

*Masen's Journey:  
Redesigning the Student  
Experience through the Lens of our  
Students*

*Anna Mays, Associate Vice Chancellor, DCCCD*

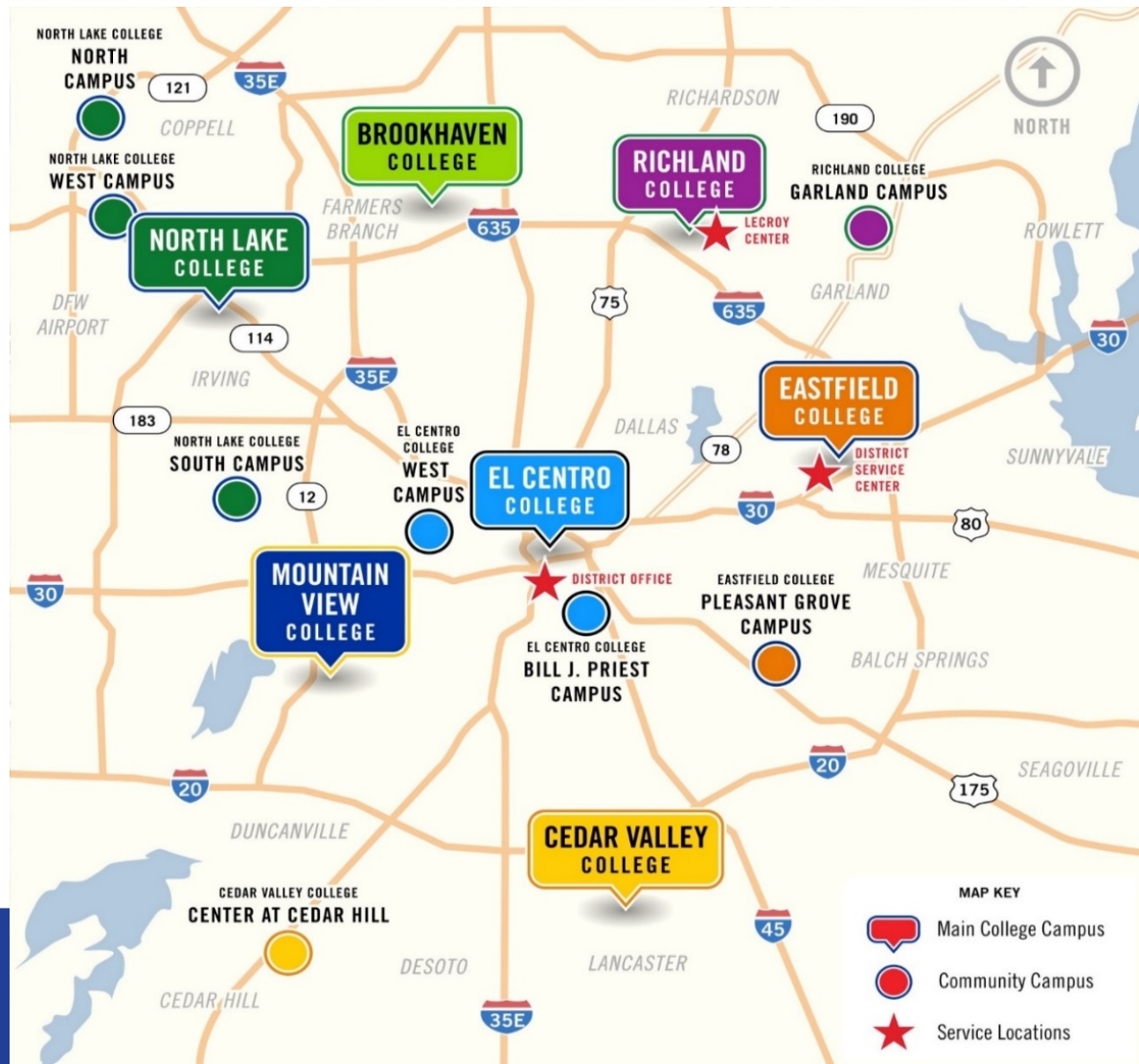
*Lisa Copprue, VP, Student Services, Cedar Valley College*

