



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

# Reedley Community College Madera Community College Center Oakhurst Community College Center



## 2017 Integrated Plan Basic Skills Initiative, Student Equity and Student Success & Support

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### 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.**

<b>Basic Skill Initiative (BSI)</b>	<b>Progress</b> from 14/15 to 15/16
Increase the persistence rate of ESL courses by 1% each year for five years.	Persistence rates increased 7% The success in this area is attributed to multiple things, including development of a non-credit pathway, increased usage of a dedicated ESL adjunct counselor, and collaboration between ESL and student services. We will continue to support this successful intervention through activity “1.1 Focused counseling support for Basic Skills / ESL”.
Reduce the number of attempts in Math courses by 1% each year for five years.	The number of attempts increased by 5%. Continue monitoring. There have been significant changes in the math sequence, including the development of a statistic pathway for non-STEM majors, as well placement practices (multiple measures) that requires the establishment of a new baseline.
Increase Basic Skills English success rate by 1% each year for five years. (looking at all 200 level English courses)	Increased 1% Continue monitoring. There have been significant changes in the Basic Skills English sequence that requires the establishment of a new baseline.



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<b>Equity</b>	<b>Progress</b> from 14/15 to 15/16
<b>Access:</b> Decrease gap in access for Male by 5% by 2020	Decreased gap by 0.87%.
<b>Access:</b> No gap in access for Hispanic/Latino by 2020	Increased gap by 2.22%. This number is especially difficult to report on given the removal of all Clovis Community College students from our 14/15 to 15/16 data set. Moving forward, 15/16 will be used as Reedley College's baseline on all data.
<b>Course Completion:</b> Improve course completion: Low-Income (no gap) by 2020	Decreased gap by 1.0%.
<b>Course Completion:</b> Improve course completion: Hispanic/Latino (no gap) by 2020	Nominal increase in gap by 0.57%. Continue monitoring as it may be impacted by multiple measures and other interventions established 15/16 and 16/17.
<b>Course Completion:</b> Improve course completion: Males (no gap) by 2020	Decreased gap by 0.1%.
<b>Course Completion:</b> Improve course completion: Black or African-American (decrease by 9.9%) by 2020	Decreased gap by 5.14%. This was our most significant improvement.
<b>Basic Skills English</b> Hispanic or Latino (no gap) by 2020	Decreased gap by 2.0%. Note that Basic Skills data for Equity was further disaggregated by discipline so as to better target interventions.
<b>Basic Skills Math</b> Hispanic or Latino (no gap) by 2020	Increased gap by 0.3%. Continue monitoring as it may be impacted by multiple measures and a pre-stats course offering in 16/17.
<b>ESL</b> Hispanic or Latino (no gap) by 2020	Increased gap by 3.2%. Continue monitoring as ESL implemented significant curriculum changes, including non-credit courses.
<b>Basic Skills English</b> Males (no gap) by 2020	Decreased gap by 0.2%
<b>Basic Skills Math</b> Males (no gap) by 2020	No change 0%
<b>ESL</b> Males (no gap) by 2020	No Gap. Continue monitoring
<b>Basic Skills English</b> Low-Income Students (no gap) by 2020	Increased gap-0.5%. Continue monitoring as it may be impacted by multiple measures and accelerated course offerings in 15/16 and 16/17.
<b>Basic Skills Math</b> Low-Income Students (no gap) by 2020	Decreased gap by 0.2%
<b>ESL</b> Low-Income Students (no gap) by 2020	Decreased gap by 1.3%



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<p><b>Basic Skills English</b> Black or African American (no gap) by 2020</p>	<p>Gap increased by 8.4%. This is in stark contrast to the increased success in overall course completion among Black or African American students in the same time period. Activities in the new plan are targeted to increasing basic skills completion rates for African American students. Examples of this include:  <b>1.3</b> Creation and expansion of focused pathways for Basic Skills and ESL students, including FYE and accelerated models.</p>
<p><b>Basic Skills Math</b> Black or African American (no gap) by 2020</p>	<p>Gap Increased by 4.9% Again, we are addressing this decrease by connecting our Basic Skills students with our FYE program Activity 1.3.</p>
<p><b>ESL</b> Black or African American (no gap) by 2020</p>	<p>No Gap, continue monitoring.</p>
<p><b>Degree and Certificate Completion: Males</b> (no gap) by 2020</p>	<p>Decreased gap by 0.1%.</p>
<p><b>Degree and Certificate Completion: Black or African American</b> (no gap) by 2020</p>	<p>Decreased gap by 3.6%.</p>
<p><b>Transfer: Low-Income Students</b> (no gap) by 2020</p>	<p>Increased gap by 0.8%.</p>
<p><b>Transfer: Hispanic/Latino</b> (no gap) by 2020</p>	<p>Increased gap by 2.7%.          Many activities in the new plan are targeted toward increasing transfer rate. Examples include:  <b>2.1</b> Intrusive tracking and follow-up of students through their educational pathway  <b>2.3</b> Support for Transfer and Career Services.  <b>2.5</b> Focused pathways to degree and certificate attainment.</p>



