A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO:

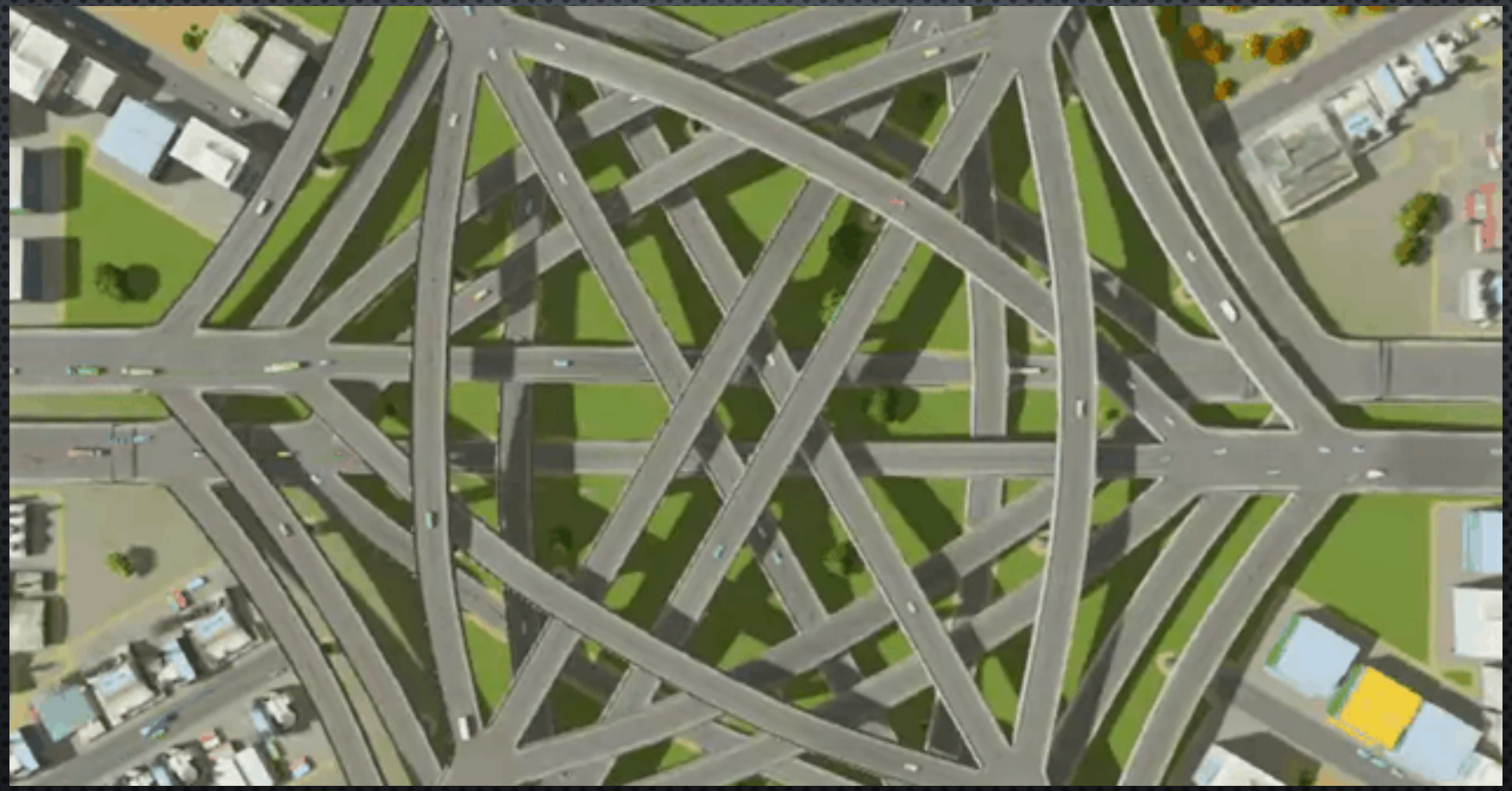
ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

ACBO CONFERENCE FALL 2017

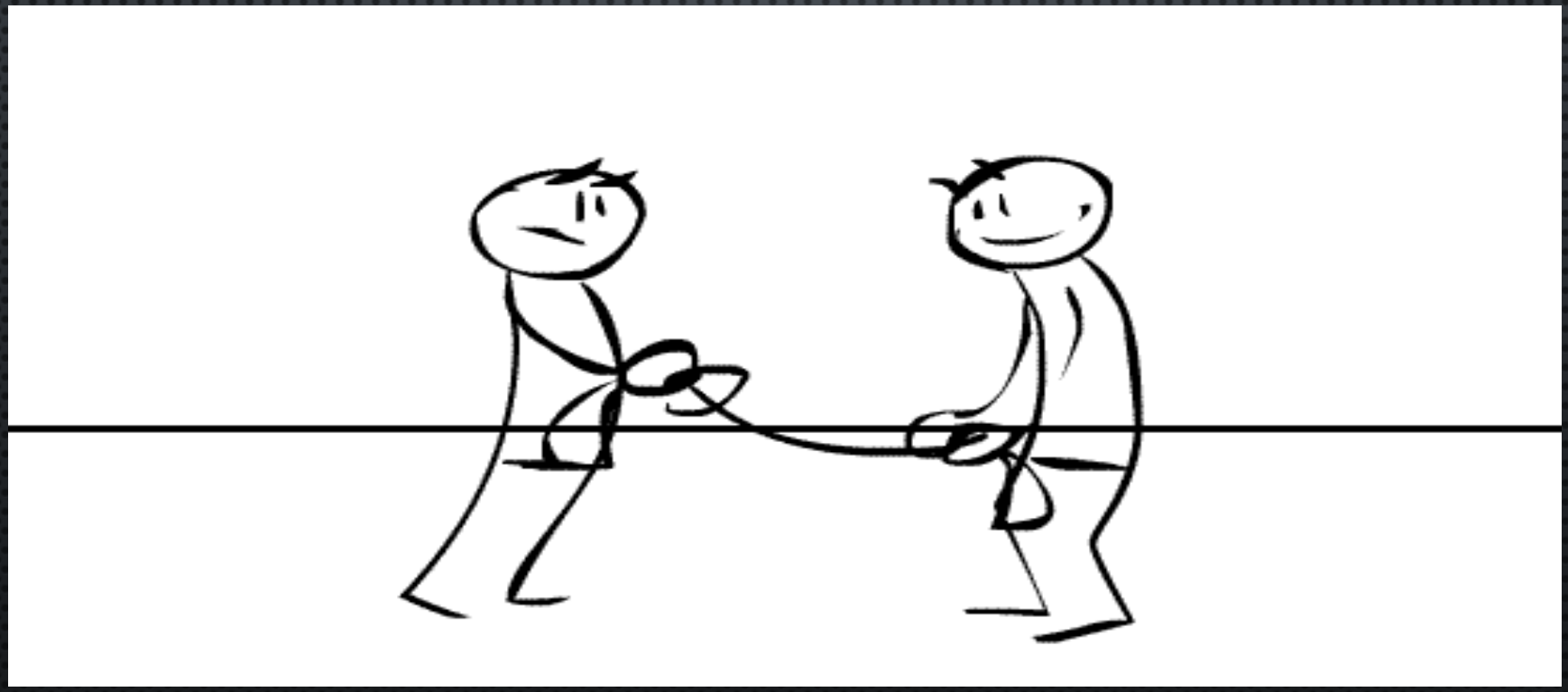
SHARLENE COLEAL - ASSISTANT SUPERINTENDENT, VICE-PRESIDENT, BUSINESS SERVICES

· DR. RYAN THEULE – VICE-PRESIDENT, CANYON COUNTRY CAMPUS AND GRANTS DEVELOPMENT ·

INITIATIVES…CAN SOMETIMES BE OVERWHELMING



…AND SOMETIMES INITIATIVES PULL COLLEGES IN MULTIPLE DIRECTIONS



EVEN THE STATE CHANCELLOR'S OFFICE HAS ACKNOWLEDGED THE CHALLENGES…

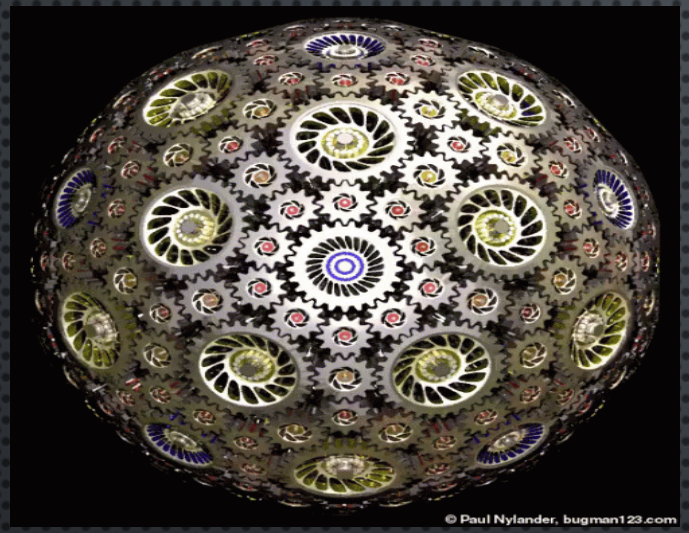
Video clip shared at CCCCO / IEPI mtgs

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO
ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

THERE ARE MANY COMMUNITY COLLEGE INITIATIVES AND FACTORS…

Concurrent Enrollment
Pathways
Institutional Effectiveness Partnership Initiative (IEPI)
Bachelor's Degrees
Acceleration Initiative
Online Education Initiative (OEI)
AND MORE
Completion Planning
Choices & Mandates for the Local College
AND MORE
Veterans Collaborative
College Promise (Access)
AND MORE
Open Education Resources (OER)
Closed Captioning
Student Success & Support Program (3SP)
Adult Basic Ed Grant
Student Equity
Basic Skills Initiative
DWM Workforce Training

…INCLUDING A NEW VISION



CCCCO STRATEGIC VISION

NEW PRIORITIES FROM SACRAMENTO THAT INFORM OUR OWN INSTITUTIONAL PLANNING AND STUDENT SUCCESS WORK

CCCCO STRATEGIC VISION 2020

- Increase Degrees 20%
- Increase Transfers 35%
- Reduce Units to Degrees From 87 to 79
- Increase CTE Employment From 60% to 69%
- Reduce Equity Gaps 100%
- Close Regional Gaps In 5 Years

Guided Pathways Framework

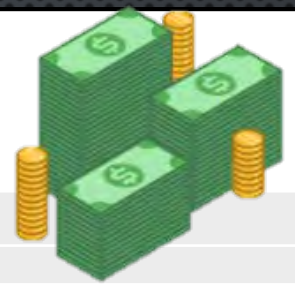
College Promise Initiatives

A Pathway of Initiatives – The Role of the CBO
Achieving Student Success through Collaboration

The Evolution of Initiative Funding

1. The History of Student Success Funding
2. The Role of The CBO – How to manage Funding and Comply with State Regulations
3. The New Matriculation – SSSP, Add Student Equity and Basic Skills
4. And…What About Strong WorkForce?
5. IE 2 – A Collaborative Approach to Implementing Initiatives
6. The State Chancellor's Office Streamlines the Initiatives – An Integrated Plan
7. Guided Pathways….

FISCAL AND REGULATORY IMPLICATIONS OF INITIATIVES



History of Funding - STATEWIDE

Fiscal Year	COLA	GROWTH	BASE	FT FACULTY	
2015-16					
2014-15					
2013-14					
2012-13					
2011-12					
2010-11					
2009-10					
2008-09					
2007-08					

*Does not include funds transferred to non-credit in 2014-15

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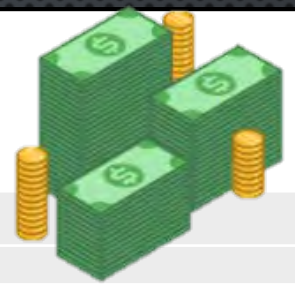

History of Funding - STATEWIDE

Fiscal Year	SSSP	Student Equity	Basic Skills	Strong Workforce	
2015-16					
2014-15					
2013-14					
2012-13					
2011-12					
2010-11					
2009-10					
2008-09					
2007-08					

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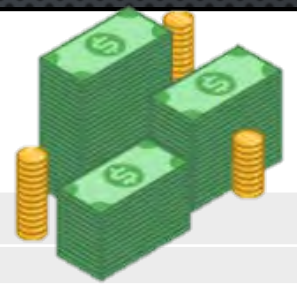
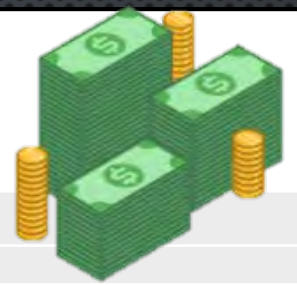


STATEWIDE NEW REVENUES AND NEW EXPENSES - PROJECTED					
Fiscal Year	COLA	GROWTH	BASE	FT FACULTY	
2015-16					
2014-15					
2013-14					
2012-13					
2011-12					
2010-11					
2009-10					
2008-09					
2007-08					

*Does not include funds transferred to non-credit in 2014-15

THE ROLE OF THE CBO – FISCAL AND REGULATORY IMPLICATIONS OF INITIATIVES



History of Credit Matriculation / 3SP Funding

Fiscal Year	Categorical Funding*	Required Match Categorical to District	Required Match Ratio	Actual Match Reported	Total - Fund 12 and Actual Match
2015-16 (Budget)	$ 3,209,094	1 to 1.3	$ 4,171,822	n/a	7,380,916
2014-15 (Proposed)	$ 2,248,763	2 to 1	$ 4,497,527	$ 4,497,527	6,746,290
2013-14	$ 820,831	3 to 1	$ 2,462,493	$ 2,617,512	3,438,343
2012-13	$ 488,872	3 to 1	$ 1,466,616	$ 1,466,616	1,955,488
2011-12	$ 491,365	3 to 1	$ 1,474,095	$ 1,474,095	1,965,460
2010-11	$ 491,677	3 to 1	$ 1,475,031	$ 1,475,031	1,966,708
2009-10	$ 491,690	3 to 1	$ 1,475,070	$ 1,477,707	1,969,397
2008-09	$ 1,015,895	3 to 1	$ 3,047,685	$ 3,047,684	4,063,579
2007-08	$ 984,214	3 to 1	$ 2,952,642	$ 2,952,642	3,936,856

*Does not include funds transferred to non-credit in 2014-15

A Pathway of Initiatives – The Role of the CBO
Achieving Student Success through Collaboration

Strong Workforce: Plan Elements

- SHALL increase the **number** of students in **quality** CTE courses, programs, and pathways that will achieve successful workforce outcomes.

