Fostering a Culture of Innovation

8:00-9:00  Gathering/Check-in/Breakfast
9:00-9:15  Welcome, President of the Board of Trustees Sylvia Scott-Hayes, Vice Chancellor Gary Colombo, and DAS President David Beaulieu
9:15-9:45  Chancellor Mark Drummond
9:45-10:30 Professor Jeannie Oakes, UCLA, "Multiple Pathways"
10:30-10:45 Break
10:45-12:00 First Breakout Session
  "Multiple Pathways, Contd."  Jeannie Oakes  Fleet Room (2nd floor)
  "Changing Classrooms for Changing Students"  Diego Navarro  Waterfront Room
  "Redesigning Colleges for the 21st Century"  Laura Hope, Sherrie Guerrero, Jack Daniels III, Liege Henderson  Marina Room
  "The Emerging Electronic Classroom"  Linda Delzeit, Brad Vaden, Gonzalo Mendoza  Edgewater Room
  "Planning and Curriculum Innovation: Program Review and the Ed Plan"  Kathleen Bimber, Karen Daar  Surf Room (2nd floor)
12:00-1:00 Lunch
1:00-2:15  Second Breakout Session
  "Keeping Pace with the Marketplace"  Denise Fairchild, Laura Ramirez,  Fleet Room
    "Changing Classrooms for Changing Students"  (as above)
    "Redesigning Colleges for the 21st Century"  (as above)
    "The Emerging Electronic Classroom"  (as above)
    "Planning and Curriculum Innovation: Viability Review"  (as above)
2:15-2:45  Concluding Discussion  Waterfront Room
**Breakout Information**  
*(see back side)*

**Multiple Pathways, Contd.**

Presenter: Jeannine Oakes, UCLA  
Facilitator: Gary Colombo, District Office  
Morning Session Only, *Fleet Room* (2nd floor)

Professor Oakes will explore further her work on “Multiple Pathways,” a new program in the LAUSD that collapses the distinction between vocation and college prep courses, in order to boost student success. This is a dramatic rethinking of education with great relevance to LACCD.

**Changing Classrooms for Changing Students**

Presenter: Diego Navarro, Cabrillo College  
Facilitators: David Beaulieu, District Office, and Deborah Harrington, Valley College (alternating)  
Both Sessions, *Waterfront Room* (main room)

Professor Navarro from Cabrillo College will introduce participants to his *Digital Bridge Academy* model of basic skills instruction, a bold and successful effort to re-imagine developmental education.

**Redesigning Colleges for the 21st Century**

Presenters: Laura Hope and Sherrie Guerrero, Chaffey College, and Jack Daniels III and Liege Henderson (alternating), Southwest College  
Facilitators: David Beaulieu, District Office, and Deborah Harrington, Valley College (alternating)  
Both Sessions, *Marina Room*

As we seek to integrate student support across all college units and move away from programmatic or “boutique” approaches to student success, colleges are experimenting with new administrative structures that break down the barriers between academic and support service units. This session explores Chaffey College’s efforts in this area, and will include a presentation about Southwest’s recent organizational changes.

**The Emerging Electronic Classroom**

Presenters: Linda Delzeit and Brad Vaden, Trade Tech College, and Gonzalo Mendoza, East L.A. College  
Both Sessions, *Edgewater Room*

New internet-based technologies promise to revolutionize “chalk-and-talk” college classrooms in coming years. Participants in this session will review some of the most promising trends in instructional technology and raise questions about the future of traditional classroom instruction. New technologies at Trade and East will be featured.
Planning & Curriculum Innovation: Program Review and Ed Plan

Presenters: Kathleen Bimber, City College, and Karen Daar, East L.A. College
Morning Session Only, Surf Room (2nd floor)

What are the mechanisms and incentives that drive programmatic change in our colleges? What role do planning processes like program review and educational master planning play in leading curricular change? This session looks at what colleges are doing to make curricular planning work, as well as at obstacles to reform in the district. It will offer a chance to brainstorm about what we can do to improve these critical academic planning processes.

