

Guided Pathways: Creating a Student-Centered College

Convocation
Spring 2019



**California
Guided Pathways**



SANTA ANA COLLEGE
Guided Pathways

What's Happened Since August?

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- Sep
 - CAGP Institute #4 – *Redesigning Student Intake and Ongoing Student Support*
 - The 91-Day Challenge begins
- Nov
 - Bakersfield Site Visit
 - District-wide Scaling Institute in SD

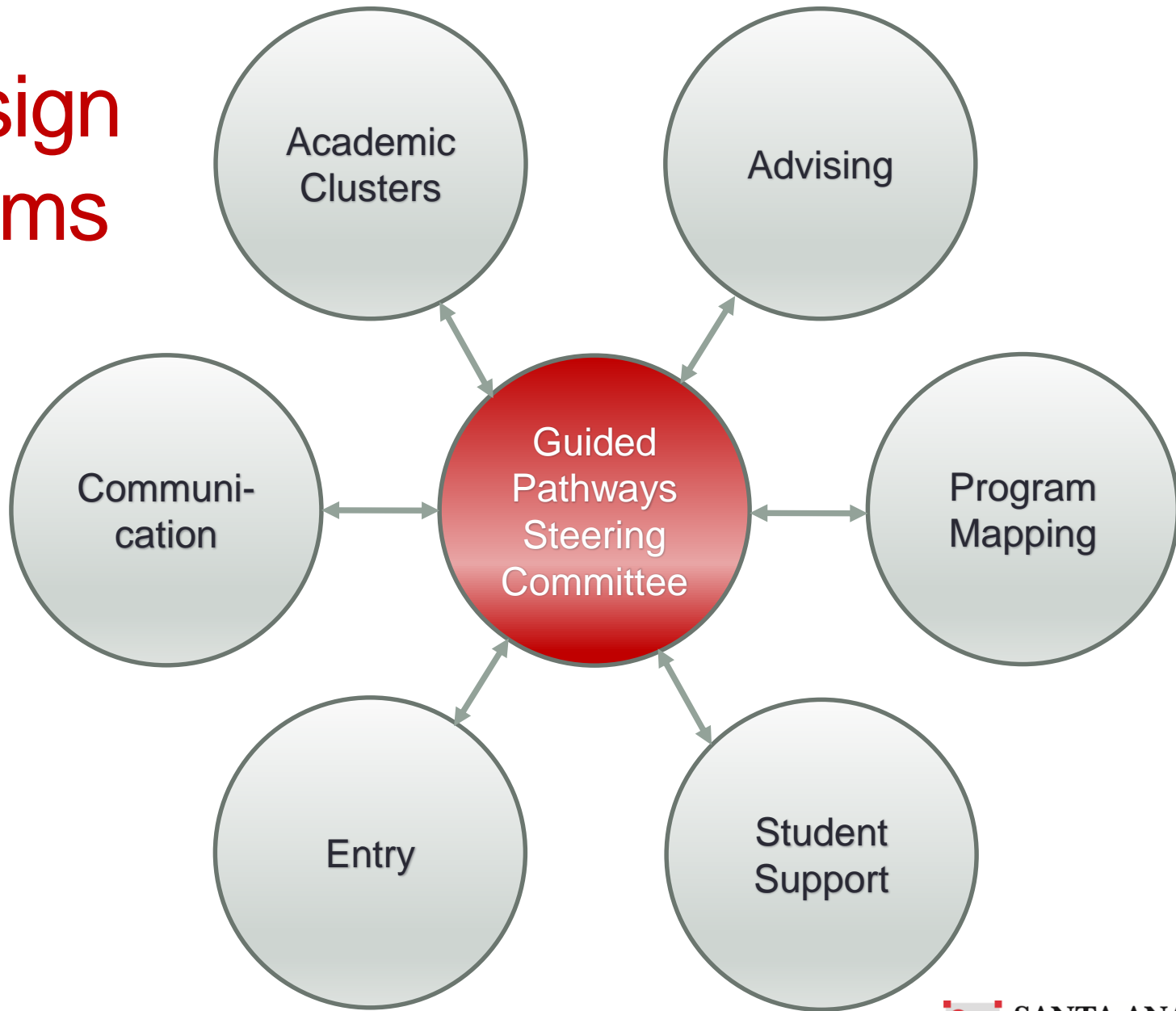


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- Sep
 - CAGP Institute #4 – *Redesigning Student Intake and Ongoing Student Support*
 - The 91-Day Challenge begins
- Nov
 - Bakersfield Site Visit
 - District-wide Scaling Institute in SD
- Dec
 - 91-Day Challenge concludes
- Jan
 - 1st District-wide meeting
- Feb
 - CAGP Institute #5 – *Ensuring Students are Learning and Progressing Along the Pathway*



Design Teams



Introduction of the 91-Day Challenge

Elements of 90-day cycles

For 30, 60, and 90 day intervals and evaluated every 30 days

What?

Who?

How?

When?

Create new cycle every 90 days

- What are your goals?
- What are the activities to accomplish each goal?

