TRANSCRIPT

Saddleback College "Mission Possible": Implementing SSSP

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[**Title Slide:** *Saddleback College "Mission Possible": Implementing SSSP*]

MARY RAUNER

The two other speakers…we're fortunate, though, to have two speakers to talk about online programs. And our speakers are Jerilyn Chuman and Brook Oliver. Jerilyn Chuman is the Dean of Counseling at Saddleback College and currently oversees articulation, matriculation, as well as being a generalist counselor. In addition to her many responsibilities as the dean of the division, she also provides students with academic career and personal counseling services. Her previous positions include EOPS/CARE & CalWORKs, DSPS, the Career Guidance Center, Job Search Services, Adult Re-entry, The Transfer Center, and Vet Services.

JERILYN CHUMAN

Thank you for having me; can you hear me? My soccer mom? Okay. Alright, first off we're going to start off with the salute. Everybody who has their mobile device, hold it up. Who does not have one and who has not been in touch in the last 15 minutes? Okay. I mean, that's the commonality; the leveler, isn't it? Who hasn't done a wonderful job preparing a workshop; conducted an activity; you posted flyers here and there and everywhere? And the day of the event it's you and the crickets. One of the famous sayings that I hear all the time on campus is, "No one told me." Do you have that student? Okay, we've got a lot of "no one told me." How many of you have staff out in the parking lots telling everybody what they need to know? Yeah. How many of you feel that your students are juggling multiple kinds of activities in their lives? Okay. How many of you are screaming for attention? How many of you are being ignored?

Okay. One of the things that we're looking about…at is, the challenge we have ahead of us in trying to do comprehensive academic plans given all the chatter and all of the…all the noise that surround you. Excuse me, but one of the things you all know is you got your device. And that's what we have chosen at Saddleback College, which is located in South Orange County. We decided that that's the way we have to meet our students because that's where they're hooked in. Okay, there's a new stance. Remember strike the pose? What's the new pose?

AUDIENCE MEMBER

Looking down.

JERILYN CHUMAN

Looking down. So strike the pose, and we're going to be moving forward in terms of this. We were given the opportunity to be a part of a study, and it was a mixed blessing we thought at first, but after going through that process it has been a wonderful blessing for us because it forced myself and my faculty to come to terms with reality about numbers of students; numbers of counselors; and how in the heck are we going to get this done? And whose idea was it anyway that thought that we could pull this off? And so we set out about a challenge that we were going to rise to the occasion, let's put it that way.

And so one of the things that we have on our campus is a tool called MAP, which is My Academic Plan, that was created by the South Orange County Community College District—in all things, a pilot with a counselor and a geek, okay? Somehow I had managed to let one of my counselors escape, who met up with the IT guy and they hit it off fast and furious, and we've never looked back. And so between the two of them there was a collaboration formed in which we developed an online educational planning tool that we call MAP. It's a self-service guide for students to develop academic plans—I guess I should move the thing, huh? I can't do two things at once, that's my problem; I get distracted.

[**Slide:** *MAP: My Academic Plan*]

It's a tracking system for counselors and students to monitor progress toward goals, which we all want to see progress. It's automated assistance to help students select classes to achieve their goals. All of this is populated into the academic plan. It's also…the unique feature about it is, it's integrated with Project Assist, which feeds it in. So a student comes in, and you want him or her to do an academic plan; they have to identify an AA, AS degree, a CSU transfer or a UC transfer. We're working on the privates and out-of-states, so that's the work-in-progress as you all know.

And how many of your students are coming with transcripts from multiple colleges? Okay, how fun is that? And basically the way we're set up right now is that you have counselors in their offices reviewing the same darn course from the same college that their neighbor is doing, and you're doing it in silos. And you're doing it repetitively. Okay, the wonderful thing about that is there's a database that we maintain, in which we're putting in, in the notes in MAP, where the equivalencies are so that we don't keep reinventing the wheel. And who thought of that? I mean, we're going to lose all our fun, right, continuing to do that. I also think, though, too, is—how many of you spent all this time with a student going over this plan only to find it at the bathroom stall on the floor? True?

AUDIENCE MEMBER

True.

JERILYN CHUMAN

And you're going, "This is my work, and here it is. And this is where they decided to maintain it in their file." Who knew? So Project Assist is extremely popular because it helps the student be able to go and compare college to college with the same major. What do I take if I go to this school? What do I have to take with that school? And so there's a great comparison that can go on for them. And it's also a good decision-making process because they're saying, "If I go to this school I have this many classes, and if I go to that I have that many." And then we…it's followed by a semester-by-semester academic plan.

