The Learning Assistance Project (LAP): A Statewide Community of Practice

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Agenda

1. LAP Background: Building a Statewide Learning Assistance Community of Practice
2. Statewide Initiatives and LAP
   • AB705, Guided Pathways, College Promise
3. Inquiry Areas and LAP
   • Learning About Learning
   • Engaging Student Voice and Participation
   • Designing for Inclusive Collaboration
4. LAP: Impact Statewide and at the Campus Level
5. Next Steps
Goals for Today

1. Explore how the professional learning frameworks that we develop for ourselves in LAP can impact statewide and campus initiatives.

2. Identify ways in which emerging statewide policies connect to learning assistance.

3. Discuss next steps for continued inquiry into how learning assistance connects to the Vision for Success.
3CSN: Mission, Theory of Change, and Network Building
Mission

Develop leaders in California community colleges who have the capacity to facilitate networks of faculty, staff, and students for curricular and institutional redesigns in support of increased student access, success, equity, and completion.
Theory of Change

If we provide training on networking and we use action research methodologies, community college professionals will transform their environments and identities to create communities of practice (such as LAP) that will produce powerful learning and working across campuses. This will lead to greater student success.
Building Networks around Inquiry

1. What do we know about how learning works, and how can we redesign our institutions to best support learning?

2. How can all stakeholders, including students, better understand how our systems work and participate equitably in our transformation work?

3. As we transform, how do we design for inclusive collaboration?
Building Networks around Inquiry

1. Builds **knowledge** needed to achieve our multifaceted change initiatives

2. Engages and builds **relationships** with as broad a swath of stakeholders as possible.
The Learning Assistance Project (LAP): A Statewide Community of Practice
Shared vision of the possible:

- If it makes faculty feel engaged and energized, it will do the same for tutors.

- If tutors see themselves as educators and professionals, they will improve themselves AND deliver better services to students.

- These are our future colleagues and bosses!
LAP: Vision and Principles

Vision: Professionalization of Tutoring (i.e. Tutors are educational professionals)

Principles:
1. Training should be rigorous, practical, and sustainable. (Sheets, 2012)
2. Instructors and tutors have different yet equitable roles. (Dawson, et al, 2014)
3. Tutoring is about student empowerment. (Paulson, 2012)
4. Tutoring contributes to student success. [California Ed Code, §88810(a)(5)]
LAP Cohesion Model

- Call in ALL educators
  - Students, staff, faculty, tutors, administrators
  - Scaffold, mentor into the professional learning sphere

- Organize the field
  - Data collection
  - Create time for reflection/analysis
  - Apply leadership/organizational theories

- Focus on learning
  - Meta-disciplinary
  - Affective
  - Andragogy

- Appreciative network building
  - Sharing practice
  - Spotlight regional successes
  - Championing the process

Empower, Organize, Legitimize, Collaborate
Learning Assistance Project

- National/State
- Regional
- Campus
- Departments
- Tutor Program
- Tutor/Coordinator
Inquiry Areas and LAP
Inquiry Areas and LAP

LEARNING ABOUT LEARNING

Peer educators and learning assistance professionals will build expertise by articulating/sharing existing knowledge and skills with one another.
Inquiry Areas and LAP

STUDENT PARTICIPATION AND PERSPECTIVE

Peer educators will see themselves as educational professionals who participate in sustained, meaningful learning as an integral part of their practice.
Inquiry Areas and LAP

DESIGN FOR INCLUSIVE COLLABORATION

Peer educators and learning assistance professionals will build strong collaborations and communities that sustain and improve their practice over time.
Statewide Initiatives and LAP
Assembly Member Irwin introduced AB 705, which was unanimously passed by the legislature and signed into law by Governor Brown in October of 2017. This bill is designed to accomplish several important outcomes that are paramount to the Chancellor’s Vision for Success:

