Guided Pathways

Flex Day - August 13, 2019
What work have we done?

What is our purpose?

Where do we go from here?

How does this connect to my work?
Cañada College Guided Pathways Journey

Spring 2018
- Kick-off
- Key concepts
- Examples shared

Fall 2018
- Inquiry phase
- 3 work groups:
  - Business Process Analysis (BPA)
  - Meta Majors
  - Student Voices

Spring 2019
- Student voices heard
- Interest Area “sorts”
- Program maps started
- BPA process map

Fall 2019
- CRM Phase 1
  - Program Mapper completed
  - FYE, Career Exploration, Academic Supports aligned to Interest Areas
  - Success Teams designed
  - Data coaches trained

Spring 2020
- CRM Phase 2
- FYE launched
- Fall 2020 course schedule optimized for program completion
- Online optimized

What is a CRM?
## Defining the work

### October, 2018 FLEX DAY (QFE)

- AB 705 Implementation
- Academic Pathways
- Basic Needs Barriers
- Business Processes
- Course Schedule
- Job Placement
- First Year Experience
- STEM Center
- Student Voices
- Barriers to Transfer
2018-19 Work Teams...

- Business Process Analysis (BPA)
- Steering Committee
- Academic Pathways
- Student Voices
Business Process Analysis (BPA)

Purpose:
To improve the student onboarding experience by analyzing and mapping the steps from application to registration.

Accomplishments:
• Identified error-prone points in process
• Reviewed and revised several student communications
• Imagined and mapped “dream” process
• Developed initial communication process maps for CRM

Questions for further inquiry and explanation:
How will this work continue to inform CCCApply modifications and CRM implementation?
Academic Pathways

**Purpose:**
To confirm Interest Areas and program maps, determine where each major is housed, and expand best practices for students to explore their interests (First Year Experience model, career exploration opportunities, etc.).

**Accomplishments:**
- Introduced Guided Pathways through presentations, conversations, and FLEX activities.
- Developed draft interest areas: Science; Art, Business, Design & Performance, Education & Health Services; Human Behavior & Culture.
- Led a successful FLEX Day program mapping activity.
- Identified design principles for Guided Pathways in a CIETL Conversation with Colleagues.
- Engaged in a preliminary sorting process of degrees/certificates to identify primary Interest Areas.

**Question for further inquiry and exploration:**
- How will we achieve consensus about our Interest Areas?
- What will our program maps look like?
Student Voices

Purpose:
To ensure the representation of student experience and student voice in the overall Guided Pathways process.

Accomplishments:
• Conducted 5 focus groups (39 students) in fall 2018.
• Delivered focus group findings and facilitated student panel at Spring 2019 Flex Day.
• Facilitated student major sorting activity into interest areas (50 students).

Question for further inquiry and exploration:
How can we better listen to the voices of our students?
How can we incorporate students in the decision making process?
From work teams to projects . . .

2018-19
- Steering Committee
- Business Process Analysis (BPA)
- Academic Pathways
- Student Voices

2019-20
- Redesign College Processes (CRM)
- First Year Experience (FYE)
- Interest Areas & Program Maps
- Academic Support Re-Design
- Early College Experiences
- Online Education
- Career Exploration
- Job Placement

Steering Committee
Student Voices Team
Poster Session Guidance – 10 min. rounds

- Last Name A – D:
  - Priority 1, then 2
- Last Name E – H:
  - Priority 3, then 4
- Last Name I – L:
  - Priority 5, then 6
- Last Name M – O:
  - Priority 7, then 1

- Last Name P – R:
  - Priority 2, then 3
- Last Name S – U:
  - Priority 4, then 5
- Last Name V – Z:
  - Priority 6, then 7
- Third Round:
  - Self-select last priority area
Fall 2019 Division Meetings

- What: program maps exercise
- When: Fall 2019 Division meetings
- Why: Finalize program maps
- Who:
  - Guided Pathways Lead Faculty
  - Area Faculty
  - Division Deans
Gracias. Thank you.