

Coast Community College District

ADMINISTRATIVE PROCEDURE

Chapter 4

Academic Affairs

OCC Senate Approved Proposed Changes in Yellow and Moves in Orange

October 30, 2018

AP 4240 Academic Renewal

References:

Title 5 Section 55046

In accordance with BP4240, the purpose of this procedure is to disregard past substandard academic performance of students when such work is not reflective of their current demonstrated ability. It is based on the recognition that due to unusual circumstances, or circumstances beyond the students' control, ~~or the~~ past substandard work will negatively affect their academic standing and unnecessarily prolong the rate at which they complete their current objectives. Academic renewal is intended to facilitate graduation from a college in the District and/or enable qualified students to transfer to a four-year college or university.

If specific conditions are met, Coast Community College District (CCCD) colleges may disregard from all consideration associated with the computation of a student's cumulative GPA up to a maximum of thirty (30) semester units of course work from a maximum of two (2) semesters or three (3) quarters taken at any college for graduation or grade point average (GPA) purposes only. If another accredited college has acted to remove previous course work from consideration in computing the GPA, such action shall be honored in terms of its policy. However, such units disregarded shall be deducted from the 30 semester units maximum of course work eligible to be disregarded at a Coast Community College District college. [~~←moved from lines 52-55~~] A CCD college may grant academic renewal only to courses taken within the CCD if the following conditions are met: ~~these conditions are as follows:~~

- ~~1.~~ The course work to be disregarded is substandard, a D, F, or NC grade. ~~The semester grade point average for each semester to be disregarded is less than 2.0.~~
2. A minimum of 12 semester units has been completed at any regionally accredited college or university with a cumulative GPA of at least 2.0, and no D, F, or NC grades in all course work subsequent to the course work to be disregarded.
3. At least 12 months have elapsed since the most recent course work to be disregarded.
- ~~4.~~ ~~All course work shall be disregarded in that semester, except those courses required as a prerequisite or to satisfy a requirement in the student's current declared program of study.~~
5. Academic Renewal cannot be reversed once it has been granted.

~~Credit for courses from other colleges or universities can be disregarded in order to meet the grade point average requirements for an A.A. degree or Certificate of Achievement.~~

47 All course work will remain legible on the student's permanent record (transcript), ensuring a true and
48 complete academic history. However, students' permanent records will be annotated so that it is
49 readily evident to all users of the records that the units, ~~even if satisfactory~~, are to be disregarded.
50 This notation will be made at the time that the academic renewal has been approved by the
51 appropriate college office.

~~52 If another accredited college has acted to remove previous course work from consideration in
53 computing the GPA, such action shall be honored in terms of its policy. However, such units
54 disregarded shall be deducted from the 30 semester units maximum of course work eligible to be
55 disregarded at a Coast Community College District college. [moved to page 1]~~

56 Interpretation of the academic renewal procedure is the responsibility of the appropriate college
57 official who may, for compelling reasons, make exceptions to the stated conditions provided the
58 requirements of Title 5 Section 55044 are observed. All receiving schools may not accept our
59 Academic Renewal Policy and Procedure.

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61 The Admissions and Records and Counseling departments at the colleges in the Coast Community
62 College District are responsible for implementing this administrative procedure.

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64 Ratified August 15, 2012

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66

Coast Community College District
ADMINISTRATIVE PROCEDURE
Chapter 4
Academic Affairs

AP 4222 Remedial Coursework

Revision

References:

Education Code Section 78213;
Title 5 Section 55035;
ACCJC Accreditation Standard II.A.4;
BP 4220 Standards of Scholarship

Remedial coursework consists of pre-collegiate basic skills courses.

A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.

No student shall receive more than 30 semester units for remedial coursework while enrolled in the colleges in the District. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.

