

BOARD OF EDUCATION ADMINISTRATIVE REPORTS
Academic Affairs and Workforce Development
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1. *Establish an educational experience that is increasingly designed around the student and for the student's success by fully implementing Guided Pathways.*

MetaMajors have been introduced to the college staff, and the structure for Meta-Advising is beginning to take shape. MetaTeams, composed of an academic dean, advising faculty (the Meta-Advisor), program faculty, and a classified career/advising support specialist, are beginning to take shape after an initial meeting in the Fall. Over the next few weeks, the MetaTeams will be gathering to complete one of their first collaborative tasks: creating a general education core set of class options for each MetaMajor. This is the first step in working toward a core curriculum that will allow students to more easily navigate and pivot within each MetaMajor, regardless of their final decision on career path. Additionally, advising faculty are developing a more intensive and comprehensive career exploration and confirmation process for a student's first terms. The collaboration between dean, Meta-Advisor, and program faculty will provide students with a holistic advising structure that is designed to support their entire experience, from entry to graduation. The logistics of creating MetaMajors as a structure in our college systems is underway. We have explored several ways to implement the MetaMajors in Banner, and we are developing an interactive Advising Dashboard in the Cube that is intended to be a "one-stop shop" for all advisors and deans to keep track and assess progress of individual students. In conjunction with the implementation of DegreeWorks, we hope the new Advising Dashboard will allow us to have a rudimentary but functioning early alert system for a student's entire Meta Team.

Faculty professional development is another way we are impacting our work with Guided Pathways. Professional development is designed to continue building throughout the academic year and is aligned with Guided Pathways efforts. During Fall Inservice, an AVID for Higher Education facilitator led an interactive session on high-engagement teaching strategies. The winter term faculty development workshop, *Bringing Pathways into the Classroom*, will further explore how Guided Pathways can be part of classroom teaching and day-to-day support of student success. Faculty will participate in faculty-facilitated discussions on topics ranging from equity-based instruction, to the use of data to improve teaching, to the importance of community in the classroom. High-engagement teaching strategies (from the fall) will be woven throughout the discussions.

The Learning Innovation Center (LiNC) is tracking the work done by faculty to include Transparency in Learning and Teaching (TILT) strategies (from Spring 2017 Inservice) into their teaching and

follow-up workshops on high-engagement teaching have been facilitated for departments and small groups of faculty. LInC is also working to coordinate professional development efforts across campus and integrate professional development opportunities with the Instructional Strategies Institute for new contracted faculty.

2. *Continue to improve our responsiveness to the changing needs of regional industries and other community employers.*

Linn Benton's Cooperative Work Experience program is highly involved with our employer partners, seeking new ways and relationships to fill the current and future needs of employment for high demand / high wage jobs. The CWE personnel are leaders in creating new methods of recruiting and marketing CWE opportunities, supporting the success of CWE students and maintaining and building relationships with faculty and business partners!

This past year, we have marketed and expanded many of our work experience opportunities for students in service to the needs of our community partners. For example, with the development of our new NonDestructive Testing (NDT) program, we needed CWE sites for the students. We have placed students at both Selmet and ATI locally, and developed a summer NDT Internship for CWE students with Columbia Helicopters in Aurora Oregon. Additionally, 90 percent of our first-year cohorts have been hired for full-time employment! Mechatronics is another example of increasing the number of students in CWE to meet the needs of the community. Because of that growth, we have expanded internships and work experiences with Hewlett Packard and BetaSeed. This past summer, Hewlett Packard hired full-time 5 of the 6 interns at the conclusion of their work experience. BetaSeed now employees 1-2 students every term on an ongoing basis for CWE. These are just a few recent examples of our continued CWE development.

In addition, the CWE office oversees the National CTE Signing Day program each year. This year, Signing Day will be held on February 15. Signing Day is the largest single event to recruit seniors in high school to any one of 19 different CTE programs at LBCC. Marketing and recruiting are done utilizing the relationships with our local Chamber of Commerce sponsored "Pipeline" program, Willamette Promise, high school counselors, teachers and principals, and LBCC faculty. This year, we are expecting over 250 attendees to our nationally televised event!