

Guided Pathways Meeting
Redesign Team Meeting #2
March 27, 2018

Jo-Carol Visit – Reflection

- Looking at careers and LMI as end point for students.
- Figure out our processes first, then figure out technology.
- Looking at our student services/program, identifying what works well for those special programs, and ensuring all students have access to these programs.

Recap/Suggestions/Comments

- Require a career assessment by 6 units.
- Appreciate working with students. Asking students questions and getting feedback is very helpful.
- Students have very different experiences. In 10th and 11th grade, introducing distant education for career exploration. Dual enrollment opportunities for 11th and 12th grade high school students. So they are ready for college! And ensure they are these opportunities are free of charge to them.
- Career Assessments are important and beneficial for students. Counseling 12 could be that career assessment opportunity.
- Potential challenge. There are amazing ideas. And we will stick on low hanging fruit. Make sure we do transformative ideas and do them!!
- We need to do this and take this opportunity to make the transformative change that is needed. Because of the state and national efforts – we need to keep on that momentum.
- With AB 705 initiatives underway, the state is being bold bold—gives us permission to be bold. Use them as an example! Hope this inspires us.
- As we are invited to be bold, this is an exciting time and allows us to look at education as social justice issue. To rethink the culture of the school and center it. Focusing on student advocacy.
- Venue – The Bread Factory acoustics are horrible. Satellite campus may be tough for people on the bus.
- More students!!! More representation from other students would be great. Students with different needs and backgrounds.

Group Activity Notes

A: Students explore careers, fields, and majors early at SMC.

What would this actually look like for ALL students?

1. Highlight 2-3 careers a month all over campus. This includes campaigning and speakers.
2. Looking at job/trade Skills.
3. Hands on opportunities for students to explore careers.
4. Making connection with that they do in classroom to career.
5. Identify skills and soft skills that students complete in each course.
6. Couns 12 and 20 should be part of student orientation or required
7. Hands-on experience to help students decide on a major
8. Bring industry professionals to the classroom (i.e. career day)
9. Faculty from different disciplines pitching their courses in classrooms of other disciplines, which might spark up student interest that otherwise they wouldn't know they had
10. Making Couns 12 a required course so that when they are admitted to SMC they have a certain timeframe to complete it before a "hold" is placed on their account
11. Counselors wearing t-shirts that read along the lines of "Have you taken Couns 12? Ask me"
12. Community members/outside speakers address students about careers
13. Opportunities to visit classes to help students "try them out"
14. Couns 12 contextualized by metamajor offered in high school and to new smc students
15. Students all aware of career center and its services
16. Robust online information regarding careers
17. Integrate career info into intro level classes
18. Provide guidance on the best schools to transfer to for particular majors
19. For the totally undecided student, either couns 12 not contextualized, and/or online self-serve version of couns 12
20. Couns 12 and 15 early in SMC career. Helpful to hear what other students want to do, their questions, etc. in class. It helped me clarify my own thoughts. Requirement for STEM program. May not have taken if not required.
21. Career assessments embedded in student portal in first semester. Some of the tools from Couns 12 available to help choose meta major.
22. "I found my major by taking Couns 12." Couns 20 was not as impactful. "I already knew how to be a successful student." Recommends taking Couns 12 in first semester or winter. Helps students figure out how to finish in two years. Even though GE will count, there are classes for your major you can double count. Spring of first year is too late to get maximum advantage. Maybe even take it in the first summer (before first fall semester).
23. Need to communicate the value of Couns 12 to students, especially those who are undecided or not sure of their path. Efficient way to select major vs. testing this class and that class.

24. Faculty can promote Couns 12 in Engl 1 and other courses that lots of students take. Notifications through Canvas. Flyers.
25. Having self assessment available for students.
26. We require other assessments, why can't we require a career assessment before you can take 6 units at SMC.
27. Teach Couns 12 at the high schools in senior year?
28. Apparently Delores Raveling is working on Couns 19 with Couns 12 infused to be offered in Summer 2018.
29. It would be great if there was an industry-focused career research class in every meta major/program.
30. Offer summer bridge programming around the various meta majors
31. Skype, Zoom or Facetime career counseling appts.
32. Embed career counselors in more special counseling programs (currently happens in Black Collegians, Adelante and FYE – expand this)
33. Offer first-year seminar courses based on meta majors
34. Combine Couns 12, 15 and 16 into one 3 unit course

What are the first steps SMC needs to take to implement?

