

LAH3C Friday December 5, 2014 Curriculum Meeting Minutes

Meeting Started at 10:00am

Michelle Cheang Presented an Overview of the LA H3C Project

Priority Goals:

1. Develop competency-based stacked and latticed programs of study
 2. Implement H-PACTS orientation across district
 3. Increase collaboration and communication among the 9 schools
- LA H3C College Management (Monthly Meetings) and Faculty Teams (Weekly Meetings) were discussed:

3rd Friday of each month {Directors}

Bi-Monthly Site Visits from Michelle to verify student files and trainings (faculty development etc..)

- Gina would like to have an increased number of faculty members to increase the buy in at each college.
- LAH3C Training Manual is being developed by Michelle (Goal: January 23, 2015)
- Partnership with Healthcare Sector Coalition is established to engage the industry {Goal is to expand}

The Consortium is required to come up with four new programs of study.

- Health Science Foundation Credential has been approved by LATTC and is being adopted by all other LACCD colleges.
 - Health Science Pathway Orientation with online component
 - Launch in Spring 2015
 - Armine is developing it.
 - Orientation enrollment, digital badges, assessments, prior learning credits, digital literacy
 - Outreach and enrollment plan with partners
 - Negotiation contract with City WIB
 - Identify partners with College Leads
 - Funds are available for outreach materials/supplies
 - Discussions will occur at Leadership Meetings

Cathy suggested negotiations for additional funds offered by the WIB
 - Profile of students of who we service {Priscilla}? It's open but a focus is on TAA workers.
 - Students who complete a NCLEX program review can be counted towards a Program of Study and counted towards being "touched" by a grant.
 - Development stages of articulation and transportability (Michelle)
 - Develop and implement 6-8 adaptive learning modules (Tier 2 & 3 Courses) {Linda}
- Barriers and pitfalls but will be ironed out.

- Digital Badges have been identified based on employer feedback.
(Rita will send to Carmen)
- Project tracking and reporting outcome measures (being developed)
 - Website for marketing and employer/student usage needs to be developed.
- Consortium Outcomes Measures
 - Unduplicated participants enrolled {7800}
 - Participants who complete grant funded programs of study {5,475}
 - Participants retained in their programs of study {2,209}
 - Participants completing credits hours {6,885}
 - Participants earning credentials {5,475}
 - Participants enrolled in further education after completion of program {2,453}

Employment is only counted after completion of training not beforehand
2 quarters after exit {length of tracking}

Social Security Number is needed for employment tracking

Job experience is a discussion that needs to be further discussed because it would help with job placement after they complete the credential or core classes.

Cooperative education is an aspect that could be utilized to help students gain hands on training.

Utilize our employer partners to help gain on the job training/work experience {paid internship}.

Tools to support Tier 1 and Tier 2 Competencies

- Smarter Measure {Needs to be Purchased}
 - Self Efficacy competencies
 - Assessment which measures a learners readiness for succeeding based on non-cognitive indicators of success
 - Student scores and suggested coaching comments and maps to recommended resources
 - Individual Attributes
 - Life Factors
 - Learning Styles
 - Technical Competency
 - Typing Speed and Accuracy
- ETS Success Navigator
 - Self Efficacy competencies
 - College readiness
 - Online assessment
 - Information is tabulated
 - Comprehensive score report (GPA, future success)
- ACT Profile
 - Free profile to assess what career options would work for you.

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Make a list of questions and concerns for Michelle to address on the 12th

Email additional questions to Rita:

1. Who counts towards the grant? Anyone who is touched by the grant counts (NCLEX review payment)
 - Application to capture data for the grant is required prior to services being rendered. Privacy and release of information.
2. Page 2 of narrative 912,000 held by LATTC for piloting the courses that were created. Do new programs get piloted/paid for by LATTC?
3. How many sections of the core competency courses should be offered for LAH3C?
4. Recruitment and marketing for the lead college?
5. Role of the workforce partners? Who can we work with? MCS only partner?
6. Clarification of deliverables and roles for everyone?
7. Data collection system and process?

Plan the elements of the Health Care Career Pathway orientation for each campus

Step 1: Student Enroll in College {College Entry}

Take assessment for English and Math

Complete AOC (Assessment, Orientation and Counseling)

Step 2: Orientation (All students must attend orientation if they are brand new to the college {Entry Level})

- 1. LAH3C Forms Completed
- Video: Pathway opportunities across the district and overview on healthcare professions
 - (DOL Videos, Moodle Links)
 - Overview of program requirements for each healthcare program in the LACCD
- 2. Assessment
 - Spherit
 - Digital Literacy
- 3. Badges (Available to the students)
 - HIPAA (How does HIPAA apply)
 - CPR {Optional}
- 4. Meet with/ Student Success Support to develop Education Plan and address the need for remediation and case management. (Remediation is campus specific)

Discuss the plans for Computer Literacy evaluation presented by Christina and Linda

Self correcting assessment versus skills demonstration

- Self correcting assessment/test (develop what they need to know)

What skills?

Employment and advancement

Lifelong learning

Process:

Flexible self contained smaller modules {assessment for each module}

Then remediation and informational tutorials

Badge after completion of all the certificates

Basic Module

Turn computer

Computer components

Knowledge of icons

Information Literacy

Research and writing

Paraphrase, citation, note-taking

Credibility of information

Commonly used programs

Word

Powerpoint

Excel/spreadsheets

Applications

Web Browsers

Email

(Internet) Net Etiquette

Proper format

80% pass rate to earn a Digital Badge

Keyboarding is an immensely valuable skill-set and needs to be measured.

Discuss progress, thus far, of having HOC 62-65 reviewed and accepted on each campus.

Most College's will have it go through the February 2015 Curriculum.

Discuss methods, rubrics etc. of awarding digital badges.

Proper course creation should link to digital badge attainment (testing for competency)

We need to set the standard for the instructors and they must be fully aware of the standard.
Rubrics that tie to a digital badge (as measured by group projects)