Canyons Completes June 2019 Retreat Notes
June 28, 2019
9am-Noon

Opening Activity: Finding the Key

- How can this activity be applied to CC? What areas of CC need clarification?
  - Are we coming at this from the perspective of students or faculty?
  - How do Gen. Ed. Sciences fit into the pathway while still allowing our students to engage in their liberal arts education?
    - Canyons Completes education to students isn't explained. They don't understand why they're getting the information that we're giving them
    - Putting all students in a series of Gen. Ed. Courses is "dangerous"
  - Are students still going to be able to explore Gen. Ed. Classes and stay on their path?
    - Is there a resource for saying "I want to go on a different pathway than the one I've been on in the past?" Is there a way to do this online since the student to counselor ratio is high?
  - One of the activities was to try and understand what "process" the following statement described:
    The procedure is actually quite simple. First, you arrange things into different groups. Of course, one group may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run, this may not seem important but complications can easily arise. A mistake can be expensive as well. At first, the whole procedure will seem complicated. Soon, however, it will become just another fact of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one can never tell. After the procedure is completed one arranges the materials into different groups again. Eventually, they will be used once more, and the whole cycle will then have to be repeated.
      - The answer is that the process describes laundry. How do we go about finding the knowledge and key information necessary to learn that this is laundry? The confusion of the language (and therefore "laundry") became a metaphor for a confusing or unclear process.
  - One student's "laundry" is Canyons Completes? So what is it?
  - "If the Canyons Completes website is going to be in the Student Services section of the website, it needs to be easily accessible to and understood by students"
  - The students have to make the "laundry groups" for themselves; we can't sort the laundry for them because we don't know where they're coming from or where they're going

Bright Spots Activity (following the Bright Spots video):

- "I kept being drawn back to that "F" (the "F" is in response to the report card portion of the Bright Spots video) and how I can fix that [on a report card]".
  - American culture is really bad at accepting that failure is necessary for forward progress
  - We are *so* focused on negative emotion all the time
- "Cloning the bright spots (both what *and* who)"
  - How do you use the bright spots without burning them out?
  - We need to spread bright spots (encouragement and empowerment goes a long way)

- **Bright Spots Responses:**
  - Passion for student success
  - Non-credit
  - Canvas LMS
  - Students mentoring students
  - Mentoring
  - Our passionate, dedicated faculty and staff
  - More support
  - Our counselors!
  - The I.O.I. course I'm taking (Intro to Online Instruction)
  - MESA
  - Active participation of staff, faculty, and administrators
  - Zero Textbook Cost
  - OER
  - TLC Success Teams. Equity Minded Practitioners
  - Clubs = belonging
  - Adult learners
  - Staff member (x2)
  - English faculty and English department
  - HUB
  - Continuing Ed. Entry points
  - Our new student alliances trans/Latinx/Black etc. and mentorship programs
  - TLC athletic mentor, OER + ZTC pathway! Non-credit
  - MESA, TLC, ASG
  - People who are passionate about student success!
  - "A" for effort
  - Improved outreach and peer mentoring
  - Constant acknowledgement that we need to grow and evolve
  - OER/ZTC helps reduce barriers to access. Mentor program to directly support students with DI

- **Stop Signs and Solutions:**
  - ***No solutions to keep us on the path:***
    - Silos
    - Communication
    - Fear
    - Too many goals
    - How do students do guided pathways?
    - Student college application to enroll
    - Not having support at home; lack of engagement; lack of financial and emotional support from parents
    - Lack of student awareness of college wide initiatives focused on student success

- Too narrowly focused on degree completion
- Does everyone person know their part in the big picture?
- Too many great ideas and good intentions create white noise! "Bla, bla, bla…"
- Lack of student participation in the school community
- No Guided Pathways link. Content on Canyons Completes page includes many faculty and staff links: LEAP, Data, etc…

