

### **Part I – Deadlines and Important Information**

- Submission deadline: December 15, 2017 (Has been extended to January 31, 2018)
- 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.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level Mathematics and English courses, and (2) the time it takes students to successfully transition to college-level Mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

**Part II – Program Goals and Planning**

**PREVIOUS ACCOMPLISHMENTS**

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

**1. Assess your college’s previous program efforts:**

**a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.**

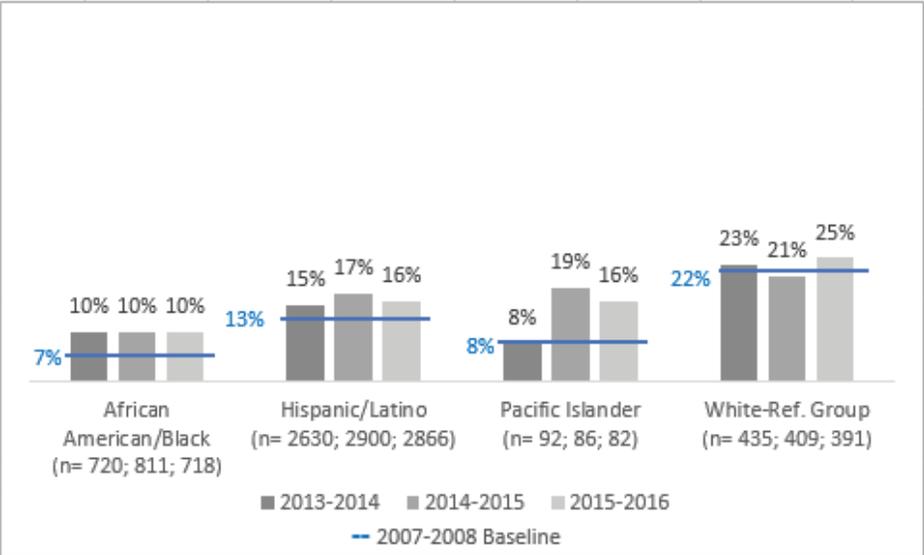
Plan	Goal	Progress
SSSP1	Continue implementation of the Student Success & Support Program (SSSP)	<p>SSSP coordinated the delivery of core services to credit and noncredit new and continuing LBCC students through collaboration with various departments across the campus. The following are specific activities associated with the delivery of each core service.</p> <p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>● Delivered orientation information online and in-person in collaboration with Student Support Services areas.</li> <li>● Offered specialized orientations for EOPS, DSPS, and CalWORKs students.</li> <li>● Implemented a comprehensive online orientation in English and Spanish.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Provided adaptive computerized assessment for placement in English, Reading, and Math. Offered individual assessments in English, ESL, and Chemistry.</li> <li>● Expanded alternative placement via multiple measures such as EAP results, high school GPA, and highest level of English and Math completed to inform course placement for students.</li> <li>● Improved timeframe for processing and posting placement information to student records to expedite course enrollment.</li> </ul> <p><b>Counseling and Ed. Planning-</b></p> <ul style="list-style-type: none"> <li>● Facilitated the creation of abbreviated educational plans for new students at New Student Workshops.</li> </ul>

		<ul style="list-style-type: none"> <li>● Offered workshops coupled with opportunities for students to complete abbreviated or comprehensive educational plans. These workshops were offered in conjunction with the Counseling Department, Transfer Center, and Financial Aid Office. Collaborated with the Counseling Department to offer individual counseling appointments (in-person and online) to complete abbreviated and comprehensive educational plans.</li> <li>● Collaborated with the Counseling Department to offer various Counseling courses and workshops to support educational planning, career exploration, major identification, and study skills development.</li> </ul> <p><b>Follow-up for at-risk students:</b></p> <ul style="list-style-type: none"> <li>● Provided in-person and online interventions for students on academic or progress probation.</li> <li>● Offered a specialized Counseling course for students on Academic and/or Progress Probation.</li> <li>● Participated in a campus-wide effort targeted at undeclared students (i.e., Major Declaration Day).</li> <li>● Began implementation of Starfish Early Alert to coordinate delivery of follow up services for at-risk students (i.e., referrals).</li> <li>● Expanded counseling services for non-credit students in ESL.</li> </ul>
SSSP2	Provide online and in-person orientation for all new, incoming students	For the 2015-2016 academic year, a total of 14,162 students completed orientation online or in-person. Of these students, 9,176 were new (incoming students). Of the new students 6,508 (71%) received orientation.
SSSP3	Assess all new, incoming students	<p>For the 2015-2016 academic year a total of 33,375 individual assessment tests were administered across Chemistry, English, Math, or Reading. A total of 12,783 students were assessed.</p> <p>For the 2015-2016 academic year, there were 9,176 new (incoming students) and 5,760 (62%) of these students completed assessment.</p>

SSSP4	Provide online abbreviated and comprehensive student educational planning (SEP) to new, incoming students (and all participants in special programs)	For the 2015-2016 academic year, 5,053 (55%) of new students received Counseling/student education planning services (N=9,176).
SSSP5	Provide online and in-person workshops for students on academic and/or progress probation	<p>For the 2015-2016 academic year, 891 (20%) of probation students completed online or in-person interventions (N=4,332).</p> <p>COUNS 855, a Counseling course designed to help students recover academically, was not offered in the 2015-2016 academic year; however, the course was offered during the 2016-2017 academic year. There were 38 students enrolled in the course.</p>
SSSP6	Move undeclared students to declared by implementing interventions (i.e. continuing student workshops, counseling-on-the-go, short-term Counseling courses) to assist students with major and career exploration	<p>For the 2015-2016 academic year, 136 students enrolled in COUNS 7 (College and Professional Success) and 532 students enrolled in COUNS 48 (Career Exploration).</p> <p>Major Declaration Day was offered as a campus-wide effort to provide an opportunity for undeclared students to learn about the various programs at LBCC and facilitate the process to change their major. The event is a fair featuring canopies and tables enabling LBCC Departments to share information about their programs and majors directly with students while providing handouts with potential jobs, salary information, and corresponding degrees.</p> <p>LBCC has hosted three Major Declaration Days (Fall 2015, 2016, and 2017). In 2015, 782 students participated in Major Declaration Day. Of those 261 students declared or changed their major and 70 students verified their major (i.e., submitted major change request form but already had that major declared). One hundred twenty-four students participated in a follow-up survey. Among the survey responses, 47 (38%) stated that they declared their major during the event, while another 34 (28%) stated that they changed their major. A majority of students who completed the survey, 95 (78%) said</p>

