**PIP - 12/14/2012**

**Minutes**

1. **Review of the Matrix**

- You should have your own matrix and then place it in your folder under the campus.
- Feedback of your literature reading.

Lit. Review:  Rethinking Student Retention to College

- We need to look into see how we define persistence versus the articles.
- The article definition of student retention:

  ○ One definition of retention applied in community colleges is phrased as persistence rate, and it may be helpful for purposes of definition in that it begins to consider goals other than graduation rates.

    Wyman (1997) defines retention as "*the percent of entering students graduating or persisting in their studies at an institution*" (p. 29).

    Persistence in Crawford's (1999) report is slated as "*maintenance of continued enrollment for two or more semesters, specifically from Fall term to Spring term and= or completion of a degree= certificate or transfer to a four-year college*" (p. 13).

- Attended national retention conferences:  To retain a student takes a variety of components to get students retention.  The number of times there was engagement of students and the faculty member shows higher rates in retention.
- Vincent Tinto model is a good model to see but it is towards a more traditional four-year college student.
- When are we going to discuss and take a look at the institutionalization responsibility.
  ○ Provide an English class
  ○ How can we have the paraprofessionals help for student retention.

It is the inquiry process

- Can we take an element model and scale up

Social Capital

- Where are the parents?

At ELAC the campus has had the PD name changed to College 1.

Identify and have interventions for returning students.

**Parking Campus Parking (PCP) Students**

How do we define persistence as LACCD and showing the self-study?

- With our goals from the various campuses(i.e. Trade skills class for one of the CTE)
- Early Alert and Intervention

Common Themes

- Understanding of Orientation
- Connectivity to Students
- Defining Student Persistence

Developing a survey, focus group

2. **Logic Modeling**

- Backward design.  What do we want to accomplish and how do we get there.  You start with goal in mind.
    - Ultimate Goal: Our goal is to define and improve persistence. (June 2013)
    - Goal of this Project:  Expand discussions and inquiry around  increasing student  persistence, which will inform recommendations for  policy and practice.  (April 2013)
    - Situation:

3. **Our Work in the Semester**

    a. Guiding Questions:

4. **Next Steps:**

    a. Come up with survey questions
    b. Survey Monkey (Crystal & Jessica)
    c. January 25th PIP Meeting at 12:15pm

5. **Other:  Pre-Conversation of PIP Meeting**

    a. Have a special invitations to Reggie Morris (LASC-Counselor Chair & District Counselor Chair):
    b. Encourage participation, specific PD & College 1

**Challenges**

- Define a group across the district doing research
- As a group we need to have a clear talking point

- Trust the process is critical to good teaching and success
- Get together and define persistence that is formed from LACCD

**Purpose of Survey:**

1. Engage discussions on our local campus

2. Define Persistence

**Survey Sample Questions:**

1. How do you define persistence in your college campus?

2. What has your department or program done in terms of student persistence?

3. How do you see the barriers in student persistence?

4. What is your role in student persistence?

5. Would you be interested in participating in a focus group?

[Survey](Survey)