GPS Through the Equity Lens

Inclusion Summit: Critical Conversations about our Students

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MT. SAC GPS

GUIDED PATHWAYS TO SUCCESS

Guided Pathways Through the Equity Lens

Intro to the topic- Guided Pathways

Current status and how and why it connects to equity
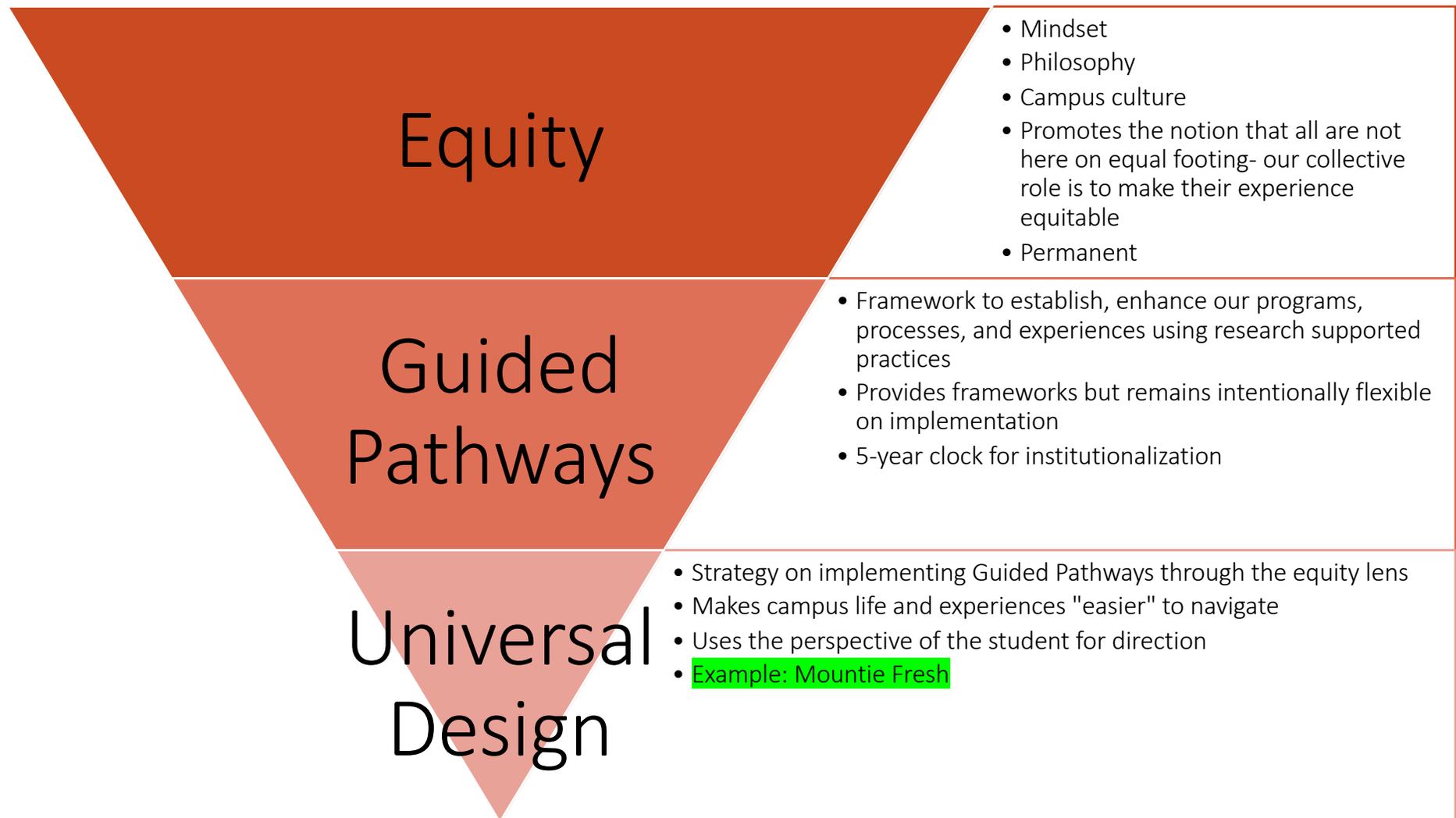
20-minute opening of the topic

Impact across campus

What are the challenges?

