



PLAN. INVEST. TRACK.
Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Apr 19, 2018, 3:26 PM PDT

Porterville College - Guided Pathways

Description

COLLEGE: Porterville College
PLAN TIMEFRAME: Spring 2018-Summer 2019
READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

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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: Porterville College has recently hired an Institutional Research Data Analyst under the Title V grant. This position will work across disciplines to provide program data and analysis on a regular basis. Porterville College will train faculty data coaches to examine data and research their specific completion area. Faculty data coach training will include, but is not limited to, Calpass, Data Mart, Launch Board, COGNOS, and Banner. This information, along with the information provided by the Data Analyst, will be discussed and gaps identified with recommendations to close those gaps to college constituent groups for implementation. Those constituent groups include, but are not limited to Success and Equity Committee, College Council, Strategic Planning, and Enrollment Management. In addition, surveys will be generated for all stakeholders and the data analyzed to identify gaps. Porterville College will participate in the ICAT to identify gaps and make recommendations to streamline processes.

EXISTING EFFORTS: The Student Success Act of 2012 (Senate Bill 1456, Lowenthal), signed by Governor Brown on September 27, 2012, provides a foundation to implement several

recommendations from the Student Success Task Force. Porterville College has welcomed the continuing frank examination of how to better serve students and the community. Efforts are ongoing to integrate the student success recommendations in a campus-wide coordinated manner. Additionally, through participation with Achieving the Dream, the college is focused on promoting institutional changes that enhance student learning and success. In 2013, Porterville College became an Achieving the Dream Participating Institution. The campus is increasing the focus on the importance of connections across the community to break down silos and link educational and workforce development services. Achieving the Dream is providing an integrated approach to address transitional barriers and pathway development to foster student success and community access to career readiness support services. Currently Porterville College's Success and Equity committee spearheads the Achieving the Dream charge. A sub-committee of the Success and Equity committee is the Data Team. Data is analyzed, gaps identified, and recommendations are made to the Success and Equity committee for implementation.

MAJOR OUTCOMES: 1. Faculty data coaches will be trained by spring 2019. 2. Data will be generated and analyzed by fall 2019. 3. Gaps for each completion area will be identified by fall 2019. 4. Data and identified gaps will be communicated with all constituent groups by end of fall 2019. 5. Participate in ICAT fall 2018 and spring 2019 flex day.

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: Not applicable

EXISTING EFFORTS: Not applicable

MAJOR OUTCOMES: Not applicable

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: Porterville College will expand communications and discussions on Guided Pathways to ensure full campus participation. We have developed a Guided Pathways work group

that consists of two faculty, English and Mathematics, one counselor, the Director of Enrollment Services and the Dean of Instruction. This work group will clearly identify ways to address all stakeholder concerns, develop a mission statement to define what Guided Pathways is for Porterville College, hold a Strategic Conversations forum with a panel, table talk discussion on Guided Pathways with all constituent groups, a discussion on data surrounding the "why" of Guided Pathways, and next steps, and include Guided Pathways as discussion item on all shared governance committees. In addition, the Communications and Marketing manager along with the the work group will work on branding Guided Pathways and reconstruct the website to be easier to navigate for stakeholders. Campus participation will be encouraged in open forums, inquiry sessions, flex day activities, and sharing of research and local data on student success which requires analysis of the data to determine how to improve student outcomes across all areas. Guided Pathways will be integrated into the existing budget worksheet and rubric evaluation tool. This inclusion will ensure that budgets are allocated with principles.

EXISTING EFFORTS: Currently Porterville College has integrated SSSP, Equity, and Basic Skills initiative goals to align with student success efforts. Funding and services are being braided as

outlined in the integrated plan. This was the first step in moving away from the Student Services/Instruction silos that exist. Constituent groups have been working closely to increase student success. Those constituent groups are but not limited to Success and Equity committee, Strategic Planning committee, Enrollment Management committee, Basic Skills committee, and College Council.

MAJOR OUTCOMES: 1. College personnel will be aware of and understand Guided Pathways and can articulate a definition of the Guided Pathways model at Porterville College by Spring 2019. 2. 35% of all students will understand what a guided pathway is and be able to articulate how it benefits them by fall 2019.

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: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Pre-adoption

MAJOR ACTIVITIES: Not applicable

EXISTING EFFORTS: Not applicable

MAJOR OUTCOMES: Not applicable

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: Not applicable

EXISTING EFFORTS: Not applicable

MAJOR OUTCOMES: Not applicable

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: Early Adoption

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

MAJOR ACTIVITIES: Porterville College faculty and counselors will work together to develop a one year freshman experience that will become part of the student's program of study. This two-semester course will be team taught by faculty and counselors to ensure that students are aware of all support services and careers that come from their chosen major. Career and labor market information will be shared on the website. Additionally, constituent groups will work together to define an exploratory path for undecided students. Porterville College will explore cohort based learning models and expansion of learning communities. DegreeWorks audit system and the EAB Navigate onboarding system will aid counselors and faculty advisors in identifying and monitoring student progress.

EXISTING EFFORTS: Porterville College has career support provided through the Colleges Job Entrepreneur and Career (JEC) Center. Staff are providing career related presentations in classes and job search assistance. The college also provides internship opportunities as well as hosting career events on campus. Student Services provides a campus orientation to students identifying support services on campus.

MAJOR OUTCOMES: 1. Students will identify a major no later than their second semester in college 2. Students will have increased knowledge of support services and will increase use of available support services on campus by 20%.

