



Student Success Council

Review of Prior Year Accomplishments in Promoting Student Access, Equity, and Success at a glance.

September 1, 2017 – August 31, 2018

Initiative	Progress
Acceleration	<ul style="list-style-type: none"> Adopted AB 705 default placement rules for Mathematics (see assessment and placement section below) to enable more students to be placed into math courses based on performance in high school (versus relying on other measures such as Accuplacer which were less predictive of success in college level coursework). Added several sections of Statistics and a new Math Support for Statistics (Math-198s) sidecar to meet increased demand as more students were placed directly into college level coursework.
Adult Education	<ul style="list-style-type: none"> The Mother Lode Educational Opportunity Center (MEOC) program again served over 1,000 students, including students in remote locations and prisons, providing these students an opportunity to participate in higher education. <i>MEOC supports students to enroll in postsecondary education.</i> Partnered with Tuolumne County Schools to offer Skill Development (SKLDV) course for adults with disabilities (additional courses being developed). Developed and offered hybrid ESL course to provide ESL students more opportunities to work on ESL outside of the classroom.
Assessment and Placement	<ul style="list-style-type: none"> Adopted default placement rules for mathematics, outlined in July 11th memo from the California Community Colleges Chancellor's Office related to AB 705 implementation, which are designed to increase throughput in the mathematics sequence. English department adopted Multiple Measures Assessment Project (MMAP) Phase II placement criteria which relied more on high school outcomes which were more predictive of success in college level coursework. (Department is developing co-requisite support course for English 1A and planning to adopt AB 705 default placement rules by Fall 19 or before).
Career Services	<ul style="list-style-type: none"> A restructure was undertaken to provide students increased access to career services. As a result of the restructure an administrator and program technician are now collaborating with

	<p>counseling to provide students improved career exploration, preparation, and placement services.</p> <ul style="list-style-type: none"> • Held successful Job and Career Faire in collaboration with Mother Lode Job Training (newsletter attached).
Columbia College Promise	<ul style="list-style-type: none"> • Columbia College Promise was launched. Program makes it possible for every qualified local public high school graduate to attend Columbia College fulltime, tuition free, for their first academic year (up to 30 units) immediately after graduation. • Over 170 students were fully qualified for the Promise and the number of prior year high school graduates, from Promise feeder schools, who enrolled full time in the Fall term, has increased over 80% from Fall 17 to Fall 18.
Disabled Student Services	<ul style="list-style-type: none"> • DSPS served 459 students. • DSPS student course success rates nearly identical to non-DSPS course success rates statewide. • Sponsored awareness event related to service animals and emotional support animals.
Dual Enrollment	<ul style="list-style-type: none"> • Middle College enrollment continued to increase, now up to 65 students for fall 18. • The college began offering select college courses, on four high school campuses, during the school day. • The number of students who were dual enrolled more than doubled from Spring 17 to Spring 18. • College created new position to support dual enrollment and incarcerated student programs. Michelle Walker was hired as the Program Specialist for External Activities. • New website and facebook page related Dual Enrollment are under construction, coming soon.
Guided Pathways	<ul style="list-style-type: none"> • Columbia College developed and began implementing Launch Pads (aka Meta Majors) to support students who have a general idea of what they want to study but are not sure of their exact major. • Assigning students to designated counselors based on factors such as major, or area of interest, and program participation. • Implemented Starfish Degree Planner, the academic planning module which enables us to provide each student with a personalized, step-by-step roadmap to the finish line, even as his or her goals and circumstances change.
Formerly Incarcerated Student Initiative	<ul style="list-style-type: none"> • The college offered the Making Alternative Transformations (MAT) program to serve formerly incarcerated students. Students in the program participated in a guidance course and received additional services to support their transition to college. • College held first community partners meeting related to serving formerly incarcerated students which included representatives from Behavioral Health, Tuolumne County Sheriff's Office, Mi-Wuk Tribal Services, Sierra Conservation Center, and many others.

Foster Youth Initiative	<ul style="list-style-type: none"> • The college dramatically expanded the services for current and former foster youth. As a result of the expansion, current and former foster youth now have access to: a peer mentor program, book vouchers and gas cards, and a food closet. • A student organization for current and former foster youth (Overcome) provided support to Foster Youth for a full year. • The college conducted quantitative and qualitative research which demonstrated the efficacy of the college’s efforts to support Foster Youth. The results were presented at the 2017 RP Strengthening Student Success Conference and the 2018 RP Group Spring Conference.
Future Educators	<ul style="list-style-type: none"> • Developed a club for future teachers, and developed website dedicated to supporting students at Columbia College to explore becoming teachers. • College was awarded \$37,500 to improve Teacher Education Pipeline. • Significant increase in enrollment in Education 11 course. • Collaborating with CSU Stanislaus and MJC to remove barriers to becoming a teacher.
Incarcerated Student Program	<ul style="list-style-type: none"> • Offerings at Sierra Conservation Center prison were expanded to 14 courses in Spring of 2018. • The College also offered additional courses at the Mt. Bullion, Vallecito and Baseline firefighting camps including: hospitality cohorts, business courses, small engine repair courses, and GED test preparation courses. • An additional course was offered at the Pine Grove Juvenile Detention Facility. • Approximately 300 inmates received face to face instruction in the Spring on 2018
Native American Student Awareness and Support	<ul style="list-style-type: none"> • Held “Inside California’s Native Experience” lecture. • Scheduling first Community Stakeholders meeting for Fall of 2018
Online Course Development Initiative	<ul style="list-style-type: none"> • The Online Course Development Initiative was launched in spring of 2018 to provide faculty additional support in developing and offering online courses. • As a result students will have greater access to quality online courses, including courses in the OEI course exchange (attachment).
Teaching and Learning	<ul style="list-style-type: none"> • The college launched Teaching, Learning, and Community (TLC), which replaced AWE (Academic Wellness Educators), provided an increased emphasis on teaching, learning, and professional development. • Coordinated a variety of professional development workshops. • Faculty participated in Peer Observation Pool (POP) and Teaching Test Kitchen which were designed to improve instruction. • Held On the Road visits and hosted Instructional Skills Workshop for faculty.

Think 30	<ul style="list-style-type: none"> • In the Spring of 2018 the College conducted research regarding student unit taking patterns. The results, which were disseminated to campus constituencies, indicated that under enrollment among fulltime students may be discouraging student completion. • As a result the College is developing a campaign to encourage most full time students to “Think 30” and enroll in at least 30 units a year.
Veterans Initiative	<ul style="list-style-type: none"> • The College actively engaged in regular dialog with Veterans’ Club advisory group where they can freely discuss concerns with direct line to administration to address concerns. • A mini-refrigerator, microwave, and table were added to the Student Veterans Center, at their request. • Resource fairs were held on campus monthly to leverage shared outreach between County VSOs, VA Palo Alto Healthcare, etc. and provide opportunity to begin/follow-up on disability claim(s) and get limited on-site health screening. • The college offered \$5,000 in required textbook vouchers to supplement textbook stipends for all certified veterans in need. • A second VA Work Study student worker position was added in Admissions & Records to support VA Certification. • Best practices for serving rural veterans were presented at 2017 RP Strengthening Student Success Conference on “Increasing Completion at Rural Colleges through Collaboration.”