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 at our campus. This committee is a college-wide committee of constituents from across the campus (faculty, staff, classified, administration 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 the standing committee. The faculty leads worked extensively with students, faculty chairs and departments on the creation 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.'

We will continue meeting over the year to remain in direct conversation with department chairs and deans to ensure collegial consultation is taking place throughout the process.
Timeline for Progress to Date

Term and Year

Fall – 2021

Next Steps

Timeline for Next Steps

Next Steps towards Implementing Practice at Scale

The steering/standing committees will meet and schedule time with each department and division 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. Fall 2020 all work was completed virtually as we followed the safety requirements set by the CDC and our district to working online.

Term and Year

Spring 2021

Term Detail (Optional)

Support

No support requested

Pillar 1: Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the colleges 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 and departmental faculty in coordinating the degree maps. The faculty have 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 are included on the maps.

Communications have also been established and are continuing to grow with local businesses to ensure that our programs and degrees align with the local job market. The committee has decided to start with the top three pathways that matched the local workforce they are Business Administration, Education and Nursing.

Timeline for Progress to Date

Term and Year

Fall – 2021

Next Steps

Timeline for Next Steps

Next Steps towards Implementing Practice at Scale

Continue to work across the faculty and 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 2021 and Fall 2021 (and ongoing)

Term Detail (Optional)

Support

No support requested

Pillar 1: 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 the 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 – 2021

Next Steps

Timeline for Next Steps

Next Steps towards 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 2021

Term Detail (Optional)

Support

No support requested

Pillar 1: 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 colleges website.

Scale of Adoption at our College

Scaling in Progress

Progress to Date

Progress to Date Implementing Practice

Over the last year the Guided Pathway 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 get input on Career Fields and program maps. The results were positive and helped guide us towards the end results. The committee is working with divisions and department chairs to gather the remaining and incomplete maps and it is anticipated that this work will be completed by Fall 2021.

An additional step in this process and more work needs to be done to identify critical courses for success and major milestones. This work will continue this current academic year.

Timeline for Progress to Date

Term and Year

Fall – 2021

Next Steps

Timeline for Next Steps

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 new website program pages. It is anticipated that this work will be completed by Fall 2021.

Term and Year

Fall 2021/Spring 2022

Term Detail (Optional)

Support

No support requested

Pillar 1: Practice E

Required math courses are appropriately aligned with the students 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 during Spring 2020 to have the appropriate courses in the pathways for implementation in Fall 2020.

Timeline for Progress to Date

Term and Year

Fall – 2021

Next Steps

Timeline for Next Steps

Next Steps towards Implementing Practice at Scale

Continue to work with faculty chairs, department faculty, 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 2022

Term Detail (Optional)

Fall 2021 completion

No support requested

Pillar 2: 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 very 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 – 2021

Next Steps

Timeline for Next Steps

Next Steps towards 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 can complete their specific degree/program successfully in their Career Field.

Term and Year

Spring 2021

Term Detail (Optional)

Fall 2021 completion

No support requested

Pillar 2: 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 currently supports a variety of "gateway" courses to help students 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). The campus has provided Chromebook and Hotspots to student in need and has continued up to today to do so

Timeline for Progress to Date

Term and Year

Fall – 2021

Next Steps

Timeline for Next Steps

Next Steps towards 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 2021

No support requested

Pillar 2: Practice C

Special supports are provided to help academically underprepared students to succeed in the "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 – 2020

Next Steps

Timeline for Next Steps

Next Steps towards 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 2021

Term Detail (Optional)

Spring 2021

No support requested

Pillar 2: 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 – 2020

Next Steps

Timeline for Next Steps

Next Steps towards 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 2021

Term Detail (Optional)

Spring 2021

No support requested

Pillar 2: 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 counsel and have an educational plan in order to maximize the opportunity for success.

Timeline for Progress to Date

Term and Year

Fall – 2020

Next Steps

Timeline for Next Steps

Next Steps towards Implementing Practice at Scale

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

Term and Year

Spring 2021

Term Detail (Optional)

Spring 2021

No support requested

Pillar 2: 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, 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 counselors at the various school districts in order to align pathways and pathway colors.