[**Slide:** *If we build it, will they come?*]

This is what it looks like at the portal—the student portal. And they click on that to create the plan, and they're off and running.

[**Slide:** *Changing a Culture*]

Counseling…a present I guess that you can say. One of the things in doing the study is that we were given funding and a lot of support to develop a computer lab just to do MAPs; 19 computer stations, one accommodated. And so it's in our house, in that counseling office, and it's really great for staffing because if I need staff I can pull them from walk-in or drop-in to do things. So it makes it rather efficient for me.

We had a campaign, and we still have a campaign, but we all had T-shirts: "Got MAP?" And all the faculty and the student services staff ran around campus with this same T-shirt: "Got MAP?" We also have continued our outreach in terms of trying to get…capture students' attention because it's never there when you want it there. We've set up a canopy in the quad that says, "Got MAP?" and we have student mentors that meet and greet those students as they walk to and from campus asking them if they got MAP, and talking about the importance of a MAP and the fact that they have to do it by the completion of 15 units. So that's an important thing. So we've established a sense of urgency, too. There are flyers everywhere around campus—yeah, we're still doing flyers. But we're talking about that all the time. When we go through the matriculation process or the student success process, assessment orientation advisement, their first semester ed plan is their first semester MAP. So it's part of the culture. We talk about it from the beginning.

And then our next step has been to embrace our newest technology called SHERPA, okay? And that's the way that we're trying to reach students through all your mobile devices. What's a Sherpa? Does anybody know what a Sherpa is?

AUDIENCE MEMBER

A guide.

JERILYN CHUMAN

It's a guide. We all dress up—no we don't dress up. [**Slide:** *Saddleback College Guide: SHERPA*] But here is what the architecture looks like. And this was done by my geek at the district, for

all of you geeks who can understand this. But the reason we have a SHERPA is that we probably have some kind of trigger. You know, why are we contacting the student? And so, therefore, what is it that we're trying to do and with what group? And what's really interesting is all the student services are using it; you know, the EOPS—the book voucher they send out because you…what you're doing is sorting by characteristics. And so everybody has a characteristic and everybody is sortable in life. So depending on what your characteristic is, will determine what kind of SHERPA messages you get.

We just had a—day before yesterday—a college fair and a SHERPA was sent out to all transfer-bound students, letting them know that there are all these folks in the quad for them to talk to. We didn't have to go to the parking lot; we didn't have to do anything. They got it in on their devices, okay. So we figure out what we want to say and that's important, too, because that's another skill set we're learning. If you're boring what's the favorite things students like to do? Delete. Delete? They don't read my posters and now I'm being deleted, you know—and real quick. So if it's not catchy on the title you lost them and they'll delete it.

Boy, I didn't know I have to have all these skills but we…you start thinking about "what do students want to say?" So of course you have to have students being part of the process because they're going to be the ones to tell you what it is you need to say that they're going to pay attention to, okay, and then once we get that all together, then we send out our big nudge. And we can do it through the student portal, we can do it through newsfeed on the college website, we can do an email, we can do a text, we can put it on their to-do list in their portal, and we could do it on their mobile device. Everybody using SARS text? It's a wonderful way if you have, you know, these busy times called registration. You know, they lied to me years ago and they said once we go online and do registration the whole registration process will shrink. Has anybody experienced it shrinking? All it's done is expand. I don't know when we're not on registration. Well, anyway, that's where we are at this point in time.

So depending on the message and the group you can customize where it goes and how it goes. And so that's been extremely helpful.

[**Slide:** *Saddleback College Guide: SHERPA*]

All right, here it is. Here we are. Somebody that you want to say something to this. Here is your group, clueless. Okay, what is it that you want them to know? So you formulate your advice, as golden as it is, and you send it out to students.

[**Slide:** *What makes a nudge, a nudge?*]

Okay, here is what a SHERPA nudge looks like. It has to be personal; it has to be timely. You don't want to give them too much advanced notice; they'll forget. Who doesn't forget? Okay, it has to be relevant to the student, that's why you have the characteristics. And it has to be actionable. So all those features go in to when we do nudges and what they're used for.

[**Slide:** *Tracking The Change Of A Culture Movement: Saddleback College MDRC Study*]

As I said, we were a part of a study with MDRC and REL WestEd. And what they're measuring and have measured…we started this workshop July, July of last year, and it went through January. And in that we used various types of nudges. We had our MAP workshop set up, and then we tried to figure out how we're going to capture all these students. So one of the things is that we measure the success of our workshops. How many students do you have in a workshop to be successful and how many counselors—we started playing with that; the success of individual counseling appointments; the effectiveness of nudges and phone calls that we tracked, you know, what the response stuff was, and what kind of nudge; and then student satisfaction at the end of the workshop. We had student satisfaction survey done online before they left. So that gave us some idea of what they thought the value of that was.

[**Slide:** *SSSP Programs*]

And if you're like some of the others, we still have our paper. But what we do with these now is we send nudges out to remind them of when it's happening. If they have not completed their…or they're approaching 15 units and they have not completed an ed plan, there's a characteristic. We can contact them. So basically we use that as just another means to reach the students. We've added on different ways for students to complete an ed plan. One of my counselors took a sabbatical and did a whole video series. So students in the comfort of their little PJs or whatever else they wear at home—and I don't want to know—they can do their MAPs. The online video instructs them step by step on how to do the MAP. And so they can do it all by their lonesome and come in and check it off with the counselor. It does have to be signed off by a counselor.

Sometimes it's hard to get appointments so we have open labs where the students can bring in their completed MAPs and review them with the counselors. So I have a team in there, and they can always do individual appointments. But, basically, it's a way to try and deal with the busy adult student who is 18 years old that's juggling so many hats—the re-entry adult, everybody else—something for everybody, but trying to find a mechanism to reach them and to make this happen. Yes?

AUDIENCE MEMBER

I just have a clarifying question. You mentioned earlier about the students that are targeted for this transfer. Does it include CTE certificate?

JERILYN CHUMAN

Uh huh. That's another characteristic. So I have counselors going out that…specifically to CTE. We do this in classrooms, so they're invited in as guest speakers to do the MAP with those students in those classes. In addition, we have the mentors, the student mentors, also going to regular English, math, you know, social science classes talking about MAP. So we spent a lot of time trying to get the word out and hopefully at some point they'll hear it, and it will register.

MARY RAUNER

Thanks, Jerilyn…

JERILYN CHUMAN

Thank you.

[Question & Answer Segment]

AUDIENCE MEMBER

The first speaker…the SHERPA…that has the computerized assessment online—the MAP.

JERILYN CHUMAN

Yes.

AUDIENCE MEMBER

You said you're part of the pilot group. Is that right?

JERILYN CHUMAN

Yes.

AUDIENCE MEMBER

Right. That they're developing the software?

JERILYN CHUMAN

No, the software is home-grown by the district. We're a two-college district. Irvine Valley and Saddleback are within the South Orange County Community College District. We have an IT department, and some of you may have this, but don't like out of the box. They want to build it themselves. And so they built this.

AUDIENCE MEMBER

So any ideas about selling it to other districts?

JERILYN CHUMAN

Are you talking the MAP?

AUDIENCE MEMBER

Yes.

JERILYN CHUMAN

It's been offered to the state of California for free. The problem is there is a disconnect with regard to… The fact is, is that we will give the software to every college, but each college has to put the infrastructure in to maintain it because curriculum is college based. And at this point in time colleges aren't prepared to do that. And so it will take a cultural change within the system to take a look at the fact of, "Is this valuable enough to be supported statewide

with one common educational plan?" Assist is talking about working with other colleges, we're…our district is the only one right now that's getting that feed, okay? But if they're open to doing that, that's phase two in Assist. So the timing is terrific. The matter is, is that they've got to have the infrastructure at each campus. And I guess I feel fortunate, you know…I let that guy out, the geek—you know, meeting with the geek—because it started a process of mutual, you know, understanding of what everybody's role is and respect. And they threw in this thing called the student as part of the planning process. And so that's been the model in terms of everything we've designed, you know, including SHERPA…is the fact is, you have to have those folks at the table to carry it out. But we're more than willing to share that. It just needs this whole cultural shift and the funding to support it at the campuses. But talk about efficiency, okay. I mean, it saves people, not only in the counseling end in the students, but in the evaluation end, okay. And so it's a marriage between all of these entities for a common goal, which is to help students.

MARY RAUNER

Okay, one more quick, clarifying question?

[Cross-talk among participants]

AUDIENCE MEMBER

Is the MAPS at Saddleback…is it connected with something like graduation application…[inaudible]

JERILYN CHUMAN

We just started…we purchased a degree audit system and basically the decision on that was that our course work would be fed through the degree audit system and uploaded into MAP. So it takes a partnership. It takes a village to try and make things happen, and we keep trying to do that in isolation and I think we need to think outside the box.

MARY RAUNER

Thank you very much.