CCLA19 Faculty Strategic Planning Retreat

October 18-20, 2019

Approach

- The CCLA19 Faculty Strategic Planning Retreat brought together faculty member representatives from various CCLA19 community colleges to share and discuss ideas around curriculum innovation.
- The following schools were represented at the event: Glendale College, Citrus College, Santa Monica College, Mt. San Antonio College, Cerritos College, Long Beach City College, Pasadena City College, El Camino College, Los Angeles City College, Los Angeles Trade Tech, LA Valley College, East Los Angeles College, Los Angeles Harbor College, and Los Angeles Mission College.

Reactions: LA SIM Synthesis Data Walk

Surprises

Upon completion of the data walk of the McKinsey Crossroads report and the CCLA19 SIM BrandIQ synthesis report, faculty were surprised by:

- Student unpreparedness for the workforce and not finding a four-year degree useful
- General disconnect between general education and career demand
- Fusion between general education and career demand being a form of curriculum innovation
- Increasing competitiveness with schools in the UC and CSU systems for the same target audiences/students
- Surprised how important the shift in higher wage jobs needs to be

Reactions: LA SIM Synthesis Data Walk

What makes faculty nervous?

Faculty anxiety around this new insight focuses on the negative impact on their students:

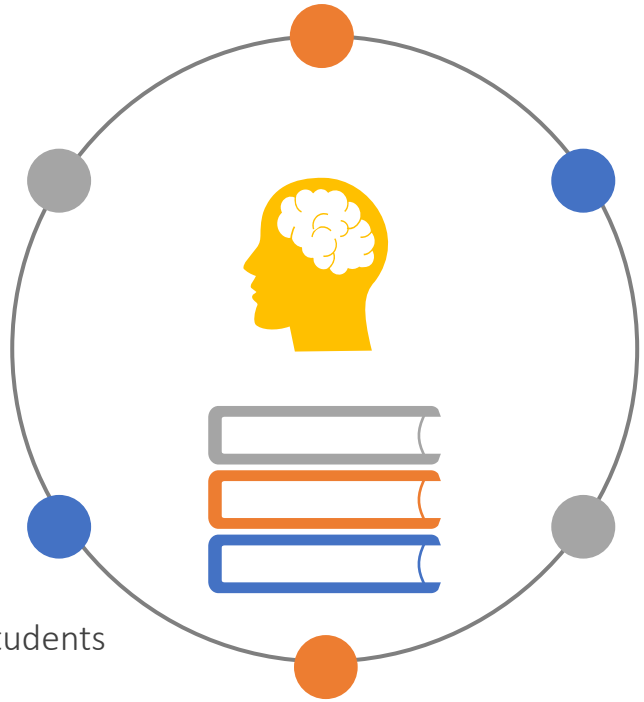
- Impacts on faculty well-being including burnout, bias in and process of professional development and sustainable wages for faculty (especially for new full-time faculty)
- Equity issues will not be met, leading to higher dropout rates
- Competition with schools in the UC and CSU systems will exacerbate equity issues
- Students will not have their basic needs met (e.g., food, shelter, etc.)
- Students lack mentoring
- Industry technology readiness is unattainable for some students

Reactions: LA SIM Synthesis Data Walk

What opportunities exist?

Connection to Industry

- Encourage faculty to stay engaged and connected to industry shifts and demands
- Work-based learning and programs for students to have experience in the field and eventual job placement
- Collaborate with industry to design curriculum that has a future



For LA19 Colleges

- Foster a culture of innovation for “at-scale” impact
- Increase marketing and visibility
- Create alumni culture/network and get honest feedback from them
- Make it easier for students to apply, and let them know seats are available in the college
- Bridge gap between counselors and academic affairs
- Get funding for work-based learning

Curriculum Development

- Build cohorts earlier (in high school)
- Update curriculum to meet students’ needs technologically, experientially and relevant content
- Create a more flexible schedule that works for all students
- Involve students into the co-creative process of curriculum development
- Increase curriculum design focus on future target segment “pragmatic skiller”

Student Care

- Create programs that support basic student needs
- Create more coaching and mentoring programs
- Get student feedback regularly

Technology Front and Center

- Technology built into teaching and learning to create a dynamic student experience

Redesigning the Student Experience:

Needs and Gaps

Needs in the Student Experience

Institutions can provide:
- More class availability
- Intrusive, academic, and more career education (CE/CTE) counseling
- Faculty engagement and academic support that is individualized and authentic
- Contextualized curriculum
- Access to industry-driven technology

Students' academic needs must be met:
- Given that students' basic and technical skills are lagging, they need foundation (e.g., how to study, other basic skills, etc.)
- Need a streamlined process to complete college and help navigating the curriculum and process
- Students lack mentoring and direct human relationships

Students' basic needs are not being met:
- Housing, food security, healthcare, childcare, financial, transportation
- Equity in resource allocation

Note: During this exercise, participants were told:
"You have immersed yourself in the data/insight that you found on the walls. Now please consider your experience as educators back at your college. Please think about STUDENT NEEDS and the GAP that may exist in delivering against those needs."

Gaps in the Student Experience

What is currently lacking in the student experience:

1. Resources (e.g., equity, curriculum, etc.)
2. Engagement by faculty, leadership from senior management
3. Data to effectively inform resource allocation (i.e., completion rates of pathways)
4. Communication
5. Qualified, trained, and re-trained faculty

Note: During this exercise, participants were told:
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Jobs-to-be-Done
What jobs do faculty need to do for “student success”?

Faculty Jobs for Student Success

Functional Jobs-to-be-Done

Innovative & Accessible Learning

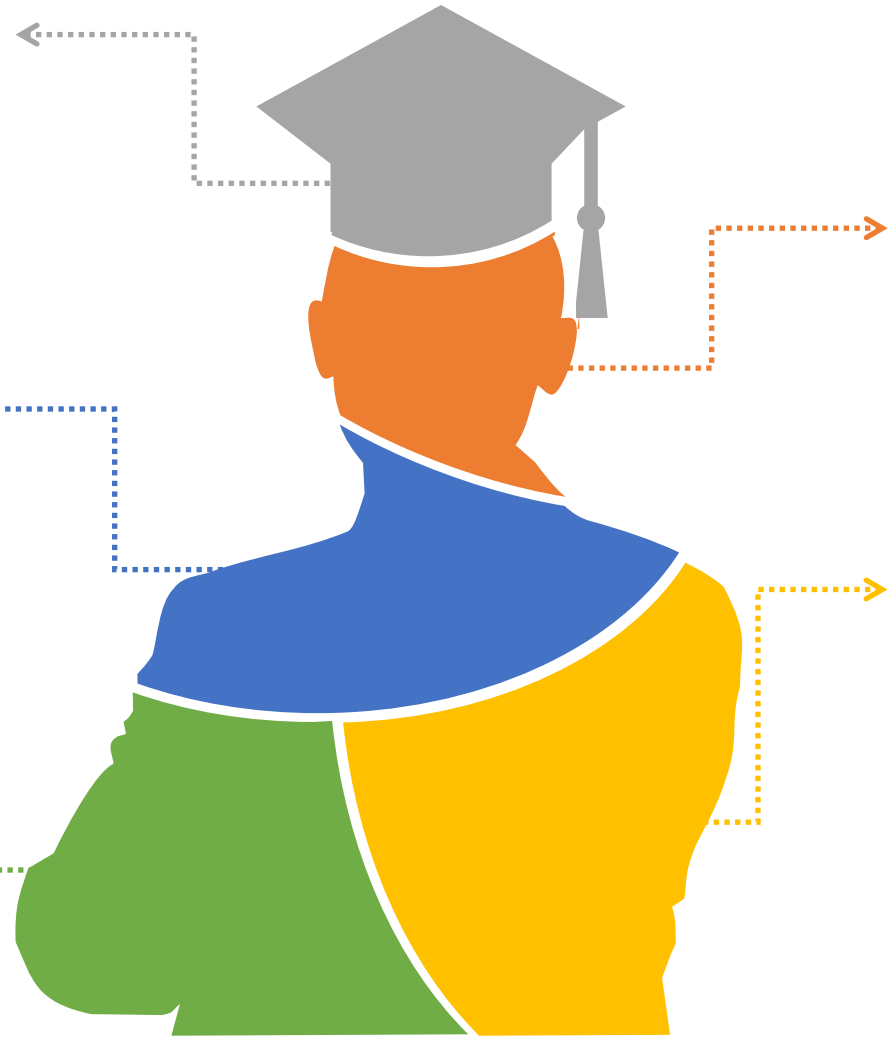
- Innovate within the classroom with online programming
- Create affordable and effective education
- Flexible class schedules

Curriculum Development

- Create certificates in collaboration with industry to funnel students to graduate and to jobs
- Clear stackable certificates

Embrace Equity

- Create space where different learning abilities and life needs are met



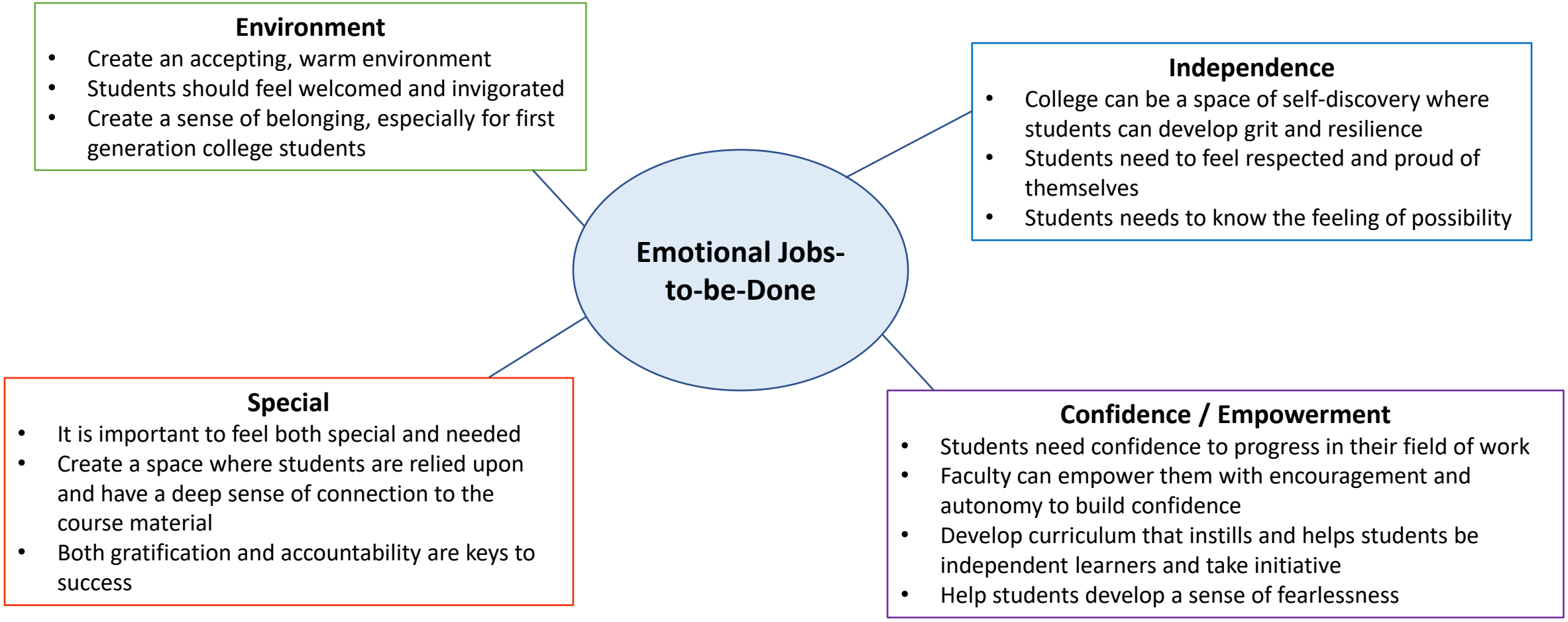
Teach Skills

- Develop a strong base of basic skills (e.g., math, critical thinking, reading, money management, etc.) so students are prepared to move on in their careers and succeed in life
- Skills and applied knowledge that match the workforce
- Support creativity and imagination

Mentoring & Counseling

- Faculty is approachable and students feel comfortable creating relationships
- Counsel on specific major related topics
- Help outside of the classroom
- Career counseling and mentorships that bridge school to the workplace
- Targeted counseling
- Students can be put into relevant short-term and long-term jobs

