

POSTER #1 – Leads: Margie & Ruth
Re-Design College Processes: Constituent Relationship Management (CRM)

- Streamline the matriculation process
- Organize “Success Teams” aligned with interest areas
- Scale and align student support systems with interest areas and program maps
- Build data dashboards and train data coaches to support these efforts

What is your impression of this strategic priority?

- NA for first group...jumped right into what is not clear...

What is missing?

- Group 1
 - Clean easy communication between everyone
- Group 2
 -

What is not clear?

- Group 1
 - There are a lot of steps in the process that involve face-to-face, how do we track without a lot of burden that students have done that check-in at this point?
 - A lot of our programs have retention specialists to be able to track this and have a case management support. There is a specific person in this program with contextualized data and information. We can with the CRM see that students were connected with someone and we will be able to see those connections with counselors, retention specialists, etc.
 - We will all have different access that is relevant to the work that we do to better serve them.
 - Is this sales force we are talking about?
 - Yes
 - Does this connect EOPS, TRIO, etc?
 - We do referrals and we can miss if they ever connected...
 - When students apply they are thinking they can't even come because their major is at another college.
 - How can students know they can still take classes here?

- We would like to have an exploratory option and have interest areas similar to stem.
 - What is a data coach?
 - How do we navigate through the CRM so that we all know what access we have. It is a train the trainer opportunity
- Group 2
 - Are these phone or email prompts?
 - How students want to receive them.
 - Choose classes but aren't actually registered yet...someone told them what classes to take and then they aren't actually in them because in HS they were registered for it.
 - We must create language that means something to the students
 - All three colleges each college will have their own customizable majors or meta majors that are available at their college. We should be able to still have connection to support teams that are assigned to something. It's almost too many choices on this list.

Would you like to learn more about this strategic priority?

(record names, department, emails)

- Group 1 - First group a little confused as to know how to sign up or learn more.
 - Manasi Devdhar-Mane (international student center) - devdharmanem@smccd.edu
 - Lorraine Ramirez (EOPS) - ramirezl@smccd.edu
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POSTER #2 – Leads: Maureen & Denise
Establish Interest Areas and Program Maps

- Finalize Interest Areas
- Complete all two and three-year Program Maps for each academic degree or certificate program
- Complete and launch the Program Mapper
- Optimize course schedule for student completion using program maps

What is your impression of this strategic priority?

- Karolyn (student): Interest areas makes me think of career exploration. My question: what nature would help me with my career? What type of classes would I take? What support systems are available?
- When you are an incoming student it can be confusing and scary to choose a major. Students might want to explore.
- Interest areas could be linked to e-portfolios.

What is missing?

- Is there a peer support? Something that would benefit students would be access to other students in that area/degree.
- How will the maps be communicated to the students? Students need reassurance different kinds of people, support, and connection.
- There could be career exploration seminars.
- The maps should think from the perspective of career first and then selecting a major and vice versa.
- What about future jobs? What jobs will exist in the future that don't yet exist today?
- How is ESL built into the pathways? How will that be determined?
- What about math prerequisites?
- Student idea: there could be a group chat for students who are in the same interest area?

What is not clear?

- How will this work with DegreeWorks? How will students be able to track their own progress?
- How will the program maps connect to Assist.org?

- The program mapping work team should work with the degree audit people as well as the transfer evaluation people on campus.
- What about courses that are only taught certain semesters? Will there be a way to mark this on the map?
- What about courses at Skyline and CSM? Will students know what courses are available at those campuses?
- If there are issues of low enrollment, professors could talk about their classes and what they entail in order to inspire students to try those courses.

(In this group we also talked a lot about how the interest areas and program maps could be tied into First Year Experience programs based around interest areas. Many people seemed intrigued by that idea and had lots of positive feedback, including a few student representatives.)

Would you like to learn more about this strategic priority?
(record names, department, emails)

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**POSTER #3 – Leads: Carol & David R.
Re-design Academic Support**

- Launch Writing Center
- Scale peer mentoring
- EPIC supplemental instruction programs
- Integrate retention programs into “Success Teams” and larger academic support structure

What is your impression of this strategic priority?

Critical for success of students and this college

Yay for the Writing Center!

Can peer mentoring be combined with EPIC? Such that EPIC Leaders are also the peer mentors assigned to students in that class.

What is missing?

Campus buy-in and support from administration

Consistent, institutionalized support

More support for peer mentors. Peers are vital, because we cannot afford enough Retention Specialists to cover all students.

Role of counselors in Success Teams. Hopefully, go beyond SEPs.

Student perspective: what will these Success Teams look like to the students? IS it One Stop Supports? Or the ultimate redundancy?

What is not clear?

How do programs like BTO/peer mentors, TRiO fit into this model?

What does this look like in an online environment?

How does CRM connect to this effort?

What will Writing Center staff do for students? For faculty in all disciplines?

What if students switch Interest areas?

Would you like to learn more about this strategic priority?

(record names, department, emails)

Nimsi G, Carol R., Allison H, Sally H, Allison F, Jose G, Mary Ito, Candice J,

POSTER #4 – Leads: Hyla & James

First Year Experience (FYE)

- Build FYE programs that are aligned with interest areas
- Build on lessons learned and promising practices of Promise, Colts-Con, JAMS, STEM, etc.
- Align with Success Teams and Peer Mentors

What is your impression of this strategic priority?

--Need to Integrate, Collaborate, and Consolidate existing programs to avoid duplication. Need a list of existing programs.

--Coltscon, for example - stop duplicating efforts and competing for students - look at what coltscon did in terms of streamlining and integrating

--Stay focused on creating connection, simplicity, guidance, and motivation.

--Important to demystify college, ensure human contact, create community.

--this is an essential priority to get students up to speed and avoid spending a year to “figure out the system”.