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<b>Student Success and Support Plan (SSSP)</b>	<b>Progress</b> from 14/15 to 15/16
Increase % of students completing Orientation (in person and online)	Increased orientation completion by 20%.
Increase % of students completing Assessment prior to registration	Increased students completing assessment by 154%. This is attributed to better monitoring of assessment completion.
Increase SEP A/C completion	<p>Reported change from 14/15 shows a decrease of 28% when comparing whole numbers as reported by MIS data. This number is not representative of the progress made in this area in that it does not look at percentage of completion as compared to overall student population.</p> <p>We would expect to see this number decrease as more students complete SEP A/Cs and are therefore not eligible to be counted toward the completion number.</p> <p>Moving forward we will change our reporting methods to reflect percentage rather than raw numbers.</p>

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

Until Fall 2015, Reedley College data was combined with Clovis Community College data. The first year where our data was separated was 2015-2016. Some of the negative numbers are exacerbated by the separation of Clovis from Reedley College data. For example, independently Reedley College has a higher percentage of Basic Skills students than Clovis, which skews the ratio in all Basic Skills areas. The number of SEP As are also reduced because those students are now counted with Clovis. Therefore we are focusing on our 15-16 gaps and will be assessing progress in upcoming years.



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

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<b>Goal: Improve course completion</b>	<b>Activity: support for tutorial services.</b>	<b>Activity: support for tutorial services.</b>	<b>Activity: support for tutorial services.</b>
	<b>Supplemental Instruction and Embedded Tutors:</b> Funding allocated for additional learning assistants and hours in Tutorial Center and Madera Extended Learning Center.	<b>Supplemental Instruction and Embedded Tutors:</b> Funding allocated to support tutoring for disproportionately impacted groups (e.g. Student Athlete Retention Program).	<b>Supplemental Instruction and Embedded Tutors:</b> Funding allocated for learning assistants from the Reading & Writing Center in basic skills classrooms.
	<b>Expansion of Learning Centers:</b> Funding allocated to hire three full time learning center coordinators (Reading Writing Center, Math Center, and Madera ELC). Hours were extended.	<b>Expansion of Learning Centers:</b> Funding allocated to hire three full time learning center coordinators (Reading Writing Center, Math Center, and Madera ELC). Hours were extended. Funds also allocated to hire more learning assistants to cover extended hours.	<b>Expansion of Learning Centers:</b> Services were expanded in the Reading and Writing Center by allocating funding to include an embedded counselor available to students during Center hours. Funding was also allocated to expand service hours each weekday.



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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.**

The college has identified a number of barriers faced by first year students at Reedley College. A large number of first year students come unprepared for the level of responsibility needed to succeed in a rigorous college environment and this lack of preparation has posed a significant barrier to achieving academic success. To assist these students in overcoming academic and economic barriers, faculty and staff have developed a First Year Experience (FYE) program. The objective is to improve the number and rate of students completing transfer gateway courses in math and English. This program, based on the *ME First* (Math and English First) model, recommends that eligible students be placed in a cohort with the goal of successfully completing transfer level math and English in their first year. Students take basic skills math and English in their first semester, along with a specified counseling course and have study hours built into the schedule. They are supported with supplemental instruction and access to a basic skills counselor who communicates with them on a regular basis. Upon successful completion, a counselor works with the student to register the student in transfer level coursework. Students in the Fall 2016 Cohort had a success rate of 62% compared to as compared to a 40% success rate of remedial English students as reported in our scorecard.

The FYE program at Reedley College began with a single cohort, expanded fall 2017 to include 6 cohorts and 180 students, including a STEM-focused cohort. The program now offers multiple cohort options including accelerated and transfer level courses. Additional cohorts at Madera Community College Center (MCCC) in 2016-2017 also incorporate a summer bridge component.

Effective practices of the FYE Program include:

- Program /cohort face-to-face welcome meeting
- Basic Skills Counselor
- Students take math and English together as a cohort
- Supplemental instruction and embedded tutors
- Textbook support with high cost mathematics textbooks
- Registration in transfer level math and English with successful completion of prerequisites
- Themed cohorts

Data analysis of the program shows that those successful in the program are more likely to enter transfer level courses within the first year. For example, 42 of the 45 students who completed Basic Skills English courses subsequently enrolled in English 1A.



