

Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Feb 5, 2019, 12:49 AM UTC Action Taskman

Los Medanos College - Guided Pathways

Description

College: Los Medanos College

Plan Timeframe: Spring 2018-Summer 2019

Read Deadlines and the Guided Pathways documentation and goals: Yes

Project Contacts

Point of Contact

Julie Von Bergen

Math Faculty

jvonbergen@losmedanos.edu

(925) 473-7659

Alternate Point of Contact

Kevin Horan

khoran@losmedanos.edu

Alternate Point of Contact

Dr. Chialin Hsieh 4737309

Senior Dean of Planning and Institutional Effectiveness

chsieh@losmedanos.edu

(925) 473-7309

Certifying Contacts

Chancellor/President

Bob Kratochvil

bkratochvil@losmedanos.edu

Academic Senate President

Silvester Henderson

Academic Senate President

shenderson@losmedanos.edu

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
4. Inclusive Decision-Making Structu...		✓		
5. Intersegmental Alignment		✓		
6. Guided Major and Career Explorat...		✓		
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 Student ...		✓		
10. Integrated Technology Infrastruc...	✓			
11. Strategic Professional Developm...	✓			
12. Aligned Learning Outcomes		✓		
13. Assessing and Documenting Lea...	✓			
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: • We are committed to engaging in a continually emergent and adaptive process of building the vision for GP centered on a culture of innovation that supports experimentation and embraces a bias toward action. • The vision will be highly student-centered and focus on reducing disproportionate impact. • Create thoughtful cross-functional teams or subcommittees corresponding with the areas of Academic Clusters, Advising and Case Management, Communication, Entry, and Student Support. In year 1, these teams will examine research and data on student success, and discuss overarching strategies to improve student success. • The cross-functional teams will create goals to improve LMC's culture of inquiry, with the priority of equitable outcomes for students. • The faculty coordinator and the cross-functional teams will organize student forums and interviews with students to incorporate student voice. • The faculty coordinator and the cross-functional teams will collaborate with the Equity and 3SP committees to conduct a student survey to incorporate student voice. • The faculty coordinator will organize and co-chair monthly meetings of the Guided Pathways Advisory Committee, with representatives from students, classified staff, and faculty. • The faculty coordinator and the cross-functional teams will share research and recommendations with the college community, facilitate college wide discussions, and recommend best practices that can be implemented campus-wide for all students.

Existing Efforts: As the result of researching best practices around the state, several years ago the district office and student services implemented a technology integrated education plan. The education plan has been in use by all students for several years, via the district wide portal. Further researching best practices for student services, the college adopted the Starfish early alert system. Faculty are currently learning about the Starfish early alert system, with support from the college retention specialists. As a result of examining and discussing national and statewide research, the English and math departments have implemented accelerated and co-requisite courses so that students are able to complete transfer requirements in one to two semesters, and have implemented multiple measures placement.

Major Outcomes: • Inquiry is happening in cross-functional teams (or subcommittees) that include faculty, classified staff, and administrators. • Student voice is brought in systematically through focus groups, interviews, and representation of students in key meetings. • Guided Pathways Advisory Committee has a commitment statement of our values and priorities. • Research on student success and equity are systematically studied and are part of the culture. • College is engaged in actionable research and action is not limited to solutions within programs. • Hire a Faculty Coordinator (.50) to support the progress of the GP Plan and co-chair the Guided Pathways Advisory Committee. • Hire Faculty cross-functional team (or subcommittee) leads in the Academic Clusters & Curriculum (0.50 @ 1 faculty, part-time or full-time), Advising and Case Management, Communication, Entry, and Student Support areas of the college (.25 @ 4 faculty, part-time or full-time) • Create a web page with information about Guided Pathways work going on at our campus, including student voice and information about our professional development and inquiry.

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.

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

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: • The existing LMC Planning Committee and the Guided Pathways Communication cross-functional team (or subcommittee) will collaborate to plan college-wide research discussions with key constituency groups about improving student success and the guided pathway framework. • College will create structured venues to have intentional dialogue/discussion among constituency leaders as well as various initiatives' leaders to align some planning processes, including the resource allocation processes. These processes will incorporate the recommendations from the LMC IEPI PRT (e.g. the planning advisory team from the PRT grant). • Guided Pathway Advisory Committee co-chairs will regularly report to Shared Governance Council, Academic Senate, Classified Senate, and Associated Students. • Guided Pathways cross-functional team (or subcommittee) members will regularly report to the existing committees on campus: 3SP, Basic Skills, CTE, Equity, GE, IDEA, Planning, and additional committees. • Begin training on inclusive-decision making processes, the right question technique, call-in dialogue, and other critical communication tools for deepening the guided pathways team authentic communication, and ensure team connections.

