



GROSSMONT
COLLEGE

WE'RE ALL IN!

PROMOTE THE PATH

CLARIFY THE PATH

ENTER THE PATH

STAY ON THE PATH

ENSURE LEARNING

Outreach

Engagement

Retention

Institutional Capacity

What we've done as a college

- Sent a team to the required workshops (Fall 2018)
- Submitted a Self-Assessment (December 2017, ATD last visit)
- Submit a Multi – Year Plan (March, 2018)
- Scale of Adoption Self-Assessment – Due March 30, 2020

Why Pathways? Why Now?

Research shows that students are more likely to **complete on time** if they **identify a career goal** early on, have a **clear outline of the courses required**, and **receive consistent guidance and support along the way**.

**1,350 Grossmont
Students
Earned a Degree
in 2016/17**



BUT...

- Only **13%** finished in 2 years.
- **40%** graduated in 4 years and **more than 50%** took longer than 4 years to complete.
- While the majority of students start in below-college-level courses, they only represent **25%** of all degree earners!

Four Pillars Of Guided Pathways



As a college, we **currently do not have clear student roadmaps for course sequences and support services** that lead to specific careers/employment and further education.



For a 60 unit degree, students are attempting 90 units and earning 70 units! This can negatively impact our students financially, academically, and personally.



25% of our students drop off between fall and spring and about **50%** of our students drop out from fall to fall (15-16).

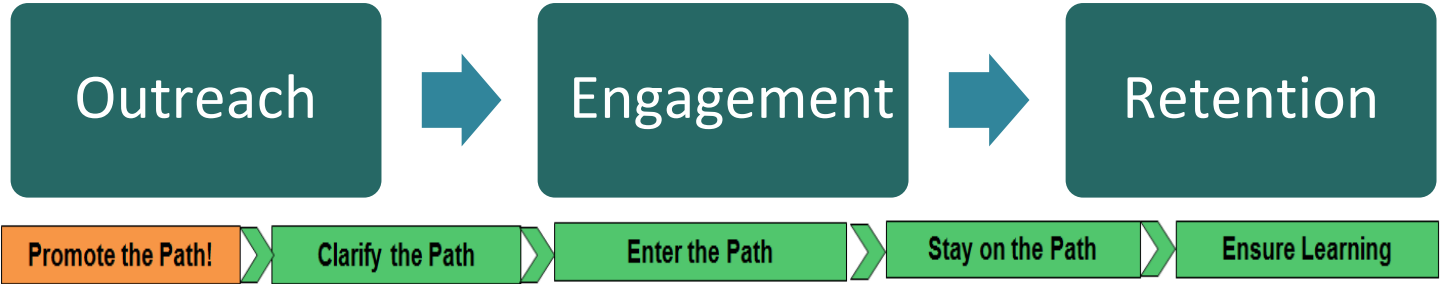


We are working towards scaling and evaluating our high impact programs and practices to ensure students are learning what they need to succeed in their future studies/ careers.

Student Success Initiatives

Integrated Planning Framework

Big Picture!



To increase the number of students by streamlining onboarding, deepening collaborations with high schools districts, workforce agencies, and additional community partners, in order to reflect our service population. (O/E) *SSSP & Equity

To reduce the time it takes students to successfully complete college-level coursework from Math, English, and ESL from campus-wide basic skills sequences. (R/E) *Equity, Basic Skills

Reduce the number of excess units completed and time to complete. (R/O) *SSSP, Equity, Basic Skills

To improve course success rates and decrease equity gaps in 12 high-enrollment, gateway courses. (R)* Equity, Basic Skills

Reduce the percentage of students on academic and/or progress probation and increase persistence semester to semester. (R/E) *SSSP, Equity, Basic Skills

