Guided Pathways

2020/2021 Kickoff!

Nov. 20 @ 9 to 11AM

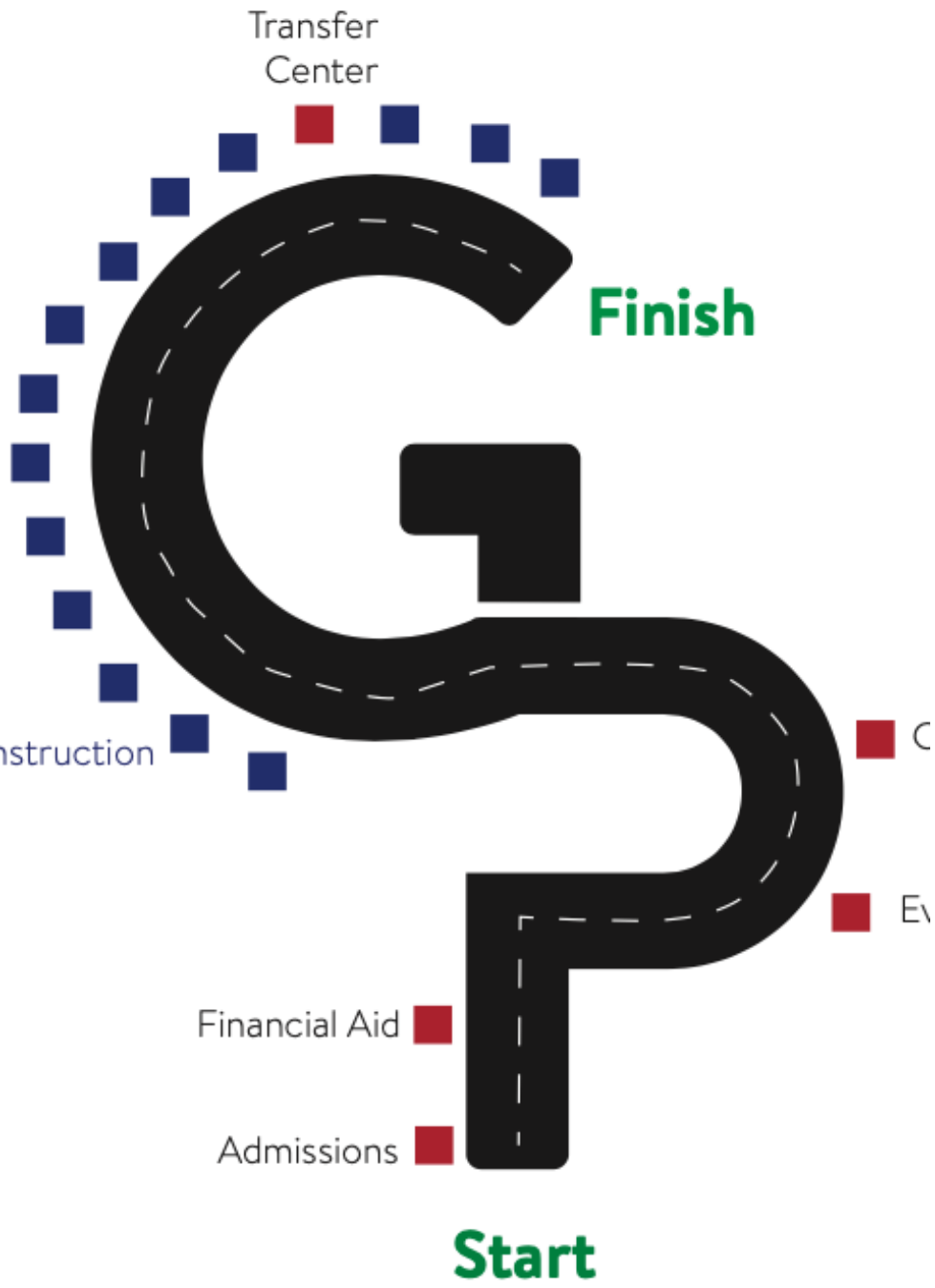
Agenda

- Introduce Guided Pathways Leadership
- Why Guided Pathways?
- Introduction of Framework & Mission Statement
- Student Story Activity
- Review Guided Pathways Structure, Objectives & timelines for each team
- Address any questions or concerns with the effort

Things to keep in mind:

- We're recording this in order to help document our work
- We need your expertise to sort out how best to address points we'll share in this presentation
- Our goal is to bring the campus together to figure out how this framework would look on our campus
- Decisions haven't been made about the goals/strategies we'll present on

We're following our students' example and looking to Listen, Learn, and Level Up!



Introductions

- **Onboarding:** Dokesha Meacham & Hilda Fernandez
- **Meta Majors:** Fatima Jinnah & Natalie Latteri
- **Communications:** Janie Garcia & Che Meneses
- **Tech and Data:** Chris Chavez & Elaine Kuo
- **Lead Facilitator:** Isaac Escoto
- **Logistical Leads:** Melissa Cervantes & Laurie Scolari

3 Cs: **C**heers, **C**oncerns & **C**ontemplations

- When I think of Implementing Guided Pathways at Foothill……
- I am **cheering** about…
- I am **concerned** about….
- I am **contemplating** this… (questions or wonders)

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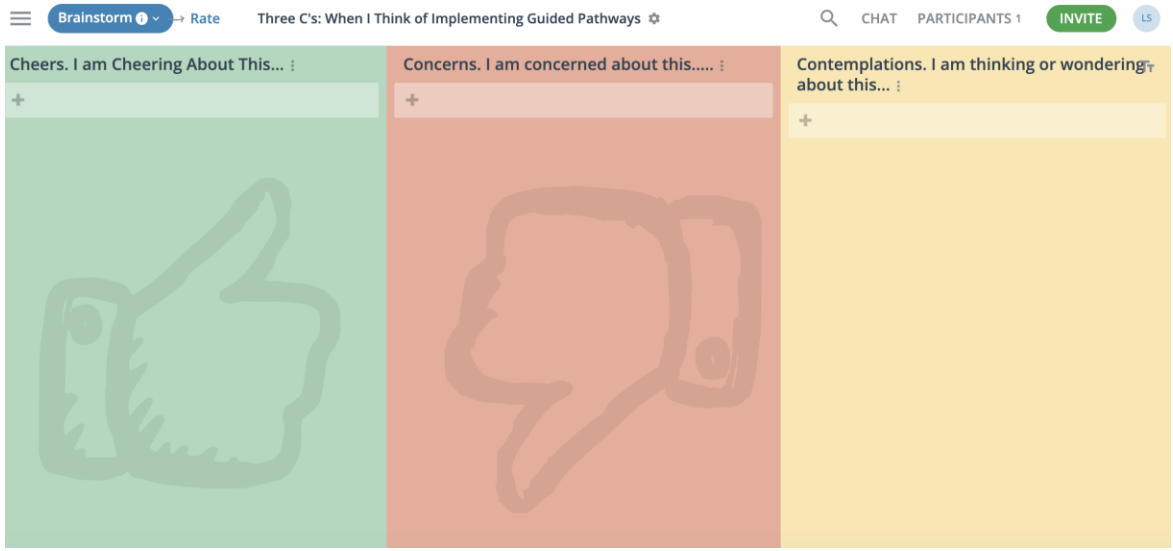
2. Input your email to access document



Why Guided Pathways?

