

## Diablo Valley College Guided Pathways Implementation Information

This document was created by Kris and Becky to help set the stage for Guided Pathways implementation at the college. It includes feedback from the Leadership Summit as well as information from academic research on Guided Pathways.



### **Themes in Feedback from the August 7 Leadership Summit:**

Develop clear goals and timelines and make sure those are disseminated.

Communication needs to be to all employees, not just the ones already involved. Provide “pathways” to Guided Pathway involvement.

Keep doing the education/informative and “introductory” work as well as continuing forward

We may need to reduce, simplify, eliminate as well as create new--maybe some committees or workgroups will have their responsibilities subsumed into other orgs.

Data analysis and data-driven decision making is crucial--for scheduling and many other needs.

The student voice needs to be central to all aspects of GP work.

The website needs to continue to build capacity as an information-sharing application, not just outreach or marketing to prospective students. We need it for our current students and for ourselves.

Small groups with clear objectives can get a lot done quickly

## **General Comments from the Leadership Summit end-of day survey**

In response to the question, **“What do you think the college should do next to plan and coordinate all of the pathways work to come?”**

Continue more workshops like this, but would consider making them smaller groups. I like the plan moving forward.

In addition to developing small workgroups to deal with each of the areas we discussed today, an additional Leadership Summit to help us stay informed about the progress being made in the development of the Pathways would be useful.

Difference between “Pathways” and ADTs.

I think the last activity was really helpful in assessing that more clear communication b/w work groups is really necessary to understand what is taking place on campus.

Website for updates/progress chart include how to get involved.

We felt strongly that we need more resources, both faculty and staff, to accomplish our outcomes. Imperative that classroom teachers are involved in all steps of the process.

Communicate all of this information as progress toward our goal and provide PowerPoints and flips as ways to keep everyone involved and updated in the progress. Involving staff and faculty is an excellent way to implement GP and everyone in my group supported this idea.

Need to integrate faculty and staff across campus. Identify roadblocks and set direction on how to move forward.

Student input. Hear from students what is working and what is needed/can be improved upon. Clear coordination of efforts. Prioritize steps in process.

Read all of the flip charts and ask leaders of this group to determine next steps and disseminate info.

Communicate, listen and implement.

Use flex days/Fridays for meeting times. Regular meetings – too much time between meetings makes staying focused on task difficult. Other than that, not sure . . .

This is a great way. I think it is hard to get clear pathways. There may need to be another meeting to clarify questions 5-9 (our group didn’t make enough headway – maybe put a list together and next talk/work about where we are headed.

More summits; I feel these are the few opportunities to interact with faculty, staff and administrators in a work group setting (brain storming, sharing ideas).

Come with a clearly identified task of limited scope and engage us. Repeat the cycle.

Not quite sure.

It would be nice if there was a) Some circulated document (Deans & Chairs) summarizing timelines. b) Some circulated invitations to new work that needs a champion! With contact info of the initiative's leader.

This is a big task. The connection between Student Services and Instruction is the biggest obstacle/opportunity. The next step is to continue with the steering committee work as we move to create the areas.

More coherent discussions, clear goals to accomplish, prevent off topic disc. 1. Decide on specific programs we're creating. 2. Smallest group possible of experienced persons to work on each. 3. Double check work with larger group of experts. 4. Develop marketing materials.

Eliminate redundancies, simplify.

Simplify, consolidate, streamline.

Push the info out to all faculty (not just those who are tuned in already). And more explicitly letting everyone know we will be moving forward. (I think there are still folks who see this as somehow optional). \*More communication/brainstorming within programs (depts./divisions)

Focus groups. Keep communication going with committees and decision makers.

Probably develop a steering committee with constituents then send them out to sub areas and departments. Put all info on a web page.

Don't only focus on creating new processes, focus on eliminating old and redundant processes.

Have more activities so more people can better understand what they need to do. For some folks they have only heard the phrase 'Guided Pathways' but are unaware of what it means.

Develop work groups focused on the 5 puzzle pieces but develop a framework for all of the groups to follow. Used Ed plan language, GP language, etc?

