



PLAN. INVEST. TRACK.  
Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Mar 26, 2018, 4:07 PM PDT

## Columbia College - Guided Pathways

### Description

**COLLEGE:** Columbia College

**PLAN TIMEFRAME:** Spring 2018-Summer 2019

**READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS:** Yes

### Project Contacts

#### Point of Contact

**Brian Sanders**  
sandersb@yosemite.edu

#### Alternate Point of Contact

**Brandon Price**  
priceb@yosemite.edu  
(209) 588-5079

### Certifying Contacts

#### Chancellor/President

**Angela Fairchilds**  
fairchilds@yosemite.edu

#### President, Academic Senate

**Erin Naegle**  
President, Columbia College Academic Senate  
naeglee@yosemite.edu

### 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.

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

## 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:** Scaling in Progress

**MAJOR ACTIVITIES:** 1. Review metrics used in Integrated Student Support plan. 2. Review standard metrics used in enrollment management. 3. Review existing Data Portal Dashboards. 4. Identify shared metrics between 1&2. 5. Identify new metrics needed across different initiatives. 6. Identify gaps in existing dashboards. 7. Revise existing dashboards to reflect shared metrics. 8. Add new dashboards for new metrics. 9. Add a decision-tree/Q&A page to help college users determine which dashboard to use and what the data elements mean. 10. Review external survey instruments such as the Community College Survey of Student Engagement (CCSSE) and the American College Health Assessment (ACHA). Create awareness and visibility of these surveys so they can be easily accessible to decision-makers. 11. Provide training (in-person and online quick videos) for how to access and use data.

**EXISTING EFFORTS:** 1. Existing slate of data dashboards. 2. Existing metrics used for integrated student support plan. 3. Existing slate of Colleague extracts and reports (Crystal Reports). 4. State Datamart/MIS. 5. Student Success Scorecard. 6. National College Scorecard.

**MAJOR OUTCOMES:** 1. College users will go to a dedicated Data Dashboard webpage, encounter guidance and definitions to help them determine where to look, what the data represent, and receive instructions on how to view the data in various ways to promote gap analysis and help develop interventions for improvement. 2. As a result, student and institutional performance will be regularly examined and disaggregated. Cross-functional teams of the college will systematically use these data to establish benchmarks, promote equitable outcomes, and measure progress toward goals.

## 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:** Full Scale

**MAJOR ACTIVITIES:** 1. Review and refine alignment between the College Strategic Plan, Integrated Student Support Plan, Enrollment Management Plan, Strong Workforce Plans, and Guided

Pathways Plans. 2. Continue establishing the prominence of the two new councils (Institutional Effectiveness Council, Student Success Council) and cement their standing as places where college-wide conversations across all constituencies takes place, where consensus is established, where data and evidence are regularly utilized to inform decision-makers, and where overarching college initiatives are examined and aligned. 3. Further improve the program review process to track needs from year to year and close the loop on funded requests from past years.

**EXISTING EFFORTS:** 1. Strong College Strategic Plan guides day-to-day decisions in light of college strategic goals, reviewed and revisited regularly for currency and to gauge progress. 2.

Recently-expanded college governance structure, incorporating new Institutional Effectiveness Council (IEC) and Student Success Council (SSC). 3. Recently-improved clarity on integrated planning and resource allocation. 4. In-progress modifications to program review templates to better align with planning and resource allocation.

**MAJOR OUTCOMES:** 1. College-wide understanding of the role of the councils will be strong. Projects and initiatives will be routed to the councils and aligned with other projects and plans, working toward the college's strategic goals. 2. There will be an increase in participation by decision-makers utilizing evidence in both quality and sufficient quantity to support effective decision-making. 3. Council representatives will embrace their roles as ambassadors, carrying information back and forth from constituency group to the council, and striving toward consensus. When consensus cannot be reached, parties confer collegially to establish workable options. 4. Resource requests are tied to college-wide integrated plans. Requests funded in a given year will be effectively tracked and the college will maintain a database of funded resource requests and their results.

## 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.

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

### 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.**

### 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:** Scaling in Progress

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

**MAJOR ACTIVITIES:** 1. Create meta-majors starting with college and district-wide discussions to determine what meta-majors will be used. 2. Create technology infrastructure to support meta-majors in the Colleague and Starfish systems. 3. Formalize procedures and timelines for developing two-year plans, with participation of cross-functional teams of faculty and counselors. 4. Enhance career center with opportunities for career and major exploration and job placement activities. 5. Establish "Think 30" campaign based upon the 15 to Finish evidenced-based research.