- MAY invest in **new or emerging** CTE courses, programs, and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes.

- MAY Address Strong Workforce Task Force recommendations.

- SHALL Provide **evidence of demand** for workers within the funded CTE Program(s) AND
  - Identify geography and occupations targeted
  - Identify labor market demand and supply **gap**
  - Cite **source** of labor market information

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO
ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

STRONG WORKFORCE: PLAN ELEMENTS

COLLEGES CAN USE THE FUNDS TO IMPROVE EXISTING PROGRAMS, SUCH AS:

- HIRING ADDITIONAL FACULTY OR STAFF
- ALIGNING CURRICULUM WITH THIRD-PARTY CREDENTIALS
- TRAINING FACULTY ON SKILLS THAT ARE CURRENTLY IN DEMAND
- PURCHASING EQUIPMENT OR IMPROVING FACILITIES

PLUS ANY OTHER INTERVENTION THAT YOU THINK WOULD IMPROVE ENROLLMENTS, COMPLETION, EMPLOYMENT, AND EARNINGS.

NO SUPPLANTING

- THIS SHALL NOT BE INTERPRETED TO MEAN THAT A PARTICIPATING COMMUNITY COLLEGE DISTRICT IS PROHIBITED FROM ELIMINATING OR ALTERING EXISTING PROGRAMS.

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

Strong Workforce Budget Summary

		District Allocation FY 2016-17 - $919,811				Distric Allocation FY 2017-18 - $1,216,691*			
		2016-2017 Original	2016-17 Funding Summary**			2017-18 Funding Summary**			
		PLANNED	ACTUALS			PROJECTED			
Academic Salaries		BUDGET	BUDGET	EXPENSE	BALANCE	BUDGET		EXPENSE	BALANCE
Paralegal Studies	TBD	$ 38,030							
Technical Theatre Instructor - 95% (Fall 16 hire)	C. Boitz		$ 86,184	$ 86,184	$ 0	$ 88,817		$ 88,817	$ -
Computer Networking Instructor - 80% (Fall 16 hire)	S. Bolanos	$ 76,061	$ 76,061	$ 76,061	$ 0	$ 78,728		$ 78,728	$ -
Construction Management Instructor - 80% (Fall 16 hire)	E. Arnold	$ 61,172	$ 61,172	$ 35,416	$ 25,756	$ 50,391		$ 50,391	$ -
Nursing Instructor - 95% (Fall 16 hire)	S. Duncan	$ 76,061	$ 76,061	$ 76,061	$ 0	$ 78,728		$ 78,728	$ -
Culinary Arts - Catering - 80% (Spr 17 hire)	M. Bustillos	$ 38,030	$ 37,255	$ 37,255	$ (0)	$ 74,510		$ 74,510	$ -
Release Time - CTE Acad Senate Liaison -40% (Fall & Spring)	R. Blasberg		$ 32,026	$ 25,446	$ 25,446	$ 0	$ 12,171	$ 12,171	$ -
Business/Accounting	A. Naddaf/pour Fall '18 Hire	$ 38,030	$ 38,030	$ -	$ 38,030	$ 76,061		$ 76,061	$ -
Career Counselor	A. Kaminsky	$ -	$ -	$ -	$ -	$ 77,805		$ 77,805	$ -
FT & Adjunct Supplimentary Services		$ -	$ 35,000	$ -	$ 35,000			$ -	$ -
Sub Total Academic Salaries		$ 359,411	$ 435,209	$ 336,422	$ 98,787	$ 537,212		$ 537,212	$ -
Classified Salaries		$ -	$ 40,000	$ -	$ 40,000	$ -		$ -	$ -
Subtotal		$ -	$ 40,000	$ -	$ 40,000	$ -		$ -	$ -
Subotal Allsalaries		$ 359,411	$ 475,209	$ 336,422	$ 138,787	$ 537,212		$ 537,212	$ -
Fringe Benefits		$ 119,490	$ 167,331	$ 126,598	$ 40,733	$ 207,366		$ 207,366	$ -
Subtotal - Salary and Fringe Benefits		$ 478,901	$ 642,540	$ 463,020	$ 179,520	$ 744,578		$ 744,578	$ -
Other Expenses									
LinkedIn Learning Analytic Operating Expenses		$ 100,000	$ 13,000	$ -	$ 13,000	$ -		$ -	$ -
Industry Consultant - Subject Matter Expert			$ 114,000	$ 3,000	$ 111,000	$ 100,000		$ 3,000	$ 97,000
CTE Fac Liaison Operating Expenses			$ 2,000	$ 102	$ 1,898	$ -		$ -	$ -
CTE Fac Prof Dev Operating Expenses			$ 12,000	$ 1,467	$ 10,533	$ -		$ -	$ -
Marketing & Distribution Other Operating			$ 10,000	$ -	$ 10,000	$ -		$ -	$ -
Marketing & Distribution Other Operating			$ 10,000	$ -	$ 10,000	$ -		$ -	$ -
Other Expense Holding - Expenses TBD		$ 340,910	$ 80,894	$ 206	$ 80,688	$ 130,334		$ -	$ 130,334
Subtotal - Other Expense		$ 440,910	$ 241,894	$ 4,776	$ 237,118	$ 230,334		$ 3,000	$ 227,334
Indirect Support			$ 35,377	$ 18,712	$ 16,666	$ 38,996		$ 29,903	$ 9,093
@ 4%		(indirect not initially planned for)							
Total Budget		$ 919,811	$ 919,811	$ 486,508	$ 433,304	$ 1,013,908	*	$ 777,481	$ 236,427
						$ 1,216,691	**	$ 777,481	$ 439,210
								Balance of 2016-17 Allocation	
Academic Salaries- Nursing	R. Child					$ 87,757		$ 87,757	$ -
FT & Adjunct Supplimentary Services						$ 35,000		$ -	$ 35,000
Adult Hourly Salaries						$ 40,000		$ -	$ 40,000
Subtotal Salaries						$ 162,757		$ 87,757	$ 75,000
Fringe Benefits						$ 44,706		$ 44,706	$ -
Subtotal - Salary and Fringe Benefits						$ 207,463		$ 132,463	$ 75,000
Other Expenses									
LinkedIn Learning Analytic Operating Expenses						$ 13,000		$ -	$ 13,000
Industry Consultant - Subject Matter Expert						$ 84,000		$ -	$ 84,000
CTE Fac Liaison Operating Expenses						$ 1,800		$ -	$ 1,800
CTE Fac Prof Dev Operating Expenses						$ 11,000		$ -	$ 11,000
Marketing & Distribution Other Operating						$ 10,000		$ -	$ 10,000
Marketing & Distribution Other Operating						$ 10,000		$ -	$ 10,000
Other Expense Holding - Expenses TBD						$ 79,374		$ -	$ 79,374
Subtotal - Other Expense						$ 209,174		$ -	$ 209,174
Indirect Support @ 4%						$ 16,665		$ 5,299	$ 11,367
Totals						$ 433,303		$ 137,762	$ 295,541
Cummulative Strong Workforce 2 yr budget at 83%						$ 1,447,211	*	$ 915,242	$ 531,968
Cummulative Strong Workforce 2 yr budget at 100%						$ 1,649,994	**	$ 915,242	$ 734,751
Strong Workforce local share is received via apportionment				$ 1,216,691					
Difference from 16-17 to 17-18 allocation				$ 296,880					

Per Dr. Matthew Roberts CCCCO: The increase in FY1617 and FY1718 allocation is not due to SB1070 funds sunsetting and being folded into SWF.
The increase is due to a higher level of SWF funds in general, and for SCCCD specifically; Job openings & unemployement in our region at the county level.

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** 2017-2018 Allocation at 100%
** Salaries and Benefits projected through 6/30/18

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** 2017-2018 Allocation at 100%
** Salaries and Benefits projected through 6/30/18

A Pathway of Initiatives – The Role of the CBO Achieving Student Success Through Collaboration

How to balance it all?

Fiscal and Regulatory Implications of Initiatives

- What Happens If SSSP, Student Equity and Strong Workforce funding Is eliminated with An **economic downturn**?
  - The State Chancellor's Office Was dedicated to maintaining funding stability for Initiatives because of system concerns that funds would go away and had to show the Legislature the Initiatives were a worthwhile investment and would work hard to protect the funds.
- Can the **Institutionalization of "Initiative" positions** Be Anticipated if Initiative funding is eliminated?
  - The original funding was used to hire a large number of full-time staff to implement initiative requirements
  - If it can't be sustained long-term, initiative positions could displace existing district positions.
  - Encourage new **hiring to be tied to the deliverables** of the Initiatives and reduce "duplicate" hiring of positions through synergist hiring i.e. counselors in veterans and international students.
- How Can Additional Resources, Including District Match, Be Provided To Ensure the **Long-Term Sustainability** of Programs?
  - Encourage long-term fiscal analysis to determine if funding will cover on-going increased costs of positions hired.

A Pathway of Initiatives – The Role of the CBO Achieving Student Success through Collaboration

Fiscal and Regulatory Implications of Initiatives

How to balance it all?

- How Would Plans Be Managed if a District isn't growing and can't show increases in deliverables, i.e. increases in assessment, orientation, Educational Plans, etc.?
  - **Include flexibility in budgets** to offset potential revenue reductions
  - **Keep Personnel costs at 80%** of budget if accountability measures are not met.
- How Can CBOs be **more involved in the development of Integrated Plans and Budgets**, not just "rubber stamping" final documents?
  - Work collaboratively with Instruction, Student Services, Research, etc. including regular planning meetings
  - Include Initiatives in Integrated Planning, Program Review and Budget Development Processes
- CBOs have to **balance limited increases to Unrestricted funds** with increased Initiative funding that has restricted uses.
  - Faculty get upset about wage increases being limited when Restricted hiring and spending increasing.

A Pathway of Initiatives – The Role of the CBO Achieving Student Success Through Collaboration

Fiscal and Regulatory Implications of Initiatives

How to balance it all?

- How Can Initiative Funding Impact The 50% Law or FON?
  - If Staffing or Other Expenditures are rolled into The Unrestricted Fund it Can **jeopardize compliance With The 50% Law**
  - Any new positions tied to SSSP, Student Equity, etc. should be scrutinized as to 50% Law implications if they are returned to the District.
  - Full-Time Faculty Positions Contribute Positively to the FON, Regardless of the Fund.
- How Can **Limited Increases to Unrestricted funds be Balanced** with increased Initiative funding that has restricted uses.
  - wage increases, Hiring and Operational Expenditures are often limited Even Though Restricted hiring and spending Is increasing.
  - When Possible, Identify Uses for New Restricted Funds That Can Appropriately Fund Staffing or Expenditures Rather Than Using Unrestricted Funds.
  - Provide Education on Initiative Funding For New Faculty or Instructional Programs.

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

Fiscal and Regulatory Implications of Initiatives

- **50% Law: Requires That 50% of Unrestricted Funds Are Spent on Salaries and Benefits For Faculty in the Classroom**
  - The Majority of Positions Hired and Expenditures Are Not on the "Right" Side of the 50% Law – Non-Instructional
  - However, Restricted Funds Are Not Subject to 50% Law So There is No Impact From Initiative Expenditures.
  - If Initiative Funding Is Rolled Into the Unrestricted Fund, It could jeopardize compliance for most districts
- **FON – Full-Time Faculty Obligation (Target): Ultimate Goal That 75% of All Teaching Faculty Are Full-Time**
  - Includes Instructional Faculty in All Funds – Good!
  - New Faculty Hired Will Count Towards a District FON Target

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

Crosswalk/ Map of Initiatives

ACCOUNTABILITY REQUIREMENTS/ METRICS	BASIC SKILLS	STUDENT EQUITY	STUDENT SUCCESS & SUPPORT PROGRAM (SSSP)	STRONG WORKFORCE PROGRAM
Number of Course Enrollments/ Annual FTES		X		X
Number of Students that received degree or certificate		X		X
Number of Students who transferred				X
Workforce Outcomes				X
Job Closely Related to Field of Study				X
Employed in the 2nd Fiscal quarter after exit				X
Employed in the 4th Fiscal quarter after exit				X
Median Earnings in 2nd Fiscal Quarter after Exit				X
Median Earnings in 4th Fiscal Quarter after Exit				X
Attained a living Wage				X
Serve High Need Students		X		
Serve Students in areas of Low Educational Attainment		X		
Participation Rate (Number of students within district boundaries)		X		