## **Puzzle Piece Descriptions and Activities**

August 23, 2017

Broken out by the 6 pieces of the pathways implementation puzzle, this document:

- A. Includes descriptions of each piece of the puzzle from the book, *Redesigning America's Community Colleges* and/or from other literature from the field.
- B. Collects information from the AACC Early Insights document which is a compilation of comments from colleges that have just completed their first year of pathways implementation.
- C. Information from the Leadership Summit flipcharts and post-it note activities.
- D. Leadership Summit Feedback--end of day individual survey comments

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### **1. Advising and case management - Pillar Two (help students identify their own goals and enter a pathway) and Pillar Three (help students stay on their path)**

Includes career exploration, educational planning, early alert system, the role of faculty in advising, exit services like transfer & career services, and others. Includes sharing of “insider knowledge” about programs between academic departments and counseling.

#### **1A. Information from the book, Redesigning America's Community College.**

- Defined as helping students choose career goals and paths. Intake processes are focused on helping new students develop or clarify goals for college and careers, and advising and other necessary supports are integrated into the students' everyday experience.
- Advising is redesigned to ensure that students are making progress, based on academic milestones that faculty have incorporated into each program pathway (p 17).
- Students' progress on their academic plans is tracking using “e-advising” systems, which provide frequent feedback to students and their advisors and instructors (p 17)/
- “Early alert” systems signal when students are struggling, and set in motion appropriate support mechanisms (p. 17).

- Close cooperation between professional advisors and academic departments ensures a smooth transition from initial general advising to advising within the student's program or major. (p 17)
- Pre-first semester advising, when it occurs, is usually now only about how to register for the first term and not about exploring long-term student goals.
- Even if a student has a specific goal like transfer, most colleges do not monitor the student's progress over time.
- "If a student meets with a different advisor each time-particularly if each new advisor is unaware of the student's academic arc and previously received advice-the advisor's new and conflicting advice may reinforce a notion that the college's requirements are arbitrary, or that its advisors are incompetent" (p 59).
- "When advisors were embedded in departments, the relationship between the two groups (faculty and counselors) was more collegial and productive" (p 60).
- "Typically, colleges lack a shared case-management system that would allow them to coordinate assistance across the disparate offices, personnel, and services that a given student may visit" (p. 60)
- "The first and most basic step toward tracking student progress is identifying the program of study each student is pursuing, including (for transfer oriented students) the student's intended transfer destination and major. Yet many colleges do not maintain up-to-date information about student's program of study, in part because incoming students often declare a program almost at random for financial aid purposes and then pursue a different program without informing anyone. Even fewer colleges keep systematic track of students' transfer objectives" (p 63).
- Several colleges "decided to create a formal role for faculty in the academic advising process, by shifting students from generalist professional advisors to discipline-specific faculty advisors at a given milestone in the student's studies. To serve as effective advisors, faculty needed training in how to use the college's advising software and systems, as well in how to access and understand program-specific degree and transfer pathway requirements....(one college) provided six hours of training that included role-playing in situations that participants would likely encounter with students. Prospective faculty advisors also spent two to four hours shadowing the student services professionals who would serve as liaisons to their program" (p 159). Other examples page 161.

## **1B. Summary of findings from the AACC Early Insights document, April 2017**

- Advisors act as case managers for students, alerts when students depart from their plans
- Students can easily see where they are on the paths

- Schedules created and published a year or more out

Insights from colleges that have done this:

- Advisors monitor student progress on paths and receive alerts when they go off them
- Creating 2 year schedules of classes with “course guarantees” of ones that will not be cancelled
- Chart of key check-in points with students (page 29) (in all 4 steps)
- Use chart of important decisions students make along the path to identify responsible parties who should do the check-ins
- Use of advisors tied to each meta-majors
- Entry advising vs career advising are two different people (case manager and a field expert)
- Developed scripts and checklists for use at key advising points
- \*\* Key is ensuring personal contact early to make students feel welcomed and valued. Most are using a case management approach where each student has one person they work with. Increase contact with faculty members to provide guidance and networking support.
- \*\* Culture of responsibility where all help guide the students
- Need good technology for students to use.
- “Off plan” alerts for registration of courses that are not on plan
- 15 to Finish campaign
- At registration for fall, spring and summer schedules are shown then too
- Or, when fall registration opens have summer come open then, too

**1C. Comments and ideas from the Leadership Summit group on “advising” flipcharts and post-it notes**

Contextual series of 2-3 workshop boot camps for math skills of pre-requisite math for science courses. Could be a collaboration of math & science departments. Curriculum committee?  
Non-credit workshops?