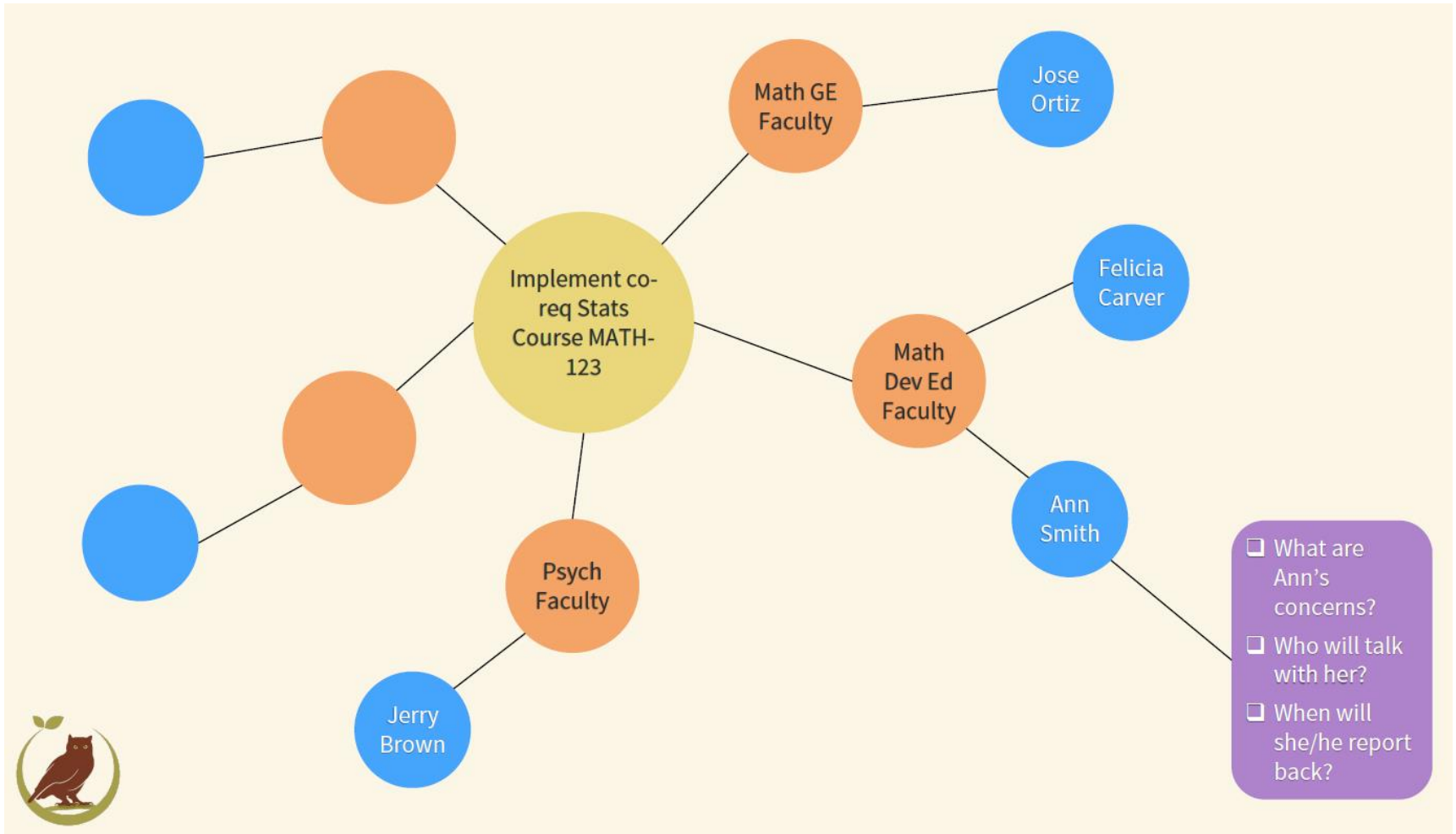
- Who is accountable for each goal and activity?

- How will you know when you have met your goal?

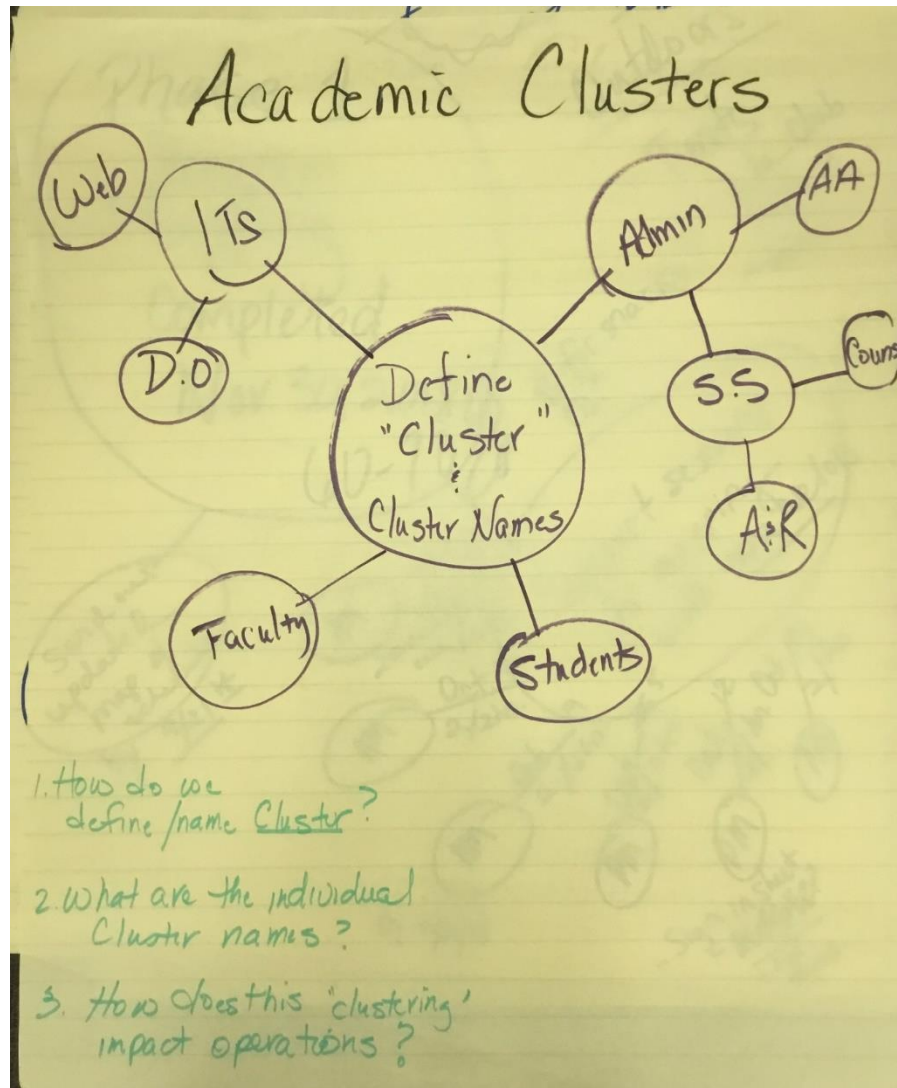
- When will you complete each goal and activity?



Power Mapping



Academic Clusters Design Team



Academic Clusters – “The Name Game (Categories and Placement of Programs)”

- **Pillar Addressed:** Clarifying the Path
- **Challenges:** Placements of degrees/certs—more than one CAP? Similar sounding but different types of courses such as Computer Science versus Computer Information.
- **Ultimately**, all new students will be affected as the new Career and Academic Pathways are already up and labeled to pilot on CCC Apply, the online application tool.
- **Now**, to organize, promote, and create curriculum centered on the Career and Academic Pathway exploration/introductions!

