



**Student Success and
Equity Advisory
Committee (SSEAC)
Meeting Minutes**

September 16, 2016

10:00a – 11:00a

Manzanita Multi-purpose Room

Members Present:

Cheryl Divine, Matt Fox, Wendy Griffiths-Bender, Colleen Henry, Tracey Hickey, Cindy Inwood, Callie Kitchen, Lindsay Laney, Tamara Oxford, Elizabeth Pflieger, Brandon Price, Kristin Rascon, Rick Rivera, Karin Rodts, Anneka Rogers Whitmer, Joe Ryan

Guests:

Colleen Whitlock, Coordinator of School and District Support at Tuolumne County Office of Education

Absent:

Randy Barton, Kelsie Bonavia, Kirsten Miller, Jill Olson, Marnie Shively, Diana Sunday, Klaus Tenbergen, Tina Troler (Adrienne Seegers on sabbatical).

Agenda

- I. Update on equity plan feedback from the state
- II. Update on plan due dates
- III. Review areas of disproportionate impact
- IV. Review of current initiatives to address disproportionate impact
 - a. Developmental Education
 - i. Acceleration and Basic Skills
 - ii. Adult Education (AEBG, EOC, Non Credit SSSP)
 - iii. Multiple Measures (Additional Measures)
 - b. Pathways
 - i. Major pathways
 - ii. Career Pathways
 - c. Special Programs and Populations
 - i. DSPS
 - ii. Foster Youth
 - iii. Veterans
 - d. Engagement and Wellness
 - i. Integration (Mental Health Coordinator)
 - ii. Teaching and Learning
 - e. Core Services
 - i. SSSP Services
 - ii. Access and Enrollment
- V. Suggestions for new initiatives based on the feedback from the state and equity research

Additional Information

The meeting was chaired by Brandon Price and began at 10:05a. A welcome and introduction of attendees opened the meeting. Brandon then reviewed Student Equity Purpose (see attached).

Minutes

TOPIC: Update on Equity Plan Feedback from State & Plan Due Dates

Brandon Price

Discussion:

Brandon reviewed results of Access, Course Completion, ESL & Basic Skills Completion, Degrees, Certificates, & Transfer for all students. Must collect data and review disproportionate impact. Research completed for 2015/16. Disproportionately impacted areas are:

- Access: African Americans, Individuals with Disabilities, and veterans
- Course Completion: African Americans, Foster Youth, Hispanics, Native Hawaiian/Pacific Islanders, Students from more than one race (note that all groups are within 3-4% of campus average [69%] except Foster Youth which is 30% below other groups)
- ESL & Basic Skills Completion: African Americans, American Indian, Hispanics
- Degrees, Certificates, & Transfer: Need to focus on American Indians

Student Equity plan submitted to CCCC's office in 2015/16. Though plan was approved, Columbia College needs to make a stronger connection between disproportionately impacted groups and activities assigned to address inequity more explicit in area of course completion. As a result:

- Hired Stephanie Beaver Alder to work with special programs students Foster Youth;
- Need to submit evaluation plan and we now have a comprehensive evaluation plan;
- Be more explicit between budget and activities.

No Student Equity plan need be submitted in 2016/17; however, Brandon will revise plan in order to address issues raised by CCCC's office and to communicate new activities.

Conclusions:

Action items:

Update and resubmit Student Equity Plan for 2016/17.

Person Responsible:

Brandon Price

Deadline

12/1/16

TOPIC: Review Areas of Disproportionate Impact--ACCESS

Brandon Price

Discussion:

In order to improve **access** for the five disproportionately impacted groups and to expand outreach efforts, the following efforts were completed in 2015/16:

- Hired Michael Igoe, Director of Access, Retention & Support Services;
- Developed program for incarcerated adults at Sierra Conservation Center; will expand classes to include CTE courses at the prison and at the fire camps this year;
- Expanded and improved adult education courses (ESL and GED):
 - 2014 = 27 GED students;
 - 2015 = 28 GED students;
 - 2016 = 68 GED students.
- Expansion of multiple measures placement to include English;
- Veterans Center opened with a student coordination and textbook vouchers will be provided to Vets this year;
- Special Counselor hired for special programs & foster youth which has increased enrollment:
 - 2015/16 = 7 foster youth;
 - 2016/17 = 30 foster youth.

- Launched an online orientation for students (which needs to be updated);
- Expanded outreach to high schools and tri-county area;

To be done in 2016/17:

- Common assessment initiative;
- Educational Planning Initiative;
- Expand community outreach to Foster Youth and veterans in 2016/17;
- Explore additional multiple measures using GPA and grades in specific course work;
- Implement MEOC (Motherlode Educational Opportunity Centers) grant, an access initiative.
 - Grant will enable hiring of two program specialists and one administrative technician;
 - Specialists will visit five surrounding counties to work with agencies to bring college information to communities;
 - Must serve 1,000 people by providing general college awareness, financial literacy information, FAFSA completion, and application and registration assistance.
 - To be eligible and qualify for assistance, must be low income or first-generation college student/graduate; US citizen (or in process of becoming citizen). Only small percentage can be high school students.
- Dual enrollment: Development of college and career pathways underway; MOU with Sonora High to allow college classes to be held on Sonora High's campus for high school students each semester. Will expand to other high schools after Sonora High MOU is approved and completed.

Conclusions:

Thoughts on Access:

- Produce paper schedule for distribution throughout communities;
- Update Online orientation;
- Improve application form (takes too long to complete).

Action items:

Update current online orientation

Person responsible:

Brandon/Matt Fox

Deadline:

12/1/16

TOPIC: Review of COURSE COMPLETION

Brandon Price

Discussion:

Course completion rates were researched for last five years, and foster youth are disproportionately impacted: approximately 40% course completion for foster youth and average of 69% for other groups.

Identified barrier courses last summer and found that math difficult for African American students. As a result, Lahna Von Epps implemented use of Alecks access codes for Math 650 so they can get additional assistance.

Brandon encouraged attendees to provide ideas about improving course completion, since funds are available.

Recently purchased three computers for writing lab for students' use during tutoring.

- Matt Fox suggested researching having instructors record lectures and then putting online for students to view if they miss classes.
- Tamara suggested improving engagement with students.
- Elizabeth suggested walking students to areas where they need to go (AAC, Health Office, Counseling reception, etc.) to eliminate fear and uncertainty.
- Suggestion made to have imbedded tutors in barrier courses or classes with disproportionately impacted students to ensure course completion.

Conclusions: More SSEAC meetings to be scheduled to cover information not discussed during meeting.		
Action items: Send course completion data to all instructors for review Forward email from James Todd regarding follow up seminar (Asilomar)	Person responsible: Brandon Price Brandon Price	Deadline: 10/15/16 10/01/16
TOPIC: ESL and Basic Skills Progression Initiative		
Discussion: <u>Done in 2015/16:</u> <ul style="list-style-type: none"> provided embedded tutors in ESL; purchased tablets for ESL classes; purchased Spanish GED books; ESL coordinator hired. Suggestion made to print brochures and catalogs in Spanish. 		
Conclusions:		
Action items:	Person Responsible:	Deadline

Adjournment:

There being no further business, the meeting adjourned at 11:00a.

Record of meeting respectfully submitted by Colleen Henry.