

Please copy and paste your [agenda](#) under the appropriate dates. Note takers can take notes under each agenda item.

Connect Team Fall 2019 Meeting Notes

- **Tuesday, August 20**

- Review Communications Team Workplan Goals
- Discuss successes from year 1
- Prioritize immediate communication needs of RiSE Team
- Assign needs

- **Tuesday, August 27**

- **Tuesday, September 3**

- **Tuesday, September 10**

RiSE Connect Kick-Off Meeting

September 10, 2019

- The weekly meetings are designed to:
 - Improve onboarding for undecided new students—replicate for all students
 - Create a brain trust to scale expertise across groups
- Talked about the mission of RiSE Connect, taken from the website:
 - Workplan
 - Introductions
 - Guiding principles
 - Major goals timeline (pushed off to next week)
- Kyle is working on an “masterplan of equity elements” with classified staff and research & planning
- Our project is:
 - Outcome-driven
 - Always keeps sight on educational goals while creating emotional connections
 - Makes efforts to support our students by knowing who they are so we can better serve them (i.e. working students don’t have access to the same resources as daytime students)
 - Maintains an attitude of humility and being open to changes and new ideas
 - To adopt a “strength-based” approach to reinforce student completion& engagement
 - To maintain authenticity
 - To keep students first!
 - To be efficient
 - To share resources so we’re all aware of what’s available so we can direct students correctly

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- **Tuesday, September 17**

- Refresh of team goals/guiding principles
- Activity with [RP Focus Group](#) Data
- Fall 2019 Timeline
- We have 30 people who have asked to be added to the listserv and about 16 people attended last week.
- Reviewing the guiding principles that people suggested from last week.
- “Strength-based approach” = we’re choosing to use “asset-based language” instead. We want to avoid language around remediation. How do we meet the students where we are?
- Diversity = informed by diversity/seeking diverse perspectives; equity-mindedness
- Document process & learning -- if we document it well, we can still pull out the piece that worked out of all our attempts and our work. We document our process in order to provide context and to iterate improvements along the way.
- Handout: pillars 1 (Clarify the path) & 2 (Help students enter the path)
- RiSE group got student feedback on these two pillars and this is what is on the feedback
- The work of this group is focused on these two pillars but will overlap some work done by the other design groups.
- This group has been asked to redesign summer bridge for undecided students. Budget cuts over the summer made people realize that summer bridge was not sustainable, so we need a new model. The Empower team is also working on a part of this redesign. Students who go through a summer bridge would have gotten some of the things that a first year experience would offer, so that’s why the RiSE team has been tasked with it. We want the SB to be more scalable and not so specific to one program. Good design of SB can affect 1st year exp. SB was tiny but had a powerful impact on placement test success.
- HS students often say they’ve taken their first college success course in HS, such as something focused on online-learning.
- **Orientation:** Pasadena CC does a 1-3 day summer bridge program. They have 3000 students. Other school staggers start dates in order to accommodate large number of students. Also having one before winter session.
- **Orientation:** Some CCSF students who attended summer bridge decide to take the fuller college success course once they have a taste of what it offers in SB.
- Read the handout for homework and bring ideas to next meeting. Paraphrase quotes that jump out on the postits.
- We have to get something to the academic senate by October.
- Address what the students need, not what we think they need.
- Come up with solutions and keep them in separate piles.

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- **Orientation:** Summer bridge could possibly help ameliorate the burden on counselors at the start of the semester.
- General counseling:
 - Dedicated counseling had more positive feedback than general counseling.
 - Feeling more cared about, seeing the same counselor over time, and feeling encouraged that they could succeed made a difference for students.
 - Expanding the concept of the counselor. Go see a resource specialist, a support services specialist, a liaison. Some people just need their ed plan to get signed off on. how do we expand some of the offerings that fall on counselors to be handled by other qualified people/roles at the college?
 - Sierra college uses student advisors to do counseling triage and it works really well.
 - When a student sees a different counselor over successive visits, it affects the students perception and consistency. Many students get conflicting advice, get pulled in different directions based on who they met with.
- **Tools:** Starfish is a platform that could relieve the burden on counseling that several specialists could refer to at any given time when they meet with a student. Kaiser model of seeing any doctor and how they can look up your record. It's impersonal but efficient and consistent.
- **Orientation:** International student orientation: useful but too long. All in one days students try to figure out from listening to other students what would be the good questions to ask.
- **Communication:** Students get several emails when they first register for college, so they don't really know where to go for orientation.
 - The emails are too long and don't really tell students what they need to know, like how free city isn't free if you drop your classes after the deadline.
- Faculty orientation also important.
- While it's important to look and use other schools as models, we have to remember ccsf is unique and our solutions must reflect our student needs and populations. Online orientation for int'l students was about the visa. Now it's more about the services available and what resources they have.
- Can Saramanda send us the link to the slides? Also, we have homework to read the pillars and ideate before next week.
- POST-ITS:
 - Trust
 - Summer bridge seems limiting and not necessarily accommodating untraditional college students

