Guided Pathways Recommendations, October 13, 2020

Workgroup Name: *Website Redesign*

Workgroup recommendation 1: Title
Recruitment→ Retention→ Success: Student-Focused SRJC Homepage Redesign (Phase One)

Workgroup recommendation 1: Description
The SRJC Academic Senate will, in partnership with Student Services, lead the institution in reframing the JC's approach to, and support of, the college's web presence. Through WR-D workgroup, GP@SRJC teaching and learning principles will be integrated into collaborative work with the SRJC web team and the district's Shared Governance ad hoc Website Workgroup to perform pre-planning tasks, develop design options for AS/stakeholder review, and generate an implementation plan. Phase One will focus on creating a student section of the SRJC main domain (www.santarosa.edu/) which integrates various options within the 'student journey' by providing access to essential components of academics and student services with clarity, equity, and choice for all potential, new, and returning students. At present, the SRJC Website IS the College—in fact, today it's the only College "face" and "place" most people are able to interact with; therefore, Phase One work should begin as soon as possible. The WR-D estimates a budget of c. $47,800 for web designer hours, programming assistance, software licensing/add-ons, etc. for work over a 9-month period.

Workgroup recommendation 1: Rationale
"The Website" consists of over 180 sites, many of which aren't uniformly navigable or linked between each other, have outdated or disorganized content, and are not very user-friendly—especially for students/'outsiders' who don't know 'eduspeak'. Essential content students need is distributed across hundreds of webpages and many separate domains; it is siloed and needs to be coordinated and integrated to provide better student support in alignment with our educational mission. Students are the core-user group most adversely impacted by poor usability, and present-day super-reliance on remote access further harms both them and the College—especially when prospective students fail to find what they need on our website and go elsewhere. Proposed remedies include:

♦ Integrate basic Academic and Student Services information in one easy-to-find location and readily understandable format; for example, the most basic steps in the student journey into and through the JC: what's offered and when→ apply/register/finances + supports → learning + learning supports → student life+ life supports→ progress/goal attainment tracking→ next steps/now what?

♦ Focus on the student-user: simplified, consistent navigation; clear standard language; engaging information presentation; current, timely, contextually appropriate content; "calls to action" to guide, engage, and support rapid completion of intended tasks/goals

Workgroup recommendation 2: Title
Building Out Transformation: Improved Website Usability For All (Phase Two)

Workgroup recommendation 2: Description
The SRJC Academic Senate will lead the continued development of a sustainable redesigned College web presence improved for all user groups—students, faculty, staff, and general public—by ensuring ongoing, cross-functional support at both departmental and district levels for SRJC Homepage Redesign:

1. Support the WR-D collaborative work to expand the templates from Phase One for use on department/unit pages not in the main domain so that uniform navigation and page structures provide all users with equitable/consistent access and experience in order to fulfill needs efficiently. Some examples of user-tasks: students checking their College Scheduler or program map; parents clicking on a "New to College? Join the SRJC First Year Experience" link with their HS student; faculty locating just-in-time academic support programs to recommend to struggling students; members of the public quickly finding a Ceramics class or directions to a classroom.
2. Encourage partnership with departments/units throughout the district and support them as they align with this effort.
3. Encourage immediate expansion of IT personnel to create a team that supports the evolving ecosystem of the SRJC web presence.
4. Help identify and advocate for allocation of resources from appropriate stakeholders— Guided Pathways, Career Education, Student Equity and Achievement (SEA), HSI and other grants, the general fund, categorical and bond funds (e.g., portal software for enterprise systems such as SIS, Scheduling, Curriculum), etc.– to do this work, including sustaining the ongoing maintenance and evolution of what has been revisioned and redesigned.

Workgroup recommendation 2: Rationale
The "SRJC website" began over 20 years ago and consists of a vast array of websites, many of which have content created/maintained by departmental faculty or staff as extra duties. As of today, even after a recent round of cleanup, there are about 165 subdomains (something.santarosa.edu) which contain some 7,000 web pages altogether. Concerningly, only TWO web staff remain in the district's IT organization. This fact has resulted in years-long inability to present teaching and learning resources from the perspective of student and faculty core-users so they can complete their tasks/goals. The College can no longer afford to marginalize and under support the JC's web presence enterprise at this critical time when it's seeking to increase enrollment, improve its capacity for equitably teaching and supporting all students, and enhancing the efficacy and responsiveness of its faculty and staff.

