Mesa Pathways
Fall 2017 President's Cabinet Retreat

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Agenda

I. Pathways

II. Fun with Data

III. Student Centered Design

IV. Assessment Activity

V. Building our Team

VI. Parting Thoughts

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About Guided Pathways

The Guided Pathways framework creates a <u>highly structured approach</u> to student success that:

Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.

Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

Guided Pathways Depends on US.

Guided Pathways is not a "one-size-fits-all" initiative…

- The enormity and diversity of the California Community Colleges system requires that each college take a customized, self-guided approach.

- Guided Pathways is an opportunity for our college to set our own goals and determine our best path to success.

Four Pillars of Guided Pathways

Clarify the Path

Create Clear Curricular Pathways to Employment and Further Education

Enter the Path

Help Students Choose and Enter Their Pathway
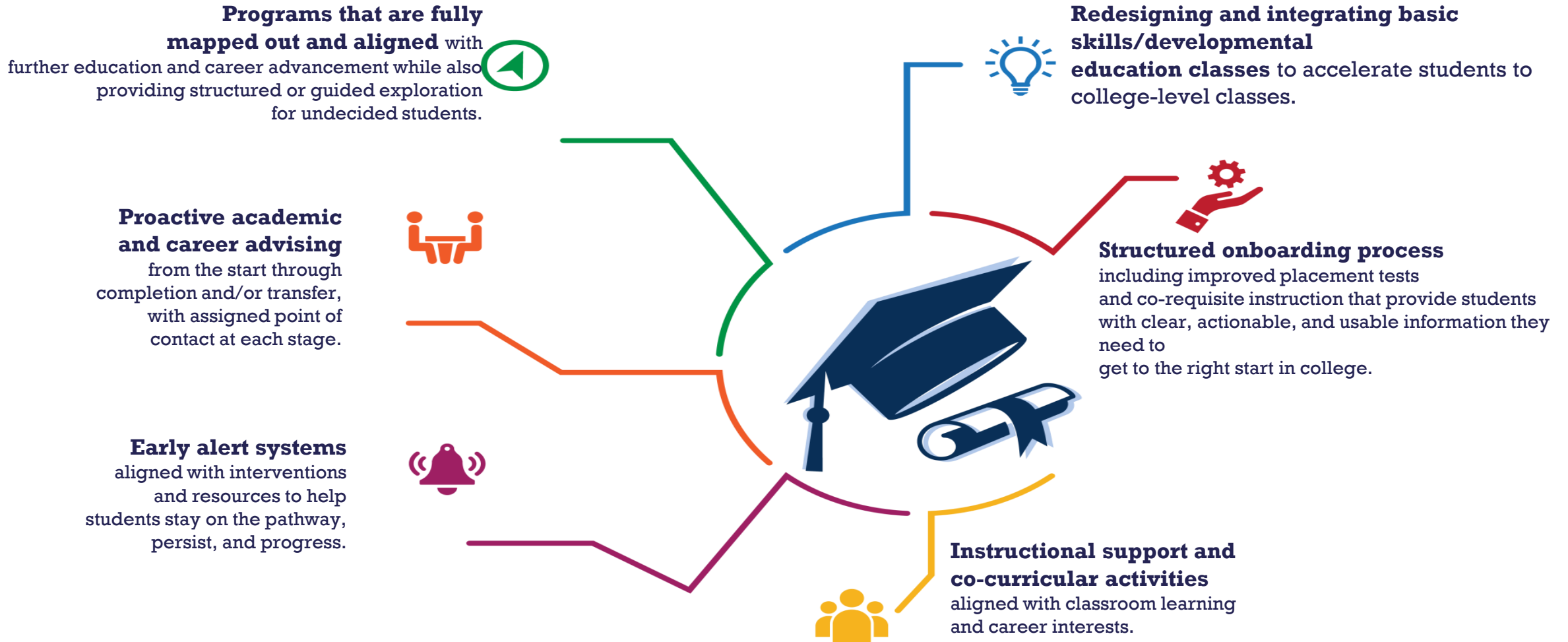
Stay on the Path

