

**Academic Academy: Designing our Colleges with the Student Experience in Mind**  
The Queen Mary, Long Beach  
September 12-14, 2019

**Thursday, September 12**

1:00 – 2:00pm Registration

**2:00 – 5:00pm Welcome and General Session 1**

OERI Overview and Discipline Dialog (TI)

Michelle Pilati

OER Regional Leads

Open Educational Resources (OER) can be a key component of addressing equity issues, facilitating student success, making tools available to address the various initiatives our colleges are struggling with, empowering faculty to create the most conducive learning environment for their students, and improving the overall student experience. The expansion of the use of OER in our colleges has the potential to ensure that all students have all the resources they need to be successful, not merely those who are able to attend colleges that are well-resourced or those students who can afford additional resources. How is the ASCCC OER Initiative using its resources to achieve these goals? What is the role of OERI in a student-centered college design at your college? And what do you and your discipline colleagues need to optimize the teaching and learning environment for every student?

(Concurrently schedule a Curriculum Committee in-person meeting this day and space?)

(Concurrently schedule a Guided Pathways in-person meeting this day and space?)

(Concurrently schedule Optional Pre-Academy Orientation to Equity Minded Frameworks and how to approach this Academic Academy)?

**Friday, September 13**

7:00am Optional Walk and Talk - Centering Ourselves for the Day

8:30 – 9:30am Registration and Continental Breakfast

**9:30AM – 10:45am General Session 2**

Program Review and Institutional Effectiveness (GP)

As colleges examine their institutional processes in relation to the self-examination Guided Pathways is supposed to inspire, program review is of key relevance to that institutional framework. Referenced in accreditation standards and Title 5 regulations, program review should be a process that that consists of meaningful reflection on how a

program serves students and aligns with the mission of the college through a systemic and data-driven framework. How is implementation of statewide initiatives such as AB 705 and the Student Centered Funding Formula evaluated during program review? How does program review support student-centered college design? How might program review processes help colleges become more responsive to our students and community? The presenters will discuss elements to consider as colleges align and update their process in light of their college's Guided Pathways framework and data element revisions at the state level.

Ginni May (coordinate)  
RP Group Representative

**11:00 – 12:15pm      Breakout Session 1**

1.      *Student Onboarding Processes (GP)*

Many colleges have special onboarding processes for select student populations such as First-year Experience, EOPS, Puente, and Umoja. How can onboarding processes be expanded for all students and reflect a more comprehensive and student-centered approach to orientation, assessment for placement, and student advising within the confines of the law? What are guided placement, self placement, and student onboarding, and how are they different? Increasing research evidence points to the linkage between developing student self-agency and persistence and completion. What information do students want to make informed decisions in the onboarding process? Providing quality information and high expectations that enable students to make their own evidence-based decisions is the goal of guided onboarding. Join us for a discussion on the importance of Guided Pathways Onboarding with a review of some current onboarding methods and data reported by local colleges.

Ginni May (coordinate)  
Janet Fulks? other GP member?  
Alyssa Nguyen  
SSCCC Representative

2.      **Inmate Education (SE)**

Educational opportunities for incarcerated individuals significantly reduce recidivism rates and show impressive student attainment of goals. Come hear our 2019 Steinback-Stroud Diversity award winner about the Cero-Coso prison education program. What can we learn from this successful program that can be generalized and how can faculty and staff be better prepared to serve formerly incarcerated students?

Silvester Henderson (coordinate)  
Peter Fulks

3.      Universal Design and Online Accessibility Standards for All Students (TI)

Geoffrey Dyer (coordinate)  
Dolores Davison  
Michelle Pilati

Every college is required to comply with the Americans with Disabilities act but most colleges are challenged with identifying appropriate standards and resources to implement. Being mindful of accessibility requirements creates a better experience for all students. Embracing the concept of Universal Design may be a means of re-framing the accessibility conversation to moving beyond compliance to doing the right thing for all students. Join us for a discussion of the principles of Universal Design and ways they can be integrated at your college, not just for students online but all students.

4. Evaluating Implicit Bias in Organizational Structures (FD)  
Mayra Cruz (coordinate)

Luke Lara  
Veronica Neal  
Student?

