Part I – Deadlines and Important Information

- **Submission deadline: January 30, 2018 (revised by CCCCO)**

- **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 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, Instructional and Student Services 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 <u>have accomplished during the 2015-16 planning cycle</u>.

1. **Assess your college's previous program efforts:**
   a. **In the table below, list progress made toward achieving the goals outlined in your 2015- 16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.**

Goal	Progress
Student Success and Support Program	
SSSP – All first-time students will have easy access to the services provided through SSSP.	Online Orientation and Online Counseling processes have been implemented. Multiple measures processes have been established for mathematics.
SSSP- Provide intrusive support to students on probation and in basic skills courses	Hobson's Starfish has been implemented for early alert and Hobson's Degree Planner is in the process of implementation as part of the Educational Planning initiative pilot.
SSSP – 100% of students who start at Crafton will have a comprehensive SEP.	Presently, 72% of currently enrolled students have SEPs. The breakdown is as follows: • No SEP = 28% • Abbreviated (2 or fewer approved terms) = 33% • Comprehensive (3 or more approved terms) = 39%
SSSP – Increase high school and other community partnerships to provide core SSSP services to new students.	Services have expanded to 11 local high schools and a series of Saturday one-stop events have been made available to the community to complete the SSSP enrollment processes. The college is moving to make registration earlier so many students will be able to apply, complete orientation, assessment, complete an abbreviated SEP and register for classes on a single day.
SSSP – Revise Orientation processes to include elements required by SSSP Regulations	The Online Orientation is currently under revision and will be ready for fall 2018 implementation. 100% of all students new to Crafton are required to complete the Orientation in order to receive priority registration. A "New Student Handbook" is published each year and is made available online. Student satisfaction is measured.
SSSP – Core services will be offered online.	Orientation is provided online. Assessment is available to distance students through proctoring agreements. Students can meet face to face with a counselor online through Cranium Cafe. Probation services and other follow-up services are in development.

Goal	Progress
	Starfish has been implemented as an online early alert tool. Student Lingo, an online tool, has been acquired to expand access to workshops and other follow-up activities. Implementation has started in fall 2017.
SSSP- Include Multiple Measures (MMAP) in placement processes.	Mathematics has adopted MMAP processes for their courses. English is currently considering moving to MMAP for placement.
SSSP – Include self-efficacy measures as part of multiple measures for placement.	Additional questions to assess student self-efficacy have been added to the Accuplacer assessment instrument. Data is being collected and will be analyzed for inclusion in our multiple measures approach.
SSSP – Revamp follow-up services to better address the needs of probation and at-risk students	Starfish has been implemented in fall 2017 as an early alert tool at the college. A counselor has been hired along with an additional Student Services Tech to support follow-up services. Surveys of participants in Spring pilot indicated that 70% were satisfied or very satisfied with the ease of use and 100% of respondents would recommend the Starfish system campus wide. Student Lingo, an online tool, has been acquired to expand access to workshops and other follow-up activities. Implementation has started in fall 2017.
Basic skills Initiative	
BSI - Target professional development to all faculty and tutors who work with basic skills students.	Reading apprenticeship training was offered in Spring 2016. Six faculty members participated and implemented the program's strategies within their disciplines. Tutoring applied and received College Reading and Learning Association (CRLA) Level 1 and Level 2 tutor training certification.
BSI - Research, develop, and implement curricular programs/activities that support basic skills students.	The Left Lane First Year Experience Program supports basic skills student through the Summer Bridge program. Participants, including African American and Hispanic students, are statistically significantly and substantially more likely to successfully complete their courses than non-Left Lane students. Researched how other institutions implemented programs to meet students' academic and basic skills