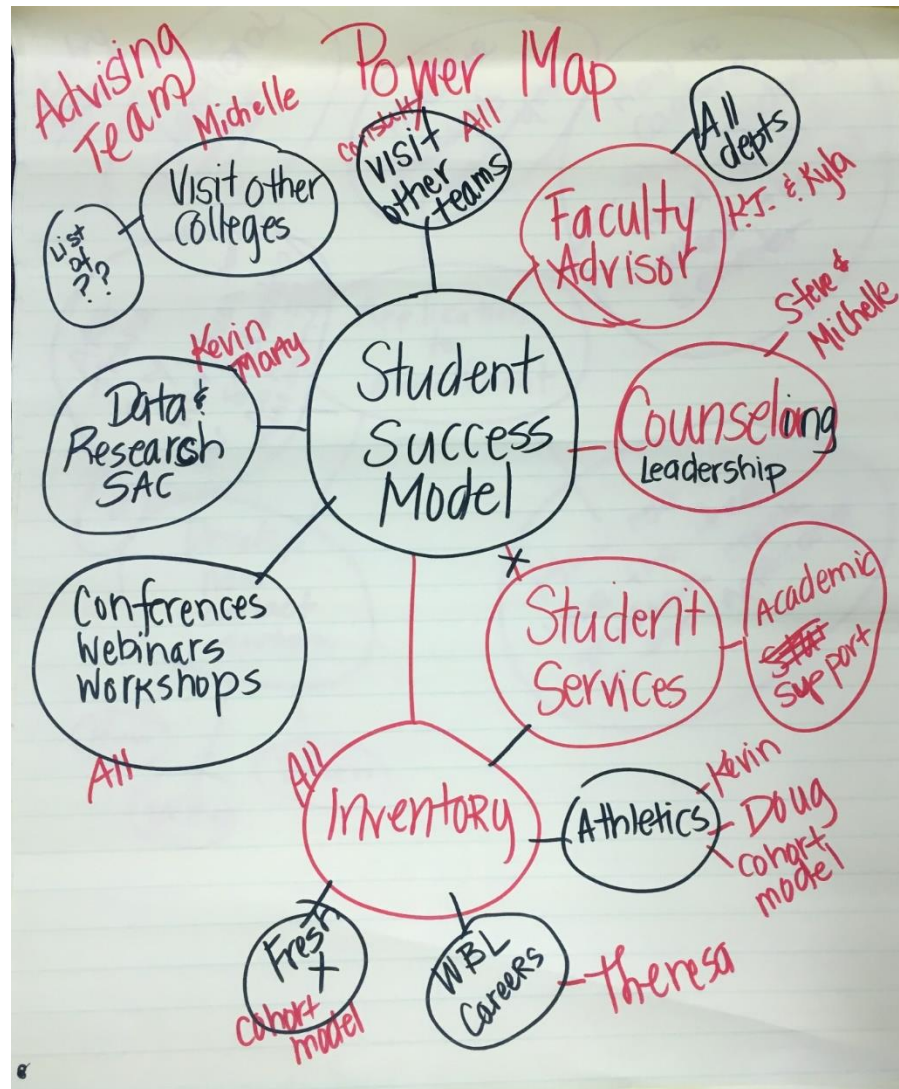


Career and Academic Pathways, v.1.0

- **1. Business and Paralegal**
- **2. Child Development, Teaching and Library Science: Future Educators**
- **3. Computers, Math, and Science**
- **4. Design, Make, and Move: Automotive, Manufacturing, and Engineering Technology**
- **5. Design, Media, Art, and Performance**
- **6. Humanities, Social Sciences, and Languages**
- **7. Public Health and Safety Services**



Advising Design Team



Advising – “Preliminary Framework of Student Support within SAC’s Guided Pathways Model”

- **Description**

- Completion Teams for each Career and Academic Pathway: Counseling Faculty, Discipline Faculty Lead, Financial Aid Specialist, Student Success Coach, Career Specialist (Job Development), Peer Mentors
- Learning Communities / Cohorts: 1st Year Experience

- **GP Pillar (s) being supported**

- Enter the Path; Clarify the Path; Stay on the Path; Ensure Learning on the Path

- **Challenges faced**

- Lack of counseling resources; Leadership structure; Need buy-in from all campus constituents; Need \$\$\$/time to support teams; Requires training/professional development

- **Number of students impacted - All**



Advising – “Preliminary Framework of Student Support within SAC’s Guided Pathways Model”

