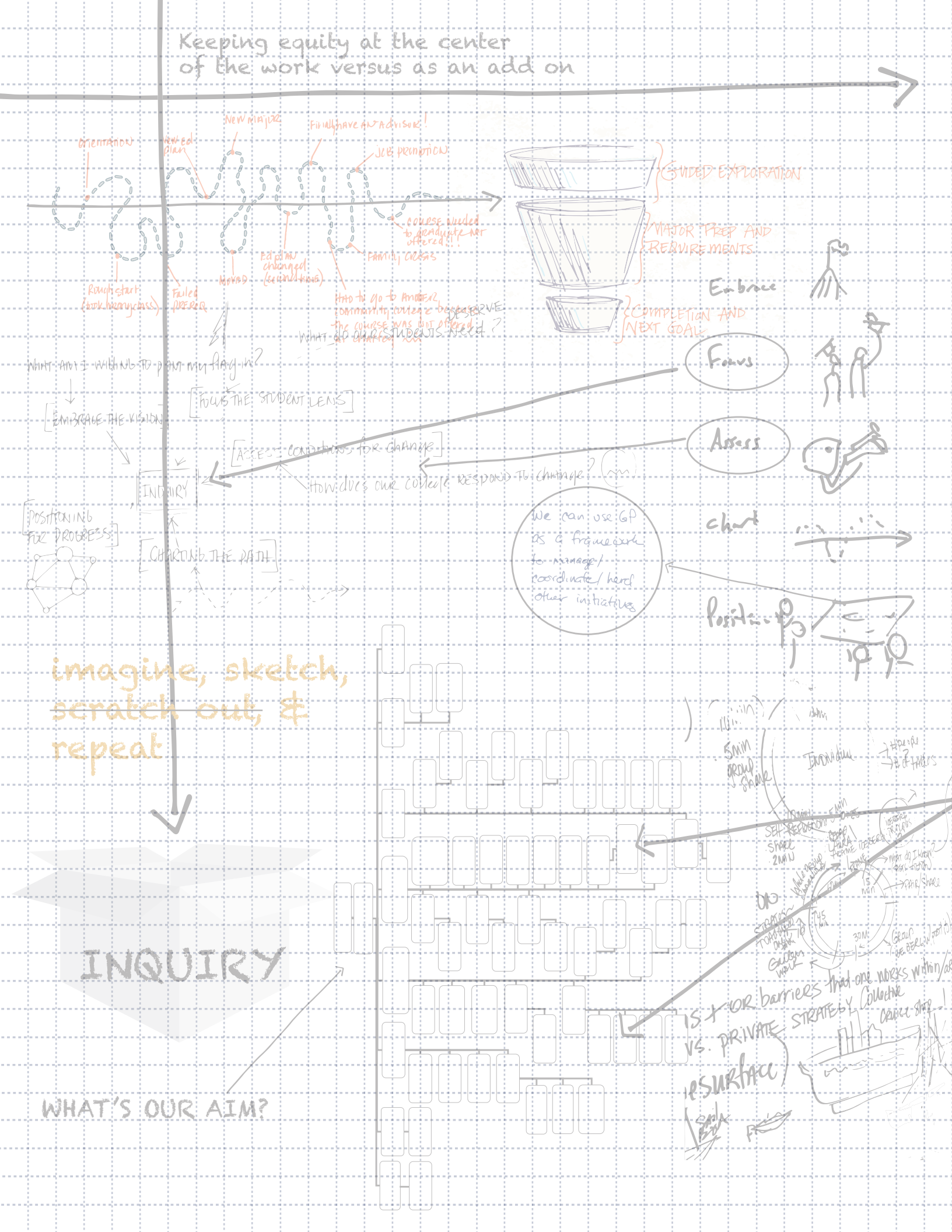
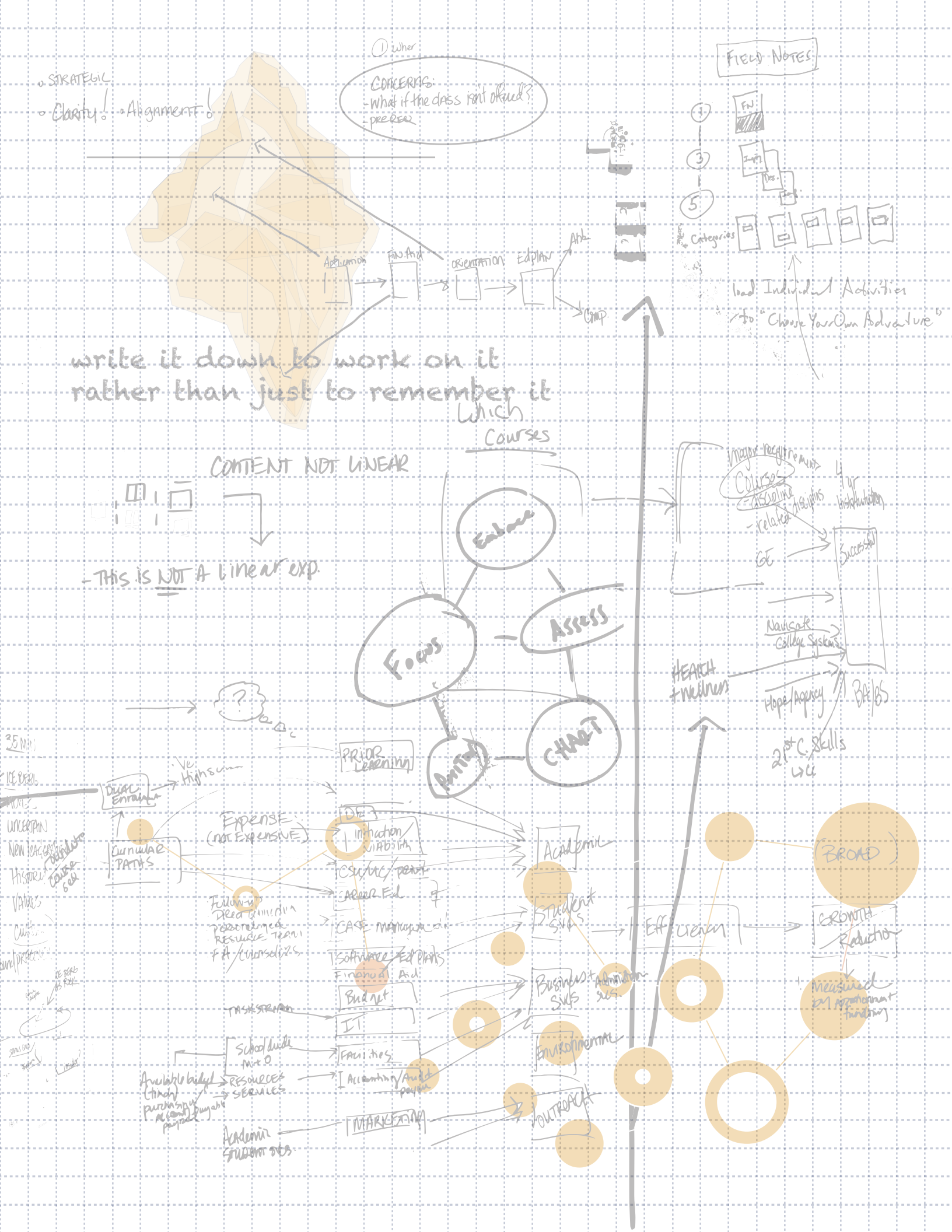
FIELD NOTES

Guided Pathways

California Community Colleges


Keeping equity at the center
of the work versus as an add on
Orientation
New Ed plan
New major
Finally have an advisor!
JCB promotion
Course needed to graduate not offered!!
Family crisis
Ed plan changed (second time)
Moved
Failed prereq
Rough start (took wrong class)
Had to go to another community college because the course was not offered at chatted
DESERVE
WHAT DO OUR STUDENTS NEED?
GUIDED EXPLORATION
MAJOR PREP AND REQUIREMENTS
COMPLETION AND NEXT GOAL
Embrace
Focus
Assess
chart
Position
WHAT AM I WILLING TO PLANT MY FLAG IN?
EMBRACE THE VISION
FOCUS THE STUDENT LENS
ASSESS CONDITIONS FOR CHANGE
INQUIRY
How does our college respond to change?
POSITIONING FOR PROGRESS
CHARTING THE PATH
We can use GP as a framework to manage/coordinate/hard other initiatives
imagine, sketch, scratch out, & repeat
INQUIRY
WHAT'S OUR AIM?
5min group share
Individual
SELF REFLECTION
SHARE 2MIN
Gallery walk
Group
is + or barriers that one works within/ar
vs. PRIVATE STRATEGY Collective
resurface
Cruise-ship!



STRATEGIC
Clarity!
Alignment!
① Wher
CONCERNS:
- What if the class isn't offered?
- pre-REQ
FIELD NOTES
FIN
Categories
load Individual Activities
to "Choose Your Own Adventure"
Application
Fin. Aid
Orientation
Ed Plan
Comp
write it down to work on it
rather than just to remember it
Which
Courses
CONTENT NOT LINEAR
- This is NOT A linear exp.
Embrace
Focus
Assess
Chart
Prior Learning
Dual Enrollment
Curricular Paths
Expense (not Expensive)
Initiation/Viability
CSU/UC/Prior
Career Ed
Case Management
Software Ed Plans
Financial Aid
Budget
IT
Facilities
Accounting/Audit payroll
Marketing
Academic
Student Svcs
Business + Admin Svcs
Environmental
Outreach
Efficiency
Broad
Growth
Reduction
Measured by Appropriation + Funding
Major requirements
Courses
- discipline
- related disciplines
4 yr institution
GE
Successful
Navigate College Systems
Health + Wellness
Hope/Agency
BA/BS
21st C. Skills
UNCERTAIN
New leadership
History
Values
Curriculum
Ice Berg
Tasks
Academic Student Svcs

Field Notes
Dedicated To:

_____

FIELD NOTES

Guided Pathways success undoubtedly hinges on many factors. Resources, planning, policy, and assessment are all essential. But the creation of innovative practices that directly improve the student experience should drive all our thinking and re-imagining.

At the system-level, the **Field Notes** project is an attempt to create the conditions for that type of change. Designed as a workspace where California Community Colleges professionals and partners can record, illustrate, and share both triumphs and challenges, Field Notes activities are developed based on articulated needs from stakeholders and will eventually serve as a way to maximize individual conversations by widely disseminating journeys and best practices throughout the system.

Driven by *Inquiry, Design, and Implementation*, **Field Notes** becomes more meaningful by then selecting and organizing materials based on the needs of the local context. Go to the ***Vision Resource Center*** to learn and access more activities. Download and order desired sections and activities and shape the experience by your individual, department, college, and/or regional needs. And then share your work and new discoveries with the **Guided Pathways** team and the rest of the California community colleges.

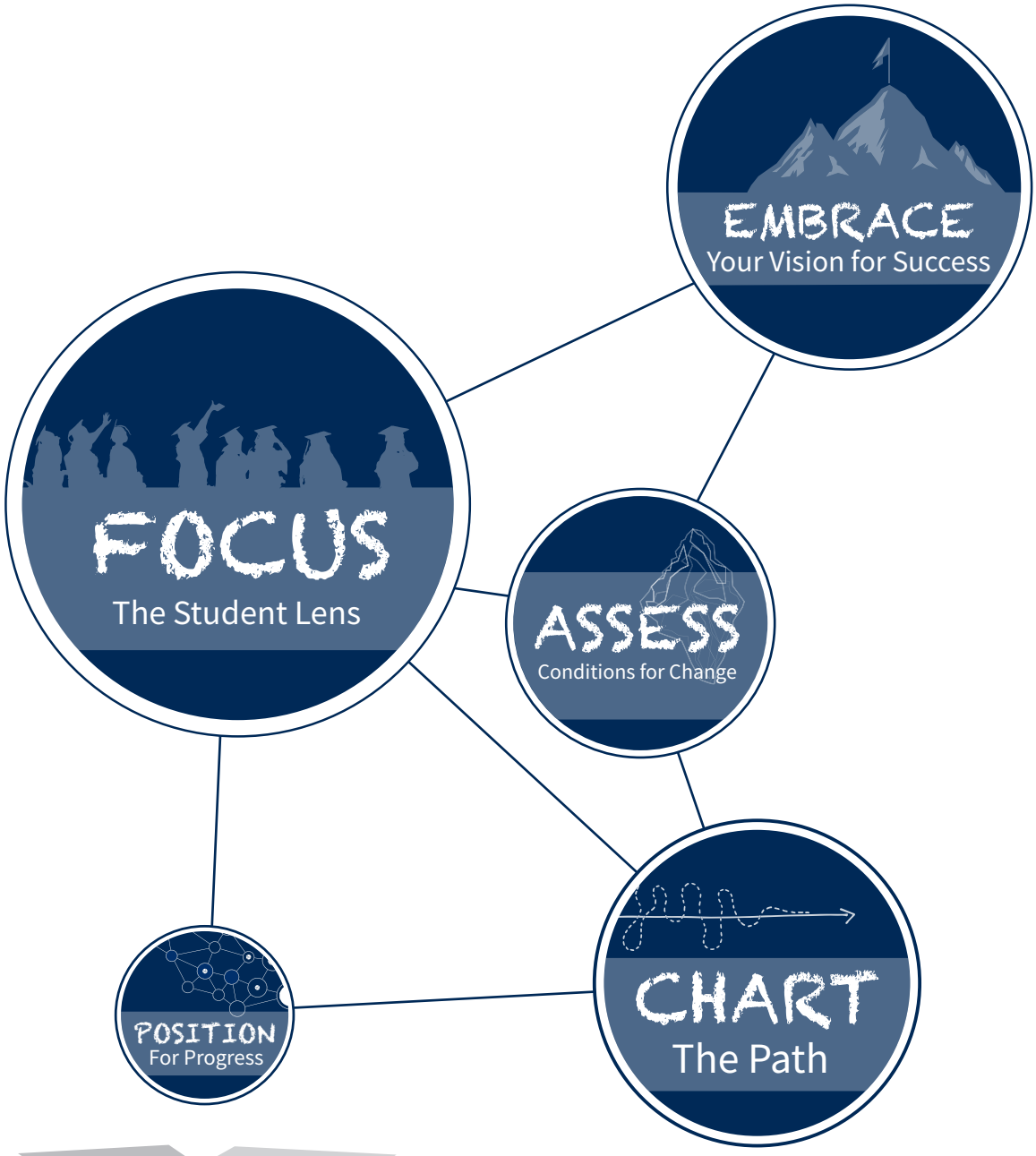
Join In. Participate in online learning and connect through communities of practice that will support the **Vision for Success** and ensure our students and colleges achieve their full potential.

Learn together! Lead together! Create together!

Acknowledgments

Special thank you to the Foundation for California Community Colleges, Career Ladders Project, the RP Group, Leading from the Middle, 3CSN, and the Academic Senate for California Community Colleges for contributing to this project. Organization attribution appears at the bottom of contributed activities. Quotes have been obtained directly from transcripts during the spring 2018 Guided Pathways workshops, as well as the Guided Pathways Self-Assessments and Work Plans.

CONTENTS



For more Field Notes activities,
please visit **visionresourcecenter**.cccco.edu

HOW TO USE

Field Notes is an Open Educational Resource!!

Use Activities as-is, adapt, modify, or (even better) make and add your own.

Take what you like.

Leave what may not work for you and your peers.

Bend it! Break it!! But have fun using it!!!

- FN Team

Embracing Your Vision for Success

"This may be the biggest opportunity we'll ever have, as educators, to impact student success in our colleges. This is also an "all-hands-on-deck" effort, and we need the support of all of our faculty, staff, administrators and policymakers to guarantee success. So, let's do it. Let's make history in California higher education, together."

— California Community College's, Chancellor, Eloy Ortiz Oakley

What Is Our WHY?

1. Why Engage In Institutional Redesign?

Through institutional redesign, colleges will discover barriers and/or opportunities to (re)imagine how they organize themselves and their work. College culture, policies, procedures, and personnel serve as factors for engaging in strategic redesign.

Why do we do this work? In a cross-functional team, take inventory of the reasons for advocating that your college implement institutional redesign and systems change.

2. How Do We Do It?

"For Skyline, part of the magic has been a campus-wide willingness, cultivated by leadership, to 'build the bike while we're riding it', be fearless and take risks, and be unapologetic in their pursuit of student equity. Taken together, these approaches disrupt the deficit narrative (which attributes low rates of retention and success to student lack of skill, competency, or drive) that has proven so deterministic in structuring our current pedagogic and institutional models and assumptions about student success and failure." — Implementing Institutional Redesign: Levers for Achieving Equity in Completion, CLP

Considering the "How", what are some barriers to — and opportunities for — change that exist at your institution? In a cross-functional team, identify common answers.

BARRIERS	OPPORTUNITIES

3. What Is This We Are Building?

"Identifying the problem is one step, but posing solutions that truly engage the underlying issues (student equity, institutional histories, a swiftly transforming student demographic, economy and workforce) requires strategic, inclusive and ultimately, comprehensive interventions."
— President of Bakersifield College, Sonia Christian

Below, identify strategies for supporting and ensuring systems change across your institution and explore creative ways to use resources to support needed innovation.

STRATEGIES	LEVERAGING RESOURCES

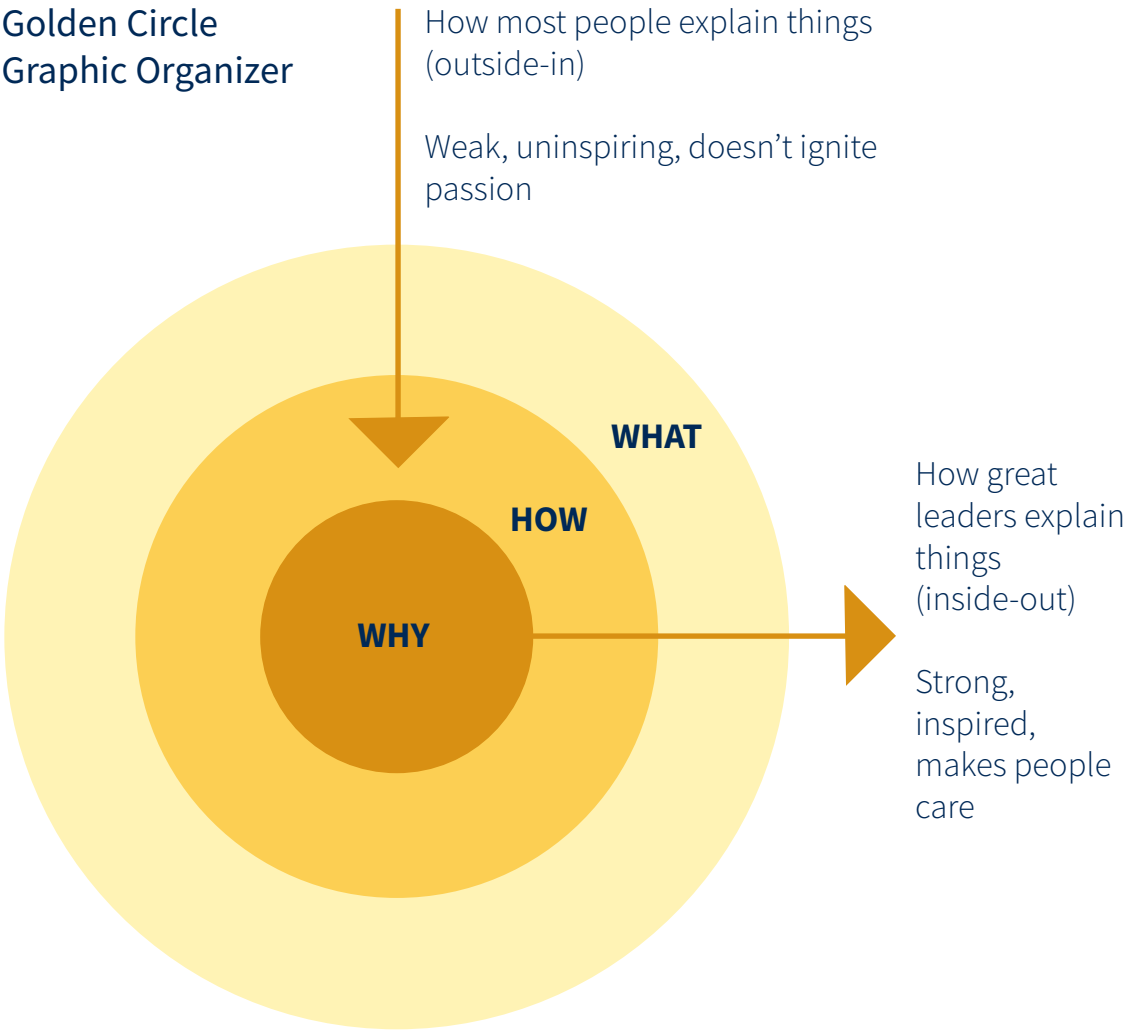
What Is Your WHY?

"Everyone has a WHY. Your WHY is the purpose, cause or belief that inspires you. Knowing your WHY gives you a filter to make choices, at work and at home, that will help you find greater fulfillment in all that you do." — Simon Sinek

How Great Leaders Inspire Action, Simon Sinek:
https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

Consider what you do, how you do it, and why you do it using the Golden Circle as a graphic organizer to lead and punctuate with your WHY.

Golden Circle Graphic Organizer



Golden Circle Graphic Organizer

Write your WHY here:
How (the process or way of building the initiative)?
What is it that you are tyring to create?

Embracing Your Vision: Ready, Set, Tagline!!!

Vision for Success and **Guided Pathways** implementation is a complex process involving the efforts of many stakeholders over a multi-year timeframe. Creating a tagline for your effort not only helps succinctly communicate your purpose, but the development process can also refine and focus the actual design of the effort itself.

Explore how to punctuate what your college's improvement efforts are designed to accomplish by utilizing this activity to develop a college, **Vision for Success**, and/or **Guided Pathways** tagline. Embrace your college's vision for the future by creating a 3-word tagline: be inclusive, innovative, and inspirational in both the method of development and the message itself. Here is a process you can do at your college to get started, or feel free to adapt it in a way that might better engage your campus community…

Group Activity:
(30 minutes to 1 hour, depending on how much thinking and refinement time the group spends)

Preparation: On individual note cards, create multiple sets of approximately 20 words that could be used as the basis for a tagline (one set for each person in the group). The words in each set should have common words as well as different words. Blank cards should also be included, so people can write-in words of their own.

Activity:
Whoever is leading the activity should provide context to the group before starting, including what the tagline is for (the college, Guided Pathways, another improvement effort, etc).

Step 1: Distribute a set of cards to each individual in the group. Designate a period of time that each individual can review the cards, and each person then selects (or writes-in) the 3 words that speak most to that individual.

Step 2: Once the individual determinations have been made, have two people pair up for another designated period of time and merge their choices into a single set of 3 words (changing words, writing in new words, or going back to previous words not selected is fine).

Step 3: Keep merging groups and repeating this process until the whole group has reached preliminary consensus on the 3 words that most speak to everyone.

Step 4: REFINE THE TAGLINE (OR GO IN A TOTALLY DIFFERENT DIRECTION)…Spend time discussing as a group if these words really work as a tagline—considering connection to the effort, order of words, different forms of the words, etc. Depending on the group's level of satisfaction, next steps can be discussed of how to promote and utilize the tagline, or how to continue refinement.

If not satisfied with the tagline or with the concept of a tagline in general now that your group has created one, discussion can still be useful in better defining the values driving your specific improvement effort. And further discussion on creating a mission statement, vision statement or something entirely different that will be used to clearly and concisely capture the spirit of the college's implementation purpose will hopefully still make this activity worthwhile.

Reflection:

Notes And Observations

Notes And Observations

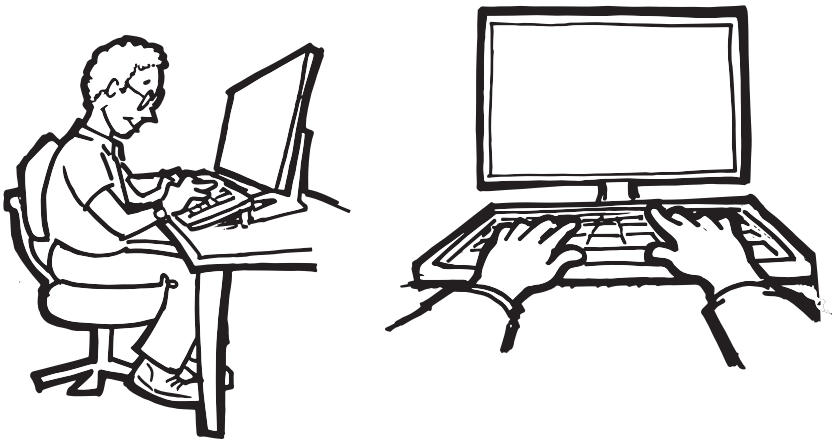
Focusing the Student Lens

"We realized that as an institution, we were great at changing things and bringing new things in, but we weren't great at asking our students what they wanted..."
— Santa Monica College

Notes and Observations

(Re)Defining Student-Centered In A Guided Pathways World

For years, we have talked about the need to be more student-centered in the California community colleges. In order to punctuate that value explicitly, one of the Vision for Success commitments is to "always design and decide with student in mind." But the way we have approached being "student-centered" may need to be re-imagined in order for this concept to have even greater impact—shifting the lens from looking at the student as the center to looking through the student lens from the center.



Take a few minutes to write down your individual reflections on the side-by-side images.

As a group, discuss the images. What resonates with people's experiences? How might people challenge the suggested need for such a shift and/or assumptions that we don't already look through the eyes of students?

Discuss how you think students would react to the images?

Regardless of the degree to which one buys into the notion of needing to pivot "student-centered" in the way suggested, amplifying student voice in our institutional design and decision-making is part of the foundation of the Vision for Success and Guided Pathways.

Discuss ways in which your college can better capture, understand, and utilize student voice (different modes of engagement—including goal determination, design input, and accountability structures):

Get Started…
Collecting Student Voices for Guided Pathways Inquiry and Design

Gathering student voices requires ongoing attention throughout the Guided Pathways inquiry and design phases and thoughtful and consistent strategies. All college stakeholders must make a concerted commitment to learn from and with students and meaningfully include them iteratively in institutional redesign; this process is not a "one and done" activity.

To develop a practice of systematically listening to students, cross-functional teams can think of the collection of student voices as an iterative research process. This research cycle includes determining what you want to learn, whom to engage, how to best answer your burning questions, and how to share and act on those results.

"Collecting student voices specifically refers to...Engaging students to amplify their experience as a means to positively impact the effectiveness of college policies, practices, or programs."
— The RP Group

theRPgroup
Research • Planning • Professional Development for California Community Colleges

Five Key Steps make up the process for collecting student voices[1].

STEP 1: Identify What You Aim to Accomplish by Collecting Student Voices

A. What is the purpose and intent of our student voices research?
B. What is our guiding question for this effort?

STEP 2: Determine Which Students to Engage and Develop a Recruitment Plan

A. Which student groups need to be heard in order to best address our research objective and guiding question(s)?
B. How can we involve different student groups with key perspectives on the issue?
C. What outreach strategies will specifically reach those student groups?
D. What incentives can we offer for participation?

STEP 3: Select a Method for Collecting Student Voices

A. What method makes the most sense given what we want to accomplish and who we want to engage?
B. What are the most important questions to ask, and how should they be structured?
C. What is the best modality to capture students' perspectives?
D. What is the scope and scale of the research?
E. How can the activity be structured to engage students reluctant to participate?
F. If appropriate, what needs to be prepared and shared to ensure that students understand the benefits and risk of the activity and can consent to participate?

STEP 4: Analyze, Summarize, and Share Student Voices Findings

A. How should the information be organized to best tell students' stories?
B. What recommendation can we drawn from the findings?
C. What messages do you want to share that relate to key audiences' GP concerns and priorities?
D. Who should share the findings so different audiences and stakeholders learn about the results and recommendations?
E. What is the best format for sharing the findings with key audiences and stakeholders, including students?
F. Given students' perspectives, what actions can we take to advance the GP framework?

STEP 5: Determine Your Next Steps for Student Engagement

A. Given what we learned and were we are now in our GP inquiry and design, what new aspects of the student experience might require student input?

[1]Link to Full Guide: http://cccgp.cccco.edu/Portals/0/StudentVoicesInquiryGuide_Full_May14.pdf
Link to Abbreviated Guide: http://cccgp.cccco.edu/Portals/0/GPGetStartedCollectingStudentVoices_ExecSummary_May11.pdf

Five Key Steps in action:

STEP 1: Identify What You Aim to Accomplish by Collecting Student Voices
STEP 2: Determine Which Students to Engage and Develop a Recruitment Plan
STEP 3: Select a Method for Collecting Student Voices

STEP 4: Analyze, Summarize, and Share Student Voices Findings
STEP 5: Determine Your Next Steps for Student Engagement

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Notes And Observations

Build A Schedule: Case Studies

Experiencing the student experience is an important part of understanding student needs and feeling how challenging college processes can sometimes be for them. Over the years, colleges have often had faculty and staff go through the registration process to better understand the challenges of that process. This activity similarly puts us in the position of being a student by attempting to build a semester schedule based on individual profiles of different students. More important than just building the schedule itself, the activity attempts to explore and illuminate student frustration and how we as a college can help minimize and perhaps even eliminate certain challenges.

Activity Introduction:

- Provide a catalog, fall schedule, and "student profile". (Use included student journeys or create examples more suited to your own college.)
- Read over the circumstances for your students, as well as their educational information.
- Build a fall schedule for the student.

Questions:

1. What were the most challenging aspects of this activity?

2. If you were a student who still had questions on your fall schedule, where would you go next to find the answers?

3. What were some of the emotions you experienced during the activity?

4. In light of this activity, what would you tell a young person that you personally know (your own child, the child of a close friend, etc.) about your college?

Activity Debrief?:

1. What kind of challenges do we see?

2. What can we do to improve that?

Student Journey #1: **Tara Shaw**

Tara is a new high school graduate with need for remediation in English and Math and need for financial aid.

Primary Goal:
Transfer to a four-year college

Main Challenges:
Placed into courses below her ability, with no way to re-place for another 18 months.

Occupation:
None

Age:
18 Years Old

Attributes:
Transfer student

"I'm excited to be a college student, but there are so many steps to figure out."

CURRENT EXPERIENCE

Tara was introduced to her local community college in high school. The college provided assessment testing for her college for senior students at no cost. Tara's family did not have the means to send her directly to a university, so she participated in this assessment. Although Tara had taken pre-calculus and English Literature at her high school, she was placed in pre-algebra and remedial English levels at the college. She didn't feel that the results were indicative of her best work, but she was told that she would not be able to take the tests again for 18 months.

Tara was on a camping trip with her family when the Freshman Priority Workshop took place at the college, so she had to figure out the process on her own. She completed the application and waited for her admission letter. It took a week and half and after calling the college a few times, she found the email from the college in her spam inbox. In the letter, she discovered that to get priority registration, she would need to meet with a counselor and complete the online orientation. The link to the online orientation and the phone number for Counseling were included in the email. She called the Counseling Office and was told that because of limited summer counseling hours, the earliest appointment would be in three weeks. After securing an appointment, she started the online orientation workshop. The orientation information was a lot of do's and don'ts but not a lot of inspiring and encouraging content.

After three weeks, Tara met with her counselor. She was told that in this first meeting, she would be receiving an "abbreviated Student Education Plan" which provided her with a list of courses she could take the first semester. Tara seemed to remember listening to the info on the SEPs during the online orientation video, but at the time, it didn't really make too much sense to her. She also discovered that she had already missed the priority registration which had started three weeks ago.

During the registration process, Tara discovered that while there were still some sections open for her, a large

number of the sections were already full. Tara's friend told her that the sections with the most popular teachers and the sections with the lowest costs of textbooks were the ones that filled first. So, Tara registered into whatever sections that were available, and matched her abbreviated SEP.

Tara is now anxiously waiting for the semester to start. She is anxious about the "unpopular" sections that she had to register into and worried about the cost of the textbooks. She would like to start the financial aid process so she can pay the expenses, but she doesn't feel too enthusiastic considering the process she has already been through.

DESIRED EXPERIENCE

Tara already knew about community colleges as an alternative path to going to a four-year university. She was told that she could save her family a lot of money by doing the first two years of college at her local community college. Additionally, she learned that she wouldn't need to worry about SAT and ACT tests which also would cost her family more money. Tara's teachers and counselors told her that she should still try her best to get into a good university, but if she couldn't, then the local community college was a great option. In fact, a few months back, most of her senior class took the school buses to the local community college and spent a day getting tours and learning about the college.

So when the local college representatives were on her campus to get her ready for college, she was excited to meet with them. The college people met Tara and a group of other students on a scheduled time in a computer lab. Tara and the other students watched a 15-minute orientation video that told them about the local college and got them really excited about becoming college students. After the video, the people from the college guided Tara and the other students in completing their application and provided her new student ID right on the spot. She was then scheduled into a follow-up session the following week.

During the second workshop, the college people brought up her high school transcripts on the screen and talked with her about the courses she had taken and her GPA. Because she had passed her ERWC courses, they placed her in English 100, and for math, because she had received a C in pre-calculus, they offered her to take a four-week workshop that would get her ready for taking a Math test. The Math workshops were two hours a week after school. The workshops started with what they called a "diagnostics test" resulting in a list of topics in which she was strong and the topics she needed to brush-up on. After the workshops, she took the assessment test again and was placed in Math 105 - College Algebra.

During the third workshop with the college people, Tara and the other students, watched another 15-minute orientation video on career planning and major selection. They were then guided through something called the "Career Coach" survey that helped them figure out a few possible majors grouped into something the college people called "Meta Majors". Based on their possible majors, the students were able to use the computers and map out the courses they would need to take to graduate from the community college and transfer to a four-year university. Some students also looked at the certificates they could get that would get them jobs with much more money than what they were making as high school students. Tara was then shown how she could save the results of these surveys, so she could go back and modify them or add other scenarios.

During the fourth workshop, Tara and her cohort watched another 15-minute orientation video about all the various college services that were available for students. Then they completed an online survey that let them figure out which special services each student could take advantage of in college. The survey was pretty straightforward and the questions were easy to understand, but the services that were recommended had strange names like EOPS,

DSPS, MESA, and Puente.

The fifth workshop was a bit different. It was held in the evening at her high school and Tara attended the workshop with her parents. They were taught a lot of stuff about financing college, applying for Financial Aid, loans, and scholarships. Tara and her parents took advantage of the optional workshop later that evening where the college people helped them complete Tara's financial aid application.

During the sixth workshop at her high school, Tara and her cohort watched another orientation video around registration. They learned the tips and tricks around researching the classes, the instructors, looking up textbook costs, taking classes around work schedules, and other topics. The college people then guided them through the registration process. At the end of the workshop, Tara had a print-out of her schedule, had customized her student portal, and had configured the types of text messages she would like to receive from the college. Tara also noticed that the special student services that she had identified during the fourth workshop automatically showed up in her portal. The cool thing was that the phone app from the college showed her all the information from her portal, it sent her reminders, had a schedule of the upcoming events, and links to the canvas portal for each of her classes. That night, as encouraged by a text message from the college, she logged into her student portal and worked with her parents to order all her textbooks.

Finally, two days before the semester started, Tara attended her final orientation workshop. This one was on the college campus. She heard from a number of speakers that got her really excited and motivated about attending college. She also walked around the campus with a small group of other new students and couple of college student guides and figure out the location of all her classrooms. Additionally, Tara learned about all the different student clubs and signed up for a couple of them. Later, she noticed that links to her selected clubs were automatically added to her portal. The meeting schedule for the clubs was also added to her school schedule in her college phone app.

Student Journey #2: **Darrin Chambers**

Darrin is a low-income African-American returning student with a wife and two children. He currently works two jobs.

Primary Goal:
Earn a one-year certificate in automotive tech and spend weekends with his family

Main Challenges:
Most college support services are closed by the time he gets off work, and he needs financial aid assistance

Occupation:
Manufacturing

Age:
28 Years Old

Attributes:
Working Parent, Married

"College is really hard for working students and I wish there were more services available in the evenings."

CURRENT EXPERIENCE

Darrin had heard of community colleges, but he always thought that college was for the privileged. He couldn't imagine how with two kids, a wife, and two jobs he could possibly complete college, until one of his coworkers in a similar situation started taking classes at a local college. One night after work, Darrin went to the college with his friend, sat in on an auto class, and talked to the instructor during break. He found out that after finishing a one-year certificate program he could get a job making twice as much as his current salary. That would mean he wouldn't have to work his second job on weekends and could spend more time with his family.

The following week, Darrin went back to the college after work to register. But by the time he got there, the office was closed. The instructor told him that he could fill out the application online and gave Darrin the link. That night after the kids were in bed Darrin completed the application online. Then he waited and after a week he finally received a letter from the college with instructions on enrollment. Unfortunately, he had missed the registration deadline by about a week.

The following week, Darrin went back to the college after work. The instructor told him that he would add Darrin to the class late and help him catch up. The instructor gave Darrin an add card and told him that this late in the game, Darrin would have to get the dean's signature. The instructor allowed Darrin to stay in class and participate in the activities. Darrin really enjoyed learning and participating in the lab activities.

A couple of days later, Darrin took off work early and went to the college to get the dean's signature. The dean wasn't there, so Darrin talked to his assistant. She was not as supportive and told him that he shouldn't have missed the deadline to register. Darrin tried to explain his situation, but she didn't seem to believe his story. Finally, she

agreed to take the add card and ask the dean for her signature. She told Darrin to come back the next day. Darrin explained that he couldn't leave work early that often. She didn't have a solution for that.

The following week, Darrin left work early again to get to the college before class. The dean's assistant had been able to get the dean's signature and gave the signed add card to Darrin. He was very thankful and asked what the next step would be. The assistant told Darrin that at this point, he would also need the VP's signature. Darrin rushed over to the VP's office and luckily, the VP was there and was very helpful. She signed the add card, but told Darrin that she would only sign a late add card for him one time. By this time the registration office was closed, so Darrin had to wait until the following week to actually register for the class. In the meantime, Darrin's wife kept telling him that he was wasting his time and that he should keep his focus on his jobs and family.

DESIRED EXPERIENCE

After hearing about the auto program at the local community college, Darrin went to the class with his friend the following week. The instructor was very helpful. Before the class started, he walked Darrin and a number of other new students to the college's One Stop Center. There was only one person working there, but she was very helpful and showed Darrin and the other students how to complete the college application. The students received their Student ID after completing the application. She was then able to help them log into their student portal and register for the class. She informed them that if they didn't meet the residency requirements they would be dropped from the class. She gave them an information sheet on the residency requirements. She also told them about the Financial Aid process and gave them a one-page instruction sheet to help them complete the Financial Aid application later. She didn't want to give them too much information, but she did also give them a page on all the other services that were available on campus for students. The only problem was that the offices were all closed at nights. Luckily, they all had a link for online support. She was the only person at the One Stop Center at night, so she was pretty busy.

That weekend, Darrin logged in to his student portal to complete the Financial Aid application. The application was pre-populated based on the application information he had entered before. The system also pulled some of the tax-related information after it validated his social security information. Since Darrin had completed the financial aid process and submitted the required forms, he was allowed to stay in class and delay paying tuition fees and material fees (close to $750) until the financial aid decision was finalized in his file.

Student Journey #3: **Yvette Strickland**

Yvette was an honor roll student and played varsity basketball in high school. She can't afford to go directly to a university, and wants to transfer from a community college.

Primary Goal:
Transfer to a four-year with a STEM major and play basketball in college

Main Challenges:
GPA not quite high enough for a scholarship, and parents' income doesn't qualify for aid.

Occupation:
None

Age:
17 Years Old

Attributes:
Dual Enrollment, Part of LGBTQ community

> **"I was an honor roll student in high school but I don't know how to set myself up for similar success in college."**

CURRENT EXPERIENCE

Yvette has completed a number of high school AP courses and wants to become a research scientist. She also played varsity basketball in high school and hopes to continue playing in college. While her GPA is close to 4.0, it is not high enough for her to get scholarships to her first-choice university. In addition, her parents make just enough income that they don't think she would qualify for financial aid. Yvette decided to attend the local community college for her first two years and transfer to a four-year university later. She is still 17 and hopes to finish community college in two years. She would also like to get credit for the AP courses she completed in high school.

Back in March, a local college representative came to her campus and offered assessment tests in math and English for interested students. Yvette was placed in English 100 and Math 30. At the time, Yvette didn't know what the course levels meant, so she just accepted the placement levels. During the summer, she visited the college to make an appointment with the college counselor. Due to summer hours she had to wait three weeks for an available appointment with a counselor—the day before registration started. Yvette completed the application online and waited for her acceptance letter to be emailed to her.

Three weeks later, Yvette met with a counselor who was very nice and discussed her career goals and possible majors. Even though Yvette was pretty set on her major, the counselor only created a one-semester plan and told Yvette to come back later during the semester to create a comprehensive educational plan. Yvette also learned that Math 30 is a remedial math course, meaning that she would be delayed in her coursework by one semester because there are numerous math and science courses required for STEM majors. The counselor also informed her that not all her AP scores were high enough to qualify for college credit. Yvette had already done some research and knew that the UC campus she wanted to transfer to would accept the scores for college credit, but was told that the community college had its own rules.

The counselor also mentioned that because Yvette had not completed orientation, she would not qualify for priority registration. Even if she were to complete the orientation that day, the results would not be posted in time for her to get priority registration for the first week of registration. Nonetheless, Yvette completed the online orientation that night.

A few days later, Yvette received an email notification with her registration date. When she went to register, some of the more time-convenient classes were already booked. She was persistent and registered for all of her classes but ended up with an inconvenient schedule that would make it hard to keep her part-time job.

That day, Yvette visited the college and learned where her classes were going to be and got her bearings around the campus. She also visited the athletic department but due to summer hours, most everyone was off that day. She was told to come back the week before the semester started to find the coaches.

DESIRED EXPERIENCE

Local community college representatives visited Yvette's high school when she was in 11th grade and hosted a workshop introducing the California Community College system. A video provided an overview of the benefits of community colleges, such as small class sizes, faculty who are focused on teaching, free tuition for the first year and low-cost tuition in subsequent years, no-cost textbooks for some classes, and no requirements for SAT or ACT exams. She learned about Dual Enrollment options where select courses would count toward her A-G high school requirements and also for college credit. Additionally, Yvette learned that even though she didn't think she could make it into Division 1 or 2 basketball at a university, she would have a good chance of playing at her local community college.

Yvette was excited about attending her local college and visited their website that night to learn more. The site was really easy to understand and also offered their online planning tool which was designed to help high school students learn about Dual Enrollment courses, AP credits, Summer Bridge courses, and remedial education. She watched a video advising students what courses they could take in high school to prepare for college-level math and English. By playing with a Career Selection tool and then a graphical Planning Tool, Yvette was able to set her major to Biology and see exactly which courses were required for graduation and transfer. The site did advise Yvette that the requirements for each transfer university were slightly different and she would need to meet with a counselor to solidify her plan.

There was also a short video on student athletes that discussed the rules and the various opportunities available at the college. She completed a short inquiry form on the site that would connect her with the women's basketball coach.

During her senior year of high school, Yvette took one Dual Enrollment course on her campus in the fall and a class at the college in the spring. To be able to do this, Yvette had to complete the online application for the college. Fortunately, she got to watch a short video that provided background on the application and explained many of the steps. She also had to complete a number of forms and get her parents' and her principal's signatures and submit everything to the college online. Before starting the process of Dual Enrollment, Yvette had to complete an online orientation to Dual Enrollment with her parents. They learned about the major differences

between college courses and high school courses, some tips on increasing her success, and ways her parents could support her. Then they watched a short video that guided them through the registration process. The college used a program that asked Yvette all the times she was unavailable and which courses she wanted to take and then registered her for the courses at a time that was convenient for her.

During this process, Yvette answered a few more questions and set up her student portal. She also downloaded a college phone app that provided her with dates of upcoming events, reminders on what she needed to do, important deadlines, assignment due dates, class reminders, access to her schedule and grades, club meeting reminders, Honors Program activities, and more.

Early in the spring semester, the women's basketball coach from the college contacted her. She invited Yvette to meet with her at the college to learn about the program. The coach also asked Yvette if she needed any help with the registration process. Yvette was happy to report that she was already taking classes at the college. After talking with Yvette for a while and learning about her background, the coach recommended that Yvette join the Honors Program and the LGBTQ club.

Because Yvette had taken two classes at the college already, she was already considered a continuing student and received priority registration for fall semester. She was also able to further refine her educational plan during her meeting with the athletic counselor. By the time fall semester started, Yvette felt excited about being on the college campus full time and comfortable with her new school atmosphere.

Notes And Observations

Notes And Observations

Assessing Conditions for Change

"We, as faculty, are either the headwind, which prevents something from moving forward or a tailwind that pushes it farther than you thought it was ever going to go." — Anonymous

Notes and Observations

Leaders Live In A Network

Everybody will be vital in the development of Guided Pathways. Faculty, counselors, administrators, and staff — those who take on formal and informal leadership responsibilities — shape the day-to-day experience of students. Development of guided pathways is a long-term endeavor. Everybody will be vital in this transformation and can provide infrastructure for communication and coherence through a time of transformation. It's all about relationships.

Everybody is connected to a wide network of colleagues across campus and across the state. And networks are important. Explore the networks you are connected with:		
	Strong relationships with?	Helpful in what unique ways?
System		
Region		
District		
College		
Department		
Student		

Who can help build these networking relationships?
What next steps will you take?

Stakeholder Maps: Take Inventory

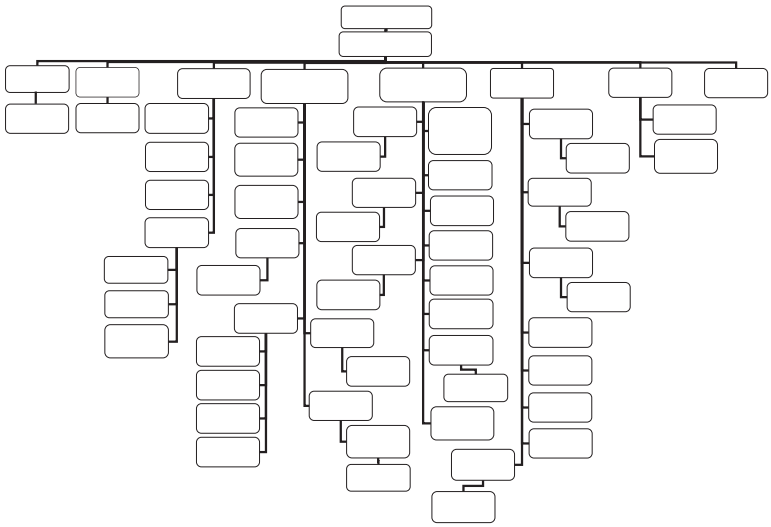
Development of any project calls for identifying and engaging stakeholders: those whose work is essentially part of the project as well as those whose work will be impacted by the project. Bringing stakeholder perspectives into planning is vital because different stakeholders will contribute different perspectives that might otherwise be overlooked.

In focused campus projects, a map of stakeholders might be selective in who and what units are involved, although seeing the projected work mapped onto the context can lead the project initiators to recognize that the list of potential stakeholders is wider than initially thought. Constructing a stakeholder map can make the opportunities for connections visible.

A stakeholder map for Guided Pathways should make clear that every office, every program, every educator on campus is part of the effort. A map could be constructed early in the planning process and revisited along the way to measure engagement and note gaps.

The Org Chart

Organizational charts reflect the way that our institutions have been structured as hierarchical and linear systems, with a singular leader at the top.

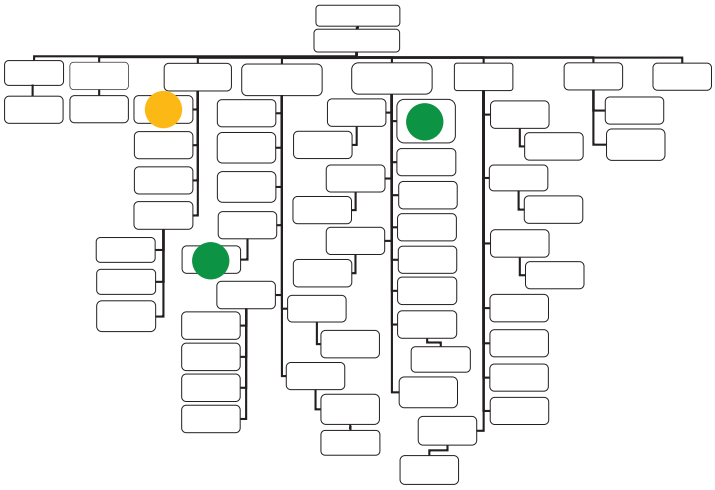


However, the structure of the organization is likely to shift in the development of guided pathways in order to provide a coherent educational experience for students.

The default view of leadership may also shift to be more collective and more inclusive as more people across the college recognize that, as described by Regina Stanback Stroud, President of Skyline College, they "occupy positions of influence and consequence," (Strengthening Student Success Conference 2017).

Part I: Take Inventory

Construct a stakeholder map using an existing organizational chart (a campus map, committee list, or comprehensive list of department and programs could also work). Take inventory of active engagement or opportunities for engagement using different colored highlighters, stickers, or post-its. For example:



- Who is currently actively engaged in the work?
- What stakeholder perspectives do they represent?
- Who is needed but not yet at the table? What voices are needed?
- Are faculty/ classified staff/ administrators involved? Where are the gaps?
- Are students engaged?

Department or Area of Focus	Active Engagement	Opportunity for Engagement
Student Government	X	
Marketing Dept.		X
Enrollment Management	X	

Department or Area of Focus	Active Engagement	Opportunity for Engagement

Part II: Engagement Strategies

A stakeholder map for Guided Pathways is a reminder to cast a wide net and make sure you are reaching all corners of the college. Once an inventory of active and/or opportunities for engagement have been identified, develop strategies to address common gaps and areas that need attention as well as the most likely people to make contact.

Department or Area of Focus	Strategies For Improving Engagement

Notes and Observations

How Does Your College Respond to Change?

College culture may be a propellant for innovation and transformation. However, some aspects of a college's culture are resistant to change. This activity encourages exploration of strategies to activate agency and grit necessary to address obstacles to transformational efforts. Using a short focused activity, the iceberg is designed to fortify the leadership capacity of the participants and uncover obstacles, challenges, and opportunities that are visible (above the water line) and invisible (below the waterline). Using an iceberg as a metaphor, participants assess their college landscape and identify strategies to tackle systems and/or barriers that threaten forward momentum.

Objectives:
Assess what is most visible about your college culture in contrast to the bulk or hidden patterns, structures, values, beliefs and assumptions that are obstacles to transformational efforts.

Materials:
Iceberg Handout, large Iceberg (24"X36" laminated works well), Post-Its, pens, dry-erase markers

Activity:
1. Identify obstacles, challenges, and opportunities that are visible (the stuff we openly talk about) and invisible (the stuff we don't talk about but know is happening)

2. What values, beliefs, and assumptions do you have about how you "do business" at your college?

- 15 minutes – Think, Pair, Share

- 15 minutes – Table Activity: Using the large iceberg and markers or post-its, identify obstacles, challenges and opportunities.

3. Identify strategies to tackle challenges and opportunities (20 Minutes)

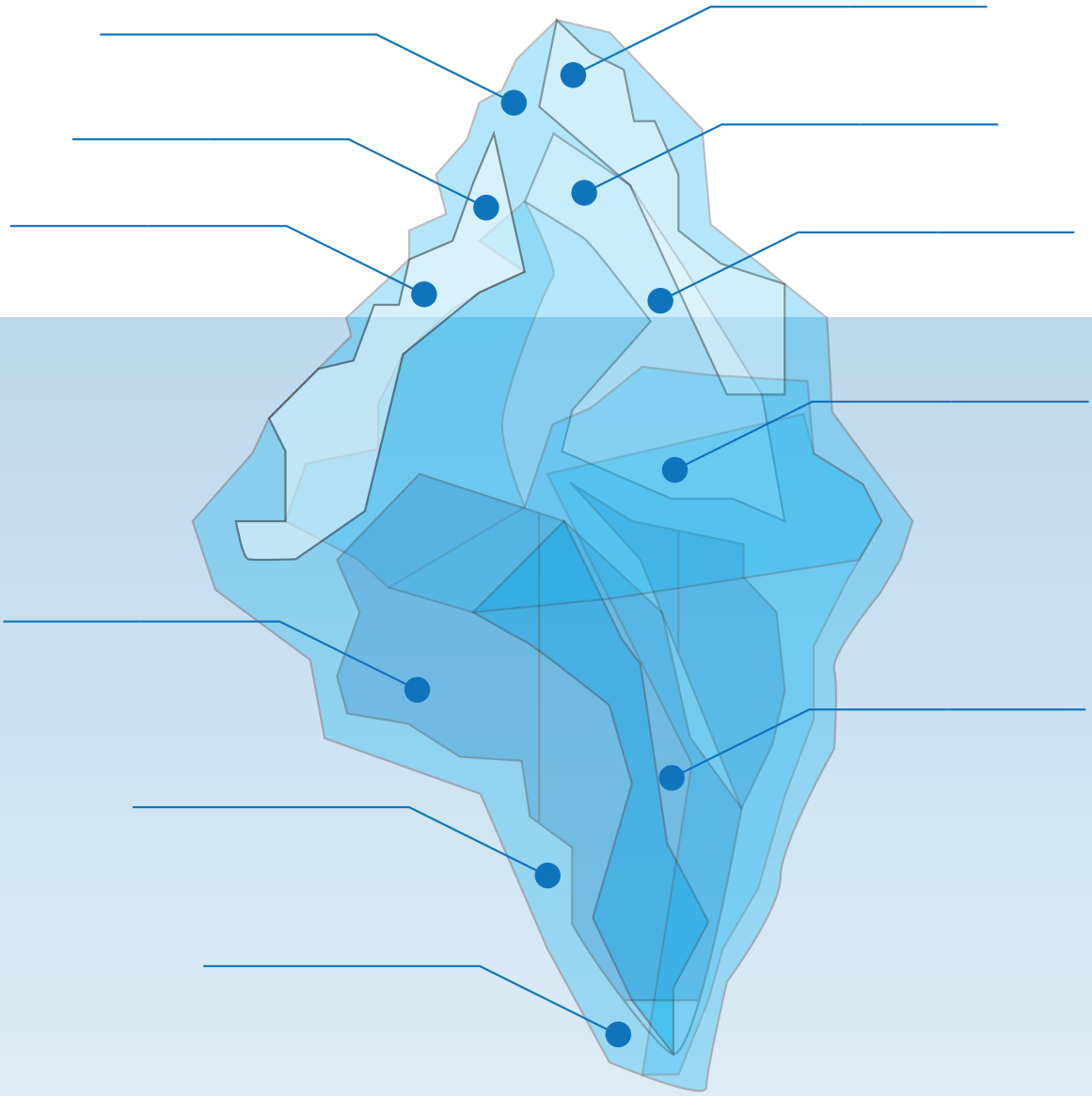
- Write strategies on post-its and add to diagram

5. What did you learn?

Next Steps:
1. What cultural obstacle should be the focus of the upcoming year? Discuss and commit to at least one way to address challenges.

Above the surface...

Below the surface...



Notes and Observations

Notes And Observations

Charting the Path

“We're holders of an amazing resource. We are the holders. We are the gatekeepers of this amazing resource which is a college education. And yet although we are dedicated to this idea of promoting student success, we set up these systems which result in inequitable access to the very thing that we are the gatekeepers for.” — Skyline College

Notes and Observations

Everyone Plays A Role In Guided Pathways

Does everyone have a role in Guided Pathways? Yes! There is no part of the institution that Guided Pathways does not touch, but everyone more clearly understanding their Guided Pathways role will go a long way to ensuring a more successful implementation. Whether you are faculty (full-time or part-time), classified staff, administration, a tutor, a coach, a short-term worker, a trustee, or a student (apologies to anyone that was not identified!), you are an important part of Guided Pathways. Use this activity to explore ways that your role on campus relates to Guided Pathways. And also explore how your role relates to other people that you may not have been aware of before.

Part 1. Answer the following questions as they relate to each pillar of the Guided Pathways framework.

4 Pillars of Guided Pathways	**Discover** What strong practices are already in place in your department and/or office?	**Dream** What could it be? Where do you see opportunities? How can the college build on its strengths?	**Design** What is my role in assisting students in these pillars?
Clarify Are programs mapped to clear completion/career goals (degree, certificate, transfer)?			
Intake How are students directed to a path? How would a student know/feel that they are on a clear path?			
Support What systems are in place to ensure students stay on their path?			
Learning What practices are in place to ensure students are engaging in powerful and intentional learning (e.g., ongoing professional learning for faculty or clear and realistic program learning			

Part 2.
Go around the room and allow people to share the ways in which their different roles on campus relate to Guided Pathways. Offer opportunities for people to illuminate other points of connection that the individual may not have seen or talked about. In addition, prompt discussion about how roles from separate areas also intersect.

Ways my work relates to others on campus:

Part 3.
Discuss ways to promote even more people connecting to Guided Pathways implementation.

