Leadership Summit Feedback
August 7, 2017

Responses to the individual end-of-day survey on yellow paper

1. **Did you find the event today informative?**

   Yes, very informative. -12
    Somewhat informative. 33
    Not informative. 0

2. **Are you leaving today with a clear sense of direction for what steps you can take and what information you will bring back to share with your campus sphere of influence?**

   Yes, I feel I have a clear sense of direction for my work on this subject. 3
   Somewhat. I feel I understand the work to do, but I'm not sure how to go about it. 32
    No. I'm not sure what my next step should be on this subject. 6

3. **What do you think the college should do next to plan and coordinate all of the pathways work to come?**
   - Continue more workshops like this, but would consider making them smaller groups. I like the plan moving forward.
   - I think the last activity was really helpful in assessing that more clear communication b/w work groups is really necessary to understand what is taking place on campus.
   - In addition to developing small workgroups to deal with each of the areas we discussed today, an additional Leadership Summit to help us stay informed about the progress being made in the development of the Pathways would be useful.
   - Continue to bring people together to disseminate this initiative to the campus. Consider using Academic Senate Student Services Committee to drive this initiative.
   - Difference between "Pathways" and ADTs.
   - This will require a culture shift. DVC has a culture of "sternness" (for lack of a better word) under the guise of prepping students for 4-year institutions. But this has the effect of hurting our most vulnerable students. We can prepare our students while still being flexible, compassionate and understanding of where students are and what their needs are. E.g. allowing hand-written essays in English b/c not everyone has easy computer access.
   - Website for updates/progress chart include how to get involved.
   - Better communication using a centralized website.
   - Develop discipline/academic cluster work groups paired with counseling to discuss/design: program sequencing, discipline related study strategies and resources, insider knowledge about the dept (e.g. some courses offered only once per year)
   - 1. Create the "buckets" for students to select a major from (3-5 buckets named & all majors within the buckets. 2. Create a DVC website that is in line with clarifying the future goals and interests of our students. This should be any student's first task (year one) is identify their interest and know where they're going. 3. Train, train, train. Each department should know how each class offered fits into a particular Pathway and faculty shouldn't be confused on what courses connect with what Pathway.

- We felt strongly that we need more resources, both faculty and staff, to accomplish our outcomes. Imperative that classroom teachers are involved in all steps of the process.
- We need a communications workgroup.
- Communicate all of this information as progress toward our goal and provide PowerPoints and flips as ways to keep everyone involved and updated in the progress. Involving staff and faculty is an excellent way to implement GP and everyone in my group supported this idea.
- It's an overwhelming project that will need more resources from our web/marketing area, to get the communication aspects covered. The campus communication is getting better but has aways to go.
- Better, more efficient communication amongst all campus depts. We have tons of committees and workgroups, but no effective way of getting everyone on the same page. We have resources, but nobody to coordinate them and get the info out.
- Need to integrate faculty and staff across campus. Identify roadblocks and set direction on how to move forward.
- Student input. Hear from students what is working and what is needed/can be improved upon. Clear coordination of efforts. Prioritize steps in process.
- Read all of the flip charts and ask leaders of this group to determine next steps and disseminate info.
- Communicate, listen and implement.
- Our group talked at length about the need for the college to support internal communication and knowledge about the programs we offer, and the need to involve faculty to successfully communicate with students.
- Use flex days/Fridays for meeting times. Regular meetings – too much time between meetings makes staying focused on task difficult. Other than that, not sure . . .
- Analysis at the dept. level of program. Post analysis work with Student Services, PD, Library, and other stakeholders on identifying when, where, and how students get connected to necessary support services.
- This is a great way. I think it is hard to get clear pathways. There may need to be another meeting to clarify questions 5-9 (our group didn't make enough headway – maybe put a list together and next talk/work about where we are headed.
- More summits; I feel these are the few opportunities to interact with faculty, staff and administrators in a work group setting (brain storming, sharing ideas).
- Come with a clearly identified task of limited scope and engage us. Repeat the cycle.
- Not quite sure.
- It would be nice if there was a) Some circulated document (Deans & Chairs) summarizing timelines. b) Some circulated invitations to new work that needs a champion! With contact info of the initiative's leader.
- This is a big task. The connection between Student Services and Instruction is the biggest obstacle/opportunity. The next step is to continue with the steering committee work as we move to create the areas.
- Definitely share the ideas among everyone and continue to keep us involved. Keep the communication between different areas going . . . we have many good programs/services/events that we just aren't all aware of.
- Communicate with college community so all understand. More workshops with Student Services and Instruction so we better understand each other.
- More coherent discussions, clear goals to accomplish, prevent off topic disc. 1. Decide on specific programs we're creating. 2. Smallest group possible of experienced persons to work on each. 3. Double check work with larger group of experts. 4. Develop marketing materials.

