Slide 1

CLP | Career Ladders Project

GUIDED PATHWAYS AT
SANTA MONICA COLLEGE

January 26, 2018

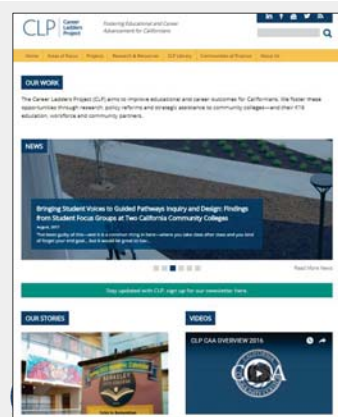
Slide 2

Welcome!

Luis Chavez
Senior Director

Maeve Katherine Bergman
Director

Cristina Sandoval
Program Coordinator

Naomi Castro
Director

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Slide 3

Career Ladders Project fosters educational and career advancement through **research, policy initiatives** and **direct assistance** to community colleges and their partners.

Slide 4

Career Ladders Project Team

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Roadmap for today...

1) Before we go Deeper: SMC's Pressing Guided Pathways Questions
2) Going Deeper into Guided Pathways: Who?
3) Deep Learning from our State and Nation: How? Design Cycle Case Studies

Communication and Transperancy:

1) Parking Lot/Bike Rack
2) Comfort Breaks

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Before we Go Deep...

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Activity: Getting Moving on SMC's GP Inquiry (5 min)

Building on your circle, square, and triangle work this morning, please get up and take a look at what your colleagues shared.

Use a sticker dot from your table and vote on one thing that resonates most for you.

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Activity: Communications and Transparency (5 min)

Successful GP community's create a plan and systems to communicate with the entire community. Colleges that have not have struggled with the work.

Communications are critical to your GP process. Your design team will work to engage voices and responded, including via the web. **Where else should they engage?**

IMPLEMENTATION

INQUIRY

Guided Pathways
Design Cycle
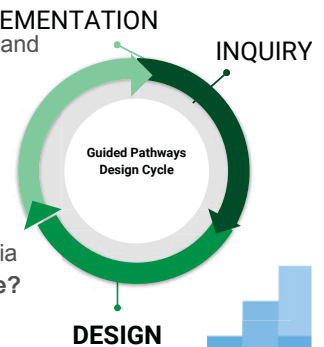
DESIGN

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Going Deeper: Guided Pathways Who?

GP Design Element: Cross Functional Teams

CLP Skyline College Faculty and Staff

For many college communities engaged in Guided Pathways Redesign, they have created and relied upon cross functional teams which draw from college community members in many roles across the campus, and greater community .

2017 Faculty Inquiry Team Members

Misty Burruel, Faculty, Art, FIT Co-Facilitator
Cheriou Opulencia, Faculty, Counselor, FIT Co-Facilitator

Jackie Boboye, Faculty, Counselor
Derek Dokter, Faculty, Business & Applied Technology
Danielle Graham, Institutional Research
Shannon Jessen, Faculty, Biology
Julie Law, Faculty, Counselor
Shella Malone, Faculty, Theatre Arts
Rose Ann Osmanian, Faculty, Instructional, Specialist
Annette Young, Faculty, Librarian

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Case Study: Chaffey College Faculty Inquiry Team (FIT)

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Designing your Team Today: Table Roles (2 mins)

- Facilitator - your SMC GP team lead

- Level Setter - ensures all voices are heard

- Translator - ensures all is understood

- Closer - ensures all takeaways/next steps are documented
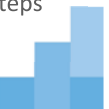
Activity: Cross Functional Team Inventory (5 mins)

By job function - who is at the table? Make a list.

By job function - who is missing? Make a list.

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Activity: Cross-Functional SMC Asset Mapping (15 mins)

At your table list out on the chart:

Create a large grid with th 4 pillars of Guided Pathways (Enter, Stay, etc.)

As a CFT, list SMC's assets for student success. Drill down … what component of that asset is essential, and what would you replicate across campus?

The biggest, most urgent challenges for SMC students.

SMC Assets for Students
FYE - students feel a part of something
Transfer rate - high

Challenges for Students
Schedule - can't get classes they need
Books - too expensive

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GP Process Check: Cross Functional Team = Who!

College communities working on Guided Pathways have had success when the whole community is engaged!

Cross functional team allows the wisdom of the crowd to be harnessed!

