

# Proposed Pathways Model for SRJC

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## Pathways Task Force Members

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## Charge of the Task Force

The Pathways Task Force will:

- Identify SRJC student barriers to success and completion (see section 1)
- Research and share models and best practices for pathways (done in workgroup meetings)
- Solicit ideas and approaches and report to the Academic Senate and the Student Equity Committee (12/7/16)
- Recommend professional learning for faculty, administration, and staff to support pathways (see section 2)
- Identify and recommend student services that support student success in pathways (see section 2)
- Consider how the pathways might be tailored to the needs of SRJC students and how a Pathways model could be implemented at SRJC (see section 2)

## Pathways Task Force Goals

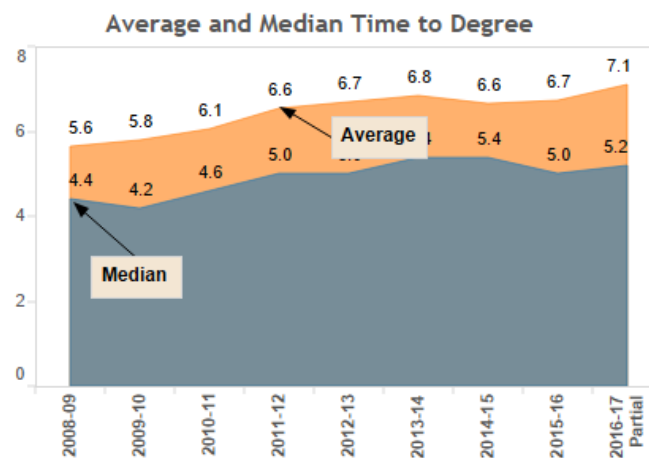
The Pathways Task Force will:

- Respect the critical role of the faculty in designing pathways and honor academic freedom.
- Develop creative pathways that allow for students to explore academic interests.
- Create a model that will “guide” students without being overly prescriptive.
- Close the equity gaps that exist in different completion rates for degrees and certificates by ethnicity, socioeconomic status, gender, and disability (a social justice concern).
- Identify the levels of funding that might be required to implement a pathways approach and to be involved in grant efforts that could help fund the program.
- Guide the implementation of a Pathways model uniquely suited Santa Rosa Junior College.
- Recommend ways that a Pathways program could be scaled up to include all those who could benefit.
- Invite consultants, experts or guest speakers as needed to inform, educate and enlighten.
- Solicit feedback from appropriate groups including the Academic Senate, the Study Equity and Success Committee, Student Government, Academic Affairs Council, and Student Services Council.
- Apply for a potential Basic Skills Transformation Grant due May 2017 that is \$2.5 million over 5 years.

## 1. Systemic Barriers to Success and Completion at SRJC

- **SRJC overwhelms students with choices:**
  - SRJC offers 265 different certificates and majors (SRJC Fall 2016 Catalog).
  - Students have more than 200 choices in meeting degree and transfer General Education requirements; the pattern can seem overwhelming.
- **Scheduling bottlenecks prevent student completion:**
  - Students are unable to get needed classes (see “hits after close data” in Unmet Demand for Courses: <https://research.santarosa.edu/unmet-demand-courses>)
  - Table 1 shows that on average it takes SRJC students 6.2 years to earn a degree (see Time to Degree with Matriculation: <https://research.santarosa.edu/time-degree-matric> and <https://fact-book.santarosa.edu/node/97>)
- **Poor progression rates for students in Basic Skills sequence to transfer level classes in English and Math** (Office of Institutional Research, October, 2015).
  - Basic Skills English progression: Of 533 individual students who placed 4 levels below College English (i.e. placement at College Skills 312/313) and were tracked for 3 years, only 16.5 percent (or 88 students) passed the Basic Skills classes and became eligible for and enrolled in English 1A.
  - Basic Skills Math progression: Of 2167 students who placed at 4 courses below transfer level math (i.e. College Skills 371 or 368A/B), only 8.5 percent (or 185 students) became eligible for and enrolled in a transfer level math class in 3 years.
  - Moreover, students regularly drop out of the Basic Skills sequence, despite passing their classes: 29percent of students dropped out of the English sequence in 3 years and 20percent of students dropped out of the Math sequence over 3 years.
- **Disproportionate success and completion rates for groups reflecting systemic barriers:**
  - SRJC has an increasing numbers of students who are first generation: currently 42percent of students are first generation, up from 34.5percent in 2014/2015 (see SRJC Scorecard at <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=261#home>).
  - Generation 1.5 Students, a student born in the United States who speaks English at school, Spanish at home (see DeAnza College’s definition: <http://www.deanza.edu/english/resources/generation.html>), need additional support to improve their reading and writing skills (Forrest, 2006). Our Latina/o student is frequently in this group.

