Student Equity Plan

2025-2028
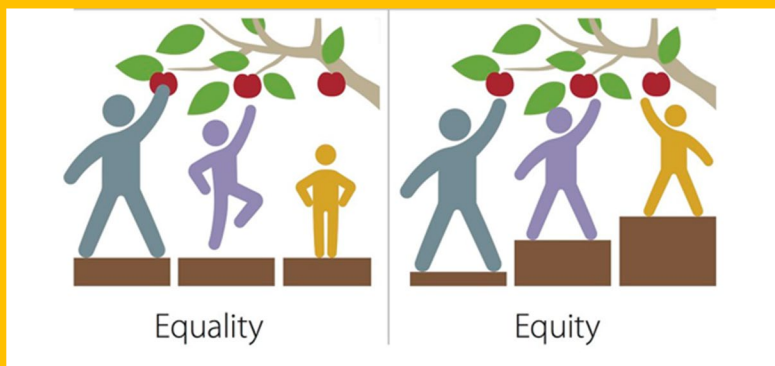

Equality | Equity

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Executive Summary

Introduction

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

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

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

Reflection on 2022-25 Equity Plan

Key Learnings
A key insight from Columbia College's 2022-2025 Equity Plan is that the most impactful opportunities for equitable outcomes occur during students' first year and in their transition to a university. Further study is needed on the effects of pre-existing socioeconomic and first-generation statuses. This additional research will identify more precise types and intensities of supports to be offered during the critical impact years. Comprehensive support before, during, and after both the first and final semesters can significantly improve persistence, transfer, and completion rates across all student demographics.

First Primary Term to Secondary Term Persistence and Completion for Foster Youth are areas where we've made great strides as a college. Two key strategies that helped Columbia College meet equity goals for this group were strengthening partnerships with county services and ILPs, and coordinating basic needs support (such as emergency grants, transportation aid, food, and housing) for more effective delivery. By coupling those tangible efforts with Starfish student tracking software, we ensure students are connected to campus resources and holistic care continues through coordinated case management via the Starfish Success Network. Additionally, for the first time since implementing the Foster Youth Peer Mentor services, we have been able to consistently employ and comprehensively train those student worker-peer mentors, allowing Foster Youth students a sense of belonging and belief in their ability to thrive.

Finally, placing a greater focus on updating DSPS technology, DSPS staffing solutions, and college-wide awareness enables all students to succeed across all five metrics. Learning self-advocacy skills from the first DSPS intake or within the first attempt at English and math, coupled with support or skills development courses (available to all students), disproportionate impact groups especially benefit from building solid foundations persist to transfer, or to complete the final steps of their educational goal. Columbia College's focus on providing equitable DSPS support across each group identified as experiencing disproportionate impact or an equity gap in achievement meticulously moves the needle on integrating universal design from courses to programs and eventually toward accessibility for all.

Plan Continuity
Connecting with external agencies (CalPRIDE and the Tuolumne County Board of Supervisors), Columbia College helped increase the welcoming presence on campus, introduced Safe Space training resources to both staff and students, and advocated in the community to reduce hate and increase inclusion efforts. Our pride@yosemite.edu email will continue to be used for safety-assured outreach. We will continue to research methods for specific LGBTQ+ Counseling toward inclusive courses to take in the first year, normalize seeking out more academic supports like tutoring, and explore ways to increase referrals to cover basic needs based on LGBTQ+ student safety (e.g. housing).

By expanding support services and tutoring services in a variety of modalities including an online format, students experiencing disproportionate impacts will gain greater access to the services needed to succeed. In addition to full semester support courses, expanding math, English, and guidance short-term and late start courses condenses the time commitment, and allows for greater participation in just-in-time support. More work still needs to be done with the redesign of English Language Learner (ELL) courses and curriculum. Finally, the implementation of an equity-minded syllabus for each course taught that is publicly archived and accessible to students at all times through Simple Syllabus began in 2024; the effort needs to be sustained throughout and until full faculty and student adoption.

While existing tribal partnerships can provide some input on workforce needs and future tribal workforce demands, there are more opportunities to engage family support systems and peer support systems. Native Family Welcome Day has yet to be realized, and a Native apprenticeship, internship, or work experience that is paired to a transfer institution's peer support for such opportunities also has yet to be established. Misconceptions of Higher Education as a means to separate Native students from their tribes and to erase their history are ever-present. Such perspectives should be acknowledged, openly discussed, and transcended together with respectful dialog among tribal communities and gradual coalition-building over time. An important element of creating viable transfer structures for Native students would be to similarly engage a four-year institution where we can pair our transferring students with their enrolled indigenous student groups or with similar culturally-inclusive extracurricular student organizations at the baccalaureate level.