Notes and Observations

Think → Pair → ~~Share~~ DARE

Positive Momentum can be started by even the smallest changes. But even such small changes within a department, college, or district structure often requires courageous conversations and risk-taking behaviors. This tool is intended to stimulate the inquiry to identify challenges that need to be addressed and establish the key first steps to *actually* start making those changes happen. Dare to make things different! Dare to make a difference!!

Part I: Brainstorm needed changes individually and then in pairs/small groups.
Think about easy → difficult, short-term → long-term, individual → cross-functional.

PERSON / GROUP / COMMITTEE: _____

NEEDED CHANGE	RATIONALE

Think → Pair → ~~Share~~ DARE

Part II: Discuss and prioritize changes as a large group.

Easy Wins	Statement Changes	Large Impact

Part III: Make an action plan for you and/or your team to achieve the desired outcome.

COMMITMENT TO CHANGE

GOAL: _____

Responsible Leader(s) From the Group: _____

Needed Partners: _____ _____ _____ _____

Elevator Pitch: _____

First Update: _____

_____ _____ _____

Signature(s)

Notes and Observations

Notes And Observations

Meta Majors: Degree and Certificate Sorting

One of the most important things Guided Pathways offers is strategies for structural, evidence-based guided exploration that empowers students to identify relevant programs of study early. One of these structural elements is meta-majors (in some cases referred to as clusters or interest areas). Behavioral economics research suggests that clustering options into similar buckets makes decision making manageable for individuals (Scott-Clayton 2012). The intent of clustering programs of study under meta-major umbrellas is to help students choose a major earlier in their career based not only on familiarity or guesswork, but on their interests, knowledge, skills and abilities. Selecting a meta-major will also help students select classes that relate to a specific degree.

Why and when to use this exercise?

The "Meta Majors: Degree and Certificate Sorting Activity" can be used as an inquiry tool to explore the concept of meta-majors or as a design tool when a college is prepared to create draft meta-majors. In either instance, the activity is designed to encourage greater involvement in Guided Pathways, college-wide, by offering an opportunity for experiential learning and inter-departmental discussions.

Inquiry: When using the activity as an inquiry or process development tool, the main goal is to help the counseling, student support and instructional faculty, administrators, and staff understand the challenges faced by students navigating the options for degrees and certificates offered by the college, as well as to explore the implications of meta majors. The learnings from this process can inform the next stage of inquiry or design. The college may want to consider using the sorting activity with students, prior to the designing of meta majors, in order to provide faculty and staff with insights into the ways students may think about the clustering of majors.

Design: It is recommended to use the activity as an inquiry tool before utilizing it as a design tool. Starting with inquiry will help inform the design process as well as support recruitment for the design phase. Once in the design phase, it is essential to have a "critical mass" of counseling, student support and instructional faculty, administrators, and staff from across the college to ensure all stakeholders have input in the meta major design. The main goal of the activity as a design tool is to create a draft of meta majors, with supporting design principles, to be furthered developed and finalized at a later stage in the design phase.

Activity: Degree and Certificate Sorting

Step 1: Pre-work

a) Determine activity goals and logistics

i) Determine your goal: Inquire or Design

ii) Consider venue, time, and staffing for activity

- Consider room layout (round tables, whiteboards, etc.)
- Ensure enough time for robust discussion
- Provide each sorting team with a trained facilitator to support participants

iii) Invite attendees with an eye for creating cross functional teams

representing the whole college (e.g. counseling, student support and instructional faculty, staff, and administrators, including classified)

- Inclusion should be the guiding principle for this planning:

  - Consider minimizing known time conflicts (e.g. multiple flex day commitments, competing division, shared governance or committee meetings)

  - Consider accessibility

  - Consider scaffolding for those who have not been introduced to Guided Pathways concepts and principles yet

b) Gather ALL of the college's degrees and certificates (local, AA/S, ADT, IGETC, etc.)

i) Note new, under development and ending programs of study

ii) Determine inclusion of non-certificate and degree programs (non-credit, basic skills, other course offerings)

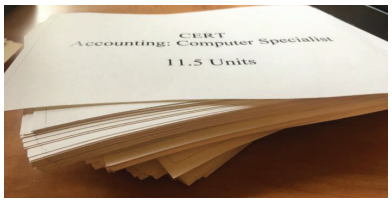
c) Prepare degree and certificate materials

i) Print sets of all program options alphabetically on index cards

ii) Prepare enough sets to cover the size of the group

iii) Include catalog and other student support materials

Step 2: Degree and Certificate Sorting



a) Language and Information Norming

i) Provide background on the meta majors idea and how it relates to guided pathways

b) Form Cross-functional Teams of 5-10 People

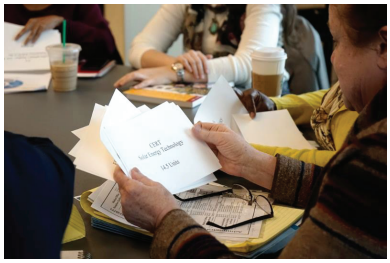
i) Ensure balanced perspective from the college with counseling, student services, and instructional faculty and staff

ii) Assign facilitators to each table to support understanding of critical design principles as well as answer questions

iii) Complete sign-in sheet documenting name, position, and department and/or discipline

c) Intentional Sort

i) Begin experimenting with clustering in order to develop preliminary meta majors. Teams should focus on the actual organization as well as documenting the principles of organization for further discussion and later refinement of meta majors.



ii) As they work, teams note thinking and findings, including further developing and refining draft design principles and completing a statement of logic for each meta major created, as well as note areas of disagreement

Step 3: Postwork

a) Synthesis Community Data

i) Taking one set of sorted cards, use Excel to create a list of all the degrees and certificates in each cluster. Repeat for each cross- functional team's sorted cards.

- To do this, it is helpful to start with the original Excel list of all the degrees and certificates, adding another column to designate by cluster.
- After finishing the assignment of each degree or certificate to a cluster, use the Excel filter to turn the original alphabetical list into a list sorted by clusters.
- This will take roughly 45 minutes for each set of sorted cards.

ii) Use cluster names to create a visual of cluster themes that will be the foundation for discussion and refinement.

Step 4: Follow-Up Meetings and Next Steps

a) The Meta Major sorting activity will certainly only be the starting point of discussion and design time needed to fully develop meta majors on a campus. Undoubtedly, different groups will come up with different ways of sorting—all having sound logic and thinking behind them. Before reaching consensus and moving forward, data, student input, and a variety of other factors should be used in making final decisions. Although the sorting activity is a good way to stimulate ideas about clusters, it is certainly only one step in the process of Meta Major development.

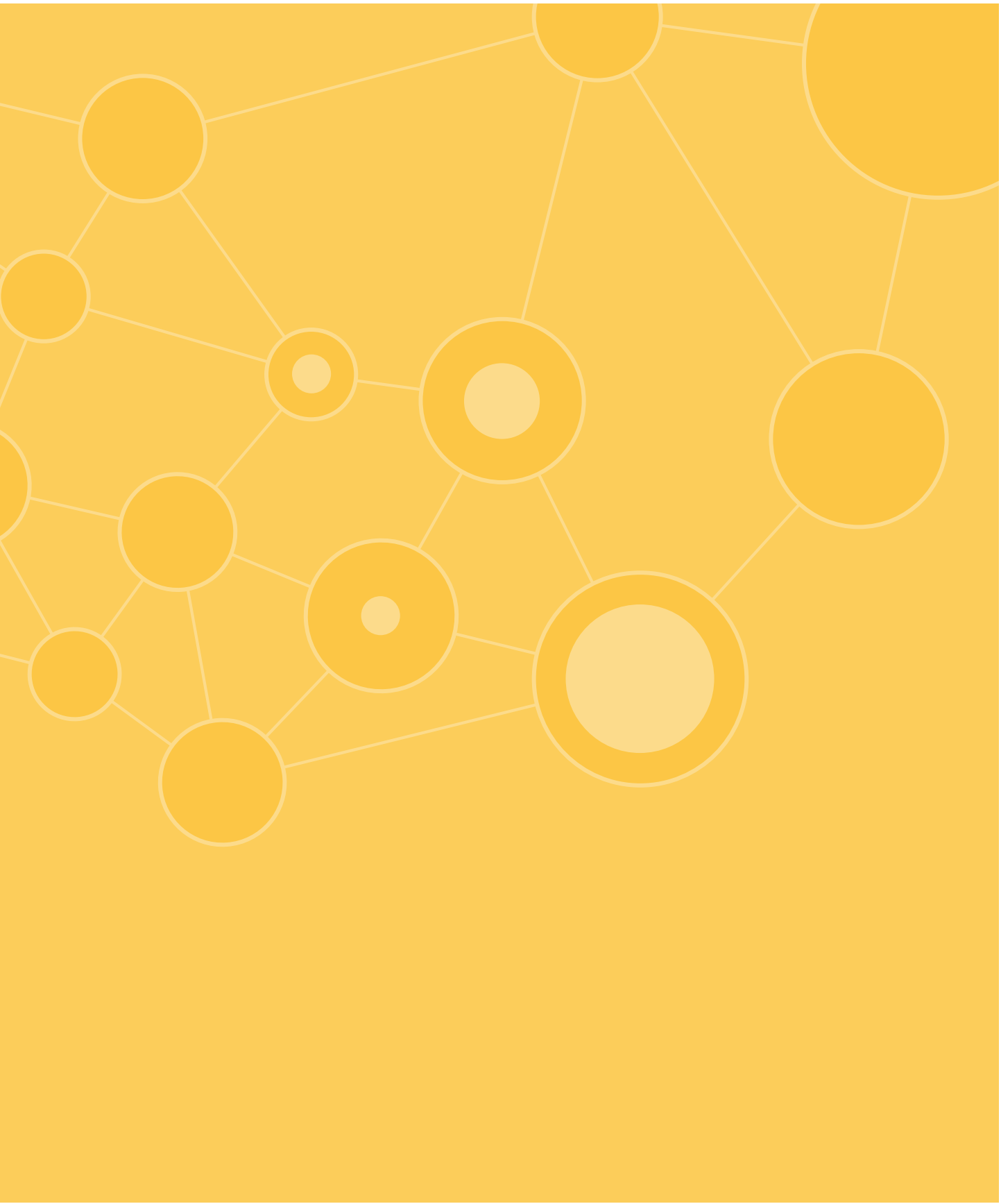
Reflections:

Notes And Observations

Notes And Observations

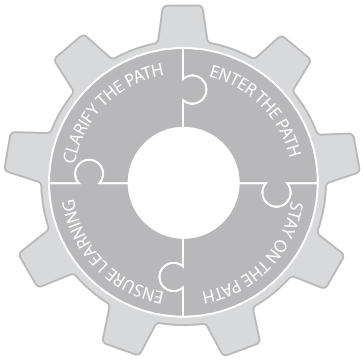
"The Business Case for Guided Pathways: At Bakersfield College, we found that students who received degrees in 2014-15 took on average 85.0 units in college-level classes to get their degrees...20,485 total excess units; $1150 in extra tuition per student; $1.05 million wasted total tuition; $3.2 million overspent by taxpayers." — Bakersfield College

Positioning for Progress



Notes and Observations

Bringing an Integrated Planning Lens to the 4 Pillars



This integrated planning activity is designed to create an inclusive and collaborative dialogue around the 4 Pillars of Guided Pathways. As colleges have already embarked on breaking down silos and programmatic barriers to take a more holistic and unified approach to planning the student experience, it is important to also approach Guided Pathways through a unifying lens that attempts to integrate rather than separate the 4 Pillars. The format is flexible and adaptive to help meet many of the cross functional planning needs associated with guided pathways implementation even though this particular activity focuses on the four pillars.

Facilitation Structure:

- This 90-minute activity can accommodate up to 20-28 participants.
- Groups should be composed of 5 to 7 participants.
- Create a safe, hospitable space that feels inviting to have four areas for dialogue.
- Chart paper and pens should be provided for each group.

Facilitation Process:

Step 1 (5 minutes): Set the context and explain why participants are here and what we intend to achieve. This example is focused on operationalizing guided pathways implementation. Once participants understand the purpose and context for the activity, everyone should be assigned to one of four groups. Group assignments should maximize the capacity for cross-functional representation.

Step 2 (15 minutes): After group assignments are made and participants have moved to their respective area of the room, each group is assigned a Guided Pathways pillar for discussion (Clarify the path, Enter the path, Stay on the path, or Ensure learning). The guiding prompt for the entire room could be, "Identify 3-5 focus areas for the assigned pillar that could be implemented at the institution over the next 12 months. Each group should identify who is responsible for each task connected with a focus area and identify a timeline to complete each task." A member from each group will need to chart these items.

theRPgroup
Research • Planning • Professional Development for California Community Colleges

Step 3 (10 minutes): Upon completion of the initial round of brainstorming and conversations, initiate a gallery walk where individuals will get a de-brief of each Pillar's highlights. An individual from each group will need to serve as a representative to stay with the chart paper to make meaning of the curated information and help to carry key ideas, themes, and questions into the new conversations with the other group members (adding insights and refinements as they emerge from new dialogue).

Step 4 (10 minutes): Rotate to complete a second round of de-brief and discussion with another pillar (again adding new insights and refinements as they emerge).

Step 5 (20 minutes): Rotate to complete additional rounds of de-brief and discussion until everyone has engaged with all the pillars (again adding new insights and refinements as they emerge).

Step 6 (10 minutes): To complete the rotation cycle, all groups return to their initial staging area to discuss contributions that other groups made to their focus areas. After a thorough review of all contributions to operationalize the guided pathway pillar, each group is prompted to discuss which efforts align most directly with efforts discussed in the other pillars. This discussion should be driven by an effort to prioritize and align efforts over the next 12 months.

Step 7 (20 minutes): Use the remaining time to brainstorm and discuss ways to strategically create a more unified and seamless approach to supporting implementation efforts among the 4 pillars of Guided Pathways over the next 12 month cycle. Setting a focus for the year will ensure that efforts continue to unify and harmonize rather than fragment and/or create divergent efforts. Since Guided Pathways is about creating a seamless student experience, a unifying lens is critical to successful implementation.

Reflections:

Notes And Observations

Logic Model: Planning Tool

A logic model is a graphic organizer that can be used at various times for planning, implementing, or evaluating a change initiative. For a complex implementation like Guided Pathways, a logic model helps to ensure sound processes and constant reflection and evalutation.

Logic models map out the relationship between:

- Inputs – the resources you start with
- Activities – actions you undertake with the resources
- Outputs –numbers of participants and products
- Outcomes – final desired effects
- Context – existing conditions such as policy climate, changing financial conditions, status of community etc.

Logic Models give leadership teams the opportunity to:

- Think about the whole: the process and timeframe from beginning to desired outcome
- Design forward from the activities or backwards from the proposed outcomes
- Visually represent the theory of change and illustrate how activities will lead to outputs
- Share the vision with stakeholders to get input and conditions

Caution:

- A logic model is a planning tool. It is not a plan. It captures perspective at a moment in time (planning/ implementation).
- Build the early models to elicit input. If it looks too complete, colleagues may feel left out of the planning.
- Logic models present a linear model of change, however, change is often more cyclical and iterative.
- The model can be revisited and reworked multiple times over the course of a project to capture changes in conditions, time needed, new participants etc.

What do you need to construct a logic model?

- One or more blank templates - available with this activity (one logic model may be constructed collaboratively by a group or individuals may sketch their own ideas to bring in different perspectives and then collaborate on a common logic model)
- Time for a conversation with colleagues
- A plan to walk the model around and get broad input

Example Logic Model:

Equity and Guided Pathways (inquiry / data as a way to cross silos)

SUMMARY: Ensure research conditions are in place – prepared and mobilized, and adequately resourced – to support the college's large-scale transformational change

	INPUTS (Resources)	OUTPUTS (Results of Strategies)		
	What we invest	Participants	Activities (Program, events or strategies)	Direct Products
		Who We Reach	What We Do	What We Create
Institution As A Whole	What resources are available? IR Staff Support from exec leadership History of positive experiences on campus around inquiry Internal and external funding	Who is the audience across campus? Faculty Staff Administration How do we reach them? How do we reach those who might be reluctant to participate?	Guided pathways leadership group conducts data inquiry with focus on student experience. Organize activities that engage faculty and student services in review of student data, including student voice with attention to student populations that have experienced disproportionate impact. What obstacles could be anticipated? How to address those in design of activities?	What concrete products are created? What processes and structures are put in place? Products that make data visible and accessible and tailored to each audience Ongoing series of data memos for guided pathways inquiry that highlight quantitative data patterns and qualitative student experiences Process and activities for ongoing participatory data inquiry and follow-up of earlier inquiries
Academic	Regular data support to faculty and academic departments Opportunities for faculty to engage with data	• Faculty • Staff • Administration	Guided pathways data inquiry activities • Program Review • SLOs • Faculty Inquiry Teams • Faculty involved in gathering student stories What obstacles could be anticipated? How to address those in design of activities?	Data on patterns of student trajectories and departmental throughput Data used in creating program and major maps
Student Services	Regular data support to advising, counseling and other student service units	Student services personnel	Guided pathways data inquiry activities Advising, counseling, student services participation in development of program maps Student services involved in gathering student stories What obstacles could be anticipated? How to address those in design of activities?	Data on patterns of student trajectories and departmental throughput Data used in creating program and major maps

ASSUMPTIONS: Data and evidence as drivers of the institutional transformation and IR office is a source of data and of engagement with data.

OUTCOMES (Intended Effects)			IMPACT (results)
Short Term (First changes that occur as a result of the project)	**Intermediate** (Subsequent benefit for people during or after their involvement with the project)	**Long-Term** (Eventual impact of the project on people for which the project is accountable)	
Results in terms of learning	**Results in terms of changing action**	**Results in terms of change to the conditions**	
What will we learn? How will we know? Understanding of data in the guided pathway inquiry process Shared data conversations across silos as part of guided pathways inquiry Faculty, staff and administrators have greater capacity to use data (shape questions/ analyze/ include in decisions) Language about GP that reflects local naming and ownership	What will be evident as the transformation develops and matures? What is the timeframe for this? What will be different when data analysis is regularly applied to decision-making? How will we know? Academic and student affairs recognize common investment and responsibility for student learning and successful progress through the colleges Inquiry is ongoing	What is your vision of an effective and equitable college and the ways that data are regularly collected, analyzed and applied? What is your vision of clearly marked pathways at your college? How will students experience the college? What structures are created for shared data engagement? How do those structures support faculty, staff and administrator participation?	Impact on student outcomes with equitable effect across student populations (specific) - increases in completion rates of certificates/ degrees/ transfer/ employment Changes in campus structures that cross silos and support students
Faculty, admin, and staff understand the inquiry process, and participate in cross-functional teams Faculty use data as feedback, and learn from the process	Redesigned pathways with embedded student services Data used to assess effectiveness of pathways Inquiry is ongoing Data is widely available across campus	Pathways become the norm and are regularly revisited, assessed and changed to continue to improve student experience and student outcomes.	
Student services personnel understand the inquiry process and participate in cross-functional teams Student services use data as feedback, and learn from the process	Redesigned pathways with embedded student services Data used to assess effectiveness of pathways Inquiry is ongoing Data is widely available across campus	Pathways become the norm and are regularly revisited, assessed and changed to continue to improve student experience and student outcomes.	

EXTERNAL FACTORS: CCCCO support, resources, and technical assistance for Guided Pathways; Cultural shift to data- and evidence-based decision making

SUMMARY:

	INPUTS (Resources)	OUTPUTS (Results of Strategies)		
	What we invest	Participants	Activities (Program, events or strategies)	Direct Products
		Who We Reach	What We Do	What We Create
Institution As A Whole				→
Academic				→
Student Services				→

ASSUMPTIONS:

OUTCOMES (Intended Effects)			IMPACT (results)
Short Term (First changes that occur as a result of the project)	**Intermediate** (Subsequent benefit for people during or after their involvement with the project)	**Long-Term** (Eventual impact of the project on people for which the project is accountable)	
Results in terms of learning	Results in terms of changing action	Results in terms of change to the conditions	

EXTERNAL FACTORS:

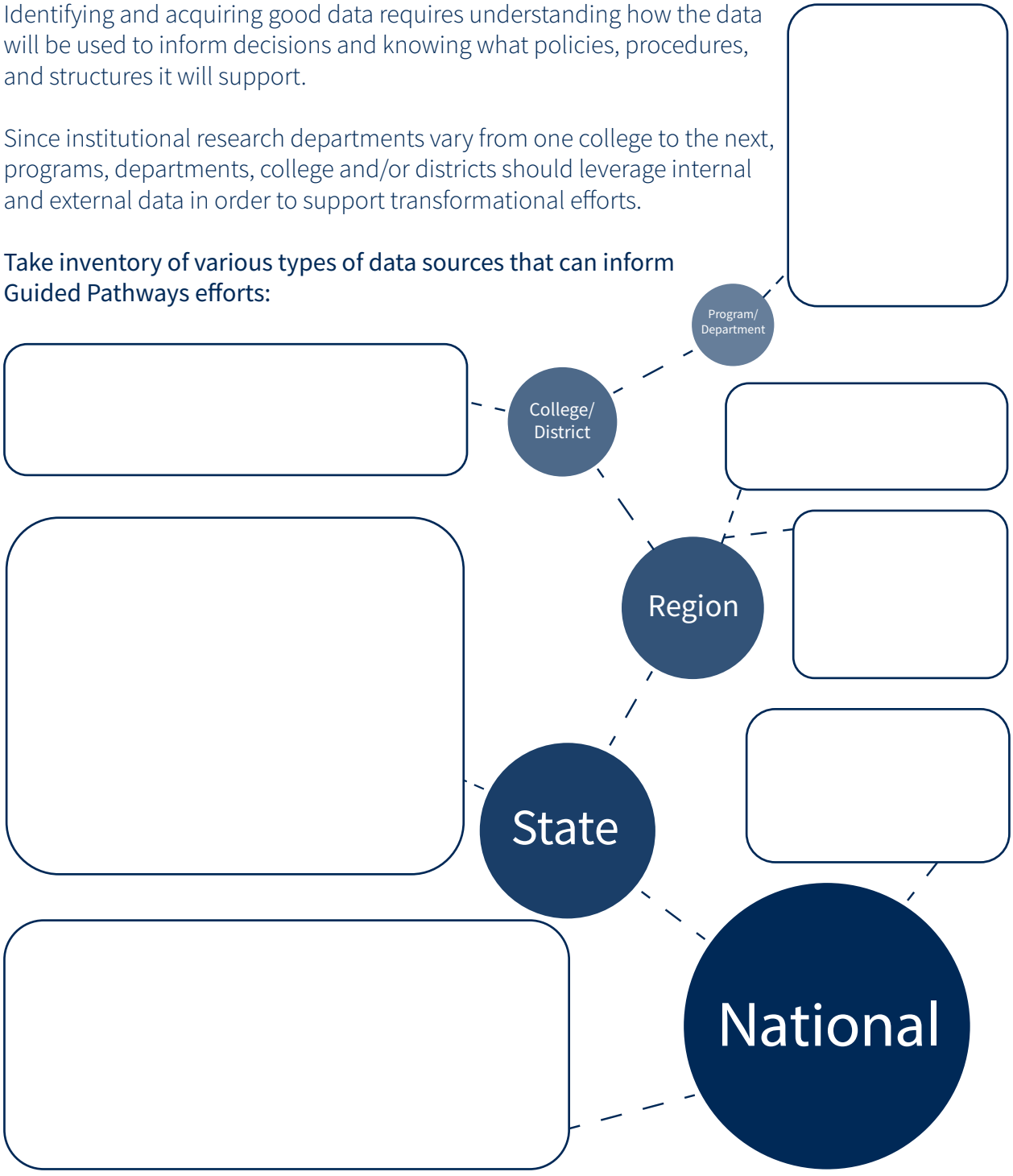
Notes and Observations

Leveraging The Data Around Guided Pathways

Identifying and acquiring good data requires understanding how the data will be used to inform decisions and knowing what policies, procedures, and structures it will support.