No student shall be required to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework, shows that those students are highly unlikely to success in transfer-level coursework in English and mathematics. A student may be required to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same semester that they take a transfer-level English or mathematics course, but only if the [designate position] determines the support will increase their likelihood of passing the transfer-level English or mathematics course. The [designate position] shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded and low or noncredit support options.

A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college-level coursework.

Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the limitations of this procedure.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure. ~~Such waivers, if granted, shall be provided pursuant to locally developed standards which are reviewed and approved by the Board of Trustees. The standards shall include provisions which ensure that waivers are only given for specified periods of time or for specified number of units.~~

College catalogs shall include a clear statement of the limited applicability of remedial

coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

Adopted June 3, 1992

Renumbered from CCCD Policy 030-4-7, Fall 2010

Ratified April 16, 2014

Ratified DATE

Guided Pathways Department Chair Input from Joint Meetings VISUAL ART, MATH/SCIENCE, ACCOUNTING, ENGLISH, FOOD SERVICE, SSC WRITING LAB		
DEPARTMENT FACULTY AND CHAIR INPUT	TITLE OF ELEMENT IN PLAN	WHAT TO ADD TO PLAN
<u>ADT/Major pathways already exist</u>	NO	Include current pathways as part of design for the different paths
<u>Counseling faculty within divisions</u> was requested by several divisions/departments	Yes-#8 Clear Program requirements	
<u>Department/Division plans are starting point</u> to develop overall college curriculum and instructional student support part of Pathways –Faculty/students are front line.	NO - Include in #1 Cross Functional Inquiry & #4 Decision Making Structures	List division/departments in plan anywhere college committees are included.
<u>Basic Skills contextualized instruction tutoring:</u> interdisciplinary faculty work to develop non-credit support.	NO —include in #7: Improve Basic Skills and list in #14 Applied Learning Outcomes.	Include: Faculty from non-math discipline want math faculty to work with them (Like CTE) to develop contextualized non-credit basic skills courses for their area.
<u>Basic skill embedded tutoring in the classroom & SI</u>	Yes-#7 Basic Skills	
<u>Learning communities and cohorts</u>	NO —include in #3: Integrated Planning	This includes more than 1 department working together
<u>Work with Writing Lab and SSC to increase support for BSI students</u>	NO —include in #7: Improve Basic Skills	
<u>Better understanding of all college services made available to faculty and students</u>	Yes –in #4 Decision Making Structures & #9 Integrated Support	Although it is included, I suggested do more then just put it on the Website. Do Flex Day and have it as part of a Student Support Service day.
<u>Faculty need more information and discussion on pathway</u> Use Flex day/Staff Development/division meetings	Yes-- in #3 Integrated Planning & #11 Professional Development	
<u>Early Alert to monitor basic skills students</u> —include more faculty in this plan	Yes--#9	Include faculty as part of Early Alert planning. Presently it is mostly planned by non-faculty.
<u>Include Math/Science STEM as a pathway-</u> the plan for Stem is already done	NO -include possibly in #3 Integrated Planning	Mention somewhere in the plan about STEM.
<u>Better website for ease of finding support and programs</u>	Yes #10 Integrated technology	

THE PLAN DRAFTED BY ADMINISTRATION IS PRETTY GOOD. I INCLUDED THESE IN SUGGESTIONS ON THE DRAFT

THE PRIMARY CONCERN WITH DRAFT PLAN AND HOW PLANNING HAS MOVED FORWARD IS

The college plan for the framework should **start with feedback/plans from departments and college framework should develop from this**. Yet departments and Senate (who represent the faculty) are only name once in the Pathway Draft—and instead the REVERSE is happening—committees across campus are discussing and planning 10+1 instruction, curriculum and student success that is directly applied to classroom instruction. Not all departments can be on every committee and faculty are the frontline with students.

