

DSP Public Forum feedback

The Division of Educational Programs and Institutional Effectiveness hosted three public forums through July and August. The forums focused on three groups, educational partners, business and industry partners, and civic partners. The results were positive and included significant feedback on the draft strategic plan. The information below represents a summary of the concepts heard from the partners.

Goal 1

- Goal 1 reads as not being CTE when it states “expanded access to ‘academic’ programs that meet ‘community’ and student needs.”
- There is a need to focus the goals on the development of a “learning disposition.”
 - There is a need to build a love of learning and focus on the social and emotional elements of college attendance and attainment.
 - There is a need to refine the definition of “lifelong learning” so that it entails this dispositional learning and is re-embraced.
 - There is an interest in linking the DSP to the measurements for dispositional learning established by LAUSD.
 - The idea that completing doesn’t mean the end of attending higher education needs to be more forefront.
- The concept of enrollment management was approached
 - Concerns that there would not be enough classes and students would be turned away. This was especially a concern if the marketing campaigns worked and if goal 1 is achieved.
- All groups spoke to the need to develop a cohesive message for the district and to ensure that this message is utilized in branding and marketing.
 - The business leaders indicated that there is a need for both individual and district marketing efforts and relayed the conceptual framework of Proctor and Gamble, which markets individual products and not just the organization as a whole.
 - Multiple groups spoke to the positive advertising campaigns of privates and for profits and the need to do as well as they do.
 - There is a need for the same core messaging and the highlighting of individual college strengths.
- One respondent questioned whether adult education should be called out in each area rather than be stand alone.
- There was conversation about whether the last objective provided all venues that adult students would pursue.

Goal 2

- Goal 2 needs to include business partners in the language.
- Goal 2 should include the idea of integration with service providers (i.e. DCSF).
- Goal 2 needs to reflect on the recent initiatives related to homelessness and hunger and specifically call out the need of strategies.
- Goal 2 needs to include hiring for diversity as a component of a successful academic learning environment.
- Goal 2 needs to define premier more thoroughly.
- Goal 2 needs to add career to educational goals.
- There is a need to focus on the speed of curriculum revision and the process for connecting the changes with business and industry needs.

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- Goal 2 needs to have objectives that focus more on the classroom environment and not just the student services provided.
 - There needs to be a greater focus on the faculty student relationship in explicit terms.
 - There is a need to include issues of assessment literacy in faculty and focus on grading practices (note this is not meant to be synonymous with SLOs).
- Goal 2 needs to include the sense of belonging and help seeking.
- There was a discussion on the need for enhanced advising.
 - Use technology for developing smart planners, like the CSU.
 - There is a need to integrate career elements more thoroughly into counseling.
- There was a focus on the need for enhanced job placement through the alignment of curriculum and job skills.
 - There is a need for a program level approach to job placement, since the faculty need to be most connected with the employers.
 - There is a need to teach job search skills.
 - The concept that the dream job is 5-10 jobs away needs to be developed with students so that they learn to leverage each job to reach the next.
 - Individual advisories at the program level are not effective and there needs to be a large wholesale advisory that can draw bigger companies and employers to the table. Advisory engagement needs to be more intentional.
 - There needs to be an increase in coop ed and the use of competency based credit for those in the workforce.
 - Need to increase the value of work-based learning, with a focus on paid internships.
 - Need to have a better process for developing single contact points and relaying ways employers can help.
 - There is a need to recognize the shift in the economy to a “gig economy” and teach self-employment skills.
 - The colleges should use student work to build skill profiles of students.
- The groups spoke to the need for curriculum revision and enhanced speed of these revisions.
 - Specific programs needed were mentioned:
 - Data science
 - Infomatics
 - Social media directors
 - Spanish language journalism and communications
- Objective 4 is clunky language.
- Objective 5 use of the word modern is difficult to understand

Goal 3

- There is a need to better integration between the district plan and other regional plans.
 - The WIOA indicators and targets should be used as the District’s targets.
 - WIOA goals should be used as the District goals.
 - There should be a greater emphasis on co-locations of public entities on campuses.
- All three groups discussed the need for reform in remediation, with a particular focus on math.
 - The groups asked why there was not a specific objective in goal 3 for improvement in the completion of basic skills, given the success data indicating this be an area of challenge.

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- The business leaders indicated a need to partner with businesses and industries to determine what math skills are truly needed for careers and to develop curriculum indicative of these needs. This included a robust dialog on skills in analysis, whether in the field of math or not. The concepts also discussed need for a discussion on creative thought and not just rigid math concepts.
- There is a need for collaboration as a strategy for placement.
- Equity should consider 1159 and the opportunity for undocumented students to receive licenses.
- There is a need to consider the opportunities for international career opportunities.
- The placement tracking should be aligned with the field of study.
- The goal should include apprenticeships. There should be an explicit goal for the use of multiple measures.
- There is a need for more wrap around services that use more case management (MSW not just academic counseling).
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Goal 4:

- Professional development should look at what is being done at Miami Dade.
- Need to change the model from one of accountability to commitment.
- There needs to be a focus on the funding for maintaining the new buildings and technology.
- There needs to be a process for leveraging partnerships districtwide – perhaps a single point of contact that the district level.

Goal 5

- Recommend embedding community partnerships in other goals instead of being stand alone.
- Need to include an integration of workforce systems in the partnerships.
- People do not high light their community college experience. There is need to build pride.
- Add business to community partnerships in Objective 2.

General recommendations

- The success strategy should include public-private partnerships and the use of businesses to recruit.
- The goals should include the Chancellor's push toward guided pathways.
- The system needs to improve in communication.
- There needs to be a goal for recruiting nontraditional gender roles in some fields (women in engineering, men in nursing).
- The Bond efforts for internships need to expand.
- Need more partnerships such as the Archdiocese Youth Center at LASC.
- Need more focus on foster youth in the data.
- There is a need to develop regional taskforces on these issues to continue to use partners in accomplishing the goals.
- There is a need for prioritization of the goals and objectives.