



San Bernardino Community College District
 Board Strategy Session - Guided Pathways Part 2
 (update from colleges)
 November 05, 2020
 12:00 pm-2:00 pm Pacific Time

Governor Newsom issued Executive Order N-25-20 on March 12, 2020, and Executive Order N-29-20 on March 17, 2020. Portions of these orders relax parts of the Brown Act. In part, the orders allow elected officials to “attend” a meeting via teleconference WITHOUT having to admit members of the public into the location from which they are participating (N-25-20) and orders that “such a body need not make available any physical location from which members of the public may observe the meeting and offer public comment” (N-29-20).

Anyone wishing to participate may do so via the location posted on the agenda. The meetings are also recorded. Public comments must be submitted electronically by emailing snikac@sbccd.edu. Submissions must be received 24 hours in advance of the meeting. From the comments received, staff will call each speaker to make their public comment. Submissions will be considered a public record under the Public Records Act, and are therefore subject to public disclosure.

In accordance with Board Policy 2350, persons may address the Board of Trustees either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board. Public comments will take place at the time designated at the meeting for public comment. 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) 388-6902 as far in advance of the Board meeting as possible.

AGENDA

Strategy Session - Guided Pathways (update from the colleges)

November 5, 2020

12:00 p.m.

LOCATION: Zoom Conference:

<https://cccconfer.zoom.us/j/549366869>

Dial: (669) 900-6833 or (346) 248-7799 - Meeting ID: 549 366 869

I. CALL TO ORDER – PLEDGE OF ALLEGIANCE

II. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS

*Public comments must be submitted electronically by emailing
snikac@sbccd.edu Submissions must be received 24 hours in advance of the
meeting.*

III. PRESENTATIONS

A. Crafton Hills College - Career and Academic Pathways (CAPs)

B. San Bernardino Valley College - Guided Pathways

IV. ADJOURN

The next meeting of the Board: Zoom Conference

<https://cccconfer.zoom.us/j/549366869>

Business Meeting, November 12, 2020 at 4pm



Career and Academic Pathways (CAPs)

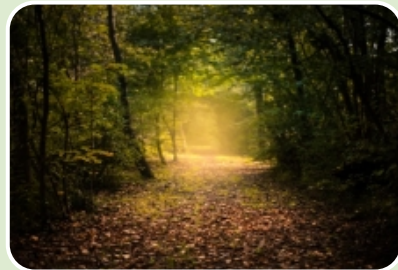
Prepared and Presented by: Sabrina Jimenez, Joshua Robles, Shella Scott, Giovanni Sosa, Delmy Spencer, and Keith Wurtz



Objectives

- ◆ Review the four pillars of Career and Academic Pathways (CAPs)
- ◆ Review the progress on each pillar and next steps
- ◆ Provide a snapshot of research on each pillar where available
- ◆ Review the objectives for the year

Four Pillars of Career and Academic Pathways (CAPs)



Clarifying the Path

Enter (Hopping on) the Path

Staying on the Path

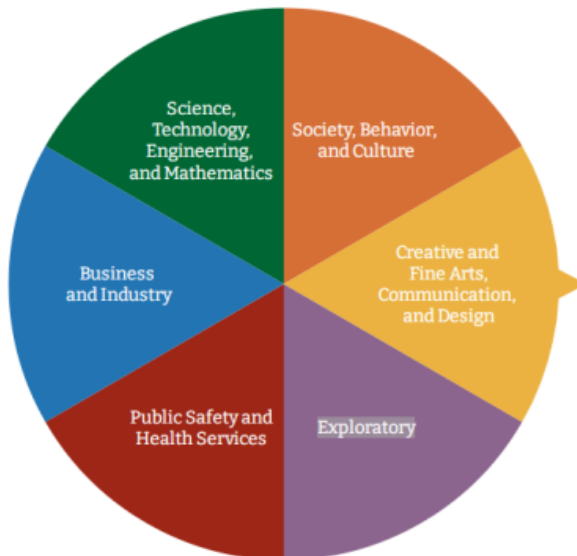
Ensuring Learning





Clarifying the Path

- ◆ Progress to Date
 - ◆ Developed and refining five Career and Academic Pathways (CAPs)
 - ◆ Developed and refining the CAPs student website
- ◆ Next Steps
 - ◆ Finalize the CAPs and the student website



Choose a pathway to begin.

Click one of the pathways to the left to begin exploring.