Goal	Progress
	needs.
	Researched the Calif. Acceleration Project (CAP) in mathematics and English. Mathematics is implementing the principals of CAP in fall 2017.
	Researched the viability of an ESL Program in September 2017. The results indicated that approximately 31,000 adults between the ages of 18-64 in CHC's primary service area speak English less than well, 7% of students in feeder area high schools were classified as an English Learning (EL), and 18% of Crafton students speak a language other than English as their first language. Credit and non-credit ESL curriculum is being written in 2017-18.
	Research on campus-wide basic skills reading and writing. The English and reading basic skills three-year throughput rate increased from 38% in 2013-14 to 2015-16 to 40% in 2014-15 to 2016-17, an increase of 2%. The throughput rate measures the percent of students who take their first basic skills English course at Crafton and successfully complete a transfer level English course within three years.
BSI - Sustain at least one high-impact, long-term, professional development activity focused on basic skills.	Faculty and tutors receive specialized training in the use of The Structural Learning Assistance Program (SLA) to improve student outcomes in basic skills courses. SLA is an academic support program that incorporates content specific study and learning strategies into traditionally challenging courses through embedded tutoring. The most recent analysis of basic skills math students using SLA strongly indicated that students found it valuable to their class. Namely, 84% of respondents plan to use the study skills learned during their SLA workshop in future classes.
BSI - Continue to support and develop tutoring services for basic skills students.	Ongoing tutor training and certification has increased the effectiveness of tutoring services. A satisfaction survey of tutoring participants showed that 96% felt the Tutoring Center helped to improve their course grades. Additionally, students utilizing the Tutoring Center were more likely to complete their classes (94.3% vs. 89.6%) and to earn a satisfactory grade (77.5% vs 69.5%) than students who did not use the TC.

Goal	Progress
BSI - Comprehensive assessment, coordination, and evaluation of all services associated with basic skills students and associated basic skills reporting.	We have regularly conducted assessments of SLA and the Tutoring Center.
	The most recent evaluation of the services provided by the Tutoring Center (TC) strongly indicated that students are satisfied with the services provided by the TC. Specifically, 96% of the respondents felt that the TC helped to improve their course grades and 98% were satisfied or very satisfied with the TC. In addition, 59% of the respondents received tutoring in math and 55% received tutoring in English.
	The Structural Learning Assistance Program (SLA) is an academic support program that incorporates content specific study and learning strategies into traditionally challenging courses through embedded tutoring. The most recent analysis of basic skills math students using SLA strongly indicated that students found it valuable to their class. Namely, 84% of respondents plan to use the study skills learned during their SLA workshop in future classes.
	Tutors are evaluated by the Tutoring Center's faculty every semester. The SLA program is evaluated every semester by administering surveys to the students. Representatives of Math, English, and Instructional Support serve on the BSI committee and act as the department's liaison.
Student Equity	
SE - GOAL A: ACCESS **Serve a higher proportion of veterans, the disabled, 30-34, and 35-39 year olds in the Crafton Hills College Primary Service Area.**	From 2013-14 to 2016-17, incremental improvement in representation was noted for students in the 30-34 and 35-39 age range, though it does not reach significance. Native American students are no longer disproportionately impacted. The college continues to have access issues with Veterans, individuals with disabilities, and working-aged adults. The 2017 Equity data showed African American students are now also under-represented.
SE - GOAL B: COURSE COMPLETION **Improve the course success rate of CHC foster youth students**	Although there was an 11.1% improvement from 2013-14 to 2016-17, disproportionate impact remains for foster youth regarding course success.

Goal	Progress
SE - GOAL C: BASIC SKILLS COMPLETION **Increase the English throughput rate of African American and Hispanic students and increase the math throughput rate of African American and economically disadvantaged students.**	**English** Disproportionate impact has been remedied for Hispanic students and for economically disadvantaged students. African American students showed Although disproportionate impact remains an improvement of 11% over the baseline year, although disproportionate impact remains. **Math** Throughput has been remedied for Caucasian, economically disadvantaged, and students aged 30-34. Disproportionate impact remains for African American students although a 12.5% improvement occurred from 2013-14 to 2016-17. Disproportionate impact remains for students in the 20-29 age range, although students aged 30-34 showed improvement between 2013-14 and 2016-17.
SE - GOAL D: DEGREE AND CERTIFICATE COMPLETION **Increase the degree/certificate completion rate of males, African American, Hispanic, Native American, and students 20 – 34 years old**	Disproportionate impact remains for African American, Hispanic, students who report two or more races, students aged 20-24, and individuals with disabilities. Groups that showed incremental improvement from 2013-14 to 2016-17 included males (22.3%), African Americans (24.0%) and Hispanics (19.9%).
SE - GOAL E: TRANSFER **Increase the transfer rate of African American, Hispanic, and students 20 – 24 years old**	Disproportionate impact remains for African American, Hispanic, Caucasian, and students 20-24 years of age, however the gaps have narrowed for African American and Hispanic students by 5.8% and 9.4%, respectively.