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

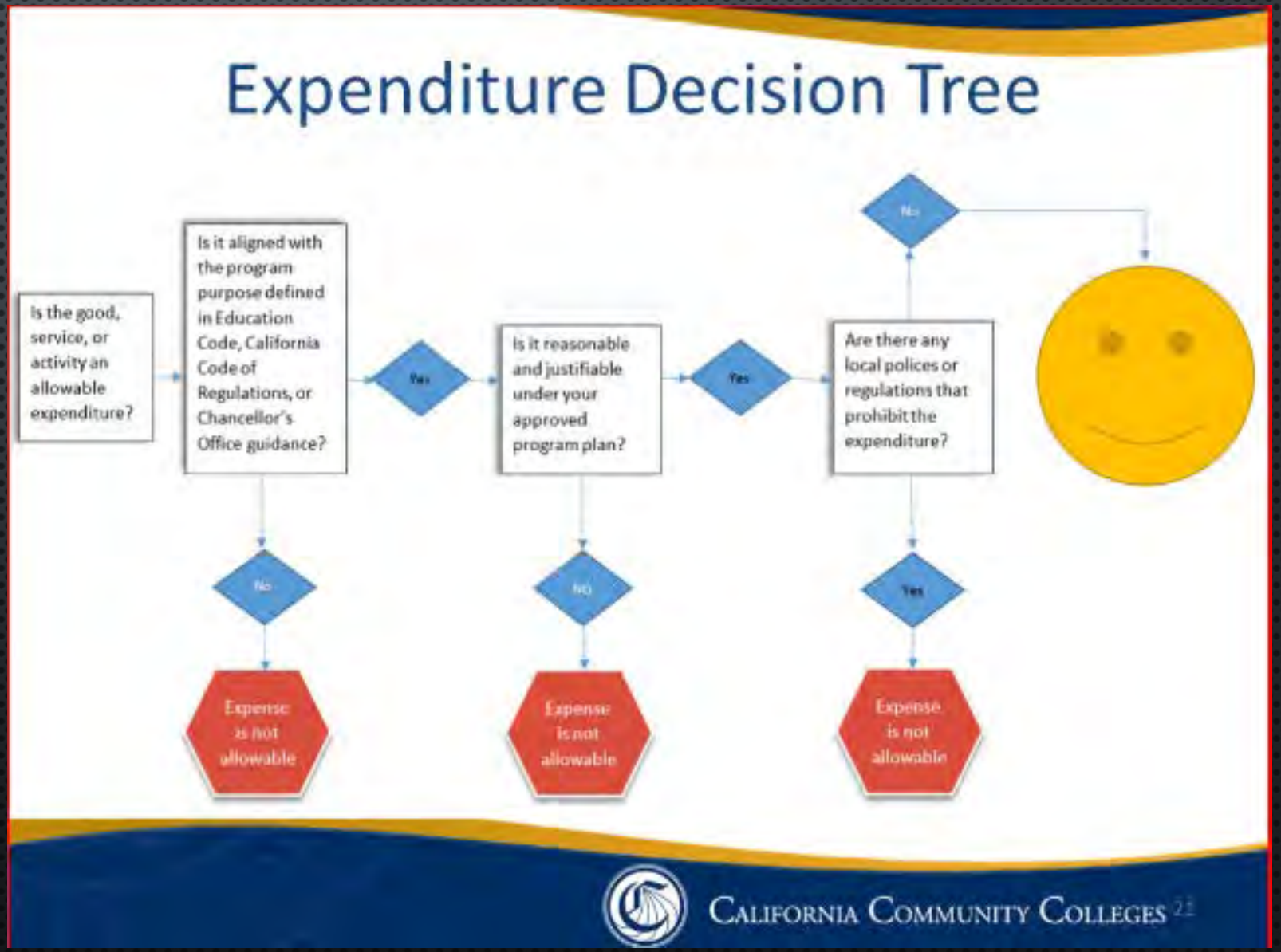
Crosswalk/ Map of Initiatives

ACCOUNTABILITY REQUIREMENTS/ METRICS	BASIC SKILLS	STUDENT EQUITY	STUDENT SUCCESS & SUPPORT PROGRAM (SSSP)	STRONG WORKFORCE PROGRAM
Poverty Rate (Number of low income households)		X		
Unemployment Rate (Number of Individuals 16 Yrs & older who are unemployed)		X		
ESL and Basic Skills Completion (completion of degree applicable course after completing ESL and Basic Skills)	X	X		
Orientation			X	
Assessment	X		X	
Abbreviated Student Education Plan			X	
Counseling / Advising	X		X	
Comprehensive Student Education Plan			X	
At Risk Follow Up Services			X	
Other follow up Services			X	
Percentage of Students receiving BOG waiver fee	X			
Percentage of Basic Skills FTES	X			

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO
ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

NEW CCCCO DECISION TREE

UPDATED AND ABBREVIATED EXPENDITURES GUIDELINES AND DECISION-MAKING TREE. INTENTIONAL CHANGE FROM THE CCCCO TO NO LONGER HANDLE COUNTLESS "MOTHER-MAY-I" REQUESTS FROM THE FIELD.



A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

EXPENDITURE GUIDELINES

COLLEGES AND DISTRICTS ARE ULTIMATELY RESPONSIBLE FOR EXPENDITURE DECISIONS. BSI, SSSP AND SE WILL BE INCLUDED IN THE DISTRICT AUDIT MANUAL WITH THE EXPECTATION THAT DISTRICT-CONTRACTED AUDITORS ANNUALLY REVIEW EXPENDITURES. AUDITS MAY ALSO BE CONDUCTED BY THE CALIFORNIA BUREAU OF STATE AUDITS, THE CHANCELLOR'S OFFICE, OR OTHER GOVERNMENT AGENCIES WITH A LAWFUL INTEREST IN THE EXPENDITURE OF FUNDS.

2016-17 Expenditure Guidelines

Basic Skills, Student Equity, and Student Success and Support Program

Effective February 15, 2017

KEY STATUTES AND REGULATIONS

Annual allocations of funds under the Basic Skills Initiative (BSI), Student Equity (SE) program, and Student Success and Support Program (SSSP) must be utilized for program implementation as prescribed in California Education Code and California Code of Regulations, title 5. Within these parameters, districts and colleges are afforded the discretion and flexibility to make spending decisions locally. Below are links to applicable code and regulations.

Basic Skills – California Education Code, section 88815
Student Equity – California Education Code, sections 78220 and 78221
Student Equity – California Code of Regulations, title 5, sections 54220 and 51026
Student Success and Support Program – California Education Code, sections 78210-78219
Student Success and Support Program – California Code of Regulations, title 5, sections 51024 - 55534

REASONABLE AND JUSTIFIABLE

All expenditures should be reasonable and justifiable. "Reasonable" means expenditures are prudent and every effort is made to utilize funds efficiently. "Justifiable" means expenditures are consistent with goals and activities related to BSI, SE and SSSP. Colleges are strongly urged to develop policies and procedures to document and justify program expenditures. Developing written documentation prior to the time of expenditure is recommended. This documentation should clearly establish the link between a given expenditure and program goals and objectives.

ULTIMATE RESPONSIBILITY

Colleges and districts are ultimately responsible for expenditure decisions. BSI, SSSP and SE will be included in the District Audit Manual with the expectation that district-contracted auditors annually review expenditures. Audits may also be conducted by the California Bureau of State Audits, the Chancellor's Office, or other government agencies with a lawful interest in the expenditure of funds.

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

GUIDELINES

INTEGRATED NON-ALLOWABLE EXPENDITURES (SIMPLIFIED)

1. **GIFTS** -- FUNDS MAY NOT BE USED FOR GIFTS OR MONETARY AWARDS OF ANY KIND. EXPENDITURES FOR A PUBLIC PURPOSE ARE NOT CONSIDERED A GIFT OF PUBLIC FUNDS; SUCH EXPENDITURES MUST BE COORDINATED WITH FINANCIAL AID DEPARTMENTS AND BE WITHIN A STUDENT'S COST OF ATTENDANCE.
2. **STIPENDS FOR STUDENTS** -- FUNDS MAY NOT BE USED TO PAY STIPENDS TO STUDENTS FOR PARTICIPATION IN PROGRAM OR CLASSROOM ACTIVITIES.
3. **POLITICAL CONTRIBUTIONS** -- FUNDS MAY NOT BE USED TO PAY FOR POLITICAL CONTRIBUTIONS.
4. **COURSES** -- FUNDS MAY NOT BE USED TO PAY FOR THE DELIVERY OF COURSES THAT GENERATE FULL TIME EQUIVALENT STUDENTS.
5. **SUPPLANTING** -- ANY FUNDS SPENT ON THESE PROGRAMS SHOULD SUPPLEMENT, NOT REPLACE, GENERAL OR STATE CATEGORICAL (RESTRICTED) DISTRICT FUNDS EXPENDED ON SIMILAR PROGRAM ACTIVITIES PRIOR TO THE AVAILABILITY OF PROGRAM FUNDING. THIS RESTRICTION APPLIES TO CATEGORICAL PROGRAMS AND ANY OTHER FEDERAL, STATE, AND COUNTY PROGRAMS.

THE CHANCELLOR'S OFFICE **WILL NOT PROVIDE AN EXHAUSTIVE LIST OF ALLOWABLE AND NON-ALLOWABLE EXPENDITURES**, AS DECISIONS FOR EACH EXPENDITURE MUST BE MADE LOCALLY ACCORDING TO PROGRAM OBJECTIVES AND ACTIVITIES, IN ADDITION TO THE "REASONABLE AND JUSTIFIABLE" CRITERIA OUTLINED ABOVE.

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

INITIATIVE BUDGETS

	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match
Program Totals	$90,107	$1,360,970	$2,931,718	$2,931,718	$73,812	$73,812

PERMANENT POSITIONS FISCAL YEAR 2017-2018

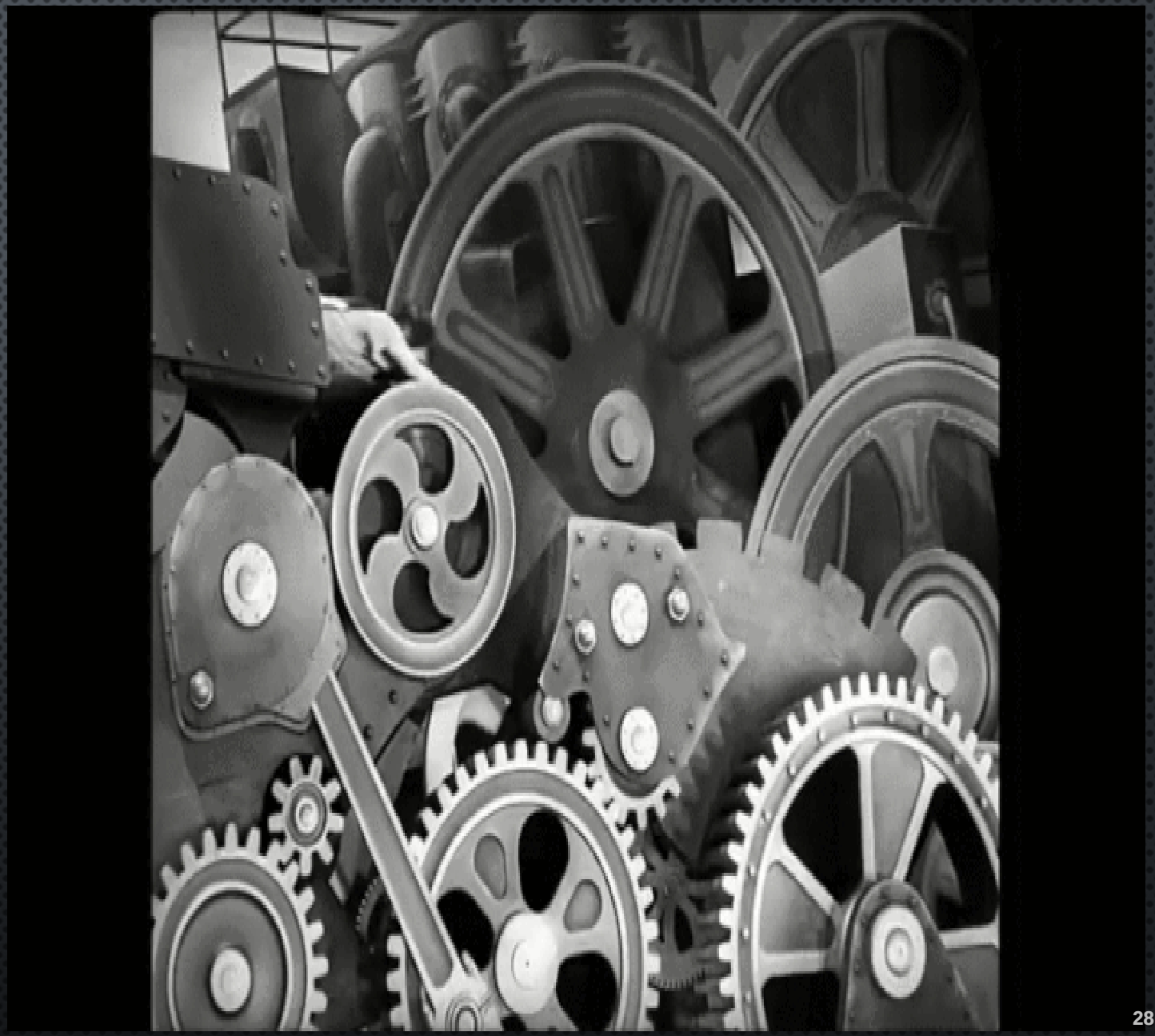
	Student Success & Support Credit		Student Equity	
1	Dean, Enrollment Services	1	Associate Dean, Learning Resources and Director, TLC	
2	Director, Transfer Center	2	Director, Re-Entry Programs & Veterans Affairs	
3	Counselor	3	Dean, Student Services	
4	Senior Research Analyst	4	Counselor (Calworks)	
5	Student Services Coordinator I - Computer Operations (SARs, Web & Database)	5	Vice President, Canyon Country Campus and Grant Development	
6	Counselor (Financial Aid)	6	Dean, Institutional Research, Planning, and Insitutional Effectiveness	
7	Assistant Director, Admissions & Records - Noncredit	7	History Instructor	
8	Student Services Specialist III (Counseling)	8	PACE English Instructor	
9	Student Services Coordinator III (Computer Operations)	9	Administration Assistant II (CCC Student Services Support and Campus Liaison)	
10	Student Services Coordinator III (Transfer Center)	10	Instructor(Math) Joe Gerda release time	
11	Counselor	11	Student Services Specialist II (Medical Receptionist) (Student Health & Wellness Center)	
12	Student Services Technician III (Certificate and Degree Eligibility)	12	Student Services Technician I (Medical Assistant) (Student Health & Wellness Center)	
13	Student Services Technician II (Degree Audit Evaluator)	13	Librarian	
14	Student Services Coordinator III (Computer Operations)	14	Senior Research Analyst	
15	Counselor	15	Student Services Technician I (Veterans Resource Center)	
16	Student Services Coordinator II - Academic Advising (Counseling)	16	Research Analyst	
17	Student Services Coordinator II - Academic Advising (Counseling)	17	Director, Diversity, Equal Employment Opportunity, and Title IX Programs	
18	Counselor - Foster Youth	18	The Learning Center Testing Specialist III	
19	Director of Matriculation	19	The Learning Center Specialist III	
20	Director of Matriculation	20	Student Services Technician III (Certificate and Degree Evaluator)	

