

Thread 1: Aligning Goals for Our Success

What do we think we need to do to improve on this thread to be more of a student-ready college?

1. Distribute strategic goals
2. Awareness of other department goals
 - a. System to sort goals
 - Program reviews would identify alignment with strategic goals
3. Influence matrix
 - Perhaps through follow-up retreat – things you need help with
4. Prompt faculty/chairs for all strategic goals
5. Focus MAC abouts on collaborative needs

What groups internally and externally do I need to work with to accomplish this goal?

1. Influence matrix
 - CPT
2. Invite external critique
3. Work with high schools/feeder schools and other colleges (e.g. CSUN)

What do we want to see happen next year with regards to this thread?

1. Distribute strategic goals
2. Awareness of other department goals
3. Influence matrix
4. Prompt faculty/chairs for all strategic goals
5. Focus MAC abouts on collaborative needs

Thread 2: Data Driven Decision-Making

What do we think we need to do to improve on this thread to be more of a student-ready college?

1. Questions on list serve
2. Profile of students
 - a. CCC, VAL, OLC
3. Online suggestion box
 - a. What are we ready for?
 - b. Enrollment Patterns
 - i. Including Commuting
4. Influence Matrix
5. What departments are working on grants
 - a. Expended green sheet online
6. Online bulletin board
 - a. Chat room
 - b. Classified

What do we want to see happen next year with regards to this thread?

1. Questions on list serve
2. Profile of students
3. Online suggestion box
4. Influence Matrix
5. What departments are working on grants
6. Online bulletin board

What groups internally and externally do I need to work with to accomplish this goal?

1. Influence matrix
2. Peers at similar institutions
3. Invite external input
4. Survey to community through “breaking news”
5. Need someone to bring back profile/needs of incoming students
6. Facilities – satisfaction/needs survey
7. Staffing study - comparison with other colleges

Thread 3: COLLEGE SUCCESS SKILLS

1. External Partnership with the Hart District

2. Internal Faculty Development

- a. Contextual Learning
- b. Teaching Methods
 - Orientation
 - FIG's
 - Mentoring

3. Evaluate Research

- a. Use to Make Decisions

4. Plan to Address Goals

- a. College Success Skills Program
 - Integrated vs. Isolated Approach
 - Leadership
 - Make it a Priority
 - Money for Pilot & Curriculum Development

5. Collaboration Between Instruction and Student Services

6. Change the Culture – Communication with Faculty Divisions

- a. Faculty Expectation
- b. Faculty – Student Responsibility

7. New Programs - Coordinated Effort

- a. Encourage Innovative Teaching Methods
- b. Learning Communities
- c. Bridge Non-Credit & Credit
- d. Instruction & Student Services

Thread 4: Services for Special Populations -- PROMOTING A STUDENT-READY COLLEGE

<u>SPECIAL POPULATIONS IDENTIFIED</u>	<u>SERVICE LEVELS</u>
RE-ENTRY PROGRAM	Some
INTERNATIONAL STUDENTS	Full
MESA	Full
EOPS/CARE/CalWORKS	Full
DSP&S	Full
ATHLETICS	Some
VETERANS	Full
BASIC SKILLS	Some
ESL	Some
NON-CREDIT STUDENTS	Some
CONCURRENT HIGH SCHOOL STUDENTS	Full
DISTANCE EDUCATION LEARNERS	Some
OLDER ADULTS	Some

How Can we Improve Current Service Levels?

- Provide Academic Advisement
- Provide connections to our campus community
- Provide a dedicated & empathic contact person for each population
- Create Network Opportunities for each population
- Provide a Peer Advisement Component
- Provide dedicated counseling services
- Provide a dedicated gather space
- Create an in-person orientation tailored to the population
- Provide career advisement
- Extend Services to Other Locations; possibly off campus
- Provide in-reach and outreach services

What Groups Should Work Together?

- All Student Services

- Counseling
- Research
- Appropriate Emerging Populations in other communities or countries
- Outside Community groups (i.e. Re-entry: Single Parent groups, Domestic Violence groups, Civic organizations, Churches, etc.)
- Interested Faculty Members serving as advisors
- Cougar Mentors
- Outreach
- Community Education and Non-credit

What can we complete in the next year?

- Visit other Schools or Agencies to determine “Best Practices.”
- In-person orientation & website
- Visit 8-10 countries (over half for the 1st time)
- Outreach & In-reach activities
- Increase access to student development activities
- Complete an analysis of current service offerings and make recommendations for improvement



List and Discuss some alternative scheduling ideas:

- Short-term intensives (STIs)
- Accelerated online and hybrid formats
- Cohort-styled curriculum tracks (accelerated)
- Perpetual-start core classes (offer popular gen-ed courses on a cyclical, fast basis)
- Less emphasis on “academic term” and more emphasis on “start now”
- Alternative hours (evenings and/or weekends, or short-term like summer/winter)

What are their respective strengths and weaknesses?

- Increase access (+)
- Appeal of short-term intensives (+)
- Summer Bridge / Recurrent basic classes enhance basic skills and opportunities (+)
- Generational interest in self-driven, flexible education (+)
- Accelerated A.A. is a curriculum option (+)
- Planned, cyclical curriculum enables future planning (+)
- Intensive format is not suitable for all learners (-)
- Short-term courses are not suitable for all subjects (-)
- Potential modifications to some registration functions (-)

List challenges and what we need to do to improve on this thread to be more of a student-ready college?