Faculty Jobs for Student Success



Faculty Jobs for Student Success

Community

- Acceptance and belonging to a community
- Team building
- Sense of caring for others and being cared for
- A space that is safe from stigmatization

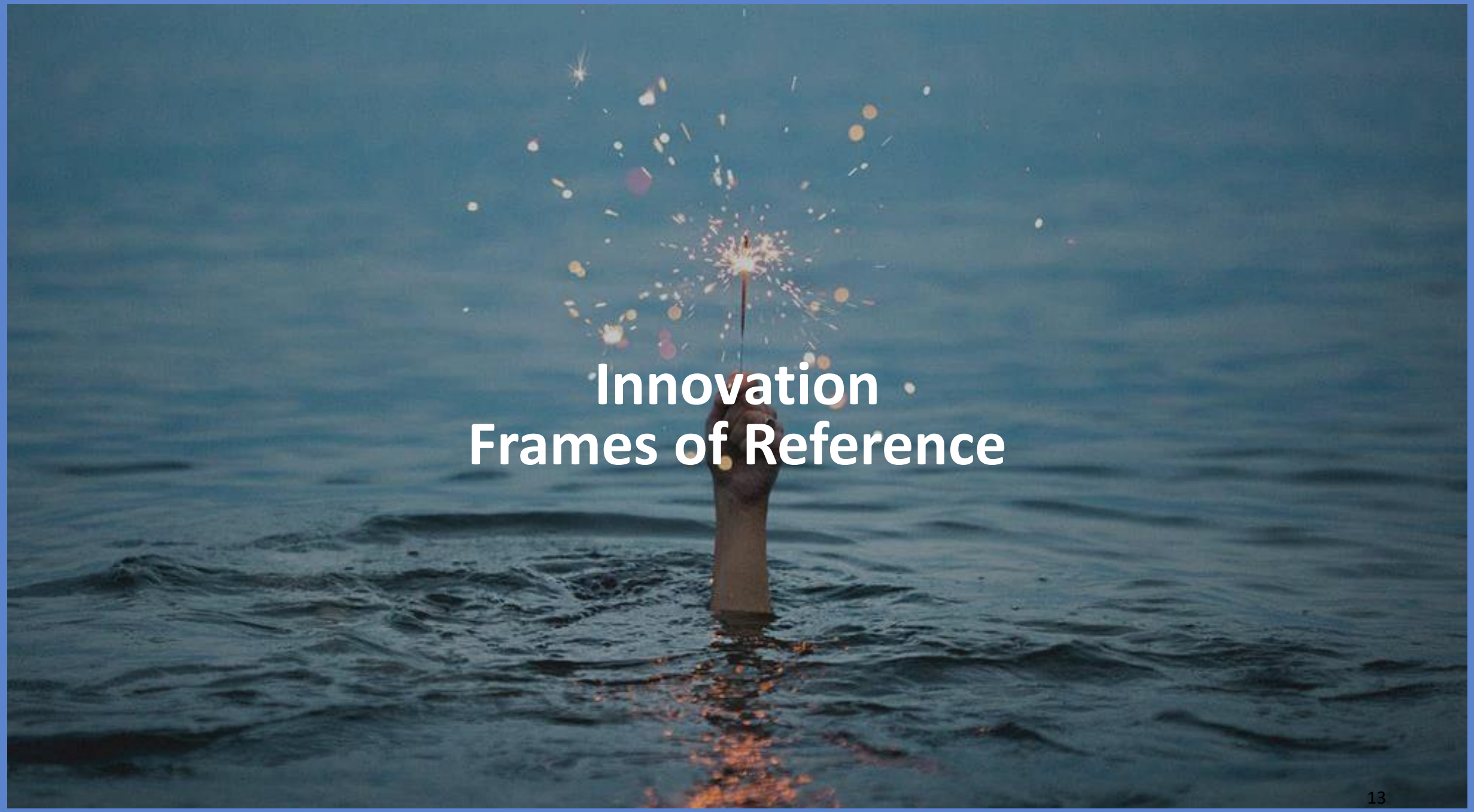
Self-Presentation

- Knowledge and confidence of how to present one's self physically and socially
- Acceptance by their desired profession
- Perceived as independent, accomplished, and successful
- Overcoming imposter syndrome
- Perceived as authoritative

Support

- Proud to have a steady paycheck to support themselves and their family
- Students need role models who look like them (i.e., representation)
- Students need to see themselves in their future state

Social Jobs-to-be-Done



Innovation
Frames of Reference

Innovation: Frames of Reference

What is the first thing that comes to mind when you hear "innovation"?

- New ideas, improved, new to the world
- Different/fresh, ahead of the curve, more effective
- Artificial intelligence
- Industry-informed
- Outside the box, risk-taking, outside the comfort zone
- More attractive, relevant, designed
- Sustainable
- Serves community, collaboration
- Safety for consumer
- Global/local, "Glocal"

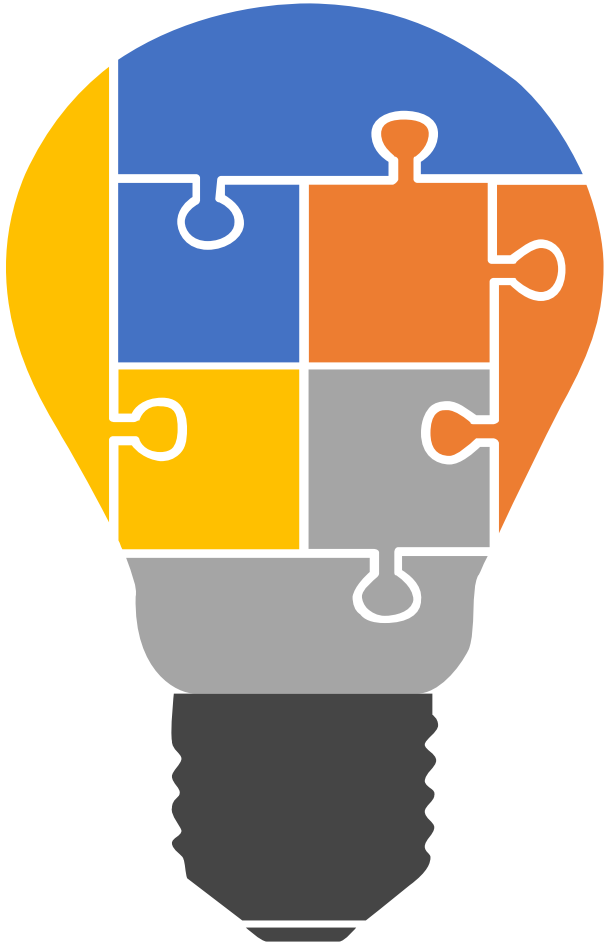
How would you define "innovation for community colleges"?

Positive Associations:

- Social mobility
- Socially just
- Excitement
- Need for flexibility
- Opportunity
- Cooperative
- Immersive
- Student outcomes that reflect future

Negative Associations:

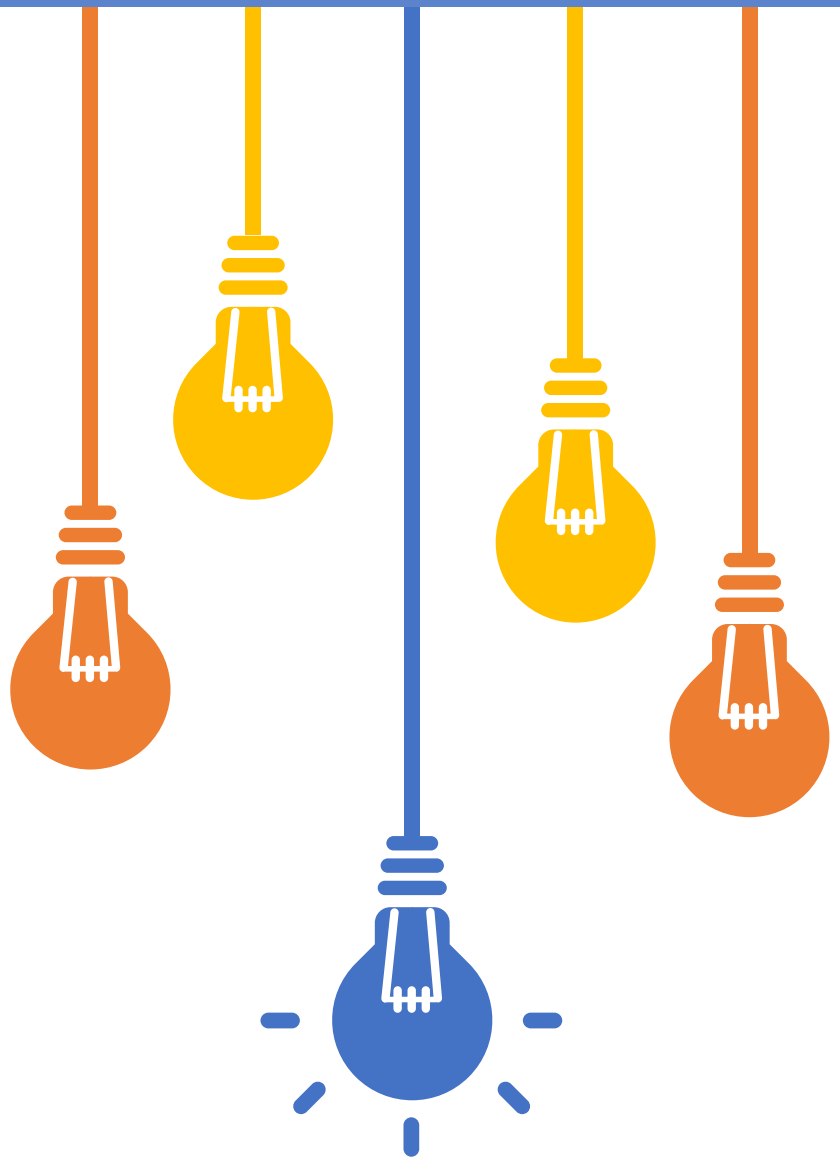
- Hard
- Slow
- Bureaucracy
- Under-financed
- Blocked



Neutral Associations:

- Gatekeepers/roadblocks
- Unions
- Assessment of result
- Layers
- Third party accreditation
- Interpretation of Course Outline of Record (COR)
- Hybrid
- Apprenticeship-like experiences, co-ops, and internships

Innovation: Frames of Reference



When you think of "curriculum innovation", what comes to your mind?

- Non-credit
- Short-term
- Hybrid
- Industry input
- Adaptive
- Professional development
- New program opportunities
- Buy-in
- Competition between departments

What are possible 'results' we would love to accomplish for "curriculum innovation"?

- Contextualized learning opportunities
- Stay competitive
- Relevance
- Completion
- Improving community
- Expand outreach
- Certification
- Preparation
- Increased resilience
- Ability to discover
- Supporting culture and adding culture to the community
- Student success
- Clear pathways
- Job placement
- Joy of learning
- Equitable outcomes
- Quality of life
- Continuity
- Retention

Barriers to Curriculum Innovation

Barriers to Curriculum Innovation

- **Funding** (i.e., soft money, budgets, time, funding and space-conditions; for curriculum development)
- **Lack of Vision**: articulation, institutional support, lack of strategic and tactical partnerships, faculty training, leaders not setting priorities and making decisions, working in silos, lack of cooperation/participation, apathy/disillusionment
- **Administration Interference**: bureaucratic process, administration not open to change, communication, tradition, lack of collaboration, competition/territorial between departments, lack of CE understanding, lack of understanding the future of work, allowing silos to continue to exist when everyone knows it is counter-productive
- **Technological**: lack of "new" industry connections/partnerships, technology limitations, lack of adoption of innovation, fixed mindset

Resources for Curriculum Innovation

Resources Needed for Curriculum Innovation

Professional Development
- Career training
- Leadership training
- Cross-disciplinary professional development
- Release time for professional development
- Courses, salary, schedule (Centers for Teaching Excellence)
- Leadership/Equity Academy
- Developing a team of cross-disciplinary innovators

Foster Regional Collaboration, NOT Competition
- Poor communication and buy-in for regional project/initiative knowledge and process
- Trust
- Shared values and community agreements
- Collaboration amongst colleges and schools
- Create a defined process for collaboration
- Flexibility needed to pursue collaboration
- Accountability with reasonable goals

Regional Innovation Hub:
- Runs outside local faculty organizations
- Innovation awards/fellowships
- Student feedback and demand
- Proposal vetting
- Data on emerging trends
- Poster session/share project ideas
- Activate structures to support innovation
- Partnerships with innovative publishers
- Faculty created curriculum for free
- Feedback loop creating a culture of innovation
- Center for Innovation, LA19
- Ensure acceleration and longevity

Leadership:
- Commitment to investing and supporting faculty that want to innovate
- Human capital: people link to students
- Presence & involvement
- Alignment
- Professional project managers to support curriculum development, departmental projects, grant reporting, etc.
- Innovation-motivated
- Results-driven actions

Guided Pathways

Guided Pathways

How could we integrate culture of innovation into Guided Pathways today?

