

# College of the Desert - Integrated Plan

## Description

**COLLEGE:** College of the Desert

**READ DEADLINES AND IMPORTANT INFORMATION:** Yes

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**EXECUTIVE SUMMARY:** Executive Summary As stated in the 2015-2016 Student Equity Plan, College of the Desert's Plan builds on the work begun by our Superintendent/President, Dr. Joel Kinnamon, who, in January 2014, released a comprehensive "Agenda for Advancement of Student Success and College/Community Development." One of the principal items in this agenda is the development and implementation of a student success plan, which, among other things, aims to improve students' success in completing coursework, completing degrees and/or transferring to four year institutions, and preparing to enter the workforce. Our Student Equity Plan continues to be an attempt to realize this Agenda, to address the disproportionate access to higher education in our service areas, and to eliminate the disproportions in success rates of our student populations. Currently, the College has a standing Equity committee, which incorporates basic skills representatives, and a SSSP/Matriculation Advisory Committee. Both report to the College's Planning Council with faculty appointments by the Senate. With full constituent representation, both committees are responsible for monitoring the progress of the plans including continuously evaluating the outcomes. The process of writing the integrated plan has illuminated for us the access and achievement gaps among specific student populations, and it has helped us formulate more targeted efforts at working with and for our students and community. In addition, as a college-wide effort, the writing of this Plan has brought together the different stakeholders at the College and has set the stage for some authentic collaboration among these stakeholders. We intended for the Plan and its constitutive activities not only to address any access and achievement gaps, but also to continue to build and sustain a more equitable and vibrant college environment for our students. Target Groups Based on the disproportionate impact study we undertook for this Plan, we discovered that different methodologies resulted in varied results. Because Hispanic/Latino students comprise over 70 percent of our student population (i.e., a significant fraction of our total enrollment), some of the comparison data hid important achievement gaps for this particular population. In other words, even though some of the data may not have indicated so, we found that a significant number of Hispanic/Latino students experienced an achievement gap in multiple indicators, once we took into account the "number of students impacted" and the "disaggregated subgroup's proportion of the total population," as recommended under the Percentage Point Gap Methodology (Attachment E). As a result of these considerations, Hispanic/Latino students are being identified as our largest target group for most indicators. In addition to Hispanic/Latino students, other statistically significant target groups we identified were Current or Former Foster Youth, and Black or African American Students, and many of our efforts will specifically target these groups. Other groups that were disproportionately impacted in multiple indicators were American Indian or Alaska Native Students, and Native Hawaiian or Other Pacific Islander Students, but because these two groups are composed of such small numbers of students, we decided not to specifically target them in our Equity efforts; instead, we designed many activities with Universal Design principles that are meant to affect all groups. Goals and Activities The overall goal of this Plan is to narrow any gaps from disproportionate impact studies. The Equity committee will determine a schedule for activity constituents to report whether or not they are moving towards achieving the goal of their area. A suggested timeline would be for activity constituents to report their progress to the Equity committee at the end of each semester. The process followed will be one of "Action Research" (i.e., administer the intervention, collect data, adjust, re-administer). The committee will summarize the activity reports into a general report that will be disseminated and discussed in a meeting to key constituents of the Academic Senate, College Planning Council, Outcomes and Assessment committee, departments, schools, president's cabinet, Institutional Effectiveness committee, Educational Master Plan committee, Assessment of Planning and Outcomes subcommittee, and the Board of Trustees. Specific goals and proposed activities for each indicator are as follows: A. Access Low-income Students, Graduating High School Students in Underrepresented Populations, and Communities with Low College-Going Rates are the target populations for Access. To bridge the access gap by 2% for each group, we are proposing two activities: Targeted Outreach to Low-Income and Low-College-Going-Rate Communities, and Research to Identify Underrepresented Populations not Revealed in Current Data Sets. B. Course Completion Current or Former Foster Youth, Black or African American Students, and Hispanic/Latino Students are the target populations for Course Completion. To bridge the course completion gap by between 3-6% for the first two groups, and to eliminate the gap for the third group, we are proposing three activities: At-Risk Counselor, Tech EDGE (technology-based bridge program), and Distance Education Faculty Development. C. ESL and Basic Skills Completion For this section of the Plan, we disaggregated the data into three areas: ESL, Basic Skills English and Reading, and Basic Skills Math. For ESL, the target groups are Hispanic/Latino Students and Males, with a goal of bridging the basic skills completion gap by 3% for each. For Basic Skills Math, the target groups are Black and African American Students, Hispanic/Latino Students, and Males, with a goal of bridging the basic skills completion gaps by 5%, 2%, and 2%, respectively. For Basic Skills English and Reading, the target groups are Native Hawaiian/Other Pacific Islander Students, American Indian/Alaska Native Students, and Individuals with Disabilities, with a goal of bridging the basic skills completion gaps by up to 5%. For these three areas, we are proposing the seven activities: A Culturally Responsive First-Year-Student Experience, On Course and Reading



