YESS
Yes to Equitable Student Success

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WHY WE ARE DOING THIS WORK

• Yes to Equitable Student Success
• PCC's Vision for YESS
• YESS Goals
• YESS Priority Areas

WHAT WE HAVE DONE SO FAR

• Timeline

HOW WE WILL ACHIEVE OUR GOALS

• Guided Pathways
• Developmental Education
• Multiple Measures
• Advising Redesign

MEANINGFUL AND MEASURABLE PROGRESS

On July 27, 2017, Resolution 18-025 *AUTHORIZATION TO CONTRACT WITH ACHIEVING THE DREAM* was approved by the PCC Board of directors.

YES Yes to Equitable Student Success

THREE-YEAR COMPLETION RATES AT PCC

15% of all students complete a credential

11% of our students of color complete a credential

PASS RATES IN "GATEWAY" COURSES

73% of all students passed **Writing 121**

58% of our students of color passed **Writing 121**

49% of all students passed **Math 95**

42% of our students of color passed **Math 95**

NATIONWIDE

60% of first-time students need at least one developmental education course. **Students who require developmental education courses are more likely to drop out.**

Yes to Equitable
Student Success

Recognizing the unique value, perspectives, strengths and challenges of every person who comes to PCC for education, **all** students will achieve their academic goals through equitable support, quality instruction, clear guidance to persist, and an unwavering commitment to completion shared by the entire college community.

· Building capacity in **Data & Technology**

· Continue implementing **Strategic Enrollment**
Strategies

· **Diversity, Equity & Inclusion** at the core of everything
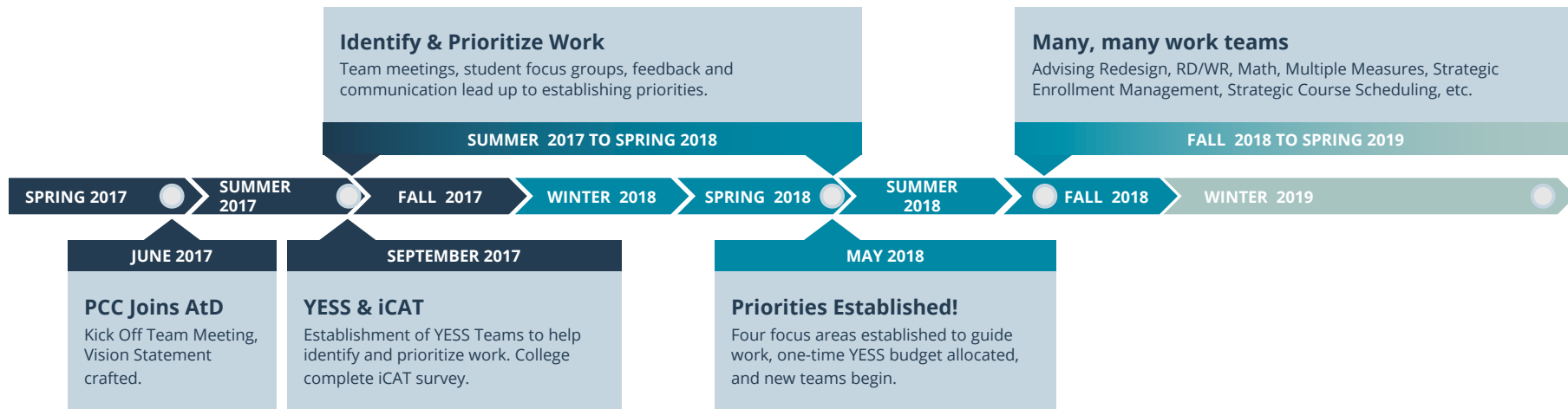 we do

· Implement **Guided Pathways**

· Our student population reflects the diverse communities that we serve

· Our students graduate at a constantly increasing rate

· Disparities in student outcomes are significantly reduced
 or eliminated

PCC'S YESS JOURNEY SO FAR....

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Identify & Prioritize Work
Team meetings, student focus groups, feedback and communication lead up to establishing priorities.