Services-Resources. Food, housing information with the cards are put on the web, school supplies, health services, carpooling. Another section of the DVC job board centralized and more available. Put a tab on the job board for these related to the career center and student life.

Web advisor pop-up – warning students that have registered for a section they cannot physical get to in 10 minutes or “you registered at SRC” which is 45 minutes away notice. Admissions and IT?

Assessment placement advising – departments generate information about what your placement test score means and give that info to counselors.

Every group needs human resources – faculty and staff supporting the efforts.

Canvas site for student services – every enrolled student get enrolled in it. It has easily organized information on student service they can use on the app on the phone.

CTE Umbrella Group – how to connect students services and instruction in a more efficient manner

Learning community coordination – more support and faculty helping deans and programs

Looks at everything we do from the student perspective

Identify our student needs (travel, work, computer access) “C96 model/Kines 98 what it takes to be a student”

Case management “flag” student needs – STARFISH (absences, tutoring, other needs, why dropping, etc.)

Market a two-year cycle of courses to improve planning and retention

Advising Day

Resources (Food, housing, school supplies)

Mentoring

Health Services

Assessment Placement Advising (in a timely manner)

Student services app for phones

Wed Advisor Pop Up location block (SRC vs. PH) to avoid class conflict

Focused math boot camps (connected to specific science classes)

## **1D. Leadership Summit Feedback--end of day survey comments**

None identified

**2. Student Support - Pillar Two (help students identify their own goals and enter a pathway), Pillar Three (help students stay on their path), Pillar Four (ensure students are learning)**

Creating greater coordination among all student support services. Includes tutoring, developmental education, supplemental instruction, integration of library services, student success courses, crisis management, and others.

**2A. Information from the book, Redesigning America's Community College.**

- There are “an array of support services, which can seem as complicated and confusing as the program structure itself. These may include financial aid assistance, academic advising, career services, tutoring, academic workshops, student activities, special services for at-risk groups, and psychological counseling. Often services are located in separate offices, which may be physically and organizationally distant from one another, with few lines of communication among them. The result is frustrated students who-unsure which office is the most appropriate for a given issue or problem-often do not make use of available services” (p 57).
- Mandatory student success courses, well-designed web-based information, and explicit career counseling help students explore their options and choose a college-level program of study quickly as possible.
- Tutoring and supplemental instruction tied to area of study are good (page 91).
- Learning communities can create connections among students (page 92).
- Dev Ed “is designed as a critical part of the ‘on-ramp’ to a college-level program of study, with the goal of helping students complete the critical introductory college-level courses in their initial field of interest.
- “Most students referred to developmental education never finish their developmental sequence” (p. 121).
- Placement tests are not great at accurately placing students.

**2B. Summary of findings from the AACCC Early Insights document, April 2017**

Insights from colleges that have done this:

- Integrated reading and writing courses

- Co-requisite English courses – take English plus a supplemental instruction course
- Contextualized English courses
- Math pathways for different fields of study and each of them has its own developmental math sequence
- “Most of the AACC Pathways colleges had not connected their developmental education reforms to their efforts to map clearer program pathways” (page 19)
- Lansing (p 23) put math in second semester so they could have 2 content courses in the first one.
- Develop 4 math sequences tailored to the clusters
- \*\* 8 week long developmental English courses. Online, hybrid, in person. And corresponding 8 week transfer level English course. (p 26). Take 2 sequential courses in 1 semester – math too (page 26)
- Identify critical courses on each program and give supports there
- Dual enrollment is good

**2C. Comments from the Leadership Summit flipcharts and post-it notes. There was not a specific group with this title at the Summit. These are copied from the lists made by all four groups that relate to this piece. They are in both places in this document.**

Services-Resources. Food, housing information with the cards are put on the web, school supplies, health services, carpooling. Another section of the DVC job board centralized and more available. Put a tab on the job board for these related to the career center and student life.

We spend a lot of time talking about “getting students in the door,” but we need more of a “getting them to the right place.” We should consider a Welcome Center set up that looks and feels like an Apple store that is staffed from early in the morning until late in the evening

**2D. Leadership Summit Feedback--end of day survey comments**

Continue to bring people together to disseminate this initiative to the campus. Consider using Academic Senate Student Services Committee to drive this initiative.

