

OC SPRING 2021 PLANNING RETREAT BREAK-OUT GROUP NOTES

Increase Transfer	
Group Members	Notes
1	1. Instilling confidence in our students that they can dream big
	2. Cohort based activities
	3. When a student feels lost on their path, Counseling recommend IGETC courses so that they can stay focused on transfer while still get units that transfer
	4. Alma mater day: Wear shirts (big competition across campus, wear your gear) - who went to community college, events, activities, etc
2	5. 1st gen students have lack of awareness of transfer path or destinations that are attainable
	6. need to invest in our transfer going culture, marketing & promotional info & field trips (Summer Institute)
	7. Workplace learning of different professions
	8. Creating partnerships w/ universities – responsibility of college wide staff
	9. Need more buy in by entire staff
	10. On boarding process is critical and must be invested in
	11. A mentor program of students that transfer from OC to a university then have them come back to speak to OC students
	12. OMEGA program as male support mentor program was very helpful
	13. Dual enrollment courses give college credit – teaching profession choices & student skills
3	14. Campaigns specific to individual students based on number of units and majors - sign them up for workshops, connect them with clubs & activities, be more intrusive and intentional pushing them along... looking to connect all students
	15. Relationships: Utilizing starfish, Connecting small cohorts, faculty + counselor working to create activities and speakers and clubs etc... Utilizing student workers for student leadership. Paying attention to the right messenger
	16. Alumni Association: networking, this is OC (stories of hope and normalizing success), combating imposter syndrome
4	17. Student Orientation/Rally with student panel focusing on Time Management and Increased workload
	18. Alumni Association needs to be established officially; a committee to build this with one person
	19. Balance between Safety and having a return to normalcy
	20. Counseling Orientation during the summer that includes a focus on the degrees (might reduce the high units) Guide more through the career & transfer center

Reduce Units

Group Members	Notes
1	1. Guided pathways - help students discover various career and educational pathways
	2. Career exploration as non-credit option
	3. Continue streamlining the website for onboarding
	4. Luz shared that as she's trying to pick classes now many of them are scheduled in one part of the day but not others, making it hard for working students and student parents
	4a. Asynchronous classes would help (and are the reason she was able to come back; go back and watch as needed)
	5. District looking into auto-awarding degrees when a student has earned it but doesn't realize they're eligible (can help decrease units and increase transfers)
	6. Ensure students know there's a limit on their pell grant so they don't take too many classes (Luz)
2	7. Student who don't know what they want to do
	8. Have programs/majors that require additional course(s) that sister colleges don't require
	9. Have to follow pre-reqs for each university that you are thinking of applying to for transfer to be competitive & have choices
	10. Dual enrollment courses give college credit
	11. On-boarding process is critical for education plan from beginning so not taking classes they don't need - Make sure courses the student is taking are meeting the educational goals for the students
3	12. Roadmaps Maps - in print and electronically
	13. Program maps are being deployed-needed at high school so they can be used in the senior year to experience different career role model - chose major and develop an ed plan
	14. Family engagement - getting information out, parents mentoring each other
	15. Guided pathways - subject specific counselors
	16. (Creating relationships) Meta-major success team counselor+faculty would put around activities for those students: activities, career options, clubs, coordinated activities to link students to each other
	17. How are students using their units? How can we encourage them to use them? Have faculty promote, include parents (printed on documents), demystify the process
	18. Checklist if needed
4	19. Student Orientation/Rally with student panel focusing on Time Management and Increased workload

	20. Alumni Association needs to be established officially; a committee to build this with one person
	21. Balance between Safety and having a return to normalcy
	22. Counseling Orientation during the summer that includes a focus on the degrees (might reduce the high units) Guide more through the career & transfer center
	23. Faculty Activity with students visiting the programs/places on campus; like a scavenger hunt (in class or assigned as an out of class)
	24. College campus: Review the current online orientation
	25. A Data specific activity looking at the majors to see why the units; are there majors where there are too many units; we need to figure how many students switch their major?
	25a. Math and English have done a lot to reduce the units (they were always the villains for extra classes) follow that data with AB705; is there a difference with AB705;
	26. Establish a required intro class: 100 level class that explores all of the majors and career options they have to take first semester; PG R805: (0 units) 6 hours: "Introduction to College Life: Everyone Take this as a requirement
	27. More student check lists in the student planner
	28. Pushing/teaching how to use the catalog (old school); easier when parents know how to use a catalog; educating PARENTS also
	29. Continue Mentoring programs; peer to peer; faculty to faculty; employee to student
6	30. Understand how workload different from high school to college: student to student panel
	31. Time management: how to balance work and college workshop / rally / panel
	32. Include in orientation (or start of semester rally) how to read a catalog to figure out what need in each category (humanities / arts / natural sciences / etc) for both students and parents (as game?)
	34. Look at majors to understand which ones have high unit numbers and understand why those numbers are high
	35. Look at how many students change their majors and have to add on time / units
	37. Look at other colleges that also have students with high units to see why and how they respond?
	38. Look at students who take certain PG courses (introduction to college life) vs those who don't and follow success / units

Living Wage

Group Members	Notes
1	1. Mixers and networking events (trajectory to good paying careers) - Luz
	2. Expand internship program and opportunities (lots of good work already but build out)
	3. Drive programs that meet the needs of local employers (e.g., Port needs logistics, cannabis industry, agricultural and logistics) - Expand on programs like we have with Ford that help with training needed to guarantee an interview... a few other examples.
	4. Marketing anticipated wages (homepage for each program)
2	5. Guided Pathways may guide away from skills-based curriculum
	6. no stepping stone to get students involved in skills professions (like agriculture or animal husbandry or maintenance)
	7. Need to offer more night or weekend courses to meet the needs of the students based on data - ADS is anomaly since students work days & nights
	8. Career fairs
	9. Stackable COAs
	10. Internships - work place experience
	11. ALL Faculty making connections/partnerships in community & Bringing them into the classroom
	12. Campus wide culture of supporting BOTH BTE & Transfer students
3	13. What are the regional jobs?
	14. Different weekly speakers talking about their job and path
6	15. Time management: how to balance work and college workshop / rally / panel
	16. Summer program to explain transfer options / degree options / career interests and options
	17. Way for faculty to bring classes to career center or have career counselor come by class with quick orientation quiz type thing
	18. Are students following their full educational plan and meeting with counselors to revise it if necessary?