# Welcome New Administrators

**Ken Smith**, *Director of Admissions*

**Katie Rullo**, *Assistant Dean of Continuing Education*

**Hilary Meyer**, *Dean of Academic Success*

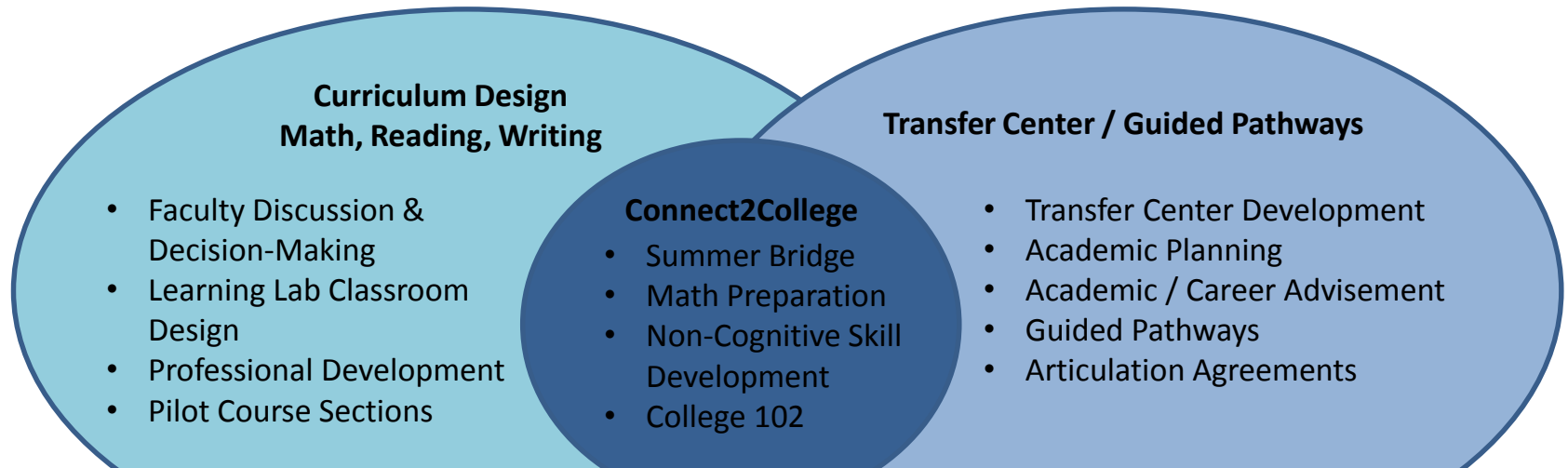**Denise Jones**, *Dean of Retention and Student Engagement*

**Dr. Lee Jackson**, *Executive Director of Work Force Equity Initiative*

**Dr. Belkis Torres-Capeles**, *Dean of Continuing Education*

**Andrea Bangura**, *Dean of Students*

# Title V Components

October 2018 – September 2023

**Curriculum Design
Math, Reading, Writing**

- Faculty Discussion & Decision-Making
- Learning Lab Classroom Design
- Professional Development
- Pilot Course Sections

**Connect2College**
- Summer Bridge
- Math Preparation
- Non-Cognitive Skill Development
- College 102

**Transfer Center / Guided Pathways**

- Transfer Center Development
- Academic Planning
- Academic / Career Advisement
- Guided Pathways
- Articulation Agreements

Designed to meet the needs of Hispanic and other Low-Income Students

# Workforce Equity Initiative Grant

- One of 15 community colleges to receive the Illinois Community College Board (ICCB) Workforce Equity Initiative grant.

- Support raising achievement and closing the skills gap in African-American communities in greater Chicago.

- To support short-term training opportunities in high-need communities for employment in specific sectors with local workforce gaps.

- Sterile processing technician, EKG technician, medial billing and coding specialist, optician, automotive engine repair, carpentry, plumbing, welding and A+ certification.
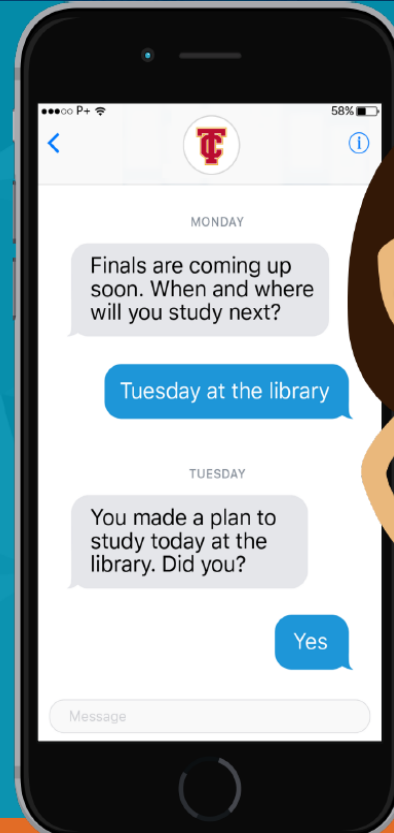
# Innovation Recognition

