

Allan Hancock Challenges Survey

Institutional Effectiveness



Growing Interest in Collecting Student Voices

Collecting Student Voices for Guided Pathways Inquiry and Design

Why Do It, How It Works, and What It Looks Like in Action

IEPI Guided Pathways

February 2018

Developed by:

The RP Group

Ways Student Voices can Inform

Inquiry	1. Cross-Functional Inquiry	<p>Provide insight into the factors impacting student journey at different key stages (connection, entry, progress, completion), barriers students face in reaching their educational goals, and how college structures contribute to these obstacles</p> <p>Offer input on strategies, policies, and approaches to close student equity gaps and the effectiveness of proposed and implemented changes</p>
Design	4. Inclusive Decision-Making Structures	Help ensure that decisions are student-centered and student-informed by participating on cross-functional teams and in governance committees (as appropriate)
	5. Intersegmental Alignment	<p>Highlight ways to smooth student transitions from feeder high schools through selection of and entrance into a meta-major</p> <p>Offer input on supports students are seeking to successfully transition to employment and/or additional education</p>

Ways Student Voices can Inform

6. Guided Major and Career Exploration Opportunities	Once mapped by educators, provide feedback on meta-majors to ensure they resonate with students (e.g., programs included, descriptions, marketing)
7. Improved Basic Skills	Provide perspective on students' experience of the assessment process and approaches designed to improve rates of basic skills completion and enrollment in college-level coursework
8. Clear Program Requirements	Offer feedback on the clarity (or lack thereof) of program requirements

Implementation	9. Proactive and Integrated Academic and Student Supports	<p>Provide input on mapped course offerings and schedules and where changes may be needed</p> <p>Offer insight into the key features of special programs that support success, and that could be scaled to reach more students</p> <p>Provide input on how to improve access to key services to reach different student groups (e.g., part-time, evening, online students)</p> <p>Share ideas for ways to re-engage students who fall off the path</p>
	10. Integrated Technology Infrastructure	Share perspectives on the user friendliness of technology available to support students' selection of a meta-major or career and help them monitor their academic progress

Compelling Research

- Completion by Design (CBD). West Ed & Public Agenda (2012)

Students Seeking:

- Clearer pathways
- More engagement & connection
- More accurate & proactive advising
- Greater structure for exploring
- Better information about services

Compelling Research

- The RP Group's Student Support (Re)defined (2012-2014)
 - Six Success Factors
 - Success Factors Aligned with Four Pillars of Guided Pathways

Method	Description	Ideal for...
Focus Groups	Facilitated small group discussion of 8 to 10 participants who share specific characteristics	Digging into specific exploratory questions with defined groups, allowing participants to respond to and build on each others' perspectives and experiences at the college ("what" and "how" questions)
Interviews	Facilitated in-depth, one-on-one conversations with students	Gathering specific student stories during targeted efforts, developing an in-depth understanding of these students' experience, and shining a light on key supports and obstacles and opportunities for improvement ("what," "how," and "why" questions)
Surveys	A collection of questions printed (in web, telephone, or paper form) to gather student experiences or perspectives	Identifying the scale of an issue, quickly quantifying students' experience with the college, or for gathering broad input ("how many" questions)
In-Class Activities	Strategies for gathering students' insights and perspectives during class periods and as part of course assignments	Taking the pulse of students in a particular section or cohort that can be used to inform course improvements and program and pathway development ("what," "how," and "how many" questions)
Activities across the College	Strategies for collecting student insights in venues across the institution	Collecting student input on specific college functions and/or processes, or collecting student perspectives in collegewide forums ("what," "how," and "how many" questions)

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Bringing Student Voices to Guided Pathways Inquiry and Design

Findings From Student Focus Groups at Two California Community Colleges

Mina Dadgar, Elisha Smith Arrillaga, Dina Buck, Brook Sinclair, Chase Fischerhall, and Kenly Brown

CLP | Career
Ladders
Project

CLP: Many Students Find Choosing a Major to be Challenging

"I know a lot of people who have been here for five or seven years, and they switched their major so many times, and that is why they are here for so long...and I think that happens so often because there isn't really someone to sit down with them and say, 'Here, these are your strengths, these are careers that would be really good for you, and these ones aren't.' So, that's why they keep jumping around...."

"...there is a [web]site or two that I wish I had known [about]...it basically lists all these careers, and how much they're growing, and how much the top and bottom earners are, and what are important aspects of that job or careers in that [field]. And I think if I'd been able to look at that more, that would have been more helpful instead of waiting six years [to] do it."

CLP: Choosing courses and getting into the right ones is often challenging

“I think also if there was a [clearer] path for people who had decided on their majors, there wouldn’t be such an overflow in classes... If there’s a clear-cut path for what classes you should be taking, then [the college will] understand the ratio of students taking classes...”

“... I feel like I did as well [as I could], not knowing that there was a class that would have met both requirements that I could have taken, and I just didn't know about it.”

These problems were not as prevalent in CTE and cohort programs

CLP: Students value support services when they can access them, but many are unaware of the wide range of supports available

“I found out about a lot of resources after the third or fourth semester, and I’m like, ‘Wow. These exist. It’s too late for me to join that now.’”

CLP: Students would prefer to see the same counselor every time and would like to see counselors who specialize in their area of interest or major

“Yeah. Since I've been here, I've met three counselors. The first one's probably the one that was the most helpful. The other two knew about as much as I did about the program... They told me, ‘Okay. Well, which one of these classes do you want to take?’ And all [the course catalog is] showing me is the code and the class. I'm like, ‘Okay. Do I close my eyes and pick one, or...?’”

