

Canada College - Guided Pathways

Description

COLLEGE: Canada College

PLAN TIMEFRAME: Spring 2018-Summer 2019

READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

Project Contacts

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Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
INQUIRY (1 - 3)				
1. Cross Functional Inquiry	✓	✓	✓	
2. Shared Metrics	✓	✓	✓	✓
3. Integrated Planning		✓	✓	✓
DESIGN (4 - 8)				
4. Inclusive Decision-Making Structures	✓	✓	✓	✓
5. Intersegmental Alignment	✓	✓	✓	✓
6. Guided Major and Career Exploration	✓	✓	✓	✓
7. Improved Basic Skills	✓	✓	✓	✓
8. Clear Program Requirements		✓	✓	✓
IMPLEMENTATION (9 - 14)				
9. Proactive and Integrated Student Supports	✓	✓	✓	✓
10. Integrated Technology Infrastructure		✓	✓	✓
11. Strategic Professional Development	✓	✓	✓	✓
12. Aligned Learning Outcomes			✓	✓
13. Assessing and Documenting Learning	✓	✓	✓	✓
14. Applied Learning Outcomes	✓	✓	✓	✓

Inquiry

1. CROSS FUNCTIONAL INQUIRY

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: There will be a three phase inquiry process through spring of 2018 and into summer of 2020. We have developed a twenty member oversight committee that is splitting into three sub-committees. Each subcommittee will take on one part of the three part process. Part One - Curricular Inquiry and Exploration to include visits to other campuses, invitations from best practice institutions, developing reading circles, developing an internal and external website, explorations of other CA CC's Meta-Majors, and data dives. Part Two - Business Process Analysis and Exploration of Integrated Supports to include training of staff in Lean and/or Six Sigma, BPA external analysis, student feedback through surveys, linkages to building design and reconstruction, reading and inquiry, and visits to other CA CC's. Part Three - Student Voices project to include data dive and mining from our previous student surveys (CCSSEE and others), training of students to guide and run focus groups, developing tools to convey voices (surveys, interviewing, media and web), and repeating for sub-populations.

EXISTING EFFORTS: Part One - will incorporate and involved learning assessment team, our Dean of Academic Support and Learning, our Instructional Planning Council, and Academic Senate.

Part Two - will incorporate communication and customer service orientation focus for service teams and also review of SSSP-Equity-BSI integrated Plan. Part Three - will incorporate our two sister college's recent student voices work to inform our process.

MAJOR OUTCOMES: Heightened awareness of best practice in the development of meta-majors, the movement toward integrated services, and how to use student voices to inform our work.

2. SHARED METRICS

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: The college needs to develop three strong efforts relate to data and metrics - 1) identify common metrics that align with our institutions and goals (2018-19); 2) identify and develop a common way of accessing the information as a part of a regular practice (19-20); 3) to use and review the information as a part of the regular annual cycle of work at our college (20-22).

EXISTING EFFORTS: Aligned with the redevelopment of our college Office of Planning, Research, and Institutional Effectiveness; with our developed internal and external web and portal; and

integrated with a new outreach strategy that focuses on the voices in our community.

MAJOR OUTCOMES: Readily available data will guide each area: on duplication and siloing; on wasted/excess credits, lost/undecided students, and on extensive and complicated learning outcomes; and a regular practice of incorporating student voices into our everyday work.

3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Design

4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

CURRENT SCALE OF ADOPTION: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: See above as it relates to each subcommittee: Part One - Curricular Exploration includes one dean of instruction, faculty academic senate president, three faculty from art, humanities, and social sciences, one faculty from science, three faculty from business and CTE; and two counseling faculty. Part Two - Business Process Analysis and Integrated Supports includes one dean, one director of FA, one director of records, one director of grants, three classified support staff, and two faculty from sciences and counseling. Part Three - Student Voices includes: two instructional faculty, one counseling faculty, three classified staff, and two students.

EXISTING EFFORTS: The current work around alignment began with the development of a steering committee that has gone through multiple workshops to train and guide the teams related to best practice, conducting the self-assessment, sharing and creating a tentative plan, and developing a working plan. Over the course of the year the team has also conducted consistent self-assessment (checked in) to assure that the appropriate members of the college are represented. Since fall of 2017, we have added 14 new members to now make the steering committee a team of 21. As we have finalized our work plan our next step was to split out the team into three sub-committees that match the three parts of our work plan. Some of this was done through self-reflection and some was direct requirement. As we move through the remainder of spring 2018 and into the 18=19 academic year, each of the sub-committees (parts) will meet independently and as a larger team to share work, success, struggle, and identify areas of overlap.

MAJOR OUTCOMES: 1. Cohesive understanding of what curricular exploration within the context of meta-major development is known for Cañada and can be explained to others. 2. Cohesive support and understanding about "why" this is important work. 3. Understanding and refinement of some of our service areas such they are attuned to appropriate and timely onramping. 4. Well communicated and explored student voices that inform each of the above (parts 1 and 2) and can be experienced by the entire campus.

5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Our self-assessment indicated that a major challenge in developing more alignment and coordination with K-12 is that: 1. Identify a system of data collection that can be shared across platforms. 2. Identify and solidify our 4-year institutions partners especially those from our UC and CSU system, and 3. Identify and clarify key internal roles for coordination with industry to limit fragmentation throughout the college;

EXISTING EFFORTS: Align above goals and work with: 1. Program advisory board workgroup and strong workforce. 2. Solidify the work of educational partnerships through alignment and redevelopment of job duties in senior leadership. 3. Aligned with current CTE/Strong workforce workgroup.