Keeping Pace with the Marketplace

Presenters: Denise Fairchild, Trade Tech College, and Laura Ramirez, East L.A. College
Facilitator: Diane McBride, District Office
Afternoon Session Only, Fleet Room (2nd floor)

The workforce needs of the LA are changing rapidly in response to the impact of emerging technologies and a globalizing economy. This session will explore how LATTCC has responded to new workforce needs through the creation of REDI—the Regional Economic Development Initiative. East’s Career Advancement Academy, in partnership with City, Valley, and the SEIU, will also be featured. The session will include a discussion about how to bring innovation to workforce education programs throughout the district.

Planning & Curriculum Innovation: Viability Review

Presenters: Kathleen Bimber, City College, and Karen Daar, East L.A. College
Afternoon Session Only, Surf Room (2nd floor)

This session will address all of the same questions as the breakout on program review and the ed plan (see above), but will focus on viability review.
Planning & Curriculum Innovation: Program Review and Ed Plan

Presenters: Kathleen Bimber, City College, and Karen Daar, East L.A. College
Morning Session Only, Surf Room (2nd floor)

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Summit 2011
Taking Student Success
to the Next Level

September 23, 2011
Monarch Hall, Valley College

Schedule

8:00-8:50   Continental Breakfast, Registration
8:50-9:00   Welcome and Opening Comments

David Beaulieu, President, District Academic Senate
Daniel LaVista, Chancellor, LACCD

9:00-10:00  Keynote Session: Achieving the Dream at North Essex

Bill Heineman, Vice President, North Essex Community College
Rick Lizotte, Professor, North Essex Community College

10:10-11:10 First Breakout Period
11:20-12:20 Strategic Planning for 2012-2017: An Interactive Exercise

Susanne Meadley, CEO, Mind Spa Group

12:20-1:20  Lunch
1:20-2:20   Second Breakout Period
2:30-3:15   Closing Session: Next Steps
Keynote Presentation

As you know, Achieving the Dream is a national effort among community colleges committed to improving student success, especially among low-income students and students of color. Northern Essex Community College is a mid-sized college in northeast Massachusetts. It is the only recognized Title V (Hispanic Serving Institution) in New England, with a large population of first generation, low-income, and minority students. It began its AtD journey as a “Round Four” college in 2007 and is now entering its fifth and final year of grant implementation. The college has achieved some significant changes in student success, institutional policies, leadership, and faculty and staff engagement.

In this presentation, NECC Vice President Bill Heineman and Professor Rick Lizotte, who have led the college’s AtD work for the last four years, will share how they got started, what has worked, what has changed, and what lies ahead.

Strategic Planning Interactive Exercise

Susanne Meadley from Mind Spa Group, which has over twenty years experience in strategic planning, will lead us in a SWOT analysis of the district as we prepare to write our strategic plan for 2012-2017. What strengths can we build on and enhance? What weaknesses should we focus on? What opportunities should we explore? What are the key threats we face?

Yasmin Delahoussaye, Vice Chancellor, Educational Programs and Institutional Effectiveness
Susanne Meadley, CEO of Mind Spa Group

Breakouts

A. Achieving the Dream: A Practice and Policy Tool Kit  (CC 204)

Join our keynote presenters as they demonstrate how to use a practice and policy checklist adapted from AtD. They will detail how these tools can ensure broad engagement across the campus community and lead to significant improvements in support of student success.

Bill Heineman, Vice President, NECC
Rick Lizotte, Professor, NECC
Keynote Presentation

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Bill Heineman, Vice President, NECC
Rick Lizotte, Professor, NECC
B. Exit Points: Tools for Planning and Decision Making  (CC 205)

District researchers will focus on some exciting new ways of looking at the data for student success, including identifying exit points and gaps in student achievement. These allow for much more direct faculty use of student data.

