

## Questions from the Guided Pathways Summit

### Questions from the Guided Pathways Summit, Friday, April 28, 2017

(Challenges: finding course availability for physical education, not knowing the basketball schedule, different counseling perspectives/preferences may result in the student taking different classes).

R: This is our current method and as stated, it is not perfect. However, with the Guided Pathways, it is possible to take the student's interests, goals, and class schedule more into consideration when choosing the options available.

Q: How do we narrow down the options within?

R: How we narrow down the options within the guided pathways goes to the heart of clarifying the path. Faculty and staff and interested in narrowing the options should work with the sub-committee "Clarifying the Path."

Q: Will all students be mandated to be on a pathway?

R: For students who identify a goal to complete a degree and/or certificate program, and for those students who intend on transferring, they would be afforded the opportunity to enter a pathway of their choosing. For students who are unsure, they can enter a meta-major of a similar area of study (e.g., STEM, Health Sciences, Social and Behavioral Sciences, Business, etc.) or an exploratory meta-major. After a completion of a certain number of units, students will need to identify the specific pathway of their choosing.

Q: How will this affect students who work full-time and need to take longer to complete?

R: Currently, some programs require full-attendance because the programs are cohort-based (e.g., *Vet Tech, PHARM, DMS, FT, ASSET, etc.*). Most programs at CRC are not cohort-based and completion going forward under the pathways model would be based on the conception of "on-time completion." For the student who can attend full-time, who is already at college level upon entering, and who has the flexibility to attend when the courses are offered, on-time completion may be two-years. While full-time attendance is often considered to be 12 units per semester, in reality, if a student wishes to complete a 60 unit degree in two years, full-time attendance should be considered as 30 units per academic year; summer sessions can and may need to be part of a student's academic year. Therefore, on-time completion for a student who is attending part-time will be longer than two years. For a student attending part-time, on-time completion will be longer than two years depending on the number of units the student can maintain per academic year. Students benefit from guided pathways that allow them to anticipate their class schedule in advance and adjust their work schedule, if necessary. For those students who will attend part-time, and that is the majority of our students, guided pathways can allow them to project when they will be able to complete the program and when they will be able to work.

Q: Will the departments be included in high school outreach and will there be a coordinator of the outreach program?

R: This would be an important aspect of the planning and consideration of "Entering the Path" Subcommittee work group. Currently, CRC has two full-time Outreach Specialists. Outreach by departments would be something decided in the department. Departments – who want outreach specific to their department needs – should work with the CRC Outreach Specialists.

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Q: Do pathways conflict with ADTs? Particularly the specialty classes for a degree that may not be on the pathway? Will all our specialty classes go away?

R: Guided Pathways should not be in conflict with ADTs. ADTs are based upon transfer model curriculum approved the Academic Senate of the Community College and are considered an incomplete program map. Currently our ADTs list only the core courses necessary to transfer to the CSU for that specific program and do not specify many of the general education courses. A majority of our specialty courses are listed as meeting one of the GE areas and will remain so. Under the GUIDED PATHWAYS, students will still have the opportunity to select the specialty courses of their choosing to satisfy their GE. Specified specialty courses in ADT programs should be courses that are consistent with the transfer model curriculum. For specialty courses in programs that are not part of the ADT, faculty in those programs should work with other faculty across the college in designing program maps that can encompass those specialty courses to better prepare the students for transfer and/or career/job preparedness.

Q: How will pathways impact curriculum development and the creation of new programs?

R: Faculty create courses and programs; that will not change under guided pathways. During the process of developing specific guided pathways, it may be discovered that new courses or programs are needed. As it is currently the process, the Curriculum Committee can help faculty who wish to create, review, modify, or delete any specific course or program. Faculty will also determine how often and when program courses are offered to support on-time completion.

Q: Will there be penalties for studies whose education is interrupted? Life happens. Will part-time students be disadvantaged?

R: Because life happens, and because so many of our students are part-time students, guided pathways that allow for on-time completion. (See response above regarding on-time completion to the question: How will this affect students who work full-time and need to take longer to complete?) In this manner, part-time students will not be disadvantaged and will still benefit from the Guided Pathways. The third guided pathway pillar, supporting the path, focuses on the additional college support some students need to persist and continue their education, with a concentration in their meta-major area.

Q: How will students respond to increase in “structure”? It seems like many will benefit, but will it also turn off students who don’t want to be micromanaged?

R: Over time, the structure at CRC has changed and when structure changes with guided pathways, we will learn how our students respond and adjust to those responses. In anticipation of this, we will have input of students in the development of guided pathways, so we may be able to address the students’ responses during the planning stages. The goal of the guided pathways is to provide the students with the “GPS” to navigate the college system. The student will always be in the driver seat and can choose to veer off the path and ‘explore’ at any time. The guided pathways will only signal the student on how to get back on the pathway the student originally selected. However, this does not prevent the student from ultimately changing their end destination (major/program/pathway). The structure that guided pathways provides is advising the students of the consequences (more course work/cost/time) of their choices/decisions.

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Q: What support will there be for faculty through pathways? What about decision making in terms of class scheduling? Who decides what goes into meta-majors?

R: Faculty will be supported through a committee focused on each element of the guided pathways. No one will be doing this work alone or in a silo. Faculty leads will be provided with release time to focus on various elements of guided pathways. Faculty can also use flex hours or faculty service hours on guided pathways. Specific support may also be identified and made available as the work gets underway. Scheduling of classes happens in departments/programs and divisions generally between department chairs (with faculty providing input to chairs) and deans. Different departments and divisions may have some specific ways in which scheduling occurs. As should always be the case, scheduling will be focused on what students need. When meta-majors are decided, we envision that what goes into the meta-majors will be the result of conversations involving all college constituents. Because meta-majors will probably involve curriculum, faculty should be expected to take a lead in what is in a particular meta-major.