♦ The district continues to undergo profound changes—continuing in a tradition of organizing information in silos according to its internal organization no longer makes any sense

♦ Silos mean lost opportunity for users and redundant effort for staff—information must be updated and curated so that it can be integrated, presented, and dispersed based on user needs

♦ At minimum, teaching + learning + support information across the institution should be organized according to core user needs—e.g., student educational pathways; tools and resources aggregated for faculty tasks; essential workflow components designed for staff in instructional areas, in student support services, in enterprise, etc.

Workgroup Name: *Mapping and Scheduling*

Workgroup recommendation 1: Title
<u>Clear, Accessible Program Mapping with Aligned Course Sequences</u>

Workgroup recommendation 1: Description
The SRJC Academic Senate [SRJC-AS] will improve student awareness of their educational opportunities by establishing a college-wide "Oak Tree" program mapping project which makes explicit the many "branches" of educational options available. Some examples to consider:

♦ A local example of excellence in degree mapping already in place is found in the Kinesiology: Sports Medicine Preparation Major (AA) https://sportsmedicine.santarosa.edu/course-offerings.
♦ Pasadena City College has a student-forward website that provides clear student resources and choices as it concerns program and course maps. See also; https://pasadena.edu/explore-your-career/
♦ Bakersfield College also has a clear, user-friendly website that highlights an explicit Program Mapper tool for students. See also; https://www.bakersfieldcollege.edu/academics/program-mapper

Workgroup recommendation 1: Rationale
♦ Support students' decision-making processes as it empowers their best, most informed choices in their ongoing educational journeys. For example, we know that students more often than not pivot from one area to another during their studies. Clear, accessible program maps could help students make choices that retain credits by "folding up" or "branching into" other areas of study.
♦ SRJC's Office of Institutional Research (OIR) Student Survey 2019 stated, in part, "Another noticeable decline has been with the statement 'I feel I have been as successful as I could be at SRJC'. While it has a 69.3% agreement level in 2019, this has steadily declined every survey year since 2010 (down 6% from 2010)" (p31, see SRJC's Student Survey) With some students feeling less successful in their educational journeys as indicated here, improvements in mapping might help to reverse this drift.
♦ Empower departments and programs to regularly review, revise, and update existing course offerings and recommended sequences of courses for certificates, programs, or majors.
♦ Create greater interconnectivity between disciplines by creating standardized program maps to increase awareness on how program sequences impact course enrollment.
♦ Draw from the expertise of SRJC Counselors to improve mapping best practices across the college.

Workgroup recommendation 2: Title
Dynamic Scheduling Changes that Support Students and the College

Workgroup recommendation 2: Description
The SRJC Academic Senate [SRJC-AS] will recommend solutions to meet student and faculty needs by improving the scheduling proof process and drawing from real-time, student-driven data already available (OIR, course enrollments, degree completions, student education plans, etc.). SRJC-AS will encourage departments to provide clarity of course availability by offering course consistency and diversity year-to-year as listed in program sequences and major/program maps. In order to establish and sustain the above recommendations, SRJC-AS will also seek interactive scheduling solutions that include, but are not limited to, the existing College Scheduler and SIS resources. Potential strategies for implementation include:

- ♦ SRJC-AS will investigate new, interactive technologies that better estimate student time to degree/program completion, integrate real-time course availability and prerequisites semester-by-semester, provide live feedback to students for available options at time of enrollment, and take into account the negative impact of disrupted sequences.
- ♦ SRJC-AS will encourage departments and programs to prioritize student demand by regularly assessing course and program availability when developing schedules (i.e. days, times, start dates, semesters, pedagogical modality, etc.).
- ♦ SRJC-AS will also encourage departments and programs to consider having more than one track so students have the option to complete the recommended sequence as best suits their availabilities (day, evening, on-ground, online, hybrid, etc.) and enrollment statuses (P/T vs F/T).
- ♦ SRJC-AS will identify and provide solutions regarding bottleneck courses and unmet demand for courses that slow student progress (see also https://fact-book.santarosa.edu/unmet-demand-courses).

