



PLAN. INVEST. TRACK.

Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Apr 4, 2018, 7:17 AM PDT

El Camino College - Guided Pathways

Description

COLLEGE: El Camino College

PLAN TIMEFRAME: Spring 2018-Summer 2019

READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

Project Contacts

Point of Contact

Diana Stanojevich
dstanojevich@elcamino.edu
310-660-3593 ext 3980

Alternate Point of Contact

Cesar Jimenez
Associate Dean of Counseling and Student Success
cjimenez@elcamino.edu

Alternate Point of Contact

Dr. Jean Shankweiler Ph.D.
Vice President of Academic Affairs
jshankweiler@elcamino.edu
310-660-3119

Alternate Point of Contact

Elizabeth Martinez
Vice President, Student Services
elmartinez@elcamino.edu
310-900-1600 x2024

Certifying Contacts

Chancellor/President

Dr. Dena Maloney
Superintendent/President
dmaloney@elcamino.edu
310-660-3111

President, Academic Senate

Kristie Daniel-DiGregorio
President, Academic Senae
kdaniel@elcamino.edu

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: Scaling in Progress

MAJOR ACTIVITIES: Spring 2018 Develop small teams to visit divisions, explain GP and solicit input. Determine appropriate focus areas for development by the workgroups (curriculum, meta-majors, milestones, professional development, career exploration, multiple measures, onboarding, etc) Fall 2018 The cross-functional work groups will work on focus areas and develop recommendations to share with campus Spring 2019 The workgroups will develop timelines for implementation of the agreed upon recommendations.

EXISTING EFFORTS: The focus areas for the design teams will overlap with some current efforts. Most notably, the math and English faculty members already have a Multiple Measures committee (MMA) that has been working to streamline the math and English pathways to transfer level. In addition, last year the college hired a firm to review our intake processes. This has resulted in a Process Improvement team which will play a major role in clarifying the path and assisting students to enter the path.

MAJOR OUTCOMES: Spring 2018 Workgroups will be developed for each focus area that includes faculty, counselors, librarians, staff manager and students 2018-19 Work groups will review the KPI, develop appropriate milestones and work plans (strategies) for each focus area

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: Spring 2018 The workgroups visiting divisions will share the data developed and approved in fall 2017 along with the key performance indicators. Disaggregated data will be included for division discussions. Fall 2018 Implement a questionnaire during registration to determine educational goals.

EXISTING EFFORTS: Institutional Research has already developed a data set with disaggregated data for the Guided Pathways Design team in fall 2017.

MAJOR OUTCOMES: Revisit: increase data sharing/collection (tracking): look at data where students major, AATs, incorporate data from IRP and CO Vision for Success Questionnaire Outcome: Clarify if full-time/part-time status will affect strategies and to monitor students change in goals. Applies to Benchmarks.

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: Early Adoption

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

MAJOR ACTIVITIES: Fall 2018-Spring 2019 Revise Integrated Plan Implementation Group and SSAC structure to incorporate GP framework into Strategic Planning efforts. Determine best structure to accomplish this Fall 2019 Incorporate SWP/CTE into SSSP/SE/BSI Integrated Planning by including them in Student Success Advisory Committee (SSAC). Alternatively, form or transition this team to align, track, and oversee integration of SWP/CTE with existing initiatives, Strategic Planning, and GP plans. Examine where KPIs for GP overlap with Integrated Goal (SSSP/SE/BSI) Success Indicators. Integrate SSSP/SE/BSI/SWP into Strategic Planning. Integrate GP framework into Strategic Planning efforts.

EXISTING EFFORTS: SSAC and Integrated Plan Implementation Group (SSSP/SE/BSI) may be leveraged to address where these overlap with Guided Pathways framework.

MAJOR OUTCOMES: Increased collaboration and communication on areas that overlap. Improvement on 5 Integrated Goal (SSSP/SE/BSI) Success Indicators. Increased collaboration and communication on areas that overlap. Improvement on 5 Integrated Goal (SSSP/SE/BSI) Success Indicators. GP framework integrated into Strategic Planning efforts.

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: Spring 2018 Develop qualifications, job duties and RT for faculty program coordinator Strategically embed Guided Pathways within the existing committee structure by identifying current committee members who will serve as liaisons to the Guided Pathways Committee. Draw upon the membership of the Guided Pathways Committee and liaisons to campus committees to lead and assemble work-teams/task-forces to focus on key, large projects to implement the Guided Pathways action plan. Include Adjunct faculty in all processes. Fall 2018-Spring 2019 Supply reassigned time for faculty coordinators and division facilitators to implement the GP workplan.