Help Students Stay on Their Path

Ensure Learning

Follow Through, and Ensure that Better Practices are Providing Improved Student Results.
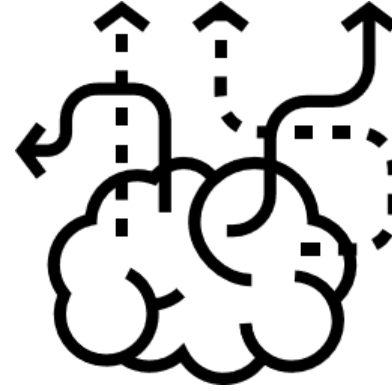
Key Elements of Guided Pathways

Programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.

Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.

Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.

Structured onboarding process including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get to the right start in college.

Early alert systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.

Instructional support and co-curricular activities aligned with classroom learning and career interests.

Gearing Up for Implementation

Self-
Assessment

IEPI
Workshop

Multi-Year
Work Plan

Funding
Allocation

Fun with Data

Get your phone, tablet or laptop out now!
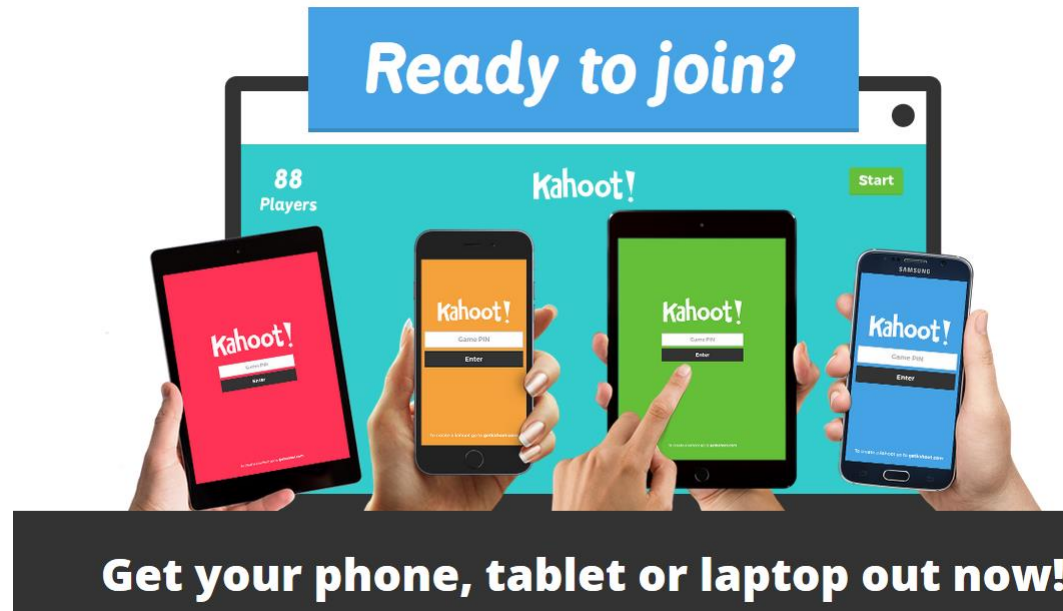
Search for "kahoot" or "getkahoot.com"

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LaunchBoard: Guided Pathways Tab

