

## Guided Pathways Survey Questions Due December 17, 2021

**Expenditures: Total Allocation Amount = \$607,177**

Object Code	Project to Date (PTD) Expenditure	Final Expenditure Forecast	Remaining to Spend
Certificated Salary (100000 to 199999)	306,462	404,019	97,557
Classified Salary (200000 to 299999)			
Employee Benefit (300000 to 399999)	108,325	115,759	7,434
Books and Supplies (400000 to 499999)	3,876	3,876	0
Services and Operating Expenditures (500000 to 599999)	26,057	83,523	57,466
Capital Outlay (600000 to 699999)			
Total	444,720	607,177	162,457

### Approximate Spending Per Category

Activity Category	Percent	Amount
Faculty and Staff Release Time	49%	\$297,517
Professional Development	20%	\$121,435
Administrative Time for Communication, Development, and Implementation	0%	\$0
Student-Centered Technology Upgrades	5%	\$30,359
Subtotals	74%	\$449,311
Other	26%	\$157,866
Totals	100%	\$607,177

### Explanation of Approximate Spending Per Category

The 49% of Faculty Release time funded the release time for the Guided Pathways Faculty Leads to work with instructional faculty and counselors to develop the Career and Academic Pathways as well as all other aspects of the four pillars. In addition, AB 705 Faculty Leads provided professional development to primary math and English faculty. The 20% professional development funded the training of the full-time and adjunct math and English faculty.

1. **Provide an update on the progress of your workplan. (a hyperlink to your college's current work plan will be present here)**

**Clarify the Path:** Every student will have the ability to choose a Career and Academic Pathway (CAP) and program/major via the CCCApply college application. All students will be exposed to the CAPs and programs/majors available at the college through their participation in the New Student Orientation and New Student Advisement workshop as outlined in their matriculation steps. They will also have access to CAPs, program maps, department, and employment statistics from the colleges Home Page, Academics tab, and Counseling Department webpages. These resources will serve as guides towards assisting students in determining which CAP they closely relate to, the various programs/majors within each CAP, and potential road maps they can follow to ensure they meet their education goals within 2 – 3 years.

**Crafton is also examining the CAPs in relation to decentering whiteness in each guided pathways pillar.** Crafton's equity research shows that Black and Hispanic students are more likely to experience disproportionate impact. Specifically, Black students are less likely to be retained and less likely to earn a degree or certificate. Equally important, Hispanic students are less likely to transfer and successfully complete transfer level math and English in their first year. To improve racial equity in Crafton's processes, Crafton's Guided Pathways Taskforce and its Student Equity Committee are evaluating its processes to improve the completion rates for Crafton's racially minoritized student populations.

**Enter the Path:** Counselors assist students in choosing and entering their path through their participation in the New Student Advisement (NSA) workshop and/or during a SEP counseling appointment and provide enrollment support while students register for courses as planned in their SEP. During NSA students learn how to access and log in to their Web Advisor student accounts and the registration process.

To assist students with exploring career options for the Guided Pathways Taskforce has developed and implemented the following: Online Career Counseling, workshops, career assessments, developed courses to help students find a career, internships, career planning resources, and provided access for students to view how a major aligns with careers.

Underprepared students in major gateway courses are supported through the Tutoring, STEM, and Technology Success Centers, embedded tutoring, and supplemental

instruction. Moreover, students are supported through the changes initiated through AB 705. Specifically, the AB 705 Faculty Leads provide training and professional development primarily for math and English faculty to specifically help underprepared students. Crafton also developed co-requisite courses in math and English to help underprepared students complete transfer level math and English. In addition, Crafton has also developed and implemented a Starfish Early Alert Program. Every year, more faculty are using Starfish to provide referrals for students that need additional support as well as Kudos for students that are doing well. Specifically, the percent of sections using Starfish increased from 43% in 2019-2020 to 60% in 2020-2021, an increase of 40%.

**Stay on the Path:** Some of the information in the prior two pillars overlaps with staying on the path and is not repeated here. Crafton's Starfish Degree Planner allows the identification of all students who have completed a designated percentage of their educational plans. It also allows us to contact each student to follow-up on their progress which we do twice a year. Additionally, our degree audit functionality allows us to identify students that have already met all the requirements to earn a degree or certificate, or are close to completing an award. Students can also use Starfish to easily see how far they have progressed to complete their program.

As mentioned previously, the Starfish Early Alert program alerts advisors and students when they are at risk of failing and additional support is provided to these students. Students are more likely to successfully complete a course when the instructor is actively using Starfish for the course. As an illustration, Hispanic students in a course where the instructor was using Starfish had a higher course success rate (73%) when compared to courses where the instructor was not using Starfish (68%).

**Ensure Learning:** All of Crafton's programs have identified program learning outcomes (PLOs) that are directly tied to further education and employment outcomes, and course-level outcomes are mapped to one or more program outcomes. Each program analyzes their PLOs and Course SLOs in their program review and develops action plans to improve and ensure learning. This is also done annually with ILOs and GEOs. In addition, during program review each program examines course success rates in relation to a target and disproportionate impact. Programs develop action plans based on any discrepancies to improve student success and learning.