This is **Ruby**.

Ruby is **G**oing **P**laces, but she's not sure if she is "College Ready."

What if I told you…

With Guided Pathways, she wouldn't have to be "College Ready" to earn a certificate, degree, or transfer?

Academic Program Structure

College Ready

- Ruby has to decide on her clear goals and seek the help to do so.
- Ruby discovers she is interested in computer science but she lacks necessary skills.
- Ruby has an academic plan, but the courses she needs are not always offered.

Student Ready

possibility

- Programs are fully mapped and aligned with further education and career advancement.
- High School partners collaborate with CC to introduce programs/majors to students.
- Predictable schedules are set based on program analysis and mapping.

New Student Intake

College Ready

- Ruby's math assessment discourages her from choosing Computer Science as her major.
- Ruby sees a counselor to make an academic plan, but doesn't know what she will choose for her major.
- As an "undecided" student, Ruby is "allowed" to explore on her own.

Student Ready

possibility

- Assessment is used to identify where students need support and place them w/ services, as well as classes.
- Students enter exploratory majors and choose specific programs on a guided timeline.
- Instruction in foundation skills is integrated and contextualized w/ critical program courses.

Instruction

College Ready

- Ruby doesn't really know what her learning outcomes are supposed to be other than passing or failing.
- Ruby doesn't get support from a teacher who is isolated and unsupported herself.

Student Ready

possibility

- Faculty have collaborated to define and assess learning outcomes for ENTIRE programs.
- Faculty are trained and supported to assess program learning outcomes and use results to improve instruction.

Progress Monitoring & Support

College Ready

- Ruby got discouraged in her counseling meeting last time so she hasn't been back. Her progress is dwindling.
- Ruby took a Computer Science course and loved it. Unfortunately, Ruby's counselor doesn't know just how well she excelled because she is just a "C" student.

Student Ready

possibility

- Student progress on academic plans is closely monitored, with frequent feedback.
- Counselors work closely with program faculty, with a clear division of labor for monitoring student progress.

Completion

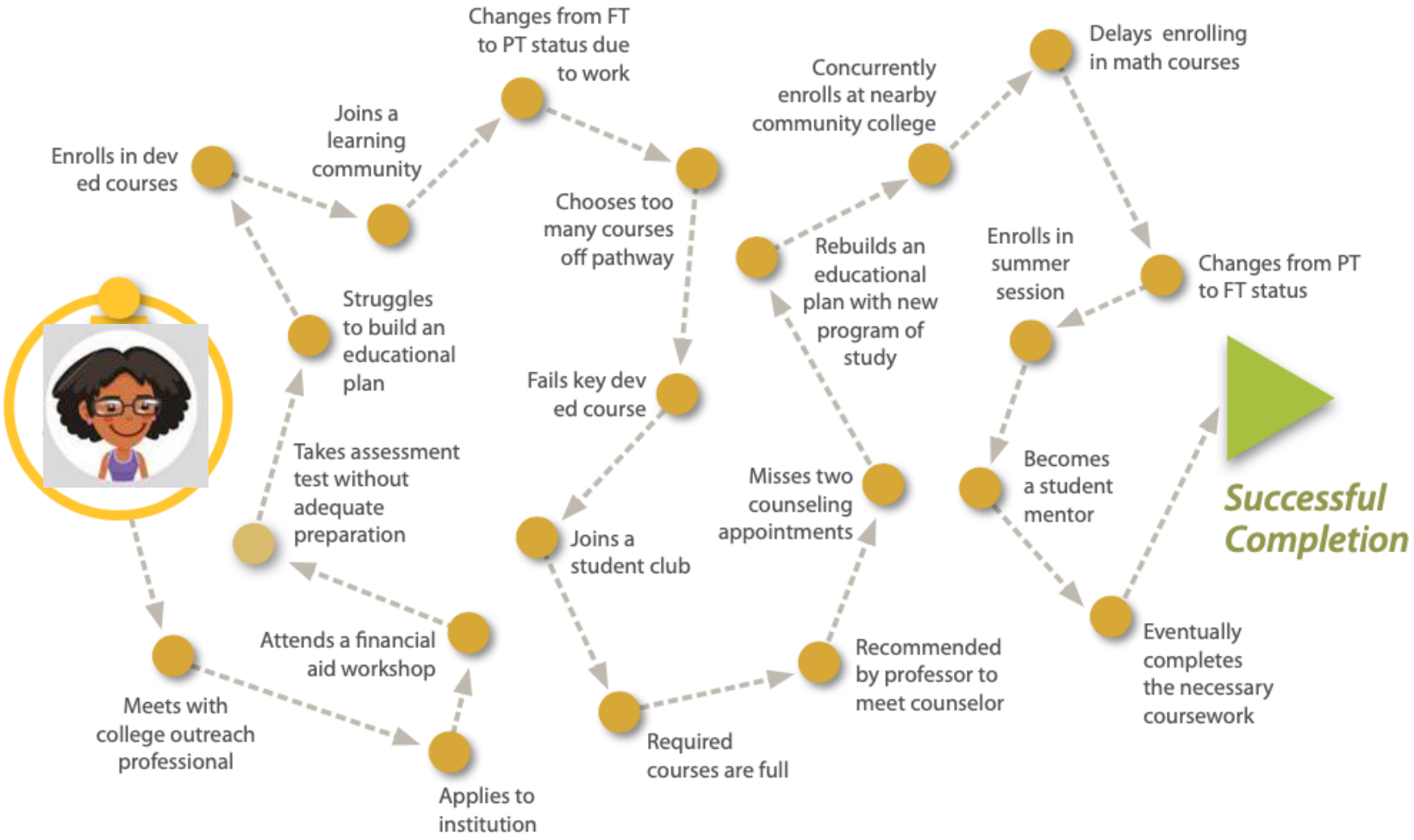
College Ready

- Ruby dropped out.

Student Ready

possibility

- The GP system supports students, like Ruby, to see their academic and professional goals to completion.



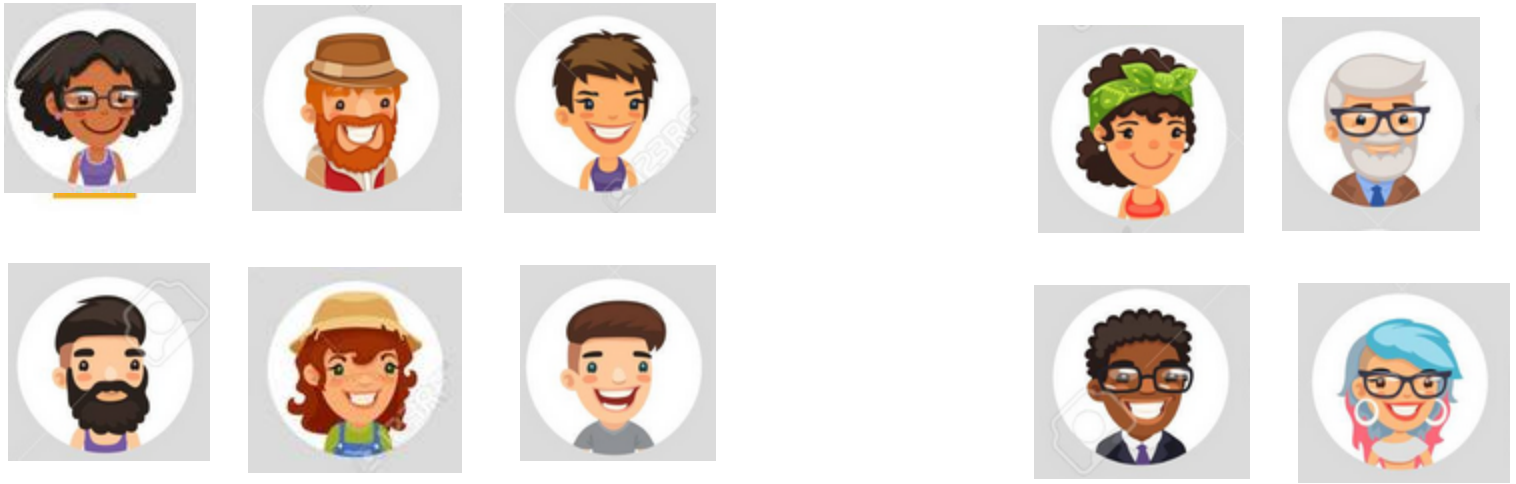
Why **G**uided **P**athways?

Introducing the Fall 2016 cohort

- What is Ruby's experience at Foothill?
- How should we begin to consider her story?
- Start with one cohort and track their time with us
  - Applicant/Register
  - Persistence
  - ENGL/MATH transfer-level completion in one year
  - Degree completion
- Emphasis on Fall 2016 cohort to allow time for completion

Let’s see where their journey takes them….

For every **10** students submitting an application for the first time in Fall 2016….

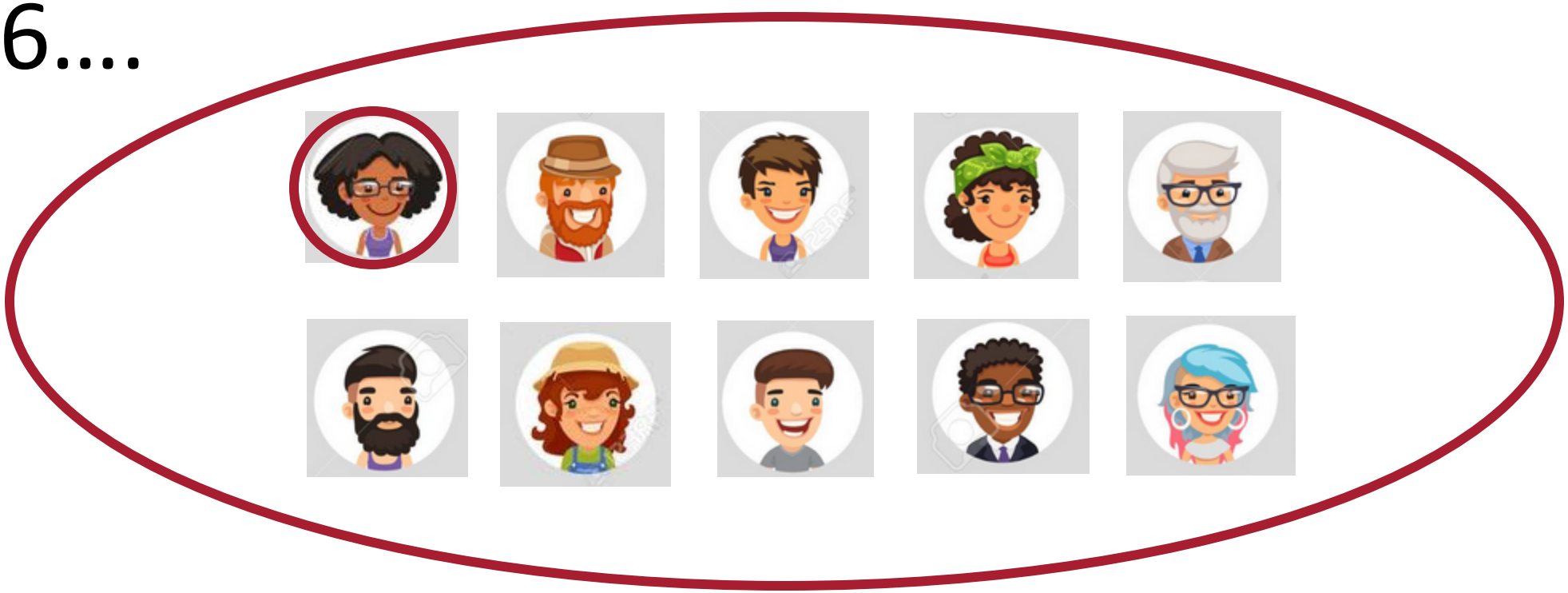


6 students enroll at Foothill in Fall 2016…

While **2** more enroll at another CA community college

Fall 2016 first time applications: 39,605 | Enroll at Foothill: 24,356 | Enroll at other CCC: 7,004
Enrollment is defined as registration in at least one credit course.
Source: CCCApply; FH IRP

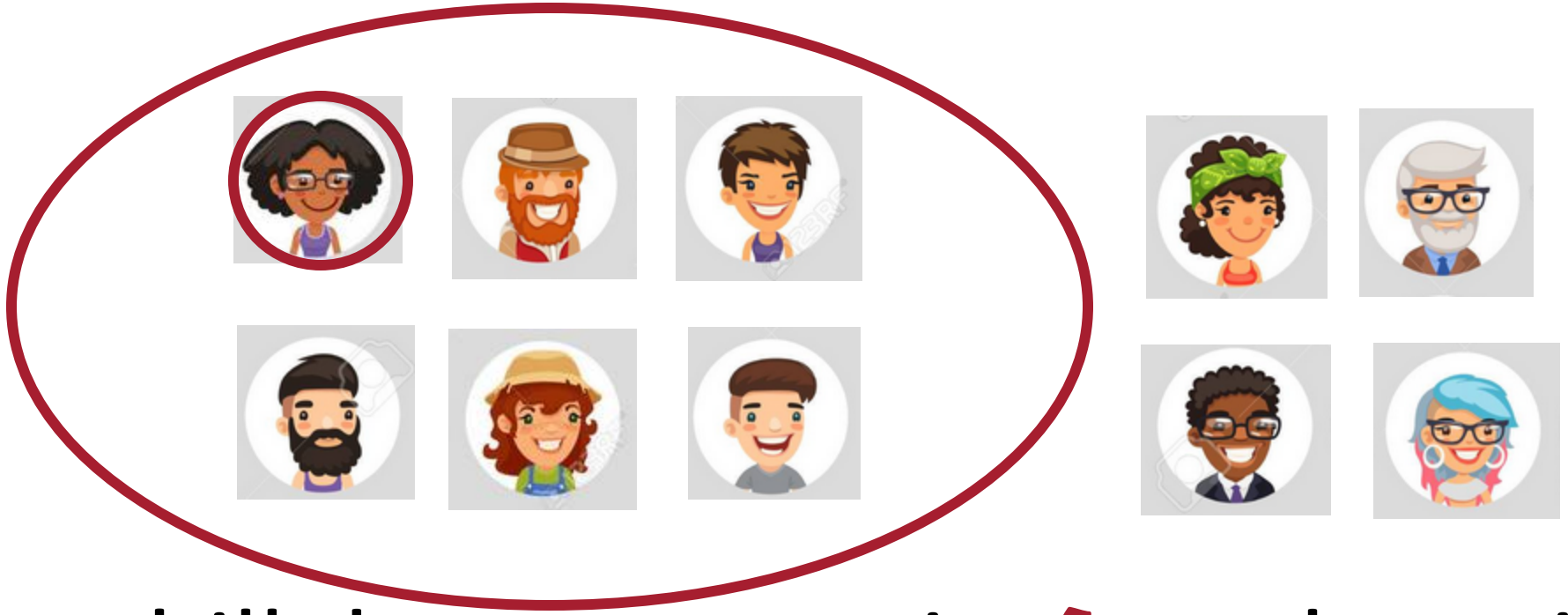
At orientation, Ruby meets **9** other students enrolling for the first time in Fall 2016….



How many will stay in Ruby's circle?

Fall 2016 first-time applications: 39,795
Source: CCCApply

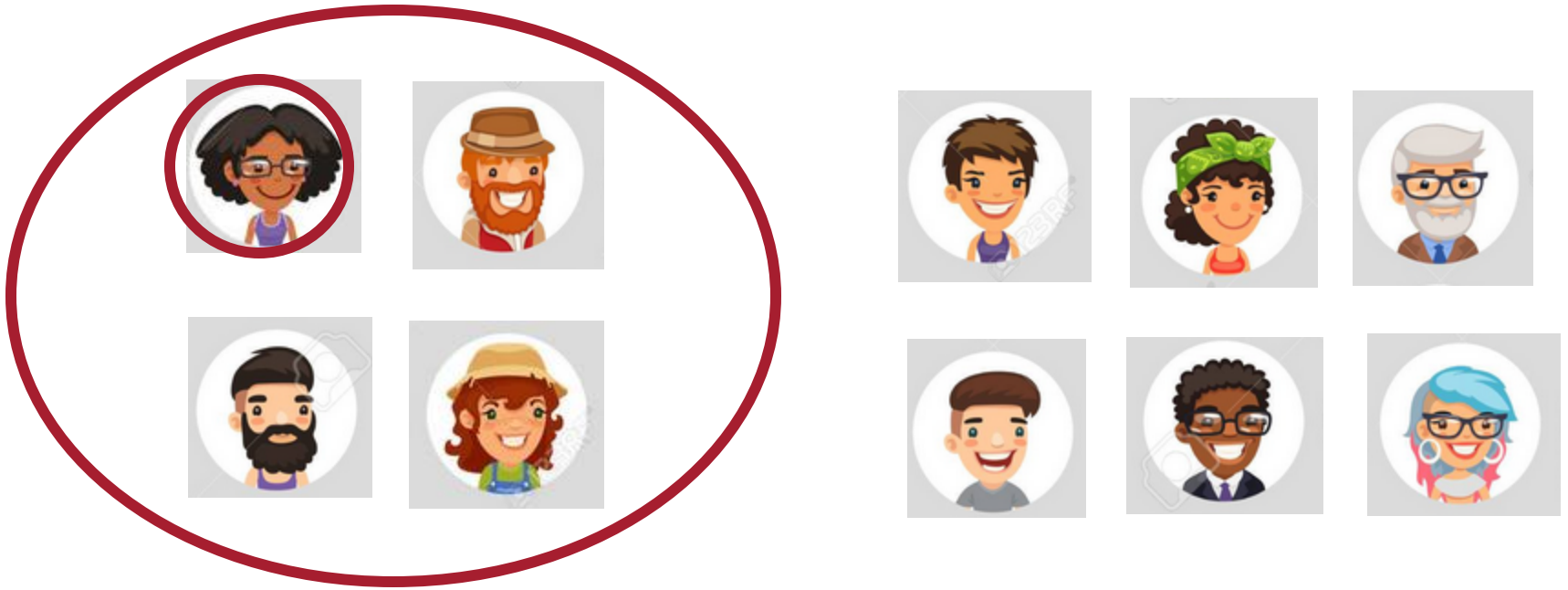
In Winter 2017, Ruby sees **5** other students who re-enrolled from Fall 2016…



Foothill does not retain **4** students into Winter 2017

Enrollment is defined as registration in at least one credit course.
Source: FH IRP

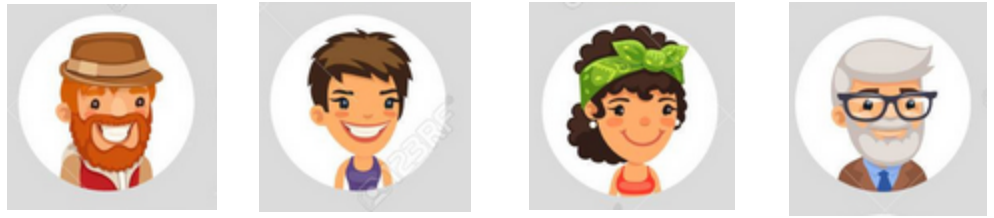
In Spring 2017, Ruby sees **3** other students who were enrolled in Fall and Winter…

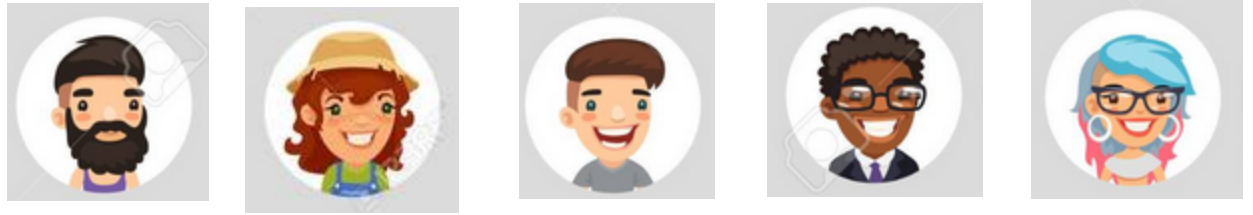


Foothill does not retain **6** students – Ruby's circle is getting smaller...

Enrollment is defined as registration in at least one credit course.
Source: FH IRP

For the **10** students enrolling for the first time in Fall 2016….





Only Ruby completes transfer-level ENGL and MATH by Spring 2017 – Foothill did not maximize the chances for the other **9** students to pass transfer level ENGL and MATH in their first year.

