implement guided pathways</li> </ul>		
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**4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you 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 Student Success Committee shall lead efforts toward integration of matriculation, instruction, and student support. The Student Success Committee is an institutional committee charged with leadership for the planning, implementation, and evaluation of a comprehensive student success plan. Membership on the Student Success Committee includes representation from student, faculty, staff, and administration groups, including members from the Basic Skills Committee. Wide representation allows for dissemination, dialogue, and reporting in and out across campus so that there can be input and collaboration across campus with regard to our BSI, SE, and SSSP efforts.

In developing and implementing the activities detailed in the Integrated BSI/SE/SSSP Plan, the Student Success Committee will collaborate with the Office of Planning, Research, and Institutional Effectiveness (PRIE) to ensure the use of evidenced based research practices that review and address institutional barriers to equity, success and retention rates, and activities that align with and support equity goals, including the coordination of existing programs. Support from the Office of PRIE will also help to ensure that the activities detailed in the Integrated BSI/SE/SSSP Plan integrate into college-wide planning and project implementations.



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

In this effort, the college has developed a Resource Prioritization and Allocation process incorporates categorical and campus-wide committees in the process. This will further broaden the awareness and incorporation of these resources so as to apply an equity lens throughout all campus wide processes, actions, and activities.

The future goals identified in this plan integrate the efforts of these three programs and extend further through their connection to the college's mission, Education Master Plan, and IEPI goals. Additionally, our efforts tie directly to the California Community College system wide goals outlined in the Chancellor's Office's Vision for Success.

**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)**

Monterey Peninsula College offers enhanced noncredit certificate programs in English as a Second Language (ENSL). BSI, SE, and SSSP collaborate with the ENSL department to provide support and resources to aid students in reaching their English learning goals and to transition to credit programs. This team provides an orientation and schedule building workshop to new students that introduces them to the college and their support team, familiarizes them with the process of attending, assists them with registering for courses, and provides them with an abbreviated education plan. We provide in-class information sessions in all classes to outline paths of success from AA and transfer paths to CTE certificate programs both on campus (ex. Early Childhood Education and Medical Assisting) offered at the local Adult Schools in coordination with AB104 funded Workforce Development programs (ex. Pre-Apprenticeship Electrician Assistant and Certified Nurse Assistant).

The ENSL counselor and follow up support staff arrange individual counseling sessions, where Individual Educational Plans are developed to map out required courses for students' educational and professional goals. Follow up support staff meets with students to determine and provide additional needs and resources. During the semester, ENSL instructors inform students about campus activities such as Lobo Day, where students learn about campus clubs, and the MPC Job Fair, where they have a chance to interact with prospective employers.

The Noncredit Certificates of Completion offered by the ENSL department can be shown to prospective employers as proof of the attainment of specific English language skills, furthering students' employability.

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

The College will provide professional development opportunities for faculty and staff to help achieve student success goals, including training on:

- Developing inclusive, supportive, and empowering environments
- Effective and innovative approaches to teaching and learning
- Developing accelerated pathways through the English, English as a Second



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

- Language, and math sequences
- Culturally responsive teaching and services
  - Online counseling and service delivery
  - Career coaching and diagnostic assessments
  - Mental health first aid and support
  - Supporting veterans, low income, foster youth, and students with disabilities
  - At-risk populations
  - Campus safety
  - Organizational development
  - Student Success
  - Technology

In most cases, participants will share this training with the campus community.

**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 our program toward meeting our student success goals for both credit and noncredit students by the middle point of each term. Both formative and summative, our evaluation will be ongoing, which will allow us to make adjustments along the way to better meet the needs and provide support to students. This has also been incorporated into the college's Planning and Evaluation calendar to institutionalize this processes and to connect equity to all efforts at the institution.

**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)**

N/A as Monterey Peninsula College is part of a single college district.

**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.**



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

Monterey Peninsula CCD  
Monterey Peninsula 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	\$ 40,000	\$ 231,048	\$ 437,069	\$ 565,798	\$ 50,410	\$ 32,878	
2000	Classified and Other Nonacademic Salaries	\$ 30,000	\$ 52,193	\$ 358,724	\$ 375,257	\$ 7,311	\$ 62,674	
3000	Employee Benefits	\$ 12,250	\$ 119,429	\$ 505,932	\$ 502,103	\$ 30,989	\$ 29,955	
4000	Supplies & Materials	\$ 2,000	\$ 13,500	\$ 45,000		\$ -		
5000	Other Operating Expenses and Services	\$ 5,750	\$ 42,051	\$ 40,176		\$ -		
6000	Capital Outlay		\$ 10,000	\$ 15,000		\$ -		
7000	Other Outgo		\$ 127,719	\$ 40,000		\$ 4,618		
	<b>Program Totals</b>	\$ 90,000	\$ 595,940	\$ 1,441,901	\$ 1,443,158	\$ 93,328	\$ 125,507	
					Match		Match	
<b>BSI, SE, &amp; SSSP Budget Total</b>								\$ 2,221,169

\*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.

- 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:**

Monterey Peninsula College's [Executive Summary for the 2017-2019 Integrated Basic Skills Initiative, Student Equity, and Student Success and Support Program Plan](https://www.mpc.edu/student-services/support-resources/student-success-support-programs-3sp/integration-of-3sp-se-and-bsi-plans/2017-2019-integrated-bsi-se-sssp-plan-exec) can be accessed on our website at <https://www.mpc.edu/student-services/support-resources/student-success-support-programs-3sp/integration-of-3sp-se-and-bsi-plans/2017-2019-integrated-bsi-se-sssp-plan-exec>

- 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?**

We would appreciate support from the Chancellor's Office that covers topics such as best practices information, data visualization tools, and consistent approaches to data literacy. Additionally, we would like increased opportunities to bring similar programs together to share efforts and ideas, such as a mega conference or a summit.

- 12. Identify one individual to serve as the point of contact for your college (with an alternate)**



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

**for the Integrated Plan and provide the following information for that person:**

Point of Contact:

Name LaKisha Bradley  
Title Director of Student Success and Equity  
Email Address lbradley@mpc.edu  
Phone (831) 646-4261

Alternate Point of Contact:

Name Laurence Walker  
Title Dean of Student Services  
Email Address lwalker@mpc.edu  
Phone (831) 646-4290



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

### Part III – Approval and Signature Page

College: Monterey Peninsula College

District: Monterey Peninsula Community College

Board of Trustees Approval Date: December 20, 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.

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Mr. Laurence E. Walker Chief Student Services Officer	Date	Email Address

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Dr. Heather Craig, President, Academic Senate	Date	Email Address