



Short-Term Action Plan Pathways Institute #1 Transformational Leadership for Guided Pathways

Institution Name: Cosumnes River College

Part I-a: Using KPI Data to Understand and Monitor Student Progress

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: Complete and review the accompanying Excel workbook for reporting KPIs. Then discuss the following questions as a team and enter your team responses prior to the institute. **Submit this completed sheet to Coral Noonan-Terry at the Center for Community College Student Engagement (noonan@cccse.org) by September 1, 2017.**

To be reviewed and augmented during College Team Session #1 at the institute

Guiding Questions	College Responses to Guiding Questions –
<p>1. After examining our data, what one or two specific student outcomes concern the team the most? Why?</p>	<p>6 (degree-applicable) units completion in the first fall term, and Completion of college-level math <i>and</i> English in Year One</p> <p>These two outcomes are most concerning given that many first time new students enrolling at CRC are not coming in at college-level; therefore, they are not completing college-level math and English, and as a result, do not complete many degree-applicable units. In other words, college-preparedness may also have an adverse effect on these students’ ability to successfully complete transfer level coursework (i.e., Introduction to Psychology – PSYCH 300 – that do not have writing/math prerequisites.</p>
<p>2. What patterns in our student outcomes suggest the need for greater clarity and structure in our program designs?</p>	<p>These KPI data do not provide much information that would allow us to determine the <i>reasons</i> for why students are not completing units. In other words, we cannot tell if the KPIs are low because of clarity and structure, and/or other factors. However, one might speculate that the pattern of less than 10% of first-time new students attempt 30 units in Year One may indicate that the requirements for</p>



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	completion in two years are not clearly specified (course sequencing/mapping) or supported (course offerings).
3. Over the next five years, by how much could we increase our rates of student success on these indicators? By how much could we narrow gaps by race/ethnicity or income?	See page 9 below.



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Part I-b: Guided Pathways Essential Practices: Scale of Adoption Assessment Tool

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

*Instructions: Complete and review as a team the accompanying Guided Pathways Essential Practices: Scale of Adoption Assessment Tool. **Submit the completed assessment, with this cover sheet, to Coral Noonan-Terry (noonan@cccse.org) by September 1, 2017.***

To be reviewed and during College Team Session #1 at the institute

Guiding Questions	College Responses to Guiding Questions
<p>1. Based on findings from the Pathways Assessment Tool, what are the most important steps we as a college have made that will help us as we launch into our next phase of transformational change?</p>	<p>The most important step we made is engaging faculty, classified staff, and managers. We held our Guided Pathways Summit on April 28, 2017 where over 80 faculty, classified staff, and administrators attended. The majority of the individuals agreed that the College needs to implement a change (given our success rate in transfer and degree completion), and that guided pathways are the most logical direction to take to achieve the transformation we want. Faculty, collaborating with classified staff and managers are at the forefront in implementing and designing guided pathways for our students. During the summer of 2017, we held our first workshop on designing program maps. Again, engagement of faculty, classified staff, and managers is critical in how and what information we provide our students, as well as in determining the meta-majors and master schedule.</p>
<p>2. On which elements of pathways described in the assessment are we most advanced? On which elements of pathways, if any, are we at “ground zero” for reform?</p>	<p>We are most advanced with “clarifying.” At our Guided Pathways Summit, faculty, staff, and administrators came to understand where we are with mapping programs. For the most part, CTE programs are mapped. We held one mapping workshop, and about a dozen programs were mapped. We will continue with program</p>