- o *Problems with solutions:*
  - Ability for students to navigate resources (or access them if taking online classes) // Consider/expand services so that all services can be accessed
  - Obsessing about our internal roles // Remember the students
  - Try to not create so many new projects // Emphasize and focus on bright spots
  - Lack of trust // Respect expertise
  - Not understanding that all students learn and progress differently // Be as flexible as possible within your limitations
  - Getting discouraged by what hasn't worked in past/at other institutions. Funding for increased workload for our "bright spots" // Don't be afraid to dialogue, strategize, and try. $$$
  - Meaningful student portal, interactive checklist; NOT broken website // Give student information agency, understanding of process
  - Student knowledge and understanding of Canyons Completes for ALL students – "traditional" and "non-traditional" // Basis: student outreach, how?
  - Lack of diverse perspectives // Rotate leadership
  - Not having a very simple design on the website // Get a student committee on website redesign
  - Another project comes along that takes my time and effort // We need to reduce and/or prioritize—stop pulling me in diff. directions
  - No confidence // Sending time to listen. Being real in the classroom
  - Faculty factions // Knowledge is power. Continue to inform
  - Criticism =/= opposition // Invite/welcome criticism
  - How do students know to go to Canyons Completes? – Doesn't grab me as a student. // Guided Pathways needs to be up front on student site and not buried in Canyons Completes … Canyons Completes has links to LEAP, Monday Report, etc. Not sure why this is here? // Canyons Completes needs a reworking
  - Navigation of enrollment services…fees/SBO/FAFSA, AR/Classes etc…// Student success teams/advocacy
  - Financial Aid Student Business Office // Connect the two and help students navigate the system beyond giving a form

Student Success Teams

- Overview:
  - Extension of Faculty Inquiry Group work lead by Kerry Brown (2016). Current success team models: Valencia College, Bakersfield College, LA Trade Tech College
- Who do we want to have attached to our team?
- Involvement:
  - Dean/Administrative Assistant/Coordinator (when we look at this for logistics, who will run the day-to-day operations of student success teams? Right now, it's the deans. We need a coordinator of some sort)
  - Faculty Mentor/Lead/Adjunct Faculty
  - Counselor (FT/Adjunct)/Career Center
  - … Everyone should be getting involved to jump into the student success
- Recommendations:
  - Thoughtful and intentional dialogue around what student success teams will look like for COC
  - Collegial consultation for establishing process and structure for implementation
  - Collegial consultation and dialogue for establishing protocol and timeline (when faculty are on contract)
  - Outline roles for each member with consideration to work load, compensation, and success team objectives
  - Consider the budget: are we going to be building success teams with what we have? Probably because the budget isn't there

- **Student Panel:**
  In general, student panelists expressed excitement for success teams so that they don't feel alone.
  - *Panel Facilitator: "What do you think about student success teams and what support do you need?"*
    - Good idea, logistics need to work out. There will be a lot of students who want to take advantage of it. It may seem academically focused, but there needs to be more about financial literacy etc… available
    - Students don't feel like they have people to talk to within their major (don't want to talk directly to the professor), so having someone to speak to is a really good idea
    - Students need a streamlined way of navigating which courses and credits are necessary so that everyone is on the same page which will help not confuse students and will save their money and time
    - Students should have a resource that reaches out to them *first* because not all students feel comfortable reaching out by themselves
  - *Panel Facilitator: "Are there other supports that you would like that aren't academic (e.g. financial literacy)?"*
    - Mental health; some students are struggling through things that aren't academic or financial

