



Meeting of the San Bernardino Community College District Board of Trustees  
Study Session (KVCR) Meeting Agenda  
District Board Room  
March 22, 2018, 11:00 a.m.

**1. CALL TO ORDER – PLEDGE OF ALLEGIANCE**

**2. ANNOUNCEMENT OF CLOSED SESSION ITEMS**

- a. Conference with Labor Negotiators – Government Code 54957.6  
Agency Representative: Bruce Baron – CSEA, CTA, Management/Supervisors,  
and Confidential Employees
- b. Public Employee Discipline/Dismissal/Release/Non Re-Employment  
Government Code 54957(b)(1) (2 cases)
- c. Conference with Legal Counsel – Anticipated Litigation Government Code  
54956.9 (d)(2): (2 cases)

**3. PUBLIC COMMENTS ON CLOSED SESSION ITEMS**

The San Bernardino Community College Board of Trustees offers an opportunity for the public to address the Board on any agenda item prior to or during the Board's consideration of that item. Matters not appearing on the agenda will be heard after the board has heard all action agenda items. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of law, members of the Board may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session.

Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 382-4091 as far in advance of the Board meeting as possible.

**4. CONVENE CLOSED SESSION**

**5. RECONVENE PUBLIC MEETING**

**6. REPORT OF ACTION IN CLOSED SESSION**

**7. PRESENTATION - KVCR**

**8. PUBLIC COMMENTS ON AGENDA ITEMS**

This is an opportunity for members of the public to address the Board concerning items on the agenda.

**9. CONSENT AGENDA**

The Consent Agenda is expected to be routine and non-controversial. It will be acted upon by the Board at one time without discussion. Any member of the Board, staff member or citizen may request that an item be removed from this section for discussion.

- a. Consideration of Approval of Guided Pathways Work Plan (first reading)– CHC
- b. Consideration of Approval of Guided Pathways Work Plan (first reading) – SBVC

**10. ACTION ITEM**

- a. Consideration of Approval to Accept Proposed Allotment of \$57 Million of FCC Auction Proceeds for First Read

**11. PUBLIC COMMENT ON NON-AGENDA ITEMS**

This is an opportunity for members of the public to address the Board concerning non-agenda items.

**12. ADJOURN**

The next meeting of the Board: Study Session (Student Success) 12pm, April 5, 2018

## SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees  
FROM: Bruce Baron, Chancellor  
REVIEWED BY: Mike Strong, Lead Vice President, CHC  
PREPARED BY: Keith Wurtz, Interim Vice President, Instruction, CHC  
DATE: April 12, 2018  
SUBJECT: Consideration of Approval of Guided Pathways Work Plan - CHC

### RECOMMENDATION

It is recommended that the Board of Trustees approve the Guided Pathways Draft Work Plan – CHC for a first reading. CHC is still in the process of collecting feedback from the campus and will have a finalized Guided Pathways Work Plan on March 27, 2018.

### OVERVIEW

California Community Colleges interested in participating in the Guided Pathways program were required to attend a set of workshops offered by the Institutional Effectiveness Partnership Initiative (IEPI). In addition to the workshops, Crafton Hills College also completed a self-assessment. The self-assessment assesses the history and current state of Guided Pathways work at Crafton. Crafton Hills College faculty, staff, students, and administrators have been working through multiple committees and the senates to draft the guided pathways work plan. As part of the guidance received from the California Community College Chancellor's Office, the work plan does not need to include an action plan for all fourteen items and it is expected that planning will change as implementation efforts evolve.

### ANALYSIS

The aim of this Guided Pathway Work-Plan is to establish a plan to:

1. Create clear curricular pathways to employment and further education;
2. Help students choose and enter a pathway;
3. Help students stay on the path;
4. Ensure that learning is happening with intentional outcomes.

### INSTITUTIONAL STRATEGIC DIRECTIONS

- |  |   |
|--|---|
| I. Promote Student Success                 | V. Enhance Value to the Surrounding Community |
| II. Build Campus Community                 | VI. Promote Effective Decision Making         |
| III. Develop Teaching & Learning Practices | VII. Develop Programs and Services            |
| IV. Expand Access                          | VIII. Support Employee Growth                 |

### FINANCIAL IMPLICATIONS

None



## **Crafton Hills College Guided Pathways Work Plan**

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

College: (dropdown menu with list of all colleges)

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

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b>	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p><b>1. Cross Functional Inquiry</b> - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	Scaling in Progress	<p>Explore possibility of having two faculty coordinators, one in Instruction and one in counseling, to lead and facilitate the development of Guided Pathways; Develop processes to engage the campus; Identifying work group and their roles (do not list people, but positions); Identifying the most significant data to be able to tell the stories of the students; Integrate more student input – maybe through the use of focus groups; Identifying subgroups – for example, a communication subgroup; Use the campus mission as a guide for our conversations on Guided Pathways; Establish norms for communicating with each other (Norms of trust, transparency, communication, etc) - Realizing that no one person is to blame for issues that CHC is facing, but that it is an issue with the system; Create a glossary of terms to facilitate a common understanding of concepts like guided pathways; Hold a one-day Guided Pathways summit (in-service); Establish collaborative working relationships; Ensure that</p>	<ol style="list-style-type: none"> <li>1. The Educational Master Planning Committee completed a new master plan, which addresses student access, success, and the student experience.</li> <li>2. There is considerable dialogue in other groups, for example the Basic Skills Committee, and the Student Success and Equity Committee, that focus on elements of the student's experience in a guided pathway.</li> <li>3. The campus has recently developed and vetted the following data driven plans to inform decision-making and planning: International Program, Noncredit Program, ESL Program, and a middle college high school program. We are also currently developing an implementation plan for a noncredit program.</li> </ol>	A year of close collaboration campus-wide	<p>Full Scale</p> <p>Implementation Timeline Spring 2018 to Summer 2022</p>

