Illumineer Handbook

Fall 2022

–***Your Name***

OC STEM Guided Pathways to Success in STEM (GPS) Careers

Oxnard College

—Your Name 0

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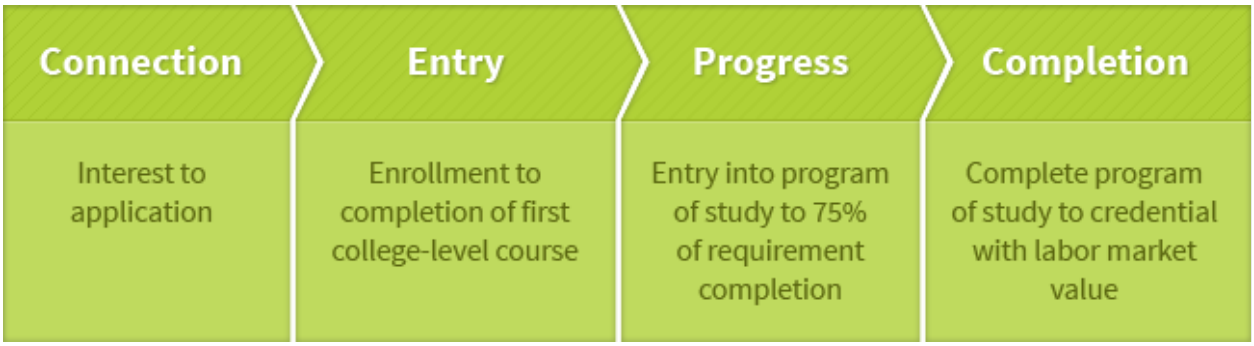

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Illumineers you are often the first to lend a helping hand. Encourage students you interact with to see a counselor, staff, administrator, or faculty for assistance with their particular needs. They will be glad to be referred to the most suitable support. You make a difference Illumineers. The following is a list of resources available to learners at Oxnard College: 47
Financial Aid Office: (805) 678-5828 ocfinaid@vcccd.edu 47
Counseling Office: (805) 678- 5816 occounseling@vcccd.edu 47
Transfer Center: (805) 678-5035 octransfer@vcccd.edu 47
Career Center: (805) 678-5248 occareer@vcccd.edu 47
Tutoring Services: (805) 678-5184 octutoring@vcccd.edu 47
Admissions & Records: (805) 678-5810 ocadmissions@vcccd.edu 47
Foster Youth: (805) 678-5139 fidelia_flores1@vcccd.edu 47
Veteran Services: (805) 678-5845 america_barroso1@vcccd.edu 47
1st Step Center: (805) 678-5907 ocwelcome@vcccd.edu 47
CalWorks: (805) 678-5887 occalworks@vcccd.edu 48
Honors Program: (805) 678-5078 ochonors@vcccd.edu 48
OMEGA Initiative: (805) 678-5949 ocomega@vcccd.edu 48

Outreach & Recruitment: (805) 678- 5907 ocoutreach@vcccd.edu 48
Student Clubs: (805) 678-5187 amparo_medina1@vcccd.edu 48
Educational Assistance Center/Disabled Student Programs & Service: 48
(805) 678-5830 oceac@vcccd.edu 48
Sexual Misconduct/Title IX information: 48
(805) 678-5195 LAlarcon@vcccd.edu 48
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Extended Opportunities, Programs & Services (EOPS): (805) 678-5827
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Overview

IIIlumineers are OC peers just a step ahead of the OC students. These passionate STEM undergraduates reflect on their own experience and share their learning.

By lighting a fire for others, one will brighten one's own way.

This program provides: academic support embedded in math and science classes; just-in-time co-learning; intentional community building and mentoring focused on illuminating the skills and capacity that OC learners carry with them every day.

Aim of the effort

1. Illumineers directly improve student success while simultaneously fostering leadership, critical thinking and communication skills.
2. These 'near peers' are the critical messengers needed to support the learning and achievement of their peers resulting in increased: math/science course retention, course success and STEM degrees.
3. Illumineers cultivate an active and engaged learning community where peers feel valued and individual success achievable. This occurs in class, clubs and the OC STEM Center.

Connection to Mission

The OC STEM Center is stewarded by OC STEM Guided Pathways to Success (GPS) which is funded by a Title III HSI STEM grant. OC STEM (GPS) STEM Careers will create an integrated academic and social support system to help guide Hispanic and other low-income students toward academic and career success in STEM under California's Guided Pathways framework.

The OC STEM Center serves as the learning and mentoring hub. Title III hires Illumineers who serve as embedded tutors in math and science classes, mentors and community connectors to catalyze persistence.

OC STEM (GPS) helps us to realize the mission of Oxnard College.

> ***Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success.***

The Illumineer program aligns with Oxnard College Initiatives:

- ➔ Integrated college programs and services
- ➔ Innovate to achieve equitable and inclusive student success

Integrated College Programs and Services

Illumineers have direct weekly contact with all students in 30 math and science classes. As a result, these near peers are useful messengers for campaigns that support student success such

as: meeting with a counselor, attend workshops, seek learning support and awareness of campus resources.

Innovate to Achieve Equitable and Inclusive Student Success

OC STEM focused on creating a sense of community. We are creating a critical mass that aims to shift the college culture away from the commuter student's quick trek from car door to the classroom door and back again. We work together to provide for community building that creates networks of learners who support each other academically and socially. In a new report published in the Journal of Social and Personal Relationships, Associate Professor of Communication Studies Jeffrey Hall found that it takes roughly 50 hours of time together to move from mere acquaintance to casual friend, 90 hours to go from that stage to simple "friend" status and more than 200 hours before you can consider someone your close friend.[1]

As a result of the focus on creating a welcoming space that cultivates a sense of belonging and nurtures shared passions and interests the number of students using the OC STEM Center monthly and the number of hours invested has increased since data was first collected in 2016. As an example, the number of hours invested for the month of September increased 827%. The number of students for the same time period increased 604%.

Guided Pathways to Success (GPS) in STEM Careers

Vision, Mission, Goals and Key Strategies

Vision: To become the #1access point for STEM transfer and career success in Ventura County. The STEM GPS project will help the community members connect and recommit to STEM pathways so they can remain on course to achieving their life goals.

Mission: OC STEM GPS provides proactive, integrated academic and non-cognitive support to students. This project will help our community members connect and commit to STEM pathways to achieve goals and ensure economic mobility.

[1] https://news.ku.edu/2018/03/06/study-reveals-number-hours-it-takes-make-friend

Goals

1. Increase Hispanic and low-income students' postsecondary success in STEM.
2. Increase the number of Hispanic and low-income students attaining STEM degrees leading to transfer and career.
3. Develop model articulation and transfer agreements in STEM with four-year institutions and broaden onramps to STEM careers.

Key Strategies:

1. Develop and refine existing and new model articulations between OC, University of California system, California State University system and private four-year institutions.
2. Create a STEM transfer and career counseling and advising position.
3. Broadly and comprehensively communicate existing and new transfer and career pathways, including earnings.
4. Leverage OC Alumni connections for increased transfer and career success.
5. Embed transfer awareness, career exploration and industry student learning outcomes (SLOs) in STEM courses, labs, and experiences

History of the Illumineer Program

The Illumineer program was designed by the OC STEM team Fall 2017. The idea was to focus on strengthening STEM identity and engagement through the support of near peers.

The Illumineer program was designed to offer STEM learning support which has a positive influence on student success, an important metric measured by the CCC Student Centered Funding Formula. The Illumineer program evaluation uses What Works Clearinghouse methods. Therefore, we hope the design and implementation of the Illumineer program will be a practice worthy of replication. Illumineers are more than student tutors. Regular professional learning and coaching enables them to serve as mentors, leaders and community builders focused on STEM students. Illumineers embedded in specific classes allows them to reflect the teaching methods of the professor. Illumineers are there to assist the professor with any in class demonstrations and active learning strategies. This near peer model intentionally promotes Cascading Mentoring which empowers learners by expecting each participant to serve as a mentor while also being mentored by another. Illumineers focus on co-learning instead of tutoring. Co-learning is a system where the tutors do not simply instruct the students on how to

complete homework, but instead, work with the students to help develop the skills and knowledge needed to succeed in their continuing education. Illumineers work to create study groups where students are encouraged to assist each other in the group and develop study groups that will last. Illumineers promote college events and encourage students to seek resources, like seeing a counselor regularly.

This peer learning program was originally planned to be an effort stewarded by CLU. However, CLU benefited from the award of a series of new grants and were stretched to capacity and lacked the available personnel to carry out the original plan. Therefore in October 2017 the OC STEM team began the design work of what would be called the Illumineer program. The Illumineer program pilot Spring 2018 included three math/science classes (Bio 101, Math 14 and Chem 120) supporting 90 students and three professors. Three Illumineers from CLU were hired, trained and started midway through the semester. Based what was learned in the pilot we made significant changes. We expanded the hiring to OC STEM students. First, to ensure we had the necessary critical mass to create a program. Second, to be able to conduct the training prior to the beginning of the semester. Third, to ensure the Illumineers were in place on the first day. We also improved the professional learning to include: initial orientation and professional learning; weekly online professional learning and twice monthly meetings with OC STEM Project Acabado leaders. Finally, we determined to select professors based on current participation in CAL-ACT, an OC STEM Project Acabado professional learning initiative. Fall 2018 supported 27 math/science classes for a total of 920 student participants, 16 Illumineers (2 from CLU) and 15 professors. Early data indicates a 9% increase in retention in comparison to similar classes Fall 2017. Classes included: Intermediate Algebra-14, College Algebra-115, College Trig-116, Calculus 1 and II, Intro to Statistics-105, Biology-101, Elementary Chemistry-110, and General Chemistry-120.

The Illumineer program has been well received by STEM faculty and administrators. As a result, faculty are willing participants and accepting of the rigorous evaluation methods required to meet the standard of What Works Clearinghouse. Spring semester 2019 is the first in-house evaluation using the standards for What Works Clearinghouse. Spring 2019 supports 24 math/science classes for approximately 600 student participants. There are nine control classes with approximately 240 students. The controls are classes with the same professor and identical course. One class has an Illumineer and the other doesn't. Three are Math 14 with three different

professors teaching a total of six classes. One Statistics 105 with one professor teaching both classes. One for Math 115 with one professor teaching both classes. Four are Chem 110 with four different professors teaching a total of eight classes.

Rollout of the Illlumineer Program

- ➔ Spring 2018 Illumineers supported three classes for a total of 90 student participants, three Illumineers and three professors participated in this pilot program.
- ➔ Fall 2018 supported 27 math/science classes for a total of 920 student participants, 16 Illumineers and 15 professors participated. Early data indicates a 9% increase in retention in comparison to similar classes Fall 2017. Classes included: Intermediate Algebra-14, College Algebra-115, College Trig-116, Calculus 1 and II, Intro to Statistics-105, Biology-101, Elementary Chemistry-110, and General Chemistry-120.
- ➔ Spring 2019 supported 30 math/science classes (with 9 additional paired control classes) for a total of 580 student participants with Illumineers, 19 Illumineers and 19 professors participated. Early data indicates an increase in retention in comparison to similar classes Fall 2017. Classes included: Intermediate Algebra-14, College Algebra-115, College Trig-116, Calculus 1-120and II-121, Physics 2-102, Physics and Calculus 2-122, Physics 1-131, Physics 2-132, Physical Geography 101, Intro to Statistics-105, Biology-101, Elementary Chemistry-110, and General Chemistry-120.

Illumineer Program Objectives

Illumineers are mentors/learning support just a step ahead of the OC students enrolled in gateway STEM courses that often derail future STEM professionals. This program provides the following services: academic support embedded in math and science classes; just in time learning support; intentional community building and mentoring focused on illuminating the skills and capacity that OC learners carry with them every day. This program incorporates all five of the theories that provide the underpinning of OC STEM Project Acabado: active learning; the diversity asset model; cascading mentoring; loss, momentum framework and resiliency.

Illumineers work closely with professors who participate in CAL-ACT. The professional learning gained through CAL-ACT supports educators in creating a learning environment that actively engages learners through hands-on, inquiry driven instruction rooted in constructivist theory. The extra set of hands provided by Illumineers supports the development of an active classroom by supporting group work and modeling active learning for the students to emulate. The embedded mentors/learning support are trained to engage learners and coax them to

participate in activities proven to improve retention and completion. Examples include learning support, peer study, participating in community building activities and mentoring.

Guided Pathways to Success (GPS) in STEM Careers:

Underlined outcomes align to Vision for Success.

Highlighted categories represent the sought after outcomes for the Illumineer program.

Student Success:

STEM Drivers

- ➔ Strengthen STEM content capacity, knowledge and skills
- ➔ Strengthen STEM identity and engagement
- ➔ Strengthen STEM interest

STEM Student Progress Outcomes

- ➔ Increase STEM GPA
- ➔ Increase STEM course taking
- ➔ Increase STEM student retention
- ➔ Increase STEM student success
- ➔ Increase the number of STEM students taking 15+ units
- ➔ Increase the number of semester units taken by STEM students
- ➔ Decrease the average number of accumulated units for STEM students at graduation

Path to Completion

- ➔ Increase STEM student Fall to Fall persistence
- ➔ Increase STEM student transfer rates to CSU and UC
- ➔ Increase STEM student graduation rates
- ➔ Increase STEM ADT
- ➔ Increase STEM AA/AS
- ➔ Increase STEM Certificates
- ➔ Increase STEM Proficiency Award
- ➔ Increase the number of STEM students with degree or transfer within three years

Achieving STEM degrees and career pathways

- ➔ Increase the number of students majoring in STEM
- ➔ Increase the number of students pursuing a career in STEM

Educational excellence:

Learners

- ➔ Ensure learners experience engaging STEM learning opportunities through OC STEM opportunities (internships, field trips, clubs, experiences, outreach)
- ➔ Increase academic and social support for STEM students

- ➔ Expand opportunities for undergraduate research
- ➔ Expand on-campus student employment opportunities that directly improve student success while simultaneously fostering leadership, critical thinking and communication skills (Illumineers)

- ➔ Increase the use of Oxnard College resources
- ➔ Increase the use of OC STEM resources
- ➔ Increase the participation in expanded STEM opportunities
- ➔ Increase OC STEM opportunities

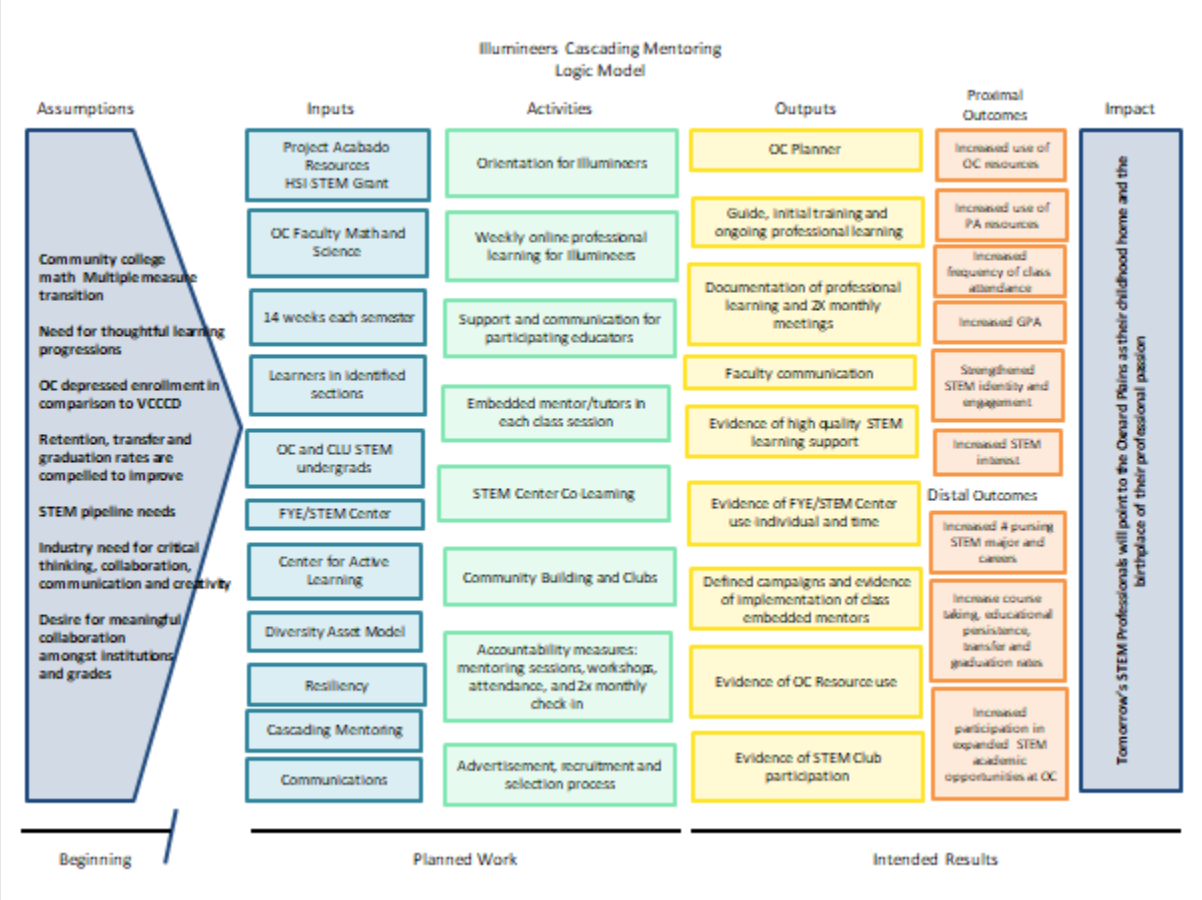
Educators

- ➔ Provide increased support for faculty development that enhances the quality of teaching and creative activity (CAL/ACT)

Increase Capacity and Sustainability

- ➔ Increase Oxnard College enrollment
- ➔ Increase college attendance in the Oxnard College service area
    - Increase collaboration with K-8 districts
    - Increase collaboration with secondary districts
    - Increase collaboration with higher education

- ➔ Increase media and awareness of Oxnard College as an incubator for STEM



Internal Evaluation of the Illumineer Program

There are essentially three components to conducting an internal evaluation of the Illumineers program: extracting internal quantitative data from Banner (our student information database) that includes success rates, completion rates, retention rates, and GPA of students who participated in the Illumineers program (vs. those who did not); external quantitative data to be collected using specialized surveys measuring student-level variables such as STEM identity, engagement, interest and self-efficacy; and qualitative analysis to include students' (and tutors') perceptions of their experiences in the program. We're really looking to observe statistically significant gains in variables and treat these results as a proxy for indicators of program effectiveness. We also hope to see that students and tutors who participate in the Illumineers program experience upward shifts in proximal and distal learning outcomes detailed in our evaluation plan logic models.

Activities Guiding the Work of Guided Pathways to Success in STEM (GPS) Careers

1. Deliver STEM transfer and career advising.
2. Embed workplace skills, student learning outcomes and methods into STEM course learning outcomes.
3. Incorporate fundamental STEM instrumentation, equipment and technology into classes, labs and experiences.
4. Develop work-based learning internship systems, practices, and procedures in collaboration with STEM industry employers.
5. Embed STEM industry needs, career pathways, earnings and workplace skills preparation into student organizations and club activities

➔ Create an Integrated Academic and Social Support System.
➔ Create customized academic instructional support through Peer Led Team Learning.
➔ Develop student connectedness through Peer Mentoring.

➔ Holistic, student-centered advising and basic needs referrals.

Cascading Mentoring

At first fall it started alone.

