

Guided Pathways @ SRJC

What Are We Doing Here?

SRJC Guided Pathways Workgroup
Update for Interested Parties, Dec. 5, 2018

Slide 1: Big Picture Questions...

1. What does our current participation in Guided Pathways involve?
2. What could and/or will our participation in Guided Pathways involve in the future?
3. Is participating in the Guided Pathways grant program *good for SRJC*?

Slide 2: What does our current participation in Guided Pathways involve?

- People
 - Oversight & Signatories
 - Academic Senate President: Eric Thompson
 - Dean, Liberal Arts and Sciences: Saeid Eidgahy
 - Steering
 - 3 faculty co-chairs – Robert Alvarado (Counseling, Petaluma); Michael Hale (English, SR); Alexa Forrester (Philosophy, SR)
 - 1 administrator – Kerry Loewen (Cluster Dean, Arts & Humanities)
 - 1 classified – Jessica Melvin (Classified)
 - Co-captains
 - 4 faculty: Summer Winston (Graphic Design); Terri Frongia (Italian); Nancy Ruud (Counseling); Deirdre Frontczak (Philosophy)
 - Active Participants
 - 18 active faculty members
 - 6 active classified members
 - 7 active administrators
 - 3 active students

Slide 3: What does our current participation in Guided Pathways involve?

- Meetings
 - Meetings this year
 - August 8
 - September 14
 - October 12
 - November 30 (*rescheduled from Nov 9*)
 - Dec 7 (joint meeting with ISSC)
 - Planned
 - February 8
 - March 8
 - April 8 (Sacramento GP conference)
 - April 12
 - May 10
 - Structure
 - Oversight & Steering
 - Welcome & Invited
 - Guided & Supported
 - Engaged & Empowered
 - Inquiry

Slide 4: Starting Points...

The motivating assumption of the Guided Pathways reform movement is this: The complexity of our system creates problems, especially for certain underserved populations.

This complexity is thought to manifest itself in many ways:

- Lack of easily available and contextualized information about program options
- Unclear curricular pathways
- Unnecessarily burdensome curricular pathways
- Mismatches between requirements and schedule course offerings
- Inconsistent messaging from various formal and informal advisors on campus
- Lack of easily accessible support for students struggling at particular junctures
- Discouraging student support experiences
- Discouraging classroom and educational experiences
- Others...

Our Inquiry:

1. Does this general assumption accurately reflect the situation at SRJC?
2. Does this list accurately reflect obstacles that face SRJC students?
3. If not, what items would need to be removed or added or refined?

The GP grant gives us a modest sum of money to address these.

Slide 5: Starting Points...In Process...

The motivating assumption of the Guided Pathways reform movement is this: The **cost and** complexity of our system creates problems, especially for certain underserved populations.

This complexity is thought to manifest itself in many ways:

- Lack of easily available and contextualized information about program options
- Unclear **entry points and** curricular pathways (**no 'tailored' entry points**)
- ~~Unnecessarily burdensome curricular pathways~~
- Mismatches between requirements and schedule course offerings
- Inconsistent messaging from various formal and informal advisors on campus
- **Information not available where student's likely to find it**
- Lack of easily accessible support for students struggling at particular junctures
- Discouraging student support experiences
- Discouraging classroom and educational experiences
- Others...

Our Inquiry:

1. Does this general assumption accurately reflect the situation at SRJC? **Somewhat, but...**
2. Does this list accurately reflect obstacles that face SRJC students?
3. If not, what items would need to be removed or added or refined?

Slide 6: Remedies...

If indeed the complexity of our systems is causing problems for our students, there are 2 broad approaches to alleviating those challenges:

1. Redesign and simplify the systems themselves
 - Eliminate options
 - Coordinate options
 - Streamline options
2. Improve the guidance we provide students
 - Improve communications about our options
 - Improve academic student supports
 - Improve non-academic student supports

(Or a combination of both)

Our Inquiry:

4. Which systems do we actually control such that we can 'simplify' them? What simplifications would help?
5. Does the complexity of our system provide value that would be lost if we simplified? If so, what value(s)?
6. Without changing any of our educational offerings, are there ways we can better...
 - Welcome & invite students
 - Guide & support students
 - Engage & empower students?

Slide 7: Examples...

Other colleges have tried...

Program Mapping: Create robust recommended course sequences for finishing any program on campus

- Coordinate options
- Streamline options
- Improve communications about our options
- Improve academic student supports

Slide 8: Examples...

Other colleges have tried...

First Year Experiences: Create themed first year course sequences that simultaneously help students transition to college, expose them to options for study, and satisfy key foundational requirements

- Coordinate options
- Streamline options
- Improve communications about our options
- Improve academic student supports

Slide 9: Examples...

Other colleges have tried...

Scheduling Coordination: Create the infrastructure to ensure that program offerings each term align to provide students access to courses they need and want to meet their educational goals, and that scheduling cuts and modifications are made with this big picture in mind.

- Eliminate options
- Coordinate options
- Streamline options
- Improve communications about our options

Slide 10: Examples...

Other colleges have tried...

Smaller Class Sizes/Student Loads: Reduce the total number of students each instructor or allied faculty is responsible for.

- Improve academic student supports

Pedagogical Training: Provide opportunities for faculty to increase skills related to helping students from all backgrounds master difficult material.

- Improve academic student supports

PALS: Recruit qualified students to help with just-in-time tutoring

- Improve academic student supports

Slide 11: Examples...

- Smaller Class Sizes/Students Loads
- Scheduling Coordination
- First Year Experiences
- Pedagogical Training
- Program Mapping
- PALS
- ?

These all require time, money, and energy!

Our Inquiry:

7. Which of these, if any, are right for SRJC? And by what processes can we answer that question?
8. How do we organize the GP workgroup to support broad engagement with and implementation of any reforms we end up recommending?
9. How do we fairly and effectively fund the reforms we recommend?

Slide 12: Examples...In Process...

- Appropriate class size/student loads
- Scheduling Coordination
- First Year Experiences
- Pedagogical Training for inclusivity, engagement, and 21st century relevance
- Program Mapping
- PALS (or other learning supports)
- Website redesign content, purpose, and structure – who controls the website?

Slide 13: Five Proposals

(for organizational structure for year 2 and beyond)

- **Proposal One: A Department-Driven Grant Model** – We allow *individual departments* to develop work plans and receive GP funds (via an application) to support the work of integrating our three pillars into their departments/disciplines.
- **Proposal Two: Entirely Open Grant Model (Innovation Incubator?)** – We allow *anyone in the district* to develop work plans and receive GP funds (via an application) to support institutionalizing our three pillars across the district.
- **Proposal Three: A Consultancy Model** – We turn ourselves into a Guided Pathways ‘consultant services’ group, and then we allow various departments, disciplines, or other units on campus to ‘hire’ us.
- **Proposal Four: Current Model** – We continue to explore options as a workgroup.
- **Proposal Five:** We decline to participate in future years.
- **Proposal Six, Seven, Eight:** *We welcome new and different ideas here!* **An Integrative Function?**

Our Inquiry:

10. Do any of these strike you as promising or concerning?
11. Do you have an additional proposal to add to this list?

Slide 14: Big Picture Questions...

1. What does our current participation in Guided Pathways involve?
We will try to complete as much of the inquiry represented on the previous slides as possible by the end of this year.
2. What could and/or will our participation in Guided Pathways involve in the future? *This depends on the results of our inquiry, the contributions of various faculty voices, and shifting mandates/expectations from the CCCCO.*
3. Is participating in the Guided Pathways grant program *good for SRJC?*