

Leadership Summit

Monday, August 7, 9AM-12PM

Agenda:

- Rachel Westlake, Why Guided Pathways at DVC
- Mark Akiyama, Governor's goals for Community Colleges and DVC's student success data
- Kris Koblik, Guided Pathways recommended implementation plan
- Kris Koblik, Maria Dorado, Rosa Armendariz, Beth McBrien, Becky Opsata: Intros to the puzzle pieces of Guided Pathways implementation
- Becky Opsata: Piecing our puzzle together activity/discussion
- End of day survey and evaluation

Why Guided Pathways at DVC?

California Ed Code Article 2 – “A primary mission of the CCC’s is to **advance California’s economic growth and global competitiveness** through education, training, and services that contribute to continuous workforce improvement.”



California Community Colleges



California’s residents need post-secondary education, whether a certificate, an associates, or beyond, to prepare for careers that can **open opportunities for economic and social mobility.**

Why Guided Pathways at DVC?



Research shows that we are all more likely to **complete** our education, and **complete on time**, if we **identify a career goal** early on, have a **clear outline of the courses required**, and receive **consistent guidance and support** along the way.

Why Guided Pathways at DVC?

Research shows that we are all more likely to **complete our education**, and **complete on time** if we **identify a career goal** early on, have a **clear outline of the courses required**, and receive **consistent guidance and support** along the way.

Don't we already do all of this?

Why Guided Pathways Now – on top of everything else?

Professional Development
Student Learning Outcomes
Associate Degrees for Transfer
Orientation
Disabled Students Services
Multiple Measures
Extended Opportunity Programs and Services
Learning Communities
Agreements
California Assessment Initiative
Student Equity
Career Development/College Prep
Career Exploration Classes
New Programs

Student Educational Plans
Strong Workforce Initiatives
Accelerated Curriculum
Contextualized Basic Skills
Adult Ed
Transfer Agreements
Work-based Learning
Career Pathways Trust
First Year Experience
Career Technical Education
CALWorks
Distance Learning
Advising

Why Guided Pathways Now – on top of everything else?



In order to help more students to **identify a career goal** early on, have a **clear outline of the courses required**, and receive **consistent guidance and support** along the way, we need to **structure our college** to more effectively support students through their DVC journey.

What's Different About Guided Pathways?

Guided Pathways represents a comprehensive approach to improving student completion

- Focuses on **institutional transformation**
- Is an **evidence-based approach** that comprehensively addresses the conditions needed for students to thrive and complete their goals, **bringing together effective practices** into a more coherent whole
- Provides an **overarching framework** to integrate diverse initiatives and reforms underway

What's Different About Guided Pathways?

Guided Pathways represents a comprehensive approach to improving student completion

- Emphasizes interventions that **work at scale**
- Creates **clear-intentioned, well-sequenced** curriculum and program design
- Keeps **students at the center** of the (re)design process

Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students identify their own goals and enter their pathway.



Help students stay on the path that will lead them to their goals.



Ensure that learning is happening with intentional outcomes.

Guided Pathways Focuses Efforts Throughout the College and Leverages the Great Work Already Being Done

Professional Development

Career Development/College Prep

HS Articulation Agreements

Strong Workforce Initiatives

Career Pathways Trust

Dual Enrollment

Orientation

California Assessment Initiative

Multiple Measures

Career Exploration

Advising

Student Educational Plans

Associate Degrees for Transfer

Extended Opportunity Programs/Services

Disabled Students Services

Help students identify their own goals and enter their pathway.

First Year Experience

Learning Communities

CALWorks

Career Technical Education

General Education

Accelerated Curriculum

Contextualized Basic Skills

Student Learning Outcomes

Work-based Learning

4-year Articulation Agreements

Transfer Agreements

Ensure that learning is happening with intentional outcomes.

Create clear curricular pathways to employment and further education.

Help students stay on the path that will lead them to their goals.

