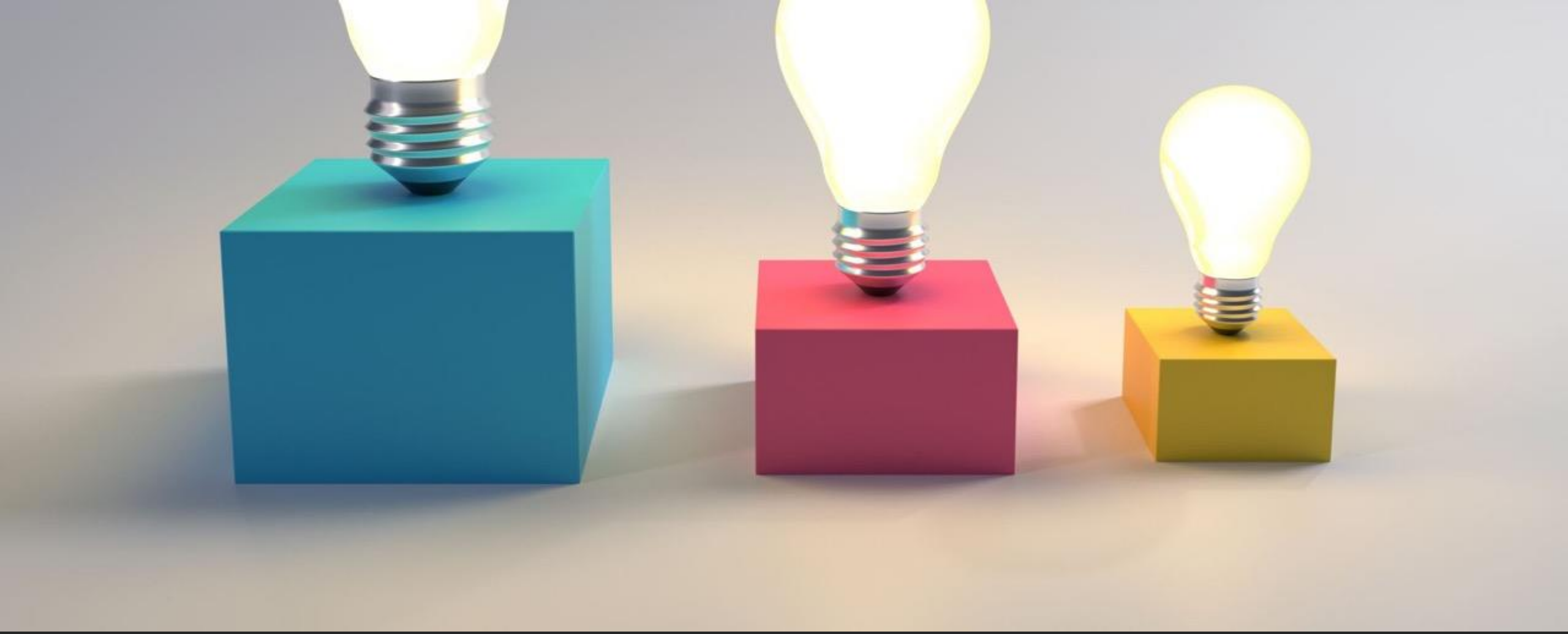


Academic Resource Innovation Strategy Faculty Retreat

WINTER 2020

FEBRUARY 3 – 5, 2020

Approach

The Academic Resource Innovation Strategy Faculty Retreat brought together faculty member representatives from a majority of CCLA19 community colleges.

They were grounded in new insights from regional investments in LA SIM.

The objective of the session was to build on the preliminary work done by the faculty that convened initially in October. We engaged a broader faculty representation.