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- Importance of familiarity—personal, network of support, academic
- Counseling load lightened by way of Summer Bridge incarnation throughout the year
- Starfish
- Students want personal relationships with dedicated counselors
- How do incoming students from any path find out about specific workshops? (Solution: improve outreach and think of ways to have it available to all students/schedule
- Relationships: connection & support
- Info: consistency & accuracy
- Eligibility: financial constraint & relevant constraint
- What builds/destroys trust?
- International student orientation is useful but too long in front of a computer
- All-in-one days students are trying to figure out what to ask their counselors
- Define or expand “counselor”
- Resource specialist
- Support services specialist
- Faculty advising (screening)
- Do counselors meet students remotely?
- Orientation for faculty/staff, classifieds, educators, admin: important for all these folks to be in the know
- CCSF is unique and we can’t always look to other school models
- Outreach is critical: how are students being made aware of success courses & programs?
- Reformat orientation:
- Specific instructions
- Key general information:
 - Grade options
 - Policies
 - Resources
- More engaging:
 - Student videos?
- Solution: can we offset the high impact experience of counselors in the two week crunch?
- Messaging about the nature of counseling appt in the first two weeks
- Students need encouragement and visualizing success completing classes on an ed plan in time to graduate
- Help from counseling can be unpredictable, rushed, and lacking in caring for the individual student
- Counseling needs PD, a reorg, or both

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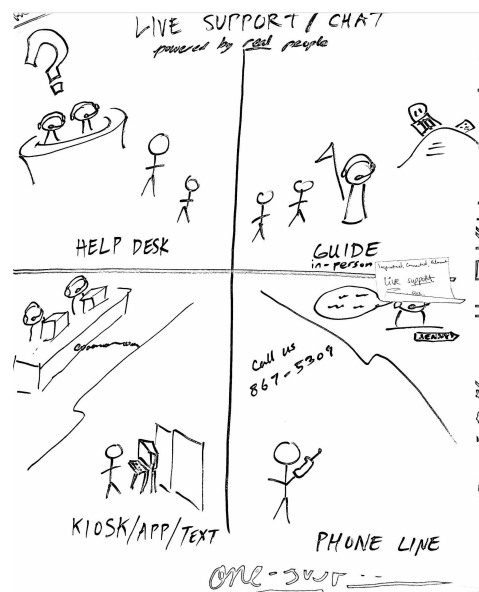
- “It wasn’t that knowledge was kept a secret but it just wasn’t accessible” (pg. 18)
- More counselors or support for counselors?
- “Who cared about their success” (pg. 17)
- **Tuesday, September 24**
 - Identifying/framing key issues from the focus group data (30 min)
 - Pillar 1:
 - Orientation is formal (in classroom) and relies on students asking and knowing questions to ask
 - Orientation is not focused on connecting students to resources
 - Systems are frustrating and have been the same [for a long time]
 - Information is hidden
 - Counselors have information not available in other places
 - Pillar 2:
 - Lack of student engagement in pillars 1 & 2
 - Different students have different needs
 - College success courses are valuable
 - Develop deeper insights (15 min)
 - “Sometimes students will” statements:
 - Ask for advice from other students
 - Change counselors repeatedly to get the caring person
 - Talk to classroom faculty for advice
 - Join retention programs for the dedicated resources
 - End up staying at CCSF longer because they change majors multiple times [or take the wrong classes?]
 - Change campuses to see if the experience is better
 - Develop a deeper understanding into how students think or feel (15 min)
- **Tuesday, October 1**
 - IDEO problem-solving: problem clarification
 - Using RP data, small groups broke out to capture the sentiment of what was wrong with short statements beginning with “Sometimes students will...” thereby stretching observations into deeper insights
 - Groups found the top two repeated ideas to focus on, identifying patterns and contradictions, and looking to find insights that challenge our current assumptions about student experience
 - Groups then converged into two “sometimes students will...” statements
 - We then turned those observations into “how might we” statements
- **Tuesday, October 8**
 - The day was devoted to solution ideation, responding to the “how might we” questions from last week

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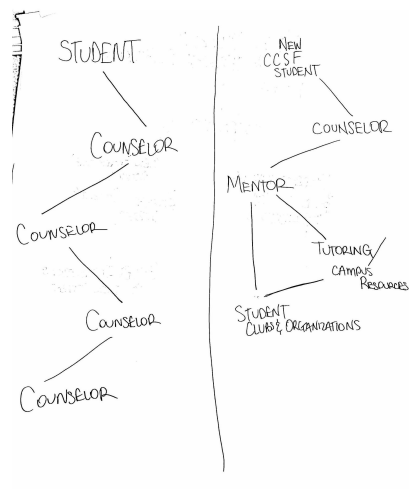
- Groups broke out and rapid-fire ideated solutions
- Groups shared back
- Groups clustered their solutions and found the top two that were:
 - Inspirational: novel, exciting, & easy to understand
 - Connected: solving a real problem, meeting a real need
 - Relevant: answering the original “how might we” question
- This activity took the whole session. Next week we will present and “sell” our ideas
- **Tuesday, October 22**
 - FLEX DAY
- **Tuesday, October 29**
 - Share back ideas
 - Present and “pitch” prototypes:



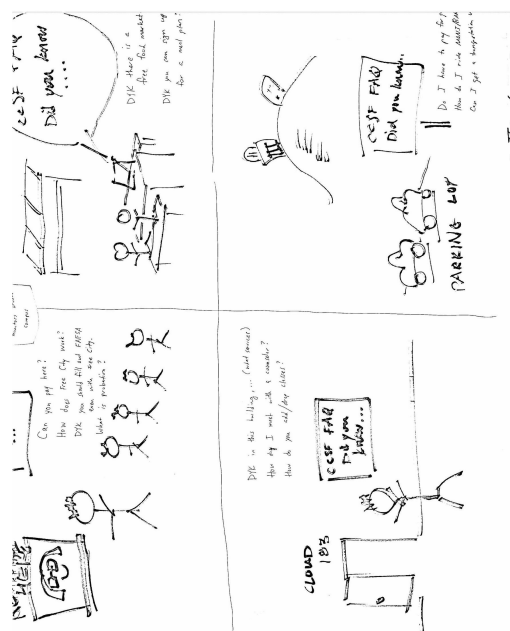
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● **Tuesday, November 5**

Focusing on proposing the old bookstore annex space as a student hub to the academic senate this semester.