*Marisa Pierce, VP, Student Services, North Lake College*

*Terri DiPaolo, DCCCD Educational Policy & Student Success*

# DCCCD

One District  
comprising 7  
separately  
accredited  
colleges



# Dallas in figures

- Poverty impacts
  - 23% of population
  - 27% of families
  - 36% of children
- Race and Poverty
  - 1 in 10 White people
  - 1 in 4 Hispanic people
  - 1 in 3 Black people

- EDUCATIONAL ATTAINMENT
  - 12% Post graduate
  - 20% Bachelors
  - 5% Associates
  - 18% Some College
  - 22% High School
  - 25% Less than HS

# Transformation Design

## The Plan

- 2017-18 Design
- 2018-19 Partial Implementation
- 2019-20 Full Implementation

## The People

- Taskforce 1 – Design of the pathways
- Taskforce 2 – Redesign of the student experience
- Taskforce 3 – Technology
- Taskforce 4 – Communications



# The journey at DCCCD

- Re-design and implementation
- On the instructional side...



**ARTS,  
HUMANITIES,  
COMMUNICATION  
& DESIGN**



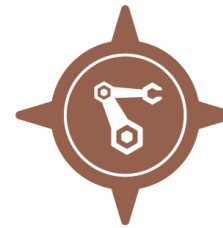
**BUSINESS**



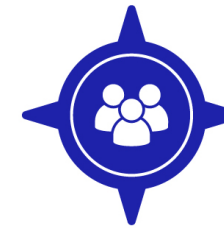
**EDUCATION**



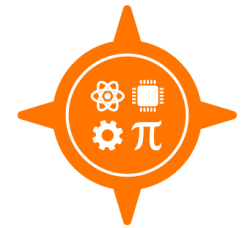
**HEALTH SCIENCES**





**INDUSTRY,  
MANUFACTURING  
& CONSTRUCTION**



**SOCIAL SCIENCES  
& PUBLIC  
SERVICE**



**STEM**



# In student services... the focus is the student journey

- **Pre-collegiate Experiences:** *Outreach to HS*
- **Connection:** *Outreach to Pre-Application*
- **Entry:** *Application to 15 hours*
- **Progress:** *15 – 45 hours*
- **Completion:** *45 – completion*
- **Transition:** *Completion to employment and/or transfer*

## Phase 1

### 2017 – 2018

- Assemble GPS Project Team
- Introduce Guided Pathways
- Create GPS MyPortal site
- Communicate across DCCCD
- Select 7 Career Paths
- Design 48 Guided Pathways
- Hire Navigators, Pathway Advisors, Career Coaches
- Redesign the student experience
- Begin faculty & student services professional development
- Launch GPS Website
- Introduce GPS to students
- Advise with new GPS maps

## Phase 2

### 2018 – 2019

- Promote GPS to students
- Advise with new GPS maps
- Design 100+ Guided Pathways
- Select GPS technologies
- Redesign the student experience
- Continue faculty & student services professional development
- Introduce GPS to business & community partners
- Continue university connection
- Revise Phase 1 GPS maps as needed

## Phase 3

### 2019 - 2020

- Design remaining Guided Pathways
- Implement GPS technologies
- Enhance interactive GPS website, mobile technologies
- Redesign the student experience
- Continue faculty & student services professional development
- Revise Phase 1,2 GPS maps as needed
- Assess implementation



# Nearing the end of Phase 1

- When it came to student services:
  - Collected insights, processes across seven colleges
  - Established commitment to the need for some commonality and change
- NEXT STEPS:
  - How to move from design to implementation?
  - How to be inclusive when it comes to hearing from student services staff?
  - How to plan for a future that offer consistency for students but at 7 distinct colleges?





# Re-Design Workshops in June 2018

- On June 27<sup>th</sup> we held three workshops each focused on a (vexing) milestones:
- Why vexing?
  - 7 different ways of handling each of these milestones

1. Student assessment for entry to career paths and guided pathways
2. Early alignment of career goals to career paths and guided pathways
3. Initial advising and orientation for career paths and guided pathway



These are  
“get stuff done”  
sessions

# Each session had rules

- DESIGN GUIDE

- Design a District-wide solution that is focused on 7 career paths and their associated guided pathways
- What we do or have at the moment may need to change
- Keep asking “How will this benefit students?”