Each profession has its own precise language, habits of mind, community of practice and levels of mastery in the content, skills and competencies needed to produce outcomes. This training and exercise shapes a professional's values and worldview by composing what's within the viewfinder before sharpening focus on select aspects and softening others. In a very real sense who we are and what we profess are inextricably intertwined.

A cascade is together. Not at the same time. Not in the same way.

The learner benefits from the mentor kindling an emerging sense of identity, interest and engagement. While the mentor reinforces early approximation of habits of mind and emerging capacity related to the profession they are also hotwiring the shared experience between mentor and mentee. Not only does the mentee feel a growing sense of belonging but the mentor also feels heard and understood. When the profession is valued, the professional feels valued.

A cascade spans the fall.

The benefits of a mentor and mentee spans a career. Learning and innovation go together.
"Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators."

— Paulo Freire, Pedagogy of the Oppressed

Mentors benefit in many ways.

1. The veneer of shallow learning easily rips under the pressure of a good question. The need for rich understanding becomes real in the face of an eager learner with fragile understanding of a pivotal concept.
2. The opportunity to exercise voice helps to develop fluency in the language of the profession and creates stronger cognitive muscle supporting the habit of mind of the profession.
3. The best way to learn something is to have to teach it to somebody else.
4. Typically there is a chasm between knowing the content well enough to pass a class and actually mastering it to ensure the learning is portable and can transfer to real life application.

A cascade is all. It isn't a singular story of elements.

Cascading mentoring is participatory.

1. It shifts learning from being spectator entertainment of the real professionals to a participant sport where there is room on the team to share the authentic experience. Nobody gets a workout watching a recognized expert do their job.
2. Mentees accept mentors whose expertise is a step above their own. Indeed the close proximity of skill set ensures fresh empathy and on-demand recollection of the typical barriers to learning and effective strategies for navigating new concepts.
3. Valuing incremental steps of emerging expertise broadens meaningful participation and exercises needed skills. It happens because mentors are expected to bring: prior knowledge, active learning, real world applicable examples, thick understanding and adaptive expertise.

Deal Reflection Format

DEAL Model for Critical Reflection (Ash & Clayton, 2011) requires participants to examine their thinking. The process generates, deepens, and documents learning. When used in conjunction with collegial discussion it becomes a process to develop a collaborative Professional Learning Community that investigates a wide range of strategic content that includes STEAM teaching and learning.

D - Describe

Objectively describe what your watched, read or heard. Focus your comments equally on all aspects. Resist the temptation to use terms of quality, just tell what happened.

E - Examine

Examine the strategies or processes used.

- ➔ What worked?
- ➔ What didn't work as planned?
- ➔ How did the learners respond to the strategies or processes used?
- ➔ End with a comment or question you considered. No need to provide an answer.

AL - Articulate Learning

Based on the two previous steps above consider the following questions:

- ➔ What did I learn (about myself, students, colleagues, community, program, etc.)?
- ➔ What will I do in my future practice in light of this learning?

Active Learning

Active Learning supports educators in creating a dynamic learning environment that requires learners to ask questions of themselves and their peers in solving problems, in contrast to passively receiving information through lecture, reading and notetaking.

- ➔ Active Learning is a pedagogy in which students are encouraged to develop their learning autonomously.

This happens through the process of having students engage in some activity that forces them to reflect upon ideas and how they are using those ideas. It requires students to regularly assess their own degree of understanding and skill at handling concepts or problems in a particular discipline. Learners attain knowledge by participating and/or contributing. This process keeps students mentally, and often physically, active in their learning through activities that involve them in gathering information, thinking, and problem solving.

- ➔ An Active Learning environment often incorporates a mix of the following components: peer-led team learning(PLTL); problem-based learning (PBL); process-oriented guided inquiry learning (POGIL) and investigative case based learning (ICBL).

Deal Reflection Format
DEAL Model for Critical Reflection (Ash & Clayton, 2011) requires participants to examine their thinking. The process generates, deepens, and documents learning. When used in conjunction with collegial discussion it becomes a process to develop a collaborative Professional Learning Community that investigates a wide range of strategic content that includes STEAM teaching and learning.
D - Describe Objectively describe what your watched, read or heard. Focus your comments equally on all aspects. Resist the temptation to use terms of quality, just tell what happened.

E - Examine

Examine the strategies or processes used.

- ➔ What worked?
- ➔ What didn't work as planned?
- ➔ How did the learners respond to the strategies or processes used?
- ➔ End with a comment or question you considered. No need to provide an answer.

AL - Articulate Learning

Based on the two previous steps above consider the following questions:

- ➔ What did I learn (about myself, students, colleagues, community, program, etc.)?
- ➔ What will I do in my future practice in light of this learning?

"Diversity Asset Model" (Project Acabado, 2017)

"Adopting and building on Yosso's (2005)[2] work on "community cultural wealth" model, this 'Diversity Asset' model expands the body of literature, by focusing on valorizing the

[2] https://www.iirp.edu/images/pdf/AvNtDE_EDUC_701_-_Yossos_Community_Cultural_Wealth_Model.pdf

diverse and multiple assets that learners possess that may already be in use and/or that are yet to be discovered.

The term "diversity" in this model is not only limited to the unique aspects of individuals based on race, culture, language, ethnicity, and gender, but it acknowledges the diversity in disciplines, spaces, experiences, and cognition (e.g., diverse perspectives and interpretations, as well as different styles of learning and information processing).

The Diversity Asset framework theoretically strays away from a deficit viewpoint of learners (e.g., lacking or in need of), but instead captures and validates learners' strengths and rich sociocultural and sociolinguistic resources from within and surrounding areas.

The diversity assets included in this framework can also be used to understand systems and programs within organizations to assess the overall sustainability and efforts for innovation and creativity, as well as capacity building and problem solving. While acknowledging diversity may require some compromising and adjusting due to differences, valorizing assets of diversity will lead to fundamental improvements in individuals, community, and systems.
For example, with Resiliency capital, instead of simply identifying, support by asking,

"What programs or systems are there in my organization to support learners to adapt, adjust, and restore when faced with challenges?"
this framework focuses on,

"How can programs draw, capture, and strengthen learners' ability and vitality to adapt, adjust, and restore when faced with challenges?"
In addition to the six capitals of Yosso's (2005)[3] cultural wealth model (Aspirational, Linguistic, Familial, Social, Navigational, and Resistance), in this expanded Diversity Asset model, the following two assets are included and defined:

Resiliency asset:
- ➔ "The grit and vitality to bounce back, adjust, and restore" (Project Acabado, 2017)

Reflective asset:
- ➔ "The power to think back and learn" (Project Acabado, 2017)

Deal Reflection Format

[3] https://www.iirp.edu/images/pdf/AvNtDE_EDUC_701_-_Yossos_Community_Cultural_Wealth_Model.pdf

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Objectively describe what your watched, read or heard. Focus your comments equally on all aspects. Resist the temptation to use terms of quality, just tell what happened.

E - Examine

Examine the strategies or processes used.

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Diversity Assets

These assets are present in OC learners. Understanding the assets allows Illumineers to surface these attributes through mentoring. Illumineers need first to identify the assets in their own life.

- ➔ Familial Capital
- ➔ Navigational Capital
- ➔ Resilience
- ➔ Resistant
- ➔ Aspirational Capital
- ➔ Social Capital

Familial Capital

Read brief description of familial capital.

- ➔ Tell me about who you consider family and why.

- ➔ In your family, what does your family do for each other?

➔ Is there one family tradition that you just love? Tell me about it.

Select a call to action and advocate for action. For yourself. For your mentee.

Remember. Be present. Listen. Hold the story with empathy.

Familial Capital refers to cultural knowledge nurtured among kin and carry a sense of community history, memory and cultural institutions (Delgado Bernal, 1998, 2002). This commitment to community well being expands the concept of family to include a broad understanding. This extended family may include immediate family, aunts, uncles, cousins and close friends. From our family we learn the importance of maintaining a healthy connection to our community and its resources. These close relationships become a reservoir of models for caring, coping and providing, which inform our emotional, moral, educational and occupational consciousness (Reese, 1992; Auerbach, 2001, 2004; Elenes et al., 2001; Lopez, 2003). This consciousness can be fostered within and between families, as well as through sports, school, religious gatherings and other social community settings. Isolation is minimized as families 'become connected with others around common issues' and realize they are 'not alone in dealing with their problems' (Delgado-Gaiton, 2001, p. 54).

Navigational Capital

Read brief description of Navigational Capital.

➔ Tell me about how you've overcome a situation where you've not felt at ease?

➔ What are your tricks for figuring things out when don't know understand? Like you are traveling and you're at an airport and you don't know where to go.

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Navigational Capital refers to the ability and set of skills needed to maneuver through social institutions particularly when they harbor insider culture and ways of doing things that are unfamiliar. Scholars have examined individual, family and community factors that support Mexican American students' academic invulnerability-their successful navigation through the educational system (Arrellano & Padilla, 1996). In addition, resilience has been recognized as 'a set of inner resources, social competencies and cultural strategies that permit individuals to not only survive, recover, or even thrive after stressful events, but also draw from the experience to enhance subsequent functioning' (Stanton-Salazar & Spina, 2000, p.229). Navigational capital highlights an individual's agency, within institutional boundaries, to connect to societal networks that help guide community navigation through places and spaces including schools, job markets, healthcare and the judicial system (Williams, 1997).

Resilience

Read brief description of resilience.

➔ Tell about a time you had to rely on your resilience.

➔ Which resilience strategies work best for you?

➔ What advice would you give to another about developing resilience?

Select a call to action and advocate for action. For yourself. For your mentee.

Remember. Be present. Listen. Hold the story with empathy.

Refer to Resilience in this handbook.

Keep this in mind...

Knowles' theory of andragogy is an attempt to develop a theory specifically for adult learning. Knowles emphasizes that adults are self-directed and expect to take responsibility for decisions. Adult learning programs must accommodate this fundamental aspect.

Andragogy makes the following assumptions about the design of learning: (1) Adults need to know why they need to learn something (2) Adults need to learn experientially, (3) Adults approach learning as problem-solving, and (4) Adults learn best when the topic is of immediate value.

In practical terms, andragogy means that instruction for adults needs to focus more on the process and less on the content being taught. Strategies such as case studies, role playing, simulations, and self-evaluation are most useful. Instructors adopt a role of facilitator or resource rather than lecturer or grader.

Resistant Capital

Read brief description of Resistant Capital.

- ➔ Sometimes people are told nonsense. They hear that they can't, shouldn't, or won't. What's your experience when you stand in the wind and prove them wrong.

- ➔ What have you said or done that you are proud of today?

- ➔ Who is the person in your life who has cheered you on to tell you that you can do anything you want?

Select a call to action and advocate for action. For yourself. For your mentee.

Remember. Be present. Listen. Hold the story with empathy.

Resistant Capital is the knowledge and skills cultivated by intentional behavior that challenges inequality (Freire, 1970, 1973; Giroux, 1983; McLaren,1994; Delgado Bernal, 1997; Solorzano & Delgado Bernal, 2001). As an example, African American mothers who consciously raise their daughter as 'resistors'. Through verbal and nonverbal lessons, these Black mothers teach their daughter to assert themselves as intelligent, beautiful, strong and worthy of respect to resist the barrage of societal messages devaluing Blackness and belittling Black women (Ward, 1996). Daniel Solorzano and

Dolores Delgado Bernal (2001) reveal that resistance may include different forms of oppositional behavior, such as self-defeating or conformist strategies that feed back into the system of subordination. Transformative resistant capital includes cultural knowledge of the structures of racism and motivation to transform such oppressive structures (Pizarro, 1998; Villenas & Deyhl, 1999).

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Aspirational Capital

Read brief description of Aspirational Capital.

- ➔ Who has been an inspiration to you and why?

- ➔ What do you do to maintain hope when things go wrong?

➔ Tell me about how someone you love expresses support or faith in you.

Select a call to action and advocate for action. For yourself. For your mentee.

Remember. Be present. Listen. Hold the story with empathy.

Aspirational Capital refers to the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers. This resiliency is evidenced in those who allow themselves and their children to dream of possibilities beyond their present circumstances, often without the objective means to attain those goals (Yosso). These stories nurture a culture of possibility as they represent 'the creative of a history that would break the links between parents' current occupational status and their children's future academic attainment' (Gandara, 1995, p.55).

Social Capital

Read brief description of Social Capital.

➔ Tell me about how you network.

➔ Tell me about how you lift while you climb.

➔ Tell me about how you help others and how others help you.

Select a call to action and advocate for action. For yourself. For your mentee.

Remember. Be present. Listen. Hold the story with empathy.

Social Capital can be understood as networks of people and community resources. These connections can provide actionable and social/emotional support to navigate society's institutions (Gilbert, 1982; Stanton-Salazar, 2001). These networks often provide the direct touch to move from idea to action. This care and concern for the whole community can be seen in the tradition of 'lifting as we climb' the motto of the National Association of Colored Women's Club since their inception in 1896 (Gurnier, Fine & Balin, 1997, p.167).

Linguistic Capital

Read brief description of Linguistic Capital.

- ➔ Do you know more than one language? How has it been useful for you? Do you have a time you can tell me about where it was a huge advantage for you to know more than one language?

- ➔ Are you a good storyteller? Has that come in handy? Why? Are there family stories that you just love?

➔ Who is a great storyteller in your family? Why is that?

Select a call to action and advocate for action. For yourself. For your mentee.

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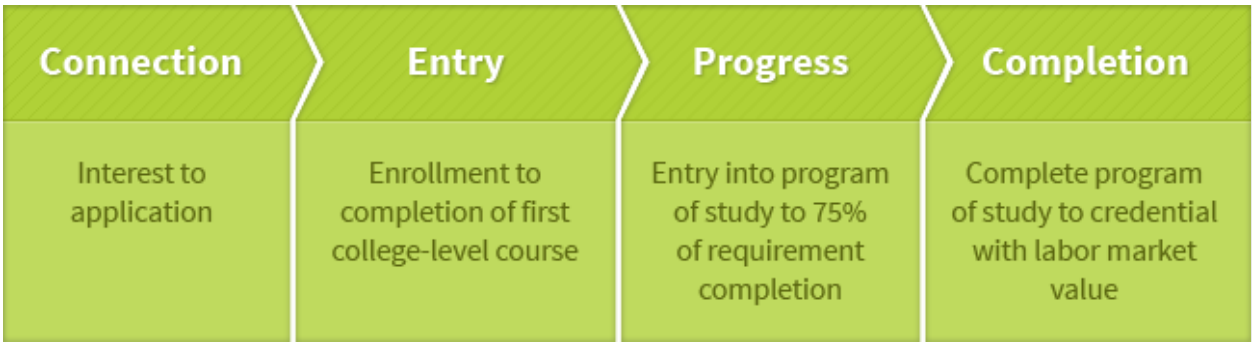
Linguistic Capital includes the intellectual and social skills developed through communication experiences in more than one language and/or style (Faulstich Orellana, 2003). It also includes the storytelling tradition. That includes: listening, oral histories, parables, fables, tales and proverbs. The repertoire for storytelling may include: memorization, attention to detail, dramatic pauses, comedic timing, expression, tone, volume, rhythm and rhyme. This social tool allows them to refine the use of audience awareness, cross-cultural awareness, teaching skills, civic and familial responsibility and social maturity (Faulstich Orellana, 2003 p.6).

The Loss/Momentum Framework (LMF)

...Is designed to help colleges better understand students' pathways through college.

Following students through the four main stages of their interaction with college—Connection, Entry, Progress, and Completion—the LMF helps colleges identify where students stumble or become sidetracked, and, thus, where there are opportunities to prevent students from dropping out and improve their momentum toward program completion.



Connection

How can we increase the number of new students who make it through the application and intake process appropriately placed and ready to learn?

A substantial number of students who have an interest in college, and even apply, do not end up enrolling in classes because they do not make it through the intake process. The goal in this phase is to encourage new students to apply in a timely manner, secure the necessary financial aid, begin to develop a plan for college and careers, and enroll in initial coursework appropriate to their level of readiness and goals. Understanding what happens to students in this phase can help colleges improve recruitment, intake, and placement.

Entry

How can we accelerate the rate at which new students choose and successfully enter a program?

The objective here is to help students choose and enter a program of study as quickly as possible. Many students seeking degrees drop out after only one or two terms. Colleges, therefore, need to understand how students get from their initial enrollment in the college to the point of passing their first college-level courses in their chosen program of study.

Progress

How can we increase the rate at which students complete program requirements?

In this phase, colleges track students' progress in taking and passing the courses they need to complete their intended program as efficiently as possible. Many college departments do not track students' progress in their programs, so it is perhaps not surprising that many students fall off track.

Completion

How can we ensure that our programs prepare students for further education and career advancement?

In this phase, colleges track students' rates of completion by program, and determine whether their students are able to move successfully to the next level of education—a higher level degree program for certificate recipients, or transferring with junior standing in the desired major field for associate recipients—and advance in the labor market. This information is critical to ensure that the college's programs are aligned with the requirements for success in further education and careers.

Deal Reflection Format
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Resiliency

How do people deal with difficult events that change their lives? The death of a loved one, loss of a job, serious illness, and other traumatic events: these are all examples of very challenging life experiences. Many people react to such circumstances with a flood of strong emotions and a sense of uncertainty.
Yet people generally adapt well over time to life-changing situations and stressful conditions. What enables them to do so? It involves resilience, an ongoing process that requires time and effort and engages people in taking a number of steps.

What is Resilience?

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences. Research has shown that resilience is ordinary, not extraordinary. People commonly demonstrate resilience. Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress. Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone.

Factors in Resilience

A combination of factors contributes to resilience. Many studies show that the primary factor in resilience is having caring and supportive relationships within and outside the family. Relationships that create love and trust, provide role models and offer encouragement and reassurance help bolster a person's resilience. Several additional factors are associated with resilience, including:

- ➔ The capacity to make realistic plans and take steps to carry them out.
- ➔ A positive view of yourself and confidence in your strengths and abilities.
- ➔ Skills in communication and problem solving.
- ➔ The capacity to manage strong feelings and impulses.

All of these are factors that people can develop in themselves.

Strategies For Building Resilience

Developing resilience is a personal journey. People do not all react the same to traumatic and stressful life events. An approach to building resilience that works for one person might not work for another. People use varying strategies. Some variation may reflect cultural differences. A person's culture might have an impact on how he or she communicates feelings and deals with adversity — for example, whether and how a person connects with significant others, including extended family members and community resources. With growing cultural diversity, the public has greater access to a number of different approaches to building resilience.

Make connections.

Good relationships with close family members, friends or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.

Avoid seeing crisis as insurmountable problems.

You can't change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.

Accept that change is a part of living.

Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.

Move toward your goals.

Develop some realistic goals. Do something regularly — even if it seems like a small accomplishment — that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, "What's one thing I know I can accomplish today that helps me move in the direction I want to go?"

Take decisive actions.

Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.

Look for opportunities for self-discovery.

People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality and heightened appreciation for life.

Nurture a positive view of yourself.

Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.

Keep things in perspective.

Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.

Maintain a hopeful outlook.

An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.

Take care of yourself.

Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.

Additional ways of strengthening resilience may be helpful.

For example, some people write about their deepest thoughts and feelings related to trauma or other stressful events in their lives. Meditation and spiritual practices help some people build connections and restore hope.

The key is to identify ways that are likely to work well for you as part of your own personal strategy for fostering resilience.