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IMPLEMENTATION

INQUIRY

Guided Pathways Design Cycle

DESIGN
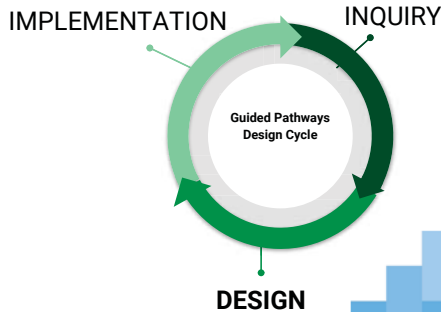
Activity: SMC Asset Mapping Gallery Walk to Lunch

CLP will move the information to the hallway.

As you walk to lunch and back, please read what your colleagues wrote.

Please put **a dot** (1) next to item that resonates the **most** for you.

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CCSF Faculty and Staff with K12 and Workforce Partners

LUNCH!

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Guided Pathways Design
Cycle: How?

Guided Pathways Design Cycle: Process

**WHO? COMMON DESIGN STRUCTURES**
• Broad campus-wide participation, vetting, input,
  cross-functional design teams

WHAT? COMMON DESIGN ELEMENTS
• Inquiry
  ○ Cross-functional inquiry
• Design
  ○ Meta-major creation
  ○ Course sequencing/Backward mapping
    from competencies
  ○ Developmental education integration
 ○ Student support integration

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IMPLEMENTATION

INQUIRY

Guided Pathways
Design Cycle
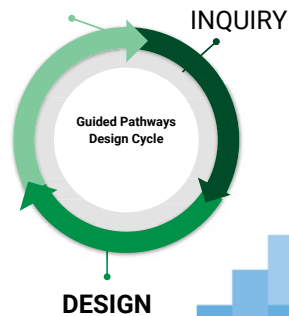
DESIGN

How of Inquiry: US and CA
Case Studies

Guided Pathways Design Cycle: Inquiry

Many colleges in the US have begun their Guided Pathways working on inquiry into the why, how, and what of Guided Pathways.

Their approaches have revealed some excellent promising practices and lessons learned in inquiry structure and process. .

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IMPLEMENTATION

INQUIRY

**Guided Pathways
Design Cycle**

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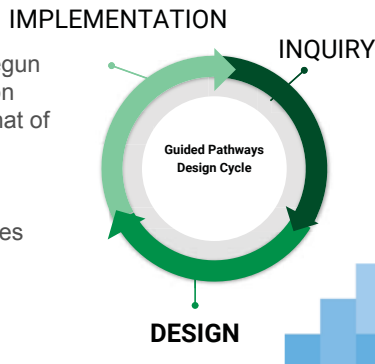
How of Inquiry: Structures

Case Study: Skyline College, Campus-Wide Participation

- CLP supported with models from colleges
- Skyline VPs and Deans began the process
- In Spring after MM drafting, developing process roles and responsibilities:
  - Design Team
    - I/SS Deans
    - Counseling, Student Support, and Instruction
  - Meta Major Work Groups
    - Faculty and staff from across the campus funded to participate

Skyline COLLEGE

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*Create an inclusive inquiry
and work infrastructure*
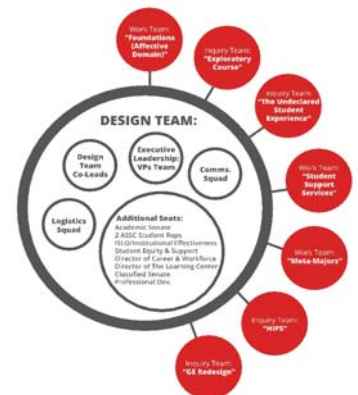
Case Study: CoC Integrated Planning

- **Institutional Effectiveness & Inclusive Excellence (IE)^2 committee** coordinates student success data and supporting activities

Academic Senate · SSSP · Strong Workforce · S4S · ASG · Equity · PAC-B · HR/Prof. Dev. · CASL · Non-credit · Curriculum Committee · Performance Indicators · Title V · Business Services · Program Review

Institutional Effectiveness & Inclusive Excellence

Case Study: Sierra College

The task force is primarily comprised of instructional and special services faculty and educational administrators, selected for their roles and perspectives at the college; however, that body will employ full collaboration practices to ensure stakeholders are engaged, informed, and have every opportunity to provide input and feedback as the work unfolds. To support and inform its work, the task force will be evaluating effective practices around the state and the country and will bring best practices back to discuss with the college community at large.