IDEAS FOR GP ACTION PLAN

INPUT FROM SENATE STUDY SESSION, JAN. FACULTY FORUM AND CHAIRS: ORGANIZED BY CATEGORY

Guided Pathway Team

Action: Senate vote on GP Team Proposal

Entity involved: Senate

- Form Faculty GP Team (Senator Lloyd proposal) to begin process. Then work with Admin and Union for stipend and additional college constituents on committee
- Define current student success problems, roadblocks/bottle neck & solution and use for GP
- Flex Day Faculty Planning
- Bring back former and new successful programs like learning communities
- Consider cohort classes with counseling to assist with study skills & college life; embedded tutoring
- Develop a plan for partnering with High School and Jr High to prepare HS for CCC, including job shadowing, mentoring, college courses offered in HS and dual enrollment
- Consider interdisciplinary Academies like the Health Career Academy
- Plan for scheduling Math and English courses in first year, along with support needed
- Consider an English immersion class for international students/those who struggle with language
- Consider Mega Majors or Clusters for pathway
- Brainstorm ideas for undecided students

OUTREACH

Action: Develop draft Plan for constituents

Entity involved: College Outreach Group

- Increase outreach to HS about career exploration, advantages of college honors program
- Combine Senior Exit interview with a college prep courses
- Add information about dual enrollment
- Increase outreach to middle school to plan for HS and the CCC
- Recruit those who do not get into UC/CSU, and those in HS after school programs

WEBSITE

Action: Develop draft Plan for constituents

Entity involved: District/College Group

- Redesign CCC and colleges website to be easier to navigate and get information about pathways and services. See Lorain College website.
- Use Canvas to provide consistent and easy access.
- Consider a Help Finder like Glendale CC

ENTIRE COLLEGE PROJECT

Define what we have now for:

- All Support Services
- All High School interventions such as classes/academies in HS, cohorts, study skills and career exploration etc.....

All of the above can begin now. Then we can begin to construct our Pathway Plan.

Steering Committee

A Guided Pathways cross-functional steering committee that would branch out into three initiative teams and give more structure, more focused work, yet allow for involvement of more faculty.

Charge of Steering Committee:

- Coordinate the three initiative committees: Curricular pathways, On-boarding of new students, and Intervention Strategies and keep committees on task.
- Report and seek endorsements from appropriate Senate and shared governance committees, divisions and departments.
- Develop timelines for a 5-year plan, recommend next steps, and make reports as needed to the Senate.

Membership:

Four faculty members (each from a different divisions and Curriculum Chair). Three of the faculty will co-chair on of the three initiative committees.

The breakdown for positions are:

1. One member coordinating intervention
 2. One member coordinating outreach
 3. One member coordinating meta-major "buckets" (common career goals such as an educator, etc... as a global identifier to engage students beginning plans)
 4. Vice President of Student Service
 5. Vice President of Instruction
 6. Dean, Student Success & Support Services (Manager of GP categorical funds)
 7. One additional member (Curriculum Chair announced at senate meeting 8-31-18)
- 8*. *Add a voting member of the senate to the Steering committee to comply with the charge of steering committee to seek endorsement from the senate on 10+1*

Coordinator Communication with Senate. Periodically update Senate and provide a list of *upcoming topics* to be discussed by the GP Committees so the senate can begin discussion and provide input.

GP Initiative Committee

(From the Administration call for volunteer)

Cross-functional teams from the campus community including faculty, classified, management and students who will work for the next 2-3 years.

Charge of each committee:

Development of Curricular Pathways: Develop "meta-majors" or curricular pathways that are aligned with employment goals or future educational goals. Once the clusters are determined, programs and courses will be mapped to the pathways.

Improve onboarding of new students- Review all aspects from outreach, applications processes, registration, orientation placement and Ed-plans. Once the curricular pathways are determined, onboarding will be aligned to these mapped clusters.

Intervention Strategies- Examine support structures to keep students on their path. Technology and programs will be evaluated from early alert at the course level through meeting their goals within their pathways and programs.