McGraw-Hill ALEKS All-Star Educator Award

Tuan Dean

# Innovation



Meet TRUDY, your TRiton stUDY buddy!

She knows how hectic college and life can be, and she's here to help.

MONDAY

Finals are coming up soon. When and where will you study next?

Tuesday at the library

TUESDAY

You made a plan to study today at the library. Did you?

Yes

# Guided Pathways Steering Committee

Shelley Tiwari, Chair

Sheldon Turner

Ken Smith

Michael Scipione

Lisa Samra

Nelly Marcial

Gail Krahenbuhl

Nancy Guzman

Hannah Ballas

Maxi Armas

# Have a Great Semester!
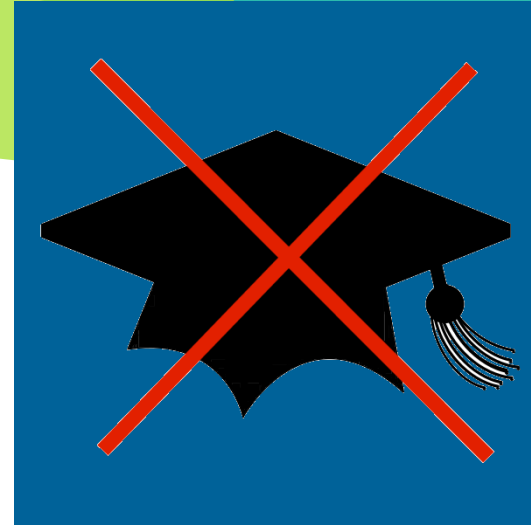
# EVERYONE HAS DREAMS

She is inspired to save lives.
She wants to design buildings.

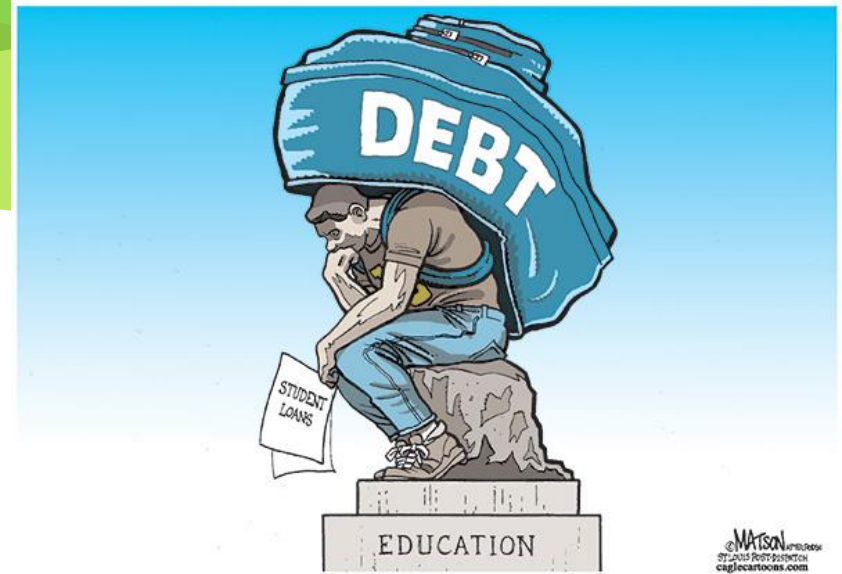**A GOOD LIFE AND A WELL PAYING JOB.**
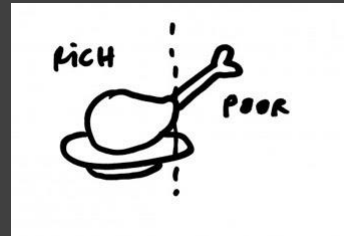
DREAM CRUSHERS