This will require a culture shift. DVC has a culture of “sternness” (for lack of a better word) under the guise of prepping students for 4-year institutions. But this has the effect of hurting our most vulnerable students. We can prepare our students while still being flexible,

compassionate and understanding of where students are and what their needs are. E.g. allowing hand-written essays in English b/c not everyone has easy computer access.

Analysis at the dept. level of program. Post analysis work with Student Services, PD, Library, and other stakeholders on identifying when, where, and how students get connected to necessary support services.

This is a big task. The connection between Student Services and Instruction is the biggest obstacle/opportunity. The next step is to continue with the steering committee work as we move to create the areas.

### **3. Entry - Pillar two (Help students identify a goal and enter a path)**

Includes events (Welcome Day, Sea Day, etc), FYE, matriculation intake processes, student success courses, assessment tests, orientation, connection with high schools, career exploration, and others.

### **3A. Information from the book, Redesigning America's Community College.**

- Orientation, registration, assessment tests.
- Pre-first semester advising, when it occurs, is primarily about how to register for the first term and not about exploring long-term student goals. (also in Advising)
- Intake processes are focused on helping new students develop or clarify goals for college and careers, and advising and other necessary supports are integrated into the students' everyday experience. (also in Advising)
- Mandatory student success courses, well-designed web-based information, and explicit career counseling help students explore their options and choose a college-level program of study quickly as possible.
- Student success courses - best when integrated with academic goals and departments. Good description on pages 64-67 and then on how to design effective ones pages 69-70. Being tied to clusters is a good thing.

### **3B. Summary of findings from the AACCC Early Insights document, April 2017**

- Redesigning intake processes with student focus
- Education planning done early on
- Connect with high schools

Insights from colleges that have done this:

- Require all students to have an ed plan by the end of their 1<sup>st</sup> year or 1st term
- FYE courses – career exploration and ed planning – required of all students
- Some colleges integrate academic supports into classes
- Extend pathways down to high school
- Require new student orientation and require a class in career assessment
- Require student success class in first term
- Require to meet with advisor before first day of class
- Require all to take non-credit workshop modules on career goals
- Allow undecided first term, but require a major before can register for second

### **3C. Comments from the Leadership Summit flipcharts and post-it notes**

Organize and communicate our vision/culture change to all to get buy in through simulations, through which we identify barriers and identify solutions (FT fac/PT fac/classified).

Pre-collegiate: List of existing groups need clear communication among them. Plus need people, time, and money. List is 3SP, outreach, marketing, CTE, ISAS, counseling, ambassador program, summer EOPS, president's office, adult education, financial aid.

Matriculation: List of existing groups need communication and less redundancy. Plus need people, time, money, and a clear technology entry point. List is assessment, outreach, 3SP, counseling, IT, admissions, veterans, and DSS.

First year: List of existing groups need student stories for things that don't fit the "data" culled from new focus groups. Also need student profiles. Also need a clear sense of the ed planning process. List is counseling, departments, dev ed committee, student life, college success workshops, library, IT, learning communities, police services, buildings and grounds, marketing, equity, FYE, Umoja, Puente, and PACE.

Registration times only when campus is open, need more hours.

Scale up Rev your Reg (faculty need to tell students about this)

Problem 1 is culture shift to go through to get earlier reg.

Provide department chairs with a list of students in their major and determine steps to help students with major completion (faculty advising within their disciplines only)

Informed major selection activity added to the majors expo

Home school

Formerly incarcerated

### **3D. Leadership Summit Feedback--end of day survey comments**

None identified

#### **4. Academic clusters - Pillar 1 (Create clear curriculum maps) and Pillar 3 (Help students stay on paths) and Pillar 4 (ensure students are learning)**

Includes the finalization of our clusters, creating cluster maps, contextualized support classes, tutoring, career connections, and others. Often called “meta-majors” in the literature.