- **Current status of action plan**

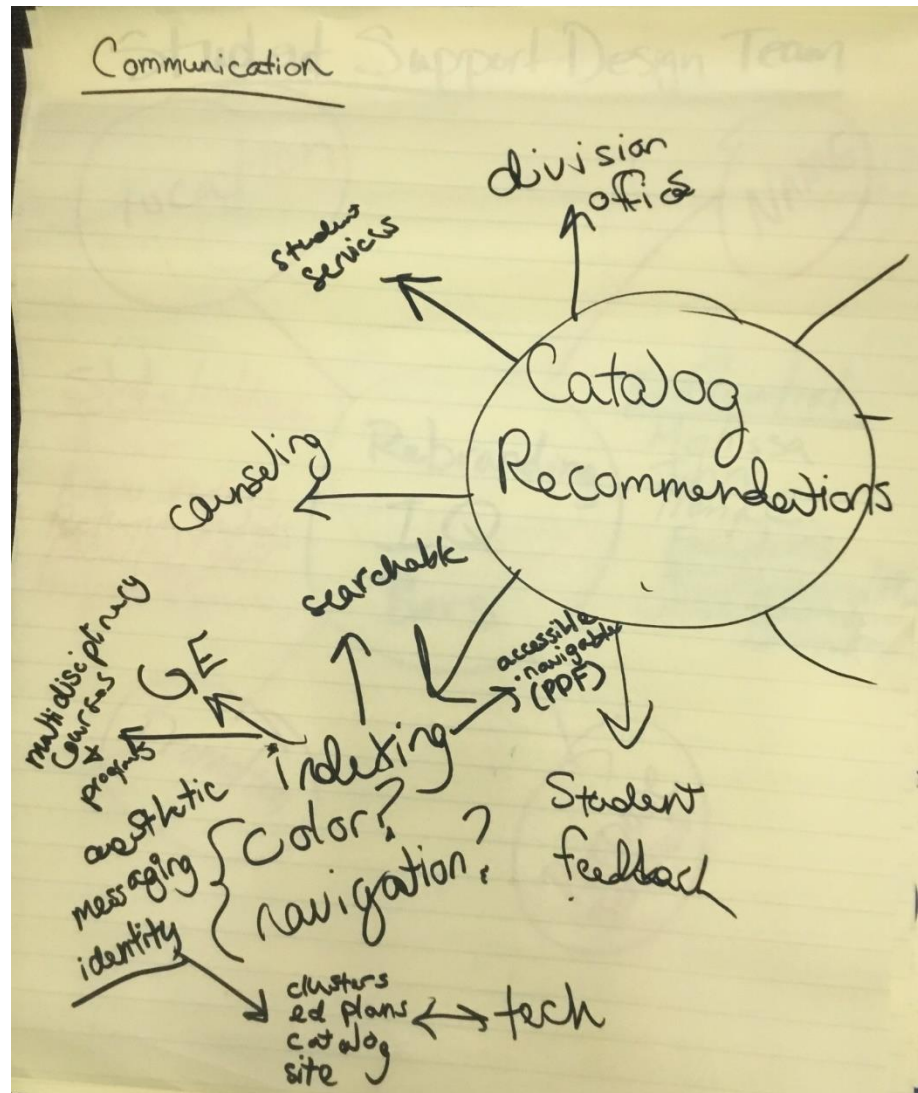
- Researched best practices
- Constructed make-up of Completion Teams
- Created Discipline Faculty Lead survey to gather faculty & staff input
- Learning Communities/First Year Experience are in the inquiry stage

- **What can we expect next and when?**

- You will receive a survey asking for your feedback regarding the Discipline Faculty Lead position on February 14th. Please respond no later than March 1st.
- Determine which Career and Academic Pathway will serve as the Fall 2019 pilot
- Identify Completion Team members for the selected pilot Career and Academic Pathway; clearly define roles
- Collect student feedback (survey & focus groups)
- Continue Learning Community inquiry



Communication Design Team

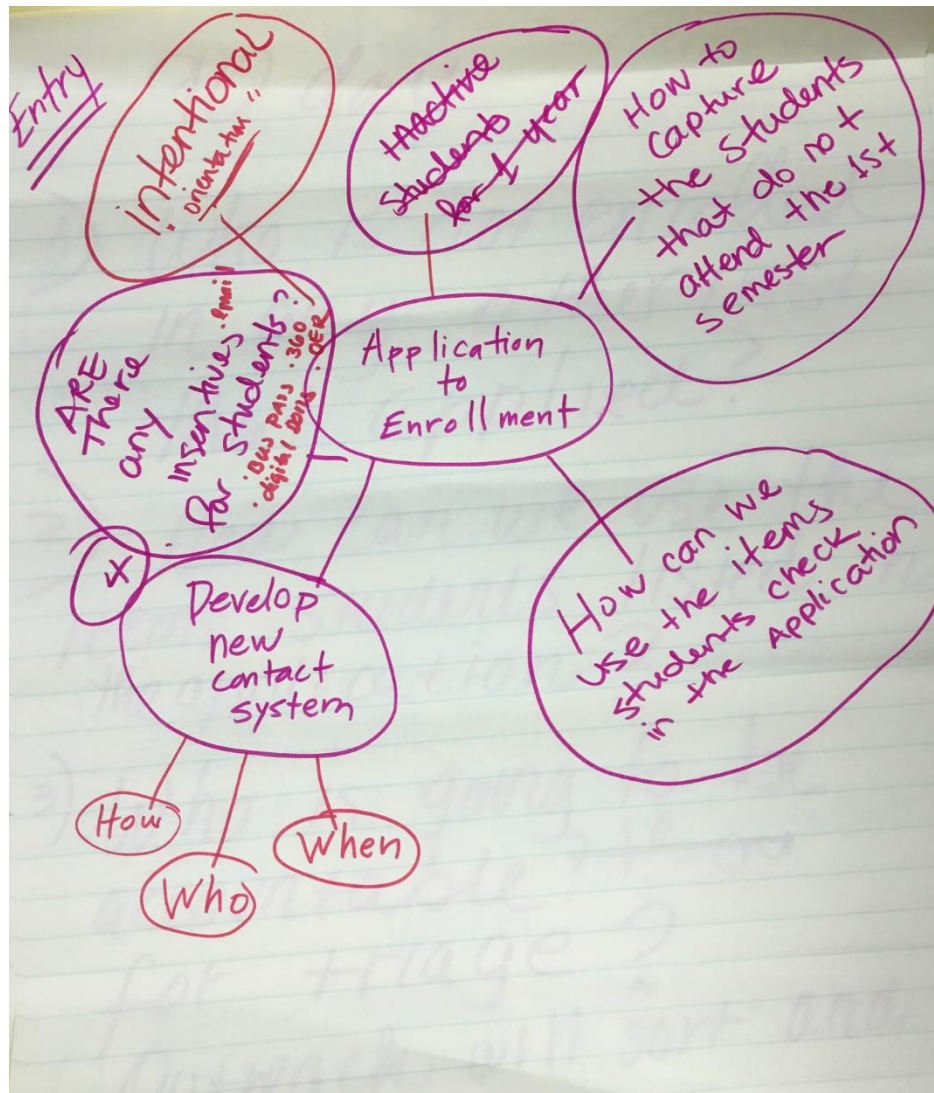


Communication – “College Catalog Design Recommendations”

- **GP Pillars:** Clarify, Enter & Stay on The Path
- **Challenges:**
 - *Schedule and Catalog confusion*
 - Only select groups have access to the printed Catalog.
- **Students Impacted:** *All.*
- **Recommend:** Purchase/Implement Curricunet Meta Catalog Module.
- **What next:** Expect to see a digital Catalog online for AY 19-20, with a navigable Table of Contents, organized around Career and Academic Pathways, and live links to pages and Program Maps, along with other embedded content such as data charts and career guides.



Entry Design Team



Entry – “Registration Workshops”

- **Registration Workshops**

- Identified and contacted students that applied to SAC fall 2018 but never registered for classes and invited them to re-apply to SAC and attend a registration workshop.

