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

Part I – Deadlines and Important Information

- Submission deadline: **December 15, 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 15, 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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
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</table>
| **Student Equity Plan Goal 1:** The College will improve the course completion rates among disproportionately impacted groups promoting them from “great concern” or “concern” to “moderate concern” or “no concern” area from 2017-2017 | · Hispanic, Disproportionate Impact (DI) stayed the same at “moderate concern”  
· Foster Youth DI changed from “great concern” to “moderate concern”  
· Alaskan/Native student DI increased from “no concern” to “moderate concern”  
NB: Current DI data was provided by PRO on 01.30.17 |
| **Student Equity Plan Goal 2:** The college will raise the Basic Skills sequence completion rates among disproportionately impacted groups according to the degree of concern they have from 2014-2017 | · African American student DI changed from “moderate concern” to “no concern”  
· Latino/a student DI increased from “moderate concern” to “concern”  
· Foster Youth DI increased from “concern” to “great concern”  
NB: Current DI data was provided by PRO on 01.30.17 |
| **BSI Goal 1:**  
The semester-by-semester success rate of students who take basic skills math courses will increase by 1% annually during the 2014-15, 2015-16, and 2016-17 academic years (when compared to the 2008-2011 average rates.) | The Math department shows a small, yet statistically significant decrease in overall student success rate in basic skills math courses taken between 2011-13 at 55.5% overall success rate compared to 2013-15 and a 53.2% success rate.  
In spite of the decrease, there have been changes that the math department is taking to address student success at the basic skills. We have done a redesign of Algebra with a direct pathway to stats that launched in Fall 2016. We have also redesigned our Intermediate Algebra to offer a course for non-science majors, Math 142. This is a new developed course for students who want to take Math 12 or pursue an education plan that doesn’t require pre-calculus and calculus. Math 142 so demonstrated an 11% increase in student success rate than the regular Intermediate Algebra, Math 152.  
We have also increased the offerings of a 1-semester instructor-led pre-Algebra class, Math 254SI, offering it in the summer and...
throughout the year in both Aptos and Watsonville center. This course has a high success rate of 67% on average. Math PLUS, the one-week intensive math review, has become open to all Cabrillo students as of 2015. It is helping both acceleration of students into higher level math as well as course success for the semester and will have 600 students participate for the 2016-17 academic year. The Math department is creating pathways through curricular design, intensive math reviews, acceleration, and resources such as textbooks, calculators, and such for students connected to resource programs. There is also exploration of how to integrate growth mindset strategies into math curriculum.

| BSI Goal 2: | The overall course success in English at the basic skills level in 2011-13 was 65.6% and 2013-15 was 64.4%. This difference in English course success does not represent a difference of statistical significance. A primary focus for the English program has been learning communities, which have proven to offer greater retention and success for Latinos, first generation, and low-income. Students who are part of a learning community program have on average a 75-82% success rate at passing their English class at the 255 and 100 level as supposed to the average success rate over 2011-15 period of 64% and 68% respectively. |
| SSSP Goal 1: | Hired an orientation coordinator to review and update online orientation (complete); Identified and designed an FAQ for college website to provide consistent and current information to incoming students (complete); revived in-person orientation to augment the online orientation (complete- year 2, av. 350 students); co-design “in-time” orientations with college services (ongoing) i.e., Guardian Scholars, veterans, AB 540/undocumented, re-entry. |
| SSSP Goal 2: | Pilot possible chemistry assessment (in progress); work with Research Office and BBSOT grant to design and implement pilot for use of high school transcripts in order to broaden the use of multiple measures (in progress); expand role of assessment staff to include more directed support for post-assessment interactions with students (ongoing); continue involvement with new portal roll-out (in progress) |
| SSSP Goal 3: | Hire four additional counselors with portions of their loads serving veterans, foster youth, STEM, athletics and Cal-Works (complete); encourage students to work with same counselor for continuity (ongoing); increase ed planning to students with disabilities through hiring of counselor (complete); add bi-lingual student services asset’ in Watsonville to reach first generation and Spanish-speaking students (complete); add student services expand possibility of students having 60 minute appointments with counselors (vs. only 30 minutes) (complete); design and implement career and major selection workshops (complete); increase Student Success workshops in conjunction with other programs/services (ongoing); design and expand offerings of ed plan workshops to special populations (ongoing); increase |
b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

The overall success of some of our initiatives was attributed to their ability to create the most impact for the greatest amount of students with the greatest need. Math Plus is a great example of a program that focused on basic skills students, that is scalable, and that supported a student population with a great need. Where we were not successful was due to initial confusion in the planning process and resulting lack of cohesion for an integrated effort.
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.)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
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</thead>
<tbody>
<tr>
<td>The college will raise Basic Skills sequence completion rates.</td>
<td>Post assessment, the Assessment staff meets individually with students to provide their scores within the context of the course sequences. Additionally, they provide basic skills students with referrals to learning communities, courses with supplemental instruction, education planning workshops, counseling, and other wraparound services.</td>
</tr>
</tbody>
</table>
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.

