

Guided Pathways Core Workgroup

Tuesday, November 5, 2019

2:00-4:00 pm

IT 218

Present: Greg Aycock, Melissa Bader (co-chair), Quinton Bemiller, Marshall Fulbright, Tenisha James (co-chair), Samuel Lee, Debra Mustain, Jason Parks, Gustavo Ocegüera, Kaneesha Tarrant.

Absent: Mark DeAsis, John Moore.

Meeting Adjourned: 2:09pm

I. Special Focus: Onboarding/A&R: Holistic Assessment

MMAAP questions used district wide, not likely changeable.

- No changes made to CCC Apply.
- First 6 questions are not new, how we already place students in NCC Apply.
- Page 3 ask about HS transcripts, asks again in supplemental.

Potentially thinking of adding to the process

Question 7 career planning consideration-essentially asking students what subjects they feel confident and comfortable in, up to three subjects. Also, the subject they struggle in and provide support in those subjects.

- Gives the advisor an indication of what may be some strong start classes to get a student in right away
- First term is really powerful in terms of if the student returns back
- Stronger, more positive start, the more likely they are to persist(rationale for adding this question) Unsure of the detail on whether a drop down or write-in, think they were waiting to find out what can we do, if a separate, outside of CCC Apply process, we could have more control. If in Supplemental questionnaire then we could have limited control.

Productive Persistence and Decision Making questions. One framework for Guided Pathways to ensure learning was productive persistence; a growth mindset and grit, a combination of both of those two research theories. these questions would help to understand where a student is at in terms of making a career decision and making decisions in general. Questions were pulled from various assessments and surveys by Jethro Midgett and David Schlanger.

Questions 8 & 9 assess the existence of external conflicts and obligations; support would involve one on one meetings with the counselor.

Questions 10 & 11 Assess decision-making confusion or absence of a process; support may involve the Decision-making Workshop.

Questions 12 & 13 Assess commitment anxiety and persistence. They kind of blended productive persistent and career decision-making, starting with the end in mind.

- It's not about forcing a student to make a career decision right out the gate. It's about helping students understand the process that goes into making a decision about a career
- Counselors are now beta testing a process do a career counseling process that gets in this very issue with helping students to make informed decision-making in regards to their careers. (CCSSE data showed a large number of students already decided on their career before coming to Norco College or before registering.)
- We know that most of our students change their Majors multiple times-there may be a disconnect. Is it an informed career decision, do they understand the connections between majors and careers.

Feedback:

Asked if we wrote these questions-very negative, in terms of confirmation bias.

No changes have been made yet, still compiling but to flip it to make it positive from negative; making more neutral.

Were any of the questions taken from GRIT Survey? Will ask David (has references from where he pulled questions from)

We used to be gathering Grit at the beginning of Assessment-we have a history and we didn't see anything very helpful, to correlate. Questioning the questions, phrasing is off.

Question 14 (singular question): Learning Style and study habits, essentially the rationale for student who have a negative response and they don't they don't believe they have good study habits that require a learning style assessment and discuss strategies, recommend Guidance 48, align with a tutor with same learning style.

Question 15: Career Development survey. Student would select one: Which of the following best describes your progress in deciding what career to pursue? The three buckets: not spent much time thinking about it; they have an idea but they're unsure and they are certain. For each response there is an intervention and support.

- For those who have not spent any time thinking about it they talked about referring them to a guidance class, doing appropriate career assessments, see a counselor and recommending Guidance 47 specifically.
- For those who selects number 2, suggest Guidance 47 some occupational field trips, career videos, help with the evaluations and goal setting. These students

can be placed in a meta major or school essentially; they have an idea but they're not nailed down to a specific and a good student to give a Trailhead and take at least one program course into the field that they're particularly interested in.

- For the students who are certain about their career; support would include meeting with the counselor to validate their career and make a comprehensive Ed plan.

One of the changes that were talking about in counseling is this old model of SSSP has a counseling mindset that every student that comes in for counseling needs a comprehensive Ed plan; students end up with 10 or 20 Ed plans because they haven't really taken the time to validate their career decision Now we're looking at ways to back track and validate their career decision first; once decided, then give them a comprehensive Ed plan; best case scenario, by the end of their first full semester, but ideally, by the end of their first year.

Question 16: Resource and support survey; a way to connect students with resources.

- We know when students apply to CCC Apply, they can select a long list of support areas, some don't apply to Norco, some resources we don't even have but it's the standard.
- For each one that the student clicks, if we have that program, in their bounce back email they'll be a blurb for each of those resources; but we want to be able to give more personalized resource support.
- This will be an opportunity to connect to specialized & specific services and a starting point for success coaches and Ed advisors' conversation with the student, not the end point.

Instrument hoping to use to guide/refer students to special funded programs. Answers given may or may not qualify them for certain programs. Hoping, gathered information can be sent to specific programs for recruitment and give priority to those students. Currently, students are hearing about special programs through workshops, presentations and events and there is no good plan to recruit the right students with the most need to these programs.

2 questions to include:

- What was your most recent annual household income before taxes?
- What is the number of people in your household?
- (This will let us know if the student is low income) If multiple choice, will have to update every year.
- Question asked, will student know this information? Not without tax return.

The other questions we're thinking about that might help us to identify students for some of our special funded programs:

- Are you the first in her family to attend college?
- Are you a single parent, head of household?
- Enrollment preference; full-time or part-time or enrolling in 3 or more courses?

- How many classes are you planning to (direct them to Promise Program).

Ideally, the directors or program coordinators will receive a list of students to recruit, invite them to an information session, they can then determine if the program is for them & fill out an application. Goal is to minimize the overlap, the number of programs a student can enroll in, to put the programs in front of them from the get-go and provide support for our partnerships.

More questions:

- Did they attend and or graduate from a continuation School? (CCC Apply already asks where their last school of attendance and where they graduated from. It's there, but how do we get it?)

We have a sense that we're not tapping into financial need our students have and have no way of identifying.

- How many hours per week are you planning to work while attending college?  
15 or fewer  
15-25  
25 or more
- Are you interested in a Learning Community? List the 2 we have right now.

One common application for all special funded programs?

Questions about students affected by incarceration? Food and housing insecurity? (Question raised, possibly considered stigmatized questions, and students may not want to answer) Show as something you might be interested in and not an identifying question.

Question about basic needs? Need a category

Move away from singular questions, and go to broader "buckets", maybe buckets and questions.

Buckets

Financial-Financial Aide

Housing

Food

Tuition/books

Transportation

Campus Jobs

Career Support

Academic Support

Learning Communities

Tutoring

Disability Resources Center

## Peer Mentoring

### Social Connections

Clubs  
Athletics  
Student Government

### Health & Wellness

Diet/Nutrition  
Vaccinations  
Mental Health  
Substance Abuse  
Healthy Relationships

### Specific Questions:

Homelessness  
FT vs. PT  
1<sup>st</sup>. Generation Status

Focus group of students, put plan in place to ask, what we didn't ask and what we would like to see asked.

## II. School Based Centers Update

- Faculty office assignment, many people retiring, working through what it would look like. Approached subject, has not gotten to Chancellor, will have to run it all the way up. Seniority issue will come into play.

## III. GP Liaison Fall 2019 Presentation

19/20 Update-still in draft form. Everyone will get a copy to present at meetings.

- Printed handout PP presentation. Started off presentation with Approach to Guided Pathways, 4 pillars added one at a time, can be an opportunity to engage with committee members.
- 18-19 Highlight. Included Onboarding re-design & what those efforts included and provided some initial data from Dr. Aycok's office. First time college students, from Fall 18 the average number of units was 9.69 and Fall 2019 it's 11.19. Overall students are taking more units, fewer students, but more units. Still waiting for data from the Chancellor's office, working with his office and will now happen in the spring.
- Liaison Assignment Timeline

#### IV. Pillar 2019-29 Priorities

- **Clarify the Path**-Elective Prioritization Project, currently underway; a collaboration between Counseling and Instructional faculty to prioritize electives for our ADT's, co-lead by the Deans of Instruction and Dean of Students.
- **Enter the Path**-Career based Onboarding & Counseling Project; developing a holistic assessment on onboarding and career-based counseling.
- **Stay on the Path**-Student Success Benchmark & Checklists Projects. Benchmark project co-lead by Dr. Ocegueda and Dr. James; Counseling looking at success milestones, advisors and coaches are looking at an advising curriculum & how do we define and support student success and make sure services are timely. Also have our BSOT re-design project; targeted efforts at English 50 and 91 to increase student success for counseling intervention and academic support and engagement. Talking about adding a success coach or educational advisor to the project to do ongoing follow up support. (included some slides)
- **Ensure Learning**-Community of Practice Project; development of high impact instructional practices, particularly in English and Professional Development Plan Project; creation of institutional professional development structure for faculty and staff co-lead by Faculty leads and Dean of Student Equity (included some examples).

The last two slides are for you to personalize; special focus on which ever pillar and add a discussion item and feedback. The presentation is for you to focus on the committee you're presenting to; everyone will be given a cheat sheet with basic info. The presentation is not meant to give people an update; it's a chance for people on committees to see the connection between their work and what's happening in Guided Pathways and to give feedback if there is no connection and how do we include their voice into the work.

#### Discussion about Assessment Committee and Guided Pathways

Dr. James to update the Standing committee liaison sheet-changing format. If you're the lead or liaison for that committee, will add a column to write down any questions/concerns and when you look through the 4 pillars, what pillars make the most sense to focus on for that committee and include a potential topic or discussion item; can also collectively do it as a group.

Dr. James to send out a meeting request for 2 weeks from now (usually meet once a month) to further discuss communication panel this term. Question asked if Laura should be invited to either join or invite for a one time invite. It did come up in the LFM plan there are specific activities they want to accomplish and she wrote a narrative for the Equity plan about what they want to do with Assessment. How do we take to the next level? Does it makes sense to send a LFM team to achieve what Laura wants to do with Assessment. Will request a side meeting with her to discuss further.

Discussion about whether to open this meeting everyone.

Meeting ended: 4:08