

LOS ANGELES COMMUNITY COLLEGE DISTRICT

# Student Success Initiative

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# Los Angeles Community College District

## Framework for Student Success

October 25, 2007

This draft document outlines a strategic framework for improving preparatory instruction and student achievement in the Los Angeles Community College District. The recommendations contained here have emerged over the past two years during committee meetings and workshops related to the Los Angeles Community College District's on-going Student Success Initiative and during discussions related to District participation in the spring 2007 Basic Skills Self Assessment pilot project. The key principles underlying the "Framework for Student Success" are these:

1. "Basic Skills" are Essential Academic Skills: Teaching the fundamental academic skills is not a process that ends when students enter college or after completion of a preparatory course sequence. The continued development of essential literacy, numeracy, and information technology skills lies at the heart of the collegiate mission.
2. Institutional Integration: Essential academic, career, and life skills must be taught and reinforced across the campus in every class by every faculty member and through every student support service.
3. Structured Pathways: Most first-time college students need a menu of structured options that will help them see the pathway to their goals.
4. Contextualization: Students learn essential skills best in practical, experiential contexts that link the development of essential skills to real-world problems and themes associated with students' present communities and future careers.
5. Self-Direction: To become effective learners, students must take responsibility for setting, monitoring, and achieving their own educational goals.
6. Urgency: Students need to move through basic skills preparatory course sequences as rapidly as possible if they are to persist and succeed.
7. Inter-Segmental K-16 Collaboration: We need to begin preparing students long before they apply for admission by working collaboratively with K-16 partners to align standards and expectations and to chart clear career pathways.

The 17 proposed actions included here are offered solely as a conceptual framework. They are meant to *guide* and *not to direct* District-wide action, and are certainly not intended to impose a single, locked-step approach to educational reform on LACCD colleges. They are presented with full understanding that the nine LACCD colleges must develop their own plans of action that are consistent with their individual missions and appropriate to their institutional cultures and the communities they serve.

## Matriculation

During their first contact with the college, students must get the information they will need to succeed—information about their readiness for college, about career and academic options, and about the services that are available to help them. They must also establish clear personal and academic goals and develop a detailed, step-by-step plan for achievement them.

**1. Assess all Entering Students** Every entering first-time student should be assessed in math and English and should be actively encouraged to take classes in response to these assessments. Students should also be allowed to re-assess periodically to permit accelerated movement through English and math sequences.

**2. Provide Orientation for All** All entering first-time degree-seeking or certificate students should be required or strongly encouraged to participate in a comprehensive orientation process that gives them a complete introduction to college resources, financial aid, and educational goal setting, etc.

**3. Strengthen the Individual Ed Plan Process** The colleges should require all first-time students to meet with a counselor individually or in small groups to identify a realistic educational goal, to “map” the specific courses needed to attain it, and to sketch a timeline—with specific milestones—for its completion. This personal educational map should be revisited at least once a year with an academic advisor.

**4. Design and Institute an Introduction to College Course “Requirement”** All first-time degree, transfer, and certificate seeking students should be required (or strongly encouraged) to complete an “Introduction to College” course during their first semester of study. This course, ideally taught by specially-prepared faculty across the college, should be designed to:

- A. Acquaint students with the byways and expectations of college culture;
- B. Help them assess and hone essential personal, study, and time management skills;
- C. Provide them with critical financial aid information and address issues of financial management and financial literacy;
- D. Encourage them to become active “self-regulating” learners who set goals and monitor their own academic progress;
- E. Familiarize them with campus resources (including the library, bookstore, , tutorial centers, computer labs, etc.); and
- F. Provide them with basic information about career pathways and degree requirements

**5. Deploy a Web Portal to Engage & Inform Students** The District should develop a student portal system that will integrate student email, chat, academic calendars and planners, college information and resources, student support services, degree audit, extracurricular club sites, the ASO, and other important sources of information. The purpose of this portal will be to provide students will important college information, to engage them more directly with college life, and to connect them interactively with college faculty, their classmates, and their peers outside of class.

## Instruction

To help students succeed we need to move them through preparatory course sequences and into the regular curriculum as quickly as possible. We also need to reinforce key academic competencies in every class and to contextualize basic skills development and, indeed, all instruction by linking it to relevant, real-world social and career-related problems and issues.

**6. Require Basic Skills Coursework Up Front** The colleges should strongly encourage or, if possible, require students to complete preparatory work during the first semester of attendance, before moving into the regular curriculum.

**7. Initiate and Enforce Pre/Co-requisites** The colleges should initiate and enforce appropriate English and mathematics pre- and co-requisites for enrollment in all basic skills course sequences and transferable General Education courses, unless students are co-enrolled in basic skills courses specifically designed to support the course in question.

**8. Spread Essential Skills Across the Curriculum** All general education and vocational courses should include specific activities designed to reinforce key reading, writing, speaking and computational competencies. Minimum levels of these activities should be specified in the Course Outline of Record for new courses and in the Title V Update form for existing courses. Evidence of the implementation of this requirement should be submitted within the parameters of the program review and Educational Master Planning processes.

**9. Offer “Fast Start” or “Bridge-to-College” Courses** Students should be offered the chance to take intensive short courses to strengthen basic skills and provide an orientation to college prior to the beginning of their first term.

**10. Direct All First-Time Students into “First-Year Academies”** Encourage all entering degree-seeking and transfer students to enroll in a college first-year academy program structured around a central career/professional theme (e.g., medicine & health care, business & financial services, teaching, public service, science & technology, etc.). Such first-year academies should involve the following features:

- A. Cohort groups that build engagement and continuity
- B. Coordinated or theme-based curriculum linking 2 or more classes
- C. Basic skills instruction taught in context of cohort themes
- D. Mutually reinforcing assignments
- E. Integrated tutoring
- F. Integrated activities (field trips, etc.)

**11. Offer Alternative, Accelerated Pathways to Basic Skills Competency** The colleges should offer students the opportunity to complete basic skills preparation through one or more accelerated alternative pathways to traditional course work. These pathways might, for example, take the form of a series of intensive short-term courses or open skills building tutorials or labs. Periodic reassessment will allow students to move ahead in basic skills sequences when ready.

**12. Use e-Portfolios to Reinforce Learning and Technological Literacy** The colleges should implement the use of E-portfolios as a means of documenting student learning, as a tool for increasing opportunities for student self-reflection and self-development, and as a vehicle for teaching essential information technology and communication skills to all students.

