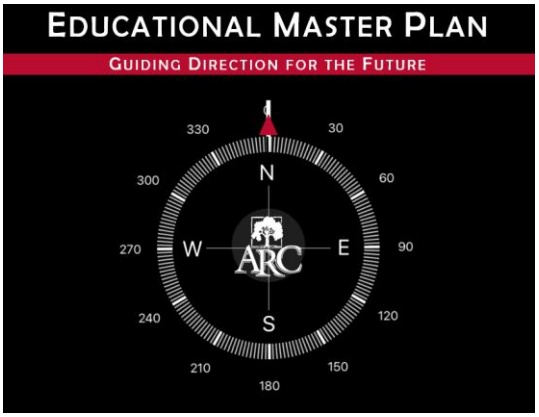


Gathering Thoughts and Insights

Group: Administrative Leadership Council

Who: College management team that represents perspectives of administrators and supervisors

When: August 15, 2019

Venue: ALC Retreat

Comments that Set the Stage for Dialogue

What does the future of higher education look like? Technological advancements are mind-blowing. Think about virtual reality or holographic images in terms of a learning process – it's coming and it's already happening now. There is an exponential influence of technology on education.

The traditional nature of Los Rios may not prepare us well for the changes ahead. There's an intentionality that we need to bring to the emerging reality. Even though we can't predict the future, there are things we can do to prepare for it. We've already started to plan flexibility into our facilities and to create agility in our governance structures. We're trying to make ARC more nimble. Our awareness of our environment and its context is really important as we plan and make decisions. It makes us attuned to opportunities and to envision what's possible.

Our Educational Master Plan (EMP) work isn't just about the large structural pieces that are happening, but about the context of higher education and what it means to ARC. Frank's team has to take everything, distill it down, articulate it in a way that is understood by the institution, and package it to be used effectively. Most community colleges develop educational master plans that analyze FTES, programs, and other details of what has happened in the past. Then the plan sits on a shelf. We are going to take a different approach and create an EMP that will be a compass for the future.

Video Reaction: Initial Response to a Glimpse of the Future of Work

- While there is a push for the new technologies, there is also lethargy to change within Los Rios. There is a deep-seated fear of something new. An example of the lack of progression is the continued use of triplicate carbon forms in our business processes.
- What technologies do we need to be ahead of the game to teach our students what they need for tomorrow's workforce?
- Jobs are changing. Some college jobs are likely to be automated. Certain jobs will not exist in the future, but other new cool jobs are emerging. There will be people needed to work on those machines and program those machines. It's a shift in jobs, not the end of jobs.
- There is an assumption that students have access to these technologies. Will there be a plan to help students who don't have access?
- Grade school children are considering whether human teachers are necessary. AI is being introduced in schools.
- We need to consider how things are done in terms of presence on campus vs. virtual presence.
- ARC has acquired a mobile sim lab which is basically a giant RV with a physical lab in the back. The lab can move to where the students are which expands access to education. What if we could do something similar using virtual reality? It's about being able to leverage technology.

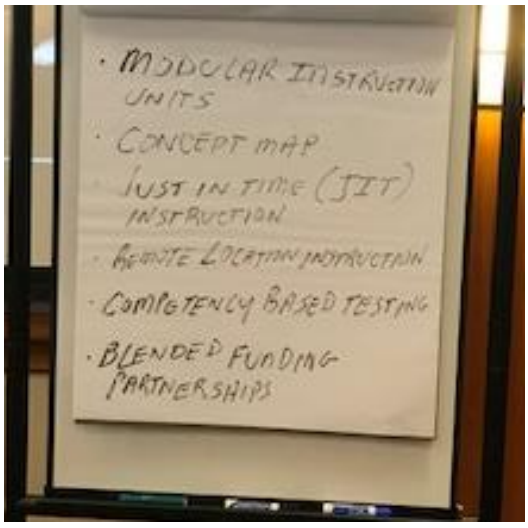
Group Activity: What does it mean for ARC and the guiding direction of the EMP?

Institutional/District Aspects

- ARC needs to be agile and responsive; quicker than past practice. There is an image of academia as slow and not innovative.
- We often have good ideas, but there is no clear plan or budget which causes stagnation.
- Los Rios systems have built-in inefficiencies that cause sluggishness. There is a need to overcome LRCCD lethargy in technology.
- We don't have good data sharing with our K-12 partners. Data sharing challenges also exist with the District Office and make it difficult to discern student needs.
- Set aside lots of money for technology.
- Seek blended funding partnerships. No single funding source can cover the escalating costs.
- More professional development will be needed for faculty related to technology.
- Cultivate ongoing relationships with external stakeholders to understand what changes are most likely to occur in this locale and how ARC needs to adapt.