- DISCUSSION GUIDE

- No speeches
- Listen to each other
- There are no bad ideas
- Challenge ideas not people

# Each session had a clear statement

- **What are the steps we need to implement after an application has been submitted that ensure a student can move on to TSI testing understanding**
- **a) what the test entails and**
- **b) what are the implications of their scores when it comes to choosing a career path and selecting a guided pathway?**

# Each session was framed around commitments

- **Our commitment to DCCCD students:**
- Students will understand the purpose of the TSI in course placement
- Students will understand the implications of TSI scores prior to taking the test
- After testing, students will be advised on the practical steps they need to take towards realizing their program of study goals within a selected career path

# The goal of all this work...

Streamline navigation to and through our system and beyond to transform **the student experience** to increase:

- Student Persistence/Retention
- Student Completion
- Student Transfer
- Student Employment

Who are the students we are talking about ?

# Changing Mindsets

- The biggest challenge in transformation is moving people from the “now” to the “what could be”
- How will this benefit students? – a powerful question but is it enough
- To get individuals to dig deep and really think about students we developed Masen...



Masen

Preferred  
pronouns

“they, them,  
their”

GROUP  
ACTIVITY

<b>Age:</b>	19
<b>Favorite TV Show:</b>	
<b>Hobbies/Interests:</b>	My Favorite Murder podcast
<b>Favorite Food:</b>	
<b>Study Goals and Aspirations:</b>	Wants to do “business” or nursing or become a TV producer.
<b>First Generation Student:</b>	Yes
<b>Work:</b>	
<b>Transportation:</b>	No car, reliant on bike and DART
<b>TSI:</b>	Not TSI-met in Math
<b>First Time in College:</b>	Yes
<b>Other:</b>	Likes the idea of 8-week classes



# Masen's experience has moved us from this...

## SEE AN ADVISOR

	1	2	3	4	5
BHC	•				
CVC			•		
EFC		•			
ECC	•				
MVC		•			
NLC		•			
RLC			•		

## ORIENTATION

	1	2	3	4	5
BHC					•
CVC	•				
EFC					•
ECC			•		
MVC					•
NLC					•
RLC		•			

# To this...

## SEE AN ADVISOR

	1	2	3	4	5
BHC		•			
CVC		•			
EFC		•			
ECC		•			
MVC		•			
NLC		•			
RLC		•			

## ORIENTATION

	1	2	3	4	5
BHC				•	
CVC				•	
EFC				•	
ECC				•	
MVC				•	
NLC				•	
RLC				•	

From  
acknowledging  
this

They  
rushed  
me to make  
decisions

They still  
made me pick  
my<sup>own</sup> classes.

they forced  
to pick a  
major



To aspiring to  
this

Knowing where to  
START &  
Be consistent  
across our colleges

Connecting  
to the right  
resources &  
the right time.

A student will  
clearly understand  
their end GOAL  
& how to get there  
(time &).



# Advising Support

- Navigators
- Pathways Advisors
- Career Coaches
- Program Faculty
- All of us



# GPS Maps

DCCCD 2018 – 2019 COMBINED ACADEMIC CATALOGS\* OF THE COLLEGES


### EDUCATION

**GUIDED PATHWAY: ASSOCIATE OF ARTS IN TEACHING, EC-6**  
For more information, visit the [Education-Related Degrees](#) website and your academic advisor at your college.

The Associate of Arts in Teaching (AAT) is a Board-approved collegiate degree program consisting of lower-division courses intended for transfer to baccalaureate programs that lead to initial Texas teacher certification. This plan is for those who are interested in earning certification to teach Early Childhood through Grade 6 (EC-6) in a generalist classroom setting.

This is an example course sequence for students interested in teaching Early Childhood through Grade 6. It does not represent a contract, nor does it guarantee course availability. Following this pathway will help you earn an AAT degree EC-6. Courses that complete the Degree (D) are noted below. For official degree requirements, please [click here](#).

Visit [Transfer Services](#) to view the Top 15 colleges and universities to which students at the colleges of DCCCD transfer. There, you can also view [Transfer Pathways](#) with local universities. Visit with your academic advisor to choose courses that will help you to transfer to a specific university.



