

## 2018-19 Berkeley City College Guided Pathways Work Plan (Elements 1, 2, and 10)

**Inquiry:** Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions

<i>Key Elements of Self-Assessment (1-3)</i>	1. Cross Functional Inquiry – 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. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.
<i>Current Scale of Adoption</i>	Early Adoption
<i>Outline plan for each self- assessment element that will be addressed in this time period.</i>	<ul style="list-style-type: none"> <li>• The College identifies a cross-functional Task Force team to work on the Work Plan initially.</li> <li>• The GP Task Force presents GP framework, task at hand, and 5 year plan to each of the Participatory Governance groups.</li> <li>• Obtain and review relevant data including GP Scorecard that support BCC’s strategic goals, integrated planning goals, Educational Master Plan goals.</li> <li>• March 22, 2018 Flex Day morning is dedicated to address this topic by the IEPI facilitator to the entire college community.</li> <li>• Develop a philosophy and framework for process for inquiry</li> <li>• Produce diagram and visuals for the framework/website for information.</li> <li>• Ensure that students take a major role in the GP framework development and implementation.</li> <li>• Hold regularly scheduled student focus groups (beyond student government) to ensure that their voices are heard and that they play a major role in the process.</li> <li>• The College engages in conversations and inquiry re: Student Success and elimination of achievement gap based on data shown in the SSSP, Integrated Planning report, and Educational master plan. Design a structure for inclusive planning and communication across the college. Develop a plan to engage all college constituencies in a broad, deep, and inclusive conversation about student success. Aim to increase college-wide understanding of what student success means with our own data and move on to the next stage of developing strategies. Utilize Program Review process as well.</li> <li>• The College works with the District’s Academic Affairs and IT to ensure that the District provides data that the college needs in the dashboard and beyond.</li> <li>• Hold regularly scheduled Division and department meetings, including staff and students, to share and analyze data. Engage in discussion regarding potential “shifts” that may need to be made in each area of the college function.</li> <li>• The College (through the Task Force or the Education Committee to begin with) maps out currently existing educational partnerships across the college (i.e. Learning Communities, pathway programs, Dual Enrollment partnerships, etc.) and reviews progress made thus far, identify end goals for each, and how they will exist in the GP framework.</li> <li>• Once end goals are identified per existing partnership, hold regularly scheduled meetings with educational partners to examine data, assess progress made and ensure that the it is moving towards commonly identified goals: Annual Planning Goals,</li> </ul>

	Accreditation, District, Integrated Plan, Program, District, and Institutional...etc. (student success) (identify all goals, indicators, and deliverables?).
<i>What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?</i>	<ul style="list-style-type: none"> <li>• The College will continue to leverage shared governance committees and townhalls for discussions, feedback, and decision making.</li> <li>• The College will continue to utilize coaches to develop sustainable cross functional GP groups and practices.</li> <li>• The College will continue to work with Integrated Planning.</li> </ul>
<i>Outcomes: Indicate what success will look like as a result of these efforts.</i>	<ul style="list-style-type: none"> <li>• The College creates a cross-functional GP Task Force to work on the Work Plan production in spring 2018.</li> <li>• Each of the participatory governance group was introduced to the GP framework, BCC's task at hand, 5 year planning process – spring 2018.</li> <li>• The datasets (on dashboard or other tools) are set up based on what the college needs by the District services (Academic Affairs and IT).</li> <li>• BCC community knows how to access institutional data (scorecard) and knows how to use the data to identify action plans for implementing GP framework in each area of the college.</li> <li>• BCC community knows what efforts are made currently in regards to pathway partnerships'</li> <li>• Each educational partnership has a clearly set end goals that can be achieved by the students within the GP framework.</li> <li>• Information/Data from SEP, student demographics, and other indicators are shared and used to evaluate strategies and support GP work</li> <li>• There is a structure for inclusive planning and communication across the college.</li> </ul>
<i>Anticipated Change in Scale of Adoption During Timeframe</i>	Scaling in Progress