Enter (Hopping on) the Path

◆ Progress to Date

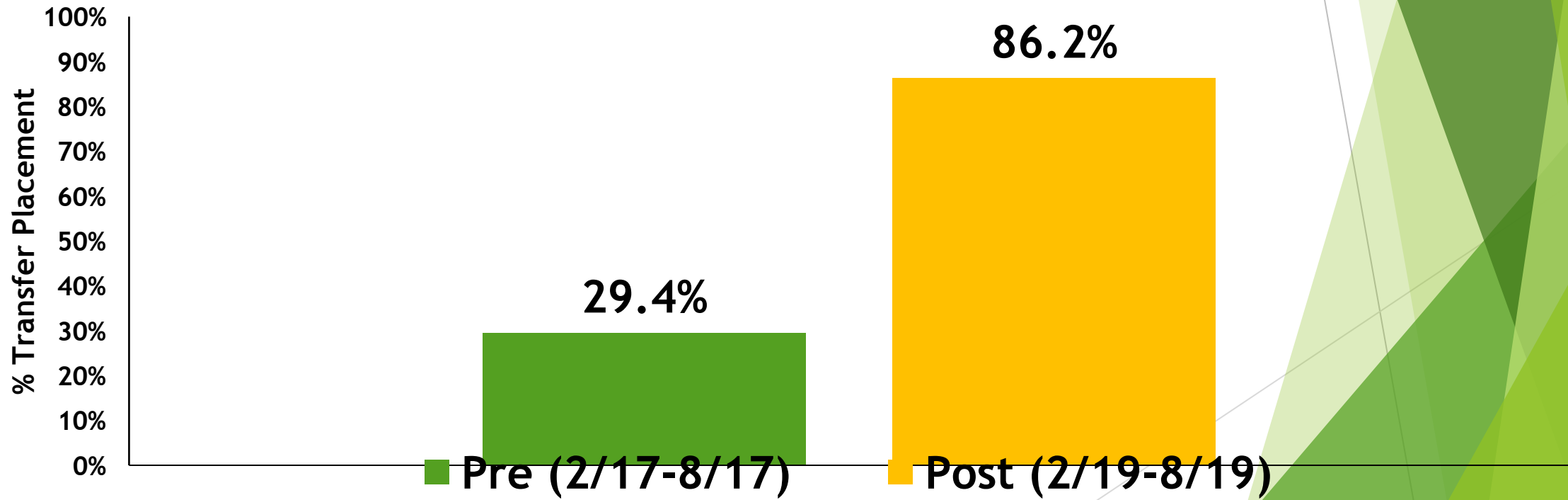
- ◆ Starfish-based degree planner
- ◆ Career Exploration
- ◆ College Promise
- ◆ AB 705 - Placement into transfer level math and English
- ◆ AB 705 - Co-Requisite math and English courses
- ◆ Embedded Tutoring and Supplemental Instruction

◆ Next Steps

- ◆ Integrate career exploration into the onboarding process and the first-educational plan
- ◆ Increase faculty use of Starfish to connect students to the appropriate campus support
- ◆ Examine relationship of embedded tutoring and co-requisite classes with course success

Getting on the Path AB705 Research

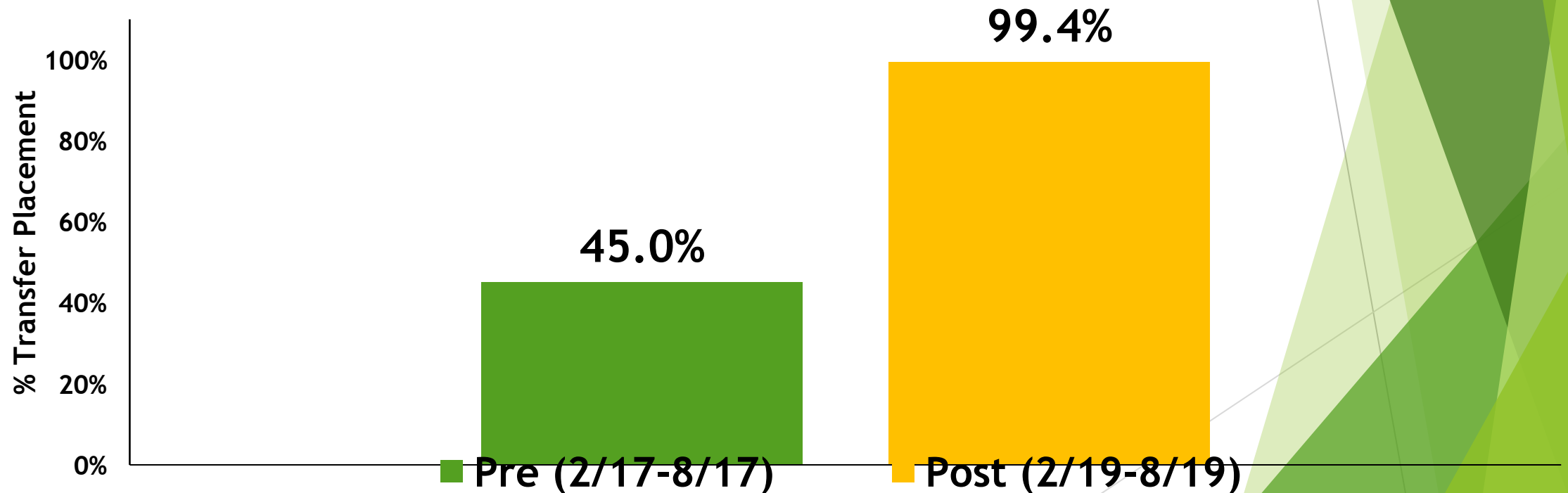
Transfer-Level Math Placement: The percentage of students placing into transfer-level math has almost tripled from 29% to 86%.