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year

2. Minimize the disproportionate impact on students created through inaccurate placement processes

3. Increase the number of students completing transfer-level English within three years
<table>
<thead>
<tr>
<th>Clarify the Path</th>
<th>Enter the Path</th>
<th>Stay on the Path</th>
<th>Ensure Learning</th>
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<tbody>
<tr>
<td>Create Clear Curricular Pathways to Employment and Further Education</td>
<td>Help Students Choose and Enter Their Pathway</td>
<td>Help Students Stay on Their Path</td>
<td>Follow Through, and Ensure that Better Practices are Providing Improved Student Results.</td>
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College Promise

Los Angeles College Promise

Conceptual Model

Transition In

- Early Outreach & Engagement for LAUSD Students
  - College Info Days
  - FAFSA completed in H.S.
  - Priority Registration based on SSSP
  - Assessment/placement based on multiple measures
  - Pre-enrollment in support services

First-Year Experience

- Summer Transition
- Free Tuition (no enrollment fees) for 1st Year
- 12-15 units per semester
- Success Coaching
- Structured schedule including required English and math

Student Momentum Milestone

Completion of 24 to 30 units in 1st Year

Student Success

Completion of degree, workforce certificate, transfer

Impact

- City of Graduates
  - Gainfully employed
  - Social justice-minded
  - Civically and culturally engaged

The Los Angeles College Promise will seamlessly transition graduating LAUSD students to full-time LACCD students. This will lead to increased college completion, enhanced social mobility and equity for Angelenos, and a more robust local economy.

LACOLLEGE PROMISE.ORG
Ch...ch...ch.... changes!

What do you know about the following? What connections have you or your college made between learning assistance and:

• AB705
• Guided Pathways
• College Promise (AB19)
Text Set

• Think through with a partner:
  – How might they support learning assistance (or vice versa)?
  – What conversation are or should be occurring on your campus about these connections?
# Learning Assistance Connections

**AB 705**

<table>
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<tr>
<th>What’s Working</th>
<th>What Needs Work</th>
<th>Goals</th>
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Learning Assistance Project: Statewide and Campus Activities and Impact
Learning about Learning  
(The Why)

Peer educators and learning assistance professionals will build expertise by articulating/sharing existing knowledge and skills with one another.
Learning about Learning (The How)

Stronger Statewide Presence
• Supplemental Instruction Conference
• Tutor Expo
• Tutors in 705, 19

Stronger Campus Presence
• Tutors in 705, 19
• Campus professional learning
SI Conference/Tutor Expo

SI Conference
Riverside City College
11/16/18 - 11/17/18

Tutor Expo
NorCal and SoCal
Spring 2019
## Statewide Accomplishments

<table>
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<th>Topic</th>
<th>#</th>
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<td>Skills to support students</td>
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<tr>
<td>Educational Frameworks</td>
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<td>Leadership Training</td>
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<td>Sharing programs structures</td>
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<td>Connecting/Building rapport with a diverse group of students</td>
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<td>Future of tutoring</td>
<td>11</td>
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<td>Interactive, fun teaching and learning</td>
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Statewide Accomplishments

2017 Southern California Equity Institute

2017 Reading Apprenticeship Conference

2018 AB 705 Event - LACCD

2018 ACTLA

2017 LA Sharing
Campus Accomplishments

2018 Reading Apprenticeship

2018 Growth Mindset
Campus Accomplishments

Tutor Mentor Meetings
Pierce College

Tutor Led Tutor Training
Campus Accomplishments

1. Career development

2. Leading 705 learning assistance discussions

3. Established faculty collaboration
Student Participation & Perspective
(The Why)

Peer educators will see themselves as educational professionals who participate in sustained, meaningful learning as an integral part of their practice.
Student Participation & Perspective
(The How)

Stronger statewide presence
- Changing self-image (survey)
- Participation in state conversations about 705, 19

Stronger campus presence
- Professionalization
Tutor Expo Survey

- 100% reported that they thought professional learning was IMPORTANT or VERY IMPORTANT