The task force has a two-year charter. Spring 2016 will primarily be spent researching and seeking input from the college; it expects to start making recommendations by 2016-17 and implementing changes as they are approved with a full rollout in 2017-18.

Case Study: Sierra College

Sierra College students are not meeting their educational goals on time, or at all.

SMC
Design
Team
Structure

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Communication Squad · Student Advisory Squad · Work Team: Program Maps · Logistics Squad · Inquiry Team: First-year Experiences

Redesign Team:
4 Instructional faculty
3 Counseling faculty
7 Deans
3 VPs
1 Academic Senate
1 Faculty Association
1 Classified
2 Students Reps
2 Equity
2 Professional Development
1 Institutional Effectiveness
1 Workforce/Economic Dev.
7 Inquiry/Work Team Leads
1 Logistics Squad Lead
1 Communication Squad Lead
1 Student Advisory Squad Lead

Steering Committee:
3 Instructional faculty
2 Counseling faculty
1 Academic Senate, Pres
2 VPs
3 Deans
1 Chief Director, IT

Inquiry Team: Meta-Major / GE Redesign · Inquiry Team: Intentional Equity and Retention · Inquiry Team: High Impact Practices (HIP) · Inquiry Team: Student Support Services · Inquiry Team: Technology

Activity: Where do you see yourself in SMC GP work? (5 minutes)

Please continue your table roles.

Allow everyone a few minutes to think and write their responses on post its.
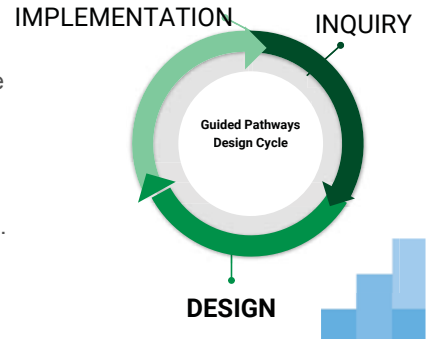
Please share your response with each other and add them to a large pink post it.

GP Process Check: Pondering Purpose

Some GP college communities have worked during the inquiry stage to find a common purpose from their many whys.
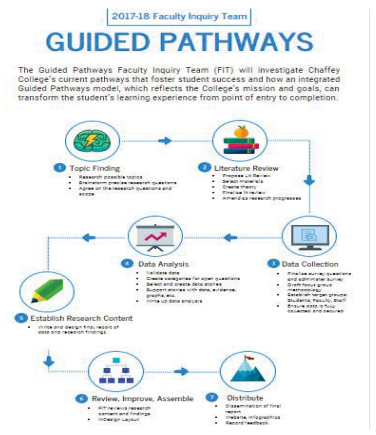
These colleges have shared that a shared understanding of the work helps them keep going.

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IMPLEMENTATION   INQUIRY

Guided Pathways
Design Cycle

DESIGN

How of Inquiry: Inquiry Process Models
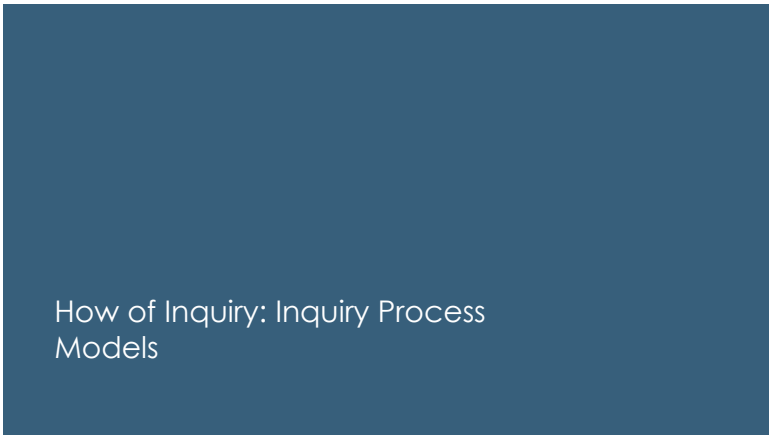
Case Study: Chaffey College Faculty Inquiry Team (FIT)

Misty Burruel, Chaffey College

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2017-18 Faculty Inquiry Team

GUIDED PATHWAYS

The Guided Pathways Faculty Inquiry Team (FIT) will investigate Chaffey College's current pathways that foster student success and how an integrated Guided Pathways model, which reflects the College's mission and goals, can transform the student's learning experience from point of entry to completion.