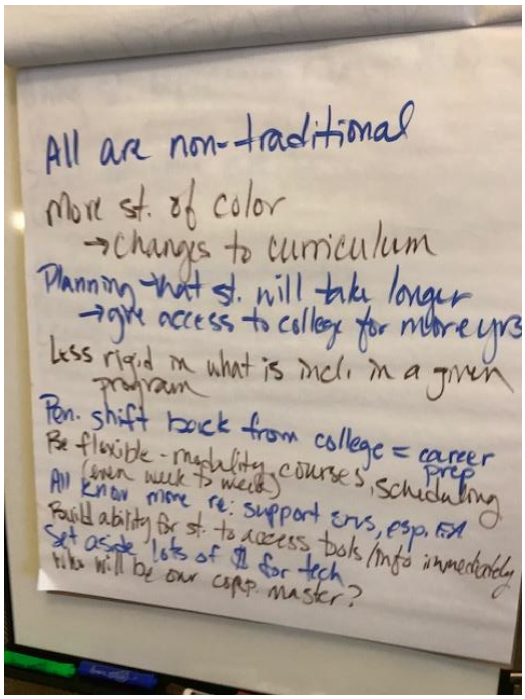
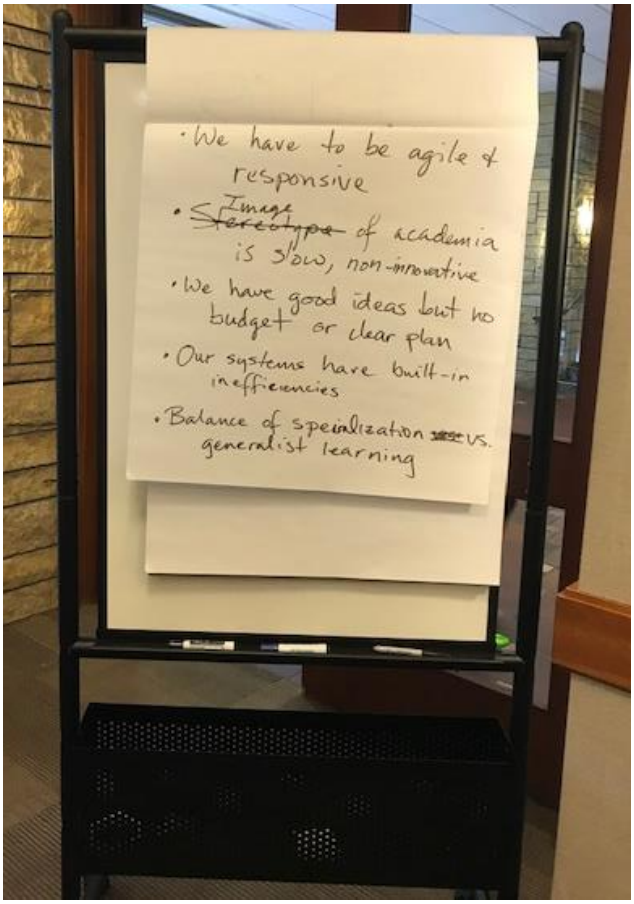
Future of Learning

- What are our assumptions about what learning is?
- What's the right balance of specialization vs. generalization to create a well-round person who can approach projects from that perspective? There is currently a pendulum shift towards workforce preparation. The pendulum may shift back to liberal education.
- All students are non-traditional and becoming more so. There are more students of color. Curricular changes may be needed.
- What is the role of human interaction vs. absolute reliance on technologies? We need to recognize that technology is not neutral.
- There will be a shift in what we consider basic skills that students need to know.



- Instructional models need to be more modular. People need interchangeable pieces and things that can be swapped. ARC may need to be less rigid in what's included in a given program.
- Concept mapping will be necessary to look at all the concepts and where they are touched upon and where they connect to other disciplines. Understand how individual modules relate to other parts across disciplines.
- Just in Time (JIT) instruction is a strategy to explore. Learning can occur just in time to meet the needs of industry or accommodate changes in industry.
- Scheduling should be more flexible even to the point of allowing students flexibility from one week to the next if they can't maintain a consistent schedule.
- The virtual world will be part of a full classroom environment.
- What is the role of badges and stackable certificates as an alternative to full degrees?
- Give students access to experiences (e.g., design hub model).
- Competency-based testing will be expected. Do they know how to do the job that they need to do? Jobs are going to change so fast that asking them about what they know now is necessary.
- Teaching needs to be more integrated with a shrinkage of time from theory to practice.

Access to Education/Safety Net



- Expand remote location instruction that would allow us to penetrate areas and populations that weren't reached before.
- How can we leverage technology to get to know our students better? We should understand their critical needs when they arrive (e.g., food insecurity, homelessness).
- Many students don't know where their next meal is coming from and need more than weekly access to a food pantry. They need daily assistance.
- Plan that students will take longer to complete goals due to part-time attendance.
- Help students understand implications of financial decisions so that they don't end up in debt. Perhaps we can better partner with the CSUs/UCs to help students utilize community college to reduce the overall cost (first two years at a community college).
- Access to technology is a barrier for some students. Some do not have Internet access or computers at home.
- Data shows that economic challenges affect academic success, especially when race is factored in. Pre-college and outreach programs are needed to help all students access higher education and make connections to support programs on campus. For low-income first-generation students, access not only impacts the student but future generations.
- All ARC employees need to know more about college services that are available to students, especially financial aid.