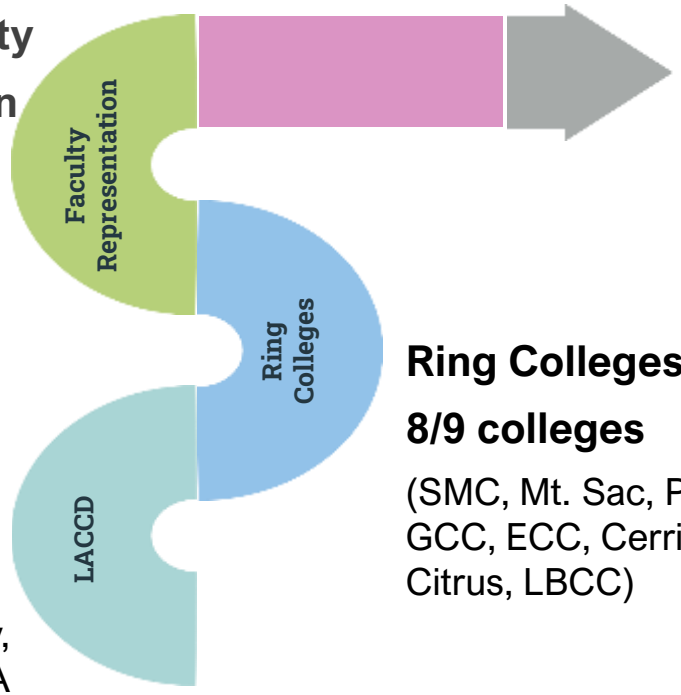
This session focused on developing an 'initial faculty' driven strategy for regional collaboration on "at-scale" curriculum and academic resources innovation.

"In the last 30 years, faculty have never convened as a region to collaboratively work on anything, across colleges, across GE/CE, across discipline. This is a first." - *Sal Veas, Chair of Chairs, SMC*

Participants across two convenings

CCLA19 Faculty Representation

(15/19 colleges represented)



Ring Colleges

8/9 colleges

(SMC, Mt. Sac, PCC, GCC, ECC, Cerritos, Citrus, LBCC)

LACCD

6/9 colleges

(LATT, ELA, Valley, Mission, LACC, LA Harbor)

We have designed the work to cover a wide range of faculty leaders in attendance:

~ 60% CE and 40% GE

- Academic Senate Presidents
- Curriculum Chairs
- Institutional Effectiveness
- CTE Liaisons
- Discipline Chairs
- Senate Faculty
- Strong Workforce Chairs
- Student Equity
- President's Advisory Council
- Faculty Assoc./Union Exec.
- Professional Development Committees
- Guided Pathways Committee

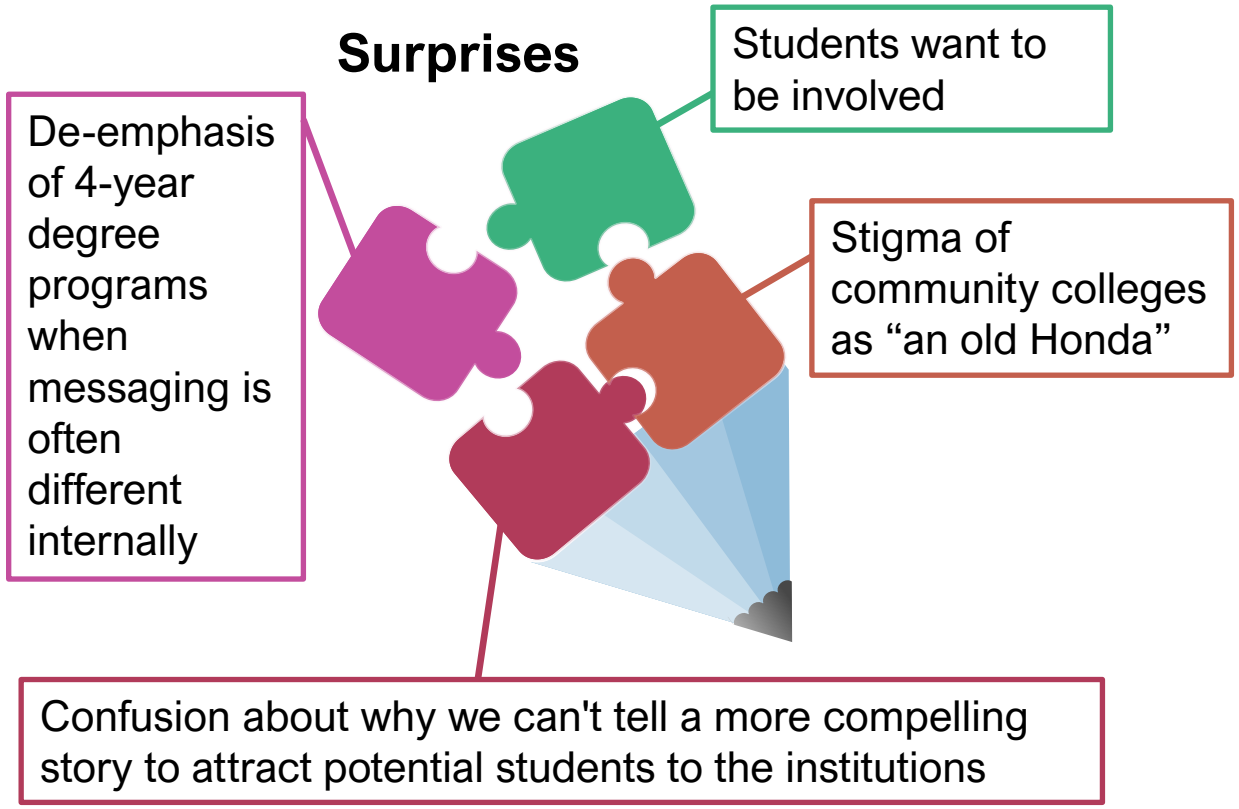
Data Walk

Faculty examined shown the following reports and then asked for their feedback and opinions:

- Deep Dive on McKinsey ‘Crossroads’
- Deep Dive on ‘LA SIM BrandIQ Comprehensive report’
- Deep Dive on LA SIM, advertising and marketing results to date, (including sharing CC19 ads, California state campaign & Competitive ads)

Reactions: LA SIM Synthesis Data Walk

October retreat alumni walked alongside new faculty to discover insights in the research.



**Faculty reactions to:* Deep Dive on McKinsey *‘Crossroads’,* Deep Dive on *‘LA SIM BrandIQ Comprehensive report’,* Deep Dive on LA SIM, advertising and marketing results to date (including sharing CC19 ads, California state campaign and Competitive ads)

Reactions: LA SIM Synthesis Data Walk

What opportunities exist?

- AWS (Amazon Web Services)
- Equity story-telling (e.g., examples of “doing it”)
- CE faculty workload hours
- Students being in business for themselves (entrepreneurship)
- Looking at curriculum beyond CE, skills-based
- Contextualized learning and regional collaboration
- Working with bureaucracy for exposure
- Pathway Programs to provide contextualized learning
- Building new partnerships and overcoming challenges by industry

**Faculty reactions to:* Deep Dive on McKinsey *‘Crossroads’,* Deep Dive on *‘LA SIM BrandIQ Comprehensive report’,* Deep Dive on LA SIM, advertising and marketing results to date (including sharing CC19 ads, California state campaign and Competitive ads)

Reactions: LA SIM Synthesis Data Walk

What makes faculty nervous?

- Funding commitment needed for curriculum development
- Bureaucracy and institutional bias
- Lack of career development help for students
- Losing students to the workforce too early
- Losing students to other institutions (especially innovative ones)
- Mixed messages from administration leadership
- Disconnect from jobs of tomorrow (concern over if jobs will exist and if students will be employable)
- Pressure with concurrent enrollment
- Barriers when trying to expose students to jobs (e.g., getting approved for field trips)

**Faculty reactions to:* Deep Dive on McKinsey *'Crossroads',* Deep Dive on *'LA SIM BrandIQ Comprehensive report',* Deep Dive on LA SIM, advertising and marketing results to date (including sharing CC19 ads, California state campaign and Competitive ads)

Josh Davies Keynote: The Future of Work

"Skills are the best predictor of success in the workplace"

Studies show time and time again the worst predictor of success in the workplace is academic achievement and education levels…

If we aren't delivering students with the skills that are necessary for the jobs that are in our community, we are failing our students, we are failing our employers, and we are failing our mission as community colleges."

- Josh Davies

Student Academic Needs

Faculty examined

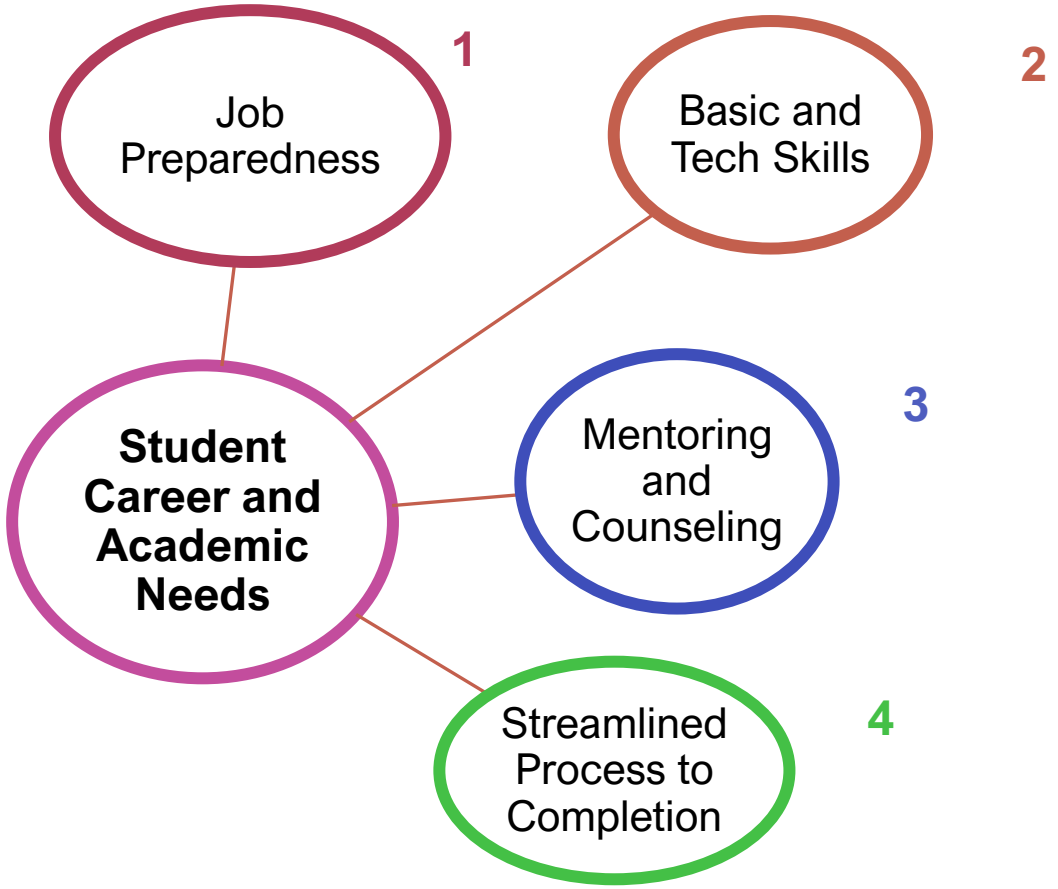
Career and Academic Needs
Initial Solutions

Mind Mapping Exercise

At the previous retreat, faculty members brainstormed a list of student needs: institutional, academic, and basic needs.

Faculty focused on Student Career and Academic Needs.

They mind-mapped potential solutions.



Student Academic Need: Basic & Tech Skills

Potential Solutions

- Reframing: change terminology from deficit model to asset model (i.e., change language from “basic”)
- Contextualization of courses
- Career readiness curriculum (e.g., how to interview)
- All faculty members teach web-enhanced course
- Collaborate with high schools
- More tutors
- Faculty buy-in
- Study skills workshops and courses
- Context writing class
- Workplace standards and behavior course
- Flavor of many disciplines (i.e., career clusters)
- Contextualized cross-discipline courses to immerse students
- “Soft skill” classes included in curriculum
- Student-lead organizations for peer-to-peer support

Student Academic Need: Towards a Streamlined Process to Completion

Potential Solutions

Student Support

- Courses with multiple entry/exit points
- Flexible scheduling
- Better communication with students especially during onboarding/start of academic career
- Low/no cost materials
- Provide support for re-entering students
- Holistic Approach: Support healthy creativity collaboratively and per student need
- Validation for smaller steps (e.g., Certificate of Achievement)
- Counselors for individual disciplines get to know students

Program Map

- Predictive scheduling so students know what classes to take (i.e., program mapper)
- Redesign student onboarding process
- Orientation by program roadmap
- One stop shop to start classes
- Guided Pathways
- Support for lifelong learners
- Make it easier to get the certifications and degrees they have earned or are close to earning
- Encouragement of exploration and enrichment
- “Badging” micro-credentials
- Transparency (i.e., students are informed)

Student Academic Need: Mentoring & Counseling

Potential Solutions

Counselor-Centered

- More counselors
- Counselor dedicated to program
- Counselors working more days and hours
- Counselors and faculty meetings together
- Intrusive counseling outreach with data analytics
- Formalize informal “adjunct case management”
- Incentivize CE faculty to get more involved with students
- Document contributors that impact student success but are not rewarded
- Chat bot answering basic questions
- Analytics on correct academic paths
- Counselors dedicated to counseling
- More career counseling

Student-Centered

- Create employer partnerships where alumni support students
- Use mentoring and counseling as bridge to employment
- Build mentor into program to overcome distancing
- “Early alerts”
- Counselors give accurate information to students
- More mentoring and counseling embeddedness into courses
- Student validation (i.e., “cultural capital”)
- Student participation with shared governance processes
- Faculty-student mentor/mentee program
- Student-student mentor/mentee program
- “College readiness” requirement
- Students have access to same counselor throughout academic career
- Website with consistent data

Student Academic Need: Job Preparedness

Potential Solutions

- Soft skills training
- Industry-specific events
- Faculty learning about jobs and skills from different departments to incorporate into curriculum
- Internal and external work opportunities
- Career center
- Non-credit instruction
- Career counselors helping prepare students

Faculty Jobs to Be Done

In this exercise, faculty were asked to reflect, rank, and expand upon academic functional jobs-to-be-done that their colleagues had identified in the previous retreat.

Academic Functional Jobs

1. Create environment where different learning abilities and life needs are met
2. 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
3. Skills and applied knowledge that match the workforce
4. Create certificates in collaboration with industry to funnel students to graduate and to jobs
5. Clear stackable certificates
6. Flexible class schedules
7. Career counseling, mentorships, and internships that bridge school to the workplace
8. Innovate within the classroom with online programming

Jobs identified from previous retreat are prioritized and expanded upon, with 1 being most important.

Define and Measure Innovation Results

In this exercise, faculty were asked to engage with a list of ‘results’ developed in the previous retreat by their colleagues. The new prioritized list is made up of **potential ‘results’** that they would expect to see, and **how to ‘measure’ them** within the context of academic resource innovation.

Academic Resource Innovation Results

Potential ‘Results’ and corresponding ‘Measurements’ for student journey

Job placement

Definition: Tracking students after they complete school.

Measurement: Email surveys. Capture metrics throughout career (e.g., days until hired, hiring company, salary). Data from LinkedIn (Track failures if possible. What went wrong?)

Retention

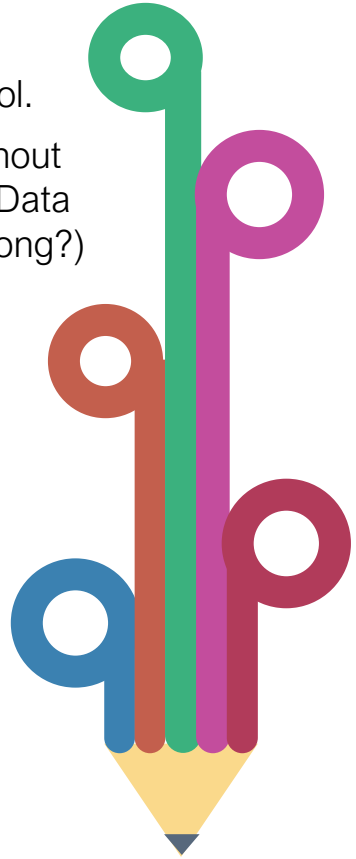
Definition: Passed a course and moved on to the next one.

Measurement: College data.

Continuity

Definition: Semester retention.

Measurement: Transfer rates. Enrollment growth. Completion rates. Job placement.



Completion

Definition: A value-added takeaway. A concrete skill.

Measurement: Certificate, degree, industry-recognized credential. College data. Industry data. Well-written SLOs. Portfolios. Final exam.