- **GP Pillar: Enter the Path**

- **Challenge:**

- Create an Early Decision experience for non-traditional students that includes access to major services and programs within a two hour time period.

- **Current status of action plan:**

- A total of 8 (two hour) registration workshops were held on January 8th and 10th.



Entry – “Registration Workshops”

- **Number of Student Impacted:**

Number of students that applied and did not register for fall 2018	6,083 (all students were invited to re-apply to SAC)
Number of students that re-applied for Spring 2019	809
Number of students that attended registration workshops	100
Students that registered on their own	282
Total units students enrolled in	3107.4
Projected FTES	294.8
Projected FTES Revenue Generated	\$ 1,475,048.2

~Projected FTES assumes 3 contact hours per student, WSCH formula, and all students are Residents.

~This is a high-end projection.

~FTES paid at \$5004.25

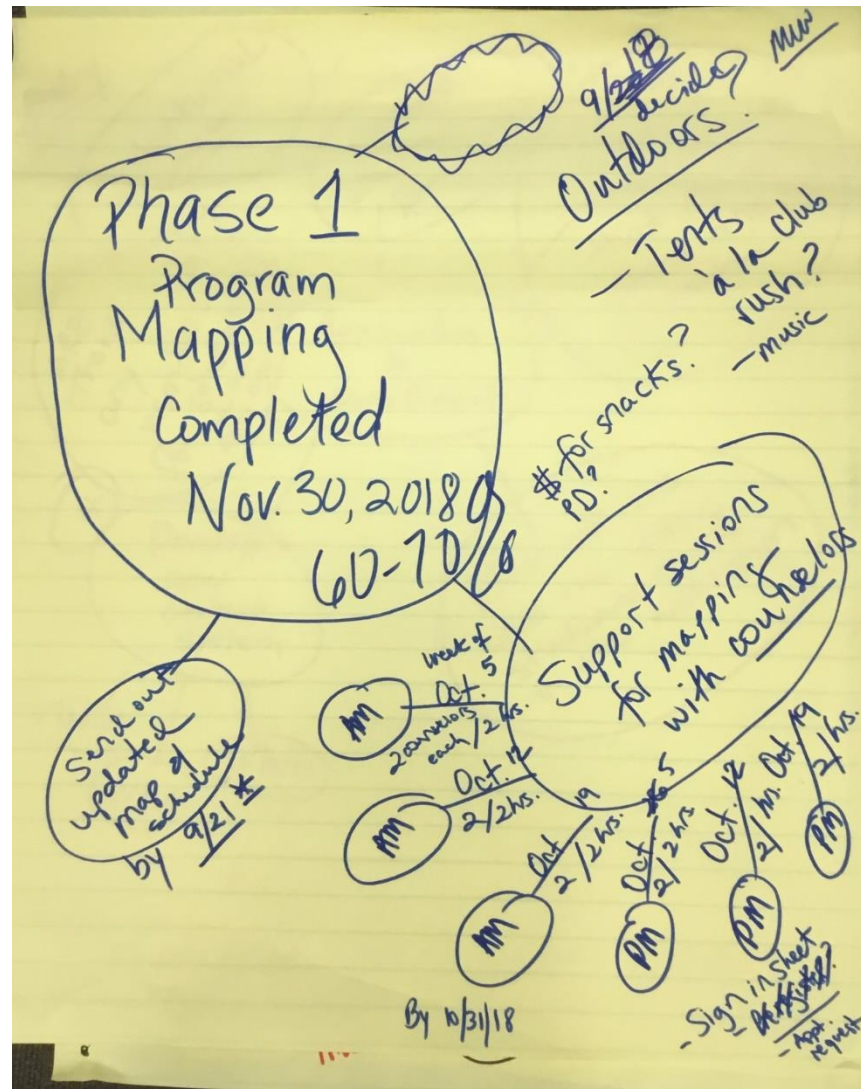


Entry – “Registration Workshops”

- **What can we expect next and when?**
 - Replicate this process and workshops for students fall 2019 and spring 2020.
 - Offer early morning workshops and late evening (i.e. **9am-11am or 6pm-8pm**) since they were the most popular.
 - Continue to offer students the “one stop” process to Counseling Services, Financial Aid, A&R, Outreach, Assessment, EOPS, SSSP, DSP&S, assistance with web advisor, and the ability to register for classes.
- New challenge spring 2019: Determine how each student is assigned to a Career and Academic Pathway.