#### **4A. Information from the book, Redesigning America’s Community College.**

- Curricular content is usually developed course-by-course and not by programs as a whole.
- Rather than recognizing and working to improve students’ weaknesses in self-direction, time management, academic motivation, and other factors critical to student’s success in college, faculty often regard these weaknesses as outside the scope of course instruction. Moreover, course content and instruction often seem irrelevant to students’ interests and career and personal aspirations, thus contributing to a demotivating learning environment (p. 14).
- The college emphasizes a “learning facilitation” approach to instruction, which focuses on building students’ academic motivation and metacognition; and the college systematically supports faculty in developing and improving this approach using a “collaborative inquiry” framework (p 17)
- Instructors work closely with librarians, technologists, and other student service professionals to design courses that incorporate innovative approaches to teaching and learning (p 17).
- Need to move from the knowledge transmission model to a learning facilitation model (page 87).
- Tutoring and supplemental instruction tied to area of study are good (page 91).
- Learning communities can create connections among students (page 92).

#### **4B. Summary of findings from the AACCC Early Insights document, April 2017**

- PLOs are met and are tied to careers
- SLOs are assessed and improvements made as needed
- Collaborative learning focus with ties to careers

Insights from colleges that have done this:

- Tie developmental education to the clusters – integrated learning
- Goal to complete core introductory courses in 1<sup>st</sup> year
- \*\*\*"If students are to achieve meaningful learning outcomes for their programs of study, then they need to develop knowledge and skills systematically and cumulative over time. If students cobble together a set of disconnected courses to meet degree requirements, it is difficult to see how college programs could help students learn effectively and build skills across the curriculum" (page 36)
- Need to revisit and update PLOs – think about those first and make programs line-up
- May want to tie GE courses to clusters
- Contextualized math
- Meta-majors, career communities, interest areas are helping students navigate
- Put maps under each meta-major
- Create contextualized first year experienced courses based on the meta-majors
- \*\* Be sure students get a taste of their field of interest in their first semester

#### **4C. Comments from the Leadership Summit flipcharts and post-it notes**

Contextual series of 2-3 workshop boot camps for math skills of pre-requisite math for science courses. Could be a collaboration of math & science departments. Curriculum committee?  
Non-credit workshops?

As we move toward pathways, we need to be mindful of the specific needs of the CTE cohorts. We also need to focus on what we can learn from those CTE cohorts which are successful.

We spend a lot of time talking about "getting students in the door," but we need more of a "getting them to the right place." We should consider a Welcome Center set up that looks and feels like an Apple store that is staffed from early in the morning until late in the evening

We need a meeting among current cohort faculty and A&R (both Stephanie and Beth) to discuss the different models currently being used to enroll cohorts. And then we need to figure out what the bottlenecks are with each process and what process offers the most potential. We were thinking about PACE, in particular, but also a course like Music 100 and FYE.

In a similar vein, it would be useful to have someone in A&R designated as the "go-to" person when there are enrollment problems.

We want more counselors, as many as they have at LA Trade.

We need to fund individuals who are very knowledgeable about a program to engage in High Touch targeted marketing. Some schools use the word "Stalking" for this. One method might be

to try a pilot where an individual in an area is given a stipend to reach out to a student who is close to achieving a certificate/degree.

Beth reminded the group that these are Academic and Professional matters and we needed to be sure to bring our thoughts and our concerns to Senate.

We need to protect and nurture our CTE programs, maybe even embedding a counselor in the program.

There was talk of the Amazon model of “stalking,” embedding cookies so that when students search for something, a reminder pops up about a class that might be relevant.

One of the group reminded us of Maslow’s hierarchy. If we want equity, we have to break down basic barriers like hunger. We need that food bank now.

The counselor in the group reminded us about audits and the fact that sometimes students think they are far from their degrees, because they have forgotten to change the designation of their major. We think that “change your major” form should be online.

The potential for the Ed Planning tool has not yet been realized.

Departments need to collaborate; marketing needs to “release the stranglehold it has on the website” so that designated faculty can more easily change their programs.

Our website needs to be redesigned so that it is most easily accessed by phone.

Dean of Student Engagement and Equity

Coordinate LC’s/cohorts

Need new dean to help

Connect LC’s to student groups

RPEC needs a research landing page for data

Academic Senate SS committee should play a role (though that role is unclear)

Adding release time to department chairs so they can follow up on students

Dean(s) of Pathways

Students – need to make it easier for them to change majors

Remove gap between student coming in and knowledge of what they need for specific programs (better collaboration between departments and counslors)

Allow departments access to the website for their programs

Mobile web site

Degree audit system – let department chairs and students know that their next steps are (you still have to take X classes)

More counselors. Faculty help with department specific ideas

Use IT to compensate for not enough counselors

CTE job placement

Coordinated college-wide CTE Advisory Committee support

Need services at night (counseling, student services, work experience office, FOOD!, Library, Tutoring).

