



**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA GUIDED PATHWAYS PROJECT COLLEGES' ASSESSMENT OF PROGRESS IN IMPLEMENTING PATHWAYS AS OF FALL 2018**

Revised August 2018

Institution Name: | **Riverside City College** |

Date: | **10/15/18** |

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). We suggest that you convene faculty, student services staff, and administrators from across divisions at your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall 2018. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

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

A new addition to the SOAA for fall 2018: 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.

We have updated the SOAA 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 (1) refer to the equity consideration questions to facilitate initial conversations about connections between the college’s pathways and equity efforts and (2) if it is useful, refer to the attachment with your college’s ratings from fall 2017. **Please submit the completed SOAA, along with the four sections of your Short Term Action Plan (Parts I-IV), to Coral Noonan-Terry (noonan@cccse.org).** For more information, or if you have questions about the SOAA, please contact Sarah Griffin (sg3607@tc.columbia.edu) of CCRC.

NOTE: This is the second Scale of Adoption Assessment that CCRC is conducting as part of the California Guided Pathways Project. The next assessment will be administered in fall 2019.

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|---|---|--|---|
| <p><i>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” as well as during the follow-up call with CCRC.</i></p> | | | |
| <p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • 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? | | | |
| <p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Every program is well designed to guide and prepare students to enter</p> | <p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> | <p><i>Progress to date:</i></p> <p>As of Fall 2017</p> <ul style="list-style-type: none"> • Some pathways have been identified | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Program map rollout aligned with EduNav electronic education planning/registration system rollout |

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| <p>employment and further education in fields of importance to the college's service area.</p> | <p><input type="checkbox"/> At scale</p> | <ul style="list-style-type: none"> • Partnerships and articulation agreements with 21 UC and 22 CSU systems are in place • Currently, CTE programs have certificate and degree patterns with 2 year rotations allowing students to progress through programs. • Some programs have integrated industry certifications included in pathways. • Business and Information Systems Technology have accelerated programs in place, as of Fall 2017 which allow students to complete degree and certificate programs within established periods of time (2 years for ADT, and 2 semesters for Certificates). <p>Through Fall 2018</p> <ul style="list-style-type: none"> • Spring 2018 – 32 Program maps developed • Program plans modified from semester based to 1st 15/2nd 15/ 3rd 15/Final 15+ to address part time students • Increased reassign time of faculty liaisons from .20 to .40 – institutionalized First Five • Improved completion of comp SEPs during first 15 units • CTE Program Maps and ADT requirements are in 2018-2019 college catalog | <ul style="list-style-type: none"> • 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. Next steps include continued streamlining work with 4-year partners • CTE is continuing work on sequence courses better. All academic areas need to address the sequencing and regularity of course offerings to align with program maps. • Identify accelerated models for all CTE Programs and pathways. Develop timeline and milestones for this work. • 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 • Initiative a discussion districtwide about the future of AOE's <p><i>Timeline for implementing next steps:</i></p> |

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| | | <ul style="list-style-type: none"> Revised onboarding to include career exploration, placement through MMAP only, and 1-semester ed plan. <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p> <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> 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, associates 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. | <ul style="list-style-type: none"> Fall 2018 – Finalizing program maps for distribution and posting Spring 2019 – Implementing full use of program maps Fall 2018 – EduNav release 3 programs for winter/spring registration (1500 students) Spring 2019 – EduNav release of additional programs for summer/fall registration (7500 students) 2019-2020 – EduNav release for all students 2018-2019 – Begin work with UCR to build pathway pipeline through EduNav 2018-2019 Identify process for updating program maps within existing processes Fall 2018 – modify 1-semester ed plan 2018-2019 - Initiative a discussion districtwide about the future of AOE <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> Continue the discussion on how to provide information to students on the differences of earning potentials between related certificates and degrees, as well as the financial costs and economic benefits of program completion. |