SUMMER 2017 TO SPRING 2018

Many, many work teams
Advising Redesign, RD/WR, Math, Multiple Measures, Strategic Enrollment Management, Strategic Course Scheduling, etc.

FALL 2018 TO SPRING 2019

SPRING 2017 | SUMMER 2017 | FALL 2017 | WINTER 2018 | SPRING 2018 | SUMMER 2018 | FALL 2018 | WINTER 2019

JUNE 2017

PCC Joins AtD
Kick Off Team Meeting, Vision Statement crafted.

SEPTEMBER 2017

YESS & iCAT
Establishment of YESS Teams to help identify and prioritize work. College complete iCAT survey.

MAY 2018

Priorities Established!
Four focus areas established to guide work, one-time YESS budget allocated, and new teams begin.

YESS
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AND IT KEEPS GOING... AND GOING....

Many, many work teams
Advising Redesign, RD/WR, Math, Multiple Measures, Strategic Enrollment Management, Strategic Course Scheduling, etc.

FALL 2018 TO SPRING 2019

Guided Pathways & YESS
Reaffirming and coordinating messaging. Title III Grant submitted. Teams continue to meet.

SUMMER 2019 TO FALL 2019

| WINTER 2019 | SPRING 2019 | SUMMER 2019 | FALL 2019 | WINTER 2020 |

JUNE 2017

TODAY

State Guided Pathways
Joined the State Student Success Center Guided Pathways Cohort.

Title III Grant Awarded - the need to turn toward implementation and next steps. Spanning silos, merging work.

YESS — Yes to Equitable Student Success

Clarifying & Mapping Pathways to Student End Goals

· Academic Pathways
· Program Maps
· Dev Ed/Gateway Course Redesign
· General Ed Redesign
· EAB - Academic Planner
· Onramps for "Pre-Credit" Students
· Labor Market/Sector info
· Transfer Partnerships

Helping Students Choose and Enter a Program Pathway

· Strategic Enrollment Management
· New Student Onboarding
· Onramps for "Pre-credit" Students
· First Year Experience
· Career Explore/Advising "Pathway" Decisions
· Dev Ed/Gateway Course Redesign

Helping Students Stay on Path

· Assigned Advisors (case load/holistic)
· Strategic Course Scheduling/ Annual Schedules
· EAB Navigate + Academic Planner
· Early Alert/Coordinated Care Networks
· Momentum Points
· Pathways to Opportunity (affordability/basic needs)

Helping Students Stay on Path

· General Education Redesign
· Culturally/Diversity Responsive Teaching
· Learning Assessment
· Program Review Redesign
· Applied Learning Opportunities
· Labor Market/Skills Needs

YES Yes to Equitable
Student Success

Timeline

· **Fall 2018 –** convened

· **Spring 2019 –** finished first round
of mapping

· **Fall 2019 –** survey and SAC follow up

· **End of Fall 2019 –** recommendation
to YESS Steering Committee

· **Today –** Title III, and next steps

Six pathways recommended:

· Arts, Humanities, Communication & Design

· Healthcare & Emergency Professions

· Business & Entrepreneurship

· Construction, Manufacturing Technology &
Transportation

· Science, Technology, Engineering & Mathematics

· Public Service, Education & Social Sciences

GUIDED PATHWAYS IMPLEMENTATION AT PCC WITH TITLE III INTERVENTIONS

FOUNDATIONS FOR GUIDED PATHWAYS

General Education Redesign

Program Mapping

Developmental Education Work

→ **Postsecondary Curricular Pathways (meta-majors)**

Advising Redesign → **New Advising Model**

GUIDED PATHWAYS

Postsecondary Pathways / Guided Pathways (curricular maps with integrated student guidance)

Guided Pathways Essential Practices
1. Clarify Paths to Student End Goals
2. Get Students on a Path
3. Keep Students on Path
4. Ensure Students are Learning

GUIDED PATHWAYS WITH TITLE III ENHANCEMENTS: GUIDED PATHWAYS PHASE 2

On-Ramps to Postsecondary Pathways
Extends curricular pathways, helps students get on a path, and fosters students keeping on paths.