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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.**

<b>Goal 1</b> Basic skills and ESL completion, including increasing the number of students successfully transitioning to college-level mathematics and English courses. (RC Strategic Plan Goals: 1.a, 1.b, 2.a, 2.c)				
<b>Activity</b>	<b>Activities in each program that serve the goal listed</b>			<b>Goal Area</b>
	<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>	
<b>1.1</b> Focused counseling support for Basic Skills / ESL.	Funding allocated for BSI, ESL and FYE counseling services.	Funding allocated for BSI, ESL and FYE counseling services.	Funding allocated for BSI, ESL and FYE counseling services.	<ul style="list-style-type: none"> <li>▪ ESL/Basic Skills Completion</li> </ul>
<b>1.2</b> Support for Academic Support Centers, including supplemental instruction models.	Continued support allocated for Academic Support Centers.	Continued support allocated for Academic Support Centers.	Continued support allocated for Academic Support Centers.	<ul style="list-style-type: none"> <li>▪ Retention</li> <li>▪ Transfer</li> <li>▪ ESL/Basic Skills Completion</li> <li>▪ Degree &amp; Certificate Completion</li> </ul>
<b>1.3</b> Creation and expansion of focused pathways for Basic Skills and ESL students, including FYE and accelerated models.		Equity will work with Basic Skills to create a pathway focused on disproportionately impacted students.	BSI coordinator will work with Instruction to increase course and BSI pathway options.	<ul style="list-style-type: none"> <li>▪ Access</li> <li>▪ Retention</li> <li>▪ Transfer</li> <li>▪ ESL/Basic Skills Completion</li> <li>▪ Degree &amp; Certificate Completion</li> </ul>
	SSSP/BSI funded BSI counselor(s) will coordinate with Basic Skills Subcommittee to help facilitate expansion.		SSSP/BSI funded BSI counselor(s) will coordinate with Basic Skills Subcommittee to help facilitate expansion.	
<b>1.4</b> Identify key economic barriers for students and provide interventions.		Funds allocated to offset economic barriers. (e.g. bus vouchers, CalFresh Trainings, Food Pantry partnerships, etc.)	Funds allocated to offset economic barriers. (e.g. bus vouchers, CalFresh Trainings, Food Pantry partnerships, etc.)	<ul style="list-style-type: none"> <li>▪ Access</li> <li>▪ Retention</li> <li>▪ Transfer</li> <li>▪ ESL/Basic Skills Completion</li> <li>▪ Degree &amp; Certificate Completion</li> </ul>





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<b>Goal 2</b> Improving success rates in degree attainment, certificate attainment, and transfer. (RC Strategic Plan Goals: 1.a, 1.b, 2.a, 2.c )				
<b>Activity</b>	<b>Activities in each program that serve the goal listed</b>			<b>Goal Area</b>
	<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>	
<b>2.1</b> Intrusive tracking and follow-up of students through their educational pathway	Targeted marketing / outreach around student education plans and graduation requirements specific to momentum points	Training and support in early alert to support disproportionately impacted groups	Intrusive tracking of FYE cohorts through the first year.	<ul style="list-style-type: none"> <li>▪ Retention</li> <li>▪ Degree &amp; Certificate Completion</li> </ul>
	Implementation of Hobson’s Starfish tools including Early Alert.			
	Funding reallocated for increased counseling services targeted to goal.	Funding reallocated for increased counseling services targeted to goal.	Funding reallocated for increased counseling services targeted to goal.	
	Funds allocated for targeted data collection pertaining to goal.	Funds allocated for targeted data collection pertaining to goal.		
<b>2.2</b> Increase access to counseling services	Funds allocated for population targeted counseling. (e.g. Veterans, Dreamers, At-Risk populations, etc.	Funds allocated for population targeted counseling. (e.g. Veterans, Dreamers, At-Risk populations, etc.	Funds allocated for BSI and ESL Counselors.	<ul style="list-style-type: none"> <li>▪ Access</li> <li>▪ Retention</li> <li>▪ Transfer</li> <li>▪ ESL/Basic Skills Completion</li> <li>▪ Degree &amp; Certificate Completion</li> </ul>
<b>2.3</b> Support for Transfer and Career Services.	Continued support allocated for Career and Transfer Centers.	Continued support allocated for Career and Transfer Centers.		<ul style="list-style-type: none"> <li>▪ Transfer</li> </ul>
		Increase access to transfer options and opportunities for disproportionately impacted groups (e.g. college visits)		



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Activity	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<b>2.4</b> Increase non-credit awareness and support, including identification of potential new non-credit offerings.	Continued support for BSI and ESL Counselors.		Continued support for BSI and ESL Counselors.	<ul style="list-style-type: none"> <li>▪ ESL/Basic Skills Completion</li> </ul>
<b>2.5</b> Focused pathways to degree and certificate attainment.	Increase support around career and major awareness.	Increase support around career and major awareness.		<ul style="list-style-type: none"> <li>▪ Transfer</li> <li>▪ Degree &amp; Certificate Completion</li> </ul>
	Increase in FYE offerings.	Increase in FYE offerings.	Increase in FYE offerings.	
	Coordinators of All Three Plans are part of the Guided Pathways implementation.	Coordinators of All Three Plans are part of the Guided Pathways implementation.	Coordinators of All Three Plans are part of the Guided Pathways implementation.	
<b>2.6</b> Facilitate faculty and staff (both full time and adjunct) engagement in student success through professional development.		Continued professional development support in culturally responsive teaching (e.g. CCEAL, CORA, Black Minds Matter, etc.)	Continue funding adjunct participation in department activities in basic skills areas.	<ul style="list-style-type: none"> <li>▪ Access</li> <li>▪ Retention</li> <li>▪ Transfer</li> <li>▪ ESL/Basic Skills Completion</li> <li>▪ Degree &amp; Certificate Completion</li> </ul>
	Support for creation of an Adjunct Academy	Support for creation of an Adjunct Academy	Support for creation of an Adjunct Academy	
	Continued support for professional development pertaining to SSSP.	Continued support for professional development pertaining to Student Equity.	Continued support for professional development pertaining to ESL and Basic Skills.	



