# INTEGRATED STUDENT SUCCESS PLAN 2017-2019: EXECUTIVE SUMMARY

1. **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:**

   **Swccd.edu/Integrated Student Success Plan 2017-2019**

The Southwestern College Integrated Student Success Plan is representative of the work of the Student Success Steering Committee who took the lead in creating an integrated student success plan that brings together the various initiatives and focuses them around five central agreed upon goals. These initiatives include the Student Success and Support Program (SSSP), Student Equity Plan (SEP), Basic Skills Initiative (BSI), Title V, and recently the Strong Workforce initiative. The plan further aligns with the college's strategic priorities and creates natural onramps to the guided pathways planning reform efforts.

The following Executive Summary addresses the following:
   a. Student Equity Goals for each required group, the activities the college will undertake to achieve these goals, and resources budgeted for these activities. Student group identified were those that experienced a disproportionate impact.
   b. 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 identified goals from prior year's plans.
   c. The Name of the College District official to contact for further information (Point of Contact and Alternate Point of Contact).
   d. Posted on the College website and link (swccd.edu\Integrated Student Success Plan 2017-19 Executive Summary).

## STUDENT SUCCESS INTEGRATED GOALS
## 2017-2019

| Integrated Goal | Evaluation | Expected Outcome |
|---|---|---|
| 1. Ensure all communities served by the college have appropriate student representation. | Compare community demographics to SWC college attendees. | Increase enrollment of underrepresented groups by 1% each year.<br><br>Target Group:<br>• Veterans |
| 2. Increase the percentage of students who complete basic skills courses.<br><br>*Fall 2016 Percentage = 57.7%* | Track the number of students who successfully complete basic skills courses. | Increase the percent of students who successfully complete basic skills courses by 1-2% each year.<br>Target Groups:<br>• African-American students<br>• 18-24 years old students |
| 3. Increase the percentage of students who attempt a below transfer level course in a given discipline, transition and successfully complete a college credit course in a related discipline.<br><br>*ESL = 28.4%*<br>*Remedial English= 47.1%*<br>*Remedial Math= 34.7%*<br><br>*(2015-16 Outcome Year)* | Track students entering basic skills courses and successfully completing a college level course in a related discipline. | Increase the percent of students who complete a basic skills course in a given discipline and who enter and successfully complete a college level course in a related discipline by 1-2% each year.<br><br>ESL Target Groups:<br>• Male students<br>Math Target Groups:<br>• African-American students<br>• Hispanic students<br>• 20-24 yrs. old students<br>• Students with a disability |
| 4. Increase the rates of persistence, degree and certificate completion, transfer, and job placement.<br><br>*Persistence Rate = 71.7%*<br>*Degree & Certificate Completion =42.6%*<br>*(2015-16 Outcome Year)*<br><br>*Transfer = 26.4%*<br>*(2014-15 Outcome Year)* | Track persistence, degree and certificate completion, transfer, and job placement. | Increase persistence by 1% each year<br>Target Group:<br>• African-American students<br><br>Increase degree and certificate completion by 1% each year:<br>Target Groups:<br>• African-American students<br>• Hispanic students<br><br>• 20-24 yr. old students<br>• Students with a disability<br><br>Increase transfer by 1% each year<br>Target Group:<br>• Hispanic students |
| 5. Ensure that students receive individualized support to address their academic and personal needs during their experience at the college. | Track student activity and engagement (e.g., core SSSP services and other areas).<br><br>Survey/interview students to determine if they feel supported and have their needs met while at the college | *First-Time Students*<br>1. Increase the percent of enrolled first-time SWC students that complete an Educational Plan service (Abbreviated or Comprehensive) by the end of their first year (3 terms [Summer-Spring], by 2%.<br>2. Increase the percent of enrolled first-time SWC students that complete initial orientation service by the end of their first term (completed summer or fall) by 2%.<br>3. Increase the percent of enrolled first-time SWC students that complete an initial Assessment service by the end of their first term (Spring/Summer/Fall) by 1%.<br>*All SWC Students*<br>1. Increase the percent of enrolled SWC students that participate in counseling/advisement session per term by 2%.<br>2. Increase the percent of returning/continuing SWC students (who have not yet completed an Education Plan) that complete an Educational Plan service (Abbreviated or Comprehensive) within one year (3 terms [Summer-Spring] by 2%.<br>3. Increase the percent of students placed on academic/progress probation that complete probation service by 2%. |

