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

Project Director
Giovanni Sosa
Dean – Research, Planning, & Institutional Effectiveness
gsosa@craftonhills.edu
(909) 389-3206

Approvers

<table>
<thead>
<tr>
<th>Chancellor/President</th>
<th>Academic Senate President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Horan Crafton Hills College</td>
<td>Mark McConnell</td>
</tr>
<tr>
<td>President</td>
<td>Academic Senate President</td>
</tr>
<tr>
<td><a href="mailto:khoran@craftonhills.edu">khoran@craftonhills.edu</a></td>
<td><a href="mailto:mmcconnell@sbcdd.cc.ca.us">mmcconnell@sbcdd.cc.ca.us</a></td>
</tr>
<tr>
<td>(909) 389-3201</td>
<td>(909) 389-3293</td>
</tr>
<tr>
<td></td>
<td>Awaiting Submittal</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Awaiting Submittal</td>
</tr>
</tbody>
</table>
Data Sharing

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

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Each program publishes an online guide for students. Additionally, the college has identified tentative groupings of programs that will form the basis of the meta-majors. The newly appointed Guided Pathways Leads will help to continue that discussion in Spring 2020

Timeline for Progress to Date

Term and Year
Not Entered

Next Steps

Next Steps Toward Implementing Practice at Scale

The college will continue the discussion regarding meta-Spring - 2021 majors and will publish such groupings online

Timeline for Next Steps

Term - Detail (optional)
Not Entered
Support

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

Challenge or barrier you are running into.
Human resources – this will be mitigated partially via the appointment of the GP Leads

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

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
Each program publishes an online guide providing students with wage and career information. CTE programs align closely with employment, and in some cases, with employment. Transfer programs are well aligned with further education.

The college will develop 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
Next Steps Toward Implementing Practice at Scale
There is a need to focus more clearly on the educational and employment needs of students in non-CTE

Timeline for Next Steps
Term and Year
Spring - 2021
Pathways. The newly acquired wage and employment database will help inform this discussion/planning.

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

**Challenge or barrier you are running into.**
Human resources – this will be mitigated partially via the appointment of the GP Leads

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

---

**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**
Each program publishes an online guide providing students with wage and career information.

**Timeline for Progress to Date**
**Term and Year**
Spring - 2019

**Next Steps**

**Next Steps Toward Implementing Practice at Scale**
We will be updating this information biennially

**Timeline for Next Steps**
**Term and Year**
Spring - 2020

**Term - Detail (optional)**
Not Entered
## Support

- **Check this box if support is needed to advance this work**

### Challenge or barrier you are running into.

- **Human resources** – this will be mitigated partially via the appointment of the GP Leads

### 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

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

---

## 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 Implementing Practice

- Programs are clearly mapped; however, the sequence of Fall - 2019 courses is not mapped out for every program of study.
- Students can develop a personal brochure by program

### Timeline for Progress to Date

- Term and Year
  - Fall - 2019

### Next Steps Toward Implementing Practice at Scale

- Our newly appointed Guided Pathways Leads will be facilitating these conversations
- Develop sequence of courses as well as GE

### Timeline for Next Steps

- Term and Year
  - Spring - 2021
  - Term - Detail (optional)
    - Not Entered
## Support

- **Challenge or barrier you are running into.**
  Human resources – this will be mitigated partially via the appointment of the GP Leads

- **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

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

---

## 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

### Timeline for Progress to Date

- **Term and Year**
  - Fall - 2018

### Next Steps

- **Next Steps Toward Implementing Practice at Scale**
  Clarify math pathways for specific majors/meta majors

### Timeline for Next Steps

- **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.
Human resources – this will be mitigated partially via the appointment of the GP Leads

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

---

## 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

<table>
<thead>
<tr>
<th>Progress to Date Implementing Practice</th>
<th>Timeline for Progress to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHC offers courses (2 sections per term), online and face-to-face, that are designed to help students explore potential educational pathways. The new student advisement also allows students to develop educational plans and further explore career options. Counselors have also received training on the Myers-Briggs career assessment; such experience positions counselors to readily help students navigate their career options.</td>
<td>Term and Year</td>
</tr>
<tr>
<td>Our new Starfish-based degree planner is an online degree planning and student advising platform that now allows us to determine student progress. As part of</td>
<td>Spring - 2019</td>
</tr>
</tbody>
</table>
that tool, we also have a close to completion report that allows to identify students that are close to earning an award. Additionally, all educational plans are now imported into the new degree planner. 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.

**Next Steps**

**Next Steps Toward Implementing Practice at Scale**
- Better integrated career exploration and life planning into the onboarding process and the first-year educational plan.
- Continue to develop meta-majors.
- Ensure each student has an educational plan leading to a career goal
- Better integrated career exploration and life planning into the onboarding process and the first-year educational plan.
- Continue to develop meta-majors
- Ensure each student has an educational plan leading to a career goal

Implement Career Coach (online platform).
- Require all students to complete New Student Advisement.