Apprenticeship Training for Faculty and Counselors, Intrusive Counseling, Math Course Alignment and Increased Communication with Local High Schools, Self-Placement into Elementary Algebra, and EDGE (a summer bridge and extended student services support program). D. Degree and Certificate Completion American Indian/Alaska Native Students, Black or African American Students, and White Students are the target populations for Degree and Certificate Completion. To bridge the degree and certificate completion gap for the first two groups by 3-4% and to eliminate the gap for the third group, we are proposing the following activities: Professional Development for Math Faculty, and Reading Apprenticeship for Math Students and Classes. E. Transfer Hispanic/Latino Students are the target population for Transfer. To increase the transfer rate for this population by 10%, we are proposing the following seven activities: At-Risk Counselor, Retention/Completion Counselor, Stipends for Faculty to Developing Marketing Materials, Tutoring in English and Math for COD Veterans, and STEM support. Resources Resources to implement the Integrated Plan goals and activities include allocated state categorical funding for Basic Skills, SSSP, and Student Equity, general institutional funds, alumni funds, foundation funds, and staff support. Contact Person The contact person for College of the Desert's Student Integrated Plan is Annebelle Nery, Ph.D. Vice President of Student Success College of the Desert anery@collegeofthedesert.edu 760-776-7442

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## Approver Contacts

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## Previous Efforts

### Assess Previous Effort 1a

**GOAL #1:** ACCESS: 2% Improvement in Access for low-income communities, low college going rate communities, and local high school graduates Redefine research definition of access to compare current college students to low college going rate communities Ensure all incoming students complete an orientation, assessment, and short term student educational plan prior to enrolling in courses

**PROGRESS #1:** • Hired Outreach Counselor focused on targeted outreach to high schools to improve capture rate • Assigned counselors as liaisons to the local high schools • Expanded outreach efforts to the community including community centers, high schools, and local events • Completed a disproportionate impact study on access of current college students to low-college going rate communities (instead of the entire Coachella Valley)-data will be reviewed in 2017-2018 • Completed implementation of online orientation • Provided assessment testing at multiple off-site college locations and high schools • Provided front end transcript evaluations • In spring, invited all local high schools to the college during school hours to complete matriculation processes including meeting with a counselor and completing a student short term educational plan

**GOAL #2:** COURSE COMPLETION: Up to 6% Improvement in Course Completion for foster youth, Hispanic/Latino, and African American students. (BSI goal to increase the basic skills completion by 2% and to increase basic skills students receiving advising/counseling by 2%) All incoming students receive a short term student educational plan All students who have earned 15 units or who have attended three semesters will complete a comprehensive student educational plan

**PROGRESS #2:** • Hired a counselor for summer bridge and first year experience programs (EDGE/FYE) • Increased support in counseling, tutoring, supplemental instruction, technological tools (i.e. early alert, self-service student module, online tutoring module, and electronic student educational planning tool) • Developed Coding camp targeting females (equity activity was labeled "TechEDGE") • Supported faculty development for Distance Education. To date, 100 faculty have become certified in Distance Education and success



rates have improved 2.5% over 2013-14 online success rates. • In spring, invited all local high schools to the college during school hours to complete matriculation processes including meeting with a counselor and completing a student short term educational plan • Implemented electronic student educational planning tool, short term and long term educational planning group workshops, and institutionalized a SSSP lab to support educational planning

**GOAL #3: BASIC SKILLS COMPLETION:** Up to 3% improvement in ESL completion Up to 5% improvement in college level Math completion for students who started in basic skills math Up to 20% improvement in college level English completion for students who started in basic skills Reading/English BSI goal to increase the basic skills completion by 2% Improved basic skills completion for Hispanic/Latinos, Males, other minority groups, and students with disabilities Ensure all incoming students complete an orientation, assessment, and short term student educational plan prior to enrolling in courses

