

Preview

Details

College

San Bernardino 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

Contacts

Alternate Project Contact

Dr. Scott Thayer

Vice President, Student Services

sthayer@valleycollege.edu

(909) 384-4473

Project Director

Dr. Dina Humble

Vice President of Instruction

dhumble@sbccd.cc.ca.us

(909) 387-1685

Responsible Person

Dr. Dina Humble

Vice President of Instruction

dhumble@sbccd.cc.ca.us

(909) 387-1685

Responsible Person

Dr. Scott Thayer

Vice President, Student Services

sthayer@valleycollege.edu

(909) 384-4473

Approvers

Chancellor/President

Diana Rodriguez
President
drodriguez@valleycollege.edu
(909) 384-4477

Awaiting Submittal

Academic Senate President

Celia Huston
President, Academic Senate
chuston@valleycollege.edu
(909) 384-8574

Awaiting Submittal

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

As of Fall 2019, our college has established a standing committee for the implementation of Guided Pathways. This committee is a college-wide committee of constituents from across the campus (faculty, staff, classified, administration, students, etc.) that meets bi-weekly to work on Guided Pathways topics. At the beginning of the term, the committee worked on the creation of "Career Fields" (i.e. what we are calling our 'meta-majors') and most recently, the standing committee split into two sub-groups addressing the topics of the College website and scheduling. These efforts all relate to organizing and promoting our Career Fields to students.

The Guided Pathways steering committee, established Fall 2018, and consisting of four faculty leads and two administrators, meets every week and collaborates to guide the work of the campus and standing committee. The faculty leads worked extensively with the faculty chairs and departments on the creation of the 'Career Fields' and placing them into designated colors. The steering committee is proud to report that the college has worked collaboratively and across areas to establish and finalize the grouping of career fields/'meta-majors' and colors, creating a color wheel of career fields. The committees and faculty are currently in the process of finalizing degree and certificate pathways into the broader career fields/'meta-majors.'

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The steering committee is currently working with the standing committee and faculty chairs to finalize the degree and certificate pathways into the 'Career Fields'/'Meta-Majors.' Multiple events will be held throughout the Spring 2020 term to assist faculty, chairs and deans in this process. The anticipated completion of this work is Spring 2020, and will coincide with a launch of a newly designed website that highlights the degree/program maps.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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 Guided Pathways steering committee has been attending state and regional workshops, gathering information and tools to bring back to the college for support of this work. In addition, the committee has been working with faculty chairs, departmental faculty, classified professionals, and students in coordinating the degree maps. The faculty worked collaboratively to produce maps that are data-driven and accurately reflect what is needed for transfer or continuation into the workforce. Courses that are closely aligned with degree/certificate outcomes and transfer requirements are included on the maps.

Communication has also been established and are continuing to grow with local businesses to ensure that our programs and degrees align with the local job market.

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 work across the the faculty, classified professionals, and students through the standing committee to align courses with degree maps within the designated career fields/'meta-majors.' Recruitment of counselors to assist in the development of degree and certificate maps to ensure degree/transfer/certificate requirements are met.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020 and Fall 2020 (ongoing)

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Currently, the Guided Pathways steering committee is working with the website designers and the College's department of Institutional Effectiveness to produce data for the website for each career field/'meta-major.' This data is currently being implemented onto the program pages within the new website. Additionally, a widget utilizing data from labor and statistics (eg. EMSI) to inform students of employment and education data related to specific degrees/certificates is being reviewed for addition to program pages.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The steering committee and website designers are currently finalizing the design of the website. Once that has been completed and the data incorporated, the website will be sent out to all college constituents for review. It is anticipated that the website will go live with the guided pathways redesign during Spring 2020 semester and before students begin registering for summer and fall classes.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

Over the last year, the Guided Pathways steering committee, and currently the standing committee, have been dedicated to working with departments (faculty chairs and deans) to develop and align degree/program pathways. Many of our programs have tentative program/degree maps and these are currently in the process of being finalized. In addition, the committee held a workshop to share the results of our mapping work to students in order to gain input on Career Fields and program maps. The results were positive and helped guide us towards the end result. The committee is working with divisions and department chairs to gather the remaining and incomplete maps. It is anticipated that this work will be completed by Fall 2020.

An additional step in this process, more work needs to be done to identify critical courses for success and major milestones. This work will continue on to the 2020/2021 academic year.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Guided Pathways committees will continue to assist department chairs in solidifying program maps and identifying critical courses and milestones. This information will then be passed on to the web team to include in the website program pages. It is anticipated that this work will be completed by Fall 2020.

Term and Year

Spring - 2020

Term - Detail (optional)

Fall 2020/Spring 2021

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

This conversation, along with the implementation of AB705, have occurred and are still taking place. While the college has implemented AB705, this has set the stage for continued conversation regarding appropriate math classes for each pathway. Faculty chairs, along with the steering committee are working through Spring 2020 to have the appropriate courses in the pathways for implementation in Fall 2020.

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 work with faculty chairs, department faculty, students, counselors and the steering committee to facilitate conversations across disciplines. This work should result in the appropriate math courses being placed into degree and certificate pathways that closely align with the field of study.

Term and Year

Spring - 2020

Term - Detail (optional)

Fall 2020

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

At scale

Progress to Date

Progress to Date Implementing Practice

As part of our onboarding process for new students, all students are helped to explore career options and college pathways from the beginning. Students are required to meet with a counselor who assists them in the process. In addition, the College has numerous student support services. Every student must have an educational plan which is closely monitored by the college.

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 evaluate the formation and tracking of student educational plans, as well as tracking students to completion. Additionally, continue to link student educational plans to the scheduling process to ensure courses are offered in accordance with the plans so students have the opportunity to complete their specific degree/program successfully in their particular Career Field.

Term and Year

Spring - 2020

Term - Detail (optional)

Fall 2020 Completion

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

Our campus supports a variety of 'gateway' courses to help student successfully complete their degree/certificate. This support includes; Math and Science Student Success Center, dedicated Tutoring Center, Writing Center, course specific embedded tutoring and supplemental instruction, Early Alert and Intervention practices (Starfish), DSPS Services, and Learning Communities (cohorts).

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 evaluate services for students and the effectiveness of current instructional support services.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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 February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Support is provided in the Math and Science Student Success Center (STEM), as well as through the general tutoring center on campus. Additionally, the Math faculty have produced modules that all students have access to in order to refine skills and be prepared for college-level Math.

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 evaluate effectiveness of support services in Math. Implement and incorporate a corequisite model for certain Math courses to help better support students in the successful completion of college-level Math. Analyze program map specific math requirements across disciplines to reduce conflicts in scheduling.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

At scale

Progress to Date

Progress to Date Implementing Practice

The English faculty have fully implemented a corequisite model for college-level English courses. Additionally, many of these courses also have embedded tutors and supplemental instruction. The English Writing Center is also available for students and has expanded hours and support.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Evaluate effectiveness of the corequisite model and use of the Writing Center through data collected in Fall 2019 and Spring 2020.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

The guidelines established for AB705 have significantly increased our ability to provide extensive wrap-around services for our students. Incoming college students are evaluated through Guided Self-Placement questionnaire, as well as through GPA and high school grades. The results of the questionnaire are shared with the student and the college for appropriate placement into English and Math courses. Particularly, the English and Math faculty have worked diligently over the past two years to revise curriculum and offer a corequisite model in different levels so that students can be successful in transfer-level English and Math within one year. The College does offer some courses below college-level for those with basic skills needs, but has a pathway to college-level completion within one year.

Additionally, the College has expanded its tutoring services to all students in all subject areas. An expanded, dedicated space was debuted in Fall 2019 and continues to serve students in all subject areas. We have expanded support with

embedded tutors, expanded tutoring hours and the writing center. The College has also designated funds for expanding supplemental instruction.

In addition, incoming students in our Free College Promise program are required to take a student development course which helps introduce college support programs to the student. Also, these student development courses are available to all students. Students are also required to meet with a counselor and have an educational plan in order to maximize the opportunity for success.

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 analyze data and expand student support services where needed for student success.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

At scale

Progress to Date

Progress to Date Implementing Practice

The College currently has a robust outreach program, as well as dual and concurrent enrollment programs. Additionally, the College partners with the SBCUSB Middle College High School. This high school is located directly across the street from the College, where a high percentage of students graduate from high school and college at the same time. Student services, along with instructional and non-instructional faculty are in regular and consistent

communication with all feeder high schools. Additionally, through the work of Guided Pathways, the steering committee and College administrators have been meeting with the school districts in order to align pathways and pathway colors.