First Year Experience
Facilitates getting students on paths, enhances keeping students on paths, and assists ensuring students are learning.

ePortfolios
Supports getting students on paths, advances keeping students on paths, and facilitates ensuring students are learning.

Career Information for Pathways
Enhances curricular pathways, helps students get on paths, and reinforces keeping students on Guided Pathways.

Guided Pathways **+** Guided Pathways with Proposed Title III enhancements / Guided Pathways Phase 2 **=** **Augmented and Accelerated Guided Pathways Implementation to Support Improving Opportunity and Equitable Student Success at PCC**

YES Yes to Equitable Student Success

· Two groups have been meeting - Math and English (RD/WR)

· The two groups offered more than 40 recommendations

Recommendation Highlights

Math – Default to non-algebra courses and math pathway

English – Refine integrated RD/WR courses and expand integrated academic skill building support

Both Groups – Professional development for best practices in their disciplines with specific attention to culturally responsive teaching and creating inclusive learning environments

The **multiple measures** approach allows students to use more of their academic history for the most accurate placement with the goal of starting at the highest level possible for which they are likely prepared for success.   Measures include: high school grades; high school GPA; test scores (ACT, SAT, AP, IB, GED®); Accuplacer & ALEKS placement tests; instructor evaluation

· Placement Team has been meeting alongside Math & English groups

· The group offered 18 recommendations

Recommendation Highlights

Enhance Placement Guidance – Improve placement advising and guidance tools/services to support student "decision zones," including strengthening faculty/advisor collaboration

Improve Evaluation of Placement System - Integrate systematic placement outcomes data review by faculty for modification/improvement

Integrated student support is a critical aspect of "guided" pathways

· Placement guidance - academic & non-academic preparedness

· New student onboarding - enrollment process & 1st term advising

· Holistic, case management approach to advising and coaching

· Inescapable communication & support from caring community at key momentum points

Redesign Progress

Assigned Advising - *all students assigned by end of Winter 2020*

Student Momentum Points - *New Student Advising & Reg. Sessions - Fall 2019*

Early Alert System - *faculty & advisor piloting since Fall 2019; roll out Fall 2020*

Student Success Technology - *EAB live for advisors Fall 2019; for students Spring 2020*

Training and Development - *over 100 advisors have participated in 80-100 hours*

FACULTY AND STAFF TEAMS

Guided Pathways Team Members

Jamee Kristen *(Sociology fac.), co-chair*
Chris Brooks *(History faculty), co-chair*
Andrew Cohen *(Comp Lit faculty*
John Mery *(Music faculty)*
Sarah Tillery *(Division Dean)*
Michael Hunter Bernstein *(ABE/GED fac.)*
Janeen Hull *(Division Dean)*
Sandy Neps *(Biology faculty)*
Rachel Bridgewater *(Librarian faculty)*
Marc Goodman *(CIS faculty)*
Teresa Wolfe *(Medical Lab Tech faculty)*
Hannah Love *(Philosophy faculty)*
Melissa Manolas *(Comp Lit faculty)*
Erik Johnsen *(History faculty)*
Josh Cary *(Biotech faculty)*
Rachelle Katter *(Health faculty)*
Blake Hausman *(RD/WR faculty)*
Rebecca Ross *(Math faculty)*
Eriks Puris *(Geology faculty)*
Jason Pinkal *(Advising Re-Design manager)*

Math Team Members

Adeline Stone, *OMT FDC*
Amanda Sanford, *CTE Advisor (RC)*
Cara Lee, *Math Faculty (SE)*
Henry Mesa, *Math Faculty (RC)*
Linda Fergusson-Kolmes, *Biology Faculty & TLC Coordinator (SY)*
Delpha Thomas, *ESOL Faculty (SE - part time)*
Juliet Pursell, *ABE/GED FDC (SE)*
d'Marie Carver, *Math Faculty (SY)*
Erin Tannenbaum, *Math Faculty (CA - part-time)*
Greta Swanson, *Math Faculty (CA)*
Ivan Kidoguchi, *Comp/Lit FDC (SY)*
Jerry Annen, *SLC Coordinator (SE)*
Pamela Kessinger, *Library Faculty (RC)*
Patty Hawkins, *ABE/GED Faculty (RC)*
Jen Piper, *Dean of Instruction (SE)*
Alyson Lighthart, *Division Dean (CA)*

