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Merritt College - Guided Pathways

Description

College: Merritt College

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
Dr. Jeffrey Lamb Vice President of Instruction jlamb@peralta.edu 510-436-2411	**Christine Hernandez** Vice President Student Services cvhernandez@peralta.edu 510-436-2478

Alternate Point of Contact	Alternate Point of Contact
Samantha Kessler Research and Planning Officer skessler@peralta.edu 510-436-2548	**Tachetta Henry** Administrative Assistant to the VPI tachettahenry@peralta.edu 510-436-2413

Alternate Point of Contact
Merritt College Jason Holloway 4362615 Dean of Math, Science and Applied Technology jholloway@peralta.edu 510-436-3426

Certifying Contacts

Chancellor/President	President, Academic Senate
Jowel Laguerre Chancellor	**Mario Rivas** mrivas@peralta.edu

jlaguerre@peralta.edu
510 466 7231

Timeline

Inquiry

Key Elements	Spring 2018 – Summer 2019	Fall 2019 – Summer 2020	Fall 2020 – Summer 2021	Fall 2021 – Summer 2022
1. Cross Functional Inquiry	✅	✅		
2. Shared Metrics	✅	✅		
3. Integrated Planning		✅		

Design

Key Elements	Spring 2018 – Summer 2019	Fall 2019 – Summer 2020	Fall 2020 – Summer 2021	Fall 2021 – Summer 2022
4. Inclusive Decision-Making S...		✅		
5. Intersegmental Alignment		✅		
6. Guided Major and Career Ex...			✅	
7. Improved Basic Skills		✅		
8. Clear Program Requirements		✅		

Implementation

Key Elements	Spring 2018 – Summer 2019	Fall 2019 – Summer 2020	Fall 2020 – Summer 2021	Fall 2021 – Summer 2022
9. Proactive and Integrated St...			✅	
10. Integrated Technology Infra...				✅
11. Strategic Professional Devel...			✅	
12. Aligned Learning Outcomes				✅
13. Assessing and Documentin...				✅

Key Elements	Spring 2018 - Summer 2019	Fall 2019 - Summer 2020	Fall 2020 - Summer 2021	Fall 2021 - Summer 2022
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: 1) Develop a Guided Pathway Steering Committee to "lead the charge": The College has created a Guided Pathways Steering Committee with cross functional representation that will take the lead on the steps necessary to implement this new framework. This team will not only determine which key elements that the College will address but will also align working groups to take "ownership" of each key element. These working groups will have the responsibility of outlining a plan of action and the resources necessary to move the initiative forward. 2) Reconfigure College Education Master Plan Committee to become the College Institutional Effectiveness Committee: The CEMPC has served the purpose of directing the College's EMP work and other related planning activities, however; we need to move toward a more integrated (cross-functional) and comprehensive approach to planning and resource allocation. The new CIEC will take on this role. 3) Develop the Office of Institutional Effectiveness and Grants: The new CIEC has put forward a plan to the College Council to Fund and implement the Office of IE and Grants. The plan was approved and forwarded to the President. The College will begin the phased implementation of this office that will lead the planning and data/research needs of the College. 4) Creating Meaningful Data: The Campus Researcher will work with a representatives from across the college to develop data reports that speak to the various metrics associated with Guided Pathways implementation (e.g., certificate completion). This must include the students' voice. 5) Focus the Conversations on Data and Guided Pathways: Merritt College holds bi-Annual Strategic Planning Summits in the fall and spring to "plan out the year" and "review our progress". Additionally, we have regular Flexible Calendar Days. We will use both these events to focus in on data and guided pathways. We will include guided pathway on all participatory governance committee agendas. 6) Reviewing the Results of Outcomes Assessment: The College has done well to create a culture of assessment (e.g., assessing an outcome for all courses taught in a particular semester) but now needs to use the results of that assessment for meaningful change on campus. The Student Learning and Outcomes Assessment Committee will develop processes to allow the College to have conversations about the results of assessment at the course and, more importantly, at the program level.