1. Take Counseling 12 that is contextualized to meta majors.
2. Offer career exploration in summer bridge format.
3. Expand cool careers and bring in local business partners and alumni
4. Marketing campaign that saturates college with career info posters, TVs, speaker, etc.
5. Expand career fair
6. Ensure students know of internships, apprenticeships, workplace learning, service learning.
7. Entrepreneurial exploration – makers space
8. Provide department course level information to provide in syllabus or somewhere on how skills translate into life and/or career.
9. We need metamajors!!
10. Identify best resources for career information including salaries
11. Increase number of career counselors who can teach Couns 12 and staff career services center for increased number of student users
12. Identify best transfer schools by major and build those transfer maps first
13. Industry panels and guest speakers
14. Have it part of VIP day
15. Should be when students are applying to college and all other aspects of college so they are always thinking about it
 - a. Also helps contextualize it
16. Videos on the webpage about careers
 - a. Contact the alumni group
17. Giving students the tools for communicating to faculty, their family (about the demands of college)
18. Make counseling 12 free and mandatory for students!

B: Contextualized and integrated academic support in “critical courses”

What would this look like for students?

1. Sometimes it is beyond “academic support” students. And it is support that is social/emotional that is needed for them to better succeed. Example, a student that is taking Comm Studies 11 and is fearful of public speaking. What can we do to help this students?
2. Opportunities to practice or develop these skill sets outside of the classroom. Although! For students that aren’t very interested in subject matter, they may not be motivated to pursue opportunities outside of classroom.
3. Embed these supports into the classroom?!
4. Unpack the meaning of “contextualized” and “integrated”
5. Integrated alludes to tutoring in the classroom; contextualized alludes to an example of English course contextualized for sociology majors
6. Vocabulary of the major to remember core concepts
7. Practicing various study skills
8. Implementing a faculty led coaching program with representatives from every meta-major
9. STEM as a successful model of having a student area/lab, so implementing a similar model in other departments
10. Assess where students struggle and faculty will create a program to determine critical courses
11. Incorporate application of course content into courses by metamajor
12. Identify starting courses by metamajor to help undecided students know where to start
13. Couns 12 contextualized for metamajor
14. Supplemental instruction for “critical” courses
15. Academic support services available weekends and evenings
16. Students in critical courses receive information about relevant support services automatically via technology; same messaging to faculty so they can reinforce it in class
17. contextualized: integrated library research in introduction courses
 - a. insert an hour of introductory library research into every introduction course instead of Library 1
18. pedagogical change; bring in more oral presentations
 - a. student doesn’t want it to be a large portion of the grade; should be about the still of doing the oral presentation itself instead of the specifics of it
19. Public Speaking Lab
 - a. Student didn’t like the name, it caused her anxiety
20. Student support services
 - a. BSI counselors, tutoring, student mentors (as part of SI), and IAs
 - b. Take the information to where the students are
21. Identifying critical courses and critical needs within those courses
 - a. Be willing to blow up those courses to attack problem areas
 - b. Be willing to redesign those courses
22. Need to identify “bottleneck” courses that prevent students from advancing

23. STEM is a great example. The environment created is great. Peer mentors and SI and tutors are all right there. Get lots of advice from fellow students. Students listen to peers more than others.
24. Connection to a particular counselor is helpful to keep making progress and choosing right courses.
25. English 2—professor told students about Writing Lab in Drescher. It was super helpful. Anthro prof since day one has told us about STEM program. Math 54 has math lab. Students need to be told and reminded about them. Students also need to be willing to take advantage of them.
26. Good to have the option of a contextualized Math or English class. Not all should be limited in that way.
27. Prof Martinez talks about how stats could help in future careers. He contextualizes the content.
28. Students watch videos of great professors, like from Merced College, to learn math when our faculty don't help them reach understanding.
29. Students want to reach conceptual understanding, not just turn in homework and stuff.
30. Offer contextualized Couns 12 for each meta major
31. Build in/Embed Supplemental Instruction for "critical" courses
32. Make sure tutors are well trained
33. Use predictive analytics to identify students who could benefit from supportive services
34. Embed tutoring into "critical" classes

What are the first steps SMC needs to take to implement?

1. Example of additional supports for a Comm Studies 11 course is to have a Public Speaking Lab that would:
 - a. Help prepare presentations
 - b. Address speaking anxiety
 - c. Allow students to practice
 - d. Allow students to brainstorm ideas
2. Student Support Services that address specific student anxieties: math, public speaking, accounting, chemistry, etc.
3. Workshops, one-to-one, etc.
4. Embed support services in the class
5. In order to know which courses to support, ensure we first identify the critical courses so we know which courses to support.
6. Identify critical courses (Are they all in the major, or might some support courses be deemed "critical"? Will we use predictive analytics for this identification?)
7. Expand academic support services to weekends and evenings
8. Keep the broader campus community in the loop and generate buy-in for this redesign

C: K-12 and/or industry partnerships focused on career/college program exploration

What would this actually look like for ALL students?