Rate of completion of transfer-level ENGL/MATH courses for the first-time Fall 2016 cohort is 5%.
Source: FH IRP

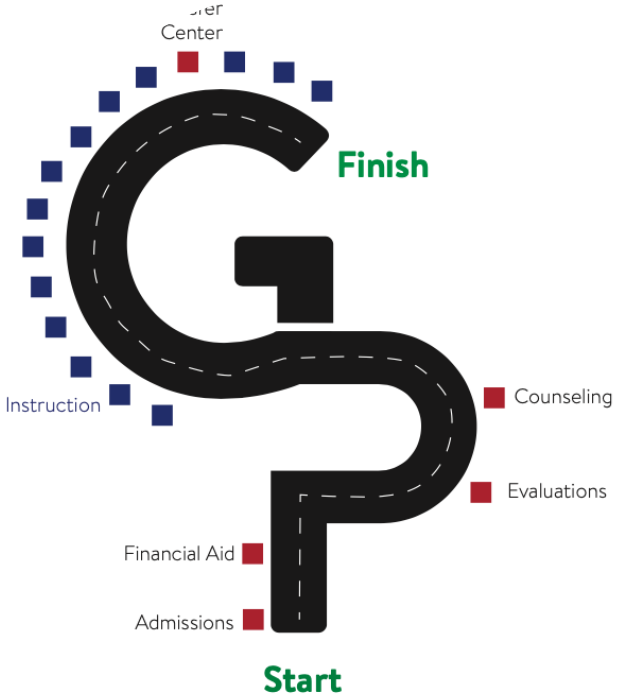
For the **10** students enrolling for the first time in Fall 2016….

Only Ruby completes a degree by Spring 2020.

Degree attainment among Fall 2016 cohort by Spring 2020 is 6%.
Source: FH IRP

Why GP?

- How do we keep Ruby's circle from getting smaller?
  - Make sure other students do not leave?
  - Make sure other students join her circle should others leave?
- How do we ensure that Ruby knows that faculty, staff, and campus administrators are part of her circle?

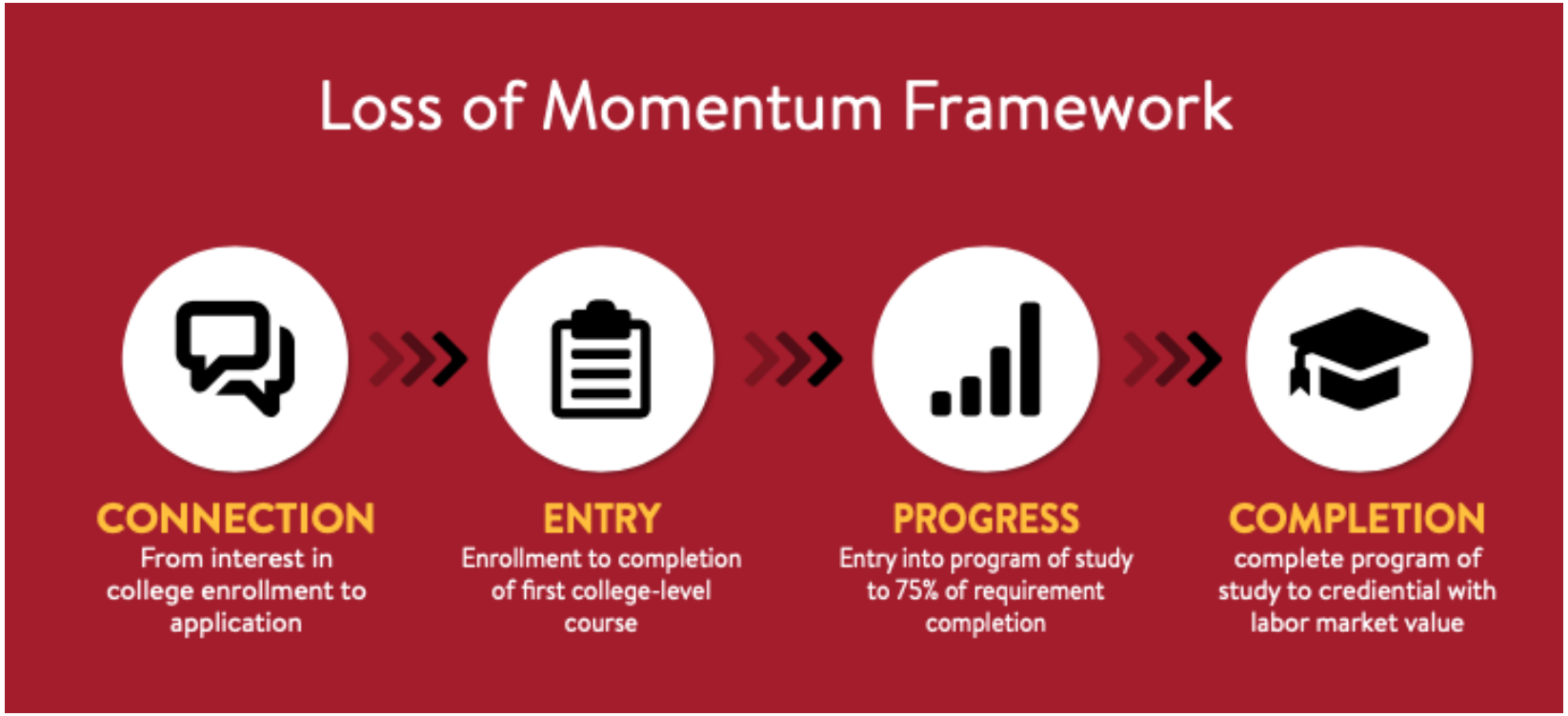


Our Mission Statement &Framework

GP Mission Statement

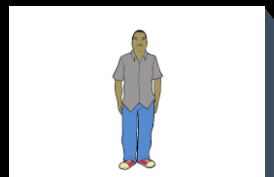
The mission of GP is for all parts of the campus community to work together to be student ready by removing structural barriers to learning. We aim to create clear pathways within an equitable system, that includes ample, ongoing support for each student to engage from connection, to entry, through progress, to completion. We recognize the strengths and diverse experiences our students bring to the college and we aim to support their growth as global citizens.

A New Approach To The Four Pillars



Equity 2.0

Student Stories Activity



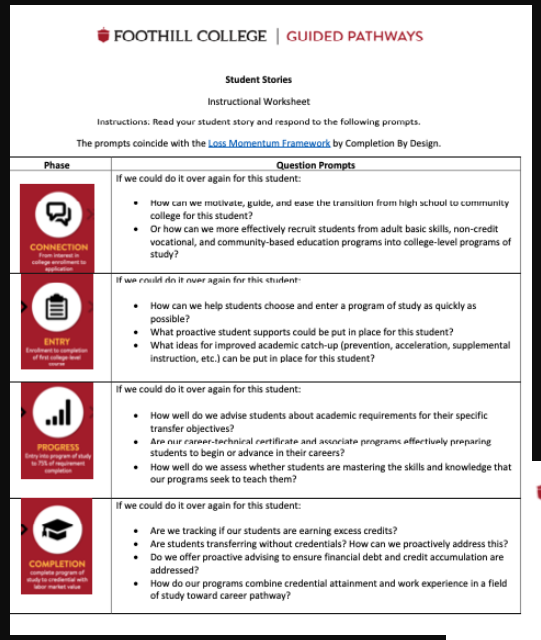
Student Stories Activity

Where are the barriers and opportunities in these student stories?