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		all groups are included; Explore framework the CHC way, through conversation and professional learning; Better collaboration between programs			
<b>2. Shared Metrics</b> - 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.	Full Scale		Recently, after systematically reviewing the metrics described above Crafton is in the process of revising its equity plan to address the areas in which disproportionate impact is still occurring. For example, Crafton has placed a greater emphasis on the math and English throughput rates because disproportionate impact continues to occur in these areas and they relate directly to the award and transfer rates, the two metric areas where most of the disproportionate impact occurs.		Continuously monitor and maintain
<b>3. Integrated Planning</b> - 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.	Scaling in Progress		The foundational dialogue concerning guided pathways and plan integration has taken place and is now taking place.  There is a greater level of knowledge and understanding of the guided pathways model for those who have participated in the retreats; and how it intersects the goals and objectives outlined in the College’s Educational Master Plan. However, there is still work that needs to occur with the campus community at large.	A year of close collaboration campus-wide	No Change in this planning cycle

**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 <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
<p><b>4. Inclusive Decision-Making Structures</b> - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.</p>	Scaling in Progress	<p>Instruction and Counseling expert faculty work together to develop if/then pathways (e.g.: STEM, UCR, Major, vs all other GE pathways); Include SOAR into pathways – flexibility of pathways before &amp; after CHC; Instruction and Counseling expert faculty work together to explore Meta Majors; Allow questions even the difficult questions</p>	<p><b>Existing Initiatives</b> A major accomplishment made by the college is the guided pathways planning that occurred on August 3, 2017 with cross-functional workgroups to steer the guided pathways design process. The participants at this retreat agreed on ten major elements regarding student pathways. In addition, the cross-functional participants attending the retreat developed a document that can be used to inform the development of a guided pathways work plan.</p>	<p>The development of if/then pathways.</p> <p>Instruction and Counseling working together</p> <p>The development of meta majors</p>	<p>Full Scale</p> <p>Implementation Timeline Spring 2018 to Summer 2022</p>
<p><b>5. Intersegmental Alignment</b> - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	Scaling in Progress	<p>Evaluate current pathways/programs and their viability; Survey students in May to see what worked for them; Identify students with 60 or more units who have not graduated and survey them; Identify success/graduation rates for students in meta-majors (or potential meta-majors) and compare programs with higher rates and lower rates and survey</p>	<p>The College’s agreement with the University of Redlands allows students with a 3.2 grade point average and 23 units to transfer to the University with a \$10,000 scholarship (tuition reduction). Similar conversations are underway with other four-year institutions; While dual enrollment courses at the four feeder high schools tend to have low enrollment, course success tends to be higher than on-campus</p>	<p>Collect, analyze, and evaluate input from students</p> <p>Identification of needs of community</p> <p>Established relationships with community</p>	<p>Full Scale</p> <p>Implementation Timeline Spring 2018 to Summer 2022</p>

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		<p>students; Offer courses based on student need, not on department preference; Identify needs of community and create plans to meet those needs; Better align CTE curriculum to industry job needs; Expand support services for nontraditional students (evening, online, ESL); Get student input on desired majors; Start pathway while student is in high school; Noncredit and/or .5 unit college success course; Create partnership with Brandman University for continuing education. (e.g. – BSRT); Both instructional and counseling faculty reach out to local high schools, but also include continuing adult school, home school programs, and ROP affiliates to do outreach and inform students on CTE programs and classes; Expand district lines to reach out to more potential students to come to Crafton and begin CTE programs; Establish relationships with Casinos in local areas to create certificate programs for their reservation members, and explore online options.</p>	<p>courses; The College’s partnership with the University of La Verne to provide Crafton students with the option to earn Bachelor’s Degrees at Crafton; The College’s work to support the implementation of a middle college high school; The Theater Arts program at Crafton Hills College works with K-12 high schools, four-year colleges and industry to help move students successfully through an informally developed Theater Arts pathway.</p>		



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<p><b>6. Guided Major and Career Exploration</b> - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	<p>Early Adoption</p>	<p>Instructional and Counseling faculty work together to develop meta-majors that will lead students to be able to transfer to different but related majors. (e.g.: AS Health Science – that will lead to Nursing, Nutrition &amp; other related programs); Departments develop their own meta-majors; Instructional and counseling faculty work together to develop roadmaps for specific and multiple majors; Develop roadmaps for multiple majors; Specific guided pathways for CSU/UC Gen Ed pattern; Create Major and Career Occupation Sheets; Implementation of a student intake form within Starfish that would track student’s level of confidence in their career path that could lead to further discussion; Similar to a major sheet, we can create a career path sheet that faculty would continuously update; Flow chart per major; Add in an exploratory piece that provides students ability to learn about majors offered from faculty members embedded within the first year course; Archive of majors videos explaining major in career path for counselor to use; Create a group to develop pathways maps; Create pathways for undecided students; Ed plans that provide GE course options rather than specific courses; Campus wide pathway exploration</p>	<p>Counseling faculty have worked collaboratively to identify GE patterns that will fulfill the GE requirements for most degrees within four broad categories: Health and Allied Health, Business, STEM, and Education.</p>	<p>Created pathways</p> <p>Implemented some functional pathways for students</p> <p>Developed a pathway for undecided students</p> <p>Students have clear understanding of job opportunities related to majors</p> <p>Develop process for creating and updating career and educational pathways sheets</p>	<p>Scaling in Progress</p> <p>Implementation Timeline Spring 2018 to Summer 2020</p>

