

Experiential Learning Team

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WBL + CBL + CE + PBL + PPI = Integrative Learning

Connecting with Community and to Career

While our Solution Team started out with the name “Experiential Learning” at the beginning of this process, an evolution occurred and our name changed to “Integrative Learning.” We discovered that for this work to be effective, it must be *integrated* into the educational journey of Canyons Completes to provide the student the opportunity to connect with community and to career.

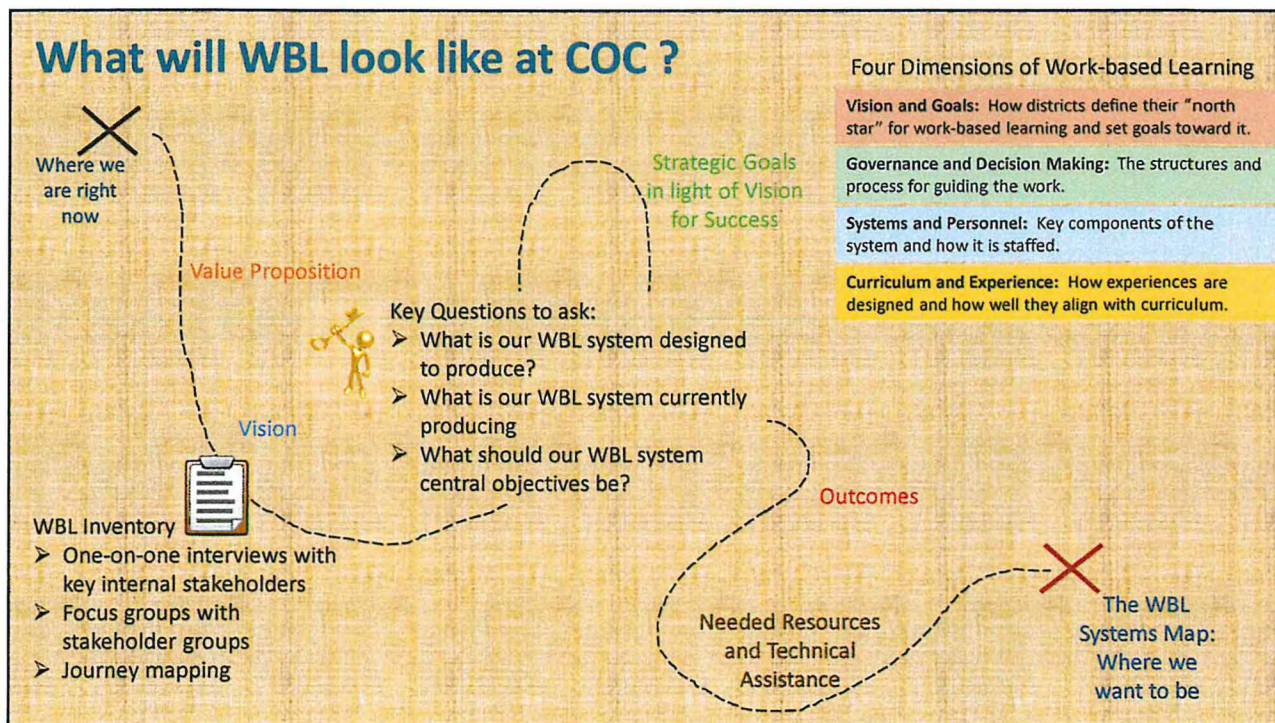
Many students are overwhelmed with committing to a program of study and choosing a career path. The Integrative Learning journey allows students to make the critical connections to community required for career readiness and global citizenship so they gain the confidence that the career choice they make for now will enable them to succeed as they will inevitably make additional choices for tomorrow. Additionally, Integrative Learning allows the faculty member, regardless of if they are transfer or career education, to connect academic knowledge to the technical and professional skills that equip the student to enter the workforce with relevant and market-driven career readiness skills. Likewise, Integrative Learning brings the community into the classroom as a co-educator.

The last eight months have been spent working with faculty to explore how to best develop an Integrative Learning model. Outside of LEAP, we have been fortunate to partner with our Civic Engagement Steering Committee as well as Jason Oliver from Architecture and Interior Design and Dr. Teresa Ciardi from Physical Science and Astronomy in piloting how project-based learning is central to community-based learning. Additionally, we have held several luncheons with our community-based learning partners in the Santa Clarita Valley to explore how we change our focus from service hours to impact hours for both the partner and the students working with them. As a result, we have a plan for moving forward that will be presented to our Integrative Learning Taskforce that authentically represents a community and educational partnership.

