Preview

Details

College

Crafton Hills College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

Contacts

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Data Sharing

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

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

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

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

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

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

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

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

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

There is a need to focus more clearly on the educational and employment needs of students in non-CTE pathways. The newly acquired wage and employment database will help inform this discussion/planning.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

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

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We will be updating this information biennially

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Programs are clearly mapped; however, the sequence of courses is not mapped out for every program of study.

Students can develop a personal brochure by program

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Our newly appointed Guided Pathways Leads will be facilitating these conversations

Develop sequence of courses as well as GE

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Math courses and pathways are aligned with STEM and non-STEM majors

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Clarify math pathways for specific majors/meta majors

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

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. However, there is room for growth as it relates to the exploration of career options as very little (if any) occurs during the new student advising sessions; when career exploration does occur, it is done so during the promise summer bridge program.

Our new Starfish-based degree planner is an online degree planning and student advising platform that now allows us to determine student progress. As part of that tool, we also have a close to completion report that allows to identify students that are close to earning an award. Additionally, all educational plans are now imported into the new degree planner. The college is able to determine the number of abbreviated and comprehensive educational plans and our students now can readily determine how changes in their enrollment of courses affects their completion. Lastly, we offer embedded STEM specific counseling to develop a two-year educational plan with semesterly follow-up visits.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

•Better Integrated career exploration and life planning into the onboarding process and the first-year educational plan.
•Continue to develop meta-majors.
•Ensure each student has an educational plan leading to a career goal
•Better Integrated career exploration and life planning into the onboarding process and the first-year educational plan.
•Continue to develop meta-majors
•Ensure each student has an educational plan leading to a career goal
Implement Career Coach (online platform).
•Require all students to complete New Student Advisement.

• Allow faculty using Starfish identify students majoring in a faculty's discipline; thus, faculty can use Starfish to reach out to students to further discuss the student's major, offer additional advising, advertise events/in reach meetings, and/or have a Kumbaya moment.

• Develop Faculty Advisor program for each discipline among those faculty willing to advise students on career options, etc. Include compensation as part of the program.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Supplemental Instruction is provided in STEM courses.

Embedded tutoring in math and English was implemented Spring 2019.

DSPS – Tech Success Center.

Starfish/early alert system is in place.

Promise program recruited over 400 students in Fall 2019 fostering a culture of regular contacts with the college.

Faculty have received some training with high engaging teaching techniques.

Faculty driven workshops targeting problem topics/concepts in STEM core 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.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Expand embedded tutoring.

Continue providing teachers of gateway courses with training in AVID HE high engagement teaching techniques.

Continue scaling high engagement and inclusive services and support, such as EOPS, Free College Promise, the Veterans Resource Center, and the like.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice C

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 Februrary 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

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

Corequisites for math courses are available

STEM Success Center fully operational

Ongoing PD for all math faculty

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue offering, and potentially expand, professional learning opportunities for all math faculty

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

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

Corequisites for English courses are available

Ongoing PD for all English faculty

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue offering, and potentially expand, professional learning opportunities for all English faculty

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

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

Corequisites for English courses are available.

Ongoing PD for all English faculty.

Supplemental Instruction is provided in STEM courses.

Embedded tutoring in math and English was implementing Spring 2019.

DSPS – Tech Success Center.

Starfish/early alert system is in place.

Promise program recruited over 400 students in Fall 2019 fostering a culture of regular contacts with the college.

Faculty have received some training with high engaging teaching techniques.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

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

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Implemented dual enrollment at the top two feeder high school districts.

SOAR to all most of the feeder high schools.

CCAP Agreements.

AB 705 work in math/English.

New adult education course offerings.

Senior Day / Arts Day.

Student Orientation, Application, Assessment, Advising, and Registration (SOAR) / Saturday SOAR.

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

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Develop a more structured pathway into college-level coursework and in programs of study.

Increase outreach to additional feeder high schools.

Increase support for college promise students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The college was a pilot institution for the state's educational planning initiative. The new Starfish-based tool is an online degree planning and student advising platform that now allows us to determine student progress. As part of that tool, we also have a close to completion report that allows to identify students that are close to earning an award.