**PROGRESS #3:** • Designed and implemented a culturally sensitive and responsive First Year Experience using Accelerated Reading, English and Math courses as well as intrusive counseling • Implemented On Course training for faculty • Implementing Reading Apprenticeship in 2017-2018 • Piloted "College for a Day" in Sept 2017 with a local high school whereby college prep seniors attended English and Math classes for one day • Expansion of online tutoring services • Increasing support of non-credit programs • Expanded summer bridge (EDGE) and first/second year support services • Expanded supplemental instruction and tutoring support for basic skills courses • Completed implementation of online orientation • Provided assessment testing at multiple off-site college locations and high schools • Provided front end transcript evaluations • In spring, invited all local high schools to the college during school hours to complete matriculation processes including meeting with a counselor and completing a student short term educational plan

**GOAL #4: DEGREE & CERTIFICATE COMPLETION:** Up to 10% Improvement in Degree/Certificate Completion All students who have earned 15 units or who have attended three semesters will complete a comprehensive student educational plan To reduce gaps in degree and certificate completion for African American students

**PROGRESS #4:** • Implemented On Course training for faculty • Implementing Reading Apprenticeship in 2017-2018 • Implemented electronic student educational planning tool, short term and long term educational planning group workshops, and institutionalized a SSSP lab to support educational planning • Hired a full time career counselor • Increased follow up services for students • Opened a the Career and Workforce Solutions Center

**GOAL #5: TRANSFER:** 10% Improvement in Transfer Rates

**PROGRESS #5:** • Hired an At Risk/Retention Counselor to increase follow up services • Developed marketing materials for transfer • Increased counseling and tutoring for Veterans • Increased counseling and services for STEM (i.e. MESA) students • Hired a full time transfer counselor

**GOAL #6:** All new students will complete an orientation.

**PROGRESS #6:** In Summer and Fall of 2014, we reported 416 students receiving initial orientation services. In Summer and Fall of 2016 we reported 1,812 students receiving initial orientation services. That's an increase of 435.6%.

**GOAL #7:** All new students will receive counseling and education plan services.

**PROGRESS #7:** In Summer and Fall of 2014, 4117 students received education plan services. In Summer and Fall of 2016, 7257 students received education plan services. That's an increase of 176%.

**GOAL #8:** Students who meet the definition of at-risk will receive specialized follow-up services.

**PROGRESS #8:** In the Spring of 2017 we launched a new, online, probation workshop for students on academic and progress probation. All students were required to complete the workshop in order to receive priority registration.

**GOAL #9:** Assessment and placement services will be available for all students.

**PROGRESS #9:** Limited bandwidth at our Mecca-Thermal and Desert Hot Springs campuses prevented us from offering assessment testing at those sites. In the Fall of 2016 we installed a microwave system which allows us to offer assessment testing for credit English, ESL, math and reading as well as non-cred ESL.

### **Assess Previous Effort 1b**

**GOAL:** Equity/SSSP Goals • The College was eager to participate in this discussion and take action. We had broad support across all campus constituencies. • Mixed results from many activities were due to multiple pilots, which were continually evaluated and adjusted. Successful activities were expanded and scaled. BSI Goals • College of the Desert has been working to improve basic skills completion for a number of years. The College has been adjusting curriculum, assessing its effectiveness, and adjusting again to reach these improved rates.

### **Assess Previous Effort 1c**

**GOAL:** Improved basic skills completion for Hispanic/Latinos, Males, other minority groups, and students with disabilities

**SSSP ACTIVITIES THAT SERVE THE GOAL:** • Completed implementation of online orientation • Provided assessment testing at multiple off-site college locations and high schools • Provided front end transcript evaluations • In spring, invited all local high schools to the college during school hours to complete matriculation processes including meeting with a counselor and completing a short term student educational plan

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** • Designed and implemented a culturally sensitive and responsive First Year Experience using Accelerated Reading, English and Math courses as well as intrusive counseling • Implemented On Course training for



faculty • Implementing Reading Apprenticeship in 2017-2018 • Piloted "College for a Day" in Sept 2017 with a local high school whereby college prep seniors attended English and Math classes for one day • Expanded summer bridge (EDGE) and first/second year support services • Expanded supplemental instruction and tutoring support for basic skills courses