## Institutional Integration

Isolating basic skills instruction in special programs might have been a good idea in the '70s and '80s, but today it no longer makes sense to limit success efforts to special programs or narrowly-focused interventions. When more than 85% of all incoming students are under-prepared for college, we need to look to institution-wide efforts if we're going to have a real impact on student preparation.

**13. Focus Professional Development on Student Success** To help faculty integrate practices into their courses designed to enhance the development of essential academic skills, the colleges should focus professional development efforts on topics related to improving basic skills development and student success outcomes. In addition, college professional development coordinators should meet at least twice a semester to discuss and coordinate their activities.

**14. Establish Dedicated Teaching/Learning Centers** The colleges should create "Teaching/Learning Centers" that are designed, staffed, and equipped to do the following:

- A. Provide fulltime and hourly instructors with support as they integrate activities related to basic skills instruction into their courses,
- B. Support professional development activities related to improving basic skills instruction and general student success outcomes, and
- C. Offer students support in the development of essential academic skills competencies.

These Teaching/Learning Centers should be staffed by fulltime faculty with demonstrated expertise in basic skills instruction. They should also be supported by paid tutors and fulltime and part-time faculty who devote some fraction of their teaching load to Teaching/Learning Center duty.

**15. Create a District-wide Student Success Network** Create a district-wide "Student Success Network" modeled on the STARS program in order to raise consciousness about the student success effort, involve more faculty and staff directly in the initiatives and activities related to student success, and spread more SSI best practices across the district. Within the first year, this network should:

- Recruit and enroll 1,000-1,500 LACCD faculty and staff
- Establish a Student Success website to serve as a forum for the exchange of information and best practices
- Design and implement District-wide workshops and events dedicated to improving basic skills and student success outcomes.
- Establish inter-college partnerships and taskforces dedicated to the development of additional "effective practices" related to student success.

## K-16 Partnerships

By the time students arrive at our colleges it is often too late to help them prepare effectively for college success. To address the crisis of student under-preparation that we are currently facing, we will need to reach out to our colleagues in the K-12 system and in surrounding 4-year institutions to create a “seamless” educational “pipeline” that helps students understand and ready themselves to meet college-level expectations before they apply for college admission.

**16. Align Standards and Expectations** The colleges should collaborate actively with neighboring high schools and 4-year institutions to articulate courses, establish well-defined career pathways, and define and align standards and expectations. District discipline committees should aid this effort by aligning student learning outcomes as closely as possible for critical course sequences. They should also report on their progress in this effort on a regular basis to the District Academic Senate.

**17. Assess, Orient, and Prepare before HS Graduation** The colleges should make student preparation a central aspect of their outreach and enrollment management efforts. In the future, all students at area high schools should be assessed and offered the opportunity via concurrent enrollment to improve their basic skills before graduation.

## FAQs

### **What is FTLA?**

The LACCD Faculty Teaching and Learning Academy, founded by the Student Success Initiative, is a joint effort between the District administration and the District Academic Senate to foster the highest standards of teaching and learning scholarship and to encourage the development of institutional cultures and environments that are learning-centered and technologically advanced.

### **What are FTLA's goals?**

The FTLA is designed to develop a widening community of faculty who:

- Explore and test methods of teaching and learning
- Facilitate the design of new classroom approaches to student success
- Increase knowledge and skills in a variety of new learning technologies
- Contribute to an ongoing dialogue about pedagogy, curriculum, and technology
- Form strategic partnerships that advance learning-centered practices and encourage and reward innovation in teaching and learning

### **Who can participate in FTLA?**

FTLA is open to all faculty across the LACCD. Particular preference will be given to full-time tenured and tenure-track faculty (especially those in their first or second year), but up to one adjunct faculty member from each college may be admitted.

Participation includes a team project focused on developing teaching and learning innovations that work across the curriculum. Therefore, faculty will be asked to identify a fellow applicant who will become their FTLA partner, and they will team together to design a project that will be implemented at their campus. Though not required, it is preferred that faculty partners be from different disciplines on their campus.

### **What kind of commitment is required?**

The inaugural 2013 Winter/Spring FTLA track meets the requirements of a three unit Directed Studies in Education course. This translates to approximately 48 hours of face-to-face instruction, with additional hours spent on out-of-class collaborative work on the term project and individual online work following up on specific class topics. At the end of the program, the participants will receive a Board-issued certificate of completion; if enrolled for academic credit, they will also receive three units applicable to step/column advancement on the salary scale.

In order to be admitted to and receive credit for FTLA, successful applicants agree to:

- attend all sessions during the Winter/Spring 2013 FTLA,
- submit a revised syllabus and drafts of assignments/lessons and agree to use this syllabus and assignments/lessons in a future LACCD course,
- submit a Peer Teaching Observation and Reflection,
- submit a Teaching Philosophy Statement,

## FAQs

- submit a Team Project that will subsequently be presented with their partner at a Departmental Council or Opening Day meeting at their local campus,
- attend one follow-up meeting in Fall of 2013 (date and time TBA) to discuss results of Team Project, syllabus, and assignments/lessons implementations, and
- be willing to help their colleagues by offering consultation or presentations on any innovations they have been successful at implementing.

### **When will sessions be held & what general topics will they cover?**

FTLA participants will meet on the following dates:

**January 15-17, 22-24, 28-29**

**February 22**

**March 15**

**April 12**

**May 3**

During the first eight seminars held in January, presentations and hands-on work will be heavily focused on instructional design and assessment, with participants creating syllabi, assignments, lessons, and evaluation measures they will use during the spring semester in their classrooms. These initial sessions will typically last six hours each, with subsequent sessions taking place on Fridays during the spring semester and lasting typically three hours in duration.