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<b>Goal 3:</b> Improve identification of students at-risk for academic or progress probation and provide support. (RC Strategic Plan Goals: 1.a, 1.b, 2.a, 2.c )				
Activity	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<b>3.1</b> Intrusive intervention for probation and at-risk students.	Student success plans will be developed for specific to student's probation level and implemented across campus.	Student success plans will be developed for specific to student's probation level and implemented across campus.	Student success plans will be developed for specific to student's probation level and implemented across campus.	▪ Retention
	Funding reallocated for a dedicated retention counselor.			
<b>3.2</b> Improved participation and follow-up in Early Alert.	Funding for implementation of Hobson Starfish Early Alert set of tools.	Implementation of Hobson Starfish Early Alert set of tools.	Implementation of Hobson Starfish Early Alert set of tools.	▪ Retention
<b>3.3</b> Identification of and appropriate interventions at momentum points relevant to retention and academic progress.	Retention counselor will be responsible for development of interventions specific to retention and academic progress.	Retention counselor will be responsible for development of interventions specific to retention and academic progress.		▪ Retention
			Continued support of FYE utilizing the ME 1st model.	



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<b>Goal 4:</b> Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness. (RC Strategic Plan Goals: 1.a, 1.b, 2.a, 2.c, 3.a, 3.b)				
<b>Activity</b>	<b>Activities in each program that serve the goal listed</b>			<b>Goal Area</b>
	<b>SSSP</b>	<b>Student Equity</b>	<b>BSI</b>	
<b>4.1</b> Create workforce partnerships to collaborative develop career opportunities.	Coordinators will work with Strong Workforce to leverage funds and activities.	Coordinators will work with Strong Workforce to leverage funds and activities.	Coordinators will work with Strong Workforce to leverage funds and activities.	<ul style="list-style-type: none"> <li>▪ Access</li> <li>▪ Retention</li> <li>▪ Degree &amp; Certificate Completion</li> </ul>
	Continued support of job development activities to target undecided students.	Continued support of job development activities and improved targeted outreach to disproportionately impacted groups.		
<b>4.2</b> Collaboration with feeder schools and community (e.g. adult education, foster youth, veterans) to identify and serve high risk/high needs populations.		Continued support for counseling specific to disproportionately impacted groups (e.g. Veteran's, Athlete's, Dreamers, etc.)		<ul style="list-style-type: none"> <li>▪ Access</li> <li>▪ ESL/Basic Skills Completion</li> <li>▪ Degree &amp; Certificate Completion</li> </ul>
	ESL/BS Counselor continued outreach to community partners		ESL/BS Counselor continued outreach to community partners	
	Continued support for outreach activities specific to targeted populations.	Continued support for outreach activities specific to targeted populations.		
	Continued support of College Readiness Forums, which are discipline specific meetings between RC faculty and feeder school faculty to better prepare students to enter college.		Continued support of College Readiness Forums	



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Activity	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<b>4.3</b> College pathway development for high school students	Continued support for identification of and implementation of dual enrollment pathways.	Continued support for identification of and implementation of dual enrollment pathways.		<ul style="list-style-type: none"> <li>▪ Access</li> <li>▪ Retention</li> <li>▪ Transfer</li> <li>▪ Degree &amp; Certificate Completion</li> </ul>
	Working through Guided Pathways to ensure appropriate transition from high school to college.	Working through Guided Pathways to ensure appropriate transition from high school to college.	Working through Guided Pathways to ensure appropriate transition from high school to college.	
			Continue to identify Basic Skills students during Reg-to-Go to ensure appropriate enrollment in Math and English first.	
<b>4.4</b> Increase community and feeder school outreach to raise awareness regarding major selection, career goals, and certificate opportunities leading to job placement.	Continued support of College Readiness Forums.		Continued support of College Readiness Forums.	<ul style="list-style-type: none"> <li>▪ Access</li> </ul>
	Continued outreach to feeder schools in order to facilitate the matriculation process.			



