

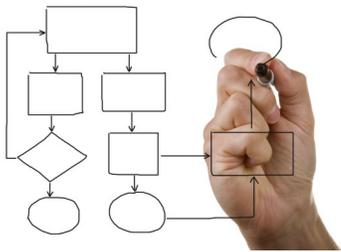


# LONG BEACH COLLEGE PROMISE

Governor's Innovation Award

## Developing K-16 Curriculum Maps

## Newsletter March



National studies have shown that college students are more likely to complete a degree in a timely manner if they explore career options, identify a path early on, and stay on that path

through completion. Students who choose a path, though, often struggle with navigating the diverse program requirements and course offerings available across LBCC and CSULB and end up making poor decisions about what courses to take. Unfortunately, these poor decisions lead students to accumulate large numbers of units that cannot be applied to their final educational goal and negatively affect their access to financial aid and other resources.

As part of the Promise's work on k-16 pathways, each pathway group is developing coherent k-16 curriculum maps.<sup>1</sup> These curriculum maps visually present course sequences and degree requirements in a way that "walks" a LBUSD student through a transfer degree program at LBCC and/or a bachelor's degree at CSULB with the ability to complete within four years. The goal is to develop these curriculum maps into an interactive web-based platform available to students at all three institutions.

Each pathway group is well-positioned to develop the curriculum maps, as they include faculty, counselors/advisors, and administrators from all three Promise partners. Each pathway group is using a common template to capture the alignment of courses across institutions and to identify existing barriers. For example, work on the curriculum maps led to the discovery in the Business Administration pathway group that the math requirement in the Associate Degree for Transfer (ADT) was unclear and caused students to enter CSULB's program underprepared to succeed. The curriculum maps are also helping the pathway groups to identify where similarities in major pre-requisites exist between programs and where first-year courses could be better aligned so early movement between similar majors could happen more smoothly for students.

The first curriculum maps will be completed by this April, with the goal for all pathway groups to have a curriculum map developed by the end of the year.

<sup>1</sup>With the exception of English and Math Remediation pathways.

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## Recap of October & December Workshops

So far, we have had an incredibly productive academic year. During our first pathway workshop on October 28, 2016, we unveiled our main goal for this academic year; for each pathway group to work collectively to develop aligned curriculum maps.<sup>1</sup> During this event, we engaged in a rich conversation about what it would mean for each group to take on this project, both the challenges and the opportunities, and heard multiple perspectives from faculty, staff and administrators from across the three institutions. We also shared the first iteration of templates for the curriculum maps where our goal was to capture how students progress across institutions. During this event, we wanted to get a sense from each pathway group about what aligning the curriculum might entail, and we were impressed with the conversations and the work taking place within each of the pathway groups as members took up the challenge and began to develop mind-maps on the white boards of the break-out rooms, began pulling course offerings from institutional websites, or simply began to have a conversation about what challenges and opportunities you might encounter as they moved this work forward at their institution. Finally, this first event gave us an opportunity to come together as a community and set the tone for the rest of the academic year.

Our second pathway group workshop on December 9, 2016 was a special event because it was hosted by LBUSD's McBride High School. This was the first time that we hosted a pathway workshop at a LBUSD location and we were in for a treat. We received a warm welcome from McBride's Principal Steve Rockenbach and several of his students. It was uplifting to hear from students about their academic and professional goals and how their experiences at McBride High School support these endeavors. Another rewarding aspect of our visit to McBride was getting a tour of their state of the art, fully equipped forensic laboratories. The warm welcome that we received from Steve and his students, and the tour of the forensic laboratories were a great kick-off for this event. During this event, we also had an opportunity to get deeper into the curriculum maps and hear from each group about their progress since our meeting on October 3<sup>rd</sup>, their challenges, and areas where they needed support to move their curriculum



Pathway Group Workshop at McBride High School

maps forward. This conversation with the larger group was a perfect transition to LBUSD's *myPD* team presentation on Design Thinking 201, where pathway groups delved deeper into this transformational model that we have been utilizing since the inception of the grant. Our goal is to continue using design thinking as a model to support the work of each pathway group. Overall, we had a very successful event and we hope to return to another LBUSD location in the near future.

