ABSTRACT

Please provide a brief abstract—250 words or less—about the application. This abstract will be used in summary documents produced by the Chancellor's Office staff. (1,800 characters with spaces)

Most students select a major without sufficient understanding of their own interests and career goals and embark upon a program of study without the ability to see the value of the coursework. This leads to a sequela of factors that become barriers to student success and completion. When students later change their major, it increases their number of excess credits, cost of education, and the length of time to completion. For underrepresented populations, inequities compound this problem further. At the college, underrepresented students who have completed computerized interest assessment and career guidance have seen dramatic gains in course completion, retention, degree/certificate completion, and GPA as a result of understanding their interests, identifying best-fit careers, and experiencing self-directed online guidance regarding job demand, salaries, and required job skills. The college has begun implementing technology to scale up the experience of computerized career assessment and guidance so that 100% of students can make an informed choice of their major and understand the link between their program of study and their career goal. With our current unduplicated headcount of 15,000 students making an informed choice of major and career, having relevant employment and salary information at their fingertips, and prompted to schedule a career counseling appointment for further guidance, a second component of the project is to strengthen support staff and resources to meet the anticipated increase in need for career services. A third component of the project is to offer student development courses that feature career exploration contextualized to meta-majors.

NARRATIVE RESPONSES

Each response is limited to a 500 word narrative. Additional data or charts can be uploaded as a .pdf for each question. There is a 25 mb maximum for additional materials uploaded per question. For instructions on strong responses to each question, please refer to the [Questions and Strong Responses document](#).

* 1. From the perspective of the student population, referred to in the introduction, what was the problem your innovation helped to address on your campus, college or district?

Most of our students select a major without sufficient understanding of their own interests and career goals. They may embark upon a program of study without the ability to see the value of the coursework, and student engagement consequently wanes. This leads to a sequela of factors that become barriers to student success and completion. If a student later changes her/his major, it increases the number of excess credits, cost of education, and the length of time to completion. At Glendale Community College, students struggle with timely completion of their educational goals (see Figure 1). For underrepresented populations, inequities compound this problem further. In Figure 2, achievement gaps are evident for our foster youth, Latino/Hispanic, Black/African American, Asian/Pacific Islander, American Indian/Alaska Native, and Filipino students. Findings from focus group research on our students indicate that they typically discover valuable support services, like career guidance, purely by chance in informal conversations. Further, students' likelihood of discovering such services is highly dependent on their cultural and ethnic background.

In Redesigning America's Community Colleges (2015), Bailey, Jaggers, and Jenkins argue that students are often left on their own to navigate a system of programs and services, the complexity of which ironically impedes success and completion. At-risk students of underrepresented populations are particularly vulnerable. The authors' Guided Pathways model includes clarifying the educational path by providing students who are undecided about their major or career path, guided exploration of one of several broad fields of interest (termed "meta majors"). The model also includes helping students enter and stay on their educational path with in-depth interest assessment and career guidance, first year student success experiences, and instructional content that is contextualized to careers. Driven by the equity imperative, the innovation project provides these solutions at-scale to all students. The project will reduce inequities by ensuring that the students who most need support (i.e. underserved and at-risk students) will receive it.

Bailey, T. R., Jaggers, S.S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to

student success. Cambridge, MA: Harvard University Press.

ADDITIONAL DATA:figure1&2.pdf uploaded.

* 2. Briefly describe the practice or policy that your campus, college or district needed to change. Precisely describe the innovation and how it addressed the problem outlined in question 1.

At the college, underrepresented students who have completed computerized interest assessment and career guidance have seen dramatic gains in course completion, retention, degree/certificate completion, and GPA as a result of understanding their interests, identifying best-fit careers, and experiencing self-directed online guidance regarding job demand, salaries, and required job skills (see Figure 3). However, the number of students experiencing such assessment and guidance has been too small (only 3% of students) due to the high costs associated with taking the Strong Interest Inventory (SII) and the lack of career services staff and resources.

