Los Angeles/Orange County Learning Cluster

Expanding Leadership Across Campus:

Building Faculty, Staff and Student Engagement

Tuesday, May 7th, 2019

California Community Colleges

CLP | Career Ladders Project

CCCCO Welcome!

Los Angeles/Orange County
Guided Pathways Regional Coordinators

Libby Lee
Curiel

Natalie
Nagthall

Sean
Pepin

California
Community
Colleges

CLP | Career
Ladders
Project

CLP Los Angeles Team Intros

Naomi Castro
Director
Career Ladders Project

Amal Amanda Issa
Senior Program Manager
Career Ladders Project

Sherry Shojaei
Program Manager
Career Ladders Project

Eder Flores
Program Associate
Career Ladders Project

Questions and Answers

- CLP is gathering all the questions we will receive today from Zoom, via the Chat Box

- Please feel free to add more throughout the presentation

- Folks in person can also enter questions for our online presenters via chat

- We will do our best to answer during Q & A Session

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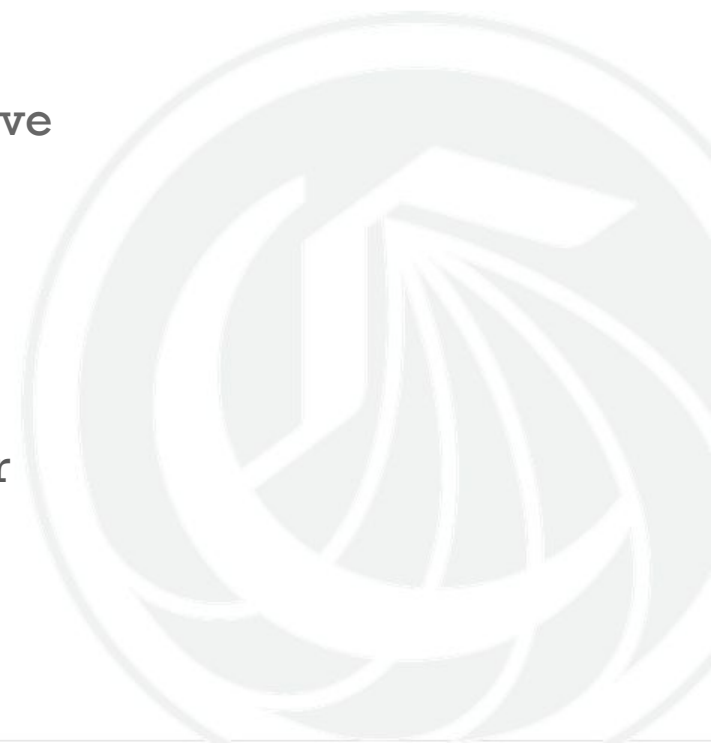
Agenda

- Welcome and Overview
- Practice Sharing
  - College of the Canyons
  - East Los Angeles College
  - Santa Monica College
- Panel Q&A
- Activity
- Report Out
- Reflection and Wrap Up

Learning Outcomes

- Evaluate current engagement strengths and weaknesses

- Develop an engagement plan for the Fall that includes a locally created "why" for Guided Pathways

- Identify skills needed for an engagement plan, including facilitation among faculty, staff, and students

- Strategizing shared leadership and communication that fosters engagement

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L.A. Learning Cluster: Vision & Context

Communication
(Listserv)

Targeted
In Person
Support

Coordinated
Support to the
LA/OC Region

Learning
Clusters

Tools
(Vision Resource
Center)

Adapted from Central Valley Learning Cluster

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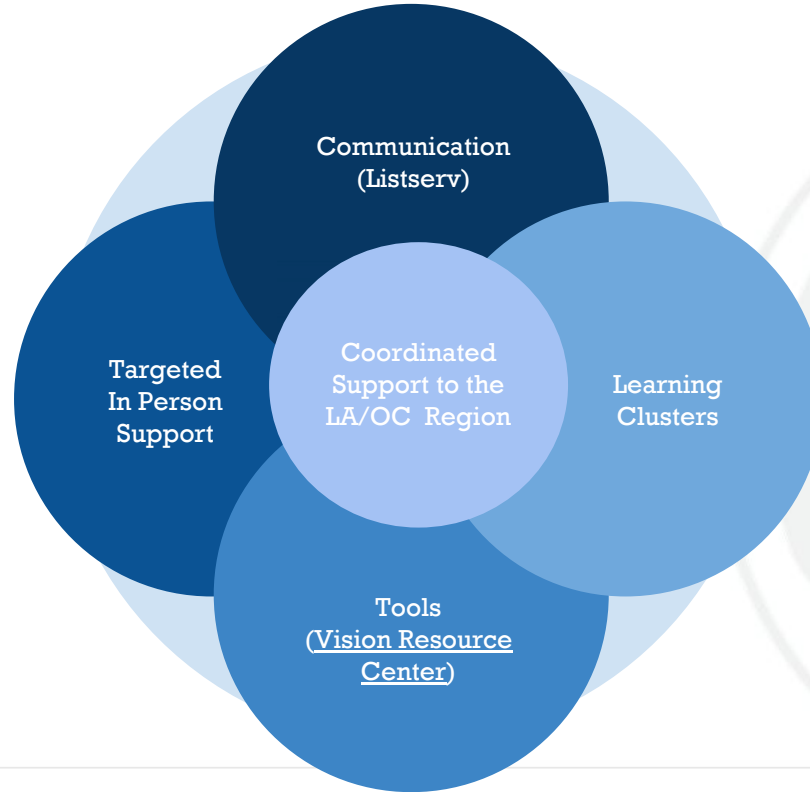
Promising Practices

①

College of the Canyons

②

East Los Angeles College

③

Santa Monica College

College of the Canyons

REBECCA EIKEY, ACADEMIC SENATE PRESIDENT

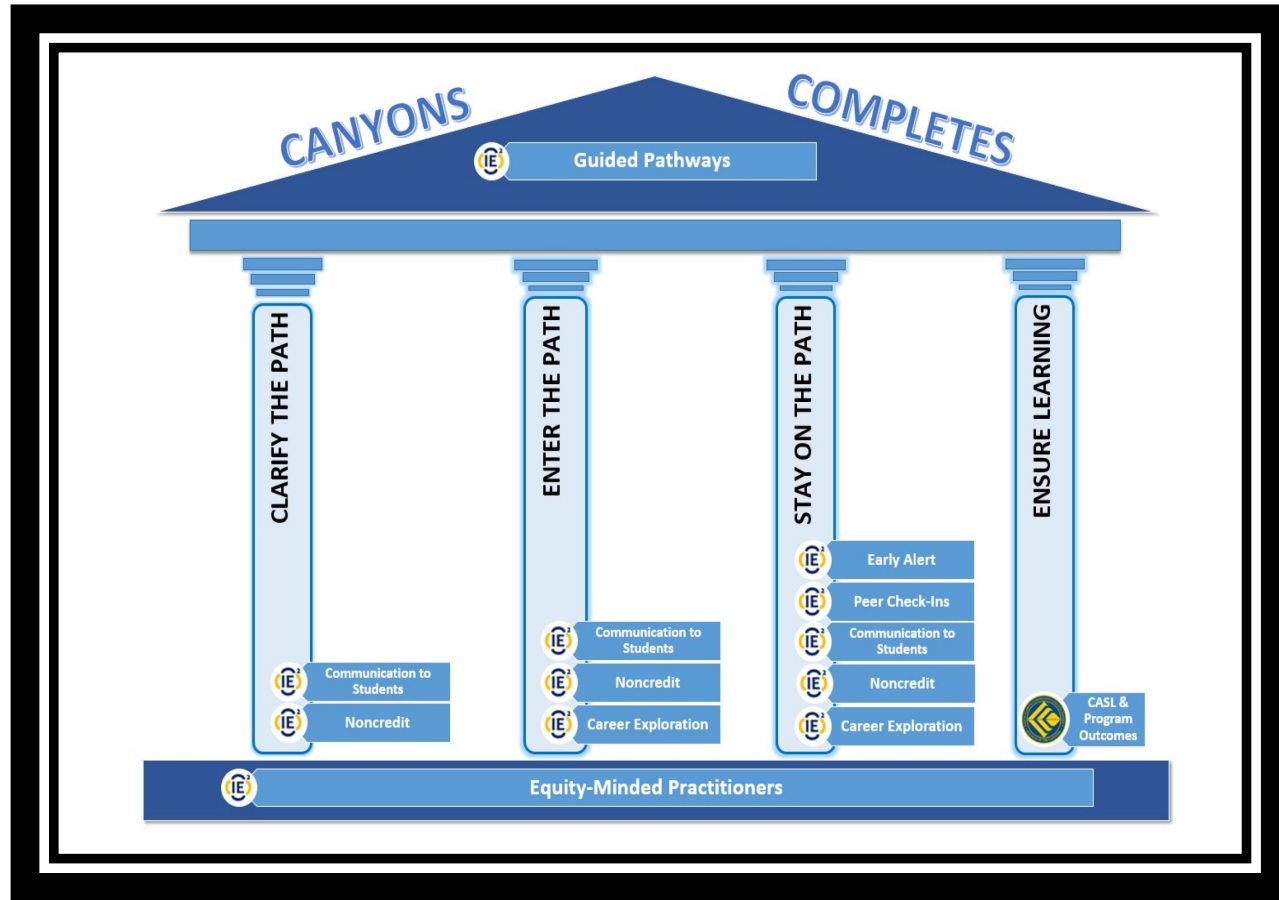ERIKA TORGESON, STUDENT SERVICES GUIDED PATHWAYS LIAISON

Why?

Students are our focus.

LEAP
SOLUTION
TEAMS

ACADEMIC
SENATE

Faculty Engagement

ASCCC Resolution from Fall 2017:
https://asccc.org/resolutions/college-autonomy-and-faculty-purview-determining-meta-majors-or-areas-focus

Resolved, That the Academic Senate for California Community Colleges urge local senates to assert that determining the content, categories, and titles of the "meta majors" or "areas of focus" is a local curricular and educational program decision that falls within academic senate purview as defined by Title 5 §53200; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to engage in robust collaboration between local student associations and local senates to ensure that these titles and areas apply directly to the students affected by the creation of "meta majors" or "areas of focus."

Mapping & Meta-Majors Workgroup

- Decided to focus on Meta-Majors as priority 2018-19; then Academic Program Mapping

- Design Principles Developed
  - Embed student voice and input
  - Use data to drive decisions

- Reviewed Data from Student Statistics Class Project on Meta-Majors

- Performed Sorting Activity with Students

- Analysis of courses and programs using KUMO data visualization software

| Meta Majors Retreat June 2018 | 2nd Meta Majors Retreat August 2018 | First Meta Majors Proposal |

First Meta Majors Proposal

Explore the World
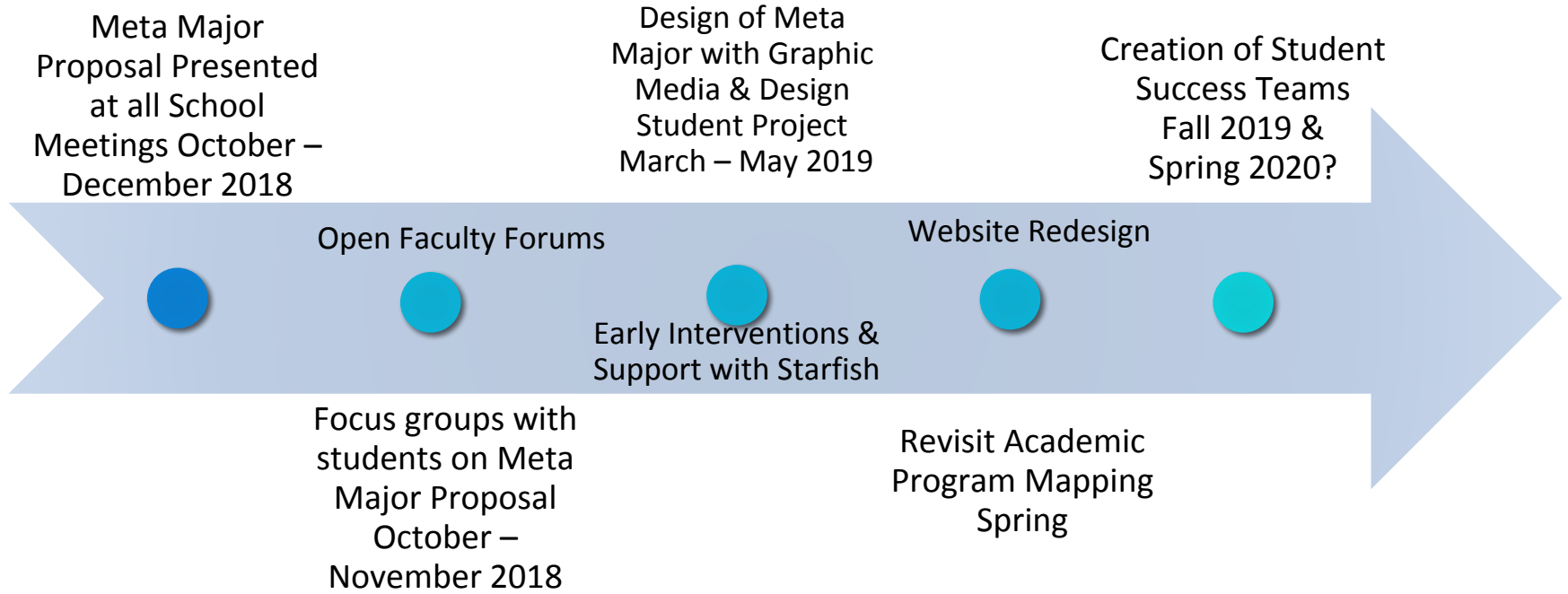
Research, Design, Build the World

Finance and Manage the World

Help and Serve the World

Create, Connect, and Cultivate the World

Sustain and Conserve the World

Development of Meta Majors

Meta Major Proposal Presented at all School Meetings October – December 2018

Design of Meta Major with Graphic Media & Design Student Project March – May 2019

Creation of Student Success Teams Fall 2019 & Spring 2020?

Open Faculty Forums

Website Redesign

Early Interventions & Support with Starfish

Focus groups with students on Meta Major Proposal October – November 2018

Revisit Academic Program Mapping Spring

Student Voice

- Part of (IE)^2 Committee and related Work Groups

- Student Projects
  - Statistics
  - GMD

- Focus Groups
  - Over 200 students involved in the Meta Majors Focus Groups

How Should We Present Meta Majors to Students?

Catherine Parker, Preeta Saxena, and Vida Manzo
Office of Institutional Research, Planning and Institutional Effectiveness, Santa Clarita Community College District

COLLEGE OF THE CANYONS

Purpose

We conducted focus groups with students to obtain feedback on preferences for presentation of Meta Majors. Specifically, the Meta Majors workgroup was interested in student feedback on the usefulness, layout, and categorization of majors/program offerings.

Research Questions

- Based on the information about Meta Majors, which of these makes more sense to you?
- What are aspects you like or not like?
- Do the headings make sense?
- What is appealing?
- What version do you prefer?
- What are the parts you like?
- What do you not like?
- Do the titles on the handouts make sense to you?

Methodology

The Institutional Research office contacted faculty via email regarding their availability and willingness to allow a focus group within their classroom. Focus groups took place in nine course sections (including: First Year Experience, Counseling, Math, Sociology, Honors, and Chemistry) and the InterClub Council (leaders of all student clubs). Courses were spread across morning, afternoon, and evening. Two researchers facilitated each focus group. One primarily asked questions and discussed with students while the other documented responses. In total, 129 students took part.

Acknowledgments

Findings

What do you think about the "World" headings for identifying the Meta Majors?

Why are you using "WORLD" in the title? Some majors don't apply to the whole "WORLD" really.

I don't like "WORLD" but "research, design, build" lets me know what those majors do in their jobs.

Wouldn't "SCHOOL" be easier to understand?

All education is "exploring the world." And most of us want to "help and serve the world."

It seems too general. It's sort of childish sounding.

Anything positive?

"WORLD" links to going outside and making an impact on the world.

It's OK, but I'd prefer "Understanding the World" or "Theorizing the World" or "Cross Cultural Learning," instead of "Exploring."

Titles say "the world," it gives the student a feeling of "greater purpose." This is something I get to do.

How do you feel about Meta Majors in general?

It links it to going outside and making an impact on the world. There are a lot more arts connected to business marketing, I wouldn't have thought they were connected until looking at the meta category.

I was going to skip over sociology because it's listed under "Science" and I've never been interested in chemistry or biology. But this field also includes sociology and psychology—which do interest me. I'd like to help people in the future.

I'm unsure about what I want to do. The Meta Majors help me figure a general direction.

Any issues?

Giving new names to fields that don't have the same name as where I want to transfer will make the process more confusing and difficult.

It's more organized—but there is overlap. I remember applying for college, every school has a house/school/division, it would be great if these categories matched where we're transferring to.

Literal Headings

- Applied Technologies
- Kinesiology and Athletics
- Visual & Performing Arts
- Business
- Humanities
- Social and Behavioral Sciences
- Mathematics, Sciences, and Health Professions

"The World" Headings

Research, Design, Build the World

Create, Connect, & Cultivate the World

Finance and Manage the World

Explore the World

Help and Serve the World

Sustain and Conserve the World

Blended Headings

APPLIED TECHNOLOGIES
Build and Design

KINESIOLOGY & ATHLETICS
Exercise, Move, Play

VISUAL & PERFORMING ARTS
Create and Express

BUSINESS
Finance and Manage

HUMANITIES
Explore and Connect

SOCIAL & BEHAVIORAL SCIENCES
Analyze and Understand

MATHEMATICS, SCIENCES, & HEALTH PROFESSIONS
Research, Serve, and Sustain

Recommendations

- Headings ending with "The World" confuse or irritate students.
- However, the "aspirational" part of these headings can help provide a better understanding of what each Meta Major is about. They help build pride and form an emotional connection with a field of study. Color also helps add interest.
- Connecting the "literal" heading with the "aspirational" one resonated well with students. Twice as many students preferred these over the other two formats.
- Therefore, we recommend using the "Blended Headings."

Marty's Meta Major Proposal

Guided Pathways Data

- Employee Survey – Spring 2018

- Repeating on smaller scale – Spring 2019

Highlights of Findings	
Awareness of GP Framework	2/3 employees "very aware/aware"
Clarifying the Path	87% agree: COC's programs of study/majors are designed to prepare students
Entering the Path	~50% "strongly agree/agree" that COC helps new student who do now have clear plans choose a program of study
Staying on the Path	55% "strongly agree/agree" that COC students know what requirements remain to complete their programs of study
Ensuring Learning	70% agree that COC has well defined learning outcomes for each program