Everyone coming up with whereas statements (indicating the problems) that our student hub would address.

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Group share-outs

Group 1

1. Students report lacking a sense of belonging
2. Students don't know which resources are available to them
3. Current orientation is not engaging or relevant
4. Students don't feel connected to the counselors
5. Students are not receiving consistent information
6. Students don't have a student-focused area

Group 2

1. Need to impart information that is correct and consistent
2. Need to make onboarding process smoother
3. Students don't access information early enough in the semester
4. A hub will foster the ability for students to help other students navigate a system that is complicated.
5. Need accessible hours for evening and weekend students

Group 3

1. Place for students to not feel intimidated to ask questions of staff/administration
2. Might be a place for programs to recruit students to help work with their programs in retention
3. Needs to be a big place that can accommodate large numbers of students
4. We'll need a system to recruit and retrain new student mentors to account for student turnover.
5. This will be a place for students to learn about all the services available to students but all services would not necessarily be physically located there.
6. Importance of it being student run but also having the presence and input of staff/faculty. This will be a place where students can collaborate with faculty/staff.

Group 4

1. Many students come to CCSF without appropriate help-seeking behaviors; students don't know what they don't know; they don't know how to ask the right questions.
2. Students can relate more easily to other students, who have recently experienced similar challenges, so they trust their information and experience.
3. Students need a base for referrals for a more tangible handoff:
 - a. when referred, students feel cared about
 - b. Need a better phrase than "warm handoff" — some ideas include closing the loop, preventing people from falling through the cracks, referral with a safety net, supportive referral

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4. Students want a warm/collaborative space to get assistance and to have informal access to faculty/staff.
5. Students have expressed dissatisfaction with the quality of information they receive.
6. The faculty/staff presence/collaboration will help ensure consistency of information.
7. Student mentors can be trained to give out consistent information and can connect students with appropriate resources/staff.
8. The layout/location of the current student union doesn't meet student needs. It isn't welcoming to new students, and students wouldn't go to our student union in order to find information. It's hard to find.
9. Students need a one-stop shop for resources.
10. Hub will foster relationships that will help them succeed (student-to-student, student-to-mentor, and student to counselor).

Next steps

We're trying to market existing retention programs and also provide some structure to students who don't want to do those things

Create an opt-out thing where students choose one of the many retention programs or else opt out

CCCApply: There are way too many clicks on our website to get to ccc apply

Orientation: figure out ways to make it more engaging and shorter, while keeping beneficial information

Summer bridge: we're going to be working on reimagining/recreating this

- **Tuesday, November 12**

Revamping Summer Bridge:

- LERN 51, LERN 52A, LERN 55 or CRER 61?
- Student Mixer? Scavenger Hunt (resources)
- Meet Student Success Team (Peer Mentors)
- Financial Incentives for Successful Completion
- Counselor Sessions with Career Exploration
- M/T/W before Flex?
- No budget for lunch—will that alienate low-income students?

First Year Experience suggested courses:

- Which classes should we recommend to take first & second semester for undeclared students?
- English? Summer Bridge? LERN? Something "fun" to make students enthusiastic about school?
- Which classes should we recommend to take second semester?
- Math? Other?

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- **Tuesday, November 19**

- Semester One
 - English 1A:
 - 1A (4 units)
 - 1AS (6 units)
 - College Readiness Course (first or second?)
 - Career Exploration Course (first or second?)
 - “Spark” classes?
 - Dedicated counselor sessions
 - Social Activities
 - Semester Two
 - Math
 - MATH 70 Math for Liberal Arts (3 units)
 - MATH 80+80S Probability and Statistics with support (7 units)
 - MATH 90+90S Precalc Algebra with support (8 units)
 - “Fun” classes?
 - Dedicated Counselor sessions
 - Financial Incentives for Successful Completion?
- Beth presents on Metro’s FYE pathway and we use for inspiration in break-out groups
- Next week: refine first year pathways for undecided students, including adding milestones (counselors, career exploration options)
- DEVISING FYE COURSE (new course, not existing) that integrates career exploration, college readiness, instruction about college resources & student mentoring
 - Design this course so that ANY teacher can teach it & adapt it to specific career pathways--make this course a requirement (or emphatic suggestion) for first year students

- **Tuesday, November 26**

- English 1A—all agree this should be the default class that students take in the first semester, leaving math until later since
- IDST 50—a Metro requirement, but might not be appropriate for
- Art/music;
- Amass a list of “Gateway” classes—1 unit classes that expose students to the courses and jobs for each career cluster?
- Require a trip to career center?
- WS for career exploration—could be non-credit... panel—student panels?
- Reverse engineering from career goals
- Re-brand—build career consciousness into the FYE?
- Make FYE class—just create a whole new class in the spring to implement by fall 2020