We also have several opportunities to work across the state and at the national level in creating a community of practice with other community colleges and four-year colleges to document high-impact practices. The Career Ladders Project will be producing a concept paper on our model that will be instrumental for us and our K12 partners toward further engaging both non-profit and for-profit business partners to become co-educators with us in the Canyons Completes strategy. Ultimately, our vision is that every student at College of the Canyons will have at least one community-based learning experience and one Cooperative Work Experience Education (CWEE) internship as part of their educational journey.

Respectfully submitted,

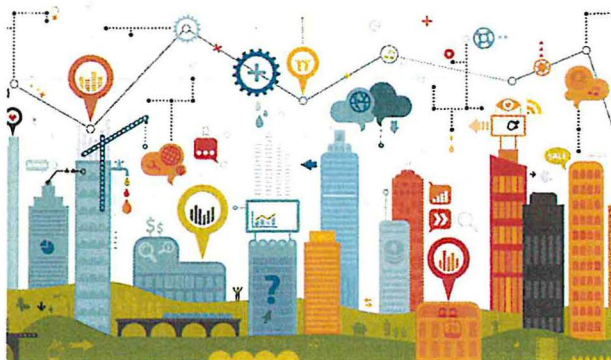
John Cordova, Paula Hodge, Justin Wallace, Sarah Segal, Lee White, Jennifer Paris,
Wendy Ruiz, and Harriet Happel



California Community Colleges Vision for Success 2022

<p>Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p>	<p>Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.</p>	<p>Decrease the average number of units accumulated by CCC students earning associate’s degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p>	<p>Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure</p>	<p>Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.</p>	<p>Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.</p>
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MOST JOBS THAT WILL BE AVAILABLE IN 2030 DON'T EXIST TODAY



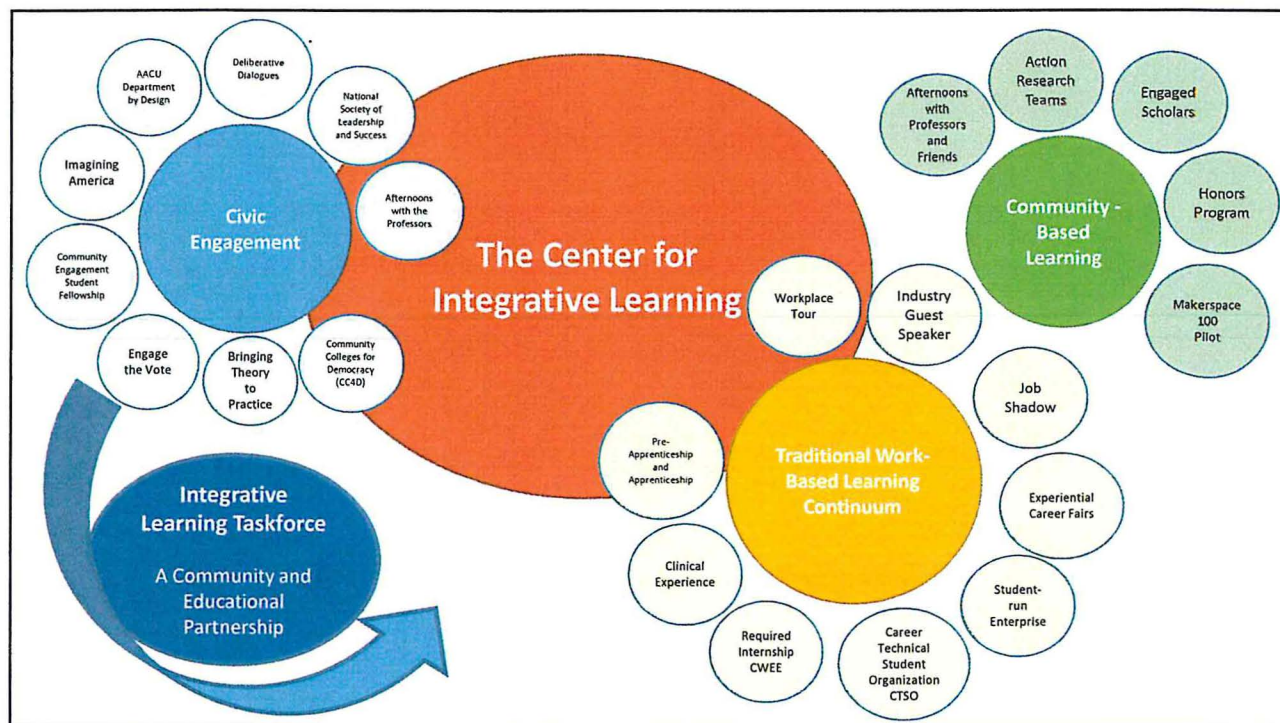
Yet, less than half of today's students feel confident that their education and work experience will prepare them for the jobs of today and even less so for the jobs of tomorrow.