## 2017-2018 Student Equity/Integrated Goals for Each Required Student Group

| GOAL | COLLEGE ACTIVITIES TO ACHIEVE GOALS<br>A.  ACCESS<br>B.  RETENTION<br>C.  TRANSFER<br>D.  ESL/BASIC SKILLS COMPLETION<br>E.  DEGREE & CERTIFICATE COMPLETION | RESOURCES ALLOCATED |
|---|---|---|
| A | **Accessibility**<br>▪ Outreach/Marketing/Advertising (Veterans)<br>▪ South County Education Collaborative (Feeder High School District)<br>▪ Virtual Tour (Accessibility)<br>▪ Accessibility Specialist (FT Employee) (50% General Fund/50% Student Equity) | $    127,389.14 |
| B-E | **Embedded Tutoring (Power Study Program)**<br>▪ Embedded Tutoring Personnel (Faculty Coordinator, Technician, Clerical Assistant = 3 FT Employees<br>▪ Tutors<br>▪ Embedded Tutoring Instructional Supplies/Materials<br>▪ MESA Program (hourly personnel/tutoring, Instructional Supplies) | $    593,875.08 |
| B, C | **Professional Development (Employee and Student Development)**<br>▪ Conference Attendance, Trainings<br>▪ Personnel (faculty coordination time, hourly clerical assistance, student assistant)<br>▪ Equipment (e.g., Rentals)<br>▪ Instructional/Non-Instructional Supplies | $    245,000.00 |
| D | **Graduation Initiative (Degree Audit/Evaluations)**<br>▪ Personnel (Evaluator = 1 FT Employee) | $     66,837.27 |
| A, C | **Transfer University Campaign**<br>▪ College Preview Day<br>▪ Transfer University Tours<br>▪ Specialized Transfer University Tours (Learning Communities - Bayan, Puente, Veterans, Athletic, FYE, and Umoja, Higher Education Center at San Ysidro)<br>▪ Non-Instructional Supplies | $     52,000.00 |

