A Case Study: How One College used IEPI's Integrated Planning Tools in Implementing Guided Pathways

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October 3, 2018 Room: Imperial 3:35 – 4:55
Today’s Presentation (Outline)

• What is Integrated Planning?
• Institutional Reorganization- Guided Pathways
• Case Study: Diablo Valley College - Integrated Planning and Guided Pathways
• What are Logic Models?
• Logic Model Development for Planning
• Q & A’s
California Community Colleges

- 115 colleges serving 2.1 million students
- One of the most diverse student bodies of any higher education system
- Wide variety of student goals
- Chancellor’s Office & Board of Governors provide support, leadership, and advocacy
Pivoting Focus: *Vision for Success*

- Most CA Community College students never reach a defined end goal
- Students who do reach goals take a long time to do so
- Older and working students are often left behind
- CA Community Colleges are more expensive than they appear
- Serious and stubborn achievement gaps persist
- High-need regions of the state are not served equitably
Guided Pathways

• Organizing framework to align and guide initiatives aimed at achieving Vision goals

• Highly structured approach to student success

• Creates clear curricular pathways

• Integrates support services during every step of the community college experience
What is Integrated Planning?
Integrated Planning Model

**DEVELOP**
Goals, Objectives, Measurable Objectives, Strategies, Priorities
- IP Tools: Logic Model
- Process Improvement Guide
- Templates

**IMPLEMENT**
Time for Action
- Hire, Allocate, Purchase, Install, etc.
- Integration of Cyber Departments
- IP Tools: Templates for tracking progress

**EVALUATE**
Evaluate progress towards goals. For multi-year plans, conduct annual evaluations and refine strategies if needed.
- IP Tools: Templates, Rubrics

**REPORT**
Make evaluation results public
- IP Tools: Reporting Tools, Dashboards

**DISCOVER**
What is planning process and structure? Who’s involved? What resources are needed?
- IP Tools: Lit Review, Self-Assessment

DATA NEEDED:
- Institutional Data
- External Scans
- Other Institutional Plans

Determine milestones during development process to assess how the process is going.
Develop process to address "unknowns".

Sudden opportunities (i.e., new funding streams) and challenges or obstacles (i.e., as budget reductions) can happen anytime during the life of a plan.
An integrated planning process provides the structure to evaluate these "unknowns" and how they relate to the plans and processes already that have been established.
Separate processes might need to be developed to address opportunities vs. challenges.

Mission and Vision

Use to inform new strategic plan.
Institutional Reorganization - Guided Pathways
Fundamental Starting Point

We have been working hard for students

Our efforts have not resulted significant gains for student achievement and equity

This is a national movement with evidence to support it

Reform will take time and consistent commitment
Unit Accumulations

CREDITS ACCRUED NATIONALLY

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<th></th>
<th>Bachelor’s</th>
<th>Associate</th>
<th>Certificate</th>
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<tr>
<td>Needed</td>
<td>120</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Earned</td>
<td>136</td>
<td>80</td>
<td>63</td>
</tr>
</tbody>
</table>
Inequity

Placement into Developmental Sequence

Chen & Simone (2016). Remedial Coursertaking in Public 2 and 4 Year Institutions. National Center for Educational Statistics
Clarify the Path
- Simplify choices to meet needs
- Curriculum maps
- Package options

Enter the Path
- Informed choice
- Interest clusters
- Connected segments

Stay on the Path
- Nudge and track
- Motivate
- Recalibration support

Ensure Learning
- Rigor balanced with clarity
- Learning outcomes
- Connect to career
Transformational Rather Than Programmatic Approach

Programmatic Reform

Small scale
Independent from other systems
Smaller outcomes
Small stakeholder group

Structural Reform

Scalability for all
Integration of systems
Scaled outcomes
Every stakeholder
Conditions for Transformation

“Change moves at the speed of trust”

Shared moral compass

Co-creation not buy-in

Rigorous evaluation

Recursive structure that engages risk
Case Study: Diablo Valley College - Integrated Planning and Guided Pathways
About DVC

• Diablo Valley College is one of three publicly supported two-year community colleges in the Contra Costa Community College District. The larger of DVC’s two campuses is located off Interstate 680 in Pleasant Hill, and the newer San Ramon Campus serves the south county in Dougherty Valley.