Offered at ALL Colleges

**COLLEGE READINESS REQUIREMENTS**  
Enrolling in one or more courses may be necessary if assessment activities and previous academic experiences indicate a need for additional knowledge and skills:

READING & WRITING PLACEMENT	MATH PLACEMENT	ENGLISH LANGUAGE PROFICIENCY	COMPUTER LITERACY	LEARNING FRAMEWORK
TRI MET: YES ___ NO ___ IF NO, ADVISOR INSERT COURSE(S) NEEDED	TRI MET: YES ___ NO ___ IF NO, ADVISOR INSERT COURSE(S) NEEDED	PROFICIENCY MET: YES ___ NO ___ IF NO, ADVISOR INSERT COURSE(S) NEEDED	IF NEEDED, COMPLETE ONE: B CIS 1305 B CIS 1405 C OSC 1301	J EDUC 1300
□ DREA / DWRI / DIRW (circle one)	□ DMAT	□ ESOL	□ OTHER:	□ OTHER:

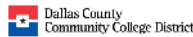
\*Enrollment/transfer may vary. Consult with an academic advisor regarding placement in college readiness courses and your ability to enroll in core academic coursework.

**SEMESTER-BY-SEMESTER MAP FOR FULL-TIME STUDENTS<sup>1</sup>**  
All plans can be modified to fit the needs of part-time students

SEMESTER 1	ACTION ITEMS
<ul style="list-style-type: none"> <li>ENGL 1301 – Composition I</li> <li>HIST 1301 – United States History I</li> <li>TECA 1354 – Child Growth and Development*</li> <li>SPCH 1311 – Introduction to Speech Communication*</li> <li>BIOL 1408 – Biology for Non-Science Majors I<sup>†</sup> OR</li> <li>BIOL 2406 – Environmental Biology*</li> </ul>	<ul style="list-style-type: none"> <li>Meet with an advisor to confirm academic and career goals by the end of the semester.</li> <li>At the end of the semester, begin research on college and universities where you want to seek Teacher Certification in grades EC-6 as a major.</li> <li>Meet with a faculty or career advisor regarding placement for field observation required for EDUC 1301 course.</li> <li>Meet with a career advisor/coach to research your career options with a teaching degree.</li> </ul>
<b>TOTAL SEMESTER CREDIT HOURS: 16</b>	
SEMESTER 2	ACTION ITEMS
<ul style="list-style-type: none"> <li>ENGL 1302 – Composition II</li> <li>MATH 1314 – College Algebra</li> <li>GEOL 1401 – Earth Sciences for Non-Science Majors I<sup>†</sup></li> <li>EDUC 1301 – Introduction to the Teaching Profession</li> </ul>	<ul style="list-style-type: none"> <li>Meet with your advisor to file an official degree plan, confirm or update your academic/career pathway and program of study.</li> <li>Ask about transfer advising to discuss options to pursue the bachelor's degree.</li> <li>Meet with a faculty or career advisor regarding placement for field observation required for EDUC 2301 course.</li> </ul>
<b>TOTAL SEMESTER CREDIT HOURS: 13</b>	
SEMESTER 3	ACTION ITEMS
<ul style="list-style-type: none"> <li>GOVT 2305 – Federal Government</li> <li>MATH 1350 – Mathematics for Teachers I</li> <li>PHIL 2306 – Introduction to Ethics<sup>‡</sup> OR</li> <li>ENGL 2331 – World Literature<sup>†</sup></li> <li>PHYS 1415 – Physical Science<sup>†</sup> OR</li> <li>PHYS 1405 – Elementary Physics I<sup>†</sup></li> <li>EDUC 2301 – Introduction to Special Populations</li> </ul>	<ul style="list-style-type: none"> <li>Begin applying to your top choice universities.</li> <li>Begin applying for Financial Aid and Scholarships                             <ul style="list-style-type: none"> <li>You can start the FAFSA in October for the next academic year. (i.e., in October 2018, you can complete the FAFSA for if you plan to register for classes at a college or university Fall 2019)</li> </ul> </li> <li>Check with your advisor for important deadlines and dates.</li> </ul>
<b>TOTAL SEMESTER CREDIT HOURS: 16</b>	
SEMESTER 4	ACTION ITEMS
<ul style="list-style-type: none"> <li>HIST 2301 – Texas History OR</li> <li>HIST 1302 – United States History II</li> <li>GOVT 2306 – Texas Government</li> <li>MATH 1351 – Mathematics for Teachers II</li> <li>ARTS 1301 – Art Appreciation<sup>†</sup> OR</li> <li>MUSI 1306 – Music Appreciation<sup>†</sup></li> <li>BIOL 1322 – Nutrition and Diet Therapy</li> </ul>	<ul style="list-style-type: none"> <li>After reviewing your degree plan and program of study, apply for Graduation.                             <ul style="list-style-type: none"> <li>Meet with your advisor to apply for the Associate of Arts in Teaching degree.</li> <li>Sign up for commencement.</li> <li>Request final transcripts to be sent to the college or university to where you will transfer.</li> <li>Join the <a href="#">Alumni Network!</a></li> </ul> </li> </ul>
<b>TOTAL SEMESTER CREDIT HOURS: 15</b>	