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- How do we get students to do research to get excited about the various career clusters?
- **Tuesday, December 3**
 - Students not served by FYE program (potentially) and how we could fix
 - Working adult--students with employment trying to get degree to move up or switch careers—curriculum to get three associates Arts Hum/social justice/psych
 - Evening weekend support
 - Math/Eng tutor--work at night Zoom sessions
 - Counselors--online meetings!
 - Health center with maybe counselor for them
 - one 3-unit class--1A, Health 91 1 unit, LERN 50
 - Kind of a cap--not more than 2 classes
 - Faculty externship--innovating teaching strategies etc. to improve the school
 - College Scholar's Promise--Metro 10,000
 - Incentive grant for full time (part of any program)
 - CA promise grant CCBG
 - Foster
 - Vets--Guardian scholars
 - one class students (part-time)
 - Online students
 - Dual-enrolled HS students
 - International students--full load...
 - Non-credit workshops
 - Career Exp. instead of LERN
 - EOPS students
 - New grant for reentry students--no FYE yet
 - Career office—career exploration workshops
 - Workforce Wednesdays
 - Entrepreneurship events monthly
 - Career clusters—courses that help within the career clusters—survey courses i.e.
 - Let's imagined our most disadvantaged students ("opportunity" "equity" populations)
 - Recap
 - Put on board
 - FYE S1 2 do we want to make changes? How do we ensure that we are helping students make major decisions—Career Ex workshops, require Workforce Wed, Entre—throw out ideas
- **Tuesday, December 10**
 - Revision of LERN/IDST 50:

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- Updating the course outline to be more relevant
- Information from the group has been used to think about what to make more prominent in the outline moving forward.
- It currently can be contextualized to career exploration, identity, etc.
- **Tuesday, December 17**
 - Registration problems:
 - Description of credit vs. non credit
 - Future status for SFUSDS students need to say they have ALREADY graduated even if they haven't
 - International students feel left out
 - Have ALL information before applying! Create item list—HS information etc.
 - CC ID students confuse with RAM Id—that is NOT clear
 - Students must wait until they get an email to register for courses
 - Financial aid creating videos—let's look at what they are doing
 - YouTube channel—for educational videos
 - Summer Bridge skeleton and FYE skeleton
 - LERN 51—talk about how to use the course/adapt it for SB, and offer it and a CRER 61
 - LERN—FTES considerations
 - Need for advertisement of SB to make it appealing to students and clear to SFUSD counselors
 - Name change for SB to orientation? Advertise
 - ONLINE resources for all of the above
 - Check box: one day orientation, online orientation, SB orientation (get a credit for school!)

Spring 2020

- **Tuesday, January 14**
 - Questions before going forward developing FYE:
 - How do we measure the impact of our FYE program?
 - How do we establish a baseline?
 - How do we identify undecided students without their having to self-report?
 - How do we get students to identify themselves?
- Aiming for people who want to join a FYE:
 - How big is bucket of incoming students and how many are actually undecided
 - “Students who need clarity and support identifying and refining their goals”
 - Do they need to be full time? Financial status
 - Motivation? Indecisive? First gen so get frustrated bc wrong class?
 - Narrow down the problem statement?
 - Survey in orientation?

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- What are the behaviors students do that we need to identify and redress?
Hypotheses
- Next week: come up with hypotheses that we can measure and test, and can be the frame for future planning

- **Tuesday, January 21**

- Backward design:
 - Understand
 - Problem
 - Solution
 - Impact
- Further connecting the dots:
Solutions:
 1. English in the first semester
 2. Meeting with a counselor
 3. PD about caring behavior with students
 4. SB intro to resources
 5. Good signage
- Impact:
 - Satisfies GE
 - Transferable
 - Counts toward all degrees
 - Improves performance in many other courses
 - Required for most goals
 - Higher retention
 - Feeling connected
 - Higher completion
- Problem:
 - Students take extra units that don't satisfy GE or transfer
 - Students are not completing their degree or transfer
 - Students don't know what to take (sometimes don't even know the terms, i.e. "business admin" vs. "finance")
 - Students don't understand career path
 - Students don't understand awards
 - Students don't feel supported or welcomed by the institution
 - Students don't have an exploration mechanism that connects their interests with a potential career path
 - Finding intersections between passions, school, and career paths
- Understand
 - Students who take math and Engl in first year complete at higher rate
 - Degree-seeking and transfer students need Engl
 - Students connected to a resource on campus have better retention

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- Students change majors
- Lots of students are undecided but who are they?
- **Tuesday, January 28**
 - **RiSE Connect Summer Bridge Beta**

	Must Have	Nice to Have
When/Where	M/T/W before August Flex day 9-4 pm	Rosenberg Library Space?
Courses	Orientation to Career Success Course (CRER 61) OR College Success Basics Course (LERN 51) OR Successful Online Learning (LERN 55)	· Can it be counselors teaching these courses?
Student Learning Outcomes	· Familiarity with the campus & resources · Study habits · Peer mentorship · Enrollment in FYE program (with financial incentives) · Enrollment in first semester	· Semester 2 ed plan
Extra-curricular Activities	· Campus tour: walking tour of scheduled classes · Introduction to campus resources · Career/personality questionnaire (to determine academic/career interests) · Help with enrollment · Help with financial aid · Meet with counselor · Meet your student mentor	· Help choosing a major · Help choosing a career cluster · Outreach BEFORE SB to help with enrollment, financial aid etc. so SB focuses on preparedness and introduction to school and resources

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Resources	· LERN/CRER instructors · Classroom space · Lunch · SFUSD Recruitment · Student mentors · Counselors	· TAs · Student support teams · Swag bag?
Incentives	· Tracks with academic success · Learn better time management	· Financial incentive? (Bookstore credit, transportation credit, cafeteria) · Following semester priority reg

- - · Limit upper or lower number of students
 - · Student emails!!! Could we move to texting reminders?
 - · Can they add/drop same day? This was a problem in the past
- **RiSE Connect First Year Experience Proposal Beta**

	Fall	Spring
Courses	Recommended: · English composition (ENGL 1A/1AS) - IGETC 1A/CSU A2 · Career Success Course (CRER 61) Suggested: · Oral communications (CMST 1A) - IGETC 1C/CSU A1 · College success course (LERN/IDST 50) - CSU E · "Spark" course · GE Course	Recommended: · Transfer level math (liberal arts path, statistics path, or STEM path) - IGETC 2/CSU B4 Suggested: · Critical thinking (ENGL 1B or 1C) - IGETC 1B/CSU A3 · College success course (LERN/IDST 50) - CSU E · Major intro course · GE Course

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Career Exploration	Required: · CRER 61 (see above) · Meet at least ONCE with career counselor and decide math pathway for Semester 2 · At least TWO of the below events: Suggested: · Career Development Center open house · Career Fair · Job Search & Student Employment Workshop	Required: · Meet at least ONCE with career counselor · At least TWO of the below events: Suggested: · Join a career cluster · Go to cluster employment events (pitch nights, job fairs, etc)
Student Engagement	Required: · At least THREE of the following: ○ Summer Bridge ○ Explore/join campus club ○ Campus tour ○ Student mixer ○ Scavenger hunt ○ Explore/join existing retention programs ○ Student mentorship	Required: · ?
Resources	· Academic counseling · Career counseling	· Academic counseling · Career counseling
Financial Incentives	· AB19 "Incentive grant"	· AB19

- **Tuesday, February 4**

- <https://ccrc.tc.columbia.edu/media/k2/attachments/understanding-student-experience-cbd.pdf>
- Revisiting our HMW question for FYE:
 - Meet students where they're at?
 - Replicate/scale successful programs to make students feel supported?
 - Include campus tours that alert students to campus resources in a more meaningful way?

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- Introduce and connect to students with resources and how is that streamlined?
- Help students who are undecided select a major?
- Empower/legitimize/formalize students helping other students, since it's what they do anyway?
- Communicate & inform students better with consistent, current information?
- Connect students to resources and improve onboarding process?
- Connect students to resources help students find information make it more accessible for students?
- Administer accessible/proactive career & counseling activities?
- Give PD training to counselors so they can motivate to make connections & emotionally support students?
- Connect students to caring, trained student to improve their experience?
- Give students better experience using resources we have?
- Support students with caring people and systems that work and are available when students need them?
- Intercept students before they get alienated?
- Current state of FYE:
 - **RiSE Connect First Year Experience Proposal Beta**

	Fall	Spring
Courses	Recommended (new word?) · English composition (ENGL 1A/1AS) - IGETC 1A/CSU A2 · Career/College Success Course (CRER 61) OR LERN50/51 OR research course LAS10 Suggested (new word?) · Oral communications (CMST 1A) - IGETC 1C/CSU A1 · GE Course or "golden four" course · "Spark" course (see counselor) · Entrepreneurship 101 · VMD Art · MakerSHPERE	Recommended: · Transfer level math (liberal arts path, statistics path, or STEM path) - IGETC 2/CSU B4 Suggested: · Critical thinking (ENGL 1B or 1C) - IGETC 1B/CSU A3 · College success course (LERN/IDST 50) - CSU E · Major intro course · GE Course

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Career Exploration	Required: - CRER 61 (see above) - Meet at least ONCE with career counselor and decide math pathway for Semester 2 - Create Starfish Profile? - At least TWO of the below events: Suggested: - Career Development Center open house - Career Fair - Job Search & Student Employment Workshop - Makersphere	Required: - At least TWO of the below events: Suggested: - Join a career cluster - Go to cluster employment events (pitch nights, job fairs, etc) specific to that career cluster
Student Engagement	Required: - At least THREE of the following: - Summer Bridge - Explore/join campus club - Campus tour - Student mixer - Scavenger hunt - Explore/join existing retention programs - Student mentorship	Required: Use student success teams for ACC activities?
Resources	- Academic counseling - Career counseling	- Academic counseling - Career counseling
Financial Incentives	AB19 "Incentive grant"	AB19 "Incentive grant"

- Questions:
 - How do we integrate the new Academic & Career Clusters?
 - Is there information about "spark" courses in the clusters?
- Case study: "Brad" & "Jen"
 - **Sample Student Profile**

	Jen	Brad
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Declare initial major	When Jen applies to CCSF, she decides to declare as General Business Major (AS), following in the footsteps of her aunt, who owns a video rental store.	Brad is a first-generation student and is coming to CCSF because some of his friends are already here. When he's filling out his application to CCSF, he doesn't understand what the majors are, and selects the first one on the list: Accounting Major (AS).
Understand transfer goal	During her intersession orientation, Jen meets with an academic counselor who asks her if she has thought about transferring to a 4-year college after CCSF. Jen is curious about the idea so the counselor advises that she look at the Business Administration Major (AS-T), which has similar requirements but is transferable because it's an ADT.	Brad arrives on campus on the first day of class. His friends have mentioned transferring to 4-year colleges after CCSF, but he isn't sure how that works.
Select useful courses	The counselor advises Jen to take: ● ECON 1 (for her major and satisfies the Social Science GE requirement) ● ENGL 1A + 1AS (which satisfies her English GE requirement) ● CINE 18 (because Jen said she likes to watch movies and it satisfies the Arts GE requirement) ● PE course	Brad opens the catalog and picks the courses listed for Accounting Major (AS): ● ACCT 1 ● MABS 60 ● BSMA 68 Brad also decides to take PSYC 1 because he heard it's the most popular class on campus.
Receive financial aid	Jen's parents tell her to apply for financial aid so she finds the office on campus to help her. She receives CCPG, and in addition to Free City, she gets \$690 to help cover the cost of her books.	The total cost of books for all of Brad's courses is \$800. He decides that he doesn't need all of his books and struggles to keep up with the material.
Find major / career through spark course	Jen loves CINE 18 so much that it's inspired her to want to make films instead of going into business. But she doesn't know if she'll be able to get a job in the film industry after college.	It turns out Brad doesn't like accounting. Not wanting to pursue accounting anymore, Brad decides to take classes he at least knows that he will enjoy: Photography and Art.

