***San Bernardino Valley College***

***Guided Pathways Work Plan***

*Spring 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, Fall 2021-Summer 2022*

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| **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** | 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 | Facilitated discussion with all members of the campus   * Flex series * Opening day * Retreat   Develop common working definitions  Define meta majors  Mapping majors W\GE  Gather integrated research at each step | Flex days have already been scheduled.  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. | Meta-majors are defined  Majors are mapped  Majors are mapped w/GE  Common definitions are agreed upon and disseminated. | * Early Adoption * Spring 2018 – Summer 2019 |

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| **Inquiry:** Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions | | | | | |
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| 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. | Early Adoption | Track student Success   * 1-year and 2-year student completions   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.  SBVC has integrated Basic Skills, SSSP, and Equity planning. The metrics from these plans have been integrated into Program Review documents.  The campus Strong Workforce Plan and the District Strategic plan complement each other in the tracking of employment data. | Communicate baseline data.  Campus and departments are informed regarding data. | * Scaling in Progress * Fall 2019 – Summer 2020 |
| **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** | 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** |
| 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. | 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  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. | Initiatives will be integrated into our Guided Pathways and Guided Pathways will be integrated into our planning documents. | * Early Adoption * Fall 2019 – Summer 2020 |

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| **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** | 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** |
| 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.  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. | Early Adoption | In Service-Day of Dialogue  Identify who should be at the table and part of work groups   * Faculty * Classified Professionals * Managers * Students * Community * Industry * K-12 * 4-yr institutions   Identify key leaders  Develop a communication plan to get the word out | Collegial Consultation Processes are in place   * Academic Senate * Classified Senate * Curriculum Committee * College Council * Program Review | A completely inclusive and integrated process for implementing Guided Pathways has been developed  Communication plan is developed and implemented | * Scaling in Progress * Fall 2020 – Summer 2021 |

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| 5. **Intersegmental Alignment** - (Clarify the Path)  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 4-yr * K-12 to CC to career   Better align CTE with industry needs   * Dual/concurrent enrollment * Consultations with advisory committees * 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  Programs with guaranteed admission  AS and ADT degrees | Have extended maps from our mapped majors from K-12 and/or to careers or 4-year institutions | * Scaling in Progress * Fall 2019 – Summer 2020 |
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| 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. | 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  Counselor contact hours with students has increased | * Scaling in Progress * Fall 2020 – Summer 2021 |
| 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. | Early Adoption | Help students enter pathways and ensure learning through;   * SSSP/SE/BSI * AB 705 * Non credit * Supplemental instruction * Concurrent enrollment * Bridge/boot camps * Multiple measures | Non-credit courses and programs  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 with increased opportunities and resources to enter college level courses within one year | * Scaling in Progress * Fall 2020 – Summer 2021 |

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| 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). | Pre- Adoption | Ed Plans will have clear pathways  Proactive counseling  Professional Development | Required Ed Plans  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. | Have published Guided Pathways on our web site, catalog, 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 | * Early Adoption * Fall 2020 – Summer 2021 |

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| **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** | 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** |
| 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. | 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  Guided Pathways is a standing topic discussed at SBVC’s joint cabinet meetings  Student Services and Instructional Services are working together on this initiative. | Increased participation in Learning Communities  Increase cohort based programs  Peer and faulty mentoring programs | * Scaling in Progress * Fall 2021 – Summer 2022 |
| **Implementation:** Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale | | | | | |
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| 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. | Early Adoption | Integrate existing software for better functionality and identify technology gaps and needs  Have degree audit software for students to access | We are currently using:   * Web Advisor * SARS * Starfish * Website * Elucian/Colleague * Eureka * Strong Interest Inventory * Strengths Quest * MBTI * California Career Café * EPI-starfish degree planner   SBVC monitors waitlists to open new sections to meet the needs of students. | Enhanced website  Campus community has increased usage of technology  Increased promotion of technology resources  Students have real-time access to degree progress | * Scaling in Progress * Fall 2020 – Summer 2021 |

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| 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. | Scaling in Progress | Guided Pathways Coordinator  In-service days for professional development | Professional development coordinator  Culture of professional development  Active professional development committee that includes faculty and staff | Facilitated workshops for programmatic mapping  Increased guided pathways workshops for students | * Full Scale * Fall 2021 – Summer 2022 |
| 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. | Early Adoption | Cross discipline discussions will take place within the Guided Pathways | We have a policy to assess SLO’s every semester.  SAO’s, EMP’s data summary are assessed annually.  PLO’s are assessed every three years | Discussion and modification of course content to ensure student learning outcomes are achieved. | * Scaling in Progress * Fall 2020 – Summer 2021 |

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| 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. | Pre-Adoption | Monitor term-to-term persistence and success rate within the Meta Majors and programs   * Demographic breakdown college entry by group:   FYE, Tumaini, etc. | 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.  Scorecard data review occurs annually  Four-year program review efficacy cycle and two-year CTE mini reviews | Increased persistence and student success | * Early Adoption * Fall 2020 – Summer 2021 |

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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-Space/Incubator | SBVC has positive relationships with industry/employer partners and works together with partners 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 | * Scaling in Progress * Fall 2021 – Summer 2022 |

# CCC GP Implementation Timeline

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| 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**

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| --- | --- | --- | --- | --- | --- |
| 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** | **Fall 2021-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**

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| 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** | $ | | | |
| Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022. | | | |
| **Anticipated %** | **Anticipated amount** | **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:**

|  |  |
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| The inclusion of high school grades into the assessment/placement process | 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. |

**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):**