GUIDED PATHWAYS OS 2.0:

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AND

NOW

THIS
INITIAL CONVERSATIONS ABOUT COMPLETION 2015-2017

- Completion Initiative Summer 2015
- Brown Bags, All College Meetings, Lots of Workgroups 2015-2016
- LFM Group-Initial pathways and Trailheads 2015-2016
- Guided Pathways comes to California 2017
- BSSOT Grant for Basic Skills
OUR COMPLETION INITIATIVE

• Self-Reflective, based on Aspen Prize and Complete College America Ideas
  • Meta Majors
  • Guided Pathway Maps
  • Models of Student Care
  • Faculty Advisement
  • College to Career
SUPPORTING STUDENTS WITHIN OUR FOUR SCHOOLS

- School of Arts & Humanities
- School of Business & Management
- School of Social & Behavioral Sciences
- School of Science, Technology, Engineering & Mathematics
TRAILHEADS AND PATHWAYS

School of Business & Management
School Trailhead for Business & Management
Suggested Initial Coursework

This College Trailhead is a suggested pathway for majors in Business & Management. This suggested pathway will help you start on the path to success. This College Trailhead will guide you through the first semester as you prepare to take the necessary courses prerequisite for your major.

School of Science, Technology, Engineering & Mathematics
School Trailhead for Technology, Engineering & Mathematics
Suggested Initial Coursework

This College Trailhead is a suggested pathway for majors in Technology, Engineering & Mathematics. This suggested pathway will help you start on the path to success. This College Trailhead will guide you through the first semester as you prepare to take the necessary courses prerequisite for your major.

Possible Degrees
The School of STEM Technology, Engineering & Math offers degrees designed for students pursuing degrees in the fields of Science, Technology, Engineering, and Mathematics. Engineering Pathways provide opportunities for students seeking transfer to a four-year university in CHE, Mechanical, Electrical, Computer and other diverse fields of engineering. See what kind of jobs are available in this area on NC Connect.

See your counselor for your plan!
WHY DOES THIS TAKE SO LONG?

- 1 ½ years to determine meta-majors and name them “schools”
- 1 year to map programs
- 1 year to implement and begin integration of pathway maps into onboarding and counseling conversations.
  - **Year 4 Leading Indicator results**
    - Unit load by first time college students fall 18 to fall 19 increase from 9.6 units average to 11.2
LEADING INDICATORS

• Successful course completion/retention
• Time to completion of English and math
• Total Unit load by semester
• # of students who complete 6 or fewer units
• # of Ed.Advisor contacts for first time college students
• # of Comp. Student Education Plans
• Factors that indicate connection to the college i.e. participation in a college activity or club
• Use of support services
MODELS OF STUDENT CARE

• Year 1-2: Defining and Redefining Roles and Responsibilities
  • Counseling
  • Faculty Advisement
  • Educational Advisors
  • Success Coaches
  • Peer Mentors

• Year 2-3+: Intentional Interventions & Making the College Student Ready

• Year 1-4: Implementation, Evaluation- Redesign, Evaluation-Redesign, Evaluation- Redesign, Evaluation-Redesign...
STUDENT SUCCESS TEAM MEMBERS

Counselors

Faculty Leads

School Ed Advisor

SS Coach/Ed Advisor

Faculty Advisors

School Ambassadors

Onboarding
*Case Management

SEP Development
On-going Counseling

Special Program Case Management

Student Outreach Support

Program Advising

Counselor-directed case management performed by educational advisor or success coach, if student in a special program
FACULTY ADVISORS

ROLE

• **Providing information** regarding programs, career opportunities, and course selection in their disciplines

• **Referring students to appropriate services:** The faculty advisor can provide a link for the student with other essential services: counseling, financial aid, career center, veteran’s resource center, services for students with disabilities, tutoring center, health center, etc.

COLLABORATION

• Counselors – Refer when students more than discipline-specific information

• Educational Advisors/Success Coaches – Refer for student support to stay on path

• School Ambassadors – Identify outreach opportunities
SURVEY: WHAT TYPES OF GUIDED PATHWAYS INTERVENTIONS HAVE YOU TRIED AT YOUR COLLEGE?

