

Saddleback College Integrated Plan 2017-2019



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Integrated Plan 2017-2019 - Summary

The Saddleback College Integrated Plan plays an important role in fostering completion and successful outcomes. Specifically the plan contains five goals which focus on braiding together Basic Skills, Student Equity and Student Success and Support Programs and further aligns with our college's Strategic Plan and suggests links to the Guided Pathway Initiative.

GOALS FOR 2017-2019

Goal 1: Identify non-academic barriers to course completion and increase services to assist students in overcoming these barriers

Goal 2: Increase access and use of college support programs

Goal 3: Increase completion of transfer-level Math and English courses

Goal 4: Increase student completion of career technical and non-credit certificates, two year degrees and transfers

Goal 5: Increase the successful outcomes for disproportionately impacted students

Operationalization and Setting of Targets for Integrated Plan Goals

Goal 1: Identify non-academic barriers to course completion and increase services to assist students in overcoming these barriers

Definition and KPI

Non-academic barriers include structural, social, emotional and cognitive challenges that students face outside the classroom, including but not limited to: food insecurities, homelessness, and external jobs and responsibilities.

The KPI for this goal is to establish a baseline of the top 5 non-academic barriers in year 1 and to hold focus groups to determine how services can be deployed to move the needle on retention.

Strategic Plan

Strategic Plan Goal 2.1: Increase student completion rates (degrees, certificates, and transfers) while preserving access, enhancing quality and closing the achievement gap.

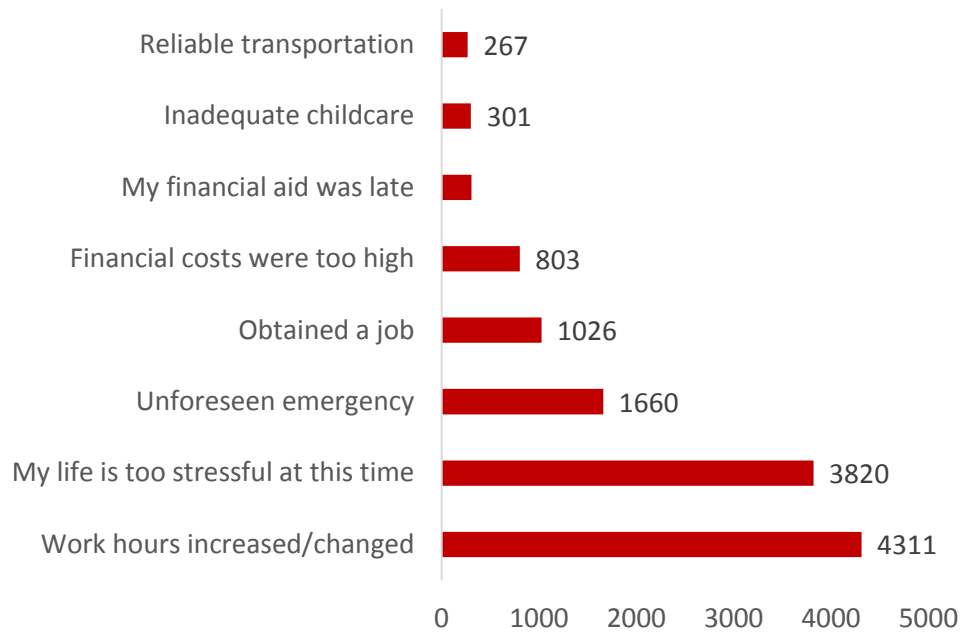
Suggested Guided Pathways Link

Guided Pathways Pillar 3: Help students stay on a path

Target Definition

Findings from Student Drop Survey on the top five reasons for dropping a course. Develop action items from focus groups about the top five non-academic barriers to assist students to address course retention.

Course Drop Survey: Non-Academic Barriers Cited by Students Spring 2016 - Fall 2017



Goal 2: Increase access and use of college support programs

Definition and KPI

Access is defined as the percentage of the first-time student population applying for college at Saddleback indicating need of special services.

Support programs are defined as the number of students participating in key activities, such as orientation and tutoring.

The KPI for access is the percentage of students from special population who indicated needing services on their CCC apply application. The KPI for support is the number of students getting orientation, counseling and tutoring.

Strategic Plan

Strategic Plan Goal 2.1: Increase student completion rate (degrees, certificates, and transfer) while preserving access, enhancing quality and, and closing achievement gaps.

Suggested Guided Pathways Links

Access - Guided Pathways Pillar 1: Clarify the path
Support - Guided Pathways Pillar 3: Help students stay on a path

Target Definition

There will be an increase from prior year in access and support indicators.

Access: Percent of Special Populations Applying to SC	Fall 2015	Fall 2016	Fall 2017
DSPS*	3.69%	3.16%	4.57%
Veterans*	3.23%	3.09%	3.03%
Foster Youth	1.24%	1.03%	1.27%
Cal Works*	4.00%	4.19%	4.31%
Age 15-17	12.2%	11.5%	13.2%
Totals	24.3%	22.9%	26.3%

*First-time students indicating need on application
Source. SOCCCD Data Warehouse Applications data.

Support: Orientation and Tutoring at SC	2014-2015	2015-2016	2016-2017
Orientations	7,238	8,269	8,094
Basic Skills Tutoring	323	759	930
Totals	7,561	9,028	9,024

*Academic Year - Summer, Fall, Spring following the CCCO allocation formula

Goal 3: Increase completion of transfer-level Math and English courses

Definition

The percentage of students who successfully complete transfer-level courses in Math and English within one year (Scorecard definition).

Strategic Plan

Strategic Plan Goal 2.1: Increase student completion rate (degrees, certificates, and transfer) while preserving access, enhancing quality and, and closing achievement gaps.

Suggested Guided Pathways Link

Guided Pathways Pillar 4: Ensure that students are learning

Target Definition

Based upon cohorts on the CCCO Scorecard, there will be an increase in 1-year completion rates for transfer-level math and English by 2018-2019.

Year	1-Yr Completers			1-Yr Completion Rate	
	Cohort	English	Math	English	Math
2011-2012	1309	689	180	52.64%	13.75%
2012-2013	1290	654	167	50.70%	12.95%
2013-2014	1162	609	188	52.41%	16.18%
2014-2015	1283	593	281	46.22%	21.90%
2015-2016	1262	627	310	49.68%	24.56%
2016-2017	1469	796	317	54.19%	21.58%
2018-2019 (target)				54.60%	22.00%

Goal 4: Increase student completion of career technical and non-credit certificates, two year degrees and transfers

Definition

2-year completion rate for degrees, career technical and non-credit certificates, and transfers for first-time college students who attempted Math or English and attempted at least 6 credit units within 2-years.

Note: 2-year transfer rate is calculated as less than 2.5 years from first enrollment date at SC to first enrollment date at 4-year institution.

Strategic Plan

Strategic Plan Goal 2.1: Increase student completion rate (degrees, certificates, and transfer) while preserving access, enhancing quality and, and closing achievement gaps.

Suggested Guided Pathways Link

Guided Pathways Pillar 4: Ensure that students are learning

Target Definition

For all metrics besides transfer-outs and SPAR (both of which are affected by data issues with the National Student Clearinghouse) we predict a 1% increase by the end of the Integrated Planning cycle.

Cohort Yr	Actuals		Target
	2010-2011	2014-2015	2018-2019
Transfer Prepared	6.61%	7.76%	8.76%
Transfer Award Rate	14.94%	13.18%	13.50%
Certificate Rate	5.15%	6.52%	7.52%
Degree Rate	5.06%	6.37%	7.37%
SPAR	2.58%	3.73%	4.73%
	19.06%	18.08%	18.08%

Goal 5: Increase the successful outcomes for disproportionately impacted students

Definition

Successful course completion of college-level course in each fall term. For ethnic groups that are more than 6% lower in success, there is a disproportionate impact.

Strategic Plan

Strategic Plan Goal 2.1: Increase student completion rate (degrees, certificates, and transfer) while preserving access, enhancing quality and, and closing achievement gaps.
Strategic Plan Goal 2.3 Increase opportunities for student engagement inside and outside of the classroom, evidenced by co-curricular participation, student services, and instructional support.

Suggested Guided Pathways

Guided Pathways Pillar 3: Help students stay on a path
Guided Pathways Pillar 4: Ensure that students are learning

Target Definition

By 2019, there will be fewer ethnic groups that are more than 6% lower than the top performing ethnic group in college-level course completion than in 2017.

