



Fullerton College Guided Pathways Update

In September 2017, a team of faculty, staff and students attended a regional IEPI/Guided Pathways workshop in Irvine and the campus began work to complete the CCCC Guided Pathways self-assessment. The Student Success Committee provided leadership on completing the self-assessment, and following President's Staff review, the draft was distributed to faculty and staff subject matter experts. The updated draft self-assessment was then shared with the entire campus community for feedback. Following a review of campus feedback, a final draft of the self-assessment was adopted, shared with our Board of Trustees and submitted to the CCCC.

In January, the college featured Guided Pathways as the main theme of Spring Convocation, including the program in the theatre and subsequent breakout sessions. The focus of the breakout sessions was to engage faculty, staff and students in discussions and planning around developing our Guided Pathways plan. Over 200 campus constituents participated at the breakout sessions and the notes were compiled for future campus planning. Following convocation, a 19 member Guided Pathways workgroup was formed, consisting of faculty, staff and students. Eleven members of the workgroup attended a second IEPI/Guided Pathways workshop in early February. Following the workshop, our campus workgroup convened and began the work of developing our Guided Pathways year one plan. According to the CCCC guidelines we've received, colleges are encouraged to select some of the key elements in the college self-assessment as the basis for the year one plan. Colleges are not being asked to develop a plan in year one that addresses each of the 14 key elements. For our year one plan, the college has decided to focus on seven key elements. The following paragraph provides examples from our plan for each element we are focusing on.

(1) Cross-Functional Inquiry – Data dashboards with Guided Pathways data will be created to inform discussions and decision-making. (2) Shared Metrics – An inventory of metrics used across campus will be compiled for a clear picture of the current metrics used by the campus. The college will identify and implement strategies for tracking data regularly across all initiatives. (4) Inclusive Decision-Making Structures – the college will establish a steering committee to oversee the creation of pathways and to manage the process by which input is sought from and communicated to the campus community. (5) Intersegmental Alignment – a Guided Pathways team will begin coordinating with our existing K-12 partners in alignment with our Anaheim Pledge and a Fullerton Partnership that is being developed. (6) Guided Major and Career Exploration Opportunities – 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. (7) Improved Basic Skills – Over the next 12-18 months the college plans to scale up successful basic skills models, including accelerated math and English courses. (9) Proactive and Integrated Academic and Student Supports – The college will create inclusive decision-making workgroups to address access for faculty to students' educational plans and access to information regarding students' progress by both instructional and student support plan.

In support of the Guided Pathways movement across our campus, faculty and staff hosted an inaugural Major Declaration Day on campus, where students learned about academic and career pathways and had the opportunity to choose their major. The final draft of our year one plan will be reviewed by our Guided Pathways workgroup on Tuesday, March 13, and then reviewed by President's Staff. We will post and share a copy of our draft year one plan for viewing by all faculty and staff as we prepare to submit the plan to District Services, to be included with the Board of Trustees agenda on March 27.