

# Preview

Status: Submitted

## Details

### College

Crafton Hills 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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## Approvers

### Chancellor/President

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President

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Approved by Kevin Horan Crafton Hills College

02/25/2021 08:51 AM PST

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Reminder Sent 

Awaiting Approval

**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**

Scaling in progress

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

With the help of students, the college has developed its Career and Academic Pathways (CAPs) to house all its programs of study. We are finalizing the CAPs student website that will serve as a starting point for students' academic and career exploration.

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

Fall - 2020

**Next Steps****Timeline for Next Steps**

**Next Steps Toward Implementing Practice at Scale**

Finalize the CAPs student website

**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.**

None at this time.

**Support Needed - Detail**

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

**Type(s) of Support**

- Connections with other Guided Pathways teams

**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**

At scale

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

We are in the process of implementing PAIRIN, a Starfish-based module designed to help students explore career paths that align with their work experience and interests. PAIRIN offers career assessments, recommended career paths, and job trends with salary information.

We publish an online guide providing students with wage and career information by program. And our partnership with Equifax also means we also have reliable long-term career and wage information for all students.

Our iseek program also allows our students to develop a career portfolio, (i.e. resume, cover letter, elevator pitch), learn hireable leadership and employability skills through online training, earn digital badges, and gain interview skill preparation for successful employment or university transfer. The purpose of this program is to prepare students for

successful employment, to be strong candidates for competitive scholarships and/or special university programs for transfer.

The college will continue developing low-unit credit and non-credit skills certificates to meet individual and labor market needs, and will develop scaffolded non-credit/credit/certificate/degree programs.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Finalize the implementation of PAIRIN; begin sharing out recently received Equifax findings; and continue our isseek program and our efforts towards developing low-unit credit and non-credit skills certificates.

### Term and Year

Fall - 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.

None at this time.

### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

### Type(s) of Support

- Connections with other Guided Pathways teams

## 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

At scale

## Progress to Date

### Progress to Date Implementing Practice

We publish an online guide providing students with wage and career information by program. And our partnership with Equifax also means we also have reliable long-term career and wage information for all students.

As noted under **Practice B**, we are also in the process of implementing PAIRIN, a Starfish-based module designed to help students explore career paths that align with their work experience and interests. PAIRIN offers career assessments, recommended career paths, and job trends with salary information. Additionally, we are in the process of implementing Job Speaker, an online platform specifically designed to help students streamline their job searching all in one place.

As part of our Strong Workforce efforts, we also assist students in securing paid and unpaid employment opportunities within the community and match business and industry needs with the skills and training offered by our programs of study.

## Timeline for Progress to Date

### Term and Year

Spring - 2019

## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Finalize the implementation of PAIRIN and Job Speaker; begin sharing out recently received Equifax findings.

### 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.

None at this time

### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

**Type(s) of Support**

- Connections with other Guided Pathways teams

**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**

Scaling in progress

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

We are in the process of finalizing program maps for all our programs of study and we have implemented the Starfish-based degree planner for developing and maintaining step-by-step educational plans.

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

Fall - 2019

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

Finalize program maps across the college and make them available online.

**Term and Year**

Fall - 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.**

None at this time.

**Support Needed - Detail**

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

**Type(s) of Support**

- Connections with other Guided Pathways teams

**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**

Math courses and pathways are aligned with STEM and non-STEM majors. The math department has developed three recommended pathways for use in program maps. These are Statistics and Liberal Arts, Business, and STEM. The math department is reviewing program maps to ensure that course recommendations align with students area of study. Pathways are also aligned with AB 705 recommendations and highlight co-requisite support courses where appropriate.

Training for math faculty to incorporate technology, applied projects, and real data in courses. Statistics courses are taught in computer labs.

Course pre-requisites have also been streamlined, in addition to AB 705 requirements, to increase student success and minimize excess units.

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

Fall - 2018

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

Continue developing and reviewing program maps.

Continue developing curriculum and faculty training.

**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.

None at this time.

### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

### Type(s) of Support

- Connections with other Guided Pathways teams

## 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

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

We are in the process of implementing PAIRIN, a Starfish-based module designed to help students explore career paths that align with their work experience and interests. PAIRIN offers career assessments, recommended career paths, and job trends with salary information. Additionally, we are in the process of implementing Job Speaker, an online platform specifically designed to help students streamline their job searching all in one place. Students also already have access to career assessments via Career Coach.

