

# LACCD Student Success Initiative

## Steering Committee

June 7, 2007

### Minutes

Attendees: Louise Barbato (LAMC), David Beaulieu (ELAC), Lynne Brower (LAVC), Kathleen Burke-Kelly (LAMC), Steve Castillo (LAVC), Gary Colombo (DO), Deborah Harrington (LAVC), Daryl Kinney (LACC), Alexandra Maeck (LACC), Joy McCaslin (LAPC), Joyce Moore (LACC), Ed Pai (WLAC), Hector Plotquin (LACC), George Prather (DO), Betsy Regalado (WLAC), La Vergne Rosow (DAS—LAVC), Pat Siever (WLAC), Rebecca Tillberg (LACC), Scott Weigand (LAVC), Dan Walden (LASC)

Absent: Bonnie Blustein (WLAC), Carmen Carrillo (LAHC), Deborah diCesare (LAVC), Marcy Drummond (LATTTC), Angela Echeverri (LAMC), Pat Flood (LAMC), Chini Johnson-Taylor (LATTTC), Leon Marzillier (DAS—LAVC), Monica Masino (LATTTC), Richard Moyer (ELAC), Sabrina T. Odom (LASC), Abbie Patterson (LAHC), Genevieve Patthey-Chavez (LACC), Evelyn Portis (LAHC), Ayesha Randall (LATTTC), Sally Raskoff (LAVC), Paul Stansbury (WLAC), Mercy Yanez (LAHC), Maria Elena Yepes (ELAC)

### **Minutes of 5/11/07 SSI**

Minutes of the May 11, 2007 Student Success meeting were reviewed and approved without correction.

### **BSSA Update Reports**

ELAC: East reports that the BSSA effort has slowed somewhat. Work continues to go forward on sections 1 and 2, but little has been done as yet with section 4. A more detailed report of East's progress will be delivered at the next meeting.

LACC: City has nearly completed all of sections 1 and 2 and is completely finished with section 3. Much of City's work has focused on counseling services. The college plans to tackle section 4 over the summer and complete it by September.

LAHC: No report.

LAMC: Mission reports that it has completed the entire self assessment, with recommendations for all four sections done. Now the college is grappling with issue of how to proceed with these recommendations so they can be institutionalized. Specifically concerns were raised about the appropriate shared governance process. At this point, the plan is to discuss all recommendations on FLEX day at the start of fall semester and then take them to the Academic Senate and the College's Educational Planning Committee for further consideration. Plans are also being made to create an on-going BS taskforce. L. Barbato also raised concerns about the difficulty of using the BSSA planning matrix and about how the colleges will fund the ideas they are developing as a result of the BSSA effort.

Pierce: Pierce reports that they have nearly finished the BSSA process, including some planning matrices. Some of the ideas they have developed are already being implemented for summer and fall semesters. Perhaps the most positive result of the process has been the new alliance that has

emerged among the Mathematics, English, Counseling, and Learning Skills departments and the college's Outreach Center. Pulling these four critical groups together has helped unify the college's approach to improving basic skills and has created the nucleus of an on-going basic skills team or taskforce.

LASC: Southwest reports that all sections of the BSSA are nearly completed, with only the planning matrices yet to be done. The college expects to finish the entire process within the next few weeks. One recent result of the overall BS effort at Southwest has been the recent administrative reorganization of the college, which has broken down the traditional Academic Affairs/Student Services "silos."

LATTC: No report.

LAVC: Valley reports that it has completed all four sections and has drafts of all the planning matrices done as well. Currently the college is addressing the issue of how to coordinate its various basic skills units and efforts in the future. One possible solution may be to create a BS coordinator position. Working through the college's STARS model helped involve faculty and staff from across the college in the BSSA effort.

WLAC: The BSSA taskforce at West completed section 4 on June 6<sup>th</sup> and plans to complete the entire process by the end of the summer. In general, the impression at West is that low level basic skills isn't a serious problem.

### **Ideas Emerging from the BSSA Process**

The following 17 ideas emerged during discussion of the colleges' BSSA efforts. Many were cited by several colleges as important future ideas to consider for improving basic skills programs and outcomes.

1. Restructure the administration to break down administrative "silos" and integrate the college's approach to student success by assigning deans and VPs cross-functional responsibilities for academics and student services.
2. Centralize all preparatory basic skills instruction and support in a single campus unit—a "College Prep Academy."
3. Create a permanent Basic Skills Workgroup or Taskforce dedicated to basic skills program coordination and improvement that includes members of the English, ESL, Math, Learning Skills and Counseling disciplines as well as representatives of the college's outreach staff.
4. Create a Basic Skills Coordinator position to integrate the college's various basic skills efforts.
5. Integrate basic skills instruction and support in classes across the curriculum, including all vocational and GE courses.
6. Dedicate the college's fall FLEX day to college-wide discussion of basic skills improvement.
7. Create Teaching/Learning Centers dedicated to helping fulltime and hourly faculty across all disciplines work more effectively with under-prepared students.
8. Re-focus college professional development programs on basic skills and student success goals and strategies.
9. Reproduce the STARS model "Ally"-style program to create a college-wide network of faculty and staff dedicated to student success and to the improvement of basic skills.
10. Have counselors become "specialists" in various academic program areas.
11. Enforce prerequisites for all appropriate classes and upgrade advisories to prerequisites if warranted.

12. “Require” first-time degree/certificate/transfer-bound students to take a PD “Intro. to College” class in their first semester.
13. Offer “College-within-a-college” Learning Communities, “GE Clusters,” and “Featured Courses” (thematically linked course pairs).
14. Offer intensive 2-week “Math Jam” classes before each semester to prep students for more advanced work.
15. Offer ESL students an intensive “Fast Track” course and then reassess them to allow rapid advancement.
16. Institute a college-wide free book program that features a single text each year.
17. Integrate all BSSA proposals into the college’s ed master planning and budget processes.

### **BSSA Process Critique**

The following observations were made about the overall BSSA process.

1. The four sections of the BSSA are often redundant.
2. Participants need to read the literature survey before engaging in the process.
3. It would help if key units read and discussed appropriate sections of the lit. review on their own—for example, Counseling, English, Math, and Learning Skills departments, etc.
4. Everyone needs a clearly idea of how the process will impact the college.

### **Data on Basic Skills**

G. Prather raised a number of issues related to data collection in support of the BSSA effort. For one, we must be clear about how basic skills fits in with our central mission. Currently, it appears that transfer math accounts for only about 20% of all math enrollments. This raises the questions related to faculty “under-preparation.” Are the faculty we’re hiring really ready to deal with the needs of seriously under-prepared students? We also need to look at the way we regularly report data on student success and basic skills outcomes. We need more accessible “dashboard” measures.

### **Next SSI Meeting**

It was agreed that the SSI Steering Committee will meet next on Thursday, June 28<sup>th</sup>, from 1:30 p.m. until 3:30 p.m. in Room A-111 at LATTC.