# NOVA
**PLAN. INVEST. TRACK.**

Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Mar 30, 2018, 1:55 PM PDT

## Compton College - Guided Pathways

### Description

**COLLEGE:** El Camino College-Compton Center

**PLAN TIMEFRAME:** Spring 2018-Summer 2019

**READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS:** Yes

### Project Contacts

| Point of Contact | Alternate Point of Contact | Alternate Point of Contact |
|---|---|---|
| **Stephanie Atkinson-Alston**<br>Vice President, Academic Affairs<br>satkinson@elcamino.edu<br>310-900-1600 x2132 | **Elizabeth Martinez**<br>Vice President, Student Services<br>elmartinez@elcamino.edu<br>310-900-1600 x2024 | **Vanessa Haynes**<br>Counselor<br>vhaynes@elcamino.edu |

### Certifying Contacts

| Chancellor/President | President, Academic Senate |
|---|---|
| **Keith Curry**<br>kcurry@elcamino.edu | **Paul Flor**<br>Academic Senate President<br>pflor@elcamino.edu<br>310-900-1600 x2589 |

### 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:** Outline Plan: •Continue to gain ownership from parents, faculty, staff, administrators and community partners especially students from across the college. Ensure that

Guided Pathways are consistently a topic of discussion. •Increase student engagement in Guided Pathways Inquiry by establishing focus groups, surveys, in-class activities and activities across the college. •Create strategies to collect student voices from different points, locations and groups across the campus. •Create strategies to collect student voices from our external constituents such as our local surrounding high schools, Department of Public Social Services, Tri City Adult Education Consortium, and Career Link-City of Compton, service area high schools and Parole Division. •Review research on student success and equity with focus on closing the equity gap.

**EXISTING EFFORTS:** Existing Efforts: Established the Tartar Focused & Directed Pathways to Completion Task Force tri-chaired by VP of Student Services, VP of Academic Affairs and a Counseling Faculty member. The task force consists of faculty, staff and administrators. •The task force will continue to review current practices and consider how these practices might be improved collaboratively to improve student success •Counseling faculty have been assigned to each Academic Division (which includes specific programs) to collaborate and assist with the understanding of Guided Pathways and its implementation. •Conduct a Curriculum Daze activity: "Restructuring the New Compton College Using Guided Pathways" professional development activity on March 30, 2018. A shift from the cafeteria model of class selections to an intentional prepared guided pathway that facilitates student completion of their desired goals. •Develop a method to consistently receive updates on the Guided Pathways and its implementation progress and status. •Develop methods for collecting student voices by designing surveys with questions that gather their college experiences or perspectives and the understanding of Guided Pathways. •Specific cohorts will be targeted such as FYE, EOPS, CALWORKS, DSPS, SI Tutors, ASB, Veterans, Formerly Incarcerated Students (F.I.S.T.), and Youth Empowerment Strategies for Success Program (YESS) and Athletics to allow student voices to be collected. •Collaborate with faculty in Human Development courses to create activities that will allow students to express their experiences with the college during class as part of an assignment. •Across the college incorporate student voices by collecting student input on specific college functions and/or processes, collecting student perspectives in a variety of college forums such as Tartar Student Talks, Student Leadership Conferences, New Student Welcome Day and during any scheduled outreach activities. •Institutional Research will conduct a pilot survey Spring 2018 to selected course sections that will evaluate the students' experiences and the overall campus climate. •Create and conduct a survey during a Tartar Success Leadership in Action Conference Thursday, April 5, 2018 to evaluate student's experiences with selecting a major. •Create surveys that will evaluate a student's overall college experience. •Integrate information collected in Task Force to current transition timeline and plans to maintain ACCJC eligibility standards.

**MAJOR OUTCOMES:** Potential Outcomes: College constituents will engage in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence. •Faculty across divisions, departments and disciplines will have a better understanding of Guided Pathways and its implementation processes. •Guided Pathways Newsletter that highlights the latest developments, updates on Guided Pathways, its implementation and status. •College Dashboard tab that will include guided pathway updates and metric research data results on student success that will improve overarching strategies to improve student success. •Continued involvement of different student populations as part of the institutional culture. Stakeholders that engage in broad, deep and inclusive discussion about the Guided Pathways approach, framework and evidence. •Faculty, staff, administrators and students that are aware of Guided Pathways through attending presentations given at Classified Union Meetings, Faculty Development Workshops, Tartar Talk Presentations, staff meetings, division meetings, Academic Senate and board meetings. •All institutional decisions that affect students experience and achievement will be based on their regular and active input. •Student voices will offer input on strategies, policies, and approaches to close student equity gaps and the effectiveness of any proposed and implemented changes.

