Guided Pathways

8/29/2017 RETREAT

GUIDED PATHWAYS CORE TEAM

TYPE OF MEETING:	RETREAT
FACILITATOR/CHAIR:	Ann Buchele
COUNCIL COORDINATOR:	Amber Vore

Agenda:

Recap Institute 5

Action	Presenter: Katie, Ann, David, Stacy, Jenny	
Quick recap of take-aways **Complete Action Plan for Institute 5**	David: LBCC may be in culture of negativity, but we are above most people's experiences, we are doing well. Stacy attended workshop with great process guide, thought it was good to use instead of start from scratch. As we look at first area, need to look at state vs local data, our community has gotten much larger as programs have improved. Many think process is already too long, need to balance that with information needed so we don't miss having program ready when students want it.	

Decide on Program Map Design

Action	Presenter: Katie	
Discuss Options and Make Decision	Can we have both available? That way students pick the one that works best for them. Did we try screenreader on the graphic? Not tested yet. One of the goals is to see the big picture, the "road" helps you see the big picture a little easier and click into more detail. Allows offshoot of options easier (event driven changes). Struggle with "road" because want to see the detail, feel like that is easier on the linear one. Way to print easily the term schedule and description of courses. (Put in Plain text version you could print) Right now, can't open all the course descriptions (overlap). Currently not tied to the catalog, would like to do this in the future so changes in catalog are captured. Should we look at how we are branding all of this?(whole package of LBCC). "Road" looks a little cluttered right now, should be relaxing. Need way to adjust what we label each term (not all start in Fall). Would be nice to get student input on which is easier for them. Hope each image has usability (like the Apply to OSU actually took you to the link). Keep the events off to the side as a detour so they don't look like it is a whole other path. Worry about what might happen and capability to help students who come in at different points. Worry about other departments wanting to add a lot to the map - but Guided Pathways determines what is included. Worry about how to maintain and sustain. Need to accept that we will need to change and update it every 4 years. Vote was almost unanimous in the visual "road" as the one to use.	

Program Mapping

Action	Presenter: Katie and Rob	

Course Demand-what we found	There weren't a lot of surprises as looked at data. Disconnect between what students want to do and what instructors and advisors want them to do (course that doesn't fill and only offered once, but are on 12 maps). Don't have capacity to offer as often as instructors believe it should be. Need to look at "what do we REALLY want students to take?" Number of situations where courses are important, but instructor weight differently (Need to take Shakespeare but don't care which Shakespeare course you take). Almost all maps have WR 121 first term, don't have capacity. (Same as PE 231) Spanish is on almost on no program map, but we offer a lot of Spanish (it is a Bachelors degree requirement but not Associate) so it is evident students are looking ahead. Our data shows WR should be taken in first term.
Create a process to facilitate finalizing "pilot" maps	If we get maps we are happy with, need to get info into database we can update as needed. We have program maps and 1st term guides-shouldn't differ, but they do have information on one that isn't included on the other. AS advising guides (vetted with OSU) need to match others, but may have additional info. Also have catalog, but this is static. Idea is to build database and then double check info with the catalog. Need to also include degree runner. Banner pulls courses from catalog, not programs. Team will be Lara, Justene, Gabe, Sonya, Sally (as needed). Team will determine database that will be central location. (Will give more direction and timeline later) Will save a lot of time to have it be not all manual now. Need to look at where are all the places students go to check what courses they need (degree checklists). Different programs may have created their own too. The notion that every student comes in and is ready when we want (fall) is wrong - a computer could help redo the student's schedule easier. Bulletins and Ed Plans need included also. List feels overwhelming, AAOT needs a lot of work because so many choices, should they start with this program?
	When it comes to choices/electives, what do we want the map to show? Often students are overwhelmed by choice, so might help to see only 1. Should we ask students? Showing more than one helps see how to pursue different outcomes of the same program. Also, allows it to make sense and work if a course is full or isn't offered during a term. Way to indicate to student that they should talk to advisor about which course may be better for them at that point. Map has 1 but has astrick that when you click on it, it lists all the other options. We are trying to help the student not be overwhelmed by 36 choices. Problem with Gen Ed is that you can't choose anything, because some courses may work in one area but then not work in another if it was already taken. Need to make sure we keep student connected to advisor and not have this take the advisor's place. If this becomes too adaptive and used, it basically becomes a degree audit, which we already have. Pathways should meet a different need. Which students really want to see whole list? The ones who have to make courses fit schedule (advisor should help with this). Voting was that we should show an OR option.

