

# Preview

## Details

### College

Berkeley City College

### Assurances

#### Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

#### Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

## Contacts

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Approved by Debbie Budd

02/28/2020 03:52 PM PST

**Academic Senate President**

Kelly Pernell

Academic Senate President

[kpernell@peralta.edu](mailto:kpernell@peralta.edu)

Rejected by Kelly Pernell

02/28/2020 05:07 PM PST

**Data Sharing**

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

**SSM Data Sharing**

I agree with the SSM data sharing.

Yes

**Pillar 1. Clarify the Path****Practice A**

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

#### Scale of Adoption at Our College

Planning to scale

#### Progress to Date

##### Progress to Date Implementing Practice

The process for the development of the meta majors has started. The Design Team regrouped and have identified two faculty co-leads. The Preparation and Moving In Team, including instructional and counseling faculty, decided to develop maps for transfer in Psychology.

#### Timeline for Progress to Date

##### Term and Year

Not Entered

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#### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Map "exploring" pathways through the Liberal Art: Social and Behavioral Sciences degree set of courses (meta major)

Identify classes and pathway that comprise the meta major

Create easy to read flyers for students and creating a resource for counselors

##### Term and Year

Spring - 2021

##### Term - Detail (optional)

Not Entered

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#### Support

✓ Check this box if support is needed to advance this work

##### Challenge or barrier you are running into.

Initial delay in scaling up faculty involvement that has now been addressed

##### Support Needed - Detail

Professional development

dedicated time for social science faculty to meet and discuss what should be included in the social science pilot (FLEX DAY RETREAT)

**Type(s) of Support**

- Regional training
- Connections with other Guided Pathways teams
- On-campus/individual training
- Reporting/data

**Practice 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.**

**Scale of Adoption at Our College**

Not systematic

**Progress to Date****Progress to Date Implementing Practice**

Every program is aware of the benefits of GP framework and pathway concepts for the students. We are enhancing our Career and Transfer Center with additional support for students in CE and other college programs.

**Timeline for Progress to Date****Term and Year**

Not Entered

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Review example templates for degree maps in the social sciences with counseling faculty. Send models for college to vote on.

Develop pathways for three social science AATs

Attend local GP events, connect with GP leads at sister colleges

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

**Support**

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

Responding to multiple initiatives simultaneously, including Accreditation.

### Support Needed - Detail

Clear and student centered Website.

\*Stipend for three dedicated counselors to work with faculty to develop pathway maps to different 4 year schools – starting with Political Science, Sociology, and Psychology

### Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams
- On-campus/individual training
- Reporting/data

## Practice C

**Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.**

### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice

BCC is focusing its priority on website redesign and refresh to make it accessible, clear, informative, and intuitive. Also focusing its design to be student-friendly and ensure that accurate information is provided to students and public about the employment and further education opportunities.

### Timeline for Progress to Date

#### Term and Year

Not Entered

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

BCC began working with the web designer and content developer to ensure that these elements are included in our website.

#### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

Time needed to update website and increase staffing (resolution in progress)

### Support Needed - Detail

Technology for website

### Type(s) of Support

- On-campus/individual training
- Technology support

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## Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

At this point, some programs have clear maps for their programs and sequence of courses, particularly in the areas of ADTs.

Some programs still need extra support and work to get to this point but BCC's institutional priority is pointing all programs to accomplish this goal.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Design "Splash" events for high school students and undeclared majors.

High school students/first year undecided students will have greater knowledge and awareness of different programs/disciplines to assist with identification of major/career. Reduction of swirl with early identification of academic and career goals and increased early enrollment.

Identify and share out successful strategies

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

Ensuring collaboration time to update

### Support Needed - Detail

Professional Development

Enhancing Technology for Student Education Plans

funding for travel/subs

### Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams
- On-campus/individual training
- Reporting/data

## Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

**Progress to Date Implementing Practice**

Counselors encourage students in Liberal Arts, Business, Education or undecided major to enroll in statistics, with or without support. Students who are interested in STEM, or Business are encouraged to enroll in Pre-calculus with or without support

**Timeline for Progress to Date****Term and Year**

Not Entered

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Design "Splash" events for high school students and undeclared majors.

High school students/first year undecided students will have greater knowledge and awareness of different programs/disciplines to assist with identification of major/career. Reduction of swirl with early identification of academic and career goals and increased early enrollment.

Identify and share out successful strategies

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

**Pillar 2. Get on the Path****Practice A**

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

**Scale of Adoption at Our College**



Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

BCC counselors contact new students every semester and begin creating Student Educational Plan (SEP).

Counselors guide students to choose a program of study for those students who are enrolled in career exploration courses. BCC is in the process of developing a model for meta-major pathways in the social sciences and a transfer pathway map for psychology. BCC is currently working with the District to develop and implement an electronic Degree Audit.

## Timeline for Progress to Date

### Term and Year

Not Entered

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Reworking the orientation for new students to include helping them explore career/college options and choose a program of study.

Develop two pathways - Online pathway and social science meta major and ADT

Coursework identified for one social science major that can be conducted online.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

Limited technological tools to implement and sustain this on a large scale.

### Support Needed - Detail

Comprehensive automated tools to obtain necessary data. Ability to use the data to plan strategic planning for schedule and course offerings.

Ability for students to register for courses from their SEP.

funding for on-line courses to go through peer on-line course review

### Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support
- Reporting/data

## Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

BCC prioritized in providing support for gateway courses for the major areas particularly with an implementation of AB 705. Embedded tutoring and counseling are implemented in most of English and Math courses. BCC is in the process of expanding such support including for online courses.

### Timeline for Progress to Date

#### Term and Year

Fall - 2019

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Finalize centralized, comprehensive tutoring for all areas.

#### Term and Year

Spring - 2021

#### Term - Detail (optional)

Not Entered

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### Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

Access and lack of data

**Support Needed - Detail**

Data access and accurate data

**Type(s) of Support**

- Policy guidance
- Reporting/data

**Practice 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. (Note: This practice was added to the SOAA in February 2019).

**Scale of Adoption at Our College**

Scaling in progress

**Progress to Date****Progress to Date Implementing Practice**

BCC prioritized in providing support for gateway courses for the major areas particularly with an implementation of AB 705. Embedded tutoring and counseling are implemented in most of English and Math courses. BCC is in the process of expanding such support including for online courses.

**Timeline for Progress to Date****Term and Year**

Fall - 2019

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Finalize centralized, comprehensive tutoring for all areas.

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

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**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Access and lack of data

**Support Needed - Detail**

Access and lack of data

**Type(s) of Support**

- Policy guidance
- Reporting/data

**Practice D**

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice**

BCC prioritized in providing support for gateway courses for the major areas particularly with an implementation of AB 705. Embedded tutoring and counseling are implemented in most of English and Math courses. BCC is in the process of expanding such support including for online courses.

**Timeline for Progress to Date****Term and Year**

Not Entered

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

evaluation

**Term and Year**

Fall - 2020

**Term - Detail (optional)**

Not Entered

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## Support

No support requested

## Practice E

**Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.**

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

To help focus on the success of vulnerable students, BCC strengthened partnership with Berkeley Adult School, developed NC pathway courses and ensured that tutoring was available to them.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

BCC plans to expand our outreach to student populations such as AB 540, Foster youth, and students impacted by the carceral system.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

Space to provide services

Staffing

Tracking this student population

#### Support Needed - Detail

staffing

professional development

institutional support

#### Type(s) of Support

- On-campus/individual training
- Reporting/data

## Practice F

**The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.**

#### Scale of Adoption at Our College

Planning to scale

#### Progress to Date

##### Progress to Date Implementing Practice

BCC has an institutional enrollment Management Committee and task team that meet to ensure that focused and intentional outreach to feeder high schools happen in alignment with the timeline for BCC registration. BCC holds and participates in outreach and other events for high school students to be college bound both at BCC and at the high school.

