



SSSP, SE, BSI INTEGRATED PLAN

Yuba College



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

Part I – Deadlines and Important Information

Submission deadline: **December 1, 2017**

The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.

Integrated fiscal reports will be required on an annual basis.

All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.

Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.

Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

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

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

DATA-DRIVEN PLANNING

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



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

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

In addition, the following data should inform your planning:

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



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

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

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

Goal	Progress																								
SSSP 1: To develop performance metrics for SSSP Core Services.	Met/On- Track: Performance metrics were developed, the number of students assessed, oriented, number of student education plans, counseling and advising contacts, number of follow-up services where measured.																								
SSSP 2: To ensure accuracy of SSSP Data Collection for SSSP Core Services.	<p>On Track: SSSP Data Collection Process was evaluated and improved by creating and implementing student services data maps to services.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">ORIENTATION</th> <th style="text-align: center;">INITIAL ASSESSMENT</th> <th style="text-align: center;">ABR_ED_PLAN</th> <th style="text-align: center;">COMP_ED_PLAN</th> <th style="text-align: center;">COUNSELING</th> <th style="text-align: center;">AT RISK</th> <th style="text-align: center;">OTHER SERVICES</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">2016</td> <td style="text-align: center;">5,027</td> <td style="text-align: center;">4,615</td> <td style="text-align: center;">5,399</td> <td style="text-align: center;">3,832</td> <td style="text-align: center;">4,601</td> <td style="text-align: center;">4,876</td> <td style="text-align: center;">473</td> </tr> <tr> <td style="text-align: right;">2015</td> <td style="text-align: center;">3,560</td> <td style="text-align: center;">2,362</td> <td style="text-align: center;">2,625</td> <td style="text-align: center;">2,783</td> <td style="text-align: center;">541</td> <td style="text-align: center;">406</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>		ORIENTATION	INITIAL ASSESSMENT	ABR_ED_PLAN	COMP_ED_PLAN	COUNSELING	AT RISK	OTHER SERVICES	2016	5,027	4,615	5,399	3,832	4,601	4,876	473	2015	3,560	2,362	2,625	2,783	541	406	0
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SSSP 3: To expand assessment and testing services.	Met/On Track: The Testing and Assessment Office expanded accessibility to evening students by increasing testing by 440 hours per year.																								
SSSP 4: To increase the number of new students who completed orientation.	Met/On Track: 2014-2015 Baseline: 1,326 new students completed orientation 2015-2016: 1,810 new students completed orientation																								
SSSP 5: To increase the number of new students who completed assessments.	<p>Not Met: YC will be reviewing exemption practices. 2014-2015 Baseline: 1,779 new students completed assessment. 2015-2016: 1,751 new students completed assessment.</p> <p>Note: Student enrollment decreased in 2015-2016.</p>																								
SSSP 6: To increase the number of new students who completed	Met/On Track: 2014-2015 Baseline: 1,039 new students completed AEP 2015-2016: 1,566 new students completed AEP																								



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Abbreviated Education Plans (AEP)																																																																																					
SSSP 7: To standardize Abbreviated Education Plan process for all incoming students	On Track: The new student enrollment process has been standardized to include a mandatory Abbreviated Ed Plan group session which includes an English and math first semester enrollment campaigned.																																																																																				
SSSP 8: To implement intervention plan for High Risk Students Follow Up Services	<p>Met/On Track: YC has established campus wide practice to monitor high risk students. Therefore, the student and learning services closely monitor and provide Interventions for probation students.</p> <div style="text-align: center; margin: 10px 0;"> YUBA COLLEGE ACADEMIC STANDING - SUMMARY </div> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th>TOTAL # OF STUDENTS</th> <th>SEMESTER/ YEAR</th> <th></th> <th>HONORS</th> <th>GOOD</th> <th># OF STUDENTS ON LEVEL 1 PROBATION</th> <th># OF STUDENTS ATTENDED WORKSHOP</th> <th># OF STUDENTS ATTENDED FOLLOWUP</th> <th># OF STUDENTS ON LEVEL 2 PROBATION</th> <th># OF STUDENTS ATTENDED WORKSHOP</th> <th># OF STUDENTS ATTENDED FOLLOWUP</th> <th>DISMISSED</th> </tr> </thead> <tbody> <tr> <td>6278</td> <td>FALL 2014</td> <td></td> <td>758</td> <td>4917</td> <td>136</td> <td>--</td> <td>--</td> <td>211</td> <td>--</td> <td>--</td> <td>256</td> </tr> <tr> <td>5541</td> <td>SPRING 2015</td> <td></td> <td>715</td> <td>3962</td> <td>373</td> <td>178</td> <td>178</td> <td>249</td> <td>150</td> <td>150</td> <td>242</td> </tr> <tr> <td>7063</td> <td>FALL 2015</td> <td></td> <td>707</td> <td>5376</td> <td>482</td> <td>185</td> <td>174</td> <td>233</td> <td>151</td> <td>132</td> <td>265</td> </tr> <tr> <td>5793</td> <td>SPRING 2016</td> <td></td> <td>733</td> <td>4180</td> <td>402</td> <td>173</td> <td>154</td> <td>358</td> <td>163</td> <td>152</td> <td>120</td> </tr> <tr> <td>5845</td> <td>FALL 2016</td> <td></td> <td>807</td> <td>4235</td> <td>426</td> <td>201</td> <td>191</td> <td>275</td> <td>199</td> <td>132</td> <td>102</td> </tr> <tr> <td>5813</td> <td>SPRING 2017</td> <td></td> <td>770</td> <td>4270</td> <td>351</td> <td></td> <td></td> <td>297</td> <td></td> <td></td> <td>125</td> </tr> </tbody> </table>	TOTAL # OF STUDENTS	SEMESTER/ YEAR		HONORS	GOOD	# OF STUDENTS ON LEVEL 1 PROBATION	# OF STUDENTS ATTENDED WORKSHOP	# OF STUDENTS ATTENDED FOLLOWUP	# OF STUDENTS ON LEVEL 2 PROBATION	# OF STUDENTS ATTENDED WORKSHOP	# OF STUDENTS ATTENDED FOLLOWUP	DISMISSED	6278	FALL 2014		758	4917	136	--	--	211	--	--	256	5541	SPRING 2015		715	3962	373	178	178	249	150	150	242	7063	FALL 2015		707	5376	482	185	174	233	151	132	265	5793	SPRING 2016		733	4180	402	173	154	358	163	152	120	5845	FALL 2016		807	4235	426	201	191	275	199	132	102	5813	SPRING 2017		770	4270	351			297			125
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SSSP 9: To strengthen high school coalition for high school students transition to YC and create an understanding for mandated SSSP Core Services	Met/On Track: Strengthening partnerships with local high schools allowed Yuba College to scale the high school counselor symposium, 35 High School Counselor and staff attended Yuba College SSSP event. Approximately 20 High School Counselors and staff attended event prior year.																																																																																				
SSSP 10: Improve identification of and support for at-risk Students.	Met/On Track: The Student Service division worked in conjunction with IT to identify at-risk students. Students were directed to counseling resources for support and were encouraged to meet with a Counselor.																																																																																				
BSI 1: Foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success	Early Alert was initiated for a second semester at an institutional level. The number of instructors participating decreased slightly by 27%. The number of referrals decreased by 49%. We hypothesize this is related to the fact that instructors submitted referrals only for at-risk students rather than their entire rosters. In spring, general counselors followed up with 141 students. McKeever/WLDC followed up with 23 students. DSPS followed up with 30 students; EOPS followed up with 32 students; CalWORKs followed up with six students. A user group was created to provide DSPS, EOP&S, CalWORKs,																																																																																				



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	<p>and General Counseling access to SAGE reports so they can review and pull their own data as needed. Program will continue to be refined to address some concerns, including more training on how to pull reports on specific student groups, and to increase faculty participation with training sessions during convocation week and on other professional development days.</p>
<p>BSI 2: Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.</p>	<p>The BSI Committee focuses solely on projects/programs, which reach out to broader communities over individual classrooms and placed a higher accountability/assessment process for projects funded using the criteria required on the Request for Funding form as a means to ensure this.</p>
<p>BSI3: Steward our institutional resources with increasing effectiveness and efficiency</p>	<p>Streamline BSI Funding Requests: Made minor changes to BSI Request for Funding form, such as indicating contact person on form, but streamlining process of required forms beyond BSI Funding Requests; i.e., Travel Advance/Reimbursement forms used by YC, appears not be possible at this time. Accordingly, the BSI Committee will continue to offer workshops on how to apply for this funding assuming educating more on the process will eliminate problems. S. Tolentino presented workshop at 2015 Convocation week and Hulin presented at Adjunct/Winter orientation.</p>
<p>BSI 4: Research and utilize effective modes of delivery for our courses and services.</p>	<p>Professional Development – BSI funds allocated \$1,000 for professional development activities, including participation at annual California Teachers of English Conference (CATESOL) to two adjunct faculty. The addition of professional development opportunities through Equity Funds has perhaps lessened those applying for BSI funding due to the limitations of BSI funding exclusive to non-degree applicable or nontransferable courses.</p> <p>BSI Faculty Mentoring Program – Subcommittee formed (Hulin, Koenig, Wasinger, O’Keefe-Schwering). Rough outline of objectives and program presented to Senate on February 25, 2016. Subcommittee continues to meet and Hulin has met with Jacques Whitfield on 04/11/16 to coordinate some activities with District orientation of new faculty.</p> <p>Math Adjunct Mentoring Program was piloted in spring 2016 with two sets of mentors/mentees meeting at least eight times in the semester, including classroom observations. Program is ongoing, but value narratives collected so far show a positive</p>



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	<p>response. Chris Noffsinger will continue to work with this program and also coordinate with the general Faculty Mentoring Program (above).</p> <p>Teaching Community (Coordinated by English Department representatives, Koenig and Wasinger). Group has continued both in Fall 2015 and Spring 2016. Value narratives collected and summary report to be included in BSI 2016/2017 expenditure plan.</p> <p>Mobile Lab (English Department Pilot). Still in holding pattern. 1) Tablets were not available for use in Fall 15 as IT was backlogged and had to install software on tablets individually. 2) No logistically feasible solution has yet been found to test students' progress in digital literacy based on access to tablets for classroom use. The proposed method of using the computer skills assessment through Accuplacer is more time and training intensive than originally expected; additionally, the college will be moving away from Accuplacer as an assessment tool. Also, this assessment requires that all the software on the tablets be up to date, and the Java installed by IT in October is not a current version. However, to update the software requires administrative access, which means having IT go back through and update each tablet, again, every time a software component is updated. Again, this is not a workable process. Alternate options are being explored.</p> <p style="padding-left: 40px;">Mobile lab has been tested by two instructors in accelerated classes. Students adapted quickly to the technology, and were able to use the tablets to complete online research and components of group projects.</p> <p>Embedded tutoring, EOP&S. BSI funded embedded tutoring for July of summer session 2015 in both basic skills math and English. Tutors were embedded in math; math tutoring occurred before class time four days a week. English tutors were embedded in counseling classes but facilitated small group English tutoring session in the WLDC. All the cohorts showed better than average success and retention rates. EOPS students taking basic skills math had a 95% success rate; non-EOPS students' pass rate was 46%. EOPS students taking basic skills English had a 77% pass rate; non-EOPS students' pass rate was 55%.</p>
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	<p>Embedded Tutoring, ESL 258, 268, and English for Computers. Embedded tutoring was done only for 258 (an accelerated, backwards-design course being piloted) – no BSI allocation was necessary. Value narrative report taken by Cunningham who served as embedded tutor for this course. Hulin turned to Equity for bilingual tutors for English for Computer course rather than BSI funds and did not seek further tutoring for ESL 268 (writing/reading courses following ESL 258).</p>
<p>BSI 5: Design our programs in such a way as to allow students to complete their educational goals in a timely manner.</p>	<p>Acceleration by English and ESL Departments – English 97 offered Fall 2015 and Spring 2016; ESL 116A and 258 offered in Fall 2015 and ESL 268 offered in Spring 2016. All courses are utilizing backwards design and best practices in acceleration. Math Boot Camps – Boot camp offered in Spring 2016. Seventeen out of 23 students tested into a higher level after completion.</p>
<p>BSI 6:ESL-ECE – Develop partnerships to enhance educational resources and student opportunities.</p>	<p>Create beginning level English for ECE course to support ESL students enrolled in ECE courses. Burbach and Hulin have created and entered 239ECE and 539ECE Course Objective Reports (CORs) into the curriculum queue for processing. The course is entitled English Skills for Parents and Providers. The textbook has been selected. The course supplementary materials are still in process of creation, but due to time delays in processing CORs, materials will be completed in time to offer course in Spring 2017 or Fall 2018 depending on when CORs have been approved by State</p> <p>VESL-CTE Curriculum – Creation of survey of CTE representatives on Marysville campus to ascertain Basic Skill needs of ESL students enrolled in their courses. This project was not started this year due to ESL representative being involved in other departmental projects to create two CDCP programs. Meetings occurred with Don Schumacher from Auto Technology and Denice Burbach from ECE. Burbach and Hulin have created and entered 239ECE and 539ECE Course Objective Reports (CORs) into the curriculum queue for processing. The course is entitled English Skills for Parents and Providers. The textbook has been selected. However, two attempts to meet with CTE Dean have been unsuccessful to date.</p>
<p>BSI 7: Improve the quality</p>	<p>Tutoring at Sutter Campus – Sutter Center tutoring is correlated</p>



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<p>of the student experience at all our campuses and centers.</p>	<p>with higher success rates among basic skills math and English students who utilize the service 67% of basic skills English students passed their courses; 76% of basic skills math student passed. These numbers are significantly higher than the all-Yuba pass rates for basic skills math and English, both 58.4%.</p>
<p>SE 1: The goal is to improve access for the following target populations identified in college research as experiencing a disproportionate impact; age 40+, white non-Hispanic, male, students with a disability, and veterans.</p>	<ul style="list-style-type: none"> • Supporting community outreach efforts of the counseling department and Yuba College Outreach Committee. • Hiring of a DSPS LD Specialist • Funded Focus Groups through RP Group to look at Entry, Connection, Progress, and Completion
<p>SE 2: The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact; African Americans, Multi-ethnicity, American Indian/Native Alaskan, and Hispanic.</p>	<ul style="list-style-type: none"> • Support for the Puente program. Funding is provided for faculty release time, counselor release time, and program field trips • Support for the Umoja program. Funding is provided for faculty release time, counselor release time, and program field trips • Support for the MESA program. Funding is provided for the MESA Director and program field trips • Hiring of a Math Instructional Assistant. This position oversees the tutoring taking place in the Hard Math Café. The center offers drop in tutoring support for all math classes and other STEM courses. There are also computers available for student use and space for group work. This position has allowed faculty to incorporate the space into their coursework and encourage students to use the space for studying. • Provide support for embedded tutors for math and English classes. The tutors work with students both in and out of class. • Tutoring support for athletics. Athletes at YC are predominately African American and Hispanic. • Fund one-on-one tutoring for DSPS program. This is based on student needs and accommodations. • Funded Leading from The Middle. This training is sponsored by the RP Group. Our team is working on



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	<p style="text-align: center;">redesigning the math classes to include a lab in order to provide additional support to students.</p> <ul style="list-style-type: none"> • Funded Focus Groups through RP Group to look at Entry, Connection, Progress, and Completion
<p>SE 3: The goal is to improve ESL and basic skills completion for the following target populations identified in college research as experiencing a disproportionate impact; ESL – students 25-29, 40+ and 30-34, Basic Skills Mathematics – African American, American Indian, Alaskan Native, and students with a disability, and Basic Skills English – African Americans, ages 25-29 and 35-39.</p>	<p>Funded Focus Groups through RP Group to look at Entry, Connection, Progress, and Completion</p> <p>Provide support for embedded tutors for math and English classes. The tutors work with students both in and out of class. Provide tutoring for ESL grammar students</p> <p>Funded Leading from the Middle. The RP Group sponsors this training. Our team is working on redesigning the math classes to include a lab in order to provide additional support to students.</p> <p>Fund one-on-one tutoring for DSPS program. This is based on student needs and accommodations.</p> <p>Piloted short course math classes aimed at increasing the speed students could make it through the math sequence.</p> <p>Provided textbooks to students in the short course math classes if they attended tutoring throughout the week. This resulted in an 83% completion rate for students participating in the program.</p>
<p>SE 4: The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact; Degree Completion – American Indian/Alaskan Native, 20-24, students with a disability, and African American, Certificate Completion – All student populations.</p>	<p>Funded Focus Groups through RP Group to look at Entry, Connection, Progress, and Completion</p> <p>Fund one on one tutoring for DSPS program. This is based on student needs and accommodations.</p> <p>Provide tutoring support for CTE courses throughout the year. We are currently serving students in AJ, Fire, Accounting, Welding, and Auto. AJ and Fire have seen a 30% increase in completion rates.</p> <p>Support for the Puente program. Funding is provided for faculty release time, counselor release time, and program field trips</p> <p>Support for the Umoja program. Funding is provided for faculty release time, counselor release time, and program field trips</p> <p>Support for the MESA program. Funding is provided for the MESA Director and program field trips</p>



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<p>SE 5: The goal is to improve transfer for the following target populations identified in college research as experiencing a disproportionate impact: American Indian/Alaskan Native, students with a disability, Hispanic, economically disadvantaged.</p>	<p>Support for the Puente program. Funding is provided for faculty release time, counselor release time, and program field trips</p> <p>Support for the Umoja program. Funding is provided for faculty release time, counselor release time, and program field trips</p> <p>Support for the MESA program. Funding is provided for the MESA Director and program field trips</p> <p>Tutoring support for athletics. Athletes at YC are predominately African American and Hispanic. Many of our athletes' transferability are limited by grades</p>
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b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

As a college, we have been successful at collaborating and implementing activities for the required components for BSI, SSSP, and Student Equity. We attribute this success to our philosophy of approaching student success holistically. Over the last year, Equity and BSI have collaborated closely together to provide tutoring for the full range of classes offered without duplicating efforts in order to maximize funding with Equity funding taking over where BSI funding must stop. However, we are lacking in the follow through of assessment of the activities and the integration of strategic planning across all three programs.

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
Increase course completion	<ul style="list-style-type: none"> • Early Alert follow up services • Ed Plans Campaigned • Student Success Workshops • Peer Mentors 	<ul style="list-style-type: none"> • Embedded Tutors for math and English • ESL Tutors • Grammar Tutors • Peer Mentors for Accelerated English 	<ul style="list-style-type: none"> • Embedded Tutors for EOPS Summer Program • Math Boot Camp • ESL Tutors • Early Alert • Teaching Communities



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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.

Yuba College has worked to provide embedded tutoring for classes that typically serve our target populations from each of the three programs. In the fall of 2015, embedded bilingual tutors were provided for the ESL program to provide support in computer literacy and grammar. In the spring of 2016, embedded tutoring was expanded to provide support for students in the accelerated English courses. In the fall of 2016, the program expanded again to include embedded tutoring in our short-course math classes and in a number of basic skills math courses. For the short-course BSI math classes, textbooks were also offered to students that attended regular tutoring. The success and completion rate for these classes was 83%. Faculty, however, found it to be labor intensive to monitor the program and are working on a way to make it more feasible.

The embedded tutors have also carried over into our tutoring centers on campus. The students that are in classes with embedded tutors have asked for those tutors specifically in the center. Most of the tutors were able to take on additional hours in either the College Success Center, the Writing Language Development Center, or the Hard Math Café to serve the needs of the students.

BSI and Equity have also worked to offer and expand the tutoring services that are offered at the Sutter County Center (SCC). This is a campus that opened in 2012-2013 school year. BSI funds were initially used to provide tutoring support at SCC. This limited the types of classes that we could provide tutoring for. When Equity funding was received, we increased the number of hours that tutoring was available and added tutors to cover non-BSI classes.

At both the main Yuba College Campus and the Sutter County Center, we have found that 71% of students who receive tutoring successfully pass their classes. We are working to increase the number of tutoring sessions that are available in order to serve more students throughout the semester.

While a smaller program, we have also added tutoring in our Administration of Justice (AJ) and Fire Tech programs. In the Spring of 16, one-third (1/3) of the students in the POST Module 3 Report Writing Class were not able to pass. Without this class, students had to begin the entire program over. Beginning in the Fall of 2016 and with POSTs permissions, tutors were added to the Module 2 report-writing class and then again in Module 3 in the Spring of 2017. The number of students that were not able to pass decreased to one-sixth (1/6). During that same time, we also added tutors for the Fire Tech Report writing and were able to bring the pass rate to 87%. This model was shared with other POST programs



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in the state and is praised by the POST accrediting body.

In the ESL classes, one of the unintended consequences was a positive one. Our goal for these classes was to have bilingual students that could tutor the computer class in their native language; we did not want a student's not knowing how to operate a computer to be a barrier to the class. For many of the tutors, this was their first job in the United States, something they did not expect to receive until long after college because of their limited English.

FUTURE PLANS

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

- 3) Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcome-based, using system-wide outcome metrics. For example:
 - Basic-skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

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

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



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

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p>Increase the number of students eligible for college level math and English courses</p>	<p>Provide opportunities for students to decrease time to completion by implementing new multiple measures metrics.</p> <ul style="list-style-type: none"> • Spring 2018 Launch Multiple Measures where high school transcripts will be reviewed and high school GPA for entry level English and Math placement • Increase Awareness of Early Assessment Program (EAP) <p>Work with students to understand the importance of the Placement Exams and help prepare students the through assessments workshops and booth camps</p>	<p>Develop and implement Summer Bridge Plan</p> <ul style="list-style-type: none"> • Identify resources and staff to implement SB • Identify courses and faculty to participate in SB • Create Outreach and Marketing plan • Implement <p>Faculty Reading Apprenticeship</p> <ul style="list-style-type: none"> • With staff development, sponsor RA training during professional development weeks • Provide funding for faculty to attend off campus training <p>Embedded Tutoring in Math and English</p> <ul style="list-style-type: none"> • Provide funding and training for embedded tutoring 	<p>Develop Summer Bridge</p> <ul style="list-style-type: none"> • Identify resources and staff to implement SB • Identify courses and faculty to participate in SB • Create Outreach and Marketing plan • Implement <p>Acceleration of Math, English, and ESL</p> <ul style="list-style-type: none"> • Sponsor faculty to attend CAP training • Trained faculty will provide campus based training • Create an Acceleration Faculty Group to provide mentoring, support, training <p>Embedded Tutoring in English, Math and ESL</p> <ul style="list-style-type: none"> • Provide funding and training for 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____



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

		<ul style="list-style-type: none"> With staff development, work to promote the gains made in classes with embedded tutors 	<p>embedded tutoring</p> <ul style="list-style-type: none"> With staff development, work to promote the gains made in classes with embedded tutors 	
<p>Increase the number of students persisting term to term</p>	<p>Increase intervention efforts for at-risk students.</p> <ul style="list-style-type: none"> Develop pre-transfer level English and math caseload interventions Follow-up with stop/drop out high risk students Scale Peer Mentor Interventions <p>Scale Early Alert Program Intervention (Spring 18)</p> <ul style="list-style-type: none"> Institutionalize EA Develop faculty communication plan Create streamline follow-up processes 	<p>Expand Tutoring Marysville Campus to include the Hard Math Café', the Veteran's Resource Center, athletics, and CTE</p> <ul style="list-style-type: none"> Current Math IA will train and schedule tutors for the different programs <p>Expand Tutoring Sutter County Center (SCC)</p> <ul style="list-style-type: none"> Provide an increase in the number of tutoring hours available Increase the current IA position to 1.0 <p>Expand College Success Center Hours</p> <ul style="list-style-type: none"> Continue to fund an IA to 	<p>Bilingual Embedded Tutoring</p> <ul style="list-style-type: none"> Provide funding and training for embedded tutoring With staff development, work to promote the gains made in classes with embedded tutors <p>Expand Tutoring SCC</p> <ul style="list-style-type: none"> Provide funding for additional tutoring at the Sutter Center. Scheduling will be done by the current IA <p>Open Source Material</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____



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

	<p>Revitalize and re- envision professional development</p> <ul style="list-style-type: none"> • Counseling, in partnership with other student service programs will host "best practices forum". • The Counseling Faculty will provide advance counselor training to adjunct and full-time counselors. Topics included ed plans, transfer, probation, career services, and veterans, among others. <p>Improve student communication and create retention marketing tools</p> <ul style="list-style-type: none"> • Leverage technology to reach a greater number of students • Create plan and implement the usage of text in SARs Anywhere 	<p>run the evening hours (5-7) in the CSC.</p> <ul style="list-style-type: none"> • Work to move .2 of the IA to general funding • Work to move the evening tutoring funding to general funding <p>Extended Writing Language Development Center (WLDC)</p> <ul style="list-style-type: none"> • Provide continuous training for the evening IA on WLDC techniques <p>Campus Life Events</p> <ul style="list-style-type: none"> • Hire a campus life coordinator • Connet with counseling to help with first year experience activities <p>Develop Partnership with Yuba Sutter Transit Transportation</p> <ul style="list-style-type: none"> • Create a route that involves a stop at the 	<p>Professional Development Regarding Student Success</p> <ul style="list-style-type: none"> • Sponsor professional development attendance. • Collaborate with FLEX to determine faculty needs • Collaborate with Staff Development for PD survey and scheduling 	
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<ul style="list-style-type: none"> • Redesign YC Phone System • Update webpages 	<p style="text-align: center;">Sutter County Center</p> <p>Professional Development Regarding Student Success</p> <ul style="list-style-type: none"> • Sponsor professional development attendance. • Collaborate with FLEX to determine faculty needs • Work with CSEA to determine classified PD needs • Collaborate with Staff Development for PD survey and scheduling 		
<p>Increase the rate and number of students completing courses, degrees and certificates</p>	<p>Implement virtual counseling/advising</p> <ul style="list-style-type: none"> • Develop counseling/advising PD training <p>Create and Implement comprehensive retention marketing Plan</p> <ul style="list-style-type: none"> • Create learning and student services resource 	<p>Lending Library</p> <ul style="list-style-type: none"> • Purchase books for reserve • Contact publishers for desk copies <p>CTE Collaboration</p> <ul style="list-style-type: none"> • Create tutoring classes specifically for CTE classes • Provide tutoring for CTE classes 	<p>Lending Library</p> <ul style="list-style-type: none"> • Purchase books for reserve • Contact publishers for desk copies 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _



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

	<p>guide for students</p> <ul style="list-style-type: none"> Align graduation, probation and dismissal timeline, notification, letters, system holds, and review and align student communication. This included notification of Loss of BOGFW. <p>Provide student success workshops in classroom presentations.</p> <p>Degree Audit</p> <ul style="list-style-type: none"> Create Degree Audit workgroup to analyze next steps for implementation <p>Simplify the Degree and Certificate Application process</p>			
<p>Increase the rate and number of students transferring to a 4-year university</p>	<p>Expand UC Davis TOP Agreement to serve Sutter Center</p> <p>Expand 4-year college partnerships</p>	<p>College Field Trips</p> <ul style="list-style-type: none"> Provide financial support for college field trips Provide support for the scheduling of field trips 		<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion



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	<ul style="list-style-type: none"> • Host on the Spot Admissions for CSU's and UC's • Scale the transfer center <p>Provide intrusive counseling interventions for Puente, Umoja, Veterans and MESA students to promote transfer program</p>	<p>EOPS Counselor</p> <ul style="list-style-type: none"> • Support .4 of the EOPS counselor <p>Puente Program</p> <ul style="list-style-type: none"> • Support counseling release • Provide funding for transportation and student activities <p>Umoja Program</p> <ul style="list-style-type: none"> • Support counseling release • Provide funding for transportation and student activities <p>MESA Program</p> <ul style="list-style-type: none"> • Support for the MESA Director <p>The programs above will work in collaboration on field trips in order to minimize costs</p>		<input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
<p>Create an environment supportive of professional learning</p>	<p>Transform the student service culture in terms of intentional engagement, collaboration and implementation of practices,</p>	<p>Faculty Mentoring Program</p> <p>Reading Apprenticeship</p> <p>Equity Professional Development Days</p>	<p>Faculty Mentoring Program</p> <ul style="list-style-type: none"> • Continue to work with HR to support the program • Provide stipends for Mentors 	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion



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

	<p>procedures, and policies that promote student progress, transfer and completion.</p>	<ul style="list-style-type: none"> • Collaborate with the SLO committee to facilitate discussions regarding student success in the classroom • Sponsor training on bias in the classroom • Other Equity rated trainings based on SD survey 	<ul style="list-style-type: none"> • Develop training for new faculty <p>ESL Focus Group</p> <ul style="list-style-type: none"> • Continue work on ESL website • Sharing best classroom practices • Share lesson plans • Attend conferences as a team <p>Community of Practice (English)</p> <ul style="list-style-type: none"> • <p>Professional Development for Adjuncts</p> <ul style="list-style-type: none"> • Collaborate with adjunct faculty to determine PD needs • 	<input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
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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)

Yuba College began the integration process by creating goals that were based off of the new Educational Master Plan (EMP). Our intent was to select goals that would work with all three programs. This allowed us to then look at the services that were being offered, decide if these fell within the goals of the EMP and adjust them if they didn't, and determine if these were each service that we wanted to continue. In an effort to increase the existing integration between BSI and Student Equity, the committees for these two programs began the integration



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process in fall 2017 with the intent to be merged effective January 1, 2018. There is also a representative from the BSI/SEP committee that serves on the SSSP committee.

Yuba College began the integration process in the fall of 2016 with EMP work sessions for the three programs. This continued in the spring when two planning sessions were held between the three committees. For the 2017-18 school year, we have scheduled integration planning sessions. These sessions will look at the work each program has done for the five goal areas and determine if the services that were offered were beneficial to students. The sessions will be structured as follows:

For each goal, each group will:

Identify which services have been offered

Identify the number of students served

Field questions about the service

Share any assessments acquired on the service in order to track its effectiveness

Planning sessions will be held:

Fall

- Convocation week
- September Professional Development Day
- October Professional Development Day

Spring

- January Professional Development week
- March, prior to spring break
- May, following the conclusion of spring semester

The integration across Student Equity related categorical and campus programs began two years ago within our original Equity Committee with representatives from many of the different programs serving on the committee. Funding for an EOPS counselor and a DSPS Specialist was written into the Student Equity Plan, as was release time for Puente and Umoja. Student Equity and SSSP funds have also been set aside for programs to request additional funding for special projects, student travel, tutoring, and professional development.

SSSP funding has provided three additional counselors, which includes funding for an ESL counselor, albeit but 40% who has begun attending the monthly ESL Focus Group to better serve our students in placement, retention and mainstreaming.

BSI, Equity, SSSP and our Staff Development committees intend to create a common request for funding form to simplify the process and make projects/activities that funding can be used for known.

5) If your college has noncredit offerings, describe how you are including these offerings in



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moving students through to their goals, including post-secondary transitions and employment (250 words max)

Through Noncredit SSSP, all core services are offered to all noncredit students. Yuba College noncredit course offerings are currently blended with credit courses. This process limits our ability to track the progress of students at this time. The courses are currently offered in the ESL, music, and theater programs. Students within the noncredit ESL program will be able to earn certificates of competency beginning Fall 2018, however without accessing financial aid.

The ESL program has implemented acceleration at its high intermediate to low-advanced ESL courses which is proving to help students transition and succeed in mainstream English courses. Vocational ESL (VESL) courses provide students with computer literacy skills and job searching knowledge to gain and acquire employment. ESL courses have been developed in math to help students develop the language required to be successful in traditional math courses. Within these courses, basic math problems are used in order to apply context to the new vocabulary.

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

The Staff Development committee conducts an annual needs assessment. Based on these results, the on-campus professional development activities are created. A driving force for professional development is the College Mission, Vision, and Goals. During convocation week, a student services panel explains the services that each department offers for students, faculty, and staff. To help meet the diverse learning needs of our students, workshops are held to teach andragogy and student engagement strategies. Each budget provided funding for professional trainings and conferences throughout the year. Workshops will be provided to explain the components of the BSI/SEP/SSSP plan.

- 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)

Formal evaluation of student success goals will take place each semester. During the summer, the college will examine Scorecard results for college-level math and English, course completion, and transfer, using the cohort model established in the 2015 Equity Plan. Non-formal evaluation will take place each semester during integrated planning meetings.

SSSP, BSI and SE will evaluate progress towards meeting our goals on an annual basis. We will use data from the Scorecard to ensure progress towards our anticipated outcomes. This



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information allows tracking of retention rates, success rates, and determine if we are closing equity gaps for our identified populations.

- 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)

In an effort to collaborate, joint meetings will be held to align services across campuses within the Yuba Community College District. When appropriate, the two colleges will work to create an economy of scale in securing services and activities to support student success throughout the district.

- 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.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP Match	Non-Credit SSSP	Non-Credit SSSP Match	
1000	Academic Salaries	\$32,600	\$200,145	\$805,224	\$322,014	\$0.00	\$26,640	
2000	Classified and other non-academic Salaries	\$18,250	\$296,596	\$424,982	\$649,609	\$13,538	\$0.00	
3000	Employee Benefits	\$3,650	\$170,918	\$0.00	\$673,819	\$0.00	\$0.00	
4000	Supplies and Materials	\$6,000	\$30,755	\$70,000	\$24,158	\$2,200	\$0.00	
5000	Other Operating Expenses and Services	\$21,000	\$75,000	\$55,900	\$0.00	\$0.00	\$0.00	
6000	Capital Outlay	\$8,500	\$7,600	\$9,302	\$0.00	\$0.00	\$0.00	
7000	Other Outgo	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Program Totals	\$90,000.00	\$781,014.00	\$1,365,408.00	\$1,669,600.00	\$15,738.00	\$26,640.00	
BSI, SE, & SSSP Total								\$2,252, 160



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- 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:

The following is a link to the Yuba College Executive Summary.

<https://yc.yccd.edu/about/research/integrated-summary/>

- 11) What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

Firstly, in the area of reporting, it would be useful to establish some type of consistency in this area to make reporting requirements and desired areas of focus more firmly established to lessen the time needed to complete and/or relearn these reporting forms and requirements.

Following up with individual colleges that state allocations for faculty hires are in fact being used for this purpose. There are many best practices to implement which do seem headed in positive directions. But as full-time faculty numbers are rapidly decreasing, getting the staff to implement them has become challenging. Therefore, workshops on best practices on how to streamline the committee structures on a college campus to meet the accreditation and curricular reporting needs, SLO/SAO professional development, Guided Pathways, Noncredit programs, and the like to best serve our students and college-reporting needs. These types of workshops would be extremely useful and welcome.

The BSI and Noncredit monthly webinars have been extremely informative and useful. We would like to see these continued as it is a means to share-out best practices in so many areas from other colleges.



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

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

Part III – Approval and Signature Page

College: Yuba College District: Yuba Community College

Board of Trustees Approval Date: _____

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

Chancellor	Date	dhouston@yccd.edu
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Chief Business Officer	Date	lskelly@yccd.edu
Chief Instructional Officer	Date	slolland@yccd.edu
Chief Student Services Officer	Date	slolland@yccd.edu
President, Academic Senate	Date	gkemble@yccd.edu