PERMANENT POSITIONS FISCAL YEAR 2017-2018

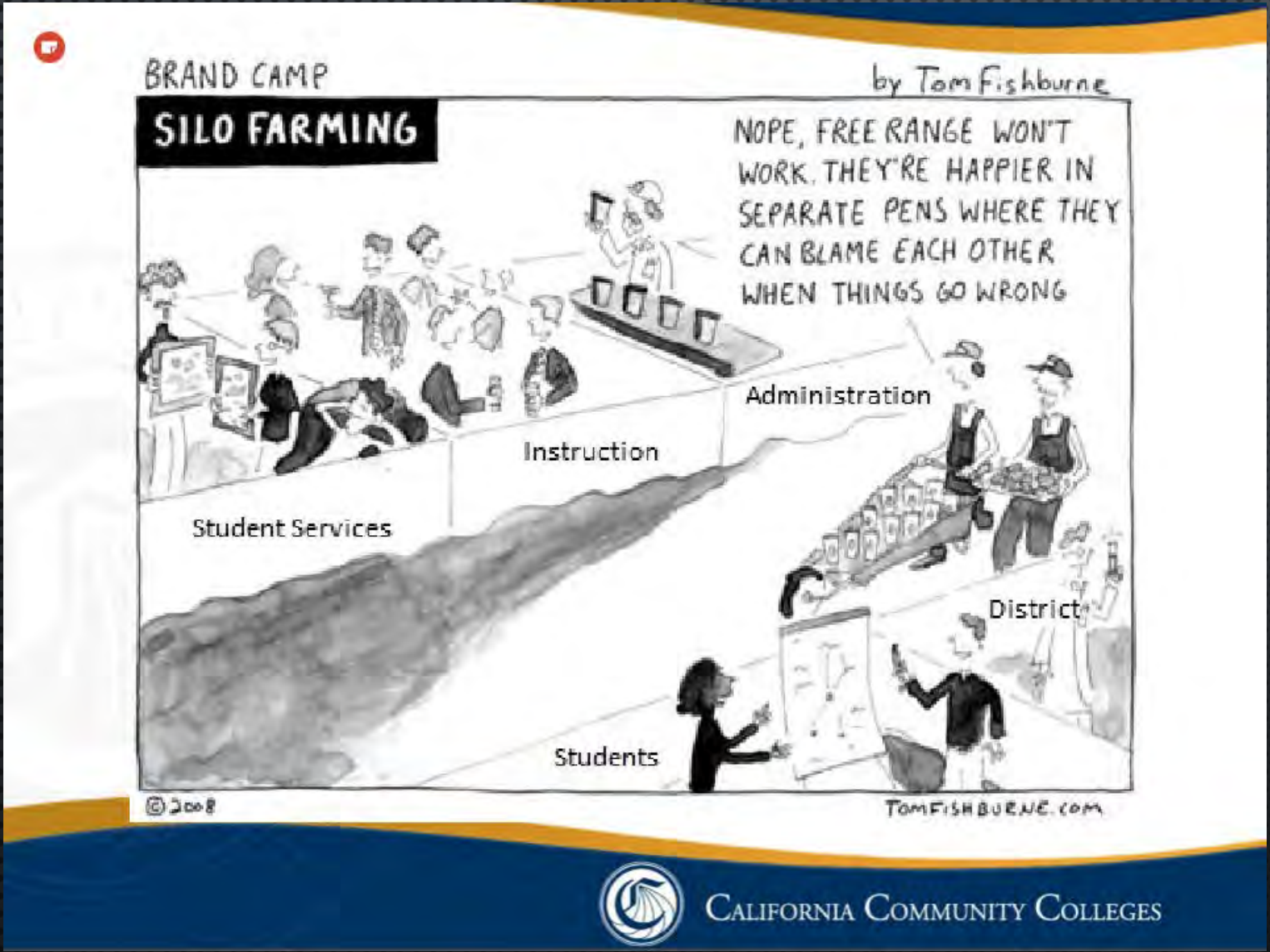
	Student Success & Support Credit			Student Equity	
21	Student Services Specialist II (Assessment Center)		21	Counselor	
22	Student Services Coordinator II (Academic Advising)		22	Counselor	
23	Student Services Coordinator II - Academic Advising (Counseling)		23	Student Services Coordinator II (Veterans Resource Center)	
24	Counselor (3SP - Student Success and Support Program)		24	Student Services Technician I (Veterans Resource Center)	
25	Counselor (Canyon Country Campus)		25	Student Services Technician I (Veterans Resource Center)	
26	Student Services Program Coordinator II (Student Success and Support Program)		26	Student Services Specialist III (Case Management) (Student Health & Wellness Center)	
27	Student Services Coordinator II - Academic Advising (Counseling)		27	Coodinator I (Student Success Coach) (Distance & Accelerated Learning)	
28	Counselor (Canyon Country Campus)		28	The Learning Center Athletic Program Mentor	
29	Counselor (Veterans)				
30	Student Services Technician III (Counseling)				
	Award 2017-18	$ 2,931,718		Award 2017-18	$ 1,352,853.00
	C/F Award 2016-17	$ 73,812		C/F Award 2016-2017	$ 340,708.38
		$ 3,005,530			$ 1,693,561.38
	Salary + Benefits as a Percentage of the award	84%		Salary + Benefits as a Percentage of the award	82%
	Salary	$ 1,819,493			$ 973,597.78
	Benefits	$ 705,352		Includes retro / increases	$ 421,749.20
	Total	$ 2,524,844			$ 1,395,346.98

SOMETIMES COLLABORATION IS HARD

…OR **CONFUSING!**



…THERE IS RECOGNITION THAT COLLABORATION = NO SILOS!



- THE CCCCO HAS ACKNOWLEDGED THE NEED TO BREAK AWAY FROM FUNCTIONAL SILOS AT THE COLLEGES AND WITHIN THE STATE CHANCELLOR'S OFFICE IN ORDER TO MAXIMIZE STUDENT SUCCESS EFFORTS!

CARTOON SLIDE SHARED AT CCCCO STUDENT SUCCESS INTEGRATION WORKSHOP, APRIL 28, 2017

…BUT WE HAVE AN EMERGING SOLUTION

THE INSTITUTIONAL EFFECTIVENESS & INCLUSIVE EXCELLENCE COMMITTEE (IE)²

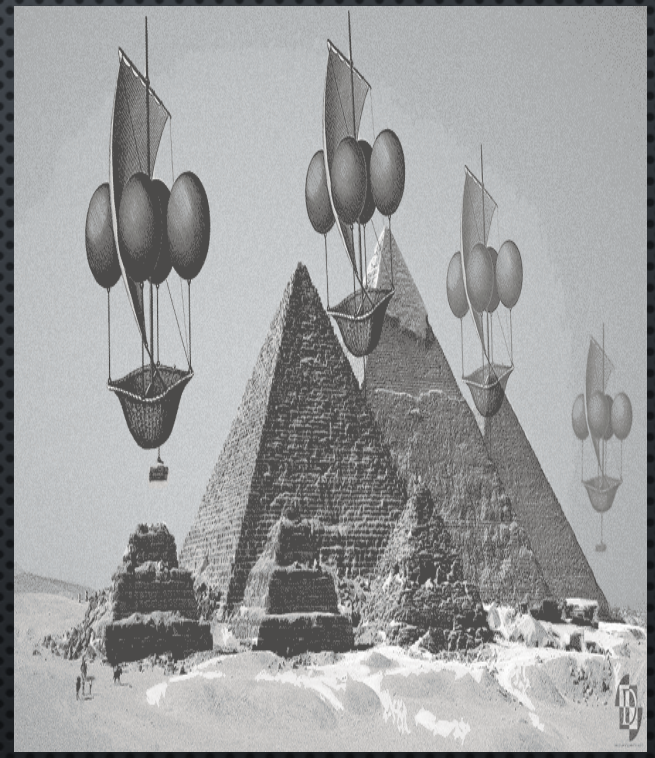
(IE)² IS COC'S INNOVATIVE APPROACH TO **MAKING SENSE OF ALL THE MOVING PARTS**

…WHILE MAINTAINING A PRIMARY **EMPHASIS ON STUDENT SUCCESS!**

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

(IE)2 HISTORY

- FORMED IN SUMMER 2015 AND HELD ITS **FIRST COMMITTEE MEETING IN SEPTEMBER 2015**.
- THE COMMITTEE IS A **SUB-COMMITTEE OF THE COLLEGE PLANNING TEAM (CPT),** & HAS A STANDING AGENDA ITEM FOR EACH CPT MEETING, WITH BETWEEN 6-7 MEETINGS PER ACADEMIC YEAR & SUMMER RETREATS.
- IN ITS FIRST YEAR, $(IE)^2$ SPENT TIME **UNDERSTANDING THE INSTITUTION'S EQUITY, BASIC SKILLS AND OUTCOME DATA,** INCLUDING (IEPI) INDICATORS & ACCJC INSTITUTION-SET STANDARDS.
- USING DATA, $(IE)^2$ SPENT TIME **DISCUSSING EQUITY, DIVERSITY, INCLUSIVE EXCELLENCE AND STUDENT PATHWAYS** USING PROMPTS FROM THE AAC&U DIVERSITY AND INCLUSIVE EXCELLENCE SELF-STUDY GUIDE AND LOSS MOMENTUM POINTS.
- YEAR 1 CONCLUDED WITH $(IE)^2$ FOCUSING EFFORTS IN YEAR 2 (2016-17) ON **DEVELOPING PLANS TO HELP THE INSTITUTION ACHIEVE ITS STATED IEPI AND ACCJC INSTITUTION-SET STANDARDS** FOR DEGREE AND CERTIFICATE COMPLETION THROUGH THE "CANYONS COMPLETES" INITIATIVE.
- *CURRENTLY, THE COMMITTEE IS DEVELOPING **WORK PLANS TO SUPPORT "CANYONS COMPLETES"** AND RELATED ACTIVITIES FOCUSED ON GUIDED PATHWAYS.*



HOW DID WE GET HERE?

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

(IE)2 GOALS

THE GOALS OF THE COMMITTEE ARE TO:

1. **ESTABLISH A FRAMEWORK** TO DIRECT THE INSTITUTIONAL EFFECTIVENESS AND INCLUSIVE EXCELLENCE PLAN
2. **INCREASE COLLABORATION** AMONG CONSTITUENTS ON ACTIVITIES DESIGNED TO IMPROVE STUDENT OUTCOMES
3. **DEVELOP A COMMON UNDERSTANDING** OF THE AREAS WHERE EFFORTS ARE NEEDED TO IMPROVE STUDENT OUTCOMES
4. **FOSTER A CULTURE OF INCLUSIVE EXCELLENCE** AMONG STAFF, FACULTY AND ADMINISTRATORS
5. **INSTITUTE ACCOUNTABILITY MEASURES**, EVALUATE PROGRESS AND CELEBRATE SUCCESSES

A BRIGHT IDEA!

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

(IE)2 OBJECTIVES

DEVELOP WORK PLANS TO SUPPORT THE **"CANYONS COMPLETES"** INITIATIVE.

· **REVALUATE EXISTING PROGRAMS AND SERVICES** TO SEE WHAT CHANGES CAN BE MADE IN THE CONTEXT OF GUIDED PATHWAYS AND COMPLETION BY DESIGN

· PROVIDE **PROFESSIONAL DEVELOPMENT TRAINING** TO SUPPORT THE WORK OF THE $(IE)^2$ COMMITTEE, INCLUDING EQUITY-MINDED PRACTITIONER TRAINING.

· ESTABLISH **STUDENT SUCCESS TEAMS**.

· DEFINE **WHAT "EQUITY" MEANS** AT COLLEGE OF THE CANYONS.

· REINSTATE **FACULTY/FRESHMEN UNITE**.

· CREATE A **COMMON INVENTORY OF ACTIVITIES** SUPPORTING STUDENT SUCCESS, INCLUDING CURRENT FUNDING SOURCES.

· DEVELOP A **COMMON FORM FOR POTENTIAL PROJECTS** TO BE FUNDED BY BASIC SKILLS, EQUITY, SSSP AND OTHER CATEGORICAL/GRANT SOURCES.

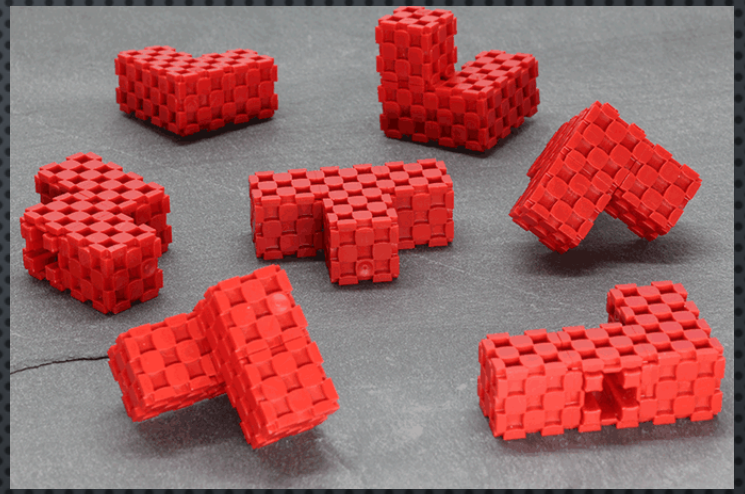
SIX SUCCESS FACTORS

BUILD ON SUCCESS!