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Tie coursework to career	Jen decides to meet with a career counselor who describes the different jobs in the film industry. She learns about video editing and the BEMA department. In her second semester, now a Film, TV, and Electronic Media Major (AS-T), she enrolls in a couple BCST courses and some more GE courses.	Brad is enjoying his classes and loves to post some of his work on his social media accounts.
Benefit from ENGL 1A	While Jen loves getting her hands on the video equipment in her classes, she also has to complete writing assignments, which ENGL 1A has prepared her for.	PSYC 1 had a lot more writing than Brad expected. He wishes he had taking a writing course beforehand. When he returns in the spring, he decides to take ENGL 1A to improve his writing skills.
Gain career exposure through work experience	In her second year, Jen finds out that her department offers paid internships on campus. She had been working at her aunt's store after classes, but is excited to get real-world experience with filming through the internship.	After his second semester, Brad needs a job during the summer and decides to answer Craigslist ads from people requesting photoshoots for their dating profiles.
Be motivated to complete award / transfer	As Jen is wrapping up her final requirements to graduate with an AS-T on time, she applies to a handful of 4-year colleges with great film departments.	Come fall, Brad is making enough money to pay the bills, so he decides to not return to CCSF. A few years go by and Brad is still living paycheck to paycheck, looking for odd jobs to cover his expenses. Brad decides to return to CCSF to finish his degree. As he's applying, he looks at the list of majors and selects Administration of Justice Major (AS-T), knowing that he doesn't want to do the first choice Accounting. Brad doesn't know what the "-T" at the end of his selection means.

- **Tuesday, February 11**

- Refining our HMW question again, ending with:
 - HMW help students define and navigate a path to achieve their goals?
 - HMW Communicate better to help students feel more connected and care for?
- In light of this, we reworked our FYE first semester:

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- Working on finding some “spark” courses within the ACCs... courses that don’t have a lot of college-level essays, are transferable, satisfy GE (ethnic studies, MakerSPHERE, VMD, LAS10); working on finding more
 - Floated the idea of creating more bespoke/ACC-related English 1A courses or courses with embedded library faculty
- Tuesday, February 18
 - Briefly revisited HMW questions:
 - HMW help students define and navigate a path to achieve their goals?
 - HMW Communicate better to help students feel more connected and care for?

○ **Sample Student Profile**

	Jen	Brad
Declare initial major	When Jen applies to CCSF, she decides to declare as General Business Major (AS), following in the footsteps of her aunt, who owns a video rental store.	Brad is a first-generation student and is coming to CCSF because some of his friends are already here. When he’s filling out his application to CCSF, he doesn’t understand what the majors are, and selects the first one on the list: Accounting Major (AS).
Understand transfer goal	During her intercession orientation, Jen meets with an academic counselor who asks her if she has thought about transferring to a 4-year college after CCSF. Jen is curious about the idea so the counselor advises that she look at the Business Administration Major (AS-T), which has similar requirements but is transferable because it’s an ADT.	Brad arrives on campus on the first day of class. His friends have mentioned transferring to 4-year colleges after CCSF, but he isn’t sure how that works.
Select useful courses	The counselor advises Jen to take: ● ECON 1 (for her major and satisfies the Social Science GE requirement) ● ENGL 1A + 1AS (which satisfies her English GE requirement) ● CINE 18 (because Jen said she likes to watch movies and it satisfies the Arts GE requirement) ● PE course	Brad opens the catalog and picks the courses listed for Accounting Major (AS): ● ACCT 1 ● MABS 60 ● BSMA 68 Brad also decides to take PSYC 1 because he heard it’s the most popular class on campus.

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Receive financial aid	Jen's parents tell her to apply for financial aid so she finds the office on campus to help her. She receives CCPG, and in addition to Free City, she gets \$690 to help cover the cost of her books.	The total cost of books for all of Brad's courses is \$800. He decides that he doesn't need all of his books and struggles to keep up with the material.
Find major / career through spark course	Jen loves CINE 18 so much that it's inspired her to want to make films instead of going into business. But she doesn't know if she'll be able to get a job in the film industry after college.	It turns out Brad doesn't like accounting. Not wanting to pursue accounting anymore, Brad decides to take classes he at least knows that he will enjoy: Photography and Art.
Tie coursework to career	Jen decides to meet with a career counselor who describes the different jobs in the film industry. She learns about video editing and the BEMA department. In her second semester, now a Film, TV, and Electronic Media Major (AS-T), she enrolls in a couple BCST courses and some more GE courses.	Brad is enjoying his classes and loves to post some of his work on his social media accounts.
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- QUESTIONS:
- What are other pitfalls for undecided students?
- Does our FYE plan include supportive interruptions at the nodes mentioned above?
- Does of FYE plan address our HMW questions?