Existing Efforts: We will leverage current participatory governance structure and related committees to take on activities as appropriate per their respective by-laws. The College Institutional Effectiveness Committee has put forward to the College Council and the President a plan to support research and planning through various grants and categorical funding sources such as SSSP, Equity, BSI, SWP, and Perkins and yet has not actually . We will need to use our existing efforts to engage in meaningful assessment and campus-wide conversations through SLOAC about the results of assessment AND achievement data. Furthermore, we plan on developing a Strategic Plan and creating strategic goals. We have already agreed to create goals that parallel that of the

CCCCO with will allow us to use the existing benchmarks and data dashboards. In our bi-annual planning summits, the College has reviewed data on meaningful student centered activities such as Learning Communities and Tutoring. We can expand the breadth of these conversations and focus them around how these initiatives link to Guided Pathways. As we do this, crucial data questions will emerge. The campus is accustomed to change and is willing to try new things. We will rely on the flexibility and strong commitment to students that exists on campus.

Major Outcomes: Success will include: 1) A Guided Pathways Steering Committee that meets regularly, communicates with the campus community, shepherds new processes through campus committees, reviews relevant data, prepares annual reports, and coordinates the implementation of the Guided Pathways Plan. 2) The newly reconfigured CIEC that will allow for the campus to engage in a more effective planning and budget process and frame our efforts around guided pathways and related data. This committee will work in conjunction with the District to ensure planning processes are sustainable. 3) The Office of Institutional Effectiveness and Grants will provide the College with regular and meaningful data updates in a way that easy to access and understand. It will take "ownership" of our planning processes and make linkages to the results of our efforts through Guided Pathways. Our planning, implementation, and evaluation efforts will be "laser" focused on achieving our benchmarks creating strong ties between Goals, Objectives, Activities and "moving the needle". 4) We will have access to data that everyone understands. We will have regular conversations about how what we do impacts our benchmarks. We will adjust our activities based on data. 5) Guided Pathways will be a regular point of conversation at Merritt College. We will have robust campus-wide dialogue around inquiry, design, implementation, and evaluation of our efforts to make Guided Pathways a reality. 6) Merritt College's efforts on Guided Pathways will link to and be consistent with the those of the District Office and other Colleges in PCCD.

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: Scaling in Progress

Major Activities: In order for the college to identify benchmarks and student data to track progress on key activities and student academic and employment outcomes we will need to impact the following areas: Access to Data: In order for the College to increase our access to data we will need to develop a web-based dashboards and a more centralized space for data. To accomplish this, College Council will direct the CIEC to come up with a plan to increase our data footprint. One significant obstacle is around tracking employment outcomes. Understanding and Implications of Data: The College will need to demystify the various sources and types of data, including quantitative and qualitative. We will need to make more data informed decisions. We will need to expand our definition of data to include the results of outcomes assessment at the course and program level. The Campus Researcher and/or future Office of Institutional Effectiveness will hold regular training on data sources, data dashboards, goal setting and how to interpret data. Our SLOAC team will increase its efforts to help us understand how to effectively evaluate activities. Conversations about Data: We will need to provide time and resources to have crucial conversations about the implications of our data. The Guided Pathways Steering Committee with work with campus constituencies and participatory governance committees to identify places where we can increase regularly evaluate the impact of our actions and the impact on our metrics. Culture of Inquiry: We will need to see that data is our ally and that if we engage in data informed decision-making through our planning and budget processes, the college will become a more equitable and student focused institution. Activity to Data: We will need to mindfully draw a straight line between activity and results. We will need to be brazenly brutal in our commitment to evaluating what works and determining if an activity impacts student success. The CIEC will enhance the use of data in our planning and budget process.

