

Guided Pathways @ SAC

Entry Design Team

Monday, April 9th, 2018

Names of Team Members Present: Janice Love, Maria Aguilar Beltran, Alicia Kruizenga, Judith Benavidez, Bea Cain, Lorena Chavez, Pilar Traslavina,

Absent: Daniel Marquez, Javier Garcia, Chris Truong

A. Brainstorm

What current practices related to ENTRY are in place at SAC that can benefit/support GP?	How could this practice be adapted to assist students better or to assist more students?	Who needs to be involved to make this improvement (other SAC employees, collaboration with other design teams, etc.)?	What resources are needed to make this improvement (e.g., \$\$, staff, facilities)?
1. Promise Orientations (CNLS N45)	<p>Have promise orientations that are set up based on “meta majors” available at SAC.</p> <p>Find a way to incorporate the use of SuperStrong assessment in the CNLS N45 orientations in order to better guide students to the appropriate classes from the get go.</p>	Outreach, HS Counselors, SAUSD, Counseling, Assessment, A&R, Students, Academic Departments,	<ul style="list-style-type: none"> • More time • Curriculum • Marketing (reputation change)
2. Early Decision <ul style="list-style-type: none"> • Pathways Survey 	<p>Identify students through Meta Major.</p> <p>Extend ED type services to non-traditional students (i.e. adult, evening, part time students. (next phase). Have a community building/team building event that acknowledges that non-traditional</p>	High school partners, Counseling, Assessment, A&R, SCE, Outreach,	Assessment Center Staff and Counselors

	<p>students have different needs.</p> <p>Change assessment and orientation process to provide more high-touch support to non-traditional students.</p>		
3. Dual Enrollment	<p>Provide Dual Enrollment Students, specifically 11th graders or higher the opportunity to take SuperStrong assessment to help explore careers, majors, and pathways.</p> <p>Identify counseling classes that are being offered to dual enrollment students.</p>	Outreach, Assessment, Counseling, A&R, Administration	
4. SAC Days	<p>It is currently heavily marketed to traditional students. We would want to expand the marketing and collaboration efforts to include non-credit.</p> <p>Currently offer two sessions from 8am-3pm. We can change one session to start later in the day to target evening students from 1pm-8pm.</p> <p>Offer a session for students to take the SuperStrong and have guidance regarding the results and the use of the platform.</p> <p>Review data of students that attended SAC Days to get more information about who attended? What presentations were</p>	Outreach, Academic Centers, Counseling, Administration, Students, Academic Departments	Space to have the workshops, students, staff, and faculty volunteer.

	helpful?		
<p>5. Application (IQ Bar)</p>	<p>Decide at what point before or after application process students should have access to a survey (i.e. such as SuperStrong) to help select a major at SAC.</p> <p>Re-training IQ bar mentors to help students as we re-structure via guided pathways</p> <p>Explore free tool that is being offered by the chancellor’s office called MyPath as a way to help students with the onboarding process and keep them connected with the steps they need to complete.</p> <p>Review in more depth the data related to students that apply, enroll, and leave the campus before they even start classes. Is there anything we can do to help students stay connected and complete their onboarding process at SAC?</p>	<p>A& R, Students, Assessment, Outreach, Counseling</p>	<p>Welcome Center (possibly were TRIO is)</p> <p>Identify staff and/or departments that would need to maintain or follow up with students. Possibly hire staff.</p>
<p>6. Assessment and Placement Practices</p> <ul style="list-style-type: none"> Counseling HS Presentations (Assessment Workshops) 	<p>Change the assessment and placement process to ensure that all students get multiple measures benefits. This is also a mandate of AB 705.</p> <p>Evaluate and change orientation and advising practices to ensure the use of multiple measures with all students traditional and non-traditional.</p>	<p>Assessment, Outreach, Counseling, Administration, Students, English, Math, Reading, and EMLS Faculty.</p>	

	Have Counselor presentations that are done at the high school possibly include general SuperStrong interpretation and the use of the tool.		
7. Financial Aid			

2 times per week.

B. Plan of Action

1. Which of the current practice(s) identified in your brainstorm activity will your design team be working to scale in the next 18 months?

Review practices 1-5 and develop a plan to use and pilot the SuperStrong as a way to collect information, help students identify strengths, as well as select a major option as part of the onboarding process. Review any additional data that is identified that can help us better understand students experience with the onboarding process. Evaluate and change the assessment and placement process in practice 6 for traditional and non-traditional students.

2. For those practices listed in B1 of the *Plan of Action*, which **specific** activities/events would be appropriate for these improvement(s)?

Activity / Event	What is the expected timeframe (from beginning to completion)?

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3. What type of assistance/resources does your team need from the Guided Pathways Core Team or Faculty Coordinator?