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

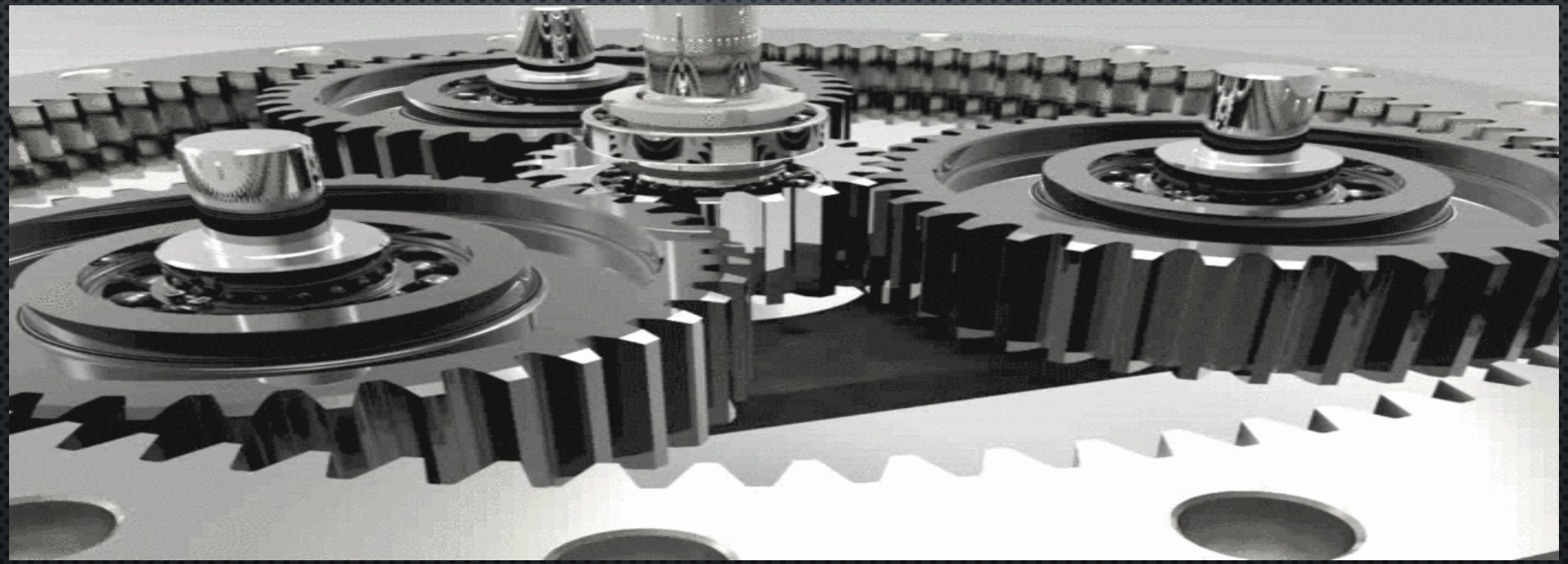
(IE)2 STRENGTHS

- THE $(IE)^2$ COMMITTEE HAS **INCREASED AWARENESS OF AND ENGAGEMENT** WITH THE COLLEGE'S STUDENT ACHIEVEMENT AND EQUITY DATA.
- THE COMMITTEE HAS REPRESENTATION FROM MANY CONSTITUENCIES AND **FOSTERS COLLABORATION** AMONGST ITS MEMBERS.
- PRIOR TO THE COMMITTEE THERE WERE APPROXIMATELY 10-12 INDIVIDUALS LOOKING AT THE COLLEGE'S DATA AND SETTING THE ACCJC INSTITUTION-SET STANDARDS AND IEPI INDICATOR TARGETS.
- NOW THERE ARE **APPROXIMATELY 45 INDIVIDUALS ATTENDING REGULARLY** SCHEDULED MEETINGS WHO HELP INFORM THE ACCOUNTABILITY TARGETS AND DEVELOP WORK PLANS TO MEET THE TARGETS.



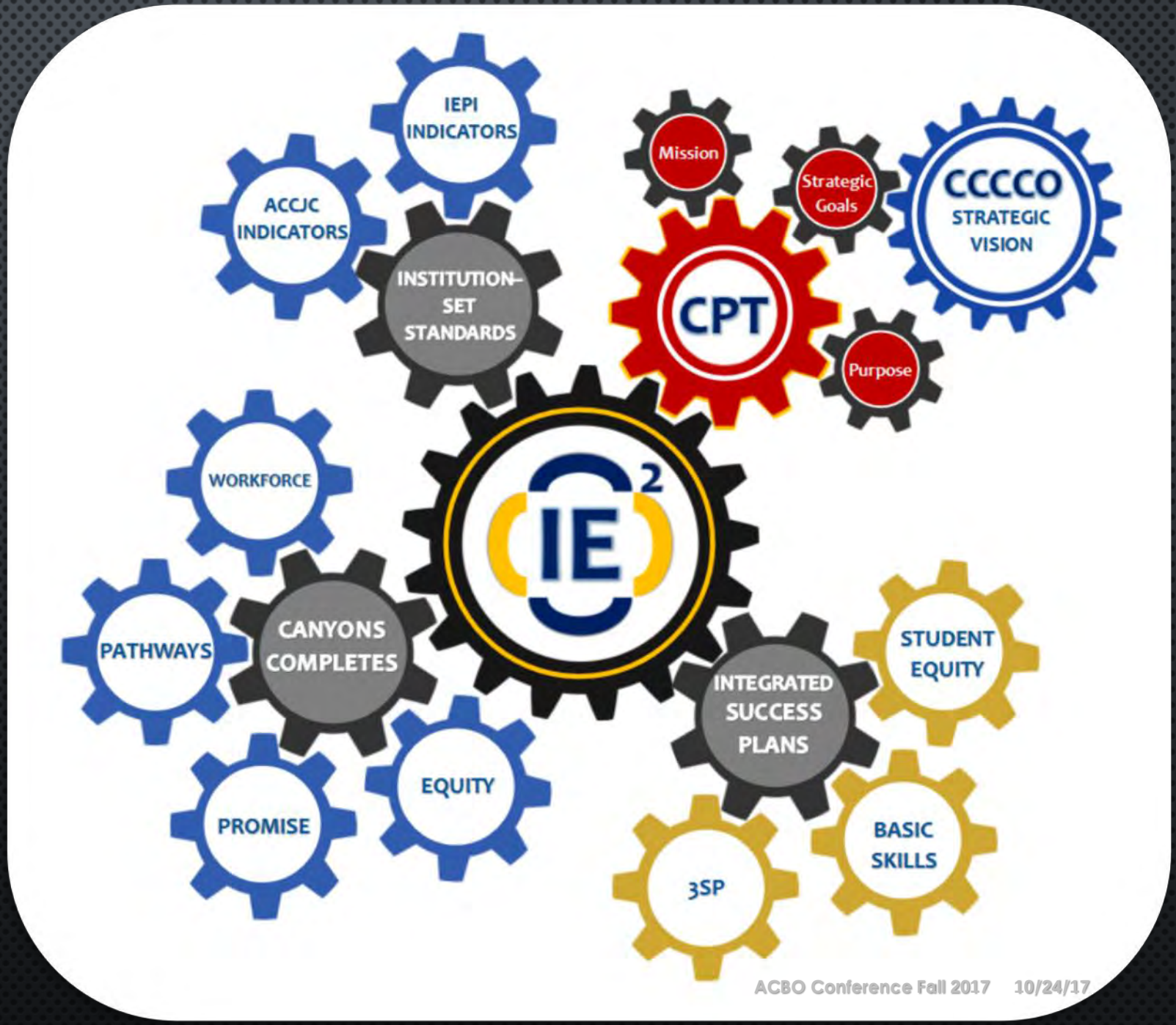
START PUTTING IT TOGETHER!

SO….HOW DOES THIS ALL WORK?



A SCHEMATIC FOR STUDENT SUCCESS

As a sub-committee of the College Planning Team (CPT), the Institutional Effectiveness & Inclusive Excellence Committee (IE)^2 provides a forum for coordination of student success activities around common data and institution-set standards.



CCCCO VISION

COC MISSION & STRATEGIC GOALS

COLLEGE PLANNING TEAM

INSTITUTIONAL EFFECTIVENESS & INCLUSIVE EXCELLENCE $(IE)^2$ COMMITTEE

Student Success Plans

- Student Equity
- 3SP
- Basic Skills

***"Canyons Completes"* Workplan**

- Guided Pathways
- College Promise
- Strong Workforce
- Equity

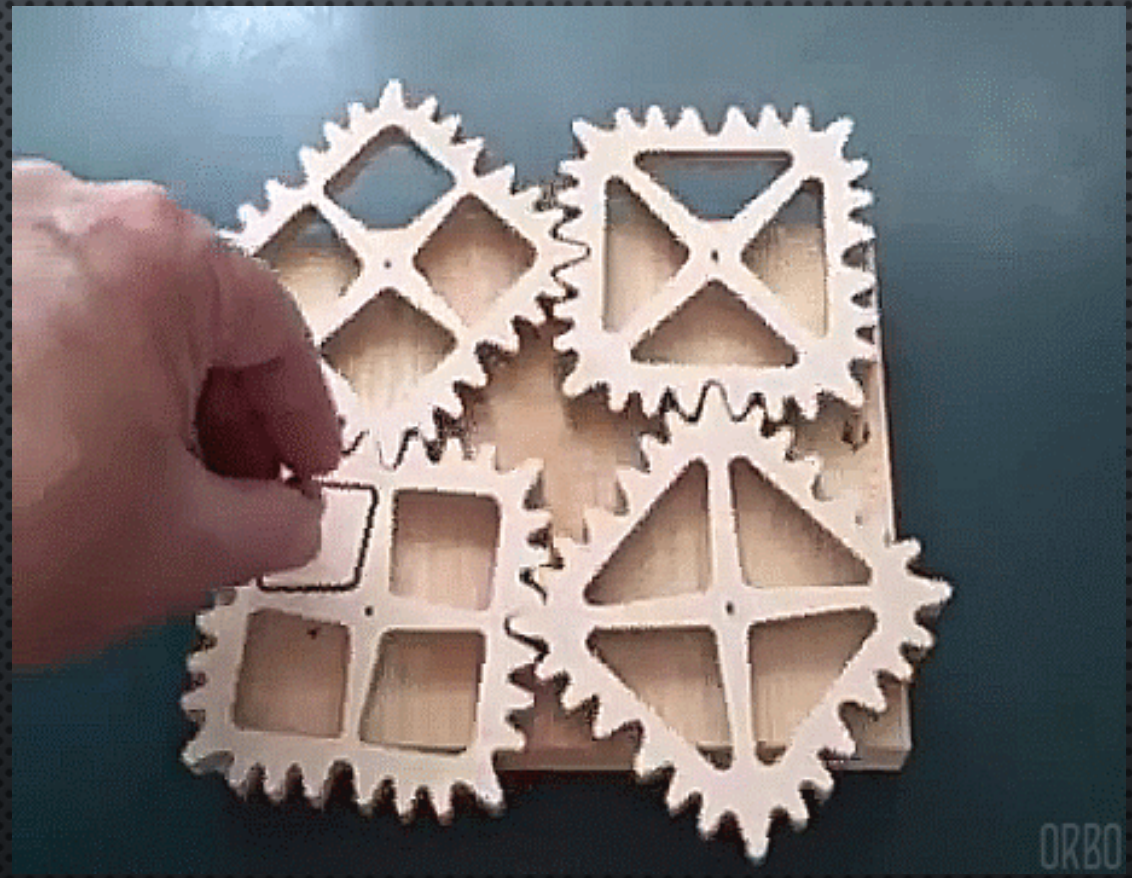
Institution-Set Standards

- ACCJC Indicators
- IEPI Indicators

Other Success Strategies

- Grants, Title V
- Student Support (Re)Defined & HIPs

CANYONS COMPLETES



A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

(IE)² & "CANYONS COMPLETES"

- **(IE)²'s "Canyons Completes"** initiative is designed to facilitate positive movement towards completion of degrees, certificates, and skills building courses for students through improved programs, processes and services.
- (IE)² regularly reviews student success data and performance indicators in order to identify opportunities to support student success.
- The three-year Canyons Completes workplan currently in development by (IE)² will identify strategies to meet or exceed performance set standards, with activities particularly targeted toward completion.

"CANYONS COMPLETES" WORKPLAN

"(IE)^2's Canyons Completes initiative is designed to facilitate positive movement towards completion of degrees, certificates, and skills building courses for students through improved programs, processes and services."

(IE)^2 reviews student success data and performance indicators in order to identify opportunities to support student success. The three-year Canyons Completes workplan will identify strategies to meet or exceed performance set standards, with activities particularly targeted toward completion.

