All-College Presentation
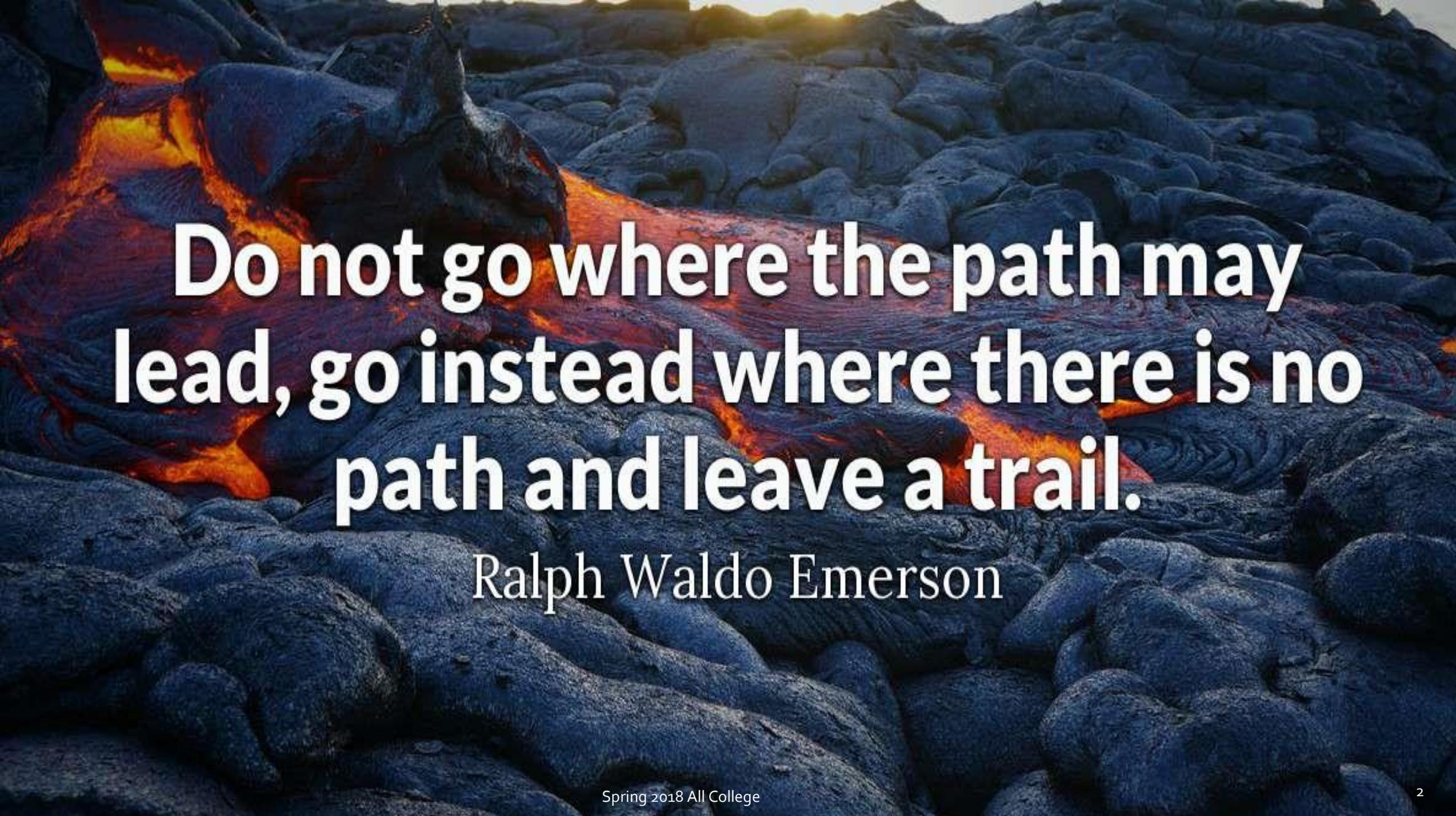
SPRING 2018

DR. DIANNE VAN HOOK,
CHANCELLOR

Do not go where the path may lead, go instead where there is no path and leave a trail.

Ralph Waldo Emerson

ALL-COLLEGE OUTLINE

- How does COC stand out as a community college? COC stands out in…
  - ✓ What we achieve.
  - ✓ Leading the way in new programs.
  - ✓ Supporting innovation.
  - ✓ Playing a key role in developing the economy and training the workforce.
  - ✓ Partnering in the community.
  - ✓ Reducing the cost of education for our students.
  - ✓ How we lead the rest.
  - ✓ Facilities.

- What are Guided Pathways?
  - ✓ What are the key elements?
  - ✓ Why Pathways and why now?
  - ✓ What do we know about our students? (Student Data)
  - ✓ What happened at the Pathways Institutes?
  - ✓ What is $(IE)^2$ & Canyons Completes?
  - ✓ What do we know about Pathways Survey results?
  - ✓ What is making an impact on students?
  - ✓ What are the opportunities for collaboration?
  - ✓ How can you get involved?
  - ✓ Questions, comments and next steps!

HOW DOES COC STAND OUT AS A CALIFORNIA COMMUNITY COLLEGE?

COC STANDS OUT IN WHAT WE ACHIEVE

COC….

- Ranks **number 1** in Los Angeles County in the percentage of students who transfer to a four-year university.

- Ranks **number 2** in the state with **79.4%** of our college-prepared students who complete a degree or certificate or are prepared to transfer to a four-year university.

- Exceeds the statewide completion rates for both College Prepared and Unprepared students.

- Ranks in the **top 15** nationally for alumni earnings in PayScale's College Salary Report.

- Is named one of the **25** best colleges for adult learners in Washington Monthly magazine's ranking of "Best Two-Year Colleges for Adult Learners."

- Saw a **76%** increase in graduates as a result of allowing students to bypass remedial classes and changing math requirements for non-science majors.

COC STANDS OUT IN WHAT WE ACHIEVE – AND THERE IS MORE!

COC….

- Has **70%** of new students beginning with transfer-level math classes, instead of remedial courses thanks to changes in our math placement processes.

- Ranks **7th** out of 114 community colleges in California in the percent of students who take CTE courses.

- Set a record for the largest graduating class in 2017 with **2,046** graduates, a **40%** increase over the Class of 2015.

- Congratulated **68** AOC students who graduated with an AA degree from COC the day before they received their high school diploma in Spring 2017.

- Achieves both on and off the field of play with our student-athletes who earned a combined GPA of **3.025** last year:

  - With less than **1%** of all student-athletes becoming ineligible due to grade issues;

  - **80** student-athletes transferred to the 4-year level; and

  - **35** student-athletes received CCCAA scholar athlete honors.

COC STANDS OUT IN WHAT WE ACHIEVE – AWARD WINNING!

COC had another award winning year!

- CCCAA Athletic Supremacy Award – 3 years in a row!

- Outstanding College Work Experience and Internship Program, California Internship and Work Experience Association

- Top Performing SBDC – Los Angeles Region

- Outstanding Service in Environmental Education – North American Association of Environmental Education

- Outstanding Achievement Award – FastTrack CNC Operator Program

- Child Advocacy Award, Ms. Lori Young – Court Appointed Special Advocates

- Best Chef in Santa Clarita, Elite Magazine – Mr. Daniel Otto

- Outstanding Soloist, Next Generation Jazz Festival – Student James Meske

- All California Academic Team, Phi Theta Kappa Society – Students Sabrina Ariss, Tanya Hauer and Natalie Miller

- Three COC students chosen to present at the Honors Transfer Council

- Outstanding Large Delegation, LA Model UN Conference – COC Model UN

COC STANDS OUT IN LEADING THE WAY IN NEW PROGRAMS

At COC we offer:

- **93** Associate Degrees.
  - ✓ Including **24** that are transferable to CSU – "ADTs".
  - ✓ **2** additional ADTs have been submitted by COC to the State Chancellor's Office for approval.
  - ✓ An ADT in Hospitality Management is scheduled to be approved shortly by our Curriculum Committee and will then be submitted to the State for final approval.
  - ✓ ***COC ranks in the top third of community colleges in the state in the number of ADTs offered.***

- In additional to Associate Degrees, COC offers **78** work force training certificates.

Associate Degree for Transfer ℠

24 AA degrees are CSU Transfer Degrees!

COC STANDS OUT IN LEADING THE WAY IN NEW PROGRAMS

The *Institutional Effectiveness and Inclusive Excellence Committee IE^2* has been working diligently to:

- Increase **collaboration** with *over 100* faculty, staff and administrators supporting student success through *Canyons Completes* efforts.

- Launch seven **work groups** with representation from students, classified staff, faculty and managers/administrators to support Canyons Completes.

- Conduct *Canyons Completes* roadshows for academic and support services schools and Associated Student Government.

- Improve **coordination** of research, evaluation and development of CCCCO *Integrated Plan.*

- Develop a mechanism to support **Discipline-Specific Professional Development funding** for faculty through SSSP, Basic Skills and Equity funds.

- Gather more input through **student and faculty surveys** to inform Canyons Completes.

- Increase access to data for planning with new *Tableau Data Visualization*.

COC STANDS OUT IN SUPPORTING INNOVATION

Mini-grants have been awarded to full-time faculty to support student-based projects:

2017/2018 - 12 Grants, totaling $12,000

- Civic Summit — Patty Robinson

- Human Trafficking Forum — Patty Robinson

- Entrance of five productions in the Kennedy Center American College Theatre Festival — Christopher Boltz

- Training faculty to develop authentic assignments using Wikipedia — Erin Barnthouse

- Student Veterans of America National Conference 2018 — Sylvia Tran

- Theatre Department to Host Hart High School Theatre Festival — Susan Hinshaw

- 3-D Printing of Unit Cell Models — Patricia Foley

- The Sociology Book Award to provide students with textbooks — Pamela Williams-Paez

- Student-Athletic Academic Achievement Dinner and graduation stoles — Albert Loaiza

- Operation School Bell for RISE Project to supply COC at

2016/2017 - 14 Grants, totaling $14,000

- Workshop for Tech Advanced Animation Students — Jeff Baker

- Civic Engagement and Human Trafficking Conference — Victoria Leonard

- Civic Engagement and Media Literacy Workshop — Tammera Stokes Rice

- EOPS/CARE/CalWORKS - FACCC Conference — Pamela Brogden Wynne

- Secrets of the Historian Student Workshop — Sherrill Pennington

- History Lecture Series — Sherrill Pennington

- History Book and Film Series — Sherrill Pennington

- COC Librarian's workshop on improving and updating teaching skills — Peter Hepburn

- Dimensional analysis Lab equipment for Maker's Space — James Wolf

- Cancer Awareness Conference Series — Kelly Cude

- Hart High School Student Theatre Festival — Susan Hinshaw

- Student Veterans of American National Conference — Sylvia

COC STANDS OUT IN SUPPORTING INNOVATION - MAKERSPACE

COC received a **$311,500** grant from the State Chancellor's Office to expand our Makerspace on the Valencia and Canyon Country Campuses. We have:

- Extended our hours and worked with several organizations and institutions to offer student internships (presently we have **25** internships).