Student Equity

Student Success

DVC Student Success Data



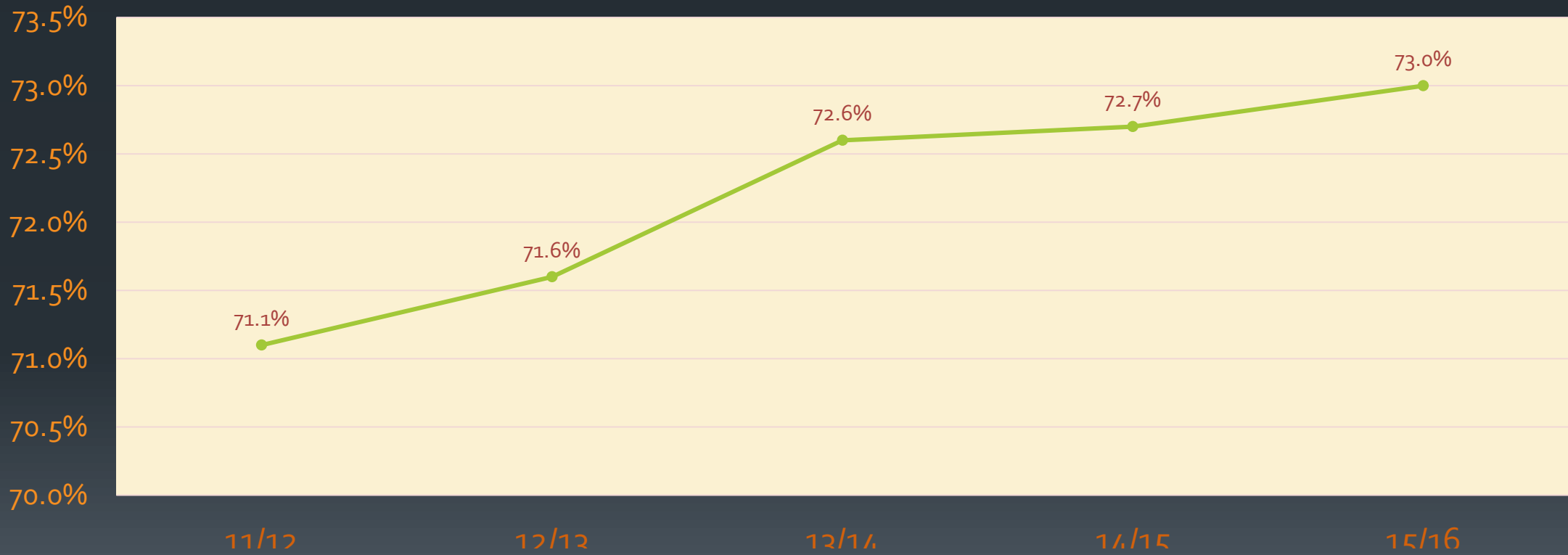
Focus on Student Success

- California Community College System-wide 2022 Goals
 - Increase degrees, certificates, skill builder for jobs
 - Increase transfers
 - Increase Career Technical employment
 - Reduce excess credit/units
 - Reduce, eventually eliminate achievement gap

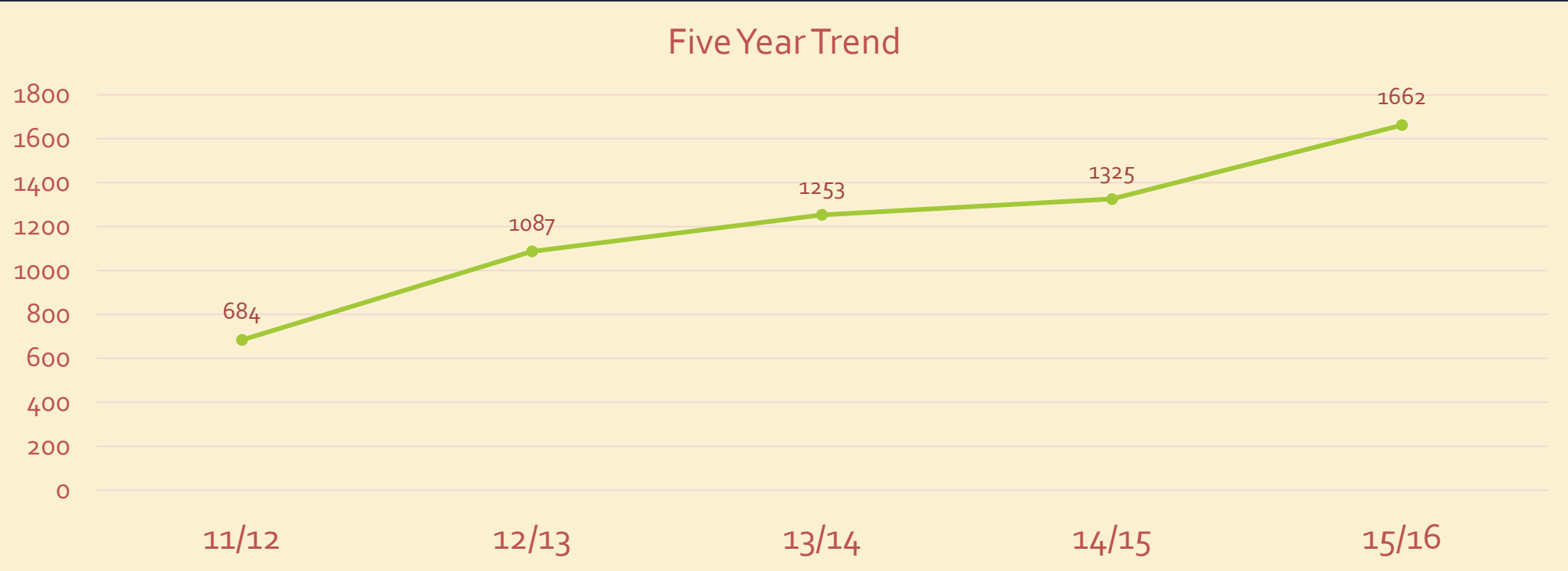
Successful Course Completion (Fall term)



