

Foothill College

Guided Pathways Work Plan 2018-19

DRAFT

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Guided Pathways Introduction & Purpose

The State of California's investment in the Guided Pathways framework has provided an opportunity for colleges to launch Guided Pathways as a **framework** for college transformation. As part of this investment, Foothill College will receive support to begin activities to support rethinking and redesigning our processes to be better assist our students in reaching their educational goals. This effort mirrors the work outlined in the accreditation Quality Focused Essay to:

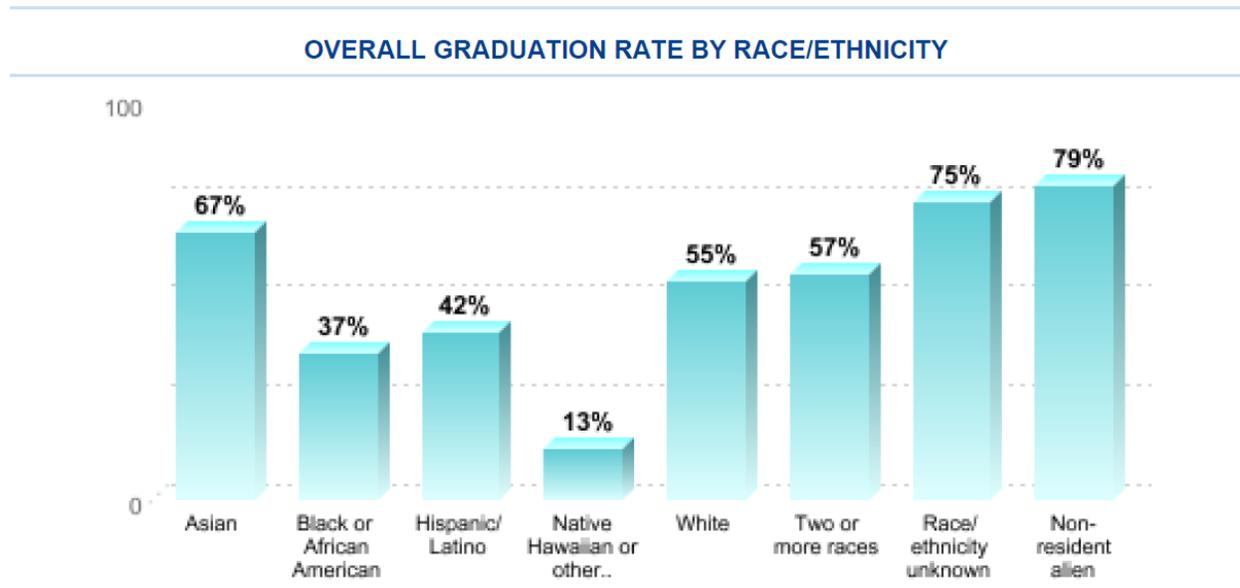
“Develop more clearly defined educational pathways, resulting in reduced time for students to complete their goals.”

and supports the Foothill College Mission Statement:

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College **offers programs and services that empower students to achieve their goals** as members of the workforce, as future students, and as global citizens. We work to obtain **equity in achievement of student outcomes** for all California student populations,

According to one Federal government measure, 62% of Foothill College first time students starting as full-time received an award within three years. The rates by ethnicity vary from 67% for Asian students to 37% for African American students. While this measure only includes a fraction of Foothill students it is illustrative of the overall trends and the need to improve institutional effectiveness.

Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

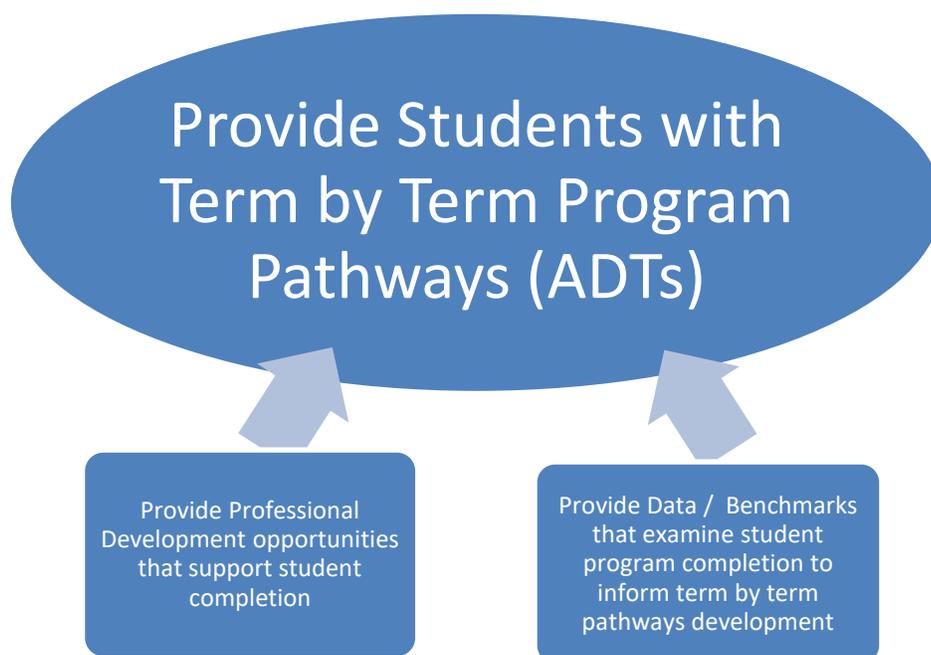


<https://nces.ed.gov/collegenavigator/?q=foothill+college&s=all&id=114716>

The California Community College Chancellor's Office Guided Pathways Work Plan requires an outline of activities and outcomes for the time period between spring 2018 and summer 2019. These activities cover just the first phase of what will be at least five years of planning and activity.