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| <p>b. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p><i>Progress to date:</i> Through Fall 2017</p> <ul style="list-style-type: none"> Website is very poor in how it communicates critical information to college constituencies, especially students. CTE has some content, but many programs haven't developed employment, future career information, etc. The information needs to be better formatted on RCC's website. Student graduation surveys have identified this as a significant gap At this point, the CTE has been gathering data on appropriate organizations to update the CTE Website. <p>Through Fall 2018</p> <ul style="list-style-type: none"> Website consultant contract Board approved Planning for website design in progress <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p> | <p><i>Next steps:</i> []</p> <ul style="list-style-type: none"> Disciplines/departments/divisions will provide content and a web design consultant will implement. <p><i>Timeline for implementing next steps:</i> []</p> <ul style="list-style-type: none"> Fall 2018 – webpage design creation Spring 2019 - New website launched <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> Redesign the college website by: <ul style="list-style-type: none"> Conducting student focus groups/ equity groups to get a student perspective on layout and information provided. Add pictures or clip art that reflects historically, underrepresented student populations. Student populations should have easy access to links or group pages that they identify with. Identify which resources should be available in print version and where to find the copies on campus. |

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| | | | <ul style="list-style-type: none"> ○ Integrate a calendar of announcements and events that are known campus wide. |
| <p>c. 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.</p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p><i>Progress to date:</i></p> <p>Through Fall 2017</p> <ul style="list-style-type: none"> • Sequencing is uneven. • Different disciplines have different needs for sequencing competencies. • CTE has a good plan and model in place including rotations. • Some LHSS programs have a course rotation, but these sequences are not necessarily linked to programs. • Educational plans are being developed for every student through Counseling. Inconsistent mapping of when courses within programs should be taken; therefore, each CTE program is currently looking at new strategies to ensure that students are strategically completing programs. Other college programs need to develop mappings of when courses should be offered/taken <p>Through Fall 2018</p> <ul style="list-style-type: none"> • For 32 Programs, 1st 15/2nd 15/ 3rd 15/Final 15+ identified. • Discipline faculty leads continue to work with counselors to identify pathways – and alternatives – to | <p><i>Next steps:</i></p> <p>[]</p> <ul style="list-style-type: none"> • Refine and release program maps • Finalize milestones on each program map • Standardize labor market information on all program maps (e.g. identify common sources such as BLS and Center of Excellence) • Continue to develop accelerated models in all CTE programs, considering sequences in courses. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [] • Fall 2018 – Finalize 32 program maps and release for distribution and use • Spring 2019 – Complete all other program maps • 2019-2020 – Full release of program maps • 2019-2020 – Employ new process for program map updates • 2019-2020 – All program maps posted on college website |

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| | | <p>help students have options for courses depending on what is available, demand, etc.</p> <ul style="list-style-type: none"> • Discipline faculty leads and Counselors continue to work with each of the Programs to identify general education courses which are “preferred” for each of these programs • With AB705 implementation, no longer offering accelerated English. Co-requisite model implemented on small scale Fall 2018; increased offerings in Spring 2019 • Agreed to multi-term registration districtwide beginning winter/spring 2019 <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <ul style="list-style-type: none"> • 2018-2019 – English and math phased in approach to AB705 • Fall 2019 – Full implementation of English and math for AB705 • Fall 2020 – Full implementation of ESL for AB705 |

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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?

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| <ul style="list-style-type: none"> 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? | | | |
| <p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>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.</p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p><i>Progress to date:</i> Through 2017</p> <ul style="list-style-type: none"> SEP numbers have been increased significantly and the college is making significant progress to develop curriculum plans. CCSSE and other student feedback about career exploration is uneven. Students are saying that they don’t have as much time to explore careers and options as they need. On a systematic scale, the college has created a significant amount of infrastructure designed to support students in these aspects. However, many students are not necessarily taking advantage of these resources. Students in special programs get this support as well as CTE students. Educational Advisors provide students with information pertaining to their proposed/chosen program of study. They provide options for students whether they are interested in certificates or degree patterns. Employment Placement Coordinator provides potential employment | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully employ DQP – Degree Qualifier 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 Defining transfer pathways for CTE Continue project – All CTE programs will have integrated brochures developed that annotate their certificates and degree patterns, along with Labor Market data and employment possibilities. Help students “narrow” their preferences based on Instructional Pathway (meta-majors) Develop first term safari walk for students exploring within an instructional pathway The Guided Pathways Team will need to continue to revisit and clarify timeline and responsible parties for these activities. |