- Offered multiple workshops to the campus and community, including:

  - ✓ March 2nd - Space Expo with over **400** participants!

  - ✓ April 28th - Southern CA Makerspace Festival where we are planning for up to **5,000** participants from **25** schools.

  - ✓ May 14th – 18th – Solid Body Guitar Building at the Canyon Country Campus

  - ✓ June 4th & 5th – Hosting the National Coalition of Advanced Technologies (NCATC) Summer Workshop with up to **100** participants.

  - ✓ July 23rd – 27th – Hosting "Nuts, Bolts and Thingamajigs" – for **17** high school students involved in Welding & Advanced Manufacturing.

  - ✓ July 1st – 20th – Participating in Summer High School Program for Automotive Tech and Cyber Patriot.

COLLEGE OF THE CANYONS
MAKERSPACE

COC PLAYS A KEY ROLE IN DEVELOPING THE ECONOMY & TRAINING THE WORKFORCE

The Economic Development Division has six specialized units offering focused services in workforce development, training and entrepreneurship. Some recent achievements include:

- Receiving **$647,584** to help our local companies by providing targeted training to fit their needs. Since 1996 we have received a total of **$6 million** for this purpose.

- Establishing non-credit courses in *"English as a Second Language"* to provide needed skills for social and economic mobility for local workers.

- Achieving a **90%** graduation/placement rate from our *Advanced Manufacturing Program*.

- Serving as the lead institution for the *"Pathways to Self-Employment Initiative"* under *"Doing What Matters for Jobs and the Economy"*.

  - ✓ Known as the *Gig Economy Project*, this project has the goal of equipping participants with the skills needed to compete as independent contractors and freelancers.

- Forming a *"Strong Workforce Apprenticeship Group (SWAG)"* to drive the expansion of apprenticeships, with more than **50** active apprentices and the first ever pre-apprenticeship in the region.

- Serving **873** business and **2,379** individuals in 2016/17.

COC STANDS OUT IN PARTNERING WITH THE COMMUNITY

COC stands out with strong community partnerships:

- Chancellor's Circle
- iLEAD Space and Innovation Expo
- Acceleration Across California
- Patrons of the Arts
- Michael Hoefflin Foundation for Children's Cancer
- Women's Conference
- Santa Clarita Ballet
- SCV Education Alliance
- SCV Business Alliance
- SCV Chamber Institute
- SCV Veterans of Character
- StartUp Weekend SCV
- "Fun"damentals Football Camp
- College and Career Fair
- Foreign Language Council
- Domestic Violence Center
- Santa Clarita Environmental Education Consortium

COC IS LEADING THE WAY IN REDUCING THE COST OF EDUCATION FOR OUR STUDENTS

Our faculty have embraced **OER** to support students! **Currently** at COC:

- **53** courses use OER in lieu of commercial textbooks.

- **25** courses have OER under development.

- **166** sections are using OER exclusively and are listed at ZTC, per SB1359.

- **100** additional sections are using OER plus paid online homework programs.

- The result? **$3 million** in student saving during 2016/17!

- With an estimated **$4 million** in student savings for 2017/18 (a 33% increase over the prior year)!

- **92%** of students expressed satisfaction with OER at COC!

COC IS LEADING THE WAY IN REDUCING THE COST OF EDUCATION FOR OUR STUDENTS & HELPING OTHERS AS WELL!

COC leads the statewide *ZTC program* as the Technical Assistance Provider by:

- Supporting **23** colleges developing ZTCs.

- Hosting a ZTC Summit with **100** attendees, where **100%** of attendees felt better prepared to develop local ZTCs.

- Hosting ZTC leadership training with **60** attendees, where **100%** of attendees felt more connected to the ZTC community.

- Providing ZTC training at San Jose City College with **50** attendees, where **100%** of attendees felt better prepared to address challenges and generate solutions.
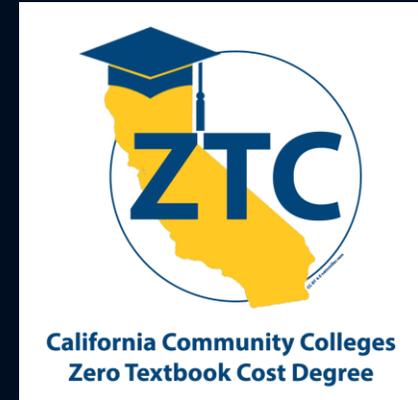
So where is COC on Zero Textbook Degree (ZTC) Programs?

- Sociology – Complete!

- Water Systems Technology – Almost Complete!

- Early Childhood Education – Under Development!

COC IS LEADING THE WAY IN REDUCING THE COST OF EDUCATION FOR OUR STUDENTS & WINS A GLOBAL STUDENT AWARD!

Natalie Miller graduated from COC in 2017 with AS degrees in Computer Science, Mathematics and Physics, along with a Certificate in Web Design.

- Natalie was a member of MESA, Phi Theta Kappa, Cougar Peer Educators, and Honors; and

- She worked as a College Assistant in Distance Learning/OER.

- Natalie is the recipient of the *first-ever Student Award* from the *Open Education Consortium*, to be conferred at the Open Education Global Conference in *Delft, Netherlands* this April.

- Natalie's contributions to OER at COC include:

  ✓ Designing and creating a marketing campaign for OER at COC;

  ✓ Designing a logo for the statewide ZTC degree program; and

  ✓ Facilitating sessions for faculty from across the state at our OER summits.

- Congratulations to Natalie!

California Community Colleges Zero Textbook Cost Degree
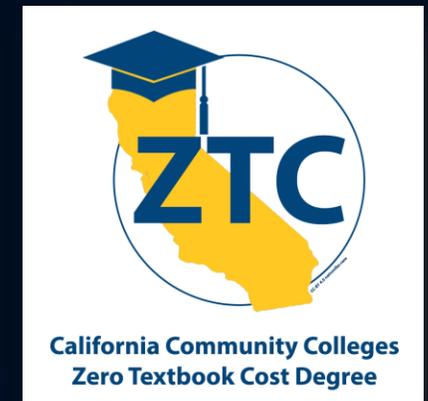
COC IS LEADING THE WAY IN REDUCING THE COST OF EDUCATION FOR OUR STUDENTS – FIRST YEAR PROMISE

COC received a **$750,000** grant as one of **15** community colleges through the California Community Promise Innovation Grant Program to support students in our First-Year Promise Program.

- What is *"First-Year Promise"?*

  First-Year Promise gives incoming students the opportunity to attend COC free for their first year. It is exclusively for first-time, full-time enrolled freshmen who have been accepted into the program and includes a summer "boot camp" and ongoing counseling throughout the year.

- Has it been successful so far?

  Of the **262** students enrolled in FYP for Fall 2017, **93** students earned a **GPA of 3.5 or higher**, with **26 earning a perfect 4.0**!

- When do students apply for Fall 2018?

  For the Fall 2018 semester, students may apply between April 1 and May 11, with notification of acceptance into the program by May 22.

- How can we keep this program going?

  Our COC Foundation is currently in a fundraising campaign to raise **$500,000** to continue this program beyond the term of the grant. Since August 2017 we have raised just under **$400,000**.

COC CONTINUES TO LEAD THE REST – CIVIC ENGAGEMENT

COC continues to be extremely active in Civic Engagement under the direction of Dr. Patty Robinson. Activities have included:

- Presenting at the AAC&U 2018 Annual Meeting on COCs outcomes of its *"Bringing Theory to Practice"* grant. This is the third BTP grant awarded to COC!

- Holding numerous *"Deliberative Dialogues"* addressing the topic of armed presence on campus.

- Working with community members to create a new chapter of the *League of Women Voters*.

- Submitting a grant to California Humanities to launch a community wide *"Civility Matter Campaign."*

- Having three classes going through the curriculum approval process.

- Preparing for the *California Community College Civic & Community Engagement Student Summit* on May 4th.

- Completing back-to-back dialogues on the connection of Civic Engagement, Community-Based Learning(CBL) and Guided Pathways and found that by embedding Community-Based Learning (CBL) throughout curricular and co-curricular aspects of campus life, Civic Engagement is enhanced.

Civic Engagement

COC CONTINUES TO LEAD THE REST – PROFESSIONAL DEVELOPMENT

COC Professional Development continues to lead the way in California!

- The *Professional Development Program Plan* was completely redesigned in 2017.

- Professional Development filmed a FRED Talk in June 2017 on *"How to Access and Use MyLearningPlan"*.

- *LEAP Forward* was offered in 2017/18 with **20** participants who expressed the desire to move into executive leadership positions.

- A *Leading for Equity Retreat* was held in November 2017 with over **40** participants representing a number of campus departments.

- Workshops on *Guided Pathways/Canyons Completes* will continue to be offered to inform and educate faculty and staff on the framework and the role every employee plays in the implementation.

- A variety of **cultural diversity activities** have been, and will continue to be, offered.

- A 6-part *Classified Professionals Institute* was launched in Spring 2018

- A new LEAP will be offered in Fall 2018 that will focus on *Guided Pathways/Canyons Completes*.
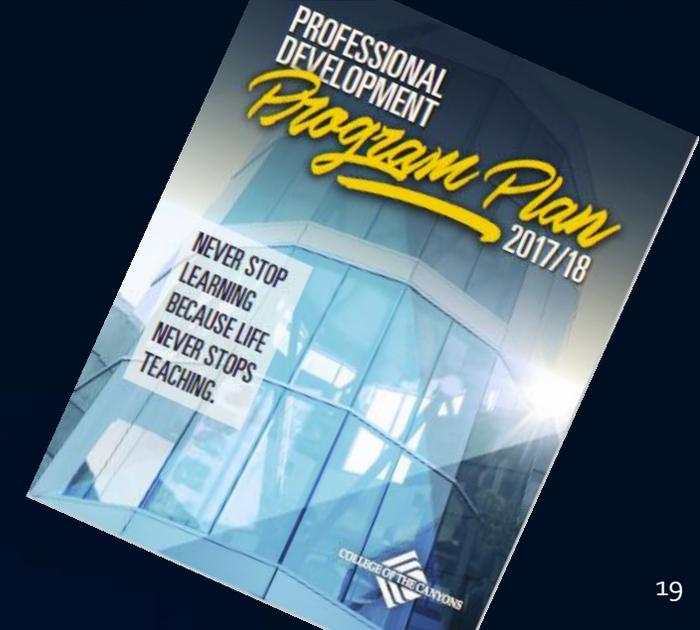
COC CONTINUES TO LEAD THE REST – ASSESSMENT OF PRIOR LEARNING

COC has been awarded funding to lead a regional *Assessment of Prior Learning Initiative*.

- *What is APL?*

  Assessment by a valid and reliable means of what has been learned through non-formal education, training or experience that is worthy of credit in a course or program offered by an institution providing the credit.