Data taken from a survey of 293 students conducted by WestEd for NewSchools in February 2018. 2018 Deloitte Millennial Survey.

Connecting the Four C's



- Creativity
- Critical Thinking (problem solving)
- Collaboration
- Communication



What is Community-Based Learning (CBL)?



- Combines classroom instruction with community service, focusing on critical and reflective thinking as well as personal and civic responsibility.
- Involves students in activities that meet locally identified needs while developing academic skills and commitment to community.
- Activities can take place on or off campus.
- Recognized as a High Impact Practice (HIP).

--AACC (1995), AAC&U (2010)

What is Work-Based Learning (WBL)?



Work-based learning (WBL) is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability.



Students learn best not by reading the Great Books in a closed room but by opening the doors and windows of experience.

Thomas Ehrlich

What is Civic Engagement (CE)?



Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

Thomas Ehrlich (2000). "Civic Responsibility and Higher Education", p.6, Greenwood Publishing Group

Taking Down the Wall



Academic Knowledge (Theory)



Technical & Professional Skills (Application)

Taking Down the Wall



Academic Knowledge (Theory)

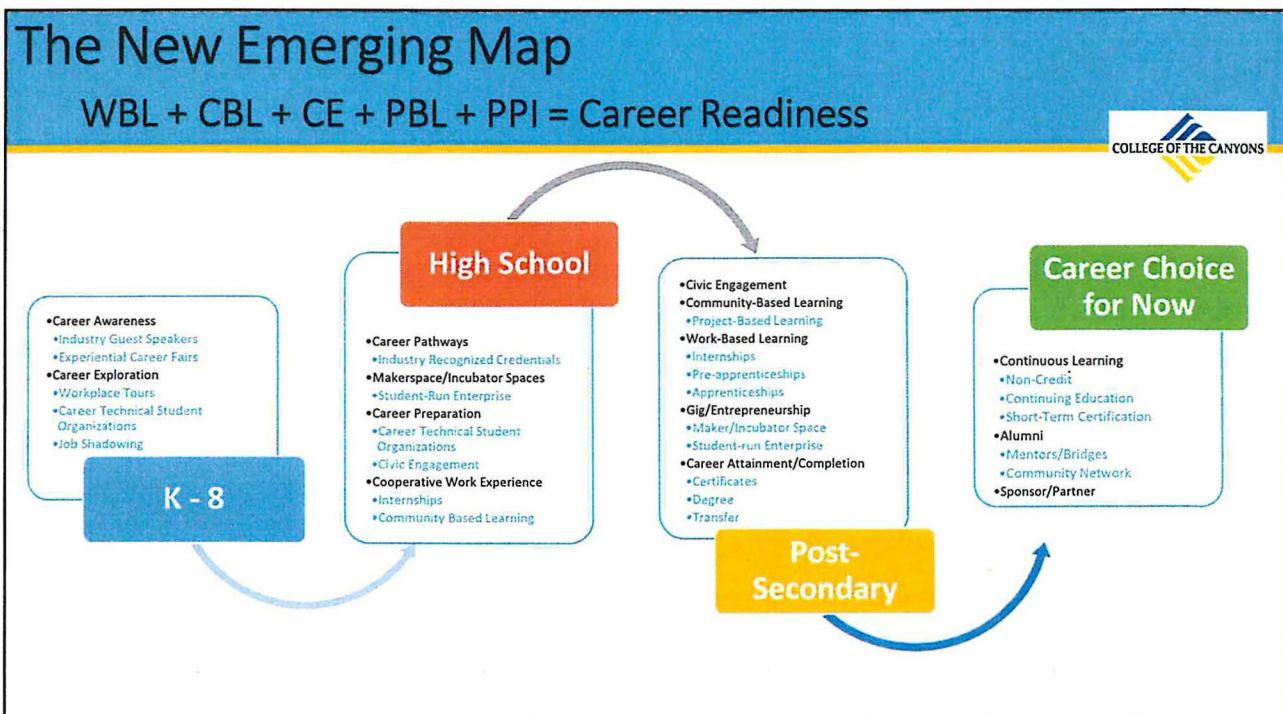
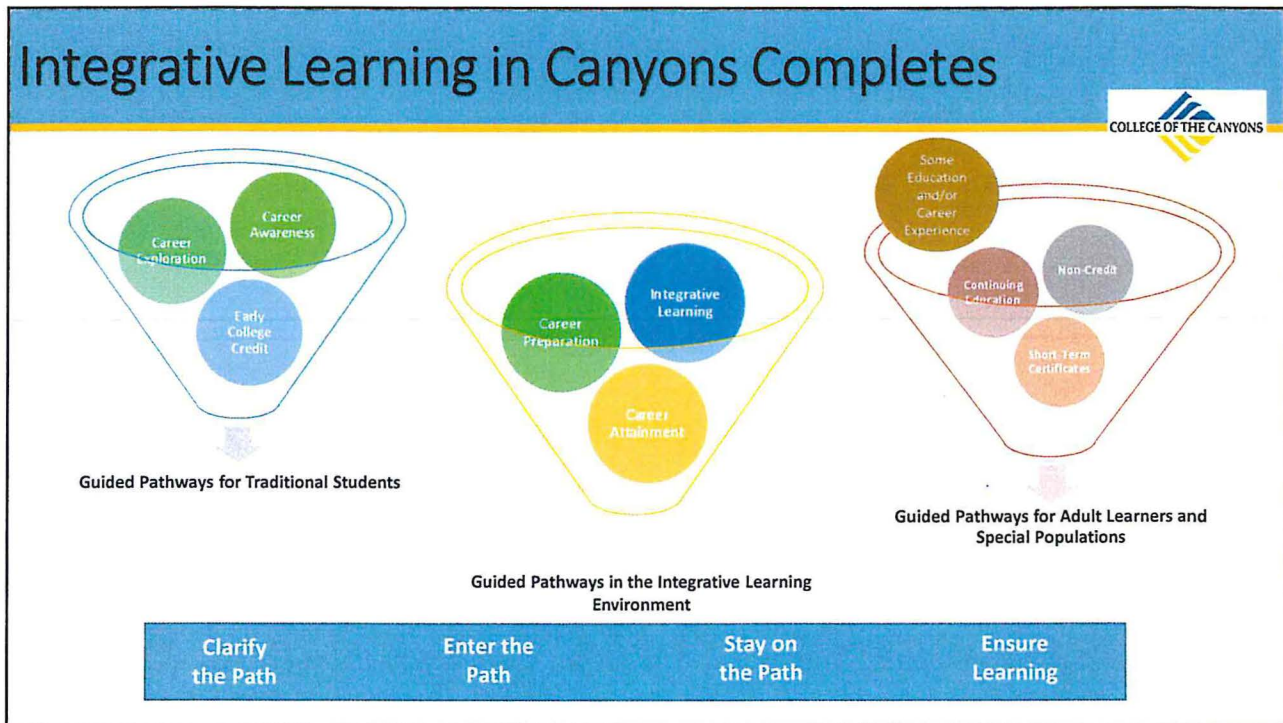


