

# Guided Pathways Equity and Education Presentation

Dec 6th, 2019



## Onboarding Team

**Onboarding:** Connect students with available resources from their first contact with Foothill to completion of English and Math (or end of first year). Engage with students to help them feel connected to the college and make informed choices related to courses, programs and career interests.



## Onboarding Team Members

1. Rosa Nguyen, Chemistry
2. Dokesha Meacham, Counseling
3. Lan Truong, Dean of Counseling
4. Lené Whitley-Putz, Dean of Online Learning
5. Amy Sarver, Faculty, Adult Ed Liaison
6. Hilda Fernandez, Language Arts
7. Adrienne Hypolite, Office of Equity
8. Josh Pelletier, Interim Supervisor of Student Outreach & CTE Transition
9. Asha Jossis, Admissions and Records
10. Fountainetta Coleman, Testing and Assessment



## Feedback for Onboarding Team

1. **How will students decide what will be their pathway?**  
 CCC My Path, Career Coach, Super Strong Inventory Assessment  
 Consult with counselor
1. **What are the problems we're trying to solve with onboarding?**  
**Connection: From interest on college enrollment to application**  
 A substantial number of students who have an interest in college, and even apply, do not end up enrolling in classes because they do not make it through the intake process.  
**Entry: Enrollment to completion of first college-level course**  
 Many students seeking degrees drop out after only one or two terms.  
**Information and Messaging**



## Feedback for Onboarding Team

- 3. Is the issue how to get students to stay through the end of their first year (i.e. to improve retention?)**

We are not focused on retention, but many GP onboarding teams turn into retention teams in following years.

- 3. How were the proposed student populations identified, i.e. how were these categories selected as opposed to using other demographic groupings? Are there DI student populations that are not served with the current groupings? Perhaps First Gen, Low-income?**

Focus on populations of student with the same application process first.



## Feedback for Onboarding Team

- 5. Will onboarding look the same for all majors?**

Onboarding will look different for different populations (Examples: veterans, athletes, international) and programs (Examples: bio-health, apprenticeship). We are exploring the differences between the process versus resources.

- 5. Can we consider tailoring onboarding efforts to increase retention for student demographic groups that traditionally experience low retention? (E.g. women and students of color in STEM?)**

We recognize that we have these populations that have low retention, but we are now focusing on onboarding efforts that affect all students before we get more specific.



## Onboarding Team Milestones 19-20

### 1. Create a online orientation and implement by Spring 2020

CCC Apply: Video/PDF How to navigate Application?

My Portal: Video/PDF How to navigate My Portal?

CCC My Path: Work with A&R to develop and organize cards for all students

### 1. Analysis of application an onboarding process for different student populations (Spring 2020?)

Visit Puente and UMOJA classrooms

Athletics, DRC, Veterans, Dual Enrollment

### 1. Analysis of existing and needed support services and its integration into the onboarding process (Spring 2020?)

Scale My Path to include different populations



## 20-21 Goals (Guided Pathways: Year 4)

1. Recruit more faculty involvement, ETS, Marketing
2. Evolve onboarding to help students explore career/ academic options and develop a full-program plan by end of the first term
3. Plan extension of onboarding into high schools and adult education programs
5. Move into retention strategies



## Program Mapping Team

**Mapping:** Tasked with creating program maps and meta majors for the college.

### 19-20 Goals:

#### 1. Map programs

- a. Create 50-100 maps by the end of the 19-20 academic year.
- b. Initial Mapping Event for January 30, 2020 to map Child Development programs. Activity will include students, discipline and GE faculty, as well as administrators and classified staff.
- c. Multiple program mapping events in winter and spring

#### 2. Metamajors

- a. Will create 7-15 metamajors by the end of the year



## Program Mapping Team Members

1. Benjamin Armerding, English FT Faculty
2. Leticia Delgado, Counseling
3. Ram Subramanian, Dean
4. Lan Truong, Dean of Counseling
5. Lisa Ly, Institutional Research
6. Cara Miyasaki, Dental Assisting FT Faculty
7. Teresa Ong, AVP, Workforce Development & CTE Workforce Programs
8. Amy Leonard, English PT Faculty,
9. Anand Venkataraman, Computer Science FT Faculty
10. Stephanie Chan, English FT Faculty



## Feedback for Program Mapping Team

### 1. How many pathways we want to have as a college?

Eventually we will map every program. By Spring 2020, we believe we can map 50-60 programs.

### 1. How do we advise students to take courses that are not offered?

This is a question we will have to answer as our mapping efforts become more developed; however, as we create maps there is a commitment and expectation that courses included on the map WILL be offered when we say they will.

### 1. Who's involved in program mapping?

The team will help design and plan mapping efforts and events; however, the task of actually mapping our programs must be a campus-wide undertaking.



## Milestones for Program Mapping Team

### For Winter and Spring 2020

Design program mapping process with initial mapping activity with Child Development, and then scale the process to the rest of the campus with larger events in the Winter and Spring.

### Expand the size of the program mapping team

We've started to grow. We will continue outreach:

- Department/Division Meetings
- Classified Senate
- Students (EOPS, Puente, Umoja, GE courses, etc.)



## Milestones for Program Mapping Team

### Create Meta-Majors

Best practice recommends that our process for selecting and designing meta-majors should follow program mapping and will also include local labor market information.

### NEXT YEAR'S GOALS

- Initial implementation of program maps and meta-majors
- Expand variations of maps
- Integrate support services to help students along their paths
  - Tutoring, cohort models, financial aid, etc.



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- Classified Senate
- Students (EOPS, Puente, Umoja, GE courses, etc.)
- Program Mapping Events



## Communication Team Members

1. Katie Ha, ESL FT Faculty
2. Valerie Fong, Dean of Language Arts
3. Mike Mohebbi, Classified Senate President



## Communications Team Action Plan

### Visits to Campus Committees/Councils/Meetings

- Senate: Academic and Classified
- Governance Councils: E&E, R&R, C&C, Advisory
- Division/Department Meetings
- Counseling In-service

### Recruiting Faculty

Invite faculty with different levels of participation. We need to recruit people more intentionally. Need more faculty from BSS and Fine Arts, Kinesiology, and Communications.





## Communications Team Action Plan

### **Blog**

Summaries of meetings, calls, PD events, etc.

Comments enabled so readers can engage/interact

Other program models

### **Calendar of Events**

The communication team is looking to put a calendar with all GP meetings so faculty have a place to go to see what is happening with Guided Pathways.

