LACCD Student Success Initiative Steering Committee & Achieving the Dream Present

Summit #1: First Year Experience Programs

PRESENTED BY: 3CSN/LARN, SSSI, LACCD, ATD, AND CITY COLLEGE
KEYNOTE: SHELAGH ROSE, PCC’S FIRST YEAR PATHWAYS
CAMPUS PANEL: ELAC, HARBOR, PIERCE, AND SOUTHWEST
Greetings & Introductions

• What is in your folder?

• Opportunities for professional learning w/LARN’s 3CSN events

• Agenda for the day
Goals for the Day

1. Learn possible ways in which to enhance your FYE program on campus
2. Collaborate with each teams & fellow campuses on your FYE efforts
3. Discuss best practices within FYE models
4. Provide meaningful feedback to your sister campuses
5. Take away some “next steps” in enhancing your FYE!
Mission

Develop leaders in California community colleges who have the capacity to facilitate networks of faculty, staff, and students for curricular and institutional redesigns in support of increased student access, success, equity, and completion.
Theory of Change

If we provide training on networking and we use action research methodologies, community college professionals will transform their environments and identities to create communities of practice that will produce powerful learning and working across campuses. This will lead to greater student success.
Building Networks that Work

• Identifying a Shared Problem
• Creating a Shared Vision of the Possible for Addressing It
• Building a Sustained Community of Practitioners Focusing on This Problem
Ice Breaker-Campus Activity

• As a campus complete the activity:

1. What brought you here today to the FYE summit?

2. What do you hope to learn about FYE programs on community college campuses?

3. What do you want people on your campus to learn or understand about FYE programs?

4. In what ways are you connected to professional learning on your campus?
Pair & Share!

- Meet another campus group and share your responses, including your goals for this year

- Introduce your colleagues & share out one take away you heard from the other campus
Spotlight Presentation:

Shelagh Rose,

Pasadena City College
FYE Pathways Program
“They Never Told Me What to Expect, so I Didn’t Know What to Do”: Defining and Clarifying the Role of a Community College Student

Melinda Mechur Karp and Rachel Hare Bork
July 2012
CCRC Working Paper No. 47
Jigsaw Reading & Sharing Activity

Each table has 4 short pieces of the article that represents the 4 components of the community college student’s role.

• **Reading**: Chose one of the 4 components and spend five minutes reading your section.

• **Expert group**: Each person will move to the expert group table to discuss the readings.

• **Sharing your expertise**: Return to your campus table and share expertise of the 4 components
Expertise Group & Sharing Out

• **Expertise Group:**
  – Discuss what the component addressed
  – Did you relate to it in regards to your students or program?
• Did it make you think of a possible intervention

• **Share out:**
  • As the expertise of 1 of the 4 components report out what you discussed in your expert group.
  • On a poster, write out what component spoke to your group the most & the one you would like to work on.
BREAK-15 min
Campus FYE Program Profile Activity
Part 1

Review the six campuses’ program profiles and select one that your campus or program can relate to in terms of Program Description, Measurable Goals, and/or Obstacles.

(Please do not to choose your campus)
Spotlight Panel on LACCD’s Promising Practices in FYE Programs:

East L.A. College, Harbor College, Pierce College & Southwest
Panel Discussion

1. Briefly describe your program
2. What are your greatest successes?
3. What is your most valuable asset on campus?
4. How is your program working w/other campus initiatives?
5. What professional learning is involved?
6. What are your major challenges going forward?
Lunch & Activity

Grab your Lunch & Return to your campus group

- With your campus group, create a “consultation poster” in which you use the practices from the article, lessons learned from Shelagh Rose, and our panelists, to provide ways in which the campus can address their obstacles/challenges.
Next Steps? Evaluations

Thank you
BSIL is . . .

• An immersive, 5-day carousel of fun
• A community of practice
• A crucible of leadership development
• A bonanza of resources
• A support network
• A mind-bending, challenging mental workout
• A project-based learning experience
Reading Together
Meta-cognitive Conversations
Collaborative Project-Based Learning
Building Connections

- Collaborative Learning
- Team Projects
- Mentor Colleges
- Sharing Professional Experiences
- Social Hours
Recognition and Appreciation
It ain’t called Be Silly for nothing
Data Inquiry Stories

Can data really be that much fun??
Follow-Up Support

- Summer and Fall Check-in Calls
- Event Planning
- Strengthening Student Success Conference Post-Session
- Data Inquiry Training
- Community of Practice Engagement
Follow-Up Support

• 2 BSILI college teams doing summer RA Training at Gavilan
• Sac City and Fullerton: a match made at BSILI
• First-Year Experience Programs
  • Entering Scholars Program
  • ESTEEM Program
Cascading Impact of Professional Learning
BSILI Class of 2014

What will they do next?
Spotlight:

THE COLLEGE SUCCESS SUMMER FACULTY RETREAT AT CITRUS COLLEGE
Professional Learning: The College Success Summer Faculty Retreat at Citrus College

- Basic Skills and Learning Community Focus
- Focus on Texts
- Cross Disciplinary
- Part-time and Full-time Faculty Participants
TEXTS WE READ (2013)

• “Brainology: Transforming Students’ Motivation to Learn” (Dweck)

• “You’ve Been Doing a Fantastic Job. Just One Thing . . . “ (Tugend)
Texts We Read (2014)

Excerpts from the Basic Skills Initiative E-Resource:

• The Student Lifecycle*
• Habits of Mind Project
• Career Advancement Academy
• Learning Communities
• First Year Pathways Program
• Reading Apprenticeship Program
• Math Jam
Cross-Disciplinary

• English
• Math
• ESL
• Counseling
• Cosmetology
Feedback

The retreat was beneficial to me because:

• “I’m new to teaching college—great new tech and meeting other faculty”
• “This was a great environment to meet other adjunct faculty and share ideas and learning experiences.”
• Habits of Minds—I will try to talk to students about these a few times during the semester.”
Challenges

• Scaling Up:
  • Currently limited to basic skills and learning community faculty due to funding restrictions

• Creating an Appreciation for Professional Learning:
  • Faculty often attend only professional learning opportunities for which they are paid
  • Campus-wide professional learning opportunities have historically been offered on only two days each year

• Timing
  • Finding a date which works for the majority of faculty in the weeks prior to the beginning of an academic year
1. What principles did you notice reflected in the Citrus spotlight?

2. What might the Faculty Retreat need to continue flourishing and growing?
Troubleshooting Professional Learning Challenges

Scenario Activity:

1. With a partner, create a scenario based on experience from your own college of a professional learning initiative or activity that struggled to get off the ground. What was promising about it? What were the factors that prevented it from flourishing?

2. Each pair shares their scenario with the table.

3. Choose the scenario that seems most typical (or create a common table scenario) to workshop in the jigsaw activity.
LUNCH
Applying Principles of Powerful Professional Learning

- **Jigsaw Activity:** Each group has a card with one of our powerful principles of professional learning.

1. Discuss how that particular principle is present or absent in your scenario. In what ways might the initiative be strengthened with better application of that principle?
2. Rotate cards and repeat discussion with the new principle.
3. And so on...
Applying Principles of Powerful Professional Learning

Each group briefly shares their scenario and explains which of the principles discussed seem most needed to help strengthen the professional learning initiative.
Networking/Dreaming/Planning

• What would it take to make powerful professional learning take off on your own campus?
• Work with your group to do the following:
  --Identify where professional learning lives or might live on campus (groups, committees, spaces).
Networking/Dreaming/Planning

--Complete the “Who/What Map” to identify the people and resources that are being or might be leveraged on campus to build powerful professional learning.

--Identify how 3CSN might help you and your campus strengthen your efforts to achieve the learning you identified in your opening reflection.
Share Out

What were some common themes that emerged as you discussed specific situations from your own campuses?

What might be some key take-aways from today that you can apply to your own efforts?
Evaluations

Please take a few minutes to complete an evaluation.

We value your feedback and use it to improve future events!