Part I – Deadlines and Important Information

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

**PROGRAM INTEGRATION**

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

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

**DATA-DRIVEN PLANNING**

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor’s Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.
Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor’s Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.
Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

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

1. Assess your college’s previous program efforts:
   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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
</table>
| **Orientation (SSSP Goal):**  Services designed to provide students, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other matters the college or district finds appropriate. | Section 55521 of title 5 specifies that colleges must provide students with a timely orientation that address the following topics:  
  - Academic expectations and progress and probation standards  
  - Maintaining registration priority  
  - Prerequisite or co-requisite challenge process  
  - Maintaining Board of Governor Fee Waiver eligibility  
  - Description of available programs  
  - Academic calendar and important timelines  
  - Registration and college fees  
  - Available planning services  
  - College procedures and policies |
| **Progress Achieved:**  In addressing all of the orientation requirements, the college changed the orientation format to an online orientation modality through Comevo English and Spanish. Comevo’s online orientation software operates through a cloud based software model. It provides a user friendly environment for the student population. Once the online orientation was implemented and launched in Spring 2016 orientations increased by 96%. The percentage of first-time non-exempt students receiving orientation services increased to 35% from Summer/Fall 2015 to Summer/Fall 2016. Information flags were also mapped to be auto populated from COMEVO, to SARS GRID to Banner for appropriate Banner MIS reporting.  
  The percentage of usage has also increased for two of the disproportionately impacted groups; African American students by 75% from Fall 2014 to Fall 2016 and 51% for Hispanic males completing orientations. | **Source:** Data Mart |
### Assessment and Placement (SSSP Goal):

Provide assessment services to all first-time non-exempt matriculating students.

Section 55530 of title 5 requires non-exempt, first-time students to participate in assessment.

**Progress Achieved:**

The number of assessments had increased from 2014-2015 to 2016-2017 by 47%. A collaboration between Testing and Outreach has provided assessment testing in the high schools.

In 2016-2017, 7% of the incoming students placed in transfer level English (English 1500), while 60% placed in one level below transfer (English 1000). In Math, 2% placed into the transfer level math, while 49% placed in the college level below transfer (one to two levels below). In the category of reading, 40% placed in college level reading courses. Overall, 30% for English and 49% for Math placed in below college level course.

The college formed a Common Assessment Initiative (CAI) workgroup Spring 2017 semester to address cut scores and multiple measures for the Common Assessment statewide initiative. Efforts on multiple measures have been made working with the Counselors and Outreach in removing barriers along the student matriculated pathway.

The college implemented and is currently utilizing multiple measures. The types of multiple measures used are the following: Early Assessment Program (EAP), high school transcripts, self-reporting, SAT, ACT, other college transcripts capturing the highest class completed.

The Early Assessment Program project was initiated Spring 2017 semester between counseling, outreach and the assessment departments. If a high school student scored high enough on their EAP test then the high school student (incoming Taft College student) would not have to take the assessment test after counselor and assessment department review, therefore removing a matriculation step. The loading of scores are in the process of being automated into banner.

**Source:** Data Mart, Taft College MIS

### Counseling/Advising (SSSP Goal):

Provide counseling, advising and other educational planning services to support credit students in successfully meeting their education and career goals.

Section 55523 of title 5, requires colleges to provide counseling, advising, and other education planning services to provide assistance to students in the exploration of education and career interests and aptitudes and identification of an education and career goal and course of study, including, but not limited to, preparation for transfer, associate degrees, and career technical education certificates and/or licenses.

**Progress Achieved:**
There is an increase of 24% from Fall 2015 to Fall 2016 of counseling/advisement, educational planning services and other services being completed. There was a greater increase of over 100% from Spring 2015 to Spring 2016 in assisting students with the completion of comprehensive student educational plans (CSEP) after their first term and completing the 15 units.