Overall, the FTLA Program emphases include, but are not limited to, giving faculty the necessary theory-and-practice-based skills to

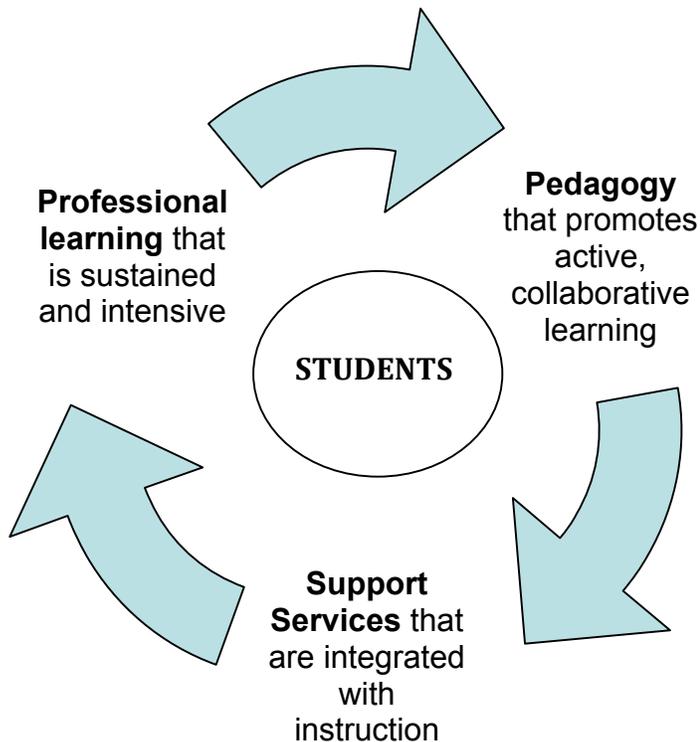
- Utilize learning technologies effectively within the context of their specific teaching or research to advance student engagement and success in the classroom
- Incorporate student academic reflection and self-assessment as a means of deeper learning
- Synthesize prior student learning to achieve new learning
- Design and scaffold purposeful collaborative learning activities that teach the discipline-specific and lifelong learning skills that students need
- Create a syllabus that stimulates deeper and more enthusiastic student motivation and learning
- Deploy learning strategies that result in the ability of students to demonstrate acquisition of essential reading, writing, and/or speaking skills within the context of the discipline
- Increase the development of essential critical thinking and/or quantitative reasoning skills in students through problem-solving and learning-inquiry based activities
- Integrate relevant campus support services or academic resources that help students attain discipline-related academic and professional objectives
- Establish meaningful, inclusive, and long-lasting communities of practice with fellow colleagues across the disciplines and the campuses

### **What will FTLA sessions be like?**

Each FTLA session will be designed around one or more presentations and collaborative work investigating and supporting the scholarly and creative study of effective teaching and learning practices. Instructional methods include, but are not limited to, lecture, discussion, case-study, problem-solving, learning logs, learner-generated content, inquiry groups, etc.

Two models, the first (A) coming from work completed by expert faculty practitioners under the auspices of the Hewlett Foundation and the RP Group, and the second (B) coming from San Francisco State University, inform the instructional design of the FTLA:

#### A. Diagram for Student-Centered Teaching and Learning



#### B. SF State's Key Principles of Universal Design for Learning

There are three key principles of UDL:

1. Faculty can offer various ways to **REPRESENT** essential course concepts
2. Faculty can offer various ways to encourage student **ENGAGEMENT**
3. Faculty can offer students various formats for **EXPRESSION** of what they have learned

## FAQs

**REPRESENTATION** refers to how you design and deliver information to your class.

**ENGAGEMENT** refers to how students participate in your class.

**EXPRESSION** refers to how you ask students to demonstrate what they have learned.

### **Will this just be more “talking heads”?**

No. FTLA participants will put what they learn into immediate practice by applying the concepts and techniques they acquire to address real teaching and learning needs at their home campuses. Further, FTLA graduates themselves will join a self-sustaining teaching and learning network across the LACCD, and they will agree to teach and design future FTLA seminars and/or become active contributors to the LACCD SSI online teaching and learning commons and to student success activities facilitated by FTLA.

### **Who’s involved?**

The LACCD Student Success Initiative, a joint collaboration between the District administration and the District Academic Senate and chaired by the DAS President and the Dean of Student Success, guides the FTLA effort and will take a direct role in its planning and all future activities. In addition, the FTLA Planning Committee, consisting of representatives from constituencies key to teaching and learning across the LACCD—i.e. SLO Coordinators, DE Trainers, Professional Development Coordinators, Tutoring Center Directors, Counselors, ALP Graduates, VPs of Instruction and Student Services, SSI Steering Committee Members, DAS Members—are working to design the overall program. Nationally recognized expert practitioners from colleges and universities will be involved in every FTLA session.

### **How do I apply?**

To apply for admission to the inaugural FTLA, just fill out the attached form and submit it to the Vice President of Academic Affairs Office on your campus by Wednesday November 21, 2012. Applicants will be notified about admissions decisions via email by December 14, 2012.

### **How can I get further information about FTLA?**

For further information about the program, contact FTLA’s Founding Director, Deborah L. Harrindl, Dean of Student Success, by phoning 213-891-2017 or emailing [harrindl@email.laccd.edu](mailto:harrindl@email.laccd.edu); you may also contact Roza Ekimyan, 3CSN Los Angeles Regional Network (LARN) Coordinator, by phoning 213-891-2175 or emailing [Ekimyar@email.laccd.edu](mailto:Ekimyar@email.laccd.edu).

# Faculty Teaching & Learning Academy

	Students	Class
Before the semester starts	<p>Getting to know and creating personal connections with students.</p> <ul style="list-style-type: none"> <li>• Assessments</li> <li>• Reading, writing, computational, oral, computer skills</li> <li>• Equity</li> </ul>	<p>Moving from course outline to syllabus</p> <ul style="list-style-type: none"> <li>• SLOs/Objectives</li> <li>• Entering/exit skills</li> <li>• Texts</li> <li>• Supplies (school/student)</li> <li>• Teaching Philosophy</li> </ul>
Class Activities	<p>Student interactions and development</p> <ul style="list-style-type: none"> <li>• Note-taking</li> <li>• Study groups</li> <li>• ePortfolio</li> <li>• Online social interaction (Facebook, blog, Moodle)</li> </ul>	<p>Activities</p> <ul style="list-style-type: none"> <li>• Active learning</li> <li>• In-class and out-of-class assignments</li> <li>• Integration into campus learning support services</li> </ul>
Assessment	<p>Student Assessment</p> <ul style="list-style-type: none"> <li>• Access to learning resources</li> <li>• Study/work habits</li> <li>• SEP progress - transfer/employment</li> <li>• Interaction with instructor and classmates outside of class</li> </ul>	<p>Class Assessment</p> <ul style="list-style-type: none"> <li>• SLOs</li> <li>• Rubrics</li> <li>• Interaction with instructor and classmates outside of class</li> </ul>
Extracurricular	<ul style="list-style-type: none"> <li>• Persistence, Retention</li> <li>• Success</li> <li>• ASO/ASU involvement</li> <li>• Technological</li> <li>• Marketability/Transferability</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching portfolio</li> <li>• Innovation and experimentation</li> <li>• Creating physical and virtual communities</li> <li>• Navigating faculty and administrative bureaucracy</li> </ul>