# COLLEGE: HIGH COST

# SOME STUDENTS FACE EVEN BIGGER OBSTACLES

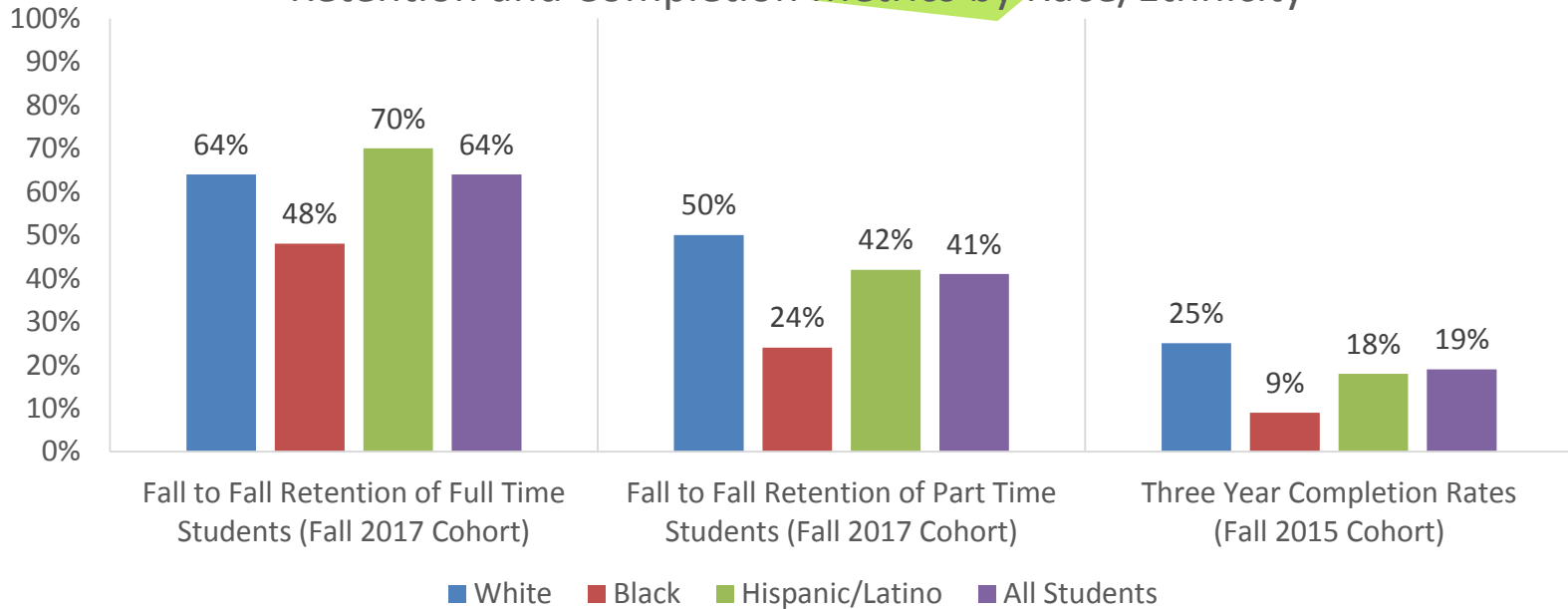# FIRST IN FAMILY TO ATTEND COLLEGE

Equality                 Equity



# BIGGER STRUGGLES

**LACK OF EQUITY**
**SYSTEMIC AND INSTITUTIONAL RACISM**

# Triton Data

## Retention and Completion Metrics by Race/Ethnicity



Chart showing retention and completion metrics by race/ethnicity:

**Fall to Fall Retention of Full Time Students (Fall 2017 Cohort)**
- White: 64%
- Black: 48%
- Hispanic/Latino: 70%
- All Students: 64%

**Fall to Fall Retention of Part Time Students (Fall 2017 Cohort)**
- White: 50%
- Black: 24%
- Hispanic/Latino: 42%
- All Students: 41%

**Three Year Completion Rates (Fall 2015 Cohort)**
- White: 25%
- Black: 9%
- Hispanic/Latino: 18%
- All Students: 19%

Legend: ■ White ■ Black ■ Hispanic/Latino ■ All Students

**Low retention rates and achievement gaps particularly for African American and Latino students.**

# WE CAN DO BETTER!

YES, WE CAN DO BETTER!