Learning from your Past

Focusing on past experiences and sources of personal strength can help you learn about what strategies for building resilience might work for you. By exploring answers to the following questions about yourself and your reactions to challenging life events, you may discover how you can respond effectively to difficult situations in your life. Consider the following:

- ➔ What kinds of events have been most stressful for me?
- ➔ How have those events typically affected me?
- ➔ Have I found it helpful to think of important people in my life when I am distressed?
- ➔ To whom have I reached out for support in working through a traumatic or stressful experience?
- ➔ What have I learned about myself and my interactions with others during difficult times?
- ➔ Has it been helpful for me to assist someone else going through a similar experience?
- ➔ Have I been able to overcome obstacles, and if so, how?
- ➔ What has helped make me feel more hopeful about the future?

Staying Flexible

Resilience involves maintaining flexibility and balance in your life as you deal with stressful circumstances and traumatic events. This happens in several ways, including:

- ➔ Letting yourself experience strong emotions, and also realizing when you may need to avoid experiencing them at times in order to continue functioning.
- ➔ Stepping forward and taking action to deal with your problems and meet the demands of daily living, and also stepping back to rest and re-energize yourself.
- ➔ Spending time with loved ones to gain support and encouragement, and also nurturing yourself.
- ➔ Relying on others, and also relying on yourself.

Continuing your Journey

To help summarize several of the main points in this brochure, think of resilience as similar to taking a raft trip down a river. On a river, you may encounter rapids, turns, slow water and shallows. As in life, the changes you experience affect you differently along the way. In traveling the river, it helps to have knowledge about it and past experience in dealing with it. Your journey should be guided by a plan, a strategy that you consider likely to work well for you. Perseverance and trust in your ability to work your way around boulders and other obstacles are important. You can gain courage and insight by successfully navigating your way through white water. Trusted companions who accompany you on the journey can be especially helpful for dealing with rapids, upstream currents and other difficult stretches of the river. You can climb out to rest alongside the river. But to get to the end of your journey, you need to get back in the raft and continue.

The Road to Resilience American Psychological Association

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Understanding your role to report

There are three federal laws that establish responsibilities for employees and students of colleges to report certain types of crimes and incidents, especially sexual misconduct; the Clery Act, Title VII, and Title IX. Each of these areas of federal law has a different purpose, but generally, the laws are intended to protect members of the campus

community, visitors, and guests from criminal and discriminatory behavior. The responsibilities established by these laws give rise to the term “mandatory reporter.” Reporting of concerning and disruptive behaviors is not legally mandated but is a policy mandate to assist in early identification and detection of at-risk situations.

The Clery Act

The Clery Act imposes a duty to report incidents in 15 different crime categories (including sex offenses) by all “campus security authorities,” defined as officials who have significant responsibility for student and campus activities. It is a broad requirement, including coaches, RAs, student affairs administrators, housing/residential life, and many other offices, personnel, and departments. It also includes faculty members who have significant responsibility, defined as doing more than teach, i.e. advising student organizations, coordinating extern and internships and mentoring programs.

Title VII

Because the law can impose liability on employers for sexual harassment by employees, colleges sometimes impose duties to report broadly, either on all employees or at least on all supervisory employees. Some faculty members will become mandated to report, therefore, by virtue of their supervisor status.

Title IX

Title IX uses the concept of notice, and imposes obligations for a “prompt and effective remedy” on colleges and universities when notice of sex/gender discrimination or harassment is given to a “responsible employee.” A school has notice if a responsible employee knew, or in the exercise of reasonable care should have known, about the harassment. A responsible employee includes any employee who has the authority to take action to redress the harassment, who has the duty to report sexual harassment to appropriate school officials, or an individual who a student could reasonably believe has this authority or responsibility. Your

college or university will define whether you are a “responsible employee.” Some faculty members will be, and some will not.

Reporter Versus Confidentiality

One of the greatest problems with a mandatory requirement to report details of an incident, including personally identifiable information, is the lack of confidentiality that is afforded to victims. Under the terms of both the Clery Act as well as Title IX, however, there are individuals who are permitted to provide completely confidential support services to victims of sexual violence, such as professional and pastoral counselors. Further, some individuals are permitted to provide services and keep personally identifiable information about incidents of sexual violence confidential such as non-professional counselors or advocates under Title IX.

How to connect learners to needed resources

Illumineers you are often the first to lend a helping hand. Encourage students you interact with to see a counselor, staff, administrator, or faculty for assistance with their particular needs. They will be glad to be referred to the most suitable support. You make a difference Illumineers. The following is a list of resources available to learners at Oxnard College:

Health Center: (805) 678-5832	ochealthcntr02@vcccd.edu
Financial Aid Office: (805) 678-5828	ocfinaid@vcccd.edu
Counseling Office: (805) 678- 5816	occounseling@vcccd.edu
Transfer Center: (805) 678-5035	octransfer@vcccd.edu
Career Center: (805) 678-5248	occareer@vcccd.edu
Tutoring Services: (805) 678-5184	octutoring@vcccd.edu
Admissions & Records: (805) 678-5810	ocadmissions@vcccd.edu
Foster Youth: (805) 678-5139	fidelia_flores1@vcccd.edu
Veteran Services: (805) 678-5845	america_barroso1@vcccd.edu
1st Step Center: (805) 678-5907	ocwelcome@vcccd.edu

CalWorks: (805) 678-5887 occalworks@vcccd.edu

Honors Program: (805) 678-5078 ochonors@vcccd.edu

OMEGA Initiative: (805) 678-5949 ocomega@vcccd.edu

Outreach & Recruitment: (805) 678- 5907 ocoutreach@vcccd.edu

Student Clubs: (805) 678-5187 amparo_medina1@vcccd.edu

Educational Assistance Center/Disabled Student Programs & Service:

(805) 678-5830 oceac@vcccd.edu

Sexual Misconduct/Title IX information:

(805) 678-5195 LAlarcon@vcccd.edu

Student Complaint & Grievance Procedures:

(805) 678-5937

https://www.oxnardcollege.edu/student-conduct-complaint-grievance

Extended Opportunities, Programs & Services (EOPS): (805) 678-5827

https://www.oxnardcollege.edu/departments/student-services/eops

CARE: (805) 678-5827

https://www.oxnardcollege.edu/departments/student-services/eops/care-program

Child Development Center: (805) 678-5801

https://www.oxnardcollege.edu/departments/student-services/child-development-center

Matriculation: (805) 678-5907

https://www.oxnardcollege.edu/departments/student-services/matriculation

Transcript Request: (888) 289-7107

https://www.oxnardcollege.edu/departments/student-services/admissions-and-records/transcript-requests

Strategies to manage difficult situations

- **Take a deep breath and try to remain calm.** It's natural to be overcome with frustration, resentment, and anger. But when you are, you become less rational, and your agitation becomes contagious.

- **Try to set a positive tone and model an appropriate response, even if it means you must take a few moments to compose yourself.** Acknowledge that you need time to think, time to respond. "This is upsetting me, too, but I need a few minutes to think before we talk about it."

- **Make sure students understand that it's their misbehavior you dislike, not them.** "I like you, Jason. Right now, your behavior is unacceptable."

- **Give the misbehaving student a chance to respond** positively by explaining not only what he or she is doing wrong, but also what he or she can do to correct it.

- **Never resort to blame or ridicule.**

- **Avoid win-lose conflicts.** Emphasize problem-solving instead of punishment.

- **Insist that students accept responsibility for their behavior.**

- **Try to remain courteous in the face of hostility or anger.** Showing students that you care about them and their problems will help you earn their respect and establish rapport.

- **Treat *all* students respectfully and politely.** Be consistent in what you let them say and do. Be careful not to favor certain students.

- **Be an attentive listener.** Encourage students to talk out feelings and concerns and help them clarify their comments by restating them.

- **Model the behavior you expect from your students.** Are you as considerate of your students' feelings as you want them to be of others? Are you as organized and on-task as you tell them to be?

- **Specifically describe misbehavior and help students understand the** consequences of misbehavior.

- **Be aware of cultural differences.** For example, a student who stares at the floor while you speak to him or her would be viewed as defiant in some cultures and respectful in others.

- **Avoid labeling students as "good" or "bad."** Instead describe their behavior as "positive," "acceptable," "disruptive," or "unacceptable."

- **Focus on recognizing and rewarding acceptable behavior** more than punishing misbehavior.

- **When it's necessary to speak to a student about his or her behavior, try to speak in private.**

When to share issues with the OC STEM team

a. Difficult students

b. Abuse problems

c. Anxiety problems

d. Depression problems

e. Stress problems

f. Eating problems

g. Self-esteem problems

h. Grief from the loss of a loved one

i. Past or recent trauma

j. Financial hardship

k. Lack of food

l. Homelessness

m. Students in any type of danger

Logistics, Hiring and Job Description

Illumineer Commitments

Mentoring and Modeling

1. I commit to serve as a mentor and a model for other students. I will also seek to be mentored and have an identified mentor within the first three weeks of each semester.
2. I commit to be actively engaged in my work as an Illumineer. I understand during my assigned work hours I will not do any personal work. This includes homework.

Norms of behavior for online meetings

Think of an online meeting as a face-to-face meeting and conduct yourself as you would if you were all present in the same room. Find a quiet place to sit and fully participate in the meeting, away from any distractions. In addition, there are some useful tips below to help ensure the meeting goes smoothly for all involved:

- ★ **Join early** – up to 5 minutes before the meeting start time, avoid being late.
- ★ **Cameras on** - Adjust your camera to be at around eye level if possible
- ★ **Mute** your microphone when not talking.
- ★ **Try to avoid talking over** / at the same time as other participants.
- ★ **Be aware you are on camera** - Don't do other tasks, checking emails, looking at your phone etc. (particularly if it is during paid time)
- ★ **Background** - Have a plain or campus background and avoid backlight from bright windows.
- ★ **Quiet environment** - Find a quiet space without interruptions / background noise.
- ★ **Understand online functions** - Download what you need prior to the day of the meeting and familiarize yourself with any features you may need to use on the day – mute/unmute microphone, stop/start video, screenshare etc.
- ★ **Raise hand** – Use the raise your hand to indicate that you need something from the host or panelists.
- ★ **Chat –** Use the chat function to send files, screen captures, images, messages, and more.
- ★ **Breakout rooms –** Use breakout rooms for smaller and more engaging sessions.
- ★ **Broadcasting -** You can stream a Zoom Meeting or Webinar live on YouTube. This allows participants to join your meeting via Zoom to view it and comment on it via YouTube. During the live event, there will be an approximate 20-second delay between the actual Zoom Meeting or Webinar, and the Live stream.

3. I commit to attending all Illumineer meetings and engaging meaningfully in the professional learning. This is an expectation of employment.
4. I commit to actively participate in professional learning opportunities such as: speakers, workshops, clubs, trainings and field trips.
5. I commit to scheduling and participating in regular mentoring meetings with an OC STEM team member.
6. I commit to be an embedded Illumineer in at least one math/science class. I will proactively and collaboratively work with the professor.
7. I commit to arriving at the embedded math/science class 15 minutes before class to interact with learners and build trust and rapport. I will leave 15 minutes after the end of class to again have the opportunity to interact with and support learners. During this time I will also let them know about the days and times I have scheduled study sessions.
8. I commit to working a minimum of 5 hours (weekly) of co-learning in the OC STEM Center. This is in addition to the embedded hours.
9. I commit to participating in OC Resiliency Circles 1 hour (weekly).
10. I commit to work a minimum of 1 hour (weekly) as part of the OC Make team. This includes encouraging learners and clubs to creatively use the resources. It also included Illumineers actively learning to use the resources.
11. I commit to actively communicate with the professor and the OC STEM team. This includes emails about: setting up study sessions, informing professors and the OC STEM team of absences and taking initiative to support active learning in the classroom.
12. I commit to contributing to the leadership and participation of OC STEM Alliance Clubs.

Campaigns in the Classroom

13. I commit to promoting, supporting and recruiting for the weekly campaigns in class, hand each student the campaign, model the behavior and actively work to support the effort. This includes but isn't limited to in the embedded class and in the OC STEM Center.
14. I commit to being an active model. This includes acting on the campaigns advertised (TAP and TAG, applying for scholarships, applying for internships, joining clubs, attending events, going to counseling).
15. I commit to maintaining the bulletin boards in the math/science class I serve. This includes: updating, keeping tidy, posting the campaigns and taking down outdated information.
16. I commit to encouraging learners to come to the OC STEM Center for learning support and to create friendships and study groups. I understand I will organize study sessions and cultivate groups.

17. I commit to keeping the OC STEM Center and OC Make tidy and inviting. This includes daily cleaning at the end of each and every shift.
18. I commit to using the online check out system for computers, calculators etc…
19. I commit to consistently turning in my online timesheet on time, every time.

Reporting Lines for Illumineers

The STEM Director provides direct supervision to the student worker 'Illumineers', the STEM Student Support Specialist and Grant Account/Admin assistant. This OC STEM team works collaboratively with the Library Learning Resource Center. The direct collaborator is the Tutorial Service Specialist.

OC STEM Center Check-in for Illumineers

The STEM Director provides direct supervision to student worker 'Illumineers', STEM Student Support Specialists II and Grant Account/Admin assistant. This OC STEM team works collaboratively with counseling and the Library Learning Resource Center. The direct collaborator is the Tutorial Service Specialist and the STEM Counselor.

Checking in and Out

Illumineers check in and out of every shift. If you do not accurately check in and out then your paycheck may be delayed due to a longer verification time. There will be a spot for you to track your lunch and rest periods, as well as a description of what you worked on during that time, i.e. Co-Learning, class time, etc.

Miss a day for illness

If there is a situation where you are unable to come in for a shift, be sure to inform OC STEM staff as soon as possible, either by phone call or email. In addition, you must immediately inform any professors whose class you will be missing, should you have class time assigned for the day you will miss.

If you are missing time due to an illness, you may be able to claim sick time on your online timesheet, should you have some available.

Timesheets-Online submission

Online timesheets are typically due on the 15th and last day of the month. If there are any deviations from this schedule, you will be informed. You will be able to access your online timesheet through your MyVCCCD portal.

Checking out equipment

There are various items available for checkout by either Illumineers or students using the OC STEM Center. These items will be kept in the OC STEM Center. Available items include, but are not limited to:

- ➔ Calculators-in the OC STEM Center
- ➔ Arduinos
- ➔ Up-cycled materials

If there are any items that either you or students would like to request, inform the Grant Accountant about what items would be helpful and what purpose they will serve. Please inform the Grant Accountant of the textbooks used in your classes as soon as possible.

Give yourself a Break

It's a math problem.

What would you take if you are working?

- ➔ 1 hour
- ➔ 2 hours
- ➔ 3 hours
- ➔ 4 hours 15 minute paid rest period
- ➔ 5 hours
- ➔ 6 hours 30 minute unpaid lunch
- ➔ 7 hours
- ➔ 8 hours 15 minute paid rest period
- ➔ 9 hours **(Don't work 9 hours! Dr. Klein Williams will get in trouble for overtime.)**

Is it different if...

- ➔ Monday through Friday?
  - ◆ No difference
- ➔ Weekend?
  - ◆ **(Don't work weekends. Dr. Klein Williams will get in trouble.)**

How many hours a week?

- ➔ Student workers may work up to 20 hours each week. (Please don't work more or you will get Dr. Klein Williams in trouble.)

Regarding meal breaks:

In California, an employer may not employ an employee for a work period of more than five hours per day without providing the employee with a meal period of not less than thirty minutes, except that if the total work period per day of the employee is no more than six hours, the meal period may be waived by mutual consent of both the employer and employee.

Regarding rest periods:

In California, the Industrial Welfare Commission Wage Orders require that employers must authorize and permit nonexempt employees to take a rest period that must, insofar as practicable, be taken in the middle of each work period. The rest period is based on the total hours worked daily and must be at the minimum rate of a net ten consecutive minutes for each four hour work period, or major fraction thereof. The Division of Labor Standards Enforcement (DLSE) considers anything more than two hours to be a "major fraction" of four." A rest period is not required for employees whose total daily work time is less than three and one-half hours. The rest period is counted as time worked and therefore, the employer must pay for such periods.

Sources of Funding

The Illumineer program is an initiative of OC STEM (GPS) which is funded by a Title III HSI STEM grant.

Services and students/populations served by Illumineers

Content Area Served

The Illumineer was envisioned to support math and science classes at Oxnard College. Classes with embedded learning support are selected by the Dean of Math & Science. The selection is

made with the desired outcomes discussed earlier in mind. The classes are typically transferable. As a result of recent legislation (AB 705), there is a limited number of remedial math and science classes. Additionally, the funding formula now focuses on student outcomes. Illumineers are able to support students striving to pass transferable level math in the first year of college.

Population Served

The HSI Title III funding supports underrepresented students to complete a degree in science, technology, math, and engineering. Although Illumineers are embedded into specific classes, they also serve the general population. Students are welcome to come the the OC STEM Center to seek learning support.

Services Offered

This program provides: academic support embedded in math and science classes; just-in-time co-learning; intentional community building and mentoring focused on illuminating the skills and capacity that OC learners carry with them everyday. Illumineers facilitate group learning reviews, they connect students together to create study groups and provide individual learning support. The OC STEM Center has an online learning hub using Khan Academy. Illumineers assist learners in understanding how to use this online resource to target specific gaps in learning. The OC STEM Center is the meeting location for the STEM Club Alliance: SHPE; Chemistry Club, Engineering Math and Physics Club; OC Women in STEM Club and LEAF (a student led undergraduate research project).

Physical Location

The Illumineer program is located in the LLRC (Library Learning Resource Center). It houses the OC STEM Center and OC Make. It is a colorful location and often filled with learners and educators. Illumineers have access to hands-on learning supplies to support understanding. OC Make provides materials for learning.

Illumineer program management and administration

The Illumineer program is one part of the learning support at Oxnard College. This program is located in the OC STEM Center and works in tandem with the Library Learning Resource Center.

Illumineers provide learning support in math and science. The Writing Center, located in the LLRC, provides embedded learning support in co-requisite classes and in the Writing Center. Arts and Humanities learning support is offered in the LLRC.

Illumineers support learning. Equally important, they support a sense of belonging. A large percentage of college learners drop after their third semester. Sometimes, they wait to take transfer level math and fear they can't pass it after a few (or several) dozen months without cracking a math book. Illumineers are there to help refresh and review in an effort to help learners truly understand the math, pass the class and get the degree. On the other hand, learners who have attended three semesters have proven they can succeed. So, why do they stop coming? Those who have worked with Illumineers expressed relief at finding a friend group on a similar path. Many learners at Oxnard College are first generation college students. Breaking from the path can be both inspiring and frankly, lonely. By connecting learners to each other and cultivating a vibrant and engaging college community we are more likely to steward learners to completion at Oxnard College and beyond. The OC STEM Center is located in the LLRC. It isn't quiet. It's lively. It's an engaging learning environment that is welcoming.

We hired you! Tell us a little about yourself.

Here is an example:

Ricardo is an aspiring environmental engineer focused on ecological systems restoration. He is currently studying at Oxnard College and plans to transfer Fall 2020. He is passionate about natural sciences, and you may find him looking at plants and birds on campus. If you are hungry and happen to come across him, he can point you to the fruit trees, as well as the OC STEM center where you can find delicious candy.

Now, tell us about you.

Email your responses to Haida. hjimenezmartinez@vcccd.edu

Illumineer Selection and Hiring

The Illumineer program strives to impact student learning and retention. Therefore, we strive to ensure Illumineers have a clear understanding of the program aims. Qualified candidates must be a student in good standing, enrolled in 12 or more units, maintain a consistent overall GPA of 3.0 or above, and exhibit strong interpersonal and communication skills with peers and professors.

Hiring Standards

Illumineers are recruited from math and science classes after registration concludes for the upcoming semester. Professors are encouraged to recruit students to become Illumineers. Current Illumineers recruit from their classes and from the STEM clubs.

