Onboarding Reedley College to Guided Pathways with Support from Regional Coordinators

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Michelle Stricker
Stephanie Curry
Goal and Outcomes

Participants will leave with an understanding of:

- What Regional Coordinators are/do
- Why a fostering a culture of inquiry is key to your Guided Pathways work
- How a cross-functional approach can enhance your Guided Pathways implementation
- The process of moving goals from transactional to transformational
- How to contact and better collaborate with your own Regional Coordinators
CCCO: The Central Valley Team

**Chelsea Esquibias**  
Guided Pathways Regional Coordinator, Central Valley  
CCCO

**Dr. Laura Lara-Brady**  
Guided Pathways Regional Coordinator, Central Valley  
CCCO

**Michelle Stricker**  
Guided Pathways Regional Coordinator, Central Valley  
CCCO
Reedley College Team

Renee Craig-Marius
Vice President, Student Services
Reedley College

Stephanie Curry
Faculty Grants Coordinator
Academic Senate President
Reedley College
Regional Coordinators: Your Ally in Guided Pathways
Central Valley Colleges

San Joaquin Delta College
Modeesto Junior College
Columbia College
Merced College
Fresno City College
Clovis Community College
Reedley College (Madera College)
College of the Sequoias
West Hills College- Lemoore
West Hills College - Coalinga
Porterville College
Taft College
Bakersfield College
Cerro Coso Community College
Guided Pathways

**THE WHY**
- Our Students and Communities

**THE WHAT**
- Vision for Success
  - Increase certificates and degrees
  - Increase transfer to CSU and UC
  - Decrease units to complete
  - Increase employment in field of study
  - Close equity gaps
  - Close regional achievement gaps

**THE HOW**
- Guided Pathways
  - Clarify the path
  - Enter the path
  - Stay on the path
  - Ensure students are learning

**THE TOOLS**
- System-level Support
  - Developmental Ed. Reform (AB 765)
  - California Promise (AB 19)
  - Associate Degrees for Transfer
  - Regulatory Reform
  - Financial Assistance for Students
  - Student Centered Funding Formula
  - Guided Pathways allocations
  - Student Equity and Achievement Program
  - Strong Workforce
  - Student Success Metrics
  - Vision Resource Center
  - Investment in staff and faculty
  - Regional support strategy
  - Local Board goals (AB 1809)
Activity/ Ice Breaker

● Table Share
  ○ Why did you choose education as your career?
  ○ What do you enjoy most about your job?
  ○ How do you feel you make positive impact for students?

● Culminating Activity: Design with the End in Mind
  ○ How will Guided Pathways better enable you to serve students?
  ○ If you had to pick one Guided Pathways goal for the year, what would it be?
Developing a Culture of Inquiry
How do we define a Culture of Inquiry?

- Celebrates diverse points of view
- Fosters deeper understanding though civil discourse
- Inclusive of all stakeholders
- Integrates research and technology to support decision making
Q: How did Reedley Start on this Inquiry Journey?
Reedley College: Fast Facts

Three Campuses:
- Reedley College
- Madera Community College Center
- Oakhurst Community College Center

Demographics:
- Hispanic (68.8%)
- Low-income (61%)
- First Generation Students (40.29 %)

Known for:
- Largest community college farm in CA, over 300 acres.
- Highly specialized Ag and Natural Resource programs.
- One of 11 CC in CA with a residence hall.
- We make our own wine and olive oil 😊

Fun Fact: Our service area is the size of Rhode Island!
MOR Journey Questions: Why Guided Pathways?

What we knew...
- RC has high graduation and transfer rates within our region
- But...our data is still not where we want it to be
- What about the students we lose?

Get Ready…
- Leveraged opening day venue
- Celebrate accomplishments
- Simple but impactful data
- Introduce student experience and student voice
- Guided Pathways is equity work
- Instill hope, think possibilities and take action
Guided Pathways is Equity Work

- Addresses Systemic Barriers for Students
- Acknowledges unintended bias and structural racism
- Increases Student Success, Achievement and Completion Data
- Identify Key Performance Indicators (KPIs) disaggregated by populations
- Focuses on creating clear pathways for students and providing them customized guidance
Onboarding A College: Setting the Stage for Inquiry

Spent Year 1 on Onboarding the College to “WHY GUIDED PATHWAYS?”

- Strategies for Successful Onboarding and engaging in Inquiry work
  - GP Core Leadership Team
  - College-Wide Engagement
  - Answering the “loud” questions

“The first person we see on the campus is the counselor and faculty. It’s important that they want to connect with you.” --RC Student
Q: Did you use any tools to help facilitate your inquiry process?
Collecting and Sharing: Faculty and Staff Voices
Temperature Gauge

- Based on Rob Johnstone’s Demystifying Articles
- Mythbusting
- Identifying main concerns
- Facilitator Training
- Lead to Days of Dialog

“I believe that we truly care for students and want to do our best everyday.” -- RC Staff
Introducing Faculty: Processing Student Barriers

- Creating an understanding of our students realities
- Systemic vs. personal barriers
- Perspective shift
- How can we help? : First 3 weeks

“Maybe have some ‘starter questions’ for staff to use to then help point students to the right location or service. A ‘One Stop’ would be helpful.”--RC Student
Cross Functional Collaboration
What does a Cross Functional Collaboration look like?