Numerous barriers to improved diversity and opportunity are rooted in Structural Inequalities and Implicit Bias. Every system is created to resist change and reflect the cultural biases of the time. Many of our college programs, processes and practices have embedded bias; bias that is often implicit and unintentional yet still equally harmful. How can we surface systemic biases and address them for today's standards and tomorrow's students? This session will provide an opportunity to engage in authentic dialogue about the difficult conversations required to surface implicit bias and tools for assessment.

**12:30 – 2:00pm**

**Lunch and General Session 3**

***The Whole Student: Culturally Responsive Support (SE)***

SSCCC panel - Iiyshaa Youngblood + 3 SSSCC Representatives

Deputy Chancellor Gonzales

John Stankas

- *Scope of general session*
- *What are colleges doing to encompass the student experience?*
- *How can colleges ensure all students are welcome and provided the opportunity to succeed?*
- *How do we incorporate faculty diversification into this?*

**2:15 – 3:30pm**

**Breakout Session 2**

1. ***Qualitative and Quantitative Data Collection for AB705 (GP)***

LaTonya Parker (coordinate)

Janet Fulks

Alyssa Nguyen

As colleges have moved from the planning to implementation phase of AB705, it is important to evaluate the choices colleges have made and adjust, if necessary to available data. It is also important to learn from each other and continue to explore ways to help students achieve their goals.

2. Implementing an Equity Minded Framework (SE)  
Mayra Cruz (Coordinate)  
Veronica Neal  
Cheryl Aschenbach  
Ya'Mese Johnson (SSCCC)

Applying an Equity Minded Framework requires an authentically inclusive collegial process. How can we improve our processes at our respective colleges through the implementation of an institutional equity framework; how do we deepen our personal equity-mindedness; and how do both these institutional and personal approaches help ensure an equity-advancing collegial process? This session will explore these concepts, tools, and strategies for holding us to our student-centered commitment and equity-minded focus.

3. CVC-OEI: What's Been Accomplished, What's New, and Where It's Headed (TI)  
Geoffrey Dyer (Coordinate)  
Anna Bruzzese  
Jory Hadsell, Executive Director

The California Virtual Campus-Online Education Initiative (CVC-OEI) increases access and success in high-quality online courses. Even if your college is not a member of the CVC-OEI consortium, your students can use Finish Faster Online to enroll in online courses across the California Community Colleges. While CVC-OEI provides Canvas free to all CCCs, consortium colleges have access to a variety of tools selected to improve the student experience. Colleges that have adopted the CVC-OEI Course Design Rubric and engaged in a peer online course review (POCR) process have developed accessible, highly interactive courses which are easy for students to navigate. Come to this session to learn about the latest from CVC-OEI, including online certificates of achievement and transfer degrees, and to brainstorm how to best leverage CVC-OEI's resources to support your students.

4. Board of Governors Diversity TaskForce Recommendations (FD)  
John Stankas  
Daisy Gonzales

In November 2018, the Board of Governors formed a taskforce to evaluate how to improve the diversity of the faculty and staff of the California Community Colleges to better reflect the diversity of the students we serve. That taskforce concluded its work this summer. Join us for a discussion about improving the diversity of our faculty.

3:30 – 3:45pm            Coffee and Snack

**3:45 – 5:00pm            Breakout Session 3**

1.     *Metamajors (GP)*

Ginni May (coordinate this. Maybe use Mt. Sac as a model demonstration?)

Janet Fulks

Carrie Roberson

2 SSCCC Representatives that are on local GP implementation teams

There have been many conversations about appropriately grouping and categorizing programs of study in ways that make sense for undecided students. Do those categories mean anything to students viewing them in a catalog or through onboarding processes? How are student voices incorporated into the construction and evaluation of the college meta majors? Join us, faculty and students for a lively discussion on designing meta majors with the undecided student in mind.

2.     ***Student Equity and Achievement Plans (SE)***

LaTonya Parker (coordinate)

Luke Lara

RP Group Representative

The new plans and guidelines for the SEA Plans have been implemented. Is there a special shelf in an office where these plans live or are the driving action and dialog at the college? How can those plans be improved next year?