Existing Efforts: Institution Set Standards and Key Performance Indicators: The College is already accustomed

to talking about these numbers and discussing their implications. We will need to make connections between actions and data. Data Unlocked and Data Visualization: Through the Strong Workforce Project we have contacted someone to help us with data visualization for CE programs. Integrated Plan: The College has completed the SSSP, Equity, BSI integrated plan and is committed to attaining the five measurable goals contained therein. We have created a Student Success and Equity Committee to monitor progress and re-focus our efforts and activities to get results. SWF: Strong Workforce Project is an outcomes based funding initiative that has the College thinking about measuring our progress. APU/Program Review data is reviewed annually. SLOAC is a team that can lead the College.

Major Outcomes: Everyone understands what the data is, where it comes from, and why it matters. Everyone on campus will know where to find the data they need to move an initiative forward that will allow us attain the benchmarks associated with Guided Pathways. We are meeting regularly to discuss our progress on our initiatives and we can all see how the actions we've taken impact the attainment of a benchmark. We have been able to align our goals with the right supporting data. Our data is consistently dis-aggregated to include not only student demographics but also mode of instruction.

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.

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

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.

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Performance Indicators

Participation

Key Performance Indicators	Current KPI Data

Transferrable Math & English Completion

Key Performance Indicators	Current KPI Data

First Term Momentum

Key Performance Indicators　　　　　　　　　　　　　**Current KPI Data**

Budget Totals

Total Budget
$158,872

Code	Amount	Percent of Budget
1000 - Instructional Salaries	$32,000	20.14%
1000 - Instructional Salaries	$30,872	19.43%
2000 - Non-Instructional Salar...	$55,000	34.62%
3000 - Employee Benefits	$20,000	12.59%
6000 - Capital Outlay	$4,000	2.52%
5000 - Other Operating Expen...	$12,000	7.55%
5000 - Other Operating Expen...	$5,000	3.15%
Merritt College Total	**$158,872**	**100%**

Efforts & Support

Efforts: In April of 2016 Merritt participated as a pilot college for the state's Multiple Measures initiative. Multiple Measures and the Improve Placement Tool (which was developed by Peralta Institutional Research Department) were and continue to be used to the present day based on the adopted MMAP placement rules to high school transcript data received from Oakland Unified School District, Berkeley Unified School District and Alameda Unified. The files along with original transcripts are located on the CounselorShare drive (W drive) along with placement recommendations for each student based on the high school GPA. Counselors can search by the name of the student to see their recommended placement based on the adopted decision rules based on the high school GPA. Counselor compare these results with the assessment scores and recommend the higher placement. For students who attended a school other than AUSD, BUSD or OUSD counselors are still able to use the Improved Placement Initiative Tool to recommend the appropriate placement as long as a student has their unofficial high school transcript. Problems arose with the MMAP pilot in that after we received the initial set of transcripts from the district in 2016, there was a hiatus in receiving subsequent high school transcripts. We have a large number of students who are not recent high school graduates. In those cases, it is much harder for students to obtain their high school transcripts nor do they want to go through the additional trouble of having to locate that information to return at a later time for placement and delayed class advisement. An ongoing problem that is glaring for us is that when students opt to take the assessment and use high school transcripts, students often do not chose the higher placement. A very large number express their concern about low skill level and having forgotten their English and math skills and don't want to

go for the higher level, even if we explained to them that there would be support classes, like Engl 208 and free tutoring. The bottom line is that students are encouraged to bring in high school transcripts for placement recommendations based on the improved placement initiative tool. Sometimes students decide to go with the recommended higher placement, particularly for English, but often do not for math.

Chancellor's Office Support: As many opportunities as possible to see what success looks like at colleges that are similar in size and complexity to Merritt College. These can be done electronically. From a curriculum perspective, how do non-credit and basic skills fit into Guided Pathways? We can see it as a key element, however; there seems to be push to phase out developmental education (e.g., AB 705).

Certification

Chancellor/President
Jowel Laguerre   Chancellor   jlaguerre@peralta.edu   510 466 7231
Certified
2018-03-30

President, Academic Senate
Mario Rivas   mrivas@peralta.edu
Certified
2018-03-30

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