

## Executive Summary

### Introduction

Columbia College is committed to supporting all students in developing and reaching their educational goals. The Columbia College Student Success Council coordinates the College's efforts to ensure equal educational opportunities and promote success among all students regardless of gender, race, disability, or economic status. The College's Student Equity Plan was developed based on the results of campus-based research designed to identify inequities and barriers to success among student subgroups. The plan describes activities designed to promote student success and eliminate the inequities which were identified through campus-based research; and a budget describing how resources will be allocated in support of these efforts.

The College's efforts to promote student success and equity support the College's mission, core values, and goals.

### Columbia College Mission

Centered in the Sierra foothills, Columbia College offers students of diverse backgrounds many opportunities for discovery and success. Through a supportive and engaging learning environment, students master foundational skills, explore their passions, attain degrees and certificates, and pursue career and transfer pathways. We collaborate with surrounding communities to cultivate intellectual, cultural and economic vitality. Columbia College inspires students to become inquisitive, creative, and thoughtful life-long learners.

### Campus-Wide Equity Approach

In 2022, we will begin to implement a process of considering the sensitivity and relational dynamics of having cross-campus discussions around race. Rather than pursuing the typical channels of approval and the milestones therein, we plan to incorporate for the first-time additional checkpoints and forums for discussion. At the first meeting of the Student Success Council, we plan to operationalize this concept into an immediate (next-step) action plan that has the endorsement of this shared governing body. As the origin and caretaker of the College's previous Equity Planning Committee, and the committee that first developed a subcommittee to take on the task of creating a more welcoming and inclusive campus community for our Disproportionately Impacted (DI) students, we feel this is the best place to inform, communicate and gain a representative sample of the college's readiness to take on such work.

The Cultural Enrichment Committee (CEC) is a subcommittee of the Student Success Council, the shared governance body overseeing the Student Equity Plan and success initiatives. Columbia College is obligated to address structural racism and the inequitable and racialized outcomes it produces. Our professional responsibility is to be civil, respectful, decent, and fair to all. The inequitable treatment of all humans, particularly people of color, will not be tolerated. To that end, we will work as a community to address these ongoing issues and to counter racist views and practices. The DEI Task Force recognized our varying experiences and participation in systems of power and privilege make ongoing conversations about race and institutional racism challenging. Therefore, we formed a second committee on Diversity,

Equity, and Inclusion (DEI) to advocate for policies and practices that provide solutions to dismantling oppressive and discriminating systems and develop new strategies related to racial social justice. DEI examines institutional inequities and challenges systems of power and privilege that may exist. We will strive to foster a culturally diverse environment free of discrimination, bigotry, and hate speech.

As the committee reviewed the data, it was difficult to determine specific racial/ethnic groups as having Disproportionate Impact (DI) due to the low numbers. Therefore, a subgroup of "people of color" was created which includes, American Indian/Alaska Native, Black/African American, Filipino, Hispanic, Pacific Islander/Native Hawaiian, and more than one race.

### Student Populations Experiencing Disproportionate Impact

Student Populations	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary to Secondary Term	Transfer	Completion
American Indian or Alaska Native	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of Color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
LGBT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Foster Youth	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Populations detailed in [Education Code 78220](#)

### Summary of Activities

Metric	Population	Friction Points	Activities	Outcomes
<b>Successful Enrollment</b>	Native American/Alaskan Native	Lack of representation, lack of trust, education not valued, registration difficulties	<p><b>Appreciative Inquiry &amp; Student Identification</b></p> <ul style="list-style-type: none"> <li>Student Surveys &amp; Focus Groups</li> </ul> <p><b>Marketing, Outreach &amp; Community Partnerships</b></p> <ul style="list-style-type: none"> <li>Develop Partnerships with local indigenous groups</li> <li>Create culturally relevant marketing materials</li> <li>Deliberate effort to acknowledge and welcome Native American students to campus</li> </ul> <p><b>Support Services</b></p> <ul style="list-style-type: none"> <li>Provide on-site support services for educational, financial aid &amp; registration assistance</li> <li>Support student in chartering a club</li> </ul> <p><b>Cultural Awareness &amp; Professional Development</b></p> <ul style="list-style-type: none"> <li>Continue and expand Native Voices Events</li> </ul> <p><b>Financial Support</b></p> <ul style="list-style-type: none"> <li>Provide targeted grants and scholarships for Native American Students</li> <li>Build tribal partnerships through sponsorships, apprenticeships, and paid internships</li> </ul>	<p>2-Year outcome: Increase Native American student enrollment from 1.1% to 1.9%</p> <p>3-Year outcome: Increase Native American enrollment from 1.9% to 2.2%</p>