*Ryan Cornner, Dean, Institutional Effectiveness, East Los Angeles College*
*Sarah Master, Senior Research Analyst*
*Maury Pearl, Associate Vice Chancellor, Institutional Effectiveness*

C. Changing How We Think and Operate: Southwest’s Lessons from Year One with Achieving the Dream  (CC 206)

It’s not a project—it’s how we do business. A team from Southwest College will discuss their AtD experience from planning to implementation. The session will highlight the successes and challenges at Southwest and touch on the strategies being implemented this year.

*Stephanie Brasley, Dean of Academic Affairs, Southwest*
*Elmer Bugg, Dean of Workforce Development and Corporate Relations, Southwest College*
*Jack Daniels, President, Southwest College*
*Patrick Jefferson, Dean, Student Services, Southwest College*
*Michele Sutliff, Dean of Academic Affairs, Southwest College*
*Trudy Walton, Executive Vice President, Southwest College*

D. Building Stronger Systems for SLO and Program Review: Lessons from the BRIC Initiative  (CC 208)

Last year Research Group teams worked with a dozen California community colleges to strengthen their ability to gather meaningful evidence and use it to guide their student success efforts. How can we make our information systems like SLO’s and program review more authentic, relevant, and sustainable? What do other colleges have to teach us? This session, featuring two members of the RP advising teams, will share what they learned.

*Julianna Barnes, Vice President, Cuyamaca College*
*Greg Stoup, Director of Planning, Research, and Student Success, Canada College*

E. Student Success Initiative High Impact Practices  (CC 210)

Since the launching of our Student Success Initiative several years ago, a number of new programs have been developed across the district. This breakout will highlight four of the most innovative: Pierce College’s ASAP and Statway math success programs; LATTC’s TBA Introduction to College Success Orientation Program; and LACCD’s
Faculty Teaching and Learning Academy. Key elements of each program will be reviewed, including features that make them both scalable and sustainable.

Jah'shams Abdul-Mu'min, Professor, Trade Tech
Maryanne Galindo, Professor, Trade Tech
Crystal Kiekel, Associate Dean of Student Services and Basic Skills, Pierce College
Bob Martinez, Professor, Pierce College
Allison Tom-Miura, Professor, Trade Tech
Bradley Vaden, Professor, Trade Tech
Scott Weigand, Professor, Valley College
Bruce Yoshiwara, Professor, Pierce College
Kathy Yoshiwara, Professor, Pierce College

F. The Future of Textbooks: Open Educational Resources (CC 212)

The 20 Million Minds Foundation is dedicated to significantly reducing textbook costs by leveraging leading edge technologies to create affordable, engaging materials for California community college students. Join Foundation Director Dean Florez and his associate Phil Kim as they discuss digital innovation in higher education.

Dean Florez, Director, 20 Million Minds Foundation; retd. State Senator
Phil Kim, Assistant Director, 20 Million Minds Foundation

G. Grant Opportunities (morning session only) (CC 104)

College presidents and AtD team leaders are invited to a special session with Felice Densa from the Los Angeles Community College District Foundation. The foundation intends to hire grant writers to draft implementation grants for all nine colleges for Years Two and Three of the Achieving the Dream Initiative. Colleges should bring a copy of their AtD work plans to this session.

Dr. Yasmin Delahoussaye, Vice Chancellor, Educational Programs and Institutional Effectiveness
Felice Densa, Scholarship Project Manager, Burke Rix Communications

Remember to check out our Student Success Initiative site for full information on all these breakouts:

http://laccdssi.org/2011/09/16/summit-2011/
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AGENDA
Friday, September 20, 2013
8:15 AM to 3:15 PM
Los Angeles Valley College, MONARCH HALL

8:15       Gathering/Check-in/Continental Breakfast
9:00       Welcome and Introductions
9:10       Board Members and Interim Chancellor
9:30       Keynote Speaker: Dr. Nathan Tharp – “Accreditation in California Community Colleges: Influential Cultural Practices”
11:00      Morning Breakout Sessions
12:15 PM   Lunch Presentation: Bob Pacheco and Marcy Alanraig – “Authentic Assessments”
1:30       Afternoon Breakout Sessions
2:45 – 3:15 Concluding Discussion: John Nixon
SUMMIT 2013
“Changing Campus Culture / Meeting Accreditation Challenges”