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|-------------------------------------|----------------------------------|--|--|
| | | <p>information to students who have selected areas of study and interest.</p> <ul style="list-style-type: none"> Annual events have been offered for junior and senior high school students to become more aware of the programs that RCC offers. <p>Through 2018:</p> <ul style="list-style-type: none"> Fall 2018 - Moved career exploration (Career Coach) to the beginning of a student's onboarding experience, versus at the end. – Open CCC Apply captures student prior to completing application Spring 2018 – Counseling Curriculum developed to define milestones and responsibilities of success team members (counselors, educational advisors, peer mentors, and all counseling frontline staff) <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> We currently offer career exploration workshops, career panels and discovery lecture series with guest speakers to help underrepresented students seek careers in high paying fields and to help raise educational and career expectations for them. However, we do not assess whether underrepresented students are | <ul style="list-style-type: none"> 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 Welcome Day for each Instructional Pathway <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2018 Disciplines/Departments to refine program maps and articulate the skill sets and careers in a Degree Qualifications Profile. Fall 2018 – Guided Pathways core group will revisit and refine action plan for first institute Spring 2019 – Refine academic support team tools Spring 2019 – Safari walk development January 2019 Retreat – Revisit and refine action plans Summer 2019 – Welcome Day by Instructional Pathway <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> Explore ways to assess and collect data surrounding underrepresented students and the disproportionate enrollment |

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| | | <p>enrolled in programs that lead to lower salaried careers.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> <ul style="list-style-type: none"> Fall 2018 – Scaling in progress | <p>in programs that lead to lower salaried careers.</p> |
| <p>b. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English.</p> | <p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p> | <p><i>Progress to date:</i></p> <p>Through 2017</p> <ul style="list-style-type: none"> Math and English have pilots. Strong Workforce is developing student success liaisons We also know we are blocking students from moving forward because of curriculum management / not offering the needed number of seats for students to progress Supplemental Instruction has been utilized in limited courses; however, the success rates associated with classes that have included supplemental instruction have higher completion and success rates. <p>Through 2018:</p> <ul style="list-style-type: none"> Establishment of right math Co-requisite model for English approved and offered Huge strides made in math and English but much more work is required outside of these two disciplines to identify gateway courses | <p><i>Next steps:</i></p> <p> </p> <ul style="list-style-type: none"> 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. Further develop - Student Success Liaison proposal within CTE to support students, not only in the classroom, but outside as well. <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> Address the appropriate hiring of Tutors, Peer mentors and SI leaders that will assist in the student’s success. (For Example, the timing of when Math 12 tutors are hired. Most Math 12 tutors are hired and then transfer after one semester. Need to hire them early on in their program to train them appropriately to meet student’s needs). |

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| | | <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> • The college disaggregates data in critical program courses and the following are supports that have been embedded to support the success of the students in those courses: <ul style="list-style-type: none"> ○ New Science of Learning Curriculum ○ Study Group Leaders for Biology and Math ○ SI: Embedded Tutoring ○ Writing center/ STEM center/ Math Learning Center <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p> | <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [] • 2018-2019 – identify the gateway courses. • Spring 2019 implement CTE action plans • Continue the work with Academic Support to identify a plan for supporting students in gateway classes (SI, embedded tutoring, etc.) |
| <p>c. Required math courses are appropriately aligned with the student’s field of study.</p> | <p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p> | <p><i>Progress to date:</i> Through Fall 2017</p> <ul style="list-style-type: none"> • Exists, but in a very traditional sense <p>Through Fall 2018:</p> <ul style="list-style-type: none"> • Establishment of right math within program maps • New curriculum launched and new math matrices and courses presented in various participatory governance venues during fall 2018 <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p> <ul style="list-style-type: none"> • Fall 2018 | <p><i>Next steps:</i> []</p> <ul style="list-style-type: none"> • Final curriculum approval <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2019 - Launch of new curriculum and co-requisite supports |

