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Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Mar 30, 2018, 2:21 PM PDT

# Pasadena City College - Guided Pathways

## Description

**COLLEGE:** Pasadena City College

**PLAN TIMEFRAME:** Spring 2018-Summer 2019

**READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS:** Yes

## Project Contacts

| Point of Contact | Alternate Point of Contact |
|---|---|
| **Stephanie Fleming**<br>Dean Instructional Support<br>slhood@pasadena.edu<br>626-585-3214 | **Not Complete** |

## Certifying Contacts

| Chancellor/President | President, Academic Senate |
|---|---|
| **Rajen Vurdien**<br>rvurdien@pasadena.edu | **Valerie Foster**<br>President, Academic Senate<br>vsfoster@pasadena.edu<br>626-585-7211 |

## Timeline

| KEY ELEMENTS | SPRING 2018 – SUMMER 2019 | FALL 2019 – SUMMER 2020 | FALL 2020 – SUMMER 2021 | FALL 2021 – SUMMER 2022 |
|---|---|---|---|---|
| **INQUIRY (1 – 3)** | | | | |
| 1. Cross Functional Inquiry | ✅ | ✅ | ✅ | ✅ |
| 2. Shared Metrics | ✅ | ✅ | ✅ | ✅ |
| 3. Integrated Planning | ✅ | ✅ | ✅ | ✅ |
| **DESIGN (4 – 8)** | | | | |
| 4. Inclusive Decision-Making Structures | ✅ | ✅ | ✅ | ✅ |
| 5. Intersegmental Alignment | ✅ | ✅ | ✅ | ✅ |
| 6. Guided Major and Career Exploration | ✅ | ✅ | ✅ | ✅ |
| 7. Improved Basic Skills | ✅ | ✅ | ✅ | ✅ |
| 8. Clear Program Requirements | ✅ | ✅ | ✅ | ✅ |
| **IMPLEMENTATION (9 – 14)** | | | | |
| 9. Proactive and Integrated Student Supports | ✅ | ✅ | ✅ | ✅ |
| 10. Integrated Technology Infrastructure | ✅ | ✅ | ✅ | ✅ |
| 11. Strategic Professional Development | ✅ | ✅ | ✅ | ✅ |
| 12. Aligned Learning Outcomes | ✅ | ✅ | ✅ | ✅ |
| 13. Assessing and Documenting Learning | ✅ | ✅ | ✅ | ✅ |
| 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:** Full Scale

**MAJOR ACTIVITIES:** To ensure that all groups examine, understand, and use research and data in meaningful ways, PCC plans to take the following steps: 1. Expand the use of the locally

developed Equity Dashboard. 2. Adopt the use of Tableau 3. Solidify the Center for Urban Education Equity Classroom Observation project 4. Develop the new Educational Master Plan and Strategic Plan 5. Create a process for increasing success in gateway courses 6. Develop and Enrollment Management Plan that uses guided pathways best practices 7. Create communication and professional learning plans around the adoption of a guided pathways framework 8. use EMSI data to inform program viability 9. Develop a SSSP dashboard to track student participation 10. Scale PCC's Early Alert initiative 11. Use Flex Days to address guided pathways 12. Create an effective assessment cycle of student learning outcomes for all levels

**EXISTING EFFORTS:** Aligning and integrating existing efforts will be a primary focus for PCC. These existing efforts include: 1. PCC's partnership with USC's Center for Urban Education that has

