

Strategic Leadership Team
Environmental Scanning Discussion Notes
November 18, 2016

Latino Success Stories Can Help All Students

- Perhaps scholarships.
- Focus on groups of barriers.
- Community science programs are successful. Bring schools/younger age to us. Open to all ages.
- Involve parents.
- Challenge scholars program.
- Our Latino success stories could help all students.
- First scholars – invite parents for opening river clean up/service learning.
- CLS 100 Latino Sonia Hernandez. Strong peer connections. Educational planning, see academic advisor counselor. Scale up like College Success Center put in institutional resources to enhance programs. Co-hort learning on a larger scale.
- ABO – food – cohort hearing- good interactions, dedicated spaces – content of curriculum - culturally relevant. Faculty sharing good practices, bring to scale good practices. Sense of belonging in the groups and intergroups – intentional.
- Considering non-college factors, ABO, physically, social, resources, academics.
- Not all students come from the same background.
- Can be generational.
- Who prepares our students?
- Setting expectations, exposure and expectations.
- Promoting the value of the education.
- Developing materials/visits for elementary. Currently have a valuable program for middle school students.
- Holistic educational pathways (emphasizing peer, family, community engagement) plus academic advising, partnerships with K-12 and community institutions, accelerated programs, and recruitment.
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For Real Academic Disruption, Try Empathy

- How do we make sure all students have the same tech access?
- Need to change perception that is easier – it isn't.
- Depends on the set up of the online course – they can be great or terrible – there needs to be more help to faculty – to make high quality online courses.
- More & more courses are only offered online & that learning environment doesn't work for everyone.
- There are some topics that shouldn't be online.

- Hybrid is a good option (alternative) – best of both worlds.
- It is disruptive that some courses are only online.
- The new online orientation could be “disruptive” it will be confusing as both called “orientation” should be “readiness, preparation...”
- Not all faculty who teach online are well versed in Bb.
- Not all students have internet or computer access- should we have a laptop rental prg.
- We seem to be doing opposite – putting more emphasis on generalizing, rather than individualizing education.
- Online success rates are low here.
- We are just repackaging existing content into online content, presentation & learning methods.
- Do design these courses for our needs, rather than the student needs. Not disrupting anything.
- Orientation will be helpful. Time management skills/training necessary for success.
- The perceived value/credentialing/badges of online education.
- The skills you learn (i.e. communication skills, conflict resolution skills) are different between online and in seat courses.
- To actually embrace this, we might need to re-think the strict semester, by semester, time constraints. Sometimes students learn faster than others.
- Hybrid are good ideas.
- Look at the students’ needs in building the course.
- Quality matters certification.
- Student-centered education in a way that takes into account the other demands (outside of the classroom) that make challenges for students (family, work, and additional responsibilities).

Reinventing the Career Center

- A lot of people did not know that we have a Hand Shake at GRCC – we need more marketing on this on campus.
- We do not know what student employment does! Do they only help GRCC student employees or ALL GRCC students there?
- There is a HUGE gap between being PREPARED for a job search/interview process and having the tools to search for jobs. WE do not have support for resume writing, interview, prep, etc.
- Course in professional dev. Career – general elective, CLS 101 career decision-making.
- Mobile friendly.
- App saturation.
- Video of exactly how to use it. MTEC grant & job placement.
- Are we using hand shake to its fullest capacity? We need staffing to spread it out to different departments. Great employer adoption.
- Lack of awareness throughout campus and linking students to employers.
- Advantages and stories of success.
- ABO + The well, Latino students, real life examples.
- National job openings.
- What is the student response?