District Academic Senate – District Administration Summit

**Keynote Speaker:** Dr. Nathan Tharp (Digital Technology Instructor, Feather River College)

Accreditation in the California Community Colleges: Influential Cultural Practices

Is your college an “X” college or a “Y” college? Too many California Community Colleges struggle with accreditation. Sixty-two (62) out of 112 have been placed on some form of sanction in recent years. Dr. Tharp’s dissertation identified some key differences in cultural practices at two colleges that have never been on sanction and two that have sanctioned five or more times. Differences were found with respect to the division of labor, motivation, and integration. After his presentation, we will break into college teams and discuss his findings.

Facilitators: John Nixon, District Achieving the Dream Coach & Deborah Harrington, District AtD Liaison

**Lunch Presentation:** Bob Pacheco (MiraCosta College) and Marcy Alancraig, (Cabrillo College)

Authentic Assessments

“Authentic” assessment asks students to demonstrate real world tasks that apply essential knowledge, skills and attitudes to settings beyond the classroom. The ACCJC expects authentic assessment to be in place at the course, program and degree levels. But what does authentic assessment look like? Over lunch, we will take a look at great examples of authentic assessment from around the country and examine what colleges are doing to make learning real.
Summit Breakouts

A. Communication Campaigns: Preparing Your Campus for the Visit

This breakout is intended to provide an overview of how the development and implementation of a communication campaign can contribute to accreditation success. Many campuses update practices and procedures while preparing a self-evaluation. Disseminating this information and developing an understanding among all employee groups as well as students is also integral to a successful comprehensive evaluation visit. Specific timelines, tools, and activities will be discussed as well as the role of campus leaders in managing the campaign.

Facilitators: Anna Davies (Vice President of Academic Affairs, Pierce College) and Mia Woods (Associate Professor of Philosophy, Pierce College).

B. Curricular Matters: Meeting Mandates and Putting the Pieces Together

Confused about TMCs, C-IDs, potential impacts of the new Student Information System, CurricUNET, and other looming issues? What about the policy changes we will need to be discussing to assist students as they try to make sense of mandated unit limits, priority enrollment, and other changes in our practices? These two fearless individuals will try to put all the pieces together so that we can all get a clear vision of the post-SB-1440/SB-1456 environment in our district and on our campuses.

Facilitators: Elizabeth Atondo (DAS 2nd Vice President, Curriculum), and Bobbi Kimble, (Dean of Educational Support Services).

C. Getting to Sustainability in SLOs - Part I. AM Session

In this workshop, Marcy Alancraig, winner of the RP Group 2011 POWER SLO Hall of Fame Award, will discuss the ACCJC requirements for sustainability in SLOs and draw on her extensive experience to provide a holistic overview of SLO barriers and identify success strategies that will help lead to sustainability. Bob Pacheco, RP Group Board Member, will discuss how to incorporate outcomes assessment findings into the planning processes at your institution. This session will also include an opportunity to engage in dialogue about institutional, programmatic, and practical SLO issues at your college.

Facilitators: Marcy Alancraig (Professor of English, Cabrillo College) and Bob Pacheco (Dean of Institutional Effectiveness, MiraCosta College)
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Facilitators: Marcy Alancaraig (Professor of English, Cabrillo College) and Bob Pacheco (Dean of Institutional Effectiveness, MiraCosta College)
D. Within a Local Context: Effective Assessment Practices Across the LACCD  Part II. PM Session

Join the faculty SLO Coordinators from across the district as they share high impact assessment practices from a variety of disciplines and programs. This will be a highly interactive session combining detailed demonstrations of the assessment protocols along with guided discussions as to how these practices can be used within a variety of contexts. In addition, Marcy Alancraig and Bob Pacheco will use a case study to facilitate discussions about how to move from reviewing outcomes findings to really trying something new in teaching, and curriculum design, and where time, energy and resources might be allocated to continuously improve learning.

