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:** December 2019

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 <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

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, <u>for all students in all programs</u> of study

In <u>column three</u>, 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 <u>column four</u>, 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.

For assistance in obtaining access to the NOVA system, please email 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 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)*	Place an X next to one: Not occurring Not systematic <mark>Planning to scale</mark> Scaling in progress At scale	*Progress to date: (2,500 character)* 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 *Term, if at scale or scaling:*	*Next steps: (1,000 character)* The college will continue the discussion regarding meta-majors and will publish such groupings online *Timeline for implementing next steps:* Fall 2019 -- Spring 2021
1. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance <mark>Connections with other GP teams</mark> <mark>Regional training</mark> <mark>On campus /individual training</mark> Technology Reporting/data Other		*Challenge or barrier: (1,000 character)* Human resources – this will be mitigated partially via the appointment of the GP Leads	*Support Needed – Detail: (1,000 character)* Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and

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	
			demonstrate how colleges navigated them	
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.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress <mark>At scale</mark>	*Progress to date: (2,500 character)* • Each program publishes an online guide providing students with wage and career information. CTE programs align closely with employment. • 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 • Use 1a language from first self-assessment Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* • ~~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~~ • There is a need to focus more clearly on the educational and employment needs of students in non-CTE pathways. The newly acquired wage and employment database will help inform this discussion/planning *Timeline for implementing next steps:* Fall 2019 -- Spring 2021	**Formatted:** Not Highlight **Formatted:** Highlight
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 – this will be mitigated partially via the appointment of the GP Leads	*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
c. 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)* Each program publishes an online guide providing students with wage and career information. *Term, if at scale or scaling:* Spring 2019	*Next steps: (1,000 character)* We will be updating this information biennially. *Timeline for implementing next steps:* Fall 2019 – Spring 2020
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 – this will be mitigated partially via the appointment of the GP Leads	*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
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.	*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 sequence of courses is not mapped out for every program of study. • Use 1c language from the first self-assessment • Students can develop a personal brochure by program *Term, if at scale or scaling:*	*Next steps: (1,000 character)* Our newly appointed Guided Pathways Leads will be facilitating these conversations Develop sequence of courses as well as GE *Timeline for implementing next steps:* Fall 2019 – Spring 2021

Formatted: Font: Bold

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
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 – this will be mitigated partially via the appointment of the GP Leads	*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
e. 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 Term, if *at scale* or *scaling:* <u>Fall 2018</u>	*Next steps: (1,000 character)* • Clarify math pathways for specific majors/meta majors *Timeline for implementing next steps:* Fall 2019 – Spring 2021
1. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance <mark>Connections with other GP teams</mark> <mark>Regional training</mark> <mark>On campus /individual training</mark> Technology Reporting/data Other		*Challenge or barrier: (1,000 character)* • Human resources – this will be mitigated partially via the appointment of the GP Leads	*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

Formatted: Not Highlight

Formatted: Font: Bold

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?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. 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)* 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. Have degree planner *Term, if at scale or scaling:*	*Next steps: (1,000 character)* •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

Formatted: Not Highlight

Formatted: Font: Bold

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
			Timeline for implementing next steps: Spring 2021
2. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance <mark>Connections with other GP teams</mark> <mark>Regional training</mark> <mark>On campus /individual training</mark> Technology Reporting/data Other		*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	*Challenge or barrier: (1,000 character)* Human resources – this will be mitigated via the appointment of the GP Leads
b. 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)* • Supplemental Instruction is provided in STEM courses. • Embedded tutoring in math and English ~~classes is planned for fall 2019~~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 Term, if *at scale* or *scaling:* _Fall 2019_	*Next steps: (1,000 character)* • Expand embedded tutoring ~~into all gateway courses and those with high drop/fail rates~~ • 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 implementing next steps:*
2. b. Support Needed? *Type of Support - place an X next to one or more:*			

Formatted: Not Highlight

Formatted: Font: Bold

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
Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*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	*Challenge or barrier: (1,000 character)* Human resources – this will be mitigated via the appointment of the GP Leads
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)*	*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 available • STEM Success Center fully operational • Ongoing PD for all math faculty Term, if *at scale* or *scaling:* Fall 2019	*Next steps: (1,000 character)* • ~~Expand embedded tutoring and reading apprenticeship into all gateway courses~~ *Timeline for implementing next steps:* Fall 2019 --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)* Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them	*Challenge or barrier: (1,000 character)* Human resources – this will be mitigated via the appointment of the GP Leads
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year.	*Place an X next to one:* Not occurring Not systematic	*Progress to date: (2,500 character)* • Tutoring, supplemental instruction, and embedded tutoring are	*Next steps: (1,000 character)* • ~~Expand embedded tutoring and reading apprenticeship into all gateway courses~~