## 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:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Full Scale

**MAJOR ACTIVITIES:** Outline Plan: College stakeholders will review the goals and objectives for various initiatives implemented across the campus, including Guided Pathways. Metrics related to

Guided Pathways objectives will be developed, and research and analysis of enrollment data and student outcomes will be frequently reported to help measure progress. •Obtain crosswalk of Initiatives objectives for Student Success Committee. •Create a similar crosswalk for metrics to measure objectives. •Focus on objectives related to Guided Pathways and create reports as necessary. •Evaluate Guided Pathway objective progress. •Share reports with campus community. •Revise or revisit reports as necessary.

**EXISTING EFFORTS:** Existing Efforts: Student Success Committee is finalizing a crosswalk of initiative goals and objectives. Institutional Research frequently provides information to help evaluate progress of programs, services, and students (via standard reports or in response to requests from stakeholders). •Crosswalk from Student Success Committee. •Institutional Research will continue data collection and evaluation of objective. •Data related to enrollment and achievement related to different programs for developing pathways. •Integrate shared metrics plan with current transition timeline and plans to maintain ACCJC eligibility standards.

**MAJOR OUTCOMES:** Potential Outcomes: All college and community stakeholders will be able to access and understand evaluative information as it relates to implementing and maintaining guided pathways. Decisions regarding how to construct and/or modify guided pathways will be informed by accurate data. •A complete crosswalk of initiatives' objective and metrics to measure progress. •Easy access to Student Success metrics and evaluation. •Easier decision making for Guided Pathways. •Public and students are more informed of the College's programs and institutional effectiveness.

## 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:** Early Adoption

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

**MAJOR ACTIVITIES:** Outline Plan: Critical plans are underway to adopt and sustain campus-wide integrated planning under the Guided Pathways framework. On a macro level, the college has

prioritized the implementation of an ERP system to ensure integrated management of core institution processes. As evident in the following list, Guided Pathways is on the forefront, as the college strives to rebuild and improve its existing programs and structures to better serve students. •An Enterprise Resource Planning (ERP) system was purchased in Spring 2018 •In December 2017, the College submitted a Quality Focus Essay (QFE) which denoted two areas for improvement: DE Program and developing an integrated processes model. •Nuventive Improve was purchased in Spring 2018 and full implementation will take place in Spring 2019 •In Spring 2018, the Student Success Committee included Guided Pathways into their committee structure. •In Spring 2018, Guided Pathways will be placed on all committee agenda and minutes as discussion items. •In Spring 2018, Professional Development activities will be coordinated to educate faculty, staff and managers on Guided Pathways.

**EXISTING EFFORTS:** Existing Efforts: As integrated-planning under the Guided Pathways framework continues, college constituents will continue to look for opportunities to collaborate and

consolidate processes, data, metrics, and events. The following list outlines the college's existing efforts to ensure campus constituents are not working in silos: •The College is working on full implementation of the ERP by Spring 2019 •The College is working on trying to design a workable, intuitive and integrated SLO Process, Program Review and Annual Plan. •The Professional Development Committee and Faculty Development Committee joined forces to form an on-campus, Guided Pathways Book Club, which consists of staff, faculty, and students. The focal book is Redesigning America's Community Colleges: A Clearer Path to Success by Thomas Bailey, Shanna Jaggars, and Davis Jenkins. The Book Club began in March 2018 and will continue to meet throughout the Spring semester. The college will continue to develop professional development activities and promote campus wide dialog on Guided Pathways. •Incorporate integrated planning with current transition timeline and plans to maintain ACCJC eligibility standards.

**MAJOR OUTCOMES:** Potential Outcomes: The College will be strategic and forward-thinking in all efforts to integrate planning under the Guided Pathways framework. The College will adopt a system of review, whereby implemented plans are consistently evaluated to ensure the college remains on track. The following are potential outcomes of the college's existing plan. These outcomes would have a positive impact on campus unity, operations, and performance, overall. •The ERP will provide the College a 1-stop shop for data. •The DE program will be robust with a rubric for effective delivery, and the integrated planning processes will improve on the campus budget allocation and use. •All assessment tools, including SLOs, PR, and Annual Planning, will be accessible to all, and this tool will be intuitive. •Funding from the various initiatives will be maximized and activities will not be duplicated. •There will be continued dialogue to improve student success, completion and transfer. •The Campus community will be knowledgeable on Guided Pathways, so they will be better equipped to assist students through their chosen pathways.

