



Guided Pathways Completion Team Conversations: Findings and Recommendations

Executive Summary:

The Completion Team--one component of the overall Guided Pathways initiative-- focuses on the goal of providing each student with relevant and timely academic and non-academic supports, which are seamlessly integrated into the student experience. The Team is composed of representatives from various departments, including Counseling, Career Education, Library, Academic Support, Special Programs (EOPS, CalWORKs), Basic Needs, Communications, STEM, English, and a student representative.

To build understanding across campus and collect input to shape Gavilan's Completion Team model, conversations were held with all 10 instructional departments and five student service departments from Spring 2020 to Spring 2021. Some of the conversations were held with entire departmental groups, while others were with individual faculty representing instructional programs. All conversations were facilitated using a Guided Pathways framework. The discussions yielded some important recommendations and surfaced many outstanding issues which needed further conversation and resolution.

The recommendations include:

1. Implement Coordinated Care Counseling model beginning Fall 2022.
2. Establish El Centro, with its integrated whole student service model.
3. Leverage Data to Develop Equity-Minded Practices and Practitioners
4. Develop and distribute an integrated student services calendar.
5. Integrate academic support into instruction, particularly in gateway courses.
6. Establish Success Teams for every Career and Academic Pathway (CAP).
7. Provide Professional Learning for Success Teams

The Timeline and Next Steps will include:

Fall 2021

Completion Team concludes the work of drafting the findings and recommendations and begins presenting them to campus community.

Spring 2022

Completion Team will participate in the Guided Pathways Summit session connecting CAPS with Support Services. Discussions around structuring Guided Pathways and the coordinated care model receiving further feedback as we move toward full implementation in Fall 2022. Co-Leads, Carina Cisneros and Denise Besson, will visit Department Chairs, Senate, and other committees, such as Equity and Leadership Council, to present the team's findings and recommendations.

Fall 2022

Gavilan College launches Guided Pathways




Background:

Gavilan College's Guided Pathways effort has used focused work teams to advance our transformation. The Completion Team is focused on *providing each student with relevant and timely academic and non-academic support, which are seamlessly integrated into the student experience*. In Fall 2020, the team laid out a plan for how to implement a completion team model at our college. The Team agreed that the best approach moving forward was to have conversations across campus that could share information about the completion team concept and hear about participants' ideas about applying this model at our campus.

Method:

We used an appreciative inquiry approach to engage in conversations with every instructional and student services department on campus about large-scale changes and means for identifying challenges, changes, and concerns.



Departmental Conversations were completed between Spring 2020 and Spring 2021 structured and guided by the seven components of a completion model: Academic Support, Counseling, Career Exploration, Peer Support, Financial Aid, Data (Access to and use of) and Division Dean.

At the same time, we explored and learned about other college completion models, including Santa Rosa Junior College's structure of Student Success Programs around four main goals. Students should (1) be invited and welcomed, (2) be guided and supported, (3) be engaged and empowered, and (4) succeed and complete a certificate, degree, or transfer. 

Findings:

The Completion Team conversations revealed seven next steps the college can take to provide each student with relevant and timely academic and non-academic support, which are seamlessly integrated into the student experience:

1. Implement Coordinated Care Counseling Model

- Ensure that every student has a designated Counselor connected to their Career and Academic Pathway
- Develop a student friendly communication plan for all  Career at Academic Pathways (CAPs) that facilitates  a clear "hand off" between onboarding and success teams.
- Provide high-touch support at key momentum points: 15 units, 30 units, 45 units, 60 units, 75+units; English and Math course completion
- Early connect with varying levels of support available (High, Med, Low)
- Implement recognition for student milestones and benchmarks achieved.