Formatted: Not Highlight

Formatted: Font: Bold

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
(Note: This practice was added to the SOAA in February 2019)	Planning to scale Scaling in progress **At scale**	available for all gateway courses. • Corequisites for english courses are available • Ongoing PD for all English faculty Term, if *at scale* or *scaling*: Fall 2019	*Timeline for implementing next steps:* Fall 2019 --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)* Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them	*Challenge or barrier: (1,000 character)* Human resources – this will be mitigated via the appointment of the GP Leads
e. 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)* Same as 2c/d • 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	*Next steps: (1,000 character)* *Timeline for implementing next steps:*

10

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
		• 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 Term, if *at scale* or *scaling:* Fall 2019	
2. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance <mark>Connections with other GP teams</mark> <mark>Regional training</mark> <mark>On campus /individual training</mark> Technology Reporting/data Other		*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	*Challenge or barrier: (1,000 character)* Human resources – this will be mitigated via the appointment of the GP Leads
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.	Place an X next to one: Not occurring Not systematic Planning to scale Scaling in progress **At scale**	*Progress to date: (2,500 character)* • Implemented dual enrollment at the top two feeder high school districts. • SOAR to ~~all~~ most of the feeder highschools • CCAP Agreements • AB 705 work in math/English • New adult education course offerings	*Next steps: (1,000 character)* Develop a more structured pathway into college-level coursework and in programs of study. ~~Also, continue expanding dual enrollment and adding College and Career Access Pathways (CCAP) agreements for under-prepared and disadvantaged high school students.~~

Formatted: Not Highlight

Formatted: Font: Bold

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
		- Senior Day / Arts Day - Student Orientation, Application, Assessment, Advising, and Registration (SOAR) / Saturday SOAR - College Promise director (Souts title) – Director of Outreach and Educational Partnerships Term, if *at scale* or *scaling:* Fall 2019	Increase outreach to additional feeder high schools Increase support for college promise students *Timeline for implementing next steps:* Fall 2020
2. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance <mark>Connections with other GP teams</mark> <mark>Regional training</mark> <mark>On campus /individual training</mark> Technology Reporting/data Other		*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	*Challenge or barrier: (1,000 character)* Human resources – this will be mitigated partially via the appointment of the GP Leads

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?			
3. KEEPING STUDENTS ON PATH a. 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)* • 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.~~ *Term, if at scale or scaling:*	*Next steps: (1,000 character)* • ~~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 implementing next steps:* • Fall 2019 and thereafter

Formatted: Not Highlight

Formatted: Font: Bold

		Fall 2019	
3. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance <mark>Connections with other GP teams</mark> <mark>Regional training</mark> <mark>On campus /individual training</mark> Technology Reporting/data Other		*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	*Challenge or barrier: (1,000 character)* • Human resources – this will be mitigated partially via the appointment of the GP Leads
b. 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)* • 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.~~ Term, if *at scale* or *scaling:* Fall 2019	*Next steps: (1,000 character)* • ~~All students can use the tool to examine their progress.~~ The next step is in training all students to use this tool and the functionality that it offers. *Timeline for implementing next steps:* • Fall 2019 – Spring 2021

Formatted: Not Highlight

Formatted: Font: Bold

14

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)* Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them	*Challenge or barrier: (1,000 character)* • Human resources – this will be mitigated partially via the appointment of the GP Leads
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.	*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 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. *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. • Increase the ability to follow-up with students • Implement student ability to register off of SEP *Timeline for implementing next steps:* • Fall 2019 – 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)* Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them	*Challenge or barrier: (1,000 character)* • Human resources – this will be mitigated partially via the appointment of the GP Leads
d. Assistance is provided to students who are unlikely to be accepted into limited-	*Place an X next to one:* Not occurring	*Progress to date: (2,500 character)*	*Next steps: (1,000 character)*

access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	Not systematic ==Planning to scale== Scaling in progress At scale	• 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 Term, if *at scale* or *scaling:*	• Scale the Career Planning class for undecided majors • Develop and undecided meta-major *Timeline for implementing next steps:* Fall 2019 – 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)* Additional documented case studies among California community colleges...resources that speak to each of these pillars/practices and demonstrate how colleges navigated them	*Challenge or barrier: (1,000 character)* • Human resources – this will be mitigated partially via the appointment of the GP Leads
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.	*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 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.	*Next steps: (1,000 character)* • Develop process so that ~~Scheduling scheduling that~~ 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

		• 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 implementing next steps:* Fall 2019 – Spring 2021
		Term, if at scale or scaling:	
3. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance <mark>Connections with other GP teams</mark> <mark>Regional training</mark> <mark>On campus /individual training</mark> Technology Reporting/data Other		*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	*Challenge or barrier: (1,000 character)* • Human resources – this will be mitigated partially via the appointment of the GP Leads