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| <p>d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p><i>Progress to date:</i> Through Fall 2017</p> <ul style="list-style-type: none"> • Pilots for acceleration exist and data are being collected on their success • Curriculum re-design in English, math, reading, ESL • Co-curricular support through categorical funding (peer mentors, SI, engagement centers) • Supplemental Instruction has been utilized in limited courses; however, the success rates associated with classes that have included supplemental instruction have higher completion and success rates. <p>Through Fall 2018</p> <ul style="list-style-type: none"> • Leveraged lessons learned from pilots and are scaling up • Awarded 3-year NSF grant – STEM en familia – example of providing intensive support and developing an evidence-based model of support <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p> | <p><i>Next steps:</i> []</p> <ul style="list-style-type: none"> • Re-work current SI program to more closely align with student needs. • Assess Student Success Liaison proposal within CTE to support students to evaluate the effectiveness and ability to scale. • Further develop the academic resources available in the Engagement Centers • Intensive professional development for all faculty <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [] • Fall 2018 – AB705 Professional development focused on redesign • Spring 2019 – AB705 Professional development shift to affective domain support for all faculty • Fall 2018 – STEM en familia grant launched • Fall 2018 - Work with Academic Support to develop a plan for supporting very poorly prepared students to succeed in college-level courses asap (SI, embedded tutoring, etc.) |
| <p>e. The college works with high schools and other feeders to motivate and prepare</p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic </p> | <p><i>Progress to date:</i> Through Fall 2017</p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • [] |

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| <p>students to enter college-level coursework in a program of study when they enroll in college.</p> | <p><input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <ul style="list-style-type: none"> • College Promise – including 700 first-time students who are college level and enrolled full-time • CTE has established relationships with local High Schools to provide opportunities for students to enter CTE programs based on interests. • Additional discussions have occurred with Articulation between HS and RCC. • Concurrent and Dual Enrollment discussions have been fruitful and beneficial for students • Multiple events have been offered within CTE to draw attention to programs for High school junior females and High school senior students. <p>Through Fall 2018:</p> <ul style="list-style-type: none"> • Strong CCAP agreements with 3 districts • Build on concurrent and dual enrollment to help students to begin programs of study while still in high school. • Robust high school faculty-to-college faculty conversations. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> <ul style="list-style-type: none"> • Fall 2018 | <ul style="list-style-type: none"> • Strengthen the college infrastructure to support growing concurrent and dual enrollment programs. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • • 2018-2019 Strengthen CCAP agreements • Advocate for direct administrative oversight (director) for concurrent and dual enrollment programs <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> • Ujima program will make concerted efforts to recruit from the high schools and build bridges into the college. • Adult Education increased participation from the community. Information about the Adult Education program disseminated college wide. |

