Fullerton College

Guided Pathways Year One Plan

March 2018

College: (*dropdown menu with list of all colleges*)
Timeframe: (*dropdown menu with five? options: Spring 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, Fall 2021-Summer 2022; pre-selection Summer 2018-Summer 2019*

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
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.	Early Adoption	Dashboards with Guided Pathways data will be created to inform discussions and decisions on approach, framework, and evidence. Student focus groups and surveys will be administered to ensure the "student voice" is included in the analysis of evidence and in the decision-making process. In the short-term, we should continue discussions at the Student Success Committee on Guided Pathways approach, framework, and evidence. Long-term the college needs to identify a place for these discussions to occur. This can be a version of the Guided Pathways workgroup and/or pathway design teams after	There are current dashboards on CalPassPlus Launchboard Guided Pathways data and dual enrollment data on our local feeder high schools. The college is experiencing significant momentum from the participation in the Guided Pathways workshop, and through the work of the Guided Pathways workgroup and the Student Success Committee.	By the end of the first year, the college will have a clear sense of our structure to foster cross-functional inquiry and type of work that will need to be done within that structure to promote success of the Guided Pathways initiative. Surveys and focus groups will be completed and reports will be available for use. Completely developed tools (dashboards/reports) will be distributed and used in discussions/decision-making.	Scaling in Progress

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
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		the pathways are identified. See element four for further detail.			
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.	Early Adoption	An inventory of metrics used across various initiatives across campus will be compiled. Shared metrics will be identified, discussion over what other metrics can be shared, which are only appropriate for certain areas, and what metrics are missing that would provide valuable information to the discussion. Additionally, work will begin on identifying and implementing strategies for tracking data regularly across all initiatives. This discussion will begin at the President's Advisory Council.	The college currently has the following College-wide metrics: Key Performance Indicators (KPIs), IEPI goals, and institution-set standards. Additionally, the CCCCO has created a portal for Guided Pathways data that has been visualized via Tableau for the college. The college Diversity Committee is currently analyzing responses to the Campus Climate survey. The college annually participates in the Career Technical Education Outcomes survey and is implementing a local CTE outcomes survey as a supplement to the information that is currently gathered via the CTEOS.	The college will have a document that outlines the shared metrics and how to use them. A central dashboard will be available to view shared metrics as a college and by initiative.	Scaling in Progress

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
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. | Early Adoption | Our plan for the next 12-18 months for creating inclusive decision-making structures consists of the following steps. The process for this will start with the formation of a Guided Pathways Steering Committee (GPSC), comprised of faculty members, classified professionals, managers, and students to oversee the creation of the pathways and also to manage the process by which input is both sought from and communicated to the campus community. Although this group should be cross-functional in its membership, it should also be small enough to build consensus and take action in an efficient manner. Ideally, this committee would consist of 8-10 people. The GPSC will be charged with | Fullerton College already has a robust culture of shared governance and effective cross-campus communication. For example, we were recently commended by the Accrediting Commission for Community and Junior Colleges for our *"culture of trust, collegiality, communication, effective working relationships"* and for *"providing frequent communication regarding campus initiatives, activities, and events through effective use of the website and social media, the president's weekly newsletter, the Fullerton College News Center, press releases, and print publications. These efforts have created strong internal and external community engagement for Fullerton College."* This culture is embodied by our three senates—Faculty, Classified, | We should be able to measure success by the attainment of four outcomes. First, we will have selected a Guided Pathways Steering Committee (GPSC) to help facilitate the next phases of our adoption of Guided Pathways. Second, we will begin forming workgroups who will work under the GPSC and be given discrete tasks of inquiry, design, and implementation of the Guided Pathways framework in ways that are beneficial to Fullerton College students. Third, there will be a general consensus across the college about how and why these bodies were formed and how to participate if interested. Finally, after GPSC and other workgroups have been formed, the college will | Scaling in Progress |

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		the creation of other workgroups that will help design the Guided Pathways apparatus on campus, in effect seeing that all elements will be in place within five years. The setup of these teams would be similar to those established at College of the Canyons or Bakersfield College—larger than the Steering Committee with membership geared towards specific functions on campus that would allow members to share expert knowledge that would help accomplish more discrete tasks. It would be the Steering Committee's job to facilitate communication among these workgroups and between the workgroups and the campus community. Membership of both the Steering Committee and the workgroups will be determined by following	and Associated Students—as well as by the President's Advisory Council. The Deans' Council meets regularly, as do the Student Learning Outcomes Committee, the Curriculum Committee, and the Program Review Committee. Discussions from these bodies are routinely shared across campus, so that faculty, staff, and students regularly exchange ideas and are kept informed of the latest developments. Our Office of Campus Communication and Staff Development Committee routinely produce informative and engaging all-college events at our Fall and Spring Convocation events (this spring's was devoted to Guided Pathways). Finally, the college president, through his monthly open forums, is able to provide an additional, informal setting in which information about Fullerton	be ready to begin defining and building the specific pathways.	