Difference from Highest Performing Group



Ethnicity Group	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Asian	69.8%	73.6%	73.0%	74.1%
White, Non-Hispanic	67.8%	70.0%	71.9%	70.4%
Decline to State	67.1%	68.2%	65.8%	64.9%
Native American	68.9%	61.3%	73.1%	59.8%
Mixed Ethnicity	63.8%	64.9%	67.3%	65.7%
Hispanic / Latino	62.1%	62.8%	63.8%	63.2%
Pacific Islander	71.3%	60.4%	56.2%	60.2%
African American	53.2%	56.8%	59.3%	52.8%
Middle Eastern	66.7%	53.8%	33.0%	0.0%
Grand Total	66.3%	68.1%	69.7%	68.4%

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 the 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 1, 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

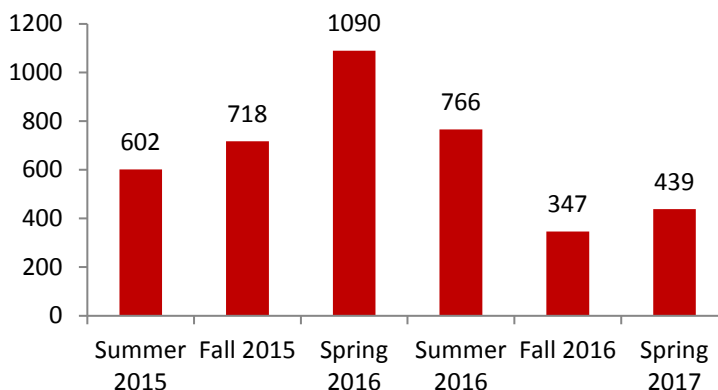
Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

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.

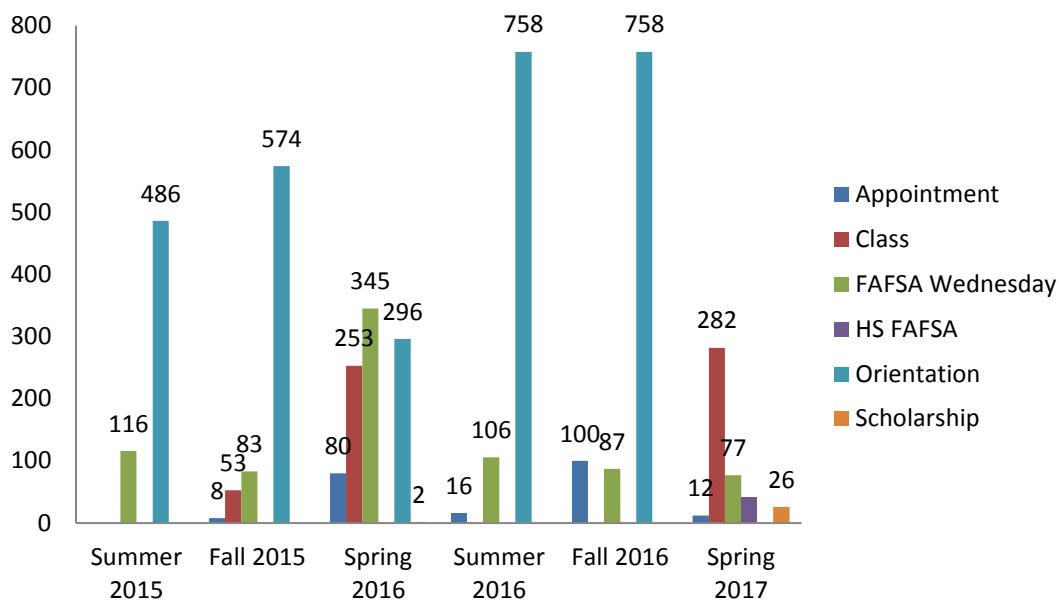
Table 1 - 2015-2016 Goals and Progress

Student Equity							
GOAL	A.2/A.3 To improve access for the following target populations identified in the college research as experiencing disproportionate impact: economically disadvantaged students and veteran students.						
PROGRESS	<p>A VETS Program Outreach Specialist, an Outreach Specialist, and outreach and financial aid ambassadors were hired to provide Saddleback College information to the disproportionately impacted students through orientations and workshops.</p> <div style="text-align: center;"> <p>Number of VETS Orientation Attendees</p> <table border="1" style="margin: 0 auto;"> <caption>Number of VETS Orientation Attendees</caption> <thead> <tr> <th>Term</th> <th>Attendees</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>95</td> </tr> <tr> <td>Spring 2017</td> <td>112</td> </tr> </tbody> </table> </div>	Term	Attendees	Fall 2016	95	Spring 2017	112
Term	Attendees						
Fall 2016	95						
Spring 2017	112						

Number of Students Attending
Financial Aid Events



Number of Financial Aid Attendees by Event



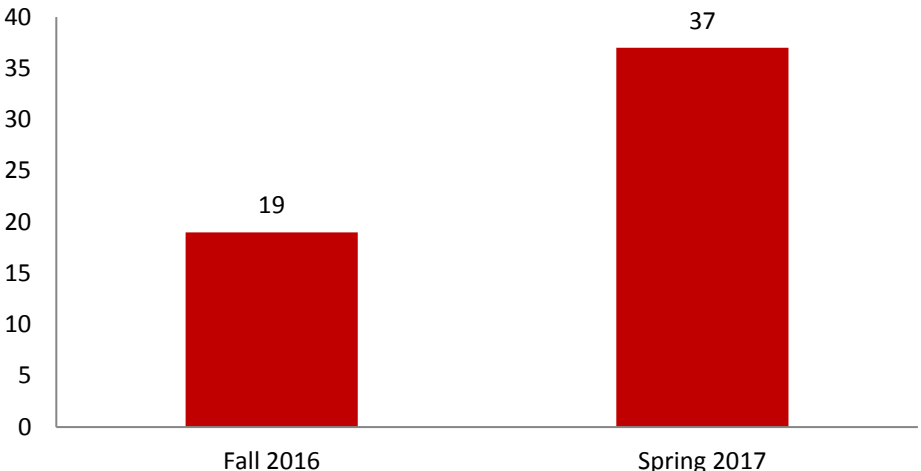
GOAL

B.1 To improve course completion for the following target populations: African Americans experiencing a disproportionate impact, as identified through institutional research.

PROGRESS

In 2016 a faculty member in the Math department deployed Smart Pen Technology to assist students with classroom learning. Students have reported that the material created with the pens have been useful in the classroom. In Spring 2017, 71 percent of students used the lecture notes created with the pens and 93 percent used sample exams created with the pens.

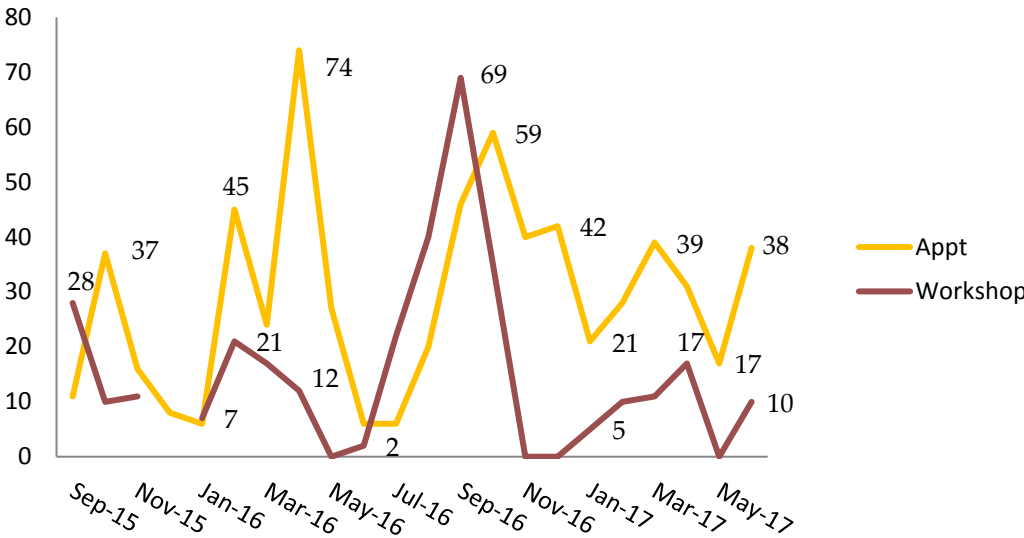
Funding allowed faculty and staff to attend various professional development opportunities from 2015-2017. Overall, attendees reported positive feedback on these events.