Workgroup recommendation 2: Rationale
- ♦ Effectively respond to students' scheduling needs and preferences as best suits their availabilities (day, evening, on-ground, online, hybrid, etc.) and enrollment statuses (P/T vs. F/T).
- ♦ Support students' organization and planning of their schedule in the time frame that works for them using interactive technology tied to the SIS system. The current College Scheduler is helpful but would be better integrated with SIS.
- ♦ Increase the efficiency and accuracy of faculty and staff in the schedule development process. Draw upon pre-existing, Sonoma County voter-approved bond measure funding as we improve and introduce new, interactive web-based tools, programs, hardware/software, etc.
- ♦ Enhance clarity of and increase commitment to students' completion of their academic plans. If a course is closed, for example, alternative options for efficient

completion of goals would be identified. Progress alerts and/or gateway courses that qualify for multiple majors/certificates could also be provided.

♦ Resolving unmet demands for courses could potentially improve student enrollment, retention, and completion (see https://fact-book.santarosa.edu/unmet-demand-courses).

♦ From the Fall 2019 OIR Report (p41): "The final section in the student survey every year is a large, open-ended comment box." While "[a]lmost 25% of the comments were expressions of gratitude or a job well done" the third most mentioned theme was "regarding class schedule and availability (10.8%)" (see https://research.santarosa.edu/sites/research.santarosa.edu/files/2019%20Student%20Survey%20Report%20FINAL%20v1.pdf).

♦ Board Policy 3.14.2 requires "...The District will schedule classes at times and locations that reflect the needs of students..." (https://go.boarddocs.com/ca/santarosa/Board.nsf/Public?open=&id=policies#)

Workgroup Name: *Academic Support*

Workgroup recommendation 1: Title
<u>Recommendation One: Establish a Systematic, Integrative, All Access Approach to Academic Support Systems at SRJC.</u>

Workgroup recommendation 1: Description
The Academic Support Team envisions a unified approach for all students to have access to the numerous academic resources that are available on campus. Currently the need for academic support within and outside the classroom, assisting both faculty and their students, comes in many shapes and sizes. These include multiple forms of embedded tutoring as well as faculty mentoring. Listed below are examples that we have identified that are currently in use, but access to them can often be misunderstood and underutilized by students, such as:

1. PALS: A highly successful plan to incorporate a designated student as an assistant to the teacher in the classroom. Resources for faculty development, collaborations, and trainings have also been a key factor in the program's success.
2. Faculty Mentoring: Faculty hold multiple office hours and yet students do not uniformly attend them. The idea behind an office hour contains one of the most significant forms of student academic support. Faculty Counselors are also in this mix as they teach student success courses.
3. Excellent supports already in place include, but are not limited to, The Writing Centers, College Skills, Tutorial Centers, The Math Lab, and Open Sciences Labs, among others.
4. A new approach could also include a discipline-wide use of undergraduate interns from four-year colleges and universities throughout the bay area.

Workgroup recommendation 1: Rationale
Peer Assisted Learning Specialists, or PALS, are former students of a course who are paired with an Instructor of a course that they have successfully completed. As members of the classroom, they assist with at least one hour of classroom delivery, support students by holding individual tutoring sessions outside of class, and assist the faculty with limited administrative duties. In some cases, they have been shown to even increase student success and retention. By disseminating the information as to how all teachers from all disciplines can utilize PALS, more students will benefit. And if PALS are encouraged to be academic mentors this will enhance their function and provide general academic guidance for the student.

In multiple studies, it has been shown that faculty mentorship doubles students' ability to successfully engage in their academic and professional goals. Office hours are often underutilized by students due to varying reasons and communicating how important this

relationship is would be emphasized in all campus documents. In addition to emphasizing this important aspect of college life, sending a message of inclusion to all students who are utilizing academic support services is also crucial in the creation of a community of scholars. And finally, we recommend the use of interns from local colleges for help in the SRJC classroom. They could provide invaluable assistance to faculty, as well as act as role models for the SRJC student, at no extra cost to the institution.

