



Instructional Planning Council AGENDA

MEETING TYPE:

X

Staff
Product/Project
Special

Date: February 14, 2018
Start Time: 2:30 p.m.
End Time: 4:00 p.m.
Location: AA-140

Chair: Dr. Jack S. Kahn

Members: Michelle Barton, Mark Bealo, Glyn Bongolan, José Briceño, Sarah DeSimone, Katy Farrell, Marlene Forney, Margie Fritch, Monica Galindo, Kathy Kailikole, Barb Kelber, Michael Large, Pearl Ly, Zeb Navarro, Jim Odom, Nichol Roe, Seth San Juan, Suzanne Sebring, Shayla Sivert, Justin Smiley, Susan Snow and Nicholas Vallone

Recorder: Michelle LaVigneur

Agenda Item	Outcome
I. Announcements <ul style="list-style-type: none"> a. Guided Pathways Self-Assessment Tool draft and plan update (I.B.4) https://www2.palomar.edu/pages/instruction/guided-pathways/ (Attachment A) b. March industry event – South Center 	Information
II. Comments from Constituencies	Information
III. Approve minutes – January 31, 2018	Action
IV. IPC Membership Discussion (IV.A.3) <ul style="list-style-type: none"> a. Add Members: <ul style="list-style-type: none"> i. Instructional Services Office Manager ii. Classified member (additional) iii. ASG representative (additional) b. Service Areas – Recommendation <ul style="list-style-type: none"> i. ATRC – to attend in spring 2018 ii. Director, Telecommunications - Grants iii. Director, IS 	Discussion
V. Book Club – Redesigning America’s Community Colleges – Ch. 1	Discussion
VI. Resource Allocation Process (I.B.6) <ul style="list-style-type: none"> a. Review Timeline (Attachment B) b. Review form https://docs.google.com/forms/d/e/1FAIpQLSeRmfeHLzixe0Cj4oT_qL51Mf1ATsujQKmuNubzp6Oc4b7i3A/viewform <ul style="list-style-type: none"> 1. Hardware and infrastructure requests (IS) 2. Instructional technology resources requests (ATRC) c. Funding Update 	Discussion
VII. Accreditation Training	Information

VIII.	Review Faculty Prioritization Timeline	Discussion
IX.	Gainful Employment Certificates (I.A.3) – Richard Loucks	Discussion & Plan
X.	Waitlists Workgroup – Update	Information
XI.	For Spring 2018 semester: a. PRP Presentation to Campus b. Survey for spring 2018 c. Materials fee process	Discussion
XII.	FON – Faculty Hiring (III.A.7) a. Process to hire outside faculty b. Hiring w/in our resources/needs	Discussion
XIII.	Standing Reports A. Accreditation B. Enrollment C. 3SP/SE/NC3SP/BSI D. LOC E. SPC F. CTEE G. PD H. ROC update	Information

Next Meeting
February 28, 2018
AA-140



Instructional Planning Council Minutes

MEETING TYPE:

X

Staff
Product/Project
Special

Date: January 31, 2018
Start Time: 2:30 p.m.
End Time: 4:00 p.m.
Location: AA-140

Chair: Dr. Jack S. Kahn
Members Present: Dr. Glyn Bongolan, José Briceño, Sarah DeSimone, Katy Farrell, Marlene Forney, Margie Fritch, Monica Galindo, Dr. Barb Kelber, Dr. Pearl Ly, Jim Odom, Seth San Juan, Suzanne Sebring, Shayla Sivert, Justin Smiley, Susan Snow and Nicholas Vallone.
Members Absent: Michelle Barton, Mark Bealo, Dr. Kathryn Kailikole and Zeb Navarro.
Guests: Kelly Falcon, Cheryl Kears, Richard Loucks, Yvette Maynard, Najib Manea and Nichol Roe.
Recorder: Michelle LaVigueur

Vice President for Instruction, Dr. Jack S. Kahn called the meeting to order at 2:31 p.m.