Five Year Trend



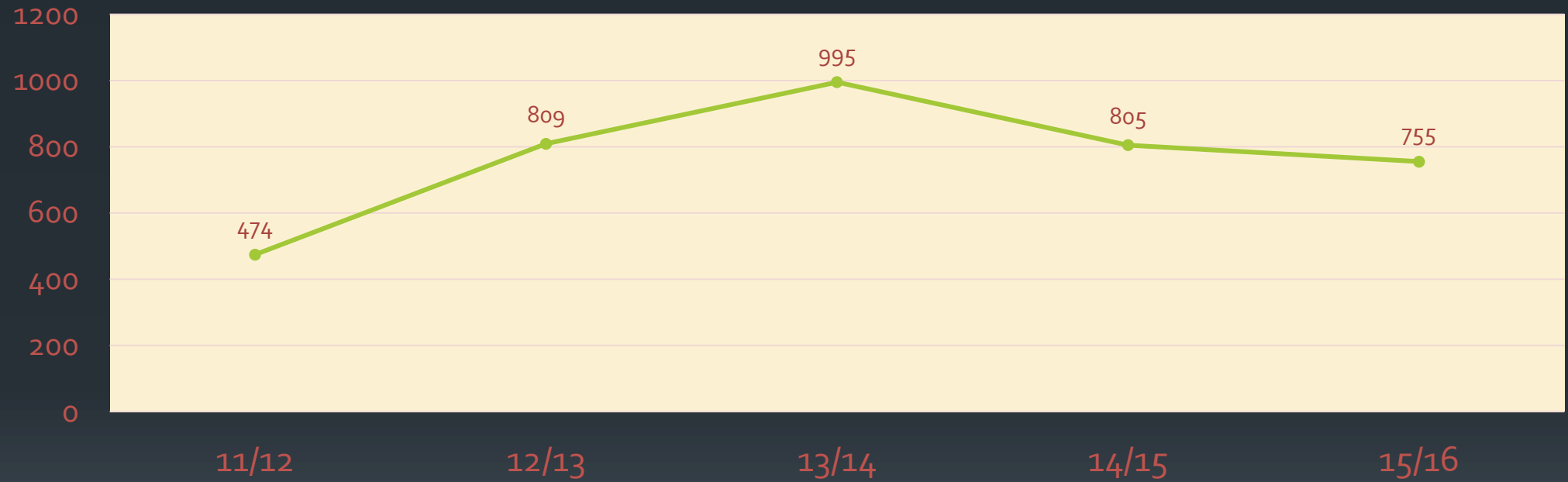
Completion of Degrees



Completion of Certificates



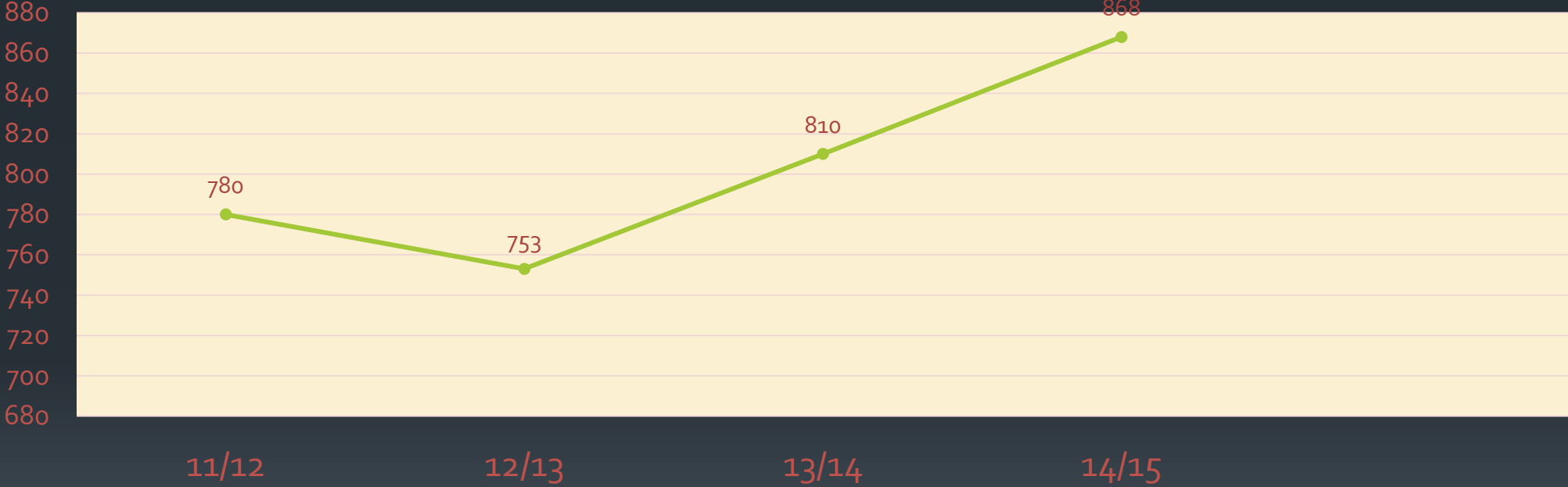
Five Year Trend



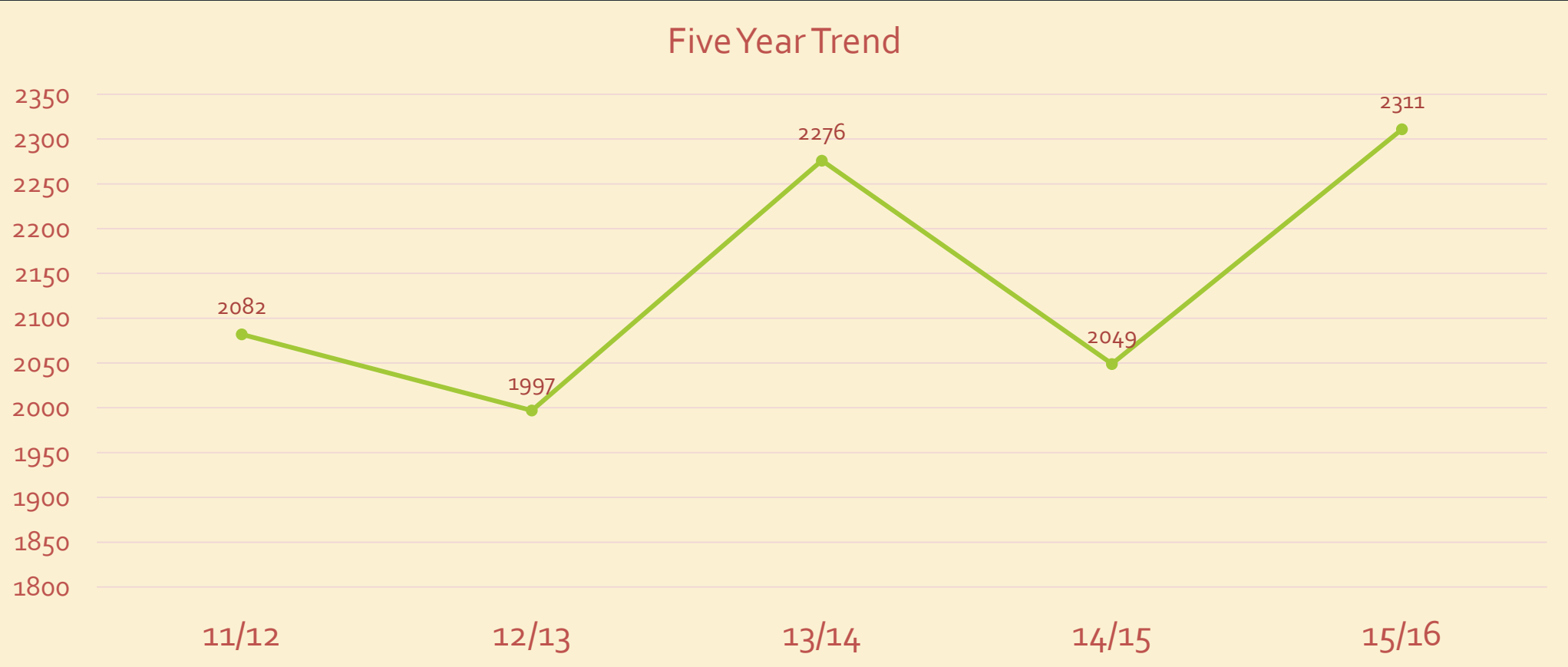
Career Technical Student Employment