3.     *Online Student Experiences (TI)*

Carrie Roberson (coordinate)

Geoffrey Dyer

Michelle Pliati

CVC-OEI Representative - TBD

How does the college ensure effective online student experiences that facilitate learning and ensure quality? What are the guiding principles a college ought to consider for processes related to the selection, offerings, and opportunities to focus on the nature of the content in online courses so that teaching and learning is provided in the most effective and engaging manner possible? Join this breakout for a **BIG** picture view of the principles that support students in attaining learning outcomes and enhancing the online student experience. How does the college ensure effective online student experiences that facilitate learning and ensure quality?

4.     *Effective Hiring Committee Training (FD)*

Michelle Bean (coordinate)

Veronica Neal

Hiring committees are required to engage training programs prior to service, but the quality and scope across our system varies widely. What are key components to hiring committee training and how can those be implemented at your college?

5:15 - 6:15pm

Decompression Activity: Each of these breakout rooms will be used for open dialog and sharing of information among the participants related to the topic listed.

1. Designing for the Student Experience
2. Institutional Culture Change in an Equity-Minded Framework
3. Technology to enhance the Student Experience
4. Local Senates as Agents of Change

## **Saturday, September 14**

8:30 – 9:30am Breakfast

### **9:30 – 10:45am Breakout Session 4**

1. **Dual Enrollment (GP)**

Cheryl Aschenbach (coordinate)

Dolores Davison

The expansion of dual enrollment programs for special admits and CCAP students creates a unique opportunity in a Guided Pathways framework. Review the different ways colleges can partner with K-12s to offer dual enrollment, and then discuss ways dual enrollment can be employed to help students clarify and enter their pathways.

2. Supporting Undocumented Students (SE)

SSCCC - Iiyshaa Youngblood

Mayra Cruz (coordinate)

Someone from the CCC Foundation

This session will provide the basic knowledge, skills, and resources needed to serve and work alongside undocumented students. Participants will receive an overview of current laws and policies affecting undocumented students in California, reflect on culturally proficient allyship, identify practices for serving undocumented students, and commit to making their support visible on campus. The session will also include a discussion of SSSCC's strategic plan and how can faculty help with support and implementation.

3. **Veterans Services and Accessibility (TI)**

Silvester Henderson (coordinate)

Terrence Nelson? Michelle Pilati?

SSCCC Representative

Serving veterans is often considered in providing space for non-curricular support, counselling, and credit for prior learning in the military. Another aspect that supports veterans includes the accessibility standards for online education. This is *part of SSCCC's legislative priorities*.

4. Faculty Diversification and Student Success: Facilitating Challenging Conversations (FD)

Michelle Bean (coordinate)

Veronica Neal

John Stankas

Dr. Juana Mora, Rio Hondo College Student Equity Coordinator

Conversations of identity can be difficult to navigate and most employees of a community college are not formally trained in areas of facilitation or equity-mindedness. And yet, we can all learn to create a space for honest dialog and challenging conversations that move our colleges forward to improving our service to students.

**11:00 – 12:15pm**

**General Session 4**

Faculty Diversification and EEO 2.0 Input Revisions (FD)

Daisy Gonzales

Luke Lara

Silvester Henderson (coordinate)

Faculty diversity is a critical component in the support of student success, and each California community college has a responsibility to develop a workforce that reflects the diversity of its community and is best prepared to serve our college's specific student populations. The Academic Senate for California Community Colleges (ASCCC) along with the Equal Employment Opportunity (EEO) and Diversity Committee of the California Community Colleges highlight the importance of diversifying our college faculty. Present hiring guidelines are found in the current "Equal Employment Opportunity Report" - 2017. This year is expected to result in significant revisions in respect to our EEO hiring guidelines. Join us for a brief overview of the present process and provide critical advisements that can help improve and shape the next set of EEO rules and suggested procedures

**Key**

(GP) Guided Pathways

(SE) Student Equity

(TI) Technology and Instruction

(FD) Faculty Diversification

To Include in the Program:

Guidelines for Inclusive Dialog

Short Glossary (Student Experience, Student Centered, Culturally Responsive, Cultural Humility, Implicit Bias)

History of the Queen Mary