The innovation project is a multipronged undertaking with three components that address the equity imperative and support the Vision for Success. The first component involves leveraging a low-cost, evidenced-based option for computerized interest assessment and career guidance. We have begun implementing technology to scale up this support service so that 100% of students can make an informed choice of their major and understand the link between their program of study and their career goal. With our current unduplicated headcount of approximately 15,000 students soon to have relevant employment and salary information at their fingertips and being prompted to schedule a career counseling appointment for further guidance, a second component of the project is to strengthen support staff and resources to meet the anticipated increase in need for career services. This will require cross training general counselors to be proficient in career advising and will involve embedding career counselors within meta majors. This will better support students in not only choosing a path, but staying on the path. A third component of the project is to offer online student development courses that feature career exploration contextualized to meta majors.

Too often, students wait until the end of their education before exploring careers. Within the Guided Pathways framework, the innovation project: ensures that every student will make an informed choice of major and career at the start of college, scales up career advising proficiency among general counselors, embeds counselors to help students stay on their meta major path, and provides Undecided students a first-year student development course that is contextualized to their meta major and allows for guided career exploration. Consistent with the Vision for Success, the innovation project will reduce accumulation of excess credits, cost of education, time to completion, and attrition and therefore will help students enter and stay on their path to a degree or certificate and in-demand career. Data on this innovation already demonstrates its success in improving equitable outcomes such as course completion, retention, degree/certificate completion, and GPA (see Figure 3) for underrepresented students.

ADDITIONAL DATA:figure3.pdf uploaded.

* 3. How did your campus, college or district scale, or begin to scale, this innovation?

As can be seen in Figure 3, there was significant benefit to the academic performance of underserved students who completed computerized interest assessment and career guidance. The results are inclusive of student data since 2013. For foster youth, Latino/Hispanic, Black/African American and Asian/Pacific Islander students, those who completed computerized assessment and guidance demonstrated higher course completion, retention, degree/certificate completion, and cumulative GPA, compared to those who did not. Additionally, among American Indian/Alaska Native students (course completion, course retention, and cumulative GPA) and Filipino students (course completion and course retention) outcomes were better for those who had experienced computerized career assessment and guidance than for those who did not. Had this innovation already been scaled campuswide, in the Fall 2016 semester alone, it could have benefitted 45 foster youth, 4971 Latino/Hispanic, 400 Black/African American, 1439 Asian/Pacific Islander, 18 American Indian/Alaska Native, and 682 Filipino students.

To scale the first component of the project, tools from the U.S. Department of Labor's O*NET Online are being embedded within EAB Navigate. Navigate is the online, student-facing, student success platform that is already being implemented to integrate all enrollment and student services support systems at the college. It will guide students through every step of their college experience and allows students and counselors to track progress along the path of curricular and co-curricular requirements. Like SII, the O*NET Interest Profiler's high validity for the Holland's model* enables it to provide students with information on potential careers matched to their interests. Unlike SII, there is no charge for students to use O*NET Online tools. Embedding of O*NET tools within Navigate's interface and integrating these with our student information system (PeopleSoft) will ensure that all 15,000 of our students experience robust interest assessment and career guidance before they spend time and money on courses. For those who want follow-up guidance, Navigate will help students schedule a career counselor appointment in just a few clicks. Completion of

career guidance will be a required event along each student's path in Navigate.

Rounds, J., Walker, C. M., Day, S. X., Hubert, L., Lewis, P., & Rivkin, D. (1999). O NET Interest Profiler: Reliability, validity, and self-scoring. Retrieved March 1, 2018 from https://www.onetcenter.org/reports/IP_RVS.html

ADDITIONAL DATA:No file uploaded.

* 4. Explain in detail the specific barriers that were addressed to begin scaling the innovation across the campus, college or district.

Having demonstrated in samples of underrepresented students that computerized interest assessment and career guidance increased student engagement and academic performance, it was critical that the innovation project's first component would expand that support service to all students. The activity is to become the first item in each student's checklist of required events along their educational path in Navigate. To overcome the high per-student cost of SII, the U.S. Department of Labor's no-cost O*NET Online tools will be embedded within Navigate. Since the college has already begun implementing Navigate as a proactive student support system, the embedding of a robust interest assessment and career guidance tool into its interface provided a solution that would match students to a career and help them select an academic program that leads to their employment goal. For students who desire further guidance, Navigate assists them in scheduling an appointment with a career counselor. With 15,000 students being offered easy access to in-person career advising, the demand for career services is anticipated to increase.