	<p>Student Equity Program Professional Development Events/Activities</p> <p>Saddleback College employees took part in the following professional development events. (Please note: numbers in parentheses reflect the number of attendees.)</p> <p>NAVPA (5)</p> <p>California Community College Student Success Conference (3)</p> <p>Student Equity Director's Training 2016 (2)</p> <p>IEPI BSI/SE/SSSP Integration Workshop (2)</p> <p>AAHHE National Conference</p> <p>California Community College Chief Student Services Administrators Association</p> <p>CalVet Leadership Summit 2016</p> <p>State Chancellor's Office SEP Coordinators Training</p> <p>Student Equity Plan Implementation Institute</p> <p>Umoja Conference</p> <p>During Professional Development week, Dr. Estela Bensimon, Director and Professor of the Center for Urban Education/Evaluation spoke about the ways in which community college faculty, leaders, and staff can learn to “practice” equity as part of their professional routines. She introduced participants to the conceptual differences in equity, equality, and diversity; the theoretical underpinnings of action research as a catalyst for self-change; and the tools to enact equity-focused action research on their own practices. Twenty-two faculty and staff attended the training and feedback was positive, overall.</p>						
GOAL	<p>C.2 To improve ESL and/or Basic Skills completion for African American students (Basic Skills in English and Math), Pacific Islander (Basic Skills in English); and Hispanic (Basic Skills in Math) student populations experiencing a disproportionate impact, as identified through institutional research.</p>						
PROGRESS	<p>An Academic Intervention Team (AIT) was developed to address improve ESL and Basic Skills completion, which included hiring a part-time project specialist to coordinate activities with the targeted population. The project specialist meets with students multiple times a term. We are in the process of hiring a permanent part-time Learning Assistant Specialist for this initiative.</p> <p style="text-align: center;">Number of AIT Students</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Term</th> <th>Number of AIT Students</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>19</td> </tr> <tr> <td>Spring 2017</td> <td>37</td> </tr> </tbody> </table>	Term	Number of AIT Students	Fall 2016	19	Spring 2017	37
Term	Number of AIT Students						
Fall 2016	19						
Spring 2017	37						

GOAL	To improve the degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact: older students, such as Veterans and non-traditional students.						
PROGRESS	<p>Part-time Veteran student counselors were hired to provide counseling services to Veteran students. These three counselors allow for increased numbers of students served and improved quality of services. Counseling appointments from two of the counselors are below:</p> <div data-bbox="462 520 1377 1052" data-label="Figure"> <p style="text-align: center;">Number of Counseling Appointments</p> <table border="1"> <caption>Number of Counseling Appointments</caption> <thead> <tr> <th>Academic Year</th> <th>Number of Appointments</th> </tr> </thead> <tbody> <tr> <td>2015/2016</td> <td>202</td> </tr> <tr> <td>2016/2017</td> <td>627</td> </tr> </tbody> </table> </div> <p>Provided orientation sessions targeted to incoming and continuing Veteran students, economically disadvantaged, and non-traditional students. (This data was included in Access A2/A3).</p>	Academic Year	Number of Appointments	2015/2016	202	2016/2017	627
Academic Year	Number of Appointments						
2015/2016	202						
2016/2017	627						
GOAL	E2. To improve the transfer rates for the following target populations identified in the college research as experiencing a disproportionate impact: Hispanic students.						
PROGRESS	<p>Through the CLASE (Chicano, Latino, Access, Success & Empowerment) Transfer Mentor Program, counselors were hired specifically to assist Hispanic students with transfer goals as well as a Lead Mentor and secondary mentors to provide support and services, and to host tours to potential transfer schools. Mentors invite new students to an orientation to meet other students, learn about the requirements for transfer, take a tour of the library, tutoring center and student services center and to sign up for a small mentoring group. In addition, Chicano/a-Latino/a student with Spanish speaking parents are included in a summer transfer overview meeting conducted in Spanish (<i>Una Tarde: Éxitos</i>). The student, parents and siblings are invited. The inaugural <i>Éxitos</i> event by the Transfer Center included a Spanish-speaking counselor from the Transfer Center to answer transfer related questions of a technical nature. Regular and frequent meetings are arranged between mentors and small groups of mentees to establish a sense of belonging to the campus and to check in on progress with academic and social adjustment to community college. From July 2015 to July 2017 the CLASE program has made contact 979 times with 269 unique students through appointments and workshops. A total of 83 students</p>						

have taken part in the program. Almost a dozen students have made it through the program and successfully transferred.

Number of CLASE Appointments and Workshops

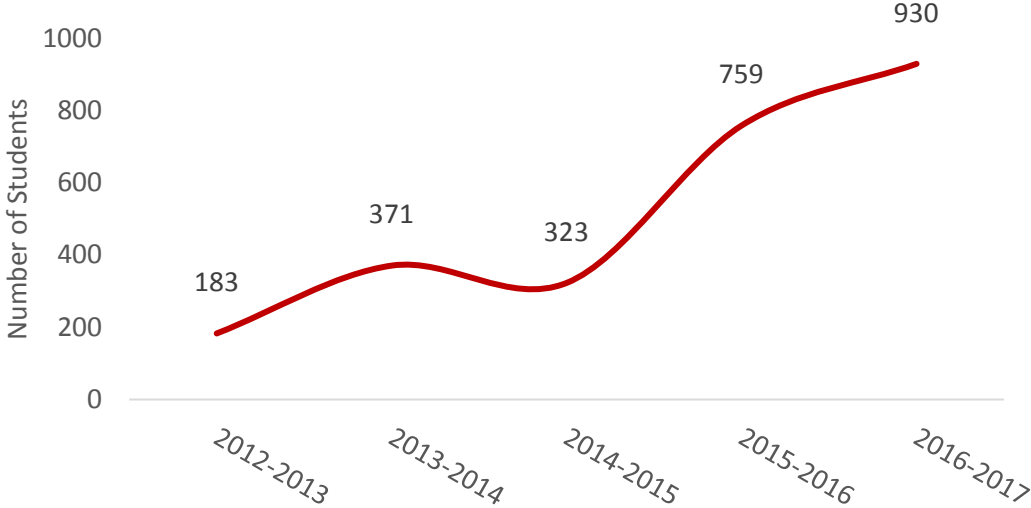


Basic Skills Initiative

GOAL To increase the use of tutorial services among basic skills math and English students.

PROGRESS BSI support for the tutoring center led to increases in overall positive attendance and headcount in the following year.

Basic Skills Students Using Tutoring Services



GOAL	To improve relationships with feeder high schools so that faculty at high schools better understand the demands of English and Math courses.
PROGRESS	While the English Professional Learning Council (PLC) has taken off in number and attendance, math PLCs will be under consideration for funding in fall, 2018.
GOAL	To increase opportunities for professional development among faculty who teach basic skills courses.
PROGRESS	BSI funded an Academic Reading and Writing Practicum, along with workshops for faculty to improve best practices. These have continued on for two additional years.