Certification

Definition: Achievement.
Measurement: Digital badging/skill certificate. Industry certifications. Non-credit certifications. Lower unit non-transcripted, locally awarded certificate of completion.

Academic Resource Innovation Results

Student Centered Skills Acquisition

Contextualized Learning

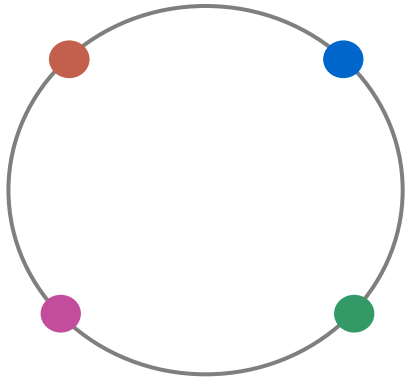
Definition: Application and association to real life experience.

Measurement: Number of assignments that encourage application and students' ability to explain relevance.

Relevance

Definition: Curriculum application to individual.

Measurement: Student feedback via surveys, focus groups.



Ability of discover

Definition: Students' ability to generate content.

Measurement: Students create novel examples and application.

Preparation

Definition: "Good enough" to start the academic journey. Having support of people who care. Having students aware of how to utilize support resources. Changing stigma of services as to not be a deficit. Support services reflecting students.

Measurement: Survey about services. Number of students enrolled in support programs. Artificial intelligence.

Academic Resource Innovation Results

Institution Driven Advantage

Student success

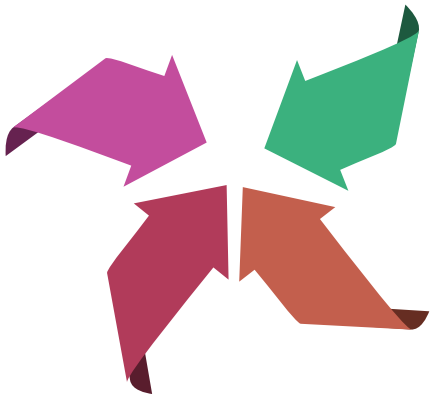
Definition: Student achievement and skill attainment.

Measurement: Skills test. Digital badging. Proficiency certification. Course completion. SLOs. Certificate completion. Transfer. Job placement. Degree attainment. Subjective student goal survey (Were student personal goals for course or program met?). Steps of skills checklist is met. Return demonstration of skills is done.

Equitable outcomes

Definition: Curriculum that is understandable and related to all students and diverse backgrounds.

Measurement: Student engagement group. Percentage demographics of students.



Stay competitive

Definition: Certifications and job placement.

Measurement: Percent of completions rate. Number of completions. Number of enrollments. Placement rate (but difficult to measure rate in gig economy).

Clear pathways

Definition: A prescribed set or sequence of courses leading to certificates and/or degrees which support skill attainment and job readiness

Measurement: How many earn certificates and/or degrees. When they get hired and how long it takes to get hired (via email follow-ups with students).

Initial Thinking
Academic Resource Innovation Hub

The following work is grounded in the idea of creating an academic resource innovation hub for LA19 colleges. Faculty discussed the barriers they may face, and the resources they need.

Barriers to Academic Resource Innovation

In this exercise faculty were asked to prioritize potential barriers (previously discussed and identified) with 1 being the most problematic.

1. Funding/funding allocation
2. Bureaucratic processes
3. Competition/territorialism between and across departments and schools
4. Fixed mindset
5. Lack of strategic and tactical industry partnerships
6. Lack of understanding of the future of work
7. Lack of collaboration
8. Lack of communication

Resources Needed for Academic Resource Innovation

Professional Development

1

Release time/financial compensation for upskilling faculty

Rationale:

- Learn from others (globally and locally)
- Accountability
- Foster culture that "innovation" is part of job and responsibility
- Need to learn how to teach online classes

2

Leadership/equity academy

Rationale:

- Gets faculty onboard to increase understanding and decrease resistance to changing learning materials or their method of teaching to improve DEI in their classrooms
- Empowers professors to be role models for students
- Allows for the development of professors to their highest potential
- Benefits students where needed the most, in the classroom

3

Cross-disciplinary professional development team

Rationale:

- New ideas and fresh insight
- Breaks down outdated silos
- Momentum to create better contextualized learning
- Provides flexibility and encouragement to students who have an open mind on having a broad background