MAJOR OUTCOMES: 1. goal is for a more coordinated, intentional approach to partnership as demonstrated through more written partnership agreements. 2. partners will have greater awareness and understanding of the "why" of guided pathways. 3. reestablished university partner relationships and an assurance of Cañada College University Center

6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.

CURRENT SCALE OF ADOPTION: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: The curricular exploration sub-committee will explore best practice in meta-major development, invite in guest speakers, take in feedback (from parts 1 and 2), conduct deep data dives related to success, review relevant research related to guided pathways, run flex day sessions for review with broader college, and conduct site visits to exemplary California colleges that have undertaken the meta-major exploration process.

EXISTING EFFORTS: In some ways the college has explored several unique curricular initiatives like GE Pathways and College for Working Adults. This work has involved curricular review for alignment from SLO to PLO to assure that students are getting maximize outcome from their education program.

MAJOR OUTCOMES: 1. Development of tentative inventory of courses, degrees, and certificates that are aligned well. 2. Tentative development of meta-majors for Cañada to shop around the campus during the 2019-20 year. 3. Clarity around the relationship of backward course design, SLO-PLO alignment, and integrated career exploration as key to meta-major development.

7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Current work of Math and English accelerations will be continued and refined. Identify and ensure that a student-based self-assessment tool is developed and piloted.

Ensure that multiple measures assessment is fully realized and implemented. Assure that staff in Math, English and Faculty can see/explore the relationship of course-taking behavior in basic skills and linked to Cañada development of meta-majors.

EXISTING EFFORTS: The college has current work underway to reduce the time-to-gateway courses in English and Math. The college has an ongoing process to implement and explore MMP. The college is currently working with local adult schools to ensure we redevelop basic skills pathways from HS to College, from adult schools to College, and from community-based organizations to the College.

MAJOR OUTCOMES: Clarification of path for a basic skills student from entry through to meta-major. Assurance of impact of second-year iteration of MMP.

8. CLEAR PROGRAM REQUIREMENTS

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.

In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Implementation

9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: College will undertake comprehensive training for staff to self-manage through Lean or Six Sigma process engineering. College will undertake and coordinate with enhance customer service training and support for all staff to ensure timely and appropriate response to students.

EXISTING EFFORTS: Integrated with EAP/Conflict and Change Management guidance from outside contractor/partner. Integrated and informed by student voices project.

MAJOR OUTCOMES: Greater awareness of clear onramp steps for students. Greater awareness of milestones for students. Greater clarity for staff and faculty about paths to success for all students.

10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

CURRENT SCALE OF ADOPTION:

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: 1. All teams will engage in reading and research of best practice in implementing Guided Pathways. 2. All teams will continue to engage in IEPI, RP, and/or CLP guided workshops for refinement. 3. All teams will read, review, and engage the remainder of the College through the reading of "Redesigning America's Community Colleges: A Clearer Path to Student Success" by Thomas Bailey.

EXISTING EFFORTS: 1. Aligned with current EAP/conflict resolution work. 2. Aligned with BPA consultation. 3. Training in Six Sigma/Lean process.

MAJOR OUTCOMES: 1. Clearly understood reasons for undertaking Guided Pathways at Cañada that is communicated widely. 2. Staff educated in BPA analysis. 3. College-wide understanding and investment in the larger GP effort.

12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Assure that the process to track and document student learning becomes more apparent and understood across campus.

EXISTING EFFORTS: Current learning assessment coordination. Accreditation review and outcomes.

MAJOR OUTCOMES: Clear understanding of the process required to review and link SLO to PLO for each program area.

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Limited effort will be undertaken in the first year with two exceptions: 1. Inventory internal and external applied learning opportunities at the college. 2. Conduct Pilot with Roadtrip nation for applied learning experience with our 18-19 class of Promise students.

EXISTING EFFORTS: Developing a curriculum around our Promise set of students that seeks to incorporate an applied learning experience.

MAJOR OUTCOMES: Applied learning with integrated career exploration can be highlighted as a successful experience to be incorporated across the larger college.

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Average number of credits attempted in year one	15.65515437
Average number of degree-applicable credits attempted in year one	14.40124611
College-level course success rate	0.7827
Full-time students	307
Number of students	1193
Persisted from term one to term two	661

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one	133
Successfully completed transfer-level English in year one	291
Successfully completed transfer-level math in year one	197

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Attempted 15+ college credits in first term	111
Successfully earned 12+ college credits in first term	161
Successfully earned 15+ college credits in first term	49
Successfully earned 6+ college credits in first term	381

Budget Totals

Total Budget

\$128,794

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$40,000	31.06%
2000 - Non-Instructional Salaries	\$30,000	23.29%
3000 - Employee Benefits	\$36,750	28.53%
4000 - Supplies and Materials	\$12,090	9.39%
5000 - Other Operating Expenses and Services	\$5,000	3.88%
Indirect Costs	\$4,954	3.85%
Canada College Total	\$128,794	100%

Efforts & Support

EFFORTS: The College has been working on a MMP process that incorporates the review of students HS transcript as part of the intake process. With that current process our students are able to enter the institution and begin a course (Math, English, ESL, etc.) without having to take a test. Further work is seeking to adopt an electronic transfer of the record, and beyond that - an electronic transfer that can be linked directly into our Banner (our SIS).

CHANCELLOR'S OFFICE SUPPORT: Continued funding that reflects the large effort with be important. Every session and workshop that we have attended stresses the importance of this process as a wholesale/redesign effort of the entire college. This is potentially not just another initiative - but large-scale change. It will require more resources and investment to ensure continuous movement and sustained change.

Certification

CHANCELLOR/PRESIDENT

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SEND REMINDER

Awaiting Submittal

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