California Community Colleges

CCRC COMMUNITY COLLEGE RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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, December 2021

Institution Name: **Date:**

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 spring 2022. 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 31 2022.** 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 Planning to scale Scaling in progress X At scale	*Progress to date: (2,500 character)* - Marketing of academic engagement centers began in April 2019. - Marketing of instructional pathways through emails, website, campus maps and open houses - Update Website to include clear communication of instructional pathways - Need to collect data from summer engagement sessions by pathways and discuss annual participation. 2019-2020 Marketing of instructional pathways and academic engagement centers to all first time freshmen and continuing students - Spring 2020, develop or identify persons in charge of summer engagement sessions and determine the yearly continuity.	*Next steps: (1,000 character)* Need to collect data from summer engagement sessions by pathways and discuss annual participation. *Expand the relationship between Engagement Centers in the virtual and face-to-face environments.* *Finding new and innovative ways to engage with our students.* *Develop Toolkit for Student Success Teams to effectively collaborate.* *Develop Master Calendar of Events* *Timeline for implementing next steps:* **EQUITY CONSIDERATIONS:** **Identify which resources should be available in print**

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		Timeline for implementing next steps: Term, if *at scale* or *scaling:*	**version and where to find the copies on campus.** o **Integrate a calendar of announcements and events that are known campus wide.**
1. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)* *Communication between student success teams in each engagement center, often duplicating efforts or missing connections for the entire student population.*	*Support Needed – Detail: (1,000 character)* Technology for management of students and resources within a student success team. Constant communication to ensure that everyone knows where to find information and resources for students. Marketing efforts for consistent communication of cross discipline events and support.
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 XScaling in progress At scale	*Progress to date: (2,500 character)* • Program map rollout aligned with EduNav electronic education planning/registration system rollout • Why do students earn more credits than required for a degree? Taking electives which may or may not transfer (depending on the UC) is part of the reason. • CTE is continuing work on sequencing courses better. All academic areas need to address	*Next steps: (1,000 character)* Re-energize focus on student success, and envision a redesign of college structures and services that provide clear pathways that will help students meet their career goals. Differentiation between career guidance and career exploration. Explore contextualized learning with career focus. Clarify processes that align program awards with appropriate courses.

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		the sequencing and regularity of course offerings to align with program maps. CTE is consistently working on those programs that have courses that must be taken in a sequence. Many programs have adjusted their offerings (including curriculum changes) so that students can take multiple classes in a program simultaneously, which allows for streamlined completion. • Although CTE has identified accelerated models, each program continues to identify the best approaches to get students through programs and into the workforce (or to transfer). In CTE, Timelines and milestone work is still in progress. • We need a regular process by which the pathways are reviewed and updated as well as individuals who are responsible for each of these program pathway assessments. • Need to incorporate pathway updates into program review and planning process. • Revise formatting and process for 1-semester ed plan • Initiate a discussion districtwide about the future of AOEs and offerings across the district.	CTE has continued to map out course sequencing, next steps will be a better way to communicate with students. All Program Maps will be updated with Career Information so that students can make informed decisions. Ensure all program maps (for all disciplines) include milestones. Program Map updates should be included in Annual Program Review process. Discussions have occurred with regard to AOE's and the data does not support the removal; however, further discussions may occur with regard to streamlining. *Timeline for implementing next steps:* o

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		Term, if *at scale* or *scaling:* **EQUITY CONSIDERATIONS:** **Currently, there are no systemic practices or information readily available for prospective students to learn about potential earnings and the difference in earnings between certificates, associate's degrees or bachelor's degrees. Financial costs, potential debt and economic benefits of program completion may occur in pockets of departments like Counseling, Financial Services or Career and Technical Education, but not campus wide**	
1. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance XConnections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)* Understanding how to contextualized learning in all disciplines.	*Support Needed – Detail: (1,000 character)* Examples of contextualized learning in all disciplines.
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 X Scaling in progress At scale	*Progress to date: (2,500 character)* • Disciplines/departments/divisions will provide content and a web design consultant will implement. • Spring 2019 – webpage design creation • Summer 2020 - New website was launched with focus on Engagement Centers and updated program maps. *Timeline for implementing next steps:*	*Next steps: (1,000 character)* • Include salary information and course sequences for each program of study at RCC. • Expansion of Career Center and Job Development support in each engagement center. **EQUITY CONSIDERATIONS:** o **Student populations should have easy access to links or**