Existing Efforts: Our 6 goals are framed as a pathways approach. They are delineated under the following broad categories: Access, Identifying Pathways, College-Level Transition, Persistence and Completion, Equitable Success and Learning Culture. The goals, as written, are very much in alignment with an intentional model of bringing students into the college, helping them identify their goals, transitioning them into college level coursework within their first year, and building a culture within and outside of the classroom that promotes equitable success and learning outcomes. Framing the goals in this way facilitates the discussion of Guided Pathways and how that model could help us achieve our integrated planning goals, which are, of course, aligned with our college's strategic goals.

Major Outcomes: • Discussion and inquiry about research and best practices related to guided pathways and improving student success will take place among key constituent groups, including representatives from students, administrators, faculty, and staff. • The Guided Pathways Advisory Committee will make recommendations to Shared Governance Council, Academic Senate, Classified Senate, and Associated Students for campus-wide consensus on main issues. • Any actions will go through the normal processes at the college, including the Academic Senate for all 10+1 items. • The college has a commitment by constituency leaders as well as various existing committee leaders to align some planning processes including resource allocation processes. • Faculty, classified staff, student leaders, and managers working on Guided Pathways will be participating in training on inclusive-decision making processes, the right question technique, call-in dialogue, and other critical communication tools for deepening the guided pathways team authentic communication, and ensure team connections.

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: Full Scale

Anticipated Change in Scale of Adoption During Timeframe: Full Scale

Major Activities: • English and math faculty will work with the marketing department to design student-friendly flyers clearly explaining the co-requisite and accelerated courses. • Assessment staff, English faculty, and math faculty will work with the marketing department to design student-friendly flyers with information about assessing at LMC. • A counselor will be assigned with release time or stipend to be the point person for acceleration, co-requisite courses, and multiple measures. This counselor will meet regularly with English and math faculty to learn about changes and student needs. This counselor will communicate the information from English and math faculty to the counseling faculty, including sharing of documents, charts, and flyers. This counselor will be able to advise other counselors about the changes to English and math course offerings. • The counseling partnership program with English will be redesigned to designate a specific counselor for English 95 sections. English 95 sections will be partnered with a counseling class taught by the designated counselor.

Existing Efforts: • High school performance and multiple measures are currently being used to place students into English and math courses • English offers a co-requisite 1A and support course • Math offers a co-requisite Statistics and support course, with open entry in alignment with AB 705 • Math offers a one semester accelerated elementary and intermediate algebra course, with open entry in alignment with AB 705

Major Outcomes: • Students will have clear information about the English and math course offerings • Students will have clear information about the assessment process • Counselors will have a system in place for communication with English and math faculty • English 95 students will benefit from a college success course taught by a designated college counselor.

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:

- Academic clusters naturally grouped, such as Business, CTE, Education, Health and Wellness, and STEM, will meet with counselors and begin mapping out course sequences. The existing degree checklists will be a starting point.
- Academic clusters not clearly defined will participate in organized discussions about how to cluster those programs. These facilitated discussions will take place during the Monday all-campus meeting hours, beginning-of-semester flex workshops, and variable flex workshops at times TBD. Discussions will be organized by the Academic Clusters cross-functional team (or subcommittee).
- Administration will get department chairs information about the number of students enrolled in department and program majors, and their course progress. This will allow department chairs to make adjustments for demand to current schedules.
- Faculty and managers will begin analyzing existing course offerings and schedules, via the existing Enrollment Management committee and the Academic Clusters subcommittee. These discussions will include scheduling for part-time students, who are approximately 64% of LMC students, and additional research about scheduling needs for students, and will incorporate an equity lens. Faculty representatives will be appointed to the existing Enrollment Management committee by the Academic Senate.

