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Help

Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Mar 29, 2018, 6:46 PM PDT

LA Valley College - Guided Pathways

Description

COLLEGE: LA Valley College

PLAN TIMEFRAME: Spring 2018-Summer 2019

READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

Project Contacts

Point of Contact	Alternate Point of Contact
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Certifying Contacts

Chancellor/President	President, Academic Senate
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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: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: Explore existing Guided Pathways implementation from other colleges to inform planning and development of meta-majors/cluster templates. Create faculty coordinator positions who will develop a plan to further engage the college in a broad, deep, and inclusive inquiry about the Guided Pathways approach, framework and evidence. Coordinate a cross-disciplinary faculty retreat with counselors. Coordinate cross-disciplinary mapping workshops. Collaborate with the Office of Institutional Effectiveness on data points and provide standardization across all constituencies (including institutional departments, campus support areas, and students) in utilizing and having dialogue about data.
EXISTING EFFORTS: Discussions/inquiry in existing participatory governance venues. Focused discussions/inquiry among the Academic Senate, Institutional Effectiveness Council, and reporting planning committees (Student Success, Educational Planning, Program Effectiveness, and Technology.) Discussion/inquiry with K-12 and college/university partners and transfer programs. The Integrated Planning Workgroup will continue to review data to support planning objectives. The college will continue to provide both quantitative and qualitative analyses from the Office of Institutional Effectiveness for review and planning.
MAJOR OUTCOMES: More direct collaboration among students, counselors, and cross-disciplinary departments resulting in the creation of meta-majors and Guided Pathway completion maps. Campus-wide usage and continual review of data to support innovation. More opportunities for student input and perspectives before developing and implementing student success strategies.

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

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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.
CURRENT SCALE OF ADOPTION: Early Adoption

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

MAJOR ACTIVITIES: Guided Pathway coordinators will review current college initiatives so that they directly link to the Guided Pathways framework, and help build consensus regarding Guided Pathways initiatives with key stakeholders. The college is just starting to update/revise its Strategic/Educational Master Plan. Focus will be on building on the work performed through the development of the Integrated Plan (Basic Skills, Equity, and SSSP) and assessments of other college plans (i.e., Technology, Enrollment, etc.) with a new focus on a Guided Pathways structure.
EXISTING EFFORTS: Integrated Planning efforts linked goals, objectives, and activities across Equity, SSSP, and Foundational Skills which will provide the baseline for the college's revision of its Strategic/Educational Master Plan. Office of Institutional Effectiveness routinely engages with outside consultants e.g., Research and Planning Group) to provide the campus with varied perspectives on student success.
MAJOR OUTCOMES: College plans will be developed within a Guided Pathways framework. College-wide dialogue and understanding of the Guided Pathways framework is expanded across all the campus (department meetings, participatory governance meetings, and student success initiatives.) A college mindset that Guided Pathways underlie college resource allocation decisions.

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: Early Adoption

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

MAJOR ACTIVITIES: Guided Pathway coordinator positions will be created with clear responsibilities and expectations of outcomes to be achieved, including: planning for Opening Day and retreat activities related to Guided Pathways, facilitating dialogue and college-wide/cross-disciplinary input for creating meta-majors, facilitating the creation of a college-wide plan on checkpoints and interventions for monitoring students' academic progress, making regular reports to the Institutional Effectiveness Council and other applicable participatory governance committees on college progress in implementing Guided Pathways, developing a year-long calendar of events related to Guided Pathways, reviewing current college initiatives so that they directly link to the Guided Pathways framework, and building consensus regarding Guided Pathways initiatives with key stakeholders.
EXISTING EFFORTS: The college is just starting to update/revise its Strategic/Educational Master Plan. Focus will be on building on the work performed through the development of the Integrated Plan (Basic Skills, Equity, and SSSP) and assessments of other college plans (i.e., Technology, Enrollment, etc.) with a new focus on a Guided Pathways structure. The college will continue to participate in a wide range of conferences and workshops on best practices related to MMAP, student success, and strategies on how to bring in the student perspective during decision making.
MAJOR OUTCOMES: Creation of meta-majors across academic disciplines and a comprehensive strategy plan for creating checkpoints on progress and interventions. College plans will be developed within a Guided Pathways framework. College-wide dialogue and understanding of the Guided Pathways framework is expanded across all the campus (department meetings, participatory governance meetings, and student success initiatives.) Better communication among discipline faculty and counselors resulting in uniform communications to students.

