Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: May 24, 2018, 7:58 PM UTC

College of the Desert - Guided Pathways

Description

College: College of the Desert

Plan Timeframe: Spring 2018-Summer 2019

Read Deadlines and the Guided Pathways documentation and goals: Yes
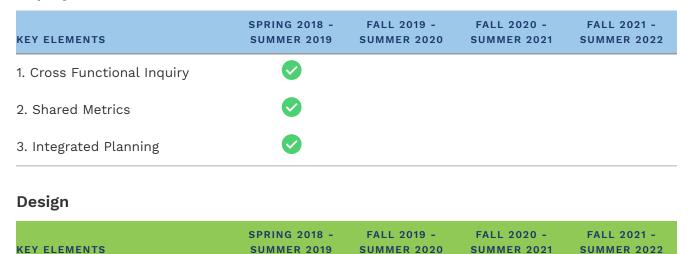
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Timeline

Inquiry

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
1. Cross Functional Inquiry	✅			
2. Shared Metrics	✅			
3. Integrated Planning	✅			

Design

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
4. Inclusive Decision-Making S...	✅			
5. Intersegmental Alignment		✅	✅	✅
6. Guided Major and Career Ex...		✅	✅	✅
7. Improved Basic Skills		✅	✅	✅
8. Clear Program Requirements	✅			

Implementation

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
9. Proactive and Integrated St...		✅	✅	✅
10. Integrated Technology Infra...	✅			
11. Strategic Professional Devel...	✅			
12. Aligned Learning Outcomes	✅			
13. Assessing and Documentin...	✅			
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: Scaling in Progress

Major Activities: Considered our first step, COD develops a college-wide task force to develop planning and actions to engage in inquiry and later design. Taskforce Development: Academic Senate President, Vice President of Student Learning and Student Success will convene a representative taskforce comprised of staff, faculty across disciplines and counselors, administrators, and students. To be convened for April 2018. Recognizing that a number of important elements of what will ultimately shape the College of the Desert Guided Pathways Framework are already in place, taskforce planning efforts will focus on defining Guided

Pathways, learning about best practices, and aligning existing initiatives with new ideas as we develop the Framework. Generate information and questions from across the college to shape COD defined Guided Pathways Framework. Identify strategies we already do and track and share effectiveness of those strategies.

Existing Efforts: Student Equity and Educational Master planning have been data informed and can be used as models. Those models need to be expanded to include more constituent groups.

Major Outcomes: All members of the college community have familiarity with Guided Pathways, and those who have greater responsibility for building the framework have even more developed knowledge.

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: Scaling in Progress

Major Activities: Introduce LaunchBoard data elements (Key Performance Indicators) and definitions. Deploy a dashboard based on LaunchBoard (KPI) data and other important student data. Provide program-appropriate training on benchmarks and data analysis.

Existing Efforts: Data is collected and housed on the Information Warehouse hosted by Institutional Research. That data could be aggregated into a single tool that is accessible and user friendly.

Major Outcomes: College community is familiar with LaunchBoard (KPI) data elements. Dashboard deployed. Constituents are able to access and refer to data dashboard comprised of LaunchBoard (KPI) elements and other relevant student data. Constituents have been trained to work with data effectively for program improvement planning and assessment.

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: Considered our first step, COD develops a college-wide task force to develop planning and actions to engage in inquiry and later design. Build on other planning efforts.

Existing Efforts: A number of State Initiatives are internally integrated, such as SSSP Credit and Noncredit, Equity and BSI. Efforts to integrate planning across those initiatives as well as integrated planning for Strong Workforce and an application to join the OEI is underway. Strategic and Master Planning at COD use an integrated approach.

Major Outcomes: Taskforce developed A framework for Guided Pathways will be developed and will begin to integrate all other appropriate college initiatives.

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: Scaling in Progress

Anticipated Change in Scale of Adoption During Timeframe: Scaling in Progress

Major Activities: Considered our first step, COD develops a college-wide task force to develop planning and actions to engage in inquiry and later design (see Element #1).

Existing Efforts: Recruit taskforce membership from existing Senate, CPC and student body committee structures and other constituent groups. Use models that have been previously effective for increased participation—i.e. Educational Master Planning and Adult Education Block grant project that used a multiple-team approach.

