Preview

Details

College

Gavilan College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

Contacts

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02/12/2020 12:53 PM PST

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02/19/2020 08:38 AM PST

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Clusters have been developed and approved through college shared governance.   The approved model was contested by some program representatives and therefore work has begun to develop a shared governance system for modifying clusters and cluster composition. Sample graphic designs for cluster presentation have been developed.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The college will survey targeted student groups on the visual presentation of clusters in Spring 2020.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Career Education programs have been structured to align with employment fields. The STEM program has also developed partnerships with employers to help students obtain internships and prepare them for future employment. We have not examined all programs for career alignment as of yet.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Discussions will begin to determine program career alignments.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Program mapping presentation tool will be set up so that program area employment data and information are automatically displayed for students.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Building partnerships with local employers to help inform all programs and ensure we are preparing students for the workforce.

Support Needed - Detail

Best practices from other colleges.

Type(s) of Support

- Policy guidance
- Reporting/data

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Some Career Education programs have linkages to employment information, while most others college programs do not have such linkages posted on the website. The college has established a job and internship board, but to date, these opportunities are not linked to programs and pathways.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Purchase program mapping tool used by Bakersfield College that will display career and labor market information for each program. Program maps will have employment and career information available to students.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

We need to ensure that funding will extend beyond one-time purchase of software and cover ongoing IT support and maintenance.

Support Needed - Detail

Ongoing financial support from Chancellor's Office to pay for mapping tool.   Provide system-wide IT support for installation of this tool at all colleges.

Type(s) of Support

- Technology support
- Other

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Maps for current ADTs have been collaboratively developed. These maps include course sequences and some programs have developed resources information on careers and job opportunities for students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The college will be piloting six ADT maps in Spring to gather student feedback and assess for scaling. We will also continue developing program maps for remaining programs.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

In response to AB705, In Fall of 2019, first level transferable math class offerings (Math 8A - First Half of Precalculus, Math 5 - Statistics, and Math 6-Business Calculus) include one or more sections with a support class (Math 218, 215 and 216 respectively). Students enrolled in these sections are also enrolled in the corresponding support class. Students are placed in the section with a "help" class attached based on overall gpa, math grade, and past math classes taken. Students can also directly place themselves in the class. There is also a standalone Math 215 class for Statistics for students who are in an unsupported Math 5 course. In addition, math refreshers (Math 412A and B) were used to supplement non-transferable math classes in the Fall. These refreshers are an intense review of mathematical topics that occurs over the weekend.

For many years, we have had "Math Boot Camps" - 400 level math classes offered prior to the beginning of the semester to review essential math skills needed to be successful. Currently, we have math boot camp classes for all non-transferable classes and for first level transferable classes. A 200-level math boot-camp for calculus was recently approved and will be offered in summer 2020, to assist students in preparation for fall courses.

Finally, prior to AB705, we required students in non-transferable math classes to put time weekly in the math lab as a small portion of their grade. With the new placement requirements, we are extending that requirement to students in targeted first semester transfer-level math classes.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The next steps are to review the results of the support classes and make any changes warranted. It may be that we need to offer more support classes or have stricter guidelines about who will likely need that support. We will also explore the development of offering affinity group classes such as Statistics for Athletes.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Certain programs such as EOPS require new students to select majors and develop educational plans. Other programs, such as Athletics, provide students with a course and counseling services to support students' career exploration and program selection. This process is not conducted with all students. The Guided Pathways workgroup focused on completion is discussing the possibility of developing and offering a career exploration course for each cluster, which will likely culminate in an educational plan.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The College is reviewing current onboarding practices and plans on developing mechanisms to support students in selecting a path and developing a plan.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Begin reviewing and potentially develop curriculum for career exploration courses for each cluster.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Instructional support programs have connected withe some instructors of gateway courses to develop support activities to improve success rates. Some groups such as Athletics have developed specialized support classes, and study hall services to help students succeed in Gateway classes.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Instructional support services will pilot service integration for target gateway courses.   Funding will also be sought to maintain and increase services that are producing effective results. Student support classes will be expanded to other populations.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Lack of funding and staffing to provide integrated instructional support.

Support Needed - Detail

Additional monies are needed to fund instruction and student support staff.

Type(s) of Support

- Other

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Students in pre-transfer Math and under-prepared students in college-level Math are provided instructional support (Math lab, Tutoring Center). Targeted classes receive additional supplemental instruction support.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Review student data to assess success and throughput rates and plan and target interventions.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Students in pre-transfer level English and underprepared students in college-level English are provided instructional support (Writing Center, Tutoring Center). Targeted classes receive Supplemental Instruction. Specialized counseling is embedded into pre-transfer courses.   The English department offer contextualized courses for target populations such as Athletes and STEM majors to help underprepared students succeed

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Review student data to assess success and throughput rates and plan and target interventions.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Lack of staffing to provide integrated instructional support. This will directly affect student success.

Support Needed - Detail

Additional monies are needed to fund instruction and student support staff.

Type(s) of Support

- Other

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Poorly prepared students have the option of enrolling into college-level English and math with linked support. There are also stand-alone support courses for these early transfer courses. Students with documented disabilities are eligible for additional support / guidance courses. Certain instructors require additional math lab or writing center hours as part of their course.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Review student success and throughput rates in order to plan and target interventions.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Career Education programs market, recruit and prepare students to enroll into courses through their own outreach efforts.