Additionally, we use Starfish to identify students without educational plans, allowing us to contact them to address the matter.



## Timeline for Progress to Date

### Term and Year

Spring - 2019

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Finalize the implementation of PAIRIN and Job Speaker; examine the possibility of having all new students complete the New Student Advisement process.

### Term and Year

Fall - 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.

None at this time.

### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

### Type(s) of Support

- Connections with other Guided Pathways teams

## 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

At scale

## Progress to Date

### Progress to Date Implementing Practice

We are using demand-based data to identify courses that could benefit most from embedded tutoring.

DSPS – Technology Success Center (TSC). The TSC is dedicated to creating equal access for all students. Since March 2020, it has served more than 500 students and worked with more than 100 faculty to expand accessibility and success in distance learning.

Starfish/early alert system is in place, allowing faculty to connect students with additional supports.

Students now have electronic access to their educational plan.

Faculty have received some training with high engaging teaching techniques and they have received training focused on problem topics/concepts in STEM core courses. Supplemental Instruction is also provided in STEM courses.

We also offer a course focused on introducing learning in an online environment -- this course addresses discussion boards, internet access, equipment needs, software skills, learning styles and strategies for becoming a successful online learner. It is recommended for all students prior to enrollment in an online course.

We are also participating in the Military Articulation Program (MAP) designed to offer college credit for the specialized training that veterans have received while in service.

## 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

Continue to expand the use of Starfish across all courses; continue offering applicable professional development opportunities for faculty and staff.

### Term and Year

Fall - 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.

None at this time.

### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

**Type(s) of Support**

- Connections with other Guided Pathways teams

**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**

At scale

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

Tutoring, supplemental instruction, and embedded tutoring are available for all gateway courses.

Corequisites for math courses are already available.

STEM Success Center is already fully operational.

Ongoing professional development for all math faculty.

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

Spring - 2021

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

Continue to offer faculty and staff additional AVID-based training; and continue to engage faculty with the high impact practices offered by the Association of American Colleges & Universities.

**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.

None at this time.

#### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

#### Type(s) of Support

- Connections with other Guided Pathways teams

## 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

At scale

## Progress to Date

#### Progress to Date Implementing Practice

Tutoring, supplemental instruction, and embedded tutoring are available for all gateway courses.

Corequisites for English courses are available

Ongoing professional development for all English faculty

AVID training offered to faculty to help embed equitable student-centered teaching practices in the classroom.

## Timeline for Progress to Date

#### Term and Year

Fall - 2019

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Continue to offer faculty and staff additional AVID-based training; and continue to engage faculty with the high impact practices offered by the Association of American Colleges & Universities.

#### 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.**

None at this time.

**Support Needed - Detail**

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

**Type(s) of Support**

- Connections with other Guided Pathways teams

**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**

At scale

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

Tutoring, supplemental instruction, and embedded tutoring are available for all gateway courses. Tutoring is also offered for all STEM core disciplines via the campus's STEM center.

Corequisites for English and math courses are available.

Ongoing professional development for all English faculty.

AVID training offered to faculty to help embed equitable student-centered teaching practices in the classroom.

Supplemental Instruction is provided in STEM courses.

Embedded tutoring in Math and English was implemented in Spring 2019 and we are examining demand-based data to potentially expand those offerings.

DSPS – Technology Success Center (TSC). The TSC is dedicated to creating equal access for all students. Since March 2020, it has served more than 500 students and worked with more than 100 faculty to expand accessibility and success in distance learning.

Starfish/early alert system is in place, allowing faculty to connect students with additional supports.

Faculty have received some training with high engaging teaching techniques.

## 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

In addition to maintaining these efforts, we will be exploring the possibility of integrating Canvas and Starfish in a way that will allow us to identify students based on course performance, which will help us in more proactively offering students the supports that they need.

### Term and Year

Fall - 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.

None at this time.

### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

### Type(s) of Support

- Connections with other Guided Pathways teams

## 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

At scale

## Progress to Date

### Progress to Date Implementing Practice

The college implemented dual enrollment at our top two feeder high school districts and has finalized CCAP Agreements.

The college has also made all the changes aligning with the AB 705 requirements, and our math/English have taken part in an array of corresponding professional development activities in preparation for these changes.