# GUIDED PATHWAYS: Research-based approach to …

HELP STUDENTS OF ALL AGES EXPLORE THEIR OPTIONS

SUPPORT STUDENTS WORK TOWARD A CAREER AND NOT JUST A DEGREE

# CAREER OPTIONS?

**IT'S CHALLENGING TO TRANSLATE INTEREST AND SKILLS INTO A CAREER**

**IT'S ALSO CHALLENGING TO UNDERSTAND THE EDUCATION NEEDED TO ACHIEVE YOUR GOALS**

# EXAMPLE: A STUDENT INTERESTED IN THE HEALTH CARE FIELD COULD EARN:

1 YEAR CERTIFICATE AND BECOME A PHARMACY TECH

2-4 YEAR DIPLOMA AND BECOME A NURSE

# WHAT ARE THE OPTIONS?



MANY TIMES, STUDENTS DON'T KNOW THE OPTIONS BETWEEN A CAREER FIELD OR HOW TO CHOOSE AMONG THEM

THIS MAKES SELECTING THE RIGHT CLASSES IN THE RIGHT ORDER, VERY DIFFICULT

# AM I TAKING THE RIGHT CLASSES?

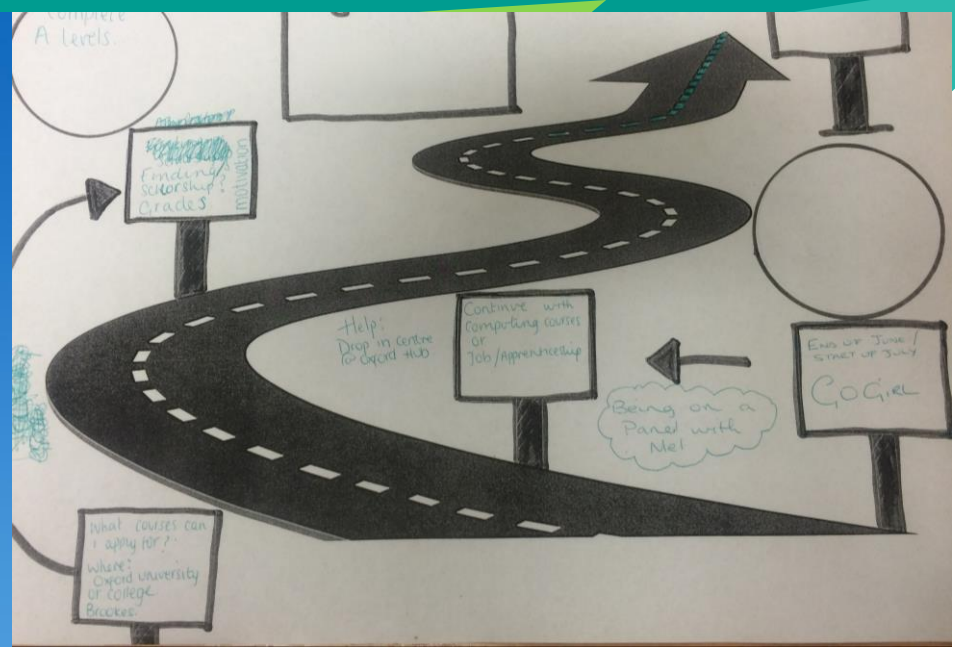IT'S NO SURPRISE MANY STUDENTS END UP TAKING UNNECESSARY CREDITS
OR JUST GIVE UP

# CLEAR GUIDED PATHWAYS

THE SOONER STUDENTS BEGIN THEIR JOURNEY THE MORE LIKELY THEY ARE TO GRADUATE ON TIME

FEWER CREDITS

LESS DEBT

# CLEAR PROGRAM MAPS

AS STUDENTS HONE IN A SPECIFIC CAREER, ADVISORS GIVE THEM A RECOMMENDED PROGRAM MAP FOR A CLEAR PATHWAY TOWARD THAT CAREER

# GUIDED PATHWAYS APPROACH

**HELPS STUDENTS BY EXPOSING THEM TO ALL THEIR OPTIONS**

**INCLUDING TRANSFERRING TO A UNIVERSITY TO EARN THE NEXT LEVEL DEGREE**

# TRITON COLLEGE: We are pursuing Guided Pathways to:

- HELP STUDENTS ACHIEVE THEIR CAREER GOALS

- LAUNCH THEIR CAREERS

- AS MORE STUDENTS GRADUATE AND MOVE INTO THEIR CAREERS, THEY LIFT OUR ECONOMY WITH THEM

- WHEN OUR STUDENTS SUCCEED, OUR COLLEGE AND COMMUNITY SUCCEED

# What is Guided Pathways for Triton?

*Structured framework to redesign the student experience at Triton College from entry to exit.*