**BSI ACTIVITIES THAT SERVE THE GOAL:** • Expansion of online tutoring services • Increasing support of non-credit programs

### Share A Success

**GOAL:** College of the Desert has developed a successful program called EDGE: Engage, Develop, Grow, Empower. EDGE is a 3-week summer bridge program that offers a fast-paced review of basic skills in mathematics and English, incorporating student success strategies and exercises to ensure a smooth transition into college life. At the end of the program students have the opportunity to retake the placement test and receive a multiple measures review by faculty in hopes of removing some, or all, of the basic skills courses required in order to enroll in college level transferable courses. This in turn allows them to move more quickly through the basic skills math and English sequence (or eliminate it all together) with the skills needed to be a successful college student. The program focuses on assisting our highest need students and also includes wrap around services and ongoing support promoting retention, persistence and completion. EDGE students perform just as well as non-EDGE students who placed into courses directly. In addition, EDGE students persist from their first semester to the next semester at a higher rate than other first time college students. Since 2012, 2,731 students have completed EDGE and have removed 2,812 basic skills courses as a result. Nearly 95% of incoming College of the Desert students test into one or more remedial courses on their college placement test, some students placing four levels below college level math. The college found that around 1 or 2% of students were enrolling and completing their college level math, potentially taking up to three or more years to complete remedial coursework prior to college level courses. The EDGE program was designed to help address this issue and increase student success, equity and completion at College of the Desert.

## Future Goals

### Integrated Goal #1

**GOAL:** (Equity goal) Increase by 5% completion and persistence through the English and Math Developmental Sequence in disproportionately impacted groups.

**GOAL AREA:** Retention, ESL / Basic Skills

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Provide At Risk and Retention Counselors. Provided designated counselors for FYE. All practice intrusive counseling.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Provide FYE in the form of EDGE and accelerated English, Reading and Math classes

**BSI ACTIVITIES THAT SERVE THE GOAL:** Provide faculty training in the areas of Acceleration, On Course and Reading Apprenticeship (RA). Certify faculty in D.E.

### Integrated Goal #2

**GOAL:** (BSI goal) Insure that 80% of all incoming basic skills students receive some form of RA training within 3 years.

**GOAL AREA:** Retention, ESL / Basic Skills

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Apply RA techniques in counseling workshops

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Apply RA techniques in FYE

**BSI ACTIVITIES THAT SERVE THE GOAL:** (BSI) Provide Reading Apprenticeship training for 20 faculty per year for next 3 years.

### Integrated Goal #3

**GOAL:** (Equity Goal) Develop and implement a 1 semester FYE, "College 101" discipline specific class team taught by discipline and counseling faculty within 2 years.

**GOAL AREA:** Access, Retention, ESL / Basic Skills

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Counselors work with discipline faculty to develop curriculum embedding On Course & RA strategies.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:**

**BSI ACTIVITIES THAT SERVE THE GOAL:** Provide funding for discipline faculty to be trained in Reading Apprenticeship and On Course.

### Integrated Goal #4

**GOAL:** Create a college going culture by increasing the capture rate from local high schools by 10% within 3 years.

**GOAL AREA:** Access, Retention, ESL / Basic Skills

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Outreach specialists and counselors visit local HS's in combination with "College for a Day". Implement multiple measures assessment.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Counselors and outreach specialists recruit into EDGE and FYE.

**BSI ACTIVITIES THAT SERVE THE GOAL:** Provide funding for "College for a Day" where senior CP students attend one day of English & Math classes. Student led tours. Lunch w/faculty instructors.

## Integrated Goal #5

**GOAL:** Increase persistence rate from year 1 to year 2.

**GOAL AREA:** Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Counselors provide intrusive support services in working with FYE students. All EDGE/FYE students have well-developed SEP's. Implement multiple measures assessment.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** All FYE instructors use Early Alert.