enabled the college to offer workshops, retreats, and continue its equity-focused initiatives 2. The locally developed Equity Dashboard that provides faculty and staff with disaggregated success and retention data 3. PCC's Equity Plan and the related outcomes and goals 4. The English/Math Division inquiry that addresses curriculum redesign, acceleration, equity gaps, and AB 705 compliance 5. Geo-Science Faculty Inquiry Groups that address increasing success and pathways in STEM related fields 6. The Project Based Learning Biology curriculum redesign and community of practice that examines the impact of pedagogy on equity gaps and gatekeeper courses 7. PCC's IEPI Goals Framework Presentations that gather feedback and buy-in on campus0wide goals 8. The Multiple Measures Workgroup that informs and evaluates the use of PCC's assessment and placement processes 9. PCC's shared governance Student Success Committee that provides leadership for the college's success initiatives 10. PCC Pathways Program (First, Second, and Third Year-Athletes, Ujima, International) that provides as structured and supportive academic experience from onboarding to completion 11. CE (CTE) Strong Workforce (SWP) programs that embed career and experiential learning opportunities 12. Using the community College Equity Assessment Lab (CCEAL) survey results to inform policy and practice 13. Student panels such as the recent "Why I dropped my class class" student panel interview facilitated by the Academic Senate 14. Sharing Success and Enrollment Data with Deans to inform division practices and professional learning needs 15. Using Annual Update Data sets during program review to inform planning, improvement, and resource allocation 16. Using D/F/W/I data to create an effective assessment cycle at the course, program, and institutional levels

**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

## 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:** The following steps will be taken: 1. Launchboard will be used to use align program offering with labor market needs 2. Alumni Insight will be used to track employment data

for PCC graduates 3. The use of EMSI Analyst will be expanded to gather regional labor market needs and trends to inform program offerings 4. Use the CTE Outcomes Survey to track employment outcomes for students in PCC's career education programs 5. Set clear benchmarks and assess PCC's Institutional Learning Outcomes 6. Use Tableau to share data analytics

**EXISTING EFFORTS:** Existing efforts include: 1. Clearly identified benchmarks developed in the 2010 Educational Master Plan 2. Clearly defined and disseminated goals in the Student Equity Plan

3. IEPI goals have been collaboratively developed and disseminated 4. The IEPI goals, ACCJC institutional set standards, and the Scorecard goals have been aligned 5. The SSSP, Equity, and BSI plans and goals have been integrated 6. Institutional success and retention rates are used as benchmarks during program review 7. The Student Equity Dashboard has been created 8. Standardized disaggregated data sets are shared with all programs annually 9. EMSI Analyst has been used to track employment outcomes 10. The SSSP Dashboard has been created to track student requirements

**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

## 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:** The following steps will be taken: 1. Resource allocation will be aligned with guided pathways outcomes 2. A strategic plan for prioritizing needs will be developed 3. A plan

to braid financial resources to support guided pathways will be developed 4. The use of labor market data in program review will be expanded 5. A guided pathways working group, a sub-committee of the Student Success Committee, will be created to increase participation

**EXISTING EFFORTS:** Existing efforts include: 1. The use of a transparent and data-informed integrated planning process 2. Shared governance committee dialogue is addressing guided pathways

needs and implementation 3. Widespread constituency group involvement exists 4. The college hosts integrated planning retreats to address budget development and resource allocation 5. The college uses a standardized evaluation for all shared governance processes 6. A guided pathways leadership group has been meeting to inform inquiry, design, and implementation

**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

## 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:** Full Scale

**MAJOR ACTIVITIES:** The following steps will be taken: 1. A guided pathways working group, a sub-committee of the Student Success Committee, will be created to increase participation 2. A

Professional Development Plan related to guided pathways will be developed 3. A guided pathways communication plan will be developed 4. Faculty leads for the Career Communities (meta majors) will be identified and a working group will be formed 5. The Director of the Career and Completion Center will be hired 6. Cross-training for all student affairs staff will be developed and implemented 7. An integrated retreat for Student Services and Instruction will occur to address overlap in guided pathways implementation 8. A faculty chair model will be adopted for instruction divisions and professional development for chairs will be developed 9. The maps for academic programs will be vetted and adopted 10. A student-centered Enrollment Management Plan will be developed 11. A marketing campaign will be developed

**EXISTING EFFORTS:** Existing effort include: 1. The development of the Guided Pathways Leadership Group 2. PCC Pathways Program hosts retreats and staff meetings to address guided pathways

implementation 3. Presentations on guided pathways have been presented to academic divisions, students services, management areas, and constituency group meetings 4. Representation from managers, faculty, and classified staff have been included in IEPI workshops 5. The Academic Senate voted to approve the college's participation in the GP Awards program 6. Kinesiology and

Business have piloted the development of program maps 7. Guided pathways goals have been identified in the integrated SSSP/Equity/BSI plan 8. A STEM council, supported by a Title III HSI grant, has formed to create the STEM career community

**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

## 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:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Full Scale

**MAJOR ACTIVITIES:** The following steps will be taken: 1. The Muir/middle college center will be opened 2. Dual and concurrent enrollment programs will be expanded 3. Dual enrollment will be

included into our guided pathways 4. Degree paths with career communities will be aligned 5. Program maps will be expanded to include bachelor's programs with partner 4-year institutions 6. Private university partnerships will be increased and improved 7. The college will host Private University Luncheons
**EXISTING EFFORTS:** Existing efforts include: 1. A dual enrollment program 2. Expansive High School articulation agreements 3. Concurrent enrollment offerings 4. A focus on increased FAFSA

completion 5. Multiple early college programs are offered 6. Diverse outreach efforts 7. CCAP and non-CCAP pathways have been developed 8. High school liaisons work with partnering high school principals 9. K-12 Luncheons are offered at PCC 10. Natural Science research partnerships have been developed with regional universities 11. PCC offers twenty-two ADTs
**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

## 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:** Scaling in Progress

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Full Scale

**MAJOR ACTIVITIES:** The following steps will be taken: 1. EMSI Career Coach will be used to assess career choice 2. CCCApply options will be aligned with Career Communities 3. A Career and

Completion Center will be created and available for all students and alumni 4. Default degree pathways for undecided students will be created 5. Guided Pathways will be integrated into the PCC website 6. Work-Based Learning will be expanded and PCC will participate in the pilot project with the California Foundation.
**EXISTING EFFORTS:** Existing efforts include: 1. The development of career communities (meta majors) 2. The development of program maps 3. The formation of Student Success Teams 4. Jam,

PCC's Summer Bridge, has been redesigned to include a focus on career and career communities 5. College 1, PCC's Student Success Course, has been redesigned to include career exploration 6. Year 2 and Year 3 of PCC Pathways Program has been created and serves over 2,000 students 7. Career Month is offered and includes workshops and panels with regional employers
**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

## 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:** The following steps will be taken: 1. Multiple assessment measures will be used for ESL placement 2. Implementation of AB705 in English and Math will occur 3. Increased

career assessment opportunities will be offered 4. A more effective Assessment Cycle for learning outcomes (Course/Program/Institutional Levels) will be developed 5. Early Alert will be piloted in Basic Skills courses in ESL, Math, English, and other gateway courses 6. Course embedded tutoring will be used 7. A Professional Development Plan for managers will be developed
**EXISTING EFFORTS:** Existing efforts include: 1. The use of multiple assessment measures in math and English 2. Accelerated Math/English options are offered 3. The math faculty are engaged in

a curriculum redesign Faculty Inquiry Group 4. Student Success Centers have been created 5. The shared governance Student Success Committee has been created 6. A focus on undergraduate research opportunities has been created 7. The One Book, One College program is offered and embedded in College 1 8. Reading Apprenticeship, Problem-Based Learning, and other innovative pedagogies have been adopted 9. A year-long New Faculty Training Institute is offered to all new faculty 10. A week-long seminar focused on effective teaching methods is offered to all College 1 instructors
**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

## 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:** The following steps will be taken: 1. A Career and Completion Center will be created 2. Guided Pathways will be integrated into the college's website 3. Clear alignment to

regional bachelor degrees will be increased 4. Full implementation of Degreeworks will occur 5. Career Coach will be offered to all students 6. A Centralized certificate awarding process will be adopted 7. program maps will use skill-building to inform course sequencing 8. Program maps, education plans, and course taking patterns will be used to inform and enrollment management 9. Deans will develop a student-centered, two-year course schedule
**EXISTING EFFORTS:** Existing efforts include: 1. All SSSP requirements have been adopted 2. Program Maps have been developed 3. Articulation agreements have been developed 4. Initial efforts

to improve enrollment management exist 5. A Curriculum Cleanup Project has been launched 6. Scorecard data is widely used and disseminated 7. PCC Complete has increased degree completion 8. DegreeWorks has been adopted 9. The PCC Pathways Program has been expanded 10. A Co-Curricular transcript is offered 11. PCC has adopted 22 ADTs
**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

## 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:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Full Scale

**MAJOR ACTIVITIES:** The following steps will be taken: 1. Guided learning activities will be embedded into courses 2. Course embedded tutoring will be offered with a focus on support for AB 705 implementation 3. Career Community experiential learning opportunities will be offered 4. The college will adopt a caseload management approach to counseling 5. Course offering and pedagogy will be updated as part of the AB 705 implementation 6. Additional inquiry and support for acceleration projects will be provided to faculty, staff, and students 7. A collaborative approach to identifying milestone courses on maps will be used 8. A chronology to student equity needs will be developed and used to guided supports across campus 9. Early Alert (PCC Connect) will be expanded) 10 Student Success Centers will be aligned with career communities

**EXISTING EFFORTS:** Existing efforts include: 1. The Guided Pathways Leadership group informs decision making 2. PCC Pathways uses success plans to keep students on the path 3. Career-focused revisions to Jam and College 1 were made to help students identify goals and the relationship between career and major 4. Early Alert (PCC Connect) has been launched in pilot stage 5. A Student Success Center is available to provide students with academic support 6. Success coaches are available for all students in the PCC Pathways program 7. Success Coaches are now available to non-Pathways program students 8. The FAFSA Squad helps students apply for financial aid 9. The Welcome Center provides students with a one-stop location during peak registration 10. Program for special populations (Ujima/Puente/EOPS/Foster Youth) provide additional support 11. PCC's Food pantry, emergency aid, and other social services help students overcome barriers 12. OER has been widely adopted 13. A Laptop Loan Program is available for students ⬜ ZTD

**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

## 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:** Full Scale

**MAJOR ACTIVITIES:** The following steps will be taken: 1. PCC will offer online counseling (Cranium Café) 2. Career Coach will be made available 3. Technology/software inventory and assessment will be used to evaluate the college's use of technology resources to support students 4. The use of strategic nudging as a communication tool will be expanded 5. The college will adopt a centralized certificate awarding process 6. The college will begin auto awarding degrees and certificates 7. An online catalog software program will be adopted 8. An updated Enrollment Management software program will be adopted 9. Early Alert (PCC Connect) will be expanded

**EXISTING EFFORTS:** Existing efforts include: 1. A redesign of the college's website 2. A redesign of online orientation 3. A redesign of the Lancerpoint student portal 4. An E-signature grad petition process has been adopted 5. Lexmark has been adopted 6. Class Scheduler has been adopted and is widely used by students 7. Campus Labs is used to track the co-curricular transcript 8. Degreeworks has been adopted 8. Nudging is used as a communication tool 9. ePortfolios are available for all students and is embedded in College 1 10. Canvas has been fully adopted and utilized 11. Hobson's Starfish Early Alert has been adopted and is in pilot stage 12. A District Technology Committee has been created as part of the shared governance process

**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

## 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:** The following steps will be taken: 1. A Guided Pathways Professional Development Plan will be created 2. The Gateway Course Inquiry Group will be created 3. A process for Manager On-boarding will be developed 4. Professional development for Faculty chairs will be developed 5. Ongoing joint retreats with Student Services and Instruction will be offered 6. Training for Faculty to explore labor market information and its role in programs and curriculum will be offered 7. A Decentralized Course Scheduling Process will be developed

