Preview

Status: Closed

Details

College

Antelope Valley College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

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02/11/2020 12:06 PM PST

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02/11/2020 12:49 PM PST

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The constituents are actively engaged in conversation regarding the development and naming of metamajors

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Roll out metamajor names

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The college has very clear recommended plans of study in the college catalog that are available to students, counselors, staff, faculty, administrators, and the public.   When programs are developed they tend to be designed and implemented with specific educational and career goals in mind.

Timeline for Progress to Date

Term and Year

Spring - 2017

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Academic and CTE areas are being asked to identify GE courses that lead to Associate Degrees

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

The website lists many of the programs and possible employment and/or further education, but needs to include all programs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Analyze the college website to determine whether complete information regarding employment and further education is available.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The college has very clear recommended plans of study in the college catalog that are available to students, counselors, staff, faculty, administrators, and the public.

Recommended Plans of Study are in the College Catalog showing course sequencing for discipline-related courses within the major.

Incoming students are sent "Course Sequence Sheets" via email to assist in the scheduling of their first term(s)

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Areas are being asked to identify specific program-recommended GE courses and add them to the recommended plans of study.

Make sure that the web and the catalog are correlated.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Early-stage analysis of programs include determine appropriate program-related math and where math fits into the recommended plans of study.

Students receive both a STEM and Non-STEM math placement using AB 705 default rules. Program sheets and education planning services from the Counseling Center help pinpoint which math course/sequence is appropriate for students, which also takes into account a student's declared major, future transfer, and education goal. Further development of GP meta majors, comprehensive onboarding services, and academic pathway redesign will help to align the math course placement process with succinct program requirements.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Program faculty will be looking at recommended plans of study to determine where math fits into the respective programs

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

We have several ways that this is happening. Counselors, programs like FYE (First Year Experience), EOPS.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Implement Edunav for students, and streamline the information and support provided to students through our various programs. Integrate the option of using Roadtrip Nation website for students to explore career options.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

We have several ways that this is happening:

Student Services programs such as UMOJA, EOPS, STAR, CalWorks.

Tutoring services offered by the AVC Learning Center, embedded tutoring in the gateway courses, along with supplemental instruction in science courses focus on providing additional support to academically underprepared students

AVID for Higher Education implementation for professional development as well as students' skills workshops provide pedagogy for working with students at all academic levels

Additional, new support systems are being implemented in the Learning Center and other areas that provide instructional support.

Timeline for Progress to Date

Term and Year

Spring - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Identify all areas on campus that provide related support. Continue to ensure the full range of services is offered to underprepared students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Student Services programs such as UMOJA, EOPS, STAR, CalWorks, in addition to tutoring services offered by the AVC Learning Center, embedded tutoring in the gateway courses, along with supplemental instruction in science courses focus on providing additional support to academically underprepared students.

Beginning Fall 2019, the college has adopted AB 705 default rules for math course placement. The transfer-level placement codes identify which students are ready for gateway math courses - with or without support. The identifiers can be used by Counseling services to recommend academic interventions for students with support recommendations.

AVID for Higher Education implementation for professional development as well as students' skills workshops provide

New support programs are being developed within the math department as well as within the Learning Center.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Evaluate the support that currently exists and determine next steps. Continue to ensure the full range of services is offered to underprepared students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

New support programs are being developed within the English department as well as within the Learning Center.

Student Services programs such as UMOJA, EOPS, STAR, CalWorks, in addition to tutoring services offered by the AVC Learning Center, embedded tutoring in the gateway courses, along with supplemental instruction in science courses focus on providing additional support to academically underprepared students.

At the start of the Spring 2019 enrollment calendar, the college adopted AB 705 metrics for English course placement. Placement codes were developed in order to identify which students were ready for gateway transfer-level English 101 - with or without support. These identifiers enable Counseling services to advise students with support recommendations about available concurrent academic interventions.

AVID for Higher Education implementation for professional development as well as students' skills workshops provide pedagogy for working with students at all academic levels

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Evaluate the support that currently exists and determine next steps

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Student Services programs such as UMOJA, EOPS, STAR, DSPS, CalWorks, in addition to tutoring services offered by the AVC Learning Center, embedded tutoring in the gateway courses, along with supplemental instruction in science courses focus on providing additional support to academically underprepared students

AVID for Higher Education implementation for professional development as well as students' skills workshops provide pedagogy for working with students at all academic levels

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Identify the support systems that currently exist and create a plan to go forward. Continue to ensure the full range of services is offered to poorly prepared students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

AVC works with several high schools and high school districts and is implementing various strategies to motivate and prepare students to enroll in college.

Use of SMAP, ERWC; Outreach presentations, SSK to create a college-going culture.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Identify high schools and districts. Determine what is already in place and create plans in coodination with the constituent groups.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

This does not happen for 'every' student throughout their whole college experience. It does happen at various levels for students that actively participate in various programs within student services and some academic areas. Some programs have embedded counselors (that have a more intimate knowledge of that area) helping to guide their students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Next step is to engage in the conversation of 'every student' and make a plan that guides the college forward. Consider the addition of more embedded counselors in more areas on campus.

