

Preview

Details

College

Victor Valley 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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Awaiting Submittal

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Awaiting Submittal

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

Strategic Enrollment Management Team created to work with coaches during 19/20 academic year.

Guided Pathways coaches worked with faculty, staff, students, and managers to sort and identify potential "meta majors."

Utilized labor market information to help with viable design.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

"Meta Majors" identified and named
2 year program plans created

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Marketing and publicity materials created to promote VVC access, pathways, matriculation, and success.
Integrate into campus materials (catalog, website, handouts) and provide information/training to college community.
Ensure clear, concise, consistent, coordinated information shared across multiple modalities.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Educational Master Plan is in draft form. Faculty have completed program review and SLO/PLO process and are currently reviewing programs and courses in light of success metrics and labor market/employment information.

College ADT's (Associate Degree for Transfer) continue to be developed by VVC faculty and promoted through the Transfer Center.

Strong Workforce program is....

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Develop strategic pathways (including 2-year program plans) for HS students into career technical education, certificates/degree programs and transfer options.

Utilize CCAP to enhance college readiness and advancement toward successful completion within two years.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Enhance dialogue with educational partners (HS and University level) regarding course alignment and articulation.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Enhance dialogue with local employers.

Term and Year

Winter - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

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

New College website is being rolled out during Fall, 2019.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Area representatives receive training to edit and update program webpages.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Detailed program information (to include employment and educational opportunities) is easily available and accessible on the website, from student services and program instructional offices, and from counseling.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Not systematic

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

On-line educational planning was introduced in Summer, 2019, and counseling faculty trained.

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

Not Entered

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

Students will have access to on-line educational planning tools.

Training opportunities will be rolled out for students and staff to ensure full understanding and maximum usage.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Two year program plans will be finalized and promoted.

Program plans will be included on the website and available on campus for information and planning purposes.

Catalog, website, and other campus informational materials will be updated.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Scaling in progress

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

In support of AB705, required math courses for every program/major were identified.

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

Spring - 2019

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

Math courses appropriate to each program will be confirmed as program plans are finalized.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

Currently, students engaged with categorical and special population programs have systematic career exploration/discussions as part of the educational planning process.

A systematic process does exist for HS seniors to be introduced to VVC programs and create abbreviated ed plans.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Facilitate discussions with local HS districts to coordinate career exploration activities in a seamless fashion K-16.

Review GUID courses and enhance career exploration and major identification.

Develop on-line Career Center resources

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Include career exploration and major identification activities as part of outreach and matriculation.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Planning to scale

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

First Year Experience cohorts successfully support STEM and transfer students.

Fresh Start Academy piloted in Summer, 2019 to support incoming Math and English students.

Math and English courses have been redesigned and offered to promote successful completion for students who are not fully prepared.

The Math Lab, Writing Center, and Basic Skills lab have been expanded and redesigned to incorporate effective practices.

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

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Gateway courses to be defined and identified during development of program plans.

Data will be reviewed and analyzed to determine student retention and completion in Fall, 2019 Math, English, and gateway courses. Effective practices and lessons learned to be used for planning, scheduling and enhanced teaching and learning.

Teaching and Learning Professional Development Calendar (including New Faculty Academy) to be developed and implemented.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Fresh Start Academies offered for new students to "jump start" successful experiences in Math, English, and gateway courses.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Fresh Start Academy piloted in Summer, 2019 to support incoming Math students.

Math courses have been redesigned and offered to promote successful completion for students who are not fully prepared.

ALEX training materials now available as non-credit support.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Retention and persistence data for students in Fall, 2019 Math classes is reviewed and analyzed as a way of better understanding effective teaching and learning strategies needed to ensure equitable student success.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Math faculty apply teaching strategies identified during Spring semester data review and learning assessment reflection.

Student support services are promoted; students are fully engaged in academic and personal development activities.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Fresh Start Academy piloted in Summer, 2019 to support and prepare incoming students for their English courses. English courses have been redesigned and offered to promote successful completion for students who are not fully prepared.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Retention and persistence data for students in Fall, 2019 Math classes is reviewed and analyzed as a way of better understanding effective teaching and learning strategies needed to ensure equitable student success.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

English faculty apply teaching strategies identified during Spring semester data review and learning assessment reflection.

Student support services are promoted; students are fully engaged in academic and personal development activities.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

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**

Tutoring Center has been expanded and tutoring staff increased to support additional courses.

A systematic tutor training program has been developed and implemented.

On-line tutoring is available to students 24/7.

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

Not Entered

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

An effective early alert program needs to be developed to identify and reach out to students at the first sign of struggle.

A college wide campaign to promote student support services will provide awareness and access to a larger number of students.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Early alert program is utilized for English, Math, and gateway classes.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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**

District CCAP program has expanded to include most feeder high schools.