Getting on the Path

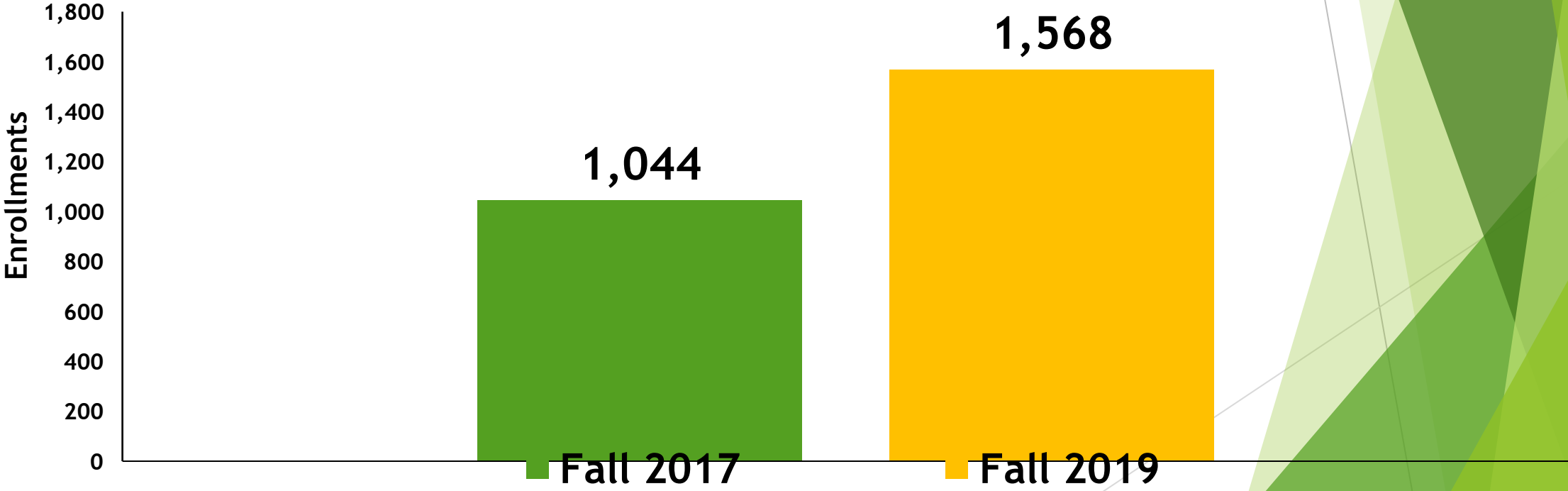
AB705 Research

Transfer-Level English Placement: The percentage of students placing into transfer-level English has more than doubled from 45% to over 99%.