Student Populations Experiencing Disproportionate Impact

Disproportionate Impact (DI) Definition:
Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:
The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: CCCCO Percentage Point Gap Minus One (PPG-1). For further information on the Metric and DI Population Summary table, see this resource: Student Equity Plan 2025-28 Metrics

Successful Enrollment

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year.

Successful Enrollment metric is calculated as follows:

- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

Successful Enrollment Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	22.7%	475	N/A	N/A	N/A	N/A
White	21.5%	297	1.6%	23	3.8%	53
Veterans	52.2%	67	2.7%	2	0.0%	0

Key Strategies for Successful Enrollment:

1. Students who have applied but not yet enrolled will be contacted directly by Student Services Program Assistants and/or Student Ambassadors via phone and text messaging. Offering direct assistance with completing the enrollment process and provided information on orientation sessions, either in person or online, should increase likelihood of attending their appointment with an academic counselor. If they choose not to enroll, information will be gathered for feedback and improvement of services.

2. Conduct student surveys and focus groups with the Veterans population to determine what else is needed to feel more comfortable, included and supported. Develop partnerships with local Veterans organizations. Build on deliberate effort to acknowledge and welcome Veteran students to campus. Provide on-site and frequent regular services for educational and financial aid information, registration assistance and counseling. Provide basic needs assessment and information including housing, food, etc.

3. Veteran-specific, Native-specific, and LGBT-specific orientations to the college will be piloted and expanded.

4. Within online orientation, the college will roll out preventative wellness programming around usage of alcohol, cannabis and other drugs to support healthy living and communities. This

programming will be made available to all new students attending orientations offered in-person or online.

5. Expand Columbia College Promise Program to include all first-time, full-time students who may not have recently graduated from the local footprint of our region's high schools. Increase marketing and outreach to these populations offering free tuition and fees for the first year of college. Provide information on additional support services and financial assistance that may be available including sponsorship, scholarships, and apprenticeships.

Completed Both Transfer-Level Math & English

MIS Definition for Transfer Level Math and English: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	10.5%	72	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	5.8%	13	4%	10	7%	16
Male	6.8%	24	4.9%	18	7.5%	27
White Male	7.9%	16	0%	1	3.7%	8

Key Strategies for Transfer-Level Math & English:

1. Economically Disadvantaged Students will have access to counselors early on upon arriving to campus and will complete an educational plan that includes information related to math and English placement and support opportunities. Counselors and support staff will encourage students to take advantage of resources such as traditional tutoring and support courses in the very first semester or returning semester, as they may not have been educated on these previously.

2. Students will have enough course options to meet their needs in the modality that best serves their learning styles. Beginning transfer-level courses in math and English will offer embedded tutoring and additional supports that may be needed by economically disadvantaged students. In addition to full semester support courses, mini math jams and writing labs can offer timely support.

3. Adding more short-term, late start courses in Math and English will enable students to drop and then add into courses better suited to their level of ability and commitment that same semester without having to wait an additional semester when encountering difficulties.

Persistence: First Primary Term to Secondary Term

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	**% of Students for 2021-22** (Baseline Year)	**# of Students for 2021-22** (Baseline Year)	**% of Increase Needed to Eliminate DI**	**# of Students Needed to Eliminate DI***	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap***
Overall Student Population	54.2%	304	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	48.6%	89	1.1%	2	8.2%	16
First Generation	40.9%	63	10.5%	17	18.3%	29
Male	49%	140	4.8%	14	10.7%	31
LGBTQ+	41.4%	29	17.6%	5	0.0%	0

Table title: Persistence: First Primary Term to Secondary Term Data

Key Strategies for Student Persistence:

1. Utilizing Starfish, staff will connect with each student, providing intentional, just-in-time intervention and cohort management throughout the student's journey. This software allows us to track progress of each student and push out "to-dos" to students who have not completed all matriculation steps.

2. Communicate with students via text messaging to keep them informed and alerted regarding financial aid opportunities and deadlines. Low-income students typically have limited knowledge of college financial aid processes and low levels of support in obtaining needed financial assistance. Financial Aid Staff will be available to support students who are seeking assistance with financial resources. Financial literacy education events and courses will also be offered to students.