- **Implement Peer Check-ins**
- **Re-Engineer Early Alert**
- **Increase Career Exploration**
- **Develop and Expand Guided Pathways**
- **Develop Equity-Minded Practitioners**
- **Enhance Noncredit Program**
- **Improve Communication to Students**

A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO
ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

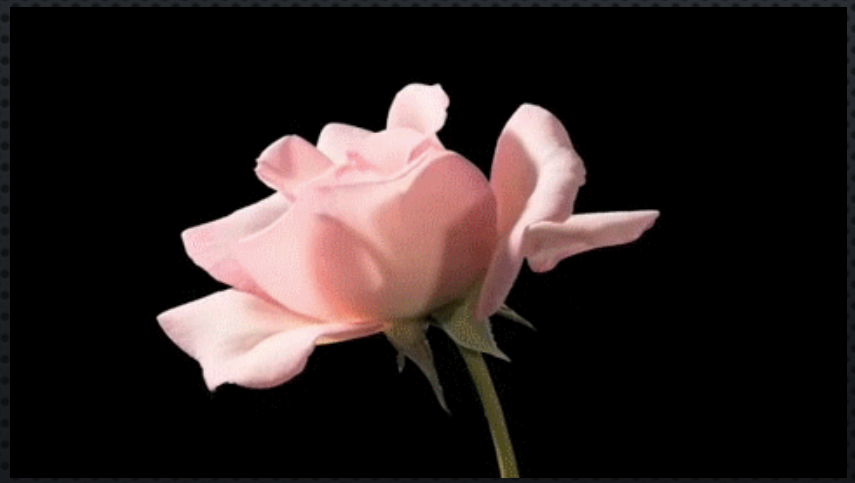
INTERSECTING GOALS

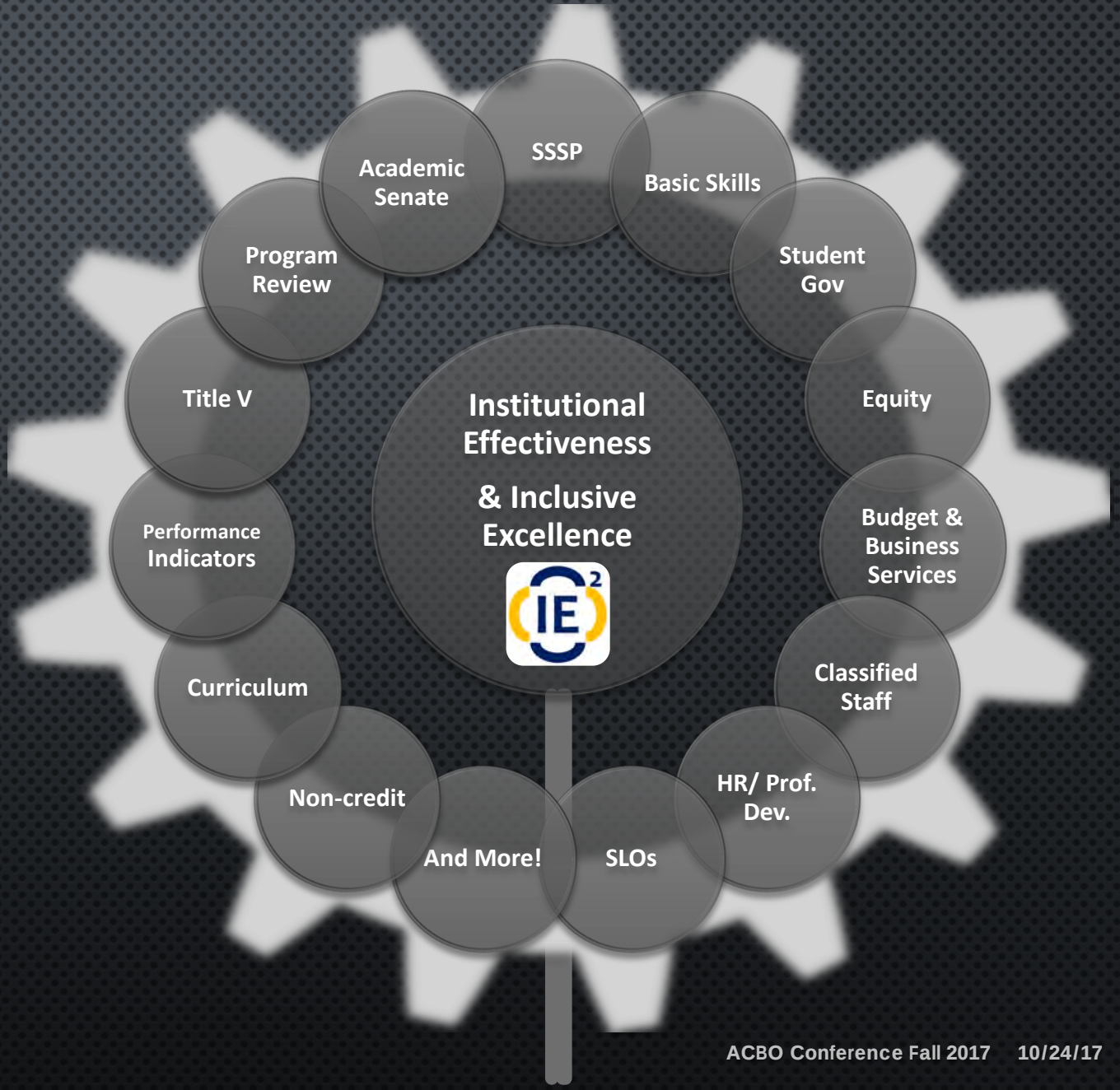
Goal	Activities in each program that serve the goal listed		
	SSSP	**Student Equity**	**BSI**
Accelerate student completion of college and transfer-level math and English.	Program disjunctive placement model changes in Accuplacer and train program advisors on the implications of the new placement model.	Provide analyses to support the implementation of a disjunctive placement model and evaluate the impact after first semester. Initial results of Math Disjunctive placement: Results show a significant increase in student placing directly into transfer-level statistics. Overall student success in that class has declined slightly, but far more students are completing transfer-level math than prior to disjunctive direct placement.	Support faculty inquiry for math and English acceleration. Provide progressive curriculum and meaningful, relevant learning experiences, including revised placement, growth mindset, and GRIT. English Faculty Inquiry Group results: English department will accept disjunctive direct placement into transfer-level English composition via several measures, including HS GPA and last English course taken, EAP, IB, ACT and SAT, etc. This placement will take place effective for students starting in Fall 2018 and results will be closely studied to ensure placement is effective and of significant impact for students.

THE (IE)^2 "FLOWER"

COC'S STUDENT SUCCESS EFFORTS INCLUDE EXTENSIVE COORDINATION WITH THE STUDENT SUCCESS & SUPPORT PROGRAM (3SP), BASIC SKILLS, STUDENT EQUITY, TITLE V, OUTREACH, AND MORE.

(IE)^2 PROVIDES A FORUM FOR COORDINATION OF STUDENT SUCCESS ACTIVITIES AROUND COMMON DATA AND INSTITUTION-SET STANDARDS.

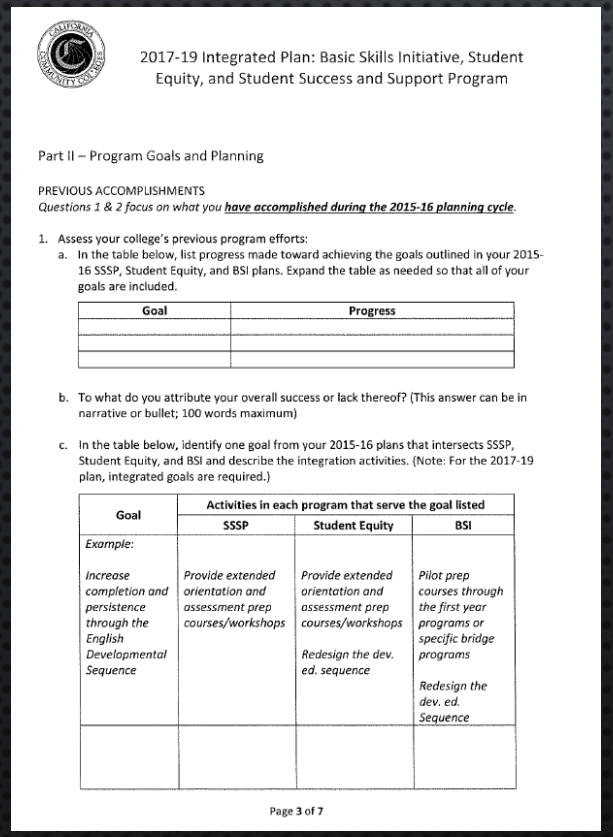




A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

INTEGRATED STUDENT SUCCESS PLANS

- DUE TO THE CCCCO IN DECEMBER 2017
- PREPARED THROUGH (IE)^2 INTEGRATED PLAN WRITING TEAM



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

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.

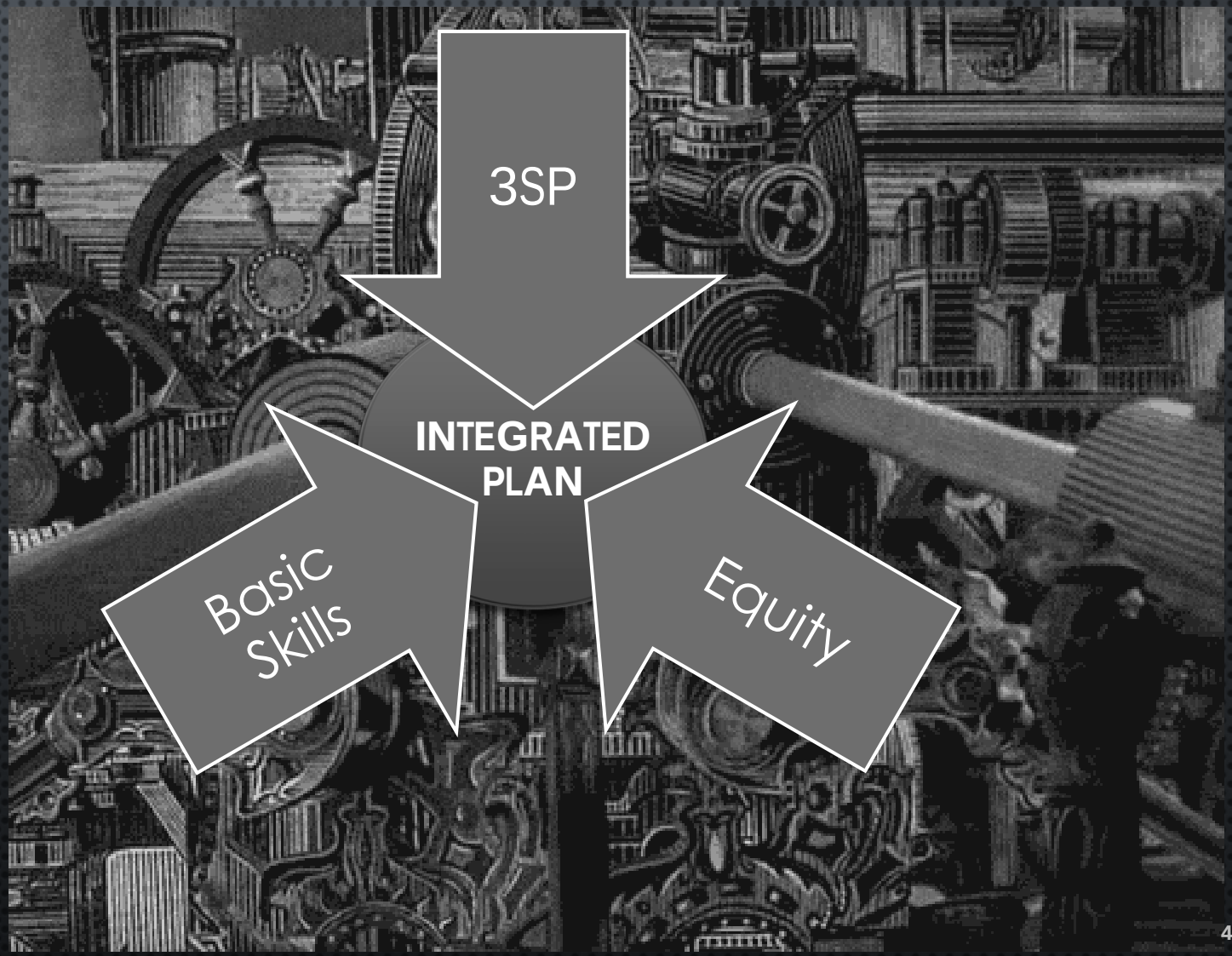
Goal	Progress

   b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

   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
Example: *Increase completion and persistence through the English Developmental Sequence*	*Provide extended orientation and assessment prep courses/workshops*	*Provide extended orientation and assessment prep courses/workshops* *Redesign the dev. ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. ed. Sequence*

Page 3 of 7



A PATHWAY OF INITIATIVES – THE ROLE OF THE CBO
ACHIEVING STUDENT SUCCESS THROUGH COLLABORATION

STUDENT SUPPORTING EFFORTS – SOME EXAMPLES

- **(IE)2 "Canyons Completes" Initiative:** Support for districtwide initiatives to close student equity/success gaps on degree & certificate completion measures.
- **Bridge Workshops:** Targeted workshops to increase success in gateway BIOSCI courses.
- **Career Coaches**: Information, planning, and support at local high schools for 11th and 12th grade students ready (or likely) to enroll at COC.
- **Center for Excellence in Teaching & Learning:** Faculty support program to promote quality and innovation in teaching, engaging faculty in effective teaching practices and awareness of student success objectives.
- **Clerical Support & Plan Coordination:** Functions to ensure data, budget, evaluation, and plan deadlines are appropriately managed.
- **Counseling support** and outreach.
- **Cultural Diversity/Equity Workshops**: Hosted campus forums including researchers, equity speakers, and other student success practitioners.
- **Culturally Responsive Pedagogy:** Speaker series connected to Title V plan.
- **Diverse Hiring Outreach**: Outreach and advertising support for HR recruitment and EEO efforts.

