Year 3 Guided Pathways Plan Presentation

Presented by: Palomar Guided Pathways Team

DATE: May 15, 2020

Presenters: Glyn Bongolan, Alex Cuatok, Kelly Falcone, Katy Farrell, Wendy Nelson
And our Guided Pathways Ambassadors

Focus for Today:

- GP Ambassadors Accomplishments
- Why Guided Pathways?
  - Presented by Dr. Glyn Bongolan
- Progress Made and Future Steps for Each Pillar
  - Pillar 1- Wendy Nelson
  - Pillar 2: Alex Cuatok
  - Pillar 3: Kelly Falcone
  - Pillar 4: Katy Farrell
- GP Fund Request
- Q&A

Wendy

Guided Pathways Ambassadors Accomplishments

Crystal Figueroa

Veronica Cristellon
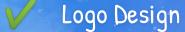
Kory Nokes

Emily Radoff

Aimee Perez

Wendy

Accomplishments

- ✓ On campus presence
- ✓ Logo Design
- ✓ Outreach
- ✓ Social Media
- ✓ Student Input / surveys on Social
- ✓ Collaboration with student clubs
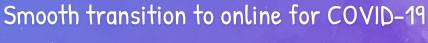- ✓ Pepper Project
- ✓ Ideas for future Ambassadors

- ✓ Regular Student Ambassadors meetings
- ✓ Stickers/Meta Major Names/Table cloth etc
- ✓ Poster Board and Flyers
- ✓ Smooth transition to online for COVID-19
- ✓ New/future project Ideas
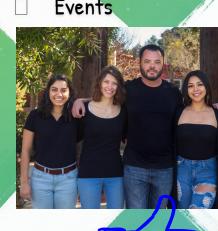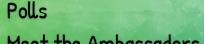
Social Media

- [ ] Polls
- [ ] Meet the Ambassadors
- [ ] Meta Major Names
- [ ] Four Pillars
- [ ] Events

Instagram: @palomar.pathways

Facebook: Palomar Pathways

Gmail: palomar.pathways@gmail.com

Week of Welcome

Palomar Pathways,
Making your college
experience great from
the start!

On Campus Presence & Outreach

Local Adult Schools visit Palomar

Noche De Cultura

Winter Fest

Student Ambassadors' Schools

Leaving SA:

★ Aimee Perez → UCSD or UCR

★ Crystal Figueroa → UC Merced, still waiting for USC

★ Emily Radoff → Cal State San Marcos

Staying SA:

★ Kory Nokes → Cal State San Marcos & Palomar College

★ Veronica Cristellon → Palomar College via France 🇫🇷🇫🇷🇫🇷

Thank You To Our Guided Pathways Ambassadors

Crystal Figueroa

Veronica Cristellon

Kory Nokes

Emily Radoff

Aimee Perez

Wendy

Why Guided Pathways?

Glyn

College is Expensive

The Nation's Challenges

99%
new jobs awarded to workers with some college

7 M
unfilled jobs

12x
cost of college over the past 30 years
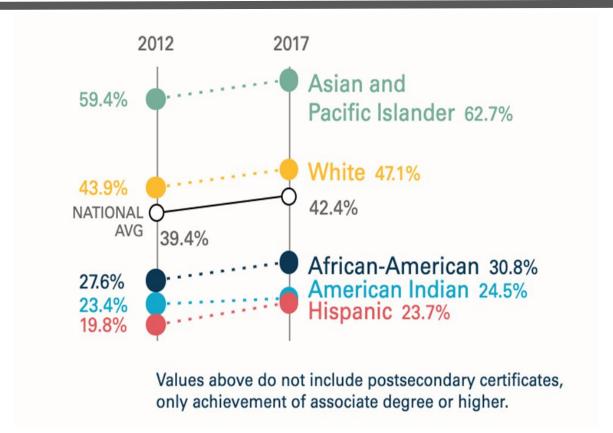
$1.56 T
$1,560,000,000,000
44M Americans w/student debt
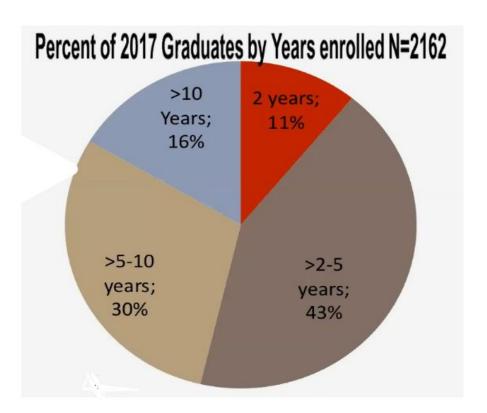
14%
community college students are homeless