CHALLENGES	IMPROVEMENTS
Faculty buy-in to time blocks	Recruit faculty w/ specific interest in special populations and these short-term time blocks.
Marketing / Getting the word out	Community outreach, staff training, budget
Sustained Resources	Institutional commitment, staff/time/money for a sustained period (so as to propel program)
Possible dilution of student enrollment	Coordination w/ overall scheduling process and departmental stakeholders

What do we want to see happen next year with this thread?

- Pilot offerings of short-term intensive classes (2009)
 - Online Services
- Add orientation and/or online tutorial for these sections

What groups should be involved?

- Interdepartmental interaction & Executive leadership
- Instruction: Deans, Dept. Chairs, Academic Affairs, Distance Learning
- A&R, Counseling, and other Student Services offices

- Bookstore
- Computer, Tech, 24/7 support for faculty and students

BACKGROUND RESEARCH FACTS FOR “ALTERNATIVE SCHEDULING”:

The University of Phoenix is the top private transfer destination for COC students, from 1990-2002 NSLC data. 79,565 students attended during this period, of which 12,529 (16 percent) transferred to (or from) four-year institutions, and 11,974 (15 percent) transferred to (or from) a community college. The number of transfer students for either a community college or a four-year institution was 22,514, or 28 percent of all students.

As a percentage, University of Phoenix, UCLA X, and National University (all with many alternative schedule class formats) accounted for **8%** of COC students who transferred.

Name of University	Number of Transfers
CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	4593
<u>UNIVERSITY OF PHOENIX -</u>	<u>840</u>
UNIVERSITY OF CALIFORNIA- LOS ANGELES	742
<u>UNIVERSITY OF CALIFORNIA- EXTENSION</u>	<u>703</u>
SAN DIEGO STATE UNIVERSITY	404
UNIVERSITY OF SOUTHERN CALIFORNIA	398
UNIVERSITY OF CALIFORNIA- SANTA BARBARA	366
MASTER'S COLLEGE	338
<u>NATIONAL UNIVERSITY</u>	<u>336</u>
CALIFORNIA STATE UNIVERSITY - LONG BEACH	330
CAL POLYTECHNIC STATE	217

Name of University	Number of Transfers
UNIVERSITY OF CALIFORNIA-SAN DIEGO	208
UNIVERSITY OF CALIFORNIA-IRVINE	160
PEPPERDINE UNIVERSITY	159

According to Daylene Meuschke, The Chancellor's Office did a presentation last year in which Patrick Perry reported that the University of Phoenix had the highest volume of in-state private transfers in 2004-05 (7,986 California Community College transfers) and the number of CC transfers to UOP increased from 2,290 in 1996/97 to 7,986 in 2004-05. It's also important to note that National University had the second highest transfer volume in 2004-05 (1,122 California Community College transfers).

Also, COC's Annual Student Survey reports highlight an increased preference of our students for alternative schedule courses: Comparing the College's Annual Student Survey in Spring 2006 with the Spring 2007 survey, there has been an increase in the percentage of respondents indicating a preference for accelerated formats:

- The Spring 2007 student survey showed that **16 percent** of respondents indicated preference for an **accelerated format** (complete a course in eight weeks), **an increase of 5 percent** from Spring 2006.
- 11 percent** indicated preference for an **accelerated format** (complete a course in four weeks) in Spring 2007, **an increase of 6 percent** from Spring 2006.
- 7 percent** indicated a preference for a **weekend format** (attending Friday night, Saturday, and Sunday only), **an increase of 5 percent** since Spring 2006.[¶]

(Research data provided by Daylene Meuschke—many thanks! ; Please see reports #181

Thread 5: Diversity Initiatives

Thread 6: Relevant Programming for Today and Tomorrow

Thread 7: Best Practices in Higher Education

- A. How do we improve on our thread to be a more student-ready college?
 - B. What groups do we work with?
 - C. What should we be doing next year?
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- 1) Define what we mean by “student-ready”.
- 2) Define “best” practice.

Dynamic/Changing
Student/Community
Continual Improvement and Innovation

- 3) Identify what are our best practices that:
 - Can be adapted in other departments
 - Create ongoing document that anyone can add to, to document/share best practices (online).
 - Annual celebration of best practices across the institution.
 - Create a frame work/guidelines for “best practice” as part of the “call for best practices.”
 - Reaching out to other external groups for feedback on our practices and examples from their own institution (e.g. Hart? Other state-wide groups).

Thread 8: Institutional Advancement



ELEVATOR “PITCH” – CASE STATEMENT EXERCISE

Target Audience and Topic

ELEVATOR PITCH SPECIFICS:	YOUR ANSWERS:
Specify our target audience: <i>(Examples: customers, employees, suppliers, partners, investors, personal networking contacts, business networking contacts, family, and friends)</i>	
Specify topic: <i>(Examples: product/service, company, personal, new job)</i>	

Message Component Development

QUESTIONS:	YOUR ANSWERS:
Who do we do it for? <i>(For example, start with “For small and midsized healthcare providers”)</i>	
Why do our customers/clients care? Or, what is its value for them? <i>(For example, include “so that they can,” “who can no longer afford,” or “who are tired of”)</i>	
What does the COC do? <i>(For example, start with “We provide...”)</i>	
Why is the COC different and unique? <i>(For example, include “as opposed to” or “unlike”)</i>	
What is the COC? <i>(For example, start with “We are an insurance”)</i>	

OPTIONAL QUESTIONS:	YOUR ANSWERS:
What is the environment in which the COC operates? <i>(For example, start with “Our industry is challenged to implement Sarbanes-Oxley compliance”)</i>	
What single thing does the COC do better	

than any other Community College?
(Example: "We are the best in the industry at
mitigating risk in this critical area.")

Put it all together

YOUR RESULTS:

Assemble the combined results here:

You're ready to test and tweak!

Murray Wood