4

Effective teaching practice coursework available for faculty

Rationale:

- To improve teaching practices which will lead to increased student success

Faculty were asked, "If you had a million dollars to spend on one resource in faculty professional development, which one would you choose?"
Resources are prioritized by importance level, with ***1 being most important****.*

Resources Needed for Academic Resource Innovation

Leadership

1

Commitment to investing and supporting faculty that want to innovate

Rationale:

- Creates time and space for innovation to happen
- Empowers faculty to be change agents
- Creates a new standard and culture of curriculum innovation
- Demonstrates what the institution values "growth mindsets"
- Confirms that there is an agreed-upon direction for the region
- Communicates the importance of cooperation and collaboration to success of programs

2

Professional project managers

Rationale:

- Removes barriers to making 'at-scale' innovations happen
- Reduces timeline to development/approval
- Will help ease faculty workload on tasks such as: taking care of curriculum, projects, marketing, and being an industry liaison.
- Department managers can focus on the program, lessen project neglect, and boost enrollment and student success
- Time management
- Outside perspective, but discipline-specific

3

Presence and involvement

Rationale:

- Shows they care and are making an effort
- Want them to know what we are doing

4

Results-driven actions

Rationale:

- Ensures accountability of "what's next," even if it's incremental with reasonable goals

*Faculty were asked, "Which of these leadership items are most important?" Resources are prioritized by importance level, with **1 being most important**.*

Innovation Hub

How could it help improve outcomes in academic resource innovation?

Collaboration

- Creates regional academic resource strategic plan that applies to, and adds value to all CC19
- Reduces competition mindset, and facilitates ‘first-ever’ collaboration between CC19
- Hub acts as a regional advisory board
- Collaborate on CE and GE projects
- Shared best practices across faculty, by discipline, across colleges
- Industry liaison
- A gathering ‘space’/headquarters that links CC19 physically or virtually
- Address priority barriers in partnership with administration

Space for Student and Faculty Development

- Showcase leaders and participants with a new “badge” system for faculty
- Service-learning programs for students (regional)
- Professional development for faculty

Innovation Hub

How could it help improve outcomes in academic resource innovation?

Center Growth and Change

- Eliminate some local advisory boards and replace with regional boards through the Hub
- Develop system to track data
- Go beyond English and Math
- Communicating/marketing around community college innovations/advocacy
- Research
- Marketing
- Create frameworks to accelerate regional roll-outs
- Streamline curriculum development/program review
- Develop system for ‘Split credit’ for student completion across multiple colleges
- Addressing high-cost community services

Expertly Informed

- Expert task force groups that create regional programs that can align disciplines across CC19
- Modify courses to better align with industry
- Industry plays an advisory role in trends
- Hand-picked faculty from CC19 part of the advisory board in the Hub

Stakeholders

Faculty were presented with a list of people/organizations that were identified as needing to be part of next steps, to inform, to build alignment around, etc. The faculty added to the list, prioritized it, and discussed how to engage with the potential stakeholders.

Win the Hearts and Minds of Priority Stakeholders

1. Academic Senate Presidents and Faculty
2. Curriculum Chairs
3. CE Committees/Chairs
4. CTE Liaisons
5. CTE Deans (including Workforce Development)
6. District Senate
7. GE Faculty
8. Unions

Faculty members were asked to identify and prioritize key stakeholders for academic resource innovation alignment and commitment, with1 being the most important.

Strategies for Engaging Stakeholders

District Senate and CE Committees

- Brief 20-minute presentations
- Email bulletins
- Flex Day presentations
- District Discipline Day

CE Chairs and Academic Senate

- Demonstrate benefits
- Acknowledge subject is “touchy”

GE Faculty

- Communicate how it will benefit students and their success
- Dial down CE language

Unions

- Make unions feel like they are part of the process
- Ask for slot in union meeting
- Emphasize benefits such as increased pay, revenue, job security, etc.

Faculty were asked how to engage potential stakeholders.