Table 1: Average Time to Degree



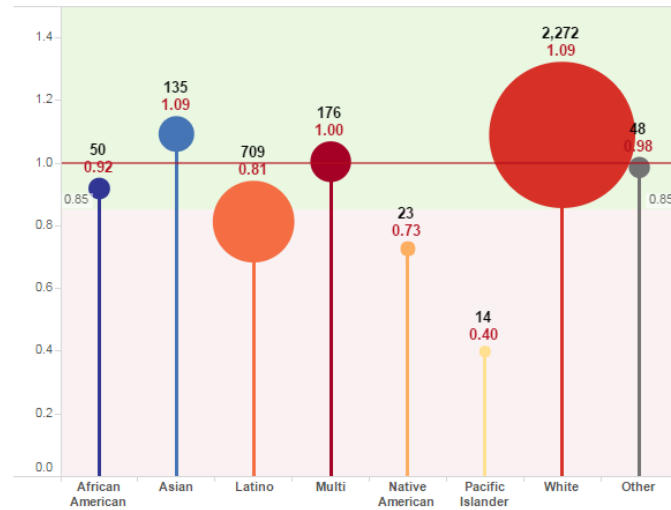
Over **80%** of first-time community college students indicate that they intend to earn a bachelor’s degree or higher. Yet only **25%** actually transfer within five years.

Bailey, Jaggars, & Jenkins, 2015

- Table 2 shows SRJC’s significantly lower completion rates (defined as any grade other than a withdrawal from the course) for African American, Latino, Native American, and Pacific Islander students.
- Course retention rates are also comparatively lower for African American, Latino, and Native American students (see <https://research.santarosa.edu/equity-index-course-completion-and-retention>).
- Although Latino students complete certificates and Associate Degrees at a higher rate than White students, they are much less likely to transfer to a 4-year university (see <https://research.santarosa.edu/equity-index-completions-new>).
- African American and Native American students are less likely to complete an Associate Degree and Transfer to a Four Year University than Asian, Latino, and White students (see <https://research.santarosa.edu/equity-index-completions-new>).

Table 2: Student Equity Table for Successful Course Completions

by Ethnicity (Fall 2015/16)



## 2. Proposed Elements of a Pathway Model for Santa Rosa Junior College

### • “Meta Majors”: Thematic Pathways

- New students who are undecided about a major or a CTE field will be encouraged to choose from a limited number of exploratory or “meta-majors” that expose them to educational and career options within broad fields. Meta majors encourage active exploration of fields of interest.
- The early steps in these pathways utilize General Education (GE) or CTE foundational courses, so that even if a student changes his/her educational goals, the courses are still applicable to GE or to a career.
- Research suggests that for an uncertain student fewer pathways can support their success (Bailey et al., 2015). Possible broad areas of exploration at SRJC could include:
  - Agriculture, Sustainable Agriculture, Farm to Table
  - Arts and Humanities
  - Business
  - Communication and World Languages
  - Health Careers
  - Science, Technology, Engineering and Math
  - Social and Behavioral Sciences
- To be considered part of the pathways program, students must register for a Fall and a Spring learning community in a particular pathway. Students will choose other classes in consultation with a dedicated counselor.
- Students can “opt out” of a pathway at any time, especially if their educational goals change.
- Students make informed decisions about choosing a clear educational goal with their counselor and transitions into a transfer pathway or a Career/Technical program to finish their degree or certificate.