English Team Members

Jodi Naas, *English Faculty (CA)*
Melody Wilson, *English Faculty (CA)*
Jessica Johnson. *English Faculty (SE)*
Lutgarda Cowan, *English Faculty (SE)*
Laurel Spillum, *English Faculty (SY)*
David Jacobson, *English Faculty (SY)*
Theresa Love, *English Faculty (RC)*
Jocelin Higgins, *English Faculty (SE)*
Danica Fierman, *English Faculty (SE)*
 Ethan Bull, *Academic Advisor (SY)*
Jeff Pettit, *Placement Team & Math Faculty (RC)*
Tom Huminski, *Writing Center/SLC (SY)*
Roberta Richards, *Librarian Faculty (SE)*
Samm Erikson, *TLC Faculty Coordinator (SE)*
Catherine Thomas, *ESOL Faculty (SE)*
Amy Boenke, *ABE Faculty (CA)*
Laura Sanders - *Division Dean (SE)*
Julie Kopet - *Division Dean (SY)*
Karen Paez - *Dean of Instruction (SY)*
Yadi Moreno, *Student Representative*
Sharon Quillen, *Student Representative*

FACULTY AND STAFF TEAMS

Multiple Measures (Placement) Team Members

Al McQuarters, *Division Dean (SE)*

Alison Blizzard, *OISS Director*

Amy Cakebread, *Math Faculty (RC)*

Bryan Ruzicka, *New Student Coord. (SE)*

Cheryl Scott, *Dean of Instruction (RC)*

Dan Davis, *ESOL Faculty (RC)*

Darilis Garcia, *Enrollment Svcs. Manager*

Jake Montie, *Placement Project Coordinator*

Jim Sauve, *English Faculty (SY)*

Jeanette Muehleck, *DE Advisor (SY)*

Jeff Laff, *YES to College Manager*

Jeff Pettit, *Math Faculty (RC)*

Jim Fasulo, *Advisor (CA)*

Jeff Lacks, *Math Faculty (SY)*

Josh Peters-McBride, *Associate Dean (SE)*

Juliet Pursell, *ABE/GED Faculty/FDC (SE)*

Jane Zunkel, *English Faculty (CA)*

Heather Lang. *Dean of Student Success/VP*

Kaela Parks, *Disability Services Director*

Laura Massey, *IE Director*

Leslie Boyd, *English Faculty (RC)*

Lee Miller, *Testing Coordinator (SY)*

Michelle Luff, *Advising Coord. (online)*

Phyllis Petteys, *Accessibility Specialist*

Rosemary Zhang, *ESOL Faculty -PT (RC))*

Tanya Batazhan, *Division Dean (SY)*

Advising Redesign Implementation Task Force Members

Alicia Adams, *OISS Assistant Director*

Andy Freed, *Online Services Manager*

April Nording, *Advisor (RC)*

Arlene McCashew, *Advisor (RC)*

Carlnita Greene, *Faculty (CA)*

Darilis Garcia, *Enrollment Services Manager*

Dorothy Badri, *Advising Coordinator (CA)*

Hannah Alzgal, *Student Representative*

Heather Lang, *Dean of Student Success/VP*

Jake Montie, *Enrollment Services Coordinator*

Jan Volinski, *Perkins Grant Coordinator*

Janeen Hull, *Division Dean (CA)*

Jason Pinkal, *Advising Redesign Project Manager*

Josh Peters-McBride, *Associate Dean (SE)*

Kelly Love-Geiger, *Future Connect Mgr/Coordinator*

Luis Menchu, *IT Manager*

Lynn Robinson, *New Student Program Coordinator*

Madison Chin, *Int'l Student Advisor (SE)*

Marta Hoenig, *CTE Advisor (SE)*

Michelle Luff, *Advising Coordinator (online)*

Pam Blumenthal, *Dean of Students (SY)/Links*

Pat Cottrill, *Advising Coordinator (RC)*

Phil Christain, *Advising Coordinator (SE)*

Sonya Bedient, *Associate Dean (SY)*

Tammy Billick

Tanya Batazhan, *Division Dean (SY)*

Todd Nashiwa, *Advising Coordinator (SY)*

Traci Simmons, *Associate Dean (CA)*

Vicky Lopez Sanchez, *Associate Dean (RC)*

Will Butler Paisley, *Advising Coordinator (SY)*

Data Team Identified YESS Metrics
· 5 metrics
· 3 have baselines and targets

AREA OF IMPROVEMENT	MEASURE	BASELINE	2023–2024 TARGET
Successful Credit Completion	Percent of attempted credits successfully completed	78.9%	83%
Fall to Fall Retention	Percent of first-time cohort students who return the subsequent fall term	64.2%	74.2%
Graduation/ Transfer Rate	Percent of first-time cohort students who complete a PCC credential or transfer within 150% of expected program completion time	36.1%	41.3%
Highest Enrolling Courses Pass Rates	Average success rates	TBD	TBD
Momentum Point Achievement	College-level credits completed 1st term (6+, 12+) College-level credits completed 1st year (22+, 36+, 45+) College-level courses completed 1st year (Math, Writing, Math and Writing)	TBD	TBD

YESS DASHBOARD DEMO

YESS (ARGOS) Metrics
Disaggregated by:
· Race/Ethnicity
· Gender
· Pell Status
· Age
· Enrollment Intensity

YESS DASHBOARD DEMO

e.g. % Credits Successfully Completed by Race/Ethnicity
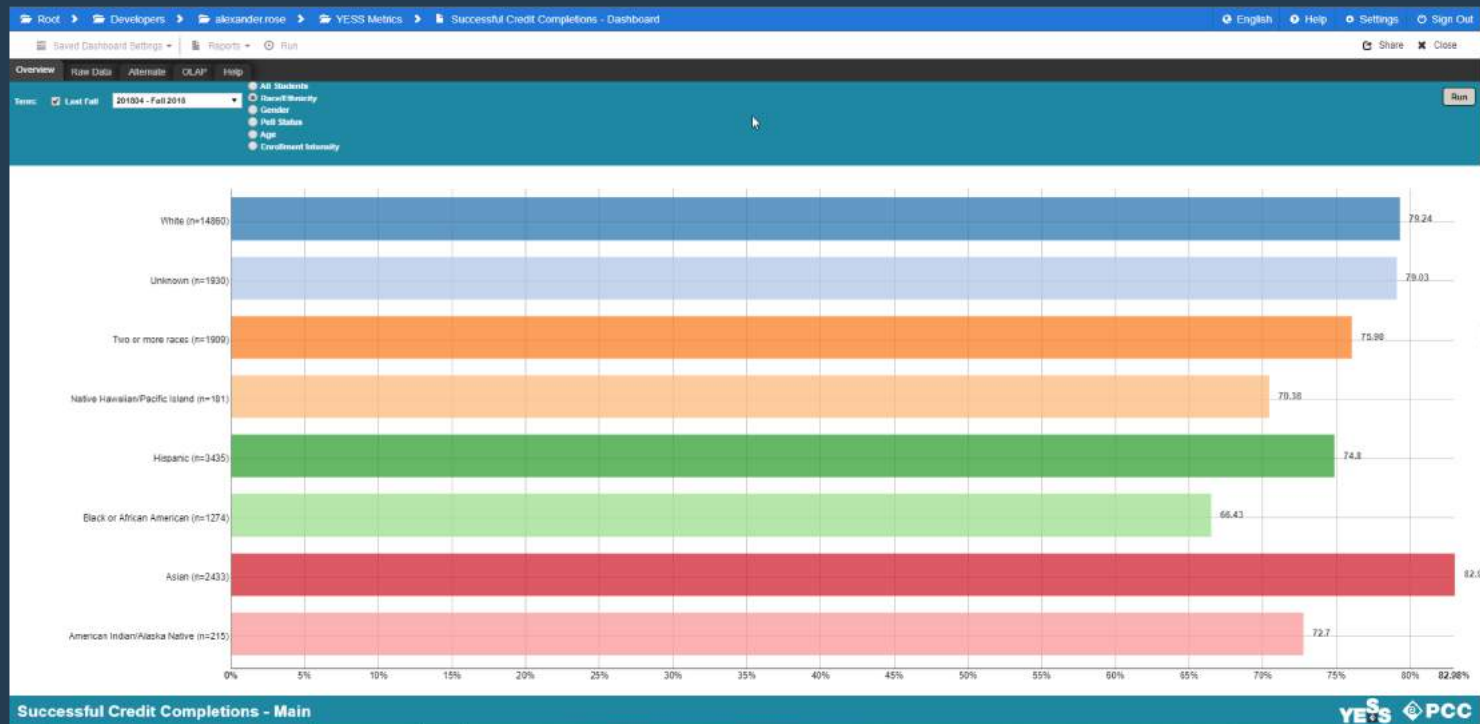
AACC Key Performance Indicators - *Guided Pathways Project*