Facilitators: LACCD SLO Coordinators, Marcy Alancraig (Professor of English, Cabrillo College), and Bob Pacheco (Dean of Institutional Effectiveness, MiraCosta College)

E. Student Success: At the Intersection of Matriculation and Instruction

With new funding for the Student Success and Support Program (SB 1456) and the push to create pathways for completion for our students, the time for robust cooperation and communication between matriculation and instruction has never been more propitious. Giving our students a strong start through effective orientation and bridge programs, as well as coordinated assistance in helping students transition to college life requires the efforts of the entire campus community. Interaction with faculty in the classroom, including faculty advising in their chosen disciplines, can model for students the skills, beliefs, and behaviors they will need to successfully complete educational goals. Join a panel of experienced community college professionals to discuss effective strategies for bringing together student services and instructional faculty in support of increased student access, success, and equity.

Facilitators: Crystal Kiekel (Faculty Director of Student Success Center, Pierce), Diana Bonilla (AtD/Student Success Chair, Counseling, LAMC), Joanna Zimring-Towne (Counseling, Pierce), Gary Colombo (AtD FYE Coordinator, LACC), Kalynda Webber (Counseling/ Matriculation, LACC), Phyllis Braxton (VPSS, WLAC), Jessica Cristo (FYE Adelante Coordinator, ELAC)
Fall 2015 DAS – District Summit Program
Towards a More Effective District:
LACCD in the 21st Century

Where: Los Angeles Valley College, Monarch Hall
Date: Friday, September 25, 2015
Time: Registration begins at 8:15 AM
Program from 9:00 AM to 3:00 PM
Program Highlights:
Illuminating and informative breakouts and workgroups
Light continental breakfast, lunch, and afternoon coffee/cookies
Chancellor Francisco C. Rodriguez, with Lunchtime Q&A
Special Guest: Dr. Kathleen Gabriel, CSU-Chico

Program
8:15 AM – Registration and Continental Breakfast
9:00 AM – Welcome/Introduction, DAS Pres. Don Gauthier & LAVC President, Erika Endrijonas
9:05 AM – Trustee Mike Eng, LACCD Board of Trustees
9:15 AM – Special Guest – Dr. Kathleen Gabriel, author of "Teaching Unprepared Students"
10:45 AM – Break
11:00 AM – Breakouts – Morning Session
12:15 PM – A Conversation with Chancellor Francisco C. Rodriguez with Q&A
1:15 PM – Breakouts – Afternoon Session
2:30 PM – Wrap-up Discussion and Next Steps – Coffee & cookies
3:00 PM - Adjourn

WiFi Information Username: Password:
KATHLEEN F. GABRIEL is an associate professor in the School of Education at California State University, Chico. She began her career as a social science high school teacher before moving into teaching students with learning disabilities. She also taught classes at Butte Community College. Once she moved to higher education full time, she developed an academic support program for at-risk and unprepared college students at University of Kansas and University of Arizona. Dr. Gabriel also served as the Director of Disabled Student Services at a community college in Northern California (College of Siskiyous). Dr. Gabriel's book, Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education, is a valuable resource for professors and teaching faculty and has received excellent reviews.
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Breakout Descriptions and Participants

A. Towards Effective Communication

Effective communication lies at the heart of any successful organization. Information moves within and outside of organizations, providing the basis for decision-making and buy-in by all groups. Our accreditation internal survey data indicates that this ranks as the major area of concern throughout the organization. When constituent groups do not receive timely updates of decisions and discussions at other levels, the capacity for transparent and effective decisions is hindered. How can we create opportunities for communication when so much of our time is tied up in meetings? What can be done to improve communication between groups and across the District? Be a part of the discussion as we take on this challenging issue.

