1. **Which three (3) key elements should we focus on for Phase 1 of our Work Plan?**

   Quantity of Votes per Element

1	Cross Functional Inquiry	9
2	Shared Metrics	5
3	Integrated Planning	16
4	Inclusive Decision-Making Structures	10
5	Intersegmental Alignment	0
6	Guided Major and Career Exploration Opportunities	22
7	Improved Basic Skills	6
8	Clear Program Requirements	13
9	Proactive and Integrated Academic and Student Supports	11
10	Integrated Technology Infrastructure	8
11	Strategic Professional Development	1
12	Aligned Learning Outcomes	0
13	Assessing and Documenting Learning	0
14	Applied Learning Opportunities	7

   Top Elements Answers

6	Guided Major and Career Exploration Opportunities	22
3	Integrated Planning	16
8	Clear Program Requirements	13
9	Proactive and Integrated Academic and Student Supports	11
4	Inclusive Decision-Making Structures	10
1	Cross Functional Inquiry	9
10	Integrated Technology Infrastructure	8
14	Applied Learning Opportunities	7
7	Improved Basic Skills	6
2	Shared Metrics	5

2. **Regarding these three (3) key elements you've identified above, please brainstorm any strategies, approaches, policies, activities and/or actions that would help move the college into the next stage of adoption.**

   1) Cross-Functional Inquiry
      - Faculty/Staff/Administrative across disciplines focus groups gathering and interpreting the data.
      - Student focus to get feedback on what the college is doing and not doing to promote student success.
      - Right now we have lots of programs that are in place that are being eliminated by AB705, and we need to figure out how to support those students.
      - Homogeneous and Heterogeneous groupings.
      - More interdisciplinary communication, with committees made up of a representative from every department.
      - Structuring focus groups.
      - Data.
      - Data to show campus and district wide.
      - Interdisciplinary conversations through committees – include student presentations, focus groups at pre-existing events.

   2) Shared Metrics
      - Metrics can be used to intervene to help students progress in their pathway and their completion.
      - Needed to show students where they need to be to meet their long term goals (transfer, establish major, pacing toward earning degree). (Every student should see their progress to meet their goals).
      - Survey students after graduation – ask about final degree and/or job.
      - Disaggregate the data.
      - Bring in professionals from the field.
      - More exposure to data about careers/majors through the CLP.
      - Job shadowing day.
      - Professional development for understanding data and better explanations.
      - We struggle with getting data easily to make decisions. Example, in Biology how many of our students are transferring to UCI? How is this impacting our students? We want to serve our students well. Success in one class how does that cross to success in another class? CDES just did 6-year review. Our graduates where are they? How are they doing? Can they come back to us if we can offer post graduate education. Tracking these individuals will show the success of our programs. Can we track mid-career students and how can they come back to get more skills and training.
      - Employment data.

- Careers for the future.
- Shared metrics with focus on measuring progress.
- Need accessible data regarding transfer success within a specific major to different 4-years.
- More tracking of graduates (career success, etc.).
- Re-energize the campus community (discussions, dedicated time and space).
- What have we done already? Let's not reinvent the wheel.
- Discipline specific seminars, career panels.
- Create an environment that is inviting rather than compliance driven.
- Keep the faculty and staff motivated to keep momentum going in learning and working together.

3) Integrated Planning
- Remove the barriers (e.g. Silos) and increase collaboration between the academic disciplines.
- Nothing is happening. Requires departmental communication. This is not happening within the different disciplines. Increased collaboration and changed processes to change. Need to change culture in all departments.
- Intersegmental conversation with counselors at junior high, high school and universities.
- Cross disciplinary conversation on campus.
- New group needed or use an existing work group, importance of including students, multiple and diverse perspectives, finding mechanisms to hear from student populations that we do not usually hear from, include all staff and faculty and reach out to those who may not normally volunteer and hear their voices, connecting with classified and going to them, use focus-groups, look at ways to incentivize participation by all campus wide groups.
- Breaking cyclical bubbles where not only same (chairs, committee member, senators, etc.,) are invited, more conversations like this, invites for campus participation. Sometimes only the same are part of the dialogue.
- Breakdown silos.
- Establishing teams for each pathway needed to help students find help for all questions (classes to take, financial aid). One stop shop.
- Who should be on these teams?
- Combine with 4) Inclusive Decision Making Structures, all about inclusiveness.
- More collaborative work such as this event to increase participation, have everyone's voice heard and invite the campus at large.
- How is everyone going to be involved?
- Connecting all of the _____.
- Communication to all stakeholders.
- Approaching students.