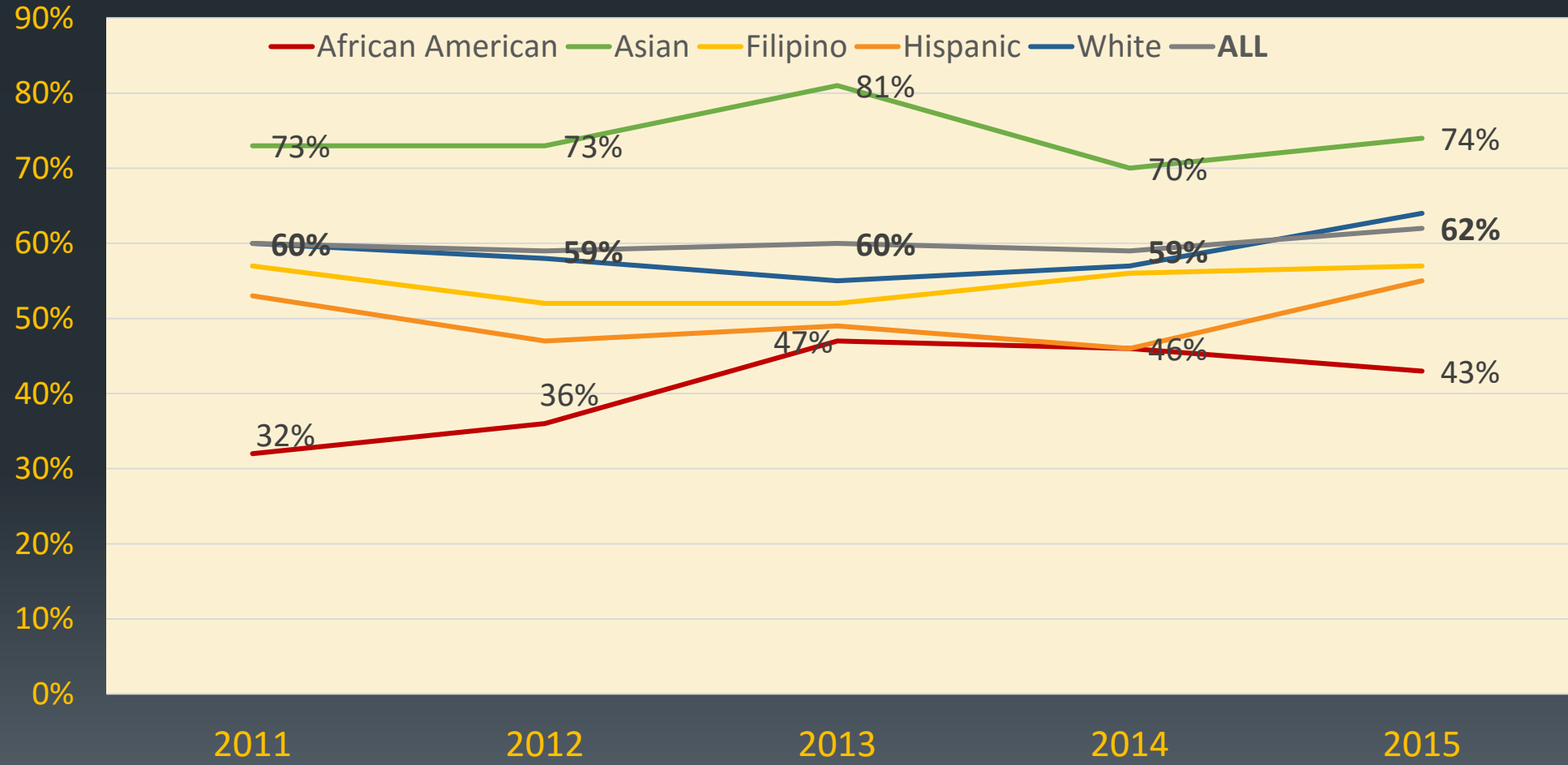
CTE Five Year Trend



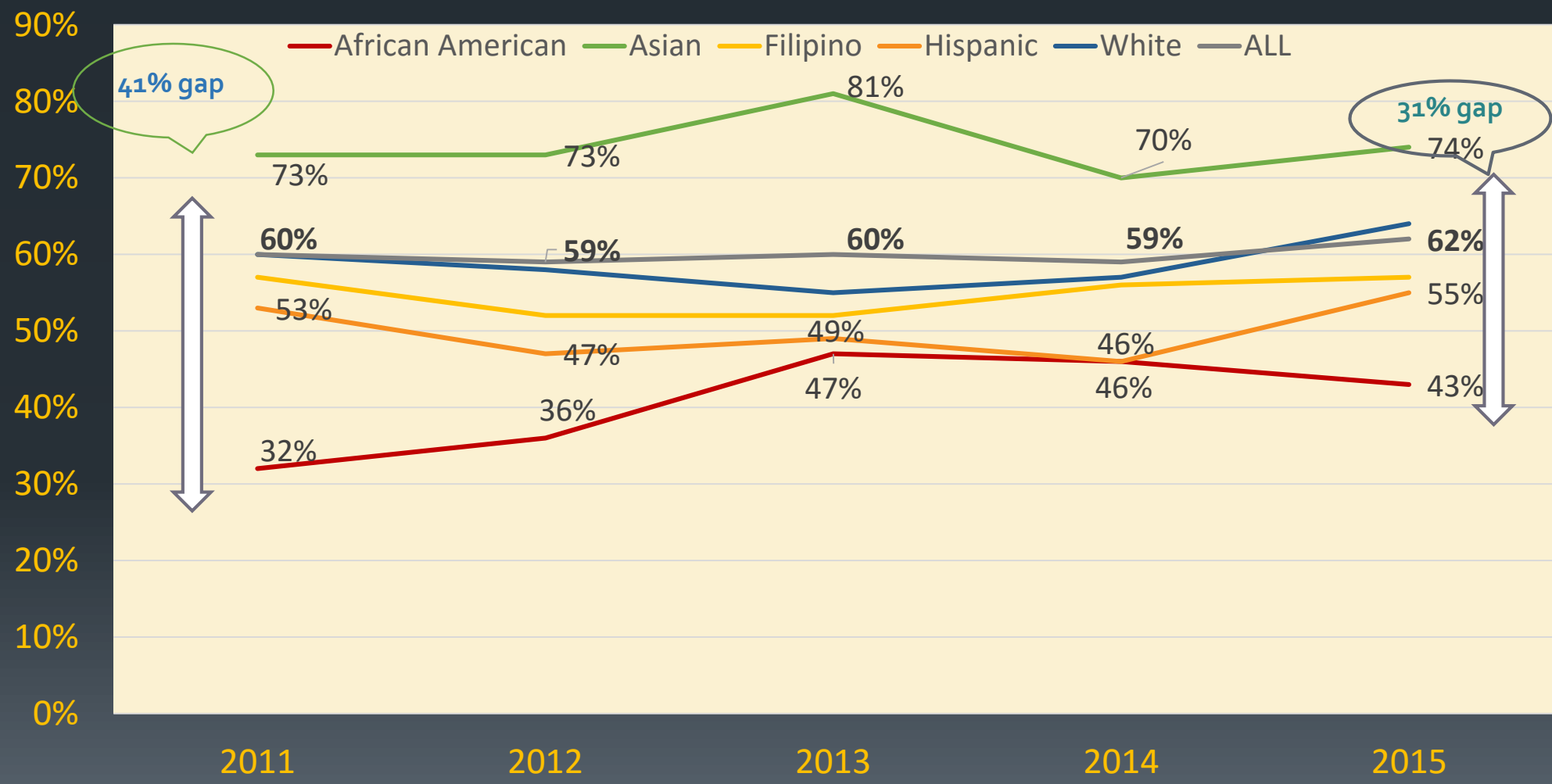
Transfers to 4-Year Institutions



Ethnicity: Completion of degrees, certificates and transfer



Ethnicity: Completion of degrees, certificates and transfer



Ethnic Differences in Reaching Completion

- Average percentage completion has increased in the latest cohort
 - From 60% in 2011 to 62% in 2015
 - Will the upward trend continue in the future?
- Average completion shows recovery after downturn from previous cohort
- Gap between low and high groups has decreased
- Ethnic group completion
 - Hispanics, whites and Asians show increases in most recent cohort
 - African-Americans remain most disparate; but show increases in the most recent 3 cohorts