13th
U.S. world degree attainment

April 2019, Dr. Martha Kanter, Executive Director College Promise Campaign

Racial Gaps in Education Persist

Values above do not include postsecondary certificates, only achievement of associate degree or higher.

Time to Completion

Percent of 2017 Graduates by Years enrolled N=2162

- >10 Years; 16%
- 2 years; 11%
- >5-10 years; 30%
- >2-5 years; 43%

- 11% got through in 2 years
- 43% in 2-5 years
- 30% in 5-10 years
- 16% in 10 years or more

Time to Completion - 3 years

California Community College
- Computer Science majors
  - 3 out of 439 finished
- AS-T Administration of Justice
  - 24 out of 282 finished

Average Units to Completion

- College A: Students accumulated **160** units.
- College B:
  - Physics, **146** units
  - AA-T Soc, **147.5** units
- College C:
  - Correctional Officers, **98** units
  - Comp Science **114** units
- National Average: **79.3 units**
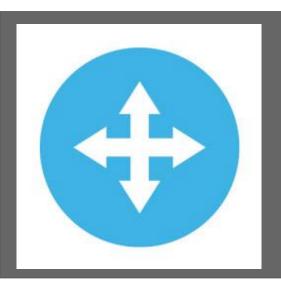- Palomar College: **87** units average

Average Units to Completion

College A: Average units to complete (2016-2017)

Program Name	Number of Certificates < 1 yr	Number of Certificates ≥ 1 yr	Number of Associate Degrees	Mean College-Level Credits for AA/AS
Geology			4	140.81
Engineering			18	139.72
Construction, Energy Mgt	10	3	3	137.08
Social Science			1	134.00
Nursing			56	128.05
Studio Art	1		6	126.47
Computer Application Business	24		5	124.45
Radiologic Technology			18	123.06
Digital Publishing	11	2	10	121.75
Physics			21	121.12
Math			25	118.14
Human Services	30	12	13	116.81
Computer Support	18	2	6	114.29

Save our Students Time and Money

Pillar 1: Clarify the Path

Wendy

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

Progress to Date

- Reviewed the data from the Meta Major card swap activity, college survey, COCI and RPI analysis for commonalities and narrowed down our Meta Major options.
- Decided upon our initial meta-major clusters and sent out a survey to all college employees for feedback and surveyed our community partners
- Used this information to finalize our meta majors and named them Palomar Pathways

Next Steps

- Create marketing materials and an information/education campaign in both English and Spanish
- Connect Support Services to our Palomar Pathways in a systematic fashion.(STEM center)
- Identify the specific pathways; group programs by the difficulty of math required for successful completion and by shared skill sets.

Wendy

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 from ONET is included in the Palomar Pathways Mapper Tool.
- Job placement assistance services were advertised to all students via Canvas
- Work Based Learning opportunities available at completion academy workshops.

Next Steps

- Design and establish career development continuum for students
- Increase cohorts and certificates for pre-apprenticeship and incarcerated population
- Continue to increase WBL opportunities for students in our classes.

Wendy

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

- Degree and certificate maps with employment information ready to launch in the Palomar Pathways Mapper tool
- Website redesign with consultant progressed with plans to include Work Based Learning, Job Placement Assistance, and Employer Assessment.

Next Steps

- Include a welcoming statement on the website
- Create a method to provide appropriate grade level language and translation options on the website.