What is missing?

--Career options, personality surveys, - onboarding classes - documentation of original FYE experience

--Look historically at the FYE we used to have - team teaching college success courses etc

--On-time support.

What is not clear?

--How to put students into actual cohorts - (ostensibly done by the CRM)

--Inform students of the services as part of orientation - in person or online

--How do we ensure students get the support they need when they need it as opposed to just making everyone “take a course”

--How we design a yearlong transition to college

Would you like to learn more about this strategic priority?

(record names, department, emails)

Group 1: Attila Elteta (ASTR), Goday@smccd, David H , Rebekah Taveau (ESL), Diana Tedone (LIB), Sally Heath (STEM), Menasi Devdhar-Mane (Intl Students)

Group 2: Jim Hoffman (CIS), Elizabeth Terzakis (ENGL), Candice Johnson, Alison Field (HIST), Mary Ho

Counselors?

POSTER #5 – Leads: Marisol & Max
Early College Experiences

- Expand opportunities for Dual Enrollment and Middle College

What is your impression of this strategic priority?

- The high school parents might not be aware. We should put information about our offerings in high school communications.
- Communication with middle college and faculty is really good, but faculty don't always know high school enrolled students. (can we do an opt in?)
- There is an opportunity with middle college to move towards full time, for high school enrolled students it will be a challenge to get to full time
- Teaches a class that many students are in middle college (business law) it would be great to have information about support services for K-12 students to share. **(syllabus statements)**
- Maybe during flex day professors can have training about how to work with middle college, PD around working with high school students. Who is the point of contact to go to for support?
- Important to include career classes, 1 unit college success, ENGL 105, can we develop additional cohorts, programs?
- Connect with FYE
- See developmental differences in the classroom (consistent need from faculty to hear who they are)

What is missing?

- How do middle colleges communicate when their students are enrolled in other colleges in the district
- How do we best support our middle college/early college students? Increase support
- EPIC tutoring, embedded tutoring, is there a way to connect that with classes with high enrollments of middle college/high school age students?
- Is there an end of semester survey for early college students in particular? Survey of both students and faculty possibly?
- Do we have a target we are aiming for? How many students are we currently serving?
- Bridging with Promise, build programing with high school
- Continue to reduce stigma around community college
- Encouraging the pathway of college, build a better pathways
- Continue to educate staff about what this is and how it connects to their work

- Helping students understand that dual enrollment classes stay on their college transcript

What is not clear?

- How do you explain dual enrollment (first question)...
- Clarify differences between Middle College, dual enrollment- classes on the high school campus, and high school students here (early college?)
- Making the programs clear on the website, maybe consider a new name for dual enrollment, branding
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Would you like to learn more about this strategic priority?

(record names, department, emails)

We asked folks interested to email myself or Marisol

We had folks from ESL, English, students, counseling, ASCC, sparkpoint, international, business

POSTER #6 – Leads: Tammy & David

Online Education

- Align online education opportunities with college goals
- Scale support for online instructors and students

What is your impression of this strategic priority?

-We don't have a very strong success rate in English. Hybrid courses seem to do better. We don't have conversation about what success looks in Humanities for on-line. Biology, similar experience. Would invite more conversation.

-Online CTE grant would enable us to have more conversations related to online success.

-Data shows that the higher level of English attained, the more likely they will succeed in online courses.

-High touch support continues to be important.

-What are faculty's experience with online courses?

-Do students have the necessary technology?

-Should communicate to students that proper technology is needed.

-Good to look at West LA college to see what they are doing. They have all online courses. Classes have 'exploded'.

-Would be great to have a faculty member to represent the online initiative.

-Addition of instructional designer.

-Faculty, have a mentorship to assist with the development.

-How do we make students feel they are part of a classroom?

-Perhaps a support program for first time online students? What would this look like?

What is missing?

-Path towards degree or certificate should be clearly stated.

-We do not have true smart classrooms which would enable us to have interaction with our students online.

What is not clear?

-Pathways are not clear.

Would you like to learn more about this strategic priority?

(record names, department, emails)

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POSTER #7 – Leads: Julian (Karen notes)

Career Exploration and Job Placement

- Develop career exploration opportunities that are aligned and integrated with interest areas
- Expand college capacity to place students in work-based learning (internships, job shadows, field visits) and jobs

What is your impression of this strategic priority?

Helping students get jobs (and our reputation for doing so) will help us with student persistence. If they know there's a job at the end of it, it would really help.

The campus needs to get our industry connections organized.

Biology faculty here would like to connect with companies but it's not supported. We need the infrastructure to support the relationships.

English faculty: concerned that companies try to dictate what we teach or making demands.

There may be different lanes: some students want no WBL, just transfer; others want an internship; some want jobs when they graduate. There's a balance that needs to be struck between helping students get ready for the world of work and the desires or demands of employers.

Our certificate programs should definitely be making sure students get jobs when they're done.

MESA: when you really dig in with transfer students, they too would like meaningful summer work experiences. These can really change their life trajectory.

What is missing?

Let's look at CRER 137 and counseling classes and their role. Do these need to be pathway specific?

Are there ways we could help pay students to take unpaid internships?

Do we want to work with industry-specific headhunters? How would that work?

Discipline specific - you need to have unique understanding of your students and your industry. So what's the role of discipline faculty in this? Both career exploration and job placement

Need someone (faculty) from computer science here and begin convo about what it takes to work in Tech

What is not clear?

Job placement: are students prepared? What's the role of the Career Center here? Counselors? Companies and organizations come on campus to guide students?

How are we going to build on what the STEM program is doing on this?

**Would you like to learn more about this strategic priority?
(record names, department, emails)**

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Ada Ocampo

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Ellen Young, biology faculty

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