

Guided Pathways Work Plan

Las Positas College

2/26/18

From the Las Positas College Guided Pathways Self-Assessment Tool

Self-Assessment Outline

Las Positas College Work Plan Goals for Spring 2018 to Summer 2019		Scale of Adoption Overall Scale for LPC = Early Adoption			
Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		X →		
	2. Shared Metrics	X →			
	3. Integrated Planning			x	
Design	4. Inclusive Decision-Making Structures		X →		
	5. Intersegmental Alignment			x	
	6. Guided Major and Career Exploration Opportunities	X →			
	7. Improved Basic Skills			x	
	8. Clear Program Requirements		X →		
Implementation	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development			x	
	12. Aligned Learning Outcomes			x	
	13. Assessing and Documenting Learning			x	
	14. Applied Learning Opportunities			x	
Overall Self-Assessment		2 → 0	5 → 2	7 → 10	0

Scale of Adoption	Current self-assessment	Goal by end of Year 1
Pre-Adoption	2	0
Early Adoption	5	2
Scaling in Progress	7	10
Full Scale	0	0

Focus for LPC for Year 1 is to work on those elements in either Pre-adoption or Early Adoption

College: Las Positas College

Timeframe: Spring 2018-Summer 2019,

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>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.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	Early Adoption	<ul style="list-style-type: none"> • Ongoing presentations at Town Meetings, Division meetings, Committee meetings, Senates, etc. • Establish GP Steering Committee • Guided Pathways retreat – Summer 2018 – with committee chairs • Flex Day Sessions (stipend for those who do presentations) • SLO Liaison Model for Guided Pathways (one for each Division) • PT Faculty Workshops (professional responsibility or pay with professional development credit) • Student voices/ perspectives: panels & testimony, mock student interface demo 	<p>Existing communication venues:</p> <ul style="list-style-type: none"> • Town Meetings • Division meetings • Committee meetings • Flex days <ul style="list-style-type: none"> ○ College days <p>Existing committees:</p> <ul style="list-style-type: none"> • IEPC • Senates • Student Success • College Council • Professional Development 	<ul style="list-style-type: none"> • Guided Pathways Steering Committee formed • Move from zero student participation to some student participation in GP presentations / focus groups (with learning communities, identity groups, categorical programs) • Liaisons/cross functional teams identified and trained and committee chairs trained • Guided Pathways agenda item on Town Meeting, Division Meeting, ASLPC, committee meetings, Flex Days • Professional development on 	Scaling in Progress

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		<ul style="list-style-type: none"> ● Visiting other campuses ● Guided Pathways conferences ● Student experience (student focus groups / surveys) – look at Appendix for Focus Group Protocols in GP workbook ● Data definition ● Data presentation development <ul style="list-style-type: none"> ○ Dash Boards 		<p>Guided Pathways</p> <ul style="list-style-type: none"> ● Dashboard in development ● Form cross functional teams (can be within departments – faculty stipends – F Rate) ● Defining Guided Pathways at LPC 	

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<p>2. Shared Metrics - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	Pre-adoption	<ul style="list-style-type: none"> ● Understand and define metrics/ benchmarks in the context of guided pathways ● Define what initiatives would share the data and how. Initiatives include but are not limited to: <ul style="list-style-type: none"> ○ Program Review ○ CEMC ○ SLO ○ Strong WorkForce ○ IPEC ○ SSSP – Core Services ○ Student Equity ○ Learning communities (Puente, HSI, Veterans, EOPS, Umoja, Engineering Tech) ● Defining Guided Pathways at LPC (their path vs. the path) 	<p>Math/English Multiple Measures Projects</p> <p>Institutional Research office data/reports</p> <p>Student Success Integrated Plan data</p> <p>Learning Community data</p> <p>Strong Workforce data</p>	<ul style="list-style-type: none"> ● Draft metrics and benchmarks developed for LPC / Disciplines / Divisions ● Discuss / present draft metrics and benchmarks with initiatives across campus 	Early Adoption

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<p>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</p>	<p>Scaling in Progress</p>	<ul style="list-style-type: none"> • Will not address during this time period. 			

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>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.</p> <p>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.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	Early adoption	<ul style="list-style-type: none"> ● Select Guided Pathway Coordinators and determine reporting structure ● Determine Administrator and Administrative support ● Develop Guided Pathways Bootcamp for professional development of key constituents ● Consider possibility of Student Success Committee involvement in guided pathways 		<ul style="list-style-type: none"> ● Organization chart including administrator and administrative support ● Increased participation from all constituents (need to include students in this discussion) ● Cross-functional boot camp 	Scaling in progress

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<p>5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K- 12, four-year institutions and industry partners to inform program requirements.</p>	<p>Scaling in Progress</p>	<ul style="list-style-type: none"> • Will not address during this time period. 			