The course success rate for Fall 2015 non-exempt first-time students who completed a comprehensive student educational plan was 83% with the withdrawal rate at 9% compared to students who did not complete a CSEP at 58% (course success rate) and 26% withdrawal rate. The percentage difference demonstrates higher success rate for students who meet with a counselor and complete a CSEP mapping their pathway. Students also persist at a higher rate at 89% compared to students without a CSEP at 40% and are retained at 96%.

The CSEP completion rate increased to 27% from Fall 2014 for Fall 2016 for two of the identified disproportioned impacted groups, African American students and increased to 6% from Fall 204 to Fall 2016 for Hispanic male students.

Source: Data Mart and Taft College Institutional Research Office (MIS)

Follow-up services for at-risk students (SSSP Goal):
Provide services and support to at-risk student populations as needed.

Section 55525 if title 5, requires colleges to evaluate the academic progress of, and provide support services to, at-risk students.

Progress Achieved:
From 2014-2015 to 2016-2017 there was over a 100% increase in contacts with at-risk students, specifically students on academic probation. From 2015-2016 to 2016-2017 there was a 33% increase in the contacts.

The Monitored Academic and Progress Probation (MAPP) was created addressing services for at-risk students. The program provided counseling and services using an intrusive model for at-risk follow-up. Monitored Academic and Progress Probation provided notification, in conjunction with the Office of Admissions and Records to students who have substandard academic performance. A one-hour MAPP orientation is held in-person and Online prior to the start of priority registration for those on probation. This is more intrusive in theory and focuses on changing behavior for those on continued probation and subject to dismissal. MAPP works with the Office of Admissions and Records to provide a semester exemption with a petition process for those on academic dismissal, if the student earns good standing in their most recent term. The MAPP counselor provides additional at-risk...
follow-up services based on the students specific needs as identified in a student self-assessment, which is completed during both the orientation and the workshop.

Online probation orientations were provided to students on academic probation through the online Comevo orientation shell. In 2014-2015, the orientation participating rate was 14.6% and increased to 55% in 2015-2016.

During Spring 2016 semester, 76% of the probation student population had a personal issues that impacted their lives, 82% reported knowing their learning style, and 71% set goals for themselves the previous semester and less than half worked more than 20 hours per week.

*Source: Data Mart, Comevo and Taft College Institutional Research*

| Access: Improve access by 1% (Equity Goal) | Progress Achieved:
| ------------------------------------------|-------------------------------------------------------------
| Key strategies to improve access include;  | • Implemented an “Equity First” SSSP integration
|                                           | • Implemented an “Equity First” AB86 integration
|                                           | • Implemented a communication strategy (committees: Access and Student Success)
|                                           | • Implement persistence support
|                                           | The first generation student population increased by 47% from Fall 2015 to Fall 2016 while EOP&S, Incarcerated and Veteran student populations also increased;
|                                           | • 16% increase in EOP&S students from Fall 2015 to Fall 2016
|                                           | • 23% increase in Incarcerated students from Fall 2015 to Fall 2016
|                                           | • 29% increase in Veteran students from Fall 2015 to Fall 2016
|                                           | The unduplicated headcount of American Indian students increased by 54.5%, from 33 in Fall 2014 to 51 in Fall 2016 while the unduplicated headcount of White Non-Hispanic students decreased by 6.2%, from 1,693 in Fall 2014 to 1,588 in Fall 2016. Enrollment for both Hispanic and African males increased from Fall 2015 to Fall 2016;
|                                           | • Hispanic Males: 17%
|                                           | • African American Males: 13%
|                                           | *Source: Data Mart, Taft College Scorecard, MIS*

| Course Completion: Improve course completion success rate by 1%. (Equity Goal) | Progress Achieved:
|-------------------------------------------------------------------------------|-------------------------------------------------------------
| Key strategies to improve course completion include;                          | • Utilized a student-mentor case management approach to provide individuals with both general mentoring support as well as specialized support
|-------------------------------------------------------------------------------|
The transfer course completion success rate for African American students increased by 35.3%, from 47.6% in Fall 2014 to 64.4% in Fall 2016 and for Native Hawaiian/Pacific Islander students increased by 12.0%, from 62.5% in Fall 2014 to 70.0% in Fall 2016. The transfer course success rates of American Indian/Alaskan Native students decreased by 8.1%, from 71.2% in Fall 2014 to 65.4% in Fall 2016.

