Each One Reach One: A High-Tech, High-Touch Approach to Maximizing the Effectiveness of Guided Pathways

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Poll everywhere

Where is your college in the process of implementing guided pathways?

A. Haven’t began the process
B. Planning stages
C. Early implementation
D. Fully implemented
Poll everywhere

What has been the greatest challenge to implementing guided pathways?

A. Lack of understanding
B. Lack of resources
C. Lack of administrative support
D. Lack of faculty buy-in
Statement of Problem: Sin

• Sin. *Noun* ‘sin: Missing the mark.

• Less than desirable student success and persistence
Implication of the Problem

• California Community Colleges Funding Formula (revised student success metrics)

• Growing BC Student Body (‘knowing’ 33,000+ students)
Problem Recognition, Response - Process

• Shared recognition

• Shared responsibility to solve issue

• Collaborative campus conversations
Solution – Guided Pathways

• Our Tasks:
  1) KNOW our students
  2) HELP our students

• Our Solution: Guided Pathways (a.k.a. ‘meta-majors’ or ‘Completion Communities’)

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PAHOEHOE

...the lava is coming!
How Guided Pathways can Help

State-Level
- Vision for Success Goals
- Student Centered Funding Formula (SCFF)

BC
- Operationalize the work of Guided Pathways
  - BC’s momentum points
  - Completion Coaching Teams
    - Data Coaches
What if you fly?

“There is freedom waiting for you,
On the breezes of the sky,
And you ask “What if I fall?”
Oh but my darling,
What if you fly?”

-Erin Hanson
University of Toronto System

Innis    New    St. Michael’s    Trinity    University    Victoria    Woodsworth
University College
Victoria College
HOGWARTS ACADEMY
Guided Pathways at BC

Four Pillars of Guided Pathways

Clarify the Path
Enter the Path
Stay on the Path
Ensure Learning
Four Pillars of Guided Pathways

Pillar I:
Clarify the Path

- Early High School Engagement
- Define Competencies
- Grouping Programs of Study
Program Mapper

Course Map
This program map represents one possible pathway through the program.

With Transfer To: California State University System
Time to Completion: 2 years

1st TERM
- BIOL B3A
  5.0 Units
  General Biology I

- CHEM B1A
  5.0 Units
  General Chemistry I

- MATH B6A
  4.0 Units
  Analytic Geometry/Calculus I

- Arts
  3.0 Units
  Choose a course

2nd TERM
- PHYS B4A
  4.0 Units
  Mechanics and Wave Motion

- CHEM B1B
  5.0 Units
  General Chemistry and Chemical Analysis

- MATH B6B
  4.0 Units
  Analytic Geometry/Calculus II

- ENGL B1A
  3.0 Units
  Expository Composition

- Critical Thinking
  4.0 Units
  Choose a course

3rd TERM
- BIOL B3B
  5.0 Units
  General Biology II

- PHYS B4B or PHYS B2B
  4.0 Units
  Choose a course

- American Institutions History
  3.0 Units
  Choose a course

- Language other than English
  4.0 Units
  Choose a course

4th TERM
- Oral Communication
  3.0 Units
  Choose a course

- Social Sciences
  3.0 Units
  Choose a course from Area D

- Humanities
  3.0 Units
  Choose a course

Four Pillars of Guided Pathways

Pillar II: Enter the Path

Outreach and Community Relations
Summer Bridge
Educational Planning
Four Pillars of Guided Pathways

Pillar III: Stay on the Path

- Academic Support
- Learning Communities
- Co-Curricular Activities
Four Pillars of Guided Pathways

Pillar IV:
Ensure Learning

- Nesting Student Learning Outcomes
- Mapped Program Learning Outcomes
- Creative Pedagogy
High Expectation of Students

Guided Pathways
Momentum Points

Complete **transfer-level math and English** in the first year

Attempt **15+ units** in the first term

Attempt **30+ units** by end of first year

Complete **9 core pathway units** in the first year
Completion Coaching
Communities — nuts and bolts
Completion Coaching Team by Learning and Career Pathway

- Agriculture, Nutraceuticals and Culinary Arts
- Arts, Humanities and Communication
- Public Safety Training
- Social and Behavioral Sciences
- Business
- Education
- STEM
- Personal and Career Exploration
- Health Sciences
- Industrial and Transportation Technology
Affinity Groups

- Athletes
- African American Initiatives
- Students with Disabilities
- Extended Opportunities Programs and Services (EOP&S)
- Foster Youth
- Dreamers
- Veterans
- Kern Promise

Affinity Group: Population of students who have specific or equitable needs
Affinity Group Vs. LCP

Affinity Group Distinctions
• More concrete foundation to build relationships with students
• Targeted outreach, counseling, and service offerings
• Can be utilized to expand current equity programs

LCP Distinctions
• Ensures every student is within a completion coaching team
• Allows more robust faculty participation and curriculum alignment
• Better alignment with transfer institution
• More in-depth knowledge of career trajectory and industry opportunities
Implementation of Data Coaching

• Achieving the Dream (ATD) and need to access more data
• Targeted and timely data for decision making
• BC expanded, so did its need for data
• OIE leverages data coaches as force multipliers
Data Coaches Play Many Roles

• **Data Champions** who collaborate with Completion Coaching Teams to determine data needs

• **Data Ambassadors** who extract meaningful data from Cognos, Starfish, Tableau

