

**Educational Master Plan, Clusters, and Guided Pathways – Determining DVC’s Direction – DRAFT 10-31-16**

**DVC 2013-17 Strategic Initiative – Diablo Valley College will increase student success.**

**DVC 2013-17 Core Values - Excellence – Student Learning – Equity**

As part of DVC’s continued efforts to increase student success aligned with our core values, in FA16/SP17, the college will engage in three simultaneous and parallel conversations about improving the student experience at DVC.

*S.D. MESA*

<b>Educational Master Plan – Vision and Plan</b>	<b>Program Clusters - Development</b>	<b>Guided Pathways - Education</b>
<p>Goal - Develop a college vision and 10-year plan focused on the student experience at DVC, based on the following inclusive trajectory</p> <ul style="list-style-type: none"> <li>• Connection</li> <li>• Entry</li> <li>• Progress</li> <li>• Completion</li> <li>• Transition</li> </ul> <p>Planning Structure</p> <ul style="list-style-type: none"> <li>• Governance Groups</li> <li>• Steering Committee</li> <li>• Subcommittees</li> </ul> <p>Essential Outcomes</p> <ul style="list-style-type: none"> <li>• A vision and direction around which college plans and external mandates will cohere to support inclusivity and student success</li> <li>• Established metrics</li> <li>• Evaluation criteria and process</li> </ul> <p>Process facilitated by a consulting group</p>	<p>Flex event SP17 – Cluster review and progress</p> <ul style="list-style-type: none"> <li>• Identify majors/transfer paths within clusters</li> <li>• Share program/transfer maps across clusters</li> <li>• Identify common curriculum, prerequisites</li> <li>• Develop language to describe who might be interested in pursuing a particular cluster</li> </ul> <p>Continue to develop outreach strategies at program/cluster level</p> <ul style="list-style-type: none"> <li>• Continued work on website</li> <li>• Cluster and program liaisons/connections with high schools, adult schools, etc</li> </ul> <p>Develop inclusive academic support strategies at program/cluster level</p> <ul style="list-style-type: none"> <li>• Contextualized basic skills or scaffolding courses</li> <li>• Tutoring/success centers</li> <li>• Academic advising</li> </ul>	<p>One book initiative – Bailey, Jaggars, Jenkins; <u>Redesigning America’s Community Colleges</u></p> <ul style="list-style-type: none"> <li>• Faculty PD Committee-led “study sessions”</li> <li>• Focused conversations in Academic Senate, Classified Senate, RPEC, College Council, Scheduling Committee, Student Services Managers, Deans meetings, Deans and Chairs meetings, Developmental Education Committee, Curriculum Committee, SLOAC, ASDVC</li> </ul> <p>Develop a library of other guided pathways research/resources</p> <p>Develop a college definition guided pathways, and reach consensus around whether this is the right direction for our students</p> <p>Complete Readiness Assessment for AACC Pathways Project</p> <p>Complete and submit AACC Pathways Project Application – note this is not a commitment to participate</p>

**March 2017** – College-wide retreat to determine whether and/or how these separate conversations should merge. What we move forward with must be a college-wide decision. However, there are clear intersections, and the development of the Educational Master Plan based on the trajectory of the student experience, as well as the continuing work to develop and refine academic clusters, will both support a guided pathways approach to student success, should we decide to adopt one.

**Shaping the Student Experience to Lead to Student Success – DRAFT – 10/31/16**

<p>Connection</p>	<p>Focus outreach on conveying vision/goals/outcomes of a college education, and on the ways to pay for it          Develop goal-focused partnerships with HS, Adult School, Workforce Investment Boards, Industry (for Skill-builders)          Highlight inclusive career opportunities for AA/BA/or beyond on website and other promotional materials          Publicize job placement and transfer successes          Conduct targeted outreach and awareness activities, paying special attention to disproportionately impacted populations          Conduct inclusive college and career readiness activities in high school and adult school settings (eg dual enrollment CCR, non-credit CDCP)</p>
<p>Entry</p>	<p>Continue to streamline application process          Develop inclusive contextualized Orientation-Assessment-Counseling (development of initial ed plan)          Connect students to relevant student support services and activities, whether through student services or instruction          Develop cluster or program non-credit “hinge courses” for adult education          Develop cluster or program early college credit opportunities in high schools (articulation/dual enrollment – CCPT)          Develop “survey” courses for cluster          Develop inclusive contextualized basic skills/developmental education courses          Provide PD for faculty and staff to ensure inclusive and culturally responsive classrooms and services</p>
<p>Progress</p>	<p>Develop and make transparent program maps for programs that lead to employment and/or transfer          Provide coherent and thoughtful schedules that are responsive to student demand and support completion of educational goals          Identify and recommend GE courses that are particularly relevant to a program, cluster, or other identity          Provide PD for faculty and staff to ensure culturally responsive classrooms and services          Provide comprehensive academic support for students          Develop targeted support strategies for probation/dismissal students          Build student hubs/linger and learn spaces/success centers          Provide program specific academic advising          Provide work-based learning opportunities          Offer varied and inclusive student life opportunities</p>
<p>Completion</p>	<p>Provide comprehensive and transparent degree, certificate, and transfer information          Develop degree audit capability          Offer cluster graduations</p>
<p>Transition</p>	<p>Increase career connections/job placement capacity          Build relationships with employers, transfer institutions          Build transfer support</p>

## **Developing a Guided Pathways Definition at DVC – Starting Points – DRAFT 10-31-16**

**From Bailey, Jaggars, Jenkins, Redesigning America's Community Colleges, 2015 - "The guided pathways approach to redesign starts with students' end goals in mind, and then rethinks and redesigns programs and support services to enable students to achieve these goals" – p 16**

- i. Intake focused on helping students identify college and career goals
- ii. Initial advising focused on identifying college and career goals and developing plans to achieve them
- iii. Continued advising focused on ensuring that students are reaching milestones toward completion – includes early alert systems and close cooperation between counselors and program faculty
- iv. Instruction is focused on helping students to develop the skills, concepts, and habits of mind that students need to achieve their goals
- v. Developmental education is designed to scaffold student success in program courses, either through contextualized prerequisite coursework or through scaffolding of program curriculum

**From AACC – The Movement Toward Pathways, 2015 – (excerpted from a CCRC publication)**

**<http://doingwhatmatters.cccco.edu/portals/6/docs/sw/AACC%20Movement%20Toward%20Pathways.pdf>**

"The guided pathways model is built upon three important design principles. First, colleges' program redesigns must pay attention to the entire student experience, rather than to just one segment of it (such as developmental education or the intake process). Second, a guided pathways redesign is not the next in a long line of discrete reforms, but rather a framework or general model that helps unify a variety of reform elements around the central goal of helping students choose, enter, and complete a program of study aligned with students' goals for employment and further education. Third, the redesign process starts with student end goals for careers and further education in mind and "backward maps" programs and supports to ensure that students are prepared to thrive in employment and education at the next level."

**From CCRC – Jenkins, Cho; Get With the Program...and Finish It; 2014**

**Fundamental Elements of Guided Pathways**

- Clear roadmaps for student end goals
- On-ramps to programs of study
- Embedded advising, progress tracking, feedback, and support

**From RP Group – Chaplot, Rassen, Jenkins, Johnstone, Principles of Redesign – 2013**

- Accelerate entry into coherent programs of study
- Minimize time required to get college-ready
- Ensure students know the requirements to succeed
- Customize and contextualize instruction
- Integrate student support with instruction
- Continually monitor student progress and proactively provide feedback
- Reward behaviors that contribute to completion
- Leverage technology to improve learning and program delivery

**From Jobs for the Future – Waugh, Meta-Majors – An Essential First Step on the Path to College Completion, 2016 –**

- Default program maps
- “Exploratory” majors for undecided
- Requires plans tied to predictable schedules
- Integrated academic support for program gatekeeper courses
- Progress tracking, feedback, and support
- Bridges to college programs for high school, ABE, and other feeders

1. Propose to Eliminate

- 1007.01 Gifts Duplicates District AP 1007.01
- 1011.01 Foundation Duplicates Board Policy 1011
- 1013.01 Cooperation Duplicates Board Policy 1013
- 2001.01 Nondiscrimination Duplicates Board Policy 2001
- 2002.02 Discrimination Duplicates Board Policy 2002
- 3012.01 Student Conduct Duplicates District SSP 3027
- 3017.01 Student Right to Know Duplicates Board Policy 3017
- 3113.01 Accommodations Duplicates District SSP 3010

2. Not on original propose to eliminate list, but would like to add to the list

- 2046.01 Drug-Free Campus Duplicates HR Procedure 1080.11

3. Proposed to revise immediately

1001.01 Process to introduce new or revise existing procedures. Academic Senate voted to approve revisions on 11/8/16. Classified Senate ??

4. Proposed to create new procedure – Committee Reporting and Document Archiving

Procedure on uniformity in committee reporting and posting of documents

5. Fall 2016 revisions

Workgroup recommendations on responsibility

- |         |   |                                   |
|---------|---|-----------------------------------|
| 1001.03 | College Council Evaluation                | College Council                   |
| 1009.01 | College Governance                        | College Council                   |
| 1010.01 | Integrated Planning                       | Consultation (perhaps then RPEC)  |
| 1015.01 | Grant Approval Process                    | College Council                   |
| 1016.01 | Program Review                            | Consultation                      |
| 1017.01 | Reviewing the Mission Statement           | College Council                   |
| 1013.01 | Student Learning Outcomes and Achievement | Consultation (perhaps then SLOAC) |

