**Guided Pathways Scale of Adoption Follow-up Calls**

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| **BACKGROUND INFORMATION** | |
| College Name | Sample College |
| Date of follow-up call | November 7, 2016 |
| College participants on call | Jim Smith (Provost), Jane (Guided Pathways Coordinator) |
| CCRC interviewers | Hana and Madeline |
| Who from the college filled out template? | Amy (provost), Bob (GP Coordinator), Charlie (IR), Darla (academic advisor), Ernest (writing and reading dev ed instructor), Frank (History professor), Greer. (Dean, Social Sciences)), Hannah (History professor) |
| Process for filling out template? Was everyone mostly in agreement? | Filled it out individually, and then came together and discussed (2 hour meeting) and landed on a consensus. |

Guided Pathways Essential Practices

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| **Mapping Pathways to Student End Goals** | | |
|  | **NOTES** (include what they’re doing and plans) | Final rating |
| **1a.** | As they’re working on developing the pathways for all programs of study, wants to ensure that they’re creating more structured programs, but also incorporating the college’s equity work, learning outcomes, limited electives, etc.  Transfer pathways – chose 7 biggest transfer institutions and are working on transfer relationships. Emphasis is that students transfer as a junior in good standing to these biggest 7 transfer destinations. This is a work in progress. Difficult because of decentralized nature of state CCs and universities.  In Occupation programs, they do regular programs review of all programs. All programs have advisory board. Advisory boards are required to meet twice a year.  Provost is working with the Dean of Workforce Development to ensure that occ ed programs include internship starting in the first semester. Don’t want students to wait until end of the program to start internship. Would be mandatory for students.  Starting to consider a similar initiative for transfer degrees – planning to have them do service learning and activities within the career community (meta major). Plan ultimately is for these activities to be built into degree maps, but this is probably a year off or so. First step is to map out the courses. | Planning for scale implementation |
| **1b.** | They are disappointed that they’re not farther along in this practice. They hired a company to help them redesign the website and help with the student portal. Supposed to be launched already, but it hasn’t.  Eventually, programs maps will be featured on program pages. And through career communities. | Planning for scale implementation |
| **1c.** | Meta Majors – called “Career Communities” – there are 5 – Humanities and Fine Arts, Business, Health and Human Services, Advanced Technologies, and Liberal Arts (includes majority of transfer degrees).  They had a “Maps by May” deadline for all programs to create first draft of degree maps (met by Sept. 1). Hoping that programs get finalize the maps and they can get the maps into DegreeWorks in time for registration next fall (2017). Note: they say this will be a stretch, but they’re pushing.  Critical courses – many programs indicated critical courses and milestones the first time around (when they were due in May). Maps are being reviewed by guided pathways committee and advisors and sent them back with suggestions. Some programs have made changes and some haven’t.  All program maps have students doing writing in first semester and math in the second semester, except in programs where they need math in the first semester (e.g. STEM programs where students need four semesters of math). All programs are looking at doing two classes within the major within the first semester.  Getting faculty through the mapping process has been tricky because of union issues. Next steps will be to develop a common first semester schedule for students in a career community. Any course taken within a career community should apply to any program within a community. | Planning for scale implementation |

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| **Helping Student Enter a Pathway** | | | |
|  | | **NOTES** (include what they’re doing and plans) | Final rating |
| **2a.** | | Orientation for new students went through an overhaul for fall 2016 semester. Parents are invited. Orientation is the first place where students are getting exposure to the career communities – helping them understand preferences by doing a personal inventory, like and dislikes, helping them explore careers and associated career communities and programs.  The ultimate plan is that all students choose a community at orientation, but that didn’t happen 100% this time. Currently, they are allowing students to be undecided for their first semester, but they can’t register for 2nd semester without meeting with an advisor. Guessed that about 25% of students did not end up picking a career community or program at orientation and were undecided this first semester.  During orientation, students make a first semester schedule and meet their professional advisor and faculty advisor. Note: does not seem like students are ever required to make a full program plan.  However, college is working on a redesigned FYE course. Not certain though if it will be required of all students - this will require some discussion with the faculty and building the course into the maps. The plan is that this course will require all students to make their own plan. | Planning for scale implementation |
| **2b.** | | Dev ed structure in transition - Asked math and English to consider a version of TN’s coreq model.  Right now in Math – most students are placing into the coreq or one dev ed course below college-level course. There is an even lower math course, but very few students place into it. Took a lot to get them to this point (again, union presented some difficulty getting here). One concern was that students would change major and have to start over in STEM math. However, IR found that very few students who started in quant reasoning or stats and wanted to change to STEM path.  English – a little further along. There are some English faculty who took the lead. Combining dev ed courses with college-level courses. Integrated reading and writing.  Planning to scale up rapidly – by Fall 2017, will be at scale.  Providing supports for students in other gateway courses is a work in progress. Working on building supports in the these courses so that students can take them without fulfilling tons of pre-reqs. | Planning for scale implementation |
| **2c.** | | Math pathways – QR, STEM, and Statistics. Stats is less common. MTH102 (co req course) can be paired with either college level QR or Stats.  Many programs are picking QR. Currently QR course has 6 sections/semester. Will probably ramp it up to 20-30 in order to take care of all the programs that have selected QR (hopefully by fall 2017, but might be fall 2018 before its at scale due to some challenges hiring enough faculty). Math program made a list detailing the course content for each math pathways - this was very helpful. . | Scale implementation in progress |
| **2d.** | | Current reading and writing integration course (going to scale in fall 2017) – cover students who cover practically a zero on placement exam. Almost all students go into the reading/writing college-level course without having to do a separate remedial course.  Planning a marketing campaign to get students to understand all the resources that are available to them. Trying to help them understand that tutors are available all the time. Right now, students have to make a tutoring appointment 2 weeks in advance, which is discouraging and too late. | Planning for scale implementation |
| **2e.** | | Longstanding partnership between college and local high school. HS students come to the college to take college classes and can graduate from HS with a certificate from the college.  How do HS students learn about programs at the college? They bring students to college to learn about programs and visit labs. Need to expand this efforts and introduce students to career communities - this is a work in progress. | Planning for scale implementation |
| **Keeping Student on a Path** | | | |
|  | **NOTES** (include what they’re doing and plans) | | Final rating |
| **3a.** | Putting advisors into each career communities. Hiring up to 10 academic success coaches (a “special forces unit”) – their job is to keep students moving, make sure they’re on their plan. Will free up advisors to do more high-level planning, student support and work with faculty and within the career communities.  Academic success coaches will also be tied to specific career communities. Currently interviewing success coaches, to hired in early spring 2017 and in place and trained in time for new student orientation for fall 2017 semester.  Plan is for every student to have an academic advisor, a faculty mentor, and an academic success coach.  Doing pilots and tracking student manually. Had expected by this point to be in an automated system, but haven’t gotten there yet. Really just waiting on upgraded system with all plans in place. Right now, they’re using hand-written plans.  Challenge: hard time getting faculty to understand why it’s important to enter information into early alert system within the first two weeks of classes.  Timeline – Fall 2017? (Note: this seems ambitious) | | Planning for scale implementation |
| **3b.** | Information for students is not readily available or typically up to date. Students are using hand-made plans. Wants a dashboard that will show students where they are, what they need to do to complete, and they can get perks along the way.  Working on DegreeWorks integration, but again, this has been a challenging process for a number of reason (human resources, technological difficulties, etc.) | | Planning for scale implementation |
| **3c.** | Really working on getting this automated.  All programs have a map, and now they’re continuing to input them into DegreeWorks and working on automating the process so that when students register, they have to choose among the approved courses for their program. If they want to choose something else, working on automating process so that they have to talk to advisor or success coach in order to do it. (Not clear how they are thinking about using plans)  Asking advisors and success coaches to track requests from students to take other courses besides what’s on the maps, so that programs can revise courses so that they can include student demand in the process.  NOTE: College is a bit confused about the difference between a map (the default generic program map) and a student’s customized plan. If students had a plan in the system, they could track that instead of tracking student progress against a map. | | Planning for scale implementation |
| **3d.** | Students are getting advice from advisors in the program, so advisors know the students and students know the requirements. Advisors are counseling these students about requirements for the program. Students in nursing program are in a cohort, so they’re easier to track.  Students can re-take courses, can look at other options within the health career community. Health and human services community is much different because they have been redirecting students sooner. Nursing has dedicated advisors for a long time.  Working on how to start identifying students earlier, and help them consider other options. | | Planning for scale implementation |
| **3e.** | Improvements in scheduling have fallen to the wayside because of technology challenges. IT department is getting ready to start testing College Scheduler. Goal is to have schedule ready two years in advance so that students can place hold their seats, and students would get a reminder to register (but their spot would be held). So, basically, they’d have a two-year schedule when they first entered the college as a new student.  Goal up and running by fall 2017, but they admit that this is ambitious and it’s more likely to happen by fall 2018. | | Planning for scale implementation |

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| **Ensuring Students are Learning** | | |
|  | **NOTES** (include what they’re doing and plans) | Final rating |
| **4a.** | Program learning outcomes existed, but they weren’t on website, students didn’t know what they were. Hired a Director of Assessment and they made progress.. Created program outcomes for every programs and had them reviewed and revised prior to the accreditation visit in April.  Show course level, program, division and institutional level outcomes. | At scale |
| **4b.** | Tech careers, public services and health programs are definitely all aligned with employment outcomes.  Struggling with getting the liberal arts folks to see how this is important. When they did program maps, they had to look at occupational information and were encouraged to talk to the university programs, but it has been very difficult to get this going.. Most liberal arts/sciences are still working on this. | Planning for scale implementation |
| **4c.** | Liberal arts/sciences has pockets of doing this (like a few faculty members). Other programs - education, nursing - are doing is really well.  Faculty monitor student outcomes and skills. Assess them in different ways like through a capstone course, project-based assessment, and internship/coop evaluations. | Planning for scale implementation |
| **4d.** | Occupational programs are further along. Faculty are working on timelines for developing these assessments | Planning for scale implementation |
| **4e.** | Thinking about how to do this, but don’t have firm plans in place. Currently, education is the program that is best at this - most students make a portfolio that is developed throughout their program. | Not systematic |
| **4f.** | Don’t use data from CCSSE for SENSE in professional development, but planning to. In Spring 2017, planning to use information with deans, and executive leadership team and working on a plan for spring 2017 for what they would look like. | Planning for scale implementation |

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| **Follow-up questions** | |
| Any questions about the template? | They enjoyed working on the template – it takes the team back to where they were, what they’ve done and what they still need to do. |
| Specific areas where they’d like assistance? | One of the big questions they’re wrestling with – they’re involved in a lot of initiatives and they’re trying to keep everyone up to date and focused on student success. But they’re started thinking that they have a problem because people at the college don’t knit together and understand everything they’re trying to do at the college and why. They are thinking about holding a series of meetings with different groups at the college to help people understand how all the pieces fit together and what people’s role is in each process.  Thinking that they need to take a step back and make sure that everyone understands what’s going on, otherwise they are going to lose people’s interest and engagement. |

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| **CCRC General/Summary Notes** | |
| Interviewers’ overall impressions (did the people on the call seem knowledgeable and engaged, anything unusual about the interview, did they seem resistant to feedback, etc.) | Overall, the college seems very engaged in the work, understands that this type of change will take several years, and is eager to do the work.  College has had some turnover in senior positions that has led to some delays in the mapping and intake redesign, but they’re still moving forward. Also, some technology issues. Seems like they bought something that doesn’t do what they thought it would, and they’re having implementation issues (also recently lost their IT person, so they’re in transition). |
| Information about institutional context (any overall forces/obstacles, etc. that is affecting their guided pathways work). | Some challenges union issues. |