As outlined in more detail in the pages that follow, the Foothill College Guided Pathways work plan for 2018-19 will include 4 activities as summarized in the diagram below.

Foothill College 2018-19 Guided Pathways Activities



This work is in alignment with Integrated Plan activities such as:

“ Increase access to college opportunity

- Conduct institutional research on student needs and new programs.

Improve certificate, degree or transfer completion

- Develop and publish clear, structured academic program maps.
- Work with De Anza College and regional institutions to align placement practices and curriculum.
- Collaborate with K-12 and 4-year partners to define new educational pathways to and from Foothill College.
- Provide on-site professional development sessions.”

Guided Pathways Work Plan Activities 2018-19

1) Developing Clear Program Pathways for ADTs.

Working in cross-disciplinary teams, develop term by term program pathways for Foothill College Associate Degrees for Transfer (ADT) by reviewing and redesigning course sequences and schedules for programs of study 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.

Outline of plan for this time period.

Initial Pilot

- Spring 2018 Pilot, initially starting with 1 ADT.
- Team lead will act as a project manager (will receive compensation) and will document the process and needs.
- Pilot 1 first – document every hour spent as a model for time/effort needed for further ADT program planning work.
- Training will be provided for team leads and members.

Program Mapping and Course Sequences

- Team for each ADT to include: discipline program faculty, faculty from other disciplines across the college, counseling faculty, college researcher, students, administrators, articulation officer, evaluations office staff. The team will consult with student services representatives (working in DRC, EOPS, etc) as needed.
- Team lead (program faculty) will prepare and convene a full day (as needed) meeting(s) for the team to:
 - Map out course-taking paths for students, by term for different completion time options – e.g. fulltime over 2 years, 3 years, part time over 4 years, students taking basic skills courses, etc.
 - Consider course sequences and pre-requisites.
 - Will also consider desired core competencies and student learning outcomes to identify key milestones (courses, units completed) for each path.
 - Review these program path options and determine what will be the most effective schedule to meet student needs.
 - Consider instructional format and time of day / day of week.
- Publish term by term maps / pathways for students in each of the ADTs.

Timeline:

- Complete mapping of 3 ADTs in spring 2018, 4 in fall 2018 and 3 in winter 2019.
- Spring 2019 evaluate process and plan for the next round of programs.

Existing efforts or initiatives

- Educational planning tools will be used to help teams map program options.
- Professional Development Coordinator/Equity will participate in training for the team leads (and team members).

Outcomes

- Students will have access to maps of Instructional Programs showing them options for completing the program in 2, 3, and 4 years depending on entry and full / part time status.
- Courses will be scheduled so that it is possible for students to follow their program map and complete their degree in two years.
- Student term to term retention in ADT programs will increase, time to degree will decrease, and completion rates will increase.

2) Educate ADT teams (from activity #1) and the campus on student completion metrics.

Foothill will develop clearly identified benchmarks and student data to track student progress through their program of study.

Outline of plan for this time period.

Guided Pathway metrics and benchmarks will be developed to assist the program mapping teams. Metrics would include student term to term retention through the program, time to degree, and completion. The metrics might also include key milestones included in the Guided Pathways Launch Board such as units or courses completed.

This information will then be shared with the college community in various forums. ADT teams will be provided the information as part of their professional development prior to beginning the work of mapping the programs.

Where possible the data will include information on De Anza students coming to Foothill and Foothill students moving to De Anza. Where appropriate this information will also be shared in joint sessions with De Anza faculty and staff.

Existing efforts or initiatives

Institutional research is currently developing a comprehensive set of institutional metrics aligned with various institutional plans.

Outcomes

- ADTs teams will learn about the success of their students.
- Student term to term retention in ADT programs will increase, time to degree will decrease, and completion rates will increase.

- 3) Provide faculty and staff with Professional Development (PD) to support student program completion.

Foothill will offer on-site PD for staff, faculty and administrators to support student success and completion.

Outline of plan for this time period.

On-site professional development opportunities in 2018-19 will be provided on areas critical for student completion at Foothill College, including outcomes assessment, service learning and online pedagogy, and will include the following activities:

- 1) Provide professional development on the assessment of course, program and institutional learning outcomes.
- 2) Provide professional development on service learning and service leadership.
- 3) Provide professional development on online pedagogy.
- 4) Support the development of a strategically focused professional development plan.

Professional development will include the following components:

- The professional development will be coordinated by the Professional Development Coordinator – Equity and will bring in outside experts as appropriate.
- Professional development activities will also include collaboration with De Anza College professional development when possible.
- Team members involved in term by term mapping of programs will be provided with professional development on outcomes assessment prior to their mapping work.
- Provide professional development/best practices for teaching dual enrollment course sections.

Existing efforts or initiatives

On-site professional development is ongoing at the college and is supported by equity funds with coordination from the Professional Development Coordinator. The college has an active professional development committee and also utilizes general fund dollars to support activities for faculty, staff, and administrators.

Outcomes

- Student term to term retention in program will increase, time to degree will decrease, and more students will complete an AD-T.