



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

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



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

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

In addition, the following data should inform your planning:

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



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

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

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

| Goal | Progress |
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| Student Equity Goals | |
| <p>Access: Increase the number of African American students enrolled at the college.</p> | <p>As research suggested African Americans were underrepresented at the college, and overrepresented in the criminal justice system, the college sought to provide access to African American students in non-traditional settings including the area prison, Sierra Conservation Center (SCC). The college partnership with SCC began with the offering of three courses in the Fall of 2015 and has grown to approximately 20 face to face courses per term in 2017 – 2018.</p> <p>Research suggests inmates enrolled in the college program at SCC had course success and retention rates which are slightly higher than those of their peers at Columbia College. As a result of providing previously underserved students at SCC with access to face to face courses, the number of African Americans enrolled at the college has increased from 20 in fall 2014 to 47 in fall 2016.</p> <p>Additionally on the main campus the college has taken additional steps to promote success among African American students including offering additional support in coursework in which African American students had lower success rates than their peers.</p> |



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| <p>Increase the number of participants receiving DSPS services.</p> | <p>The college sought to increase the number of participants in DSPS through improved outreach and collaboration. The college is now working closely with the Tuolumne County Superintendent of Schools Transitions Programs to support students with disabilities to transition to post-secondary education. This has included “transition” student participation in non-credit courses such as adaptive PE and Applied Skills. Additionally, special programs such as CalWORKS, EOPS, and DSPS have increased efforts to collaborate to serve students with disabilities.</p> <p>DSPS participation has increased from 386 students in 2014 – 2015 to 473 in 2016 – 2017.</p> |
| <p>Increase the number of veterans enrolled at the college.</p> | <p>The college has undertaken a number of initiatives to make the college a more welcoming and supportive environment for veterans. These steps have included the development of a new Veteran’s Center, hiring of a Veterans Student Coordinator, and provision of additional services to veterans including textbook vouchers and gas cards.</p> <p>Data on the number of veterans enrolled at the college is still somewhat unreliable as not all veterans declare veteran status, however the number of veterans certified dropped from 161 in 2015-2016 to 138 in 2016 – 2017.</p> |
| <p>Decrease the gap in course completion rates between the disproportionately impacted ethnic groups (African American students, students from more than one race, Hispanic students, and Native American/Alaska</p> | <p>The college had higher course completion rates for most ethnic groups than the state-wide averages, but several groups had slightly lower completion rates than the college-wide average. As a result, the college has taken on a number of initiatives to eliminate these gaps in completion rates including:</p> <ul style="list-style-type: none"> • Expansion of supplemental instruction in barrier courses. • Provision of embedded tutoring in ESL and other courses. |



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| <p>Native, Native Hawaiian / Pacific Islanders) and their peers by 1% per year.</p> | <ul style="list-style-type: none"> • Increasing the proportion of first time students receiving comprehensive educational planning <p>The course completion rate for African American students was 69% for Fall 2011-2015, and in fall 2016 was 72%.</p> <p>The course completion rate for Hispanic students was 67% for Fall 2011-2015, was and in Fall 2016 was 66%.</p> <p>The course completion rate Native American/Alaska Native students was 69% for Fall 2011-2015, and in fall 2016 was 79%.</p> <p>The course completion rate Native Hawaiian/Pacific Islander students was 71% for Fall 2011-2015, and in fall 2016 was 91%.*</p> <p><i>*Only accounts for 33 courses.</i></p> |
| <p>Decrease the gap in course completion rates between foster youth and their peers by 3% per year.</p> | <p>The college hired a Special Programs Counselor who supports foster youth. The college also dramatically expanded the foster youth program (Phoenix Scholars) which now serves over 50 students. As a result of the expansion, current and former foster youth now have access to a peer mentor program, book vouchers and gas cards, and a food closet. Additionally, a student organization for current and former foster youth was launched (Overcome). The college applied for, and received, a \$20,000 grant from AT&T to support foster youth. The course completion rate for foster youth was 43% for Fall 2011-2015, the course completion rate for Fall 2016 was 60.8%</p> |
| <p>Decrease the gap in basic skills progression rates between the disproportionately</p> | <p>The college has taken a number of steps to shorten the time students take to transition to, and complete, college level English and Math. These efforts have included improving student</p> |