- *Panel Facilitator: "We're implementing Starfish so that students can reach out for themselves and professors can send students 'Kudos', and allows faculty to express concerns as well. What do you think about a program like this?"*
  - "I like the idea of a kudo, because it's nice to get the affirmation that you've done well so that you get motivated to do better. But some of the 'flagging' may be seen as demoralizing (depending on the student)"
  - They feel like there is already a method through Canvas to do this, and it seems to work really well. Student doesn't understand the difference between the two. "You learn by knowing what you're doing right."
  - Most professors are interactive through Canvas; it depends on the initiative of the professors to use it as a tool similar to Starfish
  - "I don't think too much about an online kudo, but when I get an in-person kudo, that's what continues to motivate". It's nicer in person and not impersonal
- *Panel Facilitator: "Do you have faculty members that you go to for advice/discussing the future/obstacles? If no, is that something you would like?"*
  - "I didn't know that was an option until a professor told me that it was." But student went through many years not knowing there was an option to have a mentor
  - "I eventually found them." But student already had figured out the direction he wanted to go by the time he found one. He found his niche so it was easier, but for someone who hasn't found it, this kind of thing would be great to help guide students
  - We have these resources: The Hub, but this program is good. We need more emphasis on the "genuineness" on how much we want to help students
- *Panel Facilitator: A question was asked in regard to a student saying "I feel shy approaching you in office hours. Even though you say to come in, it doesn't feel like I should come to you." The follow-up question was: are you comfortable meeting with counselors/faculty members? If you aren't comfortable, what brings you to the door of your counselor?"*
  - It depends a lot on the first impression of the professor/counselor. Once you develop the relationship it's easier, but student was told for a class that he had to go to TLC or a counselor
  - It was really important to hear within the first week of classes "you can come and are more than welcome to come to my office hours" which allows the rapport to be built. It takes someone telling the student it's okay to come to me for help
  - After going the first time, it's easier to go later. Relationship development is the most important!
  - Canvas was very important to student because faculty were available through there if they weren't available in person. Sometimes students think that they can have online classes, but it doesn't work for some people, and having someone to talk to about that would help save some people the headache
  - "Canvas is the best thing ever that's happened to me for school. It makes school so much easier; the communication, saving things in one spot. If there's going to be something better than that, I'm so excited about that."

- *"Canvas: one discussion we have is whether or not we should have all faculty having Canvas. Do you think this is a good idea?"*
  - Making every professor use Canvas is amazing. Seeing grades, talking to your professor, talking to other students, etc... Everyone should use it for every class ever. So deal with it faculty. Not using Canvas adds a lot to the stress and anxiety that students have
- *"Starfish wants to contact students who are not coming to class. How do you feel about being notified of absences?"*
  - It depends on the student; some people have personal reasons for why they can't make it to class. If it becomes more than one or two days, it's a good idea to contact them to make sure that they're doing okay
  - Setting a precedent in the beginning of the semester first is important, and if it becomes excessive then say something. Otherwise it feels like babysitting
- *"As students, would adding Starfish as another platform to contact you be good/bad/etc?"*
  - "I would welcome it, but some people may feel overwhelmed". It's important for the instructor to make sure they say which platform they're going to be relying on the most; that's the most important piece. Having the right option for each teacher will only enhance. We just need to know which platform
- *"Which communication platform do you interact the most with?"*
  - Canvas, but sometimes email. Canvas is overwhelmingly more effective and efficient
- **Discussion Questions:**
  - What was one of the most important things you heard from the panel? What can Canyons Completes do to address some of their concerns? What questions do you still have about student success coaches?
    - Being consistent is so important

Exit Tickets – Closing Activity

Format: I used to think _____ about Canyons Completes, but now I think _____.

- I used to think **it's a lot of talk** about Canyons Completes, but now I think **the same. Do something FINALLY**!
- I used to think **student-centered action was intrinsic** about Canyons Completes, but now I think **many faculty have their own agendas**.
- I used to think **I know what to do** about Canyons Completes, but now I think **we have so far to go...ADD to bright spots and collect off-the-path concerns along the way...**
- I used to think **we were at a standstill** about Canyons Completes, but now I think **we are ready to move/do**.
- I used to think **very little about the relevance of** Canyons Completes, but now I think **is important for the retention and success of students who would have fallen through the cracks.**