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5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.
This item will not be addressed in the current time period. Please refer to the timeline above for more information.

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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: Full Scale

MAJOR ACTIVITIES: Building on career cluster work and developing mapping based on the student perspective. Identify opportunities to support undecided students. Coordinate a cross-disciplinary retreat with counselors. Facilitate mapping, clustering and meta-majors workshops. Include an online program inquiry presence for career exploration. Develop and implement a discipline-based advising model. Create outreach and advertising directed to high school students on career pathways.
EXISTING EFFORTS: Career Pathways developed in the Health Sciences, Manufacturing, and Media Arts can act as models for other disciplines. Strong Workforce program supports a variety of Career Technical Education programs and career pathways development. Career Pathways Specialist position to be funded out of Strong Workforce regional funds will provide further dialogue and connection with high school partners through career exploration workshops. Existing Associate degrees in Transfer, Associate degrees, and certificates will be reviewed to identify careers they can lead to. Career Development Center, career exploration courses and workshops, and focused career counseling. Meta-majors in many Career Technical Education fields have already

been developed and can act as models for other disciplines.
MAJOR OUTCOMES: Incorporation of existing college programs into career clusters. Creating intentional support programs for undecided students. Creating stronger relationships among high school partners.

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7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.
This item will not be addressed in the current time period. Please refer to the timeline above for more information.

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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).
CURRENT SCALE OF ADOPTION: Early Adoption

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

MAJOR ACTIVITIES: Create degree and certificate mapping, including academic and non-academic milestones. Map course sequences for full-time and part-time students as well as mapping for

basic skills students, and creating the shared mindset of faculty appreciating the value of focusing student choices in helping achieve goals. Hosting cross-disciplinary mapping workshops during Opening Day and during winter retreat. Utilize web designer to create process/flow maps of sequences determined by discipline faculty and counselor liaisons, incorporate program maps into college website, and redesign the college website. Identify technology needs to ensure seamless communication to students on meta-majors and pathways in an understandable, interactive, and accessible format.
EXISTING EFFORTS: Cluster work in the Career Technical Education fields. Full implementation of scheduling software and coordination of scheduling across disciplines. Department-level degree

and certificate course scheduling anticipating course needs for the first year. Strong pathway model exists in the Health Sciences programs. Promotion of the college's 27 existing degrees for transfer. First-year experience program (part of the L.A. Promise) provides one year of free enrollment and priority registration to all full-time students graduating from LAUSD schools. Guiding Pathway to Success, Summer Bridge, and Welcome Week programs will further promote newly created pathways and meta-majors.
MAJOR OUTCOMES: Strategic intake process for part-time and full-time students as well as noncredit students transitioning to credit pathways. Creating a student-centered schedule aligned with program maps and student educational plan data. Support for all students in their exploration of careers in all fields.

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

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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.
CURRENT SCALE OF ADOPTION: Early Adoption

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

MAJOR ACTIVITIES: Ability to track which program the student is in and how far away they are from completion. Monitor student progress through software programs and create interventions

during specific checkpoints and refer them to designated support services. Connect these systems to scheduling decisions and monitoring scheduling progress. Create student focus groups to provide input on navigating the college's website. Create a more effective web of communication among faculty, students, counselors and the website.
EXISTING EFFORTS: New implementation of the district's Student Information System (PeopleSoft) and determining the tools and functions it currently carries while identifying the gaps needing

to be filled. This includes confirming data is accurate and users are adequately trained.
MAJOR OUTCOMES: Create and start utilizing tools to monitor student progress and provide timely support. Investigation of the use of block scheduling so that contextualized workshops are scheduled strategically right after or before a course. Better sharing of information as related to student checkpoints resulting in more proactive interventions coming from multiple sources. Have a software program designed for students to get them ready for college, access campus resources quickly and easily, build an academic plan, create the best-fit schedule, and explore careers and majors.

