

**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019

Institution Name: Berkeley City College

Date: 4/19/19

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

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A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

The SOAA was recently updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> CE focused programs are organized and marketed in broad context thorough CE marketing brochures. Key people across the college such as counselors, student Ambassadors, Outreach staff, Faculty Advisors and Deans are trained and aware of CE programs. College efforts are reflective of all college programs including CE. The college focused on creating CE pathways with the Adult School population.</p> <p><i>Term, if at scale or scaling:</i> Fall 2018</p>	<p><i>Next steps:</i> Create clear buckets for academic and CE program offerings that will clarify the pathway. The college will continue to expand outreach efforts to prospective Adult school, AB540/DACA/Dreamer and High School Students who are underserved.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019</p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> The college is focusing on sequenced course offerings in order to create clear pathways for programs. Currently, the Career and Transfer Center assists students in obtaining internships periodically.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> The college will expand the Career and Transfer Center to provide services and training that increase CE students’ employability. In addition, the college will continue to improve in comprehensive two-year sequencing of course offerings.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>

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c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Berkeley City Collge is in the process refreshing and updating the entire website. Some departments have employment and further education opportunity information.</p> <p><i>Term, if at scale or scaling:</i> Spring 2020</p>	<p><i>Next steps:</i> Complete the website refresh and expand employment and transfer information in each program on the website.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> BCC has recommended sequence of courses to take in the college catalog per the program. They need to be refreshed and revised in consultation with the counselor liaisons per the program. Much work is done currently manually and we are in progress to move toward automatic system.</p> <p><i>Term, if at scale or scaling:</i> Spring 2020</p>	<p><i>Next steps:</i> Student Educational planner and automated system will be implemented to communicate with students (who have not completed SEP, have not completed transfer-level math and English, etc.) regarding what they need to complete on a regular basis. In addition, this system will track key progress milestones (completed 30, 45, 60 units, etc.) for students to ensure that they are on track with the stated academic goals (degree audit).</p> <p><i>Timeline for implementing next steps:</i> Spring 2020 or fall 2020</p>
e. Required math courses are appropriately aligned with the student's field of study (<i>Note: This essential practice was moved from Area 2</i>)	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Through the implementation of AB 705, BCC successfully aligned Math courses with the student's filed of study: Liberal Arts & Non-Technical Majors (Math 13, Math 1 or 50, Math 203, 206, or 230) and Math 250, 253, or 201) and Stem (Business, Science, Technology, engineering, and Math (Math 1 or 50, Math 203 or 230, Math 250, 253, 201 or 206)</p> <p><i>Term, if at scale or scaling:</i> Fall 2019</p>	<p><i>Next steps:</i> With summer and fall 2019 registration, assess how the AB 705 set up worked for Math and English with integrated AB 705 team members. Assess the results and make necessary changes and improvements.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019</p>

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> All new students go through Orientation (OL) and this is clearly placed on the College’s website (with ADA compliance). Comprehensive OL orientation covers options for career/programs, resource information (educational, academic, and student services), and program of study in great detail. Customized orientation programs are offered to specific populations such as adult school, High School concurrent students, Promise program students, Freshman Year Program Learning Community (FYELC), and EOPS, DSPS, CalWORKS, and Next Up programs also offer customized orientation that include guidance regarding career and college options and selection of choice of programs.</p> <p><i>Term, if at scale or scaling:</i> Spring 2020</p>	<p><i>Next steps:</i> As we evolve in developing the “bucket” program clustering through the BCC Guided Pathways process, they will be added to the existing Orientation. In addition to the concurrently enrolled High School Students, the college will serve HS underserved students under the CCAP or AB 288 when the agreement is made.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Special programs such as CalWORKS, DSPS, EOPS, and additional tutoring support, mentoring, and student support services specific to these populations. They ensure that academic support for the gateway courses are provided in these programs to ensure student success. In addition, prior to the implementation of AB 705, BCC’s English department already had NC support courses to ensure that the success in the gateway courses are for underprepared students. Also prior to the AB 705,</p>	<p><i>Next steps:</i> When the “bucket” program clustering through the BCC Guided Pathways process, departments other than Math and English can increase academic support for the key courses in the programs. Embedded tutoring expansion and an implementation of the centralized tutoring services are within the plans for the upcoming year.</p>