#### Timeline for Progress to Date

##### Term and Year

Not Entered

#### Next Steps

##### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Identify funding for increased outreach staffing to scale up efforts with greater strategic focus. Develop clear meta major and program pathways for community and High School outreach

Identify and develop intentional pathways from high school, BCC and to 4 year institutions, maximizing opportunities for Dual Enrollment.

##### Term and Year

Spring - 2021

**Term - Detail (optional)**

Not Entered

**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

staffing

**Support Needed - Detail**

Staff, particularly liaisons between HS, BCC and \$ year institutions.

**Type(s) of Support**

- Other

**Pillar 3. Stay on the Path****Practice A**

**Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.**

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice**

Currently BCC counselors monitor the progress all students are making toward certificate and degree completion. As students get close to completing requirement counselors reach out to the students informing them of their pending completion and how to obtain the certification. Students who have completed 45 units or more are contacted to meet with counselors to review/update SEP, and prepare for petition of degrees and/or certificates.

**Timeline for Progress to Date****Term and Year**

Not Entered

**Next Steps**

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Fully implement an electronic Degree Audit so that the counselors can advise students with the completion of program requirements more accurately and in a timely fashion.

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

manual degree audit

### Support Needed - Detail

electronic degree audit

### Type(s) of Support

- Technology support

## Practice B

**Students can easily see how far they have come and what they need to do to complete their program.**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

Students can see their SEPs but not their progress toward completion of the SEP.

### Timeline for Progress to Date

#### Term and Year

Not Entered



## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Explore and identify technology that help students see the entire SEP until their completion during their tenure at BCC.

#### Term and Year

Spring - 2021

#### Term - Detail (optional)

Not Entered

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## Support

Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

Lack of technology/tool that help students see their SEP progress.

#### Support Needed - Detail

Better technological tools that are user friendly and provide visual representations of student progress toward the completion of their educational plan.

#### Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support

## Practice C

**Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.**

#### Scale of Adoption at Our College

Not systematic

#### Progress to Date

##### Progress to Date Implementing Practice

BCC has implemented Starfish but adoption and usage rates are low. There is no system in place that alerts students or counselors that a student is at risk for falling off their program plan. Students placed on probation/dismissal need to meet with counselors to update the SEP, and sign a contract with the counselor to get back on track.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Identify mechanisms to inform students regarding adherence to SEP.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

No tool that alerts counselors regarding how much students deviated from their SEP.

### Support Needed - Detail

an electronic SEP alert tool

assistance in encouraging faculty usage of Starfish

### Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams
- Technology support

## Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

BCC's practice in regards to addressing access to impacted majors or programs is to provide additional access to counseling career and transfer support so that students can be directed to comparable programs.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Provide additional employment preparation support to students using the Career and Transfer Center.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

BCC, in concert with 3 other sister schools, developed a consistent district-wide block schedule which will be used for schedule development for fall 2020. This format will provide students with a clear block of times that the courses are offered at each college. Students will most likely be able to take courses needed at their home college.

Course sequencing for course offerings are reviewed and analyzed in the GP framework.

## Timeline for Progress to Date

### Term and Year

Spring - 2020

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Once the Fall 2020 course offerings occur, gather student feedback on the block schedule and make continuous improvement.

### Term and Year

Fall - 2020

### Term - Detail (optional)

Spring 2021

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

Lack of schedule development tool that incorporates SEP data.

### Support Needed - Detail

Technology and tools that help analyze students' needs for courses.

### Type(s) of Support

- Technology support
- Reporting/data

## Pillar 4. Ensuring Learning

### Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

BCC has a systematic assessment process on the course, program and institutional level. Program outcomes are identified in the BCC catalog and it is easily understood by the students.

We are in the process of obtaining employment outcome data that is accurate and trackable.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Identify and obtain a data tool that produces accurate and trackable employment data.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

Lack of data in employment outcome information that is aligned with a student's field of study.

### Support Needed - Detail

Need a comprehensive database that captures and tracks student employment after attending community college and transfer to a four year institution

### Type(s) of Support

- Reporting/data

## Practice B

**Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).**

#### Scale of Adoption at Our College

Scaling in progress

#### Progress to Date

##### Progress to Date Implementing Practice

BCC clearly identifies and publishes its Institutional Learning Outcomes (ILOs) that include 7 elements that are included in this question.