Students- we should be mindful of in ensuring their needs are met

What are the gaps in our work that we need to be aware of?

What can we be doing better from an equity perspective?

Breakout

Guided Pathways Through the Equity Lens

Equity
- Mindset
- Philosophy
- Campus culture
- Promotes the notion that all are not here on equal footing- our collective role is to make their experience equitable
- Permanent

Guided Pathways
- Framework to establish, enhance our programs, processes, and experiences using research supported practices
- Provides frameworks but remains intentionally flexible on implementation
- 5-year clock for institutionalization

Universal Design
- Strategy on implementing Guided Pathways through the equity lens
- Makes campus life and experiences "easier" to navigate
- Uses the perspective of the student for direction
- Example: Mountie Fresh

GPS Current Status:

In Progress or At Scale	Not Systematic
Mapping to Student End Goals	Keeping Students on Path
Helping Students Choose & Enter a Pathway	Ensuring Learning

2019 **Gaps (in bold)** & Strategy

☐ **Technology**- Implementing EAB Navigate software to aid with **onboarding** and to implement robust **early alert**

✓ **Non-counseling faculty inclusion-** Shiloh Blacksher, Psychology Professor, Guided Pathways Coordinator

☐ **Technology**- Purchasing **Career** Coach software to help with undecided population

☐ **Alignment & campus adoption-** GPS organized within Academic Senate structure

☐ **Equitable opportunity to contribute**- Campus-wide access to funding to create and/or strengthen programming and relationships that benefit students using GPS framework

Guided Pathways Noncredit Embedded Support

✓ Phase I: Create maps that show how a student can complete a program from start to finish, display information on website and on program pages.

❑ Phase II: Create maps with milestones (work experience/internships, certificates, activities, etc.), embed interventions where students struggle, course scheduling considerations, forge strong campus relationships that holistically support students

Sample equity questions from GPS Scale of Adoption;

1. Is information easily accessible?

2. Are historically underrepresented groups entering & completing programs that lead to upward mobility.

3. Is teaching and learning equity minded, engaging, relevant, and meaningful?

Noncredit Nursing Degree Supports & Pathways

Pre-Nursing (Noncredit) – 4-6 weeks
Health Education Systems Incorporated (HESI) Prep
- Pre and post assessments
- Contextualized math skills review including algebra and statistics
- Anatomy basics
- Medical terminology
- Study skills
- Reading textbooks
- Writing skills review

Nursing Program, AS Degree (Credit)