1. Topic Finding
2. Literature Review
3. Data Collection
4. Data Analysis
5. Establish Research Content
6. Review, Improve, Assemble
7. Distribute

https://infograph.venngage.com/s/FRCr8Zp0mJU

Inquiry Case Study:
CaCN Student Support Services

CACN
California Counseling Network

California Counseling Network provides a professional forum for collaboration and innovation among counselors and student support colleagues serving students in secondary and post-secondary pathways supporting transition to college and career success.

The CaCN Collaborative Inquiry is aimed at identifying and learning about innovative counseling and student support practices and redesign structures to increase student success within the guided pathway framework. Engaged counselors are conducting following practitioner research project activity:

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1) Lit review, 2) 80 + College review 3) Interview Calls, 4) Site Visits

Professional
Learning

Community of
Practice

**Guided Pathways
Design Cycle**

INQUIRY

Case Study:
SMCCCD
Student Voices
in Pathways

With CSM and Skyline faculty and staff, CLP conducted a series of focus groups with students to explore how we can best serve our students.

CSM Case Study: Seven focus groups with 78 CSM students representing...

- Sought to reflect diversity of campus, including but not limited to learning communities and adult schools graduates
- Students attending evening and day classes
- Students aged 15 - 61 (roughly 50% were 25 and under)
- Race/Ethnicity: White (32.4%), Hispanic (20.6%), Multi Races (20.6%), Asian (14.7%), Pacific Islander and Filipino (7.4%), Black (2.9%), and Unknown (1.5%)
- 64 % women and 36% men

Focus group participants:

Students' Attempted and Completed Units
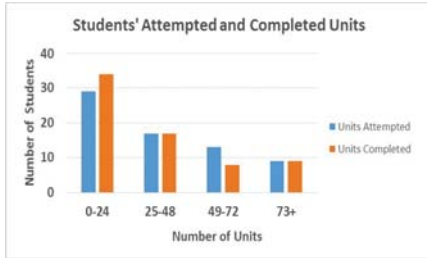
Attempted and completed units:
• 43% 0-24 units attempted
• 50% 0-24 units completed
(equivalent to 1 year or less full-time coursework)

Length of enrollment: ranged from 1st semester students to those who first enrolled in 1986
• 50% enrolled after 2016
• 25% enrolled between 2013 and 2015

What we asked students:

1. How do you choose a major?
2. How do you choose courses each semester?
3. Which supports are helpful or would be helpful to you?

Synthesis of Findings:

1. Most students found choosing a major to be a daunting task.
2. Choosing courses and getting into the right class was challenging.
3. Students found available supports helpful, but many were unaware of the different types of supports that exist.
4. Some students yearn for a sense of community and peer connection.
5. Students valued counseling faculty and desired long-term relationships.

I. Many students find choosing a major to be challenging.

"I've been guilty of this—and it is a common thing in here—where you take class after class and you kind of forget your end goal… **but it would be great to have something tangible like a shadowing program or something else that would get you excited about picking a major."**
– California Community College Student

"*What would have been great for me is for somebody to say, "This percentage of people, with this degree, don't get jobs in their field when they graduate, this percent of people do."*"

"I know a lot of people who have been here for 5 or 7 years, and they switched their major so many times, and that is why they are here for so long… and I think that happens so often because there isn't really someone to sit down with them and say "Here , these are your strengths, these are careers that would be good for you, and these ones aren't,"… so that is why they keep jumping around."
- California Community College Student

"*This is the third time that I came back, and this time, I took the career assessment. I wish that I would have taken that the very first time because it would have set my path and maybe things wouldn't have been so out of reach.*"

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Most students found choosing a major to be a daunting task:

- Difficulty in choosing a major was identified as a barrier to finishing on time.

- Student attributed the difficulty in choosing a major to there being few opportunities to explore careers, and link how majors connect with those careers.

- Most students felt taking courses was not a helpful strategy for career exploration.

