Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Jun 5, 2018, 11:37 PM UTC

Taft College - Guided Pathways

Description

College: Taft College

Plan Timeframe: Spring 2018-Summer 2019

Read Deadlines and the Guided Pathways documentation and goals: Yes

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Timeline

Inquiry

KEY ELEMENTS	SPRING 2018 – SUMMER 2019	FALL 2019 – SUMMER 2020	FALL 2020 – SUMMER 2021	FALL 2021 – SUMMER 2022
1. Cross Functional Inquiry	✓	✓	✓	✓
2. Shared Metrics	✓	✓	✓	✓
3. Integrated Planning	✓	✓	✓	✓

Design

KEY ELEMENTS	SPRING 2018 – SUMMER 2019	FALL 2019 – SUMMER 2020	FALL 2020 – SUMMER 2021	FALL 2021 – SUMMER 2022
4. Inclusive Decision-Making S...	✓	✓	✓	✓
5. Intersegmental Alignment	✓	✓	✓	✓
6. Guided Major and Career Ex...	✓	✓	✓	✓
7. Improved Basic Skills	✓	✓	✓	✓
8. Clear Program Requirements	✓	✓	✓	✓

Implementation

KEY ELEMENTS	SPRING 2018 – SUMMER 2019	FALL 2019 – SUMMER 2020	FALL 2020 – SUMMER 2021	FALL 2021 – SUMMER 2022
9. Proactive and Integrated St...	✓	✓	✓	✓
10. Integrated Technology Infra...	✓	✓	✓	✓
11. Strategic Professional Devel...	✓	✓	✓	✓
12. Aligned Learning Outcomes	✓	✓	✓	✓
13. Assessing and Documentin...	✓	✓	✓	✓
14. Applied Learning Outcomes	✓	✓	✓	✓

Inquiry

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.

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: Scaling in Progress

Major Activities: -Increase Professional Development and Awareness to ensure faculty and staff see the value of implementing the Guided Pathways framework. -Integrate feedback systems into all communication and events to practice continuous improvement. -Increase opportunities to participate in discussions; brown bag lunches, brainstorm solutions for monthly meetings, invite the campus community to join workgroups, etc. -Include Equity data into the Annual Program Review process. -Expand the cross-functional team by creating several cross-functional work groups addressing certain pathways. -Begin to share college data on students who are not succeeding or not meeting expectations. -Create a Guided Pathways webpage / portal as an online repository enhancing communication and awareness. -Implement and continuously build/refine communication plan. -Work towards expanding Guided Pathways work across the campus. -Build the Cross-Functional Team model with representatives from all divisions, functions, operations, and levels. The team should be charged with ensuring that staff, faculty, and students are engaged and aware of the Guided Pathways plan, work, and progress. -The Guided Pathways work groups will recommend, develop, and implement Guided Pathways practices and strategies campus wide.

Existing Efforts: -Continue college activities surrounding and/or including student success data. -Expand student success data dialogue in Governance Council, College Committees, In-Service Days, SLO Days, and during Program Review days. -Continue with the creation of the Completion Index. -Continue to select College, program, and/or department benchmarks while incorporating and reviewing achievement data. -Continue integrating and aligning the Integrated Plan and the Strategic Action Plan with Guided Pathways. -Carry on with the student focus groups to gather information, and share the results with committees and Governance Council. -Continue with examples of mini Guided Pathways: Zero Text Book Costs project with the Open Educational Resources. -Continue to Integrate Pathways into college-wide, division-wide, and departmental meetings.

Major Outcomes: Because of these efforts, the College will be able to use data to plan enrollment and allocate resources. The college will have strategies affecting the entire campus with a culture of inclusion. By these efforts, students will understand the pathways and degree attainment. There will be better awareness of the project through better communication. By the end of the first year Guided Pathways vision and goals will be clearly communicated throughout the college. Professional Development trainings, in-services, and meetings evaluations will be tracked to monitor campus awareness and effectiveness of communication strategies.