<b>Inquiry:</b> Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions	
<i>Key Elements of Self-Assessment (1-3)</i>	<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.
<i>Current Scale of Adoption</i>	Early Adoption
<i>Outline plan for each self-assessment element that will be addressed in this time period.</i>	<ul style="list-style-type: none"> <li>• As a college-community, revisit and review the college’s benchmarks outlined in the two-year Strategic Goals within the Educational Master Plan which have been aligned with SSSP, Equity, Basic Skills, and SW goals. This is to ensure that the college-wide community understands and owns our priorities.</li> <li>• In conjunction with the district’s Academic Affairs and IT, set up data and metrics that are relevant to college’s needs.</li> <li>• BCC sets basic research standards, methods, and practice so as to create a commonly understood way of accessing data, its analysis, and decision making (create a culture of using data and assessing).</li> <li>• Provide frequent training sessions and accessible resources along with Professional Development opportunities to help the college community better understand metrics sharing, tracking and gathering student progress, and benchmarking setting.</li> <li>• Identify strategy to collect employment and program assessment information for graduates (i.e. Alumni relations, Student Outcome Survey, etc.)</li> </ul>
<i>What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?</i>	<ul style="list-style-type: none"> <li>• Continue to identify data needs for program and service planning.</li> <li>• Continue to identify data gaps, e.g., tracking of key activities, student academics, and employment outcomes</li> <li>• Continue to leverage the Power BI tool to support the data needs on campus for GP implementation</li> </ul>

<p><i>Outcomes: Indicate what success will look like as a result of these efforts.</i></p>	<ul style="list-style-type: none"> <li>• When asked, everyone at the college knows what the college’s strategic priorities are and what actions are needed to achieve them in each area.</li> <li>• BCC community knows where to find data sets, how to read the data, and analyze them.</li> <li>• BCC community knows where to obtain training opportunities to learn further regarding how to share metrics, tracking and gathering student information.</li> <li>• Data needs and reports are aligned with metrics for GP, Integrated Plan, Program Reviews, APU’s, etc.</li> <li>• Regular review of EMP outcomes and progress in closing the gaps.</li> <li>• Follow up on completers/graduates (3 programs? Certificates?)</li> <li>• Utilize SEP data to inform course scheduling</li> <li>• Established clear institutional benchmarks and stretch goals</li> </ul>
<p><i>Anticipated Change in Scale of Adoption During Timeframe</i></p>	<p>Scaling in Progress</p>

<b>Implementation:</b> Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale	
<i>Key Elements of Self-Assessment (9-14)</i>	<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
<i>Current Scale of Adoption</i>	Pre-Adoption
<i>Outline plan for each self-assessment element that will be addressed in this time period.</i>	<ul style="list-style-type: none"> <li>• There is a district-wide upgrade and implementation of ONE PERALTA in October 2018.</li> <li>• BCC will ensure to work with the District's IT department to include specific technology tools and data needs for GP implementation to be included in the ONEPERALTA conversion.</li> </ul>
<i>What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?</i>	<ul style="list-style-type: none"> <li>• BCC will continue to participate in technology updates to provide feedback on functionalities needed on campus and for GP implementation.</li> <li>• BCC will continue to assess and prioritize technology needs.</li> <li>• BCC will continue to work with the District IT to ensure progress in the development of tools for students, staff, and faculty to support student success.</li> </ul>
<i>Outcomes: Indicate what success will look like as a result of these efforts.</i>	<ul style="list-style-type: none"> <li>• College has the technology infrastructure to serve our students: (transcript evaluation, degree audit, early alert, OL educational/degree planning, general campus-wide communication tool, tutoring, Canvas LMS system, and other OL student support services and tools.)</li> <li>• Enrollment projection planning (sequenced course offering plan), Enrollment tracking tool, and other data management tools relative to enrollment management</li> <li>• Assess capacity and organizational structure of the current and future technology infrastructure at the college.</li> <li>• College staff are trained in all tools relative to GP implementation.</li> <li>• College and the district IT services have clear delineation of responsibilities and deliverables related to GP implementation process.</li> </ul>
<i>Anticipated Change in Scale of Adoption During Timeframe</i>	Early Adoption