Fall Term 3
MICR 1 or MICR 22: Principles Microbiology/ Microbiology
POLI 1: American Gov and Politics
NF 25: Intro Nutrition Science
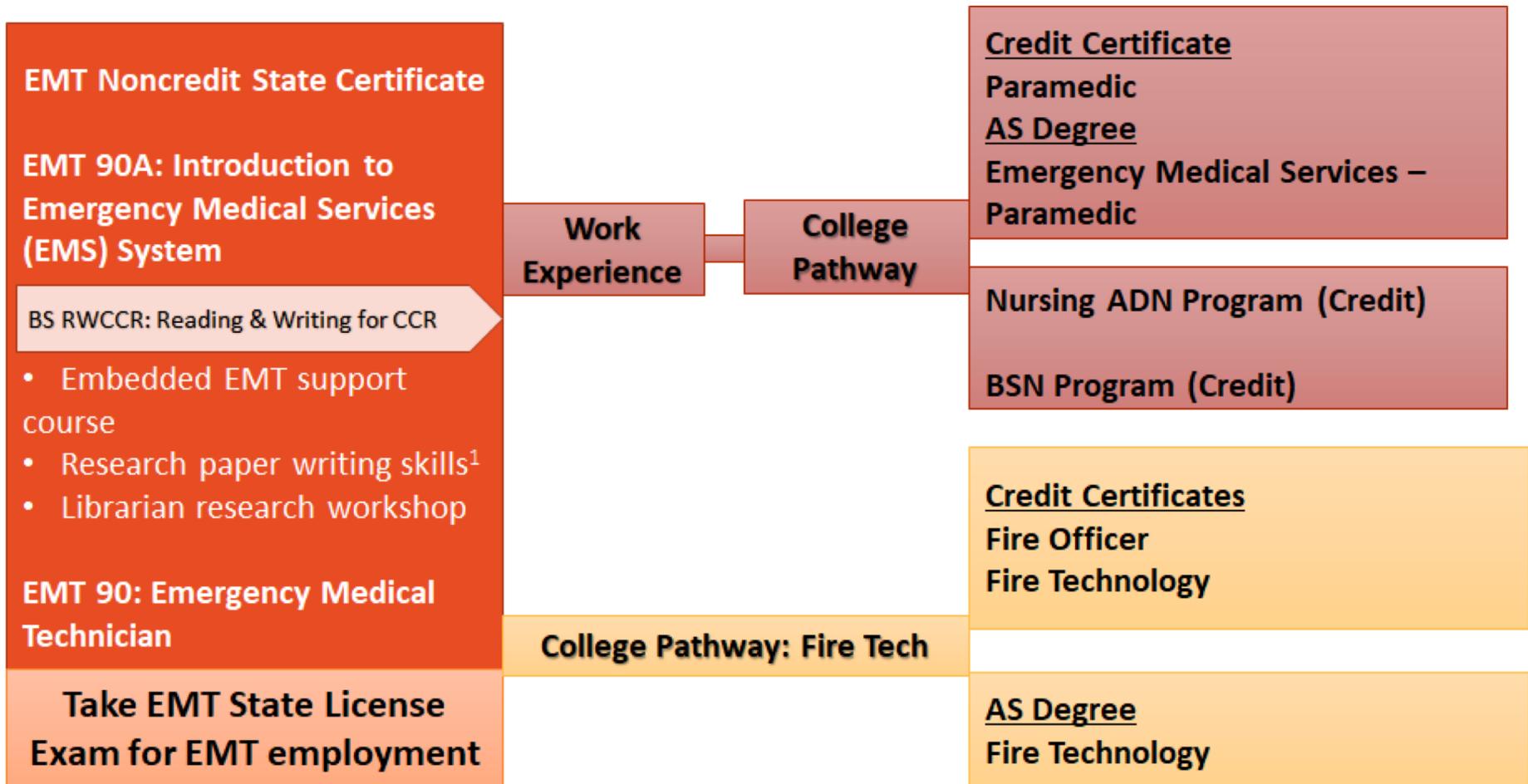A/AS PE: Meet AA/AS Pys Well-Being Req

