Foothill College
Guided Pathways Work Plan 2018-19
DRAFT, March 8, 2018

Introduction to Guided Pathways

California's investment in the [Guided Pathways](#) framework[1] is providing an opportunity for colleges to transform the way California Community Colleges support students through their educational career. Colleges have been given wide latitude to work out changes that best fit the needs of their students locally. As part of their investment in Guided Pathways, the State of California will give Foothill College monetary support to begin activities to rethink and make transformational changes to our processes to better assist our students in reaching their educational goals.

Strategic Discussions While Getting Started on a Well-Defined Activity

Foothill is taking a two-pronged approach over the next year. The college will continue to dialogue about how Guided Pathways can foster strategic transformation at Foothill. At the same time, we will also start a specific activity (described below) designed to engage faculty in defining pathways for our Associate Degrees for Transfer (ADT).

The California Community College Chancellor's Office Guided Pathways Work Plan requires an outline of activities and outcomes for the time period between spring 2018 and summer 2019. These are just the first phase of what will be at least five years of planning and implementation. Strategic discussion will be ongoing and used to inform our future work.

Guided Pathways Work Plan Activities 2018-19

ADTs are becoming an increasingly popular option for our students. While many of our career education programs have clearly defined program pathways, most of the ADTs do not. As outlined in more detail in the pages that follow, the Foothill College Guided Pathways Work Plan for 2018-19 includes a cross-disciplinary review of our ADTs with the goal of defining viable pathways for each. This work will be informed by student completion metrics and faculty professional development on course, program, and institutional learning outcomes assessment.

The California Community College Chancellor's Office requires each college to develop a Guided Pathways Work Plan. This must include specific activities, defined time periods, note existing efforts or initiatives, and articulate outcomes for each of the activities. The information for Foothill College's Work Plan is included below.

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[1] https://www.aacc.nche.edu/wp-content/uploads/2017/09/PathwaysGraphic462017.pdf

Activity 1) Develop clear Program Pathways for Associate Degrees for Transfer

In 2018-19, cross-disciplinary teams will develop term-by-term program pathways for 10 Foothill College ADTs. We will review and, if necessary, redesign course sequences for programs of study in order to create predictable schedules that inform students of the courses they need to take and enable them to plan their course schedules over an extended period of time, and easily see how close they are to completion.

Outline of plan for 2018-2019

The cross-disciplinary teams for each ADT will include faculty from the program discipline, faculty from other disciplines across the college, counseling faculty, a college researcher, administrators, the articulation officer, and evaluations office staff. As student voice is imperative for successful design, teams will include previous and current program students, as well. Each team will consult with student services representatives (working in DRC, EOPS, etc.) as needed.

Under the leadership of a discipline faculty member, each cross-disciplinary team will:
- Identify possible course-taking pathways by term and for different completion time options – e.g. full-time over 2 years, 3 years, part-time over 4 years, students taking basic skills courses, etc.
- Consider discipline course sequences and pre-requisites, as well as program and institutional core competencies, and student learning outcomes to identify key milestones (courses, units completed) for each path.
- Develop viable scheduling options to meet the needs of students over time.

Existing efforts or initiatives

- We are developing educational planning tools to assist students in identifying and scheduling the courses needed for their chosen program of study.
- Our work on multiple measures, dual enrollment initiatives such as Early College Promise and AB 288 agreements, and Regional 9-14 Pathways development will also inform development of pathways to assist students in reaching their goals.

Outcomes

- Students will have access to maps of Instructional Programs showing them options for completing the program in 2, 3, and 4 years depending on entry and full/part-time status.
- Courses will be scheduled so that it is possible for students to follow their program map and complete their degree in 2 years.
- Student term-to-term retention in ADT programs will increase, time to degree will decrease, and ADT completion rates will increase.

Activity 2) Identify appropriate benchmarks and metrics

Foothill will identify specific benchmarks and metrics needed to track student progress through their program of study.

Outline of plan for 2018-2019

The College will identify Guided Pathway metrics and benchmarks to assist each cross-disciplinary team in their planning. Metrics will include student term-to-term retention through the program, time to degree, the average number of units earned, and program completion rates. The metrics might also include key milestones included in the Guided Pathways Launch Board, such as units completed in the first term, units completed in the first year, completion of gateway math and/or English courses, etc.

Cross-disciplinary teams will receive these metrics and benchmarks prior to beginning their mapping and scheduling work. This information will also be shared with the broader college community in various forums, such as shared governance meetings, newsletters, and division meetings.

Where possible, the data will include information on De Anza students coming to Foothill, and Foothill students moving to De Anza. Where appropriate, this information will also be shared in joint sessions with De Anza faculty and staff.

Existing efforts or initiatives

Institutional Research is currently developing a comprehensive set of institutional metrics aligned with our various institutional plans including our college Educational Master Plan, Integrated Student Success Plan, Student Equity Plan, Facilities Master Plan, and Technology Plan. The college's shared governance system (currently being restructured) is the primary communication mechanism for reporting data outcomes and assessing progress on our institutional plans. In addition, a new task-force charged with improving district processes will provide a venue for improving data sharing with De Anza College.

Outcomes

- Student term-to-term retention in ADT programs will increase, time to degree will decrease, and ADT completion rates will increase.

Activity 3) Provide professional development to cross-disciplinary teams (from activity #1) on course, program, and institutional learning outcomes assessment

Foothill will offer professional development for the cross-disciplinary teams on the Guided Pathways framework and outcomes.

Outline of plan for this time period

Professional development will include (but is not limited to) the following components:
- Outcomes assessment, including a foundation of information needed to examine the connection between course, program, and institutional outcomes
- Approaches to develop ADT program pathways
- Pedagogical and other support practices to increase student success and retention
- Scheduling strategies
- Technology tools

The professional development will be coordinated by the Faculty Professional Development Coordinator for Equity, and will bring in outside experts as appropriate. Professional development activities will also include collaboration with De Anza College professional development when possible.

Existing efforts or initiatives

Professional development is ongoing at the college, and has included workshops on pedagogy and outcomes assessment.

Outcomes
- Student term-to-term retention in programs will increase, time to degree will decrease, and more students will complete an ADT.