- *How does it benefit students? With higher completion rates! In a national study:*

  - ✓ **43%** of PLA students completed a BA vs. **15%** of non PLA students.

  - ✓ **13%** of PLA students completed an AA vs. **6%** of non-PLA students.

  - ✓ PLA earners with AAs saved between **1.5** and **4.5** months in earning degrees vs non-PLA students.

- *What will the first phase of the initiative focus on?*

  - ✓ Providing expert training on APL;

  - ✓ Demonstrate software for project workflow;

  - ✓ Support faculty inquiry groups to develop local implementation model; and

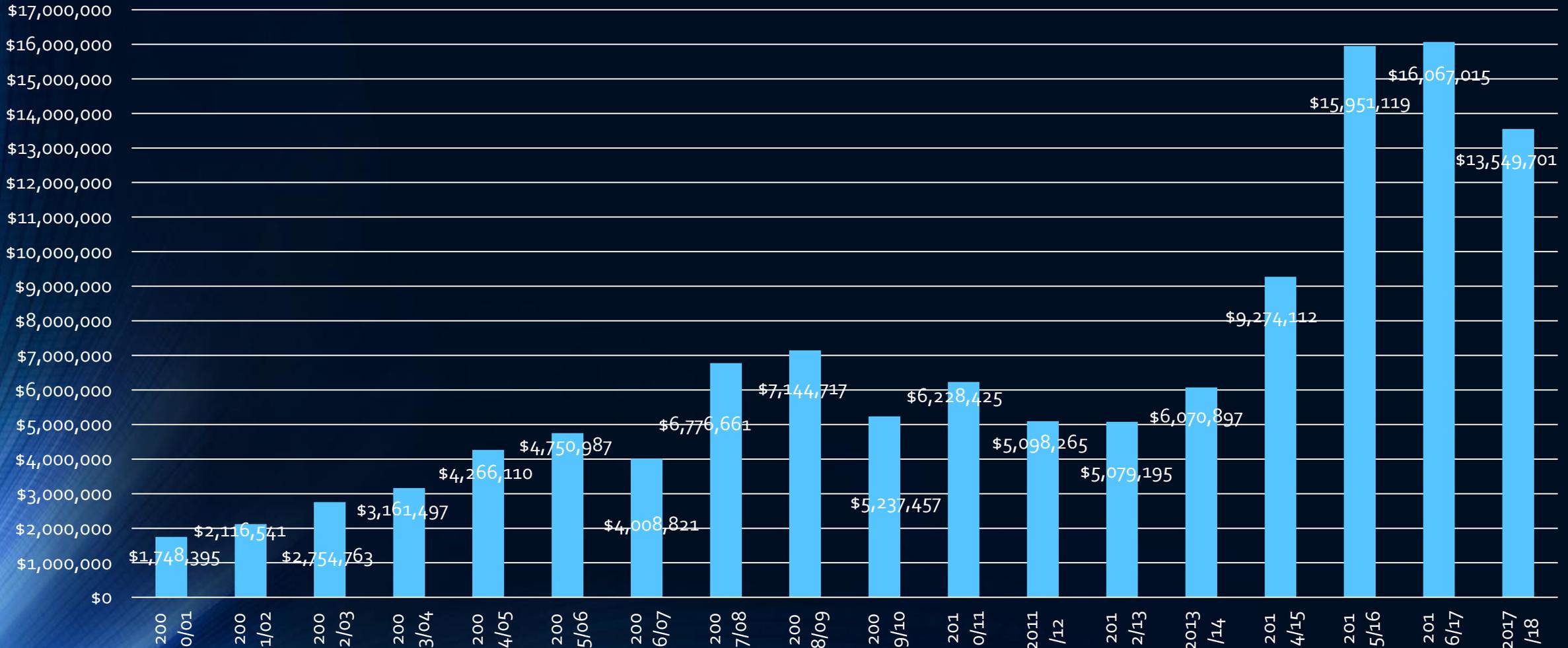 - ✓ Engage local teams in national developments around APL.

- *How can you get involved?*

  Contact James Glapa-Grossklag or John Makevich.

COC CONTINUES TO LEAD THE REST – GRANTS REVENUE

Since 2013/14 – just the last five years – COC has generated $60.9 million in grant revenue - more than the previous 13 years combined!

Spring 2018 All College

COC STANDS OUT WITH STATE-OF-THE-ART FACILITIES

COC broke ground on the *Canyon Country Campus Science Center* on January 24th.

- This new facility will provide **8** new and much-needed labs, along with multiple classrooms, lecture rooms, student gathering spaces and faculty offices.

- It will be the largest building on the campus and dramatically expand available classroom and lab space at the Canyon Country Campus, enabling more students to pursue their education paths in state-of-the-art facilities.

Canyon Country Campus
SCIENCE CENTER GROUNDBREAKING!
January 24, 2018

COC STANDS OUT WITH STATE-OF-THE-ART FACILITIES

COC STANDS OUT WITH STATE-OF-THE-ART FACILITIES

Along with spring, March brought the beginning of construction on the new parking structure on the Valencia campus.

- It is exciting to see this much-needed and much-discussed project get started.

- Extensive efforts were made to minimize the temporary disruption caused by taking **700** parking spaces offline during construction.

- When completed, the tri-level structure will have capacity for **1,659** vehicles and will include **50** free charging stations for electronic vehicles.
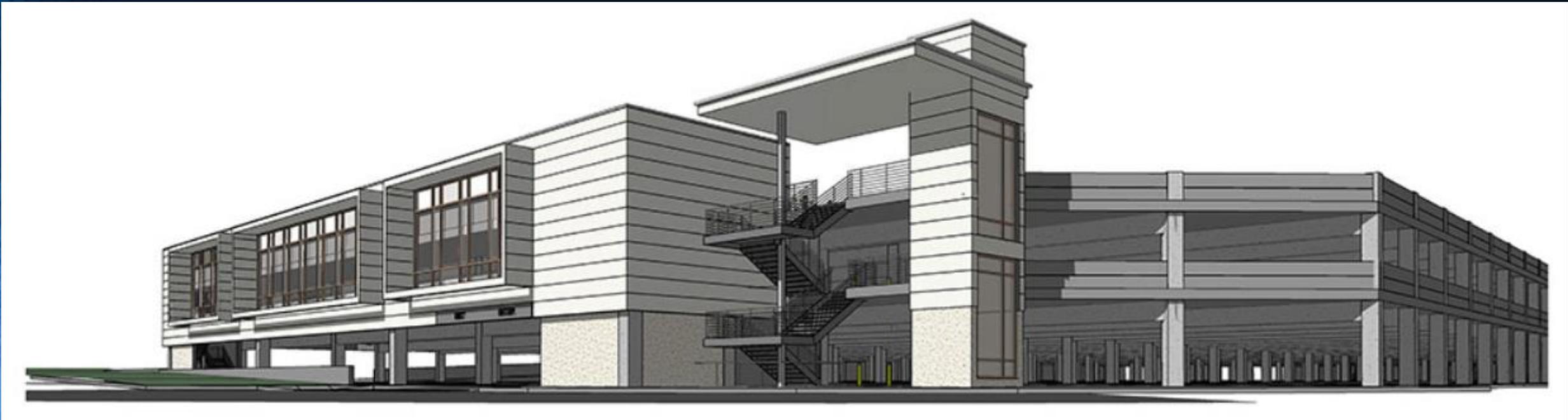
SO WHAT'S NEXT?

WHAT ARE GUIDED PATHWAYS?

WHAT ARE GUIDED PATHWAYS?

The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of **clear course-taking patterns** that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also **integrates support services** in ways that make it easier for students to get the help they need during every step of their community college experience.

PATHWAYS IS A COMMITMENT TO SUPPORTING STUDENT SUCCESS

Clarify the Path

Get on the Path

Stay on the Path

Ensure Learning

WHAT DO PATHWAYS OFFER?

- Immediate assistance for students to:

  ✓ Explore academic and career options

  ✓ Choose a program of study, and develop a plan based on the program maps

- Clarity and focus help simplify student decision-making!

- Ability for colleges to provide predictable schedules, frequent feedback, and targeted support to help students stay on track and complete their programs more efficiently.

- Increased capability for faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

CA COMMUNITY COLLEGE CHANCELLOR'S OFFICE VISION

- At the System Level, The Chancellor's Office is Braiding Initiatives to Accelerate Student Success Outcomes

- The Emphasis has Moved Beyond Access to Success, Completion and Workforce Placement via Guided Pathways

Increase Degrees 20%

Close Regional Gaps In 5 Years

Increase Transfers 35%

CCCCO STRATEGIC VISION FOR SUCCESS – 2022

Reduce Equity Gaps 100%

Reduce Units to Degrees From 87 to 79

Increase CTE Employment From 60% to 69%

Guided Pathways Framework
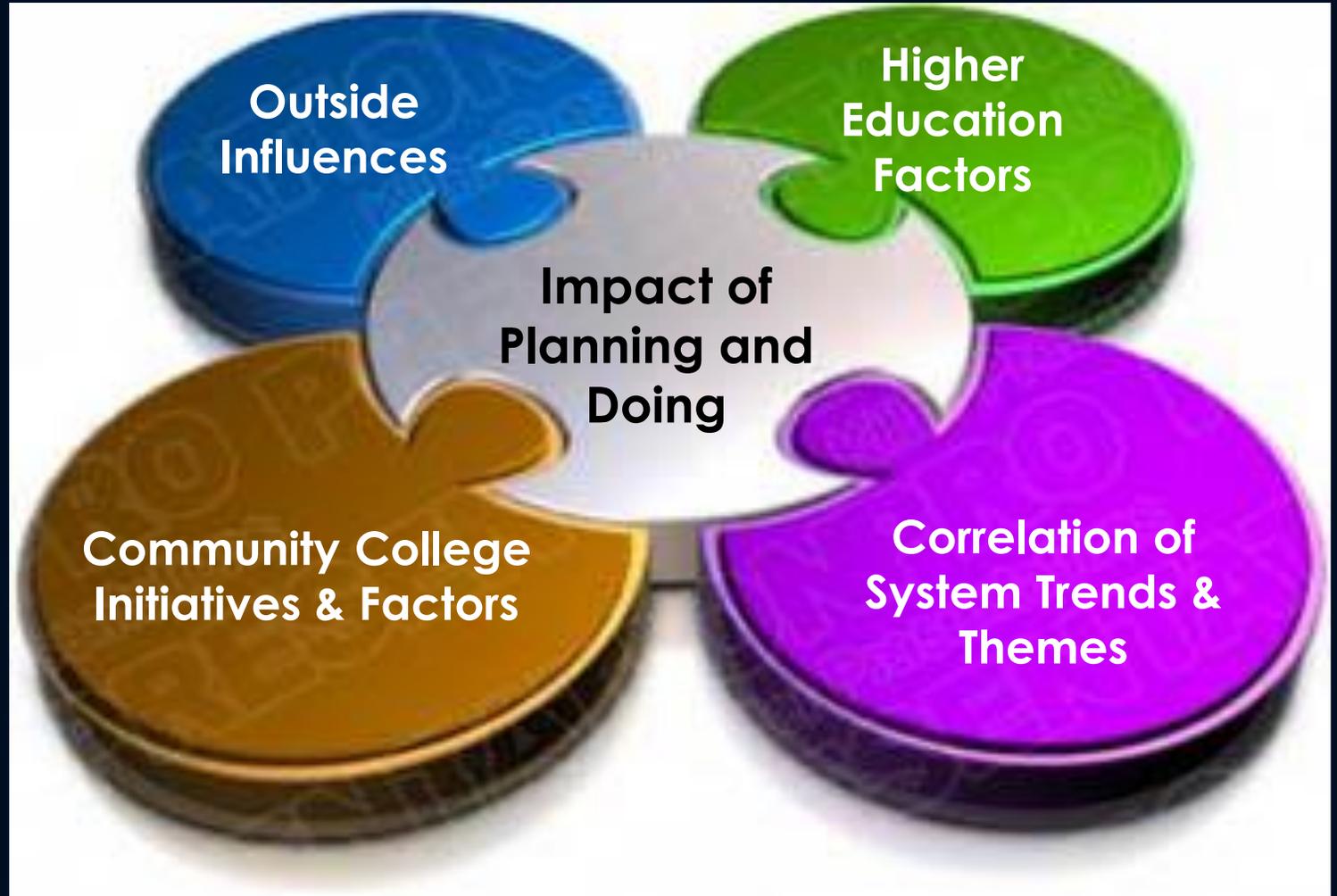
College Promise Initiatives