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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: Scaling in Progress

Anticipated Change in Scale of Adoption During Timeframe: Full Scale

Major Activities: -Use the Strategic Action Plan as the guide for College identified benchmarks. -Complete an industry scan showing the top 8 to 10 in-demand careers and transfer programs in the College's local area. -On an annual basis, hold a data institute on campus. -Have the cross-functional workgroups review and evaluate other department/program's data. -Create a dashboard for the Strategic Action Plan. The progress made will be shared to the Governance Council, Academic Senate, and the Board of Trustees.

Existing Efforts: -Continue aligning the College Strategic Action Plan and the Integrated Plan with Guided Pathways Key Indicators identifying common goals and benchmarks across the campus while leveraging resources. -Disaggregate data for metrics/reports and create parameters -Review and increase alignment of

the Strategic Action Plan metrics with the data that is being provided in the Annual Program Review. -Continue to look into centralizing, refining, and/or creating a data dashboard. -Continue consolidating existing efforts and leveraging resources. -Through Governance Council, continue to bring the Governance Council sub-committee Co-Chairs to review committee goals, achievement data, SLO data, and Accreditation data.

Major Outcomes: With the identification of Equity gaps, the campus will hold conversations to address the issues. The campus will track how well each area is doing with benchmarks, using the Guided Pathways framework to include the students' voice. Increase students enrolling in 15 plus credits per semester by 11% in fall 2016 to 16.5% in fall 2020. Students who enroll in 15 plus units per semester are more likely to graduate in two years. Increase fall to spring persistence from 79.9% in 2016-2017 to 87.4% in 2020-2021. Students must persist to complete their studies. Increase course success rates from 71.8% in fall 2016 to 75.4% in fall 2020. Students must succeed in courses to complete their studies.

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: Scaling in Progress

Anticipated Change in Scale of Adoption During Timeframe: Full Scale

Major Activities: -Integrate Pathways into college-wide, departmental/program, division-wide, and departmental meetings. -Governance Council will focus on one main issue/concerns based on data results or in an area in the Strategic Action Plan on an annual basis to identify possible broad solutions to increase student success efforts.

Existing Efforts: -Continue the Integrated Planning framework with shared goals. -Continue creating clear, integrated, and focused goals related to Student Success and Pathways. -Continue integrating goals, activities, and strategies. -Continue Integrated planning efforts maximizing existing initiatives aligning with pathways. -Continue with institutionalized data standards to work towards data consistency. -Continue to include the student voice on campus committees, discussions, and meetings. -Governance Council provides updates and progress made. -Continue expanding dialogue with the Completion Index and utilizing the data for meaningful conversations.

Major Outcomes: There is clear communication of the common strategies with a concerted effort on one main issue campus-wide using the Guided Pathway framework. In a more unified fashion, the understanding of the College's accomplishments now viewed from multiple perspectives with reliable data.

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.

Current Scale of Adoption: Early Adoption

Anticipated Change in Scale of Adoption During Timeframe: Scaling in Progress

Major Activities: -Assess student communication strategies and experiences. -Focus on communication strategies and keeping the campus community in the loop. The Guided Pathways Cross-Functional team will approve a communication strategy. -Expand the cross-functional teams and create Guided Pathways work groups through existing committees to include representatives from all divisions, functions, operations, and various constituencies. Members will be encouraged to engage their peers and colleagues in conversation and work that support Guided Pathways. -The work groups will work through different Guided Pathways practices and strategies. For example, Program Mapping, Meta Majors, Pathways Data, Scheduling, etc. -Begin to develop program specific Guided Pathways. Engage the campus in building meta majors.

Existing Efforts: -Expand the Curriculum Design work group to pathways design and formalize the work group and/or committee membership. For example, this can be one of the cross-functional teams. -Maintain the student voice in committees and the cross-functional work groups through discussions across the campus.

Major Outcomes: The activities enhance the function of the Governance Council with feedback from a fully engaged campus in both policies and practices as grouped degrees into meta-majors that are coherent and with clear pathways.

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: -The Student Success Committee to redesign and/or realign structured onboarding processes based on student success data. -Once developed, various committees will share Academic Maps/Pathways and Interest Areas with partners. -Student Success Committee will develop a cross walk from High School to Taft College. -Develop pathways to transfer and pathways to employment. Share developments with constituency groups and partnerships.

