



PLAN. INVEST. TRACK.  
Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Mar 30, 2018, 2:54 AM PDT

## Allan Hancock College - Guided Pathways

### Description

**COLLEGE:** Allan Hancock 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
<b>INQUIRY (1 - 3)</b>				
1. Cross Functional Inquiry	✓			
2. Shared Metrics	✓			
3. Integrated Planning	✓			
<b>DESIGN (4 - 8)</b>				
4. Inclusive Decision-Making Structures	✓			
5. Intersegmental Alignment	✓	✓	✓	
6. Guided Major and Career Exploration	✓	✓	✓	✓
7. Improved Basic Skills	✓	✓	✓	✓
8. Clear Program Requirements	✓	✓	✓	✓
<b>IMPLEMENTATION (9 - 14)</b>				
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:** • Planning meetings for Roadmaps to Success with Steering Committee and cross functional groups • Identify and form • inquiry groups • Conduct focus groups for faculty, staff and students • Design Pathways to Success website • IE provide and house data for GPs for the college to review/examine. • Develop a plan for continued student assessment/surveys.

**EXISTING EFFORTS:** • Annual Planning Retreat – reviewing data re: student success • Student Success Summit focused on student voices and challenges • The integrated plan with elements of

GPs • ADTs currently offered • Implementation of Promise Program • Zero Textbook initiative (OER) • 2-year plans integrated with departmental annual updates • Student surveys

**MAJOR OUTCOMES:** • Have cross-functional inquiry groups that are meeting regularly • Set of agreed upon definitions re: GPs • Communication plan established (i.e. website)

### 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:** Scaling in Progress

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Full Scale

**MAJOR ACTIVITIES:** • Refine key performance indicators, including equity measures. • Develop a strategy to effectively disseminate data.

**EXISTING EFFORTS:** • Integrated plans, Strong Workforce, 3SP, Equity, AEBG, etc. • Office of Institutional Effectiveness and shared governance council structure.

**MAJOR OUTCOMES:** • Clearly identified metrics. • Programs will utilize easily available metrics to plan and evaluate programs. • Use metrics to drive decisions across the college.

### 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:** Scaling in Progress

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

**MAJOR ACTIVITIES:** • Explore how to align resource allocation process • Offer professional development sessions and informational meetings re: GPs. • Consider GP goals and framework in reviewing and funding new initiatives.

**EXISTING EFFORTS:** • Integrated plans, Strong Workforce, 3SP, Equity, AEBG, etc. • Office of Institutional Effectiveness and shared governance council structure. • Office of Institutional Grants

**MAJOR OUTCOMES:** • Common timeline, process, and procedure for resource allocation are established and implemented • Cross-area planning results in enhanced programs and services, integrating curriculum and career/transfer preparation.

## 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:** • Incorporate and strengthen student, part-time faculty, and staff representation into cross-functional GP work. • Identify need for GP Liaison(s) and/or Coordinator(s) •

Establish a central repository for GP information and documentation. • Improve communication regarding shared governance and GP cross-functional work.

**EXISTING EFFORTS:** • Use existing shared governance and integrated planning structure to improve inclusivity of decision-making. • Leverage existing shared governance structures to receive

and disseminate input and information on GP • Leverage biannual assessments of decision-making and governance processes

**MAJOR OUTCOMES:** • Process is established for gathering, incorporating, and disseminating college-wide input into GP design and implementation. • Students, staff, and part-time participation will improve in shared governance and cross-functional teams.

### 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:** Scaling in Progress

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

**MAJOR ACTIVITIES:** • Identify additional partnerships for outreach. • Articulate intentional integration of intersegmental relationships into GP • Investigate and map local feeder high school

career pathway guidance and counseling structures • Explore implementation of GFSF follow-up modules • Integrate/align ADTs into identified GP meta-majors

**EXISTING EFFORTS:** Leverage existing partnerships/initiatives such as: • Promise outreach • Regional key talent (industry sector-focused Deputy Sector Navigators/Regional Directors) • Existing

CTE industry advisory committees • Bridges to Success • Get Focused, Stay Focused • Concurrent enrollment • Cooperative Work Experience • HS Articulation

**MAJOR OUTCOMES:** Active coordination with K-12, industry, and university partners

### 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:** Early Adoption

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

**MAJOR ACTIVITIES:** • Initiate conversations about adding or incorporating career/meta-major exploration into existing programs • Identify GP coordinators/liasons • Evaluate the catalog and website • Student focus groups.

**EXISTING EFFORTS:** • Annual Fall Career Exploration Day • Student Education Plans • ADTs • University Transfer Center • Existing career exploration curriculum

**MAJOR OUTCOMES:** • Develop meta-majors • Establish plan for improving catalog and website • Integration of career and transfer within GP model

## 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:** Full Scale

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

**MAJOR ACTIVITIES:** • Create plan to address AB705 • Address appropriate role of noncredit in improved basic skills • Evaluate the role of wraparound services for struggling students

**EXISTING EFFORTS:** • Integrated Plan • Multiple Measures • English and math acceleration

**MAJOR OUTCOMES:** • AB705-compliant by F2019 • Improved basic skills alignment with GP model

## 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:** Early Adoption

**MAJOR ACTIVITIES:** • Identify and define meta-majors • Create predictable scheduling to support programs of study • Use backwards design to begin to map ADTs and develop 2-year completion plans for other programs

**EXISTING EFFORTS:** • Enrollment Management Plan • DegreeWorks • SEPs required for Promise students • Existing comprehensive program review and annual update process

**MAJOR OUTCOMES:** • Meta-majors are identified • Meta-majors are cross-walked to K-12 career pathways

## 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:** Scaling in Progress

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Early Adoption

**MAJOR ACTIVITIES:** • Explore need for redesigning student support services around GP • Expanded support to online, evening, and off-site students.

**EXISTING EFFORTS:** • Early Alert • Degree Works • Mandatory Orientations • Canvas LMS • Integrated Plan

**MAJOR OUTCOMES:** • Recommendations for integrated academic and student services support for GP • Equal access for all students to support services.

### 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:** • Evaluate current and new information technologies for utility in GP • Continue implementation of Starfish, DegreeWorks, Early Alert • Explore Bakersfield model template (Pathway Mapper)

**EXISTING EFFORTS:** • Starfish • DegreeWorks • Early Alert • Website • SEPs

**MAJOR OUTCOMES:** • Leveraged 3SP, Equity, Basic Skills, CTEA, SWP, AEBG funds • On the college website, there is comprehensive information about majors, program maps, and related career and transfer information. • Recommended technology tools for GP.

### 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:** • Onsite PD (e.g., Janet Fulks, Rob Johnstone) to provide campuswide introduction to GP • Team site visits to colleges with more mature GP implementation models • Curate PD resources on AHC GP Website

**EXISTING EFFORTS:** • Leverage Integrated 3SP, Equity, Basic Skills Plan, AEBG, CTEA, SWP funds • Six Student Success Factors (RP Group)

**MAJOR OUTCOMES:** • The college community will have an increased understanding of the relationship between planning, GP elements, and improved student outcomes. • The GP teams will incorporate positive elements of GP design observed at other colleges as appropriate for the AHC student population and culture.

### 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	19.54402692
Average number of degree-applicable credits attempted in year one	17.16177317
College-level course success rate	0.739626
Full-time students	826
Number of students	2158
Persisted from term one to term two	1509

**TRANSFERRABLE MATH & ENGLISH COMPLETION**

**KEY PERFORMANCE INDICATORS**

**CURRENT KPI DATA**

Successfully completed both transfer-level English and math in year one	232
Successfully completed transfer-level English in year one	598
Successfully completed transfer-level math in year one	312

**FIRST TERM MOMENTUM**

**KEY PERFORMANCE INDICATORS**

**CURRENT KPI DATA**

Attempted 15+ college credits in first term	224
Successfully earned 12+ college credits in first term	335

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully earned 15+ college credits in first term	99
Successfully earned 6+ college credits in first term	989

### Budget Totals

Total Budget

**\$243,596**

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$125,596	51.56%
2000 - Non-Instructional Salaries	\$10,000	4.11%
3000 - Employee Benefits	\$10,000	4.11%
5000 - Other Operating Expenses and Services	\$70,000	28.74%
6000 - Capital Outlay	\$28,000	11.49%
<b>Allan Hancock College Total</b>	<b>\$243,596</b>	<b>100%</b>

### Efforts & Support

**EFFORTS:** Allan Hancock College fully implemented the use of high school grades into the assessment/placement process for math and English in fall 2018. A working group of faculty stakeholders, student services staff, and institutional effectiveness reviewed the model developed by the RP group. The math and English faculty made a few minor modifications to the GPA and course grade recommendations in the statewide model. In order to make the process as seamless as possible for students, the college is using self-reported data provided in CCCapply.

**CHANCELLOR'S OFFICE SUPPORT:** Not Complete

### Certification

#### CHANCELLOR/PRESIDENT

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REJECT CERTIFY

Awaiting Certification

#### PRESIDENT, ACADEMIC SENATE

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