3. Student supports will be concentrated in the first year, including grants, financial literacy, financial aid and scholarship support, mentors, dedicated counseling, and basic needs support. Utilize existing tools such as Starfish for referrals and to better communicate with economically disadvantaged, first-generation and LGBTQ+ students for events, resources, and important information.

4. Due to a lack of visible representation of LGBTQIA+ communities on campus, students tend to be uncertain about building relationships with faculty and staff. Columbia College will be committed to at least once a semester offering of a safe zone and/or LGBTQIA+ specific educational workshop, reflection, or formal professional development opportunity for faculty, staff and students similar to our UndocuAlly training.

5. Systematic Early Alerts using Starfish Progress Surveys twice a semester allows for both Counselors and Student Ambassadors to close the communication loops in addressing patterns of behavior identified by faculty in the classroom and potentially offer additional layers of support to either persist, or in some cases, withdraw in time to preserve academic standing.

Completion

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.

	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	11.8%	79	N/A	N/A	N/A	N/A
Male	9.8%	34	0.9%	4	4%	14
Foster Youth	8.8%	34	4.6%	2	0.0%	0
DSPS	11.3%	62	2.1%	1	0.0%	0

Completion Data (table title)

Key Strategies for Completion:

1. Incoming students will be given support to explore careers, choose a program of study, and develop an academic plan based on program maps (advisory guides) created by faculty and counselors. Creating educational plans in Starfish allows for predictable schedules so students can complete programs more efficiently.

2. Specialized counseling and supports are provided students to ensure equal access to all educational programs and activities ensuring the student can reach their full potential. To promote degree and certificate completion the college will review educational plans and unit taking of DSPS participants to ensure DSPS students are not experiencing a "burden of low expectations".

3. Student employment has greatly expanded in the last several years and the training of peer educators will continue to expand to meet one of the most diverse segments of our college's workforce. Many supports can be provided by our Career Services to help students explore, apply, interview, and succeed in their campus employment pursuits.

4. CTE pathways have been established regionally for our rural workforce, supported at the local high schools, and developed new curriculum to respond to community needs and put students into the most in-demand jobs leading to careers within our region. Wildland fire separating from

Fire curriculum is one example of ways more male students are being drawn into the courses and programs the college can provide to enhance their careers.

Transferred to a Four-Year

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	24.7%	86	N/A	N/A	N/A	N/A
Econ Disadvantaged	20.7%	47	6.2%	15	11.5%	27
Hispanic	17.4%	12	0.2%	1	9.1%	7
Male	16%	24	9.4%	15	15.3%	23
White Male	16%	17	5.5%	6	12.5%	14

Transferred to a Four-Year Data

Key Strategies for Transfer:

1. Hispanic and male students who transfer need the additional support of a Counselor who they can identify with, and also trust to lay out a pathway to transfer, follow up with them until they transfer, and increase the number and intensity of counseling interactions in the year before they transfer so they make it past the transfer gate and complete transfer.

2. Economically disadvantaged students have the hardest time transferring to our local CSU because the drive is over one hour, or 56 miles away. The cost of transportation multiple days per week isn't realistic for most students. By holding focus groups with ridesharing groups, understanding the schedules of courses that have worked for them, and the mixture of online and in-person modalities that make transferring attainable, we can replicate and scale up best practices.

3. Encouraging our counseling and instructional faculty to attend field trips to Four-year campuses and get our students physically onto the campus, the classrooms, and interacting with the humans who provide the students services they will access while taking each new step at a new campus is an important part of creating safety, institutional trust, and relationship-building.

Transfer Emphasis:

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030. Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Last year, all counselors became Transfer Counselors in response to the need for more Counseling support in making the dream of transfer a reality for more of our rural, low income, first-generation student populations. Similarly, the Counseling department's meetings have structured agendas where the standing item of "Transfer" holds the space even when updates are few, it remains at the forefront in the psyche of all counselors serving students. In Fall 2025, all counselors took professional development a step further for the UC, and created UC TAP/TAG accounts so all can review and approve TAGs, and thereby increasing student access to that counseling service. Additionally, the Guided Pathways workshops yielded the outcome of focused, group advisement workshops for undecided students, in combination with group advisement along career pathways each semester. Expanding on the efforts within counseling, a new quarterly structure for campus-wide Transfer Meetings will bridge pathway-responsive Career Services, counseling along pathways, and curricular pathway development efforts among instruction.

