

## **Guided Pathway Academic Support and First Year Experience**

**Thursday, October 3, 2019, 12pm-1pm, room: 9-123**

Attendance: Mary Ho, Carol Rhodes, Matais Pouncil, Ada Ocampo, Ariela Villapando, Nimsi Garcia, Jeanette Linares, Yesenia Mercado, Nadya Sigona, Cathy Lipe and Jose Zelaya

Notes:

### Reviewed Data from PRIE (in file)

- 1200 new to Canada every fall. Spring less 550 > where we need to focus most of effort is in fall but keep in mind of the spring
- 90% PT combination – all students new to campus
- Can't tell if Promise students are reflected in the data? Missing 300
- PT – anyone less than 12 units
- Most of students are First Time to college when arrive to Canada
- First time transfer – older age

### **Question to working group: If we are designing a FYE who are our first year students?**

- First time student here
- Never before enrolled in college and Canada
- Look at where they are entering from
- Re-entry – should also count as first time students, environment they are entering
- First year experience – once they enter are considered first-time, example given was STEM program, once students enter the program, regardless of when they entered Cañada College (example: STEM)
- First time students should align with Promise first time students?
- PRIE –what is the definition of first year? What is the definition of first year student college wide?
- Redesign of CRM , any of students who is filling out an application for the first time, have them go through FYE
- Any students regardless should be part of FYE-will be opted in and they the option to opt out.

### **Question to group: What does first time students really needs?**

- First time ever and re-entry looks different.
- Counselor – First time at Canada present students with a set of tools, regardless if they are coming from another institution.
- Each Pathway should have expert counselor.
- Should first-time transfer students take transfer essential course?
- Intention: design for first time students – align with what we already have so we don't use a lot of new resources
- Implementation should align with definition and resources.

### What is the content and what will they be participating?

- Academic counselors
- Need to know student services
- Know all learning communities
- Connect to cohort
- Connect to Interest Area cohort
- College policy > college success class online
- Pair cohort with college success class
- Financial Aid
- Orientation offered both online and in person – what information is given at orientation > should be on-going
- Cohesion with orientation and COLTS Con (embed student services and academic support) Successful: Sally doing counseling at COLTS Con
- Student Voices data – Career 137 cohorted group as part of interest area (roadblocks: not enough counselors to support this).
- Career 401 & Career 107 = College Success
- Career 137, not easy course, make optional, can make modify content for interest area groups (integrate speakers)
- COLTS Con program offered throughout the year
- FYE Series of workshop that help first year student, navigate canvas, transfer workshop – build into cohort
- Puente is an important model
- Cohort in English classes

### Questions to investigate before next meeting:

1. First time transfer student – college credit elsewhere, some college experience
2. We need more information on who are transfer students, assumption made that they are not within the district. Is this correct? Where are they coming from?
3. What is the success rate for online only? Question for Student Services? and online only and came to campus to use services?
4. A student who is first-time compare taking online vs. in person?
5. Are students with a majority of classes online and fall as online students?
6. Find out from PRIE what is the definition of first-year student or if there one?

Miscellaneous:

Student Voices data – review and integrate feedback (review finding #4)