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

Success:
- Increased student access to tutoring and academic support
- Collaboration between student services and instructional support
- Institutionalized Supplemental Instruction (SI)
- Increased educational planning and retention activities
- Research and data analysis
- Professional Development

Lack of success:
- Difficult and long hiring process means that new staff is not in place to assist with implementation of initiatives
- Efforts to impact student success too often implemented in silos without adequate planning for institutionalization;

- Initiatives not in place long enough to effect statistically significant change;
- Funding and allocation cycle do not match academic calendar and funding cycle does not allow for efficient planning and expenditure of funds. (98)

c. **In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)**

Goal	Activities in each program that serve the goal listed		
	SSSP	**Student Equity**	**BSI**
Provide support to students to increase completion and success in basic skills courses	Implemented Starfish Early Alert Tool Supported Summer Bridge program for new students who are underprepared Require SEP's for all Bridge program, Probation and new students.	Increased tutoring support for basic skills students Implemented Structured Learning Activities (SLA) for basic skills mathematics courses Supported the Calif. Acceleration Project (CAP) in mathematics	Improved Reading Support Program Researched students' academic basic skills needs Researched the Calif. Acceleration Project (CAP) in mathematics and English Researched the viability of an ESL Program

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.**

Crafton Hills College has made concerted effort to institutionalize instructional support, which includes tutoring, Structured Learning Assistance (SLA), Supplemental Instruction (SI), Summer Bridge, Weekly Tutoring, and the Reading Support Program. Students who accessed the Tutoring Center (TC) are statistically significantly more likely to successfully complete their courses (78%) than students who did not access the TC (70%). The TC is most effective with the following groups of students:

- Males (77% course success vs. 68% of male students who didn't access TC)
- Hispanics (75% course success vs. 66% of Hispanic students who didn't access TC)
- African America (74% course success vs. 66% of African American students who didn't access TC)

Additionally, students who attended one or more SI sessions were substantially (ES=.32) and statistically significantly (p<.001) more likely to successfully complete the course (75%) than students in the same section who did not attend any SI sessions (60%). The success rate is greater for Hispanic students in the same section who did not attend any SI sessions (57%). Students aged 20-24 who attended two or more SI sessions were also substantially (ES=.49) and statistically significantly (p<.001) more likely to successfully complete the course (79%) than students 20-24 years old in the same section who did not attend any SI sessions (55%). (209)

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.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Goal I **Promote 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.**	Implement MMAP assessment and placement processes Develop an educational plan for each basic skills student.	Provide Basic Skills Tutoring, particularly embedded models Redesign the Developmental Education Sequence Implement the core principles provided by the California Acceleration Project	Provide Basic Skills Tutoring, particularly embedded models Redesign the Developmental Education Sequence Implement the core principles provided by the California Acceleration Project	☐ *Access* ☐ *Retention* ☐ *Transfer* ✓ ***ESL/Basic Skills Completion*** ☐ *Degree & Certificate Completion* ✓ ***Other:*** *Increase the number of students who complete transfer level math or English within a year or two years of first enrollment*

Goal II **Close achievement gaps for disproportionately impacted groups.**	Develop an educational plan for every student Scale follow-up processes such as Early Alert to include full participation of entire campus community Scale the first year experience program. Provide professional development to better enable faculty and staff to teach and to serve a diverse student population.	Provide Tutoring, particularly embedded models Use the Technology Success Center as an instructional support resource Scale the first year experience program Explore or expand research-based initiatives or best practices that impact student success and close achievement gaps (e.g. EOPS, Puente, Umoja, AVID) Provide professional development to better enable faculty and staff to teach and to serve a diverse student population.	Provide Tutoring, particularly embedded models Scale the first year experience program. Provide professional development to better enable faculty and staff to teach and to serve a diverse student population.	✓ *Access* ✓ *Retention* ✓ *Transfer* ✓ *ESL/Basic Skills Completion* ✓ *Degree &* ✓ *Certificate Completion* ☐ *Other:_____*