The college has increased its adult education course offerings; the programs offered include (among others):

- 1.High School Diploma and NEDP
- 2.High School Equivalency (GED/HiSET)
- 3.Adult Basic Education skills (ABE– Math and Reading)
- 4.English as Second Language (ESL - beginner, intermediate and advance)
- 5.EL Civic/Citizenship Classes

We offer an annual Senior Day / Arts Day to help support the transition of local high school students to college. Moreover, Student Orientation, Application, Assessment, Advising, and Registration (SOAR) is offered to all of the feeder high school districts and we offer SOAR-related services on select Saturdays (Saturday SOAR).

### 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

We will be continuing these efforts and we will be creating secondary to post-secondary career maps for career-focused programs using a data analytics framework; as part of this effort, we intend to develop an online platform K12 students can use for career planning.

#### 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.

None at this time.

#### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

**Type(s) of Support**

- Connections with other Guided Pathways teams

## 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**

At scale

### Progress to Date

**Progress to Date Implementing Practice**

Our Starfish Degree Planner allows us to identify all students having completed a designated percentage of their educational plans (e.g., all students having completed 50% of their ed plan). It also allows us to contact each (or all) students to follow-up on their progress. Additionally, our degree audit functionality allow us to identify students that have already met all the requirements to earn a degree or certificate, or are close to completing an award (e.g., within 10 units of completing an award).

This translates to a real-time planning functionality allowing our college to proactively respond to student needs, especially given the over 10,000 educational plans already housed in the system.

### Timeline for Progress to Date

**Term and Year**

Fall - 2019

### Next Steps

### Timeline for Next Steps

**Next Steps Toward Implementing Practice at Scale**

Use our Starfish-based Close to Completion Report to contact students regarding their plans for completing corresponding degrees or certificates. We also intend to continue marketing our degree planning functionality to students.

**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.**

None at this time.

**Support Needed - Detail**

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

**Type(s) of Support**

- Connections with other Guided Pathways teams

**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**

At scale

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

All educational plans are now imported into the Starfish degree planner. The college is able to determine the number of abbreviated and comprehensive educational plans our students hold and our students now can readily determine how changes in their enrollment of courses affects their completion.

We also have a newly deployed Canvas course for students preparing for transfer to a four-year institution.

We also have a degree audit tool for those students seeking transfer degrees, associate degrees, and certificates.

All students can use the tool to examine their progress.

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

Fall - 2019

**Next Steps**

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Focus our efforts on implementing a new Starfish module called Retention Scores – this will allow trained staff to readily identify students that may be in need of additional supports so that they may be referred to such resources proactively. We will also be focusing our efforts on marketing the availability of these tools to faculty, staff, and students.

### Term and Year

Fall - 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.

None at this time.

### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

### Type(s) of Support

- Connections with other Guided Pathways teams

## 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

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

The Starfish online retention tool is now used by over 60% of faculty. Staffing is in place to intervene and advise when faculty or program staff identify a student at risk. Faculty and staff in our EOPS programs are also now using the tool. Additionally, the Counseling office practices academic/progress probation process which lets students know, after a semester of completing at least 12 units, if they fall below a 2.0 GPA and/or have completed 49%(or 51%?) or more units

with F, Ws, Incompletes. Identified students are then blocked from enrolling until they have completed a probation workshop and met with a counselor.

## 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

Increase our faculty's use to 100% and provide additional training to staff responsible for intervening and advising.

Moreover, we are currently in the process of implementing a Starfish-based Analytics platform on student risk based on the college's student information system. Implementing this program will allow for a better match between students and the support services/programs best suited to meet their needs. This analytics platform would also grant the college access to an inventory of best practices being implemented by colleges across country – ones that we could use to address at-risk students and for special populations. Our immediate next step is to enhance the validity and reliability of the college's student information system so that the analytics platform can work best for our students.

### 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.

None at this time.

### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

### Type(s) of Support

- Connections with other Guided Pathways teams

## 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

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

The Career Exploration and Life Planning class is recommended by counselor. Self-guidance career exploration tools, such as Job Speaker, are available. One-on-one counseling sessions also address this matter. Career Center semester workshops also offer student assistance on this matter.

## Timeline for Progress to Date

### Term and Year

Fall - 2020

## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Continue this work so that can be scaled across college, namely as it relates to the implementation of Job Speaker and the Starfish-based PAIRIN tool.

### 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.

None at this time.

### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

**Type(s) of Support**

- Connections with other Guided Pathways teams

**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**

Scaling in progress

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

The college is actively working on two and three-year program maps that offer students a listing of courses to complete by semester over a two (or three) year period to complete a given program of study. We have also developed a process for college scheduling that includes the use of educational planning data for the scheduling of section offerings. Program chairs also monitor and revise their scheduling matrices to document their tentative offerings over the next two years.

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

Fall - 2020

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

Continue work of finalizing the aforementioned program maps and embedding ed planning data into schedule planning. Additional work will also include the development of a program map for undecided majors and the scaling of the career planning class for undecided majors.

**Term and Year**

Fall - 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.

None at this time.

#### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

#### Type(s) of Support

- Connections with other Guided Pathways teams

## 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

At scale

### Progress to Date

#### Progress to Date Implementing Practice

All of programs have identified program learning outcomes that are directly tied to further education and employment outcomes, and course-level outcomes are mapped to one or more program outcomes.

### Timeline for Progress to Date

#### Term and Year

Fall - 2019

### Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Continued maintenance of these efforts and careful analysis of forthcoming Equifax findings that will offer insight into the career outcomes of prior students.

#### 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.**

None at this time.

**Support Needed - Detail**

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

**Type(s) of Support**

- Connections with other Guided Pathways teams

**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**

At scale

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

The majority of courses consistently map their course student learning outcomes to the critical thinking institutional learning outcome, suggesting that critical thinking serves as a core component of instruction. In addition, STEM offers faculty mentoring to increase research skills and enhance STEM textbook and academic journal reading skills. Lastly, STEM offers expanded access to human models that support Health Science courses that would otherwise only be available during class time or open lab sessions. The library also offers workshops designed to enhance students' research and critical thinking skills and the Tutoring Center further supports these efforts via its course-specific supports. The Honors Institute also offers its students an intellectually challenging curriculum and the opportunity to partake in independent research opportunities and present at research conferences.

Our math faculty have also participated in community of practices activities designed to help them continue to engage students in active and applied learning.

**Timeline for Progress to Date**

**Term and Year**

Fall - 2016

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

In addition to continuing the aforementioned efforts, our faculty will continue to participate in professional development activities designed to engage students.

**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.**

None at this time.

**Support Needed - Detail**

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

**Type(s) of Support**

- Connections with other Guided Pathways teams

**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**

At scale

**Progress to Date**



### Progress to Date Implementing Practice

The college provides opportunities for work-based learning, internships, clinical placements, study abroad, group projects in and out of class, and many others. COVID-19 restrictions have limited our in-person applied learning opportunities, but career technical education programs continue offering applied learning opportunities. Additionally, our college's computer information systems program offers internships to students, our microbiology program offers students project based-learning opportunities, and sociology (among other programs) still offer students access to service-learning activities. Our college's anthropology lab courses still offer applied learning experiences and our geology program still offers field work opportunities for students.

Additionally, our STEM center offers scientific writing support for students applying to STEM internships, scholarships, and employment opportunities. Moreover, STEM offers specific field trips (4-year universities and research facilities) and opportunities to meet with STEM professionals and graduate students. Lastly, STEM has partnerships with 4-year institutions and research facilities to provide paid summer research internships to CHC students. In this way, the STEM Center serves as the main academic hub to support students through the STEM pathway and beyond.

### Timeline for Progress to Date

#### Term and Year

Fall - 2019

### Next Steps

#### Timeline for Next Steps

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

Improve professional development for all faculty with respect to embedding these learning opportunities into the coursework and continue offering faculty opportunities to participate in professional development activities designed to engage students.

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#### 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.

None at this time.

#### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

#### Type(s) of Support

- Connections with other Guided Pathways teams

## 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

At scale

## Progress to Date

### Progress to Date Implementing Practice

The college assesses general education and institutional learning outcomes across programs. GE and ILO outcomes are examined annually by faculty. The results inform the college's Professional Development planning. ILO data are disaggregated by course characteristics (e.g., DE and face-to-face) and are examined by faculty to ensure that student learning is taking place regardless of instructional modality. Our campus also hosts an annual Career Day to allow community partners an opportunity to connect with students. The success we have continued having with this program suggests to us that students are attaining skills conducive to career success.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

The college has developed a plan to collect and analyze learning outcomes data at the student level – this will enhance our understanding of the link between learning and a host of other student outcomes. The pilot work is scheduled for Spring 2021 with a tentative campus wide launch scheduled for Fall 2021.