I. Announcements –

- New Members – The new Dean of Social and Behavioral Sciences, Dr. Pearl Ly was introduced by the new Dean of Arts, Media and Business Administration, Justin Smiley.
- Accreditation Training “Party” on 2/14/18 at 12:30 p.m. in AA-140 (I.C.12) – VPI Kahn announced that IPC will be watching an Accreditation Training video on Wednesday, 2/14/18 and the link to sign up is here: https://palomar.csod.com/LMS/LoDetails/DetailsLo.aspx?loId=6aa456a1-2ce7-4707-a63b-0ae6bea81de9&back=%2fLMS%2fBrowseTraining%2fBrowseTraining.aspx%3ftab_page_id%3d-6#t=1
- Department Chairs “signing” PRPs – Tabled.
- Doctorates – VPI Kahn announced that Kelly Falcone received her Doctor of Education, specialization in Educational Leadership and Technology - EDD/ET.
- Faculty hires – VPI Kahn announced all of the new Faculty hires, those that are posted online and those that will be posted soon.
- Guided Pathways Self-Assessment Tool draft and plan update (I.B.4) – VPI Kahn announced that the Guided Pathways draft plan was sent out as Information to IPC, SSPC and SSEC today – January 31, 2018. It will go as First Reading to Faculty Senate on February 5, 2018 and to SPC on February 6, 2018.
- March industry event – South Center – VPI Kahn announced that an event will be held at Cork and Craft in Rancho Bernardo on March 22, 2018 in an effort to connect our faculty with folks in the industries around the south center.
- NOHEs – VPI Kahn announced that all NOHEs need prior approval before the work begins.
- Upgrade to our CurricUNET system – Cheryl Kears announced that Palomar College will be upgrading our CurricUNET software this spring.

II. Comments from Constituencies – None.

III. Approve minutes – December 13, 2017

MSC – (Bongolan/Kelber): The minutes for December 13, 2017 were approved and accepted into the record with an abstention from Susan Snow.

IV. North/South Center presentation – VPI Kahn gave a presentation on the North and South Centers to include the following:

Planning Assumptions:

- The centers are not comprehensive.
- High demand GE courses for transfer with a balance.
- Our goal: to schedule M, W or T, Th classes.
- Themes and partnerships: Planning for current and future partners
- Associate degrees for Transfer, CTE certificates & GE that will help students reach their goals

- Strategic Enrollment Management

Process:

- Weekly planning groups led by staff, faculty and admin
- Schedule planning team includes IRP, Transfer, Counseling, Deans & Faculty
- Deans met with Department Chairs and brought in their suggestions

Data:

- Workforce Data
- Enrollment by region
- Dual Enrollment Projects
- “Destination Data”
- “Cluster Data”
- CSUSM Transfer Data
- Certificate Data

Partners & Future Partners:

- CSUSM
- ASU Online
- CSUSM North
- Other:
 - Brandman
 - National University online High School
 - UC Davis
 - Industry (Mostra, SONY, etc.) Tech Hub
 - Fallbrook & Bonsall High School Districts, Poway

North:

- Associate Degrees for Transfer in Business and Sociology
- Core prep for biology and Nursing
- Certificates in Bookkeeping, Business Information Worker, and the new innovative Gig Economy certificate
- Coursework in Administration of Justice, Kinesiology & EME
- Strong Diverse GE pattern to support overall transfer & transfer possibilities

South:

- Technology and innovation STEAM Center
- Associate degrees for Transfer in Biology, Math & Communication
- All impacted Pre-nursing
- UC STEM & CSUSM clusters to support multiple UC and CSU STEM majors
- AODS Certificate
- Coursework in Architecture, Interior Design, & Computer Programming
- Digital Photography & Editing combo
- Video production and Editing series.
- All of the needed diverse GE courses for transfer

The Dual Enrollment work we have been doing was acknowledged. There was discussion around the online programs and ensuring there is faculty input as the partnerships are created. The possibility of University Centers was discussed.

- V. New Instructional Program Approval process (II.A.1) (Attachment A) – VPI Kahn reviewed the Instructional Program Approval process that is already in place. He advised that we will begin following it, since we have been skipping important steps in the process. He will be meeting with a workgroup to discuss revising it.
- VI. Book Club – Redesigning America’s Community Colleges - (Attachment B) – Dr. Kelly Falcone discussed the Book Club timeline. She suggested that the Council read the book together and discuss it at IPC meetings throughout the spring 2018 semester. There is also a Workshop Series available through PD for the spring 2018 and sign-ups are available at the PD website: <http://www2.palomar.edu/pages/pd>
- VII. Resource Allocation Process (I.B.6)
 - a. Review Timeline – VPI Kahn reviewed the updated IPC timeline with the Council.

- b. Review Resource Allocation form VPI Kahn reviewed the online Resource Allocation form:
https://docs.google.com/forms/d/e/1FAIpQLSeRmfeHLzixe0Cj4oT_qL51Mf1ATSujQKmuNubzp6Oc4b7i3A/viewform

1. Hardware and infrastructure requests (IS)
2. Instructional technology resources requests (ATRC)

There was discussion among the Council around the new Facilities and Technology questions added to the form. The suggestions and/or concerns were:

- There may be unknown costs associated with the original request
- Get a quote up front
- Get a quote after the request is approved
- Add a question to the request, “Has IS been contacted?”
- Add more descriptives in the “Will this impact Facilities?” section
- Activate the Technology request checklist

VPI Kahn advised that he will contact IS regarding the process and report their suggestions back to the Council at the next meeting on February 14, 2018. He reported that he will compose an email for the Deans to send out to the Department Chairs asking them to complete the Resource Requests by February 28, 2018.

- c. Funding Update - VPI Kahn reported that the Instructional Services Division has approximately \$120,000.00 this fiscal year to allocate out for the Program Review and Resource requests. He noted that it is important to go through the process in order to document needs, even if we cannot fill them at this time.

VIII. Review Resource Allocation Timeline & Review the Form – Discussed in VII.

- IX. Review Faculty Prioritization Timeline – VP Kahn reported that we have a new process for the Faculty Prioritization Requests that will be completed online. Department Chairs will complete Faculty Rationale forms and submit them to their Deans. The Deans will give feedback and IPC will vote electronically. The requests will then go to the IPC subcommittee for review and completion of prioritization. The IPC subcommittee’s recommendation will then come to IPC for 1st and 2nd Reading and then to SPC as Information.

- X. Gainful Employment Certificates (I.A.3) – Richard Loucks reported that Palomar College has a deactivation policy on our Curriculum website: <http://www2.palomar.edu/pages/curriculum/files/2012/11/Process-for-Deactivation-of-an-Instructional-Program-Approved.pdf>. He reported that we have approximately 35 programs that over the last 4 years (2012-16) in aggregate have given out about 68 certificates (4 or less certificates awarded) or 2 each and none of these programs are being identified as “at risk”. He handed out an At-Risk Instructional Program Evaluation form to deactivate programs to begin that discussion and process of evaluating at-risk instructional programs. There was discussion among the Council to add the following to the form:

- Rate of Achievement
- Under “Considerations” - remove “Declining Industry”
- Under “Considerations” - add “Labor Market Data”
- Add different verbiage to “Specific advantages of retaining the program” to include a “Comment” section
- Add overlap classes to the form

Richard reported that he will make the changes to the form and bring it back to the next IPC meeting on February 14, 2018. There was consensus among the Council that the 35 programs will be sent out to the Deans to discuss with their Department Chairs and they will bring feedback to IPC on February 14, 2018. VPI Kahn will work Cheryl Kears and Richard Loucks on a timeline that coordinates with Curriculum Committee.

XI. IPC Membership Discussion (IV.A.3) – Tabled.

- a. Add Members:
- i. Instructional Services Office Manager
 - ii. Classified member (additional)
 - iii. ASG representative (additional)
- b. Service Areas – Recommendation
- i. ATRC – to attend in spring 2018
 - ii. Director, Telecommunications – Grants
 - iii. Director, IS

- XII. Waitlists Workgroup – Update – Tabled.
- XIII. PRP Feedback – VPI Kahn led the discussion regarding the PRP informal comments placed in the columns of the PRP forms on the Google documents, asking if they should be left or taken off when the final documents are forward to IRP. There was discussion among the Council on the value of the comments to the writer. There was consensus among the Council to remove the comments on the final document, but leaving them on the Google document.
- Electronic vs. In-person (can still do in person!)
 - Redundancies on the comprehensive form -
 - Overall – VPI Kahn reported that there are some PRPs that are in need of changes and/or improvement. He asked the Council if the departments should be given more time to make the changes or redo their PRP next year. There was consensus among the Council to give departments more time to revise their PRPs.
- XIV. IPC Processes (I.B.5) (I.B.9) – Tabled.
- Change routing form in IPC for technology
- XV. For spring 2018 semester – Tabled.
- PRP Presentation to Campus
 - Survey for spring 2018
 - Materials fee process
- XVI. FON – Faculty Hiring (III.A.7) – Tabled.
- Process to hire outside faculty
 - Hiring w/in our resources/needs
- XVII. Standing Reports –
- Accreditation – None.
 - Enrollment – None.
 - 3SP/SE/NC3SP/BSI – None.
 - LOC – None.
 - SPC – None.
 - CTEE – Dean Fritch reported that they hired Jessica Hernandez, Assistant Professor, Nursing and Ashley Wolter, Assistant Professor, Welding in Trade & Industry for spring 2018. Barb Kelber reported that the Transitions programs had a productive visit to Vista Detention Facility.
 - PD – None.
 - SLO – Katy Farrell reported that the SLOAC coordinators are planning for the ACCJC Annual Report which is due in March 2018. She advised that we need to continue to demonstrate ongoing assessment and encouraged the Council to input results, reflections and assessments into TracDat.

The meeting adjourned at 4:11 p.m.

Next Meeting
February 14, 2018

Palomar College Guided Pathways Plan- Phase One

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Background

The Guided Pathways framework creates a highly structured approach to student success. The framework provides students with a set of clear course-taking patterns **toward transfer, accompanied with embedded** student services. Guided Pathways promotes better enrollment decisions and prepares students for success. The Guided Pathways framework is intended to integrate institutional plans and all institutional efforts in ways that make it easier for students to get the help they need during every step of their community college experience (Chancellor's Office, <http://cccgp.cccco.edu/About-Guided-Pathways>).

The Self-Assessment

In the fall of 2017, Palomar College conducted a [self-assessment](#) to identify the college's readiness to adopt Guided Pathways. The self-assessment was the first step in the process towards developing and offering Guided Pathways for our students. By submitting the self-assessment to the Chancellor's Office, Palomar completed the first step as required to receive funding from the state.

This Self-Assessment intends to 1.) Serve as a learning tool for colleges to help campus constituents gather and reflect on their systems and practices in an organized and thoughtful way, 2.) Inform the CCCCCO about what types of capacity building resources would help colleges engage in Guided Pathways, 3.) Provide an aggregate picture of college Guided Pathway processes with regards to inquiry, design, and implementation of key elements and how they are progressing over time. (Chancellor's Office, http://cccgp.cccco.edu/Portals/0/uploads/GP/Info_GP_Assessment_Tool_2017.pdf).

The aggregate picture includes 14 elements that the Chancellor's Office provided for self-evaluations to determine how much progress we have made on Guided Pathways prior to doing the assessment. The team rated Palomar College overall as an Early Adoption college (stage 2 out of 5) in terms of our progress for Guided Pathways. The assessment tool was then approved by our various constituent groups, signed by the Faculty Senate, Vice President of Instruction, the President, and the Governing Board. It was then shared with the Guided Pathways Team who **developed** the Guided Pathways Plan.

The Plan

The Guided Pathways Team is composed of faculty, staff, administrators, and a student. The team met for several days in January of 2018 to put together this plan. Palomar's goal, per the Chancellor's Office directive, **is to integrate the plan into our institutional planning process (and align with major plans such as the Strategic Plan, Strategic Enrollment Management Plan, and Integrated Plan (SSSP/Equity and Basic Skills), implement the Guided Pathways plan** over a five year period, and move the college from Early Adoption to a full scale Guided Pathways Plan.

Palomar College recognizes the diversity of our students' educational goals. Many of our students wish to move through our system efficiently, get the courses they need to transfer or obtain a career in a reasonable time frame. Our current system has many roadblocks for these students. Palomar is developing and adopting the guided pathways framework to improve our current practices and to support students.

Vision Statement for Guided Pathways

Guided Pathways provides all students with clear course-taking patterns embedded student services that promote efficient enrollment decisions and prepare students for future success.

Palomar College will:

- Offer efficient and flexible course taking patterns to meet education and career goals.
- Help students in discovering, clarifying, and choosing pathways.
- Provide support **services** to help students navigate their path.
- Ensure a quality learning environment and facilitate meaningful relationships to support student success.

CCC GP Implementation Timeline

The Guided Pathways Plan covers four phases.

Key Elements	Phase 1: Spring 2018-Summer 2019	Phase 2: Fall 2019-Summer 2020	Phase 3: Fall 2020-Summer 2021	Phase 4: Fall 2021-Summer 2022
Inquiry (1-3)				
1. Cross-functional inquiry	X			
2. Shared metrics	X			
3. Integrated planning	X	X		
Design (4-8)				
4. Inclusive decision-making	X	X	X	
5. Intersegmental alignment		X	X	X
6. Guided major and career exploration opportunities	X	X	X	X

7. Improved basic skills	X	X	X	X
8. Clear program requirements	X	X	X	
Implementation (9-14)				
9. Proactive and integrated student supports	X	X	X	X
10. Integrated technology infrastructure	X	X	X	
11. Strategic professional development	X	X	X	X
12. Aligned learning outcomes	X	X	X	
13. Assessing and documenting learning opportunities	X	X	X	X
14. Applied learning opportunities	X	X	X	

Phase One Plan (The “Gestalt”)

Themes of phase one:

- Research and Planning
- Development
- Internal and External Communication Strategy
- Integration
- Institutional Effectiveness