LOS ANGELES COMMUNITY COLLEGE DISTRICT

# LACCD SSI Persistence Inquiry Project

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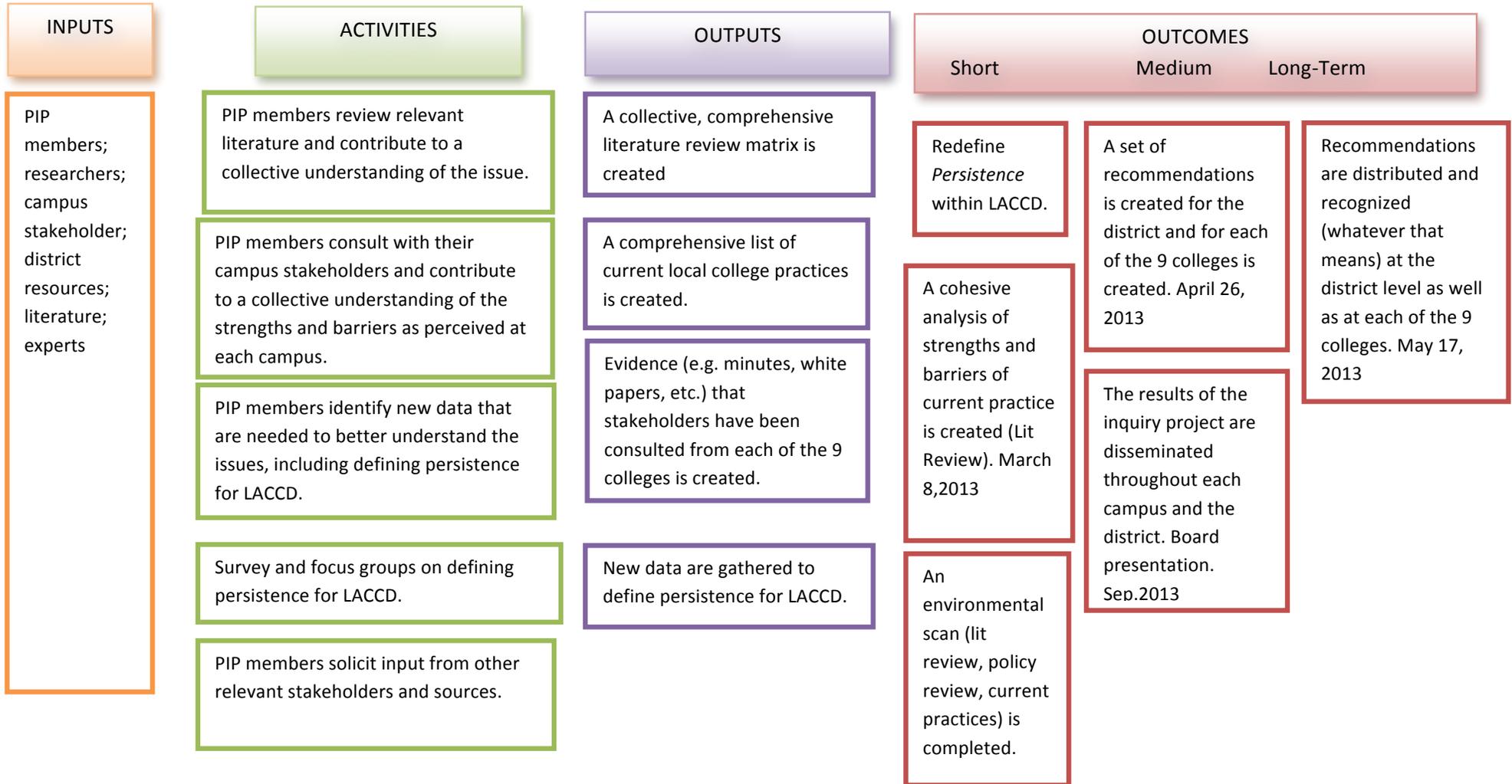
## LACCD PIP Logic Model



**Ultimate Goal:** Our goal is to define and improve persistence.

**Goal of this project:** Expand discussion and inquiry around increasing student persistence, which will inform recommendations for policy and practice.

**Situation:** Roughly half of all community college students do not persist from the first to the second year of college. As a district community of stakeholders, we will make policy recommendations for the campus and the district to address this problem.



**Assumptions:** Community college practices and policies can have an effect on student persistence

**External Factors:** Student life situations, state and federal policy



## LACCD STUDENT SUCCESS & ATD

- Creation of an Implementation Plan for First Year
- PIP Team Leaders conducting Action Research on their Campus
- Inquiry Will Focus On:
- Placement prep
- Getting students into pathways within the first year: 15-20 units
- College success courses
- Participate in regular meetings to discuss, refine, coordinate, and reflect upon curriculum for the course and student progress



## CONT.

- Enrollment management in order to facilitate and support student enrollment and persistence through at least 15-20 units in their first year
- Focus on Data to support dialogues and decisions
- PIPS will create an Inquiry Team: The teams will report to their local student success (aka AtD core group) committees as well as to the SSISC.



