Student Success Task Force
Recommendation 1

UCI-CC-HS Articulation Workshops
The Student Success Task Force recommendations call for “collaboration with higher education and K-12 partners to define standards for college and career readiness and communicate them to students in the K-12 assessment process.” (SSTF recommendation 1 of 8)
Comments from Community College Participants
This discussion helped increase my understanding of the expectations for transfer students and also provided a good context in which to discuss some practices that may not be as productive in preparing students for success after transfer.
The presentation as a whole had a very nice tone to it. There was a spirit of collaboration and collegiality, not one of blame and finger pointing. I appreciated this, and I know many members of our school did as well.
I am very excited for future sessions. It gave us all a big picture view of where our students will go, how they'll be assessed and how we can best help them move forward. Very rewarding. Thanks for your fine work and dedication.
I appreciated the conversational yet focused nature of the presentations and feel that this attitude carried over into small-group discussions. I was able to share some of the ideas I was exposed to at the Basic Skills Institute (team teaching, designating an ESL/Academic English section of developmental writing courses) and [to] learn from my colleagues’ ideas.
Extremely useful for fostering lines of communication between UCI and IVC (as well as other community colleges who sent representatives). It also fostered collegiality amongst all these groups. I learned a number of things about UCI’s present and future expectations that I will pass along, particularly to my WR2 students, at the end of this semester so they are better informed as well.
Comments from High School Participants
What did you find most helpful today? Why?

• Understanding the expectations at the college level; dialogue with peers/discussion with whole group; transparency; clarifying my perception of the demands at different high schools and at IVC/UCI

• It was great to see your rubrics because they match well with our rubrics. Vertical articulation, specifically college expectations.
What did you find most helpful today? Why? (Cont’d)

• The IVC & UCI writing requirements and assessments because it helps me reflect on my teaching.
• Professors from IVC & UCI sharing writing expectations. I felt affirmed in how we assess writing.
• Discussion with group to address common writing concerns
• Dialogue, connecting, sharing perspectives
• We are doing what we are supposed to do.
What is your overall perception of the writing program at IVC?

- Planned and thorough program; trying to meet the needs of specific students upon entrance (addressing needs)
- It seems to be very personal and meaningful. The writing conferences for your students are fabulous!
- It’s good preparation for the students who will attend 4 year schools.
- I am impressed by it . . . wish we had resources to emulate some of the features of the model
What is your overall perception of the writing program at IVC?
(Cont’d)

• It seems very appropriate for my current senior English classes.
• Strong, solid program with clear goals
• Solid and something I need to be preparing my kids for
• Much more solid than I anticipated. I am impressed
• Excellent!
• Unified, clear, challenging, rigorous
What would you like us to understand about your program, your students and the constraints you deal with?

- The cognitive ability of our students does not match with the academic standards/demands for their grade level.
- I think you already “get it” — that’s why conversation with you was so healthy & rich. You already seem to understand the students and our constraints.
- We have a lot of students and try to keep a sense of uniform experience for them all. This consistency is improving.
What would you like us to understand about your program, your students and the constraints you deal with?

(Cont’d)

• I think we will be transitioning into more processed pieces & less on-demand writing. I hope this better prepares our students for college.
• That we want to do well and will respond to information.
• We have little time to squeeze in any additional assessment
• The quantity of students limits what we do. Huge numbers!
• Too much to teach. Not enough time. Too many kids.
Next Steps

• AWPE Scoring for High School Teachers

• Upper-division Scoring for Community College Teachers

• Summer Institute on the Teaching of Writing
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