<p><b>Completed Transfer-Level Math &amp; English</b></p>	<p>People of Color</p>	<p>Lack of representation, language barriers, previous struggles in math &amp; English, low completion of educational planning</p>	<p><b>Appreciative Inquiry &amp; Student Identification</b></p> <ul style="list-style-type: none"> <li>List of faculty &amp; staff that can assist students in other languages</li> </ul> <p><b>Marketing, Outreach &amp; Community Partnerships</b></p> <ul style="list-style-type: none"> <li>Materials provided in multi-languages</li> </ul> <p><b>Support Services</b></p> <ul style="list-style-type: none"> <li>Offer multiple sections and options for support in math &amp; English</li> <li>Provide additional tutoring support</li> <li>Offer mini math jams, workshop model of “just-in-time” support</li> </ul> <p><b>Cultural Awareness &amp; Professional Development</b></p> <ul style="list-style-type: none"> <li>Equity-minded curriculum redesign and professional development support</li> <li>Provide faculty with equity-minded examples of syllabi</li> </ul> <p><b>Financial Support</b></p> <ul style="list-style-type: none"> <li>Targeted grants &amp; scholarships for people of color</li> </ul>	<p>2-Year outcome: Reduce equity gaps for all students of color from a baseline point gap of -4.7 to -2.5</p> <p>3-Year outcome: Reduce equity gap of all students of color to a point gap of zero</p>
<p><b>Completed Transfer-Level Math &amp; English</b></p>	<p>LGBTQIA+</p>	<p>Lack of representation, failure to meet with counselor early, lack of trust and comfort towards faculty and staff</p>	<p><b>Marketing, Outreach &amp; Community Partnerships</b></p> <ul style="list-style-type: none"> <li>Establish more welcoming environment by posting signage and more symbolism that is inclusive</li> <li>Promote general email: pride@yosemite.edu</li> </ul> <p><b>Support Services</b></p> <ul style="list-style-type: none"> <li>Targeted outreach ensuring early guidance and resources</li> <li>Support GSA (Gay Straight Alliance) Club</li> </ul> <p><b>Cultural Awareness &amp; Professional Development</b></p> <ul style="list-style-type: none"> <li>Safe zone and/or LGBTQIA+ specific educational workshops, reflections, and other professional development</li> </ul>	<p>2-Year outcome: Reduce equity gap for all students who identify as LGBTQIA+ from a baseline of point gap -8.6 to -4.3</p> <p>3-Year outcome: Reduce equity gap for all students who identify as LGBTQIA+ to a point gap of zero</p>
<p><b>Persistence: First Primary Term to Secondary Term</b></p>	<p>Black or African American</p>	<p>Lack of representation, adoption of common reader as a way to spread awareness has been slow, least visible student population and most often excluded</p>	<p><b>Appreciative Inquiry &amp; Student Identification</b></p> <ul style="list-style-type: none"> <li>Conduct student focus groups</li> </ul> <p><b>Support Services</b></p> <ul style="list-style-type: none"> <li>Offer culturally relevant field trips</li> <li>Provide workshop series to enhance success efforts and greater connection to college life</li> </ul> <p><b>Cultural Awareness &amp; Professional Development</b></p> <ul style="list-style-type: none"> <li>Provide culturally relevant professional development</li> <li>Host African American cultural events</li> <li>Create culturally relevant displays in the library</li> </ul> <p><b>Financial Support</b></p> <ul style="list-style-type: none"> <li>Incentivize participation with gift cards</li> <li>Provide targeted grants and scholarships</li> </ul>	<p>2-Year outcome: Reduce equity gap of students who identify as Black or African American from a baseline point gap of -22.4 to -11.2</p> <p>3-Year outcome: Reduce equity gap of students who identify as Black or African American to point gap of zero</p>
<p><b>Persistence: First Primary Term to Secondary Term</b></p>	<p>Foster Youth</p>	<p>General lack of family support or any strong support system, experienced significant trauma, housing instability, gaps in the educational background and preparation for higher education, over-represented in high school levels with IEPs and 504 plans, usually</p>	<p><b>Appreciative Inquiry &amp; Student Identification</b></p> <ul style="list-style-type: none"> <li>Ensure accurate identification</li> <li>Student focus group</li> </ul> <p><b>Marketing, Outreach &amp; Community Partnerships</b></p> <ul style="list-style-type: none"> <li>Partnerships with county services and independent living programs</li> <li>Provide foster youth college nights</li> </ul> <p><b>Support Services</b></p> <ul style="list-style-type: none"> <li>Regular communication with students regarding referrals and services</li> <li>Ensure dedicated counselor has sufficient time allocated to meet foster youth needs</li> </ul>	<p>2-Year outcome: Reduce equity gap of students who identify as Foster Youth from a baseline point gap of -15.1 to -7.6</p> <p>3-Year outcome: Reduce equity gap for all students who identify as Foster Youth to a point gap of zero</p>

		first generation and have misconceptions on the value of higher education, overall lack of basic living skills	<ul style="list-style-type: none"> <li>Support for Phoenix Scholars club and Overcome meetings</li> </ul> <b>Financial Support</b> <ul style="list-style-type: none"> <li>Provide basic needs support and financial resources</li> </ul>	
<b>Transfer</b>	American Indian or Alaska Native	Misperception of the process to transfer, the requirements, and the funding opportunities; family caregiver responsibilities, over-representation of IEPs & 503s while in high school, politicized identities; no current examples of indigenous students who have transferred and the lack of visibility impacts the perception of themselves as able to pursue a college transfer pathway	<b>Appreciative Inquiry &amp; Student Identification</b> <ul style="list-style-type: none"> <li>Partner with local tribes to understand how our integrated pathways to bachelor programs can meet workforce needs</li> </ul> <b>Marketing, Outreach &amp; Community Partnership</b> <ul style="list-style-type: none"> <li>Develop a Native family welcome day</li> <li>Aligning with tribes in developing educational opportunities through apprenticeships, internships and work experience</li> <li>Develop student mentee program at transfer institutions</li> </ul> <b>Support Service</b> <ul style="list-style-type: none"> <li>Dedicated counselor and other student support services offered on-site at local reservations</li> <li>Revitalize the Serving Native Students Committee</li> <li>Invite Native outreach personnel to Transfer Day and other on-campus events</li> <li>Communication with Native American student about resources, events and other support</li> </ul> <b>Financial Support</b> <ul style="list-style-type: none"> <li>Offer targeted grants and scholarships for indigenous populations</li> <li>Promote understanding of resources to finance transfer pathway</li> </ul>	<p>2-Year outcome: Reduce equity gap for all students who identify as American Indian or Alaska Native from a baseline point gap of -20.9 to -10.5</p> <p>3-Year outcome: Reduce equity gap for all students who identify as American Indian or Alaska Native to a point gap of zero</p>
<b>Completion</b>	Foster Youth	Lack of good support systems and higher likelihood to need assistance with connecting to stable sources of housing, food, books, technology etc.; often do not want to disclose they are from the foster youth system as there tends to be a stigma associated	<b>Appreciative Inquiry &amp; Student Identification</b> <ul style="list-style-type: none"> <li>Ensure accurate identification and data of foster youth</li> </ul> <b>Marketing, Outreach &amp; Community Partnerships</b> <ul style="list-style-type: none"> <li>Develop partnerships with county services and independent living programs</li> </ul> <b>Support Services</b> <ul style="list-style-type: none"> <li>Regular communication of support services and resources</li> <li>Case management with multiple departments providing holistic service</li> <li>Dedicated foster youth counselor has sufficient time allotted to meet needs</li> <li>Create peer mentor program</li> </ul> <b>Financial Support</b> <ul style="list-style-type: none"> <li>Basic needs and financial assistant</li> <li>Targeted grants and scholarships</li> </ul>	<p>Year-2 outcome: Reduce Equity gap for all students who identify as Foster Youth from a baseline point gap of -11.8 to -5.9</p> <p>Year-3 outcome: Reduce equity gap for all students who identify as Foster Youth to a point gap of zero</p>
<b>Completion</b>	People of Color	Lack of representation; historically have been messaged from a deficit rather than asset-based perspective and/or may experience language barriers; not	<b>Support Services</b> <ul style="list-style-type: none"> <li>Consistent counseling with regular cohort communication and early intervention</li> <li>Starfish Close to Completion report to identify and target students of color who are within 15 and 30 units of completion</li> <li>Graduation campaign</li> <li>Promote food bank that removes stigma</li> </ul>	<p>2-Year outcome: Reduce equity gap for all students of color from a baseline point gap of -6.7 to -3.4</p> <p>3-Year outcome: Reduce equity gap for all</p>