Q: One benefit of the cafeteria model is flexibility in scheduling. Block scheduling may work for some, but according to the article on women in STEM (from Alex's resources), one important thing for students was flexibility in working scheduling and how that corresponded to class scheduling. How do we address this, and also that many students go to more than one campus?

R: It is too early to assume our scheduling will change. Scheduling will be focused and guided by what students need within particular pathways. Many students do take classes between the main campus, Elk Grove Center, (as well as our sister colleges), therefore it will be imperative that faculty, staff, and administrators are involved in the development of guided pathways, and particularly scheduling of courses within guided pathways so that our students will be able to take the courses they need at CRC or the Elk Grove Center.

Q: According to Baker (*Effects of Structured Transfer Pathways*), more empirical evidence is also necessary because of the consequences of increased structure in the form of fewer choices, more rigid programs, or intrusive advising, are not always clear. Such structure might have unintended consequences for some groups. P. 629 – How will we address this lack of clear evidence? Which of our students might not be benefited by pathways? Can we identify them to be sure they aren't left out or go to other institutions without such rigidity? (Please refers to article in Research folder on the Google Site.)

R: Clearly, we need and want evidence on the most effective and efficient way to make guided pathways work for us. The Research Office will be involved from the beginning in terms of developing an evaluation plan and identifying research metrics. But, in order for the Research team to address the metrics the college needs, everybody concerned with guided pathways must be involved in conversations regarding what metrics we will use to determine the success of the guided pathways. There may indeed be students who will not benefit from guided pathways. Faculty, staff, and administrators should work together and with the Research Office to determine who these students might be. And, faculty, staff, and administrators must work together to design guided pathways that work for students. If there is a concern that guided pathways will be too rigid, faculty, staff, students, and administrators must work together to assure that what CRC designs will work for CRC students.

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Q: Research shows that guided pathway will result in increased cost for the college—will the college make provisions for increased cost and how? Where will the money come from?

R: Costs are typically accrued for faculty and staff training (Professional Development), upgrade computer system (for tracking student progress/scheduling), and any systemic changes needed in organization practices. This may also include the hiring of more counselors to help students to choose a pathway and support them along a pathway. Many of these costs are already institutionalized for CRC. However, we also anticipate that the Guided Pathways may improve student retention and completion, and this will increase revenue. However, it is unsure if this increase in revenue will offset the cost. The upgraded technology is already secured through the Institutional Effectiveness Partnership Initiative (IEPI) grant.

Q: Will the college commit to supporting counseling staff levels?

R: The College is committed to the effective implementation and maintenance of the Guided Pathways for our students. If research data show we need more counseling staff, then the request for new counseling faculty will be vetted through the faculty proposal (for new/replacement faculty) and faculty prioritization process <https://www.crc.losrios.edu/files/planning/ProcessforPrioritizationofFacultypositions.pdf>.

Q: Will the college commit to PD in-house and strategic based on best practices (specifically targeted PD)?

R: This CRC 2017-2021 Strategic Plan specifically targets professional development: Area 3: Teaching and Learning, Goal: Nurture exemplary learning among students and employees, Strategy 4: Establish a structure of focused professional development to progress the skills of all employees. Also, beginning in 2017 – 2018 professional development will merge formally with CASSL (Center for the Advancement of Staff and Student Learning). The faculty PD/CASSL coordinator will receive a .80 release for two years, depending upon funding. This change in PD and CASSL demonstrates CRC's commitment to in-house professional development. Guided pathways will require professional development. As the work gets underway, as each subcommittee work group identifies its PD needs, the tri-chairs of those work groups, and the tri-chairs of the Guided Pathways Steering Committee, should work closely with the PD/CASSL coordinator to determine what PD is needed, how that PD can be offered, and how to deliver professional development so that the result is increased student success in the end.

Q: Will the college commit to campus-wide (rather than identify driven student success) student learning?

R: Guided pathways represent a campus/college-wide response to the current student success realities. By design, guided pathways development does consider that all students should be provided opportunities to succeed. The subcommittee "Clarifying the Path" will contribute to student success by providing program maps that allow students to know what to expect as they enter the college and a particular program. (If students want to explore, the design of meta-majors will allow students to do that.) The subcommittee "Entering the Path," will contribute to student success by providing an on-boarding process that is student friendly and focused on who our students are and what they need. The subcommittee "Staying the Path" will contribute to student success by identifying and providing the student services and academic supports that can allow students to succeed in the classroom and persist from semester to semester. The subcommittee "Learning on the Path" will contribute to student success by focusing on making sure that what students are learning on the path are what students need to learn to succeed not only in college but also as students exit the college onto the next part of their lives' paths. "Learning on the Path" focuses also on the outcomes we want out students to have; by focusing deliberately on outcomes that address what our students need within a given pathways, faculty and staff help assure rigor in learning.

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Q: Research shows it takes 5 years (via cccco.edu). Will the college commit to doing what it takes to realize the results over 5 years?

R: The current California Guided Pathways Project that CRC has been selected to participate in is a three-year process to fully implement. The College cannot expect to see significant results until 2-3 years after full implementation. Therefore, the College is committed to doing what it takes to make the Guided Pathways as successful as possible for our students for the long term.