



# Student Success Council Meeting Minutes

**March 1, 2019**

**9:00-11:00a**

**Manzanita Conference Room**

**Attendees:**

Breanne Brown, Shalom Fletcher, Kasey Fulkerson, Colleen Henry, Michael Igoe, Tira Lawhorn, Brandon Price, Jessica Shapiro, Klaus Tenbergen

**Guests:**

Alia Katz

**Absent:**

Anne Cavagnaro, Franziska Daumberger, Doralyn Foletti, Melissa Raby, Marnie Shively, Andree Thomas, Marcus Whisenant

## Agenda

Introductions	Brandon Price	05 minutes
Student Success Story	Alia Katz	10 minutes
Drafting of Student Equity Plan for Submission to Board in April	Brandon Price	90 minutes

### Additional Information

The meeting began at 9:05. Brandon Price chaired the meeting and began with introductions.

# Minutes

**TOPIC: Student Success Story**

**Alia Katz**

**20 Minutes**

**Discussion:**

International travel due to parents' missionary work created gaps in Alia's education, so she did not feel that college was an option. She had no exposure to college graduates, so she was never encouraged to get a college education.

As a result, Alia became massage therapist after high school, but did not enjoy it. When her husband became severely injured in motorcycle accident, she decided to be his caretaker and volunteered in their children's classrooms at Sonora El and Headstart while caring for her husband.

Headstart suggested Alia take college classes to increase education on working with children. Alia met with Anneka Rogers Whitmer and Courtney Castle who guided her through priority registration, creating an ed plan that matched her children's school schedules, and applying for scholarships. She felt her financial situation and lack of collegiate education was understood and the support she needed was finally there. She received Priority Registration, guidance in counseling, and obtained financial aid, all of which released her from stress. Alia was able to focus on her classes instead of what direction to go.

Alia was awarded the Osher Scholarship. After graduating from Columbia, she obtained her Bachelor's degree at National University, an online college. She then became a student teacher and interviewed at Sonora El. Alia is currently a 7<sup>th</sup> grade science and English teacher, and she teaches Mad About Science during the summer at Columbia. Alia's eldest son is now taking his first classes at Columbia College as well. Alia said that the TRiO program was a big help during her time at Columbia College.

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**Conclusions:**

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**Action items:**

**Person responsible:**

**Deadline:**

**TOPIC: Drafting of Student Equity Plan for  
Submission to Board in April**

**Brandon Price  
Melissa Raby**

**60 Minutes**

**Discussion:**

Last month, the SSC discussed the Student Equity Plan since it is due to the state in June. Today's goal is to review students that are disproportionately impacted and set goals/activities to improve those numbers (see Equity Plan table attached or go to <https://yosemiteccd.sharepoint.com/sites/cc-research/data-student-success-metrics>).

**Asian** students' attendance rate is lower than other groups that actually attend. (30% vs. 53%). Asian activity suggestions included beefing up STEM program to make Columbia a more accommodating environment. Klaus suggested that ethnically diverse students tend to go where there are others like themselves. Columbia will always struggle with Asian recruitment, as there are not many in Tuolumne County. May follow up with a study on where Asians are from, inside or outside Tuolumne County.

**LGBTQ** students' retention was lower (64% vs. 71%). Need to create partnership with high school GSA club. Create Pride Day activities sponsored by Cultural enrichment committee. There are more and more students asking about re-starting the GSA club.

**Hispanic** students have lower course success rates (69% vs. 74%). How much difference in success rate due to course retention differences? Are Hispanics not utilizing special programs? Perhaps more support for ESL/Transition students and promotion of tutoring for Hispanic students. Mike Igoe suggested developing a non-credit English 650 course equivalent, which may be helpful for ESL students' transition to credit courses.

**Foster Youth** also have lower core success rates (69% vs 74%).

**African Americans'** fall-to-spring retention is lower (57% vs. 71%). Majority of this population is at Sierra Conservation Center (SCC), so will begin to provide orientation, assessment, and educational planning services at the prison/prison camps to improve this group's retention. Klaus suggested improving marketing materials to emphasize the special programs available at Columbia which support disproportionate groups. Tira suggested creating a Cultural Enrichment Committee. Also need to increase course offerings at the prison.

**Native Americans** are less likely to transfer than their peers (22% vs. 26%) Talked about targeting them for special programs, such as TRiO. Need to do more outreach at tribal sites (Sheep Ranch, Blue House, etc.).

**Individuals with Disabilities** are less likely to transfer than their peers (15% vs. 26%) and have lower completion rates (19% vs.24%). Suggested increasing joint enrollment in TRiO and DSPP. Need to remove those students in DSPP without intent to transfer from data. Additional support for math and English progression is needed. Explore appropriate minimum-unit requirements for DSPP students. Is there a "burden of low expectations" here? Perhaps more counseling sessions required each semester.

Also discussed inviting alumni (such as Alia Katz) to a round-table discussion to converse about their experiences and success stories with current students. Such as a round table discussion with alumni in specific fields to meet with students pursuing the same profession.