Experience

Potential Illumineers provide their: transcripts and schedule. They are allowed to become embedded learning support for classes they have earned a 'B' or better.

Recommendations

Illumineers may provide a letter from either a faculty member, department head, or university supervisor. This may be submitted with a form or an online submission provided by the Illumineer program.

It consists of the following prompts:

1. Name of potential Illumineer.
2. Name of the professor/educator providing the recommendation.
3. Which class(es) would you like to see this Illumineer support?
4. Relationship to student.
5. How long have you known the student?
6. Considering the student's work habits, interests and goals, to what extent do you believe this student will succeed in the pursuit of a college degree?
7. Please describe the student's participation in the classroom and extracurricular activities as it relates to your recommendation.
8. Where would you expect to see this student in five years?

Recommendations can also be obtained through phone calls to references (faculty member, department head, or university supervisor) identified by the potential Illumineer. Notes from the phone conversations are documented and tracked.

Interview Process

Potential Illumineers participate in either individual or group interviews with a panel consisting of: a member of the OC STEM team, an Illumineer and Math/Science educator (if available).

During the interview, the current Illumineer describes the aim of the effort and clearly explains the essential functions of the job.

Interview Questions

1. Tell us about yourself and why you'd like to become an Illumineer.
2. What is the highest level of math/science classes in progress or you have completed?
3. Illumineers support learning. Describe how you would respond if a student approaches you with a question and you don't know the answer.
4. Cascading mentoring is a foundational element of the Illumineer program. We believe that every OC STEM participant should serve as both a mentor and mentee.
    a. Describe the characteristics of a successful mentor? Why do you think those characteristics are important?
5. Active learning is a driving philosophy for OC STEM. We believe learners succeed when they are engaged, active and have an abiding sense that they belong.
    a. Describe strategies you would use to engage OC learners in coming to the OC STEM Center, connect to other students in class, and participate in STEM clubs.

6. Resilience is key to success and it can be taught. Part of being an Illumineer is to act as a near peer. We expect Illumineers to complete weekly professional learning modules during their work hours to support the growth of their own professional capacity.
    a. Time management is key to keeping up with studies and Illumineer responsibilities. Describe how you handle multiple tasks and prioritizing.
7. What would you like to say about yourself and this position to conclude this interview?
8. Do you have any questions for us?

Closing

1. Thank the potential Illumineer for interviewing.
2. Explain when they can expect to hear back.
3. Provide the contact for next steps.

Script for Current Illumineer Participating on the Panel

IIIlumineers are OC peers just a step ahead of the OC students. These passionate STEM undergraduates reflect on their own experience and share their learning.

By lighting a fire for others, one will brighten one's own way.

This program provides: academic support embedded in math and science classes; just-in-time co-learning; intentional community building and mentoring focused on illuminating the skills and capacity that OC learners carry with them everyday.

Aim of the effort

1. Illumineers directly improve student success while simultaneously fostering leadership, critical thinking and communication skills.
2. These 'near peers' are the critical messengers needed to support the learning and achievement of their peers resulting in increased: math/science course retention, course success and STEM degrees.
3. Illumineers cultivate an active and engaged learning community where peers feel valued and individual success achievable. This occurs in class, clubs and the OC STEM Center.

Current Illumineer Introduces the Panel Members

1. OC STEM team member
2. Math/Science Educator (if available)
3. Illumineer

Questions

The panel will ask you a series of questions. They are provided for you. Please feel free to ask if you don't understand something.

Interview Questions

1. Tell us about yourself and why you'd like to become an Illumineer.
2. What is the highest level of math/science classes in progress or you have completed?
3. Illumineers support learning. Describe how you would respond if a student approaches you with a question and you don't know the answer.
4. Cascading mentoring is a foundational element of the Illumineer program. We believe that every OC STEM participant should serve as both a mentor and mentee.
    a. Describe the characteristics of a successful mentor? Why do you think those characteristics are important?
5. Active learning is a driving philosophy for OC STEM. We believe learners succeed when they are engaged, active and have an abiding sense that they belong.
    a. Describe strategies you would use to engage OC learners in coming to the OC STEM Center, connect to other students in class, and participate in STEM clubs.
6. Resilience is key to success and it can be taught. Part of being an Illumineer is to act as a near peer. We expect Illumineers to complete weekly professional learning modules during their work hours to support the growth of their own professional capacity.
    a. Time management is key to keeping up with studies and Illumineer responsibilities. Describe how you handle multiple tasks and prioritizing.
7. What would you like to say about yourself and this position to conclude this interview?
8. Do you have any questions for us?

Closing

1. Thank the potential Illumineer for interviewing.
2. Explain when they can expect to hear back.
3. Provide the contact for next steps.

Illumineer Job Description and Qualifications

Provided to the interviewee and explained by current Illumineer

IIllumineers are STEM student mentors just a step ahead of the OC students they serve. These passionate STEM undergraduates reflect on their own experience and share their learning. By lighting a fire for others, one will brighten one's own way. This program provides:

1. *academic support embedded in math and science classes;*
2. *just in time co-learning;*

3. *intentional community building and*
4. *mentoring focused on illuminating the skills and capacity that OC learners carry with them everyday*

Qualifications:

1. Undergraduate.
2. A consistent overall GPA of 3.0 or above.
3. A grade of B in the selected or similar course is required.
4. Strong interpersonal and communication skills with peers and professors.

Primary Activities:

1. Embedded class assignment
2. OC STEM Center Co-learning
3. Cascading Mentoring-Illumineers will conduct brief mentoring sessions guided with prompts and prior training
4. Workshop facilitation
5. Weekly professional learning
6. Regular meetings and trainings of Illumineers

Secondary Activities:

1. Meet with Illumineer leaders and supervisory staff at scheduled meetings.
2. Maintain contact throughout the term with the course professor.
3. Utilize Illumineer logs, protocols, and communications.
4. Contribute to the planning of workshops.

Maintenance Activities:

1. Complete necessary personnel paperwork.
2. Attend Illumineer training workshops.
3. Work with Illumineer leaders and supervisory staff to select appropriate times and scheduling of: embedded class assignment, co-learning, mentoring and professional learning.
4. Make classroom announcements to recruit for participation. Distribute, update and keep neat the print materials in the classroom.
5. Contribute to logs, protocols, communication, documentation and evaluation.
6. Utilize online platforms a directed.
7. Ensure evaluation surveys are distributed and completed.
8. Collect data as directed.
9. Assist Illumineer leaders and staff with the preparation of end-of-term reports and other reports as requested.
10. Maintain a professional attitude.
11. Model appropriate behavior to staff, students and others.
12. Provide Illumineer leaders and staff with an up-to-date schedule of all of your Illumineer activities, hours and contacts.
13. Notify an Illumineer leader or staff in advance if you cannot conduct an activity as scheduled.

Interview Notes Page for the Panel

Name of potential Illumineer:

Question	**Notes**
Tell us about yourself and why you'd like to become an Illumineer.	
What is the highest level of math/science classes in progress you have completed?	
Describe how you would respond if a student approaches you with a question and you don't know the answer.	
Cascading mentoring is a foundational element of the Illumineer program. We believe that every OC STEM participant should serve as both a mentor and mentee. a. Describe the characteristics of a successful mentor? Why do you think those characteristics are important?	
Active learning is a driving philosophy for OC STEM. We believe learners succeed when they are engaged, active and have an abiding sense that they belong. a. Describe strategies you would use to engage OC learners in coming to the OC STEM Center, connect to other students in class, and participate in STEM clubs.	

Resilience is key to success and it can be taught. Part of being an Illumineer is to act as a near peer. We expect Illumineers to complete weekly professional learning modules during their work hours to support the growth of their own professional capacity. Time management is key to keeping up with studies and Illumineer responsibilities. Describe how you handle multiple tasks and prioritizing.	
What would you like to say about yourself and this position to conclude this interview?	
Do you have any questions for us?	

A Day in the Life

OCSTEM

Professor Tips for Illumineers

Illumineers are just one step ahead of the learners they support. They make great messengers and models. Provided below is a glimpse of some of the professional learning and directions provided to Illumineers for their work in the classroom.

Here is a list of things to consider:

- ➔ Seek course materials:
  - ◆ Syllabus
  - ◆ Curriculum: text, lab manual
- ➔ Ensure understanding of safety procedures
- ➔ Exchange contact information
- ➔ Professors determine class attendance-lab or lecture-which makes more sense for involvement
- ➔ Tour of learning environment and what is ok and not ok to use
- ➔ Understand expectations
- ➔ Understand class culture and how best to make connections and support learning
- ➔ Schedule regular (weekly) contact with the professor to ensure things are going smoothly

Keep in mind that although Illumineers receive ongoing professional learning, they are new to providing learning support. Think of yourself as a mentor for them and don't hesitate to contact Marcella Klein Williams early if something seems off.

While in the classroom Illumineers can serve as plants in the audience.

"Who loves shellfish stew?"

"I adore shellfish in all its forms."

They can provide an example to follow.

"Hey, Alejandra. I was just curious, how often did you go to office hours in your first year of college?"

"Professor, I made a note in my calendar to make sure I visited each of my professors within the first week. I got straight A's last semester. I think part of that was because I

checked in with my professors when I had a hard time understanding or...I was just really curious about something. They are super nice and very helpful. I always tell my friends to meet with their professors."

Illumineers are an extra set of hands.

"Please hold this string so I can demonstrate...."
"You, bet. Happy to help."

Illumineers can be used to support small groups keeping on track.

"Amy, please let each group know there are five more minutes. Ensure they are ready to present and their notes pages are prepared."

"Sure."

"Jasmine, at each group touch in and ask this question to keep them thinking and engaged."
"You bet."

"Kaitlyn, touch into each group and listen for where they are at. Report back to me in five. Break."

"Happy to do that."

Caution, Illumineers are instructed to be endlessly kind.

But, they can be the one to call a student who is absent and let them know they were missed.
You could also let them know that they should target specific students to encourage them to find a study group...and study.

Illumineers are the right kind of messenger.

Students are more likely to listen to each other.

"Psst, Anthony. Tell them this section is really important."

"Will do."

Deal Reflection Format

DEAL Model for Critical Reflection (Ash & Clayton, 2011) requires participants to examine their thinking. The process generates, deepens, and documents learning. When used in conjunction with collegial discussion it becomes a process to develop a collaborative Professional Learning Community that investigates a wide range of strategic content that includes STEAM teaching and learning.

D - Describe

Objectively describe what your watched, read or heard. Focus your comments equally on all aspects. Resist the temptation to use terms of quality, just tell what happened.

E - Examine

Examine the strategies or processes used.

- ➔ What worked?
- ➔ What didn't work as planned?
- ➔ How did the learners respond to the strategies or processes used?
- ➔ End with a comment or question you considered. No need to provide an answer.

AL - Articulate Learning

Based on the two previous steps above consider the following questions:

- ➔ What did I learn (about myself, students, colleagues, community, program, etc.)?
- ➔ What will I do in my future practice in light of this learning?

Directions for Illumineers

Illumineers are STEM student mentors just a step ahead of the OC students they serve. These passionate STEM undergraduates reflect on their own experience and share their learning. By lighting a fire for others, one will brighten one's own way.

- ➔ Work closely with the professor
- ➔ Keep up with observations
- ➔ Always be kind. Always.
- ➔ Optimism is required.

Tips:

Keep in mind you serve as a role model for others.
Consistently model successful learning strategies and classroom behavior.

- ➔ Punctuality
- ➔ Preparedness
- ➔ Composure

Before Class

Arrive 15 minutes before class starts.

Greeting arriving learners-here are some ideas. Add your own:

- ➔ Name. Use the student's name as you greet him/her at the door
- ➔ Ask. Ask how their day is going
- ➔ Chat. Chat with students as they enter

- ➔ Connect. Connect students to each other. Marcella did you know Daniel is working on a new project.

Tips:

Building community takes time.
Be patient. Focus on connecting students to each other and the professor.

During Class

Document brief notes to identify:

- ➔ Course objective
- ➔ Conceptual learning
- ➔ Specific methods, vocabulary, algorithms,
- ➔ In general, if I missed this class what would I want to know.

Tips:

- ➔ Keep in mind you want to use the same technical vocabulary as the professor.
- ➔ You also want to reinforce consistent methods of instruction.
- ➔ Know the upcoming dates, times and location for office hours, quizzes, test, homework and any other noteworthy expectation.
- ➔ Keep record of the homework.
- ➔ It may have been awhile since you did those problems. Brush up.

Capture for future acknowledgment and use:

- ➔ Good questions
- ➔ Aha moments
- ➔ Examples of engagement

Tips:

- ➔ You may want to write down what was said.
- ➔ Describe how others responded.
- ➔ Make a note to yourself about how you will acknowledge it: note, retelling in front of peers or private comment.

Notice:

- ➔ Who is participating
- ➔ Who is engaged
- ➔ Who is investing time and talent
- ➔ And notice who isn't
- ➔ Who is absent

Tips:

It is useful to make a seating chart and find a way to make notations.
A lack of engagement is often an early sign of a lack of understanding.

- ➔ Encourage learners to meet you (or another Illumineer) at the OC STEM Center.
- ➔ Give a specific time, date and place.
- ➔ If a student is absent you can follow up with a call to check on them. Don't wait. A kind call after one absence expresses concern. After three absences...it feels different.

Reinforce with attention and comment:

- ➔ Effort
- ➔ Persistence
- ➔ Engagement
- ➔ Investment in the process

Strive to avoid acknowledging outcomes or performance

After class

- ➔ Pull their attention to the bulletin board used for recruiting for study groups and any community building activities.
- ➔ Make announcements.
- ➔ Pass out the campaigns.
  - ◆ Follow up with an offer to walk them over and sign up or take the next step.
- ➔ Cultivate relationships between students for studying.
- ➔ Introduce people and share what they have in common.
- ➔ Recommend study groups in the OC STEM Center.
- ➔ Remind them of upcoming STEM club meetings.
- ➔ Suggest a specific time and Illumineer for learning support.
- ➔ Direct them to how to find the course homework and what was covered
- ➔ Recruit them for community building activities.
  - ◆ Planned workshops, tours and outings to schedule for small groups of students

- Transfer Center
- Health Center
- Your ideas here…
    - Idea number one_____
    - Idea number two_____
    - Idea number three_____

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Objectively describe what your watched, read or heard. Focus your comments equally on all aspects. Resist the temptation to use terms of quality, just tell what happened.

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Examine the strategies or processes used.

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AL - Articulate Learning

Based on the two previous steps above consider the following questions:

- ➔ What did I learn (about myself, students, colleagues, community, program, etc.)?
- ➔ What will I do in my future practice in light of this learning?

Campaigns

It's like I have a guide for each step I didn't know I needed to take. I didn't know there'd be so many opportunities to make friends, get involved and learn by doing.

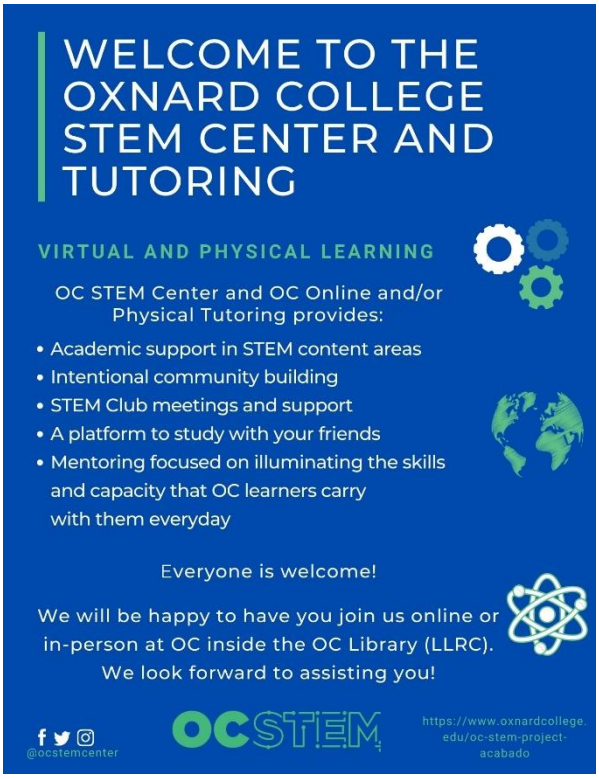
First Year Student Fall 2020

Campaigns help to illuminate the steps needed to progress from hopeful college goer to completion. OC is Me helps students keep on track and meet important deadlines. There is a print campaign with flyers that can be passed out to learners and educators. The campus monitors showcase information. Most importantly, it's the synchronicity of everyone talking about the same thing at the same time and being encouraging. This broad-based and multi-component strategy increases the likelihood of learners engaging in productive behaviors.

- ➔ I do. We do. You do.
- ➔ Scheduled into your time.
- ➔ Actively recruit others to join.
- ➔ Part of your work
    - ◆ Post in class

- Pass out to learners
- Announce at the beginning or end of class-with professor collaboration

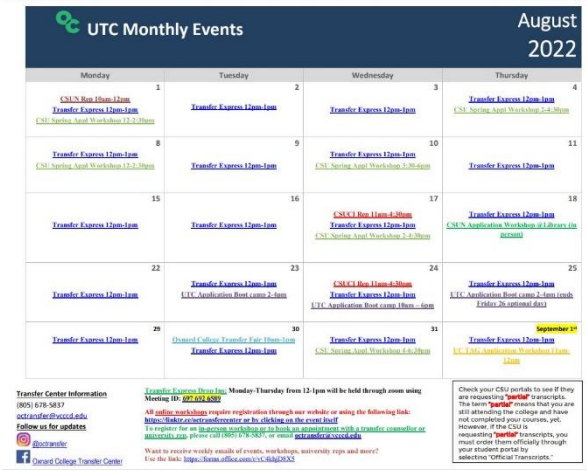
Fall 2022 OC STEM Campaigns

August Week 3: Welcome to the OC STEM Center and OC Make and Fall 22 OC ESTEEM Scholars Opportunity	

August Week 4:

OC UTC August 22 Monthly Calendar of Events and

Fall 22 OC ESTEEM Scholars Opportunity

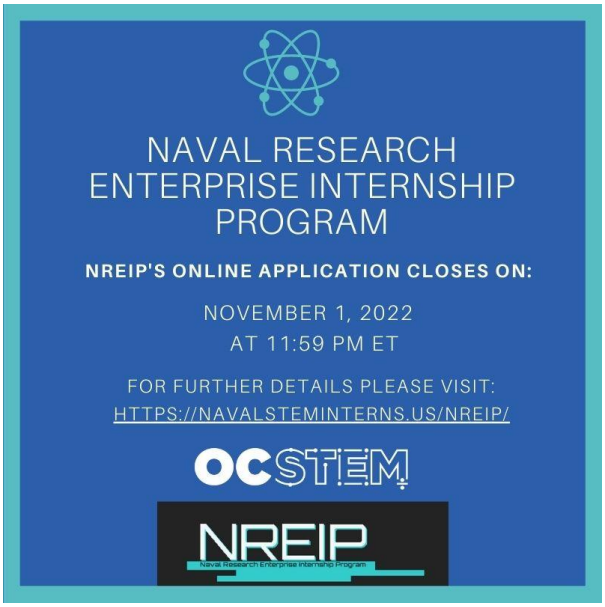


September Week 1:

Fall 22 Tap and Tag and

NREIP Application and

Fall 22 OC ESTEEM Scholars Opportunity


NAVAL RESEARCH ENTERPRISE INTERNSHIP PROGRAM
NREIP'S ONLINE APPLICATION CLOSES ON:
NOVEMBER 1, 2022
AT 11:59 PM ET
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OCSTEM
NREIP