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| <p>impacted ethnic groups (African American students, students from more than one race, Hispanic students, and Native Hawaiian / Pacific Islanders) and their peers.</p> | <p>placement in order to reduce unnecessary participation in remedial coursework. This has included employing additional methods for placing students which rely on high school performance measures that are better predictors of students' performance in college level coursework than traditional placement tests.</p> <p>Additionally the college has taken a number of steps to increase student performance in basic skills courses such as offering supplemental instruction and embedded tutoring in basic skills courses.</p> |
| <p>Increase the degree and certificate completion rates and transfer rates among the disproportionately impacted groups.</p> | <p>One of the primary strategies the college has undertaken to increase completion and transfer is to encourage student completion of comprehensive educational planning. In the fall of 2016 nearly 75% of the college's first time students who enrolled in 6 units or more completed a comprehensive educational plan. Additionally the number of traditionally underserved students being served by special programs has increased dramatically. For example, in 2014-15 EOPS was serving 201 students and DSPS was serving 386 students, but by 2016 – 2017 EOPS served 307 students and DSPS served 473 students.</p> |
| SSSP Goals | |
| <p>The college will begin exploration and development of accelerated courses for students in the developmental sequence.</p> | <p>The college has developed compressed algebra offerings to accelerate student progression through the math sequence. As a result, students now have the option of taking both Algebra I and Algebra II in a single semester. The college has also developed a Path to Statistics course which will provide students an alternative to the current algebra sequence.</p> |
| <p>A comprehensive career program will be developed to provide a</p> | <p>The college has leveraged regional Strong Workforce funds to develop a Career Services Center which includes administrative and staff</p> |



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| <p>“one-stop-shop” as an effort to coordinate career exploration, career counseling, student employment, internships, and work experience</p> | <p>support to coordinate career exploration, career counseling, student employment, internships, and work experience.</p> <p>The college has also been awarded state apprenticeship grants to provide apprenticeships in hospitality, automotive, and child development.</p> |
| <p>A counselor will work with the foster youth population to improve outcomes for Foster Youth.</p> | <p>The Special Programs Counselor has been hired and the number of foster youth enrolled, the course success rates, and the persistence rates for foster youth have increased significantly. (See June 2017 Columbia College Research Brief)</p> |
| <p>Assign additional counseling hours to veterans and develop a veteran’s center.</p> | <p>The college opened a new Veterans center. The college also has a Veteran counselor who provides counseling at the center as well as a new veterans student coordinator.</p> |
| <p>Local inquiry shall be conducted to examine the effect of college programs, policies, and interventions on student access, course completion, progression, degree or certificate completion, and transfer.</p> | <p>The college does large scale reviews of institutional effectiveness and has also instituted a system for developing research briefs to share the results of various examinations with the campus community. The college is also leading research related to student success and completion at rural community colleges. The college has shared the results of these examinations at statewide conferences. The college reviews the effect of policies, including examinations of the validity of placement policies.</p> |
| <p>Produce and offer online orientation.</p> | <p>The college has developed and implemented an online orientation.</p> |
| <p>Explore placement via high school grades with English department.</p> <p>Explore how the new common core in math will affect our equivalencies in Columbia’s math courses</p> | <p>The college English and math faculty worked with local high schools to revise placement to align with common core courses, and have adopted criteria for placement based on course grades and high school GPA.</p> |
| <p>A greater percentage of our students will complete educational</p> | <p>Utilizing Student Ambassadors, the college has been calling and emailing students who have not completed educational plans and encouraging</p> |