• Between its two campuses, DVC serves more than 22,000 students each semester with a wide variety of program options.
DVC’s 2017 Education Master Plan

Cultural Conditions
- Student-Centered
- Cultural Responsiveness
- Dynamic Engagement
- Collaboration, Connection, and Relationship
- Culture of Leaning and Continuous Improvement
- Data Driven Decision Making
- Integration, Co-ownership, and Shared Accountability
- Adaptable, Responsive, Nimble and Innovative

Structural Conditions
- Collaborative Leadership and Governance
- Culturally Responsive Curriculum and Instruction
- Comprehensive and Integrated Student Support Services
- Strong Community Engagement and Partnership Practices
- Robust Professional Development
- Facilities that Support Engagement and Learning
- Effective Technology
- Aligned and Transparent Resource Management

Ideal Cultural and Structural Conditions for Equitable Student Success
GP Step 1: Creation of Cross-Functional Design Teams
Phase 2: The Groundwork Pieces

1. Map existing curriculum
2. Advising
3. Student Support
4. Entry
5. Academic clusters
6. Communication
• Entry
  Lead: Dean, Enrollment Services
  Members: Faculty, Staff, Admin, Students
  GP Work Plan Task:
  10. Integrated Technology Infrastructure

• Advising
  Co-Lead: Career Counselor
  Co-Lead: Director, Student Support Services
  Members: Faculty, Staff, Admin, Students
  6. Guided Major and Career Exploration

• Academic Clusters
  Co-Lead: Dean, Math & Business
  Co-Lead: Math Faculty
  Members: Faculty
  12. Aligned Learning Outcomes
  13. Assessing and Documenting Learning

• Mapping Existing Curriculum
  Co-Lead: English Faculty
  Co-Lead: Catalog & Schedule Analyst
  Members: Faculty, Admin
  Work Plan Tasks:
  5. Intersegmental Alignment
  7. Improved Basic Skills
  8. Clear Program Requirements

• Student Support
  Lead: Dean, Student Affairs
  Members: Faculty, Staff, Admin, Students
  Work Plan Tasks:
  1. Cross Functional Inquiry
  3. Integrated Planning
  9. Proactive and Integrated Student Supports

• Communication
  Lead: Chief Information Officer
  Members: Faculty, Staff, Admin
  Work Plan Tasks:
  4. Inclusive Decision-Making Structures
  11. Strategic Professional Development
Phase II: Laying the Groundwork
Phases of Design & Implementation

Phase 1: Engagement and High-Level Planning

Phase 2: Lay the groundwork

Phase 3: Initial Scale Implementation

Phase 4: Improved Scale Implementation

Phase 5: Continuous Improvement
Using Logic Models for Developing and Planning Guided Pathway Work
Why Create a Logic Model?

Logic models provide a “Road Map” of a program.

– Drawing a picture of expected program achievements and how the achievements will be realized.
– Creating a visual of relationships hypothesized to exist between the program activities and the intended program effects

• Logic Models describe expectations/intentions of a program.
Simplest Form: Logic Model

Getting Rid of the HEADACHE

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<thead>
<tr>
<th>Inputs (Resources)</th>
<th>Strategies/Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Drink the Water</td>
<td>Hydrated</td>
<td>Your headache went away</td>
</tr>
<tr>
<td>A hot compress</td>
<td>Put hot compress on</td>
<td>Feel more relaxed</td>
<td>You are able to go back to work or go back to what you were doing.</td>
</tr>
<tr>
<td>Aspirin</td>
<td>Take the Aspirin</td>
<td></td>
<td>You are happy</td>
</tr>
<tr>
<td>A Quiet Room</td>
<td>Sit in a Quiet Room</td>
<td></td>
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Logic Model

This is a basic logic model that addresses a theory of change. This can be used to visualize college goals and activities that will support a college’s goals/outcomes. It is best to “work backwards” with a logic model. Begin with your college’s outcomes (long term, medium term, short term) and then plan the deliverables (measurable outputs) and then the activities that support the deliverables, and lastly the resources (inputs) that can support these activities.

Theory of Change:

RESOURCES

ACTIVITIES

DELIVERABLES (OUTPUTS)

OUTCOMES

Short

Medium

Long-Term

Assumptions:

External Factors:
Logic Model Vocabulary

• **Resources (Inputs)** – are the resources we use to accomplish the services and activities at our colleges. Typically this will include facilities, staff, funding, etc.

• **Activities** – are programs, services and specific actions delivered. At a college, our typical activities are the courses and student services deliver. Within an intervention strategy, the activities will be more specific to the issue being addressed.

  • Activities for a mandatory orientation might be: recruiting students, developing advertising materials, writing the curriculum for the orientation, following up with students, etc.
Logic Model Vocabulary

• **Deliverable (Outputs)** – are typically the number and percent of student or faculty/staff who complete or receive our activities.
  • Some examples might be: 200 students were recruited, 150 (75%) attended an orientation session, 300 brochures were mailed out, 15 faculty and staff members developed and delivered the orientation sessions, etc.

• **Outcomes** – are the benefits our participants receive as a result of their participation in our programs and services.
  • Outcomes are changes in knowledge, attitude, values, behaviors, or condition, improved situation, increase potential, etc. Some outcomes happen immediately and others take years to accomplish.
Logic Model Vocabulary

- **Short-term outcomes** can typically be seen during or at the immediate conclusion of a program or service.
  - Students who participate in an academic skills course might have short term outcomes of: better understanding of their learning style, improved study habits and evidence of engagement in the institution.

- **Mid-range outcomes** may not be seen for months or years and typically are a result of students internalizing and applying the short-term outcomes to a large challenge.
  - Students who participate in an academic skills course might have mid-range outcomes of: declaring a major, accruing 18 hours in a discipline or continuous grade point averages of 3.0 and higher.

- **Long-term outcomes** may not be seen for years and happen after the mid-range outcomes occur.
  - Students who participate in an academic skills course might have long term outcomes of: graduating from the college, transferring to a four year college, being in good academic standing at the university, finding a job in their field, making a contribution to their field, etc.
Logic Model-Entry

This is a basic logic model that addresses a theory of change. This can be used to visualize college goals and activities that will support a college’s goals/outcomes. It is best to “work backwards” with a logic model. Begin with your college’s outcomes (long term, medium term, short term) and then plan the deliverables (measurable outputs) and then the activities that support the deliverables, and lastly the resources (inputs) that can support these activities.

Theory of Change:

**RESOURCES (INPUTS)**
- SEAP
- GP
- Counseling
- Math
- English
- Student Services
- GPS

**ACTIVITIES**
- Develop steps to enrollment (registration, orientation, MM, academic plan)
- Develop course sequence and unit load in English (AB706) for Year 1
- Develop course sequence and unit load in Math (AB706) for Year 1
- Develop model for Intentional touch points of Student Support for Year 1

**DELIVERABLES (OUTPUTS)**
- Create Online Orientation
- Create FYE English Course Sequence (AB705)
- Create FYE Math Course Sequence (AB705)
- Create Student Success N/C Course for FYE

**OUTCOMES**
- Short
  - Students enroll in College Level Math/English

- Medium
  - Students develop Growth Mindset/Grit

- Long-Term
  - Students feel more connected to college
  - Students are successful in completing English/math - Year 1
  - Students complete 24+ units in Fall/Spring
  - Increase the number of students who persist through year 1 and enter into Meta Major Pathway (Through).

**Assumptions:** Buy-in from Faculty, Student Support, Counseling, Other GPS Teams

**External Factors:** AB705, Equity, Faculty Senate. College Council, GPS, Integrated Planning
Logic Model - New Online Orientation

This is a basic logic model that addresses a theory of change. This can be used to visualize college goals and activities that will support a college’s goals/outcomes. It is best to “work backwards” with a logic model. Begin with your college’s outcomes (long term, medium term, short term) and then plan the deliverables (measurable outputs) and then the activities that support the deliverables, and lastly the resources (inputs) that can support these activities.