Existing Efforts:

- Degree checklists exist
- February 2018 Program Review will include course sequencing for the major coursework within each of their degree programs.
- Starfish Degree Planner, currently in the pilot stage, has the ability to provide input into course offerings and schedules
- The college organizational structure has an existing Enrollment Management committee
- Other related efforts: Perkins, IEPI, SB 1070-type bills, and other funding streams that support pathways from high school to college

Major Outcomes:

- At least one academic cluster will have a first semester map and course program to use as a model for developing additional clusters
- Academic clusters will be defined for all (most) LMC majors
- Department chairs will have information about the number of students enrolled in majors and their course progress, to plan for course demand
- Enrollment Management committee and Academic Clusters cross-functional team (or subcommittee) will meet regularly and analyze existing course offerings
- Decisions will be made with data that analyzes equity impact on course offering and pathways
- Begin to plan department chair and faculty training and support
- Begin to plan counseling and instructional faculty partnership training within an equity framework

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: Hire dedicated transcript audit specialist to complete degree audit functions. Coordinate expansion of Starfish and Ed Planning programs to align with efforts to improve course sequencing and schedule offerings through new enrollment management dashboard.

Existing Efforts: College is currently piloting online educational planning tool as well Starfish retention software platforms. District is currently working with an IEPI Professional Resource Team to develop a data dashboard that will better inform enrollment management decisions in regards to scheduling and course offerings.

Major Outcomes: • Integrated Educational Planning with Enrollment Management tools to increase efficiency of course offerings. • Functioning Degree Audit programming to inform students of courses needed to complete degrees and certificates • Enrollment management decisions that are inclusive of an equity mindset in regards to scheduling and 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: Early Adoption

Major Activities: • Throughout all stages of guided pathways, implement professional development within a collaborative inquiry model that is systematic, frequent and strategic within an equity framework. This means we will have intentional and focused professional development that uses student data to drive professional development in support of the guided pathways plan. • The professional development will be conducted in a continuous sequence of: data, inquiry, learning, planning, implementing, assessing and reflecting. This model can be used to support many of the key elements. For example: Key Element 9 can be supported by implementing a collaborative inquiry group with a focus on the challenges students face, and bring together support services staff, counseling faculty, instructional faculty, and managers to develop new ways to coordinate services for students. Another example: Key Element 13 can be supported by a collaborative inquiry group that can use the concepts of UDL to support students success based on disaggregated data of their learning outcomes.

Existing Efforts: Professional development offers Flex training opportunities for staff, faculty and administrators aligned to the college strategic and master plans. LMC's student equity plan has two faculty members, each with .25 release time, to coordinate and offer professional development supporting the goals of the Student Equity Plan. In addition, a full time classified professional has been appointed to the role of Technology Training & Development Coordinator. The college has two .25 release positions for coordinator and program level assessment coach. The yearly program review draws information that generates discussion, continuous improvement and innovation to meet district and campus strategic goals.

Major Outcomes: • Cross-functional teams (or subcommittees) will use a collaborative inquiry model when examining research and data on student success, and discussing overarching strategies to improve student success. • Leading From the Middle team of faculty and managers will share data based inquiry practices with the Guided Pathway Advisory Committee and cross-functional teams. • Faculty cross-functional team leads, the faculty coordinator, classified staff, student leaders, and managers will work with a mentor to improve our collaborative inquiry skills. • Begin training on inclusive-decision making processes, the right question technique, call-in dialogue, and other critical communication tools for deepening the guided pathways team authentic communication, and ensure team connections. • Collaborate with TLC (assessment committee) leadership to extend training on collaborative inquiry and inclusive-decision making to those involved with the immersive teaching and assessment experience. • In collaboration with the TLC (assessment committee) and Equity committee, begin the process of establishing seminars and a collaborative inquiry group for implementing inclusionary practices, such as Universal Design for Learning (UDL) principles, in disciplines across campus.

- Create a web page with information about Guided Pathways work going on at our campus, including student voice and information about our professional development and inquiry.
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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.