**BSI ACTIVITIES THAT SERVE THE GOAL:** Provide "Smart-Thinking" online tutoring.

## Integration & Coordination

**INTEGRATION AND COORDINATION:** First, increase "Chairs Council" meetings to monthly (Chairs of Equity, SSSP and BSI along with other major college initiatives). Focus that council on a unified plan that takes all students (especially those disproportionately impacted) through a well-planned sequence as follows: 1) expand outreach to local high schools, 2) continue and expand "College for a Day", 3) recruit larger cohorts into EDGE and FYE, 4) assess using Multiple Measures, 5) continue to expand student educational planning workshops, 6) utilize At Risk and Retention counselors working with faculty to use early alert tool, 7) expand transfer exposure opportunities, and 8) expand intrusive and effective follow up services. The chairs council will rely on data from the Office of Institutional Research and first-hand reports from faculty and counselors on how the plan is working, what needs to be changed and how it needs to be changed. The sequence will be run as an "action-research" program in analyzing, changing and re-assessing.

**NONCREDIT:** We offer non-credit courses and certificates in Adult Basic Education and English as a Second Language. The programs are eligible and certified for Non-Credit SSSP. Students in both programs received SSSP services of orientation, assessment and educational planning. Both programs have dedicated counselors who provide academic, personal and career counseling. The high school completion program allows credit courses to be used toward the diploma. The highest level in the ESL program includes an orientation to the credit programs. All students are provided with individual counseling to assist them in identifying and completing their academic and career goals. Additionally, COD has developed non-credit, online, 4 hour review modules in English and Reading designed for students to review areas where students are less proficient. For example, if a student does not understand the concept of run-on sentences, the instructor can refer them to this short 4 hour module. These non-credit modules can be taken on their own or to support and enhance skills for students enrolled in credit bearing classes.

**PROFESSIONAL DEVELOPMENT:** Annually, a minimum of twenty faculty will participate in Reading Apprenticeship and On Course training. COD is participating in 3CSN's Reading Apprenticeship community of practice. College of the Desert will continue to work with various departments and committees including the Faculty Development Committee, committee of the Academic Senate, to ensure that there are multiple professional development opportunities available to achieve the student success goals. Over the next two years, we will offer the following programs of professional learning: Reading Apprenticeship Habits of Mind On Course Transfer Workshops (UC and CSU) A2Mend (Mentorship program for African American men)

**EVALUATING PROGRESS:** Research and data will be collected each semester regarding how the plan worked. The data will be disseminated to all faculty and administrators involved. Ongoing evaluation will be conducted regularly at the Equity Committee, SSSP/Matriculation Advisory Committee, Chairs Council, College Planning Council, and Academic Senate. On an annual basis, we will examine: • Student participation in SSSP services • Student assessment and placement into English, ESL, reading and math • Progression through basic skills sequences • Retention and persistence • Completion of certificates and degrees • Number of students who transfer or become transfer ready This data will be disaggregated and analyzed for disproportionate impact.

**MULTI-COLLEGE DISTRICT COORDINATION:** Not applicable

## Support

**CHANCELLOR'S OFFICE SUPPORT:** We would like to see a presentation on best practices from the schools who have observed the most gains either in eliminating disproportionate impact, basic skills completion or participation in SSSP activities.

## Additional Support Documents (Not Required)

DOCUMENT TITLE	FILE NAME	COMMENT	UPLOADED
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## Expenditures

OBJECT CODE - CATEGORY	BASIC SKILLS INITIATIVE	STUDENT EQUITY	CREDIT SSSP	CREDIT SSSP - MATCH	NONCREDIT SSSP	NONCREDIT SSSP - MATCH
1000 - Instructional Salaries	\$5,000	\$207,902	\$1,082,552	\$769,055	\$146,898	
2000 - Non-Instructional Salaries	\$108,442	\$484,564	\$164,441	\$399,851	\$20,320	\$145,595
3000 - Employee Benefits	\$76,120	\$318,897	\$332,301	\$515,948	\$48,519	\$79,630
4000 - Supplies and Materials	\$12,652		\$45,000		\$9,488	
5000 - Other Operating Expenses and Services	\$2,600		\$60,560			
6000 - Capital Outlay	\$35,000					
7000 - Other Outgo		\$10,000				
PROGRAM TOTALS	\$239,814	\$1,021,363	\$1,684,854	\$1,684,854	\$225,225	\$225,225
				MATCH	MATCH	
BSI, SE, & SSSP BUDGET TOTAL						\$5,081,335



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


### Part III – Approval and Signature Page

College: College of the Desert District: Desert CCD

Board of Trustees Approval Date: 12/15/2017


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

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