



PLAN. INVEST. TRACK.
Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Mar 26, 2018, 7:28 PM PDT

Laney College - Guided Pathways

Description

COLLEGE: Laney College

PLAN TIMEFRAME: Spring 2018-Summer 2019

READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

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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: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: The objectives are to: 1. Make a case for change college-wide that is student centered and focused on greater success using data to inform the process. 2. Formalize processes to build student voices about roadblocks and gaps 3. Explore Guided Pathways implementation at different colleges to inform the work 4. Develop structure for inquiry Funded Activities will include: 1. Faculty co-coordinators 2. Classified hourly support 3. Visits to other colleges that have Guided Pathways

EXISTING EFFORTS: Basic Skills Student Outcomes & Transformation (BSSOT), Foundation Skills, AANAPISI, Equity, Adult Education, Non-credit: Align and partner with current inquiry groups working on understanding equity gaps and analyzing data to improve student outcomes

MAJOR OUTCOMES: 1. Establish and identify foci, outcomes and deliverables for Inquiry Groups 2. Create structure for college inquiry & scope of responsibilities for Guided Pathways Workgroup 3. Identify lead coordinators/staff support 4. A qualitative assessment of student experience at Laney College 5. Common understanding of guided pathways and college action plan for inquiry and implementation 6. Identified list of institutional roadblocks that impact student success & prioritized action plan 7. Planning and execution of a Fall 2018 Flex Plenary

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: The objectives are to: 1. Create shared definitions and metrics for student success in relation to guided pathways 2. Work with District IT and Office of Research to plan, build and provide accessible, consistent and clear student data. 3. Define and identify needs for disaggregated data and create plan of action for aligning systems (application, interest cards, etc.) to collect data for analysis 4. Develop and offer ongoing data symposiums to demystify student data and how to use it effectively to measure improvements and student success. Funded Activities will include: Research support Professional development: data symposiums Printing or development of data dictionary Development of data dashboard

EXISTING EFFORTS: 1. Utilize and align metrics across the College utilizing the strategic plan, integrated plan and guided pathways goals 2. Work with existing shared governance committees to articulate and inform a common understanding around college-identified goals (Institutional Effectiveness, Equity Committee, SSSP, Resource Allocation Committees, IEPI, Accreditation)

MAJOR OUTCOMES: 1. Establish and identify shared outcomes for student success improvements aligned with Strategic Plan and Integrated Plan Metrics 2. Greater understanding of and ability to apply data in inquiry groups and department conversations 3. Data dictionary for campus that provides shared definitions of metrics and measured groups. 4. Accessible dashboard easy access to ongoing data associated with adopted student metrics 5. Draft a template that will allow for consistent evaluation and data gathering around funded activities aimed to improve student success

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.

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

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.

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

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: Scaling in Progress

MAJOR ACTIVITIES: The objectives are to: 1. Scale up embedded counseling in Math and English and ESOL 2. Scale up embedded tutoring 3. Implement new process for assessment for placement in English 4. Create multiple measures for ESOL placement 5. Work with student support services, such as DSPS, CalWORKs, EOPS, CAFYES, etc. to identify and systematically address the gaps in support services for students enrolled in basic skills Funded activities will include: 1. Creating a resource guide/treasure chest on how to embed counseling & tutoring into the classroom 2. Workshop/presentations on best practices for incorporating embedded services 3. Student focus groups to understand what might impede continued participation in services--how to change the student culture.