- Best way to get their feedback.
- Good representation of students.
- Physical education for students?
- More streamlined way to receive stats.
- Using data in a more effective way, not just report data.
- Using drive data?
- Should be part of data.
- Focus groups.
- Surveys.
- How to see their path.
- Students should be included and be part of the discussion.
- Communication _____ - All campus/faculty, student and staff involvement. Everyone should be on the same page.
- Integrated planning to make sure we actualize the goal.
- Untapped resources (retirees, etc.).
- Prevent "siloed" approach from the start – all groups on campus as part of the process.
- Develop new mechanism for getting information feedback for underheard- from groups (incentive feedback).
- Investigate existing group committees on campus that can further this work.
- Increase collaboration and change processes to facilitate integration of programs.
- Interactive/technologic student self-identification
- Catch them early (early intervention)

4) Inclusive Decision Making Structures
- Strong leadership, we need to have leaders (faculty, follow each other) – what should this structure look like?
- With leadership, it should be at the lower echelons, and identifying those tasks. Give specific tasks and timelines to complete this.
- Linking with the district and with NOCE (noncredit arm).
- We need a committee – this is a large project.
- Need a smaller decision making body to create structures and a pathway for students that may not be fitting in. Equal representation.
- How do we communicate and engage with groups on campus and what are new ways we can provide information and get information. Allow for ease to get data to help with planning, find a more efficient way to get data to allow time to review and use it, greater access to data, professional learning on how to use Tableau to empower more people, look at ways to include classified staff (comp time, time within their schedule) to allow for meaningful participation by interested staff members.

- Having a balance of how we look at curriculum tied to student goals and pathways, understanding that students can have the opportunity to take a variety of classes (ex. Literature).
- Looking at data to make these decisions in each department.
- Requires academics to be familiar with meta-major.
- Faculty from their departments need to represent themselves and their division in creating path way.
- Create pathways based on general interest (e.g. working with people, working machines, etc.).
- Constituents.
- Key leaders to provide information and collaborating with key constituents.
- Transparency.
- Conversations.
- Multiple perspectives from diverse group of participants.
- Invitations to participate.
- Everyone is invited.
- Include students.
- Decision-making and learning.
- Comp./RA time.
- Empower more people with access to data/analysis.
- Strong leadership from all constituent groups.

5) Intersegmental Alignment
      No Comments.

6) Guided Major and Career Exploration Opportunities
- Internships.
- "Where do I start?"—does orientation do enough to give students an idea of where to go for answers (or even what questions to ask?)
- Mentoring program—perhaps more senior students helping new students navigate FC.
- Bring counselors onto main campus to work together, in the same room, with faculty to guide students.
- Each division hold an Open House to showcase majors and careers, each division hold exploratory course, mandatory orientation meeting to explain pathways before school starts (Thurs. 10-3pm), assigned faculty mentors, faculty driven interactions about majors explorations in every course.
- Define Clusters.
- Create Foundation Courses Clusters.
- Inform Career Guidance.