Workgroup recommendation 2: Title
Recommendation Two: Establish the SRJC Academic Support Backpack Initiative

Workgroup recommendation 2: Description
Our second recommendation would be to establish the SRJC "Academic Support Backpack" for all students. Our team sees the need to gather together the many types of academic support in such a way that a student entering SRJC would carry with them a backpack of tools (e.g. Program Maps), either virtual, while we are in the pandemic, or actual, when we return to campus. These tools would ensure academic success, helping to develop critical thinking skills as well as practical life skills. This means that we must concert our efforts for helping to guide the traditional student utilizing all the support systems in place, as well as the underrepresented student on their journey through SRJC. We can do this by streamlining the process by which we disseminate the necessary information to our students about how they access academic support systems. These customized backpacks would be given to each student as they arrive on campus, and all of them would contain the necessary maps needed to arrive at their destination of choice.

Workgroup recommendation 2: Rationale
As we look ahead toward a unified academic support approach for all students, regardless of background, we will be able to gain a much more cohesive and diverse community of scholars. Providing each student with an individualized backpack, which will contain both shared core components such as graduation requirements, GE requirements, Welcome Center, Student Success and Counseling information, it will also include specific information for the student utilizing DRD services, Veterans, and late entry practices. This backpack will contain the information needed to pursue a student's particular academic passion. For example, a theatre student will have all the information needed to audition for a play in their backpack, and a STEM student will learn what they will need to prepare to enroll in a pre-med program in theirs. And if a student decides to exchange their backpack, i.e. change majors, they will be given all of the requisite tools to do so by the newly integrated and easily accessible academic support services present on the SRJC Campus. With revisions in website design, mapping and scheduling, academic support and introduction to college practices, together we can create a more equitable and sustainable academic community.

Workgroup Name: *Intro to College*

Workgroup recommendation 1: Title
Create a Comprehensive 'First Year Experience' (FYE) Program Through the Intentional Integration of Existing SRJC Services and Programs

Workgroup recommendation 1: Description
If accepted, this recommendation calls for a thorough inventory of existing SRJC initiatives that were either designed to support the success of first-year students, have the effect of supporting first-year students, or show potential to support first-year students. Once a careful inventory has been conducted, the next step calls for the intentional integration of existing SRJC services and programs to design a comprehensive first-year experience for all students. This effort requires a dedicated first-year experience coordinating group to facilitate on-going integration of programs and services.

The following list is not exhaustive, but rather provides examples of the types of existing initiatives that have been identified via our workgroup's research:
- ♦ ***Interdisciplinary Learning Experiences*:** SRJC Museum, SRJC Art Gallery, Intercultural Centers, Mahoney and Doyle Libraries, Arts and Lectures, Work of Literary Merit, Theater Arts
- ♦ ***Learning Support*:** PALS, Student Success Coaches, Counseling Department, Welcome and Connect Center, Tutoring Centers, Writing Center, PEERS, Student Health Services, Transfer Center, Zero Week
- ♦ ***Learning through Engagement*:** Sporting Events, One Love, Club Days, Day Under the Oaks, Luma Fest
- ♦ ***Community Engagement*:** Opportunities to explore life after SRJC, including transfer and career opportunities, Transfer and career centers, Service-learning opportunities, internships, community events, partnerships with local organizations, attending community events

Workgroup recommendation 1: Rationale
A coordinated First-Year Experience Program at SRJC will aim to serve all first-year students by providing skills and knowledge needed to thrive at SRJC. Since "first year student" does not refer to a homogenous group of people, this program must be dynamically designed to support the success of all newly registered SRJC students. For some, this will involve a smooth transition from high school to college. For others, it will consist of active encouragement towards meaningful engagement in the SRJC community of learners. By building and strengthening partnerships across district services and programs, this coordinated effort will provide a sense of belonging and investment that translates to shared success. SRJC already offers a considerable amount of interdisciplinary learning experiences, learning support, and engagement activities that contribute to the first-year experiences of students. These existing components can be curated into a comprehensive FYE program that more intentionally supports students in reaching their academic goals.

