



**Friday, April 13, 2012**

**LACCD  
Board Room**

**12:30 pm-3:00 pm**

**Meeting Notes**

4/13/12  
SSI/AtD Notes

Attendees: John Freitas, Kalynda Webber, Ken Sherwood, Daniel LaVista, Cathy Iyemura, Deborah Harrington, David Beaulieu, Sarah Master, Ryan Cornner, Renee Martinez, Elizabeth Colocho, Sally Fasteau, Shazia Khan, Angela Echeverri, Gary Prostack, Joe Ramirez, Crystal Kiekel, Phyllis Braxton, Anna Badalyan, Marcy Drummond, Kenadi Le, Tom Carey, Scott Weigand, Clare Norris, Tim Russell, Monte Perez, Ludi Villegas-Vidal, Monica Moreno, Kimberly Manner, Maria Perser, Bob Martinez, Kathleen Burke-Kelly, Judith Ann Friedman, Andrew Sanchez, Maury Pearl, Joanna Zimring Towne

Take homes from DREAM (these were share verbally and in writing on the posters)

1. Liked that there were presentations on interventions that failed.
2. There were interventions within the district that people loved.
3. Mindset matters! For students, faculty, and staff
  - a. Look for habits of mind communities of practice
4. Student's takeaways – We always talk about engaging for students, but it would be great to include students in the planning and implementation of the interventions.
5. Campuses had buy-in across campus. Everyone felt vested.
6. In mathematics, the research group that was hired by MDRC validated that acceleration or immersion works!

- a. LA Times put out a piece on how expensive and ineffective community colleges are. They suggested that we need to shorten the pathway. This will be sent out.
  - b. Connecticut is shortening the sequence.
- 7. Davis Jenkins's work:
  - a. Design to Scale—don't start small and try to scale up
  - b. The importance of clear pathways for students
- 8. The importance of student focus groups as a means of getting faculty engaged was vividly demonstrated in the presentation made by Ryan Cornner and Kevin Gonzalez. The student focus groups were shown to be a real eye-opener for the ELAC faculty.
- 9. Self efficacy has a very high impact on student learning (Productive Persistence Session).
- 10. Some presented strategies with high costs but not necessarily highest impact.
- 11. Focus strategies on cohorts included in college performance reports/indicators.
- 12. Gave ideas for programs to explore for professional development.
- 13. Development and implementation of dashboards and scorecards are essential.
- 14. Success with men of color—there was very little info on this topic in Dallas. And specifically with Latino students. We did not come away with any ideas or help with our Latino success issue.
- 15. Communication. Math phobia perceptions. Workshop on Mindset. Importance of changing student's math phobia frame of reference through communication.
- 16. Everybody on campus should become an advisor—not just counselors (LATTC student takeaway).
- 17. More comprehensive orientation and early engagement programs. Registration processes that set students up for success.
- 18. To make personal development classes/student success classes and Orientation mandatory.
- 19. We need to re-design the entry/admission (front door) process to make admission and registration easier and requiring fewer visits.

#### AtD Strategy Teams/Summary of Implementation Plans

- 1. West LA College - See handout. Interventions include:
  - a. Increased the number of students who complete the English sequence
  - b. Increase number of students who complete Intermediate math
  - c. Increasing % of students obtaining degrees and certificates
    - i. Curriculum redesign
    - ii. Bridge program
    - iii. Math lab
    - iv. Professional development
    - v. Mentoring program
- 2. Pierce - See handout. Interventions include
  - a. Focus on completion by getting students through their dev sequence and complete 20 degree-applicable units by:

- i. Expand Reading Apprenticeship
  - ii. Create a placement preparation program
  - iii. Create a week of orientation activities before the semester
  - iv. Develop professional development around equity
  - v. Improve gatekeeper courses through course redesign
  - vi. Marketing completion to students
- 3. Mission – see ppt
  - a. Review of major lessons from DREAM, including the lack of ESL
  - b. Shared data for math success
  - c. Shared data for English success
  - d. Shared data for student persistence
  - e. Intervention
    - i. Pre-algebra through intermediate algebra in two semesters
      - 1. Modular, remediation
      - 2. Boot camp
    - ii. Expand scheduling of 3-day and 4-day
    - iii. Increase the number of student education plans
      - 1. Involve faculty in orientation
    - iv. ESL mentoring
    - v. Accelerated ESL – condensing two writing levels in an 8 week course
- 4. LATTC—see handout
  - a. Pathway—program of study model (TBA more to scale) moving to make TBA mandatory. Selecting a program of study
  - b. Increase percentage of students who complete math courses in their chosen programs of study.
    - i. Selection of strategies within the first year.
- 5. Harbor College – See handout and logic models
  - a. Increase the number of students who progress through the developmental pipeline
    - i. First year experience cohort
    - ii. Developmental math strategies
      - 1. Noncredit refresher course
      - 2. STEM redesign
      - 3. Pre-statistics redesign
        - a. Reduce exit points from 10 to 2
    - iii. Cultural equity and awareness around males of color
- 6. ELAC – see ppt
  - a. Needs a long-term, systematic fix
  - b. Success – patience + innovation
  - c. Evaluate what we do
  - d. Mandate – How do we do it and get away with it?
  - e. Priorities
    - i. 32% of our students completed a single unit
    - ii. 15% of our students completed English and math
    - iii. increase the number of students who complete units the first semester

- iv. increase progress through the developmental math and English sequence
  - f. Interventions
    - i. Applications deadlines
    - ii. Evaluation of current adds after 1 week with the possibility of limiting or eliminating late adds.
    - iii. Creating of milestone notification and advisement
    - iv. Development of professional development program that will provide....
    - v. “Cold assessment” – Boot camp for 100% of our students!
    - vi. Creating of common finals
    - vii. Acceleration/compression
    - viii. Revision of curriculum
- 7. LAVC
  - a. Increasing % of students who complete developmental
  - b. Students who know how to be a student
  - c. Interventions
    - i. Accelerated math pathway
    - ii. Global cohort
      - 1. Put them into a pathway
    - iii. Welcome week
      - 1. Trade Bridge Academy
    - iv. Clear pathways
    - v. Expand tutoring
- 8. City
  - a. Priorities
    - i. Focus on math and first year experience
    - ii. Interventions
      - 1. Avoiding math avoidance – changing the way we communicate “options” for students
        - a. Increase the number of students who asses by 10% every year
        - b. Bootcamps
- 9. Common Areas
  - a. Matriculation policies and procedures
  - b. First year students should not be the last to register
  - c. Refreshers across all campuses
  - d. Include math counsel in these AtD conferences
  - e. Conduct our own “strategy institute” (as in the past with our SSI-sponsored “successnet” events)