



## SUNY Guided Pathways Cohort II Institute #5: Capstone OVERVIEW AND INSTRUCTIONS

### a) Readings

- i. ["Shared Equity Leadership: Making Equity Everyone's Work"](#)
- ii. ["How to Achieve More Equitable Community College Student Outcomes: Lessons from Six Years of CCRC Research on Guided Pathways"](#)

**Work Plan Suggestion:** All members of the Institute team should read these pieces before the Institute. One-page summaries are provided for convenience. Teams will be discussing the articles as pre-work and during the institute.

### b) ["Shared Equity Leadership: Making Equity Everyone's Work"](#) guided discussion

**Complete:** Facilitate a discussion on Adrianna Kezar (et al)'s publication with the institute team and document discussion highlights in part Ib of the short-term action Plan.

**Work Plan Suggestion:** Gather your institute team (virtually or in-person) after reading the publication. Utilize the guiding questions in short-term action plan part Ib to facilitate and document the discussion.

### c) Short-term action plans review

**Complete:** Review your college's short-term action plans from all institutes (for alumni teams, this includes both cohort I and II action plans) and use chart 1a in the institute #5 short term action plan to review accomplishments and next steps for furthering guided pathways work at your college. Share the document with the institute team.

**Work Plan Suggestion:** Complete chart 1a prior to gathering your team for the guided discussion above. Share the chart with your institute team at the gathering and inform the team that you will discuss the document during Institute #5 team time.



**d) College video (faculty and staff focus)**

**Complete:** Create a 2-3-minute video highlighting accomplishments recognized during your short-term action plan review. Identify “tags” for your video. See “tips and suggestions” document for more details.

**Work Plan Suggestion:** Identify 3-4 accomplishments to highlight while reviewing short-term action plans for pre-work item c (above). Identify folks at your college who may be able to assist in producing the video as early as possible.

**e) Student voices piece**

**Complete:** Create a display piece highlighting student voices regarding change at your college. This may be a video, narrated PowerPoint slideshow, or “virtual poster”.

**Work Plan Suggestion:** Look for opportunities to engage the student voice as you identify accomplishments in the short-term action plan review. Plan early for connecting with students.

**\*\*\*Please submit all pre-work, including videos and other virtual pieces, to Renee Dimino ([rdimino@monroecc.edu](mailto:rdimino@monroecc.edu)) by **Wednesday March 30, 2022**.\*\*\***



## College Videos: A step by step guide

### Step 1: Get Inspired!

Watch videos

- President Jermaine Williams NCC video (Institute 4 "[Keeping It simple: Making the case for simplicity in vision and action](#)" [Session Video](#) 2:17-5:32)
- Dutchess video (Institute 3 "[Getting students on the path: Intentionally building an onboarding system](#)" [Session Video](#) 6:07- 8:38)
- Key takeaway video(s) from previous institutes
  - "[Institute #5 Summation and Takeaways](#)" [Session Video](#) (Cohort I begin at 4:59)
  - "[Lessons Learned from SUNY Guided Pathways Cohort I and Next Steps](#)" [Session Video](#)
- Any existing footage from your college regarding your guided pathways work
- Review short term action plans

### Step 2: Plan your content

Ask yourself

- What have you accomplished as a result of engaging in SUNY Guided Pathways?
- What good work can you highlight from previous institutes and short-term action plans?
- Does anything look or feel different now because of guided pathways?
- Is there anything you are making a second try with? (Acknowledging missteps and re-grouping is a great thing to share!)
- How have you made progress toward your goals?
- Who has been engaged around your campuses?

Scripts

- Select at least three specific examples of what has changed for the better because of your work on guided pathways (from ideas generated through above)
- Write interview questions ahead of time based on the chosen highlights- compose more questions than you think you may need
- Consider and write other text needed (besides interviews)

Other Considerations

- Final video length: 2-3 minutes (definitely no more than 5)
- Make sure to clearly indicate your college
- Display (orally or visually) interviewee names and college roles
- Recording locations-choose for interviewee convenience and recording quality
- Always remember- the message is more important than production value

### Step 3: Schedule interviews/recordings

- Create "wish list" of video participants (include variety and diversity: administrators, faculty, staff and possibly students)



- Schedule video recording meetings (suggestion: schedule at least 2x the amount of time you would actually like them to speak in the final video)
- Provide scripted questions beforehand so speakers may plan (and perhaps script) their responses
- Check with your college regarding release form requirements

#### **Step 4: Record**

- Consider utilizing any video recording support your college offers – at the same time the message is more important than the video production
- Zoom – see Tech Tips sheet
- Phone – see Tech Tips sheet
- Record more than you think you will use. It is easy to pare down but not easy to schedule more recording time
- Do not try to edit while recording, “let tape roll”

#### **Step 5 Edit, upload, and finish**

- Basics editing – see Tech Tips sheet
  - Provide a list of “tags” for your video with themes/topics so it can be searched on the website and in video hosting platform (see suggested tag list attached)
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### **Student Voices Piece**

#### **Other format suggestions:**

- Narrated PowerPoint deck with text of student quotes
- Virtual poster (PowerPoint is great for creating posters of any size)
- If static (not video or audio), PDF file is best

#### **Content suggestions:**

- Quotes and/or pictures from student focus groups
- Example events (pictures, student feedback)
- Record (or capture text) from student surveys
- Interview student government members or peer mentors
- Contact your marketing department for existing content or for student contacts they may have

#### **Other**

- Develop questions based on the themes you discovered as your successes
- Consider release forms
- Offer multiple formats – providing a quote, voice over, video
- Gather voices that represent the full range of diversity on your campus

**\*Send BOTH finished pieces to Renee Dimino- consider sending a cloud link, especially for large files. If you are unable to send a cloud link, contact Renee Dimino.**

## Phone Tech Tips



**Tech tips for recording with a phone**

- If you are using your phone, make sure it isn't in portrait lock mode.
- Clean your lens with a microfiber or cotton cloth.
- Preferably use your phone's rear camera and turn the phone sideways/landscape and stabilized on a flat surface.
- Try to create a composition like the one on this slide (little to no space above the head).
- If possible, your main light source should be in front of you, and you should be brighter than the background. Recording with a window in the background is not recommended.
- Start recording.
- Upload the recorded video to your preferred storage solution (Dropbox, Google Drive, iCloud, YouTube, Vimeo, Workplace...).
- Send the download link.





## ZOOM Tech Tips

Videos - <https://support.zoom.us/hc/en-us/sections/200208179>

## Basic Editing Tutorials

How to Use Free Windows 10 Video Editor in 2021:  
<https://www.youtube.com/watch?v=1FkWXnpZN1g>

iMovie For Beginners (Mac and Apple):  
<https://www.youtube.com/watch?v=qviqb7jOBZY>

\*Visual Arts faculty are great resources for this!



**Tags list (not exhaustive)**

Guided pathways	Onboarding curriculum	Employer connections	Student support
Pathways	Student support outcomes	Labor market information	Embedded support
Community college	First-year seminar courses	Co-curricular experiences	Systems thinking
Orientation	Creating connection and belonging	Equity	Assessment
Onboarding	Adult students	Student outcomes	Mindset shift
Advising	Intake survey	Scheduling	Culture shift
Student support	Early alert	Reform	Curriculum maps
First year experience	Co-requisite	Multiple measures	Advisory boards
Student experience	Transfer	Career exploration	Transfer data
Transformational change	Degree audit and degree planning	Collaboration	Student voices
Developmental education		Professional learning	Connecting to career communities
Transfer planning		Automated communication	Teaching and learning