- Inclusive of all voices
  - Who isn’t at the table?
- Offered in stages, with multiple opportunities to participate
- Tailored to the college’s culture

“Many hands make light work” - John Heywood
Q: What was the first thing you did to encourage cross functional collaboration?
Breaking Down Silos

Building Cross-Functional Teams and Processes

- **Creation of Cross Functional Teams**
  - Transformation Team - \( T^2 \)
- Focus Teams
- Leading from the Middle (LFM) teams
- Student Services retreats and open forums
- Places and Spaces to Communicate, Engage, and Experience
- Support with professional development

**Key Considerations:**

- Cross-functional conversations are **key**; bring all voices to the table
- Re-evaluate team structures on a regular basis
- Shoot for the moon but start with **your own backyard**
- Don’t only focus “up”
Q: Can you give us some examples of cross functional collaboration in action?
Onboarding Faculty: **SEP Activity**

Enrolling was confusing. I started the process in January and in March I was finally able to enroll.”--RC Student

- How do we ground our faculty and staff / create urgency?
- What processes do we use to onboard constituents?

“The process forces students to search and hunt for answers that should be clear and present. This process generated confusion and anxiety” --RC Faculty Member
Collecting and Sharing **Student Voice**

- 2016 SENSE: Survey of Entering Student Engagement
- 2017-2018 Equity Focus Groups
- The RP Group Report
- Student Voice Feedback Shared at Student Services Leadership Retreat

“Yes! Interventions and services - this could have prevented me from going on probation.” -- RC Student
Pause...Taking time to Talk

- The purpose of the days was to give faculty, staff and administrators and opportunity to come together for unstructured and open dialogue about Guided Pathways.

- These free for all discussions allowed colleagues to discuss their answered questions about Guided Pathways and discussions of what comes next.

- Evolving over time: “Let’s Taco-bout Guided Pathways”

“Need to speak to students on their terms. Be visible.”--RC Student
Moving from Transactional to Transformational
What does Moving from Transactional to Transformational Mean?

- Balancing dialogue with action
- Not just about checking off boxes
- How is what we are doing going to change the STUDENT experience?
Q: Can you share an example of how you moved from Transactional to Transformative at MOR?
First Leg of the Journey: Meta Majors

- 279 Faculty, Staff, Administrators participated
- Around 70% of Faculty participated
- 120 Students participated in groupings
- 52 Total Groupings ranging from 4-12 Meta Majors
Building Blocks to Meta Majors

<table>
<thead>
<tr>
<th>January 2018</th>
<th>March 2018</th>
<th>May 2018</th>
<th>August 2018</th>
<th>September/October 2018</th>
<th>November–December 2018</th>
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<tbody>
<tr>
<td>In March the College worked with CCCCCO &amp; Career Ladders Project to facilitate Train the Trainer workshops and Faculty and Staff Grouping Activities. Over 270 faculty, staff and administrators participated.</td>
<td></td>
<td>August started out on Opening Day with a fun round of Family Feud and a Meta Major Narrowing Activity. Groups across the entire campus reviewed 10 options and choose their top choices. Three rose to the top</td>
<td></td>
<td>Online votes for the final Meta Majors will occur with surveys going out to all Faculty, Staff, Students and Administrators. Grand Unveiling of RC@GP Meta Majors in January 2019</td>
<td></td>
</tr>
<tr>
<td>Onboarding SEP Activity</td>
<td>Train the Trainer and Faculty and Staff Grouping Activity</td>
<td>Days of Dialog &amp; Student Grouping Activities</td>
<td>Faculty and Staff Narrowing Down Meta Majors Activity (Opening Day)</td>
<td>Student Meta Major Narrowing Activities</td>
<td>Online Voting and Final Selection of Reedley College Meta Majors</td>
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</tbody>
</table>

On Opening Day 2018 the entire campus participated in an onboarding activity that asked each group to create an SEP using only the tools given to students. The goal was to show how difficult our current systems were to navigate.

May activities included Student Grouping with groups such as the writing center tutors, Honors and Upward Bound Students. The College also hosted Days of Dialog with open session for any questions regarding Guided Pathways.