# Four Pillars of Guided Pathways

CLARIFY THE PATH

ENTER THE PATH

STAY ON THE PATH

ENSURE LEARNING

# Guided Pathways Steering Committee

- Establish workgroups

- Identify Areas of Study/Meta-majors

- Map degrees/certificates

- Review and redesign the student experience

- Review and redesign technology solutions

- Develop college-wide messaging to support pathways

# Pillar 1: Clarify the Path

## Areas of Study

- Thematic groupings of degrees and programs

- Structured, educationally coherent program maps

- Aligned with career and transfer goals

# Areas of Study: Development Process

- Collaborative and participatory approach

- Began by looking at CIP (Classification of Instructional Programs) codes provided by the I.R. Office

- The team includes
    - Academic deans,
    - Curriculum committee members,
    - Guided Pathways Steering committee,
    - Other faculty and staff

- Gone through a total of 7 revisions

# Areas of Study: Development Process

1. Incorporated students' feedback using focus groups

2. Incorporated faculty feedback
   - ✓ Curriculum Committee,
   - ✓ Chairs & Coordinators meeting
   - ✓ Faculty representatives in the GPS committee

3. Proposed an alternative name for "meta-majors"

# Triton's Areas of Study

ARTS, HUMANITIES, AND SOCIAL SCIENCES

BUSINESS AND INFORMATION TECHNOLOGY

CULINARY ARTS AND HOSPITALITY

HEALTH CAREERS

HUMAN AND PUBLIC SERVICES

INDUSTRIAL CAREERS

SCIENCE AND ENGINEERING

VIEW ALL PROGRAMS OF STUDY

# What are Program Maps?

Clear, coherent, easy to use semester by semester default academic plans/maps for students

Program maps are NOT:

◆ Favoring certain subjects over others

◆ "Pushing students through the degree factory"

◆ Inflexible: students **can** change pathways and even an Area of Study.

# Pillar 2: Enter the path

- Streamline student onboarding

- Career exploration

- Integrated and wrap-around support

# Pillar 2: Enter the path

Reviewed student onboarding process from online application to first day of class:

- points of confusion
- barriers to equity
- continuity gaps

# Pillar 2: Enter the path

**The Student Onboarding Subcommittee Shall:**

- Create and establish workgroups to direct the overall institutional work necessary to fully integrate the initiative effort.

- Propose the review and redesign of the student experience to remove barriers and provide necessary support.

- Specifically address the second and third pillars of the Guided Pathways framework in alignment with current efforts underway

- Ensure the beginning of a student's experience at Triton will be exemplified through a spirit of welcome and a culture of care.

# Student Affairs Project Plan Key Elements

## Current Priorities

- **Structured onboarding processes**
  Improved application/registration process providing students with clear, actionable and usable info

- **Proactive academic and career advising**
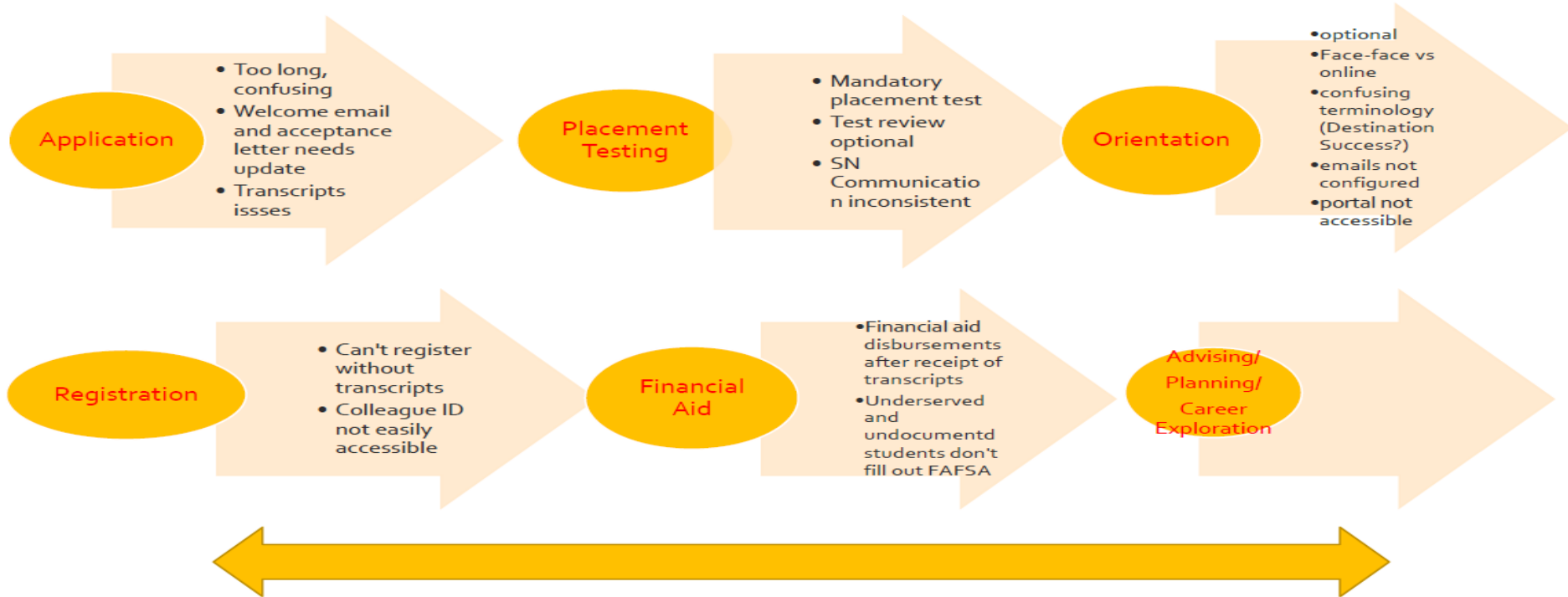  From start to completion with an assigned point of contact

