

Guided Pathways & Equity Project Teams

2020-21 Final Report

PROJECT NAME: Programs to Careers (2019-2020)

DESCRIPTION: The Programs to Careers project team is responsible for evaluating student and program learning outcomes alongside employment outcomes in order to deepen and apply career-based skills through projects, internships, co-ops, service learning and other activities.

PROJECT SPONSOR: Guided Pathways and Equity Work Group

TEAM LEAD(S): Ashlee Johnson (Faculty Co-Chair)
David Schlanger (Administrative Co-Chair)
Lilia Garcia (Classified Professional Representative)
Isaac Nunez (Student Representative)

TEAM MEMBERS: N/A

DATE: May 26, 2021

SUMMARY:

The Programs to Careers project team will conduct research, consult with other college stakeholder groups, and make

- iii. Connect with students through multiple methods (in-person meetings, social media platforms, text, phone, and e-mail)
 - iv. Send out a survey whenever students exit programs, including when they withdraw from a program, complete a program (graduate), and 6 months after completion.
 - 1. Surveys sent while students are enrolled should ask them to update their contact information in preparation for the 6-month outcome survey.
 - v. Develop a method to disseminate the survey at mandatory processes and exit points.
 - 1. Collaborate with ERP team and technology committee to integrate features into technology updates.
- 1) 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

III. Recommendations:

- i. Continue to work with Program Review Committee and Assessment Committee to maintain this practice during annual updates.
- 3) 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.

I. Activities:

- i. 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.

II. Findings:

- i. 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.
 1. **Dropping core courses** ó while the current ERP knows which courses are included in each program, it does not know which courses are dropped to the major. In addition, a course is not tracked when a student drops a course.
 2. **Change of majors** ó the current ERP logs the status of each major on a student's record, but there is no current mechanism that logs the moment of major change as an event that could be used as a trigger to ask for more information.
 3. **Dropping out of college** ó the meaning of dropping out of college needs a definition. For some calculations, withdrawing from all courses in a given term is considered dropping out of college (even though many students re-enroll in the subsequent term); and for

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developed to inquire about why the activity is taking place, and a plan to
review the data regularly should be developed. These definitions and
of tqr "cuuguo gpv"r rpu"should probably also be agreed upon district-
wide.

APPENDIX A

STEM Pathways Team Interview

1. What Services does this program provide to its students?
 1. Events
 2. Supplies
 3. Space
 4. Guidance
 5. Social emotional support
 6. Networking
 7. Projects
 8. Internships
 9. Transfer prep
 10. Career prep
 11. Learning support
 12. Community
2. How often are these services provided?
3. What roles/positions are needed to make the program work?
4. What responsibilities does each role have?
5. What resources are needed to make the program work?
 1. How much space?
 2. Besides salaries, how much funding?
6. How many man hours per week spent networking with the community? How important is this?
7. In what ways do you collaborate with faculty?
8. What service are you not currently offering that you wish you could offer?
9. What are your program outcomes?
10. To what standards are your program outcomes aligned?
11. How do you assess your program outcomes?
12. How do you stay in contact with students after exit?

13. How do you reach students who are less involved?
14. How do you reach students who are struggling?
15. How do you reach underrepresented students?
16. At the initial stages of the program, what services were offered?
17. At what point did other services become available?
18. What services must be offered at a minimum to make the program work?

APPENDIX B

STEM Pathways Student Interview

Intro:

Team Intro

Project Intro

This is being recorded.

We have about one hour, approx. 4 min per question

Answer as if in typical setting (not COVID-