Learning Communities for students starting below transfer level at Cabrillo have been particularly effective in increasing semester-to-semester retention and course success rates for participants, and the degree/transfer completion rates are higher than for basic skills non-participants. There are five basic skills learning communities that vary in duration from one semester to two years (a-e below), and a shorter-term week-long model designed as an intensive math review (f):

a. ACE (Academy for College Excellence) is a full time, one semester program that focuses on project-based learning to develop skills in English (writing, group communications and oral presentation), computer applications and research for a social justice project, combined with an affective-based curriculum to develop deeper learning techniques and awareness. The cohort-based model provides a supportive learning environment of instructors and peers that often leads to transformative results.

b. AMAP (Accelerated Medical Assisting Program) provides a four-semester program that has dramatically reduced the time to completion of a Medical Assisting certificate by as much as ten semesters by setting up a full-time cohort model. AMAP starts cohorts in both the fall and spring semesters, and works with the Basic Skills Initiative to provide assistance for students in difficult gatekeeper classes.

c. BIW (Business Information Worker) is a relatively new learning community model for the college, designed to give students a certificate in two semesters to jump-start an office career. Participants are guaranteed enrollment in the courses and receive additional guidance as needed.

d. The Puente Project is a well-known, statewide model that has been proven to dramatically increase the completion and success rate of Latino students for English 1A, and also increase rates of transfer and degree completion.

e. STARS (Students Transitioning in Academics and Reaching Success) is a First Year Experience learning community for basic skills students, with an emphasis on completing the math and English basic skills sequence. Participants receive additional support through counseling, group activities, and assistance with registration and financial aid processes.

f. Math Plus (MP) is a one-week intensive math review in January, June and August that is free to students with complimentary snacks and lunch. Students may wish to retake the assessment test after the review, or simply prepare for greater success in their next level math class. The collegial, supportive cohort atmosphere serves to lower math anxiety, increase confidence, and establish a more secure grasp of content, leading to higher course completion and success rates for participants.
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.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities in each program that serve the goal listed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1: IMPROVE COMPLETION</strong>&lt;br&gt;Guided Pathways (GP) Pillar #3, Staying on the Path</td>
<td><strong>SSSP</strong>&lt;br&gt;Counseling faculty will develop education plans that support students’ persistence and completion of degrees, certificates, and transfer.&lt;br&gt;Identify a plan for increasing the number of students that are required to solicit progress reports with built-in follow-up and referral.&lt;br&gt;Provide ways for students to see and better understand the data on completion.&lt;br&gt;Work with instructional faculty to post grades/progress sooner so that students can make changes in more impactful ways.&lt;br&gt;Encourage students to test for learning disabilities and seek ASC services.&lt;br&gt;Provide more referrals for math support.</td>
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</tbody>
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Provide more presentations in classrooms—hone in on math and English.

Provide college-initiated certificates for students that have unknowingly met the requirements

Work with all components on an early alert system

Scale the peer mentor program

<table>
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<tr>
<th>2: IMPROVE RETENTION</th>
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<tbody>
<tr>
<td>GP #3 - Staying on the Path</td>
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Reduce the overall number of students who are being dismissed, focusing on those already on probation and establishing preventative strategies for students on track to probation.

**Equity acceleration goal:** The rate at which Latina/o students compared to white students are being academically dismissed (3:1 in spring 2017) will be reduced to 2:1 by June 2019 (with an ultimate vision of 1:1 by June 2021).

- **Provide increased career identification services and connect education planning to keep students on track.**
- **Provide resources for special populations to help them identify their educational goal and related pathway.**
- **Identify high-risk student populations and initiate follow-up services that keep them on track to persist.**
- **Provide services to students on academic and progress probation.**
- **Provide career resources for ongoing professional development regarding**
  - high impact retention initiatives and
  - data cycles of inquiry that promote equity-mindedness in data analysis and unveil institutional barriers to student success

- **Provide services to students in Learning Communities to increase the persistence rate of students from 1st to 2nd semester and 1st to second year.**
- **Support Professional Development in Growth mindset for students, staff and instructors**
- **Celebrate milestones achieved by basic skills/learning communities students such as completion of key courses, sophomore status, etc.**