RiSE Connect First Year Experience Proposal Beta

	Fall	Spring
Courses	Required: - English composition (ENGL 1A/1AS) - IGETC 1A/CSU A2 - EITHER: Career Success Course (CRER 61) OR College success (LERN/IDST 50) OR L Suggested: · Welcome Day (Summer Bridge) · Rams block party · Oral communications (CMST 1A) - IGETC 1C/CSU A1 · College success course (LERN/IDST 50) - CSU E · "Spark" course (see counselor); (Suggestions—entrepreneurship 101, MakerSPHERE, VMD Art (visual media design), survey of STEAM, LAS10 (should we move this to required?)) · GE Course or "golden four" course	Required: · Transfer level math (liberal arts path, statistics path, or STEM path) - IGETC 2/CSU B4 · English 1B/1C · ACC cluster courses Suggested: · College success course (LERN/IDST 50) - CSU E · Major intro course · GE Courses (recommendations?)
Career Exploration	Required: · CRER 61 (see above) · Meet at least ONCE with career counselor and decide math pathway for Semester 2 · Create Starfish Profile? · At least TWO of the below events: Suggested: · Career Development Center open house · Career Fair · Job Search & Student Employment Workshop · MakerSPHERE	Required: · At least TWO of the below events: Suggested: · Join a career cluster · Go to cluster employment events (pitch nights, job fairs, etc) specific to that career cluster

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Financial Literacy	Required: · Visit the financial aid office · Complete FAFSA or some kind of CCPG/Dream Act scholarship Suggested: · Financial aid fair · Workshops on financial literacy · WSP Workshops (?) · Apply for academic scholarship · Check out the book loan program	
Community	Required: ·	
Student Engagement	Required: · At least THREE of the following: ○ Summer Bridge ○ Explore/join campus club ○ Campus tour ○ Student mixer ○ Scavenger hunt ○ Explore/join existing retention programs ○ Visit library for help connecting essays with interests ○ Student mentorship—hook up with a student success liaison	Required: · Use student success teams for ACC activities? · Can we think of activities once math pathway is determined?
Resources	· Academic counseling · Career counseling · Other?	· Academic counseling · Career counseling
Incentives	· AB19 “Incentive grant”	· AB19 “Incentive gran”

○ Notes:

- Advertise matriculation steps (Empower?)
- FYE needs to make students feel more connected and cared for (informed how to talk to parents about future if first gen?)
- Peer mentorship provides social connected and support for above
- Students engagement fosters a sense of community
- Campus jobs can provide community and connection
- Adding “financial literacy” category

● **Tuesday, February 18**

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○ **RiSE Connect First Year Experience Proposal Beta**

	Fall
Courses	Required: - English composition (ENGL 1A/1AS) - IGETC 1A/CSU A2 - Career Success Course (CRER 61) OR College success (LERN/IDST 50) Suggested: - Welcome Day (Summer Bridge) - Rams block party - Oral communications (CMST 1A) - IGETC 1C/CSU A1 - College success course (LERN/IDST 50) - CSU E "Spark" course (see counselor); (Suggestions—entrepreneurship 101, MakerSPHERE, VMD Art (visual media design), survey of STEAM, LAS10 (should we move this to required?)) - GE Course or "golden four" course
Career Exploration	Required: - CRER 61 (see above) - Meet at least ONCE with career counselor IN THE FIRST MONTH and decide math pathway for Semester 2 - Create Starfish Profile? - At least TWO of the below events: Suggested: - Career Development Center open house - Career Fair - Job Search & Student Employment Workshop - MakerSPHERE
Financial Literacy	Required: - Visit the financial aid office - Complete FAFSA or some kind of CCPG/Dream Act scholarship Suggested: - Financial aid fair - Workshops on financial literacy - WSP Workshops (?) - Apply for academic scholarship - Check out the book loan program
Community	Required: - At least 3 of the following: - Explore/join campus club - Campus tour - Student mixer - Scavenger hunt
Student Engagement	Required: - At least THREE of the following: - Summer Bridge - Explore/join existing retention programs - Visit library for help connecting essays with interests - Student mentorship—hook up with a student success liaison

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Resources	· Academic counseling · Career counseling · Other?
Incentives	· AB19 "Incentive grant"

- Notes:
 - Advertise matriculation steps (Empower?)
 - FYE needs to make students feel more connected and cared for (informed how to talk to parents about future if first gen?)
 - Peer mentorship provides social connected and support for above
 - Students engagement fosters a sense of community
 - Campus jobs can provide community and connection

Tuesday, March 10

- First online meeting
- We need to pivot now to creating student-facing verbiage about the FYE
- We can still get this project done by end of semester even with shelter-in-place

Tuesday, April 7

- Name ideas:
 - First Year Adventure
 - First Year Odyssey
 - Kickstart Your Education
 - Jumpstart Your Year
 - Ready to Explore?
 - Maximize Your College Journey
 - Kick Ass Your First Year
 - Your Educational Journey
 - A Helping Hand
 - Starting College on the Right Foot
 - Finding Your Experience (or other "E" word)
 - Follow Your Excellence
 - Passport to Success for Undecided Students
 - Discover Your Goals
- Different language for students/counselors
- Devise personality checklist for Welcome Day—then justify recommendation based on results—student-friendly language
- Retention Programs marketed on Welcome Day and students informed that they can do both this FYE and program
- Amber Strauss—students might be able to give feedback about what should go on the checklist
- College Success Mentors—get more info about mentor program

Please copy and paste your [agenda](#) under the appropriate dates. Note takers can take notes under each agenda item.

