NOVA: Invest & Plan for Student Success

Description

COLLEGE:

PLAN TIMEFRAME:

READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS:

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KEY ELEMENTS

INQUIRY (1 - 3)
DESIGN (4 - 8)
IMPLEMENTATION (9 - 14)

Inquiry

1. CROSS FUNCTIONAL INQUIRY

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student outcomes 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: Full Scale

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

MAJOR ACTIVITIES: Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions. Outcomes:

1. Anticipated Change in Scale of Adoption During Timeframe: Continue to plan and implement Skyline Promise. Provide core course sequences for degrees and certificates. Select qualitative data on implementation to maintain student voice in guided pathways inquiry and implementation.

EXISTING EFFORTS: Implementation of meta-majors and guided pathways. Continue to align and map courses to streamlined degrees. Continue to work with Associated Student Groups, student governance.

MAJOR OUTCOMES: Increased student success and retention. Students accumulate less unneeded units towards their degree. Student voice will be included in the process. Strength of broad, cross-campus collaboration is sustained.

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: Revised campus metrics to be implemented in alignment with District metrics and key college strategic plans undergoing update. Metrics and benchmarks focused on timely college completion (including initial enrollment in basic skills, progression to and completion of transfer-level math and English, etc.) are

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clearly identified to inform key initiatives • Plan of action for improved student employment data tracking will be developed in collaboration with key student employment data stakeholders on campus

STUDENT EFFORTS: • Systematic disaggregation of data on all key metrics • Standardized incorporation of institutional data metrics in Skyline College’s analytics platform, SAP Business Objects in development (in alignment with key cohort-based District Strategic Plan metrics focused on timely college completion) • Cross Functional Design and Inquiry work teams use data and actionable research findings to guide efforts on Guided Pathways development

MAJOR OUTCOMES: • Metrics used will be better aligned and cohesive across College strategic plans and District to help ensure strategic goals are met • Shared metrics and other data tracked will inform guided pathways progress • Shared metrics will convey key information needed for evaluating successful implementation of guided pathways • Tracking of student employment will be improved

3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs.

CURRENT SCALE OF ADOPTION: Scaling in Progress

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

MAJOR ACTIVITIES: • Cross Functional Design Team, along with inquiry and Work Team, continue ongoing efforts to support integrated planning Guided Pathways • Planning takes place in campus wide forums, campus wide professional development on flex days, division meetings, articles and announcements, college-wide presentations, and workshops • Participatory governance stakeholders engage in guided pathways discussion

EXISTING EFFORTS: • Sustained discussion around Guided Pathways framework • Leveraging existing funds and resources to continue the pathways work • Clearly articulate the vision for the Guided Pathways Framework • Reorganization of Program Review Process with guided pathways guiding key principles used to restructure process

MAJOR OUTCOMES: • The number of workshops, presentations, discussions and announcements made about Guided Pathways and College Redesign • Planning processes continue through our Strategic Planning and Resource Allocation Committee (SPIARC) • Improved coordination and evaluation of Program Review Process

4. INCLUSIVE DECISION-MAKING STRUCTURE

College has identified key leaders that represent diverse campus constituencies 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, the plan strategically engages college governance bodies college-wide.

CURRENT SCALE OF ADOPTION: Scaling in Progress

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

MAJOR ACTIVITIES: • Design Team is representative of diverse campus constituents • College-wide input and decisions are solicited from all constituents, including students • Cross-functional work teams • Continue the effort to engage classified staff through forums and structured opportunities to contribute and inform the process

EXISTING EFFORTS: • Campus forums, professional development, course sequencing workshops, meta-majors workshops, solicit campus-wide input • Provide funding to maintain cross-functional work teams

MAJOR OUTCOMES: • Meta-major structure is determined • Core course sequence is determined for guided pathways • The efforts are comprehensive and include representative constituencies • Decisions are made by a diverse set of stakeholders

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: Scaling in Progress

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

MAJOR ACTIVITIES: • Create strong ties with local K-12 school districts and four-year institutions • Create partnerships within the Bay Area Community College Consortia

EXISTING EFFORTS: • College preparatory courses (Hermanos y Hermanas, Kaptitran, COLN 101 Prep for College • Middle College • Counselor Liaison Program • Transfer Admission Guarantee Program • Faculty and employers work to design career-focused pathways

MAJOR OUTCOMES: • Elsinfte earn college level credits • Course alignment, data management, reporting and student management systems will be in place • Increased transfer • Increased attainment of degrees and certificates

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: Scaling in Progress

MAJOR ACTIVITIES: • Introduction of four proposed meta-majors • Help students choose a major early on by providing career exploration course. Helping students pick a general field of study • Inquiry team formed to develop exploratory course and pathway for undecided students • Implement intentional career development benchmarks to scale ranging from increased awareness of career options (semester 1) to career and job readiness (semester 4)

EXISTING EFFORTS: • Campus forums, professional development, course-sequencing workshops, meta-major workshops to provide college-wide input • Inquiry team formed exploratory questions to report back to the Design Team

MAJOR OUTCOMES: • Review of quantitative, qualitative data • Feedback from faculty, staff, students and administrators • Students will be able to choose a major or degree earlier in their academic career • Reduced unneeded units students accumulate towards their degree(s).

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7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

CURRENT SCALE OF ADOPTION: Scaling in Progress

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

MAJOR ACTIVITIES: • Use of multiple measures in English and Math, including high school transcripts, guided self-placement • Expansion of acceleration of basic skills courses

EXISTING EFFORTS: • Accelerated Basic Skills • Summer Bridge Program

MAJOR OUTCOMES: • Students placing in transfer-level coursework • Decrease in students placing into two levels before transfer • Comparable success rates in accelerated courses

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: Scaling in Progress

MAJOR ACTIVITIES: • Cross-disciplinary teams among counseling and instructional faculty, staff, and administrators provide degree and certificate course sequences. • Mapping coursework to drive course scheduling to become more responsive to student need • Professional development for faculty and staff to engage in work • Create milestones for transfer, career readiness, and degree completion

EXISTING EFFORTS: • Counselors explore course sequences to identify overlaps among degrees and GE requirements • Key semester by semester career, transfer, and student success milestones are being identified to include in the guided pathways visual • Devise course schedules in an intentional way to avoid scheduling overlapping required courses • Expand resources for professional development

MAJOR OUTCOMES: • Students have an easier time picking a schedule to get the courses they need • Decrease complexity of course selection • Students meet milestones along their academic career path • Decrease in excess units and time to degree

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: Scaling in Progress

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

MAJOR ACTIVITIES: • Implement CUNY-ASAP model and explore elements that can be implemented at scale • Develop first semester student success seminar • Incorporate proactive and integrated student support • Intentional coordination and collaboration between counseling and instructional faculty • Implement MyMajors (academic exploration software) for students to identify and declare major earlier in their academic career • Increase the number of students who complete a Comprehensive Education Plan • Revised counseling structure incorporated into meta-majors

EXISTING EFFORTS: • Expansion of Promise Scholars Program which includes a summer bridge and needs based counseling component • Integrated Learning Commons

Structure • Integration of SESP goals to be in alignment with student services redesign • Several existing efforts in counseling to prepare for meta-majors

MAJOR OUTCOMES: • Grow Summer Scholars to 150 students • Grow Promise Scholars Program to 500 students • 95% of Summer Scholars will place in transfer level Math or English • All students will have a Comprehensive Student Education Plan • Students will have an intentional experience from point of entry to the college up to goal completion that will provide them support in selecting a major, student educational plan, career development, and proactive and needs based support

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: Early Adoption

MAJOR ACTIVITIES: • Technology to support Guided Pathways include Degree Works, SARS, Banner and Websmart

EXISTING EFFORTS: • Implement cutting edge technology to support work of Guided Pathways • Technology needs assessment and redesign underway

MAJOR OUTCOMES: • Integrate technology so that systems can communicate with each other • Implementation Assistant

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: Scaling in Progress

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

MAJOR ACTIVITIES: • Campus forums to increase knowledge of meta-majors and guided pathways • Continue focused work through division meetings • Provide funding for professional development • Incorporate high impact practices into guided pathways • Align comprehensive redesign with Professional Development • Formation of Communities of Practice to provide ongoing professional development in certain areas of meta-majors and guided pathways work

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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.

CURRENT SCALE OF ADOPTION: Scaling in Progress

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

MAJOR ACTIVITIES: 
- Institution engages in assessment of all ISLOs, PSLOs, and SLOs

EXISTING EFFORTS:
- Use course-embedded assessment
- Use rubrics

MAJOR OUTCOMES:
- PSLOs are reviewed every six years as part of Program Review. SLOs and ISLOs are assessed every three years.
- Offer workshops on assessment
- Make data actionable

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: Scaling In Progress

MAJOR ACTIVITIES:
- Faculty record assessment results in Traclet, an online database
- Create opportunities to discuss assessment

EXISTING EFFORTS:
- Utilize assessment results to improve effectiveness of instruction
- ISLO workshops and town hall to discuss results and reflect on ISLOs
- Utilize assessment results to discuss teaching strategies and improve teaching and learning

MAJOR OUTCOMES:
- College publishes program planning and action plans
- Additional research identified and data collected and utilized

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

CURRENT SCALE OF ADOPTION: Early Adoption

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

MAJOR ACTIVITIES:
- Discussion around including service learning and other high-impact practices in courses
- Create robust programs designed to promote applied/contextualized learning
- Provide professional development opportunities to help faculty adopt contextualized learning

EXISTING EFFORTS:
- Career and Technical Education incorporate opportunities for contextualized learning
- CTTL provides professional development for faculty to develop applied learning techniques in courses

MAJOR OUTCOMES:
- Measure high impact practices in courses
- SLO and ISLO assessment cycles
- Update SLOs to reflect changes in curriculum and implementation of high impact practices

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>Current KPI Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of credits attempted in year one</td>
</tr>
<tr>
<td>Average number of degree-applicable credits attempted in year one</td>
</tr>
<tr>
<td>College-level course success rate</td>
</tr>
<tr>
<td>Full-time students</td>
</tr>
</tbody>
</table>
KEY PERFORMANCE INDICATORS

Number of students

1668

Deselected from term one to term two

1134

TRANSFERABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

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

179

Successfully completed transfer-level English in year one

566

Successfully completed transfer-level math in year one

247

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

Attempted 15+ college credits in first term

228

Successfully earned 12+ college credits in first term

298

Successfully earned 15+ college credits in first term

97

Successfully earned 6+ college credits in first term

832

Budget Totals

Total Budget

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<thead>
<tr>
<th>Code</th>
<th>Amount</th>
<th>Percent of Budget</th>
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<tbody>
<tr>
<td>1000 - Instructional Salaries</td>
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<tr>
<td>5000 - Other Operating Expenses and Services</td>
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</table>

Efforts & Support

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