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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: Scaling in Progress

MAJOR ACTIVITIES: Strengthen communication across the college. Engage the college in community-building activities around design. Assess and reflect on current practices and student

experiences. Create time and space for dialogue and reflection across and within programs and services. Increase professional development focused on student onboarding. Opening Day and Winter retreats. Mapping workshops. Physical and virtual visits to other colleges. Faculty coordinators and liaisons will work with the Professional Development Coordinator to integrate workshops and other professional development opportunities directly with college's strategic goals. More effective integration of SLO assessments to changes in courses and programs. Focused professional development opportunities for staff and faculty on the following: accessibility and counseling, requisites, curricular paths, cycle of General Education offerings, and experiential learning and retention strategies. Create a faculty mentoring and training program.
EXISTING EFFORTS: Utilize this summer for a new portal (Corner Stone) for all professional development opportunities. Continued participation in many existing professional development

opportunities, conferences and workshops (3CSN, IEPI, etc.) New full-time faculty orientation. Adjunct orientation. Office of Institutional Effectiveness data workshops. College Professional Development Coordinator to work with Guided Pathway Coordinators on offering applicable professional development opportunities to faculty.
MAJOR OUTCOMES: Improved communication between and understanding among counseling and instructional faculty, staff, and administration with respect to opportunities, processes, and requirements for students. Improved communication between faculty/staff and students about opportunities, processes, and requirements. Increased participation in professional development opportunities focused on guided pathways. Greater communication of data (SLOs, completion, success, disproportionate impact, enrollment/FTES) to support inquiry within programs and departments. Creating among faculty and staff a Guided Pathways mindset.

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

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.
This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Average number of credits attempted in year one	15.9434107
Average number of degree-applicable credits attempted in year one	14.01906865
College-level course success rate	0.755887
Full-time students	606
Number of students	3293
Persisted from term one to term two	1902

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Successfully completed both transfer-level English and math in year one	100
Successfully completed transfer-level English in year one	612
Successfully completed transfer-level math in year one	170

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Attempted 15+ college credits in first term	209

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Successfully earned 12+ college credits in first term	284
Successfully earned 15+ college credits in first term	68
Successfully earned 6+ college credits in first term	1147

Budget Totals

Total Budget

$420,083

Code	Amount	Percent of Budget
1000 - Instructional Salaries	$108,240	25.77%
3000 - Employee Benefits	$63,131	15.03%
4000 - Supplies and Materials	$104,785	24.94%
5000 - Other Operating Expenses and Services	$50,796	12.09%
2000 - Non-Instructional Salaries	$93,131	22.17%
LA Valley College Total	**$420,083**	**100%**

Efforts & Support

EFFORTS: Assessment/placement test reform has been an ongoing project through the College's Basic Skills Initiative since 2007, where we have continued to work toward improving the accuracy of the placement process. Over the years, we have developed videos, materials, and a website to help inform and prepare students for the placement test while the College was still using the standardized test method with Accuplacer. In Spring 2015, the College began to collaborate with Multiple Measures Assessment Project (MMAP) team by hosting workshops on campus and at Opening Day to share with faculty the benefit of using high school grades/GPA to place students. Then with administrative support and faculty-buy in in Spring 2016, we fully implemented the recommended MMAP placement protocols for all incoming students taking the placement test. Because we had challenges with obtaining accurate and timely high school transcript information from LAUSD, we decided to use students self-reported high school grades. That is, our assessment protocol has students report high school transcript information through a survey that is tied to the MMAP algorithm. The students then take the Accuplacer test for math and English. The higher placement value whether it is through the high school grades or Accuplacer is used to place students in their math and English courses. Although the sample size is small in terms of semesters of analyzed data, the results are promising: MMAP placement for English resulted in a 17% increase of students placing into English 101 (27% versus 45%). The number of students completing transfer level English increased by 25% (416 to 522). MMAP placement for Mathematics resulted in 24% increase of placement into transferable math (4% versus 28%). The number of students completing transfer level math increased by 184% (89 to 253). As the College moves forward with Guided Pathways and the implementation of AB 705, we will be using the data captured thus far to inform our strategy by streamlining the assessment process and developing co-requisite support systems for students with lower GPAs.
CHANCELLOR'S OFFICE SUPPORT: The college would be interested for the Chancellor's Office to provide direction towards colleges with established effective Guided Pathway models. Professional development guidance wherein college constituents are not required to attend a conference as well as an online depository of good practices would be helpful. Site-specific technical assistance and capacity-building related to integrated systems and support is requested (perhaps through the development of a state-wide student information system.)

Certification

CHANCELLOR/PRESIDENT

Erika Endrijonas
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SEND REMINDER

Awaiting Submittal

PRESIDENT, ACADEMIC SENATE

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SEND REMINDER

Awaiting Submittal

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