



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

Part II – Program Goals and Planning

Goal	SSSP	Student Equity	BSI	
<p>ACCESS, SUPPORT and OPPORTUNITY Increase access, support and opportunity by 3% for all students to enroll, persist, succeed, and complete their educational pathway, and 10% with particular emphasis on our disproportionately impacted at CSM.</p>	<ul style="list-style-type: none"> Identify disaggregated matriculation pipeline data to increase student matriculation from enrollment to registration Intentionally connect/enroll all new students to a support program or learning community Explore/develop support program around Meta Majors/Career Pathways for all declared and undeclared majors Utilize noncognitive assessment to gather holistic strengths of students and learn how to engage them 	<ul style="list-style-type: none"> Increase student participation, success, and completion in Learning Communities Strengthen Early College, Dual Enrollment, and Concurrent Enrollment programs targeting participation among disproportionately impacted student groups Increase the scale of Promise Program, targeting participation among disproportionately impacted student groups 	<ul style="list-style-type: none"> Increase success and completion in Basic Skills course through Supplemental Instruction in all Basic Skills courses Collaborate with AEBG block grant to increase access for ESL populations 	<ul style="list-style-type: none"> Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other: _ _



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<p>BASIC SKILLS Among fall full-time first-time students enrolled in basic skills math in their first year, increase the percent transitioning to transfer level math to 30% within a 2-year period. Among fall full time first-time students enrolled in basic skills English in first year, increase the percent of transitioning to transfer level English to 40% within a 2-year period. Among first time students enrolled in basic skills courses increase to 25% of students completing a degree within 6 semesters.</p>	<ul style="list-style-type: none"> • Continue targeted support to ELD/ESL programs • Provide counseling support, specifically for Basic Skills courses 	<ul style="list-style-type: none"> • Provide SI and tutoring services for Basic Skills courses • Increase student participation and completion in Learning Communities that focus on Basic Skills • Increase the scale of the Promise Program, targeting participation among disproportionately impacted student groups. 	<ul style="list-style-type: none"> • Offer courses, programs and/or services that accelerate the completion of the Math and English sequence 	<ul style="list-style-type: none"> • Access • Retention • Transfer • ESL/Basic Skills Completion • Degree & Certificate Completion • Other: _ _



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<p>COURSE COMPLETION Increase the number of students who maintain good academic standing Ninety-five percent of our fall first-time students will complete and persist from Fall to Spring.</p>	<ul style="list-style-type: none"> • Use equity-centered, proactive, cohort-based approach that encourages students to meet with counselors to provide more consistent support so that they are empowered and equipped to fully recognize their agency, knowing that this will translate into success. • Develop strategies for early interventions 	<p>Increase the number of students participating in successful equity-centered campus-wide initiatives like cohort-based models</p>	<p>Expand academic support interventions in all basic skills classes</p>	<ul style="list-style-type: none"> • Access • Retention • Transfer • ESL/Basic Skills Completion • Degree & Certificate Completion • Other: _ _



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<p>PROF DEVELOPMENT Increase opportunities for the entire campus to engage in equity work.</p>	<ul style="list-style-type: none"> Collaborate with faculty to gain input for creating meta-majors for guided pathways 	<p>Through professional development, CSM will institutionalize equity-centered, proactive, cohort-based best practices. In line with this goal, CSM will provide critical pedagogical training for administrators, faculty, and staff via the New Faculty Institute, faculty-led Lunch and Learns; the Educational Equity Lecture/Workshop Series, and, The Educational Equity Training Series, which is a contiguous, semester long pedagogy course for faculty and staff.</p>	<p>Provide professional development for faculty and staff supporting students in pre-transfer classes.</p>	<ul style="list-style-type: none"> Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other: _



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<p>COMPLETION AND TRANSFER Increase completion of a degree within 150% of normal time and transfer for all students by 10 % while decreasing equity gaps.</p> <p>Note we are talking about raw number of students earning each year</p>	<ul style="list-style-type: none"> • Increase comprehensive SEP completion targeting underrepresented student groups • Targeted educational planning with groups that are identified in SE plan as underserved • Career Programming for Undecided and Exploring students • Explore/develop College and Career Pathways for Associate Degree and Transfer students • Collaborate with Transfer support program; STEM, EOPS, Learning Communities, etc. 	<ul style="list-style-type: none"> • Gather data/analyze transfer rates among disproportionately impacted student groups - utilize data to tailor support services • Gather data/analyze utilization of transfer services among disproportionately impacted student groups - utilize data to tailor support services 	<ul style="list-style-type: none"> • Offer courses, programs and/or services that accelerate the completion of the Math and English sequence • Create foundations for Guided Pathways 	<ul style="list-style-type: none"> • <i>Access</i> • <i>Retention</i> • <i>Transfer</i> • <i>ESL/Basic Skills Completion</i> • <i>Degree & Certificate Completion</i> • <i>Other: __</i>



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PREVIOUS ACCOMPLISHMENTS

<p>Goal A: Access- Within the first three years of this plan, increase access by 10 percent for Asian, Veteran, and Hispanic or Latino students. In addition, increase by 3 percent enrollment of other historically underserved populations from outside the local service area and county</p>	<p>Hispanic students from San Mateo County as a percent of the college's total enrollment has increased by 9.9%. Veterans attending CSM has also increased in relation to their San Mateo County demographics by 2.5% as have students of Asian descent by 5%.</p>
<p>Goal B: Course Completion (Retention)- Within three years of this plan increase course completion rates by 5 percent for Foster Youth, Black or African American, Native Hawaiian or Other Pacific Islander, and by 3 percent for Hispanic or Latino students.</p>	<p>Black or African American have increased by 7.7% Foster youth have increased by 3.1% Pacific Islanders have increased by 3.1% Hispanic and Latino students have increased by 1.2% College wide: increase by 2.3%</p>
<p>Goal C: ESL and Basic Skills Completion- Within three years of this plan, increase ESL and basic skills course completion in English and math by 5 percent for Veteran, Multi-race, White, and Hispanic or Latino students.</p>	<p>Completion rates for Veterans have increased by 32.9%, Multi-race students by 30%, White students by 28.4%, and Hispanic/Latino by 17.9%. College-wide increase 23.1%</p>
<p>Goal D: Degree and Certificate Completion- Within five years of this plan, increase by 10 percent the degree and certificate rates for Multi-race, Males, Native Hawaiian or Other Pacific Islander, Some Other Race (Filipino), and Foster Youth students.</p>	<p>Increase for Multi-race students by 30%. Increase for Native Hawaiian or Pacific Islander by 10.5%. Increase for male students increased by 10.9% Increase for Filipino by 14.2% and foster youth by 7.3%. College wide: increase by 8.5%</p>
<p>Goal E: Transfer- Within three years of this plan, increase by 5 percent the transfer rates for Hispanic or Latino, Some Other Race (Filipino), Individuals with Disabilities, and Black or African American students.</p>	<p>Increase for students with Disabilities by 13.9%. Increase for Filipino students by 1.2%. Decrease for Hispanic/Latino students by 10.8% Decrease for African American students by 7.2% College wide: Decrease 7.1%</p>