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<b>Goal 5:</b> Increase student retention through focused engagement in the first year of the students' attendance. (RC Strategic Plan Goals: 1.a, 1.b, 2.a, 2.c, 2.d)				
Activity	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<b>5.1</b> Increase opportunities for face-to-face interactions prior to and during student's first term of attendance.	Continued support of Kickstart, a new student welcome held prior to the first week of classes.	Continued support of Kickstart.	Continued support of Kickstart.	<ul style="list-style-type: none"> <li>▪ Access</li> <li>▪ Retention</li> </ul>
	Working through Guided Pathways to target face-to-face interactions.	Working through Guided Pathways to target face-to-face interactions.	Working through Guided Pathways to target face-to-face interactions.	
<b>5.2</b> Create a comprehensive Summer Bridge program linking to First Year Experience.	Create a comprehensive Summer Bridge program linking to First Year Experience.	Create a comprehensive Summer Bridge program linking to First Year Experience.	Create a comprehensive Summer Bridge program linking to First Year Experience.	<ul style="list-style-type: none"> <li>▪ Access</li> <li>▪ ESL/Basic Skills Completion</li> </ul>
<b>5.3</b> Increased opportunities for family and students' support networks engagement in educational experiences.	Continue to offer engagement opportunities for students' support networks (e.g. Kickstart, Padres Conference)	Continue to offer engagement opportunities for students' support networks (e.g. Kickstart, Padres Conference)	Continue to offer engagement opportunities for students' support networks (e.g. Kickstart, Padres Conference)	<ul style="list-style-type: none"> <li>▪ Access</li> <li>▪ Retention</li> <li>▪ Transfer</li> <li>▪ ESL/Basic Skills Completion</li> <li>▪ Degree &amp; Certificate Completion</li> </ul>
<b>5.4</b> Support for activities targeted to culturally responsive student engagement and shared experiences.	Continued support for professional development targeted to culturally responsive student engagement. (e.g. Cultural Competency Summit)	Continued support for professional development targeted to culturally responsive student engagement. (e.g. Cultural Competency Summit)	Continued support for professional development targeted to culturally responsive student engagement. (e.g. Cultural Competency Summit)	<ul style="list-style-type: none"> <li>▪ Access</li> <li>▪ Retention</li> <li>▪ Transfer</li> <li>▪ ESL/Basic Skills Completion</li> <li>▪ Degree &amp; Certificate Completion</li> </ul>
	Continue to support culturally responsive student activities.	Continue to support culturally responsive student activities.	Continue to support culturally responsive student activities.	



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**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)**

In 2014, as a result of the changes instituted by SB 1456, Reedley College restructured its existing committee system surrounding matriculation to create an integrated Student Success Committee. Subcommittees for Enrollment Management and Basic Skills were incorporated into the new structure. This committee brought together constituents from across the campus including staff, instructional faculty, counselors, administrators, and students to help plan and implement student success strategies and programs. As the scope of this committee expanded the following year with the introduction of a separate Student Equity Plan, the COA was rewritten to reflect the increased focus on equity coordination across all student success endeavors. This included adding additional membership to reflect those working with equity issues and the development of a Student Equity Workgroup.

Additionally, in order to assure that student support services sustain a continuous level of quality and to maintain a focus on improving these services to support student learning, the student support services departments have participated in two key evaluative processes: the development of student learning outcomes (SLOs) and the program review process. These two processes help student services departments make decisions to support college mission objectives such as student access, progress, learning and success. Program review processes for student support services programs are ongoing, systematic and used to assess and improve student learning and achievement. The results of program review are used to continually refine and improve student services practices resulting in appropriate improvements in student achievement and learning.

With the release of the new Integrated Plan template in the Spring of 2017, the coordinators of the three identified plans met to discuss how to move forward with the planning and writing of this document. As a result a "Coordinators Collaborative" was established to facilitate the integrated creation and implementation of this plan. The initial group was expanded beyond the three coordinators to include the Basic Skills and Student Outcomes Transformation (BSSOT) coordinator, Faculty Grants coordinator, Director of College Relations and Outreach, Accounting, and Institutional Research representation. Reedley College also encompasses two centers, the Madera Community College Center and Oakhurst Community College Center. In order to reflect the unique cultures of these two campuses a Madera/Oakhurst Liaison position was also added. This group will report back to the Student Success Committee on a monthly basis.

Moving forward, this Coordinators Collaborative will continue to meet regularly to evaluate the progress of the plan and oversee day to day budget issues and requests. They will work with supervisors and administrators to maintain a global perspective in the delivery and



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outputs of this plan, utilizing HR staffing and budget allocation processes to institutionalize where appropriate. The process of developing this plan has allowed us to develop a model of integration and collaboration that will serve the college and our students well as we move to implementation and assessment.

**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)**

Upon the most recent program review, the English as a Second Language (ESL) program at Reedley College streamlined their curriculum focusing their courses to specifically address reading and writing skills as core curriculum. In this way, students can accelerate through the ESL sequence. The program also introduced a new slate of credit and non-credit courses to meet the needs of the community. As a result, ESL FTES increased from 57 in Fall 2014 to 133 in Fall 2015 which is a 146% increase.

English language acquisition is critical to entry-level employment and student success at Reedley College. Non-credit ESL classes are available to anyone eager to learn or practice the English language. Credit and Non-credit ESL classes are combined enrollment. Students who assess, are referred to or voluntarily enroll into ESL courses have the opportunity to start directly with a non-credit course without having to worry about financial obligations. Students who are successful in the non-credit offering may be encouraged or inspired to enroll into for credit offerings to further pursue the transition into post-secondary education. Non-credit curriculum can be contextualized for job preparation, career readiness, the development of soft skills, and strategies for college and life management.

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

Reedley College has a history that encourages professional development for faculty and staff related to all areas of student success.

To reflect the new integrative nature of the current plan structure, the Coordinators Collaborative, in conjunction with input from the Student Success Committee, will implement an integrated "intent to go" form. Individuals requesting monies to attend student success conferences and trainings will complete this form that identifies how the requested professional development opportunity relates directly back to an identified goal.

Additionally, monies are allotted in the attached budget to bring in speakers and facilitate campus and district professional development opportunities.





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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)**

Each goal will be assessed within 90 days of the Academic Year end and presented to constituent groups. The institutional research office will create a visual dashboard using Tableau, which will highlight and house the data to be used to assess each of the goals. Goals that are term focused will be assessed at the end of each term (Fall and Spring).

- 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)**

SSSP currently has a formal process for coordinating with other colleges so students have a similar experience across the District. Coordination will continue through the District-Wide Matriculation work group which includes key representatives from all three colleges. BSI, SE, and SSSP coordinators have collaborated informally across the district. Going forward, coordinators will meet once a semester to coordinate professional development and capacity-building opportunities and examine district processes that affect student success. FCC, RC, and CCC plan to coordinate rotating student success and equity centered professional development events to allow personnel from the three campuses to participate.



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

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.

Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP Match	Noncredit SSSP	Noncredit SSSP Match
Academic Salaries	44,445	448,438	584,322		6,074	
Classified & Other Nonacademic Salaries	55,672	20,515	624,042			
Employee Benefits	8,873	172,753	491,624		1,095	
Supplies & Materials	1,973	37,050	133,349			
Other Operating Expenses and Services	6,396	159,125	266,238			
Capital Outlay	5,460	23,750	11,400			
Other Outgo		157,881				
<b>Program Totals</b>	122,819	1,019,512	211,0975		7,169	
<b>BSI, SE, &amp; SSSP Budget Totals</b>					3,260,475	



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

**10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:**

<http://alpha.reedleycollege.edu/about/about-us/Equity%20Executive%20Summary.html>

The document is also included as an addendum to this plan for your convenience.

**11. What support from the Chancellor's Office and what topics would help you accomplish your goals for student success and the closing of achievement gaps?**

- Continued funding for staffing and resources in programs and services that have achieved success in identified goals
- Support and techniques for measuring data and measuring successful activities tied to plan outcomes
- More time for implementation to make adjustments to new programs and services so that beneficial activities can achieve their potential

**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 \_\_\_\_\_

Title \_\_\_\_\_

Email Address \_\_\_\_\_

Phone \_\_\_\_\_

Alternate Point of Contact:

Name \_\_\_\_\_

Title \_\_\_\_\_

Email Address \_\_\_\_\_

Phone \_\_\_\_\_



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

### Part III – Approval and Signature Page

College: Reedley College District: State Center Community College District

Board of Trustees Approval Date: \_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

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Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Addendum 1

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#### *Executive Summary*

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In 2017, Student Equity was tasked with developing a new plan integrated with Student Success and Support Services (SSSP) and the Student Success in Basic Skills initiatives. The purpose was to ensure collaboration among plans so that resources could be effectively leveraged. Initiative coordinators met and developed a series of surveys in which constituent groups provided feedback on integrated goals and activities. The College also conducted the Equity Plan gap analysis to ensure that our goals and activities were appropriately addressing Equity gaps. The plan and activities were then shared with constituent groups and approved in Fall 2017.

In developing the Integrated Plan with Student Equity, Student Success and Support Program (SSSP), and Student Success in Basic Skills Initiative, the College chose to view Equity as the overarching driver of our goals and activities. Therefore there is not a specific Equity goal; all our goals are equity-minded as our college engages in a data inquiry process that allows for critical reflection and ongoing monitoring of success gaps. Thus, equity practices are embedded in all activities and goals surrounding the integrated plan.

Institutional research from the 2015-2016 Student Equity Plan revealed that **Hispanic/Latino, African American, Low-income, and Male** students experience the most disproportionate impact within three or more of the five success indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. Upon review of this year's data, those gaps remain our most significant disproportionate impact. Therefore we have chosen to keep the current target populations for 2017-2019.

The following goals and activities were identified for the Student Equity, Student Success Support Program (SSSP), and Basic Skill Initiative:



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

### **Goal 1 Basic skills and ESL completion, including increasing the number of students successfully transitioning to college-level mathematics and English courses.**

- 1.1 Focused counseling support for Basic Skills / ESL.
- 1.2 Support for Academic Support Centers, including supplemental instruction models.
- 1.3 Creation and expansion of focused pathways for Basic Skills and ESL students, including FYE and accelerated models.
- 1.4 Identify key economic barriers for students and provide interventions.

### **Goal 2 Improving success rates in degree attainment, certificate attainment, and transfer.**

- 2.1 Intrusive tracking and follow-up of students through their educational pathway
- 2.2 Increase access to counseling services
- 2.3 Support for Transfer and Career Services.
- 2.4 Increase non-credit awareness and support, including identification of potential new non-credit offerings.
- 2.5 Focused pathways to degree and certificate attainment.
- 2.6 Facilitate faculty and staff (both full time and adjunct) engagement in student success through professional development.

### **Goal 3 Improve identification of students at-risk for academic or progress probation and provide support.**

- 3.1 Intrusive intervention for probation and at-risk students.
- 3.2 Improved participation and follow-up in Early Alert.
- 3.3 Identification of and appropriate interventions at momentum points relevant to retention and academic progress.

### **Goal 4 Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness.**

- 4.1 Create workforce partnerships to collaborative develop career opportunities.
- 4.2 Collaboration with feeder schools and community (e.g. adult education, foster youth, veterans) to identify and serve high risk/high needs populations.
- 4.3 College pathway development for high school students
- 4.4 Increase community and feeder school outreach to raise awareness regarding major selection, career goals, and certificate opportunities leading to job placement.

### **Goal 5: Increase student retention through focused engagement in the first year of the students' attendance.**



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

- 5.1 Increase opportunities for face-to-face interactions prior to and during student's first term of attendance.
- 5.2 Create a comprehensive Summer Bridge program linking to First Year Experience.
- 5.3 Increased opportunities for family and students' support networks engagement in educational experiences.
- 5.4 Support for activities targeted to culturally responsive student engagement and shared experiences. Below is an analysis of our goals for Equity identified groups, the 2015 gap, the review our progress, and how goals align to the goals and activities of the integrated plan.

The chart below displays a summary of the progress made toward the 2020 goals for each target population and success indicator. It must be noted that data included in the 2014-2015 column included Clovis Community College which has since become a standalone college. Key highlights include progress made in course completion, basic skills (English), degree and certificate completion for **Male** students; progress in basic skills (English) for **Hispanic/ Latino** students; significant progress in course completion and certificate and degree completion for **African American/Black** students; and progress in basic skills (Math) and ESL for **Low-income** students.

Although the gap in course completion and certificate and degree completion has narrowed for African American students, they continue to experience the largest disproportionate impact within basic skills (English and Math). We are hopeful that with this year's implementation of multiple measures, improving our early alert system, intrusive tracking and follow-up services, we can begin to see this gap close.



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

### Summary of Student Equity Progress

Student Group	Indicator	Integrated Plan Goal and Activity Number	2014-2015 Gap	2015-2016 Gap	Progress	2020 Goal
<b>Males</b>	Access	4, 5	-10.7%	-9.83%	0.87%	Decrease gap by 5%
	Course Completion	1, 2, 3, 5	-1.6%	-1.5%	0.1%	No gap
	Basic Skills (English)	1, 2, 3	-3.8%	-3.6%	0.2%	No gap
	Basic Skills (Math)	1, 2, 3	-2.3%	-2.3%	0%	No gap
	ESL	1, 2, 3	7.7%	0.8%	No Gap	No gap
	Degree and Certificate Completion	1, 2, 3, 4, 5	-1.1%	-1%	0.1%	No gap
<b>Hispanic/Latino</b>	Access	4, 5	-3.7	-5.92%	-2.22%	No gap
	Course Completion	1, 2, 3, 5	-1.0%	-1.57%	-0.57%	No gap
	Basic Skills (English)	1, 2, 3	-6.9%	-4.9%	2.0%	No gap
	Basic Skills (Math)	1, 2, 3	-2.9%	-3.2%	-0.3%	No gap
	ESL	1, 2, 3	0.7%	-3.2%	-3.2%	No gap
	Transfer	1, 2, 4	-2.6%	-5.3%	-2.7%	No gap
<b>Black/African American</b>	Course Completion	1, 2, 3, 5	-14.9%	-9.76%	5.14%	Decrease by 9.9%
	Basic Skills (English)	1, 2, 3	1.6%	-8.4%	-8.4%	No gap
	Basic Skills (Math)	1, 2, 3	-2.7%	-7.6%	-4.9%	No gap
	ESL	1, 2, 3	N/A	0%	No gap	No gap
	Degree and Certificate Completion	1, 2, 3, 4, 5	-7.6%	-4%	3.6%	No gap
<b>Low-income</b>	Course Completion	1, 2, 3, 5	-2.0%	-1.0%	1.0%	No gap
	Basic Skills (English)	1, 2, 3	-1.8%	-2.3%	-0.5%	No gap
	Basic Skills (Math)	1, 2, 3	-0.5%	-0.3%	0.2%	No gap
	ESL	1, 2, 3	-1.4%	-0.1%	1.3%	No gap
	Transfer	1, 2, 4	-2.2%	-3.0%	-0.8%	No gap





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

### Major Developments in 2016-2017

One of the major components of supporting student equity is by offering professional development to promote cultural understanding and awareness. Reedley College is a member of the National Consortium on College Men of Color which serves to build capacity necessary to support successful outcomes for men of color. Currently, the college is offering a professional development opportunity for faculty to engage in an online certificate course on Teaching Men of Color.