Communication

- Majority of employees find department meetings to be must productive ways to communicate regarding Canyons Completes/Guided Pathways
  - Consider your audience
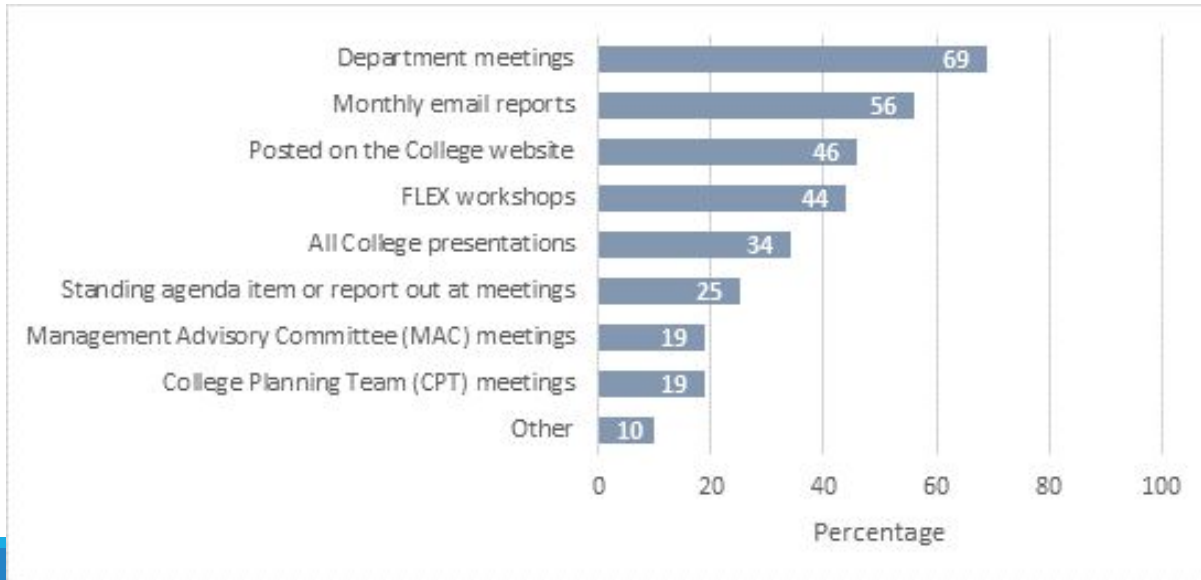
CONNECTING THE DOTS: ENGAGING OUR CAMPUS COMMUNITY BY BUILDING RELATIONSHIPS

Nora Zepeda

Guided Pathways Facilitator

East Los Angeles College

guidedpathways@elac.edu

LOTS OF DOTS, LOTS OF CONNECTIONS

GP

Student Svcs

Students

Campus Committees

Office of PD

Academic Depts.

GP Ambassadors

Administration

Instructors

Dual Enrollment

Classified Staff

GP Facilitators

Academic Senate

BUILDING RELATIONSHIPS IN AND OUT OF ELAC

Spring 2018	Summer 2018	Fall 2018	Winter/Spring 2019
• Hired 3 facilitators • Leading From the Middle • Campus Outreach • Began GP Ambassador Program • Spring Forum	• Hired 2 more facilitators • LFM • Summer Meet & Greet for GPA • Established Work Teams • Office of PD	• Opening Day • Meta Major card sorts • LFM • Continued outreach • GP Academy (SF) • Collaboration with CLP	• Officially implemented 2 Work Teams • Learning Community (CLP) • Student Services • College Summit

NEXT STEPS

► Continue building relationships across campus community through:

- ► Forums
- ► Work Teams
- ► Committees
- ► Outside partners

REDESIGNING THE STUDENT EXPERIENCE:
A GUIDED PATHWAYS FRAMEWORK

REDESIGNING THE STUDENT EXPERIENCE

How has SMC fostered engagement and leadership across campus?

- **Faculty-led and Cross-functional**

- **Student Participation & Humanization of Data**

- **Implementation of "Design Thinking" Process**

THEME 1:
ALL EFFORTS HAVE BEEN LED BY <u>FACULTY</u>

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Sept 2017: SMC Guided Pathways Taskforce

- **Cross-functional, Cross-hierarchical:**
  - **Instructional Faculty, Counseling Faculty, Senior Admin, Deans, Students**

Jan 2018: 2-day retreat

- **100+ participants; cross-functional & cross-hierarchical; building the case; student voices; ideation; "everything is on the table"**

Borrowed quite liberally from Skyline Community College

Inquiry Teams

Work Teams

Support Squads

Communication Squad

Student Advisory Squad

Program Mapping

First-year Experiences

Logistics Squad

Redesign Team:

Redesign Team

Redesign Steering Committee

Meta-Major/ GE Redesign

Intentional Equity and Retention

Technology

Student Support Services

High Impact Practices (HIP)
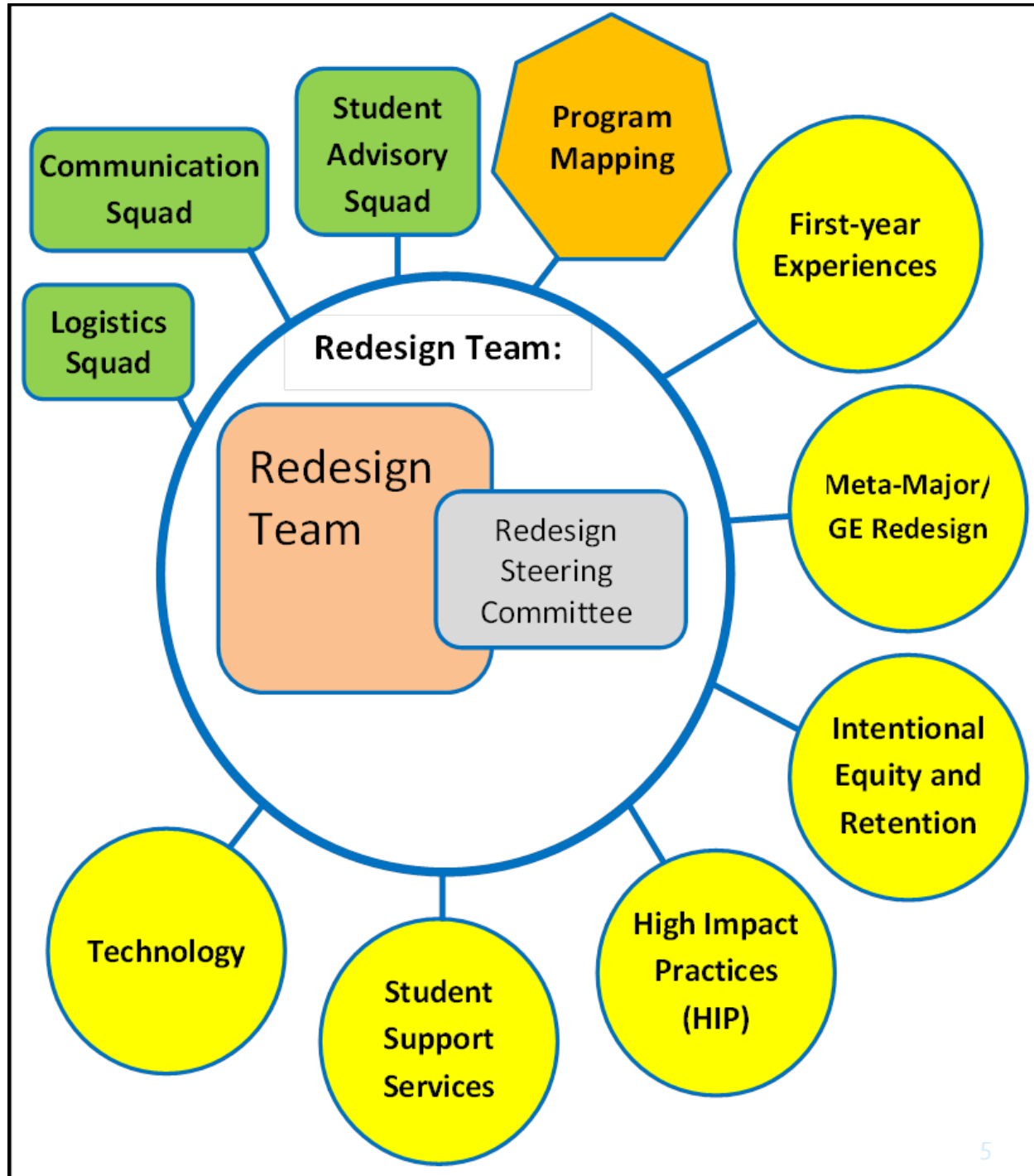
ALL EFFORTS HAVE BEEN LED BY FACULTY

May 2018: "Sorting Day" (to create our "meta-majors" (Areas of Interest))

- **220+ participants; cross-functional & cross-hierarchical (including classified staff); student voices**

Fall 2018-Spring 2019: "Mapping Days"

- **Teams of Instructional Faculty from the discipline + a Counseling Faculty + a Curriculum Committee Rep + a student**
  - **Construction of a 2-year program map**
  - **Interaction between instructional and counseling faculty INVALUABLE; student voices regarding mapping super important as well**

THEME 2:
STUDENT PARTICIPATION &
THE HUMANIZATION OF DATA

STUDENT PARTICIPATION &
THE HUMANIZATION OF DATA

In order for our redesign efforts to be data-driven and student-centered

----

"What is the current student experience?"

Student Data and Their Voices

STUDENT PARTICIPATION & THE HUMANIZATION OF DATA

1. What % of our Fall cohort is First Time in College (FTIC)?

   - (video)   Tell us who you are and why you chose SMC

2. What are the educational goals of FTIC students?

   - (video) Tell us about your goals here at SMC

3. What % of FTIC students achieve their goal (disaggregated by race)?

   - (video) Tell us why students drop or stop out

4. What % of students stop attending higher education ANYWHERE without achieving their goal?

   - (video) Tell us what SMC does (or could do) to help students persist and complete their self-defined goals

Data and Student Voices Videos (hyperlink)

STUDENT PARTICIPATION & THE HUMANIZATION OF DATA

Students have been present at all working events.