<sup>1</sup>With the exception of English and Math Remediation pathways.

## Designing Solutions—An Innovative Approach

At the center of The Promise - Governor's Innovation Award are four very ambitious targets:

- *Increase college participation rates for underrepresented students;*
- *Increase completions of associate degrees for transfer;*
- *Increase completions of bachelor's degrees; and*
- *Accelerate rate of degree completion.*



Since these challenges pose such a complex series of solutions, and since the root of our success lies in some type of “innovation,” our pathway teams have embraced the value of engaging in the design thinking process; utilizing this process in the DESIGN PHASE of their teams’ work and will continue to use it in the various iterations of the IMPLEMENTATION PHASE.

To launch their work in design thinking, each pathway team participated in several activities, presented by LBUUSD’s *myPD* team, who shared their expertise and experience using design thinking to address the “art and science of personalized professional development” for teachers and administrators.

### What is Design Thinking?

*“Design thinking is a human-centered approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.” —Tim Brown, president and CEO, IDEO*

Design thinking is a methodology used to solve complex problems, and find desirable solutions for the end user (students). A design mindset is not problem-focused, it’s solution focused and action oriented towards creating a preferred future. The fundamental assumption of design thinking, as we are applying it to the pathway work, is that the root of true innovation lies in addressing a real need our users (our students) have, a need that we can only understand in the context of empathy for the user.

To learn more about the methodology of design thinking, go to [Designing Solutions by Building Empathy: Design Thinking in LBUUSD](#)





## Pathway Group Highlights



### Comprehensive-Interactive and Technology-Enabled- Health Pathway Network (C-IT-HPN)

C-IT-HPN ("see it happen") is the title the Health Pathway working group gave to the idea it has worked on over the past year. Essentially, C-IT-HPN is a series of technology-enabled information pathways, developed for each of the many majors in the health disciplines. The committee

members hope that each pathway within C-IT-HPN will offer users timely and individualized content on major and careers in the health disciplines.

Collectively, the committee envisioned a network of information that users could access to help them compare options and make informed decisions not only on majors in the field of health, but also on the careers and disciplines themselves. We wanted something that students (and parents) would find valuable at any step in the process to make decisions about what to major in, how to do so, and where that path would lead them in terms of career choices.

The committee, comprised of the individuals listed below, all agreed there are some disciplines and majors in the health fields that have broad name recognition as established health careers, while others are less known to the general public. We also acknowledged through our discussions that many sources or information exist on the topic of health disciplines and majors, but this content is often fragmented and is not tailored to a specific user's needs. In our cross institutional discussions, committee members also realized that many aspects of the information we provide students at our three institutions varied greatly in both format and content. We realized that comparing information across the institutions, unfortunately, did not always paint a cohesive and seamless picture of the process.

C-IT-HPN, we felt, could bridge these gaps to: **1)** ensure equal visibility and access to individualized information across on a wide variety of health disciplines (not just highly visible or popular majors), and **2)** offer information that was cohesive enough in format and content across our three institutions to paint a larger picture of the process and clearly describe the steps from one institution to the next. To date, the committee has a working draft of the Bachelor's of Science in Healthcare Administration (Minor in Health Information Technology). This pathway has been populated with major and course content across the three institutions. The committee also has examples of potential career content which could align with this major.

Next, the committee hopes to host a series of design thinking workshops with students, parents, advisors, and faculty to gather information on what would be most helpful to include in this pathway (and the pathways in general). From these workshops, committee members hope to develop a usable prototype to serve as a template for populating all the pathways within C-IT-HPN.

#### Health Pathway Group Members:

#### CSULB:

Erlyana Erlyana  
Jennifer Ostergren  
Rachel Wiedemann

#### LBCC:

Sigrid Sexton  
Sara Blasetti  
Amy Smith  
Diane Brown  
Julie McGill

#### LBUSD:

Cindy Bater  
Nancy Boyd-Batstone



## Pathway Group Highlights



The Liberal Arts Pathway is connecting key players in the Liberal Arts at LBUSD, LBCC, and CSULB to collaborate on the pathway goals. We are currently making great progress in the Liberal Arts majors of History and Political Science and continue to move forward with connecting counselors and the honors programs across all three institutions.

### The “Major Model”: Collaboration Between Institutions

We created a blueprint for Liberal Arts degrees based on the “History Model” which can be applied to the 67 Liberal Arts majors. We began with the History major by connecting department heads, faculty, curriculum leads and students in that major from LBUSD/LBCC/CSULB to address increasing majors, improving transfer readiness, and reducing time to degree completion.

This collaboration produced jointly created curriculum maps, transfer readiness workshops, resources, and dual enrollment classes to set a clear path for History transfer students. This model is now being applied to Political Science and collaboration between LBUSD/LBCC/CSULB has already begun!

We have also connected counselors and Honors coordinators to streamline the transfer process into the honors program and to identify the needs of LBUSD counselors from the community college.



CSULB’s Department Chair of History, Dr. Shafer speaks to LBCC students about transfer.

### Liberal Arts

#### Pathway Efforts

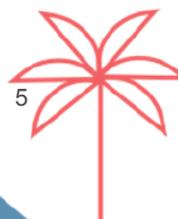
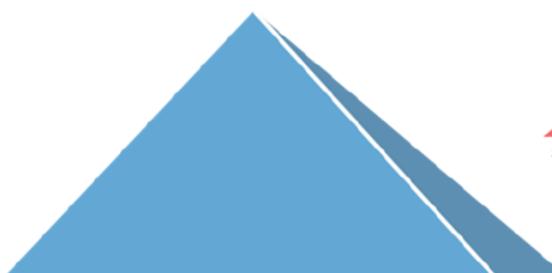
#### Curriculum Maps LBUSD/LBCC/CSULB:

We collaborated in developing three curriculum maps, including one for History majors, Political Science majors and a general Liberal Arts map. These maps can

be expanded to all 67 Liberal Arts majors and provide a clear outline of the requirements for these majors across all institutions.

#### Transfer Workshops LBCC/CSULB:

LBCC and CSULB’s History faculty coordinate transfer workshops every semester at each campus to promote transfer readiness. These workshops inform students about the CSULB program, how to prepare for transfer, what to expect once they transfer, and what supports are available to help them succeed.





## Pathway Group Highlights



**The Liberal Arts Pathway**

### Liberal Arts Pathway Efforts (Cont.)

#### **Creating & Sharing Resources LBUSD/LBCC/CSULB:**

LBCC and CSULB faculty are sharing syllabi, promotional videos for majors, and are collaborating on a writing workshop for students.

LBUSD shared resources on Common Core standards for History and Social Science and we are discussing the possibility of a joint assignment that can be used and built upon across institutions.

#### **Dual Enrollment LBUSD/LBCC/CSULB:**

To reduce time to degree completion for LBUSD students, we added LBCC dual enrollment courses in History, which expanded on CSULB's dual enrollment offerings in Ethnic Studies.

#### **Student Clubs: LBCC/CSULB**

CSULB's History Club students speak at LBCC Transfer workshops, giving advice on transfer. The CSULB and LBCC History Clubs invite each other to club events and outings which builds comradery and promotes peer mentorship.

#### **Survey Students: LBUSD/LBCC/CSULB:**

Gathering feedback and data is key to determine how to better prepare students for transfer and how to proceed in the pathway. We survey recent transfer students to determine challenges encountered once they are at CSULB and we also survey students after every transfer workshop to learn what was helpful and how to improve. We now understand the spring LBCC transfer workshop is mostly attended by non-majors, while the fall workshop and tour at CSULB attracts mostly majors and transfer students. This data allowed us to tailor the spring workshop to highlight CSULB and History as a possible major or minor, while the fall workshop focuses on what History transfer students should expect their first year. They meet CSULB History faculty, students and tour the department, classrooms and campus.