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<p>6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway)</p> <p>College has structures in place to scale major and career exploration early on in a student's college experience.</p>	Pre-adoption	<ul style="list-style-type: none"> ● Begin discussions of program roadmaps and clusters of programs of study ● Explore best practices for integration of career exploration into introductory courses and into orientation 	<ul style="list-style-type: none"> ● Strong Workforce Program developing and funding program mapping for all CTE programs that will result in a template for other programs so information is consistent with regard to branding (Career Ladders Project will provide template on HS → CC → CSU/UC → Employment) ● Existing best practices for career exploration embedded in courses. ● Explore Career Pathways Trust (CPT) mapping (See #8) ● Existing (Get focused, stay focused) ● Existing (Career Pathways from CTE, Pathways template) 	<ul style="list-style-type: none"> ● Template created by Strong Workforce Program ● Draft program roadmaps ● Draft discipline / programs of study clusters ● Career exploration resources to be shared among faculty 	Early adoption

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<p>7. Improved Basic Skills - (Help Students Choose and Enter a Pathway; Ensure Students are Learning)</p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.</p>	Scaling in Progress	<ul style="list-style-type: none"> Will not address during this time period. 			

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<p>8. Clear Program Requirements - (Clarify the Path) 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.</p> <p>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).</p>	Early Adoption	<ul style="list-style-type: none"> ● Work with Curriculum/ VPI/ Web Master on a standard template for program roadmaps (web, print, brochures, catalog, etc.) ● Hold cross-functional focus groups on user experience/ web interface ● Explore scheduling opportunities to improve student pathway needs to enable students to complete programs of study in a timely manner Can include virtual or physical visits to other colleges ● Work with Student Services to provide opportunities for non-counseling faculty to explore DegreeWorks ● Explore technology options for scheduling 	<ul style="list-style-type: none"> ● Career Pathway Trust Mapping (See #6) ● DegreeWorks rollout to students, counselors, and non-counseling faculty ● College Enrollment Management process ● OmniUpdate ● Improvements to College Catalog 	<ul style="list-style-type: none"> ● Standard template developed for program roadmaps ● Collect feedback from user experience for web interface ● Template from Career Pathway Trust ● Disciplines identified to pilot schedule optimization ● DegreeWorks training ● List of technology-based scheduling options. 	Scaling in Progress

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>9. Proactive and Integrated Student Supports - (Help Students Stay on the Path)</p> <p>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.</p>	Early Adoption	<ul style="list-style-type: none"> ● Select Guided Pathways Coordinators (1 Student Services / 1 Academic Services)*See #4 ● Work with Student Services to provide opportunities for non-counseling faculty to explore DegreeWorks ● Explore additional technology/tools StarFish etc. to monitor student success ● Focus groups with students on technology we are exploring 	<ul style="list-style-type: none"> ● Ellucian Recruit ● Ellucian Advise ● Canvas ● Ellucian Degree Works ● New Career Center ● Learning Communities ● Orientation ● Upgrade to Banner 9 	<ul style="list-style-type: none"> ● Guided Pathways Coordinators identified ● Training developed and some trainings have taken place ● Focus groups planned and met 	Early Adoption

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<p>10. Integrated Technology Infrastructure -(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</p> <p>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.</p>	Early Adoption	<ul style="list-style-type: none"> • Explore technology options for tracking progress through a defined pathway 	<ul style="list-style-type: none"> • Ellucian Recruit • Ellucian Advise • Canvas • Ellucian Degree Works • Upgrade to Banner 9 	<ul style="list-style-type: none"> • List of software options 	Early Adoption

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<p>11. Strategic Professional Development - (Help Students Stay on the Path; Ensure Students are Learning) 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.</p>	Scaling in Progress	<ul style="list-style-type: none"> • Will not address during this time period. 			

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<p>12. Aligned Learning Outcomes - (Ensure Students are Learning) 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.</p>	<p>Scaling in Progress</p>	<ul style="list-style-type: none"> • Will not address during this time period. 			

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<p>13. Assessing and Documenting Learning - (Ensure Students are 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.</p>	Scaling in Progress	<ul style="list-style-type: none"> • Will not address during this time period. 			

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<p>14. Applied Learning Outcomes - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	Scaling in Progress	<ul style="list-style-type: none"> • Will not address during this time period. 			

Please **estimate the anticipated percentage of the CCC GP allocation to be used** for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.

\$ 187,877				
Summer 2018-Summer 2019				
Sample Categories	Anticipated %	Anticipated amount	Actual %	Actual amount
Personnel or Release Time				
	67%	\$126,802		
Professional Development				
	29%	\$53,849		
Software				
Other				
Indirect Costs	4%	\$7,226		
TOTAL	100%			