Student Support Squad:

- **Representative of our student population and heavily based on our target population for equity**

- **Each "Inquiry/Work Team" has student participation**

- **Thus … constant and continuous humanization of data and the student experience. (EMPATHY)**

THEME 3:
INCORPORATION OF "DESIGN THINKING"

INCORPORATION OF "DESIGN THINKING"

- **Design Thinking Process**
  1. **Empathy**
  2. **Define**
  3. **Ideate**
  4. **Prototype**
  5. **Test**

- **Constructing a CROSS-FUNCTIONAL Teams**

- **All meetings must be ACTIVE (regardless of size).**

- **Of particular importance has been the IDEATION (to not stifle creativity and innovation) … "everything is on the table" in this Redesign**

INCORPORATION OF "DESIGN THINKING"

TASK:

In your cross-functional groups of 5-7, design the IDEAL first year experience for the student

- **from enrollment to counseling to scheduling to classes to mentoring to student engagement to ....**

RULES OF THE EXERCISE:

- **If SMC can control or influence an issue or experience, then it's fair game. Don't get stuck on issues completely outside of our control/influence.**

- **You cannot say "Yes, but ..." You are ENCOURAGED to say "Yes, and ..."**

Kristin just graduated high school and enrolled at SMC because her parents told her to do so. She showed up during mandatory orientation and met with her assigned counselor which is part of her "Student Care Team". Together they realized that Kristin was most interested in Math but also interested in the physical sciences. Kristin started in the STEM Area of Interest where she was introduced to program maps for both Math and Physics. To explore these interests, she enrolled in a team taught Math and Physics course block. She also enrolled in contextualized English and Counseling classes. Through this Area of Interest and block scheduling, she has made a handful of friends and feels connected to the college. They study together, socialize together, and sometimes go to SI sessions together. About mid-semester, Kristin's counselor reaches out to her because a flag has been raised in Starfish. In the meeting, the counselor shows her the faculty member's office hours and reminds her of the embedded tutor in this Gateway course. Kristin's assigned Career Counselor reaches out and suggests that she attend an upcoming career workshop for STEM. Kristin considers all this, talks to her friends and assigned Peer Navigator as well. She is now excited to chose an Academic and Career path and begin her next semester.

THANKS!

How has SMC fostered engagement and leadership across campus?

- **Faculty-led and Cross-functional**

- **Student Participation & Humanization of Data**

- **Implementation of "Design Thinking" Process**

Q & A Session

Activity

ACTIVITY

In your group (either with your team or in a zoom room) please take 2 minutes of silent reflection to think about the questions below, then discuss as a group.You will have 15 minutes total. Please prepare to report out.

Current Engagement and Leadership

What group/groups are doing most of the work at the moment?	
Who is currently not on the GP core/design team(s), but are advocates for the work within departments or programs?	
How can you intentionally engage or cultivate GP leadership among those individuals based on their skills and role?	

Enlisting Engagement

What does/would ideal engagement look like?	
What constituencies would we like to enlist in the work?	
What may be some reasons they have not joined in so far?	

What did we hear from the colleges that we can apply at our site?	
What else can we do to engage the constituency we want to engage?	

Leadership Capacity

How might we support the newly engaged folks in taking leadership roles? What supports/training might they need to lead this work across campus?	
Who could assist with putting on such training and/or when would be the best time to expand leadership?	

ACTION PLANNING

Congratulations, you have an action plan! (*see your answers to the above questions*).
Now, we invite you to add in some accountability measures.

Action	By when?	Who is responsible?	Tools / Resources	Notes

Report Out

Reflection & Wrap-up

Vision Resource Center

Vision Resource Center

California Community Colleges | Vision Resource Center

Realizing the Vision for Success

Introducing the Vision Resource Center, a new portal dedicated to providing the exceptional support needed to meet the goals and commitments of the Vision for Success through the Guided Pathways framework.

Participate in online learning and join communities of practice around the concepts and skills necessary to ensure our students and our colleges achieve their full potential.

Access the Vision Resource Center with an existing Professional Learning Network account or **create a new account**.

Username or e-mail address *
lara_brady

Password *
●●●●●●●●●●

LOG IN

Forgot your password?

The Vision Resource Center is the next evolution of the Professional Learning Network and provides continued access to Lynda.com and Skillsoft, as well as supporting more engaging resources and communities. During the transition you'll find all of the original Resources and the Applied Solution Kit on the legacy site.

Step 1
Log on

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Vision Resource Center

Realizing the Vision for Success

7 Regions
115 Colleges
One Vision

The **Vision for Success** sets forth bold new goals for improved student outcomes and is at the heart of everything we do.

We achieve these new levels of success by implementing the **Guided Pathways** framework to facilitate communication and positive change.

Learn about the core concepts that are driving our system

Pursuing the Vision for Success
Introduction to Guided Pathways
Improving Equity in Campus Hiring
Data Coaching for Guided Pathways Development
AB 705: Corequisite Support in California's Community Colleges
Collecting Student Voices for Guided Pathways
Guided Pathways Inquiry Guide
Leading Guided Pathways Reform: The Role of the Board
Strong Workforce for Trustees
Strong Workforce for CEOs
Dual Enrollment
More...