EXISTING EFFORTS: The existing Guided Pathways Committee includes members who represent classified staff, faculty, directors, students, and managers. The Guided Pathways Summit and flex day presentation created broader awareness of Guided Pathways, simplifying the selection of liaisons and "cheerleaders." The creation of a working team of counselors/faculty to discuss Meta-Majors is in progress. A Career Advisory Committee will be aligning workshops with the Meta-Majors.

MAJOR OUTCOMES: The implementation of the Guided Pathways action plan will be led by a faculty program director, in coordination with campus VPs. Key leaders of campus constituent groups will help inform decision-making and implementation, and they will act as "cheerleaders" for Guided Pathways amongst their constituent group. The planning and implementation of the Guided Pathways action plan will be embedded within the existing campus committee structure, creating deeper understanding, opportunities for broad college-wide input, and greater buy-in. Students will be included at all levels.

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: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Spring 2018 K-12 visits to develop data-sharing agreements. Recruit faculty to work on alignments. Determine appropriate special assignments. 2018-19 Implement faculty teams to align curriculum Future Align ECC curriculum with CSU/UC Industry alignment later in the process

EXISTING EFFORTS: Counselor Collaborative of ECC Counselors meet with local high school counselors Data sharing agreements with high school districts are in progress. The South Bay Promise is scheduled to have a signing ceremony for data sharing agreements. Spring meeting w/ Industry partners

MAJOR OUTCOMES: Data share agreements with K-12 Districts and CSU/UCs Curriculum alignment

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: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Fall 2018–Spring 2019 Focus groups begin Meta-Majors/program mapping and Career Exploration to link careers with major selection. Faculty, staff, counselor and student involvement must be maximized

EXISTING EFFORTS: Working team of counselors/faculty to discuss how many Meta-Majors our existing majors should break down into (new). Career Advisory Committee to work align workshops with the Meta-Major break down GE redesign (future discussion beyond spring 2019)

MAJOR OUTCOMES: Focused principles from a student-centered concept 4-5 meta majors or program maps that give students potential to look at a broad range of careers Career workshops reach a larger range of students, more information GE courses to get students started earlier in career exploration; possible reworking of courses in the areas or more courses added in the current areas.

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: Full Scale

MAJOR ACTIVITIES: Spring 2018 Expand and organize MMAP committees in order to fully implement multiple measures in Math and English. Redesign Summer Reading and Writing Academy and Summer Math Academy. Form faculty inquiry groups to: implement AB 705, improve instructional practices and student learning in redesigned English and Math sequences. Fall 2018–Spring 2019 Increase English 1AS (supported co-requisite) and RWE (integrated, high-unit reading and writing developmental English) course offerings. Scale up course-redesigned, accelerated developmental Math offerings, if appropriate: Basic Accelerated Math (Math 37) and General Education Algebra (Math 67). Scale up and/or redirect Embedded Counseling in developmental Math and English courses.

EXISTING EFFORTS: English Department has joined the MMAP initiative already underway in Math and will assess a large cohort of students for Fall 2018. Math and English MMAP will likely continue to grow and will become automated in 2019. Piloting English 1AS and RWE. Collecting and analyzing data from initial MMAP cohort of 2017 to assess effectiveness of placement. Course-redesigned, accelerated developmental math courses were implemented in 2011. There are currently 15 sections of Basic Accelerated Math (Math 37) and 6 sections of General Education Algebra (Math 67). Embedded Counseling in developmental Math and English courses: all developmental Math courses 4 -3 levels below transfer, accelerated Math courses, and Reading courses 2 levels below transfer have embedded counselors. Limited professional development opportunities already exist in developmental Math and English.

MAJOR OUTCOMES: Reduction in students enrolling in basic skills and developmental courses, speeding them through the pipeline to transfer and degree attainment, and more students placing into transfer-level Math and English courses. Improve the rate at which developmental Math and English students complete remediation and pass the corresponding transfer-level courses. Developmental students enter college-level courses more quickly, having completed gateway courses. Students save money, with the need to take fewer developmental and preparatory classes. Improve the three-term persistence rate of students in developmental Math and English. Math and English faculty discover creative and effective instructional practices and participate in implementing AB 705.