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		<p>– early and often; Assign mentors to students based on pathway; Comprehensive and ongoing goal assessment; Create teams of expertise on different pathways; Disseminate pathways info via current visual social media platforms; Increase internal and external message (major and career choices); Clear information on careers; Clear-cut flow chart for new students; Coordinated campus-wide visual and verbal information campaigns; 2-3 D.E. degrees with G.E.; Design with part-time students in mind; Pathway-specific cohorts; General pathways (dabble degrees); Meta-Majors; Establish 1-3 cohorts, pilot based on major; Collaborate with local 4-years to increase interest in less popular majors such as geography. Cross-enrollment of our students in these programs (example); Structured, guided explorations for undecided students; Online exploration tool; Incentivize service learning; Career exploration – required counseling, career class, workshops; Pathway for undecided students; Service learning and goal explorations assignments; Use established platforms and develop new strategies to reach all students (strategies to market and brand) Combine in-service with Roadrunner rally – meet faculty, introduce careers a.m.-p.m. staff</p>			

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<p><b>7. Improved Basic Skills -</b> (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.</p>	<p>Scaling in Progress</p>	<p>English Department implement MM F18 using HS GPA &amp; major &amp; HS course taken like math is currently; Create &amp; implement English with Lab like math is doing or a combined English/Reading curriculum; White Boards all around classrooms; Clear with part-time faculty. Be sure to incorporate strong=training &amp; use of D.L.A.; Idea &amp; implementation on META Major; Resource Need: (Find funding) Write a grant to add whiteboards around classrooms on all walls; Ideally, add modular desks so students can easily get into groups; Challenge: Need training time with adjunct faculty. Very difficult because of schedules; Next step: Develop meta-majors to help guide students into correct math classes (sequence); Reviewing pre &amp; co requisites (ongoing): Aligning Math curriculum (content) skills with other disciplines (e.g.: Chemistry, Econ, Business; Need to know if they are learning in math classes what they need for other classes; Training of tutors; Adjunct training; Lead from the middle; 095 Lab – Basic skills; Part time approach interactive; 095 taught throughout; What math do chemistry students need? Is 095 satisfy your discipline need;</p>	<p>The Crafton Hills College Math Department and counseling office are using high school performance to place students into Crafton math courses. The Crafton Hills College English and Reading Department approved a model of accelerated basic skills courses to be implemented.</p>	<p>Greater retention and progression of under-represented students (closing the achievement gap)</p> <p>Successful statistics pathway Math is no longer a barrier</p> <p>Adjunct math faculty receive needed training on multiple measures training and changes to math curriculum</p>	<p>Scaling in Progress</p> <p>Implementation Timeline Spring 2018 to Summer 2020</p>

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		Implement California Acceleration Project; Soft skills development; Link SI and tutors with individual sections; Institutionalize instructional support; Multiple measures for targeted support			
<p><b>8. Clear Program Requirements</b> - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p>	Early Adoption	Discuss implications of course offering when defining which courses are included in sequence (and which courses are not); Define appropriate GE for each program based on instructional faculty input w/work counselors have already started; Develop freshman seminar course based upon area/subject of interest; Link career/major selections to program contacts so Instructional faculty are empowered and confident educational advisers; If students select a current/career/major, Web Advisor should highlight required courses, grey out fulfilled requirements, suggest courses that will meet requirements; Cross-functionality inquiry into major/educational advising processes so Instructional faculty understand counselors’ advice and course selections; Develop videos of course descriptions & develop videos of faculty bios; Offer courses in terms that follow a sequence in a two-year timeframe. Need every other year; Have faculty & staff attend to build a comprehensive education plan for	Overall, we are making better progress on improving the schedule and have developed some program maps. Currently, we are analyzing course offerings for student friendliness. For example, Crafton created a chart to illustrate visually the spread of GE, IGETC, and local requirements over time. In addition, Faculty Chairs are working with the Office of Instruction to examine schedule blocks to minimize overlap or conflict among “core” courses. Crafton also created a student feedback link on the College web site and advertised to students in order to inform scheduling. New data tools are also being developed, monitored, and used to improve access to student course demand. Adjustment of the schedule occurs regularly to meet demand. Changes to the schedule based on student demand is being built into the schedule in an effort to make future schedules more student friendly.	<p>Greater retention and progression of under-represented students (closing the achievement gap)</p> <p>Created pathways</p> <p>Development of a two-year schedule through chairs retreat</p> <p>Implementation of a successful statistics pathway</p> <p>Program directed at evening and weekend students with support</p>	<p>Scaling in Progress</p> <p>Implementation Timeline Spring 2018 to Summer 2020</p>

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		<p>a major &amp; GE path they are not in/over; Room assignments need to be based on student needs; Talk about full-time status as 15 units rather than 12 units. Talk implications with A; Use Flex Day and the entire theme is working on pathway development; Recruit and train six online faculty; Hold Chairs retreat to create two-year schedules; More D.E. courses approved – growth in courses and sections; Faculty updates catalogue, class offerings; Commit to a pattern for coursework not frequently offered; 2-year course patterns, 2-year scheduling intentionally avoiding interdisciplinary conflicts, Build out 2-year class schedule catalogue; Change course numbering to 0-99 for courses that are not CSU/UC transferable; Intentional schedules to meet day, evening, online, etc.; Schedule classes so students can complete pathway; Build clearer major maps with courses and semesters designed to allow for variety</p>			