Student Success and Support Program

GOAL	The goal of the Student Success and Support Program is “to ensure that all students complete their courses, persist to the next academic term, and achieve their educational objectives through the assistance of student directed components of the SSSP process: orientation, assessment, counseling, educational planning and at risk follow-up for students facing probation or dismissal.”										
PROGRESS	<p>Freshman Advantage Program: Nonexempt freshmen who complete SSSP services by a specified deadline are rewarded with a priority registration time between mandated priority groups and continuing students. Students who qualify for the program succeed and persist at higher rates across all students groups.</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Qualified for FA (First-Time College)</th> </tr> </thead> <tbody> <tr> <td>Fall '14</td> <td>1,500</td> </tr> <tr> <td>Fall '15</td> <td>1,636</td> </tr> <tr> <td>Fall '16</td> <td>1,603</td> </tr> <tr> <td>Fall '17</td> <td>1,438</td> </tr> </tbody> </table> <div style="text-align: center;"> <p>The bar chart displays the number of students qualified for the Freshman Advantage program from Fall 2014 to Fall 2017. The y-axis represents the number of students, ranging from 0 to 2000 in increments of 200. The x-axis lists the terms: Fall '14, Fall '15, Fall '16, and Fall '17. The bars are red, and the exact values are labeled above each bar: 1500 for Fall '14, 1636 for Fall '15, 1603 for Fall '16, and 1438 for Fall '17.</p> </div> <p><i>Data Source: INFORM Data Warehouse Run date: 09.21.17</i></p>	Term	Qualified for FA (First-Time College)	Fall '14	1,500	Fall '15	1,636	Fall '16	1,603	Fall '17	1,438
Term	Qualified for FA (First-Time College)										
Fall '14	1,500										
Fall '15	1,636										
Fall '16	1,603										
Fall '17	1,438										

Figure 1

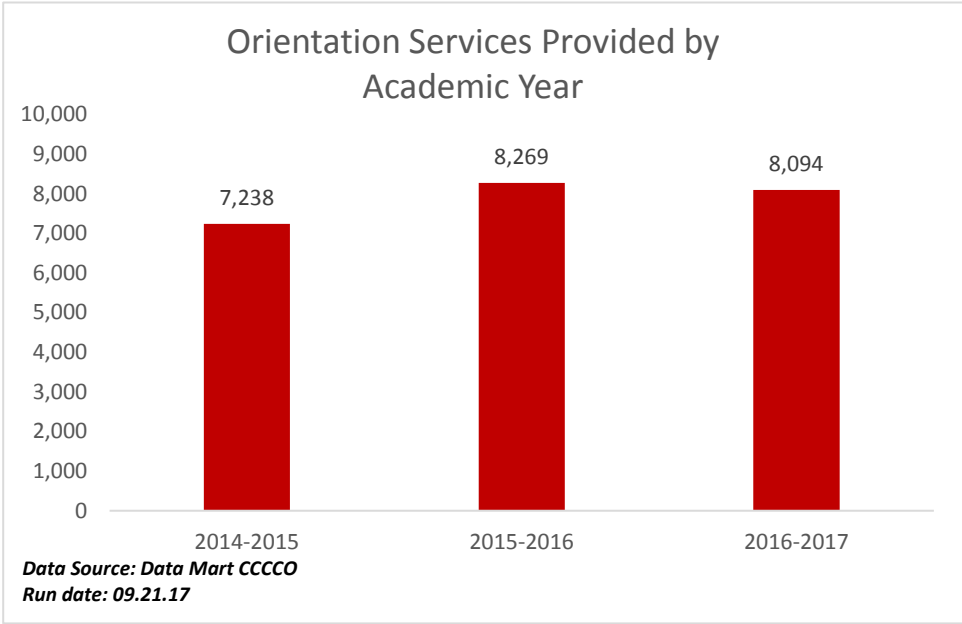
GOAL	Provide onsite counseling at service area high schools.
PROGRESS	To support efforts to increase relationships with the college's service area high schools, increase concurrent enrollment and attract a larger number of high school seniors into our Freshman Advantage Program a Saddleback College counselor is assigned to provide direct counseling at each of our 10 area high schools. Ten area feeder high schools allow for Saddleback College counselors to spend up to 10 hours a week providing direct counseling to high school students with a focus on high school seniors and becoming fully matriculated through the Freshman Advantage Program.

GOAL	Provide orientation to every nonexempt student.
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PROGRESS	<ol style="list-style-type: none"> 1. Online Orientation is offered to credit students through Comevo (software). 2. In-person group orientations are also provided to credit students. 3. Week of Workshops (WOW) is an optional in-person, just-in-time orientation targeting incoming freshmen. This orientation is a campus effort involving students, staff, and faculty. 4. In-person group orientation is provided to all non-credit students enrolling in noncredit ESL courses.
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*Academic Year	# of Orientations Completed
2014-2015	7,238
2015-2016	8,269
2016-2017	8,094

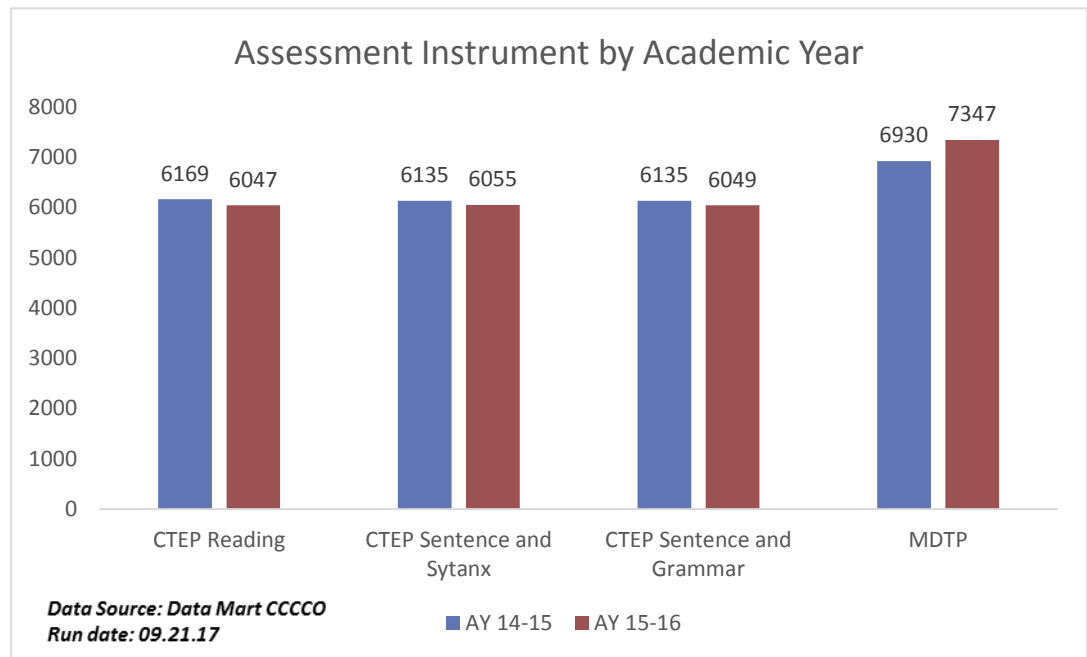
**Academic Year - Summer, Fall, Spring following the CCCO allocation formula*



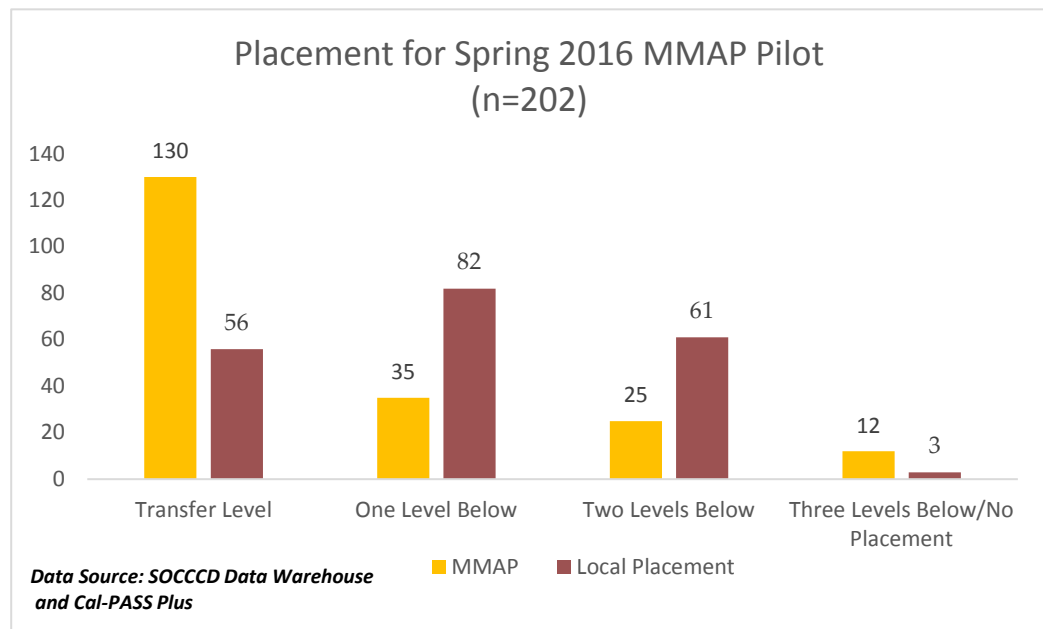
GOAL Provide assessment and placement to all students.