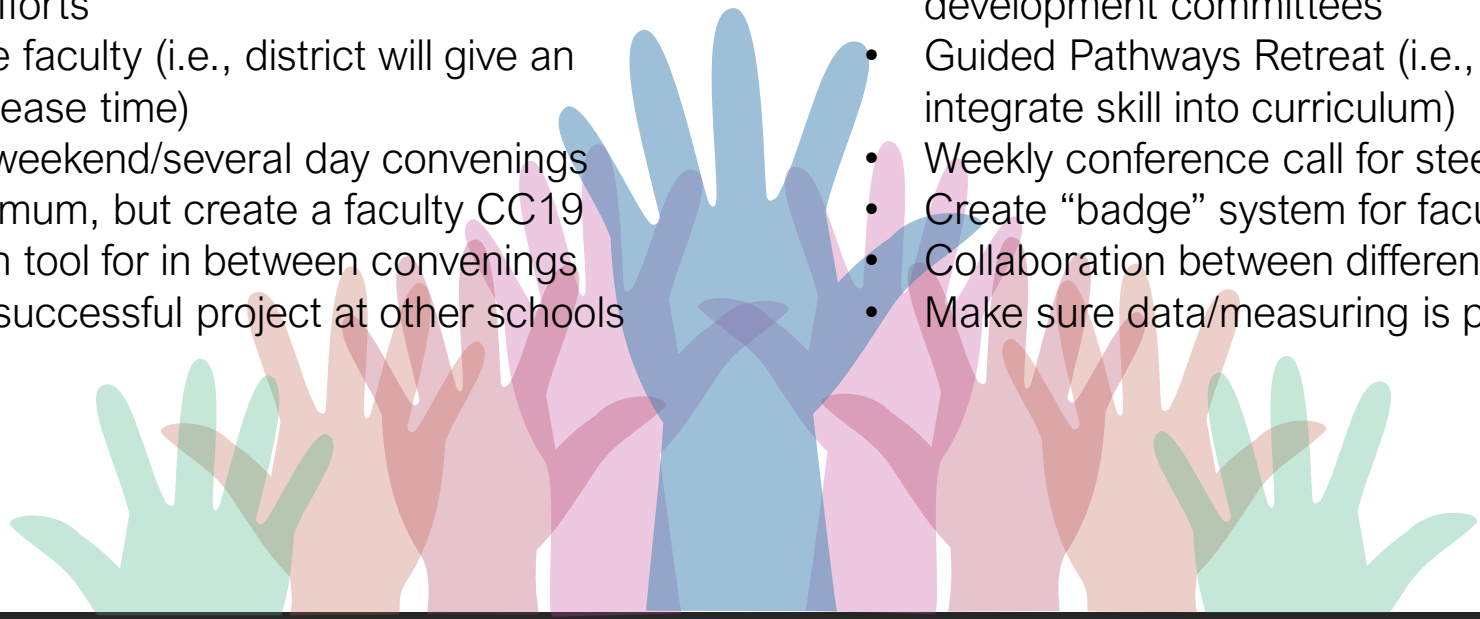
Next Steps

Next Steps

Faculty Resources + Faculty Recognition

Help faculty do their jobs

- Small group of faculty (steering committee) to get the ball rolling
- Continue with same organic nature we have been using —do not force people to be part of innovation efforts
- Compensate faculty (i.e., district will give an allotment/release time)
- Have more weekend/several day convenings 2x/year minimum, but create a faculty CC19 collaboration tool for in between convenings
- Replicate a successful project at other schools
- Tools for presentations (i.e., SIM PowerPoints, Josh Davies presentation video long- and short-form, SIM Presenter's Guide)
- Workshops for different professional development committees
- Guided Pathways Retreat (i.e., workshop to integrate skill into curriculum)
- Weekly conference call for steering committee
- Create "badge" system for faculty recognition
- Collaboration between different disciplines
- Make sure data/measuring is part of the plan



Next Steps

Awareness and Outreach

Presenting and spreading the word

- Hub has a name that helps people understand it
- Outreach—senate committee, faculty leaders, district senate president, CE chairs, academic presidents, curriculum committee members and chairs
- To make the work more visible, contract OCRC, Deans, Presidents, VP's
- Share CC19 marketing presentations/videos (i.e., regional ads, results and competition)
- Have more pro-active activities
- Educate VPs on data/tailor data to them
- Present info at upcoming Flex Day's/Opening Days (fall)