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

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<p><b>9. Proactive and Integrated Student Supports</b> - (Help Students Stay on the Path) College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	Full Scale		<p>The College has the staff, tools and infrastructure necessary to monitor students’ progress and to intervene when they are struggling. The Starfish retention tool, currently being implemented, has strong faculty support. The faculty feedback about the tool has been positive to date.</p> <p>There is cross/disciplinary dialogue in many venues that promotes a sense of collaboration and cooperation.</p>		Continuously monitor and maintain
<p><b>10. Integrated Technology Infrastructure</b> - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.</p>	Early Adoption	<p>Develop a process to use the information of course scheduling with student needs to develop the class schedule; Develop relationships w/the transfer institution &amp; get the info of our student’s progress at that institution; During the matriculation process, follow the student where they are when they have not moved on to the next step. Have a live chat come up to see where we can help them. (Track students’ progress in the registration process); Explore the predictive analytics feature of the Degree Planner to provide flexible pathways to students dynamically, based on their educational goals &amp;</p>	<p>Crafton Hills College has implemented Starfish and has expanded the early alert system to where faculty can use the tool to give positive feedback to students. Implementation of Hobson’s degree planner is currently occurring in 2017-18. Students and counselors will be able to use the degree-planning tool to monitor educational progress.</p> <p>Crafton Hills College has also drafted four guided pathways for students in Allied Health, Business, STEM, and Education that some counselors are using informally. There have been concerns expressed about the development of these four pathways and the alignment of the pathways</p>	<p>Full implementation of degree planner</p> <p>Developed process for using degree planner to inform course scheduling based on student needs</p>	<p>Scaling in Progress</p> <p>Implementation Timeline Spring 2018 to Summer 2021</p>

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		scheduling availability; Mimic the Answer Centers but into an online answer center, either phone or live chat during peak times – we can collect info/data on what students have the most trouble with; More widespread training on how to utilize the tools currently on hand – informer, etc. – to design more informed course scheduling; Develop a better way to utilize data available in DataMart to evaluate long-term outcomes and program anthology; Hobson’s Degree planner: Data clean up; Improve co-op w/SBVC; continue development of degree pathways; automated transcript degree audit software for external trans; continue development of a two catalog and schedule; complementary scheduling of course time blocks for courses a student can take on corresponding days; use data accurately and responsibly to correctly inform and guide students; Implement Degree Planner	with current Crafton Hills College programs.		
<b>11. Strategic Professional Development</b> - (Help Students Stay on the Path; Ensure Students are Learning)	Scaling in Progress	Bring back Delta Academy or similar for new & part-time faculty	Crafton has done well at continuous quality improvement in the area of using learning outcomes to inform planning, teaching, and learning. Most recently, Crafton improved its program review process by adding	Draft plan for implementation of Delta Academy	Scaling in Progress  Implementation Timeline Spring 2018 to Summer 2019

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Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
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.			the requirement to review program level outcomes in program review as well as the ability to identify objectives that are a direct result of learning outcomes results.		
12. <b>Aligned Learning Outcomes</b> - (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.	Scaling in Progress	Broaden ILO considerations to include areas/element that are personified in CTE (e.g.: computations & analytical)	Crafton has done a very good job of linking course, program, GE, and Institutional Learning outcomes. In addition, Crafton has linked program review with ILOs, as well as program and course assessment results with the goals and objectives generated in program review because of the assessment process. Outcomes are reported annually, in which programs describe modifications to their course or program content or sequencing, and outline their plans in response to their outcomes assessments.		Scaling in Progress
13. <b>Assessing and Documenting Learning</b> - (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	Full Scale		Faculty, staff, and managers consistently track the attainment of learning outcomes efficiently through Crafton’s SLO Cloud. The SLO Cloud is user friendly for Crafton faculty to track learning outcomes and use the outcomes results to improve effectiveness in instruction and services. Accordingly, research about learning is readily available. A second major accomplishment in this area was the campus wide adoption of a four level rubric, which made it possible for the mapping of		Continuously maintain and improve



**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 <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
<p>mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>			<p>program level outcomes, General Education Outcomes, and Institutional Learning Outcomes through the direct assessment of learning in courses.</p> <p>The college is 1<sup>st</sup> in the region and 18<sup>th</sup> in the state for degree and certificate completion, 2<sup>nd</sup> in the region and 6<sup>th</sup> in the state for course success, and 1<sup>st</sup> in the region for AAT/AST Completion.</p> <p>The CIS program offers internship courses CIS 190A-E, in which students can get academic credits for internship work. For example, a number of web design students had completed internships with our campus web developer through the CIS 190A course (Web Master Internship).</p> <p>Crafton’s student Health Science Club invites members from the various healthcare professionals from their respective fields of practice to CHC to talk to students about the healthcare professional opportunities for CHC students. They have invited nurses, people from nursing programs, and a physical therapist, just to name a few.</p> <p>Many students enrolling in Anatomy and Physiology (A&amp;P) are taking A&amp;P as a pre-requisite for nursing programs. These students are required to take an entrance exam</p>		

**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 <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
			called the TEAS or HESI depending on which school they want to attend. Currently, the A&P faculty is in the process of developing a review program for the students in A&P and Cell & Molecular Biology with Crafton’s new STEM Center. Currently, the Faculty Chair of the Physical and Biological Sciences Department is working with a pathologist in San Bernardino to have students who registered in the cadaver dissection courses to visit the morgue and see a real autopsy at the Coroner's office.		
<p><b>14. Applied Learning Outcomes</b> - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	Scaling in Progress	Explore, research, and identify possibilities for contextualized learning.	<p>Intentional Integration of Learning Objectives. Already in place activities: civic engagement &amp; social responsibility; student-driven project design – “i-search”; add to already-designed assignments – personalize curriculum; Institutionally-driven programs – pending funding: Grant-writing for study abroad programs – language immersion &amp; nature field trip; Coordinator – in lieu of career center &amp; transfer center; Interdisciplinary collaboration – Writing Across the Curriculum; Hold work fairs/workshops inviting all CIS companies in the I.E. who would be able to provide internship opportunities to our students. (Ability to match students who are a good fit); Provide dedicated/qualified guest speakers as it pertains to specific learning</p>	Identification of additional opportunities to contextualize learning	<p>Scaling in Progress</p> <p>Implementation Timeline Fall 2019 to Summer 2021</p>

**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 <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
			opportunities within each program; Set up partnerships w/certain companies (i.e.: Google, who can participate in Webinars for engaging meaningful opportunities as it pertains to their program; Hold college fairs for specific programs such as FIRET, EMS, Arts Day at local high schools; Connect w/CSUSB & UCR to visit study abroad opportunity through divisions/majors – this can be arranged with transfer field trips; Tailor study abroad at CHC w/meta majors		

## CCC GP Implementation Timeline

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

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
<b>Inquiry (1-3)</b>				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
<b>Design (4-8)</b>				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
<b>Implementation (9-14)</b>				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				
11. Strategic professional development				
12. Aligned learning outcomes				
13. Assessing and documenting learning opportunities				
14. Applied learning opportunities				

## CCC GP Key Performance Indicators

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.					
Key Performance Indicators	Current KPI Data (Autofill from Launchboard)	Spring 2018- Summer 2019	Fall 2019- Summer 2020	Fall 2020- Summer 2021	Fall 2021-Summer 2022
<b>PARTICIPATION</b>					
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					
<b>TRANSFERRABLE MATH &amp; ENGLISH COMPLETION</b>					
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					
<b>FIRST TERM MOMENTUM</b>					
Successfully earned 6+ college credits in first term					
Successfully earned 12+ college credits in first term					
Successfully earned 15+ college credits in first term					
Attempted 15+ college credits in first term					

### CCC GP Guided Pathways Allocations

Please <b>estimate the anticipated percentage of the CCC GP allocation to be used</b> 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	§ <i>(Prefilled from allocation formula)</i>			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	Anticipated %	Anticipated amount (auto populate based on % noted)	Actual %	Actual amount
<b>Personnel or Release Time</b>				
Discipline faculty and counselors to discuss guided pathways (i.e. provide substitutes for faculty during semester, off campus retreats, summer work, reassigned time, Chairs retreat to develop two-year schedule etc.)	0.5	75,897.00		
Consultants to support the development of Guided Pathways (i.e. facilitator(s), researcher to conduct student focus groups, etc.)	0.2	30,358.80		
Math adjunct faculty receive needed training on multiple measures changes to math curriculum	0.15	22,769.10		
Classified staff to work outside of normal work hours to provide input on implementing guided pathways	0.15	22,769.10		
<b>Professional Development</b>				
<b>Software</b>				
<b>Other</b>				
<b>TOTAL</b>	100%	151,794.00		

**Required per EC Section 88922 (c)**

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

<p>The inclusion of high school grades into the assessment/placement process</p>	<p><b>Describe here</b></p> <p>The math faculty started to place students based on high school grades for the Fall 2017 semester. Currently, students are being placed manually and Crafton is working to write the placement rules into Accuplacer so that students receive their math placements automatically through the assessment tool. In addition, the math faculty have developed both a STEM and Statistics pathway in their placement model.</p> <p>The English faculty are currently developing and reviewing the placement rules to place students based on high school grades. This work will be completed to begin placing students based on high school grades for the Fall 2018 semester. The English faculty is currently writing curriculum for a new co-requisite course that will be included with the placement and address the requirement of students to be able to complete transfer level English in one year.</p>
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**Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):**

<p>Describe here</p>
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## SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees  
FROM: Bruce Baron, Chancellor  
REVIEWED BY: Diana Z. Rodriguez, President, SBVC  
PREPARED BY: Terri Long, Interim Vice President, Instruction, SBVC  
DATE: March 22, 2018  
SUBJECT: Consideration of Approval of Guided Pathways Work Plan - SBVC

### RECOMMENDATION

It is recommended that the Board of Trustees approve the Guided Pathways Work Plan – SBVC for a first reading.

### OVERVIEW

California Community Colleges interested in participating in the Guided Pathways program were required to attend a set of workshops offered by the Institutional Effectiveness Partnership Initiative (IEPI). San Bernardino Valley College (SBVC) sent a team of staff and faculty to attend these sessions. After attending IEPI workshops on October 20, 2017 and February 20, 2018, SBVC staff organized a working committee led by Lorrie Burnham, Interim Dean, Science Division, to complete the required self-assessment that was submitted on December 21, 2017. This self-assessment assesses the history and current state of Guided Pathways work on our campus. The committee is now working on the Guided Pathways Work Plan, which is a living document which will be due to the State Chancellor's office.

### ANALYSIS

The aim of this Guided Pathway Work-Plan is to establish a plan to:

1. Create clear curricular pathways to employment and further education;
2. Help students choose and enter a pathway;
3. Help students stay on the path;
4. Ensure that learning is happening with intentional outcomes.

### INSTITUTIONAL VALUES

- I. Learning-centered institution for Access, Student Success, and Partnerships.