PROGRESS CTEP assessment is offered for English course placement; the CELSA assessment is offered for ESL course placement for both credit and non-credit courses; and MDTP is used for math course placement. Saddleback College is conducting two pilot studies of the MMAP with students enrolled in our Counseling 100 class offered to high school seniors at every high school in CUSD and SVUSD.

Assessment Tool	AY 14-15	AY 15-16
CTEP Reading	6169	6047
CTEP Sentence and Syntax	6135	6055
CTEP Sentence and Grammar	6135	6049
MDTP	6930	7347



MM Placement		Local Placement (CTEP)				Total
		Transfer Level	One Level Below	Two Levels Below	No Placement	
	Transfer Level	43	53	31	2	130
	One Level Below	5	13	16	1	35
	Two Levels Below	4	10	11	0	25
	Three Levels Below	3	6	3	0	12
	Total	56	82	61	3	202



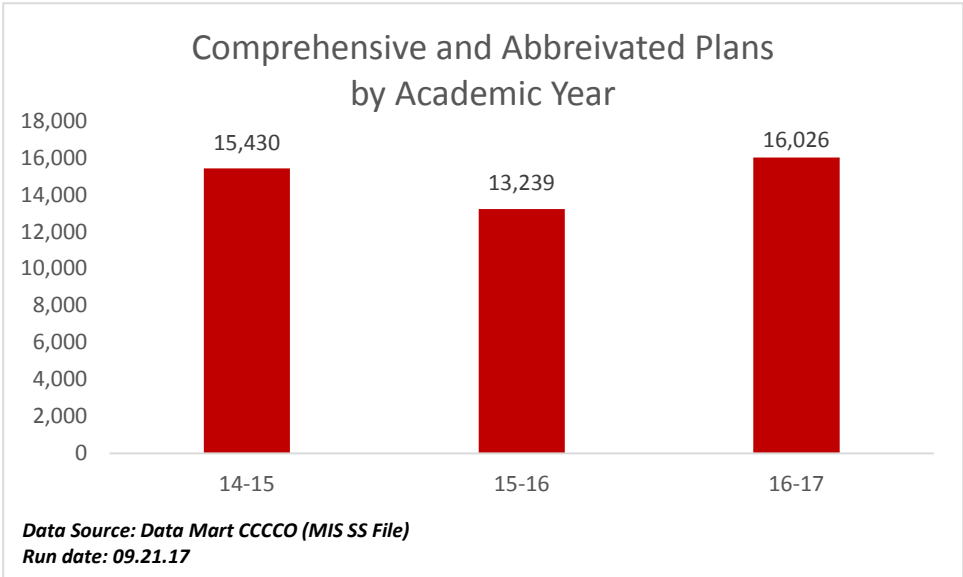
Note: Transfer-level Placement under MMAP and Test-only models.

GOAL Provide counseling and comprehensive semester by semester educational planning services.

PROGRESS Students complete their initial, abbreviated academic plan in MAP (My Academic Plan) prior to enrolling.
A MAP (My Academic Plan) Lab was opened in SSC 166. Students are able to stop by Monday through Thursday from 8 am to 7 pm and complete their Comprehensive Academic Plan with a counselor.

*Academic Year	Comprehensive and Abbreviated Plans Completed
14-15	15,430
15-16	13,239
16-17	16,026

**The counts above represent students who completed an abbreviated plan or completed both a comprehensive and abbreviated plan*



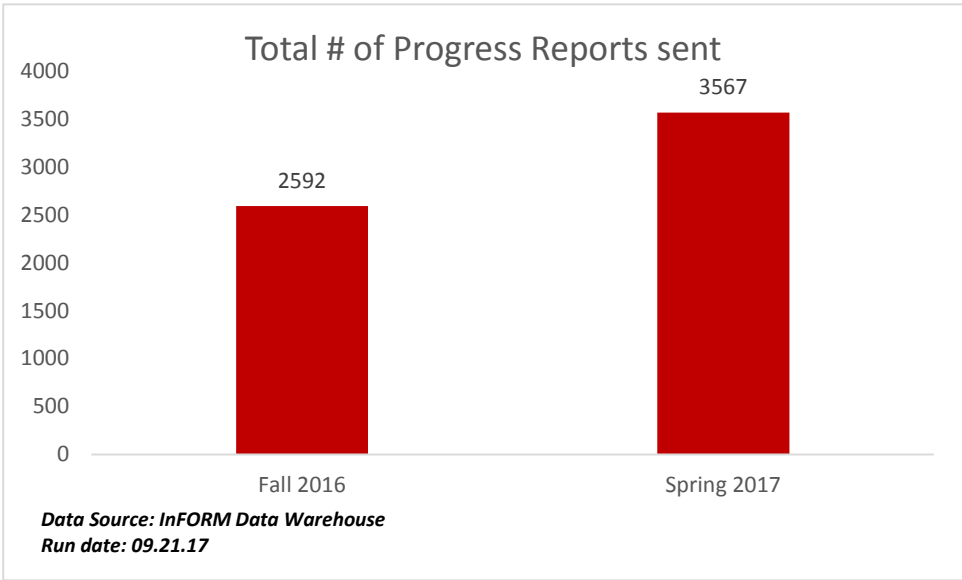
GOAL Provide support services for students on probation or at risk of probation/dismissal

PROGRESS The college implemented *Progress Report* homegrown early alert software. This system allows instructors to easily send concern or positive reinforcement messages to students. The messages are viewable by select staff and counselors. Counselors are then able to provide *intrusive advising*.

Academic and Progress Probation workshops are offered by counselors.

Students who are put on academic probation and/or progress probation for the first time receive a Probation Hold (PB) and are required to attend a first time probation workshop or meet with a counselor in an individual counseling appointment.

Total Number of Progress Reports Sent	Count of # Progress Report
Fall 2016	2,592
Spring 2017	3,567
Grand Total	6,159



Total Number of Students	Unduplicated Count of Student
Academic Year (fall and spring)	2,749

GOAL	Increase the number of noncredit Adult Education ESL counseling appointments								
PROGRESS	<p>Counseling and the ESL and AESL department worked closely together to develop and deliver effective specialized admission, SSSP, and enrollment services. One of the primary objectives is to reduce exit points. Bilingual counseling in Spanish and Farsi is offered daily at the new off-campus Adult Education ESL (AESL) support services sites to help students understand and complete these processes.</p> <table border="1" data-bbox="370 464 1310 636"> <thead> <tr> <th data-bbox="370 464 971 506">Services</th> <th data-bbox="971 464 1310 506">Summer 2017</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 506 971 548">Non Credit Orientation</td> <td data-bbox="971 506 1310 548">251</td> </tr> <tr> <td data-bbox="370 548 971 590">Non Credit Advisement</td> <td data-bbox="971 548 1310 590">76</td> </tr> <tr> <td data-bbox="370 590 971 636">Non Credit Ed Planning</td> <td data-bbox="971 590 1310 636">85</td> </tr> </tbody> </table>	Services	Summer 2017	Non Credit Orientation	251	Non Credit Advisement	76	Non Credit Ed Planning	85
Services	Summer 2017								
Non Credit Orientation	251								
Non Credit Advisement	76								
Non Credit Ed Planning	85								

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

We attribute our overall success to the use of a transparent, participatory governance model, which includes leadership from the ranks of faculty, staff, administrators and students. We also invest in research to foster dialogue around data for decision-making. All the activities and interventions supported by the three programs were based on literature in the field and data, as recommended by statewide movements and findings (such as the RP Group’s “Student Success (Re)defined”). Examples of supported projects include institutionalization of Comprehensive Plan holds, elimination of non-academic barriers for student success, and increasing the use of embedded tutoring in all 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 2 - 2015-2016 Intersection of goals

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase course completions in transfer-level math and English courses.	Use of “Refresh” program that supports higher English/math placements for incoming students, adoption of MMAP from feeder high schools, intrusive counseling for English and math to ensure first-semester enrollment.	Increase embedded tutoring, support Directed Learning Activities, intrusive counseling (including educational planning, etc.) for disproportionately impacted groups.	Increase in the number of hours, staffing, and availability of tutors who support transfer-level math and English in the Tutoring Center.