We are also working with the CSU and UC 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. SBVC Guided Pathways is working closely with CSUSB Project Impact to identify student that want to go into the teaching profession, this committee is working to see it the cost for students' required exams such as the CBEST, MSAT and CSAT be covered to assist student of color enter teaching programs and complete them. SBCUSD is working to identify work sites student can complete their student teaching and or internships with mentor teachers.

Timeline for Progress to Date
Term and Year

Fall – 2020

Next Steps

Timeline for Next Steps

Next Steps towards 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. The committee is working to get a Liberal Arts Teaching ADT to align with CSUSB

undergraduate teaching credentialing program.

Term and Year

Spring 2021

Term Detail (Optional)

Ongoing

No support requested

<mark>Pillar 3 Stay on the Path</mark>

Practice A

Advising monitoring which program every student is in and how far along the student is towards completing the program requirements.

Scale of Adoption at Our College

Scaling in Progress

Progress to Date

Spring 2020

Progress to Date Implementing Practice

Currently, San Bernardino Valley College requires all student have an updated education plan aligned to meet their academic goal. The college has implemented registration holds that will only be removed once student meet with counseling to provide academic and career guidance, resulting in goal completion in a timely manner.

Additionally, students are required to see a counselor in order to set up their initial educational plan upon application and registering for classes. Instructors and counselors monitor progress through starfish and progress reports several times per semester.

Timeline for Progress to Date

Term and Year

Spring 2020

Next Steps

Timeline for Next Steps

Next steps Towards Implementation Practice to scale

SBVC plan to fully implement and scale starfish and degree planner to fully input and monitor student progress and remain on track with their current education plan, this will allow for faculty

both instruction 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

Non requested

Practice B

Students can easily see how 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 have a mandatory policy that all students must have an education plan to enroll in classes.

Term and Year

Fall-2019

Next Steps

Timeline for Next Date

Next Steps Towards Implementing Practice to 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

None 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 is implementing Starfish Early Alert. Starfish helps faculty in several ways, it allows them to digitally fill out progress reports, send kudos and most importantly, it alerts counseling when a student is not doing well in the class and creates a seamless process for early intervention. Faculty are provided monthly workshops on how to use the system, these workshops include one-on-one appointments to customize training to the need of each participant.   Instructional faculty can notify students and advisors through Early Alert if the students are at risk in a 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.

Timeline for Progress to Date

Term and Year

Fall 2019

Next Steps

Timeline for Next Steps

Next Steps Towards Implementing Practice at Scale

SBVC plans to have full implementation of all of Starfish's capabilities and discussions surrounding interventions. Additionally, discussions on interventions and retention are taking place within the Enrollment Management and Student Equity committee.

Term and year

Spring 2020

Term- Detail (optional)

Spring 2020

Support

None 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 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. As a practice we provide students with other programs that may be of interest and is closely aligned with their first selection only when the program is impacted.

Timeline for Progress to Date

Term and Year

Spring 2019

Next Steps

Next Steps Toward Implementing Practice to Scale

Continue to nurture communication across the campus and improve materials and procedures for all SBVC students. In the past six months, much progress has been made to better communicate with students and employees. Currently there is a monthly student services newsletter sent to all student, moving forward each newsletter will contain a guided pathways section to inform and encourage students as they get on and stay on the path. For employees, the guided pathways team is developing a separate newsletter with information that is important and customized to all employee classifications.

Term and Year

Spring 2020

Term Details (optional)

Spring 2020

Support

None 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 cam complete their programs in as short a time as possible.

Progress to Date

Planning to Scale

Progress to Date Implementing Practice

Timeline for Progress to Date

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 scheduling tool continues to benefit faculty chairs as they work to better align time blocks to meet the needs of evening students, part-time students and full-time students.

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

Term and Year

Spring 2019

Next Steps

Next Steps Toward Implementing Practice to 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 Details (optional)

Spring 2019

Support

None Requested

Pillar 4: ENSURING THAT STUDENTS ARE LEARNING

Pillar 4: 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 knowledge and skills needed for educational success and employment. All outcome assessment results are reviewed regularly through our program review and curriculum processes. In addition, enhanced processes related to disaggregation of the SLO data has allowed more relevant analysis of data. Outcomes are also reviewed by the College's Student Learning Outcomes (SLO) faculty lead and the Accreditation and Outcomes committee. The PLO and SLO training are on-going 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 – 2020

Next Steps

Timeline for Next Steps

Next Steps towards Implementing Practice at Scale

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

Term and Year

Spring 2021

Term Detail (Optional)

Support

No support requested

Pillar 4: 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 the SOAA in February 2019)*

Scale of Adoption at our College

Scaling in Progress

Progress to Date

Progress to Date Implementing Practice

Current course outlines of record indicate pedagogies that engage students in a variety of learning methodologies. Additionally, professional development opportunities continue to be developed and offered for faculty to explore pedagogical skills. These opportunities have been a consistent component of the college's practices. Student learning outcomes are currently being mapped to institutional learning outcomes, 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 – 2021

Next Steps

Timeline for Next Steps

Next Steps towards Implementing Practice at Scale

Continue to assess and evaluate institutional learning outcomes, complete course and program maps, and devise a plan to regularly assess and map course level outcomes to institutional outcomes. Adding specific PD opportunities for faculty to engage in the program mapping process. SBVC has a diverse student population and makes a reasonable effort to address the students' needs. 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 continue to strive 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 2021 (and ongoing)

Term Detail (Optional)

Support

No support requested

Pillar 4: 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 continues in its robust curriculum and program review processes. Complying with Chancellor's Office requirements for course outlines of record and curriculum, all 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. These partnerships and advisory committees have led to the development of internships embedded into program content. This connects students with the industry while they are learning and helps students 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

N/A

Next Steps

Timeline for Next Steps

Next Steps towards Implementing Practice at Scale

Continue to evaluate through current processes to improve these opportunities.

Term and Year

N/A

Term Detail (Optional)

Support

No support requested

Pillar 1: 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

Over the last year the Guided Pathway 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 get input on Career Fields and program maps. The results were positive and helped guide us towards the end results. The committee is working with divisions and department chairs to gather the remaining and incomplete maps and it is anticipated that this work will be completed by Fall 2020.

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

Timeline for Progress to Date

Term and Year

Fall – 2020

Next Steps

Timeline for Next Steps

Next Steps towards Implementing Practice at Scale

The College will continue to explore modifications to the SLO cloud to capture new data procedures and maintain this work.

Term and Year

Spring 2021

Term Detail (Optional)

Support

No support requested

Pillar 4: 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

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

Timeline for Progress to Date

Term and Year

N/A

Next Steps

Timeline for Next Steps

Next Steps towards Implementing Practice at Scale

Continue to work with faculty chairs, department faculty, 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

N/A

Term Detail (Optional)

No support requested

Pillar 4: 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. The college continues to offer many resources to students for this purpose and are expanding these efforts. The Software that allows students to assess career opportunities is being utilized to help guide students as the progress through their programs. Additionally, many of our programs offer applied learning opportunities in the form of internships and collaboration with local businesses.

Timeline for Progress to Date

Term and Year

Fall 2020

Next Steps

Timeline for Next Steps

Next Steps towards Implementing Practice at Scale

The college will continue to evaluate resources for faculty and students for portfolio-based work and documentation and is currently considering a portfolio-based assessment professional development opportunity for faculty. In addition, the college is looking at enhanced workforce data analysis to drive program decisions.

Term and Year

Fall 2021

Term Detail (Optional)

No support requested

Pillar 4: 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 – 2020

Next Steps

Timeline for Next Steps

Next Steps towards Implementing Practice at Scale

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

Term and Year

N/A

Term Detail (Optional)

N/A

No support requested