Taskforce Members

Lida Rafia, Co-Chair, Student Success & Equity	<input type="checkbox"/>	Tate Hurvitz, Co-Chair, Academic Senate President
Joan Ahrens, English-Latino Alliance	<input type="checkbox"/>	Sue Gonda, Cross Cultural Studies
Javier Ayala, Dean CTE	<input type="checkbox"/>	Desiree Gonzales, Student Success Liaison
Agustin Albarran, Dean ESBS	<input type="checkbox"/>	Shawn Hicks, Basic Skills Coordinator, Math
Jason Allen, Umoja Coordinator	<input type="checkbox"/>	Pearl Lopez, EOPS/Counselor/Instr. Chair
Nadia Almaguer, Financial Aid	<input type="checkbox"/>	Micah Jendian, Professional Development
Thomas Armstrong, Assoc. Dean Athletics	<input type="checkbox"/>	Beth Kelley, Basic Skills Coordinator
Diana Barajas, Title V Outreach/Assessment	<input type="checkbox"/>	Karolia Macias, SSSP Coordinator
Susan Berry, Engagement Coordinator	<input type="checkbox"/>	Skyler Mocogay, Student Representative
James Canady, Counseling Chair	<input type="checkbox"/>	Aaron Starck, Dean A & R & Financial Aid
Nemie Capacia, Math Chair	<input type="checkbox"/>	Stacy Teeters, Research and Planning Analyst
Craig Carroll, ESL Instructor	<input type="checkbox"/>	Michele Toral, Puente Coordinator
Mario Chacon, Assoc. Dean EOPS	<input type="checkbox"/>	Heriberto Vasquez, Outreach Coordinator
Fabienne Chauderlot, Dean LTR	<input type="checkbox"/>	Katherine Vilchez, Dream Center Coordinator
Martha Clavelle, Dean Counseling Services	<input type="checkbox"/>	Brandon Vivero, Student Representative
Cindy Emerson, Classified Senate	<input type="checkbox"/>	Courtney Williams, Assoc. Dean SSSP
Marsha Gable, VP Student Services	<input type="checkbox"/>	Shardai Zaragoza, Student Success Liaison

Subgroup 1: Outreach

Courtney Williams

Diana Barajas

Heriberto Vasquez

Jason Allen

Jocelyn Pacheco-Fonseca

Juan Carlos Reyna

Michelle Toral

Subgroup 2: Clarify the Path

Brian Rickel

Michael Copenhaver

Cary Willard

Renee Nassori

Gary Johnson

Tate Hurvitz

James Canady

Tina Young

Malia Molina

Marsha Gable

Martha Clavelle

Subgroup 3: Reduce the Time

Shawn Hicks

Chuck Passentino

Craig Carrol

Cindi Harris

Dave Dillon

Evan Ramos

Lida Rafia

Subgroup 4: 12 Gateway Courses

Agustin Albarran

Angela Feres

Denise Schulmeyer

Israel Cardona

Lida Rafia

Micah Jendian

Nemie Capacia

Oralee Holder

Selene Miles

Stacy Teeters

Subgroup 5: Progress/Probation

Aaron Starck

Karolina Macias

Pearl Lopez

Shardai Zaragoza

Stephanie Decker

Symone McDaniels

Pillars of Guided Pathways

Promote
the Path



- Outreach to Our Community

Clarify
the Path



- Program Mapping
- Meta-majors or Areas of Interest

Enter
the Path



- Multiple Measures
- Intrusive Advising
- Demystifying the process

Stay on
the Path



- Gizmo's Kitchen
- Early Alert Process / Grad Coaches
- Supplemental Instructional Support

Ensure
Learning



- Accelerated Models
- Program Specific Learning Outcomes
- Inescapable student engagement

How would we behave if we truly believed that every student, regardless of their background, has the capacity to reach their goals when given appropriate opportunity and support?

Guided Pathways Convening Group

Bill McGreevy

Brandon Vivero

Courtney Williams

James Canady

Javier Ayala

Joan Ahrens

Katrina VanderWoude

Lida Rafia

MariaDenise Aceves

Marsha Gable

Martha Clavelle

Nate Scharff

Nemie Capacia

Pearl Lopez

Shawn Hicks

Stacy Teeters

Symone McDaniels

Summary Points

Inquiry  Design  Implementation

A redesign requires us to :

- Improve institutional knowledge and practice around racial equity
- Be student-centered
- Data informed
- Purposeful in shifting the focus of responsibility for academic achievement to the college
- Maintaining a mindset based on the assumption that all students have the capacity to succeed.

This also required us to let go of:

- Wedded to Structures
- Assuming we know what students need
- Work in Isolation