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		Math department instituted specific tutoring programs for the Math gateway courses to ensure student success particularly for underrepresented students. Term, if <i>at scale</i> or <i>scaling</i> : Spring 2020	<i>Timeline for implementing next steps:</i> Spring 2020
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Embedded tutoring for gateway math courses and access to Math tutoring program have been in place at BCC to support underprepared students for their success. An implementation of ab 705 will add 2 units of Math courses to the gateway Math courses to ensure that underprepared students will succeed (AB 705). Term, if <i>at scale</i> or <i>scaling</i> : Fall 2019	<i>Next steps:</i> Expand embedded tutoring for Math courses and implementation of the centralized tutoring. <i>Timeline for implementing next steps:</i> Spring 2020
d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Embedded tutoring for gateway courses and access to English writing center have been in place at BCC. In addition, prior to AB 705 implementation, English Department established NC English 508 A,B,C series to ensure that the students had access to support for gateway courses. Term, if <i>at scale</i> or <i>scaling</i> : Fall 2019	<i>Next steps:</i> Implementation of the centralized tutoring. <i>Timeline for implementing next steps:</i> Spring 2020
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> NC courses have been developed in ESOL, Health and Human Services, and Multimedia Arts to create further access to BCC courses. Many of these NC courses are mirrored with CR courses where students are given options. These NC courses serve as a starting point for the pathways to BCC programs particularly in these programs and college-level courses.	<i>Next steps:</i> Align English and Math rigor with Adult school partners. Create innovative programs such as Bridge Program to support poorly prepared students to be ready for college-level courses sooner. Agreement via AB 288 or CCAP will enable BCC to offer relevant courses at feeder High Schools for poorly prepared students.

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		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2019	<i>Timeline for implementing next steps:</i> Spring 2020
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Student Services outreach team have been going to feeder and local Promise High School partners to motivate and prepare students to enter into college-level coursework. College staff and counselors help students with application, orientation and student Educational planning. In addition, BCC provides detailed information about programs of study that high school students can select. Term, if <i>at scale</i> or <i>scaling</i> : Spring 2020	<i>Next steps:</i> Expansion of Outreach team to include Financial Aid support and AB 540/DACA/Dreamer student support. Increase the frequency of motivational campus recruitment events. Increase attention to Dual Enrollment pathways where more high school students can take college-level courses while they are in High School, shortening the time to complete their educational goals at BCC. <i>Timeline for implementing next steps:</i> Spring 2020

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<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>BCC counselors monitor student progress by reviewing data on Student Educational Plan (SEP) completion. They focus on students who do not have SEP and ensure to follow up with them to complete the SEP. The counselors in programs such as EOPS, DSPS, CalWORKS, Veterans, Promise, AB 540/DACA/Dreamers and Foster Youth create and maintain SEPs for these student populations, ensuring that they are not directed away from competitive, limited access programs.</p> <p><i>Term, if at scale or scaling:</i></p> <p>Fall 2019</p>	<p><i>Next steps:</i></p> <p>Electronic SEP and Degree Audit tools will be implemented. Expand the use of Starfish (Educational Planning) to assist in monitoring and communicating with the students with their progress.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2020</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>Currently, students can see their SEPs through the district's portal. However, they are unable to identify how far they have to go in different majors. Students meet with the counselors to get an alternative SEP completed.</p> <p><i>Term, if at scale or scaling:</i></p> <p>Spring 2020</p>	<p><i>Next steps:</i></p> <p>Adopt and implement a Degree Audit system.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2020</p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p>	<p><i>Progress to date:</i></p> <p>Most students in FYELC and categorical programs connect with counselors to stay on track with their educational goals. Starfish, the early alert tool, also helps instructional faculty and counselors connect with struggling students.</p>	<p><i>Next steps:</i></p> <p>Encourage greater utilization of Starfish among instructors.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2020</p>

