Guided Pathways Taskforce Meeting

March 8, 2019 | 9:30 - 11:30 am

www.ohlone.edu/gp

Attendees: Isabel Reichert, Yvonka Headley, Dennis Smith (student), Philip Quijano (student) David Topham, Kathleen Schoeneker, Emmanuel Garcia, Katherine Michel, Andrew LaManque, Min-Hoa Ta, Sobia Saleem, Shane Blau, Eva Mungia; Sara Goldware (notetaker), Jesse MacEwan (Ex-officio)

Absent: Carrie Dameron, Iman Mahmoud (student), Kevin Black (student), Ghada Al-Masri

Agenda

- Debriefing Leading from the Middle Conference
- Student Experience: intake, deciding what courses to take/planning your program

Leading from the Middle Presentation - Link to Presentation

The Leading from the Middle Team (E. Garcia, S. Goldware, S. Saleem, K. Schoeneker, G. Al-Masri) presented about their experience at Leading from the Middle, a leadership development cohort led by the RP Group. Key outcomes the team is working on learning include:

- Apply research and evidence to make informed decisions that advance institutional change efforts
- Strengthen capacity to prioritize and lead departmental, institutional and other changes through the process of evidence-based inquiry:

As an example of the type of work the team did, they presented the following information (data from Cal-PASS Launchboard, Student Success Metrics):

Fall 2017 - there were 348 African American Students enrolled at census, in Spring 2018 - just 218 of those students remained (62% persistence rate).
What happened in Fall 2017 that caused this to happen? - 114 African American students earned no units (33%). If we want to do something about degree attainment, we need to make sure that students persist. What might contribute to such low momentum and persistence? Research tells us that attendance, student mindset matter, and faculty affective present matter. We can design interventions or provide training that affect these things.

Lagging Indicators are our BIG GOALS (Ex: Higher completion rates for African Americans)
Leading Indicators are under our control – these influence our lagging indicators (ex: persistence/affective presence and attendance)

We need to work backwards from our lagging indicator (big goal) to try interventions and see how they affect leading indicators.

The data presented is just an example of how we might think about focusing on 1-2 data points to design our interventions. It does not need to be this data, but we should be thinking about leading/lagging indicators when we design interventions.
Research tells us these matter...

- Attendance
- Student mindset
- Faculty affective presence

Planning process

1. Identify leading indicators for all lagging indicators
2. Repeat until we find indicators that operate over short time frames and occur often
3. Set criteria on which to evaluate interventions that will affect low level leading indicators
4. Choose a few research-based interventions and implement college-wide

There is agreement that it is important to try interventions college-wide, but how do we find time to do activities with the whole college? Could this happen on fixed flex day?

Isabel shared that we need to make sure to focus on issues outside the classroom in addition to issues in the classroom--this is what students are saying they are struggling with
Student Experience - Counseling (Jennifer Harper and Yvonka Headley)

Basic Process:

Outreach - high school events at the high schools and at Ohlone, festivals, employment events, etc, college nights, on-going counselor support of incoming freshmen, Freshman Days

Application- students apply through CCC Apply (application workshops done at the high schools)

- This is when students have to choose a major (170 choices)
  - Question: Is there a reason why we don't have an “Undecided” major?
  - Answer: There used to be, but there were financial aid implications (can only change your major so many times) and issues related to funding with SSSP. There are the options of “Transfer CSU” and “Transfer UC”, as well as “Personal Development” and Letters and Sciences
  - Concern that we can’t use the data as it is because we know students might just choose something that is first, etc rather than being able to use that to actually help connect students with the correct faculty, etc
  - How could Meta Majors help this?

- Over 90% of the students at application workshops, etc say they are here to transfer, not necessarily for a degree or certificate

- Timeline - If we want to have meta-majors in the application for Fall 2020, we need to have them finalized and in the application by February 2019
  - Want to ID the final names we want to go with by the end of this semester
  - At Learning College Week activity, faculty can put their programs under the meta major they think it belongs with

- CCC Apply is being redesigned to allow students to pick a Meta Major and then pick a program of study within that

Placement - This is changing with AB 705, counselors provide English and Math placement support and course planning, special support given for ESL students (placement, orientation, counseling)

Freshman Days (May) - 500-700 students and parents - Orientation happens here - students get help figuring out their classes and register for Fall semester - could we be doing more events like this?

General Orientation - Through SSSP, Orientation is mandatory for matriculating students. Orientation happens online or in-person, counseling at orientation include major/interests,
work hours vs. study hours, course planning (initial Student Education Plans), registration support

Initial Student Education Plan (iSEP) includes one semester of courses - full plan includes educational goals.

