

## Design 2-8

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

### Intersegmental Alignment

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

### Element Rating

#### ☐ Pre-Adoption

College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.

#### ☐ Early Adoption

Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.

#### ☒ Scaling in Progress

Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.

#### ☐ Full Scale

Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

**Please briefly explain why you selected this rating.**

The College has non-AB288 dual enrollment agreements with both its major K-12 feeder districts, Redlands and Yucaipa/Calimesa Unified School Districts. A new partnership with the Rim of the World Schools District is under way. A standing work group that includes K-12 representatives and college representatives meets at least monthly. Dual enrollment has been selected as a major strategy to increase student success and to promote community college enrollment by the Enrollment Strategies Committee.

Partnerships with the University of Redlands, California State University, San Bernardino, and the University of Laverne are in place. Transfer Guarantee agreements exist with several UCs.

Some of the CTE programs have strong relationships with business and industry, however the college recognizes that additional work must be done to forge such relationships and to use them to promote student internships, service learning, and success.

**Describe one or two accomplishments the college has achieved to date on this key element.**

- 1) The College's agreement with the University of Redlands allows students with a 3.2 grade point average and 23 units to transfer to the University with a \$10,000 scholarship (tuition reduction). Similar conversations are underway with other four-year institutions.
- 2) While the dual enrollment courses at the four feeder high schools tend to be low-enrolled, course success tends to be higher than on-campus courses.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Each partnership entails extensive off-campus staff time for such tasks as orientation, assessment, registration, educational planning.

There are also some union concerns expressed by faculty about dual enrollment that must be addressed in order to fully support the expansion of our efforts, and to embrace an AB 288 model.

**Comment (optional):** is there any additional information that you want to add that is not addressed sufficiently in the questions

## Design 5-8

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

### Clear Program Requirements

*(Clarify the Path)*

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).

### Element Rating

#### ☐ Pre-Adoption

College is currently not providing or planning to provide clear program requirements for students.

#### ☒ Early Adoption

Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.

A few course offerings and schedules are designed to meet student demand.

Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

#### ☐ Scaling in Progress **Are we here instead? Consider maps developed by counseling. Did that process include cross-disciplinary faculty including math/English, GE, and CTE faculty, if appropriate?**

Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.

Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.

#### ☐ Full Scale

Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.

Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.

Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.

Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

Guided Pathways Self-Assessment  
Due November 15, 2017

Please briefly explain why you selected this rating.

There is an understanding about key educational and career competencies among faculty in each program individually, as well as an inherent understanding regarding course sequence. However, there is less understanding about key educational and career competencies across programs. Evidenced by the high success rates of students at the College compared to the Region and the State. Crafton needs to have more cross discipline conversations. Some programs do have program maps, but not all do.

Describe one or two accomplishments the college has achieved to date on this key element.

Overall, we are making better progress on improving the schedule and have developed some program maps. Currently, we are analyzing course offerings for student friendliness. For example, Crafton created a chart to illustrate visually the spread of GE, IGETC, and local requirements over time. In addition, Faculty Chairs are working with the Office of Instruction to examine schedule blocks to minimize overlap or conflict among "core" courses.

In addition, Crafton also created a student feedback link on the College web site and advertised to students in order to inform scheduling. New data tools are also being developed, monitored, and used to improve access to student course demand. Adjustment of the schedule occurs regularly to meet demand. Changes to the schedule based on student demand is being built into the schedule in an effort to make future schedules more student friendly.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

At the cross-functional retreat on August 3, 2017 one of the barriers identified included the loss of institutional history because of retirements. The loss of institutional history can make it more challenging in trying to clarify course sequences.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

## Design 6-8

### Proactive and Integrated Student Supports

*(Help Students Stay on the Path)*

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.

#### Element Rating

##### ☐ Pre-Adoption

College is currently not implementing or planning to implement proactive and integrated student supports.

##### ☐ Early Adoption

The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.

Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.

There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and support services.

##### ☐ Scaling in Progress

Collaboration between the instructional and support services occurs in specific programs.

Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.

There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

##### ☒ Full Scale

The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.

Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.

There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

**Please briefly explain why you selected this rating.**

The College is a member of the Educational Planning Initiative pilot. Hobson's degree planner is being implemented in 2017-18, and the Starfish retention tool was piloted in spring 2017 and is being brought to scale in fall 2017. The implementation team included instructional, as well as research and student services staff and faculty. Instructional faculty are serving as team leaders for the implementation of the retention tool. Students on probation are regularly identified and subject to completion of mandatory workshops and an educational plan. Using Starfish, student progress is carefully monitored by a team of Student Success Advisors, who receive the reports and are responsible for connecting students with information, resources, and support.

Instructional and student services staff and faculty collaborate in a variety of committees and workgroups, for example, the Student Success and Equity Committee, the Homeless Student Resource Committee, the Enrollment Strategies Committee, the Dual Enrollment and Partnerships Workgroup, and others. Counselors are well-represented on the Academic Senate.

The College has engaged in dialogue about guided pathways at a summer retreat in August, 2017. The event included managers, classified staff, and instructional faculty, who were paid for their time. Additionally, the entire college engaged in dialogue and planning focused on the Student Support (re)Defined framework. The 2016-17 Annual Plans included goals, objectives, or actions created as a result of this workshop.

**Describe one or two accomplishments the college has achieved to date on this key element.**

- 1) The College has the staff, tools and infrastructure necessary to monitor students' progress and to intervene when they are struggling. The Starfish retention tool, currently being implemented, has strong faculty support. The faculty feedback about the tool has been positive to date.
- 2) There is cross/disciplinary dialogue in many venues that promotes a sense of collaboration and cooperation.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- 1) The success of the Starfish retention tool is greatly dependent on the extent to which it is used by instructional faculty. A large marketing campaign has been undertaken, and the college has identified "cheerleaders" among the instructional faculty to promote use of the tool in each course. However, the choice to participate or not remains with the individual faculty member.

**Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions**