



Year 2 Guided Pathways Plan Presentation

Presented by: Palomar Guided Pathways Team

Wednesday 15th: 1-2pm, LRC-116

Presenters: April Cunningham, PJ DeMaris, Wendy Nelson, Kelly Falcone, Elena Chirkova-Sikora

Tuesday 21st: 10-11am, LRC-116

Presenters: April Cunningham, PJ DeMaris, Wendy Nelson, Kelly Falcone, Elena Chirkova-Sikora, Cindy Anfinson



Purpose of this presentation:

Share information about what we have accomplished and where we are headed!

Our ask of you:

Please ask questions or provide feedback/ideas any time!

We would like this to be more of a discussion than a formal presentation.

Guided Pathways 14 Key Elements:

1. Cross-functional Inquiry
2. Shared Metrics
3. Integrated Planning
4. Inclusive Decision-making Structures
5. Intersegmental Alignment
6. Guided Major And Career Exploration Opportunities
7. Improved Basic Skills
8. Clear Program Requirements
9. Proactive And Integrated Student Supports
10. Integrated Technology Infrastructure
11. Strategic Professional Development
12. Aligned Learning Outcomes
13. Assessing And Documenting Learning
14. Applied Learning Opportunities

Year 1 Plan

Year 2 Plan

Pillar 1: Clarify the Path

- 1a: Meta Majors
- 1b: Programs Designed For Career/Future Education
- 1c: College Website Designed For Careers/Future Education
- 1d: Program Maps
- 1e: AB705- Math Aligned To Program

Pillar 2: Enter the Path

- 2a: New Student Career Exploration And Ed Plan
- 2b: AB705 Gateway Course Support
- 2c: AB705- Support For Math Completing In 1st Year
- 2d: AB705- Support For English In 1st Year
- 2e: Support For Unprepared Students
- 2f: Connect To High Schools

Pillar 3: Stay on the Path

- 3a: Ed Plans And Progress Toward Completion
- 3b: Student Sees Completion And Progress
- 3c: Early Alert
- 3d: Help With Alternative Pathway
- 3e: Purposeful Class Scheduling

Pillar 4: Ensure Learning

- 4a: Alignment Of Program Outcomes
- 4b: Active Learning
- 4c: Experiential Learning
- 4d: Assessing Program Outcomes
- 4e: Using Results Of Program Outcomes
- 4f: Students Demonstrate Learning To Employers Beyond Transcript
- 4g: Targeted Pd Based On Need

1  Create clear curricular pathways to employment and further education.

2  Help students choose and enter their pathway.

3  Help students stay on their path.

4  Ensure learning is happening with intentional outcomes.

**Proactive/Intentional
Advising**

**All
About
ME**

**Experiential
Learning**

Completion

Active Learning

**Vision
for
Success**

AB705

**Prof
Dev**

Outcomes

**Early
Alert**

**Dual/Concurrent
Enrollment**

**Program
Maps**



**Guided
Pathways**

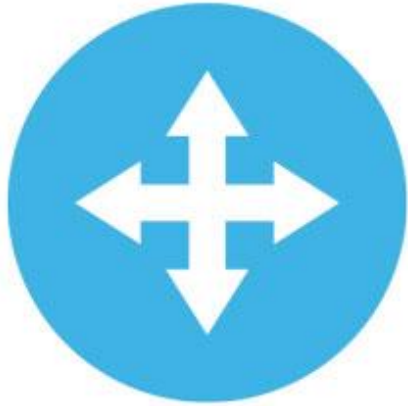
Career Planning

**Meta
Majors**

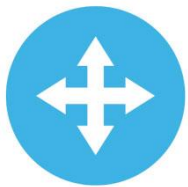
Equity

**Work-Based
Learning**

**Support
under-
prepared
students**



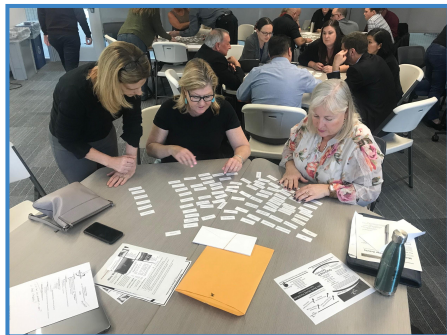
Pillar 1: Clarify the Path



Pillar 1A: Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”.

