

Notes from discussion after Title V grant proposal presentation

College Assembly – March 15, 2010

As part of the discussion, Peter discussed that there has been a shift in the way we look at equity.

Equity – shift in conversation from whether department received equitable funding to whether we met students needs equitably; equitable outcomes

“focused on outcomes environment”

ARCC data = big window

CUE data = narrower inquiry

It was recommended that we consider adding other cohorts like PTEC, ETEC, nursing.

There was discussion about the slide on the CUE data demonstrating low transfer rates.

It was recommended that we compare the English 100 CUE study with cohort program data. How does they compare?

Has the group done qualitative study to find out more about the students that did make it, etc? (not yet, that is next step)

On the “Goals” slide, why include degrees? AA has an impact on earnings and is measured by the state. NOTE: there is data that correlates AA degree accomplishment with transfer.

CORRECT: 9 < units on the cohort slide

Questions/Comments:

1. Define cohort (300-500) (Mark Lewis)
2. This grant represents our shift to a case management approach versus former laissez-faire approach; a directed approach for how you go to college. (Michael Norris)
 - a. How faculty approach what they mean by teaching – can’t be “we are just presenting material.”
 - b. “All” is a big statement.
3. UC Davis transfer representative is a good example of what we need to grow. Counseling component is critical (Mitch Swickert)
 - a. Students are “clueless about what’s gonna’ happen and what to do.”
 - b. Have an equivalent of UC reps at high schools to triangulate high school visit—get to them early!
 - c. AVID – K-16 Alliance

- d. Orientations in high schools early
- e. Annual High school Counselor Conference
- 4. "Your luckiest day was the day I became your mother." (Erma Smith to her daughter)
 - a. Recommended we read: *A Neglected Majority*
 - i. This book notes that one of the best indicators of success is the education of parents. Most of our students are first generation.
 - b. "transforming lives" is a values statement. We have to deal with it as educators from a values place.
 - c. Create for values for the institution.
- 5. Reaching back into the high schools – we are doing this through CTE (Kiran Kamath)
 - a. Faculty in CTE are involved with all 6 high schools
 - b. Tawny and Catherine have developed a grid for PTEC (look up)
- 6. MESA (Jeanne Bonner)
 - a. Started to work at Antioch High School
 - b. Build a grid for students
- 7. Parents – we need more people out there, in the high schools (Jorge Cea)
 - a. "There's no day that I go out to high schools that I don't realize we don't have enough people."
- 8. What are the next steps? (Tue Rust)
 - a. Response: should be announced within the next 2 weeks
 - b. Probably due in 30 days (4-6 weeks)
- 9. How much of the funding can we use to work with high schools?
- 10. Parents at the high schools want to know where LMC is. The private vocational schools have a strong presence. We don't. (Mary Oleson)
- 11. Merge legacy and major movements to support student success. Students have an ethnicity, gender, real being.
- 12. Regardless of whether we receive the grant or not, the proposal and planning lay out the framework or blueprint for how we move forward.