Program Mapping Design Team

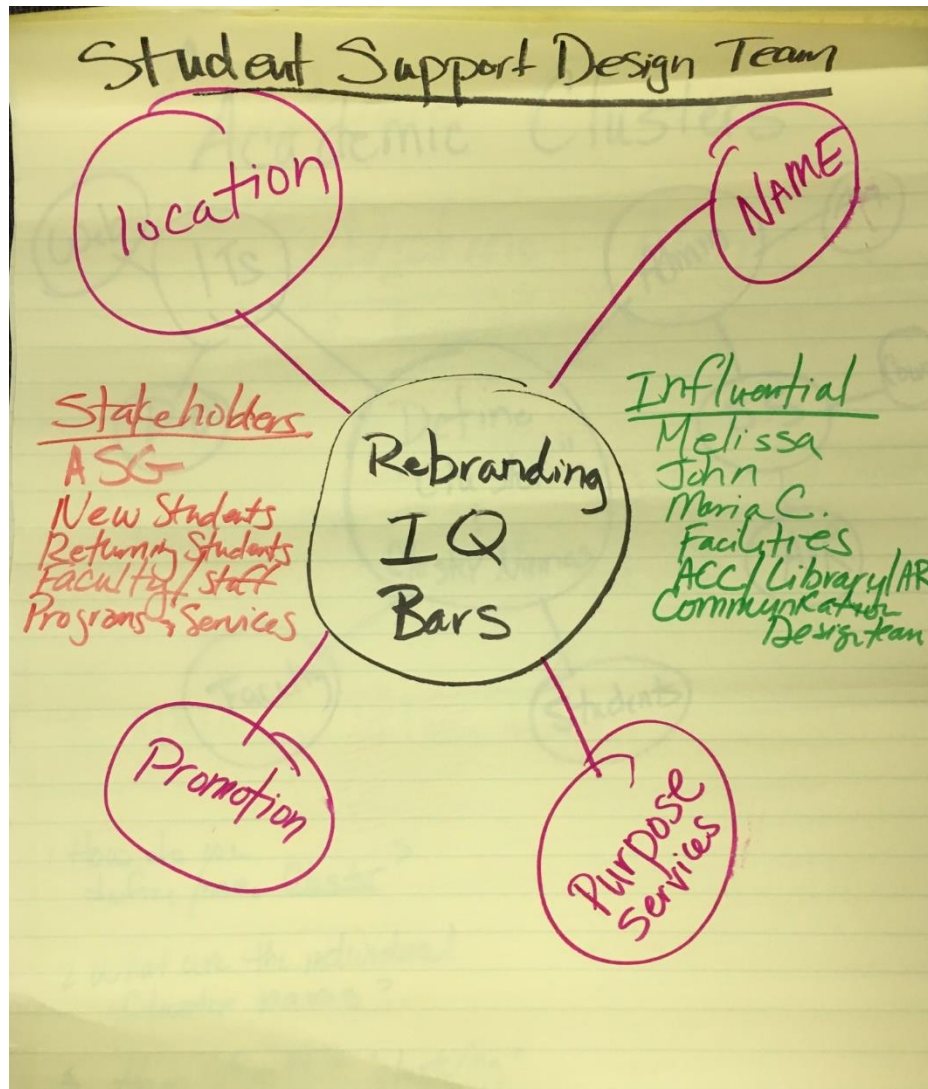


Program Mapping – “Creating Program Maps, Phase I”

- We have a total of 275 programs
 - Submitted by SAC Faculty: $245/267 = 91.8\%$
 - Submitted by SAC SCE Faculty: $4/4 = 100\%$
- In summary, it looks like we hit a 90%/100% mark; far above our 60-70% commitment.
- THANK YOU all for helping us make this happen!
- The 13 Program Mapping Counselors have now taken over as they move into **Phase II** to verify and finalize all the maps by May 31st of 2019. By that time, we hope to have 100% submissions!



Student Support Design Team



Student Support – “Renaming/Rebranding the IQ Bars”

- **Pillar being supported** – Staying on the Path
- **Why is it important?** – To align the name to the services
- **Process** - Two sets of surveys to get student input regarding names, services and possible new locations
- **Number of students impacted** - Potentially all prospective and current students
- **Current status of action plan** - IQ Bars will be renamed the following effective Spring 2019:

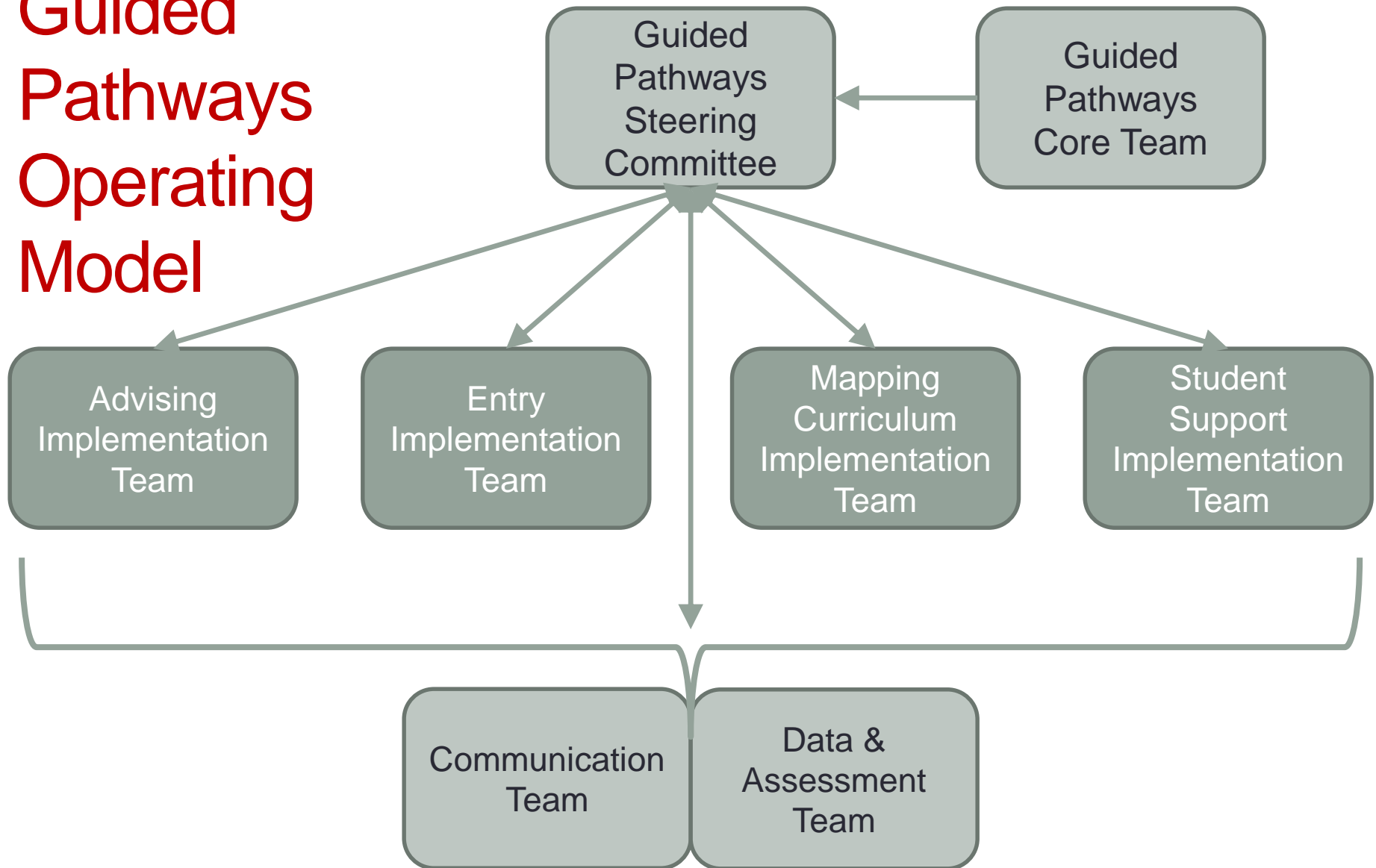
Student Resource Desk (in the S Building)

Student Help Desk (in the Library and Academic Computing Center)



What's Next?