The project's second component is intended to meet that demand by providing general counselors with cross training in career advising. Our current career counselors will be able to assist general counselors in developing those specialized knowledge and skills. Additionally, the project's second component involves embedding career counselors within meta majors. These two activities involve integrations that optimize the use of human capital while simultaneously improving students' ability for completing educational goals. Increasing the number and hours of certified career counselors and embedding those counselors in the college's meta majors will better support those students in not only choosing a path, but staying on the path. The integration of instruction (meta-majors) with student services (career counseling) will maximize resources and coordinate planned activities on campus, thereby creating partnerships for success.

The project's third component consists of online student development courses that feature career exploration contextualized to meta majors. Requiring this as a first-year course for Undecided students is consistent with the Guided Pathways model which includes clarifying the educational path by providing students who are undecided about their major or career path, guided exploration of one of several broad fields of interest. The model also includes helping students enter and stay on their educational path with in-depth career assessment and guidance, first year student success experiences, and instructional content that is contextualized to careers. The online format is mode of delivery that is flexible enough to fit the schedule of students who are juggling a variety of life demands. A faculty coordinator will design the online course content, develop faculty training materials, and coordinate the instructors.

ADDITIONAL DATA:No file uploaded.

* 5. Explain how your campus or district will collaborate with the Chancellor's Office to disseminate this innovation throughout the state to benefit other colleges seeking to solve a student success issue.

Colleges that do not have Navigate can instead direct students to the O*NET Online website to use its tools free of charge. Dissemination presentations at regional and state conferences provide opportunities to reach student services and institutional effectiveness professionals and share data regarding the innovation's impact on outcomes. Presentations at other intra-system forums (e.g. Guided Pathways workshops, Institutional Effectiveness Partnership Initiative events, etc.) can also be used to heighten awareness of strategies and tactics that colleges can apply to replicate the innovation at their campuses. We can host a regional conference that explains the innovation, discusses implementation pitfalls and best practices, and reports on evaluative metrics to date. To ensure accessibility of information to all member institutions, the state's distance learning resources (CCCConfer, 3C Media Solutions, Professional Learning Network, etc.) can create and host webinars and/or information videos that communicate methods that other colleges can apply.

Expenses across five-years are one-time in nature and sustainable as they initiate the personnel and resources required to scale the program. Expenses will be gradually offset because of this project's ability to generate year-over-year increases in performance-based funding allocations due to the program's effectiveness for degree and certificate completion. Further, the setting of informed career goals will drive increases in student educational plan completion and by consequence, Student Success and Support funding.

2018-2019
Technology Build & Integration
-($0) continued development of Navigate workflows
-($150,000 programmer consultant) integration of O*Net, Navigate, and PeopleSoft

Prepare for Increased Demand for Career Counseling Services
-($100,000 released time positions) career services faculty cross train general counselors
-($113,600 career counselor adjuncts) embedded counselors in meta majors
-($2,300 Candid Career software)

Develop Resources for Online Student Development Courses (contextualized w/ meta-major career exploration)
-($0) faculty finalize meta-majors
-($65,320 adjunct faculty coordinator) develops training resources and coordinates instructors
SUBTOTAL = $431,220

2019-2020
Technology Rollout
-($0) pilot Navigate in Summer 2019
-($0) rollout Navigate in Fall 2019

Meet Increased Demand for Career Counseling Services
-($100,000 released time positions) career services faculty cross train general counselors
-($26,000 classified staff scoring/scheduling SII)
-($113,600 career counselor adjuncts) embedded counselors in meta majors
-($2,300 Candid Career software)

Offer Online Student Development Courses (contextualized w/ meta-major career exploration)
-($65,320 adjunct faculty coordinator) develops training resources and coordinates instructors
-($56,600 adjunct instructors for 50 eight-week sections of student development)
SUBTOTAL = $363,820

2020-2021
Dissemination
-($5000) conference presentation, registration, and travel for two people
-($0) present webinar and/or submit video to 3C Media Solutions