**EXISTING EFFORTS:** 1. Two-year advising guides have been established for all Associate Degrees for Transfer programs. 2. Faculty Flex-Day activity was held where two-year plans and nesting degrees/certificates were developed (stackable certifications). 3. Cross-discipline discussions to schedule their courses symbiotically, ensuring ease of scheduling for students.

**MAJOR OUTCOMES:** 1. Programs of study have been clustered into broad interest areas –meta-majors and incorporated into the CCCApply application and Colleague, and Starfish systems. 2. A systematic onboarding structure including gateway courses, and career exploration activities is in place to help students identify majors and careers early on. 3. Cross-functional teams work together to create easily understandable two-year plans that students can follow and reduce the time to graduation.

### 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:** Pre-adoption

**MAJOR ACTIVITIES:** 1. Review multiple measures placement policies for math and English to promote effective placement and to promote student throughput (completion of college and / or transfer level math and English.) 2. Review math and English course sequences to ensure compliance with AB 705. 3. Review and revise math and English curriculum. Develop accelerated or co-

requisite courses where appropriate to speed transition through English and math course sequences. 4. Provide additional supplemental instruction and tutoring to support basic skills students in accelerated pathways

**EXISTING EFFORTS:** 1. Prior review and revision of multiple measures placement which reduced reliance on Accuplacer and promoted use of multiple measures which are more predictive of students' success in math and English. 2. Acceleration efforts (Accelerated Algebra 1 and 2, Path 2 Stats, etc.) 3. Provision of supplemental instruction in basic skills courses.

**MAJOR OUTCOMES:** 1. A larger proportion of students will advance to and complete college and/or transfer level math and English.

## 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:** Scaling in Progress

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

**MAJOR ACTIVITIES:** 1. Develop meta-majors encompassing the bulk of the college's programs. 2. Establish the ability for students to select a meta-major during application and registration. 3.

Map each degree, certificate of achievement, and skills attainment certificate to a two-year timeline consisting of Fall-Spring-Summer-Fall-Spring designed under the "Think 30" approach. Also indicate how part-time students can complete the program in only three years at 20 units per year. 4. Publish guided pathways in the catalog, on the web, and in flyers and brochures using a consistent graphical approach across the institution. 5. Develop effective, simple graphics to illustrate nested certifications within CTE programs. 6. Schedule the components of the degree program within each nested CTE pathway (with other nested programs accomplished as subsets). 7. Schedule courses for students in a given meta-major to avoid course time conflicts (e.g. calculus offered when all science students can take it, research methods when all social science students can take it). 8. Schedule a sufficient slate of general education courses at times complementary to the needs of CTE students. 9. Schedule an effective blend of online and face-to-face courses to meet student needs and assist in their progression. 10. Utilize software to determine the number of students pursuing each program pathway, their coursework remaining to program completion, their desired enrollment semester, and other necessary enrollments. Use this data to schedule courses for majors and general education. 11. Provide CTE Labor Market information as a Data Dashboard for ready access. 12. Expand intra-district curriculum alignment (e.g. articulation, course level numbering) to support students using courses from both colleges to work toward completion of their goals.

**EXISTING EFFORTS:** 1. Under leadership of a counselor, all AD-T program pathways have been developed. 2. Faculty have developed drafts of nested CTE programs in some, but not all, areas. 3.

Cross-functional teams of faculty have developed some program pathways indicating primarily major coursework to be completed in a given term. 4. The college has established a Leading from the Middle team of faculty and administrators to work on guided pathways efforts. 5. Hobson's Starfish will provide information about student needs and integrate this information into schedule development. 6. Graphics for both nested programs and guided pathways exist in simple, beta form. These will be revised by a graphic artist once the full slate of options is developed. 7. Intra-district collaborations have begun in a number of areas and yielded fruitful results. Conversations have already begun regarding joint AB705-compliant remedial pathways at the two colleges.

**MAJOR OUTCOMES:** 1. Students will be able to start their pathway by selection of a meta-major designed to guide them into appropriate first-year coursework. 2. Each degree, certificate of achievement, and skills attainment certificate will be mapped to a two-year timeline consisting of Fall-Spring-Summer-Fall-Spring designed under the "Think 30" approach. 3. Each guided pathway will be published in the catalog, on the web, and in flyers and brochures using a consistent graphical approach across the institution. 4. CTE programs will be represented as nested certifications using effective simple graphics and symbols, where appropriate. 5. The college will schedule the components of the degree program. Students following this pattern of study will be able to exit the program early with a skills attainment certificate or certificate of achievement as recognition of their skill development. 6. The college will utilize data regarding students' needs for courses in developing a schedule to satisfy those needs. 7. Class cancellations will be minimized, promoting stability for students and faculty. 8. Key classes (introductory major courses, GE courses) will have especially strong enrollments, providing stability for smaller but necessary advanced courses. 9. CTE program faculty have ready access to labor market data and utilize these data in decision-making and planning. 10. Students will be able to select from courses at both colleges and choose the location or modality that best meets their needs. 11. Remedial pathways, aligned with AB705, at the two colleges in the district will be sufficiently parallel to support student migration between colleges.

## 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:** Scaling in Progress

**MAJOR ACTIVITIES:** 1. Fully launch Starfish including degree planner, early alert, and connect. 2. Develop and provide training for Starfish product to students, staff and faculty. 3. Create

awareness campaign so all components of Starfish are utilized to maximum functionality. 4. Faculty access to students in their major so intrusive advising and monitoring of progress can occur. 5. Utilize Starfish early alert to develop support programs targeting specific populations and their unique needs. 6. Train Faculty on the use of Canvas gradebook so the students will have access to their progress in Starfish. 7. Continue to create and tailor academic and non-academic support services that will provide access to all students.

**EXISTING EFFORTS:** 1. The college has been working on implementing Starfish that include degree planner, early alert and connect. Counselors have begun building degree plans for students,

but students do not yet have access. Early Alert will continue to be piloted by a few Faculty but will not be widely launched until students can gain access. 2. The Student Success Council (SSC) is a participatory decision-making body that includes representatives from administration, faculty, staff, and students (from both student services and instruction). The Council meets on a regular basis and reviews/monitors student success initiatives.

**MAJOR OUTCOMES:** 1. All counselors and students are using degree planner. A system is in place for students to create "what-if" scenarios and counselors are monitoring for accuracy and discussing options with students. 2. Faculty have access to tools such as 1) Early Alert which can be used for sending flags and kudos to students on a regular basis and 2) Canvas Grade book, so students have access to progress in their classes. 3. Faculty have access to a list of students in their programs enabling them to have regular contact with them. 4. Students are monitored on their progress and intervention strategies are in place to help them succeed. 5. There is college-wide participation in the Student Success Council. 6. All students are aware and utilizing both academic and non-academic 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:** 1. Fully launch Starfish with all components (degree planner, early alert, connect). 2. IT to complete Active Directory. 3. Complete student portal. 4. Develop system and train administrators and staff on using Blackboard connect so that text messaging can be utilized instead of relying on student emails that students often do not retrieve. 5. The registration process is redesigned for easier navigation and usability. 6. A district-wide, seamless registration system is developed so students can easily see and choose to take any course within the district. 7. The College website will be revamped so it is easier to navigate and find information needed. 8. Meta-majors will be incorporated into the CCCApply and Colleague systems.

**EXISTING EFFORTS:** 1. Implementation team has been working on the configurations for Starfish, degree planner, early alert and connect. Degree planner is currently being utilized by counselors and early alert is being piloted by a few faculty. 2. IT has been working on the Active Directory and should be ready to launch by summer, 2018. 3. Initial progress has been made with the student portal, however; it has only been tested by a few staff and is not currently available to students. 4. Blackboard Connect has been purchased and initially piloted by a few. It has not yet been widely used for student communication.

**MAJOR OUTCOMES:** 1. Students will have a single sign-on to the student portal and have instant access to their student email, Starfish, online courses, and registration. 2. Students will be able to receive text messages about programs and services. 3. Students will be able to register seamlessly for any course within the district. 4. Administrators, staff and Faculty will have the ability to track and monitor students' progress. 5. Enrollment management will have the ability to use student plans to better align course offerings.

