



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

### Part I – Deadlines and Important Information

- Submission deadline: **December 1, 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 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.



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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.



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### Part II – Program Goals and Planning

#### PREVIOUS ACCOMPLISHMENTS

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

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

Goal	Progress
<p><b>BSI Goal 1:</b> The supplemental instructional delivery models in the campus learning centers that serve our basic skills students, specifically the Writing Center, will result in a 2% annual increase in student success rates for English 061, the course one level below transfer.</p>	<ul style="list-style-type: none"> <li>● Based on Cohort Tracker data, in Fall 2015, 260 students attempted the course one level below transfer, English 061, and 179 were successful (68.8%); of those 179, 140 immediately enrolled in transfer-level English 101 and 100 were successful (71.4%).</li> <li>● Indeed, when compared to the 69% of spring 2015 English 101 students who passed 061 the previous fall, there has been a 2.4% increase in persistence and completion.</li> <li>● Based on comparisons of English 061 success rates in Spring 2015 and Spring 2016, a higher percentage of students completed the basic skills sequence in 2016—65 out of 103 (63%) versus 71 out of 117 (60,7%).</li> </ul>
<p><b>BSI Goal 2:</b> The supplemental instructional delivery models in the campus learning centers that serve our basic skills students, specifically the Math Study Hall (MaSH), will result in a 1% annual increase in student success rates for Math 080, the course one level below transfer.</p>	<ul style="list-style-type: none"> <li>● Based on Cohort Tracker data, in Fall 2015, 361 students attempted the course one level below transfer, Math 080, and 224 were successful (62 %); of those 224, 141 immediately enrolled in a transfer-level math course and 90 were successful (63.8%).</li> <li>● When compared to the 62% of spring 2015 transfer-level math students who passed Math 080 the previous fall, there has been no change in persistence and completion; however, sixteen additional students were served.</li> <li>● In Fall 2015, Math 080 students were tracked to see whether receiving SI in MaSH resulted in greater success. Of the 781 students enrolled in a Math 080 course, 221 received supplemental instruction while 560 did not. Those who got</li> </ul>



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	<p>assistance did have a higher pass rate with 57% of them succeeding versus the 44% who had no SI and were not successful in the course.</p> <ul style="list-style-type: none"> <li>● BSI dollars will continue to support coordination and operation of MaSH which provides supplemental curriculum for basic skills courses.</li> </ul>
<p><b>BSI Goal 3:</b> The strengthened educational pathways for basic skills students in both the credit and non-credit areas-- comprised of mandatory orientation during early decision, effective placement test preparation, and comprehensive Continuing Education tutoring--will result in a 1% annual reduction of incoming credit students who need basic skills math and English courses and a 1% increased course completion rate for Continuing Education students receiving tutoring.</p>	<ul style="list-style-type: none"> <li>● Based on six years' worth (2009-2015) of testing data from our Testing Office, more than <math>\frac{1}{3}</math> of incoming students have been placing into basic skills English courses while <math>\frac{2}{3}</math> have been placing into basic skills math courses. In Fall of 2016, the implementation of multiple measures beyond existing practices, using high school GPAs and grades in last English or math courses resulted in a 7% increase in transfer-level placement in math (from 33% to 40%) and a 7% increase in transfer-level placement in English (from 68% to 75%).</li> <li>● To fortify the pathway to credit for continuing education students, the STARS (Students Transitioning and Registering Services) program has been expanded to STARS 2.0 to include more involvement by credit counselors who provide orientation and career guidance by holding workshops and activities in the First Year Support Center.</li> <li>● According to data related to how well students are transferring from noncredit to credit, more students have been successfully moving from credit since Fall 2014: Fall 2014 (167 students); Fall 2015 (215 students); Fall 2016 (253 students).</li> <li>● College application workshops took place in May followed by Placement Testing in June. During the summer, students attended the College Advisement &amp; Registration workshop where they heard about financing their education, created education plans, reviewed their test scores with counselors, and registered for fall classes</li> </ul>



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<p><b>BSI Goal 4:</b> The redesign of English course sequencing to shorten the pathways for students into transfer-level classes using an accelerated learning model that will place basic skills students into Freshman Composition and provide them will supplemental instruction will result in a 2% reduction of need for English courses one level below transfer and a 2% increased course completion rate for students participating in the accelerated curriculum.</p>	<ul style="list-style-type: none"> <li>● In Fall 2016, two sections of accelerated English were offered in the form of the Baltimore co-requisite model with 11 or 12 basic skills-identified students being allowed to enroll in English 101 if they also took a 2 unit support course (English N70). Of the 23 students involved in the acceleration program, 17 were successful, yielding a success rate of 74%. This is 4% higher than success rates in traditional 101 courses.</li> <li>● Sections of accelerated instruction will continue to be added each semester.</li> <li>● In addition, in 2016, English N59, Fundamentals of Reasoning and Writing, was created and approved as a way to shorten the sequence by providing students identified as basic skills with the option to complete remediation in a single semester with a strong recommendation that they also enroll in a newly-created support course, English N57 or N58. Offering sections of this course has reduced the need for traditional basic skills courses.</li> </ul>
<p><b>BSI Goal 5:</b> The exploration of alternative pathways in the math course sequencing will increase student success rates in the basic skills math courses by 2%, with an emphasis on accelerated learning models and specialized course options for students with STEM and liberal arts majors.</p>	<ul style="list-style-type: none"> <li>● The math course sequence was collapsed to combine the two lowest levels into one course (Math N48 and Math N60 into Math N55).</li> <li>● The first time the Math N55 was offered, it was comprised of a complete range of students who had previously taken all four levels of pre-transfer math; two sections filled with 67 students.</li> <li>● The average score on the first major exam was 76% with an overall success rate of 64%. This is consistent with and a bit higher than rates from a traditional math courses.</li> <li>● Furthermore, Math 086 was created for non-STEM students to complete the gateway course to transfer-level study.</li> </ul>
<p><b>Student Equity Goal 1: Access</b> SCC will maintain a commitment to increasing access for students identified in the equity plan</p>	<ul style="list-style-type: none"> <li>● Fourteen activities were developed to focus on increasing enrollment of disproportionately impacted student groups from our service area. The main focus of support for this success indicator has been in the Outreach Department.</li> </ul>



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<p>through strategic and continuous planning and evaluation.</p>	<ul style="list-style-type: none"> <li>● Through the use of equity funds, SCC hired a 19 hour outreach specialist whose focus is to connect with groups identified in the equity plan.</li> <li>● An allocation was provided for marketing materials, and marketed the college in Spanish language and Vietnamese language newspapers.</li> <li>● SCC is also working towards expanding on a high school to college bridge program in order to ease the transition into college life.</li> </ul>
<p><b>Student Equity Goal 2: Course Completion</b>          SCC will increase the course completion rates among students identified in the equity plan and continue to monitor and address disparities identified among these students.</p>	<ul style="list-style-type: none"> <li>● Eight activities were developed to focus on increasing course completion of disproportionately impacted student groups. The priority of this area has been to eliminate monetary barriers that might be impeding the student's success.</li> <li>● Through the use of equity funds, SCC purchased 106 laptops/surface pros for student use. This has enabled students to complete class work, complete research, and stay up-to-date with information in regards to enrollment, financial aid, as well as classwork (blackboard).</li> <li>● Student Equity has worked with the Disabled Students Programs and Services to ensure faculty and staff understand the diversity and uniqueness that students with disabilities bring to campus.               The large focus on professional development in SCC's equity plan has sought to increase faculty and staff awareness of strategies and promising practices for serving disproportionately impacted students.</li> </ul>
<p><b>Student Equity Goal 3: ESL &amp; Basic Skills Completion</b>          SCC will develop and implement educational strategies that increase student success in ACE (ESL) and basic skills courses in Math, English and Reading for students identified in the student equity plan.</p>	<ul style="list-style-type: none"> <li>● Nine activities were developed to focus on increasing ESL and basic skills course completion of disproportionately impacted student groups.</li> <li>● Online tutoring has been one of the main activities in this area. Free and accessible online tutoring available 24 hours a day, seven days a week has assured student access to support when needed.</li> <li>● Progress is being made towards removing</li> </ul>



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	<p>barriers in placement testing by using multiple measures to assess student competency in English and math.</p> <ul style="list-style-type: none"> <li>Promising practices of acceleration and learning communities are removing barriers that may impede student success.</li> </ul>
<p><b>Student Equity Goal 4: Degree &amp; Certificate Completion</b>          SCC will increase degree and certificate completion rates in underrepresented student groups to achieve an equitable balance of degree and certificate attainment across all targeted student equity groups.</p>	<ul style="list-style-type: none"> <li>Six activities were developed to focus on increasing certificate and degree completion of disproportionately impacted student groups. Priority has been given to counseling, advising, and coaching of students to ensure student enrollment in appropriate courses for their educational pathway, application of learning strategies for successful course completion, and attainment of degrees and certificates</li> </ul>
<p><b>Student Equity Goal 5: Transfer</b>          SCC will increase transfers to 4-year institutions among targeted equity groups.</p>	<ul style="list-style-type: none"> <li>Six activities were developed to focus on increasing university transfer of disproportionately impacted student groups. By expanding offerings including university campus visitations and overnight living experiences in dormitories, students have been afforded an experience designed to alleviate anxiety and show them that they also belong in these spaces.</li> <li>The Transfer Success Center was supported with resources to help market its services to students by increasing visibility and ability to “in-reach” to students on campus.</li> </ul>
<p><b>SSSP Credit Goal 1:</b> Increase student access by providing effective core services, including orientation, assessment, counseling, and advising</p>	<ul style="list-style-type: none"> <li>Additional High School &amp; Community Outreach staff were hired in order to increase the number of feeder high schools being serviced with pre-enrollment services. These efforts afforded students early access to enrollment services and the total number of college applications received throughout pre-enrollment increased by 22% (2,339 applicants compared to 1,907 the preceding year).</li> <li>Additional staff enabled the college to offer more assessment sessions at the high schools. These assessment efforts also demonstrated an</li> </ul>



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	<p>increase whereby 1,693 students completed the college placement test compared to 1,222 the previous year, yielding a 38% increase.</p> <ul style="list-style-type: none"> <li>● Any high school with at least thirty matriculating students were afforded transportation services from their high school to the college in order for them to attend their scheduled orientation and registration appointments.</li> <li>● Orientations were redesigned to enable new students the ability to register for classes during the orientation in lieu of registering on their own.</li> <li>● Counselors now apply multiple measures to all incoming students for appropriate English and math placement.</li> <li>● Learning Communities in basic skills English and math courses were linked with counseling courses.</li> <li>● An introduction to college program was redesigned, Summer Advantage Academy, to include an instructional component (i.e., English, reading &amp; math) in an effort to help incoming students succeed from day one. Participants of the Summer Advantage Academy are entitled to a second year of priority registration.</li> </ul>
<p><b>SSSP Credit Goal 2:</b> Increase student success by providing assistance in developing a student education plan.</p>	<ul style="list-style-type: none"> <li>● New Student Orientations were redesigned to include a registration component and renamed Academic Planning and Registration Workshops. Additional priority registration sessions for new students were added throughout the summer to ensure a seamless transition into the college along with the ability to develop a student education plan. These efforts gave rise to an increase of 38% of the total number of students that attended a workshop, developed an abbreviated student education plan, and successfully registered during the priority period (1,640 new registrants compared to 1,185 the previous year).</li> <li>● A 'First Year Support Center' was established as a centralized location for future, new and</li> </ul>



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	<p>current students serving as a one stop center where students can also obtain a Comprehensive Student Education Plan (CSEP). Counselors are providing in-reach services on campus, utilizing Surface Pro Tablets, to meet with students in the quad area and checking whether students have a CSEP on file. If not, counselors are scheduling counseling appointments on the spot.</p>
<p><b>SSSP Credit Goal 3:</b> Increase student success by providing other educational planning services and follow up for at-risk students</p>	<ul style="list-style-type: none"> <li>● The ‘First Year Support Center’ is providing step-by-step assistance with any type of educational planning a student may require (i.e., FAFSA &amp; BOGW form assistance, CA Dream Act, AB540 resources, etc). The center also provides student success workshops and is offering a Student Success Certificate which offers a set of workshops designed to address important academic information and introduce campus resources at critical points throughout a student’s educational path.</li> <li>● Counselors are visiting all basic skills English and math classes, working directly with students in the classroom and providing student education plans.</li> <li>● An online Course Pre-Requisite Clearance process was constructed which affords students a quick turnaround time in order to register for classes.</li> <li>● For at-risk students, an online Academic Probation intervention workshop was devised enabling students to complete anytime from anywhere. Success modules were also included to afford students additional resources. The convenience and flexibility of the online format demonstrated a substantial increase of the number of students that completed the online version versus an in-person workshop. The initial year the college began to offer an online alternative, the total number of students that completed a probation workshop increased by 206% (855 completers compared to 416 the previous year).</li> </ul>



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<p><b>SSSP Noncredit Goal 1.</b> Increase noncredit student access by providing effective core services, including orientation, assessment, counseling, and advising</p>	<ul style="list-style-type: none"> <li>● Noncredit SSSP developed and expanded education plans for all targeted continuing education students and developed new embedded counseling sessions for all programs. New expansion areas included ESL off-sites, Inmate Education and Career Technical Education students. The Counseling Department served 2,358 students compared to 1,257 the previous year, yielding a 53% increase.</li> <li>● Noncredit hired seven new adjunct counselors to present off-site for ESL, Inmate Education and CTE.</li> <li>● Orientations were redesigned to incorporate a counselor-developed PowerPoint along with a stand-alone SSSP Orientation video, highlighting vital core student services.</li> <li>● Counselors and support staff modified the process of orientation and included education plan review and completion during the initial assessment presentations.</li> <li>● Counselors participated in professional development sessions during professional staff development week to acquire the latest best practices in counseling and growth mindset to enhance student success.</li> <li>● Counselors in noncredit apply multiple measures and actively participate in Common Assessment Initiative committees within SCC credit and noncredit faculty.</li> <li>● The Counseling and Outreach Departments collaborated to develop a new student orientation folder, highlighting student services to be distributed to all new students.</li> </ul>
<p><b>SSSP Noncredit Goal 2:</b> Increase student success by providing assistance in developing electronic student educational plans.</p>	<ul style="list-style-type: none"> <li>● The new Noncredit Student Orientation sessions were redesigned to include state-of-the-art electronic education plans. The counseling department received supplemental funding to provide all counselors laptop computers, Surface Pro Tablets, and mobile projectors to provide comprehensive New Student Orientations at all locations and classrooms.</li> <li>● Counselors and outreach produced fill-able</li> </ul>



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	<p>Electronic Education Plans and reorganized paper files to electronic files utilizing microfiche for ease of access at all noncredit continuing education sites.</p>
<p><b>SSSP Noncredit Goal 3:</b> Increase noncredit student success by providing other educational planning services and follow-up for at-risk students.</p>	<ul style="list-style-type: none"> <li>● Graduation numbers persist despite low enrollment and challenges of inadequate facilities and confidential counseling offices.</li> <li>● Counselors have implemented several procedures including collaboration with instructors to identify students close to graduation.</li> <li>● There is monthly monitoring and case management of at-risk, CalWORKs, EDD, and DSPS students.</li> <li>● One counselor is designated to answer online questions and promote vital student services to all noncredit student constituents.</li> <li>● To date all new CTE, AHS/ABE, ESL students on-site and off-site have completed Electronic Education Plans during counseling orientation sessions and classroom embedded counseling sessions.</li> <li>● College credit counseling has collaborated with noncredit to provide career awareness workshops within the Adult High School Diploma program</li> <li>● STAR (Students Transitioning and Registering Services) has evolved to collaboration with SCC's First Year Support Center, and this collaboration has been named STARS 2.0. This allows for intensive follow-up of noncredit students who persist at the college credit level.</li> </ul>

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

The college's longstanding practice of initiative integration has enabled us to coordinate our services and maximize the use of staff, faculty, and resources to make a difference in the lives of our students. Credit and Noncredit SSSP, Student Equity, and BSI program leaders along with administrators, instructional faculty, counselors, staff, and students communicate regularly and align efforts to best meet students' needs by offering high quality programs and services to serve all students with an emphasis on basic skills and disproportionately-impacted students. We participate on the same committees, collaborate on projects, discuss our strengths and weaknesses, and have a passion for what we do.



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- 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
<i>Example:</i>  <i>Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>  <i>Redesign the dev. ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs</i>  <i>Redesign the dev. ed. Sequence</i>
The strengthened educational pathways for basic skills students in both the credit and non-credit areas -- comprised of mandatory orientation during early decision, effective placement test preparation, and comprehensive Continuing Education tutoring -- will result in a 1% annual reduction of incoming	Credit: Family Night (for incoming students to acquire pre-enrollment information about placement testing, the matriculation process, summer bridge opportunities, and other programs & services)  Credit: Multiple Measures for English & Math placement that include evaluation of high school transcripts  Credit: Discover SCC (Extended new student orientation)	Family Night (for incoming students to acquire pre-enrollment information about placement testing, the matriculation process, summer bridge opportunities, and other programs & services)  Multiple Measures for English & Math placement that include evaluation of high school transcripts  Discover SCC (Extended new student orientation)	Family Night (for incoming students to acquire pre-enrollment information about placement testing, the matriculation process, summer bridge opportunities, and other programs & services)  Multiple Measures for English & Math placement that include evaluation of high school transcripts  Discover SCC



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<p>credit students who need basic skills math and English courses and a 1% increased course completion rate for Continuing Education students receiving tutoring. (Note: BSI Goal 3)</p>	<p>Credit: Acceleration of math and English course sequences by providing basic skills-identified students the option to take transfer-level courses with co-requisites or support courses</p> <p>Credit: Learning Communities which pair basic skills math or English courses with counseling or reading</p> <p>Credit: Online Tutoring: SmartThinking software is available to students every day, 24 hours a day.</p> <p>Credit: Counselors work with basic skills students in classrooms constructing student education plans</p> <p>Credit: Career Coordinator visits basic skills English &amp; math courses for career exploration</p> <p>Noncredit: STARS (Students Transitioning and Registering Services) -Noncredit and credit counselors collaborate with the</p>	<p>Acceleration of math and English course sequences by providing basic skills-identified students the option to take transfer-level courses with co-requisites or support courses</p> <p>Learning Communities which pair basic skills math or English courses with counseling or reading</p> <p>Online Tutoring: SmartThinking software is available to students every day, 24 hours a day.</p>	<p>(Extended new student orientation)</p> <p>Acceleration of math and English course sequences by providing basic skills-identified students the option to take transfer-level courses with co-requisites or support courses</p> <p>Learning Communities which pair basic skills math or English courses with counseling or reading</p> <p>Online Tutoring: SmartThinking software is available to students every day, 24 hours a day.</p> <p>Credit: counselors work with basic skills students in classrooms constructing student education plans</p> <p>Career Coordinator visits basic skills English</p>
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	<p>First Year Support Center to transition continuing education students seamlessly to credit programs.</p> <p>Noncredit: STARS 2.0- Noncredit and credit counselors assist continuing education graduates with additional support and mentoring to increase degree and certificate completion in college credit pathways.</p>		<p>&amp; math courses for career exploration once per semester</p> <p>CROSSroads (College Readiness Optimizes Student Success) workshops--math and English placement test preparation for incoming students</p> <p>SOAR (Strategies of Algebra Readiness) --a series of summer workshops to help incoming students brush up on math skills</p> <p>Tutoring in High School Subjects for Continuing Education students, particularly in basic math courses</p> <p>Support for both credit and noncredit students taking ACE (American College English/ESL) courses--providing over one hundred free access codes for the Azar online program</p>
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			and funding the expansion and evaluation of ACE lab manuals
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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.

One strategy that Santiago Canyon College has implemented resulting in promising gains in student completion has revolved around our revised placement processes, particularly promoting more accurate course placement to avoid unnecessary remediation. In Fall 2016, Student Equity funds brought John Hetts to the campus to introduce the idea of multiple measures to more than one hundred faculty, staff, and administrators. He explained the usefulness of high school GPAs for predicting several aspects of students’ college performance and the significant association between high school and college GPA. At that point, SCC became a Multiple Measures Assessment Project (MMAAP) Pilot College. Math and English faculty began to coordinate with counselors in a college-wide effort to employ multiple measures in the spring of 2017, utilizing high school transcripts as a placement tool to decrease the number of basic skills courses required to complete the math and English sequence. SCC’s Early Welcome program, a joint effort among outreach, admissions, and counseling which allows graduating seniors to complete matriculation services in the spring for the following fall semester, served 1,660 local high school students this year. All of their transcripts were reviewed and multiple measures were applied for their placement into math and English courses. Of the 1,660 students, 37% initially placed into college level math and 51% into college level English. Initial data suggests of those students that benefitted from the application of multiple measures into college level coursework, 58% had previously tested into non-transferrable math and 73% had previously tested into non-transferrable English courses, respectively. Given these extraordinary results, the Math and English Departments have fully adopted the RP recommendations for use of high school GPA.

### 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



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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	
<i>Example: Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops  Redesign the dev. Ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs  Redesign the dev. Ed. sequence</i>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____
<b>Integrated Goal 1:</b> Revise assessment processes to ensure accurate and equitable placement based on multiple	<u>SSSP Credit:</u> Implement revised methods for student placement into English and math.	Support and expand use of Multiple Measures for Assessment and Placement (MMAP).	Revise the process for placement into math and English courses to include the multiple measures of high school GPA and state-approved standards.	<input checked="" 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 _____ _____



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measures	<p>Participate in district- and college-wide Common Assessment Initiative (CAI) planning teams.</p> <p>Research analysts will assess effectiveness of revised placement methods.</p> <p><u>SSSP</u> <u>Noncredit:</u> Implement revised noncredit methods for student placement into English and math.</p> <p>Implement use of noncredit orientation video and begin use of kiosk for standalone assessment and orientation for new students.</p>	<p>Participate in district- and college-wide Common Assessment Initiative (CAI) planning teams.</p> <p>Research analysts will assess effectiveness of revised placement methods.</p>	<p>Participate in district- and college-wide Common Assessment Initiative (CAI) planning teams.</p> <p>Math and English faculty will use research data results to inform changes in placement methods.</p>	
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	<p>Participate in noncredit division, district- and college-wide Common Assessment Initiative (CAI) planning teams.</p> <p>Noncredit research analysts will assess effectiveness of revised placement methods.</p>			
<p><b>Integrated Goal 2:</b> Enhance and support innovative recruitment and pre-enrollment strategies, including college application, placement testing, financial aid application, orientation, and counseling.</p>	<p><u>SSSP Credit:</u> Expand and improve Family Night for incoming students to acquire pre-enrollment information about placement testing, the matriculation process, summer bridge opportunities, and other programs and services.</p> <p>Develop and implement</p>	<p>Expand and improve Family Night for incoming students to acquire pre-enrollment information about placement testing, the matriculation process, summer bridge opportunities, and other programs &amp; services.</p> <p>Develop and implement</p>	<p>Expand and improve Family Night for incoming students to acquire pre-enrollment information about placement testing, the matriculation process, summer bridge opportunities, and other programs &amp; services.</p> <p>Develop and implement</p>	<p><input checked="" type="checkbox"/> Access  <input checked="" type="checkbox"/> Retention  <input type="checkbox"/> Transfer  <input type="checkbox"/> ESL/Basic Skills Completion Degree &amp; Certificate Completion  <input type="checkbox"/> Other _____</p> <p>_____</p>



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

	<p>Summer Advantage Academy to provide students with college success tips from faculty; reading, writing, and mathematics strategies for mastering college-level materials; information about campus programs and services, and an opportunity to familiarize themselves with SCC through an interactive tour and an introduction to current and other incoming students.</p> <p>Refine new student orientation processes.</p> <p>Implement Academic Planning Workshops for students and parents</p>	<p>Summer Advantage Academy to provide students with college success tips from faculty; reading, writing, and mathematics strategies for mastering college-level materials; information about campus programs and services, and an opportunity to familiarize themselves with SCC through an interactive tour and an introduction to current and other incoming students.</p> <p>Provide support and resources for outreach and recruitment of student equity identified groups.</p> <p>Increase presence in high schools to assist students with pre-</p>	<p>Summer Advantage Academy to provide students with college success tips from faculty; reading, writing, and mathematics strategies for mastering college-level materials; information about campus programs and services, and an opportunity to familiarize themselves with SCC through an interactive tour and an introduction to current and other incoming students.</p> <p>Develop math and English Success Workshops to offer at local high schools for juniors and seniors needing assistance with college-readiness.</p>	
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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>prior to registration date.</p> <p>Increase presence in high schools to assist students with pre-enrollment services.</p> <p>Offer Senior Day Event for senior high school students from SCC's service area, to focus on pre-enrollment services and educational (guided) pathways.</p> <p><u>SSSP</u>  <u>Noncredit:</u>          Enhance and expand the Students Transitioning and Registration Services Program "STARS" to continue the recruitment and pre-enrollment strategies transitioning</p>	<p>enrollment services.</p>		
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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>from noncredit to credit. This will include college application, placement testing, financial aid application, orientation, and counseling.</p> <p>The development of a STAR 2.0 persistence model to support STARS students will include intensive mentorship and greater coordination with the First Year Support Center. Students will be closely monitored beyond their first semester.</p> <p>Increase presence in all feeder noncredit programs to increase persistence and</p>		
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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>enrollment to college credit via embedded counseling and career offerings within noncredit and credit.</p>			
<p><b>Integrated Goal 3:</b> Redesign, enhance, and accelerate educational pathways for transition and completion</p>	<p><u>SSSP Credit:</u> Fortify case management counseling for Basic Skills students enrolled in English and/or math to strengthen student retention, persistence, and completion.</p> <p>Support the development of Guided Pathways and College Promise initiatives.</p>	<p>Support Acceleration models, Integrated Learning Groups (ILGs), and Learning Communities</p> <p>Support the development of Guided Pathways and College Promise initiatives.</p>	<p>Enhance strategies to contextualize instruction using Reading Apprenticeship and writing techniques within content-area courses.</p> <p>Expand Acceleration models in credit and noncredit math and English courses by condensing sequences, creating co-requisites, and providing labs and other support courses.</p>	<p><input checked="" type="checkbox"/> Access  <input checked="" type="checkbox"/> Retention  <input checked="" type="checkbox"/> Transfer  <input checked="" type="checkbox"/> ESL/Basic Skills  <input checked="" type="checkbox"/> Completion Degree &amp; Certificate Completion  <input type="checkbox"/> Other _____</p>



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

	<p>Develop and Implement educational coursework plans for SCC's partnerships with Orange Unified School District and Unity Middle College partnerships.</p> <p><u>SSSP</u> <u>Noncredit:</u> Design new pathway brochures and posters for all noncredit programs and disseminate via all media forms.</p> <p>Fortify case management counseling for noncredit students in Adult Basic Education and students enrolled in English and/or math to strengthen student retention, persistence, and</p>		<p>Support the development of Guided Pathways and College Promise initiatives.</p>
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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>completion.</p> <p>Develop cohort groups of at risk students by faculty and counselor mentor groupings for persistence and completion.</p>			
<p><b>Integrated Goal 4:</b> Enhance and design infrastructure to provide quality services to students</p>	<p><u>SSSP Credit:</u> Implement academic coaching services to assist students with successful transition to college life and academic expectations.</p> <p>Hire and train part-time counselors, classified staff, academic coaches, and student assistants to support all programs and services on campus.</p>	<p>Support implementation and evaluation of universal ID and student portal systems</p> <p>Increase faculty, staff, and student involvement in equity initiatives.</p> <p>Maintain staffing to support equity initiatives and research and evaluation of programs and services.</p>	<p>Expand the availability of services in the Writing Center</p> <p>Support Supplemental Instruction efforts in the Math Study Hall (MaSH), particularly with pre-statistics pathway.</p> <p>Provide support and resources for new and continuing basic skills students.</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills</p> <p><input type="checkbox"/> Completion Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other _____</p> <p>_____</p>



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

	<p><u>SSSP</u> <u>Noncredit:</u> Implement embedded counseling sessions for all noncredit students to enhance persistence rates and strengthen student knowledge of the college credit transition options.</p>			
<p><b>Integrated Goal 5:</b> Create professional development opportunities to improve the quality of instruction and support services</p>	<p><u>SSSP Credit:</u> Participate in professional development focused on best practices, such as On Course and Reading Apprenticeship.</p> <p>Participate in Guided Pathways discussion and implementation.</p> <p>Provide AB540 Safe Zone training</p> <p>Provide</p>	<p>Provide equity focused professional development opportunities for campus community</p> <p>Participate in Guided Pathways discussion and implementation.</p> <p>Develop and implement faculty equity team lead trainings to enhance college-wide awareness of equity issues and coordinate</p>	<p>Participate in professional development focused on best practices, such as On Course.</p> <p>Expand faculty training in Reading Apprenticeship by promoting the online RA course, recruiting faculty from across disciplines to join the community of practice and attend campus training workshops facilitated by those who have completed the online course.</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills</p> <p><input checked="" type="checkbox"/> Completion Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other _____</p> <p>_____</p>



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

	<p>opportunities for faculty and staff to attend on- and off-campus workshops and conferences.</p> <p><u>SSSP Noncredit:</u> Provide AB540 Safe Zone training and awareness of DACA procedures for students in California.</p> <p>Participate in professional development focused on best practices for noncredit.</p> <p>Noncredit faculty will develop workshops to keep college credit counselors informed of new programs developed in continuing education.</p>	<p>initiatives that relate specifically to enhancing academic strategies experiences and outcomes.</p> <p>Provide AB540 Safe Zone training increase your knowledge regarding the needs, concerns, and issues of undocumented immigrant students.</p> <p>Offer all Student Services Retreat to facilitate greater understanding and sensitivity when assisting students.</p>	<p>Encourage all faculty to attend California Community College Success Network (3CSN) events, such as those promoting Habits of Mind, Learning Assistance Program (LAP) training, and Threshold Learning.</p>
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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



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

will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

Santiago Canyon College's shared governance model includes consistent reporting of activities and progress among the groups involved in increasing student success across student equity populations. The Basic Skills Task Force operates under and reports to the Student Success & Equity Committee which reports to the Academic Senate and the College Council, ensuring that all endeavors are well known to the campus community. Moreover, the coordination and communication are continuous between SCC counselors and Basic Skills representatives. A Student Success & Support Services (SSSP) specialist and Counseling Department co-chair has served on the Basic Skills Task Force since its inception in 2008. In addition, the Basic Skills Coordinator was a contributing member of the SSSP report planning and writing group. The several references to Basic Skills activities in the 2015 SSSP Plan illustrate our integrated efforts to support student success, including our annual Family Night where we invite all local high school seniors and their parents to visit SCC for an introduction to the campus, the Early Welcome and SSSP/Matriculation process, the placement test procedures, the diverse campus services, and the bridge programs to increase student preparedness (CROSSroads and SOAR). In order to effectively coordinate the SSSP plan and the Basic Skills Initiative with the Student Equity Plan, a full-time faculty member of the SSSP work group, the Dean of Counseling, the Director of Student Equity, and the two co-chairs for the Basic Skills Task Force serve on the Student Success and Equity Committee. We also created an Initiatives Integration Work Group, with representatives from BSI, SSSP (Credit and Noncredit), Equity, Continuing Ed (AEBG), and Student Services, to promote awareness of SCC's various plans, programs, and initiatives and provide mutual support. The goals of this group are to increase communication and coordination, maximize resources and avoid duplication, coordinate data management for outcomes assessment, and provide seamless delivery of services that support student success.

Another integration strategy is designed to repair the disconnect between basic skills students and student support services, specifically in terms of counseling resources. To encourage students to seek counseling more than just twice (once for their initial education plan and again--sometimes many months, even years, later--to find out about graduation and transfer options), counselors have assumed an intentional ("intrusive") approach where they make three visits per semester to identified basic skills classes in order to introduce their services and get contact information from the students, discuss their progress midway through the course, and then assist them with registration for the following semester. Moreover, counselors now regularly check in with these students during the semester through emails and phone calls--particularly students who have received Early Alerts from their basic skills math and or English instructors.

Finally, integration is evidenced in the work of our Centers & Programs Collaboration (CPC) Task Force where representatives from several of our campus centers, such as Tutoring, Writing, & Science Teaching and Resource Centers, as well as from Pathways to Teaching, Transfer, Career Services, and Extended Opportunities Programs, coordinate to provide opportunities for student equity populations to access additional support. (501 words)

5. If your college has noncredit offerings, describe how you are including these offerings in



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

moving students through to their goals, including post-secondary transitions and employment (250 words max)