Getting on the Path AB705 Research

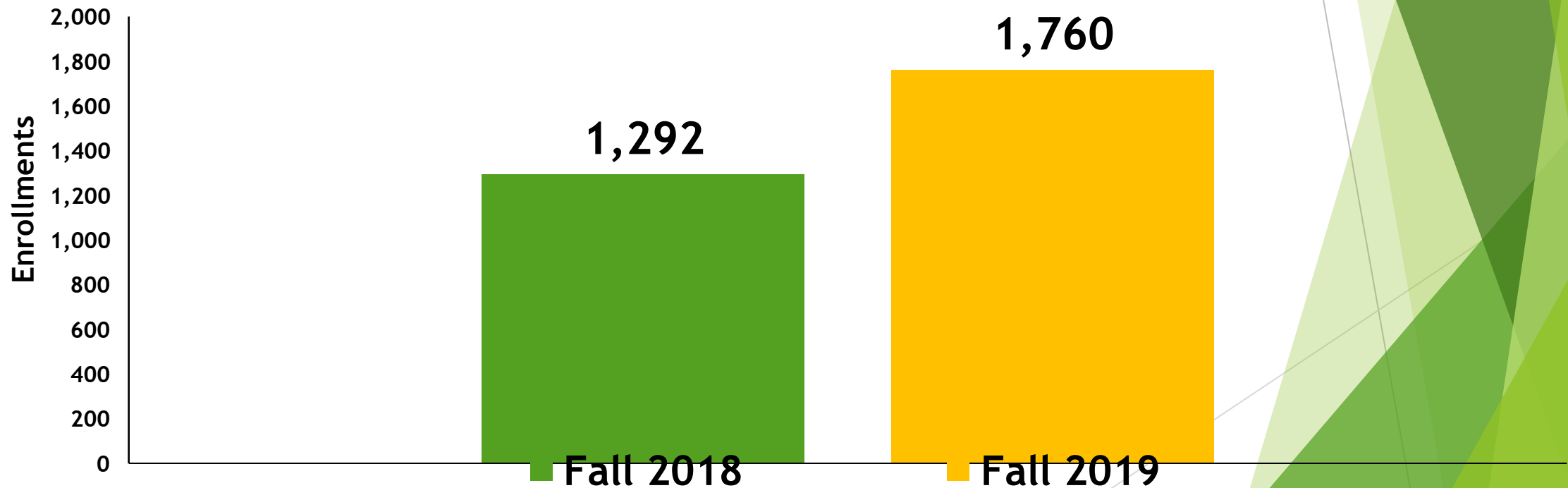
Math Enrollments: The number of enrollments in transfer-level math increased from 1,044 in Fall 2017 to 1,568 in Fall 2019, a 50% increase.



Getting on the Path

AB705 Research

English Enrollments: The number of enrollments in transfer-level English increased from 1,292 in Fall 2018 to 1,760 in Fall 2019, a 36% increase.





Staying on the Path

◆ Progress to Date

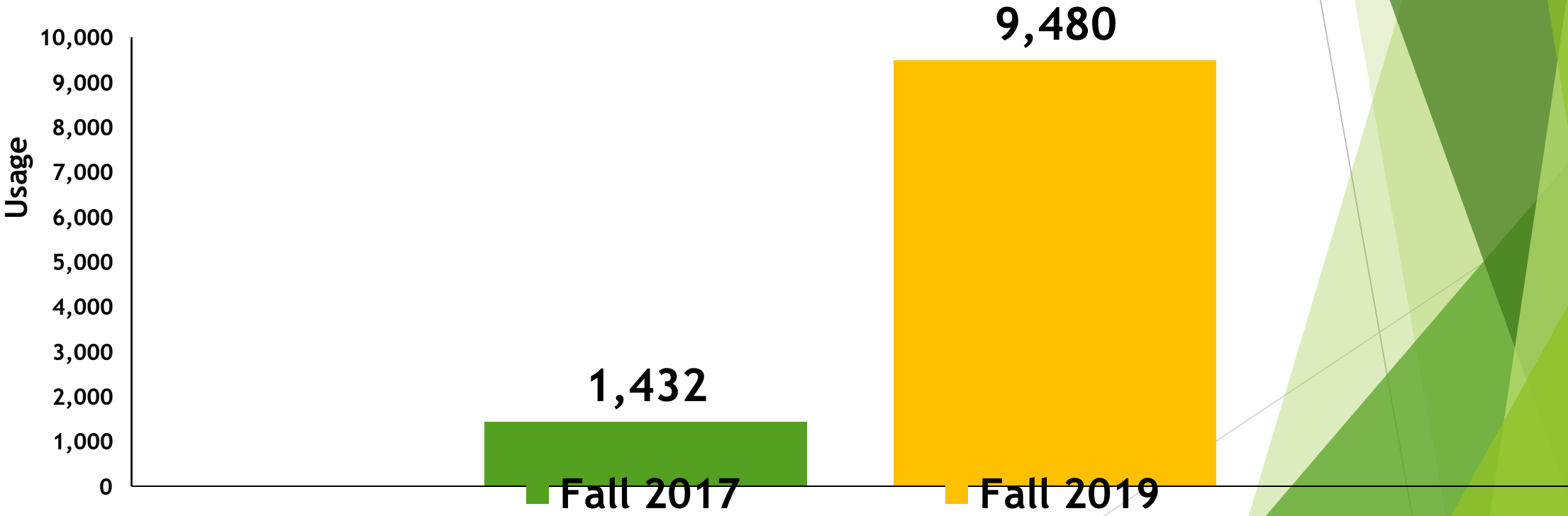
- ◆ Starfish as a Student Retention Tool
- ◆ Process in place that is designed to contact at-risk students and connect them with counselors and other support staff
- ◆ College Promise
- ◆ EOPS
- ◆ Counseling
- ◆ Tutoring