## 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:** Early Adoption

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

**MAJOR ACTIVITIES:** Outline Plan: Compton College has identified 3 key groups we must include in the Guided Pathways development on campus. Constituents will aid students, faculty, and

staff on campus to identify their role and establish ownership to Guided Pathways here at Compton College. •Students-A committee of students will be organized to serve as active participants in the discussion and implementation of Guided Pathways. Creating a new narrative for students "I am a Guided Pathways success story". Student committee should be comprised of athletes, EOPS, Student Success Center student workers, and SI tutors. •Classified Staff- At present there are not enough classified staff participating in the Guided Pathway planning. It is recommended a classified committee be formed to encourage ownership and educate classified staff to the urgency of Guided Pathways. Professional Development can be designed to foster ownership and identifying individual roles in the Guided Pathways planning. •Faculty- Incorporating more faculty input and developing a sense of ownership from faculty to ensure active participation in Guided Pathways planning.

**EXISTING EFFORTS:** Existing Efforts: Compton College has existing groups and campus initiatives actively involved in Guided Pathways planning, development, and eventual implementation these

include: •Professional Development •Consultative Counsel •Academic Senate •Guided Pathway Committee Future goals include: •developing student and classified staff committees to participate in the Guided Pathways planning phase. These groups along with the Guided Pathways Committee will develop cross-functional work teams to develop momentum around Guided Pathways, disseminating information to non-committee staff, students, and the community at large. •Continue to develop inclusive decision making structures and integrate with current transition timeline and plans to maintain ACCJC eligibility standards.

**MAJOR OUTCOMES:** Potential Outcomes: A more educated and informed campus regarding Guided Pathways. Better Customer Service for students. When we know what we are talking about, we can better serve students. Willingness to participate and identify one role (ownership) in Guided Pathways. Feel that everyone is "In the Know" We all have responsibility to learn about and understand Guided Pathways to ensure our ability to serve students, and ensure their success.

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## 5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.
**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

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## 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.
**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

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## 7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.
**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

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## 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).
**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

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## 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.
**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

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### 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.
**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

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### 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.
**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

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### 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.
**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

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### 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.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

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**14. APPLIED LEARNING OUTCOMES**

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.
**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

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## Performance Indicators

### PARTICIPATION

| KEY PERFORMANCE INDICATORS | CURRENT KPI DATA |
|---|---|
| Average number of credits attempted in year one | 16.88092979 |
| Average number of degree-applicable credits attempted in year one | 14.54710327 |
| College-level course success rate | 0.737645 |
| Full-time students | 411 |
| Number of students | 1241 |
| Persisted from term one to term two | 646 |

### TRANSFERRABLE MATH & ENGLISH COMPLETION

| KEY PERFORMANCE INDICATORS | CURRENT KPI DATA |
|---|---|
| Successfully completed both transfer-level English and math in year one | 50 |
| Successfully completed transfer-level English in year one | 226 |
| Successfully completed transfer-level math in year one | 74 |

### FIRST TERM MOMENTUM

| KEY PERFORMANCE INDICATORS | CURRENT KPI DATA |
|---|---|
| Attempted 15+ college credits in first term | 137 |
| Successfully earned 12+ college credits in first term | 149 |
| Successfully earned 15+ college credits in first term | 47 |

| KEY PERFORMANCE INDICATORS | CURRENT KPI DATA |
|---|---|
| Successfully earned 6+ college credits in first term | 468 |

## Budget Totals

**Total Budget**

## $207,988

| Code | Amount | Percent of Budget |
|---|---|---|
| 2000 - Non-Instructional Salaries | $51,997 | 25% |
| 4000 - Supplies and Materials | $51,996 | 25% |
| 5000 - Other Operating Expenses and Services | $103,994 | 50% |
| **El Camino College-Compton Center Total** | **$207,987** | **100%** |

### Efforts & Support

**EFFORTS:** Compton College plans to conduct a pilot project for summer 2018 to include high school grades as part of the assessment/placement process.

**CHANCELLOR'S OFFICE SUPPORT:** Not Complete

### Certification

**CHANCELLOR/PRESIDENT**

**Keith Curry**
kcurry@elcamino.edu

SEND REMINDER

**Awaiting Submittal**

**PRESIDENT, ACADEMIC SENATE**

**Paul Flor**
Academic Senate President
pflor@elcamino.edu
310-900-1600 x2589

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