Join by Web

1. Go to PollEv.com
2. Enter QUINTONBEMIL985
3. Respond to activity

Join by Text

1. Text QUINTONBEMIL985 to 22333 once to join, then text your message

PollEv.com/quintombemil985
GETTING PATHWAYS TO STUDENTS

Rolling them OUT...
- Summer Advantage Summer 2017 (300+)
- Welcome Day Fall 2017 (2000+)
- Norco College Website 2017-2018
- Summer Advantage Summer 2018 (300+)
- Welcome Day Fall 2018
- Ed. Advisors during Onboarding 2018-2019
- Summer Advantage Summer 2019 (400+)
- Welcome Day Fall 2019

Full-Implementation with Onboarding
Fall 2019
OUTSIDE OF THE WORK:

- Coalition Building
- Changing Leadership
- State Initiatives
  - Vision for Success Goals
  - Guided Pathways IEPI
  - AB 705
EQUITY TRAINING

CORA-Teaching Men of Color in the Community College
CORA-Racial Microaggressions
USC-Center for Urban Education (CUE) Equity-Minded Teaching Institute
Syllabus Redesign
IN 1 - 4 WORDS, WHAT WOULD YOU IDENTIFY AS THE CHIEF OBSTACLE AT YOUR INSTITUTION WITH REGARDS TO SUCCESSFULLY IMPLEMENTING GUIDED PATHWAYS?

Um, no names please. :-(
IT’S ALL ABOUT THE DATA

Guided Pathways
Readesigning Community Colleges for College and Career Success

Kay McClenny, AACC
Kathy Booth, WestEd
Davis Jenkins, CCRC

Inland Empire Spring Regional Consortium Meeting
March 4-5, 2019
California: Highest Outcomes in Six Years by Income Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)

California CC Entrants (N=140K)

- Not Enrolled: 42%
- Still Enrolled: 17%
- Transferred to Four-Year College: 16%
- Transferred with Community College Award: 36%
- Earned Bachelor's Degree: 30%
- Earned Associate Degree: 11%
- Earned Certificate: 16%

CA Lower-income CC Entrants (N=27K)

- Not Enrolled: 50%
- Still Enrolled: 18%
- Transferred to Four-Year College: 13%
- Transferred with Community College Award: 36%
- Earned Bachelor's Degree: 24%
- Earned Associate Degree: 5%
- Earned Certificate: 9%

CA Higher-income CC Entrants (N=53K)

- Not Enrolled: 36%
- Still Enrolled: 16%
- Transferred to Four-Year College: 16%
- Transferred with Community College Award: 36%
- Earned Bachelor's Degree: 13%
- Earned Associate Degree: 9%
- Earned Certificate: 7%

Source: CCRC analysis of NSC data for the fall 2010 FTEIC degree-seeking community college cohort.
California CC Student Outcomes

- Many students (20-40%) who apply don’t show up on day 1
- Over 40% of first-time students are gone from higher ed by year 2
- Too many students meander, earning credits that don’t apply to a degree
- Most students transfer without earning a CCC credential; many who transfer can’t apply credits toward major
- Certificate, AA and BA completion rates well below national average; achievement gaps by race, income and age are stark
- Nearly 20% still enrolled with no credential after 6 years
- Few non-credit students advance to credit programs

Data from CCRC
NORCO COLLEGE STUDENT OUTCOME DATA HIGHLIGHTS

- 21.3% of full-time students PERSIST from the fall to spring term
- On average students ATTEMPT 18.8 units, 15.4 of which are degree-applicable in year one
- While 41.8% of FIRST-TERM students attempt 12+ units, only 23.7% EARN 12+ units
- Out of 26.6% that attempt 12+ degree-applicable units only 15.8% EARN 12+ degree applicable units
- Of our 9,172 (15-16) total students, 1,648 have more than 60 UNITS, while 5,359 have less than 30 (2,084 have between 0-6 units)
What is the average number of units a CCC student completes prior to earning an associates degree in Mathematics?

