Guided Pathways Workshop
Oakland
March 1 and 2

SRJC Attendees: Kevin McDermott-Swanson (student), Eduardo ? (Student), Lauralyn Larson, Tara Johnson, Michael Ichikawa, Kate Hickman, Matthew Long, Adrienne Leihy, Summer Winston, Eric Thompson, Nancy Persons, Lauren Servais, Kerry Loewen, Tina Dodson, Roberto Alvoarado, Victor Tam, Saeid Eidgahy

Panel of Experts (Thurs a.m. session)
- Bakersfield
    - Among others offers a "Personal and Career Exploration" pathway
    - Only 26% enroll as fulltime
    - 34% increase in student enrollment over past 5 yrs
    - Stats on completion questionable as numbers completing was in number of completions, not percentages, and could have been based on the rising enrollment
- Skyline College
- Butte College
    - Mental shift from course and section thinking to "program thinking"
    - Found that their marketing needed to change
    - Became part of 20 colleges CA GP project
    - Metamajors: Safety Health Happiness, Arts and Culture, Building Fixing Growing, Understanding our World, and Business and Design

Vice-Chancellor:
- 77% of colleges indicated at the very beginning of thinking about this process. Just going out and looking at other colleges may be all the workplan identifies for the first year.

BREAKOUT SESSIONS

#3 Guided Pathways Moving Forward
- Bakersfield, Butte, __?__ . Student Focus groups. Did not capture online students terribly well, only some hybrid Math classes.
- 5 overarching themes emerged:
    - Community College is an accessible option (accessible, affordable, geographic location, medical condition of someone they cared for nearby. Best bang for their buck. Faculty role modeling and Faculty accessibility.
        - Full review of syllabus early on, continual reference thru term
        - Using planners
        - Instructor self-disclosure, how faculty member uses these skills in everyday life
    - (Missed one)
    - Commonality in preferred teaching methods:
        - Students only like group work in class, a burden outside of class

- - - Like pop quizzes, find it effective. Found relevance of material was most effective in helping to retain info. Contextualized learning highly valued, relevance to student lives.
    - Seeking a sense of belonging: cultural relevance. DSPS, EOPS require high touch (frequent) counseling. Students feel better, feel better known.
    - Pervasive advisement issues: long wait times, wasted classes found by advisor to not count, etc.
- Developed Completion Teams centered around career and learning pathways. Incl data coach (trained from all over college, 4 per team), peer mentor, counselor, discipline faculty, acdv (?) faculty, financial aid, dean. Students are divided into different pathways, each has a team. There are 10 teams, one for each metamajor. For satellite campus, have data coaches analyze how many of each metamajor at the campus, and determine how often to send the counselor for that team there in proportion to the number of students in the major. Also have "affinity groups" such as EOPS etc.
- Using student on phone banks to call other students and alert them that they're close to getting full time status, and which classes are available (missed why). Employing students and therefore getting them paid
- Embedded study times into scheduling – gaps in scheduling where Students can go see someone in tutorial, etc. Use this in planners given for different meta majors.
- Momentum points:
    - ME first
    - 15+ units
    - 30+ by end of first year
    - Complete 9 core pathway units by end of first year
- Send tiny URLs for courses still open to students who don't come back after 1st term, do outreach and help schedule counseling appointments for students who say the declared pathway wasn't for them to talk about what might be
- Then vs now:
    - Small siloed teams ➔ cross-functional teams
    - Resources drive institutional priorities and allocation ➔ institutional priorities drive allocation
    - Boutique programs and interventions ➔ focus on scalability to reach all students
- Butte not as far along as Bakersfield. Currently measuring pain level of students. Says Skyline has done incredible work with student input, helping create content for what Pathways look like. At Butte this blew up in their face (ugly public meeting with many complaints about Counseling Dept issues) – need to be intentional about how students are involved. Cross-functional teams imperative.
- Sending mixed messages: a good way not to get listened to.
- Don't succumb to the "tyranny of average."
- Dr. White used GPs as excuse, a way to make changes to look to the future – Would be great person to bring to our campus. Focus of his presentation was on "phase transition" but able to look at issues around students dispassionately. Mapped Guided Pathways exploration and implementation to phase transition.

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- Gantt chart/stages of grief/hero's journey (all examples of phase transition)
- He's "seen the light" on meta majors.
- LL found from him:
  - Be mindful of where survey q's are coming from (CO e.g.)

DAY 2

Morning Panel

- BACCC Bay Area Community College Consortium
- Can bring in subject matter experts by scale
- Skyline and CSN student lens focus groups asked
  - How do you choose a major
  - How do you choose courses each semester
  - Which supports are helpful or would be helpful to you
- Student responses:
  - Choosing major daunting
  - Unaware of types of supports that exist to help
  - Yearn for sense of community and peer connection
  - Value counseling and long term relaitonships
  - Interested in being happy in their careers
  - Identify lack of choosing major as barrier to finishing
  - Career options, jobs various majors lead to, practicality of pursuing a career
- **Rjv.baccc.net Regional Joint Ventures website** (Strong Workforce Program)

SRJC Team Meeting Friday Morning:

- Tara: heard much about wraparound services that she liked, but nothing about what the State is going to require of us. Heard some of the framework of GPs about getting all of student services in one place.
- Lauralyn: creating a deeper discussion among faculty that needs to be broadened further.
- Kerry: the $$ is not a pittance, we could use funds like this to get faculty out to professional development, not cancel classes, fund special projects. This is a valuable way to spend funds – getting us together to look at what we're doing.
- Matt: The current student survey does touch on many of the issues addressed at this workshop (students not knowing where to go for what or whom to ask).
- We have many pathways, but our systems aren't tightened up enough to keep students from getting lost along the way.
- Big concern about time limitations and how busy we are, and dealing already with AB 705
- Big discussion and some agreement regarding choosing the 3 "Inquiry" elements: Cross-functional inquiry, shared metrics, integrated planning

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- Eric wants the 8 faculty here to be the 8 areas/pillars of the Santa Monica document shared yesterday (blue paper? Photo?)