◆ Next Steps

- ◆ Increase faculty use of Starfish
- ◆ Fully implement ability for students to register for classes off of their educational plans
- ◆ Further develop process of scheduling classes that is informed by educational plans, research, and enrollment management strategies

Staying on the Path Starfish Research

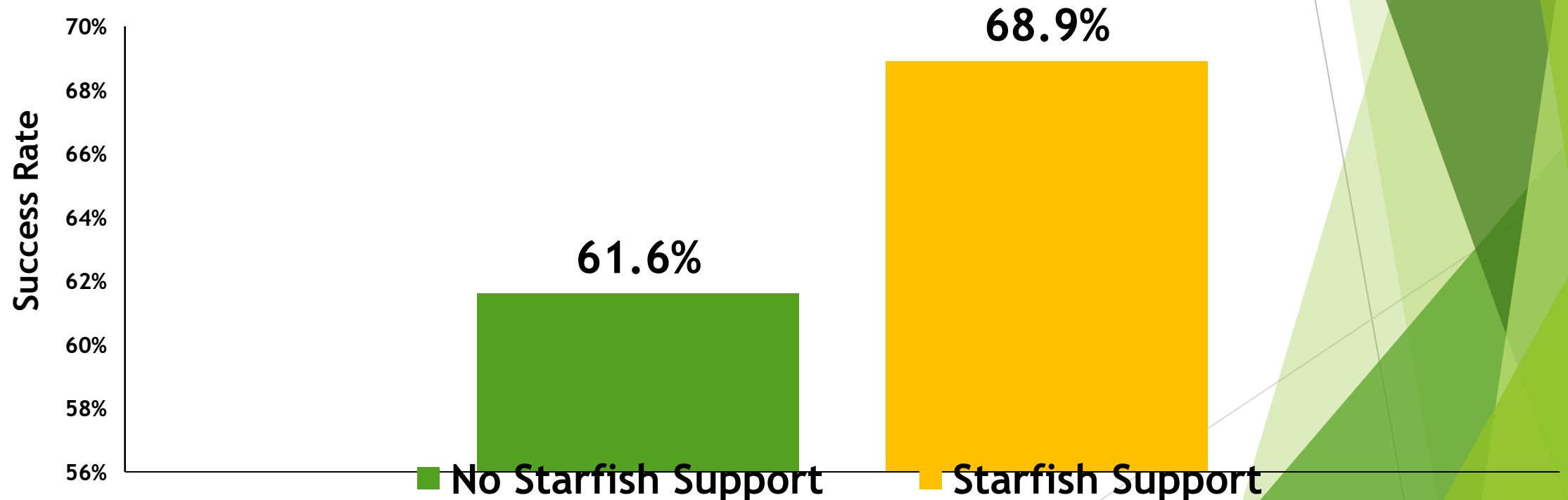
Starfish Usage (Flags, Kudos, Referrals, etc.): CHC has observed a 562% increase in the use of Starfish between Fall 2017 and Fall 2019