- I used to think **students didn't care** about Canyons Completes, but now I think **we have a responsibility to limit what we share with them – they don't need to know OUR details. -> e.g. website**
- I used to think **there weren't any tangible outcomes** about Canyons Completes, but now I think **we are doing too many silo projects and we need to rotate leadership.**
- I used to think **everyone knew** about Canyons Completes, but now I think **everyone needs more information to empower them.**
- I used to think **folks knew college practices** about Canyons Completes, but now I think **we need to map all processes.**
- I used to think **that misconceptions within only one group or one set of people** about Canyons Completes, but now I think **that the messages are not being reached by the entire community.**
- I used to think **that my perception was unique** about Canyons Completes, but now I think **many others feel the same i.e. Efforts are fragmented, scale up what we do well**.
- I used to think **not much (mainly b/c I didn't know)** about Canyons Completes, but now I think **we are on the right track! Ready for action**.
- I used to think **this is taking too long/too much. Not sure where I fit or how to help** about Canyons Completes. Now I think **we are narrowing down. Matching socks matters.**
- (student) I used to **not know what** Canyons Completes **did for students**, but now I **know that there is an abundance of faculty what is working hard to improve student education and life of campus**.
- I used to think **that students were more aware of** Canyons Completes, but now I think **we need to start messaging more to targeted audience**.
- I used to think **a large success team was needed** about Canyons Completes, but now I think **we need to shrink the size and make it manageable**.
- I used to think **the mapping as pathways is the only 1 thing** about Canyons Completes, but now I **realize it's a lot of activities. I just need to frame it in a different visual rather than 4 pillars**.
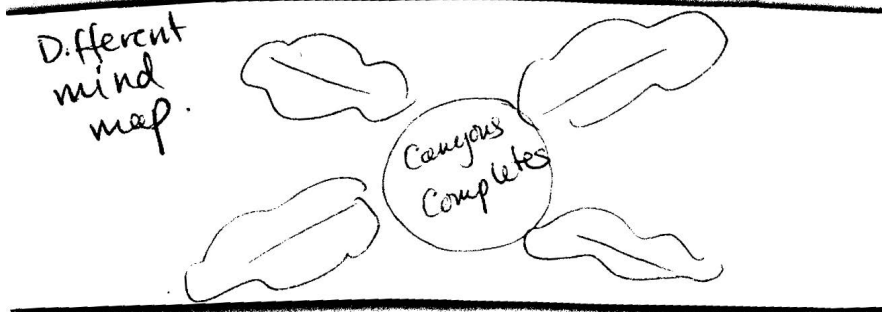
- I used to think **N/A** about Canyons Completes, but now I think **this is a good direction that is student-focused**.
- I used to think **I knew more** about Canyons Completes, but now I think **I don't know enough**.
- I used to think **that the load was overwhelming with sorting** about Canyons Completes, but now I think **we just need a clear pathway/communication to overcome this**.
- I used to think **I was not informed or intelligent enough to participate** about Canyons Completes, but now I think **I can contribute and be recognized as valuable**.

Retreat Attendees:

1. Aaron Silverman
2. Albert Loaiza
3. Alene Terzian
4. Ali Naddafpour
5. Alicia LeValley
6. Andy McCutcheon
7. Anna Jane Almeda
8. Arlete Hernandez
9. Barry Gribbons
10. Carolyn Shaw
11. Catherine Parker
12. Collette Gibson
13. Daylene Meuschk
14. Diana Moreno (student)
15. Erika Torgeson
16. Flavio Medina-Martin
17. Harriet Happel
18. James Glapa-Grossklag
19. James Kneblik
20. Jasmine Ruys
21. Jeffrey Forrest
22. Joe Gerda
23. John Makevich
24. Joy Shoemate
25. Julianne Johnson
26. Kari Soffa
27. Larry Schallert
28. Loni McGown
29. Micah Young
30. Mike Wilding
31. Omar Torres
32. Paul Wickline
33. Paula Hodge
34. Preeta Saxena
35. Robert Wonser
36. Ryan Theule
37. Sab Matsumoto
38. Sherrell Lewis
39. Stephenie Tesoro
40. Tara Williams
41. Teresa Ciardi
42. Victoria Leonard
43. Vida Manzo
44. Wendy Brill
45. Mark Garcia
46. Ambika Silva
47. Dustin Silva
48. Annie Effinger (ASG rep)
49. Garrett Hooper