**Timeline for Next Steps**

**Term and Year**
- Spring - 2021

**Term and Year**
- Not Entered

**Support**

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

**Challenge or barrier you are running into.**
- Human resources – this will be mitigated via the appointment of the GP Leads

**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**
- Regional training
- Connections with other Guided Pathways teams
- On-campus/individual training
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
Supplemental Instruction is provided in STEM courses.
Embedded tutoring in math and English was implemented Spring 2019.
DSPS – Tech Success Center.
Starfish/early alert system is in place.
Promise program recruited over 400 students in Fall 2019 fostering a culture of regular contacts with the college.
Faculty have received some training with high engaging teaching techniques.

Timeline for Progress to Date

Term and Year
Fall - 2019

Next Steps

Next Steps Toward Implementing Practice at Scale
Expand embedded tutoring.
Continue providing teachers of gateway courses with training in AVID HE high engagement teaching techniques.
Continue scaling high engagement and inclusive services and support, such as EOPS, Free College Promise, the Veterans Resource Center, and the like.

Timeline for Next Steps

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.

Support Needed - Detail
Human resources – this will be mitigated via the appointment of the GP Leads

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

---

**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**

<table>
<thead>
<tr>
<th>Progress to Date Implementing Practice</th>
<th>Timeline for Progress to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring, supplemental instruction, and embedded tutoring are available for all gateway courses.</td>
<td>Term and Year</td>
</tr>
<tr>
<td>Corequisites for math courses are available</td>
<td>Fall - 2019</td>
</tr>
<tr>
<td>STEM Success Center fully operational</td>
<td></td>
</tr>
<tr>
<td>Ongoing PD for all math faculty</td>
<td></td>
</tr>
</tbody>
</table>

**Next Steps**

<table>
<thead>
<tr>
<th>Next Steps Toward Implementing Practice at Scale</th>
<th>Timeline for Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue offering, and potentially expand, professional learning opportunities for all math faculty</td>
<td>Term and Year</td>
</tr>
<tr>
<td></td>
<td>Spring - 2021</td>
</tr>
<tr>
<td></td>
<td><strong>Term - Detail (optional)</strong></td>
</tr>
<tr>
<td></td>
<td>Not Entered</td>
</tr>
</tbody>
</table>

**Support**

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

<table>
<thead>
<tr>
<th><strong>Progress to Date</strong></th>
<th><strong>Timeline for Progress to Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress to Date Implementing Practice</strong></td>
<td><strong>Term and Year</strong></td>
</tr>
<tr>
<td>Tutoring, supplemental instruction, and embedded tutoring are available for all gateway courses.</td>
<td>Fall - 2019</td>
</tr>
<tr>
<td>Corequisites for English courses are available</td>
<td></td>
</tr>
<tr>
<td>Ongoing PD for all English faculty</td>
<td></td>
</tr>
</tbody>
</table>

**Next Steps**

**Next Steps Toward Implementing Practice at Scale**

<table>
<thead>
<tr>
<th><strong>Term and Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring - 2021</td>
</tr>
</tbody>
</table>

**Timeline for Next Steps**

<table>
<thead>
<tr>
<th><strong>Term - Detail (optional)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Entered</td>
</tr>
</tbody>
</table>

### Support

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

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

Human resources – this will be mitigated via the appointment of the GP Leads

**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**

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

<table>
<thead>
<tr>
<th><strong>Term and Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall - 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Term and Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring - 2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Term - Detail (optional)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Entered</td>
</tr>
</tbody>
</table>
**Challenge or barrier you are running into.**

Human resources – this will be mitigated via the appointment of the GP Leads

**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**

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

---

**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.
- Corequisites for English courses are available.
- Ongoing PD for all English faculty.
- Supplemental Instruction is provided in STEM courses.
- Embedded tutoring in math and English was implementing Spring 2019.
- DSPS – Tech Success Center.
- Starfish/early alert system is in place.
- Promise program recruited over 400 students in Fall 2019 fostering a culture of regular contacts with the college.
- Faculty have received some training with high engaging teaching techniques.

**Timeline for Progress to Date**

**Term and Year**

Fall - 2019

---

**Next Steps**

**Timeline for Next Steps**

**Term and Year**

Fall - 2019
Next Steps Toward Implementing Practice at Scale

Continue doing the work described in Progress to Date, including as it relates to the Promise program and professional learning opportunities

Term and Year  
Spring - 2021

Support

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

Challenge or barrier you are running into.  
Human resources – this will be mitigated via the appointment of the GP Leads

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

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

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

Implemented dual enrollment at the top two feeder high school districts.
SOAR to all most of the feeder high schools.
CCAP Agreements.
AB 705 work in math/English.
New adult education course offerings.
Senior Day / Arts Day.