www.calpassplus.org/LaunchBoard/guidedpathways.asp
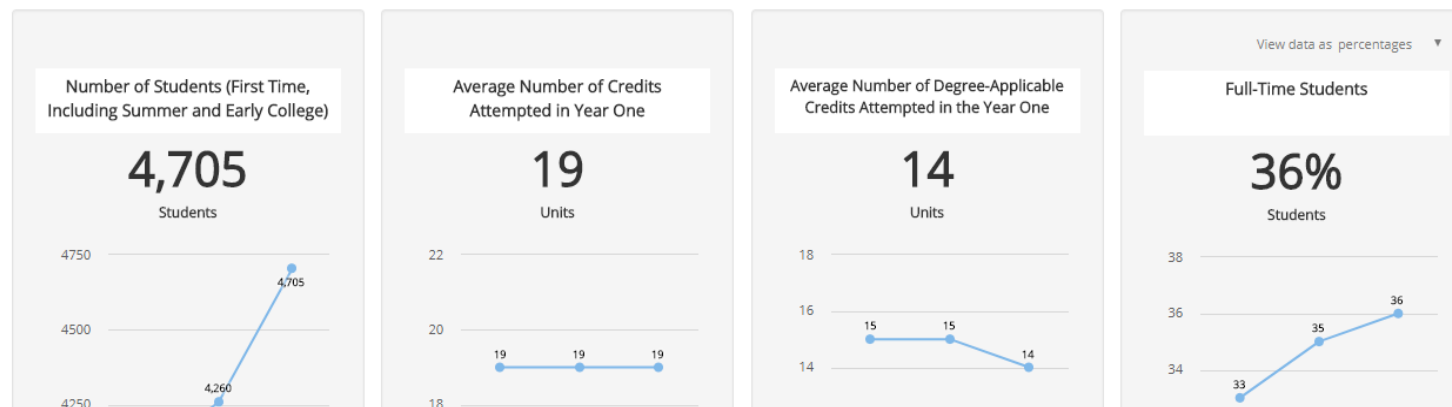
Student-Centered Design:
How do we design around all our students

- *First Generation College Student*
- **Initial Education Goal: Undecided**
- *Interested in Computers*
- *Working Part-Time*
- *Plans to Enroll Part-Time*

For the student who is not sure about program of study…
How clear are our offerings?

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

College Student Profile: **Ellen**

- *Older student (28 years old)*
- *Seeks to Transfer in Business*
- *Working Part-Time*
- *Responsible for Care of Elderly Parent*
- *Plans to Carry 12 Units*

For the student who knows where
she wants to focus…
How clear are our programs?
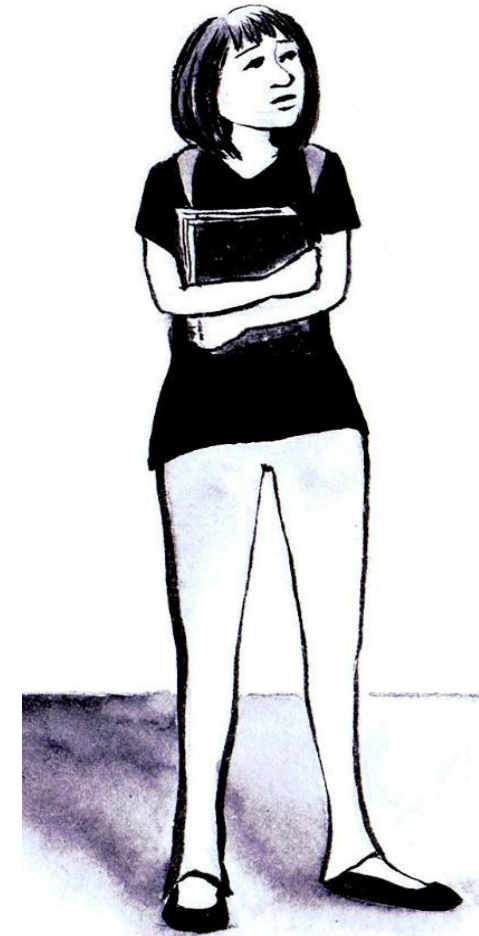
- *Enrolled in Fall of 2012*
- *Initial Ed Goal: Job Prep / Advancement*
- *Interested in Health-related Career*
- *Working Full-Time*
- *Completed 15 college credits*

For the student who has not made progress to an award…
How do we support her to identify and enter a meta major / interest area?

College Student Profile: **Patricio**

- *Seeks an AS in Biology*
- *Working Part-Time*
- *Placed into Two Levels Below Transfer Math*
- *Parenting / Child care unstable*
- *Plans to Enroll in 6 units*

For the student who knows where he wants to focus, but places into the developmental sequence…

How are we structuring support to ensure he is making adequate progress?

- *Recent High School Graduate*
- *Completed dual enrollment; Has 20 College Credits*
- *College Ready*
- *Goal: Transfer to UC Berkeley Engineering Program*
- *Working Full-Time*
- *Plans to Enroll Full-Time*

For the student who is ready to go and has a plan…

How do we ensure he is learning, thriving, and remaining motivated?