Within the Columbia College Curriculum Committee, this year's work will again be centered on gaining CalGETC approvals for courses listed within the single general education patter for transfer. Some of the ways our systems are streamlining and aligning with this curriculum work are in the way transfer degrees, and payable financial aid programs are presented to students from the very first step of selecting their transfer path in CCC Apply. Now that we are compliant with AB 928, the college has developed workflows that continue communication to students about exploring a transfer pathway first, meeting with a counselor by the end of their first year to create a Comprehensive Student Education Plan (SEP). Encouraging students to access the intensive advisement that participation in a special program provides is another way where we can continue to highlight resources, devote staff and faculty time, and build greater pathway and career awareness. Finally, this year our college committed to faculty release time for a 50% Credit for Prior Learning Coordinator, which should help to develop rubrics and remove barriers to transfer by looking not only at equivalent and comparable experience, portfolios, and examinations, but also by examining the transfer limitations and opportunities when CPL credit is awarded to students at the community college level.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Veterans:
While there has been a groundswell of support for Veterans and even some supportive signage "Honoring our Veterans" on campus, there haven't been visible Veteran awareness events or programming in 6-8 years at Columbia College. Our population of Veterans on campus was decimated by the COVID pandemic, and while recovering slowly on their own, Veterans require the coordinated and intentional supports that this plan is meant to design, create goals, and implement metrics to show achievement.

Without visible Veteran awareness events and programming in place, the Veterans at Columbia College have current structures that help them benefit, including the services currently provided by our CCCCO Veterans allocation, which include dedicated Veteran counseling through both DSPS and General Counseling access points, textbook vouchers up to $250 per Veteran per term, and the maintaining of Grab'n'Go snack and drink items at the Veterans Resource Center. These supports and processes were determined using the convening of a Veterans Task Force in 2016 and again in 2019, and in consultation with faculty, staff, and the Veteran students at the time.

However, since a number of years have transpired and most of these services are spread across the College--Admissions and Records Office (benefit certification), Financial Aid (final text book voucher reconciliation), and the office of the Dean of Student Services (VA Work Study and budgets for VRC), the 2025-2028 Student Equity Plan sets in motion a new Veterans Task Force. The charge should be to determine how to look outward in a coordinated college and community Outreach effort, and how to attract even more Veteran students to enroll. Our rural community has a ratio of veteran to civilian that is much higher in our service area counties than most urban counties in California. Columbia College has an opportunity to become one of the best-known supports for veterans returning to the community and either entering or re-entering college. These efforts could also make enrollment more appealing to all re-entering students, economically disadvantaged students, and male students, over the three-year period.

In addition to the 2022-2025 SEA Program data provided by the California Community Colleges Chancellor's Office, there were a number of equity groups we dove further into the local data to describe. Among the most emergent trends within those 3-year cohorts, there's one group that embodies over half of the 19 identified areas of disproportionate impact: adult student veterans, and in this case "adult" refers to students who are 24 years old or older and not coming straight from a local High School or diploma completion program. Our local data indicates adult veteran Asian or Hispanic, First-generation students experience larger equity gaps than their non-veteran peers. Local data points out that white male First-generation veterans who do not complete the FAFSA experience larger equity gaps then their non-veteran peers. Transfer math and English completion in the first year of college is another area where we determined adult male First-generation, and especially Hispanic or Foster Youth veterans lag behind their non-veteran peers. And where economic disadvantage is unknown, the gaps are more pronounced. The final two areas where we identified in local data that our adult veterans need more support are in pursuing Transfer to a Four-year or Completion (based on three-year cohort data) are adult males who are First-generation, and in the case of Transfer, experiencing Economic disadvantage.

1. Development of a Veteran Ally program, which would build awareness for the student Veteran's experience amongst faculty and staff, would encourage visible trauma-informed care for veterans, and develop a network of community healthcare providers to regularly supplement VA health care and mental health resources.

2. In-person Veteran Orientation once a semester; types of VA educational benefits can be introduced and explained and the coordinated distribution of new stickers, reusable water bottles, mugs, and backpacks, as well as school supplies for veterans can help them to start the semester on the right foot.

3. Interactive web tools that incorporate and showcase housing options, basic needs and food resources, and Mental Health and wellness links to help the college's image to appear more veteran-friendly and perhaps even entice students from out of the area to enroll for in-person or online courses.