GENERAL EDUCATION REQUIREMENTS

(Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course

Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.

General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.

Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

Letters(L): 6 credits

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

Mathematics(MQ): 3 credits satisfied by MTH 141

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

Natural Sciences(N): 6 credits; satisfied by PHY

AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

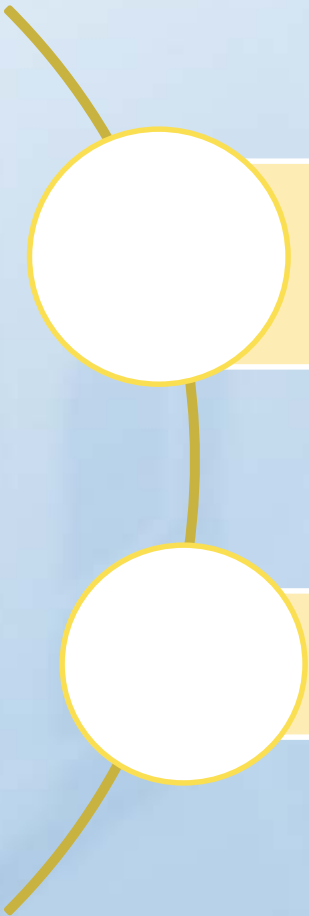
Social Sciences(S): 6 credits

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)

CLP: Students Yearn for a Sense of Community and Peer Connection. They Also Seek Culturally Relevant Curricula

"I remember saying, 'I want to read a book by an author of color because I never got to do that in high school,' ...and then [I] saw our books were about some white guy climbing Mount Everest ...and then I went to the bookstore, and I saw that this one other teacher was teaching about mass incarceration... I changed to take that class..., but I wish that this had happened sooner, and I wish that it happens more often."

Skyline Example: Focus Groups



The goal of the focus groups was to systematically include student perspectives in the conversations about designing guided pathways.

Four actionable findings emerged from their focus groups

Four Themes from Skyline Focus Groups

1

Guidance in choosing a major and better understanding of the careers it might lead to

2

Clearer course sequencing and course availability

3

Improvement of available resources

4

Campus community and peer-to-peer support

Challenges for AHC students

34% Work and personal issues

23% Accessing online resources

22% Financial issues

17% Coursework

12% Academic support

Of students who experienced challenges, these were the most frequent issues

40% Work, most challenging work and personal issue

48% Issue paying college and living expenses, most challenging financial issue

82% Books, most challenging issue paying for college and living expense

35% Poor study skills, most challenging issue with coursework

36% Course not offered at needed time, most challenging issue with registration

Overall Experience at AHC

96%

of students would recommend AHC to a friend

AHC is helping students to...

Improve self	91%
Prepare for A.A./A.S.	85%
Prepare for transfer	84%
Increase job opportunities	77%

98%

Rate AHC education as worth its value or worth more than its value

What can AHC do to help students?

Ensure all courses in certificate programs are available at least every other year so students can complete the program

Some classes just offered in the morning or class just offered once

Offer 4-year degree programs

Offer more 8 week classes online

Add more College Now courses

More availability and flexibility in class schedule. Too many classes are offered at the same time

Offer more online and weekend courses that ensure enough courses are offered to complete degree

Offer more classes in the afternoon. Many of us work till late

More guidance about what we should be doing. I often see students who seem lost about what to take and what not to take

A better way for students to explore classes without wasting time

Waitlist too long for transfer courses.

Offer more classes on the Lompoc campus and more classes needed to graduate/transfer

What can AHC do to help students?

Guidance in choosing major and better understanding of careers

More guidance about what we should be doing. I often see students who seem lost about what to take and what not to take. There should be a way to streamline it further than just using DegreeWorks.

A better way for students to explore classes without wasting time.

I didn't know that my financial aid would run out after so many units. If I had known, I wouldn't have taken classes like pottery while doing my academic classes. If I had known, I would have just stuck to my GE classes.

Offering PD course about how to select a major and find a career.

What can AHC do to help students?

Clearer course sequencing & availability

More availability and flexibility in class schedule. Too many classes are offered at the same time.

Offer more 8 week classes online.

Offer more classes in the afternoon. Many of us work till late. I need two classes for my degree but those classes are never offered in the afternoon, and that keeps me from graduating.

Have more classes at 9am. Classes at 8am are difficult if you have to take kids to school.

Offer more classes on the Lompoc campus and more classes needed to graduate/transfer

Offer more online and weekend courses that ensure enough courses are offered to complete degree.

Some classes just offered in the morning or class just offered once and wait lists are long.

What can AHC do to help students?

Improvement of available resources

More tutors for higher classes or classes needed for transfer and online tutoring.

Live chat where students could ask questions over the internet. Sometimes students just have one or two quick questions that don't necessitate an appointment.

Counseling needs to be available when students need it, not weeks later. The wait-list to see a counselor needs to be shortened.

Library and other resources need to be open later and on weekends

What can AHC do to help students?

Campus community and peer-to-peer support

I wish there was a study area available on the weekends. It would be great to meet up with other students to study Friday and Saturdays, even Sunday mornings

More clubs and promotion of clubs on campus. There should be a day each semester where you can learn about the different clubs and groups.

Men's support group has enhanced experience at AHC.

Make it easier to find social groups.

Have areas for each major to go to, like the STEM Center.

Greatest Strengths

