MEETING OF THE WLAC AtD TEAM

DALLAS, TEXAS

3-1-12

WLAC AtD Priorities

1. Increasing the number of West students who successfully complete the math sequence from Math 112 through Math 125 within four years.
2. Increasing the number of West students who successfully complete the English sequence from English 21 through English 101 within three years.
3. Increasing the number of West students obtaining a degree and obtaining a certificate.
4. Equity

Discussion of points from conference meetings with applications to the four West LAC AtD Priorities:

1. Redesign math placement test and distinguish STEM and Liberal Arts students from other students during the process.

2. Develop multiple math pathways.

3. Provide multiple bridges and orientations for better student placement, supportive services and outcomes.

4. Compress or collapse math courses to accelerate completion rather than expanding and extending the completion timeline for students.
   a. Cost factors are unknown
   b. Faster completion
   c. Target students testing into the upper 1/3 or top 10%.

5. One college reported the longer the time to complete; the more non-completers there were because there are multiple exit points.

6. Examine Math 115 and 125 as out of date with much too overlapping. (Cuesta College)

7. Include more contextualized math in CTE classes.

8. Create a district-wide conversation about math requirements.

9. Women in math and math history courses could be developed to create another method of assisting students to overcome math anxiety.
10. Modularize math bridges for high school seniors who may have completed math requirements over a year before graduation.

11. Give students information on the time and costs based on where they assess to motivate them to complete.

12. Provide intense faculty follow-up after quizzes for students.

13. Focus on math modules: fractions, and other skill sets.

14. Re-conceptualize how we deliver math content for improved outcomes.

15. Consider where we should begin, scale or pilot.

16. Discussions about student centered or discipline centered courses need to take place.

17. Access for student exploration and learning to foster self discovery in mathematics.

18. Fostering self-discovery in mathematics.

19. Addressing challenges for students early.

20. Consider the "flipped classroom" with the homework being the content covered during the class period and the readings being done outside of class. More active learning.

21. Link assessment to adult ed, non-credit, and work experiences.

22. Examine repetition and overlap.

23. Completion rates without degrees.

24. Mobility between community colleges that innovate. How do students carry their work forward for completion?

25. ARCC data and student tracking.

26. Need for more professional development.

27. Orientations should be focused and directed toward specific groups. This can be accomplished at the discipline and program levels by faculty.

28. Pathways, book camps should be considered.

29. Examine the labor/market demands.

30. Consider the role of the GPA in persistence, with the high GPA not being a factor.

31. Equity
32. Reverse Transfer and financial aid considerations.

33. Provide students with exit or completion orientations with next steps to applying to graduate.

34. How do you transform the college to student centered?

35. Where is the inquiry to identify the student's cultural orientation? How can the college become more sensitive to the qualities a student brings to the campus?

36. What do we do before the student enters the classroom? What is “first contact” like for our students?

37. What have we planned for the late arrival student? Trade Tech has a boot camp for student success that is non-credit.

38. Are we scheduling around the Pell Financial Aid Clock?

39. Financial Fitness skills/literacy should be tied to the issuance of financial aid checks. What information are we providing online?

40. What are our mental constructs about customer service?

41. How are we racial stereotyping?

42. We need to have cultural conversations. WE need to keep learning about each other.

43. EQUITY

**Actions and Next Steps**

1. Hold focus groups with faculty and staff around culture.

2. Use inquiry, curriculum and students relations to guide the process.

3. Deliverables and outcomes need to be addressed that are student based.

4. The equity plan on the website needs to be reconsidered.

5. Work on building relationships college-wide.

6. Consider our communication through overlapping circles.

7. Prioritize inquiry groups to improve cultural sensitivity.

8. Internal incentives for faculty and students.

10. Helping faculty to uncover their internal incentives, potential and values.

11. Redefining the job to be about the student.

12. How do we make this happen?

13. Create culture circles: stop, breathe, think.

14. Building a culture of student support, engagement and pride.

15. Sharing student success.

16. Identify a major event that establishes a coming together point in our history.

17. Use AtD to position student focus and encourage disciplines to create the plan for student success with outcomes and goals.

18. Make change personal and ask others to join us in the process.

19. Plan to have conversations and invite others to participate.