## NUTS AND BOLTS

- January 2013: Host a Launch Meeting
- Members of the PIP include:
  - Faculty/Administration
  - Classified Admissions/Records
  - BSI Math/English Faculty
  - Faculty from General Education
  - Counselor
  - Student Representative from Tutoring Centering
  - First Year Program Director



## FORMAT: ACTION RESEARCH

- Identify a Problem
- Literature Review
- Conducting Interviews/Focus Groups
- Site Visits
- Review Best Practices and Program Models
- Recommendations
- Share Information with Stakeholders
- Create a New Model at EAST



## 1<sup>ST</sup> PIP MEETING

- Mission of PIP
- Inquiry groups identified for each campus (PIP Team)
- Discussed potential interviewees/ programs on campus
- ELAC presented on a good example of a inquiry (Counseling FIG)
- Literature Review matrix presented



## NEXT STEPS

- ◉ PIP Team is reading literature and pedagogy on FYE, retention, persistence and success for CC students. Matrix is growing.
- ◉ Work plan will be created with benchmarks & timeline



LOS ANGELES COMMUNITY COLLEGE DISTRICT

# Math Faculty Inquiry Team

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# LACCD Math Faculty Inquiry Team Progress Report

## 1. Introduction and background

Yasmin Delahoussaye, Vice-Chancellor

## 2. Team structure and rationale

## 3. Using Data to Improve Student Success

## 4. Redesigning Math Pathways for Student Success

## 5. Supporting faculty knowledge exchange & resource sharing

Bob Smazenka (Mission College Math Chair & LACCD Math Council)

Farah Saddigh (Harbor College Math faculty)

Tom Carey (Centre for Research in Math & Science Education, SDSU)

## 6. Linking with the California Community College Success Network

Deborah Harrington (Dean of Student Success & 3CSN Executive Director)

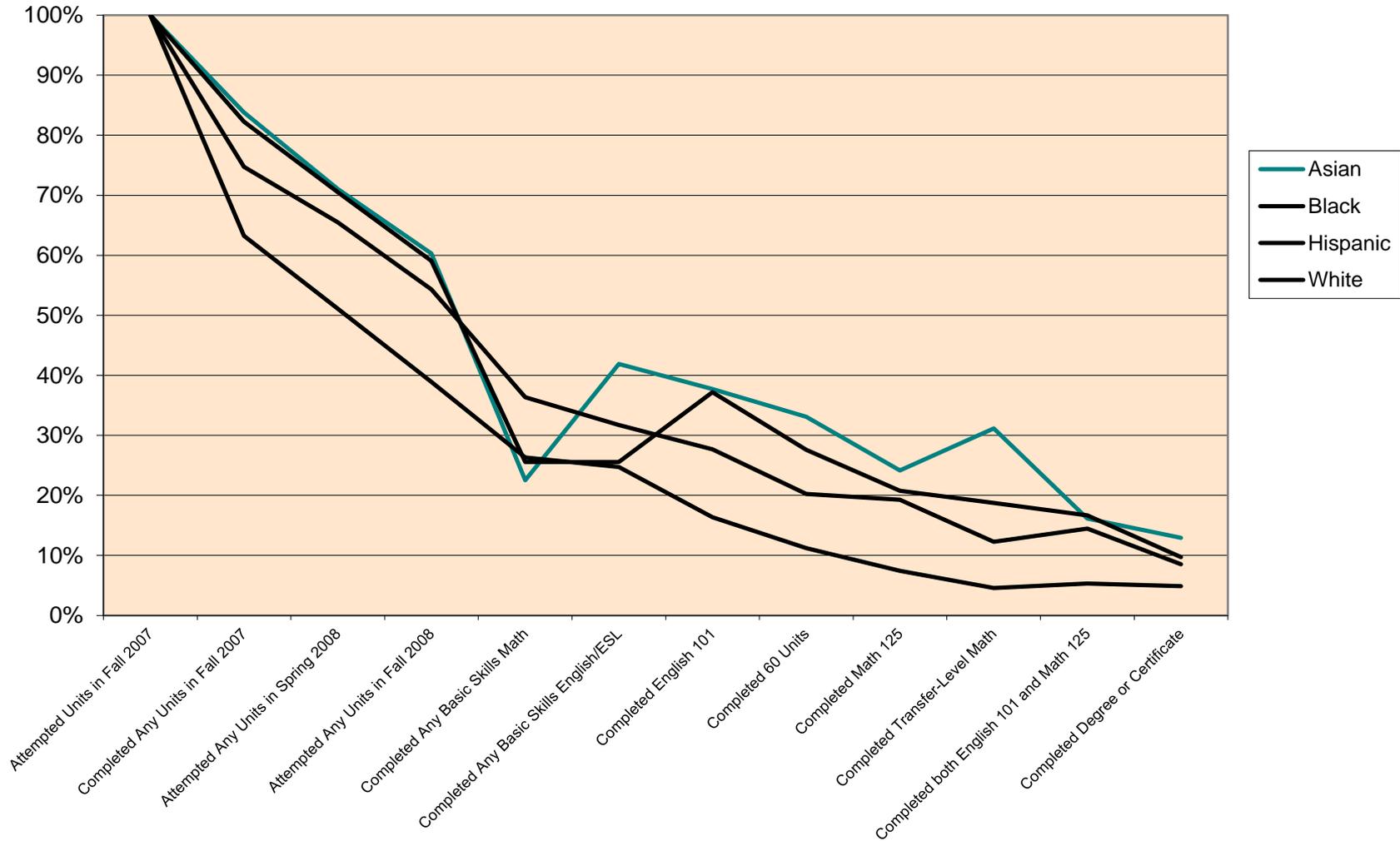


## 1. Introduction and background

- Part of our *Achieving the Dream*  initiative
  - Engage Faculty (*and Chairs*)
  - Leverage Institutional Research and Information Technology
  - Use Data to Improve Student Success
  - Analyze Cohorts and Pathways
    - *Impact of Exit Points*
    - *Impact of “3 strikes rule” on colleges*
  - Evaluate Student Success Interventions
- District office as catalyst for faculty team collaboration, including
  - Led by District Math Council (Academic Senate)
  - College math departments and *Student Success Initiative* teams
  - State-wide 3CSN, hosted by LACCD
  - Related resources and expertise
    - San Diego State University, NSF Developmental Math Collection



### LACCD Exit Points Study Fall 2007 New Student Cohort





## 2. Team structure and rationale

*Target Outcomes (from project spec at LACCD Math Summit, May 18 2012)*

For each participating college:

Analysis of data on student success in Developmental Math (Algebra)

Identify requirements critical to improving student success

Design intervention strategies:

- new or modified pathways and courses,
- class scheduling, support services, etc.

Schedule pilot offerings in Spring 2013

Analysis of Spring 2013 results and plans to revise/extend/scale up

Across colleges:

Develop structures for ongoing faculty collaboration and knowledge exchange

- class scheduling, support services, etc.