Embedding in classroom to inform students

More efforts/programs to keep students here and help them finish

Informed cluster exploration

Help choosing a pathway

Need more adult ed pathways

Learning community wide outreach, communication, and coordination

Learning community wide career explorations, communication and coordination

A&R – application, entry, registration

Deans of Pathways

Edit the cluster interest statements from feedback from DDC

Update clusters

Financial aid and scholarships

#### **4D. Leadership Summit Feedback--end of day survey comments**

Develop discipline/academic cluster work groups paired with counseling to discuss/design: program sequencing, discipline related study strategies and resources, insider knowledge about the dept (e.g. some courses offered only once per year)

1. Create the “buckets” for students to select a major from (3-5 buckets named & all majors within the buckets.
2. Create a DVC website that is in line with clarifying the future goals and interests of our students. This should be any student’s first task (year one) is identify their interest and know where they’re going.
3. Train, train, train. Each department should know how each class offered fits into a particular Pathway and faculty shouldn’t be confused on what courses connect with what Pathway.

## **5. Communication - Pillar One (help students choose a path) and all others throughout**

Includes internal communication of our guided pathways work and external communication to students and the community. Must focus on simplification of messages. One idea - create a timeline of student message contact and evaluate each.

### **5A. Information from the book, Redesigning America's Community College.**

- “Many students turn to the college website to understand the programs available, to see whether a potential program is a good fit for them, and to learn the steps necessary to complete a credential...unfortunately, most colleges’ websites do not feature such detailed and clear information” (p 61-2). (Page 61 includes a long list of information students might look for). Includes a method for evaluating what is on the web now.
- Must simplify information on programs and services (p 73).
- Good list of messages to students - “just in time alerts” (p 72)

### **5 B. Summary of findings from the AACC Early Insights document, April 2017**

Not specifically included in the doc. Doc does discuss the need for large workgroups and that people should share information about the work widely across the college.

### **5C. Comments from the Leadership Summit flipcharts and post-it notes**

Outreach: all players could get Monday updates of weekly activities (app? Website? Email? Low tech option?). Marketing gets contributions from people – perhaps filtered through deans as a gatekeeper, Consistent Monday Message with predictable and reliable format.

Campus with LED system – messages and more board installed and populated by whomever runs that – perhaps student life?

Content management should be separate from the technical updates.

Program snapshots: departmental groups create snapshots of what can and can't be done with their program – brief, clickable, succinct, informative and on the DVC website. Feature program snapshots in the Monday update?

Integration and communication across campus, not in silos (eg ESL, athletics, Puente.) Support model check-ins.

Possible out-in email for non-students to be informed of important dates

Temporary communication workgroup – includes marketing, outreach, continuing ed, tech, student services, etc.

Website advisory committee

Need new group on “in-reach” within the community.

Outreach committee to coordinate efforts and best practices

Calendar of student touch points

Create a directory for activity involvement/a list of the go-to-person

Create a communication strategy for the website, employee education, and marketing material

Website update checkbox on program review

Each department needs a flowchart for its program and message to external audience

Coordination of marketing efforts to reduce duplication of effort

Comprehensive calendar or activities/scholastic dates

Activate Zoom for committee meetings

More people working on the website, social media, graphic design, PR

Department chairs – roles/responsibility to communicate to departments

Program leads

Let departments update website to solve current bottleneck

Keep website relevant

Utilize text alerts for more student awareness

Keep website relevant

Uniform announcements to students by faculty

Nexus for classified and managers

Resources for new communication workgroup

Faculty education about each class in program

Faculty/employee basic college knowledge

Form website workgroup

Reps sent to Rotary etc.

Keep website relevant

Liaison with workforce development board at the county

Liaison with adult schools

Liaison with Chamber of Commerce

One-stop employment office presentations

Snapshots of courses and programs available (on web. Videos too.)

Monday Update (blast)—consistent online communication

Campus-wide LED message boards

### **5D. Leadership Summit Feedback--end of day survey comments**

I think the last activity was really helpful in assessing that more clear communication b/w work groups is really necessary to understand what is taking place on campus.