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		Term, if *at scale* or *scaling:*	**group pages on the website that they identify with.** *Timeline for implementing next steps:*
1. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams XRegional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)* Human capital to complete next steps	*Support Needed – Detail: (1,000 character)* *Successful strategies/examples of how best to scale up these practices when funding is soft.*
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 X At scale	*Progress to date: (2,500 character)* • Continue to release program maps • Continue to develop accelerated models in all CTE programs, considering sequences in courses. • Strategize new ways to get students to complete student education plans. • Fall 2019 – Identify and Complete all other program maps (ADT's) to include UC/CSU transfer information • 2019-2020 – Employ new process for program map updates (Based on Program Review Committee discussion in Spring 2019, Questions will be added to program review cycle and disciplines must include and communicate changes to their map for publishing) • 2019-2020 – All program maps that are approved will be posted on college website	*Next steps: (1,000 character)* Program Map updates should be included in Annual Program Review process. Discussions have occurred with regard to AOE's and the data does not support the removal; however, further discussions may occur with regard to streamlining. Update ADT Program Maps to include Ethnic Studies requirements. Continued work on implementation of AB705 to support student success in Math and English. *Timeline for implementing next steps:*

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		• Fall 2020 – Full implementation of ESL for AB705 • Fall 2020– Full release of program maps which includes new programs that were approved through curriculum • Spring 2020- Address students who are still entering in wrong English and math courses for their program of study. *Timeline for implementing next steps:* Term, if *at scale* or *scaling:*	
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)*	*Support Needed – Detail: (1,000 character)*
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 　X At scale	*Progress to date: (2,500 character)* • Final curriculum approval • Fall 2019 - Launch of new curriculum and co-requisite supports *Timeline for implementing next steps:* Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* *Continue to develop Math Courses with support in alignment with AB705.* *Collect and evaluate data to determine effectiveness of previous steps.* *Timeline for implementing next steps:*

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1. e. Support Needed? *Type of Support - place an X next to one or more:*
    Policy guidance   Connections with other GP teams
    Regional training   On campus /individual training
    Technology   Reporting/data
    Other
		Challenge or barrier: (1,000 character)	*Support Needed – Detail: (1,000 character)*

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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 X At scale	*Progress to date: (2,500 character)* • Fully employ DQP – Degree Qualifications Profile – on program maps (pull from consistent source – BLS & Center of Excellence) • Program maps do not clearly articulate skills sets. Incorporate the mapping of GE with learning outcomes • Help students "narrow" their preferences based on Instructional Pathway (meta-majors) • The Student Success Teams will need to continue to revisit and clarify timeline and responsible parties for these activities. • Further clarify the roles and functions of the integrated academic support team (build on the Counseling Curriculum developed for 2018-2019) • Refine tools academic support teams use to help students to make better career choices • Plan individual mini orientations for each Instructional Pathway	*Next steps: (1,000 character)* *Develop Toolkit for Student Success and Integrated Academic Support teams to effectively collaborate.* *Develop Master Calendar of Events* *Expand program maps to better identify skill sets required for success.* *Re-energize Career Exploration Task Force to continue to identify career development processes for all students, and collect and analyze data appropriately.* • Expansion of Career Center and Job Development support in each engagement center. *Timeline for implementing next steps:* **EQUITY CONSIDERATIONS:** **Explore ways to assess and collect data surrounding underrepresented students and the disproportionate enrollment in**