FITTING THE PIECES OF THE PUZZLE TOGETHER

Forces and **Opportunities**
for change come from:

- *Rapidly changing economy*

- *Future workforce needs*

- *Technological advancements*

- *System-wide priorities and goals*

- *The pieces of the puzzle change constantly!*

Outside Influences

Higher Education Factors

Impact of Planning and Doing

Community College Initiatives & Factors

Correlation of System Trends & Themes

Bringing the Key Elements Together Makes the Organization More Organized, Cohesive and Stronger

WHAT ARE KEY ELEMENTS OF GUIDED PATHWAYS?

THE PATHWAYS MODEL

STEP 1: Clarify Paths to Student End Goals

Simplify students' choices with default **program maps** developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.

Establish **transfer pathways** through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.

Adapted from: https://www.caguidedpathways.org/ Community College Research Center (CCRC) and the AACC Pathways Project.

Consider:
- *How are we ensuring our students find and stay on a Pathway?*
- *How are we helping students through the business processes of our college?*

Clarify the Path | Get on the Path | Stay on the Path | Ensure Learning

THE PATHWAYS MODEL

STEP 2: Help Students Choose and Enter a Pathway

Redesign traditional remediation as an **"on-ramp" to a program of study,** which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the college-level curriculum, particularly in program "gateway" courses

Provide **accelerated remediation** to help very poorly prepared students succeed in college-level courses as soon as possible.

Consider:
- *How are we ensuring our students find and stay on a Pathway?*
- *How are we helping students through the business processes of our college?*

THE PATHWAYS MODEL

STEP 3: Help Students Stay on Path

Support students through a strong **advising** process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.

Embed **academic and non-academic supports** throughout students' programs to promote student learning and persistence.

Consider:
- *How are we ensuring our students stay on a Pathway?*
- *How are we helping students navigate the processes of our college?*
- *How are we helping advise students about pathways?*
- *How are we helping students to make connections between their work in the classroom as well as their campus jobs (if applicable) to career and employment?*

Clarify the Path | Get on the Path | Stay on the Path | Ensure Learning

WHAT OUR STUDENTS SAID KEPT THEM ON THE PATH?

- Tutoring in the TLC - they are just great!

- Faculty being willing to spend time with me in office hours to lead me in the right direction.

- Understanding what courses I needed to take to get my degree and transfer in my area of study.

- People being nice and friendly and not scary.

- A nice campus to come to that is safe and welcoming.

- The athletics program. You have to stay on the path if you're a student athlete, but you do have the added benefit of learning to be a good student as well through counseling from the athletic mentors and services in the TLC.

WHAT ALMOST CAUSED THEM TO GET OFF THEIR PATH?

- Not able to find what I needed easily on the website.

- No one to talk to in the classroom in my major area of study to help get me connected.

- Teachers that show up late or don't show up to class. If they don't take it seriously how am I supposed to.

- Lack of ability to easily get to information on the website.

- An inability to move forward on my own without seeing a counselor and not being able to get in to see a counselor.

WHAT DID OUR ADMINISTRATORS SAY KEPT THEM ON THE PATH?

- Friends

- Inspirational teacher

- Role models

- Mentor

- Family

- Training

- Mentor (student/peer)

- Sense of belonging (club/sports)

- Faculty support (mentoring)

- Internships

THE PATHWAYS MODEL

STEP 4: Ensure That Students are Learning

Establish program-level **learning outcomes** aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs.

Integrate **group projects, internships, and other applied learning experiences** to enhance instruction and student success in courses across programs of study.

Ensure incorporation of **effective teaching practice** throughout the pathways.

Consider:
- *How are our defined measures of achievement for courses and programs aligned with employment and transfer?*
- *How are we integrating applied experiences in our courses, programs, and extracurricular learning?*
- *How are we ensuring that our policies, practices, and procedures ensure equitable outcomes for all students?*

Clarify the Path | Get on the Path | Stay on the Path | Ensure Learning

WHY PATHWAYS & WHY NOW?

COC HAS A HISTORY OF SUPPORTING PATHWAYS TO SUCCESS

- COC is committed to helping our students succeed and reach completion.

- With the launch of the Pathways framework, we are now:

  ✓ Leveraging clear data

  ✓ Strengthening and expanding supportive student services

  ✓ Figuring out how to enhance effective institutional communication about Pathways

  ✓ Designing our own framework to help our students choose programs of study and get student-based program maps.

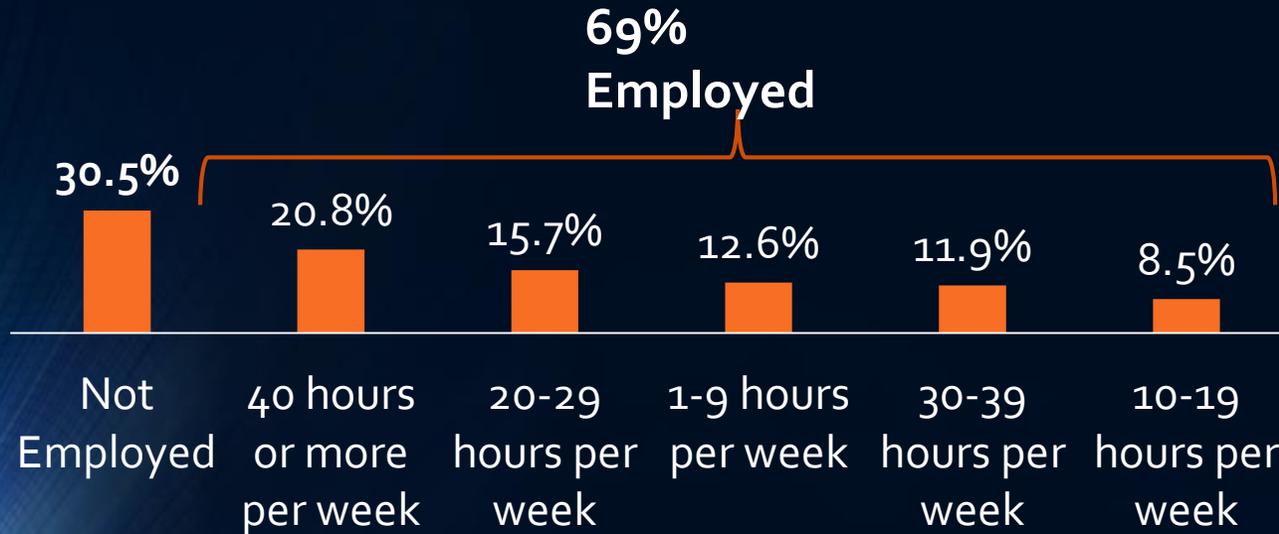**...This is a chance to do our work in a more focused way**

# WHAT DO WE KNOW ABOUT OUR STUDENTS?

Overview of Student Profile
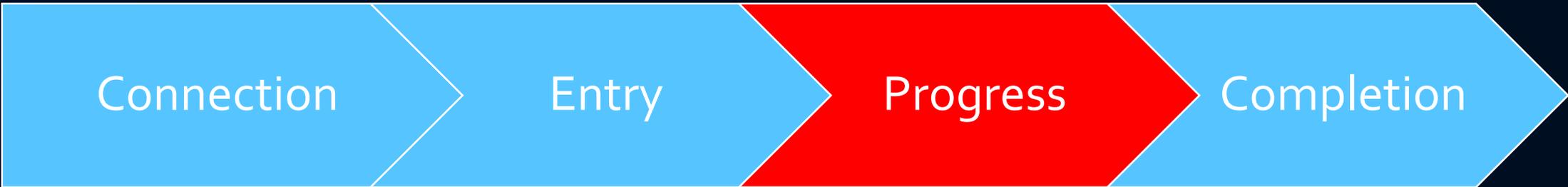
Employment Hours (n=940)

69% Employed

30.5% Not Employed

20.8% 40 hours or more per week

15.7% 20-29 hours per week

12.6% 1-9 hours per week

11.9% 30-39 hours per week

8.5% 10-19 hours per week

Source: 2016-17 Completion Exit Survey

Noncredit only students represent 3% of the student population (536 students)