Key Element #1	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption
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<p>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.</p> <p>College engages in a broad, deep, and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	Scaling in Progress	<p>I. Bring together representative constituents to develop a Research Plan, including methodology to collect information and feedback from stakeholders, in order to inform the planning and implementation of Guided Pathways.</p> <p>II. Develop a formative and summative evaluation plan to allow the college to evaluate, assess, and refine its efforts.</p>	<p><u>Initiatives to align with:</u></p> <p>Institutional Effectiveness Partnership Initiative (IEPI), Strategic Enrollment Management Plan (SEM), The Integrated Equity/SSSP/Basic Skills Plan, Strong Workforce and Perkins funding planning, Workforce and Innovation Opportunity Act (WIOA) plan, STEM Innovations Grant and HSI/Title V Grant.</p> <p><u>Groups to coordinate with:</u></p> <p>Institutional Research and Planning (IRP), Minority Male Community College Collaborative (M2C3), Instructional Planning Council (IPC), The Education to Career Network of North San Diego County, Palomar's regional consortium for Adult Education Block Grant.</p>	<p>I. Research Plan was developed.</p> <p>II. Formative and summative evaluation plan was developed.</p> <p>See element #2.</p>	Full Scale
Key Element #2	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption

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.	Full Scale	<p>I. Identify which metrics are needed to assess Guided Pathways.</p> <p>II. Organize and integrate existing data sources in a manner that will assist Guided Pathways efforts on an ongoing basis.</p>	<p><u>Initiatives to align with:</u></p> <p>Institutional Effectiveness Partnership Initiative (IEPI), Strategic Enrollment Management Plan (SEM), The Integrated Equity/Basic Skills/ SSSP Plan, Strong Workforce and Perkins funding planning, Workforce and Innovation Opportunity Act (WIOA) plan, STEM Innovations Grant and HSI/Title V Grant.</p> <p><u>Groups to coordinate with:</u></p> <p>IRP, Minority Male Community College Collaborative (M2C3), IPC, The Education to Career Network of North San Diego County, Palomar's regional consortium for Adult Education Block Grant (AEBG).</p>	<p>I. Metrics were identified.</p> <p>II. Data were organized and made readily available on a single webpage.</p> <p>See element #1.</p>	Full Scale
Key Element #3	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption

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.	Early Adoption	<p>I. Conduct a gap analysis of our current governance structure to assess how the Guided Pathways Plan overlaps current activities and practices and whether the current institutional structure best serves communication and institutional effectiveness. (See #4 below).</p> <p>II. Obtain research and related data on the efficacy and use of Guided Pathways at other colleges to inform and facilitate discussions campus wide.</p> <p>III. Develop an internal and external Communication Strategy and Campaign for Guided Pathways and uniquely brand Palomar's Pathways.</p>	<p><u>Initiatives to align with:</u></p> <p>Strategic Plan, SEM plan.</p> <p><u>Groups to coordinate with:</u></p> <p>Councils, Faculty Senate, Library, IRP, Guided Pathways assessment team, Career Technical Education, Academic Technology, Information Services (IS), Public Information Office (PIO), the Comet Exchange, and Policies and Procedures.</p>	<p>I. An updated governance structure that includes Guided Pathways was developed.</p> <p>II. Visits to two other colleges with the Guided Pathways framework occurred and information was incorporated into the Communications Plan and Campaign and the Research plan. A written report from the visiting team was shared through the governance structure.</p> <p>III. A Palomar College Communications Plan and Campaign for guided pathways was developed for both internal and external audiences. .</p> <p>See element #3.</p>	Scaling in Progress
Key Element #4	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption

<p>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.</p> <p>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.</p>	Scaling in Progress	<p>I. Develop a Guided Pathways Team composed of constituent group representation and ensure students play a key role in the progress of Guided Pathways.</p> <p>II. Engage students to determine best practices to involve them in Guided Pathways work.</p>	<p><u>Initiatives to align with:</u></p> <p>Strategic Plan, SEM Plan, SSSP/Equity/BSI plan.</p> <p><u>Groups to coordinate with:</u></p> <p>Faculty Senate, Institutional Research IRP, Planning Councils, ASG, Student Affairs, Student Services, and the Interclub Council.</p>	<p>I. A Guided Pathways Team was developed.</p> <p>II. A student survey and four focus groups were executed to gather data to determine the best ways to engage students. Student survey and focus group results were disseminated and discussed within the Guided Pathways Team and shared with institutional councils.</p>	Scaling in Progress
Key Element #5	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption

5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	Early Adoption	Will scale current practices and examine existing initiatives and efforts. (Not including in plan this year)			
Key Element #6	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption
6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway) The college has structures in place to scale major and career exploration early on in a student's college experience.	Pre-adoption	I. Develop an infrastructure that integrates initiatives, resulting in a career exploration plan that can be seamlessly integrated with Guided Pathways.	<u>Initiatives to align with:</u> Adult Education Block Grant, Regional Strong Workforce Plan, Strong Workforce Initiative and Plan, California Career Pathways Trust. <u>Groups to coordinate with:</u> Career Center, Counseling Department, IPC, Student Services Planning Council (SSPC) I, First Year Experience, Science Technology Education and Math (STEM) Academies, First Year Experience (FYE), Apprenticeship, Work Experience, Service Learning, Internship courses representatives.	I. An integrated career exploration plan was developed that connects Meta-Majors and Discipline mapping. See elements #8 and #14.	Early Adoption

Key Element #7	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption
7. Improved Basic Skills - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.	Scaling in Progress	<p>I. Determine existing support services and coordinate efforts for best practices and preparation for Guided Pathways.</p> <p>II. Align the obligations of AB705 to Guided Pathways.</p>	<p><u>Initiatives to align with:</u></p> <p>SSSP/Equity/BSI plan, AB 705 requirements, SEM plan.</p> <p><u>Groups to coordinate with:</u></p> <p>Tutoring Committee, English as a Second Language (ESL), Math, English, Reading, FYE, IRP, all instructional support centers, articulation, Occupational and Noncredit Program.</p>	<p>I. A list of current services and gaps were identified. A recommendation for better integration and implementation was developed.</p> <p>II. Developed an integrated foundation skills plan aligned with AB 705.</p>	I. Scaling in Progress
Key Element #8	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption

<p>8. 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. The 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).</p>	<p>Early Adoption</p>	<ol style="list-style-type: none"> I. Use Backwards design to identify meta-majors. II. Revise all Program Review Plans to include preparation for Guided Pathways. III. Start program evaluation and mapping process of programs to meta-majors. IV. Develop a standard course mapping template of courses to majors. V. Ensure a fiscally responsible schedule that is consistent with the mapping In III and IV. 	<p><u>Initiatives to align with:</u> Strategic Plan, SEM plan.</p> <p><u>Groups to coordinate with:</u> IPC, SSPC, , Counseling the Transfer Center, Articulation, Curriculum Committee, Learning Outcomes Committee, IRP, Information Services, Academic Technology, all Planning Councils, STEM academies.</p>	<ol style="list-style-type: none"> I. Meta-majors were identified. II. Program Review and Planning forms were revised to include Guided Pathways. III. Program Mapping was completed. IV. A standardized course mapping template was developed. V. Scheduling software was purchased that allows for the creation of a more efficient schedule (AD ASTRA). <p>See elements #6 and #14.</p>	<p>Scaling in Process</p>
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Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption
9. 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.	Early Adoption	<p>I. Review the literature and examine other colleges' student support programs in Guided Pathways. Identify student support programs and services to embed with each meta-major and pathway.</p> <p>II. Analyze orientation, registration, onboarding, educational planning, and application processes (business process analysis).</p> <p>III. Work with service areas to develop Mission Statements and Service Area Outcomes.</p> <p>IV. Develop a plan that includes a timeline, designated personnel, and methods for key points in reaching out to students.</p>	<p><u>Initiatives to align with:</u></p> <p>AEBG, Regional and Local Strong Workforce, Strategic Plan, SEM plan.</p> <p><u>Groups to coordinate with:</u></p> <p>Student Success and Equity Council, SSPC, Learning Outcomes Council, Counseling, Teaching and Learning Center (TLC), Tutoring Committee, all instructional support centers, Library, FYE, Summer Bridge, Career Center, Apprenticeship, Work Experience, Academic Technology, STARFISH team, Orientation Services, SSPC, Advising, Transfer Center, Learning Outcomes committee, IRP.</p>	<p>I. An initial plan for coordinated current services was developed.</p> <p>II. The plan for the redesign of processes was completed.</p> <p>III. All service areas have mission statements and service area outcomes.</p> <p>IV. A timeline for check-ins with students was established.</p> <p>See elements #6, #10.</p>	Scaling in process
Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption

10. Integrated Technology Infrastructure - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) 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.	Early Adoption	I. Conduct a business process analysis for better utilization of technology in student services (see element #9).	<u>Initiatives to align with:</u> Strategic Plan, SEM plan, SSSP/Equity/BSI . <u>Groups to coordinate with:</u> STARFISH team, the Strategic Planning Council (SPC), Information Services, TMP Workgroup , Academic Technology, and 3C Media Solutions.	I. A Business Process analysis was completed (gaps were identified, and solutions were recommended to the campus). See element #9.	Early Adoption.
Key Element #11	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption
11. Strategic Professional Development - (Help Students Stay on the Path; Ensure Students are Learning) Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and	Early Adoption	I. Develop and offer PD workshops on: A. The Introduction to Guided Pathways. B. Backwards design to map current programs into meta-majors. C. Embedding support services in the classroom. D. Understanding the college's data and how to use the data to implement and assess the Guided Pathways Plan.	<u>Initiatives to align with:</u> Integrated SSSP/Equity/BSI plan, Strategic plan, and SEM plan. <u>Groups to coordinate with:</u> ASG, Professional Development, Education to Career Network, Councils.	I. PD workshops were developed and offered face to face and online on: A. The Introduction to Guided Pathways B. Backwards design to map current programs into meta-majors	Scaling in Progress

administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

- C. Embedding support services in the classroom...
- D. Understanding the college's data and how to use the data to implement and assess the Guided Pathways Plan.

Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption
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12. Aligned Learning Outcomes - (Ensure Students are Learning) 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.	Early Adoption	<p>I. Improve SLO process to ensure course and program SLOs and assessment plans are appropriate and measurable.</p> <p>II. Develop curriculum outcome maps for each program, where appropriate. These maps should include where outcomes are introduced, developed, and mastered.</p> <p>III. Realign course SLOs with ILOs and GE/ILOs</p>	<p><u>Initiatives to align with:</u></p> <p><u>Groups to coordinate with:</u></p> <p>The Learning Outcomes Council, SLO Coordinators, SLO Facilitators, IPC, SSPC.</p>	<p>I. Departments reviewed their SLO's to ensure they are appropriate and measurable.</p> <p>II. Curriculum (outcomes) maps exist for all programs where appropriate.</p> <p>III. SLOs were realigned to current ILOs and GE/ILOs.</p> <p>See elements #8, #9 and #13.</p>	Scaling in Progress
Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption
13. Assessing and Documenting Learning - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.	Early Adoption	<p>I. Develop a process to analyze pathway outcomes by sharing data between programs.</p> <p>II. Develop methods demonstrating the effective use of learning outcomes assessments to facilitate course and program improvements.</p>	<p><u>Initiatives to align with:</u></p> <p><u>Groups to coordinate with:</u></p> <p>The Learning Outcomes Council, SLO Coordinators, SLO Facilitators, IPC, SSPC.</p>	<p>I. A procedure for sharing Student Learning Outcome results across programs was developed.</p> <p>II. Models were developed for training purposes.</p> <p>See element #12</p>	Early Adoption

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.					
Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption
14. Applied Learning Outcomes - (Ensure Students are Learning) Students have ample opportunity for applied/contextual ized learning and practice. Opportunities have been coordinated strategically within	Early Adoption	<p>I. Conduct an analysis of effective practices and services with a focus on organizational structure for experiential learning.</p> <p>II. Promote and support experiential learning in the classroom.</p>	<p><u>Initiatives to align with:</u></p> <p>AEBG, Strategic plan, SEM plan, SSSP/Equity/BSI plan.</p> <p><u>Groups to coordinate with:</u></p> <p>Service learning, internships, externships, apprenticeships, career center, counseling, work experience, (ASG).</p>	<p>I. An analysis of applied learning experiences was developed and a recommendation for further work with Guided Pathways was implemented.</p> <p>II. A plan was developed to promote and support experiential and active learning inside and outside the classroom.</p>	Scaling in Progress

and/or amongst programs.			IPC, SSPC, Financial and Administrative Services, Facilities, Professional Development, STEM center, ASG Student Affairs.	See elements #6 and #8	
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CCC GP Guided Pathways Allocations

Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses.

The 2017-18 State Budget authorized \$150 million in one-time funds for the implementation of Guided Pathways. \$135 million of those funds are to be allocated to colleges. The \$135 million allocation is based on 35% total FTES, 45% total number of Pell grants awarded, and 20% equal distribution. The total allocation will be spread out over five years as follows: 25% in year 1; 30% in year 2; 25% in year 3; 10% in year 4; and 10% in year 5. Although the amount may change, here is the estimation for Palomar College:

Total 5 year allocation:	Year One (4/18)	Year Two (4/19)	Year Three (4/20)	Year Four (4/21)	Year Five (4/22)
\$1,516,425	\$379,106	\$454,928	\$379,106	\$151,643	\$151,643

