



PLAN. INVEST. TRACK.  
Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Apr 2, 2018, 11:25 AM PDT

## San Jose City College - Guided Pathways

### Description

**COLLEGE:** San Jose City College

**PLAN TIMEFRAME:** Spring 2018-Summer 2019

**READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS:** Yes

### Project Contacts

<b>Point of Contact</b> <b>Robert Gutierrez</b> robert.gutierrez@sjcc.edu	<b>Point of Contact</b> <b>Robert Gutierrez</b> robert.gutierrez@sjcc.edu	<b>Point of Contact</b> <b>Robert Gutierrez</b> robert.gutierrez@sjcc.edu
<b>Alternate Point of Contact</b> <b>Judith Bell</b> SJCC Guided Pathways Faculty Coordinator judith.bell@sjcc.edu	<b>Alternate Point of Contact</b> <b>Joyce lui</b> Dean of Research, Planning, and Institutional Effectiveness joyce.lui@sjcc.edu	

### Certifying Contacts

<b>Chancellor/President</b> <b>Byron Breland</b> President of SJCC byron.breland@sjcc.edu 4082883725	<b>President, Academic Senate</b> <b>Jesus Covarrubias</b> President, Academic Senate jesus.covarrubias@sjcc.edu
--	---

### Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
<b>INQUIRY (1 - 3)</b>				
1. Cross Functional Inquiry	✓			
2. Shared Metrics			✓	
3. Integrated Planning		✓		
<b>DESIGN (4 - 8)</b>				
4. Inclusive Decision-Making Structures			✓	
5. Intersegmental Alignment	✓			
6. Guided Major and Career Exploration			✓	
7. Improved Basic Skills	✓			
8. Clear Program Requirements			✓	
<b>IMPLEMENTATION (9 - 14)</b>				
9. Proactive and Integrated Student Supports			✓	
10. Integrated Technology Infrastructure			✓	
11. Strategic Professional Development			✓	
12. Aligned Learning Outcomes			✓	
13. Assessing and Documenting Learning			✓	
14. Applied Learning Outcomes			✓	

## Inquiry

### 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.

**CURRENT SCALE OF ADOPTION:** Pre-adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Early Adoption

**MAJOR ACTIVITIES:** Building on national and district data, the Guided Pathways (GP) project at San Jose City College will focus on cross functional inquiry in several ways. First, the Guided

Pathways Assessment will be reviewed with faculty and staff to engage in conversations regarding suggested improvements. Second, a faculty co-chair will be hired and provided release time to oversee the Guided Pathways Steering Committee and its work toward accomplishing cross-functional inquiry goals and objectives. This committee will begin work in Spring 2018, through Summer 2019 to create a comprehensive plan for GP at San Jose City College. The GP Steering Committee will focus on creating an online counseling intake system that reduces input time for counselors during student appointments. They will also look at student success data and merge that with The Campaign for College Opportunity (AB-705) efforts to ensure that students seeking a path to transfer have every opportunity to complete college-level coursework in English and math. This will involve creating professional development opportunities for faculty and staff that highlight the shared goals of these two programs in facilitating success for students seeking to transfer. The Guided Pathways plan will be a college-wide initiative and will focus on student outcomes for success. It will seek more institutional technology support from the San Jose Evergreen Community College District (SJECCD) to help make GP an online venture. Student checkpoints will be built into the cross functional inquiry to maximize effectiveness of the project. Other aspects of cross functional inquiry will include mandated tutor progress reports, dedicated professional development activities to raise awareness about the GPS project, and creating common entry and exit milestones for students. Efforts will be made across campus to ensure that students are registering with intention for faster completion rates.

**EXISTING EFFORTS:** Plan development has been an inclusive process, seeking feedback from the Associated Student Government (ASG), Classified Senate, and Academic Senate. A two-day event was held, including 30-minute stakeholder interviews from constituency groups to gather ideas and feedback, culminating in a campus-wide open forum to debrief the College President, Executive Officer, and campus leaders. Feedback from students in ASG was received via council meeting and three-question survey, and produced three suggestions: 1. Design technology to give students real-time progress of their educational planning; 2. Streamline matriculation and placement for future students; 3. Increase communication to provide clear guidelines about, and better understanding of, AB-705. Preliminary drafts of the plan were circulated, and formal approval given by the Academic Senate. Several SJCC initiatives will be folded into Guided Pathways. Student data from both external and internal sources will be reviewed. Tutor progress reports will be assessed for effectiveness and redesigned as needed. Professional Development activities for faculty and staff will be calibrated to include GP initiatives. Online platforms such as Hobson's and Starfish will be reviewed as a possibility for providing just in time educational updates to students. Common entry and exit milestones will be created using existing successful campus models such as the METAS Program and two Title V: HSI projects. Specifically "Caminos", which aims to increase completion rates and reduce completion time among first year Latino and low-income students underprepared for college upon entry; and "Cultivamos Excelencia", a cooperative arrangement with UC Santa Cruz that increases transfer rates to UCs by offering transfer readiness, and prepares students for undergraduate research institutions. Existing counseling processes will be reviewed, including registration. The GP initiative of helping students complete their education more efficiently will serve as a catalyst for refinement of matriculation processes and incorporate AB-705. Students will be encouraged to register with intentionality during orientation sessions. A proposed online counseling intake system will reduce input time for counselors during student appointments. Under GP, the college will revisit the idea of allowing students who are designated as "transferring" to have priority registration if they attend a transfer orientation.

**MAJOR OUTCOMES:** As a result of San Jose City College's GP Program, student success will be reflected as follows: 1) The Guided Pathway Services at San Jose City College will ensure that students know requirements for success. 2) The faculty, staff and administration at SJCC will minimize the time required for students to prepare for college, including espousing the techniques suggested by AB-705 to ensure alternative placement policies to ensure appropriate English and math skills acquisition. 3) SJCC students will accelerate their entry into coherent fields of study. 4) SJCC faculty and the GP Steering Committee will customize and contextualize instruction for our students. 5) SJCC student support services will integrate their offerings with instruction to benefit all students. 6) The SJCC GP Steering Committee will leverage institutional technology to improve learning and to foster better program delivery. 7) The SJCC faculty and staff will continually monitor student progress and provide proactive guidance for GP participants and all students. 8) The SJCC faculty and staff will reward behaviors that contribute to students' completion of courses, certificates, transfer and vocational preparation. 9) Communication across all quadrants of the campus will be enhanced and improved by the Guided Pathways program among SJCC faculty, staff and students. 10) A Guided Pathways Faculty Coordinator will be hired in Spring of 2018 to assist the Guided Pathways Steering Committee. 11) A Steering Committee comprised of those interested in serving on the GP project will be selected and meet several times during the Spring 2018 semester. 12) An increase in certificate and degree completion will occur after the deployment of the Guided Pathways Services.

### 2. SHARED METRICS

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.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

### 3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

## Design

### 4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

### 5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

**CURRENT SCALE OF ADOPTION:** Pre-adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Early Adoption

**MAJOR ACTIVITIES:** San Jose City College is adopting a college-wide approach to student success via the Guided Pathways program. The college envisions the roll out of the Guided Pathways as a way for students to navigate through their entire higher education experience from start to finish. This process will require integrated planning within the college and its external partners, such as local area high schools. Working with local high schools, the SJCC Guided Pathways program will orient students to the starting location of their higher education journey. We will also provide direct assistance in moving them toward a career of interest to them and of value in the labor market. Using the new suggested strategies of AB-705, SJCC will collect and analyze high school transcripts as another tool in determining placement and the need for remedial English or math classes. As they begin their chosen path, the SJCC GP will guide them along the way, letting them know actions they need to take when necessary. It will also guide them back to the path of their chosen destination when the inevitable life events or academic obstacles appear in their path. The SJCC GP system will empower students with a wider range of options to explore higher education by making the journey less intimidating and by providing potential cost-savings to students by focusing on appropriate timelines for completion and transfer. At the core of the SJCC GP program there will be clear, educationally coherent program maps. The map database created by faculty and advisors will contain easy-to-understand steps for the routes through programs, along with the learning outcomes of the program that are aligned and identified requirements for success when transferring and entering the workforce.