Current Scale of Adoption: Scaling in Progress

Anticipated Change in Scale of Adoption During Timeframe: Full Scale

Major Activities: What still needs to be done is to make assessment more 1) meaningful and 2) actionable for faculty, staff, and students. 1) Meaningful While our process is comprehensive and well-known among faculty, the reasoning for assessment and improvement of instruction is not at the place it needs to be yet. For some programs, assessment is done simply for compliance. There is still considerable confusion about how to assess outcomes, and why. Closing the loop and backwards design is used among some programs, but not all. The usefulness of objectives and assessment is not conveyed to students in a vast majority of our programs and classes. How to Get There The assessment committee on campus, TLC (Teaching and Learning Committee) is proposing an immersive teaching and assessment experience for faculty, starting next year. With funding secured for the lifetime of the project, the facilitators would lead the faculty who join on a year-long professional development curriculum and training. This would include learning and applying the best practices of backwards design, instructional and course design, culturally relevant instructional and course design, meaningful assessment and objectives, and inclusive pedagogy to reach all of our students equitably. The leadership of TLC is fully on board with designing and implementing this, and is active in the development and execution of the program, starting next year, pending funding. Beyond that, TLC has taken a lead on offering pedagogical PD during FLEX week, as well as the more mundane PD about the nuts and bolts of assessment. TLC looks to offer more PD around using assessment to improve instruction. 2) Actionable Currently, the data collection and submission is laborious and not easily viewed. The outcomes are not made available for students (i.e., on a public dashboard on the college's website). The presentation of the data is not easy to get or use to then drive discussion and decision. How to Get There TLC has already started the process of moving from our homegrown Program Review Submission Tool (PRST) to an enterprise vendor. The solution will have to include modules for assessment and will aid in the actionable use of data and assessment results to drive discussion and action around improving instruction and programs. The vendor will help make assessment more transparent, and the results easier to view for students. TLC will offer PD for using the software.

Existing Efforts: Student learning outcomes are assessed at the course, program and college-wide level. We define college-wide outcomes as our General Education outcomes since General Education requirements are common to all Associate Degrees and Transfer Studies Certificates. Los Medanos College has, since its inception, implemented an innovative and highly integrated General Education program, and has conducted ambitious assessments of student learning outcomes based on required criteria for all general education courses. In addition, 100% of our programs have program level outcomes which are assessed every five years with results published on our website. Program level assessments take into consideration degrees and certificates awarded, aggregation of course level outcomes in a program, and in some cases, feedback from program graduates. All course level outcomes are assessed at least once within a five year cycle tied to the revision of our course outlines of record, making changes based on those assessments. These course

assessments are posted in our Program Review tool, which all members of a department can access. Given ongoing assessment at so many levels, it is likely that most students are assessed at one or more of these levels at some point in their education at the college.

Major Outcomes:

- Immersive training program offered next year, and scaled to become a regular year-long program offered to faculty every year. Funding must be secured, either through GP funds or other college funding streams.
- Enterprise tool is acquired by next year and implemented.
- Faculty and staff are trained on using the enterprise tool (more nuts and bolts).
- TLC leads with PD on using the tool to drive inquiry and make more meaningful use of assessment data, to drive action on improving instruction and working towards equitable outcomes.
- With help from a researcher on campus, programs and departments get help in how to use assessment to drive course changes that improve the learning and experiences of all our students and reduce disproportionate impact.

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	18.72
Average number of degree-applicable credits attempted in year one	17.56
College-level course success rate	0.75
Full-time students	752
Number of students	2039
Persisted from term one to term two	1309

Transferrable Math & English Completion

Key Performance Indicators	Current KPI Data
Successfully completed both transfer-level English and math in year one	298
Successfully completed transfer-level English in year one	515
Successfully completed transfer-level math in year one	467

First Term Momentum

Key Performance Indicators	Current KPI Data
Attempted 15+ college credits in first term	228
Successfully earned 12+ college credits in first term	403
Successfully earned 15+ college credits in first term	121
Successfully earned 6+ college credits in first term	939

Budget Totals

Total Budget

\$237,514

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$89,280	37.59%
3000 - Employee Benefits	\$17,856	7.52%
2000 - Non-Instructional Salaries	\$13,716	5.77%
3000 - Employee Benefits	\$3,429	1.44%
2000 - Non-Instructional Salaries	\$60,564	25.5%
3000 - Employee Benefits	\$15,141	6.37%
4000 - Supplies and Materials	\$7,000	2.95%
5000 - Other Operating Expenses and Services	\$30,528	12.85%
Los Medanos College Total	\$237,514	100%

Efforts & Support

Efforts: The college has fully implemented Multiple Measures Assessment and utilizes high school transcripts for placement.

Chancellor's Office Support: The training and information workshops offered to date have been very helpful in the development of both the work plan and assessment. Additional training/workshops and guidance should be continued throughout the 5 year plan.

Certification

Chancellor/President

Bob Kratochvil
bkratochvil@losmedanos.edu

Certified by Bob Kratochvil

2018-03-29

Academic Senate President

Silvester Henderson
Academic Senate President
shenderson@losmedanos.edu

Certified by Silvester Henderson

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