- Connect jobs with opportunities / track job trends for opportunities.
- Degree Works updates for Pathways.
- Counselors going to classes (Foundational Courses).
- High School Outreach.
- Beginning with students at orientation/assessment of career interests, even earlier collaborate with K-12 (Anaheim Pledge, dual enrollment).
- Allow students to explore interests.
- Career and Life Center- more exposure and increased capacity to serve larger number of students and specialized staff in academic disciplines.
- Support for undecided students.
- More information on majors early on to help students decide.
- Counselors who are content experts in academic disciplines and career paths.
- Counselors and faculty work separately, work together on organizing activities to expose them to different career opportunities; guest speakers from other institutions. Dedicated counselors assigned to disciplines and academic areas. Build relationships across disciplines and support areas. Invite peers that have already completed a major to mentor other students.
- Consistent meetings across disciplines to create meta-majors with special attention paid to analyzing careers/occupational trends, and working with the Career Life Planning Center and local high schools to determine best pathways.
- Departments will need to come together (biochem example—discuss what classes need to be taught in order to have students prepare for the next level of course). Requiring some sort of self-assessment (possibly as part of a first year experience or during high school) to help students decide a meta-major or career path early in the college career (or before starting college).
- More career fairs, panels and workshops. More mentoring and shadowing opportunities, maybe with alumni. A comprehensive alumni database with alumni who want to mentor or speak flagged. More support services to set up those programs.
- What does this mean for students who or coming back for professional or mid-career training?
- Exposure to current programs available.
- Use Holland's Codes to help students start their inquiry- several days to explore different areas (pathways)—"Exploration Week"
- Using professionals from the industry and our (FC) facilities.
- Career fairs, tours, job outreach, job shadowing, apprenticeships, internships, partnership with junior and high schools.
- "Majors" days.
- Interactive technology for students to self-identify major and career choices.
- Retention coaches.
- With the large number of first generation, potentially underprepared students likely having no clear idea about majors, it is vital that we provide support for

them to both engage in exploration but also quickly develop their pathways. An "undeclared" metamajor is vital, as is support for those students.

- Develop an "Exploration" Guided Pathway.
- Work within each division and/or department to cluster programs into broad interest areas – meta-majors.
- Shadowing.
- What is available to allow for exploration?
- How will it affect completion?
- How to make them available?
- Guest speakers, externship, internship, mentorship, job fliers from many different career opportunities.
- Help students choose and enter pathway structure in phases.
- Do not want students to lose the opportunities to explore opportunities.
- More information on majors (flow chart).
- Support for undeclared (classes perhaps).
- More exposure to Career Center (nudge).
- Content specialist in Counseling (career).
- Pathways Orientation Week.
- Meet professionals.
- Career shadowing.
- Student self-assessment.
- Dual enrollment
- Counselors and faculty work together.
- Counseling faculty assigned to each discipline.
- Build relationships across disciplines and support services.
- What about students who are looking for a specific skill vs. degree.
- Career fairs, career building sessions, panels, workshops, alumni mentors, internship programs, more support services for these programs.
- What happens to a student who takes a break?

7) Improved Basic Skills
- Communication, writing, quantitative.
- Interpersonal, collaboration.
- "Why am I here? Why should I care?"—help students understand the basic point of a CC education.
- Faculty education about student populations--faculty can try to better empathize with the difficult situations students may be in, and help them find the best way forward given their specific circumstances.
- Using high school transcripts and college assessments to place students in the appropriate course, tutoring center/SI crucial, boot camps to review major concepts before the next majors course.

- All students need basic foundation (math, reading, critical thinking, writing)
- Integrate curriculum intersegmental across all levels.
- Placement test reform.
- Cross disciplinary support.
- Study skills course.
- System to identify needs and level.
- Variety of how to assess and recognize where students should start.

8) Clear Program Requirements
- Each department should create a student map, and a flow chart of a recommended sequence of courses by semester in order to complete academic goals (Certificates/Degrees).
- Designate counselors for the macro majors so there is one person keeping abreast of the requirements at the UC and Cal State.
- Scheduling more than one semester ahead of time.
- Specialized counselors assigned to each department.
- Major pathway roadmap (flowchart of courses)
- Providing Alternatives / Multiple Options
- Analyze PreReqs / Past Experiences
- Analyze past enrollment trends and where we're lacking.
- How many students are in the meta major?
- Different system for registration
- What classes are we not offering?
- Provide a more student focused class schedule. Have the class schedule ready a year in advanced in order to allow students to better prepare and plan.
- Start with schedule, start with catalog, catalog is not updated. State is 2 or 3 years behind in ADTs, students denied their degrees. Schedule says one thing, CurricuNet and catalog saying something else. ASSIST is not always current with number changes. One division had not updated classes for 8 years. Counselors are giving the students the wrong class. Unless we are willing to change in an efficient matter, we cannot give students the right information. Every department has the same web format. Students need to know how to navigate to get to degree information. We do not have the same courses or pre-requisites within our District between FC and Cypress. Students have to find equivalent classes even within our own districts. We are complicating things within our own structures. There is no integration. Changes within our district takes years, always a new administrator and changes do not get done. Our pre-requisites or systems are not the same within sister colleges. We have to send students to another college so they can fulfill a transfer requirement. If students declare a pathway consider priority registration to the classes in this major within this pathway.