**EXISTING EFFORTS:** The San Jose City College Guided Pathways program will triangulate the student's starting position on the Guided Pathways map, providing the support required to get the

student onto college-level pathways, and keep the student on the pathways to successful completion of the program. The Guided Pathways program at SJCC will be built upon the Guided Pathways Essential Practices as follows: Step 1: Clarify the Path In SJCC's GP plan the geography being navigated is the faculty-created curriculum and classes needed for completion. The GP Steering Committee will use existing Professional Development Day opportunities to ensure that faculty and program chairs are successful in developing updated, streamlined curriculum for this process. The GP Faculty Coordinator, who will be hired in Spring of 2018, will serve as the liaison between the faculty and the GP Steering Committee to achieve this outcome. The Faculty Coordinator will also work with successful program models such as METAS on campus to develop a successful model for the GP Program. Step 2: Help SJCC Students Choose and Enter a Pathway SJCC's Guided Pathways services will determine the level of college readiness for each student, and map out the route to get the student to college-level ability. This will require integrated planning by the GPS Steering Committee with counselors, faculty, advisors and students on campus. These efforts will also need to be combined with the new faceted approach of AB-705's goals of using high school transcript data and grades to help more students enroll directly into college-level courses instead of designating remediation based on testing. Intake processes, orientation topics and online modalities will all be improved during this process. The SJCC Integrated Plan, which was recently completed, will also contribute to and align with the school's GP strategy. Step 3: Help SJCC Students Stay on the Path This comprises the "guided" component of GP: an intentional monitoring of students' progress and immediate interventions when "real life" demands affect SJCC students. Efforts will be made to clarify the most expedient way to choose college classes, reduce the time needed to complete those classes, and to increase the number of students finishing degrees and earning certificates.

**MAJOR OUTCOMES:** As a result of San Jose City College's GP Program, student success will be reflected as follows: 1) The Guided Pathway Services at San Jose City College will ensure that students know requirements for success. 2) The faculty, staff and administration at SJCC will minimize the time required for students to prepare for college, including espousing the techniques suggested by AB-705 to ensure alternative placement policies to ensure appropriate English and math skills acquisition. 3) SJCC students will accelerate their entry into coherent fields of study. 4) SJCC faculty and the GP Steering Committee will customize and contextualize instruction for our students. 5) SJCC student support services will integrate their offerings with instruction to benefit all students. 6) The SJCC GP Steering Committee will leverage institutional technology to improve learning and to foster better program delivery. 7) The SJCC faculty and staff will continually monitor student progress and provide proactive guidance for GP participants and all students. 8) The SJCC faculty and staff will reward behaviors that contribute to students' completion of courses, certificates, transfer and vocational preparation. 9) Communication across all quadrants of the campus will be enhanced and improved by the Guided Pathways program among SJCC faculty, staff and students. 10) A Guided Pathways Faculty Coordinator will be hired in Spring of 2018 to assist the Guided Pathways Steering Committee. 11) A Steering Committee comprised of those interested in serving on the GP project will be selected and meet several times during the Spring 2018 semester. 12) An increase in certificate and degree completion will occur after the deployment of the Guided Pathways Services.