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Guiding Questions	College Responses to Guiding Questions
	<p>mapping, and mapping of programs to careers. We have developed a template for program mapping.</p> <p>Notably, we are not at ground zero with any of the pathways elements.</p> <p>Our self-assessment reveals the following needs with regards to developing guided pathways:</p> <ul style="list-style-type: none"> • Only a handful of programs are mapped (specifically, CTE Programs). (<i>Clarifying</i>) • Infrastructure currently lacks method(s) to track students (while at CRC and after they leave CRC). (<i>Keeping</i>) • We lack a system to provide active, informative, timely, and coordinated engagement with all students (not just ones who are not successful, student athletes, EOPS, etc.) (<i>Keeping</i>) • The role of faculty as program/career advisors is not formalized. (<i>Learning</i>) • The current catalog is confusing to the students. (<i>Entering</i>) • Unprepared students are at a greater challenge due to the numerous developmental courses they must take. (<i>Clarifying</i>) • The class schedule is unpredictable making it harder for students to plan their (work/academic/family) schedules. (<i>Keeping</i>) • There is no uniform orientation required for new students. (<i>Keeping</i>) • Students are unaware of the many student services available to them. (<i>Entering/Keeping</i>)



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Guiding Questions	College Responses to Guiding Questions
	<ul style="list-style-type: none"> Students are unaware of the many programs we offer. <i>(Clarifying/Entering)</i> Students are unaware of the career potential of their chosen field of study. <i>(Clarifying)</i> Not all PLOs are aligned with employment/further education targets. <i>(Learning)</i> Engagement in PLO is not consistent. <i>(Learning)</i> Not all adjuncts participate in PLO/SLO assessment. <i>(Learning)</i> Inconsistency in tracking the mastery of SLOs by individual students; tracking that may exist is easily accessible to the students and faculty. <i>(Keeping/Learning)</i> Lack of Student Experience Lifecycle software. <i>(Keeping)</i> Lack a robust student intake/assessment. <i>(Entering)</i> Lack a career (program) exploration for our students. <i>(Clarifying)</i>
<p>3. Consider the people, policies, and structures that make our institution unique: What are our greatest assets as we launch or advance our pathways work?</p>	<p>Our greatest asset is our people. Currently, we have broad buy-in from around the campus. We have a Guided Pathways Steering Committee in place with representation from classified staff, faculty, and administrators. We have a tri-chair (administrative, classified staff, faculty) structure for guided pathways. We have work groups focused on the four pillars of guided pathways; our workgroups have leadership and representation from classified staff, faculty, and administrators.</p>



California
Guided Pathways

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Part I-c: Leadership for Change: Team Assessment of Challenges and Sense of Urgency

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

*Instructions: Discuss the following questions as a team and enter your team responses prior to the institute. **Submit this completed sheet to Coral Noonan-Terry at CCCSE (noonan@cccse.org) by September 1, 2017.***

To be reviewed and during College Team Session #1 at the institute

Guiding Questions	College Responses to Guiding Questions
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Guiding Questions	College Responses to Guiding Questions
<p>1. What successes have we achieved that we can celebrate to help build momentum for sustained transformational change?</p>	<p>We have a Guided Pathways Steering Committee in place with representation from classified staff, faculty, and administrators. We have a tri-chair (administrative, classified staff, faculty) structure for guided pathways. We have workgroups focused on the four pillars of guided pathways; our workgroups have leadership and representation from classified staff, faculty, and administrators.</p> <p>Additionally, we have:</p> <ul style="list-style-type: none"> • Implemented the GP Summit (Spring 2017) where we identified the four Workgroups (clarifying, entering, staying, learning), recruited volunteers for each Workgroup (comprised of faculty, staff, and management), and conducted a self-assessment of where we are currently. • Implemented the first Program Mapping Session. Thirteen programs were mapped working in collaboration with counselors, other faculty and classified staff. The maps are currently being finalized with the anticipation that they will be completed (and readily available for our students) by the end of fall 2017. • Developed the Program Mapping Template to assist programs to create their program map that identify core courses, pre-requisite courses, general education courses, embedded certificates, AA/AS degree requirements, and AD-T requirements, if appropriate (see attached). • Clarified the list of general education courses.



