Get Started Collecting Student Voices for Guided Pathways Inquiry & Design

2018 Strengthening Student Success Conference
Get Started...Collecting Student Voices for Guided Pathways Inquiry and Design

Michelle Pilati
Academic Senate for California Community Colleges/Rio Hondo College

Kelley Karandjeff and Alyssa Nguyen
The Research and Planning Group for California Community Colleges

Maria Vicario
Southwestern College

In partnership with the California Community Colleges Chancellor’s Office
Session Outcomes

- **Know why it’s important** to systematically collect student voices in guided pathways inquiry and design
- **Understand steps and methods** for collecting student voices
- **Have practical examples** for what collecting student voices looks like in action
- **Start an action plan** for collecting student voices during your college’s guided pathways inquiry and design processes
- **Know where to go** for additional information
Session Agenda

- Guidance for Collecting Student Voices (20 min)
- Practical Example: Southwestern College (15 min)
- Q & A with Presenters (10 min)
- Action Planning Exercise (25 min)
- Resources Available (5 min)
Collecting Student Voices for Guided Pathways Inquiry and Design: What, Why, When, and How
We heard you!

- Responding to college requests for help engaging students in guided pathways inquiry and design
- Created through a collaborative effort of CCCCCO, ASCCC, CLP and the RP Group
- Released in short and long form; web-based version forthcoming October 2018
What Do We Mean by Collecting Student Voices?

Amplifying student perspectives and experiences to help make our college policies, practices, and programs more effective
A Continuum of Student Engagement...

One-Time Events → Systematic Listening Practices → Ongoing Engagement in Decision-Making
California Community Colleges Guided Pathways Self-Assessment

<table>
<thead>
<tr>
<th>Key Element</th>
<th>Scale of Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Adoption</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Early Adoption</strong></td>
<td></td>
</tr>
<tr>
<td><strong>In Progress</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Full Scale</strong></td>
<td></td>
</tr>
<tr>
<td>1. Cross-Functional Inquiry</td>
<td></td>
</tr>
<tr>
<td>2. Shared Metrics</td>
<td></td>
</tr>
<tr>
<td>3. Integrated Planning</td>
<td></td>
</tr>
<tr>
<td>4. Inclusive Decision-Making Structures</td>
<td></td>
</tr>
<tr>
<td>5. Intersegmental Alignment</td>
<td></td>
</tr>
<tr>
<td>6. Guided Major and Career Exploration Opportunities</td>
<td></td>
</tr>
<tr>
<td>7. Improved Basic Skills</td>
<td></td>
</tr>
<tr>
<td>8. Clear Program Requirements</td>
<td></td>
</tr>
</tbody>
</table>
Why student voices?

And when?
Why Collect Student Voices?

- Deepen understanding of the student experience
- Create a complete “story”
- Foster urgency for change
- Motivate stakeholder involvement
- Strengthen student outcomes
How Do You Collect Student Voices?
Design Principles

- Treat as an iterative inquiry process, not a “one and done” activity
- Involve cross-functional teams—including students—in planning and implementing
- Ensure equitable student representation
- Engage students where they are
- Honor student involvement and contributions
How Do You Collect Student Voices?
Five Step Process:

1. Define objective
2. Determine students to engage
3. Select your method
4. Analyze and share
5. Establish next steps
How Do You Collect Student Voices?

Methods

● Focus Groups
● Interviews
● Surveys
● In-class Activities
● College-wide Activities
Student Voices in Action!
Southwestern College (SWC)

- Conducted student focus groups/survey
- Recruited students from SWC’s Higher Education Center (HEC) - National City, HEC-Otay Mesa, HEC-San Ysidro, and Chula Vista (main campus)
- Asked questions about their experience with registration and educational planning
Question 1: Have you chosen a major yet?
Question 2: If you have chosen a major, how long did it take you to decide?

A. Less than a month.
B. Less than two weeks.
C. Less than a year.
D. More than a year.
Question 3: Have you changed your major along the way?
Question 4: How much do you know about your areas of interests?

A. Nothing
B. Very little
C. Some knowledge
D. Very familiar
Question 5: Can you usually register for the courses you need?
Question 6: Are you able to access the advising/counseling that you need?

Data:

- Yes: 85% (33 responses)
- No: 15% (6 responses)

Total responses: 39
Question 7: If you knew what you wanted to major in, would a “map” be helpful?

(A map is a semester by semester plan that tells you which courses you need and when they are available.)
Question 8: Is there anything you would like to voice about your experience as a college student that you feel could help you complete your education within 2 years?

There were two main areas that students stated needed improvement.

- Counselors need to be more consistent, precise, and knowledgeable in their guidance.
- Increased availability of necessary classes would be helpful so students can take them when they need them without having to wait.
What Do You Want to Know?

Q&A
Action Planning!

- Form small groups
- Discuss preliminary steps for jump-starting or expanding the collection of student voices on your campus
- Identify 1 action step for when you return to campus
- Be prepared to share!
Collecting Student Voices Resources

Collecting Student Voices for Guided Pathways Inquiry and Design (Full Guide)

Get Started...Collecting Student Voices (Brief)
http://cccgp.cccco.edu/Portals/0/GPGetStartedCollectingStudentVoices_ExecSummary_May11.pdf

Field Notes
https://drive.google.com/file/d/17HTvLtM9xCwxSgPTo_EoIvss6AgcJ6X6/view

Vision Resource Center
Thank you!

Kelley Karandjeff
Senior Researcher, The RP Group
kkarandjeff@rpgroup.org