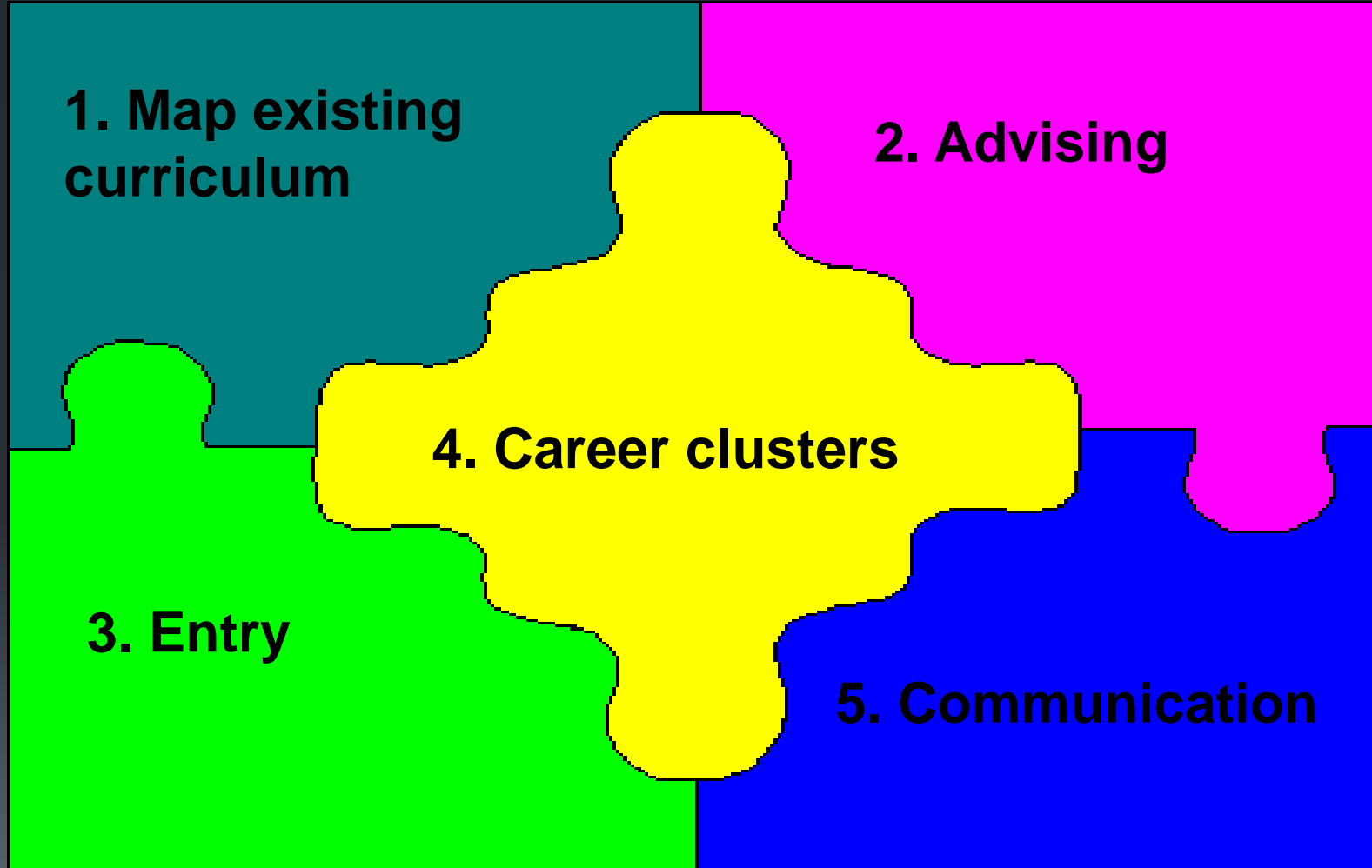


What can we conclude?

Recommended implementation plan and where we are at DVC




Phase 2: Laying the Groundwork



1. Mapping existing curriculum



The goal of this piece is to create clear curricular pathways to employment and further education.



”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” (AACCC Insights 2017, page 36).



Summer Curriculum Mapping Workgroup Members

Rosa Armendariz

Keith Mikolavich

Mike Chisar

Cailin Mullins

Lupe Dannels

Beth McBrien

Claudia Eckelmann

Becky Opsata

Catherine Franco

Bill Oye

Heidi Goen-Salter

Arek Puzia

Maria Dorado

Adam Perry

Beth Hauscarriague

Emily Stone

Kris Koblik

Justin Wembes

Laurie Lema

Rachel Westlake

THANK YOU!

September 2017 Curriculum Mapping Events



All in the Diablo Room

9:00-11:30AM

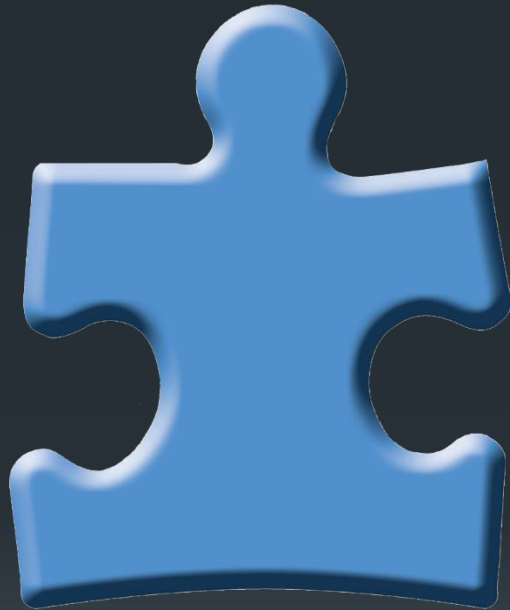
September 8: AFA, Library, Social Science