EXISTING EFFORTS: 1. Incorporate inquiry efforts (communities of practice) already underway to streamline the basic skills English and Math sequences 2. Streamline sequences to comply with AB705 3. Ensure assessment -- along with multiple measures -- is helping students complete transfer level courses and reaching goals within a reasonable time frame

MAJOR OUTCOMES: 1. Continuous increases in retention rates for basic skills classes 2. Increase campus awareness about basic skills--driven activities and opportunities to support basic skills students, generating cross-discipline initiatives that can enhance basic skills student success 3. Implement Multiple Measures and ensure AB705 compliance across English, ESOL, Math

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: The objectives are to: 1. Develop guiding questions and template for assessing and clarifying program requirements 2. Engage department chairs and other faculty in initial conversations to engage in backwards planning linked to core competencies and student completion 3. Begin initial conversations for connecting program planning to schedule development and enrollment management Funded activities will include: 1. Department Chair Retreat 2. Create inquiry group specific to developing framework for smart pathway and effective enrollment design
EXISTING EFFORTS: Ensure schedule optimization inquiry (Enrollment Management Committee; VPI, Division Deans & Department Chairs) is aligned to department program requirements as key to schedule development

MAJOR OUTCOMES: 1. Use department efforts to expand to inter-division partnerships; ultimately culminating into cross-division partnerships that will inform pathways 2. Questions and template designed for focused inquiry for clarifying requirements 3. Department Chair retreat 4. Recommendations for tying in program requirements to schedule development in an efficient and student-centered way

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.

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

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: Early Adoption

MAJOR ACTIVITIES: The objectives are to: 1. Provide opportunities for increasing knowledge and participation with guided pathways development 2. Provide training and hands-on experience for conducting student focus groups 3. Develop plan for sharing and scaling of program/department practices to larger spheres on campus community Funded activities will include: 1. Speakers or trainers 2. Travel to workshops/conferences and other colleges implementing guided pathways 3. Supplies and miscellaneous support for professional development offerings

EXISTING EFFORTS: 1. Continue to scale model of Communities of Practice type inquiry originally developed out of ESOL 2. Engage College Professional Development Committee 3. Engage with Classified Professional on the new "Growing Our Own" professional development initiative

MAJOR OUTCOMES: 1. Focus group training & development of train-the-trainer opportunities 2. Create plan for upcoming professional development focused on sharing/scaling program/department best practices 3. Inspire participation in inquiry groups around guided pathways

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

14.08720739

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Average number of degree-applicable credits attempted in year one	11.76952987
College-level course success rate	0.810979
Full-time students	352
Number of students	1972
Persisted from term one to term two	970

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one	69
Successfully completed transfer-level English in year one	243
Successfully completed transfer-level math in year one	208

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Attempted 15+ college credits in first term	134
Successfully earned 12+ college credits in first term	175
Successfully earned 15+ college credits in first term	53
Successfully earned 6+ college credits in first term	595

Budget Totals

Total Budget

\$241,827

Code	Amount	Percent of Budget
2000 - Non-Instructional Salaries	\$181,370	75%
4000 - Supplies and Materials	\$3,024	1.25%
5000 - Other Operating Expenses and Services	\$57,433	23.75%
Laney College Total	\$241,827	100%

Efforts & Support

EFFORTS: Due to the state's most updated call for the implementation of Multiple Measures in the assessment and placement process, our campus is currently examining the newly released chancellor's office memorandum about AB705 that was released on Thursday, March 22. We are aware that high school grades -- within the last ten years -- are now the standard for placing students into courses that will accelerate their success in transfer-level math, ESOL and English. Currently, our district-wide, state-approved assessment for placement in math, ESOL and English is paired with high school G.P.A. and guided self-placement from our counseling team to help students place into whatever the highest level of math, ESOL or English is for them. We are anxious to learn more about how to implement the new changes and want to ensure we are in compliance with the new law. We are also invested in this work because of our Basic Skills Success Outcomes and Transformation Grant in English and Math, which is already doing intentional work around eliminating unnecessary barriers for students and ensuring they are completing transfer-level coursework within a reasonable timeframe. We also believe this work is intentionally aligned with the efforts of our colleagues who are working in SSSP and equity to minimize achievement gaps and maximize positive student outcomes.

CHANCELLOR'S OFFICE SUPPORT: The question indicates this is optional; however, the form does not allow for not inserting a response.

Certification

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