**AAT DEGREE MINIMUM: 60 SEMESTER CREDIT HOURS | PATHWAY TOTAL: 60 SEMESTER CREDIT HOURS**

<sup>1</sup> Degree plans may change in later catalogs. You may use this pathway if you entered one of the seven colleges or on before this date.  
<sup>2</sup> Students must earn at least 25% of the credit hours (15 hours) required for graduation through instruction by one of the seven DCCCD colleges awarding the degree.  
<sup>3</sup> This is not an official degree plan. For official degree requirements, please [click here](#).  
<sup>4</sup> All college students with fewer than 12 semester credit hours of successful college credit (grade of "C" or above) must take a student success course in the first semester.  
<sup>5</sup> There are several options to fulfill this requirement. See your academic advisor for a specific list.  
<sup>6</sup> This course counts for the Core Curriculum at any public college or university in Texas.  
<sup>7</sup> You must earn a grade of "C" or better in English 1301 and the selected college-level mathematics course and receive a GPA of at least 2.00 on all college-level course work.



DCCCD 2018 – 2019 COMBINED ACADEMIC CATALOGS\* OF THE COLLEGES


### BUSINESS

**GUIDED PATHWAY: BUSINESS – FIELD OF STUDY**  
For more information, visit [www.dcccd.edu/bus](#) and your academic advisor at your college.

The field of study in is designed to meet the needs of students who plan to major in Business and transfer to a four-year college/university. This curriculum applies to the Bachelor of Arts, Bachelor of Science, or Bachelor of Business Administration as deemed appropriate by the awarding institution.

This is an example course sequence for students interested in pursuing Business. It does not represent a contract, nor does it guarantee course availability. Following this pathway will help you earn an Associate of Science (AS) degree with a Field of Study in Business<sup>2</sup>, which will increase your chances of transfer to bachelor's-level programs. For official degree requirements, please [click here](#).

Visit [Transfer Services](#) to view the Top 15 colleges and universities to which students at the colleges of DCCCD transfer. There, you can also view [Transfer Pathways](#) with local universities. Visit with your academic advisor to choose courses that will help you to transfer to a specific university.



Offered at ALL Colleges

**COLLEGE READINESS REQUIREMENTS**  
Enrolling in one or more courses may be necessary if assessment activities and previous academic experiences indicate a need for additional knowledge and skills:

READING & WRITING PLACEMENT	MATH PLACEMENT	ENGLISH LANGUAGE PROFICIENCY	LEARNING FRAMEWORK
TRI MET: YES ___ NO ___ IF NO, ADVISOR INSERT COURSE(S) NEEDED	TRI MET: YES ___ NO ___ IF NO, ADVISOR INSERT COURSE(S) NEEDED	PROFICIENCY MET: YES ___ NO ___ IF NO, ADVISOR INSERT COURSE(S) NEEDED	□ EDUC 1300
□ DREA / DWRI / DIRW (circle one)	□ DMAT	□ ESOL	□ OTHER:
□ OTHER:	□ OTHER:	□ OTHER:	□ OTHER:

\*Enrollment/transfer may vary. Consult with an academic advisor regarding placement in college readiness courses and your ability to enroll in core academic coursework.