Timeline for Progress to Date

Term and Year  
Fall - 2019
Student Orientation, Application, Assessment, Advising, and Registration (SOAR) / Saturday SOAR.

We now have a newly appointed position, Director of Outreach and Educational Partnerships, to oversee our College Promise efforts.

Next Steps

Next Steps Toward Implementing Practice at Scale
Develop a more structured pathway into college-level coursework and in programs of study.
Increase outreach to additional feeder high schools.
Increase support for college promise students.

Timeline for Next Steps
Term and Year
Fall - 2020
Term - Detail (optional)
Not Entered

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

Challenge or barrier you are running into.
Human resources – this will be mitigated partially via the appointment of the GP Leads

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

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**
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.

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

Due to the implementation of the new Starfish degree planner, our students now can readily determine how changes in their enrollment of courses affects their completion. The next step is in training all students to use this tool and functionality.

#### Timeline for Progress to Date

<table>
<thead>
<tr>
<th>Term and Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall - 2019</td>
<td></td>
</tr>
</tbody>
</table>

#### Next Steps

**Next Steps Toward Implementing Practice at Scale**
The next step is in training all students to use this tool and functionality.

#### Timeline for Next Steps

<table>
<thead>
<tr>
<th>Term and Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring - 2021</td>
<td></td>
</tr>
</tbody>
</table>

**Term - Detail (optional)**

Not Entered

#### Support

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

  **Challenge or barrier you are running into.**
  Human resources – this will be mitigated partially via the appointment of the GP Leads

  **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**

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

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

Due to the implementation of the new Starfish degree planner, all educational plans are now imported into the new degree planner. 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.

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.

Next Steps

The next step is in training all students to use this tool and the functionality that it offers.

Support

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

Challenge or barrier you are running into. Support Needed - Detail
Human resources – this will be mitigated partially via the appointment of the GP Leads

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

### 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 college uses the online retention tool that Starfish offers and approximately 60% of faculty are using it. Staffing is also 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 as are faculty/staff leading our Promise Program efforts.

**Timeline for Progress to Date**

**Term and Year**

Fall - 2019

**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.

Increase the ability to follow-up with students.

Implement student ability to register off of SEP (Student Educational Plan).

**Timeline for Next Steps**

**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.
Human resources – this will be mitigated partially via the appointment of the GP Leads

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

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

Practice D

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

Scale of Adoption at Our College
Planning to scale

Progress to Date

Progress to Date Implementing Practice
The Career Exploration and Life Planning class is recommended by counselor
Self-guidance career exploration tools are available.
One-on-one counseling sessions address this matter.
Career Center semester workshops also offer student assistance on this matter.

Timeline for Progress to Date

Term and Year
Not Entered

Next Steps

Next Steps Toward Implementing Practice at Scale
Scale the Career Planning class for undecided majors
Develop and undecided meta-major

Timeline for Next Steps

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.
Human resources – this will be mitigated partially via the appointment of the GP Leads

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

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
The college has improved scheduling, but there is still work to be done. Deans and chairs have completed enrollment management trainings. Several planning processes/committees cite improved scheduling as a priority.
The college has experimented with stacked sequential courses (8 weeks) and opens registration for summer and fall in the spring before students leave for the summer break.
Focus groups conducted in Fall 2019 will also give us insight into this matter and focus our efforts on how to provide students with classes they need when they need them.

Timeline for Progress to Date
Term and Year
Not Entered
Next Steps

**Next Steps Toward Implementing Practice at Scale**

Develop a process so that scheduling is informed by students’ educational plans, research, and aforementioned trainings.

We are also working on developing 2- and 3-years schedules for all programs of study so that students can plan their coursework accordingly.

Explore predictive analytics with Hobson’s.

---

**Support**

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

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

Human resources – this will be mitigated partially via the appointment of the GP Leads

**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**

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

---

**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

The outcomes of our career and technical programs link closely with employment skills. Each program has an advisory committee comprised of employers and college personnel in the field.

Program Learning Outcomes link to further education requirements.

---

## Next Steps

### Next Steps Toward Implementing Practice at Scale

Explore developing clear links to employment outcomes, such as those with service-learning components, internships, and embedded career awareness and exploration components. These programs will be useful in our guided pathways dialogues.

The college recently secured access to new database that will help us more specifically examine the links between program completion and employment outcomes, including wages and industries. Such evidence will inform these discussions, particularly among general education programs.