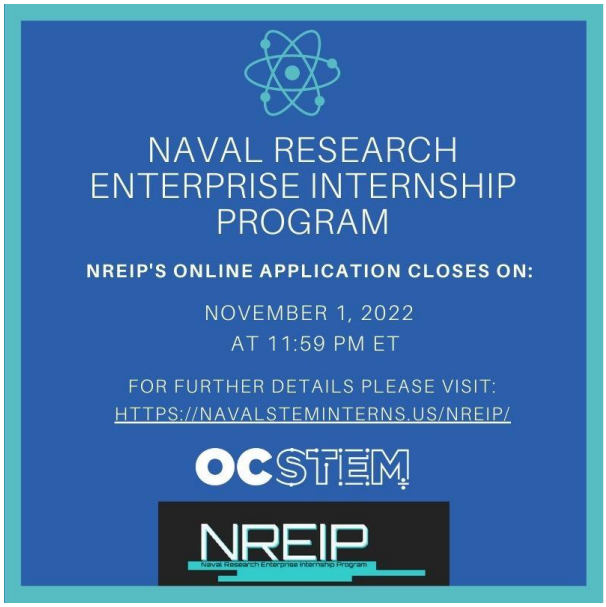
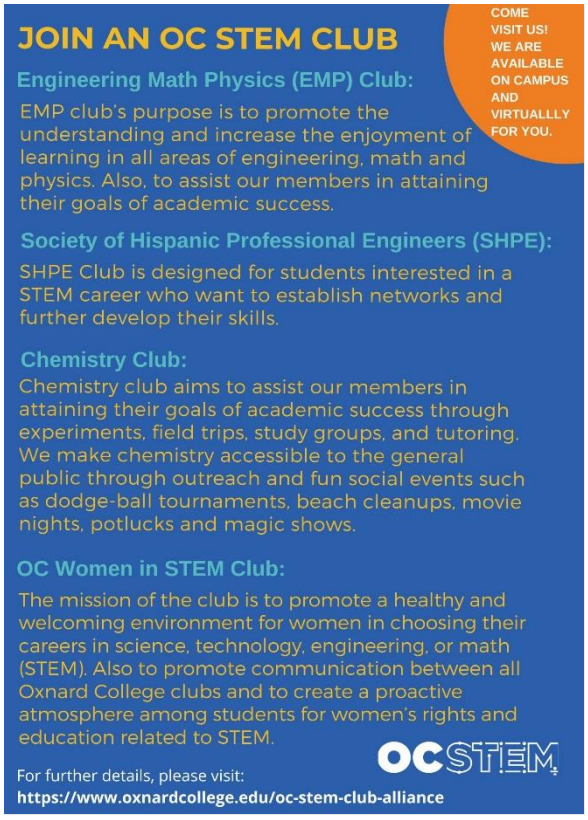
OXNARD COLLEGE
OC ESTEEM SCHOLARS
ENHANCING SUCCESS IN TRANSFER EDUCATION FOR ENGINEERING MAJORS
*RECEIVE UP TO $2500 IN SCHOLARSHIPS
*OPPORTUNITIES TO CONNECT AND LEARN WITH LEADING STEM INDUSTRIES
*Dependent Upon Funding
Accepting applications for Fall 2022
Look for OC ESTEEM Scholars
https://www.oxnardcollege.edu/opportunities-students-oc-stem
Applications are due September 6, 2022
Writing Seminar Support for ESTEEM Application:
• August 23rd 11:00AM-11:30AM and
• August 25th 3:00PM-3:30PM
Illumineers are available for support:
https://vcccd-edu.zoom.us/s/828492136
@ocstemcenter
OCSTEM
(805) 678-5131
https://www.oxnardcollege.edu/oc-stem

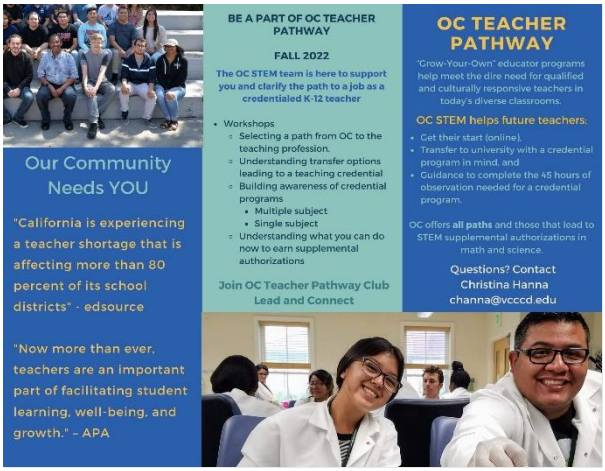
September Week 2:

Transfer 101 and

NCAS Application details and

NREIP Application

	
September Week 3: Join a STEM Club and NCAS Application Information and OC Teacher Pathway	

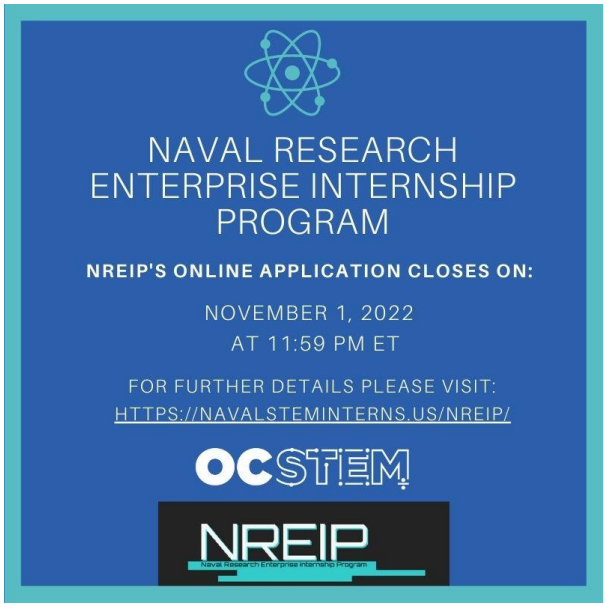


September Week 4:

NREIP Application and

OC Teacher Pathway and

NCAS Application details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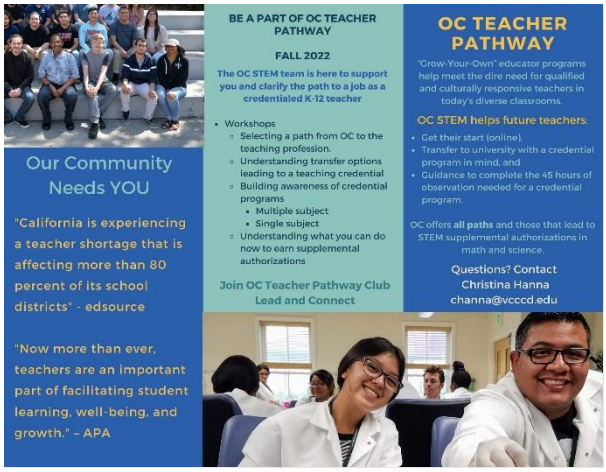
Our Community Needs YOU
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"Now more than ever, teachers are an important part of facilitating student learning, well-being, and growth." – APA
BE A PART OF OC TEACHER PATHWAY
FALL 2022
The OC STEM team is here to support you and clarify the path to a job as a credentialed K-12 teacher
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Selecting a path from OC to the teaching profession.
Understanding transfer options leading to a teaching credential
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REGISTRATION: Now open through October 2022
NASA
NCAS
NASA COMMUNITY COLLEGE AEROSPACE SCHOLARS
For further details visit:
https://www.nasa.gov/stem/murep/projects/ncas.html
OCSTEM

October Week 1:

Counseling Campaign for Spring 2023 and

OC Teacher Pathway and

NREIP Application and

NCAS Application details

The Time to Plan Your Tomorrow is Today

Spring 2023 Schedule Now Online.

Meet with a counselor: Stop by in the mornings and beat the rush. Do it now.
Update your progress: Make sure your comprehensive ed plan is current. Apply for degrees and certificates you've earned.
Come prepared: Bring 3 questions, assist.org print outs for the schools you may attend and a device for notes.

OCSTEM

The Time to Plan Your Tomorrow is Today

Fall registration is right around the corner.

Meet with a counselor: Stop by in the mornings and beat the rush. Do it now.
Update your progress: Make sure your comprehensive ed plan is current. Apply for degrees and certificates you've earned.
Come prepared: Bring 3 questions, assist.org print outs for the schools you may attend and a device for notes.

OCSTEM

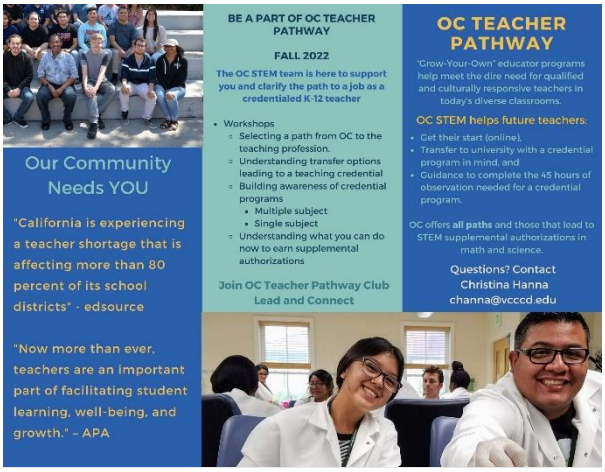
Be strategic! Plan

Be sure you are selecting wisely.
- Maximum of 70 units transfer to university
- Pell Grants are limited to 12 semesters
- 15 units a semester will help you transfer quickly

One extra class math problem
- In class time
- (15 weeks x 3 hours/week=54 hours)
- Out of class time-studying and homework
- (15 weeks x 9 hours/week=162 hours)

Total
- Hours=162.
- $2,600 if you'd worked.

OCSTEM



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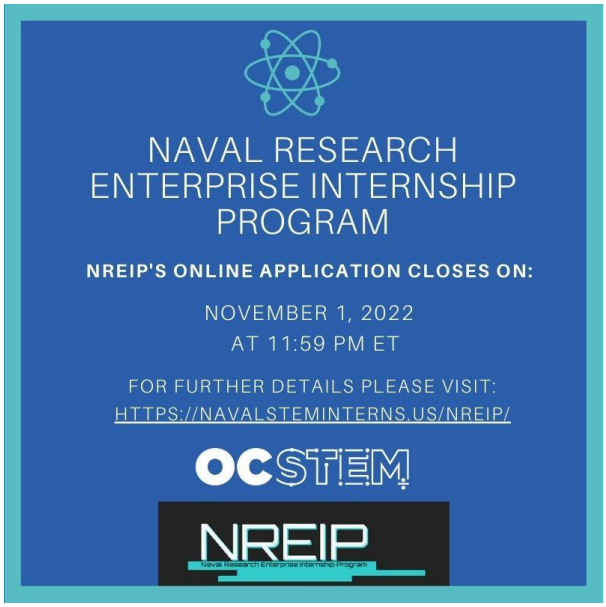
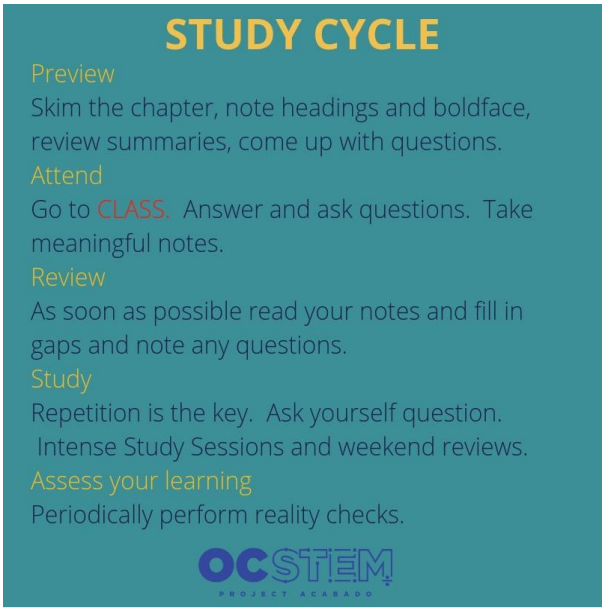
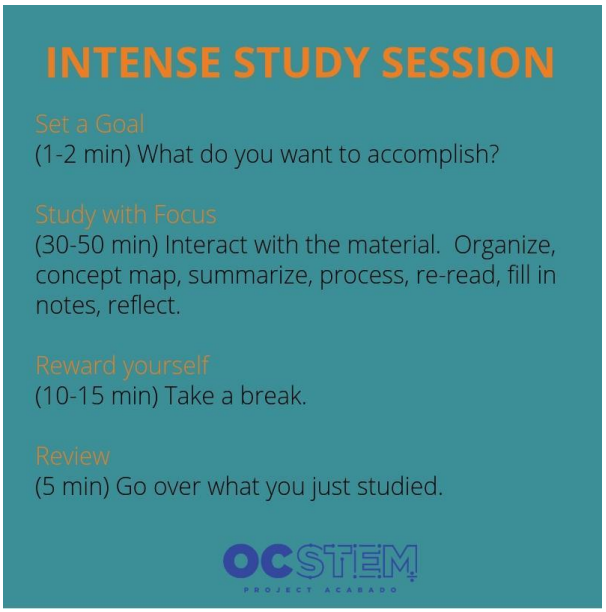
October Week 2: NREIP Application and NCAS Application details	

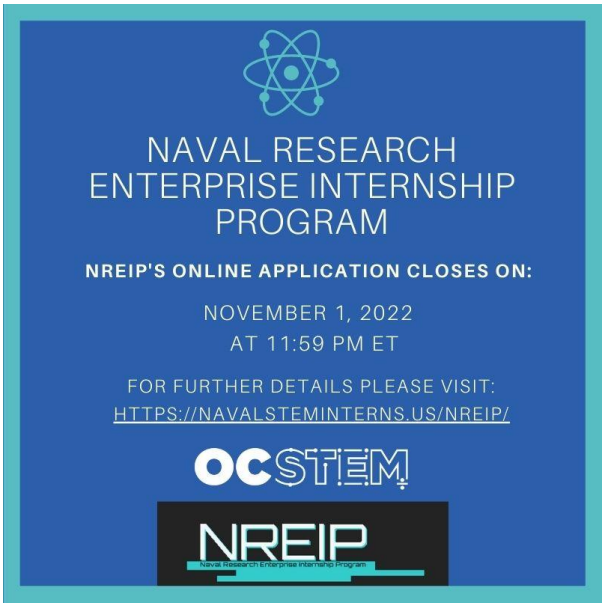
October Week 2:

How to study and

NREIP Application







October Week 3:

Application to CSU and UC and

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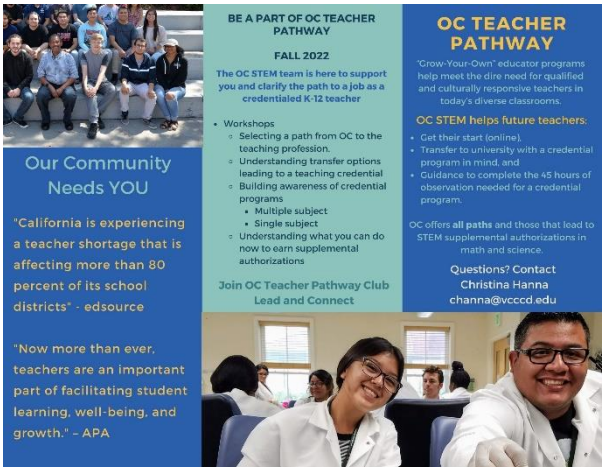
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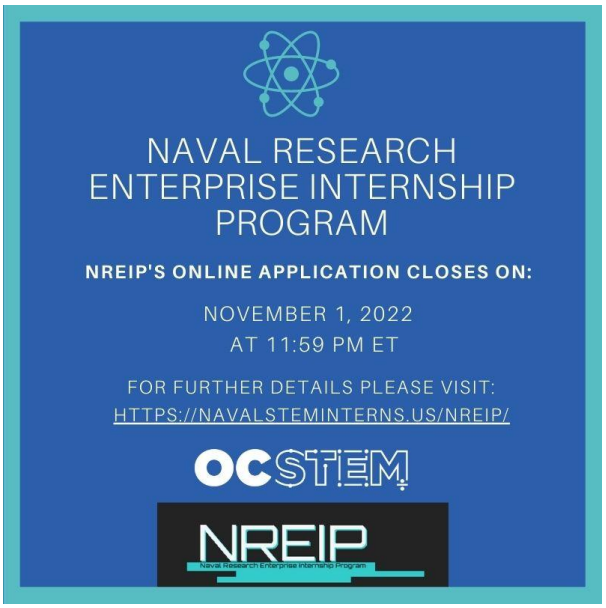
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UC Personal Insight Questions and

Apply for Graduation deadline and

NCAS Applications details and

OC Teacher Pathway and

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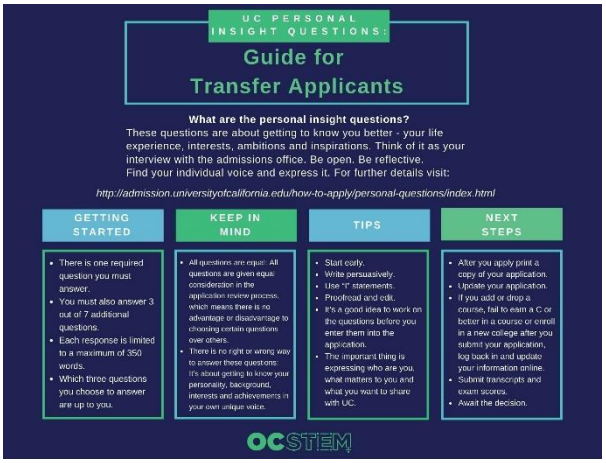

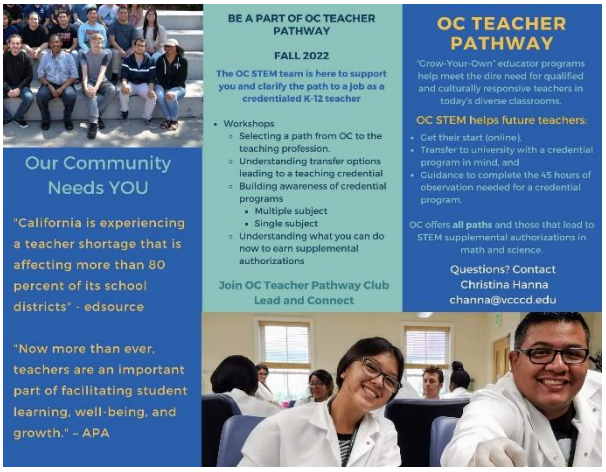
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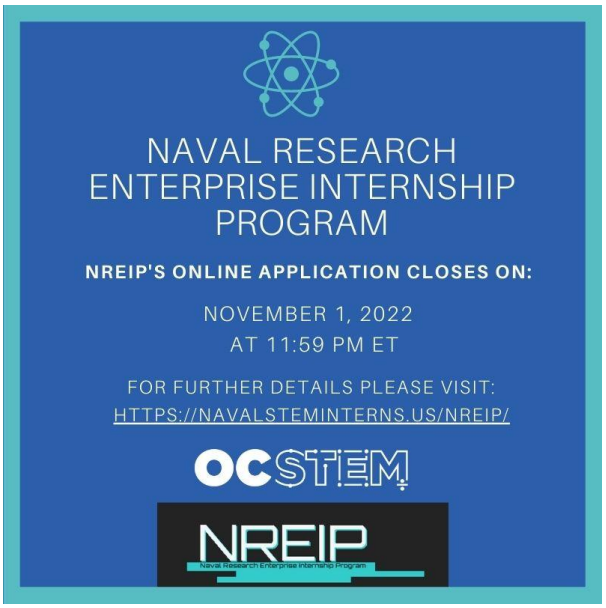
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November Week 1:

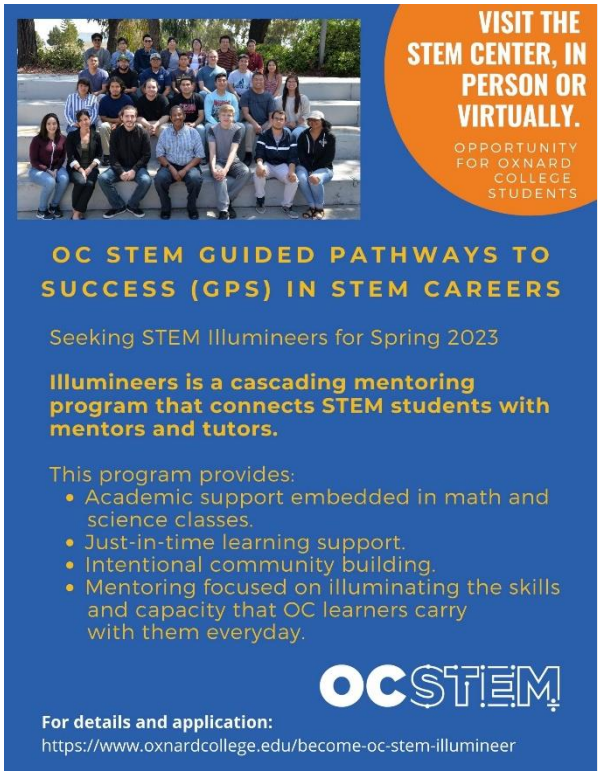
Transfer 101 and

Apply for Graduation deadline and

Illumineers recruitment Spring 2023 and

NCAS Applications details and

OC Teacher Pathway


VISIT THE STEM CENTER, IN PERSON OR VIRTUALLY.
OPPORTUNITY FOR OXNARD COLLEGE STUDENTS
OC STEM GUIDED PATHWAYS TO SUCCESS (GPS) IN STEM CAREERS
Seeking STEM Illumineers for Spring 2023
Illumineers is a cascading mentoring program that connects STEM students with mentors and tutors.
This program provides:
• Academic support embedded in math and science classes.
• Just-in-time learning support.
• Intentional community building.
• Mentoring focused on illuminating the skills and capacity that OC learners carry with them everyday.
OCSTEM
For details and application:
https://www.oxnardcollege.edu/become-oc-stem-illumineer

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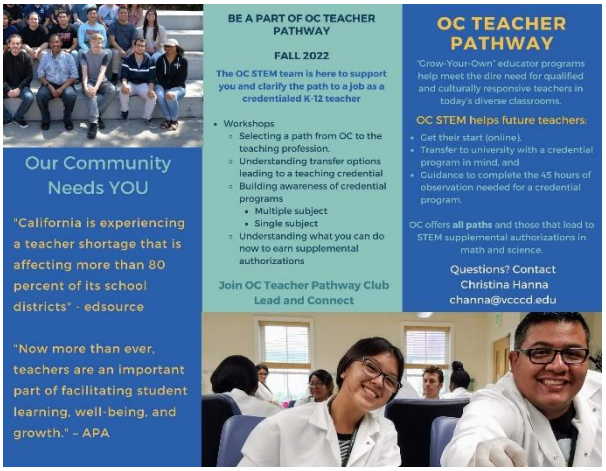
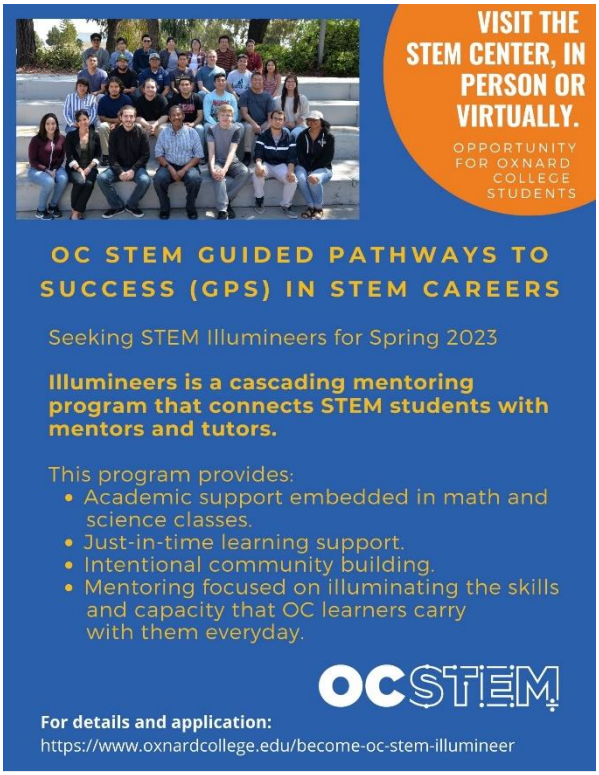
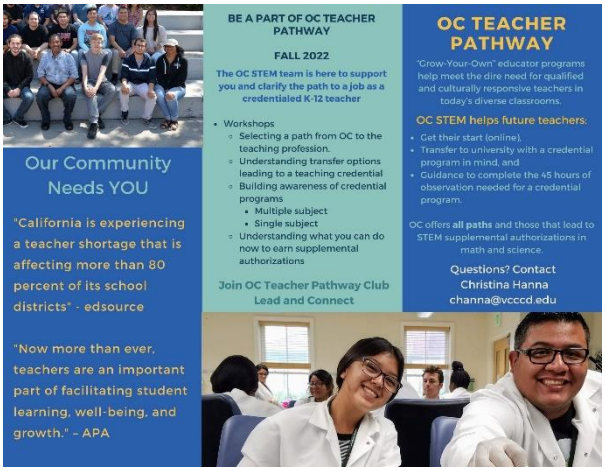
	
November Week 2: Illumineers Recruitment Spring 2023 and OC Teacher Pathway and NCAS Applications details	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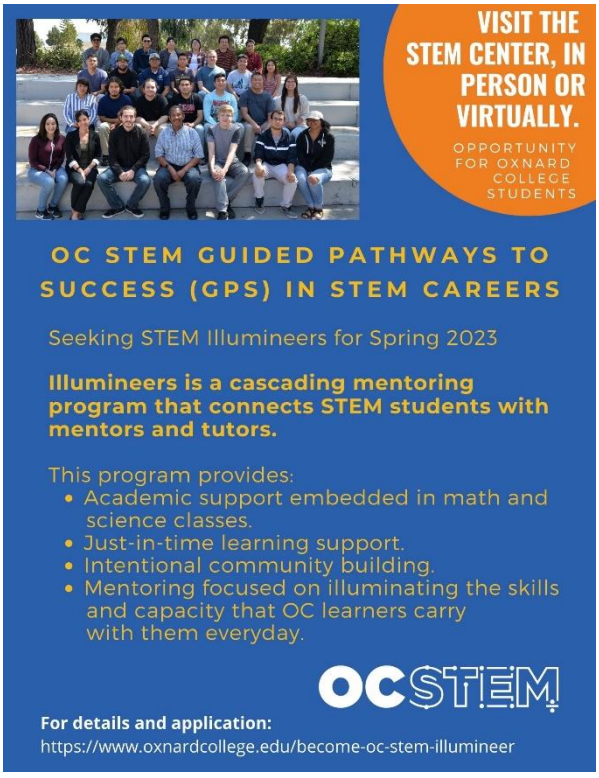
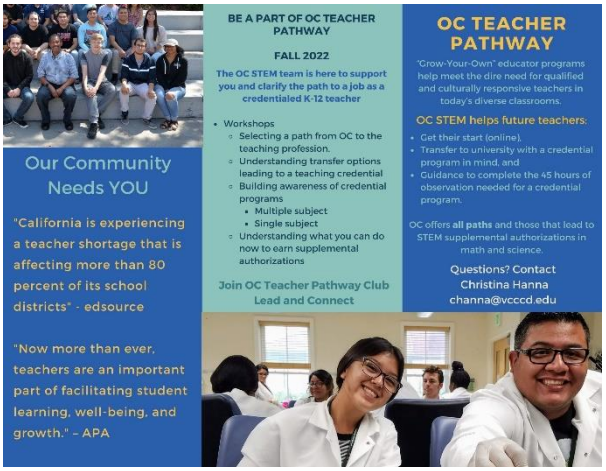
Application to CSU and UC and

Illumineer Recruitment for Spring 2023 OC

and Teacher Pathway



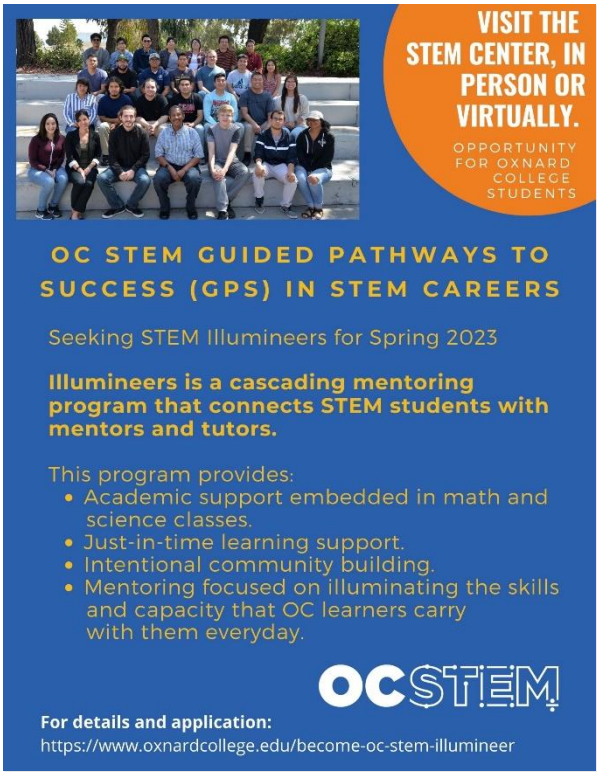


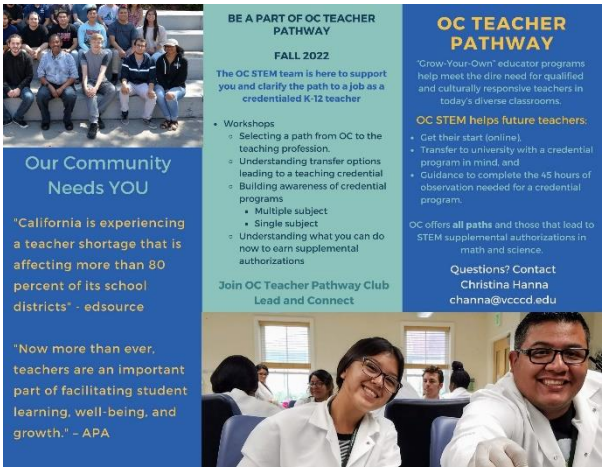
November Week 4:

Spring 2023 Illumineer Recruitment and

OC Teacher Pathway

OC is WE Cascading Mentoring

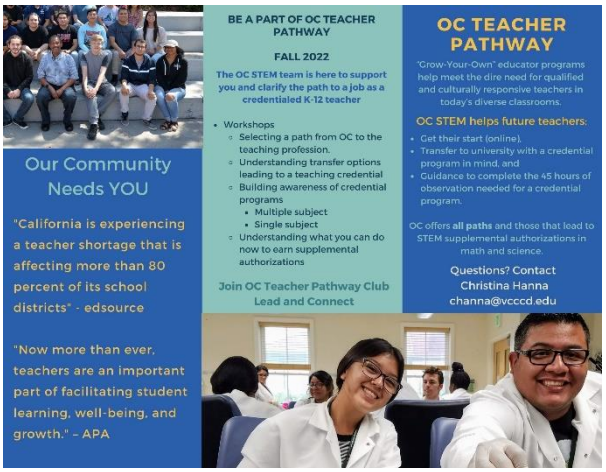




December Week 1:

OC Teacher Pathway

OC is WE Cascading Mentoring



"I had a great conversation with my student and we went off topic a bit but we had a lot to talk about. Great match!"
"I have met with two of my mentees. They are wonderful! I am so grateful for this opportunity!"
"We both laughed and learned a bit about each other."
BE A PART OF WHAT MAKES OC A WELCOMING ENVIRONMENT
FALL 2022
Join us by signing up here!
https://bit.ly/CondorConnectionsMentors
• Invest 30 minutes once a week
• Mentor an OC student
• We are looking for faculty, staff and administrators
• We provide content and support
How it works
• We match you with an OC student to mentor
• Resources provided to help with call structure
• Calls are planned to last 10-15 minutes
• Mentorship lasts 8 or 16 weeks beginning in January.
• Informational - January 8, 2021
Sponsored by OC STEM
OC is WE
CONDOR CONNECTIONS
OC Condor Connections (formerly Cascading Mentoring) connects students with OC Faculty/Staff for short weekly calls that offer a little care, encouragement, advice and mentoring.
Successful students feel...
→ Nurtured: Students feel somebody wants and helps them to succeed.
→ Connected: Students feel like they are part of the college community.
→ Valued: Students' skills, talents, abilities, and experiences are recognized, they have opportunities to contribute on campus and feel their contributions are valued.
Questions? Contact
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channa@vcccd.edu
(805) 678-5097

Community Building

Career Coach: The power of using a name

By Joyce E. A. Russell January 12, 2014

"A person's name is to him or her the sweetest and most important sound in any language." – Dale Carnegie.

Recently, I was in several situations where I was once again reminded of the power of using someone's name when interacting with them.

In one situation, a friend was in a rehab hospital, not getting particularly great personal attention, until his spouse reminded him that he, the patient, had not been very nice to the people who worked there. "Do you even know the names of the people who are helping you?" she asked him. "No, why should I learn their names?" he replied. She gave him some tips on how just by learning and using their names, he might get better care. Sure enough, it helped.

In another situation, I overheard someone talking to a customer service rep and they were incredibly polite and respectful, using the person's name throughout the conversation. Needless to say, the conversation went really well for both parties.

Why is it so important to use people's names? A person's name is the greatest connection to their own identity and individuality. Some might say it is the most important word in the world to that person.
It is the one way we can easily get someone's attention. It is a sign of courtesy and a way of recognizing them. When someone remembers our name after meeting us, we feel respected and more important. It makes a positive and lasting impression on us. To not remember a name, especially when someone has had to repeat it several times, is to make that person feel slighted.
There are many reasons and excuses people give for not remembering names (bad memory, poor listening, not paying attention, self-absorption, age). Perhaps you believe you are "not good" at learning or remembering other's names. This may be true, but it doesn't mean you can't improve.

Here are some tips for remembering people's names:

Make it a commitment. Suppose you start a new job with a number of new faces. What can you do to learn and remember them all? Set goals for how many people you will meet each day to learn their names. When someone tells you their name, listen and repeat it back to them.
Practice. It is okay to say, "Your name is Chuck, right?" They will correct you if you are wrong, and will be flattered if you are right. Colleagues often ask me how I learn names so quickly. I work at it and I practice. I ask them to say their names the way they want them pronounced, and then I try to use their names every time I see them.
Learn and use first names. Use their names every time you see them. Repeating their name in every situation helps you to remember it. Greet them by their name. You can also go up to them and reintroduce yourself since they will generally repeat their name once you have said yours.
Ignore the name tag. For some folks, name tags help. For me, I find they are a crutch. If they exist, then I will keep looking at the name tag and never learn the person's name. You have to figure out if name tags help or hurt you in learning or using their names.
On the phone, ask for the name early. Write it down, and then continue to use it during the conversation. It is especially important to use their name at the beginning and at the end of a conversation with them.
Use names when e-mailing. It shows that you have taken the time to make a personal connection to them.
For difficult names, ask for a pronunciation. Even if you have known someone for a long time, just ask "Have I been saying your name correctly?" This is important to show that their name matters to you. Then, make sure to keep pronouncing it correctly. Sometimes, they may have taken an "English" name to make it easier on others to refer to them (if they are from another country). I have still found that it is important to try to refer to them by their given name since this is the name that means the most to them,

and they will appreciate your taking the time to learn how to say it. If you have real trouble understanding their name, ask them to spell it out since this might also help you to remember it.

Use the name they have given you. Do not call them by a nickname unless they have agreed to this. I always ask "And you like to be called Michael, not Mike, right?"

Before going to a meeting, review who you will be meeting with, including their names, what they look like, and something personal. This will help you to better connect with them.

Remember, people want to be treated as human beings, not objects. Using their name is the fastest and most reliable way of building rapport and creating a good first impression. Everyone has a name — use it to better connect to them. You will notice a difference in your relationships.

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https://www.washingtonpost.com/business/capitalbusiness/career-coach-the-power-of-using-a-name/2014/01/10/8ca03da0-787e-11e3-8963-b4b654bcc9b2_story.html?noredirect=on&utm_term=.ae64c9568539

The Seven Traits of a Role Model

At its core, all businesses are just people carrying out an idea. It's never the other way around – there is no idea so big that it doesn't need people to make it succeed. Investors know this, hence the saying "Bet on the jockey, not the horse." A great jockey is a great role model.

Like it or not, everyone looks to the entrepreneur as the jockey of a new business. Typically this energizes rookie startup founders, but some struggle trying to live up to their own – as well as everyone else's – expectations. In reality, nobody really expects anyone to be superhuman, but it can feel like that.

We certainly wouldn't expect superhuman behavior from the people looking to us for guidance, nor would we want them to expect flawless behavior from themselves. If not flawless behavior, what characteristics and actions do they look for?

Here are seven frequently mentioned qualities:

1. **Demonstrate confidence and leadership.** A good role model is someone who is always positive, calm, and confident in themselves. You don't want someone who

is down or tries to bring you down. Everyone likes a person who is happy with their achievements, but continues to strive for bigger and better objectives.

2. **Don't be afraid to be unique.** Whatever you choose to do with your life, be proud of the person you've become, even if that means accepting some ridicule. You want role models who won't pretend to be someone they are not, and won't be fake just to suit other people.
3. **Communicate and interact with everyone.** Good communication means listening as well as talking. People are energized by leaders who explain why and where they are going. Great role models know they have to have a consistent message and business plan, and repeat it over and over again until everyone understands.
4. **Show respect and concern for others.** You may be driven, successful, and smart, but whether you choose to show respect or not speaks volumes about how other people see you. Everyone notices if you are taking people for granted, not showing gratitude, or stepping on others to get ahead.
5. **Be knowledgeable and well rounded**. Great role models aren't just "teachers." They are constant learners, challenge themselves to get out of their comfort zones, and surround themselves with smarter people. When team members see that their role model can be many things, they will learn to stretch themselves in order to be successful.
6. **Have humility and willingness to admit mistakes.** Nobody is perfect. When you make a bad decision, let those who are watching and learning from you know that you made a mistake and how you plan to correct it. By apologizing, accepting accountability, and correcting course, you will be demonstrating an often overlooked part of being a role model.
7. **Do good things outside the job.** People who do the work, yet find time for good causes outside of work, such as raising money for charity, saving lives, and helping people in need get extra credit. Commitment to a good cause implies a strong commitment to the business.

True role models are those who possess the qualities that we would like to have, and those who have affected us in a way that makes us want to be better people. They help us to advocate for ourselves and take a leadership position on the issues that we believe in.

