**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT**

**CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

**Institution Name:** Crafton Hills College  **Date:** January 2021

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor’s Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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| **Scale of Adoption** | **Definition** |
| *Not occurring* | College is currently not following, or planning to follow, this practice |
| *Not systematic* | Practice is incomplete, inconsistent, informal, and/or optional |
| *Planning to scale* | College is has made plans to implement the practice at scale and has started to put these plans into place |
| *Scaling in progress* | Implementation of the practice is in progress for all students |
| *At scale* | Practice is implemented at scale—that is, for all students in all programs of study |

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. *Don’t be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor’s Office will also use this information to follow the system’s progress in implementing guided pathways over time.

**Equity Considerations**

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email [guidedpathwaysinfo@cccco.edu](mailto:guidedpathwaysinfo@cccco.edu).

For assistance in obtaining access to the NOVA system, please email [nova-support@productops.com](mailto:nova-support@productops.com).

| **Guided Pathways Essential Practices** | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| --- | --- | --- | --- |
| *We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.*  **Equity Considerations in Area 1:**   * Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? * How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? * How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? | | | |
| 1. MAPPING Pathways to student end goals 2. 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)* | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **Scaling in progress**  At scale | *Progress to date: (2,500 character)*  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. We are also in the process  Term, if *at scale* or *scaling:*  Fall 2020 | *Next steps: (1,000 character)*  Finalize the CAPs student website  *Timeline for implementing next steps:*  Spring 2021 |
| **1. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  *Human resources* | *Support Needed – Detail: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. 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. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  We are also in the process of implementing PAIRIN, a Starfish-based module designed to helps 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 hirable 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.  Term, if *at scale* or *scaling:*  Fall 2019 | *Next steps: (1,000 character)*  Finalize the implementation of PAIRIN; begin sharing out recently received Equifax findings; and continue our iseek program and our efforts towards developing low-unit credit and non-credit skills certificates  *Timeline for implementing next steps:*  Spring 2021 -- Fall 2021 |
| **1. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  *Human resources* | *Support Needed – Detail: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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.  We are also in the process of implementing PAIRIN, a Starfish-based module designed to helps 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.  Term, if *at scale* or *scaling:*  *Spring 2019* | *Next steps: (1,000 character)*  Finalize the implementation of PAIRIN and Job Speaker; begin sharing out recently received Equifax findings.  *Timeline for implementing next steps:*  *Spring 2021* |
| **1. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  *Human resources* | *Support Needed – Detail: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. 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. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **Scaling in progress**  At scale | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  Fall 2019 | *Next steps: (1,000 character)*  Finalize program maps across the college and make them available online.  *Timeline for implementing next steps:*  Fall 2021 |
| **1. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  *Human resources* | *Support Needed – Detail: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. Required math courses are appropriately aligned with the student’s field of study (*Note: This essential practice was moved from Area 2*) | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **Scaling in progress**  At scale | *Progress to date: (2,500 character)*  Math courses and pathways are aligned with STEM and non-STEM majors.  Math has also developed a statistics pathway….(J. Robles)  Term, if *at scale* or *scaling:*  *Fall 2018* | *Next steps: (1,000 character)*  Continue towards finalizing program map in math  *Timeline for implementing next steps:*  *Spring 2021* |
| **1. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  *Human resources* | *Support Needed – Detail: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |

| **Guided Pathways Essential Practices** | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| --- | --- | --- | --- |
| **Equity Considerations in Area 2:**   * Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? * For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? * Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? | | | |
| 1. HELPING STUDENTS Choose and ENTER A program PATHWAY 2. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **Scaling in progress**  At scale | *Progress to date: (2,500 character)*  We are also in the process of implementing PAIRIN, a Starfish-based module designed to helps 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.  Term, if *at scale* or *scaling:*  Spring 2019 | *Next steps: (1,000 character)*  Finalize the implementation of PAIRIN and Job Speaker; examine the possibility of having all new students complete the New Student Advisement process.  *Timeline for implementing next steps:*  Fall 2021 |
| **2. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s **major program areas**. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  Fall 2019 | *Next steps: (1,000 character)*  Continue to expand the use of Starfish across all courses; continue offering applicable professional development opportunities for faculty and staff.  *Timeline for implementing next steps:*  *Fall 2021* |
| **2. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. 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)* | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  *Spring 2021* | *Next steps: (1,000 character)*  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.  *Timeline for implementing next steps:*  *Spring 2021* |
| **2. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. 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)* | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  *Fall 2019* | *Next steps: (1,000 character)*  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.  *Timeline for implementing next steps:*  *Spring 2021* |
| **2. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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 implementing 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.  Term, if *at scale* or *scaling:*  Fall 2019 | *Next steps: (1,000 character)*  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.    *Timeline for implementing next steps:*  Fall 2021 |
| **2. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. 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. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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).  Term, if *at scale* or *scaling:*  *Fall 2019* | *Next steps: (1,000 character)*  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.  *Timeline for implementing next steps:*  Fall 2020 and thereafter. |
| **2. f. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |

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| Guided Pathways Essential Practices | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| **Equity Considerations in Area 3:**   * How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students’ success in their programs? * How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? * How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? * How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? | | | |
| 1. KEEPING STUDENTS ON PATH 2. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  Fall 2019 | *Next steps: (1,000 character)*  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.  *Timeline for implementing next steps:*  Fall 2020 and thereafter. |
| **3. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. Students can easily see how far they have come and what they need to do to complete their program. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  *Fall 2019* | *Next steps: (1,000 character)*  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.    *Timeline for implementing next steps:*  *Fall 2021* |
| **3. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. 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. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **Scaling in progress**  At scale | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  Fall 2019 | *Next steps: (1,000 character)*  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.  *Timeline for implementing next steps:*  *Spring 2021* |
| **3. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. 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 | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **Scaling in progress**  At scale | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  Fall 2020 | *Next steps: (1,000 character)*  Continue this work so that can be scaled across college, namely as it relates to the implementation of Job Speaker and the Starfish-based Parin tool.  *Timeline for implementing next steps:*  Spring 2021 |
| **3. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  Human Resources/ training | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. 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. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **Scaling in progress**  At scale | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  Fall 2020 | *Next steps: (1,000 character)*  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.  *Timeline for implementing next steps:*  Fall 2021 |
| **3. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |

| **Guided Pathways Essential Practices** | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** | |
| --- | --- | --- | --- | --- |
| **Equity Considerations in Area 4:**   * How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? * As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? * What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? * Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? | | | | |
| 1. ENSURING THAT STUDENTS ARE LEARNING 2. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  Fall 2020 | *Next steps: (1,000 character)*  Continued maintenance of these efforts and careful analysis of forthcoming Equifax findings that will offer insight into the career outcomes of prior students.  *Timeline for implementing next steps:*  *Spring 2021* | |
| **4. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them | |
| 1. 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 the SOAA in February 2019)* | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  *Fall 2016* | *Next steps: (1,000 character)*  In addition to continuing the aforementioned efforts, our faculty will continue to participate in professional development activities designed to engage students.  *Timeline for implementing next steps:*  *Spring 2021* |
| **4. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them |
| 1. 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. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  *Fall 2019* | *Next steps: (1,000 character)*  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.  *Timeline for implementing next steps:*  *Spring 2021 and therafter* | |
| **4. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them | |
| 1. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  Fall 2019 | *Next steps: (1,000 character)*  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.  *Timeline for implementing next steps:*  *Fall 2021* | |
| **4. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them | |
| 1. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  Fall 2016 | *Next steps: (1,000 character)*  Continue doing the work cited in the *Progress to Date* section  *Timeline for implementing next steps:*  Spring 2021 and thereafter | |
| **4. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them | |
| 1. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. | *Place an X next to one:*  Not occurring  Not systematic  **Planning to scale**  Scaling in progress  At scale | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  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.  *Timeline for implementing next steps:*  Fall 2021 | |
| **4. f. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them | |
| 1. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **At scale** | *Progress to date: (2,500 character)*  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.  Term, if *at scale* or *scaling:*  *Spring 2016* | *Next steps: (1,000 character)*  Continue doing the work cited in the *Progress to Date* section  *Timeline for implementing next steps:*  *Spring 2021 and therafter* | |
| **4. g. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character*  *Human Resources* | *Challenge or barrier: (1,000 character)*  Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them | |

**Additional REQUIRED questions:**

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| **Student Engagement and Support** | |
| **STUDENT ENGAGEMENT** | *Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.* |
| In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required) | *Place an X next to one or more:*  Student survey(s)  Students serve on campus GP advisory committee(s) (**Jake or other student attends GP task force meetings?)**  Student focus groups  Other: |
| *Engagement Efforts - Details: (1,000 character)*  We have used our survey findings (e.g., CCSSE and Student Satisfaction Survey) for program improvement, and we have used 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, 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. These focus group findings have not only formed the foundation of the college’s planning efforts, but they also 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 demonstrate our commitment to equity and inclusion. |
|  | |
| **COURSE ALIGNMENT** | *How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)* |
| *Course Alignment - Details: (1,000 character)*  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. |

**Additional OPTIONAL questions:**

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| **Success Story** | |
| **SUCCESS STORY** | ***Optional:*** *Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.* |
| *Title:* | |
| *Follow-up Contact Person(s):* | |
| *Challenge: (1,000 character)* | |
| *Success Story: (10,000 character)* | |
| *Outcomes: (1,000 character)* | |
| *Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*  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 | |