In September student groups will complete the same Meta Major Narrowing Activities. CORE/T² will meet to select top choices for Online Vote.
RC Mapping

- 2 Hours Cross Functional Conversations on Programs including Instructors, Deans, Counselors, Support Faculty and Staff
- Work grounded and based on collective design principles
- Focus on most efficient path for students to complete program including GE where applicable
- Review potential support services and activities to support student success and engagement
- Identify potential roadblocks or bottlenecks for students
- Give students the information they need to make informed choices
- Reviewing Achievement Data and Number and Types of Degrees and Certificates and Stackability
From Design Principles to Transformation

- Be visually appealing, straightforward and easy to navigate
- Be simple and confined to one page (supplemental pages can be given to the students later for more context/information)
- Allow students to keep track of major milestones and their progress in their major
- Identify support programs and services
- Provide students with points of contact (Instructor/ Counselor)
- Include brief information on career and transfer opportunities
- Include a course from the major in the first year (preferably the first semester)
- Include appropriate English and Math course in the first year
- Provide Advising/Action Notes for each semester
- Identify potential stackable certificates in each program
- Semester loads should be balanced as much as possible
- Leave options in GE pattern to encourage guided exploration
# Forestry Student Pathway 2019-2020

**Program Contact:** Joshua Soderland  
**Program Counselor:** T

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## Forestry

- Associate of Science (AS) in Forestry
- Certificate of Achievement in Forestry and Natural Resources Training
- Certificate of Achievement in Forest Surveying Technology

This Reedley College Associate of Science in Forestry offers students unique opportunities to become qualified Forestry Technicians. This is the only California 2-year college accredited by the Society of American Foresters. Graduates are typically recruited as utility line workers and timber management technicians for federal, state, and private natural resource companies and agencies. Classes include academic and extensive hands-on training within the 780-acre Reedley College forest and a 30± acre riparian zone on campus along the Kings River. The program includes paid or volunteer work experience during which students study on the job, usually as employees of the U.S. Forest Service, CALFIRE, or other agencies and private resources entities.

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### Summer

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
<th>ADVISING/ACTION NOTES (including elective suggestions, support services, embedded certificates etc.)</th>
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<tbody>
<tr>
<td>NR 196</td>
<td>Cooperative Work Experience in Forestry</td>
<td>2</td>
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<tr>
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<td>TOTAL UNITS</td>
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### Semester 3 (2nd 9 Week Schedule)

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<tbody>
<tr>
<td>NR 20</td>
<td>Forest Measurements</td>
<td>3</td>
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<tr>
<td>NR 115</td>
<td>Advanced Field Studies</td>
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<tr>
<td>ELECTIVE</td>
<td>Natural Resources</td>
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<td>Choose any approved NR Elective</td>
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<tr>
<td>COMM 1</td>
<td>Public Speaking</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 2</td>
<td>General Psychology</td>
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<td></td>
<td>TOTAL UNITS</td>
<td>12.5</td>
<td>Apply to 4-year institutions if planning to transfer</td>
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### Semester 4

<table>
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<th>COURSE NUMBER</th>
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<th>UNITS</th>
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<tbody>
<tr>
<td>NR 17</td>
<td>Introduction to Forest Surveying</td>
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<td>NR 11</td>
<td>Silviculture</td>
<td>3</td>
<td></td>
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<td>NR 25</td>
<td>Forest and Resource Management</td>
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<td></td>
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<tr>
<td>NR 31</td>
<td>Forest Products</td>
<td>3</td>
<td></td>
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<td>POL 2</td>
<td>American Government</td>
<td>3</td>
<td></td>
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<tr>
<td>G/E/Q</td>
<td>Humanities/Arts</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL UNITS</td>
<td>16</td>
<td>Apply for admission with AS and Certificates</td>
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## Career Opportunities

Candidates with this degree may pursue a variety of jobs including:
- Forestry Technician
- Forest Service
- Pest Service
- Forensic Manager
- Utility Forestry
- GIS Technician
- Timber Technician
- Nursery Technician

Popular Transfer Programs:
- CSULA, Humboldt State University, University of Nevada, UC Berkeley
- Oregon State University, University of Washington, Humboldt State University

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**Program Logo:** Reedley College

355 N. Reed Ave., Reedley, CA 93654  
(559) 226-3200  
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What they said: Inquiry Process

- 95% said they were satisfied with the Mapping Sessions
- 97% said they had a better understanding of the role of Counseling
- 100% said they had a better understanding of their own program
- 100% said they thought the maps would be helpful to students
What they said: Cross Functional Collaboration

● “The collaboration between discipline faculty and counselors was much needed and helped to clarify the importance of scheduling certain courses in particular semesters. Overall, I think we are moving in the direction GP suggests: collaborative efforts across campus personnel (success teams) to promote student success.”

● “One of the highlights of the mapping process is the collaboration and the different perspectives of all staff members, working together to develop plan that focus on student success”

● “The collaboration between faculty and counseling. I think both learn quite a bit from one another. I hope this collaboration continues”
● Take a few minutes to look at your notes, how will you create action steps and who do you need to include?
● Pair and Share
Continuing the Conversation
Questions and Reflection

Questions? Big takeaways?
Share next steps & feedback