### Term and Year

Fall - 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.**

None at this time.

**Support Needed - Detail**

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

**Type(s) of Support**

- Connections with other Guided Pathways teams

**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**

At scale

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

The college developed a process for programs to include improvement of teaching and learning as part of their regularly scheduled program review submission (every program participates in program review). This effort serves as a critical component of our college's program review process and the program review committee (among others) has worked closely with programs to enhance the college's emphasis on using learning outcomes findings to enhance teaching and learning. In addition, our Emergency Medical Services (EMS) program is collaborating with our research office to examine the link between students' self-reported personality traits and subsequent course performance along with attainment of state certification. Such work will help inform the development of strategies designed to help students successfully attain proper certification. Lastly, the Institutional Effectiveness, Accreditation, and Outcomes Committee regularly examines learning outcome data to identify professional development opportunities.

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

Fall - 2016

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

Continue doing the work cited in the *Progress to Date* section

**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.**

None at this time.

**Support Needed - Detail**

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

**Type(s) of Support**

- Connections with other Guided Pathways teams

## 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**

The college recently acquired access to Job Speaker, a career-planning tool that among other things, documents students' learning in their respective profiles as students earn the appropriate skills along their pathway. Students can then share these skill attainments to prospective employers and employers can proactively search potential job candidates on the basis of the skills documented in students' profiles.

### Timeline for Progress to Date

**Term and Year**

Not Entered

## Next Steps

### Timeline for Next Steps

**Next Steps Toward Implementing Practice at Scale**

Focus on promoting Job Speaker to students, faculty, and staff to enhance its use and further explore the functionality of Job Speaker to better meet the needs of students.

#### Term and Year

Fall - 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.

None at this time.

#### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

#### Type(s) of Support

- Connections with other Guided Pathways teams

## 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

The CCSSE (Community College Survey of Student Engagement) is administered every other year and is used annually to inform planning and professional development.

Additionally, Student Satisfaction and Campus Climate Surveys are administered every other year and the results are shared broadly through the shared governance process. The results from the Student Satisfaction Survey also form the basis of the service area outcomes adopted by many of our student services programs to inform program-level planning efforts. We also implement committee self-evaluations on an annual basis to gather and respond to feedback from members of shared governance committees. This too is used to inform professional development efforts, namely as it relates to the shared governance process.

## Timeline for Progress to Date

### Term and Year

Spring - 2016

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Continue doing the work cited in the *Progress to Date* section

### 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.

None at this time.

### Support Needed - Detail

Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them

### Type(s) of Support

- Connections with other Guided Pathways teams

## 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

We have used our survey findings (e.g., CCSSE and Student Satisfaction Survey) and we have used use our focus group findings to better identify the factors most closely tied to student enrollment, retention, and success. What resulted are a set of recommendations, such as aligning support services with course schedules to offer greater access to courses and cultivating networking opportunities for students based upon shared cultural experiences to create a greater sense of diversity and inclusion. These findings formed the foundation of the college's planning efforts and served as a driver for a subsequent, more exhaustive, research exploration of how we can better serve our students (i.e., Student Voices Project) that, in turn, contributed to our college's decision to participate in USC's California Community College Equity Leadership Alliance. We therefore remain mindful of implementing guided pathways-related processes and demonstrating our commitment to equity and inclusion.

### Course Alignment

The college was a pilot institution for the state's educational planning initiative. The new Starfish-based tool is an online degree planning and student advising platform that now allows us to determine student progress. As part of that tool, we also have a close to completion report that allows to identify students that are close to earning an award. The college is able to determine the number of abbreviated and comprehensive educational plans and our students now can readily determine how changes in their enrollment of courses affects their completion. As part of our enrollment management efforts, we are actively developing processes to utilize educational plan data from Starfish to prioritize course offerings that align best with courses that students intend to complete.

### Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 <a href="#">CHC-SOAA-SP20-Revise.pdf</a>	Self-Assessment	2/23/2021, 12:49:31 PM	N/A

### Success Story (Optional)

#### Story: Title

##### 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**

- × 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.
- × Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- × Decrease the average number of units accumulated by California Community College students earning associate degrees
- × Increase the percent of exiting CTE students who report being employed in their field of study
- × Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- × Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



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