		<p>that the career flyers provided by departments helped them understand what jobs they could obtain with specific degrees and certificates.</p> <p>The most popular disciplines among students were: Health Care, Art, Business, Physical Sciences, and Child Development. In 2016, 261 students declared or changed their major, and 70 students verified their major (i.e., submitted major change request form but already had that major declared).</p>																														
<p>SE 1</p>	<p>Improve access rates for African-American/Black, Native Americans/Alaskan Natives, and Pacific Islander students to at least 75.5% by 2020</p>	<p><b>Exhibit 1 Findings:</b></p> <ul style="list-style-type: none"> <li>• <b>LBCC is making progress toward the 2020 access equity goal for Pacific Islander students.</b></li> <li>• <b>LBCC is falling below baseline rates for all other student groups.</b></li> </ul> <p><i>Percent of students who enrolled at LBCC of all students who complete a FAFSA and identify LBCC as a potential college in a given year</i></p> <table border="1"> <caption>Enrollment Percentages by Student Group</caption> <thead> <tr> <th>Student Group</th> <th>Fall 2014</th> <th>Fall 2015</th> <th>Fall 2016</th> <th>2007-2008 Baseline</th> <th>2020 Goal</th> </tr> </thead> <tbody> <tr> <td>African American/Black (n= 7456; 6676; 7049)</td> <td>51%</td> <td>53%</td> <td>47%</td> <td>51%</td> <td>76%</td> </tr> <tr> <td>Native American (n= 179; 144; 181)</td> <td>65%</td> <td>62%</td> <td>57%</td> <td>67%</td> <td>76%</td> </tr> <tr> <td>Pacific Islander (n=584; 534; 612)</td> <td>64%</td> <td>70%</td> <td>69%</td> <td>64%</td> <td>76%</td> </tr> <tr> <td>White-Ref. Group (n= 4312; 3945; 4626)</td> <td>94%</td> <td>90%</td> <td>80%</td> <td>94%</td> <td>76%</td> </tr> </tbody> </table>	Student Group	Fall 2014	Fall 2015	Fall 2016	2007-2008 Baseline	2020 Goal	African American/Black (n= 7456; 6676; 7049)	51%	53%	47%	51%	76%	Native American (n= 179; 144; 181)	65%	62%	57%	67%	76%	Pacific Islander (n=584; 534; 612)	64%	70%	69%	64%	76%	White-Ref. Group (n= 4312; 3945; 4626)	94%	90%	80%	94%	76%
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<p>SE 2</p>	<p>Improve course completion rates for African-American/Black and Pacific Islander students to at least 58.5% by 2020</p>	<p><b>Exhibit 2 Findings:</b></p> <ul style="list-style-type: none"> <li>• <b>LBCC is maintaining the 2020 course completion equity goal for Pacific Islander students.</b></li> <li>• <b>LBCC is making progress toward the 2020 course completion equity goal for African American/Black students.</b></li> </ul> <p><i>Percent of successful fall course completions out of all course enrollments</i></p> <table border="1"> <caption>Percent of successful fall course completions out of all course enrollments</caption> <thead> <tr> <th>Group</th> <th>Fall 2014</th> <th>Fall 2015</th> <th>Fall 2016</th> <th>2007-2008 Baseline</th> <th>2020 Goal</th> </tr> </thead> <tbody> <tr> <td>African American/Black (n= 11267; 10281; 9511)</td> <td>51%</td> <td>52%</td> <td>53%</td> <td>54%</td> <td>59%</td> </tr> <tr> <td>Pacific Islander (n= 1166; 1131; 1210)</td> <td>59%</td> <td>62%</td> <td>58%</td> <td>59%</td> <td>59%</td> </tr> <tr> <td>White-Ref. Group (n= 11192; 10569; 10206)</td> <td>72%</td> <td>72%</td> <td>73%</td> <td>73%</td> <td>73%</td> </tr> </tbody> </table>	Group	Fall 2014	Fall 2015	Fall 2016	2007-2008 Baseline	2020 Goal	African American/Black (n= 11267; 10281; 9511)	51%	52%	53%	54%	59%	Pacific Islander (n= 1166; 1131; 1210)	59%	62%	58%	59%	59%	White-Ref. Group (n= 11192; 10569; 10206)	72%	72%	73%	73%	73%
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<p>SE 3</p>	<p>Improve English through-put rates for African-American/Black, Hispanic,</p>	<p>Given that the metric defined by the Chancellor’s Office utilizes a six year time frame for evaluation of completion rates of basic skills courses, full data for the 2013 through 2016 cohorts will not be available until 2021. As such, a timely local evaluation metric was established using a one-year time frame. To compare one-year Basic Skills completion rates</p>																								

	<p>and Pacific Islander students to at least 42.7% by 2020</p>	<p>for each Disproportionate Impacted (DI) group, a baseline rate was created using the 2007-2008 cohort.</p> <p><b>Exhibit 3 Findings:</b></p> <ul style="list-style-type: none"> <li>• <b>One year English throughput has increased by 3% for African American/Black and Hispanic/Latino students and doubled for Pacific Islander students since 2008.</b></li> </ul> <p><i>Percent of students from cohort who successfully passed a transfer-level English (i.e., ENGL1) course within one year out of students whose first attempt of an English course was below transfer (i.e., ENGL 801A, 801B, 105)</i></p>  <table border="1"> <caption>One-Year English Throughput Rates by Cohort</caption> <thead> <tr> <th>Cohort</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2007-2008 Baseline</th> </tr> </thead> <tbody> <tr> <td>African American/Black (n= 720; 811; 718)</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>7%</td> </tr> <tr> <td>Hispanic/Latino (n= 2630; 2900; 2866)</td> <td>15%</td> <td>17%</td> <td>16%</td> <td>13%</td> </tr> <tr> <td>Pacific Islander (n= 92; 86; 82)</td> <td>8%</td> <td>19%</td> <td>16%</td> <td>8%</td> </tr> <tr> <td>White-Ref. Group (n= 435; 409; 391)</td> <td>22%</td> <td>23%</td> <td>25%</td> <td>21%</td> </tr> </tbody> </table> <p>Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. One-year throughput rate for the 2016-2017 cohort will be calculated at the end of spring 2018. The 2013-2014 is included in the graph as a best practice of three data points needed when reporting trend data.</p>	Cohort	2013-2014	2014-2015	2015-2016	2007-2008 Baseline	African American/Black (n= 720; 811; 718)	10%	10%	10%	7%	Hispanic/Latino (n= 2630; 2900; 2866)	15%	17%	16%	13%	Pacific Islander (n= 92; 86; 82)	8%	19%	16%	8%	White-Ref. Group (n= 435; 409; 391)	22%	23%	25%	21%
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<p>SE 4</p>	<p>Improve Reading completion rates for African-American/Black, White, male,</p>	<p>Given that the metric defined by the Chancellor’s Office utilizes a six year time frame for evaluation of completion rates of basic skills courses, full data for the 2013 through 2016 cohorts will not be available until 2021. As such, a timely local evaluation metric was</p>																									

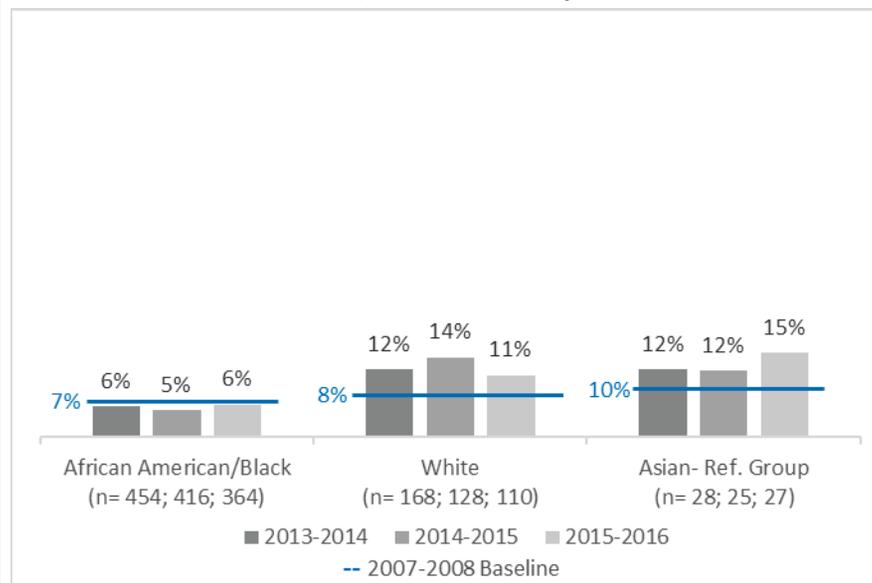
and DSPS students to at least 26.9%, 26.9%, 22.9%, and 22.2%, respectively by 2020

established using a one-year time frame. To compare one-year Basic Skills completion rates for each Disproportionate Impacted (DI) group, a baseline rate was created using the 2007-2008 cohort.