Staying on the Path

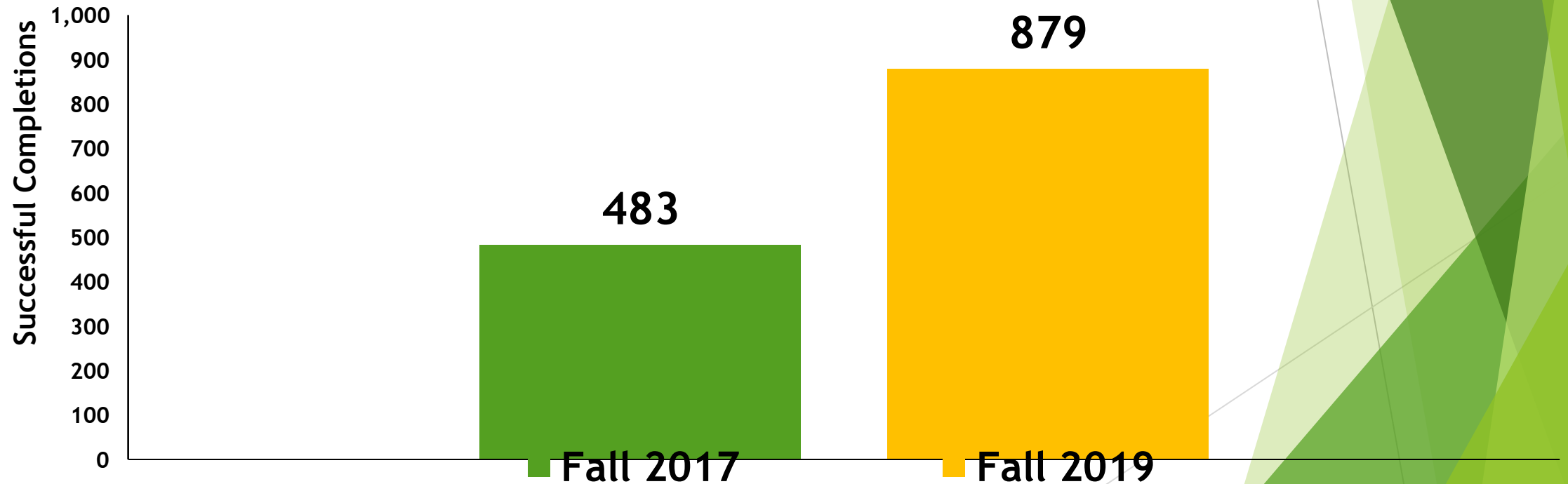
Starfish Research

Success Rates by Starfish Usage among African American and Hispanic Students in 2018-19: African and Hispanic students achieve significantly higher success rates when their instructors use Starfish.



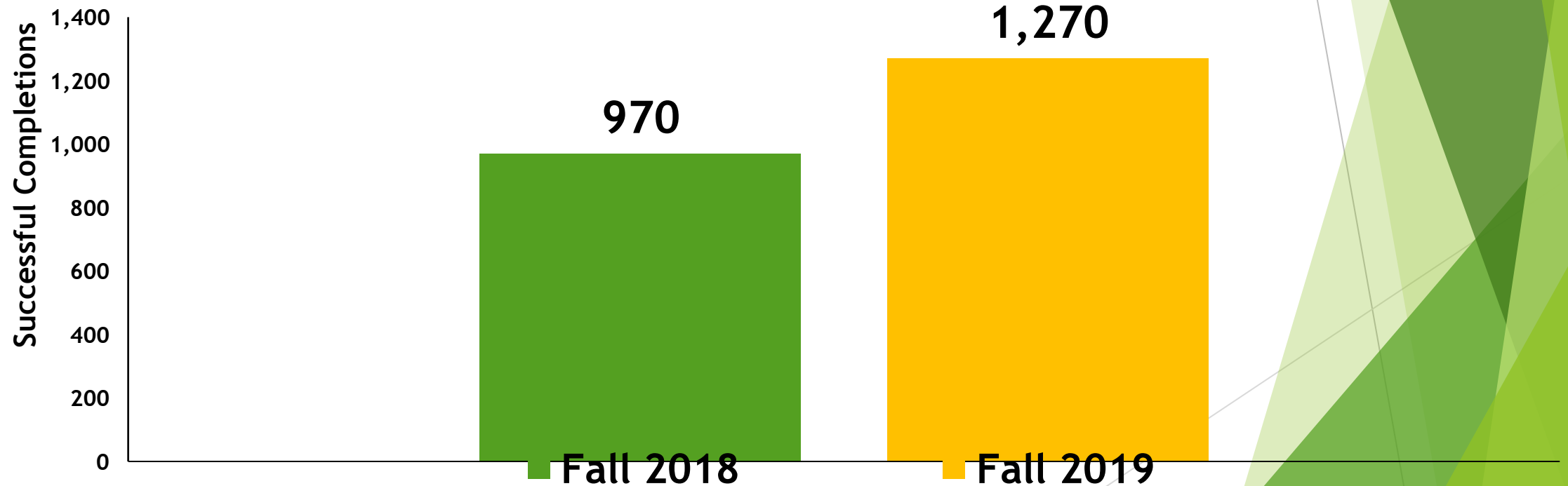
Staying on the Path AB705 Research

Successful Completion of Transfer-Level Coursework in Math: The number of successful grade earners in transfer-level math increased from 483 in Fall 2017 to 879 in Fall 2019, an 82% increase.



