

## Faculty-Driven Guided Pathways at two Florida Colleges

**Valencia College** (<http://valenciacollege.edu/>)

### LifeMap

In 1999 LifeMap was introduced. It's an advising model that integrates people, programs, and services into a system that shows students "what to do when" (toward degree completion). LifeMap competencies were expanded upon by faculty, who developed the 7 faculty competencies below:

1. Assessment
2. Inclusion & Diversity
3. Learning-centered teaching strategies
4. LifeMap
5. Outcomes-based practices
6. Professional Commitment
7. Scholarship of Teaching & Learning

After creating the LifeMap guidebook in 2003, faculty formed LifeMap groups in 2009. Grouped by respective discipline, over an 8-week period the faculty studied LifeMap and developed an intervention for students in their respective disciplines. Since 2012, faculty members have been able to earn a LifeMap Certificate through Valencia's PDP.

### New Student Experience Credit Course (NSE)

Faculty members were awarded a \$500 stipend to submit their best lesson for helping students succeed. Forty-five faculty submitted lessons to a faculty committee; sixteen lessons were chosen to become the foundation of the New Student Experience course.

The New Student Experience course is in Valencia's communications discipline because each student must take a communications course. Yet faculty from any discipline can teach it, as long as they have a master's degree and 30 hours of training (through Valencia's PDP) to ensure consistency and instructional quality:

- 10 hours of NSE curriculum training
- 20 hours of advising training

Faculty's load includes teaching 5 courses and advising students; advising is now part of the faculty's load. Any faculty who want to teach NSE must complete the professional development requirement (above). AF's load will be reduced from 4 courses to 3, with advising replacing the fourth course.

Faculty teaching NSE must meet individually with each student in the course twice: the first meeting is to obtain academic history and learn why the student chose the major, etc. The second is to assist the student with understanding the education plan (map).

The outcomes of the New Student Experience are the 7 P's:

1. Purpose: help students find theirs
2. Plan: students develop an education and career plan
3. Preparation: students learn study skills (for the digital age)
4. Pathways: students determine long-term academic and career goals
5. Place: co-curricular requirement to help students find their place at VC and in life
6. Personal connection with a Career Program Advisor and Faculty Mentor
7. Passion: passion for their studies and by the faculty for their discipline work and their student success work

The top 20 highest enrolled "front door" (gateway) courses experienced an 80% success rate when students also were enrolled in the NSE course.

### Faculty Mentor Role

The student's primary point of contact up to 12 units is the Career Program Advisor. At 12 units, the students transition to the discipline faculty mentors. Faculty were asked: What do you already do in the classroom and your office hours to help students succeed? Their responses were included in faculty mentor roles.

The faculty then created "discipline-based models" that include a speakers' bureau, course mapping to the universities to which the majority of students transfer so all courses transfer into corresponding bachelors programs. They developed the student orientation for their community. They also created the 1-unit research-based course: IDH2912 (interdisciplinary) that feeds into the research symposia, which the faculty also created.

Embedded Career Program Advisors (student services) are complementary to the faculty mentor roles and help students with registration, credit hours, and path to degree, etc.

### CARE+

Each year the Faculty Summer Intensives continue so the faculty can continue to refine their students' experiences. CARE+ is the Valencia-developed "Continuous Assessment and Responsive Engagement" continual, rather than early, alert system.

<http://valenciacollege.edu/care/>

Valencia remains committed to "shifting away from a focus on the college or its procedures and toward a focus on the student and the students' success."

## **St. Petersburg College** (<https://go.spcollege.edu/academics/>)

### Overview

SPC has implemented 5 practices of CCSSE's 13 high-impact practices:

1. Mandatory participation in a career/academic advising/orientation course(s):  
Smart Start and New Student Experience (NSE)
2. Integrated career and academic advising
3. Individualized learning plan for each student
4. Out of classroom support
5. Early alert system

Guided pathways allowed SPC to pull together three of these high-impact practices: Smart Start and NSE, integrated career and academic advising, and early alert.

The web site aligns to the college's career and academic communities. Students must pick at least two majors within their community in case they change their mind or choose an impacted program (ex: nursing). Students are auto-assigned an advisor at application and receive a welcome call from the advisor. They also automatically receive communication from various offices at various milestones (time to submit the FAFSA for next year, congratulations on reaching 12 units, etc.). There is no limit to the number of changes a student can make to their community, however to prevent the students from earning excess units, the first 5 courses are nearly the same across all communities.

Smart Start is a four-week non-credit course taught by combined career/academic advisors (who underwent 120 hours of career development facilitator training from the National Career Development Association – NCDA). It occurs in the first four weeks of the semester. It is followed by the New Student Experience (NSE) in weeks 5-end of semester.

### Smart Start

Smart Start is a non-credit, no-charge course that meets once a week for the first four weeks of the semester. It precedes the credit-bearing faculty-developed New Student Experience. Weekly topics are as follows:

1. Student Resources available
2. Systems/Rights and Responsibilities, Focus 2 and Workplace by Facebook
3. Career Planning: virtual job shadow and Focus 2 interpretation
4. Academic Pathway Planning and creation of Master Learning Plan (ed plan).

Online students dial-in to the modules so they can ask questions. (They previously videoed the lessons and made them available, but realized it wasn't as rich as synchronous.) When students take Focus 2, their result is a Holland Code (RIASEC), which is mapped to possible SPC communities and majors of interest, discussed in module/week 3. (Note: MiraCosta's Career Counselor has created a similar map for MCC majors.)

### New Student Experience (NSE)

NSE began with a voluntary Faculty Summer Institute (PDP) to answer the question: "What's best for the student?" The participants' answer became the New Student Experience course. NSE can be taught by a faculty member from any discipline who applies to teach it and who has attended the Summer Institute, a learning support person (usually a librarian from academic support), and the career/academic advisor who taught the Smart Start course.

Participation in Smart Start and NSE is mandatory for pre-transfer students\*and it is strongly recommended for all other first time students. Students are assigned based on their choice of academic community. At application, each student is forced to choose an academic community and then the respective majors are displayed as options. Only at the point after the student has chosen a community may a student choose "undecided." There is also a mandatory 1.5 hour on-line orientation.

Regarding "Staying on the Path," SPC had purchased an early alert system (Sinclair) that didn't work out for them, so they created their own system, "Desire to Learn." (They use PeopleSoft, with which they integrated it.) One of their issues was that the system should not be only "early" alert, but rather "continual" alert.

### Additional Information

SPC's academic maps are tied to curriculum and SLO's. Updates of maps occur through the curriculum review process.

SPC determined that 300 students over the prior 18 months had actually earned AA's but had not received them, so they instituted "autograd." Students who receive Financial Aid receive the notice, "You are a candidate for graduation." The same notice goes to a person in the Financial Aid Office, who reaches out personally to the student. "Autograd" resulted in a 20% increase in graduation rates.

\*The passage of FL's SB1720 deemed that no student having graduated from a FL high school – since 2009 – be required to take pre-transfer courses.