Since institutional research departments vary from one college to the next, programs, departments, college and/or districts should leverage internal and external data in order to support transformational efforts.

Take inventory of various types of data sources that can inform Guided Pathways efforts:



Identify data inputs, questions, and actions needed to support the desired outcome.

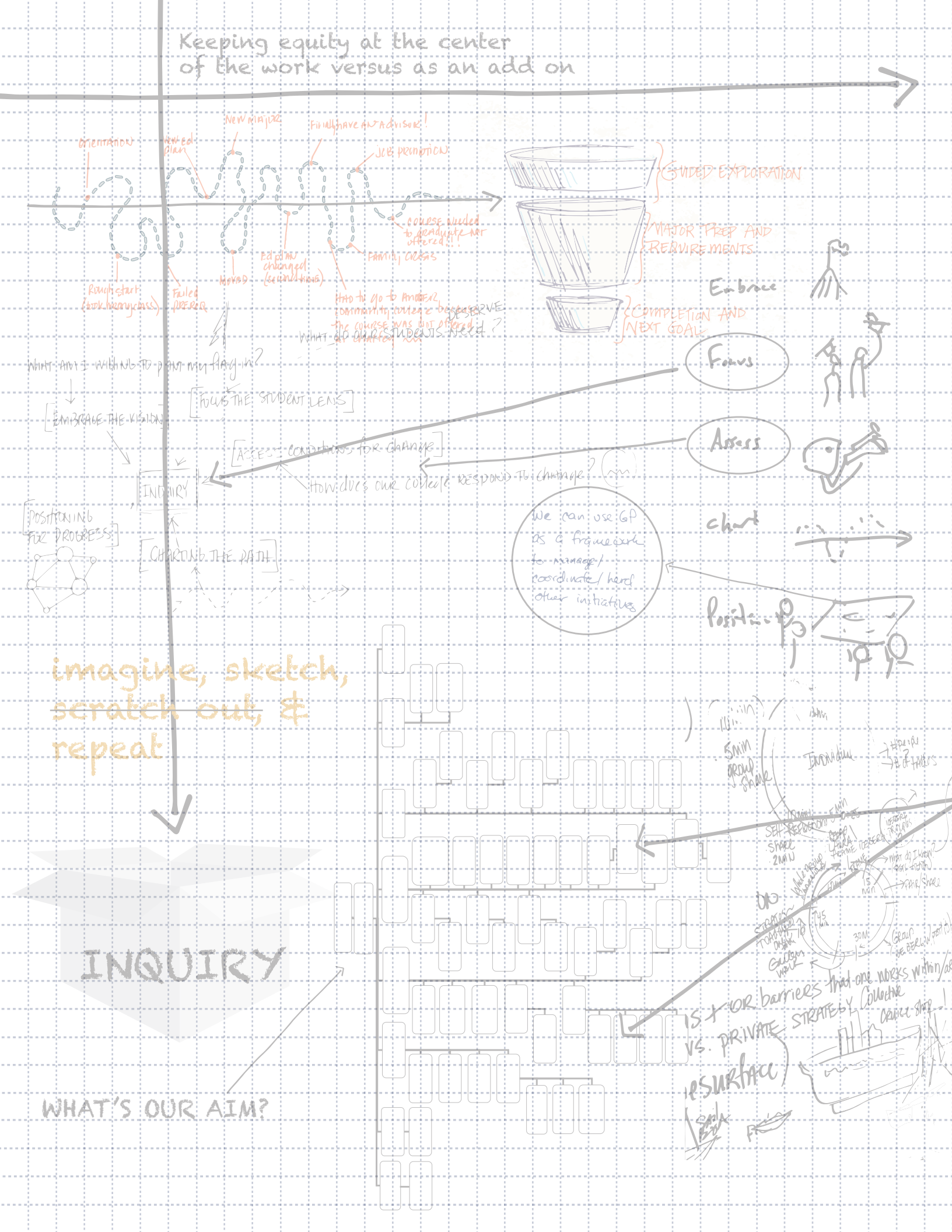
Outcome:

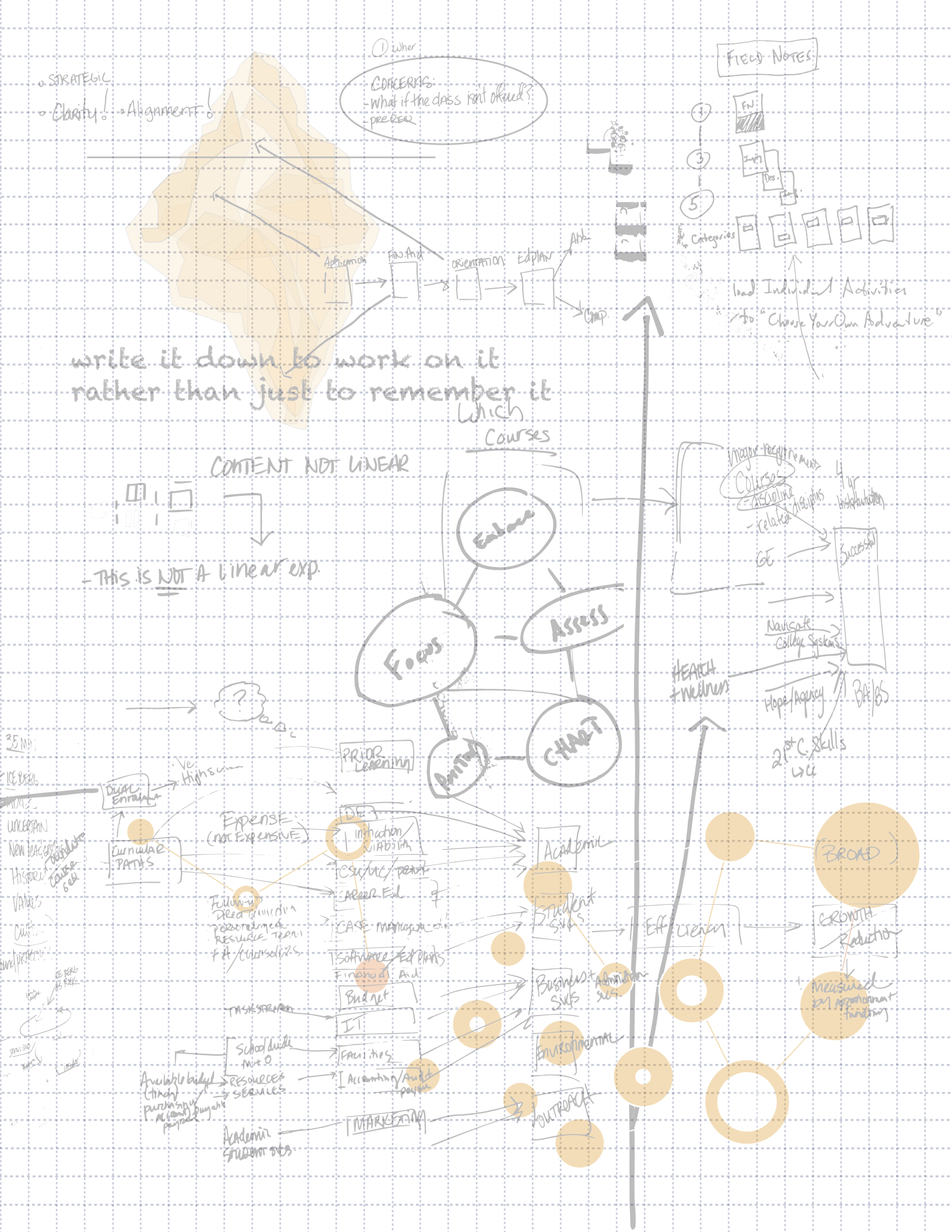
Leveraging Data	Inputs	Questions	Actions
Program / Department			
College / District			
Region			
State			
National			

Questions	
How does the program address student needs?	
How does completion differ among student groups?	
Where do our students come from?	
What changes will impact our students?	
What programs have demonstrated impact?	

Notes And Observations

Notes And Observations


Keeping equity at the center
of the work versus as an add on
Orientation
New Ed plan
New major
Finally have an advisor!
JCB promotion
Course needed to graduate not offered!!
Family crisis
Ed plan changed (second time)
Moved
Failed prereq
Rough start (took wrong class)
Had to go to another community college because the course was not offered
DESERVE
WHAT DO OUR STUDENTS NEED?
GUIDED EXPLORATION
MAJOR PREP AND REQUIREMENTS
COMPLETION AND NEXT GOAL
Embrace
Focus
Assess
chart
Position
WHAT AM I WILLING TO PLANT MY FLAG IN?
[FOCUS THE STUDENT LENS]
[EMBRACE THE VISION]
[ASSESS CONDITIONS FOR CHANGE]
How does our college respond to change?
[INQUIRY]
[POSITIONING FOR PROGRESS]
[CHARTING THE PATH]
We can use GP as a framework to manage/coordinate/herd other initiatives
imagine, sketch, scratch out, & repeat
INQUIRY
WHAT'S OUR AIM?
5min group share
Individual
SELF REFLECTION
SHARE 2MIN
WHAT DO I KNOW?
PAIR/SHARE
Gallery walk
30M
Group
IS + OR barriers that one works within/ar
VS. PRIVATE STRATEGY Collective
Cruise ship!
resurface



STRATEGIC
Clarity!
Alignment!
① Wher
CONCERNS:
- What if the class isn't offered?
- PREREQ
FIELD NOTES
FIN
Categories
load Individual Activities
to "Choose Your Own Adventure"
Application
FIN. Aid
ORIENTATION
Ed Plan
Comp
write it down to work on it
rather than just to remember it
Which
Courses
CONTENT NOT LINEAR
- This is NOT A linear exp.
Embrace
Focus
Assess
Chart
Prior
Major requirements
Courses
- discipline
- related disciplines
4 yr
GE
Successful
Navigate
College Systems
HEALTH
+ Wellness
Hope/Agency
BA/BS
21st C. Skills
35 MIN
ICE BERG
UNCERTAIN
New leadership
History
Values
Dual Enrollment
Vc
High school
Curricular PATHS
PRIOR LEARNING
Expense
(not Expensive)
DE
Initiation/
Viability
CSU/UC/Prior
Career Ed
CASE Management
Software Ed Plans
Financial Aid
Budget
IT
Facilities
Accounting/Audit
payroll
MARKETING
Academic
Student Svcs
Business + Admin Svcs
Environmental
OUTREACH
Efficiency
BROAD
GROWTH
Reduction
Measured by appropriation + funding
TASKSTREAM
School/Guide
M+O
RESOURCES
SERVICES
Available budget
(timely)
purchasing
accounting payable
payroll
Academic
Student svcs

California
Community
Colleges