Specific metrics that will help Columbia College describe its success in addressing the disproportionate impact and equity gaps that adult Veteran's experience include ensuring they have met their core matriculation benchmarks--college orientation, math and English course placement, and a comprehensive student educational plan (SEP) before the end of their first year. This will not only ensure compliance with their requirements under AB928, but it will provide Priority registration for the remaining semesters to degree completion or transfer to a four-year. Academic standing will be monitored at the end of each term for adult veterans who experience Academic or Progress Notice and Pause & Academic Renewal, and additional counseling services will be provided to them before they are certified, and if not accessing benefits, before they complete their SEP updates each semester.

Additional first-year supports will be fully explored by the Veterans Task Force, including such high impact practices as linked learning communities, sequenced sections of general education course work, or even small transportation and/or housing networks of adult veteran students. Currently the college has a cohort of three adult learners commuting to our nearest CSU campus, CSU Stanislaus, one of whom is an adult veteran meeting all above-listed criteria by which we're observing disproportionate impact and equity gaps for outcomes. By tapping into this success network as a focus group, the Veterans Task Force can learn from their experience, and make more student peer learning-nodes a scalable reality.

Student Education Plans

Per Education Code 78222 (b)(4), *as a condition of the receipt of SEA funds*, districts shall "provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph." Educational planning early in a student journey fosters equitable outcomes and increases success. Timely educational planning, especially in concert with strategic enrollment management, also supports Vision 2030 goals, including Goal 3: Equity in Support, Outcome 6: Reduce Units to Completion: "decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT)." - Vision 2030: A Roadmap for California Community Colleges (page 10).

	Comprehensive Student Education Plans (Local College Data)				
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	357	253	71%	276	77%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	80	42	53%	48	60%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	385	276	72%	299	78%
Spring 2024 Cohort (Comprehensive Ed Plan by	67	37	55%	43	64%

Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan

1. Native American
2. Re-entering students (age 25+)
3. Economic disadvantaged unknown students--locally derived from students who don't complete a FAFSA while attending Columbia College.

Comprehensive Education Plan Implementation

In the previous plan, expanding the Columbia College Promise Program was listed as a strategy to boost successful enrollment for all first-time, full-time students who may not have recently graduated from the local footprint of our region's high schools. Increased marketing and outreach to these populations offering free tuition and fees for the first year of college is contingent upon the completion of a Comprehensive SEP, and also requires the completion of a FAFSA. Using the incentive of free college tuition, regardless of income, until 60 units are complete should help us to decrease the number of Economic disadvantaged unknown students. However, the Native American student population and Re-entering students benefit most from population-specific targeted services and cohort-driven delivery of

resources. By continuing to grow the programs and services available, which also requires early educational planning as part of their eligibility criteria, such as Rising Scholars Counseling, Native Counseling, International Student Counseling, and Veteran Counseling, we can reach the students who will help the college reduce its largest equity gaps and most disproportionately impacted groups.

As we're reminded in Vision 2030: Dual enrollment must be accessible to all high school students and students attending a noncredit or adult education high school diploma or equivalency program, especially those historically excluded from higher education. Columbia College's strategy, which has been crafted in collaboration with the major High Schools in Tuolumne County is moving toward mandatory participation in their first unit of college instruction by the end of tenth grade. The most commonly taught dual enrollment courses are one of two courses with SEPs as a required student learning outcome. Our K-16 partner High School students have been motivated, more supported, and provided clearer than ever paths around healthcare, education, and computers/engineering—whether via transfer, career, or apprenticeship. This early exposure builds momentum toward a certificate or degree and plays a critical role in helping underrepresented students see college as possible, attainable, and relevant to their lives. Since the dual enrollment expansion of 2020, we now include students attending a noncredit or adult education high school diploma or equivalency program. Adult dual enrollment learners in our CAST Program follow the same procedures as high school learners.

Accounting of Student Equity & Achievement Expenditures

Object Code	Category	Student Equity & Achievement (SEA)		
		FY22	FY23	FY24
1000	Academic Salaries	$ 690,862	$ 812,488	$ 491, 912
2000	Classified & Other Nonacademic Salaries	$ 163,010	$ 214,293	$ 173,485
3000	Employee Benefits	$ 296,973	$ 327, 662.58	$234,955
4000	Supplies and Materials	$ 11,522	$ 12,980	$ 15,353
5000	Other Operating Expenses & Services	$ 19, 734	$ 27,489	$ 22, 034
6000	Capital Outlay	$ 471	0	0
7000	Other Outgo	0	0	$480
Total		$ 1,182,572	$1,394,912	$938,219

Additional Categorical Program Funding:

Basic Needs	Emergency Financial Assistance Grants
California College Promise	EOPS/CARE
CalWORKs/TANF	Guided Pathways
Culturally Responsive Pedagogy Grant	Mental Health Program
Dreamer Resource Liaisons Support	Retention & Enrollment Outreach
Disability Services & Program	Veterans Resources

Student Equity & Achievement Expenditure Report – Fiscal Year 2025

Student Equity Expenditures	Fiscal Year 24/25
Academic Counselors (FT)	73,703.00
Academic Counselors (PTOL)	218,612.00
AAC Supervision (PTOL)	35,135.00
Administration	156,387.23
Classified Professionals	24,264.00
Student Ambassadors	86,296.67
Tutors	78,376.12
Fringe Benefits	192,355.71
Supplies (4431)	26,006.44
Food/Hospitality (4464)	16,981.96
Copies/Printing (4500)	3,470.11
Travel In-District (5101)	495.27
Travel Out-of-District (5102)	7,864.52
Fees/Movies (5215)	1,223.00
Orientation (COMEVO license)	6,980.00
Eureka/Career	1,005.00
Facility Rental/Retreat	500.00
Direct Aid to Student	1,220.00
Dual Enrollment Fees	40,488.00
	$ 971,364.03
Total Salary/Benefits	**$ 865,139 – 89%**

Vision 2030 Alignment/Coordination

Guided Pathways: By developing a Guided Pathways-informed, student-centered model for communication between counseling faculty, instructional faculty, and students, Columbia College is taking the next step toward and integrated and holistic network of success that meets the student where they are at through the Starfish software applications of Connect, Degree Planner, and Early Alert. By leveraging even more of the technology available to us through this platform, with outreach to enroll and retain students at the core of this work, our instructional and student services divisions are more aligned with helping students to "stay on the path" toward completion and transfer to a four-year university. The priorities for 2022-2025 Guided Pathways work began with Counseling in September 2025 when we finalized our agreed-upon Cohort Distribution model, updating its responsiveness to current academic program cohorts, and reducing from 14 down to 10 "meta-major advisors" or as we term them, "academic program advisors". This is the first time in six years, since two Student Equity Plans ago that we have undertaken such a massive redesign and it aligns with our new as of Spring 2025 process for Program Planning and Evaluation, as well. Each academic program advisor is now committed to several Counselor Cohort "touchpoints" where targeted communication of milestones and informational follow-ups with students occur. Finally, by completing at least two targeted follow-up projects each semester (Close-to-completion students within 15 units of completing, and Education plan-not-complete after second primary term) both counselor's and staff workflows are focused on communications critical to impacting student success.

The integration of instructional and non-instructional faculty collaboration points remains at the forefront of this work, and a survey is being built to interact even more effectively this semester. Overall, we have a positive, team-oriented energy and approach: from departmental quick wins, to incremental implementation phases, and culminating in institution-level Guided Pathways redesign, development, and ongoing evaluation. This work has been supported, and will continue to be supported by the Regional Coordinator for Guided Pathways at the Foundation for California Community Colleges, and by our IEPI-Strategic Enrollment Planning coaches throughout the time our leadership, staff, and faculty are participating in the cohort, and aligned with the timeline of this plan.

Student Financial Aid Administration: The Financial Aid Office collaborates closely with many campus departments that support disproportionately impacted students, including DSPS, EOPS, Next-Up, Rising Scholars, and Basic Needs. We provide hands-on workshops for federal and state financial aid application completion and financial literacy. One-on-one appointments are conducted with students to review their financial aid accounts and explore additional financial opportunities. Emergency grant aid is provided for students who incur unexpected financial obligations that may prevent them from completing their coursework. The goal is to provide immediate, short-term assistance to help students directly stabilize their situation and continue on their journey of educational success.

An extensive marketing and communication campaign occurs throughout the year including text messaging and emails that request additional documents, or inform students about deadlines and opportunities. One example is a message that goes out to all students who have registered but not yet paid for their fees, providing them with potential financial aid opportunities to help. Our goal is to ensure every student has the financial resources they need to succeed.

Students with Disabilities (DSPS): DSPS works through broad community outreach, and targeted campus in-reach to ensure all potentially eligible DSPS students are provided a clear pathway to enroll in DSPS. Once enrolled in DSPS, each student is not only provided with their legally required classroom and housing accommodations, DSPS students are also encouraged to connect with DSPS for community building, navigational support, and academic counseling needs. Through this multidimensional view of the DSPS student needs, we are able to customize their services, expanding beyond Academic Accommodation Plans and the services and equipment involved in those accommodations. DSPS support services are customized for each student through a reassuring network of staff, faculty counselor, and even peer support- encouraging self-advocacy for each student in DSPS.