### FINANCIAL IMPLICATIONS

None





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San Bernardino

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**Valley College**

*San Bernardino Valley College*  
*Guided Pathways Work Plan*

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

**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 <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p><b>1. Cross Functional Inquiry</b></p>	<p>Pre-adoption</p>	<p>Facilitated discussion with all members of the campus: Flex Series Opening Day Retreat</p> <p>Develop Common Working Definitions</p> <p>Define Meta Majors Mapping Majors with GE</p> <p>Gather integrated research at each step</p>	<p>Flex days have already been scheduled.</p> <p>SBVC has involved students in initial discussions and planning has taken place during Instructional Cabinet, Department Chair, and Academic Senate meetings and at other arranged times. Additional Campus-wide forums and division, department, and collegial meetings are being planned and scheduled.</p>	<p>Meta-majors are defined</p> <p>Majors are mapped</p> <p>Majors are mapped w/GE</p> <p>Common definitions are agreed upon and disseminated.</p>	<ul style="list-style-type: none"> <li>• Early Adoption</li> <li>• Spring 2018 – Summer 2019</li> </ul>
<p><b>2. Shared Metrics</b></p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>Early Adoption</p>	<p>Track student Success</p> <ul style="list-style-type: none"> <li>• 1-year and 2-year student completions</li> </ul> <p>Retention</p> <ul style="list-style-type: none"> <li>• Ties back to cross functional inquiry</li> </ul> <p>Establish program-level and meta-major baseline data Plan presentations to campus to communicate data</p> <p>Increase awareness Consolidate data</p>	<p>Strategic Plan, Education Master Plan, and Program Efficacy include much of the data.</p> <p>SBVC has integrated Basic Skills, SSSP, and Equity planning. The metrics from these plans have been integrated into Program Review documents.</p> <p>The campus Strong Workforce Plan and the District Strategic plan complement each other in the tracking of employment data.</p>	<p>Communicate baseline data.</p> <p>Campus and departments are informed regarding data.</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> <li>• Fall 2019 – Summer 2020</li> </ul>

**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 <u>each</u> self- assessment element that will be addressed in this time period.	What existing efforts or initiatives	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p><b>3. Integrated Planning</b></p> <p>College- wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs.</p>	<p>Pre-Adoption</p>	<p>Mapping majors w/GE Academic services/ student support</p> <p>AB 705 SSSP/SE/BSI integrated pathways</p> <p>Bring initiatives together</p>	<p>Strategic Plan, Education Master Plan, and Program Efficacy include much of the data.</p> <p>SSSP/SE/BSI integrated plan</p> <p>Guided pathway workshops have been attended by SBVC Guided Pathway team members and structures for discussion are in place. We have also identified constituents that have been missing in the dialogue.</p>	<p>Initiatives will be integrated into our Guided Pathways and Guided Pathways will be integrated into our planning documents.</p>	<ul style="list-style-type: none"> <li>● Early Adoption</li> <li>● Fall 2019 – Summer 2020</li> </ul>

**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 <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p><b>4. Inclusive Decision- Making Structures</b></p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross- functional work- teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance body’s college-wide.</p>	<p>Early Adoption</p>	<p>In Service-Day of Dialogue</p> <p>Identify who should be at the table and part of work groups</p> <ul style="list-style-type: none"> <li>• Faculty</li> <li>• Classified Professionals</li> <li>• Managers</li> <li>• Students</li> <li>• Community</li> <li>• Industry</li> <li>• K-12</li> <li>• 4-yr institutions</li> </ul> <p>Identify key leaders Develop a communication plan to get the word out</p>	<p>Collegial Consultation Processes are in place</p> <ul style="list-style-type: none"> <li>• Academic Senate</li> <li>• Classified Senate</li> <li>• Curriculum Committee</li> <li>• College Council</li> <li>• Program Review</li> </ul>	<p>A completely inclusive and integrated process for implementing Guided Pathways has been developed</p> <p>Communication plan is developed and implemented</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> <li>• Fall 2020 – Summer 2021</li> </ul>
<p><b>5. Intersegmental Alignment –</b></p> <p>(Clarify the Path)</p> <p>College engages in systematic coordination with K- 12, four-year institutions and industry partners to inform program requirements.</p>	<p>Early Adoption</p>	<p>Determine what pathways we have:</p> <ul style="list-style-type: none"> <li>• K-12 to CC to 4-yr</li> <li>• K-12 to CC to career</li> </ul> <p>Better align CTE with industry needs</p> <ul style="list-style-type: none"> <li>• Dual/concurrent enrollment</li> <li>• Consultations with advisory committees</li> <li>• Use labor market data</li> <li>• Strong workforce</li> <li>• Regional consortium</li> <li>• Noncredit pathway integration</li> </ul>	<p>Articulation agreements</p> <p>2 +2 + 2 agreements</p> <p>Concurrent enrollment program</p> <p>Advisory committees</p> <p>Student Ed plans</p> <p>Job placement programs</p> <p>Internships</p> <p>Work experience</p> <p>Middle college high school</p> <p>Programs with guaranteed admission</p> <p>AS and ADT degrees</p>	<p>Have extended maps from our mapped majors from K-12 and/or to careers or 4-year institutions</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> <li>• Fall 2019 – Summer 2020</li> </ul>

**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 <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p><b>6. Guided Major and Career Exploration</b></p> <p>(Help Students Choose and Enter a Pathway)</p> <p>College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	<p>Early Adoption</p>	<ul style="list-style-type: none"> <li>• Career assessment</li> <li>• Prior major selection or orientation</li> <li>• Develop flow charts for each pathways</li> <li>• Determine cross roads</li> </ul>	<ul style="list-style-type: none"> <li>• Student development classes</li> <li>• Transfer Center/Career Counseling</li> <li>• Learning Express Library</li> <li>• Field trips and career days</li> <li>• Mandatory Ed Plans</li> </ul>	<p>Students have the information needed to choose a major</p> <p>Number of students that have an informed Ed Plan has increased</p> <p>Counselor contact hours with students has increased</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> <li>• Fall 2020 – Summer 2021</li> </ul>
<p><b>7. Improved Basic Skills</b></p> <p>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.</p>	<p>Early Adoption</p>	<p>Help students enter pathways and ensure learning through:</p> <ul style="list-style-type: none"> <li>• SSSP/SE/BSI</li> <li>• AB 705</li> <li>• Non credit</li> <li>• Supplemental instruction</li> <li>• Concurrent enrollment</li> <li>• Bridge/boot camps</li> <li>• Multiple measures</li> </ul>	<ul style="list-style-type: none"> <li>• Non-credit courses and programs</li> <li>• Supplemental instruction</li> <li>• Concurrent enrollment</li> <li>• Tutoring</li> <li>• Learning cohorts</li> <li>• Contextualized learning</li> <li>• Accelerated courses</li> <li>• High School pre-assessment workshops</li> <li>• Onsite assessment at high schools</li> <li>• Initial counseling and initial education planning at the high schools</li> <li>• Pathways are being developed.</li> <li>• Exploration of accelerated curriculum for basic skills is occurring.</li> </ul>	<p>Students have been provided with increased opportunities and resources to enter college level courses within one year</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> <li>• Fall 2020 – Summer 2021</li> </ul>