Student Stories Activity

- 9 breakout groups – each group is assigned a student story
- 1 facilitator per group
- Your facilitator will ask for 2 volunteers (a notetaker and a timer)
- Your facilitator will give you 15 min to read two documents – they are dropped in the chat and your group will discuss
- We will come back as a group to process

Two PDF Handouts



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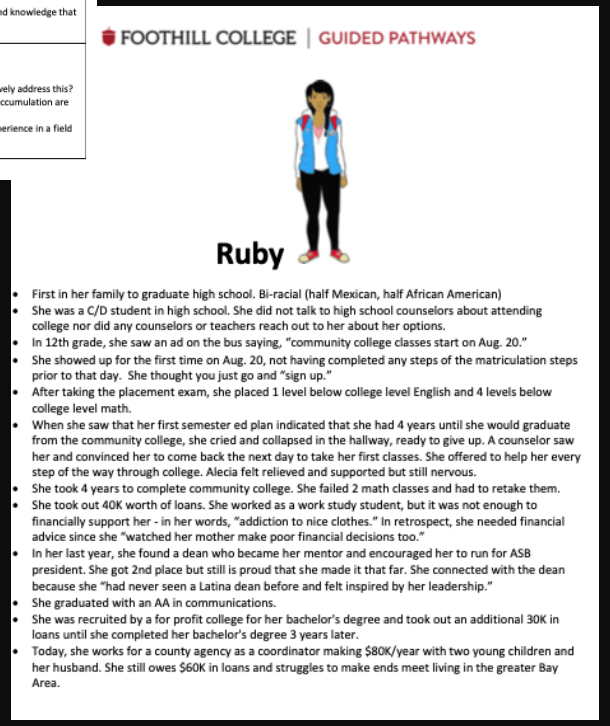
Student Stories

Instructional Worksheet

Instructions: Read your student story and respond to the following prompts.

The prompts coincide with the Loss Momentum Framework by Completion By Design.

Phase	Question Prompts
CONNECTION	If we could do it over again for this student: • How can we motivate, guide, and ease the transition from high school to community college for this student? • Or how can we more effectively recruit students from adult basic skills, non-credit vocational, and community-based education programs into college-level programs of study?
ENTRY	If we could do it over again for this student: • How can we help students choose and enter a program of study as quickly as possible? • What proactive student supports could be put in place for this student? • What ideas for improved academic catch-up (prevention, acceleration, supplemental instruction, etc.) can be put in place for this student?
PROGRESS	If we could do it over again for this student: • How well do we advise students about academic requirements for their specific transfer objectives? • Are our career-technical certificate and associate programs effectively preparing students to begin or advance in their careers? • How well do we assess whether students are mastering the skills and knowledge that our programs seek to teach them?
COMPLETION	If we could do it over again for this student: • Are we tracking if our students are earning excess credits? • Are students transferring without credentials? How can we proactively address this? • Do we offer proactive advising to ensure financial debt and credit accumulation are addressed? • How do our programs combine credential attainment and work experience in a field of study toward career pathway?



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Ruby

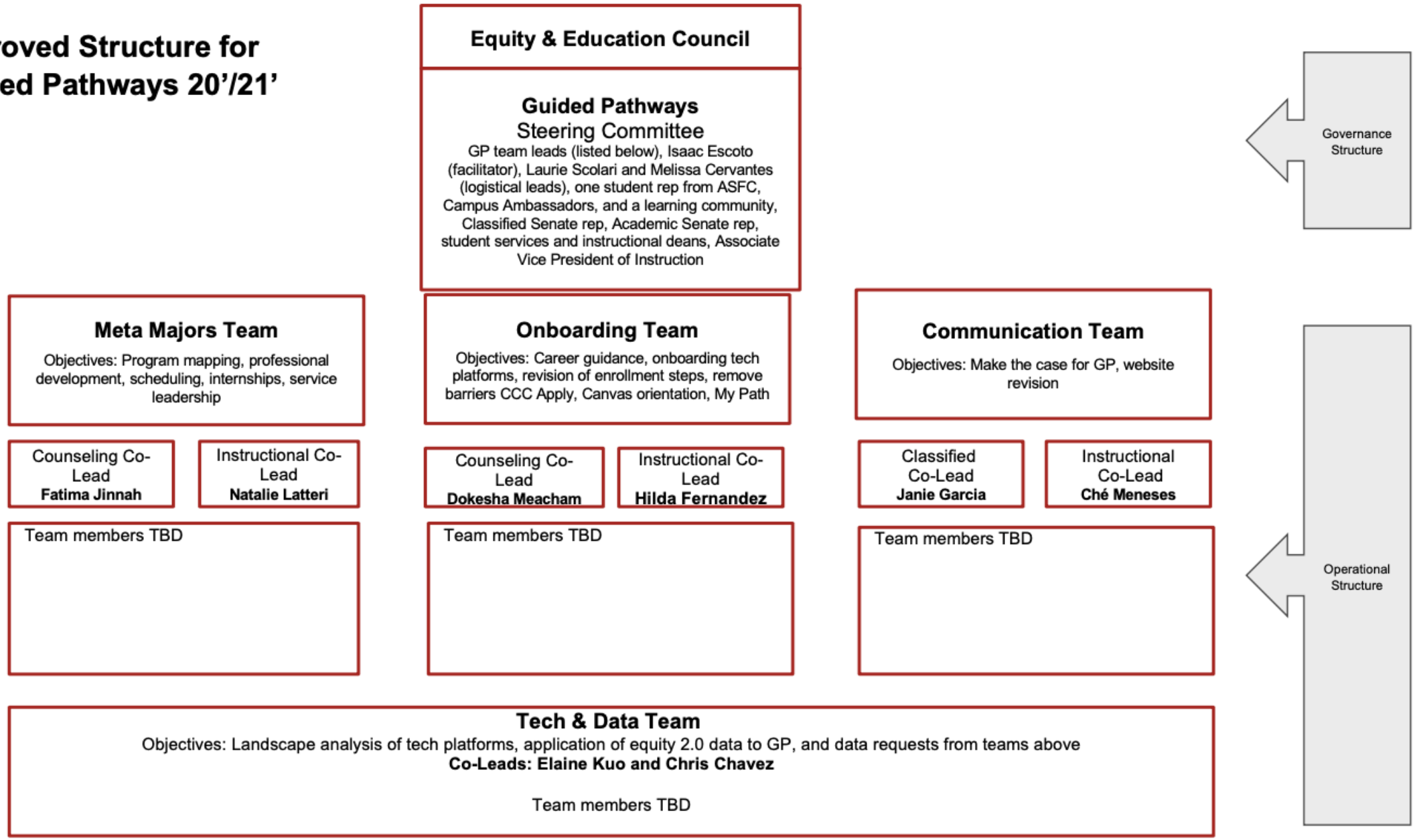
- First in her family to graduate high school. Bi-racial (half Mexican, half African American)
- She was a C/D student in high school. She did not talk to high school counselors about attending college nor did any counselors or teachers reach out to her about her options.
- In 12th grade, she saw an ad on the bus saying, "community college classes start on Aug. 20."
- She showed up for the first time on Aug. 20, not having completed any steps of the matriculation steps prior to that day. She thought you just go and "sign up."
- After taking the placement exam, she placed 1 level below college level English and 4 levels below college level math.
- When she saw that her first semester ed plan indicated that she had 4 years until she would graduate from the community college, she cried and collapsed in the hallway, ready to give up. A counselor saw her and convinced her to come back the next day to take her first classes. She offered to help her every step of the way through college. Alecia felt relieved and supported but still nervous.
- She took 4 years to complete community college. She failed 2 math classes and had to retake them.
- She took out 40K worth of loans. She worked as a work study student, but it was not enough to financially support her - in her words, "addiction to nice clothes." In retrospect, she needed financial advice since she "watched her mother make poor financial decisions too."
- In her last year, she found a dean who became her mentor and encouraged her to run for ASB president. She got 2nd place but still is proud that she made it that far. She connected with the dean because she "had never seen a Latina dean before and felt inspired by her leadership."
- She graduated with an AA in communications.
- She was recruited by a for profit college for her bachelor's degree and took out an additional 30K in loans until she completed her bachelor's degree 3 years later.
- Today, she works for a county agency as a coordinator making $80K/year with two young children and her husband. She still owes $60K in loans and struggles to make ends meet living in the greater Bay Area.