- Faculty release time to mentor and consult
- Success coaching
- Increased CE input/sharing of best practices
- Steering committee organized around the four pillars that includes all constituents on campus
- Inform faculty that equity is the driving force
- Redesign the messaging internally
- Involve students in program mapping
- Updates to current classes/pathways
- Help with communication
- Online certificates
- Focusing on equity to improve Guided Pathways outcomes
- Bridging the gap between student readiness and employment

What would it take to establish a framework to ensure continually updated future QUALITY 'Guided Pathways'?

- Center for innovation integration
- Innovation hub could be the accelerator for Guided Pathways
- Automated pathways to minimize human error
- Each pathway has a support system (e.g., counseling, financial aid, technology)
- Services offered outside standard business hours
- Identify new pathways
- Evolve current pathways (e.g., automotive technology)
- Industry-driven by industry need
- Education delivery moving to more mobile platforms
- Role of educators as curators of knowledge
- Improve how students stay informed about where they are in their pathway
- Move towards student-driven (co-created) curriculum

CCW Future
Jobs CCW could do that they find most valuable

Total Number of Participants Aware of CCW: 8

Total Number of Participants Familiar with CCW: 2

Thinking about the curriculum and student success, what could CCW do for you that would be "most valued"?

- HUB for innovation: Product innovation & faculty support hub
15 votes
- Regional convener 13 votes (by discipline and with general education)

Other Potentially Valuable Jobs
- Governance structure for collaborating with CCW/other entity to work together on curriculum innovation: 9 votes
- K-12 focus investment 8 votes
- Policy Advocacy 6 votes

Criteria for faculty champions of curriculum innovation

- Academic Senate presidents
- History of collaboration across disciplines
- Innovative curriculum
- Experience in two worlds—Career Education & academic
- Experience in pathways
- Close contact with students outside classroom
- Understand student struggles
- Curriculum chairs
- Faculty who advise clubs/student club presidents
- General Education instructors
- Student services/counselors
- Work experience coordinators
- Students
- Win over English and Math
- People on advisory committee/industry
- Faculty who current lead successful Career Programs
- Career advancement

Input on LAEDC Labor Market Reports

Input on LAEDC Labor Market Reports

Is there anything you would change about the labor market reports?

Overarching Thought

- Faculty members have access to the same data in the LAEDC labor market reports
- They need it in a format where they could pull it in directly into their curriculum and program reviews
- The data is already too old by the time they see it. Example: The data found in these reports are from 2016.

Other Thoughts

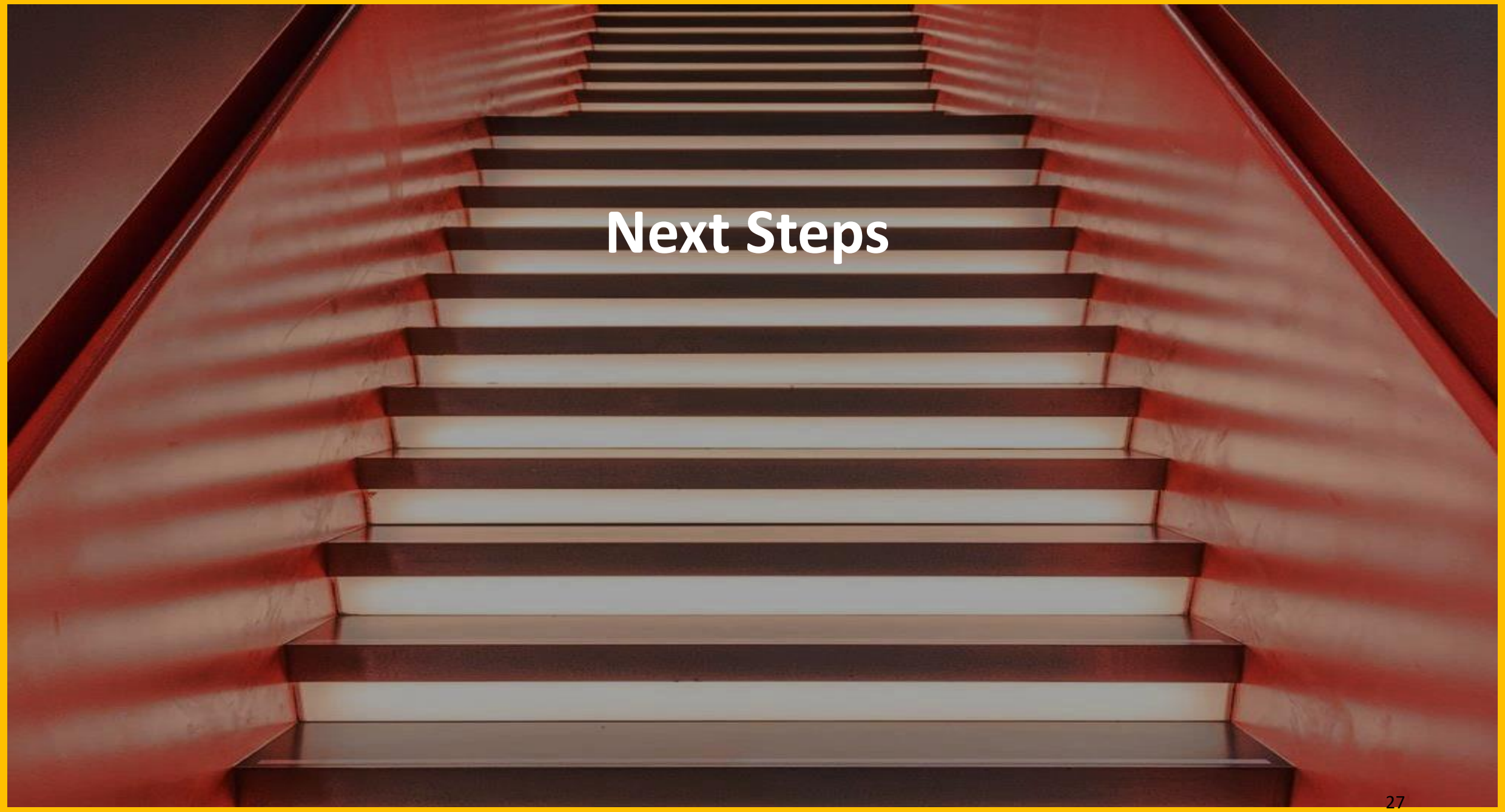
- Understand how to use the reports, user guides on understanding and using the data
- Add paragraph of focus of report to first page, create a cheat sheet to understand why it is important
- Accessible online (e.g., reports, hyperlinks to more resources)
- Easy to understand graphs (miscommunication of ideas)
- Job/employer maps in LA region
- Show job information year to year
- More occupation highlights, job titles, technical requirements on first page
- If data not available, explain with footnote
- Add top 4+ entrance skills for occupations, that need to be incorporated into programs, for better exit skills execution