**Exhibit 4a Findings:**

- **One year reading throughput rates for African American/Black students remain below the baseline, while one year throughput for White students increased 3% since 2008.**

*Percent of students from cohort who successfully passed a transfer-level reading course (i.e., READ 82, 83, 84, 85) within one year out of students whose first attempt of a reading course (i.e., READ 880, 881, 882, 883) was below transfer.*

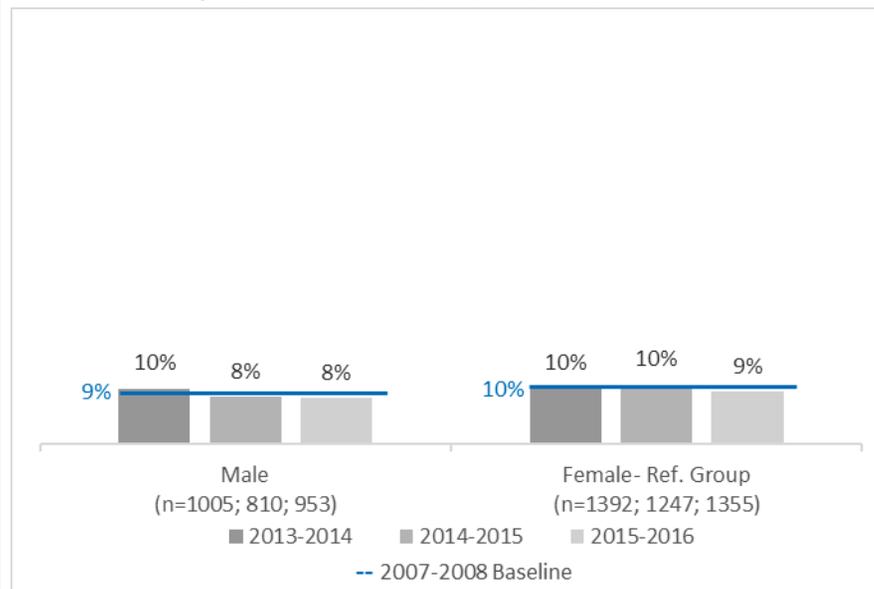


Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. One-year throughput rate for the 2016-2017 cohort will be calculated at the end of spring 2018. The 2013-2014 is included in the graph as a best practice of three data points needed to report trend data.

**Exhibit 4b Findings:**

- **One-year reading throughput continues to hover at baseline for male students since 2013-2014.**

*Percent of students from cohort who successfully passed a transfer-level reading course (i.e., READ 82, 83, 84, 85) within one year out of students whose first attempt of a reading course was below transfer (i.e., READ 880, 881, 882, 883).*



Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. One-year throughput rate for the 2016-2017 cohort will be calculated at the end of spring 2018. The 2013-2014 is included in the graph as a best practice of three data points needed to report trend data.

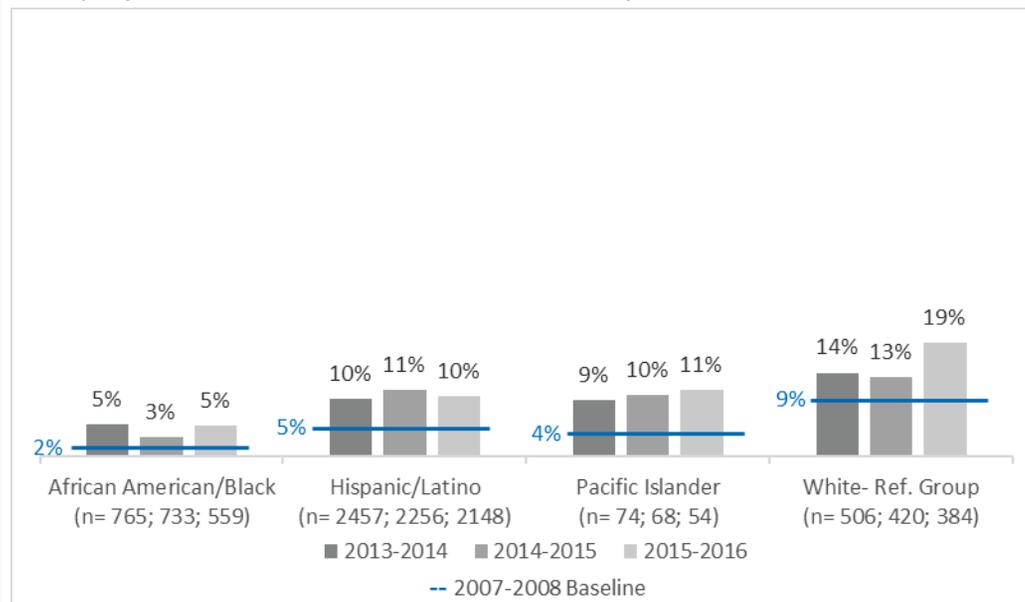
**Exhibit 4c Findings:**

- **One-year reading throughput for students with disabilities has decreased since 2013-2014 but remains above the 2007-2008 baseline.**

*Percent of students with disabilities who successfully passed a transfer-level reading course (i.e., READ 82, 83, 84, 85) within one year whose first attempt of a reading course was below transfer (i.e., READ 880, 881, 882, 883).*

		<p>The chart displays one-year math throughput rates for two groups: Students with Disabilities (n=97; 137; 102) and Students without Disabilities- Ref. Group (n=2300; 1932; 2207). The data is presented for three reporting years: 2013-2014, 2014-2015, and 2015-2016. A blue dashed line represents the 2007-2008 Baseline. For Students with Disabilities, the rates are 12% (2013-2014), 6% (2014-2015), and 6% (2015-2016), with a baseline of 3%. For Students without Disabilities- Ref. Group, the rates are 10% (2013-2014), 9% (2014-2015), and 10% (2015-2016), with a baseline of 10%.</p> <table border="1"> <thead> <tr> <th>Group</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2007-2008 Baseline</th> </tr> </thead> <tbody> <tr> <td>Students with Disabilities (n=97; 137; 102)</td> <td>12%</td> <td>6%</td> <td>6%</td> <td>3%</td> </tr> <tr> <td>Students without Disabilities- Ref. Group (n=2300; 1932; 2207)</td> <td>10%</td> <td>9%</td> <td>10%</td> <td>10%</td> </tr> </tbody> </table> <p>Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. One-year throughput rate for the 2016-2017 cohort will be calculated at the end of spring 2018. The 2013-2014 is included in the graph as a best practice of three data points needed to report trend data.</p>	Group	2013-2014	2014-2015	2015-2016	2007-2008 Baseline	Students with Disabilities (n=97; 137; 102)	12%	6%	6%	3%	Students without Disabilities- Ref. Group (n=2300; 1932; 2207)	10%	9%	10%	10%
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<p>SE 5</p>	<p>Improve Math completion rates for African-American/Black, Hispanic, Pacific Islander, and DSPTS students to at least 26.6%, 26.6%, 26.6%, and 20.8%, respectively by 2020</p>	<p>Given that the metric defined by the Chancellor’s Office utilizes a six year time frame for evaluation of completion rates of basic skills courses, full data for the 2013 through 2016 cohorts will not be available until 2021. As such, a timely local evaluation metric was established using a one-year time frame. To compare one-year Basic Skills completion rates for each Disproportionate Impacted (DI) group, a baseline rate was created using the 2007-2008 cohort.</p> <p><b>Exhibit 5a Findings:</b></p> <ul style="list-style-type: none"> <li>• <b>One-year math throughput has remained steadily above the 2007-2008 baseline for African American/Black students.</b></li> <li>• <b>One-year math throughput for Hispanic/Latino and Pacific Islander students increased relative to the baseline.</b></li> </ul>															

Percent of students from cohort who successfully passed a transfer-level or one level below transfer-level math (i.e., MATH 130) course within one year out of students whose first attempt of a math course was 2-4 levels below transfer (i.e., MATH 805, 810, 815).



Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. One-year throughput rate for the 2016-2017 cohort will be calculated at the end of spring 2018. The 2013-2014 is included in the graph as a best practice of three data points needed to report trend data.

**Exhibit 5b Findings:**

- **One-year math throughput for students with disabilities has decreased since 2014 but remains above the 2007-2008 baseline.**

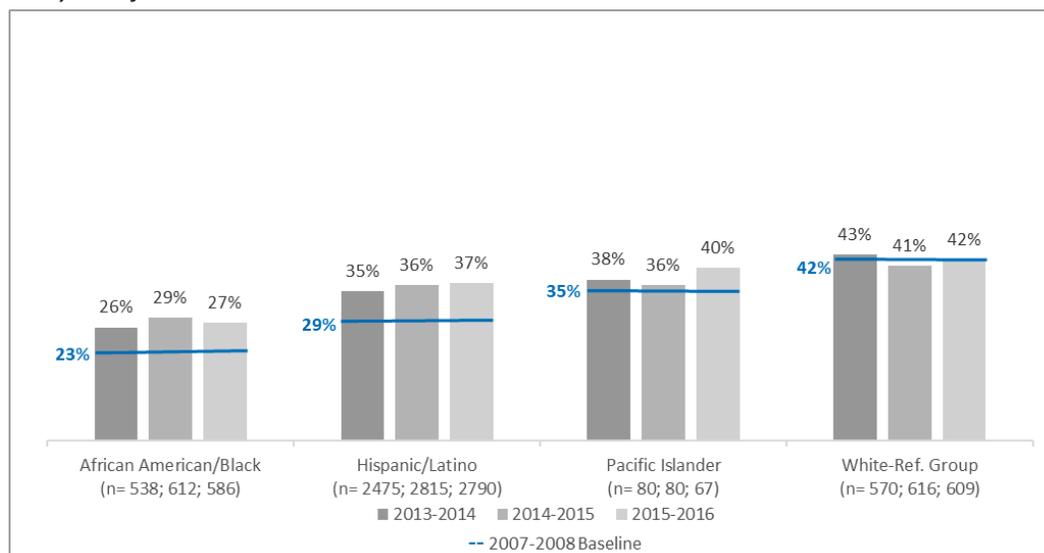
Percent of students from cohort who successfully passed a transfer-level or one level below transfer-level math course (i.e., MATH 130) within one year of all students whose first attempt of a math course was 2-4 levels below transfer (i.e., MATH 805, 810, 815).

