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

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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

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<tr>
<th>The Plan</th>
<th>The People</th>
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<td>• 2017-18 Design</td>
<td>• Taskforce 1 – Design of the pathways</td>
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<td>• 2018-19 Partial Implementation</td>
<td>• Taskforce 2 – Redesign of the student experience</td>
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<td>• 2019-20 Full Implementation</td>
<td>• Taskforce 3 – Technology</td>
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The journey at DCCCD

- Re-design and implementation
- On the instructional side...
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 27th we held three workshops each focused on a (vexing) milestone:
  • 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...
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<th><strong>Masen</strong></th>
<th><strong>Preferred pronouns</strong> “they, them, their”</th>
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<td><strong>GROUP ACTIVITY</strong></td>
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| **Age:** | 19 |
| **Favorite TV Show:** | |
| **Hobbies/Interests:** | My Favorite Murder podcast |
| **Favorite Food:** | |
| **Study Goals and Aspirations:** | Wants to do “business” or nursing or become a TV producer. |
| **First Generation Student:** | Yes |
| **Work:** | |
| **Transportation:** | No car, reliant on bike and DART |
| **TSI:** | Not TSI-met in Math |
| **First Time in College:** | Yes |
| **Other:** | Likes the idea of 8-week classes |
Masen’s experience has moved us from this...

**SEE AN ADVISOR**

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SEE AN ADVISOR

ORIENTATION
From acknowledging this

They rushed me to make decisions

They still made me pick my own 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 and the right time.

A student will clearly understand their end goal and how to get there (timed $).
Advising Support

• Navigators
• Pathways Advisors
• Career Coaches
• Program Faculty
• All of us
GPS Maps
ENGAGE: Your Ideas!