**2. What percentage of students are engaged in Guided Pathways activities and practices?**

90%

**3. If you would like to provide clarification for this percentage, please answer below:**

Question 1 provides a detailed description and clarification of the percentages where students are engaged in guided pathways activities and practices. One hundred percent of Crafton students are engaged with Clarifying the Path, Entering the Path, and Ensuring Learning. Approximately 75% are engaged with Staying on the Path. There are some students who still do not take advantage of all of the support services, especially during the Pandemic. Overall, 90% of Crafton students are engaged with the guided pathways activities.

**4. What has the college done to align course offerings with student education plans?**

For each term Crafton has developed a process for reviewing data to inform the development of the schedule. Specifically, the college examines wait list information to illustrate demand for a course, student education planning data by course, and feedback from the counseling department on the demand from courses through a survey and meeting with the department. The Faculty Department Chairs, Deans, and Vice President of Instruction use this information to develop the schedule and provide the courses that students need to achieve their educational goals.

Starfish degree planner is also used by counselors and students to determine when courses are offered while developing the students' educational plan. Through the development of program maps, instructional faculty and department chairs were able to assess their course offerings in more detail and gained awareness of any potential academic roadblocks students may face with regard to course offerings and degree/certificate completion. These program maps are used as a foundation or outline for students as well as counselors to know which semesters courses are typically offered, in which order students should complete their major prep coursework to ensure learning and success, recommended General Education coursework that may enhance the students college and learning experience in relation to their particular career/major, and a guide for students to envision the extent of their educational journey whether they are considering enrolling as a full time or part time student.

**5. Please provide one major success story for your college.**

Guided Pathways has been a collaborative, transparent, and inclusive effort from different areas on campus. The process of developing pathways at Crafton included getting consistent feedback from different constituents including capturing student voices regarding the naming of pathways at CHC. During the pandemic, the college completed all of the two-year Career and Academic Pathways (CAPs) and is close to completing the three-year CAPs for part-time students.

The Implementation of AB 705 in math and English has gone extremely well. Almost all students place into transfer level math and English now and the number of students completing transfer level English and math has dramatically increased. Specifically, there has been a 31% increase in the number of students completing transfer level English and an 87% increase in the number of students completing transfer level math.

In addition, for the first time Crafton Hills College was recognized for high student transfer rates of Latinx students. Specifically, Crafton was a 2021 Equity Champion for Excellence in Transfer for Latinx students, an award conferred by the Campaign for College Opportunity, for California institutions of higher education that lead the state in Latinx students earning Associate Degrees for Transfer (ADT). Moreover, CHC graduates, including those who earn ADTs, are well-received by universities. They have some of the highest admission acceptance rates to the University of California system among all Inland Empire colleges, with an average acceptance rate of from 70 to 80 percent for Latinx students who apply to UC campuses.

**6. What could the Chancellor's Office do to assist in further implementation of Guided Pathways on your campus (Technical Assistance, Policy or Regulatory Change, Professional Development, Technology Investment, Other)?**

Continued funding to support professional development tied to the application of classroom strategies, particularly those designed to address potential equity gaps. Enhance funding to support guided pathways positions (e.g., campus wide leads positions) and/or data coaching. Professional development, data, and evidence are all critical components of our guided pathways efforts and are the most important facets to bring about change and continuous improvement. Crafton needs the resources to continue the training of our faculty, support students with tutoring, and to examine and strategically address observed equity gaps.

**7. Please provide one major obstacle for your college.**

Crafton had two major obstacles: **technology and the lack of cohesion between the colleges within the district.** Crafton is excited about the possibility of integrating technology as a student-friendly tool to support Guided Pathways integration. However, we are limited due to the vast amounts of technology already available and used by students versus our ability to seamlessly integrate modern technologies without overwhelming students, faculty, and staff. We would love to have more interaction opportunities to allow students to explore our pathways, but funding to support interactive technologies that pivot on user-friendly GUIs is limited.

**In relation to the lack of cohesion between the colleges within the district, the two colleges move at different paces and have different cultures. A more student-centered approach would be to have developed similar, if not identical pathways at each college. However, we were not able to coordinate the efforts at each college to develop this approach.**

**8. What was the most effective usage of Guided Pathways funds on your campus (Faculty Release Time, Professional Development, Administrative Planning, Student Engagement, Technology Enhancements)?**

**Faculty release time** was the most effective use of funding as it allowed us to organize efficiently even during the pandemic. Faculty leads have reached out to all areas of the campus to organize work without requiring areas to come to them. They have pivoted on our increased in-services days to keep work on going and help everyone stay involved with progress. The Faculty Leads have also stayed active with the Faculty Department Chairs and Academic Senate to ensure that faculty have the opportunity to contribute to the process. The leads most important role has been supporting the goal of student friendly language and navigation.

**Engagement and Technology Enhancements would be where we would spend any additional funds, if available. For example, creating videos and marketing materials to help students understand CAPs and an overview of what Guided Pathways are important additions.** The faculty release time at Crafton was well used and is the primary reason why the development and implementation of guided pathways at Crafton has been successful.

**The Faculty Leads were also used to provide professional development to English and math faculty.** This was also an extremely valuable use of the guided pathways funds. The Faculty Leads in English and math were available to faculty to provide support

throughout the year, provided formal training to faculty, held individual and group meetings, helped with the implementation of the co-requisite courses, coordinated the implementation of embedded tutoring, developed new lesson plans for the new AB 705 courses, and provided training to faculty remotely.