**EXISTING EFFORTS:** Efforts have been made to strategically address guided pathways implementation into the following professional learning opportunities that currently exist at PCC: 1. The New Faculty Institute 2. The PD Standing Committee 3. The Flex Advisory Committee 4. The College 1 Institute 5. The Equity Pathways offered to all faculty and staff 6. Customer service training 7. The multiple workshops and retreats offered by USC's Center for Urban Education 8. The guest speaker opportunities provided to the campus community 9. Safe Zones Training to address the needs of the undocumented and LGBTQ communities 10. Curriculum development inquiry groups (including SLAM and STACC) 11. Campus-wide Flex days 12. The use of the Academic Senate Conference Funds 13. Discipline specific Faculty Inquiry Groups 14. The Biology redesign Community of Practice 15. Equity in the Classroom Observation Training 16. Tutor training 17. Coach training 18. EEO Training for all hiring committees to focus on cultural comptence 19. Program Review training/Annual Update training 20. Integrated Planning Retreats 21. Academic Senate Retreat 22. Classified Days 23. Manager's Retreat

**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

## 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:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Full Scale

**MAJOR ACTIVITIES:** The following steps will be taken: 1. Strengthen program level assessment 2. Strengthen the use of outcome data in program review and budget development 3. Revise Institutional Learning Outcomes and align ILOs to labor market needs 4. Widely share outcomes data and provide tools to help understand and use the data 5. Strengthen utilization of software to support assessment dialogue

**EXISTING EFFORTS:** Existing efforts include: 1. Outcomes have been developed at the course, program,and institutional levels 2. The college has strengthened course level assessment 3. The use of SLO data is embedded in program review 4. Data is used to improve programs across the college (Jam, College 1, Bio 11, Math)

**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

## 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:** Full Scale

**MAJOR ACTIVITIES:** The following steps will be taken: 1. Strengthen program level assessment 2. Strengthen the use of outcome data in program review and budget development 3. Revise Institutional Learning Outcomes and align ILOs to labor market needs 4. Widely share outcomes data and provide tools to help understand and use the data 5. Strengthen utilization of software to support assessment dialogue

**EXISTING EFFORTS:** Existing efforts include: 1. Outcomes have been developed at the course, program,and institutional levels 2. The college has strengthened course level assessment 3. The use of SLO data is embedded in program review 4. Data is used to improve programs across the college (Jam, College 1, Bio 11, Math)

**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

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## 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:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Full Scale

**MAJOR ACTIVITIES:** The following steps will be taken: 1. The college's Work Based Learning program will be expanded and integrated with other processes and programs 2. The number of certificates and degrees will be reviewed and updated to reflect labor market needs 3. Work Based Learning opportunities will be aligned with the Career Communities 4. Contextualization will be explored in math, English, and ESL with a focus on the co-requisite support for college-level courses 5. Skill building will be used to inform the course sequencing in the program maps 6. Professional learning opportunities to support pedagogy will be offered

**EXISTING EFFORTS:** Existing efforts include: 1. Work-based learning (WBL) opportunities 2. The use of Problem Based Learning in the classroom 3. The use of the Fab Lab for hands-on training 4. A shared intellectual, undergraduate research experience at the College 1 Conference 5. The use of pedagogy and a Community of Practice to redesign Biology 11 6. Career exposure in Jam 7. Experiential learning in existing programs including Anesthesia Technology, Design Technology, Study Abroad, and other CTE programs

**MAJOR OUTCOMES:** To help measure the success of these efforts, PCC has developed outcomes for its guided pathways work. When these specific efforts will have an impact on the following outcomes: 1. The number of degrees and certificates awarded will increase 2. The time to academic goal completion will decrease 3. Equity gaps will decrease 4. Students will receive assistance with degree/certificate paths that lead to job placement in chosen fields of study 5. Programs will be aligned with labor market needs 6. Adopt an outcomes-driven resource allocation model 7. Scale and sustain projects that support institutional goals