60 - 70 units
70 - 80 units
80 - 90 units
What is the average number of units a student completes while earning an associates degree in Social Sciences, General (non-ADT)

60 - 70 units
70 - 80 units
80 - 90 units
What is the average number of units earned by a student who receives an associates degree (non-ADT) in the Humanities and/or Arts?

- 60 - 70 units
- 70 - 80 units
- 80 - 90 units
Median credits earned by associate degree completers
20 CCC programs with the most completers in 2015-16

Data. Analysis of CCC student records courtesy of Education Results Partnership
## Rethinking On-going Advising

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
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<tbody>
<tr>
<td>Information “dump” at orientation</td>
<td>Support for major decisions along</td>
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<td>students’ paths</td>
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<tr>
<td>Students self-advise while registering</td>
<td>Advisors monitor student registration</td>
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<td>and must approve changes</td>
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<td>Classes scheduled to fit college’s</td>
<td>Classes scheduled so students take the</td>
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<td>preferences</td>
<td>courses they need when they can</td>
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<td>Full-time vs. part-time</td>
<td>On-plan vs. off-plan</td>
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<tr>
<td>Teaching vs. advising</td>
<td>Teachers advise and advisors teach</td>
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Guided Pathways Essential Practices

- Map all programs (including non-credit) to jobs and transfer
- Help all new students explore interests and options
- Ensure new students take an “awesome” course in term 1
- Replace prerequisite remediation with “co-requisite” support
- Help all new students develop a full-program plan in term 1
- Schedule courses and monitor progress based on plans
- Help dual enrollment students to explore career options, develop a plan, take plan-related courses
- Engage area employer and university partners in building a “regional talent pathways partnership”
WHAT'S NEXT? ENGAGEMENT CENTERS

• “The First Stop Shop” – Help all students using Success Teams and resources from OAC to transition into their School
  • Where case management begins
• Going over the Student Checklist face-to-face with each new incoming student
• Promoting the “awesome” course using course electives identified by disciplines and faculty
• Making sure that every student has a counselor reviewed and approved education plan and knows how to interface with EduNav
...CONSISTENT, PERSISTENT ADVISEMENT

- Creation and implementation of counseling milestones
- Building a uniform message of support and continuity throughout the advisement process
- Removing doubts or concerns about ‘mixed messages’ and creating an environment where students have not just one go-to person but a go-to team.
AND

NOW

THIS (again… )
PATHWAY REDESIGN PROJECT
ENSURING LEARNING

• Professional Development Plan created as an LFM Project
• 1 CTE Dean, 2 Faculty from Professional Development, 2 Faculty from Teaching & Learning
• Value of LFM for middle leadership—rolling out your plans requires leadership skills, engaging resistance
• Plan created over 9 months in 2018
• Plan has been institutionalized, linked to our Strategic Plan
Ensuring Learning

1. Funding for a full-time Professional Development Coordinator
2. Disaggregated data should be more fully transmitted to all staff and faculty. Institutional support and training to interpret and use the data must be provided.
3. Equity-based Pedagogy Training and Support for All Faculty and Staff
4. Align Professional Development Activities for Faculty, Counselors, and Staff with the Four Pillars of Guided Pathways
5. Increased Support for Part-Time (Associate) Faculty
Ensuring Learning

6. Professional Development for Leadership Roles and Career Advancement
7. Training and Ongoing Support for Faculty and Staff Advising
8. Implementation of Staff-specific Professional Development Activities
9. Update College and Committee Websites
10. Professional Development Committee Organizational Changes

https://www.norcocollege.edu/committees/pdc/Pages/professional-development-plan.aspx
MOVING FORWARD FROM HERE

• Hubs/Physical Locations on Campus
• Participatory Governance/Committees
• Full Implementation of EduNav
  • Redesigning Pathways with electives
• Integrating efforts between Vision for Success, Equity & GP
PUTTING IT ALL TOGETHER FOR STUDENTS