# Student Affairs Project Plan Key Elements
## Work Plan

- Map out the student onboarding experience for the first-time students

- Identify barriers and leakage points for students during the onboarding process

- Research and collect data disaggregated by student subgroups, especially for African American, and Hispanic students for the various points of connection

- Identify and address the low-hanging items/issues

- Make recommendations for institutional changes and establish subgroup categories

- Redesign the student experience to align with the guided pathways second pillar/principle- assist students get on a path

# Student Affairs Project Plan Key Elements

## BUSINESS PROCESS MAPPING FOR STUDENT ONBOARDING EXPERIENCE: STUDENT ISSUES

**Application**
- Too long, confusing
- Welcome email and acceptance letter needs update
- Transcripts issses

**Placement Testing**
- Mandatory placement test
- Test review optional
- SN Communication inconsistent

**Orientation**
- optional
- Face-face vs online
- confusing terminology (Destination Success?)
- emails not configured
- portal not accessible

**Registration**
- Can't register without transcripts
- Colleague ID not easily accessible

**Financial Aid**
- Financial aid disbursements after receipt of transcripts
- Underserved and undocumentd students don't fill out FAFSA

**Advising/ Planning/ Career Exploration**

**Possible inequity faced by underserved students**

# Project Plan Key Elements

Importance of Creating a Comprehensive Advising Model Reflective of Holistic Student Services Framework

**Strong Foundation for a Comprehensive Advising Model in the Works**

- Creation of a new job description for academic advisors

- Increase in base pay to attract and retain high-quality professionals

- Currently Filling Vacancies

- Budget proposal made for more staff - Double the amount from 4 Full-time to 8 Full-time for the first year and more in subsequent years per approval

- Staff intentionally work with students to identify motivational factors in college-going

- Advisors as pro-active and intentional throughout the onboarding process and throughout their time at Triton

# Student Affairs Project Plan Key Elements

**Extensive Advising Model**

- Utilize first-year experience courses
- Assigned advisors
- Continued advising after the first year
- Build upon and reinforce the Guided Pathways program design features by:

  ✓ Helping students select and enter a area of study.

  ✓ Tracking students' progress through program milestones.

  ✓ Providing frequent feedback to students on their progress.

  ✓ Intervening with individual students who stray off track.

# Pillar 3: Stay on the path

- Support in and outside the classroom

- Intrusive advising for all students

- Progress monitoring/intervention

- Class scheduling

# Pillar 4: Ensure Learning

- Assess student learning

- Active and collaborative teaching and learning

- Learning outcome alignment with career and transfer program

# Guided Pathways Project Plan Key Elements

- Structured onboarding processes

- Proactive academic and career advising

- Responsive student tracking system

- Instructional support, FYE courses, and co-curricular activities

- Programs that are fully mapped out and aligned

# GPS Workgroups and Committees

- Program Mapping

- Technology and Information Infrastructure

- Communication/Marketing

- Assessment

- Engaged Learning

- First Year Experience

# Thank you!

Contact us at GPSCommittee@triton.edu

Want to learn more about Guided Pathways at Triton?
Visit our portal page under Employee Resources