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## Performance Indicators

### PARTICIPATION

| KEY PERFORMANCE INDICATORS | CURRENT KPI DATA |
|---|---|
| Average number of credits attempted in year one | 22.76432975 |
| Average number of degree-applicable credits attempted in year one | 20.30865135 |
| College-level course success rate | 0.745787 |
| Full-time students | 3093 |
| Number of students | 6599 |
| Persisted from term one to term two | 4903 |

### TRANSFERRABLE MATH & ENGLISH COMPLETION

| KEY PERFORMANCE INDICATORS | CURRENT KPI DATA |
|---|---|
| Successfully completed both transfer-level English and math in year one | 724 |

| KEY PERFORMANCE INDICATORS | CURRENT KPI DATA |
|---|---|
| Successfully completed transfer-level English in year one | 2027 |
| Successfully completed transfer-level math in year one | 1147 |

### FIRST TERM MOMENTUM

| KEY PERFORMANCE INDICATORS | CURRENT KPI DATA |
|---|---|
| Attempted 15+ college credits in first term | 1027 |
| Successfully earned 12+ college credits in first term | 1443 |
| Successfully earned 15+ college credits in first term | 435 |
| Successfully earned 6+ college credits in first term | 3559 |

## Budget Totals

**Total Budget**

## $576,199

| Code | Amount | Percent of Budget |
|---|---|---|
| 2000 - Non-Instructional Salaries | $38,835 | 6.74% |
| 1000 - Instructional Salaries | $60,000 | 10.41% |
| 1000 - Instructional Salaries | $50,000 | 8.68% |
| 2000 - Non-Instructional Salaries | $64,368 | 11.17% |
| 2000 - Non-Instructional Salaries | $38,835 | 6.74% |
| 5000 - Other Operating Expenses and Services | $38,900 | 6.75% |
| 5000 - Other Operating Expenses and Services | $22,500 | 3.9% |
| 5000 - Other Operating Expenses and Services | $18,700 | 3.25% |
| 5000 - Other Operating Expenses and Services | $45,000 | 7.81% |
| 5000 - Other Operating Expenses and Services | $15,000 | 2.6% |
| 5000 - Other Operating Expenses and Services | $30,000 | 5.21% |
| 1000 - Instructional Salaries | $36,844 | 6.39% |
| 5000 - Other Operating Expenses and Services | $50,000 | 8.68% |
| 2000 - Non-Instructional Salaries | $34,200 | 5.94% |
| 3000 - Employee Benefits | $33,017 | 5.73% |
| **Pasadena City College Total** | **$576,199** | **100%** |

## Efforts & Support

**EFFORTS:** Over the last 3 years, PCC has begun the process of exploring and implementing multiple assessment measures. Workshops, guest speakers, and faculty inquiry groups have

explored the process in detail. To date, the Math and English divisions have consulted and agreed to use high school grades as part of the placement process. A placement test is also available to students using mmap criteria. Students are placed using the higher of the two measures. The Math, English, and ESL divisions are also looking at revision to curriculum to better support students in light of the AB 705 regulations.

**CHANCELLOR'S OFFICE SUPPORT:**  The Guided Pathways Leadership Group at PCC led the development of the self-assessment and multi-year plan. The dialogue led to the following suggested supports from the Chancellor's Office: 1. The creation of networks for schools at similar stages in the implementation process of guided pathways. This could include workshops and listservs for each grouping. 2. A comprehensive review of how programs continue to silo CTE. While the CTE supports and programs are helpful, they still address CTE separately from the rest of a college's academic programs. This has been a challenge for PCC as we try to focus on career in all programs and integrate traditional CTE programs into the larger curriculum. 3. A tool kit with specific suggestions and support to create campus-wide buy in.

## Certification

### CHANCELLOR/PRESIDENT

**Rajen Vurdien**
rvurdien@pasadena.edu

REJECT　CERTIFY

**Awaiting Certification**

### PRESIDENT, ACADEMIC SENATE

**Valerie Foster**
President, Academic Senate
vsfoster@pasadena.edu
626-585-7211

REJECT　CERTIFY

**Awaiting Certification**