

SGC Study of the Big O February 2012 DRAFT Update

In October 2011, the Shared Governance Council (SGC) agreed that their focus for 2011-2012 academic year would be to study ways to improve Outcomes at LMC.

The Purpose of SGC's Study of the Big O is to:

- Improve rates of certificate and degree completion, transfers and job placement,
- Identify and to support strategies that work to improve rates of certificate, degree and transfer completion and job placement,

The Purpose of SGC's Fall 2011 Retreat was to:

- Review and to understand LMC's data regarding the Big O,
- Begin a study of current strategies being implemented at LMC which address the Big O,
- Increase knowledge which is relevant for the development of LMC's strategic plan.

Representatives from each of the following programs and initiatives participated in the retreat by providing written information to the SGC about their program's work toward successful outcomes, and they participated in a panel discussion:

Existing Learning Communities and Cohorts, including:

- ACE
- AVID
- Career Advancement Academy (CAA)
- First Five
- Honors
- MESA
- PTEC
- Puente
- Umoja

New Initiatives, including:

- EXITO (HSI Transfer Grant)
- Transfer Velocidad (HSI STEM Grant)
- CTE Student Success Initiative (funded by the Y&H Soda Foundation)

Members of the Planning Committee were also invited to attend the retreat. In preparation of the retreat, participants were assigned the reading of one of two reports in preparation of the retreat: **The Transfer Velocity Project** (2009), conducted by the Research and Planning Group of the California Community College State Chancellor's Office or **The Road Less Traveled** (2011) from the Institute for Higher Education Leadership and Policy. Participants were also encouraged to read the California Community College Board of Governors Task Force Report - **Refocusing California Community Colleges Toward Student Success: Draft Recommendations 10/11**.

THEMES AND RELATED STRATEGIES WHICH EMERGED FROM THE RETREAT:

A list of themes and strategies was developed by three members of the SGC after review of the documents and notes from the November 2011 retreat. Through a prioritization process, SGC members will make recommendations to the President for themes and related strategies which could be addressed campus-wide. These recommendations will be forwarded to the Planning Committee for considered in the 2012-13 LMC Strategic Plan.

Potential Next Steps as discussed by SGC:

- Work with the Planning Committee on development of the 2012-2014 Strategic Plan,
- Assess improvements of Big O on an on-going basis.

THEMES/STRATEGIES IDENTIFIED AT THE FALL 2011 SGC RETREAT

(Each of these themes relate to one or more of the LMC Goals of our Educational Master Plan)

Building community, meeting students where they are, passion/heart and story-telling were recurring themes, but these can't really be taught, legislated, enforced etc. These are simply natural characteristics of the programs and their practitioners- so we did not include them on the list.

- 1. Create a Sustainable Culture of Completion at LMC**
 - Clearly define the college priorities
 - Clearly define quantifiable outcomes of "success"
- 2. Develop and Sustain Strategic High School Relationships Regarding Effective Track to College Readiness**
 - Provide:
 - High School recruitment activities
 - High School Orientations
 - Professional Development for Middle School and High School faculty and staff
- 3. Provide On-Going Opportunities for Student and Staff Engagement (building relationships with and between faculty, staff and students) to Increase Student Success**
 - Meet students where they are – literally and figuratively
 - Build community - Create meaningful and lasting relationships:
 - In the classroom
 - In student cohort communities
 - In teaching communities
 - Through mentorships for students and for staff
 - Provide college and program orientations
 - Promote social and academic integration, campus involvement and interactive learning
- 4. Provide Effective and Integrated Delivery of Support Services**
 - Increase counseling and academic guidance
 - Embedding Student Services into the classroom
 - Bring local community based organizations to campus
 - Clearly articulate academic plans and pathways (roadmaps) toward completion with faculty advising, counseling and mentoring
- 5. Focus on Importance of Basic Skills**
 - Contextualize English and math classes
 - Encourage enrollment in math and English in first semester
- 6. Conduct Continuous Data Tracking and Research**
 - Increase institutional research capacity and ability to understand LMC data
 - Have meaningful discussions regarding data to increase student success
 - Create common outcomes, common assessments, and reporting/communication strategies
- 7. Avoid Duplication and Break Down Silos through Collaboration to Ensure the Most Effective Use of Resources and to Provide a Seamless System for Students.**

- Provide venue for LC to work together to learn from each other, coordinate activities, and create more scalable and sustainable programs to build a stronger, more unified completion pipeline.
- Provide opportunities for:
 - Campus Partnerships (registration, relationships with Office of Student Life, Tutoring, Financial Aid, sharing of support staff, etc.),
 - Teaching Partnerships (development of partnerships with General Education and other faculty for linkages to cohorts and curriculum development)
 - Community Partnerships (speakers, field trips to transfer universities)

8. Align Course Scheduling to Meet Students' Needs

9. Strengthen and Sustain Professional Development to Support a Culture of Completion

SGC RETREAT (11-30-11)

Fact Sheet

(for the Learning Communities)

1. How and why did your program begin at LMC? When? What is your target population?
2. How was your program funded when it began? How is it funded now?
3. What is the goal(s) of your program? Do you have a mechanism to measure if this goal has been met? If so, describe. Completed?
4. How many students are you serving this semester? Is this a typical semester? Please explain.
5. How do you define successful completion of your program? How many students have successfully completed your program?

Panel Questions

(for the Learning Communities)

1. What do you identify as the major strengths of your program? What are the barriers?
2. If you could ask for one thing to support your program what would that be?
3. If you could ask for one thing to support LMC students, to be implemented by the college as a whole, what would that be?
4. Do you work closely with other programs on campus, if so, which and how? Are there new or additional linkages that can be formed that you feel will lead to increased student success?
5. What data does your program currently collect and what additional data does your program need?

Panel Questions

(for the Grants)

1. How and why did your initiative begin at LMC? When?
2. How was your initiative funded when it began?
3. What is the goal(s) of your initiative? Do you have a mechanism to measure if this goal has been met? If so, describe.
4. How many students will you serve each semester? Please explain.
5. Do you/will you work closely with other programs/initiatives on campus, if so, which and how?
6. What data does/will your program collect and what additional data does your program/initiative need?

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SGC Themes and Related Strategies

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Response Summary

Total Started Survey: 8
Total Completed Survey: 8 (100%)

PAGE: 1

1. The Themes and Related Strategies below emerged from the November 30, 2011 SGC Retreat: A Study of the Big "O". After reviewing these Themes and Related Strategies, please select the THREE (3) Themes that you would like the LMC community to focus on during the next two years. In making your selection, consider...impact, scalability, sustainability, and measurability.

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	Response Percent	Response Count
Create a sustainable Culture of Completion at LMC.	75.0%	6
Develop and Sustain Strategic High School Relationships Regarding Effective Track to College Readiness	25.0%	2
Provide On-going Opportunities for Student and Staff Engagement (building relationships with and between faculty, staff and students) to increase Student Success	50.0%	4
Provide Effective and Integrated Delivery of Support Services	25.0%	2
Focus on Importance of Basic Skills .	37.5%	3
Conduct Continuous Data Tracking and Research Regarding the Big "O".	25.0%	2
Avoid Duplication and Break Down Silos through Collaboration to Ensure the Most Effective Use of Resources and to Provide a Seamless System for Students.	25.0%	2
Align Course Scheduling to Meet Students' Needs	12.5%	1
Strengthen and Sustain Professional Development to Support a Culture of Completion	25.0%	2
	answered question	8
	skipped question	0

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