Major Outcomes: Task force members report and share information to representative groups across the college, including Academic Senate, College Planning Council, other committees, academic schools, student services and so on.

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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.

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

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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: Mapping program opportunities for discipline faculty

Existing Efforts: Instructional faculty and counseling liaisons are facilitating program mapping, and completed mapped degree and certificate programs can be used as best practice approaches for other programs. Electronic Student Educational Plans will be used to communicate program paths from mapped programs and serve to populate the courses needed for completion. This tool is also being used to inform deans and faculty about scheduling based on demand.

Major Outcomes: 60% of programs are mapped by June 2019 Marketing materials are developed and in use for students, counselors and instructional faculty.

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.

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: Scaling in Progress

Anticipated Change in Scale of Adoption During Timeframe: Scaling in Progress

Major Activities: Implement and integrate the following technologies: • MyPath and Career Coach • CalPASS MMAP Placement Pilot • ConexEd

Existing Efforts: SSSP Credit and Non-Credit Student Equity Basic Skills Initiative Online Education Initiative

Major Outcomes: The following technologies will be in use to serve students: MyPath integrates with CCCApply to direct students toward resources, including Career Coach and matriculation steps immediately following application Online Orientation is fully accessible from any internet enabled device

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: Identify strategies we already do and track and effectiveness and share across the college In support of efforts underway in response to Quality Focus Essay II, to implement institutional professional development plan, ensure that Guided Pathways Framework lens is incorporated. Use Flex opportunities and invite other constituents to participate in college-wide "Student Experience Learning Series" throughout the year, ranging from brown bag lunches to formal, all-college opportunities.

Existing Efforts: Activities and opportunities will be facilitated through the Faculty Development Committee, the Guided Pathways Task force, and other relevant committees.

Major Outcomes: Increased knowledge across the college about College of the Desert student experiences and Guided Pathways approaches. Integration of professional development in a Guided Pathways framework.

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.

Current Scale of Adoption: Scaling in Progress

Anticipated Change in Scale of Adoption During Timeframe: Scaling in Progress

Major Activities: Efforts underway in response to Outcomes and Assessment Committee Goals, Quality Focus Essay, and accreditation follow up report to increase user-friendly interface and effective tracking out outcomes assessment. Software under review by district and faculty-led work proceeding as scheduled.

Existing Efforts: Outcomes and Assessment Committee's efforts to support increased SLO assessment Strong Workforce planning and assessment Quality Focus Essay processes

Major Outcomes: Fully compliant with learning outcomes assessment

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: Scaling in Progress

Major Activities: Efforts underway in response to Outcomes and Assessment Committee Goals, Quality Focus Essay, and accreditation follow up report to increase user-friendly interface and effective tracking out outcomes assessment. Software under review by district and faculty-led work proceeding as scheduled.

Existing Efforts: Outcomes and Assessment Committee's efforts to support increased SLO assessment Strong Workforce planning and assessment Quality Focus Essay processes

Major Outcomes: Effective and regular learning outcomes assessment occurs on cycle and improvements, if needed, are made.

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

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA

Budget Totals

Total Budget

$303,083

Code	Amount	Percent of Budget
1000 - Instructional Salaries	$90,925	30%
2000 - Non-Instructional Salar...	$30,308	10%
5000 - Other Operating Expen...	$90,925	30%
5000 - Other Operating Expen...	$60,617	20%
7000 - Other Outgo	$30,308	10%
College of the Desert Total	**$303,083**	**100%**

Efforts & Support

Efforts: College of the Desert is on track to use high school grades for placement in spring 2019 in accordance with the AB 705 implementation guidelines. Currently we are participating in the MMAP placement pilot with CalPASS for English, ESL, reading and math. The English department has been using high school GPA to place students into transfer level English for over one year. The math department is working toward guided self-placement.

Chancellor's Office Support: Provide additional opportunities for College of the Desert staff, faculty and students to attend conferences through 2018-2019. Make available Guided Pathways experts to come to College of the Desert to assist in educating college community about the Guided Pathways Framework.

Certification

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