We are also working with the local CSU and K-12 systems on the Teachers of Colors campaign for high schools to train locally here at SBVC in education pathways and transfer complete degrees and become employable in a chosen field.

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 analyze and evaluate effectiveness of outreach activities, along with dual and concurrent success data in order to maximize student success moving forward.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Currently, San Bernardino Valley College requires all students to have an updated educational plan aligned to meet their academic goal. Additionally, students are required to see a counselor in order to set the educational plans and monitor progress. The college has implemented registration holds that will only be removed once the student meets with counseling to provide academic and career guidance, resulting in goal completion in a timely manner. Progress with the plans are monitored a number of different ways through student services.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

SBVC plans to fully implement and scale Starfish and Degree Planner to fully input and monitor student progress so they can remain on track. This will allow for faculty, instructional and non-instructional, to have high-touch opportunities with the student to support their learning.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

SBVC currently has a policy that all students must have an educational plan to enroll in classes. The College is in the process of implementing Starfish for student educational plans. Through the use of Starfish, students will be able to

track their progress to the completion of their educational goal.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We are changing programs and will have it fully operational in the new system.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Currently, the college has fully implemented Starfish Early Alert. Instructional faculty are able to notify students and advisors through Early Alert if the students are at risk in a particular course. The College is preparing to fully implement software that would enable a more holistic view of student progress and help to inform the interventions for students along the way. 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.

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 fully implement Starfish capabilities and discussions surrounding interventions. Instructional faculty can notify students and advisors through Early Alert if the students are at risk in a particular course. The college is preparing to fully implement software that would enable a more holistic view of student progress and help to inform the interventions for students along the way. Additionally, discussions on interventions and retention are taking place within the Enrollement Management and Student Equity committee.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Each specialized program that is impacted with enrollment, has 'high-touch' communication with its applicants. Each program has comprehensive materials and handbooks that are available for the students that clearly guide them in their journey to acceptance or related pathway. While this is going really well, the materials and communication with other areas of the college could improve and we are always looking to be better in serving our students.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to nurture communication across the campus and improve materials and procedures for students.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The College has recently invested time and resources into a new scheduling tool. Phase one of the new tool was implemented in Spring 2020 for work on the Summer 2020 and Fall 2020 schedules. Additional versions of the scheduling tool will enable faculty, deans and faculty chairs to have a visual look at course offerings to ensure opportunities for all students to take the courses they need. The scheduling tool minimizes the chances that students will have overlapping classes and have extended time in between classes. Additionally, the new scheduling time blocks allow for current part time students to become full time students in the evenings and weekends.

The College is also looking at adopting software through Courseleaf or other vendor to assist in this process.

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 effectiveness of the new scheduling tool after initial roll out in Spring 2020. From there, work to refine the tool in order to serve this purpose.

Term and Year

Summer - 2020

Term - Detail (optional)

Spring 2020

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

All programs have program learning outcomes (PLO's), and all courses have student learning outcomes (SLO's), which are aligned with graduation requirements and employment needs. All outcome assessment results are reviewed regularly through our program review and curriculum processes. Outcomes are also reviewed by the College's Student Learning Outcomes (SLO) faculty lead and the Accreditation and SLO committee. The PLO and SLO training are on-going for faculty and staff on campus. CTE programs and courses adhere to the same PLO and SLO standards throughout the college.

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 evaluate and review College processes for outcomes assessment, reporting, curriculum, and program review.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The majority of courses consistently map their course SLO's to the critical thinking institutional learning outcome, suggesting that critical thinking serves as a core component to instruction. Professional development opportunities are provided regularly to improve classroom instruction and management.

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 evaluate institutional learning outcomes and regularly assess and map course level outcomes to institutional outcomes. SBVC has a diverse student population and makes a reasonable effort to address the students' needs. SBVC plans to evaluate SLO and PLO data to see how student achievement is broken down by gender and ethnicity. SBVC should continue to embrace new and emerging practices in teaching and learning, primarily those new methods addressing the needs of the younger generation students. The college will evaluate institutional learning outcomes and regularly assess and map course level outcomes PLO to institutional issues. Continue to require the instructor to upload their course SLO's and PLO's to the cloud space after each class every semester.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020 - Fall 2020

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, 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**

The College currently has robust curriculum and program review processes. Complying with Chancellor's office requirements for course outlines of record and curriculum, all of our courses contain content in which students have the opportunity to deepen knowledge in the subject matter through a variety of instructional methods including project-based instruction, activities, critical thinking, writing, field trips and more. For Career and Technical education (CTE) classes, activities and project-based instruction is at the core of these courses. Through partnerships with industry and the regional consortium, all CTE courses are vetted in the region and have advisory committees through these partnerships and advisory committees, students have the internships embedded into program content in order to connect them with the industry while they are learning to help better secure employment upon completion. Additionally, the College is investing resources into a study abroad faculty lead as we expand our study abroad opportunities. Students have opportunities to participate in inter-collegial competitions; for example, the Western Region Cyber Defense Competition.

