**GP Breakout Session: Learning & Engagement**

May 13, 2020

Session co-hosts: Mary Huebsch, Maria Aguilar Beltran, Jarek Janio, and Janet Cruz-Teposte

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| **Introductions:** Share name, role, why you joined this session!  Name of session participants: Susan Hoang, Carol Seitz, Heather Arazi, Sia Smith-Miyazaki, Henry Hua, Tyler Johnson, Jayshree Lederman. | | |

**Goals related to learning and engagement - scale of adoption**

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| Goals - what it looks like to be implementing GP redesign “at scale” |  | SAC status |
| 4a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. (Students’ cultures, communities, and lived experiences are foundational components of/incorporated in course design. In programs and courses, student competencies attained align with competencies needed for education, employment, and social justice.) |  | Not Systematic |
| 4b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Topics addressed include real world issues that affect students’ communities, e.g. the Flint, Michigan water crisis, COVID19,etc.) |  | Not Systematic |
| 4c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework. Recommendation: Topics selected relate to critical issues impacting underrepresented populations in the local community.  *[keeping in mind job representation for underrepresented groups, ex. Women in STEM]* |  | Not Systematic |

**Take inventory & brainstorm**

Step 1: Where we are now - *What are the current practices/progress related to this goal?*

Step 2: Path ahead - *How could we better support students (or support more students) in this area?*

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| Goals |  | 1) Where we are now - current practices/progress | 2) How to better support students |
| 4a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. |  | In CTE it is easier to connect SLO and the value of the class in a more applicable manner. | In other GE areas it might be a little more difficult to connect. |
| 4b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. |  | We have a way to introduce students. | Make the learning process personal; incorporate the current situation.  Meet the needs of students in different formats.  Create opportunities for interdisciplinary connections to strengthen student learning and focus.  Reading and writing should be embedded in all the different disciplines.  Interdisciplinary opportunities for reflection and sharing pedagogical approaches with each other (i.e. be able to talk with faculty from other areas and work together to support students, reading and writing across the curriculum) |
| 4c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework. |  | In the CTE programs there are robust ways that students can deepen knowledge and skills. | Showcase students’ work and project-based (encouraged in all the CAPS). learning assignments.  Meaningful assignments. Avoid busy work.  Allow room for exploration. |

**Review goals and prioritize**

Which goal(s) should we prioritize for fall?

* Review list above, choose 1-2 goals to focus on for fall

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| Goal 1 |  | (Goal 2) |
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**Action items**

Step 1: For the 1-2 goals your group selected above, review the action items identified so far [grey out goals you will not address in fall]

Step 2: Do these action items align with your group's discussion about how to better support students? Update as needed

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| Goals |  | Action items identified so far | Updates? |
| 4a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. |  | * Discipline faculty will be directed to revisit program learning outcomes (PLO) and ensure that they align with future education and employment outcomes. * PLOs should be clearly listed in department webpages and Guided Pathways landing pages. * Outcomes Assessment committee is tasked with ensuring alignment of PLOs with learning outcomes. |  |
| 4b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. |  | * Engagement of students in active and applied learning is occurring in most academic areas on campus, but this practice is not documented. There is a need to identify effective engagement teaching practices and create a method of dissemination for all faculty. |  |
| 4c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework. |  | * Projects, internships, co-ops, service learning, and other active learning activities are available throughout the campus, but sporadically. Most opportunities are found in business, legal studies, and career education. * Some programs have aligned well with available internships and project-work, but this remains to be expanded for all students to have access to experiential learning activities in areas that most interest them. More diverse internship opportunities, industry contacts and professional development are next-steps. * The Career Center on campus offers students opportunities to volunteer at over 100 local agencies through our Service Learning program. Students can volunteer for personal enrichment or as part of classroom assignments. * Our non-credit Academic ESL program redesigned their curriculum using practice-based learning to give students opportunities to apply the knowledge they are learning in real-life settings. They are in their third year of implementation |  |

**Next steps**

What needs to happen next to make progress towards our goal(s)?

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| What? |  | Who? | When? |
| Follow-up planning meeting | |  |  |
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