Membership: Open to all faculty, classified, management and students who volunteer. Faculty will be approved by the senate and placed on consent calendar.

Final Decisions Any decision from the GP initiative committee that does not move forward in the final plan shall be brought the Senate.

Principles of Guided Pathways

The Guided Pathways Model 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.



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.



Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

09.08.17



Key Elements of Guided Pathways



Programs that are fully mapped out and aligned

with further education and career advancement while also providing structured or guided exploration for undecided students.



Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.



Structured onboarding processes

including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get off to the right start in college.



Proactive academic and career advising

from the start through completion and/or transfer, with assigned point of contact at each stage.



Responsive student tracking systems

aligned with interventions and resources to help students stay on the pathway, persist, and progress.



Instructional support and co-curricular activities

aligned with classroom learning and career interests.

09.08.17



College: (dropdown menu with list of all colleges)

Timeframe: (dropdown menu with five? options: Spring 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, Fall 2021-Summer 2022; pre-selection Summer 2018-Summer 2019)

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>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.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<ul style="list-style-type: none"> • Early Adoption 	<p>Dropdown menu option for each cell in this column in each table.</p> <ul style="list-style-type: none"> • Will not address during this time period <p>Note, this selection should make the next three columns unfillable.</p>	<ul style="list-style-type: none"> • Already have various committees, i.e., Enrollment Management and Success Committee; Integrated Plan (SSSP, SEP, BSI). Will need to align efforts. • Need to create a Guided Pathways 'Task Force' to structure initiatives across constituent groups. • Develop pathway principles via data on the areas to accomplish during first year • Completed Pathways Self-Assessment with a cross-functional team • Held various workshops and sessions related to 	<ul style="list-style-type: none"> • Formation of a cross functional team to develop and implement a Guided Pathways Work Plan - This team will include all constituents of the College • College assessed for student success and efficiency of programs and processes • Assessment data and evidence reviewed in campus-wide discussions of what works and what doesn't 	<ul style="list-style-type: none"> • Full Scale

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions

Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
			<p>GP and will continue to engage faculty, staff and students.</p> <ul style="list-style-type: none"> • Student surveys from at-risk and students in need • Efficiency review and honest assessments of all processes and programs • Align continued Pathway discussions and review with institutional program review and accreditation cycles 		
<p>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.</p>	<ul style="list-style-type: none"> • Scaling in Progress 		<ul style="list-style-type: none"> • Using data through Institutional Effectiveness, the College identified Onboarding, intervention, and curricular alignment as Activities. Develop GP mission and vision • Find students' voices especially from at- 	<ul style="list-style-type: none"> • Benchmarks and assessments developed • Data collected for clear and transparent assessments of all college processes and programs • Institutional Pathway 	<ul style="list-style-type: none"> • Full Scale

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions

Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
			<ul style="list-style-type: none"> risk or drop-outs and via surveys • Efficiency review and honest assessments of all processes and programs related to identified activities • Develop Pathway assessments and timeline • Define key terms – glossary • Align continued Pathway discussions and review with institutional program review and accreditation cycles 	<ul style="list-style-type: none"> principles developed • Assessments and timeline developed 	
<p>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</p>	<ul style="list-style-type: none"> • Pre-adoption 		<ul style="list-style-type: none"> • Integrated planning for Guided Pathways is in initial stages • Develop pathway design principles • Still need wider discussions and engagement of faculty and staff • College-wide 	<ul style="list-style-type: none"> • Campus-wide engagement and awareness to be developed • Structure and pathway models, clusters, or meta-majors developed 	<ul style="list-style-type: none"> • Early Adoption