Staying on the Path AB705 Research

Successful Completion of Transfer-Level Coursework in English:
The number of successful grade earners in transfer-level English increased from 970 in Fall 2018 to 1,270 in Fall 2019, a 31% increase.





Ensuring Learning

◆ Progress to Date

- ◆ Learning outcomes for CTE programs align closely with relevant employment skills and labor market demand
- ◆ Each CTE program has an advisory committee comprising employers in the field
- ◆ Continue to apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs

◆ Next Steps

- ◆ Fully implement six-year outcomes assessment with disaggregated student learning outcome results
- ◆ Provide data at every committee meeting to inform decision making
- ◆ Increase those trained in how to access, interpret, and apply data to decision making



Objectives for the Year

- ◆ Finalize the CAPs and the student website
- ◆ Increase faculty use of Starfish
- ◆ Improve registration process
- ◆ Further develop process of scheduling classes
- ◆ Fully implement six year outcomes assessment with disaggregated student learning outcome results
- ◆ Data informed decision making
- ◆ Equity and inclusion
- ◆ Professional development



Guided Pathways



San Bernardino

Valley College

Matt Robles – Guided Pathways Faculty Lead

Ty Simpson – Guided Pathways Faculty Lead

Dr. John Stankas – Guided Pathways Faculty Lead

Kyle Stroud – Guided Pathways Classified Lead

Dr. Dmitriy Kalantarov – Dean of Science

Dr. Dina Humble – Vice President of Instruction

Dr. Scott Thayer – Vice President of Student Services



San Bernardino Community College District Strategic Goals

- Student Success
- Equity and Diversity
- Operational Efficiencies
- Facilities

June 11, 2020 Board
Resolution: Commitment to
Racial Justice and Equity

Vision for Success

Goal 1:



Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal 2:



Increase by 35 percent the number of CCC students system-wide transferring annually to a CSU or UC, necessary to meet the state's needs for workers with baccalaureate degrees.

Goal 3:



Decrease the average number of units accumulated by CCC students earning associates degrees from approximately 87 to 79 total units—the average among the top 5th of colleges showing the strongest performance on this measure.



Goal 4:



Increase the percentage of exiting CTE students who report being employed in their field of study, from the statewide average of 60% to 69%—the average among the top 5th of colleges showing the strongest performance on this measure.

Goal 5:



Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.

Goal 6:



Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.





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Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Focused Student



Undecided Student



How does Guided Pathways address both?



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Elimination of Barriers to Success

Clear Pathways for Focused Students

Flexibility for Non-Traditional Students

Career-Focused Direction and Support

All Students Can Visualize Completion

Students Feel Welcome, Safe and Represented



Fall 2019/Spring 2020

- Complete website redesign
 - These efforts will continue
 - Program pages will evolve as maps are produced
- Improved On-Boarding Processes
- Degree and Certificate Maps/Pathways
 - Preliminary maps completed
 - Continued work on creating efficient programs
 - Cross-disciplinary analysis to optimize efficiency

What Have We Been Up To at SBVC?