STUDENT SUPPORTING EFFORTS – SOME EXAMPLES

- **DIVERSE LIBRARY PROJECT:** FUNDING FOR ACQUISITION OF LIBRARY RESERVES, DIVERSITY-SKILLED LIBRARIAN, AND SPEAKER SERIES.
- **EARLYALERT RIG:** PLANNING AND INQUIRY GROUP TO PROPOSE EARLY ALERT SYSTEM PURCHASE.
- **ENGLISH RIG:** PLANNING AND INQUIRY GROUP TO EXAMINE ENGLISH PLACEMENT PRACTICES, AND PROPOSED SOLUTIONS, TO ADDRESS EQUITY GAPS.
- **EOPS TRANSFER SUCCESS:** ADJUNCT COUNSELING SUPPORT TO PROMOTE EOPS TRANSFER.
- **EQUITY-THEMED CONFERENCES:** CONFERENCE AND TRAVEL SUPPORT FOR CRITICAL EQUITY MEETINGS, SUCH AS AAC&U, CCLC, CCCCO, RP, ETC.
- **EXPANDED RESEARCH/EVALUATION CAPACITY:** INCREASED RESEARCH STAFF TIME, DATA VISUALIZATIONS USING TABLEAU, AND EVALUATION SUPPORT FOR EQUITY PROJECTS.
- **FOSTER YOUTH:** DIRECT STUDENT SUPPORT FOR FOSTER YOUTH STUDENTS, BOOK VOUCHERS, AND OUTREACH.
- **GRADUATION TECHNICIAN & OUTREACH:** COMPLETION-ORIENTED ACTIVITY TO INCREASE AWARDED DEGREES AND CERTIFICATES, INTEGRATED IN A&R OFFICE FUNCTION.

STUDENT SUPPORTING EFFORTS – SOME EXAMPLES

- **Increasing Distance Education Success:** Student success coach positions to address gaps in online education.
- **Inmate Education:** eReaders and classroom support for this marginalized population as part of a pilot initiative with the Pitchess Detention Center.
- **Smart Work Area, DSPS:** Tutoring support and proposed computer lab for DSPS student success workshops.
- **Outreach:** Assistance for targeted PIO marketing, Outreach office workshops, and other generalized outreach activities related to student equity projects.
- **PAL Program:** Support for accelerated courses and cohorts.
- **Principles of Excellence Veterans:** Hiring of several staff positions to better engage our student veteran population, connecting them to student success resources.
- **STEM/MESA:** Workshops, student support, conference travel, and counseling for MESA and other special populations.
- **Student Academic Athletic Mentors (SAAMs):** Hiring this support position to provide targeted tutoring and support to equity-targeted student populations.

STUDENT SUPPORTING EFFORTS – SOME EXAMPLES

- **STUDENT HEALTH & WELLNESS:** MENTAL HEALTH SUPPORT, INCREASED CLINICAL HOURS, AND STUDENT OUTREACH.
- **STUDENT SUCCESS COACH:** STAFF POSITION TO SUPPORT SUCCESS OF ONLINE STUDENTS.
- **SUPPORTING STUDENT SUCCESS IN MATHEMATICS:** STATISTICS INSTITUTE, MATH RIGS, TRAINING MATERIALS, AND OTHER INTERVENTIONS TO INCREASE MATH PATHWAY COMPLETION.
- **TARGETED TUTORING:** TLC-BASED INTERVENTIONS FOR A VARIETY OF IDENTIFIED DISPROPORTIONATE IMPACT STUDENT POPULATIONS.
- **TLC INQUIRY GROUP:** STRATEGIES FOR MAXIMIZING IMPACT OF TUTORING AND SUPPORT SERVICES; REDUCING OVERLAP AND REDUNDANCY.
- **TRANSFER CENTER:** SUPPORT FOR RIG TO ALIGN TRANSFER CENTER SERVICES TO BETTER SERVE STUDENTS.
- **AND MANY OTHER INTERVENTIONS** DESIGNED TO SUPPORT THE STUDENT EQUITY PLAN OBJECTIVES!

$(IE)^2$ & STUDENT SUCCESS EFFORTS

- **$(IE)^2$ is helping to improve student success**, increase visibility of student success data, and submit an integrated student success plan to the CCCCO. $(IE)^2$ has already accomplished the following:

  - Developed operating procedures with a mission and vision statement and overarching goals
  - Improved communication, collaboration & integrated planning
  - Improved coordination of research, evaluation and development of CCCCO plans
  - Formalized an ongoing review of progress on indicators relative to goals, establishment of new goals, review of strategies for achieving goals within Equity, Basic Skills, SSSP and other efforts, as well as discussion of unmet needs and ways to meet those needs
  - Presented data to increase campus-wide interest and result in more inclusive discussions on how to improving outcomes for equity, basic skills, noncredit.
  - Developed sample Research and Evaluation Plan and Logic Model
  - Secured a standing agenda item at the College Planning Team meetings
  - Agreed to focus on activities, programs and services that can help improve student completion called the “Canyons Completes” initiative
  - Held a June Planning Retreat where the committee generated ideas for “Canyons Completes” using the Loss & Momentum Point Framework Prompts
  - Reinstated the Graduate Exit survey (now called the Completion Exit Survey)

VIVID DATA TO SUPPORT THE PLAN

Applied	Basic Skills English	Basic Skills Math	Basic Skills ESL	Online Courses	Face to Face Courses	Prepared: 30-unit completion	Unprepared: 30-unit completion	Persistence	Transfer Prepared	Degree/ Cert	3 - years to Transfer	6 - years to Transfer
African-Amer/Black	African-Amer/Black	African-Amer/Black	Other/ Multiracial	Other/ Multiracial	Foster Youth	21-24	Latino/ Hispanic	Asian/ Pacific Islander	African-Amer./Black	African-Amer./Black	Latino/ Hispanic	20 - 24
Native Amer	21-24	CalWorks	35 and above	First Generation	African-Amer/Black	35 and above	21-24		21-24	Filipino	25 to 29	25 to 29
25-34	25-34	Male	Latino/ Hispanic			First Gen	25-34		25-34	25-34	40-49	35 - 39
21-24	35 and above	Latino/ Hispanic	25-34			25-34	35 and above		35 and above	VE	BOG Aid*	40-49
35 and above	DSPS	DSPS	African-Amer/Black						Male	Asian/Pacific Islander	Other Financial Aid*	50+
	Male		Asian/ Pacific Islander						Fillipino	Latino/ Hispanic	Pell Grant	Learning Disabled
	CalWorks		Male						Latino/ Hispanic	Male	Scholarship	Other Disability
	Econ Disadvantage								White		Workstudy Aid	Psychological Disability
	Latino/ Hispanic								Unknown		Other Disability	EOPS participant
									First Gen		Psychological Disability	Latino/ Hispanic
											EOPS participant	BOG Aid*
											Filipino	Other Financial Aid*
											White Non-Hispanic	Pell Grant
											17 or Less	Filipino
											18 & 19	Unknown
											20-24	White
												18 & 19
												Received Loans
												Hearing Impaired

Making student success data understandable and compelling:

Student Performance Measure	Most recent cohort rate	Five Year Trend 06/07-11/12	07/08-12/13	08/09-13/14	09/10-14/15	10/11-15/16	Short Term Goal (1 year)	# of Additional Successes Needed	Long Term Goal (6 years)	# of Additional Successes Needed
	2,196	56.3%	59.1%	55.3%	56.9%	55.3%			5.0%	110
2. Remedial Rate (2017 Scorecard)	Tracks students enrolled in a credit basic skills math course who successfully completed the initial course that was two or more leve defined as successfully completing a college-level course in math, English or ESL within six academic years of completing the first ba									
English	55.3%						0.5%	12	2.0%	47
							1.0%	23	3.0%	70
	# in cohort:						1.5%	35	4.0%	93
	2,332	49.8%	53.3%	51.5%	52.0%	55.3%				
Math	44.4%						0.5%	10	2.0%	38
							1.0%	19	3.0%	57
	# in cohort:						1.5%	29	4.0%	76
	1,909	34.8%	39.7%	38.8%	42.6%	44.4%				
ESL	43.1%						0.5%	1	2.0%	2
							1.0%	1	3.0%	3
	# in cohort:						1.5%	2	4.0%	5
	116	29.5%	28.9%	39.2%	52.0%	43.1%				
		10/11	11/12	12/13	13/14	14/15				
3. Transfer Level English Completion (2017	Tracks first-time students who completed 6 units and attempted any English in their first year. Percentages show completion of trans									
Within 1 Year	49.7%						0.5%	11	2.0%	45
							1.0%	22	3.0%	67
	# in cohort:						1.5%	33	4.0%	89
	2,226	26.5%	31.7%	42.3%	45.8%	49.7%				
Within 2 Years	72.0%						0.5%	11	2.0%	45
							1.0%	22	3.0%	67
	# in cohort:						1.5%	33	4.0%	89
	2,226	60.3%	63.2%	72.9%	70.5%	71.9%				
		10/11	11/12	12/13	13/14	14/15				
4. Transfer Level Math Completion (2017 Scorecard)	Tracks first-time students who completed 6 units and attempted any math in their first year. Percentages show completion of transfe									
Within 1 Year	20.1%						0.5%	11	2.0%	45
							1.0%	22	3.0%	67
	# in cohort:						1.5%	33	4.0%	89
	2,226	13.7%	15.5%	18.5%	17.2%	20.1%				
Within 2 Years	36.9%						0.5%	11	2.0%	45
							1.0%	22	3.0%	67
	# in cohort:						1.5%	33	4.0%	89
	2,226	26.9%	28.5%	34.3%	33.1%	36.9%				

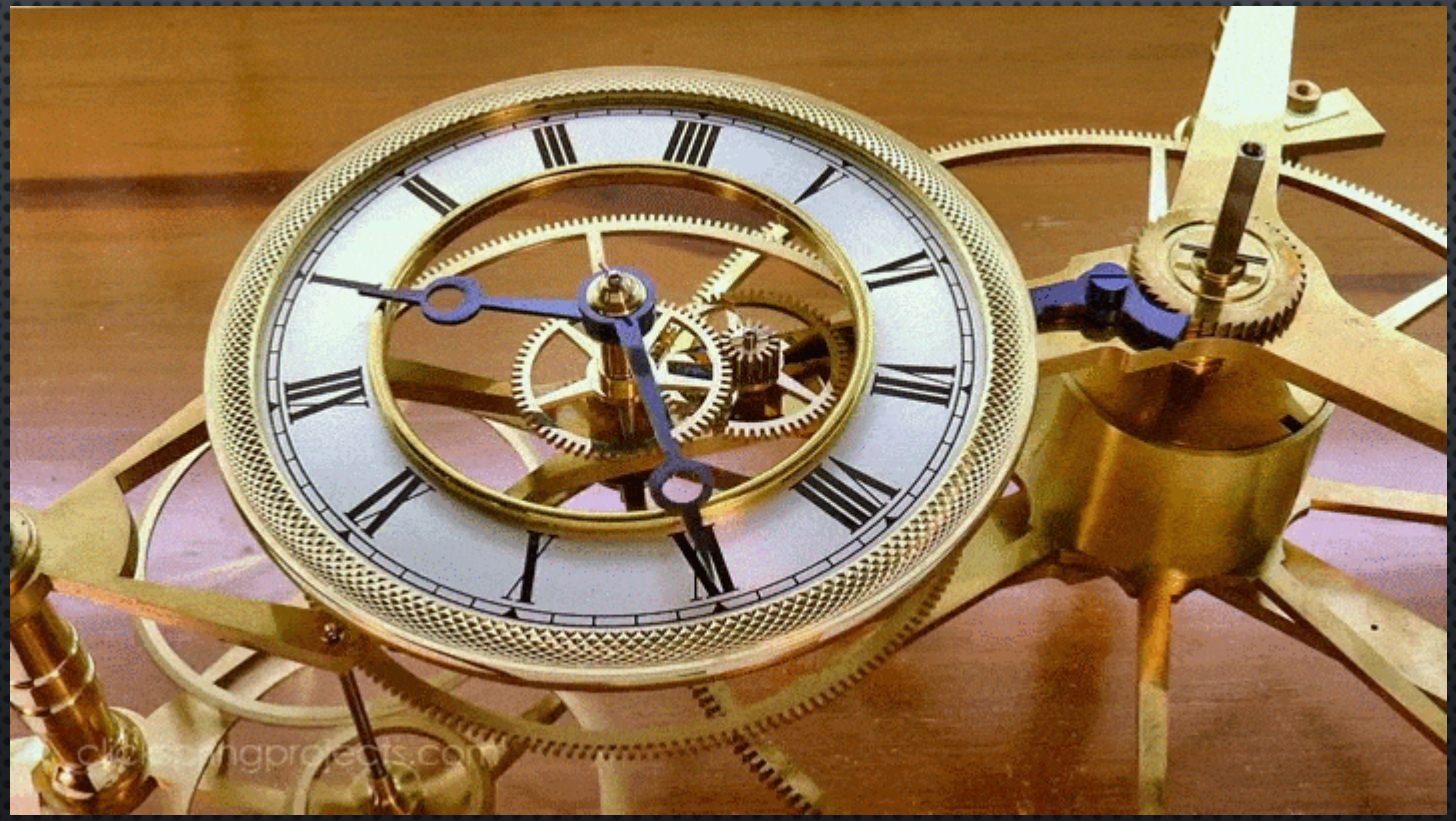
INDICATORS (13)

- Access
  - Participation
  - Applied & Enrolled
- Basic Skills (ENG/MATH/ ESL)
- Persistence
- Course Completion
  - Prepared: 30 unit completion
  - Unprepared: 30 unit completion
  - Success in Online Courses
  - Success in Face to Face Courses
- Degree/Certificate Completion
- Transfer
  - Transfer prepared
  - 3-years to Transfer
  - 6-years to Transfer

SUB-GROUPS (10)