Full-Time (N=6,297) 38%
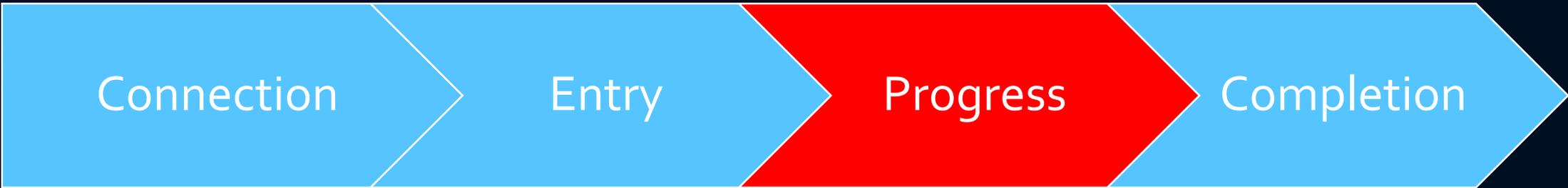
Part-Time (N=10,235) 62%
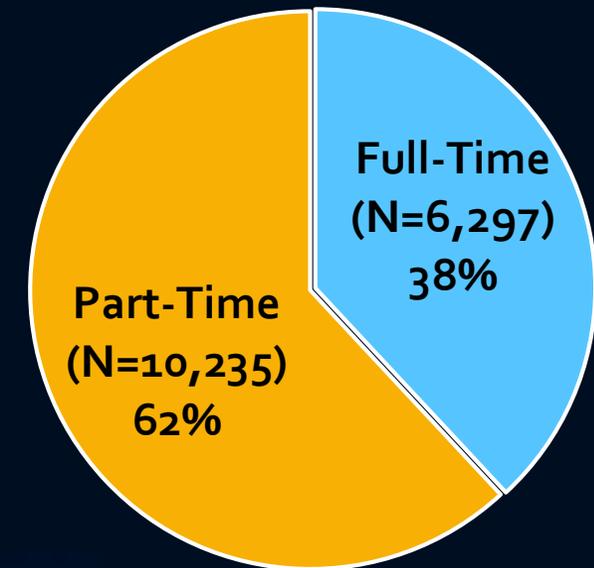
Source: Fall 2017 UST Referential File, excludes ISAs and noncredit only students.
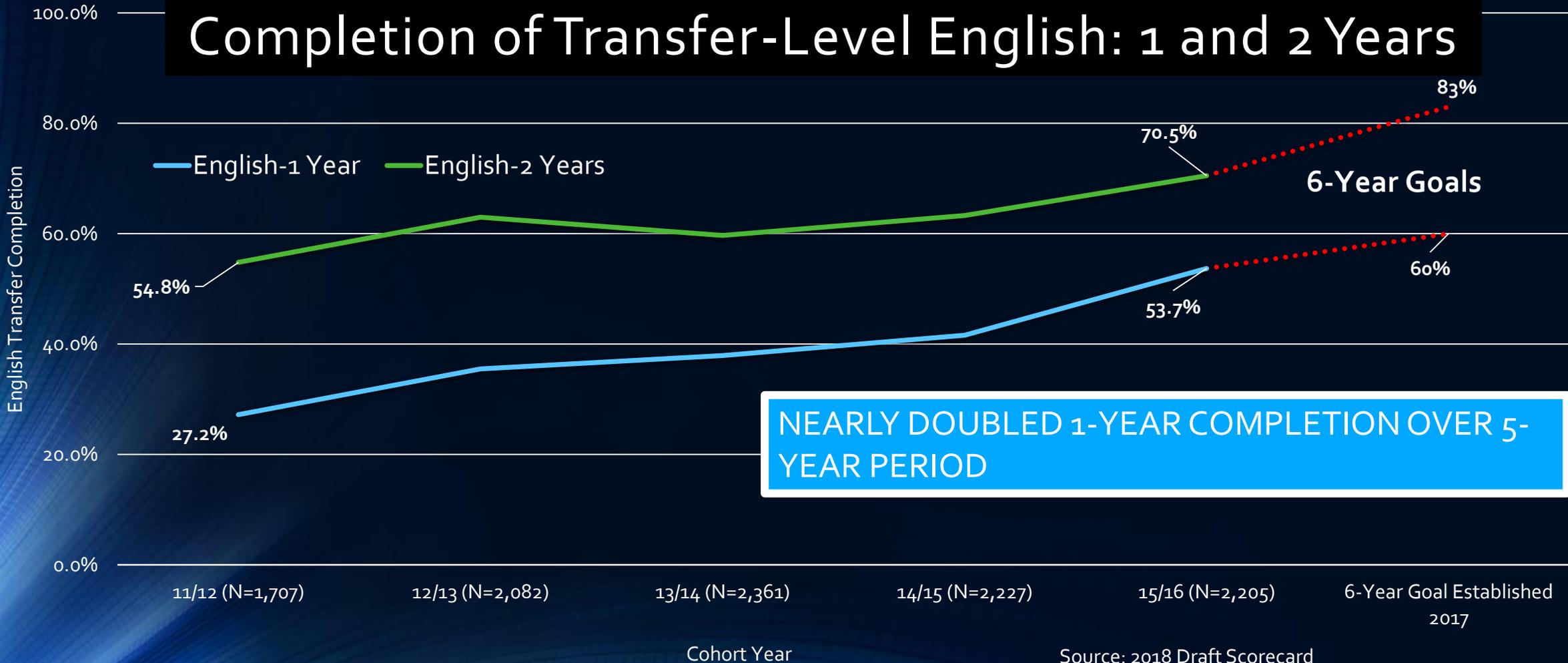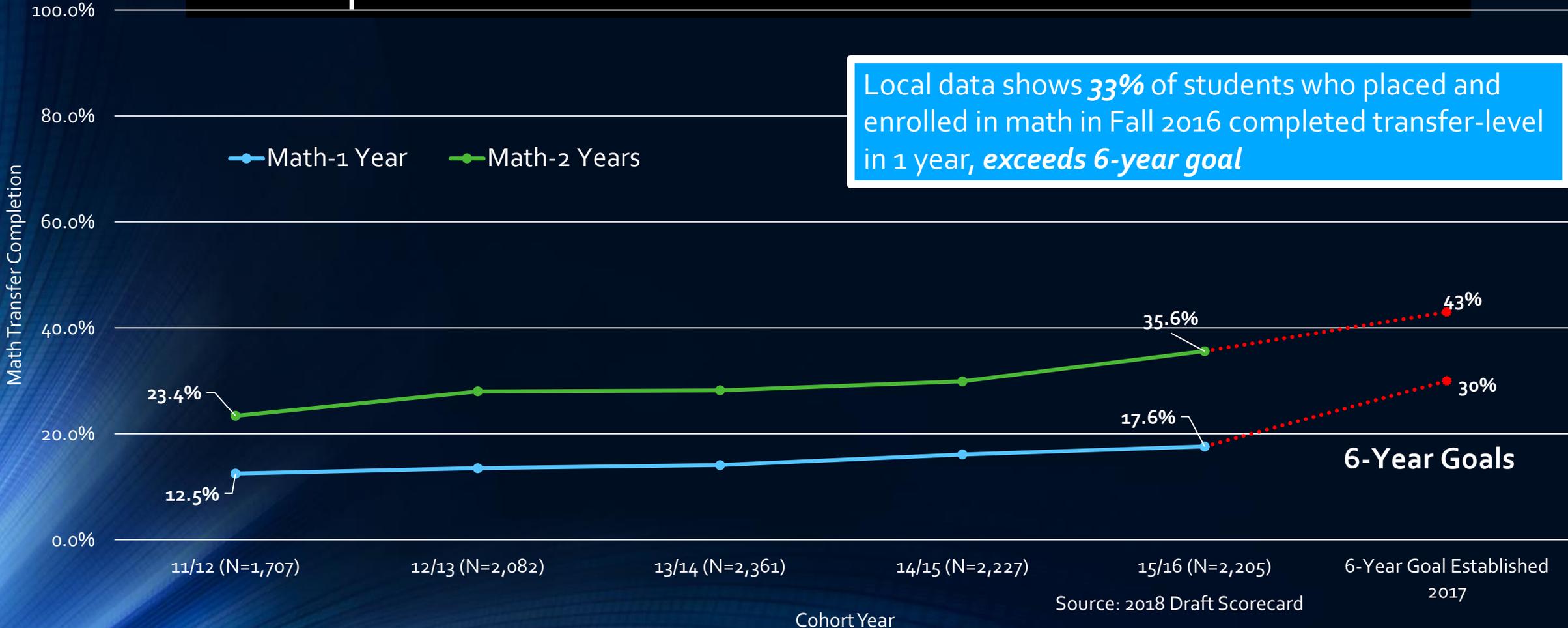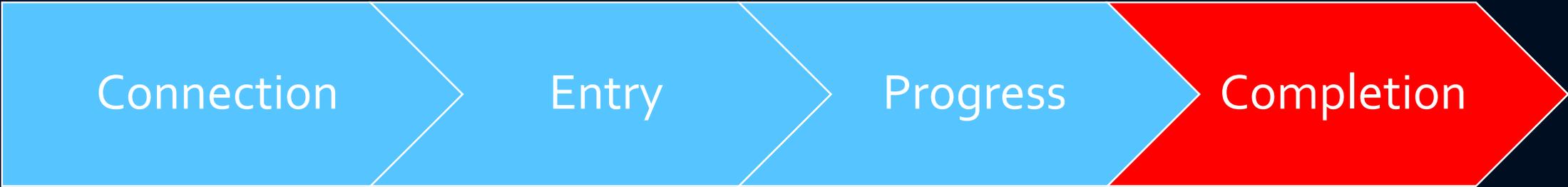
Degree Completion: 7 yrs.

Number of students earning Degrees increased by 76%

Increase for Latinx and African-American/Black Students Exceeds Overall Increase

1001 — 1759

474 — 662 White

257 — 754 Latinx

54 — 115 Asian

28 — 72 Af.Am./Black

2010-11 • 2011-12 • 2012-13 • 2013-14 • 2014-15 • 2015-16 • 2016-17
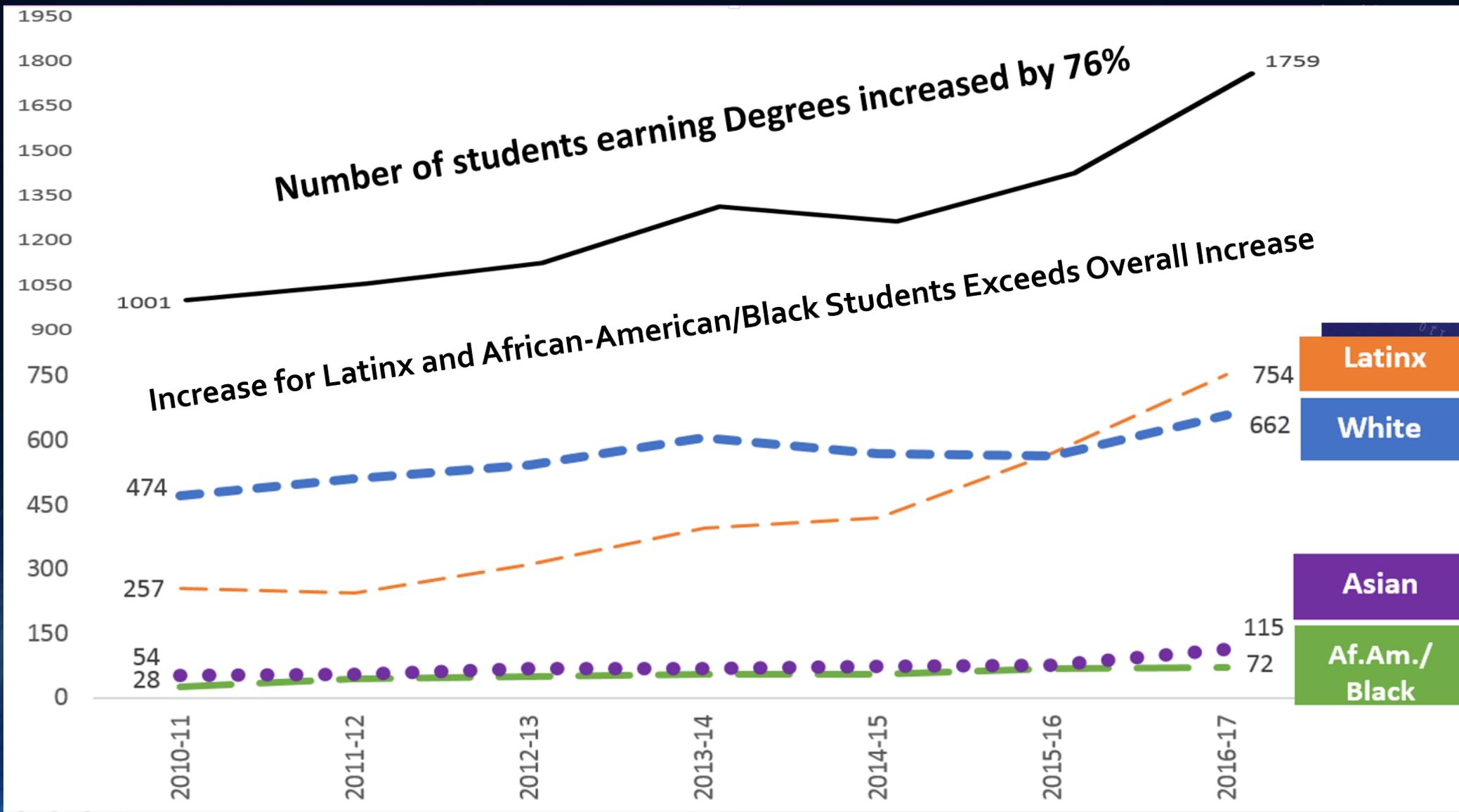
WHAT DOES THE DATA TELL US?