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions

<p>Key Elements of Self-Assessment (1-3)</p>	<p>Current Scale of Adoption</p>	<p>Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.</p>	<p>What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.</p>	<p>Outcomes: Indicate what success will look like as a result of these efforts.</p>	<p>Anticipated Change in Scale of Adoption During Timeframe</p>
<p>structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs.</p>			<p>workshops and Flex Day activities</p> <ul style="list-style-type: none"> • Divisional involvement & faculty involvement in creating -clusters, areas of studies, “meta-majors” or common groups for pathways • Need to create a GP team • Divide semesters into quarters or tri—semesters for faster progression, interventions, and more efficient use of resources 		

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Pre-adoption 		<ul style="list-style-type: none"> • Established Shared Governance best practices (Decision Making Document) • Defining Guided Pathways across campus to ease confusion • Defining where we are in the process • Create cross functional teams and will invite others to join to cover all constituents (IT & Students) • need to create a GP design team • Work plan will be vetted through all constituency groups • Communication plan for campus-awareness 	<ul style="list-style-type: none"> • Leaders representing key constituent campus groups on a steering committee Cross functional teams formed for areas of communication, implementation, and assessment 	<ul style="list-style-type: none"> • Early Adoption

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<ul style="list-style-type: none"> Scaling in Progress 		<ul style="list-style-type: none"> Strong coordination with industry partners Strong high school transition program including freshman priority registration, financial aid and other outreach events. Strong transfer articulation Student Cohort programs Initiating new dual enrollment agreements with some programs CTE collaboration with k-12 districts Bridge programs Tracking transfers to 4yr universities and BS grad rates assessment of on-boarding process including outreach, applications, orientations, 	<p>Do we want measurable outcomes?</p> <ul style="list-style-type: none"> Increase the number of new-incoming students by ??% Increase the number of transfer students by ??% Increase the number of degree completions by ??% Track students in job attainment 	<ul style="list-style-type: none"> Early Adoption

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
			placement, ed plans, and registration <ul style="list-style-type: none"> • need to strengthen relationship with counselor and availability of counselors to enhance onboarding • Create clusters, areas of studies, “meta-majors” or common groups for pathways 		
<p>6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	<ul style="list-style-type: none"> • Early Adoption 		<ul style="list-style-type: none"> • Offering exploratory courses (Counseling, CA/HOSP/FSM, FASH, FN, FILM, ID, & BUS) • FPR Navigate OCC • CTE orientations for majors, cross division Engineering discussions • Career exploration in all coursework • Need to create Pathway-specific orientations • Non-credit career courses • Skill-based 	<ul style="list-style-type: none"> • Increase the number of Comprehensive Ed Plans by ??% • Decrease the number of undecided students by ??% 	<ul style="list-style-type: none"> • Early Adoption •

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
			<ul style="list-style-type: none"> counseling and guidance • Connect programs/pathways to jobs and careers • Career/counseling courses at high schools • Ed plan & career workshops at high schools • After Counseling next steps • Create clusters, areas of studies, “meta-majors” or common groups for pathways • Focus on students’ needs, perspectives, and efficiencies 		
<p>7. Improved Basic Skills - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in</p>	<ul style="list-style-type: none"> • Early Adoption 		<ul style="list-style-type: none"> • Implemented several strategies to increase student success such as intervention strategies, program review and SLO • Practices to accelerate completion of basic skills (examples?) 	<ul style="list-style-type: none"> • Increase the number of students placed into college level math and English by ??% • Decrease the length of time for students to complete 	<ul style="list-style-type: none"> • Scaling in Progress

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
college and/or transfer-level math and English.			<ul style="list-style-type: none"> • Non-credit math and accelerated courses for completion of Basic Skills courses • Math Jams (bootcamp) • Other curricular innovations (examples?) • Planning process for English/ESL? • Multiple Measures placement fully implemented by Fall 2019 • AB 705 implementation • Base strategies from an at-risk or BSI student's perspective • Embedded tutoring and SI 	transfer-level math and English Decrease achievement gaps for DI Equity groups by ??%	
8. Clear Program Requirements - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and	<ul style="list-style-type: none"> • Early Adoption 		<ul style="list-style-type: none"> • OCC catalog has clearly described sequences, but no prescribed pathways • Curriculum effective in ensuring major sequencing is accurate and clearly 	<ul style="list-style-type: none"> • Increase the number of Comprehensive Ed Plans by ??% • Decrease the number of undecided 	<ul style="list-style-type: none"> • Scaling in Progress