Theory of Change:

**RESOURCES (INPUTS)**
- SEAP
- GP
- District IT
- Admissions and Records
- Multiple Measures Counseling

**ACTIVITIES**
- Identify colleges employing 100% online orientations (e.g., visit to Skyline College)
- Identify the various kinds of software being used for orientation
- Identify common themes in online orientations
- Conduct focus groups with second year students

**DELIVERABLES (OUTPUTS)**
- Develop a list of colleges we would like to survey/investigate
- Determine software compatibility
- Develop a list of themes found in online orientations
- Develop essential components of orientation (from student experience)

**OUTCOMES**
- Online Platform Developed for Fall 2020.
- Beta test Fall 2020/Spring 2021
- Release 100% Online Orientation in Fall 2021.

**Assumptions:** Need to collaborate with resources, Simplifies orientation process for students

**External Factors:** Counseling, Assessment, IT, 3rd party software compatibility, No online orientation
**Logic Model- Faculty Tip Sheet**

This is a basic logic model that addresses a theory of change. This can be used to visualize college goals and activities that will support a college's goals/outcomes. It is best to “work backwards” with a logic model. Begin with your college’s outcomes (long term, medium term, short term) and then plan the deliverables (measurable outputs) and then the activities that support the deliverables, and lastly the resources (inputs) that can support these activities.

**Theory of Change:**

**RESOURCES (INPUTS)**

- DVC Entry Team:
  - Chris
  - Mark
  - VP - Instruction
- GP Entry Team
- Faculty Senate Committee
- Survey current DVC student services resources for tips
- Survey current DVC instructional (face to face) resources for tips
- Survey current DVC online resources
- Survey internet resources

**ACTIVITIES**

- Create a student services list of available resources for Faculty
- Create an instructional list of available resources for Faculty
- Create an online list of available resources for Faculty
- Develop list of other links to assist professors with class

**DELIVERABLES (OUTPUTS)**

- Create Faculty Tip Sheet
- Distribute beta version to sample of faculty for feedback
- Tip sheet is presented to Academic Senate Committee

**OUTCOMES**

- Short
- Medium
- Long-Term

- Faculty senate accepts Tip Sheet
- FA recommends tip sheet as best practices for all faculty
- Faculty adopt tip sheet as part of their courses
- Resources are provided to students in all DVC Classes

- Increase in:
  - Students awareness of campus resources and support services
  - Student knowledge of campus resources
  - Students accessing resources
  - Persistence/Retention

**Assumptions:** No tip sheet exists, assist all students with first week of classes and beyond, need to collaborate during development

**External Factors:** GP, Academic Senate buy-in, Faculty Union?
Developing a Logic Model for College Planning
(See Second Handout)
First Steps of Developing Your Logic Model

• Think about an existing program on campus or one that is being considered for Guided Pathways.

• Using your blank logic model – Fill-out as many columns of the model based on your understanding of existing/new Program.

• For example:
  • What are the Resources supporting the program
  • What are the program’s main Activities?
  • What are Deliverables do the activities produce?
  • What are the Short Term Outcomes?
  • What are the Medium Outcomes?
  • What are the Long Term Outcomes?
This is a basic logic model that addresses a theory of change. This can be used to visualize college goals and activities that will support a college’s goals/outcomes. It is best to “work backwards” with a logic model. Begin with your college’s outcomes (long term, medium term, short term) and then plan the deliverables (measurable outputs) and then the activities that support the deliverables, and lastly the resources (inputs) that can support these activities.

Theory of Change:

Assumptions:

External Factors:
Guided Pathways Reflections

• GP not a smooth transition
• GP can re-create institutional silo’s
  • Intentionality of Equity in the Pathways
• Need for research and planning imbedded with the Design Teams
• How to handle resistance? Is GP a faculty lead process?
• Cross communication between teams- transparency
• Leadership occurs at many levels of the process
Q & A’s
Customized Training Solutions

• Free - Workshops and Customized Trainings for your campus
  • Integrated Planning, Guided Pathways, Accreditation, Grant Applications

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Thank You