H. Quality Focus Essay

Introduction of Projects

The Cañada College Quality Focus Essay (QFE) confirms our commitment to the implementation of Guided Pathways through the emphasis of providing students with a strong start. This QFE will describe how the College plans to achieve a culture of continuous quality improvement and student success.

I CAN Start Strong (A pathways strategy: -6 to +9 months)

Students who start strong in college yield higher rates of success. Understanding this concept, the California Community College Chancellor's Office has introduced the California Guided Pathways Initiative which is "a student-centered approach that can dramatically increase the number of students earning community college credentials, while closing equity gaps" (Foundation for California Community Colleges, 2018).

Building on Experience

Cañada College employs an inclusive approach towards the implementation of Guided Pathways that builds on years of prior efforts to improve the students' experience from the 6 months prior to the 9 months following their initial enrollment.

- *Multiple Measures Assessment Program (MMAP):* As an MMAP pilot college, Cañada College implemented the use of high school transcripts to increase the accuracy of a student's placement in 2016. Since that time, Cañada has been a leader in making changes to curriculum to ensure adequate co-requisite and other real-time instructional supports to students needing those supports to succeed in transfer level coursework. By fall 2019, these curriculum changes will be fully implemented.

- *STEM Center* Thanks to considerable support from the US Department of Education, the Cañada College STEM Center launched a series of initiatives in 2016 that incorporate the Guided Pathways framework, including helping students: (1) choose an "Area of Interest"; (2) join a first-year cohort aligned with area of interest; (3) explore career options to better inform the choice of a major and plan of study; (4) receive guidance and support to stay on plan. As a result of this initiative, the STEM Center has closed the achievement gap of underserved and underrepresented students by utilizing high-impact practices such as supplemental instruction via peer tutoring, lab time, and additional instructor support. Students participating in the STEM Center program have benefitted from a model that aligns instruction to contextualized support services. The College intends to apply lessons learned from the STEM Center to the college as a whole over the next several years.

- *Career Education (CE):* Cañada's exceptional career education programs have long implemented elements of the Guided Pathways framework. The College plans to better

integrate and scale successful practices, such as ??, from its CE programs to its implementation of interest areas or "meta majors."

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Guided Pathways at Cañada

The results of these prior efforts, as well as that of the College's Guided Pathways inquiry phase, reveal that a focus on successful entry and a student's first year experience is pivotal to a student's persistence, success, and ultimate completion. Specific activities identified to provide students with a strong start include:

- Implementation/expansion of various high school engagement strategies: early college experiences such as dual enrollment, summer programs, and related outreach events
- Streamlining the application process
- Scaling Proactive Registration – define better

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- Modification of the current Priority Enrollment Program (PEP) to better serve incoming students
- Providing support for completion of FAFSA and CA Dream Act documentation
- Increasing accuracy of Student Education Plans which can better inform course scheduling
- Developing a First Year Experience program
- Grouping degree programs into 'Interest Areas' or 'Meta Majors'
- Optimizing the class schedule to avoid class cancelations and conflicts
- Ensuring all degree and certificate programs are complete-able within the specified timeframe
- Aligning support services with interest areas and timing to fit student needs
- Expanding Bridge Programs preceding fall and spring terms
- Expanding cohorts via learning communities

Integrating Student Support and Instructional Services

A common theme identified among Cañada's effective practices and the Guided Pathways framework is that of better integrating student support services with academic pathways. In order for students to effectively tackle transfer-level coursework on day one, explore careers and majors without losing time, and complete certificates, degrees or transfer more quickly than they have in the past, student services and instruction must be much more closely integrated via practices such as:

- Counseling aligned with academic pathways.
- Complementary supports such as embedded tutoring, mentoring and aligned with instructional programs in collaboration with faculty.
- Career exploration, project-based and work-based learning, internships, and job placement support within interest areas.

Organizational Structure

Cañada's Guided Pathways efforts are supported by three working groups (Student Voices, Academic Pathways, and Business Processes Analysis) and a Steering Committee, all of which

are closely aligned with the College's Enrollment Management Committee and all of its participatory governance Planning Councils.

Anticipated Impact on Student Learning and Achievement

The anticipated impacts on student learning and achievement at Cañada as a result of the College's Guided Pathways efforts include: greater rates of degree completion and transfer achieved more efficiently, with fewer extraneous units earned, while improving employment outcomes and dramatically reducing any equity gaps in these achievements across sub-populations that have been disproportionately negatively impacted in the past.

Outcome Measures

GOAL 1: Completion
Increase by at least 20 percent the number of Cañada College students who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22 (adjusted for enrollment fluctuations).

GOAL 2: Transfer
Increase by 35 percent the number of Cañada College students transferring to a UC or CSU by 2021-22 (adjusted for enrollment fluctuations).

GOAL 3: Unit Accumulation
Decrease the number of units accumulated by Cañada College students earning associate degrees, from an average of approximately 93 total units to an average of 85 total units by 2021-22.

GOAL 4: Workforce
Increase the percent of exiting career education students at Cañada College who report being employed in their field of study, from 65% to 72% by 2021-22.

GOAL 5: Equity
Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.

Action Plan(s)

Objective	Activities	Timeline	Responsible Parties	Cañada College Strategic Plan Goal(s) Achieved
Increase by at least 20 percent the number of Cañada students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Complete-ability Increased accuracy of Student Education Plans which can inform course scheduling Grouping degree programs into 'Interest Areas' or 'Meta Majors' Optimization of the class schedule to avoid class cancelations and conflicts Alignment of support services with interest areas	Inquiry Phase: Fall 2018 Identify Strategy: Summer 2019 Implementation: Fall 2019 and Spring 2020 Collection and Data Analysis: Spring 2021	Guided Pathway Teams: Academic Pathways Student Voices Business Process Analysis Steering Group	1. Student Completion/ Success
Increase by 35 percent the number of Cañada students transferring annually to a UC or CSU.	Implementation/expansion of various high school engagement strategies: Dual Enrollment, Summer Programs, Outreach Events, etc… Modification of the current Priority Enrollment Program (PEP) to better serve incoming students Expansion of cohorts via learning communities Expansion of Support and Instructional Programs	Inquiry Phase: Fall 2018 Identify Strategy: Summer 2019 Implementation: Fall 2019 and Spring 2020 Collection and Data Analysis: Spring 2021	Guided Pathway Teams: Academic Pathways Student Voices Business Process Analysis Steering Group	1. Student Completion/ Success
Decreased by at least 1.1 percent the average number of units accumulated by Cañada students earning associate's degrees (at Cañada this would be represented by a decrease from	Complete-ability Increased accuracy of Student Education Plans which can inform course scheduling Grouping degree programs into 'Interest Areas' or 'Meta Majors' Optimization of the class schedule to avoid class cancelations and conflicts Alignment of support services with interest area.	Inquiry Phase: Fall 2018 Identify Strategy: Summer 2019 Implementation: Fall 2019 and Spring 2020 Collection and Data Analysis: Spring 2021	Guided Pathway Teams: Academic Pathways Student Voices Business Process Analysis Steering Group	1. Student Completion/ Success and 3. Organizational Development

Objective	Activities	Timeline	Responsible Parties	Cañada College Strategic Plan Goal(s) Achieved
112 units to 101 units).				

Objective	Activities	Timeline	Responsible Parties	Cañada College Strategic Plan Goal(s) Achieved
Increased the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.	Expansion of Support (including Job Placement and Career assistance) and Instructional Programs Identification of job placement data tool	Inquiry Phase: Fall 2018 Identify Strategy: Summer 2019 Implementation: Fall 2019 and Spring 2020 Collection and Data Analysis: Spring 2021	Guided Pathway Teams: Academic Pathways Student Voices Business Process Analysis Steering Group	1. Student Completion/ Success 2. Community Connections 3. Organizational Development
Reduced equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.	Streamlining the application process Proactive Registration Modification of the current Priority Enrollment Program (PEP) to better serve incoming students Providing the needed support for FAFSA completion Development of a First Year Experience program Development of Bridge Programs Expansion of cohorts via learning communities	Inquiry Phase: Fall 2018 Identify Strategy: Summer 2019 Implementation: Fall 2019 and Spring 2020 Collection and Data Analysis: Spring 2021	Guided Pathway Teams: Academic Pathways Student Voices Business Process Analysis Steering Group	1. Student Completion/ Success 2. Community Connections 3. Organizational Development

Table 3: Action Plan for the Quality Focus Essay

The College wishes to affirm that, although this QFE emphasizes its Start Strong activities, the college is simultaneously moving forward with its Stay Strong and Finish Strong initiatives. Cañada College is confident that its inclusive, student-centered approach will generate encouraging data that will meet its Educational Master Plan goals and, in so doing, will assist in achieving its mission:

> *Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals.*

> *The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.*