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: Fall 2018–Spring 2019 Focus Groups begin developing Program Maps/Meta-Major and career linkages Fall 2018 Select milestones of importance to meet identified goals

College Scheduler implementation Spring 2019 Incorporate milestones and maps into Starfish ECC Connect Schedule review to align schedules with metas/program maps Spring 2018–Spring 2019 Code Alignment Project is in process with the Chancellor's Office and the ASCCC to evaluate course, program, Top, CIP and SOC codes for five areas. This could be expanded in 2018-19 for all five years to make sure students and the college receive credit for programs correctly.

EXISTING EFFORTS: Potential degree audit/degree planner through Hobson's Some CTE already mapped Specialized counselors are able to recommend GE and course ssequences linked to majors Associate Degrees for Transfer (ADT) Discipline faculty collaborating with counseling faculty on course sequences SSSP requires an abbreviated educational plan Transfer resources: guide sheets, web-based information (assist.org, UC planner)

MAJOR OUTCOMES: Ability to identify needs in course offerings Identify courses needed to expand ADT major requirements in specific majors (Spanish, Liberal Studies, CDEV) Milestones to meet identified goals Workable degree audit program 5 program maps Individuals identified for mapping work groups Accurate declared majors

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: Spring 2018 ECC Connect (Starfish Early Alert) faculty involvement expanded Fall 2018 Explore appropriate technology for: Degree Planner (Hobsons) Degree Audit (Colleague)

Others as appropriate Fall 2019 Implement into College Catalog Program Maps

EXISTING EFFORTS: The college piloted Starfish Early Alert in 2017 with a small group of professors from multiple disciplines throughout campus and worked closely with counseling to test

features that allow faculty to provide timely and direct feedback to students on academic progress in their course(s), while connecting students to campus resources. Counseling created a degree planner focus group responsible for inputting catalog years, testing degrees, and certificate programs into Starfish. Further, training was provided to advisors, staff, and counselors on how to create success plans, degree audits, and how to track referrals from professors. The counseling division provided training at the annual College Day event and plans on providing at least three to five more trainings for adjunct counseling faculty. Learning Communities have been in existence for over 30 years at El Camino College and within the last five years have expanded through the Student Equity Initiative. Further, the Basic Skills Initiative has funded new learning communities for students in our English & Math accelerated programs. The KEAS program on campus has also contributed to the increase in learning communities for students who placed into pre-college level coursework. The South Bay Promise initiative on campus has resulted in new learning communities in Math to accommodate 300 new students for fall 2018.

MAJOR OUTCOMES: South Bay Promise will include 500 students into student support groups. Opportunities for the growth of Learning Communities will be identified by the end of 2019. ECC Connect will be used by 50% or more of faculty.

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: Spring 2018 Apply to join the Online Education Initiative Consortium, including the course exchange, to help students get all the classes they need to move more quickly to degree/certificate. Identify and fund technology needs for student success, including the replacement of any underperforming/underutilized software that we are currently using. 1. Course Scheduler 2. Course Catalog 3. Curriculum Fall 2018 Implement technology identified in spring 2018 for course scheduler, catalog and curriculum Identify and fund technology needs for student success, including the replacement of any underperforming/underutilized software that we are currently using. 1. Degree Planner 2. Degree Audit 3. Accessibility software (possibly Ally for Canvas) Make technology supports fully available to online students, embedding them within Canvas when possible (i.e. Cranium Café, Starfish/ECC Connect, NetTutor, Degree Planner and Degree Audit) Make fuller use of software that is already purchased and in place, including Cranium Café (counseling), NetTutor, etc Spring 2019 Implement technology identified in fall 2018 for course scheduler, catalog and curriculum. Investigate the accessibility of technology supports and consider the purchase accessibility software for Canvas, possibly Ally. Incorporate explanations of technology for student use into new student orientations and highlight online resources on the web.

EXISTING EFFORTS: Some of the software is already in place and in use, although it may be underutilized – Cranium Café (counseling), Starfish/ECC Connect (early alert), NetTutor, etc. The selection process for software that incorporates curriculum, scheduling, and course catalog functions has begun. First demo of Chumura – JobsEQ – to assist in data collection, particularly for career information. Starfish/ECC Connect and NetTutor embedded in Canvas. Consultation has gained the support of key constituent leaders to apply for the Online Education Initiative Consortium.

MAJOR OUTCOMES: Students, classified staff, managers, and faculty (including those with disabilities) have online access to technological tools that support student planning and successful outcomes. Software for student use will be accessible and intuitive, not requiring any special training. Classified staff, managers, and faculty will be trained on and making broad use of efficient and intuitive software for planning and tracking student outcomes.