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?			
4. ENSURING THAT STUDENTS ARE LEARNING a. 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)* • 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 Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* • ~~The college will identify academic programs that have~~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 *Timeline for implementing next steps:*

Formatted: Not Highlight

Formatted: Font: Bold

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
			Fall 2019 – 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)* Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them	*Challenge or barrier: (1,000 character)* • Human resources – this will be mitigated partially via the appointment of the GP Leads
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 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	*Next steps: (1,000 character)* • ~~The college will create opportunities for service learning linked to course and program outcomes. Will expand such work to include more courses and programs – particularly general education courses/programs~~
		Term, if *at scale* or *scaling:* Fall 2015	*Timeline for implementing next steps:* Fall 2019 – 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)* Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them	*Challenge or barrier: (1,000 character)* • Human resources – this will be mitigated partially via the appointment of the GP Leads

Formatted: Not Highlight

Formatted: Font: Bold

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
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.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress **At scale** Term, if *at scale* or *scaling:*	*Progress to date: (2,500 character)* • ~~See question 4b and pull language from their from the first SAAO.~~ • The college provides opportunities for work-based learning, internships, clinical placements, study abroad, group projects in and out of class, and many others.	*Next steps: (1,000 character)* • ~~The college will create opportunities for service learning linked to course and program outcomes. Will expand such work to include more courses and programs – particularly general education courses/programs~~ • ~~Such work will be informed by newly acquired access to wage and employment data~~Improve PD for all faculty on embedding these into the coursework *Timeline for implementing next steps:* Fall 2019 – Spring 2021

<div style="text-align: right">Formatted: Not Highlight</div>
<div style="text-align: right">Formatted: Font: Bold</div>

4. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance <mark>Connections with other GP teams</mark> <mark>Regional training</mark> <mark>On campus /individual training</mark> Technology Reporting/data Other	*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	*Challenge or barrier: (1,000 character)* • Human resources – this will be mitigated partially via the appointment of the GP Leads

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.	*Place an X next to one:* Not occurring Not systematic Planning to scale	*Progress to date: (2,500 character)* • The college assesses general education and institutional learning outcomes across programs	*Next steps: (1,000 character)* • ~~The college will focus on cross-disciplinary learning outcomes, beginning with the new Digital Media program, a collaboration~~

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
	Scaling in progress <mark>At scale</mark>	• 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 Term, if *at scale* or *scaling:* Fall 2019	~~between CIS and Art. Lessons learned will be shared with the faculty.~~ • The college is ~~considering~~ 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. *Timeline for implementing next steps:* Fall 2019 – Spring 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)* Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them	*Challenge or barrier: (1,000 character)* • Human resources – this will be mitigated partially via the appointment of the GP Leads
e. 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)* • Developed a process for faculty to include improvement of teaching and learning in their program review action planning • The Institutional Effectiveness, Accreditation, and Outcomes Committee regularly examines learning outcome data to identify	*Next steps: (1,000 character)* • ~~Every department participates in program review~~ • ~~The college is considering a plan to collect and analyze learning outcomes data at the student level – this will enhance our ability to~~

21

Formatted: Not Highlight

Formatted: Font: Bold

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
		professional development opportunities • ~~Every department participates in program review~~ Term, if *at scale* or *scaling:*	~~respond to observed patterns in the learning outcome data~~ *Timeline for implementing next steps:* Fall 2019 – Spring 2021
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)* Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them	*Challenge or barrier: (1,000 character)* • Human resources – this will be mitigated partially via the appointment of the GP Leads
f.　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 has not adopted a portfolio method to document mastery of learning outcomes, except in the visual and performing arts. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* • 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 master of learning~~ • ~~Explore electronic portfolios (i.e. LinkedIn)~~

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
			Timeline for implementing next steps: Fall 2019 – Spring 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)* Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them	*Challenge or barrier: (1,000 character)* • Human resources – this will be mitigated partially via the appointment of the GP Leads
g. 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)* • 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 *Term, if at scale or scaling:* Spring 2016	*Next steps: (1,000 character)* • The college will continue to assess its effectiveness using CCSSE and, during alternate years, a Student Satisfaction survey. *Timeline for implementing next steps:* Fall 2019-All Future Terms
4. g. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance ==Connections with other GP teams==		*Support Needed – Detail: (1,000 character*	*Challenge or barrier: (1,000 character)*

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
Regional training On campus /individual training Technology Reporting/data Other		Additional documented case studies among California community colleges…resources that speak to each of these pillars/practices and demonstrate how colleges navigated them	• Human resources – this will be mitigated partially via the appointment of the GP Leads

Additional REQUIRED questions:

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) Student focus groups Other:
	Engagement Efforts - Details: (1,000 character) 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. Gio will add more here.

Formatted: Highlight

Formatted: Highlight

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 ~~using~~ 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:

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