Guided Pathways

Core Group Meeting

September 21, 2018

AGENDA

- Guided Pathways Updates
- Vision and Mission of Core Group
- FLEX Activity Feedback
- Overview of Institute #4
- Program Mapping Discussion
- Redesigning the Intake Process Subgroups
- Technology/Document Warehouse
- Feedback and Questions

Where are We?!
Accomplishments   17-18

IDENTIFIED 8 ACADEMIC CLUSERS

IDENTIFIED STUDENT SUPPORT TEAMS
-piloted Faculty Liaisons and Peer Mentor program with Promise Students

Launched CTE Engagement Center (All divisions now have a "space"

INCREASED % OF STUDENTS WITH ED PLANS

BEGAN PROGRAM MAPPING IN SPRING

IDENTIFIED BEST PRACTICES FOR PROGRAM ASSESSMENT

EQUITY MINDED PEDAGOGY TRAINING FOR FACULTY

2018-19 GOALS

Pressing topics by Pillars

1

VISUAL, PERFORMING & CREATIVE ARTS

STEM

HEALTH RELATED SCIENCES

ADVANCED TECHNICAL TRADES

LANGUAGE & HUMANITIES

BUSINESS & INFORMATION SYSTEMS

SOCIAL & BEHAVIORAL SCIENCES

EDUCATION & TEACHER PREP

Four Pillars of Pathways

CLARIFY THE PATH

- **Completion** of Program Maps
  -ADTs, Certs, CTE program
- Academic Clusters (Name)
- Design Concepts for Branding
- Online Planning Tool Development
- Continued Work on AB705 Implementation

Equity, Social Mobility, Economic Health for All Students

Targeted Audience for Implementation Assistance: ACTPIS, VPAA, Individual Disciplines, Core Group

2018-19 GOALS

Pressing topics by Pillars

2

Four Pillars of Pathways

ENTER THE PATH

MyPath
CALIFORNIA COMMUNITY COLLEGES

A Goldmine of Career Information

- **Redesigning** of the onboarding Process
- Embedded Career Exploration
   -New Ideas for Assessment
- Welcome Day by Cluster
- Redesign of Website/ Explore technology options
- Clarify Roles of Integrated Support Team Members
- Analyze Outreach Efforts for New students

Equity, Social Mobility, Economic Health for All Students

Targeted Audience for Implementation Assistance: SAS, VPPD, VPSS, Counseling, Academic Support, Core Group

2018-19 GOALS

Pressing topics by Pillars

3

Four Pillars of Pathways

- **Redesigning** Student Support Model
  - Defining Roles and Responsibilities
- Creation of a Communication Plan
- Identifying Critical Momentum Points
  - Early Alert System (3, 9, 12 week)
- Scaling Support Model to Broader population
- Intrusive monitoring for students who are going off the path
- **Defining** what is an Engagement Center
  - Infinity Centers vs. Division Centers

STAY ON THE PATH

Equity, Social Mobility, Economic Health for All Students

Targeted Audience for Implementation Assistance: SAS, VPPD, VPSS, All Faculty, Core Group

2018-19 GOALS

Pressing topics by Pillars

4

Four Pillars of Pathways

- Further develop Program SLOs (connection with career competencies)
- Complete Critical Thinking assessment project
- Embedding of equity pedagogy in courses
- Develop Successful Student Pathways around milestones that include career competencies and co-curricular learning activities
- Refine Professional Development plan to support a guided pathways institution and to help faculty develop pedagogies for student success in gateway classes
- Monitor effectiveness of academic interventions

ENSURE LEARNING

Equity, Social Mobility, Economic Health for All Students

Targeted Audience for Implementation Assistance: ACTPIS, VPAA, Individual Disciplines, Core Group

Vision of GP Core Group
"NOT ANOTHER MEETING!" 😑

- Carry out tasks to individual committees and departments

- Strategic Goal setting and defining of topics/roles

- Critical Issues/ Fires that need to be Addressed

- Hands on Working Meetings to facilitate implementation

- Strengthen Communication efforts across the College

WHAT CAN WE ADD OR ELIMINATE?

"

"If **EVERYONE** is moving forward together, then **SUCCESS** takes care of itself."

- Henry Ford

OVERVIEW

OF **INSTITUTE #4**

EQUITY DATA

Data is based on students who enrolled for the first time in Fall 2009. Students were followed for 7 years to track educational and employment outcomes .