Guided Pathways College Contacts

We work best when we work together. In response to requests from the field, we have created a Guided Pathways contacts directory to help colleges collaborate and share information. Find it here

Guided Pathways Regional Coordinators
Regional coordinators are available to provide local support for colleges as they work toward

Connect in communities to access resources, ask questions, and share ideas

Vision for Success & Local Goal Alignment
Guided Pathways
Student Centered Funding Formula
Equity
Professional Development
Credit for Prior Learning

Step 2
Click on "Guided Pathways"

California Community Colleges
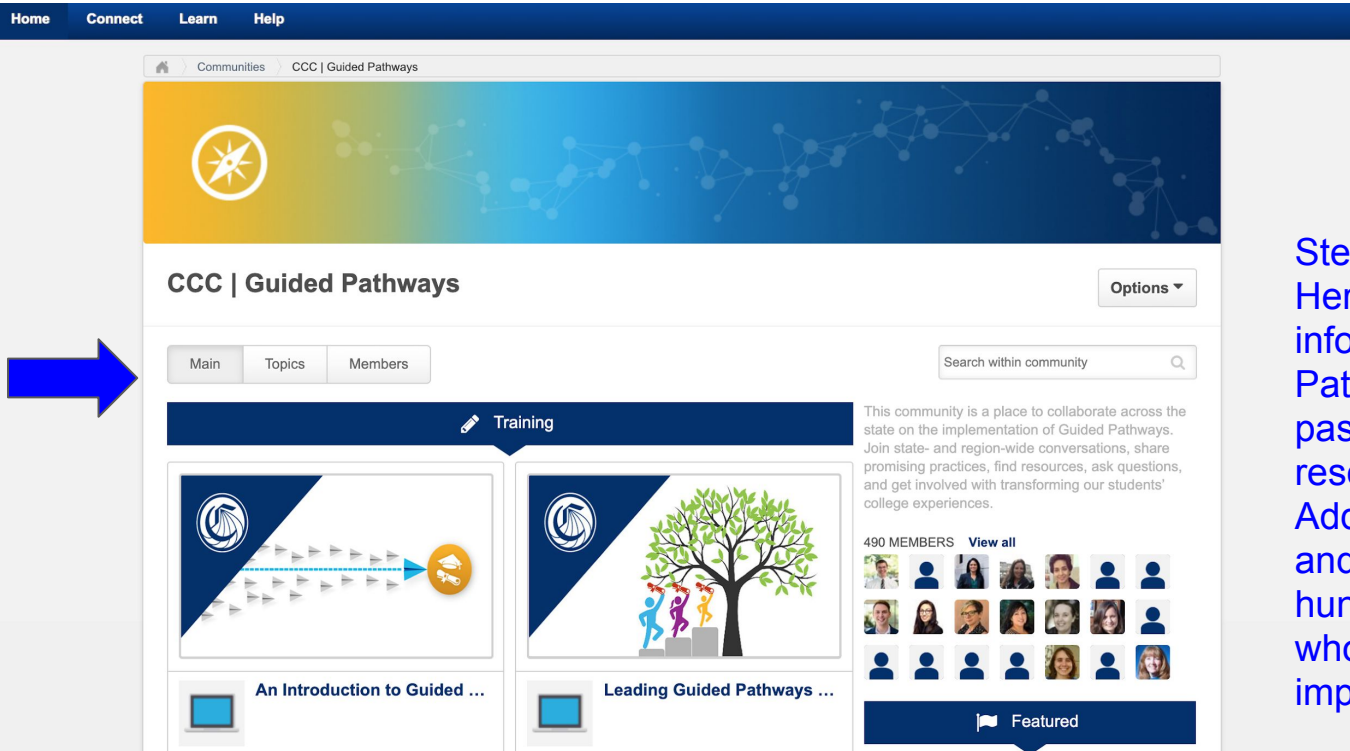
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Vision Resource Center

Step 3 Explore!
Here you will find a wealth of information on Guided Pathways including links to past learning clusters, tools, resources, and guides. Additionally you can connect and exchange ideas with hundreds across the state who are also working on GP implementation.

Vision Resource Center

Here's a glimpse of what you'll find under Topics. The Vision Resource Center is a great way to build your GP community of practice.

Join the LA/OC GP Regional Listserv

Email a coordinator to join

Taking this back to your campus!

Remember your LA/OC GPRC's can support you with bringing the presentation and activity back to your campus. Feel free to reach out!

LIBBY LEE CURIEL
LLCURIEL@CCCCO.EDU
(805) 293-4035

NATALIE V. NAGTHALL
NNAGTHALL@CCCCO.EDU
(424) 380-2461

SEAN C. PEPIN, PH.D.
SPEPIN@CCCCO.EDU
(408) 753-7746

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THANK YOU FOR JOINING!