1018.02 DVC Institutional Learning Outcomes College Council  
*Key first question for ILO's is how do we define them?*

6. Spring 2017 revisions Workgroup recommendations on responsibility

2015.01	Employee Recognition	College Council
2045.01	Smoking Restrictions	DGC
2046.01	Drug-Free Campus	College Council
	See item #2, propose to eliminate	
2090.07	Reassigned Time Guidelines	Consultation
2101.01	Enrollment at the Children's Center	Consultation
2102.01	Death of Employee Campus Notification	College Council

**GOAL: ALL FALL AND SPRING REVISIONS ARE BACK TO COLLEGE COUNCIL BY MARCH 1, 2017**

**Diablo Valley College**

ADOPTION: December 8, 2003

REVISED: September 14, 2009

REVISED:

APPROVED BY COLLEGE COUNCIL:

Date Posted:

**Governance and Administrative Procedure 1001.01**

REFERENCES: Education Code 72203.5-72207

Title 5, sec. 51023-51023

Board Policy Administrative Procedure 1001.01

Governance and Administrative Procedures 1009.01,  
1900.03

ACCJC IV.A.2

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**PROCESS TO INTRODUCE NEW OR REVISE EXISTING DVC PROCEDURES**

1. Recommendations to introduce new, rescind existing, or make substantive modifications to existing college procedures may be submitted by any constituent group, committee, administrative office, employee or student in writing through the governance structure (Academic Senate, Classified Senate, ASDVC, College Committees) to the College Council, by contacting the Office of the President or a member of the College Council, ~~or other persons with similar knowledge of the proposed subject matter who will bring a draft forward to the College Council.~~
2. Procedures for Diablo Valley College may be recommended for consideration as a new, rescind existing, or revised document at any regular meeting of the College Council by a majority vote of council members. College Council recommendations are forwarded to the College President for final action with exceptions as noted below.
3. Procedures for Diablo Valley College may be adopted or revised at any regular meeting of the College Council by a majority vote.
  - a. Proposed new or revised college procedures not addressing academic and professional matters will be presented to the College Council, discussed, and then forwarded by the Council representatives for review and comment from their constituent group leadership.
  - b. Matters that fall within the domain of academic and professional consultation (see list at end of procedure), shall receive comments by other members of the Council but are not subject to a vote by the College Council pursuant to Title 5, section 51023-51023.7.
4. New and revised procedures defined as Academic and Professional will adhere to Governance and Administrative Procedure 1009.01 which establishes the Academic Senate's role for faculty participation in the formation of college procedures on academic and professional matters.
  - a. New or revised DVC procedures, consistent with governing board procedures but not covered by them, may be proposed for academic or professional matters. Any procedures addressing academic and professional matters at DVC shall be reviewed and considered for recommendation by the DVC Academic Senate and the College President jointly, in accordance with Title 5, section 53200. (See list of appropriate topics at the end of this procedure\* or in DVC 1009.01.)
  - b. In these matters the Academic Senate will "consult collegially" through the methods of relying primarily upon the advice and judgment of the Academic Senate or reach mutual agreement with the College President. (see below)

5. Procedures recommended by the College Council must receive final approval by the College President. Upon the president's approval, college procedures shall be printed and distributed with a title, approval date, procedure number, action dates from Academic Senate Council, Classified Senate Council, Associated Students of Diablo Valley College and where relevant references to state regulations, District policies and accreditation standards.
6. Procedures that are Academic and Professional must be finalized in the consultation process by the Academic Senate President and the College President. Upon finalization of the consultation process, college procedures shall be printed and distributed with a title, consultation finalization date, input date from College Council, procedure number, and where relevant references to state regulations, District policies and accreditation standards.
7. The College President has a responsibility to broadly communicate the approval, rejection or consultation decision of a new or revised procedure. (IV A 6)
8. Should any statute or administrative code section of the State of California be added, repealed, or amended or should a court decision or a decision of the Attorney General of the State of California or board ratification of the specific provisions of a collective bargaining agreement make changes in any of the policies of the district or administrative or college procedures or changes impacting compliance with the standards from the regional accreditor, these documents shall be brought to the College Council or to the Academic Senate President and College President for consultation for revision to comply with the law and accreditation standards.
9. Non-substantial changes shall be made administratively by the Dean of Planning and Research. Non-substantial changes are updates to related procedures; typographical, formatting and grammatical error corrections; title or name changes, and citation updates to federal or state law. These items will be brought to College Council for information only.
10. All college procedures shall be reviewed on a regular review cycle of once every three years beginning 2016/17 with Governance and Administrative, Employment and Employees, 2017/18 Student Services, Curriculum and Instruction and 2018/19 Business Services, Facilities. (IV.7.A)

\* Academic Senate (Title 5, section 53200): "Academic and professional matters" means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements; and
3. Grading policies.
4. Educational program development,
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the President and the Academic Senate.

The president will rely primarily upon the advice and judgment of the Academic Senate with regard to DVC procedures on items 1 through 3 and reach mutual agreement with regard to DVC procedures on items 4 through 11.