Winter Term
BS HCM: Transitional Math for Health Care
- Contextualized noncredit math preparing for success in pharmacology
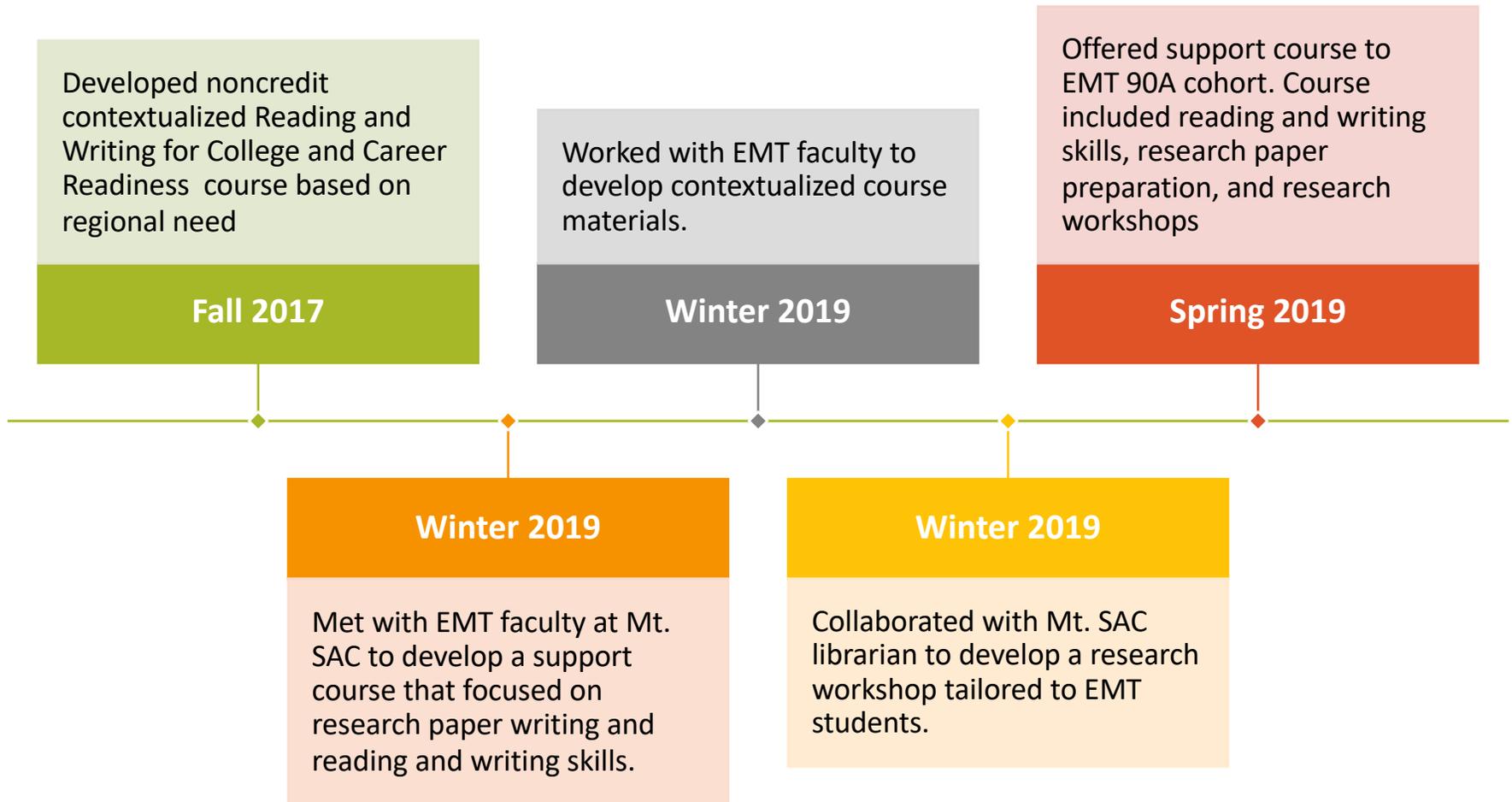
Spring Term 3
NURS 1B: Nursing Process II
NURS 2: Pharmacology
NURS 1A: Nursing Process I

Emergency Medical Technician Pathway

EMT Noncredit State Certificate

EMT 90A: Introduction to Emergency Medical Services (EMS) System

BS RWCCR: Reading & Writing for CCR

- Embedded EMT support course
- Research paper writing skills[1]
- Librarian research workshop

EMT 90: Emergency Medical Technician

Take EMT State License Exam for EMT employment

Work Experience

College Pathway

Credit Certificate
Paramedic
AS Degree
Emergency Medical Services – Paramedic

Nursing ADN Program (Credit)

BSN Program (Credit)

College Pathway: Fire Tech

Credit Certificates
Fire Officer
Fire Technology

AS Degree
Fire Technology

[1] Research has long been mandated as part of paramedic training and has become part of the basic EMT curriculum.

Noncredit EMT Support Course: Reading & Writing

Developed noncredit contextualized Reading and Writing for College and Career Readiness course based on regional need

Fall 2017

Worked with EMT faculty to develop contextualized course materials.

Winter 2019

Offered support course to EMT 90A cohort. Course included reading and writing skills, research paper preparation, and research workshops

Spring 2019

Winter 2019

Met with EMT faculty at Mt. SAC to develop a support course that focused on research paper writing and reading and writing skills.

Winter 2019

Collaborated with Mt. SAC librarian to develop a research workshop tailored to EMT students.

Noncredit Science Basic Skills Course

Study Skills	Reading Skills	Students enrolled in the following courses took the noncredit contextualized science reading class:
• Preparing for lab and lab reports • Study plan for biology • Memorization • Preparing for lecture and lab exams	• Compare and contrast • Interpreting graphs and diagrams • Latin and Greek root words • Analyzing text • Drawing conclusions	Agriculture: Ornamental Horticulture Anatomy & Physiology Anthropology Astronomy Biology Botany Chemistry Computer Science Geology Oceanography Physics

VESL Career Paths

VESL 1st Semester
- **ESL Speaking**   • **ESL Writing**   • **Career & Life Planning**   • **Computer Keyboarding**

VESL 2nd Semester: Transitions

Credit Programs Pathway

- ESU Academic English (LANG3)
- Microcomputer Applications (VOC CSB15)

College
A.A./A.S.
B.A./B.S.
M.A./M.S.