Term and Year

Not Entered

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Using their current access to MyAVC and their Educational Plans created with a counselor, students are typically able to determine their progress.

If students have met with a counselor or advisor, a comprehensive education plan is developed. A copy is provided to the student and an electronic copy is provide to the student by way of Google Drive. They may access this at any time.

A limited number of employees have been granted access to the new EduNAV system and are exploring features and problems.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Scale Edunav so that it is available to all students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Early alert plays a role in the identification of students at risk. Something akin to this might be needed to track 'every student', their progress, their risk of falling of program plans, and the actual falling off of their program plans.

The Basic Skills Committee is researching Early Alert systems.

EduNav is in the process of being built for this purpose as well.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Engage in discussions to address this issue and develop a plan.

Choose an Early Alert platform.

Complete the configuration of EduNav

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Students are informed of additional options that they might consider while waiting on acceptance into limited-access programs.

A designated counselor serves the Nursing student population. In cases where they do not meet the requirements, they are provided several options.

For all other majors, a student may be redirected at the time when student and counselor meet and the situation arises.

FYE Peer Mentors monitor the students progress and assist them in seeking out options for success

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Determine current practice and discuss plans for the future.

Continue pursuing assignment of embedded counselors to divisions and/or specific programs.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

The college is always refining scheduling in programs.

There is a campus wide two year calendar; however, at this time, the calendar is often incomplete or not up-to-date.

With EduNav coming online, the two year calendar will be vital.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue to refine scheduling.   Update the two year schedule and connect it to Edunav. Monitor the educational plans that are developed for students in Edunav.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Program Learning Outcomes exist for all academic and CTE programs. Detailed information regarding further education and employment outcomes are available on the college website within many of the programs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Review the college website to determine the accuracy and completeness of information within the academic and cte program web pages. Move Program Learning Outcomes into Elumen.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

This is an inherent part of the college's curriculum process.

AVID for Higher Education implementation for professional development as well as students' skills workshops provide pedagogy for working with students at all academic levels; involving high engagement strategies to bolster critical thinking

Courses are regularly reviewed through the curriculum process and are designed to ensure that students are encouraged to think critically, solve problems, and work effectively with others.

eLumen has begun its implementation process on campus and will soon be used in the curriculum review and update processes on campus.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue to ensure that courses engage student effectively. Continue full implementation of eLumen and ensure that all courses are kept current within the curriculum process.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

Several of the criteria in this are met such as projects, group projects outside of class, and other experiential learning. Areas such as internships, co-ops, clinical placements (exect for nursing/medical), service learning, and study abroad may exist in various levels.

Several courses include projects, group projects, experiential learning and other learning methods for students. Programs such as nursing have clinical placement in the local medical industry. The college has several Work Experience options in CTE and non-CTE programs that allow students to intern.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Consider possible options in the various areas that already have 'work experience' and consider expanding those course offerings and opportunities.

Continue, enhance, and expand student learning methods across disciplines.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

This is ongoing and is built into the college's Program Review process which takes place annually. Student and Program Outcomes have been tracked for over a decade and are instrumental in curriculum enhancements and modification. eLumen system has been implemented to replace WEAVE in tracking and saving SLO data.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue to verify. Continue to work out initial bumps in eLumen implementation and train more faculty in its use.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Analysis of learning outcomes takes place regularly; however, has not been completely consistent across all programs. It is anticipated with the implementation of eLumen, that this will be a fully active and consistent process going forward.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Fully implement eLumen and begin ensuring that all programs participate in the slo evaluation process. Train more faculty in its use.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Helping students document learning and develop portfolios happens in some areas of student services as well as within some instructional programs - particularly CTE programs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Have discussions about how to implement this going on a wider scale going forward.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The college uses CCSSE data, as administered through IERP, to support various programs. Specific support and advice to our faculty professional development program, and other professional development programs can be enhanced.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Discuss better use of CCSSE data and determine if workshops for professional development committees might enhance the types of professional development offerings that take place into the future.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

Engagement Efforts - Details *

The college has participated in Edinsights visits that engage students in the discussion of Guided Pathways. The Guided Pathways committee has at least one student member that comes to the committee meetings. The college has had 'pop-up' events that have engaged students in the direction and planning of Guided Pathways.

Course Alignment

The college takes a proactive approach to scheduling. Department chairs work with division deans when planning all future semesters. Many changes are made to the upcoming schedules that include looking at times of day, days of week, number of students, and many other criteria that help to determine when courses can be offered that is consistent with providing a path for students to complete. For example, in Deaf studies, if DFST 201 (level 3) is offered on Tue/Thur mornings from 8am to 10:30am, and it is the only section, the department chair would not schedule ASL 4 to take place from 7pm to 9:30pm because the current students are already taking a morning class and we can logically assume that day/time would work for most of them in the subsequent semester. This practice happens in many programs.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
📄 Guided Pathways - March 2019 Report.pdf	Self-Assessment	1/30/2020, 12:32:58 AM	GP 2019 report

Success Story (Optional)

Story: Title

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals

✕ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

✕ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

✕ Decrease the average number of units accumulated by California Community College students earning associate degrees

✕ Increase the percent of exiting CTE students who report being employed in their field of study

✕ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

✕ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults