Barstow College - Integrated Plan

Description

COLLEGE: Barstow College

READ DEADLINES AND IMPORTANT INFORMATION: Yes

UPLOADED SIGNATURE PAGE: Integrated.Plan.With.Exec.Summ.2017_2019_Final _SignaturePage.pdf (date: Jan 22 2018 9:38 PM)

EXECUTIVE SUMMARY: http://www.barstow.edu/Student-Success.html

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Previous Efforts

Assess Previous Effort 1a

GOAL #1: Orientation: Automate online orientation completion data into the student information system (Banner); Update reporting features to assess and adjust effective orientation delivery

PROGRESS #1: Barstow Community College uses Comevo for the delivery of our orientation. This solution provides an engaging, easy to use, cloud based software service for online orientation. Comevo has assisted the college in creating an orientation program that is more efficient and effective, which has assisted in our students' success. Comevo is currently working with Barstow Community College to automate the completion data into the student information system (Banner).

GOAL #2: Orientation: Improved connection and alignment of curriculum in college orientation course (ORIE 1) to the information topics contained of the Orientation presentations as required by Title 5

PROGRESS #2: BCC delivers our orientation in multiple ways including: online, in person, through the Bridge to College Success program. Programs including EOPS, CARE, CalWORKS, ACCESS offer special orientations. Our New Student Orientation provides an introduction to college life and includes the following topics: Information on the steps you must take to become a student at Barstow Community College, an introduction to the support services provided to students at BCC, information on certificate programs, associate degree requirements, and transfer requirements to four-year colleges and universities, tips on how to be successful in college, an introduction to Student Life and Activities, and information on important policies governing student conduct and rights. To improve the connection and alignment of the curriculum in Orientation 1 the course name was changed to Student Development 1. The Student Development 1 title was implemented for the fall 2017 semester. A full-time counselor is teaching one section to evaluate the curriculum alignment with the current orientation presentation.

GOAL #3: Orientation: Conduct Student Evaluation of Orientation (in both face to face and online mode of delivery) and Evaluate Results

PROGRESS #3: Barstow Community College has contracted with Comevo's Content Production Services to review and update the

Online Orientation. The first step was to survey the participants to get an idea of what adjustments would need to be made. Students who participated in the online orientation gave us feedback which covered diverse topics and student needs including requiring more information on the academic calendar, academic and student support resources, library resources, transfer center, degrees and degree requirements. Based on the student feedback data we will redesign and update the online orientation to add comprehensive information on all available academic and support resources to include certificate and degree information. The orientation update will consist of a new template, a new storyboard including videos to replace unnecessary verbiage, full ADA compliance and foreign language translation. The online orientation project has been scheduled to be completed by April 1, 2018.

GOAL #4: Assessment: Increase and improve test proctoring services for students taking assessment tests outside of the Barstow Community Collge service area

PROGRESS #4: Barstow Community College utilizes Proctor U for online proctoring service for online courses. In March 2017 the assessment test was added to the Proctor U service, which eliminated the need for remote students to procure an approved proctor. ProctorU was not an authorized ACCUPLACER vendor and the account had to be deactivated. ACCUPLACER can only be administered through Certified Online Proctors provided by B Virtual, Inc. The District is currently reviewing the need for proctoring the assessment test to see if providing services through B Virtual, Inc. is warranted.

GOAL #5: Assessment: Increase student awareness of testing information, practice and preparation

PROGRESS #5: Promoted counselors' and students' understanding of testing information, practice and preparation opportunities to students at the local feeder high schools. Ensured that high school students and new students had access to the ACCUPLACER web-based study Application to allow them the ability to access and explore sample tests and receive feedback on the skills they needed to focus on the ACCUPLACER web-based study Application features practice tests in each test subject. It is accessible from most devices with internet access, and will help students become familiar with the content and format of the ACCUPLACER test questions.

GOAL #6: Assessment: Develop and implement comprehensive communication strategies to better promote and publicize pre-assessment workshops and available tutoring options for students

PROGRESS #6: The Basic Skills Committee reviewed options to develop and implement pre-assessment workshops. The Committee choose NROC as their platform. Summer Bridge to College Success programs have used NROC Math to assess the needs of the participating students.

GOAL #7: Counseling, Advising and Other Educational Planning Services: Close gap in SSSP core services by following-up on students who are missing education plans

PROGRESS #7: Counselors worked with Student Success and Equity staff to identify students that were missing educations plans. Students were contacted and met with a counselor to create a comprehensive education plan. We saw a slight increase in the percentage of students who received a Comprehensive Education Plan. The percentage of students who had a comprehensive education plans increased by 4% to 46% in 2016-2017 from the previous year 2015-2016 which was at 42%.

GOAL #8: Counseling, Advising and Other Educational Planning Services: Improve follow-up services

PROGRESS #8: A general counselor was assigned to support probationary students. Barstow Community College purchased Starfish and began the implementation process with the Early Alert System. The College began testing Early Alert in October 2017, with pilot courses going live in spring 2018 and full implementation scheduled for fall 2018

GOAL #9: Counseling, Advising and Other Educational Planning Services: Expand student success dialog in counseling

PROGRESS #9: Student Success and Equity staff, Special Programs staff and Student Success Advisors participate in the semimonthly counseling meetings allowing expanded dialog and streamlined process to be initiated. Accomplishments include: creating a new abbreviated education plan, updating current education plan templates, reviewing and updating board and administrative policies that pertain to student success, Multiple Measure for assessment discussion and implementation plan, and the Curriculum Committee now has a representative from counseling.

GOAL #10: Counseling, Advising and Other Educational Planning Services: Increase Counseling

PROGRESS #10: Counselors were assigned at our two off campus sites (CTE and Fort Irwin) to assist students who only attend courses at those locations. We saw a slight increase in counselor contacts. During 2015-2016 the CTE location saw 49 students, in 2016-2017 that number increased to 172. During 2015-2016 the Fort Irwin location saw 1915 students, in 2016-2017 that number increased to 2120. During the spring 2017 semester the counseling department was reorganized. In 2015-2016, Fort Irwin had 1 full time counselor, General Counseling had 4 full time and 1 part time counselor, EOPS had 1 full time and 1 part time counselor and DSPS had 1 part time counselor. The reorganization allowed for an additional part time counselor to be dedicated to Fort Irwin and CTE and EOPS received an additional full time counselor.

GOAL #11: Counseling, Advising and Other Educational Planning Services: Hire Peer Mentors

PROGRESS #11: Students were hired and trained as Student Success Ambassadors to provide support, mentoring and resources to students. Ambassadors have knowledge of the matriculation steps and available campus resources. In addition, Ambassadors provide feedback to counseling faculty and staff with the student perspective, to address varying needs of first time college students.

GOAL #12: Counseling, Advising and Other Educational Planning Services: Evaluate workshop/classroom activities for effectiveness

PROGRESS #12: A Student Success and Equity Event/Workshop Survey was created. Participants are able to provide feedback about the workshop/activity, rate a variety of items including: Event/workshop organization, expectations, appropriate time allotted, application

of workshop in academic and personal life, presenters' knowledge on subject matter. Participants choose to add what they believe are the most valuable components of the event/workshop and suggest ways to improve the content and delivery. Surveys are reviewed after the event/workshop and discussed in order to make changes and improvements to future events/workshops.

GOAL #13: Follow Up Services: Develop workshops & no credit seminars

PROGRESS #13: An online Academic Standing workshop was created to provide resources to students who have been placed on second level academic probation or been dismissed. The workshop addresses the impact of academic probation on their educational goals and steps they need to take in order to resolve their academic probation status. After students complete the workshop they meet with their designated counselor who assists them with academic support resources, their educational plan and selecting courses to ensure completion.

GOAL #14: Follow up services: Work on data collection and tracking of students on academic or progress probation and dismissal

PROGRESS #14: SARS allows the College to track students' academic progress, probation and dismissal. Counseling receives a list of students at the end of each semester who are on probation level 1, probation level 2 or have been dismissed. Students receive intrusive follow up services, including academic support services.

GOAL #15: Access: Explore partnerships internally and externally that improve campus connections with Hispanic, Economically Disadvantaged, and Current/Former Foster Youth and males

PROGRESS #15: Partnerships with local K-12 feeder schools were established. High school outreach included reaching out to our Hispanic populations, Economically Disadvantaged, Current/Former Foster Youth populations and males. Efforts included awareness and understanding of college and career options, workforce readiness and transfer. Comparative information about the earnings of recent graduates who received a degree or certificate award in a specific program area is shared with students. Financial aid and affordability information is shared with perspective students and families. An affinity group called Brother Reaching Academic Success and Service (BRASS) program was created to help male students of color achieve success in their academic, social and personal lives. The group meets monthly to engage in discussing resources available to them at Barstow Community College and other local agencies. Faculty and staff provide direct connections to students through crucial dialogue and mentor ship by helping students link their curricular and co-curricular experiences. This program has allowed our students a safe space for crucial conversations, personal development and growth.

GOAL #16: Course Completion: Develop focused dialogue with faculty and staff about interventions, including expanding campus use and knowledge of the early alert system

PROGRESS #16: Starfish has been purchased and the testing and pilot implementation with the Early Alert System is in progress with full implementation scheduled for fall 2018. The data received from the Early Alert System will allow for targeted interventions for disproportionately impacted groups.

GOAL #17: Course Completion: Augment support for online/DE by hiring a dean and increase counselor support dedicated to focusing on and improving outcomes for distance education students

PROGRESS #17: A Dean of Distance Education and Learning Support Services was created to support our online students and create a comprehensive learning support program.

GOAL #18: Course Completion: Establish targeted interventions for disproportionate groups

PROGRESS #18: An affinity group called Brother Reaching Academic Success and Service (BRASS) program was created to help male students of color achieve success in their academic, social and personal lives. The group meets monthly to engage in discussing resources available to them at Barstow Community College and other local agencies. Faculty and staff provide direct connections to students through crucial dialogue and mentor ship by helping students link their curricular and co-curricular experiences. This program has allowed our students a safe space for crucial conversations, personal development and growth. The Aid for School program began in the spring of 2015 by the fall of 2016 the program was integrated into the Special Programs and Services department. The AFS program was phased out with the students moving from AFS to EOPS once they met all of the EOPS minimum eligibility requirements. Funds were dedicated to EOPS to provide AFS student with bus vouchers, gas cards, meal vouchers, book vouchers and classroom supplies. Equity funds are allocated to assist EOPS with offering holistic and intrusive advising and support.The Aid for School (AFS) program was integrated into the Special Programs and Services department in the fall of 2016. The AFS program was phased out with the students moving from AFS to EOPS once they met all of the EOPS minimum eligibility requirements. Fund were dedicated to EOPS to provide AFS student with bus vouchers, gas cards, meal vouchers, book vouchers and classroom supplies. As of the end of spring 2017 all of the AFS student had transitioned to EOPS or graduated.

GOAL #19: ESL and Basic Skills Course Completion: Partner with Basic Skills and Distance Education Committees to create interventions for under prepared target groups, especially distance education students.

PROGRESS #19: Basic Skills, Distance Education and Student Success and Equity have representatives on each committee and work to establish best practices as well as interventions for the target groups. Specifically, the Basic Skills Committee had multiple discussions about placement, multiple measures, and course sequencing.

GOAL #20: ESL and Basic Skills Course Completion: Identify delivery methods and processes impeding satisfactory completion for target populations.

PROGRESS #20: The Basic Skills Committee has been reviewing courses and sequencing. English 50X was developed based on the California Acceleration Project (CAP) model. Courses for English and math have traditional and 9-week scheduling. Changes to placement

in lower level ACSK courses were made.

GOAL #21: ESL and Basic Skills Course Completion: Support sustainable long-term progress for DE target students.

PROGRESS #21: The Distance Education Committee and the Dean of Distance Education have led a number of efforts related to improving outcomes for DE students. These efforts include training instructors in teaching in Canvas and adopting a course design rubric.

GOAL #22: Degree and Certificate Completion: Investigate and identify momentum points to degree and certificate completion and implement interventions which will tip students improved completion.

PROGRESS #22: There were some processes in Banner that were prohibiting students from effectively enrolling in courses that were offered in nine week sequences during an 18-week term. These issues were corrected, and the revised process should help students to persist through the accelerated nine week models.

GOAL #23: Degree and Certificate Completion: Research barriers to degree completion including coordination and sequencing of courses, and delivery mode.

PROGRESS #23: The Basic Skills Committee reviewed placement, including placement into ACSK courses. Multiple measures were proposed to improve student success. English began discussion of combining its two lowest levels, which will eliminate a course in the sequence.

GOAL #24: Degree and Certificate Completion: Combine with SSSP efforts to build education plans that take into account the manner and modes of delivery that are most appropriate for the target group populations.

PROGRESS #24: This goal was not addressed during the 2015-2017 plan cycle but will be addressed through the 2017-19 plan.

GOAL #25: Transfer: At the time of enrollment build and create value in transfer/ baccalaureate education, while further reinforcing the importance at key momentum points along the transfer pathway.

PROGRESS #25: The Transfer and Career Center and the Student Success and Equity Department, developed an action plan that established: new and improved communications with students to include a monthly Transfer Newsletter, review of the transfer processes, and updated articulation with CSUs and UCs and private colleges.

GOAL #26: College and District Wide Initiatives: Foster Youth Working with local community groups and agencies servicing foster youth. Supporting success with programs and services through EOPS and local Aid for School (AFS) programs that offer holistic and intrusive advising and support. Review and support services to ensure successful navigation and completion of college processes.

PROGRESS #26: A staff member was appointed as the Foster Youth Services Initiative liaison with outside organizations. the staff work with the Foster Kinship Care Education Program to increase access for foster youth students. A general counselor was identified to work with foster youth. The Aid for School program began in the spring of 2015 by the fall of 2016 the program was integrated into the Special Programs and Services department. The AFS program was phased out with the students moving from AFS to EOPS once they met all of the EOPS minimum eligibility requirements. Funds were dedicated to EOPS to provide AFS student with bus vouchers, gas cards, meal vouchers, book vouchers and classroom supplies. Equity funds are allocated to assist EOPS with offering holistic and intrusive advising and support. A total of 220 students were assisted on the AFS program from spring 2015 until summer 2016.

GOAL #27: College and District Wide Initiatives: Economic Disadvantage Improving and developing data collection. Continued research of issues facing Economically Disadvantaged students, including: support systems, processes, course delivery methods Continue to support Economically Disadvantaged students through the AFS program.

PROGRESS #27: This goal is being addressed through the College's overall data integrity and cleanup project so we are able to use data to make decisions. Starfish Early Alert and Degree Planner assist us to scale our student support initiatives and efforts in a way that will enable students to engage more effectively with the campus community and, ultimately, achieve their academic goals. The Aid for School (AFS) program was integrated into the Special Programs and Services department in the fall of 2016. The AFS program was phased out with the students moving from AFS to EOPS once they met all of the EOPS minimum eligibility requirements. Fund were dedicated to EOPS to provide AFS student with bus vouchers, gas cards, meal vouchers, book vouchers and classroom supplies. As of the end of spring 2017 all of the AFS student had transitioned to EOPS or graduated.

GOAL #28: College and District Wide Initiatives: Distance Education Hiring a Dean of Distance Education Augmenting current counseling staff with an additional focus on Distance Education students Collaboration between the SSEC and the Distance Education Committee to identify and develop areas of improvement in online education.

PROGRESS #28: The Dean of Distance Education and Learning Support Services was hired. Counselors were hired and placed at our two off campus sites (CTE and Fort Irwin) to assist students who only attend courses at those locations and distance education. The Starfish platform will be used to augment online counseling to our distance students. Student Success and Equity staff and faculty work collaboratively with Distance Education. This collaboration has allowed the college to identify and develop areas of improvement in online education including creating student success and tutoring modules in our Canvas Learning Management System to provide resources for Distance Education students.

GOAL #29: Basic Skills: Increase student engagement, retention and success rates

PROGRESS #29: Acceleration in English has been effective in reducing required completion time and increasing successful outcomes. Courses have been offered in the English 50X accelerated format since summer 2016 term. Success rates for 50X have improved topping out as high as 73.7%. Success rates for English 50X are higher than in English 50 which topped out in the same time frame at 68.2%.

GOAL #30: Basic Skills: Ensure student access to quality support

PROGRESS #30: Workshops have been on-going since 2015. In fall 2017 Basic Skills faculty and other key stakeholders met to discuss workshop attendance. They also discussed Basic Skills support of other course objectives (student essays, papers, etc.) which would broaden the scope of workshop support. The College has been having discussions on expanding learning support services, which has now been added to institutional planning by way of the institutional self-evaluation report (QFE), and added into the current goals for the next Basic Skills planning cycle.