Adapt exemplary knowledge & resources from other LACCD colleges, and/or



## 2. Team structure and rationale (cont'd)

- Project structure designed by District Math Council 
- Colleges choose their intervention focus and participating faculty member(s)
- Align with college ATD projects and liaise with Student Success Committee
- Support team with relevant expertise 
  - Roza Ekimyan with 3CSN, liaison with LACCD District office, Student Success, etc.
  - Data Research workshops by Maury Pearl and Ryan Corner (ELAC)
- Combine individual faculty work, online interactions and face-to-face meetings
- Continuing oversight by District Math Council members
- Focus emerged around pathways (follow up with focus on engaging pedagogies)



### 3. Using Data to Improve Student Success: an Example

East Los Angeles Math Advancement Program (MAP)

Summary of Program and Data from Spring 2012

#### ***Data Supporting Creation of MAP***

Data collected from student progress in our traditional developmental course sequence showed a strong relationship between

***<length of time until taking the next course in the sequence>***

*and*     ***<success in that course>***



### 3. Using Data to Improve Student Success (2)

Students who receive an “A” in Math 115 (Elementary Algebra) have had an 82.8% passing rate in Math 125 (Intermediate Algebra) if they take it the very next semester.

If that same “A” student waits a full semester, then the passing rate drops to 63%.

If they wait two or more semesters (a year or more) the passing rate drops to 55.6%.

This was for “A” students. The situation is much worse for “B” and “C” students.

MAP seeks to solve the problem of time gap between courses by having students take the next course in a sequence immediately after completing the first course.



### 3. Using Data to Improve Student Success (3)

#### Structure of the Modified Algebra Program

- MAP courses are not accelerated courses – they are compressed courses that run for a half semester
- No material is omitted – the same material is covered in half the time by meeting twice as often
- MAP is open to all students – we do not select for particular populations, except by registration time since MAP is 1<sup>st</sup> come 1<sup>st</sup> served
- MAP is truly a program – students must attend a special orientation, and there is an additional mandatory Friday session.



### 3. Using Data to Improve Student Success (4)

Spring 2012 Data (1<sup>st</sup> half semester, Math 115: Elementary Algebra)

- 72 students were active as of census
- 70 were retained, for an exceptionally high retention of  $97.2\% = 70/72$
- 41 were successful (A, B, or C) –  $56.9\% = 41/72$
- Compare to college success rate of 45.4%

1<sup>st</sup> time students formed an unusually large population in MAP:

- ❖ For 1<sup>st</sup> time students
  - ✓ 62.5% passed Math 115
  - ✓ Compare this to 43.5% college wide for Math 115



### 3. Using Data to Improve Student Success (5)

Spring 2012 Data: Transition to 2<sup>nd</sup> course (Math 125)

- $39/41 = 92.8\%$  students transitioned to Math 125. Also exceptionally high.

Spring 2012 Data: 2<sup>nd</sup> half semester (Math 125)

- 39 of the original students were active as of census
- 37 were retained, for a retention of  $94.8\% = 37/39$
- 33 were successful –  $84.6\% = 33/39$
- Compare to college Math 125 success rate of 45.9%
- For this small sample we show large gains in success in this model.



### 3. Using Data to Improve Student Success (6)

Spring 2012 Data: 2<sup>nd</sup> half semester (Math 125)

- For students that began as 1<sup>st</sup> time students in MAP Math 115,  
92.3% passed MAP Math 125
- Compare to Fall 2011 Math 115 1<sup>st</sup> time students who took Spring 2012 Math 125:  
46.7% passed
- MAP could potentially be targeted at 1<sup>st</sup> time students for 115/125 combination

Examples of other data analyses:

- Pilot course students were younger, more females (impacts?)
- Other students not in the pilot 115 were allowed into the pilot 125
- Past course histories were analyzed to examine “instructor effects”



### 3. Using Data to Improve Student Success (7)

#### The Future of the Modified Algebra Program at East LA College

- Expansion within the department:
  - Fall 2012: Two tracks of 115/125
  - Spring 2013: Two tracks of 115/125, other back-to-back sequences
  - of 241/260 (funded by GANAS)
- If the data continues to be satisfactory, move towards creating a comprehensive, data-driven program that leverages the success of the intervention

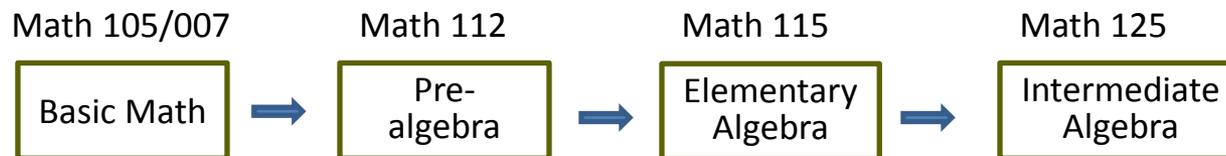
#### Challenges

- Decisions on which alternate pathways to offer to meet other needs
- Clarify for students that MAP is a program, not just a course
- Support for tutors appears to be critical to achieve accelerated pace



## 4. Redesigning Developmental Math Pathways for Student Success

### Traditional Pathway



But our students have different needs...