**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 <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p><b>8. Clear Program Requirements –</b></p> <p>(Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p>	<p>Pre- Adoption</p>	<ul style="list-style-type: none"> <li>• Ed Plans will have clear pathways</li> <li>• Proactive counseling</li> <li>• Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Required Ed Plans</li> <li>• Preliminary discussions have occurred within the workgroups and in departments.</li> <li>• Learning Communities and other small programs, such as Punte, Tumaini and First Year Experience are functional.</li> </ul>	<p>Have published Guided Pathways on our web site, catalog, and course schedules.</p> <p>Have multiple year course schedules</p> <p>Students can track their progress towards degree completion.</p> <p>Have integrated Learning and Service Area Outcomes into pathways</p>	<ul style="list-style-type: none"> <li>• Early Adoption</li> <li>• Fall 2020 – Summer 2021</li> </ul>

**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 <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p><b>9. Proactive and Integrated Student Supports</b></p> <p>(Help Students Stay on the Path) College provides academic and non- academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>Early Adoption</p>	<p>Proactive/strategic counseling Mentoring (peer and faculty) Cohorts Student Retention Groups</p>	<ul style="list-style-type: none"> <li>• Starfish</li> <li>• Early Alert</li> <li>• SI &amp; tutoring</li> <li>• Some Learning Communities</li> <li>• Some Student Retention Groups</li> <li>• Guided Pathways is a standing topic discussed at SBVC’s joint cabinet meetings</li> <li>• Student Services and Instructional Services are working together on this initiative.</li> </ul>	<p>Increased participation in Learning Communities Increase cohort based programs Peer and faulty mentoring programs</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> <li>• Fall 2021 – Summer 2022</li> </ul>
<p><b>10. Integrated Technology Infrastructure –</b></p> <p>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.</p>	<p>Early Adoption</p>	<p>Integrate existing software for better functionality and identify technology gaps and needs</p> <p>Have degree audit software for students to access</p>	<p>We are currently using:</p> <ul style="list-style-type: none"> <li>• Web Advisor</li> <li>• SARS</li> <li>• Starfish</li> <li>• Website</li> <li>• Elucian/Colleague</li> <li>• Eureka</li> <li>• Strong Interest Inventory</li> <li>• Strengths Quest</li> <li>• MBTI</li> <li>• California Career Café</li> <li>• EPI-starfish degree planner</li> </ul> <p>SBVC monitors waitlists to open new sections to meet the needs of students.</p>	<p>Enhanced website Campus community has increased usage of technology Increased promotion of technology resources</p> <p>Students have real-time access to degree progress</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> <li>• Fall 2020 – Summer 2021</li> </ul>

**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 <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p><b>11. Strategic Professional Development</b></p> <p>(Help Students Stay on the Path; Ensure Students are Learning)</p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	Scaling in Progress	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	<ul style="list-style-type: none"> <li>• Full Scale</li> <li>• Fall 2021 – Summer 2022</li> </ul>
<p><b>12. Aligned Learning Outcomes</b></p> <p>(Ensure Students are Learning)</p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students’ success in subsequent educational, employment, and career goals.</p>	Early Adoption	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.	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> <li>• Fall 2020 – Summer 2021</li> </ul>



**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 <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p><b>13. Assessing and Documenting Learning</b></p> <p>(Ensure Students are Learning)</p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>	<p>Pre-Adoption</p>	<p>Monitor term-to-term persistence and success rate within the Meta Majors and programs</p> <p>Demographic breakdown college entry by group:</p> <ul style="list-style-type: none"> <li>FYE, Tumaini, etc.</li> </ul>	<p>A strong process is in place for collecting Learning Outcome data as well as a strong assessment process. This data is centrally located for all to review.</p> <p>Scorecard data review occurs annually</p> <p>Four-year program review efficacy cycle and two-year CTE mini reviews</p>	<p>Increased persistence and student success</p>	<ul style="list-style-type: none"> <li>Early Adoption</li> <li>Fall 2020 – Summer 2021</li> </ul>
<p><b>14. Applied Learning Outcomes</b></p> <p>(Ensure Students are Learning)</p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>Early Adoption</p>	<p>Increase and strengthen partnerships with industry to provide opportunities for students to obtain hands on experience</p> <p>Development of Maker-Space/Incubator</p>	<p>SBVC has positive relationships with industry/employer partners and works together with partners to provide opportunities for SBVC students and graduates.</p>	<p>Increased opportunities for students to obtain hands on experience in the fields they are interested in working</p> <p>Implementation of Maker-Space/Incubator for students to have hands on learning opportunities</p>	<ul style="list-style-type: none"> <li>Scaling in Progress</li> <li>Fall 2021 – Summer 2022</li> </ul>

## CCC GP Implementation Timeline

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

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
<b>Inquiry (1-3)</b>				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
<b>Design (4-8)</b>				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
<b>Implementation (9-14)</b>				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				
11. Strategic professional development				
12. Aligned learning outcomes				
13. Assessing and documenting learning opportunities				
14. Applied learning opportunities				

## CCC GP Key Performance Indicators

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.					
Key Performance Indicators	Current KPI Data (Autofill from Launchboard)	Spring 2018- Summer 2019	Fall 2019- Summer 2020	Fall 2020- Summer 2021	Fall 2021-Summer 2022
<b>PARTICIPATION</b>					
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					
<b>TRANSFERRABLE MATH &amp; ENGLISH COMPLETION</b>					
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					
<b>FIRST TERM MOMENTUM</b>					
Successfully earned 6+ college credits in first term					
Successfully earned 12+ college credits in first term					
Successfully earned 15+ college credits in first term					
Attempted 15+ college credits in first term					

### CCC GP Guided Pathways Allocations

Please **estimate the anticipated percentage of the CCC GP allocation to be used** for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.