Students who go through BCC's courses are intentionally educated in these elements in any courses that they take.

For CE courses, they actively incorporate work-based learning and industry-aligned pedagogy to prepare students for successful employment.

#### Timeline for Progress to Date

##### Term and Year

Fall - 2020

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#### Next Steps

##### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Continue measuring and evaluating ILOs.

##### Term and Year

Spring - 2021

##### Term - Detail (optional)

Not Entered

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#### Support

No support requested

#### Practice C

**Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service**

**learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.**

#### Scale of Adoption at Our College

Scaling in progress

#### Progress to Date

##### Progress to Date Implementing Practice

BCC has an array of options for students to learn inventively both within the classroom and outside of the classroom. Faculty incorporate relevant, innovative, creative and student-focused pedagogy in classes to maximize student learning and ensure success.

#### Timeline for Progress to Date

##### Term and Year

Spring - 2020

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#### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

BCC is in the process of expanding services for coordination of internships for students. Collaboration with the Workforce Development Center at College of Alameda is underway.

BCC is slated for a new building to be built in 2023-2024. This building will contain collaborative space that includes a comprehensive Career Center.

##### Term and Year

Spring - 2020

##### Term - Detail (optional)

Not Entered

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#### Support

✓ Check this box if support is needed to advance this work

##### Challenge or barrier you are running into.

Space

Staffing

##### Support Needed - Detail

Additional Staffing to support internship coordination and placement.

Additional space

**Type(s) of Support**

- Other

**Practice D**

**Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.**

**Scale of Adoption at Our College**

Scaling in progress

**Progress to Date****Progress to Date Implementing Practice**

BCC has a comprehensive Program Review and assessment process where faculty assess courses and programs to ensure that they align with the Institutional outcomes.

Assessment Committee leads this process of data analysis, reflection and action plan development to ensure students are mastering all required outcomes for all courses.

**Timeline for Progress to Date****Term and Year**

Spring - 2020

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

evaluation

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested



## Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

BCC has a comprehensive Program Review and assessment process where faculty assess courses and programs to ensure that they align with the Institutional outcomes.

Assessment Committee leads this process of data analysis, reflection and action plan development to ensure students are mastering all required outcomes for all courses.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Reach 100% assessment for all courses and service areas

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

training

### Support Needed - Detail

professional development

### Type(s) of Support

- Regional training
- Reporting/data

## Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

BCC has multiple mechanisms for students to be both transfer and career ready.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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### Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Current progress in the collaboration with COA's Workforce Development Center will assist BCC with support activities for students to be ready for employment and transfer.

#### Term and Year

Spring - 2020

#### Term - Detail (optional)

Not Entered

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#### Next Steps Toward Implementing Practice at Scale

Expansion of Career and Transfer Center

#### Term and Year

Summer - 2020

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

### Scale of Adoption at Our College

At scale

## Progress to Date

### Progress to Date Implementing Practice

BCC conducts various surveys and assessment to assess effectiveness of educational practices. CCSSE, SENSE, Accreditation related gap analysis per the standard, and Student Focus Groups to name a few. Results are shared with relevant participatory governance groups including professional development committee for their planning for the college's Flex day activities.

## Timeline for Progress to Date

### Term and Year

Spring - 2020

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Flex day workshop activity

Community dialogue on GP goals and plans

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Student Engagement & Support

### Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

#### Engagement Efforts - Details

Our Associated Students President serves on our Guided Pathways Design Team. In addition, students are part of our pillar work groups and attend some of our GP activities such as the Psychedelic Ball for students to learn more about our Psychology Program.

### Course Alignment

BCC is currently developing two pathways, an online pathway and a social science meta major and ADT. Coursework identified for one social science major that can be conducted online is planned for students.

### Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 <a href="#">BCC CCRC SOAA CCC March2 019 (003). DRAFT 4-29-19 doc x.pdf</a>	Self-Assessment	2/27/2020, 11:48:51 PM	N/A

## Success Story

### Success Story

Title

Completion Velocity

**Follow-up Contact Persons(s)**

Name	Title	Email	Phone
Skyler Barton		sbarton@peralta.edu	

**Challenge**

Berkeley High School (BHS) is a primary community partner of Berkeley Community College and the number one college that BHS students attend. According to the National Student Clearinghouse, less than 50% of Berkeley Unified graduates from 2009-2012 earned an Associate or Bachelor's degree within 6 years of graduation. The percentage is even lower for Black students. 2018 data showed 26.2% of Black BUSD graduates from the class of 2012 earned college degrees 6 years after high school graduation and 12.2% of Black BUSD graduates from 2010 earned college degrees by 2018. Additionally, just 35% of Latinx students from the class of 2011 earned a college degree 7 years after graduation. BCC can support students by implementing intentional pathways, increasing velocity toward stackable certificates/degrees. One strategy is to design early college credit opportunities for students in the BHS Academy of Medicine and Public Service (AMPS), primarily Black and Latinx students.

**Success Story**

AMPS is a health pathway with engaging curriculum and real-world experiences. It has traditionally served a very diverse student population of first-generation students. In 2018-2019, 52 (31%) were Black and 69 (41%) were Latinx. The Completion Velocity partnership provides AMPS students with a head start toward earning stackable Certificate(s), Associates and Bachelor's Degrees in preparation for careers in human services. BCC Faculty Lead, Melina Winterton (HUSV Pathway Coordinator and Instructor) began collaborating with AMPS Lead (Claudia Gonzalez), to design and coordinate curriculum and student support workshops. Workshops included Canvas navigation, study sessions, and what to expect in college courses (including both in-class and online instruction models). The courses provided are included in the BCC HUSV Pathway, which result in a Social Work and Human Services Paraprofessional Certificate of Achievement. They also lead into an Associate's Degree in Liberal Arts; Social and Behavioral Sciences, and overlap with an Associate's for Transfer Degrees in Sociology and Psychology.

- Professional Development / Coordination: In order to ensure alignment between BHS and BCC and provide ongoing planning and coordination, AMPS Lead, Claudia Gonzalez, and Berkeley City College HUSV Pathway Coordinator, Melina Winterton, are collaborating closely to design and implement curriculum design, student support workshops, and community engagement opportunities. They are meeting biweekly this spring semester (2020)
- Activities/Workshops:
- Enrollment support: Prior to the start of each semester, all AMPS students receive hands-on support with completing the online BCC applications and concurrent enrollment forms, to successfully enroll in BCC HUSV course options. Presentations and enrollment workshops will take place during the school day, as well as after school, to meet student needs.
- Canvas overview workshop: Prior to the start of the semester, AMPS students enrolled in BCC courses participated in an overview of the online instruction platform, "Canvas". In courses that utilize the hybrid format of instruction, students receive weekly instruction in person as well as online. Canvas workshops ensure that students have access to their online accounts, an understanding of how to navigate online instruction, and expectations for weekly activities online.
- Embedded (BCC) Classroom Support: Berkeley's 2020 Vision Shinnyo Fellow, Robael Gizachew, attends BCC class sessions with AMPS students. Additionally, Berkeley City College provides an embedded tutor.
- AMPS Classroom Support: In the fall of 2020, through collaborative efforts between BCC and AMPS Lead instructors and coordinators, AMPS instructors will support students with BCC course curriculum and assignments during the traditional school day schedule at BHS.

**Outcomes**

In 2019-2020 year, over 25 BHS students enrolled in BCC HUSV Pathway courses.

15 BHS students successfully completed a BCC HUSV Pathway course, including 10 AMPS students (9 AMPS juniors).

19 of 47 AMPS seniors are on track to graduate high school with a minimum of 9 units completed at BCC.

10 AMPS seniors have successfully completed at least one HUSV Pathway course at BCC.

In the spring of 2019, 6 AMPS sophomores, 1 AMPS junior, and 1 AMPS senior are enrolled in an HUSV Pathway course.

#### **Vision for Success Goals**

- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups



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