1. Offer Counseling 12 in Dual Enrollment
2. Aligning Pathways to K-12 programs
3. Creating opportunities to engage and learn about programs.
4. Creating Mentorship Opportunities and connecting with Student Clubs
5. Professional Associations
6. Expand club outreach events to students at neighboring schools as an opportunity to begin developing a relationship with those students.
7. Align pathways to K-12 programs (already doing this but can be expanded)
8. Invite K-12 partners to additional events on campus.
9. Assess which local high school has career exploration classes and how those classes relate to Couns 12
10. Identify faculty who are also employed in local industry
11. Increase service learning activities
12. Require internships and early on in their major
13. After school programs at SaMo High, Venice, etc.
14. Identify local industry partners for new promo pathways
15. High school students enrolled in online dual enrollment Couns 12
16. Outreach visits organized by career areas and including career info along with how SMC can get you there
17. Online career exploration tools open to public, promote to HS students
18. At career day, include info on the pathway to follow at SMC
19. A smooth mechanism to allow students to change metamajors without loss of benefits of contextualized courses taken in previous metamajor. i.e. what does a student do who took Couns 12 for STEM but now wants to switch to the arts? Can they repeat Couns 12 with the new contextualization? Or could we allow section switches mid-semester? Or maybe this is when a counselor intervenes?
20. high school
 - a. every junior is required to a computer lab (1 hour a week) to do career exploration and college exploration (meet with a college counselor)
 - b. took an hour from English (math the next year)
 - c. good to know what I should maybe be interested in
 - d. still going in the same direction, but knows students whom it helped give focus
 - e. one specific career counselor, did all the one hour sections
21. high school
 - a. students were given counseling only if they were in a specific program
 - b. started community college without any idea of what she was doing
22. side point, not all students have the same access to resources and information
 - a. counseling, faculty go to high schools without the counseling support and have workshop day or information day to give more students information
 - b. VIP day but turn into a preview day for high school students

- c. But let's do this earlier (10th grade, 11th grade) as an outreach program
- 23. find local industries and create meta-majors around the local industries
 - a. high tech, entertainment
 - b. connect with the community to find what students they want from the college
- 24. provide students with access to counseling 12 and 20 courses
 - a. any student can take counseling 12 (or take it online)
 - b. get dual-enrollment credit for taking this class at school online
 - c. students can take it for free (somehow)
 - d. gives a sense of accomplishment, college credit, proof that college can do something for THEM
 - e. in 11th grade, take counseling 20 (?), in 12th grade take counseling 12 (?) for dual-enrollment
- 25. make counseling 12 mandatory for SMC students
- 26. How can we also collaborate with universities on college exploration, too? Ex. Catalog rights
- 27. Defining career areas help to define with university should attend. Visit career centers at potential universities. Who is attending their career fairs? Are the industry members there for the career student wants to go into? Is UCLA partnering with industry that you want to work in?
- 28. Linking career centers and/or academic departments between SMC and transfer destinations. Joint career fair? Chris Baccus has examples from his work at USC.
- 29. Start by focusing on the industries that the department is targeting and guiding students towards. Ex. Who are the industry leaders in Electrical Engineering? Where are they recruiting from in terms of universities? Ex. Bring in recruiters from top 4 accounting firms to discuss with students—this is what you need to do now. In two weeks repeating event at USC with their students and ours to discuss what you need to do at that level to prepare before graduation. (Chris Baccus again). Partnerships synergized around the industry.
- 30. WE have some models like research in the summer at UCLA, internships at NASA. Promo Pathways and ProMax DBA. Law Pathways is another example. Take advantage of professional organizations.
- 31. Promote value and quality of SMC education and our students to industry. They should be clamoring for our graduates!
- 32. Ex. STEM program and opportunity at Bixel Exchange. Solicited students who are interested in transportation technology.
- 33. Our methods of communication on campus are not all that effective. Everyone deletes "bulletins." How do we make sure faculty know about all the opportunities in some effective way?
- 34. Take advantage of "pre-professional" sheets available through Counseling.
- 35. Pre-populate every single faculty member's Canvas shell with all sorts of these resources. Maybe like a module that is a "resource hub." Maybe the title of it changes to highlight different topics. Pushes notifications about important student events... Method to educate both faculty and students.

36. Offer Couns 12 via Dual Enrollment and encourage high school students to take it junior or senior year
37. Expand the current Cool Careers program and invite high school students to attend
38. Embed internships (Couns 90A – D) early on into the various pathways
39. Use the afternoon of VIP Welcome Day to offer highlight meta majors and/or offer Cool Careers panels.
40. Live stream career related events