		<p>The chart displays throughput rates for two groups: 'Students with Disabilities' and 'Students without Disabilities- Ref. Group'. For the 'Students with Disabilities' group (n=139; 132; 173), the rates are 12% (2013-2014), 7% (2014-2015), and 7% (2015-2016). For the 'Students without Disabilities- Ref. Group' (n=4082; 3671; 3325), the rates are 10% (2013-2014), 10% (2014-2015), and 11% (2015-2016). A blue dashed line indicates the 2007-2008 baseline at 3% for the first group and 6% for the second group.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Students with Disabilities (%)</th> <th>Students without Disabilities- Ref. Group (%)</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>12%</td> <td>10%</td> </tr> <tr> <td>2014-2015</td> <td>7%</td> <td>10%</td> </tr> <tr> <td>2015-2016</td> <td>7%</td> <td>11%</td> </tr> <tr> <td>2007-2008 Baseline</td> <td>3%</td> <td>6%</td> </tr> </tbody> </table> <p>Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. One-year throughput rate for the 2016-2017 cohort will be calculated at the end of spring 2018. The 2013-2014 is included in the graph as a best practice of three data points needed to report trend data.</p>	Year	Students with Disabilities (%)	Students without Disabilities- Ref. Group (%)	2013-2014	12%	10%	2014-2015	7%	10%	2015-2016	7%	11%	2007-2008 Baseline	3%	6%
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SE 6	<p>Improve degree completion rates for African-American/Black, Hispanic, Pacific Islander, and DSPS students to at least 13.2%, 13.2%, 13.2%, and 10.6%, respectively by 2020.</p>	<p>Given that the metric defined by the Chancellor’s Office utilizes a six year period for degree completion and a three year period to establish the intent to complete cohort, the data reported here includes a one year intent to complete cohort (i.e., of first-time students who complete at least 6 units and attempted math or English within one year of enrollment) and a one-and-a-half (1.5) year period to complete half of the degree requirements (30 units).</p>															

**Exhibit 6a Findings:**

- **The percent of intent to complete students who have completed half of the degree requirements within 1.5 years has increased for African American/Black, Hispanic/Latino, and Pacific Islander students by 4%, 8%, and 5% respectively from the 2007-2008 baseline.**

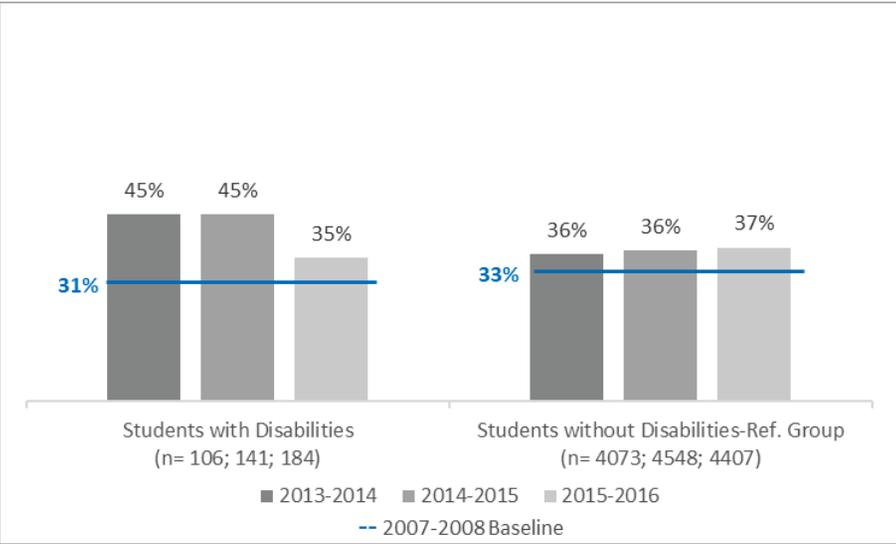
*Percent of students in cohort who complete half of the degree requirements in 1.5 years over all first-time students who complete at least 6 units and attempted math or English within one year of enrollment.*



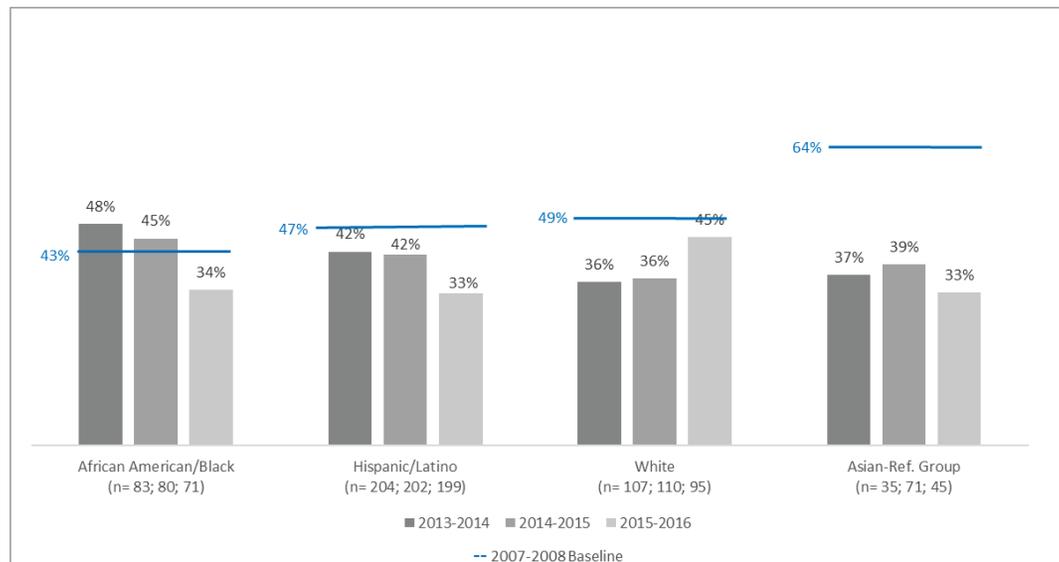
Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. Half of degree requirements completed within 1.5-year rate for the 2016-2017 cohort will be calculated at the end of fall 2018. The 2013-2014 cohort is included in the graph as a best practice of three data points needed to report trend data.