- 77% reported that Expo changed that perception

“It gives a greater sense of pride and community in our work, as well as validating the importance of our role in education.”
2017 LAP Tutors of the Year →
2018 Tutor Expo Keynote Speakers
Statewide Accomplishments
San Diego Community College District-wide Tutor Training 2018
Statewide Accomplishments
Mesa Tutors, Faculty, and Staff
Conference Attendance

Tutors, Faculty, and Staff at 2018 LAP Tutor Expo Conference
Statewide Accomplishments
Presentation Preparation

Tutor Expo ‘18 Mesa College Presenters
Niko is a former Mesa College tutor. He is now a Mesa staff member and his next step is to become a professor. He is leading a discussion on tutoring and equity/culture.
Statewide Accomplishments
Mesa College Faculty, Tutors, and Staff Present Together at 2017 IESI Conference

• Jose and Ramzy: A Growth Mindset Through an Interdisciplinary Lens
• Niko and Gideon: Code Switching and Linguistic Bias
• Mariam and Nicole: A Little off the Top: A Barbershop Model for [Tutor] Programs
• Becky: Working with Nontraditional Student Tutees: Uncovering Assumptions.
Campus Accomplishments
Annual Campuswide Retreats
Campus Accomplishments
2018 Mesa Leadership Team
(Tutors, Faculty, Staff)
Campus Accomplishments
Leadership Team (Tutors, Faculty, Staff)
Professional Learning

• Fall 16: Back to School

• Spring 17: Whistling Vivaldi

• Fall 17: For White Folks Who Teach in the Hood and the Rest of Y’all Too

• Spring 18-Fall 18: Reading for Understanding

• Spring 19: Culturally Responsive Teaching and the Brain
Campus Accomplishments
2018 Mesa Mentor Tutors
Campus Accomplishments
Tutors Mentoring Tutors

• James and Becky: Using Mindfulness and Empathy to Meet Students Where They Are

• Niko and Meiko: Armor for Test Anxiety

• Kenny and Amanda: Who Are You? How Culture Plays a Role in Education

#allin4students
Campus Accomplishments
Tutor Training → Mini-Conferences

Tutors, Faculty, and Staff at 2018 MT2C Tutor Training/Appreciation

It’s not what you know…it’s who you know it with!

#allin4students
Campus Accomplishments
Mesa College Tutors of the Year 2017
State and Local

Helena Almassy
3CSN Learning Assistance Project
California Tutor of the Year

Jose Franco Rojo
Mesa MT2C Bill Peters Tutor of the Year
Campus Accomplishments
Mesa College Tutor of the Year 2018

Joseph Lunsford
Mesa MT2C Bill Peters
Tutor of the Year
Design for Inclusive Collaboration
(The Why)

Peer educators and learning assistance professionals will build strong collaborations and communities that sustain and improve their practice over time.
Design for Inclusive Collaboration (The How)

- Stronger statewide presence
  - LAPLI
  - Connecting to other organizations
  - Connecting the initiatives

- Stronger campus presence
  - Accreditation reports
Learning Assistance Project Leadership Institute (LAPLI)

3CSN

BSILI (CoP)  LAPLI (CoP)  LAP (CoP)
Learning Assistance Project Leadership Institute
LAPLI

11 educators from 7 colleges

Zoom in/zoom out

Theory of Change, Logic Model

Strengths based perspective
Facilitation Guides

- Tutoring Coordinator and Tutor Created
- Clearinghouse of Promising Tutor Training Practices
- Shared among campuses
Online Tutoring Standards

- ACTLA National Lens
- Online Tutoring Standards
- LAP California Lens
Accreditation report

- Reviewing all community college reports
- Change in reports from just a few years ago to now
- Analysis
The Future!!
Now You!

1. Refer back to your icebreaker activity

2. Pick one policy

3. Think about how it does or could connect to learning assistance

4. Consider what we talked about
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Wrap Up

➢ Takeaways

➢ Next Steps: How can we keep the dialogue going?