Tuesday, April 14

- New names:
 - First Year Adventure
 - CCSF Pathfinder
 - First Year Odyssey
 - Jumpstart Your Year
 - CCSF Embark
 - Kickstart Your Education
- New FYE information layout:

First Year Odyssey (Working Title)

Welcome to CCSF! We are so glad you're here. Some student arrive knowing exactly what they want to do with their lives, but most of us enter college in "exploration mode," not yet knowing the exact academic pathway that will lead us most comfortably and efficiently toward our career and life goals. The First Year Odyssey can help!

First Year Odyssey is a customizable program designed to start you with courses that will prepare you for most ACCs (Academic and Career Communities); connect you with resources like career counseling and financial aid; familiarize you for the campus' various support resources; and introduce you to the various . Better yet, if you complete our program, you may be eligible for the Promise Grant, \$500 at the end of each semester you complete in the first year.

The program is broken into five categories, though you have a lot of flexibility as to how you complete each category:

Courses: Take the courses that will best prepare you for the largest number of ACCs while also channeling your interests!
Career Exploration: CCSF has many options for exploring various careers and academic pathways. Join a few and see what excites you!
Financial Literacy: Become conversant in all the ways to finance your academic journey. You might be surprised how many there are!

Please copy and paste your [agenda](#) under the appropriate dates. Note takers can take notes under each agenda item.

Community: College isn't all work... it can also become a place where we feel safe and connected with other people. This category exposes you to some of the social aspects of the school!

Student Engagement: CCSF has a lot of resources for students with all kinds of needs and individual talents and challenges. Getting to know what the school offers can empower you to solve any problem that comes your way!

CCSF Pathfinder Details

Options	Rationale	Details
Courses: 1. English Composition 2. College Success or Career Success 3. A General Education Course 4. A "spark" course	1. English 1A unlocks many other courses, and prepares you for all courses that require writing. 2. College/Career Success Courses give you the tools to excel in college and beyond! 3. GE courses are the most transferable, so they are practical for 4. Taking a course that interests you AND fulfill transfer requirements is easier than you think!	1. (ENGL 1A/1AS) – IGETC 1A/CSU A2 2. 3-unit LERN/IDST 50 Student Success Course (transferable, area E, CU Area G) or CRER 60 course (Area E—counts toward GE) 3. See an academic counselor for details! 4. Talk to a career counselor to ideate!
Career Exploration (choose 3 of the below): 1. Career Exploration course 2. Meet at least TWICE with career counselor (decide math pathway for Semester 2) 3. Create Starfish Profile 4. Career Development Center open house 5. Career Fair 6. Job Search & Student Employment Workshop 7. MakerSPHERE	1. College/Career Success Courses give you the tools to excel in college and beyond! 2. Recommended even if you select other suggestions—counselors can help you better understand your own options 3. Starfish can help you track your progress along your given pathway 4.	1. CRER 60 (3-unit) or 61 (1-unit) 2. Career Center: Email: careercenter@ccsf.edu Phone: (415) 239-3117 3. Through CCSF RAMID Portal 4. Check Career Center calendar 5. Check Career Center calendar 6.

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Required: 1. Visit the financial aid office 2. Complete FAFSA or some kind of CCPG/Dream Act scholarship Suggested: 1. Financial aid fair 2. Workshops on financial literacy 3. WSP Workshops (?) 4. Apply for academic scholarship 5. Check out the book loan program		
Community: Required: 1. At least 3 of the following: 2. Explore/join campus club 3. Campus tour 4. Student mixer 5. Scavenger hunt		
Student Engagement: Required: 1. At least THREE of the following: 2. Welcome Day (Summer Bridge) 3. Rams block party 4. Explore/join existing retention programs 5. Visit library for help connecting essays with interests 6. Student mentorship—hook up with a student success liaison 7. Build success plan in Starfish		

Tuesday, April 21

- CCSF Pathfinder wins the day
- New verbiage:
 - (Passport? Punch cards? Rewards? Buy 10 get one free? Inclusivity statement? Choose you own adventure?)
 - Canvas course shell—check existing retention programs (Skyline ASAP replication)? Starfish create a success plan for FYE?

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Welcome to CCSF! We are delighted to have you! Some students arrive knowing exactly what they want to study, but most of us enter college in “exploration mode,” **wondering** about what academic path to pursue to find our ideal career and attain our life goals. The CCSF Pathfinder Program can help **you!**

The CCSF Pathfinder Program is a **customizable** program designed to guide you by

- Mapping courses that will prepare you for most ACCs (Academic and Career Communities)
- Connecting you with resources **and people**
- such as career counseling and financial aid
- familiarizing you with the campus’ various support resources
- and introducing you to the many social events and communities
- and by completing our program, you may be eligible for the Promise Grant (\$500 at the end of each semester you complete in your first year

The program has five **supportive stages**, and you have a lot of flexibility as to how you pursue each:

Tuesday, April 28

CCSF Pathfinder (NOT PROGRAM: Process, Journey, Guide, "A customizable first-year experience" seems to capture what we've been building)

Remote capacity, not print--so Canvas shell or web page

FIRST SEMESTER:

- Can students add items to the category in Canvas? This way FYE becomes a living document, and this allows students to further customize it
- Visit LAC (and do something?)
- See a student tutor (!)

SECOND SEMESTER:

- See career counselor twice
- Informational Interview? Get your resume reviewed? Guided
- Informally interview professors! Post a reflection
- Careercruising.com is a good web site for students to go to view virtual information interviews already done by this company. The college must pay a subscription for students to access like Eureka.org (career info. Web site)

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- Getting everything adapted for online
- Roadtrip Nation
- Skyline—how do they use Canvas shell?
- Repeat all of Semester 1 with more action verbs
- Get student job or join clubs