



## Student Success Pathways Planning

August 3, 2017

Facilitated by Becky Foreman

## Focus Question

*How can we use the California Guided Pathways model to create successful pathways for students with different needs and/or characteristics?*

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## **Executive Summary**

On August 3<sup>rd</sup> 2017 representatives of Crafton Hills College met to discuss how to create strategies for successful student pathways. Invitations to participate in this facilitated dialogue were extended to members of the instructional faculty, Student Services, management, and the Chairs Council (a complete list of participants is included in this documentation).

The planning was conducted in one day-long session in which participants were guided from building a consensus regarding what they would like to achieve, through a frank look at their current reality and finally to concrete action steps that should take place over the next 12 months.

### **Session One: Reaching a Consensus**

Participants worked together to come to consensus about what they would like to see in place regarding student pathways. They agreed on ten major elements:

- Develop and deliver intentional curriculum and schedule
- Secure institutional commitment to provide every student with a meaningful, relevant education plan
- Expand career and major exploration of opportunities
- Create and modify programs in response to changing community needs
- Provide institutional strategies to ensure student success
- Surround students with individualized support
- Create a college-going culture
- Create pathways that meet diverse needs
- Ensure collaboration and inclusion for an informed design
- Communicate effectively to all stakeholders, especially students

### **Session Two: Current Reality**

In the second session participants considered the institution's current reality, including external threats and barriers that could hinder progress. The barriers they identified are:

- The District
- Fast pace of change
- Impaction at local 4 years
- "Snowflakes"
- Competing community colleges
- Lack of consistent leadership
- Location: low socio-economic status
- Community misconceptions about who we are
- Retirements and loss of institutional history
- Changing state legislation
- Unfunded mandates
- Failed employment searches (salaries not competitive)
- State of the economy and appropriations structure
- Political threats to vulnerable categories of students

### **Session Three: Steps**

In the third session participants agreed on specific actions steps that should take place over the next 12 months. The steps are:

- Implement degree planner
- Recruit and train six online faculty
- Create a group to develop pathways maps
- Hold Chairs retreat to create two-year schedules
- Hold a one-day Guided Pathways summit (in-service)
- Use established platforms and develop new strategies to reach all students (strategies to market and brand)
- Create pathways for undecided students
- Implement California Acceleration Project
- More D.E. courses approved – growth in courses and sections

The planning process allowed participants opportunities to work individually, in small teams and as a large group to explore and share ideas, and come to consensus. The result reflects many viewpoints, representing diverse philosophies and areas of expertise. Ultimately, all have agreed on the results they would like to see regarding creating a successful pathways program, and the steps that will help make that happen. This documentation is a complete record of their work.

## Consensus Workshop

*How can we use the California Guided Pathways model to create successful pathways for students with different needs and/or characteristics?*

SECURE INSTITUTIONAL COMMITMENT TO PROVIDE EVERY STUDENT WITH A MEANINGFUL, RELEVANT ED PLAN	ENSURE COLLABORATION & INCLUSION FOR AN INFORMED DESIGN	CREATE & MODIFY PROGRAMS IN RESPONSE TO CHANGING COMMUNITY NEEDS	PROVIDE INSTITUTIONAL STRATEGIES TO ENSURE STUDENT SUCCESS	SURROUND STUDENTS WITH INDIVIDUALIZED SUPPORT
<p>Ed plans that provide GE course options rather than specific courses</p> <p>All students have an SEP</p>	<p>Establish collaborative working relationships</p> <p>Assure that all groups are included</p> <p>Explore framework the CHC way, through conversation and professional learning</p> <p>Better collaboration between programs</p>	<p>Offer courses based on student need, not on department preference</p> <p>Identify needs of community and create plans to meet those needs</p> <p>Better align CTE curriculum to industry job needs</p> <p>Expand support services for nontraditional students (evening, online, ESL)</p> <p>Get student input on desired majors</p>	<p>Combine in-service with Roadrunner rally – meet faculty, introduce careers, a.m – p.m. staff, students</p> <p>Campus wide pathway exploration – early and often</p> <p>Assign mentors to students based on pathway</p> <p>Comprehensive and ongoing goal assessment</p> <p>Create teams of expertise on different pathways</p> <p>Reach 100% student success, goal attainment</p>	<p>Soft skills development</p> <p>Link SI and tutors with individual sections</p> <p>Institutionalize instructional support</p> <p>Multiple measures for targeted support</p>

### Consensus Workshop (continued)

CREATE A COLLEGE GOING CULTURE	COMMUNICATE EFFECTIVELY TO ALL STAKEHOLDERS, ESPECIALLY STUDENTS	CREATE PATHWAYS THAT MEET DIVERSE NEEDS	EXPLORE STRUCTURED CAREER & MAJOR EXPLORATION OF OPPORTUNITIES	DEVELOP & DELIVER INTENTIONAL CURRICULUM & SCHEDULE
<p>Start pathway while student is in high school</p> <p>Noncredit and/or .5 unit college success course</p>	<p>Disseminate pathways info via current visual social media platforms</p> <p>Increase internal and external message (major and career choices)</p> <p>Clear information on careers</p> <p>Clear-cut flow chart for new students</p> <p>Coordinated campus wide visual and verbal information campaigns</p>	<p>2-3 D.E. degrees with G.E.</p> <p>Design with part-time students in mind</p> <p>Pathway-specific cohorts</p> <p>General pathways (dabble degrees)</p> <p>Meta-Majors</p> <p>Establish 1-3 cohorts, pilot based on major</p> <p>Collaborate with local 4-years to increase interest in less popular majors such as geography. Cross-enrollment of our students in these programs (example)</p>	<p>Structured, guided explorations for undecided students</p> <p>Online exploration tool</p> <p>Incentivize service learning</p> <p>Career exploration – required counseling, career class, workshops</p> <p>Pathway for undecided majors</p> <p>Pathway for undecided students</p> <p>Service learning and goal explorations assignments</p>	<p>Faculty updates catalogue, class offerings</p> <p>Commit to a pattern for coursework not frequently offered</p> <p>2-year course patterns</p> <p>Change course numbering to 0-99 for courses that are not CSU/UC transferable</p> <p>Build out 2-year class schedule, catalogue</p> <p>Intentional schedules to meet day, evening, online, etc.</p> <p>Schedule classes so students can complete pathway</p> <p>Build clearer major maps with courses and semesters designed to allow for variety</p> <p>2-year scheduling intentionally avoiding interdisciplinary conflicts</p>

## Victory

*What would we like to celebrate in one year?*

# of students graduating has increased

# of students transferring has increased

Greater retention and progression of under-represented

Students (closing the achievement gap)

A year of close collaboration campus-wide

Created pathways • Something functioning in place • Making progress on scheduling

Filling every class • Successful statistics pathway

Math is no longer a barrier • 2-year scheduling in place

More online and short schedule classes

Program directed at evening and weekend students with support

Pathway for undecided students

Increase in unorthodox majors

Students have clear understanding of job opportunities related to majors

## Current Reality

Strengths	Weaknesses	Opportunities	Threats & Barriers
<ul style="list-style-type: none"> <li>▪ Data collection</li> <li>▪ Strong counseling team</li> <li>▪ High success rates in a variety of areas</li> <li>▪ Staff &amp; faculty who are committed to student success</li> <li>▪ Overall friendly, warm culture</li> <li>▪ Lot of strong infrastructure</li> <li>▪ Transfer rate</li> <li>▪ Some strong pathways programs</li> <li>▪ Strong acceptance rates</li> <li>▪ Beautiful environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Limited financial resources</li> <li>▪ Reaching goals</li> <li>▪ Diminishing environment</li> <li>▪ Meeting timelines</li> <li>▪ Low faculty morale</li> <li>▪ Lack of SE mindset</li> <li>▪ Not enough full time faculty and staff</li> <li>▪ Overloaded, overworked full time employees</li> <li>▪ Onboarding</li> <li>▪ Personnel changes</li> <li>▪ Lack of faculty mentoring</li> <li>▪ HR &amp; IT understaffed</li> <li>▪ Understaffed, underfunded P.I. office</li> <li>▪ Confusion about what guided pathways are</li> <li>▪ Resistance to change</li> <li>▪ P.D. &amp; faculty training</li> <li>▪ Prima donnas, silos, “Golden Child”</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Exchange – online courses statewide</li> <li>▪ More partnerships</li> <li>▪ State initiatives implementation</li> <li>▪ Grow noncredit programs</li> <li>▪ Guided Pathways funding</li> <li>▪ Organize committee structure that can promote change</li> <li>▪ Utilize and grow into our ample physical space</li> <li>▪ Increase athletics program</li> <li>▪ High unmet community need</li> <li>▪ Greater use of technology</li> <li>▪ Grow CTE with Strong Workforce &amp; AEBG</li> </ul>	<ul style="list-style-type: none"> <li>▪ District</li> <li>▪ Fast pace of change</li> <li>▪ Impaction at local 4-years</li> <li>▪ “Snowflakes”</li> <li>▪ Competing community colleges</li> <li>▪ Lack of consistent leadership</li> <li>▪ Location: low socioeconomic status. Geography</li> <li>▪ Community misperceptions about who we are</li> <li>▪ Retirements and loss of institutional history</li> <li>▪ Changing state legislation</li> <li>▪ Unfunded mandates</li> <li>▪ Failed employment searches (salary not competitive)</li> <li>▪ State of the economy and appropriations structure</li> <li>▪ Political threats to vulnerable categories of students</li> </ul>



### Steps and Timeline for Completion

Steps	By When?
Implement Degree Planner	August 2018
Recruit & train 6 on-line faculty	August 2018
Create a group to develop pathways maps	January 2018
Hold Chairs Retreat to create 2-year schedule	November 2017
Hold a one-day Guided Pathways summit (in-service)	January 2018
Use established platforms and develop new practices to reach all students (strategies to market and brand)	March 2018
Create pathways for undecided students	April 2018
Implement California Acceleration Project	August 2018
More DE courses approved, growth in courses and sections	April 2018

## **Tips for Keeping Your Plan On Track**

- Identify who is overall coordinator of the plan.
- Have a coordinator for each key action.
- Develop an implementation plan for each key action as soon as possible.
- Schedule regular progress reports from teams: online document sharing, conference calls, in person meetings.
- Build accountability, coordination and reporting into existing meetings.
- Create spontaneous celebrations when actions are completed.
- Hold a 6-month evaluation & refinement session.