Quick thoughts/feedback

- What thoughts came up during that activity?
- Did anything jump out at you from the group discussion?
- What did this activity make you think about how we currently serve our students?

Our Structure, Objectives & Timelines

Approved Structure for Guided Pathways 20'/21'



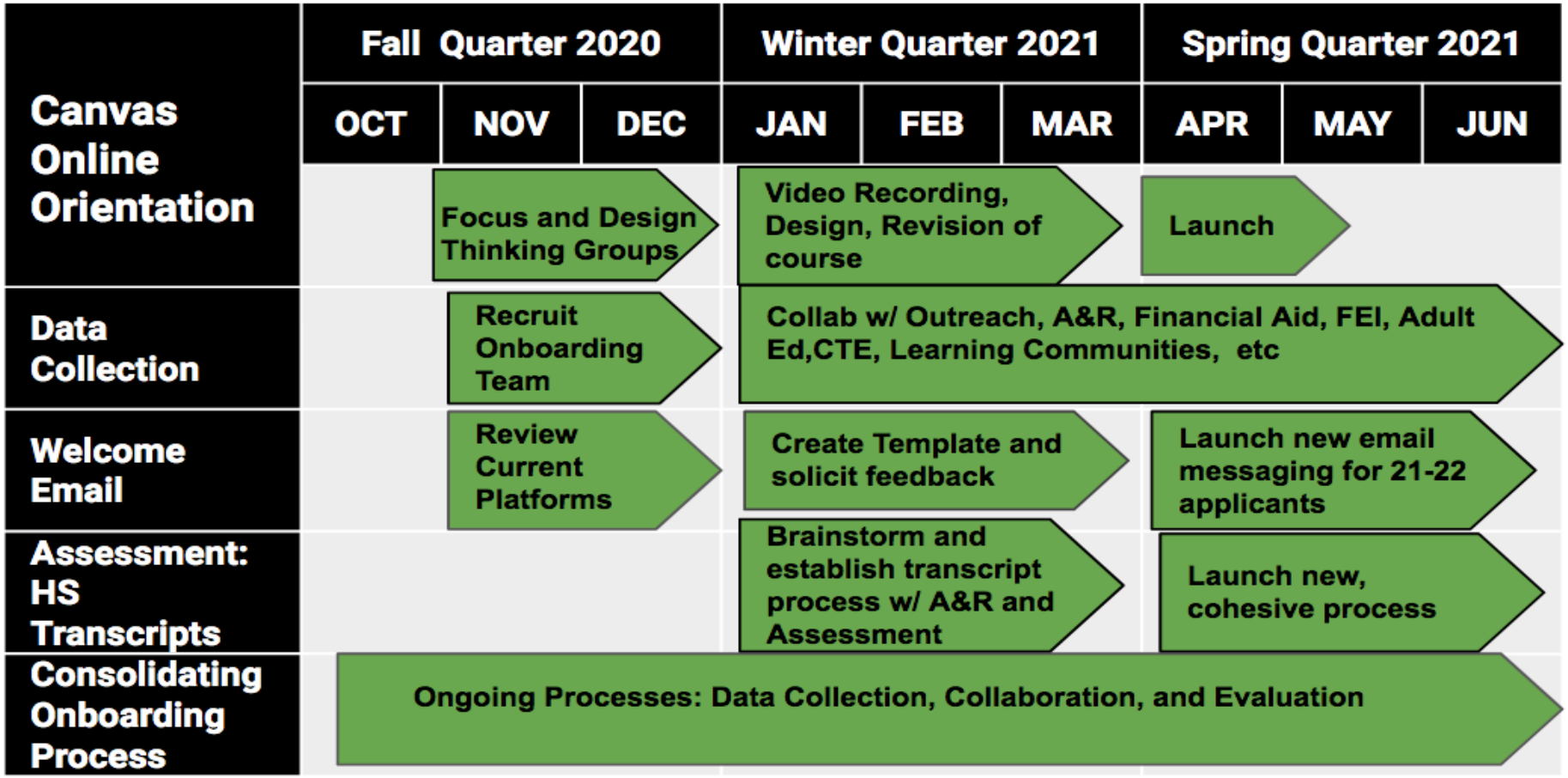
ONBOARDING GOALS AND OBJECTIVES

PINPOINT THE INTERACTIONS DURING the Onboarding process that facilitate student success for our campus and then replicate them

