

SEM/GP Retreat
Friday, January 31, 2020

SEM Activities: Gallery Walk Notes

1. Strategic Scheduling

- Computer assisted 1 (2) year schedule
- Create programming that supports students in identifying a goal early – the program would mimic a 1st year experience in that wrap around services would be incorporated. (move to priority #3)
- Consider one-year or two year scheduling rather than semester scheduling.
- Further define criteria for course addition/reduction to schedule
- Revisit 16-wk schedule & determine if our current blocks are working
- Evaluate current practices so that scheduling process, text orders, schedule of classes, late start advertising can happen earlier for students and registration
- Allow schedule to break blocks! Specifically in Brentwood Center (New Blocks)
- (4) Review degrees and certificates for “bottleneck courses” – courses not offered consistently/at all locations→consider for CVC/OEI
- (1) Short term & Saturday classes
- (2) Give depts./divisions classroom and FTEF “budgets” for the schedule.
- (3) Pull data on course drop reasons—timing
- (4) Review course sequencing. Not all students begin their educational journey in fall.
- Expand dual enrollment & access to 1st gen HS students to maximize use of other facilities
- Analyze # of students enrolled in classrooms during prime time slots
- (1) short-term courses scheduled to accommodate working single parents (with & without prior college)
- Track the number of students who try to add a section when it is already full and use PLSC to project
- Identify a scheduling solution that considers both the part-time & full-time students that keeps them on the path to completion of a credential
- Implement (develop) a funneling model for GE curriculum w/in degree pathways to provide students w/flexibility in case they change their mind/path to allow for students to change paths w/minimal credit accumulation irrelevant to completing ne path (reduce excess credits) (Move to Priority #3)
- Visual schedule builder implementation & direct student schedule creation and harvest data for planning schedule

2. Integrated Student Support/Retention

- Focus on college success courses at the HS & adult ed?
- Partnerships w/mental health community members?
- Create online support/preview for online classes including accessing student services
- Have a process that allows students to identify their needs in their words which would trigger either an in person support or an online outreach
- More emotional support
- Child Study Center hours should accommodate students/block schedule. Also emergency drop-in options.
- Intervention counseling services (going into classrooms) to engage students that may be on the cusp of dropping out/quitting.
- First year experience w/set of classes for meta major group (Make a requirement)
- Success teams for each student-based on meta major
- Career assessment as part of student intake/onboarding process
- Implementation of an early alert program for all students (ASAP)
- Update online orientation (create online welcome email)
- Verify program/major 1st semester & 3rd
- Appropriate targeted intervention based on students career/major commitment/preparation
- Support and inspire faculty to try new pedagogy and strategies for retention.
- Module based orientation that students can refer back to their whole LMC time
- Or key info based on what students are experiencing/they'll learn if its relevant instead of front loading all info at entrance
- In-person orientation

3. Curriculum Analysis

- Curriculum that meets students' needs as well & can be completed "quickly".
- Ensure that all COORs are current. Look at scheduling from an equity perspective and include variety of offerings (ex) not just evening or daytime for certain classes/majors.
- Ensure curriculum aligns w/current AD-T standards
- Ensure General Education offerings are broad enough for all programs offered @ LMC
- Secure articulation agreement to ensure student transfer is seamless
- Use EMSI skill mapper to backward map KSA's of professions to PSLO's
- Map top 5-10 job growth occupations
- Fill gaps with missing:
 - Non-credit skill build
 - Short-term certificates
 - Degree/transfer
- (Ditto)! 😊
- Prep for national automation trend
- More course offerings in GE/ADT
- More major prep courses throughout the week & different times
- Offer different opportunities to meet major/GE reqs.

4. AB705 Implementation

- Workshops for Math & English based on majors! 😊
- ↑ YES!!
- Supplemental Instruction
- Offer paired support classes during all times so that students outside of learning communities have access. Create online versions of support classes.
- Look at when courses are offered to support completion-hybrid, late start, short term, etc.
- ↑ dual enrollment Eng/Math at HS
- Capture accurate summary of Engl/Math alt completions—transcript evals, AP, dual enrollment, etc.
- First year Fridays for focus on supporting students in Math & English their first year. Professional Development for faculty & student services.
- Increase outreach to HS partners (eg. Dual enrollment students) to facilitate self-placement & career exploration to align HS curriculum/pathways w/LMC curriculum/pathways
- Winter Break case management for students w/W*D*F from fall
- Consider gaps that Adult schools can fill if/when students are not successful in math or English/GED
 - Consider offering A.E. courses on LMC campus for these students.
 - Avoid stigma of being referred to A.E./GED classes
- Everyone takes statistics their first semester. I'm serious. (except some certificate programs & STEM).

5. Distance Education

- More hybrid courses
- Accessible courses & variety of offerings not just GE
- More online resources for students (can't assume they are super tech savvy)
- Create welcome email when student reg. for online class. Include directions to CANVAS, next steps & trouble shooting
- Target those students that have minimum computer skills
- Survey/assess students for their preparedness for taking courses online. Our success data around online educations does not show favorable results.
- More PD
 - Becoming an effective online instructor
 - PEER online C.....? (POCR) resources (See Natalie)
- Hybrid – Optional in person orientation
 - Intro to Peers
 - Tech Intro
 - Student services
 - Expectations
- Unique intro, connection, orientation, support for online students—make it seamless & one stop
- Survey students why they're taking online course(es)
- Establish on-going funding source for D.E.
- Develop online student web platform as a “one stop” for DE student services, tutoring, counseling, forms, canvas
- Build student experience – the “How to's”
- Strategic plan to provide holistic student services to students taking courses in the online format
- Develop a mandatory orientation for students taking courses in the online environment that includes a virtual badging credential upon completion
- Dynamic Forms training for staff
- Weekly or monthly zoom faculty inquiry/teaching community groups for faculty teaching online to focus on student retention & support. Time for faculty to collaborate & share practices.
- Create dedicated time on campus for students in class to connect with in person Canvas and or instructor assistance each term.