@DYLANCARTOONS

Student-Centered Design:
How do we design around all our students?

- Review the student profiles
- Select one or two students from the profiles to discuss
- Talk with your colleagues about how we would address the question posed for the selected student profiles for each of the four pillars within the guided pathways framework:

  - Clarity
  - Intake
  - Support
  - Learning

Group Sharing | Thoughts | Reflections

Mesa College Assessment

		Scale of Adoption			
Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		1	2	1
	2. Shared Metrics		1	2	1
	3. Integrated Planning			4	1
Design	4. Inclusive Decision-Making Structures			1	1
	5. Intersegmental Alignment		2	4	
	6. Guided Major and Career Exploration Opportunities	5	1		
	7. Improved Basic Skills		1	3	
	8. Clear Program Requirements		1		1
Implementation	9. Proactive and Integrated Academic and Student Supports	2	2	1	
	10. Integrated Technology Infrastructure	2	3	1	
	11. Strategic Professional Development		1	1	
	12. Aligned Learning Outcomes	1		1	
	13. Assessing and Documenting Learning			1	
	14. Applied Learning Opportunities		4		1
Total		10	17	21	7

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Feedback and Dialogue

For your Key Element:

1. Review the Key element
2. Discuss the proposed scale(s) of adoption
3. Identify things that are missing in the "why"
4. Report out groups recommended scale of adoption

Feedback and Dialogue

Based on the Self Assessment above, what do you think best describes your college's guided pathways work overall?
- Pre-Adoption
- Early Adoption
- Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways?

Are there resources or supports that would most help your college progress on any particular element?

Self Assessment Development Phases

1. Targeted feedback (October 5-31)
   - Faculty Chairs
   - Committee leaders
   - Program Directors/Managers
   - Operational staff
   - Administrators

2. Open Forum (November 7)

3. Online review and public input (November 3-19)

4. President's Cabinet Retreat (November 14)

5. Academic Senate (TBD)

6. Classified Senate (TBD)

7. ASG (TBD)

8. Present to P-Cab for final review (December 5)

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Building our Team

A cross-functional and representative team of faculty, staff, and administrators
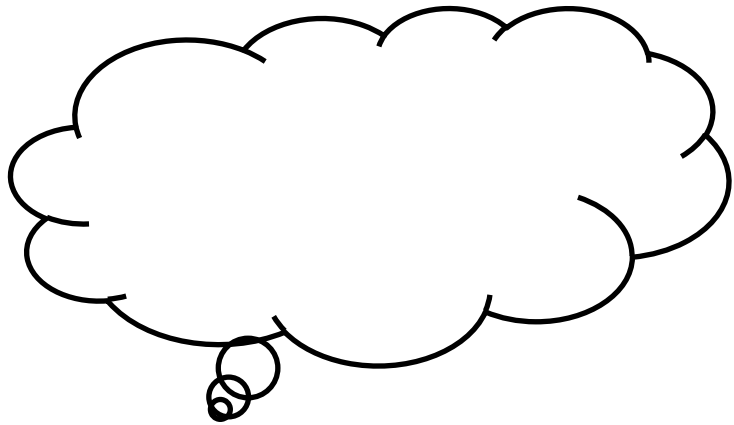
Why?
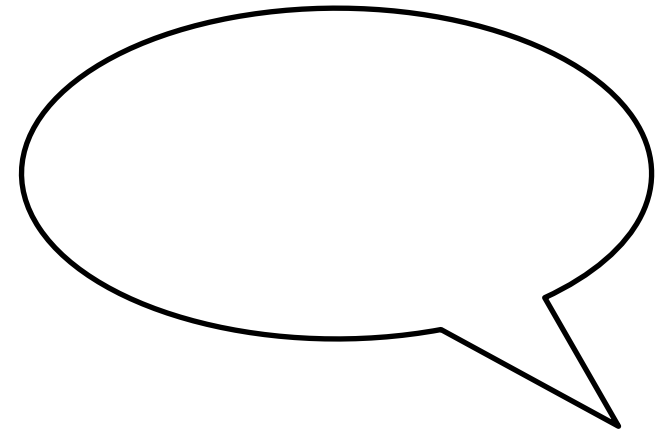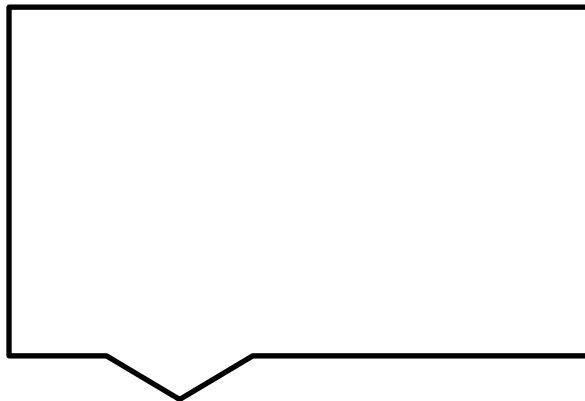
Implementing Guided Pathways:
Defining Roles with a Focus on Collaboration

Faculty & Staff

- Engage in all stages of Guided Pathways: inquiry, design, implementation and ongoing improvement.
- Work collectively toward common goals and commit to a structured, open process.
- Collaborate to design clearly structured, coherent academic program maps that: reflect curriculum aligned with university transfer programs and labor market needs; provide detailed course sequences and progress milestones; and represent the most efficient path for students to complete academic programs while maintaining the quality of these programs.
- Partner to guide, monitor and support students.
- Collaborate to help students build skills as they explore and progress through curricula and programs.

Students

- Share thoughts on how the institution as a whole can better meet student needs. Share obstacles, challenges and successes experienced in college.
- Engage in all stages of Guided Pathways: inquiry, design, implementation and ongoing improvement.

The Entire College

- Work collectively toward common goals and commit to a structured, open process.
- Think and talk about the unique planning and resource needs at the college.
- Participate in the self-assessment process.
- Solicit input from students, community members, alumni, employers and industry to assist in informing your Guided Pathways efforts.

Administrators

- Provide vision for college restructuring and initiative integration.
- Build a diverse steering team from all college constituencies, including administration, counseling and instructional faculty, staff and students from across the college.
- Offer support and guidance for collaboration and inclusive decision-making.
- Participate in all stages of Guided Pathways: inquiry, design and implementation.
- With faculty and staff, collaborate to design clearly structured, coherent academic program maps that: reflect curriculum aligned with university transfer programs and labor market needs; provide detailed course sequences and progress milestones; and represent the most efficient path for students to complete academic programs while maintaining the quality of these programs.
- Invest in professional development that supports reform efforts.
- Build organizational capability for ongoing innovation and improvement.

Institutional Researchers and Planners

- Support administrators, faculty and staff in inquiry by providing enrollment, persistence and retention data disaggregated by program, course, cohort and student equity categories.
- Provide support in understanding student throughput and identifying bottlenecks and loss points.
- Help steering team and others use data to examine barriers to student completion.
- Engage in all stages of Guided Pathways: inquiry, design, implementation and ongoing improvement.
- Help in making the case for Pathways through data.
- Assist with locating and interpreting data related to designing and implementing Pathways.
- Assist in providing students a voice through research activities such as surveys and focus groups.
- Provide leadership and support with the integrated planning that is required for Pathways.
- Conduct formative and summative evaluations to help inform and guide Pathways efforts, with a focus on continuous improvement.

Building the our Team

Instructions:
1. **Discuss:** What is a cross-functional team?
2. **Discuss & Record:** What people/groups should play a key role?
3. **Report**

Further Discussion Questions:
- What is one thing we could do at our campus to broaden the circle of discussion?
- What are some barriers to effectively doing this? How might we address them?
- What is the benefit of cross-functional teamwork when it comes to guided pathways?

Share with us before we break

What do you still WONDER about regarding inquiry, design, or implementation of Mesa's pathways?

Concluding Remarks

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http://bit.ly/mesapathways