## 6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

## 7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** Leaders at San Jose City College have looked at their data and realized that basic skills need to be continually improved to foster student success. As a result, college

leaders are working to communicate a compelling vision for the pathways work on this campus. San Jose City College's Basic Skills faculty have been asserting that the college needs to adopt the mindset of "working to make the college student-ready", as opposed to assuming that students are college-ready. These efforts to ensure student-readiness are reinforced by the state's adoption of AB-705 and will provide another tool for counselors and Basic Skills faculty to use in analyzing the need for remedial education on a student-by-student basis by embracing multiple measures of performance and preparation. To reinforce the idea that Guided Pathways is not just another initiative, SJCC leaders are recognizing and publicly acknowledging the college's process of becoming a pathways college. The GPS program is being adopted as a strategy for aligning innovations the college has been working on around the central goal of helping students choose, enter, and complete programs that enable them to achieve their goals for careers and further education. Basic skills are a key component of this new plan, and provide a foundation for integration of Guided Pathways, AB-705, and the Integrated Plan at SJCC.

**EXISTING EFFORTS:** To improve Basic Skills as part of SJCC's Integrated Plan and Guided Pathways plan, new initiatives are being launched. The embedded tutoring program is going to resume

on campus. Planning is underway to create a team of Basic Skills instructors to serve as mentors to other faculty and students on campus. A Student Learning Outcomes Toolbox for BSI and other challenged students is being discussed as a potential project. Educational Plans, as well as Transfer Plans, will be part of the Guided Pathways initiative on campus. The tools of AB-705 will be incorporated as a new way of analyzing prospective transfer students' needs for remedial education in the context of their high school experience. All these actions are focused on motivating BSI students, and removing many of the barriers that have traditionally held them back from accomplishing their academic and career goals. Other specific plans include providing "11th hour support" to students based on real time results from academic testing and counseling initiatives. The team envisions a dashboard for measuring BSI skills and internships that teach Basic Skills development. A STEM Boot Camp model is being considered for possible launch at the SJCC campus. Plans are also underway to create student clusters based on majors that are open to BSI students. These collective efforts aim to reduce midterm drop-out by lower achieving students and facilitate the most expedited path for students to achieve their goals.

**MAJOR OUTCOMES:** As a result of San Jose City College's GP Program, student success will be reflected as follows: 1) The Guided Pathway Services at San Jose City College will ensure that students know requirements for success. 2) The faculty, staff and administration at SJCC will minimize the time required for students to prepare for college, including espousing the techniques suggested by AB-705 to ensure alternative placement policies to ensure appropriate English and math skills acquisition. 3) SJCC students will accelerate their entry into coherent fields of study. 4) SJCC faculty and the GP Steering Committee will customize and contextualize instruction for our students. 5) SJCC student support services will integrate their offerings with instruction to benefit all students. 6) The SJCC GP Steering Committee will leverage institutional technology to improve learning and to foster better program delivery. 7) The SJCC faculty and staff will continually monitor student progress and provide proactive guidance for GP participants and all students. 8) The SJCC faculty and staff will reward behaviors that contribute to students' completion of courses, certificates, transfer and vocational preparation. 9) Communication across all quadrants of the campus will be enhanced and improved by the Guided Pathways program among SJCC faculty, staff and students. 10) A Guided Pathways Faculty Coordinator will be hired in Spring of 2018 to assist the Guided Pathways Steering Committee. 11) A Steering Committee comprised of those interested in serving on the GP project will be selected and meet several times during the Spring 2018 semester. 12) An increase in certificate and degree completion will occur after the deployment of the Guided Pathways Services.

## 8. CLEAR PROGRAM REQUIREMENTS

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.