	exposed to examples of people who look like them achieving certain educational goals; many people of color are also first-generation and lack guidance from home to navigate the college environment	<ul style="list-style-type: none"> <li>Increase counseling and other support services for incarcerated students</li> </ul> <p><b>Cultural Awareness &amp; Professional Development</b></p> <ul style="list-style-type: none"> <li>Pursue membership as a Hispanic Serving Institution</li> <li>Review common diversity and inclusion language to include with all job openings</li> <li>Offer more culturally relevant courses and a broader range of curriculum assignments</li> </ul> <p><b>Financial Support</b></p> <ul style="list-style-type: none"> <li>Targeted grants and scholarships for students of color</li> </ul>	students of color to a point gap of zero
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### Accounting of Student Equity & Achievement Budget

Object Code	Category	Student Equity & Achievement (SEA)		
		FY 19	FY 20	FY 21
1000	Academic Salaries	\$659,506	\$636,866	\$669,223
2000	Classified & Other Nonacademic Salaries	\$174,031	\$178,283	\$137,087
3000	Employee Benefits	\$271,351	\$289,142	\$308,859
4000	Supplies & Materials	\$20,744	\$10,236	\$6,774
5000	Other Operating Expenses & Services	\$16,103	\$29,856	\$24,967
6000	Capital Outlay	\$5,174	\$2,526	0
	<b>Program Totals</b>	<b>\$1,146,909</b>	<b>\$1,146,909</b>	<b>\$1,146,909</b>

#### Additional Categorical Program Funding

- Basic Needs
- California College Promise
- CalWORKs/TANF
- Dreamer Resource Liaisons Support
- DSPS
- Emergency Financial Assistance Grants
- EOPS/CARE
- Guided Pathways
- Mental Health Program
- Retention and Enrollment Outreach
- Veterans Resources

Student Equity and Achievement Program Produced: 01/03/2023 04:24 PM PST Melissa Raby

# Columbia College - Student Equity Plan (2022-25): Certified

## Details

### Assurances

#### Legislation

✓ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

 [EDC 78220.pdf](#)

#### Additional 78220 Acknowledgement

✓ I read and have given special consideration to [Education Code 78220](#) section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

## Campus-Wide Equity Approach

[View Memo](#)

### Race Consciousness in Equity Plan Development \*

In 2022, we will begin to implement a process of considering the sensitivity and relational dynamics of having cross-campus discussions around race. Rather than pursuing the typical channels of approval and the milestones therein, we plan to incorporate for the first-time additional checkpoints and forums for discussion. At the first meeting of the Student Success Council, we plan to operationalize this concept into an immediate (next-step) action plan that has the endorsement of this shared governing body. As the origin and caretaker of the College's previous Equity Planning Committee, and the committee that first developed a subcommittee to take on the task of creating a more welcoming and inclusive campus community for our Disproportionately Impacted (DI) students, we feel this is the best place to inform, communicate and gain a representative sample of the college's readiness to take on such work.

The Cultural Enrichment Committee (CEC) is a subcommittee of the Student Success Council, the shared governance body overseeing the Student Equity Plan and success initiatives. Columbia College is obligated to address structural racism and the inequitable and racialized outcomes it produces. Our professional responsibility is to be civil, respectful, decent, and fair to all. The inequitable treatment of all humans, particularly people of color, will not be tolerated. To that end, we will work as a community to address these ongoing issues and to counter racist views and practices. The DEI Task Force recognized our varying experiences and participation in systems of power and privilege make ongoing conversations about race and institutional racism challenging. Therefore, we formed a second committee on Diversity, Equity, and Inclusion (DEI) to advocate for policies and practices that provide solutions to dismantling oppressive and discriminating systems and develop new strategies related to racial social justice. DEI examines institutional inequities and challenges systems of power and privilege that may exist. We will strive to foster a culturally diverse environment free of discrimination, bigotry, and hate speech.

As the committee reviewed the data, it was difficult to determine specific racial/ethnic groups as having DI due to the low numbers. Therefore, a subgroup of "people of color" was created which includes, American Indian/Alaska Native, Black/African American, Filipino, Hispanic, Pacific Islander/Native Hawaiian, and more than one race.

## Summary of Target Outcomes for 2022-25

### Successful Enrollment

#### American Indian or Alaska Native

2-year outcome: Increase Native American student enrollment from baseline of 1.1% to 1.9%

3-year outcome: Increase Native American enrollment from 1.9% to 2.2%, ensuring the number of students is above the masking threshold.

### Completed Transfer-Level Math & English

#### People of Color

2-year outcome: Reduce equity gaps for all students of color from a baseline point gap of -4.7 to -2.5.

3-year outcome: Reduce equity gap of all students of color to a point gap of zero.

#### LGBT

2-year outcome: Reduce equity gap for all students who identify as LGBTQIA+ from a baseline of point gap -8.6 to -4.3

3-year outcome: Reduce equity gap for all students who identify as LGBTQIA+ to a point gap of zero.

### Persistence: First Primary Term to Secondary Term

#### Black or African American

2-year outcome: Reduce equity gap of students who identify as Black or African American from a baseline point gap of -22.4 to -11.2

3-year outcome: Reduce equity gap of students who identify as Black or African American to a point gap of zero.

#### Foster Youth

2-year outcome: Reduce equity gap of students who identify as Foster Youth from a baseline point gap of -15.1 to -7.6.

3-year outcome: Reduce equity gap for all students who identify as Foster Youth to a point gap of zero.

### Transfer

#### American Indian or Alaska Native

2-year outcome: Reduce equity gap for all students who identify as American Indian or Alaska Native from a baseline point gap of -20.9 to -10.5.

3-year outcome: Reduce equity gap for all students who identify as American Indian or Alaska Native to a point gap of zero.

### Completion

#### Foster Youth

2-year outcome: Reduce equity gap for all students who identify as Foster Youth from a baseline point gap of -11.8 to -5.9.

3-year outcome: Reduce equity gap for all students who identify as Foster Youth to a point gap of zero.

#### People of Color

2-year outcome: Reduce equity gap for all students of color from a baseline point gap of -6.7 to -3.4.

3-year outcome: Reduce equity gap for all students of color to a point gap of zero.

## District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Dr. Melissa Raby	Project Lead	n/a	<a href="mailto:rabym@yosemite.edu">rabym@yosemite.edu</a>	(209) 588-5108
Lena Tran	Chancellor/President	n/a	<a href="mailto:tranl@yosemite.edu">tranl@yosemite.edu</a>	(209) 588-5115
Trevor Stewart	Chief Business Officer	n/a	<a href="mailto:stewartt@yosemite.edu">stewartt@yosemite.edu</a>	
Raelene Juarez	Chief Instructional Officer	n/a	<a href="mailto:juarezr@yosemite.edu">juarezr@yosemite.edu</a>	(209) 588-5107
Dr. Melissa Raby	Chief Student Services Officer	n/a	<a href="mailto:rabym@yosemite.edu">rabym@yosemite.edu</a>	(209) 588-5108
Professor Lahna VonEpps	Academic Senate President	n/a	<a href="mailto:voneppsl@yosemite.edu">voneppsl@yosemite.edu</a>	
Michael Igoe	Guided Pathways Coordinator/Lead	n/a	<a href="mailto:igoem@yosemite.edu">igoem@yosemite.edu</a>	(209) 588-5144
Michael Igoe	Alternate Project Lead	n/a	<a href="mailto:igoem@yosemite.edu">igoem@yosemite.edu</a>	(209) 588-5144

## Equity Plan Reflection

### 2019-22 Activities Summary

- Intrusive outreach
- Revised placement and development of co-requisite support in Math and English
- Improving The Campus Environment for Student Equity Groups
- Expanded Outreach in High Schools
- Improved Services for Foster Youth
- Services for Incarcerated and Formerly Incarcerated Students
- Equity Research
- Disabled Student Support
- Clarifying Pathways to Completion
- Professional Development for Promoting Equity
- Financial Education

### Key Initiatives/Projects/Activities \*

Columbia has created a cohort model for guided pathways, utilizing Starfish as a platform to connect students with targeted services, counselors, faculty and support staff. Program Assistants were added to the team and have been instrumental in “closing the loop” for early alert tracking items and referrals. The assistants additionally provided targeted outreach by contacting students who have applied but not yet registered and offer to support them in their efforts to enroll at Columbia College. The college also employs this intrusive outreach with students in special equity programs who were enrolled in the prior term but have not yet enrolled for the next term by the beginning of open registration.



Columbia has also fully complied with AB 705 and revised the placement policy to place students directly into transfer level math and English. Support classes for both subjects were implemented and embedded tutors were placed in most sections. Additional specialized tutoring was also provided to students who have a disability.

As one solution to improve the campus environment for student equity groups, the college created the Cultural Enrichment Committee who undertook a series of special events to raise awareness and celebrate culturally relevant events. A Diversity, Equity and Inclusion (DEI) taskforce was also created to address inequitable policies and barriers, with a DEI committee remaining as a standing committee.

The college provided additional support for foster youth including a dedicated foster youth counselor, textbook vouchers, gas cards, access to a food closet, and support for the “overcome” student meals and Phoenix scholars student club. A student housing pilot was implemented in Fall 2021 to provide free housing for students in need, especially targeting foster youth for participation in the pilot program and it doubled from 10 sponsored students to nearly 20 students with housing sponsorships funded by the CC Foundation.

### **Evidence of Decreased Disproportionate Impact \***

Researchers examined two comparison groups using the SEP datasets provided by the CCC, one that matched the baseline years of the pending 2022 SEP cycle (i.e., post-cohort), and another that would reflect the 2019 baseline if the same data had been used at that time (i.e., pre-cohort). Researchers used only three of five available metrics because the most recent outcomes for other metrics preceded even the 2019 cycle. They retained operational decisions associated with the PPG-1 methodology, such as to mask small values. It is important to note that the post-cohort outcomes were recorded during the Covid-19 pandemic, which exacerbated existing social inequities even while sensible local policies were implemented to address them.

**Successful Enrollment in the First Year.** Researchers did not explicitly find DI related to ethnicity in either the pre- or post-cohorts, but noted that the sizes of two ethnicity subgroups, American Indian/Alaska Native and Pacific Islander or Hawaiian Native, fell below the masking value between cycles, which was interpreted implicitly as emerging DI such that these groups experienced diminished opportunity over time compared to others. Although gender is not considered a primary equity group, researchers observed that the performance gap for females narrowed substantially such that DI present in the pre-cohort had been resolved in the post-cohort.

**Persisted First Primary Term to Subsequent Primary Term.** Researchers did not observe reduced DI on this item over time. Rather, they noted that DI which existed in the pre-cohort persisted into the post-cohort for Black or African American, first generation, and male students. As well, they noted that DI emerged over time for foster youth, and that the values for veteran students declined below the masking threshold over time, suggesting diminished opportunity. For those who Completed Both Transfer-Level Math and English Within the District in the First Year, researchers found a clear reduction in DI for first generation, male, and Perkins economically disadvantaged students. However, they also observed that DI persisted over time for Black or African American, Hispanic, and LGBTQ+ students, while DI emerged (explicitly or implicitly by having samples fall below the masking threshold over time) for American Indian/Alaska Native, female, and veteran students

### **2022-25 Planning Efforts \***

The Student Success Council meets throughout the semester to review components of the 2019-2022 equity plan including research related to student access, retention, progression, and completion. Review of the former plan included details on how various student success initiatives were integrated to promote student success. The Council reviews and approves new student success proposals as well as annual budgets in response to various state-wide student success initiatives and legislative changes. Realizing we needed more inputs from a wider cross-section of the campus community in the 2022-25 cycle to adequately plan, we held additional forums, workshops, and meeting times were set aside within Student Services and within the Cultural Enrichment Committee (CEC) to ensure all inputs were adequately synthesized, vetted, and incorporated prior to sending forward to the College Council for ratification.

### **Pandemic Acknowledgement**

- ✗ Interrupted Work Fully
- ✓ Catalyzed Work

**Provide an explanation (optional)**

Due to the Pandemic, the College was forced to move all services to an online format, a process where progression had been slow to implement. Staff and faculty quickly learned how to serve students in the new modality and now can continue to provide greater access to students in all modalities.

As we moved to a zoom online environment for maintaining connection, our college community's focus on equity shifted to being more inclusive of as many voices as possible. For the first time, we were able hold college wide forums, listening sessions, and speaker series and to hear from a wider scope of the college faculty, staff and students as they shared issues of structural inequities, concerns for students most impacted by the pandemic, and came together around finding solutions to keep them connected to the college.

Summer 2020 was the first invitation for all students to attend a Student Townhall on Zoom to address the questions and concerns of being remote during the pandemic. As a result of the first successful Townhall, faculty and staff Townhall invitations were sent to replicate a similar format. The College now has a culture of greater inclusion of our entire student body and faculty and staff are regularly represented or invited to participate in campus-wide discussions around ensuring an equitable distribution of resources, creating equitable classroom environments, and visibly demonstrating inclusive communities of practice from the simplest messaging campaigns and events to the most complex and involved discussions around ongoing structural inequities that perpetuate racism and discrimination.

✓ Delayed Work

#### Provide an explanation (optional)

Many of the planned in-person activities as well as development of new community partnerships were placed on hold during the Pandemic. Student connections especially for our most vulnerable students were difficult to maintain in a 100% online modality.

#### Executive Summary URL \*

[https://www.gocolumbia.edu/student\\_services/executivesummary/index.php](https://www.gocolumbia.edu/student_services/executivesummary/index.php)

## Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
American Indian or Alaska Native	✓	×	×	✓	×
Black or African American	×	×	✓	×	×
Foster Youth	×	×	✓	×	✓
People of Color	×	✓	×	×	✓
LGBT	×	✓	×	×	×

## Successful Enrollment

### American Indian or Alaska Native

#### Structure Evaluation: Friction Points

##### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

##### Friction Points: Current Structure \*

There is a lack of representation of Indigenous populations at the College. There is a legacy of the boarding schools in higher education that directly impact the likelihood of enrollment, and trust of the institution for this population. This distrust is generational, as students' grandparents and parents have likely been impacted by the United States government policies of forced removal, assimilation, and deculturalization. Because of this, there are generational beliefs and conflicting views about the benefits and safety of higher education. Additionally, many Native Americans enter the workforce without a degree believing they do not need one to engage in tribally-focused work. Many of our students are finding or learning the value of a college degree after being in the workforce. There is also a stigma associated with pursuing education and college among this population. Local historical narratives erase Indigenous history and contributions to our shared past and present. This invisibilizes this population within the community. The College continues to hear that the enrollment process on the website is difficult to navigate, thus potentially preventing a student from completing the registration process.

#### Structure Evaluation

##### Current Structure

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)

##### What is the impacted structure/process/policy/practice/culture on your campus related to this selection? \*

The College continues to hear that the enrollment process on the website is difficult to navigate, thus potentially stopping a student at some point from completing the registration process.

- Other

##### Ideal Structure

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)

- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

Given our geographic proximity to several Native population centers, we see a potential for increasing our presence in the American Indian/Alaskan native communities who might benefit from enrolling at Columbia College. Native Voices has built on the premise of inviting to the campus and highlighting the voices of our Native American cultural partners. Our visibility and presence in the community are essential in establishing trust and creating a culturally relevant connection. We will expand outreach within the communities of local Native American populations, leverage our existing institutional tools, and continue to develop welcoming and visibly inclusive messaging around our campus. Utilizing support services such as the Motherlode Education Opportunity Program (MEOC) we can assist students through the registration process.

## Action

### Action Steps \*

#### Appreciative Inquiry & Student Identification

- Conduct focused student surveys and focus groups with the indigenous populations to determine what else is needed to feel more comfortable, included and supported.

#### Marketing, Outreach & Community Partnerships

- Continue to develop partnerships with local indigenous groups and provide more services and support at their facility.
- Create culturally relevant marketing materials that are inclusive of Native American and Alaska Native populations.
- Make a deliberate effort to acknowledge and welcome Native American students to Campus.

#### Support Services

- Provide on-site and frequent regular services for educational and financial aid information, registration assistance and counseling.
- Support students in chartering an indigenous student club.

#### Cultural Awareness & Professional Development

- Provide on-going Native Voices Events as a way to create space in our educational institution for sharing the histories and experiences of Native Americans from Native people themselves.

#### Financial Support

- Provide financial incentives targeted to the Native American populations.
- Continue to build tribal partnerships through sponsorships, apprenticeships, and paid internships.

## Chancellor's Office Supports

### Supports Needed

- ✗ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

### Explanation of Supports Needed

Given the early discussions and planning partnership stage where Columbia College finds itself, there needs to be greater inclusion of our local Native communities to incorporate before more technology investments, tools, pilots or communities of practice provided by the Chancellor's Office. Technical Assistance, Professional Development, and better access to data will enable us to build local consensus as we move toward actionable planning during this plan's period.

## Completed Transfer-Level Math & English

### People of Color

### Structure Evaluation: Friction Points

#### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

#### Friction Points: Current Structure \*

The College has an overall underrepresentation of people of color. These populations have also historically been messaged from a deficit rather than asset-based perspective and/or may experience language barriers, especially if English is not their first language. Students are not exposed to examples of people who look like them achieving certain goals, such as pursuing a STEM career, so they do not pursue as many options to improve their math and science pathways. Those who have struggled with math and English previously may not choose to enroll in math and English within their first year due to past experiences. Fewer degree plans for people of color are completed

in the first year, which misses an opportunity to convey the necessity to complete both transfer-level math and English courses within the first year, and how beneficial that can be to their long-term completion success.

## Structure Evaluation

### Current Structure

✓ Instruction

#### What is the impacted structure/process/policy/practice/culture on your campus related to this selection? \*

We have only recently eliminated all courses lower than transfer-level in math, so despite correcting the problem of under-placing students, we still allowed them to enroll in lower-than-transfer-level math in very limited and isolated incidences.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

#### What is the impacted structure/process/policy/practice/culture on your campus related to this selection? \*

We struggle to provide a similar level of wraparound services in our incarcerated populations as we do on campus, or even remotely from campus, and this is where a large proportion of our people of color are participating in Columbia College instruction.

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✗ General Operations (A&R, Parking, Campus Policing, etc.)

✗ Other

### Ideal Structure

✗ Instruction

✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✗ General Operations (A&R, Parking, Campus Policing, etc.)

✗ Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

Although some translation services, visuals, and Spanish-language printed materials exist, students will benefit from additional services and materials for other populations of Latinx communities do not have printed materials, instructions, or web pages. Turkish, Ukranian, and Mandarin are also recently identified possibilities for more translation services, visuals, etc. Students of color will have access to counselors early on upon arriving to campus and will complete an educational plan that includes information related to math and English placement and support opportunities. Students will have enough course options to meet their needs in the modality that best serves their learning styles. Every course in math and English offers embedded tutoring and additional supports that may be needed by students of color.

## Action

**Action Steps \*****Appreciative Inquiry & Identification**

- Keep an up-to-date list of faculty and staff that can assist non-English language speaking students.

**Marketing, Outreach & Community Partnerships**

- Provide materials in multi-languages.

**Support Services**

- Offer multiple math and English sections and options for support.
- Provide additional support/tutoring opportunities; writing lab with instructional support specialist. Provide in-person support, more tutors and open student spaces.
- In addition to full semester support courses, offer mini math jams; workshop model of “just in time” support.

**Cultural Awareness & Professional Development**

- Provide faculty support to rewrite curriculum and redesign our ESL program.
- Create equity-minded curriculum over multiple semesters through ongoing professional development that would support faculty across the entire curriculum development process.
- Provide an equity-minded syllabus for each course taught

**Financial Support**

- Targeted grants and scholarships for people of color.

**Chancellor's Office Supports****Supports Needed**

- ✗ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

**Explanation of Supports Needed**

By updating job descriptions / skills identification within the district and /or state to include language fluency levels, we could begin to more easily identify and potentially compensate those faculty and staff who are meeting students where they are in language proficiency.

**LGBT****Structure Evaluation: Friction Points**

### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

#### Friction Points: Current Structure \*

LGBTQIA+ students face low preparation barriers for college level courses before entering our transfer-level pathways with or without support. Some students fail to meet with a Counselor early or before beginning their first year, and do not begin either math or English in their first semester at the college. Additionally, there is a lack of visible representation of LGBTQIA+ communities on our campus so having a comfortable feeling toward the Counseling relationship can be uncertain for LGBTQIA+ students.

## Structure Evaluation

### Current Structure

- ✗ Instruction
- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

### Ideal Structure

- ✗ Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

#### What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? \*

A dedicated and visibly welcoming of members of the LGBTQIA+ community signage, decor, and feel in the General Counseling, Math lab, and Writing Center areas to match or complement the special equity programs' visibly warm and welcoming space would be ideal.

- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

Creating safe space and welcoming campus by committing to more professional development around safe space training and visible signage for inclusive spaces. A student leadership-initiated movement for greater access to safe space training among themselves and their support staff recently emerged. In response, and to encourage our



newest students to connect with support early, we will focus initial efforts on our counseling and tutoring areas to help reassure them of their placement in transfer level math and English and the availability of additional support for math and English does include many members of their LGBTQIA+ community. Finally, we hope to achieve a classroom culture that is inclusive of LGBTQIA+ communities by encouraging diverse topics, discussions, reading materials and curriculum.

## Action

### Action Steps \*

#### Marketing, Outreach & Community Partnerships

- By posting signage and more symbolism that is inclusive of LGBTQIA+ in General Counseling, Math Lab, and Writing Center, we can establish a more welcoming environment. Connecting with outside agencies who can table on our campus or have a regular presence just outside or within the 3 buildings where these programs are located college, we can provide additional resources that aren't currently offered for LGBTQIA+ students.
- Promote our LGBTQIA+ general email (pride@yosemite.edu) to reach out and market to students and let them know that email is a safe way to ask questions of either a personal or more general nature, and receive a response in a timely manner. One example might be to help resolve issues and/or questions around system visibility and long-term modifications to records when a preferred name is selected.

#### Support Services

- Counselors and support staff encourage LGBTQIA+ students to take advantage of resources such as additional tutoring and support courses in the very first semester or returning semester, as they may not have been connected or educated on the benefits of these instructional supports.
- Use the GSA (Gay Straight Alliance) as a pilot club for Student Leadership hosting all-club inclusive start-up workshops to educate on the process and pursue simplifying the accounting/funding for activating a club. If staff express an interest in supporting this club, specifically, managers will allow the release time for them to assist and support the LGBTQIA+ community in this way.

#### Cultural Awareness & Professional Development

- Columbia College is committed to at least once a semester offering a safe zone and/or LGBTQIA+ specific educational workshops, reflections, or formal professional development for faculty, staff and students in parallel to our recently launched UndocuAlly training.

## Chancellor's Office Supports

### Supports Needed

- ✗ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✓ Proof of Concept Pilots

- × Strategic and Operational Communication

### Explanation of Supports Needed

More pilots and the key elements they used are needed in order to strike the right balance of providing supportive services that are initially appealing, engaging, and student learning outcome-focused on academic success are needed in order to more fully support the LGBTQIA+ community.

## Persistence: First Primary Term to Secondary Term

### Black or African American

#### Structure Evaluation: Friction Points

##### Friction Points

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##### Friction Points: Current Structure \*

There is a lack of representation of Black or African American individuals at the campus. We've explored the common reader as a way to spread awareness of African American cultural awareness, however, adoption has been low and slower than anticipated. Our African American students are some of our least visible outside of athletic teams and incarcerated programs. African Americans are the least visible and most often excluded.

#### Structure Evaluation

##### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

##### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)

- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

The College will need to start with appreciative inquiry to identify barriers and ideal structures for this specific population including student focus groups and qualitative research into how they can feel more comfortable and inclusive. Culturally relevant professional development and awareness efforts for faculty and staff can then be tailored to outcomes from the barriers identified. Provide an environment where Black and African American students feel connected and supported. Foster partnerships and relationships with Modesto Junior College for co-curricular support such as UMOJA.

## Action

### Action Steps \*

#### Appreciative Inquiry & Student Identification

- Conduct student focus groups to identify barriers and ideal structures and qualitative research into how Black and African American students can feel more comfortable and inclusive.

#### Support Services

- Offer culturally relevant field trips.
- Provide workshop series to enhance success efforts and greater connection to college life.

#### Cultural Awareness & Professional Development

- Provide culturally relevant professional development training presented by MJC's UMOJA staff.
- Embed the Cultural Enrichment Committee events into the college culture with sustained funding available. Bring in artwork and other displays highlighting the African American Culture.
- Create culturally relevant displays in the library

#### Financial Support

- Incentivize participation with gift cards.
- Offer targeted grant/scholarship opportunities to Black and African American students.