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>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.</p> <p>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).</p>			<p>outlined</p> <ul style="list-style-type: none"> • Understand and assess counseling roles in Pathways • After Counseling next steps • Division involvement • Division specific or embedded counselors • Develop linear pathways • Ed Plan check-ins • Multiple Measure placements • AB 705 strategies • Evidence-based multiple measures for ESL students • Connect programs/pathways to jobs and careers • Align courses with students' needs including scheduling class time like CTE courses • Create a Completion process and track 	<p>students by ??%</p> <ul style="list-style-type: none"> • Increase the number of transfer students by ??% • Increase the number of degree completions by ??% • Track students in job attainment • Have ?? number of CT and transfer programs designed to be completed in two years 	

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
			successes <ul style="list-style-type: none"> • Create clusters, areas of studies, “meta-majors” or common groups for pathways 		

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>9. Proactive and Integrated Student Supports - (Help Students Stay on the Path) 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.</p>	<ul style="list-style-type: none"> • Early Adoption 		<ul style="list-style-type: none"> • Early alert program discussions • Academic progress reports by specified campus groups (EOPS, Counseling, ASOCC, & Athletics) • Integration of support services in pathway development • Retention/Probation Team (AIM) • Early Alert – , CIVITAS and other programs • Behavioral Assessment Team-like response team • Inform faculty about support services – web list of available services • Adult Re-Entry Center • Closer relationships between academic faculty and counseling • Network of connections 	<ul style="list-style-type: none"> • Increase the number of students receiving a campus support service • Decrease by ??% students on probation/DQ 	<ul style="list-style-type: none"> • Scaling in Progress

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
			<ul style="list-style-type: none"> • Homeroom atmosphere/Peer Mentoring • Health Center/Pirates' Cove 		
<p>10. Integrated Technology Infrastructure - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) 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.</p>	<ul style="list-style-type: none"> • Early Adoption 		<ul style="list-style-type: none"> • Degree audit tool • College Scheduler in limited use • Clearly identified students without Ed Plans and sent targeted messages to them • Student Communication • Connect students electronically/virtually • Assess website for clarity & accessibility • ADA compliance college-wide • Mapping out "touches" to students and review how it is received • Early alert or electronic/virtual warning system • CRM or communication device 	<ul style="list-style-type: none"> • Increase the number students using career planning technology by ??% • Increase the number of Comprehensive Ed Plans by ??% • Decrease the number of undecided students by ??% • Increase the number of transfer students by ??% • Track students in job attainment 	<ul style="list-style-type: none"> • Scaling in Progress

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
			to students <ul style="list-style-type: none"> • One easy to website for all - intuitive • Scalable with the ability to reach many different students 		
11. Strategic Professional Development - (Help Students Stay on the Path; Ensure Students are Learning) 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.	<ul style="list-style-type: none"> • Early Adoption 		<ul style="list-style-type: none"> • Strong professional development program that is underutilized by faculty, staff, & administrators • Flex Days for faculty and staff • Explore redefining roles and learning new skills 	<ul style="list-style-type: none"> • Increase faculty and staff Pathway awareness and engagements by ??% • Pathways review and evaluation process align with institutional and program review cycle 	<ul style="list-style-type: none"> • Scaling in Progress
12. Aligned Learning Outcomes - (Ensure Students are Learning)	<ul style="list-style-type: none"> • Scaling in Progress 		<ul style="list-style-type: none"> • Learning outcomes aligned with programs and courses across campus 	<ul style="list-style-type: none"> • Career exploration and equity based outcomes are included in all COR 	<ul style="list-style-type: none"> • Full Scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
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.			<ul style="list-style-type: none"> • Learning outcomes not consistently used to guide professional development • TracDat software to ensure learning outcomes meet our goals • Built-in career exploration in all coursework • Develop of linear pathways • Embed practicing Equity concepts into classroom pedagogy 	and syllabi	
13. Assessing and Documenting Learning - (Ensure Students are 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	<ul style="list-style-type: none"> • Full Scale 		<ul style="list-style-type: none"> • Tracked outcomes available to students and faculty • All learning outcomes are submitted and monitored electronically (TracDat) • Program Review • Software (InfoMagnus) to display a dashboard of outcomes 	<ul style="list-style-type: none"> • Increase the number of students using career planning technology by ??% • Increase the number of faculty using learning outcome technology by ??% 	<ul style="list-style-type: none"> • Full Scale

