Wild Thinker's Forum
Making Completion Real
Incorporating WTF, In-Service, President's Feedback

WTF input is pretty creative, some of the In-service feedback is pretty critical…. Both are important information for us to consider as we try and take the "idea" of Completion and turn it into a real plan of action. The following is a compellation of this input – plus my own thinking – all arranged around the seven question I posed in my January President's Report.

The focus of this "next step" in the work of WTF is to consider the ideas in the "How?" section – some of which I think live up to the label as "wild" – and engage in a process of respectful dissent that should help us hone these ideas down into the few that we might choose to pursue.

My Vision/Mission/Goal

An Education that enables all of us to participate in, contribute to, and benefit from the cultural richness and economic vitality of our communities.

My Objectives

1) Increase Completion by 50% - from 850 to approximately 1,300 completers/year while maintaining the current FTE enrollment.
2) Ensure that Completion is demographically representative of our District – results that are achieved for everyone, everywhere.
3) Ensure that Completion represents a demonstrable capacity to better one's life and to contribute back to our community – making a difference for our students and for our communities.

HOW? (These are wild, unprocessed inputs….. the raw materials in which we will find the one great idea we need! Our "job" is to engage in a process of respectful dissent (and critical thinking!) that whittles this list down to the few behind which we can agree to put our energies. (FYI – the "ideas" in *italics* and **bold** are mine. I call them out not because they're necessarily better or right, but because I think it will help our conversation if you know what wild ideas I might have….)

1) How can we assure our students that the classes they need will be available to them at the times and in the sequence that best supports their progress toward the completion of a degree?
   a) ***We will "reverse" the course-section scheduling process, starting with anticipated/projected student needs and then scheduling course/sections and assigning (hiring?) instructors to staff that schedule.***
      i) ***Utilize existing technology to aggregate incoming students' degree planners into a schedule for subsequent terms***

      ii) Utilize existing (or yet to be acquired) software capabilities to build a comprehensive schedule that minimizes course/section conflicts for students who are on normative program pathways

      iii) Utilize eLearning to mitigate otherwise unavoidable course/section schedule conflicts

   b) We will make program pathways concrete, clear, and lean (fewer options, more prescribed structure)

   c) Strategic scheduling based on student plans to move through their program (More WR 121's in fall, more poetry in spring)

2) How can we ensure that our students have the capacity to succeed in every class they register for?

   a) We will clearly identify FOR OUR STUDENTS the proficiencies required for success in every one of our classes AND we will identify and provide MULTIPLE means by which students can gain and demonstrate these proficiencies. This is more than and different than simply identifying and requiring prerequisite classes, including

      (1) Experiential bases for proficiency

      (2) Module-based proficiency acquisition

      (3) Testing

   b) Eliminate cross-campus meetings and have faculty and life coaches call students during those times

   c) Eliminate/help with student life problems that prevent graduation

   d) Free lunch voucher

   e) Transportation coordinator (classified position)

   f) Rules of financial aid

   g) Hiring more students as TA's

3) How can we adapt our educational delivery systems (or adopt new ones!) to better serve a renewed focus on student success and completion?

   a) We will move to a system that is predominately asynchronous in content delivery while making use of scheduled/synchronous more exclusively for application/interactive/experience WITH content.

      i) A minimum of 20% of all courses (that is, 20% of EACH course) will be asynchronous

      ii) Most courses will incorporate an asynchronous on-line capacity to complete the course after the 11-weeks of the term have expired

      iii) More programs will be built around (or provide an option of) a foundation of asynchronous delivery combined with intense, short-term face-to-face group application/interactive/experience WITH content.

      iv) Over-all, teaching and learning will shift more and more to asynchronous models, where faculty (and students) will spend less time in a classroom and more time as one-on-one learning guides.

   b) All course information and syllabi will be available to all students via course management software

   c) We will develop a stand-alone eLearning College that is focused on Degree-completion.

      i) All on-line, including content, instructional design, student services, administration, etc.

      ii) Self-supporting (and perhaps even income generating) Business Model

  d) How can we do something like that 5,000 students taught for $5,000 contest-scale something so we can pull that off when we need to. We need more cheap stuff (Jim Huckstein can explain) Steal the good ideas from others-

  e) Meld the supportive environment of classes with open, real way we learn. Other ways of learning.

  f) Blow the lid off the entire delivery system and maintain quality of our education!

  g) What if we totally started over designing education with the tools we have today?

  h) Get rid of artificial time constraints of 11 weeks-accelerate vs. slower for others—modulazation of class units

  i) Flexible scheduling

  j) No credits-different form of credits?

  k) Get rid of credits/seat time

  l) Train to proficiency-then test

  m) ½ term development class, ½ term college level

  n) Self-paced: move when you're ready

  o) Flexibility in course design/scheduling

  p) Fewer general education classes

  q) Change math requirements-do we all need math? What kind? Change writing requirements

4) How can we ensure that our communities reap tangible cultural and economic benefits from the investment they make in us as THEIR community college?

  a) *We will measure success in terms of how our students – and our communities – benefit from our completers.*

  b) *We will publish our performance measures and use them to inform future directions.*

  c) More community interface in lots of ways-could use social media. Incorporate ex police-write 3 page narrative reports- nurses write, application and contest, students see.

  d) When we say "community," gradually expand that circle to keep moving out beyond Linn and Benton counties.

  e) More real, open dialogue with community-just to know what each other is doing-partnership (not dictatorship).

5) How can we develop and/or take advantage of centralized processes and curricular resources that hold promise for increasing our effectiveness, and efficiency?

  a) *We will*

     i) Utilize open-source content/curriculum wherever possible

     ii) Use technology to streamline administrative processes

     iii) Standardize software utilization and support

        (1) Focused support for fewer software options

     iv) Create regional and state level partnerships that enable us to combine resources in pursuit of shared objectives

(1) *Consolidated financial aid processes*

6) How can we assure our students that we will be aware of and care about their presence and that we will support their progress for every moment that they are with us?

   a) ***We will develop a "comprehensive advising" program, built on the foundational resource of faculty but including many more, providing each student with a personal relationship with a person who will assist and support each student in the successful application of the college's educational resources to the effective pursuit and completion of their program.***

      i) ***All Registration, Program Requirement, Elective Options, Articulation, and other content resources will be available to both student and advisors via real-time electronic media.***

      ii) ***We will incorporate electronic student service and support systems.***

   b) Get "the rest of us" (those not typically seen as advisors) to do this advising, life-coaching with students (those who want to)

   c) Building on that-apply that to all who contribute to the whole

   d) Building on that-people each need "a guardian" and "tools" provide both for students

   e) Life/success coaches (could be done by all staff)

7) How can we ensure that every member of the LBCC community understands, accepts, and is appreciated for the role they can play in answering these questions?

   a) How do we get out of certain inertia here at LBCC that makes good ideas to take forever to implement. Run with a good idea all the way to implementation, even if the strategy or method to accomplish the idea has to morph. This takes people working together and being open to see getting to the solution in a way.

   b) Create more opportunities to connect bridge cultural gaps, and interface-different groups on campus.