The credit course completion success rates of Native Hawaiian/Pacific Islander students increased by 3.3%, from 66.0% in Fall 2014 to 68.2% in Fall 2016. We met this outcome.

The basic skills course completion success rates of DSPS students increased by 29.0%, from 36.2% in Fall 2014 to 46.7% in Fall 2016 and for EOPS students increased by 4.1%, from 58.8% in Fall 2014 to 61.2% in Fall 2016.

<table>
<thead>
<tr>
<th>ESL and Basic Skills Sequence Completion: (Equity Goal)</th>
<th>Progress Achieved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implemented success and completion coaches</td>
<td></td>
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<tr>
<td>The English basic skills sequence completion rates of African American students decreased by 21.2%, from 46.2% in 2015 (2008-2009 cohort) to 36.4% in 2017 (2010-2011 cohort) while the English basic skills sequence completion rates of Hispanic students increased by 3.2%, from 46.4% in 2015 (2008-2009 cohort) to 47.9% in 2017 (2010-2011 cohort).</td>
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<td>The math basic skills sequence completion rates of DSPS students increased by 54.3%, from 26.9% in 2015 (2008-2009 cohort) to 41.5% in 2017 (2010-2011 cohort).</td>
<td></td>
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<tr>
<td>Source: Data Mart, Taft College Scorecard, MIS</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree/certificate Completion: Improve program completion success rates by 5%.(Equity Goal)</th>
<th>Progress Achieved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implemented success and completion coaches</td>
<td></td>
</tr>
<tr>
<td>The degree/certificate completion rate of Hispanic students increased by 31.3%, from 30.0% in 2015 (2008-2009 cohort) to 39.4% in 2017 (2010-2011 cohort) and increased for Male students by 24.0%, from 31.7% in 2015 (2008-2009 cohort) to 39.3% in 2017 (2010-2011 cohort). Completion rates of DSPS students increased by 77.3%, from 27.3% in 2015 (2008-2009 cohort) to 48.4% in 2017 (2010-2011 cohort).</td>
<td></td>
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<tr>
<td>Source: Data Mart, Taft College Scorecard, MIS</td>
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<tr>
<td>Transfer: <strong>(Equity Goal)</strong></td>
<td>Progress Achieved:</td>
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<td>-----------------------------</td>
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</tr>
<tr>
<td></td>
<td>Implement success coaches and completion coaches</td>
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<td></td>
<td>The transfer rates of low-income students increased by 20.7%, from 32.4% in 2015 (2008-2009 cohort) to 39.1% in 2017 (2010-2011 cohort).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maintain the current success rate of students who begin at two levels below freshman composition and reduce the time for students to get to freshman composition course level. <strong>(Basic Skills Goal)</strong></th>
<th>The successful progression rate from the 900 level basic skills to the successful completion of transfer 1500 within three semesters has increased:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2014-Fall 2015 18%</td>
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<tr>
<td></td>
<td>Fall 2015-Fall 2016 26%</td>
</tr>
<tr>
<td></td>
<td>Spring 2015-Spring 2016 13%</td>
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<tr>
<td></td>
<td>Spring 2016-Spring 2017 21%</td>
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<tr>
<td></td>
<td>The successful completion strategies of English 1500 for students who started at English 900 are Jumpstart, embedded Peer Mentors, Equity “class coaches”, and only utilization of student tutors in the writing lab who have been recommended by English faculty. In English/Literacy Jumpstart, students had the opportunity to either review material before the start of the semester, or review the material and possibly start at the next level higher than the would have started at.</td>
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<tr>
<td></td>
<td>Some English professors have used either an embedded Peer Mentor or “Class Coach” to guide students in class and help to increase success rates. These are students who are in a Disproportionally Impacted sub-group and have already completed the class successfully.</td>
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<tr>
<td></td>
<td>Starting in Spring of 2017, only student tutors who have been highly recommended by English faculty, were hired to work in the Writing Lab. Finally, English faculty began to include information competency skills in pre-collegiate English courses. Additionally, English 1000 began the growth mindset approach in fall of 2016.</td>
</tr>
</tbody>
</table>

| The success percentage rate of students who begin reading and successfully complete freshman composition within four years | This goal was written in Fall 2015, therefore there has not yet been four years to measure the goal. The goal is in progress. |
b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Taft College attributes its success to the following:

- Integrated the role for Disproportionately Impacted students as mentors for peer support roles.
- Implementation of new technologies including Degree Works, Comevo orientation, SmartCatalog and SARS GRID data mapping.
- The development and implementation of a Student Resource Center providing food, toiletries and clothing to students in need and a Veteran’s Center addressing the Veteran student population.
- Professional Development for campus constituents addressing best practices in providing effective services to students who are marginalized.
- Engaging the college campus in courageous dialogue and continuous improvement with policies, practices and procedures.
- Developed supplemental instruction in selected courses.

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.)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reverse the downward trend in ESL by 1%.</td>
<td>As of Spring 2016, Taft College no longer has ESL classes on campus. At this time, all non-credit ESL courses shifted to West Kern Adult Education Network under Assembly Bill 86.</td>
</tr>
<tr>
<td>Within basic skills math course sequence, reverse the downward trend by 1%.</td>
<td>There has been no significant change within the successful sequence completion of basic skills math within four semesters (Spring 2014 to Fall 2015):</td>
</tr>
<tr>
<td></td>
<td>Spring 2014-Fall 2015 12%</td>
</tr>
<tr>
<td></td>
<td>Fall 2014-Spring 2016 11%</td>
</tr>
<tr>
<td></td>
<td>Spring 2015-Fall 2016 13%</td>
</tr>
<tr>
<td></td>
<td>Fall 2015-Spring 2017 5%</td>
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<tr>
<td></td>
<td>We will not know if the decline at the end is the start of a pattern or an anomaly until we have another semester to compare it to.</td>
</tr>
<tr>
<td></td>
<td>Source: Data Mart, Institutional Research Office</td>
</tr>
<tr>
<td>Goal</td>
<td>Activities in each program that serve the goal listed</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>SSSP</td>
</tr>
<tr>
<td>Increase course success rates through educational planning services for students to meet their educational and career goals.</td>
<td>Targeted Comprehensive Student Educational plans (CSEP) were provided to students during certain times frames of the year. A March Madness campaign was implemented to complete CSEPs. Data was pulled on students who completed 15 units and who had not yet completed a CSEP. In Fall 2015, non-exempt first time students who completed a CSEP had a high course success rate of 83% compared to students who did not complete a CSEP with a course success rate of 58%. Provide new students with orientation and assessment.</td>
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</tr>
</tbody>
</table>
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.

Through equity work, the college actively implemented student mentors, coaches, tutors and student workers who are identified as Disproportionately Impacted (DI) students as mentors, student coaches and tutors for peer support roles. The college implemented this innovative activity to address student completion and closing the achievement gaps through meaningful training, student work, feedback and support. Early experiences with this work have reinforced the need for training from partnering constituents: Mentoring (Garden Pathways), Mental Health and VAWA (Steinburg Institute), Bias (institutionalizing learning workshop from Kimberly Papillon, “Implicit Bias, Decision-Making and Equity in Education”) and Communication (institutionalizing learning from workshop by Francis Flynn, Stanford “Communication Equity”). This opportunity for students also allowed for continuous interaction with faculty, staff and administration. These mentoring groups became leads and participated in enrichment activities throughout the year and collaborated with multiple entities on campus.

The average student equity worker/mentor course success completion rate for Fall 2016 was 87% with a persistence rate of 96% and 81% course success rate for Spring 2016.