2 Comments from Leadership Summit, August 7

- Eliminate redundancies, simplify.
- Simplify, consolidate, streamline.
- Push the info out to all faculty (not just those who are tuned in already). And more explicitly letting everyone know we will be moving forward. (I think there are still folks who see this as somehow optional). *More communication/brainstorming within programs (depts./divisions)
- Focus groups. Keep communication going with committees and decision makers.
- Probably develop a steering committee with constituents then send them out to sub areas and departments. Put all info on a web page.
- Don't only focus on creating new processes, focus on eliminating old and redundant processes.
- Have more activities so more people can better understand what they need to do. For some folks they have only heard the phrase 'Guided Pathways" but are unaware of what it means.
- Develop work groups focused on the 5 puzzle pieces but develop a framework for all of the groups to follow. Used Ed plan language, GP language, etc?

4. **Of these ideas for coordination, which ones would you support?**

Create liaisons among committees. 15
Form a steering committee. 15
Create new workgroups. 15
Use existing committees. 25
  Not sure they have the bandwidth.
  Consolidate, streamline.
  Like faculty Senate Student Services committee.
Create cluster liaisons/coordinators. 20
  Maybe get the clusters first.
  Other: _____
- No new committees, groups unless you take something away.
- Hiring committee for web designer/graphic designer etc.
- Create a small "information" collection group to implement ideas on our flip charts.
- Not sure, I think it's more an issue of what is the work to be done.
- More communication between instructional faculty and counselors.
- Keep it simple.
- Eliminate redundancies, simplify.

5. **Are there action items you plan to do to help the college implement guided pathways? What are those?**
- I plan to continue my work with the Pathways Work group.
- Tech & definitely noticing what role tech plays in helping or hurting committee work. DE part Dev Ed
- Expand the course schedule out two years to help the ed plans be more effective and user friendly.
- Interested in scheduling, data analysis, data base and making data readily available.
- Develop math paths based on broad majors, such as they have at LMC.
- Think of everything from the student perspective.
- Build the Social Justice Program as the model to integrate learning services and community.

- As chair, communicate more with program leads and depend on them to communicate to program faculty.
- Counseling dept retreat (and future meetings) on focusing on Guided Pathways and are particularly interested in connecting instruction and services.
- I'm the dev ed coordinator and I drop in on a few committees. I've been surprised to find I now see the problem is isolated meetings and lack of communication between committees.
- Work with colleagues, continue conversations. Hold office hours/counseling in student spaces. Make the college more of a community (physically and instructionally) for students. i.e. faculty volunteer to hold office hours in a tutoring lab etc.
- Develop more outreach to inspire students and provide more information with better planning to reach their goals. Ex: Early math/English rather than waiting until last semesters.
- I would love to see better communication between the Chem dept (and probably all sci. in general) w/ counseling to get students started in the right courses to keep them from being here 3 or 4 years. It is a huge set back when students find out they have a two year program after they have already been here for 2 years.
- Connect (?) Kinesiology to this task and have faculty work within current structure.
- Good information helped clarify process now need next steps.
- I need to think on this, but I'm committed to DVC and our students.
- Support all of the efforts – not sure of my role as of yet.
- Think there needs to be other form of communication tools – group chat/slack, etc. Can't imagine incorporating coordination via email. Carve out space for library awareness in [Entry].
- Work with departments to offer required text books in library. Work with departments to offer training and awareness of Library support services, e.g., study rooms, computers, scanners, librarian help and more.
- I will work with my division to get faculty involved. I want to think about how I can be more involved.
- Collaborating with depts. to further discuss and pursue feasible ideas discussed today.
- Talk with Beth McBrien about possible Student Services committee realignment to support this work.
- Help department create Pathways snapshots. Coordinate advising documents for what a score could mean on a placement test.
- I'll help where needed.
- Communication to other counselors, reaching out to instructional faculty, participating.
- Have not gotten his far.
- Work with my department.
- Curriculum advising within my academic areas (despite resistance from colleagues). Explore non-credit course options to help us be ready for under prepared students.
- Have clear direction in next steps (create next steps).
- I work with students to educate them on the current pathways we have. Connect them to services.
- Attend the math meeting in September. What next?
- Department and Academic Senate work.
- I would like to work to inform other areas about what Student Services does.
- All!! However I can help!

