

Guided Pathways Workshop  
Oakland  
Lauralyn Larsen

**IEPI: Opening 3/1/18**

Panel of Experts:

1. Bakersfield College:
  - a. Outreach to high schools: all matriculation steps at the high schools
    - i. (SRJC does this with Jumpstart in South County)
  - b. Follow up services: Comprehensive Student Ed Plan
  - c. Supporting students: tutoring, Writing Center, SI, Student Success lab, Math Hub
  - d. English: 1 year transfer level only 30%; want to increase %
  - e. 10 meta majors: (one is Personal and Career Exploration Pathway)
    - i. Social Behavioral Science; STEM; Health Science; Education; Public Safety; Arts  
Humanities Communication: Career Exploration; Business; Agriculture,  
Nutrition, Culinary; KAD
  - f. Counseling required for students needing assistance with finding their pathway
2. San Mateo CC: Rooted in Equity
  - a. What is inequity: unequal access to resources and opportunities
    - i. Cycle of Inequity: Exclusion, vulnerability; hard to access resources
    - ii. Economically disadvantaged in America are at greatest risk of low education because of *lack of access to resources*
    - iii. Inequity directly undermines opportunity for our students
    - iv. Does SRJC provide equal access to all services and resources/classes?
    - v. Failure by SRJC to enroll and retain underserved students undermines opportunity
    - vi. Can a student get a degree from us in two years? Look carefully at each major sequence of classes/offering/scheduling/and clear mapped out courses per semester for each major to determine if it is possible
3. Butte College: Early wins and outcomes of Guided Pathways
  - a. Meta Major Project: 13
  - b. Faculty Reassign time
  - c. Institute Day Declaration
  - d. Move away from the Cafeteria Model to assist students individual needs
  - e. CA Guided Pathways 20 College Group- joined
  - f. Move from focus on individual Courses to focusing on Programs in course scheduling so students can complete in 2 years
  - g. Pause: reassess priorities and leadership
  - h. Reduced Meta majors to:
    - i. **Arts and Culture**
    - ii. **Understanding our World**
    - iii. **Building Fixing, Growing**
    - iv. **Safety, Health and Happiness**
    - v. **Business and Design**

- i. Participation, Collaborate, Innovate
- 4. Final Question: What is our Role as faculty?
  - a. Curricular work
  - b. Program/major role- meta majors must be formed by faculty: this is a first step based on input and data/what courses overlap and how can we cluster them into meta majors?
  - c. Do the new meta majors make sense for students?
  - d. Intentional sequence of courses: faculty design within the departments a sequence of courses and then ask a counselor if it works.
  - e. Guided Pathways must be Faculty led
- 5. Laura Hope: Vice Chancellor of CCCC
  - a. All 114 colleges submitted self-assessments
  - b. Multi-plan available and submitted on NOVA by March 30
    - i. Don't over-narrate, bullet points only
    - ii. Give a snap shot that may change; allows for transformational change
    - iii. Want to know: what have you prioritized?
    - iv. Needs Academic Senate President and College President sign off
    - v. Trying not to add too many processes to the plan
      - 1. SRJC needs to look at how we can make our students more successful
      - 2. 77% of CCC are at the beginning of the GP process, so take some time to plan and grow. Spend 18 months just exploring governance structure
      - 3. Initiative fatigue, resistance, and integration problems
      - 4. Chancellor's office is here to support us, Laura Hope is there as a resource
      - 5. How we can expand practices that work to scale so all students can be served
      - 6. Implement at Scale? Is this the goal?
    - vi. What will be provided?
      - 1. Help with Flex
      - 2. Support through the Chancellor's office not to approve, but to support
  - c. Funding available in April 2018

**IEPI Breakout Presentation session: Thursday 11-12noon**

- 1. Integrating & Communicating Voices of Students, Staff, Faculty, Administration and Community for GP
- Student focus groups to get input as to what students need – Lorraine De Mell, Counselor from Skyline College
  - Findings from Focus Groups: faculty guidance and influence to learning about navigating the college and role modeling
  - Students noted many strategies helpful: time management, repetition of expectations
  - Faculty giving assignments as how to use a planner
  - Group work in class but not outside of class very helpful
  - Enjoy pop quizzes, check for understanding? Are they getting it?
  - Contextualized learning
  - Like high touch with faculty

- Pervasive Advising issues: wait time, classes don't count, different counselor each time; specialized counselors helpful and consistent