IDENTIFY THE INTERACTIONS THAT ARE CREATING BARRIERS FOR OUR STUDENTS AND THEN WORK TOGETHER TO REMOVE THOSE BARRIERS

CONSOLIDATE THE ONBOARDING PROCESS

Onboarding One Year Timeline



Objectives

- Replicate Success
- Remove Barriers
- Consolidate Process

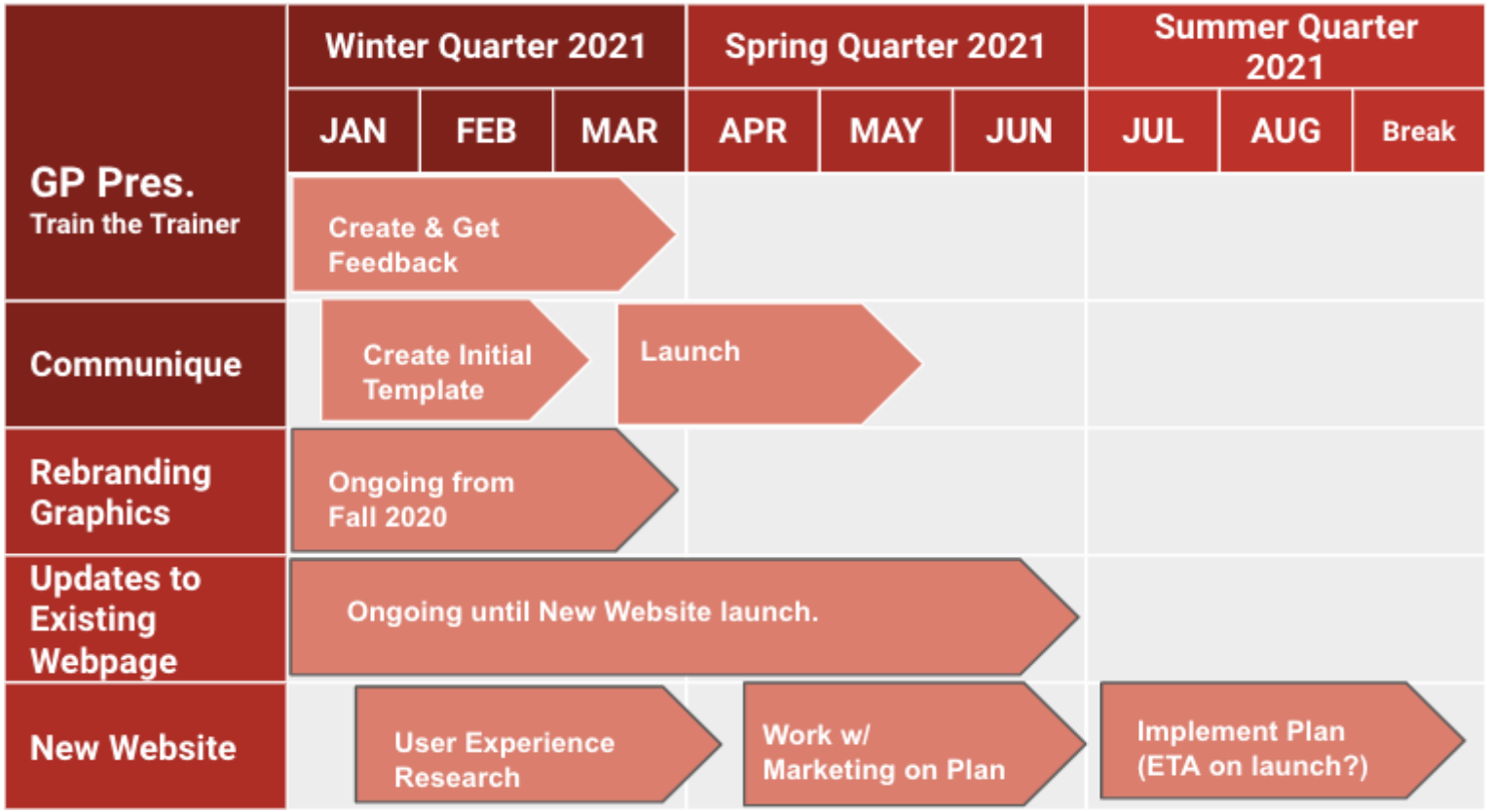
Program Mapping & Areas of Interest (Meta Majors) Objectives

- Present Program Mapping Plan to All Foothill Divisions/Departments
- Pair Counselors with Faculty to Program Map
- Provide Program Mapping Orientation Sessions
- Facilitate the Review, Revision, and Approval Processes

Program Mapping One Year Timeline

Dept / Division Mapping Informational Presentations	Winter Quarter 2021			Spring Quarter 2021			Summer Session 2021		Fall Quarter 2021			Winter Quarter 2022		
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV/ DEC	JAN	FEB	MAR
Map Orientation														
Data Review														
Map Sessions & Revisions														
Areas of Interest														

Communication Team



Objectives:

- GP Information dissemination to entire campus community via:
  - Shareable presentation
  - Regular updates
  - PD resources
- Website Revision
  - User Experience Research
  - Collaboration w/ Marketing
  - Resource allocation to complete work

Data & Tech Team Objectives

Data Objectives

- Support data requests
- Identify data that inform efforts narrowing student outcome gaps (no DI)
- Ensure GP/Equity 2.0 alignment

Tech Objectives

- Conduct Tech Landscape Analysis
- Remove tech silos
- Optimize use of technology available to us to advance our GP goals (e.g. Starfish)

Loss of Momentum Framework

CONNECTION
From interest in college enrollment to application

ENTRY
Enrollment to completion of first college-level course

PROGRESS
Entry into program of study to 75% of requirement completion

COMPLETION
complete program of study to credential with labor market value

Questions?

3 Cs: Cheers, Concerns & Contemplations

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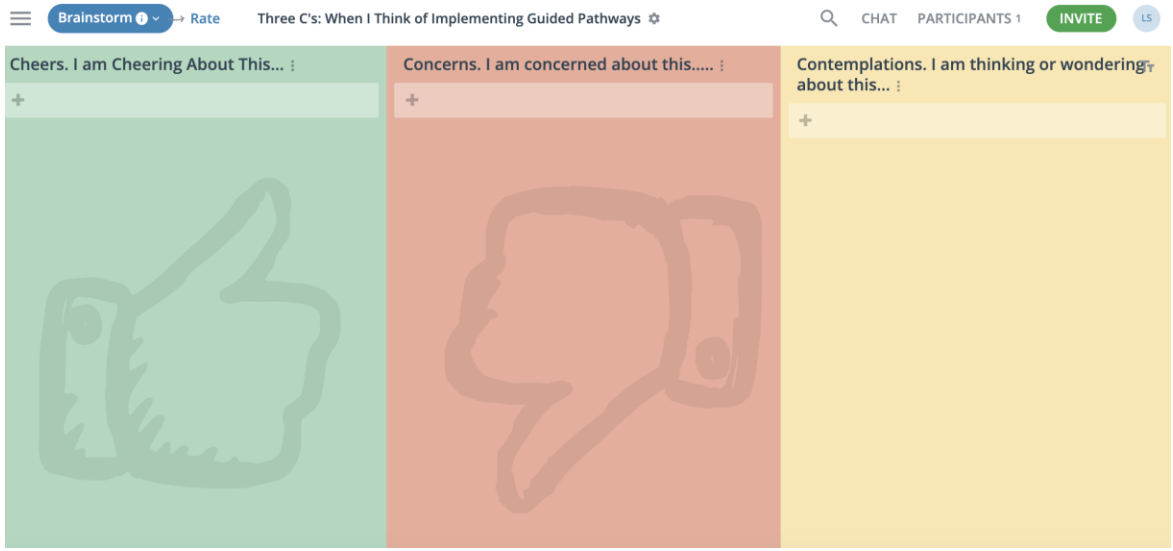

Thank You!

General questions:
escotoisaac@fhda.edu