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: Not applicable

EXISTING EFFORTS: Not applicable

MAJOR OUTCOMES: Not applicable

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: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Create predictable schedules and applicable course sequencing so that students will make educated choices on course schedules over an extended period of time. This

information will provide clear, predictable pathways to timely completion. Porterville College will integrate degree audits with scheduling practices, design materials to provide students with quick reference for certificate, degree and transfer checklists that include all generally-available options, counseling availability during peak enrollment periods will be increased, and completion teams will be in place to offer counseling by major. Constituent groups will work together to develop program maps/2 year schedules. This information will provide clear, predictable pathways to timely completion.

EXISTING EFFORTS: The College has adopted the use of Degree Works to help students navigate through their progress in their chosen field of study. The College has also started to develop two year program/course schedules.

MAJOR OUTCOMES: 1. Students will access program maps/2 year schedules by summer 2019. 2. Students will have timely access to counselors during enrollment periods to adjust their educational pathways as needed by summer 2019.

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: Porterville College will implement completion teams for each academic division. These teams will include one faculty adviser, one counselor, one educational adviser, one

faculty data coach, one peer adviser, and financial aid and admissions and records staff as needed. Additionally, Porterville College will outline student services and academic services support for students within a semester and year. The campus will look to align staff, technology, facilities, student services and programs that combine and encourage collaboration between existing services, promote one-stop activities, and increase classroom visits once per semester promoting resources such as PASS leaders, embedded tutors, MyMathLab, Net Tutor, Job Entrepreneur and Career Center, and Lending Library.

EXISTING EFFORTS: The College has developed and implemented several support services to assist students to be successful in the courses and programs. Education planning, Early Alert, career services, tutoring, Degree Works software platform for monitoring of student progress, etc. Moreover, Porterville College has a Veterans' Center staffed with a counselor who monitors the progress and provides assistance to veteran students.

MAJOR OUTCOMES: 1. Scale up and expand current special programs, including but not limited to EOPS, CARE, CalWORKS, Veterans, Disability Resource Center, and foster youth by summer 2019. 2. Advertise Degree Works and support students in their use of this to allow for ongoing self-monitoring with support from counseling for progress tracking by summer 2019. 3. Completion Team (Support system) which includes support services and instruction within each academic division will be completed and implemented by the end of spring 2018.

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: Not applicable

EXISTING EFFORTS: Not applicable

MAJOR OUTCOMES: Not applicable

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: Scaling in Progress

MAJOR ACTIVITIES: Porterville College will send teams of faculty and counselors to visit other colleges that have effectively implemented Guided Pathways practices, and continue to participate in IEPI, RP Group, and CCCCO workshops and training. Additionally, the campus will develop a staff development plan to provide more staff development opportunities for all campus stakeholders. Motivational and informational speakers, Achieving the Dream and Leading from the Middle coaches will also be brought in at flex day. Implementation of a classified staff development day will provide an opportunity for this constituent group to grow within their professions. The campus will make available staff development opportunities and funding sources to all constituent groups. Porterville College will establish defined work groups that include faculty and counselors for each pillar.

EXISTING EFFORTS: Our faculty/staff have participated in various staff development/training opportunities. While we do not officially yet have staff development plan, the College provides opportunities for faculty/staff to receive training support necessary for their work. Additionally, outside resources have been brought in to train staff on soft skills.

MAJOR OUTCOMES: 1. Purchase and distribution of the book "Redesigning Americas Community Colleges" for all staff by May 2018. 2. Finalize staff development plan by spring 2019. 3. Achieving the Dream Coaches and Leading from the Middle coach to present at fall 2018 and spring 2019 flex day. 4. Classified professional development day by spring 2019. 5. Defined pillar work groups will be identified by spring 2019.

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: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Not applicable

EXISTING EFFORTS: Not applicable

MAJOR OUTCOMES: Not applicable

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: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: Not applicable

EXISTING EFFORTS: Not applicable

MAJOR OUTCOMES: Not applicable

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: Scaling in Progress

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

MAJOR ACTIVITIES: Not applicable

EXISTING EFFORTS: Not applicable

MAJOR OUTCOMES: Not applicable

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Average number of credits attempted in year one	20.12536106
Average number of degree-applicable credits attempted in year one	13.57561267
College-level course success rate	0.760673
Full-time students	494
Number of students	1001

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Persisted from term one to term two

723

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

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

88

Successfully completed transfer-level English in year one

232

Successfully completed transfer-level math in year one

126

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Attempted 15+ college credits in first term

98

Successfully earned 12+ college credits in first term

90

Successfully earned 15+ college credits in first term

23

Successfully earned 6+ college credits in first term

352

Budget Totals

Total Budget

\$169,412

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$40,000	23.61%
2000 - Non-Instructional Salaries	\$70,000	41.32%
3000 - Employee Benefits	\$40,000	23.61%
4000 - Supplies and Materials	\$9,412	5.56%
7000 - Other Outgo	\$10,000	5.9%
Porterville College Total	\$169,412	100%

Efforts & Support

EFFORTS: Porterville College has implemented a dual enrollment program. Six feeder high schools participate in this program. Each fall and spring Porterville College assessment takes place at all six feeder high schools for all grades. Students targeted in freshman through junior years are specific to the dual enrollment program. All high school seniors at the six feeder high schools are assessed during the spring semester of their senior year.

CHANCELLOR'S OFFICE SUPPORT: More data support. IEPI workshops. Guided Pathways workshops for training. Conferences. Yearly training. Webinars. Technical support.

Certification

CHANCELLOR/PRESIDENT

Bill Henry
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APPROVED

Apr 7, 2018

PRESIDENT, ACADEMIC SENATE

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APPROVED

Apr 6, 2018



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