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
Goal III **Improve success rates in degree attainment, certificate attainment, and transfer.**	Develop an educational plan for every student Implement MMAP assessment and placement processes Support the development and implementation of Guided Pathways	Support college readiness, career, and major exploration for every student Increase academic support in courses with high fail rates. Increase participation of disproportionately impacted groups in university field trips and career activities. Support the development and implementation of Guided Pathways	Provide support for basic skills co-requisite courses for transfer level courses (i.e. tutoring, DLA, SLA). Support the development and implementation of Guided Pathways	☐ *Access* ☐ *Retention* ✓ ***Transfer*** ☐ *ESL/Basic Skills Completion* ✓ ***Degree &Certificate Completion*** ☐ *Other:_____*

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Goal IV **Promote deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness.**	Expand SOA^{3}R (Student Orientation, Application, Assessment, Advisement and Registration) and other activities to more high schools in region. In collaboration with AEBG expand SSSP core services to provide transition for	Support dual enrollment and scaffolded models that intersect the College's Guided Pathways. Support the development of course sequences and programs for adult learners.	Implement Multiple Measures. Development of noncredit basic skills math, English, and reading to support students' college and job readiness.	✓ *Access* ✓ *Retention* ✓ *Transfer* ✓ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Goal V **Improve the identification of and support for students at-risk for academic or progress probation.**	Strive for 100% faculty participation in Starfish Early Alert Develop an educational plan for every student Push Student Lingo Online workshops out to struggling students	Use campus research to identify at-risk students. Develop a retention strategy that supports each student, particularly at-risk and disproportionately impacted students.	Create a more defined tutoring support for students at-risk for academic or progress probation.	☐ *Access* ✓ ***Retention*** ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*

4. **How will your college accomplish integration of matriculation, instruction, and student support to accomplish your 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)**

The Student Success and Equity Committee is charged with developing and overseeing the Student Success Plan and the Student Equity Plan. The Basic Skills Committee, which is an Academic Senate committee, oversees the Basic Skills plan.

Relying on quantitative and qualitative research and the results of student learning assessments, both committees use an evidence-based approach in planning recruitment, admission, retention, and student support services, professional development, and academic support to promote the success of all students.

The effective integration of the Basic Skills, Equity, and Student Success and Support Plans will require considerable dialogue and collaboration. For that reason, the joint chairs of SSE and BSI will include multiple entities in the dialogues regarding integration, including staff, faculty, and/or managers from EOPS/CARE/CalWORKS/Guardian Scholars, DSPS, Veterans Resources, Distance Education, mathematics and English, Instruction, the Homeless Student Resources Advisory Group, the Behavior Intervention Team, the Professional Development Committee, the Enrollment Strategies Committee, the Office of Institutional Effectiveness, Research, and Planning, and the Diversity and Inclusion Committee.

Throughout the integration process, practices will be routinized to ensure that the new approach to planning is institutionalized. These include:

- Monthly meetings of the chairs of the SSE and BSI Committees, to review and align activities and to monitor progress toward meeting the goals of the Integrated Plan.

- Clearly stated, measurable objectives that have been vetted, resourced, and formally assigned to a responsibility center.

- An integrated research agenda, designed to assess the college's progress towards meeting the goals of the Integrated Plan. Taking particular care to include the student perspective, the college will use quantitative and qualitative information to assess its programs, practices, and policies.

- The annual development of a fully integrated budget, showing the planned expenditures of each funding stream, and how they are linked to the integrated plan's annual goals.

- Clear alignment with the college's Educational Master Plan, Enrollment Strategies Plan, Distance Education Plan, and the like. It is important to note that, while the discussions about the integration of Student Equity, Basic Skills, and Student Success and Support plans have taken place during the past year, the college is also beginning

a dialogue about Guided Pathways. It is anticipated that many of the goals and strategies described in the Integrated Plan will also align with and provide the foundation for the college's Guided Pathway's Plan.

- Annual review of progress by the Crafton Council, the central deliberative body of the College.