Guided Pathways Operating Model



What's next? – Spring 2019

- Program Mapping, Phase II
- 30-day Action Plans
- EdInsight Case Study Participation
 - March 4, 5, & 6
- Steering Committee Meetings
 - 2nd Thursdays of the month, 1:30 – 3:30pm; A-130?



Productive Persistence: Promoting Growth Mindset & Belonging



Productive Persistence

Helping students put effort during challenging situations. By doing so, they are more likely to use effective strategies.

Growth
Mindset

Students believe they are capable of learning.

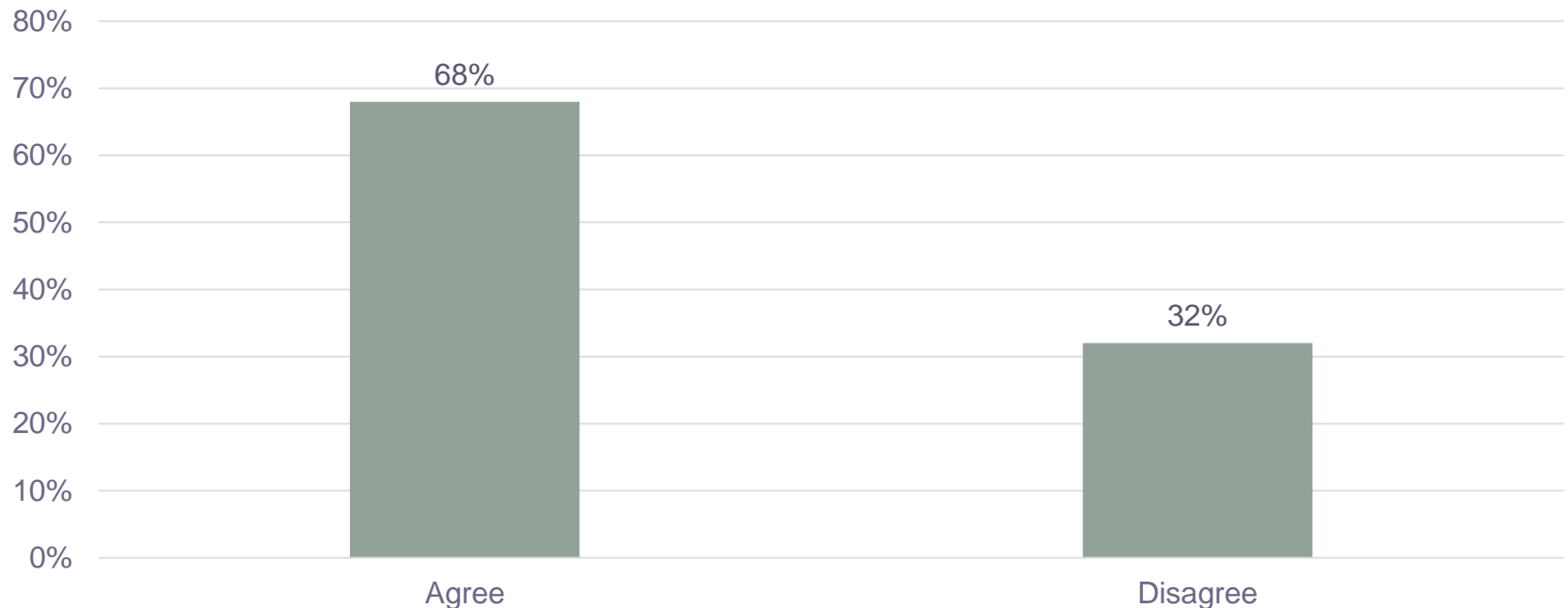
Social
Belonging

Students feel tied to the campus, peers, faculty, and the course.



Promoting a Growth Mindset

“Being a ‘math person’ or not is something about you that you really can’t change. Some people are good at math and other people aren’t”



Mindsets about Ability

Fixed Mindset

(intelligence is fixed)

- *“If I have to try hard, I’m clearly not smart.”*
- *“There is no point in trying if one is not a “natural.”*
- *“If you’re dumb, you have to rely on luck.”*

Growth Mindset

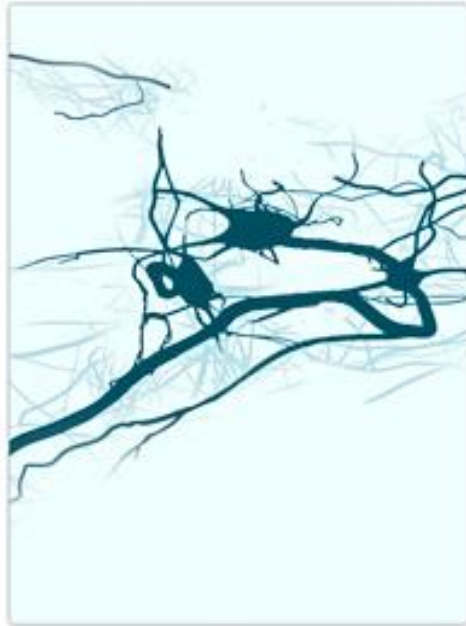
(intelligence is malleable)

- *“Trying harder makes you smarter.”*
- *“Obstacles can be overcome through effort, help from others, and use of improved strategy.”*

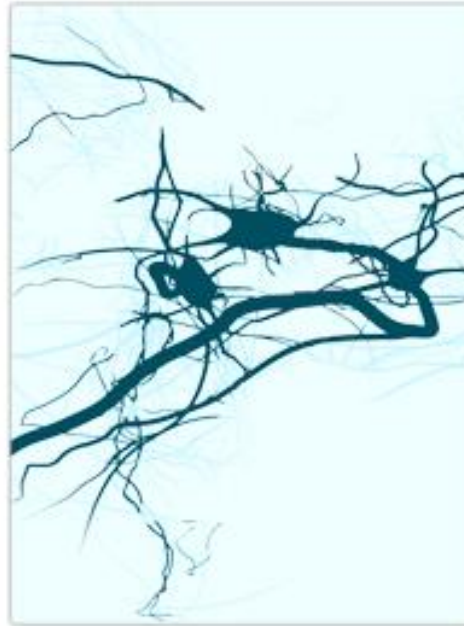


Growth Mindset = Brain Growth

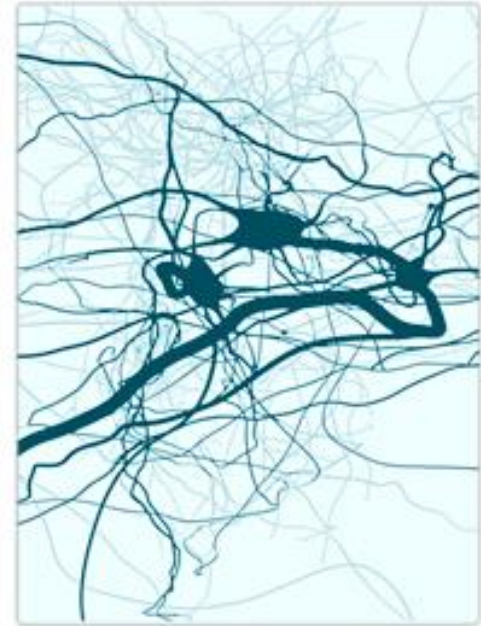
Any new form of learning contributes to neuroplasticity.



Neural networks **before** training



Neural networks **2 weeks** after stimulation



Neural networks **2 months** after stimulation



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Belonging Uncertainty (Walton & Cohen, 2007)

- People commonly question their belonging in new social and academic settings
 - **Especially when they are targeted by stigma and negative stereotypes**
- This uncertainty makes the meaning of negative social events more ambiguous
 - **After each negative event, a student has to ask: “Do I belong here or don’t I?”**



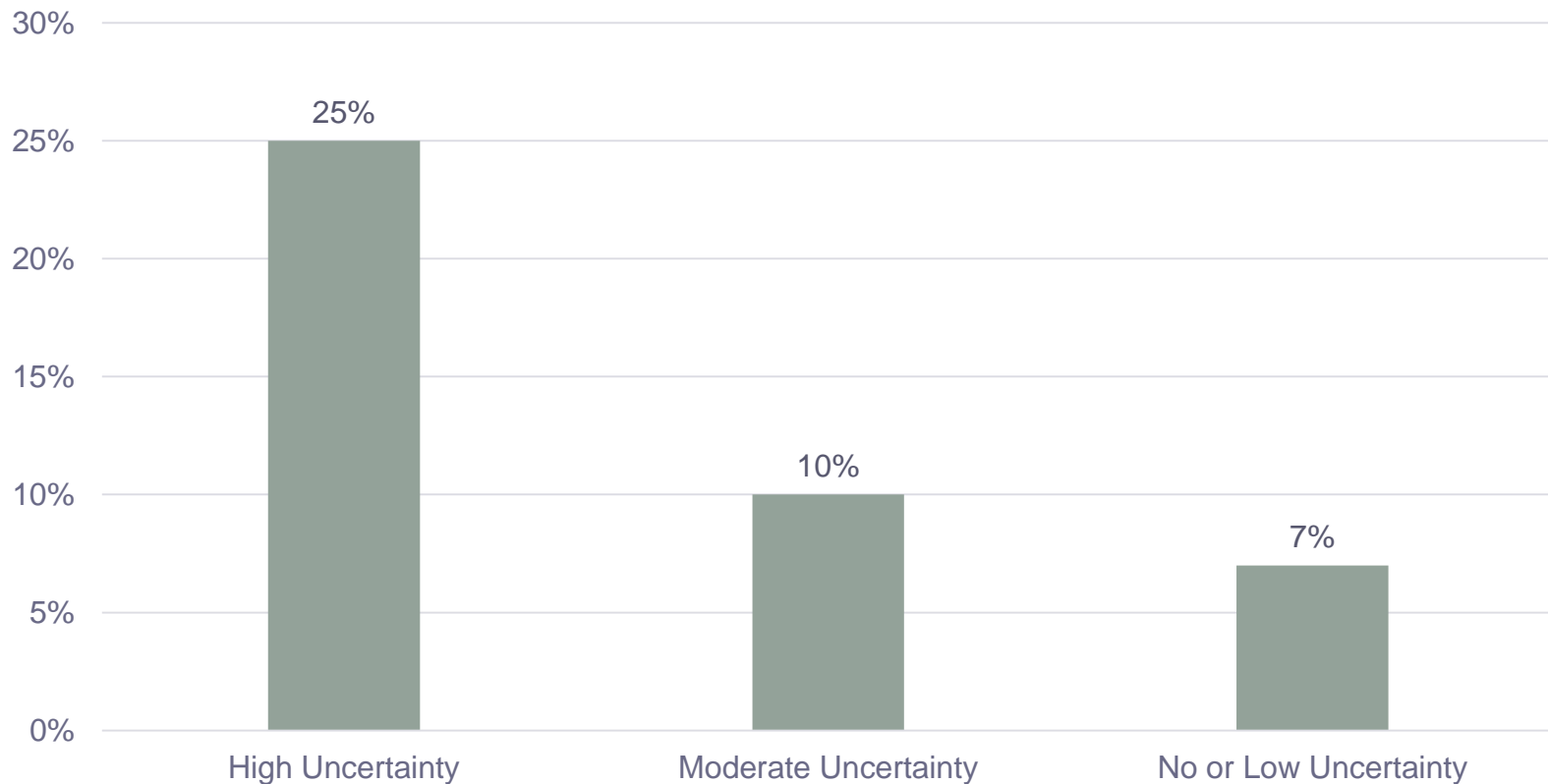
What Students Say

- “I’m embarrassed to be at community college because high school teachers said I would end up at community college because I’m lazy”
- “I don’t have any friends here. In between classes, I sit in my car and see everyone talking to others and I wonder: how did everyone make friends?”
- “I felt that if I stopped coming no one would even notice.”



Belonging and Persistence

Withdrawing or Failing to Complete the First Term,
 $p < 0.001$



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What's Happening this Morning

- Continue the conversation of promoting Growth Mindset and Social Belonging
- **Habits of Mind** are a set of tools which help us think more intelligently
- Each of you have been assigned a classroom for your breakout session
- You will be participating in an activity to help you think about how to help students navigate challenges they may face



Promoting Growth Mindset and Social Belonging with Habits of Mind

 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>



Guided Pathways provides a supportive college environment that allows students to confidently and successfully achieve their academic goal in a timely manner by providing a clearer path to a career of value