- Access
- **Retention**
- **Transfer**
- ESL/Basic Skills Completion
- Degree & Certificate Completion
- Other:________
<table>
<thead>
<tr>
<th>Identification services and connected education planning to keep students on track.</th>
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<tbody>
<tr>
<td>Focus on students at P1 level</td>
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<td>Follow-up with students that did not come for counseling appointments</td>
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<tr>
<td>Provide an online version of the Back on Track workshop</td>
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<td>Require meetings with counselors if in a probationary status</td>
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<tr>
<td>• Work with instruction to shift classroom environment to build in community</td>
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<tr>
<td>• Initiate milestone/accomplishment communication with students</td>
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<tr>
<td>• Hire more diverse faculty</td>
<td></td>
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<tr>
<td>• Work with instruction to relook at classroom environment in order to increase sense of community and “belonging.”</td>
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</table>
### 3: ENHANCE PROFESSIONAL DEVELOPMENT TO DEVELOP A CAMPUSS-WIDE EQUITY LENS

**GP #1: Clarify the Path**
- Consider a “diversity/equity” certificate for faculty and staff
- Relook at contract language to expand types of professional development for which credit can be provided.
- Require PD on cultural competence.
- Increase mental health PD

**GP #2: Enter the Path**
- Implement a leadership equity-centered iGroup program for 200 members from the faculty, staff, and management groups. iGroups are equity-centered professional learning communities where participants work towards individual and organizational transformation focused on interrupting and transforming inequities faced by students.
- Use RP Student Focus Group data to identify potential solutions for barriers to equitable outcomes
- Help departments and services identify barriers and practices that hinder equitable outcomes for students, including training in interpreting equity-based data for Program Planning
- Develop partnerships with San Francisco Coalition for Small Schools, USC Center for Urban Education, Skyline College, Sierra College, El Camino College, DeAnza College
- Continue Professional Development Series for Building a Culturally Proficient Campus
- Promote Online Certificate for Teaching Men of Color

**GP #3: Stay on the Path**

**GP #4: Ensure Learning**
- Share best practices that increase success in outcomes for students in basic skills classes
- Support professional development for instructors in effective basic skills instruction.
- Support professional development of faculty through release time and conference attendance.

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### 4: IMPLEMENT ANNUAL DATA-BASED INQUIRY

**GP #1: Clarify the Path**
- Provide Equity by Design professional development opportunities to Guided Learning Communities, provide support to

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- Access
- Retention
- Transfer
- ESL/Basic Skills Completion
- Degree & Certificate Completion
- Other: Equity and DI (Disproportionate Impact)
### GP #2: Enter the Path
### GP #3: Stay on the Path
### GP #4: Ensure Learning

Integrated Planning efforts will collaborate with Cabrillo College leadership and key constituents to integrate cycles of inquiry focused on identifying and removing barriers to student completion at the college, department and individual classroom levels by June 2018 and complete first rounds of inquiry by June 2019.

**Equity acceleration goal:** Cycles of inquiry will include steps to include student voice and participation, especially DI students.

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### 5: IMPROVE STUDENT ENGAGEMENT
### GP #3: Staying on the Path

By June 2019, students will report and demonstrate an increase in equity-minded student leadership and being valued, seen and heard (6 success factors) as they relate to both their academics and social experiences.

Significant increase to be determined after pre-assessment establishes baseline data.

**Equity acceleration goal:** By June 2019, underrepresented and economically disadvantaged students will report and demonstrate an increase in equity-mindedness.

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### Pathways teams to support equity-mindedness.
- Incorporate equity-focused data in resources for Program Planning
- With development of Guided Pathways, include an equity plan at the metamajor level
- Explore DeAnza’s model: Equity Plans by Instructional Division

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### basic skills students in identifying a pathway and provide equity-based data to inform GP activities

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<table>
<thead>
<tr>
<th>Completion</th>
<th>Degree &amp; Certificate Completion</th>
<th>Other: Equity and DI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Retention</td>
<td>Degree &amp; Certificate Completion</td>
</tr>
<tr>
<td>Transfer</td>
<td>ESL/Basic Skills Completion</td>
<td>Other: Equity and DI</td>
</tr>
<tr>
<td>Degree</td>
<td>Completion</td>
<td>Other: Equity and DI</td>
</tr>
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### 1. Develop Student Leadership positions such as:
- Student Equity Fellows
- Dream Resource Program Student Ambassadors
- Programming Model

### 2. Provide student leader training through Dr. Michael Benitez

### 3. Develop a First Generation to College Program

### 4. Allocate resources to support the creation and launching of student clubs focused on affinity groups (BSU, Sueños, etc.)