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale **25**

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
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.					
14. Applied Learning Outcomes - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	<ul style="list-style-type: none"> • Scaling in Progress 		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Full Scale



Overview

The following handout was prepared by the Orange Coast College (OCC) Office of Institutional Effectiveness in January 2018 and is meant to assist in the decision-making processes for implementing the Guided Pathways initiative on OCC's campus. LaunchBoard is a data resource supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus. The Guided Pathways tab on LaunchBoard "provides information on first-year momentum points including retention, gateway course completion, and unit accumulation, as well as historical trends, disaggregated figures, and comparison data to contextualize results."¹ This handout outlines these key data points for first-time, including summer and early college students, at Orange Coast College in the 2015-16 cohort.

Sample // There were 5,131 first-time students² and 46% were full-time students in each term they were enrolled. Of the 5,131 first-time students, approximately 47% identified as female and 53% male. The three largest ethnic groups were Asian (21%), Hispanic (35%), and White (32%). In terms of age, 71% identified as being 19 or younger, 20% as 20 to 24, and 9% as 25 or older.

Participation // Of the 5,131 first-time students, approximately 73% (or 3,755) persisted from term one to term two and 27% (or 1,376) did not. The overall college-level course success rate (# of degree-applicable credit units successfully earned by students in their first academic year divided by the total number of degree-applicable credit units attempted by these students), was 74%. The average number of degree-applicable credits attempted in year one was 19 units; the average number of credits attempted in year one was 21.

Transferrable Math and English Completion // Data for transferrable math and English completion is also provided through LaunchBoard. The majority of first-time students at Orange Coast College did not successfully complete transferrable math and/or English courses in their first year. Across the state, the completion rate for transfer-level English was higher than transfer-level math, and OCC was no exception. Only 36% (1,824 out of 5,131) of first-time students successfully completed transfer-level English in their first year and only 21% (1,092 out of 5,131) completed transfer-level math. Combined, only 13% (692 out of 5,131) of first-time students successfully completed both transfer-level English and math in year one.

First Term Momentum // The number and percentage of first-time students who successfully earned 6 or more, 12 or more, and 15 or more degree-applicable credit units in the fall term at OCC was 57%, 22%, and 5%, respectively. While 57% of students earned 6 or more credits in the first term, this data suggests that 43% of students earned less than 6 credits. LaunchBoard also includes the number and percentage of students who attempted 15 or more credit units, which was 13% at OCC.

First Year Momentum // The number and percentage of first-time students who successfully earned 15 or more, 24 or more, and 30 or more degree-applicable credit units in the first year at OCC was 44%, 21%, and 8%, respectively. While 44% of students earned 15 or more credits in the first year, this data suggests that 56% of students earned less than 15 credits. LaunchBoard also includes the number and percentage of students who attempted 30 or more credit units, which was 18% at OCC.

Guided Pathways is an opportunity to "implement student success by creating structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers."³ This student-centered approach can "dramatically increase the number of students earning community college credentials, while closing equity gaps."