- Annual review by the Board Committee on Student Success.

- Annual Board Presentation.

- Annual In-Service (all staff, faculty, and administrators) Dialogue about student success. (420)

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)**

The college is developing but has not yet offered noncredit courses and programs. Consideration of post-secondary transitions and employment are being addressed in the curricular design. (26)

6. **Describe your professional development plans to achieve your student success goals. (100 words max)**
Professional Development is a key aspect of the SSSP, Equity, and BSI initiatives at the campus. Efforts have included the Cultural Competency Certificate—a 7-workshop series; workshops, conferences, and seminars regarding guided pathways, curricular innovation, the California Acceleration Project, AVID for higher education, online instruction using Canvas, and Equity in Action dialogues. The faculty and managers leading the BSI/SSP/Equity integration will work with the Chairs of the Professional Development Committee to align the Integrated and Professional Development Plans. The Professional Development Committee will use a rubric to determine fit between requests for conference attendance and BSI, equity, and SSSP funds. (100)

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)**

The college consistently uses the following metrics across different initiatives to understand how student success has improved: course success, math and English throughput rate, degree and certificate completion rate, and transfer rate. Equally important,

disaggregation of the data occurs by gender, ethnicity, age, disability status, economically disadvantaged status, foster youth status, veteran status, non-resident status, EOPS student, and AB540 status. In the past, these metrics have primarily informed the objectives and actions in the Student Equity and Basic Skills Initiative Plans, as well planning throughout the campus. Updates for the leading and lagging metrics described above occur annually. (98)

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)**
The San Bernardino Community College Board of Trustees has a Board Committee on Student Success, which calls for an equity report from the two colleges each semester. Additionally, the colleges routinely work together to implement new technologies and processes that impact students. The district governance bodies and workgroups that promote dialogue about student success include the District Enrollment Management Committee, District Assembly, the HSI Steering Committee, the District Applications Workgroup, the District Enrollment Management Committee, and the Technology and Educational Support Services Executive Committee. The new integrated plan, reported annually to the board, will address the college's equity goals. (99)

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.**

San Bernardino CCD

Crafton Hills College

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more informati

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	$ 17,300	$ 180,817	$ 534,430	$ 757,062			
2000	Classified and Other Nonacademic Salaries	$ 34,500	$ 245,015	$ 420,219	$ 230,689			
3000	Employee Benefits	$ 5,700	$ 99,142	$ 366,115	$ 410,085			
4000	Supplies & Materials	$ 1,500	$ 13,933	$ 8,500	$ 14,500			
5000	Other Operating Expenses and Services	$ 31,000	$ 38,214	$ 97,917	$ 17,655			
6000	Capital Outlay							
7000	Other Outgo							
	Program Totals	$ 90,000	$ 577,121	$ 1,427,181	$ 1,429,991	$ -	$ -	
					Match		**Match**	
				BSI, SE, & SSSP Budget Total				$ 2,094,302

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:**

     www.craftonhills.edu/

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?**
     - Develop a best practices webpage/tool kit
     - Provide site visits to provide technical support
     - Provide increased fiscal support for high impact programs that serve populations such as Veterans, homeless and food insecure students, and foster youth.
     - Host a state-wide convening or conference that allow colleges to connect with each other and to share strategies that are successful.
     - Lead discussions of how Guided Pathways intersects with the SSSP, Student Equity and BSI initiatives.
     - Conduct statewide qualitative and quantitative research regarding predictors of student success. Include input from the field.

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   Dr. Rebeccah Warren-Marlatt
     Title   Vice President, Student Services
     Email Address rmarla@sbccd.cc.ca.us
     Phone   (909) 389-3355

     Alternate Point of Contact:
     Name   Kirsten Colvey
     Title   Dean of Student Services, Student Success
     Email Address   kcolvey@sbccd.cc.ca.us
     Phone   (909) 389-3327

Part III – Approval and Signature Page

College: Crafton Hills College   District: San Bernardino Valley College

Board of Trustees Approval Date: January 11, 2018

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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| Dr. Wei Zhou, President | Date | Email Address |

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| Mark McConnell, President, Academic Senate | Date | Email Address |