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| <p><u>Equity Considerations in Area 3:</u></p> <ul style="list-style-type: none"> • 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? | | | |
| <p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p><i>Progress to date:</i> Through Fall 2017</p> <ul style="list-style-type: none"> • The only students who receive this support are those who sign a contract or are involved in categorical programs • The ability to monitor is a significant gap • Educational Advisors provide support to students from the initial contact through program completion. <p>Through Fall 2018:</p> <ul style="list-style-type: none"> • Increased availability of educational advisors to support broad pathways (CTE, LHSS, STEM, FPA, Nursing) • Implementation of EduNav in fall 2018 with 3 pathways with a plan to scale up to all by 2019-2020 • Developed three phased approach for integrating EduNav with Guided Pathways which will facilitate the ability of counselors and advisors to monitor progress <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> • Very few trainings that address specifically culturally relevant | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • <input type="checkbox"/> • 2 Additional educational advisors requested in program review to support LHSS and STEM (the two largest of the broad pathways) • Every student in the Guided Pathways program needs to be tracked and monitored (Academic Support Team, EduNav) • Early alert reform <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • <input type="checkbox"/> • 2018-2019 – Explore additional functionality with existing Early Alert system or a new system • 2018-2019 Staged rollout of EduNav along with program maps • 2019-2020 Full rollout of EduNav along with program maps <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> • There is a need to clarify what types of advisors there are. Based |

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| | | <p>advising practices for all types of advisors.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p>on the type of advisor there needs to be culturally relevant advisor trainings developed.</p> <ul style="list-style-type: none"> 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. |
| <p>b. Students can easily see how far they have come and what they need to do to complete their program.</p> | <p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p><i>Progress to date:</i> Through Fall 2017</p> <ul style="list-style-type: none"> For the courses taken with the college, students can access their academic progress through WebAdvisor (degree audit). However, for courses transferred in, equivalencies are difficult to identify and link Any student with a comprehensive Educational Plan, should know how far they have come and what they need to do to complete. <p>Through Fall 2018:</p> <ul style="list-style-type: none"> Students continue to have access to degree audit along with a staged rollout of program plans through EduNav (only 3 to launch in fall) <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> Launch EduNav Finalize program maps and release for use <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2018 – Finalize first 32 program maps Spring 2019 – Finalize all other program maps 2018-2019 – EduNav launch to students in selected programs 2019-2020 – Full EduNav launch |
| <p>c. Advisors and students are alerted when students are at risk of falling off their</p> | <p><input type="checkbox"/> Not occurring</p> | <p><i>Progress to date:</i> Through Fall 2017</p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> |

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| <p>program plans and have policies and supports in place to intervene in ways that help students get back on track.</p> | <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p> | <ul style="list-style-type: none"> An Early Alert system is in place, but is not necessarily effective. Students are often contacted through this system, to see their instructor, and many times they automatically assume the worst, and drop the course. Students within some special programs have grade reports required to monitor their progress through courses. Additional institutionalized mechanisms should be put in place to mirror what programs, such as EOPS and athletics, are doing. <p>Through Fall 2018:</p> <ul style="list-style-type: none"> Only in special programs including promise students does this exist Counseling Curriculum developed for 2018-2019 to establish a planned approach for counselors, advisors, and peer mentors to reach out to students at specific milestones. <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> The college integrates academic and student support services into pathways so that the support is unavoidable. The following are examples of embedded support: | <ul style="list-style-type: none"> Explore functionality in existing Early Alert system Exploring advanced technology/early assessments to support both case management advising and early alert <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 2018-2019 Planning 2019-2020 Implementation |

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| | | <ul style="list-style-type: none"> ○ Faculty coordinates classroom presentations about services and office hours in the engagement center ○ Supplemental Instruction in the classroom ○ Lab hours for English ○ 'First Five' conversations in the classroom ● The college also ensures that students financial stability needs are being met so that they can make progress in program completion by offering the following services or programs: <ul style="list-style-type: none"> ○ Promise Program ○ Bus passes ○ EOPS ○ ASRCC (resource center) ○ Nursing (food/ snacks) ○ Hunger grant ○ Supplies ○ Guardian scholars ○ Childcare (grant funds) ○ FAFSA workshops/ cash for college H.S. ○ Dream Act ○ Health Service (mental health) (This was added to | |

