

District Planning Committee

Minutes

March 4, 2009

LACCD Board Room

Call to Order

The meeting was called to order at 1:41 p.m.

Opening Remarks

G. Colombo opened with an update on recent RP Group events and activities and encouraged DPC members to participate in the fall RP-sponsored Student Success Conference.

Approval of Minutes of 2-4-09 DPC Meeting as Submitted

Minutes were approved by committee.

Student Information Systems Input Process

J. Clerx reported that a project has begun to explore replacement of the district's Student Information System with money from Prop J. The central question during the first phase of this process is whether to rebuild the old system, to purchase a new system, or to build a new system. Consultants guiding this first phase were introduced to the committee and led the group through a series of preliminary questions meant to prepare the DPC for a more detailed later visit. Some of the questions raised during the ensuing discussion included the following:

- Are users ready for a new system?
- What will this new system do?
- What would success mean or look like?
- What are the barriers that might prevent success?
- How can we build an exit strategy and avoid failure if the system doesn't work?

Some of the observations made by DPC members during this discussion included the following:

- A successful system should increase transfer rates, certificate completions, job readiness, etc.
- An effective system should have profiles on students and record their past behaviors in order to help teachers.
- For a new system to work there needs to be sufficient trained and committed staff to operate and maintain it.
- The District needs to maintain a level of transparency in order for this new system to work, and people at the campus level must have total access to it.
- Each campus must be able to adapt and update it locally.
- It must be integrated with all current bolt-on systems, including SARS and Degreeworks.
- A successful system will help students register for classes and will engage them actively in academic and student life on campus.
- It must also support the creation of learning communities and help students create education plans.

- There also has to be better communication between the people who work on the system and the people who use it.
- Ultimately, the system will be successful only if students like to use it and faculty stay current with it.

Additionally, DPC members from ELAC noted that the new Degree Works system has had some issues during its pilot phase. J. Clerx noted that he and staff are working on these issues and hope to resolve them.

Board Report

G. Colombo reported that at the Board meeting on February 25th, the Planning and Student Success Committee reviewed and approved a record three mid-term and five follow-up accreditation reports. Two best practices were shared from these reports, including an approach for integrating Student Learning Outcomes assessment information in the Program Review and Budget processes at LAHC and an approach for evaluating the effectiveness of shared governance committees at LAMC. In addition, the Board's annual goals for 2009 were shared with DPC members.

College Institutional Effectiveness Reports

G. Colombo reported that LATTC had delivered the first college strategic plan to the Board's Committee on Planning and Student Success and that the Board had generally been pleased with the nature and scope of this presentation. Copies of the "College Institutional Effectiveness Report" that accompanied the presentation were distributed and reviewed by the committee. It was noted that the data in the "Access" and "Success" sections of this report come directly from state and district sources and in many instances simply reproduce data drawn from ARCC measures. Numbers in the lower sections of the report—particularly in the "Educational Excellence," "Partnerships," and "Facilities" sections all need to be updated because they have been drawn from the College Self Inventory that was piloted last spring and are thus all out of date. In addition, copies of the LATTC power point slides that were the focus of the LATTC presentation and of the LATTC Strategic Plan summary were shared with committee members. It was noted that LATTC primarily emphasized its achievements in relation to the District Strategic Plan during its presentation and spent little time discussing the challenges it faces in coming years. In fact, there was little discussion at all of the goals and objectives contained in its new strategic plan. D. Beaulieu suggested that the lack of this kind of in-depth discussion raised some concern during the presentation and noted that colleges should spend more time exploring the issues and challenges they face. One very positive aspect of the LATTC presentation was the emphasis that was placed on quantitative outcomes—both in terms of past college achievements and future goals and objectives.

Finally, it was reported that LACC will be the next college to present its strategic plan to the Board on April 29, 2009 when the Board visits the campus. ELAC will then follow with a presentation on May 13, 2009 when the Board is at East. G. Colombo will be meeting with college research and planning staff over coming weeks to brief them on these presentations. E. Pai will follow up to revise the "College Institutional Effectiveness Reports" with them as well.

Program Review Taskforce

R. Tillberg reported on the progress of the Program Review Taskforce. The group has "mind mapped" the purposes, users, and content of college program review efforts in general. It has also identified several vendors of on-line program review tools as well as a number of colleges that appear to have exemplary on-line PR systems. Several of these, including the system currently in place at College of the Canyons, will be demoed at the next Taskforce meeting on Friday, March 27, 2009.

Reports on 2008-9 Basic Skills Initiative Data and Discipline Meetings

D. Harrington provided the committee with a brief report on the progress of the State Chancellor's Office efforts to align basic skills courses to improve reporting on basic skills progress rates. The "CB-21" project seeks to create clear rubrics for course content four levels below college English and math and 6 levels below college English for ESL. These rubrics are still in draft form and are being vetted around the state. If the rubrics are approved by the State Senate later this year, they will be used to align basic skills curriculum in preparation for a special ARCC "supplemental report" that will be piloted in fall 2009. G. Prather reported that he is currently examining district sequences in English, math, and ESL. He shared a set of graphic reports on these areas with the committee and noted that he has already met with the math discipline in order to discuss them. He hopes to use these reports to help discipline committees identify specific points in the curriculum where reform efforts will likely have the most impact.

Adjournment

The committee adjourned at 3:28 p.m. The next meeting will be held on April 1, 2009.