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.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
<th>Goal Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase successful course completion rate by 5%</strong></td>
<td><strong>SSSP</strong></td>
<td><strong>Student Equity</strong></td>
</tr>
<tr>
<td>Provide targeted Comprehensive Student Educational Plan building. Incorporate Degree Works in building CSEPs online and customized reports in Degree Works; utilizing the data to predict student demand and course offerings in support of student planning.</td>
<td>Provide targeted follow-up services for at-risk groups.</td>
<td>Design a corequisite remediation model to support course completion.</td>
</tr>
<tr>
<td>Provide intentional high school outreach to feeder high schools and through summer bridge programs.</td>
<td>Provide extended orientations for the Veteran student cohort.</td>
<td>Redesign developmental education sequence.</td>
</tr>
<tr>
<td>Fully implement Degree Works; build student educational plans online and customized reports; utilize data from Degree Works to predict student demand.</td>
<td>Outreach to recruit new students that are underrepresented at the college.</td>
<td>Provide tutoring and supplemental instruction.</td>
</tr>
<tr>
<td>Link incoming students to specific services and resources (EOP&amp;S, CalWORKs, CARE, DSPS, TRIO, etc.)</td>
<td>Provide other learning options for students to support student equity (distance education, dual enrollment, concurrent enrollment, evening courses).</td>
<td>Provide instructional materials for target populations for equitable access.</td>
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<tr>
<td>Implement Common Assessment and utilize alternatives to testing. Create pre-assessment options.</td>
<td>Implement peer mentoring services for DI groups and meaningful follow-up.</td>
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<tr>
<td>Implement Early Assessment Program (EAP) scores in lieu of</td>
<td>Identify interventions to assist students through the probationary/disqualification process.</td>
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<td>Leverage and incorporate technology with data on demand systems.</td>
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</table>

Goal Area: X Access, X Retention, X Transfer, X ESL/Basic Skills Completion, X Degree & Certificate Completion, Other:______
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<table>
<thead>
<tr>
<th><strong>Increase transfer course level completion by 5%</strong></th>
<th><strong>Implement assessment test preparation (pre-test). Design a sequence crosswalk.</strong></th>
<th><strong>Provide targeted transfer messaging.</strong></th>
<th><strong>Provide tutoring and supplemental instruction for Transfer level courses.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target student on academic probation to receive intrusive follow-up services.</td>
<td>Continue to implement and utilize multiple measures. -Adopt other placement tests and/or other student assessment indicators and related policies.</td>
<td>Develop transfer themes within the semester: -workshops -transfer application campaigns -schedule transfer representatives on campus -transfer application workshops</td>
<td>Redesign developmental education sequence.</td>
</tr>
<tr>
<td>Establish deeper high school collaborations: -Utilize Student Ambassadors in the High Schools -Train High School Counselors -Extend partnerships with the High School through the High School Counselor luncheon.</td>
<td>Implement a student user friendly Transfer web-page</td>
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<td>Provide Financial Literacy prior to transfer -in and out of the classroom</td>
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<td></td>
<td>Implement the Degree Works Student Educational Planning tool</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Other:_________</strong></th>
<th><strong>Access</strong></th>
<th><strong>Retention</strong></th>
<th><strong>Transfer</strong></th>
<th><strong>ESL/Basic Skills Completion</strong></th>
<th><strong>Degree &amp; Certificate Completion</strong></th>
<th><strong>Other:_________</strong></th>
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<tr>
<td>Increase by 3% the number of students who enroll in a below college level course and subsequently complete a college level course in the same subject within 1 or 2 years</td>
<td>Provide online counseling through Cranium Café. Provide a summer bridge for incoming students. Continue to implement and utilize multiple measures. -Adopt other placement tests and/or other student assessment indicators and related policies.</td>
<td>Utilize the HOPE scale to incorporate follow-up with students who may be at-risk. Scale Supplemental Instruction with student workers and provide ongoing training. Embed tutoring and tutor training. Provide peer mentoring with the basic skills cohort with intrusive follow-up.</td>
<td>Redesign developmental education sequence. Reduce at least one level below transfer level courses. Provide jump starts to allow students the ability to move up a level in the basic skills sequencing.</td>
<td>☐ Access ☐ Retention ☐ Transfer X ESL/Basic Skills Completion X Degree &amp; Certificate Completion Other:_________</td>
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</tbody>
</table>