GOAL #31: Basic Skills: Provide training for faculty involved with basic skills courses

PROGRESS #31: We planned on having orientation workshops for instructors teaching Basic Skills courses to help create a better understanding of the program's goals and better communication between faculty to improve success rates for populations experiencing gaps from the overall student success rates in ESL/Basic skills. The planning for developing orientation workshops was abandoned. The focus was placed instead on providing training for faculty on acceleration. All full-time English faculty attended the California Acceleration Project (CAP). In the 2017-18 year, the college plans to begin sending some part-time English faculty to CAP for training.

GOAL #32: Basic Skills: Identify early alert strategies to assist students in a timely manner

PROGRESS #32: We are currently piloting Starfish Early Alert with full implementation in fall 2018.

GOAL #33: Basic Skills: Offer objective assessment to produces measurable success results

PROGRESS #33: Momentum for offering objective assessment to produce measurable success results, has waned. More discussion on this is needed on this topic. One idea that has been considered is to formalize norming as part of the course SLO evaluation.

Assess Previous Effort 1b

GOAL: The College attributes the overall success to integrated and strategic coordination of funding priorities and expenditures, expanded partnerships with the feeder high schools that has boosted the service delivery of matriculation services to high school students, the creation of the Bridge to College Success program and the expansion of institutional research to support data analysis to make data driven decisions.

Assess Previous Effort 1c

GOAL: Hiring a Dean of Distance Education Augmenting current counseling staff with an additional focus on Distance Education students Collaboration between the SSEC and the Distance Education Committee to identify and develop areas of improvement in online education.

SSSP ACTIVITIES THAT SERVE THE GOAL: The Dean of Distance Education and Learning Support Services was hired. The Starfish platform will be used to augment online counseling to our distance students. Student Success and Equity staff and faculty work collaboratively with Distance Education. This collaboration has allowed the college to identify and develop areas of improvement in online education including creating student success and tutoring modules in our Canvas Learning Management System to provide resources for Distance Education students.

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: Counselors were hired and placed at our two off campus sites (CTE and Fort Irwin) to assist students who only attend courses at those locations and distance education.

BSI ACTIVITIES THAT SERVE THE GOAL: Non-credit workshops offered to disproportionately impacted students in Basic Skills classes in math and English and to Bridge to College Success students.

Share A Success

GOAL: Students on Academic Probation and Academic Standing Workshops Students who have been placed on first and second level academic probation or are dismissed are required to complete an online Academic Standing Workshop. The workshop is designed to inform students about the impact of probation on their academic status and to provide information to students on how to resolve academic probation as quickly as possible. Once a student is placed on second level academic probation registration will be prohibited until the Academic Standing Workshop is successfully completed. The Academic Standing Workshop provides students with an opportunity for to reflect upon the factors that led to their poor performance, to develop a plan for returning to good standing, and to ensure that they are developing an achievable plan for graduation/completion/transfer. The Academic Standing Workshop also provides an opportunity for students to communicate with the Probation counselor who makes sure students receive the appropriate support and resources needed towards returning to Good Standing status. The Probation counselor answers questions, assists students making good choices with their schedule, ensures that the student is making adequate progress towards completion of the degree or certificate, and advises students on course selection, the repeat policy and how to access supplemental help such as tutoring, personal counseling, food and housing security and other support services. While students who were placed on academic probation 1 increased from 2015-2016, there was a decrease in the number of students who were placed on academic probation 2 and dismissed in 2016-2017.

Future Goals

Integrated Goal #1

GOAL: Increase access for disproportionately impacted student groups (Males, Hispanics, African Americans, Pacific Islanders, American Indian/Alaskan Native, White, Disabled, Foster Youth, Veterans)

GOAL AREA: Access, ESL / Basic Skills

SSSP ACTIVITIES THAT SERVE THE GOAL: Develop and implement additional outreach activities geared towards higher education awareness and matriculation support. Use I Can Afford College marketing materials to promote the affordability of a college education. Include Salary Surfer aggregated earnings information in marketing materials. Coordinate with Barstow College Promise to target disproportionately impacted student groups at the local feeder high schools.

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: Provide targeted outreach and support for disproportionately impacted communities and populations. Use Student Ambassadors to assist in expanding recruitment efforts. Student success advisor and student success coordinator will assist the outreach director.

BSI ACTIVITIES THAT SERVE THE GOAL: Conduct a demographic study to explore barriers related to access for ESL students, adult education populations, veterans, foster youth, African American and Hispanic males .