Existing Efforts: The Student Success Committee will continue discussions on redesign and build upon certain parts of the onboarding process. Strengthen partnerships with the community, industry, high schools, and four-year institutions through Advisory Committees and/or groups. -Continue to create articulation agreements with universities for seamless transfer credit. -The CTE Committee through the Workforce Development Act continues to create workforce partnership's role to work with industry on the trends and to keep data on job placement. -Continue the work on major alignment. For example, Teacher Prep. -Divisions to revise degrees and certificates so coursework is relevant and streamlined -Continue to strengthen connections with K-12 to align expectations for college readiness and build awareness of the importance of Guided Pathways before students leave high school.

Major Outcomes: Taft College's design of a Kumu allows for the structure of the various intentional partnerships providing easier on boarding and exiting into either employment or transfer. The catalog serves as a tool for clear, explicit pathways. Increase new students completing all requirements of matriculation from 31.3% in 2016-2017 to 95% in 2020-2021. Increase Financial Aid recipients from 69.1% of all students in 2016-2017 to 73.6% of all students in 2020-2021. Survey data from the Strategic Action Plan suggests that there may be additional students who qualify for a BOG, with 73.6% of students stating that a lack of finances could cause them to withdraw from their courses. Increase CTE Advisory Committee employers that are actively engaged from 45 in 2017-2018 to 50 in 2020-2021. Over the long term, having employers be actively engaged in the College's advisory committees will increase the likelihood that they will hire the College's students.

6. Guided Major and Career Exploration

College has structures in place to scale major and career exploration early on in a student's college experience.

Current Scale of Adoption: Early Adoption

Anticipated Change in Scale of Adoption During Timeframe: Scaling in Progress

Major Activities: -Help Students Make Earlier Connections: Expand the Student Success Courses and make it available to or required for all new students. -Focus on incoming students choosing a meaningful program of study within the first year. -Identify shared core competencies by meta-majors. -Explore expansion of Student Success Courses, both in terms of the type of courses and the policy for making it mandatory for all first-time college students. Concentrate on class scheduling using predictive analytics. -Begin clustering interest areas in developing pathways. The cross-functional workgroups can begin this work. -The workgroups will recommend the areas of interest list (meta majors) to the Guided Pathways Cross Functional Team for adoption and implementation while working in collaboration with the Curriculum Committee. -All degree or credential non-exempted degree seeking students will be required to go through the New Student Orientation. -Counselors to address students who are undecided through the onboarding process to take a required career assessment or career exploration course. -Strategically expand supports to help academically underprepared student to succeed in the "gateway courses" for the college's major program areas. -Redesign the current New Student Orientation and include a career exploration component.

Existing Efforts: -Redesign the College Catalog with student user focus. -Divisions continue to work on course sequencing and include key program or career information outside the course if necessary. -Continue to work on shared core competencies. -Continue streamlining fall through course electives in the DegreeWorks software. -Student Success Committee leverage resources through integrated planning.

Major Outcomes: The outcome is for well-designed programs of study/major and prepare students to enter employment and further education in fields of importance to the College's service. Programs of Study/degrees are clustered by areas of interest. Increase course success rates from 71.8% in Fall 2016 to 75.4% in Fall 2020. Course success rates are a vital metric for the College, since students must pass their courses to persist and complete educational goals. Increase Fall to Spring persistence rate from 79.9% in 2016-2017 to 87.4% in 2020-2021. For students to complete their educational goals, they must persist through multiple semesters. Increase new students successfully completing transfer level Math and English in the first year from 6.0% in 2016-2017 to 16.0% in 2020-2021. Completion of transfer level Math and English are key milestones on a student's path to graduation. Decrease the average number of units accumulated for Associate Degree completers from 81.3% in 2016-2017 to 79 in 2019-2020. Per the CCCCO Vision for Success, "reducing the average number of units-to-degree will help more students reach their educational goals sooner." Reduce the amount of times students change their major.

7. Improved Basic Skills

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

Current Scale of Adoption: Scaling in Progress

Anticipated Change in Scale of Adoption During Timeframe: Full Scale

Major Activities: -Analyze placement and enrollment data and implement AB705. -Analyze student success data for students enrolled in any contextualized or student success courses. Focus on professional development in best practices and emerging trends. -Encourage cross-discipline collaboration within faculty to address Basic Skills in other disciplines. -Incorporate cross-functional team membership into the Academic Development Committee. -Professional Development activities to expand Faculty awareness and best practices. -Expand Learning Center Support and Co-Req learning lab or other models. -Align curriculum with co-curricular activities, student success classes, and specific outside class learning opportunities.

Existing Efforts: -Continue implementation of AB705; the use of high school performance placement. -Continue to increase alignment with the high schools and transfer schools. -Update CORs routinely.

Major Outcomes: The goal is to shorten the time students take remedial course work by using evidence based strategies as part of the decision making process allowing for seamless transition to work or higher education.

Increase course success rates from 71.8% in Fall 2016 to 75.4% in Fall 2020. Course success rates are a vital metric for the College, since students must pass their courses to persist and complete educational goals. Increase new students successfully completing transfer level Math and English in the first year from 6.0% in 2016-2017 to 16.0% in 2020-2021. Completion of transfer level Math and English are key milestones on astudent's path to graduation. Increase Fall to Spring persistence rate from 79.9% in 2016-2017 to 87.4% in 2020-2021. For students to complete their educational goals, they must persist through multiple semesters.

8. Clear Program Requirements

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).

Current Scale of Adoption: Scaling in Progress

Anticipated Change in Scale of Adoption During Timeframe: Full Scale

Major Activities: -Access Committee creates one to two year schedule to map programs. Work with the divisions through in-service, curriculum, scheduling meetings, and division meetings. Division Liaison Counselors also work with the divisions providing scheduling recommendations based on student need. -Develop a system for review and approval of program maps/pathways. -Access Committee begins to work on an Enrollment Management Plan. -Engage and assist faculty through professional development in developing program maps/pathways. -Engage faculty to help identify or confirm Gateway courses for each program. -Begin discussions and create program mapping. -Examine and analyze student data and challenges based on scheduling. Assess technology tools that will allow the scheduling process to become more efficient and predictive of what students have remaining in their program. -Assess technology tools that will allow the scheduling process to become more efficient and predictive of what students need to take based on what they have remaining in their program. The program requirements and class schedule need to be developed in a consistency manner. -Identify courses critical for success in each program and other key progress milestones that are clearly identified. -Utilize predictive scheduling based on demand. -Refresh curriculum if needed in pathways coursework. -Accelerate Math and English transfer level completion.

Existing Efforts: -Continue working on DegreeWorks to include transfer work with Banner articulation, evaluating, and posting. -Continue to work towards a two-year schedule and the possibility of block scheduling. -Continue designing stackable certificates in CTE, which align with careers and the workforce addressing industry standards. -Continue to assess student needs via focus groups and surveys. -Examine and analyze student success data based on scheduling gaps. -Focus on DegreeWorks reporting as a tool to assist in scheduling discussions. -Review waitlists and courses that students need to graduate one to two terms out. -Continue to deactivate courses that are no longer in use and look into the program outline format to see if a student can finish the program with the required courses listed. -Continue to expand the DegreeWorks tool for students to see how far they have come and what they need to do to complete their program. -Continue to work on the online initiative exchange focusing on online course development.

Major Outcomes: The outcome will be scheduling courses to ensure students can take the courses they need when they need them, plan their lives around school from one term to the next, and can complete their programs in as short time as possible. With clearer pathways, students set milestones and see how close they are to completion. Program mapping and program mapping data is useful when constructing annual course schedules in order to create predictable pathways for major transfer programs. Programs that are clearly mapped out for students and provide a coherent pathway from college entry through to completion or transfer create course sequences and students can be directed to default course selections with consistent scheduling. Increase students enrolling in 15+ credits per semester. In order to complete a 60-unit associate's

degree in two years, a student needs to enroll in at least 15 units per semester, or 30 units per year. Increase degrees and certificates awarded from 451 in 2016-2017 to 494 in 2019-2020. Decrease the average number of units accumulated for Associate Degree completers from 81.3% in 2016-2017 to 79 in 2019-2020. Per the CCCCO Vision for Success, "reducing the average number of units-to-degree will help more students reach their educational goals sooner."

Implementation

9. Proactive and Integrated Student Supports

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.

Current Scale of Adoption: Scaling in Progress

Anticipated Change in Scale of Adoption During Timeframe: Full Scale

Major Activities: -Implement an early alert system. -Student Success Committee develops policies and practices that complement existing technology to intervene effectively when students fall off track. -Develop and/or implement an Early Alert system with identified interventions. -Implement proactive interventions with students who are on academic probation and before they are on probation. -Engage faculty in intensifying student interventions with counselor follow-up for students who are not on track. -Automate systems and include integration processes. -Explore early alert interventions and systems.

Existing Efforts: -Continue to enhance and streamline DegreeWorks as a tool for students, counselors, staff, and faculty. -Utilize DegreeWorks tool to track student progress and turn on Tracking option. -Expand tutoring and supplemental instruction to keep students on track and offering additional support. -Leverage resources, integration, and support for online students.

Major Outcomes: The College develops a system that allows students to see where they are to completing their educational goals with ample support with meaningful intervention strategies to keep them on the path, including additional tutoring, structured outside of class activities, and supplement support courses. Increase Fall to Spring persistence rate from 79.9% in 2016-2017 to 87.4% in 2020-2021. For students to complete their educational goals, they must persist through multiple semesters. Increase new students successfully completing transfer level Math and English in the first year from 6.0% in 2016-2017 to 16.0% in 2020-2021. Completion of transfer level Math and English are key milestones on a student's path to graduation. Increase students enrolling in 15+ credits per semester. In order to complete a 60-unit associate's degree in two years, a student needs to enroll in at least 15 units per semester, or 30 units per year. Increase new students completing all requirements of matriculation from 31.3% in 2016-2017 to 95% in 2020-2021. Increase Financial Aid recipients from 69.1% of all students in 2016-2017 to 73.6% of all students in 2020-2021. Survey data from the Strategic Action Plan suggests that there may be additional students who qualify for a BOG, with 73.6% of students stating that a lack of finances could cause them to withdraw from their courses. Increase student engagement in student life/co-curricular activities from 893 in 2016-2017 to 1,092 in 2020-2021. Significantly increase the number of students using and understanding the degree audit tool by 5%.

10. Integrated Technology Infrastructure

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.

Current Scale of Adoption: Early Adoption

Anticipated Change in Scale of Adoption During Timeframe: Scaling in Progress

Major Activities: -Need to identify and find a way to fund technology tools that will integrate student information from the College's systems and provide key academic progress tracking, curriculum, education planning, course schedule building, registration, and intervention functionality. -Identify core cultural norms that prevent the College from making technology decisions: structure, ownership, accountability, integration, and implementation. -Integrate Guided Pathways into the Technology Committee. -Identify funding sources to acquire tools and incorporate projected costs into the annual budget process and Program Review. -Assess technology tools to assist faculty in documenting and tracking their assessment activities. -Counseling group to integrate Career Assessments as part of the matriculation process for students and before the initial counseling appointments. -Create an integrated dashboard to be able to pull or run data reports on demand.

Existing Efforts: -Cross-functional data group will continue to identify common report standards and data definitions. -Continue to streamline DegreeWorks and utilize the tool to the fullest capacity. -Introduce the DegreeWorks tool to new students creating a Student Educational Plan as the first step and for faculty as a resource. -Continue to look into the possibility of continuing with Cognos and/or developing Cognos reports and functional users further. -Continue with OEI and looking into technology tools, which connect student systems, curriculum data, and industry together.

Major Outcomes: Technology in place to track students' progress and provide meaningful results to know what interventions needed to keep students on track to completion. Technology that integrates registration, counseling/advising, and progress monitoring supports Guided Pathways and creates a seamless experience for students. Ensure 100% of the Technology Master Plan goals are on target for completion by 2020-2021. Technology enables the College to be more efficient and provide faculty with teaching tools.