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| | | <p>the list of stability needs by the faculty)</p> <ul style="list-style-type: none"> ○ Showers and Laundry Service in the Athletics Dept. <p>Term, if at scale or scaling: </p> | |
| <p>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</p> | <p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p><i>Progress to date:</i> Fall 2017</p> <ul style="list-style-type: none"> • Educational advisors help students identify alternative programs • Counselors work with students to refine career and educational goals • Ed Advisors help students identify alternative programs when they are unlikely to be admitted into limited access programs. Additionally, Ed Advisors provide students plans for completing courses that would prepare them for entry into the limited access programs. <p>Term, if at scale or scaling: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue to provide students the advising support they need to enter limited access programs. • 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 <p><i>Timeline for implementing next steps:</i> </p> <ul style="list-style-type: none"> • 2018-2019 Broaden implementation of pathways-based academic advising teams |
| <p>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.</p> | <p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p><i>Progress to date:</i> Through Fall 2017</p> <ul style="list-style-type: none"> • Uneven – have made progress with putting courses on a rotation • Currently, many CTE programs have certificate and degree patterns with 2 year rotations allowing students to | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Year around scheduling • Strategic enrollment management plan assessment and refresh • Identify accelerated models for additional Programs and pathways. |

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| | | <p>progress through programs based on both day and evening offerings.</p> <ul style="list-style-type: none"> • Business and IST have accelerated programs in place, as of Fall 2017, which allow students to complete degree and certificate programs within established periods of time (2 years for ADT, and 2 semesters for Certificates) with guaranteed days and times for students so that they can plan for family and work obligations. <p>Through Fall 2018:</p> <ul style="list-style-type: none"> • Multi-term registration • Majority of all programs have clear course rotations as part of the program mapping <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> • Win/Spr 2019 – Multi-term registration – students able to register while still enrolled in fall 2018 reports from EduNav to support schedule needs • Spring 2019 – Enrollment Management Plan refresh approval expected • 2019-2020 – Pull usable |

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| <p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • 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)? | | | |

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| <ul style="list-style-type: none"> • 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? | | | |
| <p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p> | <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i> Through Fall 2017</p> <ul style="list-style-type: none"> • Occurring in CTE (SLOs PLOs) • In General Education, alignment of PLOs with further education and/or employment is occurring • All programs have PLOs; however, not all PLOs have been assessed. Assessment of course SLOs is established and ongoing. All CTE SLOs and PLOs are reviewed for efficacy by Advisory committees. <p>Through Fall 2018:</p> <ul style="list-style-type: none"> • PLO assessment workshop offered in spring 2018 • PLO assessment continues to expand particularly those with ADTs <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> <ul style="list-style-type: none"> • Fall 2018 | <p><i>Next steps:</i></p> <p>Continue to implementation of PLO assessment for all programs</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • College has an ongoing schedule for PLO assessment. |
| <p>b. 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 active learning</p> | <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | <p><i>Progress to date:</i> Through Fall 2017 & Fall 2018</p> <ul style="list-style-type: none"> • Varies widely – some limited examples, but not available to all programs equally • Limited internships are available • Study abroad exists | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Create an inventory of and understanding of where these opportunities exist • Identify needs and where these opportunities could link robustly with curriculum |

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| <p>activities that program faculty intentionally embed into coursework.</p> | | <ul style="list-style-type: none"> • Currently, an Apprenticeship program has been developed within Culinary to provide students the additional opportunities to expand knowledge, skills and abilities. • Limited internships are available within other CTE Programs. • Business program has integrated Student Success Seminar into the Accelerated ADT Program that provides students the opportunities to do group projects that support their overall educational goals. The Success Seminar is being developed as a non-credit module that is taught by a FT Faculty member. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <ul style="list-style-type: none"> • Non-Credit CDCP Success Seminar modules currently being developed and taken through existing Curriculum protocols. • Consider sending a team to LFM to make progress in this area <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2018-2019 – Inventory efforts and identify areas for expansion • 2018-2019 – Continue to explore non-credit options |
| <p>c. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p> | <p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input checked="" type="checkbox"/> At scale</p> | <p><i>Progress to date:</i> Through Fall 2017</p> <ul style="list-style-type: none"> • PLO assessment pilots are in place and need to be better implemented. Templates, strategies, and resources exist and are posted. • PLO assessments are scheduled and tracked <p>Through Fall 2018:</p> <ul style="list-style-type: none"> • At scale as it is part of our structure and processes. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue to assess SLOs and complete PLO assessment. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Ongoing college implementation schedule |

