**Pathway Navigation Community of Practice**

**February 25, 2019 Convening**

**NOTES**

**COMPREHENSIVE INTAKE**

**Panel of practitioners** - **Comprehensive Intake (Leroy Johnson & Charlie Lieu**)

**Summary Key Takeaways:**

* Colleges in the region are moving ahead with the intake form process
* Inform the intake and orientation process using data on students **interests** and **needs**
* Informed some by the Wisconsin (NWTC) model
* Short intake survey is key (was 35 questions, now is 10)
* Input from students inform the process - content that students will digest is key - not too much text, visuals, mobile friendly
* An iterative process, continuing to improve
* Gathering data on who is using it, how, and what the outcomes are

**To Do/Next Steps:**

* Mesa’s next steps for Journeys 2.0. Colleagues had questions and interest in learning more about their process, technology, and web developer.
* Consider how to follow their story through the Journeys process - write vignette about “Mesa Journeys”
* Ensure integration of the intake process with the rest of the structures and processes connected to it at the college (advising, outreach, orientation, etc)

**Breakout Session - Comprehensive Intake**

**Summary Key Takeaways:**

* Colleges want to talk more about technology software related solutions already vetted by their colleagues, how they are integrated those into student information systems, etc.
* Key to involve instructional faculty in the process, understanding the programs that are not known so the process is inclusive (program mapping)
* Intake form = Follow-up - map the process of who exactly gets the data from each item collected in intake (services follow-up mapping)
* Need departments to develop consistency in how the do outreach to students
* Faculty in the room during advising session - ideal to get students’ needs addressed/understood
* PD needed on:
	+ Adjunct faculty - processes and tools
	+ Career exploration for faculty advising
	+ Tools evaluation/vetting

**To Do/Next Steps:**

* For future COP, identify a way for the technology tools to be discussed, process for how to vet them, inventory of who is using what tools etc.
* AB 705 discussion could be potential topic for future COP
* Consider a process to help colleges map their programs and services offered - how to document this and guide their planning process from it

**DIFFERENTIATED ORIENTATION**

**Panel of practitioners - Differentiated Orientation (Scott Finn**)

**Summary Key Takeaways:**

* The goal is to get students who have applied to register for classes
* The closer to a one-on-one interaction between student and counselor during registration, the better
* Current outreach program focuses on high school students, though they want to scale that approach to the general student body
* Peer ambassadors serve as encouragement for incoming students as they apply and register
* Students identified for differentiated orientation activities will be identified early, receive emails and follow up calls
* Online orientation component could benefit from greater use of videos over text

**To Do/Next Steps:**

* Consider how Southwestern determined that engaging in these higher-touch orientation practices creates a stronger return on investment
* What do the plans look like to scale the outreach efforts beyond graduating high schools classes?

**Breakout Session - Differentiated Orientation**

**Summary Key Takeaways:**

* Colleges want strategies to get faculty and departments invested in orientation, either through participation or through prepping materials/websites to market programs to students
* Many colleges’ current strategies focus on recent high school graduates, though they desire to do better for other student populations
* Need to manage differentiation of orientation along two axes: by delivery method and by population

**To Do/Next Steps:**

* Consider what it looks like/takes to scale offerings outside of pilot populations (e.g. graduating high school seniors)
* Center a conversation on what it looks like to successfully integrate faculty into orientation activities

**CAREER BEFORE EDUCATION PLANNING**

**Panel of practitioners - Career before education planning (Javier Ayala & Renee Nasori)**

**Summary Key Takeaways:**

* Programming:
	+ created to engage students with the end in mind
	+ includes a partnership between counseling, student services, and career center
	+ created to help students overcome barriers and fears and to give them options for exploration and employment
	+ Details on programming provided by Grossmont:
* Year 1 is about planning, taking inventory, and organization (e.g. students take career assessments)
* Hosts: “A day in a life” which brings professionals to campus from various job sectors so they are able to connect with students in an informal way
* Hosts: Job readiness training academy to provide soft skills workshop to prepare them for employment
* Offers: Griffins Work Internship Program where community employers offer paid internships so that students gain hands on experience in their program of study
* Testing: An exploring majors workshop for all students

**Next Steps:**

* There is a need for cohesive data collection systems
* Staffing arrangements so they could efficiently respond to students’ needs
* Stronger marketing materials

**Breakout Session - Career before education planning**

**Summary Key Takeaways:**

* Bringing professionals to campus from various careers to engage with students to explore careers has been successful
* Use online technology like zoom or offer career programming in the evening to accommodate working students
* Create programming that will teach students soft skills (students do not know how to interview)
* Tips: Feeding between general counseling and career center in Y1
* Opportunities, programs, and resources are explained during orientation
* Students complete an assessment and meet with a counselor early – this helps student to become focused and aware of all options
* Students who take online classes also see what resources are offered
* General counseling can help with conversations that  get students thinking about a major
* Breakdown silo practices
	+ - collaboration must be intentional
		- everyone must be engaged (faculty, counseling, career, students services)
		- Some schools have departmental liaisons that work with career; another school has a career counseling task force; another campus involves career center in their program review
* Creative communication techniques
	+ Texting, guru, cranium cafe, 24/7 chat function

**Next Steps:**

* Capture/indicate participant names and/or their colleges during report out