Wendy

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

- Clear degree and certificate maps were placed into the [Palomar Pathways Mapper Tool](#).
- Degree and certificate descriptions and outcomes were reviewed with students in mind for mapper tool.
- Marketing plan for mapper tool is developed.

Next Steps

- Launch Palomar Pathways mapper tool in June
- Implement marketing plan to inform community of mapper tool.
- Work with CSUSM to create pathways to completion for transfer degrees.
- Identify critical courses for success in each program.

Wendy

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

$2 > -3$
$0.999... = 1$
∞
$\pi \approx 3.14$
$\sqrt{2}$
$+ - \times \div$
5^2
$1 + 2 \cdot 3$
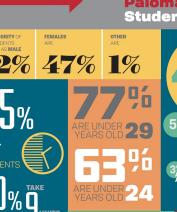$(1 - 2) + 3$
$5(2 + 2)$
$101_2 = 5_{10}$

Progress to Date

- All About Me web site launched with student resources See: https://www2.palomar.edu/pages/ab705allaboutme/
- Math Across the Curriculum Holistically held several events for students and faculty including a conference with the National Numeracy Network

Next Steps

- Align math sequence to Palomar Pathways.
- Continue promoting the All About Me website
- Continue doing projects like MATCH where students and faculty grapple with the challenges of math education.

Wendy

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?
  - We are working on a website redesign with help of consultant that will be easier for our students to navigate
- 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.)?
  - Created Palomar College Student Fact Sheet and disseminated across campus
- 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?
  - Palomar Pathways Mapper Tool includes career information and salaries from ONET will launch in June

Wendy

Pillar 2: Enter the Path

Alex

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 Coach is the selected career assessment tool to introduce to students.
- Career Development Continuum is currently being developed.
- Career Center is currently working on developing a career exploration language to include information on course syllabi.

Next Steps

- Require Career Coach for all new students.
- Implement Career Development Continuum activities through Career Center, Counseling and other support services.
- Launch campaign for career exploration language as part of course syllabi.

Alex

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

- Established and promoted the ME (Math and English) First Program to encourage enrollment and completion of college level math and English courses within the first year (full-time and part-time students).
- Math and English have identified gateway courses.
- Support classes in math and English are implemented.
- Training for faculty teaching support classes are in place.
- Sent faculty to trainings on retention practices annually (CAP).

Next Steps

- Discuss what other gateway courses are supporting Meta Majors/Palomar Pathways?
- Implement additional support for students to meet AB 705 and require students to participate in additional supports.
- Review data on courses with lowest pass rate to identify patterns and interventions for improvements.

Alex

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

- Year 1 of the Math plan is already in place and being implemented. Data is currently being collected to determine outcome.
- Math Across the Curriculum (MATCH) is in place (NNN Conference, PD workshops, etc.)
- Quantitative literacy is integrated into non-math curriculum.
- Developed Math 101 (Bridge to College Math) and will be implemented in Fall 2020.

Next Steps

- Review data with IRP to determine impact of AB 705.
- Math Department will revise the course sequence chart once Meta Majors/Palomar Pathways are identified.
- Work with CTE Transitions, Dual/Concurrent Enrollment and Middle Colleges, and expand efforts.

Alex

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

- Year 1 plan is implemented. English 49 support class has been created and offered in Fall 2019 to support English 100 students.
- 6 Full-time faculty members in math, English, and ESL attended the CAP conference in March, 2020.
- Reorganization/restructuring of tutoring is currently happening to better serve PC students.
- Invited K-12 faculty to attend Community of Practice Workshops.

Next Steps

- Review data with IRP to determine impact of AB 705
- Develop and provide support to students in Writing Center
- Implement a special ticketing system for students in special program such as DRC, EOPS, Athletics, etc.

Alex

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

- Starfish Early Alert team created a plan to roll out to FT classes. Implemented an introduction and training to Starfish Early Alert program to all Faculty for tutoring and referrals only.
- Counseling and Tutoring Services were extended to online and at all college locations.
- Tutoring Committee created a flyer promoting all tutoring services at all campus locations.
- ESL embedded tutoring in Community-Based non-credit classes to support immigrant and AB 540 eligible students.