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

The college has nearly doubled the number of student hours for the Tutoring Center; our institutional research indicates that students who attend six or more hours of tutoring have significantly better course success rates (76.9% in tutoring vs. 72.9% not tutored) and next-term persistence rates (93.5% in tutoring vs. 77.9% not tutored) than their counterparts that did not attend tutoring. These findings are not only significantly different but have broad scale: our Tutoring Center reaches several thousand students, and more than 1,400 students attend more than six hours of tutoring each major term.

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)**

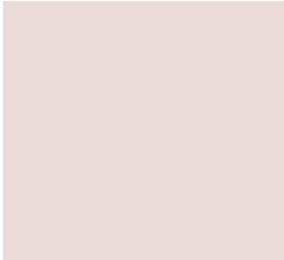
Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross 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 3 – Integrated Goals

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Identify and evaluate non-academic barriers to course completion.	Utilize progress report data to identify non-academic barriers.	Provide direct student support, such as grocery cards, transportation cards, and textbook cards for economically disadvantaged students.	Provide workshops for faculty to teach accelerated courses in English in order to shorten the path to transfer; workshops emphasize affective and non-academic barriers to success.	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other
Increase access and use of college support programs	During new student orientations, provide in-person tours to support and highlight student services. Saddleback Generalist Counselors to speak in all twelfth grade high school classes in Capo Unified and Saddleback Unified school districts	Continue to fund Outreach Specialists for economically disadvantaged and Veteran Students Continue to fund Financial Aid Specialist and Ambassadors to conduct financial literacy classes and assist in the application process.	Increase tutoring in all subjects, including Basic Skills and transfer-level math and English courses.	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other
Increase completion of transfer-level Math and English courses	Counseling Division will begin embedded counseling in spring 2018. “15 to Finish” campaign launched to incentivize enrollment into	Hire at least one part-time Learning Assistant Specialist who will meet with students on a weekly basis in order to connect students with resources on campus, including but not limited to	Support Professional Learning Councils to engage high school instructors and help high school students to better understand the matriculation, testing and placement	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other

	<p><i>English, reading and math classes during the first two semesters for all new fully matriculated freshmen</i></p>	<p><i>academic/ student support services. Adopt several of the activities proposed in Student Centered Holistic Open Online Learning (SCHOOL) to provide additional resources for student who are having difficulties completing their Math sequences as indicated in some of the ESL/Basic Skills indicator.</i></p>	<p><i>procedures at the college.</i></p> <p><i>Increase use of embedded tutors in all transfer-level courses.</i></p>	
<p><i>Increase student completion of career technical and non-credit certificates, two-year degrees and transfers.</i></p>	<p><i>Counseling to host two parent/student CTE nights for each high school district partner in order to educate students and families about CTE programs.</i></p> <p><i>Ongoing CTE counseling provided regularly targeting students with CTE educational goal.</i></p>	<p><i>Provide counseling to all disproportionately impacted students to assist with educational goals.</i></p>	<p><i>Increase the numbers of faculty served through reading/writing practicums to include CTE and noncredit faculty.</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _
<p><i>Increase the successful outcomes for disproportionately impacted students</i></p>	<p><i>Disaggregate data in fully matriculated data for SEP, EOPs and Transfer.</i></p>	<p><i>Increase presence of staff/counselors that work specifically with BSI students, Veteran students, Foster</i></p>	<p><i>Increase use of PASS tutoring program for student athletes.</i></p> <p><i>Increase presence</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree &



Provided weekly ongoing counseling at Adult Education off campus sites.

Youth students, and Hispanic students seeking to transfer.

of counselors in the tutoring center for VETS, DSPS and athletes.

Certificate Completion
 Other: _

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)

To accomplish integration, the college will:

- Ensure adequate representation from SEP, SSSP and BSI on the college-wide Student Success Council, which is an umbrella committee that includes membership from all stakeholders. The SSC was established at the onset of SB 1456.
- Utilize a tracking mechanism for reviewing all projects supported by the three programs, to ensure efficiencies and avoid redundancies. The tracking tool includes funding amounts, activities, and connection to overall goals and objectives.
- These activities will also be integrated through to the college’s Strategic Plan, which is a 6-year plan, and also inform the Educational Master Plan, which is 20-year plan (renewed every six years).
- Furthermore, the activities will also be integrated through to the SOCCCD District’s Strategic Plan.
- District-wide technologies have been developed to support in the tracking and implementation of these goals (such as Sherpa, the Student Success Dashboard, My Academic Plan, and Progress Report).

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)

No Student Equity funds were identified for this category. For SSSP: a total of 3.5 counselors work directly with non-credit students providing non-credit advisement and counseling follow-up at all off campus non-credit college sites weekly. All non-credit students complete orientation, assessment and advisement and receive a comprehensive educational plan. As of May 2017, Saddleback College has begun using MIS non-credit data elements and has aligned these data element codes with SARS. For BSI, one way that we will continue to support noncredit programs is to grow tutoring to off campus adult education sites. This provides support for hundreds of students enrolled in noncredit adult education courses, who do not normally come to the college campus for support services.

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

In June 2017, a college-wide professional development work group was established to address PD needs and to assess for any duplication of efforts in training for faculty and staff in relation to SEP, SSSP and BSI priorities. The BSI committee has also supported a college-wide basic skills summit (and will continue to do so yearly), reading/writing practicums for faculty to learn best practices, and workshops to support strategies for accelerated courses in English. SEP sponsored a guest speaker during the college's Professional Development Week to address best practices for bringing social justice to the classroom. Dr. Estela Bensimon, Director and Professor of the Center for Urban Education/ Rossier School of Education, University of Southern California spoke about the ways in which community college faculty, leaders, and staff can learn to "practice" equity as part of their professional routines. She introduced participants to the conceptual differences in equity, equality, and diversity; the theoretical underpinnings of action research as a catalyst for self-change; and the tools to enact equity-focused action research on their own practices.

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)

Progress toward meeting student success goals is continually evaluated. Each term, SSSP evaluation includes Core Service tracking, Progress Report data, Academic Probation and Progress Probation, Comprehensive Plan Holds monitoring, and student placement tracking. BSI evaluation focuses on monitoring BSI course completion rates on a term basis and evaluation of faculty who engaged in professional development opportunities. Each term, SEP activities are evaluated in relation to their associated core indicators: access, course completion, ESL/BSI completion (in conjunction with BSI), degree completion, and transfer. Ongoing research evaluates barriers disproportionately impacted students face when trying to reach their academic goals. Annually, the college assesses Scorecard and the Basic Skills

Tracker and assesses achievement outcomes by ethnicity and by college readiness (prepared/unprepared). The assessment of these data includes discussion among BSI and SEP constituents. The college has set IEPI goals for the progress indicators such that dialogue between BSI and SEP will occur if the college is meeting/not meeting these goals. With the new three-year cohorts in the Scorecard, the college will also be able to address outcomes for remedial progress and achievement sooner. The Scorecard's remedial progress and achievement rates will be a place of data integration and discussion between SEP and BSI.

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)

Our college is not only working toward planning integration between the two colleges in our district, but is also working to incorporate the new integrated plan into our districtwide planning. In addition, our college will be engaging in multiple multi-college planning update and progress meetings as well as attending districtwide planning discussions. Further, we will collaborate on integrated planning metrics and assess progress toward goals and discuss these to make appropriate decisions within the plans.

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.

All three funds accept requests for funding various projects according to an established process that includes researchers, stakeholders and students. Activities are vetted through the process to ensure compliance and alignment with the stated goals and guidelines of each program. The grant administrators and researchers meet periodically to align plans, and to review additional requests to ensure efficiency and to avoid redundancies.