• **Data Gatekeepers** who protect sensitive or private data

• **Data Disciples** who format, and/or filter data via Excel or Starfish

• **Data Superheroes** who communicate and/or disseminate the data to the Completion Coaching Team and to other who may benefit from the data
High-Tech, High-Touch Strategy

• Use data to connect students to “concierge-class” support infrastructure
  • Completion Coaching Teams & Affinity Groups

• Use technology to identify students in need
  • Starfish, Cognos, Tableau

• Connect with students
  • Communicate based on key dates annual timeline
  • Connect students to support services

• Track results, plan (rinse/repeat)
High-Tech Operationalized

Ed Advisor/Counselor  Data Coach

Starfish
- Case management
- Student flags and early alert
- Communication targeted by momentum points

Tableau
- Dashboards
- Trend data by cohorts
- Program-level data

Cognos
- Requests from deans

All data systems

OIE
High-Touch Operationalized

• Modalities
  • Text messages
  • Emails
  • Phone calls
  • Face-to-face
# Communication Plan

## Start of Term

<table>
<thead>
<tr>
<th>Step 1 (CONCERN)</th>
<th>Step 2 (ACTION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filter in Starfish for all students who have received &quot;Automatic Flag - At least 9 units but fewer than 15&quot; flag with attributes for academic standing combined is not assigned.</td>
<td>Call all students who resulted from filter in step 1 and track notes in Starfish.</td>
</tr>
<tr>
<td>Filter in Starfish for all students who have received &quot;College level Math and English - Completed&quot; flag with attributes for current term &gt;=9 units, current term &lt;13 units, and academic standing combined is not assigned.</td>
<td>Call all students who resulted from filter in step 1 and track notes in Starfish.</td>
</tr>
<tr>
<td>Filter in Starfish for all students who have received &quot;College level Math and English - Completed&quot; flag with attributes for current term &gt;=9 units, current term &lt;13 units, and academic standing combined is not assigned.</td>
<td>Call all students who resulted from filter in step 1 and track notes in Starfish.</td>
</tr>
<tr>
<td>Filter in Starfish for all students who have received &quot;Missing Comprehensive Ed Plan&quot; flag with attributes for ...</td>
<td>Message all students who have resulted from filter in step 1 through Starfish for tracking purposes.</td>
</tr>
</tbody>
</table>

## Timing

- **Week 0** (for multiple weeks prior to the start of term)
- **Weeks 1 & 2** (add/drop period)
- **Weeks 3 & 4** (capturing late starts)
- **Week 4**

*Message about how the student can complete through Starfish - Student academic and non-academic (personal/life) concerns referred to counselors*
Number of First-Time Students by LCP

First-Time Student Headcount by Learning and Career Pathway (LCP)

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Fall 2015</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Nutrition, &amp; Culinary Arts</td>
<td>145</td>
<td>264</td>
</tr>
<tr>
<td>Arts, Humanities, &amp; Communications</td>
<td>335</td>
<td>411</td>
</tr>
<tr>
<td>Business</td>
<td>385,399</td>
<td>3,183,062</td>
</tr>
<tr>
<td>Education</td>
<td>318,306</td>
<td>794,555</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>279</td>
<td>325</td>
</tr>
<tr>
<td>Industrial &amp; Transportation Technology</td>
<td>181</td>
<td>949</td>
</tr>
<tr>
<td>Personal &amp; Career Exploration</td>
<td>458</td>
<td>517</td>
</tr>
<tr>
<td>Public Safety</td>
<td>342</td>
<td>389</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>436</td>
<td>506</td>
</tr>
<tr>
<td>STEM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attempting 15+ Units

Percent of First-Time Students Attempting 15+ Units in Their First Term

**Attempting 30+ Units**

Percent of First-Time Students Attempting 15+ Units in Their First Term

- Agriculture, Nutrition, & Culinary Arts: 5% (Fall 2015), 9% (Fall 2017)
- Arts, Humanities, & Communications: 8% (Fall 2015), 16% (Fall 2017)
- Business: 14% (Fall 2015), 15% (Fall 2017)
- Education: 9% (Fall 2015), 10% (Fall 2017)
- Health Sciences: 12% (Fall 2015)
- Industrial & Transportation Technology: 4% (Fall 2015), 6% (Fall 2017)
- Personal & Career Exploration: 10% (Fall 2015), 5% (Fall 2017)
- Public Safety: 9% (Fall 2015, 14% (Fall 2017)
- Social & Behavioral Sciences: 11% (Fall 2015), 17% (Fall 2017)
- STEM: 14% (Fall 2015), 18% (Fall 2017)

Completing Transfer-Level Math and English

Percent of First-Time Students Completing Transfer-Level Math and English in Their First Year

- Agriculture, Nutrition, & Culinary Arts: 3% Fall 2015, 5% Fall 2017
- Arts, Humanities, & Communications: 2% Fall 2015, 6% Fall 2017
- Business: 5% Fall 2015, 7% Fall 2017
- Education: 2% Fall 2015, 4% Fall 2017
- Health Sciences: 2% Fall 2015, 6% Fall 2017
- Industrial & Transportation Technology: 0% Fall 2015, 2% Fall 2017
- Personal & Career Exploration: 3% Fall 2015, 1% Fall 2017
- Public Safety: 1% Fall 2015, 3% Fall 2017
- Social & Behavioral Sciences: 3% Fall 2015, 9% Fall 2017
- STEM: 8% Fall 2015, 14% Fall 2017

Questions

Contact Us

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