NORCO COLLEGE

Guided Pathways & Equity Project Teams Program to Careers

PROJECT OVERVIEW

The charge of the Program to Career Project Team is to facilitate progress toward a more intentional alignment between academic programs and careers.

BARRIERS AND OPPORTUNITIES

- Barrier: Lack of information about our programs (flow, outcomes, data, etc.).
- Barrier: Many current programs rely on people, not systems or technology. Turnover, often causes a loss of information.
- Barrier: Different systems, technologies and platforms don't integrate well with each other.
- Opportunity: Help develop and integrate programs and technologies to formalize knowledge sharing and streamline processes.

LESSONS LEARNED

- It is difficult to make data-driven decision when the data is not available.
- Affective change occurs through institutional systems.
- Capitalize on opportunities.
- Implementing Guided Pathways is a marathon not a race.

RESEARCH AREAS

Area 1:

After meeting educational goals, do students continue the path towards careers?

Area 2:
Are students learning the content required to be successful in careers?

Area 3:

How do we best determine the flow of students through Pathways? *Are there bottlenecks? Where are the leaks?*

DELIVERABLE 1

Identify research tasks involved in discovering activities currently available to track exiting students and make recommendations for how to design an outcome survey (including when to offer it, where to distribute it, and who to administer it to).

- Activities
  - Consulted with Women's Lean in Circle, STEM, TRiO SSS and SSS-RISE, Men of Color, and UMOJA
    - Best practices for tracking students after exit
  - Contacted Admissions, Financial Aid, and Student Life
    - Identify current methods to track students after exit
- Findings
  - The processes to track students were very informal and relied heavily on human capital to maintain
  - Surveys used to collect contact information and assess the student's level of interest in future alumni events
  - Strong emphasis on the importance of creating professional relationships with students and building community led to maintaining engagement and communication even after the point of exit
  - Sudents are not currently being tracked after exit in institutional programs

RECOMMENDATIONS

- Develop and implement the pathways model (deliverable 2) which includes a method to track students after exit.
- Build relationships and a community with students within their program of study / academic pathway.
- Connect with students through multiple methods (in-person meetings, social media platforms, text, phone, and e-mail)
- Send out a survey whenever students exit programs, including when they withdraw from a program, complete a program (graduate), and 6 months after completion.
- Develop a method to disseminate the survey at mandatory processes and exit points.

DELIVERABLE 2

Characterize and package the STEM Pathways model in a way that can be adopted by student success teams across other Norco College Schools. This includes a method to begin and sustain wrap-around student support services, instructional programs in alignment with workplace and job skills goals, and work-based learning opportunities.

- Activities
  - Interview the STEM Pathways Team
  - Interview the STEM Pathways Students
  - Develop a framework and make a recommendation to implement similar programs across other pathways.
- Findings
  - Shown in the Framework

Key Partners

Internal (Fully Dedicated):

- Counselor
- Success Coach
- Outreach Specialist
- Projects Specialist
- Program Coordinator

Internal (Part-Time):

- Students
- Program Director
- Multi-Disciplinary School Faculty

External:

- K-12 Partners
- Industry Professionals
- Four-Year Institutional Partners

Suggested:

- Equity Specialist, equity,
- Mustangs mentors and career, Exit interviews. cohort.

Key Activities

- Recruiting
- Academic/Personal Counseling
- Mentorship and Community
- Career Experience
- Project Based Learning Challenges
- Professional Networking
- Tutoring
- Technology and Supplies
- Study Space
- Guest Speakers
- Career and Transfer Support
- Student Success Plans
- Student feedback activities

Key Resources

- Space
- Technology
- Computer Lab
- Event Supplies
- Staff
- Community Supplies (Coffee, snacks, etc).
- Project Based Learning Supplies (often suggested by students)
- Tutors

Value Propositions

Students:

1. Identify Career of interest
2. Develop a plan to attain career goals (often through transfer).
3. Provide support, encouragement and accountability to continue on the path towards goals.
4. Deepen understanding of content needed for career and transfer.

College:

Increase in persistence, retention, completion of degrees and certificates, lower time to completion, fewer units to completion, higher transfer rates, higher employment outcomes.

Buy-in & Support

Students:
Students have indicated they bought into the program after experiencing the community, building relationships and taking advantage of services.

Institution:
Institutional buy in is critical. To obtain Institutional buy-in, further research, and discussion is needed

Deployment

Phase I: Planning
Select the second school to develop a pathways program, identify resources and preliminary metrics.
Phase II: Transition
Develop a handoff plan for staff transitions. Identify who will take-over work responsibilities. Determine if PT support is needed to help transition.
Phase III: Development
Develop schedule, move into space, procure equipment, Recruit Students. Develop Partners
Phase IV: Implementation
Complete Activities

Beneficiaries

Students:

- Students are the main Beneficiaries of Pathways Programs.
- Pathways provide both psycho-emotional support and tangible support to students to help the

College:
Improve student success metrics

Mission Budget/Cost

Could possibly be done with a restructure of current resources without requiring an additional amount of funds.

Mission Achievement/Impact Factors

Goal 2: (Success) Implement Guided Pathways Framework.
Goal 3: (Equity) Close all student equity gaps.

RECOMMENDATIONS

- Define “Pathways.”
- Replicate the STEM Pathways Program across other Pathways.
- Include the following elements, not currently found in the STEM Pathways Model:
  - Add an Equity Specialist to each Pathways Team.
  - Utilize the Mustangs Mentors Program to enrich and scale the community.
  - Develop a “First Years” program and utilize the Career Counseling and Coaching program to help students identify and integrate into their pathway program.

DELIVERABLE 3

- Make a recommendation to the Assessment Committee to integrate career-related assessment questions into the Program Review prompts to promote reflection and alignment between PLOs and career outcomes.
  - Activities:
    - In collaboration with NC Assessment Committee, several questions were developed and included in the instructional program review to develop an at-scale practice of analyzing the alignment between program, career, and transfer needs. A copy of the questions is included in Appendix D.
  - Findings:
    - After review of several instructional program reviews, it was found that many programs were out of alignment with career and transfer needed. The program review analysis further indicated that several programs shall be updated in the near future as a result of the analysis.

RECOMMENDATIONS

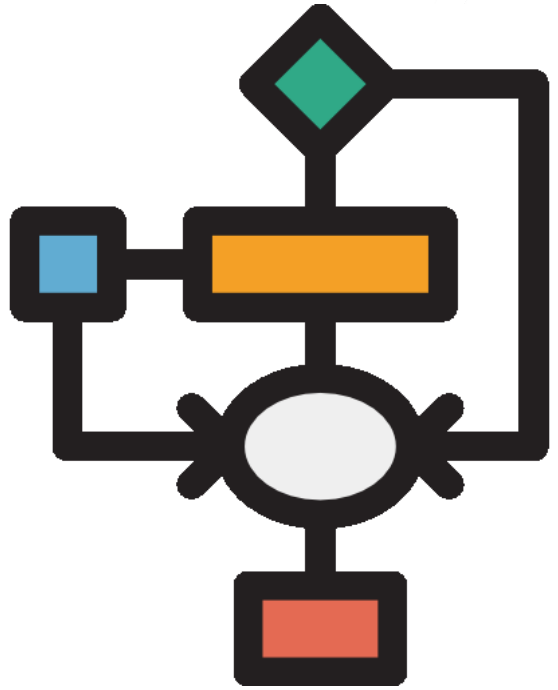
- Continue to work with Program Review Committee and Assessment Committee to maintain this practice during annual updates.

DELIVERABLE 4

- Determine what technology exists and what is needed to track rational behind student leaks and transitions in programs and courses and make recommendations to the college to procure technology gaps.
  - Activities: Consultations were held with those leading Norco College's ERP implementation and the Office of Institutional Research to inquire about methods of tracking student drop behavior. A resource about College Dropout Rates was identified and used as a guide for asking questions related to assessment of drop reasons.
  - Findings: No technology is currently being implemented that can directly track when students exit programs. The team considered multiple exit points, including when students drop core courses, when students change their majors, and when students drop out of college entirely, but no technology is currently in use that can track these activities.

RECOMMENDATIONS

- Work with the new ERP, Anthology, and Institutional Research to agree on specific definitions for different drop / “leak” related activities.
- Work to identify “critical program courses” in each major that can serve as predictive analytic triggers whenever a student drops such a course.
- Track these activities in the new ERP’s workflows
  - Surveys should be developed to inquire about why the activity is taking place
  - A plan to review the data regularly should be developed.



THANK YOU!