

Columbia College 2015 – 2016 Integrated Plan Matrix

<u>2015 – 2016 Student Access and Success Initiatives</u>	<u>Problems / Needs</u>	<u>Evidence</u>	<u>Additional Inquiry Proposed</u>	<u>Proposed Activities</u>	<u>Data Collection / Measures of Effectiveness</u>	<u>Source of Funding / Support</u>
<i>College initiatives to promote student success (funded in part by BSI, SSSP, Student Equity, AB 86, etc).</i>	<i>Impediments to student access, matriculation, progression, completion, and transfer.</i>	<i>Results of inquiry which suggest an impediment to success or disproportionate impact exists.</i>	<i>Additional research to be conducted.</i>	<i>Summary of activities currently suggested to address problems or needs identified.</i>	<i>Method for measuring the effect of the activity on student success</i>	<i>Areas from which initiatives will be funded</i>
<b>Developmental Education Initiatives</b>	Underprepared students are much less likely to reach their educational goals.  The proportion of students who are placed in basic skills and go on to complete college level coursework is relatively small.  Students who complete basic skills courses often fail to enroll at the next level.  Research suggests student placement may be inappropriate (below levels in which they could be successful, in some instances).  ESL participants rarely progress to college level coursework.	Columbia College basic skills tracker data (English, Math, and ESL)  Columbia College placement data  California Acceleration Project Data	Local inquiry regarding the effectiveness of multiple measures placement for Math.	<b>Acceleration Project</b> Exploration and development of accelerated courses for students in the developmental sequence. Exploration and possible development of alternative courses such as Path to Stats courses for non-STEM majors. Explore feasibility of intensive summer programs to improve placement.	Availability of accelerated pathways.  Basic skills progression rates.  Change in student placement and course performance following participation in prep program.	Student Equity / (AB770 in the future)  (Faculty support for developing accelerated courses. Conferences / site visits)
				<b>Basic Skills Support</b> Support for students enrolled in basic skills courses including tutoring, supplemental instruction, writing center, math lab.	Student participation in basic skills support programs.  Success rates in basic skills coursework.  Basic skills progression	Basic skills Initiative
				<b>ESL / GED Support</b> Support for non-credit SSSP coordination, paired courses, dedicated student tutors, professional development, technology to support ESL students, etc.	Success rates in ESL and GED coursework.  ESL and GED student progression to college level coursework.	Non-Credit SSSP, BSI, AB 86 / 104, Student Equity
				<b>Multiple Measures Exploration and Examination</b> Examination of the efficacy of current placement methodologies. Exploration and development (if appropriate) of multiple measures placement for English.	Rate of student placement in varying levels of English courses. <i>(If multiple measures is implemented)</i> Rate of success in varying levels of English courses.	Student Equity (Research)

Columbia College 2015 – 2016 Integrated Plan Matrix

<b>Career and Major Pathway Initiatives</b>	Students are disadvantaged in their efforts to reach their educational goals due to:	Statewide data related to undeclared students.	Comparisons of student performance (undeclared students, students with a declared program of study, students with an ed plan completed, students participating in an internship or work experience, etc.)	<b>Major Selection and Pathways Project</b> Major program pathway review. Development of major advising guides.	Proportion of students with declared program of study.  Student time to degree or transfer.	Student Equity
	Failure to identify a major or career interest.  Lack of navigational capital / clarity regarding major pathway.  Impediments to completion of major due to factors such as availability of courses / course sequencing.  Lack of connection to discipline / career.	Results of local inquiry related to undeclared students.		<b>Comprehensive Career Program</b> Exploration of the development of a “one stop shop” to coordinate career exploration, career counseling, student employment, internships, work experience, etc. Improved coordination between CTE and Student Services. (Efforts supported by Director of Student Retention and Success)	Number of students accessing career services.	SSSP / Student Equity
<b>Special Programs and Populations Initiatives</b>	Campus research suggests disabled students are disproportionately impacted in access, degree and certificate completion, and transfer.	Results of local inquiry related to student access, success, completion, and transfer.	Development of more sophisticated methodologies for determining the expected enrollment among individuals with disabilities  Examination of the reasons individuals with disabilities, who are enrolled on campus, do not participate in DSPS.  Examination of how income relates to student success (further disaggregated than current methodologies employed).	<b>Disabled Student Access and Awareness Initiative</b> Development of strategies to encourage individuals with disabilities to enroll at the college and in DSPS. Activities will include sponsoring a DSPS awareness campaign, addition of a DSPS peer mentor, DSPS campus and community outreach, “above and beyond” tutoring for DSPS students in barrier courses.	Number of students receiving DSPS services.  Awareness of DSPS services throughout the campus & community.  DSPS student performance in barrier courses.  DSPS completion / transfer rates.	Student Equity
	Campus research suggests foster youth have much lower course completion rates than their peers.			<b>Foster Youth Initiative</b> Development of foster youth workgroup to explore impediments to success for foster youth. Addition of a special programs counselor who will provide intensive services (through EOPS) for all identified foster youth.	Course completion rates among foster youth.  Retention and completion rates among foster youth.	EOPS, TRIO, SSSP
	Campus research suggests veterans are disproportionately impacted in access.			<b>Veterans Initiative</b> Development of a workgroup to explore impediments to access and success for veterans. Development of a veterans’ center.	Veteran enrollments.  Veteran student satisfaction.	Student Equity