FINDINGS?   *(THAT WE DIDN'T ALREADY KNOW?)*

- Both of our Economically Disadvantaged and Non- Economically Disadvantaged groups looked similar by college goal. Most of our students 60 -70% come to RCC for degree/transfer, 21 -25% are still undecided.

- After 6 years:
  - We have **low** transfer rates
    - a large percentage of transfers, transfer without a degree
  - A small percentage earned associates degrees
  - Economically disadvantaged students were still enrolled at a higher rate, than the non-Economically disadvantaged students, however there were a larger population of NEDS who earned no award and/ or are no longer enrolled. (Questions that came to mind: where are they? How can we better track our students who drop out or vanish? Employment reasons, relocation, University students?)

- Very few of our students who completed a degree obtained a living wage
  - Engineering, Construction, Transportation and Manufacturing $46,363
  - Public Services and Administration $33,853

- No big significance between Median Earnings of students by economic status: $22,253/ $26328

Revising & Redesigning the Intake Process

Processes

Eliminating Barriers that may discourage student from time of application up until the first day of classes.

- Clear steps and directions

- Revamping of Assessment, Orientation and Counseling.

Identifying Support Teams

There needs to be a handoff to a support team for first semester as well as into the workforce or transfer institution

Technology

Utilizing online tools to communicate with students. –reminders, emails, texts, phone calls.
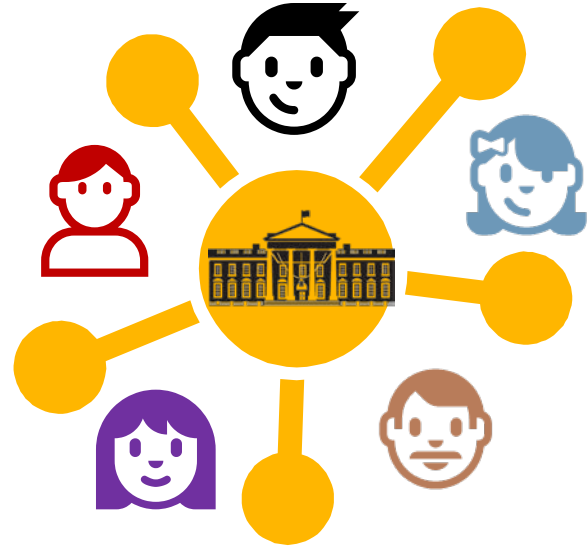
REDESIGNING SUPPORT Model

WHO?

WHAT?

WHEN?

WHERE?

CLEARLY DEFINED ROLES AND TASKS

NEED FOR A COMMUICATION PLAN

"*ADVISING is a* FUNCTION, *not a* PERSON"

—Melissa Carter, CCRC

Weaving FINANCIAL STABILITY into Guided Pathways Efforts

RESOURCE HANDBOOK BEING CREATED

Normalizing the Use of Services

Book Loans/ Loaner rooms in the Library Engagement Centers

-First 5 Conversations
-CAL FRESHDAYS
-FOOD PANTRY
-EDD Assistance Days
-Resource handout displayed in EVERY Classroom
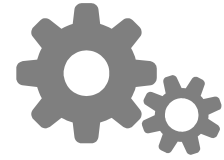
ADDITIONAL INSTITUTE # 4 IMPORTANT INFORMATION

258 DAYS

22,291,200 SECONDS

Growth AND Change take time...Time is Ticking...

Ready, Set, Go!

PROGRAM
mapping

Program Maps Should Include:

- Opportunities for employment and further education
- Clear Program Learning Outcomes
- Academic and Non-Academic Milestones

first

Maps that have been created will be handed out at October Retreat with Feedback

second

Identify who has not Completed Program Map

third

What PROFESSIONAL DEVELOPMENT strategies or resources do you feel is necessary to complete this task?

last

PROGRAM MAPS will benefit ALL students! Changing language From 1st term and 2nd term to 1st 15 and 2nd 15 to be inclusive for PT and FT students

REDESIGNING the Intake Process Activity

Develop a flowchart outlining the ideal intake process for students, highlighting and addressing the gaps and/or unnecessary steps in the current structure.

Include necessary steps for career exploration…

- Where should it be included?

- What resources are needed and who would facilitate the career exploration? What resources do we currently use? And are we using it to the maximum potential?

- Aside from the career center, counseling and guidance courses, how can additional instructional faculty also assist with the career exploration process?

GROUP DISCUSSION

What are your thoughts?

Things we are doing well?

Things that could be improved upon?

Thanks!

Feedback? Any questions?

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