*The idea behind guided pathways is straightforward. College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on path.*

Bailey, Jaggars, & Jenkins, 2015

### • Guiding Students

Research shows that first generation and low-income students in particular need more guidance in order to succeed in college. The Pathways program would:

- **Early Matriculation**
  - Expand upon the Petaluma Campus “Jump Start” approach that reaches out to high school seniors to assist with matriculation steps in the 12<sup>th</sup> grade Fall semester. During 12<sup>th</sup> grade Spring semester, students complete COUNS 270 and placement testing. Prioritize diverse and low income high schools as pilots.
  - Require students to take COUNS 270, Introduction to College (0.5 units), a face-to-face class that satisfies orientation, either in spring of their senior year or in early summer before Priority 3 registration starts.
  - Require all students to attend Welcome Day to get acquainted with the college. SRJC hosted its first Welcome Day in August before Fall 2016 at both campuses. Students who have not yet taken placement tests can do so on this day.

*Students can easily arrive at college without understanding what is expected of them and how to meet the expectations...Being unprepared to meet certain expectations, however, is not the same as being unable to meet them. When students fail to follow, or even violate, rules that are taken for granted, instructors may easily [mis]interpret the source of the problem. If a student's style of participation is different from the norm, for example, an instructor may believe that the student is not as capable as the other students.*

Cox, 2009

- **Create Student Success Teams**
  - Use grant funding for dedicated counseling for Pathways in order to increase student access to consistent advising and educational planning. Each cohort of 30 students (each Learning Community pathway) would have dedicated counseling time. Each student would be required to see their counselors at least once or twice each semester. The current counselor to student ratio at SRJC is 1 to 700 and students are not guaranteed to see the same counselor each time.
  - Utilize Student Success Specialists (see job description link below) to assist Counselors in tracking progress and providing frequent feedback. The Counselor and Specialist would both work closely with discipline faculty to increase student success.  
<https://hr.santarosa.edu/sites/hr.santarosa.edu/files/Student%20Success%20Specialist%20I%20-%20final%207.1.16.pdf>
  
- **Prepare students to achieve appropriate English, Math and Library skills**

About 70 percent of SRJC students enter the college below transfer level Math or English (SRJC Fact Book). Pathways would change the way we conceptualize basic skills so that students can *immediately* engage in material that is relevant to their program of study while developing college level skills.

  - **Contextualized English**
    - Pair contextualized English classes with meta major pathway courses in learning community model.
    - Utilize accelerated English classes as appropriate (i.e. ENGL 309). ENGL 309 combines ENGL 307 and ENGL 100, bringing students to ENGL 1A (transfer level) in one semester.
  - **Appropriate Math sequence**
    - Engage students immediately in the required math sequence for their degree or certificate.
    - Develop Summer Bridge math programs leading into STEM or high tech CTE programs.
    - Explore adding a required one hour per week math lab to existing developmental math courses for students who need the extra time on task. It is often observed that Basic Skills "students don't do optional" (attributed to CCCSE's McKlenny; see [http://www.ccssee.org/docs/Underprepared\\_Student.pdf](http://www.ccssee.org/docs/Underprepared_Student.pdf)).
  - **Library research skills**
    - Require LIR 10 as part of pathways.
    - Recent research demonstrated that students who take LIR 10 are much better prepared for research papers and most wish they had taken the class sooner (Usina, 2015).
  
- **Relate General Education classes to the meta major pathway**
  - Research demonstrates that students who can relate their general education classes to their intended goal feel more satisfied with their education and their knowledge is more fully integrated (Bailey et al., 2015, p. 26).
  - Create and post on the majors web pages a recommended General Education pattern for each major or CTE associate degree, created by instructional faculty in consultation with counselors. The existing Majors Review Committee could coordinate this process.
  
- **Use technology to increase student support**
  - Each pathway will have its own Community in Canvas (online). All students in the pathway can participate and share experiences and photos. Announcements and opportunities will be shared, such as guest speakers, bus trips to colleges, career and transfer days.
  - Teach students how to use online guidance tools, such as the degree audit.
  - Include more career information on CTE web pages.