Relevant and Market-Driven
Career Readiness



Technical & Professional Skills (Application)





The Prototype: Makerspace 100



- 25 Students:
 - (4) NASA Payload Teams
 - (1) Sustainable Santa Clarita Team
- 2 Projects:
 - NASA Payload Project
 - Sustainable Santa Clarita
- 2 Faculty:
 - Dr. Teresa Ciardi, Department Chair Physical Science and Astronomy
 - Jason Oliver, Department Chair Architecture/Drafting and Interior Design
- 3 Community-Based Partners:
 - California Institute of Technology
 - NASA's Jet Propulsion Laboratory Mars Rover Team
 - Santa Clarita City Hall "Green Streets" Team

The Plan Moving Forward



Development of the Faculty Tool Kit for CBL

- A team of six faculty will be attending the Worcester Polytechnic Institute on Project Based Learning June 17-21, 2019.
- In consideration for the Partnership for Action and Listening for Communities and Educators (PLACE) grant proposal with the Mellon Foundation. Will help to identify the Action Research Topics for the 19/20 academic year and develop a model for community partnership development.
- Community Partners will be identified for faculty to partner with.
- FLEX professional development for faculty through out the 19/20 academic year.

The Plan Moving Forward



The Integrative Learning Taskforce

- A partnership with K12, 4-year institutions, the City of Santa Clarita, California Department of Rehabilitation, Valley Industry Association, Deputy Sector Navigators, non-profit community partners, and business.
- Career Ladders Publication featuring the partnership with K12 CCPT efforts and the role Integrative Learning will play in the sustainability plan and K12 Strong Workforce efforts.
- Campus Compact: Contributing to *The Community College Commitment: Aligning Civic Engagement and Institutional Priorities* publication for community college professionals implementing Integrative Learning.