

LOS MEDANOS COLLEGE

Guided Pathways Spring Retreat

3-15-19

Gardens at Heather Farms

RETREAT ACTIVITY

Reflection of Pillars

What are we currently doing?

What opportunities exist?

#1 CLARIFY the Path

What are we currently doing?

- We have our degree checklist
- We have a program map in program review
- We just had a widget added to our page for jobs
- Our programs is allied with MESA with a dedicated academic counselor
- The A&R page includes categories for various types of students including transactions
- ESL pillar I
- Equity considerations
- Updated Academic website open to all
- Discussed Guided Pathways in class
- ESL Counselor supports and guided the student through website
- Building the degree audit that feeds to the progress tool to help students understand major requirements
- Learning communities for incoming students
- Transfer Academy/Umoja
- MESA Puente model
- Implemented an online assessment tool for self-guided placement in Math and English
- Web page could use updating – app doesn't display well
- Being friendly to students
- Our CSU/UC/GE courses already show the importance and relevance to all students' needs in a large breadth ED.
- Knowledge and translate the work we are doing for the required meta major courses
- Continue to do user testing and feedback after implementation

#1 CLARIFY the Path

What opportunities exist?

- Focus on disciplines that are broad for specific jobs
- Stronger outreach messaging
- Dialing 0 gives you a REAL person and she's lovely
- Identify TRUE cost or program completion
- Fix GE
- Best practices for interacting with students / shared campus vision/ for all employees
- Explore relationships between careers and which majors online
- Need consistent terminology throughout department areas
- Welcome email/letter could include links to the websites with cost information

#2 ENTER the Path

What are we currently doing?

- Multiple measures assessment – Math & English (High school GPA)
- Co-requisite English 100/100S
- Orientation on Saturdays with table for Math Dept - which class to take?
- Co-requisite Math: Statistics, Pre calc, Applied calc
- Couns 31 Ed Planning course geared for grad, HS senior, new students
- We have two sections tied specifically to these groups (2b)
- We have a dual enrollment section (2f)
- Career exploration course part of dual enrollment
- Identifying 100% online students without education plans and ed goals and offering assistance to define both
- Offering counseling to students enrolled 100% online via BlueJeans (face to face real time)
- The FAM program empowers faculty to reach out to students and support them staying on track
- We have support classes for both English 100 and Math 34 to address
- Drop in Counseling available all day
- We create cohorts for learning communities
- Built career Ex Team
- There is a STEM student tutor program at Pittsburg High
- Couns 36 Career and Life Planning 3 Units, CSU GE PEQ could be tailored for meta major
- Study Slams
- Exploratory experiences by career, transfer, academic, university tours
- We offer fundamental skill building classes in English and Math

#2 ENTER the Path

What opportunities exist?

- Using data to look at which groups aren't engaged in and create solutions to target groups
- Get more holistic approach
- Courses to explore which major within meta majors area
- Form a LMC Alumni Association
- Clubs tied to careers: robotics etc, (like the debate team)
- Mentorship program between HS graduate and LMC graduate
- Major based career /transfer ed in classroom
- Exit Interview mandatory with counselor
- We do have a liaison for feeder high schools – we can provide each department (every semester) the disaggregate data and pass rate to review/discuss and plan any needed changes during flex
- Research on data related to graduation rates in different areas
- Have robust dual enrollment program with K-12
- Safety net for science career students who struggle with Math & Science
- REQUIRE a career exploration course (non-credit requirement) in the 1st year experience (we intake students that may not have come from a local high school) – these are workshops across programs led by faculty/industry partners in career paths
- “Learning Community” and/or “1st year experience” in assisting students enter pathway
- How HS academies line up with our meta majors
- Summer Camps for K-12 graders
- Providing right course options to students throughout their journey

#3 STAY on the Path

What are we currently doing?

- Degree checklist
- We have increased our course offerings for this purpose
- UMOJA Village Tutors
- Math Lab
- LMC Connect Starfish is rolling out
- Counseling embedded in programs in learning communities
- Students can track their degree programs in Insite
- Childcare center lacks late afternoon hours affecting students' opportunity to taking later courses w/block scheduling
- Equity considerations
- Solid ESL/Puente Counselor
- Insufficient ESL classes to meet ESL student needs
- EOPS programs and events/resources
- How does the institution support advisors? 1. By creating learning community leaders/counselors 2. By creating plans focusing on student needs 3. Through program like EOPS and JSRP
- We have EOPS, CALWorks, Puente

#3 STAY on the Path

What opportunities exist?

- Educate the LMC community how this is different or better than what we are already doing
- Provide informational workshop for new students about all the services available at LMC
- Math Lab allows students to get extra help. Possible for Math Lab to be more “themed” organized around classes.
- Protocols to encourage student to work with classmates; math lab, core
- Study slams by subject and course
- Study groups at time professor is thee to help in MESA office and core
- Merge sections / give more study group information in Canvas
- Holistic sharing of changes we have made with compressed calendar and it effects students
- Non-Stigmatized access to food for food insecure students
- Create attractive spaces and activities for students on campus (encouraging longer campus time/more engagement)
- In-Class Career transfer learning – the anchor class for program building
- More microwaves, kitchen space for students
- Consistency/communication – students sometimes get different info from different counselors regarding their required courses
- Lack of cultural competency within the MESA program and staff and tutoring
- Library outreach to students and faculty
- Required Library Instruction – separate from support to non-library instructors
- Inner-disciplinary clubs, inner-departmental clubs
- Food Trucks
- Fix GE options
- Early Intervention from the time students enter LMC
- Better communication of available resources
- Better Transportation support options/services
- Free childcare during classes
- Cultural Shifts and Professional Development for Counselors and Advisors on roles of counselors and program/major, advisors handing off the student to the program advisor and acknowledge received - develop expertise on courses
- Calss schedule coordination
- Open Weekend Math labs (and other labs)
- Students complain about MESA Program Tutoring
- Contact student when milestones are achieved

#4 Ensure Students are Learning

What are we currently doing?

- PSLO's align with 4 years and national groups
- We are part of the GE program for all Courses
- All the Time – revised COORs, New texts, sections etc.
- The Debate Team
- Contextualized curriculum
- Interactive pedagogy: group work, snowball “fights” activities, technology
- Culturally relevant curriculum
- I assess my courses regularly
- Support for faculty professional development
- Lots of group work, encourages student to engage and really understand the material
- Continued group work, group projects force students to apply knowledge, decipher understandings
- Food Pantry
- Library Reserves
- Semester 10 am calculators
- FAM program
- Check for equity gaps
- Cutting of ESL student support services such as ESL tutoring and ESL PALs (peers) programs leads to lack of overall participation
- Ordered pairs opportunity in Math Dept helped with planning and sharing effective practices.
- FAM program is available for adjuncts to provide more personal advising and mentoring

What opportunities exist?

- Biology program is great for transfer requirements
- Lots of professional training to be a good teacher
- Access does not equal attendance, cost of attendance
- Increase Life resources (emergency child care, emergency housing)
- Textbook affordability (specific sections for all disciplines)
- Expand the FAM program
- Long-term tablet /laptop loans
- Curriculum adjustments to experimental learning (outside work experience)
- Make sure assessment results go to adjuncts (better communication with adjuncts)
- Department professional development for experimental learning (increase \$\$)
- Transfer maps for departments to CSUs
- Internships