There are continuous on-going professional development seminars on supporting students from diverse backgrounds. In October 2016, the college hosted its first Annual Cultural Competency Summit in which over 80- faculty, staff, and administrators attended workshops on teaching and supporting students from rural areas, first-generation, ESL learners, serving and understanding cross-communication styles. Furthermore, in October 2016, the Health Center began offering ongoing LGBTQ Ally Trainings which focused on how to create a safe and welcoming environment for students. The result of these trainings has inspired students to form Reedley's newest student club titled "Safe Space." These students have truly taken on a leadership role of advocacy and empowerment.

In Spring 2017, Reedley faculty, staff and administrators established an Equity Workgroup to begin developing an Equity Framework which will be used to drive and sustain efforts to close achievement gaps for Reedley's disproportionately impacted student populations as determined through data analysis and listed in the Student Equity Plan: 1.) Hispanic/Latino 2.) African-American 3.) Males and 4.) Low-income students.

Key Goals of this workgroup are to:

- Develop a shared definition and common language around equity, inclusion, and diversity and communicate with the campus at-large.
- Advocate for students by working together to support and encourage efforts to gain cultural awareness/cultural competency within the college community.
- Build a culture among the campus community in which we identify and eliminate any barriers AND create opportunities for our historically and underserved student populations.
- Develop an "Equity Lens" and operationalize the definition as it relates to research, practice, and student services.
- Work with the Institutional Researcher to generate and review data so as to monitor achievement gaps.

As Reedley works to enhance services to students, the college has engaged in a comprehensive student data collection process. In March 2017, the Research and Planning Group was hired as a consultant to conduct focus groups with four student groups: First generation, males,



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

probation, and mixed race ethnicity students. Based on findings from the focus groups, The RP Group suggested the following recommendations:

1. Prioritize ensuring that students feel valued by and deeply connected to the college.
2. Consider student-centered practices inside and outside of the classroom.
3. Improve the promotion of resources and services available to students.
4. Consider more comprehensive financial support services to alleviate economic hardships students' experience.
5. Re-examine marketing materials to ensure accurate information is being shared with prospective students.
6. Develop and implement strategies to regularly capture student feedback that is used to inform processes and practices throughout the institution.

Additionally, the College President and the Student Equity Coordinator hosted focus groups with other student populations to gain a better understanding of their needs, barriers, and challenges as it relates to their identity. The following groups at both Reedley College and the Madera Community College Center were invited for lunch and discussion with Drs. Caldwell and Murray; foster youth, DSPS, AB540 and undocumented, and interfaith students. Veterans, LGBTQ, athletes, returning students between ages 20-39 years old and returning students ages 40 years and older, will be invited for a focus group during the Fall 2017 semester. Qualitative data from this process will provide invaluable information and will be used to tailor and target student services and instruction for our students.

### **Review of Past Equity Expenditures**

**Revenue (2014-2015) = \$821,700**

#### **Expenditures**

Outreach	\$11,473
Student Services & Categoricals	\$102,317
Research & Evaluation	\$4,708
Student Equity Coordination & Planning	\$97,624
Curriculum/Course Dev. & Adaptation	\$0
Professional Development	\$37,198
Instructional Support	\$42,311
Direct Student Support	\$525,752
<b>Total</b>	<b>\$321,383</b>
<b>Balance</b>	<b>\$317</b>



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

**Revenue (2015-2016) = \$1,138,740**

**Expenditures**

<b>Outreach</b>	<b>\$32,239</b>
Student Services & Categoricals	\$9,814
Research & Evaluation	\$40,371
Student Equity Coordination & Planning	\$95,687
Curriculum/Course Dev. & Adaptation	\$22,967
Professional Development	\$45,527
Instructional Support	\$92,733
Direct Student Support	\$799,402
<b>Total</b>	<b>\$1,138,740</b>
<b>Balance</b>	<b>\$0</b>

**Revenue (2016-2017) = \$1,073,170**

**Expenditures**

Outreach	\$31,855
Student Services & Categoricals	\$0
Research & Evaluation	\$83,742
Student Equity Coordination & Planning	\$104,134
Curriculum/Course Dev. & Adaptation	\$26,684
Professional Development	\$48,460
Instructional Support	\$227,823
Direct Student Support	\$489,686
<b>Total</b>	<b>\$1,012,385</b>
<b>Balance</b>	<b>\$60,785</b>
<b>*Colleges have until June 30, 2018 to expend Student Equity allocations</b>	

**Revenue (2017-2018) = \$1,019,512 (based on 95% allocation)**

**Expenditures**

Outreach	\$68,882
Student Services & Categoricals	\$2,079
Research & Evaluation	\$42,933
Student Equity Coordination & Planning	\$85,472
Curriculum/Course Dev. & Adaptation	\$25,881
Professional Development	\$43,225
Instructional Support	\$171,534
Direct Student Support	\$579,507
<b>Total</b>	<b>\$1,019,512</b>
<b>Balance</b>	