## Chancellor's Office Supports

### Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research

- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

#### Explanation of Supports Needed

Not Entered

## Foster Youth

### Structure Evaluation: Friction Points

#### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

#### Friction Points: Current Structure \*

Our students who have been foster youth have a higher likelihood to need assistance with connecting to stable sources of housing, food, books, technology, etc. These students generally have a lack of family support or any strong support system in place. These students have experienced significant trauma, housing instability, gaps in their educational background and preparation for higher education. They are over-represented in the high school levels with IEPs and 504 plans, and are usually first generation students who have misconceptions on the value of higher education. These students typically expect to work while also being college students, and are encouraged to do so by the County's caseworkers. Some of these students have legal issues (are justice-involved), have struggles with addiction, and/or mental health challenges. Due to all of these factors, many delay or doubt their place or ability in higher education (imposter syndrome). Many of these students lack basic living skills, which they may acquire through campus staff support and/or County-based ILP programs. As such, time management, personal boundaries, and financial literacy are especially challenging for the population of students.

### Structure Evaluation

#### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

**Ideal Structure**

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

**Structure Evaluation: Necessary Transformation to Reach Ideal****Necessary Transformation to Reach Ideal \***

Incoming foster youth students will be identified early on and connected with the dedicated foster youth counselor. Being connected to each other via the Starfish organization will allow for better communication and follow up with this population. Students will have easy access to support services and basic needs assistance.

Developing and ensuring a strong partnership with the county services and independent living programs will provide better outreach and identification of students and provide additional support for throughout the transition into college and persisting to following terms.

**Action****Action Steps \*****Appreciative Inquiry & Student Identification**

- Work with research department to ensure we have accurate data for foster youth students.
- Assemble current group of foster youth students to engage in discussion of current challenges persisting to the second semester, and how they can support each other with staying connected through peer mentorship.

**Marketing, Outreach & Community Partnership**

- Develop, maintain, and repair partnerships with county services and independent living programs (ILPs)
- Provide foster youth college night bi-annually: SMASH night (Students, Money, Academics, Special Programs and Housing).

**Support Services**

- Communicate with Foster Youth students via Starfish and other tools to provide regular student tracking, referrals to more campus resources, and ensuring holistic care is received.
- Ensure a dedicated foster youth counselor has sufficient time allocated to meet the student needs.
- Provide support for Phoenix Scholars club and Overcome meetings (support system where they can share meals and go on field trips together, etc.).

**Financial Support**

- Provide basic needs and financial resources for foster youth students: financial aid emergency grants, gas cards or parking, food pantry, housing etc.

- Designated funding for all of the above that is sufficient and time for the growing caseload is sufficiently allocated / released from regular duties.

## Chancellor's Office Supports

### Supports Needed

- ✓ Field Guidance & Implementation
- ✗ Technical Assistance/Professional Development
- ✗ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

### Explanation of Supports Needed

Funding for a person who is just there for only the population of Foster Youth because of the complex network of multiple counties, probation officers, agencies, etc. and because of the vast number of unique needs that exist among this population. Stable ongoing funding is needed for all the services the college can be providing to support persistence throughout the first year.

## Transfer

### American Indian or Alaska Native

## Structure Evaluation: Friction Points

### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

### Friction Points: Current Structure \*

The College hasn't leveraged local role models for the purpose of showing Native American students the hidden curriculum, how to break down the norms and rules of higher education; there is an isolating effect on these students without a visible support network or program for them. There is a misperception of the process to transfer, the requirements, and the funding opportunities, both from the College and from the tribe, which can be used to help them successfully transfer. If we are not helping connect them to the services that can help them

break down those barriers, then we cannot expect them to use them. Family caregiver responsibilities, over-representation of IEPs & 504s while in high school, and politicized identities are additional friction points. We lack partnerships between tribal educational programs at the high school levels and need to be directly connected to tribal communities. The College has no current examples of indigenous students who have transferred, and the lack of visibility impacts the perception of themselves as able to pursue a college transfer pathway to complete a bachelor's degree. Currently, no personnel have 100% of their time dedicated to this population.

## Structure Evaluation

### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Ideal Structure

- × Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

### What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? \*

All colleges could be required to provide Native American services, personnel, and programming. As part of DEI-related training across the state, professional development opportunities should include this population and their unique student experiences to help educate ALL personnel.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

Building on the foundation of off-site Counseling at the Blue House, expand our outreach to establish an enrolled and engaged student pipeline into Columbia College and through to a four-year institution. Student supports are concentrated in the first year, including grants, financial literacy, financial aid and scholarship support, mentors, dedicated counseling, and basic needs support. The College is dedicated to building trust with the elders and families so that tribal communities feel comfortable with the college, and with students before they arrive in their first year. Within the local reservations and rancherias, we want our program to be a pathway of choice as their first step to completing a bachelors degree. And that a bachelors degree represents access to a more skilled labor force that supports their tribal governments and communities.

## Action

**Action Steps \*****Appreciative Inquiry & Student Identification**

- Partner with local tribes to understand how our integrated pathways to bachelor programs can meet their current workforce needs and future demands.

**Marketing, Outreach & Community Partnerships**

- Develop a Native family welcome day partnering with local tribal governments, communities, and local agencies to help build rapport and trust, challenge misconceptions of higher education, and encourage enrollment across the family and community.
- Explore being more aligned with tribes in developing educational opportunities through apprenticeships, internships, and work experience.
- Reach out to local four-year feeder institutions to create a student mentee program where we can pair our transferring students with their enrolled indigenous student groups.

**Support Services**

- Go to them instead of waiting for them to come to us: a dedicated counselor and other student support services are offered on-site at a local reservation.
- Revitalize the Serving Native Students Committee around current interests and shared goals for the college, the tribes, and the tribal agencies.
- Invite Native Outreach personnel to come to this area to work with Native students on our campus or strengthen our partnerships and ask for them to join us at Transfer Day and other on-campus events.
- Utilize existing tools such as Starfish to better communicate with the Native American Students for student events, resources, and important information.

**Financial Support**

- Provide targeted grants and scholarship opportunities for indigenous populations.
- Promote a greater understanding and more resources on how to finance their transfer pathway by creating tribal funding-specific workshops and how to pursue scholarships.

