

## **LEAP Solution Team Project Summaries**

The College of the Canyons Leadership Education in Action Program (LEAP) was created to foster the development of visionary, pace-setting administrative leaders. LEAP was designed to promote the development of “agents of institutional change” while providing “big picture” skills and the knowledge required to lead and shape our district and the community college system. LEAP provided individuals who were interested in leading, at COC or elsewhere, the opportunities to identify and develop the knowledge, skill sets and confidence to be successful. One such opportunity was the LEAP Solution Team project.

The Solution Team projects were designed to be challenging, force the participants to stretch beyond their comfort zone and empower them to reach new heights in their leadership development. The LEAP participants were divided into seven teams of 6 – 7 people each, and given the topic they were to work on over the course of the spring semester. Each team consisted of faculty, classified staff and administrators. In addition, each team was assigned an Executive Cabinet-level mentor to provide guidance and feedback as the project evolved. The culmination of this process was a presentation on the last day of the program of the project and the team’s proposed solution. All of the solution team project proposals will be implemented in the 2008/09 school year. Listed below are summaries of the seven LEAP Solution Team projects.

### **Team #1: 15 Student Success Points**

To promote student retention and success, the 15 Student Success Points program will address one skill or resource per week with our students throughout the semester. Skills will include setting academic goals, managing time, taking notes, etc. The 15 Student Success Points steering committee will send an e-mail to all instructors each week that will provide a description of the point, relevant links to helpful websites, and suggestions for application, including workshops, support classes, and campus social activities to encourage social and learning networks. All faculty members are encouraged to participate by promoting one point each week during 5 minutes of class time.

*Team #1 members: Michele Edmonson, Amy Foote, Michael Joslin, Adam Kempler, Ana Palmer, Theresa Zuzevich*

*Mentor: Barry Gribbons*

**Team #2: Enhancing Outcomes Through FLEX Learning Communities - WeConnect**

The WeConnect team focused on creating in-depth, year-long experiences as part of the flex program. WeConnect also encourages groups of “like minded” members of the COC family to join a group that will focus on a single subject for the year. These groups will be outcome based, so that the college will benefit from their collective wisdom that was generated during the year. The first year there are three cohorts being planned. One group is dealing with “Technology, Next Generation.” Another will focus on “Partnerships, How to Raise Funds and Make Friends.” The third will revolve around “Identity, Our Community, Culture and Connectedness.”

*Team #2 members: Claudia Acosta, Jon Amador, Wendy Brill-Wynkoop, James Glapa-Grossklag, Donna Haywood, Cynthia Madia, Donna Voogt*

*Mentor: Mitjl Capet*

**Team #3: Welcoming New Faculty: A Learning Community Cohort (Synergy)**

The SYNERGY program is a New Faculty Learning Community Cohort at College of the Canyons. It is designed to assist new faculty in becoming integrated members of the College by experiencing a year of Firsts! The program will encompass five core values: collective energy and creativity, reciprocal values and vision, supportive environment, shared personal practices, as well as responsive leadership. The SYNERGY program consists of a year-long set of experiences and training sessions, designed to be conducted in a learning community setting, to orient new faculty to the college and the community. SYNERGY addresses the unique needs of new faculty as they launch their academic career at the College. It is filled with energizing workshops, informative gatherings, social activities, and intellectually stimulating seminars that can help new hires situate themselves into a college environment. It is designed to promote faculty success by providing timely and accurate information and connecting new to seasoned and compassionate faculty. The program envisions a learning community that will streamline communication among all employees; enhance new faculty’s competency and confidence; develop and strengthen collegial relationships at all levels and across campus; and connect their endeavors to the College’s strategic plans and goals. Members from the SYNERGY team will be on hand at the orientation on August 19 to discuss the program and answer your questions.