- Programs are tied to curriculum…"We need to clarify for ourselves what are our program requirements" inconsistencies in our catalog and looking at pre-reqs and the connection with technology – Banner and clearing students when they are registering for our own pre-reqs and are blocked because it has not been set correctly in banner thus affecting student's registration.
- Scheduling student focus.
- Clear requirements.
- Plan accordingly to meet the course needs for meta majors.
- Catalog redesign to make it clearer.
- Make program/major requirements clearer.
- More data needed.
- Revise curriculum.
- Currency of information in catalog, assist, etc. needs improvement.
- Course offerings at both campuses not always aligned.
- Clear program requirements through education plans with counselor.

9)   Proactive and Integrated Academic and Student Supports
- Create teams for how students experience college / FC.
- Counselors visit students' foundational classes and teams.
- Connecting students with the teams / Generating consistency for our students
- Establish a financial facility where to give students space for Financial Aid workshops. While stations are available, a larger space is needed to better host workshops and conduct one-on-one sessions. Students will better understand where they stand in terms of their financial aid status.
- Something to help students monitor their progress, something they would see on a regular basis (every time they log into canvas—could include tasks they need to complete such as pay fees or meet a certain requirement). Something simple and visual that would help them see their progress toward their larger goal and continuously remind them of where they are and where they want to be. Survey to alumni (students who have successfully completed) to find out what worked for them.
- Counseling can be a place to bridge – any class that has a lab.
- Bakersfield talked about a team of people from different areas – creating a learning community environment with a key point person for every area.
- Information on where to get student support should be provided on the syllabi.
- Faculty and students are unaware of all the supports necessary to help students succeed.
- ESP – students are made aware of support services because it is intentional.
- Foster faculty and counseling communication team to include faculty experts, financial aid, administration, counselors, peer mentors, student support, and matriculation services.
- Student Support.

- Academic/nonacademic support.
- Help students stay on path – provide academic and nonacademic support.
- Be proactive – Implement planning.
- At the institutional level: is the college providing the curriculum necessary for students to meet their educational goal.
- A way for students to monitor their progress (info on Canvas for specific student progress)
- Visual and simple.
- Financial Aid – Student Services established dedicated space for one on one time with students.
- Dedicated resource staff person in each department.

10) Integrated Technology Infrastructure
- 24-hour help desk to handle demand of inquiries; IT issues
- Create technology that is accessible, reliable, user friendly; as well as uniform and consistent.
- Changes to CCCApply to provide initial guidance on each major.
- Allow students to apply without their major already selected.
- Video clips of faculty that talk about their career paths and options for students who choose those majors.
- Better technology for classroom activities (such as iPads for quizzes and activities) and better Wi-Fi service throughout campus.
- More information for majors (flow chart).
- Automated support for application problems.
- Bringing together metrics and guided paths, more technological integration on campus (ie. online forms, stronger web presence/apps for students).

11) Strategic Professional Development
- Training to support new roles, cross straining.
- Professional development for students too, bringing in industry professionals, etc.
- Collaborations with business, university, etc. to learn what they are looking for in students.
- Explore ways to make professional development meaningful and relevant. Identify personal roles in departments and as a member of the campus community. Growth Mindset is important to foster growth and encourage the campus community to continue to thinking of new ideas and improving the quality of instruction and student support.
- Information available to all instructors accessible from anywhere (not just information given at division meetings, so if someone misses the meeting, they don't miss the information) like a canvas shell that would be geared toward faculty. Continued work and discussion in the division/department meetings.

More communication about defining the purpose of guided pathways and how different individuals can be involved (what does this mean for faculty, for classified, etc. This is still seen as a mainly counselor-focused initiative). More communication between divisions and departments--some of this is happening between deans but more communication between faculty should be happening.

- Mandatory Flex Day.
- Work at department/division meetings.
- Information given to all instructors, keep all informed (possibly Canvas).
- Identifying our role within our area and how we fit within the campus community.
- What do we bring to the table.
- Encourage new ideas, foster growth.
- Build relationships across disciplines and support areas.
- Invite peers to be mentors.

12) Aligned Learning Outcomes
No Comments

13) Assessing and Documenting Learning
- Align program SLOs with receiving institutions for seamless transfer including full acceptance of ADT.

14) Applied Learning Opportunities
- Early applied experiences with guidance early in the pathway so that students can confirm if they are in the right major and still have time to change their major.
- Volunteering
- Internships
- Shadowing
- CTE already does this, how can we do this in other majors/careers? Implementing campus wide opportunities for students to engage in applied learning early in their time here at FC (which also relates to major and career exploration), research on what programs students go to after they leave FC and engage in discipline specific discussions that lead to curriculum integration based on this knowledge.
- Participate in and/or develop internship opportunities for teachers and students who are seeking certificates in areas of need such as translation and ASL (American Sign Language).
- Interdisciplinary professional development opportunities.
- Collaboration: Curriculum (tutors as service learning) and Student Services (Academic Support).
- Internships/hands on opportunities build if _____ (high impact).
- Strong awareness of those resources.

- Backward design method.
- Community involvement is important.
- Hands on.
- Guide careers selection within a course and learn options within majors.
- Research what majors students go into FC.
- Discipline specific conversation – Curriculum integration.
- Trade show/Career show for different disciplines.
- Keeping track of past students (as future guest speakers/employers).
- Required job shadowing/internships with ability to re-route with guidance.
- Applied learning as a "backwards design" principle: research on what programs students go to after here, discipline specific conversations that lead to curriculum integration based on this knowledge.
- Meet professionals.

Additional Notes

- That staff and faculty is encouraged to participate across campus.
- Include all campus involvement both academic and non-academic services (Students, staff and faculty)
- Implementation of workshops, programs, and other services to inform students about growing careers.
- Improve communication between different departments and services.
- Develop workshops/orientations about pathways to take to high schools then invite high school students on campus to participate in pathway they have interest in and provide information on how to start their pathway, classes required, etc.
- More opportunities for breakout sessions.
- Require and mandate flex day to dedicate professional development time to discuss guided pathways.
- Require faculty, counselors, and other staff members to discuss their goals that should be integrated into guided pathways.
- Faculty need to reflect what material would best fit into each pathway.
- Reflect end goal of each discipline and "work backwards" on how pathway can meet that long term goal of pathway.
- Concerted effort to talk to student, we assume we know what students want but we are often wrong. Survey data may be needed.
  - Most students won't know about their long term plan, however 40% still will need structure to help them meet their goals.
- High schools are passing guided pathway programs, with limited choices. High schools will need to align with college, students will default to their high school pathway. Must talk with K-12.
- GE will still be part of every pathway.

- Department coordinators need to meet with one another, including from non-academic divisions. Survey data may be needed and additional compensation will be needed.
- Adjunct faculty need to be involved given their large teaching responsibility on campus.
- Think of ways to help students have an informed decision at the beginning.
- Career Center has several good tools for helping students decide – students do not take advantage of this service. Students should be required as part of the admission process to take a career inventory or use the resources as a part of admission. Faculty refer students to the career center, but they do not take advantage of it.
- Entrepreneurial mindset – wanting to learn – 5 tenets of this mindset. Students have the control over their future. Equipping the students with the tools and the ability to take ownership of what their passion is. Empower students and motivate them.
- Meta Major – pick a general major as long as there is movement within the major.
- The first two years are just preparation of getting prepared to transfer, so they don't have to pick a major. It can be more generalized.
- In CTE it would be more important to capture students in the first year who are interested in a CTE career path. Furthermore, we need to counsel CTE students about the AS degrees in various areas to encourage completion.
- Junior College should be as its mission a place to explore and not have to choose a major.
- Reading and Automotive collaborative through the Pathways Transformation Initiative has been helping students gain skills in reading to be successful but also helping through counseling to get students to complete the certificates.
- First generation students need the support up front to get the right path. We can do some kind of assessment that will identify what areas of strength or way of learning is their dominant mode. Sometimes this guides students to a career they would be good at.
- We need to be clearer with students about how to obtain resources even the simplest one with the food bank.
- Is there a way for faculty to get notification that students in their classes have been to a counselor or have had an educational plan? Faculty can follow up with students who have not yet met with a counselor. The notification could show up in our My Gateway or our roll sheets.
- Mobile app so that students can track their progress in their guided pathway. Students have phones and use them whereas most do not have a laptop or computer. We need to make our registration process and any computer-related information to be available in a mobile id.
- Resource information needs to be distributed at the required check points – like photo id or financial aid.

- Classified staff responsibilities could be reconfigured to allow for time to be in roles like SSP in our Entering Scholars Program. This existing program works and could be expanded but most classified staff do not participate because they fall behind in their regular workload or have to take overtime. We would have to rethink their roles and job descriptions to include 3 hours a week to participate in a class. This is a good tool to deliver student support service information and resource information to students.
- Learning Communities by division at UC Riverside. Students meet with small groups in a class to track their progress. Students can also attend a study hall where faculty meet with the students and help guide them and follow up with students as to their progress.
- Cohort idea is worth exploration. Students participate in classes and major exploration as a cohort and the cohort helps them build a sense of community.
- Students who have an undeclared major are told to follow IGETC, yet the majority of our students transfer to CSU. This may be one area that needs to be revisited.
- Host informational workshops to help the campus community gain a deep understanding of the different types of academic and student support services on campus. Dedicate an hour or two for a guest speaker related to a given pathway and have a career panel. Host discipline-specific seminars. Make time for professional development.
- Keep faculty and staff motivated to ensure we keep the momentum going on working and learning together.
- CONCERN: As mentioned by Janet Folks from Bakersfield there is multidisciplinary teams to do follow-ups. Some of us have been here 24 years and already doing this for years but just packaged differently. This is what we do every day. We have to align. Multidisciplinary teams, there is a lot of communication that has to be done with students. How is the staffing going to happen with this? Who is going to do it? Each division cannot handle this. This is not going to happen unless with have the right staffing. Intensity of the follow-up is great. How is that going to affect funding?
- If pathways were delineated clearly, they would need more intervention, contact.
- We have people making sure their needs are met. Who is funding this staff?
- We need to look at the staffing needs – to be proactive we need to plan and analyze our current student support infrastructure.
- Being proactive, when we're recruiting we can tell students exactly where they will be going and who will be there to walk them through their college experience
- We need to incorporate technology – target emails to students and communicating where we can be of support.
- Bumping those students up in one year- what systems are in place for these students that may not make it?

- Faculty need to come in and really research how course taking impacts success in the next course.
- Students see progress every time they log on to school website.
- Access to data.
- Professional learning so we can empower faculty/staff to use data resources.
- Inquiry – interdisciplinary conversations through committees (include students).
- Focus groups at pre-existing events.
- Clear program requirements through education plans with counselors.
- Internship.
- Orientation= where do I start.
- Counseling specific to department/division.
- Designate counselors for majors to keep requirements going -> CSU/UC
- Clearer direction: Assist self-assessment of interests, introduction to options (transfer, CTE, GC) especially first generation college students.
- Intro to college events.
- Cohorts of incoming students grouped by interest.
- Meta majors? Allow free movement within while maintaining financial aid.
- Mobile MyGateway app.
- Allocating professional development time to developing interdisciplinary approaches.
- Concerned effort to approach students and integrate them into the discussion.
- Learn about and align ourselves with existing High School Pathways.
- Surveys campus wide to gather data.
- Department heads and support staff meetings to increase inter-departmental collaboration.
- Adjunct involvement should be increased and they should be compensated for their time.
- Designate major specific counselors.
- Flow chart/student map
- Create uniform and user friendly technology (accessibility)
- 24 hour tech support/help desk.