### 5. Help develop collaborations and partnerships with equity-focused student group

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### 1. Foster student engagement through Learning Communities, focusing on historically underrepresented and economically disadvantaged students.

### 2. Develop positive reinforcement of student accomplishments and helpful actions that build community

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### 1. Develop Student Leadership positions such as:
- Student Equity Fellows
- Dream Resource Program Student Ambassadors
- Programming Model

### 2. Provide student leader training through Dr. Michael Benitez

### 3. Develop a First Generation to College Program

### 4. Allocate resources to support the creation and launching of student clubs focused on affinity groups (BSU, Sueños, etc.)

### 5. Help develop collaborations and partnerships with equity-focused student group
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)

Cabrillo College is one of the 20 Guided Pathways colleges for 2017-2020. This commitment requires the integration of matriculation/SSSP services, instruction and additional student support as its foundation. These coordination efforts are beginning/continuing with co-location of SSSP, Student Equity and Guided Pathways in the same building—increasing the formal and informal discussions, understanding and collaboration among the programs. The research office is a core partner in these efforts so that data is at the forefront of our thinking and design of services and purposeful interventions. The Faculty Senate is additionally committed to the integrated planning and outcomes and has the discussion and progress on its monthly agenda. Leaders from instruction are represented by those areas that both need and want to be players. All are focused on the completion agenda with the focus of matriculation and Guided Pathways to “focus early and frequently” and be a “Culture of Yes.”

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max):

The college began their enhanced noncredit program in fall 2016 with very limited offerings in math and ESL. For fall 2017, these sequences are expanding to computer applications and dental assistant. All of the sequences are designed to help students complete the bridge to the credit program or employment, and to provide expanded opportunities for practice in order to address gaps in foundational skills. The ESL certificate is useful to show prospective employers that students have taken the initiative to improve their English skills, and students are then able to begin the credit ESL sequence. The math noncredit sequence is designed to be equivalent to the lowest credit course in math (arithmetic), three levels below transfer. The noncredit format allows students to
address their gaps in an individualized format, and the certificate allows them to enroll in Elementary Algebra. This is especially useful for students coming from high school who may not have had algebra for two years before graduating, so that they can review the material at their own pace and not have to take a basic arithmetic class for credit. The computer applications noncredit courses and certificate will prepare students to work in office settings, and the dental assistant sequence is designed to give students entry to the Dental Hygiene program as well as providing a certificate for prospective employers in dental offices.

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

Cabrillo College will execute a professional development model that includes instructional support and resources for faculty as well as support and resources for classified staff and management. Areas of focus include faculty trainings and workshops on equity-focused pedagogical and curricular development strategies that meet the cognitive and non-cognitive needs of equity student groups. In addition, Cabrillo College will collaborate with San Francisco-CESS over the next two years to develop a leadership equity-centered iGroup program for faculty, staff and management. iGroups are equity-centered professional learning communities where participants work towards individual and organizational transformation focused on interrupting and transforming inequities faced by students.

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)

We will be evaluating progress as defined by the following milestones:

A. Each semester, for students from disproportionately impacted groups who initially place below transfer level (even if they are placed higher through Multiple Measures):
   i. Completion of English 1A or Math 152 within four semesters, or
   ii. Completion of a degree or certificate, or transfer to a four-year institution, within four semesters.

B. Each year, the percentage completing an education plan within their first two semesters, for all students.

C. Each semester, for noncredit students: the percentage completing a sequence leading to a certificate, or enrolling in credit courses.

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)

Cabrillo College is a single college district.

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.

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.

Cabrillo College Integrated Plan Website:
https://www.cabrillo.edu/services/equity/main.html

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?

It will be helpful to have webinars and workshops on project management, strategic planning, data analysis and data visualization. Given that our efforts must be data driven, it would be helpful to have more trainings on interpretation of data and best practices on presenting the data to campus constituents.

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: Leticia Maldonado
Title: Director of Student Equity and Success
Email Address: lemaldon@cabrillo.edu
Phone: (831) 477-3548

Alternate Point of Contact:
Name: Rachel Mayo
Title: Dean of Education Centers and Online and Innovative Learning
Email Address: ramayo@cabrillo.edu
Phone: (831) 786-4710
Part III – Approval and Signature Page

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.

__________________________  _______________________  _______________________
Chancellor/President          Date                Email Address

__________________________  _______________________  _______________________
Chief Business Officer        Date                Email Address

__________________________  _______________________  _______________________
Chief Instructional Officer   Date                Email Address

__________________________  _______________________  _______________________
Chief Student Services OfficerDate                Email Address

__________________________  _______________________  _______________________
President, Academic Senate    Date                Email Address