#### **Liberal Arts Pathway Group Members:**

##### **CSULB:**

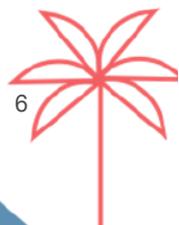
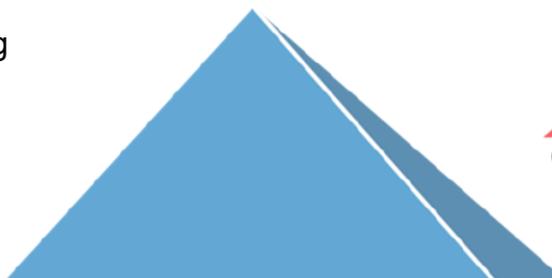
Markus Muller  
Tanisha Peoples  
David Shafer  
Darin Dewitt

##### **LBCC:**

Mary Marki  
Lorraine Blouin  
Michelle Grimes-Hillman  
Lillian Justice  
Paul Savoie  
Jeff Wheeler  
Matthew Atkinson  
Lisa Orr  
Eva Bagg

##### **LBUSD:**

Pam Lovett  
Renee Shipman  
Connie Loggins  
Marika Manos



## In Memoriam: Dave Dowell



David Dowell receiving the Long Beach College Promise Champion Award

to his leadership and tireless efforts to improve student outcomes,” Conoley said.

He was instrumental in launching CSULB’s Highly Valued Degree Initiative to increase college retention and completion rates overall, with a focus on underrepresented students. He was also a key part of the Long Beach College Promise, which provides academically eligible Long Beach Unified School District graduates with guaranteed admission to Cal State Long Beach. Local graduates who choose to study at Long Beach City College can take a year’s worth of classes without having to pay tuition.

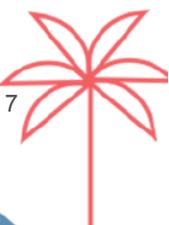
Dowell championed learning abroad and he spearheaded a campus digital transformation in the areas of student advising, scheduling of classes and managing enrollment before he retired from CSULB in June 2016. His unwavering commitment to student success and his ever-present spirit of collaboration both on campus and across the institutions of the Long Beach College Promise will be sorely missed.

(A full In Memoriam for Dave Dowell can be found here: [Inside CSULB: In Memoriam: December 2016](#))

David Dowell, the former interim provost and senior vice president for Academic Affairs at Cal State Long Beach and the 2016 recipient of the Long Beach College Promise Champion Award, died on Oct. 25, 2016 at the age of 65.

Over the course of his career, he held a variety of positions on campus, including professor of psychology, department chair, dean, director of strategic planning and a vice provost. President Jane Close Conoley said in a statement to the university that Dowell was a “champion and advocate for students.”

“Many of the national accolades we received for growth in graduation and retention rates and reducing opportunity gaps can be attributed



# Future Plans

## 2017 Meeting Dates

### Pathway Group Workshops:

**Date:** Friday, March 3, 2017  
**Location:** CSULB  
**Time:** 1pm – 4pm

### Pathway Symposium:

**Date:** Thursday, April 27, 2017  
**Location:** LBCC, LAC Campus  
**Time:** 4pm – 8pm

### Long Beach College Promise Celebration:

**Date:** Thursday, May 18, 2017  
**Location:** CSULB  
**Time:** 4pm – 6pm

### Joining a Pathway Group:

If you are interested in participating in one of the Pathway Groups, please contact Jennifer Miller at [Jennifer.Miller@csulb.edu](mailto:Jennifer.Miller@csulb.edu) and the Long Beach College Promise Steering Committee will review your request.

### Long Beach College Promise Steering Committee

Brian Jersky, CSULB  
Nele Hempel-Lamer, CSULB  
Simon Kim, CSULB  
Greg Peterson, LBCC  
Terri Long, LBCC  
Pamela Seki, LBUSD  
Robert Tagorda, LBUSD