### Structural issues:

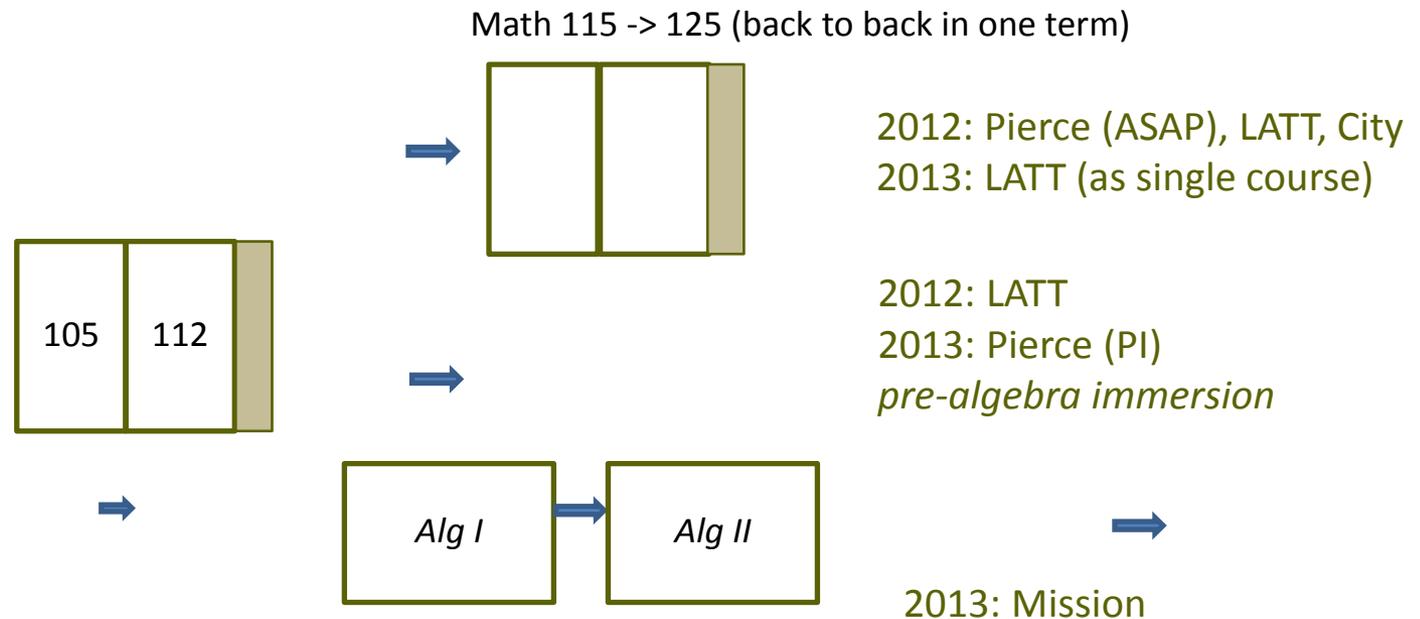
- Duration: length of time to complete sequence can be an obstacle
- Exit points and gaps: students pass a course but fail to register for next course
  - Or can not immediately follow up with next course
- Content overload: some students need more time for mastery
- Relevance: transfer-level courses may not require all topics (e.g., Statistics)



## 4. Redesigning Developmental Math Pathways for Student Success (2)



Reduce duration by compressing sequence:



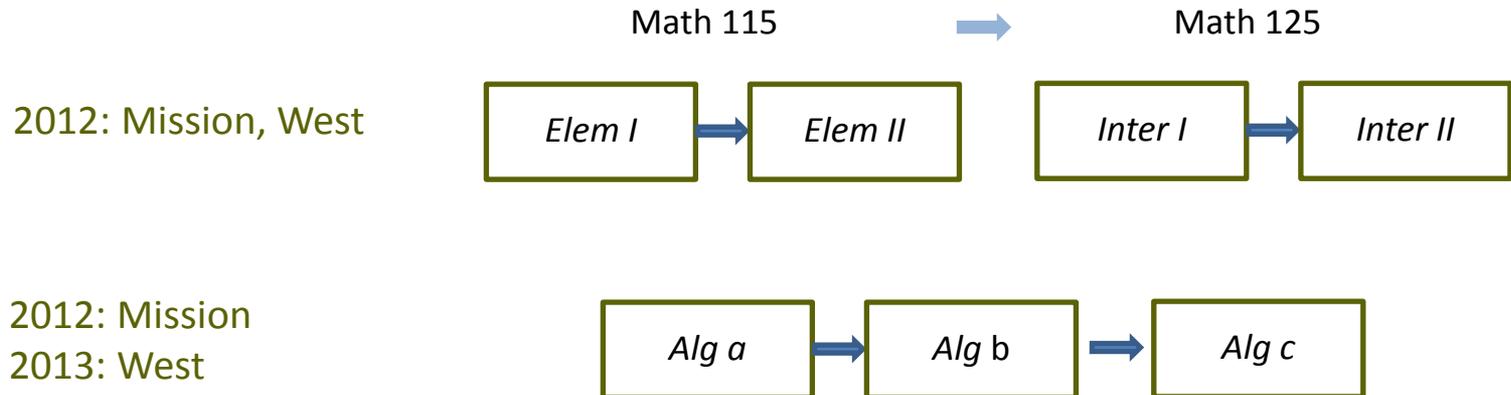
Other options, e.g. City's "Dual School" before term starts for students almost ready



## 4. Redesigning Developmental Math Pathways for Student Success (3)



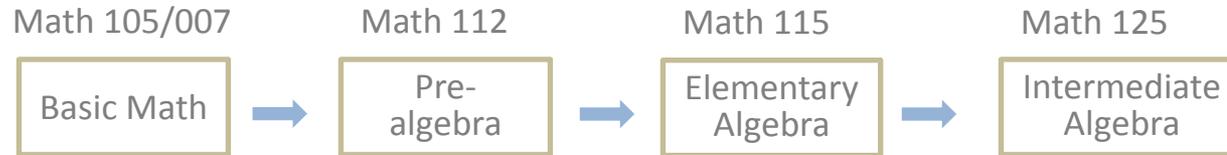
Reduce content overload by extending sequence:



*Note: often additional tutoring is also necessary as part of the extended sequence.*



## 4. Redesigning Developmental Math Pathways for Student Success (4)



Improve relevance by targeting content as prerequisite for transfer course:

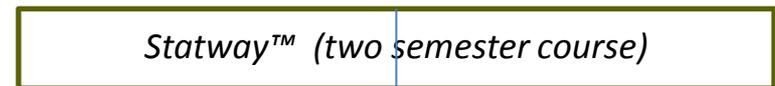
2012: *regional colleges*  
2013: Southwest, Harbor, Valley



2013: Harbor (with 3CSN)



2012: Pierce  
(with Carnegie Foundation et al)





## 4. Redesigning Developmental Math Pathways for Student Success

Most colleges are adopting multiple strategies for redesigned pathways:

- **Offered:** 2 sections of compressed courses 115+125 (10 units) in Fall 2012
- **Prepared:** Course outline of accelerated Math 110 (5 units) for Spring 2013
- **In the works:** Course outline of accelerated combination of Math 115 and Math 125 (10 units) for Spring 2013
- **In the works:** Course outline of Math 103 – Math Study Skills (1 unit) for Fall 2013

### LATTC Course Redesign



## 4. Redesigning Developmental Math Pathways for Student Success

Most colleges are adopting multiple strategies for redesigned pathways:

**Offered:** 2 tracks of accelerated combination of Math 115 and Math 125 (10 units) and 4 tracks of Math 110 (5 units) in Fall 2012 .

**Will be Offered:** 2 tracks of accelerated combination of Math 115 and Math 125 (10 units) and 2 tracks of Math 110 (5 units) in Spring 2013.

**In the works:** Course Outline of Pre-Statistics Intermediate Algebra for non-STEM majors.

**In the works:** Data collection of current students in the accelerated combination of Math 115 and Math 125 classes to track student success in their future classes.