Don Gauthier, DAS President
Maury Pearl, Assoc. Vice Chancellor, Institutional Effectiveness
Allison Tom-Miura, Los Angeles Trade-Tech College
Dan Walden, VP Los Angeles City College

B. Hiring Best Practices, MQs and Equivalency, and Evaluations

This past year, our colleges hired over 150 new faculty members. This coming year, we will be expected to hire up to 230 more probationary faculty. We are better prepared and cognizant of the areas where we had problems. Join us for a discussion of all matters related to hiring -- from timelines and prioritization processes, the job description to the NOI, the mysteries of minimum qualifications to the search for equivalency and alternate degree titles. Beyond hiring we will also discuss probationary faculty evaluations processes and timelines, and the impacts on department faculty and campus administrative staff.

Angela Echeverri, DAS 1st VP (Equivalency)
Eloise Crippens, DAS Equivalency Coordinator
Shawn Tramel, LACCD Human Resources
Armida Ornelas, AFT 1521

C. Accreditation, Governance and Planning

The District Planning and Accreditation Committee (DPAC) has been working diligently to identify gaps in the District Governance Handbook and the current Strategic Plan. We’ve set a work-plan goal for the year to address these topics, including the new committee charter and co-chair status of DPAC. Members of DPAC will present an update of the functional maps and the handbook.

Bobbi Kimble, Interim VC EPIE
Maury Pearl, Assoc. Vice Chancellor, Institutional Effectiveness
Allison Tom-Miura, Los Angeles Trade-Tech College

D. District Decision-Making
Decision-making processes and shared governance can become tangled when the processes are unclear, appear arbitrary or cross lines of responsibility. Establishing strong, consistent and transparent pathways and procedures that can be easily communicated to all is just one aspect of decision-making. Understanding where the decision is made within the organization and how it is communicated is important as well. How do our educational and strategic plans direct our decisions and priorities? What are some best practices of other multi-college districts that we could consider as we strive for more effective decision-making?

Erika Endrijonas, President Los Angeles Valley College

Don Gauthier, DAS President

Joanne Waddell, AFT 1521 Chapter President

E. Effective Interventions

When it comes to student success, we know what works, especially when adequately and consistently funded and not left to the vagaries of grant-funding or one-time dollars. For example, embedded tutoring (also known as supplemental instruction) brings peer tutors into an active support role in the classroom and in group sessions with students. Successful models like Statway allow non-STEM students to complete their math transfer requirement in two semesters. And high-impact teaching and learning practices, such as Reading Apprenticeship, Culturally Responsive Teaching, and Growth Mindset—practices taught in LACCD’s Faculty Teaching and Learning Academy and disseminated through the District’s SSI, AtD, and 3CSN initiatives—are transforming classrooms and increasing student engagement and achievement. A panel of expert practitioner-leaders will detail how they are incorporating effective interventions at the classroom, program, and institutional level to support student success and equity-minded completion.

Bamdad Samii, Los Angeles Mission College

Arnita Porter, West Los Angeles College

Scott Weigand, Los Angeles Valley College

Howard Schwesky, Los Angeles Pierce College

F. “Show me the Money!”

State funding seems to be returning to pre-recession levels. There are new pots of money from SSSP, Equity, Professional development, and other one-time dollars available to support student success and classroom learning. The question is how do we best direct and spend these dollars most effectively to move the needle on student success and our campus report card numbers. Let’s look at how colleges cross walk between the new state programs and local efforts, developing robust student success goals and outcomes and integrating these goals and outcomes with their college strategic planning efforts. A panel will demonstrate how SSSP, Equity, AtD, CTE, and BSI—amongst other programs—are being brought under one umbrella at their colleges to leverage resources and to move the needle on student success.