Sample Categories	\$			
	Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	Anticipated %	Anticipated amount	Actual %	Actual amount
<b>Personnel or Release Time</b>				
	70%	\$968,4682		
<b>Professional Development</b>				
	20%	\$276,705.2		
<b>Software</b>				
<b>Other</b>				
	10%	\$138,352.60		
<b>TOTAL</b>	100%	\$1,383,526		

**Required per EC Section 88922 (c)**

<b>Briefly describe the college's efforts on the following issue:</b>	
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 departments as well as the Dean of Research, Planning and Institutional Effectiveness, 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.

<b>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):</b>

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees  
FROM: Bruce Baron, Chancellor  
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services  
PREPARED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services  
DATE: March 22, 2018  
SUBJECT: Consideration of Approval to Accept Proposed Allotment of \$57 Million of FCC Auction Proceeds for First Read

RECOMMENDATION

It is recommended that the Board of Trustees approve the proposed allotment of \$57 million in FCC proceeds for first read as indicated on the attached.

OVERVIEW

In July 2017 SBCCD received \$157 million in FCC auction proceeds in exchange for the transition of KVCR TV from UHF to VHF. On September 14 the Board approved Guiding Principles for these proceeds. At its December 14, 2017 meeting the Board of Trustees approved staff to proceed with the investment of \$100 million as follow:

- \$20 million into Option 2-Pension Rate Stabilization Trust (PARS); and
- \$80 million to be held in Option 1-County Treasury pending research and development of final investment in Option 4-Donor Sponsored Supporting Organization (DSSO).

After analysis and deliberation by several collegial bodies throughout SBCCD – including the District Budget Committee, both Academic Senates, the CTE ad-hoc Board of Trustees Committee, and the Board of Trustees Budget Committee – the attached, proposed allotment of the remaining \$57 million in FCC auction proceeds is being submitted to the Board of Trustees for a first read.

ANALYSIS

The attached proposal is in line with the Board-approved Guiding Principles for FCC Auction Proceeds. It is anticipated that this item will be brought back for second read and final approval at the April 12, 2018 Board of Trustees meeting.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This board item is being presented for first read only and has no financial implications.

## Proposal for Allotment of \$57 Million in FCC Auction Proceeds

Guiding Principles

1	<b>KVCR</b>		
2	Mandated Transition & Modernization	\$ 16,000,000	2,3,8,9
3	Operations Deficit for Three Years (2017-18, 2018-19, 2019-20)	5,000,000	2,5,9
4	Media Academy Start Up	2,000,000	1,2,8,9
5	KVCR Endowment	21,000,000	1,2,5,8,9,10
6	<b>TOTAL KVCR</b>	<b>\$ 44,000,000</b>	
7	<b>COLLEGES</b>		
8	SBVC (69.71%)†	\$ 6,971,000	
9	CHC (30.29%)†	3,029,000	
10	<b>TOTAL COLLEGES*</b>	<b>\$ 10,000,000</b>	1,2,7,9
11	<b>DISTRICT SUPPORT SERVICES</b>	<b>\$ 1,000,000</b>	1,2,7,9
12	<b>ESTIMATED AUCTION EXPENSE REIMBURSEMENT TO GENERAL FUND</b>	<b>\$ 2,000,000</b>	1,2,4,6,9
13	<b>TOTAL ALLOCATION PROPOSED</b>	<b>\$ 57,000,000</b>	

†Percentage distribution based on Resource Allocation Model ([www.sbccd.org/bfs/2017-18budget](http://www.sbccd.org/bfs/2017-18budget), page 8) and proposed by District Budget Committee.

\*Colleges also received \$20 million in early 2018 as an investment in the Pension Rate Stabilization Trust (STRS/PERS) per FCC Guiding Principles 1,2,6,8,9,10,11, and 12.

## Guiding Principles for the FCC Auction Proceeds Strategic Financial Plan

### Overarching

1. Our students are our core mission and we will focus our resources on their success.
2. All FCC auction proceeds activity shall be transparent.

### One-Time Expenditures

3. SBCCD will use the proceeds as a one-time investment in KVCR for the mandatory transition costs from UHF to VHF over-the-air and current broadcast standards.
4. SBCCD will be reimbursed for all costs related to the FCC auction.
5. One-time fund proceeds should help KVCR reach financial sustainability within a specified, board-approved timeframe.
6. The district unrestricted general fund balance shall be restored to a range of 12-15%.
7. With the exception of items 3-6 above, one-time expenditures shall support the approved program review, and educational and facilities master plans.

### Principal Investment

8. Proceeds shall be invested in a manner that serves SBCCD for years to come.
9. Principal amount shall not be used as a resource for ongoing expenditures unless approved by the Board of Trustees.
10. Investments should include real estate and a diversified portfolio.

### Revenue Generated from Investments

11. Revenue generated from the investment of proceeds shall help SBCCD meet its strategic goals as established in the comprehensive master plan.
12. Annual revenue amount shall be subject to annual allocation and follow existing collegial consultation and established budget processes.