



PLAN. INVEST. TRACK.  
Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Mar 26, 2018, 1:50 PM PDT

## Antelope Valley College - Guided Pathways

### Description

**COLLEGE:** Antelope Valley College

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

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

### Project Contacts

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### Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
<b>INQUIRY (1 - 3)</b>				
1. Cross Functional Inquiry	✓			
2. Shared Metrics	✓			
3. Integrated Planning	✓			
<b>DESIGN (4 - 8)</b>				
4. Inclusive Decision-Making Structures	✓			
5. Intersegmental Alignment		✓	✓	✓
6. Guided Major and Career Exploration		✓	✓	
7. Improved Basic Skills	✓			
8. Clear Program Requirements		✓	✓	✓
<b>IMPLEMENTATION (9 - 14)</b>				
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:** 1. Work on the development of input gathering instruments that will capture information from the constituent groups. 2. Integrate the data into current processes, plans, and/or goals. 3. Provide mechanisms to pull and share data on a regular basis.

**EXISTING EFFORTS:** Communicate updates regarding Guided Pathways at activities and events that may include, but are not limited to: All College Planning Retreat, Fall Opening Day, Adjunct Orientation, Student Focus Groups.

**MAJOR OUTCOMES:** 1. Baseline data established by Summer 2019. 2. Methodologies in place to increase constituent participation in data gathering, awareness, and decision making in Guided Pathways.

## 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:** Scaling in Progress

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

**MAJOR ACTIVITIES:** 1. Monitor the system-level Simplified Metrics development progress 2. Continue looking at Guided Pathways KPIs to align guided pathways metrics with Equity, SSSP, Basic Skills, and other data collected 3. Continue reviewing key benchmarks and progress.

**EXISTING EFFORTS:** Select data and metrics from key initiatives on which to focus that will enhance Guided Pathways.

**MAJOR OUTCOMES:** 1. Established the process for alignment of the colleges strategic plan with Guided Pathways initiatives 2. Established the procedures for examining the progress on the benchmarks 3. Review the strategic plan alignment with guided pathways

## 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:** 1. Identification of key stakeholders and begin early stage discussions regarding guided pathways 2. Identification of suitable existing, campus initiatives and programs as well as the ways in which they can be leveraged to support an overarching Guided Pathways structure/method of planning and resource allocation.

**EXISTING EFFORTS:** 1. The goal is to involve the Strategic Planning Committee and college constituents to make Guided Pathways one of our Strategic Priorities that would help AVC provide up-to-date programs that are highly attractive to potential students. 2. Continue conducting comprehensive reviews of current program offerings in light of occupational forecasts related to sectors of job growth.

**MAJOR OUTCOMES:** 1. Increased awareness and engagement of key constituents. 2. Resource availability. 3. Discovered general/broad ways in which suitable existing initiatives and programs on campus can be leveraged to support a main overarching Guided Pathways framework of planning and resource allocation at AVC.

## 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:** 1. Identification of key stakeholders and begin early stage discussions regarding Guided Pathways. 2. Form specific committees focused on Guided Pathways.

**EXISTING EFFORTS:** 1. Guided Pathways Committee is formed to initiate discussions. 2. Continue to utilize division and departmental structures. 3. Involve Strategic Planning Committee and college constituents to make Guided Pathways part of the strategic priorities.

**MAJOR OUTCOMES:** 1. The leaders that represent campus constituents have come together in discussions regarding Guided Pathways. 2. Established mechanisms of communicating regarding Guided Pathways. 3. Provide up-to-date programs that are highly attractive to potential students. 4. Conduct regular reviews of current program offerings in light of occupational forecasts.

### 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.

**CURRENT SCALE OF ADOPTION:** Early Adoption

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

**MAJOR ACTIVITIES:** 1. The use of high school performance for placement. 2. Co-requisite remediation, academic support, or shortening of developmental sequence[s]. 3. Curricular innovations including the creation of math pathways to align with students' field of study.

**EXISTING EFFORTS:** Discussions have begun and data are being reviewed.

**MAJOR OUTCOMES:** Implementation is expected in Summer 2018.

**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.

**CURRENT SCALE OF ADOPTION:** Early Adoption

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

**MAJOR ACTIVITIES:** 1. Incorporate and enhance available student services programs that will help keep students engaged in the Guided Pathways program. 2. Strengthen counseling support that may include embedded counselors for divisions/departments/disciplines.

**EXISTING EFFORTS:** 1. Existing embedded counselor pilot. 2. FYE, Umoja, Orientation, Student Success Kickoff, Academic Summer Bridge, Senior Math Acceleration Program, Math Assessment Prep Academy etc.

**MAJOR OUTCOMES:** Conduct research studies that examine the relationship between student participation and engagement in co-curricular activities and academic success and completion.

**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**

Average number of credits attempted in year one	19.1484808
Average number of degree-applicable credits attempted in year one	15.28150207
College-level course success rate	0.735168

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Full-time students	813
Number of students	2791
Persisted from term one to term two	1989

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one	222
Successfully completed transfer-level English in year one	827
Successfully completed transfer-level math in year one	315

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Attempted 15+ college credits in first term	251
Successfully earned 12+ college credits in first term	335
Successfully earned 15+ college credits in first term	78
Successfully earned 6+ college credits in first term	1137

Budget Totals

Total Budget

**\$445,256**

Code	Amount	Percent of Budget
Indirect Costs	\$18,210	4.09%
5000 - Other Operating Expenses and Services	\$50,000	11.23%
1000 - Instructional Salaries	\$145,000	32.57%
4000 - Supplies and Materials	\$75,000	16.84%
5000 - Other Operating Expenses and Services	\$25,000	5.61%
3000 - Employee Benefits	\$50,000	11.23%
2000 - Non-Instructional Salaries	\$82,046	18.43%
<b>Antelope Valley College Total</b>	<b>\$445,256</b>	<b>100%</b>

### Efforts & Support

**EFFORTS:** In order to gain consensus on Multiple Measures, multi-discipline teams have been sent to state presentations and RP researchers have been brought on campus to present results from MM research. In the past year, work teams lead by the Math and English Departments have been developing placement processes that will include high school grades. These new processes will be in place for use in student placement in summer, 2018.

**CHANCELLOR'S OFFICE SUPPORT:** Develop and make accessible an electronic resource of ideas from other colleges so that we can see what others are doing and share best practices.

### Certification

#### CHANCELLOR/PRESIDENT

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SEND REMINDER

Awaiting Submittal

#### PRESIDENT, ACADEMIC SENATE

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