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Guiding Questions	College Responses to Guiding Questions
<p>2. On what issues, if any, do we as a college have a broadly shared sense of urgency around improving student outcomes?</p>	<p>On April 18, 2017, we held a college conversation on guided pathways, the process, and its implications. The consensus from that meeting was that whatever we implement must work for the culture of CRC. During that conversation, and since, the conversation on how we develop guided pathways has focused on “getting it right” so that what we do actually makes a difference for students.</p>
<p>3. In what areas do we need to focus on building urgency and buy-in over the next one-to-two years? Who are the most critical audiences/stakeholders?</p>	<p>WE NEED TO BUILD A SENSE OF URGENCY WITH REGARDS TO ENGAGING THE DISTRICT IN THIS WORK. WE CANNOT DO THIS WORK IF WE DO NOT HAVE SUPPORT FROM DISTRICT. SPECIFICALLY, WE NEED IT SUPPORT TO IMPLEMENT A STUDENT LIFECYCLE EXPERIENCE PROGRAM SO STUDENTS CAN VIEW THEIR PROGRESS AND FACULTY/COUNSELORS CAN TRACK THEIR PROGRESS. WE NEED A SOFTWARE PROGRAM THAT WILL ALLOW US TO SCHEDULE ACROSS MULTIPLE TERMS. WE NEED FACULTY ACROSS THE DISTRICT TO ENGAGE WITH CRC WITH REGARDS TO CURRICULUM CHANGES THAT WILL SUPPORT GUIDED PATHWAYS. WE NEED TO ENGAGE WITH AMERICAN RIVER COLLEGE AS PART OF THE CALIFORNIA GUIDED PATHWAYS PROJECT, AND OUR OTHER SISTER COLLEGES, AS WE IMPLEMENT THE VARIOUS ELEMENTS OF GUIDED PATHWAYS. WE ARE ONE DISTRICT AND MUST HAVE A DISTRICT UNDERSTANDING OF WHAT IS NEEDED AND WHY.</p> <p>WE NEED TO CREATE URGENCY AND BUILD SUPPORT FOR FACULTY TO NOT ONLY CLARIFY THE PATHS, BUT RETHINK HOW "LEARNING" ON THE PATH LOOKS.</p> <p>WE NEED THE ADMINISTRATIVE URGENCY TO DILIGENTLY WORK THROUGH THE ROADBLOCKS THAT MAY ARISE, AND TO FIND THE BEST SOLUTION(S) TO BENEFIT OUR STUDENTS.</p> <p>TO CONTINUE THE WORK THAT HAS TO HAPPEN, WE NEED REGULAR CONVERSATIONS WITH ALL CONSTITUENCY GROUPS SO THAT WE</p>



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Guiding Questions	College Responses to Guiding Questions
	ALL UNDERSTAND THE WORK AHEAD AND HOW OUR CURRENT ROLES WILL CHANGE/HAVE TO CHANGE AS WE DEVELOP GUIDED PATHWAYS.

3. Over the next five years, by how much could you increase your rates of student success on these indicators?

Guided Pathways Project - KPI	Trend Data Provided			Goal Years					5 Year Increase
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	
Student Success Outcomes									
Earned 6+ College Credits in First Term	46%	47%	49%	49.5%	50.0%	50.5%	51.0%	51.4%	2.4%
Earned 15+ College Credits in Year One	34%	32%	33%	33.3%	33.6%	34.0%	34.3%	34.6%	1.6%
Attempted 30+ Credits in Year One	7%	8%	4%	4.7%	5.3%	6.0%	6.7%	7.3%	3.3%
Completed College Math in Year One	15%	19%	19%	19.7%	20.5%	21.2%	22.0%	22.7%	3.7%
Completed College English in Year One	17%	21%	23%	24.0%	25.0%	25.9%	26.9%	27.9%	4.9%
Completed College Math and English in Year One	6%	6%	10%	10.7%	11.5%	12.2%	13.0%	13.7%	3.7%

- **Goal Setting Methodology:** Using the same goal setting method that was used for strategic planning, the table above displays the annual increases for the indicators of student success over a five-year period. A standard deviation was calculated using the three provided years, 2013-2016. This standard deviation was multiplied by 1.96 and added to the 2015-2016 year. That overall increase was then divided over the five goal years, from 2016 to 2021. The value of 1.96 standard deviations was selected because it is usually the criterion for statistical significance.