<table>
<thead>
<tr>
<th>Degree applicable units completed to date:</th>
<th>Transferable Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 10A</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Math 113</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>COST 131</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>BA 105A</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>14.0</td>
<td></td>
</tr>
</tbody>
</table>

| SPRING 2023                                |                    |             |
| ENGL 10C                                   | 3.0                |             |
| Math 147                                   | 4.0                |             |
| BA 102B                                    | 2.0                |             |
| BA 125                                    | 2.0                |             |
| Ass 3A - Art                              | 3.0                |             |
| TOTAL                                      | 16.0               |             |

| SUMMER 2020                                |                    |             |
| Ass 5 misc lab                             | 3.0                |             |
| TOTAL                                      | 18.0               |             |

If student’s goal is to transfer, that goal will be considered before a degree (sometimes it aligns and sometimes it does not). They would not earn a degree if they do not complete their GE classes here - they can just complete the major requirements to transfer. There are also different requirements for different types of transfer institutions (UC, CSU, Private, etc) which means that each student ed plan could look very different even when their major is the same. Software/tool would be very helpful in this, but there isn’t the perfect solution yet.
We might be doing a small pilot in the fall with Degree Planner, which can integrate with Colleague - but this might only do about 50% of what we need.

It may be clearer to talk to students about transferring to earn a Bachelor’s Degree (rather than transferring to a 4 year institution) - because it almost always takes more than 4 years

Key Student Considerations in Student Education Planning

- Educational goal
- Major (or undecided)
- Transfer/degree requirements (varies by institution)
- Unit Load
  - Consider work, time requests, outside commitment
- Campus choice/transportation

With these, counselors are also considering: articulation, course offerings, degree/certificate options

Curriculum and Scheduling maintains the Degree Audit system that we have in Colleague - but it is still a manual process. Not all students have officially declared their major, A&R might need to still look at transcripts, etc. IT just purchased a software that allows them to do audits automatically for students that have done ALL their units at Ohlone.

Program mapping is really important to the GP process - need to be clear on when courses are offered and how that relates to a student’s ability to complete their program

Other Counseling Services:

- Transfer planning
- Degree and certificate planning
- Career and academic major guidance
- Personal counseling
- Personal Development classes
- Early Alert follow-up
- Workshops - study skills, how to choose a major, stress management, goal setting, self-esteem, transfer

Counseling PIO from a year ago was to find out who is not using their services and what the barriers are. In Fall of 2018, there were 768 enrolled students who have not used counseling services (not including Orientation). Approximately 650 of those appeared to be new students or just in one semester.
Jennifer also shared some Counseling data:

COUNSELING DATA

- **cSEPs**
  
<table>
<thead>
<tr>
<th>Term</th>
<th>Students Needing Services</th>
<th>% Served at Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 2017</td>
<td>4915</td>
<td>65%</td>
</tr>
<tr>
<td>SP 2018</td>
<td>4018</td>
<td>73%</td>
</tr>
<tr>
<td>FA 2018</td>
<td>3963</td>
<td>68%</td>
</tr>
</tbody>
</table>

  Students obtained ≥ 35 transferable units, or been at Ohlone for ≥ 2 or more semesters, not dual-enrolled, consortium, degree, and/or ND students.

- **Personal Development (PD) – College Success Classes:**

<table>
<thead>
<tr>
<th>Term</th>
<th>GPA</th>
<th>% Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 2017</td>
<td>2.3</td>
<td>95%</td>
</tr>
<tr>
<td>NOT IN</td>
<td>2.7</td>
<td>88%</td>
</tr>
</tbody>
</table>

- **Students on probation:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Semester Headcount</th>
<th>Probation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 2018</td>
<td>8556</td>
<td>947</td>
<td>11%</td>
</tr>
<tr>
<td>SP 2018</td>
<td>8113</td>
<td>975</td>
<td>12%</td>
</tr>
<tr>
<td>FA 2017</td>
<td>9065</td>
<td>1046</td>
<td>12%</td>
</tr>
</tbody>
</table>

New students who take a PD class have higher GPAs and higher persistence rates.

Counseling is prioritizing this semester discussing how to shift their services with Guided Pathways in mind.

**Next Meeting**

- AB 705 Update from Jesse
- Debriefing ASOC and ICC Presentations
- Student Experience - getting help with coursework, faculty office hours, tutoring, special programs
- Learning Communities
- Please let Isabel know if you think something else needs to be on the agenda for 3/22