Progress to Date

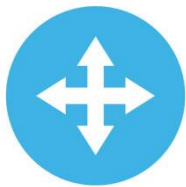
- PD workshop with Rob Johnstone, Meta Major Card Swap, Meta Major Review Survey



Next Steps

- Get college feedback, define, and launch
- Look for overlap in degree maps
- Consider: Miracosta and CSUSM





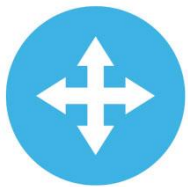
Pillar 1B: Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Progress to Date

- Occupation info on degree and certificate maps, included knowledge, skills and abilities in PRPs, Completion Academy, Block Scheduling

Next Steps

- Design and establish career development continuum, continue completion academy, include career in “request for new programs”



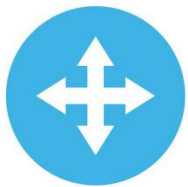
Pillar 1C: Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Progress to Date

- Consultant helping redesign website with student-first approach.
- Degree and certificate maps ready to be placed on website, career center.

Next Steps

- Complete website redesign with consultant help, develop an integrated & systematic approach to career resources, website to include: Work Based Learning, Job Placement Assistance, and Employer Assessment.



Pillar 1D: Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Progress to Date

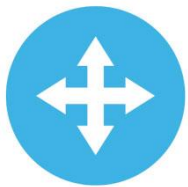
- All degrees and certificates have been mapped with clear path for students, Introduced ONET and career pathways on maps



Next Steps

- Test maps with students, pilot Bakersfield Program Mapper tool





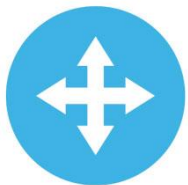
Pillar 1E: Required math courses are appropriately aligned with the student's field of study.

Progress to Date

- New math course sequence developed. New AB705 webpage developed for students. See: <https://www2.palomar.edu/pages/ab705allaboutme/>

Next Steps

- Revise math course sequence after Meta Majors are developed



Equity Considerations

- Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education?
 - Working on a website redesign with help of consultant
- How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?
 - Working on a website redesign with help of consultant
- How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?
 - Program maps include career info and the degree mapper will include salaries



Pillar 2: Enter the Path



Pillar 2A: Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.

Progress to Date

- Career assessment tool inventory, Collaborate with San Diego Workforce Partnership, hired job developer

Next Steps

- Include career info on course syllabus, develop career development continuum, ed plan and career plans.



Pillar 2B: Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.

Progress to Date

- Developed ENG and Math co-requisite support courses, developed accelerated ESL courses, & READ 105 and 110 courses.

Next Steps

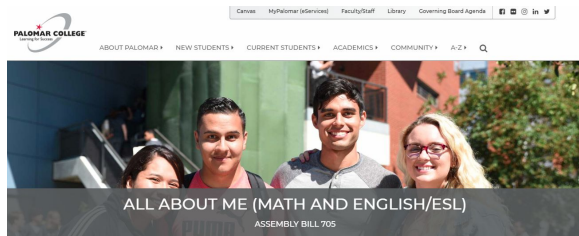
- Faculty identify gateway courses
- ESL support in gateway courses



Pillar 2C: Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year.

Progress to Date

- ME first campaign, AB 705 website (<https://www2.palomar.edu/pages/ab705allaboutme/>), & 2019-2020 Math Across the Curriculum



Next Steps

- Math dept develops 3-year plan for AB705 implementation, Math Across the Curriculum, assess Quantitative Literacy GE/ILO



Be Prepared

To prepare yourself for your Fall 2019 course enrollment, follow these steps:

1. Watch the video below.
2. Explore the site menu at the left to learn about your placement and course options for Math, Stats, English, ESL, and Reading.
3. Check your Math and English/ESL placements in **My Palomar (courses)** today!
4. Go to "The Best Course for Me (Math/Quantitative)" in the left. Select your pathway to see which math class you should take based on your Math Group Placement and Completion Goals.



Pillar 2D: Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year.

Progress to Date

- Read 50 reactivated, English Communities of Practice established

Next Steps

- Continue English Community of Practice, Faculty attend California Acceleration Project workshops



Pillar 2E: Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Progress to Date

- List of student support services, Faculty use of Starfish Early Alert, “Summer Bridge” programs: ESL Jam, Bridge to College Math

Next Steps

- College-wide rollout and use of Starfish, SEA Council will inventory current support offered and what is needed, use non-credit for added support



Pillar 2F: The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Progress to Date

- Partners in Learning, GP presented at HS Counselor conference, CCAP with Escondido and San Marcos Unified, Proposal middle college with Bonsall

Next Steps

- Increase concurrent/dual enrollment, connect our WBL with local HSs, institutionalize Partners in Learning



Equity Considerations

- Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?
 - **Need to review the data. AB705 work is focused on raising expectations**
- For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?
 - **Included in *new* PRP process**
- Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?
 - **Dual enrollment, concurrent enrollment, middle college**



Pillar 3: Stay on the Path



Pillar 3A: Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Progress to Date

- Counselors in individual appointments, Starfish and Peoplesoft all assist in informing students on their progress towards degree completion.
- Starfish Degree Planner tool launched to counselors Spring 2019.

Next Steps

- All counselors will be utilizing Starfish Degree Planner by October 2019.



Pillar 3B: Students can easily see how far they have come and what they need to do to complete their program.

Progress to Date

- Students can see their Ed Plan in MyPalomar, Counselors can provide degree audit.

Next Steps

- Starfish and PeopleSoft will provide regular input to students on progress to goal.



Pillar 3C: Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Progress to Date

- Starfish Early Alert has been made available to all faculty teaching 16-week courses
- Peer mentors currently testing the student dashboard

Next Steps

- Starfish Early Alert progress surveys to be customized to FT courses, 12-week courses, and summer courses
- Starfish Early Alert dashboard to be made available to students
- Add more service areas into Starfish Early Alert



Pillar 3D: Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career

Progress to Date

- Counselors, The Career Center and Discipline Advisors will continue to engage students in understanding alternative pathways.

Next Steps

- In addition to developing alternative plans along the way, the Transfer Center will expand resources for students to consider alternative admissions opportunities.



Pillar 3E: The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Progress to Date

- The Class Scheduling Task Force and Completion Academy are designed to consider student needs and Guided Pathways in constructing course offerings.

Next Steps

- Implementation of the creative concepts developed in the Completion Academy



Equity Considerations

- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?
 - PD workshops for all staff, instructional advisors and counselors will continue to participate in equity and diversity training and conferences.
- How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? Ongoing research through Institutional Research and Planning will provide guidance.
 - How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? A new organizational and planning structure will integrate student support with all instructional changes that directly impact students.
- How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?
 - Food pantry, CALM, student housing report, state, local and federal financial aid



Pillar 4: Ensure Learning



Pillar 4A: Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Progress to Date

- STEM Communities of Practice meetings once a semester with STEM faculty from Palomar and CSUSM (started in Spring 2018)

Next Steps

- SLO facilitators trained to develop program outcome maps; Alignment of course and program outcomes to College Outcomes



Pillar 4B: Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.

Progress to Date

- Annual Active Learning Leaders Conference. F18 3-Day On-Course 1 Workshop.

Next Steps

- AL workshop series, AL toolkits, database of AL activities, faculty stories about use of AL



Pillar 4C: Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.

Progress to Date

- STEM Summer Institutes in Biology and Robotics, 2 WBL Faculty Coordinators, President's Associates.

Next Steps

- Embed WBL into curriculum; increase communication pathways between teacher, student, business, and community.



Pillar 4D: Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Progress to Date

- Included Program Outcomes in *new* Program Review & Planning
- Course Outcomes in Canvas
- College Outcomes in Canvas

Next Steps

- Outcomes shared to institution via PRP
- Assess program outcomes via Canvas



Pillar 4E: Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Progress to Date

- New videos showing successful use of Program Outcomes assessment for program improvement

Next Steps

Learning Outcomes subcommittee develops a process for sharing outcome results across disciplines



Pillar 4F: The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Progress to Date

- No systematic progress to date

Next Steps

- Investigate various ePortfolio programs



Pillar 4G: The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Progress to Date

- Book club, Intro to GP workshops, coffee talks, Visiting Scholars, mapping, meta major card swap, completion academy, June 19 Leaders of Learning Academy

Next Steps

- More intentionally developed ongoing PD to address the needs of all students and all employees.
- Intentional focus on:
 - Math Across the Curriculum
 - Equity, inclusion, culturally responsive teaching
 - Active Learning



Equity Considerations

- How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?
 - Increase active and experiential learning in all courses; identify resources for student support
- As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?
 - PD workshops (e.g. Black Minds Matter); active learning classroom design
- What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?
 - PD workshops
- Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?
 - *New* PRP process; more dissemination and discussion is needed



Please join us in
redesigning our college for
student success and equity!