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		Term, if *at scale* or *scaling:*	**programs that lead to lower salaried careers.**
2. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
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 X Scaling in progress At scale	*Progress to date: (2,500 character)* Most divisions still need to identify gateway courses outside of math and English (e.g. AP class identified to get into Nursing program) • Re-working current SI program and embedded tutoring to more closely align with the needs of all programs. • Huge strides made in math and English but much more work is required outside of these two disciplines to identify gateway courses Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* *Develop Toolkit for Student Success and Integrated Academic Support teams (including SI) to effectively collaborate.* *Continue to develop courses with support in alignment with AB705, and other major program areas.* *Collect and evaluate data to determine effectiveness of previous steps.* *Utilize Data coaching program to support student success.* *Timeline for implementing next steps:*
2. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

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Technology Reporting/data Other			

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
	    X Scaling in progress
	    At scale
		Progress to date: (2,500 character)
		 • Monitor, evaluate, assess a number of different metrics to track how well that support is working, what additional supports might be needed for students
		 • The timeline here is ongoing—throughout next year and beyond. We have a two-year time-frame from the state to study what we've done to meet the requirements of the law but now we need to study how what we've designed is working and make adjustments as needed
		
		 Term, if *at scale* or *scaling:*
			Next steps: (1,000 character)
			 Continue to develop courses in Math with support in alignment with AB705.
			
			 Collect and evaluate data to determine effectiveness of previous steps.
			
			 Timeline for implementing next steps:

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   XReporting/data
    Other
		Support Needed – Detail: (1,000 character)
		
		 Continued Professional Development for AB705 Implementation and Assessment.
			Challenge or barrier: (1,000 character)
			
			 Continued internal successful implementation, Ongoing assessment and adjustments will be made over the next year.

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
	    Planning to scale
		Progress to date: (2,500 character)
		 • Monitor, evaluate, assess a number of different metrics to track how well that support is working, what additional supports might be
			Next steps: (1,000 character)
			
			 Continue to develop courses in English with support in alignment with AB705.

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(Note: This practice was added to the SOAA in February 2019)	Scaling in progress At scale	needed for students, especially those who place directly into English 1A with no requirement or recommendation to take the support course. • The department continues to work to enhance the services in the Writing and Reading Center to support student's success in English 1A. • The timeline here is ongoing—throughout next year and beyond. We have a two-year time-frame from the state to study what we've done to meet the requirements of the law but now we need to study how what we've designed is working and make adjustments as needed. Term, if *at scale* or *scaling*:	*Collect and evaluate data to determine effectiveness of previous steps.* *Timeline for implementing next steps:*
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　　　　XReporting/data Other		*Support Needed – Detail: (1,000 character)* *Continued Professional Development for AB705 Implementation and Assessment.*	*Challenge or barrier: (1,000 character)* *Continued internal successful implementation, Ongoing assessment and adjustments will be made over the next year.*
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	*Progress to date: (2,500 character)* • Re-work current SI program to more closely align with student needs.	*Next steps: (1,000 character)*

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	Planning to scale Scaling in progress At scale	• Further develop the academic resources available in the Engagement Centers • Intensive professional development for all faculty Term, if *at scale* or *scaling:*	*Develop Toolkit for Student Success and Integrated Academic Support teams (including SI) to effectively collaborate.* *Continue to develop courses with support in alignment with AB705, and other major program areas.* *Collect and evaluate data to determine effectiveness of previous steps.* *Timeline for implementing next steps:*
2. e. Support Needed? *Type of Support - place an X next to one or more:* 　Policy guidance　　　Connections with other GP teams 　Regional training　　　On campus /individual training 　Technology　　　X Reporting/data 　Other		*Support Needed – Detail: (1,000 character)* *Work on changing student deficit language about "very poorly" prepared students.*	*Challenge or barrier: (1,000 character)* *Continued assessment of AB705 data to assist students in being successful.*
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 　X Scaling in progress 　At scale	*Progress to date: (2,500 character)* • infrastructure to support growing concurrent and dual enrollment programs. • Increased guidance support courses for dual enrollment • 2018-2019 Strengthened CCAP agreements • Hired direct administrative oversight (director) for concurrent and dual enrollment programs	*Next steps: (1,000 character)* • Make concerted efforts to recruit from the high schools and build bridges into the college. • Increase cultural engagement center counseling • Expansion Adult Education and Non-credit program connections *Timeline for implementing next steps:*