**Exhibit 6b Findings:**

- **The percent of intent to complete students who have completed half of the degree requirements within 1.5 years has increased for students with disabilities by 4% from 2007-2008 baseline to 2015-2016 rate.**

		<p><i>Percent of students with disabilities in cohort who complete half of the degree requirements in 1.5 years over all first-time students with disabilities who complete at least 6 units and attempted math or English within one year of enrollment</i></p>  <table border="1" data-bbox="779 280 1675 824"> <thead> <tr> <th>Group</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2007-2008 Baseline</th> </tr> </thead> <tbody> <tr> <td>Students with Disabilities (n= 106; 141; 184)</td> <td>45%</td> <td>45%</td> <td>35%</td> <td>31%</td> </tr> <tr> <td>Students without Disabilities-Ref. Group (n= 4073; 4548; 4407)</td> <td>36%</td> <td>36%</td> <td>37%</td> <td>33%</td> </tr> </tbody> </table> <p>Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. Half of the degree requirements completed within 1.5-year rate for the 2016-2017 cohort will be calculated at the end of fall 2018. The 2013-2014 cohort is included in the graph as a best practice of three data points needed to report trend data.</p>	Group	2013-2014	2014-2015	2015-2016	2007-2008 Baseline	Students with Disabilities (n= 106; 141; 184)	45%	45%	35%	31%	Students without Disabilities-Ref. Group (n= 4073; 4548; 4407)	36%	36%	37%	33%
Group	2013-2014	2014-2015	2015-2016	2007-2008 Baseline													
Students with Disabilities (n= 106; 141; 184)	45%	45%	35%	31%													
Students without Disabilities-Ref. Group (n= 4073; 4548; 4407)	36%	36%	37%	33%													
SE 7	<p>Improve certificate completion rates for African-American/Black, Hispanic, White, unknown, and male students to at least 23.1%, 23.1%, 23.1%, 23.1%, and 17.8%, respectively by 2020.</p>	<p>Given that the Chancellor’s Office metric utilizes a six year period for certificate completion and a three year period to establish the Career Technical Education (CTE) cohort, the data reported here includes a one-year CTE cohort (i.e., of first-time students who complete at least 8 units of CTE coursework in a single discipline within a year) and a one-and-a-half (1.5) year period to complete 18 units of CTE coursework in a single discipline.</p> <p><b>Exhibit 7a Findings:</b></p> <ul style="list-style-type: none"> <li>• <b>The percent of students who have completed 18 units of CTE coursework in a single discipline within 1.5 years has decreased for by 9% for African American/Black students, 14% for Hispanic/Latino students, and 4% for White students.</b></li> </ul>															

*Percent of students who complete at least 18 units of CTE coursework in a single discipline within 1.5 years*



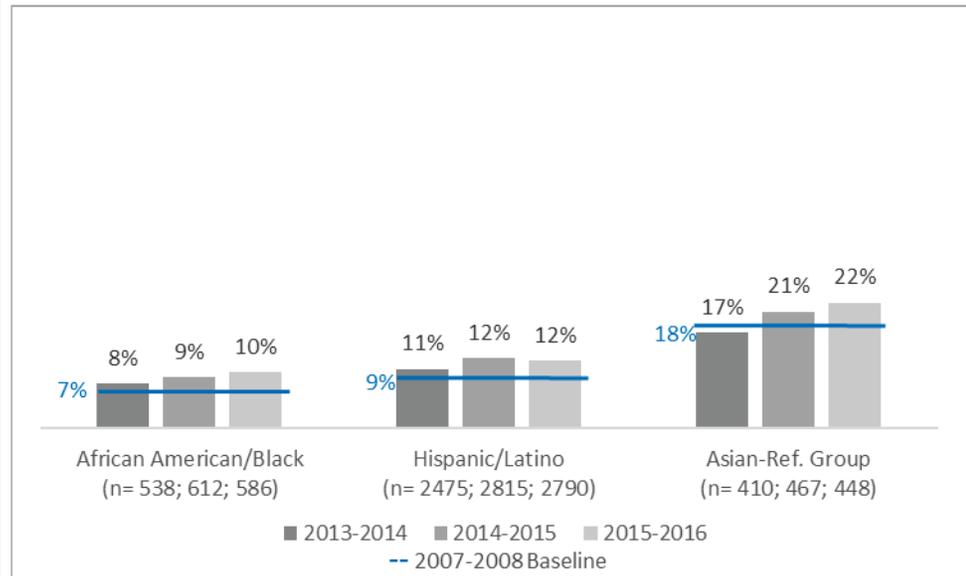
Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. Eighteen units completed within 1.5-year rate for the 2016-2017 cohort will be calculated at the end of fall 2018. The 2013-2014 cohort is included in the graph as a best practice of three data points needed to report trend data. Data is not available for the “unknown” student group.

**Exhibit 7b Findings:**

- **The percent of students who have completed 18 units of CTE coursework in a single discipline within 1.5 years has decreased by 9% for male students.**

*Percent of students who complete at least 18 units of CTE coursework in a single discipline within 1.5 years.*

		<table border="1"> <caption>Percent of intent to complete students who complete half of the transfer requirements in 1.5 years</caption> <thead> <tr> <th>Group</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2007-2008 Baseline</th> </tr> </thead> <tbody> <tr> <td>Male (n= 253; 281; 241)</td> <td>42%</td> <td>42%</td> <td>34%</td> <td>53%</td> </tr> <tr> <td>Female-Ref. Group (n= 211; 203; 187)</td> <td>39%</td> <td>39%</td> <td>40%</td> <td>43%</td> </tr> </tbody> </table> <p>Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. Eighteen units completed within 1.5-year rate for the 2016-2017 cohort will be calculated at the end of fall 2018. The 2013-2014 cohort is included in the graph as a best practice of three data points needed to report trend data.</p>	Group	2013-2014	2014-2015	2015-2016	2007-2008 Baseline	Male (n= 253; 281; 241)	42%	42%	34%	53%	Female-Ref. Group (n= 211; 203; 187)	39%	39%	40%	43%
Group	2013-2014	2014-2015	2015-2016	2007-2008 Baseline													
Male (n= 253; 281; 241)	42%	42%	34%	53%													
Female-Ref. Group (n= 211; 203; 187)	39%	39%	40%	43%													
SE 8	<p>Improve transfer completion rates for African-American/Black, Hispanic, DSPS, and economically disadvantaged students to at least 33.4%, 33.4%, 27.5%, and 32.6%, respectively by 2020.</p>	<p>Given that the Chancellor’s Office metric utilizes a six year period for transfer completion and a three year period to establish the intent to complete cohort, the data reported here includes a one year intent to complete cohort (i.e., of first-time students who complete at least 6 units and attempted math or English within one-year of enrollment) and a one-and-a-half (1.5) year period to complete half of the transfer requirements (30 transferable units).</p> <p><b>Exhibit 8a Findings:</b></p> <ul style="list-style-type: none"> <li>• <b>The percent of intent to complete students who have completed 30 transferable units within 1.5 years has increased for both African American/Black and Hispanic/Latino students by 3% from the 2007-2008 baseline.</b></li> </ul> <p><i>Percent of intent to complete students who complete half of the transfer requirements in 1.5 years</i></p>															

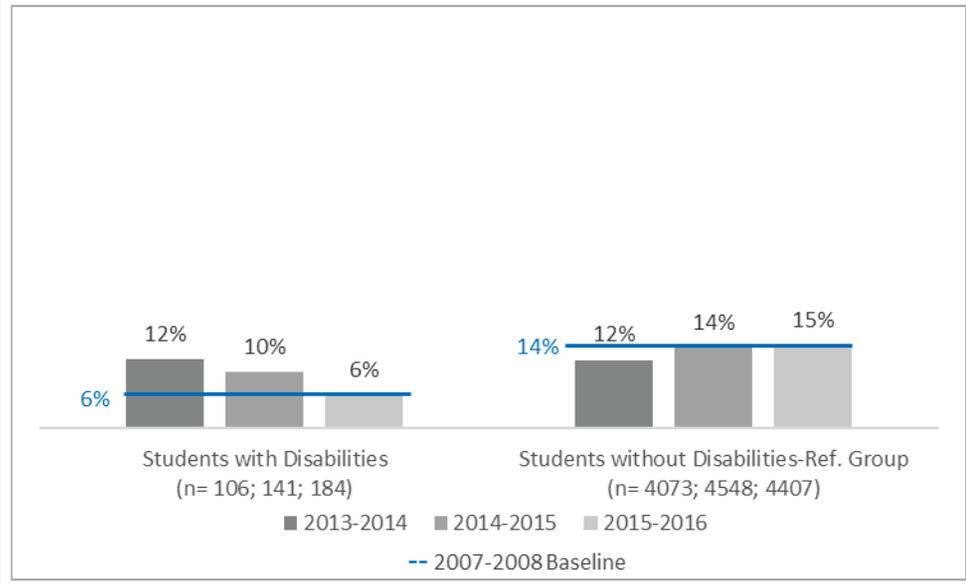


Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. Half of transfer requirements completed within 1.5-year rate for the 2016-2017 cohort will be calculated at the end of fall 2018. The 2013-2014 cohort is included in the graph as a best practice of three data points needed to report trend data.

**Exhibit 8b Findings:**

- **The completion of half of the transfer requirements within 1.5 years remains at the 2007-2008 baseline rate for students with disabilities.**

*Percent of intent to complete students who complete half of the transfer requirements in 1.5 years*



Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. Half of transfer requirements completed within 1.5-year rate for the 2016-2017 cohort will be calculated at the end of fall 2018. The 2013-2014 cohort is included in the graph as a best practice of three data points needed to report trend data.

**Exhibit 8c Findings:**

- **The completion of half of the transfer requirements within 1.5 years has increased for low income students by 2% from the baseline to 2015-2016.**

*Percent of intent to complete students who complete half of the transfer requirements in 1.5 years*

		<p>Notes: Student Equity reporting years are 2014-2015, 2015-2016, and 2016-2017. Half of transfer requirements completed within 1.5-year rate for the 2016-2017 cohort will be calculated at the end of fall 2018. The 2013-2014 cohort is included in the graph as a best practice of three data points needed to report trend data.</p> <table border="1"> <caption>Student Equity Reporting Years Data</caption> <thead> <tr> <th>Income Group</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2007-2008 Baseline</th> </tr> </thead> <tbody> <tr> <td>Low Income (n= 2787; 3115; 2802)</td> <td>11%</td> <td>14%</td> <td>13%</td> <td>15%</td> </tr> <tr> <td>Not Low Income (n= 1392; 1574; 1789)</td> <td>14%</td> <td>16%</td> <td>17%</td> <td>15%</td> </tr> </tbody> </table>	Income Group	2013-2014	2014-2015	2015-2016	2007-2008 Baseline	Low Income (n= 2787; 3115; 2802)	11%	14%	13%	15%	Not Low Income (n= 1392; 1574; 1789)	14%	16%	17%	15%
Income Group	2013-2014	2014-2015	2015-2016	2007-2008 Baseline													
Low Income (n= 2787; 3115; 2802)	11%	14%	13%	15%													
Not Low Income (n= 1392; 1574; 1789)	14%	16%	17%	15%													
BSI	Enhance student preparedness to effectively utilize college resources and to succeed in foundational academic coursework	Collaboration between Learning and Academic Resources and the Reading Department to eliminate the lowest level of Reading and replace it with self-paced, individualized content delivery. In Fall 2016, the Reading Department deactivated READ880, the lowest basic skills level Reading course.															
BSI	Improve the rate at which students achieve their educational and career goals	The Success Centers received a comprehensive evaluation of SLA activities from Institutional Effectiveness that highlighted students who most need Success Centers services are not likely to use them. Based on this insight, the Success Centers are using Design Thinking to design innovative ways to attract all students to the Success Centers.															
BSI	Increase student educational gains in under-represented groups	From 2015-2017, LBCC served under-represented groups by expanding supplemental instruction (SI) from 75 to 205 courses (i.e. offerings more than doubled).															

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

Success:

- Innovative and passionate faculty and staff have driven the work of the initiatives
- Participatory Governance standing committee that include the co-chairs of SSSP, Student Equity, and BSI have allowed for integration of planning and efforts
- Strategically used technology to deliver services and interventions
- Embedded BSI, Student Equity, and SSSP in annual department and school plans

Lack thereof:

- Lack of institutional understanding of what defines the initiatives (e.g., purpose of SSSP, definition of student equity)
- Silos exist requiring more consistent communication
- Lack of integration across existing projects preventing collaboration and effective institutionalization

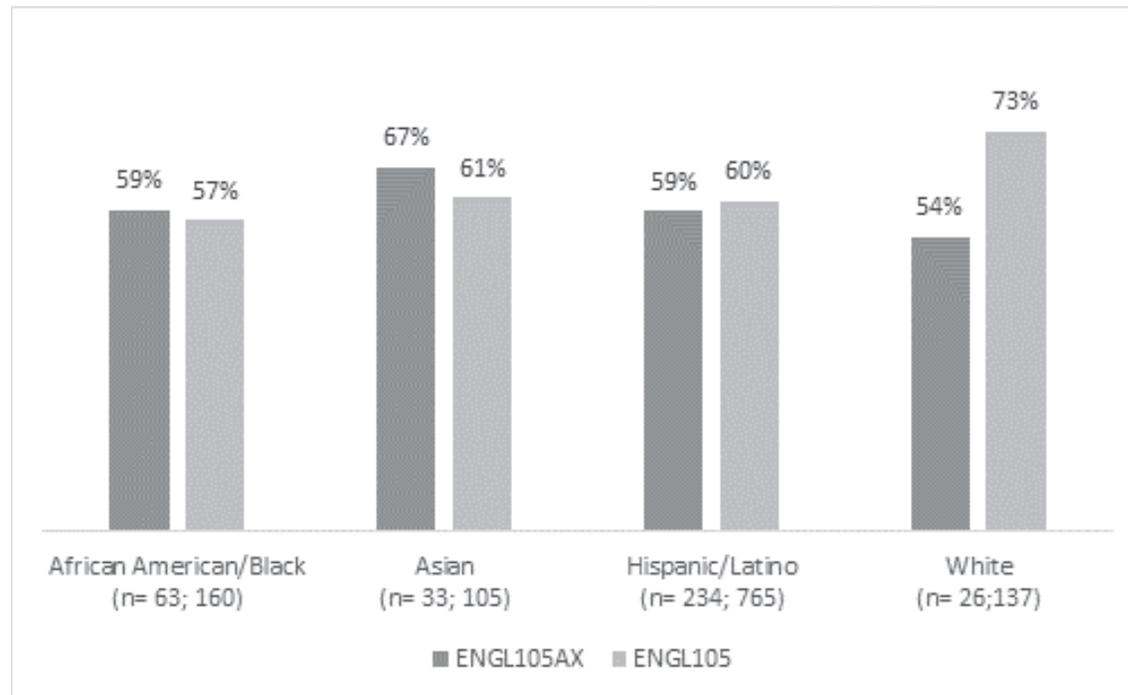
**c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)**

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Improve the rate at which students achieve their educational and career goals	Provided students with orientation to acclimate them to LBCC; Rendered assessments informed by multiple measures to ensure appropriate course placement; Developed educational plans with students that encouraged them to stay on path toward their educational goals; and provided follow-up services to keep students on their intended path	Supported the development of innovative alternative pedagogy in English, Reading, and Math that increased course success rates for disproportionately impacted groups	Provided academic support for students in basic skills sequence (e.g., tutoring, supplemental learning assistance)

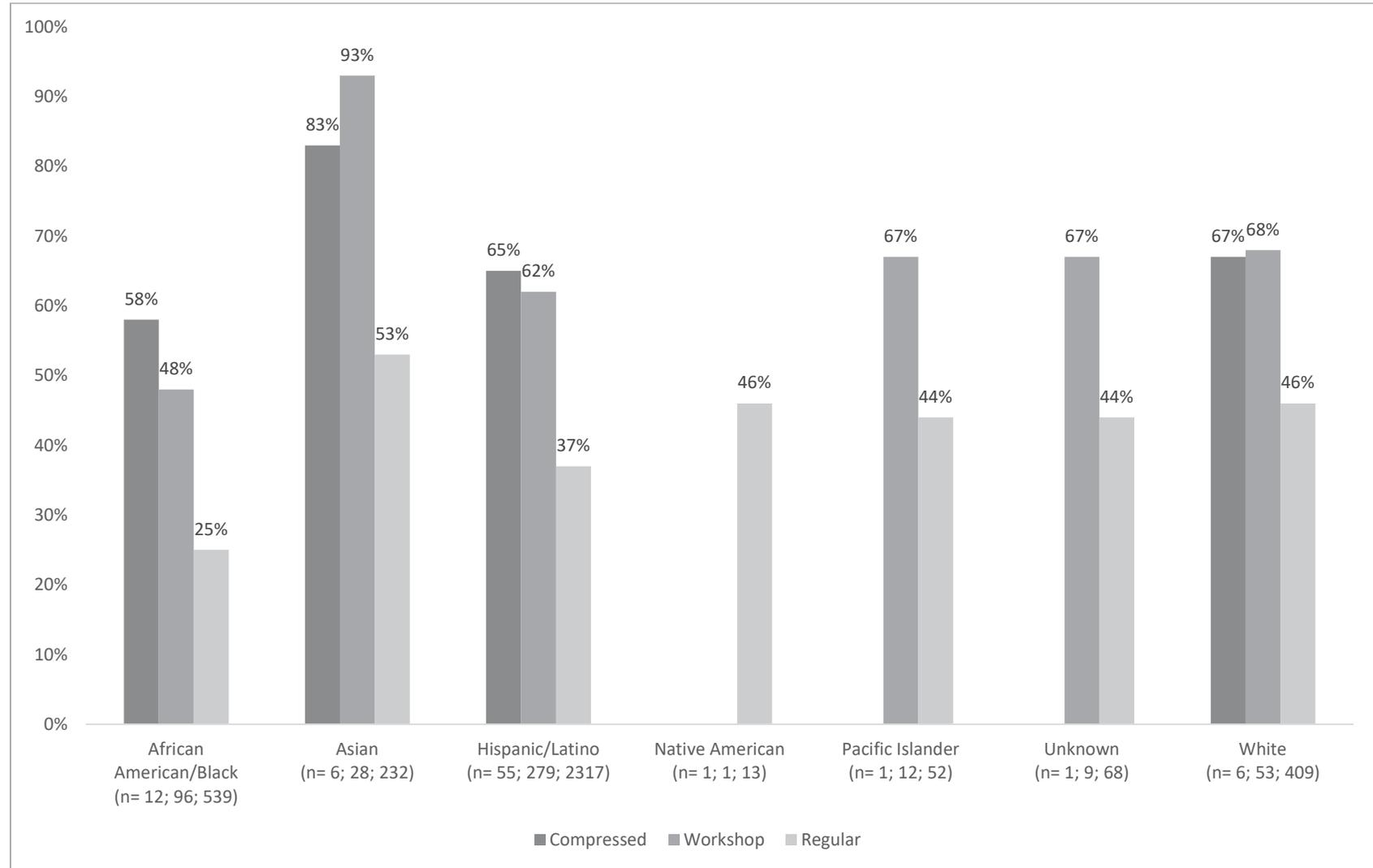
**2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.**

One strategy that is resulting in improvements in basic skills through-put rates is the use of innovative alternative pedagogy. In particular, the English Department developed both accelerated and compressed courses that allowed students to take developmental level courses and transfer-level in the same semester (ENGL 105AX). The English Department is now looking to expand the effort by offering a greater number of accelerated course sections (See Exhibit 9). The Math Department has implemented multiple projects including ALEKS, flipped classrooms, bootcamps, compressed classes, and integrated wrap around services such as counseling and study skills (See Exhibit 10). The Reading Department has implemented compressed courses and eliminated the lowest level of Reading replacing it with a non-credit self-paced course that allows students to target their own individual academic needs in order to reassess into a higher level Reading course (See Exhibit 11). While several sample sizes are small, evaluation data show that these various strategies have increased course success rates for disproportionately impacted groups.

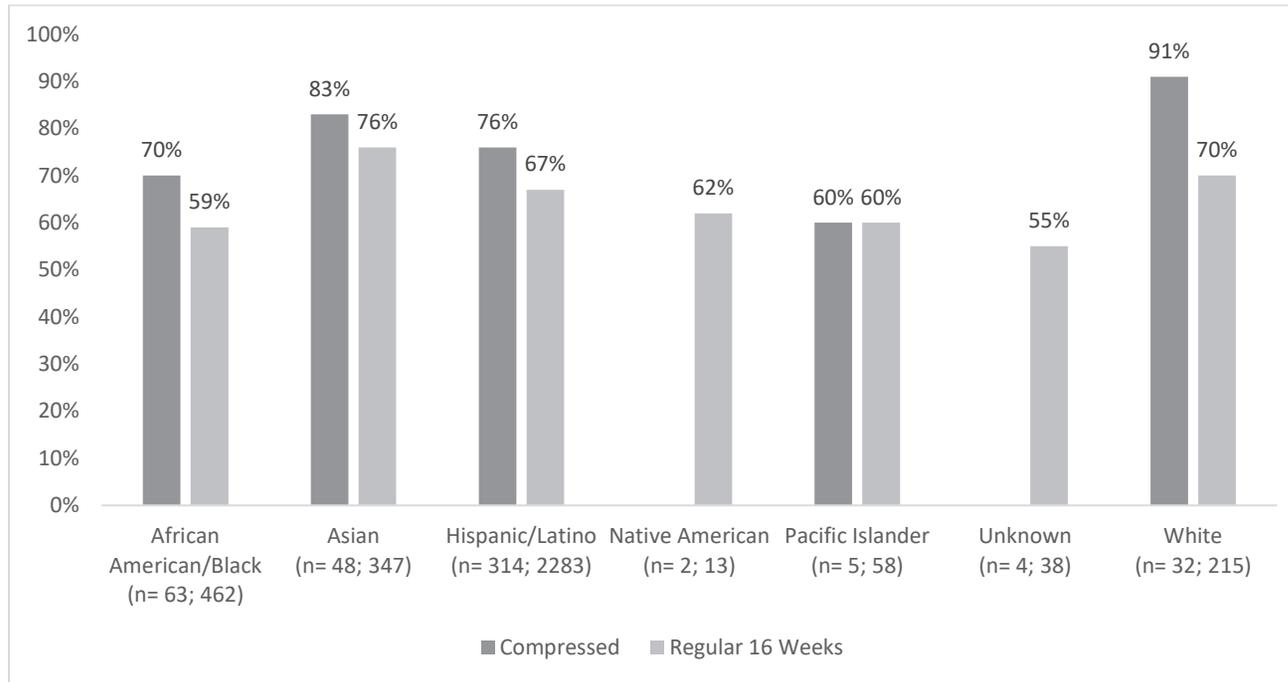
**Exhibit 9. ENGL 105AX and ENGL 105 Success Rates by Race/Ethnicity (Spring 2017)**



**Exhibit 10. MATH 110 ALEKS/Compressed and MATH 110 Traditional Success Rates by Race/Ethnicity (2015-16 Academic Year)**



**Exhibit 11: Success Rate of Compressed vs Traditional Reading Courses by Race/Ethnicity (2016-17 Academic Year)**



**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 A: Ensure students are learning (LBCC Strategic Plan Goal 1)	<p>Support students to develop digital fluency to effectively learn, interpret, analyze, and communicate information within digitally connected communities of practice that align with career and educational pathways (LBCC Strategic Plan Strategy 1.14)</p> <p>Incorporate equity-minded, student centered teaching strategies and relevant curriculum (LBCC Strategic Plan Strategy 1.13)</p>	<p>Support faculty to embrace innovative teaching strategies to enhance student engagement and learning (e.g., blended teaching methods, flipped classrooms, self-paced and adaptive learning software, transformative pedagogy, etc.) (LBCC Strategic Plan Strategy 1.16)</p> <p>Incorporate equity-minded, student centered teaching strategies and relevant curriculum (LBCC Strategic Plan Strategy 1.13)</p>	<p>Support faculty to embrace innovative teaching strategies to enhance student engagement and learning (e.g., blended teaching methods, flipped classrooms, self-paced and adaptive learning software, transformative pedagogy, etc.) (LBCC Strategic Plan Strategy 1.16)</p> <p>Incorporate equity-minded, student centered teaching strategies and relevant curriculum (LBCC Strategic Plan Strategy 1.13)</p>	<ul style="list-style-type: none"> <li>● Access</li> <li>● ESL/Basic Skills Completion</li> <li>● Course Completion</li> <li>● Transfer</li> <li>● Degree &amp; Certificate Completion</li> </ul>

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Goal B: Help students complete and transition (LBCC Strategic Plan Goal 1)	Provide informational and human connections to transfer institutions that facilitate students’ progress in baccalaureate programs (LBCC Strategic Plan Strategy 1.18)	Provide informational and human connections to transfer institutions that facilitate students’ progress in baccalaureate programs (LBCC Strategic Plan Strategy 1.18)  Provide opportunities for graduates to provide feedback on LBCC program effectiveness and to serve as mentors and role models for new students (LBCC Strategic Plan Strategy 1.21)		<ul style="list-style-type: none"> <li>● Transfer</li> <li>● Degree &amp; Certificate Completion</li> </ul>
Goal C: Treat college preparedness as an issue of equity and design academic courses, programs, and supports to close gaps in student preparedness among different student groups (LBCC Strategic Plan Goal 2)	Provide targeted and efficient supports and interventions to close specific gaps in foundational knowledge and skills (LBCC Strategic Plan Strategy 2.7)	Continue to develop models for accelerating students’ progress through foundational skills development and support the policies and practices that enable the college to deliver the most effective models to scale (LBCC Strategic Plan Strategy 2.4)  Provide targeted and efficient supports and interventions to close specific gaps in foundational knowledge and skills (LBCC Strategic Plan Strategy 2.7)	Provide targeted and efficient supports and interventions to close specific gaps in foundational knowledge and skills (LBCC Strategic Plan Strategy 2.7)	<ul style="list-style-type: none"> <li>● ESL/Basic Skills Completion</li> </ul>

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Goal D: Revitalize a positive, mutually supportive and caring Long Beach City College community that sustains a sense of belonging and affirms the contributions of all members (Strategic Plan Goal 3)	<p>Redefine institutional roles and boundaries to break down departmental boundaries that inhibit well-coordinated and nurturing support and focus on students (e.g., create student success teams of discipline faculty, Counseling faculty, advisors, instructional specialists, tutors, etc.) (LBCC Strategic Plan Strategy 3.1)</p> <p>Establish processes and practices to welcome students to their chosen educational and career pathway and to support their evolving engagement- first as newcomers and ultimately as professionals (LBCC Strategic Plan Strategy 3.2)</p>	<p>Redefine institutional roles and boundaries to break down departmental boundaries that inhibit well-coordinated and nurturing support and create student success (e.g., create student success teams of discipline faculty, Counseling faculty, advisors, instructional specialists, tutors, etc.) (LBCC Strategic Plan Strategy 3.1)</p> <p>Establish processes and practices to welcome students to their chosen educational and career pathway and to support their evolving engagement- first as newcomers and ultimately as professionals (LBCC Strategic Plan Strategy 3.2)</p>	<p>Redefine institutional roles and boundaries to break down departmental boundaries that inhibit well-coordinated and nurturing support and focus on students (e.g., create student success teams of discipline faculty, Counseling faculty, advisors, instructional specialists, tutors, etc.) (LBCC Strategic Plan Strategy 3.1)</p>	<ul style="list-style-type: none"> <li>● Access</li> <li>● Retention</li> <li>● Transfer</li> <li>● ESL/Basic Skills Completion</li> <li>● Degree &amp; Certificate Completion</li> </ul>

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Goal E: Streamline and simplify business processes for students and staff (Strategic Plan Goal 4)	Continue to invest in a comprehensive business process review and implement technology and process improvements that are informed by efficiency benchmarks and by user-centered design (LBCC Strategic Plan Strategy 4.14)	Continue to invest in a comprehensive business process review and implement technology and process improvements that are informed by efficiency benchmarks and by user-centered design (LBCC Strategic Plan Strategy 4.14)		<ul style="list-style-type: none"> <li>● Access</li> <li>● Retention</li> <li>● Transfer</li> <li>● Degree &amp; Certificate Completion</li> </ul>

**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 Integrated Plan goals are from the 2016-2022 LBCC Strategic Plan developed through a participatory governance process. Moreover, the committees for SSSP, SE, and BSI report to the Student Success Committee (SSC) which then reports to the College Planning Committee (CPC). The membership of CPC in part consists of the Executive Administrative team and the Academic Senate Executive team. The membership of the SSC includes the co-chairs of each initiative, classified staff, faculty, administrators, and leadership of other large initiatives (e.g., Adult Education). The SSC provides leadership, coordination, and documentation of the college's student success agenda based on institutional goals and goals included in college plans that address different aspects of student success. As such, the SSC serves as one of the primary points of integration for matriculation, instruction, student equity, and student support and where we will lay the groundwork for accomplishing our Integrated Plan goals. In addition, the co-chairs of SSSP, Student Equity, and BSI will meet on a regular basis throughout the year to ensure continued integration of the work within the three plans as well as with categorical programs and campus-based groups including UMOJA, PUENTE, DSPPS, Guardian Scholars, Veterans, and EOP&S. Finally, as part of the process of writing this Integrated Plan, the college developed draft logic models for each activity associated with the integrated goals listed in question 3. This was the first step in the process of drilling down to the details of how the different areas of the college can integrate and coordinate to accomplish each activity. The college will continue to develop and refine the logic models, as well as develop comprehensive, data-driven evaluation plans.

**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)**

At present, and under the Integrated Plan, SSSP will continue to provide matriculation services for non-credit students moving through coursework in Basic Adult Education (BAE) and English as a Second Language (ESL). Matriculation services include assessment, orientation, educational planning, and follow up services for at-risk students. In addition, the Adult Education Committee has been charged with creating an Adult Education Program in alignment with the Adult Education Block Grant (AEBG) guidelines. These efforts will include expanding non-credit offerings on campus and in the local Long Beach community. Moreover, the Director of Adult Education is a member of the Student Equity Subcommittee, and the co-chairs for Adult Education are members of the Student Success Committee. The Director of Adult Education also participated in the Integrated Planning Workgroup.

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

In coordination with the Faculty Professional Development Coordinator, the co-chairs of the Integrated Plan will facilitate various professional development opportunities including institutionalizing student equity via equity themed flex days, equity training for classified, Center for Urban Education (CUE) training for administrators, faculty and classified, CUE classroom observations, Community College Equity Assessment Lab (CCEAL) training and classroom observations, On-Course Training, and equitizing the faculty hiring process. The Student Equity Subcommittee supports student equity conference opportunities. Moreover, SSSP will continue to provide professional development opportunities, including funding conferences, for faculty and staff that align with the delivery of the core services.

**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)**

LBCC will evaluate progress toward our Integrated Plan goals using the standard metrics for SSSP, SE and BSI as well as the college's Strategic Plan metrics that are based on Completion by Design (i.e., connection, entry, progress, completion, and transition). Summative and formative evaluations will be completed throughout the year. Moreover, the data from the evaluations will be used to further refine the delivery of activities in alignment with the Integrated Plan goals.

**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)**

Long Beach Community College is a single college district.

**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.**

Long Beach CCD
Long Beach City 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 information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 65,976	\$ 250,000	\$ 809,821	\$ 1,913,305	\$ -	\$ 40,081	
2000	Classified and Other Nonacademic Salaries	\$ 380,279	\$ 229,000	\$ 1,450,833	\$ 260,645	\$ 90,246	\$ 55,391	
3000	Employee Benefits	\$ 69,951	\$ 116,670	\$ 776,858	\$ 972,700	\$ 39,312	\$ 45,885	
4000	Supplies & Materials	\$ 50,847	\$ 309,572	\$ 27,058	\$ -	\$ 11,799	\$ -	
5000	Other Operating Expenses and Services	\$ 2,290	\$ 738,913	\$ 82,080	\$ -	\$ -	\$ -	
6000	Capital Outlay	\$ -	\$ 15,638	\$ -	\$ -	\$ -	\$ -	
7000	Other Outgo		\$ 765,000	\$ -	\$ -	\$ -	\$ -	
	<b>Program Totals</b>	\$ 569,343	\$ 2,424,793	\$ 3,146,650	\$ 3,146,650	\$ 141,357	\$ 141,357	
					<b>Match</b>		<b>Match</b>	
		<b>BSI, SE, &amp; SSSP Budget Total</b>						<b>\$ 6,282,143</b>

\*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

**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:**

<http://archive.lbcc.edu/studentequity/>

**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?**

Long Beach City College suggests the following support to achieve our goals for student success:

- Quarterly workshops to maintain regular communication on Integrated Planning efforts and expectations
- Regular communication and training on decision making for expenditures
- Opportunities for continued professional development on best practices around student success and equity efforts
- Clarification of definitions as they relate to the Integrated Plan (e.g. activity, strategy, goal)
- Opportunities to learn from best practices implemented by other colleges

**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:** Kimberly McGinnis  
**Title:** Vice President, Student Support Services  
**Email Address:** [kmcginnis@lbcc.edu](mailto:kmcginnis@lbcc.edu)  
**Phone:** (562) 938-4140

**Alternate Name:** Kathleen Scott  
**Title:** Vice President, Academic Affairs  
**Email Address:** [k2scott@lbcc.edu](mailto:k2scott@lbcc.edu)  
**Phone:** (562) 938-4209