Object Code	Category	BSI	SEP	SSSP	SSSP Match	Non-credit SSSP	Non-credit SSSP Match	Total
1000	Academic Salaries	\$ 100,000	\$ 87,524	\$1,656,587	\$1,826,508	\$106,186	\$189,075	
2000	Classified and Other Nonacademic Salaries	\$ 75,000	\$ 719,197	\$ 554,802	\$844,008		\$135,605	
3000	Employee Benefits	\$ 24,683	\$ 350,514	\$816,548	\$951,053	\$18,726	\$133,166	
4000	Supplies & Materials		\$ 500	\$85,000	\$8,831			
5000	Other Operating Expenses and Services	\$ 51,005	\$ 25,300	\$80,000	\$1,462			
6000	Capital Outlay	\$ -	\$ 370	\$40,000	\$56,418			
7000	Other Outgo	\$ -	\$78,000					
	Total	\$250,688	\$1,261,405	\$3,232,937	\$3,688,280	\$124,912	\$457,846	\$4,869,942

Note: see https://docs.google.com/spreadsheets/d/11Dti43Jb_rWCU5tviMM66W4gMHPXfSnCUq4xy4gvlKc/edit#gid=1059502616 for more details. BSI=Basic Skills Initiative, SEP=Student Equity Plan, SSSP=Credit Student Success and Support Program

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:

2017-2018 Student Equity/Integrated Goals for each required student group	
College Activities to achieve these goals	2017-2018 Resources Budgeted
Non-academic barriers and services	
School Survival Kits	9,000
Book Voucher Program	83,000.00
Bus Passes & Gas Cards	37,000
Grocery Cards	42,000.00
Subtotal	171,000
Access and support programs	
PT Vets Counselor (3)	40,549
PT FY Counselor	31,149
PT CLASE Counselor (2)	31,149
PT CLASE Student & Alum Mentors	24,744.00
Office Supplies for student use	200.00
Printing materials for mentor program	300.00
Food & Bev for CLASE events	900.00
CLASE Tours Transportation	5,000
PT Vets Tutoring	3,382.00
Subtotal	137,373
Completion of transfer-level Math and English courses	
PT Learning Assistant Specialist	51,827.53
Subtotal	51,827.53
Outcomes for disproportionately impacted students	
FT VETS Program Outreach Specialist	123,360.00
FT Outreach Program Specialist	109,225.00
PT Outreach Project Specialist (NBUs)	60,353.00
FT Financial Aid Specialist	93,142.00
PT Financial Aid Ambassadors (NBUs)	59,468.00
Research & Planning: Student Equity Research Analyst	110,618
16% Research Analyst salary	21,583.00
FT Sr. Administrative Assistant	99,837.00
FT SEP Manager/Coordinator	149,148.00
SEP Professional Development & Mileage	13,000.00
Subtotal	839,734

Previous Student Equity goals for each required student group	
A.1 Age - 35 years old and above	
GOAL: Improve access for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- FT Outreach Program Specialist \$ 42,455
	- PT Outreach Project Specialist \$ 24,695
	- FT ESP Faculty \$41,384
	- PT Re-entry Counselor \$57,066
	- PT Project Specialist \$ 21,996
Accounting of how Student Equity funding for 2015-16 was expended	- Per state directives, activities and positions funded for Access based on age were shifted to focus on A.2 Economically Disadvantaged. Please see A.2 section. Below are three activities that were in progress when the state directive was released.
	- FT ESL Faculty \$35,305
	- PT Re-entry/ Economically Disadvantaged Counselor \$32,366
	- PT Community Education Project Specialist \$3,340
Accounting of how Student Equity funding for 2016-17 was expended	- Per state directives, activities and positions funded for Access based on age were shifted to focus on A.2 Economically Disadvantaged. Please see A.2 section.
Progress made in achieving the identified goals from prior year plans	Per state directives, activities and positions funded for Access based on age were shifted to focus on A.2 Economically Disadvantaged. Please see A.2 section.
A.2 Economically Disadvantaged	
GOAL: Improve access for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- PT Financial Aid Ambassadors \$ 45,951
	- FT Financial Aid Specialist \$ 76,267
Accounting of how Student Equity funding for 2015-16 was expended	- District Events \$ 1,237
	- School Survival Kits \$ 4,498
	- Book Voucher Program \$ 25,974
	- Transportation Card Program \$ 749
	- Outreach iPads & Accessories \$3716
	- PT Financial Aid Ambassadors \$ 53,861
	- FT Financial Aid Specialist \$104,245

	- Financial Aid iPads and Accessories \$7,086
	- Printing Materials \$705
	- FT Outreach Program Specialist \$114,698
	- PT Outreach Project Specialist \$55,214
	- Grocery Card Grant Program \$85,548
	- Textbook Card Grant Program \$200,000
	- Transportation Card Grant Program \$31,725
Accounting of how Student Equity funding for 2016-17 was expended	- ACCESS District Events \$ 1,250
	- School Survival Kits \$ 5,000
	- Book Voucher Program \$ 42,500
	- Transportation Card Program \$ 750
	- PT Financial Aid Ambassadors \$ 57,680
	- FT Financial Aid Specialist \$86,072
	- FT Outreach Program Specialist \$130,274
	- PT Outreach Project Specialist \$58,542
	- Grocery Card Grant Program \$45,051
	- Textbook Card Grant Program \$16,348
	- Transportation Card Grant Program \$2,000
Progress made in achieving the identified goals from prior year plans	Financial aid and outreach departments work together to provide workshops and outreach activities for students to raise awareness about financial aid services at Saddleback Colleges. Close to 4,000 students have taken part in these activities since 2015.
A.3 Veteran Student Access	
GOAL: Improve access for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- PT VETS Counselor \$ 102,851
	- PT VETS Project Specialist \$ 8,976
Accounting of how Student Equity funding for 2015-16 was expended	- District Events \$ 1,237
	- School Survival Kits \$ 4,498
	- Book Voucher Program

	\$ 25,974
	- Transportation Card Program \$ 749
	- iPads \$3716
	- PT Tutors embedded in the Veteran's Center \$ 663
	- PT VETS Counselor \$86,923
	- FT VETS Program Outreach Specialist \$82,733
	- PT VETS Project Specialist \$11,555
	- Duplicating \$ 575
	- One-time Special Allocation Budget \$102,889
Accounting of how Student Equity funding for 2016-17 was expended	- ACCESS District Events \$ 1,250
	- School Survival Kits \$ 5,000
	- Book Voucher Program \$ 42,500
	- Transportation Card Program \$ 750
	- PT Tutors embedded in the Veteran's Center \$ 3279
	- PT VETS Counselor \$113,171
	- FT VETS Program Outreach Specialist \$119,217
	- PT VETS Project Specialist \$19,900
Progress made in achieving the identified goals from prior year plans	A VETS Program Outreach Specialist provides Saddleback College information regarding the matriculation process, residency, GI Bill, VA assistance, counseling and other support services to the VETS population at north base Camp Pendleton, the Wounded Warriors Battalion, and southern region of the Saddleback College feeder area. They also host orientations each term. The last such event drew over 100 students.
B.1 Ethnicity (African American & Pacific Islander) GOAL: Improve course completion for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- Smart Pen Technology \$ 3,826
	- PT SCHOOL Math Project Specialist \$ 5,768
	- FT Research Analyst (16%) \$ 9,699
	- FT Research Specialist \$ 8,798

Accounting of how Student Equity funding for 2015-16 was expended	- Smart Pen Technology \$333
	- PT SCHOOL Math Project Specialist \$ 10,690
	- FT Research Analyst (16%) \$ 55,008
Accounting of how Student Equity funding for 2016-17 was expended	- Smart Pen Technology \$ 250
	- FT SCHOOL Program Coordinator \$ 0 (funds were withdrawn due to lack of activity)
	- PT SCHOOL Math Project Specialist \$ 0 (funds were withdrawn due to lack of activity)
	- FT Research Analyst (16%) \$ 20,623
	- FT Research Specialist \$ 94,291
Progress made in achieving the identified goals from prior year plans	Professional development opportunities offer staff, administration, and faculty with information and resources that can be applied at Saddleback College to help improve course completion rates for African American students. New technologies, like the Smart Pen Technology, are being implemented in courses with positive student feedback.
C.1 Age– 35 years old and above	
GOAL: Improve ESL and basic skills completion for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- Software Licensing \$ 715
Accounting of how Student Equity funding for 2015-16 was expended	N/A
Accounting of how Student Equity funding for 2016-17 was expended	N/A
Progress made in achieving the identified goals from prior year plans	Per state directives, activities and positions funded for ESL/BSI Completion based on age were eliminated as age is no longer considered a DI group.
C.2 Ethnicity – African American, Pacific Islander, and Hispanic Students	
GOAL: Improve ESL and basic skills completion for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Part-time Learning Assistant Specialist \$ 3,318
	- Directive Learning Activities Stipend \$ 37,018
	- ESL Workshops \$ 1,552
	- LRC Extended front desk hours (NBU & Staff OT) \$14,731
	- LRC Tutors (Peer & Faculty) \$26,396
	-Book Voucher Program \$ 7,999