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| <p>plans. (The data indicates that less than half of our target population (first-time freshman and transfer students) completed the abbreviated education plans and only 32.7% completed the comprehensive plans.)</p> | <p>them to do so. In Fall of 2016 56.0% of all first time freshmen, and 36.4% of first time transfers, completed a comprehensive educational plan. Almost 75% of first time students enrolled who were in 6 or more units completed an educational plan in fall 2016.</p> |
| <p>Additional efforts will be developed in order to reduce the number of students who place into probation and dismissal status each semester and to increase the number of students in this category who will persist and improve their status</p> | <p>The college successfully piloted an early intervention program for at risk students. Immediately following the end of the term at-risk students are contacted by a college counselor to discuss plans for improving performance.</p> <p>The college is also undertaking an effort to improve early alert and intervention via participation in the Educational Planning Initiative and adoption of Starfish.</p> |
| BSI GOALS | |
| <p>Increase the proportion of students who were placed in basic skills English and/or Math who go on to complete a degree applicable English course (English 1A) or Math course within two years of placement using Fall 2013 – Spring 2015 as a baseline.</p> | <p>The college has taken a number of steps to increase student performance in basic skills courses such as offering supplemental instruction and embedded tutoring in basic skills courses.</p> <p>The college has also taken steps to accelerate student transition through the basic skills sequence. For example, the college has developed compressed algebra offerings. As a result, students now have the option of taking both Algebra I and Algebra II in a single semester. The college has also developed a Path to Statistics course which will provide students an alternative to the current algebra sequence.</p> <p>Additionally the college has taken steps to improve student placement in order to reduce unnecessary participation in remedial coursework. This has</p> |



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| | <p>included employing additional methods, for placing students, which rely on high school performance measures that are better predictors of students' performance in college level coursework than traditional placement tests.</p> |
| <p>Increase the proportion of ESL students who go on to take a credit course in English each year using Fall 2013 – Spring 2015 as a baseline.</p> | <p>ESL program improvements and expansion included: developing two non-credit ESL certificates; adding a summer course at an off campus site in which participants had access to free childcare; providing embedded tutors, etc.</p> <p>Note: The number of ESL participants remains extremely small compared to most California Community Colleges making meaningful research extremely difficult due to small sample sizes. However, the college anticipates the program will continue to grow given the additional support the program is receiving due to the adult Education Block Grant, non-credit SSSP, and Student Equity initiatives.</p> |



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

The success of the college in improving student access and success is largely attributed to the college’s purposeful efforts to determine the barriers to student success (through research) and collaborate to address those challenges. These collaborative efforts, include the development of focused inquiry groups to address issues such as increasing success and persistence among foster youth. Focused Inquiry Groups (FIGs) are groups of faculty, staff, students, and administrators who lead focused inquiries into various needs and issues on campus. FIGs ask questions while gathering information and begin movement toward possible innovative solutions and changes that enhance student success.

- 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 | | |
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| | SSSP | Student Equity | BSI |
| <i>Example:</i> <i>Increase completion and persistence through the English Developmental Sequence</i> | <i>Provide extended orientation and assessment prep courses/workshops</i> | <i>Provide extended orientation and assessment prep courses/workshops</i> <i>Redesign the dev. ed. sequence</i> | <i>Pilot prep courses through the first year programs or specific bridge programs</i> <i>Redesign the dev. ed. Sequence</i> |
| Increase success and persistence through the Math Developmental Sequence | Expansion of multiple measures to reduce unnecessary remediation. Expansion included adoption of Early Assessment Placement (EAP) criteria, revision of local placement criteria, pilot of MMAP phase II criteria | Funding for exploration and development of a Path 2 Stats course to expedite acceleration to college level stats course. Purchase of ALEKS software to increase success among students in the remedial sequence. | Provision of supplemental instruction in basic skills courses. Funding for MATH lab. Offering of compressed versions of Algebra I and Algebra II so |



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| | | | students could complete both courses in a single semester. |
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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

One activity that has resulted in significant gains in closing achievement gaps is the College’s implementation of a Foster Youth Program. In response to Student Equity research that indicated foster youth were disproportionately impacted in measures of course success and retention, the college created a foster youth program. The program has resulted in significant increases in course success, retention, and student persistence. Prior to the implementation of the program the course success rate for current and former Foster Youth at the college was only 43%. In the fall of 2016 the course success rate rose to 60.8% and the rate of persistence to the second semester, among students participating in the program, was 73.6 %, which was higher than the campus wide rate.

As part of the initial efforts to support foster youth to reach their educational goals the college:

- Hired a Special Programs Counselor to serve as a consistent point of support for foster youth
- Developed a campus workgroup to identify and address barriers to success among foster youth at the college
- Developed collaborations with local agencies serving foster youth, including Independent Living Programs, to support foster youth in the transition to post-secondary education.