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|---|---|---|
| B, E | **Special Populations - Direct Student Support**<br>**Learning Communities**<br>▪ Personnel (Financial Aid Specialist)<br>▪ Textbook Vouchers<br>**Restorative Justice Initiative –**<br>▪ Instructional Supplies<br>**Food Pantry (Jag Kitchen)**<br>▪ New Jag Kitchenette in HEC National City Campus<br>▪ Non-Instructional Supplies<br>▪ Personnel (hourly) | $ 329,802.43 |
| | **Foster Youth**<br>▪ Bus Pass<br>▪ Textbook Book Vouchers<br>▪ Meal Cards | $ 42,000.00 |
| A-E | **Institutional Research Capacity**<br>▪ Personnel (Research Analyst = 1 FT Employee) | $ 81,438.84 |
| A-E | **Infrastructure/Student Equity Coordination**<br>▪ Personnel Staff (Director, Specialist, Administrative Assistant = 3 FT Employees)<br>▪ Student Workers<br>▪ Non-Instructional Supplies<br>▪ Conference/Trainings (Travel)<br>▪ Student Equity Events (e.g., Annual Men of Color Conference, Diversity Champions Celebration)<br>▪ Student Equity Talks (Learning Communities, DACA, LGBTQIA, etc.) | $ 341,500.24 |
| | **Total Budget Allocation** | $ 1,879,842.80 |
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| Previous Student Equity Goals for Each Required Student Group<br>2014-2015, 2015-2016, 2016-2017 | | |
|---|---|---|
| **Goal A: Access**<br>Increase student enrollment with respect to Hispanic students, older students, veterans and foster youth by .05 – 2%. | | |
| **Accounting of how Student Equity funding for 2014-2015 was expended** | ▪ Outreach/Marketing/Advertising for target populations<br>▪ Community Survey | $249,882 |
| **Accounting of how Student Equity funding for 2015-2016 was expended** | ▪ Outreach/Marketing/Advertising for target populations<br>▪ South County Education Collaborative (SUHSD) | $203,296 |
| **Accounting of how Student Equity funding for 2016-2017 was expended** | ▪ South County Education Collaborative (SUHSD)<br>▪ Virtual Tour (Accessibility)<br>▪ Online Catalog (Accessibility)<br>▪ Accessibility Specialist (FT Employee)<br>▪ (50% General Fund/50% Student Equity) | $246, 966 |
| **Progress made in achieving the identified goals for prior year plans** | **Partially Accomplished**.<br>Hispanic Enrollment – Increased to 65.4% (2015-16) which is consistent with college service area demographic data.<br>Foster Youth (2015-16) – Increased by 0.23%<br>Enrollment for students who were older and who were Veterans did not increase.<br>▪ Conducted a community survey on SCCD perceptions<br>▪ Implemented a Formal Partnership with local feeder high school (South County Education Collaborative).<br>▪ Scaled recruitment and advertising efforts with local high school district and community in general (Spanish Media).<br><br>*(Source: CCCCO DataMart, 1/10/17)* | |
| **Goal B: Student Course Completion**<br>Increase the successful course completion rates for students enrolled in basic skills courses, in particular for African American students and younger students (18-24 years) by 1 to 2%. | | |
| **Accounting of how Student Equity funding for 2014-2015 was expended** | ▪ Embedded Tutoring (Power Study Program)<br>▪ Professional Development (Employee and Student Development)<br>▪ Institutional Research | $377,015<br>$175,508<br><br>$35,732 |
| **Accounting of how Student Equity funding for 2015-2016 was expended** | ▪ Embedded Tutoring (Power Study Program)<br>▪ Professional Development (Employee and Student Development)<br>▪ Institutional Research | $711,973<br>$285,332<br><br>$93,317 |

| Accounting of how Student Equity funding for 2016-2017 was expended | ▪ Embedded Tutoring (Power Study Program)<br>▪ Professional Development (Employee and Student Development) | $449,945<br>213,101 |
|---|---|---|
| **Progress made in achieving the identified goals for prior year plans** | **Partially Accomplished**.<br><br>An increase in student course completion for basic skills courses was found for students who enrolled in a course with embedded tutoring. Students with support from embedded tutoring had approximately a 3 to 6% higher success rate compared to students in courses without an embedded tutor.  In general, learning community students had 9% to 37% higher course success rates compared to non-learning community students for the English 114-115 course sequence. The one exception was for Spring 2017 where BAYAN students actually had a lower successful course completion rate compared to the non-learning community success rate.<br><br>Interventions Implemented:<br><br>▪ Implemented embedded tutoring in ESL and basic skills courses (remedial English and remedial math), gatekeeper courses (English, math, science, and social science), learning communities, online, and specific programs (i.e., MESA and Veterans).<br><br>▪ Implemented a professional development program focused on strategies for increasing student success in ESL and basic skills programs.<br><br>▪ Implemented a professional development program focused on increasing staff and faculty's level of cultural competency/diversity/ inclusion.<br><br>▪ Continued to explore the implementation of accelerated academic pathways for basic skills.<br><br>▪ Strengthened support for Learning Communities (e.g., TELA, Puente, Bayan, PAIR, and FYE), beginning with communities that include as a component a basic skills course (direct financial assistance for textbooks).<br><br>▪ Established a formal partnership with feeder high school district to streamline transition of students to the college.<br><br>● Established a program for justice- involved students (Restorative Justice) through a Second Chance Pell Program (financial assistance for incarcerated students).<br><br>*(Source: CCCCO DataMart, 1/10/17)* |