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

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

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The next step is in training all students to use this tool and functionality.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

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.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

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

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The college uses the online retention tool that Starfish offers and approximately 60% of faculty are using it. Staffing is also in place to intervene and advise when faculty or program staff identify a student at risk. Faculty and staff in our EOPS programs are also now using the tool as are faculty/staff leading our Promise Program efforts. 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 completes 49%(or 51%?) or more units with F, Ws, Incompletes, the student is blocked from enrolling until they have completed a probation workshop and met with a counselor. Case loading is practiced in the Promise program; this means that if the student falls below full-time status, the student is contacted by Promise regarding how the situation can affect their involvement in the program.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

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

Increase the ability to follow-up with students.

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

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice D

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The Career Exploration and Life Planning class is recommended by counselor

Self-guidance career exploration tools are available.

One-on-one counseling sessions address this matter.

Career Center semester workshops also offer student assistance on this matter.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Scale the Career Planning class for undecided majors

Develop and undecided meta-major

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete

their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The college has improved scheduling, but there is still work to be done. Deans and chairs have completed enrollment management trainings. Several planning processes/committees cite improved scheduling as a priority.

The college has experimented with stacked sequential courses (8 weeks) and opens registration for summer and fall in the spring before students leave for the summer break.

Focus groups conducted in Fall 2019 will also give us insight into this matter and focus our efforts on how to provide students with classes they need when they need them.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

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

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

Explore predictive analytics with Hobson's.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

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

Program Learning Outcomes link to further education requirements; for CTE programs, the SLOs align with employment standards set by community partners.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

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

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

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The majority of courses consistently map their course student learning outcomes to the critical thinking institutional learning outcome, suggesting that critical thinking serves as a core component of instruction. In addition, STEM offers faculty mentoring to increase research skills and enhance STEM textbook and academic journal reading skills. Lastly, STEM offers expanded access to human models that support Health Science courses that would otherwise only be available during class time or open lab sessions.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue offering professional learning opportunities so that this process can continue.

 Also, inquire into the AVID program specifically incorporating WICOR in courses (Writing, Inquiry, Collaboration Organization, and Reading).

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The college provides opportunities for work-based learning, internships, clinical placements, study abroad, group projects in and out of class, and many others. For example, our STEM center offers scientific writing support for students applying to STEM internships, scholarships, and employment opportunities. Moreover, STEM offers specific field trips (4-year universities and research facilities) and opportunities to meet with STEM professionals and graduate students. Lastly, STEM has partnerships with 4-year institutions and research facilities to provide paid summer research internships to CHC students. In this way, the STEM Center serves as the main academic hub to support students through the STEM pathway and beyond..

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

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

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Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The college assesses general education and institutional learning outcomes across programs.

GE and ILO outcomes are examined annually by faculty. The results inform the college's Professional Development planning.

ILO data are disaggregated by course characteristics (e.g., DE and face-to-face) and are examined by faculty to ensure that student learning is taking place regardless of instructional modality.

Our campus also hosts an annual Career Day to allow community partners an opportunity to connect with students. The success we have continued having with this program suggests to us that students are attaining skills conducive to career success.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The college is developing a plan to collect and analyze learning outcomes data at the student level – this will enhance our understanding of the link between learning and a host of other student outcomes.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Developed a process for faculty to include improvement of teaching and learning in their program review action planning. 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.

The Institutional Effectiveness, Accreditation, and Outcomes Committee regularly examines learning outcome data to identify professional development opportunities.

Every department participates in program review.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

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

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

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

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Dialogue about alternative ways to document learning will take place in Chairs Council, the Institutional Effectiveness, Accreditation, and Outcomes Committee. Professional Development will sponsor faculty dialogues about the topic.

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

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

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

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

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

Timeline for Progress to Date

Term and Year

Spring - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

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

Term and Year

Not Entered

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

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

Support Needed - Detail

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

Type(s) of Support

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

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

• Student survey(s)

- Students serve on campus GP advisory committee(s)
- Student focus groups

Engagement Efforts - Details

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

Course Alignment

The college was a pilot institution for the state's educational planning initiative. The new Starfish-based tool is an online degree planning and student advising platform that now allows us to determine student progress. As part of that tool, we also have a close to completion report that allows to identify students that are close to earning an award. The college is able to determine the number of abbreviated and comprehensive educational plans and our students now can readily determine how changes in their enrollment of courses affects their completion.

As part of our enrollment management efforts, we are actively developing processes to utilize educational plan data from Starfish to prioritize course offerings that align best with courses that students intend to complete.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
CCRC Scale of Adoption - Revised for AACU CFP.pdf	Self-Assessment	1/14/2020, 8:23:27 PM	N/A

Success Story

Success Story (optional)

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals