

College: (dropdown menu with list of all colleges)

Timeframe: (dropdown menu with five? options: Spring 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, Fall 2021-Summer 2022; pre-selection Summer 2018-Summer 2019)

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions

Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	What needs to occur for SBVC to Reach Full-Scale? Outline plan for each self- assessment element that will be addressed in this time period.	What existing efforts or initiatives	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
1. Cross Functional Inquiry	Pre- adoption	<p>Facilitated discussion with all members of the campus</p> <p>Flex series</p> <p>Opening day</p> <p>Retreat</p> <p>Develop common working definitions</p> <p>Define meta majors</p> <p>Mapping majors W\GE</p> <p>Gather integrated research at each step</p>	<p>Flex days have already been scheduled we can use for these activities.</p> <p>SBVC has involved students in initial discussions and planning has taken place during Instructional Cabinet, Department Chair, and Academic Senate meetings and at other arranged times. Additional Campus wide forums and division, department and collegial meetings are being planned and scheduled.</p>	<p>Meta-majors are defined</p> <p>Majors are mapped</p> <p>Majors are mapped w/GE</p> <p>Common definitions are agreed upon and disseminated.</p>	<p>Please choose anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> ● No change ● Pre-adoption ● Early Adoption ● Scaling in Progress ● Full Scale <p>Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> ● Spring 2018 – Summer 2019 ● Fall 2019 – Summer 2020 ● Fall 2020 – Summer 2021 ● Fall 2021 – Summer 2022

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<p>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.</p>	Early Adoption	Track student Success 1yr, 2 yr student completion Retention Ties back to cross functional inquiry Establish program level and meta-major baseline data Plan presentations to campus to communicate data Increase awareness Consolidate data	Strategic Plan, Education Master Plan, and Program Efficacy include much of the data. <p style="color: red;">SBVC has integrated Basic Skills, SSSP, and Equity planning. The metrics from these plans have been integrated into Program Review documents. Also, the campus Strong Workforce Plan and the District Strategic plan complement each other in the tracking of employment data.</p>	Communicate baseline data Campus and departments are informed regarding data	<p style="color: red;">anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> ● No change ● Pre-adoption ● Early Adoption ● Scaling in Progress ● Full Scale <p style="color: red;">Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> ● Spring 2018 – Summer 2019 ● Fall 2019 – Summer 2020 ● Fall 2020 – Summer 2021 ● Fall 2021 – Summer 2022

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<p>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.</p>	Pre-Adoption	Mapping majors w/GE Academic services/student support AB 705 SSSP/SE/BSI integrated pathways Bring initiatives together	Strategic Plan, Education Master Plan, and Program Efficacy include much of the data. SSSP/SE/BSI integrated plan <p style="color: red;">Guided pathway workshops have been attended by SBVC Guided Pathway team members and structures for discussion are in place. We have also identified constituents that have been missing in the dialogue.</p>	Initiatives will be integrated into our Guided Pathways and Guided Pathways will be integrated into our planning documents	<p style="color: red;">anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> • No change • Pre-adoption • Early Adoption • Scaling in Progress • Full Scale <p style="color: red;">Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> • Spring 2018 – Summer 2019 • Fall 2019 – Summer 2020 • Fall 2020 – Summer 2021 • Fall 2021 – Summer 2022

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	What needs to occur for SBVC to Reach Full-Scale? Outline plan for <u>each</u> self- assessment element that will be addressed in this time period.	What existing efforts or initiatives	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>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.</p> <p>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.</p>	Early Adoption	<p>In Service-Day of Dialogue Identify who should be at the table and part of work groups</p> <ul style="list-style-type: none"> Faculty Classified Professionals Managers Students Community Industry K-12 4yr <p>Identify key leaders Develop a communication plan to get the word out</p>	<p>Collegial Consultation Processes are in place</p> <ul style="list-style-type: none"> Academic Senate Classified Senate Curriculum Committee College Council Program Review 	<p>A completely inclusive and integrated process for Implementing Guided Pathways has been developed</p> <p>Communication plan is developed and implemented</p>	<p>anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> • No change • Pre-adoption • Early Adoption • Scaling in Progress • Full Scale <p>Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> • Spring 2018 – Summer 2019 • Fall 2019 – Summer 2020 • Fall 2020 – Summer 2021 • Fall 2021 – Summer 2022

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

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<p>5. Intersegmental Alignment - (Clarify the Path)</p> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	Early Adoption	Determine What pathways we have: K-12 to CC to 4yr K-12 to CC to career Better align CTE with industry needs dual/concurrent enrollment consultations with advisory committee use labor market data strong workforce regional consortium noncredit pathway integration	Articulation agreements 2 +2 + 2 agreements Concurrent enrollment program Advisory committees Student ed plans Job placement programs Internships Work experience Middle college high school Some programs have guaranteed admission AS and ADT	Have extended maps from our mapped majors from k-12 and/ or to careers or 4 year institutions	<p style="color: red;">anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> ● No change ● Pre-adoption ● Early Adoption <li style="background-color: yellow;">● Scaling in Progress ● Full Scale <p style="color: red;">Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> ● Spring 2018 – Summer 2019 <li style="background-color: yellow;">● Fall 2019 – Summer 2020 ● Fall 2020 – Summer 2021 ● Fall 2021 – Summer 2022

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<p>6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student's college experience.</p>	Early Adoption	Career assessment Prior major selection or orientation Develop flow charts for each pathways Determine cross roads	Student development classes Transfer Center/Career Counseling Learning Express Library Field trips and career days Mandatory Ed Plans	Students have the information needed to choose a major Number of students that have an informed Ed Plan has increased Student contact hours with students has increased	<p style="color: red;">anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> ● No change ● Pre-adoption ● Early Adoption ● Scaling in Progress ● Full Scale <p style="color: red;">Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> ● Spring 2018 – Summer 2019 ● Fall 2019 – Summer 2020 ● Fall 2020 – Summer 2021 ● Fall 2021 – Summer 2022
<p>7. Improved Basic Skills - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.</p>	Early Adoption	Help students enter pathways and ensure learning through; SSSP/SE/BSI AB 705 Non credit Supplemental instruction Concurrent enrollment Bridge/boot camp Multiple measures	Non credit Supplemental instruction Concurrent enrollment Tutoring Learning cohorts Contextualized learning Accelerated courses High School pre-assessment workshops Onsite assessment at High schools Initial Counseling and initial Education planning at the High schools Pathways are being developed. Exploration of accelerated curriculum for basic skills is occurring.	Students have been provided increased opportunities and resources to enter college level courses within one year	<p style="color: red;">anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> ● No change ● Pre-adoption ● Early Adoption ● Scaling in Progress ● Full Scale <p style="color: red;">Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> ● Spring 2018 – Summer 2019 ● Fall 2019 – Summer 2020 ● Fall 2020 – Summer 2021 ● Fall 2021 – Summer 2022

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<p>8. Clear Program Requirements - (Clarify the Path) 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).</p>	Pre- Adoption	Ed Plans will have clear pathways Proactive counseling Professional Development	Required Ed Plans <p style="color: red;">Preliminary discussions have occurred within the workgroups and in departments. Learning communities and other small programs, such as Puente, Tumaini and First Year Experience are functional.</p>	Have published Guided Pathways on our web site, catalogue, and course schedules. Have multiple year course schedules Students can track their progress towards degree completion Have integrated Learning and Service area Outcomes into pathways	<p style="color: red;">anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> ● No change ● Pre-adoption <li style="background-color: yellow;">● Early Adoption ● Scaling in Progress ● Full Scale <p style="color: red;">Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> ● Spring 2018 – Summer 2019 ● Fall 2019 – Summer 2020 <li style="background-color: yellow;">● Fall 2020 – Summer 2021 ● Fall 2021 – Summer 2022

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	<p style="color: red;">What needs to occur for SBVC to Reach Full-Scale?</p> Outline plan for <u>each</u> self- assessment element that will be addressed in this time period.	What existing efforts or initiatives	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>9. Proactive and Integrated Student Supports - (Help Students Stay on the Path) 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.</p>	Early Adoption	Proactive/strategic counseling Mentoring (peer and faculty) Cohorts Student Retention Groups	Starfish Early Alert SI & tutoring Some Learning Communities Some Student Retention Groups <p style="color: red;">Guided Pathways is a standing topic discussed at SBVC’s joint cabinet meetings; thereby, Student Services and Instructional Services work together on this initiative.</p>	Increased participation in Learning Communities Increase cohort based programs Have peer and faculty mentoring programs	<p style="color: red;">anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> <input type="radio"/> No change <input type="radio"/> Pre-adoption <input type="radio"/> Early Adoption <input checked="" type="radio"/> Scaling in Progress <input type="radio"/> Full Scale <p style="color: red;">Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> <input type="radio"/> Spring 2018 – Summer 2019 <input type="radio"/> Fall 2019 – Summer 2020 <input type="radio"/> Fall 2020 – Summer 2021 <input checked="" type="radio"/> Fall 2021 – Summer 2022

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<p>10. Integrated Technology Infrastructure - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) 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.</p>	Early Adoption	Integrate existing software for better functionality and identify technology gaps and needs Have degree audit software for students to access	Web Advisor SARS Starfish Website Elucian/Colleague Eureka Strong Interest Inventory Strengths Quest MBTI California Career Café EPI-starfish degree planner <p style="color: red;">SBVC monitors waitlists to open new sections to meet the needs of students.</p>	Have an enhanced website Campus community have increased usage of technology Increased promotion of technology resources Students have real-time access to degree progress	<p style="color: red;">anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> • No change • Pre-adoption • Early Adoption • Scaling in Progress • Full Scale <p style="color: red;">Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> • Spring 2018 – Summer 2019 • Fall 2019 – Summer 2020 • Fall 2020 – Summer 2021 • Fall 2021 – Summer 2022

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<p>11. Strategic Professional Development - (Help Students Stay on the Path; Ensure Students are Learning) 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.</p>	Scaling in Progress	<p>Guided Pathways Coordinator In service days for professional development</p>	<p>Professional development coordinator Culture of professional development Active professional development committee that includes faculty and staff</p>	<p>Facilitated workshops for programmatic mapping Increased guided pathways workshops for students</p>	<p>anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> <input type="radio"/> No change <input type="radio"/> Pre-adoption <input type="radio"/> Early Adoption <input type="radio"/> Scaling in Progress <input checked="" type="radio"/> Full Scale <p>Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> <input type="radio"/> Spring 2018 – Summer 2019 <input type="radio"/> Fall 2019 – Summer 2020 <input type="radio"/> Fall 2020 – Summer 2021 <input checked="" type="radio"/> Fall 2021 – Summer 2022
<p>12. Aligned Learning Outcomes - (Ensure Students are Learning) 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.</p>	Early Adoption	<p>Cross discipline discussions will take place within the Guided Pathways</p>	<p>We have a policy to assess SLO's every semester.</p> <p>SAO's, EMP's data summary are assessed annually.</p> <p>PLO's are assessed every three years</p>	<p>Discussion and modification of course content to ensure student learning outcomes are achieved.</p>	<p>anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> <input type="radio"/> No change <input type="radio"/> Pre-adoption <input type="radio"/> Early Adoption <input checked="" type="radio"/> Scaling in Progress <input type="radio"/> Full Scale <p>Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> <input type="radio"/> Spring 2018 – Summer 2019 <input type="radio"/> Fall 2019 – Summer 2020 <input checked="" type="radio"/> Fall 2020 – Summer 2021 <input type="radio"/> Fall 2021 - Summer 2022

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<p>13. Assessing and Documenting Learning - (Ensure Students are 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.</p>	Pre-Adoption	Monitor term-to-term persistence and success rate within the Meta Majors and programs Demographic breakdown college entry breakdown by group: FYE, Tumaini, etc.	<p style="color: red;">A strong process is in place for collecting Learning Outcome data as well as a strong assessment process. This data is centrally located for all to review.</p> Scorecard data review occurs annually Four-year program review efficacy cycle and two-year CTE mini reviews	Increased persistence and student success	<p style="color: red;">anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> • No change • Pre-adoption • Early Adoption • Scaling in Progress • Full Scale <p style="color: red;">Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> • Spring 2018 – Summer 2019 • Fall 2019 – Summer 2020 • Fall 2020 – Summer 2021 • Fall 2021 – Summer 2022

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14. Applied Learning Outcomes - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	Early Adoption	Increase and strengthen partnerships with industry to provide opportunities for students to obtain hands on experience Development of Maker-Spaces/Incubator	SBVC has positive relationships with industry/employer partners and work together to provide opportunities for SBVC students and graduates.	Increased opportunities for students to obtain hands on experience in the fields they are interested in working Implementation of Maker-Space/Incubator for students to have hands on learning opportunities	<p>anticipated change in scale of adoption during time frame:</p> <ul style="list-style-type: none"> • No change • Pre-adoption • Early Adoption • Scaling in Progress • Full Scale <p>Please choose when scale of adoption will be reached (Circle when start and when will finish):</p> <ul style="list-style-type: none"> • Spring 2018 – Summer 2019 • Fall 2019 – Summer 2020 • Fall 2020 – Summer 2021 • Fall 2021 – Summer 2022

CCC GP Implementation Timeline

Please complete the following GANTT chart to **indicate the timeframe during which you would anticipate incorporating each of the 14 key elements** included in the CCC GP Self-Assessment **into your plan**. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use **blue** for Inquiry, **green** for Design, and **orange** for Implementation elements.

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
Inquiry (1-3)				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
Design (4-8)				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
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 opportunities				
14. Applied learning opportunities				

CCC GP Key Performance Indicators

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.

Key Performance Indicators	Current KPI Data (Autofill from Launchboard)	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	21-Summer 2022
PARTICIPATION					
Number of students		To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one					
Average number of degree-applicable credits attempted in year one					
Full-time students					
Persisted from term one to term two					
College-level course success rate					
TRANSFERRABLE MATH & ENGLISH COMPLETION					
Successfully completed transfer-level math in year one					
Successfully completed transfer-level English in year one					
Successfully completed both transfer-level English and math in year one					
FIRST TERM MOMENTUM					

Successfully earned 6+ college credits in first term					
Successfully earned 12+ college credits in first term					
Successfully earned 15+ college credits in first term					
Attempted 15+ college credits in first term					

CCC GP Guided Pathways Allocations

Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.				
Sample Categories	\$ (Prefilled from allocation formula)			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	Anticipated %	Anticipated amount (auto populate based on % noted)	Actual %	Actual amount
Personnel or Release Time				
	70%	\$968,4682		
Professional Development				
	20%	\$276,705.2		
Software				
Other				
	10%	\$138,352.60		

TOTAL	100%	\$1,383,526		

Required per EC Section 88922 (c)

Briefly describe the college's efforts on the following issue:

<p>The inclusion of high school grades into the assessment/placement process</p>	<p>The multiple measure placement status is currently in a pre-adoption process. Faculty from the English, Mathematics, Reading as well as the Director of Research and Planning, and the SSSP advisory committee are assessing and compiling information to establish the criteria for the implementation of multiple measures within the framework of AB 705.</p>
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Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

Describe here

DRAFT