September 15: Biological Sciences, Physical Sciences/Engineering,
Kinesiology

September 29: Business, English, Math

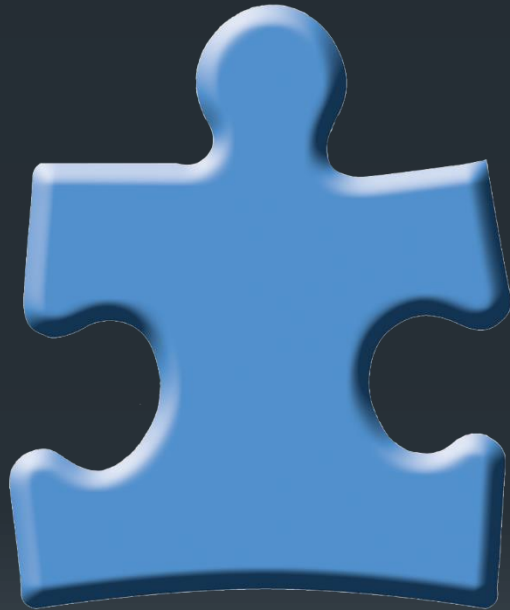
October 20: GE “Speed-Dating” information session on courses
that fulfill GE reqs

2. Advising and case management



The goal of this piece is to help students choose and enter their pathway and stay on their path to success

3. Entry



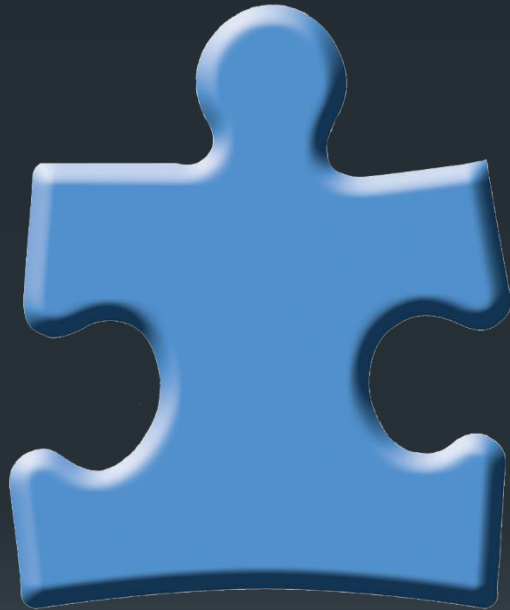
The goal of this piece is to help students choose and enter their path or desired program

4. Career clusters



The goals of this piece are to help students choose and enter their path, stay on their path, and to ensure that students are learning

5. Communication



The goals of this piece are to communicate with students in the best possible methods and to communicate internally with the college as we work on Guided Pathways.

Piecing our puzzle together

Activity Goals:

- Share information and recognition about the work that DVC is currently doing that contributes to these pieces of Guided Pathways
- Identify the gaps in our current practices and institutional structures
- Define the scope of needed work on puzzle pieces 2-5
- Plan methods to organize that work
- Discuss needed resources (such as reassigned time) to complete the work.

Puzzle Pieces 2-5 are:

2. Advising and case management
3. Entry
4. Career clusters
5. Communication

Pick which of the pieces is most relevant to your work

Move to that piece, bring your chair, and introduce yourself to everyone in your group.

In your group:

1. Read the post-its on the wall—these are from a brainstormed list of activities we are currently doing.

If there are items missing that we currently do, write them each on yellow post-its and add them to the wall.

If there are items on the wall not related to your puzzle piece, set them aside.

With the people in your group:

2. Organize and re-arrange the post-its into sets of related items.

Give each category a label that describes it. Write the label on a smaller yellow post-it.

With the people in your group:

3. Are there any glaring omissions that we should be doing?

Write them on a pink post-it note, post them in the relevant cluster of activities, and make a new category on a small yellow post-it called “things we should be doing”

4. Are there existing groups, committees, or offices that are working on the pieces now?


Write the group/committee/office/etc. name on an orange post-it and post near the activity

Break out into sub-groups of 5-6

With the people in your sub-group: Record your answers on a flip chart to these questions

5. Are there existing groups, committees, or offices that are clear candidates for coordinating each cluster of activities?
6. Is there a need for new workgroups to take on some of the work? What should they do?
7. Do you have suggestions on how to best organize this work going forward? For example, do you have any ideas for how best to coordinate amongst the existing and (if needed) new groups?
8. What resources will the groups need to be able to accomplish their goals?

Prepare to verbally report-out your findings to questions 5-8 after approximately 20 minutes.



With the people in your group: Record your answers on a flip chart to these questions

9. What information discussed today should be brought back to existing groups and departments?

10. What do each of you plan to take back to the existing groups and departments that you are in? Are there ways the college could assist you in this process?

Prepare to verbally report-out your findings to questions 8-9 after approximately 10 minutes.

Please take the individual survey on your way out



If you are faculty and have chosen to get paid instead of flex credit for your time today, please drop your timecard off with Mary Long before you leave.

Thank you for your time and leadership!