### 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:** 1. Conduct review of current professional development (PD) program and opportunities for professional development. 2. Explore accountable hours for PD. 3. Develop comprehensive list of opportunities / avenues for PD. 4. Develop process / structure for developing and prioritizing PD. 5. Revise staff PD program to ensure alignment with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes. 6. Expand opportunities for on campus PD specifically related to teaching and learning via Peer Observation Pool (POP), Teaching Test Kitchen (TTK), professional development symposiums / poster sessions, and other initiatives. 7. Improve marketing of staff PD program and other PD initiatives, including sharing information regarding incentives for participating in PD. 8. Create an annual, comprehensive strategic professional development plan. 9. Coordinate the planning for In-Service, Adjunct In-Service, and Flex/SLO Days to address strategic goals... (refine this idea!) 10. Provide training on college and district processes, such as budgets, software systems, and program reviews, 11. Provide training on data analysis and data-informed decision making.

**EXISTING EFFORTS:** 1. Staff professional development program. 2. Teaching, Learning, and Community professional development efforts. 3. On the road program.

**MAJOR OUTCOMES:** 1. All members of the campus community are encouraged to participate in PD. 2. Members will understand the avenues available for participating in PD, and understand how their participation in PD supports student learning and the college's strategic goals. 3. A strategic, comprehensive, annual plan (including In-Service and FLEX days) has been developed and utilized in resource allocation for PD.

**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:** Full Scale

**MAJOR ACTIVITIES:** 1. Ensure all course learning outcomes are mapped with program learning outcomes and institutional outcomes. 2. Ensure learning outcomes are regularly assessed and that the results of the assessments are used to continuously improve courses and programs. 3. Ensure program goals are aligned with workforce demands where appropriate. 4. Ensure program goals support student transition to, and accomplishment of, subsequent educational programs (such as bachelor's degree programs). 5. Support faculty to remain abreast of job opportunities and careers in their fields and pathways to those careers.

**EXISTING EFFORTS:** 1. IEPI Partnership Resource Team Activities related to improving learning outcomes. 2. Support eLumen implementation and training. 3. Provision of SLO mentors. 4. Meeting with community and business partners to ensure programs align with workforce demand. 5. Review of data to ensure program completers are finding gainful employment.

**MAJOR OUTCOMES:** 1. All college learning outcomes are mapped to program and institutional learning outcomes. 2. All learning outcomes are assessed regularly and the results are used to improve courses and programs. 3. Program completers are in demand and find employment. 4. Students who transfer or pursue additional education are well prepared and successful in their subsequent programs.

**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	18.53528226
Average number of degree-applicable credits attempted in year one	17.83097166
College-level course success rate	0.730853
Full-time students	229
Number of students	614
Persisted from term one to term two	409

**TRANSFERRABLE MATH & ENGLISH COMPLETION**

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one	54
Successfully completed transfer-level English in year one	185
Successfully completed transfer-level math in year one	74

**FIRST TERM MOMENTUM**

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Attempted 15+ college credits in first term	64
Successfully earned 12+ college credits in first term	147
Successfully earned 15+ college credits in first term	47
Successfully earned 6+ college credits in first term	320

**Budget Totals**

Total Budget

**\$125,000**

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$62,500	50%
2000 - Non-Instructional Salaries	\$15,000	12%
3000 - Employee Benefits	\$7,750	6.2%
4000 - Supplies and Materials	\$10,000	8%
5000 - Other Operating Expenses and Services	\$17,750	14.2%
6000 - Capital Outlay	\$10,000	8%
7000 - Other Outgo	\$2,000	1.6%
<b>Columbia College Total</b>	<b>\$125,000</b>	<b>100%</b>

**Efforts & Support**

**EFFORTS:** Columbia College maximizes the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and uses, in the placement of students into English and math courses in order to achieve this goal, one or more of the following measures: • High school coursework. • High school grades. • High school grade point average. Additionally, guided placement may be used when unable to obtain high school transcript data, or when data is not available or logistically problematic to use.

**CHANCELLOR'S OFFICE SUPPORT:** Idea: Host a Best Practices in Guided Pathways virtual conference. In a one-hour session, allow three different colleges to control the screen and demonstrate how their college is responding to the particular item. For example, show three different model programs for helping students choose from a slate of meta-majors. Participants could then contact individual colleges or visit their sites for more information. Through this format, a set of best practices may evolve, including particularly clean and helpful graphics.

**Certification**

**CHANCELLOR/PRESIDENT**

Angela Fairchild  
fairchildsa@yosemite.edu

APPROVED

Mar 26, 2018

**PRESIDENT, ACADEMIC SENATE**

**Erin Naegle**  
President, Columbia College Academic Senate  
naeglee@yosemite.edu

APPROVED

Mar 26, 2018



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