

Notes from Creating Vibrant Pathways: 4/26/10

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Introductions:

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Excerpts from Shulock report: (The entire presentation is available on website)

- CA becoming less educated than other states (in the forties nationally)
- 47th in number of degrees/certificates awarded
- Introduction to Kay McClenney and Completion Agenda report
- East, City, and Pierce have a grant to pilot assessment test offered in jr. year of high school.
- Overview of bad news....CA is behind on many issues, but LACCD is signaling that we're ready to change.
- Achieving the dream: transforming what we do with our existing cultures
- Shulock's report has good ideas but also questionable, controversial proposals such as raising fees

Background/ Data:

- AAC&U: Were asked to devote resources specifically to community colleges
- Transfer Committee meetings have been taking place, a broader discussion of different GE outcomes should begin with members of SSI attending
- We need to focus on Open Access, what it means, and how do we meet the students where they are at. Our students are the least well prepared and faced with the most complex structure in terms of pathways...
- We are open access also in that we share students—students take classes at multiple campuses and multiple districts.
- Overview of Valencia college's lifemap: this program has a portfolio, financial planner, career planner, job prospects, etc.
- Student Progress and Achievement Rate and Hierarchy of Student Majority of students complete 30+ units only
- Each campus needs to be looking at this gap

- Need for George Prather to come and present on recent district research
- Local campus student success committees need to be able to read the data and then address it
- The new SIS system should allow colleges to do better tracking
- With the BSI money, we could decide what happens when students reach 15 units and then again at 30 units
- Degree works is supposed to be able to track students...

** On a six-month basis, twelve-month basis, what are a couple of things we could do on a district wide basis to move ahead with student success? For example, Valencia looked at supplemental learning, learning communities, college success courses, and at math. If a student gets in a math course, they would be linked up in one of these ways. The categorical cuts are potentially so devastating that we need to play out different scenarios.

- Trade is piloting a nine-hour, non-credit class over the summer, putting them in a bridge program for Math, and then tracking if the students are more successful.
- Online review for students to take assessment should be considered
- The real problem with assessment at this point is the cost
- Transferable math continues to be the biggest stumbling block for students

IMPACT OF THE STATE BUDGET ON CATEGORICAL PROGRAMS:

- No backfill for budget
- Regarding backfill of 12 million, there is a discrepancy between reported funds and funds received. For example, Pierce reported \$1.8 million and only received \$232,000.
- Reductions in tutoring, staff, DSPP, orientations
- Elimination: assessments, student workers, travel, student handbooks, etc.
- 5 days of every employer (furlough) would get us 10 million...the union and the Board need to grapple with this
- Discussion of statewide assessment, which would create a k-14 database

WHAT RECOMMENDATIONS LEADING TO ACTIONS CAN WE MAKE:

- Just having academic support services open isn't enough. We need partnerships to help us develop ways to integrate these services within the classroom
- If there are any big recommendations that we want to make, we need follow through and to "map" out the big picture
- We need ongoing, big goals for having students on a pathway for a degree or certificate
- We need a completion agenda—
- We need funding for process engineering
- SSI members need to tour campuses and look at the "gaps" with the key committees to begin addressing gaps—We need to begin with dialogue and data. We need to take a closer look at the problem
- One of the recommendation from this committee: we need to have the difficult conversations

FRAMEWORK FOR STUDENT SUCCESS—REVISITED

- Are we going to update the framework or move ahead with focusing on a few key points? We need immediacy
- Although FYE and learning communities are successful, the implementation is difficult. Trade has experienced this
- Culture eats strategy for lunch
- For any big plan that's implemented, there needs to be ongoing assessment, rapid prototyping, charismatic leaders, early adopters, and to prepare professionals for this change
- We need to find some systemic things we do differently with the resources we do have, and then look for more money to embed and spread
- Elements of connectivity—twitter, facebook, etc—to bring students into the fold for summer boot camps/bridge programs
- Links for SENSE Benchmarking/ CSSE reports on website
- Low cost short term, medium cost/medium term, bigger cost/long term
- Faculty need help/support to do things more effectively
- Accountability, duty, measures need to be implemented. Altruistic pursuits are difficult to sustain
- Over the course of the summer, high school students could be brought on to the campuses to see the campus....
- We need to launch something that we do across all 9 campuses, big-ticket items. West and City are coming up with online orientation, which should be used by all campuses.
- Our focus seems to be first year and introductory, summer/assessment testing
- We need an action plan before the Chancellor takes office
- Students and faculty need technology literacy
- Adding essential skills to the course outline of record was accomplished

Colleges need to do an inventory of the framework for student success—where are the colleges at? Include cost/sustainability and details. Deborah wants an update on the inventory by May 6th.