<p>| Increase degree/certificate, CTE and transfer completion by 5% | Provide at least an abbreviated Student Educational Plan to all entering students with a priority on students who enroll to earn degrees, certificates or transfer preparation. Provide students with any assistance needed to declare a specific course of study after completion of 15 semester units of degree applicable credit coursework. Develop a comprehensive student educational plan Fall and Spring semesters. | Provide follow-up services especially to students identified as at-risk. Incorporate AVID strategies in and out of the classroom. Provide a Student Resource Center for students to minimize hunger. Provide Mental Health and Wellness Counseling services. | Improve alignment in programs and courses: - 2 year schedule Begin Meta Majors/Pathway groupings. Provide online tutoring. Utilize Socratic tutoring and training. | ☐ Access ☐ Retention ☐ Transfer X ESL/Basic Skills Completion X Degree &amp; Certificate Completion Other:_________ |</p>
<table>
<thead>
<tr>
<th>2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program</th>
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</thead>
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<table>
<thead>
<tr>
<th>Full implementation of Degree Works for student pathway building and better alignment of course offerings and schedules based on student needs. Provide Student Development courses and include them in the Student Educational Plans. Utilize Degree Works to pull reports of students who are on the path to graduation and have not yet completed the graduation application. Develop a First Year experience track through AVID.</th>
<th>Provide academic program specific workshops.</th>
<th></th>
</tr>
</thead>
</table>

(Equity Goal) Close the achievement gap by 10%:
- Provide direct intrusive face to face targeted student orientations.
- Implement an Early Alert program for faculty and staff to identify students who need immediate assistance inside or outside the classroom.
- Provide face to face Comprehensive Student Educational Planning efforts in a workshop setting to targeted groups.
- Incorporate the HOPE scale score with counseling student appointments with follow-up.
- Follow-up with students who drop courses.
- Provide the Student Resource Center for students in need by providing food resources in a form of a food pantry.
- Provide Mental Health and Wellness Counseling to identified students through a college referral process.
- Incorporate the AVID for Higher Education strategies in targeted courses (first year experience course)
- Provide direct support to the Veteran Student

Implement the AVID for Higher Education Socratic Tutorial Process.

| X Access
| X Retention
| X Transfer
| X ESL/Basic Skills Completion
| X Degree & Certificate Completion
| Other:_________

Page 16 of 22 version 10-6-17
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 College began reassessing its integrated planning process through SSSP, Equity and BSI in 2016-2017 through instruction and student services in the form of several committees and continuous dialogue focusing on processes, systems, closing the loop, strategic planning and integrated goals with meaningful evaluation;

- Student Success Committee
- Access Committee
- Strategic Planning Committee
- Academic Development Committee
- Governance Council

One significant improvement made Spring 2017 was the integration of Equity folding into the Student Success Committee. The Student Success Committee is a sub-committee of Governance Council and is comprised of representation from SSSP, Equity and BSI. This strengthened the committee structure by focusing on integrated goals, guided pathways, addressing duplication of efforts and to continue cross departmental/program courageous dialogue. The new structure allows for dialogue, coordination, planning, reviewing data in

| Population by a Veterans Resource Center with student club participation, Veteran student workers to assist and designated faculty/staff to assist students. Provide professional development focusing on minimizing the achievement gap for marginalized groups in and outside the classroom. |   |   |

|   |   |   |
addressing guided pathways for students in their student life cycle at the college. The campus will align the three programs through identifying common goals across campus while leveraging resources. The continuous integrated planning process will be evaluated by the Student Success committee and reported back to the Governance structure. The structure creates the capacity to use data, establishing baselines for key performance indicators, measurable outcomes, engagement and reporting out to tack milestones.