Faculty are identifying strategic course offerings to enhance pathways.

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

Not Entered

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

Meetings with feeder high schools will identify long-term, strategic planning of course offerings to align with completion goals.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Career exploration, major identification, and educational planning are clearly aligned with meta majors.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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**

On-line educational planning system introduced to better document and engage students in their educational program planning.

Rambassadors identified and trained to provide peer support (registration, persistence) to students who have educational plans.

EAB software implemented to identify student cohorts and provide progress data.

Timeline for Progress to Date

Term and Year

Not Entered

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

Financial Aid and Counseling departments to work together to develop Academic Standards of Progress information and follow-up program to ensure students are aware of their responsibilities and expectations to promote completion.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Review data, discuss outcomes, and consider plans to connect with students at identified touchpoints that help students remain successfully on their chosen pathway.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Educational Planning software has been implemented and counselors trained.

Touchpoints have been identified to focus "just in time" attention on student needs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Students will have web access to their educational plan and planning tools to empower the students with options, information, and progress status.

Provide information, training, and awareness program to engage students with educational planning tools.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Students will have access to robust on-line resources to engage them in matriculation, progress, retention, and completion activities.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Counselors reach out to students who do not meet minimum gpa requirements.

Financial Aid tracks students who don't meet Standards of Academic Progress.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Early Alert discussions; faculty development of a program that works.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

Conversations occur on an individual basis.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Data review to determine number of students not accepted upon application to impacted programs.

Conversation between Counselors and Instructional Department to gain understanding of options.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

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

College working with SEM coaches to learn and apply effective practices regarding course and program offerings and scheduling.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Faculty creating program matrices to review and identify core courses.

2 year program plans will be developed with instructional and counseling faculty to include general education requirements.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

2 year program plans to be finalized, and information available on department web pages and on campus.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Catalog, website, and handouts will include meta major pathways, program plans, and clear information about how to complete in 2 years.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

PRAISE reports (program review, SLO, PSLO, etc.) are completed by all departments/programs on an annual basis.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Ongoing training in the use of data, metrics, and using technology in support of outcome assessments.

Development of New Faculty Academy.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Increased usage of labor market data in program planning.

Intentional connections with employers and 4-year educational partners to discuss alignment.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Planning to scale

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

Rigorous student learning outcomes have been established and are assessed regularly to inform teaching and learning improvement.

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

Not Entered

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

Gateway courses are defined and identified.

Data is reviewed and analyzed from Fall, 2019 gateway courses to identify opportunities for improvement in teaching and learning.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

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

Planning to scale

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

Cooperative Education program has developed and grown.

CalWORKs work-study program (off campus) and Financial Aid work-study program (on-campus) provide students experiential learning opportunities related to their career goals.

Rambassadors are hired and trained as peer advisors to use their knowledge and skills to serve their fellow students during outreach, matriculation, and inreach activities that encourage success.

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

Not Entered

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

Coordination of efforts across campus.

Development of student job placement process that is coordinated and promotes professional skill-building.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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**

Effective SLO/PSLO processes in place.

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

Fall - 2019

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

Develop non-instructional program review and SAO process that aligns with instructional process.

Provide and promote additional professional development opportunities to engage discussion and critical review of current practices.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

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

Effective process in place to identify, collect, report, and analyze learning outcomes assessment.

College-wide commitment to increase of professional development and learning opportunities for staff and faculty. Created position and hired new Dean of Pathways and Professional Learning.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Formalize professional development offerings; develop New Faculty Academy.

Survey faculty, staff, and students to identify professional development and learning needs.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Career Technical Education students use "Purple Briefcase" to collect and document learning activities.

Transfer Center support provided for students creating University application packets.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Identify opportunities to use technology in support of student portfolios.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

CCSSE and Student surveys conducted in the past.

Student survey drafted with support of student leadership for implementation in Spring, 2020.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Student survey implemented.

College commits to CCSSE.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

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)
- Student focus groups

- Other

Other

Student Communication Forums

Engagement Efforts - Details


Engaging student voices is a top priority for both student and college leadership.

Course Alignment

Two major efforts are encouraging dialogue regarding course alignment:

- 1) Strategic Enrollment Management: Course offerings and schedules are being reviewed in terms of their relevance to program completion requirements. Two year program plans are being developed with the goal of ensuring all courses required for program completion are offered at least once every two years.
- 2) Educational Planning software allows us to maintain ed plans on-line and gather data that identifies which majors students are identifying as their academic goals.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 SOAA submitted 5.1.19.pdf	Self-Assessment	11/26/2019, 4:30:36 AM	VVC SOAA submitted 5.1.19

Success Story

Success Story (optional)

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals



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