11. Strategic Professional Development

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

Current Scale of Adoption:

Anticipated Change in Scale of Adoption During Timeframe: Full Scale

Major Activities: -Begin to look at student data in the Professional Development Committee and plan Professional Development based on student success data/results. -Align the Professional Development Plan with the Strategic Action Plan. -Create professional development opportunities for faculty to engage and assist in developing program maps. -Implement faculty professional development strategy on productive persistence. -Include Guided Pathways in the Professional Development Committee request form. -The SLO ASC and Professional Development Committee to incorporate SLOs and assessment into professional development. All professional development opportunities/activities need to have an outcome and evaluation process. Utilize the assessment process with PD activities with initial assessments, pre-assessments, and/or vet the assessment activity into professional development.

Existing Efforts: -Continue to encourage cross-discipline collaboration within faculty. -Sustain leadership positions in creating stability with training, cross-training, and professional development. Each key leaders will participate in a cross functional workgroup. -Maximize professional development resources across campus.

Major Outcomes: In alignment with the Professional Development Plan, provide a training program in the development, implementation, and assessment of Student Learning Outcomes and Guided Pathways that benefit the college community.

12. Aligned Learning Outcomes

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.

Current Scale of Adoption: Full Scale

Anticipated Change in Scale of Adoption During Timeframe: Full Scale

Major Activities: -SLO Committee refines learning outcomes as a part of the broader implementing Guided Pathways framework. -Link assessment results with Professional Development. -Through inquiry review assessment and evaluation results as well as any professional development data through the Professional Development Committee

Existing Efforts: -Continue with the Assessment Guide. -Continue to implement assessment processes and activities for learning outcomes at all levels. -Continue to align learning outcomes with the requirements for success in furthering education and employment outcomes targeted by each program. -Strategic Planning Committee will continue to look at Program Review trends and report out sharing the information. -Ensure SLOs are in Program Review. -Continue SLO work in Student Services aligned with Guided Pathways. -Faculty use the results of student learning outcomes assessment to improve the effectiveness of instruction in their program.

Major Outcomes: The College integrates the data from various sources to define what pedagogy and program-learning development is needed for the College to meet its goals and mission. The Professional Development Plan linked to the Strategic Action Plan to improve college processes.

13. Assessing and Documenting Learning

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. 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.

Current Scale of Adoption: Early Adoption

Anticipated Change in Scale of Adoption During Timeframe: Scaling in Progress

Major Activities: -Incorporate Student Learning Outcomes into Professional Development Activities. -Through inquiry review data and continue researching with meaningful discussions.

Existing Efforts: -Continue tracking SLOs in ELumen. -Include learning outcomes in the Program Review Process. -Address improvement of Instruction and Student Services area through Student Learning and Administrative Unit Outcomes. -Continue to have the College assess effectiveness of educational practice and uses the results to create targeted Professional Development.

Major Outcomes: Data from eLumen allows for discussion into equity issues and course development and program changes as needed

14. Applied Learning Outcomes

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

Current Scale of Adoption: Scaling in Progress

Anticipated Change in Scale of Adoption During Timeframe: Full Scale

Major Activities: -Through inquiry review data and continue researching with meaningful discussions. -Curriculum Committee to assess who is utilizing applied and contextualized learning. Use those assessment results to decide to expand, leverage, and/or increase efforts. -Practice and emphasize active and project based learning through Professional Development opportunities. Then assess and evaluate. -Distance Education Committee to explore and broaden work based learning through online courses. -Apply learning outcomes in work experience and internships.

Existing Efforts: Continue with current strategies to maintain full scale.

Major Outcomes: Incorporate applied learning in to appropriate courses allowing students to visualize how what they learned is used in the workplace and in higher education.

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA

Budget Totals

Total Budget
$125,227

Code	Amount	Percent of Budget
1000 - Instructional Salaries	$200,363	160%
5000 - Other Operating Expen...	$150,272	120%
6000 - Capital Outlay	$100,182	80%
4000 - Supplies and Materials	$50,091	40%
Taft College Total	**$500,908**	**400%**

Efforts & Support

Efforts: The College is currently addressing AB 705 with a workgroup who will work on high school GPA and transcript recommendations. The College continues to use multiple measures in placing students.

Chancellor's Office Support: Some of the elements seem to have redundant answers. Perhaps there could be some clarification of the elements. The workshops have been helpful addressing Guided Pathways.

Certification

CHANCELLOR/PRESIDENT

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CERTIFIED

2018-03-29

PRESIDENT, ACADEMIC SENATE

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2018-03-29

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