Palomar College Phase One Allocation is \$379,106

Sample Categories	Anticipated %	Anticipated amount
Personnel or Release Time		
Student Participation	3%	11,373
Consultant for Business Process Analysis	11%	40,000
1.0 FTEF Reassignment Backfill	11%	40,000
Professional Development		
Prepare and Offer workshops and cover travel for Guided Pathways Professional Development	28%	108,104

Plan Implementation		
plan	Funding to execute various aspects of the	
		16%
		60,000
Software		
	AD ASTRA	26%
		100,674
Other		
	Marketing and Communications Materials	5%
		18,955
	TOTAL	100%
		=\$379,106

HS Grades for Assessment/Placement

Required per EC Section 88922 (c)

Briefly describe the college's efforts on the following issue:

<p>The inclusion of high school grades into the assessment/placement process</p>	<p>The College has implemented multiple measures models for placing students into math, English, and reading courses. These models incorporate student academic performance information from high school, including GPA and grades in specific courses, to derive a course placement recommendation. Statewide research has shown placing students into courses using multiple measures results in more accurate placement than when placing them using a test alone. Multiple measures placement also decreases equity gaps in placement and completions. The Office of Institutional Research and Planning (IRandP) is examining the impact of the college's multiple measures models on student placement levels and course success rates.</p>
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Support Needed from Chancellor's Office

Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

We would like to receive early or regular feedback from the Chancellor's office to see if we are on the right track. In addition, contact information from colleges who have made progress on various elements would be very beneficial. In addition, we would like to request access to more information about MyPath and how it might assist in overall goals.

2017-18
Instructional Planning Council
Calendar for Program Review and Planning, Resource Allocation & Staffing Plan

Fall 2017	Program Review & Planning (New and Updates)	Staffing Plan (projection levels for faculty, classified staff, and administrators)	Faculty Position Requests and Prioritization (IPC Subcommittee process)	Strategic Plan, Action Plan – Goals and Objectives – SPC activity
August 2017				SPC Orientation Finalize <i>Strategic Plan</i> Goals & Objectives Begin work on Action Plan
September 2017	Identify disciplines to complete Group 2 – 2017-18 Comprehensive PRPs by September 8, 2017 Forms & Data released for PRP work in September 2017	Classified and Administrative staffing for both vacant and newly-proposed positions must be identified and justified in PRP process.	General information of full-time faculty needs should be identified in PRP process.	Finalize <i>Strategic Plan</i> Action Plan Begin SPPF allocation process
October 2017				
November 2017	Departments submit PRP to Deans for review & input by November 8, 2017 PRPs forwarded to group by November 29, 2017			
December 2017	Groups feedback due by December 13, 2017 VPI reads all PRPs during Holiday Break			

2017-18
Instructional Planning Council
Calendar for Program Review and Planning, Resource Allocation & Staffing Plan

Spring 2018	Program Review & Planning (New and Updates)	Staffing Plan (projection levels for faculty, classified staff, and administrators)	Faculty Position Requests and Prioritization (IPC Subcommittee process)	Strategic Plan, Action Plan – Goals and Objectives – SPC activity
January 31, 2018	IPC begins PRP resource allocation process– https://docs.google.com/forms/d/e/1FAIpQLSeRmfeHLzixe0Cj4oT_qL51Mf1ATSujQKmuNubzp6Oc4b7i3A/viewform	Instruction Staffing Plan priorities discussed		
February 14, 2018		HRSPC compiles updated <i>Staffing Plan</i>	IRP posts data for faculty position requests (3 years of data plus most recent Fall semester data)	Progress Report on <i>SP</i> Action Plan
February 28, 2018	Resource allocations due on February 28, 2018			
March 14, 2018	Department Chairs review Discipline recommendations	Updated <i>Staffing Plan</i> presented to SPC for review	* Departments complete Rationale form(s) for Faculty Position Requests & submit to division deans *Deans give feedback on requests. *Faculty Position Requests posted for IPC Subcommittee review	Strategic Plan, Action Plan - Goals and Objectives – SPC activity
April 1, 2018	Deans prioritize PRP allocations and reallocates where appropriate within Division			
April 11, 2018	IPC evaluates PRP recommendations.		*Electronic voting for faculty requests due *IPC Subcommittee discusses faculty position requests and begins prioritization.	
April 25, 2018	IPC completes evaluation of IPM, RAM and PRP processes		*IPC Subcommittee completes prioritization of Faculty Position requests; IPC reviews and accepts ranking. IPC Subcommittee faculty position priority recommendations for 2019-2020	
May 9, 2018			*IPC Subcommittee position priority recommendations presented to President and SPC as information	Formative Evaluation: Progress on <i>SP</i> Action Plan Formulate <i>SP</i> Goals & Objectives