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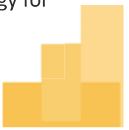
Students' Questions about Choosing a Major:

1. What are my career options? How do I get more information about those careers?

2. What are the different types of jobs that various majors lead to?

3. Is the major I am pursuing "practical" in terms of my ability to find a job with a decent salary later on?

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Students' suggestions for what resources would help them choose a major:

- **Learning about different careers including:**
  - Guest speakers, daylong seminars, workshops, career fairs
  - Shadowing/ internship opportunities
  - Opportunities to be around students with similar areas of interest
- **A class that would provide overview of different majors and link them with careers.**
- **Having all students take MBTI personality and Strong Interest Inventory assessment at the beginning of college.**

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II. Choosing courses and getting into the right ones is often challenging.

Quotes from California Community College Students:

"I found it really hard to find classes because I'm a big fan of not wasting time. So, I was like, I'm not going to take anything I don't need to take. It was really hard."

"I think also if there was a [clearer] path for people who had decided on their majors, there wouldn't be such an over-flow in classes... If there's a clear-cut path for what classes you should be taking, then [the college will] understand the ratio of students taking classes..."

Choosing courses

Choosing courses and getting into the right class was often challenging, sometimes because a class was full, other times because the time the class was offered did not work with the students' academic or work schedule.

III. Students value support services when they can access them, but many are unaware of the wide range of supports available.

Quotes from California Community College Student's:

"I found out about a lot of resources after the third or fourth semester, and I'm like, 'Wow. These exist. It's too late for me to join that now.'"

" …though my learning community I got to know about so many resources here on campus, like TRIO, Spark Point, EOPS."

IV. Students would prefer to see the same counselor every time and would like to see counselors who specialize in their area of interest or major.

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Quotes from California Community College Student's:

"One thing that I think would help me, I think is to set up study groups… or even a classmate that is at your level to help you along– somebody you can communicate with and deal with to try to keep you motivated"

"I feel like one of the biggest things that's missing at college is a celebration of culture. Not just ethnic culture, but I mean even with in each major there's a certain kind of unity… people just come in and out, and of course they're not going to run into these services like TRIO or EOPS, because they're not looking at bulletin boards or their email."

Counseling:

- Students wished they could see the same counselors every time.
- Students wished counselors had more specialized knowledge about a program.
- Students wanted more time with counselors and for them to be available during the evenings.
- Students appreciated SEP (student education plans) however found choosing a major difficult without
  - answering questions about careers
  - work experience

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Activity: Student Voice and SMC (20 mins)

Take some time to review the Student Voices document and discuss as a group:

- Are these student voices reflective of your students?
- What else do your students say?
- What else should SMC ask students?

On a large post it, please document your team's responses.

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GP Process Check: Approaches to Inquiry

GP colleges have approached inquiry in many forms.

Most shared approach is a cross-functional team looking at information from across the college (qualitative, quantitative, etc), as well as examples of national and CA GP redesign efforts.

IMPLEMENTATION   INQUIRY

Guided Pathways
Design Cycle

DESIGN

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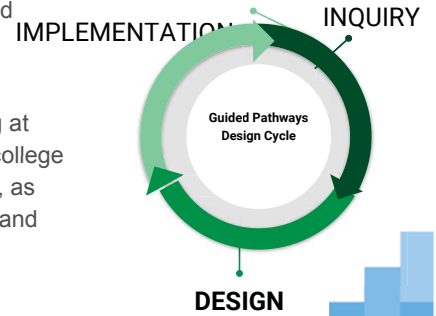
How of Guided Pathways Design: US and CA Case Studies

Choosing a Major

Source: Career Ladders Project

CLP | Career Ladders Project

Slide 1

Area of Study Courses are offered in the following disciplines.	Transfer Preparation, Degrees, and Certificates Offered (NOTE: Associate degrees require a minimum of 60 units including the Area of Emphasis and General Education)	Primary Academic Department(s)
Accounting	• Transfer Preparation • Accounting Associate Degree • General Accountant Certificate of Achievement (22 units) • Professional Accountant Certificate of Achievement (35 units) • Computer Accounting Department Certificate (14 units)	• Business
Administration of Justice	• Transfer Preparation	• Business
African and Middle Eastern Studies	• African and Middle Eastern Studies Department Certificate (16 units) • See also Modern Languages	• Modern Languages and Cultures
American Sign Language	See Modern Languages	• Modern Languages and Cultures
Anatomy	See Biological Sciences	• Life Sciences
Animation	See Entertainment Technology	• Design Technology
Anthropology	• Transfer Preparation • Anthropology Associate Degree for Transfer	• Earth Sciences
Arabic	See Modern Languages	• Modern Languages and Cultures
Art	• Transfer Preparation • Studio Arts Associate Degree for Transfer • Art Associate Degree	• Art
Art History	• Transfer Preparation • Art History Associate Degree for Transfer	• Art
Asian Studies	• Asian Studies Department Certificate (16 units) • See also Modern Languages	• Modern Languages and Cultures
Astronomy	• Transfer Preparation	• Earth Sciences
Athletic Coaching	• Athletic Coaching Associate Degree • Athletic Coaching Certificate of Achievement (24 units) See Kinesiology/Physical Education	• Kinesiology
	• Transfer Preparation	

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Slide 2

Activity: Meta Majors and SMC

Thinking about the why of Meta Majors

How many majors and certificates does SMC offer?
Please enter your answers at www.menti.com
Enter Code: 96 47 02

Using your phone is not cheating, share your source too. What was that like?

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Slide 3

Why: The Problematic of Choice

Students make choices all along the way in the process.

Choice #1: Apply to college.
Choice #2: Decide which college.
Choice #3: When?
Choice #4: What major?....
....
Choice #8 - 58: What classes, and when?

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Slide 4

Guided Pathways Design:
Meta Majors

GP Design: Meta Majors

Meta majors support students, particularly those under supported in education, by asking those with expertise in the field to gather degrees and certificates in to groupings which support student decision making.

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Mesa Community College, Arizona Career Pathways

Design Case Study: Mt. San Antonio

- Faculty and staff teams reviewed existing degrees and certificates.
- Then, sorted them into career clusters
- After, Faculty and staff looked at the outcome and process, decided a voice was missing!
- 60 groups of students (cross-section of the college's students) completed the sort
- Students had fun and questions!
- Students helped clarify the clusters AND name them!
- Mt. SAC's GP team has just added AEBG!

MT. SAC
Mt. San Antonio College

❖ Arts & Design
❖ Aviation, Electronics, & Manufacturing
❖ Business & Information Technology
❖ Health, Wellness, & Public Service
❖ Humanities & Communication
❖ Natural Sciences
❖ Plants & Livestock
❖ Teaching & Education

CA Guided Pathway Case Studies: Skyline College

- 164 Degrees and Certificates
- Fall 2016 Test Drive Process
- Spring 2017
  - Over two day period in January, 10 college-wide, cross-functional teams sorted the degrees and certificates
- The Most Common Clusters
  - Health Science & Wellness
  - Business, Entrepreneurship, & Professional Services
  - STEM (Science, Technology, Engineering, & Mathematics)
  - Social/Behavioral Sciences & Public Service
  - Arts, Humanities, & Communication

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Design Case Study: Sierra College Interest Areas

SIERRA COLLEGE
www.sierracollege.edu
Dream. Learn. Do.

Sierra College community worked to determine their Interest Areas:

- Engaged in a number of sorting activities reaching out to everyone at the college (**and to our feeder high schools**)—over 175 participants

- The, small group with representatives from all constituencies met to use input and data to draft interest areas

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Sierra College DRAFT Interest Areas

Our Proposed Interest Areas

- Business and Innovation
- Builders, Makers, and Fixers
- Public Safety, Health, and Wellness
- Earth and Environment
- Science, Technology, Engineering, and Math
- Education
- Language and Literature
- Visual and Performing Arts
- People, Culture, and Society

Activity: Meta Majors and SMC (7 minutes)

As a table, please review the Guided Pathways Inquiry and Design: Degree and Certificate Sorting for Meta Majors and use to answer:

- Who should be at the table for degree and certificate sorting? From SMC? Partners?
- What information do they need in addition to SMC's offering?
- When is a good time of year for the sort?

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Guided Pathways Design: Course Sequencing

Choosing classes

GENERAL EDUCATION REQUIREMENTS
(Select 12 courses from this list of more than 300)

D. Jenkins & R. Johnstone

Activity: Course Selection at SMC (2 minutes)

Thinking about the why of Course Sequencing

How do SMC students select courses?

Please share up to three one word answers at www.menti.com

Enter Code: 82 50 02

GP Design: Course Sequencing

Meta majors support students, particularly those under supported in education, by asking those with expertise in the field to gather degrees and certificates in to groupings which support student decision making.