These initial efforts have been extremely successful. Prior to the launch of the program only a handful of foster youth were receiving services, however in the last year over 50 foster youth have been identified, and over 40 of these students are receiving support from the Special Programs Counselor. This support has come primarily in the form of personal and academic counseling, however the students have also benefited from additional activities which have been initiated since the inception of the program including:

- Development of “Overcome”, a foster youth peer support group
- Provision of transportation assistance, in the form of gas cards or bus vouchers, to ensure foster youth can get to college
- Development of a food closet to address food insecurity among foster youth at the college

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.



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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.

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

| Goal | Activities in each program that serve the goal listed | | | Goal Area |
|---|--|--|--|--|
| | SSSP | Student Equity | BSI | |
| <i>Example:</i> Increase completion and persistence through the English Developmental Sequence | <i>Provide extended orientation and assessment prep courses/workshops</i> | <i>Provide extended orientation and assessment prep courses/workshops</i> <i>Redesign the dev. Ed. sequence</i> | <i>Pilot prep courses through the first year programs or specific bridge programs</i> <i>Redesign the dev. Ed. sequence</i> | <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____ |
| Increase Access for African Americans and Veterans | Provide orientation, assessment, and educational planning services at the prison and prison camps. | Provide additional support for veterans including textbook vouchers and gas cards. Provide support for expansion of the incarcerated, and formerly incarcerated, student support programs, including funding for instructional materials. | Provide support for the on-ramp program and encourage participation by disproportionately disadvantaged students including African Americans and Veterans. | <input checked="" type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____ |
| Increase course success, | Provide funding for Foster Youth | Provide funding for Special | Provide funding for tutoring and | Access <input checked="" type="checkbox"/> Retention |



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| <p>retention, and persistence among foster youth.</p> | <p>Student Ambassador to support foster youth with matriculation.</p> | <p>Programs Counselor to provide counseling and advising for Foster youth.</p> <p>Provide additional support for foster youth including textbook vouchers, gas cards, and access to a food closet. Provide support for "Overcome" student club.</p> | <p>supplemental instruction, and encourage foster youth to participate in tutoring and supplemental instruction</p> | <p><input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____</p> |
| <p>Improve basic skills progression rates among African Americans and Native Americans</p> | <p><i>Encourage African Americans and Native Americans to complete multiple measures to avoid unnecessary remediation.</i></p> | <p><i>Develop a Focused Inquiry Group (FIG) to explore challenges for Native American students.</i></p> <p><i>Develop a peer support and advising group for Native American students.</i></p> | <p><i>Provide tutoring and supplemental instruction.</i></p> <p><i>Develop a co-curricular English course to support student success in basic skills English.</i></p> <p><i>Offer Path 2 Stats course to support student progression through basic skills math.</i></p> | <p>Access Retention</p> <p><input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____</p> |
| <p><i>Increase transfer among Native American, Hispanic, and African American Students</i></p> | <p><i>Provide counseling and advising services at tribal education center.</i></p> <p><i>Develop meta-majors to encourage student progress prior to student finalizing educational goal / major.</i></p> <p><i>Increase completion of comprehensive educational plans among</i></p> | <p><i>Develop peer support group for Native American students and encourage Native American student participation in TRiO.</i></p> | <p><i>Provide funding for tutoring and supplemental instruction, and encourage disproportionately impacted students to participate in these support services.</i></p> | <p>Access Retention</p> <p><input checked="" type="checkbox"/> Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other: _____</p> |



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| | <i>disproportionately impacted students.</i> | | | |
| <p><i>Increase completion rates among all groups.</i></p> <p><i>Intermediate goal: Increase the proportion of students enrolling in and completing 30 units in the first year.</i></p> | <p><i>Implement Educational Planning Initiative (Starfish)</i></p> <p><i>Develop guided pathways which clearly articulate path to degrees and careers.</i></p> | <p><i>Increase program data available to faculty.</i></p> <p><i>Launch think 30 campaign including marketing materials to educate students regarding the benefits of enrolling in enough units to complete "on-time" when appropriate.</i></p> | | <p>Access</p> <p>Retention</p> <p>Transfer</p> <p>ESL/Basic Skills Completion</p> <p>X Degree & Certificate Completion</p> <p>Other: _____</p> <p>_____</p> |

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 primary vehicle the college will employ to accomplish integration and ensure coordination is the institution’s Student Success Council. The Student Success Council includes representatives from across the campus community including students, faculty, staff, and administration. The council is charged with

- Reviewing research related to student equity and success including data related to student access, retention, progression, and completion.
- Reviewing the allocations and budgets for various statewide student success initiatives including: Student Equity, Student Success and Support Program, Basic Skills Initiative, Adult Education Block Grant, and Strong Workforce Initiative.
- Drafting the institution’s integrated plan for student success which shall detail how various student success initiatives, including the Student Equity Initiative, the Student Success and Support Program, the Basic Skills Initiative, the Adult Education Block Grant, and Strong Workforce Initiative will be integrated to promote student success.