**Conclusions:**

**Action items:**

**Person responsible:**

**Deadline:**

**Additional Information**

Special notes: The meeting was adjourned at 10:24a.

These minutes were respectfully recorded by Colleen Henry.

<u>Access</u>	<u>Baseline Data</u>	<u>Goals</u>	<u>Activities</u>	<u>Activities</u>	<u>Activities</u>	<u>Notes</u>
Asian	Asian students who applied to Columbia were less likely to enroll at Columbia than non-Asian students (30% vs. 53%).	Increase Asian student applicant enrollment rate to 50% by 2021	Provide additional data on whether these students are going to another college or not going at all	Provide calls to students who have applied but not enrolled to determine if we can help get them enrolled	(Make more accomodating environment - discuss with students to see why they are going to other schools)	Improve marketing of programs for special populations in general. Explore cultural enrichment committee.
LGBT	LGBT students who applied to Columbia were less likely to enroll at columbia than non-LGBT students. (42% vs. 53%)	Increase LGBT student applicant enrollment rate to 50% by 2021	Provide additional data on whether these students are going to another college or not going at all	Provide calls to students who have applied but not enrolled to determine if we can help get them enrolled	(Make more accommodating environment, restart LGBTQ club GSA)	
Additional local research				Examine Demographics in Hybrid and Online Courses		
<b>Success</b>						
Hispanic	Hispanic students had lower course success rates than their peers (71% vs. 76%)	Increase Hispanic student course success rate to 74% by 2021	Explore how much of difference is success rate is due to course retention differences	Conduct outreach to increase student participation in special programs	(Promote tutoring? More support for ESL / transition.)	(Develop a non-credit Eng 650 course equivalent fro ESL transition to credit
Foster Youth	Foster youth had lower course success rates than their peers (60% vs. 76%)	Increase Foster Youth course success rate to 65% by 2021	Provide additional support for foster youth including textbook vouchers, gas cards, and access to a food closet. Provide support for "Overcome" student club.	Explore unaccompanied youth and homeless youth services.		
LGBT	LGBT students had lower success rates than their peers (65% vs. 76%)	Increase LGBT student course success rate to 65% by 2021				

<b>Retention</b>						
African American	Fall to Spring retention at the institution was lower for African American students (57%) than their peers (71%).	Increase African American student retention to 68% by spring 2021	Disaggregate information to exclude folks who have earned certificate in one term no intent to persist and who can't because of release		Provide orientation, assessment, and educational planning services at the prison and prison camps.	
Hispanic	Fall to Spring retention was lower for Hispanic students (67%) than their peers (71%).	Increase Hispanic student retention to 71% by spring 2021	Provide orientation, assessment, and educational planning services at the prison and prison camps.			
Foster Youth	Fall to Spring retention was lower for Foster Youth (60%) than their peers (76%).	Increase LGBT Student Retention to 65% by spring 2021	Provide additional support for foster youth including textbook vouchers, gas cards, and access to a food closet. Provide support for "Overcome" student club.			
LGBT	Fall to Spring retention was lower for LGBT students (64%) than their peers (71%).	Increase Foster Youth student retention to 71% by spring 2021	Pride day activities sponsored by cultural enrichment committee	Create partnerships with high school GSA clubs		
<b>Transfer</b>						
American Indian	American Indian students were less likely to transfer than their peers (22% vs 26%).	Increase Foster Youth transfer rate to 26% by spring 2021	Explore getting more native students in TRiO and more outreach at tribal sites (sheep ranch, blue house, etc.)			

Individuals with Disabilities	Individuals with Disabilities were less likely to transfer than their peers (15% vs 26%)	Increase Foster Youth transfer rate to 26% by spring 2021	Increase joint enrollment in TRiO and DSPS			
				Increase alumni presence on campus - Dinner with an alumni		
<b>Completion Transfer Level Math and English</b>						
American Indian	American Indians were less likely to progress from basic skills to degree applicable courses (32% vs 44%)	Increase American Indian progress to degree applicable classes to 44%	AB 705			
<b>First Generation</b>	First generation students were less likely to complete transfer level math and english courses in the first year.					
<b>Certificate or Degree</b>						
American Indians	American Indians had lower rates of degree and certificate completion (13% vs. 24%)	Increase American Indian degree and certificate completion to 24%				
African Americans	African Americans had lower rates of degree and certificate completion (10% vs. 24%)	Increase African American degree and certificate completion to 24%	research who these students are? Is this prison population or our students on campus	Increase course offerings at the prison		

Individuals with Disabilities	Individuals with Disabilities had lower rates of degree and certificate completion (19% vs. 24%)	Increase Individuals with Disabilities degree and certificate completion to 24%	Remove those without intent to transfer from data	Additional support for math and english progression	Explore appropriate unit taking for DSPS students is there a "burden of low expectations here?" ... more counseling interventions?	
Disqualified students	Examine crowding out effect!					