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 evaluate through current processes in order to improve these opportunities.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

The College has an established process for SLO assessment and evaluation. Faculty across the College assess student outcomes on a regular and consistent basis. The data gathered from the assessments is stored on the College's SLO Cloud. From there, faculty 'complete the loop' of evaluation by discussing the outcomes data in order to implement possible changes into the curriculum or teaching methods. In some CTE programs, students produce a portfolio of their core learning in the course or program before obtaining their certificates.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The College will continue to explore outcomes assessment software and procedures in order to maintain this work.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

At scale

Progress to Date**Progress to Date Implementing Practice**

Results from SLO assessments are gathered and entered into the SLO cloud. The faculty utilize that data as a basis for discussion. From those discussions, decisions can be made if adjustments are necessary in course content or methods of instruction. The investigation is to evaluate the performance of such an application under consideration. Many programs are put in place to address equity concerns, and college attendance in the SBVC surrounding communities, for example. The first-year college experience, Punta, and STEM address the needs of Hispanic students and Tumaini that address African American students, tutorial centers and supplemental instruction, as well as student clubs.

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 provide support and opportunities for faculty to meet and discuss outcomes assessment.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

Many of our programs and courses, especially in CTE have portfolios and other ways to document student work beyond the transcript. There are many resources available to students for this purpose. The College has invested in software access for students to utilize. Additionally, many of our programs offer applied learning opportunities in the form of internships.

Timeline for Progress to Date**Term and Year**

Fall - 2019

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

As a college, continue to evaluate resources for faculty and students for portfolio-based work and documentation. The college should consider a portfolio-based assessment professional development opportunity for faculty.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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

At scale

Progress to Date

Progress to Date Implementing Practice

The College currently uses the CCSSE in order to evaluate effectiveness of educational practice.

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 evaluate the effectiveness of the CCSSE and how we can make adjustments, if needed.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

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 is currently incorporating student engagement in some of the following ways:

- Student surveys are conducted on a regular basis to assess overall student engagement on campus
- Student focus groups are regularly utilized in campus initiatives
- There is student representation on shared governance committees, including Guided Pathways.
- Data from student participation is utilized in the formation of policy, procedures, and execution of initiatives.

Course Alignment

As stated previously, the College is in the process of adopting Starfish to monitor student progress. This, along with other counseling documents and maps, will help to inform scheduling moving forward so that students will have the opportunity to complete their degree and certificate pathways. Additionally, we will have incorporated Degree Planner to complete student education plans.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 Guided Pathways Brief Spring 2019.pdf	Self-Assessment	2/15/2020, 1:00:44 AM	N/A

Success Story

Success Story

Title

Paradigm Shift Event

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Dina Humble	Vice President of Instruction	dhumble@sbccd.cc.ca.us	(909) 387-1685
Scott Thayer	Vice President, Student Services	sthayer@valleycollege.edu	(909) 384-4473

Challenge

The biggest challenge for the event was to get equal representation from the different constituent groups to attend the event.

Success Story

An off-campus event was held in Spring 2019. The name of the event was Paradigm Shift. All College employees were invited and asked to RSVP for the event. The event was further advertised and tracked through #valleypathways. Attendees were placed in cross-functional groups where substantive dialogue took place, creating the opportunity to view initiatives from different perspectives. Teams worked together throughout the day. Cross-functional teams provided an opportunity for stakeholders to work with people outside of their areas. Objectives for the event were as follows:

- * Strengthen understanding of all current initiatives.
- * Clarify individual role in serving student success and how it 'fits in' with other areas of the college during this paradigm transformation.
- * Create workgroup action plans.

Outcomes

The event was a success. Constituents from all across the campus worked together to understand college initiatives and create work plans for future action.

Vision for Success Goals

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



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