We often don't recognize true role models until we have noticed our own personal growth and progress. That really implies that it takes one to know one. Thus, if you are asking the question, that may mean you are well along the road to being that role model already. Don't stop now.

https://www.caycon.com/blog/2010/10/seven-actions-of-a-true-role-model-entrepreneur

A Sweet Icebreaker

In advance of the meeting, purchase candy bars for each attendee. Buy the number of varieties necessary for dividing attendees across the desired number of groups or tables. As an example, if you want five employees in each small group, purchase five Snickers bars, five Baby Ruth candy bars, and so forth. Place all of the candy bars in a bag and ask employees to draw a candy bar as they enter the meeting.
You have also either labeled the tables with the candy bar name or placed an additional candy bar on the table in advance so employees know where to sit. Instruct attendees that they are to sit with the people who drew the same candy bar as they did. Warn employees not to eat the candy bar on the table or people will not know how to find their group.

Candy Bars Lead to Questions

Because this is such a fun approach to helping employees get to know each other, you can simply ask people to introduce themselves at their assigned table. If you want to involve the employees in a more elaborate debriefing, you can develop a series of questions for people to answer.
The suggested questions below are easy to answer and non-intrusive. Virtually every participant will have an answer to each of the sample questions.

Sample Questions or Discussion Points

These questions are designed to elicit positive responses from your participants.
Use them as a starting point, customize them to suit your work setting and participants, and follow these facilitation guidelines to ensure success

- ➔ Describe how and when you came to work at this company.
- ➔ Share your biggest current challenge at work.
- ➔ Share two things about yourself that you think no one at your table knows about you.
- ➔ Describe a positive customer interaction you have experienced.
- ➔ Tell your coworkers something you appreciate about your company.
- ➔ Tell your coworkers what you appreciate about your coworkers.
- ➔ Share what you like about your current job.
- ➔ Share the funniest or most fun situation you have experienced at work.
- ➔ Talk about the best boss you ever had. What set him or her apart?
- ➔ Are you a cat person, dog person, bird person, or gerbil person? What is your favorite pet and why?
- ➔ What was your favorite vacation and what made it stand out?
- ➔ If you could pick your birthday dinner, what would you choose to eat?
- ➔ Tell your tablemates three things about yourself. Two of them are true and one of them is a lie. Ask people to guess which is the lie.

- ➔ Share one thing you do every day at work and without which you would be unhappy in your current job.
- ➔ If you could choose one location for your next travel adventure and money is no object, where would you go and why?

Find 10 Things You Have in Common with the Employees in Your Group

By Susan M. Heathfield
Updated July 01, 2018
Try out this always successful, laughter-generating, team building icebreaker. It's a good icebreaker for a meeting because it takes so little time yet gives you the exact results that you require from a team building icebreaker.
It also produces great results for the facilitator. Your attendees pay you back with the warmth that their conversation generates. Not even the shyest participant is wary about finding what he or she has in common with the other people in the group.
Conversations tend to concentrate on items external to the employee. Consequently, employees are able to relate and share without feeling as if the group conversation is too personal or invasive. This has a positive effect on the interaction of the group members.

Team Building Icebreaker Steps

1. Divide the meeting participants into groups of four or five people by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best, especially their closest coworkers and people from their departments. It's a natural comfort zone thing.) One of the key expectations for any icebreaker that you offer is to help people from different departments get to know each other. This helps you build more effective teams and reinforces camaraderie and cooperation across departments. In a public meeting, you want to foster the same goodwill in the group so that the conversation flows freely throughout the day. When attendees start by finding commonalities, no matter the attendee's group assignment, he or she is comfortable participating.
2. Tell the newly formed groups that their assignment is to find ten things that they have in common, with every other person in the group, and that the commonalities they identify must have nothing to do with work. This helps the group explore shared interests outside of the workplace. (You'll want to tell the

people that they may not select body parts that they have in common or use types of clothing as commonalities.)

3. Tell the group to find the ten things that they have in common with the other people at their table. Groups take no more than ten or fifteen minutes to do the exercise from experience using this team building icebreaker.
4. Tell the groups that one person must take notes and be ready to read the group's list of ten commonalities to the whole group upon completion of the assignment.
5. Ask for a volunteer to read their group's whole list of things in common first. (This works better than having the facilitator select the first group to share as it does not take any employee out of their comfort zone. The first group sharing their list volunteered.
6. Then, ask the other notetakers, in turn, to share their group's whole list of commonalities with the whole group. Because people are your best source of laughter and fun, the reading of the lists always generates a lot of laughter and discussion. Attendees also enjoy finding one of their ten things in common on another group's list of things in common, too. You can also catch the drift of the conversations that took place in the small groups based on the transitions made from item to item.
7. Participants love to compare their list of items with the lists generated in the other small groups. You will want to allow a free flow of conversation, laughter, and sharing. Your audience really is your best resource for making this icebreaker a fun part of your training, meeting, or team building event.

Problem Solving Facilitation Recommendations

This team building icebreaker takes 10-15 minutes, depending on the number of groups. To keep the activity down to ten minutes, after seven minutes of brainstorming together, tell the groups that the lists that they have created are perfect, no matter how many items they have on their list. Then, debrief the activity.

You don't want to make the rest of the participants wait with their eyes focused on the slower groups—waiting. This also makes it harder for the already slow groups to finish because they become self-conscious and squirmy when all eyes are on them.

This is not good for building camaraderie and a sense of group cohesion. This is a tip for any meeting. You will frequently have a group or two that is slower than the others and this is a way to address this issue.

Do and Don’t

[DO’S and DON’TS by Laz]

DO:

- ➔ Take notes, be a model student, and keep track of upcoming assignments
- ➔ Make friendships among students and faculty
- ➔ Make yourself and your working hours well known to the class
- ➔ Schedule study sessions before exams
- ➔ Ask questions during lecture
- ➔ Promote a positive learning environment
- ➔ Be patient and understand that all students learn in different ways
- ➔ When there is group work, move from group to group
- ➔ Have students recognize that you are a student too and have other responsibilities aside from work

DON'T

- ➔ Distract or disturb other students
- ➔ Do the homework for students
- ➔ Form inappropriate relationships with students
- ➔ Use condescending language
- ➔ Help students cheat
- ➔ Take upon student's stress

Time in the STEM Center (STEM Director)

DO:

- ➔ Be endlessly kind and consistently optimistic
- ➔ Schedule one hour a week for professional learning.
- ➔ Complete professional learning in the designated area.
- ➔ Schedule one-on-one meetings with the OC STEM team.
- ➔ Accept feedback gracefully.
- ➔ Keep up with the Illumineer book club and remember to add notes in the margins.
- ➔ Work to create a relationship with the professor.
- ➔ Schedule time weekly to work with the professor.
- ➔ Contribute to greeting.
- ➔ Wear your nametag. Introduce yourself to others. Learn names.
- ➔ Ensure everyone in the STEM Center logs in with their 900 number when they come in and when they leave. You too.
- ➔ Clean up after every shift. Wipe tables. Tidy up.

DON'T

- ➔ Procrastinate with your professional learning. Keeping up is important.
- ➔ Spend work hours on your homework, artwork or personal work. You are an important model. We need you to be present during your work hours
- ➔ Expect OC STEM team to track you down to remind you of your responsibilities. If it is necessary...then you aren't making a good impression.
- ➔ Leave a mess...regardless if it is yours or not.
- ➔ Expect the professor to play host to the relationship.
- ➔ Wait for somebody to tell you what to do. Take initiative.

Deal Reflection Format

DEAL Model for Critical Reflection (Ash & Clayton, 2011) requires participants to examine their thinking. The process generates, deepens, and documents learning. When used in conjunction with collegial discussion it becomes a process to develop a collaborative Professional Learning Community that investigates a wide range of strategic content that includes STEAM teaching and learning.

D - Describe

Objectively describe what your watched, read or heard. Focus your comments equally on all aspects. Resist the temptation to use terms of quality, just tell what happened.

E - Examine

Examine the strategies or processes used.

- ➔ What worked?
- ➔ What didn't work as planned?
- ➔ How did the learners respond to the strategies or processes used?
- ➔ End with a comment or question you considered. No need to provide an answer.

AL - Articulate Learning

Based on the two previous steps above consider the following questions:

- ➔ What did I learn (about myself, students, colleagues, community, program, etc.)?
- ➔ What will I do in my future practice in light of this learning?

Professional Learning for Illumineers

Professional learning is a key component of the Illumineer program. OC STEM strives to ensure the professional learning opportunities include the features of effective professional learning: is content focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration. Each semester begins with one day of training. Two hours each week is reserved for professional learning. In addition, Illumineers meet with either the STEM Director, STEM Student Support Specialist, Grant/Accounting Admin, Tutoring Services Specialist, or STEM counselor on a regular basis. These sessions provide opportunity for coaching and guided reflection to ensure the theory gained from the professional learning are influencing and shaping practice. Finally, cascading mentoring is a key focus. Peer observations are conducted each semester with an opportunity for reflection.

The professional learning intentionally incorporates the theoretical elements of OC STEM.

- Cascading Mentoring
- Active Learning
- Resiliency and reflection
- Loss momentum framework
- Diversity Asset Model
- Growth Mindset
- Culturally Relevant Pedagogy

All professional learning is done during work hours.

Orientation

Each semester starts with an Illumineer orientation. Fall semester is scheduled for one day.

Structured Observations from the OC STEM team

Monthly Illumineers are observed in practice. The OC STEM team lets professors know when to expect the observations. They are there specifically to observe the Illumineer.

Observations at the beginning of the semester are conducted for 30 minutes beginning 15 minutes before class or during the last 15 minutes extending until after class. Observations at the end of the semester are coordinated with the professor to highlight Illumineer support of active learning in the classroom.

- ➔ Supporting a welcoming learning environment is key.
  - ◆ Students
    - Welcome learners by name.
    - Present 15 minutes before and after class to ensure opportunities to connect and put their professional learning to action.
    - Fluid and consistent interaction with learners.
  - ◆ Learning environment
    - Campaigns are posted and discussed.
    - Bulletin boards are updated and students in the class can easily explain the significance.
    - Professor reports the Illumineer regularly shares opportunities and speaks easily in front of the class and with smaller groups.
  - ◆ Professor
    - Evidence of a vibrant, respectful and collegial relationship with the professor.
- ➔ Connecting theory to practice.
  - ◆ Active communication.
  - ◆ Evidence of theory in action from the past month of professional learning (training is obvious).
- ➔ Recruitment.
  - ◆ Learners from the class are aware of the STEM Center and the resources.
  - ◆ Evidence the Illumineer is successful at recruiting students to use the STEM Center.
  - ◆ Evidence the Illumineer provides opportunities and invitations for learning support. Examples include: scheduled study groups, consistent invitations to join in activities, effective recruitment to STEM Clubs.
- ➔ Active learning.
  - ◆ Illumineer is actively engaged and responsive to learners.
  - ◆ The professor and Illumineer work together harmoniously.
  - ◆ Illumineers engage learners and extend their thinking through inquiry.
  - ◆ Learners look to Illumineers for support

Illumineer Field trips and Experiences

The STEM Center often organizes field trips for OC STEM Students. Illumineers help recruit for trips and experiences. If attendance is considered a part of professional

learning then it is not optional. The STEM Director will select Illumineers to work in the STEM Center on days when there is a scheduled field trip. If none are selected then Illumineers cannot log in hours on that day.

Structured Monthly Conversations with the OC TEAM

Illumineers meet for 30 minutes regularly with a member of the OC TEAM. This meeting is designed to focus on connecting theory to practice through thoughtful conversation reflecting on the professional learning and the practice in the classroom and the STEM Center. Illumineers serve as role models. This time ensures they are up to date on their professional learning and Illumineer responsibilities. These structured conversations helped to build relationships and ensured they were first successful personally and academically.

Online Professional Learning

Weekly, Illumineers are assigned online professional learning modules. The responses to the DEAL form are read by the OC STEM Team. Be thoughtful and show evidence of reflection.
Don't fall behind. There is an assigned location to complete this in the STEM Center. Please account for this time in your schedule so the team knows when you will be completing it.

Fall 2022 professional learning modules:

Diversity Assets: Diversity Asset Model/Resiliency and Reflection

- Resistant Capital
- Resilience
- Aspirational Capital
- Navigational Capital
- Linguistic Capital
- Social Capital
- Familial Capital

Growth Mindset for Mentors: Cascading Mentoring/Active Learning

- Teaching Growth Mindset to Mentees
- Meeting Your Mentee Where They Are At
- Mentoring Strategies
- How Mentors Support Growth Mindset
- Why Adopting a Growth Mindset Matters
- Mindset for Mentors

Belonging: Resiliency and Reflection/Cascading Mentoring

- Including Representation of All Students
- Belonging Cues
- Considering Belonging in the Classroom
- The Faces of Belonging
- Stereotypes and Belonging
- Belonging Introduction

Illumineer Mentor Orientation:

- Illumineer Bios
- Beginnings and Endings
- Reflect on your Illumineer philosophy
- Fall 2019 Ilumineer Formative Assessment

Campaigns: Loss Momentum Framework

- Welcome to the STEM Center and OC Make
- OC Resources/Distribution of OC Planner
- Tap and Tag, OC ESTEEM Scholar Announcement and Wring and Deadline
- Transfer 101, Snapshot Recruitment and NREIP Opens August 01, 2019
- Join a STEM Club
- Tap and Tag
- Go see a Counselor before Registering for Spring 2020
- NCAS Application
- How to Study and Reflectors Recruitment
- Application to UC and CSU
- UC Personal Insight Questions
- Transfer 101
- Snapshot Recruitment
- Application to UC and CSU
- Reflector Recruitment
- Prepare for Finals

College Reading and Learning Association (CRLA): International Tutor Training Program Certification

IPTPC Certification Requirements

IPTPC offers three levels of certification, which reflect the depth of the training program. Each level builds on the knowledge and understanding of the previous level.

- Level 1 is for programs that are training their peer educators in the basics of being a peer educator.
- Level 2 is contingent on the program maintaining Level 1 training certification, and focuses on in depth professional development for peer educators.
- Level 3 is contingent on the program maintaining Level 1 and 2 training certifications, and focuses on a more holistic view of learning center management and student development theories.

Programs may be certified at just Level 1, or may seek to add depth to their training program by adding additional levels of training. Please note that the levels are sequential— additional levels are predicated on having met and maintained certification at the previous level(s).

General Requirements

There are four main requirements that all peer educator training programs must demonstrate:

1. **Selection/Hiring** - Sound hiring and selection practices, ensuring you have content-knowledgeable trainees ready to take on the responsibility of peer educators.
2. **Training** - Planned training experience, which includes a minimum of 10 hours per level and uses a minimum number of our required training topics.
3. **Experience** - Peer educators experience directly with students for a minimum of 25 hours per level.
4. **Evaluation** - Regular evaluation by a knowledgeable and experienced evaluator.

Peer Educator Selection and/or Hiring

5. Programs that want to have the most meaningful impact on student learning and retention need to make sure that new peer educators have a clear and and thorough understanding of their role. To that end, there are three branches of this requirement that a program must demonstrate: hiring/selection standards, recommendations, and the interview process.
    a. The program must verify the candidate has met the minimum grade point average to be a peer educator.
    b. The program must receive a recommendation for the selected peer educator candidate from a relevant content expert (i.e. a former instructor, department chair, etc.), who can speak to the candidates expertise and ability to communicate effectively.
    c. The program must interview each candidate. During the interview, the essential functions of the job should be described.

Peer Educator Training

The general requirements for training are as follows:

6. The training program must include at least 10 hours of training per level.
7. Training may be offered as a series of meetings, a set of workshops, a 2-day retreat, or a for-credit or not-for-credit course, or any combination.
8. Training may be completed entirely face-to-face, online, or a combination, as long as the other requirements below are met.
9. Five hours at each level must be Peer Educator-Trainer led, Interactive, and Synchronous (TIS):
    d. TIS training can include: workshops, seminars, courses, online real-time discussions, real-time virtual environments, web-conferencing calls, etc.

    e. The remaining time may also be TIS, or can involve DVDs, readings, conferences, podcasts, special peer educator projects, blogs/wikis, etc.
10. Each level must cover at least 10 CRLA-required topics (for at least 30 minutes per topic). Topic lists are provided below for each level of training.
11. Peer Educator Training programs have set standards, outcomes, and assessments. For further guidance, review CRLA's Standards, Outcomes, and Assessments Guidance for Peer Educator Training Programs Level 1 (1st Ed).
12. Peer Educator Training programs must document their trainees' attendance, including the amount of time spent on each topic, and any time spent on non-TIS work toward the minimum 10 hours per level.

Peer Educator Experience

In addition to hiring criteria and a well-designed training curriculum, IPTPC-certified programs also track peer educators' direct service to students as part of the trainee's development process. At each level of training, the peer educator must earn a minimum of 25 hours of direct experience working with students. The program is required to track the number of hours each peer educator spends with students at each level of certification.

*Peer educator experience hours should NOT include front desk coverage or time spent planning to work with students. Timesheets alone do not provide sufficient tracking documentation.

Required Documentation for Peer Educator Experience:

Applicants will be asked to submit:

- Experience tracking log for at least one peer educator, covering at least 2 weeks, dated within the last year. This demonstrates how you collect the data.
- Experience aggregation/reporting for at least one peer educator, covering at least 2 weeks, dated within the last year. This demonstrates how you count the hours over time.

Peer Educator Evaluation Criteria

At each level of training, the peer educator training program must evaluate its peer educators. CRLA requires that:

13. A formal or informal evaluation process is in place.
14. The process occurs on a regular basis.
15. The evaluation is specific to each peer educator.
16. The results of the evaluation are known to the peer educator.

Additionally, CRLA recommends the goals of the training program are reflected in the evaluation process and that evaluation includes those responsible for delivering training.

Level-Specific Requirements

Level 1

Selection: GPA minimum, Recommendation on file, Interview.

Training: A minimum of 10 hours (at least 5 TIS), and 10 topics (selected from the chart below).

Experience: At least 25 hours of direct service to students that focus on exclusively job responsibilities for this specific role.

Evaluation: At least one evaluation during the Level 1 training period.

Documentation:

- Detailed overview or complete syllabus for entire Level 1 training curriculum.
- All materials from two sample training sessions (selected by the applicant).
- A log that documents peer educators' completion of training hours and topics (last names and ID numbers redacted).
- A log that documents at least 25 hours of direct service per peer educator (last names and ID numbers redacted).
- At least one sample trainee evaluation (last names and ID numbers redacted).

Level 1 topics:

Category:	Select at least:	Topics:
Basics	4	• Administrative Policies, Record Keeping and Reporting* • Conducting a Successful Session • Role of the Peer Educator • Peer Educator Do's and Don'ts
Communication	2	• Active Listening and Responding* • Communication Styles* • Question Asking Strategies • Peer Educator Conversations
Learning or Studying	2	• Advanced Study Skills* • Course and Syllabus Analysis* • Goal Setting and Planning* • Learning Theories in Academic Support Services* • Time Management for Peer Educators and Tutees* • Use of Graphic Organizers*
Ethics and Equity	1	• Compliance with the Privacy Act (FERPA)* • Professional Ethics (Academic Integrity and Academic Honesty, Copyright Compliance, Plagiarism)* • Title IX and/or Sexual Harassment*
Electives	1	• Institutional Policies and Procedures* • Modeling Problem Solving* • Practical Applications of Contemporary Research in the Field* • Substitution of One Topic from Level 2 or 3 • Other Topic based on Institutional and/or Programmatic Need

NOTE: Starred items are sessions that all peer educators (IPTPC) and peer tutors (ITTPC) from the same department or program can attend together and earn hours towards training requirements.

Level 2

Selection: Program verifies that trainee completed all requirements at Level 1.