| Goal C: ESL and Basic Skills Course Completion | | |
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| Increase student completion rate in ESL and basic skills (remedial English and remedial math) courses, specifically for male students and African American students by 1-2%. | | |
| **Accounting of how Student Equity funding for 2014-2015 was expended** | ▪ Embedded Tutoring (Power Study Program)<br>▪ Professional Development (Employee and Student Development)<br>▪ Transfer University Campaign (college and university tours, events) | $377,015<br>$175,508<br><br>$91,927 |
| **Accounting of how Student Equity funding for 2015-2016 was expended** | ▪ Embedded Tutoring (Power Study Program)<br>▪ Professional Development (Employee and Student Development)<br>▪ Transfer University Campaign (college and university tours, events) | $711,973<br>$285,332<br><br>$80,449 |
| **Accounting of how Student Equity funding for 2016-2017 was expended** | ▪ Embedded Tutoring (Power Study Program)<br>▪ Professional Development (Employee and Student Development)<br>▪ Transfer University Campaign (college and university tours, events) | $449,945<br>213,101<br><br>$95,292 |
| **Progress made in achieving the identified goals for prior year plans** | **Accomplished.**<br><br>Across all cohorts of students, there was an Increase in student successful course completion of 3.3% for English; and 8.2% for Math (Student Cohort with outcomes by 2014-15).<br><br>For Male Students, there was an increase of 4.2% in English; and 8.5% for math. For African- American students, there was an Increase of 0.8% in English; and 1.1% in Math (Student Cohort with outcomes by 2014-15).<br><br>Interventions Implemented:<br><br>▪ Implemented embedded tutoring in ESL and basic skills courses (remedial English and remedial math) courses.<br><br>▪ Implemented a professional development program focused on strategies for increasing student success in ESL and basic skills programs.<br><br>▪ Continued to explore the implementation of accelerated academic pathways for basic skills courses (basic skills, English and math).<br><br>▪ Provided a limited number of boot camps targeting the above listed groups of students (math, reading, and English).<br><br>▪ Strengthened support for Learning Communities (e.g., TELA, Puente, Bayan, PAIR, and FYE), beginning with those communities that include as a component a basic | |

| | skills course (direct financial assistance for textbooks). | |
| | • Established a formal partnership with feeder high school district to streamline transition of students to college. | |
| | *(Source: CCCCO DataMart, 1/10/17)* | |

| **Goal D: Degree and Certificate Completion (complete 30 units)** Increase the number of students who complete 30 units and degrees/certificates, specifically for older students (25- 49 years). For Completion of 30 Units – Increase by 2-3% For Enrollment of Older Students – Increase by1% | | |
|---|---|---|
| **Accounting of how Student Equity funding for 2014-2015 was expended** | ▪ Embedded Tutoring (Power Study Program) ▪ Graduation Initiative (Degree Audit/Evaluations) | $377,015 $56,022 |
| **Accounting of how Student Equity funding for 2015-2016 was expended** | ▪ Embedded Tutoring (Power Study Program) ▪ Graduation Initiative (Degree Audit/Evaluations) ▪ Learning Communities Support (Bayan, Puente, Veterans, FYE, PAIR, and Umoja, Foster Youth) ▪ Foster Youth (Textbooks, Transportation, Meal Cards) | $711,973 $24,328 $353,812 |
| **Accounting of how Student Equity funding for 2016-2017 was expended** | ▪ Embedded Tutoring (Power Study Program) ▪ Graduation Initiative (Degree Audit/Evaluations) ▪ Learning Communities Support (Bayan, Puente, Veterans, Athletic, FYE, and Umoja, Higher Education Center at San Ysidro) ▪ Foster Youth (Textbooks, Transportation, Meal Cards) | $449,945 $63,756 $305,681 $48,137 |
| **Progress made in achieving the identified goals for prior year plans** | **Partially Accomplished**. There was an increase of 0.8% in the completion of 30 units; and a 10.3% increase for older students (Student Cohort with outcomes by 2014-15). Interventions Implemented: ▪ Implemented embedded tutoring in ESL and basic skills courses (remedial English and remedial math), gatekeeper courses (English, math, science, and social science), learning communities, online and specific programs (i.e., MESA and Veterans). ▪ Developed a system for the timely evaluation of external transcripts (utilizing Colleague system). ▪ Increased functionality of program degree audit system for evaluators to notify students of eligibility and/or progress towards transfer, degree or certificate. *(Source: CCCCO DataMart, 1/10/17)* | |