The College conducts forum outreach events with representatives from different programs in order to provide information and advising to potential freshmen. The College also hosts a Super Saturday event to attract potential students and offer early registration, orientation and advising for new students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Our onboarding workgroup will continue to evaluate and improve the Super Saturday and outreach activities to local high schools in order to increase the overall number of students who are well-prepared to enroll.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Some academic and support programs monitor student progress. Programs such as EOPS, Athletics, and ESL, meet regularly with students to track student progress. This practice, though, is not systematic across the college and needs to utilize technology to operate more efficiently.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Review currently occurring successful practices and pilot scaling this service across campus.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Students are able to view their educational plan and their progress on the plan through the DegreeWorks portal. Some students are required to have an ed plan and are trained to use DegreeWorks. Not all students complete an educational plan and not all students view their DegreeWorks progress.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Completion team will review tools and approaches to having students easily view program progress. The Onboarding team will review methods for encouraging more students to complete educational planning through DegreeWorks.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

There is no quick way for students to see their progress against their academic goal.

Support Needed - Detail

Provide support for a tool or program that the college can embed into students' portals that can provide them a snapshot of their program progress.

Type(s) of Support

- Technology support
- Other

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

The college does not have a systematic way of reviewing student educational plans against the actual courses completed by the student. Some programs (for example EOPS or Athletics) monitor their students' progress as they come in for counseling appointments.

Students on probation status are required to meet with a counselor to determine strategies to get back on track but it is up to students to follow up. Some English and Math classes employ an Early Intervention program to connect students with counselors who are at risk of failing; counselors and other support services are then deployed to help get students back on track.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

As a part of discussions on how to monitor and update a student's progress through a case management approach, a review will take place of tools and approaches to this work. The completion team will also begin formalizing a more efficient, user-friendly Early Alert program that can be scaled and adopted by the entire campus.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

The college gathers this information from multiple resources, including Admission & Records and counseling. The Early Alert program is embedded into very few courses and lacks the formal support needed for it to be effective. We do not have staff that focuses on monitoring this data that "triggers" interventions or conducts follow up with students.

Support Needed - Detail

The college would benefit from having staff assigned to retention and early interventions for our at-risk students. We also need a user-friendly software tool that teachers and counselors can use quickly and efficiently to alert students of their risk and plan their interventions.

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support
- Other

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Students can meet with counselors to discuss options and alternatives if they are not accepted into their program of choice (for example Nursing or Cosmetology).

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

As we shift to a case management model of student support, students will receive ongoing guidance on applying to limited-access programs and be presented with clear alternatives if their plans fall through.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

In academic year 18/19, an Enrollment Management task force reviewed and revised scheduling practices. Maps for ADTs have been developed, which will inform schedules once implemented. Online course availability has increased, making it easier for students to complete their programs flexibly. An improved scheduling processes need to be developed.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Maps will be piloted with schedules built to accommodate students on these maps.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Program outcomes for each new and updated program are reviewed by the college curriculum committee to align with the transfer and employment outcomes.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

All programs will have linked their program outcomes with transfer and employment goals.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

As a part of the evaluation process, observation forms prompt a reviewer to assess a faculty's performance on active learning, students' engagement, and problem solving. Student evaluations also ask students to reflect on an instructor's use of the these methods. Lastly, faculty self-evaluation tools incorporate reflection items on use of these practices. All of the sources of information feed into the formal evaluation process and emphasize the need to employ these methods.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

A focus on instructional practices will be offered at college professional development days.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Some classes have service learning, field studies, or clinical placement components.   Some programs such as STEM and some Career Education and Athletics courses offer internships with local employers. Study Abroad is also offered through the college.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

A career exploration work team will be established to leverage resources and increase the number of internship opportunities across the college.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Program and course outcomes are assessed regularly for each instructional program. The program review process also examines student success and completion rates for the student population overall and equity groups in particular.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

All instructional programs are going through a program review process that more closely examines success and completion rates which are an indicator of student outcome mastery.

Term and Year

Fall - 2019

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Learning outcomes are assessed and results are used to improve teaching and learning. These results are also used to inform the program review and planning process. The Academic Senate has recently established a "Meaningful Assessment" committee to improve learning outcome assessment.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

All instructional programs are currently under review and are required to report findings from course outcome assessment.

Term and Year

Fall - 2019

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Certain programs (Digital Media, Art, Film, Theater) allow students to build a portfolio of work that can be used for employment or included in university applications.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The college will evaluate other courses where students can build a portfolio to showcase their skills and move towards expanding across more disciplines.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The college has conducted a CCSSE survey and will do so again. The results were shared across campus and a variety of professional development sessions were offered around the data findings.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The CCSSE will be re-administered

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

• Students serve on campus GP advisory committee(s)

• Student focus groups

• Other

Other

Student panels

Engagement Efforts - Details

Students serve on the initiative guidance team and on some of the work teams. Student panels are used to inform program development. Lastly, student focus groups are used to collect qualitative data to support the development of materials and processes.

Course Alignment

IT and student support are developing tools to export and feed instructional programs data that will inform scheduling.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
📄 **SP 19 soaa.pdf**	Self-Assessment	11/27/2019, 7:45:57 PM	N/A

Success Story

Success Story

Title

Mapping

Follow-up Contact Persons(s)

Name	Title	Email	Phone
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Challenge

In Fall 2018, department chairs were asked to partner with counseling faculty to develop maps (course sequences) for their programs' ADTs. This partnership had never occurred before, as departments would plan their course sequences without inquiring about students' additional course requirements; Likewise counselors would not always check with departments when proposing electives for students.

Success Story

Counselors and departments began working closely on reviewing course offerings, planning course sequences, and adding electives / General Education courses to the maps that were linked to the major. All ADT maps were drafted, reviewed, revised and finally completed by the end of the Spring 2019 term.

Outcomes

The college is now planning on piloting six ADTs for Spring 2020 and will expand this selection gradually with every semester. Counselors and departments will continue to work together to develop clear maps for all remaining majors.

Vision for Success Goals

• Decrease the average number of units accumulated by California Community College students earning associate degrees