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		Term, if *at scale* or *scaling:*	• Increase efforts to recruit from the high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college.
2. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training X On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

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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 XScaling in progress At scale	*Progress to date: (2,500 character)* • 1 Additional educational advisor has been added to the LHSS team, and one additional education advisor has been approved to support STEM. • Every student needs to be tracked and monitored. • Fall 2019- Identifying technology to case load students to monitor their progress within each instructional pathway • Fall 2018- Early alert reform (Email redesigned to be more student friendly). Utilization of early alert to impact special programs (special programs using early alert to monitor and track progress of students, essential for faculty to fill out the early alert for students who need support) • 2018-2019 – Explored additional functionality with existing Early Alert system or a new system • 2019-2020 – Full rollout of EduNav along with program maps.	*Next steps: (1,000 character)* • Secure second Ed Advisor for STEM Engagement Center Pathway. • *Develop Toolkit for Ed Advisors and Student Success teams to effectively collaborate between all engagement centers.* • Continue to identify effective Early Alert strategies. *Timeline for implementing next steps:* **EQUITY CONSIDERATIONS:** • Provide professional development that address specifically culturally relevant advising practices for all types of advisors. • We need to evaluate hours of operation, course offerings and other academic supports because of the lack of service and availability for part time, evening, and weekend students.

		Term, if *at scale* or *scaling:*	
3. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams Regional training X On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* • Address and evaluate other colleges that are using technology to monitor and track students' progress. • Technology is needed to communicate with students besides an email.	*Challenge or barrier: (1,000 character)* *Closing the loop on early alert.* *Finding technology to support caseload counseling and information sharing to support students through milestones.*
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 X At scale	*Progress to date: (2,500 character)* • Continuous cycle of finalizing and releasing program maps for student use • Group Counseling and SEP completion per engagement center • Expand number of ADT's offered 2019-2020 – Full EduNav launch • Identify program maps that need to be created based off new curriculum • Post Trailheads for new incoming students to utilize for first semester courses if they are undecided. • Finalized all other program maps that are ADT programs of study • EduNav launched to students in selected programs *Timeline for implementing next steps:* Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* • Link CTE Program maps with other ADT program maps on the instructional pathways page • Program Map updates should be included in Annual Program Review process. • Discussions have occurred with regard to AOE's and the data does not support the removal; however, further discussions may occur with regard to streamlining. • Update ADT Program Maps to include Ethnic Studies requirements. *Timeline for implementing next steps:*
3. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams XRegional training On campus /individual training XTechnology Reporting/data		*Support Needed – Detail: (1,000 character)* Technology and Increased Counseling/ Ed Advisor Support for a manageable/realistic caseload.	*Challenge or barrier: (1,000 character)* Consistent monitoring and engagement between students and their counselors to ensure students stay on path.

Other			

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
	  X Not systematic
	  Planning to scale
	  Scaling in progress
	  At scale
		Progress to date: (2,500 character)
		
		• Explore functionality in existing Early Alert system
		• Exploring advanced technology/early assessments to support both case management advising and early alert
		• 2018-2019 Discussing and Planning 2019-2020 Discussing, Exploring and Planning , included Early Alert in PRT visit.
		
		Timeline for implementing next steps:
		
		Term, if *at scale* or *scaling:*
			Next steps: (1,000 character)
			
			Continue to explore and secure Early Alert system. New ERP has possible functionality.
			
			Implement Inescapable Support Services for Students plan.
			
			Timeline for implementing next steps:
			EQUITY CONSIDERSATIONS:
			• **The college need to continue to integrate the Inescapable Services Plan for all students, providing consistent check-in with students, and providing services based on student need.**

3. c. Support Needed? *Type of Support - place an X next to one or more:*
  Policy guidance   XConnections with other GP teams
  Regional training   XOn campus /individual training
  XTechnology   Reporting/data
  Other
		Support Needed – Detail: (1,000 character)	*Challenge or barrier: (1,000 character)*

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	*Place an X next to one:*
	  Not occurring
	  Not systematic
	  XPlanning to scale
	  Scaling in progress
	  At scale
		Progress to date: (2,500 character)
		• Continue to provide students the advising support they need to enter limited access programs.
		• Through Career/Transfer Center and Engagement centers we need to broaden conversation, so students are aware of transfer institution requirements and career options
		• Based upon where students are within milestones, assist students in understanding available options
			Next steps: (1,000 character)
			
			• Nursing Department is creating an allied health/ public health degree for students who don't get into the nursing program, they can use the pre requisite courses to apply to multiple local allied health programs
			• .
			• Develop Toolkit for Ed Advisors and Student Success teams to effectively collaborate between all engagement centers.

		• Increasing marketing efforts and branding to inform others of Career/Transfer Center. New location and times of services • Fall 2019- Address and examine existing needs and support to staff and house all of the engagement centers Term, if *at scale* or *scaling:*	*Timeline for implementing next steps:*
3. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training XOn campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	Challenge or barrier: (1,000 character) Identifying early on students who are not eligible to get into particular programs based on GPA or course completion or other determining factors. Creating additional options for students to obtain degrees or certificates that will allow them to work or be filtered into additional programs that have the same course requirements.

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
	     XScaling in progress
	     At scale
		Progress to date: (2,500 character)
		 • Strategic enrollment management plan assessment and refresh – to be completed in Spring 2022
		 • Increase and Identify accelerated models for additional Programs and pathways.
		 • Online and Hybrid course offerings based on student need.
		
		 Term, if *at scale* or *scaling:*
			Next steps: (1,000 character)
			
			 • Year around scheduling
			 • Collect and evaluate data on success rates of online and hybrid courses, and provide professional development opportunities to increase success.
			 • Consistent monitoring and engagement between students and their counselors to ensure students stay on path.
			
			 EQUITY CONSIDERSATIONS:

			The college need to continue to evaluate data on how online and hybrid course offerings affected marginalized and underrepresented student populations. *Timeline for implementing next steps:*
3. e. Support Needed? *Type of Support - place an X next to one or more:* 　Policy guidance　　　Connections with other GP teams 　Regional training　　　On campus /individual training 　Technology　　　　　Reporting/data 　Other		*Support Needed – Detail: (1,000 character)*	*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
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 X At scale	*Progress to date: (2,500 character)* • Continue to implementation of PLO assessment for all programs Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* • *College has an ongoing schedule for PLO assessment.* *Timeline for implementing next steps:*
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)*	*Challenge or barrier: (1,000 character)*
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 X Scaling in progress At scale	*Progress to date: (2,500 character)* Fall 2019- Spring 2020 • Continue conversations about culturally responsive teaching and equity minded instruction (to meet the needs of all students and analyze best practices that yield successful outcomes per subject matter). • Development of teaching and learning principles	*Next steps: (1,000 character)* • Explore contextualized learning with career focus • *Explore GE course alignment with CTE Courses (e.g. Physics with Automotive).* • *Development Equity Minded Teaching and Learning Institute* • *Develop Communities of Practice to identify best practices for creating a sense of belonging for students.*

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
		• Collection of best practices amongst instructional faculty • 8 hours of Equity minded Professional Development required of all faculty. Term, if *at scale* or *scaling:*	*Timeline for implementing next steps:*
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)*	*Challenge or barrier: (1,000 character)*
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 X Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* • All programs/ disciplines need to create an inventory of and understanding of where these opportunities exist and then create relevant opportunities in areas that is feasible. • 8 hours of Equity minded Professional Development required of all faculty. • Career Center working to update and expand Internship and experiential learning opportunities. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* • *Finalize Career Center Plan* • *Development of Equity Minded Teaching and Learning Institute* • *Expansion of Internship, Apprenticeship, and Experiential Learning opportunities for students.* *Timeline for implementing next steps:*
4. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training		*Support Needed – Detail: (1,000 character)* Broaden local partnerships for internship opportunities for students.	*Challenge or barrier: (1,000 character)* Sharing of opportunities and resources for students to connect them to industry

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
Technology Reporting/data XOther			partners and experiences outside of the classroom. These resources exist within CTE, but not systematic across GE disciplines.

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
	    Scaling in progress
	    X At scale
		Progress to date: (2,500 character)
		
		 • Continue to assess SLOs.
		 • 2019-20- Teaching and learning professional development opportunities to ensure students are learning
		 • Ongoing college implementation schedule which is done through Annual Program Review and assessment. The goal is to take the information from assessment and use it to evaluate effective instructional techniques and practices. Additional focus moving forward is to integrate the Equity data (from institutional research and Perkins) in these instructional techniques to make sure that all populations of students have adequate access and support for success.
		
		 Term, if *at scale* or *scaling:*
			Next steps: (1,000 character)
			
			 • *College must ensure all SLO assessments are completed in a timely fashion.*
			
			 Timeline for implementing next steps:

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
		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
Technology Reporting/data Other			
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 X At scale	*Progress to date: (2,500 character)* • Continue to assess SLO's to improve teaching and learning with a focus on equity. • Ongoing assessment at PLO level. • Continue conversations around pedagogical and curricular changes. • Professional development is needed to train adjunct faculty in the areas of SLO and PLO assessment to help close the loop. • Creating opportunities to rethink how we teach to infuse active/experiential learning in courses and programs Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* • Continue to provide professional development and support to increase equity minded pedagogy in courses. • Continue to utilize Data Coaching program. • Develop Communities of Practice to identify best practices teaching and learning. • Development Equity Minded Teaching and Learning Institute • *Timeline for implementing next steps:* **EQUITY CONSIDERATIONS:** **We assess programs, trainings and curriculum, but we need to take a closer look at how they impact the practice in the classroom and in support programs in a systemic way. Training/ Professional development needs to include faculty and staff.**
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)*	*Challenge or barrier: (1,000 character)*
f. The college helps students document their learning for employers and	*Place an X next to one:* Not occurring	*Progress to date: (2,500 character)*	*Next steps: (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
universities through portfolios and other means beyond transcripts.	XNot systematic Planning to scale Scaling in progress At scale	• 2019-2020 Examine use of portfolios. • CTE and FPA are still considering how to integrate the use of portfolios for students • Uniformity varies. • Additional research and conversation is required. Decisions on how to integrate portfolios will be determined by Spring 2021. Term, if *at scale* or *scaling:*	• Examine systemic portfolio options to ensure students are connecting with employers and universities. *Timeline for implementing next steps:*
4. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance XConnections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Examples of successful implementation.	*Challenge or barrier: (1,000 character)*
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)* • Linking Professional Development plans to strategic planning process, equity and college initiatives • Reorient flex activities more directly around college initiatives • Ideas around Student Centered Research to increase student voice, train future researchers and increase faculty-student engagement.	*Next steps: (1,000 character)* • Development Equity Minded Teaching and Learning Institute • Utilize CCSSE and SENSE data to drive implementation of additional best practices. • *Incorporate student voice into strategic planning process and within shared governance structures.* • *Institute a communication plan at the college.* *Timeline for implementing next steps:*

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
		Term, if *at scale* or *scaling:*	
4. g. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character*	*Challenge or barrier: (1,000 character)*

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:*
	X Student survey(s)
	    X Students serve on campus GP advisory committee(s)
	    Student focus groups
	    Other: Shared Goverance

	Engagement Efforts - Details: (1,000 character) At RCC, we understand how valuable our student voices are in our redesign efforts. We currently have students sit on multiple decision making committees, including every leadership council and Academic Senate. During the last year we have engaged our students in student panels at faculty flex and have requested feedback from students in every implementation strategy or document. We continue to use surveys as a means to capture student feedback in all areas of college decision making and student support. We have secured additional grant funding to begin a "Street Team" which will

	allow students to connect with other students throughout the college to enhance the student experience.
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) Program maps and trailheads have been designed with course offerings in mind. Not all program maps or trailheads have the same courses listed. Discipline faculty and counseling continually meet to determined which programs should take English or math first, History vs Political Science, Communication Studies 1 or 9, etc… We are moving towards the implementation of an ERP to provide better guidance to students in course selection and completion.

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