Integrated Goal #2
GOAL: Accelerate student progress through the basic skills Math, English and ESL sequences.
GOAL AREA: Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion
SSSP ACTIVITIES THAT SERVE THE GOAL: Systematically use Multiple Measures. Increase knowledge of educational planning opportunities for students including acceleration courses, and block class scheduling. Promote Bridge to College Success Program. Implement Starfish Early Alert.

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: Extend orientation sessions. Provide additional learning resources. Expand textbook lending library for programs and cohorts of students.

BSI ACTIVITIES THAT SERVE THE GOAL: Curricular redesign to enhance efficiency and student success. Enhance learning support services. Alternative pathways. Alternative presentation formats such as flipped classrooms. Increase the number of students who transition to college level Math and English. Expand non- credit offerings. Develop stackable ESL certificates.

Integrated Goal #3
GOAL: Increase retention rates of first time students.
GOAL AREA: Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion
SSSP ACTIVITIES THAT SERVE THE GOAL: Create Extended orientation workshops. Coordinate with Barstow College Promise to promote available resources. Implement Starfish Early Alert and Starfish Degree Planner. Promote the importance of priority registration. Use Multiple Measures for assessment placement. Increase knowledge of educational planning opportunities for students (acceleration courses, block class scheduling). Intrusive counseling for students not completing enrollment steps, undecided, and students on academic progress or probation.

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: Provide additional counseling and resource support services to cohort students (Foster youth, Veterans, etc.)

BSI ACTIVITIES THAT SERVE THE GOAL: Curricular redesign to enhance efficiency and student success. Examine Scheduling Options for basic skill and ESL Courses. Enhance learning support services.

Integrated Goal #4
GOAL: Increase student completion rates of career technical certificates and two year degrees.
GOAL AREA: Access, Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion
SSSP ACTIVITIES THAT SERVE THE GOAL: Begin Guided Pathways. Provide counseling to students who are near or at 75% of the units needed to complete their program of study. Implement Starfish Early Alert and Starfish Degree Planner. Promote the importance of priority registration. Increase knowledge of educational planning opportunities for students (acceleration courses, block class scheduling).

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: Provide counseling to disproportionately impacted students (18-34 yrs. old, American Indians/Alaskan Natives, Hispanics, White, Foster Youth) to assist with educational goals. Create targeted marketing to disproportionately impacted students (18-34 yrs. old, American Indians/Alaskan Natives, Hispanics, White, Foster Youth) on the importance of completion. Enhance learning support services.

BSI ACTIVITIES THAT SERVE THE GOAL: Curricular redesign to enhance efficiency and student success. Enhance learning support services. Develop stackable Career Technical Education certificates.

Integrated Goal #5
GOAL: Increase student transfer rates to CSU/UC.
GOAL AREA: Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion
SSSP ACTIVITIES THAT SERVE THE GOAL: Increase transfer counseling. Provide professional development for counselors on transfer information and resources. Update articulation agreements with CSU/UC.

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: Offer additional workshops, publicity, and university campus visits to UC and CSU campuses for disproportionately impacted students (African American, American Indian/Alaskan Native, Hispanic, Pacific Islander, White, Foster Youth, Disabled). Partner with instructional faculty to expose students to the transfer process in the classroom setting.

BSI ACTIVITIES THAT SERVE THE GOAL: Curricular redesign to move students into transfer level course work more efficiently.

Integration & Coordination

INTEGRATION AND COORDINATION: Barstow Community College has established a Student Success and Equity Committee (SSEC) to centralize the institution's focus on student achievement and equitable outcomes for all. Importantly, the SSEC is part of the institution's governance structure. Membership of the committee comes from all constituent groups including basic skills. The SSEC is responsible for creation and moderating of the Basic Skills, Student Equity and Student Success and Support Integrated Plan. The SSEC will meet monthly to evaluate progress made on the goals and facilitate interaction between committees, departments, college administrators, faculty and programs related to matriculation, equity and basic skills to reach the identified goals. To make better informed decision the committee will work with the institutional research department to collect, analyze and share data. This will enable the committee to assess activities, address issues and expand on practices that are working towards student success. With 34.5% of students being the first in their family to attend college, BCC is redesigning institutional policies and practices to make the college experience transparent. We will be using the guided pathways model in achieving our five integrated goals: 1. Clarify the Path: Use of Hobson's Starfish Degree Planner, Early high school engagement, Dual enrollment, Career planning in high school (integrated with the Barstow Promise), The Barstow Promise, Adult education, Stackable degrees and certificates 2. Get on the Path: Multiple Measures, Common Assessment Initiative, Priority Registration, Remediation redesign, Summer Bridge, Outreach to K-12 and community, Statway 3. Stay on the Path: Enhanced academic support services including embedded tutoring and or supplemental instruction, Early Alert, Intrusive counseling and support services 4. Ensure Learning: Implementation of Canvas, Integrated curricular and co-curricular learning, Pathways, Scorecard BCC is in the process of expanding academic support services to include services such as embedded tutoring, supplemental instruction, online tutoring, and a writing center using multiple funding sources. With the launch of Starfish, we hope to automate reports for counselors containing detailed information regarding students that need to attend an academic support service each week.

NONCREDIT: COMM 160: Prepares students for military success and promotion in basic skills. The program has been recognized for the following: 1. The Command Sergeant Major of the U. S. Army deemed the BSEP program at Ft. Irwin to be the best in the U. S. Army. 2. Recognized by Ft. Carson as the BSEP class that had helped soldiers qualify for the "Special Opps" unit at Ft. Carson. 3. Recognized by Col. Braga with a medal for Civilian Service to the soldiers at Ft. Irwin and the continued degree of excellence in the BSEP Program. 4. Continued testing above U.S. Army requirements. In the past year there has been 90% or more of the enrolled students achieving a score of 110 or greater on the AFCT Testing at the end of the three week course. Over one half receive a score between 120 and 140. ESL 190 & 192: Prepares students in core ESL competencies for transition to credit ESL coursework. The course also exposes students to the American classroom to assist in this transition

PROFESSIONAL DEVELOPMENT: To achieve our student success goals, the English, math and ESL faculty shall participate in training to identify models of curricular redesign. Faculty, counselors, advisors and staff will receive training on the web-based Starfish Early Alert and Degree Planner tools. The campus will continue to provide local student success and equity training through online sites including Innovative Educators and Academic Impressions, while statewide learning will be available through the State Chancellor's Office and reputable organizations like the RP Group and 3CSN. The College will continue to offer equity minded and cultural competence training to the whole campus through a variety of equity based events.

EVALUATING PROGRESS: BCC is currently working on various reporting capabilities. Once Starfish is fully implemented, counselors, staff and faculty will be able to run reports. The directors of Student Success and Equity and Enrollment Management along with the Office of Institutional Research will be jointly responsible for analyzing cohort reports and determining if students are reaching their educational goals. Student Services managers, counselors and staff will meet monthly to evaluate the data and put into practice any interventions needed. Evaluation for Basic Skills goals will occur as part of the yearly program review process, SLO evaluation and norming.

MULTI-COLLEGE DISTRICT COORDINATION: Barstow Community College is not a multi-college district.

Support

CHANCELLOR'S OFFICE SUPPORT: The following support from the Chancellor's Office would help Barstow Community College accomplish our goals: Integrated plan budget tracker, assistance with designing outcomes and data analysis, faculty and staff training to be culturally responsive in our teaching and services and facilitating regional meetings to discuss best practices for BSI support services under the leadership of the ASCCC.

Additional Support Documents (Not Required)

DOCUMENT TITLE	FILE NAME	COMMENT	UPLOADED

Expenditures

OBJECT CODE - CATEGORY	BASIC SKILLS INITIATIVE	STUDENT EQUITY	CREDIT SSSP	CREDIT SSSP - MATCH	NONCREDIT SSSP	NONCREDIT SSSP - MATCH
1000 - Instructional Salaries	$32,757	$56,100	$240,971	$240,971		
2000 - Non-Instructional Salaries	$40,414	$33,735	$198,365	$198,365		
3000 - Employee Benefits	$29,259	$23,079	$146,670	$146,670		
4000 - Supplies and Materials		$17,000	$32,900	$32,900		
5000 - Other Operating Expenses and Services		$148,393	$276,425	$276,425		
6000 - Capital Outlay			$37,000	$37,000		
7000 - Other Outgo		$30,000				
PROGRAM TOTALS	$102,430	$308,307	$932,331	$932,331		
				MATCH		MATCH

BSI, SE, & SSSP BUDGET TOTAL $2,275,399