
LOS MEDANOS COLLEGE

Guided Pathways Spring Retreat

3-15-19

Gardens at Heather Farms

RETREAT GUEST SPEAKER NOTES

Bruce Clemetsen, Interim Vice President of Student Services at DVC Sharing about an Oregon pathways model + Q&A:

“Push your thinking beyond what you know”

What is GP

There is a guide – what matters, what is the guide to success?

What is a pathway?

Where am I on the path?

How does this path get me to my goal – does my guide know how to get me to my path?

It’s not a person – it’s a structure that works together

Pathways have actually led us to Guided Pathways – instructional effectiveness

Logical sequences are there, but where does it go and how does it work

Do more and do better with less

Core is figuring out the progression...students need the supports to get there

Guided Pathways is the faculty’s student services

Course succession, progressions (starts K-12, all the way through completion...) need to build academic succession and skills to get there – build around curricular structures to employment skills

A student can get straight A’s but are they able to have employable skills for a career?

How can an instructor leverage what they teach to go beyond the classroom?

Contextualized teaching and learning among the faculty learning community – selecting non-program/department courses to meet requirements. Civic involvement has to be connected to teaching environment, as well.

Course options have to overlap for the breadth and depth of learning outcomes; integration within the classroom and community to create opportunities in the real world

Student path: Pathway planning: students need access to all classes which rely on learning supports to allow that balance of life for growth and completion of goals

College path: align space resources and loads and faculty availability to the demand of student needs. Need to anticipate course enrollment based on the demands of needs.

Scheduling considerations: FIT pedagogy with CONTENT (writing, math, communication, health, GE pivot for major)

First term, first course (math), career confirmation (weed it out); growth mindset of student is critical in the health of their foundation of success; get them to continue to 2nd term in helping them fit in –blend them into the path for continued growth

ALL students NEED an education plan! – otherwise they will get lost in the system...yes a force on the path is needed for success...even if the plan is a plan to figure it out – allows longer term allowances for course selections, faculty staffing...and the technology in place to systematically shape our ability (institutional planning/how do we get there).

Need constant communication of what's working/not working. Early identifications of needs of K-12, dual enrollment, career explorations. Younger people need help figuring this out as early as possible to gauge some interest towards something, so they're least likely to at least go to CC undecided.

Advising is a huge component...advising on purpose of commitment and developing the strategy to get there. Counselor has to advise the student on why a certain class is important for their career interest – even if that class isn't exactly a focus of their future (humanities class for a firefighter, for example).

In addition to their course selections ...code of ethics is just as important as class learning. This has to be part of the clarity in programs: leadership, civic engagement...so these students are not only academically prepared, but environmentally prepared and aware for real world applications. Skills classes put on course schedules is vital (problem solving in and out of class); rethinking student life

This (Guided Pathways) is a journey! It's an ongoing conversation among the entire campus...there is no end...it is constantly evolving!

Q: What about ONLINE Courses?

A: Understanding where are they available, how to market it so students know it's available; is it feasible...it's trying and adopting practices of those courses in place and building upon those.

Take away: What's the power of the education you will design so students know it, and live it.

Consistency is key; training, facilitating among course selection and availability, and having students keep with one counselor or counselor team per meta-major.

Q: How do you work towards a consensus of course alignment?

A: First off – there was/is a true fear of depts shutting down, and courses being eliminated. But that's not a true future...conversations among faculty for priorities that determined course transfers and opportunities...it's an alignment, not an elimination...pushes faculty into needed working relationships and integrations of supports

Luis Chavez, Senior Director, Career Ladders Project, Guided Pathways overview and connection to Vision for Success (*ppt presentation to come*)

Purposefully minded towards equity

We're not beginning (not once and done) we're continuing... moving forward with shared vision and action and planning.

TEAM Agreements: Reflection: how our stories guide and impact our experiences.

Selecting Pictures that best reflect your college experience

"The GP Check-in":

SHAPES: (Attendees placed sticky notes on each shape to define: what's clear, what's unclear, and three things needed to move forward: (Activity results are summed up in a separate document "Retreat Activities")

Square = what's clear (what's squared away)

Circle= not clear

Triangle = 3 things needed to move forward

All students have a varied transition...we need to understand the WHY and HOW they get there

Davis Jenkins CAPSES CONFERENCE APRIL 7

<https://youtu.be/N9x1yC7OHoU?t=4h16m30s>

Start with END in mind! Re-thinking college career pathways

Early work experience as a young adult/teen is critical in not only building upon a needed career, but allows exploration of what you want to do and what you do not want to do!

Skyline started 3 years prior to GP as an equity plan “facing the brutal truth” – dug in and looked within from top leadership down ...honing in on their focus...

Sierra college “bear claw” plan – great graphic of intention

Approaches to GP work -- processes

Inclusive decision making with student impact...not creating more barriers.

Administrative LEADERS needed – executive leadership, counselor collaboration, curricular change

Chaffey College – GPS – guiding panthers to success – think of a doctor experience...you first meet with someone who takes your vitals, then you see the Dr

How do all departments work together: see chart of classifications and work flow. When ALL depts are heard – there is more engagement for the overall goals.

Action plan/design principles:

- Balance
- Time
- Consistency
- Integrated – getting beyond silos
- Intuitive
- Students accessible

Approach to change – what are YOUR guiding principles and frame you are using?

STUDENT CENTERED: everything we do needs to be around the student and their success

HOW is it going to work among staff/faculty

Professional development needs to be integrated in our plans

Guided Pathways INQUIRY GUIDE – I wonder about

<https://www.careerladdersproject.org/guidedpathways>