| **Goal E: Transfer** Increase the number of students who transfer to four-year universities, specifically Hispanic students. All **Students** – Increase by 1-2% Hispanic Students – Increase by 1-2% | | |
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| **Accounting of how** | ▪ Embedded Tutoring (Power Study Program) | $377,015 |

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| **Student Equity funding for 2014-2015 was expended** | ▪ Transfer University Campaign (college and university tours, events) | $91,927 |
| **Accounting of how Student Equity funding for 2015-2016 was expended** | ▪ Embedded Tutoring (Power Study Program) <br> ▪ Transfer University Campaign (college and university tours, events) | $711,973 <br> $80,449 |
| **Accounting of how Student Equity funding for 2016-2017 was expended** | ▪ Embedded Tutoring (Power Study Program) <br> ▪ Transfer University Campaign (college and university tours, events) | $449,945 <br> $95,292 |
| **Progress made in achieving the identified goals for prior year plans** | **Partially Accomplished**. <br> There was an increase of 0.7% in the overall transfer rate of all students; and a 1.7% increase in the transfer rate of Hispanic students (Student Cohort with outcomes by 2013-14). <br> Interventions Implemented: <br> ▪ Implemented embedded tutoring in ESL and basic skills courses (remedial English and remedial math), gatekeeper courses (English, math, science, and social science), and learning communities, and specific programs (i.e., MESA and Veterans). <br> ▪ Developed an internal/external campaign to promote "Transfer University" and benefits of obtaining a degree in partnership with instructional and non-instructional faculty and staff. <br> ▪ Increased functionality of program degree audit system for evaluators to notify students of eligibility and/or progress towards transfer, degree or certificate. <br> *(Source: CCCCO DataMart, 1/10/17)* | |
| **Goal A-E: Office of Student Equity, Program & Services** | | |
| **Accounting of how Student Equity funding for 2014-2015 was expended** | ▪ In the process of establishing unfractured. | N/A |
| **Accounting of how Student Equity funding for 2015-2016 was expended** | **Infrastructure/Student Equity Coordination** <br> ▪ Personnel <br> ▪ Non-Instructional Supplies <br> ▪ Conference/Trainings (Travel) <br> ▪ Student Equity Events (e.g., Annual Men of Color Conference, Diversity Champions Celebration) <br> ▪ Student Equity Talks (Learning Communities, DACA, LGBTQIA, etc.) | $276,056 |
| **Accounting of how Student Equity funding for 2016-2017 was expended** | **Infrastructure/Student Equity Coordination** <br> ▪ Personnel <br> ▪ Non-Instructional Supplies <br> ▪ Conference/Trainings (Travel) <br> ▪ Student Equity Events (e.g., Annual Men of Color | $383,996 |

| | Conference, Diversity Champions Celebration)<br>▪ Student Equity Talks (Learning Communities, DACA, LGBTQIA, etc.) | |
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*Point of Contact*

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