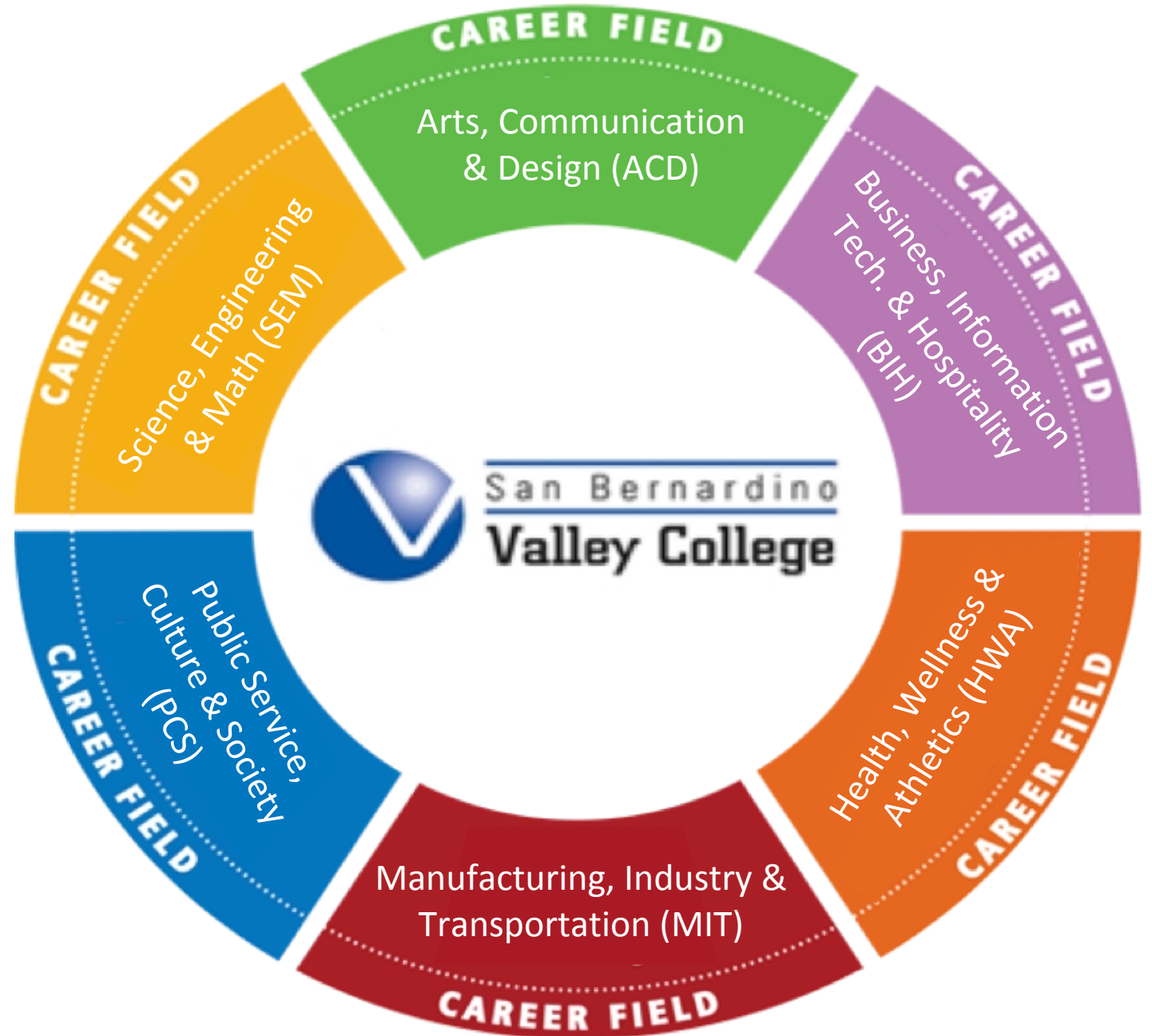
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California
Guided Pathways

Guided Pathways

Career Fields at SBVC



Guided
Pathways
2020/2021
Academic Year
Goals



San Bernardino
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**California
Guided Pathways**



Increased Student Involvement

- Requested representation from the Associated Student Government.
- Collaboration with Research and Planning office for Data Collection
- Direct Student Analysis on:
 - Onboarding Processes
 - Career Fields
 - General Campus Vision





Engage Campus in Program Map Creation

- Evaluate the availability of instructional and support services through a variety of lenses that reflect our student population.
- Specific student profiles to tailor program maps to evaluate effectiveness





Evaluate Student Success and Support Teams

- Analyze “Student Success Teams” models adopted by other campuses
- Determine effectiveness and appropriateness to SBVC campus and students





Evaluate Career Development Tools

- Increase awareness and availability of current tools and resources that help students examine career pathways
- Invest in additional career development tools for students





Collaboration with Campus Structures

- Working with existing committees and groups to ensure maximization of efforts.
 - Academic Senate
 - Professional Development
 - Classified Senate
 - District Human Resources
 - Curriculum
 - Etc.





Evaluate and propose changes to the hiring processes

- Address practices with a lens toward racial justice and equity
- Examine current hiring practices and recommend changes to improve the diversity of faculty serving our students





Support and/or lead campus dialogue about culturally responsive andragogy

- Discuss specific strategies related to the non-traditional/adult learners and develop a campus culture that supports these students.
- Lead and support discussions with the academic senate and curriculum committee to infuse antiracism/no-hate andragogy throughout the curriculum





“Guided Pathways is not something we are doing, but rather what we are becoming as a campus and a community.”