6. **Additional comments.**
- Thanks so much for doing this. The last part was very interesting.

4 Comments from Leadership Summit, August 7

- The group activity seemed a little clunky initially but the smaller groups worked out very well.
- The Guided Pathway as outlined by the Calif. Comm. College Chancellors Office is much more realistic (e.g. 4 pillars) than the AACC version.
- Big, big, big suggestion: Our ability to communicate is reliant on current information that is accurately disseminated. The DVC website has unreliable, old, inaccurate information for every department and committee. This is hindering progress and is at best frustrating and at worst defeating our goals at DVC.
- Allow more time for work groups. There were more ideas and development that needed to be done but time to move on prevented.
- Teach people how to utilize email in a way that gives them the info they're looking for. "Clutter" is inefficient and many people don't realize that emails they want are being moved to clutter.
- Need a way to get true declared majors from students that have been here for a few semesters.
- Thanks!
- Website still remains a sticking point for faculty and departments. Need greater communication between web office and departments.
- Instead of forming new committee of meeting groups; utilize already existing committees/groups to expand on pathways.
- Most of these efforts will require more human resources – people reassigned/release time, etc. and more reliable technology (wifi, internet, colleagues, Ellucien) In terms of coordination of liaisons and committees – I'm not sure what the best approach would be; it would help to talk through the pros and cons more.
- Hire profession web builder company to give us a <u>GREAT</u> website. SIMPLIFY – too much info is overload – simplify and use links.
- Less is more – great presentations. In first 2 hours. Work groups too unwieldy – overwhelming task with too many steps.
- I worry this is a fold (?). Two years ago it was innovation. Will Pathways die in 2 years like innovation did?
- Thanks so much!

Comments from the flip-chart activity

Leadership Summit, August 7, 2017

5. Are there existing groups, committees, or offices that are clear candidates for coordinating each cluster of activities?

<u>Group One</u>

Dean of Student Engagement and Equity

- Coordinate LC's/cohorts
- Need new dean to help

- Connect LC's to student groups

RPEC needs a research landing page for data

Academic Senate SS committee should play a role (though that role is unclear)

Group Four – Advising (Focusing on the pink slips and who can/should tackle them)

Contextual series of 2-3 workshop boot camps for math skills of pre-requisite math for science courses. Could be a collaboration of math & science departments. Curriculum committee? Non-credit workshops?

Outreach: all players could get Monday updates of weekly activates (app? Website? Email? Low tech option?). Marketing gets contributions from people – perhaps filtered through deans as a gatekeeper, Consistent Monday Message with predictable and reliable format.

Campus with LED system – messages and more board installed and populated by whomever runs that – perhaps student life?

Services -Resources. Food, housing information with the cards are put on the web, school supplies, health services, carpooling. Another section of the DVC job board centralized and more available. Put a tab on the job board for these related to the career center and student life.

Content management should be separate from the technical updates.

Program snapshots: departmental groups create snapshots of what can and can't be done with their program – brief, clickable, succinct, informative and on the DVC website. Feature program snapshots in the Monday update?

Web advisor pop-up – warning students that have registered for a section they cannot physical get to in 10 minutes or "you registered at SRC" which is 45 minutes away notice. Admissions and IT?

Assessment placement advising – departments generate information about what your placement test score means and give that info to counselors.

Every group needs human resources – faculty and staff supporting the efforts.

Canvas site for student services – every enrolled student get enrolled in it. It has easily organized information on student service they can use on the app on the phone.

Group Five

Possible out-in email for non-students to be informed of important dates

Group Six - communication

Temporary communication workgroup – includes marketing, outreach, continuing ed, tech, student services, etc.