¹ Technical information of the data elements can be found at https://www.calpassplus.org/Launchboard/GuidedPathway/Extra/Ver15_LIVE_10.6.17%20_GPded.pdf

² The use of phrase "first-time students" throughout this handout includes summer and early college students in the 2015-16 cohort.

³ More information can be found at <https://www.caguidedpathways.org/>

5,131 OCC First-Time Students

(Includes Summer and Early College)

27

73%

Persisted from Term 1 to Term 2

27%

Did **NOT** Persist from Term 1 to Term 2

46%

Full-Time Students

21

Avg. # of Credits Attempted in Y1

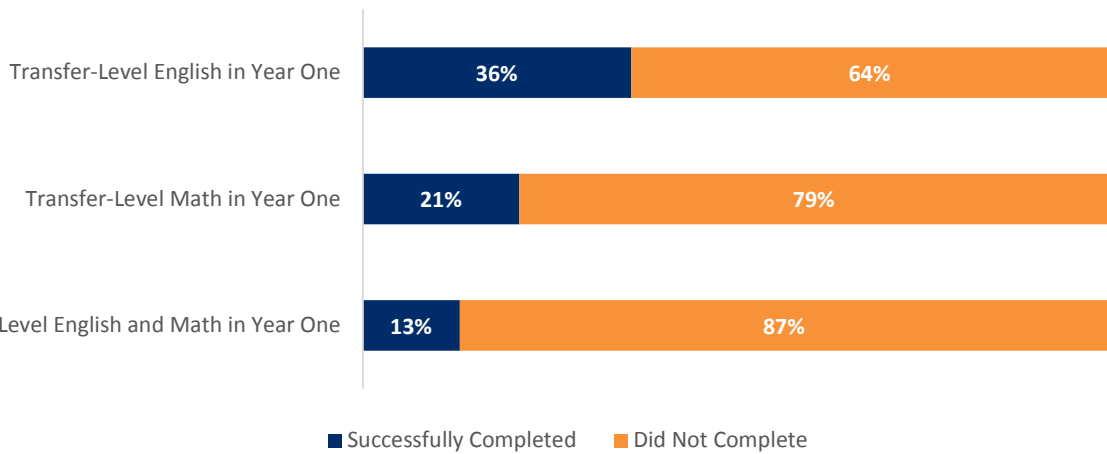
74%

College-Level Course Success Rate

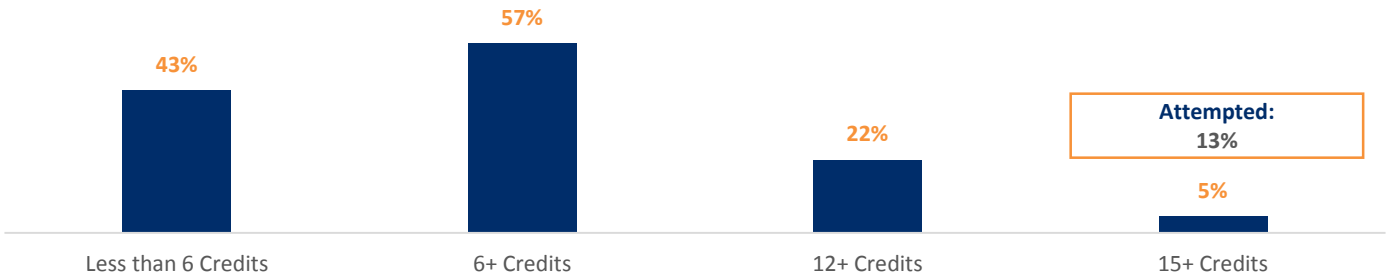
19

Avg. # of Degree-Applicable Credits Attempted in Y1

Transferrable Math and English Completion Rates in Year One



First Term Momentum: Student Rate x Number of College Credits Earned



First Year Momentum: Student Rate x Number of College Credits Earned