*Team #3 members: Jia-Yi Cheng-Levine, Christina Chung, Steve Dixon, Allison Korse-Devlin, John Lucas, Lynne Mayer, Diane Morey*

*Mentor: Dena Maloney*

### **Team #4: Developing Learning Community Models**

In higher education, learning communities consist of classes that are linked or clustered during an academic term, often around an interdisciplinary theme, and enroll a common cohort of students. A variety of approaches are used to build these learning communities, with all intended to create meaningful learning experiences that build community among students, between students and their instructors, and among faculty members and disciplines. Research shows that successful learning communities increase student retention rates, encourage academic achievement, emphasize motivation and involvement, improve time of degree completion, and enhance intellectual development. Learning Communities help students succeed and even thrive by increasing student involvement and motivation, and by enhancing student emotional and intellectual development, which lead to increased retention and student success. Studies show that students who are involved in learning communities are more intellectually mature and responsible for their own learning, and develop the capacity to care about the learning of their peers. Faculty members involved in learning communities collaborate more with each other and build mentoring relationships with students that last. These programs also offer a robust way to address interdisciplinary pedagogical ideas and a more coherent pathway to engage students in a vibrant and cohesive general education curriculum. This project outlines and defines how we would develop new communities, and the three models team #4 would like to introduce and implement at College of the Canyons are: The Cluster Model, Field Studies/Residential Model, and Thematic Model.

*Team #4 members: Mike Brezina, Vincent Devlahovich, Miriam Golbert, Jennifer Hauss, Patty Robinson*

*Mentor: Diane Stewart*

## **Team #5: Integrating Enrollment Management Into Everyone's Priorities and Onto All Desks**

Enrollment management encompasses many aspects of the college, including but not limited to: facilities, student services, technology, high-quality instruction, and student persistence and retention. In order to bring Enrollment Management to every ones desktop team developed the following strategies:

- The enrollment management committee should post agendas and minutes to the Intranet to provide additional information to the campus. Additionally, a recommendation was made to form sub-committees who would focus on specific areas of enrollment management.
- Each campus committee, division, and department meeting should include an agenda item for enrollment management, allowing for frequent updates and for the generation of ideas, which will be forwarded to the Enrollment Management steering committee.
- Enrollment management should become a part of the college's culture, involving all employees in a group effort to recruit and retain students by having staff wearing nametags that identify people as college employees to students and the community, thereby providing the students with sources of information.
- A card with critical information would be designed so that it could be carried in a wallet or pocket so that staff could reference it when asked questioned by students, parents, etc.
- A website should be designed to provide updated information on the progress of our enrollment efforts and include the critical information contained on the information cards.

*Team #5 members: Gina Bogna, Irene Bradbury, Jennifer Brezina, Carl Ebaugh, Kevin Kistler, Jim Temple*

*Mentor: Sharlene Coleal*

### **Team #6: Stepping Up Our Commitment to Online Student Learning Support**

Team #6 proposes to step up COC's commitment to online student learning support by developing and launching a new and innovative online student portal. The portal will be a user friendly, one-stop website where students can find information about all services provided to them at COC. The student, staff or faculty member will only need a student/staff ID, personal PIN and an Internet connection. This portal will enable the user to connect to calendars, workstations and serve as the only platform needed to navigate College of the Canyons. The portal will seamlessly connect to Datatel, Web Advisor and Outlook. LEAP Team #6 has done all the necessary research to make implementation useful and friendly for the campus. COC's MIS office has already purchased the software for this implementation and the team has laid out a plan to move forward with implementation.

*Team #6 members: Tom Bilbruck, Paul De La Cerda, Hsiawen Hull, Rick Killey, Jasmine Ruys, Diana Stanich*

*Mentor: Michael Wilding*

### **Team #7: The GO Program at College of the Canyons**

The GO Program is a short-term intensive program that provides a flexible class format as an alternative to the standard academic calendar by offering online and hybrid classes in an accelerated format. The five and eight week short-term intensive format of the GO Program allows students to fulfill their educational goals and provide an alternative to courses based on the standard academic calendar. Because the five and eight week classes have multiple start times throughout the semester, the GO Program provides flexibility and convenience for students to start a class multiple times within the semester. Continual rotation and repetition of classes allows students to pick up what they might miss, thereby increasing opportunities for completing a course of study. In addition, students can earn degree-applicable credit sooner at a fraction of the cost compared to other colleges that offer compressed, online, and hybrid classes. The goal of the GO Program is to meet the needs of students with varying educational goals allowing those who are interested to "get in, get out, and get GOing" with their lives.

*Team #7 members: Renee Drake, Victoria Leonard, Daylene Meuschke, Anthony Michaelides, Cathy Ritz, Kari Soffa, Ryan Theule*

*Mentor: Diane Fiero*