	<input type="checkbox"/> At scale	<i>Term, if at scale or scaling:</i> Fall 2019	
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	<input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> BCC does not have limited-access programs. <i>Term, if at scale or scaling:</i> N/A	<i>Next steps:</i> N/A <i>Timeline for implementing next steps:</i> N/A
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> BCC has been making efforts to sequence course offerings within a given academic year. There are programs that are ahead of others in this process. There are review, reflection and analysis of the methodology of course offerings and students needs in progress. <i>Term, if at scale or scaling:</i> Fall 2019	<i>Next steps:</i> BCC will continue to improve on sequenced course offerings within 2 academic years. Review data (surveys for students and community and swirl among four colleges within the district) and offer gateway and core courses when the students demand is highest including evenings and weekends. Continue to discuss and analyze block scheduling to maximize facilities, reduce overlap of courses, and swirl to other colleges within the district and beyond. Utilize data from SEPs to determine course offerings based on student needs. The District is in the process of securing scheduling software programs to assist effective and student-centered course scheduling. <i>Timeline for implementing next steps:</i> Spring 2020

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<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Planning for Institutional Effectiveness Committee (PIE) is in charge of ensuring that all assessment processes for the college take place according to the set timeline. With the new tool in Curriculum Meta used for PLO outcome assessment, we are in the process of getting ready to align each PLO with transfer and employment outcomes.</p> <p><i>Term, if at scale or scaling:</i> Spring 2020</p>	<p><i>Next steps:</i> Each program will complete PLOs within set timeline. Each program will also align PLO with actual educational and employment outcomes.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> BCC's Institutional Learning Outcomes includes 7 area of skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. (Ethics and Personal Responsibilities, Information competency, Communication, Critical Thinking, Computational Skills, Global Awareness, Self-awareness and Interpersonal Skills) Program faculty across institution keep these ILOs in mind when developing innovative, unique, culturally relevant, and workforce learning based pedagogies to ensure that students learning is maximized and they gain skills and knowledge that prepare them for a diverse and global world.</p> <p><i>Term, if at scale or scaling:</i> Spring 2020</p>	<p><i>Next steps:</i> PIE committee will lead the way to ensure that ILOs are reviewed, analyzed, and evaluated in a timely manner and aligned with their course and program development as well as teaching and learning practices.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>

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c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> BCC provides students with variety of experiential learning activities and group projects that are relevant to their coursework .</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p><i>Next steps:</i> BCC plans to increase partnerships with industry, business and educational, and community based organizations to expand internship opportunities embedded in coursework for students.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> PIE committee enhanced systemic process for an overall assessment process (SLO/PLO and ILO). Programs are reflecting on program assessment and identifying areas of improvement and enhancement.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p><i>Next steps:</i> All programs across college (Arts and Sciences and Career Education) will engage in continuous improvement cycle through the assessment process to ensure that students are mastering the content.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> BCC uses established process and set timeline for SLO/A to identify areas of improvement. They are identified in the Program Review and results are summarized in relevant categories including Professional Development needs.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p><i>Next steps:</i> In collaboration with the PIE and Integrated Planning Committees (IPC), Assessment and Program Review will be integrated. We will reinstate FIGS, APPLES, and other faculty inquiry groups to identify innovative and student-centered teaching and learning methods.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> BCC faculty incorporates non-traditional and cutting-edge means of evaluating competencies of student learning.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p><i>Next steps:</i> Learn from the industry partners and employers about their industry standards for student learning. Align industry needs with student skills and incorporate them in program requirements.</p> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> BCC conducts CCSSE every two years. BCC uses data from the survey in multiple different aspects of the student experience. Such as making changes in Student Services' availability, student activities programming, and their preferred time for course availability and offerings.</p> <p><i>Term, if at scale or scaling:</i> Fall 2019</p>	<p><i>Next steps:</i> Administer CCSSE survey in fall 2019.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019</p>