			What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.		

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		existing shared governance procedures. By the end of the 12-18 months, we are confident that this Steering Committee and the workgroups it will oversee will be in a great position to begin defining the clear program requirements each pathway will require.	College's implementation of Guided Pathways can be shared. There are existing protocols in place to aid in the selection of the Guided Pathways Steering Committee, whereby nominations will be taken, evaluated, and voted on across a variety of campus channels. Such protocols were successfully utilized to create the Accreditation Steering Committee, which oversaw our recent accreditation self-study.		
<mark>5. **Intersegmental Alignment**</mark> - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	Early Adoption	Our plan over the next 12-18 months is to begin coordinating with local educational agencies and industry partners. During this first stage of implementation we plan to target four groups. First, we will begin coordinating with our local K-12 partners at	Several existing partnerships with local school districts will help inform our Fullerton College Guided Pathways program requirements. The Anaheim Pledge has already been adopted and the Fullerton Pledge is in progress at this time. Another initiative is Dual Enrollment.	At the end of Spring 2019 we hope to achieve the following goals: Fullerton College will connect with Fullerton Join Union and Anaheim Union School Districts high school counselors. Fullerton College will have made contact and	Scaling in Progress

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		Fullerton Joint Union and Anaheim Union High School Districts. Second, we will begin coordinating with CSU Fullerton and UC Irvine. Third, we will begin coordinating with local industry partners. Finally, we will coordinate efforts within the NOCCCD. We believe that this District work should include representatives from Fullerton, Cypress, NOCE, and the District. At a minimum, the Fullerton workgroups should include a faculty member and a counselor. The team connecting with the high schools and four-year programs should each include a representative from the Transfer Center. The starting point for contact in the K-12 schools should be the high school counseling programs. Finally, the starting point for	We currently teach roughly 80 sections at 19 high schools in the area. In addition, the Teacher Pathway program is designed to encourage students interested in teaching to participate in a pre-professional preparation program. These initiatives will provide opportunities to gather input from our K-12 partners as we design our Guided Pathways and to prepare incoming students for a successful transition to Fullerton College. Coordination with four-year institutions needs to be improved; however, the Associate Degrees for Transfer (ADT) and UC Pathways are existing initiatives that can help inform our program design and requirements. Fullerton College has 25 approved ADTs and there are many more that are pending state approval.	established a process for regular communication regarding our implementation of Guided Pathways. In addition to establishing clear and open communication between these agencies it is hoped that this Guided Pathways team will be able to help the Guided Pathways Steering Committee at Fullerton College get a better picture of our students' educational and career goals as they enter our institution. Fullerton College will connect with CSU Fullerton and UC Irvine Enrollment Management teams. Fullerton College will make contact and establish a process for regular communication regarding our implementation of	

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		contact with the four-year institutions should be the enrollment management team.	These degrees are designed to better prepare students for transfer admission and major requirements and reduce the time it takes to complete a bachelor degree once at the university. UC Pathways were developed to inform students of common major preparation requirements across the UC system. NOCCCD has already begun organizing the district colleges (Cypress, Fullerton, and NOCE) as we collectively move forward with Guided Pathways. Strategic Planning meetings have been scheduled which will bring stakeholders from Cypress, Fullerton, NOCE and the District to discuss the implementation of Guided Pathways. Finally, the ACE program, coordinated by the career center, is a collaboration with CSUF which supports Fullerton College	Guided Pathways. In addition to establishing clear and open communication between these agencies, we hope Fullerton College will get a better picture of our students' actual educational and career outcomes once they leave our institution. Fullerton College will connect with local industry partners. Fullerton College will make contact and establish a process for regular communication regarding our implementation of Guided Pathways. In addition to establishing clear and open communication between these agencies, we hope Fullerton College will get a better picture of our students' actual career	

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			students exploring careers in allied health professions.	outcomes once they leave our institution.	
6. **Guided Major and Career Exploration** - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student's college experience.	Early Adoption	Our plan for the next 12-18 months is to create a process to guide student entry into their likely pathway starting at our first point of contact—the student application. To properly guide students, Fullerton College needs more information about the student than we currently receive in the application process. Fullerton College needs to identify students' goals beyond what is already in place at the time of initial application. To align endeavors in helping students choose and enter a pathway early on, we will need to gain a deeper	The Career and Life Planning Center has developed a robust schedule of workshops tailored to our undecided student population. This effort will continue and with concerted efforts to gain a better understanding of our students' goals, the Career and Life Planning Center will be able to better identify students uncertain about their major. As an effort to make progress on this initiative and maximize student participation in their individual major and career decision-making, students will be advised during the Counseling Department's Group Advising session to	The pre-application methods proposed for the plan should be able to give us a better understanding of our students' goals. We will collect data that will help identify strategies that help students move towards their goals. This will also assist in developing high-touch services and creating strategic support systems within counseling services and Career Life Planning Center activities.	Scaling in Progress

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		understanding of our students' goals and perceptions about majors and careers. The following will be investigated to address the proposed plan. To gain a better understanding of the current application and registration process, we are recommending that every member of the workgroup apply to the college and attempt to register for a class. By doing so, we hope to gain deeper insight as to the current process and possible challenges that students encounter. Investigate how MyPath may enhance our current application system through CCCApply. Our goal is to develop and customize a pre-application major/career quick inventory to gain a better	take an academic support course during their first year.		

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		understanding of our incoming students' goals. In addition to a pre-application career inventory, the Career and Life Planning Center would provide the Major Management Module, Kuder 2.0, to all new students not enrolled in Counseling 151 courses during their first semester at the college. Through this initiative, the college would provide support to sustain license for Kuder 2.0. Students participating in programs such as ESP, SDSI, INCITE and participating Anaheim Pledge students may be part of the implementation phase. As part of the Anaheim Pledge, students will complete Kuder 2.0 to initiate major and pathway guidance.			

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		Develop a "check-in" set of questions at the point of registration in MyGateway. During the registration process, continuing students would be asked questions to check for confidence in their major choice.			
7. **Improved Basic Skills** - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.	Scaling in Progress	For the next 12-18 months we will be investigating the possibility of scaling up successful basic skills models, based on the shared metrics the college will be using. These programs may include the following: Entering Scholars Program (ESP), accelerated math and English courses, direct placement/enhanced instructions models (currently piloted through our BSSOT grant, the Pathway Transformation Initiative, PTI), FC MILES (Fullerton College Math Institute for Learning	We have successfully scaled ESP (our first-year experience program embedded in various basic skills courses) from 14 sections in 2014, to approximately 35 sections in 2018. We recognize that there are several key components in this student success model: a specially-trained faculty member; an embedded academic tutor; a counselor who visits the class and encourages educational planning; and a student support professional (SSP) who provides communication and a link between instruction and student services.	Identify additional courses that are part of our new pathways that meet the basic skills criteria and could potentially be a part of ESP

Identify pathways that incorporate the accelerated math and English courses

Investigate the possibility of scaling up FC MILES and Incite

Investigate providing more timely academic support to students based on the most | No change |

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		Enhancement Success) and Incite (Academic Support for Student Athletes). Fullerton College has had success in various basic skills programs when there is the multi-pronged approach to support: a specially-trained faculty member, a counselor, and some form of embedded support. Depending on the program model, embedded support can be tutors, supplemental instruction (SI) leaders, classified professionals, or academic coaches embedded in designated courses or in other academic support settings. Our comprehensive vision for scaling up includes investigating ways to increase collaboration and sharing of student progress data in instructional programs with student support services.	We are piloting through our BSSOT grant (Pathway Transformation Initiative, PTI) direct placement to transfer courses in English and math. As we continue to advise students on direct placement, we need to develop processes with counseling regarding how to integrate this student advising process into the greater vision of Guided Pathways. We have begun to scale up FC MILES and Incite and will continue to investigate the feasibility of scaling further.	current student academic performance information available Work to stabilize and institutionalize the funding sources of these programs	