Santiago Canyon College has a large noncredit division that offers many opportunities to improve both basic skills and postsecondary career technical knowledge to successfully transition students (including students in the inmate education program) to institutions of higher learning and the workforce. Targeted student populations within continuing education receive individualized orientations, career assessments, educational plans and follow-up student support services. These students receive intensive counseling interventions to facilitate their success in continuing education and are guided to postsecondary and global workforce opportunities. Students in ESL are encouraged to further their studies by enrolling in Adult Basic Education, Adult High School Diploma, and Career Technical Education programs. To be mindful of current labor-market trends and demands, noncredit's College and Workforce Preparation Center (CWPC) has hired a researcher to maximize employment opportunities to our student community. The noncredit program has developed and designed the Students Transitioning and Registration Services (STARS) program which has received many accolades from both the California State Department of Education and the Accrediting Commission for Community and Junior Colleges. Noncredit has effectively coordinated initiatives in SSSP/Student Equity/Basic Skills Transformation and Adult Education Block Grant to enhance the transition of students from noncredit to credit. In spring of 2017, noncredit faculty completed 30 new curriculum projects, developed new programs in CTE, Certified Nursing Assistant and 3-D Graphic Imaging. In addition, noncredit mathematics and English courses have been articulated with college credit. The Division of Continuing Education has developed its own viable CAI committee which includes counseling, English, ESL and math and participates in the college and district CAI committees. The CE CAI committee has completed competency mapping for each of our areas which have been submitted to the District.

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

Participation in professional development activities which focus on various instructional methods, cultural competence, and high impact practices constitute the foundation for providing solid student services and meaningful instruction to SCC's diverse student population. Through professional development week offerings and those opportunities developed by the Office of Student Equity and Success as well as the Speaker's Symposium, SCC continues to provide opportunities for employees to attend professional development activities on and off campus throughout the year. All opportunities are vetted to ensure activities are student success and equity-focused. To foster collaboration, SCC partners with Santa Ana College to provide intra-district professional development opportunities.

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)



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

The progress and completion of the goals and activities of the Integrated Plan will be evaluated in multiple ways, including plan-specific assessment conducted annually and broader college-wide evaluations to be done periodically after the Integrated Plan becomes infused into the college-wide planning processes (Department Planning Portfolio, Program Review, and the Educational Master Plan).

Short-Term Assessment will provide immediate evaluation of activities and programs; Medium-Term Assessment will consist of annual assessment of effectiveness of activities and their impact on student success and disproportionate impact; and, Long-Term Assessment will infuse the Integrated Plan into the college-wide planning process.

This multi-pronged evaluation approach provides an overall review of student success at the college, identifies specific areas where issues must be addressed, and assess the effectiveness of programs and activities related to the Integrated Plan.

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)

RSCCD's two colleges, Santiago Canyon and Santa Ana College (Credit and Noncredit), have worked together to ensure collaboration and communication to achieve student success district-wide. In addition to regularly scheduled meetings of executive administration to discuss district-wide matters related to student success, faculty, staff, and administrators from both colleges have worked together on the Common Assessment Initiative (CAI), implementation of the use of Multiple Measures for Assessment and Placement (MMA) of students into English and mathematics courses, and provided joint professional development opportunities. Other large scale activities include the development and implementation of an Ellucian Online Student Education Plan, student portal, and a Universal ID system for students. Both colleges will continue to coordinate efforts to ensure the students served by our district will be successful.

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.

**[BUDGET PLAN TO BE COMPLETED ONCE 2017-2018 ALLOCATIONS ARE RECEIVED]**

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



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

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:

Link to the [Executive Summary](#).

<https://www.sccollege.edu/StudentServices/StudentEquitySuccess/Pages/SE-Executive-Summary.aspx>

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?

Santiago Canyon College would benefit from the Chancellor's Office providing any webinars or workshops outlining or highlighting best practices, especially those focusing on spotlight campuses where the work is already being done successfully. In addition, more opportunities to convene as a region and thereby expand support networks and allow colleagues with similar goals or questions to exchange ideas would be welcomed. Finally, information about any changes to allowable expenditures should be disseminated immediately via webinar where faculty, staff, and administrators would have a chance to ask questions for clarification.

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                Joseph Alonzo  
Title                 Director, Student Success and Equity  
Email Address     Alonzo\_joseph@sccollege.edu  
Phone                714-628-5040

**Alternate Point of Contact:**

Name                Ruth Babeshoff  
Title                 Interim Vice President, Student Services  
Email Address     Babeshoff\_ruth@sccollege.edu  
Phone                714-628-4886



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

## Part III – Approval and Signature Page

College: Santiago Canyon College

District: Rancho Santiago Community College District

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.

John C. Hernandez, Ph.D.

Hernandez\_John@sccollege.edu

Chancellor/President

Date

Email Address

Arleen Satele, Ed.D.

Satele\_Arleen@sccollege.edu

Chief Business Officer

Date

Email Address

Marilyn Flores, Ph.D.

Flores\_Marilyn@sccollege.edu

Chief Instructional Officer

Date

Email Address

Ruth Babeshoff

Babeshoff\_Ruth@sccollege.edu

Chief Student Services Officer  
(Interim)

Date

Email Address

DeCarbo, Michael

DeCarbo\_Michael@sccollege.edu

President, Academic Senate

Date

Email Address