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| <p>d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale </p> | <p> <ul style="list-style-type: none"> Fall 2018 <p><i>Progress to date:</i> Through Fall 2017</p> <ul style="list-style-type: none"> SLO's are assessed on an ongoing basis and adjustments to instruction are made, when needed, based upon findings. Program Review is used to propose and assess new initiatives that align with results of learning outcome assessments, industry recommendations and state wide goals. <p>Through Fall 2018:</p> <ul style="list-style-type: none"> At scale but need to address quality and pedagogical adjustments suggested Individual faculty have access to equity data that drive conversations about appropriate course content and teaching strategies <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> There is Disaggregated Course success looked at by individual sections or discipline wide using Center for Urban Excellence Protocol. There are also trainings, programs and professional development options that are assessed that specifically target underrepresented Equity groups. Such as the following: <ul style="list-style-type: none"> 105 clubs (L.G.B.T.Q.) </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue to assess SLO's to improve teaching and learning with a particular focus on equity. Achieve ongoing assessment at PLO level. Beginning the conversations around pedagogical and curricular changes. Creating opportunities to rethink how we teach to infuse active/experiential learning in courses and programs Make sure all faculty are equip to address affective domain issues <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Ongoing <p><u>EQUITY CONSIDERATIONS:</u></p> <ul style="list-style-type: none"> Assess how we critically examine our role in advancing equity minded teaching and advising practices, other than cultural competency training, or individual pockets of staff/faculty participation in equity minded teaching and learning conferences. 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 |

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| | | <ul style="list-style-type: none"> ○ Puente/ Ujima Learning Communities ○ Avid faculty development ○ Cultural competency: the Cohort needs to change ○ HBCU trip ○ Invited speakers <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p>way. Training/ Professional development needs to include faculty and staff.</p> |
| <p>e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p> | <p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p><i>Progress to date:</i> Through Fall 2017</p> <ul style="list-style-type: none"> • Uneven across programs • CTE is currently working with the new GIG Economy statewide initiative to develop Digital badges for students who complete programmatic goals. These badges, developed collaboratively, provide employers and university partners a guarantee that the students have met the qualifications associated with the program of study or field proficiency. <p>Through Fall 2018:</p> <ul style="list-style-type: none"> • Adopted Portfolium for a 2-year pilot but did not retain the contract <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Inventory and assess what is going on at the campus to determine the effectiveness of scaling <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Uncertain |
| <p>f. The college assesses effectiveness of educational practice (e.g. using CCSSE or</p> | <p><input type="checkbox"/> Not occurring</p> | <p><i>Progress to date:</i> Through Fall 2017</p> | <p><i>Next steps:</i></p> |

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| <p>SENSE, etc.) and uses the results to create targeted professional development.</p> | <p><input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <ul style="list-style-type: none"> Regularly use CCSSE and student feedback Faculty advising program was implemented in part based on feedback from CCSSE Faculty liaisons have been established (fall 2017) for LHSS/FPA, STEM, CTE/Nursing <p>Through Fall 2018:</p> <ul style="list-style-type: none"> SENSE surveys done in fall 2018 <p>Term, if <i>at scale</i> or <i>scaling</i>: </p> | <ul style="list-style-type: none"> Drafts completed of professional development plans for faculty, staff, and management Linking PD plans to strategic planning process and college initiatives Look at SENSE data and determine next steps Reorient flex activities more directly around college initiatives <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2018-2019 - for all the above |