Workgroup recommendation 2: Title
<u>Create an Interdisciplinary-taught FYE Course Combining Academic Discovery, Introductory College Skills, and Community Engagement</u>

Workgroup recommendation 2: Description
Imagine a course taught by SRJC discipline experts that inspires academic exploration. While adjusting to studies at SRJC, students would be introduced to a variety of disciplinary pathways in a way that ignites intellectual curiosity and civic engagement. A first-year course welcomes students to the pursuit of knowledge and explores the interconnectedness of academic inquiry. This course would be anchored in SRJC's FYE program to connect students with interdisciplinary learning experiences, learning support, and engagement activities across the district. Multiple sections of this course could be integrated through a common read and/or shared community intellectual experiences. There are a variety of organizational models for first-year seminars that vary in content, format, credit hours, pedagogy, whether the course is required or elective, and how the class is listed/cross-listed within the college's schedule. Many interdisciplinary first year seminars include components dedicated to library services, academic counseling, career planning, study skills, and other success strategies. Further research and dialogue across the district is needed to determine the goals and standards for course design and how SRJC's distinctive needs and values can be reflected in a first-year seminar.

Workgroup recommendation 2: Rationale
Research indicates first-year seminars are linked to student achievement, whether measured by retention, persistence, or engagement (https://www.aacu.org/publications-research/periodicals/first-year-seminars-increase-persistence-and-retention-summary). Through the use of high impact practices (https://www.aacu.org/node/4084) such as first-year experiences and seminars, common intellectual experiences, learning communities, collaborative projects, counseling intervention, undergraduate research, and service learning, students will be invited into the rich, diverse learning community of SRJC. We will model and supply the skills necessary for critical thinking, meaningful collaboration and creative problem-solving necessary for academic success and a well-rounded life.

Workgroup Name: Guided Pathways at SRJC: The Collective

Workgroup recommendation 1: Title
Updating and Transforming the College's Teaching and Learning Ecosystem

Workgroup recommendation 1: Description
We recommend that the Senate further develop its capacity to reorganize SRJC's shared governance structures to fully integrate Guided Pathways principles and applications to support strategic institutional change. Updating and transforming SRJC's teaching and learning ecosystem requires a multi-year, multi-dimensional, and cross-constituent approach. Such changes to consider:

♦ Calendar and scheduling modifications that have kept SRJC from presenting a unified core calendar across campuses and sites that address a common length of the semester.
♦ A set of emergency plans that are accessible and transparent with the fewest possible disruptions for students.
♦ Integrate existing funding streams/systems to support an ecosystem that is welcoming to all and thrives because of all.

Workgroup recommendation 1: Rationale
Using the lens of Guided Pathways, which focuses on equitable, anti-racist, and socially just educational structures and practices accessible and navigable to all students, we have the potential for transforming the SRJC ecosystem for the 21st century student.

Senate's actions can lead to collaboration across constituencies that result in a learner-centered ecosystem constantly evolving through clear communication, merging of silos, integration of district resources, and transparent program planning and evaluation in support of students' chosen journeys.

An integrated SRJC could enable all SRJC educators to collaborate on approved GP recommendations, create Senate-sponsored professional learning, advocate for Senate appointments of GP liaisons to relevant shared governance committees (e.g., Budget & Planning, Program Review), and encourage that a GP lens is used on grant applications and reorganization of programs related to teaching and learning.

Cal Pass Data (https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx) for SRJC students 2018-2019 Statistics regarding unit completion was as follows:

♦ 44 percent all enrolled students in Fall18 did not complete any degree-applicable units.
♦ 10 percent all enrolled students in Fall18 successfully completed 12-14.9 degree-applicable units.

- ♦ 5 percent of all enrolled students in Academic Year 18-19 completed 24-29.8 degree-applicable units.
- ♦ SRJC Fact Book Data on Persistence (see link https://fact-book.santarosa.edu/public) shows strong term to term but not as strong 2-year persistence.
- ♦ Term to Term persistence from 2011-20 ranges from 65.5 to 67.5 percent ++ 2-year Persistence from 2011-20 ranges from 31.6 to 34.1 percent.