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IMPLEMENTATION   INQUIRY

Guided Pathways
Design Cycle

DESIGN
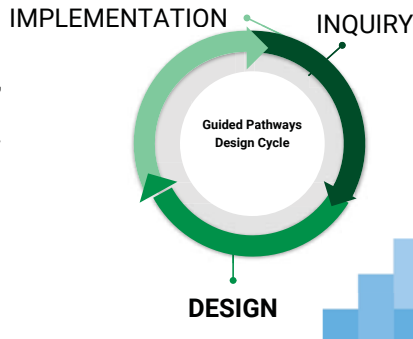
Simplifying Programs with Default Options (Biology)

First Semester

Course Number	Title	Units
BIOL B3A	General Biology I	5.0
CHEM B1A	General Chemistry I	5.0
ENGL B1A	Expository Composition	3.0
	Art or Humanities elective	3.0

Second Semester

Course Number	Title	Units
BIOL B3B	General Biology II	5.0
CHEM B1B	General Chemistry and Chemical Analysis	5.0
ENGL B2	Advanced Composition and Critical Thinking	4.0
	-or-	
PHIL B9	Critical Thinking and Advanced Composition	3.0

Third Semester

Course Number	Title	Units
MATH B6A	Analytic Geometry/Calculus I	4.0
PHYS B2A	General Physics-Mechanics and Heat	4.0
COMM B1	Public Speaking	3.0
	Art or Humanities elective	3.0
	Social or Behavioral Science elective	3.0

Fourth Semester

Course Number	Title	Units
MATH B6B	Analytic Geometry/Calculus II	4.0
PHYS B2B	General Physics-Sound, Light, Electricity, Magnetism, Modern Physics	4.0
	Art or Humanities elective	3.0
	Social or Behavioral Science elective	3.0

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Case Study: Mt. San Antonio Course Sequencing

- Ordering of courses for each degree and certificate, including:
  - For each of their students (FT, PT, developmental sequence)
  - Mt. SAC Adult Ed Non Credit and HS pathways to sequencing work

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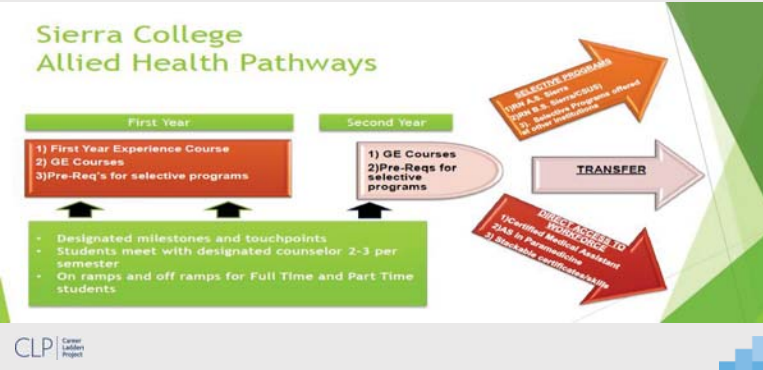
MT. SAC
Mt. San Antonio College

Case Study: Sierra College

- **Mechanics**
  - Champions created a template
  - Outline the recommended sequence of courses a student must complete in order to earn a degree, certificate or transfer with ADT
  - Provides recommended choices for General Education (GE) and electives
- **Mapping Days**
  - Department faculty, counseling faculty, and team members completed over 150 award map templates

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Sierra College Allied Health Pathways

Dual enrollment with local H.S.

Orientation for all Allied Health Students.

All Allied Health Students must meet their designated counselor and are provided with contact information and follow up plan.

Activity: Course Sequencing at SMC (5 minutes)

With your cross functional team, please create a four-square grid on large paper.

For each scenario, please think about and list by function the team need to sequence the following:

- Transfer
- Basic Skills Students
- AE/NC student
- K12
- BONUS: Part Time/Full Time of each of the above

How of Implementation: CA Case Studies?

Implementation: We Look forward to CA and SMC's Journey!

Please join CLP in collaboration with the CCCCO IEPI, the Academic Senate, and the RP Group this spring, summer, and fall!

Save the date: Next convening is 3/5 2018 at Marina Del Rey.

Please call upon us if we can be of service. CLP is supporting a limited number of colleges with their Guided Pathways redesign.

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Questions

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FOR MORE INFORMATION:

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Naomi Castro
ncastro@careerladdersproject.org

Luis Chavez
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GUIDED PATHWAYS AT SANTA MONICA COLLEGE

January 26, 2018