



Integrated Student Success Committee

Imperial Valley College

GUIDED PATHWAYS UPDATE



VISION FOR SUCCESS:

GOALS FOR MEETING CALIFORNIA'S NEEDS

- ▶ Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ▶ Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- ▶ Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- ▶ Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- ▶ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- ▶ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.



A VISION FOR CHANGE:

Seven Core Commitments

- ▶ Focus relentlessly on students' end goals.
- ▶ Always design and decide with the student in mind.
- ▶ Pair high expectations with high support.
- ▶ Foster the use of data, inquiry, and evidence.
- ▶ Take ownership of goals and performance.
- ▶ Enable action and thoughtful innovation.
- ▶ Lead the work of partnering across systems.

Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
INQUIRY (1 - 3)				
1. Cross Functional Inquiry	✓			
2. Shared Metrics	✓			
3. Integrated Planning	✓			
DESIGN (4 - 8)				
4. Inclusive Decision-Making Structures		✓		
5. Intersegmental Alignment	✓			
6. Guided Major and Career Exploration		✓		
7. Improved Basic Skills		✓		
8. Clear Program Requirements			✓	
IMPLEMENTATION (9 - 14)				
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

I. 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: Early Adoption

MAJOR ACTIVITIES: 1. Form an Outcomes Committee composed of cross functional teams that include but are not limited to students, faculty, counselors, students, administrators, IT

employees, and community members. All parties involved will examine data and steer programs using the Guided Pathways framework as a catalyst for ongoing student success. 2. Develop a data sharing platform that provides readily available academic data to all constituents. 3. Administer the Survey of Entering Student Engagement (SENSE) to all incoming students to include student perspective/voice in order to inform college-wide decisions on how to efficiently place students along desired career pathways.

EXISTING EFFORTS: Existing Plans/Programs: Strong Workforce, Integrated BS/SSSP/SE Plan, IVC Strategic, Educational Master Plan, Accreditation Reports, Existing Data Sources: iDashboard,

Annual Program Review, SPOL, IVC Factbook, Scorecard, Local Data Existing Survey Data: 2015-2017 Perspective Student Survey, 2017 Community College Survey of Student Engagement (CCSSE)
Committees: Integrated Plans Committee (BS/SSSP/SE), SLO Committee, Guided Pathways Steering Committee

MAJOR OUTCOMES: A cross functional standing committee will be in place to discuss student outcome data, address recurring road blocks that students encounter, resolve any issues that committee members find to be detrimental to student success and partake in constant dialogue to ensure that the GP framework is working steadily and efficiently. Provide accurate data in real time to stakeholders that reflect obstacles students face when attempting to reach their career and educational goals. All data that is collected will be used and analyzed systematically to close achievement gaps campus wide. Student voice will be included during all monitoring of GP implementation, decision-making and efficiency to ensure inclusion of student input.

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: Early Adoption

MAJOR ACTIVITIES: 1. Adopt clearly identified Institutional based standards for tracking student progress on key academic activities and student employment outcomes. 2. Develop data collection mechanisms required for tracking student progress in all areas, to include academic achievement, employment outcomes and university transfer patterns. 3. Improve data sharing practices to disseminate the new standards across campus and promote data driven decision making across key initiatives.

EXISTING EFFORTS: IEPI Initiative Integrated Plan (Student Equity, Basic Skills, SSSP) Strong Workforce Program CCC GP initiative Strategic Educational Master Plan CTE Outcomes Survey IVC Factbook IDashboards

MAJOR OUTCOMES: 1. College will adopt institutional set-standards that are consistently utilized across initiatives, and programs that track student progress. 2. The college will have data tools and systems in place to track progress such as awards, transfer rates, and employment outcomes. The tools may include exit-surveys, triangulating existing data sources, subscriptions to external data sources, and local MIS data. 3. Through the establishment of the Outcomes Committee, data dissemination mechanisms and timelines will be developed so that periodic presentations and/or reporting of institutional-set standards are shared across programs.

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: Early Adoption

MAJOR ACTIVITIES: 1. Continue meeting and discussing Guided Pathways as the overarching framework that provides structure to decision making as it pertains to the following: • categorical funding allocation • leverage funding resources • create additional services that positively impact disproportionately impacted students. 2. Ensure data pertaining to student outcomes and disproportionately impacted students is discussed and analyzed by constituents. In addition, ensure data collected is correlated to the key performance indicators as stipulated in Key Element 2 – Shared Metrics.

EXISTING EFFORTS: The institution has developed the following committee: Integrated Student Success Committee, which provides a platform for collaboration and communication across the college that results in a shared vision for the college's categorical funding sources. It provides direction for student success, equity, and basic skills efforts. Furthermore, the committee reports to the Academic Senate with the goal of leveraging funding resources, existing initiatives, funding sources and programs.

MAJOR OUTCOMES: Increase services to disproportionately impacted students that tailored to their needs and in abidance with each categorical program regulations. Provide accurate data to stakeholders that reflect obstacles disproportionately impacted students face when attempting to reach their career and educational goals. All data that is collected will be used and analyzed and correlated to the key performance indicators.

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.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: 1. K-12 • Credit by Exam: Imperial Valley College courses offered at local high school campuses during a regular academic school day as part of the high school course are

done so via Credit by Exam (CBE). In order to offer CBE, an articulation agreement must be in place. Articulation agreements require intersegmental curriculum alignment and operate for a period of two years. During the 2018-19 school year, articulation agreements will be up for renewal. Curriculum review meetings with high school partners will take place. A comprehensive review of agreements, curriculum and program success data will be collected. The CBE program focuses primarily on the delivery of Career Education courses. University level courses in Administration of Justice and Allied Health Professions are offered as well. • Dual Enrollment: Imperial Valley College courses offered at the high school campuses outside of the regular academic school day are offered via Dual Enrollment (DE). The focus of the DE program is to improve college-level readiness and shorten time to transfer for incoming high school students. The DE course pattern offered at local high schools reflect the California State University – General Education Breadth (CSU GEB) and the Intersegmental General Education Curriculum (IGETC) requirements. Currently, IVC is partnering with three local high school districts to offer DE courses at five high schools in the surrounding area. During the 2018-19 school year, IVC plans to partner with an additional high school district in order to include two more high schools to the partnership bringing the DE to seven area high schools. 2. Community College • Curriculum Alignment, C-ID: We will continue to submit all applicable coursework through C-ID to improve the portability of our coursework within the Community College and California University systems. IVC Philosophy and Health Education courses are being submitted for C-ID approval with final approval planned for the 2018 – 19 academic year. 3. University Transfer ADT Development: During the 2018 19 school year, faculty members of Imperial Valley College are planning to develop additional Associate Degree's for Transfer (AD-T's) in the areas of Physics and Nutrition and Dietetics. Out of State: Imperial Valley College is developing a close partnership with the University of Arizona – South (U of A South) which is located in Yuma, Arizona. Because of the proximity to the U of A South campus, IVC student.

EXISTING EFFORTS: California Career Pathways Trust (CCPT) Associate Degrees for Transfer/ Transfer Model Curricula (ADT/TMC) SWP Career Technical Education Pathways Act (SBI070) Adult

Education Block Grant Dual enrollment/ early college credit Get Focused, Stay Focused California College Guidance Initiative

MAJOR OUTCOMES: Success will be evident if: K-12. • CBE and Articulation Agreements are renewed, and curriculum is aligned. Data is collected and analyzed for program success. • Dual Enrollment success will be measured by increasing the number of high schools and students that participate in the program.

Illume

- ▶ Provides real-time historical, current and predictive insights on student performance
- ▶ Illustrates how certain policies, programs and practices affect the student performance
- ▶ Helps determine what policies, programs and practices are working and which are not
- ▶ Updated consistently, so that information is up-to-date and accurate
- ▶ Data display can be customized to meet the specific needs of the institution
- ▶ Filters can segment students into different groups to targeting interventions
- ▶ Real-time insights ensure providing services at the right time

Degree Map

- ▶ You can compare degree plans side by side to choose the best option
- ▶ You can track the degree requirements to see which courses you still need to take
- ▶ You can see how credits earned can apply to different degrees and certificates
- ▶ You visually see the time and cost involved with switching majors

College Scheduler

- ▶ Automatic schedule generation with a mobile-friendly interface
- ▶ Leverage Course Demand Reports to fine tune course offerings, while balancing section fill rates
- ▶ Supports persistence with flexible schedules that accommodate work and family obligations as well as preferred class times