---

## Support

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

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

Human resources – this will be mitigated partially via the appointment of the GP Leads

**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

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

Timeline for Progress to Date

Term and Year
Fall - 2016

Next Steps Toward Implementing Practice at Scale
Continue offering professional learning opportunities soSpring - 2021 that this process can continue.

Timeline for Next Steps

Term and Year
Spring - 2021

Support

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

Challenge or barrier you are running into.
Human resources – this will be mitigated partially via the appointment of the GP Leads

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

• Regional training
• Connections with other Guided Pathways teams
• On-campus/individual training
**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.

### Timeline for Progress to Date

<table>
<thead>
<tr>
<th>Term and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall - 2019</td>
</tr>
</tbody>
</table>

### Next Steps

**Next Steps Toward Implementing Practice at Scale**

Improve PD (professional development) for all faculty on embedding these into the coursework

### Timeline for Next Steps

<table>
<thead>
<tr>
<th>Term and Year</th>
<th>Term - Detail (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring - 2021</td>
<td>Not Entered</td>
</tr>
</tbody>
</table>

### Support

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

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

  Human resources – this will be mitigated partially via the appointment of the GP Leads

  **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

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

<table>
<thead>
<tr>
<th>Progress to Date Implementing Practice</th>
<th>Timeline for Progress to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college assesses general education and institutional learning outcomes across programs.</td>
<td>Term and Year</td>
</tr>
<tr>
<td>GE and ILO outcomes are examined annually by faculty.</td>
<td>Fall - 2019</td>
</tr>
<tr>
<td>The results inform the college’s Professional Development planning.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Next Steps Toward Implementing Practice at Scale

The college is developing 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.

Support

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

Challenge or barrier you are running into.

Human resources – this will be mitigated partially via the appointment of the GP Leads

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
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	Timeline for Progress to Date
Progress to Date Implementing Practice	Term and Year
Developed a process for faculty to include improvement Fall - 2016 of teaching and learning in their program review action planning.
The Institutional Effectiveness, Accreditation, and Outcomes Committee regularly examines learning outcome data to identify professional development opportunities.
Every department participates in program review.

Next Steps	Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale	Term and Year
Continue doing the work cited in the Progress to Date section
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.
Human resources – this will be mitigated partially via the appointment of the GP Leads
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**
- Regional training
- Connections with other Guided Pathways teams
- On-campus/individual training

**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**
Not systematic

**Progress to Date**

**Progress to Date Implementing Practice**
The college has not adopted a portfolio method to document mastery of learning outcomes, except in the visual and performing arts.

**Timeline for Progress to Date**

**Timeline for Next Steps**

**Next Steps Toward Implementing Practice at Scale**
Dialogue about alternative ways to document learning will take place in Chairs Council, the Institutional Effectiveness, Accreditation, and Outcomes Committee. Professional Development will sponsor faculty dialogues about the topic.

The Career Center is developing a portfolio method for students to document mastery of learning.

Explore electronic portfolios (i.e., LinkedIn).

**Support**

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

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

**Support Needed - Detail**
Human resources – this will be mitigated partially via the appointment of the GP Leads

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**

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

**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**

CCSSE is administered every other year and is used annually to inform planning and professional development

Student Satisfaction Survey is administered every other year and the results are shared broadly through the shared governance process. The results also form the basis of the service area outcomes adopted by many of our student services programs to inform program-level planning efforts

**Timeline for Progress to Date**

**Term and Year**

Spring - 2016

**Next Steps**

**Next Steps Toward Implementing Practice at Scale**

The college will continue to assess its effectiveness using CCSSE and, during alternate years, a Student Satisfaction Survey

**Timeline for Next Steps**

**Term and Year**

Fall - 2019

**Term - Detail (optional)**

Not Entered
Support

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

**Challenge or barrier you are running into.**
Human resources – this will be mitigated partially via the appointment of the GP Leads

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

---

**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 (i.e., CCSSE and Student Satisfaction Survey) for program improvement, and we intend to use our focus group findings to better identify the factors most closely tied to student enrollment, retention, and success. For instance, our six focus groups -- all conducted in Fall 2019 -- were asked to help us understand the challenges that could lead to students to drop out or otherwise prevent them from achieving their educational goals. What resulted from such work are a set of recommendations that our enrollment strategies committee will examine in Spring 2020, such as aligning student support services with course schedules to provide students with greater access to them, and cultivating networking opportunities for students based upon shared cultural experiences to create a greater sense of diversity and inclusion. Therefore, we remain mindful of implementing guided pathways-related processes and demonstrate 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

<table>
<thead>
<tr>
<th>Document Title</th>
<th>Type</th>
<th>Uploaded</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCRC Scale of Adoption - Revised for AACU FP.pdf</td>
<td>Self-Assessment</td>
<td>1/14/2020, 8:23:27 PM</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 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**