Update on Advising/Meta Areas

Information	Presenter: Leslie	Document - list

Update on progress in advising	Meta team kickoff meeting in September. Working on how can this start while still working on infastructure. Once we have Metas, next step is where can we have common curriculum. Advising Center is separate entity from new Advising group.

Discuss how to process with defining core curriculum

Create a Presentation for Inservice

Discussion	Presenter: Ann	

Who and what?

Things to share in Inservice:
- Reminder of overall goal
- Details regarding program maps (How will they impact you?)
- Details and impact of Meta majors
- What is in it for the students?
- Everybody on the core team stand's up "find your way to these people if you have questions"
- Something interactive – another game, poll everyone (polls on phone)
- Some kind of input from students to underline the importance of GP (student videos?)
- Where we are with program maps and why they are important
- Overall GP basic concepts and why we are doing it
- Advising advising advising and why it matters (Meta majors, advising center, DG, advising guides, advising technology like degree works)
- A brief history of GP and LBCC (done interestingly)
- Meta majors and meta teams
- Timeline for future projects in interesting and motivational way
- How everyone contributes – from faculty to administrator to front line staff to business office to HR to facilities. Examples in each
- Virginia's dance on guided pathways
- Success stories of GP so folks know why we are doing this
- Reassurance that GP is not a hot trend that will fizzle in 2 years like FOE or ATD
- Our stats and why we are choosing to address our challenges through GP
- What we have done so far
- Elevator speech explaining GP
- What's coming next and order
- Maps (demo)
- Why we are doing this
- Institute updates
- Timeline (past, present, future)
- How many people have worked on it (have them stand)
- Look to the future (common core)
- Wrap other projects into GP (program outcomes, pipeline)
- Why the GP (value to college and students, higher retention, higher transfer, national recognition)
- Major facets (meta majors, program maps)
- Progress to date (meta, map designs, data for maps)
- What is the point
- An example of how a map works
- Why should CTE care (CTE is a good model for rest of college)
- Why are we doing this…for students
- Timeline and milestones
- Vision and definition
- DegreeWorks project
- Institutional change (all about building buy-in, show leadership)

Complete Scale of Adoption Questions

Discussion	Presenter: Ann	

Additional Notes:

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Oregon Pathways Symposium (October)

Elizabeth Cox Brand -

Great! Right now I can tell you that their time would be needed for the afternoon of October 19th and that the symposium is being held at the PDX Sheraton. It would be great if they came prepared to talk about their experiences with implementation thus far and then I envision a Q&A with the audience.

Let me know if the OSSC can cover mileage for the faculty or other expenses associated with their participation.

Thanks again!

As part of Day one of the symposium (October 19) I'd like to have panels of practitioners who are currently in the process of implementing guided pathways – faculty, instruction, & student services. Would LBCC be willing/able to have representatives on each panel (and 2 or 3 for the faculty panel)?

Following up on my report during last Friday's OPC meeting, here is more information regarding the October 19-20 Oregon Pathways Symposium – please share this with your faculty and staff:

Thursday, October 19th: Guided Pathways Overview with Rob Johnstone – a broad overview of Guided Pathways targeted at those who may not be familiar with the framework; potential break outs for "birds of a feather"- Q & A with colleagues from other colleges who have implemented Pathways.

Friday, October 20th: Introduction to the Community College Research Center (CCRC) Guided Pathways Readiness Assessment with Hana Lahr, CCRC Research Associate – Hana has worked with the 30 colleges in the AACC national pathways institutes to complete the assessment and will walk our college teams through the assessment including why it is important, what colleges can expect regarding analysis and follow-up, and how the information will be used. It is the recommendation of the Oregon Student Success Center (OSSC) Steering Committee that all Oregon community colleges complete the assessment in Fall 2017 and teams will have until Thanksgiving to submit completed assessments (it will not be completed as part of the symposium)

It is recommended that each college bring a team of 5-10 people both days of the symposium. Recommended team members include: president, vice presidents of student services and instruction, deans (CTE and transfer), advising director, registrar, faculty (program chairs and dev ed), IT, and IR. A web registration will soon be developed so you can register teams.

Space is currently reserved for the symposium at the Chemeketa Center for Business and Industry, 626 Liberty St, Salem, OR. Other locations are under review, however, to allow as much space for teams as possible. More information will be forthcoming as it is available.