# LAVC Course Redesign



## 5. Supporting faculty knowledge exchange & resource sharing

- Each college has a “refrigerator door” in our shared online workspace
- Each team member follows progress and provides feedback for other colleges
- Over time, new online boards emerge for topics of shared interest
- We will move to a more powerful platform (with potential as 3CSN regional network)
- We also plan to collect exemplary classroom practices and learning resources



## 6. Networking for Success: 3CSN & LACCD Math FIT

- More than **10,000** faculty, administrators, and students representing all **112 CCCs** are part of the California Community Colleges Success Network
- It starts with ***Leadership***
- It builds with ***Communities of Practice***
- It grows through ***Ongoing, Recursive Practices***



## 6. Networking for Success: 3CSN & LACCD Math FIT (2)



LACCD MATH  
FACULTY INQUIRY TEAM



### Building A Sustained Community of Practitioners Focused on The Problem

Ground-level classroom practice – collaboratively planning pedagogy, curricula and resources.





## 6. Networking for Success: 3CSN & LACCD Math FIT (3)

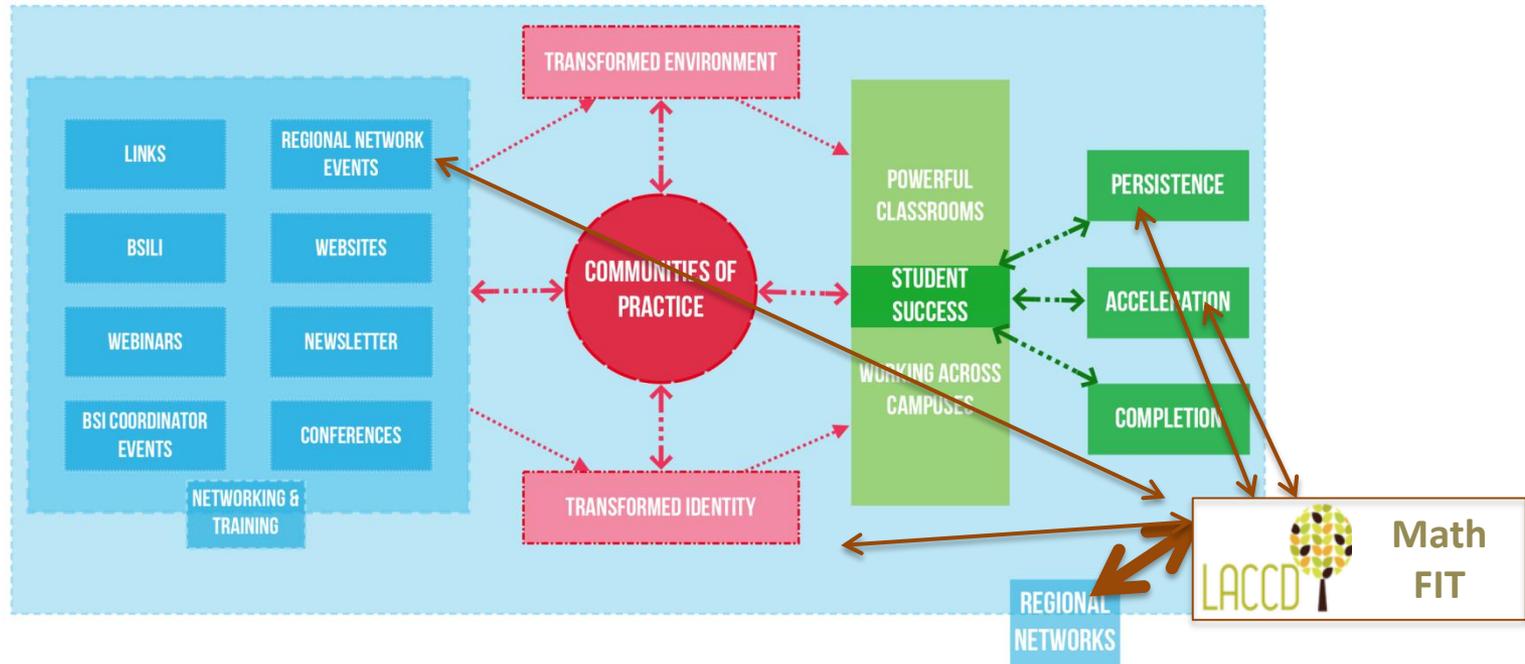
- Over **35 Colleges & 150+ Faculty** are working with us to develop new accelerated English and Math courses (100+ sections thus far; adding 160+ this year )



- Plus **48 Colleges and 500+ Faculty** are participating in a rigorous project to support students reading successfully in all of their courses
- Corresponding online modules for all Communities of Practice are being developed with an eye towards creating professional development certificates (including for our newest CoP, **HABITS OF MIND**)
- RAP modules already with CSU Graduate Credit



## 6. Networking for Success: 3CSN & LACCD Math FIT (5)



IF WE PROVIDE TRAINING ON NETWORKING AND USE ACTION RESEARCH METHODOLOGIES, TEACHERS WILL TRANSFORM THEIR ENVIRONMENTS AND IDENTITY TO CREATE COMMUNITIES OF PRACTICE THAT WILL LEAD TO POWERFUL CLASSROOMS AND WORKING ACROSS CAMPUSES. THIS IN TURN WILL PRODUCE GREATER STUDENT SUCCESS.

# The Way Forward



LACCD MATH  
FACULTY INQUIRY TEAM



- Spring 2012
  - Pilots launched
  - Campus Visits
  - Documentation of Efforts
    - Repository of Adaptations/Case Studies
    - Achieving the Dream Reports
- Fall 2013
  - Math Faculty Teaching & Learning Academy
  - Submit presentation proposals
    - AMATYC, CMC3, and MAA (Math Conferences)
    - Strengthening Student Success Conference
    - AtD DREAM Institute



## Questions and Discussion

Anna Bakman (LA Trade Tech)

Kathie Yoder, Kathy Yoshiwara (Pierce)

Bonnie Blustein (LA West)

Naeemah Payne (City)

Carole Akl, Ryan Yamada (Mission)

Susan Vo (Valley)

Frank Ma, Farah Saddigh (Harbor)

Zekarias Damma (Southwest)

Lisa Deutsch (LA East)

*Bob Smazenka, Luz Shin (District Math Council)*