- **SUCCESSES – We increased…**
  - Completion rates for 1 and 2-Year **Transfer-Level Math and English** over past 5 years
  - Completion of degrees, certificates and transfers to 4-year institutions
  - Percentage of 1st time-ever-in-college students over the past 3 years

*BUT, there is still work to be done--*We need to examine how we are set up to ensure that we're serving our *part-time* students well.

- **Fall-to-Fall persistence** for 1st time, **part-time** students is **57%** compared to **77%** for **full-tim**e students
- Students *age 20 and older* have high course success rates, but low unit and degree/certificate completion—meaning that they are capable of success but struggle to complete a degree or certificate.
- **Only 42% of 1st-time-ever-in college students achieve 15 units or more in the first year**
  - Further, there's disproportionate impact for African-American/Black students in the cohort (only 23% achieved this milestone)

Nearly 2/3 of students are part-time

1 in 4 first-time, part-time students stop out after their first semester.

WHAT IS (IE)² & CANYONS COMPLETES? AND HOW DO THESE MOVE US FORWARD?

A SCHEMATIC FOR STUDENT SUCCESS

As a sub-committee of the College Planning Team (CPT), the *Institutional Effectiveness & Inclusive Excellence Committee (IE)²* provides a forum for coordination of student success activities around common data and institution-set standards.
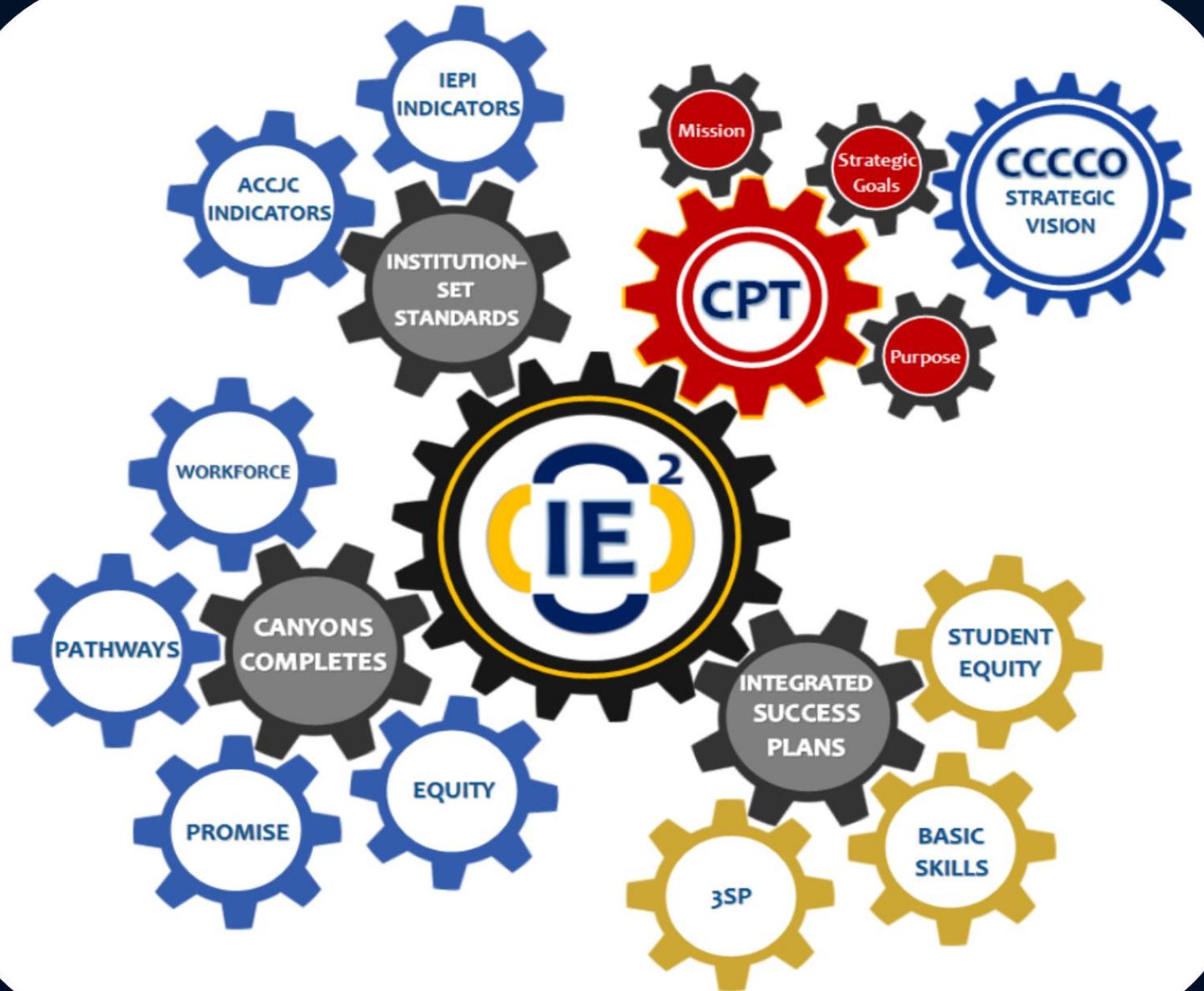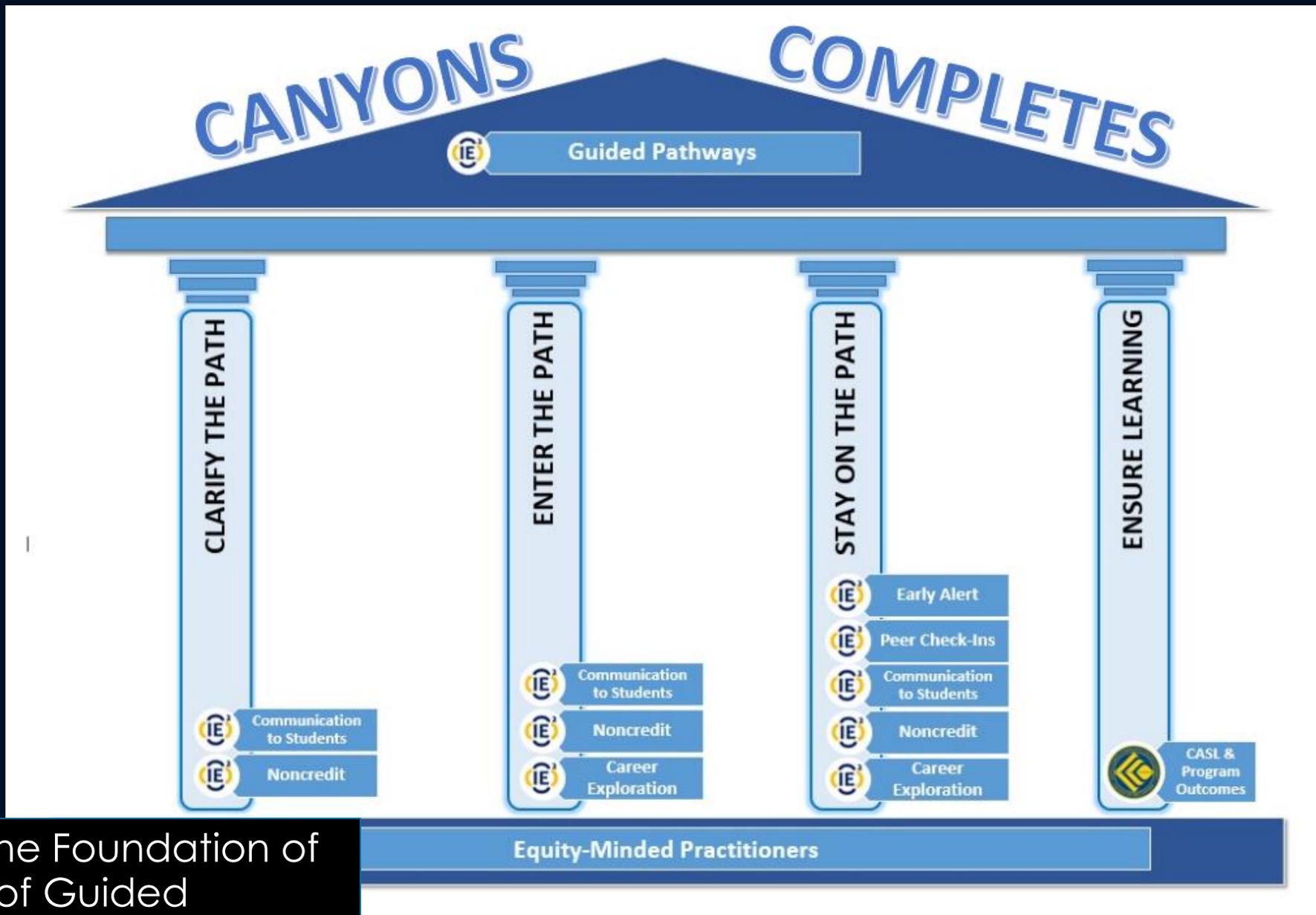
Equity is the Foundation of the work of Guided Pathways

KEY ELEMENTS OF GUIDED PATHWAYS

Such as: AD-T Degrees (Mapping Workgroup)

Programs that are fully mapped out and aligned →

Proactive academic and career advising →

Cougar Mentors, Peer Advisors (Peer Check-ins and Communications Workgroups)

Early alert systems →

Early Alert Pilot, Targeted Student Communications (Workgroups)

Redesigning and integrating basic skills/developmental education classes →

Transformative COC Basic Skills/Placement Changes

Structured onboarding process →

New Student Orientation, Workshops, Simplified MyCanyons

Instructional support and co-curricular activities →

First Year Promise, Civic Engagement

WHAT DO WE KNOW ABOUT PATHWAYS?

(Survey Results)

College of the Canyons Guided Pathways / (IE)² Abbreviated Survey – December 2017

Methodology:

- The Office of Institutional Research, Planning and Institutional Effectiveness conducted a survey of all full-time faculty, classified staff, confidential staff, classified administrators, and educational administrators to assess campus awareness of the Guided Pathways framework and the work of the Institutional Effectiveness and Inclusive Excellence (IE)² committee.

CLARIFY THE PATH

ENTER THE PATH

STAY ON THE PATH

ENSURE LEARNING

Procedures:

- Distributed December 2017 to full-time faculty, adjunct faculty, classified staff, confidential staff, classified administrators, and educational administrators through surveymonkey.com. Of the 606 surveys distributed, 279 completed surveys were returned, resulting in a response rate of 46 percent.

	Surveyed (N)	Responded (N)	Response Rate (%)
Full-Time Faculty	221	93	42%
Classified Staff and Confidentials	291	126	43%
Classified Administrators	61	38	62%
Educational Administrators	33	22	67%

COLLEGE AWARENESS OF PATHWAYS EFFORTS

Awareness of Guided Pathways, Overall (n=257)
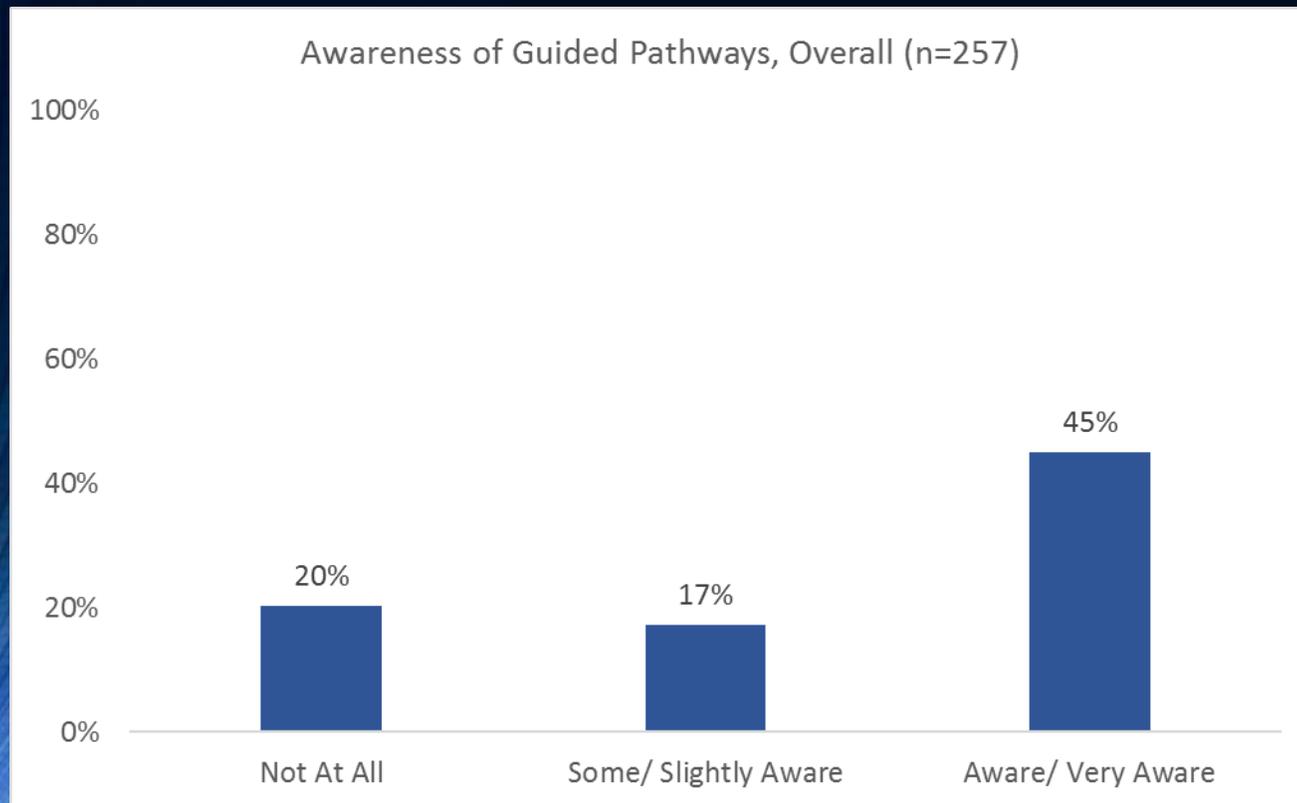
- More than half of respondents are some- to very-aware of Guided Pathways

- But there is still an opportunity! 20% are not familiar at all with Guided Pathways, emphasizing the need for consistent institutional focus and discussion!

INSTITUTIONAL EFFECTIVENESS AND INCLUSIVE EXCELLENCE (IE)² AWARENESS

(IE)^2 Awareness Overall and by Employee Group
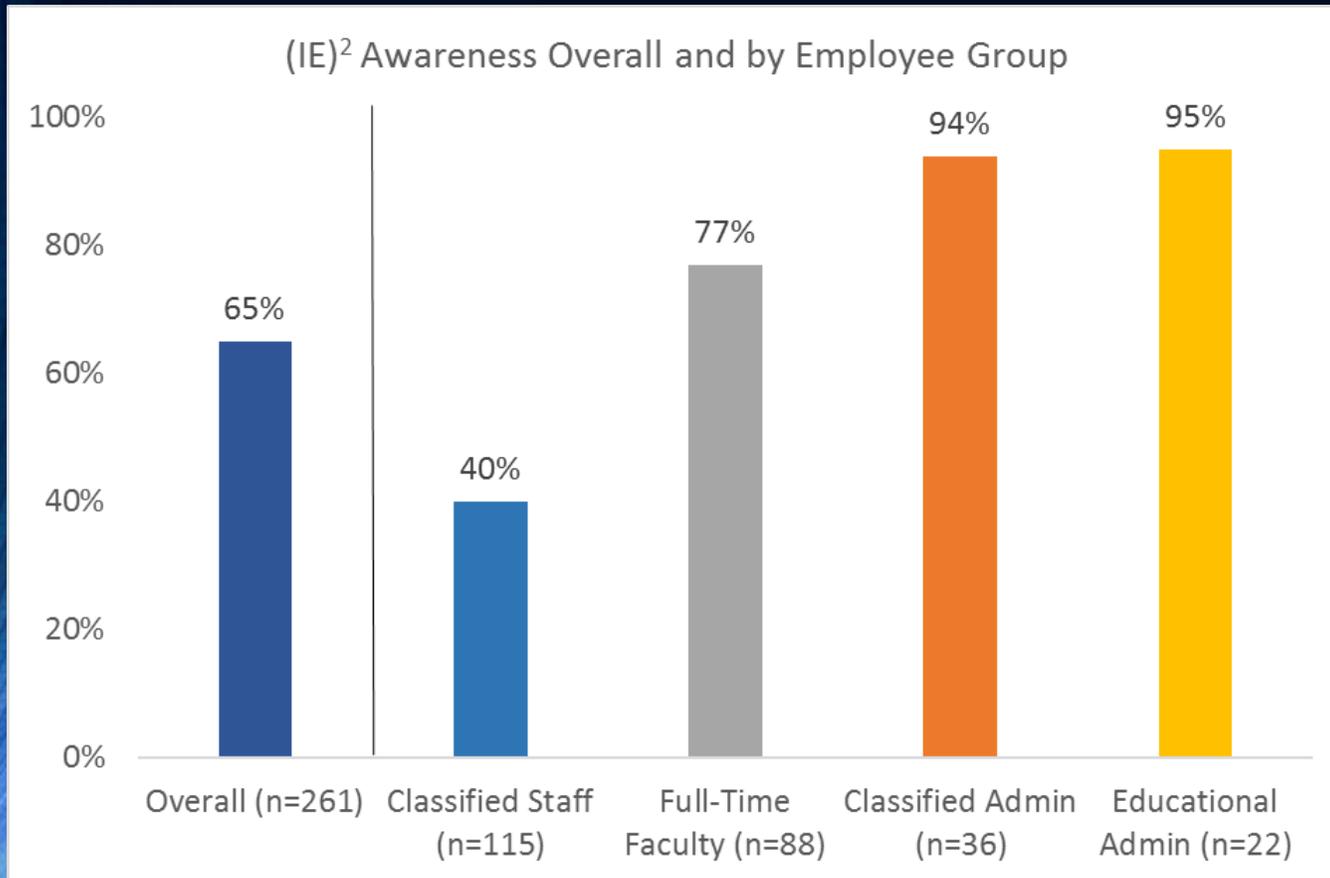
- Overall, 65% of responders are aware of (IE)^2, but there's still work to do!

- Among employee groups **the Classified Staff** are *least aware* of (IE)^2.