Input on LAEDC Labor Market Reports

They were asked to review the range of reports

Are there any changes you would make to the labor market reports to help support curriculum innovation?

- Freelance labor is 20% in LA County, and freelance data is not measured in these reports, this masks employment opportunities (i.e., Entertainment industry)
- Need for code alignment (i.e., TOP, SOC, CIP)
- Need to talk to employers
- Information on how they report-out successes
- Data should be attached to career education programs
- Tie into regional CE program review software for easy access
- Electronic format to use growth and wage info
- New program development and alignment with jobs
- Help college programs connect with each other (intra- and inter-) so they can collaborate, learn, and grow programs)
- Examples of how data can be used to impact curriculum innovation
- Create new or revise existing curriculum to match industry trends according to the data
- Program start-up costs (e.g., facilities, equipment) and ongoing estimated commitment needed



Next Steps

Next Steps

- Get Academic Senate together: Faculty and administration collaborate to push forward
- Understand dynamic between regional/state/local academic senate involvement
- Contact local senate and/or institutional effectiveness committees to relay information
- Create narrative for sharing message and gaining feedback ("elevator pitch")
- Video call with Career Education Committee and BrandIQ
- Understand how administration plans budget
- Put mandates in place for participation (e.g., innovation committee, incentive)
- Convene all stakeholders on campus to decide what needs to be done/can be done
- Create committee with faculty, someone from Guided Pathways, Institutional Effectiveness, etc.
- Event with faculty, deans, presidents
- Online discussion board/blog/distribution list for posing questions
- Regular established convenings to see what was accomplished and measured (i.e., what worked and what did not)
- Incentivize faculty at all community colleges
- Standardized regional software that builds data into easy-to-use format
- Human capital: supplement people, funding, time
- Executive summary with main points
- Similar innovative colleges invited to speak
- Survey of faculty on buy-in
- Get pulse of campus/faculty buy-in

Next Steps

Conversations that need to occur at colleges to move forward:

- What was learned from meeting in a concise, solutions-oriented format
- Conversations with Institutional Effectiveness and discipline committees
- Professional development days with theme of 4th Industrial Revolution
- Talk to person running Guided Pathways on campus
- Influence colleagues that 4th Industrial Revolution is real
- Find alignment between Career Education and General Education

Next Steps

What it will take to start a faculty “movement”?

- Academic Senate recognized
- Innovation competition locally
- Acknowledge value of general education
- Consistency of messaging
- Innovation liaison on each campus
- Increasing relevance of Career Education liaison
- Create measurable impact
- Re-frame what the faculty job is
- Give union a seat at the table throughout the journey
- Start small and then go bigger
- Engage with new faculty early
- Identify General Education influencers
- Equally encourage Career Education and General Education to innovate
- Incentivizing
- Recognition (i.e., “Innovator of the Month”)
- “Buddy” accountability
- “CliffsNotes” of report
- Faculty champions to share info in another faculty retreat
- Relationship building with faculty
- Clarify the mission with supporting data
- Be deliberate about timeline

Appendix

Reactions: SIM Synthesis Data Walk

Surprises?

- The use of fusion methods to innovate
- Faculty onboarding with lack of flexibility
- Parents are pushing students to community college
- How long it takes to complete the community college curriculum and/or experience
- Not enough marketing and communications
- Community colleges are competing with UCs and CSUs
- Students are unprepared for day one in the workforce
- Students do not find a 4-year degree useful
- Reports use language of “highly-skilled” instead of “technical” or “soft”
- There is not as much focus on getting higher wages jobs as there is on simply getting employment

What makes you nervous?

- Organizational and cultural change/politics
- Blocking faculty
- Initiative burnout
- High drop-out rates resulting in part from equity
- Not enough being done to address equity
- Funding source alignment ties to transfers
- Notion of technology readiness not aligned with actual technology readiness
- Equity issues related to being more competitive with Ucs/CSU’s
- Complex processes to get professional development for faculty
- Lack of mentoring
- Not addressing basic needs (e.g. food, shelter)
- Living wage for faculty members

Reactions: Sim Synthesis Data Walk

What opportunities exist?

Cater to Industry

- Create entrepreneurial certificates (in areas of music, math, marketing, and communication)
- Partner / re-align with industry so students have hands-on experience
- Work-based learning
- Job placement programs
- Find tools to help progress students into certificate/degree path (e.g.: alters to students/counselors)
- Keep faculty connected to industry

For Curriculum

- Integrate practical experience demanded from the workforce into the curriculum
- Update and accelerate student experiences
- “Pragmatic skiller” segment
- Build cohorts earlier (in high school)
- Build dynamic student experience and teaching by building technology into all aspects
- Scheduling flexibility
- Partner within programs on/off campus and make the partnerships more institutional and cross-disciplinary
- Design students into process of completion

For Colleges

- Tools to increase marketing that do things differently and more creatively
- Get money from state for work-based learning
- Change stigma of CC as lesser than
- Create alumni culture and network
- Overhaul application process and complete paperwork to get credits
- Coaching/mentoring for real work opportunities
- Leverage success of healthcare programs to other industries
- Let students know that seats are available at community colleges
- Get honest feedback from students and alumni
- Foster a culture of innovation
- Bridge gap between counselors and academic affairs