In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

## Implementation

### 9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

### 10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

### 11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

## 12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

## 13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

## 14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

## Performance Indicators

### PARTICIPATION

#### KEY PERFORMANCE INDICATORS

#### CURRENT KPI DATA

Average number of credits attempted in year one	16.80409836
---	-------------

Average number of degree-applicable credits attempted in year one	13.51103956
---	-------------

College-level course success rate	0.803826
-----------------------------------	----------

Full-time students	447
--------------------	-----

Number of students	1464
--------------------	------

Persisted from term one to term two	864
-------------------------------------	-----

### TRANSFERRABLE MATH & ENGLISH COMPLETION

#### KEY PERFORMANCE INDICATORS

#### CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one	84
---	----

Successfully completed transfer-level English in year one	255
---	-----

Successfully completed transfer-level math in year one	139
--	-----

### FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Attempted 15+ college credits in first term	143
Successfully earned 12+ college credits in first term	169
Successfully earned 15+ college credits in first term	66
Successfully earned 6+ college credits in first term	470

### Budget Totals

Total Budget

**\$180,738**

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$77,500	42.88%
2000 - Non-Instructional Salaries	\$32,500	17.98%
3000 - Employee Benefits	\$27,500	15.22%
4000 - Supplies and Materials	\$18,500	10.24%
5000 - Other Operating Expenses and Services	\$24,738	13.69%
<b>San Jose City College Total</b>	<b>\$180,738</b>	<b>100%</b>

### Efforts & Support

**EFFORTS:** As one of the several SJCC initiatives to help increase student success, and aligned with AB705 and Guided Pathways, SJCC has developed a self-guided assessment tool in collaboration with ITSS. The tool uses high school cumulative grade point average (GPA) and course grades to predict students' success in transfer level courses. • As of December 2017, SJCC is participating in the Cal-Pass program in which San Jose Unified School District (SJUSD) will share electronic high school student GPA and transcript information with SJCC. • The Dean of Research IEP and Division Dean of Counseling have worked with the English, Math, Reading and ESL faculty and the division deans to adopt the RP decision making rules/cut scores in October and December 2017. • A Self-Guided Tool prototype has been designed for English, Math, Reading. An ESL tool is currently being developed by ITSS: -Discipline faculty have tested the prototype and provided feedback. -Counseling faculty member is working with Assessment Center staff and Dean of Counseling on the script for the final product. -Final implementation is scheduled to launch on March 28th after the tool is tested with students, counseling, outreach, and respective discipline faculty. For the last five years, counselors have utilized several multiple measures when placing students in college coursework. The list of multiple measures includes the following: • AP Test Scores of Courses Taken in High School • High School Cumulative G.P.A. (Primary Factor) • High School Grades • Common Core Score (formerly CST -California Standard Test) • High School English Language Arts Grades (types: expository, remedial, ESL) • Delay between HS and CCC (math) • College Board SAT exams scores • IB Exam Scores • ERWC • Interviews with counselors, instructors, advisors • Division Exam • SJCC Prerequisite Challenge including reading and writing challenge • Grades of Higher Level of Math Course(s) taken • International College Coursework • HS Math level (Basic Math, Algebra, Intermediate Algebra, Pre-Calculus) • Other College/University Coursework • Non-cognitive variables: Self-efficacy, mindfulness, hope and other measures • CLEP Exams (College Level Examination Programs) • ACT Exams Scores • ESL Faculty Advisory • Student Challenge Form • Instructional Faculty Recommendations

**CHANCELLOR'S OFFICE SUPPORT:** Since Guided Pathways is a campus-wide initiative, it would be helpful to see other successful models of implementation. It would also be helpful to have the Chancellor's Office designate a point of contact for curriculum mapping and program questions. Finally, we would appreciate online webinars to discuss administrative, fiscal and programmatic compliance to ensure success. Best practices are always a good way to check to ensure that we are providing the best services to our students, faculty and staff.

### Certification

**CHANCELLOR/PRESIDENT**

**Byron Breland**  
 President of SJCC  
 byron.breland@sjcc.edu  
 4082883725

**APPROVED**

**Mar 29, 2018**

**PRESIDENT, ACADEMIC SENATE**

**Jesus Covarrubias**  
 President, Academic Senate  
 jesus.covarrubias@sjcc.edu

APPROVED  
Mar 28, 2018



2018 © California Community Colleges  
NOVA Site Version: 3.2.3