Welcome to Fall! We are delighted to have faculty returning and new students enrolling for classes!

**NEW DIGS**

The summer was filled with a variety of transitions, including settling into our new office. Student Learning is now located in the Manzanita building. Please stop by to say hello and visit our new location.

**PERSONNEL CHANGES**

There are several personnel changes in Student Learning: Mike Torok is no longer serving as Dean of Arts and Sciences but will be teaching biology this fall.

In the interim, I will be doing double-duty as the VP of Student Learning and Dean of Arts and Sciences. If you have questions pertaining to the Arts and Sciences Division, please contact Sheri Glynn (ext. 5087) or Kasey Fulkerson (ext. 5195) and be assured that I will work with them to resolve any issues.

Additionally, my Administrative Assistant Michelle Vidaurri has been selected to serve as the Interim Director of Student Access, Retention and Support Services at MJC this fall. She will assume this role on August 13th. Please contact Abby Sunday (ext. 5381) if you have questions related to Student Learning and I will work with Abby to respond to your needs.

**HIRING UPDATE:**

**DEAN OF ARTS AND SCIENCES**

As an update on the Dean of Arts and Sciences search, the position deadline has been extended to September 15, 2015 to increase the applicant pool. The committee members include: Sheri Glynn, Kasey Fulkerson, Ted Hamilton, Lahna VonEpps, Jeff Tolhurst, Rick Rivera and me. The committee plans to interview candidates during the last two weeks of September and hopefully a Dean candidate will be on the October board agenda!

It takes a team to accomplish big goals and I am confident that we will all pull together this fall in serving our students and delivering excellent instruction. Thank you in advance for all your help and support during this period of transition.
Now that administrative offices have returned to the Manzanita Building, you can once again access your instructional supplies by visiting the Student Learning Office between the hours of 8:00am-4:30pm.

**What's in Stock for You**

The Student Learning Office is pleased to provide items such as dry erase markers, Post-It® notes, binder clips, and ink cartridges for your faculty office. Abby Sunday will be providing a comprehensive list of all regular items to faculty at the start of the academic year. If there is a particular item that you need that is not listed, please let her know.

**Teaching at Night?**

If you are only on campus in the evening, please email a list of your desired supplies to Abby Sunday at sundaya@yosemite.edu in advance. The items will be placed in your campus mailbox. You may also call her at 588.5381 with your request.

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If social networking has your interest, you may have noticed the Student Learning Office has created a hub to share information relating to the course schedule and opportunities to enroll.

Many faculty have been promoting their courses independently and have achieved successful results. The Columbia College Student Learning Facebook page will act as a central point for sharing course information to various networks.

You may simply post your course or program information to our page, or as your information is published on your own page, it will be shared by us to boost the visibility. The page was activated at the start of the summer semester and has gained momentum quickly.

The most recent and notable post announced the opening of the Manzanita building and Welcome Center. This particular announcement that also encouraged the public to enroll for fall reached 789 people in less than two days.

If you have a new program or class that you would like to feature, or simply need to boost a class that is slow to fill, visit our page! If you are not a Facebook fan, but would still like to reach the community just let us know and we will be happy to share. “Like” our page at www.facebook.com/CCStudentLearning

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**Student Learning has a Facebook page!**

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**Like This!**

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**Instructional Supplies: Now Available in Student Learning!**

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**by Abby Sunday**

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**by Michelle Vidaurri**

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On a quiet week in August, just before the Fall term was to begin, about two dozen Columbia College faculty, staff, and administrators, as well as a district administrator gathered in the Manzanita Conference room to participate in the Academy for College Excellence’s (ACE) Five-Day Experiential Learning Institute, commonly referred to as ‘the FELI.’

The FELI, once known as the Digital Bridge Academy, hails from Cabrillo College. The FELI is a foundational college course that is offered to students of all populations according to identified needs in an attempt to most meaningfully prepare them for their college journeys. The FELI has been adapted for community college employees as well, as a stand-alone professional development activity or as a part of the process of bringing an ACE program to a college. The staff format simulates the transformative learning experience of what is known as the students’ ACE Bridge Semester program.

By design, the FELI takes a holistic approach to nurturing student success both inside and outside the learning context. It does this in part by honoring the unique experience of the student, and then isolating and deconstructing specific affective behaviors—values, attitudes, beliefs, or emotions—that may have resulted from that experience that interfere with the student’s learning process.

In turn, the FELI provides tools to help students reformat destructive affective behaviors to support their academic, personal, and professional journeys. Such tools include learning style assessments, communication tools, as well as community-building within the cohort.

Some may be skeptical of such a qualitative or ‘soft’ approach to improving student success, however, research by the California Community Colleges Research & Planning Group, as well as Columbia University has gathered compelling evidence that this model may be systematically striking at factors which put students at-risk of inertia in their educations. In the January 10, 2012 issue of Change: The Magazine of Higher Learning, published data showed outcomes that suggested FELI participants were more than 80% more likely to persist and succeed in term to term and program completion over their non-FELI peers from the same institution.

To help Columbia College better understand the FELI approach to student success, Columbia College FELI participants experienced a condensed model of a FELI foundational course. From August 3-6, Columbia participants gathered from 8:30 AM to 4:30 PM to participate in activities, reflections, and exercises strategically configured to:

- facilitate self-reflection
- differentiate between perception and reality
- explore and apply destructive and constructive communication behaviors
• embrace the act of being accountable
• share parts of their stories
• build teams

Participants were also formally introduced to their 5-Dynamics work/learning styles and participated in activities to highlight themes of their workstyles in relation to others.

One might think that Columbia College and district employees might not take very much from a student success foundation course, however, every day seemed to bring with it something that deeply resonated with participants on a professional or personal plane.

“I feel more connected to my fellow Columbians and also more understood. To me, that means the benefits definitely outweighed the costs for me.”

Faculty who participated did so in earnest in hopes of gathering new insights and strategies on helping students succeed. “During the four days of engagement, I found my brain pondering the aspects of optimizing positive student attachment within a college. I am fascinated with how simply helping students create connection increases retention. I have been researching more on this subject over the past four days and continue to find an increased focus on this type of educational philosophy in the K-12 areas as well.”

Typically, in professional development activities, self-reflection activities are individually oriented, but what distinguished the FELI approach was the integration of the individual’s experience with the experiences and vulnerabilities of others. Emotions were palpable at many times. Some trembled as they spoke, while others admitted that they learned to listen. Sylvia Watterson summarized, “[The FELI] levels the playing field, promotes team efforts and contributes not only to excellence in education but in forming satisfying personal and professional relationships.”

Most importantly, the FELI experience forged a multidimensional working bond among participants. As Shawn Jordison concluded, “The connections that were made with other people in the FELI will never be forgotten. This experience shed new light on my working style and of those around me, and reaffirmed that there is no wrong working style. We only have control over ourselves, and by holding ourselves accountable we can help other rise to the occasion, whatever the occasion might be.”

As participants, we were ultimately left with the question: Can the FELI model increase the retention and success of Columbia College students?

You may be asking yourself the same question. If so, don’t be afraid to check in with your colleagues who participated in the FELI. You can be certain they will share their unique perspective and their insights.
Curriculum Coding and Student Success

Why faculty review of curriculum coding is critical to painting an accurate picture of student success

by LETITIA SENECHAL MILLER

“Hi, this is Letitia Miller from Student Learning. I’m calling about the TOP and SAM codes for your course. Do you have a moment?”

I make this sort of call with both reluctance and amusement. Trust me, I know what you’re thinking, and I would be, too. *Administrivia. How does anyone do that job?*

Here’s the truth. I am a creative professional who once shuddered at the notion of working with rivers of data. My father admonished me when I accepted the curriculum role at Modesto, “Tish! You’re not cut out for that!”

At that moment, I was scared he was right. How dry! How sterile! Where is the theatre? Where is a canvas? I need to work on that short story!

But a year or so into the experience of my new role, I had a humbling revelation. The granular rivers of data I had once rolled my eyes were telling the story—whether accurate or inaccurate—of almost everything the college did.

In 2007, as the accountability paradigm ramped up in the California Community College system and across the nation, advances in technology began to make it possible for external entities to easily cross-check the long-neglected coding of our courses and programs.

Rejections of grandfathered courses would prompt questions in my workflow. Can a college have a ‘transfer-level’, “basic skills” course? Can an introductory welding course be classified as “advanced vocational”? Can a children’s theatre course be proposed as “noncredit older adult”? Is office records management “transferable”? And—oh dear—can the choice of a course number really be at fault for a major gap in our student success data?

In the past, codes were a handful of cryptic elements that made their way into static state records via a paper approval process, and there they were largely ignored or unutilized. But today is a dramatically different reality. Every code we associate with the curriculum is seamlessly and swiftly delivered to external systems and reports via real-time databases. Those databases generate reports that are used to inform state and federal entities, legislators as well as the media. Those granular data elements are the main tools we have to succinctly outline what is happening in our curriculum.

Consequently, erroneous or contradictory codes can and will mislead the public. For example, the misnumbering of a course can imply that a basic skills course is really an associate degree-applicable course and break the basic skills sequence on the Student Success Scorecard suggesting poor outcomes. I’ve seen it happen.

On the curriculum development side, codes ultimately ask fundamental questions about pedagogy. On the reporting side, those same codes relay a succinct and bold narrative of what a college is doing to facilitate learning to administrators, legislators, the public, and ourselves. So, now more than ever the accuracy and integrity of curricular coding is fundamental to curriculum development, implementation, and assessment.

As such, I have learned another valuable lesson: embrace cryptic data, don’t fear it. Dig in. Isolate the meaning and the question, and answer it when you can. Show the rivers of data who is boss.

But in truth, the boss is not me.

Faculty are the experts and owners of their curriculum as per 10+1. It is the faculty purview to assign meaning to courses and programs.

As I approached my new data context here at Columbia, I knew that a knowledge of the data was critical to my effectiveness. Earlier this summer, I surveyed Columbia’s data in Datatel, the CCCCO...
Inventory, and our own college catalog to ask key questions. Are courses and programs coded in a manner that reflect the content, breadth, depth and domain of instruction? Do we have contradictions in our coding?

As of today, despite a few mission-critical errors, Columbia’s program data is functioning but may require some critical review. Cleanup must be done to most accurately tell the story of the curriculum. But while many data discrepancies can be resolved at my desk, some may require deeper, more qualitative inquiry of the faculty authors.

For this reason, in the coming months, I may be approaching individual faculty and faculty groups with both technical and philosophical questions about the coding of Columbia College courses and programs. I will provide tools to help you understand coding systems, and then I will ask you to evaluate the state of your data and validate that it tells an accurate story in systems, our catalog and beyond. Ultimately, I will be asking you for your insights on whether or not we are doing the best job of telling our curricular story. After all, I am at heart, a storyteller.

Questions about curriculum? Contact us.
Kathy Schultz: schultzk@yosemite.edu or (209) 588-5364
Letitia Senechal Miller: millerle@yosemite.edu or (209) 588-5141

<table>
<thead>
<tr>
<th>Code</th>
<th>Overview</th>
<th>For more information</th>
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<tbody>
<tr>
<td>Credit Status (CB04)</td>
<td>Indicates whether a course is credit-bearing and if credit earned will satisfy the 60-unit requirement for an associate degree. Coding of this on a course is usually informed by the course numbering system of the college.</td>
<td>Review data element definitions in the CCCCCO Data Element Dictionary</td>
</tr>
<tr>
<td>CB00-Course Identifier</td>
<td>A unique 9-character identifier granted to CCCs after review and approval of course proposals in allegiance with the CCC Program and Course Approval Handbook (PCAH). The receipt of a CB00 is critical to colleges garnering apportionment for courses. “Substantial” changes to existing courses (units, TOP codes, etc.) can require CCCCCO approval and new CB00 numbers. See the PCAH for more information.</td>
<td>Officially recorded and controlled in the CCCCCO Curriculum Inventory (curriculum.ccco.edu)</td>
</tr>
<tr>
<td>CCC Taxonomy of Programs Codes (TOP)</td>
<td>A California curricular taxonomy that sorts courses and programs into disciplines using a 6-digit code, discipline specialties and sub-specialties, as well as into vocational versus academic tracks.</td>
<td>Review the CCCCCO TOP</td>
</tr>
<tr>
<td>Classification of Instructional Program (CIP) Codes</td>
<td>A federal curricular taxonomy that, when cross–walked with the state’s TOP, sorts courses and programs into disciplines using a 6-digit code. Plays a critical role in federal accountability initiatives by linking student completions to the occupations in which students find work. CIP codes inform federal outcomes databases such as O*net.</td>
<td>Visit the CIP website and O*NET</td>
</tr>
<tr>
<td>Standard Occupational Classification (SOC) Codes*</td>
<td>Classifies occupations into categories for the purpose of evaluating and disseminating data. Establishes a official relationship between specific occupations and level of educational attainment required for them. Corresponds directly to CIP coding, and integrates with the college’s service area labor market data.</td>
<td>Visit O*NET</td>
</tr>
<tr>
<td>SAM Codes</td>
<td>Sorts academic courses from vocational courses, and sorts vocational courses into levels of progression, distinguishing introductory courses from advanced and capstone courses. Courses with vocational SAM codes must pair with a vocational TOP code. When it does, colleges earn Perkins funding. Some vocational codes have conditions, such as having a prerequisite in place.</td>
<td>Review SAM data definitions in the CCCCCO Data Element Dictionary</td>
</tr>
<tr>
<td>Prior to College Level (PTCL)</td>
<td>Sorts basic skills courses into levels “prior to transfer” and has a significant influence on Student Success Scorecard data. Profoundly influences Basic Skills dialog for colleges and the state.</td>
<td>Visit the CCCCCOs Course Prior to College Level webpage to review faculty-developed rubrics</td>
</tr>
<tr>
<td>Basic Skills Status:</td>
<td>Distinguishes basic skills courses from other courses. Basic skills courses are those courses which have been designated as such by the district, pursuant to the provisions of Title 5: Section 55035. Total units earned in credit remedial coursework is limited by Title 5, Section 55035.</td>
<td>Visit the CCCCCO Basic Skills site</td>
</tr>
<tr>
<td>Noncredit Category</td>
<td>Identifies the primary objective of a given noncredit course.</td>
<td>Review the Noncredit categories in the CCCCCO Data Element Dictionary</td>
</tr>
<tr>
<td>Transfer Status:</td>
<td>Sorts courses into three areas according to transferability, not-transferable, transferable to CSU, transferable to CSU/UC. Informed by course numbering, CSU Executive Order 167, UC Transfer Course Agreement. Facilitated by the college’s Articulation Officer, and tracked on ASSIST.org.</td>
<td>Visit ASSIST.org</td>
</tr>
<tr>
<td>Program Goal</td>
<td>Sort academic awards by category into Transfer, Career/Technical Education (CTE), Transfer AND CTE, or OTHER.</td>
<td>Visit C-ID to explore existing descriptors, or to review descriptors currently in development</td>
</tr>
<tr>
<td>Course Identification Numbering System (C-ID)</td>
<td>A relatively new common course identification system for some courses in the California Community College system that establish universality of curriculum across CCCs and CSUs. Not presently utilized by state MIS systems, but play an growing role in building, approving and articulating Associate Degrees for Transfer as mandated by Senate Bill 1440. CCC and CSU Faculty play a critical role in the development and approval of course descriptors.</td>
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* Indicates a code directly informed by another code selected, but is not part of the CCCCCO dataset. Plays a critical role in linking curriculum to labor market needs and projections.
Adjunct In-Service Preview

by ABBY SUNDAY

It has been my great pleasure to assist the Student Learning Office and Academic Senate with coordinating the Fall 2015 Adjunct In-Service. Participation in this event will fulfill the mandatory in-service requirement for adjunct faculty who are teaching a full-semester class. We have arranged a wonderful line up of breakout sessions filled with oodles of great information that will help our adjunct instructors grow professionally as well as personally.

CALLING ALL ADJUNCT INSTRUCTORS

Do you have questions about your benefits, sick time, and rights as an adjunct instructor? Not sure where to find your W number? Great! We have organized a Question and Answer session with Human Resources to address those burning questions that can be elusive for so many of you. Grace Cabrera and Kaci Landis from district HR will be going over basic HR matters, as well as answering common questions that come up throughout the year. Get your inquiries ready and take advantage of this limited informational opportunity.

IS GOOGLING THE END-ALL TO INTERNET RESEARCH?

So you think you can google, ha? Are your students stuck in the, "Just google it" rut? The Internet is an unlimited tool with a plethora of information at our finger tips. However, so many students are not utilizing the endless resources the internet, and who knew, the library, can provide them. Our fabulous librarian Wendy Griffiths-Bender will be presenting a fun and interactive training on the many different ways to research the internet without “just googling it.” Come check out the great tips and resources we have to offer students and faculty—available right here on our campus. For certain, after this session the next time you hear, “Just google it,” you might have a new point of view.

In addition to the topics listed above, we will be updating you on the latest and greatest from technology, Blackboard, the AAC (Academic Achievement Center), and the transformative FELI event some of our faculty and classified staff had the privilege of participating in.

TOUR MANZANITA

Have you had a chance to associate yourself with our beautifully updated Manzanita Building? Perhaps you are lost in the labyrinth of offices, nooks and crannies? Never fear! A Adjunct In-Service Preview has been set up for as the grand finale of sessions for this event. Take a few minutes to associate yourself with where the various Student Services departments are, as well as your Deans offices, IMC (Instructional Materials Center), staff lounge, bathrooms, etc. Don’t worry if you go down the wrong corridor once, twice, or multiple times. The staff moved in over the summer and are settled, and are available to direct you to wherever you may need to go to. You will be pleased with the updates and modernization that the Measure E bond initiative has put in place. My personal favorite addition is the filtered water faucets. Saving the planet one less plastic bottle at a time, as well as providing us clean, filtered water at the push of a button. Brilliant!