Meet Increased Demand for Career Counseling Services
-($100,000 released time positions) career services faculty cross train general counselors
-($26,000 classified staff scoring/scheduling SII)
-($113,600 career counselor adjuncts) embedded counselors in meta majors
-($2,300 Candid Career software)

Offer Online Student Development Courses (contextualized w/ meta-major career exploration)
-($65,320 adjunct faculty coordinator) develops training resources and coordinates instructors
-($56,600 adjunct instructors for 50 eight-week sections of student development)
SUBTOTAL = $368,820

2021-2022
(budget identical to 2020-2021)
SUBTOTAL = $363,820

2022-2023
(budget identical to 2021-2022)
+($5000) host regional student success conference
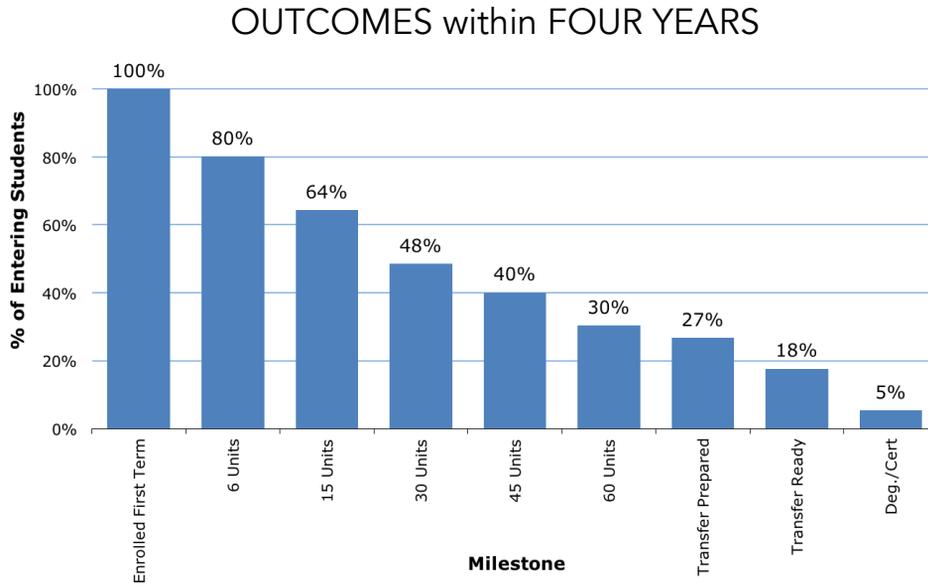SUBTOTAL = $373,820

GRAND TOTAL = $1,906,500

Figure 1

OUTCOMES within FOUR YEARS

Figure 2

OUTCOMES AVERAGED BY GROUP

	COURSE COMPLETION %	RETENTION %	DEGREE COMPLETION %	CUMULATIVE GPA pts
WHITE	74	48	30	2.44
FOSTER YOUTH	56	78	6	1.52
LATINO/HISPANIC	59	51	18	1.87
BLACK/AFRICAN AMERICAN	56	36	4	1.73
ASIAN/PACIFIC ISLANDER	75	47	9	2.56
AMER INDIAN/ALASKA NATIVE	62	44	0	1.93
FILIPINO	72	51	5	2.32

Figure 3

AVERAGE GROUP DIFFERENCES IN OUTCOMES

	COURSE COMPLETION %	RETENTION %	DEGREE/CERT COMPLETION %	CUMULATIVE GPA pts
FOSTER YOUTH (n=10)	+18.2	+4.9	+13.9	+.72
LATINO/HISPANIC (n=508)	+5.0	+2.2	+3.2	+.21
BLACK/AFRICAN AMERICAN (n=37)	+0.4	+0.4	+6.2	+.06
ASIAN/PACIFIC ISLANDER (n=116)	+.86	+1.6	+6.8	+.25
AMER INDIAN/ALASKA NATIVE (n=16)	+3.2	+3.9	-	+.33
FILIPINO (n=49)	+0.6	+2.4	-	-

The table reflects that within underrepresented groups, those who completed computerized interest assessment and career guidance demonstrated greater performance on outcomes than those who did not.