Deborah Harrington, Dean, Student Success, Los Angeles Community College District

Crystal Kiekel, Los Angeles Pierce College

Paul de la Cerda, East Los Angeles College
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When it comes to student success, we know what works, especially when adequately and consistently funded and not left to the vagaries of grant-funding or one-time dollars. For example, embedded tutoring (also known as supplemental instruction) brings peer tutors into an active support role in the classroom and in group sessions with students. Successful models like Statway allow non-STEM students to complete their math transfer requirement in two semesters. And high-impact teaching and learning practices, such as Reading Apprenticeship, Culturally Responsive Teaching, and Growth Mindset—practices taught in LACCD’s Faculty Teaching and Learning Academy and disseminated through the District’s SSI, AtD, and 3CSN initiatives—are transforming classrooms and increasing student engagement and achievement. A panel of expert practitioner-leaders will detail how they are incorporating effective interventions at the classroom, program, and institutional level to support student success and equity-minded completion.

Bamdad Samii, Los Angeles Mission College
Arnita Porter, West Los Angeles College
Scott Weigand, Los Angeles Valley College
Howard Schwesky, Los Angeles Pierce College

F. “Show me the Money!”

State funding seems to be returning to pre-recession levels. There are new pots of money from SSSP, Equity, Professional development, and other one-time dollars available to support student success and classroom learning. The question is how do we best direct and spend these dollars most effectively to move the needle on student success and our campus report card numbers. Let’s look at how colleges cross walk between the new state programs and local efforts, developing robust student success goals and outcomes and integrating these goals and outcomes with their college strategic planning efforts. A panel will demonstrate how SSSP, Equity, AtD, CTE, and BSI—amongst other programs—are being brought under one umbrella at their colleges to leverage resources and to move the needle on student success.

Deborah Harrington, Dean, Student Success, Los Angeles Community College District
Crystal Kiekel, Los Angeles Pierce College
Paul de la Cerda, East Los Angeles College
G. DAS Professional Development College

The District Academic Senate is presently at work on a project aimed at new and “legacy” faculty to address andragogy (the needs of adult learners) and techniques for engaging students in their own learning. In part, this project is designed to address the deficit in classroom training that is not usually included in the Master's or Ph.D. subject area expertise of most faculty. This approach is designed to help move the needle on student success by providing the tools for addressing the needs of our students within and outside the classroom. The DAS Professional Development College is envisioned as a series of stacked certificates that will allow faculty to progress to a full certificate (18 units or more) focused on community college learners and the needs of unprepared students.

Lourdes Brent, DAS PDC Coordinator
Alex Immerblum, East Los Angeles College
Ayesha Randall, Los Angeles Trade Tech

H. Teaching Men of Color

The Co-Directors of the Century for Organizational Responsibility and Advancement (CORA), will share some insights from the initial sessions of the Teaching Men of Color Certificate program that was launched in August, 2015. The program is designed to enhance the preparedness of instructional faculty in the community college to facilitate teaching and learning among college men of color.

Joshua Miller, Los Angeles Valley College
Dr. Wood, CORA
Dr. Herrin, CORA

I. Culturally Responsive Teaching and Learning

An overview of the LAHC program.

Jean Grooms, Los Angeles Harbor College
Susan McMurray, Los Angeles Harbor College

J. Quality Online Education Begins With Quality Online Courses

Often, online courses are not given the same respect as our traditional face-to-face courses. The success rates and quality of these courses are often the focus of concern. But we can change this perception by understanding what to look for in a quality online course when we evaluate instructors and their classes. There are similarities and differences in evaluating an online course as opposed to a face-to-face course. Is the class you are evaluating really a quality online educational experience or merely a correspondence course?

Jim Marteney, Los Angeles Valley College

K. ADA Compliance in the Online Environment
The High Tech Center Training Unit (HTCTU) of the California Community Colleges is a state of the art training and support facility for community college faculty and staff wishing to acquire or improve teaching skills, methodologies, and pedagogy in Assistive Computer Technology, Alternate Media and Web Accessibility. The HTCTU supports High Tech Center programs at one-hundred and fourteen community colleges and satellite centers. More than ten thousand students with disabilities are enrolled in High Tech Center programs state-wide. This workshop will discuss how to make sure the online environment is ADA compliant and go over some helpful resources that support faculty.

Gaeir Dietrich, Director, HTCTU of the CA Community Colleges

**BREAKOUT / Room Grid for 2015 Summit**

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