Guided Pathways workshop notes: March 1-2 Oakland

1. Panel Discussion
   a. Colleges are diving deep into their data. They 'chunk' their data into categories.
      i. Intake data – placemen, MMAP, dual enrollment. Trends in 1st time students completing matriculation processes (assessment, orientation, Ed plans, counseling).
      ii. Support services data – tutoring, writing center, library,
      iii. Momentum – transfer level math and english achievement
         1. Disaggregating English/Math completion by major: are there differences in completion rates for business majors vs STEM vs. LA, etc.)
      iv. Momentum – 15 units achievement in major
         1. Disaggregated by major
   b. We look at a lot of course level data – need to shift to program level data.
   c. Equity – Do we really provide equitable access to resources for all students.
      i. Can we bring matric steps to the high schools?
   d. No pilots – implement at scale. Learn by doing, study impact, tweak and improve.
      i. No programs/courses cut. This is a redesign.
2. "Early Wins" and getting started
   a. Make reasonable expectations – what can you accomplish by June 2018 (approx. 12 months – not counting summer)
   b. Faculty can either be a 'headwind' preventing change, or a 'tailwind' pushing change along.
      i. Begin the discussions about META majors.
      ii. SF City college META Major Map : https://www.ccsf.edu/en/educational-programs/cte.html using data and graphics for students about jobs, earnings, potential careers, etc.
   c. Student support services – STARFISH has been essential to closing the loop, communicating among counseling and other student support services.
   d. Many colleges did deep data dives to begin. Conducted student centered research – focus groups and surveys to supplement quantitative data. Meet the voices behind the data. Skyline Student Focus groups: http://www.skylinecollege.edu/metamajors/assets/documents/Skyline_Students_Voice_Their_Perspectives_MD.pdf
      i. Colleges had focused conversations about the data points, student voice.
      ii. Do a front door analysis – members of our committee need to experience what the students experience at each step of the way.
         1. Do any English classes require papers about 'why go to college' or 'why choose Merritt?'
      iii. Begin with the end in mind (outcomes) transfer, completion, reducing time to completion (TTC) and cumulative units. This requires also looking at persistence (or lack thereof).
      iv. Bring CCCCO to flex days. Career Ladders Project (CLP) can recommend speakers or facilitators for any step that you need help with.
3. Answer the hard questions:

a. Will my course be cut? Answer: Determine what major(s) the course can be part of. Pathways can help to highlight the course and increase enrollment.
    i. Some classes are underutilized and hidden.