Larger proportions of new to college students are passing 9+ or 12+ college-level (non-developmental) credits their first term.
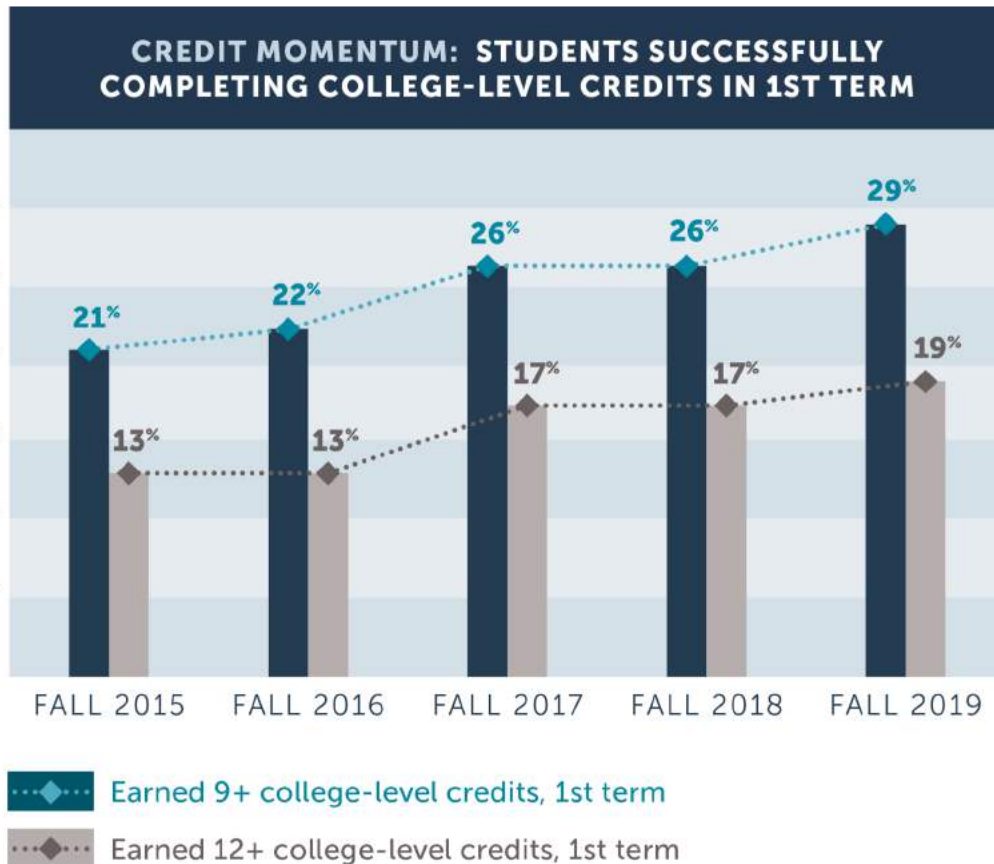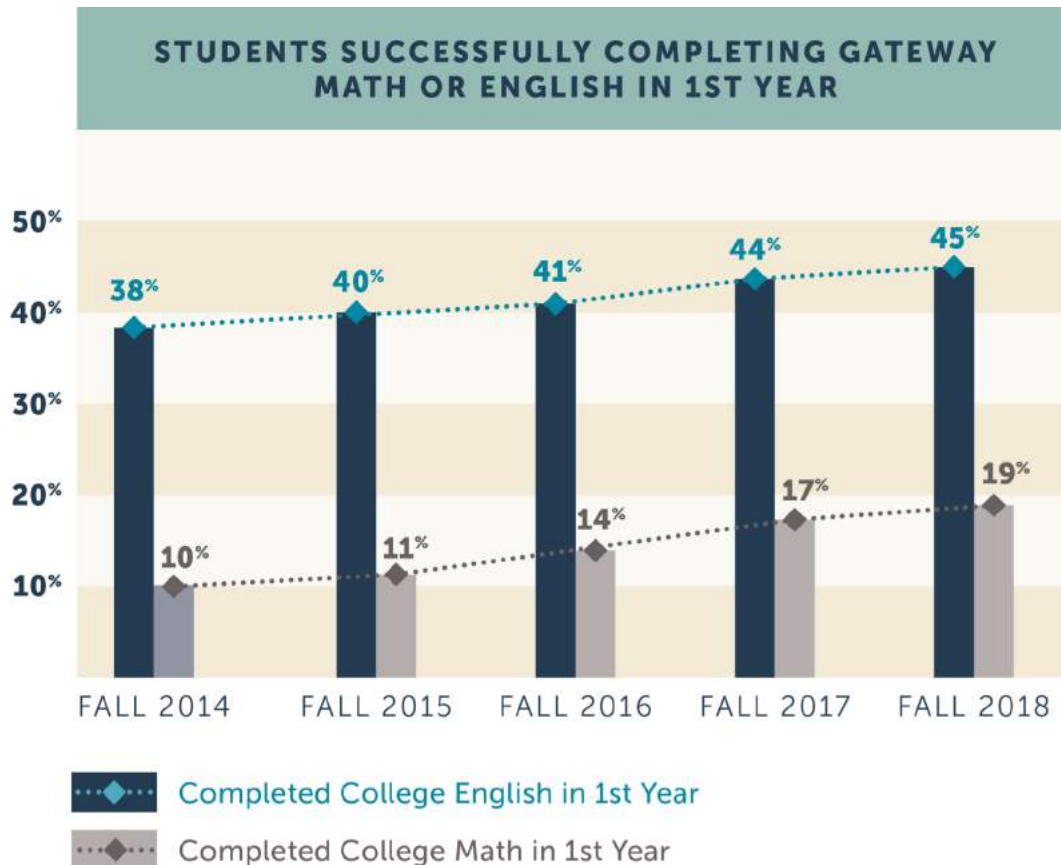

CREDIT MOMENTUM: STUDENTS SUCCESSFULLY COMPLETING COLLEGE-LEVEL CREDITS IN 1ST TERM

AACC Key Performance Indicators - *Guided Pathways Project*
Larger proportions of new to college students are passing 100+level Math or Writing/English courses by the end of their first year. *(Note: This measure is as of the end of the spring term.)*

STUDENTS SUCCESSFULLY COMPLETING GATEWAY MATH OR ENGLISH IN 1ST YEAR

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018
Completed College English in 1st Year	38%	40%	41%	44%	45%
Completed College Math in 1st Year	10%	11%	14%	17%	19%

YES Yes to Equitable Student Success

AACC Key Performance Indicators - *Guided Pathways Project*

The percent of first time fall students who re-enroll in the winter term has remained within the 68%-70% range.

FALL TO WINTER RETENTION

	Fall 14–Winter 15	Fall 15–Winter 16	Fall 16–Winter 17	Fall 17–Winter 18	Fall 18–Winter 19
Retention	68%	68%	70%	68%	69%