Skyline then developed **Completion Teams**: Counselors/Advisors, Fin Aid rep, Discipline specific Faculty, data coaches for outreach, peer mentors, deans

- Completion Teams appointed for each meta major
  - Not located together, but refer to each other
  - Intrusive Counseling based on data, to ask student to come in
  - Champion faculty to lead the way – campus culture
  - Comp pay is offered – 30/hour as incentive
  - Use Starfish as intervention tool
  - Momentum points are the goal but understand differences in plans
- Butte College: Dr. White, Physicist from Butte College
    - Be mindful of where the survey questions are coming from
    - Why is GP cross-functional? Effectiveness, student voice,
    - Watch not to send mixed messages
    - **Don't marginalize the opposing voices (faculty) or label them**
    - Silo plumbing: it is changing, need to mine and manage diversity of all kinds as a prerequisite for achieving equity
    - **Heterogeneity problem: going with the average doesn't address individuals**
    - Reporting on Pain level of our students is not the only question to ask: Not just what do students need now, but how to address the diversity of our ever changing individual students needs that WILL CHANGE
    - **What Does Change look like:** Systems that look very different, when they change they still have a universality; what he found is that we all go through the stages of grief move eventually into acceptance, or they go south and get worse.
    - **Gant Chart over the Cycle of Grief** to help contextualize the issues of GP
    - He focused on the process of change in a system that is moving in a new direction

### SRJC Discussion afternoon Thursday

Questions from the students:

1. What Do I want to do in education?
2. I don't know how to get through the system to get what I want once I decide – scheduling, planning, other barriers. How do I navigate the system?
3. How do I address the real world issues that are getting in the way of school (maybe GP can't address this question, because many of our students are not traditional)

1. Develop a loose plan
  - a. Write the work plan
2. Begin to test and explore
3. Get feedback from students

## Circle square triangle Exercise

Circle: what is still swirling around GP?

Sept there were not enough people discussing; March, still not enough people involved – how to get more people involved in the conversation?

Resistance the Chancellors vision: how is this separated from it?

So many engaged in dialogue, how do we keep everyone engaged in the discussion?

What is the problem we hope to address?

What is the metric of student success for students at SRJC?

How many students are close to graduating? Want to graduate? What metric are we using?

More inquiry needed

How do we continue the conversation? Maybe it should be DL.staff.all? Better face to face

Square: What is squared away?

So much is already being done at SRJC, need to share – how to disseminate the information

Inventory of all that is already being done around 14 elements

Triangle: What are three things you need to move forward?

Continued and open dialogue is really helpful

How does this connect with the four year transfer colleges?

Decide what is our structure to move forward?

Need to continue to have student voices heard

In person with a facilitator is the way to have meaningful dialogue

### **Final SRJC Discussion: 3/2/18**

**14 Key Elements:** Top choices for SRJC based on stick count of participants (see 14 elements)

- #1. Cross-sectional inquiry (14)
- #2. Guided Majors & Career Exploration (8)
- #2. Shared Metrics (8)
- #4. Inclusive Decision-making (7)
- #5. Clear program alignment (5)
- #6. Integrated technology infrastructure (4)
- #7. Proactive Integrated Student Support (4)
- #7. Strategic Professional Development (2)

Final Decision: Work on first three elements of the 14 which focus on the inquiry process only, possibly include # 4, inclusive decision making.

These are cross-sectional inquiry, shared metrics and integrated planning.

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Action Items to discuss today:

1. Alternative Name
2. Work Plan
3. Next steps for group & college
  - a. How to Share information to the college

#### 4 Pillars of GP required

1. Create clear curricular pathways to employment and further education (transfer)
2. Help students choose and enter their pathway
3. Help students stay on the path
4. Ensure learning is happening with intentional outcomes

1. Initial Brainstorm on New Name for GP:

Key words: Students, Exploration, Transformation, Inquiry, Learning, Collaboration, Experience

- a. Learning Frameworks
- b. Learning Paths
- c. Paths to Success
- d. Student Compass
- e. College Transitions
- f. Learning Journey's
- g. Mindful Journey's
- h. Students First
- i. Student Journey's
- j. Pathways Inquiry
- k. Finding Your True North
- l. Student Experience Project
- m. Bear Cub Vision
- n. Bear Cub Journey
- o. Students/Framework/Collaboration
- p. SRJC Century II
- q. Student Experience Project- SEP
- r. Pick & Fork
- s. In and Out
- t. Finding Your True North
- u. Student Centered College