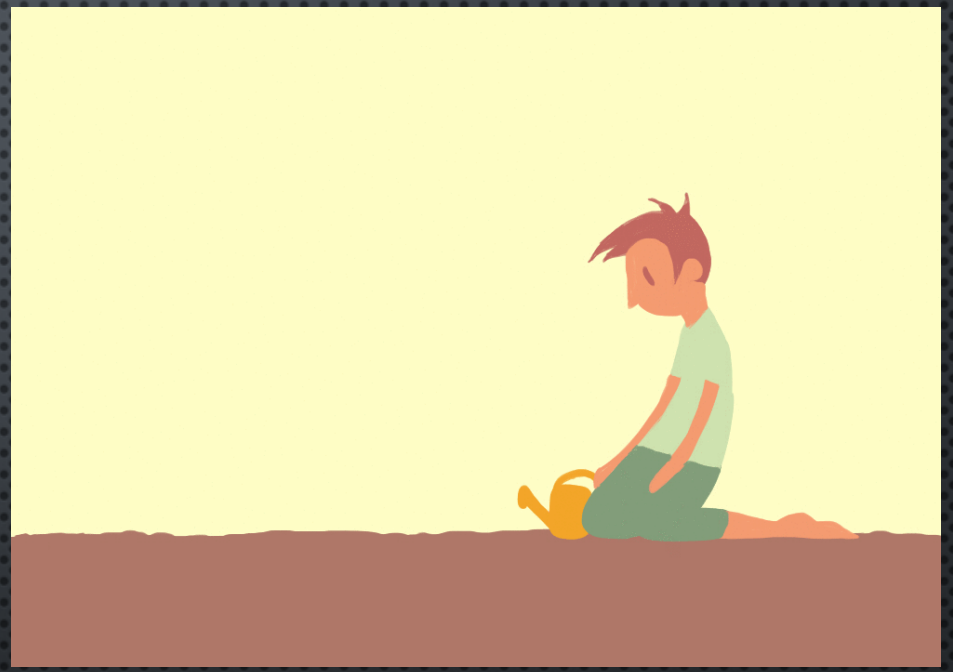
- Gender
- Ethnicity
- Age group
- First-gen *
- DSPS
- EOPS
- Cal Works *
- Veteran *
- Foster *
- Economic Disadvantage/ Financial Need

NEXT STEPS / TIMELINE



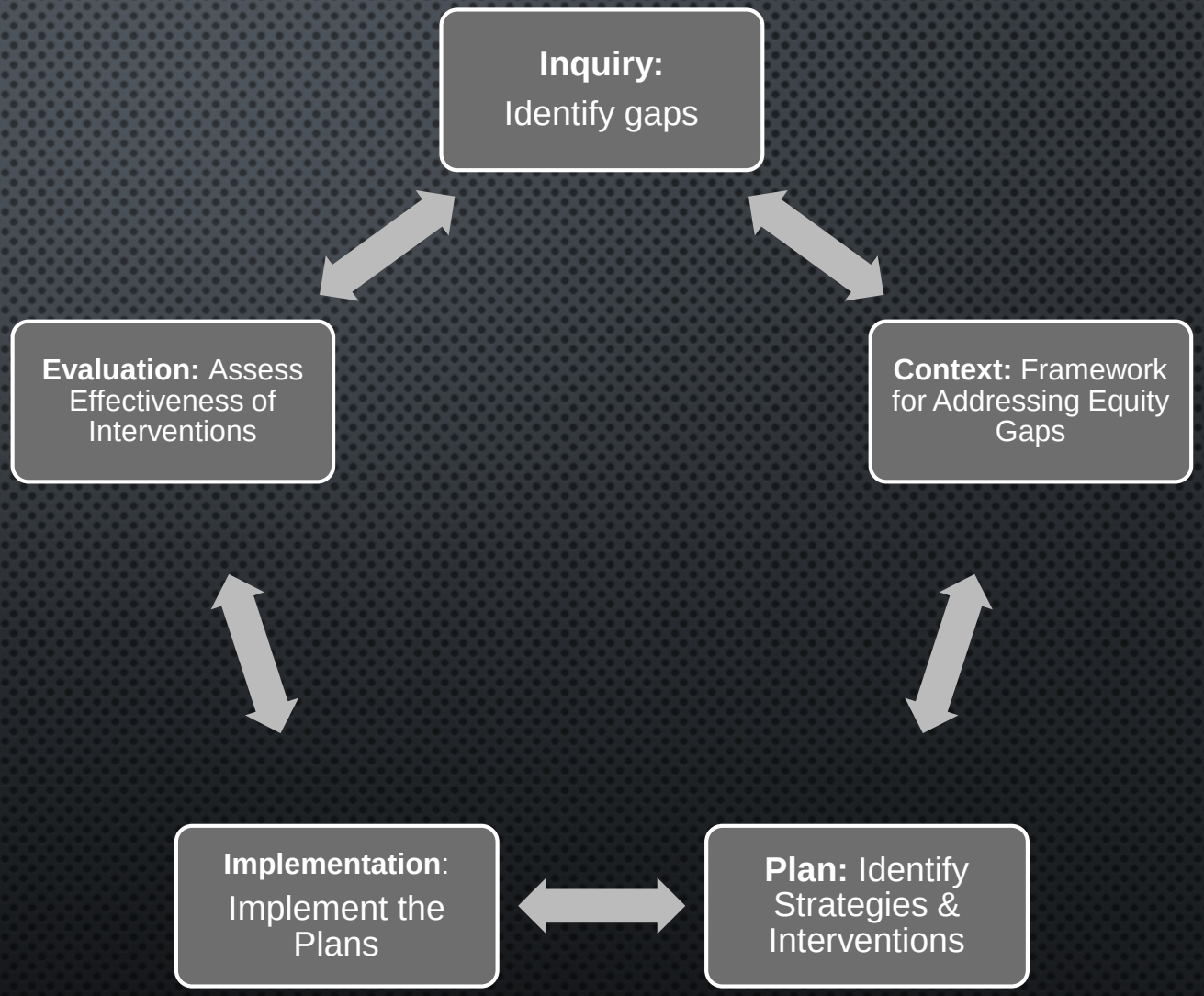
COMPLETING THE PLAN

- Writing Retreats
- Plan Presented at (IE)^2 in August
- ASG presentation 9/27
- Academic Senate presentation 9/28
- Academic Senate presentation 10/12
- Classified Senate presentation 10/17
- Board of Trustees 11/8
- Submit to the CCCCO in November
- Continue the work of the integrated plan through the ongoing Canyons Completes work plan



CONTINUOUS IMPROVEMENT

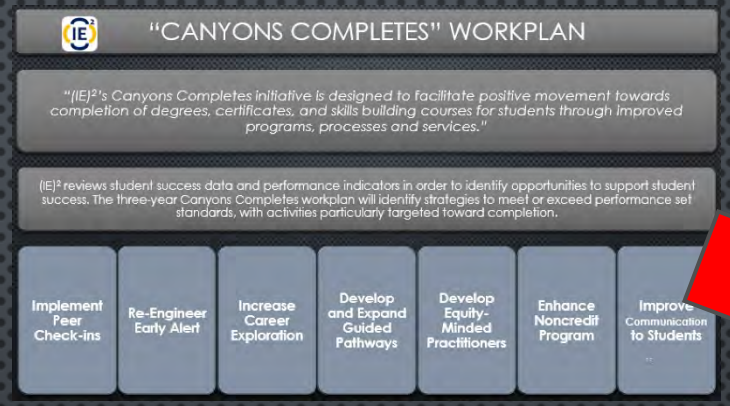
- (IE)^2 WORKGROUPS WILL MEET AND REVIEW PROGRESS ON INDICATORS RELATIVE TO GOALS, REVIEW AND IDENTIFY STRATEGIES AND GOALS FOR EQUITY, S4S, SSSP AND OTHER EFFORTS.
- CANYONS COMPLETES WORKPLAN WILL MOVE FORWARD AS A "LIVING DOCUMENT" THROUGHOUT THE INTEGRATED PLAN CYCLE.



EVOLUTION OF PLANNING

1) CANYONS COMPLETES

Year-long analysis of student success data to identify "loss momentum points" and areas of focus.



2) GUIDED PATHWAYS

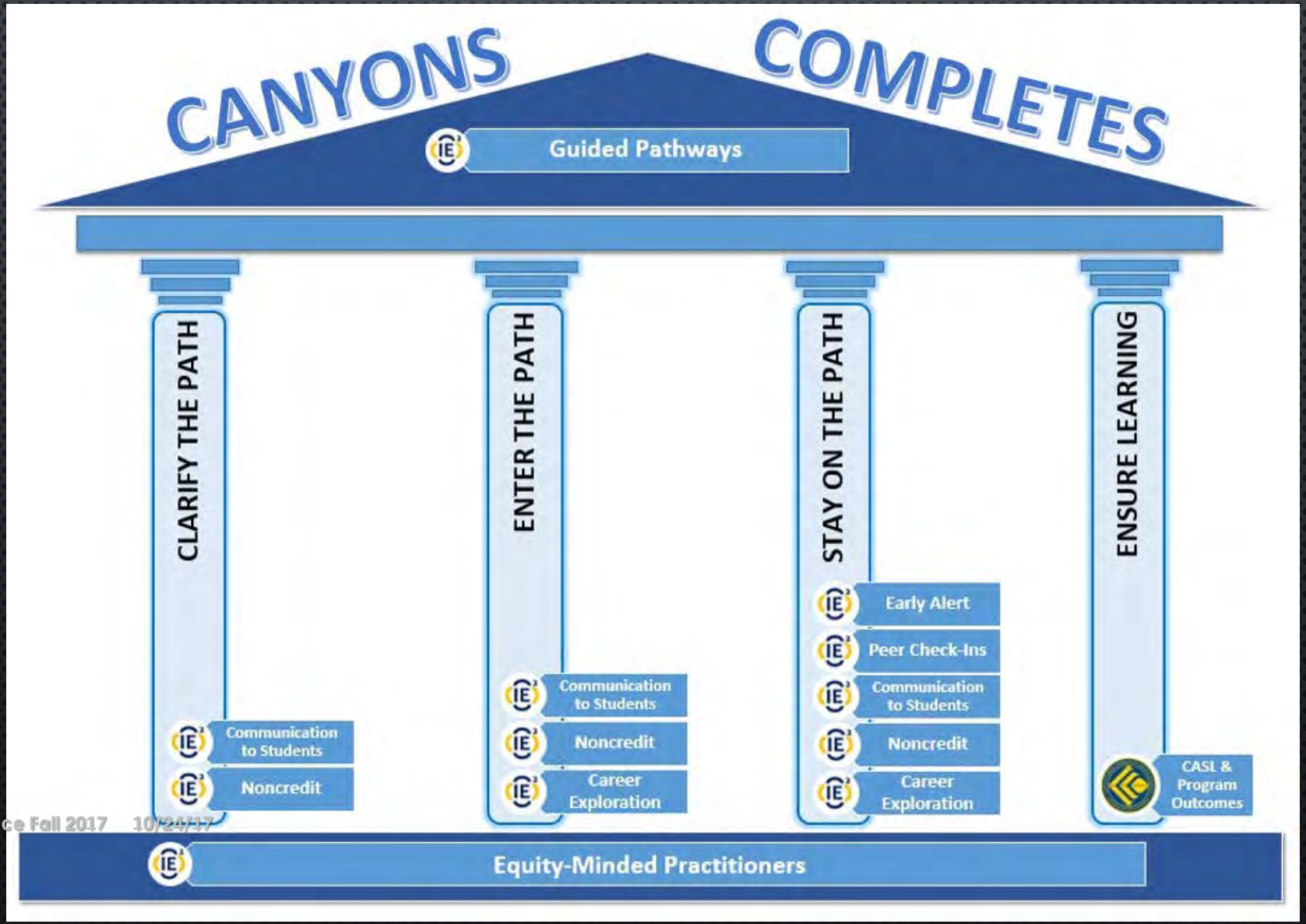
Recognition of the CA20 and CCCCO Guided Pathways Framework

3) "CANYONS COMPLETES" & PATHWAYS

Integration of local student success plan efforts with regional and state work on guided pathways

EVOLUTION OF STUDENT SUCCESS PLANNING/WORK

EVOLUTION OF STUDENT SUCCESS PLANNING/WORK



ONGOING WORKPLAN

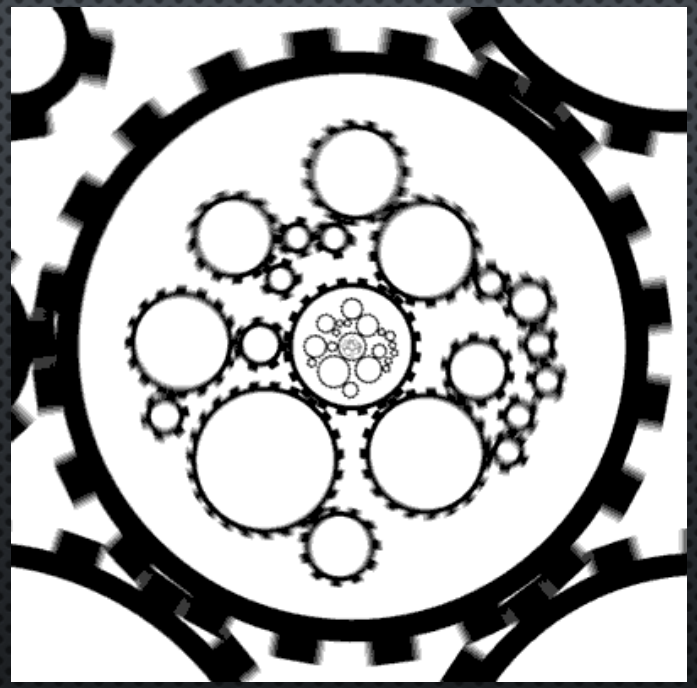
CANYONS COMPLETES THREE-YEAR PLAN

"Canyons Completes" is an initiative designed to facilitate positive movement towards completion of degrees, certificates, and skills building courses for students through improved programs, processes and services.

Contact	Objective and Supporting Activities	Status, Next Steps, Timeline and Planned Data Collection	LMF Alignment	SSRD	Program Review Alignment	3- Year Goals	Team Members
Activities Confirmed by (IE)² Committee							
TBD	**Develop and Expand Guided Pathways** Objective: To develop and expand guided pathways. Timeline for Objective Supporting Activities: a. b. c.		Progress				
	Supporting Activity Details a.	**Status/Next Steps:** **Planned Data Collection, including report out of data collected:** **Fiscal Impacts/Resources Needed:** **Who else needs to be involved:**					

Helping to connect the work of the integrated plans and guided pathways

THANK YOU FOR YOUR PARTICIPATION!



QUESTIONS OR COMMENTS?