Additionally, DSPS is working systematically to provided expanded training for all Faculty and staff on common topics of confusion like accommodations, and modern concerns like using AI note taking software. DSPS staff and faculty also serve on a variety of campus committees- making the topic of accessibility and Title5/ADA compliance a main goal of their committee contributions; regardless of the committee's charge, we are always applying our DSPS lens to the work we do across campus. The goal of our expanded DSPS conversation across campus with committee work and open trainings is an increase in Universal Learning Design (UDL)- both in and outside the classroom.

Finally, strong and specific collaborations with departments like Distance Education, TRiO Transfer Services, Rising Scholars, Scholarship office, Financial Aid office, and all other Special Programs like NextUp and EOPS have resulted in students already in those programs being more aware of their potential eligibility for services like DSPS that work to level their access to success with their peers. It has also allowed students utilizing only DSPS as their sole support program on campus to broaden their supports with increased tutoring in the AAC, increased university transfer options with TRiO and EOPS, and expanded financial supports with programs like RS, NU and Scholarships. DSPS will continue to offer workshops on all student success topics internally and support DSPS students going directly to other support programs across campus- providing a healthy and empowering mix of structure and confidence building preparation for the student's time once they leave Columbia College.

Extended Opportunity Programs and Services (EOPS)/CalWORKs: EOPS/CARE provides targeted support to DI groups through specialized marketing and fliers. For example, we know that students in DI groups are enrolled in CTE courses more often, thus our most recent marketing materials are customized with specific content for students in specific majors, like Fire and Automotive. These fliers appeal more to students who may not see themselves as part of the entire campus, or may not seek out support services like EOPS based on self-identified need alone. We have received excellent feedback from all faculty of the subjects/majors/academic programs EOPS has created targeted marketing for. The faculty said the fliers are so effective because it feels like the EOPS program is now customized directly to the students they see in their classes! More faculty buy-in means more referrals to EOPS, which in turn increases the proven support of counseling, financial support, and a sense of community that EOPS provides.

CalWORKs provides such customized and specific services, that by the nature of that individualized support plan, the eligible CW participants are being offered more support both academically and financially- working to address their potential DI. We have also rearranged our funds to support what CW student say they need most, child care, wages from work, and supplemental school supplies and on-campus food to address any sense of insecurities in those areas.

NextUp/Foster Youth: NextUp personnel have worked side-by side with local Social Service Providers to carefully craft a warm on-ramp to the college experience at Columbia College. NU staff attend many outreach events at high schools, introducing their face/name as early as freshman year in high school (dual enrollment outreach workshops)- ensuring that all possible Foster Youth know they have a friend waiting to usher them into the full college experience. In addition to the increased outreach, NU personnel also take advantage of the strong in-reach/collaboration opportunities at Columbia College with our WOW committee (Weeks of Welcome) engagement events on campus and by working strongly with all other categorical or grant funded programs on campus.

NU takes every opportunity to get the word out about its unique and expansive services, like housing support. NextUp funds are being carefully budgeted to provide the maximum in financial supports to NU students. We also have designed NU services to be easy entry and re-entry, completely eliminating any extra forms or hurdles to engage with the NU team of staff, faculty, and services. That is a theme across the board for all Special Programs- elimination of un-needed processes, forms, applications, or waiting periods for students to access the needed services and benefits. We are already seeing the benefits of their procedural and systematic changes with increased enrollment in all Special Programs: EOPS/CARE, CalWORKs, and NextUp.

Veterans Resource Center: Columbia College will develop a Veteran Ally program, which will build awareness for the student Veteran's experience amongst faculty and staff, will encourage visible trauma-informed care for veterans, and develop a network of community healthcare providers to regularly supplement VA health care and mental health resources. In-person Veteran Orientation will be offered once a semester; types of VA educational benefits can be introduced and explained and the coordinated distribution of new stickers, reusable water bottles, mugs, and backpacks, as well as school supplies for veterans can help them to start the semester on the right foot. We will create interactive web tools that incorporate and showcase housing options, basic needs and food resources, and Mental Health and wellness links to help the college's image to appear more veteran-friendly and perhaps even entice students from out of the area to enroll for in-person or online courses.