Columbia College 2015 – 2016 Integrated Plan Matrix

<b>Campus Engagement and Wellness Initiatives</b>	There has been an increase in the demand for mental health services on campus.  Research suggests student engagement is critical factor in student attrition.	Research related to engagement from Kou, Tinto, Astin, etc.  Results of Columbia College student engagement survey.  (Health related evidence)		<b>Campus Wellness initiatives</b> Addition of fulltime mental health coordinator, Columbia College Alert Team (CCAT) development and coordination, Wellness Faire.	(Student satisfaction/ engagement / wellness instrument)	SSSP, Student Equity
				<b>Engagement Initiatives</b> Selection and training of Student Ambassadors to support campus SSSP, expanded Welcome Week, etc	Student receipt of matriculation services.  Student satisfaction with Welcome Week.	SSSP, Student Equity
<b>Teaching and Learning Initiatives</b>	Research suggests academic and social integration (such as learning communities) are effective strategies for increasing student retention but that there is little opportunity for this type of engagement on college campuses.  Faculty and staff would benefit from continued professional development related to teaching and learning.	Results of national studies.  Examination of the effect of FSE on student retention.	Examination of the efficacy of the on-ramp program.	<b>Academic and social integration</b> Support for the First Semester Experience, consideration of scaling learning communities, exploration of FELI integration, support for On-Ramp.	Course success rates, retention, and completion rates among students participating in these programs.	BSI, Student Equity, etc.
				<b>Teaching and Learning</b> Support for teaching and learning workgroups. Support for professional development for faculty and staff.	Participation rates in professional development.	BSI, Student Equity

Columbia College 2015 – 2016 Integrated Plan Matrix

<p><b>Core Services / Enrollment Initiatives</b></p>	<p>Research suggests the provision of matriculation services is a key factor in students' effort to reach their educational goals.</p> <p>Preliminary research suggests a negative correlation between student performance in coursework and distance from campus.</p> <p>Research also suggests distance from campus disadvantages students in their efforts to attend college (place-bound students).</p>	<p>Statewide study and Riverside Community College study examining the effect of the provision of matriculation services on student success. (referenced in the CCC matriculation handbook).</p>	<p>Examination of the effectiveness of current placement practices.</p> <p>Examination of the effect of early interaction with probation students.</p> <p>Examination of the relationship between distance from campus and student success / completion.</p>	<p><b>Orientation, Assessment, Educational Plans, Counseling and Advisement, Academic Progress / Probation</b></p> <p>Addition of a Director of Student Retention and Success. Launch of online orientation, exploration of multiple measures for English, student ambassador outreach to encourage completion of educational plans, exploration of online advising, early outreach to probation and undeclared students.</p> <p><b>Access / Enrollment</b>                  Submission of EOC grant proposal.                  Exploration of off-site center development.                  Enrollment management efforts (Interact, etc.)</p>	<p>Proportion of students completing orientation.</p> <p>Performance on orientation exams.</p> <p>Number and proportion of student completing educational plans.</p> <p>Number and proportion of students receiving counseling or advising.</p> <p>Student satisfaction with counseling or advising.</p> <p>Number and proportion of students with a declared program of study.</p> <p>Course success and retention rates among students on probation.</p> <p>College enrollment.</p> <p>Success rates among students based on distance from campus.</p>	<p>SSSP / Student Equity</p> <p>Student Equity</p>