Next Steps

- Implement strategic plan to increase support for underprepared students
- Create additional non-credit counseling transition/study skills courses in addition to Career Development and College Preparation bridge programs.
- Continue to provide workshops on student engagement/development theories.

Alex

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

- Current Dual Enrollment team include GEAR UP, Counseling, Outreach, and Enrollment Services.
- Funded the annual High School Counselors conference
- CCAP agreement completed with eight K-12 district schools and 2 charter schools.
- MOU with San Pasqual Academy and High Tech North County are completed.
- Outreach Services continues to promote/market/advertises PC programs.
- Hosted high school groups throughout each semester where students receive college orientation, career inventory, and campus tour.

Next Steps

- Establish middle college with high school districts
- Renew CCAPs and MOUs with all high school districts
- Create concurrent enrollment menus for K-12 partners
- Develop activities for engagement with Middle Schools

Alex

Equity Considerations

- With majority of classes still online this fall semester, how do we outreach, contact/connect, and meet with new students to explore career/college options, choose a program of study, and develop a full-program plan specifically students from under-represented group?
  - o Need to develop a "short-term" strategy plan?
- For critical program courses (such as Gateway 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? In addition, how are the current changes affecting the data currently being collected?
  - o Included in *new* PRP process. Data collection??
- 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?
  - o Dual enrollment, concurrent enrollment, middle college

Alex

Pillar 3: Stay on the Path

Kelly

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

- **Starfish Degree Planner**: Counselors trained
- **Degree Audit**: Implemented

Next Steps

- **Degree Planner**: Pilot test with students Summer 20, launch to students Fall 20
- **Degree Audit**: Reach out to students who are nearing degree completion or registered for courses not included in their Ed Plan.
- Provide a way for students to declare/update their major in PeopleSoft.

Kelly

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 information.

Next Steps

- Starfish Degree Planner: Enable student view
- Degree Audit: Enable student view
- Create a student-facing marketing campaign for all the tools newly available to students.

Kelly

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: Available to Faculty
- Reviewed various counseling and career continuums.

Next Steps

- Starfish Early Alert: Enable Student View. Utilize "raise your hand" to connect students to services.
- Create a campaign for Starfish Early Alert use.
- Develop a Counseling Continuum

Kelly

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.
- Example: The Biology Department has developed and implemented a Certificate and Associate's degree option for Pre-Allied Health.

Next Steps

- The Transfer Center will expand resources for students to consider alternative admissions opportunities.
- Work with programs with limited acceptance to identify alternatives.

Kelly

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.
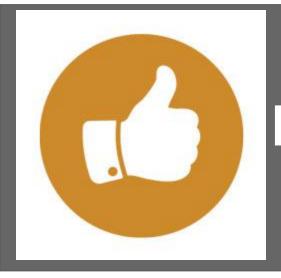
Progress to Date

- AdAstra: analyze class scheduling
- Class Scheduling Task Force created.
- Completion Academy: Departments focus on creating achievable course schedules for a program.
- North and South Centers utilized block scheduling.
- Palomar Makes it Possible Website.

Next Steps

- Utilize AdAStra analytics to make informed class scheduling decisions.
- Focus on Purposeful Class Scheduling: Continue to focus on how classes are scheduled to support student completion.

Kelly

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 on equity and diversity and utilizing culturally responsive practices (i.e. CORA)
- 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.
  - Utlize StarFish Early Alert to connect students to the resources.

Kelly

Pillar 4: Ensure Learning

Katy

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

- Massive review of program SLOs in spring 2020. Of the 603 total program outcomes, 271 were created or revised this semester.
- Faculty also aligned course outcomes to program outcomes to ensure learning.

Next Steps

- Continue tuning SLOs and aligning course outcomes to program outcomes.
- Align GE requirements to College Learning Outcomes - GE/ILOs

Katy

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

2018-2019 to 2019-2020 PD comparison:

- 1,798 hours to 5, 289 hours completed on Online learning, Canvas, Zoom, and/or COVID training.
- 736 hours to 857 hours completed on equity, diversity, bias, and/or accessibility.