Health Careers Pathway

- ESL for Health Professionals (VHLTH)
- Microcomputer Applications

Health
Certificates and Degrees
Credit or Noncredit

Business Careers Pathways

- ESU Accounting
- ESU Hospitality
- ESU Real Estate
- ESU Child Development
- Microcomputer Applications

Business
Certificates and Degrees
Credit or Noncredit

Noncredit Pathway Success

Liliana
Vocational ESL (VESL)

- From Mexico
- Started in ESL Level 1
- Completed the VESL Program
- GED/High School diploma certificate of equivalency
- Working on an AS business degree
- Has been enrolled in credit for over a year

Faculty Leadership and Student Persistence Project

- See handouts (buff colored)

- Classroom faculty have a tremendous opportunity to impact student support and success

- Project entails getting to know students in depth and early on in the term and generating strong, earlier interactions

- Can be implemented individually, by department, campus-wide

- 5 percentage point increase in year-to-year persistence

- Data-driven/supported decision-making

GPS Break-out Session

Location: Founder's Hall

Sara, Dana, L.E., Marcell

Gallery Walk, Reflection, & Discussion

Sneak Peek of Upcoming GPS Funding Opportunities

Gallery Walk

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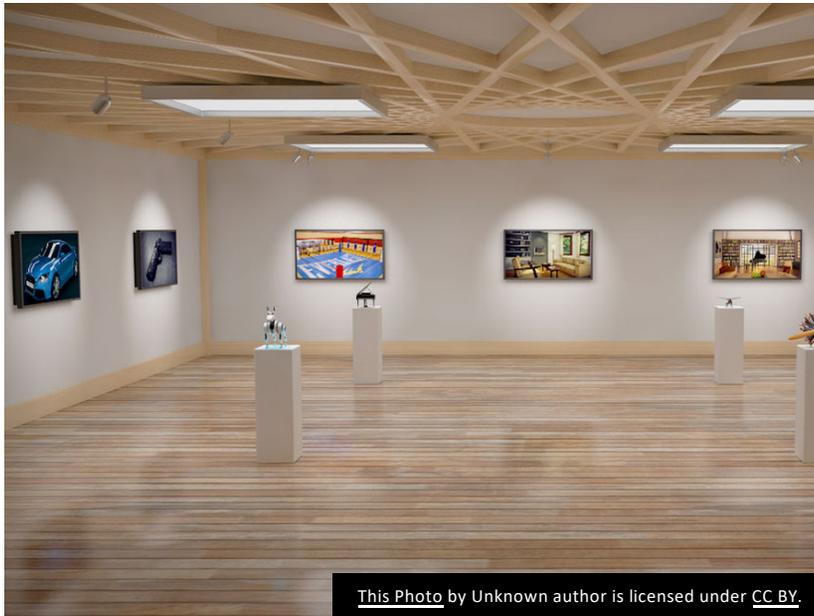
- Choose a partner who is not sitting at your table

- Do a quick walk around the room, then select 2-3 posters to further explore
  - View, reflect, discuss them with your partner

- Questions to consider:
  - Are there reoccurring themes?
  - Are you able to make any determinations related to equity?
  - Can you imagine any possible solutions?
  - How do the posters relate to Guided Pathways?

Think, Pair, Share

- Return to or choose your seat
- Discuss the posters you viewed
  - With your table
  - In the larger group

Table DIscussion

Would you be interested in designing and implementing a project in your area that impacts students' educational pathway?

What would your project look like?

Project Examples from 2018-19

Onboarding New Music Students

ELJ Department Community of Practice

Pilot Project: Library Research Workshops On-Demand

Temporary Mural: Careers Requiring Anatomy

Reimagining the Student Experience

Not yet approved...still working out details and seeking approval, thus, the sneak peek

Equitably funded across the campus- each program gets funding ($1,000 proposed)

Implement a Guided Pathways project within your program.

Must be collaborative and improve student success

Takeaways

- Did anything from the posters stand out for you?

- Did you learn anything from interacting with colleagues about the student experience?

- Based on what you saw in the gallery, are there components of your program that could be improved to increase student success?