2. Establish El Centro with Its Integrated Whole Student Service Model

- Centralized program providing career, transfer and basic needs services. An integrated approach to comprehensive student support.
- Provide referrals, outreach and connection to community services.
- Facilitate and publicize CAP-specific events (transfer, alumni speaker series, resume writing, etc.)
- A hub for all support services to live in central location (student portal or iLearn/Canvas)
- Facilitate student engagement with support services

3. Leverage Data to Develop Equity-Minded Practices and Practitioners

- Develop a campus culture of equity-minded practitioners. An equity-minded individual is one who understands the importance of holding ourselves accountable for closing equity gaps and engaging in equitable practices. Equity minded practitioners view the elimination of inequities as

an individual and collective responsibility and who can reframe inequities as a problem of practice

- Develop a Data Coach model which equips pathway teams in the collection, analysis, and understanding of racial equity data, and to have conversations on disproportionate impact with program faculty and staff.
 - a. Use Tableau to develop discipline specific data dashboards for each department and pathway. Include: # of students, units earned in major, retention, success, completion

4. Develop and Distribute an Integrated Student Services Calendar

- Create an integrated two-year calendar with critical student services dates (registration, NRS, deadlines, release of class schedule, academic standing notifications, outstanding balance holds, drop for non-payment, canvas shell deadlines for student success guide).
- Develop a student calendar for transfer students and career-path students.
 - o Identify key dates: meet with counselor, develop Ed Plan, complete financial aid application, graduation petition, transfer application timeframe, prepare to graduate, etc.

5. Integrate Academic Support into Instructional and Student Service Model

Academic support is most successful when it is integrated into the curriculum. Some examples of this integration include collaborative support planning between instructors and academic support staff; scheduled classroom visits; embedded tutors; and academic support contacts that are facilitated and encouraged by course instructors.

- a) Implementation of Starfish software will facilitate integration of academic and student support.
- b) Training on equity-minded practices that facilitate integration of student support

6. Establish Success Teams connected to Career and Academic Pathways (CAPs)

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- Mental Health First Aid
- Technical Learning
- Establish understanding of clear connections between student support and course completion;
- intentional outreach and education campaigns
- PL about best practices in learning assistance and integrating academic support into instruction.

Division deans should facilitate and support CAPS to ensure adequate resources, program viability and course scheduling patterns meet student needs.

Included in the Success Teams are the following:

- CAP Counselor
- Peer Mentor
- Financial Aid Liaison
- Academic Support for each CAP
- Career connection – needs to be developed
- Dean – facilitate coordination and supports CAPS to ensure adequate resources, program viability and course scheduling patterns meet student needs
 - o Special Program Counselor –AEC, Athletics, CalWORKs, EOPS, PUENTE, MESA, etc.
 - o Foster Youth, Undocumented, Formerly Incarcerated other staff Liaisons

Success Teams should develop student friendly communication for all CAPs from onboarding to completion. Division deans should facilitate and support CAPs to ensure adequate resources, program viability and course scheduling patterns meet student needs.

7. Provide Ongoing Professional Learning

Developing a campus culture of equity-minded practitioners requires ongoing professional learning. An equity-minded individual is one who understands the importance of holding ourselves accountable for closing equity gaps and engaging in equitable practices. Some examples of foundational professional learning would include:

- Technical Learning
- Mental Health First Aid
- Establish understanding of clear connections between integrated student support and course completion.
- Establish a central repository of best practices in learning assistance and integrating academic support into instruction
- Understand the importance of career connection

Further Conversation Needed:

To keep the scope and work of the Completion Team to a manageable level, the team recognizes there are a couple areas that necessitate further conversation before a formal recommendation for scaling can be developed.

Career Exploration

Career exploration and connection within each CAP is essential to increasing the success and completion rates of all students. We have STEM and CTE programs supported by supplemental grant or categorical funds that have achieved several best practices for career exploration in their curriculum and/or pathway. There is a separate Guided Pathways workgroup currently exploring this aspect of our guided pathways efforts in conjunction with the transition of the Career and Transfer Center evolving to El Centro for greater integration of career and transfer services.

First Year Experience

The idea of a First-Year Experience (FYE) course for every CAP was considered as an option for providing a common experience to entering students with career exploration and orientation to academic and student support. This idea requires further exploration and conversation. Currently, we have GUID 6 as our current version of FYE for a general first year student. In addition, GUID 1 is a career focused option. GUID 6 could be an option for pathways that do not have their own FYE.

Next Steps:

1. Co-Leads, Carina Cisneros and Denise Besson, will visit Department Chairs, Academic Senate, Leadership Council, Equity Committee to present the team's findings and recommendations.
2. Completion team works on supporting implementation of all recommendations to realize the goal of supporting all students through completion.