An emphasis of the committee work and integrated planning process is to strengthen all student equity related categorical programs. The integrated planning process and goals are shared in the counseling division meetings (all categorical program leads are included). The integrated planning process within the categorical programs began with addressing Student Learning Outcomes for the program review process and outcomes assessment. The division focused and adopted the Research and Planning Group for California Community Colleges Student Support (Re) defined Research’s Six Success Factors with guided pathways principles. These factors are woven into the planning process:

- Directed = Clarifying the Path
- Focused = Get students on a Path
- Nurtured = Keep Students on the Path
- Engaged = Support
- Connected = Learning
- Values = Learning

Data will be routinely be shared working closely with the College’s Institutional Research Office in addressing implemented strategies, retention, persistence, milestones and completion. Benchmarks, tracking and assessment outcomes will be built in the integrated goals. The coordination and initiatives have led to an increased awareness and need to direct student support.

The integrated planning development included all constituent groups (Student Services, Instruction and Administrative Services) including faculty, staff, and administration and student representatives. A workgroup was formed to spearhead the development of the plan. Updates to the plan were shared with Academic Senate, Governance Council, Associated Students and committees. One focus of the integrated planning workgroup was to develop integrated goals aligned with the College Strategic Action plan and the IEPI framework of indicators. Faculty and staff groups encouraged dialogue of best practices, current strategies, activities while addressing duplication of effort maximizing resources to sustain large-scale transformational change.

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)

Currently, the college does not provide noncredit pathways. The college is looking into the feasibility in developing/providing noncredit pathways and researching options. The college is collaborating with Adult Education in bridging the continuation of education from adult education to community college. The college did receive funding through Adult Education Block Grant to provide necessary resources for implementing regional plans, support, expand and improve adult education. Another possibility includes the Transition to Independent Living Program (TIL) which is a post-secondary educational experience for adults having developmental/intellectual disabilities. The program is comprehensive with curriculum and training that promotes acquisition of the functional, social and career skills necessary for students to live a productive and normalized lifestyle. The possibilities with Adult Education and TIL will be researched in depth for the possibility of developing noncredit pathways.

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

The plan is a response to the Taft College Integrated Plan and Strategic Planning goals to address/expand professional development opportunities through the development of skills and knowledge of students and staff. The approach is to address professional development in four areas identified by the Professional Development Plan;

- Area 1: Employee Competency
- Area 2: Community and Cultural Proficiency
- Area 3: Technological Competency
- Area 4: Campus Awareness and Safety

Alignment with resources and outcomes data will be shared with the Professional Development Committee. One focus will be engaging in an equity-minded culture in building a framework for student success and creating equity.

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)

Through the work of the Student Success committee the integrated goals will be evaluated on an annual basis with data provided and aligned with program review in October working collaboratively with the assistance of Institutional Research. The established integrated goal targets are aligned with the score card, state indicators, college strategic action plan and the State Chancellor’s overall goals. A completion index will be used when measuring key indicators and data metrics. A goals progress tracker will be implemented to help monitor the progress on a regular and systematic basis.

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)

Taft College is a single college district and will continue to coordinate integrate planning efforts addressing integrated goals. The college recently merged committee membership from the Access Committee to the Student Success Committee for representation from the three plans and membership from all constituent groups. The Access and Student Success Committees are Governance Council Committees which include committee updates and efforts reporting out on committee progress. The merge of the Student Success Committee now addresses all three plans, integrated goals and traction on measurable outcomes. Processes are based on the principle of mutual responsibility and a commitment to good communication.

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 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:

Executive Summary Link will be placed here (for right now that is a separate attachment)

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?

Professional Development is key for transformational change and innovation. Continuous professional development on data visualization on DI groups with integrated planning as well as key experts on equity addressing cultural competency to better serve impacted student groups to assist mitigating equity gaps. Workshops, webinars or open forums during a conference on best practices can enhance collaboration among the colleges and programs.

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  Primavera Arvizu
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Alternate Point of Contact:
Name  Severo Balason
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Part III – Approval and Signature Page

College:  Taft College  District:  West Kern Community College District
Board of Trustees Approval Date: ____________________________________________________

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

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