CANYONS COMPLETES WORK GROUP AWARENESS

Canyons Completes Work Group Overall Awareness
(Aware/Very Aware)

Work Group	Percent
Expanding and Enhancing Continuing Education/Noncredit (n=167)	75%
Improving Communications to Students (n=168)	62%
Curricular Mapping/Meta-Majors (n=168)	57%
Career Exploration (n-168)	54%
Equity-Minded Practitioners (n=168)	54%
Re-Engineering Early Alert (n=167)	51%
Peer Check-Ins (n=168)	43%
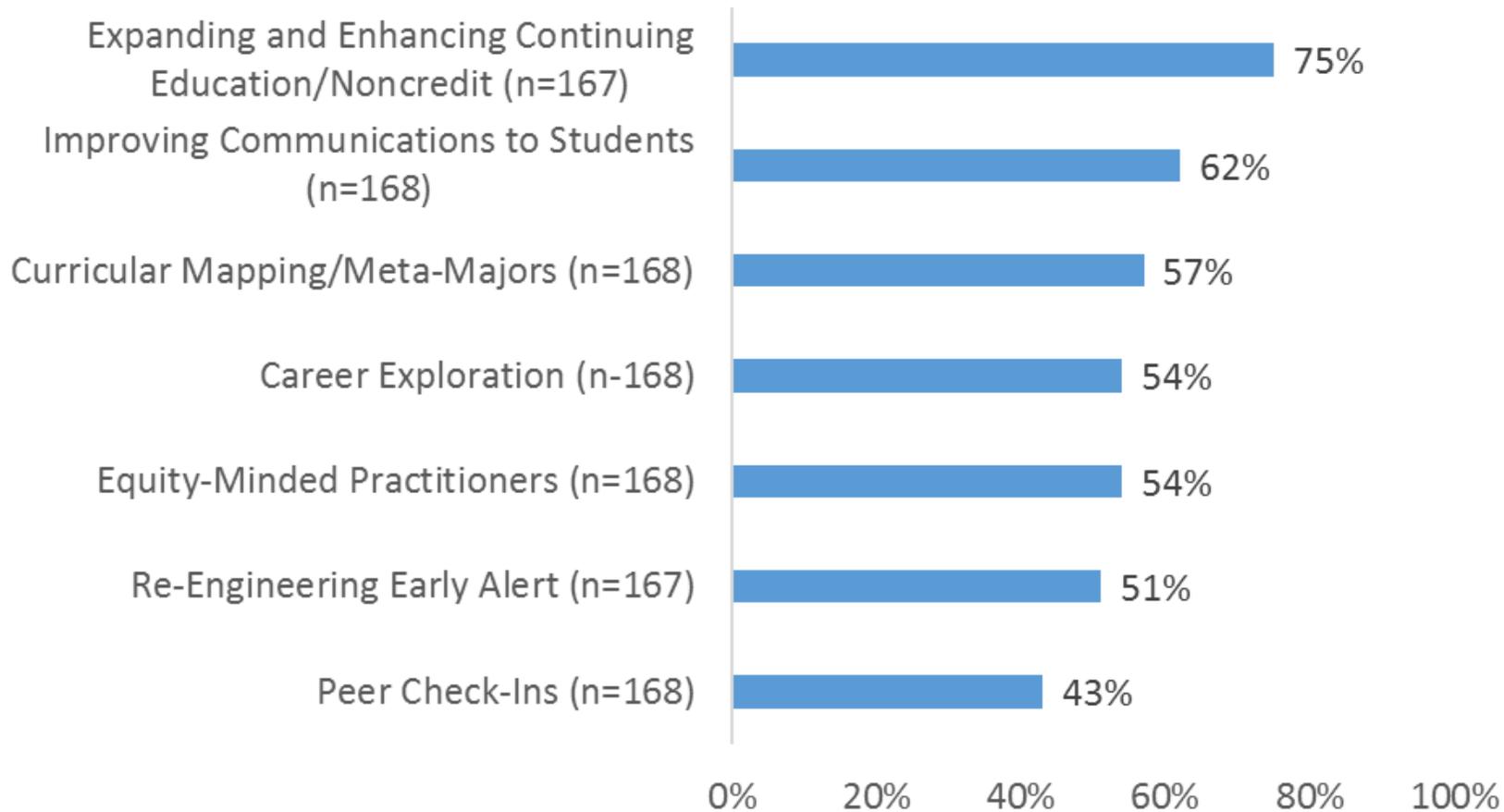
- Respondents were **most aware** of the *Expanding and Enhancing Continuing Education/Noncredit* and *Improving Communications to Students* work groups

- **More than half aware** of
  - Curricular Mapping/Meta-Majors
  - Career Exploration
  - Equity-Minded Practitioners
  - Re-Engineering Early Alert

- Respondents were **least aware** of *Peer Check-Ins*

WHAT ARE THE WORK GROUPS DOING?

- **Implement Peer Check-ins -** examples include phone calls to applicants who apply but don't register, "At Risk" students, students registered in the Fall and didn't come back in the Spring.

- **Re-Engineer Early Alert Program** - combined outreach program to students for behavioral/emotional/academic needs.

- **Increase Career Exploration** – including presenting students with career clusters to help them make more informed major choices, workshops, outreach to students with educational goal of Liberal Arts & Sciences, etc.

- **Mapping and Meta-majors** – helping students get on a path, stay on a path and reach their educational goals.

- **Develop Equity Minded Practitioners**—professional development for faculty and staff, including addressing implicit bias and helping faculty and staff develop a college mindset that supports Canyons Completes.

- **Enhance Noncredit program**– aligned with the Innovation and Effectiveness Plan developed through the College's Partnership Resource Team process.

- **Improve communication to students** (electronic, in-person and print) – notification of important dates, deadlines and other important information to help students throughout their time at College of the Canyons (e.g., drop dates, petition to graduate, etc.).

OPEN-ENDED COMMENTS:

Guided Pathways Demystified:
Exploring Ten Commonly Asked Questions about Implementing Pathways

Dr. Rob Johnstone
National Center for Inquiry & Improvement

OVERVIEW
This report is designed for higher education leaders and explores ten commonly asked questions about implementing guided pathways. It addresses concern about compromising our higher education values, practical considerations about control and enrollment, and apprehensions about the impact on students' learning and development—all issues that will need to be addressed to successfully pursue a guided pathways effort.

THE NATIONAL CENTER FOR INQUIRY & IMPROVEMENT (NCII) WAS FOUNDED IN 2013 TO PROVIDE PROFESSIONAL SERVICES THAT FOCUS ON THE USE OF APPLIED INQUIRY TO CREATE STRUCTURES AND PROCESSES THAT ACHIEVE IMPROVED OUTCOMES

www.inquiry2improvement.com

NATIONAL CENTER FOR INQUIRY & IMPROVEMENT

There were some concerns in the survey comments, such as:

- **reduced** student **exploration** of majors/changing of pathways?

- **lack of collaboration** among colleagues?

- **lack of institutional re**sources?

- **decreased availability** of non-pathway courses?

- potential implementation issues due to **politics**?

- **funding** concerns?

- **general lack of understanding** of Guided Pathways

"Demystifying" guided pathways is an ongoing challenge and opportunity!

OPEN-ENDED COMMENTS:

Guided Pathways Defined

These highly structured student experiences encourage completion by:

- Establishing clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement

- Incorporating intake processes that help students clarify goals for college and careers

- Offering on-ramps to programs of study designed to facilitate access for students with developmental education needs

- Embedding advising, progress tracking, feedback, and support throughout a student's educational journey

(Jenkins & Choo, 2014; Bailey, Jaggers, & Jenkins, 2015)

BUT there were also exciting areas for growth in the open-ended comments, such as:

- increased **pathway clarity** for students

- less **time to complete** degrees/certificates

- increased **completion rates**

- increased **student support**

- improved **career pathways/options**

- increased **enrollment**

- increased **transfer rate**

- financial **savings** for students

- increased **collaboration** between faculty and staff

- increased **retention rates**

- increased **success rates**

BUT WHY GUIDED PATHWAYS? AND WHY NOW?

It's a National and Statewide Movement!

Two Projects: One Framework

CA Guided Pathways (CAGP 20/AACC)

- Competitive application

- Three years/pay to participate

- Extension of a national project

- Six Institutes with self-assessment and homework/work plans & coaching

- Key Performance indicators to measure progress

Chancellor's Office Guided Pathways (CCC GP)

- Open to all 114 CCCs

- Five years to implement/ $150M allocation system-wide

- IEPI workshops supporting the application

- Key Performance indicators to measure progress

WHAT ARE THE PATHWAYS TAKEAWAYS?

1. Pillars and principles are the same

2. This is not another initiative; it is a complete redesign of how we ensure student success and completion

3. Engagement occurs across all levels of the organization

4. The work cannot happen in silos; collaboration is key

5. Focus on continuous improvement

What do YOU do to help students succeed?

WHAT DO PATHWAYS MEAN TO YOU AND YOUR DEPARTMENT?

Ask yourself:

- How are we ensuring our students find and stay on a Pathway?

- How are we helping students through the business processes of our college?

- How are we connecting the work of college assistants in our department to the work of their classes, to see the relevance of course work to *real* work?

- How are we committing to diverse and equitable workplaces?

- How are we working as visionary leaders that are removing barriers to better serve students?

This work isn't always easy, but together we can keep the momentum going for students

HOW DO WE SERVE OUR STUDENTS?

Customer Service is KEY to the Student Experience -

- What is our customer service like?

- Do we make assumptions about what our students do/don't know?

- What first impressions and experiences do they have at the college, particularly at our service counters?

- How can we make improvements?

Do we know who is doing what? –

- For example, which departments and programs conduct outreach or interact with our local high schools? How can we coordinate?

- There are many opportunities to connect with colleagues in order to learn, share, and coordinate!

HOW ARE WE TRAINING FOR PATHWAYS?

- Attending Institutes to learn best practices for Pathways from across the nation.

- Attending statewide workshops to share and plan for the implementation of the Guided Pathways framework across the system

- Participating in local dialogues, FLEX and professional development workshops, school and department meetings to learn more

- Participating in LEAP Pathways in Fall and in-depth workshops on the four pillars

- And so much more to come!

WHAT ARE THE OPPORTUNITIES FOR COLLABORATION?

IT'S ALL ABOUT COLLABORATION...

- Incredible goals are accomplished when people:
  - Work together, collaboratively;
  - Are flexible in their thinking;
  - Apply all of their abilities – no holding back!
  - Look for partners with similar goals either on campus or in the community; and
  - Accept that the first plan isn't always the *final* plan.

HOW DO WE COLLABORATE? WE PLAN AND WE DO!

- Planning Ahead creates capacity for growth and sharpens our competitive edge.

- When plans are formulated ahead of time, they help to: execute projects, reach goals, and fulfill visions.

What's the plan?

Impacts Options & Opportunities

Keeps Us on a Course for Success

Promotes and Fosters a Cycle of Growth

Helps Us Avoid the Cycle of Decline

WE HAVE AN OPPORTUNITY TO SHAPE CHANGE…IF WE PAY ATTENTION!

HOW CAN YOU GET INVOLVED?

YOUR ROLE

What's ahead with pathways and how do you connect with this work?

- Who makes great things happen for our students? YOU do! You are on the frontlines every day, working to remove barriers for our students that clear the pathway for them to achieve their educational goals. YOU make a difference in our students' lives.

- As a dedicated campus leader in your area of expertise, YOU are an essential part of our collaborative and innovative institution. You help us to anticipate, to plan, to navigate around obstacles, and to drive change and pursue it with enthusiasm.

Questions to Consider:

- How will you engage and what is needed to get there?

- How can you learn more?

- What's in it for you?

- How can you understand where we are?

- How can you overcome fears?

- How can you own the impact of what we do (and don't do)?

- What can and will you do and when?

HOW CAN YOU GET INVOLVED?

- Participate in (IE)^2 meetings
- Sign-up to join a Canyons Completes workgroup
  - Noncredit
  - Early Alert
  - Mapping and Meta-majors
  - Communication to Students
  - Career Exploration
  - Peer Check-Ins
  - Equity-Minded Practitioners
- www.canyons.edu/ie2
- Contact Classified or Academic Senate
- LEAP Pathways (coming Fall 2018)

Thank you for participating
and supporting Pathways for our students!