Needs and Gaps in the Student Experience

Group 2

Needs:

Basic:
1. Healthcare
2. Clothing
3. Money
4. Work
5. Transportation
6. Rest
7. Grooming

Academic:
1. Books
2. Technology
3. Funding
4. Navigating
5. Study skills
6. Textbooks

Institutional:
1. Available classes
2. Counseling
3. Engagement by faculty
4. Academic support
5. Job placement

Gaps:

1. Lack of qualified staff
2. Lack of technology
3. Lack of funding
4. Lack of mental health awareness
5. Lack of basic needs committee

Group 3

Needs:

1. Housing
2. Food
3. Childcare
4. Transportation
5. Healthcare/mental health
6. Sense of belonging
7. Mentoring/direct human relationships
8. Supplemental academic and student service support
9. Equity in resource allocation
10. Contextualized curriculum

Gaps:

1. Resources (e.g., equity, professional development, curriculum)
2. Leadership from senior management
3. Data not used effectively to inform resource allocation
4. Communication
5. Technology not aligned with goals
6. Instruction in reading, writing, and math

Needs and Gaps in the Student Experience

Group 4

Needs:

1. Technical skills
2. Basic skills
3. Clear pathways
4. Need to foster faculty thought-leaders
5. Professional development

Gaps:

1. AB705 does not close gap
2. No district institutional support
3. Student distractions
4. Lack of collegiality
5. Faculty not being re-trained

Group 5

Needs:

1. Basic needs (e.g., transportation, food, housing, mental health)
2. Streamlined processes
3. Ongoing individualized support and authentic care
4. Access to technology

Gaps:

1. Faculty support
2. Money to create and maintain services
3. Lack of collaboration
4. Deficit mindset
5. Lack of technology
6. Lack of money
7. Lack of training

Faculty Jobs for Student Success

Group 2

Functional

- Counseling specifically on major-related topics
- After-class tutoring/help
- Degrees, certificates, and transfer
- Faculty being approachable so students know you are there for them
- Pragmatic field trips that relate to discipline
- Guest speakers from the field to get a real-world view
- Preparation for work
- Flexible courses
- Basic skills
- Educational technology that engages and teaches students outside the classroom (e.g., adaptive learning, simulation, virtual reality, video)
- Flexible courses
- Money management skills
- Travel opportunities

Emotional

- Students confident to progress in field
- Special and needed
- Feel hopeful
- Encouragement
- Self-efficacy
- Sense of belonging in college (especially for first generation college students)
- Fearless
- Confident

Social

- Part of a community
- Part of family
- Connected (like family)
- Respected
- Trusted

Faculty Jobs for Student Success

Group 3

Functional

- Field-specific job skills
- Dynamic skills-based learning connected to industry
- Ability to communicate effectively in and out of work environments
- Purposeful instruction
- Public speaking
- Listening skills
- Critical thinking analytical skills
- Problem solving ability
- Skills to work effectively with diverse populations
- Meet accreditation standards
- Many perspectives
- Ethics
- Online learning environment
- More understandable of knowledge accumulation
- Open learning environment
- Taking learning beyond the class
- Research competence
- Resilience in work and personal life
- Labor market security

Emotional

- Encouragement → confidence → persistence
- Encouragement and positive reinforcement
- An accepting learning environment
- Empowers them
- Welcoming, warm, invigorating, environment
- Profession that is aligned with their values
- Control of their time
- Satisfaction with knowledge
- Accommodating and understanding of challenges
- New horizons and adventure

Social

- Sense of caring for others & being cared for
- Security from stigmatizing
- Help for a family member
- Status
- Validation of contributions
- Leaders of their communities and our global communities
- Team-building
- Feel respected → start with sense of deep self-respect
- Identity acceptance
- Acceptable in community
- Belonging to national or state association
- Knowledge and confidence of how to present self physically/socially
- Being able to communicate persuasively and demonstrate knowledge
- Protection from stereotyping
- Being accepted by their profession
- Sense of caring for others and being cared for
- Proud to have a stead paycheck to support themselves and family

Faculty Jobs for Student Success

Group 4

Functional

- Future proof jobs
- Relevant short-term job advancement skills
- Income
- Clear stackable certificates
- More accessible programs in terms of schedule
- Flexible schedules
- More affordable programs
- Graduation
- Certification
- Equity learning ability differences need to be met
- Knowledge needed for their employment
- Learning but not just for grades
- Mentorships
- Online programs
- Targeted counseling

Emotional

- Fulfillment
- Empowerment
- Safety
- Security
- Feeling capable
- Independence
- Pragmatic achievement

Social

- Belonging and being part of something
- Acceptance
- Perceived as independent
- Perceived as accomplished
- Perceived as successful: The achievement of the “American Dream”

Faculty Jobs for Student Success

Group 5

Functional

- Teach them a skill or skill set
- Articulate one's opinion
- Help student get a job
- Creating arguments
- Reading comprehension
- Career mentoring
- Sentence level-construction
- Stretch one's creativity & imagination
- Mentorships that bridge school to workplace
- Teamwork
- Support family availability

Emotional

- Grit/resilience
- Self-discovery
- Achievement
- The feeling of possibility
- Connected
- Respect
- Proud
- Feeling accomplished
- Independent
- Strengthened
- Help explore dreams
- Surprised "I didn't know I could"
- Gratification
- Build confidence
- Curriculum that instills or afforms agency
- Overcoming fear

Social

- Social markers of "livelihood"
- Overcoming imposter syndrome
- "I succeeded" (e.g., bought car, travel, etc.)
- Recognition
- Mastery
- Perceived as authority
- Need for role-models who like them

Innovation: Frames of Reference

What is the first thing that comes to mind when talking about innovation?

- New ideas
- Different/fresh
- Artificial intelligence
- Industry-informed
- Outside the box
- Outside the comfort zone
- More attractive
- Sustainable
- Socially just
- Serves community
- Safety/safe for consumer
- Maverick
- Critical thinking
- Collaboration
- Improved
- Ahead of curve
- Risk
- More effective
- Design
- New to world
- Inclusive
- Responsible
- Relevant
- Global/local “Glocal”

Innovation: Frames of Reference

How would you define innovation for community colleges?

- Social mobility
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- Assessment of result
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- Student outcomes that reflect future
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- Layers
- Bureaucracy
- Need for flexibility
- Excitement

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- Professional development
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- Buy-in
- Competition between departments

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- Quality of life
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- Equitable outcomes

Barriers to Curriculum Innovation

Group 2

- Lack of leadership
- Funding (i.e., soft money, time, funding for curriculum development)
- Articulation
- CSUs & UCs
- Expansion of four-year degree offerings
- Lack of student-centered thinking
- Fixed mindset
- Lack of CTE understanding by administration
- Administration interference
- Lack of leadership
- Lack of labor market data
- Chancellor office delay in approval
- Lack of transparency
- Faculty buy-in
- "New" industry connections
- Resource allocation prioritization

Group 3

- Funding allocation
- Institutional support
- Bureaucracy
- Lack of partnerships
- Participation
- Processes
- Ed Code & Title II
- Politics
- Infrastructure facility
- Full-time faculty
- Maintenance
- Faculty interest
- Time
- Faculty training
- Lack of vision
- Attachment to tradition

Group 4

- Leaders not setting priorities & making decisions
- Bureaucratic process
- Budgets
- Working in silos
- Clear pathways
- Too many initiatives
- Facilities
- Technology limitations
- Lack of technical skills/expertise for implementation
- Administration not open to change
- Faculty contract
- Faculty Resistance
- Lack of adoption innovation
- Ignorance towards change
- Motivations
- Predicting innovation

Group 5

- Communication
- Fear of failure
- Apathy/disillusionment
- Contract (unions) our friends
- Lack of cooperation/participation
- Counselors
- Buy-in
- Industry tie-in
- Human capital
- Faculty agreement
- Lack of administration collaboration
- Curriculum process
- K-12 conflict
- Quality control (particularly online)
- Funding
- Political pressure
- Tradition
- Culture
- Weekly teaching hours
- Regional conflicts
- Inter-discipline conflict
- Competition/territory between departments

Resources for Curriculum Innovation

Group 2

Innovation Hub
- Innovation awards/fellowships
- Student feedback and demand
- Proposal vetting
- Data on emerging trends
- Poster session/share project ideas
- Faculty professional development (cross-disciplinary)

- Partnerships with innovative publishers
- Faculty created curriculum for free
- Feedback loop creating a culture of innovation

Group 3

- Human capital (full-time, part-time, staff)
- Career Education leadership
- Center for Innovation for LA19

Group 4

Leadership
- Supporting faculty
- Leadership training
- Turn over
- Understand
- Human capital: people link to students
- Presence & involvement
- Alignment
- Professional project managers to support curriculum development, departmental projects, grant reporting, etc.
- Drivers/push
- Innovation motivated

Bureaucratic processes
- Collaboration amongst colleges & schools
- Defined process
- Flexibility

Funding
- Incentives
- Standardization of compensation
- Flexibility of compensation
- Task assignment

Group 5

Professional development
- We have the structures
- Release time for faculty development
- Courses, salary, schedule (Centers for Teaching Excellence)
- Part-time faculty
- Leadership/equity academy

Foster collaboration, not competition/healing
- Anger around lack of knowledge & process
- Trust
- Friendship & job
- Shared values and community agreements

Innovation sandbox
- Activate the structures we have to support innovation

How could we integrate culture of innovation into guided pathways today?

Group 2

- Faculty release time to mentor and consult
- Success coaching
- Increased CTE input/sharing of best practices
- Steering committee organized around the four pillars that includes all constituents on campus

Group 3

- Inform faculty that equity is the driving force
- Redesign the messaging internally
- Involve students in program mapping
- Updates to current classes/pathways

Group 4

- Recruitment
- Assessment
- Innovation with pathways
- Helps with communication
- Online certificates
- Across/within discipline with faculty

Group 5

- Looking at equity to improve outcomes so Guided Pathways gets credit
- Bridging the gap with readiness for employers

What would it take to establish a framework to ensure continually updated future QUALITY 'Guided Pathways'?

Group 2

- Automated pathways to minimize human error
- Each pathway has a support system (e.g., counseling, financial aid, technology)
- Services offered outside standard business hours

Group 3

- Center for innovation integration
- Identify new pathways
- Evolve current pathways (i.e., electric cars)
- Innovation hub could be the accelerator for Guided Pathways

Group 4

- Industry-driven by industry need
- Education moving to more mobile
- Role of educators as curators of knowledge
- Change how students get their info
- Move towards student-driven curriculum

CCW

Total Number of Participants Aware of CCW: 8

Total Number of Participants Familiar with CCW: 2

Thinking about the curriculum and student success, what could CCW do for you?

- Regional convener (by discipline): 13 participants voted for this
- HUB for innovation: 15 participants voted for this
  - One group of faculty members evaluates curriculum for occupation area
- Governance structure: 9 participants voted for this

Is there anything you would change about the labor market reports?

Group 2

- Accessible online (e.g., reports, hyperlinks to more resources)
- Easy to understand graphs (miscommunication of ideas)
- Joy/employer maps in LA region
- More occupation highlights, job titles, technical requirements on first page
- If data not available, explain with foot note
- Add paragraph of focus of report to first page

Group 3

- Info on how to use them
- Digitally accessible
- Workshop to navigate through the data
- Show increases of data from year to year

Group 4

- Add accrediting bodies
- Offer as electronic and hard copy reports
- List all codes (e.g., TOP, CIP, SOC)

Group 5

- Cheat sheet included with report on how it is useful
- Understand what this is (i.e., institutional effectiveness)
- Add to agenda at meetings (e.g., Academic Center)
- Form a work group around data

Are there any changes you would make to the labor market reports to help support curriculum innovation?

Group 2

- Program start-up costs (e.g., facilities, equipment)

Group 3

- Examples of how data can be used to impact curriculum innovation
- Write or add curriculum to match industry trends according to the data

Group 4

- Electronic format to use growth and wage info
- New program development and alignment with jobs
- Help program connect with each other so they can collaborate, learn, and grow programs

Group 5

- Training for necessary funding formula
- Freelance data is not measured
- Codes are out of data
- Need to talk to employers
- Information on how they report-out successes
- Data should be attached to program
- Tie into regional CE program review software