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: Spring 2018 3CSN will be invited to hold their regional conference at El Camino College. 2018-2019 One or more professional development activities will be provided for the campus community, focus to be determined. Budget needed to pay for speakers and food and supplies for such events.

EXISTING EFFORTS: The Professional Development Office will be asked to assist in the program development. Topics for professional development can come from existing committees, such as the Multiple Measures Committee, the Process Improvement Team or the Student Equity Re-Envisioned program.

MAJOR OUTCOMES: Outcome: A better educated campus and greater cross-functional participation in the work groups.

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

20.35128498

Average number of degree-applicable credits attempted in year one

18.89364819

College-level course success rate

0.731733

Full-time students

2057

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Number of students	5072
Persisted from term one to term two	3566

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one	594
Successfully completed transfer-level English in year one	1671
Successfully completed transfer-level math in year one	790

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Attempted 15+ college credits in first term	570
Successfully earned 12+ college credits in first term	1063
Successfully earned 15+ college credits in first term	280
Successfully earned 6+ college credits in first term	2534

Budget Totals

Total Budget

\$524,310

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$146,806	28%
2000 - Non-Instructional Salaries	\$12,583	2.4%
3000 - Employee Benefits	\$39,848	7.6%
4000 - Supplies and Materials	\$207,103	39.5%
5000 - Other Operating Expenses and Services	\$94,376	18%
6000 - Capital Outlay	\$23,594	4.5%
El Camino College Total	\$524,310	100%

Efforts & Support

EFFORTS: During the spring 2018 semester, the Dean of Enrollment Services, Vice President of Student Services and the Vice President of Academic Affairs have been meeting with superintendents and principals from our six local public high school districts to promote our South Bay Promise Program. As part of the Promise Program, data-sharing has been part of

our discussions with the districts. Student acceptance into the Promise Program will be facilitated by having high school student data imported into the ECC system. Additionally, the College has a Basics Skills Student Outcomes Transformation (BSSOT) grant. As part of the grant efforts, the inclusion of high school grades and gpa were piloted for math in 2017-18. The program was expanded in 2018-19 to include approximately 1000 students being evaluated with high school data. English is in progress, but behind the math department. The data sharing agreements, once implemented, will move the college to full implementation. The current plan is the have the district sign the data-sharing agreements at the conclusion of the spring 2018 semester.

CHANCELLOR'S OFFICE SUPPORT: In order to achieve our student success goals and maximize the impact of our integration efforts, we have to shift our mindset to one that welcomes change. While we need support in making organizational change at a high-level, we also could benefit from specific technical support. Below, we describe specific areas in which we could benefit from additional support: Organization-level practices that will enable change: • Change Management webinars: preparing and supporting individuals, teams, and organizations in making organizational change. • Big Data Analytics training: techniques that provide a means of analyzing data sets and drawing conclusions about them to help us make informed business decisions. Goal setting and evaluation: • We would like to simplify the goal-setting process. To what extent should our institutional goals align with or integrate the system-wide Vision for Success?•We could benefit from more specific guidance on writing our goals in the context of how they will later be evaluated. We also want to make sure that the state will be able to provide us with the appropriate metrics to enable short-term, formative assessment, as well as a long-term, summative assessment of progress toward our goals. • Similarly, what is your vision for evaluating goals and how should we be preparing for future evaluation now? Is there a specific assessment timeline? Will we be looking at short-term outputs or long-term outcomes? Eliminating equity gaps: •The Chancellor's Office articulated that we must eliminate equity gaps system-wide in 10 years. We would like guidance on how that should that be integrated into our institutional goals (e.g. must we adopt the same goal of no equity gaps in the same timeline?).Is the expectation that, by eliminating "equity gaps," every demographic group will have the same success, persistence, and completion rates, or at least that each group's individual rate be less than one margin of error away from the all-student rate? Alternatively, is it sufficient for all groups to meet a particular institution-set goal, even if some groups continue to outperform? We, of course, would like all groups to improve, but if that happens, then gaps will necessarily remain. Should we expect some groups' performance to plateau, which would allow others to catch up? Are we instead chasing moving targets as all groups improve?

Certification

CHANCELLOR/PRESIDENT

Dr. Dena Maloney
 Superintendent/President
 dmaloney@elcamino.edu
 310-660-3111

APPROVED

Mar 30, 2018

PRESIDENT, ACADEMIC SENATE

Kristie Daniel-DiGregorio
 President, Academic Senae
 kdaniel@elcamino.edu

APPROVED

Mar 30, 2018