- BM Discipline professional career development. Build in curriculum (repeated in course).
- Gen Ed focus or introductory course.
- Seminar day (Counseling Dept.) how to beef up?
- Gateway courses, Eng 101 + Career Writing. Contextualized learning. Pathway CLS100.
- Increased awareness.
- Career curriculum CLS 100 Pathway sections.
- Discipline faculty on a contextualized involvement.
- Could alumni be mentors? An alum would help resonate w/ current students.
- Great ideas – but scale would be problem – maybe focus on occupational prgs – internships are key early on to make sure the career path is a good fit.
- Interesting all the upstart companies are filling the gap that career centers aren't covering.
- Maybe GRCC should explore "Handshake".
- The individualization of the search criteria is hard to replicate.
- Career services for GRCC is off in the fringe.
- Career college mentor – great idea- how could we scale that up??
- What is the longevity of this...linked in used to be the hot items.
- Colleges used to partner more w/ business – is that still there? Maybe like the Transfer Center/we should have a "Company Center" where they come in & will meet with students – sort of like Business Café Services.
- Entire programs online.
- Job shadow online students.
- How to create a sense of belonging for online students.
- On campus jobs enhancement needed.
- Long term jobs need to be added to site w/ more than local employers.
- Need a career center & to do more
 - Improve gainful employment
 - Promote to default – students
 - Doing work in pockets w/ our faculty – but need to centralize.
 - Tracking where students gain employment.
- Students need paid career related jobs.
- Feels like 2 campuses.
Step up our game on helping students find a job
- GICAT Model (Davenport C.)
- Introduction course to each of the fields offered @ GRCC (review & look @ how we can expand).
- No course sequence in college that will show how courses would be completed to achieve degree (eliminate separate sheet) that creates confusion for students.
- Catalog should be the advising sheet & structured differently.
- Use my degree path as a tool w/ degree pathway complete.
- What should it take to do year long schedule?
- What about certificate program? Could we offer something for FREE that a student could take options?
- H.S. – Know and understand their curriculum & experience. How can we continue and expand what a student has had (career cluster KISD)

- We need job shadow? (1 month wait list in health care setting).
- Career needs to be contextualized, reflective and include on experience for the student.
- Combining the services we have already have – Student Employment Services and Counseling and Career Center.
- We as a campus need to realize the potential in combining and re-visioning the center.
- Increase the outreach component.
- "College career mentors," "personal advisory boards," and customizing career paths for students. I hope we can begin to develop a career center here at GRCC.

Shadow Those Students, for their Own Good

- ABO, Well, First Scholars – intentional experiences.
- There are so many processes & hoops – have someone “secret shop” and go through our processes to look for better options.
- How can we find ways to better work with students based on all the “what if” options.
- Almost need a process flow chart to address all the “what if” to assure we give students the best info. & would allow us to find ways to better serve students.
- We need to promote better events & opportunities for students – we have great opportunities for students that they don’t ever hear about. Posters aren’t best advertising – need to do more to reach faculty and staff.
- Shadow for specific processes - short term & long term – how do we get students connected how do get them away from PCP (park class park) – what are barriers and how do we remove.
- We ask for student feedback in pockets at GRCC, but not always. An example is the Transfer Center – it was build based on student need and feedback.
- Students want simplicity. An example is holds in the online center. We want to allow students to enroll in their placements but they cannot on their own. Ae we ready to prioritize this to fix the background technology to allow users to enroll on their own?
- We would have a lot of personas to shadow –how do we come up with each one to follow?
- Students shadowing students would produce more real/ life satiation that would not be influenced by professors and administration doing the shadowing. (Training and lead staff person to report to are necessary)
- Do we have the resources to do the shadowing? Maybe a sample group of students can be shadowed.
- Shadow a student outside your own discipline to have afresh viewpoint.
- CONCERN: Confidentiality should be addressed.
- Orientation – making it mandatory. Do we seek student feedback? Are student’s schedule courses? Need course patterns? Standard start times? Faculty schedules when they want to teach?
- Fit course schedules.
- Are most community colleges following same course scheduling blocks? Scheduling software to help make links....faculty registering for classes to walk a day in the life of student.
- Yes, one person at our table shadow throughout semester, pivotal points.
- Level of vulnerability in shadowing a student, mentoring opportunities.

- Learning what processes work & don't work. Community college equity assessment lab.
- Student peer/peer shadowing might be better.
- Confidentiality.
- Lead and/or training.
- Timing/ Scheduling.
- Capturing the observations/video diaries.
- Video your frustrations.
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