**SEMESTER-BY-SEMESTER MAP FOR FULL-TIME STUDENTS<sup>1</sup>**  
All maps can be modified to fit the needs of part-time students

SEMESTER 1	ACTION ITEMS
<ul style="list-style-type: none"> <li>ENGL 1301 – Composition I</li> <li>HIST 1301 – United States History I</li> <li>MATH 1324 – Mathematics for Business &amp; Social Sciences*</li> <li>SPCH 1321 – Business and Professional Communication OR</li> <li>SPCH 1315 – Public Speaking</li> <li>PHED 1164 – Introduction to Physical Fitness and Wellness</li> </ul>	<ul style="list-style-type: none"> <li>Meet with your advisor to confirm academic and career goals by the end of the semester.</li> <li>At the end of the semester, begin research on college and universities where you would want to major in Business and related fields (e.g., Accounting, Finance, Marketing, etc.).</li> <li>Meet with a career advisor/coach to research your career options with a Business degree.</li> </ul>
<b>TOTAL SEMESTER CREDIT HOURS: 13</b>	
SEMESTER 2	ACTION ITEMS
<ul style="list-style-type: none"> <li>ENGL 1302 – Composition II</li> <li>HIST 1302 – United States History II*</li> <li>MATH 1325 – Calculus for Business and Social Sciences</li> <li>ECON 2302 – Principles of Microeconomics</li> <li>ARTS 1301 – Art Appreciation*</li> </ul>	<ul style="list-style-type: none"> <li>Meet with your advisor to file an official degree plan, confirm or update your academic/career pathway and program of study.</li> <li>Ask about transfer advising to discuss options to pursue the bachelor's degree.</li> </ul>
<b>TOTAL SEMESTER CREDIT HOURS: 15</b>	
SEMESTER 3	ACTION ITEMS
<ul style="list-style-type: none"> <li>BIOL 1408 – Biology for Non-Science Majors I<sup>†</sup></li> <li>GOVT 2305 – Federal Government</li> <li>ENGL 2332 – World Literature I<sup>†</sup></li> <li>ACCT 2301 – Principles of Financial Accounting</li> <li>ECON 2301 – Principles of Macroeconomics</li> </ul>	<ul style="list-style-type: none"> <li>Begin applying to your top choice universities.</li> <li>Begin applying for Financial Aid and Scholarships                             <ul style="list-style-type: none"> <li>You can start the FAFSA in October for the next academic year. (i.e., in October 2018, you can complete the FAFSA if you plan to register for classes at a university Fall 2019)</li> </ul> </li> <li>Check with your advisor for important deadlines and dates.</li> </ul>
<b>TOTAL SEMESTER CREDIT HOURS: 16</b>	
SEMESTER 4	ACTION ITEMS
<ul style="list-style-type: none"> <li>BIOL 1409 – Biology for Non-Science Majors II<sup>†</sup></li> <li>GOVT 2306 – Texas Government</li> <li>BCIS 1305 – Business Computer Applications</li> <li>ACCT 2302 – Principles of Managerial Accounting</li> <li>Social and Behavioral Sciences Core Elective*</li> </ul>	<ul style="list-style-type: none"> <li>After reviewing your degree plan and program of study, apply for Graduation.                             <ul style="list-style-type: none"> <li>Meet with your advisor to apply for the Associate of Science degree with the Business Field of Study.</li> <li>Sign up for commencement.</li> <li>Request final transcripts to be sent to the college or university to where you will transfer.</li> <li>Join the <a href="#">Alumni Network!</a></li> </ul> </li> </ul>
<b>TOTAL SEMESTER CREDIT HOURS: 16</b>	

**AS DEGREE MINIMUM: 60 SEMESTER CREDIT HOURS | PATHWAY TOTAL: 60 SEMESTER CREDIT HOURS**

<sup>1</sup> Degree plans may change in later catalogs. You may use this pathway if you entered one of the seven colleges or on before this date.  
<sup>2</sup> Students must earn at least 25% of the credit hours (15 hours) required for graduation through instruction by one of the seven DCCCD colleges awarding the degree.  
<sup>3</sup> All college students with fewer than 12 semester credit hours of successful college credit (grade of "C" or above) must take a student success course in the first semester.  
<sup>4</sup> This is not an official degree plan. For official degree requirements, please [click here](#).  
<sup>5</sup> This course counts for the Core Curriculum at any public college or university in Texas.  
<sup>6</sup> There are several options to fulfill this requirement. See your academic advisor for a specific list.  
<sup>7</sup> You must earn a grade of "C" or better in English 1301 and the selected college-level mathematics course and receive a GPA of at least 2.00 on all college-level course work.





# ENGAGE: Your Ideas!



Dallas County  
Community College District