6 Comments from Leadership Summit, August 7

Website advisory committee

6. Is there a need for new workgroups to take on some of the work? What should they do?

Group One

CTE Umbrella Group – how to connect students services and instruction in a more efficient manner

Learning community coordination – more support and faculty helping deans and programs

Group Two

Need new group on "in-reach" within the community.

Group Three – advising

Looks at everything we do from the student perspective

Identify our student needs (travel, work, computer access) "C96 model/Kines 98 what it takes to be a student"

Case management "flag" student needs – STARFISH (absences, tutoring, other needs, why dropping, etc.)

Integration and communication across campus, not in silos (eg ESL, athletics, Puente.) Support model check-ins.

Group Five

Outreach committee to coordinate efforts and best practices

Calendar of student touch points

Group Seven

Need communication workgroup

7 Comments from Leadership Summit, August 7

7. Do you have suggestions on how to best organize this work going forward? For example, do you have any ideas for how best to coordinate amongst the existing and (if needed) new groups?

<u>Group One</u>

Market a two-year cycle of courses to improve planning and retention

Using existing committee – Academic Senate SS with charge to incorporate GP work/collaboration

<u>Group Three</u>

Organize and communicate our vision/culture change to all to get buy in through simulations, through which we identify barriers and identify solutions (FT fac/PT fac/classified).

<u>Group Six</u>

Create a directory for activity involvement/a list of the go-to-person

Create a communication strategy for the website, employee education, and marketing material

<u>Group Seven</u>

Website update checkbox on program review

Each department needs a flowchart for its program and message to external audience

8. What resources will the groups need to be able to accomplish their goals?

<u>Group One</u>

Adding release time to department chairs so they can follow up on students

Dean(s) of Pathways

Students – need to make it easier for them to change majors

Remove gap between student coming in and knowledge of what they need for specific programs (better collaboration between departments and counslors)

Allow departments access to the website for their programs

Mobile web site

8 Comments from Leadership Summit, August 7

Degree audit system – let department chairs and students know that their next steps are (you still have to take X classes)

More counselors. Faculty help with department specific ideas

Use IT to compensate for not enough counselors

Group Two – entry

Pre-collegiate: List of existing groups need clear communication among them. Plus need people, time, and money. List is 3SP, outreach, marketing, CTE, ISAS, counseling, ambassador program, summer EOPS, president's office, adult education, finical aid.

Matriculation: List of existing groups need communication and less redundancy. Plus need people, time, money, and a clear technology entry point. List is assessment, outreach, 3SP, counseling, IT, admissions, veterans, and DSS.

First year: List of existing groups need student stories for things that don't fit the "data" culled from new focus groups. Also need student profiles. Also need a clear sense of the ed planning process. List is counseling, departments, dev ed committee, student life, college success workshops, library, IT, learning communities, police services, buildings and grounds, marketing, equity, FYE, Umoja, Puente, and PACE.

Group Three

Registration times only when campus is open.

Scale up Rev your Reg (faculty need to tell students about this)

Problem 1 is culture shift to go through to get earlier reg.

Provide department chairs with a list of students in their major and determine steps to help students with major completion (faculty advising within their disciplines only)

Informed major selection activity added to the majors expo

Group Five

Coordination of marketing efforts to reduce duplication of effort

Comprehensive calendar or activities/scholastic dates

Group Six

Activate Zoom for committee meetings

More people working on the website, social media, graphic design, PR

Department chairs – roles/responsibility to communicate to departments

9 Comments from Leadership Summit, August 7

Program leads

Let departments update website to solve current bottleneck

Group 8 didn't note the specific questions they were answering. Here is what they said:

Collect information first

1. Students – start with them and work backwards

2. create common language that all can learn and use (e.g. What is Viking Sea Day?)

3. Eliminate overlap!

4, Simplify and restructure entry.

Workgroup Notes – post-it activity 8/7/17

Advising was nice enough to type out their own grouping. For the other three, I typed the categories and the NEW things the put on pink notes, but didn't type out all of the activities in each category.

Advising and Case Management
We clumped our cards into 6 groups. Pink are the new things we should be doing.