Justice-Involved and Justice-Impacted Students: Columbia College is committed to removing barriers and increasing success for justice-impacted students who often face unique challenges to enrollment, persistence, and completion. Our strategies are designed to provide equitable access, foster belonging, and humanize their lived experience. Structurally, the college has expanded the Rising Scholars Program to serve as the primary hub for justice-impacted student support, ensuring dedicated staffing, peer mentors, and consistent case management. Cross-departmental collaboration formalizes pathways between instruction, student services, and community partners to streamline enrollment, financial aid, counseling, and reentry resources.

Faculty and staff training on trauma-informed practices, cultural competence, and antiracist pedagogy will continue to be scaled to strengthen the campus climate. Initiatives will prioritize access by developing targeted outreach with correctional facilities, probation/parole partners, and community organizations. Enrollment support will include application workshops, assistance with financial aid, and proactive follow-up during onboarding. The college will ensure that technology access (via laptops, hotspots, digital literacy workshops) is available to reduce inequities tied to incarceration or poverty. Action steps will emphasize persistence and completion. Justice-impacted students will have dedicated academic counseling, individualized education planning, and guided pathways aligned with career and

transfer goals. On campus students will have equitable access to tutoring and students at carceral sites will have similar access as those sites allow.

Students at carceral sites will be offered courses that lead directly toward Cal-GETC certification and BA transfer. Partnerships with library, career, and basic needs services will be leveraged to provide wraparound support. Activities to increase belonging include peer-led Rising Scholars events, speaker series highlighting system-impacted voices, and opportunities for leadership through student employment and advisory councils. The college will also continue offering credit-bearing courses in correctional facilities and strengthen pathways for incarcerated students to transition into on-campus or online learning upon release. Collectively, these strategies aim to close equity gaps by reducing systemic barriers, building culture-sustaining supports, and promoting justice-impacted student agency within their educational journeys.

Low-Income Adults: The financial aid office sets targets to increase the reach of the award available to the lowest income learners, including adult learners. In 2024-25 financial aid set a goal of reaching 1000 students, and exceeded the goal when it paid 1108 total students $4,827,551. For 2025-2026 they have already paid $890,474 in Pell Grant funds to 704 students, many of whom are adult learners. Additionally, our financial aid team partners with outreach and retention staff to offer workshops such as:

> *"Technology Assistance for New Students: "Want to learn more about Connect Columbia and your Financial Aid? Connect Columbia is home to lots of important information and resources: accessing your unofficial transcripts, viewing your class schedule, registering and dropping classes, and important financial aid information! Learn more about how you can use Connect Columbia to succeed during your time at Columbia College."*

Workshops like this are specifically geared toward adult learners who may not be as tech-savvy as their classmates who are younger, but with greater confidence, they will be able to access and navigate the same resources to be successful.

Credit for Prior Learning: A designated Faculty member will be reassigned 50% for academic year 25/26 and 40% reassigned for academic year 26/27 to coordinate the Credit for Prior Learning process. They will lead workgroups and professional development sessions for faculty, staff and students, and create templates with faculty to identify comprehensive equitable assessments for Credit by examination, student-created portfolios, and industry-recognized credential documentation. As opportunities for CPL are identified, the designated faculty will collaborate closely with counselors, instructors, and admissions and records to ensure students are maximizing potential course credit.

Dual Enrollment: Dual Enrollment staff in collaboration with Outreach and Financial Aid offer direct services to high schools including application workshops, financial aid assistance, and registration assistance for both CCAP courses offered at the high schools and regular online or on-campus class offerings. In Spring 2026, CCAP courses will expand to include two Medical Terminology sections, two Emergency Medical Services sections, and three new Media sections.

A grant partnership with Summerville High through the Guided Pathways Alignment Partnership (GPAP) created a new focus on reaching economically disadvantaged students and first-generation students. Beginning with Sophomores, we will offer a 3-course series of Guidance courses taught by counselors

(Success as an Online Student, Intro to College, and Budgeting & Money Management). These one-unit courses will introduce every single sophomore to the community college system so other CCAP classes as a Junior, or special admit courses will feel so intimidating.

Strong Workforce Program/Perkins: Columbia College's Career Technical Education division will work collaboratively with Student Services to increase, with equity, the number of students who complete a meaningful educational outcome and who earn a living wage. K-16 Sierra Collaborative is a regional network of partners who are determined to streamline equitable pathways from high school to postsecondary education and into the workforce. Columbia has created high-demand fields in Healthcare, Education and Computing/Engineering and provide supports that will ensure that students successfully complete educational pathways and careers where they can earn a livable wage.

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