Website for updates/progress chart include how to get involved.

Better communication using a centralized website.

We need a communications workgroup.

Communicate all of this information as progress toward our goal and provide PowerPoints and flips as ways to keep everyone involved and updated in the progress. Involving staff and faculty is an excellent way to implement GP and everyone in my group supported this idea.

It's an overwhelming project that will need more resources from our web/marketing area, to get the communication aspects covered. The campus communication is getting better but has ways to go.

Better, more efficient communication amongst all campus depts. We have tons of committees and workgroups, but no effective way of getting everyone on the same page. We have resources, but nobody to coordinate them and get the info out.

Communicate, listen and implement.

Our group talked at length about the need for the college to support internal communication and knowledge about the programs we offer, and the need to involve faculty to successfully communicate with students.

It would be nice if there was a) Some circulated document (Deans & Chairs) summarizing timelines. b) Some circulated invitations to new work that needs a champion! With contact info of the initiative's leader.

Definitely share the ideas among everyone and continue to keep us involved. Keep the communication between different areas going . . . we have many good programs/services/events that we just aren't all aware of.

Communicate with college community so all understand. More workshops with Student Services and Instruction so we better understand each other.

Push the info out to all faculty (not just those who are tuned in already). And more explicitly letting everyone know we will be moving forward. (I think there are still folks who see this as somehow optional). \*More communication/brainstorming within programs (depts./divisions) Focus groups. Keep communication going with committees and decision makers.

## **6. Mapping Existing Curriculum - Pillar One (Create clear curricular pathways to meet student goals)**

Includes making maps of existing degrees, certificates, and programs. Identifies milestones for students. Includes identification of course scheduling plans so students can plan future semesters (for example, class X is offered every spring.)

### **6A. Information from the book, *Redesigning America's Community College*.**

- Courses need to be incorporated into larger program redesigns...GP starts with students' end goals in mind, and then rethinks and redesigns programs and support services to enable students to achieve these goals (p. 16).
- In GP colleges, faculty clearly map out academic programs to create educationally coherent pathways, each with clearly defined learning outcomes that build across the curriculum and are aligned with requirements for further education and career advancement in a given field (p. 16).
- "Rather than conceptualizing each individual course as a stand-alone experience, as the cafeteria college does, the guided pathways approach conceptualizes each course as a step along a coherent path. Instruction should therefore focus on building skills, concepts, and habits of mind necessary for success in subsequent courses" (p. 97). Skills, concepts, habits of mind (p. 98)

### **6B. Summary of findings from the *AACC Early Insights* document, April 2017**

- Every program, indicating sequences and critical courses needs for success
- Every program has clear employment information connected to it
- GE requirements mapped to majors at key transfer institutions
- Meta-majors developed
- Website designed to help students

#### **Insights from colleges who have done this:**

- Align maps to 5 most common transfer institutions, work with them
- Publish wage information for all programs
- Backwards mapping from key transfer institutions

- Create a “framework” for mapping
- Make certificates stackable into degrees
- CTE programs are not separated out of the meta-majors, are included
- Math courses appropriate for each pathway are recommended
- Co-requisite math classes are good
- \*\*Each map includes “highly recommended” GE courses applicable to the field
- Some schools “highly recommend” a few GE courses, more than just one per requirement
- Focus on these as “recommended” but not required paths
- Some colleges are requiring internships or service learning on their paths
- \*\*Key questions in making the maps: 1) are the prerequisites identified and sequenced correctly, 2) is there a balance between theory and application courses each term, 3) are there any terms too heavy in writing, math, critical thinking, or lab science, 4) which courses offer students the opportunity to satisfy particular GE or PLO requirements?
- Goal should be to complete key introductory courses in the first year

### **6C. Was not a workgroup on this at the Leadership Summit**

### **6D. Leadership Summit Feedback--end of day survey comments**

Analysis at the dept. level of program. Post analysis work with Student Services, PD, Library, and other stakeholders on identifying when, where, and how students get connected to necessary support services.

Many respondents to the question, “Are there action items you plan to do to help the college implement Guided Pathways?” mentioned department outreach or building pathways in their departments. So departmental pathways and mapping work seems to be an area where people feel they could have immediate impact, and seems to be a natural starting point.