- Events
    - Viking Sea Day
    - Majors Expo
    - Job Fairs
    - Welcome Day
    - Counselor Conference
    - Principals' Bkfast
    - Financial Aid Wkshops
    - MESA Shadow Day
    - Transfer Day
    - Transfer Wkshop
    - HBCU Fair
    - Rev your Reg Wkshops
    - Resume Wkshops
    - Career/Transfer Activities
    - Articulation Conference
    - Advising Day

- Transfer Services
    - Ed Planning
    - IGETC Form w/ Certificate Opt-in

10 Comments from Leadership Summit, August 7

- o Articulation of courses (HS to CC)
- o Counselor Liaisons
- o Assist.org
- o Early Grad applications

- General Services
  - o Career/Transfer Center
  - o Tutoring
  - o Counseling w/in Depts
  - o Internships
  - o Follow up w/ probation and dismissal students
  - o Follow-up w/ undecided S's
  - o JFK interns/Wellness program
  - o Degree Audits
  - o Cohort advising (EOPS, Puente, Umoja MESA, DSS, etc.)
  - o Ellucian Go Mobile App
  - o Financail Aid scholarship (emergency loan)
  - o Job Board
  - o Online Orientation
  - o Resources (Food, housing, school supplies)
  - o Mentoring
  - o Health Services
  - o Assessment Placement Advising (in a timely manner)
  - o Student services app for phones
  - o WedAdvisor Pop Up location block (SRC vs. PH) to avoid class conflict

- Courses
  - o Departmental Community-building
  - o Office hours
  - o Coop Work Experience
  - o CTE Advisory Committees
  - o Classroom
  - o Couns 95 and Ed Planning
  - o Math Statway
  - o Curricular/Programmatic Alignment
  - o Program Sequencing
  - o Co-Curricular Activities (such as in Drama, JNL, art, etc.)
  - o Snapshots of courses and programs available (on web. Videos too.)

- Outreach
  - o WIOA Outreach/recruitment (unemployed adults)
  - o DSS outreach
  - o Dept-specific outreach efforts
  - o Assessment testing at HS
  - o Marketing
  - o Application workshops at all area HS
  - o CTE Certif. forums—classroom announcements
  - o Classroom presentations (Umoja classroom mentoring; Career wkshp series, etc.)
  - o Monthly tabling at HS

11 Comments from Leadership Summit, August 7

- CTE-linking activities (middle school and HS visits to CTE programs)
- College Day for HS jrs
- Career Fairs for HS
- STEM Pathways outreach to HS
- Monday Update (blast)—consistent online communication
- Campus-wide LED message boards

- Programs
  - Case Management for special programs
  - College Now
  - Puente, Umoja, MESA, Vets workshops
  - Summer camps (engineering, culinary, business)
  - Student clubs
  - Grant programs coordinator/advisor (e.g. BART)
  - PACE Program
  - Adult Ed Transition specialist
  - EOPS/CALworks progress reports
  - FYE
  - EOPS Summer Institute
  - Math Boot Camp
  - Focused math bootcamps (connected to specific science classes)

Career Clusters Group

Employment

- CTE job placement
- Coordinated college-wide CTE Advisory Committee support

Moving along/retention

- Need services at night (counseling, student services, work experience office, FOOD!, Library, Tutoring).
- Embedding in classroom to inform students
- More efforsts/programs to keep students here and help them finish

Counseling

Nothing to add here

Getting them started

- Informed cluster exploration
- Help choosing a pathway
- Need more adult ed pathways

12 Comments from Leadership Summit, August 7

Getting them in the "door"

- Learning community wide outreach, communication, and coordination
- Learning community wide career explorations, communication and coordination
- A&R – application, entry, registration
- Deans of Pathways
- Edit the cluster interest statements from feedback from DDC
- Update clusters
- Financial aid and scholarships

Entry Group

Pre-collegiate community

- Home school

Matriculation

- Formerly incarcerated

First term/year

- Housing
- Library

Communication Group

Tools

- Keep website relevant
- Utilize text alerts for more student awareness

Internal – to our students

- Keep website relevant
- Uniform announcements to students by faculty

Internal – to employees

- Nexus for classified and managers
- Resources for new communication workgroup

13 Comments from Leadership Summit, August 7

- Faculty education about each class in program
- Faculty/employee basic college knowledge
- Form website workgroup

Communication with community

- Reps sent to Rotary etc.
- Keep website relevant
- Liaison with workforce development board at the county
- Liaison with adult schools
- Liaison with Chamber of Commerce
- One-stop employment office presentations