Next Steps

- Continue offering and expand PD opportunities
- Create learning communities focused on Pillar 4 themes.

Katy

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

- Palomar Work Based Learning Team - connect curriculum to careers and real-world experiences.
- Strong Workforce Initiative
- WBL activity tracker

Next Steps

- 5 WBL coordinators by division starting in fall 2020
- Get support with WBL Here!!!

Katy

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

- Course and College Outcomes loaded in Canvas and instructional materials created.
- Spring 2020 Course to Program Mapping Project. Workshops offered and instructional materials created.

Next Steps

- More PD on how to use Canvas to assess learning outcomes, **communicate to students**, and capture data for program review
- Use course assessment results to assess program learning outcomes
- Align GE/ILOs to general education curriculum

Katy

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

- College Outcome GE/ILO Quantitative Literacy/Reasoning Assessment in Spring 2020. Over 700 students completed assessment to date.
- Spring 2020 mapping project. Assess program outcomes by aligning and assessing course outcomes.

Next Steps

- Share results of quantitative assessment in Fall 2020. Use findings to address gaps in equity and created targeted professional development.
- Assess Written Communication outcome in Fall 2020.
- Use assessment results to inform Program Review

Katy

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

Progress to Date

- Selected and activated the eportfolio software, Portfolium, in Canvas.
- Developed instructional materials and offered first Portfolium PD workshop in May 2020.

Next Steps

- Publicize Portfolium to college and offer more training in Fall 2020.

Katy

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.
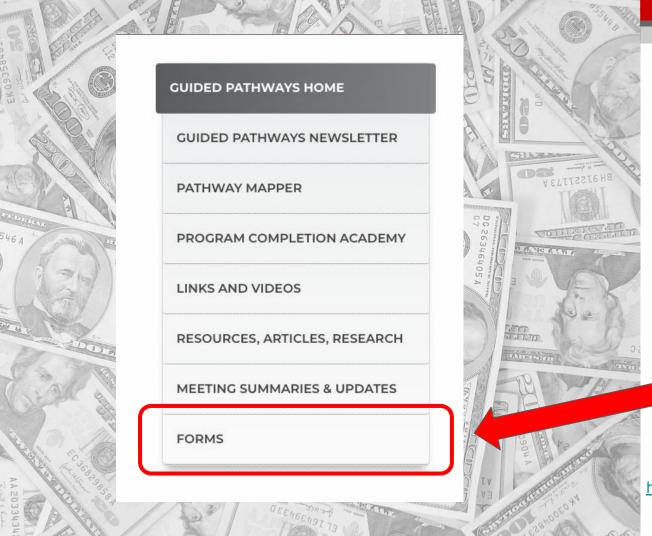
Progress to Date

- Community College Equity Assessment Lab (CCEAL) research study conducted in 2017. Palomar participated in the study. Results available here.
- 2018 Community College Survey of Student Engagement CCSSE

Next Steps

- Review CCEAL and CCSSE results.
- Implement CCEAL recommendations to offer comprehensive PD to address validation, sense of belonging, culturally relevant teaching, micoraggressions, and intrusive practices, etc.

Katy

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; implement CCEAL results
- 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. Decolonizing the Syllabus, Webinars on Racial Equity Online, M2C3/CORA
- 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)?
  - Faculty/Staff Learning Communities, e.g. Critical Race Theory Book Club, Spring 2020
- 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?
  - Evolving PRP process and assessment of college outcomes GE/ILOS - identify equity gas

Katy

GUIDED PATHWAYS HOME

GUIDED PATHWAYS NEWSLETTER

PATHWAY MAPPER

PROGRAM COMPLETION ACADEMY

LINKS AND VIDEOS

RESOURCES, ARTICLES, RESEARCH

MEETING SUMMARIES & UPDATES

FORMS

Do you have a project that can help us reach our GP Goals?

Submit a Request for Guided Pathways Funds

https://www2.palomar.edu/pages/pathways

Kelly

THANK YOU!

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