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Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
9. **Proactive and Integrated Student Supports** - (Help Students Stay on the Path) 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.	Early Adoption	For the next 12-18 months we will be creating inclusive decision-making work groups to address two goals: 1) access for all faculty to students' educational plan and status and 2) access to information regarding students' progress by both instructional and student support staff. We also recognize it is crucial that students complete educational plans and get on a pathway within the first semester at Fullerton College. Furthermore, we need a system to obtain access to	Processes and tools are in place to monitor student progress and provide timely support. There are a few avenues for support services staff, counseling faculty and instructional faculty to meet and to collaborate. For instance, our Student Success Committee (SSC) has discussed strategies for Instruction and Student Services to collaborate and ways in which Instruction can support Counseling to encourage more students to complete their comprehensive educational plans.	All faculty will ideally have a way to determine whether or not a student has completed an Educational Plan. We hope to have improved mechanism(s) for faculty to report student progress information. We hope to scale up existing models that have proven successful in helping students stay on the path through integrated student support including the Entering Scholars Program (ESP), the Growth Mindset Student Ambassadors (part of our PTI Project) as well as our	Scaling in Progress

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		student academic progress data from instructors in order to provide more timely academic support to students based on the most current student academic performance information available, in order to accurately target academic support and counseling resources. Specifically, our goal is to investigate various processes and/or technology that would allow us to monitor student progress, including a method and mechanism to gather feedback from faculty about student progress in order to more accurately target resources and instructional support services for students in a timely manner.

We will consider creating a Student Success Expo, similar to the expo put on by Basic Skills last year. We also hope to provide information to more students about the | In the Fall 2017, our Basic Skills Committee piloted a Student Success Expo that invited instructional, academic support and student services programs to provide resource information to students.

In the Fall 2018, we will launch the Anaheim Pledge with the Anaheim Union High School District. Participating students will be required to enroll in both Reading 127 and Counseling 148 during their first year at Fullerton College. This cohort will pilot both a reporting system to inform faculty about completed student Educational Plans, and processes and tools for reporting student progress to counselors and academic support professionals. | FC MILES and INCITE programs. | |

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		various instructional, academic support and student services programs available on campus.			

CCC GP Implementation Timeline

Please complete the following GANTT chart to **indicate the timeframe during which you would anticipate incorporating each of the 14 key elements** included in the CCC GP Self-Assessment **into your plan**. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use blue for Inquiry, green for Design, and orange for Implementation elements.

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry	[blue]	[blue]	[blue]	[blue]
EXAMPLE 5. Intersegmental alignment		[light green]	[light green]	
EXAMPLE 14. Applied learning opportunities			[orange]	[orange]
Inquiry (1-3)				
1. Cross-functional inquiry	[blue]			
2. Shared metrics	[blue]			
3. Integrated planning		[blue]		
Design (4-8)				
4. Inclusive decision-making	[green]			
5. Intersegmental alignment	[green]			
6. Guided major and career exploration opportunities	[green]			
7. Improved basic skills	[green]	[green]		
8. Clear program requirements		[green]		
Implementation (9-14)				
9. Proactive and integrated student supports	[orange]			
10. Integrated technology infrastructure			[orange]	
11. Strategic professional development			[orange]	
12. Aligned learning outcomes			[orange]	
13. Assessing and documenting learning opportunities				[orange]
14. Applied learning opportunities				[orange]

CCC GP Key Performance Indicators

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.					
Key Performance Indicators	**Current KPI Data** (Autofill from Launchboard)	**Spring 2018-Summer 2019**	**Fall 2019-Summer 2020**	**Fall 2020-Summer 2021**	**Fall 2021-Summer 2022**
PARTICIPATION					
Number of students		To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one					
Average number of degree-applicable credits attempted in year one					
Full-time students					
Persisted from term one to term two					
College-level course success rate					
TRANSFERRABLE MATH & ENGLISH COMPLETION					
Successfully completed transfer-level math in year one					
Successfully completed transfer-level English in year one					
Successfully completed both transfer-level English and math in year one					
FIRST TERM MOMENTUM					
Successfully earned 6+ college credits in first term					
Successfully earned 12+ college credits in first term					
Successfully earned 15+ college credits in first term					
Attempted 15+ college credits in first term					

CCC GP Guided Pathways Allocations

Please **estimate the anticipated percentage of the CCC GP allocation to be used** for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.				
Sample Categories	$ *(Prefilled from allocation formula)*			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	Anticipated %	**Anticipated amount (auto populate based on % noted)**	**Actual %**	**Actual amount**
Personnel or Release Time				
Professional Development				
Software				
Other				
TOTAL	100%			

Required per EC Section 88922 (c)
Briefly describe the college's efforts on the following issue:

The inclusion of high school grades into the assessment/placement process	Fullerton College continues to use high school grades in the consideration of placement as a component of multiple measures.

Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

We would appreciate additional IEPI workshops that showcase colleges that are implementing Guided Pathways. We found the workshops very helpful in the design phase, and we would like to receive additional support and models of best practices as we begin to implement this initiative.