Breakout Session: Kit _____, re: Regional and sub-regional support for GPs (presenter from morning BACCC, works with AEBG which has 16 regional consortia) Themes heard at breakout and concerns raised in this discussion session include:

- Human/Student centered design training: empathy interviews, journey mapping.
- BACCC Could send teams of facilitators to regional college meetings
- Challenges to convening: meeting in subregions
- Design thinking training (Skyline did): Stanford.school/SAP training
- BACCC can provide data to colleges,
- Discussions around equity – concern that Equity will become a buzzword to help sell GPs
- Can pull any data where the "Launch board" tool is used for us so we don't necessarily have to pull it ourselves. Also, K-12 data recently incorporated into the launch board.
- Concern re: first time full-time student stats, etc., and their greater success rates, and the conclusion that they're a more successful student. They are possibly like that at the outset and that's where the inequity comes in.
- Dual enrollment: need to know who is participating – one comment is that this *does* address Equity – as these enrollments were to some degree the result of a strong outreach to local high schools specifically to these underserved populations.
- We are CCs, we have non-traditional students, we need to remember this and care for these students in a way that meets their needs.
- Much sentiment at workshop that we're being handed a solution without knowing what the problem is. Kit (speaker) suggests we can use data her group has to explore inherent pieces causing any problems.
- Who gets to define what success is? How do we use data to mark and measure this?
- Feels like a well-intentioned plan to check in on how students are doing, but feels a lot like NCLB at the CC level. Success has different meanings at CC level.
- Roberto knows author/ti info cited: Oakes:
- Eduardo Galleano
- **Sources (books) cited as part of the conversation: Critical Race Theory/ Daniel Solozano; Navigat(i)onal Capital/ Tara Yosso; Keeping Track/ Jeannie Oakes** (these according to info from one of the participants – couldn't find these according to the information provided but I believe the person is referring to these 3 titles:
  - Critical Race Theory in our collection here.
  - Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline / Tara Yosso, is on order now for the Doyle library
  - Keeping Track: How Schools Structure Inequality 2nd ed. / Jeannie Oakes, is on order now for the Doyle library

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Key Elements our team wants to address (in order of popularity):
- Cross-functional inquiry
- Shared metrics
- Guided Major and career exploration opportunities
- Inclusive decision-making
- Clear program requirements
- Proactive and integrated student support
- Integrated technology infrastructure

SRJC Team Discussion #2 Friday 3/2:
- Review of breakout sessions
- What does Equity mean in the context of our own college's students? Discussion evolved at breakout session noted above.
- Workshop #2: Data: Designing with the End in Mind
    - Presenters have a lot of data, but didn't present it, but promised to share. Most helpful was when they asked us what type of data would be helpful from the Bay Area Community College Consortium (BACCC).
    - Santa Monica described having a big retreat with over 100 participants. They share common values: open access, students succeeding, student voice. They shifted campus mindset from "are our students ready?" to "are we ready for our students?" Students representative of the different disproportionately affected students brought into the conversation in groups, not the usual students who are already self-supporting etc
    - Another comment: are we ready for our students … to get them ready for what's coming (transfer to CSU UC job life etc)
    - Segregation of CTE and Transfer continues to be an issue. Things like developing critical thinkers occur in CTE as well as Transfer, we need to stop thinking otherwise.
    - Likewise, success in a CTE program can make a student think they want to continue in college.
    - Group #3: CTE Career Pathways and Guided Pathways Integration. Santa Monica talked about having common goals. Career development modules, website organized around meta majors, success teams associated with these.
    - SFCC designs schedule around what kinds of students are coming (e.g. full time workers and where they are during day – then scheduled evening classes at their downtown locations) and when.

SRJC Team Discussion #3: 11:50 a.m. on 3/2
- We discussed significant concern that we be transparent and communicative to the rest of the College. Lauren will write up notes, share, and we'll all contribute.
- We discussed alternative options to the moniker Guided Pathways TF, with the motivation to develop our own idea of what our students need. Ideas including Mindful Journeys, Students First, SRJC Century II, The Student Experience Taskforce, Creating a

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Student Centered College, Pathways Inquiry, Learning Journeys, Experience Workgroup, Navigation

- We discussed our intention and the need for our designated work group name to reflect that. Journey, inquiry, … The state gave us license to change the name GPs to be what we mean to do.
- Team vocabulary that came up: students, exploration, transformation, inquiry, learning, collaboration, experience.
- The 4 pillars of GPs: Identifying a Path, Help Students Choose the Path, Keeping them on the path, Ensure they're learning. Third pillar particularly unpopular with our team. Problematic pieces to this we do not embrace.
- Whatever we call this, it's not just about directing students, we are all involved in the effort together.

Random notes:
- Holland Code (Tina – DVC used to develop paths)-career assessment to determine where interests lie