- Adopt a new student system that has sophisticated “nudging” features, reminding students of important deadlines, open classes, and appointments. Research shows that simple reminders can reduce “summer melt” (failure to enroll) by 15 percent (Bailey et al., 2015, p. 61-64). Reminders to apply for financial aid also increase student retention.
- Evaluate student certificate/major information on the web. Make prominent to students the major or certificate sequence, which is now available as a link that is buried in the text.
- **Provide supplemental instruction to increase student success**
  - PEER Assisted Learning Specialists – already available in about half of Basic Skills math and English classes; available in 25 sections of “gatekeeper” CTE.
  - Supplemental instruction utilizing a 1 unit math or English lab linked with an existing section of math or English, with support and involvement of instructor. Instructors are compensated for the additional hour(s) per week.
- **Create scheduling patterns that are flexible and easy to implement**
  - Explore logistics to allow students to enroll in two or more semesters at the same time (summer/ fall, and fall/spring) to encourage longer term planning.
  - Require students to take during their first Fall semester COUNS 10, Student Success—The First Year Experience. COUN 10 fulfills CSU GE area E. An alternative would be for SRJC to develop a new course similar to Pasadena City College’s College 101 course.
  - *Note – this is not a cohort model. Students in a Pathway must take at least six units per semester and may proceed at their own pace. 12 units will be encouraged.*

Table 3: Guided Pathways Sequence of Classes

Semester or term	Possible Student Schedule
<b>Spring 0</b>	Last semester of High school <ul style="list-style-type: none"> <li>▪ Jump Start matriculation process (assessment, COUNS 270 orientation (0.5 units, education plan)</li> </ul> Consider College Skills 367.1 to prepare for math placement test
<b>Summer, Year 1</b>	Summer Bridge (strongly encouraged, but not mandatory) <ul style="list-style-type: none"> <li>○ Jam session in English prior to placement test;</li> <li>○ One or two week summer Math refresher course before placement test;</li> <li>○ College Skills English, English 307, or Math course, as needed</li> <li>○ Orientation in August prior to start of the semester (currently Welcome Day is 4 hours: possibly create special sessions for Pathways student orientation; take assessment tests as needed)</li> </ul>
<b>Fall, Year 1</b>	Fall, Year 1 <ul style="list-style-type: none"> <li>○ ME First: Math and English required for first year.</li> <li>○ Learning Community with contextualized English class (ENGL 309 or 100) paired with a pathway content course (GE or CTE)</li> <li>○ Appropriate math class with supplemental instruction, such as a Peer Assisted Learning Specialist (PAL) or concurrent Math practice (e.g. Math 170/171)) component (An instructor is compensated to teach this lab).</li> <li>○ COUN 10 or College 101 class to include time management, campus resources, library, orientation to canvas/educational technology, career interests assessment using a computerized tool, and a common reading.</li> <li>○ Visits with dedicated Counselor and Student Success Specialist</li> </ul>

<b>Spring, Year 1</b>	<p>Spring, Year 1</p> <ul style="list-style-type: none"> <li>○ Learning community combining English 1A with GE course or CTE course</li> <li>○ LIR 10 linked with the Learning Community for research based papers/projects;</li> <li>○ Continue Math sequence, with required supplemental instruction</li> <li>○ Student Research Day (poster boards and presentations)</li> <li>○ Identification of transfer or career goals and a clear pathway to completion; and</li> <li>○ Development of a comprehensive Education Plan with a Counselor</li> <li>○ Visits with dedicated Counselor and Student Success Specialist</li> </ul>
<b>Subsequent Semesters</b>	<ul style="list-style-type: none"> <li>○ Students move at their own pace in one of the SRJC transfer degree programs or CTE degrees and certificates.</li> <li>○ Students continue to see their dedicated Counselor at least once per semester (dedicated counseling may be dependent on grant or categorical funds)</li> <li>○ Counselor and Student Success Specialist continues to follow up with students in each pathway.</li> </ul>

- **Faculty Leadership and Involvement**

- Pathway development: each pathway will be developed by a team of faculty, at least one counselor, and the dean for the area.
- Professional development for faculty, administration, and staff: Faculty and staff participating in the Pathways learning communities would receive relevant training on student success, such as:
  - “On Course” career guidance
  - Growth Mindset theory and practice; and
  - Active learning strategies.
- Grant Coordinator: if we secure a grant, there will be a Grant Coordinator position and adequate administrative assistant support.
- Pathway Coordinator: each Pathway will have a Pathway Coordinator, typically a content expert for the pathway. The Coordinator will have reassigned time.
- Reassigned time for Paired courses. Faculty participating in paired courses will receive 10 percent reassigned time (61.25 hours) to develop and align the content course, and an ongoing 5 percent (30 hours/semester) to continue to align curriculum and to attend meetings or professional development.

## References

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