<p>Accounting of how Student Equity funding for 2016-17 was expended</p>	<p>- Part-time Learning Assistant Specialist \$ 43,108</p> <p>- Directive Learning Activities Stipend \$ 6,934</p> <p>-Book Voucher Program \$ 31,259</p>
<p>Progress made in achieving the identified goals from prior year plans</p>	<p>The Academic Intervention Team (AIT) is positioned to continue to provide valuable resources and guidance to improve outcomes for disproportionately impacted ELS and BSI students. Students meet with a staff member three times a term in order to connect students with resources on campus, including but not limited to academic/student support services: counseling, financial aid, EOPS, DSPS, library services, tutoring services, mental/emotional health support, counseling, and health center.</p>
<p>D.1 Age – 20 years and above GOAL: Improve degree and certificate completion for the target population noted above.</p>	
<p>Accounting of how Student Equity funding for 2014-15 was expended</p>	<p>-N/A</p>
<p>Accounting of how Student Equity funding for 2015-16 was expended</p>	<p>-N/A</p>
<p>Accounting of how Student Equity funding for 2016-17 was expended</p>	<p>-N/A</p>
<p>Progress made in achieving the identified goals from prior year plans</p>	<p>Per state directives, activities and positions funded for Degree Completion based on age were eliminated as age is no longer considered a DI group.</p>
<p>D.2 Age - 25 to 29 years of age GOAL: Improve degree and certificate completion for the target population noted above.</p>	
<p>Accounting of how Student Equity funding for 2014-15 was expended</p>	<p>- N/A</p>
<p>Accounting of how Student Equity funding for 2015-16 was expended</p>	<p>-N/A</p>
<p>Accounting of how Student Equity funding for 2016-17 was expended</p>	<p>-N/A</p>
<p>Progress made in achieving the identified goals from prior year plans</p>	<p>Per state directives, activities and positions funded for Degree Completion based on age were eliminated as age is no longer considered a DI group.</p>
<p>E.1 Age – 35 to 39 years of age and 50 years and above GOAL: Improve transfer for the target population noted above.</p>	
<p>Accounting of how Student Equity funding for 2014-15 was expended</p>	<p>- Faculty Overload \$ 2,043</p> <p>- LRC Tutoring Faculty \$ 49,292</p> <p>- Extended Front Desk Hours \$9,772</p> <p>- LRC Peer and PT Faculty tutoring \$ 39,821.50</p> <p>- Extended tutoring hours \$1,156</p>
<p>Accounting of how Student Equity funding for 2015-16 was expended</p>	<p>-N/A</p> <p>-N/A</p>

	-N/A
Accounting of how Student Equity funding for 2016-17 was expended	-N/A
	-N/A
	-N/A
Progress made in achieving the identified goals from prior year plans	-Per state directives, activities and positions funded for Transfer based on age were eliminated as age is no longer considered a DI group.
E.2 Ethnicity – Hispanic Students	
GOAL: Improve transfer for the target population noted above.	
Accounting of how Student Equity funding for 2014-15 was expended	- Peer Mentors \$ 20,483
	- PT CLASE Lead Mentor \$ 12,706
	- PT CLASE Student and Alum Mentors \$ 10,930
Accounting of how Student Equity funding for 2015-16 was expended	- Peer Mentors \$ 2,274
	- PT CLASE Transfer Counselor \$ 13,690
	- PT CLASE Lead Mentor \$ 26,624
	- PT CLASE Student and Alum Mentors \$ 23,360
	- CLASE supplies for student events \$ 125
	- CLASE District Events \$ 1,235
	- CLASE Tours \$ 1,351
	- CLASE Mailer \$ 433.16
	- Speakers \$ 2,000
	Accounting of how Student Equity funding for 2016-17 was expended
- PT CLASE Lead Mentor \$26,831	
- PT CLASE Student and Alum Mentors \$24,001	
- CLASE supplies for student events \$200	
- CLASE printing materials for mentors \$300	
- CLASE District Events \$900	
- CLASE Tours \$9,600	
- Speakers \$ 3,000	

<p>Progress made in achieving the identified goals from prior year plans</p>	<p>The CLASE program now has a strong foundation for a successful transfer mentor program. Evaluations show that students report obtaining valuable transfer information and gaining a sense of community and support through their participation in the program. Students benefit from the opportunity to travel to different campuses and learn about the transfer process. Over 100 students have taken advantage of this program since 2015.</p>
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E.3 Disability Status
GOAL: Improve transfer for the target population noted above.

<p>Accounting of how Student Equity funding for 2014-15 was expended</p>	<p>-N/A</p>
<p>Accounting of how Student Equity funding for 2015-16 was expended</p>	<p>-N/A</p>
<p>Accounting of how Student Equity funding for 2016-17 was expended</p>	<p>-N/A</p>

<p>Progress made in achieving the identified goals from prior year plans</p>	<p>There have been no funds allocated to this area.</p>
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F.1 Economically Disadvantaged Students; F.2 Veterans; F.3 Foster Youth
Ongoing: Across numerous indicators

<p>Accounting of how Student Equity funding for 2014-15 was expended</p>	<p>- Co-chair and Indicator Lead Stipends \$34,852</p>
	<p>- Supportive Staff \$12,799</p>
	<p>- Student Equity Professional Development & Mileage \$ 8,855</p>
	<p>- Student Equity District Events \$ 1,772</p>
	<p>- Student Equity Advertising \$ 20,788</p>
	<p>- Student Equity Postage \$ 4,370</p>
	<p>- Student Equity Office Supplies \$26</p>
	<p>- Student Equity Speaker \$ 5,000</p>
<p>Accounting of how Student Equity funding for 2015-16 was expended</p>	<p>- Co-chair and Indicator Lead Stipends \$31,003</p>
	<p>- FT Student Equity Senior Administrative Assistant \$52,249</p>
	<p>- Student Equity Professional Development & Mileage \$21,550</p>
	<p>- Student Equity Advertising \$2,656</p>
	<p>- Student Equity Postage \$32</p>
	<p>- Student Equity Office Supplies \$75</p>
<p>Accounting of how Student Equity funding for 2016-17 was expended</p>	<p>- FT Student Equity Manager \$57,774</p>

	- FT Student Equity Senior Administrative Assistant \$87,690
	- Student Equity Professional Development & Mileage \$3,712
	- Student Equity Advertising \$1,000
	- Student Equity Postage \$50
	- Student Equity Office Supplies \$500
	- Part-time Foster Youth Counselor 46,213
Progress made in achieving the identified goals from prior year plans	Professional development activities provide opportunities for staff, administration, and faculty to learn how to integrate equity into their work at Saddleback College.

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?

- Make MIS Student Success Referential File available on Data on Demand (like other categorical files).
- State Chancellor can require and support collaboration not only at the district level, but at the *regional* level as well.

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	Jennifer Klein
Title	Director of Research, Planning and Accreditation
Email Address	jklein26@saddleback.edu
Phone	(949) 582-4565

Alternate Point of Contact:

Name	Penny Skaff
Title	Dean of Counseling
Email Address	pskaff@saddleback.edu
Phone	(949) 582-4572

Part III – Approval and Signature Page

College: Saddleback College District

: South Orange County CCD

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.

Debra L. Fitzsimons - Interim Chancellor

dfitzsimons@socccd.edu

Chancellor	Date	Email Address
Denise Whittaker - Acting President		dwhittaker@saddleback.edu
President	Date	Email Address
Dr. Jim Buysse - Acting Vice Chancellor, Business Services		jbuysse@socccd.edu
Chief District Business Officer	Date	Email Address
Dr. Kathy Werle - Vice President for Instruction		kwerle@saddleback.edu
Chief Instructional Officer	Date	Email Address
Dr. Juan Avalos - Vice President for Student Services		javalos@saddleback.edu
Chief Student Services Officer	Date	Email Address
Carol Hilton- Vice President Administrative Services		chilton@saddleback.edu
Campus Budget Officer	Date	Email Address
Dan Walsh - Academic Senate President		dwalsh@saddleback.edu
President, Academic Senate	Date	Email Address