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Additionally the college Student Success Council will collaborate with the Institutional Effectiveness Council and the Teaching and Learning Community which will play vital roles in the integration of initiatives such as professional development and guided pathways.

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 has undertaken an effort improve student transitions to postsecondary education and employment. These efforts have included the expansion of the college's non-credit offerings. Highlights have included:

- Receipt of a 5 year, 1.2 million dollar federal grant, the Mother Lode Educational Opportunity Center ([MEOC](#)) program which was launched in fall 2016. The MEOC program supports student transition to postsecondary education including non-credit programs. MEOC transition specialists assist adults to obtain their academic credentials required for economic mobility by providing guidance on how to enter, re-enter, and navigate postsecondary institutions.
- Skill Development (SKLDV) course outlines of record were reviewed and updated enabling the college to provide a wider array of classes to support student transition to postsecondary education or employment.
- Non-credit course offerings were expanded to include GED preparation courses at the inmate fire camps, an applied skills course serving students with disabilities.
- ESL program improvements and expansion included: development two non-credit ESL certificates to encourage student progression through the ESL sequence and transition to credit coursework.
- Development of short term CTE contract education to help transition disadvantaged individuals to the workplace.

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

The college's professional development plans include:

- Provide professional development to faculty and staff related to assessment of student learning as outlined in the IEPI Partnership Resource Team Institutional Innovation and Effectiveness Plan.
- Hold annual Teaching, Learning, and Community (TLC) faculty professional development program which will address topics such as: teaching basic skills across the curriculum, best practices for developing curriculum and pedagogies which support traditionally disadvantaged students, using the results of SLO assessment to promote continuous improvement.
- Provide faculty and staff additional opportunities to learn best practices from colleagues through the "on the road" professional development program.



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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)

Our Student Success Council and Institutional Effectiveness Council will continuously evaluate the efficacy of our initiatives. These examinations will be supported through the:

- Development of Columbia College research briefs which are designed to examine the efficacy of efforts to increase student equity and success (produced monthly).
- Examination of institutional effectiveness presented in the institutional effectiveness report (annual)
- Review of scorecard data and progress in meeting institutionally identified benchmarks (annual).

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

The college will continue to coordinate its efforts with Modesto Junior College, including the sharing of our plans and seeking opportunities to collaborate on SSSP, Student Equity, and BSI initiatives. Recent collaborations have included: alignment of placement criteria; collaborating on professional development (Great Teacher Retreat, Disney Institute, etc.); joint development of, or participation in, student equity and success workshops (Basic Skills Acceleration, Serving Current and Formerly Incarcerated Students, etc.). Columbia and MJC leadership are currently collaborating on a number of student success initiatives, including the Educational Planning Initiative and efforts to improve data collection and reporting.

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. (Attached)
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:



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[Link to the college's executive summary for Student Equity and accounting of 2014 – 2017 spending.](#)

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?

In order to accomplish our goals it would be helpful if the Chancellor's Office would provide outcomes data for more recent student cohorts. For example, if the Student Success Scorecard included milestone data, such as the proportion of students who earned 30 units within 2 years, rather than 6 years, it would provide an additional point of comparison for us to evaluate the efficacy of our efforts to increase student success.

Additionally, it would be useful if the Chancellor's Office would sponsor workshops specific to increasing student success in rural institutions. Despite evidence suggesting rural colleges have significantly lower completion rates than other California Community Colleges, the examination of barriers to rural college success, and the sharing of best practices for promoting student success at rural colleges, gets little attention statewide.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name Dr. Brandon Price
Title Dean of Student Services
Email Address priceb@yosemite.edu
Phone 209.588.5079

Alternate Point of Contact:

Name Dr. Melissa Raby
Title Vice President of Student Services
Email Address rabym@yosemite.edu
Phone 209.588.5132