**Chancellor's Office Supports****Supports Needed**

- ✗ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

**Explanation of Supports Needed**

Given the early discussions and planning partnership stage where Columbia College finds itself, there needs to be greater inclusion of our local Native communities before utilizing more technology investments, tools, pilots or communities of practice the Chancellor's Office provides. Technical Assistance, Professional Development, and



better access to data will enable us to build local consensus as we move toward actionable planning during this plan's period.

## Completion

### Foster Youth

#### Areas of Completion

##### Areas of Completion \*

- ✗ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

#### Structure Evaluation: Friction Points

##### Friction Points

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##### Friction Points: Current Structure \*

Foster youth have a higher likelihood to need assistance with connecting to stable sources of housing, food, books, technology, etc. These students generally have a lack of good support systems. There is a lack of awareness from the foster youth population that services even exist. Foster youth students often do not want to disclose they are from the foster youth system as there tends to be a stigma associated.

#### Structure Evaluation

##### Current Structure

- ✗ Instruction
- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

### **Ideal Structure**

× Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

### **What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? \***

By making referrals to Mental Health, referrals to Financial Aid, and referrals to the resources they need, foster youth students can get acquainted with their support network, but an additional step is necessary. They absolutely require active case management, and 24/7 access to one consistent support person who can ensure they maintain their connection to services, ensure follow up occurs, and keep them engaged and connected. Using a strengths based approach will remind and reassure them of their place at the college, combats imposter syndrome, and makes Foster Youth's educational goal of completing a certificate or degree more attainable.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

## **Structure Evaluation: Necessary Transformation to Reach Ideal**

### **Necessary Transformation to Reach Ideal \***

Incoming foster youth students will be identified early on and connected with the dedicated foster youth counselor(s). Being connected to each other via the Starfish organization will allow for better communication and follow up with this population. Students will have easy access to support services and basic needs assistance.

With consistent and frequent assistance of educational planning, and helping with basic needs and academic needs, the foster youth student will be more prepared to persist to completion of a degree or certificate, transfer to a four-year institution or improve technical skills to obtain a job. Foster youth students will be identified when close to completing their goal and encouraged to attend the graduation campaign. The College will highlight milestones and create a marketing campaign around success of foster youth students that can influence and motivate other foster youth. The college community should provide training on trauma informed practices, which can be applied when helping foster youth students.

## **Action**

### **Action Steps \***

#### **Appreciative Inquiry & Student Identification**

- Work with research department to ensure we have accurate data for foster youth students.

#### **Marketing, Outreach & Community Partnerships**

- Develop partnerships with county services and independent living programs to ensure foster youth student benefit from full services available.

#### **Support Services**

- Communicate with Foster Youth students via Starfish and other tools to provide regular student tracking, referrals to more campus resources, and ensuring holistic care is received.
- Develop case management system with multiple departments to provide a holistic service for foster youth students.
- Ensure a dedicated foster youth counselor has sufficient time allocated to meet the student needs.
- Create a peer mentor program for foster youth students.

#### Cultural Awareness & Professional Development

- Ensure professional development opportunities for faculty and staff directly related to foster youth issues.

#### Financial Support

- Provide basic needs and financial resources for foster youth students: CHAFEE grants, financial aid emergency grants, gas cards or parking, food pantry, housing etc. Prioritize distribution of book loans, laptops and hotspots to foster youth students.
- Provide targeted grants and scholarships to foster youth students.

## Chancellor's Office Supports

#### Supports Needed

- ✗ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

#### Explanation of Supports Needed

Not Entered

## People of Color

### Areas of Completion

#### Areas of Completion \*

- ✗ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

## Structure Evaluation: Friction Points

### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

### Friction Points: Current Structure \*

The College has an overall underrepresentation of people of color. These populations have also historically been messaged from a deficit rather than asset-based perspective and/or may experience language barriers, especially if English is not their first language. Students are not exposed to examples of people who look like them achieving certain educational goals. Many people of color are also first-generation college students and lack the guidance from home to navigate the college environment.

## Structure Evaluation

### Current Structure

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

### Ideal Structure

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)

### What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? \*

Evaluate hiring structure to include language that is more racially inclusive of people of color to attract a more racially diverse workforce.

- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

Creating a culturally educational environment and celebration of different cultures will allow students of color to feel welcomed and included, which will then help them persist to completion. Native Voices is an example of a successful series of events offered most recently in April 2022, and Celebrating Comunidad is an event scheduled for October 2022 that has brought together cross-campus group groups and increased awareness for both populations of students. Deliberate steps should be taken to ensure these planning groups will be sustainable for other events and inclusive activities. Effort should be put into establishing an African-American student support committee, and this should be a priority for this period.

Basic needs insecurities hinder students from succeeding in their classes. When a student is hungry or has no place to stay at night, they struggle to concentrate with their studies. By meeting our student's food and other basic needs insecurities, we allow them to be more successful in the classroom and thus reach their educational goals.

Identify students of color who are within 15 units of completing their degree and prioritize awarding the Finish Line grants to this population. Provide consistent intrusive advising to this population as they reach the completion phase of their academic journeys.

## Action

### Action Steps \*

#### Support Services

- Provide consistent counseling services with regular cohort communication and early intervention.
- Utilize Starfish Close to Completion report to identify and target students of color who are within 15 units and 30 units of completion.
- Contact students of color who are close to graduation and conduct a graduation campaign – counselor communication, meeting with a counselor, completing graduation application, signing up for ceremony.
- Promote food pantry services in a way that is welcoming, comfortable, fun and normalizes the experience that removes the stigma of a traditional food bank.
- Provide more effective counseling and resources for incarcerated students who are predominately students of color. They have unique challenges as many are transferred to different facilities or released during the semester. Consistent counseling can focus on long term planning, opportunities at transferring institutions or opportunities where they are released.

#### Cultural Awareness & Professional Development

- Pursue membership as a Hispanic Serving Institution (HSI) (can apply as developing HSI between 10% to 25% threshold). Opportunities will then be available for our students of color for co-curricular internships, scholarships, recognition and funding opportunities.
- Work with HR to review common diversity and inclusion language to include with all job openings.
- Offer more culturally relevant courses and a broader range of curriculum assignments that are inclusive and diverse in content and authors. Students' success increases when they are interested and represented in the subject matter.

#### Financial Support

- Work with the Columbia College Foundation to provide targeted grants and scholarships for students of color, including the Finish-Line Grant.

## Chancellor's Office Supports

### Supports Needed

- ✗ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

### Explanation of Supports Needed

Not Entered

## Certification

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12/06/2022 12:15 PM PST

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