Training: A minimum of 10 additional hours (at least 5 hours TIS) and 10 additional topics (selected from the chart below).

Experience: At least 25 additional hours of direct service to students beyond any experience gained at Level 1.

Evaluation: At least one evaluation during the Level 2 training period.

Documentation:

- Detailed overview or complete syllabus for entire Level 2 training curriculum.
- All materials from one sample training sessions (selected by the applicant).
- A log that documents peer educators' completion of training hours and topics (last names and ID numbers redacted).
- A log that documents at least 25 hours of direct service to students per peer educator, beyond those completed at Level 1 (last names and ID numbers redacted).
- At least one sample trainee evaluation (last names and ID numbers redacted).

Level 2 topics:

Category:	Select at least:	Topics:
Basics	Review + 2	• Review of Level 1 topics (required) • Challenging Job Situations • Establishing Boundaries • Motivational Techniques • Peer Educator in Subject Areas and/or Specific Skills • Use of Probing Questions*
Communication	2	• Giving Constructive Feedback • Intercultural Communication* • Role Modeling • Team Building • Working with Faculty/Staff* • Working with Specific Populations*
Learning or Studying	3	• Assessing and/or Changing Study Behaviors • Assessing Tutee's Needs • Critical Thinking Skills • Memory and Retrieval* • Note Taking in the Disciplines* • Stress Management*
Ethics and Equity	1	• Gender Identity*

		• Leveraging Student Information for Academic Progress* • Race, Class, and Privilege* • Universal Design for Learning*
Electives	1	• Using Self-Assessment Tools* • Practical Applications of Contemporary Research in the Field • Understanding Neurodiversity in the College Setting* • Substitution of One Topic from Level 1 or 3 • Other Topic based on Institutional and/or Programmatic Need

NOTE: Starred items are sessions that all peer educators (IPTPC) and peer tutors (ITTPC) from the same institution can attend together and earn hours towards training requirements.

Level 3

Selection: Program verifies trainee has completed all requirements at Levels 1 and 2.

Training: At least 10 additional hours beyond Level 2 (at least 5 TIS) and 10 additional topics (selected from the chart below).

Experience: At least 25 additional hours of experience beyond experience gained at Levels 1 and 2.

Evaluation: At least one evaluation during the Level 3 training period.

Documentation:

- Detailed overview or complete syllabus for entire Level 3 training curriculum.
- Material from one sample training session.
- A log that documents peer educators' completion of training hours and topics (last names and ID numbers redacted).
- A log that documents at least 25 hours of direct service to students per peer educator (last names and ID numbers redacted) beyond those hours completed at levels 1 and 2.
- At least one sample trainee evaluation (last names and ID numbers redacted).

Level 3 topics:

Category:	Select at least:	Topics:
Basics	Review + 2	• Review of Level 1 and Level 2 Topics (required) • Assertiveness • Helping Guidelines • Practical Applications of Contemporary Research in the Field • Programmatic Needs Assessment* • The Role of Peer Educator and Learning Centers in Higher Education

Communication	2	• Conflict Resolution • Group Management Skills • Professional Communication* • Public Speaking* • Training and Supervising Other Peer educators (Supervisory Skills)
Learning or Studying	2	• Active Learning Strategies • Cognitive Scaffolding • Self-Regulated Learning
Ethics and Equity	1	• Implicit Bias* • Operating a Learning Center* • Transition from Student Worker to College Employee
Electives	2	• Cognitive Learning Strategies* • Conferencing Skills • Leadership Styles for Peer educators • Substitution of one topic from Level 1 or 2 • Other topic based on Institutional and/or Programmatic Need

NOTE: Starred items are sessions that all peer educators (IPTPC) and peer tutors (ITTPC) from the same institution can attend together and earn hours towards training requirements.

If you have any questions about CRLA IPTPC requirements for certification, contact certifications@crla.net

OC STEM CRLA Training Curriculum
Fall 2022 & Spring 2023

CRLA TRAINING CURRICULUM (WRTC & STEM TUTORS)		
Topic Area	LEVEL 1/Fall Semester Training	LEVEL 2/Spring Semester Training
Basics	Role of a Tutor	Review of Level 1 Basics (all sessions)
	Adminsitrative Policies and Procedures	Use of Probing Questions
	Tutoring Dos and Don'ts	Challenging Situations
	Conducting a Successful Session	
Communication	Communication Styles	Team Building
	Active Listening and Responding	Role Modeling
Learning or Study Techniques	Learning Theories	Stress Management
	Course & Syllabus Analysis	Assessing or Changing Study Behaviors
		Critical Thinking Skills
Ethics and Equity	Professional Ethics (academic integrity and honesty, copyright compliance, plagiarism)	Gender Identity (Safe Zone Training)
Electives	Culturally Relevant Pedagogy	Practical Applications of Contemporary Research in the Field
Total Hours	10	10

Standards, Outcomes, and Assessments

Assessing Illumineer Learning

Illumineers serve as learning support. There are several strategies employed to connect the theory learned to the practice as both embedded learning support in the classroom and facilitating learning in the STEM Center.

The one day orientation at the beginning of the year serves to lay the foundation. Each of the lessons include an opportunity for the facilitator to assess learning. Examples include: written reflections, role playing and responses to structured assignments and/or prompts.

Weekly, Illumineers are assigned online professional learning that requires them to conclude with a structured reflection using the DEAL Reflection Format. Their reflections are read and commented on by a member of the OC STEM Team.

DEAL Reflection Format

DEAL Model for Critical Reflection (Ash & Clayton, 2011) requires participants to examine their thinking. The process generates, deepens, and documents learning. When used in conjunction with collegial discussion it becomes a process to develop a

collaborative Professional Learning Community that investigates a wide range of strategic content that includes STEAM teaching and learning.

D - Describe

Objectively describe what your watched, read or heard. Focus your comments equally on all aspects. Resist the temptation to use terms of quality, just tell what happened.

E - Examine

Examine the strategies or processes used.

- ➔ What worked?
- ➔ What didn't work as planned?
- ➔ How did the learners respond to the strategies or processes used?
- ➔ End with a comment or question you considered. No need to provide an answer.

AL - Articulate Learning

Based on the two previous steps above consider the following questions:

- ➔ What did I learn (about myself, students, colleagues, community, program, etc.)?
- ➔ What will I do in my future practice in light of this learning?

Structured Observations from the OC STEM team

Monthly Illumineers are observed in practice. The OC STEM team lets professors know when to expect the observations. They are there specifically to observe the Illumineer. Observations at the beginning of the semester are conducted for 30 minutes beginning 15 minutes before class or during the last 15 minutes extending until after class. Observations at the end of the semester are coordinated with the professor to highlight Illumineer support of active learning in the classroom.

- ➔ Supporting a welcoming learning environment is key.
  - ◆ Students
    - Welcome learners by name.
    - Present 15 minutes before and after class to ensure opportunities to connect and put their professional learning to action.
    - Fluid and consistent interaction with learners.
  - ◆ Learning environment
    - Campaigns are posted and discussed.
    - Bulletin boards are updated and students in the class can easily explain the significance.

        - Professor reports the Illumineer regularly shares opportunities and speaks easily in front of the class and with smaller groups.
    - Professor
        - Evidence of a vibrant, respectful and collegial relationship with the professor.
- ➔ Connecting theory to practice.
    - Active communication.
    - Evidence of theory in action from the past month of professional learning (training is obvious).
- ➔ Recruitment.
    - Learners from the class are aware of the STEM Center and the resources.
    - Evidence the Illumineer is successful at recruiting students to use the STEM Center.
    - Evidence the Illumineer provides opportunities and invitations for learning support. Examples include: scheduled study groups, consistent invitations to join in activities, effective recruitment to STEM Clubs.
- ➔ Active learning.
    - Illumineer is actively engaged and responsive to learners.
    - The professor and Illumineer work together harmoniously.
    - Illumineers engage learners and extend their thinking through inquiry.
    - Learners look to Illumineers for support

Structured Monthly Conversations with the OC TEAM

Illumineers have regular meetings with a member of the OC STEM team twice a month. This meeting is designed to focus on connecting theory to practice through thoughtful conversation reflecting on the professional learning and the practice in the classroom and the STEM Center. Illumineers serve as role models. This time ensures they are up to date on their professional learning and Illumineer responsibilities. These structured conversations helped to build relationships and ensured they were first successful personally and academically.

Required Illumineer Experience

Illumineer Experience

Illumineers support learning in the STEM Center. They schedule group study sessions and provide small group learning sessions. They are able to plan appointments for individuals and groups. In addition, they offer lab-style learning support.

Logging hours for certification

Illumineers have scheduled time for professional learning, serving as the greeter and supporting student efforts unrelated to learning support.

There are logs provided to:

- ➔ Track time spent supporting structured learning for an individual or a concurrent group.
- ➔ Account for lab-style learning support.

Illumineers work 15-20 hours each week:

- ➔ Up to 6 hours embedded learning
- ➔ 6-11 hours facilitating co-learning (tutoring) in the STEM Center
- ➔ 2 hours professional learning
- ➔ 1-5 hours student success efforts

An Illumineer working a typical schedule would accrue 96 hours of experience each semester. Based on previous observations 50% of the time (48 hours) would be spent working with individuals or concurrent small groups for a specific time.

Illumineer evaluation

Illumineers participate in regular structured conversations and observations to contribute to formative assessments of their performance and identify areas where they may need to be mentored or can offer mentoring to a colleague. Each semester professors and Illumineers respond to surveys to assess the quality of the implementation and the perceived impact. Treating Illumineers in a professional manner contributes to career readiness. The evaluation process is primarily a self-evaluation in consultation with the direct supervisor.

In the Fall semester Illumineers identify goals related to:

- ➔ Creating a welcoming learning environment.
- ➔ Connecting theory to practice.
- ➔ Recruitment.
- ➔ Active learning.

In the Spring semester Illumineers reflect on the progress they have made to their stated goals and create new goals.

This process allows OC STEM team to assess and monitor the professional growth of the Illumineer.

The early success of the Illumineer program is attributed to the thoughtful and structured professional learning.

> *The most impactful part of the Illumineer program is the online professional learning because, without it, I would not have known how to conduct myself as a mentee or learn how to mentor and encourage students.*
>
> *Illumineer 2019*

Blending theory and practice in an environment that values paced reflection has resulted in obvious personal and professional growth of the Illumineers. The Illumineers are more confident.

> *This program has helped shape the Illumineers. Co-learning has also helped me in many ways. Learning from our mistakes and how to help other students understand better the materials.*
>
> *Illumineer 2019*

> *Yes, participating in the illumineer program has benefited me in many ways. Personally, I have learned to have more confidence in myself. Yes, there are times that I feel I can't do it, but just finishing this semester is a big step. This program helped shape me to be more resilient.*
>
> *Illumineer 2019*

The OC STEM team regularly shares data with Illumineers. This has helped Illumineers identify the impact of the work and the role they play.

> *Having an Illumineer in the classes, I think has the biggest impact on students. I have watched students grow through the course of the semester. They are more open to ask questions than the beginning of the semester. I have noticed that they were a bit shy to ask me questions but at the end they learned that it is okay to ask questions. Sometimes I go up to them and ask them if they are doing fine and them explaining to them the concerns they have in the class. I think communicating with the students and mentoring them is the best thing I like about this program.*
>
> *Illumineer 2019*

For many Illumineers this is their first job.

> *This program has helped many people experience their first public job, such as being noticed by professionals and students.*
>
> *Illumineer 2019*

Fall 2018 the Illumineer program served 766 students in 27 Math/Science classes. Fifteen professors participated and nineteen Illumineers served as embedded learning support.

Spring 2019 the Illumineer program served 564 students in 24 Math/Science classes. Seventeen professors participated and nineteen Illumineers served as embedded learning support.

School year 2018-19 the STEM Center served 871 unduplicated students. This was a 2 year increase of 547%. Those students logged 9,427.23 hours. This was a 2 year increase of 471%.

Ten out of 19 Illumineers transferred to university Fall 2019: 2-UCs; 4 CSUs; 3 Cal Poly SLO; and 1 out of state.

Illumineer Self-Evaluation		
Illumineer Name:		Date:
OC STEM Name:		Date:
Semester:		

Ratings:

- ➔ Exceeds Expectations (EE)=I believe I consistently exceed what is expected as an Illumineer for the performance factor.
- ➔ Meets Expectations (ME)=I believe I consistently meet what is expected as an Illumineer for the performance factor.
- ➔ Needs Improvement (NI)=I believe I occasionally fail to meet what is expected as an Illumineer for the performance factor.
- ➔ Unsatisfactory (U)=I believe I consistently fail to meet what is expected as an Illumineer for the performance factor.

Performance Factor	Rating	Comments Required

Work Quality		
This factor reflects the extent to which Illumineer's work is accurate, neat, well-organized and thorough.		
Work Habits		
This factor reflects the extent to which the Illumineer is effective in organizing their work; effective in using their time; dependability; accepts responsibility; follows established procedures; uses resources effectively; completes responsibilities with minimal supervision.		
Working Relations		
This factor reflects the employee's ability to work effectively with others in a diverse environment as a group or team member.		
Demonstration of Initiative and Judgment		
This factor reflects the extent to which the Illumineer shows ingenuity in initiating job duties; their readiness to take action; and their use of good judgment.		
Punctuality and Attendance		
This factor reflects the Illumineer's attendance and tardiness record and length of rest periods.		

Safety		
This factor reflects the Illumineer's conformance with District safety policies and practices.		
Communication		
This factor reflects the Illumineer's ability to get a verbal or written message across in a clear, organized and appropriate manner, to understand instructions, and/or to provide services in an efficient, professional, and respectful manner.		

Work Goals

List and discuss any specific work goals for the next performance period.

- ➔ Creating a welcoming learning environment.
- ➔ Connecting theory to practice.
  - ◆ Growth mindset
  - ◆ Belonging
  - ◆ Cascading mentoring
  - ◆ Resilience
  - ◆ Diversity Asset Model
- ➔ Recruitment.
- ➔ Active learning.

Work Goals	Comments Required
Creating a welcoming learning environment	
Connecting theory to practice	

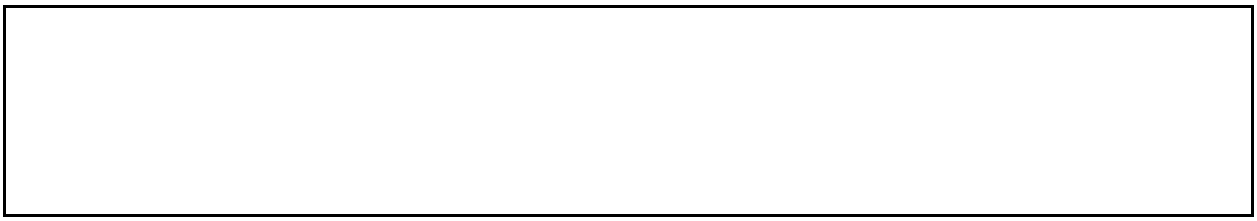
Recruitment	
Active learning	

Additional Comments

During the self-evaluation process Illumineers are invited to comment on their strengths and identify areas for development. Based on this assessment the OC STEM Team matches Illumineers to others to serve as a mentor or to be mentored.

Illumineer strengths:
Illumineer opportunities for improvement:

OC Team Member Comments:



Oxnard College University Transfer Center (UTC)

Mission/Goal

Students who plan to transfer to a four-year university will clearly understand the correct general education plan they need to follow and will know how to access transfer counseling and access to visiting University Representatives Whether you are interested in a CSU, UC, out-of-state, or private university, the Transfer Center is here to assist you every step of the way with the transfer process. We provide student support services, sessions with counselors and university representatives, workshops, and more!

Description

- **University Transfer Fair** Is in front of the new Student Services and Administration Building at the beginning of the Fall Semester. Meet with representatives from UCs, CSUs, out-of-state and private/independent universities! We hope to see you there!
- **Transfer Recognition Day** Each year, during the spring term, the Transfer Center hosts its Annual Transfer Recognition Day to honor and acknowledge all your

hard work in transfer. We will provide you with a Certificate of Appreciation, guest speakers, and food. This is especial opportunity for you to share your success and let us what university you will be transferring to.

Staff/Faculty

Dr. Letty Mojica
Oxnard College University Transfer Center (UTC) Coordinator/Counselor
Phone: (805) 678-5837
E-mail: octransfer@vcccd.edu

Services

- https://www.oxnardcollege.edu/departments/student-services/transfer-center
- A resource library of college catalogs, reference materials, national guides to universities, Oxnard College articulation agreements
- Application assistance to CSU, UC and private colleges
- Computer workstations to access transfer information on the internet: ASSIST, CSU Mentor, UC Transfer, AICCU(CA Private Universities)
- Workshops such as UC TAG, UC and CSU Application, Common Application and Next Steps Workshops
- Transfer 101 Workshops
- University Fieldtrips
- Oxnard College Scholarships
- FAFSA

Location and Hours of Operation

The OC Transfer Center is located in the Administration Annex Building A113 (Located by ASG & Campus Police)

Regular Hours of Operation

Days of Week	Hours
Monday	9am-5pm

Tuesday	9am- 5pm
Wednesday	10am-7pm
Thursday	9 am-5pm
Friday	Closed

Oxnard College EOPS

Mission/Goal

The Extended Opportunity Programs and Services (EOPS) at Oxnard College provides services to low income and educationally disadvantaged students. Oxnard College EOPS is designed to give EOPS students the opportunity and assistance necessary to successfully complete their academic transfer and/or vocational program. EOPS support services assist students in overcoming the many obstacles that a new environment, new school or a new setting can present.

Description

EOPS offers grants to eligible students with financial need as determined by Title V guidelines (must have completed FAFSA) (amounts dependent on available funds, please check with EOPS Office for EOPS Grant awarding policy)

1. Complete or update an EOPS Educational Plan each semester
2. Complete 2 visits per semester with a counselor
3. Complete an additional EOPS visit (i.e. Peer Advisor/Staff visit or attend Spring Pre-Registration)
4. Attend EOPS Continuing Student Orientation

Staff/Faculty

Cesar Flores, M.S.
EOPS/CARE Coordinator

Ross Fontes, M.S.

EOPS Counselor

Gloria Lopez, M.S.
EOPS Counselor, Outreach

Everardo G. Rivera, M.S.
Lead CARE/EOPS Counselor

Robert Chaparro, M.S
EOPS Counselor

Renee Esquivel, M.S.
Part-time EOPS Counselor

Linda Traux, M.S.
Part-time EOPS Counselor

Zenaida Peña
EOPS/CARE Technician

Specialized counseling services are provided with EOPS students in mind. Some of these services include:

- Academic/Personal counseling
- Vocational decision making
- Career guidance
- Individual/Group counseling
- Educational Plan development
- Transfer/Transitional services

EOPS/CARE offers several scholarships. All EOPS students are encouraged to apply in January.

EOPS offers early registration each semester. This enables the EOPS student to secure needed classes before campus-wide enrollment.

EOPS requires students to have met with a counselor at least once before early registration in order to update the Educational Plan.

EOPS Student Success Course - This course provides EOPS students with college survival strategies: academic policy; student rights, educational plan, study skills and career information.

Peer Advisors are college students. Their role is to help potential EOPS students access college services. They assist students in filling out our forms, developing class schedules and introducing them to campus life.

Location and Hours of Operation

EOPS located in the Student Services Building, 2nd Floor Room #254

Phone Number: (805) 678-5827

Office Hours

Monday: 8:00 AM - 5:00 PM

Tuesday: 8:00 AM - 7:00 PM

Wednesday: 10:00 AM - 7:00 PM

Thursday: 8:00 AM - 5:00 PM

Friday: 8:00 AM - 12:00 PM